

OPPORTUNITIES TO ADVANCE EDUCATION IN ARKANSAS ESSA & SUPPORTS BEYOND THE CLASSROOM



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On behalf of ForwARd Arkansas, the Office of Innovation for Education (OIE) collaborated with *ForwARd* officers and several state agencies to develop the series: *Opportunities to Advance Education in Arkansas*. This series of working documents uncover and highlight potential intersections among *ForwARd*'s recommendations, the Every Student Succeeds Act (*ESSA*), and related efforts among Arkansas agencies to transform Arkansas. These intersections are unpacked and situated in Arkansas' current context to provide a richer understanding of the current work, identify potential next steps, and spotlight the unprecedented opportunities to advance and accelerate Arkansas' transformation.

ForwARd Arkansas. ForwARd Arkansas is a partnership of parents, educators, civic leaders, business professionals, and policy makers committed to helping every Arkansas student graduate prepared for success in college and the workplace. In early 2015, following extensive input from stakeholders, the ForwARd Arkansas Steering Committee crafted "A New Vision for Arkansas Education". The vision outlines seven areas of focus which include recommendations for realizing the vision.

Every Student Succeeds Act (ESSA). ESSA was signed into law December 10, 2015 replacing the No Child Left Behind Act (NCLB) in the latest reauthorization of the federal Elementary and Secondary Education Act. ESSA includes provisions for federal education funds and outlines the requirements under which state and local education agencies receive, distribute, use, and are accountable for the use of these funds.

The language of ESSA provides states and districts with more flexibility, enabling states to determine long-term goals for student success. Given this historic opportunity, it is timely to review state agency initiatives that might intersect with new opportunities under the law.

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Unprecedented Opportunity. ESSA represents a unique opportunity at the state and local district levels to reimagine how federal, state, and local efforts and resources might be coordinated to enhance educational opportunities and outcomes to benefit all students in Arkansas and to close long-standing differences in student success. The launch of the *ForwARd* initiative to advance education in Arkansas provides additional intersections from which momentum might be gained to advance equity and access to opportunities to close those success gaps for the children in Arkansas.

In this Series

ESSA provides states many opportunities to increase student learning and achievement by envisioning how students can be better supported through school climate, shared school leadership, integrated systems of care and opportunities for expanded learning. In this series we highlight Arkansas' unprecedented opportunity to grow and integrate state and nationwide networks, utilizing and coordinating needed services for learners, especially those historically underserved. In *Supports Beyond the Classroom*, we draw connections to the Arkansas Department of Education's Vision for Excellence in Education to highlight and integrate opportunities.

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities for School Climate & Shared Leadership</i>
<p>Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement (Arkansas Department of Education, Vision for Excellence in Education, Goal 1).</p> <p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>Engaging stakeholders, including teachers, parents, principals, and health providers and in the development of state and local plans for how funds are allocated is key in Title 1, Part A. Programs may provide:</p> <ul style="list-style-type: none"> • Counseling and School-based mental health • Specialized instructional support & Mentoring • Skills such as personal competencies <p>Title 1, “Targeted Assistance Schools,” allows for a focus on a schoolwide tiered model to prevent and address behavior problems and provide early intervention services, along with an emphasis on violence prevention. Professional development necessary for all staff to meet the comprehensive needs of children is allowed. School success indicators, that extend beyond traditional measures, may include consideration of:</p> <ul style="list-style-type: none"> • Student engagement • School climate and safety, and any other indicator the state chooses that meets the requirements of this clause (Sec. 1114 & 1115) 	<p>Arkansas has an opportunity to strengthen and develop school partnerships with mental health agencies to remove barriers and improve access to school-based services for children and families. Under ESSA, Arkansas can transform what life after graduation looks like for students by including the integration of employability skills (competencies) in the curriculum. Along with this, Arkansas can explore the use of digital badges to indicate a level of accomplishment, skills, quality, or interests that can be earned in many learning environments to help students market their personal competencies. Oregon’s digital badging initiative, for example, allows students to:</p> <ul style="list-style-type: none"> • Be recognized for skills learned in a variety of settings, • Collect badges from multiple sources and display their skills & achievements in profiles, job sites, websites, etc. • Prove that they have skills that employers, community organizations, schools, and higher education are seeking <p>After consideration of the school quality indicator, the Coalition for Community Schools encourages states to use Results-Based Accountability (RBA) to focus on what matters most and move toward a model of shared accountability.</p>
<p style="text-align: center;"><u>ForwARd Recommendation</u></p> <p>Coordinate school-based resources information so high-risk children and families receive support, access to quality health care resources and the effective communication they need (Foundational Recommendation 2).</p>		

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<p style="text-align: center;"><u>ForwARd Recommendation</u></p> <p>Coordinate school-based resources information so high-risk children and families receive support, access to quality health care resources and the effective communication needed (Foundational Recommendation 2).</p>		



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<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendations</u></p> <p>Coordinate school-based resources information so high-risk children and families receive support, access to quality health care resources and effective communication. Encourage regular, convenient, two-way parental and caregiver communication during and out of the school year (Foundational Recommendation 2 & Quick Win 2).</p> </div>		



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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities for School Climate & Shared Leadership</i>
<p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>Title II, Part A, of ESSA “Supporting Effective Instruction” allows states to focus on:</p> <ul style="list-style-type: none"> • Techniques and supports needed to help educators understand when and how to refer students affected by trauma or students with or at risk of mental illness • Forming partnerships between school-based mental health programs and public or private mental health organizations • Providing high-quality professional development that is evidence-based to effectively engage parents, families, and community partners, and coordinate services between school and community (Sec. 2101 & 2103) 	<p>Several provisions in the new law qualify as opportunities to support trauma-informed practices. One example of this is a new type grant program called Student Support and Academic Enrichment Grants (SSAE) that provides formula funding to support students and schools in high need districts. Included are school-based mental health services and staff development for school and community personnel working in the school to support evidence-based trauma-informed practices.</p> <p>Other grants authorize in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Schools and districts must align their current outreach with best practices highlighted by leading advocacy organizations and those observed in other districts (Quick Win 2).</p> </div>		

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities for Systems of Care</i>
<p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>In Title IV of ESSA, states may allocate for:</p> <ul style="list-style-type: none"> • Activities and programs that may address chronic disease management with instruction led by school nurses, nurse practitioners • Other appropriate specialists or professionals to help maintain the wellbeing of students (Sec. 4104) 	<p>Arkansas leads the nation in being wired for telemedicine. Exploration of tools such as telemedicine can improve access to health care services. The state should consider policies and regulations that restrict access to the use of telemedicine services.</p> <p>Schools can consider, with the state’s support, ACSIP planning process to better align health and wellness goals to the results of the needs assessment for improved student outcomes. By Through root analysis of factors which potentially interfere with student health, schools can address persistent student needs.</p> <p>Arkansas could continue pursuing opportunities for schools to participate in Farm to School Programs and School Gardens providing nutrition education opportunities such as cooking demonstrations, taste tests and farm tours.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendations</u></p> <p>Coordinate school-based resources information so high-risk children and families receive support, access to quality health care resources and effective communication. Encourage regular, convenient, two-way parental and caregiver communication during and out of the school year. Use telemedicine to deliver common health services to students (Foundational Recommendation 2, Quick Win 2 and other Recommendation).</p> </div>		



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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities for Systems of Care</i>
<p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>The FY2017 Budget will invest \$12 billion over ten years to reduce child hunger during the summer through a permanent Summer Electronic Benefits Transfer for Children (Summer EBT) program to provide supplemental food benefits during the summer months for all families with children eligible for free and reduced price school meals.</p> <p>USDA announced a new initiative to increase access to school meals for low-income children through a project that will allow interested State agencies that administer the National School Lunch Program (NSLP) to use Medicaid data to certify students for free and reduced priced lunches. This will link eligible children to nutritious school meals with less paperwork for the State, schools and families alike.</p>	<p>Arkansas has many opportunities to improve systems of care to support all students, especially opportunities related to eliminating childhood hunger. Some opportunities include:</p> <ul style="list-style-type: none"> • Strengthening partnerships with local businesses, parents, community members, health organizations to increase the capacity to cover new meal service times for meals before and after school, weekends, holiday breaks, and summer months • Reaching out to organizations and companies that have significant food waste to better utilize local food sources • Expanding student access to meals during the summer months to include meal pick-up points in surrounding neighborhoods and communities • Exploring ways to increase access and equity by removing barriers such as social stigma and late arrivals to school. Strategies for success may include universal school breakfast and alternative meal service models • Increasing education and outreach to the community concerning childhood hunger • Developing a central registry of students in need • Reducing or removing barriers (regulations) that would ease the requirements for schools to report
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Schools and districts must align their current outreach with best practices highlighted by leading advocacy organizations and those observed in other districts (Quick Win 2).</p> </div>		

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities for Expanded Learning</i>
<p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>ESSA provides a definition of “expanded learning time” not in the previous law. A longer school day, week, or year schedule to significantly increase the total number of school hours to include:</p> <ul style="list-style-type: none"> • Academic Enrichment as part of a well-rounded education • Time for staff to collaborate, plan and engage in professional development to improve capacity to meets the needs of at-risk students • Title IV, “Student Support and Academic Enrichment Grants” provides funding to schools with the greatest identified needs. Before a district can receive funds, it must conduct a community-based needs assessments to target funding, including: <ul style="list-style-type: none"> • Measures or indicators of school quality • Climate and safety, discipline, and additional risk factors in the community to improve services • Needs assessment must be conducted every three years. Funds must be coordinated with other schools and community based services and programs and may be conducted in partnerships including with non-profit organizations. Funds may be spent on: <ul style="list-style-type: none"> • Well-Rounded Education (STEM) 	<p>State networks, such as the Arkansas Out of School Network, can coordinate with Title 1 eligible schools to identify areas where afterschool services are lacking. Currently, the ADE has awarded approximately 250 different grants servicing approximately 12,000 youth per year. Opportunities exist in the 237 school districts (with a student enrollment of 476,000) to expand support outside of the regular school day.</p> <p>Arkansas can look to states with leading afterschool programs. Afterschool Alliance focuses on after school programs and has ranked “Oregon After 3pm,” 7th in the nation due to strong overall parent satisfaction, the quality of care, variety of activities, and cost. In addition, by integrating activities such as STEM learning outside the school day, schools can improve student engagement and career preparation.</p> <p>Arkansas can improve communication by creating quick fact sheets describing how expanded learning time supports both well-rounded and safe/healthy schools and how such services can support students.</p>

ForwARd Recommendations

Expand high-quality afterschool and summer programs for all children P-12 by securing dedicated revenue streams including state support. Encourage regular, convenient, two-way parental and caregiver communication (Foundational Recommendations 2 & 3).



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<p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>Title IV, Part B: 21st Century Community Learning Centers assists students, particularly students who attend high-poverty and low performing schools, to meet challenging state standards to include:</p> <ul style="list-style-type: none"> • Enrichment learning programs • A broad array of additional services to reinforce and complement regular academic program such as drug and violence prevention programs, career and technical programs, counseling programs, art, music, recreation, STEM and character education programs • Literacy and related educational development services to families of children • Mentoring programs • Remedial education activities and tutoring during non-school hours or periods when school is not in session 	<p>21st Century Community Learning Centers Program has expanded its eligibility to include schools that expanded their schedules by 300 hours per year or more. State agencies will be revisiting their Request for Proposal process for 21st CCLC funds. With approximately 40 counties in Arkansas without a 21CCLC program in their area, there is a significant opportunity to expand across the state.</p> <p>Increasing networking opportunities for current high performing 21CCLC schools to share and mentor new grantees is a way to build the capacity and scale of successful models within the state.</p> <p>Arkansas has an opportunity to identify and scale high quality, evidence-based, personalized learning programs and strategies, which may include enrichment learning programs and a broad array of complementary choices for students.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendations</u></p> <p>Expand high-quality afterschool and summer programs for all children P-12 by securing dedicated revenue stream including state support. Schools and districts must align their current outreach with best practices (Foundational Recommendation 3 and Quick Win 2).</p> </div>		



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<p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>Title IV, Part F Subpart 1, “Education Innovation and Research Grants” allows states to create, develop, implement replicate or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve learning for high-need students.</p> <p>Title IV, Part F subpart 2, “Community Support for School Success the legislature authorizes”:</p> <ul style="list-style-type: none"> • Promise Neighborhoods, a program inspired by the Harlem Children’s Zone, which wraps children in high-quality, coordinated health, social, community, and educational supports from cradle to college and career • Full-service community schools to improve the coordination and integration, accessibility, and effectiveness particularly for children attending high-poverty schools, including high-poverty rural schools 	<p>Opportunity to identify and scale high quality, evidence-based, personalized learning programs and strategies outside of the regular school day.</p> <p>The Central Little Rock Promise Neighborhood Grant, in conjunction with UALR and partners, was funded in 2010 and is the only funded program in the state. Expand outreach opportunities to Anchor institutions (public or non-profit entities permanently rooted in specific locales) to engage the leadership of these institutions as partners in a Promise Neighborhood.</p> <p>Future opportunities exist for Promise neighborhood grantees to turn their Promise Neighborhood schools into full-service community schools. Arkansas can coordinate with agencies such as the ADH Tobacco Prevention and Control Program (TPCP) and the Arkansas Out of School Network to further support full-service community schools.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendations</u></p> <p>Coordinate school-based resources information so high-risk children and families receive support, access to high-quality health care resources, and the effective communication they need. Expand high-quality afterschool and summer programs for all children P-12 by securing dedicated revenue stream including state support (Foundational Recommendations 2 & 3).</p> </div>		



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<p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>Title I has the largest pool of funding and states can reserve up to 3% of funding for services for schools in comprehensive or targeted improvement. Title I specifically mentions after-school programs as an instructional strategy to boost achievement. In addition, with Title I schools can pay costs that help students engage in classes not offered by the school in advanced or career coursework to offer a personalized learning approach which includes “high-quality academic tutoring” (Sec. 1009).</p> <p>Title 1, “Parent and Family Engagement” requires meaningful parent and family engagement. Funds can be used “to support programs that reach parents and family members at home, in the community, and at school” and for community based organizations with records of success in improving and increasing parent and family engagement (Sec. 1010).</p>	<p>Ensure that state plans include afterschool as a prominent use of funds for use as an intervention in struggling schools.</p> <p>Afterschool programs may ask their state to participate in direct services and include their organization on the list of eligible organizations.</p> <p>Expand outreach opportunities to parents letting them know how, where and why to engage.</p> <p>Coordinate with early childhood programs by informing families transitioning into the school system about afterschool programs.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendations</u></p> <p>Expand high-quality afterschool and summer programs for all children P-12 by securing dedicated revenue stream including state support. Coordinate school-based resources information so high-risk children and families receive support, access to quality health care and the effective communication they need (Foundational Recommendations 2 & 3).</p> </div>		

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Resources

General

Every Student Succeeds Act, Public Law No: 114-95

Key Policy Letters, US Department of Education, January 15, 2016, <http://www2.ed.gov/policy/elsec/guid/secletter/160115.html>

Forward: A New Vision for Arkansas Education

Academic Enrichment Grant

<https://edexcellence.net/articles/increasing-capacity-an-overview-of-essas-student-support-and-academic-enrichment-grant>

Broadens definition of School Success (school indicators)

<http://www.edweek.org/ew/articles/2016/01/06/essa-law-broadens-definition-of-school-success.html?print=1>

Childhood Obesity Action Network

https://www.childhealthdata.org/docs/nsch-docs/arkansas04_23_508-pdf.pdf?sfvrsn=0

Chronic Absenteeism

https://healthyschoolscampaign.org/wp-content/uploads/2015/06/Overview-Addressing_Health-Related_Chronic_Absenteeism_Toolkit_for_Action.pdf

Digital Badging

<https://oregonask.org/digital-badges/>



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Healthy Schools Campaign

<https://healthyschoolscampaign.org/policy/education/opportunities-to-support-student-health-in-the-new-every-student-succeeds-act/>

<http://www.healthy.arkansas.gov/aboutadh/pages/top10.aspx>

Health-Related Provisions of the Every Student Succeeds Act

<https://www.networkforphl.org/asset/s6lb0y/ESSA-Issue-Brief.pdf>

Mental Health

<https://www.nasponline.org/research-and-policy/policy-matters/the-every-student-succeeds-act-and-school-psychologists>

<https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act>

<http://www.heritage.org/research/reports/2015/12/the-every-student-succeeds-act-more-programs-and-federal-intervention-in-pre-k-and-k12-education>

Opportunities for Afterschool in ESSA:

<http://www.afterschoolalliance.org/documents/ESSA-Opportunities-for-Afterschool.pdf>

Telemedicine

<http://www.achi.net/Docs/282/>

<http://learntelehealth.org/2015/10/three-campuses-three-towns-three-counties-one-telemedicine-community-school-based-telemedicine-in-the-jasper-school-district/>

Top Ranked Afterschool Programs

<http://www.afterschoolalliance.org/aa3pm/>



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Results-Based Accountability

<http://www.communityschools.org/assets/1/AssetManager/Step1.pdf>

Well-rounded Education

<http://www.ashaweb.org/wp-content/uploads/2016/02/ASHA-Position-Paper-ESSA-FINAL.pdf>