



Meeting Date	July 28, 2023 @ 11:00 am
Attendees	Dr. Kiffany Pride, Sandy Shepard, Carol Heringer, Stacy Childers, Traci Birkes, Christina Meister, Rebecca Cook, Morgan Hale, Julia Hahn, Eva Arrington, Gregory Hodges, Jeana Williams, Kam Skinner, Lora Cash, Morgan Hale, Shawn Hegging, Staci Lamb, Valorie McCleary, Corrie Tucker, Megan Oliver, Missy Walley (joined at very end)

Draft Rule/Policy Component	Work Group Feedback
Meeting Norms	<p>Dr. Kiffany Pride</p> <ul style="list-style-type: none"> • Reviewed meeting norms • Reminded everyone that materials are available on the LEARNS website • Overview of last meeting • Today: <ul style="list-style-type: none"> ○ Intervention ○ High-Impact Tutoring ○ Literacy Tutoring Grants • Meeting notification will be sent out for future meetings
Universal Literacy Screener/Transparent Reporting for Interventions	<p>Dr. Kiffany Pride</p> <ul style="list-style-type: none"> • Reviewed Agenda <ul style="list-style-type: none"> ○ Overview Universal Literacy Screener, Intervention, High-Impact Tutoring, Literacy Tutoring Grant ○ Discussion <p>Sandy Shepard</p> <p>LEARNS ACT – What does it say?</p> <ul style="list-style-type: none"> ○ Screener must be High-Quality, Evidenced-Based Instrument ○ Required for K-3 ○ Students Not Meeting Standards (based on screener) will have Individualized Reading Plans ○ Transparency at the District/Building Level for Intervention Programs <p>Reviewed Discussion Questions:</p> <ul style="list-style-type: none"> • How can Arkansas support all stakeholder groups to ensure students are connected with the right supports based on their results? What does this look like for families, teachers, and school leaders? • What analysis or reporting might be helpful to educators as the state has access to more information about intervention? <p>Group broke into two discussion groups.</p> <p>Large Group Key Takeaways:</p> <p>Guidance on Universal Screener:</p>



	<ul style="list-style-type: none"> • Can parents be involved in the screener; is there a way to include a parent questionnaire in this process? • Idea to develop something like <i>myChart</i> for parents and educators to use that would be a communication/resource tool • Teachers understand purpose of the screeners/assessments • They should know the next steps for the gaps identified • There is a decision tree in RISE and Assessment Training • Timeline for when intervention starts (pacing of interventions) • Concerns about how the Universal Screener will be given to Kindergarteners; the instrument should measure a student’s reading ability and not their ability to use technology • Students who move frequently should not have to take the screener again; their data should go with them • Administrators need to look at individualized student data, not just by grade level • Is there any front-loading work that schools can do to prepare for the Universal Screener? (Digital Data Wall to establish expectations) • Concerns about the timing of when districts/buildings will be expected to implement the Universal Screener (what do they begin the year with?) • Is it possible to begin PreK screener work? <p>Guidance on Reporting/Interventions</p> <ul style="list-style-type: none"> • Parents should have access to all results in parent-friendly language (paper, video, etc.) • Some of the reporting measures that were discussed are like what other states are doing; could we pattern the Arkansas report similarly • There was a concern about who in individual school buildings would be trained to give the Universal Screener and that there must be consistency among raters • Reporting needs to identify specific skill that the student needs • Progress monitoring during interventions will be crucial in determining if the student is making progress; there was a concern that there must be accountability to ensure that progress monitoring is occurring • It would be helpful if there were a database of resources for educators to use once the screeners are complete and teachers are looking for intervention • Concern that the Universal Screener and the Dyslexia Screener should one tool, not two • New teachers should receive additional support on how to use data from the screener as well interventions
<p>High-Impact Tutoring/Literacy Tutoring Grants</p>	<p>Carol Heringer</p> <p>Overview:</p> <ul style="list-style-type: none"> • Competitive grant opportunity for High-Impact Tutoring • Once awarded High-Impact Tutoring Grants, districts can bring in vendors to help support their students • DESE will determine requirements and eligibility and will vet High-Impact Tutoring vendors



- Literacy Tutoring Grant – inserted into Right to Read Act
- Eligibility requirements -
 - Students may receive \$500
 - First come, first serve basis
 - Application process will be developed

Reviewed Discussion Questions

- How can Arkansas ensure that all interventions are aligned and effective for the students who need them most?
- How can ADE and educators promote parent awareness and engagement around student supports?
- What resources might teachers or administrators need to ensure all supports drive towards the same vision?

Group broke into two discussion groups.

Large Group Key Takeaways:

Guidance on High-Impact Tutoring

- Concerns about High-Impact Providers in rural parts of Arkansas (possible solution would be to use retired teachers as tutors)
- Transportation was a concern, but it was discussed that tutoring will take place during the school day
- There is a concern that if this tutoring takes place during the school day that it will be a challenge for administrators to establish a schedule so that tutoring is not impacting Tier 1 instruction
- Scheduling for High-Impact tutoring should not affect SPED services
- Concerns about reporting this information to parents (parent-friendly, video, letter, etc.)

Guidance on Communicating with Stakeholders

- Much conversation about messaging; group believed that there should be a PR campaign from DESE that school districts could use to communicate this information to parents
- Could AETN be helpful in getting the PR Campaign off the ground?
- There must be buy-in at the Leadership level as well. Maybe AAEEA could be helpful in getting leaders on board.
- We should utilize Parent Center Coordinators to reach out to parents and explain SoR and LEARNS; discussion about creative ways to utilize two different grants; online might be impossible for some students; before and after school (based on student's arrival/dismissal time might be good)
- A FAQ for Parent Centers would be helpful

Kiffany Pride:

Key Takeaways:



	<ul style="list-style-type: none"> • Should have a clear, consistent message statewide about Universal Screeners, Interventions, and Literacy Tutoring Grants • Districts will have the time they need to implement these new systems • Rules and eligibility requirements still need to be written; feedback from this group will affect those rules and regulations <p>Strategies for parent engagement:</p> <ul style="list-style-type: none"> • Parents must be onboard; there is a need to communicate these components of the LEARNs Act so that they will fully understand how this will affect their students
<p>Next Steps</p>	<p>Dr. Kiffany Pride</p> <ul style="list-style-type: none"> • Next meeting is 8/4/23 (face-to-face) (9-12 @ Arch Ford Building in LR) <ul style="list-style-type: none"> ○ Literacy Coaches & Performance Criteria ○ Retention ○ Communication Will Be Shared <p>Adjourn</p>