

Arkansas Educator Preparation Provider Quality Report (EPPQR)

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I. Introduction

Highly effective teachers and principals are paramount to producing college and career ready learners. To continuously improve the quality of the state's Educator Preparation Providers (EPP), the Arkansas Department of Education (ADE) works collaboratively with Arkansas institutions of higher education (IHE) and other providers to prepare this Educator Preparation Provider Quality Report (EPPQR).

The EPPQR contains demographic and statistical information on EPP candidates and completers which help inform policy decisions. The commitment of EPPs to providing accurate, relevant data demonstrates their dedication and contribution to the success of this effort. Identification of the metrics and the report format were developed in collaboration with a representative committee from all Arkansas EPPs.

EPPQR data are collected from the following sources:

- Educator Preparation Providers
Surveys of Novice Teachers
Surveys of Novice Teachers' Employers/Supervisors
Federal Higher Education Act (HEA) Title II reports.

HEA Title II is a national data collection for states and EPPs that is related to teacher preparation and licensure. HEA Title II Reports can be found at https://title2.ed.gov/Public/Home.aspx.

Data reported for program completers who were teaching the following year do not include teachers who teach in private schools or schools outside of Arkansas. The EPPQR allows the public to view aggregate data for Arkansas EPP completers by institution and in some cases by program area. Schools can use the report to make informed decisions about hiring. Students interested in pursuing a career in education can use the report to make decisions regarding EPP choice. EPPs may use the data to support continuous improvement efforts. These data assist state and institutional policy makers in identifying future needs and targeted improvements.



I.a. Accreditation

In 1986 the Arkansas State Board of Education mandated state approval of all education programs, requiring each to demonstrate characteristics of quality preparation. Historically, all Arkansas IHE EPPs were accredited by the National Council for Accreditation of Teacher Education (NCATE). In 2013 NCATE merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). Those IHE EPPs that hold NCATE accreditation are transitioning to CAEP standards at the end of the provider's seven-year accreditation cycle. State review is applied to EPPs that are not IHE-based. These programs are reviewed to ensure quality preparation in accordance with state statutes and formal agreements.

I.b. Arkansas EPPs

| | EPP Type | Program Type | Accreditation, Status |
|--|-------------|--------------|--|
| American Board for Certification of Teacher Excellence (ABCTE) | Public | Alternative | State Reviewed, Current |
| Arkansas Professional Pathway to Educator Licensure (APPEL) | Public | Alternative | State Reviewed, Current |
| Arkansas State University (ASU) | Public | Both | CAEP, Current |
| Arkansas Teacher Corps (ATC) | Public | Alternative | State Reviewed, Current |
| Arkansas Tech University (ATU) | Public | Both | NCATE, Current |
| Central Baptist College (CBC) | Independent | Traditional | CAEP, Current |
| Crowley's Ridge College (CRC) | Independent | Traditional | Initial CAEP Application, Pending |
| eStem Public Charter School (eStem) | Public | Alternative | State Reviewed, Current |
| Harding University (HU) | Independent | Both | CAEP, , Current |
| Henderson State University (HSU) | Public | Both | NCATE, Current |
| Hendrix College (HC) [no longer an active program] | Independent | Traditional | NCATE, Expired |
| John Brown University (JBU) | Independent | Both | NCATE, Current |
| Lyon College (LC) | Independent | Traditional | CAEP, Current |
| Ouachita Baptist University (OBU) | Independent | Traditional | CAEP, Current |
| Philander Smith College (PSC) | Independent | Traditional | NCATE, Current |
| Prism Education Center (Prism) | Independent | Alternative | State Reviewed, Current |
| Southern Arkansas University (SAU) | Public | Both | NCATE, Current |
| Teach For America - AR (TFA) | Public | Alternative | State Reviewed, Current |
| U of A – Fayetteville (UAF) | Public | Traditional | NCATE, Current |
| U of A - Fort Smith (UAFS) | Public | Traditional | CAEP, Current |
| U of A - Little Rock (UALR) | Public | Both | CAEP, Current |
| U of A – Monticello (UAM) | Public | Both | NCATE, Current |
| U of A - Pine Bluff (UAPB) | Public | Both | NCATE, Current |
| University of Central Arkansas (UCA) | Public | Both | NCATE, Current |
| University of The Ozarks (UO) | Independent | Traditional | NCATE, Current |
| Williams Baptist University (WBU) | Independent | Traditional | NCATE, Current |

II. Definitions

Alternative Educator Preparation Program – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation.

Educator Preparation Provider (EPP) – institutions or organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs, IHEs offering Alternative programs, or organizations not based at IHEs offering Alternative programs.

Educator Preparation Programs – individual license areas offered under the auspices of each EPP.

HEA Title II (Title II of the Higher Education Act of 1965) – In October 1998 Congress reauthorized the Higher Education Act, in which, Sections 207 and 208 of Title II reflect the efforts of States, IHEs, and their school district partners to improve the recruitment, preparation, and support of new teachers. The annual federal HEA Title II report includes requirements, conditions, and specifications related to teacher preparation and licensure for EPPs and states.

IHE – Institution of Higher Education (college or university).

Licensure Tests – examinations taken by educator candidates before entering the teaching profession (required by many states, including Arkansas) as part of the licensure process.

Program Candidate – an individual who has been admitted into an educator preparation program.

Program Completer – a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Traditional Educator Preparation Program – an undergraduate or graduate program of study at an IHE that prepares candidates for licensure as a teacher (or other school professional) and includes a supervised clinical experience (student teaching).



III. Arkansas Educator Workforce Data

III.a. Beginning Teacher Retention

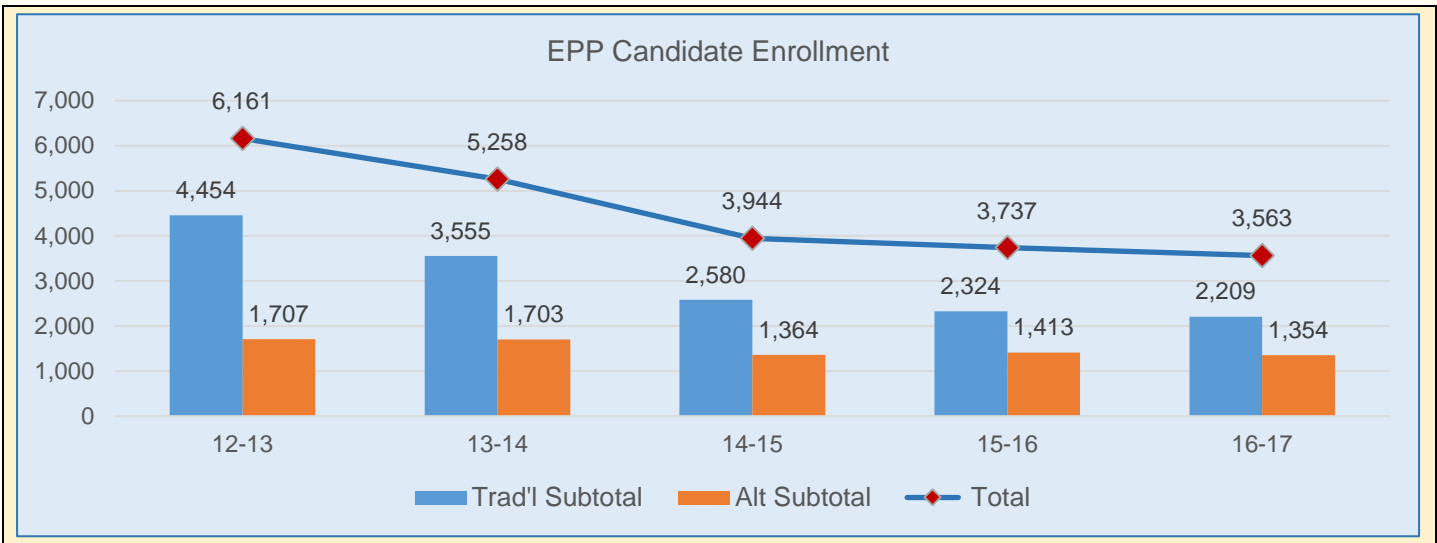
| | Beginning Teachers | Retention after 1 year | % | Retention after 3 years | % | Retention after 5 years | % |
|-----------|----------------------|------------------------|-------|-------------------------|-------|-------------------------|-------|
| 2008-2009 | 1,966 | 1,791 | 91.1% | 1,561 | 79.4% | 1,420 | 72.2% |
| 2009-2010 | 2,164 | 1,998 | 92.3% | 1,670 | 77.2% | 1,493 | 69.0% |
| 2010-2011 | 2,296 | 2,047 | 89.2% | 1,724 | 75.1% | 1,529 | 66.6% |
| 2011-2012 | 2,282 | 2,062 | 90.4% | 1,708 | 74.8% | 1,515 | 66.4% |
| 2012-2013 | 2,681 | 2,389 | 89.1% | 2,003 | 74.7% | 1,919 | 71.6% |
| 2013-2014 | 3,037 | 2,731 | 89.9% | 2,320 | 76.4% | | |
| 2014-2015 | 3,111 | 2,772 | 89.1% | 2,382 | 76.6% | | |
| 2015-2016 | 2,887 | 2,648 | 91.7% | | | | |
| 2016-2017 | 2,924 | 2,643 | 90.4% | | | | |
| 2017-2018 | 3,372 | | | | | | |
| | Avg. # Beg. Teachers | Avg. 1-yr Retention | % | Avg. 3-yr Retention | % | Avg. 5-yr Retention | % |
| 2008-2017 | 2,594 | 2,342 | 90.3% | 1,910 | 76.3% | | |
| 2008-2015 | 2,505 | | | | | | |
| 2008-2013 | 2,278 | | | | | 1,575 | 69.2% |

Source: ADE Research and Technology

III.b. Teacher Program Candidates

The following data reflect EPP enrollment as reported in the federal HEA Title II annual reports.

| EPP | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | Average | % of State | |
|----------------------|-------|-------|-------|-------|-------|---------|------------|-------|
| ABCTE-Alt | | | | 40 | 55 | 48 | 1.0% | |
| APPEL-Alt | 420 | 532 | 365 | 350 | 389 | 411 | 9.1% | |
| ASU-T | 389 | 360 | 301 | 423 | 331 | 361 | 379 | 8.4% |
| ASU-Alt | 31 | 13 | 11 | 12 | 23 | 18 | | |
| ATC-Alt | | 30 | 42 | 23 | 53 | 30 | 0.7% | |
| ATU-T | 276 | 238 | 158 | 133 | 303 | 222 | 373 | 8.2% |
| ATU-Alt | 198 | 134 | 159 | 176 | 88 | 151 | | |
| CBC-T | 4 | 8 | 14 | 14 | 11 | 10 | 0.2% | |
| CRC-T | | | 23 | 30 | 17 | 14 | 0.3% | |
| eStem-Alt | | | | | 3 | 3 | 0.1% | |
| HU-T | 273 | 211 | 223 | 236 | 186 | 226 | 343 | 7.6% |
| HU-Alt | 143 | 125 | 93 | 128 | 96 | 117 | | |
| HSU-T | 204 | 197 | 163 | 150 | 109 | 165 | 205 | 4.5% |
| HSU-Alt | 29 | 12 | 20 | 50 | 92 | 41 | | |
| HC-T | 4 | 8 | 6 | 7 | 6 | 6 | 0.1% | |
| JBU-T | 190 | 189 | 119 | 48 | 52 | 120 | 128 | 2.8% |
| JBU-Alt | 0 | 0 | 13 | 13 | 15 | 8 | | |
| LC-T | 7 | 5 | 2 | 1 | 10 | 5 | 0.1% | |
| OBU-T | 84 | 54 | 60 | 65 | 46 | 62 | 1.4% | |
| Prism-Alt | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% | |
| PSC-T | 8 | 10 | 1 | 0 | 9 | 6 | 0.1% | |
| SAU-T | 276 | 301 | 183 | 60 | 72 | 178 | 286 | 6.3% |
| SAU-Alt | 165 | 174 | 71 | 91 | 37 | 108 | | |
| TFA-Alt | 92 | 63 | 53 | 83 | 60 | 70 | 1.5% | |
| UAF-T | 770 | 852 | 415 | 293 | 353 | 537 | 11.8% | |
| UAFS-T | 1128 | 257 | 239 | 198 | 161 | 397 | 8.7% | |
| UALR-T | 244 | 244 | 187 | 195 | 147 | 203 | 339 | 7.5% |
| UALR-Alt | 257 | 106 | 129 | 120 | 68 | 136 | | |
| UAM-T | 82 | 92 | 65 | 34 | 36 | 62 | 147 | 3.2% |
| UAM-Alt | 78 | 85 | 90 | 44 | 130 | 85 | | |
| UAPB-T | 53 | 50 | 24 | 13 | 11 | 30 | 34 | 0.8% |
| UAPB-Alt | 5 | 10 | 0 | 0 | 5 | 4 | | |
| UCA-T | 407 | 426 | 366 | 384 | 328 | 382 | 692 | 15.3% |
| UCA-Alt | 289 | 419 | 318 | 283 | 240 | 310 | | |
| UO-T | 19 | 22 | 16 | 17 | 9 | 17 | 0.4% | |
| WBC-T | 36 | 31 | 15 | 23 | 12 | 23 | 0.5% | |
| Traditional Subtotal | 4,454 | 3,555 | 2,580 | 2,324 | 2,209 | 3,024 | 66.7% | |
| Alternative Subtotal | 1,707 | 1,703 | 1,364 | 1,413 | 1,354 | 1,508 | 33.3% | |
| Total | 6,161 | 5,258 | 3,944 | 3,737 | 3,563 | 4,533 | 100% | |



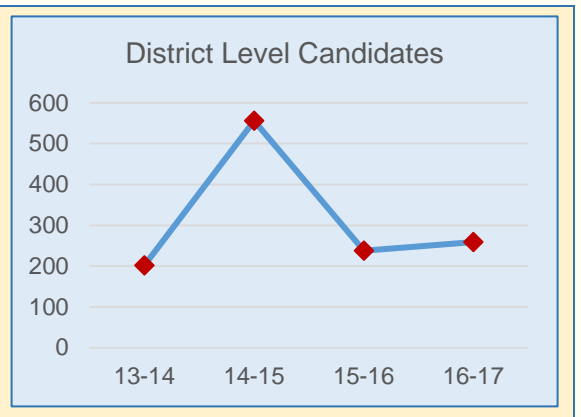
Source: 2014 - 2018 HEA Title II Reports
T = Traditional Route, Alt = Alternative Route

III.c. Administrator Program Candidates

These data are as submitted from the EPPs directly to ADE.

District Level licensure programs

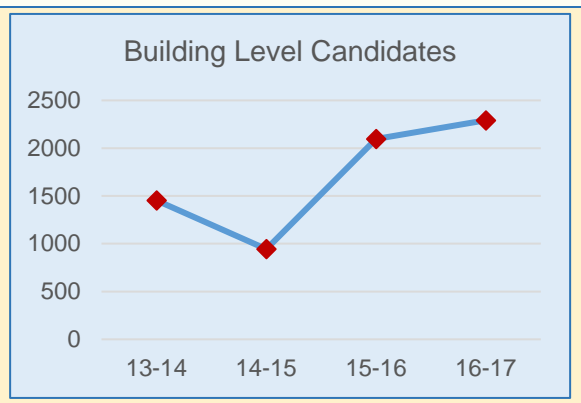
| | 13-14 | 14-15 | 15-16 | 16-17 | Average | % of State Total |
|--------------|------------------------|------------|------------|------------|------------|------------------|
| ASU | EPP data not available | 465 | 174 | 180 | 273.0 | 77.8% |
| ATU | | 7 | 10 | 8 | 8.3 | 2.4% |
| HU | | 22 | 15 | 14 | 17.0 | 4.8% |
| HSU | | 16 | 22 | 16 | 18.0 | 5.1% |
| SAU | | 6 | 0 | 5 | 3.7 | 1.0% |
| UAF | | 22 | 3 | 14 | 13.0 | 3.7% |
| UALR | | 3 | 1 | 8 | 4.0 | 1.1% |
| UAM | | 1 | 1 | 0 | 0.7 | 0.2% |
| UCA | | 14 | 12 | 14 | 13.3 | 3.8% |
| Total | | 202 | 556 | 238 | 259 | 351.0 |



Source: Data submitted to ADE by EPP

Building Level licensure programs

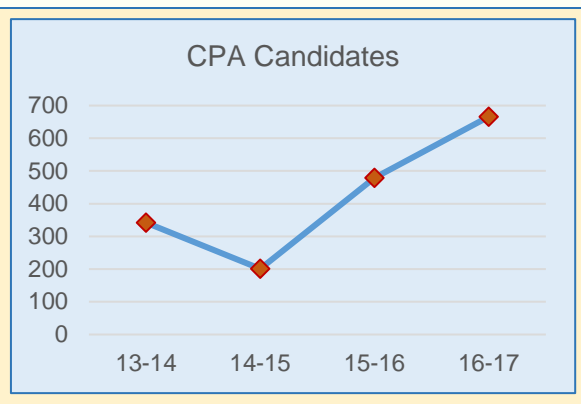
| | 13-14 | 14-15 | 15-16 | 16-17 | Average | % of State Total |
|--------------|------------------------|--------------|------------|--------------|--------------|------------------|
| ASU | EPP data not available | 599 | 1,899 | 2,033 | 1,510.3 | 85.0% |
| ATU | | 66 | 39 | 37 | 47.3 | 2.7% |
| HU | | 79 | 51 | 47 | 59.0 | 3.3% |
| HSU | | 52 | 47 | 33 | 44.0 | 2.5% |
| SAU | | 20 | 1 | 39 | 20.0 | 1.1% |
| UAF | | 48 | 5 | 40 | 31.0 | 1.7% |
| UALR | | 20 | 12 | 3 | 11.7 | 0.7% |
| UAM | | 13 | 9 | 12 | 11.3 | 0.6% |
| UCA | | 47 | 32 | 48 | 42.3 | 2.4% |
| Total | | 1,452 | 944 | 2,095 | 2,292 | 1,777.0 |



Source: Data submitted to ADE by EPP

Curriculum Program Administrator licensure programs

| | 13-14 | 14-15 | 15-16 | 16-17 | Average | % of State Total |
|--------------|------------------------|------------|------------|------------|------------|------------------|
| ASU | EPP data not available | 140 | 441 | 591 | 390.7 | 87.1% |
| ATU | | 6 | 5 | 3 | 4.7 | 1.0% |
| HU | | 10 | 10 | 3 | 7.7 | 1.7% |
| HSU | | 12 | 4 | 18 | 11.3 | 2.5% |
| SAU | | 5 | 0 | 7 | 4.0 | 0.9% |
| UAF | | 2 | 0 | 3 | 1.7 | 0.4% |
| UALR | | 5 | 4 | 4 | 4.3 | 1.0% |
| UAM | | 0 | 0 | 0 | 0.0 | 0.0% |
| UCA | | 21 | 15 | 37 | 24.3 | 5.4% |
| Total | | 342 | 201 | 479 | 666 | 448.7 |



Source: Data submitted to ADE by EPP

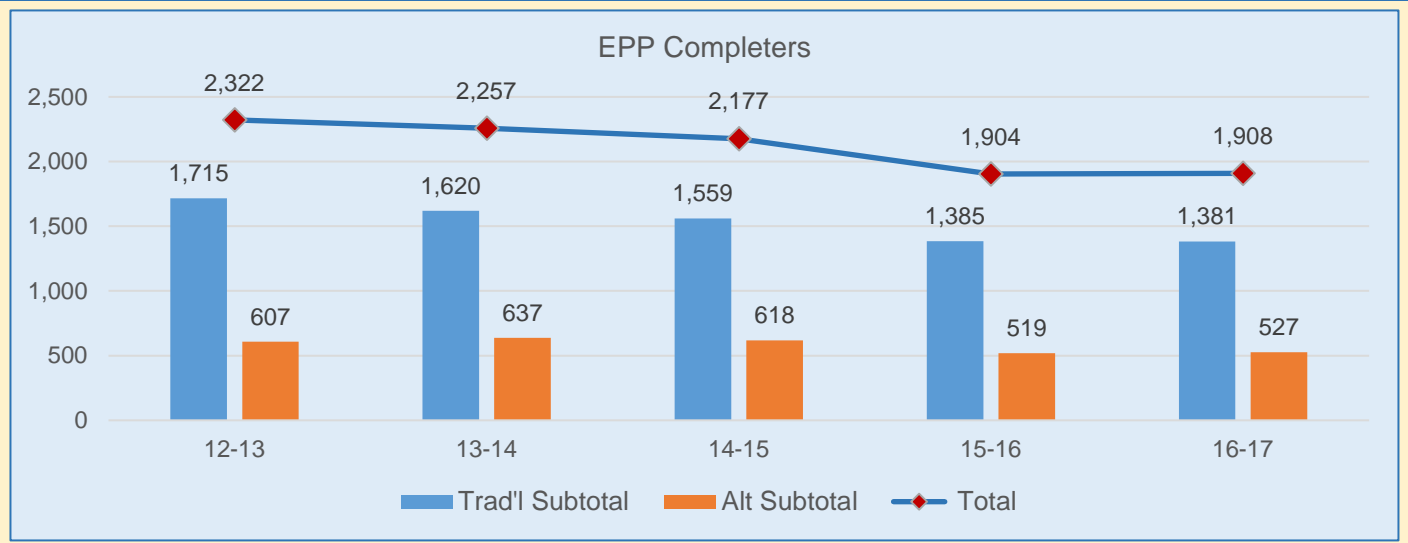
III.d. Teacher Program Completers

The following data reflect EPP enrollment as reported in the federal HEA Title II annual reports.

| EPP | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 5-yr Average | % of State |
|-----------|-------|-------|-------|-------|-------|--------------|------------|
| ABCTE-Alt | | | | 6 | 16 | 11 | 0.5% |



| | | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-------|-----|-------|
| APPEL-Alt | 173 | 178 | 172 | 138 | 130 | 158 | | 7.5% |
| ASU-T | 315 | 334 | 292 | 249 | 203 | 279 | 293 | 13.8% |
| ASU-Alt | 14 | 30 | 6 | 7 | 13 | 14 | | |
| ATC-Alt | 0 | 0 | 0 | 15 | 9 | 5 | | 0.2% |
| ATU-T | 276 | 213 | 216 | 168 | 170 | 209 | 238 | 11.3% |
| ATU-Alt | 36 | 27 | 34 | 27 | 23 | 29 | | |
| CBC-T | 0 | 1 | 3 | 4 | 7 | 3 | | 0.1% |
| CRC-T | 0 | 0 | 5 | 11 | 11 | 5 | | 0.3% |
| eStem-Alt | | | | | 3 | 3 | | 0.1% |
| HU-T | 118 | 121 | 117 | 129 | 139 | 125 | 181 | 8.6% |
| HU-Alt | 35 | 66 | 75 | 55 | 50 | 56 | | |
| HSU-T | 123 | 127 | 102 | 95 | 92 | 108 | 120 | 5.7% |
| HSU-Alt | 18 | 15 | 11 | 5 | 12 | 12 | | |
| HC-T | 6 | 3 | 5 | 5 | 7 | 5 | | 0.2% |
| JBU-T | 48 | 29 | 25 | 30 | 17 | 30 | 32 | 1.5% |
| JBU-Alt | | | | 0 | 5 | 3 | | |
| LC-T | 16 | 7 | 5 | 2 | 1 | 6 | | 0.3% |
| OBU-T | 29 | 40 | 33 | 34 | 31 | 33 | | 1.6% |
| Prism-Alt | | | | | 0 | 0 | | 0.0% |
| PSC-T | 5 | 3 | 1 | 0 | 0 | 2 | | 0.1% |
| SAU-T | 61 | 77 | 63 | 46 | 53 | 60 | 87 | 4.1% |
| SAU-Alt | 23 | 20 | 27 | 28 | 39 | 27 | | |
| TFA-Alt | 90 | 91 | 101 | 54 | 36 | 74 | | 3.5% |
| UAF-T | 244 | 221 | 250 | 229 | 260 | 241 | | 11.4% |
| UAFS-T | 125 | 114 | 105 | 104 | 103 | 110 | | 5.2% |
| UALR-T | 73 | 52 | 76 | 67 | 68 | 67 | 120 | 5.7% |
| UALR-Alt | 88 | 75 | 43 | 33 | 24 | 53 | | |
| UAM-T | 40 | 35 | 37 | 21 | 5 | 28 | 75 | 3.5% |
| UAM-Alt | 42 | 44 | 41 | 44 | 66 | 47 | | |
| UAPB-T | 27 | 11 | 11 | 13 | 11 | 15 | 17 | 0.8% |
| UAPB-Alt | 3 | 3 | 1 | 0 | 5 | 2 | | |
| UCA-T | 165 | 176 | 170 | 148 | 176 | 167 | 264 | 12.5% |
| UCA-Alt | 85 | 88 | 107 | 107 | 96 | 97 | | |
| UO-T | 5 | 24 | 16 | 14 | 9 | 14 | | 0.6% |
| WBC-T | 39 | 32 | 27 | 16 | 18 | 26 | | 1.2% |
| Traditional Subtotal | 1,715 | 1,620 | 1,559 | 1,385 | 1,381 | 1,532 | | 72.5% |
| Alternative Subtotal | 607 | 637 | 618 | 519 | 527 | 582 | | 27.5% |
| Total | 2,322 | 2,257 | 2,177 | 1,904 | 1,908 | 2,114 | | 100% |



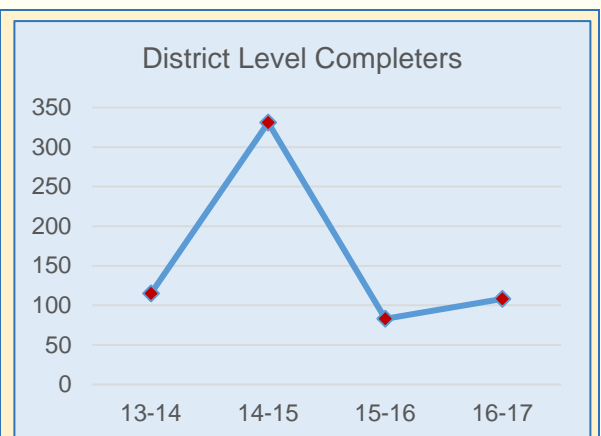
Source: 2014 - 2018 HEA Title II Reports
T = Traditional Route, Alt = Alternative Route

III.e. Administrator Program Completers

These data are as submitted from the EPPs directly to ADE.

District Level licensure programs

| | 13-14 | 14-15 | 15-16 | 16-17 | Average | % of State Total |
|-------|------------------------|-------|-------|-------|---------|------------------|
| ASU | EPP data not available | 300 | 52 | 62 | 138.0 | 79.3% |
| ATU | | 6 | 2 | 2 | 3.3 | 1.9% |
| HU | | 16 | 6 | 11 | 11.0 | 6.3% |
| HSU | | 4 | 11 | 10 | 8.3 | 4.8% |
| SAU | | 1 | 2 | 3 | 2.0 | 1.1% |
| UAF | | 1 | 2 | 2 | 1.7 | 1.0% |
| UALR | | 1 | 1 | 6 | 2.7 | 1.5% |
| UAM | | 0 | 0 | 0 | 0.0 | 0.0% |
| UCA | | 2 | 7 | 12 | 7.0 | 4.0% |
| Total | | 115 | 331 | 83 | 108 | 174 |

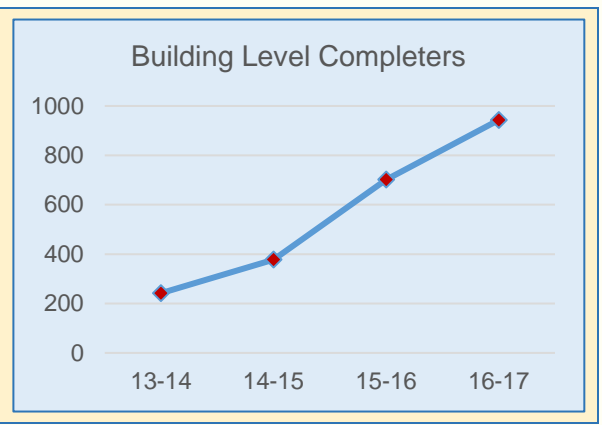




Source: Data submitted to ADE by EPP

Building Level licensure programs

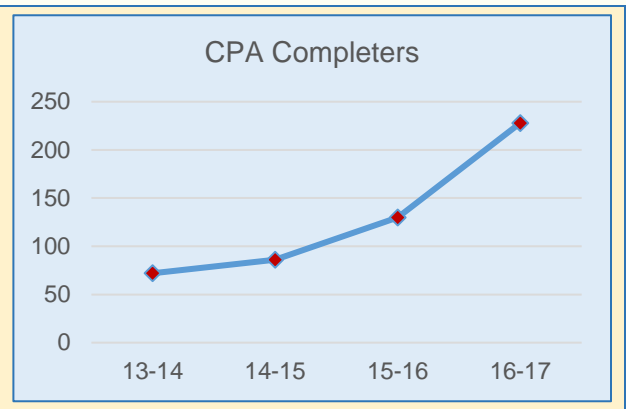
| | 13-14 | 14-15 | 15-16 | 16-17 | Average | % of State Total |
|-------|------------------------|-------|-------|-------|---------|------------------|
| ASU | EPP data not available | 288 | 568 | 790 | 548.7 | 81.4% |
| ATU | | 20 | 31 | 28 | 26.3 | 3.9% |
| HU | | 24 | 27 | 26 | 25.7 | 3.8% |
| HSU | | 9 | 22 | 24 | 18.3 | 2.7% |
| SAU | | 8 | 13 | 16 | 12.3 | 1.8% |
| UAF | | 6 | 5 | 7 | 6.0 | 0.9% |
| UALR | | 5 | 1 | 11 | 5.7 | 0.8% |
| UAM | | 3 | 14 | 5 | 7.3 | 1.1% |
| UCA | | 15 | 20 | 36 | 23.7 | 3.5% |
| Total | | 242 | 378 | 701 | 943 | 674 |



Source: Data submitted to ADE by EPP

Curriculum Program Administrator licensure programs

| | 13-14 | 14-15 | 15-16 | 16-17 | Average | % of State Total |
|-------|------------------------|-------|-------|-------|---------|------------------|
| ASU | EPP data not available | 69 | 109 | 199 | 125.7 | 84.9% |
| ATU | | 5 | 2 | 5 | 4.0 | 2.7% |
| HU | | 2 | 3 | 4 | 3.0 | 2.0% |
| HSU | | 2 | 5 | 6 | 4.3 | 2.9% |
| SAU | | 3 | 2 | 2 | 2.3 | 1.6% |
| UAF | | 0 | 0 | 0 | 0.0 | 0.0% |
| UALR | | 1 | 1 | 2 | 1.3 | 0.9% |
| UAM | | 0 | 0 | 0 | 0.0 | 0.0% |
| UCA | | 4 | 8 | 10 | 7.3 | 5.0% |
| Total | | 72 | 86 | 130 | 228 | 148 |



Source: Data submitted to ADE by EPP

III.f. Arkansas Public School Students and Teachers by Race (2016-17)

| | Total | Male | Female | Gender not known | Asian | Black | Hispanic | Multi-racial | Native Amer. | Pacific Isl. | White | Race not known | % Non-White * |
|----------|---------|---------|---------|------------------|-------|--------|----------|--------------|--------------|--------------|---------|----------------|---------------|
| Students | 477,268 | 244,903 | 232,365 | | 7,819 | 97,133 | 60,390 | 11,312 | 3,042 | 3,585 | 293,987 | | 38.9% |
| Teachers | 32,818 | 7,752 | 25,066 | | 117 | 2,696 | 93 | 231 | 182 | 11 | 29,488 | | 10.5% |

Source: ADE Data Center.

III.g. EPP Candidates by Race (2016-17)

| | Total | Male | Female | Gender not known | Asian | Black | Hispanic | Multi-racial | Native Amer. | Pacific Isl. | White | Race not known | % Non-White * |
|-------|-------|------|--------|------------------|-------|-------|----------|--------------|--------------|--------------|-------|----------------|---------------|
| ABCTE | 55 | | | 55 | | 16 | 1 | 2 | | | 15 | 21 | 55.9% |
| APPEL | 389 | 156 | 233 | | 9 | 25 | 7 | 14 | 6 | | 328 | | 15.7% |
| ASU | 354 | 73 | 281 | | 4 | 18 | 1 | 4 | 1 | 1 | 325 | | 8.2% |
| ATC | 53 | 22 | 31 | | 2 | 15 | 1 | 8 | 1 | | 26 | | 50.9% |
| ATU | 391 | 121 | 270 | | 2 | 21 | 12 | | 5 | | 351 | | 10.2% |
| CBC | 11 | 2 | 9 | | | 1 | | | 1 | | 9 | | 18.2% |
| CRC | 17 | 7 | 10 | | | | 1 | | | | 16 | | 5.9% |
| eStem | 3 | 2 | 1 | | | 1 | | | | | 2 | | 33.3% |
| HU | 282 | 61 | 221 | | 4 | 10 | 9 | 10 | 6 | | 243 | | 13.8% |
| HSU | 201 | 62 | 139 | | 1 | 30 | 5 | 6 | 4 | 1 | 154 | | 23.4% |
| HC | 6 | 2 | 4 | | | 2 | | | | | 4 | | 33.3% |
| JBU | 67 | 13 | 54 | | | | 4 | 2 | 1 | | 60 | | 10.5% |
| LC | 10 | 5 | 5 | | 2 | 1 | | | | | 7 | | 30.0% |
| OBU | 46 | 10 | 36 | | | 1 | | | | | 45 | | 2.2% |
| PSC | 9 | 2 | 7 | | | 8 | | | | | 1 | | 88.9% |
| Prism | 0 | | | | | | | | | | 0 | | |
| SAU | 109 | 29 | 80 | | | 10 | 2 | 3 | | 1 | 93 | | 14.7% |
| TFA | 60 | 20 | 40 | | 1 | 16 | 2 | 3 | | | 38 | | 36.7% |
| UAF | 353 | 50 | 241 | 62 | 1 | 3 | 16 | 5 | 3 | | 247 | 78 | 10.2% |
| UAFS | 161 | 40 | 121 | | 1 | 3 | 9 | 0 | 7 | | 141 | | 12.4% |
| UALR | 215 | 44 | 164 | 7 | 1 | 27 | 5 | 9 | 0 | 1 | 155 | 17 | 21.7% |
| UAM | 166 | 36 | 130 | | | 14 | 2 | 5 | 2 | 1 | 142 | | 14.5% |
| UAPB | 16 | 2 | 14 | | | 15 | | | | | 1 | | 93.8% |
| UCA | 568 | 132 | 436 | | 4 | 48 | 16 | 12 | 1 | 1 | 486 | | 14.4% |
| UO | 9 | 1 | 8 | | | | 1 | 1 | | | 7 | | 22.2% |
| WBU | 12 | 3 | 9 | | | | | | | | 12 | | 0.0% |
| | 3,563 | 895 | 2,544 | 124 | 32 | 285 | 94 | 83 | 38 | 6 | 2,894 | 116 | 16.0% |

Source: 2018 Title II Report

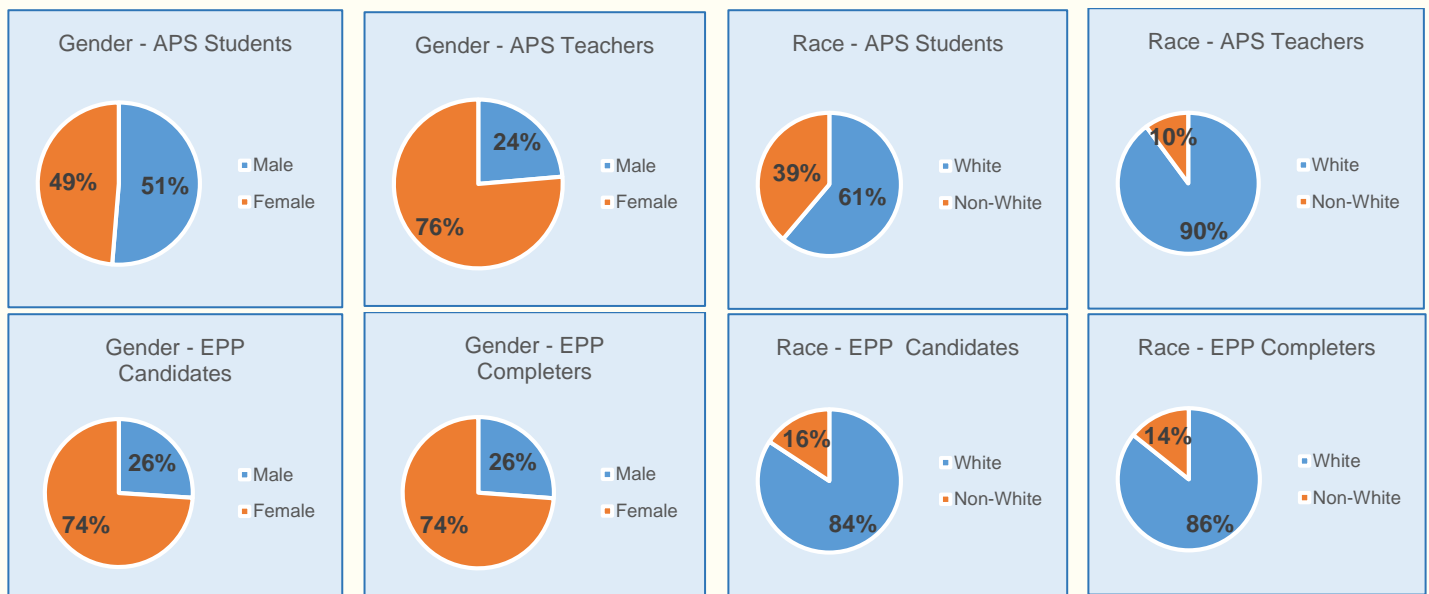
* = % of only those whose race was known



III.h. EPP Completers by Race (2016-17)

| | Total | Male | Female | Gender not known | Asian | Black | Hispanic | Multi-racial | Native Amer. | Pacific Isl. | White | Race not known | % Non-White * |
|-------|-------|------|--------|------------------|-------|-------|----------|--------------|--------------|--------------|-------|----------------|---------------|
| ABCTE | 16 | 1 | 3 | 12 | | | | | | | 4 | 12 | 0.0% |
| APPEL | 130 | 52 | 78 | | 2 | 8 | 2 | 2 | | | 116 | | 10.8% |
| ASU | 216 | 57 | 159 | | 1 | 13 | 3 | 4 | | | 195 | | 9.7% |
| ATC | 9 | 4 | 5 | | | 3 | | | | | 6 | | 33.3% |
| ATU | 193 | 41 | 152 | | | 2 | 3 | 1 | 2 | 1 | 181 | 3 | 4.7% |
| CBC | 7 | 1 | 6 | | | | | | | | 7 | | 0.0% |
| CRC | 11 | 2 | 9 | | | | 1 | | | | 10 | | 9.1% |
| eStem | 3 | 2 | 1 | | | 1 | | | | | 1 | 1 | 50.0% |
| HU | 189 | 37 | 152 | | 3 | 3 | 7 | 9 | 8 | | 158 | 1 | 16.0% |
| HSU | 104 | 31 | 73 | | 1 | 7 | | 4 | 3 | | 88 | 1 | 14.6% |
| HC | 7 | 1 | 4 | 2 | | 2 | | | | | 3 | 2 | 40.0% |
| JBU | 22 | 6 | 13 | 3 | | | | 1 | | | 17 | 4 | 5.6% |
| LC | 1 | | 1 | | | | | | | | 1 | | 0.0% |
| OBU | 31 | 5 | 26 | | | | | | 1 | | 29 | 1 | 3.3% |
| PSC | 0 | | | | | | | | | | | | |
| Prism | 0 | | | | | | | | | | | | |
| SAU | 92 | 25 | 64 | 3 | | 2 | | 3 | 1 | | 81 | 5 | 6.9% |
| TFA | 36 | 10 | 26 | | | 5 | 8 | 1 | | | 19 | 3 | 42.4% |
| UAF | 260 | 76 | 184 | | 3 | 5 | 17 | 8 | 8 | | 213 | 6 | 16.1% |
| UAFS | 103 | 17 | 86 | | | 1 | 5 | 3 | 7 | 1 | 82 | 4 | 17.2% |
| UALR | 92 | 19 | 73 | | 1 | 14 | 2 | 1 | | | 70 | 4 | 20.5% |
| UAM | 71 | 25 | 46 | | | 10 | 2 | 1 | 1 | | 56 | 1 | 20.0% |
| UAPB | 16 | 2 | 13 | 1 | | 12 | | 2 | | | 1 | 1 | 93.3% |
| UCA | 272 | 70 | 202 | | 2 | 24 | 5 | 5 | 3 | 2 | 222 | 9 | 15.6% |
| UO | 9 | 4 | 5 | | | | | | | | 8 | 1 | 0.0% |
| WBU | 18 | 6 | 12 | | | | | 1 | | | 17 | | 5.6% |
| | 1,908 | 494 | 1,393 | 21 | 13 | 112 | 55 | 46 | 34 | 4 | 1,585 | 59 | 14.3% |

Source: 2018 Title II Report
* = % of those whose race was known



IV. Addressing Shortage Areas

The section below reflects Arkansas EPPs answers to the following question.

Does the EPP have a plan for addressing geographic or academic shortage areas, and if so, what are the goals in that regard?

State response:

EPPs in Arkansas exercise a variety of opportunities to address shortage areas via educator preparation programs. These include utilizing advertisement, high-need grants, outreach plans, student orientations, STEM and other career fairs, presentations, feasibility studies, endowed scholarships, strategic planning, and financial assistance for those who are preparing to teach in academic shortage areas. There are also initiatives in Arkansas that are designed specifically to assist in this regard. These include TEACH Arkansas, Teacher Cadets, Partner schools in the Delta, and the UTeach model for preparing mathematics and science teachers.

Details and specific goals for each EPP can be found on the ADE website at [EPPQRs](#).

Source: EPP submissions to ADE

V. First-year Program Completers Employed in Arkansas Public Schools (APS)

V.a. First-year completers employed in APS by EPP

| | Completers 2015-2016 | Employed in APS 2016-2017 | % Employed | Completers 2016-2017 | Employed in APS 2017-2018 | % Employed |
|-------|----------------------|---------------------------|------------|----------------------|---------------------------|------------|
| ABCTE | 6 | 2 | 33% | 9 | 5 | 56% |
| APPEL | 138 | 113 | 82% | 127 | 104 | 82% |
| ASU | 256 | 171 | 67% | 217 | 147 | 68% |
| ATC | 15 | 14 | 93% | 9 | 2 | 22% |
| ATU | 195 | 120 | 62% | 193 | 131 | 68% |



| | | | | | | |
|---------------------|--------------------------------|-------|------|-------|-------|------|
| CBC | 4 | 3 | 75% | 7 | 7 | 100% |
| CRC | 11 | 7 | 64% | 11 | 5 | 45% |
| eStem | EPP not active these years. | | | | | |
| | | | | 3 | 2 | 67% |
| HU | 184 | 82 | 45% | 189 | 88 | 47% |
| HSU | 100 | 72 | 72% | 104 | 80 | 77% |
| HC | 5 | 0 | 0% | 6 | 2 | 33% |
| JBU | 30 | 10 | 33% | 19 | 6 | 32% |
| LC | 2 | 1 | 50% | 1 | 1 | 100% |
| OBU | 34 | 14 | 41% | 31 | 14 | 45% |
| Prism | Program is new. No completers. | | | | | |
| PSC | 0 | 0 | 0% | 0 | 0 | 0% |
| SAU | 74 | 45 | 61% | 89 | 57 | 64% |
| TFA | 54 | 54 | 100% | 36 | 17 | 47% |
| UAF | 229 | 112 | 50% | 260 | 114 | 44% |
| UAFS | 104 | 63 | 61% | 103 | 67 | 65% |
| UALR | 100 | 72 | 72% | 91 | 61 | 66% |
| UAM | 65 | 41 | 63% | 71 | 56 | 79% |
| UAPB | 13 | 9 | 69% | 15 | 9 | 60% |
| UCA | 255 | 167 | 65% | 272 | 163 | 60% |
| U O | 14 | 10 | 71% | 9 | 8 | 89% |
| WBU | 16 | 7 | 44% | 18 | 10 | 56% |
| State | 1,904 | 1,189 | 62% | 1,890 | 1,156 | 61% |
| Green = 2018 ≥ 2017 | | | | | | |

Source: ADE Research and Technology and HEA Title II Reports

V.b. First-year completers employed in APS by EPP and Subject Area

These data for each EPP can be accessed via the individual EPP reports found on the ADE website at [EPPQRs](#).

V.c. First-year completers employed in APS by Subject Area

| | 16-17 Completers in License Area | Completers in License Area, Working in APS 17-18 | % of Completers in License Area, Working in APS in 17-18 |
|----------------|----------------------------------|--|--|
| French | 2 | 2 | 100% |
| Marketing | 2 | 2 | 100% |
| Physics | 15 | 13 | 87% |
| Special Ed | 14 | 10 | 71% |
| Business | 59 | 40 | 68% |
| Biology | 77 | 52 | 68% |
| Drama/Speech | 12 | 8 | 67% |
| MCE | 264 | 173 | 66% |
| Mathematics | 63 | 40 | 63% |
| English | 142 | 87 | 61% |
| Music | 108 | 66 | 61% |
| Elementary | 664 | 405 | 61% |
| Art | 56 | 34 | 61% |
| Chemistry | 5 | 3 | 60% |
| Spanish | 20 | 12 | 60% |
| Phys. Ed. | 215 | 120 | 56% |
| Social Studies | 105 | 58 | 55% |
| FACS | 32 | 17 | 53% |
| Physics/Math | 2 | 1 | 50% |
| Agriculture | 28 | 12 | 43% |
| ECH/Special Ed | 5 | 1 | 20% |
| Total | 1,890 | 1,156 | 61% |

Source: ADE Research and Technology and data submitted by EPP

VI. Licensure Test Pass Rates

VI.a. Licensure Test Pass Rates by Subject Area

The ETS tests reported here are those assessments that are required for educator licensure in Arkansas. Pass rates reflect the tests taken between 9/1/16 and 8/31/17, and the numbers passing each test. If a candidate took a test more than once, only the highest score is reported. Arkansas EPPs had the opportunity to verify that their candidates took the tests listed for their institution. Data include both traditional and alternative preparation programs. **Pass Rate results for individual EPPs (those with approved programs for that particular subject area) can be found in that institution's EPPQR on the ADE website at [EPPQRs](#).**

| Test # | Test Name | Arkansas Test Takers | | | | National Test Takers | |
|--------|---|----------------------|--------|--------|------------|----------------------|------------|
| | | # Tests | # Pass | % Pass | Mean Score | # Tests | Mean Score |
| 5701 | Agriculture | 28 | 26 | 92.9 | 166.8 | 513 | 167.1 |
| 5134 | Art: Content Knowledge | 50 | 31 | 62.0 | 161.7 | 1,624 | 163.4 |
| 5235 | Biology: Content Knowledge | 61 | 50 | 82.0 | 157.2 | 3,546 | 163.2 |
| 5101 | Business Ed: Content Knowledge | 31 | 30 | 96.8 | 171.5 | 1,887 | 170.0 |
| 5245 | Chemistry: Content Knowledge | 30 | 15 | 50.0 | 149.0 | 1,585 | 159.8 |
| 5665 | Chinese (Mandarin): World Language | 1 | * | * | * | 165 | 187.8 |
| 5651 | Computer Science | 13 | 6 | 46.2 | 151.9 | 214 | 159.4 |
| 5024 | Education of Young Children | 16 | 11 | 68.8 | 166.4 | 2,684 | 167.2 |
| 5004 | Elem. Ed: Multiple Subj. Soc. Stud. | 612 | 463 | 75.7 | 161.5 | 21,434 | 164.2 |
| 5003 | Elem. Ed. Multiple Subj. Math | 585 | 529 | 90.4 | 173.4 | 21,070 | 171.3 |
| 5002 | Elem. Ed. Multiple Subj. Reading Lang. Arts | 574 | 506 | 88.2 | 168.7 | 20,658 | 168.5 |



| | | | | | | | |
|------|--|-----|-----|-------|-------|--------|-------|
| 5005 | Elem. Ed. Multiple Subj. Science | 618 | 497 | 80.4 | 165.8 | 21,179 | 167.0 |
| 5039 | English Lang. Arts: Content and Analysis | 125 | 93 | 74.4 | 172.7 | 2,965 | 173.4 |
| 5362 | English to Speakers of Other Languages | 381 | 376 | 98.7 | 178.2 | 3,451 | 176.5 |
| 5122 | Family and Consumer Sciences | 37 | 36 | 97.3 | 161.9 | 1,012 | 162.5 |
| 5174 | French: World Language | 3 | * | * | * | 382 | 169.1 |
| 5358 | Gifted Education | 80 | 63 | 78.8 | 159.5 | 503 | 163.4 |
| 5857 | Health and Phys. Ed: Content Knowledge | 183 | 155 | 84.7 | 162.7 | 2,436 | 163.7 |
| 5023 | Interdisciplinary Early Childhood Education | 13 | 13 | 100.0 | 181.2 | 208 | 178.7 |
| 5311 | Library Media Specialist | 74 | 71 | 96.0 | 164.8 | 1,355 | 163.6 |
| 5561 | Marketing Education | 1 | * | * | * | 245 | 168.4 |
| 5161 | Mathematics: Content Knowledge | 130 | 57 | 43.8 | 150.7 | 7,772 | 153.6 |
| 5047 | Middle School English Lang. Arts | 163 | 92 | 56.4 | 162.5 | 2,982 | 162.9 |
| 5169 | Middle School Math | 202 | 129 | 63.9 | 165.1 | 5,642 | 166.9 |
| 5440 | Middle School Science | 145 | 85 | 58.6 | 150.3 | 2,816 | 157.2 |
| 5089 | Middle School Social Studies | 121 | 95 | 78.5 | 160.4 | 2,160 | 164.8 |
| 5113 | Music: Content Knowledge | 102 | 90 | 88.2 | 166.4 | 2,387 | 166.8 |
| 5095 | Physical Education: Content and Design | 20 | 7 | 35.0 | 164.3 | 1,374 | 166.6 |
| 5265 | Physics: Content Knowledge | 20 | 11 | 55.0 | 136.6 | 840 | 151.2 |
| 5621 | Principles of Learning and Teaching: Early Ch. | 323 | 308 | 95.3 | 169.9 | 3,206 | 168.1 |
| 5623 | Principles of Learning and Teaching: 5-9 | 295 | 272 | 92.2 | 173.9 | 2,324 | 174.5 |
| 5624 | Principles of Learning and Teaching: 7-12 | 709 | 672 | 94.8 | 173.0 | 13,320 | 174.7 |
| 5622 | Principles of Learning and Teaching: K-6 | 455 | 434 | 95.4 | 174.9 | 14,933 | 175.1 |
| 5421 | Professional School Counselor | 136 | 128 | 94.1 | 167.8 | 3,704 | 169.0 |
| 5301 | Reading Specialist | 49 | 45 | 91.8 | 180.6 | 1,639 | 180.3 |
| 6011 | School Leaders Licensure Assessment | 540 | 495 | 91.7 | 174.1 | 7,028 | 174.2 |
| 5402 | School Psychologist | 11 | 11 | 100.0 | 164.4 | 2,680 | 169.1 |
| 6021 | School Superintendent Assessment | 77 | 72 | 93.5 | 168.7 | 735 | 168.9 |
| 5086 | Social Studies: Content and Interpretation | 146 | 100 | 68.5 | 156.8 | 1,716 | 159.0 |
| 5195 | Spanish: World Language | 32 | 16 | 50.0 | 163.9 | 2,204 | 169.7 |
| 5354 | Special Ed: Core Knowledge Applications | 209 | 206 | 98.6 | 174.6 | 5,998 | 172.4 |
| 5221 | Speech Communication: Content Knowledge | 34 | 32 | 94.1 | 161.6 | 282 | 160.1 |
| 5331 | Speech-Language Pathology | 27 | 27 | 100.0 | 181.3 | 9,532 | 176.5 |
| 5641 | Theatre | 10 | 7 | 70.0 | 165.6 | 314 | 168.4 |
| 5841 | World Language Pedagogy | 28 | 27 | 96.4 | 180.4 | 243 | 179.5 |

Source: ETS® Data Manager

VI.b. Summary Pass Rates

Summary Pass Rates reflect the percentage of all **Traditional Route** teacher candidates who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Years with less than ten test takers per year were combined (over three years) for a pass rate. **Alternative Route test takers are not reported here since nontraditional EPPs are not responsible for content knowledge preparation.**

| EPP | Title II Report Year | | | | | | | | | Comb. 3 years | | |
|----------------------|----------------------|------------|------------|-----------------|------------|------------|-----------------|------------|------------|---------------|------------|-----|
| | 2016 (14-15 SY) | | | 2017 (15-16 SY) | | | 2018 (16-17 SY) | | | # | Passed All | % |
| | # | Passed All | % | # | Passed All | % | # | Passed All | % | | | |
| ASU | 291 | 270 | 93 | 245 | 232 | 95 | 206 | 173 | 84 | | | |
| ATU | 216 | 209 | 97 | 168 | 164 | 98 | 170 | 162 | 95 | | | |
| CBC | 3 | * | * | 4 | | | 7 | | | 14 | 14 | 100 |
| CRC | 5 | * | * | 11 | 9 | 82 | 11 | 7 | 64 | | | |
| HU | 117 | 112 | 96 | 128 | 122 | 95 | 139 | 123 | 88 | | | |
| HSU | 102 | 101 | 99 | 95 | 94 | 99 | 92 | 90 | 98 | | | |
| HC | 5 | * | * | 6 | * | * | 5 | | | 16 | 15 | 94 |
| JBU | 27 | 26 | 96 | 29 | 27 | 93 | 14 | 14 | 100 | | | |
| LC | 5 | * | * | 2 | * | * | 1 | | | 8 | | |
| OBU | 33 | 33 | 100 | 33 | 33 | 100 | 31 | 31 | 100 | | | |
| PSC | 1 | * | * | 1 | * | * | 0 | | | 2 | | |
| SAU | 63 | 59 | 94 | 45 | 42 | 93 | 52 | 42 | 81 | | | |
| UAF | 250 | 244 | 98 | 229 | 224 | 98 | 103 | 102 | 99 | | | |
| UAFS | 107 | 107 | 100 | 104 | 102 | 98 | 258 | 242 | 94 | | | |
| UALR | 76 | 75 | 99 | 67 | 66 | 99 | 68 | 68 | 100 | | | |
| UAM | 37 | 35 | 95 | 21 | 20 | 95 | 5 | | | | | |
| UAPB | 11 | 11 | 100 | 11 | 11 | 100 | 15 | 14 | 93 | | | |
| UCA | 170 | 169 | 99 | 148 | 148 | 100 | 176 | 163 | 93 | | | |
| UO | 16 | 16 | 100 | 14 | 14 | 100 | 9 | | | | | |
| WBU | 27 | 23 | 85 | 14 | 13 | 93 | 18 | 11 | 61 | | | |
| State Average | | | 97% | | | 96% | | | 92% | | | |

Green = pass rate ≥ state average.

Source: HEA Title II Reports - 2016, 2017, 2018

= number of traditional EPP candidates taking educator licensure tests

Passed All = number of candidates who passed all tests for the license

% = percentage who passed all tests

* = no data if n < 10

State Avg. includes only scores from test takers in traditional programs with 10 or more test takers.

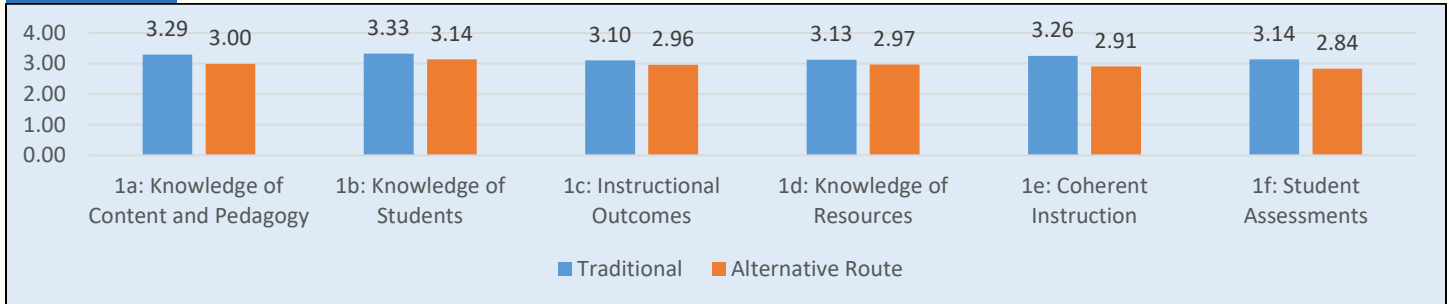


VII. Novice Teacher Survey Data - Perceptions of Preparation

First-year teachers complete a Novice Teacher Survey at the end of their first year of teaching to identify perceptions of their educator preparation experience based on the four TESS “Framework for Teaching” domains. The 2018 questions and results are presented below.

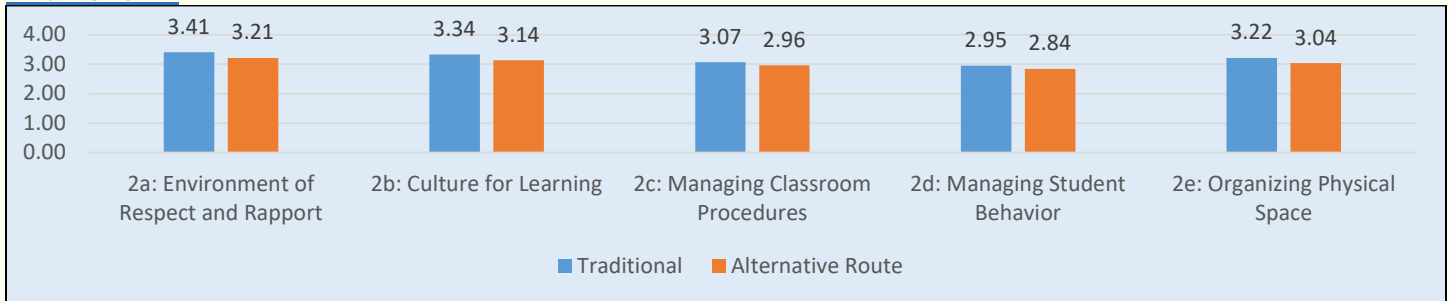
Respondents were asked to rate the statements based on how well they felt their EPP prepared them in each category for their first year of teaching. SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

VII.a. Domain 1



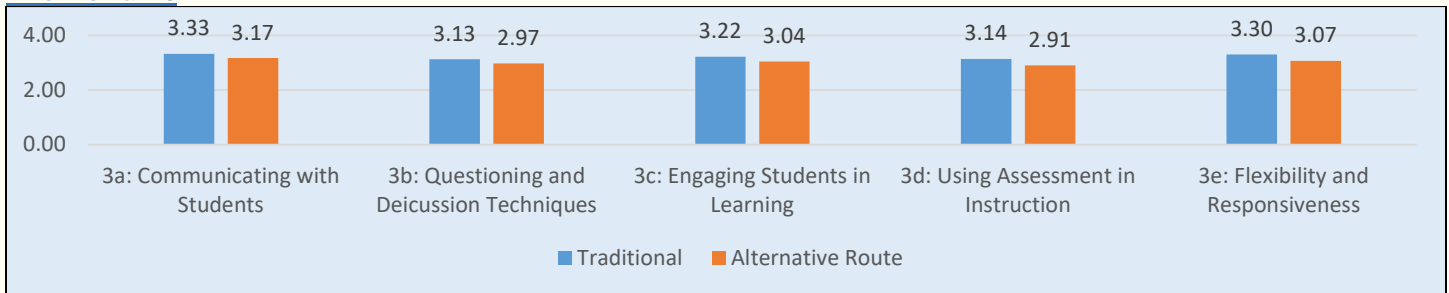
Source: ADE Novice Teacher Surveys

VII.b. Domain 2



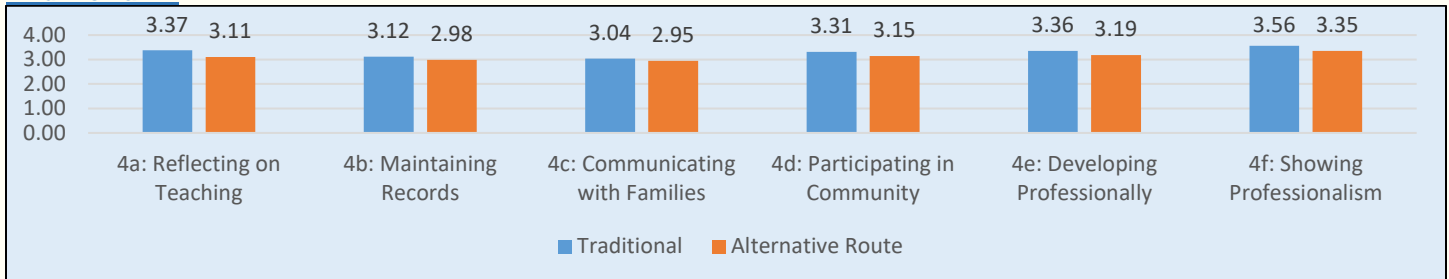
Source: ADE Novice Teacher Surveys

VII.c. Domain 3



Source: ADE Novice Teacher Surveys

VII.d. Domain 4



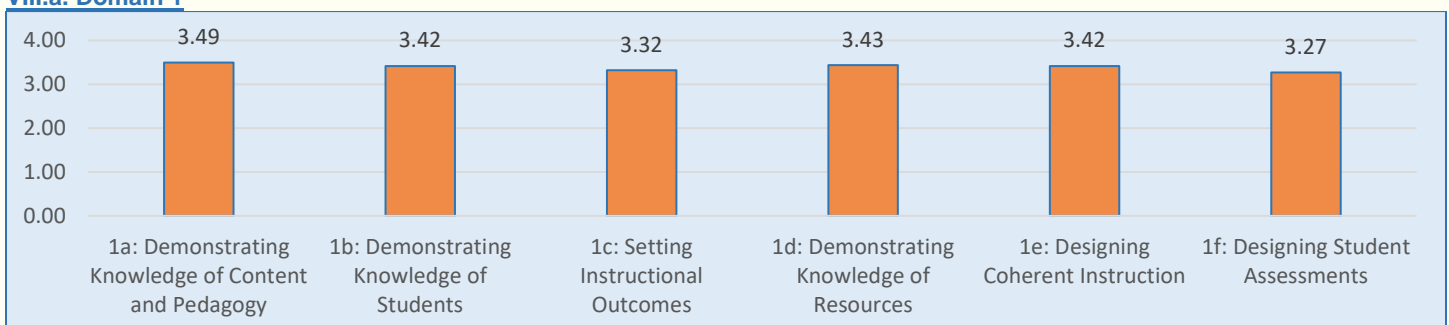
Source: ADE Novice Teacher Surveys

VIII. Novice Teacher Supervisor Statewide Survey Data

The supervisors of first-year teachers complete a “Supervisor Perception of Novice Teacher Preparation Survey” at the end of the novice teachers’ first year of teaching. The purpose of the survey is to identify supervisor perceptions of their novice teachers’ educator preparation experience base on the four TESS “Framework for Teaching” domains. The spring 2018 questions and results are presented below. For logistical reasons, traditional and alternative preparation programs could not be separated.

Respondents were asked to rate the statements based on how well they felt EPPs prepared teachers in each category for their first year of teaching. SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

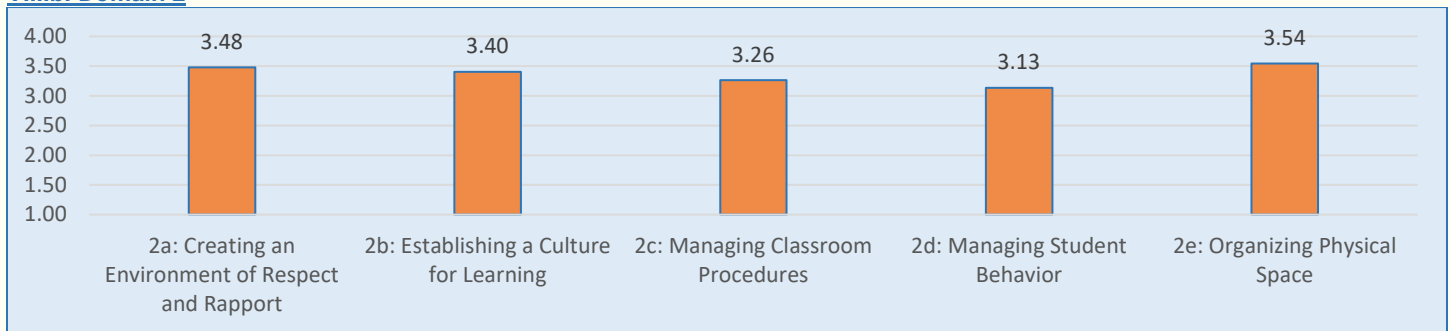
VIII.a. Domain 1





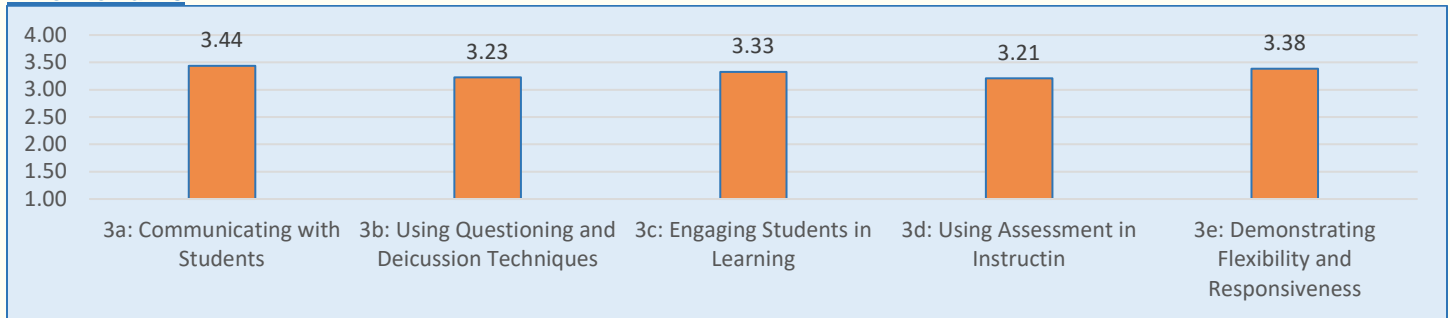
Source: ADE Novice Teacher Supervisor Surveys

VIII.b. Domain 2



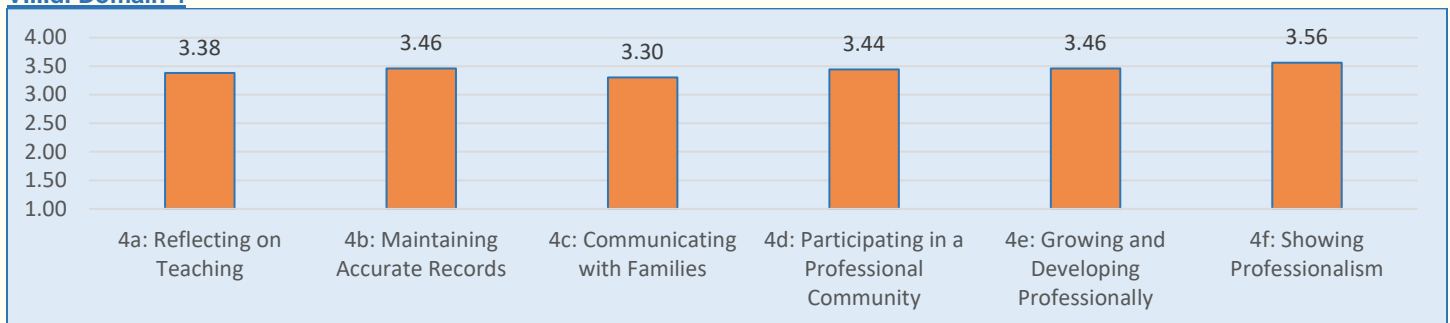
Source: ADE Novice Teacher Supervisor Surveys

VIII.c. Domain 3



Source: ADE Novice Teacher Supervisor Surveys

VIII.d. Domain 4



Source: ADE Novice Teacher Supervisor Surveys

IX. Partnerships for Clinical Preparation

The section below reflects a summary of Arkansas EPP's answers to the following question.

Do the EPPs have P-12 school and/or community partnerships? If so, how do the partnerships establish mutually agreeable expectations for candidate entry, preparation, and exit, to ensure that theory and practice are linked, and share accountability for candidate outcomes?

State response:

Memorandums of Understanding are utilized to outline the responsibilities and requirements of both the EPP and partner districts that detail the selection of partnership sites, and list the benefits to the partner sites and teachers. Assignments and tasks completed by candidates during their time with partners are designed to allow them to put to practice the skills and understandings gained in the classroom in an authentic environment. Partners provide insights and additional perspectives that help to align the assessments, surveys, and field experiences that prepare candidates for teaching. Partnerships offer unique opportunities for candidates to be involved with families in authentic settings. The accountability for candidate outcomes is shared through the use of documents and assessment rubrics as well as ongoing relationships which indicate the shared expectations for teacher candidates.

Details and specific goals for each EPP can be found on the ADE website at [EPPQRs](#).

Source: EPP submissions to ADE

X. Minority Recruitment

The section below reflects a summary of Arkansas EPP's answers to the following question.

Are there strategies in place to increase the number of minority teachers? If so, please describe these strategies.

State response:

Arkansas EPPs conduct data collection that includes identifying barriers that impact non-white students. In some EPPs faculty meet to discuss candidate diversity and to make recommendations based on this review to develop opportunities to promote the success of diverse candidates. At least one EPP has hired a recruiter to focus solely on recruiting local Hispanic students. The ADE has added three new APPEL sites in Pine Bluff. The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program notifies eligible candidates of available scholarship funds. EPPs use Arkansas Department of Education data to target high schools with high Hispanic populations, and EPPs use inclusive language and convey cultural responsiveness within aspects of the programs to help remove roadblocks for minority candidates. EPPs also utilize the Teacher Cadet Program and effort to develop "grow your own" pathways for minority candidates.

Details and specific goals for each EPP can be found on the ADE website at [EPPQRs](#).

Source: EPP submissions to ADE.