



# Arkansas Department of Education

AAFC Conference  
September 23, 2016

# Agenda

Welcome & Introductions.....	Annette Barnes, Elbert Harvey, & Bobby Lester
School Improvement Updates.....	John Harris & LaDonna Spain
Accessing Data & Reports.....	Chante'le' Williams
Health & Wellness.....	Jerri Clark
McKinney-Vento.....	Dana Davis
Title I Application Parts 1 & 2.....	Jayne Green and Annette Pearson
Title III and ELL.....	Miguel Hernandez & Tricia Kerr
State Categorical Coaching Cycles....	Lori Lamb, Tricia Kerr, & School Improvement
Closing Remarks.....	Annette Barnes, Elbert Harvey, & Bobby Lester

# ACSIP Updates

Using ACSIP to Enhance, Inform, & Enlighten

AAFC Fall Conference

September 23, 2016

Department of Education

John Harris and LaDonna Spain



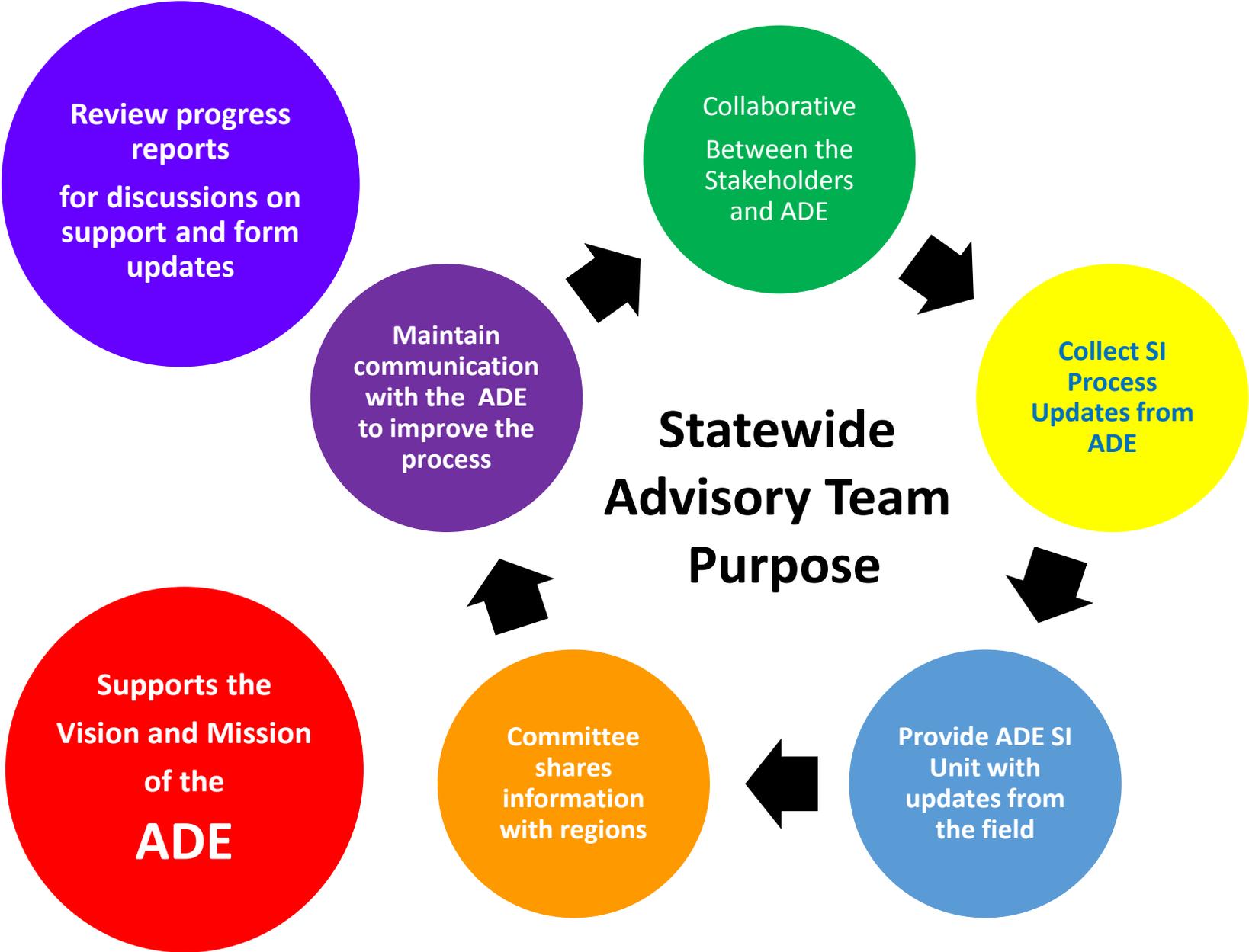
# 2016-2017 Statewide Field Test Advisory Team

<p><b>Jerri Clark</b> Learning Services School Health Services Director</p>	<p><b>Melody Morgan</b> Northwest Region- Springdale Assist Supt.</p>	<p><b>Caroline Neel</b> Guy-Fenter Region- Fort Smith Fed. Prog.</p>	<p><b>Aleta Fletcher</b> ADE, PSA, SIU State Categorical Support Sp.</p>
<p><b>Scott Gauntt</b> Northeastern Region- Westside Consolidated School District Supt.</p>	<p><b>Teri Philyaw</b> Southwest Region- Smackover Fed. Prog.</p>	<p><b>Charles Nowak</b> ADE, PSA, SIU Categorical NSLA &amp; PD</p>	<p><b>Annette Pearson</b> ADE Fiscal and Admin FGM Analyst</p>
<p><b>LaDonna Spain</b> ADE, PSA, SIU-ACSIP Statewide Field Test Advisory Facilitator</p>	<p><b>Jayne Green</b> ADE, PSA, Fed. Prog Title I Director</p>	<p><b>Tracy Streeter</b> Southeast Region- Hamburg Financial Director</p>	<p><b>Lisa Haley</b> ADE, Learning Services Associate Director, SPED</p>
<p><b>Janet Walker</b> Southwest Region- Lafayette County Fed. Prog.</p>	<p><b>Kristi Wiggins</b> Northwest Region- Siloam Springs</p>	<p><b>John Harris</b> ADE, PSA, SIU ACSIP State Admin</p>	<p><b>Bonnie Haynie</b> Southwest Region- El Dorado- Fed Prog</p>
<p><b>Lorrie Holt</b> Southeast Region- Dumas- HS Principal</p>	<p><b>Chante'le' Williams</b> ADE, PSA, SIU Statewide ACSIP Process Man.</p>	<p><b>Bobby Lester</b> ADE, PSA, Fed. Prog Director</p>	<p><b>Nick Jankoviach</b> Northeast Region- Paragould- Assist. Supt.</p>
<p><b>Camile "Pepper" Wyllia</b> ADE, Learning Services Special Education Finance Sp.</p>	<p><b>Dr. Richard Wilde</b> ADE, PSA, SIU Unit Manager</p>	<p><b>Wanda Van Dyke</b> North Central Region- Lead Hill Supt.</p>	<p><b>Milca Hudgens</b> Southeast Region Warren - ELL</p>
<p><b>Kathy Davis</b> ADE, PSA, SIU Categorical NSLA &amp; PD</p>	<p><b>Katie Jones</b> Eastern Region- Forrest City ALE/ Prin.</p>	<p><b>C. W. Gardenhire</b> ADE, Learning Services, ALE Specialist</p>	<p><b>Tricia Kerr</b> ADE, Learning Services, ELL Director</p>
<p><b>Sam Altschul</b> Central Region- PCSSD- Assist Supt.</p>	<p><b>Kimberly Glass</b> Northwest Region- Springdale Fed. Prog.</p>	<p><b>Marilyn Johnson</b> Arch Ford Cooperative Professional Development</p>	<p><b>Robyn Keene</b> AAEA</p>
<p><b>Sandra Hurst</b> Educator Effectiveness &amp; Lic. Ed. Effectiveness Director</p>	<p><b>Becky Gibson</b> Educator Effectiveness &amp; Lic. Ed. Effectiveness Director</p>	<p><b>Elbert Harvey</b> ADE, PSA, Coordinator</p>	

We have been focused on determining how we shift the energy and efforts to 100% focus on school improvement verses 80% compliance and 20% for school improvement.

We learned in 2015-16 that 100% on school improvement does not mean that resources are not important, but how we use the resources to support the improvement is of the most importance.

**We recently met on September 15, 2016 and discovered that we are on the right pathway to better align our resources and supports to identified needs.**



# State Assurances

ARKANSAS DEPARTMENT OF EDUCATION  
ASSURANCES FOR  
SCHOOL IMPROVEMENT PLANNING  
STATE CATEGORICAL PROGRAMS

District Name \_\_\_\_\_ LEA Code No. \_\_\_\_\_

***The undersigned Superintendent for the above named LEA, hereby, assures the Arkansas Department of Education that:***

Each State Categorical program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

The LEA maintains on file at the district and school levels, a comprehensive school improvement plan reviewed by the district based on a diagnostic analysis / needs assessment of student performance data and other relevant data.

The comprehensive school improvement plan of the district and school(s) are research based in support of interventions and actions to assess and support the effectiveness of a plan of action to address deficiencies in student performance and any academic achievement gap evidenced in the Arkansas Comprehensive Testing, Assessment, and Accountability Program.

At the end of the year, the district and school will conduct and maintain on file an evaluation of the comprehensive school improvement plan for the purpose of improving student performance and include the analysis of the needs assessment in the comprehensive school improvement plan for the following school year.

These assurances were reviewed by the local board and signed by the superintendent.

\_\_\_\_\_  
Superintendent (Typed Name)

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date



## 2016-2017 ACSIP Guidance, Resources, and Reminders

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### Memo Information

**Memo Number:** COM-17-007

**Memo Date:** 8/24/2016

**Memo Type:** Informational

**Section:** Public School Accountability

**Regulatory Authority:**

**Response Required:** NO

**Attention:** Federal Programs; Superintendents; Principals;  
General Business Manager

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### Contact Information

**Name:** LaDonna Spain

**Phone Number:** 870-367-4836

**Email:** Ladonna.Spain@arkansas.gov

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## **District/School Indicator Selection Instructions/Expectations 2016-2017 School Year**

To provide guidance in improvement planning, the indicator selection process for the 2016-17 school year was a collaborative effort by the state educational agency (SEA) and ACSIP Statewide Field Test local educational agencies (LEA) Advisory Team.

**The Arkansas Department of Education (ADE) recommends districts and schools reassess indicators from the 2015-2016 school year for relevance to the 2016-2017 needs assessment. Districts and schools would go beyond the 2015-2016 indicators according to the current needs assessment outcomes to prioritize and maintain 1-5 active indicators. Active indicators are objectives that are planned and in the process of being implemented.**

## **District/School Indicator Selection Instructions/Expectations 2016-2017 School Year**

**It must be noted that to have an Arkansas Comprehensive School Improvement Plan (ACSIP), districts and schools must be actively working to improve some component of the educational process. ACSIP (Indistar®) indicators that are assessed, planned and monitored document the process.**

The Priority and Focus schools will continue their implementation guidance from the Arkansas Department of Education (ADE) School Improvement Specialist (SIS) teams for 2016-2017 school year.

# ADI- PowerPoint Videos

<http://www.arkansas.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test>



**ACSIP** Statewide  
Field Test

*Supporting Arkansas Schools for Arkansas's Future*



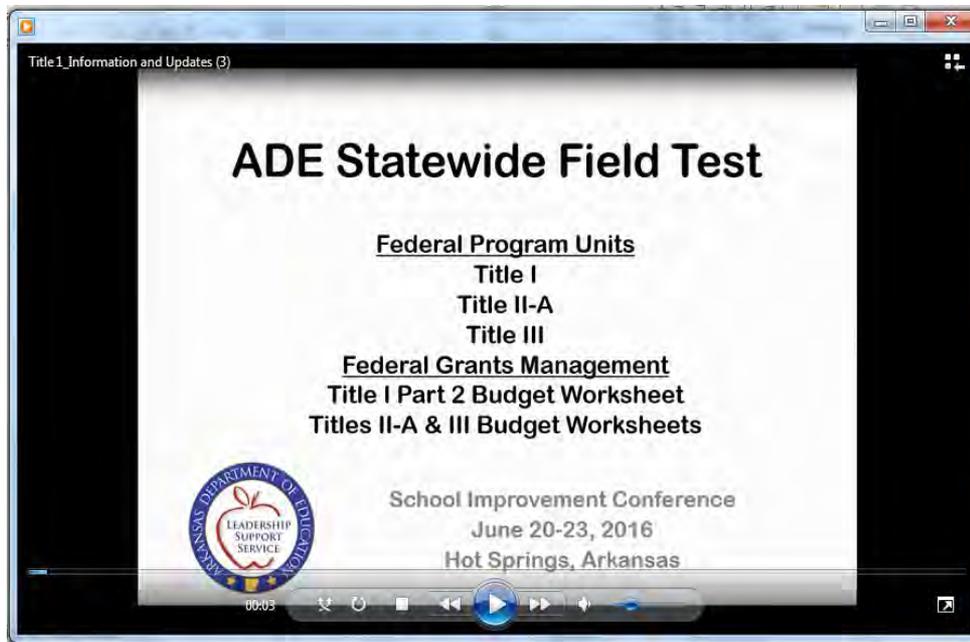
Providing an excellent education to all Arkansas students is of the utmost importance, and many schools are implementing innovative programs to inspire student success. To better assist schools with providing the best education possible, the Arkansas Department of Education is launching the **Arkansas Comprehensive School Improvement Planning Statewide Field Test** during the 2016-2017 year.

All Arkansas public and charter schools use the ACSIP model, as defined by Ark. Code Ann. § 6-15-419, to identify a school's goals, instructional programs, and strategies toward meeting student needs. The statewide field test this school year continues to feature a process and software that opens the door for improvement at all schools and districts.

The process and program allows district and school leadership teams to collaborate to determine best practices and areas for improvement, in addition to developing strategies for meeting short-term and long-term goals. It also gives schools an opportunity to receive coaching feedback from districts throughout the entire year. Providing the best education possible requires effort, collaboration and innovative strategies. The following links provide information regarding how the field test will benefit schools.

**[COM-17-010 ACSIP District Process & Support for Coaching 8/15/2016 Training](#) | [Training PowerPoint \(PDF\)](#) | [Training Handouts \(PDF\)](#)**

**[2016-2017 ACSIP Process to Practice Updates \(AAEA\) \(PDF\)](#)**



# ZOOM Videos



# 2016-2017 Timeline



## 2016-2017 School Timeline



Application/Form/Action	Due Dates
<b>Federal Programs (2016-17)</b>	
Schoolwide Plan Rubric for Monitoring and Evaluation	October 1
Supplemental Compliance Report	October 1
<b>School Improvement / State Categorical Funds (2016-17)</b>	
General Descriptions (AE, EL, NSL, PD)	October 1, 2016
School Success and Spotlight Indicators (Comprehensive Report-ACSIP) Preliminary Submission Review	December 1, 2016
School Success and Spotlight Indicators (Comprehensive Report-ACSIP) End of Year Submission	March 30, 2017
<b>Health and Wellness (2016-17)</b>	
Health and Wellness School Improvement Priority	October 1, 2016

## 2016-2017 District Timeline



### Application/ Form/Action

### Due Dates

Federal Programs (2016-17)	
Title I Parts 1 and 2 ; Title IIA; & Title III	May 16, 2016 (Open for completion)
Title I Parts 1 and 2 ; Title IIA; & Title III	Due June 24, 2016
<b>(Fed)</b> ACSIP Assurances	Between June 24 - October 1, 2016
*FGM- Declaration of Non-Participation	October 1, 2016
Notice of Funds Transferred	October 1- May 1, 2017
Revised Title I, Part 2, Title IIA Applications	January 1, 2017 - May 1, 2017
January Gross Payroll & Budget Ledger	January 20, 2017 <b>Tentative</b>
Gross Payroll & Budget Ledger	June 3, 2017 <b>Tentative</b>
School Improvement / State Categorical Funds (2016-17)	
General Descriptions (AE, EL, NSL, PD)	October 1, 2016
<b>(State)</b> ACSIP Assurances	October 1, 2016 <b>Tentative</b>
<b>District Success Indicators (Comprehensive Report- ACSIP) Preliminary Submission Review</b>	December 1, 2016
<b>District Success and Spotlight Indicators (Comprehensive Report- ACSIP) End of Year Submission</b>	March 30, 2017
Health and Wellness (2016-17)	
Health and Wellness School Improvement Priority	October 1, 2016
Special Education (2016-17)	
VIB School Age, Federal and State Preschool	June 1, 2016

\*FGM- Federal Grants Management

## 1003a (6505) - Reminders

- 2016-2017 preliminary allocations for Title I, 1003a (6505) funds are located in Commissioner's Memo FIN-17-019
- An application must be included in the Indistar as an application to receive approval before expenditures will be reimbursed
- The 1003a funds and conversations must be included in the Indistar agendas as discussions/minutes
- The minutes reflect decisions and apply to the school as discussed by School Improvement Leadership Teams (SILT) and included in needs assessments

# Accessing Data & Reports in ACSIP (Indistar)

Using ACSIP to Enhance, Inform, & Enlighten

**AAFC Fall Conference**

**September 23, 2016**

Department of Education

Chante'le' Williams



# Let's Get Going:

HOME WHAT IS INDISTAR? HOW TO USE INDISTAR SUCCESS STORIES EVENTS PARTNERS CONTACT US

**Indistar**  
Getting better together™

Our goal: **Every student learning.** Adults driving the school's improvement for the sake of their own students and children.

**User Login**

Log in here!

### Back to School Checklist

(for returning users)

1. Update School Information such as Principal, Process Manager, & Team Members names and email addresses.
2. Schedule the first meeting of the school year & create an agenda. Be sure to include an overview for new team members, a review of the current plan, and time to check out new features.
3. Connect with your district and/or coach! Support and partnerships are crucial to successful school improvement!

### Helpful Hints

New features, tips, and resources on using Indistar efficiently:

1. **NEW: Plan Management**
2. **Indicators in Action Indicators NOW!**
3. **Making Indistar Work for You (PDF)**
4. **State Resources Links**
5. **Indistar Connect**

### Current Focus

Success Marker #1:  
The **Leadership Team** meets regularly (typically twice a month) to review multiple data sources and assess and improve professional practice based on indicators.

[View All Success Markers](#)  
[View Leadership Team Video](#)

What is Indistar? FAQ How to Use Indistar Training Modules Indistar Success Stories

# Getting Started...



## Welcome

Please enter your Login and Password below

[Contact Us](#)

### What's Happening in Indistar?

Activity in the last 7 days across all of Indistar

Leadership Team Meetings	Tasks Completed	Objectives Met
62	113	48

Check out the newest "Indistar Web-System Instructions" manual under Resources, as well as the new powerpoint about the latest Guest Page updates!  
[www.indistar.org](http://www.indistar.org)

### Websites

- [Academic Development Institute](#)
- [School Community Network](#)
- [Indistar](#)
- [Center on Innovations in Learning](#)

### Communities of Practice

- [Ed Leaders Network](#)
- [Indistar Connect](#)

### Videos

- [What is Indistar?](#)
- [The Indistar Leadership Team](#)
- [Indicators in Action](#)
- [Indicators Now](#)

### Documents

- [Making Indistar Work for You](#)
- [Browser Settings & Troubleshooting Guide](#)

- Be sure to obtain the logins and passwords needed:**
- ✓ district
  - ✓ each school within the district (Principal / Process Manager)
  - ✓ Internal/Local SIS



# Accessing Reports

Quick Start  
Team Support  
Documents

**ACSIP Statewide Field Test**  
Supporting Arkansas Schools for Arkansas's Future

Arkansas DEPARTMENT OF EDUCATION

Dashboard  
Arkansas TEST School District

Documents Upload

Powered by Indistar

Share the guest login with staff, school board, parents, and others  
Guest Login - Password / guest1319 - guest1319

Share the Leadership Team login with the Leadership Team members  
Leadership Team Login - Password / LTD1319 - LTD1319

Home Complete Forms Submit Forms/Reports Docs & Links Coaching

**My Online Tool(s)**

Description
<a href="#">District Success Indicators</a> A framework where all district leadership teams will participate in a continuous cycle of assessment, planning, implementation, and progress tracking of research-based, effective practice. <a href="#">Review Progress</a>
<a href="#">Celebrate and Share!</a> Please share your success stories with us through amateur video, PowerPoints, Press, short stories, etc. All stories should be submitted to: <a href="mailto:chantele.williams@arkansas.gov">chantele.williams@arkansas.gov</a> . We can not wait to see the celebrations and success stories from the great state of Arkansas! ACSIP Statewide Administrative Team.

Logout

Indistar  
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121 N. Kirkwood Street - Lincoln, IL - 62456 - 1-800-729-1495

Click on “District Success Indicators.”

# Accessing Reports

Arkansas ACRP State Field Test  
Main Menu

Arkansas TEST School District

Enter & keep your **district information current**  
Enter & keep your **district team information current**

Navigation Toolbar

Activity in Last 90 days

Leadership Team Meetings: 0  
Team Completed: 0  
Objectives Met: 1

Snapshot

Collaboration Report -> Celebrate Our Success!

Last login: 09/11/2016  
Last coaching comment received: 01/20/2015  
Last Leadership Team Meeting: 01/13/2016  
Last Indicator assessment: 07/08/2015  
Last Task added: 03/02/2016  
Number of Objectives past due: 11 (20%)  
Number of Tasks past due: 18 (20%)  
Number of Tasks due in the next 30 days: 5 (10%)  
What's All This About?

Superintendant: Mr. John Harris - johnharris@ednet.org  
Process Mgr.: Mrs. Kay Simpson - ksimpson@ednet.org  
Not Assigned: Coach, Consultant to District

**Schools shown in Red have responded to a Coaching Comment.**  
**\*\*Dates represented in this table reflect the last time information was updated.**

School	Track	School Information	Demographics	Assessment	School Team	Assess	Create	Monitor
AR-near School 12345	500 100% Online Test	08/31/16	09/18/15	01/28/16	09/10/11	11/20/2011	09/12/2011	09/13/2011
AR-near School 12345	School Success Indicators	08/31/16	09/18/15	01/28/16	09/16/11	09/09/2016	09/09/2016	09/09/2016
AR-near School 12345	TEET SITE	08/31/16	09/18/15	01/28/16				
AR-near School 12345	District Schools - Farms Only	08/31/16	09/18/15	01/28/16				

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Select the *Navigation Tool Bar* located at the top of the screen.

# Accessing Reports

Activity in Last 90 days

Leadership Team Meetings	Tasks Completed	Objectives Met
0	0	1

Snapshot

[Coaching Report](#) → [Generate Coaches](#)

Last login: 08/13/2016

Last coaching comment received: 01/28/2015

Last Leadership Team Meeting: 03/12/2016

Last Indicator assessed: 07/26/2015

Last Tech added: 03/02/2016

Number of Objectives past due: [11 \(view\)](#)

Number of Tasks past due: [18 \(view\)](#)

Number of Tasks due in the next 30 days: [8 \(view\)](#)

[Where Are We Now?](#)

Superintendents: Mr. John Harris - [eharris@adi.org](mailto:eharris@adi.org)  
Process Mgr.: Mrs. Kay Simpson - [ksimpson@adi.org](mailto:ksimpson@adi.org)

Not Assigned - Coach, Complaint to District

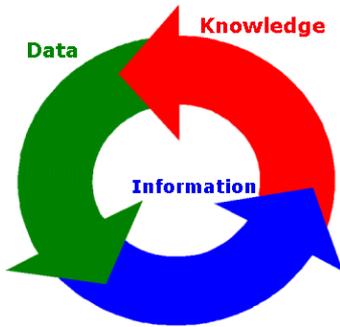
\*Schools shown in Red have responded to a Coaching Comment.  
\*\*Dates represented in this table reflect the last time information was updated.

School	Track	School Information	Demographics	Assessment	School Team	Assess	Create	Monitor
Alh-test School 12345	ISG 1003q Online Tool	08/31/16	09/18/15	01/26/16	09/13/11	11/29/2011	09/13/2011	09/13/2011
Alh-test School 12345	School Success Indicators	08/31/16	09/18/15	01/26/16	09/16/13	09/09/2016	09/09/2016	09/09/2016
Alh-test School 12345	TEST SITE	08/31/16	09/18/15	01/26/16				
Alh-test School 12345	Charter Schools - Farms Only	08/31/16	09/18/15	01/26/16				

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Select "Reports" from the menu.

# Report Options: *Live, Up To The Moment Data*



<b>General</b>	<a href="#">District Information</a>	This report holds registration information for the district, superintendent, and process manager.
	<a href="#">District Demographics</a>	This report shows assessment information for state and standardized tests as entered by the district.
	<a href="#">District Team Members</a>	Information pertaining to the members of the District Improvement Team including the superintendent, the process manager, and others chosen from the district or community to be part of the leadership team is displayed here.
<b>Assess</b>	<a href="#">List of Indicators Included in Plan</a>	This report holds a list of all assessed indicators that will be included in your plan.
	<a href="#">Detailed Report of Assessed Indicators</a>	This report shows each assessed indicator, including its level of development, opportunity and priority scores, as well as evidence of current implementation.
	<a href="#">Flag to Reassess Report</a>	This report will display all indicators that have been marked ready for reassessment, according to timelines specified by your state.
<b>Plan</b>	<a href="#">List of Objectives Included in Plan</a>	Here you will find a list of all objectives included in the plan.
	<a href="#">Detailed Report of Objectives Included in Plan</a>	This report holds a list of all objectives, the index score, target date, and team member assigned to it, as well as a description of what the fully implemented objective will look like.
<b>Monitor</b>	<a href="#">Tasks Report</a>	The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.
	<a href="#">Process Report</a>	This report gives information about the created plan including the number and status of tasks for each objective, the assigned team member, as well as the target date for completion.
	<a href="#">Comprehensive Plan Report</a>	This report shows detailed activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation filtered by one month, three month, six month and twelve month time intervals.
	<a href="#">last 3 months</a> <a href="#">6 months</a> <a href="#">12 months</a>	
	<a href="#">12 Month Activity Report</a>	A 12 month Report showing detailed activity of the leadership team's work on the action plan, including plans with tasks and indicators assessed as fully implemented or not a priority.
	<a href="#">Celebrate Our Success</a>	This report shows indicators which have been determined by the Leadership Team to be fully implemented, either in the team's initial assessment or after meeting the objective for the indicator. These indicators are the school's norms, what is done routinely and with high quality.
	<a href="#">Accomplishments Report</a>	This report shows indicators that were assessed as fully implemented or the objective has been met within the last year, the last two years, or the last three years. This report allows a school or district to show their achievements within those time periods.
	<a href="#">in the last - 1 year</a> <a href="#">2 years</a> <a href="#">3 years</a>	
	<a href="#">Indicator Checklist Report</a>	This is a customizable report that allows one to choose individual indicators and displays all information for assessments, plans, and tasks for each indicator selected.
	<a href="#">Implementation and Monitoring Report</a>	Here you will see a comprehensive list of only those indicators that were initially assessed as fully implemented or those indicators for which a plan has been created.
	<a href="#">Coaching Comments</a>	This report displays the conversational tool designed for districts to receive and respond to helpful tips and comments from their coach.
	<a href="#">Where are we now?</a>	This report gives an overview of the districts execution of its plan in graph form, as well as a list of fully implemented and completed indicators
	<a href="#">Summary Report</a>	This report displays summary information such as the number of meetings held, numbers of indicators assessed and planned, number of coaching comments, and forms submitted, as well as district leadership team information.
	<a href="#">Improvement Plan Report</a>	This report is a minimized version of the Comprehensive Report, omitting the details of the tasks.
	<a href="#">last 3 months</a> <a href="#">6 months</a> <a href="#">12 months</a>	
	<a href="#">Mission and Goals</a>	This report displays the Mission and Goals for the district.

# General:



## [District Information](#)

This report holds **registration information** for the district, superintendent, and process manager.

## [District Demographics](#)

This report shows **assessment information** for **state** and **standardized tests** as entered by the district.

## [District Team Members](#)

Information pertaining to the **members of the District Improvement Team** including the superintendent, the process manager, and others **chosen from the district or community** to be part of the leadership team is displayed here.

# Assess:



[List of Indicators Included in Plan](#)

This report holds a list of all assessed indicators that will be included in your plan.

[Detailed Report of Assessed Indicators](#)

This report shows each assessed indicator, including its level of development, opportunity and priority scores, as well as evidence of current implementation.

[Flag to Reassess Report](#)

This report will display all indicators that have been marked ready for reassessment, according to timelines specified by your state.

# Plan:



[List of Objectives Included in Plan](#)

Here you will find a **list of all objectives** included **in the plan**.

[Detailed Report of Objectives Included in Plan](#)

This report holds a list of **all objectives**, the **index score**, **target date**, and team **member assigned** to it, as well as a **description** of what the **fully implemented** objective will look like.

# Monitor:



[Tasks Report](#)

[Progress Report](#)

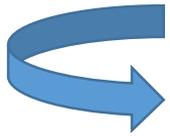


The Task Report gives **detailed information for all tasks** including the assigned team member and target date for completion.

This report gives information about the created plan including the **number and status of tasks** for each objective, the assigned team member, as well as the target date for completion.



# Monitor:



[Comprehensive Plan Report](#)

This report shows detailed activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation filtered by one month, three month, six month and twelve month time intervals.



[12 Month Activity Report](#)

A 12 month Report showing detailed activity of the leadership team's work on the action plan, including plans with tasks and indicators assessed as fully implemented or not a priority.



# Monitor:



## [Celebrate Our Success](#)

This report shows indicators which have been determined by the Leadership Team to be fully implemented, either in the team's initial assessment or after meeting the objective for the indicator. These indicators are the school's norms, what is done routinely and with high quality.

## [Accomplishments Report](#)

This report shows indicators that were assessed as fully implemented or the objective has been met within the last year, the last two years, or the last three years. This report allows a school or district to show their achievements within those time periods.

# Monitor:



## [Indicator Checklist Report](#)

This is a **customizable** report that allows one to choose **individual indicators** and **displays all information** for assessments, plans, and tasks for each indicator selected.

## [Implementation and Monitoring Report](#)

Here you will see a **comprehensive list** of **only those indicators** that were **initially assessed as fully implemented** or those **indicators** for which a **plan has been created**.

## [Coaching Comments](#)

This report displays the **conversational tool** designed for **districts to receive and respond** to helpful **tips and comments** from their coach.

# Monitor:



[Where are we now?](#)

This report gives an **overview** of the **districts execution of its plan** in graph form, as well as a **list of fully implemented and completed indicators**

[Summary Report](#)

This report displays **summary information** such as the number of **meetings held**, numbers of **indicators assessed and planned**, number of **coaching comments**, and **forms submitted**, as well as district **leadership team information**.

[Improvement Plan Report](#)

This report is a **minimized version** of the **Comprehensive Report**, omitting the details of the tasks.

# Indistar®

Getting better together®

- Assists leadership teams with making informed decisions based on current, really time data.
- Easy to access
- Specific data as it relates to accessing, planning, and monitoring
- Filter for a specific time period
- Much more!

## Reports



# Health and Wellness

**AAFC Fall Conference**

**September 23, 2016**

Department of Education

Jerri Clark



# *Addressing Student Health Needs to Move Achievement ForwARd*



**SCHOOL HEALTH SERVICES**

Creating and Sustaining a Healthy School Culture

***September 2016***



No Child Left Behind  
Every Student Succeeds  
“falling through the crack”  
Closing the Achievement Gap

*Dr. Charles Basch says it best.....*

*“I have learned one great truth. The answer to all our national problems – the answer to all of the problems of the world – come to a single word. That word is EDUCATION.”*

*Lyndon B. Johnson*



# Significant Changes in K-12 Education



# Report ranks counties' overall health

Benton County rated healthiest in state; Phillips County at bottom of list

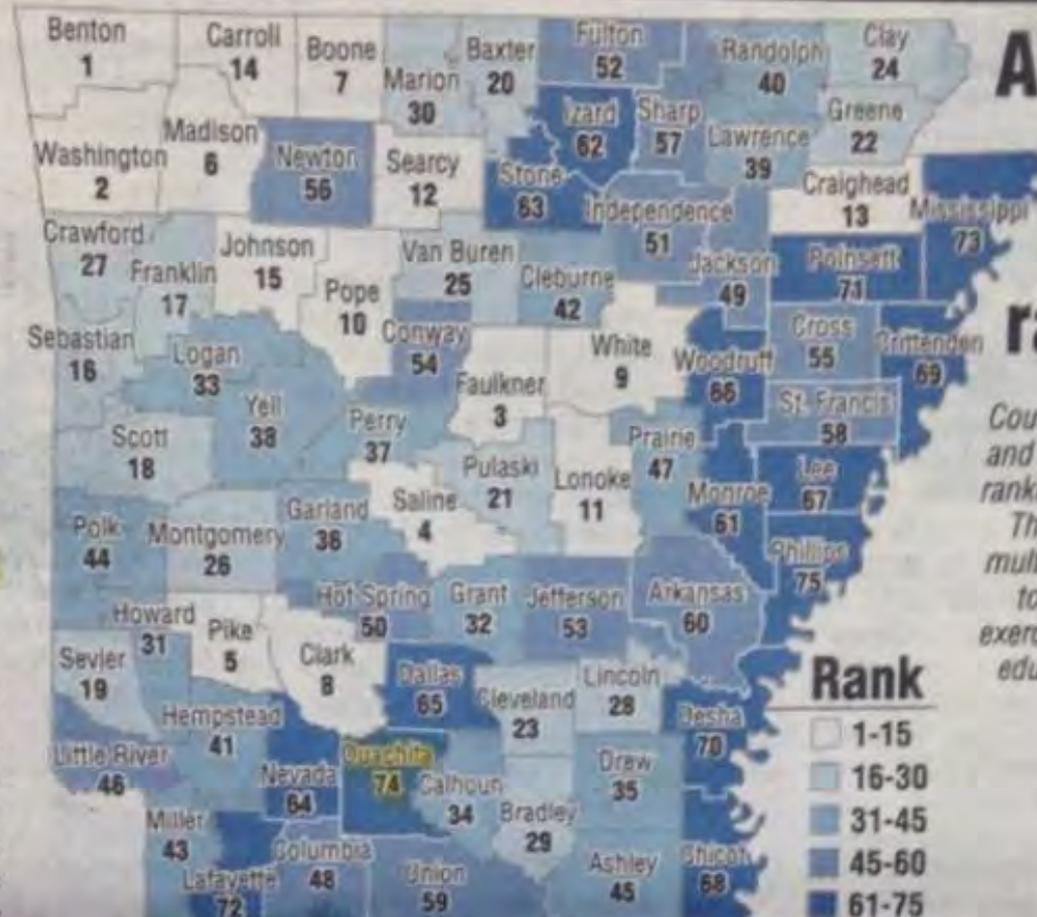
TERESA MOSS

ARKANSAS DEMOCRAT-GAZETTE

The 2014 County Health Rankings puts Benton, Washington, Faulkner, Saline and Pike counties at the top of the pack in overall health outcomes in Arkansas.

The report was released Wednesday by the Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute. Multiple health factors are analyzed in the report including alcohol and drug use, access to care, education and housing.

Benton County has ranked as the healthiest county in the state since the annual report started in 2010. Phillips County has ranked as the least healthiest county in four of the five reports. Other counties ranked in the lowest five state include Ouachi-



## Arkansas county health rankings

County Health Rankings and Roadmaps released rankings on Wednesday. The rankings measure multiple factors such as tobacco use, diet and exercise, access to care, education and housing conditions.

### Rank

- 1-15
- 16-30
- 31-45
- 45-60
- 61-75



FTZ SUMMERS @ THE ARCHIVE AT WASTOR 2008



HI! WE'RE EVERY SOCIAL PROBLEM IN AMERICA THAT YOU CAN NAME ROLLED INTO A HERD OF TOO MANY HUMANS FOR ONE MERE MORTAL TO MANAGE... LET ALONE TEACH. WHERE DO YOU WANT US TO SIT?

# School Health Services

## The FACTS

- Barriers that potentially negatively impact student academic success:
  - As of 2012, 1 in every 3 children in Arkansas are identified as overweight or obese.
  - 149 schools in Arkansas who completed the 2012-2013 Arkansas School Nurse Survey reported 21% of the students they serve suffer from some type of Chronic disease.
  - 26.8%% (2012) of Arkansas children live at or below the poverty level. (U.S. Census Bureau)
  - Nationally, only about 7% of youth who are in need of mental health services actually received the needed services.



# 10 Targeted Health Areas

- Health Education
- Community Involvement
- Family Engagement
- Employee Wellness
- Physical Environment
- Social & Emotional Climate
- Healthcare Services
- Nutrition Environment & Services
- Physical Education & Physical Activity
- Counseling & Psychological and Social Services



# State Education Policy Update

- Rules Governing Nutrition and Physical Activity in Schools
  - [Commissioner's Memo COM-16-088](#)
    - PE Minutes
    - Declared School Day
    - Afternoon snack, smart snack compliant
    - Accountability



# 1. Student Health Information

## • HEARING SCREENINGS

- ✓ [A.C.A. § 6-18-701](#) ; SIS Page 89
- ✓ Person Responsible for screening– School Nurse
- ✓ Person Responsible for entering data – School Nurse
- ✓ Cycle 7 – June 15<sup>th</sup>

**\*Intent:** Early intervention to hearing issues students may be experiencing causing a direct negative impact on learning.



# Hearing Screening

**Hearing**

ID: 01031 Building: Building 1 Grade: 01

Save Search List

Grade	Date	Location	Right Ear	Left Ear	Detail	Referral	Note	Delete
01  First Grade	7/27/2015	<input type="text"/>	<input type="checkbox"/>					

Save Search List



# Student Health Information

## • Immunizations

- ✓ [ADE Rules Governing Kindergarten through 12th Grade Immunization Requirements for Arkansas Public Schools](#); SIS Page 90
- ✓ Person Responsible for screening– School Nurse
- ✓ Person Responsible for entering data – School Nurse
- ✓ Cycle 3 – Nov. 15<sup>th</sup>

\***Intent:** Monitor all minors in the state meeting “immi” requirements, and lessen spread of infectious disease.



**WARNING!** Notify the school nurse when student records are being transferred to another district, as he/she may have additional health records that need to be transferred.

# Immunizations

**Immunizations**

ID: [01021](#)    Building: Building 1    Grade: 01    

Birthdate: 4/1/2008    Age: 7:3

---

Status Calculated:    Student Status: NR - No Record    Override:

Student Exemption:    District Entry Date: 8/15/2011

Comments:

## List of Vaccinations

Vaccination	Exemption	Series Total	Shots Total	Dates								Series Status	Referrals	Delete		
<a href="#">DTaP - Diphtheria-Tetanus-Perthussis</a>		5	5	6/3/2009		7/30/2009		10/2/2009		4/2/2010		4/6/2013		N/A		
<a href="#">TDaP - Tetanus/Diph/Acell Pertussis</a>		0	0											N/A		
<a href="#">IPV/OPV - Polio</a>		4	4	6/6/2009		7/30/2009		10/2/2009		4/6/2010				N/A		
<a href="#">HepA - Hepatitis A</a>		0	0											N/A		
<a href="#">HepB - Hepatitis B</a>		3	3	4/1/2009		6/3/2009		9/2/2009						N/A		
<a href="#">MMR - Measles-Mumps-Rubella</a>		2	2	4/4/2010		4/6/2013								N/A		
<a href="#">VAR/CRLA - varicella</a>		1	1	4/2/2010										N/A		
<a href="#">MCV4 - Meningococcal Conjugate</a>		0	0											N/A		
<a href="#">EPSDT - EPSDT</a>		N/A	0											N/A		
		0	0											N/A		



# Student Health Information

## • Vision Screening

- ✓ Act 1438 of 2005; [A.C.A. § 6-18-1501](#); SIS Page 92
- ✓ Person Responsible for screening– School Nurse
- ✓ Person Responsible for entering data – School Nurse
- ✓ Cycle 3 & 6 – Nov 15 & April 15

\*NOTE: Cycle 3 is preliminary, however, Cycle 6 must reflect all screenings.

\***Intent:** Early intervention to vision issues students may be experiencing causing a direct negative impact on learning.



# Vision Screening

**Vision Exam**

ID: 01031    Name: Banks, Lisa Marie    Building: Building 1    Grade: 01

Grade	Date	Exam Time	Location	External Exam	Right w/ Glasses	Left w/ Glasses	Vision 20'	Plus 20 Test 20'	LAT MB (Far)	VERT MB (Far)	Fusion (Far)	LAT MB (Near)	Fusion (Near)	Color	Referrals	Notes	Delete
01	↓ First Grade	07/27/2015	02:46 PM														



# Student Health Information



## • School-based Health Center Identifier (SBHC)

- ✓ Indicates a student has been formally enrolled to receive health services through the center.
- ✓ SIS Page 129
- ✓ Person Responsible for collecting enrollment – District SBHC Coordinator
- ✓ Person Responsible entering data – APSCN Data Entry Person
- ✓ Cycle 2 through 7; continuous running total throughout the year; Enrollment status for a student remains for the rest of the school year.
- ✓ Cycle 7 Deadline- June 15th

\***Intent:** To monitor the impact of an SBHC on student success and the effectiveness of state monies used for the program. State Indicators: EPSDT and Attendance Rate.

# SBHC Identifier

**SIS/Misc. Items**

ID: [10118](#)    Building: Your Town Elementary    Grade: 04

---

<p>Transported: <a href="#">Not Assigned</a></p> <p>Consolidated School's LEA: <input type="text"/></p> <p>21st CCLC Program: <input type="checkbox"/></p> <p>Smartcore Waiver: <input type="checkbox"/></p> <p>Supplemental Services: <input type="checkbox"/></p> <p>Facility Name: <input type="text"/></p> <p>Displaced District: <input type="text"/></p> <p>ACT 514 Military Dependent: <input type="checkbox"/></p> <p>Twin: <input type="checkbox"/></p> <p>SBHC: <input type="checkbox"/></p> <p>Birth Certificate Number: <input type="text"/></p> <p>Distance/Miles from School: <input type="text"/></p> <p>Medicaid Number: <input type="text"/></p> <p>Medicaid Eligibility: <input type="checkbox"/></p> <p>Oyster ID: <input type="text"/></p>	<p>Travel Code: <input type="text"/> <input type="button" value="B"/> <input type="button" value="Bus"/></p> <p>Preschool: <input type="text"/> <input type="button" value="NA"/> <input type="button" value="NOT APPLICABLE"/></p> <p>Gifted/Talented: <a href="#">No</a></p> <p>ADH Part-Time Percentage: <input type="text"/></p> <p>Supplemental Provider: <input type="text"/></p> <p>Title I: <input type="text"/></p> <p>State of Displaced District: <input type="text"/></p> <p>ACT 514 Military Branch: <input type="text"/></p> <p>Unaccompanied Youth: <input type="checkbox"/></p> <p>Birth Verified: <input type="text"/></p> <p>Form 506: <input type="checkbox"/></p> <p>Medicaid Permission: <input type="checkbox"/></p> <p>Migrant Record: <input type="text"/></p>
--	---

7/18/2014 9:57:12 AM carmen.jordan



# 1. Student Health Information

## • Student Nursing Acuity Level



- ✓ [Act 935 of 2015](#)
- ✓ Summarized information entered – total number of students per acuity level per LEA/Campus.
- ✓ Person responsible for collecting # of Students per acuity level – School Nurse
- ✓ Person responsible for entering data - School Nurse or APSCN Cycle Coordinator (State Reporting)
- ✓ Cycle 7 – June 15<sup>th</sup>

**\*Intent:** Monitor the student healthcare needs/professionals on an individual campus.





– School Improvement  
Health and Wellness Priority



**Section II: Needs Assessment**

**School Health Index Assessment**

**Hint**

- Check box if completing the SHI Assessment online
- Check box if the school completed the pdf version of the SHI Assessment Card and the School Health Improvement Plan to the Health & Wellness Folder.

**Hint**

- [Online version of the SHI Assessment](#)
- [Elementary PDF version of the SHI Assessment](#)
- [Middle/High PDF version of the SHI Assessment](#)

If completing the SHI Assessment online you must provide a Reference Number.

Reference Number:

**Body Mass Index (BMI)**

**Hint**

- The school can verify the analysis of the School Level Body Mass Index screening data conclusions.

**Hint**

- [Arkansas Center for Health Improvement \(ACHI\) Public School BMI Reports](#)

**Description/Conclusion**

**Other health and wellness related data** (Optional)

**Description/Conclusion**



Section III: Health and Wellness Goals

(Provide a detailed description of each required activity)

**Goal 1: How will the LEA provide coordination and support to create a healthy nutrition environment for students?** (HINT: see 3 required activities)

Activity

Description

**Hint**

**Requirement 1:** Coordinate with child nutrition personnel to ensure menus are reviewed quarterly by the district wellness committee and healthy food choices are being marketed.

**Requirement 2:** Ensure that all students served by the LEA receive grade-appropriate nutrition education.

**Requirement 3:** Ensure the district's wellness policy is in compliance with federal and state mandates.

**Goal 2: How will the LEA provide coordination and support to create an environment that promotes physical activity and provides quality physical education for students?** (HINT: see 3 required activities)

Activity

Description

**Hint**

**Requirement 1:** Ensure that minimum levels of physical education and physical activity are being provided. If more than the minimum is being provided, please provide a description.

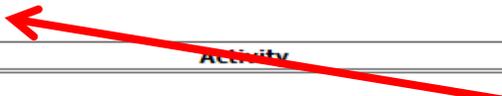
**Requirement 2:** Ensure that physical activity is implemented across the curriculum for all grade levels.

**Requirement 3:** Ensure that the district policy is in compliance with federal and state mandates.



**Goal 3: How will the LEA promote a healthy school environment that promotes learning throughout the school culture?** {HINT: see 1 required activity.}

Hint



Activity	Person Responsible	Timeline

Hint

**Requirement 1:** Provide professional development for staff that includes nutrition and physical activity

**Description**

**Goal 4: (Optional) How does the school address other health disparities trending among students identified from the Needs Assessment?**

Activity	Person Responsible	Timeline

**Description**



# Financial Coding

Medicaid **Source of Funds** Codes [www.arimits.org](http://www.arimits.org)

## ✓ RESTRICTED Medicaid Codes

✓ Special Education ONLY (speech, occupational, physical therapy)

- 6750 - MEDICAID

## ✓ NON RESTRICTED to Special Education Medicaid Codes

✓ Funds can be used to support health related efforts for the general student population

- 6751 – School-based Mental Health Medicaid (Employed by district)
- 6752 – Medicaid General Health Services – Medicaid Administrative Claiming (ARMAC)
- 6752 – Medicaid General Health Services – Personal Care
- 6752 – Medicaid General Health Services – Vision & Hearing
- 6752 – Audiology

**WARNING!** Don't pay salaries for district employed School Nurse and/or counselor from 6752. Random Moments assess time spent addressing health in the school.



# Financial Coding

## Medicaid Codes: 6751 & 6752

EXAMPLES of Expenses can support:

- |                                    |                                  |                              |
|------------------------------------|----------------------------------|------------------------------|
| ✓ <u>District Healthcare Staff</u> | ✓ <u>Health Outreach/Environ</u> | ✓ <u>Individual Students</u> |
| PD for Nurse / MH                  | Salad Bar for Cafeteria          | Student Eye Glasses          |
| Health Related District PD         | Staff Fitness Center             | *Student Co-pay for Doc      |
| HSW Salary                         | Classroom Resources – Health/PE  |                              |
| CSH Coordinator Salary             |                                  |                              |

Ask yourself:

1. What is it for?
2. Can I relate this to health?

**WARNING!** Schools that bill Medicaid for vision/hearing screens and/or personal care must have a RN serving the district.



# School Health Services

## Student Health Data Resources

- School Health Index (SHI)
- Youth Risk Behavior Survey (YRBS)
- School Health Profiles (SHPs)
- Statewide BMI Report
- Arkansas Prevention Needs Assessment (APNA)
- School Nurse Survey



# SHS Staff / Questions

- Medicaid in the Schools – Tracy Starks [tracy.starks@searkcoop.com](mailto:tracy.starks@searkcoop.com)
- School-Based Mental Health – Elizabeth Kindall [elizabeth.kindall@arkansas.gov](mailto:elizabeth.kindall@arkansas.gov)
- Safe Schools/Health Ed – Kathleen Courtney [Kathleen.Courtney@arkansas.gov](mailto:Kathleen.Courtney@arkansas.gov)
- YRBS Surveillance Coordinator – Brittany Rogers [brittany.rogers@arkansas.gov](mailto:brittany.rogers@arkansas.gov)
- Coordinated School Health – Audra Walters [audra.walters@arkansas.gov](mailto:audra.walters@arkansas.gov)
- School-Based Health Centers – Tamara Baker [tamara.baker@arkansas.gov](mailto:tamara.baker@arkansas.gov)
- State School Nurse Consultant – Paula Smith [paula.smith@arkansas.gov](mailto:paula.smith@arkansas.gov)
- School Health Services Director– Jerri Clark [jerri.clark@arkansas.gov](mailto:jerri.clark@arkansas.gov)

Office of School Health Services  
Arkansas Department of Education  
Four Capitol Mall, Mail Slot #14  
Little Rock, AR 72201  
501-683-3604



# McKinney-Vento

**AAFC Fall Conference**

**September 23, 2016**

Department of Education

Dana Davis



# What is McKinney-Vento

The **McKinney-Vento** Education of Homeless Children and Youth Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. **McKinney-Vento** provides federal funding to states for the purpose of supporting district programs that serve homeless students.



# Grant Process

- McKinney-Vento grants are awarded for a three year period.
- Grant amounts are contingent upon allocations the Arkansas Department of Education receives from the United States Department of Education.
- McKinney-Vento is a competitive grant program.



# Application Process

Pointers for a good grant application:

- Follow directions
- Provide relevant data
- Avoid all the “fluff”
- Ensure your activities are measurable
- Have a needs assessment with results
- Ensure your district liaison will have adequate time to carry out all duties required as well as all aspects of the grant application



## Additional Information to include

- Collaborations
- Percentage of Title I set-aside expended over the last three years
- Years of experience of liaison
- How many positions does the liaison hold in the district
- Trainings the homeless liaison has attended



## The next grant application will be released in 2019

This application is released in a Commissioner's  
Memo.

If help is needed prior, I will be happy to answer any  
questions and help in any way possible.



# The Every Student Succeeds Act (ESSA)

- Signed by the President on December 10, 2015.
- Amends McKinney-Vento, Title I, and other programs of the Elementary and Secondary Education Act.
- McKinney-Vento provisions take effect **October 1, 2016**.
  - “Awaiting foster care placement” is removed December 10, 2017 in AR, DE, and NV (2016 in other states)
- Title I foster care provisions take effect on **December 10, 2016**
- Title I homeless provisions take effect for the **2017-18** school year.



# McKinney-Vento Implementers: Local Liaisons

- ❑ Every LEA must designate a McKinney-Vento liaison **able to carry out his/her legal duties.** 11432(g)(6)
- ❑ Liaisons must ensure that—
  - McKinney-Vento students enroll in and have full and equal opportunity to succeed in school.
  - Children and youth in homeless situations are identified by school personnel through **outreach and** coordination with other entities and agencies.
  - Public notice of MV rights is disseminated **in locations frequented by parents, guardians, and unaccompanied youth, in a manner and form understandable to them.**



# McKinney-Vento Liaisons (cont.)

- ❑ Liaisons must ensure that (cont.)—
  - Disputes are resolved and assistance to access transportation is provided.
  - Unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.
  
- ❑ Liaisons must participate in professional development and technical assistance as determined appropriate by the State Coordinator. 11432(g)(1)(F)(ii)



# Eligibility—Who is Covered?

☐ Children who **lack a fixed, regular, and adequate nighttime residence**— 11434a(2)

➤ Sharing the housing of others due to loss of housing, economic hardship, or similar reason.

[75% of identified MV students in 2013–14]

➤ Living in motels, hotels, trailer parks, camping grounds due to lack of adequate alternative accommodations.

[Motels: 6% of identified MV students in 2013–14]



## Eligibility (cont.)

- Children who **lack a fixed, regular, and adequate nighttime residence**—
  - Living in emergency or transitional shelters.  
[15% of identified MV students in 2013–14]
  - Living in a public or private place not designed for humans to live.
  - Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings.
  - Migratory children living in above circumstances.
  - Awaiting foster care placement (until 12/10/17).



# What does fixed, regular and adequate mean??

- **Fixed:** Stationary, permanent, and not subject to change
- **Regular:** Used on a predictable, routine, or consistent basis (*e.g. nightly*)
- **Adequate:** Sufficient for meeting both the physical and psychological needs typically met in home environments



# Unaccompanied Homeless Youth

- Definition: **child or youth who meets the McKinney-Vento definition** and is not in the physical custody of a parent or guardian. 11434a(6)



# Determining Eligibility

- Case-by-case determination.
- Get as much information as possible (with sensitivity and discretion).
- Look at the MV definition (specific examples in the definition first, then overall definition).
- Considerations for families/youth who are staying with other people:
  - Where would you go if you couldn't stay here?
  - What led you to move in to this situation?
- *NCHE's Determining Eligibility brief is available at:*  
*[http://center.serve.org/nche/downloads/briefs/det\\_elig.pdf](http://center.serve.org/nche/downloads/briefs/det_elig.pdf)*



# School Stability

Each LEA shall, according to each child's or youth's best interest:

- Continue the student's education in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed; OR
- Enroll in any public school that housed students living where the student is living are eligible to attend.<sup>11432(g)(3)(A)</sup>



## School Stability (cont.)

- Applies when students lose housing during the year or during the summer. 11432(g)(3)(A)(i)(I)
- School of origin:
  - School attended when permanently housed or school in which last enrolled, **including a preschool.**
  - **The designated receiving school at the next grade level for feeder school patterns, when the student completes the final grade level served by the school of origin. 11432(g)(3)(I)**



# School Stability (cont.)

In determining best interest, the LEA shall:

- **Presume** that keeping the student in the school of origin is in the student's best interest.
  - Unless contrary to the request of the parent, guardian, **or unaccompanied youth**.
- **Consider student-centered factors, including the impact of mobility on achievement, education, health, and safety.**
- **Give priority to the parent's/guardian's request.**
- **Give priority to the youth's request (in the case of an unaccompanied youth).** 11432(g)(3)(B)(i)-(ii)



## School Stability (cont.)

If the LEA determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent, guardian or youth, the LEA must provide a written explanation **of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth**, including information regarding the right to appeal. 11432(g)(3)(B)(iii)



# Transportation

- ❑ LEAs must provide transportation to and from the school of origin, **including until the end of the year when the student obtains permanent housing**, at a parent's or guardian's request (or at the liaison's request for unaccompanied youth).
- If staying in the same LEA, that LEA must provide or arrange transportation to the school of origin.
- If crossing LEA lines, both LEAs must determine how to divide the responsibility and share the cost, or they must share the cost equally. 11432(g)(1)(J)(iii)



# Transportation—Key Provisions

- ❑ LEAs also must provide students in homeless situations with transportation services comparable to those provided to other students. 11432(g)(4)(A)
- ❑ LEAs must eliminate barriers to the **identification**, enrollment and retention of students experiencing homelessness (including transportation barriers). 11432(g)(1)(I)



# School Enrollment

When remaining in the school of origin is not in the student's best interest or what the parent, guardian or youth requests: 11432(g)(3)(C)(i)

- McKinney-Vento students are entitled to immediate enrollment in any public school that students living in the same attendance area are eligible to attend; even if:
  - Students do not have required documents, such as school records, **records of immunization and other required health records**, proof of residency, guardianship, or other documents; or
  - **Students have missed application or enrollment deadlines during any period of homelessness.**



# Enrollment (cont.)

- The terms “enroll” and “enrollment” include attending classes and participating fully in school activities. 11434a(1)
- SEAs and LEAs must develop, review, and revise policies to remove barriers to the **identification**, enrollment and retention of children and youth in homeless situations, **including barriers due to outstanding fees or fines, or absences**. 11432(g)(1)(l)



# Enrollment (cont.)

- If a student does not have immunizations, or immunization or other health records or screenings, the liaison must immediately assist in obtaining them; the student must be enrolled in the interim. 11432(g)(3)(C)(iii)
- Enrolling schools must obtain school records from the previous school, and students must be enrolled in school while records are obtained. 11432(g)(3)(C)(ii)
- Schools must maintain McKinney-Vento students' records so they are available quickly. 11432(g)(3)(D)



# Immediate Enrollment— Strategies

- Request all records from the previous school immediately, including immunization records.
  - Parental signature is not required for transfer students.
  - The vast majority of students have been enrolled in school before and have received immunizations.
- Speak with parents and youth about the classes the student was in, previous coursework and special needs.
- Call the counselor, teachers or principal at the previous school for information.
- Ensure enrollment staff on every campus are aware of the law and procedures.



# Enrollment of Unaccompanied Youth

- Immediate enrollment applies, even without parent or guardian. 11432(g)(1)(H)(iv)
  - Youth self-enrollment; Caregiver forms
- Liaisons must help unaccompanied youth choose and enroll in a school, **give priority to the youth's wishes**, and inform the youth of his or her appeal rights. 11432(G)(3)(B)(iv)
- School personnel (administrators, teachers, attendance officers, enrollment personnel) must be made aware of the specific needs of runaway and homeless youth. 11432(g)(1)(D)



# Title IA: Reservation of Funds

- All LEAs that receive Title IA funds must reserve (set aside) the funds necessary to provide homeless children services comparable to services provided in Title IA schools. 20 US6313(c)(3)
  - Amount must be based on the total LEA allocation prior to expenditures or transfers.
  - Amount may be determined based on a needs assessment *and should involve the liaison.*
  - Amount must be sufficient to provide comparable services to homeless students, regardless of other services provided with reserved funds.



# Title IA Reservation (cont.)

- Funds may be used: 20 USC 6313(c)(3)
  - For homeless children and youth attending any school in the LEA.
  - For services not ordinarily provided to other students.
  - To fund the McKinney-Vento liaison.
  - To provide transportation to the school of origin.
  - For educationally related support services, including preK.



# Title IA Reservation (cont.)

- USED Examples of Uses of Title IA funds:
  - Clothing, particularly if necessary for dress code or physical education classes.
  - Fees to participate in the general ed program.
  - School supplies.
  - Birth certificates necessary to enroll in school.
  - Food (in connection with educational programming).
  - Medical and dental services, immunizations, glasses, hearing aids.
  - Counseling services.
  - Outreach services.
  - Extended learning time; Tutoring services.
  - Fees for AP, IB, GED testing.



## Title IA Reservation (cont.)

- USED's guiding principles for using Title IA funds
  - Services must be reasonable and necessary to enable homeless students to take advantage of educational opportunities.
  - Funds must be used as a last resort when services are not reasonably available from another public or private source.



# Resources

National Association for the Education of Homeless Children and Youth

<http://naehcy.org>

Facebook and Twitter

National Center on Homeless Education

<http://center.serve.org/nche/>

National Network for Youth

<http://www.nn4youth.org>

DVDs for awareness-raising

- “Real Students, Real Schools”: [naehcy.org/videos](http://naehcy.org/videos)
- “The McKinney-Vento Act in Our Schools”: [pjulianelle@naehcy.org](mailto:pjulianelle@naehcy.org)
- <http://www.hearus.us>





**ADDITIONAL  
NEWS**

# 2016 BEEGLE POVERTY INSTITUTES COORDINATED IN PARTNERSHIP WITH THE ARKANSAS DEPARTMENT OF EDUCATION

## Poverty Institute

November 1-2, 2016

*The intensive two-day Beegle Poverty Institute provides professionals a grounded understanding of poverty and knowledge of what they can do to more successfully assist neighbors experiencing the crisis of poverty.*

*Led by Dr. Donna Beegle, the Beegle Poverty Institute is designed for professionals in the fields of education, justice, health, social services, and faith-based and community based organizations.*

## Participants will:

- ❖ *Learn to communicate more effectively with those living in poverty.*
- ❖ *Use role play, activities, modeling and dialogue to understand and practice the core concepts.*
- ❖ *Come away with concrete strategies and materials that you can use right away to make a difference.*



## Coaching Institute

November 3-4, 2016

*The two-day Beegle Poverty Coaching Institute prepares professionals for breaking poverty barriers across the community and effecting systemic change in their organizations. Participants will learn to serve as their organization's on-site expert for educating colleagues, providing leadership, and developing system-wide approaches for improving outcomes for families and individuals. Poverty Coaches are trained to conduct Poverty Competency Assessments and assist their organizations in developing and implementing customized action plans with measurable results.*

## Participants will:

- *Get trained to conduct Poverty Competency Assessments and assist their organizations in developing and implementing customized action plans with measurable results.*
- *Receive a variety of tools and materials, including the Action Approach Training Kit.*

*\* Coaching attendees must have completed a BEEGLE Poverty Institute.*



# **SCHEDULE**

**REGISTRATION AND  
CONTINENTAL BREAKFAST  
8:00 A.M.-8:45 A.M.**

**SESSION 9:00 A.M.-4:00 P.M.**





**FINE ARTS CENTER/EAST  
ARKANSAS COMMUNITY  
COLLEGE**

**1700 NEWCASTLE ROAD  
FORREST CITY AR 72335**

**LOCATION OF INSTITUTES**



**These institutes are free to sponsored AR Department of Education Staff Members.**

**(Priority Schools) Three people from their building may attend.** *(It is recommended that 1 be the principal and one the locally hired school improvement specialist. )*

**Register Online**

**Poverty Institute:** <http://tinyurl.com/z2j3lije>

**Poverty Coaching Institute:** <http://tinyurl.com/zduxe8o>

*There will be additional spots open during these sessions for others who would like to attend. (Focus Schools and McKinney-Vento Homeless Liaisons) If you are not a priority school you will be responsible for the cost of this training.*

**Poverty Institute:**

<https://combarriers.givezooks.com/events/little-rock-ar-dept-of-education-poverty-institute>

Cost: \$250

**Coaching Institute:**

<https://combarriers.givezooks.com/events/little-rock-ar-dept-of-ed-coaching-institute-internal>

Cost: \$695.00

**Dr. Donna Beegle, Ed. D.**

Nationally-recognized POVERTY expert.



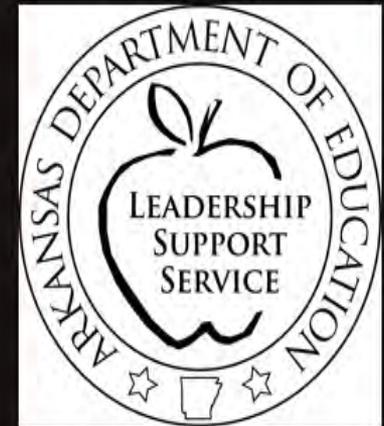
Dana Davis

McKinney-Vento State Coordinator

Arkansas Department of Education

[dana.davis@Arkansas.gov](mailto:dana.davis@Arkansas.gov)

501-683-5428



# **Title I Application Parts I & 2**

**AAFC Fall Conference**

**September 23, 2016**

Department of Education

Jayne Green, Title I Director

Annette Pearson, FGM



# Federal Program Timelines – 2016-17

- August – October 1 – Submission of ACSIP Statement of Assurances
- Sept – October 1
  - 2016-17 Corrective Action letters will be uploaded
    - Corrective Action letters will be posted in the SEA to District folder once the ADE Review Team have made notes on corrections
  - 2016-17 Substantial Approvals will be uploaded
    - Substantial letters will be posted in the SEA to District folder once approved by ADE Program side.
- October - May 1 – Submission of “Notice of Funds Transferred”
  - If you upload now, you will have to revise form at mid-year
  - Must be shown in APSCN before funds are paid

# Timelines

- January – May 1 – Submission of “REVISED” Title I Part 2 and Title II-A with actual allocations, for final approval
- January 20 –
  - 2016-17 Gross Payroll
  - 2016-17 YTD Budget Ledger Reports
- June 3 – 2016-17 Gross Payroll and Budget Ledger Reports, (the expenditures will be from July 1-to date of pull)

# **Title I Neglected Institutions - Function 1594**

- Coded to Function 1594 Title I SOF 6501
- Funds are coded at district level
- Carryover from prior year must be carried over and budgeted for that facility in the current year along with new allocation

# Homeless Set Aside

- District level set aside
- All districts receiving Title I A funds are required to reserve (set aside) funds necessary to provide homeless children services comparable to services provided in Title I A schools.
- Funds may be used for homeless children and youth attending any school in the LEA.

# Schoolwide planning team

- Under ESEA Section 1114, all schools operating Title I schoolwide programs are required to develop the schoolwide plan with the development of parents and students, if the school is a secondary school. The school needs to take the necessary steps to remain in compliance with ESEA.
- Arkansas Rules defines secondary school as any school containing one or more grades from 7 through 12 or any middle school having any combination of grades 5-8 with the exception of a school having only grade 5, grade 6, or the combination of grades 5-6.

# Parent Involvement Carryover

- LEAs that had an allocation plus transfer over \$500,000 must set aside 1% for parental involvement for district and of that 1%, 95% set aside for buildings.
  - Funds not spent from the 1% in the 2015-16 school year becomes parental involvement carryover in the 2016-17 school year, this amount will be entered on the school budget cost tab in cell B28 in the Title I budgets.
- LEAs must spend the carryover plus the current year parental involvement set aside.

# Title I – 15% Carryover

- ADE will be calculating the allowable carryover in September.
  - Districts will be notified that they need to request a waiver or show proof of obligation at that time.
- Not required for LEAs that receive an allocation of less than \$50,000
- It does not include carryover funds from the preceding year
- Waivers are allowed once every three years
- Unless an LEA is granted a waiver of the carryover limitation, the ADE must reduce that LEA's allocation by the exact amount it exceeds its 15 percent carryover limitation

# Federal Funds Reimbursements Ending FY16/Beginning FY17

Commissioners Memo – FIN-16-047

<http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=1885>

## REVERSE REVENUE ACCRUAL IN PERIOD 1 OF FY17:

- ADE will require district **“accruals” to be reversed in period 1 of FY17** in order to see the “negative revenue” in each fund in the Cognos report. Do not receipt the revenue to the receivable account. Reverse the exact accrual entry which will reflect negative revenue in period 1 until the funds are received and receipted.
- If a fund has a positive ending balance at the close of FY16, leave the balance in the federal fund for rollover as a “beginning balance” in FY17.
- This is necessary for ADE to make the required distinction between FY16 payments and FY17 payments.
- The reversal of the accrual to the revenue account is also necessary in order for ADE to determine from the fund balance report that funds are received and receipted.

## **FIRST DISTRICT WAREHOUSE DATA PULL IN FY17 WILL BE ON SEPTEMBER 17, 2016:**

- The final FY16 payments and the first FY17 payments will be made from the district warehouse load on September 17, 2016.

## **FINAL FY16 REIMBURSEMENTS RECEIVED BY DISTRICTS BY SEPTEMBER 30, 2016:**

- ADE will make final FY16 payments based on beginning balance and negative revenue in the FY17 fund balance report for periods 1-3 (through September 16, 2016).
- Districts must reverse revenue accruals before the September 17, 2016 data pull.
- ADE plans to process this payment during the week of September 19th, 2016.
- This will be the final payments in AASIS for FY16 expenditures.

## **FIRST FY17 REIMBURSEMENTS RECEIVED BY DISTRICTS BY SEPTEMBER 30, 2016:**

- ADE will make the first FY17 payments based on YTD expenditures from the same fund balance report on the September 17, 2016 data pull (data through September 16, 2016) following the final FY16 payments.

## **REMAINING FY17 REIMBURSEMENT SCHEDULE:**

- The reimbursement schedule will revert back to the normal routine beginning in October 2016.
- Routine district warehouse data pulls will be done on the second Saturday of each month beginning October 8, 2016.
- Districts must receipt all prior month revenue by the routine data pull in order for current reimbursements to be processed.
- If a district does not receipt all prior month revenue by the data pull date for a given month that fund's reimbursement will be held until the data reflects the receipts and a new data pull is done (usually the next month).
- Positive ending balances exceeding \$2,000 for more than two months must be returned to ADE. The funds will be credited back to the district's available allocation and can be re-used through the period of availability.
- The last data pull before the end of the grant liquidation process will be December 10, 2016. All expiring funds must be liquidated before this date.

# Misc – Federal Funds

- Carryover – Balances will be posted within the next week see Commissioners Memo FIN-17-023
- 2014-15 Expiring Funds – proof of obligations along with copy of warrant must be submitted to Kristy Hobson
- Information is being gathered now for Subawards for the 2017-18 Indirect Cost rates

# 2016-17 Allocations

- **Preliminary allocations**

- Title I – SOF 6501 – FIN-17-009
- Title II-A – SOF 6756 – FIN-17-010
- Title III – SOF 6761 – FIN-17-011

- **Title VI-REAP – Mid-September**

- RLIS – Commissioners Memo will be published
- SRSA – Data will be from USDE REAP Team

- **Final allocations**

- Will be published in January/February

# ADE Finance Website

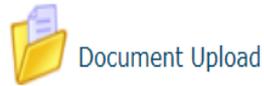
<http://www.arkansased.gov/divisions/fiscal-and-administrative-services/lea-federal-funding>

- ADE Website
  - Division
    - Fiscal & Administrative Services
    - Federal Funding



# ACSIP/Indistar Folders – Clean up

- Clean up anything not required
- If LEA was a pilot district in the 2014-15 school year
  - Create a new folder to move all those required items into
  - Move all items to a flash drive
- If LEA first year was 15-16, then those items should not be moved until after the district has been audited and everything has been reviewed.
  - Create a new folder and move items



Share this guest login with staff, school board, parents, and others  
Guest Login - Password / **guestdar1319 - guestdar1319**

Share the Leadership Team login with the Leadership Team members  
Leadership Team Login - Password / **LTD1319 - LTD1319**

Choose a District or School -

[remove the filter](#)

NOTE: Select a district or school from the lists. Select a district and the schools for that district will be available. Remove the filter will make all districts and schools in the state available in the lists.

- Home
- Complete Forms
- Submit Forms/Reports
- Docs & Links**

Document - Resource	Description
 <a href="#">Filing Cabinet Guidance</a>	Guidance document to inform districts of what items should or should not be uploaded into the Filing Cabinet.
 <a href="#">National PTA</a>	This link will take you to the National Parent Teacher Association web page. National PTA provides parents and families with tools to help their children be safe, healthy and successful.
 <a href="#">School Community Network</a>	Resources for families and schools to strengthen School Communities.
 <a href="#">School Turnaround Learning Community</a>	
 <a href="#">Requirements for Title III districts not meeting Annual Measurable Achievement Objectives (AMAOs)</a>	This links directly to the page for the "Requirements for Title III districts not meeting Annual Measurable Achievement Objectives (AMAOs)" in the Title III Guidance Application.
 <a href="#">Optional Planning Template-Federal</a>	The Optional Planning Templates are <b>not required</b> and will not need to be submitted.

# ACSIP DISTRICT LEVEL - FILING CABINET GUIDANCE

Potential Items to Upload	Examples (not exclusive to)
Federal Financial Folder	<p>Title I</p> <ul style="list-style-type: none"> <li>• Gross Payroll reports</li> <li>• Budget Ledger reports</li> </ul> <p>IIA</p> <ul style="list-style-type: none"> <li>• Gross Payroll reports</li> <li>• Budget Ledger reports</li> </ul> <p>III</p> <ul style="list-style-type: none"> <li>• Gross Payroll reports</li> <li>• Budget Ledger reports</li> </ul> <p>1003A grant</p> <ul style="list-style-type: none"> <li>• Gross Payroll reports</li> <li>• Budget Ledger reports</li> </ul>
State Financial Folder	<p>January</p> <ul style="list-style-type: none"> <li>• Gross Payroll reports</li> <li>• Budget Ledger reports</li> </ul> <p>June</p> <ul style="list-style-type: none"> <li>• Gross Payroll reports</li> <li>• Budget Ledger reports</li> </ul>
School Improvement Folder	<p>Internal School Improvement Specialist Reports</p> <ul style="list-style-type: none"> <li>• Weekly Reports</li> <li>• Monthly Reports</li> <li>• Quarterly Reports</li> <li>• Other needs assessment documents</li> </ul>
Special Education Folder	<p>Federal Preschool</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Report</li> </ul> <p>State Preschool</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Report</li> </ul> <p>School Age</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Report</li> </ul>
Statement of Assurance	Upload the signed and dated Statement of Assurance

# ACSIP School Level - Filing Cabinet Guidance

Potential Items to Upload	Examples (not exclusive to)	Do Not Upload
Assessments Trends	<ul style="list-style-type: none"><li>• Grade Level trend data<ul style="list-style-type: none"><li>○ Formative data</li><li>○ Summative data</li></ul></li><li>• Building Level trend data<ul style="list-style-type: none"><li>○ Formative data</li><li>○ Summative data</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Individual Student Records</li><li>• Student Identification Information</li><li>• Teacher Identification Information</li></ul>
Perceptual Survey Forms (blank form) and Data Results	<ul style="list-style-type: none"><li>• School Climate<ul style="list-style-type: none"><li>○ Staff</li><li>○ Parent</li><li>○ Student</li></ul></li><li>• School Safety</li><li>• Home Language</li></ul>	<ul style="list-style-type: none"><li>• Images (pictures)</li><li>• Completed Forms</li><li>• Student, Parent, or Teacher Identification Information</li></ul>
School Schedules	<ul style="list-style-type: none"><li>• Team Meeting Schedule(s)</li><li>• Bell Schedule</li><li>• Master Schedule</li></ul>	<ul style="list-style-type: none"><li>• Student Schedules</li><li>• Parent Teacher Conference Schedules</li></ul>
Internal School Improvement Specialist Reports	<ul style="list-style-type: none"><li>• Weekly Reports</li><li>• Monthly Reports</li></ul>	<ul style="list-style-type: none"><li>• Student, Parent, or Teacher Identification Information</li></ul>

24 - files uploaded of 100 - files allowed [Document Upload Instructions](#)

**Folder** [\(select a folder to view files\)](#)

-  Financial 15-16 11 file(s)
-  Financial Reports 5 file(s)
-  Private Schools 0 file(s)
-  SPED June 1 Application (Preschool) Parts I & II 0 file(s)
-  SPED June 1 Application (School Age ) Parts I & II 2 file(s)
-  Title I Documents 5 file(s)
-  Title II 0 file(s)
-  Title III 0 file(s)
-  Uploads from SEA to districts 1 file(s)
-  Uploads from SEA to districts (SPED) 0 file(s)

LEAs are allowed 100 uploads, this includes district and building uploads.

Do not upload items that are built into the software, i.e.; applications, indicators, agendas, etc.

# ACSIP Folders, items to include

## • Title I Folder:

- All uploads of budget sheets for Part II of application
- Notice of Funds Transferred
- Parent Right to Know Letter
- Timely Notice Letter to parents for Non-HQT teacher
- List of schools' parental involvement allocations if you received \$500,000 or more in Title I
- Private school documents if applicable
- Statement of Assurances
- Declaration of Non-Participation if applicable

## • Title II-A Folder:

- 2016-17 Budget Summary

## • Title III Folder:

- Any documentation for the program

## • Financial Folder:

- Gross Payroll
- YTD Expenditures

## • Uploads from SEA to district Folder (only ADE items):

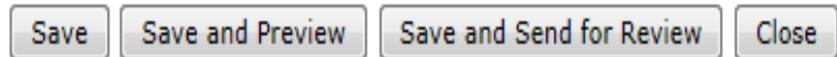
- Corrective Action letters
- Substantial approvals

# How to Send a Document for Review

- Reviewable forms “how to”:
  - Complete Form
  - Send for Review
  - Receive Email Notification that review is completed
  - Submit Final version to State

# Fill out forms...and send for review

On the Complete Forms tab, fill out the form and then click "SAVE AND SEND FOR REVIEW" to send to reviewer for comments.



Home **Complete Forms** Submit Forms/Reports Docs & Links

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form to your state department, please go to the 'Submit Forms/Reports' tab to find the due date and submit button.

←→ \*This icon denotes a reviewable form.

Form	Status	Description/Instructions
<a href="#">Interventions Annual Form</a>		<b>SIG Schools Only</b> - Complete descriptions of interventions and outcomes when SIG Implementation begins. Update progress annually.
←→ <a href="#">Performance Framework Data Collection</a>	Sent for review	<b>SIG &amp; Priority Schools Only</b> -The Mississippi Department of Education is required to submit data for 18 metrics for each Tier I and Tier II school that implements one of the four required school intervention models and is served with SIG funds. Schools are required to submit Baseline/Pre-data data for the school year prior to the implementation of one of the four intervention models and for each subsequent year that the school implements the model.

## Once the form has been reviewed, the team/user should make suggested updates



Form	Status	Description/Instructions
<a href="#">Interventions Annual Form</a>		<b>SIG Schools Only</b> - Complete descriptions of interventions and outcomes when SIG Implementation begins. Update progress annually.
 <a href="#">Performance Framework Data Collection</a>		<b>SIG &amp; Priority Schools Only</b> -The Mississippi Department of Education is required to submit data for 18 metrics for each Tier I and Tier II school that implements one of the four required school intervention models and is served with SIG funds. Schools are required to submit Baseline/Pre-data data for the school year prior to the implementation of one of the four intervention models and for each subsequent year that the school implements the model.

Once the teams form has been reviewed, the principal/process manager, or superintendent/process manager will receive an email notification that the form review is complete. The reviewer may accept the form as is, ask for minor updates, or ask the team to make adjustments and send back for additional review. Arrows in the Complete Forms tab will designate the review status. All users/teams should open the form, scroll to the bottom, look at reviewer comments, and make any suggested updates.



# Submit Final Version to state

Report Name	Due Date	Buttons
Interventions Annual Report -SIG Schools Only --Initial Report/Review by 12/8/14	Dec 8, 2014	submit
Interventions Annual Report -SIG Schools Only --Final Report by 6/1/15	June 1, 2015	submit
Performance Framework Data Collection Report-SIG Schools - Initial Report by 12/8/14	Dec 8, 2014 (SIG/Priority)	<i>In Review</i>
Quality of Work Checklist and Review-Submit with your Action Plan submission by 12/8/14	Dec 8, 2014	

Once you have made all updates as suggested in the Reviewer comments, go to the Submit Forms/Reports tab, find the report name, and click the submit button to send a final version to the state offices.

# Submit button

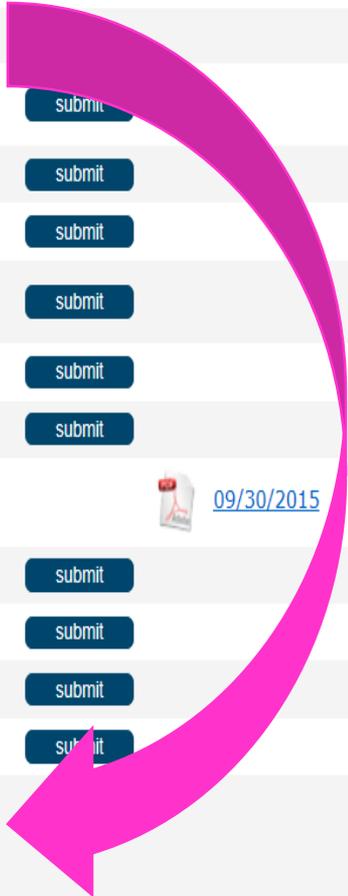
- When districts upload Title I Application Part 1, Title II-A or III, the program side will get an notice, they will review and either approve or send back:
  - If approved, application will get a submit button
  - If not approved, changes required before approval



A new Coaching Comment is available for review from a Coach and a School

Share the Leadership Team login with the Leadership Team members  
Leadership Team Login - Password / LTD362 - LTD362

Home	Complete Forms	Submit Forms/Reports	Docs & Links	Coaching
ACSIP Assurances		Upload by October 1		
Arkansas Title I District Application for Funds - Part 1		October 1, 2015	 <a href="#">09/30/2015</a>	
Arkansas Title I District Application Part 2 Worksheet 15-16		Upload by October 1		
Arkansas Title I District Application Part 2 Worksheet 15-16 - Revisions to Part 2 Budget		[REVISIONS] May 1, 2016	<input type="button" value="submit"/>	
Title I, Part A Neglected Facility Checklist		October 1, 2015	<input type="button" value="submit"/>	
APPLICATION FOR Title II, Part A Improving Teacher Quality - Initial		October 1, 2015	<input type="button" value="submit"/>	
APPLICATION FOR Title II, Part A Improving Teacher Quality - REVISIONS		[REVISIONS] May 1, 2016	<input type="button" value="submit"/>	
Title III Guidance and Application		October 1, 2015	<input type="button" value="submit"/>	
Federal Grants Management - Declaration of Non-Participation		Upload by October 1	<input type="button" value="submit"/>	
State Categorical Program General Description		October 1, 2015	 <a href="#">09/30/2015</a>	
SPED Application Part 1 - PreSchool		Upload by June 1	<input type="button" value="submit"/>	
SPED Application Part 2 - PreSchool		Upload by June 1	<input type="button" value="submit"/>	
SPED Application Part 1 - School Age		Upload by June 1	<input type="button" value="submit"/>	
SPED Application Part 2 - School Age		Upload by June 1	<input type="button" value="submit"/>	



Logout

# Uploads from SEA to districts Folder

- This folder is where ADE communicates to the district
- ACSIP documents for audit
- Do not upload anything from district into the SEA folder.

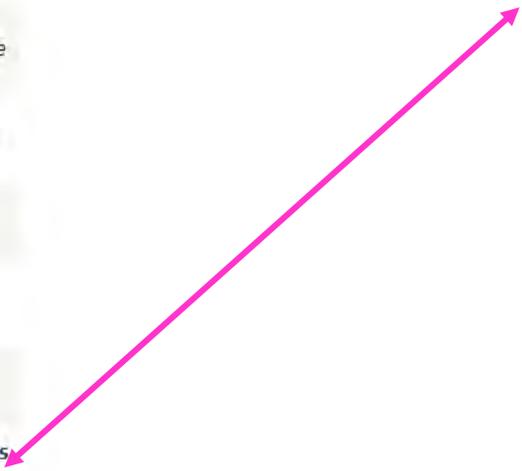
10 - files uploaded of 100 - files allowed [Document Upload Instructions](#)

**Folder** [\(select a folder to view files\)](#)

-  **Financial 15-16** 3 file(s)
-  **Financial Reports** 0 file(s)
-  **SPED June 1 Application (Preschool) Parts I & II** 0 file(s)
-  **SPED June 1 Application (School Age ) Parts I & II** 0 file(s)
-  **Title I Documents** 4 file(s)
-  **Title II** 1 file(s)
-  **Title III** 0 file(s)
-  **Uploads from SEA to districts** 2 file(s)
-  **Uploads from SEA to districts (SPED)** 0 file(s)

Uploads from SEA to Districts folder.

Districts, should not upload into this folder.



# ACSIP Corrective Action Letters

- Once the ACSIP Review team has reviewed applications and budgets the district will receive a “ACSIP Corrective Action” letter.
  - Letter is placed in “Uploads from SEA to District” folder
  - Coaching Comments are made in ACSIP to inform district a letter has been uploaded for revisions or comments.
  - District has 5 working days to address any action(s) from letter.
  - Once the district makes revisions or comments, substantial approval follows.
- Email ACSIP Team – [ade.federalprograms@arkansas.gov](mailto:ade.federalprograms@arkansas.gov)



# DEPARTMENT OF EDUCATION

**Johnny Key**  
Commissioner

**State Board of Education**

**Toyce Newton**  
Crossett  
Chair

**Mireya Reith**  
Fayetteville  
Vice Chair

**Dr. Jay Barth**  
Little Rock

**Joe Black**  
Newport

**Susan Chambers**  
Bella Vista

**Charisse Dean**  
Little Rock

**Vicki Saviers**  
Little Rock

**R. Brett Williamson**  
El Dorado

**Diane Zook**  
Melbourne

DATE: November 16, 2015  
TO: 501000 - Alpena School District  
FROM: Bobby Lester, Federal Programs Director  
SUBJECT: ACSIP STATEWIDE FIELD TEST –  
PROGRAM NOTES  
FGM FINANCE NOTES

The following notes from the districts' ACSIP Statewide Field Test must be addressed per the review of the program and finance programs, as applicable. If you have any questions, please address them through the email address below, the email will be sent to the ADE Review Group.

Title I Part 1 Program Notes:

- Please upload a copy of Parent's Right to Know letter and timely notice letter as requested in A2 in part I of application. 11/10/15

Title I, Part 2 Finance Notes:

- 10/14/15 ok
- 10/26/15 - ok

Title II-A Program Notes:

- no application

Title II-A FGM Finance Notes:

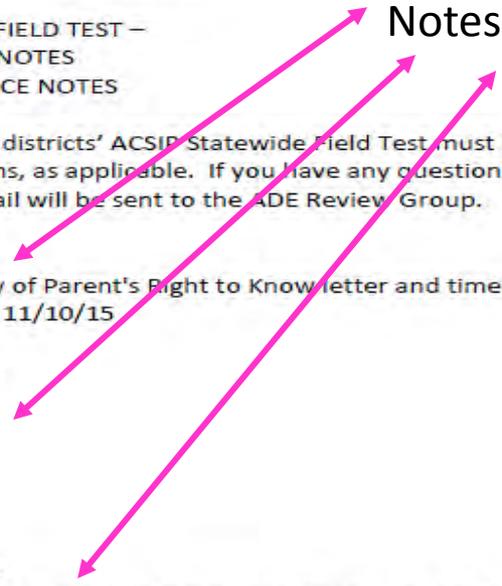
- 10/26/15 - not all funds were budgeted, the current year preliminary allocation was \$23,779.14, district budgeted \$17,795.29

Please make the necessary changes within 5 days and respond that the amendments and/or corrections have been made by using the ADE email address: [ade.federalprograms@arkansas.gov](mailto:ade.federalprograms@arkansas.gov)

Thank You,  
ADE Review Group

Jayne Green, Title I Program Director  
Rick Green, Title II-A Program Director  
Miguel Hernandez, Title III Program Director  
Annette Pearson, Federal Grants Management

District would need to correct anything that is listed under Program and Finance Notes



# ACSIP Substantial Approval

- After corrective actions have been approved by Title I and/or FGM, district will receive Substantial Approval.
- The Substantial Letter is uploaded into the “Uploads from SEA to districts” folder.
  - Notes are made in the Coaching Comments to let district know letter has been uploaded. Coaching comments never go away.

10 - files uploaded of 100 - files allowed [Document Upload Instructions](#)

Folder (select a folder to view files)	Files (Update or Delete)	Open File	File Name	Upload Date	Uploaded By
 <b>Financial 15-16</b> 3 file(s)	<b>2015-16 Substantially Compliance letter</b> 2015-16 Substantially Compliance letter		Alpena_-_Approval_12_8_15.pdf	12/08/15	ADE ACSIP Review Group
 <b>Financial Reports</b> 0 file(s)	<b>ACSIP Statewide Field Test Program &amp; Finance notes</b> ACSIP Statewide Field Test Program & Finance notes		ALPENA.pdf	11/16/15	ADE ACSIP Review Group
 <b>SPED June 1 Application (Preschool) Parts I &amp; II</b> 0 file(s)					
 <b>SPED June 1 Application (School Age ) Parts I &amp; II</b> 0 file(s)					
 <b>Title I Documents</b> 4 file(s)					
 <b>Title II</b> 1 file(s)					
 <b>Title III</b> 0 file(s)					
 <b>Uploads from SEA to districts</b> 2 file(s)					
 <b>Uploads from SEA to districts (SPED)</b> 0 file(s)					

Uploaded is the Program and Finance Notes along with Substantial approval letter

# Title III and ELL

AAFC Fall Conference

September 23, 2016

Department of Education

Miquel Hernandez

And

Tricia Kerr



## Title III

Please Fill Out The Following Information:

### Language Instruction for English Learners and Immigrant Students

Title III Coordinator	
Telephone Number	
E-mail	

#### I. Authorized Subgrantee Activities

***Title III funds may be used to achieve any of the activities below. Please check one or more of the following and describe any checked items in the box.***

- Upgrading program objectives and effective instructional strategies.
- Improving the instruction program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Providing to English learners tutorials and academic or career and technical education; and intensified instruction, which may include materials in a language that the students, interpreters, and translators can understand.
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Improving the English language proficiency and academic achievement of English learners.

Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to improve the English language skills of English learners; and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

Improving the instruction of English learners, which may include English learners with a disability, by providing for the acquisition or development of educational technology or instruction; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above and into curricula and programs, such as those funded under this subpart.

**Briefly describe how the LEA will use Title III funds for the activities checked above.**

## II. Type of Program Described in Subgrantee's Local Plan



Check Types of Programs	Type of Programs	Other Language
<input type="checkbox"/>	Dual language	
<input type="checkbox"/>	Two-way immersion	
<input type="checkbox"/>	Transitional bilingual programs	
<input type="checkbox"/>	Developmental bilingual	
<input type="checkbox"/>	Heritage language	
<input type="checkbox"/>	Sheltered English instruction	
<input type="checkbox"/>	Structured English immersion	
<input type="checkbox"/>	Specially designed academic instruction delivered in English (SDAIE)	
<input type="checkbox"/>	Content-based ESL	
<input type="checkbox"/>	Pull-out ESL	
<input type="checkbox"/>	Other (explain in comment box below)	

*\*Types of programs = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented)* □

### III. Teachers Working in Title III Programs

*In the table below, report the number of teachers, even if they are not paid with Title III funds, who are working in the Title III language instruction educational programs.*

Title III Teachers	Number
Number of all certified/licensed teachers currently working in Title III instruction educational programs.	
Estimate number of <b>additional</b> certified/licensed teachers that will be needed for Title III language instruction education programs in the next 5 years*.	

*\*This number should be the total **additional** teachers needed for the next 5 years, not the number needed for each year. Do **not** included the number of teachers **currently** working in Title III English language instruction educational programs.*

Explain in the comment box below if there is a zero for any item in the table above.

#### IV. Professional Development – topics provided as well as type/number of participants trained

*In the tables below, provide information about the subgrantee professional development activities.*

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity.
3. **Total Number of Participants** = Number of teachers, administrator and other personnel who participated in each type of professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities.

<b>Professional Development (PD) Types</b>	<b>#Subgrantees</b>
Instructional strategies for LEP students	
Understanding and implementation of assessment of LEP students	
Understanding and implementation of ELP standards and academic content standards for LEP students	

Alignment of the curriculum in language instruction educational programs to ELP	
Subject matter knowledge for teachers	
Other (Explain in comment box)	

<b>PD Participant Information</b>	<b># Subgrantees</b>	<b># Participants</b>
PD provided to content classroom teachers		
PD provided to LEP classroom teachers		
PD provided to principals		
PD provided to administrators other than principals		
PD provided to other school personnel/non-administrative		
PD provided to community based organization personnel		
<b>TOTAL</b>		

**V. Number of number of private schools with ELs your school district serves.**

***Comment Box***

# Determining ELL Funds 2016-17

- Based on the number of English Learners (ELs) identified by each school district
- Determination will be made utilizing
  - Cycle 2 data retrieved from eSchool
  - Information submitted via district ACSIP in Indistar

[Commissioner's Memo LS-17-004](#)

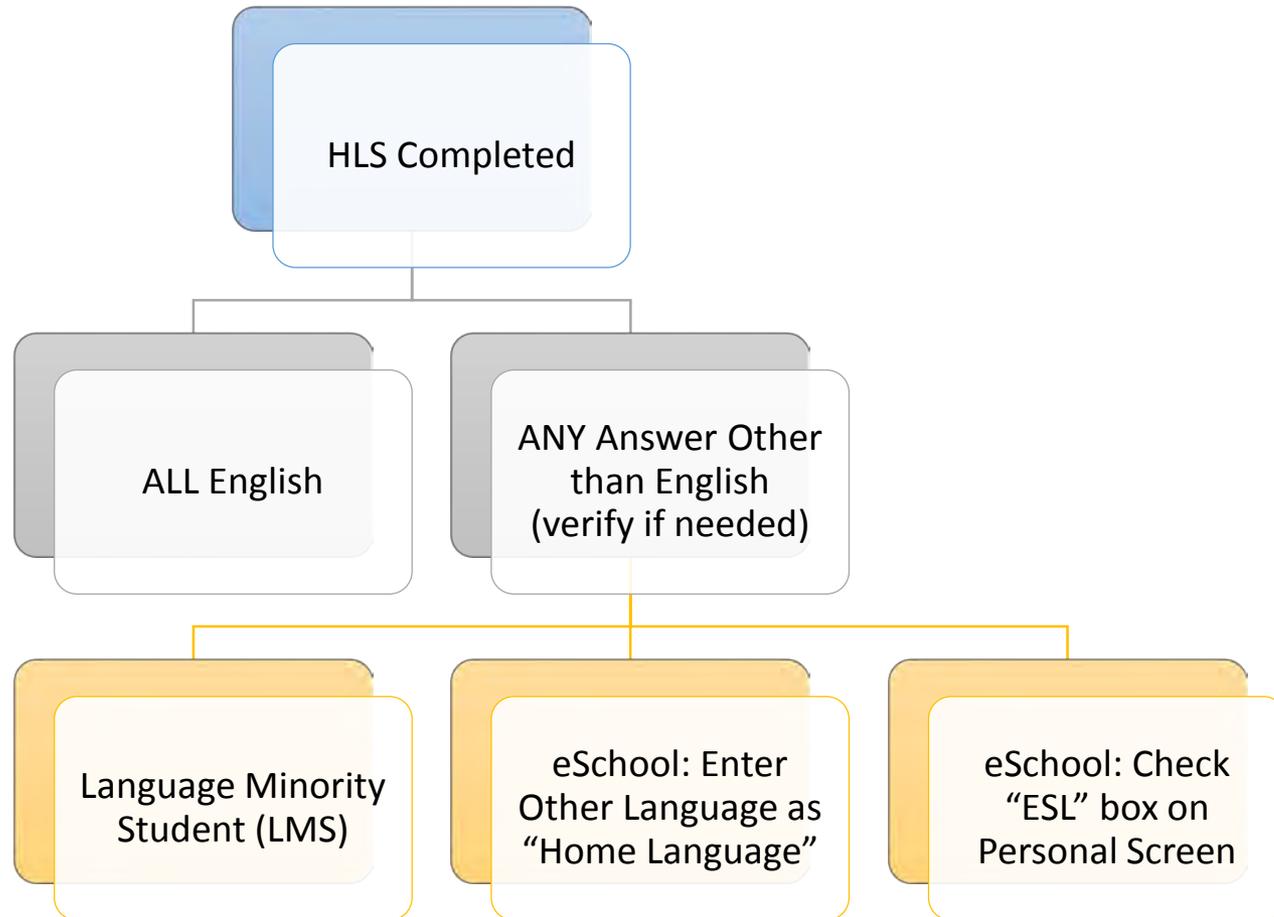
# Determining ELL Funds 2016-17

- New Process **replaces** the annual Home Language Survey (HLS) **REPORT**
- Promoting efficiency of data collection consistent with Act 1181 of 2015, as codified in Ark. Code Ann. § 6-10-126
  - *NOTE: All Arkansas students must complete individual Home Language Surveys upon initial enrollment in Arkansas schools.*

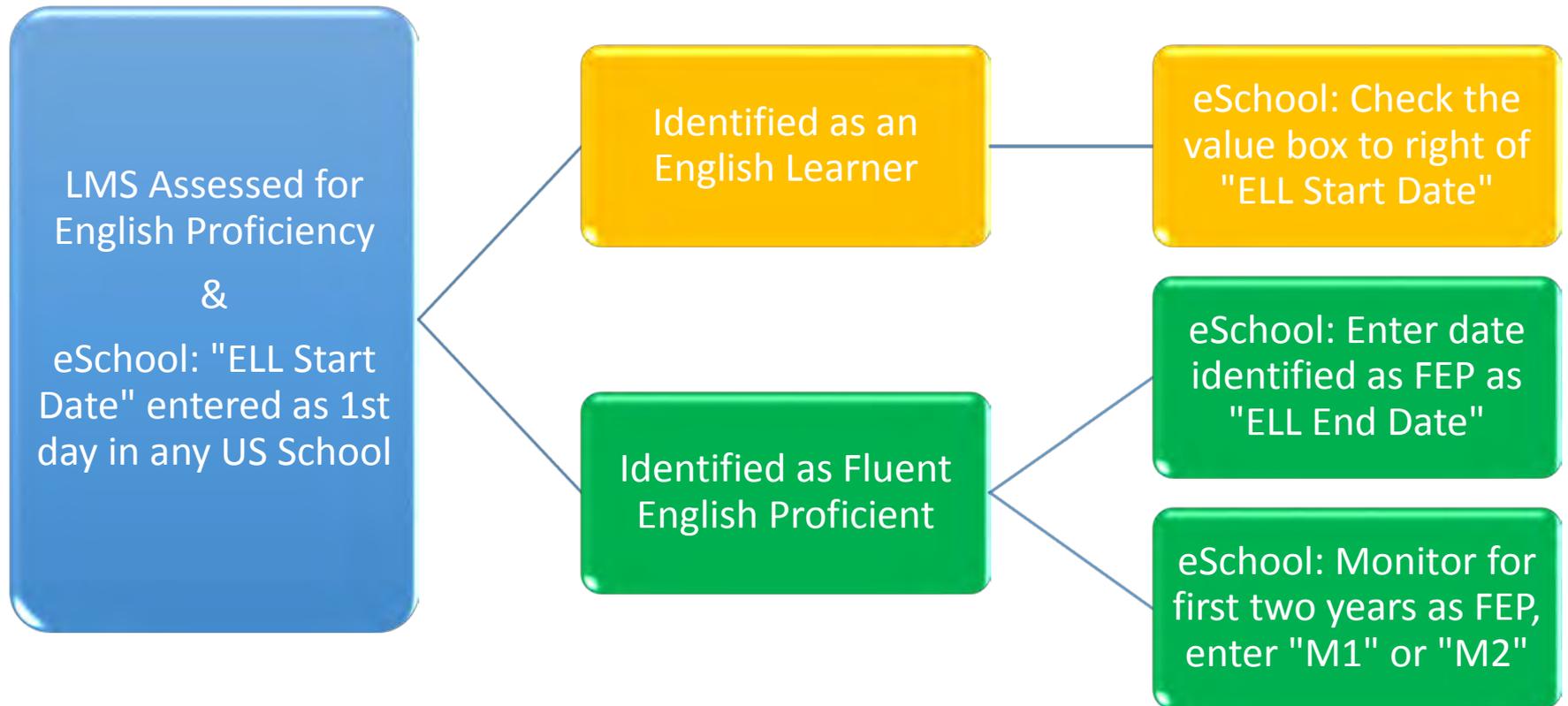
# Summary of Changes

- Cycle 2 EL Data Used for ELL Fund Count
- **ALL** Districts (even those with NO English Learners) complete the District ELL Fund General Description in ASCIP
- **ALL** Districts sign the State Categorical Programs Assurances in ACSIP Assurances
- Title III will have different questions on application in the future

# Identifying Language Minority Students in eSchool



# Identifying English Learner Students in eSchool



# Reporting of ESOL Coordinator, Language Minority Students, and English Learners/ Categorical ELL Funds Determination 2016-17 Webinar

[PDF](#)

[Video](#)

# District and School Funding General Descriptions

Home **Complete Forms** Submit Forms/Reports Docs & Links

 \*This icon denotes a reviewable form.

Form	Status	Description/Instructions
Important Message !!! -->		
<b>*School Improvement Forms Section</b>		
State Categorical Program General Description SY15-16		<b>SY15-16 Revisions - CLOSED</b>
 <a href="#">Health and Wellness District Improvement Priority</a>		Schools & Districts will develop and submit to the ADE the Health and Wellness Priority as required by Act 1220 of 2003 by October 1, 2016. A PDF copy of the initial Health and Wellness Priority form may be created by clicking the appropriate SUBMIT button on TAB 3. Adjustments may be made to this form in Indistar until June 30th of each year.
 <a href="#">AE - State Categorical Program General Description</a>		Schools and districts submit ADE General Descriptions (AE, ELL, NSLA, and PD) for review by October 1. A PDF of the submitted general description is available by clicking Tab 3 to access the most current form. The final date for general descriptions is June 30th of each year.
 <a href="#">ELL - State Categorical Program General Description</a>		
 <a href="#">NSLA - State Categorical Program General Description</a>		
 <a href="#">PD - State Categorical Program General Description</a>		

# ALL Districts Must Complete District ELL General Description



## Arkansas Public District and School ELL - General Description for the use of State Categorical Funding

Page 1 of 1

1

District	LEA #
<b>District ESOL/ESL Coordinator's Name:</b>	
<b>District ESOL/ESL Coordinator's Phone Number with Area Code:</b>	
<b>District ESOL/ESL Coordinator's Email:</b>	
<input type="checkbox"/> NO English Learners are identified in district as of October 1, 2016. (Stop here and submit for review if this applies. Otherwise, complete this form entirely and submit for review.)	

### Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

2

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402

1. Enter your res
2. Click "Save" a
3. When form is
4. An ADE Review
5. To submit you

Note: Please review y  
will need to be edited

3

2016-17 General D

Hint	
School:	
Revenue:	32
Date of modifications:	

Please pro

1. General
2. Describe eligible activ
3. Describe continuanc

**Hint**

**ELL (State-276) See 5.00 Special Needs—English Language Learners**

Districts must provide a general description of the areas in which ELL funds will be used. **Describe** all intended expenditures in the appropriate general section below and **briefly explain** the process used to determine the need for the expenditure. **Include evaluation method** to be used to determine the effectiveness of the intended expenditure 5.04.6; 5.03.1; 5.03.2; 5.03.3.

**ELL-skilled Instructional Personnel:** Include ALL contract employee salaries and benefits; purchased service personnel; etc. 5.04.1.

**Professional Development:** teacher training, consultants, workshops, ELL coursework; ADE-sponsored training programs 5.04.2; release time for ELL program development 5.04.3; language and culture skills training for school-based health care providers, counseling service providers, and community liaison staff 5.04.5.

**Instructional Services:** Implementation of supplemental instructional services 5.04.7.

**Materials, supplies, and equipment, including technology:** Language-appropriate instructional and supplemental materials, including computer-assisted technology and library materials 5.04.4.

**Assessment Activities:** Assessment activities, including test administration, identification, placement, and review of ELL student academic progress. Evaluation activities to determine the effectiveness of the district's ELL program 5.04.6. State approved English proficiency assessment instruments: 5.03.1; 5.03.2; 5.03.3.

**Transfers to other State Categorical Funding Sources:** 9.02.

# District and School—General Descriptions include

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## 2016-17 General Description Report for ELL - State 276

Hint

School:		LEA #	
Revenue:	32371	Source of Funds:	276
Date of modifications:			

---

Please provide the following general information regarding the use of **ELL** funds:

- 1. The needs assessment provides the general results related to English Learners. What were the conclusions from the needs assessment? What did the review tell you?**
- 2. Describe how the ELL funds are utilized** (See section 5.04 of Student Special Needs Funding Rules for eligible activities)
- 3. Describe how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program activities/services.**

# ELL Funding Approved Expenditures

5.04 ELL funding shall be expended for eligible activities including, but not limited to, the following:

5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).

5.04.2 Funds for teacher training, consultants, workshops, and ELL course work, including ADE sponsored training programs.

5.04.3 Released-time for ELL program development.

5.04.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials).

# ELL Funding Approved Expenditures

- 5.04.5 Language and cultural skills training for school-based health service providers, counseling service providers, and community liaison staff as needed to serve ELL students.
- 5.04.6 Assessment activities, which include test administration, identification, placement, and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district's ELL program.
- 5.04.7 Funds for the implementation of supplemental instructional services for ELL students.

# ESOL Program Information

- Consult the [ESOL Program Guide](#) on ADE's [English Learners' Website](#)
- Consult the [Special Needs Funding Rules](#) (Section 5 for ELL)
- [Commissioner's Memo LS-17-004](#)

# ADE ESOL Team

- Tricia Kerr, ESOL Program Director
  - [Tricia.Kerr@arkansas.gov](mailto:Tricia.Kerr@arkansas.gov)
  - 479-267-7450
- Miguel Hernandez, Title III
  - [Miguel.Hernandez@arkansas.gov](mailto:Miguel.Hernandez@arkansas.gov)
  - 501-682-6620
- Dr. Alan Lytle, EL Assessment Specialist
  - [Alan.Lytle@arkansas.gov](mailto:Alan.Lytle@arkansas.gov)
  - 501-682-4468



# State Categorical Coaching Cycles - ALE

AAFC Fall Conference

September 23, 2016

Department of Education  
State Categorical Programs:  
Lori Lamb



# Categorical Fund highlights

- How this fits in the big picture- of a comprehensive plan
- Visuals – sample
- Allowability- Hints and ADE Rules
- General Descriptions
  - Needs Assessments
  - Detail
  - Evaluations



Coordination of funds and how they work together

- Carry over
- transfers



# Alternative Education



**1. The needs assessment provides the general results related to Alternative Education. What were the conclusions from the needs assessment? What did the review tell you? Examples of General Assessments are available on AE Webpage**

- Literacy, Math, Science, History, Written Expression needs....
- Career goals, direction, opportunities
- Counseling and/or therapy services
- Strong Social Skills curriculum, design, lessons, role play, preparati
- Study Skills, strategies
- Attendance
- Parent Involvement
- Community Support, Advisory Council
- School Club Participation, Motivation, Connectivity



## 2. Describe how the AE funds are utilized

- Categorical restricted funds are in addition to the daily foundational funding , the AE funds include both funding resources.
- Funds must include all areas of alternative education and may be combined with other resources such as title funds, technology, nsla, pd; Categorical May Be shared with categorical areas, small Carry Over Annually is anticipated

Salary and Benefits are primarily accounted for through the foundational funds, the amount over state minimum are frequently contributed to the ALE FTE funding amount

Paraprofessionals and Benefits

Classroom Permanent Resources, Furniture, Technology, etc.

Curriculum materials, enhancement, supplemental items

Transportation

Counseling Services

Educational Field Trips, Project Based Learning Opportunities...

Service Learning Projects, Enrichment, Pet Therapy Supplies



### 3. Describe how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program activities/services.

Describe Effectiveness Measures:

- Improved Attendance
- Improved Grades
- Improved Standardized Assessm
- Improved Career Plans / Goals / Directional Plans
- Improved Social Skills
- Improved Behavioral Outcomes
- Accomplished Goals from Student Action Plan



# State Categorical Coaching Cycles NSLA & PD

AAFC Fall Conference

September 23, 2016

Department of Education  
State Categorical Programs:  
School Improvement Unit



# Categorical General Descriptions – 2016-2017 Coaching Cycle

Leadership Team Login - Password / L152300 - L152300

Home **Complete Forms** Submit Forms/Reports Docs & Links

not timed out ('Refresh' page to determine).

**\*School Improvement Forms Section**

State Categorical Program General Description SY15-16

**SY15-16 Revisions - CLOSED**

Health and Wellness School Improvement Priority

AE - State Categorical Program General Description

ELL - State Categorical Program General Description

NSLA - State Categorical Program General Description

PD - State Categorical Program General Description

Schools & Districts will develop and submit to the ADE the Health and Wellness Priority as required by Act 1220 of 2003 by October 1, 2016. A PDF copy of the initial Health and Wellness Priority form may be created by clicking the appropriate SUBMIT button on TAB 3. Adjustments may be made to this form in Indistar until June 30th of each year.

Schools and districts submit ADE General Descriptions (AE, ELL, NSLA, and PD) for review by October 1. A PDF of the submitted general description is available by clicking Tab 3 to access the most current form. The final date for general descriptions is June 30th of each year.

# District and School – General Descriptions include



1

HINT

2

2016-17 General Description Report for NSLA - State 281

School:		LEA #	
Revenue:	32381	Source of Funds:	281
Date of			

**ACT 841 of 2015** established that districts and schools develop and submit a General Description for the use of State Categorical funds. **These General Descriptions are to contain:**

1. How the funds are being utilized to meet the intent of the funding
2. How the funds are supplementing above the state standards (except PD)
3. How the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

3

NSLA Reviewer Comments/Feed

Save Save and Preview Close

1. Under #1 above, What were the conclusions from the needs assessment? What did the review tell you?
2. These questions are to be answered for all of the four categorical funds at the district and school levels where applicable.

1

Home **Complete Forms** Submit Forms/Reports Docs & Links

2

Reviewer Comments:

Save Save and Preview Save and Send for Review Close

ADE

NSLA Reviewer Response:

- ADE Reviewed
- ADE Technical Assistance (see comments below)

Reviewer Comments:

Revisions may be completed until June 30, 2017.

Save Save and Preview Close

3

Home Complete Forms **Submit Forms/Reports** Docs & Links

# Categorical Fund – common questions

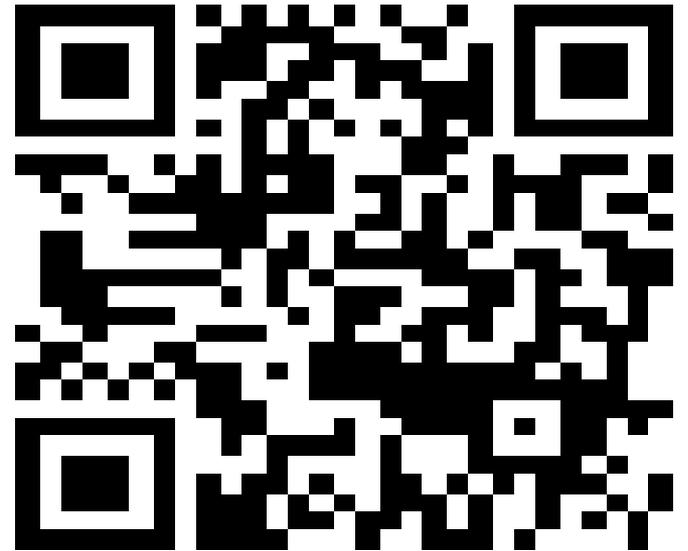
- How this fits in the big picture- of a comprehensive plan
- Visuals – sample
- Allowability- Hints and ADE Rules are embedded within the forms
- General Descriptions
  - Needs Assessments
  - Detail
  - Evaluations
- Coordination of funds and how they work together
- Carry over and percentage of carryover
- Transfers
- Budgets – Where and how? (Budgets are located in efinance)
- Uploads of financials ? (There are none. Budgets are in efinance while general descriptions about the budget decisions are in ACSIP.)



ARKANSAS  
DEPARTMENT  
OF EDUCATION

Opportunity for input

[https://goo.gl/forms/  
75uw5yIFlXoMkQ6w1](https://goo.gl/forms/75uw5yIFlXoMkQ6w1)



# The Learning Services Division



**Ms. Stacy Smith**

**Assistant Commissioner**

[stacy.smith@arkansas.gov](mailto:stacy.smith@arkansas.gov)

Phone: 501-683-4800

**Jerri Clark**

**School Health Services  
Director**

[Jerri.clark@arkansas.gov](mailto:Jerri.clark@arkansas.gov)

Phone: 501- 683-3604

**Lisa Haley**

**Associate Director, Special  
Education**

[Lisa.haley@arkansas.gov](mailto:Lisa.haley@arkansas.gov)

Phone: 501- 682-4221

**Tricia Kerr**

**English for Speakers of  
Other Languages (ESOL)  
Program Director**

[Tricia.kerr@arkansas.gov](mailto:Tricia.kerr@arkansas.gov)

Phone: 479-267-7456

**Lori Lamb**

**Alternative Education  
Director**

[Lori.lamb@arkansas.gov](mailto:Lori.lamb@arkansas.gov)

Phone: 501-682-5791

**Kevin Beaumont**

**Professional Development  
Coordinator**

[Kevin.beaumont@arkansas.gov](mailto:Kevin.beaumont@arkansas.gov)

Phone: 501-682-4232

**Other Learning Services ACSIP Related Programs may be found**

<http://www.arkansased.gov/divisions/learning-services>

# Learning Services State Categorical Team

**Ms. Stacy Smith**

**Assistant Commissioner**

[stacy.smith@arkansas.gov](mailto:stacy.smith@arkansas.gov)

Phone: 501-683-4800



**Tricia Kerr**

**English for Speakers of  
Other Languages (ESOL)  
Program Director**

[Tricia.kerr@arkansas.gov](mailto:Tricia.kerr@arkansas.gov)

Phone: 479-267-7456

**Lori Lamb**

**Alternative Education  
Director**

[Lori.lamb@arkansas.gov](mailto:Lori.lamb@arkansas.gov)

Phone: 501-682-5791

**Other Learning Services ACSIP Related Programs may be found**

<http://www.arkansased.gov/divisions/learning-services>



# Educator Effectiveness and Licensure

**Sandra Hurst**

**Educator Effectiveness Director**

[Sandra.hurst@arkansas.gov](mailto:Sandra.hurst@arkansas.gov)

Phone: 501-682-8526

**Becky Gibson**

**Teacher & Leader Support  
Program Advisor**

[Becky.gibson@arkansas.gov](mailto:Becky.gibson@arkansas.gov)

Phone: 501-683-3160

**Ivy Pfeffer**

**Division of Educator Effectiveness and Licensure**

[Ivy.pfeffer@arkansas.gov](mailto:Ivy.pfeffer@arkansas.gov)

Phone: 501-682-4210



# Fiscal and Administrative Services Federal Funding

**Annette Pearson**  
**Federal Grants Management**  
**Analyst**

[Annett.carlton-pearson@arkansas.gov](mailto:Annett.carlton-pearson@arkansas.gov)

Phone: 501-683-1243

**Kristy Hobson**  
**Federal Grants Management**  
**Analyst**

[Kristy.hobson@arkansas.gov](mailto:Kristy.hobson@arkansas.gov)

Phone: 501-682-0116

**AmyThomas**  
**Federal Finance Coordinator**  
[amy.thomas@arkansas.gov](mailto:amy.thomas@arkansas.gov)

Phone: 501- 682-3636



# Public School Accountability Division Leaders

**Elbert Harvey**  
**Coordinator**

**Public School Accountability**

[Elbert.harvey@arkansas.gov](mailto:Elbert.harvey@arkansas.gov)

Phone: 501-682-4390

**Bobby Lester**  
**Director**

**Federal Programs**

[Bobby.lester@arkansas.gov](mailto:Bobby.lester@arkansas.gov)

Phone: 501-682-4379

**Annette Barnes**

**Assistant Commissioner**

**Public School Accountability**

[Annette.M.Barnes@arkansas.gov](mailto:Annette.M.Barnes@arkansas.gov)

Phone: 501-682-5891

# The Federal Programs Unit



**Jayne Green**

Title I Director

[Jayne.green@arkansas.gov](mailto:Jayne.green@arkansas.gov)

[v](#)

Phone: 501-682-4231

**Rick Green**

Title IIA Program Advisor

[Rick.green@arkansas.gov](mailto:Rick.green@arkansas.gov)

Phone: 501-682-4373

**Miguel Hernandez**

Title III Program Advisor

[Miguel.hernandez@arkansas.gov](mailto:Miguel.hernandez@arkansas.gov)

Phone: 501-682-6620

**Federal Programs Specialists**

<http://www.arkansased.gov/divisions/learning-services/federal-programs>

# Federal Programs

**Bobby Lester**  
**Federal Program Director**  
**bobby.lester@arkansas.gov**  
**501-682-4379**

# Title I – SOF 6501

Jayne Green

Title I Program Director

[jayne.green@arkansas.gov](mailto:jayne.green@arkansas.gov)

501-682-2395

- Title I Part 1 application & budgets
- Supplemental Compliance Report (at building level)
- Schoolwide Plan Rubric for Monitoring Evaluation (at building)

# School Improvement 1003(a)

Otistene Smith

Federal Program Advisor

otistene.smith@arkansas.gov

501-683-5423

- School Improvement 1003(a) - SOF 6505

# Title I Part D

Wes Whitley

Title I Part D, Program Advisor

wes.whitley@arkansas.gov

501-682-4389

- Title I Part D, Subparts 1 & 2, applications & budgets
- Title I Part A Neglected Institutions

# Title II-A SOF 6756

Rick Green

Title II-A Program Coordinator

rick.green@arkansas.gov

501-682-2395

- Title II-A application & budgets
- School Improvement 1003(g) - SOF 6504

# Title III – SOF 6761

Miguel Hernandez

Title III Program Coordinator

miguel.hernandez@arkansas.gov

501-682-6620

- Title III application

# Title VI-REAP & Parental Involvement

Dr. Geraldine Mallette

Parental Involvement Program Advisor

[geraldine.mallette@arkansas.gov](mailto:geraldine.mallette@arkansas.gov)

501-371-8051

- Title VI-REAP
- Parental Involvement

# Homeless

Dana Davis

State Coordinator for Homeless

[dana.davis@arkansas.gov](mailto:dana.davis@arkansas.gov)

501-683-5428

- Homeless & McKinney Vento

# Title I Part 2 Budget & Misc. forms

Annette Pearson

Federal Grants Management

[annette.carlton-pearson@arkansas.gov](mailto:annette.carlton-pearson@arkansas.gov)

501-683-1243

- Title I Part 2 budget
- ACSIP assurances
- Notice of Funds Transferred
- Declaration of Non-Participation

# The School Improvement ACSIP Statewide Field Test Team



**Dr. Richard Wilde, Ed.D**  
**Public School Unit Program Manager**

[Richard.wilde@arkansas.gov](mailto:Richard.wilde@arkansas.gov)

Phone: 501-683-3434

**John Harris**  
Statewide ACSIP  
Administrator

[John.harris@arkansas.gov](mailto:John.harris@arkansas.gov)

Phone: 479-965-2191  
Cellular: 479-462-2672

**LaDonna Spain**  
Statewide ACSIP Administrator

[ladonna.spain@arkansas.gov](mailto:ladonna.spain@arkansas.gov)

Phone: 870-367-4836  
Cellular: 501-580-9715

**Chante'le' Williams**  
Statewide ACSIP Software  
Contact Specialist

[Chante'le'.Williams@arkansas.gov](mailto:Chante'le'.Williams@arkansas.gov)

Phone: 501-682-1699  
Cellular: 501-580-7614

**Janie Hickman**  
Statewide Focus Administrator

[Janie.Hickman@Arkansas.gov](mailto:Janie.Hickman@Arkansas.gov)

Phone: 501-682-4273  
Cellular: 870-830-3394

## **School Improvement Specialists**

<http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/school-improvement-specialists>



# School Improvement State Categorical Team

**Dr. Richard Wilde, Ed.D**  
**Public School Unit Program Manager**

[Richard.wilde@arkansas.gov](mailto:Richard.wilde@arkansas.gov)

Phone: 501-683-3434

**Charles Nowak**  
Public School Advisor

[Charles.nowak@arkansas.gov](mailto:Charles.nowak@arkansas.gov)

Phone: 501-682-5295

**Kathy Davis, Ed.S.**  
Public School Advisor

[Kathy.davis@arkansas.gov](mailto:Kathy.davis@arkansas.gov)

Phone: 501-682-4275

**Aleta Fletcher**  
Public School Advisor

[Chante'le'.Williams@arkansas.gov](mailto:Chante'le'.Williams@arkansas.gov)

Phone: 501-682-5475

## School Improvement Specialists

<http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/school-improvement-specialists>