

Statewide Field Test Updates

Arkansas Association of Federal
Coordinators

September 23, 2015

Hot Springs, Arkansas

Commissioner's Memo COM-15-082 6/10/2015



Introductions of Presenters

- Bobby Lester
 - John Harris and LaDonna Spain
 - Jayne Green
 - Annette Pearson

 - Jayne Green, Jerri Clark, Richard Wilde

 - LaDonna Spain and Richard Wilde

 - LaDonna Spain
 - John Harris

 - Richard Wilde

 - Elbert Harvey
- Introductions
 - Timeline Slides
 - Title I, Part 1
 - Title I, Part 2

 - Supplemental Compliance Form

 - General Description and School Improvement

 - Coaching Reviews and Comments
 - District Indicators

 - Miscellaneous

 - Closing Remarks and Next Steps

USDOE Monitoring Highlights

- Purpose of the Applications
 - Title I
 - Title IIA
 - Title III
- 2015-2016 the submissions are centered on October 1
- 2016-2017 the submissions will be moved to mid June
- Reviewed by July 1, 2016 in compliance with the USDOE



Here is what we have done

- Conducted the July/August 2015 Statewide Field Test trainings statewide
- Provided on-site and Zoom technical assistance as requested by regional cooperatives
- Provided training to internal ADE personnel
- Updated and clarified applications as needs were identified
- Invited to present at the AAEEA Conference, Health and Wellness Summit and the privilege to speak to AAFC participants

Commissioner's Memo COM-15-082 6/10/2015



October 1

- **Federal Applications** (district only)
- **Building Level Supplemental Compliance Form**
 - Extended time possible for the Building Level Supplemental Compliance form
- **State Categorical General Descriptions** (district and school level) submission



Form Name	Requirement	Due Date
State Categorical Funding – General Description (NSLA/PD/ALE/EL)	<i>Required</i>	October 1, 2015
Federal - Notice of Funds Transferred	<i>Required</i>	May 1, 2016
ACSIP Assurances	<i>Required</i>	October 1, 2015
Title I – Application for Funds Part 1	<i>Required</i>	October 1, 2015
Title I – Application for Funds Part 2	<i>Required</i>	October 1, 2015
Title II – Part A – Teacher Quality	<i>Required</i>	October 1, 2015
Title III Guidance and Application	<i>Required</i>	October 1, 2015
Declaration of Non-Participation	<i>Required</i>	October 1, 2015
District Parental Involvement Plan <i>(Optional template)</i>	<i>Required-</i> <i>(See Jayne Green)</i> <i>Optional in the Software</i>	Must be posted to district’s website by October 21, 2015
SPED Application- Preschool, School Age, Budget, Declaration of Non- Participation	<i>SPED Pilot Districts ONLY</i>	Various Due dates located in the software



LEVEL 1

Forms	Requirement	Due Date
State Categorical Funding – General Description (ALE/ELL/NSLA/PD)	Required	October 1, 2015
Supplemental Compliance Report	Required	October 1, 2015
School Parental Involvement Plan <i>(Optional template)</i>	Required but optional in the software	Must be posted to district’s website by October 21, 2015
Title I Schoolwide Plan Rubric for Monitoring and Evaluation	Required (See Jayne Green)	Must be completed, signed, and uploaded by October 1, 2015.



USDOE Monitoring Highlights

- Purpose of the Applications
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Title I

Beginning of the Year Requirements



Jayne Green

Title I Program Director

Parental Involvement Plan (PIP)

- Please walk us through the Parental Involvement Plans (PIP)
- What are the requirements not preferences of the PIP?
- What is required by the USDOE and ADE?
- Is the District PIP due on October 1 or October 21 when the plan is posted to the district website?
- Do we post the PIP to the website even if we have not heard back from the ADE reviewer?

Title I Part I

The Application



Jayne Green

Title I Program Director

Arkansas

Arkansas Title I District Application for Funds - Part I

I. TITLE I

Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to address each lettered and/or bulleted item separately. ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION I.

A. HIGHLY QUALIFIED:

1. DESCRIBE the process, including specific timelines/dates used to notify parents whose children attend Title I schools about the qualifications of their teachers by addressing each lettered item separately. Sec. 1111 (h)(6)(A)

a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

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b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

c. Identify by name, title, FTE, and department the person(s) responsible for ensuring compliance with Section 1111 (h)(6)(A).

d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the district administration, and school administration (for a. and b. in this section).

[Empty text box for response to question d.]

e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

[Empty text box for response to question e.]

2. DOCUMENTATION: Upload sample copies of English and translated letters (if applicable) that will be used to meet the requirements (for a. and b.) in the current school year.

3. Are all paraprofessionals in Title I schoolwide schools qualified?

Yes No Not Applicable

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified?

Yes No Not Applicable

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Arkansas' ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA.

1. For LEAs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

[Empty text box for response to question 1.]

a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs

[Empty text box for response to question a.]

a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs

b. Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

f. In addition to the Title I Coordinator, identify other central office staff by name, title, FTE, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

2. For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools) Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section D - Parent Involvement.

1. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

2. DESCRIBE how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for identified students. These strategies must be based on best practices and

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies for **identified students**. These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

- a. **Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities, and the dates these programs will occur.**
- b. **Helping provide an accelerated, high-quality curriculum, including applied learning.**
- c. **Minimizing the removal of children from regular classroom instruction for additional services.**

3. DESCRIBE how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff. Please note that this **MUST** be above the required 60 hours of professional development.

4. DESCRIBE the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

5. DESCRIBE the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

6. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person/s responsible for monitoring the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

7. DOCUMENTATION: Upload criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2014-2015 to a schoolwide program in 2015-2016, the LEA must submit a letter of intent found on ADE web page to Dr. Jonathan Knight, program advisor, or Jayne Green, Title I Director, informing ADE of its intent.

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local Educational Agency Parent Involvement Policy/Plan Review

a. Date the current LEA Parent Involvement Policy/Plan was reviewed:

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement

a. Date the current LEA Parent Involvement Policy/Plan was reviewed:

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

2. DOCUMENTATION: Upload a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

3. **School Level** Parent Involvement Plan Review

a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

4. School-Parent Compact – Sec. 1118(b)

a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

5. Monitoring Parent Involvement

a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools

b. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person(s) responsible for monitoring parent involvement.

6. Distribution of Parent Involvement Funds

6. Distribution of Parent Involvement Funds

a. Describe how the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

d. Does the LEA reserve more than 1% of its total allocation for parent involvement?

Yes No

e. If yes, describe how these additional funds are used.

7. DOCUMENTATION: Upload a list of all Title I schools' individual parent involvement allocations. *This is only required for districts that receive \$500,000 and above.*

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS (SECTION 1120):

1. Participating private schools and services: **COMPLETE INFORMATION IN Commissioner's Memo LS-15-064** regarding the names of participating private schools and the number of private school students that will benefit from the *Title I-A services. Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003.*

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

4. DOCUMENTATION: Upload a timeline for consultation and affirmation meetings with private school officials.

5. DELIVERY OF SERVICES

- a. Will LEA staff provide the services directly to the eligible private school students?
 Yes No

5. DELIVERY OF SERVICES

a. Will LEA staff provide the services directly to the eligible private school students?
 Yes No

If yes, when will services begin?

b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students?
 Yes No

If yes, identify the LEA(s) involved and the date the services will begin.

c. Will the LEA enter into a third party contract to provide services to eligible private school students?
 Yes No

If yes, when will services begin?

6. DOCUMENTATION: Upload copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

7. **DESCRIBE** the LEA's process to supervise and evaluate the Title I program serving private school students.

6. DOCUMENTATION: Upload copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

7. DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet.

LEAs must have prior approval from the State Title I Director to skip schools. On part II of Title I application, please place an X in the skip school column of applicable school on the public school tab.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according to the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools	<input type="text"/>
----------------------------------	----------------------

Note: The completed 2015-2016 Skipped School document must be completed and uploaded (see commissioner's memo COM-16-016 dated 8/25/15) This form will be updated in August of 2015. <http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=1667>

Title I Part 2

The Budget Piece



Annette Pearson
Federal Grants Management

Saving Document

The Part 2 Budget must be saved to your computer, entering data will not save in the spreadsheet.

This is not a program, but a working spreadsheet.

Step 1 – Saving Part 2

- **Sign in to Indistar**
 - Tab “Complete Forms”
 - Open - Arkansas Title I District Application Part 2 Worksheet 15-16
 - **FILE > SAVE AS > (to desktop)**
 - This is the worksheet that will be uploaded into Title I folder of the ACSIP Statewide Field Test

Step 2 – Method Used

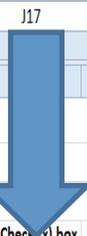
- **Note, anything that is highlighted blue will need to be completed by the district**
- **Click tab “Method Used”**
 - **Place an “X” on the method to be used, which will show on the Public Schools worksheet.**

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Spelling Research Thesaurus Translate New Delete Previous Next Show/Hide Comment Show All Comments Show Ink

Unprotect Sheet Protect Workbook Share Workbook Allow Users to Edit Ranges Track Changes

Proofing Language Comments Changes



TITLE I DISTRICT ATTENDANCE AREAS

Indicate below method used to select Title I Schools

Check (x) box below:

Grade Span Grouping (All schools at or above District Average may be served.)

Schools under voluntary or court mandated desegregation may ask the U.S. Office of Education for a waiver

35% Rule (All schools over 35% may be served)

Grade span grouping (All schools over 35% may be served)

District average of low-income (All schools at or above district average may be served.)

Grade span grouping (All schools at or above Grade Span Average may be served.)

1,000 or less students or 1 grade span per building not required to rank order

What is the source of data used for determining number of children from

Step 3 - School Budget Cost

- **PLEASE NOTE - When completing school budget cost tab and public school tab, there will be times that you'll be toggling between both tabs.**
- **Click tab "School Budget Cost"**
 - **Top of page, click on blue box to "Choose an LEA" to bring up district and buildings**

Step 3 - Continued

- Enter the following on lines 6-10
 - Annual Allocation PLUS transferred in
 - COH
 - Allotment balance (Carryover)
 - District Level Cost (exclude function 3352)
 - Indirect Costs
- Enter the DISTRICT level set asides on lines 25, 29, 31, 33, 35 & 37 as applicable

2015-16 Title I Application Part II - edited.xlsx - Microsoft Excel

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Clipboard Font Alignment Number Styles Cells Editing

B3 CHOOSE AN LEA

	A	B	C	D	E	F	G
1	2015-16 School Budget Per Pupil Cost Breakout & Parent Involvement						
2							
3	DISTRICT LEA/NAME:	CHOOSE AN LEA			<----- Drop down box - select district & enter <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 5px;"></div>		
4							
5	School Budget Per Pupil Cost Breakout		Notes of how calculations work for Per Pupil Page				
6	Annual Allotment PLUS Funds Transferred to Title I		Equals = current year allocation plus transfers in			The formula to determine Indirect Cost the district is allowed to set aside is: Total Budget Minus Total Capital Outlay Multiplied by District Rate	
7	Cash on Hand		What is held at district level				
8	Allotment Balance from previous year		Carryover from prior year (funds budgeted, but not spent)				
9	District Level Costs (excluding 3352 Non-Public Schools)		\$ set aside for district level spending				
10	Indirect Costs		\$ set aside for indirect cost in the Title I budget				
11							(See Commissioners Memo FIN-15-105 for Indirect Cost Rates)
12							
13	Total Amount Available for Instructional Programs	-	Total available to spend for instructions minus Indirect Cost and district level budget amount				
14	Total Budgeted to Public Schools	-	Total of all schools budgets				
15	Total Budgeted to Non-Public Schools	-	From Non-Public tab				
16	Total Budget to Schools	-	Equals Total Available minus non-public				
17	Amount NOT Budgeted to Schools	-					
18							
19	Total Number of low-income students in schools served	-	This totals all school served low-income plus private school low-income				
20	Average SCHOOL cost per low-income child served in Title I		This total is determined by dividing line 16 above by Public School School Served.				
21							
22			(The % of PI for Non-Public schools is pulled from this amount.) Only used for Annual				
23							

GENERAL INSTRUCTIONS Method Used School Budget Cost Public Schools Non-Public Schools Reservation BUDGET INSTRUCTIONS Budget Summary Budget Summary (2) Budget Summary (3) Budget Summary (4) Budget Si

Ready | 130%

2015-16 Title I Application Part II - edited.xlsx - Microsoft Excel

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B3 CHOOSE AN LEA

	A	B	C	D	E	F	G
19	Total Number of low-income students in schools served	-	This totals all school served low-income plus private school low-income				
20	Average SCHOOL cost per low-income child served in Title I		This total is determined by dividing line 16 above by Public School School Served.				
21							
22		(The % of PI for Non-Public schools is pulled from this amount.) Only used for Annual Allotments over \$500,000.					
23	Parent Involvement						
24	1% of the Annl Allotment + transfers in =	-					
25	Equitable portion for Non-public schools =		This amount is determined by district for non-public school students				
26	District 5% of the 1% =	-					
27	School level 95% of the 1%=	-	This should equal document uploaded in Item 7 of Title I Part 1 Application				
28							
29	Professional Development for Non-Public schools =						
30							
31	District wide programs for Non-Public schools =						
32							
33	Homeless =						
34							
35	Additional or District Set-aside Non-Public schools =		This can be additional or an proportional amount of funds set aside for non-public or if districts with an allocation less than \$500,000 wanted to set aside funds to carry out PI requirements, and set-aside a non specific amount.				
36							
37	Title I Set Aside for Neglected (line 1594) =						
38							
39							
40							
41							
42							

Ready

GENERAL INSTRUCTIONS Method Used School Budget Cost Public Schools Non-Public Schools Reservation BUDGET INSTRUCTIONS Budget Summary Budget Summary (2) Budget Summary (3) Budget Summary (4) Budget Si

130%

Step 4 – Public Schools

- Showing on this page, is district, buildings and method used for Title I Cost Per Child.
- Place a “Y” or “N” in column C for schools that are served or not. The buildings are listed from highest to lowest F/R percent.
- Place the # of private school students in column G.
 - If district has Non-public students go to Step 4A – Non-Public Schools
 - If district has NO non-public students continue

Step 4 – Public Schools

- Once the school served are listed, the totals appear at the bottom of page.
- Enter the “Actual” amount the district will need to budget for each building.
 - Use recommended amount that has been calculated or
 - An amount the district determines for the buildings

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ABC Spelling Research Thesaurus Translate New Delete Previous Next Show/Hide Comment Show All Comments Show Ink Protect Sheet Protect Workbook Share Workbook Track Changes

D66

2015-16 - Title I Budget - Cost Per Child Calculations

DISTRICT LEA/NAME: 0303000 - Mountain Home

1,000 or less students - not required to rank order

Title I Budget - For Public Schools

LEA Number	School Name	School Served - (Y or N)	Grade Span	Total Number Public Students	Number of Low-Income Public Students	Number of Low-Income Private Students	% Low Income Students	AVG Recommended Cost Per Child	Actual Per Pupil Amount Allocated	Title I Budget for Non-Public Students	Actual Budget for School	SKIP School (x)
0303018	MOUNTAIN HOME KINDERGARTEN	Y	K-K	267	169		63.3%	399.21	399.21	-	67,466.49	
12 0303013	NELSON WILKS HERRON ELEMENTARY	Y	1-2	632	386		61.1%	399.21	399.21	-	154,095.06	
13 0303024	HACKLER INTERMEDIATE SCHOOL	Y	3-5	915	509		55.6%	399.21	399.21	-	203,197.89	
14 0303019	MOUNTAIN HOME JR. HIGH SCHOOL	Y	8-8	302	165		54.6%	399.21	399.21	-	65,869.65	
15 0303014	PINKSTON MIDDLE SCHOOL	Y	6-7	618	315		51.0%	399.21	399.21	-	125,751.15	
16 0303703	MTN HOME HIGH CAREER ACADEMICS	N	9-12	1226	598		48.8%	399.21	-	-	-	
61	TOTAL BUILDING TITLE I STATUS			3,960	2,142	-				-	616,380.24	
62	TOTAL FOR SCHOOLS SERVED			2,734	1,544	-						
63	TOTAL EXCLUDING SKIPPED SCHOOLS			-	-							

Total Non-Public School Title I Budget	-
Total Public School Title I Budget	616,380.24
Total Title I Budget	616,380.24
Amount Available for Instructional Programs	616,383.94

Step 4 – Public Schools

- The list of buildings are from October 1, 2014, with NO adjustments per the forms submitted to Federal Grants Management.
- This data will be updated at Mid-year when the final calculations are completed and the actual budget is submitted.
 - If a building is closed, place a N as not served in Column C and type in “Closed” in Column J.
 - If a new building is being opened, submit how those funds will be spent on the summary, and estimate the cost per child knowing those numbers will be revised.

Step 4 – Continued again...

- Click back over to the “School Budget Cost” tab and see how all funds were budgeted.
 - Negative on line 17
 - The district did not budget enough available for instructional programs
 - Instead of using a recommended amount, pro-rate it out to the highest percent
 - Or, add that amount to “indirect cost” on line 10

Microsoft Excel window: Title_I_Application_Part_II_15-16.xlsx [Read-Only] - Microsoft Excel

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Clipboard Font Alignment Number Styles Cells Editing

A11

	A	B	C	D	E	F	G	H	I	J
1	2015-16 School Budget Per Pupil Cost Breakout & Parent Involvement									
3	DISTRICT LEA/NAME:	0303000 - Mountain Home			----- Drop down box - select district & enter					
5	School Budget Per Pupil Cost Breakout		Notes of how calculations work for Per Pupil Page							
6	Annual Allotment PLUS Funds Transferred to Title I	704,978.44	Equals = current year allocation plus transfers in							
7	Cash on Hand		What is held at district level							
8	Allotment Balance from previous year	100,820.40	Carryover from prior year (funds budgeted, but not spent)							
9	District Level Costs (excluding 3352 Non-Public Schools)	178,414.90	\$ set aside for district level spending							
10	Indirect Costs	11,000.00	\$ budgeted for indirect cost in the Title I budget							
13	Total Amount Available for Instructional Programs	616,383.94	Total available to spend for instructions minus Indirect Cost and district level budget amount							
14	Total Budgeted to Public Schools	616,380.24	Total of all schools budgets							
15	Total Budgeted to Non-Public Schools	-	From Non-Public tab							
16	Total Budget to Schools	616,380.24	Equals							
17	Amount NOT Budgeted to Schools	(3.70)	←							
19	Total Number of low-income students in schools served	1,544	This totals all school served low-income plus private school low-income							
20	Average SCHOOL cost per low-income child served in Title I	399.21	This total is determined by dividing line 16 above by Public School School Served.							
23	Parent Involvement									
24	1% of the Annl Allotment + transfers in =	7,049.78	(The % of PI for Non- Public schools is pulled from this amount.) Only							
25	District 5% of the 1% =	352.49	used for Annual Allotments over \$500,000.							
26	School level 95% of the 1%=	6,697.30								

A negative on line 17 "Amount NOT budgeted to schools" results due to under budgeting. Budget more money to schools or increase district spending.

GENERAL INSTRUCTIONS Method Used School Budget Cost Public Schools Non-Public Schools Reservation BUDGET INSTRUCTIONS Budget Summary Budget Summary (2) Budget Summary (3) Budget Summary (4) Budget Si

Ready 110%

Step 4 – it keeps going....

- Positive on line 17
 - The district over spent funds available per lines 13 and 14
 - Decrease the amounts budgeted to buildings
 - Decrease the amount budgeted to indirect cost to give more funds back to buildings

2015-16 Title I Application Part I.xlsx - Microsoft Excel

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Clipboard Font Alignment Number Styles Cells Editing

B17 =B14+B15-B13

	A	B	C	D	E	F	G	H	I
3	DISTRICT LEA/NAME:	0303000 - Mountain Home		----- Drop down box - select district & enter					
5	School Budget Per Pupil Cost Breakout		Notes of how calculations work for Per Pupil Page						
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10	Indirect Costs	11,000.00	\$ budgeted for indirect cost in the Title I budget						
13	Total Amount Available for Instructional Programs	616,383.94	Total available to spend for instructions minus Indirect Cost and district level budget amount						
14	Total Budgeted to Public Schools	617,609.24	Total of all schools budgets						
15	Total Budgeted to Non-Public Schools	-	From Non-Public tab						
16	Total Budget to Schools	617,609.24	Equals Total Available minus non-public						
17	Amount NOT Budgeted to Schools	1,225.30	←						
19	Total Number of low-income students in schools served	1,544	This totals all school served low-income plus private school low-income						
20	Average SCHOOL cost per low-income child served in Title I	400.01	This total is determined by dividing line 16 above by Public School School Served.						
23	Parent Involvement								
24	1% of the Annl Allotment + transfers in =	7,049.78	(The % of PI for Non- Public schools is pulled from this amount.)						
25	District 5% of the 1% =	352.49	Only used for Annual Allotments over \$500,000						

A positive on line 17 "Amount NOT budgeted to schools" results due to over budgeting. Budget less money at building levels or decrease the district level spending to add back to buildings.

GENERAL INSTRUCTIONS Method Used School Budget Cost Public Schools Non-Public Schools Reservation BUDGET INSTRUCTIONS Budget Summary Budget Summary (2) Budget Summary (3) Budget Summary (4) Budget Si

Ready 120%

Step 4A – Non-Public Schools

- Remember if it's blue complete
- Enter the name of “Non-Public” facility for each building listed.
- Enter the carryover from prior year
- Do not include the amount that budgeted at building level with the set aside for the district level.
- Continue back to Step 4 - Continued

Step 4B – Skipped School

- If district completed the Skipped School paperwork from Commissioners Memo COM-16-016 and received approval, place an “X” in Column N for those buildings.
 - In the school served Column C, place a “N” if the building is skipped since those students are not counted.

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2015-16 - Title I Budget - Cost Per Child Calculations

DISTRICT LEA/NAME: 6601000 - Fort Smith

Check box on Method of Use page

Title I Budget - For Public Schools

LEA Number	School Name	School Served (Y or N)	Grade Span	Total Number Public Students	Number of Low-Income Public	Number of Low-Income Private Students	% Low Income Students	AVG Recommended Cost Per Child	Actual Per Pupil Amount Allocated	Title I Budget for Non-Public Students	Actual Budget for School	SKIP School (x)
6601011	HOWARD ELEMENTARY SCHOOL		K-6	324	309		95.4%			-	-	
6601016	SPRADLING ELEMENTARY SCHOOL		K-6	429	408		95.1%			-	-	
6601014	ALBERT PIKE ELEMENTARY SCHOOL		K-6	509	484		95.1%			-	-	
6601019	TRUSTY ELEMENTARY SCHOOL		K-6	327	310		94.8%			-	-	
6601032	TILLES ELEMENTARY SCHOOL		K-6	365	346		94.8%			-	-	
6601021	WILLIAM O. DARBY JR. HIGH SCH.		7-9	640	602		94.1%			-	-	
6601018	SUTTON ELEMENTARY SCHOOL		K-6	524	492		93.9%			-	-	
6601017	SUNNYMEDE ELEMENTARY SCHOOL		K-6	665	618		92.9%			-	-	
6601030	HARRY C. MORRISON ELEM. SCHOOL		K-6	243	225		92.6%			-	-	
6601022	DORA KIMMONS JR. HIGH SCHOOL		7-9	835	765		91.6%			-	-	
6601005	BELLE POINT ALTERNATIVE CENTER		7-12	79	72		91.1%			-	-	
6601007	CARNALL ELEMENTARY SCHOOL		K-6	264	221		83.7%			-	-	
6601024	NORTHSIDE HIGH SCHOOL		10-12	1641	1342		81.8%			-	-	
6601010	FAIRVIEW ELEMENTARY SCHOOL		K-6	619	494		79.8%			-	-	
6601006	BONNEVILLE ELEMENTARY SCHOOL		K-6	335	249		74.0%			-	-	
6601002	BARLING ELEMENTARY SCHOOL		K-6	393	283		72.0%			-	-	
6601012	RAYMOND F. OPR. ELEM. SCHOOL		K-6	357	257		72.0%			-	-	X
6601001	BALLMAN ELEMENTARY SCHOOL		K-6	273	191		70.0%			-	-	
6601003	BEARD ELEMENTARY SCHOOL		K-6	300	191		63.7%			-	-	
6601008	CAVANAUGH ELEMENTARY SCHOOL		K-6	274	168		61.3%			-	-	
6601033	EUPER LANE ELEMENTARY SCHOOL		K-6	470	254		54.0%			-	-	
6601023	RAMSEY JUNIOR HIGH SCHOOL		7-9	934	476		51.0%			-	-	
6601020	L. A. CHAFFIN JR. HIGH SCHOOL		7-9	890	407		45.7%			-	-	
6601025	SOUTHSIDE HIGH SCHOOL		10-12	1561	627		40.2%			-	-	
6601031	ELMER H. COOK ELEM. SCHOOL		K-6	539	212		39.3%			-	-	

Once the "X" is placed in the Skipped School column, the form changes the color of the served box to red. The building will be a "N". To skip a school, see Commissioners Memo COM-16-016



Step 5 - Reservation

- This is a requirement from the feds that we have on file.
 - Under district name place an “X” on either;
 - LEA does not serve non-public schools
 - LEA serves non-public schools
 - If district does NOT serve, then nothing else has to be completed on this page
 - If serving schools, there are 3 lines that required reporting; Lines 31, 48, 61

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B I U A

Wrap Text Merge & Center

Conditional Formatting Table

AutoSum Fill Clear Sort & Filter Find & Select

L18

	A	B	C	D	E	F	G	H	I	J	K	L	M	O	P	Q	R	S	T	U	V	V
1	Arkansas Department of Education																					
2	Worksheet to Determine the Amount of Title I Funds																					
3	for Equitable Services Based on Enrollment																					
4	Title I School Allocation Report																					
5	DISTRICT LEA/NAME:		0303000 - Mountain Home																			
6			<input type="checkbox"/> LEA does not serve non-public schools (nothing further required)																			
7			<input type="checkbox"/> LEA serves non-public schools																			
8																						
9																						
10			- Number of low-income private school student																			
11																						
12			- Attendance Area School Per Pupil Allocation																			
13																						
14			Equals Equitable Services percent																			
15																						
16	Parent Involvement, Professional Development, and districtwide initiatives and School Extension																					
17	Parent Involvement Reservation under Sec. 1118 of ESEA																					
18	<p><i>Section 1118 of Title I requires an LEA to reserve funds off the top of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the regulations requires the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.</i></p>																					
19	If the LEA reserves Title I funds for parental involvement activities, the proportionate share is																					
20	calculated on the entire amount.																					
21																						
	Number of private school children			Total number of children																		

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K31 Total of District Level budgeting for Line 2170

A B C D E F G H I J K L M O P Q R S T U V W X Y

17 **Parent Involvement Reservation under Sec. 1118 of ESEA**

Section 1118 of Title I requires an LEA to reserve funds off the top of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the regulations requires the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

18

19 **If the LEA reserves Title I funds for parental involvement activities, the proportionate share is**

20 **calculated on the entire amount.**

21

22	Number of private school children from low-income families in participating school attendance	Divided By	Total number of children from public and private school low-income families in participating school attendance areas.	Equals Percent of Reservation.
23				
24	-	/	-	-
25				

26	Total New Year Allocation in ACSIP	Multiplied by	1% Per Section 1118 of ESEA
27	-	X	-
28			

29	Percent of Reservation	Multiplied by	Parent Involvement Set-Aside	Equals Amount for Equitable Services for Private Schools
30				
31	-	X		0.00
32				
33				

Total of District Level budgeting for Line 2170

File Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

K31 Total of District Level budgeting for Line 2170

Professional Development Reservation under Section 1119 of ESEA

Section 200.65 of the Title I regulations requires that, if an LEA Reserves funds for professional development under section 200.77, an LEA must ensure that classroom teachers of participating private school students receive professional development on an equitable basis.

42	Number of private school children from low-income families in participating school attendance areas.	Divided By	Total number of children from public and private school low-income families in participating school attendance areas.	Equals Percent of Reservation.
44	-	/	-	-
46	Percent of Reservation	Multiplied by	Professional Development (not a required Set-Aside)	Equals Amount for Equitable Services for Private Schools
48	-	X		-

Total of District Level budgeting for Line 2210

File Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

K31 Total of District Level budgeting for Line 2170

A B C D E F G H I J K L M O P Q R S

50 **200.64 Districtwide Activities under Section 1118 of ESEA**

51 *Section 200.64/200.77 of the Title I Regulations requires that, if the*
 52 *LEA has reserved funds for district wide instructional activities,*
 53 *including extension services equitable services may apply.*
 54

56	Number of private school children from low-income families in participating	Divided By	Total number of children from public and private school low-income families in participating school attendance areas.	Equals Percent of Reservation.
57				
58	-	/	-	-
59	Percent of Reservation	Multiplied by	School Extension Reservation Set-Aside	Equals Amount for Equitable Services for Private Schools
60				
61	0.0000	X		-

Total of District Level budgeting from Lines 1511, 1591, 1592, 2213, 2294, 2297

Step 6 – Budget Summary

- The budget summary pages have to agree with the building total on the Public School Tab.
- There are 6 summary sheets to use, either one building per sheet or combine them all together.
 - Instructions on copying pages are on the Budget Instruction page

Step 6 - Continued

If using one for all...

- List the description of those funds in column A
- Click on category of funds on column B
- Enter how those funds will be spent
- Enter Total amount
- Enter all codes and use spaces, commas or hyphens to break the building and or line item codes

Step 6 – Continued

If using one sheet for each building...

- Enter data per the previous slide but the only difference is on codes.
- Enter line item number using spaces, hyphens or commas.

Title II-A Application

- **SOF 6756**
- **If the district is planning on transferring 100% of current and prior year funds, then the application is not required to be completed.**
- **Upload to the Title II Folder in ACSIP Statewide Field Test**

Title III Application

- **SOF 6761**
- **Remember - Districts have a limit of 2% of the Title III grant award for administration. 3115(b)) Administration = administrative costs indirect costs**
 - *Examples of administrative costs:* support staff, coordinators, & other personnel that perform administrative functions
- **Upload to the Title III Folder in ACSIP Statewide Field Test**

Title VI-REAP

- **SRSA (Title VI-Federal) SOF 6782**
- **RLIS (Title VI-State) SOF 6784**

- **There is not an application to be completed in the ACSIP Statewide Field Test.**

- **The funds will be budgeted in the APSCN and a Cognos upload in January.**

QUESTIONS

Listed on the following slides are the contacts for federal programs:

Title I – SOF 6501

Jayne Green

Title I Program Director

jayne.green@arkansas.gov

501-682-2395

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

Title II-A SOF 6756

Rick Green

Title II-A Program Director

rick.green@arkansas.gov

501-682-2395

- **Title II-A application**

Title III – SOF 6761

Miguel Hernandez

Title III Program Director

miguel.hernandez@arkansas.gov

501-682-6620

- **Title III application**

Parental Involvement

Dr. Geraldine Mallette

Parental Involvement Program Director

geraldine.mallette@arkansas.gov

501-371-8051

- **Parental Involvement**

Title I Budget & Forms

**Annette Pearson
Federal Grants Management
annette.carlton-pearson@arkansas.gov
501-683-1243**

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

Supplemental Compliance Form



(Building Level)

Supplemental Compliance Report for ALL Schools

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, Highly Qualified, and School Based Health Services)

Comprehensive Needs Assessment

1. Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. **The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.**

Preschool Transition

2. Is this an elementary school?

Yes No (not applicable, this school is not an elementary school)

If Yes, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.

Is this a secondary school?

Yes No (not applicable. This school is not a secondary school)

If yes, describe how the school will assist incoming students to the secondary school and how the school will assist students exiting to post-secondary institutions/careers.

Coordination of Programs

3. **Describe how the school will coordinate and integrate federal, state, and local services and programs.**

Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, health services and nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Teacher Quality

4. **Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?**

Yes No

If No, describe the plan to ensure that all teachers and instructional paraprofessionals will be become highly qualified. Title I schools may only utilize currently highly qualified staff.

Health and Wellness

The purpose of the Health and Wellness Priority is to improve the health and academic performance of students. Wellness activities will address nutrition, education, and physical fitness activities for the development of lifelong habits and promotion of healthy lifestyles for the following groups: students, school staff, and parent and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning.

5. How is the school addressing the Wellness requirements as mandated by Act 1220 of 2003? You MUST reference the required wellness strategies of Act 1220 in the Docs and Links tab. [Wellness Strategies](#)

6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.

7. If your school operates a School-based Health Center or offers School-based Mental Health Programs/Services, you MUST answer the following question: How is the school integrating the school-based center services or mental health services in a way that those services are directly correlated to improving student achievement levels?

Save

Save and Preview

Close

5. How is the school addressing the wellness requirements as mandated by Act 1220 of 2003? **You MUST reference the required Wellness Strategies of Act 1220 in the Docs and Links Tab as reference in bullets A-I.**

BUILDING LEVEL REQUIREMENTS

- A. How is the school utilizing the School Health Index Assessment and the Student Body Mass Index Data to contribute to improving student health and achievement?
 - A. *Provide the 2014-2015 BMI rate for the school (individual school BMI data can be found at <http://www.achi.net/Pages/SchoolPersonnel/BMIReports.aspx>)*
 - B. *The school should provide a statement of barriers to student health and achievement based on these required data sources.*
- B. How is the school comparing the physical education and health education assessment from the School Health Index assessment to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework?
- C. How is the school assisting with the implementation of the nutrition and physical activity standards developed by the school nutrition and physical advisory committee (District Wellness Committee) with the approval of the Arkansas Department of Education and State Board of Health?
- D. How is the school integrating nutrition and physical activity into the overall curriculum?

5. How is the school addressing the wellness requirements as mandated by Act 1220 of 2003? **You MUST reference the required Wellness Strategies of Act 1220 in the Docs and Links Tab as reference in bullets A-I.**

BUILDING LEVEL REQUIREMENTS

- E. How is the school ensuring that professional development for staff includes nutrition and physical activity issues?
- F. How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity?
- G. How is the school enforcing existing physical education requirements?
- H. How does the district ensure pursued contracts both encourage healthful eating by students and reduced school dependence on profits from the sale of foods of minimal nutritional value?
- I. What are the school's goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of students? *(Each goal must include the school's current reported obesity rate and must be measurable.)*

DISTRICT LEVEL REQUIREMENTS

Provide a comparison of the annual completed School Health Index assessment results and the physical activity standards (DISTRICT- This information is posted as J. at the school level in question #5.)

6. Please scan and upload the results of the School Health Index (SHI) Assessment into the health services file under document upload.

To access the SHI Assessment go to www.cdc.gov/healthyschools/shi/index/htm

Schools should either:

- 1. Complete the assessment in “paper form” by accessing the PDF version the assessment on the CDC website or**
- 2. Complete the assessment online by creating an online ID via the CDC website.**
 - Schools are encouraged to complete the online version of the SHI assessment via the CDC website, as this will allow the district to generate several helpful documents displaying results for the school to use.
 - Schools are encouraged to upload the following assessment documents:
 - The 5 Component specific SHI Scorecards (Generated from SHI Assessment website)
 - The 5 required components to be assessed using the School Health Index:
 - School Health Policies and Environment
 - Health Education
 - Physical Education and other Physical Activity Programs
 - Nutrition Services
 - Family and Community Involvement
 - The Overall SHI Scorecard (Generated from SHI Assessment website)
 - The Action Plan for Improvement Document (Generated from SHI Assessment website)

RECOMMENDED / NOT REQUIRED

7. If your school operates a School-based Health Center or offers School-based Mental Health Programs/Services, please include how the schools is integrating the schools-based health center services or mental health services in a way that those services are directly correlated to improvement student achievement levels.

For questions concerning the Wellness Priority or Act 1220 Requirements,
please contact:

ADE School Health Services Office
501-683-3604

State Categorical General Description



(Completed at the District and Building Levels)



State Categorical Supplemental Forms

- General Description use of funds
 - *Evaluation of Interventions*
 - *Any supplemental forms required by legal following rule modifications**
 - *Required at both the School and District levels*

*Rules in accordance with Act 841 have not yet been revised.

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

Student Special Needs Funding Rules	<a href="http://www.arkansased.gov/public/userfiles/rules/Current/ade268_SpecNeedsFundin
g - June 2012.pdf">http://www.arkansased.gov/public/userfiles/rules/Current/ade268_SpecNeedsFundin g - June 2012.pdf
ACTAAP Rules	<a href="http://www.arkansased.gov/public/userfiles/rules/Current/ACTAAP-FINAL -
September 2014.pdf">http://www.arkansased.gov/public/userfiles/rules/Current/ACTAAP-FINAL - September 2014.pdf



Act 841

Statute

A.C.A. § 6-15-425

A.C.A. § 6-15-426

A.C.A. § 6-15-431

A.C.A. § 6-15-2106

A.C.A. § 6-15-2201

A.C.A. § 6-15-2202

A.C.A. § 6-17-2402

A.C.A. § 6-20-2303

A.C.A. § 6-20-2305

SECTION 1.

- Arkansas Code § 6-15-426(f) and (g), concerning school improvement, are amended to read as follows:
- **(f) (1) The comprehensive school improvement plan shall**
 - Be **based on an analysis of student performance data and other relevant data** that provide **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.

- **(2) The comprehensive school improvement plan shall include a general description of the public school or school district's use of categorical funding for:**
 - (A) Alternative learning environments;
 - (B) Professional development;
 - (C) English-language learners; and
 - (D) National school lunch students,
as defined by § 6-20- 34 2303(12)(A).

 - **(g) Any public school or school district classified as in school improvement under § 6-15-425 shall, with the assistance of the department, develop and file with the department a revised comprehensive school improvement plan meeting the requirements of this section and containing any additional requirements determined necessary by the department to ensure that all students in the public school or school district have an opportunity to demonstrate proficiency on all portions of the state-mandated assessments.**

SECTION 2.

- Arkansas Code § 6-15-426(i)(1)(A) and (B), **concerning school improvement, are repealed.**

SECTION 3.

- Arkansas Code § 6-15-2201(c)(2), concerning the implementation of a state system of school improvement and accountability, is amended to read as follows:
 - (2) **The department shall monitor the development and implementation of the revised school improvement plan.**

SECTION 4.

- Arkansas Code § 6-15-2202(b)(1)(B), **concerning National School Lunch Act funds and national school lunch student state categorical funds in a school improvement plan, is repealed.**



State Categorical General Description

- General Descriptions are developed and submitted for use of State funds in ACSIP.
- Funding details will be included in APSCN to be used by legislative audit to determine the appropriateness of expenditures.
- Allowable verses approvable
- This is not a budget but a program description to be completed by the program personnel.



2015-16 NSLA General Description

Report for NSLA- State 281

District or School

LEA #

Revenue: 32381

Source of Funds: 281

Date of modifications:



Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

Guiding Questions:

- **What** is the process for determining the funding source needs at the district and school?
- Describe how the programs, positions, or other **expenditures support needs**?
- **How** does the district intend to evaluate the **effectiveness of the programs and positions**?



District Example 1

The ABC School District receives approximately \$795,000 in NSL funds.

\$180,000 transferred to PD

\$115,000 transferred to ALE

\$200,000 expended at school sites

\$300,000 expended at district sites



District Example I Process

The needs assessment identified that curriculum alignment is essential given changes in state assessments. Students were not receiving daily use of technology within classrooms. Lunch program data indicated 10% of eligible students were not accessing the program daily. Based on the findings, related to nutrition and to remove stigma, we are making the resources available to all students within the lunch program.



District Example 1 Description

\$300,000 utilized as district level initiatives

- \$100,000 for curriculum specialist salary and benefits
- \$100,000 for expansion of technology use through purchase of additional student use computers, replacement of student use computers
- \$100,000 for provision II nutrition program



District Example 1 Evaluation

- Curriculum Specialist – 5% increase in TAGG proficiency.
- Technology Expansion – local assessment in third consecutive year of software/computer based skills. Time increase for integrated learning.
- Nutrition Program – 3% increase in meals served for students eligible for free and reduced lunch.



District Example 2

The district receives approximately \$375,000. Seventy-five thousand is transferred to PD. Fifty thousand is transferred to ALE. Two hundred fifty thousand is expended in NSL with one hundred fifty thousand directly expended at the building level.



District Example 2 Process

The needs assessment identified-

- The need at the district was for a curriculum specialist.
- Social Studies and Science courses are not yet aligned to support ELA standards.



District Example 2

Description and Evaluation

- District Expenditure: One hundred thousand is expended for salary and benefits for a curriculum specialist at the district level.
- Evaluation:
 - The curriculum specialist position expenditure will be evaluated based on an analysis of the alignment of the of the written curriculum with the state standards and state assessment. This will occur in 2017 following two consecutive years of the same state assessment.



Building Example 1

Building A: \$75,000 will be used to purchase a 1.0 FTE Instructional Facilitator (salary and benefits). This position will be evaluated based on teacher survey related to the value of services provided.



Building Example 1 Process

Staffing patterns indicates a high percent of turnover in core teachers at Building A.



Building Example 2

Building B:

- Our school receives \$75000 in NSL funds.
- \$25000 is used to purchase the license for super duper reading program.
- Approximately \$50,000 is used to hire paraprofessionals/aides to support classroom instruction and assist individual students with skill deficits.



Building Example 2 Process

- Building B needs assessment identified the need for a supplemental reading program to target non-proficient students.
- Staff survey results indicated that one major challenge for teachers was providing individual student assistance.



Building Example 2

Evaluation

- The super duper Reading Program is evaluated against the goal of 80 percent of our students improving reading by one grade level this year.
- Paraprofessionals impact will be evaluated by the improvement of individual students assisted for 30 or more tutored hours growing 1.5 years in reading level.



Commissioner's Memo Number:

LS-16-018

Memo Date: 9/9/2015

NSL Funds for Dyslexia and RTI

LS-16-018 NSL Funds for Dyslexia and RTI 09/09/2015

A.C.A. § 6-20-2305 establishes funding for national school lunch categorical funding and sets forth the programs or purposes for which funds may be allocated. Early intervention programs are specifically named within the code. Response to Intervention (RTI) and Dyslexia are considered an early intervention programs and will meet the criteria set forth in A.C.A. § 6-20-2305.

LS-16-018 NSL Funds for Dyslexia and RTI 09/09/2015

In addition, A.C.A. § 6-20-2305 authorizes the Department of Education to promulgate rules for this statute. The Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds 6.07 note national school lunch (NSL) state categorical funding shall be expended for eligible program(s) or purpose(s) that are research-based and aligned to the Arkansas Content Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards.

LS-16-018 NSL Funds for Dyslexia and RTI 09/09/2015

RTI and Dyslexia services and/or programs that are research/evidence based are appropriate for NSL funds.



October 15

ADE ACSIP Supervisors (John Harris and LaDonna Spain) begin review with coaching comments of district progress in assessing and planning required Indicators.



Sample Coaching Review Part 1

Glows/Reinforcement:

Kudos to the district leadership team for moving forward immediately following ACSIP training! Thank you for all that you do, Superintendent and Team!

The district will want to continue to include within the descriptions of current level development the specific information of the current reality. (Where are we with the current level of implementation?)



Sample Coaching Review Part 2

Grows/Refinement:

There are limited numbers of central office personnel within the persons responsible of Objectives and Tasks, how will the team creatively facilitate and share leadership responsibilities among district level team members?



Sample Coaching Review Part 3

Guiding Questions:

- How will the district leadership team include more specific and focused direction within the fully met descriptions? (Where are we going?; What will the destination look like?; What data and evaluation will be used to determine full implementation? ; and How will we know that we are there?)
- How will the district leadership team share responsibilities among the Objectives and Tasks when there are limited numbers of central officer personnel?
- What processes and data will be used to describe the current level of implementation in future assessed Indicators?
- What process is in place to determine full implementation of Indicators at the district and building levels such as buildings have meeting minutes in place? (How do we know this is a sustained practice?)



Sample Coaching Review Part 4

Next Steps:

1. Include within assessment descriptions the specific processes and steps currently in place.
2. Within the fully met descriptions, include the evaluation process and data used to determine implementation.



November 15

ADE ACSIP Supervisors begin review of coaching comments from district to schools and provide technical assistance to Federal Program Coordinators.



Sample Coaching Comments from Districts to Schools

Coach (D)

08/25/15

Central Office Personnel

Team Information

The meeting yesterday went really well and everyone must be proud of the progress. I also appreciate the positive attitude toward the new ACSIP process. The process manager will email the minutes of the meeting to the leadership team today for review. The district looks forward to working with you again to continue support as the team implements this new ACSIP process.



Sample Coaching Comments from Districts to Schools

Coach (D)

08/31/15

Financial Officer

Demographics

I see that you have entered your Parental Involvement Plan!

Congrats!

I am sending by email a Word document as guidance for what you need to say in the State Categorical Program General Description form.

You can copy and paste from the descriptions. The programs that are being funded by categorical funds are listed in the descriptions, and you may elaborate on the impact and evaluation of those particular programs as you best see fit.

Look for the email with your attached descriptions.

I am also sending some demographics that might be helpful as well in completing your demographics pages in Indistar.



Sample Coaching Comments from Districts to Schools

Coach (D)

08/28/15

Central Office Personnel

Coach Review

October 1 is quickly approaching, and you have several forms that must be completed:

1. Parental Involvement
2. Supplemental Compliance Report
3. State Categorical Program Description
4. Schoolwide Plan Rubric for Monitoring and Evaluation

Also, check the names of the members of your leadership team to make sure that it is current. Review the deadlines on our original 5 indicators from last year. The indicator needs either to be marked as complete and documentation uploaded or revise your due date.

Remember, all leadership team meetings must be set up through Indistar with agendas, minutes, and sign-in sheets



Sample Coaching Comments from Districts to Schools

Coach (D)

09/11/15

District Coach

Monitor Plan

IID11

How is the monitoring of the "red flag" students? Are you able to identify and support those students? The indicators that have been assessed are looking great.

School

09/14/15

School Response

IID11

“Red flag” students are monitored through literacy intervention pull-out sessions. Students are identified based on benchmark , TLI data, and teacher referrals. “Red flag” students are supported through practice PARCC assessments, analytical essay writing , reading non fiction literature (Black Like Me by John Howard Griffin) and project based assignments.



January 8

- Cognos and APSCN Budget Reports for Federal Programs uploaded into Indistar



May 30

- Second Cognos and APSCN Budget Reports Budget Report for Federal Programs uploaded

If there are a lot of budget unit/object combinations that are 0.00 across the board (0.00 Budget and 0.00 expenditure), Click the button on the right that says "Delete All Selected." Only budget units with 0.00 transactions will be deleted.

Expenditure Budgets

File Edit Tools Favorites Help

Date: 11/21/2014 Through Period: 5

Selection Criteria

Year: [] FUND: []

BUDGET UNIT: [] FUNCTION: []

Account: [] LOCATION: []

Budget Control BUDGET UNIT: [] PROGRAM: []

Budget Control Account: [] SUBJECT: []

Status: []

Buttons: First, Advanced, Select LOCATION

Year	BUDGET UNIT	Account	Budget	Period Exp	YTD Expense	Encumbrances	Balance	Title	Account Title	Budget Organ
15	6501151106000000	61110	1200.00	0.00	0.00	0.00	1200.00	TITLE I BEFORE/AFTER	SALARY-CERTIFIEI	6501151106000000
15	6501151106100000	61110	2000.00	100.00	475.00	0.00	1525.00	TITLE I BEFORE/SCHD	SALARY-CERTIFIEI	6501151106100000
15	6501156006000000	61110	0.00	0.00	0.00	0.00	0.00	TITLE I	SALARY-CERTIFIEI	6501156006000000
15	6501157006000000	61110	0.00	0.00	0.00	0.00	0.00	TITLE I	SALARY-CERTIFIEI	6501157006000000
15	6501157006100000	61110	0.00	0.00	0.00	0.00	0.00	MATHEMATICS	SALARY-CERTIFIEI	6501157006100000
15	6501159106000000	61110	80053.00	6671.10	23348.85	0.00	56704.15	TITLE 1 INSTRUCTION	SALARY-CERTIFIEI	6501159106000000
15	6501159106100000	61110	0.00	0.00	0.00	0.00	0.00	SCHOOL WIDE INSTR	SALARY-CERTIFIEI	6501159106100000
15	6501217006000000	61110	547.67	45.64	114.10	0.00	433.57	PARENT INVOLVEMENT	SALARY-CERTIFIEI	6501217006000000
15	6501217006100000	61110	594.94	49.57	123.92	0.00	471.02	PARENT INVOLVEMENT	SALARY-CERTIFIEI	6501217006100000
15	6501229706000000	61110	0.00	0.00	0.00	0.00	0.00	LITERACY SPECIALIST/C	SALARY-CERTIFIEI	6501229706000000
15	6501232469900000	61110	7511.40	625.98	3129.81	0.00	4381.59	TITLE I FEDERAL PROGI	SALARY-CERTIFIEI	6501232469900000
15	6501159106000000	61120	46608.96	3884.08	13594.28	0.00	33014.68	TITLE 1 INSTRUCTION	SALARY-CLS	6501159106000000

164 match(es) found

Totals

Budget: 248,715.67 Period Expense: 14,177.53 YTD Expense: 72,136.31 Encumbrance: 0.00 Balance: 176,579.36

Buttons: OK, Back, Display Through, Adjust Budget, Transfer, Inactivate, Period Balances, Requisitions, Budget Control, ... Delete All Selected

Note in this example, there are 164 budget units displayed on first query. After deleting all budget units with no transactions whatsoever, there are 56 budget units found. Note total budget, period expends, YTD expense and balance are still the same.

Click EXCEL button to send this data to excel file.

The screenshot shows the 'Expenditure Budgets' application window. The main area displays a list of budget units with columns for Year, BUDGET UNIT, Account, Budget, Period Exp, YTD Expense, Encumbrances, Balance, Title, Account Title, and Budget Organ. Below the list is a summary table with the following data:

Totals	
Budget:	248,715.67
Period Expense:	14,177.53
YTD Expense:	72,136.31
Encumbrance:	.00
Balance:	176,578.36

An arrow points to the 'Excel' button in the toolbar, which is used to export the data to an Excel file.

Do a little excel magic, format the number columns for two decimal places, delete columns Budget Organ, Account and Status columns on the far right as they are duplicates. Add a formula after the last line for 'totals' for columns E, F, G, H, and I. Encumbrance column H can be deleted if it equals 0.00 total. Save the file as type 'excel workbook.' End result:

	A	B	C	D	E	F	G	H	I
1	Year	BUDGET ORGN	Account	Account Title	Budget	Period Exp	YTD Expense	Balance	Title
2	15	6501151106000000	61110	SALARY-CERTIFIED	1,200.00	0.00	0.00	1,200.00	TITLE I BEFORE/AFTER SCH
3	15	6501151106000000	62210	SOC SEC-CERTIFIED	114.60	0.00	0.00	114.60	TITLE I BEFORE/AFTER SCH
4	15	6501151106000000	62260	MEDCARE-CERTIFIED	17.40	0.00	0.00	17.40	TITLE I BEFORE/AFTER SCH
5	15	6501151106000000	62310	TCH RET CONT-CERTIFIED	168.00	0.00	0.00	168.00	TITLE I BEFORE/AFTER SCH
6	15	6501151106100000	61110	SALARY-CERTIFIED	2,000.00	100.00	475.00	1,525.00	TITLE I BEFORE/SCHO
7	15	6501151106100000	62210	SOC SEC-CERTIFIED	191.00	6.20	29.45	161.55	TITLE I BEFORE/SCHO
8	15	6501151106100000	62260	MEDCARE-CERTIFIED	29.00	1.45	6.89	22.11	TITLE I BEFORE/SCHO
9	15	6501151106100000	62310	TCH RET CONT-CERTIFIED	280.00	14.00	66.50	213.50	TITLE I BEFORE/SCHO
10	15	6501155506000000	63210	INSTRUCTIONAL SERV	2,980.00	0.00	0.00	2,980.00	LITERACY
11	15	6501155506000000	63310	CERTIFIED	100.00	0.00	100.00	0.00	LITERACY
12	15	6501155506000000	66100	GEN SUPPLIES	8,300.15	0.00	0.00	8,300.15	LITERACY
13	15	6501155506100000	63210	INSTRUCTIONAL SERV	115.00	0.00	112.99	2.01	LITERACY
14	15	6501155506100000	66100	GEN SUPPLIES	11,245.00	0.00	7,796.50	3,448.50	LITERACY
15	15	6501159106000000	61110	SALARY-CERTIFIED	80,053.00	6,671.10	23,348.85	56,704.15	TITLE 1 INSTRUCTION
16	15	6501159106000000	61120	SALARY-CLS	46,608.96	3,884.08	13,594.28	33,014.68	TITLE 1 INSTRUCTION
17	15	6501159106000000	62210	SOC SEC-CERTIFIED	4,963.29	360.49	1,177.24	3,786.05	TITLE 1 INSTRUCTION
18	15	6501159106000000	62220	SOC SEC-CLS	2,889.75	221.56	775.46	2,114.29	TITLE 1 INSTRUCTION
19	15	6501159106000000	62260	MEDCARE-CERTIFIED	1,160.77	84.30	275.30	885.47	TITLE 1 INSTRUCTION
20	15	6501159106000000	62270	MEDCARE-CLS	675.83	51.81	181.32	494.51	TITLE 1 INSTRUCTION
21	15	6501159106000000	62310	TCH RET CONT-CERTIFIED	11,207.42	933.96	3,268.86	7,938.56	TITLE 1 INSTRUCTION
22	15	6501159106000000	62320	TCH RET CONT-CLS	6,525.25	543.78	1,903.23	4,622.02	TITLE 1 INSTRUCTION
23	15	6501159106000000	62710	HLTH BENEF.CERTIFIED	3,632.57	300.00	1,050.00	2,582.57	TITLE 1 INSTRUCTION
24	15	6501159106000000	62720	HLTH BENE.CLS	1,385.10	114.00	399.00	986.10	TITLE 1 INSTRUCTION
25	15	6501159106000000	62730	HLTH BENE.CLS	1,385.10	114.00	399.00	986.10	TITLE 1 INSTRUCTION



December 1- March 1

- ADE ACSIP Supervisors (John Harris and LaDonna Spain) provide districts with coaching comments and technical assistance.
- Regional meetings as needed.

September 2015

Technical Assistance to Districts

- On site assistance to Districts as requested
- ACSIP workdays at Regional Cooperative Sites as requested
- Phone conversations
- In person
- Zoom sessions
- Priority School Indicator and 45 Day Plan roll out
- ADE Website updates
- ACSIP/ Indistar updates as needed
- ACSIP Bulletins
- Coaching Reviews



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 2015-2016 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. While the ACSIP model has been used for more than 10 years, the statewide field test this school year will feature new software and a new process that opens the door for improvement at all schools.

The new 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 feedback from ADE 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.

Leadership Practices and Procedures

The Basics

Logging into the Arkansas Statewide Field Test Tool

July/August 2015 Statewide Field Test Training Materials

Statewide Field Test AAEA Overview PowerPoint (PDF)

ACSIP Statewide Field Test School Health Initiatives (PDF)

For more information, please contact:

Richard Wilde Ed.D, Public School Program Manager

Arkansas Department of Education
Division of Public School Accountability
Four Capitol Mall, Box 26
Little Rock, AR 72201
Phone: 501-683-2501

School Improvement

[ACSIP Statewide Field Test](#)

[School Improvement Conference 2015](#)

[School Improvement Conference 2014](#)

[School Improvement Specialists](#)

[Related Laws](#)

[Related Commissioner's Memos](#)

Related Links

[ADE ESEA Flexibility Resources \(includes 2015 Priority and Focus Schools\)](#)

[National School Board Association \(NSBA\)](#)

[Arkansas School Board Association \(ASBA\)](#)

[COM-16-002 Specific Training Dates for the New ACSIP Software and School Improvement Process State-wide Field Test and Title I, Title II-A and Title III Applications](#)

[COM-15-082 Additional Information for the New ACSIP Software and School Improvement Process State-wide Field Test and Title I, Title II-A and Title III Applications](#)

[Center on Innovations in Learning](#)

[School Community Network](#)

[ADI Research, Reports and Resources](#)

[Academic Development Institute \(ADI\)](#)

[Indistar® Success Stories](#)

[Indistar®](#)

Bulletin Board

Date Sent	Message Expires	From	Your Message
08/31/2015	12/31/2015	John Harris and LaDonna Spain	Questions concerning completion of federal funding applications or compliance documents, Special Education, and Health and Wellness to the following assigned persons: Title I Part 1 application: Jayne Green 501-682-4231; Title I Part 2 budget: Annette Carlton-Pearson 501-683-1243; Title II-A application: Rick Green 501-682-4373; Title III application: Miguel Hernandez 501-682-6620; ACSIP assurances: Annette Carlton-Pearson 501-683-1243; Declaration of Non-Participation: Annette Carlton-Pearson 501-683-1243; Parental Involvement: Dr. Geraldine Mallette 501-683-5300; Notice of Funds Transferred: Annette Carlton-Pearson 501-683-1243; Supplemental Compliance Report (at building level): Jayne Green 501-682-4231; Schoolwide Plan Rubric for Monitoring Evaluation (at building): Jayne Green 501-682-4231; Other numbers include: Health and Wellness Requirements: Jerri Clark 501-683-3604; Special Education Pilot: Lisa Haley 501-682-4241



Sample Coaching Reviews

Glows/Reinforcement:

Kudos to the district leadership team for moving forward immediately following ACSIP training! Thank you for all that you do, Superintendent and Team!

The district will want to continue to include within the descriptions of current level development the specific information of the current reality. (Where are we with the current level of implementation?)



March 30

Required indicators should be assessed and planned.



ACSIP Statewide Plan

Page 53 in the Resource Packet

[SCHOOL LEVEL]

Improvement Process	Requirement	Due Date
<p>School Success Indicators</p> <p>---Schools(not Priority/Focus) = 13</p> <p>---Focus Schools = 18 KEY</p> <p>---Priority Schools = 18 KEY</p>	<p>Required</p>	<p>Preliminary Submission of Progress: December 1, 2015.</p> <p>End of Year Submission of Progress: March 30, 2016</p>



District Indicators

Indicators are found in the Indistar platform and on page 45 in the Resource Packet located on the ADE website at <http://www.arkansased.gov> and specifically on the Statewide Field Test page at http://www.arkansased.gov/public/userfiles/Public_School_Accountability/School_Improvement/Statewide_Field_Test_Resource_Packet.pdf.



ACSIP Statewide Plan Page 1 in the Resource Packet

[DISTRICT

Improvement Process	Notes:	Due Date
District Success Indicators ---District KEYS = 7	Required	Preliminary Submission of Progress: Dec. 1, 2015. End of Year Submission of Progress: March 30, 2016



All Districts Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

IA10

The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

IA14

The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)

IA15

The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

District Context and Support for School Improvement - Taking the change process into account

IB13

The district monitors progress of the extended learning time programs and other strategies related to school improvement. (4542)

District Context and Support for School Improvement - Clarifying district-school expectations

IC02

The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)

IC05

The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

ID01

A team structure is officially incorporated into the school governance policy. (36)



1st semester Indicators for the district.



Step 1 –The Dashboard

Welcome

Please enter your Login and Password below

LOGIN

Contact Us



ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Tech Support
State Contact

District Level - Demonstration Site

District Bulletin Board

Document Upload

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

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

Home Complete Forms Submit Forms/Reports Docs & Links Coaching

My Online Tool(s)	Description
District Success Indicators	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. Review Progress



Step 2- Select the blue button on the right Review Progress

Step 3 –
Select the
purple
button View
Indicators



Step 4 – Apply the Indicator filter and select All Districts

Arkansas District Indicators

Choose a filter to narrow your search.

Key Indicators only

apply Indicator filter remove filter

All Districts (required)

1 of 1

Arkansas / ACSIP

Indicator Report - District Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

- IA01 The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)
- IA02 The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)
- IA03 The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)
- IA04 The district provides incentives for staff who work effectively in hard-to-staff schools. (4)
- IA05 The district contracts with external service providers for key services in schools that need improvement. (5)
- IA06 The district provides schools with technology, training, and support for integrated data



Miscellaneous Questions

Questions from the Field

1. When will Priority and Focus Schools be given the names and contact information for the ADE SIS?

Priority Schools have already been contacted. Focus Schools will have meetings at regional cooperatives starting in October.

Questions from the Field

2. What is the process for identifying Priority and Focus Schools?
 - **ADE will host a meeting September 25, 2015 to review requirements for new Focus and Priority Schools at the ADE Auditorium.**
 - Priority Schools between 10:00 – 11:30
 - Focus Schools between 1:00 – 2:30
 - **On September 28, 2015 ADE will provide guidance to districts and schools by Zoom meeting.**
 - Priority Schools between 10:00 – 11:00
 - Focus Schools between 1:00 – 2:30

Questions from the Field

3. What is the achievement gap cut score for identification of Focus Schools?

Please refer to

Louis Ferren

Unit Leader for School Performance

Louis.ferren@arkansas.gov

501-682-4208

An ESEA PowerPoint on the ADE website entitled ESEA Focus and Priority Schools Presentation 2015 clarifies and breaks down the performance gaps and provides further explanation.

Questions from the Field

4. Will test data from 2015 PARCC become available?

Refer to

Hope Allen

ADE Special Advisor

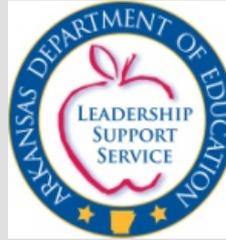
Hope.allen@arkansas.gov

501-682-5760

Once scores are submitted back to the districts for review, it will begin a process to determine the final scores to be recorded on file at the ADE.

Questions from the Field

5. What is the timeline for districts to receive “approval” of their plans from ADE?
 - The only portion of the plan that is approvable are the Federal Applications.
 - We will be looking at the General Descriptions as a helpful check.



Closing Remarks
by
Elbert Harvey



Public School Accountability Division Leaders

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The School Improvement Unit

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School Improvement Specialists

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



The Federal Programs Unit

Who are we?

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Federal Programs Specialists

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Fiscal and Administrative Services

Federal Funding

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Division of Learning Services

School Health Services

Who are we?

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