

# The Arkansas Department of Education

## AGENDA STATE BOARD OF EDUCATION

February 11, 2008

Arkansas Department of Education  
Auditorium - State Education Building  
9:00 AM

Chair's Report – Diane Tatum  
Commissioner's Report – Dr. T. Kenneth James

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### Consent Agenda

#### **C-1 Adoption of December 10, 2007, Minutes as Revised**

*Dr. Ben Mays requested additional information be added to the discussion pursuant to Bald Knob School District as reported in the Minutes for December 10, 2007. In lieu of interpretation of the discussion, the Secretary has attached a complete transcript of the discussion from that item as recorded and provided by the Court Reporter. A reader of the Minutes may opt to read the full transcription for that item.*

*Presenter: Diane Tatum*

#### **C-2 Minutes - January 2008**

*Presenter: Diane Tatum*

#### **C-3 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan**

*By the Court Order of December 1, 1993, the Department of Education is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The February report summarizes the PMT for January.*

*Presenter: Dr. Charity Smith/Willie Morris*

#### **C-4 Newly Employed, Promotions and Separations**

*The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.*

*Presenter: Ms. Beverly Williams Ms. Clemetta Hood*

#### **C-5 Reports on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001.**

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 61 school districts covering a total of 117 positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

**Presenter:** Beverly Williams, Assistant Commissioner

## **C-6 Review of Loan and Bond Applications**

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: Revolving Loans – 2 Bus Application and 1 Construction Application – Recommend Approval; Commercial Bonds - 3 Second Lien Applications – Recommend Approval; 9 Voted Bond Applications – Recommend Approval

**Presenter:** Dr. Bobbie Davis and Ms. Amy Woody

## **C-7 Approval for Payment of Stipends and Expenses to Board Members**

Arkansas Code Annotated Sec. 25-16-904 provides that all State Boards and Commissions may authorize payment of a stipend to its members. The Statute sets the stipend for the State Board of Education at \$85.00 per day and provides for reimbursement of actual expenses for mileage and per diem consistent with approved State authorization.

By adoption of this item, the Board adopts payment of stipends and expenses for 2008 consistent with statute.

**Presenter:** Diane Tatum

## **Action Agenda**

### **A-1 Hearing of District Conversion Charter School Application and ADE Review: Mississippi County STEM Charter – Blytheville Public School District**

Mississippi County STEM Charter School is a proposed district conversion charter school to be located within the Blytheville Public School District in Burdette, Arkansas. The sponsoring entity on the application is the Blytheville Public School District. Students in grades 10-12 would be served with a proposed enrollment of 300 students. The proposed facility is located

at Interstate 55 & Highway 148, Exit 57, Burdette, Arkansas. The Blytheville School District School Board approved the proposed District Conversion Charter application.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for the Mississippi County STEM Charter School. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have been included for review by the State Board of Education.

The applicant is requesting to be granted a District Conversion Charter from the State Board of Education.

**Presenter:** Dr. Mary Ann D. Brown, Charter School Program Director

### **A-2 Request for Approval: Fourth Year High School Mathematics Courses**

Request for approval of two fourth-year high school mathematics courses developed to provide students with additional options after completing Algebra II. A committee of 14 high school mathematics educators, ADE math specialists,

instructional supervisory personnel, and higher education faculty contributed to the development of these courses on January 16-18, 2008.

**Presenter:** Dr. Gayle Potter, Associate Director, Curriculum, Assessment and Research

**A-3      Consideration for Adoption: Arkansas Department of Education Technology Plan 2008-2012**

The Arkansas Department of Education last updated the State Technology Plan in July of 2000. That plan, as well as this revision, was developed by representatives from a wide range of educational organizations including state agencies, education cooperatives, and local school districts. The technology planning committee modified the previous plan to include such recent developments as the 21st Century Skills, the National Educational Technology Standards for Administrators, and new and expanded technologies currently being used in schools.

**Presenter:** James Boardman

**A-4      Revocation of 2007-2008 ABC Grant Agreements: Southwestern Economic Development Association (SWEDA)**

In August of 2007, DCC-ECE was alerted to possible irregularities in the financial oversight of SWEDA's ABC programs. In response, DCC-ECE assigned an auditor to examine the global financial situation for the agency. Based on those findings of violations of basic financial procedures, DCC-ECE requests board approval to revoke the 2007-2008 ABC Grant Agreements for this agency.

**Presenter:** Tonya Russell and Jamie Morrison, DCC-ECE

**A-5      Consideration for Approval for Public Comment: Proposed Rule Changes to Arkansas Better Chance (ABC) Program**

DCC-ECE requests approval to take these proposed changes to the ABC Rules and Regulations out for public comment.

**Presenter:** Tonya Russell and Jamie Morrison, DCC-ECE

**A-6      Consideration for approval for Public Comment: Revisions to Arkansas Department of Education Rules Governing Loan and Bond Applications**

The Loan and Bond Applications Rules (Rules) were promulgated in 2001. The proposed revisions to these Rules reflect procedural changes and name changes which have occurred since the adoption of the original Rules. A new section (Section 13.00) of the Rules has been added concerning loans to "high growth" school districts. Act 995 of 2007 sets forth the specific requirements of the High-Growth School District Loan Program (Program). The Commission for Arkansas Public School Facilities and Transportation (Commission) will receive the loan applications under the Program, shall make an initial determination as to the district's space needs, and then will forward conforming applications to the Department for its review and decision, pursuant to these Rules.

The Commission, at its January 29, 2008 meeting, approved its own Program Rules for public comment. The Commission's Program Rules are similar to the provisions found in Section 13.00 of these Rules.

**Presenter:** Scott Smith/Dr. Bobbie Davis

**A-7      Consideration for Approval for Public Comment: Proposed Rules Governing the Minimum Qualifications for General Business Managers of Public School Districts**

Act 1591 of the 2007 Regular Session established that the requirements of the general business manager of a public school district must meet minimum requirements as established by rules developed by the Department of Education. These proposed rules implement the requirements of Act 1591.

*Presenter: Mr. Bill Goff*

**A-8 Consideration for Approval for Public Comment: Proposed Rule Changes in Special Education Rules Contained in the Documents Special Education and Related Services: Procedural Requirements and Program Standards, and Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21.**

*In order for the State education agency (SEA) to be in compliance with requirements of Part B of the Individuals with Disabilities Education Act (IDEA), the SEA must complete and have adopted by the State Board of Education revised/amended state special education rules that reflect current federal IDEA Part B statutory and regulatory requirements. This requirement must be met by July 1, 2008 in order for the SEA to remain in compliance and to receive Title VI-Part B funding after July 1, 2008.*

*Full text of the proposed revisions may be obtained from the Special Education Division.*

*Presenter: Marcia Harding, Associate Director, Special Education*

**A-9 Hearing on Waiver Request for Certified Teacher's License – Jack Bailey**

*This item was tabled from the January Agenda.*

*Mr. Bailey was convicted of Public Sexual Indecency on November 3, 1999. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(c)(23). On July 17, 2007, Mr. Bailey was notified of the denial of his application for renewal of his certified teacher's license. On August 24, 2007, Mr. Bailey submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-410(d).*

*Presenter: Courtney Salas-Ford, Staff Attorney*

**A-10 Appointment of Nominating Committee for 2008-2009**

*The Board's adopted guidelines for election of officers provides for the appointment of a Nominating Committee consisting of three (3) Board members, all of whom shall have served at least two years on the Board, on or before March 1 of each year. The February meeting will be the last regularly scheduled meeting prior to March 1.*

*Presenter: Diane Tatum*

## **Reports**

**Report-1 Special Recognition: 2007 Arkansas Recipients of the Milken Family Foundation National Educator Awards**

*In 1987, education pioneer Lowell Milken conceived and created the National Educator Awards program. His main belief was—and is—that an effective way to advance the teaching profession is to reward educators' achievements, enhance their resources, and expand their professional interests.*

*Arkansas was invited to participate in the Awards program in 1991. Since that time 60 Arkansas educators have been named Milken Educators. Today, we recognize the 2007 Arkansas Milken Educator recipients who were surprised with the announcements in October, 2007.*

*Presenter: Dr. Ken James, Commissioner*

Minutes  
State Board of Education  
Monday, December 10, 2007

The State Board of Education met in the Garden View Room at the Clinton Presidential Library on Monday, December 10, 2007. Diane Tatum, Chairman, called the meeting to order at 1:00 p.m.

The following Board members were present: Diane Tatum, Chair; Randy Lawson, Vice-Chair; Sherry Burrow; Jim Cooper; Brenda Gullett; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; and Dr. Naccaman Williams. Non-voting member, Justin Minkel, also attended.

No members were absent.

**Chair's Report**

Ms. Tatum reported that she spoke at an informational meeting for aspiring superintendents held at the Arkansas River Educational Cooperative in Pine Bluff and she also attended the Governor's Press Conference announcing the 2008 Arkansas Teacher of the Year.

Ms. Rebick reported attending a Project EAST session held at the Clinton Library where students presented documentary films promoting the Smart Core Curriculum. She also attended the Bessie Moore Council on Economic Education luncheon.

Mr. Lawson reported attending and speaking at the Blue Ribbon School Recognition event at Bentonville High School along with ADE deputy director, Dr. Diana Julyan; U. S. Congressman Boozman, Arkansas State Representative Hardwicke and U. S. Department of Education officials. Bentonville High School was selected as one of 37 award winners from across the nation.

**Commissioner's Report**

Dr. James reported the following:

- Mr. Paul Gray, high school social studies teacher at Russellville High School, was named Arkansas Teacher of the Year.
- A visit to Beebe High School to observe a class in Mandarin Chinese delivered by distance learning.
- A presentation to a conference for education journalist held in Houston, TX. He stated that he took the opportunity to relate the many good things happening in our state.

**Consent Agenda**

Dr. Williams moved to approve the Consent Agenda as presented. Ms. Burrow seconded the motion. The Consent Agenda was adopted unanimously.

- Minutes from November 5 and November 6, 2007
- Adoption of Meeting Dates Arkansas State Board of Education January 2008-December 2008
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Review of Loan and Bond Applications
- Reports on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001
- Request for Approval of Stipulated Agreement – Angela Charmagne Leger
- Consideration for Approval of QZAB Allocation Applications

### **Action Agenda**

#### **Request for Approval of 2007-2008 Arkansas Better Chance Grants – Round 5**

Jamie Morrison was recognized to present this item. Ms. Morrison stated that additional proposals were received, evaluated by staff and deemed approvable.

Mr. Lawson moved approval as presented. Ms. Gullett seconded the motion. The motion was adopted unanimously.

#### **Consideration for Adoption Revisions to the Foreign Language Curriculum Framework**

Dr. Gayle Potter was recognized to present this item. Dr. Potter noted that this framework was expanded and included a number of languages, which were previously not in the foreign language framework. She stated that other languages, such as Arabic, could be added in the future, but currently there are no instructional resources for such languages.

Ms. Gullett asked about Non-Traditional Licensure for native speakers who might be teaching some of these courses in the high schools. Beverly Williams responded that the Non-Traditional Licensure policies have been revised to accommodate issues such as this.

Ms. Tatum asked when the revisions would become effective. Dr. Potter stated that upon adoption, the new frameworks will be posted on the ADE Website immediately with the intent that the new framework will be used in schools beginning in the fall 2008.

Ms. Gullett moved to adopt the foreign language framework as presented. Mr. Cooper seconded the motion. The motion was adopted unanimously.

#### **Consideration for Adoption Library Media Framework**

Dr. Gayle Potter was recognized to present this item. Dr. Potter stated that the Library Media Framework is a new framework and that adoption of this as an area of study is consistent with trends in other states. She did state that her office had received feedback from one school inquiring about student learning expectations at Grades 5 and 6 asking students to be reflective about their work and research

that they may have initiated. Dr. Potter indicated that to pull these student expectations from Grades 5 and 6 would leave a gap in the framework in that there are similar expectations at other grade levels.

Ms. Burrow moved approval as presented. Dr. Williams seconded the motion. The motion was adopted unanimously.

### **Consideration for Final Approval: Arkansas Department of Education Rule Governing the Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP)**

Dr. Alice Barnes Rose was recognized to present this item. Dr. Barnes Rose stated that these rules have been in the revision process for some time and the most recent revisions are based on Board suggestions. Dr. Barnes Rose requested that two additional changes be made: in Section 5.02.4 add "instructional facilitator" as an eligible participant and in Section 7.04 delete "district and."

Dr. Mays moved final approval of this rule with the changes suggested by Dr. Barnes Rose. Dr. Knight seconded the motion. The motion was adopted unanimously.

(A complete transcript of the following items was recorded by a court reporter and can be accessed from the State Board Office in the Arkansas Department of Education.)

### **Status Report Bald Knob School District**

Dr. Bobbie Davis was recognized to present this report. Dr. Davis summarized data presented in the Agenda materials indicating that the Bald Knob School District is currently operating within available revenue, indicated that the patrons in the District passed a sales tax, which will be dedicated to operation of the school. Additionally, she recognized Mr. James Staggs, interim superintendent, who reported that all of the short-term debt obligations had been met in full. Dr. Davis also noted that based on current projections, the District should have an operating balance of \$56,000 before any sales tax revenue and other state funds are received. She also projected an operating balance of \$450,000 at the end of the 2008-2009 school year.

Ms. Rebick expresses hope that some of the cuts in teacher benefits could be reinstated once financial balances are stable. Mr. Staggs supported that idea.

Dr. Mays advanced questions regarding the construction costs of gym facilities as part of the overall high school campus. He asked if the athletic facility had not been built, would the school have been in fiscal distress. Dr. Davis noted that that was four years ago and there was no way to make such determinations at this time. Mr. Cooper asked for a point of order noting that this line of questioning did

not contribute to the Agenda and to the issue of the status report of the District at this time. Ms. Gullett also stated that this line of questioning was not justified at this time. Dr. Mays contended that too often districts are spending money on athletics and athletic facilities that are not essential or not required for the academic program.<sup>1</sup>

Mr. Lawson moved to accept the report. Dr. Knight seconded the motion. The motion was adopted unanimously.

Dr. James stated the status of the Bald Knob School District:

- The Bald Knob School District will continue to operate under State oversight with the local leadership of interim superintendent James Staggs.
- The District will continue to be classified in fiscal distress.
- The Board will be provided updates as necessary, but at least by the end of the fiscal year.

### **Continuation of the Hearing of Open Enrollment Charter School Application: Covenant Keepers College Preparatory Charter School**

Dr. Mary Ann Brown was recognized to introduce this item. Dr. Brown summarized points from the previous Board discussion and identified issues yet to be resolved. Dr. Valerie Tatum was present to respond to Board members' questions.

The issue of property ownership and the availability of the property for purchase remained unresolved. Real estate agent, Rolland Christianis, presented documentation of work to clear legal issues related to the sale of the property. He stated that some of the parties lived out of state and had not responded to documents sent for signature.

Ms. Gullett observing that too many of the actions are not transparent, moved to deny the charter application. The motion failed for lack of a second.

Ms. Rebick moved to table further consideration due to lack of progress with obtaining necessary signatures to establish ownership of property. Dr. Knight seconded the motion. The motion passed on a roll-call vote with a vote 6 yes and 2 no (Cooper and Gullett voted no.)

The following documentation was identified as essential prior to further consideration at the January 2008, Board meeting.

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<sup>1</sup> Dr. Ben Mays requested amendment to the minutes to replace this paragraph with the attachment found at the end of these Minutes.

- Tentative real estate agreement documenting agreement to sell the property,
- Letter of Credit from lending institution that assures financing should sale be completed,
- Written proof of appropriate zoning from City of Little Rock,
- Agreement for lease of buildings,
- Summary of plumbing and electrical costs to erect facilities on school site.

**Continuation of the Hearing of Open Enrollment Charter School Applications:**

- e-STEM Elementary Pubic Charter School**
- e-STEM Middle Public Charter School**
- e-STEM High Public Charter School**

Scott Smith summarized the previous discussion regarding these applications and restated that the parties had agreed to consider the three applications as one entity.

Dr. Roy Brooks, consultant to the e-STEM applications, and projected administrator of the schools was introduced to provide the updated information and to respond to Board member questions.

Discussion focused on the responsibility of the owner of the building for structural maintenance during the period of the lease.

Dr. Mays moved to table until the January meeting to get additional clarification on the lease agreement. Ms. Rebick seconded the motion. The motion failed on a voice vote 1 yes 7 no (Mays voted no.)

Ms. Gullett moved to approve the e-STEM Elementary, e-STEM Middle and e-STEM High open enrollment charter schools for five years. Mr. Lawson seconded the motion. The motion was adopted unanimously.

The Board recommended that the charter developers seek to establish participation of agencies dealing with economic development and representatives from the Arkansas Science and Technology Authority.

Dr. Williams moved adjournment. Dr. Knight seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 3:05 p.m.

These Minutes were recorded and reported by Dr. Charles D. Watson.

There is one attachment to these Minutes – Transcript from the Court Reporter of discussion pursuant to the Bald Knob School District Update. [Transcript Bald Knob pgs 2 to 24.pdf](#)

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Dr. Kenneth James Commissioner, Dept of Education

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Diane Tatum, Chair, State Board of Education

**P R O C E E D I N G S**

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2           **CHAIRPERSON TATUM:** We're calling the Arkansas  
3 State Board of Education, December 10, 2007, meeting  
4 to order.

... THE RECORD ...

21 **ACTION AGENDA ITEM A-5:**

22           **CHAIRPERSON TATUM:** The next item, Status Report  
23 for the Bald Knob School District. And Dr. Davis?

24           **DR. DAVIS:** Madam Chair, Members of the Board,  
25 I'm going to use my superintendent voice because I'm

1           having trouble hearing in here. So if that's all  
2           right with you, I'm going to ratch it up just a bit.  
3           On September 24th, the State Board held a special  
4           meeting to consider the proposed annexation of Bald  
5           Knob School District. The District had received  
6           donations in excess of a million dollars at that time  
7           to help address its short-term debt obligations. And  
8           the State Board voted in September to allow Bald Knob  
9           to retain its fiscal distress status and to continue  
10          to operate. The Board requested a follow-up report  
11          in December on the District's financial status.

12                 We have included in your packet a status report,  
13                 as we usually do, in exactly the same format, which  
14                 gives the background data about why Bald Knob was  
15                 identified, what the areas of concern were, about the  
16                 classification, the dates, and what-have-you. You'll  
17                 also see on that page a four-year summary of their  
18                 assessment data, their people expenditures, the  
19                 number of staff they have hired, the average salary,  
20                 and what-have-you. Of course, the latest information  
21                 available is through the year '06/'07; of course, the  
22                 current year is not available yet.

23                 If you will look on that page, we have given you  
24                 a list of the actions that the District has taken in  
25                 the year '07/'08. I'd like to go over those if you

1 would look at your list there in the packet. They  
2 have eliminated a band director and part-time  
3 certified FTE's, 2.14 FTE's. And we have the savings  
4 over here on the right-hand column; you can kind of  
5 see how the District has been able to accomplish a  
6 great deal in regard to cutting back on their staff  
7 and their expenditures. They eliminated an  
8 elementary teacher and a secondary math teacher  
9 through attrition. They eliminated an academic coach  
10 position that the District was paying for. They  
11 eliminated a counselor position through attrition.  
12 They eliminated 3.5 classified positions, and I have  
13 those listed there for you -- a school and community  
14 coordinator, a half-time secretary, and two  
15 elementary aids. They eliminated a resource officer,  
16 a custodian, and a food service worker, as well,  
17 through attrition. They reduced their employee  
18 insurance contributions. At the time that we took  
19 over Bald Knob, they were paying \$200.00 per month  
20 per participating eligible in the health program.  
21 They have now gone and reduced that down this year to  
22 \$131.00 a month, as is required by the current law.  
23 They eliminated the sick leave bonus, which was being  
24 paid for unused sick leave. They restructured their  
25 debt in September, which this year the savings

1           amounted to over \$121,000.00. They approved a sales  
2 tax in their November election; we don't exactly know  
3 what that will generate, so we have not included that  
4 in your total here. But just those things totaled  
5 right in the neighborhood of \$679,000.00. So, they  
6 have made a concerted effort in their District to cut  
7 back, most of that in expenditures.

8           Their proposed actions for next year, year  
9 '08/'09, they plan to eliminate two additional  
10 classified office aid positions that are going to  
11 come about through attrition. And then they're going  
12 to eliminate two certified positions through RIF.  
13 They have not identified those positions as yet, but  
14 they are doing their analysis at the present time and  
15 are estimating that they'll be able to save a  
16 considerable amount of money on those two positions.

17           I didn't get it to you here, and I'm sure that  
18 Mr. Staggs will want to report this, but they have  
19 also, by private donations, received in excess of 1.6  
20 million dollar in donations from community people and  
21 concerned patrons of that District with regard to  
22 their status. And they are trying to remove  
23 themselves out of debt.

24           The second page that you have in your handout  
25 gives you the projections that we are making based on

1 current status of July through October, which is  
2 based on actual. We've given you a revenue and  
3 expenditure breakout. And then we have looked at  
4 projecting from November to June of this year, and we  
5 tried to adjust salaries based on current status of  
6 who was still remaining and reduce where we were  
7 losing positions and what-have-you. And if you will  
8 look at that, you will see that we are projecting  
9 them to have a balance at the end of this year in the  
10 black of \$66,158.70. But I want to point out to you  
11 that you need to look at the notes at the bottom. We  
12 are not including the balance of their SOS fund,  
13 which is \$535,000.00 in our total and we are not  
14 including any of the estimated sales tax revenue.  
15 That way, you can see that this is the absolute  
16 worst-case scenario and they are in fact going to end  
17 the year with a higher balance than that. But we did  
18 not want to inflate -- we wanted you to look at the  
19 actual savings of the programs and not those separate  
20 categories of money.

21 The last page of your handout, there is some  
22 information that was in your Board book that deals  
23 with the gymnasium. But if you would skip that for  
24 just a second and move to the back page of this  
25 particular agenda item, we went ahead to give you

1           projections for '08 and '09. We used the beginning  
2           balance of the \$66,158.70, which again is the worst-  
3           case. We have made projections; we updated, based on  
4           the new amount of money that's available on  
5           foundation; we have included the new amount of money  
6           on enhanced educational funding; we decreased  
7           expenditures when we knew they were going to  
8           decrease; we have decreased salaries and benefits in  
9           the same way. We tried to make this as realistic a  
10          number that we could come to. And when you look at  
11          that, based on the revenues available to them and  
12          with the expenditures that we are projecting for next  
13          school year, we're hoping that they will be able to  
14          end with somewhere around \$450,000.00. Note at the  
15          bottom, that projection does not include categorical  
16          funds. It does not include federal funds. It does  
17          not include the \$535,000.00, which was remaining in  
18          their foundation fund, the SOS fund. And it does not  
19          included any of the estimated sales tax revenue.

20                 Mr. James Staggs, Superintendent for Bald Knob,  
21                 that the State placed there to be their leader in  
22                 this fiscal distress status, is here today. And I  
23                 think he has an announcement to make. Mr. Staggs?

24                         **MR. STAGGS:** You want me to do it from here or  
25                         come up there?

1                   **DR. DAVIS:** I think you should come up here so  
2 everyone can hear you.

3                   **MR. STAGGS:** I will only take a few moments.  
4 Thank you for allowing me to come here today, and  
5 thank you for allowing me to come this far on this  
6 journey. I want to cover some things that has  
7 happened since I became acting superintendent of  
8 August 22nd. Most of it Bobbie has already talked  
9 about -- Dr. Davis has already talked about. The  
10 sales usage tax that all of you were interested in,  
11 as we were interested in, passed with eighty-nine  
12 percent approval in our community. We made payroll.  
13 As many of you know, payroll, when I started there,  
14 was on the 15th of the month and so we were not  
15 getting our foundation aid money until the end of the  
16 month and having to make payroll in the middle of the  
17 month. But that has since changed and we are  
18 steadily moving it toward the end of the month, where  
19 it needs to be. But this month we were able to make  
20 payroll without using our November foundation aid,  
21 which allowed -- if you will remember, you had to  
22 give us some money early for Bald Knob Schools to  
23 survive in August. And that allows us to push it all  
24 the way back to June and puts us in a good position  
25 for ending the year.

1           The projected budget through June 30th of this  
2 year, if you will look at the SOS funds that we have,  
3 as well as the revenue and sales tax, which over a  
4 four-month period will be \$176,000.00 estimate. That  
5 all lines up pretty much with what I told you on the  
6 24th of September, when I was here, that I projected  
7 we would finish with a balance of \$400,000.00 this  
8 school year, on June 30th. In effect, we will  
9 probably finish closer to \$600,000.00, if everything  
10 continues to fall as it should, because I think my  
11 projections on expenditures and operating expenses on  
12 a monthly basis was probably pretty -- was a little  
13 over the top. You have to have a little bit of play  
14 or a little room to mess with.

15           The other thing that I would say, I would tell  
16 you that at the end of next year, with the  
17 projections here, we'll be close to a million  
18 dollars, which is where we need to be -- where our  
19 school district should be. And then you'd say,  
20 "Well, how can this happen?" Well, first off, one of  
21 the things that really helped was the previous  
22 administration and board there made these cuts that  
23 Bobbie outlined for you in the spring, where you  
24 could do something with the contracts and those sort  
25 of things. And that was probably a savings to us

1           there of a half-million dollars, \$600,000.00. Since  
2           then, the rest of it has come -- my staff has been  
3           most cooperative in not asking for things that they  
4           didn't have to have. We have not spent as much money  
5           this year as we would in previous years for supplies  
6           and materials, because we simply knew that we had to  
7           cut back on those things if wanted to position  
8           ourselves in a good financial position.

9           Oh, and by the way, you're invited to Bald Knob  
10          tonight. We're going to have a community meeting and  
11          report to our community and we are going to shred the  
12          \$900,000.00 loans that we owe and we've paid off on  
13          Friday of this week. So we have no other short-term  
14          loans. We have a post-dated warrant of \$120,000.00.  
15          The rest of our debt is in bonded indebtedness. And  
16          it isn't because of what any one individual or any  
17          leadership or any of those things that's happened.  
18          God just gave our community and the communities  
19          around us a giving heart and all of this has happened  
20          as a result of it. If you have any questions about  
21          our financial position here and the report that's  
22          been given, I'll be happy to answer.

23                   **CHAIRPERSON TATUM:** Mr. Staggs?

24                   **MR. STAGGS:** Yes.

25                   **CHAIRPERSON TATUM:** Job well done.

1                   **MR. STAGGS:** Thank you, ma'am.

2                                   **(APPLAUSE)**

3                   **CHAIRPERSON TATUM:** Are there questions or  
4 comments from Board Members? Mr. Lawson?

5                   **MR. LAWSON:** Mr. Staggs, I just want to  
6 congratulate you and the community. You know, y'all  
7 received the wakeup call, y'all heard it, you  
8 responded to it in an extremely positive way. And  
9 this is just another example of when communities  
10 really get engaged in their local schools, good  
11 things happen. And really, y'all are just to be  
12 commended for the community support. The breadth of  
13 it is impressive. So, congratulations again to  
14 y'all.

15                   **MR. STAGGS:** I want to remind you too, all of  
16 the time that Bald Knob schools were going through  
17 this financial crisis our test scores were just going  
18 up the whole time. Our community -- our school has  
19 always risen above in our community. And I don't  
20 mean that in a negative way, but it's just Bald Knob  
21 schools -- Herman Luper has served in the Bald Knob  
22 schools, and many of you know him, for 35 years or  
23 more and he planned all this. We were recognized at  
24 one time as being the most comprehensive -- one of  
25 the most comprehensive schools in the nation because

1 we served our community from cradle to grave, all the  
2 way from preschool -- from six months to adult  
3 education. We don't have adult education right now;  
4 we can probably get it back.

5 The other thing I just want to tell you, most of  
6 you probably saw this and I shouldn't say it because  
7 I can't give you the details of it, but I think Dr.  
8 James and others will know what I'm talking about.  
9 Bald Knob schools is one of the 38 or 40 schools --  
10 high schools in the state that was said to be a  
11 bronze medal winner by U.S. News out of -- how many  
12 school districts, how many high schools do we have?

13 **DR. JAMES:** 340.

14 **MR. STAGGS:** How many?

15 **DR. JAMES:** 340.

16 **MR. STAGGS:** 340. I've been out of the loop for  
17 a while. Our of 340 schools in the state, to have  
18 your high school selected as one of the 40 bronze  
19 medal winners -- there were several silver medals in  
20 the state -- is great. And that's just our kids and  
21 our staff and our community. The one thing that's  
22 going to happen in all this -- you know -- sometimes  
23 things happen and you don't understand why, but there  
24 was a reason, there was a plan. We're the closest  
25 we've ever been in this community and we're going to

1 take what we achieved through saving our school and  
2 we're going to make our community a better place to  
3 live. We're going to be closer, we're going to work  
4 on industry and commerce, and we're going to work on  
5 a lot of different ways in which we can be a better  
6 place and be more attractive to people.

7 **CHAIRPERSON TATUM:** Well, you are to be  
8 commended, your staff and the community for getting  
9 it back on track.

10 **MR. STAGGS:** Thank you, ma'am.

11 **CHAIRPERSON TATUM:** You're to be commended for  
12 that. Ms. Rebick?

13 **MS. REBICK:** Yes. I just have really I guess  
14 maybe an observation more than anything. Certainly,  
15 it's not my place to look too closely at what you've  
16 cut because, I mean, you had to cut everything you  
17 did. But I'm just kind of looking at it from my own  
18 experience as a businessperson. You know,  
19 eliminating the sick leave bonus -- I mean, I  
20 understand why; I got it. But I'm thinking that, you  
21 know, if they're not going to get paid for the days,  
22 they're going to take the days off and that means --  
23 then possibly that would mean that the teacher is not  
24 going to be in the classroom, you know, teaching the  
25 kids. I'm just looking at it from the kids'

1 perspective. From my opinion, I would rather go  
2 ahead and pay the sick leave bonus, rather than have  
3 the teacher just, you know, take off.

4 **MR. STAGGS:** I agree with you totally. And we  
5 are not -- we are not a normal school this year.

6 **MS. REBICK:** Right.

7 **MR. STAGGS:** And the cuts that had to be made  
8 were not cuts that you normally would make. But next  
9 year, I have said to staff -- and I will say it again  
10 to staff tonight -- next year -- by next year, we'll  
11 be able to return to a normal situation.

12 **MS. REBICK:** Situation. Every little bit helps,  
13 I understand that.

14 **MR. STAGGS:** At least my normal.

15 **MS. REBICK:** Uh-huh.

16 **MR. STAGGS:** At least my normal, where you line  
17 up expenditures and revenues.

18 **DR. DAVIS:** Before we get too carried away with  
19 putting all the stuff back in that costs money, we're  
20 done.

21 **MR. STAGGS:** If we get a million dollars, we'll  
22 be able to do some of these things. We're pretty  
23 much -- see, we didn't show a lot of the cuts  
24 projected for next year because the State Department  
25 hired one of my people. Another one -- another one

1 is leaving us. Two are leaving at semester. And so  
2 we've had a lot of people who have just -- who are --  
3 we're bare bones right now. We do not want to hurt  
4 our academics by not providing the kind of  
5 instructional vehicle that we need to, to continue to  
6 improve the academics. We just had to do some things  
7 this year -- it was either do them or run the risk of  
8 losing our school.

9 **CHAIRPERSON TATUM:** You made the right decision.  
10 Are there other questions or comments from the Board?  
11 Yes, Dr. Mays?

12 **DR. MAYS:** I'm not sure if I need to ask this  
13 question to you or to Dr. Davis. And, Dr. Davis, I  
14 appreciate you looking up this information for us  
15 about the cost of the facility. I had a question at  
16 the last meeting about what the total expenditure was  
17 for the high school complex. And on the list of  
18 fiscal indicators that is the one thing that is an  
19 expense that shows up as one of the -- as an  
20 expenditure that caused the Bald Knob District to get  
21 in financial difficulty. It says, "Total  
22 expenditures exceeding total revenues due to  
23 construction costs of the new high school complex."  
24 In reality, it was a high school gym complex. I  
25 think we should make that clear. And it looks like

1 in this information that I'm looking at is the Bald  
2 Knob District spent in the neighborhood of \$2.5  
3 million and about a third of that building was a gym,  
4 based on square footage. It would be more if you  
5 base it on cubic footage but on square footage about  
6 a third of the building is a gym. So, it comes to  
7 about \$2.5 million for the gym.

8 **DR. DAVIS:** A gym and an auditorium.

9 **DR. MAYS:** And the question I had last meeting  
10 that I would like to have answered this meeting still  
11 is: would the Bald Knob District be in fiscal  
12 distress today had they just built a high school and  
13 left off the gym?

14 **MR. STAGGS:** Madam Chair, can I answer that  
15 question?

16 **CHAIRPERSON TATUM:** Proceed.

17 **MR. STAGGS:** Mr. Mays, when I came down here and  
18 sat here on the 24th, I had been on the job 32 days.

19 **DR. MAYS:** And I'm sorry, I didn't know that.

20 **MR. STAGGS:** You were rude and disrespectful  
21 . . . .

22 **DR. MAYS:** Well, I'm sorry. If I appeared to be  
23 that . . . .

24 **MR. STAGGS:** . . . to me and my community.

25 **DR. MAYS:** If I appeared to be disrespectful,

1 I'm sorry, sir. I try to do the public's business  
2 and I truly expected someone in the building to know  
3 the answer to that question.

4 **MR. STAGGS:** I don't see that that question is  
5 even germane to what we're here to discuss today.

6 **DR. MAYS:** Well, should I do the math?

7 **MR. STAGGS:** According to the agenda, I was here  
8 to discuss with you the financial situation in our  
9 school district.

10 **DR. MAYS:** If you would prefer, Dr. Davis can  
11 answer the question. Either of you can answer the  
12 question.

13 **MR. STAGGS:** If Dr. Davis wants to answer the  
14 question, I'll be happy for her to. If you have any  
15 other questions relative to the nature of the  
16 situation in our district, I'll be happy to answer  
17 that.

18 **DR. MAYS:** It's just a matter of mathematics.

19 **DR. DAVIS:** The high school complex was totally,  
20 including the gym and everything, was 74,933 square  
21 foot and the gym portion of that was 25,270 square  
22 foot. So -- yes, sir.

23 **DR. MAYS:** So, if they were \$2 million in the  
24 hole, after spending \$2.5 million on the gym, they  
25 wouldn't be in fiscal distress. Is that not a

1                   logical statement to make?

2                   **DR. DAVIS:** Well, no, sir. I'm not going to say  
3 that at all. Because this was several years ago and  
4 most of the -- in later years, what we were looking  
5 at was they had renovated some administrative  
6 buildings, administrative offices, with cash and some  
7 other things that -- I'm not going to say that the  
8 gym was the total cost. No, sir.

9                   **DR. MAYS:** Let's just say it another way. You  
10 add the money -- add \$2.5 million back into their  
11 account today, and they're in the black.

12                   **DR. DAVIS:** But there's no way for me to know  
13 that that would have saved them from being in fiscal  
14 distress. I don't know if I could say that.

15                   **DR. MAYS:** Well, if you add \$2.5 million . . .

16                   **CHAIRPERSON TATUM:** Dr. Mays, the report that  
17 has been presented to us clearly demonstrated to us  
18 that they have done the things that they needed to do  
19 to get themselves back . . .

20                   **DR. MAYS:** And that has to do . . .

21                   **CHAIRPERSON TATUM:** . . . fiscally sound.

22                   **DR. MAYS:** And that has to do with another  
23 question but I don't want to hog the discussion.

24                   **CHAIRPERSON TATUM:** Your line of questioning, I  
25 think, is out of line at this point because they have

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. . . .

**DR. MAYS:** I'm just trying to get an answer to the question I asked last month.

**CHAIRPERSON TATUM:** Do you have the answer for that today?

**DR. DAVIS:** My answer would be that I cannot conclusively say that it would have changed the future back then, by what their decision was. I cannot say that.

**CHAIRPERSON TATUM:** Okay. So we just need to move forward, Dr. Mays.

**DR. MAYS:** Can I go to my other question?

**CHAIRPERSON TATUM:** Is it related to the report that was presented today?

**DR. MAYS:** Yes.

**CHAIRPERSON TATUM:** Proceed.

**DR. MAYS:** And it has to do with the priorities that we have in spending. I'm looking at all of these positions that were eliminated -- a band director. And what I'm looking at is things that are funded in the funding formula versus things that are not funded in the funding formula. The music teacher is funded. I don't know about the two part-time certified FTE's; it didn't say what those positions were.

1           **DR. DAVIS:** Those part-time were content  
2 teachers that were like part-time.

3           **DR. MAYS:** Okay. So, they were academic  
4 positions?

5           **DR. DAVIS:** Right.

6           **DR. MAYS:** So, they're funded positions that  
7 were in the fund?

8           **DR. DAVIS:** They did not need those two.

9           **DR. MAYS:** The elementary teacher is a funded  
10 position in the funding formula. The secondary math  
11 teacher is a funded position in the funding formula.  
12 An academic coach or construction facilitator is  
13 something that the legislature was quite adamant  
14 about that they wanted schools to utilize. That's in  
15 the funding formula. A counselor is in the funding  
16 formula. There's \$400,000.00 of instructional  
17 positions on the academic side that are being used to  
18 make up for this deficit that was actually created by  
19 the athletic side. And I see -- there's nothing on  
20 this that indicates that there were any cuts made on  
21 the athletic side to dig out of this hole. So, they  
22 dug themselves in the hole on the athletic side but  
23 digging themselves out with the expenditures on the  
24 academic side, by cutting positions on the academic  
25 side.

1           **DR. DAVIS:** Dr. Mays, all of these positions  
2 were in excess of anything that's required in the  
3 Standards. For instance, the counselor . . .

4           **DR. MAYS:** So is the basketball coach.

5           **DR. DAVIS:** Do what?

6           **DR. MAYS:** But so is the basketball coach, and  
7 that's my point.

8           **MR. LAWSON:** Madam Chair, point of order raised.

9           **CHAIRPERSON TATUM:** We have a point of order  
10 that has been declared, Dr. Mays.

11          **DR. MAYS:** Okay.

12          **MR. COOPER:** Madam Chair, it seems we're going  
13 down a line of opinions based on a Board member --  
14 they're stating their own facts, when Dr. Davis  
15 herself said that was not the actual facts with Bald  
16 Knob. Nobody can say that's the reason they were in  
17 deficit. Now one of our board members is going down  
18 a road that's totally irrelevant to the Bald Knob  
19 situation. If we want to have this discussion, I  
20 think we should all be prepared for it; it should be  
21 on our agenda. I don't think that's the reason we're  
22 here today.

23          **CHAIRPERSON TATUM:** So noted.

24          **MS. GULLETT:** Madam Chair?

25          **CHAIRPERSON TATUM:** Yes, Ms. Gullett.

1                   **MS. GULLETT:** I have a recommendation for the  
2 Board. We are not a legislative body and we are not  
3 assembled to level any consequences except what the  
4 Omnibus Bill gives us for schools being in compliance  
5 with regulations. And until the Legislature would  
6 pass a bill that would identify benchmarks and level  
7 consequences of any sort of expenditure, whether it's  
8 athletics or whatever it is, we are really out of our  
9 line of authority by even addressing those things.  
10 And I realize there is a bill that talks about  
11 athletic transparency. And from what I could tell it  
12 was very transparent what the money had been spent  
13 for by or what was turned in. So I feel that we are  
14 really outside of the purview of our responsibility  
15 by trying to criminalize or embarrass someone by  
16 talking about what should or shouldn't be, because  
17 that is not what the State Board of Education is  
18 supposed to be doing.

19                   **CHAIRPERSON TATUM:** So noted. Dr. Mays, as I  
20 said earlier, they have already given the report and  
21 demonstrated that -- they have presented to this  
22 Board the things that they have put in place.

23                   **DR. MAYS:** And I apologize to anyone for  
24 anything that I may have said that sounded rude. I'm  
25 in the position here of feeling like I need to make a

1 statement that concerns my concerns about public  
2 expenditures that's supposed to be used to teach kids  
3 how to read and write and do math and history and all  
4 that. I have no intention of being rude to anyone.  
5 I'm not on a personal vendetta against anyone. I'm  
6 concerned that we're spending our money -- I see this  
7 Board as the guardian of adequacy and if schools  
8 around the state are spending money on programs that  
9 are not part of the advocacy funding . . .

10 **MR. LAWSON:** Here we go again.

11 **DR. MAYS:** . . . and in order to do that,  
12 they're having to take money away from programs that  
13 are included in the funding . . .

14 **MR. LAWSON:** Madam Chair . . .

15 **DR. MAYS:** . . . then what has happened to  
16 advocacy in that situation?

17 **MR. LAWSON:** . . . if we're going to discuss  
18 this, I think it should be on the agenda.

19 **CHAIRPERSON TATUM:** Dr. Mays.

20 **MR. LAWSON:** Madam Chair, I would move that we  
21 accept the report on the Bald Knob School District.

22 **DR. KNIGHT:** Second.

23 **CHAIRPERSON TATUM:** We do have a motion from Mr.  
24 Lawson and a second by Dr. Knight to accept the  
25 report as presented from Dr. Davis. All in favor of

1 the motion would you indicate by saying aye?

2 (CHORUS OF AYES)

3 CHAIRPERSON TATUM: Opposition? Thank you, Dr.  
4 Davis, for the report. Yes, Dr. James?

5 DR. JAMES: Just quickly, just in terms of the  
6 information for the Board. The District remains in  
7 fiscal distress and remains under State control. And  
8 we will continue to monitor their finances and  
9 continue to move forward and provide you with any  
10 continuing reports that you so desire. We feel  
11 comfortable in terms of what the District has been  
12 able to do with respect to coming forward and putting  
13 forth a plan to establish or re-establish their  
14 fiscal solvency. And again, we will continue to  
15 monitor their progress and report back to you  
16 accordingly.

17 CHAIRPERSON TATUM: Thank you. At this time  
18 we're moving forward with our next agenda item, Item  
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Minutes  
State Board of Education  
Tuesday, January 15, 2008

The State Board of Education met on Tuesday, January 15, 2008, in the Auditorium of the State Education Building. Randy Lawson, Vice-Chair, called the meeting to order at 9:00 a.m.

The following Board members were present: Randy Lawson, Vice-Chair; Dr. Tim Knight; Brenda Gullett; Dr. Ben Mays, and Dr. Naccaman Williams. Also attending was Justin Minkel, 2007 Arkansas Teacher of the Year.

The following Board members were absent; Diane Tatum, Chair; Sherry Burrow; Jim Cooper and MaryJane Rebick.

#### CHAIR'S REPORT

Mr. Lawson noted that the absence of the Chair, Diane Tatum, was due to the recent death of her father. Mr. Lawson extended condolences to Ms. Tatum and her family as a result of this loss.

Mr. Lawson asked that the circulated Minutes for the December 10, 2007, meeting be revised to include a visit he made to the recognition event recently held at Bentonville High School. He also noted others who attended and participated in the event.

Mr. Lawson extended congratulations to Mr. Minkel on the birth of a daughter.

#### COMMISSIONER'S REPORT

Dr. James provided highlights of the recently published Quality Counts Report in which Arkansas was ranked eighth in the nation with a B+ rating. He stated that the State's highest rating was in the area of teacher quality and the lowest was in student achievement, which was one of the lowest ranked categories across the country. Dr. James suggested that the student achievement ranking was linked to international data and international comparisons as well as national performance.

#### REPORT

Kimberly Millins provided an update on the design and implementation of the Annual Improvement Gains Model for determining school performance. Ms. Millins shared an updated timeline for establishing the model and outlined steps

for conveying the model to local school and district personnel. She stated that a report would be forthcoming on March 8 that would focus on standard setting.

Dr. Williams asked about timing when schools would receive the performance ratings. Dr. James indicated that schools can access that information now, but the ratings (rankings) will not become part of the accountability system until 2009.

Ms. Gullett asked if states could replicate the data assimilation that produced the D+ rating in student achievement. Dr. James responded that Ed Week does not provide the formula nor the standards used to prepare the rankings but indicated it was a mix of factors including NAEP, state performance data as compared to NAEP results as well as some international comparisons.

## CONSENT AGENDA

Regarding the December 10, 2007, Minutes, Mr. Lawson requested adding a reference to his visit to Bentonville High School at the time of the Blue Ribbon award event.

Dr. Mays noted that the discussion of his points related to the Bald Knob report and the point of order were incomplete and he requested more detail be added to the discussion leading up to the point of order.

Ms. Gullett noted that her comments relating to study of the results of the e-STEM Charter Schools were not included, but that she did not intend any action nor make a motion that would be included in the minutes. But she noted that she hopes such a study committee will be formed to identify successes and strategies emerging from these schools that should be replicated for other schools in the state.

Dr. Knight moved approval of the Consent Agenda with the noted amendments to the December 10, 2008, Minutes. Dr. Williams seconded the motion. The motion was adopted unanimously.

- Minutes – December 10, 2007 (as amended)
- Newly Employed, Promotions and Separations
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Reports on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001

## ACTION AGENDA

### **Continuation of Hearing of Open Enrollment Charter School Application: Covenant Keepers College Preparatory Charter School – Little Rock**

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown outlined the status of this hearing and noted expectations of the Board for this meeting. Dr. Valerie Tatum was recognized to provide an update and answer questions. Dr. Tatum highlighted the documents presented in the Board materials. Dr. Mays asked if the revised budget documents included in the packet included the costs for utilities and plumbing. Chris Bell an accountant for Covenant Keepers showed him that revisions were included.

Dr. Williams moved approval of Covenant Keepers Charter School for five years. Dr. Knight seconded the motion. The motion passed on a voice vote 4 yes (including the chair) and 1 no (Gullett voted no).

Ms. Gullett explained that her no vote was based on her belief that there was a sufficient number of charter schools in the Little Rock area and one more was not needed. She stated that she recognized that much work had gone into the planning, but the school was not needed.

### **Progress Report on the Status of Districts Classified in Fiscal Distress for 2007-2008**

Dr. Bobbie Davis was recognized to present this report. Dr. Davis noted legislation that established the fiscal distress classification required that the Department provide a progress report to the Board at least each six months. She reported that her staff work on a regular basis with each of the eight schools currently classified in fiscal distress. Dr. Davis' report indicated that each of the eight districts was making progress toward improving the financial status of the district.

Specific comments regarding each of the eight school districts can be found as part of the Court Reporter's transcript in the State Board Office.

Dr. Williams moved to accept the report as presented. Dr. Knight seconded the motion. The motion was adopted unanimously.

### **Consideration for Public Comment: Rules Governing the Requirements of a Criminal Background Check for the Employment of Personnel in School Districts**

Scott Smith was recognized to present this item. Mr. Smith noted that this rule is presented to clarify the procedures for employment of personnel and securing criminal background checks on those employees.

Ms. Gullett moved approval for public comment. Dr. Williams seconded the motion. The motion was adopted unanimously.

### **Consideration for Public Comment: Proposed Rules Governing Criminal Background Checks for Substitute Teachers**

Scott Smith was recognized to present this item. Mr. Smith noted that this rule is submitted to clarify issues related to background checks on substitute teachers, especially those that work in more than one district.

Dr. Williams moved approval for public comment. Ms. Gullett seconded the motion. The motion was adopted unanimously.

### **Hearing on Revocation of Certified Teacher's License: Deanna Bobo**

Courtney Salas-Ford was recognized to present this item. Ms. Salas-Ford reported that Ms. Bobo was contacted about the intent of the Department of Education to recommend permanent revocation of her teacher's license. Ms. Bobo responded to the Department that she would not contest the revocation.

Dr. Mays moved permanent revocation of the teacher's license of Deanna Bobo. Dr. Knight seconded the motion. The motion was adopted unanimously.

### **Hearing on Revocation of Certified Teacher's License: Jeremy Claude Lewis**

Courtney Salas-Ford was recognized to present this item. Ms. Salas-Ford reported that Mr. Lewis was contacted about the intent of the Department of Education to recommend permanent revocation of his teacher's license. Mr. Lewis responded to the Department that he would not contest the revocation.

Dr. Williams moved permanent revocation of the teacher's license of Jeremy Claude Lewis. Dr. Knight seconded the motion. The motion was adopted unanimously.

### **Hearing on Waiver Request for Certified Teacher's License: Jack Bailey**

Courtney Salas-Ford was recognized to present this item. Ms. Salas-Ford reported that Mr. Bailey has responded through his attorney to contact by the Department of Education regarding the Department's intent not to recommend the requested licensure waiver. Ms. Salas-Ford requested that this item be rescheduled until the February Board meeting because schedule of participants could not be arranged to appear at this meeting.

Dr. Mays moved to table consideration of this item until the February Board meeting. Dr. Williams seconded the motion. The motion was adopted unanimously.

### **Adjournment**

Dr. Williams moved Adjournment. Dr. Knight seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 10:30 a.m.

These Minutes were recorded and reported by Dr. Charles D. Watson.

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY  
JANUARY 31, 2008**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of January 2008.

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2008</b>
<b><i>I. Financial Obligation</i></b>	<p>As of December 31, 2007, State Foundation Funding payments paid for FY 07/08 totaled \$30,164,789 to LRSD, \$16,219,170 to NLRSD, and \$24,738,790 to PCSSD. The Magnet Operational Charge paid as of December 31, 2007, was \$6,972,483. The allotment for FY 07/08 was \$15,339,457. M-to-M incentive distributions for FY 07/08 as of December 31, 2007, were \$1,783,076 to LRSD, \$1,731,748 to NLRSD, and \$4,422,576 to PCSSD. In September 2007, General Finance made the first one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2007, transportation payments for FY 07/08 totaled \$1,401,197 to LRSD, \$409,917 to NLRSD, and \$1,127,985 to PCSSD. In July 2007, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,036,115. In July 2007, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 07/08. In July 2007, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 07/08.</p>
<b><i>II. Monitoring Compensatory Education</i></b>	<p>On January 10, 2008, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. He handed out news articles about the districts in Pulaski County seeking unitary status. The Joshua Intervenors filed a motion with the 8<sup>th</sup> U.S. Circuit Court of Appeals to overturn the ruling that gave the Little Rock School District unitary status. The Little Rock School District filed its response to the motion by the Joshua Intervenors. After the Pulaski County Special School District sought unitary status, the Joshua Intervenors requested that school desegregation monitors do a study on the quality of facilities in the district, or on the district's compliance with its desegregation plan. Judge Wilson denied the requests by Joshua Intervenors. The North Little Rock School District asked for unitary status and Joshua Intervenors objected and asked for a hearing. The next Implementation Phase Working Group Meeting is scheduled for April 10, 2008 at 1:30 p.m. in room 201-A at the ADE.</p>

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2008</b>
<b><i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i></b>	Ongoing. All court pleadings are monitored monthly.
<b><i>IV. Repeal Statutes and Regulations that Impede Desegregation</i></b>	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86 <sup>th</sup> Legislative Session, and any new ADE rules or regulations.
<b><i>V. Commitment to Principles</i></b>	On January 15, 2008, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of December.
<b><i>VI. Remediation</i></b>	On February 9, 2007, ADE staff provided District Test Coordinator Training at the School for the Blind Auditorium in Little Rock. Two staff members from the LRSD and three staff members from the PCSSD attended.
<b><i>VII. Test Validation</i></b>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<b><i>VIII. In-Service Training</i></b>	A Tri-District Staff Development Committee meeting was held on September 4, 2007. Staff from PCSSD, NLRSD, LRSD, AETN and the ADE attended. Mickey Kamer from AETN discussed the IDEAS professional development portal. Teachers can get on the internet at <a href="http://www.aetn.org/education">www.aetn.org/education</a> and click on the IDEAS icon. They can register online and set up a free account. Teachers can take a pretest and use the prescriptive pathway to complete the lessons that they need, or they can use the learning pathway to complete all of the lessons in a course. Teachers take a post-test after the last lesson. If the teacher achieves 80% mastery on the post-test, they can receive certification. The superintendent of their school approves the professional development hours for the course taken. A teacher can only get credit for taking a course one time. The IDEAS Education Portal has 4000 accounts available for Arkansas teachers.

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2008</b>																																																																																																																																												
<b><i>IX. Recruitment of Minority Teachers</i></b>	<p>In October 2007, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of teacher shortage areas.</p> <p>During the month of October 2007, the ADE Office of Professional Licensure contacted all institutions of higher education with teacher education programs requesting a listing of minority graduates for the Fall of 2007.</p> <p>In October 2007, the ADE Professional Licensure Unit contacted all Pulaski County school districts asking for a statement evaluating the effectiveness of ADE minority recruitment assistance.</p>																																																																																																																																												
<b><i>X. Financial Assistance to Minority Teacher Candidates</i></b>	<p>Collin Callaway of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2007-2008 on October 15, 2007. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:</p> <table border="1" data-bbox="654 1010 1406 1276"> <thead> <tr> <th>STAR</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>58</td> <td>264,000</td> <td>328</td> <td>1,402,500</td> <td>386</td> <td>1,666,500</td> </tr> <tr> <td>Black</td> <td>10</td> <td>51,000</td> <td>29</td> <td>136,500</td> <td>39</td> <td>187,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>4</td> <td>18,000</td> <td>4</td> <td>18,000</td> </tr> <tr> <td>Native Amer</td> <td>1</td> <td>3,000</td> <td>1</td> <td>6,000</td> <td>2</td> <td>9,000</td> </tr> <tr> <td>Other</td> <td>4</td> <td>21,000</td> <td>11</td> <td>42,000</td> <td>15</td> <td>63,000</td> </tr> <tr> <td><b>Totals</b></td> <td><b>73</b></td> <td><b>339,000</b></td> <td><b>373</b></td> <td><b>1,605,000</b></td> <td><b>446</b></td> <td><b>1,944,000</b></td> </tr> </tbody> </table> <p>The scholarship awards for MTS are as follows:</p> <table border="1" data-bbox="654 1346 1406 1577"> <thead> <tr> <th>MTS</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>7</td> <td>35,000</td> <td>28</td> <td>137,500</td> <td>35</td> <td>172,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>6</td> <td>30,000</td> <td>6</td> <td>30,000</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>10,000</td> <td>2</td> <td>10,000</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>4</td> <td>20,000</td> <td>4</td> <td>20,000</td> </tr> <tr> <td><b>Totals</b></td> <td><b>7</b></td> <td><b>35,000</b></td> <td><b>40</b></td> <td><b>197,500</b></td> <td><b>47</b></td> <td><b>232,500</b></td> </tr> </tbody> </table> <p>The scholarship awards for MMF are as follows:</p> <table border="1" data-bbox="654 1646 1406 1812"> <thead> <tr> <th>MMF</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>2</td> <td>8,750</td> <td>27</td> <td>125,000</td> <td>29</td> <td>133,750</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>11,250</td> <td>2</td> <td>11,250</td> </tr> <tr> <td><b>Totals</b></td> <td><b>2</b></td> <td><b>8,750</b></td> <td><b>29</b></td> <td><b>136,250</b></td> <td><b>31</b></td> <td><b>145,000</b></td> </tr> </tbody> </table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	58	264,000	328	1,402,500	386	1,666,500	Black	10	51,000	29	136,500	39	187,500	Hispanic			4	18,000	4	18,000	Native Amer	1	3,000	1	6,000	2	9,000	Other	4	21,000	11	42,000	15	63,000	<b>Totals</b>	<b>73</b>	<b>339,000</b>	<b>373</b>	<b>1,605,000</b>	<b>446</b>	<b>1,944,000</b>	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	7	35,000	28	137,500	35	172,500	Hispanic			6	30,000	6	30,000	Asian			2	10,000	2	10,000	Native Amer			4	20,000	4	20,000	<b>Totals</b>	<b>7</b>	<b>35,000</b>	<b>40</b>	<b>197,500</b>	<b>47</b>	<b>232,500</b>	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	2	8,750	27	125,000	29	133,750	Asian			2	11,250	2	11,250	<b>Totals</b>	<b>2</b>	<b>8,750</b>	<b>29</b>	<b>136,250</b>	<b>31</b>	<b>145,000</b>
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<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2008</b>
<b><i>XI. Minority Recruitment of ADE Staff</i></b>	The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.
<b><i>XII. School Construction</i></b>	This goal is completed. No additional reporting is required.
<b><i>XIII. Assist PCSSD</i></b>	Goal completed as of June 1995.
<b><i>XIV. Scattered Site Housing</i></b>	This goal is completed. No additional reporting is required.
<b><i>XV. Standardized Test Selection to Determine Loan Forgiveness</i></b>	Goal completed as of March 2001.
<b><i>XVI. Monitor School Improvement Plans</i></b>	<p>On December 28, 2007, ADE staff met with the principal and members of the ACSIP team at Washington Elementary in the LRSD. Provided technical assistance with the school improvement plan. Helped make changes that were needed for plan approval.</p> <p>On January 8, 2008, ADE ACSIP supervisors met with the previous ACSIP supervisors to discuss the school improvement monitoring that will take place in the schools during the spring. Monitoring protocols and scheduling dates were discussed for the PCSSD, the NLRSD and the LRSD.</p>

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2008</b>
<b><i>XVII. Data Collection</i></b>	<p>The ADE Office of Public School Academic Accountability has released the 2006 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas. The annual school performance report is based on reliable statistical information uniformly required to be collected and submitted by each local school district to the department and published in a format that can be easily understood by parents or guardians who are not professional educators and distributed to the parents or guardians of children enrolled in the public schools via the postal service. Individual school reports are also made available via the Internet. Statistical information in the Arkansas School Performance Report is organized into the following seven essential accountability indicators: 1: ACHIEVEMENT, 2: ACCESS, 3: RETENTION, 4: DISCIPLINE, 5: DEMOGRAPHICS, 6: CHOICE, 7: ECONOMIC.</p>
<b><i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i></b>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

**NEWLY EMPLOYED FOR THE PERIOD OF January 1, 2008 – January 31, 2008**

Martha Asti - Program Support Manager, Grade 22, Division of Central Administration, Special Education, effective 01/07/08.

Pamela Byrd – Public School Program Advisor, Grade 21, Central Administration, Curriculum, Assessment and Research, effective 01/07/08.

\*Derryl Evans - Public School Program Advisor, Grade 21, Division of Learning Services, Standard Assurance, effective 01/14/08.

Carrol Gardenhire – ALE Program Advisor, Grade 21, Division of Learning Services, Special Programs/ Alternative Learning Environment, effective 01/07/08.

Wanda McWhirt – Education Program Analyst, Grade 21, Division of Central Administration, Special Education, effective 01/07/08.

Roger Palmer – Public School Program Advisor, Grade 21, Division of Learning Services, School Improvement, Guidance/Counseling, effective 01/07/08.

Donald Watkins – Program Support Manager, Grade 22, Division of Central Administration, Special Education, effective 01/07/08. Rehire

**PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF January 1, 2008 – January 31, 2008**

No promotions or transfers for this period.

**SEPARATIONS FOR THE PERIOD OF January 1, 2008 – January 31, 2008**

Theresa Chong – Administrative Assistant II, Grade 17, Division Public School Academic Facilities and Transportation, effective 01/11/08. 8 Years, 9 Months, 3 Days. Code: 01

William Cosme – Education Supervisor, Grade 22, Division of Learning Services, Special Programs/ Migrant Education, effective 01/16/08. 29 Years, 2 Months, 20 Days. Code: 02

Ankur Shah – Systems Programmer, Grade 22, Division of Research Technology, effective 01/04/08. 5 Years, 2 Months, 9 Days. Code: 01

Kevin Skinner – Public School Program Advisor, Grade 21, Division of Learning Services, Special Programs/Grants Early Childhood, effective 01/28/08. 0 Years, 2 Months, 23 Days. Code: 01

Gary Watts – Program Support Manager, Grade 22, Division of Learning Services, School Improvement/ACSIP, effective 12/31/07. 17 Years, 6 Months, 20 Days. Code: Retirement

\*Minority

**AASIS Code:**

Retirement  
Voluntary – 01  
Involuntary - 02

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
1701000	Alma Public School District	1	Janice Vincent	Early Childhood Education (P-4) MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education	231			2007-2008
7302000	Beebe Public School District	2	Paula Heffington	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education	230			2006-2007 2007-2008
			Cari Hickey	MidChLangArt/SS (4-8) MidChSci/Math (4-8) PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Special Education	230			2006-2007 2007-2008
7001000	El Dorado Public School District	1	Christie Mays	No Arkansas Teaching License	Oral Communication				2007-2008
7203000	Fayetteville Public School District	1	Anita Lietzke	Spanish (7-12)	French	006			2007-2008
2002000	Fordyce Public School District	1	Ronald Smead	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12)	Life/Earth Science	170			2007-2008
0803000	Green Forest Public School District	1	Kaela Hawkins	Early Childhood Education (P-4)	Middle Childhood LA/SS	002			2007-2008
5604000	Marked Tree Public School District	1	Pam Kirby	Early Childhood Education (P-4) Elementary (K-6)	Art	201			2006-2007 2007-2008
3104000	Mineral Springs Public School District	1	Angela Sightes	Middle School Math (5-8) Middle School Science (5-8) Middle School Social Studies 95-8 Elementary (1-6) Applied Math I (7-12) Applied Math II (7-12)	Mathematics	200			2007-2008
1703000	Mountainburg Public School District	1	Cynthia Johnson	Life/Earth Science (7-12) Agriculture Science & Technology (4-8) Agriculture Science & Technology (7-12)	Physical/Earth Science	169			2007-2008
6003000	Pulaski County Public School District	1	Carol Oliver	Family & Consumer Science (4-8) Family & Consumer Science (7-12)	Middle Childhood Education	002 & 168			2007-2008
6904000	Rural Special Public School District	1	John Peden	Social Studies (7-12)	Family & Consumer Science & Art	215/202			2007-2008



## **Section 1**

### **Revolving Loans to School Districts**

Pursuant to Arkansas Code Annotated § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer; and replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by § 26-26-1901 et seq. or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (4) Making major repairs and constructing additions to existing school buildings and facilities;
- (5) Purchase of surplus buildings and equipment;
- (6) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (7) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (8) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (9) Purchase of equipment;
- (10) Payment of loans secured for settlement resulting from litigation against a school district;
- (11) The purchase of energy conservation measures as defined in Title 6, Chapter 20, Subchapter 4; and
- (12) (A) The maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers and for loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.  
(B) For purposes of this subdivision, the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is \$500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

**STATE BOARD OF EDUCATION MEETING  
FEBRUARY 11, 2008  
APPLICATIONS FOR REVOLVING LOANS**

**REVOLVING LOAN APPLICATIONS:**

<b>1</b>	<b>Construction</b>	<b>\$</b>	<b>125,000.00</b>
<b>2</b>	<b>School Bus</b>		<b>143,950.00</b>
	<hr/>		<hr/>
<b>3</b>		<b>\$</b>	<b>268,950.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
 REVOLVING LOANS  
 CONSTRUCTION  
 RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Izard County Consolidated	Izard	538	125,000.00	3,479,385	Constructing a bus garage.

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
 REVOLVING LOANS  
 SCHOOL BUS  
 RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Augusta	Woodruff	601	71,800	2,727,800	Purchasing two (2) school buses
Cushman	Independence	354	72,150	1,667,150	Purchasing a used 2007 school bus

## **Section 2 Second Lien Bonds**

Arkansas Code Annotated § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING  
FEBRUARY 11, 2008  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>3 2nd Lien</b>	<b>\$</b>	<b>2,575,000.00</b>
<hr/>		<hr/>
<b>3</b>	<b>\$</b>	<b>2,575,000.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
2<sup>ND</sup> LIEN  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Mountain View	Stone	1,637	1,075,000	3,299,420	Constructing 12 new classrooms at the high school (\$1,028,000) and cost of issuance and underwriter's discount allowance (\$47,000) with any remaining funds to be used for other construction, renovations, and equipment purchases.
Nashville	Howard	1,822	970,000	4,465,000	Funding the following partnership project: constructing and equipping an addition to the primary school including a physical education facility and classrooms (\$928,775), and allowing for costs issuance underwriter's discount allowance (\$41,225) with any remaining funds to be used for other capital projects and equipment.
Southside	Independence	1,475	530,000	7,628,367	Completing the construction of a new elementary school (\$500,000) and cost of issuance and underwriter's discount allowance (\$30,000) with any remaining funds to be used for other capital projects and equipment purchases.

### **Section 3 Voted Bonds**

Arkansas Code Annotated § 6-20-1201 states the following:

All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefor, for purchasing new or used school buses, for refurbishing school buses, for the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. §1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

**STATE BOARD OF EDUCATION MEETING  
FEBRUARY 11, 2008  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>9 Voted</b>	<b>\$ 443,835,000.00</b>
<hr/> <b>9</b>	<hr/> <b>\$ 443,835,000.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Benton	Saline	4,562	28,650,000	57,960,000	Funding the following partnership projects: making additions and improvements to Benton High School (\$17,524,000), Junior High (\$1,563,000), Perrin Elementary (\$1,296,000), Grant Elementary (\$1,096,000), Ringgold Elementary (\$992,000), Caldwell Elementary (\$947,000), Middle School (\$406,000) and the following non-partnership projects: constructing a sports complex to include softball and soccer fields, a new track and adding HVAC to the basketball arena (\$3,276,000) and for cost of issuance, capitalized interest and underwriter's discount (\$1,550,000) with any remaining funds to be used for other capital projects and equipment purchases.
Bentonville	Benton	11,151	349,500,000	349,629,044	Refunding all bonded debt (\$133,698,600); construct and equip new facilities (\$201,052,800); purchase land (\$7,000,000); cost of issuance and underwriter's discount allowance (\$7,748,600) with any remaining funds to be used for refurbishing, remodeling, and equipping existing school facilities.
Cabot	Lonoke	8,919	21,655,000	62,359,861	Funding the District's portion of the following partnership projects: making additions and improvements to Cabot High School (\$8,983,000), Junior High South (\$941,000), Westside Elementary (\$268,000); to construct & equip a new elementary school (\$5,003,000), a new charter school facility (\$827,000), the completion of Junior High North (\$2,519,000); to replace HVAC units within the District (\$887,000), and the following non-partnership projects: a new roof for Eastside Elementary (\$232,000), the purchase of land for the new elementary school (\$200,000), paving at Stagecoach Elementary (\$50,000) and for costs of issuance, capitalized interest & underwriter's discount allowance (\$1,745,000) with any remaining funds to be used for other capital projects and equipment purchases.

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Cutter-Morning Star	Garland	664	3,210,000	5,876,723	Refunding the outstanding bond issue dated May 1, 2003 (\$2,579,614), constructing and equipping ball fields (\$300,000), paving road and parking lot (\$235,556) and cost of issuance and underwriter's discount allowance (\$94,830) with any remaining funds to be used for constructing, refurbishing, remodeling, and equipping school facilities.
Harmony Grove	Saline	871	5,625,000	6,361,871	Refunding the outstanding bond issues dated August 1, 1998 (\$143,523), December 1, 1999 (\$174,932), July 1, 2000 (\$447,045), and May 1, 2003 (\$3,704,989); erecting, equipping and paving a new football stadium (\$1,004,761); and cost of issuance and underwriter's discount allowance (\$149,750) with any remaining funds to be used for refurbishing, remodeling, and equipping existing school facilities.
Harrison	Boone	2,812	24,370,000	29,182,112	Refunding the July 1, 2003 bond issue (\$10,581,847), refunding the June 8, 2000 installment contract (\$107,725), refunding the June 21, 2001 postdated warrant (\$109,849), additions, remodeling and equipping of existing elementary schools (\$13,005,939) and cost of issuance and underwriter's discount allowance (\$564,640) with any remaining funds to be used for refurbishing, remodeling, and equipping existing school facilities.
Nettleton	Craighead	3,055	2,070,000	28,542,648	Purchasing property (\$700,000), completing baseball/softball renovation and beginning track project (\$310,000), completing University Heights Elementary addition (\$600,000), constructing parking lot (\$30,000), making repairs and improvements to existing facilities (\$360,000), and cost of issuance and underwriter's discount allowance (\$70,000) with any remaining funds to be used by the District for other capital projects and equipment purchases.
Norphlet	Union	530	3,405,000	3,405,000	Refunding the outstanding bond issue dated March 1, 2003 (\$2,285,447), refunding the outstanding revolving loan dated April 12, 2002 (\$41,291), constructing, refurbishing, remodeling and equipping of school facilities (\$978,947), and cost of issuance and underwriter's discount allowance (\$99,315).
Viola	Fulton	411	5,350,000	6,355,000	Funding the District's portion of the following partnership project: building and equipping a new high school (\$5,200,000) and cost of issuance and underwriter's discount allowance (\$150,000) with any remaining funds to be used for other capital projects and equipment purchases.

# **Topics in Discrete Mathematics**

## **Mathematics Curriculum Framework**

**Revised 2004**  
**Amended 2008**

Course Title: Topics in Discrete Mathematics  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure: Secondary Mathematics  
 Grades: 9-12

Topics in Discrete Mathematics

Topics in Discrete Mathematics is designed for students who have successfully completed Geometry and Algebra II. This course will build upon concepts presented in Algebra II and Geometry to encourage higher order thinking with emphasis on applications. These students will represent, model, and analyze authentic mathematical situations. Matrices, *optimization*, measurement, exponential functions, and data analysis will be explored in Topics in Discrete Mathematics. Arkansas teachers are responsible for integrating appropriate technology into the coursework for Topics in Discrete Mathematics.

Strand	Content Standard
Matrices	
	1. Students will use matrices to analyze data to solve real-world problems.
<i>Optimization</i>	
	2. Students will use various techniques to solve <i>optimization</i> problems.
Measurement	
	3. Students will apply various measurement techniques to solve real-world problems.
Exponential Functions	
	4. Students will extend algebraic skills to solve real-world problems involving exponential/logarithmic functions.
Data Analysis	
	5. Students will analyze data using various statistical tools.

Strand: Matrices

Standard 1: Students will use matrices to analyze data to solve real-world problems.

MA.1.TDM.1	Collect and interpret data in a matrix and perform operations to solve real-world problems, with and without technology
MA.1.TDM.2	Solve real-world problems involving systems of linear equations using matrices (e.g., inverses, <i>augmented</i> , <i>Cramer's rule</i> )
MA.1.TDM.3	Find and use the inverse of a matrix to solve real-world problems (e.g., cryptography)
MA.1.TDM.4	Organize and use <i>transition matrices</i> to solve probability problems that link present events to future events, with or without technology (e.g., consumer trends, polling trends, board games, weather trends)

Strand: *Optimization*

Standard 2: Students will use various techniques to solve *optimization* problems.

OP.2.TDM.1	Graph systems of linear inequalities with multiple <i>constraints</i> and identify vertices of the <i>feasible region</i>
OP.2.TDM.2	Model and solve real-world problems using <i>linear programming</i> (e.g., maximum profit/minimal cost, investments, agriculture, manufacturing, banking)
OP.2.TDM.3	Interpret the meaning of the minimum or maximum value in terms of the <i>objective function</i>
OP.2.TDM.4	Model and solve real-world problems involving <i>optimization</i> of area and volume

Strand: Measurement

Standard 3: Students will apply various measurement techniques to solve real-world problems.

ME.3.TDM.1	Solve problems using <i>dimensional analysis (factor-label method)</i> (e.g., construction, medical, metric, standard to metric, rate conversions)
ME.3.TDM.2	Use sine, cosine, and tangent ratios to determine lengths of sides and angle measures of right triangles for real-world problems (e.g., angles of elevation and depression and various distances)
ME.3.TDM.3	Use laws of sine and cosine to determine lengths of sides, measures of angles, and area of triangles for real-world problems (e.g., <i>Heron's formula</i> )
ME.3.TDM.4	Calculate the area of two-dimensional <i>composite figures</i>
ME.3.TDM.5	Calculate the surface area and volume of three-dimensional <i>composite figures</i>

Strand: Exponential Functions

Standard 4: Students will extend algebraic skills to solve real-world problems involving exponential/logarithmic functions.

EF.4.TDM.1	Draw and recognize the graphs of logarithmic and exponential functions, with and without appropriate technology
EF.4.TDM.2	Apply properties of logarithms to convert and solve logarithmic (common and natural) and exponential equations
EF.4.TDM.3	Use the <i>change of base formula</i> to simplify and evaluate logarithmic expressions, using technology
EF.4.TDM.4	Recognize and apply properties of exponential functions to solve real-world problems (e.g., compound interest, amortization, annuities, appreciation, depreciation)
EF.4.TDM.5	Recognize and apply properties of logarithmic functions to solve real-world problems (e.g., Richter scale pH, decibel scale, bacterial growth, radioactive decay, Newton's Law of Cooling)

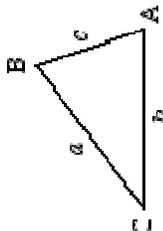
Strand: Data Analysis

Standard 5: Students will analyze data using various statistical tools.

DA.5.TDM.1	Read, interpret, and analyze graphical representations of data used in various contexts (e.g., science reasoning, newspaper graphs)
DA.5.TDM.2	Identify <i>biases</i> that affect the <i>validity</i> of a data set
DA.5.TDM.3	Collect, analyze, and compare data sets using <i>five-number summary</i>
DA.5.TDM.4	Investigate and analyze the characteristics of <i>normal</i> and <i>skewed distributions</i>
DA.5.TDM.5	Determine and interpret the measures of spread of a data set (e.g., <i>standard deviation</i> , <i>range</i> , <i>percentiles</i> , <i>variance</i> )

Glossary for Topics in Discrete Mathematics

Augmented matrix	<p>A matrix form of a linear system of equations obtained from the coefficient matrix as shown below (It is created by adding an additional column for the constants on the right of the equal signs. The new column is set apart by a vertical line.)</p> <p>System: <math>2x - 3y = 8</math>  <math>4x + 5y = 1</math></p> <p>Augmented Matrix: <math>\left[ \begin{array}{cc c} 2 &amp; -3 &amp; 8 \\ 4 &amp; 5 &amp; 1 \end{array} \right]</math></p>
Bias	<p>A systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others</p>
Change of base formula	<p>A formula that allows you to rewrite a logarithm in terms of logs written with another base (This is especially helpful when using a calculator to evaluate a log to any base other than 10 or <math>e</math>.)</p> <p>Assume that <math>x</math>, <math>a</math>, and <math>b</math> are all positive. Also assume that <math>a \neq 1</math>, <math>b \neq 1</math>.</p> $\log_a x = \frac{\log_b x}{\log_b a}$ <p>Change of base formula:</p>
Composite figure	<p>A geometric figure that is made up of two or more shapes</p>
Constraint	<p>A statement or inequality that defines the <i>feasibility region</i></p>

Cramer's rule	<p>A method for solving a linear system of equations using determinants (<i>Cramer's rule</i> may only be used when the system is square and the determinant of the coefficient matrix is not 0.)</p> <p style="text-align: center;"> <math>x - y + z = 10</math>  <b>System:</b> <math>x + 2y + 3z = 11</math>  <math>4x + 5y + 6z = 12</math> </p> <p style="text-align: center;"><b>Solution by Cramer's rule:</b></p> $x = \frac{\begin{vmatrix} 10 & -1 & 1 \\ 11 & 2 & 3 \\ 12 & 5 & 6 \end{vmatrix}}{\begin{vmatrix} 1 & -1 & 1 \\ 1 & 2 & 3 \\ 4 & 5 & 6 \end{vmatrix}} = \frac{-12}{-12} = 1$ $y = \frac{\begin{vmatrix} 1 & 10 & 1 \\ 1 & 11 & 3 \\ 4 & 12 & 6 \end{vmatrix}}{\begin{vmatrix} 1 & -1 & 1 \\ 1 & 2 & 3 \\ 4 & 5 & 6 \end{vmatrix}} = \frac{58}{-12} = -\frac{29}{6}$ $z = \frac{\begin{vmatrix} 1 & -1 & 10 \\ 1 & 2 & 11 \\ 4 & 5 & 12 \end{vmatrix}}{\begin{vmatrix} 1 & -1 & 1 \\ 1 & 2 & 3 \\ 4 & 5 & 6 \end{vmatrix}} = \frac{-93}{-12} = \frac{31}{4}$
Dimensional analysis	See <i>factor-label method</i> .
Factor-label method	The sequential application of conversion factors expressed as fractions and arranged so that any dimensional unit appearing in both the numerator and denominator of any of the fractions can be cancelled out until only the desired set of dimensional units is obtained; <i>dimensional analysis</i>
Feasible region	A set of points which satisfies every <i>constraint</i>
Five-number summary	A data set that consists of (1) the minimum (smallest observation), (2) the lower quartile or first quartile (which cuts off the lowest 25% of the data), (3) the median (middle value), (4) the upper quartile or third quartile (which cuts off the highest 25% of the data), and (5) the maximum (largest observation)
Heron's formula (or Hero's formula)	<p>A formula for the area of a triangle used when the lengths of all three sides are known</p> <p style="text-align: center;"><b>Heron's Formula</b></p> <p style="text-align: center;">If <math>s = \frac{a + b + c}{2}</math>, then the area = <math>\sqrt{s(s - a)(s - b)(s - c)}</math>.</p> <p style="text-align: center;">Note: <math>s = \frac{a + b + c}{2}</math> is called the <i>semiperimeter</i>.</p> 

Linear programming	A method for finding the maximum or minimum value of a function in two variables subject to given <i>constraints</i> on the variables
Normal distribution	A pattern for the distribution of a set of data which follows a bell shaped curve; sometimes called the Gaussian distribution
Objective function (or objective quantity)	An algebraic expression in two or more variables describing a quantity that must be maximized or minimized
Optimization	The process by which one seeks to minimize or maximize a real function by systematically choosing the values of real or integer variables from within a domain
Percentile	A value on a scale of one hundred that indicates the percent of a distribution that is equal to or below it
Range	The difference between the maximum and minimum in a set of data
Skewed distribution	A non-symmetric distribution that may be skewed right or skewed left
Standard deviation	Measures how widely spread the values in a data set are (If many data points are close to the mean, then the <i>standard deviation</i> is small; If many data points are far from the mean, then the <i>standard deviation</i> is large.)
Transition matrix	A square matrix describing the probabilities of moving from one state to another in a dynamic system; matrix that represents the probabilities from one situation to another situation in one step
Validity	The degree to which an observed result can be relied upon and not attributed to random error in sampling
Variance	The square of the <i>standard deviation</i>

# **Topics in Finite Mathematics**

## **Mathematics Curriculum Framework**

**Revised 2004  
Amended 2008**

Course Title: Topics in Finite Mathematics  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure: Secondary Mathematics  
 Grades: 9-12

Topics in Finite Mathematics

Topics in Finite Mathematics is designed for students who have successfully completed Geometry and Algebra II. This course will build upon concepts presented in Algebra II and Geometry to encourage higher order thinking. This course will include, but is not limited to, the following topics: linear systems and matrices, set theory, counting techniques, statistics, and finance. Arkansas teachers are responsible for integrating appropriate technology into the coursework for Topics in Finite Mathematics.

Strand	Content Standard
Linear Systems and Matrices	
	1. Students will examine linear systems and matrices and their applications.
Set Theory	
	2. Students will operate with sets and use set theory to solve problems.
Counting Techniques	
	3. Students will use combinatorial reasoning to find numbers of outcomes and related probabilities.
Statistics	
	4. Students will compute and analyze data using various statistical tools, with appropriate technology.
Finance	
	5. Students will solve real-world problems involving financial decision making.

Strand: Linear Systems and Matrices

Standard 1: Students will examine linear systems and matrices and their applications.

LSM.1.TFM.1	Use matrices (e.g., <i>row-echelon form</i> , <i>Gauss-Jordan method</i> , inverses) to solve systems of linear equations, with or without technology
LSM.1.TFM.2	Find and use the inverse of a matrix to solve real-world problems (e.g., cryptography)
LSM.1.TFM.3	Graph systems of linear inequalities with multiple <i>constraints</i> and identify vertices of the <i>feasible region</i>
LSM.1.TFM.4	Model and solve real-world problems using <i>linear programming</i> (e.g., maximum profit/minimal cost, investments, agriculture, manufacturing, banking)
LSM.1.TFM.5	Interpret the meaning of the minimum or maximum value in terms of the <i>objective function</i>

Strand: Set Theory

Standard 2: Students will operate with sets and use set theory to solve problems.

ST.2.TFM.1	Define sets using <i>set-builder notation</i>
ST.2.TFM.2	Use correct terminology to describe relationships between sets in various contexts
ST.2.TFM.3	Perform set operations such as <i>union</i> and <i>intersection</i> , <i>complement</i> , and <i>Cartesian product</i>
ST.2.TFM.4	Use Venn diagrams to explore relationships and patterns and to make arguments about relationships between sets, including real-world situations
ST.2.TFM.5	Use a <i>truth table</i> to draw conclusions about a statement
ST.2.TFM.6	Judge the <i>validity</i> of arguments and give counterexamples to disprove statements

Strand: Counting Techniques  
 Standard 3: Students will use combinatorial reasoning to find numbers of outcomes and related probabilities.

CT.3.TFM.1	Use fundamental counting principles of addition and multiplication to solve problems
CT.3.TFM.2	Evaluate expressions indicating <i>permutations</i> or <i>combinations</i> , with and without technology
CT.3.TFM.3	Evaluate expressions involving <i>distinguishable permutations</i>
CT.3.TFM.4	Distinguish between and use <i>permutations</i> and <i>combinations</i> to solve problems
CT.3.TFM.5	Calculate probabilities of <i>mutually exclusive events</i> , <i>independent events</i> , and <i>dependent events</i>
CT.3.TFM.6	Construct and examine <i>Pascal's triangle</i>
CT.3.TFM.7	Develop and use the <i>binomial theorem</i>
CT.3.TFM.8	Use <i>combinations</i> to find a specified term in a binomial expansion

Strand: Statistics

Standard 4. Students will compute and analyze data using various statistical tools, with appropriate technology.

S.4.TFM.1	Collect data using <i>random sampling</i>
S.4.TFM.2	Calculate and interpret statistical problems using <i>measures of central tendencies</i> and graphs <ul style="list-style-type: none"><li>• histograms</li><li>• normal curve</li></ul>
S.4.TFM.3	Analyze and compare data sets using <i>five-number summary</i> , graphically and numerically
S.4.TFM.4	Investigate and analyze the characteristics of <i>normal</i> and <i>skewed distributions</i>
S.4.TFM.5	Determine and interpret measures of variation of a data set, with or without technology <ul style="list-style-type: none"><li>• <i>standard deviation</i></li><li>• <i>range</i></li><li>• <i>percentiles</i></li><li>• <i>variance</i></li></ul>

Strand: Finance  
 Standard 5: Students will solve real-world problems involving financial decision making.

F.5.TFM.1	Read and interpret graphs related to finance
F.5.TFM.2	Apply properties of logarithms to convert and solve logarithmic (common and natural) and exponential equations
F.5.TFM.3	Solve real-world problems involving <ul style="list-style-type: none"> <li>• compound interest</li> <li>• amortization</li> <li>• annuities</li> <li>• appreciation</li> <li>• depreciation</li> <li>• investments</li> </ul>

Glossary for Topics in Finite Mathematics

Binomial theorem	<p>A method for distributing powers of binomials as shown below:</p> $(a + b)^n = \binom{n}{0} a^n + \binom{n}{1} a^{n-1} b + \binom{n}{2} a^{n-2} b^2 + \dots + \binom{n}{n-1} a b^{n-1} + \binom{n}{n} b^n$ $= \sum_{k=0}^n \binom{n}{k} a^{n-k} b^k$ <p>Example: <math>(a + b)^4 = a^4 + 4a^3b + 6a^2b^2 + 4ab^3 + b^4</math></p>
Cartesian product	The Cartesian product of two sets $A$ and $B$ (also called the product set, set direct product, or cross product) is defined to be the set of all points $(a, b)$ where $a \in A$ and $b \in B$ .
Combination	Collection of objects from a set in which order is not important
Complement	The set of all elements in the universal set that are not in set $A$ ; $B \setminus A = \{x \in B \mid x \notin A\}$ .
Constraint	A statement or inequality that defines the <i>feasibility region</i>
Dependent events	Two events in which the outcome of the second is influenced by the outcome of the first
Distinguishable permutation	The number of different arrangements of a set of objects that includes repeated elements (If there are $n$ objects with $n_1$ duplicates of one kind, $n_2$ duplicates of a second kind, ..., $n_k$ duplicates of a $k$ th kind, then the number of <i>distinguishable permutations</i> of these $n$ objects is $n!/(n_1!n_2!\dots n_k!)$ )
Feasible region	A set of points which satisfies every <i>constraint</i>
Five-number summary	A data set that consists of (1) the minimum (smallest observation), (2) the lower quartile or first quartile (which cuts off the lowest 25% of the data), (3) the median (middle value), (4) the upper quartile or third quartile (which cuts off the highest 25% of the data), and (5) the maximum (largest observation)
Gauss-Jordan method	Method of using elementary row operations to produce an equivalent matrix in reduced <i>row-echelon form</i>
Independent events	Events in which the occurrence of either of them has no effect on the probability of the other
Intersection	Set of elements common to both set $A$ and set $B$ $A \cap B = \{x \mid x \in A \text{ and } x \in B\}$
Linear programming	A method for finding the maximum or minimum value of a function in two variables subject to given <i>constraints</i> on the variables
Measures of central tendencies	Mean, median, and mode
Mutually exclusive events	Two events in a sample space that do not have outcomes in common
Normal distribution	A pattern for the distribution of a set of data which follows a bell shaped curve; sometimes called the Gaussian distribution
Objective function (or objective quantity)	An algebraic expression in two or more variables describing a quantity that must be maximized or minimized

Pascal's triangle	<p>The figure below, extended infinitely; A particular entry is found by adding the two numbers that are above and on either side of the element. Note: The numbers which make up Pascal's triangle are called binomial coefficients.</p> <p style="text-align: center;">Pascal's triangle</p> <pre style="text-align: center;"> 1 1 1 1 2 1 1 3 3 1 1 4 6 4 1 1 5 10 10 5 1 etc.</pre> <p>Note that the sum of any two adjacent elements in a row can be found between them on the next row. Each row begins and ends with 1.</p>
Percentile	A value on a scale of one hundred that indicates the percent of a distribution that is equal to or below it
Permutation	Collection of objects from a set in which order is important
Random sampling	A sample of $n$ measurements from a population where a subset of the population is selected in a manner such that <ul style="list-style-type: none"> <li>(a) every sample of size <math>n</math> from the population has an equal chance of being selected and</li> <li>(b) every member of the population has an equal chance of being included in the sample</li> </ul>
Range	The difference between the maximum and minimum in a set of data
Row-echelon form	In mathematics, a matrix is in <i>row-echelon form</i> if it satisfies the following requirements: All nonzero rows are above any rows of all zeroes. <ul style="list-style-type: none"> <li>• The leading coefficient of a row is always strictly to the right of the leading coefficient of the row above it.</li> <li>• The leading coefficient of each nonzero row is one.</li> </ul>
Set-builder notation	A mathematical notation for describing a set by stating the properties that its members must satisfy
Skewed distribution	A non-symmetric distribution that may be skewed right or skewed left
Standard deviation	Measures how widely spread the values in a data set are (If many data points are close to the mean, then the <i>standard deviation</i> is small; If many data points are far from the mean, then the <i>standard deviation</i> is large.)
Truth table	A mathematical table used in logic to compute the functional values of logical expressions and each of their functional arguments
Union	Set of elements that are members of set A or of set B or of both sets $A \cup B = \{x \mid x \in A \text{ or } x \in B\}$
Validity	The degree to which an observed result can be relied upon and not attributed to random error in sampling
Variance	The square of the <i>standard deviation</i>

# Arkansas Department of Education

## Technology Plan 2008-2012



Prepared by the  
Arkansas Department of Education  
Research and Technology Section  
February 2008

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# Introduction

The first Arkansas Department of Education Technology Plan was adopted in July of 2000. It was developed by the Governor's Educational Technology Planning Committee, which represented members from a wide range of state agencies, local districts, and legislative panels. It served the purpose of identifying the broad needs of education technology in Arkansas.

This revision to the original plan represents an effort to provide more detail regarding specific technological solutions for all levels of the educational system. The primary focus of this plan is use technology to enhance instructional opportunities and increase student achievement. Technology integration and support mechanisms are now widely recognized as critical elements in successful efforts to improve student and school performance.

The technology planning committee that updated the original technology plan recognized the importance of such factors as: 21<sup>st</sup> Century Skills, National Education Technology Standards, deployment of the K-12 video network, increased demand for additional bandwidth and changes in local, state, and national priorities, as well as new and developing technologies when developing the plan.

The committee encourages the utilization of this plan as a guide for the development of technology plans by local school districts and education service cooperatives.

# Committee Membership

The technology planning committee included key representatives from the Arkansas Department of Education, Education Service Cooperatives, Arkansas Educational Television Network, Department of Information Systems, Arkansas Public School Computer Network, and Higher Education. The Arkansas Department of Education appreciates the diligent work and dedication of these committee members.

## **Steering Committee:**

**Belinda Kittrell, Chair, Arkansas Department of Education**  
**Nancy Draganjac, Distance Learning Coordinator, Tri-district**  
**Max Kolstad, Project Analysis, Department of Information Systems**  
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## **Executive Summary**

The Arkansas Department of Education Technology Plan provides policy makers, school districts, education service cooperatives and institutes of higher education with a blueprint that guides and facilitates future state and local technology planning, funding, implementation, and evaluation. The 2008 Plan builds on the progress of the last five-year plan. It continues to promote technology access, use, professional development, and partnerships. It also addresses technology and digital age literacy, problem solving, creativity, collaboration, and high productivity skills essential for Arkansas school districts in a rapidly changing global economy.

Technology is the foundation on which many of the educational applications will be built in the future. It is imperative that educators and students see technology as another tool for providing the best educational opportunities possible for all students. It is therefore necessary for education systems in Arkansas to review their technology plans with a vision to the emerging technologies that will be used to prepare students and educators to thrive in a digital age and be proficient in the skills of the 21<sup>st</sup> Century. The primary focus of the plan is to enhance instruction that promotes higher student achievement through technology and to provide a framework for this to occur.

## **Vision:**

Arkansas learners will have equitable access to learning environments that infuse technology into the teaching and learning process, ultimately producing life-long learners who will succeed socially and economically in a society increasingly dependent on technology and information.

## **Mission:**

The mission of the Educational Technology Plan is to

- ♦ Promote student centered learning environments that are rich in technology.
- ♦ Empower faculty to use technology as a tool to enhance learning.
- ♦ Ensure that students and faculty become technology literate and productive in a digital society.
- ♦ Engage education and community-based technology providers in collaboration efforts.
- ♦ Allow school personnel immediate access to the tools, data, and information needed to make educational decisions and continual education learning.
- ♦ Serve as the documentation required by the United States Department of Education to obtain federal technology funding.

# Goals

The five major goals of this technology plan are listed below. They are the foundation necessary to achieve the vision and complete the mission of the plan. It is imperative that the plan has the flexibility to allow for new ideas, services, products, and projects that may need to be created over the life of the plan.

**Goal 1:** School districts will equitably allocate fiscal, staff and professional development resources to ensure that the acquisition, maintenance and use of high quality learning technologies are available to support student achievement.

**Goal 2:** Each school district will develop, implement and evaluate a plan for technology use that: supports the achievement of high performance standards including those of technology literacy by students, teachers and other educational professionals; includes federal mandated protection from inappropriate materials; and ensures that every school has access to digital content and professional development in using technology across the curriculum.

**Goal 3:** The state and school districts will develop a robust and reliable security network infrastructure that is capable of supporting advance information and educational technology for learning, teaching, and research.

**Goal 4:** Arkansas state funds and federal technology funding streams will be aligned with other state efforts to support high need and low resource schools in obtaining the fiscal resources needed to purchase, install and maintain up-to-date technology hardware and software.

**Goal 5:** The Arkansas Department of Education will seek ongoing input, feedback and assistance from representatives of all sectors of the education community as well as community-based technology providers to collaboratively develop, implement, evaluate, and revise the educational technology plan for Arkansas.

# Local Technology Plans

## **PURPOSE:**

Act 999 of 1999 required each school to develop a comprehensive, long-range school improvement plan focused on student achievement. The improvement plan had to be designed to assist those students performing below grade level in achieving expected educational standards. Local school districts had to have a comprehensive, long-range, district wide technology plan for implementing educational technology initiatives that supported the school improvement plan. The district technology plan was to be closely associated with the school improvement plans.

The following factors indicate the need for a comprehensive plan:

- Compatibility required for access to communications networks (local, state, national, and international).
- Level of expertise required for efficient and effective planning, implementation, and support.
- Cost of hardware and software (compatibility and volume purchasing).
- State and federal requirements (E-Rate, grants).

## **GOAL:**

Each district will develop a comprehensive technology plan that supports the school improvement plan of each school within the district.

## **OUTCOMES:**

Schools meeting this goal will demonstrate the following:

- Technology initiatives that help the district meet its school improvement goals.
- An approved plan that makes districts eligible for state and federal technology funds.
- Differentiation among instructional and administrative applications within the plan.
- Input and contribution from committed stakeholders in the development of the plan (teachers, support staff, administrators, parents, local business, school board, students, etc).
- Engagement in technology planning that focuses on the integration of information technology in teaching and learning.
- Availability of qualified local staff to support the technology plan.
- Continuous assessment and yearly review of the plan.

## **TECHNOLOGY PLAN EMPHASES:**

### **Emphasis 1:**

The district plan examines the goals set forth in the individual comprehensive improvement plan and identify ways in which technology can be utilized to achieve the goals set forth in these plans. Technology is one intervention utilized to help meet the goals defined by the school improvement plan. Other interventions would include curriculum alignment, parental engagement, professional development, evaluation, equity, and collaboration.

### **Emphasis 2:**

Local plans must address the state technology standards for teachers, students, and administrators as well as technology-specific courses. Districts must address which technology courses will be required and how the district will assess the student's proficiency in technology.

### **Emphasis 3:**

Professional development is a critical part of the district technology plan. Professional development should be a coordinated set of planned, research-based best practices, learning activities for teachers and administrators, which are standards-based and continuous. The professional development plan should help in developing and sustaining the technology skills of educators, which will enhance teaching, learning, management, and leadership in the education community.

### **Emphasis 4:**

Teaching and learning must be supported by management tools that are appropriate, efficient, and cost effective for the district.

### **Emphasis 5:**

In order for instructional staff and support services to successfully utilize technology, the district must have access to competent and timely technical support. The district plan must include a strategy for the installation, replacement, and maintenance of hardware, software, and networking.

### **Emphasis 6:**

Updates to existing plans must be completed and submitted yearly to the Arkansas Department of Education.

## **TECHNOLOGY PLAN COMPONENTS:**

A district technology plan that supports an integrated K-12 technology program will include the following components:

- Vision and Mission Statements
- Goals
- Inventory of Existing Programs and Technologies by School Campus
- Curriculum and Instructions (School improvement plans are the basis for this component)
- Staff Development
- Infrastructure
- Action Plans (Including timeline and implementation schedule)
- Hardware and Software Purchases
- Technical Support
- Inventory Tracking
- Technology Budget
- Acceptable Use Policies
- Monitoring and Evaluation

**Goal 1:** Each district will develop a comprehensive technology plan that supports the school improvement plan from each school within the district.

**Goal 2:** Learning technologies will be widely and equitably used in every school building to support the engagement of students, teachers, administrators, parents, and the community in helping all students to achieve high education standards.

**Goal 3:** Educational technology applications will promote students engagement and will improve student achievement by enabling students to access and analyze information, solve problems, collaborate with others, and communicate their thoughts and ideas. Effective use of learning technologies will allow students to become self-directed, self-motivated, and lifelong learners.

### **Critical Issues:**

- Increase the number of individual school districts applying for the E-Rate program.
- Provide guidance in creating and updating technology plans.
- Support technology by providing quality technicians at the school, district, education cooperative, and state level.

# Professional Development

## **Standards:**

The International Society for Technology in Education (ISTE), National Educational Technology Standards (NETS) for administrators, teachers and students provide fundamental concepts, knowledge, skills, and attitudes for applying information technology in educational settings. This 2008-2012 technology plan includes the adoption of the ISTE and NETS standards for administrators along with the ISTE and NETS standards for teachers and students that were previously adopted. For students to acquire the technology literacy skills as outlined in the NETS-Students, they must have educated leaders who understand how to integrate those technologies into the curriculum. These student competencies drive what knowledge and skills teachers and administrators must possess. The Arkansas teacher preparation programs should ensure that their candidates meet these standards. Administrative support is also imperative to the success of the school or district technology implementation.

## **Current Status:**

Professional development is central to the success of school reform efforts. State and local administrators must support and facilitate ongoing technology professional development for themselves, for teachers and for others who may influence student learning (school board, support staff, parents, or other school stakeholders).

In recent years, educators have become more comfortable with the variety of technologies available to them. This progress can be attributed to the technology professional development requirements and to the overall increased use of technology. However, a gap remains between the digital literacy levels of educators and students. Educators must continue to learn to use technology as a primary teaching tool in order to connect with today's digitally literate students.

## **Goal:**

For the purpose of increasing student achievement and to prepare all learners for the challenges of the 21<sup>st</sup> Century, technology will be integrated into all aspects of teaching and learning utilizing the professional development as a mechanism of change.

**Objectives:**

- Ensure administrative support for the technology professional development needs and goals relating to technology integration.
- Support teacher technology initiatives by providing sufficient time and follow-up support for the mastery of new technology strategies and the integration of these strategies into practice.
- Improve the preparation of all educators, both pre-service and in-service, in the use of technology using the ISTE/NETS guidelines.
- Ensure that every educator knows how to use data to drive instruction.
- Provide practicum and mentor experiences for students and educators to successfully integrate technology into instruction.

**Outcomes:**

- Delivery of instruction using technology to increase diversity in instructional strategies.
- Increased student achievement.

**Critical Issues:****Funding**

Typically districts spend far less on professional development than on hardware, software, and support. Ongoing financial support must be provided for the sustained delivery of quality professional development in using technology. It is recommended that districts allocate at least 25% of technology resources for technology professional development. Allocation of funds for providing opportunities, incentives, rewards, and support for educators to develop model practices using technology should also be considered.

**Equity of Access to Technology**

Educators must have access to technology tools required to support professional development, curriculum, instruction, and assessment. These tools include professional development opportunities and personal access to the necessary hardware and software including:

- Individual laptop computers customized for professional use
- Classroom internet connectivity
- Presentation devices such as projectors, document cameras, & interactive whiteboards
- Other technology equipment and software appropriate for specific content areas

The following resources should be made available to each Arkansas educator: Access to professional development opportunities around the clock.

- Peer and mentor support at the building level, along with learner-centered training that encourages collaboration.
- Access to innovative, ADE approved, technology-mediated professional development opportunities at the district, cooperative, and statewide level.

### **Best Practices**

The best forms of professional development allow educators to see actual methods used in classrooms, try out new techniques with feedback on their efforts, and observe their peers using technology. These models focus on effective strategies to integrate technology into the curriculum, as well as the teaching and learning process. For this to occur, school personnel need hands-on learning, time to experiment, easy access to the technology, and technology support.

The models of effective professional development proposed by the International Society for Technology in Education, National Council for Accreditation of Teacher Education, National Staff Development Council, and Consortium for Policy Research in Education all require that individuals be responsible for their own professional growth, and that institutions at all levels provide appropriate support.

### **Higher Education**

The Arkansas Department of Higher Education and approved teacher education programs must collaborate effectively to ensure that programs for teacher education train new educators in the use of educational technology and its integration into instruction. Candidates in education programs should be able to demonstrate basic computer literacy and basic data examination and analysis prior to initial licensure.

The student-teaching practicum/internship experience should be a forum for established educators to share best practices in classroom instruction as well as for candidates, who may have technology skills that the established teacher lacks, to share skill sets for integrating technology into the classroom setting.

This practicum/internship in teaching should serve as an interactive forum with two-way learning between established teachers and teacher candidates. This process may also provide motivation and support for retention for novice teachers.

Faculty in teacher education programs should complete a minimum of 12 hours per year of professional development in technology use for teaching and learning and ways to integrate technology into instruction to engage the learner.

## **Recommendations**

1. Adopt the ISTE/NETS for administrators, as has been done for teachers and students.
2. Provide educators with equitable access to appropriate technology tools including, but not limited to:
  - Individual laptop computers customized for professional use.
  - Classroom internet connectivity.
  - Presentation devices such as projectors, document cameras, & interactive whiteboards.
  - Other technology equipment and software appropriate for specific content area(s).
3. Allocate at least 25% of technology budget for professional development.
4. Apply for E-Rate reimbursements to assist with technology funding.
5. Investigate leveraging the purchase of technology tools to support technology professional development and integration at all levels.
6. Candidates in programs for teacher education demonstrate basic computer literacy before initial licensure.
7. Candidates in programs for teacher education demonstrate basic data examination and analysis skills before initial licensure.
8. Provide training in data examination and analysis to ensure that every educator knows how to use data to drive instruction.
9. Require a minimum of 12 hours of annual educational technology professional development for faculty in education preparation programs relating to the integration of technology into instruction.
10. Encourage technology professional development beyond basic education technology application, moving toward integration into instruction.
11. Require a minimum of 6 hours of annual educational technology professional development relating to the integration of technology into instruction for all certified staff.

12. Implement or support the development of Instructional Technology or Technology Integration Specialist positions at all levels.
13. Monitor the needs for professional development in technology at all levels, including staff development for local personnel responsible for technical support to educators.
14. Continue to offer quality professional development programs for educators on technology integration into teaching and learning, instructional management, and administration.
15. Investigate the process of mapping local curriculum with the use of technology-mediated resources that are aligned with the Arkansas Curriculum Frameworks to put in place a process for identifying and locating accessible digital media.
16. All persons presenting professional development should model best practices in effective use of technology for instruction to engage the learner whenever appropriate.
17. Provide state-of-the-art training facilities at all levels.
18. Provide opportunities, incentives, and support for educators to develop models of best practices using technology.
19. Integrate technology professional development opportunities into all classroom, building, and district planning efforts (including the Arkansas Comprehensive School Improvement Plan).
20. Encourage faculty and staff to engage in professional development during the school days.

# State Infrastructure

## Current Status

The Arkansas Department of Education (ADE) and the Department of Information Systems (DIS) have taken a leadership role in developing guidelines for technology infrastructure for new and existing facilities. These infrastructure standards will be integrated with local district educational plans as well as plans for teacher education programs. These guidelines will be based upon advances in technology and scientifically based research. The definition of technology tools extends beyond the computer workstation and includes personal digital assistants and handhelds, scientific instruments, robotic tools, online and interactive collaboration products, interactive white boards, and assistive technology tools. All of these items must be taken into consideration when utilizing monitoring and increasing the educational infrastructures capacity levels.

An essential part of effective technology use in schools is building a technology infrastructure. Building this capacity includes integrating technology into the classroom, library media center, and administrative offices. The infrastructure should enable the integration of technology into the curriculum and provide information access to the public. Initiatives should emphasize public-private partnerships and extend outside the school facilities.

## Statewide Network Status

### Internet Access in Schools

Since funding became available in 1997, the Arkansas Department of Education has applied for and received funding discounts that have enabled the state to provide connectivity to all public school districts. Internet service is required for K-12 connectivity to be eligible for discounts and as such Internet access has increased as the network has expanded.

Since very few schools remain without high-speed Internet access parity seems achievable. In the next three years, the state's primary focus will be improving and expanding the statewide network where critical needs exist. First, many school systems' bandwidth needs overextend the network's current capacity. Second, while some network security measures are in place, the level is by no means adequate to support the types of data transfer activities that are quickly emerging or to protect the network from potential attacks or breaches. Finally, the network must be maintained and upgraded to keep pace with technological advances and industry standards for information management.

Therefore, ADE and DIS should direct attention to the following areas:

- Providing sufficient bandwidth for each school system’s growing needs and evolving Internet-based applications, such as video streaming and teleconferencing.
- Ensuring that the network reflects modern standards for transferring and securing information.
- Purchasing, installing, and using network monitoring software to measure bandwidth use, and to promote maximum use and security.

## Wide Area Network

### The State Backbone Network

The State Backbone Network supports connections to public (K-12) education entities across Arkansas. The backbone is the part of the communications network which carries the heaviest traffic. The backbone is also that part of a network which joins LANs or campus area networks across the state. The backbone network is deployed by the Department of Information Systems and maximizes economies of scale by aggregating data traffic from multiple public state entities in order to provide both efficient and cost effective data transport.

Aggregate Customer WAN bandwidth - Broken down by customer group:

Customer Group	Number of Connections	Aggregate Bandwidth
APSCN (K-12)	1,096	1,705 Mbps (1.7 Gbps)
State Agency	1,525	1,705 Mbps (1.7 Gbps)
Higher Ed (ARKnet)	114	357 Mbps (.4 Gbps)
<b>Totals</b>	<b>2,735</b>	<b>3,498 Mbps (3.5 Gbps)</b>

Network Management Applications are currently monitoring 1,937 network devices including routers, switches and other network hardware. This monitoring currently provides network level event monitoring such as bandwidth utilization, error logging, system resources, uptime and reliability. This monitoring is “on demand” and data is viewed by a DIS technician, typically in response to trouble reported by the customer.

- Core network equipment consists predominately of Cisco equipment. All core equipment is equipped with redundant power supplies connected to diverse power sources.
- Resources located in the DIS Data Center are located behind a pair of Gigabit connected firewall appliances aligned in a failover configuration. If the active firewall fails, the standby firewall becomes active with a full and current state-full connections table permitting established traffic to pass as if the original firewall was still in place. A standby firewall that does not have a full current state-full table will drop all connections at the time of failover.

### **State Video Network Infrastructure**

The current state video network or "VNet" is comprised of six Polycom MGC bridges that are distributed across the state in four separate regions and are located in central office facilities, enterprise conference scheduling, core video network routing, and a core video network backbone. This network currently supports 505 interactive video systems (156 H.320 dedicated bandwidth sites and 349 H.323 Internet protocol sites as of September 2006). The video network runs approximately 20,000 conference hours per month. There are nearly 310 simultaneous conferences running on a day in which peak utilization of the video network occurs. The video network supports mainly educational uses in the areas of higher education and K-12. Additionally, the video network supports video conferencing for healthcare, corrections, and administrative video conferencing.

### **Backbone Internet Connectivity**

The Statewide Network has been engineered with three geographically diverse Internet "Points of Presence" (PoPs) in Little Rock, Fayetteville and Pine Bluff. These three PoPs provide Internet redundancy and static load balancing. In the event that any of these connections to an Internet Service Provider fails, Internet traffic is re-routed to one of the other PoPs.

### **Internet Content Filtering**

DIS provides Core Based Internet Content Filtering for K-12 schools/districts that choose to use this service. This service provides Internet or Web filtering to prevent accessing Web pages or other Internet services based on 67 different categories. The manufacturer evaluates Web sites and places them in the appropriate categories. If a customer wishes to deviate from the default configuration they can accept local control which permits them to select the filter categories they wish to filter. The customer can manipulate their filter environment as their filter requirements change. Local control also permits the

customer to configure a local over-ride account permitting temporary override of the filter.

## **Network Disaster Recovery**

In the event of a disaster that renders the Multi-Agency Complex "out of service" customer connections that are terminated in central office routing, N.W. Arkansas, and Pine Bluff hardware will continue to function. Resources on the DIS Data Center will no longer be accessible to these customers. Internet activity will failover to the N.W. Arkansas Internet connection for central office routing customers and will remain out of Pine Bluff for the Pine Bluff connected customers.

In addition to the above described infrastructure, the Statewide Network has provided a connection to an off-site, out of state disaster recovery service provider. This is an OC3 connection and is connected to the Central Office Routing infrastructure. In the event that the building is destroyed, resources will be restored at the off-site disaster recovery facility and network traffic will re-route to this location.

### **Goals:**

- Develop a Robust and Reliable Security Infrastructure.
- Advance information and educational technology in support of learning and discovery.
- Support the development of simplified business processes and services for students, faculty, and staff.
- Enrich and extend the telecommunications infrastructure.
- Coordinate and promote staff technical training.

### **Critical Issues:**

- Increased bandwidth and cost.
- Funding for state infrastructure and management.
- Network security.

## **Recommendations**

1. Bandwidth capacity terminating in K-12 institutions in Arkansas should be doubled over the next two years.
2. School districts are encouraged to implement campus area networks.
3. School districts will be required to apply for E-Rate funding or they will not receive any technology funding from the Arkansas Department of Education.
4. Schools and/or districts will be responsible for any refund due to non educational E-Rate usage in accordance with E-Rate guidelines.
5. Provide scalable, robust, and reliable academic systems infrastructure.

## **Outcomes:**

1. Increased security of the network.
2. Increased IT planning and deployment of new tools.
3. Increased stability and manageability of the state technology infrastructure.
4. Creation of IT Tools which are scalable and reliable for academic systems.
5. Utilization of dynamic Web applications.
6. Ability to do independent research on specific infrastructure technologies.

# State Technology Funding

## Current Status

Arkansas has the opportunity to drive change through maximizing the potential of educational technology which can be achieved by developing technology solutions that are scalable, flexible, reliable, and have the ability to cost-effectively individualize education for all students. Arkansas has successfully leveraged Title II D funds to develop statewide programs that improve student achievement, increase levels of access, support professional development, and enhance data systems.

It is critical that funding for technology in schools remains a dedicated and targeted source to ensure adequate and equitable access for all students. Students must be able to use technology to help them learn content and skills – so that they know how to think critically, solve problems, use information, communicate, innovate, and collaborate. Without appropriate and adequate technology in schools, students will lack opportunities to learn 21st Century Skills that will help them succeed in life and work.

Arkansas has made educational technology a funding priority. The Arkansas Department of Education provides direct state funding for the state K-12 educational technology infrastructure, statewide technology projects, access to the Internet, and state data and video networks. E-Rate funding is used to subsidize state funds to assist schools with purchasing broadband services, supporting equipment, technical assistance, and distance education resources.

Capital improvement funds, E-Rate funds, federal funds, dedicating local school mileage to technology, and redistributing certain existing funds are strategies that are being used by Arkansas school districts for funding technology programs.

When a state technology grant program is established, it provides 1) entitlement funds to districts, based on a distribution formula, and 2) discretionary grants for demonstration projects that applies technology solutions to real, documented instructional needs. Two types of discretionary grant programs were created: one to promote curriculum and instruction via the development of technology networks and professional development; the other to develop capacity for two-way interactive distance learning for the delivery of high school courses.

## **Technical Support**

Technical support for school districts is crucial to creating and sustaining technology initiatives. An effective technology program relies on the understanding that the technology alone cannot advance student learning if it is not used and maintained properly. Arkansas has chosen to use a comprehensive technical support plan that includes funding technology coordinators to install and repair equipment and distance learning coordinators to assist teachers and students with distance learning and interactive videoconferencing. Each education service cooperative currently has a state funded technology coordinator and a distance learning coordinator to provide key support across the state.

## **Professional Development**

The Arkansas Department of Education realizes that teachers are a key element to success in a child's education. Therefore, it is imperative that teachers receive professional staff development in the area of technology to be able to model and teach their students how to use these valuable tools. The Department has funded online professional development through the Internet Delivered Education for Arkansas Schools (IDEAS) portal. This online professional development resource for Arkansas educators was designed to enhance teachers' content knowledge and instructional skills.

Additional professional development is funded through grants to the education service centers and through the distance learning video network.

## **Online Resources**

Schools need additional resources to fully enhance the educational process. The state currently funds and provides access to the following online technology projects:

**Arkansas Traveler Project-** a portal of electronic databases including full text journals, newspapers, periodicals, instructional and professional resources, and information about authors that is available to all schools, libraries, and Arkansas teachers.

**United Streaming-** educational video streaming of curriculum resources.

**Triand-**electronic transcript transfer application.

**COGNOS-** school data financial reports application.

## **Goals:**

**Goal 1:** Adequate funding will be provided to assure that all public school students and personnel will have access to and develop proficiency in the use of technology in the teaching and learning process.

**Objective 1:** All students and staff will have access to a modern and effective technology infrastructure which enhances quality learning.

**Goal 2:** Arkansas will develop innovative methods of funding to convert and sustain teaching and learning through educational technology, and build local, regional, and statewide capacity.

**Objective 1:** Provide appropriate new and flexible models of budgeting for technology.

**Objective 2:** Continuously assess and evaluate technology investments and implementations.

## **Critical Issues:**

- Maintain and upgrade the state technology network.
- Schools that do not apply for E-Rate funding should not receive any technology funding or grants from the Arkansas Department of Education.
- Require schools and/or districts to be responsible for any non educational E-Rate usage.

## **Recommendations**

1. Fund one local technology integration specialist in each Education Service Cooperative.
2. Require schools or districts to hire a technology specialist in each Local Education Agency for each 1100 students.
3. Apply for E-Rate reimbursements to assist with technology funding.
4. Schools that do not apply for E-Rate funding shall not receive technology funding or grants from the Arkansas Department of Education.

5. Require schools and or districts to be responsible for any non educational E-Rate usage.
6. Coordinate funding processes to maximize benefits to schools in the acquisition, maintenance, and use of technology.
7. Leverage discretionary funds to foster innovation in teaching, learning, and assessment in traditional and electronic learning environments.
8. Solicit federal funding and private grant foundations for innovative educational technology projects.
9. Coordinate funding for maintenance and upgrades for the K-12 state infrastructure and networks.
10. Develop, promote, and provide technical assistance for administrative applications for technology including: interactive reports, online standardized testing, e-grants program, student information systems, online data collections, and Web-enabled consolidated application for funding.

**Outcomes:**

1. Acquisition of additional educational technology funding.
2. Hiring and training highly qualified technical support staff.
3. Providing a robust network that offers a wide range of Internet or Web based applications.
4. Expanding managed network services for education and research, and providing frequent conferences and training opportunities.
5. Developing a robust optical infrastructure that is capable of supporting advanced research and emerging education initiatives.

# Evaluation

Evaluation of the State Technology Plan will include the gathering of key data that is sent to the Department of Information Systems and the Arkansas Department of Education. Data gathered will provide technology leaders with information on the technology needs and support necessary for educators to enhance their technology effectiveness in the classroom and achieve increased student performance. Data, in conjunction with the evaluation plan, will produce specific information about the increase and effectiveness in the application of technology throughout the state.

Key data elements will be evaluated and disseminated so that schools, education service cooperatives, and higher education institutions will be aware of various goals, successes and limitations of technology initiatives. The Research and Technology Section of the Arkansas Department of Education will analyze technology data to determine funding and resource development priorities for the state. Evaluation of the Arkansas State Technology Plan will be ongoing and comprehensive.

## **Summary**

Imagine Arkansas students being responsible, caring, educated citizens that value innovation and are committed to consistent growth and improvement through the use of technology. The 2008-2012 Arkansas State Technology Plan has been designed to serve as a framework to obtain this vision. The plan is also designed to meet requirements for federal funding, promote the power of digital technologies, and assure that the students are prepared to be competent in the skills of the 21<sup>st</sup> Century.

# APPENDICES

## National Educational Technology Standards for Students: The Next Generation

### 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

### 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

### 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- plan strategies to guide inquiry, locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media; evaluate and select information sources and digital tools based on the appropriateness to specific tasks; process data and report results.

### 4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.
- collect and analyze data to identify solutions and/or make informed decisions.
- use multiple processes and diverse perspectives to explore alternative solutions.

## **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

## **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations.

Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

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# **National Educational Technology Standards for Teachers**

## **I. TECHNOLOGY OPERATIONS AND CONCEPTS**

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE *National Educational Technology Standards for Students*).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

## **II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES**

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

## **III. TEACHING, LEARNING, AND THE CURRICULUM**

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.*

*Teachers:*

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

#### **IV. ASSESSMENT AND EVALUATION**

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.*

*Teachers:*

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

#### **V. PRODUCTIVITY AND PROFESSIONAL PRACTICE**

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

#### **VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES**

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers:*

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

*All classroom teachers should be prepared to meet the following standards and performance indicators.*

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# National Educational Technology Standards for Administrators

## Profiles for Technology-Literate Administrators

### PRINCIPAL PROFILE

Principals who effectively lead integration of technology typically perform the following tasks.  
Effective principals:

#### I. Leadership and Vision

1. participate in an inclusive district process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
2. develop a collaborative, technology-rich school improvement plan, grounded in research and aligned with the district strategic plan.
3. promote highly effective practices in technology integration among faculty and other staff.

#### II. Learning and Teaching

1. assist teachers in using technology to access, analyze, and interpret student's performance data, and in using results to appropriately design, assess, and modify student's instruction.
2. collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student's learning.

#### III. Productivity and Professional Practice

1. use current technology-based management systems to access and maintain personnel and student records.
2. use a variety of media and formats, including telecommunications and the school website, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

#### IV. Support, Management, and Operations

1. provide campus-wide staff development for sharing work and resources across commonly used formats and platforms.
2. allocate campus discretionary funds and other resources to advance implementation of the technology plan.
3. advocate for adequate, timely, and high-quality technology support services.

#### V. Assessment and Evaluation

1. promote and model the use of technology to access, analyze, and interpret campus data to focus efforts for improving student learning and productivity.
2. implement evaluation procedures for teachers that assess individual growth toward established technology standards and guide professional development planning.
3. include effectiveness of technology use in the learning and teaching process as one criteria in assessing performance of instructional staff.

#### VI. Social, Legal, and Ethical Issues

1. secure and allocate technology resources to enable teachers to better meet the needs of all learners on campus.
2. adhere to and enforce among staff and students the districts acceptable use policy and other policies and procedures related to security, copyright, and technology use.
3. participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.

**DISTRICT PROGRAM DIRECTOR PROFILE**  
**ISTE National Educational Technology Standards for Administrators**  
[http://cnets.iste.org/administrators/a\\_profiles.html](http://cnets.iste.org/administrators/a_profiles.html)

District program directors who effectively lead integration of technology typically perform the following tasks. Effective program directors:

**I. Leadership and Vision**

1. assure that program technology initiatives are aligned with the district technology vision.
2. represent program interests in the development and systematic review of a comprehensive district technology plan.
3. advocate for program use of promising practices with technology to achieve program goals.

**II. Learning and Teaching**

1. participate in developing and providing electronic resources that support improved learning for program participants.
2. provide rich and effective staff development opportunities and ongoing support that promote use of technology to enhance program initiatives and activities.
3. ensure that program curricula and services embrace changes brought about by the proliferation of technology within society.

**III. Productivity and Professional Practice**

1. use technology and connectivity to share promising strategies, interesting case studies, and student and faculty learning opportunities that support program improvement.
2. model, for program staff, effective uses of technology for professional productivity such as in presentations, record keeping, data analysis, research, and communications.
3. use online collaboration to build and participate in collaborative learning communities with directors of similar programs in other districts.

**IV. Support, Management, and Operations**

1. implement technology initiatives that provide instructional and technical support as defined in the district technology plan.
2. determine financial needs of the program, develop budgets, and set timelines to realize program technology targets.

**V. Assessment and Evaluation**

1. continuously monitor and analyze performance data to guide the design and improvement of program initiatives and activities.
2. employ multiple measures and flexible assessment strategies to determine staff technology proficiency within the program and to guide staff development efforts.

**VI. Social, Legal, and Ethical Issues**

1. involve program participants, clients, and staff in dealing with issues related to equity of access and equity of technology-rich opportunities.
2. educate program personnel about technology-related health, safety, legal, and ethical issues, and hold them accountable for decisions and behaviors related to those.
3. inform district and campus leadership of program-specific issues related to privacy, confidentiality, and reporting of information that might impact technology system and policy requirements.

## **SUPERINTENDENT PROFILE**

Superintendents who effectively lead the integration of technology typically perform the following tasks. Effective superintendents:

### **I. Leadership and Vision**

1. assure that the vision for use of technology is congruent with the overall district vision.  
**ISTE National Educational Technology Standards for Administrators**  
[http://cnets.iste.org/administrators/a\\_profiles.html](http://cnets.iste.org/administrators/a_profiles.html)
2. engage representatives from all stakeholder groups in the development, implementation, and ongoing assessment of a district technology plan consistent with the district's improvement plan.
3. advocate to the school community, the media, and the community at large for effective technology use in schools for improved student learning and efficiency of operations.

### **II. Learning and Teaching**

1. provide equitable access for students and staff to technologies that facilitate productivity and enhance learning.
2. communicate expectations consistently for the use of technology to increase student achievement.
3. ensure that budget priorities reflect a focus on technology and its relationships to
4. enhanced learning and teaching.

### **III. Productivity and Professional Practice**

1. establish a culture that encourages responsible risk-taking with technology while requiring accountability for results.
2. maintain an emphasis on technology fluency among staff across the district and provide staff development opportunities to support high expectations.
3. use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional learning.

### **IV. Support, Management, and Operations**

1. provide adequate staffing and other resources to support technology infrastructure and integration across the district.
2. ensure, through collaboration with district and campus leadership, alignment of technology efforts with the overall district improvement efforts in instructional management and district operations.

### **V. Assessment and Evaluation**

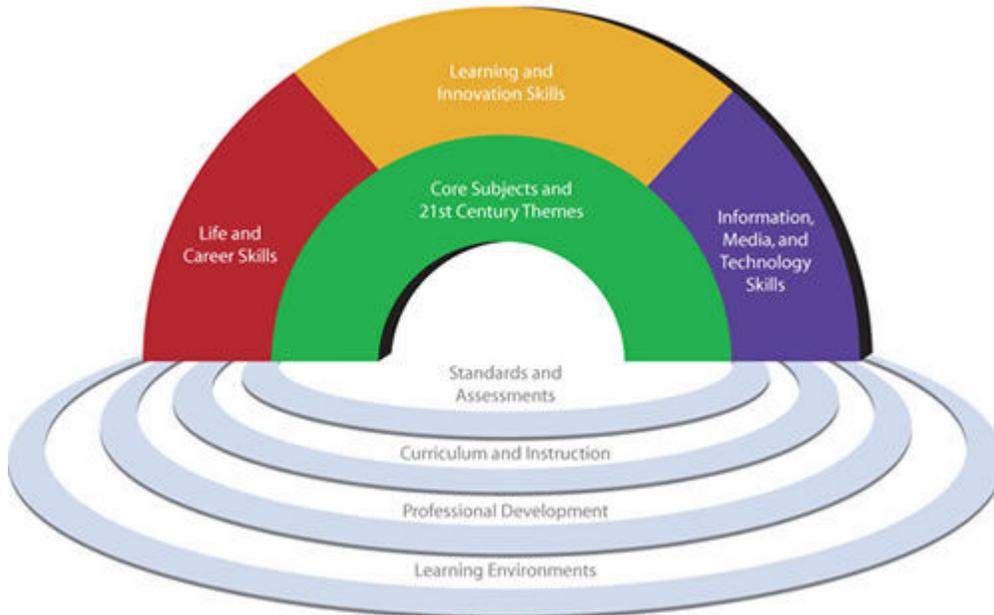
1. engage administrators in using district-wide and disaggregated data to identify improvement targets at the campus and program levels.
2. establish evaluation procedures for administrators that assess demonstrated growth toward achieving technology standards for school administrators.

### **VI. Social, Legal, and Ethical Issues**

1. ensure that every student in the district engages in technology-rich learning experiences.
2. recommend policies and procedures that protect the security and integrity of the district infrastructure and the data resident on it.
3. develop policies and procedures that protect the rights and confidentiality of students and staff.

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## 21<sup>st</sup> Century Skills Standards A Partnership for 21<sup>st</sup> Century Skills



21<sup>st</sup> Century Standards should:

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### 21<sup>ST</sup> CENTURY STUDENT OUTCOMES

The elements described in this section as “21<sup>st</sup> century student outcomes” (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21<sup>st</sup> Century.

#### Core Subjects and 21<sup>st</sup> Century Themes

Mastery of **core subjects and 21<sup>st</sup> Century themes** is essential for students in the 21<sup>st</sup> Century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving **21<sup>st</sup> Century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**

### Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21<sup>st</sup> Century and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

### Information, Media and Technology Skills

People in the 21<sup>st</sup> Century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21<sup>st</sup> century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

### Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

## 21<sup>ST</sup> CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21<sup>st</sup> Century learning requires more than identifying specific skills, content knowledge, expertise and literacy. An innovative support system must be created to help students master the multi-dimensional abilities required of them in the 21<sup>st</sup> Century. The Partnership has identified five critical support systems that ensure student mastery of 21<sup>st</sup> Century skills:

- **21<sup>st</sup> Century Standards**
- **Assessment of 21<sup>st</sup> Century Skills**
- **21<sup>st</sup> Century Curriculum and Instruction**
- **21<sup>st</sup> Century Professional Development**
- **21<sup>st</sup> Century Learning Environments**
- **Focus on 21<sup>st</sup> Century skills and content.**  
Students need to know *how* as well as *what* in order to participate fully in the modern world.
- **Give students the context of the topics they are studying.**  
Students want to know *why* a given topic is relevant, as well as understand *how* to inscribe the topic in an overarching personal construct.
- **Promote deeper engagement with core subjects through analysis and synthesis, not merely descriptive or memorized facts.**  
In a world of facts at our fingertips, depth of knowledge matters more than breadth.
- **Build understanding across disciplinary categories through 21<sup>st</sup> Century themes.**  
Meaningful problems are usually complex and boundary-spanning.

- **Engage students with the real world data, tools, and experts they will encounter in college, on the job, and in life.**

Students learn best when actively engaged in solving meaningful problems.

- **Go beyond content knowledge to identify other 21<sup>st</sup> Century educational support systems.**

Coherent curricula, powerful professional development opportunities, and engaging learning environments are essential to a 21<sup>st</sup> Century education system.

- **Allow for multiple measures of mastery.**

The richness of 21<sup>st</sup> Century learning requires a matching range of assessments, from standardized tests to technology-enhanced, classroom, and performance-based assessments.

- **Use accountability as an indicator of progress, rather than a system of sanctions, to guide systemic improvement of students, teachers, and schools.**

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Northwest RTEC: <http://www.netc.org/planning>

NCRTEC Plugging In: <http://www.ncrtec.org/capacity/plug/plug.htm>

Guiding Questions for Technology Planning:[www.ncrtec.org/capacity/guidewww/gqhome.htm](http://www.ncrtec.org/capacity/guidewww/gqhome.htm)

Learning Through Technology: [www.ncrel.org/tandl/homepg.htm](http://www.ncrel.org/tandl/homepg.htm)

## Evaluation Strategies:

Educational Technology: Are School Administrators Ready For It?  
<http://www.sreb.org/programs/EdTech/pubs/ReadyForIt/EdTech-ReadyForIt.pdf>

Professional Development Courses and Programs  
<http://www.sreb.org/programs/EdTech/pubs/PDF/04T04-Standards Online Prof Dev.pdf>

## Evaluation Resources:

### Online Resources

[www.hprtec.org](http://www.hprtec.org)

*Profiler*—a collection of on-line tools & instruments for collecting and analyzing data that can be helpful for planning evaluation.

<http://www.apple.com/education/k12/leadership/acot/library.html>

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## Technology Glossary

### A

**Acceptable Use Policy (AUP):** This is a policy set up by the network administrator or other school leaders in conjunction with their technology needs and safety concerns. This policy restricts the manner in which a network may be used, and helps provide guidelines for teachers using technology in the classroom.

**Alias:** A file that points to another item, such as a program, document, folder, or disk. When an alias is opened, the original item that the alias points to is opened. This helps in the organizing and accessing of files. Alias is purely a Mac term. The equivalent term for Windows-based computers is a shortcut.

**Applet:** A program designed to be executed from within another application.

**Application:** Computer software; also called a program. There are many types of software that fit into the category of application. Application software is distinct from other forms of software, such as operating system and utility software.

**ASCII (American Standard Code for Information Interchange):** This international standard contains 128 codes that correspond to all upper and lower-case Latin characters, numbers, and punctuation marks. Each code is represented by a seven-digit binary number: 0000000 through 1111111.

**Assistive Technology:** Any item, piece of equipment or product system, whether acquired commercially, off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

**Attachment:** An attachment, or attached file, is a file sent over the Internet along with an email message. Attachments are the quickest way to share documents with people outside your organization. The advantage of sending an attachment over sending a fax is that the receiver can view, edit or print the attachment as s/he wishes. When sending an attachment to someone, make sure you send it in a format that they can read. For instance, if you send a Word for Macintosh document to someone who has WordPerfect on a PC, they may not be able to open the file, or it may be garbled.

**Authentication:** This security measure is the process of determining whether someone is who they say they are. On campus, a common method of authentication is the login ID and Kerberos password.

**Avatar:** A graphical icon that represents a real person in a cyberspace system. In e-learning, avatars usually represent the learners. The term comes from a Sanskrit word meaning an incarnation in human form.

## B

**Bandwidth:** The capacity of a network or data connection to transmit data.

**Backup:** Backup is the process of preserving copies of files on a different drive, directory, or media (often floppy disks or tape) to protect against the destruction or loss of the original files in the event of hardware or system failure. Two backups are often recommended: one onsite and another offsite.

**Banner:** a banner is either a graphic image that announces the name or identity of a site (and often is spread across the width of the Web page) or is an advertising image. Advertisers sometimes count banner "views," or the number of times a banner graphic image was downloaded over a period of time.

**BCC (Blind Courtesy Copy or Blind Carbon Copy):** A way to send an e-mail message to more than one recipient, without the parties knowing that an identical message was sent to others. Using the BCC is a good way to avoid the long list of recipients that your correspondents usually have to wade through in the header of a mass-mailing.

**Blog/Blogging:** This term is derived from *Web log* and is an increasingly popular type of Web site. Most take the form of journal entries and allow readers to post comments.

**Bluetooth:** A short-range radio technology aimed at simplifying communications among internet devices and between devices and the Internet.

**Bookmark:** A web page link stored in a browser for quick and easy retrieval.

**Boolean Operators:** Most search engines allow you to limit your search or make it more specific by using words like "And," "Or," and "Not." These words are known as Boolean operators because of their origin as terms in logic. For example, if you do a search on "Nonprofits AND Technology," TechSoup.org should show up in the results.

**Bridge:** In telecommunications networks, a bridge is a product that connects a local area network (LAN) to another local area network that uses the same

protocol (for example, Ethernet or Token Ring). You can envision a bridge as being a device that decides whether a message from you to someone else is going to the local area network in your building or to someone on the local area network in the building across the street. A bridge examines each message on a LAN, "passing" those known to be within the same LAN, and forwarding those known to be on the other interconnected LAN (or LANs).

**Broadband:** A type of data transmission in which a single medium (wire) can carry several channels at once. Cable TV, for example, uses broadband transmission. Broadband technology can transmit data, audio, and video all at once over long distances.

**Broadcast:** To simultaneously send the same message to multiple recipients. Broadcasting is a useful feature in e-mail systems.

**Browser:** A software application used to locate and display web pages.

**BTW (By The Way):** An acronym often used in e-mail messages and chat sessions to mean: "by the way."

## C

**CC (Courtesy Copy):** A way to send an e-mail message to a person other than the main recipient or recipients. The CC'ed party can see that they are not the main recipient of the letter.

**Chat:** Real-time text-based communication in a virtual environment. Chat can be used in e-learning for student questions, instructor feedback, or even group discussion. These Web sites or online services facilitate electronic discussions by quickly posting the comments and responses of multiple users.

**CGI (Common Gateway Interface):** The standard way that a web server can access an application program at the request of a web user. For example, if a web user fills out an interactive form on a web page, the web server would use a CGI script to communicate with a database that would process the information from the form. CGI scripts are used to query a database, generate a dynamic HTML page, or send an email message based on the user's input into a form.

**Circumventor Sites:** These parallel Web sites allow children to get around some filtering software and access sites that have been blocked.

**Class Management Tools:** Applications or modules that can be used to facilitate the administration of a class for instructional staff, enhance collaboration and communication among students and staff, or manage class materials by staff and students.

**Codec:** Short for compressor/decompressor, a codec is any technology for compressing and decompressing data. Codecs can be implemented in software, hardware, or a combination of both.

**Collaboration Technology:** Software, platforms, or services that enable people at different locations to communicate and work with each other in a secure, self-contained environment. May include capabilities for document management, application sharing, presentation development and delivery, white-boarding, chat, and more.

**Compressed Video:** Video signals compressed in order to reduce the bandwidth needed for transmission. Some information is sacrificed in the process, which may result in lower quality.

**Cookie:** A message given by a web server to a web browser, which stores the message in a text file. The message is then sent back to the server each time the browser requests a page from the server. The main purpose of cookies is to identify users and possibly prepare customized Web pages for them. Cookies can be disabled in the browser.

**Course Management System (CMS)(aka Learning Management System — LMS):** Software that automates the administration of a class web site. These often include modules for online class discussions, grade books, homework turn-in and pickup, class calendars, and tools to make it easy to upload documents and link to electronic course reserves.

**Courseware:** Software designed to be used in an educational program.

**CSS (Cascading Style Sheets):** An HTML feature that enables web page developers and users to specify the way a web page appears when displayed in a browser, by applying a number of different style sheets to the page. Each style sheet controls a different design element or set of design elements.

**Cyberbullies/Cyberbullying:** This refers to any threats by one student toward another, typically through e-mails or on Web sites (e.g., blogs, social networking sites).

**Cybercrime:** This refers to any Internet-related illegal activity.

**Cybersecurity:** This refers to any technique, software, etc., used to protect computers and prevent online crime.

**Cyberstalking:** This refers to a number of methods individuals use to track, lure, or harass another person online.

**Cyberspace:** The nebulous "place" where humans interact over computer networks; term coined by William Gibson in Neuromancer.

## D

**Data:** Numbers, characters, images, or other method of recording, in a form which can be assessed by a human or (especially) input into a computer, stored and processed there, or transmitted on some digital channel.

**Data Warehousing:** A generic term for a system for storing, retrieving and managing large amounts of any type of data. Data warehouse software often includes sophisticated compression and hashing techniques for fast searches, as well as advanced filtering.

**Device:** Any part of a computer other than the CPU or working memory, i.e. disks, keyboards, monitors, mice, printers, scanners, tape drives, microphones, speakers, cameras, to list just the less exotic ones.

**Digital:** A digital signal is the faster, more secure successor to analog technology.

**Digital Signature:** A digital signature (not to be confused with a digital certificate) is an electronic rather than a written signature that can be used by someone to authenticate the identity of the sender of a message or of the signer of a document. It can also be used to ensure that the original content of the message or document that has been conveyed is unchanged.

**Domain Name:** A set of network addresses; a set of network resources (applications, printers, and so forth) for a group of users. The user need only to log in to the domain to gain access to the resources, which may be located on a number of different servers in the network.

**Download:** To save a file onto your computer from another source, like the Internet. People often download files, such as free-ware, share-ware, for installations, and sounds, movie clips, text files, or news streams onto their computer for viewing or listening.

**DNS (Domain Name System):** This is a service that stores, translates, and retrieves the numerical address equivalents of familiar host names that you use everyday (such as the "www.4teachers.org" in <http://www.4teachers.org>). Each host name corresponds to a numerical address required by standard Internet protocol that the DNS retrieves in order to allow you to remember addresses with names, not numbers. DNS entries are housed on numerous servers worldwide.

**DHCP (Dynamic Host Configuration Protocol):** A protocol for assigning dynamic IP addresses to devices on a network. In some systems, the device's IP address can even change while it is still connected.

**DHTML (Dynamic HTML):** Is the combination of HTML, style sheets and scripts that allows documents to be animated. Dynamic HTML allows a web page to change after it's loaded into the browser --there doesn't have to be any communication with the web server for an update.

**Digital Audio:** Refers to the reproduction and transmission of sound stored in a digital format. This includes CDs as well as any sound files stored on a computer. In contrast, the telephone system (but not ISDN) is based on an analog representation of sound.

**Digital Editing:** Editing a portion of a movie by digitizing one or more frames and altering them electronically or combining them with other digitized images, and then printing the modified frame.

**Distance Learning:** The technology and educational process used to provide instruction when the student and primary instructor are not physically present at the same time and/or place.

**DSL (Digital Subscriber Line):** DSL is a technology for bringing high-bandwidth information to homes and small businesses over ordinary copper telephone lines. Assuming your home or small business is close enough to a telephone company central office that offers DSL service, you may be able to receive data at rates up to 6.1 megabits (millions of bits) per second (of a theoretical 8.448 megabits per second), enabling continuous transmission of motion video, audio, and even 3-D effects. More typically, individual connections will provide from 1.544 Mbps to 512 Kbps downstream and about 128 Kbps upstream.

**DVB (Digital Video Broadcasting):** Harmonized digital TV that covers all media (satellite, cable and terrestrial). It supports Internet services at speeds up to 6 Mbps and can be used on mobile devices.

**DVD (Digital Video Disc):** A special type of disc with greater data storage capacity and access rate. Commonly used as a medium for movies and other video data, but can hold any kind of data.

**DVI (Digital Visual Interface):** A digital interface standard created by the Digital Display Working Group (DDWG) to convert analog signals into digital signals to accommodate both analog and digital monitors.

## E

**EDI (Electronic Data Interchange):** A set of widely-used, standardized format for the computer-to computer exchange of business documents.

**Ethernet:** A common method of networking computers in a Local Area Network (LAN) . Ethernet can handle from 10,000,000-100,000,000 bits per second (or 10-100 megabits-per-second) and can be used with almost any kind of computer.

**E-learning (Electronic learning):** Term covering a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more.

**E-mail Attachment:** A virtual package sent via email, usually a Word document from a colleague, or a photo from a friend.

**E-mail (Electronic mail):** An electronic document (usually a message) sent to a person or group on the Internet. When used as a verb, "email" refers to the act of sending such a document over the Internet.

**E-mail List:** A form of one-to-many communication using e-mail; a software program for automating mailing lists and discussion groups on a computer network.

**Encoding:** The process of compressing a media file for a specific purpose, such as streaming on the web. One can encode a file that is in analog form (such as a VHS tape) or one that is digital (such as the signal on a Mini-DV tape).

**Encryption:** Encoding information using some specific algorithm in order to hide it. The original information can not be retrieved without using a matching decryption algorithm.

**End User:** The person for whom a particular technology is designed; the individual who uses the technology for its designated purpose. In e-learning, the end user is usually the student.

**External Drive:** An external drive is a hard drive or a floppy disk drive that is not built into your computer, but which is housed in a separate box that you connect to your computer.

## E

**FAQ (Frequently Asked Questions):** An informational list, in question and answer format, of common inquiries from users about a topic or application and standard responses.

**File Server:** A computer on a network with the primary task of storing files that can be shared by network users.

**Filter/Filtering:** A filter is a feature of many email programs, including Eudora and Outlook. Filters sort through your emails according to criteria that you specify, and perform the actions that you specify.

**Firewall:** A combination hardware and software buffer that many companies or organizations have in place between their internal networks and the Internet. A firewall allows only specific kinds of messages from the Internet to flow in and out of the internal network. This protects the internal network from intruders or hackers who might try to use the Internet to break into those systems.

**FireWire:** Apple Computer's trademarked name for its high-speed serial bus supporting the IEEE 1394 data transfer standard. FireWire enables the connection of up to 63 devices and transfers data at a speed of up to 400 mbps.

**Flash Drive:** A USB keychain (also known as a jump drive, a USB drive, flash drive, or keychain drive) is a plug-and-play portable storage device that functions similarly to a floppy disk, Zip drive disk, or CD. Flash drives can be used to transfer files from one computer system to another, or for short-term backup of data.

**Flame:** A flame is a message (usually sent via e-mail) that is strongly worded (or even profane) and disagrees with or insults the recipient.

**FTP (File Transfer Protocol):** The protocol used on the Internet for exchanging files. FTP is a specific way to connect to another Internet site to retrieve and send files. FTP was developed in the early days of the Internet to copy files from computer to computer. With the advent of the World Wide Web, and web browser software, you no longer need to know arcane FTP commands to copy to and from other computers.

## G

**GB (Gigabyte):** A billion binary pulses; commonly used for measuring the amount of data that is transferred in a second between two telecommunication points.

**GIF (Graphics Interchange Format):** Pronounced jiff or giff (hard g), a file format commonly used for images on the Web. GIFs are especially suitable for images composed of relatively few colors, such as logos or vector graphics.

**GIS (Geographic Information Systems):** Computer modeling software that uses satellite imagery to depict landscapes and terrains. GIS uses lines, shading or symbols to show this information on computer-generated maps, and is used by planners, conservationists, and nonprofit organizations.

**GUI (Graphical User Interface):** A computer interface using icons or pictures.

## H

**Hardware:** The physical, touchable, material parts of a computer or other system. The term is used to distinguish these fixed parts of a system from the more changeable software or data components which it executes, stores, or carries.

**History:** This is a tracking feature of Internet browsers that shows all the recent Web sites visited.

**Home Page:** The main page of a web site. Typically, the home page serves as an index or table of contents to other documents stored at the site.

**Host:** A computer system that is accessed by a user working at a remote location. Typically, the term is used when there are two computer systems connected by modems and telephone lines. The system that contains the data is called the host, while the computer at which the user sits is called the remote terminal.

**HTML (HyperText Markup Language):** The programming language used to create documents for display on the World Wide Web.

**HTTP (HyperText Transfer Protocol):** The set of rules and standards that govern how information is transmitted on the World Wide Web.

**HTTP Streaming:** A form of streaming (popularized by QuickTime) in which media files begin to play before they are downloaded entirely. This means that they can be sent via HTTP and don't require specialized server software such as RealMedia files do.

**Hub:** A hub is a device that computers on a local area network connect to in order to exchange information. Each computer is connected to a different port on the hub. If one computer sends out an electronic message to the network, the hub will broadcast it to all the other computers.

**Hyperlink:** A highlighted word (or graphic) within a hypertext document (Web page). When you click a hyperlink, it will take you to another place within the same page, or to another page.

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**Identity Theft:** In this crime, someone obtains the vital information (e.g., credit card, Social Security, bank account numbers) of another person, usually to steal money. E-mail scams, spyware, and viruses are among the most typical methods for stealing someone's identity.

**Infrastructure:** A network of interconnected computers and communications systems. Possible elements include wiring, fiber optics, radio, video and/or cellular broadcast signals.

**IP Internet Protocol:** The method by which data is sent from one computer to another on the Internet.

**Instant Message/Messaging:** Known by the acronym *IM*, this is a variation of chat rooms that allows users to communicate through text messages.

**Intellectual Property:** An idea, invention, formula, literary work, presentation, or other knowledge asset owned by an organization or individual. Intellectual property can be protected by patents, trademarks, service marks, and/or copyrights.

**Internet:** A set of interconnected networks which allow computers in different locations to exchange information. The Internet includes services such as the World Wide Web, electronic mail, file transfer (FTP), chat and remote access to networks and computers.

**Intranet:** An intranet is basically an internal Internet designed to be used within the confines of a company, university, or organization. What distinguishes an intranet from the freely accessible Internet is that an intranet is private.

**ISDN (Integrated Services Digital Network):** Like a cross between a digital connection and a dial up, ISDN was designed to be a replacement for the public telephone network. ISDN connections consist of ISDN modems that dial-up another ISDN modem across ordinary telephone lines. ISDN can attain a data transmission rate of up to 128Kbps.

**ISP (Internet Service Provider):** A hosting company that provides end user access to such Internet services as e-mail, the World Wide Web, FTP, newsgroups, and so forth.

## J

**Java:** An object-oriented programming language, developed by Sun Microsystems, that is platform independent (i.e., works on Windows, Mac OS, Linux). Java is often used to write "java applets," which are small applications that can be embedded into web pages, giving the pages sophisticated functionality.

**JavaScript:** A fairly simple programming language compared to languages like Java and C++ developed by Netscape that allows web authors to give functionality to web pages. Common functions created with JavaScript are image rollovers (an image that changes when you scroll your mouse over it), browser detection, and pop-up windows.

**JPEG (Joint Photographic Experts Group):** Refers to an image file format popular for delivery over the Web because of its relatively high quality and low file size. Before uploading JPEGs to the Web, users can determine the amount of compression assigned to them-usually on a scale from 1 to 10. Recommended file type for photographic images.

## K

**Kernel:** The guts of any operating system. The kernel is loaded into main memory and stays there, while other pieces of the OS are loaded in and out of memory. The kernel controls all requests for disk, processor, or other resources. Generally the smaller and faster the kernel, the faster the operating system will operate.

**Kiosk:** A multimedia display system such as those used in marketing displays at conferences and in stores. Kiosks are typically used for demonstrations and may be self-contained hardware units having computer, video, and audio capabilities.

**Kbps (Kilobits Per Second):** A measure of data transfer. A 56Kbps dial-up modem transfers data at about 7.2 kilobytes (KB) per second, or about 432 KB per minute.

## L

**Lag:** A condition caused by network congestion. When more traffic is flowing than a network or connection can handle, it causes programs waiting to send or receive data over the network to slow down, or lag. This term is often used to describe a slowdown while playing games online, especially over dial-up modems or any connection with high latency.

**LAN (Local Area Network):** A local area network or LAN is a group of computers linked together in the same building or nearby buildings. A LAN enables different users to share files, printers, an Internet connection, a database, applications and other resources. The LAN may have a peer-to-peer or client/server configuration. LANs are becoming increasingly standard in small and large organizations alike.

**Latency:** A measure of how long, on the average, it takes to get a response from something. This term usually refers to network response speed, but can also refer to storage devices (hard drives, CD-ROM drives, etc.).

**Learning Object:** A reusable, media-independent collection of information used as a modular building block for e-learning content. Learning objects are most effective when organized by a meta data classification system and stored in a data repository such as an LCMS.

**Leased Line:** A phone line that can be leased from the telephone company with the assurance that the company using it is the only one on the line, thus giving faster data speeds. These lines are often used to connect different branch locations of companies.

**Linux:** An Open Source, UNIX-like operating system originally developed by Linus Torvalds. Linux is freeware by default, but may be sold for the cost of packaging, bundling, and technical support.

**LISTSERV:** E-mail list management software developed by L-Soft International. See also e-mail list and mailman.

## M

**MAC Address (Media Access Control Address):** A unique 128-bit address of a network card or device. The first part of the address is unique to the company that produced the device, and beyond that it is a sequence of digits unique to a single device manufactured by a company.

**MAN (Metropolitan Area Network):** A collection of several LANs that are linked by faster backbone connections. A MAN is smaller than a WAN, and an example is a college campus with several LANs linked on the same network.

**Metropolitan Area Exchange (MAE):** Large Internet traffic switching station where ISP backbones meet and traffic moves between them.

**Mbps (Megabits per second):** Megabits: a million binary pulses; commonly used for measuring the amount of data that is transferred in a second between two telecommunication points.

**Metadata:** Information about content that enables it to be stored in and retrieved from a database.

**Metatag:** An HTML tag identifying the contents of a web site. Information commonly found in the metatag includes copyright info, key words for search engines, and formatting descriptions of the page.

**MIME (Multipurpose Internet Mail Extensions):** A data specification which allows non-ASCII files to be sent over the Internet. Email programs (such as Eudora) and Web browsers are configured to interpret a variety of standard MIME types so they can transmit and receive graphics, audio, video, and formatted text files.

**MOO (Mud, Object Oriented):** A MUD created with an object-oriented programming language.

**MP3:** A format for music files compression that enables users to download music over the Internet.

**MPEG (Moving Picture Experts Group):** A series of International Organization for Standardization (IOS) standards for digital video and audio, designed for different uses and data rates.

**MUD (Multi-User Dimension or Multi-User Domain):** A simulated virtual world in which users interact with each other, often by taking on character identities called avatars. Originally created for game-playing, MUDs are growing in popularity for online learning and virtual community-building.

**Multicasting:** The transmission of information to more than one recipient. For example, sending an e-mail message to a list of people. Teleconferencing and videoconferencing can also use multicasting.

**Multimedia:** Encompasses interactive text, images, sound, and color. Multimedia can be anything from a simple PowerPoint slide show to a complex interactive simulation.

## N

**NAM (Network Access Module):** A special jack into which a printer or computer is plugged to connect to a network.

**NAT (Network Address Translation):** A method that many ISPs use to extend their IP addressing to support more addresses than they own. The interior network uses one addressing scheme, and the exterior network uses the standard IPv4 Internet addressing. NAT devices can be routers, firewalls, or proxy-servers. To program a NAT device you must supply translation rules for how interior IP addresses are displayed to the outside world.

**Network:** A set of conjoined computers that can share storage devices, peripherals, and applications. Networks may be connected directly by cable connection, or indirectly by telephone lines or satellites, and can be part of a small office system or global web of numerous other networks.

**NIC (Network Interface Card):** An expansion card that allows a computer to connect to a network.

**Newsgroups Usenet Newsgroups:** A newsgroup is an electronic discussion group consisting of collections of related postings (also called articles) on a particular topic that are posted to a news server which then distributes them to other participating servers.

## O

**OCR (Optical Character Recognition):** Refers to both the process of scanning text from a printed page into a digital text file and to the type of software that carries this process out.

**Open Source Software:** Open source software can be distributed freely and users are free to make changes to the source code and modify (or screw up) the program as they please. Many open source software projects, such as Linux, Apache, and FreeBSD, are the work of a team of individuals from around the world.

**OS (Operating System):** Operating System - the program that, after being initially loaded into a computer by a boot program, manages all the other programs in the computer.

## P

**PBX (Private Branch Exchange):** A telephone system within an enterprise that switches calls between enterprise users on local lines while allowing all users to share a certain number of external phone lines.

**PDF (Portable Document Format):** Refers to a file format in which formatted documents can be transferred over the Internet. PDF files are readable with Adobe Acrobat Reader.

**Peer-to-Peer (P2P) Computing:** This is a popular way for Internet users to share one another's computer files—usually music, game, or software files.

**Phishing:** This scam involves sending a fraudulent e-mail soliciting credit card, Social Security, or other personal information from an unsuspecting user.

**Packet:** A bundle of data transmitted over a network. Packets have no set size; they can range from one character to hundreds of characters.

**PDA (Personal Digital Assistant):** Handheld computer device used to organize personal information such as contacts, schedules, and so forth. Data can usually be transferred to a desktop computer by cable or wireless transmission.

**PDF (Portable Document Format):** File format developed by Adobe Systems to enable users of any hardware or software platform to view documents exactly as they were created — with fonts, images, links, and layouts as they were originally designed.

**Peer-to-Peer (P2P) Network:** A communication network that enables users to connect their computers and share files directly with other users without having to go through a centralized server. Groove is an example of an application that runs on a peer-to-peer network.

**Pixel (Picture Element):** Tiny dots that make up a computer image. The more pixels a computer monitor can display, the better the image resolution and quality. On a color monitor, every pixel is composed of a red, a green, and a blue dot that are small enough to appear as a single entity.

**Platform:** A combination of hardware and system software forming the basis for a computer system. Examples include Macintosh, PC, NT, and UNIX. The term "cross-platform" refers to programs and formats that can be used on more than one platform.

**Plug-in:** An accessory program that adds capabilities to the main program. Used on web pages to display multimedia content.

**PNG (Portable Network Graphics):** The patent-free graphics compression format developed by Macromedia expected to replace GIF. PNG offers advanced graphics features such as 48-bit color.

**POP (Post Office Protocol):** The set of rules and standards that govern the retrieval of e-mail messages from a mail server.

**Port:** A plug and its associated circuitry in a computer's hardware use for sending data from computer to its peripherals or to other computers. Serial, parallel, and SCSI ports are the names of commonly used ports.

**Portal:** A web site that aims to be a "doorway" to the World Wide Web, typically offering a search engine and/or links to useful pages, and possibly news or other services.

**PPP (Point-to-Point Protocol):** A method of connecting a computer to the Internet that connects to a server that is connected to the Internet rather than linking directly to other computers.

**Protocol:** An agreed upon format for transmitting data between two devices.

**Proxy Server:** A proxy server stores copies of web pages that you access so that they can be brought up more quickly when you want to access them again. When you ask for a web page, the proxy server checks to see if the web page is stored in its cache. If it is, it returns that copy, without having to access the Internet. The proxy server may be located with the Internet Service Provider that you dial in to, or it may be located on your own server.

## Q

**QuickTime:** A digital audio and video file-format and architecture developed by Apple Computer, Inc. Can be viewed on most computing platforms.

**Query:** A user's (or agent's) request for information, generally as a formal request to a database or search engine.

## R

**RAM (Random Access Memory):** Temporary storage built into a computer system that functions as a "workspace" for data and program instructions.

**Raster Graphic:** A computer image made up of a collection of dots. Can become ragged or otherwise distorted when the image is enlarged or shrunk. See also Vector graphic.

**RSS (Real Simple Syndication):** RSS, also known as Rich Site Summary, is an XML format for distributing news headlines on the Web, also known as syndication. First started by Netscape as part of the My Netscape site.

## S

**Search Engine:** A search engine is a type of software that creates indexes of databases or Internet sites based on the titles of files, keywords, or the full text of files. The search engine has an interface that allows you to type what you're looking for into a blank field. It then gives you a list of the results of the search. When you use a search engine on the Web, the results are presented to you in hypertext, which means you can click on any item in the list to get the actual file. Any of a number of giant databases on the Internet which store data on Web sites and their corresponding URLs. Some popular search engines are Yahoo, Alta Vista, and Excite.

**SCORM (Sharable Content Object Reference Model):** A set of specifications that, when applied to course content, produces small, reusable learning objects. A result of the Department of Defense's Advance Distributed Learning (ADL) initiative, SCORM-compliant courseware elements can be easily merged with other compliant elements to produce a highly modular repository of training materials.

**Screen Reader:** Computer software that reads aloud text on the screen. Often used by individuals who are visually impaired.

**Section 508:** The section of the 1998 Rehabilitation Act that states that all electronic and information technology procured, used, or developed by the federal government after June 25, 2001, must be accessible to people with disabilities. Affected technology includes hardware such as copiers, fax machines, telephones, and other electronic devices as well as application software and web sites.

**Server:** A computer or device on a network that manages network resources. The server controls software, access to printers, and other parts or functions of the network. The server is usually connected to workstations that share the main system's resources.

**Service Provider:** A company or agency that provides services or products to your district and sends bills or has a contract with the district.

**SIF (Schools Interoperability Framework):** A non-profit membership organization comprised of more than 100 software vendors, school districts, state departments of education and other organizations active in primary and secondary (K-12) markets, that have come together to create a set of rules and definitions so software programs from different companies can share information.

**SGML (Standard Generalized Markup Language):** A set of standards for document markup tags. SGML rules formed the basis for [HTML](#) and is used to manage large documents that are revised frequently, but is not used widely on personal computers.

**Spam:** Unsolicited e-mail on the Internet.

**SQL (Structured Query Language):** A language for querying a relational database to search for and process information.

**SSL (Secure Sockets Layer):** A transport security mechanism that permits private communication between a browser and a Web server. The standard leverages public/private key encryption for an initial “handshake” that positively identifies the server using a digital certificate and passing a shared secret key used to encrypt the rest of the communications between client and server.

**Streaming Media (Streaming Audio or Video):** Audio or video files played as they are being downloaded over the Internet instead of users having to wait for the entire file to download first. Requires a media player program.

**Switch:** A device that channels incoming data from any of multiple input ports to the specific output port that will take the data toward its intended destination.

**Synchronous Learning:** A real-time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other. In this virtual classroom setting, the instructor maintains control of the class, with the ability to “call on” participants. In most platforms, students and teachers can use a whiteboard to see work in progress and share knowledge. Interaction may also occur via audio- or videoconferencing, internet telephony, or two-way live broadcasts.

**Sysop (Systems operator):** A person responsible for the operations of a computer system or network. Part of such operations are security checks and routine maintenance.

## I

**T-1:** One of the fastest leased-line connections used for the Internet. It is capable of transmitting data at roughly 1.5 million bits per second, still not fast enough for full-screen, full-motion video.

**T-3:** Similar technology-wise to the T-1 the T-3 is different in that it requires a high frequency medium such as fiber-optic or microwave, to produce their phenomenal speeds. T-3 and “fractional T-3” lines are the highest capacity lines

that are commonly available. With speeds up to 44 Mbps, T-3 lines can replace multiple T-1 lines.

**TCP (Transmission Control Protocol):** A protocol that makes sure that packets of data are shipped and received in the intended order.

**Technology :** The utilization of electronic, digital and or telecommunications to provide educational materials, instruction, or assistance to students, educators, or the public.

**Technology Plan:** A technology plan is a document describing how your organization will use technology to further your mission. A technology plan describes the current technology practices and resources in your organization, and describes how you will upgrade those systems over time to fully meet your needs. The process of technology planning involves assessing your existing resources, defining your needs, and exploring solutions. A successful planning process will draw on management support and the leadership of a technology team made up of a range of staff members to provide input. It will help you budget for technology and make cost-effective purchases. A technology plan is also a key tool to advocate for technology funding.

**Telnet:** Telnet is a software program that allows you to log in to other remote computers on the Internet to which you have access. Once you are logged in to the remote system, you can download files, engage in conferencing, and perform the same commands as if you were directly connected by computer. You need an Internet account to be able to use a Telnet program, such as the one that comes with Windows.

**TIFF (Tagged Image File Format):** A widely supported file format for storing bit-mapped images on personal computers. TIFF graphics can be any resolution, black and white, gray-scaled, or color. Files in TIFF format usually end with a .tif extension. TIFF files are often used for archiving high quality versions of an image, such as images intended to be reproduced in print or studied digitally in minute detail.

**Trojan Horse:** A malicious computer program that appears legitimate but masks a destructive file or application. Unlike viruses, Trojan horses usually do not replicate themselves but can still cause a great deal of damage, such as creating an entryway into your computer for malevolent users.

## U

**UNIX:** A popular multi-user, multitasking operating system developed at Bell Labs in the early 1970s. Created by just a handful of programmers, UNIX was designed to be a small, flexible system used exclusively by programmers. UNIX

was one of the first operating systems to be written in a high-level programming language, namely C. This meant that it could be installed on virtually any computer for which a C compiler existed. This natural portability combined with its low price made it a popular choice among universities.

**Upload:** To copy data from your computer to another computer over a computer network, the opposite of download.

**URI (Uniform Resource Identifier):** Name and address of information — text, graphics, audio, video, and so forth — on the Internet. A URI usually identifies the application used to access the resource, the machine the resource is located on, and the file name of the resource. A web page address or URL is the most commonly used type of URI.

**URL (Uniform Resource Locator):** The global address of documents and other resources on the World Wide Web.

**Usability:** The measure of how effectively, efficiently, and easily a person can navigate an interface, find information on it, and achieve his or her goals.

**UPS (Uninterruptible Power Supply):** A backup power unit that provides continuous power when the normal power supply is interrupted. UPS systems can be stand-by (only supplying power when the regular supply is interrupted) or fulltime (relying on regular power and/or batteries for power while it supplies power to the protected device). A UPS is not absolutely necessary on all computer systems, but can be important on systems must run 24 hours a day without any problems generated by power outages.

## V

**Vector Graphic:** An image created based on mathematical formulas rather than by an array of dots. Vector images look cleaner when they're enlarged or shrunk because the mathematical formulas on which they're based redraw the images to scale. See also Raster graphic.

**Videoconferencing:** Conducting a conference between two or more participants at different sites by using to transmit audio and video. For example, a point-to-point (two-person) video conferencing works much like a video telephone, using video and audio signals to link participants at different and remote locations.

**Virtual:** In the context of computing, not concrete or physical. For instance, a completely virtual university does not have actual buildings but instead holds classes over the Internet.

**Virtual Classroom:** The online learning space where students and instructors interact.

**Virtual Reality (VR):** An artificial computer-generated environment that is experienced through sensory stimuli and in which special equipment allows the user to interact with the simulation.

**Virus:** A virus is a piece of programming code inserted into other programming to cause some unexpected and, for the victim, usually undesirable event. Viruses can be transmitted by downloading programming from other sites or be present on a diskette. The source of the file you're downloading or of a diskette you've received is often unaware of the virus. The virus lies dormant until circumstances cause its code to be executed by the computer.

**Virus Detection Program:** A software program to detect, diagnose, and destroy computer viruses.

**VPN (Virtual Private Network):** A virtual private network, or VPN, is a Wide Area Network that uses encryption to pass information securely over regular public phone lines. A WAN where computers are connected by public phone lines carrying information over the Internet is not necessarily secure. Many companies set up or lease their own private lines to make their WAN secure, however, this can be very expensive. A virtual private network is a cheaper alternative that will maintain the same security. A private network configured inside a public network.

**VRML (Virtual Reality Modeling Language):** Pronounced ver-mal, VRML is a specification for displaying 3-dimensional objects on the World Wide Web. You can think of it as the 3-D equivalent of HTML. Files written in VRML have a wrl extension (short for world). To view these files, you need a VRML browser or a VRML plug-in to a Web browser.

**Viruses:** These are software programs that typically arrive through e-mail attachments and multiply on the hard drive, quickly exhausting the computer's memory. A *trojan* is a variation that allows unauthorized users access to the computer, from which they can send infected e-mails or spam.

## **W**

**WAN (Wide Area Network):** A network that connects computers over long distances via telephone lines or satellite links. In a WAN, the computers are physically and sometimes geographically far apart.

**Web:** The World Wide Web, or the Web, is the entire collection of web pages or HTML files available over the Internet. Web pages can include links to other web

pages, as well as text, audio, video, and graphics. It can be accessed through a web browser, a software application that enables you to view and interact with web pages. In order to access the Web, you must first be connected to the Internet.

**Web Hosting:** To host a website is to store the site on a server and make it accessible over the Internet. If you have the technical resources and expertise, it is possible to host a website from your own web server. However, most nonprofits outsource their web hosting. Many Internet Service Providers offer web hosting services. You can also contract with a separate web hosting agency.

**WiFi (Wireless Fidelity):** An industry standard industry for the interoperability of wireless networking products using the 802.11 protocols. Often used generically to describe any 802.11 wireless LAN equipment.

**Wiki:** Software that allows users to freely create and edit Web page content, allows the organization of contributions to be edited in addition to the content itself, allows users to create and edit any page in a wiki Web site.

**Wireless:** An increasing number of companies and organizations are using wireless Local Area Networks (LANs). Wireless transceivers are available for connection to portable and notebook computers, allowing Internet access in selected cities without the need to locate a telephone jack. Eventually, it will be possible to link any computer to the Internet via satellite, no matter where in the world the computer might be located.

**Worm:** A program or algorithm that replicates itself over a computer network and usually performs malicious actions, such as using a system's resources or shutting down a computer.

**World Wide Web (WWW):** A graphical hypertext-based Internet tool that provides access to homepages created by individuals, businesses, and other organizations.

**WYSIWYG:** What you see is what you get.

## X

**XHTML (eXtensible Hypertext Markup Language):** Is a reformulation of HTML as an application of XML. It provides the bridge for web designers to enter the web of the future, while still being able to maintain compatibility with today's HTML 4 browsers.

**XML (eXtensible Markup Language):** A specification developed by the W3C. XML is a pared-down version of SGML, designed especially for web documents.

It allows designers to create their own customized tags, enabling the definition, transmission, validation, and interpretation of data between applications and between organizations.

**XSL (eXtensible Stylesheet Language or eXtensible Style Language):** A specification for separating style from content when creating HTML or XML pages. The specifications work much like templates, allowing designers to apply single style documents to multiple pages. XSL is the second style specification to be offered by the World Wide Web Consortium. The first, called Cascading Style Sheets (CSS), is similar to XSL but does not include two major XSL's innovations -- allowing developers to dictate the way web pages are printed, and specifications allowing one to transfer XML documents across different applications.

## **Z**

**Zip:** A popular data compression format. Files that have been compressed with the Zip format are called Zip files and usually end with a ZIP extension.

- 1) A file that has been compressed, often with the .ZIP format originated by PKWARE.
- 2) A file on a Zip disk, not necessarily compressed.
- 3) A compressed file with the .EXE extension that is self-extracting (can be unzipped simply by opening it).



**Division of Child Care  
and Early Childhood Education  
Office of the Director**

P.O. Box 1437, Slot S-140 · Little Rock, AR 72203-1437  
501-682-4891 · Fax: 501-683-6060 · TDD: 501-682-1550



VIA CERTIFIED MAIL  
RETURN RECEIPT REQUESTED

November 21, 2007

Mr. Ronald Murphy  
South Western Economic Development Association (SWEDA), Inc.  
1221 South Jackson  
El Dorado, AR 71730

Dear Mr. Murphy:

I am in receipt of a final report from Mr. Ron Hunter, Senior Auditor, DHS Office of Chief Counsel. Mr. Hunter recently initiated and completed a financial audit of your organization.

The findings from this audit demonstrate that SWEDA has violated basic financial procedures established by the Arkansas Better Chance program. Specifically, ABC funds have been used to finance other operations for your organization unrelated to the ABC program. This is a violation of the Rules and Regulations Governing the ABC program:

- 6.3 The required local 40% match may include only the cost of providing necessary services for ABC children. Matching funds may be cash or in-kind.
- 6.4 State ABC Funding (60%) for the core components of the program may include salaries and fringe for staff giving direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation and administration.
- 21.2 Issues for a compliance plan may include, but are not limited to...financial mismanagement, including use of ABC funds for programs other than ABC.

According to 21.1 of the Rules and Regulations, "compliance deficiencies may also result in immediate termination from the ABC program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHHS programs."

Mr. Ronald Murphy  
November 16, 2007  
Page Two

This letter is to notify you that the Division will be recommending to the State Board of Education that, effective February 1, 2008, current ABC Grant Agreements with SWEDA be terminated, as permitted under Section III, Paragraph P of the ABC Grant Agreement.

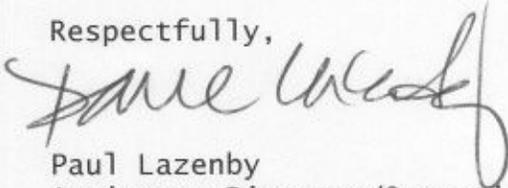
This recommendation will be presented to the State Board at their January business meeting. Should the State Board vote in favor of this recommendation, all payments to SWEDA for the ABC program will cease on February 1, 2008.

To ease the transition for children, Ms. Gilkey has offered her services in assisting families to relocate to another HIPPIY program should they wish to. In addition, the Division ABC staff will also be available to assist in relocating any of the ABC center-based children at your organization.

An ABC program may appeal any adverse action taken by DCCECE. Such appeals must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a final ruling.

If you have any questions about this issue, please contact me or Division Director Tonya Russell at 501-682-4891. Thank you.

Respectfully,



Paul Lazenby  
Assistant Director/Operations  
DHS Division of Child Care and Early Childhood Education

cc: Tonya Russell, Division Director  
Jamie Morrison, ABC Program Administrator  
Shyreeta Hicks, ABC Program Specialist  
Barbara Gilkey, Arkansas HIPPIY  
John Finkbeiner, Staff Attorney, DHS Office of Chief Counsel  
Scott Smith, General Counsel, Arkansas Dept. of Education



**Division of Child Care  
and Early Childhood Education  
Office of the Director**

**P.O. Box 1437, Slot S-140 • Little Rock, AR 72203-1437  
501-682-4891 • Fax: 501-683-6060 • TDD: 501-682-1550**



**VIA CERTIFIED MAIL—RETURN RECEIPT REQUESTED**

December 13, 2007

Mr. Ronald Murphy  
Southwestern Economic Development Association (SWEDA), Inc.  
1221 South Jackson  
El Dorado, AR 71730

Dear Mr. Murphy:

I appreciate you meeting with me and my staff on November 30 to clarify some of the issues contained in the report submitted to me by Mr. Ron Hunter from our Auditor's office. Unfortunately, there has been no evidence submitted that would provide mitigating circumstances as to why SWEDA violated basic financial procedures established by the Arkansas Better Chance (ABC) program. Because SWEDA has been involved in the ABC program for the past three years and SWEDA staff have been involved in numerous trainings for coordinators and financial managers, the violations are especially egregious in this circumstance.

Therefore, the Division of Child Care and Early Childhood Education will recommend to the State Board of Education that all 2007-2008 ABC grant agreement with SWEDA be terminated effective February 1, 2008, as permitted under Section III, Paragraph P of the ABC Grant Agreement. This recommendation will be presented to the State Board at their January business meeting. Should the State Board vote in favor of this recommendation, all payments to SWEDA for the ABC program will cease on February 1, 2008.

In the interim and to ensure children do not go without services, Ms. Barbara Gilkey has offered her services in assisting families to relocate to another HIPPIY program should they wish to. In addition, I am directing the ABC staff from DCCECE to assist in relocating any of the ABC center-based children at your organization.

If you have any questions about this issue, please contact me or Division Director Tonya Russell at 501-682-4891. Thank you.

Respectfully,

A handwritten signature in blue ink that reads "Paul Lazenby". The signature is written in a cursive, flowing style.

Paul Lazenby  
Assistant Director/Operations  
DHS Division of Child Care and Early Childhood Education

cc: Tonya Russell, Division Director  
Jamie Morrison, ABC Program Administrator  
Shyreeta Hicks, ABC Program Specialist  
Barbara Gilkey, Arkansas HIPPIY  
John Finkbeiner, Staff Attorney, DHS Office of Chief Counsel  
Scott Smith, General Counsel, Arkansas Dept. of Education

**Office of Chief Counsel**  
**Audit Section**



P.O. Box 1437, Slot S-270 · Little Rock, AR 72203-1437  
501-682-6231 · Fax: 501-682-8905 · TDD: 501-682-8933

**MEMORANDUM**

**TO:** Paul Lazenby, Administrator, Division of Child Care  
and Early Childhood Education

**FROM:** Ron Hunter, Senior Auditor *RH*

**DATE** October 3, 2007

**SUBJECT:** South Western Economic Development Association, Inc.  
July 1, 2006 – June 30, 2007

South Western Economic Development Association, Inc. (SWEDA) is based in El Dorado. This provider participates in the Arkansas Better Chance (ABC) program through an on-site classroom and the program Home Instruction for Parents of Preschool Youngsters (HIPPIY). Other SWEDA operations include an on-site private-pay daycare center, a catering business, and office space rented to South Central Service Cooperative.

At your request, I attempted to determine if ABC grant funds were used to finance other SWEDA operations. In my opinion there is evidence that, during the review period, SWEDA used ABC program funds to finance other SWEDA operations.

Observations

SWEDA's funds are commingled. Their financial records do not provide information on how expenses should be allocated among the various operations. For instance, it cannot be determined if a food invoice for \$1,200 is applicable to the ABC classroom, to the daycare, to catering, or to some other combination. Therefore, I looked at SWEDA operations as a whole. It was not important to determine fund usage for each operation. The task was to determine if SWEDA had enough total funds for the ABC programs, as well as, the other operations. Accordingly, I did not attempt to determine whether any specific expenditure was a proper ABC cost or was applicable to the other operations.

A bookkeeper is employed but neither a formal nor informal set of books is maintained. This person processes the invoices and checks (handwritten). SWEDA does not have a mechanism in place to help management determine the progress of each activity. Furthermore, the current bookkeeper and Ronald Murphy, SWEDA Director, stated the previous bookkeeper prepared the final program reports for ABC. Therefore, they do not know what documentation should support each line item of the report.

SWEDA is housed in an old, abandoned El Dorado School District elementary school. According to Mr. Murphy, the building was purchased for one dollar. There are three stories – the first contains the ABC classroom, the daycare, the kitchen, cafeteria, and the reception area. The second floor contains the administrative office, offices for HIPPY, a common meeting room, and the offices rented to South Central. The heat and air is supplied by the large systems designed for the entire building. As a result, SWEDA experiences large utility and maintenance costs.

### Overview

As of June 30, 2007, SWEDA had \$77,217 in outstanding loans from 1<sup>st</sup> Simmons Bank. According to a bank senior vice-president, “SWEDA loans are secured by account receivables and /or contract receivables Ronald Murphy has personally guaranteed the loans to SWEDA.”

During the period, SWEDA used four separate bank accounts for its financial transactions.

“HIPPY” account – The deposits to this account included the ABC program funds and a loan from 1<sup>st</sup> Simmons Bank. No checks were written on the account. Funds were transferred to the other accounts as needed.

“Unrestricted” account – This account was used to deposit receipts from other SWEDA activities such as; catering, daycare, and rent. No checks were written on this account. Funds were transferred to the other accounts as needed.

“General” account – Funds were transferred from the HIPPY and Unrestricted accounts. Payments from this account should be for all activities except payroll. However, some corrected payroll checks as well as contract labor were included during the review period. There were also a few minor deposits made to this account.

“Payroll” account – Funds are transferred from the HIPPY and Unrestricted accounts. Payments should be only for payroll and payroll taxes. However, at least one payment to Simmons Bank was made through this account. Some bank loans were also deposited in the account. The payroll preparation is outsourced to a firm in El Dorado.

Not only were funds transferred from the HIPPY and Unrestricted accounts, there were some transfers between the General and Payroll accounts. Also, there were transfers back to the HIPPY and Unrestricted accounts from General or Payroll accounts. A twelve month combined bank statement is provided on Attachment 1. This schedule eliminates the transfers between the accounts to determine cash deposits and withdrawals.

## Arkansas Better Chance

For the period, SWEDA's budget was \$189,205 for both ABC programs. The combined matching requirement was \$126,137. Therefore, SWEDA's total budget for the center based classroom and HIPPIY was \$315,342. The approved budgets are shown on Attachment 2.

## Discussion

My methodology included:

- Ascertain total deposits to the checking accounts, minus fund transfers, for the review period.
- Ascertain total withdrawals from the checking accounts, minus fund transfers, for the review period.
- Develop a schedule of all checks that cleared the General account for the twelve bank statements July 2006 – June 2007.
- Confirm bank loans as of June 30, 2007.
- Obtain payroll records from the outside vendor and review the payroll checking account and records for reasonableness.
- Compare total operations to the ABC grants.

## Conclusion

As stated, attachment 1 provides a record of each month's deposits and withdrawals. The following schedule summarizes the combined statements for the twelve month period.

Combined Bank Statement		
Balances at July 1, 2006	\$3,700.03	
Total Deposits	<u>319,142.38</u>	
Total Funds Available		\$322,842.41
Total Withdrawals		<u>321,664.24</u>
Combined Bank Statement		
Balances at June 30, 2007		<u><u>\$1,178.17</u></u>

Attachment 2 shows that SWEDA's combined ABC budget was \$315,342. The total cash available during the period was \$322,842. If the ABC grant funds were used only for ABC operations, the net difference of \$7,500 would not be sufficient to finance the remaining operations. Therefore, the only conclusion is ABC funds were used for other purposes.

Also, consider how the cash was actually used. Attachment 3 lists the General account checks, sorted by name, which cleared the bank during the review period. A portion of the total appears to apply to both ABC and non-ABC programs.

Total Debit Card Use	\$25,327
Payments to bank	29,974
Entergy	17,065
Sysco Foods	15,477
CenterPoint Energy	4,900
Glenn Mechanical	4,649
El Dorado Utilities	<u>1,882</u>
	<u>\$99,274</u>

Attachment 4 lists General account checks of \$16,542 that appear to primarily be catering expenses. Combined with the list above, the total of \$115,816 represents 36 percent of the total funds available to SWEDA.

\$132,913 or 41 percent of the total available cash cleared the payroll account. In addition to ABC salaries, this account included daycare salaries, catering salaries and other operation and administrative salaries. Remember a dollar used for a non-ABC operation reduced the total cash available for the ABC programs.

For the year 2006 – 2007, the “Arkansas Department of Education Rules Governing the Arkansas Better Chance Program” states in Section 6—Funding, *“The required local 40% match may include only the cost of providing necessary services for ABC children. Matching funds may be cash or in-kind.”*

According to Mr. Murphy, the bookkeeper no longer employed by SWEDA did not document the match as required. While SWEDA has undoubtedly provided unrecorded grant matches, the financial records clearly show that sufficient money was not available to finance both the ABC programs and SWEDA’s other operations.

Other Matters

You stated it was not necessary to attempt to allocate costs between the various operations. However, the information to estimate allocations is available if that should change. It would require some consultations with your ABC financial personnel and probably another visit to SWEDA for a few days.

Please contact me if you have any questions.

RH/lp

- cc John Selig, Director, Department of Human Services
- Tonya Russell, Director, Division of Child Care and Early Childhood Education
- Sam Lamey, Chief Fiscal Officer, Division of Child Care and Early Childhood Education
- Jamie Morrison, Program Administrator, Public Pre-K-ABC, Division of Child Care and Early Childhood Education
- Bob Lewis, Director of Audits, Office of Chief Counsel, Audit Section
- Bill Hogue, Field Audit II Manager, Office of Chief Counsel, Audit Section

Southwest Economic Development Association, Inc.  
 ABC Review for School Year 06 - 07  
 Combined Bank Statements  
 ACN# 08PA08003

Hippy Account No. 86147173			Unrestricted Account No. 86169460			General Account No. 86135868			Payroll Account No. 86135876			All Accounts Combined Totals					
Statement Date	Deposits	Withdrawls'	Balance	Statement Date	Deposits	Withdrawls'	Balance	Statement Date	Deposits	Withdrawls'	Balance	Statement Date	Deposits	Withdrawls'	Balance		
06/30/2006			5.17	06/30/2006			1,444.20	06/30/2006			2,120.45	06/30/2006			130.21		
07/31/2006	47,301.00	7,000.00	40,306.17	07/31/2006	5,982.47	7,226.91	199.76	07/31/2006	12,178.00	11,302.94	2,995.51	07/31/2006	1,850.00	1,889.50	90.71		
08/31/2006		23,150.00	17,156.17	08/31/2006	2,385.50	2,006.00	579.26	08/31/2006	18,920.00	20,578.29	1,337.22	08/31/2006	6,700.00	6,169.25	621.46		
09/29/2006		16,100.00	1,056.17	09/29/2006	5,779.50	6,257.12	101.64	09/29/2006	9,780.00	10,323.56	793.66	09/29/2006	14,000.00	14,218.37	403.09		
10/31/2006	44,407.14	36,894.00	8,569.31	10/31/2006	4,072.50	3,580.14	594.00	10/31/2006	26,294.00	26,577.73	509.93	10/31/2006	27,821.26	26,722.21	1,502.14		
11/30/2006	20,000.00	18,003.00	10,566.31	11/30/2006	5,397.00	4,906.00	1,085.00	11/30/2006	13,300.00	12,167.72	1,842.21	11/30/2006	12,603.00	13,700.19	404.95		
12/29/2006	47,301.00	17,566.00	40,301.31	12/29/2006	7,184.76	8,106.00	163.76	12/29/2006	15,543.00	13,357.88	3,827.33	12/29/2006	12,016.00	11,743.44	677.51		
01/31/2007	7,863.00	43,642.00	4,522.31	01/31/2007	4,986.00	5,149.76	4,986.00	01/31/2007	28,969.00	32,562.45	233.88	01/31/2007	17,600.00	13,920.13	4,357.38		
02/28/2007		4,522.31	0.00	02/28/2007	5,441.88	9,044.76	1,546.88	02/28/2007	11,277.07	11,023.94	487.01	02/28/2007	5,850.00	10,187.02	20.36		
03/30/2007		6.00	(6.00)	03/30/2007	6,594.61	7,904.59	236.90	03/30/2007	15,486.59	13,474.07	2,499.53	03/30/2007	23,099.00	17,309.70	5,809.66		
04/30/2007	56,223.00	39,294.00	16,923.00	04/30/2007	7,943.50	5,361.00	2,819.40	04/30/2007	27,072.90	28,616.83	955.60	04/30/2007	18,000.00	23,738.29	71.37		
05/31/2007		16,900.00	23.00	05/31/2007	7,923.60	10,200.00	543.00	05/31/2007	12,500.00	13,106.86	348.74	05/31/2007	14,600.00	14,630.55	40.82		
06/29/2007	0	6.00	17.00	06/29/2007	9,440.90	9,455.00	528.90	06/29/2007	5,572.00	5,376.64	544.10	06/29/2007	6,860.00	6,812.65	88.17		
Proof	223,095.14	223,083.31	17.00	Proof	73,132.22	74,047.52	528.90	Proof	196,892.56	198,468.91	544.10	Proof	160,999.26	161,041.30	88.17		
<b>Transfers</b>				<b>Transfers</b>				<b>Transfers</b>				<b>Transfers</b>			<b>Eliminate Transfers *</b>		
07/31/2006		(7,000.00)		07/31/2006		(6,928.00)		07/31/2006	(12,178.00)			07/31/2006	(1,850.00)	(100.00)		(334,976.80)	
08/31/2006		(23,150.00)		08/31/2006		(2,000.00)		08/31/2006	(18,450.00)			08/31/2006	(6,700.00)			(334,976.80)	
09/29/2006		(16,100.00)		09/29/2006		(5,050.00)		09/29/2006	(9,780.00)			09/29/2006	(14,000.00)	(2,630.00)		319,142.38	
10/31/2006	(4,969.14)	(36,894.00)		10/31/2006		(3,574.14)		10/31/2006	(26,294.00)	(1,500.00)		10/31/2006	(18,300.00)	(7,595.00)		321,664.24	
11/30/2006		(18,003.00)		11/30/2006		(4,900.00)		11/30/2006	(13,300.00)	(400.00)		11/30/2006	(12,603.00)	(2,600.00)		1,178.17	
12/29/2006		(17,566.00)		12/29/2006		(8,100.00)		12/29/2006	(15,543.00)			12/29/2006	(12,016.00)	(1,893.00)			
01/31/2007		(43,642.00)		01/31/2007		(28,942.00)		01/31/2007	(28,942.00)			01/31/2007	(17,600.00)	(2,900.00)			
02/28/2007		(4,522.31)		02/28/2007		(9,044.76)		02/28/2007	(8,817.07)			02/28/2007	(5,850.00)	(1,100.00)			
03/30/2007				03/30/2007		(7,898.59)		03/30/2007	(15,459.59)			03/30/2007	(99.00)	(7,660.00)			
04/30/2007	(9,000.00)	(39,294.00)		04/30/2007		(5,200.00)		04/30/2007	(26,994.00)	(9,000.00)		04/30/2007	(18,000.00)	(500.00)			
05/31/2007		(16,900.00)		05/31/2007	(200.00)	(10,200.00)		05/31/2007	(12,500.00)			05/31/2007	(14,600.00)	(200.00)			
06/29/2007				06/29/2007		(9,422.00)		06/29/2007	(5,572.00)	(560.00)		06/29/2007	(5,360.00)	(950.00)			
	(13,969.14)	(223,071.31)			(200.00)	(72,317.49)			(193,829.66)	(11,460.00)			(126,978.00)	(28,128.00)		*	
															<b>Combined Transfers</b>		
															(14,028.00) (14,028.00)		
															(25,150.00) (25,150.00)		
															(23,780.00) (23,780.00)		
															(49,563.14) (49,563.14)		
															(25,903.00) (25,903.00)		
															(27,559.00) (27,559.00)		
															(46,542.00) (46,542.00)		
															(14,667.07) (14,667.07)		
															(15,558.59) (15,558.59)		
															(53,994.00) (53,994.00)		
															(27,300.00) (27,300.00)		
															(10,932.00) (10,932.00)		

Southwestern Economic and Development Assoc (SWEDA)  
Combined ABC Budget  
Center-based Program and HIPPY  
For the Year 06 - 07

Description	Center Based	HIPPY	Combined Budget
Budget	88,000	101,205	189,205
Required Match 2/3 of Budget	58,667	67,470	126,137
Total Budget	146,667	168,675	315,342

**Arkansas Better Chance  
2006-2007 Renewal Application Part C (Budget)**

Agency Name: <b>SWEDA Inc. (revised budget CB)</b>				
ABC CORE COMPONENT	(1) BUDGET LINE ITEM	(2) Amount of ABC Funds	(3) Amount of Matching Funds	(4) Source of Matching Funds (Be specific—do not write "in-kind")
<b>Well-Qualified and Compensated Staff (Salaries &amp; Fringe)</b>	1/4 program manager	5,000.00		
	Lead Teacher	29,000.00		
	Para Professional	16,000.00		
	Permanent Substitute	2,500.00	14,280.00	sweda adm cost
	Permanent Substitute			
	fringe benefits 25%	13,125.00	9,000.00	fringe benefit cost
<b>Administrative Costs</b>	Administrative Support Salary	3,075.00		
	Rent and Lease	600.00	4,000.00	800 sq. ft. @ 5.00
	Utilities	2,000.00	692.00	pro rated share sweda
	Telephone	600.00		sweda utility pool
	Office Supplies	600.00		sweda
	Copies Duplication	600.00		
	Accounting/Auditing	1,500.00	1,000.00	Audit@acct Cost
<b>Nutrition/Meals</b>				
<b>Curriculum</b>	Ecers classroom, learning Centers	5,000.00	6,500.00	Corporate donation pool
	classroom consumbles			
<b>Parent Involvement</b>	Monthly parenting meetings/open	2,000.00	4,500.00	sweda unrestrictive pool
<b>Transportation</b>	Transportation/field trips/testing and	2,000.00	3,500.00	Transportation provided by sweda, churches and
			10,000	
<b>Professional Development</b>	Trainings/CEU'S, CDA,AA	3,000.00	4,500.00	SWEDA'S Educational Pool
<b>HIPPY Travel</b>				
<b>8. Screenings</b>	Developmental and Health <i>Educational CO-OP</i>	1,000.00	1,000.00	Collaborative Partnerships with Health Care and
<b>9. Child Assessment</b>	Therapy <i>DIAL 3</i>	400.00		
<b>SUBTOTALS</b>		<b>\$ 88,000.00</b>	<b>\$ 58,972.00</b>	← BUDGETED MATCH
		THIS AMOUNT X 2/3 =	<b>\$ 58,666.67</b>	← REQUIRED MATCH

**Arkansas Better Chance  
2006-2007 Renewal Application Part C (Budget)**

**RECEIVED**

SEP 12 2006

Agency Name: SWEDA INC. HIPPY (revised budget)		DCCECE / PROGRAM SUPPORT		
ABC CORE COMPONENT	(1) BUDGET LINE ITEM	(2) Amount of ABC Funds	(3) Amount of Matching Funds	(4) Source of Matching Funds (Be specific—do not write "in-kind")
<b>Well-Qualified and Compensated Staff (Salaries &amp; Fringe)</b>	Coordinator/Program Manager	23,000.00		
	Home Based Educators 2 @ 9.25 hr. x 40 hrs. x 36 wks.	26,640.00	15,000.00	Substitute Home Based Educator & Staff
	1 pt. Home Based Educator, 1@8.50 8.50 x 20 hrs.x36 wks.	6,120.00		
	Fringe Benefits 25%	13,940.00	12,580.00	SWEDA Operational/Fringe Benefits
	Administrative Support Salary	2,500.00		
<b>Administrative Costs</b>	Rent and Lease			
	Utilities, gas, water, phone, lights	3,200.00	1,168.00	SWEDA Operational Fund
	Office Supplies/Copies/Duplications			
	HIPPY USA Fees	1,050.00		
	Accounting/Auditor	2,950.00	6,000.00	SWEDA pro-rated operational fund
<b>Nutrition/Meals</b>				
<b>Curriculum</b>	Curriculum HIPPY	11,500.00		
			3,800.00	Toner & Paper
<b>Parent Involvement</b>	Monthly Parenting Meetings. Open	1,505.00	6,422.00	SWEDA, Corporate and private donations from
<b>Transportation</b>	Field Trips and Parent Meetings		3,500.00	SWEDA and Local Churches
<b>Professional Development</b>	Trainings, Tuitions	3,000.00	2,500.00	SWEDA Travel
	State and Regional professional Development meetings	2,000.00	4,000.00	SWEDA
<b>HIPPY Travel</b>	Home Based Educators	3,000.00		
<b>8. Screenings</b>	Health and Developmental	800.00	8,000.00	Educational Co-op and local Health Care
<b>9. Child Assessment</b>	Assessment		4,500.00	SWEDA's Operational Fund
<b>SUBTOTALS</b>		\$ 101,205.00	\$ 67,470.00	← BUDGETED MATCH
		THIS AMOUNT X 2/3 =	\$ 67,470.00	← REQUIRED MATCH

SWEDA  
 General Bank Account  
 Checks Clearing Bank during Review Period  
 Sorted By Payee  
 July 1, 2006 through June 30, 2007

ACN# 08PA08003

Check No.	Date	Payee	General	Individual	Description
			86135868	totals	Ck Memo
1197	30-Aug	(?) Pest Control	108.24	108.24	Pest Control
1204	05-Sep	(?) Publishing Co	500.00	500.00	# 11307641145743
1658	24-May	A & M Business	70.37	70.37	# 97354
1267	21-Oct	AECA	83.50	83.50	?
1615	07-May	AIG	114.53	114.53	166.87+4796?
1468	08-Feb	AIG	114.53	114.53	?
1411	05-Jan	AIG / American General	163.90	163.90	Client #643927
1337	11/30/2006	Aimco	384.26	384.26	Kitchen equipt
1314	11/21/2006	american Express	200.00		#3727-32406521003
1475	02/15/2007	American Express	98.00		3727-....
1517	03/12/2007	American Express	149.00		3727 324065....
1596	04/16/2007	American Express	160.00		3727....
1622	05/10/2007	American Express	183.00		3727...
1687	06/20/2007	American Express	199.00	989.00	#3727...
1487	02/22/2007	Anelle Gonzalez	90.00	90.00	(2-5 to 2-7)
1664	05/25/2007	Angela Marbray	50.00	50.00	catering
1471	02/14/2007	Annie Powell	25.00	25.00	basket
1537	03/22/2007	Anthony Robinson	100.00		catering
1551	03/27/2007	Anthony Robinson	100.00		catering
1555	03/29/2007	Anthony Robinson	100.00		kitchen/catering
1562	04/03/2007	Anthony Robinson	100.00		kitchen 2 days
1577	04/13/2007	Anthony Robinson	200.00		4 days kitchen Monday night
1595	04/16/2007	Anthony Robinson	37.50	637.50	Fun day Service
1318	11/21/2006	AR HIPPY	1,075.00	1,075.00	Affiliation fee
1143	07/31/2006	Ark Dept of Health	35.00	35.00	customer 7602135576
1148	07/31/2006	Ark Dept of Health	35.00	35.00	customer 7602135263
1466	02/08/2007	Ark State HIPPY	165.00	165.00	Annual Spg Conf Hippy
1665	05/25/2007	Arnie Powell	60.00	60.00	catering
1226	09/27/2006	ArrowHead Pest Control	54.12		extern??
1265	10/18/2006	ArrowHead Pest Control	54.12		?
1327	28-Nov	ArrowHead Pest Control	54.12		?
1422	01/09/2007	ArrowHead Pest Control	54.12		Inv 8159
1496	02/28/2007	ArrowHead Pest Control	54.12		inv 8526
1548	03/28/2007	ArrowHead Pest Control	54.12		8599
1605	04/25/2004	ArrowHead Pest Control	54.12	378.84	?
1132	25-Jul	Betty Bright	100.00	100.00	Child Care Employee
1183	23-Aug	Betty Bright	100.00	100.00	Early Morning Care
1131	25-Jul	Bill Bright	500.00		Janitorial
1182	23-Aug	Bill Bright	500.00		Janitorial
1224	25-Sep	Bill Bright	500.00		janitorial
1232	03-Oct	Bill Bright	100.00		Janitorial 21093660
1268	10/19/2006	Bill Bright	100.00		catering
1271	28-Oct	Bill Bright	500.00		Janitorial
1312	20-Nov	Bill Bright	500.00		Janitorial
1363	12/11/2006	Bill Bright	150.00		janitorial
1381	23-Dec	Bill Bright	500.00		Janitorial
1439	22-Jan	Bill Bright	500.00		Janitorial
1489	21-Feb	Bill Bright	500.00		janitorial
1541	03/23/2007	Bill Bright	500.00		Janitorial
1542	03/23/2007	Bill Bright	100.00		A.M. service
1607	27-Apr	Bill Bright	500.00		Janitorial

SWEDA  
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			86135868	totals	Ck Memo
1666	30-May	Bill Bright	500.00		janitorial
1679	06/18/2007	Bill Bright	100.00	6,050.00	catering
1519	03/12/2007	Calvin Parker	50.00	50.00	kitchen/staff
1561	04/11/2007	Cassandra Lumsey	50.00	50.00	catering
1127	24-Jul	CenterPoint Energy	148.46		? Not Legible
1130	25-Jul	CenterPoint Energy	220.00		Acct # 3536083-3
1179	23-Aug	CenterPoint Energy	238.31		Acct 487340
1257	18-Oct	CenterPoint Energy	278.63		48734-?
1258	18-Oct	CenterPoint Energy	46.92		353087-3 (?)
1331	28-Nov	CenterPoint Energy	163.83		# 487321-8
1332	28-Nov	CenterPoint Energy	28.44		# 3536013-3
1437	22-Jan	CenterPoint Energy	1,111.84		# 3536083-3
1438	22-Jan	CenterPoint Energy	557.38		# 48734-8
1588	Apr-07	CenterPoint Energy	1,569.99		??
1648	22-May	CenterPoint Energy	536.08	4,899.88	#48734-8
1335	11/28/2006	Chamber of Commerce	35.00	35.00	? Fee
1281	10/30/2006	Chanelle Highsmith	25.00	25.00	Beth Catering
1579	04/14/2007	Chanelle Highsmith	50.00	50.00	catering
1185	08/25/2006	Chester Taylor	100.00		catering
1191	08/28/2006	Chester Taylor	140.00		catering
1200	08/30/2006	Chester Taylor	310.00		Yard & Catering
1210	09/08/2006	Chester Taylor	204.00		catering
1215	09/15/2006	Chester Taylor	350.00		?
1221	09/22/2006	Chester Taylor	250.00		?
1229	10/02/2006	Chester Taylor	250.00		?
1253	10/16/2006	Chester Taylor	200.00		(?) yard (?)
1284	10/30/2006	Chester Taylor	80.00		Catering
1288	11/03/2006	Chester Taylor	150.00		catering
1302	11/13/2006	Chester Taylor	200.00		catering/?/supplies
1310	11/17/2006	Chester Taylor	300.00		catering
1325	11/27/2006	Chester Taylor	100.00		Catering
1340	12/01/2006	Chester Taylor	250.00		catering
1346	12/07/2006	Chester Taylor	50.00		travel
1356	12/08/2006	Chester Taylor	250.00		catering
1370	12/15/2006	Chester Taylor	200.00		catering/kitchen
1383	20-Dec	Chester Taylor	200.00		Kitchen
1420	01/09/2007	Chester Taylor	160.00		(1-4 - 1-7) 4 days
1430	01/15/2007	Chester Taylor	160.00		training stipend (1-10 - 1-15) 4 days
1441	01/22/2007	Chester Taylor	160.00		training stipend (1-16 - 1-19)
1453	01/29/2007	Chester Taylor	200.00		training stipend (1/22-1/26) 5 days
1458	02/02/2007	Chester Taylor	250.00		Stipend Training
1635	18-May	Chester Taylor	300.00	4,814.00	Lawn Care
1188	25-Aug	ChildCare ProviderFund	50.00	50.00	Lic Fee 23553
1171	08/15/2006	Chonel Highsmith	100.00	100.00	classroom
1212	09/16/2006	cHoward	50.00	50.00	deposit for catering shirts
1214	09/15/2006	cHoward	63.00	63.00	bal catering shirt
1155	08/02/2006	Christopher Highsmith	400.00	400.00	?
1209	09/06/2006	Christopher Highsmith	477.75	477.75	Contract Payroll
1282	10/30/2006	Christopher Highsmith	50.00	50.00	Beth Catering
1690	06/22/2007	Christopher Highsmith	50.00	50.00	catering
1417	08-Jan	Cingular Wireless	105.35	105.35	# 360521091

SWEDA  
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ACN# 08PA08003

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			86135868	totals	Ck Memo
1250	10/13/2006	Clara Jones	169.64	169.64	Rotary catering supplies
1174	08/21/2006	Comet Cleaners	164.00	164.00	Laundry - Catering
1198	30-Aug	Computers Upgrade	500.00	500.00	Payment on Acct
1261	18-Oct	Computers Upgrade	395.71	395.71	?
1317	11/21/2006	Connelly	457.90		Inv 10205
1410	01/05/2007	Connelly	1,000.00		PO # 07076
1459	02/05/2007	Connelly	1,530.16		PO # 07076
1589	04/16/2007	Connelly	929.57		10596
1590	04/16/2007	Connelly	369.99	4,287.62	10676
1172	16-Aug	Cottrell Communications	253.92	253.92	Telephone work
1433	01/22/2007	Credit Mgmt Corp	169.80	169.80	?
1315	11/21/2006	Dept of Accts	300.00	300.00	#8063910074519794
1631	05/16/2007	Dept of Accts	426.00	426.00	#8063910074519790
1526	03/19/2007	Dept of Work Force Svc	1,228.18	1,228.18	AR 2 & 3 qtr
1516	03/09/2007	Dinesha Richmond	56.25	56.25	ABC Sub
1599	04/23/2007	Dinesha Richmond	108.75	108.75	Sub apr?2,3,5, 11
1228	02-Oct	Dixie Air	500.00	500.00	Repair Work
1364	12/14/2006	Dollar Tree Store	XX	XX	In POS
1255	10/18/2006	Dominos	38.92	38.92	Lunch
1375	12/19/2006	Dominos	51.96	51.96	Kids Lunch
1593	04/16/2007	Dr. R.C. Pillsbury	200.00	200.00	Chart 404115000
1285	31-Oct	Dual State Fire Prot.	75.78	75.78	# 5693
1227	09/27/2006	East Main Enterprises	66.50	66.50	Lawnmower part
1140	31-Jul	Eastman Enterprise	19.74	19.74	Inv 60546
1467	02/08/2007	Edgar kemp	250.00		Kitchen (2-5/2/9)5 days
1476	02/15/2007	Edgar kemp	250.00		(2-12 - 2-15) training stipend
1490	02/23/2007	Edgar kemp	26.68		Supplies
1491	02/22/2007	Edgar kemp	350.00		(2-16 to 2-22) 5 days
1494	02/27/2007	Edgar kemp	18.82		kitchen supplies & ice.
1502	03/01/2007	Edgar kemp	250.00		(Feb 23 to mar 1) 5 days
1505	03/06/2007	Edgar kemp	17.26		kitchen supplies
1507	03/07/2007	Edgar kemp	22.84		kitchen supplies
1512	03/09/2007	Edgar kemp	300.00		10 days(3-2 to 3-9)
1523	03/15/2007	Edgar kemp	25.46		kitchen supplies
1524	03/15/2007	Edgar kemp	250.00		Kitchen (3-12 to 3-16) 5 days
1540	03/23/2007	Edgar kemp	100.00		catering
1550	03/27/2007	Edgar kemp	240.00		kitchen/catering
1554	03/29/2007	Edgar kemp	120.00		kitchen/catering
1566	04/10/2007	Edgar kemp	18.00		kitchen supplies
1582	04/13/2007	Edgar kemp	280.00		kitchen 28 hours
1604	04/25/2007	Edgar kemp	10.00		gas for rental truck
1613	05/10/2007	Edgar kemp	50.00		?
1621	05/10/2007	Edgar kemp	20.00		kitchen supplies
1627	05/14/2007	Edgar kemp	25.96		kitchen supplies/gas
1640	05/21/2007	Edgar kemp	13.00		catering supplies
1667	05/29/2007	Edgar kemp	49.12		kitchen supplies
1684	06/21/2007	Edgar kemp	10.00	2,697.14	gas
1545	03/27/2007	El Dorado Florist	52.18	52.18	? Stand
1416	08-Jan	El Dorado Glass & Mirror	135.31	135.31	# 00091145
1445	01/25/2007	El Dorado News Times	22.54	22.54	1130764
1142	07/31/2006	El Dorado Printing Co	101.90	101.90	inv 7607

SWEDA  
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ACN# 08PA08003

Check No.	Date	Payee	General	Individual	Description
			86135868	totals	Ck Memo
1263	18-Oct	El Dorado Printing Co	641.71	641.71	?
1414	08-Jan	El Dorado Printing Co	375.63	375.63	supplies
1567	04/10/2007	El Dorado Printing Co	178.96	178.96	?
1598	19-Apr	El Dorado Printing Co	234.29	234.29	Supplies
1518	03/12/2007	El Dorado Times	500.00	500.00	Daily ad
1393	27-Dec	El Dorado Utilities	190.62		# 0951075
1436	22-Jan	El Dorado Utilities	153.25		# 0951075
1485	28-Feb	El Dorado Utilities	181.84		#0951075
1556	30-Mar	El Dorado Utilities	196.48		#095107512
1123	20-Jul	El Dorado Water	120.73		Acct # 09567512
1168	16-Aug	El Dorado Water	152.51		Water Bill 095107512
1216	09/19/2006	El Dorado Water	151.04		95107512
1256	18-Oct	El Dorado Water	197.92		957075
1316	21-Nov	El Dorado Water	162.64		# 095107512
1610	30-Apr	El Dorado Water	177.44		#095107512
1646	22-May	El Dorado water	179.28		#095107512
1668	21-May	El Dorado Water	17.93	1,881.68	#095107512
1117	06-Jul	Electric Alarm	54.12	54.12	acct Payment
1124	20-Jul	Electric Alarm	27.06	27.06	Bal on Acct
1251	16-Oct	Electric Alarm	81.18	81.18	S233
1405	04-Jan	Electric Alarm	81.18	81.18	Alarm 5233
1609	30-Apr	Electric Alarm	108.24	108.24	#s233
1685	20-Jun	Electric Alarm	27.06	27.06	S233
1125	20-Jul	Employ't Sec Dept	158.21	158.21	Penalty
1129	25-Jul	Entergy	747.38		Acct # 47630405
1150	31-Jul	Entergy	1,067.84		Acct # 47630322
1180	23-Aug	Entergy	1,145.74		Acct 47630405
1181	23-Aug	Entergy	872.19		Acct # 47630322
1218	09/20/2006	Entergy	728.15		
1219	20-Sep	Entergy	951.50		acct 47630405
1247	11-Oct	Entergy	1,253.65		Acct 47630322
1291	06-Nov	Entergy	497.69		# 47630405
1292	06-Nov	Entergy	1,515.01		# 47630322
1397	29-Dec	Entergy	1,246.60		# 47630322
1398	29-Dec	Entergy	1,129.53		341630405
1440	01/27/2007	Entergy	509.54		
1448	25-Jan	Entergy	528.22		#47630405
1484	19-Feb	Entergy	534.34		#47630322
1543	26-Mar	Entergy	440.87		#47630405
1544	26-Mar	Entergy	664.64		#47630322
1586	16-Apr	Entergy	886.74		#47630405
1587	Apr-46	Entergy	1,329.86		#41630222
1649	22-May	Entergy	679.02		#47630405
1676	11-Jun	Entergy	336.27	17,064.78	#4763????
1482	19-Feb	Ethel Cook	213.50	213.50	Daycare teacher
1324	27-Nov	Evers & Wheatley Elect.	85.84	85.84	# 0909375-IN
1178	23-Aug	Fire Ext Sales & Svc	180.49	180.49	Inv 58278
1691	06/25/2007	Five Point Capital	660.98	660.98	Leasing 1 & last month and Dir fee
1244	10/09/2006	flywheels pies	30.00	30.00	pies
1270	10/23/2006	flywheels pies	60.00	60.00	?
1187	08/26/2006	four seasons	43.15	43.15	?

SWEDA  
 General Bank Account  
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 July 1, 2006 through June 30, 2007

ACN# 08PA08003

Check No.	Date	Payee	General	Individual	Description
			86135868	totals	Ck Memo
1563	04/04/2007	Fred's	36.17	36.17	?
1378	12/26/2006	GE Money Bank	697.00		Per Ron - Catering Truck
1511	03/09/2007	GE Money Bank	622.00		per Ron - lease for catering truck
1570	04/14/2007	GE Money Bank	663.00	1,982.00	per Ron - lease for catering truck
1163	07-Aug	Glenn Mechanical	500.00		Pymt on Acct 8795
1262	18-Oct	Glenn Mechanical	707.99		8795
1415	08-Jan	Glenn Mechanical	1,340.56		# 8795-66020
1460	05-Feb	Glenn Mechanical	600.00		Invoices????
1600	23-Apr	Glenn Mechanical	1,500.00	4,648.55	Inv 68160
1534	03/22/2007	Gwendolyn Reed	236.00	236.00	Travel & 2 days 3/15/16
1569	04/09/2007	Gwendolyn Reed	100.00	100.00	Hippy tvl
1616	05/07/2007	Gwendolyn Reed	100.00	100.00	Hippy tvl
1628	05/15/2007	Gwendolyn Reed	50.00	50.00	catering
1663	21-May	Gwendolyn Reed	150.00	150.00	catering
1675	06/06/2007	Gwendolyn Reed	544.00	544.00	Pay period 5/16-5/30/07
1401	03-Jan	Hays Rental	294.20	294.20	#27385/27499
1608	30-Apr	Hays Rental	93.68	93.68	#27077
1546	03/27/2007	Heart Assc	50.00	50.00	donation for heart week
1156	08/07/2006	Herns	500.00	500.00	On Account
1352	12/08/2006	Hi?? Detail	70.00	70.00	Parade
1429	01/12/2007	HighReach Learning	172.40	172.40	3577 11680 (101229)
1644	05/22/2007	Hobby lobby	138.61	138.61	S.A. Symphony
1564	04/04/2007	Holsum Bakery	4.61	4.61	?
1202	09/01/2006	Hugh Williams	50.00	50.00	Pool cleaning
1643	05/21/2007	Idalia Rodriguz	50.00	50.00	Catering
1662	05/25/2007	Idalia Rodriguz	150.00	150.00	catering
1689	06/22/2007	Idalia Rodriguz	50.00	50.00	catering
1169	08/15/2006	JaK?? Crew	100.00	100.00	substitution
1280	10/30/2006	Jakendra Crew	25.00	25.00	Beth Catering
1389	12/21/2006	Jakendra Crew	25.00	25.00	catering / New Times
1374	18-Dec	James D. Mille	225.00	225.00	Parking Lot
1581	04/13/2007	Janet Meeks	106.25	106.25	3 days 17 hours
1231	10/02/2006	Jennifer London	374.00	374.00	Sup. Payroll
1236	10/06/2006	Jennifer London	100.00	100.00	Hippy tvl
1297	11/07/2006	Jennifer London	100.00	100.00	Hippy tvl
1326	11/28/2006	Jennifer London	100.00	100.00	Hippy tvl
1351	01/06/2006	Jerry Kelly	30.00	30.00	?
1473	02/13/2007	Jerry Kelly	20.00	20.00	labor
1520	03/15/2007	Jerry Kelly	60.00	60.00	parts
1341	01-Dec	Jim's Vacum	62.08	62.08	Supplies/Janitorial
1427	12-Jan	Jim's Vacum	164.15	164.15	Janitorial supplies
1633	19-May	Jim's Vacum	97.86	97.86	Cleaning Supplies
1114	07/03/2006	Joyce Highsmith	500.00		?
1119	07/15/2006	Joyce Highsmith	250.00		1-15-2006 Balance
1136	07/26/2006	Joyce Highsmith	2,500.00		Back pay
1157	08/04/2006	Joyce Highsmith	224.52		food & milage HIPPY conf
1158	08/04/2006	Joyce Highsmith	500.00		Payroll 7/5??
1164	08-Aug	Joyce Highsmith	69.61		Supplies
1175	08/21/2006	Joyce Highsmith	100.00		Reimbursement
1195	08/28/2006	Joyce Highsmith	100.00		?
1208	06-Sep	Joyce Highsmith	68.32		Classroom Towels

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			86135868	totals	Ck Memo
1217	09/20/2006	Joyce Highsmith	90.00		?
1238	10/06/2006	Joyce Highsmith	69.42		tvI to P.Bluff for video conf
1241	10/06/2006	Joyce Highsmith	45.27		catering supplies
1303	11/13/2006	Joyce Highsmith	50.00		Chris Highsmith
1321	11/21/2006	Joyce Highsmith	280.00		Computer
1384	12/20/2006	Joyce Highsmith	130.00		catering / 3 people
1391	12/21/2006	Joyce Highsmith	500.00		Ref & fees Hippy
1392	12/26/2006	Joyce Highsmith	125.00		Training Hippy
1396	12/30/2006	Joyce Highsmith	500.00		Hippy
1406	01/04/2006	Joyce Highsmith	65.00		Private Pay plumbing work
1469	02/08/2007	Joyce Highsmith	150.00		catering
1478	16-Feb	Joyce Highsmith			??
1478	02/16/2007	Joyce Highsmith	50.70		Tvl LR
1488	02/22/2007	Joyce Highsmith	400.00		catering Chef
1504	03/05/2007	Joyce Highsmith	400.00		catering
1525	03/15/2007	Joyce Highsmith	400.00		Catering
1528	03/19/2007	Joyce Highsmith	31.85		catering supplies
1535	03/23/2007	Joyce Highsmith	100.00		catering wedding cake
1558	03/30/2007	Joyce Highsmith	400.00		kitchen/catering
1565	04/04/2007	Joyce Highsmith	400.00		?
1578	04/14/2007	Joyce Highsmith	50.00		?
1597	04/16/2007	Joyce Highsmith	400.00		kitchen/catering
1611	04/30/2007	Joyce Highsmith	100.00		?
1655	05/23/2007	Joyce Highsmith	10.00		lettuce
1669	05/29/2007	Joyce Highsmith	1,000.00		Salary & expenses
1678	06/18/2007	Joyce Highsmith	100.00	10,159.69	?
1116	07/06/2006	Kathlyn Meeks	300.00	300.00	?
1160	04-Aug	Kathlyn Meeks	120.00	120.00	Reimbursement/Tyler Hart
1272	10/26/2006	Kathlyn Meeks	14.00	14.00	ABC supplies
1403	01/04/2007	Ken's Discount	13.14	13.14	?
1474	15-Feb	Kimberly Jones	500.00	500.00	Substitute Pay ??
1538	22-Mar	Kimberly Jones	28.13	28.13	ABC Sub
1260	18-Oct	L & R ??	500.00	500.00	?
1626	05/14/2007	Lakoia Carrington	50.00	50.00	catering
1254	10/16/2006	Laq(?) Roach	60.00	60.00	?
1137	08/15/2006	Larry Lumsey	75.00	75.00	Catering Class Reunion
1121	07/17/2006	LaWanda Highsmith	320.00		July1-15-06
1154	08/02/2006	LaWanda Highsmith	320.00		?
1194	08/28/2006	LaWanda Highsmith	100.00		travel Aug
1207	09/05/2006	LaWanda Highsmith	107.40		Home Base Edct'r Traing
1240	10/06/2006	LaWanda Highsmith	100.00		Hippy tvI
1296	11/07/2006	LaWanda Highsmith	100.00		Hippy tvI
1328	11/28/2006	LaWanda Highsmith	100.00		Hippy tvI
1344	12/02/2006	LaWanda Highsmith	10.00		? For plumbing
1345	12/02/2006	LaWanda Highsmith	40.00		for plumbing
1418	01/09/2007	LaWanda Highsmith	100.00		Hippy tvI
1464	02/06/2007	LaWanda Highsmith	100.00		Hippy tvI
1480	02/16/2007	LaWanda Highsmith	80.00		Per Diem hippy
1521	03/15/2007	LaWanda Highsmith	100.00		Hippy tvI
1568	04/09/2007	LaWanda Highsmith	100.00		Hippy tvI
1617	05/07/2007	LaWanda Highsmith	100.00	1,777.40	Hippy tvI

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			86135868	totals	Ck Memo
1425	10-Jan	LCR	119.51	119.51	Plumbing Supplies
1571	11-Apr	Lee Richard	552.31	552.31	Fencing
1592	16-Apr	Lee Richards (?)	200.00	200.00	Erection of France (?)
1365	12/12/2006	Libby Outlet	132.86	132.86	glassware
1306	11/14/2006	Mac's	25.49	25.49	?
1630	05/15/2007	Marcie Turner	50.00	50.00	Graduation Catering
1222	09/22/2006	Marsha Moore	9.07	9.07	Supplies
1313	21-Nov	Mary Green	42.00	42.00	Substitute ABC
1336	21-Nov	Mary Green	72.00	72.00	Substitute teacher
1680	13-Jun	Mary Green	37.50	37.50	Sub??
1386	12/21/2006	Mary Snowden	50.00	50.00	catering / New Times
1118	07/06/2006	MCI	53.37	53.37	086930...
1122	21-Jul	MCI	44.01	44.01	Acct # 086693038784
1447	25-Jan	MCI	43.50	43.50	#08673038784
1647	22-May	MCI	88.27	88.27	#08693038784
1387	12/21/2006	MCSA	150.00	150.00	Emergency room visits
1309	11/17/2006	Meredith, JoAnn	664.77	664.77	Wilton class/hotel/mileage
1339	12/01/2006	Meredith, JoAnn	365.50	365.50	?/hotel/mileage
1428	01/12/2007	Meredith, JoAnn	205.51	205.51	Hotel & Mileage (wilson) traing II
1434	01/19/2007	Midsouth Wholesale	453.48	453.48	Inv 2224
1552	03/27/2007	Missile Mart	20.00	20.00	gas for rental truck budget
1645	05/29/2007	Missile Mart	10.00	10.00	gas for budget truck
1673	06/04/2007	Missile Mart	5.00	5.00	gasoline
1641	05/21/2007	Mobil	12.00	12.00	gas for rental truck
1583	14-Apr	Mr. Steel Reed	75.00	75.00	DJ Fun Day
1371	12/15/2006	Natalie Crew	120.00	120.00	catering/kitchen
1373	12/18/2006	Natalie Crew	50.00	50.00	catering/kitchen
1382	12/20/2006	Natalie Crew	120.00	120.00	(12-18 - 12-22)kitchen
1421	01/09/2007	Natalie Crew	160.00	160.00	(1-4 - 1-7) 4 days
1431	01/15/2007	Natalie Crew	160.00	160.00	training stipend (1-10 - 1-15) 4 days
1442	01/22/2007	Natalie Crew	160.00	160.00	training stipend (1-16 - 1-19)
1454	01/29/2007	Natalie Crew	160.00	160.00	stipend training
1457	02/02/2007	Natalie Crew	200.00	200.00	1-26 to 2-2-7
1147	31-Jul	Neely Wholesale	24.50	24.50	Inv 12097
1446	25-Jan	Neely Wholesale	53.70	53.70	# 22246
1499	01-Mar	Neely Wholesale	78.50	78.50	#23062
1612	02-May	Neely Wholesale	198.31	198.31	#s361,105,361,23547
1152	01-Aug	Newman Fixture	342.05		Repair on Mixer (?)
1289	03-Nov	Newman Fixture	585.33		Repair Stove
1353	08-Dec	Newman Fixture	381.50	1,308.88	Freezer Repairs
1350	06-Dec	News Times Publ Co	500.00	500.00	Newspaper ads
1481	19-Feb	Nodis Maya ??	175.00	175.00	Substitute Pay ??
1301	13-Nov	Ole Mother Hubbard	125.00	125.00	Supplies
1120	17-Jul	Pamela Crew	320.00	320.00	July 1 - 15, 2006
1170	08/05/2006	Pamela Crew	320.00	320.00	classroom
1243	10/09/2006	Pamela Crew	125.00	125.00	(?) supplies
1279	10/30/2006	Pamela Crew	50.00	50.00	Beth Catering
1385	12/21/2006	Pamela Crew	50.00	50.00	catering / New Times
1559	30-Mar	Pamela Crew	302.15	302.15	3/16-3/13
1625	05/14/2007	Pamela Crew	50.00	50.00	catering
1661	05/25/2007	Pamela Crew	60.00	60.00	catering

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1153	08/02/2006	Paula Crew	320.00	320.00	?
1162	07-Aug	Paula McAdams	124.70	124.70	Substitute teacher
1278	30-Oct	Personal Concepts	37.90	37.90	Labor Law (?)
1203	05-Sep	Philadelphia Ins Co	900.00	900.00	#78204607(?)
1223	25-Sep	Philadelphia Ins Co	913.46	913.46	# 78804607
1134	07/25/2006	Pilgram's Pride	76.00	76.00	?
1298	07-Nov	Pilgram's Pride	50.00	50.00	Chicken
1424	01/10/2007	Pilgram's Pride	162.38	162.38	chicken
1451	01/26/2007	Pilgram's Pride	72.10	72.10	Products
1493	23-Feb	Pilgram's Pride	260.00	260.00	Sugar & chicken
1141	31-Jul	Pitney Bowes	99.87	99.87	2014-2786-86-0
1275	10/27/2006	Pizza Hut	45.47	45.47	Kids Lunch
1320	11/21/2006	Pizza Hut	43.30	43.30	Meeteing (Hippy)
1470	02/09/2007	Pizza Hut	45.47	45.47	Kids Lunch
1513	03/09/2007	Pizza Hut	38.97	38.97	Kids Lunch
1509	07-Mar	PostMaster	39.00	39.00	Postage stamps
1656	23-May	PostMaster	43.05	43.05	postage stamps
1380	19-Dec	PSSI	52.06	52.06	?
1572	11-Apr	PSSI	52.06	52.06	Rental for Fun day
1426	01/11/2007	Quill	302.13	302.13	Office supplies
1189	08/25/2006	Quinn Moore	50.00	50.00	catering
1199	08/30/2006	Quinn Moore	150.00	150.00	Yard work/pool
1639	05/21/2007	Railroad salvage	54.02	54.02	counter-top
1266	19-Oct	Ray Lawson	250.00	250.00	Electrical Work
1547	27-Mar	Ray Traylor CPA	97.00	97.00	Quickbooks Class
1173	08/18/2006	Rhonda Murphy Belcher	100.00		Catering supplies
1283	10/30/2006	Rhonda Murphy Belcher	50.00		Beth Catering
1388	12/21/2006	Rhonda Murphy Belcher	100.00		catering / New Times
1514	03/09/2007	Rhonda Murphy Belcher	50.00		catering
1671	06/01/2007	Rhonda Murphy Belcher	170.00		catering supplies 100 catering 70
1688	06/22/2007	Rhonda Murphy Belcher	50.00	520.00	catering
1234	03-Oct	Robert Bass	120.00	120.00	(?) Payroll
1246	11-Oct	Robert Bass	90.00	90.00	Kitchen Staff/Bal Wending 10/13
1252	16-Oct	Robert Bass	30.00	30.00	Partial pyroll (10/16/06) Kitchen
1237	06-Oct	Robert Besa	60.00	60.00	Kitchen Staff
1133	25-Jul	Robert Jones	95.27	95.27	? Not Legible
1098	08/08/2006	Robertson Produce Inc	91.75	91.75	Chambers Poultry Federation
1135	26-Jul	Ronald Murphy	1,000.00		Salaries/Back Pay
1193	08/02/2006	Ronald Murphy	500.00		Catering expenses
1274	26-Oct	Ronald Murphy	250.00		Travel
1294	07-Nov	Ronald Murphy	150.00		Expense/travel
1319	21-Nov	Ronald Murphy	100.00		Travel Expense
1354	01-Dec	Ronald Murphy	125.00		Travel
1377	26-Dec	Ronald Murphy	1,000.00		Expenses Aug thru Dec
1390	12/21/2006	Ronald Murphy	100.00		catering
1412	05-Jan	Ronald Murphy	125.00		Travel
1432	18-Jan	Ronald Murphy	225.00		Travel
1443	23-Jan	Ronald Murphy	125.00		Travel
1452	27-Jan	Ronald Murphy	250.00		Expenses
1455	02/01/2007	Ronald Murphy	250.00		?
1461	02/06/2007	Ronald Murphy	125.00		travel

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1483	02/19/2007	Ronald Murphy	25.00		Per Diem hippy
1508	03/07/2007	Ronald Murphy	150.00		travel
1529	03/21/2007	Ronald Murphy	33.14		catering supplies
1539	03/23/2007	Ronald Murphy	100.00		catering
1557	03/30/2007	Ronald Murphy	498.94		(3/16-3/31
1601	04/23/2007	Ronald Murphy	398.00		Regional conf. Hippy
1614	05/03/2007	Ronald Murphy	361.40		catering supplies
1642	05/21/2007	Ronald Murphy	40.00		Pay for Marjorie EHS Prom
1694	06/26/2007	Ronald Murphy	100.00	6,031.48	Travel
1126	24-Jul	Roy Lawson	78.77	78.77	Plumbing Repair
1211	08-Sep	Roy Lawson	250.00	250.00	Electrical work
1128	07/24/2006	Sams	78.62	78.62	(??)luncheon
1165	08/08/2006	Sams	850.00	850.00	On Account
1166	Aug-06	Sams	227.46	227.46	supplies chamber
1167	08/16/2006	Sams	190.81	190.81	(??) Catering
1248	10/12/2006	Sams	425.97	425.97	?
1264	10/18/2006	Sams	779.00	779.00	
1273	10/26/2006	Sams	294.76	294.76	Supplies
1355	12/08/2006	Sams	373.59	373.59	catering
1366	12/13/2006	Sams	227.43	227.43	catering
1623	05/10/2007	Sams	298.00	298.00	6011 3710 0240 2997
1311	11/17/2006	Sav More	47.12	47.12	?
1657	05/23/2007	save a lot	35.77	35.77	catering
1686	20-Jun	Saydan York?????	50.33	50.33	???
1594	16-Apr	Shannon Davis	110.00	110.00	Rental of Moon Walk
1347	12/05/2006	Sherecia Banks	300.00	300.00	?
1395	12/29/2006	Sherecia Banks	300.00	300.00	UAPB Report
1449	25-Jan	Sherecia Banks	7.80	7.80	Postage stamps
1465	08-Feb	Sherecia Banks	9.68	9.68	Supplies
1477	02/16/2007	Sherecia Banks	20.83	20.83	Bread & postage stamps
1503	02-Mar	Sherecia Banks	566.61	566.61	2/16-2/28 (note: pd Gen'l Acct)
1530	03/21/2007	Sherecia Banks	32.43	32.43	Kitchen supplies
1560	30-Mar	Sherecia Banks	566.61	566.61	3/16-3/13
1576	13-Apr	Sherecia Banks	60.00	60.00	Supplies
1660	05/25/2007	Sherecia Banks	20.00	20.00	Ice for Westside (catering??)
1670	05/29/2007	Sherecia Banks	125.00	125.00	?
1677	06/11/2007	Sherecia Banks	100.00	100.00	?
1138	08/16/2006	Simmons 1st	294.58		on acct
1192	08/28/2006	Simmons 1st	2,812.53		Loan Renewal
1259	10/18/2006	Simmons 1st	12,091.59		8172272
1305	11/14/2006	Simmons 1st	1,353.59		Ln #8138620
1407	01/04/2007	Simmons 1st	8,368.85		acct # 8151946
1444	01/24/2007	Simmons 1st	3,550.00		Loan #8154452 Interest
1497	03/01/2007	Simmons 1st	544.94		Loan 8174633
1498	03/01/2007	Simmons 1st	211.22		Loan 8138620
1500	03/01/2007	Simmons 1st	50.00		Loan 8174633
1501	03/01/2007	Simmons 1st	50.00		Loan 8138620
1637	05/21/2007	Simmons 1st	160.96		int 8138620
1638	05/21/2007	Simmons 1st	485.32	29,973.58	int 8179806
1404	01-Jan	Sim's Enterprise	78.00	78.00	Taxes
1618	05/08/2007	South Ark	207.00	207.00	2nd summer session

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1522	03/15/2007	South/Southwest Hippy	50.00	50.00	Conference
1144	07/31/2006	State of Arkansas	130.27	130.27	06-0208220-10
1145	07/31/2006	State of Arkansas	198.63	198.63	06-0191073-10
1146	31-Jul	State of Arkansas	130.30	130.30	06-197079-10
1619	09-May	Sudden Link	105.66	105.66	#0010800114110902
1495	02/28/2007	Sudden Link Comm	150.91	150.91	001 0805 111770702?
1115	07/06/2006	Sysco	281.64		Supplies Adams Family
1176	22-Aug	Sysco	449.84		Inv 608170894
1184	25-Aug	Sysco	496.48		Catherine Pierce Reception
1201	01-Sep	Sysco	816.88		# 6090101562
1213	15-Sep	Sysco	485.89		# 609150671
1220	09/21/2006	Sysco	383.79		
1233	03-Oct	Sysco	369.48		?
1235	06-Oct	Sysco	419.26		Inv 610060706
1276	29-Oct	Sysco	262.39		Inv 610270609
1299	09-Nov	Sysco	688.16		Inv 1076
1349	12/06/2006	Sysco	67.40		#61111111170674
1379	19-Dec	Sysco	1,200.13		Inv's 612090118/612090118
1409	05-Jan	Sysco	924.10		Balance due
1456	10/17/2007	Sysco	1,386.83		
1486	22-Feb	Sysco	302.37		#702220171
1553	03/29/2007	Sysco	767.76		
1573	11-Apr	Sysco	183.69		#703290943
1574	12-Apr	Sysco	1,389.02		#704121106
1575	12-Apr	Sysco	269.92		#704121105
1606	27-Apr	SYSCO	1,099.02		Cashiers Ck for SYSCO
1620	10-May	Sysco	1,001.36		#705101202
1636	21-May	Sysco	1,167.38		#705210462
1682	06/19/2007	Sysco	346.15		inv 705180758 705260132
1683	06/21/2007	Sysco			Clr'd July 07 statement
1139	31-Jul	Sysco (?)	468.82	15,227.76	----
1151	08/01/2006	Titus Hally	80.00	80.00	Culinary arts
1584	04/16/2007	Tuesday Morning	64.94	64.94	#22966
1287	03-Nov	Undra Sumlin	300.00	300.00	Roof Repair
1369	12/15/2006	Vada Taylor	243.00	243.00	catering/kitchen
1408	01/04/2007	Vada Taylor	50.00	50.00	PriPay Kitchen
1196	08/30/2006	Varonica Kenndy	100.00	100.00	travel Aug
1206	09/05/2006	Varonica Kenndy	107.40	107.40	Home Base Edct'r Traing
1239	10/06/2006	Varonica Kenndy	100.00	100.00	Hippy tvl
1295	11/07/2006	Varonica Kenndy	100.00	100.00	Hippy tvl
1322	11/22/2006	Varonica Kenndy	200.00	200.00	?
1329	11/28/2006	Varonica Kenndy	100.00	100.00	Hippy tvl
1419	01/09/2007	Varonica Kenndy	100.00	100.00	Hippy tvl
1463	02/06/2007	Varonica Kenndy	100.00	100.00	Hippy tvl
1479	02/16/2007	Varonica Kenndy	80.00	80.00	Per Diem hippy
1492	02/23/2007	Varonica Kenndy	96.72	96.72	Hippy tvl
1113	07/01/2006	Wal-Mart	48.38	48.38	?
1225	09/27/2006	Wal-Mart	45.75	45.75	
1245	10-Oct	Wal-Mart	24.75	24.75	Supplies
1269	10/23/2006	Wal-Mart	97.86	97.86	catering supplies
1290	11/05/2006	Wal-Mart	107.15	107.15	Rotary catering supplies

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1293	11/06/2006	Wal-Mart	63.52	63.52	Supplies
1334	11/28/2006	Wal-Mart	57.15	57.15	Catering
1338	12/01/2006	Wal-Mart	91.57	91.57	Share Foundation catering/ABC
1368	15-Dec	Wal-Mart	54.47	54.47	Supplies
1402	01/04/2007	Wal-Mart	97.23	97.23	?
1435	19-Jan	Wal-Mart	79.76	79.76	ABC supplies/1st aid
1450	01/26/2007	Wal-Mart	51.53	51.53	?
1462	06-Feb	Wal-Mart	126.34	126.34	Supplies
1472	02/13/2007	Wal-Mart	60.95	60.95	catering
1510	03/09/2007	Wal-Mart	100.02	100.02	AHEC/Hospice
1515	03/09/2007	Wal-Mart	35.47	35.47	meat platter
1531	03/23/2007	Wal-Mart	38.97	38.97	?
1549	03/28/2007	Wal-Mart	21.34	21.34	Brunch supplies
1632	05/21/2007	Wal-Mart	250.87	250.87	?
1286	11/02/2006	Wendy's	26.47	26.47	Kids Lunch
1533	03/22/2007	Wendy's	29.01	29.01	Kids Lunch
1591	04/16/2007	Wendy's	31.87	31.87	?
1659	05/25/2007	Wendy's	52.28	52.28	Kids Lunch
1342	12/02/2006	Willie Ford	40.00	40.00	labor
1585	04/16/2007	Willie White	50.00	50.00	Pastry/rotary
1333	11/28/2006	Withholding Tax Branch	46.57	46.57	58-1807212/06-3510800-10
1650	22-May	Withholding Tax Branch	66.27	66.27	????
1651	22-Mar	Withholding Tax Branch	38.18	38.18	?????
1652	22-May	Withholding Tax Branch	80.93	80.93	????
1653	05/22/2007	Withholding Tax Branch	52.15	52.15	(numbers too small to read)

	subtotal	158,103.67	158,103.67
Point-of-Sale (Debit Card)		25,327.45	
Previous	1103	470.37	
year in Jul -	1105	595.42	
Jun 07 clr'd	1106	250.00	
cks	1107	57.00	
	1108	320.00	
	1109	320.00	
	1110	100.00	
	1111	100.00	
		2,212.79	
Service charges		42.00	
Overdraft Fees 06		459.00	
Overdraft Fees 07		675.00	
Ret'd Item fees 07		108.00	
Unknown		81.00	
		1,323.00	
Total Checks		187,008.91	
Total Cleared Checks		187,008.91	
		0.00	

SWEDA  
 General Bank Account  
 Checks Applicable to Catering  
 Sorted By Payee  
 July 1, 2006 through June 30, 2007

ACN# 08PA08003

Check No.	Date	Payee	General 86135868	Description Ck Memo
1664	05/25/2007	Angela Marbray	50.00	catering
1471	02/14/2007	Annie Powell	25.00	basket
1537	03/22/2007	Anthony Robinson	100.00	catering
1551	03/27/2007	Anthony Robinson	100.00	catering
1555	03/29/2007	Anthony Robinson	100.00	kitchen/catering
1665	05/25/2007	Arnie Powell	60.00	catering
1679	06/18/2007	Bill Bright	100.00	catering
1561	04/11/2007	Cassandra Lumsey	50.00	catering
1281	10/30/2006	Chanelle Highsmith	25.00	Beth Catering
1579	04/14/2007	Chanelle Highsmith	50.00	catering
1185	08/25/2006	Chester Taylor	100.00	catering
1191	08/28/2006	Chester Taylor	140.00	catering
1200	08/30/2006	Chester Taylor	310.00	Yard & Catering
1210	09/08/2006	Chester Taylor	204.00	catering
1284	10/30/2006	Chester Taylor	80.00	Catering
1288	11/03/2006	Chester Taylor	150.00	catering
1302	11/13/2006	Chester Taylor	200.00	catering/?/supplies
1310	11/17/2006	Chester Taylor	300.00	catering
1325	11/27/2006	Chester Taylor	100.00	Catering
1340	12/01/2006	Chester Taylor	250.00	catering
1356	12/08/2006	Chester Taylor	250.00	catering
1370	12/15/2006	Chester Taylor	200.00	catering/kitchen
1212	09/16/2006	cHoward	50.00	deposit for catering shirts
1214	09/15/2006	cHoward	63.00	bal catering shirt
1282	10/30/2006	Christopher Highsmith	50.00	Beth Catering
1690	06/22/2007	Christopher Highsmith	50.00	catering
1250	10/13/2006	Clara Jones	169.64	Rotary catering supplies
1174	08/21/2006	Comet Cleaners	164.00	Laundry - Catering
1540	03/23/2007	Edgar kemp	100.00	catering
1550	03/27/2007	Edgar kemp	240.00	kitchen/catering
1554	03/29/2007	Edgar kemp	120.00	kitchen/catering
1604	04/25/2007	Edgar kemp	10.00	gas for rental truck
1640	05/21/2007	Edgar kemp	13.00	catering supplies
1684	06/21/2007	Edgar kemp	10.00	gas
1142	07/31/2006	El Dorado Printing Co	101.90	inv 7607
1263	18-Oct	El Dorado Printing Co	641.71	?
1414	08-Jan	El Dorado Printing Co	375.63	supplies
1567	04/10/2007	El Dorado Printing Co	178.96	?
1598	19-Apr	El Dorado Printing Co	234.29	Supplies
1691	06/25/2007	Five Point Capital	660.98	Leasing 1 & last month and Dir fee
1244	10/09/2006	flywheels pies	30.00	pies
1270	10/23/2006	flywheels pies	60.00	?
1187	08/26/2006	four seasons	43.15	?
1563	04/04/2007	Fred's	36.17	?

SWEDA  
 General Bank Account  
 Checks Applicable to Catering  
 Sorted By Payee  
 July 1, 2006 through June 30, 2007

ACN# 08PA08003

Check No.	Date	Payee	General 86135868	Description Ck Memo
1378	12/26/2006	GE Money Bank	697.00	Per Ron - Catering Truck
1511	03/09/2007	GE Money Bank	622.00	per Ron - lease for catering truck
1570	04/14/2007	GE Money Bank	663.00	per Ron - lease for catering truck
1628	05/15/2007	Gwendolyn Reed	50.00	catering
1663	21-May	Gwendolyn Reed	150.00	catering
1401	03-Jan	Hays Rental	294.20	#27385/27499
1608	30-Apr	Hays Rental	93.68	#27077
1156	08/07/2006	Herns	500.00	On Account
1644	05/22/2007	Hobby lobby	138.61	S.A. Symphony
1564	04/04/2007	Holsum Bakery	4.61	?
1643	05/21/2007	Idalia Rodriguz	50.00	Catering
1662	05/25/2007	Idalia Rodriguz	150.00	catering
1689	06/22/2007	Idalia Rodriguz	50.00	catering
1280	10/30/2006	Jakendra Crew	25.00	Beth Catering
1389	12/21/2006	Jakendra Crew	25.00	catering / New Times
1241	10/06/2006	Joyce Highsmith	45.27	catering supplies
1384	12/20/2006	Joyce Highsmith	130.00	catering / 3 people
1469	02/08/2007	Joyce Highsmith	150.00	catering
1488	02/22/2007	Joyce Highsmith	400.00	catering Chef
1504	03/05/2007	Joyce Highsmith	400.00	catering
1525	03/15/2007	Joyce Highsmith	400.00	Catering
1528	03/19/2007	Joyce Highsmith	31.85	catering supplies
1535	03/23/2007	Joyce Highsmith	100.00	catering wedding cake
1558	03/30/2007	Joyce Highsmith	400.00	kitchen/catering
1597	04/16/2007	Joyce Highsmith	400.00	kitchen/catering
1626	05/14/2007	Lakoia Carrington	50.00	catering
1137	08/15/2006	Larry Lumsey	75.00	Catering Class Reunion
1365	12/12/2006	Libby Outlet	132.86	glassware
1630	05/15/2007	Marcie Turner	50.00	Graduation Catering
1386	12/21/2006	Mary Snowden	50.00	catering / New Times
1552	03/27/2007	Missile Mart	20.00	gas for rental truck budget
1645	05/29/2007	Missile Mart	10.00	gas for budget truck
1673	06/04/2007	Missile Mart	5.00	gasoline
1641	05/21/2007	Mobil	12.00	gas for rental truck
1371	12/15/2006	Natalie Crew	120.00	catering/kitchen
1373	12/18/2006	Natalie Crew	50.00	catering/kitchen
1279	10/30/2006	Pamela Crew	50.00	Beth Catering
1385	12/21/2006	Pamela Crew	50.00	catering / New Times
1625	05/14/2007	Pamela Crew	50.00	catering
1661	05/25/2007	Pamela Crew	60.00	catering
1189	08/25/2006	Quinn Moore	50.00	catering
1173	08/18/2006	Rhonda Murphy Belcher	100.00	Catering supplies
1283	10/30/2006	Rhonda Murphy Belcher	50.00	Beth Catering
1388	12/21/2006	Rhonda Murphy Belcher	100.00	catering / New Times

SWEDA  
 General Bank Account  
 Checks Applicable to Catering  
 Sorted By Payee  
 July 1, 2006 through June 30, 2007

ACN# 08PA08003

Check No.	Date	Payee	General 86135868	Description Ck Memo
1514	03/09/2007	Rhonda Murphy Belcher	50.00	catering
1671	06/01/2007	Rhonda Murphy Belcher	170.00	catering supplies 100 catering 70
1688	06/22/2007	Rhonda Murphy Belcher	50.00	catering
1193	08/02/2006	Ronald Murphy	500.00	Catering expenses
1390	12/21/2006	Ronald Murphy	100.00	catering
1529	03/21/2007	Ronald Murphy	33.14	catering supplies
1539	03/23/2007	Ronald Murphy	100.00	catering
1614	05/03/2007	Ronald Murphy	361.40	catering supplies
1642	05/21/2007	Ronald Murphy	40.00	Pay for Marjorie EHS Prom
1167	08/16/2006	Sams	190.81	(??) Catering
1355	12/08/2006	Sams	373.59	catering
1366	12/13/2006	Sams	227.43	catering
1657	05/23/2007	save a lot	35.77	catering
1660	05/25/2007	Sherecia Banks	20.00	Ice for Westside (catering??)
1151	08/01/2006	Titus Hally	80.00	Culinary arts
1584	04/16/2007	Tuesday Morning	64.94	#22966
1369	12/15/2006	Vada Taylor	243.00	catering/kitchen
1269	10/23/2006	Wal-Mart	97.86	catering supplies
1290	11/05/2006	Wal-Mart	107.15	Rotary catering supplies
1334	11/28/2006	Wal-Mart	57.15	Catering
1338	12/01/2006	Wal-Mart	91.57	Share Foundation catering/ABC
1472	02/13/2007	Wal-Mart	60.95	catering
1515	03/09/2007	Wal-Mart	35.47	meat platter
1585	04/16/2007	Willie White	50.00	Pastry/rotary
subtotal			<u>16,541.74</u>	



# Arkansas HIPPI

800 Marshall, Slot 651  
Little Rock, Arkansas 72202  
Office: (501) 364-3671 \* Fax: (501) 364-2225

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July 13, 2007

Ronald Murphy, Director  
Southwest Economic Development Corporation  
P.O. Box 852  
El Dorado, AR 71730

Dear Mr. Murphy,

This letter is written as a response to the fiscal review of your program that was conducted on July 6, 2007. Please read this letter carefully and feel free to call about any of the findings or other concerns you may have. This review was conducted because of staff complaints that they were not being paid, individuals from the community who have called to share their concerns about the program, even the center-based program where children reportedly are not being fed properly as food is periodically purchase from local restaurants and from previous concerns we have had with the HIPPI program sponsored by your agency this past year.

You stated that you have three accounts that consisted of a payroll, general and unrestricted accounts. I saw evidence of only one checking account in which ABC funds were deposited an all expenditures were paid out of that account. Very few funds if any had been deposited into the "unrestricted" account.

As previously discussed with you, there are numerous fiscal discrepancies as well as unsubstantiated documentation to support some of the purchases, no real accounting practices or procedures in place, nor is there a check and balance system as you and Joyce Highsmith sign on all checks. Evidence exists that indicates you have written several travel checks to yourself or Ms. Highsmith that resulted in overpayments as subsequent travel reimbursements were made for the same time periods.

Based on the review conducted, there was evidence to indicate that Arkansas Better Chance funds are being used to pay for materials and resources to support a catering business you are operating as a part of your agency. This was verified by the more than 50 checks written to individuals or businesses for goods and services that directly affected the catering business.

**Listed below are some other problems unfolded during this full-day review.**

The bank statement showed a zero balance on February 28, 2007 about the time phone calls were received from staff members that their pay checks were late.

Little evidence exists to show that the SWEDA board is actively involved in the fiscal affairs of the organization

It is difficult to determine the percentage of staff time devoted to other programs

such as the tobacco project, culinary arts and catering business and other unrelated ABC program.

There were no receipts to back up many of the purchases that were made

Checks were written to businesses such as Comet Cleaners and individuals for services related to the catering and culinary arts business.

At least two checks were written to Jo Ann Meridith for Wilton classes, one in the amount of \$664.77. You stated that this was reimbursed yet, there was not record indicating that the money had been repaid.

Several individuals received checks written on the account that were not ABC staff or part of ABC funded programs.

Payments were made to staff members labeled as back pay or travel back pay without appropriate documentation

Joyce Highsmith signed as an authorized signer on her own checks as well as Ronald Murphy.

Two reimbursement checks were made in the amount of \$500.00 each to Mrs. Highsmith on December 21, 2006 and again on December 30, 2006 for HIPPY reimbursements and registration fees without official documentation. The State office was unable to verify where any payments were made other than a \$165.00 check for the 2007 State Conference registration. SWEDA was never invoiced for these amounts.

Several checks were written for computer upgrades in a short time span but there was no documentation as to whom received the checks for this service.

These are just a few of the many problems that plague the program fiscally which has ultimately affected program quality. Several staff members have implied that they are resigning due to lack of program accountability.

**My immediate recommendations include the following:**

A new accounting firm needs to be hired that can provide the professional and technical support the agency needs. This is the same firm utilized earlier and the same problems continue to exist.

The SWEDA Board of Directors must be informed of the fiscal problems of the agency and become more proactive to ensure that things are operating according to policy.

Both your name and that of Joyce Highsmith must be removed as an authorized signatory on agency checks and the current board president, treasurer or other officer only should be authorized to sign.

The Board should establish clearly defined financial policies and procedures which includes establishing a pay schedule for staff so that they are able to plan their personal business more effectively.

All purchases must have original support documentation for payment.

A separate checking account needs to be established for the agency culinary arts program and under no circumstances must ABC funds be diverted to this program.

Define staff time by identifying who is working for what agency and for what period of time. Prorate time based on this information and the same should be shown on any check issues.

A recordkeeping system needs to be organized so that files are easily retrieved by DCCECE, ADE or Arkansas HIPYPY when needed.

A copy of this report is being sent to the Division of Childcare and Early Childhood Education and if you have questions or need information on any item discussed herein, please call me at 501.364.3727.

Thanks very much!

Sincerely,

Barbara Gilkey  
State HIPYPY Director

**Summary of Substantive Proposed Changes  
to  
ABC Rules and Regulations  
February 2008**

<b>Section</b>	<b>Proposed Change</b>
3.33	Defines “staff” as it relates to ABC program
4.06	Proof of child’s age must be established before child is enrolled in program.
6.05	Programs found to enroll ineligible will be subject to termination from program.
9.02	Programs failing to correct a licensing deficiency from either a founded complaint or self-report maybe terminated from the program.
11.01	All teachers in a non-public school or non-cooperative based ABC program hired after May 15, 2008 must have a minimum of a bachelor’s degree in child development or early childhood education. Teachers in such program hired before May 15, 2008 may continue to work with either an associate degree or under an approved Staff Qualifications Plan. The Division will consider degrees in other areas if the staff holds a bachelor’s degree.
12.03	Staff pattern requirements are changed to reflect that, regardless of hire date, ABC programs must provide a minimum of one teacher with a bachelor’s degree for every three classrooms at a site.
13.16	Families not qualifying for free-reduced lunch may be charged a nominal fee to cover actual cost of meals only.
15.08	Children not completing health screening may be dismissed from the ABC program.
21.03	Teachers in a licensed family home approved for ABC after May 15, 2008 must possess a minimum of a bachelor’s degree in early childhood education or child development.
22.02	Not remaining current on any tax payment has been added as a reason for corrective action.
22.03	The interpretation of falsified document(s) has been expanded to include the submission of any data or document in electronic format.



## **Arkansas Department of Education Rules & Regulations Governing The Arkansas Better Chance Program**

### **Section 1 – Regulatory Authority**

- 1.01 These rules are enacted pursuant to the authority of the State Board of Education under ACA § 6-11-105 and 6-45-101 et seq. as amended.
- 1.02 The Division of Child Care and Early Childhood Education, Arkansas Department of Human Services, shall coordinate and administer the Arkansas Better Chance Program, providing all appropriate technical assistance and program monitoring necessary to fulfill the requirements of Ark. Code Ann. 6-45-101 et seq., 20-78-206 and 6-11-105. DCCECE will annually provide the State Board of Education a list of grants recommended for funding the next year.
- 1.03 The State Board of Education will approve all rules developed pursuant to Act 212 of 1991 and Act 49 of 2003 as amended and will approve all programs funded under the Arkansas Better Chance Program.

### **Section 2 – Purpose**

- 2.01 It is the purpose of these rules to set the general guidelines for the operation of early childhood programs funded under the Arkansas Better Chance Program and the Arkansas Better Chance for School Success Program.

### **Section 3 – Definitions**

- 3.01 ABC: Arkansas Better Chance
- 3.02 ABCSS (Arkansas Better Chance for School Success): Unless standards for ABC and ABCSS are listed separately, the term ‘ABC’ will be used to refer to all participating programs.
- 3.03 ADE: Arkansas Department of Education
- 3.04 AECPPDS: Arkansas Early Childhood Professional Development System
- 3.05 APSCN: Arkansas Public School Computer Network
- 3.06 Agency: For purposes of these rules, “Agency” refers to any entity funded under the Arkansas Better Chance or Arkansas Better Chance for School Success program.
- 3.07 CACFP: Child and Adult Care Food Program (Special Nutrition). A federally-funded subsidy program administered by DCCECE designed to provide reimbursement to providers for meals and snacks served to children from low-income families.
- 3.08 CCFH: Child Care Family Home
- 3.09 CDA: Child Development Associate

- 3.10 Classroom: A physical space which is partitioned for the purpose of ABC instruction and activities. Each classroom must meet licensing requirements and state Quality Approval standards.
- 3.11 COPA: Child Outcome, Planning and Assessment. A web-based information technology system used to capture and maintain data for all children and families enrolled in ABC.
- 3.12 Core Quality Components: The six key areas of ABC which include:
- |                                       |   |
|---------------------------------------|---|
| -Low student to teacher ratio         | -Developmental Screening and Child Assessment |
| -Well-qualified and compensated staff | -Proven curricula and learning processes      |
| -Professional development             | -Meaningful parent and community engagement   |
- These components serve as the basis of ABC funding levels.
- 3.13 DCCECE: Division of Child Care and Early Childhood Education
- 3.14 DECA: Deveraux Early Childhood Assessment
- 3.15 DHS: Arkansas Department of Human Services
- 3.16 ECERS-R (Early Childhood Environmental Rating Scale, Revised): A nationally-recognized scale developed to measure various elements of classroom quality. ECERS-R is used to measure the environmental quality of early childhood programs.
- 3.17 ERS (Environmental Rating Scale): The term used to describe the tools used to measure elements of classroom quality. These include the Early Childhood Environmental Rating Scale, Infant-Toddler Rating Scale, Family Child Care Rating Scale and School-Age Care Rating Scale.
- 3.18 FPL: Federal Poverty Level
- 3.19 IEP: Individualized Education Program
- 3.20 IDEA: Individuals with Disabilities Education Act
- 3.21 INDEX: Investigating, Discovering and Exploring, the state-approved curriculum training on Math and Science for Young Children.
- 3.22 In-kind services: Support services provided at either no cost or without monetary exchange. To use in-kind services as match, services must be provided to the ABC program.
- 3.23 HIPPY: Home Instruction for Parents of Preschool Youngsters
- 3.24 LEA: Local Education Agency
- 3.25 NAEYC: National Association for the Education of Young Children
- 3.26 PAT: Parents as Teachers
- 3.27 Single-Site Classroom: One ABC classroom at a geographic location
- 3.28 Multi-classroom Site: Multiple ABC classrooms located on the same premises
- 3.29 SSN: Social Security Number
- 3.30 Shall: Mandatory standard

- 3.31 Should: Standard is recommended but not mandatory
- 3.32 SQP: Staff Qualifications Plan. A process by which DCCECE can approve staff not meeting minimum qualifications to work in an ABC classroom under certain restrictions.
- [3.33 Staff: Indicates teachers and paraprofessionals working in a classroom with ABC children.](#)
- 3.34 Work Sampling System (WSS): A web-based instrument used by ABC programs to assess a child's progress in various educational domains over the program year.

## Section 4 – Child Eligibility

- 4.01 The ABC Program serves educationally deprived children, ages birth through 5 years, excluding a kindergarten program. The Arkansas Better Chance for School Success Program serves children ages 3 and 4 years from families with gross income not exceeding 200% of the FPL. Programs wishing to enroll a kindergarten-eligible child must obtain a written waiver from DCCECE before enrolling the child in ABC. Parents must also complete a kindergarten waiver process through the local school district.
- 4.02 To be eligible, children shall reside within the boundaries of an Arkansas school district. Programs may accept children outside of their local area if they have exhausted local recruiting efforts and have unfilled ABC slots.
- 4.03 Eligible children for the ABC program shall have at least one of the following characteristics:
- |   |  |
|---|--|
| -Family with gross income which does not exceed 200% of FPL.        | -Has a demonstrable developmental delay as identified through screening    |
| -Parents without a high school diploma or GED                       | -Eligible for services under IDEA  |
| -Low birth weight (below 5 pounds, 9 ounces)                        | -Income eligible for Title I programs                                      |
| -Parent is under 18 years of age at child's birth                   | -Limited English Proficiency   |
| -Immediate family member has a history of substance abuse/addiction | -Parent has history of abuse of neglect or is a victim of abuse or neglect |
- 4.04 Eligible children for ABC for School Success must meet the following qualifications:
- |   |   |
|---|---|
| -Must be 3 or 4 years old by ADE cutoff date. | -A program is available in the area where child resides and there is space for child to attend. |
| -Gross family income ≤ 200% of FPL            |   |
- To receive special education services a child must reside within certain district/co-op boundary lines.
- 4.05 To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of all acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

- 4.06 A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local district in such instances. [Proof of age must be established before child is enrolled.](#)
- 4.07 In determining income eligibility, programs shall use ~~a family's~~ gross income from [parents'](#) employment plus any unemployment compensation. Documentation of income eligibility must be present in each child's record. If pay stubs are used to document eligibility, recent documents (dated within 30 days) shall be used. DCCECE shall publish a list of acceptable documentation annually. If a three-year old child has been qualified for ABCSS, that child shall remain eligible for two years.
- 4.08 ~~Families~~ [Parents or guardians](#) claiming no earned income (full-time students or unemployed) shall produce a signed and notarized statement to that effect, which shall be kept in the child record.
- 4.09 Parents or guardians shown to have submitted a falsified document shall be subject to repayment of funds to DCCECE and referral for prosecution.
- 4.10 Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.
- 4.11 An age-eligible child who falls into one of the following categories shall be exempt from family income requirements:
- Foster child
  - Child with an incarcerated parent
  - Child in the custody of/living with a family member other than mother or father
  - Child with ~~immediate~~ [household](#) family member arrested for or convicted of drug-related offenses
  - Child with a parent activated for ~~overseas~~ military duty
- 4.12 The ADE and DCCECE may develop a fee schedule and establish eligibility based on family income for children who are not eligible under Section 4.04, but priority enrollment shall be provided to children eligible under Section 4.04. Families who are qualified for enrollment under a sliding fee scale should pay fees directly to the program. The amount of any parent co-pay as determined by DCCECE shall be deducted from the reimbursement to programs accepting children on a sliding fee scale.
- 4.13 DCCECE, with approval from ADE, may grant waivers to children not meeting the eligibility criteria under Sections 4.03 or 4.04 but possessing multiple risk factors for learning and developmental impairment. Requests for such waivers must be submitted to DCCECE in writing and will be considered on a case by case basis.
- 4.14 Children having certain risk factors may be eligible for home-visiting services, in addition to attending a center-based ABC program. See Section 18.06 for eligibility requirements.
- 4.15 Eligible children shall not be denied enrollment into an available ABC program or dismissed from an ABC program due to non-payment of any fees associated with another child care program.

## Section 5 – Program/Agency Eligibility

- 5.01 Any child care provider meeting these criteria is eligible to apply for funding:
- Located within the boundaries of the State of Arkansas
  - Licensed by DCCECE as a Child Care Center or Child Care Family Home with no history of formal corrective action or founded complaints which pose an immediate safety risk within 12 months of application date
  - Has no outstanding debt to DCCECE or ADE (This requirement shall be suspended if an appeal is pending.)
  - Has obtained State Quality Approval accreditation OR is eligible for such accreditation in the space to be used for the ABC program
  - Can provide matching funds in accordance with local to state 40:60 funding ratio

The local-to-state match may be waived by DCCECE if the program is in a school district that has been designated by ADE as being in academic distress and DCCECE determines that the school is unable to provide the local-to-state match requirement. This determination may be made only after DCCECE has assisted the school in identifying potential funding sources to provide local-to-state match requirements.

- 5.02 Any provider wishing to be considered for funding must fully complete a grant application supplied by DCCECE. Grant applications will be evaluated and scored on the following factors:
- Current status of child care license and quality approval accreditation
  - The degree to which the program can provide a developmentally appropriate preschool program as outlined in the grant application
  - A strategy of collaboration with the local business and education community
  - A fiscally-responsible budget which correlates to core quality models
  - A plan of action for parent involvement
- 5.03 DCCECE will determine an acceptable cutoff score for approved applications. Questions and concerns regarding grant scoring should be referred to the Program Administrator. The ABC Administrator shall make the final determination of all grant scores. Grant scores are final.
- 5.04 All applications shall include a budget which corresponds to the ABC core quality components, details program costs and demonstrates fiscal responsibility. Allowable costs include:
- salaries/fringe
  - instructional materials
  - staff development
  - developmental screenings
  - parent/community engagement activities
  - financial assistance for staff working towards a degree or credential, including but not limited to books, tuition and travel.

## Section 6 – Funding

- 6.01 Upon approval of an ABC application, the order of funding shall be based on criteria stated in Act 49 of 2003, which includes areas of the state containing:
- Schools that have 75% or more students scoring below proficiency level on the primary benchmark exams (math and literacy) in the preceding two (2) school years
  - Schools designated by ADE as being in school improvement status
  - Schools located in a school district in academic distress.
- Other factors determining areas to be funded may include socio-economic status of the service area and the availability of existing quality preschool services in an area.
- 6.02 Any program funded through ABC shall work in collaboration with DCCECE, ADE, local businesses and other early childhood providers (school districts, educational cooperatives, Head Start, HIPPIY, private and non-profit providers, etc.) to ensure that all eligible children are served in the most suitable environment. This collaboration shall include, but is not limited to, participation in and/or facilitation of local early childhood meetings and referring families to other programs when appropriate. [DCCECE will evaluate the quality of an ABC program's collaborative efforts in the grant renewal process.](#)
- 6.03 The required local 40% match may include only the cost of providing necessary services for ABC children. Matching funds may be cash or in-kind.
- 6.04 State ABC Funding (60%) for the core components of the program may include salaries and fringe for staff giving direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation and administration.
- 6.05 The maximum amount of funding is based upon projected child enrollment. ~~Programs will be paid monthly.~~ Payment shall be pro-rated for agencies not in operation a full program year [at least 178 days](#). During the year, programs shall be ~~audited~~ [reviewed](#) to ensure compliance with child enrollment and attendance policies. An ABC program found to be enrolling ineligible children shall be ~~required to repay applicable funds to DHS and be subject to all collection proceedings allowed by law~~ [subject to termination from the program](#). ~~Funds may be withheld from future payments to satisfy repayment.~~ Overpayments or the amount of any end of year carry-forward funds shall be deducted from future payments.
- 6.06 DCCECE shall not be responsible for sending out additional payments due to failure of Agency to enter data in COPA. DCCECE will assume any payments not disputed within 30 days of receipt shall be correct. DCCECE cannot retroactively pay for previous year services.
- 6.07 Payment shall be withheld if a program does not comply with reporting requirements.
- 6.08 ABC is intended to supplement, not supplant, existing early childhood funding sources.

- 6.09 Funding, not to exceed 2% of the total ABC funding pool, shall be available from ABC monies for the additional support services required of DCCECE in administering the ABC program.

## Section 7 – Reporting

- 7.01 All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily ~~and recorded in COPA at least monthly~~. Initial data must be entered [in COPA](#) by the due date set and published by DCC-ECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.
- 7.02 Each ABC program shall submit to DCCECE two (2) financial expenditure reports—due on January 30 and July 30 of each year—which detail operating expenses and enrollment data. Programs shall receive guidance from DCCECE on the specific format of each report.
- 7.03 An Agency shall operate its ABC program according to the [fiscal guidelines in the ABC Financial Program Manual](#) ~~guidelines outlined in the grant application instructions~~. [Failure to do so will result in corrective action, up to and including termination from the program.](#)
- 7.04 ~~A complete and final disclosure audit of~~ Each ABC program is required [to submit complete financial statements](#) annually ~~and must be submitted annually~~ for review to DCCECE. [Statements must cover agency's previous fiscal year and include all ABC funds](#). Any ABC program that is annually reviewed by Legislative Audit may submit the summary completed by that agency. All final audits shall be submitted within 120 days of the program's fiscal year completion.
- 7.05 Programs that fail to adhere to a reporting deadline or respond to a request for information by DCCECE will be subject to compliance action as outlined in Section 21.
- 7.06 Children qualifying under the sliding fee scale must be clearly marked as such in COPA. ~~Programs shall also report any non-ABC qualifying children who have been assigned to an ABC classroom.~~ Failure to do so is grounds for a compliance plan (See Section 21). DCCECE will inform programs as to the manner that reporting shall take place.
- 7.07 Once a grant agreement has been signed, any change made to the program whatsoever shall be reported to DCCECE within five (5) working days of the change. This includes, but is not limited to, any changes in address, phone, e-mail address, staff, slot locations or budget items.

## Section 8 – Application/Renewal Application

- 8.01 The Request for Applications will specify all application procedures for ABC. DCCECE is not obligated to review any proposal received after submission deadline stated in application.
- 8.02 If all ABC funds are not allocated or expended during any program year, the DCCECE may initiate an additional application period to fully obligate all available funds.

8.03 An Agency shall operate its ABC program in accordance with all information contained in the grant application. Any deviation from the information in the application must first be approved by DCCECE. This includes budget items.

**Section 9 – Minimum Standards/Classroom Programs**

9.01 All ABC classroom programs shall satisfy the requirements specified in The Child Care Licensing Act, ACA § 20-78-201 through 224 and rules and regulations enacted pursuant to these sections.

9.02 All ABC center-based or family-home based programs shall maintain a [child care license in good standing as referenced in Section 9.1](#). [Programs must remain in compliance with all licensing standards necessary to protect the health, safety and welfare of children](#). Any ABC program whose license is revoked shall be immediately terminated from the ABC program. [Any ABC program that has a founded complaint or self-report and fails to correct the deficiencies within a reasonable time shall be subject to termination from the program](#).

9.03 Agencies that are barred from participating in DHS programs pursuant to DHS Policy 1088 shall be ineligible for participation in ABC. Grant agreements for any existing programs excluded pursuant to this policy shall be terminated immediately. Programs placed on corrective action by DHS shall be subject to ABC compliance action as outlined in Section 21.

9.04 DCCECE is directly responsible for the inspection and evaluation of programs as referenced in Section 9.1. Inspections and monitoring visits may occur without prior notice. This includes quality visits, program reviews or any other visit by a DCCECE or authorized representative.

9.05 All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. 6-45-103 and 106 (Supp. 1993). An overall score of 5.0 is required for the ERS which is applicable to each classroom. DCCECE will utilize the following procedure for any program failing to meet these requirements:

Result of Program Review	Action Taken
1 <sup>st</sup> No Pass (ERS Score < 5.0)	Recommendations for improvements shall be made in writing to the Agency ABC Administrator or Coordinator and Teacher. Technical assistance shall be given to the Agency.
2 <sup>nd</sup> No Pass (ERS Score < 5.0)	Conference shall be held between Agency ABC Administrator or Coordinator, Teacher and DCCECE staff to advise Agency of 2 <sup>nd</sup> No Pass Status and required improvements. Agency is placed on probationary status with third review scheduled within 60 days of conference.
3 <sup>rd</sup> No Pass (ERS Score < 5.0)	Agency is partially or fully de-funded for next program year.

Any agency which is not renewed pursuant to this policy shall be ineligible to reapply for an ABC grant for a period of 12 months.

At the discretion of DCCECE, the following may be considered as mitigating circumstances: impact of deficiencies on child health, safety and welfare; willingness to improve upon factors within Agency control; likelihood of program passing next review and the time in which such improvements can be implemented. Recommendations for improvement may include staff changes.

- 9.06 For each child enrolled, ABC programs shall provide a minimum of 7 hours per day, 178 days per year for instruction.
- 9.07 Classroom-based programs shall follow public school regulations regarding the time requirements for teacher planning periods. However, planning periods for ABC teachers shall be scheduled at a time that does not violate minimum staff-child ratios or other ABC standards.
- ~~9.08 Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.~~

## **Section 10 – Staff/Pupil Child Ratio for Classroom Programs**

- 10.01 The group size in any classroom with ABC children shall not exceed:
- 8 children for ages birth-18 months
  - 14 children for ages 18 months-3 years
  - 20 children for ages 3-5 years
  - or the classroom's licensing capacity, whichever is less.

Programs may integrate ABC classrooms with children funded through other sources. However, the maximum group sizes listed above apply to ALL children in a classroom containing ABC children, regardless of funding source.

- 10.02 The adult-to-child ratio in any classroom with ABC children shall not exceed:
- 1:4 (birth to 18 months)
  - 1:7 (18 months-3 years)
  - 1:10 (3 years-5 years)
- 10.03 A minimum of 50% of the staff must remain in the classroom during rest time for children 3-5 years old only. Full staffing must occur for all other ages and at all other times, including meals.
- 10.04 Pursuant to licensing regulations, a teacher or aide may escort a child or group of children to a bathroom or school nurse if another qualified staff person remains in the classroom. A classroom shall not be counted out of compliance for a teacher taking a brief bathroom break as long as the other staff member remains in the classroom.

## Section 11 – Staff Qualifications and Training Requirements

- 11.01 ~~The lead teacher~~ All teachers in school-based or cooperative-based ABC programs shall hold a standard Arkansas teacher license with P-4 certification. ~~Non-public school based or non-educational cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development.~~ Teachers in all other types of ABC programs hired after May 15, 2008 for the ABC classroom shall hold a minimum of a bachelor's degree in early childhood education or child development. Teachers in these settings hired before May 15, 2008 must either hold a minimum of an associate degree in early childhood or child development or meet the requirements listed on a current Staff Qualifications Plan no later than the expiration date listed on the approved plan. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a bachelor's degree and requisite number of hours in early childhood and/or child development. ~~Lead~~ Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.
- ~~11.02 For multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license.~~
- 11.02 The paraprofessional shall hold one of the following: an associate degree in early childhood education or child development OR a CDA credential. Paraprofessionals are an integral part of classroom instruction and should be given responsibilities which are commensurate with their education and experience. In general, paraprofessionals should be able to assist with classroom activities, interaction, supervision and observation.
- 11.03 Programs replacing a teacher or paraprofessional during the year—including those taking an indefinite leave of absence—shall consult with DCCECE on specific qualifications needed.
- 11.04 An ABC program coordinator or site director without teaching responsibilities shall meet the minimum licensing requirements for a center director AND complete Director's Orientation within a reasonable time period, subject to the availability of training. The coordinator or director will preferably have some experience in early childhood.
- 11.05 Caregivers in an infant/toddler ABC room shall hold a minimum of a CDA credential in infant/toddler care.

~~11.06—Staff members not qualifying under Sections 11.01–11.02 may work in an ABC program under an approved SQP. DCCECE will approve these plans on a case-by-case basis and shall monitor the plan to ensure adequate progress is being made. Programs shall file a SQP with DCCECE within fifteen (15) days of the date of hire and shall submit progress reports on January 30 and July 30 annually. Programs hiring staff members not meeting minimum qualifications without an approved SQP shall be subject to termination from the ABC program.~~

11.06 While adhering to the necessary qualifications, ABC programs should also strive to maintain an ethnically diverse staff appropriate to child enrollment.

11.07 Between July 1 and June 30 each year, All ABC teachers and aides shall participate in a minimum of thirty (30) hours of staff development on topics pertinent to early childhood education and approved by DCCECE. Persons who are obtaining an early childhood degree may count college course hours pertinent to early childhood education toward the required hours of staff development. Programs should multiply semester hours by 5 to obtain the number of semester hours counted towards ABC professional development.

11.08 Teachers and paraprofessionals shall be required to receive [complete these](#) training in the following areas [courses](#):

- Arkansas Early Childhood or Infant/Toddler Education Frameworks
- Pre-K ELLA (Early Literacy Learning in Arkansas)
- INDEX (Math and Science for Young Children)
- Social/Emotional Learning in Arkansas
- Work Sampling Online
- COPA
- [Environmental Rating Scales \(ECERS, ITERS\)](#)
- ~~Deveraux Early Childhood Assessment (DECA)~~
- ~~Special Needs, including process, Special Education rules and regulations and IDEA~~

With the exception of annual Work Sampling [and ERS](#) training and updates, timeframes for completing such requirements may vary with availability and access to the above trainings. [At their discretion](#), DCCECE or ADE Special Education may mandate additional training, [including DECA and other training related to special needs](#) ~~subject to needs in various locations.~~

11.09 In addition to the requirements of 11.10, coordinators for each ABC programs shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 21.

11.10 The ABC program coordinator and all ABC staff shall register with the AECPDS Registry. The Registry identification number for each staff shall be entered in COPA.

11.11 ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.

## Section 12 – Staffing Patterns/Classroom Programs

- 12.01 Single classroom sites for preschool shall have a teacher qualified under 11.01-11.02. Classrooms with over 10 children must have a paraprofessional qualified under 11.03 [11.02](#).
- 12.02 For ABC programs operating infant/toddler classrooms, programs must have one (1) qualified caregiver meeting the requirements of Section 11.05 for either every four children (infants) or seven children (toddlers).
- 12.03 ~~In multi-classroom sites, the following staffing patterns shall be adhered to:~~

# Classrooms	Lead Teacher (11.01)	Classroom Teacher (11.02)	Paraprofessional (11.03)
1	1	0	1
2	1	1	2
3	1	2	3
4	2	2	4

Regardless of a teacher's hire date, ABC programs must provide a minimum of one (1) teacher with a bachelor's degree for every three (3) classrooms at each site.

- 12.04 A classroom which is partitioned in any way may be considered multiple classroom space by DCCECE. Factors to be considered in this decision shall include supervision issues, as well as level of staff qualifications in the classroom areas.

## Section 13 – Program Standards

- 13.01 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled. The following references shall be utilized to determine developmental appropriateness:
- *Developmentally Appropriate Practice in Early Childhood Programs*, Revised Edition, Edited by Sue Bredekamp and Carol Copple, © 2004 by NAEYC
  - *From Neurons to Neighborhoods: The Science of Early Childhood Development*, Edited by Jack P. Shonkoff, M.D. and Deborah A. Phillips, © 2000 by National Academy of Sciences.
  - Arkansas Early Childhood Frameworks
- 13.02 Programs shall demonstrate that the classroom arrangement satisfies “substantial portion of the day” as defined by the environmental rating scales. If used, room dividers shall be arranged and of sufficient height to ~~prohibit distractions from other classes yet~~ not hinder proper supervision within the classroom.
- 13.03 Each classroom shall be equipped with toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day. A variety of equipment shall be accessible from low shelves to children of all ages and shall be arranged in learning centers.

- 13.04 The program shall be individualized to meet the needs of each student enrolled. Each curriculum model and the actual classroom practice will be assessed using the applicable environmental rating scale to ensure the model is developmentally appropriate.
- 13.05 The program shall have a written overall curriculum plan which is arranged in thematic units, projects or topics of study and includes goals and objectives related to the following: cultural diversity, social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language.
- 13.06 All programs must utilize a [comprehensive](#) curriculum approved by DCCECE. A list of approved curriculum models will be made available by DCCECE on an annual basis. A program wishing to use a curriculum not on the list may request, in writing to DCCECE, consideration of an additional curriculum. Program coordinators shall ensure teachers have adequate training on curriculum.
- 13.07 Children shall participate in a daily schedule that reflects a balance among the following types of activities: indoor/outdoor; quiet/active; individual/small group/large group; gross motor/fine motor; child initiated/teacher initiated.
- 13.08 Routine and transition times throughout the day, such as preparing for mealtime, shall be used as opportunities for incidental learning. Transition times shall be planned to avoid frequent disruption of children's activities and long waits between activities.
- 13.09 Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:
- Birth certificate, hospital birth record or other official verification of birth date
  - Documentation of child eligibility
  - Completed and dated application form
  - Emergency information, including non-parental contact and medical information
  - Parental authorization for medical care, daily pick-up and field trips
  - Field trip authorization
  - Completed Health Form and Immunization record (or proof of current immunizations)
  - Record of completed developmental screening [and any referrals to Special Education](#)
  - Samples of child's work
  - Teacher/parent observations and ~~Summaries~~ [documentation](#) of parent-teacher conferences
  - Work Sampling Developmental Checklists

Child records or any ABC file containing personal information on families and children shall be kept in a locked file cabinet with access granted only on a need-to-know basis. The child record shall be available for inspection by DCCECE staff. If certain records must be stored off-site, copies shall be made and given to teachers to maintain in a record on-site. In maintaining and updating child and family data, ABC programs shall utilize COPA. Other than those documents required to be retained for licensing purposes, teachers shall give a copy of the child's record to the parent upon completion of or dis-enrollment from the program or forward the record to the child's kindergarten program.

- 13.10 The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for:
- Accessibility to equipment and materials so that children may select and return them easily
  - An orderly, uncluttered atmosphere
  - Visual and/or auditory supervision of children in all areas
  - Separation of active and quiet play areas
  - Traffic patterns that avoid disruption of activities
- 13.11 At a minimum, developmentally appropriate equipment and materials of sufficient quantity to accommodate a sustained learning environment shall be provided in the following interest areas/learning centers:
- |                                 |                              |
|---------------------------------|------------------------------|
| 1. Blocks                       | 5. Discovery/Science Sensory |
| 2. Dramatic Play                | 6. Sand/Water Play           |
| 3. Stories/Language Development | 7. Manipulative              |
| 4. Art                          | 8. Music                     |
- 13.12 Outdoor play shall be used as an extension of the learning activities that occur in the classroom. As such, ABC staff shall participate in this activity. Each ABC classroom shall offer a minimum of 60 minutes of outdoor play daily unless prevented by inclement weather.
- 13.13 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following:
- A variety of surfaces
  - An arrangement designed for appropriate flow of activities
  - Climbing and other active play items and structures
  - Open areas for running and games
  - Opportunities for dramatic play
  - Adequate storage for equipment and materials
  - Partial shade
  - Quiet, private spaces
  - A separate outdoor area equipped for infants and toddlers (if applicable)
- 13.14 Provision should be made through program design and networking efforts to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include individual needs assessments on each child, lesson plans and specific activities written into the program design. At a minimum, the transition plan shall involve parents and appropriate school district personnel.
- 13.15 ABC programs are required to provide free nutritious meals and snacks for all children enrolled in ABC/ABCSS. Mealtime is an opportunity to engage children in conversation about the day and themselves. Therefore, ABC staff shall participate with the children during this time. Children shall be given an appropriate amount of time for meals and conversation.

- 13.16 Parents or guardians of children qualified as eligible for ABC services shall not be required to pay any fees or provide food or supplies during ABC program hours. This includes enrollment fees, field trip expenses or uniforms. Programs may charge families not qualifying for free or reduced lunch a fee to cover only the actual cost of meals. DCC-ECE may establish a cap on the amount such families can be charged.
- 13.17 Electronic mail is a necessary means by which DCCECE communicates vital information to programs. All participating programs must maintain a working e-mail address checked daily. Applicable information shall be distributed to classroom staff by program coordinator.

## Section 14 – Classroom Management/Special Education

- 14.01 No child in ABC shall be dismissed or expelled from the program for behavior without approval from DCCECE.
- 14.02 Discipline shall reflect positive guidance, be consistent and individualized for each child. Such discipline shall be appropriate to the child's level of understanding. Corporal punishment is an unacceptable method of discipline and shall not be used. Programs shall specifically define their approach to handling inappropriate behavior in the ABC parent handbook.
- 14.03 When a child presents with challenging behavior, teaching staff shall follow the standards of NAEYC Accreditation:
- Observe the children, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.
  - Rather than focus only on eliminating the behavior, teaching staff shall focus on teaching the child social, communication, and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support the child's appropriate behavior.
  - Teaching staff shall respond to challenging behavior, including physical aggression, in a manner that provides safety of the child, provides for the safety of others in the classroom, is calm, is respectful to the child and provides the child with information on acceptable behavior.
- 14.04 Teacher-parent discussions regarding a child's behavior shall be held in private and shall focus on working as a team to develop and implement an individualized plan that supports the child's inclusion and success. *(Adapted from NAEYC)* Teachers should request technical assistance from DCCECE on any discipline issues on which they have questions.
- 14.05 If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. If a child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion.

- 14.06 If children demonstrate inappropriate behavior, as indicated by the results of the DECA given by ABC staff, the ABC program shall consult with the Early Childhood Special Education program regarding classroom modifications and interventions.
- 14.07 For any ABC child also receiving special education services, appropriate staff from the Education Cooperative or school district shall have access to the child at mutually agreeable times during the program day in order to provide services outlined in the child's IEP.
- 14.08 For any ABC child requiring the intervention services of special education, the ABC program shall collaborate with special education professionals to ensure each party has access to necessary information to provide the appropriate services. Early Education Special Education teachers shall have access to any information pertaining to a child receiving special education that is in the possession of the ABC program that would be necessary for reviewing and evaluating the child's progress in the general education setting. Access to proprietary information on the child shall be on a need-to-know basis.
- 14.09 A child shall not be dismissed from the ABC program due to a lack of toilet training skills. Nor may a program refuse to admit a child because of toilet training issues if the child meets all other age and income eligibility requirements.
- 14.10 ABC programs shall assist children not yet toilet-trained with cooperation and enthusiasm. Programs shall not employ toilet-training techniques which could be construed as punishment or shaming the child. Programs are encouraged to include the parent or guardian in any plan so it may be reinforced at home. Funds from ABC may be used to purchase resources necessary to support toilet training.

## **Section 15 – Assessment and Screenings**

- 15.01 DCCECE and ADE shall work cooperatively to ensure that the assessments are conducted as required by Act 49 of 2003.
- 15.02 Children in the ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness.
- 15.03 The assessment shall address a child's strengths, progress, and needs and shall serve as a central part of an effective early childhood program. The assessment instrument selected by DCCECE and ADE shall be used for children enrolled in an ABC program.
- 15.04 A comprehensive longitudinal study shall be implemented to evaluate the ABC program to ensure that the program goals are achieved. The study will be designed to use sound research-based evidence to determine whether the programs meet the expected standards. This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams. Research results will be provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education.

- 15.05 Within forty-five (45) days of entering an ABC program, a child shall receive a routine annual developmental screening to determine individual needs. The program agency shall be responsible for completing the developmental screening. The purpose of screening is to identify developmental delays and/or educational deficiencies. Children so identified shall be referred to Special Education within seven (7) calendar days of the date of screening. Programs shall comply with state and federal laws for Special Needs students.
- 15.06 The developmental screening must include, at a minimum, the following areas: vocabulary, visual-motor integration, language and speech development, fine and gross motor skills, social skills and developmental milestones.
- 15.07 DCCECE will provide a list to programs of all acceptable developmental screening instruments on an annual basis.
- 15.08 Within 45 days of the first day of attendance, every child shall receive an age-appropriate health screening, which includes a hearing and vision test, performed by a licensed physician or ~~physician assistant~~ registered nurse practitioner. Programs should contact DCCECE for information on seeking a waiver under Ark. Code Ann. 6-18-701 (Repl. 1993). Programs shall work in partnership with parents to obtain health screening information. [Children not meeting this requirement will be dismissed from the program.](#)
- 15.09 On or before the first day of attendance, parents or guardians shall provide proof that their child is current on all required immunizations or is on an acceptable “catch up” schedule. A waiver from this requirement may be granted from the Arkansas Department of Health under ACA 6-18-702 (Repl. 1993).
- 15.10 Every classroom shall be equipped with a computer with high-speed internet access (where available in the state). Each home-based educator shall also have such access to a computer. This equipment is necessary for the timely completion of enrollment data in COPA and assessment data in the Work Sampling System.

## Section 16 – Parent and Community Involvement

- 16.01 Each program shall have a plan for parent involvement which includes opportunities for parental input into program operation and design. Parent involvement plans shall include a mechanism for parental advice and review of programmatic plans, parent conferences and a method to involve the parent in the child's educational experience.
- 16.02 The program shall have an "open door" policy for parents which encourages visiting and participation in classroom activities. Opportunities for at least two parent-teacher conferences shall be given to parents.

- 16.03 The program shall publish and utilize a parent handbook specifically for ABC program. [Attendance, tardy and discipline policies shall be clearly outlined in the handbook. Parents shall sign a statement stating they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.](#)
- 16.04 Each program shall have a plan for community/school district/educational services cooperative/agency involvement, which includes a description of how cooperation with other service providers who are concerned with the education, welfare, health and safety needs of young children, will be established and maintained. Programs should consider providing opportunities for community representatives to participate in the educational activities of the classroom.

## Section 17 – Transportation

- 17.01 ABC Programs shall be required to comply with all applicable state and federal laws and guidelines (including the National Highway Traffic Safety Administration ‘s Guidelines for the Safe Transportation of Children in School Buses), as well as Child Care Licensing Standards, regulating the transportation of children.
- 17.02 Offering transportation to and from an ABC program is strictly optional. DCCECE and ADE accept no liability for the transportation of children participating in an ABC program. Program agencies shall be responsible for the actions of their drivers. Drivers are subject to all background checks and exclusionary violations applicable to school district employees having contact with children.
- 17.03 If an ABC program is approved [by Child Care Licensing](#) to use the “buddy” system on a bus, the Agency shall NOT pair an ABC child with another child younger than sixth grade.
- 17.04 An ABC child shall not be released from the vehicle unless an authorized adult meets the vehicle at a stop or in front of the child’s home. Programs shall never release an ABC child from vehicle alone. After exiting vehicle, an ABC child shall not cross a street unless accompanied by authorized adult.

## Section 18 – Other Program Models

- 18.01 Alternate programs may include, but are not limited to, Licensed Child Care Family Homes, PAT and HIPPY. These programs will comply, where applicable, with the regulations herein.
- 18.02 All ABC funded alternate program models will be developmentally appropriate, meet applicable health and safety standards, provide developmental and health screenings and ensure immunizations of the child served.

## Section 19 – HIPPY

- 19.01 HIPPY programs shall meet program criteria as outlined in the contractual agreement signed by each site with Arkansas Children’s Hospital and HIPPY USA.

- 19.02 Each HIPPY program serving at least 160 families must have one (1) full-time coordinator, holding at least a bachelor's degree in education, social work, sociology, psychology, or related field. Coordinators without a related degree must obtain 12 college course hours in early childhood. Programs with more than 250 children must also have at least one part-time coordinator who holds at least an Associates Degree in early childhood education, social work, psychology or related field. Coordinators shall also meet additional requirements in the HIPPY USA Coordinator job description. Coordinators must attend National HIPPY Pre-service Training and receive certification. Regardless of the number of children served, HIPPY Agencies must ensure all home-based visitors are supervised appropriately by trained staff.
- 19.03 Home Based Educators working 31-40 hours per week may not serve more than 27 families. Minimum requirements for home educators include a high school diploma/GED and a current CDA credential. All new HIPPY home-based educators are required to attend new Home-based Educators training provided by Arkansas State HIPPY.
- 19.04 Hiring of any HIPPY coordinator or home-based educator not meeting the requirements of 19.02-19.03 must be approved by DCCECE through a Staff Qualifications Plan. DCCECE shall monitor such plans to ensure adequate progress is being made. HIPPY Coordinators working under a staff qualifications plan must obtain at least 12 college hours per year.
- 19.05 HIPPY programs must follow the child eligibility requirements found in Section 4. However, the cut-off date for determining age eligibility for children served in HIPPY is December 31 of each year.
- 19.06 In order to dually enroll a child in an ABC center and HIPPY, a child must meet the ABC income requirements (< 200% FPL) plus possess at least one of the following factors:
- Parents without HS diploma or GED
  - Birth weight < 5 pounds, 9 ounces
  - Parent is < 18 years of age at child's birth
  - Family has a history of substance abuse/addiction
  - Eligible for services under IDEA
  - Parent has a history of abuse or neglect or is a victim of abuse or neglect
  - Child exhibits a demonstrable developmental delay as identified through an appropriate screening
  - Child lives in a single parent household or has parents who are divorced
  - Child is a foster child
  - Child has incarcerated parent
  - Child has parents who cannot read
  - Child is homeless
  - Child or parent has limited English Proficiency
  - Child is in the custody of family member other than mother and father

Whichever program enrolls the child at the later date shall be responsible for verifying eligibility for dual enrollment. Dual enrollment shall not exceed 25% of the program's total ABC enrollment. If the same Agency operates both a center-based and home-visiting program, dual enrollment shall not exceed 25% of the average of both programs' enrollment.

- 19.07 Center-based and home-visiting programs shall collaborate in providing services to any child qualifying for dual enrollment under 19.06.

- 19.08 The Arkansas HIPPY Training and Technical Assistance (T and TA) Office will monitor and assist HIPPY programs throughout the state. Annual program site reviews and assessments will be forwarded to DCCECE for consideration of program compliance and funding renewal. The Arkansas HIPPY Office will assist DCCECE with determining program compliance at the local level.
- 19.09 HIPPY programs shall meet requirements as set forth in Sections 4-9 and 13-16.
- 19.10 Group meetings should reflect the educational programming standards as set forth in Section 13 and guidelines set forth in the HIPPY model.
- 19.11 Any enhancements designed to complement the HIPPY curriculum must be approved by the Arkansas HIPPY Office prior to implementation with families.

## **Section 20 – Parents As Teachers (PAT)**

- 20.01 PAT Programs shall meet program criteria as outlined in PAT Program Implementation and Planning Guide.
- 20.02 All PAT Coordinators must attend the PAT Institute Training and obtain either a Parent Educator Certificate or an Administrator's Certificate.
- 20.03 Each program must have a certified Parent Educator, who may also serve as Coordinator.
- 20.04 PAT Parent Educators working on a part-time basis (20 hours per week) should serve 30 and not more than 40 children and their families.
- 20.05 PAT Programs shall operate on a twelve month, year-round basis. Families must be offered twelve personal visits and six parent group meetings.
- 20.06 PAT Programs shall follow the child eligibility requirements found in Section 4.
- 20.07 PAT programs may dually enroll children also participating in a center-based program under the guidelines of 19.06-19.07.
- 20.08 PAT Programs must coordinate services with HIPPY Programs where both exist in the same community to avoid duplication of services.
- 20.09 PAT Programs shall meet requirements as set forth in Sections 4-7 and 14-16.

## **Section 21 – Child Care Family Homes**

- 21.01 Licensed child care family homes participating in ABC must meet the same requirements as an ABC center, except where listed in this section.

- 21.02 Group size for an ABC classroom in a CCFH shall not exceed sixteen (16) children or maximum licensing capacity, whichever is less.
- 21.03 Any teacher in an ABC family home approved after May 15, 2008 must possess a minimum of a bachelor's degree in early childhood education or child development. For homes approved prior to May 1, 2008, the ABC family home teacher must possess a minimum of a CDA credential and file a Staff Qualifications Plan which outlines a plan to complete a four-year degree in early childhood or child development. For any ABC room with more than 10 children, an additional staff person with a minimum of a CDA credential must also be present.
- 21.04 No SQP shall be approved for an ABC family home teacher to complete a CDA credential or Associate degree. ~~The only SQP that shall be approved for an ABC family home teacher is for a four year degree in early childhood or child development.~~
- 21.05 In evaluating the ABC program in a CCFH, the applicable ERS for family homes shall be utilized. Family homes shall be subject to the same guidelines as listed in Section 9.

## **Section 22 – Compliance and Corrective Action**

- 22.01 An ABC program found to be out of compliance with any ABC Rule or Regulation shall be subject to corrective action or placed on a 60-day Compliance Plan, during which ~~During this probationary period,~~ a program must make all necessary corrections or be subject to termination from the ABC program. ~~Compliance deficiencies may also result in~~ Other action may include immediate termination from the ABC program, ~~denial of future ABC funds~~ withholding of payments, repayment of funds and exclusion from participation in any DHS programs through Policy 1088.
- 22.02 Issues for a compliance plan and/or corrective action may include, but are not limited to:
- Founded licensing or maltreatment complaints
  - Violations of minimum licensing standards
  - Revocation of Quality Approval status or failing to meet Quality Approval standards
  - Financial mismanagement, including use of funds for programs other than ABC
  - Failure to operate program in accordance with approved budget, ABC Financial Procedures or any part of an approved grant application
  - Failure to remain current on all federal and state tax payments
  - Enrolling ineligible children or refusing to enroll an eligible child due to toilet training issues or non-payment of other child care fees
  - ~~Habitually late reports or missing information~~ Reports not submitted within required deadlines or incomplete reports
  - Failure to report a change in program status within five working days
  - Program deficiencies documented by DCCECE or any authorized representative
  - Erroneous or fraudulent billing of DCCECE vouchers or Special Nutrition programs
  - Falsification of any document or information
  - Hiring of unqualified staff ~~without consultation with DCCECE on a Staff Qualifications Plan.~~

- Staff members not meeting the requirements of a Staff Qualifications Plan.
  - Dismissing or expelling a child from a program without approval from DCCECE
- 22.03 Any program who submits a falsified document will be subject to immediate termination from the ABC program, repayment of funds and possible referral of program officials and/or responsible employees for criminal prosecution. [This includes submission of data in either written or electronic form.](#)
- 22.04 An ABC program may appeal any adverse action taken by DCCECE. Such appeals must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a final ruling.

**ARKANSAS DEPARTMENT OF EDUCATION**  
**PROPOSED RULES GOVERNING LOAN AND BOND APPLICATIONS**  
January 8, 2008

**1.00 AUTHORITY**

- 1.01 These ~~regulations~~ rules shall be known as the Arkansas Department of Education Rules Governing Loan and Bond Applications.
- 1.02 These ~~regulations~~ rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-11-105.

**2.00 PURPOSE**

These ~~regulations~~ rules are enacted to set forth the criteria that shall be used by the Arkansas Department of Education Loans and Bonds Committee in reviewing and recommending loan and bond applications from school districts and revolving loan applications from Education Service Cooperatives to the State Board of Education, by the State Board of Education in reviewing loan and bond applications from school districts and revolving loan applications from Education Service Cooperatives, and by the Commissioner of the Department of Education in consideration of certain loan and bond applications. These rules also set forth the criteria that shall be used by the Commission for Arkansas Public School Academic Facilities and Transportation in reviewing and recommending, to the Arkansas Department of Education, High-Growth School District Loan Program loans to qualifying school districts.

**3.00 APPLICATION**

- 3.01 These rules shall apply to all loan and bond applications filed by school districts and all revolving loan applications filed by Education Service Cooperatives with the Arkansas Department of Education (Department) and High-Growth School District Loan Program loans filed by school districts with the Commission for Arkansas of Public School Academic Facilities and Transportation.
- 3.02 Loans approved as part of a court approved settlement agreement to which the Department or State Board of Education (State Board) are signatory are exempt from the general application of these regulations.

**4.00 DEFINITIONS**

- 4.01 "Average daily membership" means the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of the school year divided by the number of school days actually taught in the district during that period of time rounded up to the nearest hundredth.
- 4.02 "Bonded indebtedness incurred for academic facilities" as used in these Rules will be calculated by the Department as follows:
- a. In determining the amount of a district's bonded indebtedness incurred for academic facilities, the Department should assume that all construction on academic and non-academic facilities during the period of the existing bond is included in bonded indebtedness incurred prior to

the application for the loan and that revenues were distributed proportionately to each project.

b. If a school district believes the assumption concerning the distribution of revenues will produce a result that is contrary to the intent of the loan program, the school district is responsible for documenting, to the Department's satisfaction, any other allocation of cash and bonded indebtedness for academic and non-academic facilities built within the same time frame.

1. The documentation should include, but should not be limited to, the bond election ballot.

2. The consideration of the school district's documentation in no way limits the Department's discretion in making the final determination of the amount of a school district's bonded indebtedness incurred for academic facilities.

4.03 "Commission" – means the Commission for Arkansas Public School Facilities and Transportation.

4.04 "High-growth school district" means a public school district in which the average daily membership for the public school district in the present school year is four percent (4%) higher than the school year that is two (2) years prior to the present school year.

4.05 "Maximum expected millage" means, for the purposes of these Rules, ten (10) mills, representing the maximum number of mills that a public school district is expected to raise to service its bonded indebtedness incurred for academic facilities.

#### **4.00 5.00 LOANS AND BONDS COMMITTEE**

45.01 The Arkansas Department of Education Loans and Bonds Committee (Committee) shall consist of these nine members of the Department staff:

~~45.01.1 Assistant Director, Commissioner, Public School Finance and Administrative Support~~ 5.01.1 Fiscal and Administrative Services

~~4.01.2~~ 5.01.2 Associate Director, Finance

~~4.01.3~~ 5.01.3 Associate Director, School Finance

45.01.4 Coordinator, Loans and Bonds

~~4-5.01.5~~ Program Manager, Equity Assistance Center

45.01.6 Director, Public School Academic Facilities and Transportation

45.01.7 Coordinator, Local Fiscal Services

45.01.8 Coordinator, Financial Accountability

45.01.9 Senior Transportation Manager, Public School Academic Facilities and Transportation

45.02 Applications considered by the Committee may be acted upon in any of the following ways:

~~4.02.1~~ 5.02.1 The application may be recommended for approval to the State Board, to the Commissioner, or to the Commission;

45.02.2 The application may be recommended for disapproval to the State Board, to the Commissioner, or to the Commission;

~~4.02.3~~ 5.02.3 The application may be tabled pending receipt of additional information, further study by the Department staff or Division staff, or verification of information regarding the application.

45.02.4 A revolving loan application may be recommended to the State Board for partial approval of the loan for a lesser amount than the amount requested pursuant to Ark. Code Ann. § 6-20-805.

## **6.00 EQUITY STATUS**

- 6.01 All school districts submitting loan or bond applications to fund a proposed facility project, excluding maintenance and operation facilities, transportation facilities, and other non-instructional facilities, shall submit written documentation showing:
- 6.01.1 That the proposed facility project is necessary to meet an important educational goal of the district. Completion of the proposed project should enable the applying district to provide a better quality, desegregated education, necessary to meet the needs of its present and projected population. The district must provide a desegregation impact statement showing that the proposed improvements do not have a segregative effect. A detailed outline or explanation of the educational goal to be met shall be included;
  - 6.01.2 That the proposed facility project is necessary to comply with Department rules, and/or state and federal statutes and regulations; and
  - 6.01.3 That the Department has received a current Annual Equity Compliance Report from the school district.
- 6.02 The applying district shall have as its goal not to establish or enlarge a school, unless the enrollment in such school is reasonably projected to be within a twenty-five percent (25%) range of its district-wide percentage of majority-minority students by organizational level, as established in the Little Rock School District v. Pulaski County Special School District case, E. D. Ark. LR-C-82-866.
- 6.03 The applying district shall submit a written Assurance Impact Statement that the facility project will not, in any manner, establish, continue, or ignore segregative activities within the district.
- 6.04 Any school in any county contiguous to Pulaski County shall submit a written Assurance Impact Statement that the proposed facility project will not have a substantial negative impact on the ability of any district in Pulaski County to desegregate effectively. Upon receipt of the application, the school district shall be notified by the Department or Division of Public School Academic Facilities and Transportation (Division) that this section applies to the school district.
- 6.05 The Committee shall not recommend approval of any application from any district not submitting the documentation required in Sections 65.01 and 65.03.
- 6.06 The Committee may recommend approval of any application from a district submitting the information in Section 65.01 if the Committee agrees with the documentation.
- 6.07 The State Board or Commission shall not approve an application from any district not submitting the information required in Section 65.01.
- 6.08 The State Board or Commission may consider a school district's application not approved by the Committee under Section 65.03 after reviewing the documentation submitted by the applying district.

## **6.007.00 REVOLVING LOAN PROGRAM**

6.047.01 Revolving loan applications from school districts or education service cooperatives whose current ending funds balance is less than the total annual payments of principal and interest on the loan, will be recommended for disapproval by the Committee to the State Board.

6.027.02 Revolving loans may be refunded or paid in full without penalty on any scheduled interest payment date. The district or education service cooperative is required to submit written notification to the Loans and Bonds Unit of the Department regarding its intent to prepay an outstanding revolving loan. The Notice of Intent to Prepay must be received by the Loans and Bonds Unit of the Department at least thirty-two (32) days prior to the scheduled payoff date. If a district or education service cooperative chooses to refund or pay off a revolving loan on a date other than an interest payment date, it will be required to pay the total interest accrued to the next scheduled payment date.

## **7.008.00 COST EFFICIENCY**

Loan and bond applications for projects that substantially exceed the cost of similar projects will be recommended for disapproval to the State Board by the Committee unless written justification for the excess cost is provided by the district or education service cooperative. The Division will provide average cost estimates of projects to school districts and education service cooperatives upon request.

## **8.009.00 NON-VOTED REFUNDING BONDS**

8.049.01 A separate application package must be submitted for each bond issue to be paid off with a non-voted refunding issue. The application package must include, but is not limited to, (A) the application, (B) a contract between the applying school district and its fiscal agent, (C) a preliminary Debt Service Comparison Schedule as prescribed in Section 98.02, (D) a current certificate of assessment from the county clerk, and (E) a final Debt Service Comparison Schedule including the Certificate of Savings is required after the issue has been sold, as prescribed in Section 98.02.

8.029.02 Each non-voted refunding bond issue must generate minimum principal and interest savings, over the life of the refunding (new) issue, based on the existing debt schedule, of the lesser of one hundred thousand dollars (\$100,000) or five percent (5%) of total principal and interest over the life of the bond on the refunded (old) issue. This calculated savings must be reduced by agent's fees and related issuance costs. For purposes of this savings calculation, investment income earned on deposited proceeds of the refunding (new) issue shall be offset by corresponding interest charges on the refunding (new) issue. Also, principal and interest charged on the refunded (old) issue must be included in the calculation of savings until the debt is retired.

8.039.03 Non-voted refunding issues may not be combined in order to achieve required savings, as prescribed in Section 98.02. Each non-voted refunding bond must meet the minimum savings requirement independently.

8.049.04 The amount of the new bond issue shall not exceed the approved loan amount on the application. If there is a sudden drop in interest rates after the application has been approved, and more bonds must be sold to refund the outstanding bonds, written approval must be granted by the Commissioner of the Department

of Education (Commissioner) for the increased amount prior to the sale of the refunding bonds. A revised preliminary Debt Service Comparison Schedule, as prescribed in Section ~~9~~8.02, must be provided to the Commissioner at this time.

~~8.05~~9.05 This section on non-voted refunding bonds excludes non-voted refunding bonds that do not meet the savings requirement and second-lien bond refundings that do not meet the savings requirement.

#### **9.00 10.00 PROCEDURAL REQUIREMENTS**

~~9.01~~10.01 No loan or bond application will be recommended for approval to the State Board by the Committee and no loan or bond application will be approved by the State Board or the ~~Director~~ Commissioner until the application complies with all statutory requirements.

~~9.02~~10.02 All documents, excluding non-voted refunding bond applications, must be received by the Loans and Bonds Unit of the Department thirty-one (31) days before the State Board meeting at which the applications will be considered. If thirty-one (31) days before the scheduled meeting date falls on a holiday or weekend, the deadline for filing shall be extended to the next business day. Loan or bond applications for which documents are received after this date will be considered in the next application cycle.

~~9.03~~10.03 All loan and bond applications shall include a specific and detailed description of each intended use of the proceeds pursuant to Ark. Code Ann. § 6-20-801 et seq., and each respective cost estimate. Bond applications shall include a declaration (date voted) of the millage being used to secure the bond. Applications that do not include this information will be tabled by the Committee pending receipt of the required information.

~~9.04~~10.04 An approved second lien bond, non-voted refunding bond, or voted bond application package submitted to the Loans and Bonds Unit of the Department is valid for one year following the date of approval by the State Board. If the district has not issued the bonds (or series of bonds within an issue) on or before May 30, an updated application and new approval are required.

#### **10.00 11.00 SECURITY OF LOANS AND BONDS**

~~10.04~~11.01 In the case of default on principal or interest payments on a revolving loan, the Department shall withhold any and all state aid to the district in an amount sufficient to cure the default and use those funds to cure the default, as authorized under Ark. Code Ann. § 6-20-814.

~~10.02~~11.02 In the case of default on principal or interest payments on a bond, depending on the circumstances, one of the following shall occur:

~~10~~ 11.02.1 If the school district board of directors has passed a resolution, as authorized under Ark. Code Ann. § 6-20-1212, all revenue received by the district, with the exception of revenue derived from the uniform rate of tax, shall be used to cure the default;

~~10~~ 11.02.2 If the school district board of directors has passed a resolution, as authorized under Ark. Code Ann. § 6-20-1212, but is still unable to cure the default under Section 10.02.1, the Commissioner shall withhold any and all state aid to the district, in an amount sufficient to cure the default, and use those funds to cure the default, as authorized under Ark. Code. Ann. § 6-20-1204; or,

~~40~~ 11.02.3 If a school district board of directors has not passed a resolution, as authorized under Ark. Code Ann. § 6-20-1212, the Commissioner, after notification as required under Ark. Code. Ann. § 6-20-1204, shall withhold any and all future state aid to the district in an amount sufficient to cure the default and use those funds to cure the default, as authorized under Ark. Code. Ann. § 6-20-1204.

~~40.03~~ 11.03 If a default occurs simultaneously on a bond and another type of debt, the bond default shall be cured in its entirety before other debt payment defaults are cured.

~~40.04~~ 11.04 Should the State Board and the Department be required to withhold state aid to cure the default of any school district, pursuant to Ark. Code Ann. § 6-20-1204(c)(1) and (2), then that school district shall be classified as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1204(c)(3) and Ark. Code Ann. § 6-20-1609.

#### ~~41.00~~ **12.00 EDUCATION SERVICE COOPERATIVE REVOLVING LOAN APPLICATIONS**

~~41.04~~12.01 Education Service Cooperatives shall submit an authorization signed by the Board President and Secretary authorizing the Department to withhold state aid in case of default on a revolving loan.

~~41.02~~ 12.02 Education Service Cooperatives shall submit an authorization signed by the Board President and Secretary pledging any or all state aid in an amount sufficient to secure the loan in the event of default.

#### **13.00 LOANS TO HIGH-GROWTH SCHOOL DISTRICTS**

13.01 There is established the Academic Facilities High-Growth School District Loan Program under which the Department shall provide an interest-free loan to a high-growth school district in which the mills required to service the bonded indebtedness incurred for academic facilities exceeds the maximum expected millage for the high-growth school district.

13.02 A high growth school district may apply for an interest-free loan when the high-growth school district has raised the maximum expected millage and the revenue generated from the maximum expected millage is less than the amount required to service the bonded indebtedness incurred for academic facilities.

13.03 The purpose of the loan to a high-growth school district is to assist such a school district with building new academic facilities that, as a result of high growth, will cause the school district to incur indevtedness for academic facilities that exceeds the maximum expected millage.

13.04 Applications for the Academic Facilities High-Growth School District Loan Program must be submitted to the Commission no later than the last business day in February of every even-numbered year, beginning in 2008.

13.05 The Commission shall make a determination that the total space available in the high-growth school district is less than the amount needed to accommodate the growth of students. If the Commission finds that additional space is needed to accommodate the growth of students, then the Commission shall certify same to the Department and forward the district's application to the Department.

- 13.056 The amount of the loan shall be the amount of moneys required for academic facilities less the sum of:
- 13.0506.1 The revenues generated by the maximum expected millage; and
  - 13.0506.2 The state revenue received by the high-growth school district under the Academic Facilities Partnership Program.
- 13.067 The high-growth school district shall apply for the loan from the Revolving Loan Fund, subject to Ark. Code Ann. §§ 6-20-801 – 6-20-816 and these Rules.
- 13.078 When the revenue required to service the bonded indebtedness incurred for the high-growth school district's academic facilities is less than the revenue generated by maximum expected millage, the high-growth school district shall repay the loan.
- 13.089 The high-growth school district shall make annual payments to the Department in the amount of:
- 13.089.1 The revenue generated by the high-growth school district's millage up to the amount of the revenues generated from the maximum expected millage for the year; less
  - 13.089.2 The revenue required to service the high-growth school district's bonded indebtedness for academic facilities.
  - 13.089.3 The payments under Sections 13.056 and 13.067 of these Rules shall continue until the loan is paid in full.
- 13.0910 During the time that the loan to the high-growth school district is in repayment, the high-growth school district:
- 13.0910.1 Shall use all revenues generated above academic debt service payments and below the maximum expected millage to repay the loan;
  - 13.0910.2 Shall not issue refunding bonds or refunding certificates, as provided under Ark. Code Ann. § 6-20-815; and
  - 13.0910.3 Shall not otherwise change the amount of revenues available to repay the loan without the prior approval of the department.
- 13.4011 Within a reasonable time after its receipt, each application under Sections 13.02 – 13.067 of these Rules shall be examined by the Department in accordance with rules established by the State Board of Education as to the accuracy of the answers contained therein.
- 13.4412 In considering the merits of each application, the Department shall determine:
- a. That the district meets the definition of a 'high-growth school district' as contained in Section 4.034 of these rules; and
  - b. Whether the high growth school district can restructure the delivery of education to use all available space without incurring additional debt.
- 13.4213 After considering the merits of each application, the Department may, in its discretion:

13.4213.1 Approve the application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than the amount requested, or disapprove the application.

13.4213.2 Prior to approving the application, the Department shall make a determination that the total space available in the high-growth school district is less than the amount needed to accommodate the growth of students.

13.4314 The Department shall notify each applicant school district and the Loans and Bonds Committee by June 15 of each even-numbered year if the school district meets the criteria under Section 13.142 of these Rules.

13.4415 The Loans and Bonds Committee should notify each applicant school district by June 30 of each even-numbered year as to whether the high-growth school district loan has been approved or denied.

13.4516 The Department shall promulgate forms and documents to be used by school districts in the loan application process.

#### **12.0014.00 REPORTING**

~~12.01~~ 14.01 School districts that call mandatory callable bonds or other commercial bonds must report such calls to the Loans and Bonds Unit of the Department prior to May 30 of each fiscal year. The notification must include the call date, series, face amount, and price paid for the called bonds.

~~12.02~~ 14.02 For a school district to qualify for state aid under Ark. Code Ann. § 6-20-2503, the school district must submit, to the Commission for Arkansas Public School Facilities and Transportation, prior to the date the refunding bonds are sold at public sale, a certification that the yearly debt service savings resulting from the refinancing will be used for the new construction of academic facilities or the purchase of academic equipment.

#### **13.00 15.00 TRUSTEE FEES**

~~13.01~~15.01 Fees assessed by trustee banks for acting as paying agent and for providing other services necessary to manage school district bond issues shall be approved by the State Board. A fee schedule will be provided, by the Loans and Bonds Unit of the Department, upon request.

~~13.02~~ 15.02 Fees set by the State Board will be reviewed on a regular basis by the Loans and Bonds Unit of the Department for the purpose of recommending, to the State Board, adjustments reflecting current cost of services.

**Arkansas Department of Education**  
**Proposed Rules Governing Minimum Qualifications For General Business**  
**Managers of Public School Districts**  
**February 2008**

1.0 Regulatory Authority

These rules are promulgated pursuant to Ark. Code Ann. § 6-15-2302 and Act 1591 of the 86<sup>th</sup> Arkansas General Assembly.

2.0 Purpose

These rules shall be applied to all school districts, open enrollment charter schools and education service cooperatives for the purposes of requiring minimum qualifications for General Business Managers.

3.0 Definitions

For purposes of these rules, the following terms shall be defined to mean:

3.01 Arkansas Public School Computer Network (APSCN) – the Department of Education’s computer network system for public school district, open enrollment charter school, and education service cooperative reporting of financial management data and student management data to the Department of Education.

3.02 General Business Manager (GBM)-A Chief Financial Officer or Business Manager, however the position is titled, who is responsible for the fiscal operations of the public school district, open enrollment charter school, or education service cooperative and performs his or her duties under the direction of the Superintendent of the public school district or the Director of the open enrollment charter school or education service cooperative.

3.03 Certified General Business Manager (CGBM)-A GBM who has completed the required course of study and received a certificate issued by the Arkansas Department of Education.

4.0 Qualifications of General Business Manager

4.01 Any general business manager hired after July 31, 2007, the effective date of Act 1591 of 2007, shall meet the minimum qualifications established by this rule of the Arkansas Department of Education.

4.02 A general business manager employed prior to July 31, 2007, shall be exempt from these minimum qualifications but is encouraged to complete the requirements.

4.03 School districts, open enrollment charter schools and education service cooperatives shall be required to report the name and qualification status

of its general business manager in the Cycle 1 report submitted each year through APSCN.

- 4.04 The named general business manager must either meet the qualifications of a Certified Arkansas School Business Official (CASBO) based on the requirements established by the Arkansas Association of School Business Officials (AASBO), or be enrolled in the CASBO required courses of study. The CASBO courses of study include ten required courses and five electives. Information regarding the CASBO program and courses of study can be obtained by viewing the AASBO web site at: <http://www.aaea.k12.ar.us/AAEA/AASBO/AASBO.html>.
  - 4.05 If not already certified through AASBO, the general business manager must show progress of at least five classes per year and must complete the CASBO program within three years.
  - 4.06 After having obtained certification through AASBO or having completed the CASBO program, the general business manager will receive a certificate issued by the Arkansas Department of Education with the designation of “Certified General Business Manager.”
  - 4.07 A Certified General Business Manager must renew his or her certificate by completing at least two upper level CASBO courses per year after the date of certification.
- 5.0 Sanctions
- 5.01 Any individual named as general business manager who fails to complete certification within the designated time or who fails to renew his or her certification will not be able to function in that role until certification requirements are met.
  - 5.02 If a school district, open enrollment charter school or education service cooperative has a general business manager who fails to obtain certification within the designated time or who fails to renew his or her certification, it must appoint another person to the position and that newly appointed person must meet the qualifications as listed above.

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 1591 of the Regular Session

1 State of Arkansas  
2 86th General Assembly  
3 Regular Session, 2007  
4

# A Bill

HOUSE BILL 2287

5 By: Representative Pickett  
6  
7

## For An Act To Be Entitled

9 AN ACT TO PROMOTE BEST FINANCIAL MANAGEMENT  
10 PRACTICES FOR PUBLIC SCHOOL DISTRICTS IN  
11 ARKANSAS; TO REQUIRE MINIMUM QUALIFICATIONS FOR  
12 GENERAL BUSINESS MANAGERS OF PUBLIC SCHOOL  
13 DISTRICTS; AND FOR OTHER PURPOSES.  
14

## Subtitle

15 AN ACT TO PROMOTE BEST FINANCIAL  
16 MANAGEMENT PRACTICES FOR PUBLIC SCHOOL  
17 DISTRICTS AND REQUIRE MINIMUM  
18 QUALIFICATIONS FOR SCHOOL DISTRICT  
19 BUSINESS MANAGERS.  
20  
21  
22

23 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:  
24

25 SECTION 1. Arkansas Code Title 6, Chapter 15, Subchapter 23 is amended  
26 to add an additional section to read as follows:

27 6-15-2302. General business manager.

28 (a) As used in this section, "general business manager" means a chief  
29 financial officer or business manager, however the position is titled, who:

30 (1) Is responsible for the fiscal operations of the public  
31 school district; and

32 (2) Performs his or her duties under the direction of the  
33 superintendent of schools of the public school district.

34 (b)(1) On and after the effective date of this section, a general  
35 business manager for a public school district shall meet the minimum



1 qualifications established by rule of the Department of Education.

2 (2) This subsection (b) is intended to require minimum  
3 qualifications for a general business manager that support the implementation  
4 of best financial management practices for public school districts.

5 (c) A general business manager who was employed prior to the effective  
6 date of this section shall be exempt from the provisions of subsection (b) of  
7 this section.

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9 **APPROVED: 4/9/2007**  
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**SPECIAL EDUCATION AND RELATED SERVICES:  
PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS**

**PROPOSED RULES**

**SECTION**

- 1.00 PURPOSE AND APPLICABILITY OF THESE REGULATIONS
- 2.00 DEFINITIONS USED IN THESE REGULATIONS
- 3.00 CHILD FIND REQUIREMENTS
- 4.00 REFERRAL
- 5.00 FREE APPROPRIATE PUBLIC EDUCATION (FAPE)
- 6.00 EVALUATION - ELIGIBILITY CRITERIA
- 7.00 REEVALUATIONS
- 8.00 INDIVIDUALIZED EDUCATION PROGRAMS (IEP)
- 9.00 DUE PROCESS
- 10.00 MEDIATION AND HEARINGS
- 11.00 DISCIPLINE PROCEDURES
- 12.00 COMPLAINT PROCEDURES
- 13.00 LEAST RESTRICTIVE ENVIRONMENT (LRE)
- 14.00 PRIVATE SCHOOLS
- 15.00 SURROGATE PARENTS
- 16.00 CONFIDENTIALITY
- 17.00 PROGRAM STANDARDS
- 18.00 REGULATIONS GOVERNING RESIDENTIAL PLACEMENT
- 19.00 EXTENDED SCHOOL YEAR SERVICES
- 21.00 TRANSITION
- 26.00 PERSONNEL DEVELOPMENT AND STANDARDS
- 29.00 BRAILLE AND LARGE PRINT TEXT BOOK APPROPRIATION
- 30.00 EARLY CHILDHOOD SPECIAL EDUCATION

# **SPECIAL EDUCATION ELIGIBILITY CRITERIA AND PROGRAM GUIDELINES FOR CHILDREN WITH DISABILITIES, AGES 3 - 21**

## **PROPOSED RULES**

### **PART I: ELIGIBILITY CRITERIA FOR CHILDREN WITH DISABILITIES, AGES 5-21**

- HEARING IMPAIRMENT (INCLUDING DEAFNESS)
- OTHER HEALTH IMPAIRMENT
- SPEECH OR LANGUAGE IMPAIRMENT
- SPECIFIC LEARNING DISABILITY
- VISUAL IMPAIRMENT (INCLUDING BLINDNESS)

### **PART II: ELIGIBILITY CRITERIA FOR CHILDREN WITH DISABILITIES, AGES 3-5**

- HEARING IMPAIRMENT (INCLUDING DEAFNESS)
- VISUAL IMPAIRMENT (INCLUDING BLINDNESS)

### **PART III: PROGRAM GUIDELINES**

- ~~DELETE THE ENTIRE DOCUMENT - ARKANSAS GUIDELINES AND SEVERITY RATINGS FOR SPEECH OR LANGUAGE IMPAIRMENT~~
- ~~DELETE THE ENTIRE DOCUMENT - BASIC EDUCATIONAL SKILLS~~
- USE OF CRITERIA FOR DISMISSAL FROM SPEECH OR LANGUAGE THERAPY SERVICES
- FACTORS TO CONSIDER IN DISMISSAL FROM SPEECH OR LANGUAGE THERAPY SERVICES
- CRITERIA FOR DISMISSAL FROM SPEECH OR LANGUAGE THERAPY SERVICES
- ARKANSAS DEPARTMENT OF EDUCATION GUIDELINES FOR REGISTRATION, TRAINING, SCOPE OF RESPONSIBILITY, SUPERVISION AND REVIEW OF SPEECH-LANGUAGE ASSISTANTS AND AIDES
- GUIDELINES FOR PREPARATION OF PROPOSALS FOR USE OF SPEECH-LANGUAGE PATHOLOGY ASSISTANTS AND SPEECH-LANGUAGE PATHOLOGY AIDES IN PUBLIC AGENCIES PROVIDING EDUCATIONAL SERVICES AND APPLICATION FORM

**PART III: PROGRAM GUIDELINES (cont.)**

- DELETE THE ENTIRE DOCUMENT - ~~SELECTED VOCATIONAL ASSESSMENTS~~
- DELETE THE ENTIRE DOCUMENT - ~~GUIDELINES FOR EVALUATION/REEVALUATION~~
- DELETE THE ENTIRE DOCUMENT - ~~TEST ANNOTATIONS~~

**SPECIAL EDUCATION AND ELIGIBILITY CRITERIA AND PROGRAM  
GUIDELINES FOR CHILDREN WITH DISABILITIES, AGES 3 - 21**

**PROPOSED RULES**

**APPENDIX**

**A. ADE REQUIRED FORMS**

**1. DUE PROCESS APPLICABLE TO AGES 3-21**

- Record of Access, Ages 3-21
- Referral Form, Ages 3-21
- Notice of Conference, Ages 3-21
- Conference Notice Enclosure, Ages 3-21
- Documentation of Receipt of Rights under the Individuals with Disabilities Education Act, Ages 3-21
- Referral Conference Decision Form, Ages 3-21
- Information Regarding Consent, Ages 3-21
  - Informed Consent
  - Temporary Placement Consent
  - Parental Consent to Release of Personally Identifiable Information
- ~~Delete Form - Notice of Conference Decision, Ages 3-21~~
- Systematic Observation of Student Performance
- Committee Report for Specific Learning Disability (SLD)
- Evaluation/Reevaluation Decision Form, Ages 5-21
  - Evaluation/Programming Conference Decision Form
  - Existing Data Review, Decision Form and Notice of Decision
- Parent Consent for Initial Placement, Ages 3-21
- Separate Programming Conference Decision Form, Ages 3-21
- Annual Review Form, Ages 3-21
- Sample: Letter of Agency Notification
- IEP Team Member Excusal from Attendance at IEP Meeting
  - Form A
  - Form B

**2. DUE PROCESS, APPLICABLE ONLY TO AGES 3-5**

- ~~Delete Form - Early Childhood Special Education Screening Report Form~~
- ~~Delete Form - Confidential Information Social History Social History~~
- Early Childhood Special Education Evaluation/Programming Conference Decision Form
- Early Childhood Special Education Existing Data Review, Decision Form and Notice of Decision
- Early Childhood Special Education Parental Decision for Nonparticipation In Preschool Special Education Services

**3. INDIVIDUALIZED EDUCATION PROGRAM FORM**

- ~~Delete Form - Version "A"~~
- ~~Delete Form - Version "B"~~

**4. YOUR RIGHTS UNDER THE IDEA**

**5. SPECIAL USE**

- Due Process Hearing/Expedited Hearing
- Functional Behavior Assessment (FBA)
- Manifestation Determination Review (MDR)
- Notice Regarding Issues In Parental Private School Placement
- Surrogate Parent
- Transfer of Rights (AGE 18)

- B. STUDENT PARTICIPATION IN STATEWIDE ASSESSMENT GUIDELINES FOR IEP TEAM DECISION MAKING**
- C. ~~DELETE FORM - QUESTIONS AND ANSWERS: INTERPRETATION OF THE IEP FORM APPENDIX A OF 34 CODE OF FEDERAL REGULATIONS PART 300~~**
- D. ADDITIONAL CRITERIA FOR SPECIFIC LEARNING DISABILITY DETERMINATION**
  - 1. SLD ELIGIBILITY: METHOD FOR DETERMINING DISCREPANCY ANALYSIS
  - 2. ~~DELETE FORM - SLD ELIGIBILITY: TEAM OVERRIDE OF REGRESSION ANALYSIS RESULTS~~
- E. ACRONYMS**
- F. ARKANSAS' PERFORMANCE GOALS AND INDICATORS FOR CHILDREN WITH DISABILITIES**