

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM STATE EDUCATIONAL AGENCY
CFDA # 84.282A
PR/Award # U282A100002**

OMB No. 1894-0006, Expiration Date:
Closing Date: MAY 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
4/30/2010			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		N/A	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
4/29/2010		AR100429-234	
8. APPLICANT INFORMATION:			
* a. Legal Name: Arkansas Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
710847443		781558564	
d. Address:			
* Street1:		Four Capitol Mall	
Street2:		Room 105-C	
* City:		Little Rock	
County:		Pulaski	
State:		AR	
Province:			
* Country:		USA	
* Zip / Postal Code:		72201	
e. Organizational Unit:			
Department Name:		Division Name:	
Charter Schools Office		Central Administration	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		* First Name:	
Dr.		Mary Ann	
Middle Name:			

* Last Name: Duncan

Suffix:

Title: Charter Schools Program Coordinator

Organizational Affiliation:

Arkansas Department of Education

* Telephone
Number:

(501)683-5313

Fax Number:

(501)371-3514

* Email: MARYANN.DUNCAN@ARKANSAS.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

N/A

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282A

CFDA Title:

Charter Schools Program State Educational Agency

*** 12. Funding Opportunity Number:**

84.251K

Title:

FIE Earmark

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Charter schools in all regions in the state of Arkansas, both rural and non-

rural.

*** 15. Descriptive Title of Applicant's Project:**

Arkansas Public Charter School Program

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AR

* b. Program/Project: All

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 17346762
b. Applicant	\$ 0
c. State	\$ 770728
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 18117490

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 4/29/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Tom

Middle Name: W

* Last Name: Kimbrell

Suffix:

Title: Commissioner of Education

* Telephone Number: (501)682-4204 Fax Number:

* Email: TOM.KIMBRELL@ARKANSAS.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

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*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Arkansas Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 64,000	\$ 65,600	\$ 67,240	\$ 68,921	\$ 70,644	\$ 336,405
2. Fringe Benefits	\$ 18,875	\$ 19,230	\$ 19,594	\$ 19,967	\$ 20,349	\$ 98,015
3. Travel	\$ 35,000	\$ 37,000	\$ 39,000	\$ 41,000	\$ 43,000	\$ 195,000
4. Equipment	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
5. Supplies	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 100,000
6. Contractual	\$ 110,000	\$ 120,000	\$ 130,000	\$ 140,000	\$ 150,000	\$ 650,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,165,000	\$ 3,168,000	\$ 3,171,000	\$ 3,174,000	\$ 3,176,000	\$ 15,854,000
9. Total Direct Costs (lines 1-8)	\$ 3,414,875	\$ 3,431,830	\$ 3,448,834	\$ 3,465,888	\$ 3,481,993	\$ 17,243,420
10. Indirect Costs*	\$ 19,288	\$ 19,983	\$ 20,683	\$ 21,389	\$ 21,999	\$ 103,342
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,434,163	\$ 3,451,813	\$ 3,469,517	\$ 3,487,277	\$ 3,503,992	\$ 17,346,762

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 10%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Arkansas Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. Tom W. Kimbrell

Title: Commissioner of Education

Date Submitted: 04/29/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Arkansas Department of Education Address: Four Capitol Mall, Room 105-C City: Little Rock State: AR Zip Code + 4: 72201-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.251K	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Dr. Tom W. Kimbrell Address: Four Capitol Mall, Room 304-A City: Little Rock State: AR Zip Code + 4: 72201-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Tom W. Kimbrell Title: Commissioner of Education Applicant: Arkansas Department of Education Date: 04/29/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Arkansas Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Tom Middle Name: W
Last Name: Kimbrell Suffix:
Title: Commissioner of Education

Signature: _____ Date: 04/29/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Arkansas GEPA Statement

File : <K:\msnortland\USDOE\2010 SEA Application Cycle\Attachments\427 GEPA Statement.pdf>

**Arkansas Department of Education (ADE)
Charter Schools Program**

Compliance with the General Education Provisions Act (GEPA)

In compliance with Section 427 of GEPA, the Arkansas Department of Education assures that all students, staff, programs, services and/or providers funded through this grant will provide equitable access to, and participation in, all activities funded through the Arkansas Charter Schools Program grant (CSP). All CSP grant activities, as are all programs operated by the ADE, are designed to address the needs of all students and staff through instructional and professional development components, with a special emphasis on those students who are educationally at-risk. The following summarizes the ADE's plan to address potential student barriers identified in Section 427 of GEPA.

- All CSP programs and providers will be required, as a condition of funding, to provide assurance that all programs are designed and operate with equal access to all demographic groups contained in the student population in the geographical area they serve. This assurance will be provided in the form of Equal Employment Opportunity (EEO) statements and enrollment projections that include all demographic groups including special needs students found in the student population of the provider's service area. These statements and enrollment projections will be a requirement to be included in the providers' grant application and, if funded, will be assessed during the ADE monitoring visits.
- All students enrolled in programs and activities funded by this grant will be subject to the ADE curriculum standards and assessment programs. Programs created within school districts that are under a federal court desegregation order, the creation and/or operation of those programs shall not hamper the implementation of said court order.
- All full time instructional staff employed in programs funded under this grant will be provided state-approved mandatory professional development. This professional development contains training on attracting and serving all demographic and special needs segments of the student population eligible to be enrolled in their program. All facilities utilized to provide professional development, technical assistance training, and/or conferences will be handicapped accessible.
- All programs funded under this grant will be subjected to all federal civil rights statutes and equity requirements that apply to public schools. This, and all of the above provisions, will be addressed in the RFP process and will be reviewed during the ADE's regular monitoring visits to all programs funded under this grant.

**Arkansas Department of Education (ADE)
Charter Schools**

Compliance with the General Education Provisions Act (GEPA)

In compliance with Section 427 of GEPA, the Arkansas Department of Education assures that all students, staff, programs and/or providers funded through this grant will provide equitable access to, and participation in, all activities provided in Charter Schools throughout the state. All charter schools, as are all schools governed by the ADE, are required to address the needs of all students and staff through instructional and professional development components, with a special emphasis on those students who are educationally at-risk. The following summarizes how the ADE addresses potential student barriers identified in Section 427 of GEPA in charter schools.

- All Arkansas charter schools are in compliance with all EEO statements and Individual with Disability Education Act (IDEA) requirements and federal and state regulations. The ADE's Special Education Department and Equity Assistance Center provide technical assistance to charter schools in these two areas.
- Charter schools are mandated to provide equitable access and service to all demographic groups identified in their student populations. In the case of charter schools with significant Limited English Proficiency (LEP) students and families, program information and reports will be reproduced in the native language of these students and families. Technical assistance with LEP students and families is provided to charter schools through the ADE's English Language Learners unit.
- All full time charter school instructors, like all Arkansas teachers, are required to attend sixty hours of state approved professional development. Professional development activities are provided directly by ADE staff, through the Arkansas Education Service Cooperatives, and by the schools.
- All students enrolled in charter schools are subject to the ADE curriculum standards and assessment programs. For charter schools created within school districts that are under a federal court desegregation order, the creation and/or operation of those schools shall not hamper the implementation of those court orders.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. Mary Ann Duncan

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2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Abstract Attachment Form

Attachment 1:

Title: **Arkansas CSP Grant Abstract Pages: 1** Uploaded File: **K:\msnortland\USDOE\2010 SEA Application Cycle\USDOE Final ADE charter proposal abstract.doc**

Applicant Name: Arkansas Department of Education
Contact Name: Dr. Mary Ann Duncan, Public Charter Schools Program Coordinator
Contact Information: 4 Capitol Mall, Little Rock, AR, 501- 683-5313, maryann.duncan@arkansas.gov

Through its public charter schools program, the State of Arkansas hopes to increase opportunities for learning and access to quality education for all students; create choices for parents and students within the public school system; provide a system of high accountability for results in public education; encourage innovative teaching practices; encourage community and parent involvement in public education; and create competition among public schools, thus stimulating improvement. Currently, there are eleven conversion public charter schools and eighteen open-enrollment public charter schools, serving 8,643 students in grades K-12. These schools are located in diverse geographic regions across the state, from the most rural to the most urban areas.

Based on the results of the preceding needs-assessment activities, the following broad goals and operational objectives have been established for the 2010-2015 Public Charter Schools Program in Arkansas:

Objective 1: To promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number and types of high quality charter schools in the state.

Objective 2: To contribute to the knowledge-base about best practices in charter schools by supporting the dissemination of information at the state, regional and local levels.

Objective 3: To support sound fiscal management and practices in public charter schools through quality leadership programs and technical assistance.

Objective 4: To increase student academic achievement.

If we are successful in attaining these objectives, we believe the following long-range outcomes will ensue:

- There will be more diverse offerings of public charter school options for elementary, middle and high school students throughout our state, particularly in areas in which large numbers of students attend low-performing schools.
- There will be an increased awareness at the state, regional, and local levels of best practices adopted by public charter schools.
- There will be a higher level of support for public charter schools at both the state and local levels, and an expanded network of resources to support sound fiscal management practices for public charter schools.
- The quality and rigor of the instructional programs of public charter schools will increase, resulting in higher levels of student performance and achievement of state standards.

The Arkansas Department of Education, working through the Charter School Office, continually strives to further the development of high-quality public charter schools in Arkansas. In doing so, the ADE solicits the support of governmental, business, and community leaders, as well as educators and other professionals in the field of education. This proposal reflects thought and refinement resulting from nine years of implementing and supporting charter schools in Arkansas. The future of school choice through the implementation of new charter schools is the benchmark of creative, fundamental and progressive action. This action and involvement will result in the design of high quality, progressive, innovative and markedly improved educational institutions that will offer unique and unprecedented programs, practices, procedures and design for the students of Arkansas.

Project Narrative

Application Narrative Attachment Form

Attachment 1:

Title: **Arkansas CSP Grant Narrative** Pages: **0** Uploaded File: **K:\msnortland\USDOE\2010 SEA Application Cycle\Narratives\Final Draft Grant Narrative_4.29.2010.pdf**

U.S. Department of Education Charter Schools Program

CFDA # 84.282A

Proposal Submitted by the Arkansas Department of Education

Application Narrative

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1. Competitive Preference Priorities

1.1. Periodic Review and Evaluation

The vast majority of public charter schools have clear and measurable goals that focus on academic performance and attendance (Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004). The processes by which these schools are held accountable for these and other goals tend to vary, determined by the authorizing body that is in charge of observing the school's progress. Most public charter schools are reviewed at least once annually, sometimes more frequently, depending on the focus of the evaluation. A variety of strategies are used to monitor the progress of public charter schools, most commonly annual reports, informal site visits and fiscal audits. Authorizers have reported that if a school is not meeting its predetermined goals, they make every effort to work with the struggling school as an alternative to implementing a formal sanction (Finnigan et al.).

Arkansas Code Annotated § 6-23-101 et seq., as amended by Act 1469 of 2009, requires an annual evaluation of all public charter schools by the Arkansas Department of Education (ADE). The evaluation must consider the following (§ 14.01.01-.09): student scores on assessment instruments, student attendance, student grades, student discipline incidents, socioeconomic data on students' families, parent satisfaction with the school, student satisfaction with the school, on-site monitoring of the facility, and other terms of the school's charter. As a condition of its charter, each public charter school is required to provide to parents, the community, and the State Board an annual evaluation of the school's progress towards meeting the student academic performance goals as outlined in the charter. Moreover, each public charter school is required to follow the Arkansas Public School Computer Network reporting requirements, which mandates that schools electronically report student and financial data to the

state. In addition to these annual reporting requirements, an annual certified audit must be submitted to the ADE as per Arkansas Code Annotated § 6-23-101 et seq. (the schools' fiscal year runs from July 1 through June 30). Failure to submit this audit will result in the suspension of funds from the ADE.

During the past five years, the ADE has commissioned four external evaluations of the open-enrollment public charter schools, which were conducted by Huron Mountain Research Services (2006), and Metis Associates, Inc. (2007, 2008, and 2009). The primary purpose of these external evaluations was to assess the extent to which the public charter schools were addressing the goals stipulated in the Arkansas Charter Schools Act of 1999, namely to (1) improve student learning; (2) increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving; (3) encourage the use of different and innovative teaching methods; (4) create new professional development opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (5) provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and (6) hold schools established under the Arkansas Charter Schools Act of 1999 accountable for meeting measurable student achievement standards.

In addition to these external evaluations, the ADE engages in an internal review process each year to determine the extent to which the existing public charter schools are meeting or exceeding student achievement goals and program requirements. In keeping with the ADE's commitment to a more collaborative approach to public charter school design, implementation and evaluation, the department has established a multidivisional approach to carry out the review and evaluation process. These divisional units are comprised of representatives from the ADE's

Legal Services, Standards for Accreditation, School Improvement, Curriculum and Assessment, Facilities, Child Nutrition, Special Education, and Finance.

Public charter schools must be held accountable; autonomy cannot mean the complete absence of oversight or public accountability (USDOE, 2008). The ADE is piloting a Public Charter School Review Council, charged with the responsibilities of scrutinizing charter applications as well as the performance of existing public charter schools. The review council will engage in a collaborative assessment of each public charter school's data and documentation, and will be preparing a summative document for analysis and presentation. The department intends to use the result of this pilot to continue to upgrade and refine the periodic review and evaluation process in which all of the public charter schools participate each year. This process will also include the development of a review template, to be used for this annual evaluation process. The ADE has recently submitted a grant application to the National Association of Charter School Authorizers (NACSA), seeking their services in evaluating the ADE's current policies and procedures with regard to charter authorizing. This process will further refine the roles and responsibilities of the review council. With the assistance of NACSA, a comprehensive evaluation of the ADE authorizer policies and practices, benchmarked against NACSA's *Principles and Standards for Quality Public Charter School Authorizing* will assist in determining opportunities for improvement.

Finally, the ADE will continue to engage the services of an external evaluator to conduct annual comprehensive evaluations of public charter schools, which will be funded through the CSP grant. The ADE will ensure that these services are provided by an external evaluator with knowledge and understanding of the goals and initiatives of the Charter School Program. This

will be done through an RFP process. A detailed description of the proposed evaluation design is included under section (vii) of the Selection Criteria, page 57.

1.2. Number of High-Quality Charter Schools

The State of Arkansas first passed charter school legislation in 1995. The Arkansas Charter Schools Act provides for three types of charters: conversion charters, limited conversion charters, and open-enrollment charters. The initial legislation was very restrictive and did not produce any public charter school applications. The legislation was revised in 1999, at which time the ADE established the Office of Public Charter Schools to administer the public charter school program. This led to the first fully-operational Arkansas public charter school which opened its doors in 2001. Further improvements to the charter school statute were made in the 2001, 2005, 2007, and 2009 legislative sessions.

Currently, there are 29 public charter schools on the state's roster of public schools. Of these, eleven are conversion public charter schools and the remaining eighteen are open-enrollment public charter schools. Collectively, as of the October 1st Student Count, these 29 public charter schools serve a total of 8,643 students in grades K-12. These schools are located in diverse geographic regions across the state; from the most rural to the most urban areas (Arkansas Charter Schools Map is included in the proposal attachments). Table A below provides a chronology of the estimated growth of public charter schools in our state. More details regarding the public charter schools' enrollments, including student demographic and achievement data, are provided in section (i), Table 1, page 20 of the narrative addressing the Selection Criteria.

Table A. Chronology of Arkansas Charter School Development

Year	Conversion Charters		Open-Enrollment Charters	
	# Applications Submitted	# Applications Approved	# Applications Submitted	# Applications Approved
2000	3	3	1	0
2001	1	1	3	2
2002	2	2	4	3
2003	4	4	1	1
2004	2	2	6	3
2005	1	1	2	0
2006	3	2	11	3
2007	1	0	12	7
2008	2	2	6	2
2009	4	2	8	2

Interest in public charter schools continues to grow in Arkansas. A highly rural state with a relatively small population of 2,855,290, Arkansas currently has 244 school districts. Pressured by fiscal constraints and declining enrollment, a number of small districts have been forced to consolidate, merge or be annexed by neighboring districts. Often, this process results in students having to travel large distances to attend schools outside their immediate community. As a result, we have seen an increasing interest in public charter schools by parents as a way of keeping their children close to home. Although there have been many challenges impeding the increase in the number and diversity of high quality public charter schools in the past, the external factors responsible for the growth of public charters include the increase in parental interest in educational options for children, increase in institutional interest as a catalyst for school reform, more public awareness, and a better understanding of the role that public charter schools play in public education.

In addition, as of the 2008-2009 school year, 16,061 students, or about 3% of the entire K-12 student population in the State of Arkansas, were home schooled. As these students reach the secondary school grades, parents' comfort level about providing a sufficiently rigorous education diminishes and they are more apt to reconsider public schooling for their children. We attribute much of the growing interest in charters to this phenomenon.

As the pressures of high-stakes testing and the stringent requirements of ESEA/*No Child Left Behind* confront local educational agencies, many school districts, particularly those serving large numbers of educationally disadvantaged students, have begun to see public charter schools as a vehicle for addressing the educational needs of their students who are not well served in the more traditional school settings. As a result, we anticipate an increased interest in these types of schools over the next few years.

A number of foundations and institutions in Arkansas continue to be highly supportive of the public charter schools movement, and have provided substantial support for the development of public charter school programs. These institutions range from private foundations and programs of higher education to charter resource centers. It is with the collaborative partnerships of these foundations and educational institutions that we will continue to enhance the number of high quality public charter schools in the state.

Modifications to the cap for open-enrollment public charters, found in the 2005 Amendment to the Charter Schools Act, speak to the increased interest in public charter schools in Arkansas. The original legislation imposed a cap of 12 open-enrollment public charter schools in the state (and no more than three per Congressional district). An amendment in 2005 (§ 10.04.1), increased the cap to 24, with no limit per congressional district. Currently, there is no cap on the number of conversion public charter schools in the state. In an effort to provide

additional support for high quality public charter schools, a 2005 Amendment to Arkansas Charter School Law allows for proven, successful public charter schools to replicate through a licensure process. Additional information regarding the licensure process is provided under Invitational Priority, page 11.

1.3. One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process

The Arkansas State Board of Education (SBE) is the only authorizing entity in Arkansas. In accordance with current Arkansas Charter School Law, applications for *conversion* and *limited conversion* public charter schools must be reviewed by the local board of the public school district requesting to convert an existing public school to a public charter school. The local board must vote to approve or disapprove the application for a conversion public charter. If approved, the conversion application is sent to the ADE's Public Charter School Office for review and then presented to the SBE for consideration.

According to § 8.00 of the ADE Rules Governing Public Charter Schools, amended in 2009, *open-enrollment* public charter applications must first be reviewed and approved by the local board of the school district where the proposed public charter school will be located. The results of the vote and the written findings are sent to the ADE's Public Charter Schools Office and to the applicant. An applicant for an open-enrollment public charter school whose application is denied by the local board has the immediate right to appeal the decision to the SBE.

The SBE, as the sole authorizer, has begun to recognize public charter schools as expanding educational options in districts where traditional public school consolidation has taken place. Charter advocates must hold authorizers accountable for all of their schools, build the will

to close low-performing schools and promote the development of high quality school options for the students and families whose schools close (USDOE, 2008). In continued commitment to high quality educational programs, the SBE is taking action to close low performing public charter schools that have not fulfilled the mission and goals as approved in their charter contracts. These decisions on the part of the SBE provide support for the continued vision and the flexibility that public charter schools can provide.

1.4. High Degree of Autonomy

One of the defining features of public charter schools is their greater level of autonomy compared with traditional public schools. The nature of a public charter school's autonomy varies widely, however, often based on the state legislation that allowed it to open (Finnigan et al., 2004). Most of the states with public charter school laws permit charters to waive certain laws, regulations and standards. Much of the variation in autonomy among public charter schools occur as a result of waivers that are requested and approved in the school's charter application.

Increased autonomy can make it easier for a public charter school to integrate community services and resources, including philanthropic investment, into the schools programs (WestEd, 2007). Under the current legislation and rules, public charter schools in Arkansas are granted a high level of autonomy while being held to a high level of accountability for student academic achievement. Public charter schools are responsible for complying with all aspects of the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). However, as part of the required information for public charter school applications, prospective public charter school applicants are given the opportunity to list specific provisions of Arkansas Code (ACA Title 6); any ADE rule, excluding requirements pertaining to non-discrimination,

health and safety, and special education, and the Standards for Accreditation from which they wish to be exempt. Applicants must describe in detail the need for each of the requested waivers.

A summary of waiver requests submitted to date by the 29 Arkansas public charter schools attests to the fact that both types of charters, conversion and open enrollment, are taking full advantage of the flexibility and autonomy available to them. Out of the three waiver categories, Arkansas Code Annotated (ACA Title 6), ADE Rules, and Standards Assurance (SA), 130 waivers were requested. Overall, 649 waiver requests were collectively submitted by the 29 public charter schools in the three waiver categories. The majority of the requests pertained to the selection and compensation of instructional staff and administrators. The most common waiver requests are displayed in Table B below.

Table B. Summary of Most Common Charter School Waiver Requests

Waiver Request	Category	Number Requesting Exemption
Teacher's License Requirement	ACA Title 6	27
Committee for Each School District	ACA Title 6	24
Qualified Teachers in Every Public School Classroom	ACA Title 6	24
Public School Employee Fair Hearing Act	ACA Title 6	21
Teacher Fair Dismissal Act	ACA Title 6	21
Definition of a Teacher	ACA Title 6	20
Public School Principals - Qualifications and Responsibilities	ACA Title 6	19
Uniform Dates for Beginning and End of School Year	ACA Title 6	17
Warrants Void Without Valid Certificate and Contract	ACA Title 6	17
Grading Scale	ACA Title 6	15
Minimum Base Salary	ACA Title 6	15
Teacher Certification - Arkansas History Requirement	ACA Title 6	15
Certification – Waiver	ACA Title 6	10
Examination of Teacher's Contract	ACA Title 6	10

Waiver Request	Category	Number Requesting Exemption
Alternative Learning Environment	ACA Title 6	9
General Election Laws	ACA Title 6	9
Election by Zone and at Large	ACA Title 6	8
Length of Directors' Term	ACA Title 6	8
Qualifications of Directors	ACA Title 6	8
Teacher's Salary Fund	ACA Title 6	8
Vacancies Generally	ACA Title 6	8
Certified Staff Salary Schedule	ADE	11
Teacher Education and Licensure	ADE	10
Uniform Grading Scale	ADE	9
Licensure and Renewal	SA	18
Gifted and Talented	SA	16
Media Services	SA	14
School District Superintendent	SA	9
Guidance and Counseling	SA	8
Health and Safety Services	SA	8
Principals	SA	8

Although Arkansas allows for an additional type of district conversion charter, known as a limited conversion public charters to date no limited applications have been received for processing by the ADE’s Public Charter Schools Office. Limited conversion public charter schools, though “limited” in the types of waivers they may request, help to provide an additional avenue for autonomy through the use of alternative staffing plans and compensation programs in order to improve benefits for teachers and student and teacher performance in the classroom. In their applications, prospective limited conversion public charter schools must describe how they plan to enhance teacher performance and improve employee salaries, professional development, and growth opportunities.

Public Charter Schools in Arkansas are provided additional autonomy through the ability to plan and prioritize their annual budgets, to select their own staff, and to set their daily schedules. Outside the autonomy provided by the day to day school operations, public charter schools have the freedom to choose the physical site location for their school. This freedom of location also applies to public charter schools opening through the licensure process.

In many charter school success stories, autonomy plays a central role in the school's ability to introduce successful practices. Only by working outside constraints that hinder existing public schools have the charter sectors leading examples of success been able to forge a new path (USDOE, 2008). The autonomy provided through open enrollment, district conversion, and limited district conversion public charter schools in Arkansas, has helped to provide high quality successful educational options for students.

2. Invitational Priority

The Arkansas Department of Education proposes to address the FY 2010 Invitational Priority for the Charter Schools Program during the 2010-2015 funding cycle. The ADE will plan, design, and implement one or more high-quality public charter high schools in geographic areas, including urban and rural areas, in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under Title I, Part A of the ESEA. This focus will allow for the support for student subpopulations in educationally disadvantaged environments. In an effort to reach all subpopulations in need, an additional focus will be on locating quality public charter high schools in areas of the state that are economically disadvantaged.

Launching a charter school, particularly a public charter high school, presents a unique set of challenges, due largely to the rigor of the state's secondary core curriculum which consists

of 38 required units of study, and the need to meet ESEA/NCLB's adequate yearly progress (AYP) requirements. In order to ensure that we succeed in soliciting more public charter school applications to serve students in the high school grades, we will work closely with cross-divisional units within the ADE as well as collaborative partners from the Arkansas Department of Workforce Education, the Southern Regional Education Board, the Mid-Continent Comprehensive Center (MC3), and representatives from the Arkansas Association of Secondary School Principals, the Arkansas School Boards Association, the Arkansas Association of Educational Administrators, and the state's vocational institutions. This collaborative approach will provide the ADE's Public Charter Schools Office a greater understanding of the particular needs of charter high schools, and thus be able to provide a high level of technical assistance to prospective applicants.

The geographic areas and/or school districts in which there is a concentration of public schools in need of improvement, corrective action, or restructuring tend to cluster around the following urban and rural areas (School Improvement Map is included in the proposal attachments):

- Pulaski County, home of the state's capital and largest city (Little Rock), has 40 schools in years 1 through 5, 19 in year 6, 3 in year 7, and 2 in year 9 of school improvement.
- The Mississippi Delta region in the eastern portion of the state is a highly rural area characterized by very little industry, many pockets of severe poverty, and a highly mobile population. There are 15 year 1, 14 year 2, 18 year 3, 12 year 4, 19 year 5, and 16 year 6 through 8 of school improvement in the 15 counties along the state's eastern border.
- The southern third of the state covers 11 counties and is another highly rural and economically distressed area with a few cities such as El Dorado, Camden, Hermitage,

As described in section (iii) under the Selection Criteria, page 37, we anticipate expanding the number of open-enrollment and/or conversion public charter schools in each of these three target regions over the five-year period of federal CSP funding. This goal may be addressed through the expansion of existing public charter schools to serve students in additional grade levels or may include the launching of new open-enrollment and/or conversion public charter schools.

The ADE plans to address this Invitational Priority in three ways. First, we intend to conduct an aggressive outreach campaign beginning in the summer of 2010 and continuing over the next several years, targeting these particular geographic areas. Staff from the ADE's Public Charter Schools Office will plan and conduct a series of informational sessions designed to raise the communities' awareness of the public charter schools program. The goal of these sessions is to familiarize potential public charter school applicants with program requirements and the provide resources for preparing a high-quality application. Each year a total of six informational sessions will be held throughout the various geographical areas of the state.

Secondly, the ADE plans to give priority to planning grant applications and to public charter school applications that are designed to create public charter high school programs in the categories listed below. This priority is fully aligned with § 10.03 of the October 2009 Rules Governing Public Charter Schools, which states that the State Board shall give preference in approving an application for a public charter school to be located in any public school district:

- 10.03.1 Where the percentage of students who qualify for free or reduced lunches is above the state average for the state;
- 10.03.2 Where the district has been classified by the State Board as in academic distress under Arkansas Code Ann. §6-15-428; or
- 10.03.3 Where the district has been classified by the Department of Education as in some phase of school improvement under Arkansas Code Ann. §6-15-426 or some phase of fiscal distress under §6-20-1902 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

Lastly, in an effort to identify and replicate high performing public charter schools in high-need communities, Arkansas Code Annotated §6-23-304 (d) (3), allows for a charter school applicant that receives an approved open enrollment public charter to petition the SBE for licenses to establish open enrollment public charter school in Arkansas. Applicants must demonstrate success in student achievement gains, and its intent to close the achievement gap for economically disadvantaged, racial and ethnic subgroups. In the fall of 2009, the SBE approved the first licensed charter school to be opened in an area of the state in which five of the seven available traditional public schools were identified as being in school improvement. This is an excellent example of how public charter schools can provide educational options where needed.

3. Application Requirements

- (i) **Describe the objectives of the SEA’s charter school grant program and describe how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA’s charter school grant program.**

See sections (i), (iii), and (vi) under Selection Criteria.

- (ii) **Describe how the SEA will inform each charter school in the state about federal funds the charter school is eligible to receive and federal programs in which the charter school may participate.**

See section (iii) under Selection Criteria.

- (iii) **Describe how the SEA will ensure that each charter school in the state receives the school's commensurate share of federal education funds that are allocated by formula each year, including during the first year of operation of the school and a year in which the school's enrollment expands significantly**

See section (iii) under Selection Criteria.

- (iv) **Describe how the SEA will disseminate best or promising practices of charter schools to each local educational agency (LEA) in the state**

See section (vi) under Selection Criteria.

- (v) **If an SEA elects to reserve part of its grant funds for the establishment of a revolving loan fund, describe how the revolving loan fund would operate.**

The ADE does not elect to reserve part of its grant funds for the establishment of a revolving loan fund.

- (vi) **If an SEA desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the state.**

The ADE would like to request a waiver of ESEA Part B, Section 5202 (c) (1), regarding program period, which states that grants awarded to SEAs shall not be for a period of

more than three years. A waiver for a five year project period will provide the ADE Charter Schools Office with ample time to reach our project objectives and outcomes.

- (vii) Describe how charter schools that are considered to be LEAs under state law and LEAs in which charter schools are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.**

All public charter schools are required to comply with the Individuals with Disabilities Education Act (IDEA). Every public charter school developer receives written guidelines outlining the school's responsibility to comply with IDEA. The ADE conducts an annual workshop on public charter schools and IDEA compliance. Additional technical assistance is available through the ADE Public Charter Schools Office and the Special Education Office. The ADE Special Education Office monitors every public charter school for compliance with IDEA, including the requirement to provide services through a certified special education instructor.

4. Selection Criteria

- (i) The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve state academic content standards and state student academic achievement standards. (30 points)**

A disproportionate number of students educated in U.S. charter schools come from economically disadvantaged and minority backgrounds (Center for Education Reform, 2005; Finnigan et al., 2004; Fuller, Gawlik, Kuboyama-Gonzales, Park, & Gibbings, 2003), and typically have lower achievement scores than their peers attending traditional public schools (National Assessment of Educational Progress, 2004). Traditionally, students from such

backgrounds having been limited in their options for education (Center for Educational Reform, 2003), look to public charter schools as a viable alternative to the traditional public school.

Recent research efforts have attempted to measure the impact of public charter schools on the achievement of educationally disadvantaged students. A study at Harvard, for example, suggests that public charter schools are likely to raise the achievement of low-income and Hispanic students (Hoxby, 2004). Arkansas public charters schools enroll a greater percentage of minority students and economically disadvantaged students and are achieving at levels comparable to their districts counterparts (Allen, et. al, 2009). Both references indicate that the achievement scores of at-risk students have been positively impacted by public charter schools.

Academic achievement for public charter schools in Arkansas was further highlighted in the Stanford CREDO Report of June 2009. In the report, Arkansas is listed as one of the states with significantly higher learning gains for charter school students than would have occurred in traditional public schools. Such evidence continues to support that public charter schools in our state provide strong academic options for the students they serve. The report further substantiates the importance of public charter schools in Arkansas by confirming significantly better results for all students, in particular students of poverty in both reading and math. The CREDO Report: Charter Performance in Arkansas, also cites significantly better results in math for minority students of Arkansas public charter schools than their traditional counterparts (pp.12). This research provides substantial evidence to support the contributions that the charter schools grant program has made possible in providing educational choices to students in our state. It is with the continued assistance of the charter schools grant program that Arkansas public charter schools will maintain their status as a viable educational support for high quality achievement.

The Arkansas Department of Education strives to ensure that all children in the state have access to a quality education by providing educators, administrators, and staff with leadership, resources, and training. Arkansas curriculum for grades K-12 includes coursework in Arkansas history, English language arts and acquisition, fine arts, foreign language, math, music, physical education and health, science, and social studies. What students must know and be able to do in each of these academic content areas is described in the Arkansas Curriculum Frameworks and their respective Arkansas Learning Standards. The content standards and the student learning expectations impart the focus for instruction for all Arkansas schools.

In 2000, the State of Arkansas implemented the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). ACTAAP establishes clear academic standards, professional development guidelines, student assessment requirements, public reporting requirements, and school accountability procedures, including rewards and sanctions. In order to prepare students at the elementary, middle and secondary school levels to meet the state's content and achievement standards, in 2009, *Smart Arkansas*, a comprehensive plan supporting students, teachers and school administrators through top-notch curriculum development and ongoing, research-based learning opportunities for educators, was launched. The three components of *Smart Arkansas* include, *Smart Accountability*, *Smart Leadership*, and *Smart Future*. The Arkansas *Smart Accountability* plan allows the state to better differentiate interventions and resources to schools most in need. *Smart Leadership* is Arkansas's initiative to ensure that all of the state's school and district administrators are truly instructional leaders with the ability to create an environment that promotes high-level learning in each school. *Smart Future* focuses on preparing students for jobs, for college, and for their future, by setting higher standards and raising expectations for high school students.

Through the public charter schools program, Arkansas hopes to increase opportunities for learning and access to quality education for all students; create choices for parents and students within the public school system; provide a system of high accountability for results in public education; encourage innovative teaching practices; create unique new professional opportunities for teachers; encourage community and parent involvement in public education; and create competition among public schools in order to stimulate improvement. Collectively, these 29 public charter schools serve a total of 8,643 students in grades K-12 and are located in diverse geographic regions across the state, from the most rural to the most urban areas. Table 1, below provides a snapshot of key characteristics of these public charter schools.

Table 1. Profile of Arkansas Charter Schools

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
Blytheville Charter School and ALC	2001	7-12	DC	Blytheville School District	95	100	17.6	25
Benton County School of the Arts	2001	K-12	OE	Benton County Charter School Organization	701	23.54	79.4	81.4
Academics Plus Charter School	2001	K-12	OE	Pulaski Charter Schools, Inc.	538	24.16	77.4	71.5
Academic Center for Excellence	2002	1-10	DC	Osceola School District	185	100	53.3	61.9
Imboden Area Charter School	2002	K-8	OE	Imboden Area Charter School, Inc.	69	75.36	60	40

Note: This is the latest school year for which most current data are available.

¹ Grades served during the 2009-2010 school year

¹ 2009-2010 school district data

² Percent Proficient Combined Population Literacy 2009 (NORMES data)

³ Percent Proficient Combined Population Math 2009 (NORMES data)

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
KIPP Delta College Preparatory School	2002	K-1, 5-12	OE	Knowledge Is Power Program Delta, Inc.	527	86.15	72.4	81.3
Mountain Home High School Career Academies	2003	9-12	DC	Mountain Home School District	1196	53.23	72.7	82.1
Ridgeroad Middle Charter School	2003	7-8	DC	North Little Rock School District	456	66.69	45	51.9
Cabot Academic Center of Excellence	2004	K-12	DC	Cabot School District	495	38.31	58.1	62.4
Haas Hall Academy	2004	8-12	OE	The Academy, Inc.	185	1.08	93.3	86.3
LISA Academy	2004	6-12	OE	Little Scholars of Arkansas	465	24.3	93	88.5

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
Vilonia Academy of Technology	2004	2-4	DC	Vilonia School District	78	40.59	94.1	100
Felder Alternative Learning Academy	2005	6-12	DC	Multiple School Districts ⁴	60	70.35	0	0
Arkansas Virtual Academy	2007	K-8	OE	Arkansas Virtual Academy, Inc	499	0	72.3	69.6
Badger Academy Conversion Charter School	2007	7-12	DC	Beebe School District	26	48.49	0	0
Dreamland Academy of Performing & Communication Arts	2007	K-5	OE	Wilson Community Development Corporation	265	93.21	25.2	22.8
Hope Academy	2007	5-8	OE	There is Hope for the Children	120	92.5	20.4	17.5

⁴ Little Rock and North Little Rock School Districts

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
Vilonia Academy of Service and Technology	2007	5-6	DC	Vilonia School District	108	40.59	91.8	96.4
Covenant Keepers College Preparatory Charter School	2008	6-9	OE	City of Fire Community Development	193	86.01	34.3	34.1
e-STEM Elementary Public Charter School	2008	K-4	OE	e-STEM Public Charter Schools	359	35.93	66.9	75.6
e-STEM Middle Public Charter School	2008	5-8	OE	e-STEM Public Charter Schools	390	28.97	77.2	71.1
e-STEM High Public Charter School	2008	9-10	OE	e-STEM Public Charter Schools	182	31.32	--	66.7
LISA Academy North Little Rock	2008	K-9	OE	Little Scholars of Arkansas	380	26.58	79.3	82.1

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
OCABS Charter School	2008	7-12	OE	Osceola Comm. Arts & Business School	115	46.96	40	66.7
School of Excellence	2008	6-10	OE	Friends of Humphrey School	45	93.33	38.9	46.2
Jacksonville Lighthouse Charter School	2009	K-6	OE	Lighthouse Academies of Arkansas	343	49.27	--	--
Lincoln Academic Center of Excellence	2009	K-12	DC	Lincoln School District	71	69.41	--	--
Little Rock Preparatory Academy	2009	5	OE	Collegiate Choice, Inc.	64	85.94	--	--
Oak Grove Elementary Health, Wellness, and Environ. Science	2009	K-4	DC	Paragould School District	421	63.13	--	--

OE = Open Enrollment DC = Conversion

The Arkansas Charter School Program has had many successes since its inception, which provide a solid foundation upon which the program will continue to be built. A wide array of public charter school program designs are in place to address the multi-faceted educational needs of students in grades K-12 and there is an expanding network of both local and national sponsoring organizations. There is also growing support from the private sector, parents, and community groups for expansion of the public charter schools program. A solid infrastructure is in place at the ADE to spearhead the development and sustainability of both types of public charter schools.

In taking stock of program accomplishments, the CSP planning team has worked collaboratively over the past several months to identify those aspects of the program that need to be enhanced and/or refined in order to promote even higher levels of student achievement. The team reviewed the findings of the Koret Task Force on K-12 Education, a comprehensive assessment of the state's education system. In its 2005 report, *Reforming Education in Arkansas*, the Task Force noted, "Arkansas can be proud that it has already taken steps toward making public charter schools an important reality. It should now try to join the pacesetters and give its pursuit of high achievement a uniquely powerful boost." (p. 126). Among the recommendations made by the Task Force for improving the program were expanding the number of public charter school options available for students, the autonomy granted to charters, and the level of financial support available to these schools.

In 2009, Arkansas was part of a comprehensive study examining the academic achievement of public charter school students as compared to their traditional public counterparts. The Stanford CREDO Report: Charter School Performance in 16 States, cites,

“Students in poverty that attend charter schools do better compared to their traditional public schools peers in both math and reading in many states, including Arkansas” (pp. 28).

Other needs assessment activities carried out by the ADE over the past several months include:

- Members of the ADE charter school team have consistently participated in national charter schools conferences, such as the National Charter Schools Conference and the NACSA’s Conference. These conferences afford our staff with first-hand exposure and information about “best practices” in public charter schools and opportunities to network with other public charter school administrators and evaluators. We believe that active participation in this national network has helped to inform the design of our 2010-2015 CSP program.
- Individual site visits have been made to gather an understanding of the needs of the public charter schools as each varies in scope, grade levels served and regions of the state.
- Research has been conducted to evaluate charter programs in other states to see what best practices currently being used could be applied to the charter program in Arkansas.
- Regular communication within the various ADE departments has begun in an attempt to strengthen support for individual public charter school technical assistance needs.
- The Charter Schools Program Coordinator has been included in monitoring visits to public charter schools by other ADE departments in a collaborative effort to support the schools.

Early evidence on the impact of Arkansas public charter schools on student achievement showed promising findings. The 2007-2008 evaluation conducted by Metis Associates (2009)

found that parents and students indicated a high degree of satisfaction with school implementation and the schools and the school's use of innovative instructional practices, which has led to increased student achievement (pp.25). Based on the 2009 test scores, the percent of students meeting standards in Literacy was 67.3% (Table 2 below). Of the 29 public charter schools in Arkansas, 24 had available data. Of these 24 public charter schools, approximately half scored higher than the state average in Literacy. Furthermore, Vilonia Academy of Technology reported 94.1% meeting standards in Literacy and 100% meeting standards in Math. There was a wide range of percentages of students meeting state proficiency standards in literacy and math, in 2009, across all public charter schools, as indicated in Table 1. When comparing the performance of students attending the charter and non-public charter schools on the 2009 ACTAAP, several findings were evident (see Table 2 below):

- **There seems to be a significant relationship between the type of charter school attended and the number of proficient students in literacy and mathematics.** Open enrollment public charter schools appear to have a higher percentage of students who are proficient on the literacy and mathematics tests of the ACTAAP Exam compared to conversion public charter schools.

Table 2. Charter and State Public School Benchmark Proficiencies 2009*

School Type	Number of Students Proficient in Literacy	# of Students Who Took Literacy Test	% of Students Proficient in Literacy	Number of Students Proficient in Math	# of Students Who Took Math Test	% of Students Proficient in Math	Total Enrolled
District Conversion	715	1,176	60.8%	1,106	1,602	69%	3,202
Open-Enrollment	1,759	2,488	70.7%	2,116	2,982	71%	5,440
All charters combined	2,474	3,664	67.5%	3,222	4,584	70.3%	8,643
Public	165,190	245,417	67.3%	207,951	283,375	73.4%	465,801

Source: National Office of Rural Measurement and Evaluation Systems (NORMES)

**No benchmark data was available for Jacksonville Lighthouse Charter School, Little Rock Preparatory Academy, Lincoln Academic Center of Excellence, and Oak Grove Elementary Health Wellness.*

Clearly, the most recent student achievement data indicates that the vast majority of the state’s public charter schools need additional support in their efforts to promote high levels of student performance.

Objectives, Project Measures, and Outcomes of 2010-2015 Charter Schools Program

Based on the results of the preceding needs assessment activities, the following broad goals and operational objectives have been established for the 2010-2015 Public Charter Schools Program in Arkansas (Please refer to Table 5, page 47):

Objective 1: To promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number and types of high quality charter schools in the state.

Performance Measure:

- 1.1 To review and revise the public charter school application process and renewal process as needed, to ensure that they are fully aligned with state goals and the NCLB/ESEA statute and regulations, and to promote the sustainability of high quality public charter schools.
- 1.2 Thirty percent of open enrollment public charter school directors will report an increase in technical assistance through the Public Charter Schools Office each year of the project grant period.
- 1.3 To expand the number of high-quality charter schools in areas in which a large number of public schools have been identified for improvement, corrective action, or restructuring by adding an average of five quality public charter schools per school year over the life of the grant.
- 1.4 To award six planning grants to support high quality charter schools each year of the project grant period.

Outcome:

- There will be more diverse offerings of public charter school options for elementary, middle and high school students throughout our state, particularly in areas in which large numbers of students attend low-performing schools.

Objective 2: To contribute to the knowledge base about best practices in charter schools by supporting the dissemination of information at the state, regional and local levels.

Performance Measure:

- 2.1 To refine and expand the process for dissemination sub-grants so that they are effective in supporting the state's dissemination goals, by awarding up to an average of two dissemination grants per year of the project grant period, to support high quality charter school programs.
- 2.2 To sponsor and/or conduct at least two coordinated activities per school year that include collaborative partnerships with charter resources, for the purpose of dissemination and support of public charter school programs and best practices.
- 2.3 To hold six informational sessions each project grant period in various geographical areas of the state, to raise the awareness of the public charter schools program.

Outcome:

- There will be an increased awareness at the state, regional, and local levels of best practices adopted by public charter schools.

Objective 3: To support sound fiscal management and practices in public charter schools through quality leadership programs and technical assistance.

Performance Measure:

- 3.1 To sponsor and/or conduct at least two coordinated workshops per school year for the purpose of dissemination of sound fiscal management and leadership practices in public charter schools.
- 3.2 To create a collaborative partnership in providing fiscal management and technical assistance to open enrollment public charter schools.

- 3.3 To review open enrollment public charter financial board statements on a monthly basis for the purpose of early detection and intervention.
- 3.4 To sponsor and/or conduct at least one coordinated activity per school year that provides support and additional insight for public charter school boards.

Outcome:

- There will be a higher level of support for public charter schools at both the state and local levels, and an expanded network of resources to support sound fiscal management practices for public charter schools.

Objective 4: To increase student academic achievement.

Performance Measure:

- 4.1 Of those charter schools in existence for at least two years, sixty percent of their students will meet or exceed state academic standards on the literacy portion of the state mandated test each year of the project grant period.
- 4.2 Of those charter schools in existence for at least two years, sixty percent of their students will meet or exceed state academic standards on the math portion of the state mandated test each year of the project grant period.
- 4.3 The ADE will conduct annual monitoring site visits to all open enrollment public charter schools to assess the continuity of the public charter school performance goals as they relate to student academic achievement.

Outcome:

- The quality and rigor of the instructional programs of public charter schools will increase, resulting in higher levels of student performance and achievement of state standards.

(ii) The degree of flexibility afforded by the SEA to charter schools under the state’s charter school law.

The 2007-2008 evaluation conducted by Metis Associates, showed a high degree of parental and student satisfaction, due to innovative instructional practices, which has led to increased student achievement. “These successes can be linked back to the schools’ charter status, which has allowed them the flexibility to implement a wide array of practices that speak to each community’s educational needs” (pp.25). Under the current Legislation and ADE’s Rules Governing Public Charter Schools in Arkansas, public charter schools are granted a high level of autonomy while being held to a high level of accountability for student academic achievement.

The charter application that must be completed and submitted to the SBE asks for a description of the organizational, administrative, programmatic, and fiscal components of the proposed public charter school design. As stated in § 10.00 of the October 2009 Rules Governing Public Charter Schools, the public charter school application shall include, but is not limited to, the following:

- 10.01.01 educational mission;
- 10.01.02 educational need;
- 10.01.03 description of public hearing results;
- 10.01.04 description of the educational plan, which clearly addresses how the public charter school will improve student learning and academic achievement and meet or exceed state goals;
- 10.01.05 description of governance and organizational structure;

- 10.01.06 description of the facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority;
- 10.01.07 copies of annual budget and financial plan (including all sources of funding);
- 10.01.08 establishes the entity has applied for tax exempt status under § 501(c) (3) of the Internal Revenue Code of 1986.
- 10.01.09 agreement to provide annual report of progress toward meeting performance goals to parents, community, local board and State Board;
- 10.01.10 description of admission procedure;
- 10.01.11 description of support services;
- 10.01.12 identification of regulations, if any, to be waived, with rationale for waiver request;
- 10.01.13 school calendar and school day schedule; and
- 10.01.14 description of age or grade range of pupils to be enrolled.

In addition to meeting the preceding requirements, an application for an open-enrollment public charter school shall include:

- 10.02.01 specification of a period for which the charter or any charter renewal is valid, contingent upon acceptable student performance levels established within the state accountability system;
- 10.02.02 prohibition of discrimination in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt

- 10.02.03 specification of the qualifications to be met by professional employees of the program;
- 10.02.04 description of the budget process;
- 10.02.05 description of annual audit of financial and programmatic operations, including how the public charter school will provide information needed by the public school district in which the public charter school is located;
- 10.02.06 description of the facilities to be used and its location including the terms of the facility utilization agreement if the facility for the public charter school is owned or leased from a sectarian organization. All facilities lease agreements by applicants shall provide as much information as possible but should supply the general information required. The lease agreement form as attached to these Rules as Appendix B is provided as a standard form lease that may be used by the applicant;
- 10.02.07 description of the geographical area, school district or school attendance area to be served by the program;
- 10.02.08 description of admission and enrollment criteria and student recruitment and selection processes, including provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the public charter school is able to accept; and

10.02.09 a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees, except as permitted in § 4.00 and 10.02.02.

The following are just a few examples of the flexibility that Arkansas public charter schools have achieved in the areas of school organization, administration and staffing, curriculum and instruction, and budgeting and fiscal management.

Table 3. Examples of Charter School Flexibility

Category	Examples from Charter Schools
School Organization	The e-STEM Public Middle Charter School provides extra instructional time for students, including an extended school day, longer school year, and highly focus curriculum in economics as it relates to science, technology, engineering, and math. These adjustments to the school calendar are deemed essential to ensure that the students meet the rigorous academic expectations of the STEM program.
Administration/Staffing	The faculty of the Benton County School of the Arts includes professional artists and other staff with expertise in the arts in addition to its traditionally certified teaching staff.
Curriculum and Instruction	Mountain Home High School , a secondary school serving students in grades 9-12, is a wall-to-wall career academy that provides opportunities for students to spend time off campus engaged in internships with local professionals. Consistent planning time for teachers enables the school to design individual student improvement plans to address the academic needs of all students.
Budgeting and Fiscal Management	KIPP Delta College Preparatory School conducted a capital campaign to raise funds to build school facilities.

As stated in § 10.01.12, as part of the required information for public charter school applications, prospective public charter school applicants are given the opportunity to list specific provisions of ACA Title 6; any ADE rule, excluding requirements pertaining to non-discrimination, health and safety, and special education; and the Standards for Accreditation from which they wish to be exempt. A summary of waiver requests submitted to date by the 29 existing public charter schools attests to the fact that both types of charters are taking full advantage of the flexibility and autonomy available to them. Overall, 649 waiver requests were collectively submitted by the 29 public charter schools in the three waiver categories. The majority of the requests pertained to the selection and compensation of instructional staff and administrators. Please see table B, page 9.

Furthermore, under Act 1311 of 2001, the SBE has added rules concerning “limited” conversion public charter schools, which operate under the terms of a charter approved by the SBE. Limited conversion charters are approved to use alternative staffing plans and compensation programs in order to improve benefits for teachers and improve student and teacher performance in the classroom. In their applications, prospective limited conversion public charter schools must describe how they plan to enhance teacher performance and improve employee salaries and professional development/growth opportunities. The job descriptions for instructional personnel must be provided along with their expected qualifications and compensation. The state has not yet received any limited conversion public charter application.

The ADE has submitted a grant application to the NACSA, seeking their services in evaluating the ADE’s current policies and procedures with regard to charter authorizing and to further refine the roles and responsibilities of the review council. As described in section (iii) below, during the 2010-2015 funding cycle, the ADE will review and modify the public charter

school application process, the planning and implementation grant process, and the review and evaluation process, to ensure that these processes and procedures facilitate innovation and flexibility.

(iii) The number of high-quality charter schools to be created in the state.

As presented earlier, there are currently 29 public charter schools in operation in the state of Arkansas. Over the course of the 2010-2015 CSP funding cycle, the ADE intends both to open new conversion and open-enrollment public charter schools and provide the kinds of technical assistance and support needed to ensure the sustainability of existing high-quality public charter schools. As part of the latter strategy, we intend to upgrade the existing processes for public charter school review, evaluation and renewal, so that there are fair, timely and appropriate sanctions for those public charter schools that fail to meet performance standards. This approach is designed to ensure that we continue to expand our state's network of high-quality public charter schools addressing the educational needs of our students.

In an effort to identify and replicate high performing public charter schools in high need communities, Arkansas Code Annotated §6-23-304 (d) (3), allows for a charter school applicant that receives an approved open enrollment public charter to petition the SBE for licenses to establish open enrollment public charter school in Arkansas. Applicants must demonstrate success in student achievement gains, and their intent to close the achievement gap for economically disadvantaged, racial and ethnic subgroups.

Expanding the Number of New Charter Schools

The ADE proposes to expand the number of public charter schools in the state from 29 to 54 by the end of the 2010-2015 CSP funding cycle. This goal will be accomplished through the following activities:

- **An aggressive outreach campaign to raise the level of awareness about the program and the educational opportunities it affords parents, students, and communities.**

As noted under the Invitational Priority, while we plan to target those areas with large concentrations of schools in need of improvement, we will implement a comprehensive public relations and marketing campaign, utilizing a variety of venues and media to “spread the word” about public charter schools in Arkansas. This outreach strategy will include regional information sessions and conferences, the development and dissemination of print (e.g., brochures) and video materials, and upgrading the program’s webpage.

- **Expansion of the number of planning grants to support the development of public charter school planning teams, models and programs.**

In each year of the CSP grant, the ADE will strive to provide six planning grants of \$10,000 each, which can be used for a period not to exceed 18 months, bringing the total of planning grants to 30 during the grant period. While we plan to use the same Request for Proposal (RFP) process that has been in place for the past three years, we will be updating the RFP Guidelines and Scoring Rubric to reflect the Department’s current priorities and revised rules for the charter school program. We propose to give priority to those planning grant applications in the areas of the state with the largest concentration of schools in need of improvement.

- **An enhanced technical assistance model to assist the planning teams in preparing high-quality charter applications.**

Recognizing that there has been a slight decrease in the number of public charter school applications that have been submitted to and approved by the State Board over the past couple of years, the ADE’s Charter School Office is committed to upgrading the level of technical

assistance provided to prospective public charter school applicants during their planning period through collaborative partnerships.

- **A more collaborative and rigorous approach to the public charter school application review process.**

Application approval procedures for both conversion and open-enrollment charters are detailed in § 6.00 and 8.00, respectively, of the October 2009 Rules Governing Public Charter Schools. In both cases, the ADE is responsible for reviewing the applications and providing a written evaluation of the applications to the SBE and to the applicant.

For this next application cycle, the ADE will pilot a new approach to the review process, which shows great promise for improving the rigor and depth of the feedback the ADE provides to public charter school applicants. As described in the Competitive Priorities section, the Department has established a multidivisional approach to support the annual review and evaluation of existing charter schools. In addition, a Charter Review Council will engage in a collaborative review of each public charter school application beginning in 2010-2011 and will prepare a recommendation to the State Board. We believe that bringing this diversity of perspectives and expertise to the review process will ensure that the applications that are approved have great potential for success.

Promoting the Sustainability of High-Quality Charters

Once public charter school applications have been approved, the hard work of implementation begins. The ADE is poised to do its part to facilitate the success of the public charter schools by carrying out the following activities:

- **Provision of start-up funds for new public charter schools.**

One of the recommendations of the Koret Task Force report was to ensure that public charter schools have sufficient resources, particularly in their start-up phase. As we have done with our current CSP grant from the USDOE, we plan to continue the process of making implementation grants available to new public charter schools whose applications have been approved by the State Board. We propose to make a total of five implementation grants in the amount of \$600,000 in each year of the project, bringing the total number of implementation grants to 25 over the grant period.

The ADE will work with key personnel to review the current Request for Proposal for Planning and Implementation Grants to ensure that the grants are fully aligned with the state's revised Rules, with the USDOE's Charter Schools Program statute and regulations, and with NCLB statute and regulations. The Charter School Office will take responsibility for making any recommended changes to the RFP in the fall of 2010.

- **An enhanced technical assistance (TA) model to ensure that the public charter schools receive the support and funding they need to succeed.**

As we plan to do with planning grantees, the ADE intends to intensify the nature and level of technical assistance it provides to existing public charter schools to ensure that they are in full compliance with all state and federal statutes and regulations and that they are promoting the use of "best practices" and scientifically based instructional strategies to promote high levels of student achievement. This TA model, to be coordinated by the ADE Public Charter School Office, will cover a wide range of areas, and will tap the network of personnel resources at the ADE as needed. Specialists from the ADE's Standards Assurance and School Improvement Offices will work with the public charter schools in the development of their Arkansas Consolidated School Improvement Plans (ACSIP) and will conduct an annual review to verify

that all administrators and teachers in the public charter schools are fulfilling the state requirement to participate in 60 hours of professional development each year.

In addition, the following steps will be taken to upgrade the technical assistance provided to the public charter schools. The Charter School Office will:

- Work collaboratively with other key department staff to ensure that public charter schools are getting technical assistance site visits when needed.
- Seek input from the public charter school directors as to the types/subjects that are most needed to be reviewed at public charter school conferences.
- Provide phone conferences with public charter schools that need immediate assistance from various departments.
- Support the collaborative efforts of public charter schools assisting each other to build a more unified public charter schools approach.

Rules Governing Public Charter Schools include a provision that the ADE “shall establish procedures to ensure that every public charter school receives the Federal funds for which the public charter school is eligible” (§ 13.02):

13.02.01 The Department of Education shall take such measures as necessary to ensure that a public charter school receives the federal funds for which the school is eligible no later than five (5) months after the public charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the public charter school are not fully and completely determined until that charter school actually opens.

13.02.02 The measures shall also ensure that every public charter school expanding its enrollment in any subsequent year of operation receives the federal

Arkansas Code Annotated §6-23-501, mandates both state and federal categorical funding to charters in their first year of operation. For example, in the first year of operation or each year a charter school adds a new grade, funding shall be estimated as of July 30 preceding the school year in which students are to attend. Public charter schools shall not be denied foundation or categorical funding in the first or in any year of operation. Arkansas Legislation, clearly provide for public charter schools to receive funds equal to the amount that any public school would receive by law. Dissemination on this information shall be done through required training of all new public charter schools directors.

One of the lessons the ADE has learned during its years of implementing the charter school program is the challenge that many public charter schools face in securing their fair share of federal as well as local resources. In many instances, public charter school directors come from the nonprofit sector and are not as well versed in public school operations and procedures. Additionally, many public charter schools have limited administrative support to take care of the same amount of paperwork as their traditional school counterparts. Recognizing these limitations, the ADE proposes to upgrade its TA model, with particular emphasis on providing the public charter schools with the direction, guidance and support they need to secure all of the funding to which they are entitled.

- **A more collaborative and rigorous approach to the public charter school review and renewal process.**

As described earlier in this proposal, one of the objectives of the 2010-2015 CSP initiative is to revise the process by which public charter schools are reviewed, both on an annual

basis and as part of the charter renewal process. We believe making these enhancements will make an important contribution to the viability and sustainability of our state's public charter schools. We are also committed to ensuring that those public charter schools that do not meet state and federal mandates are not permitted to continue to operate, as this does a disservice to the larger public charter school community. Arkansas Charter School Law allows the SBE the ability to grant charter contract renewals from one to five years based on student achievement, financial stability, and carrying out the goals outlined in their original charter contract. All public charter schools are reviewed for renewal at least every five years, if not more often, allowing more flexibility to the SBE.

In addition to the evaluation, and renewal procedures to which all public charter schools are subject, the ADE feels strongly that an external evaluation of our public charter school program is extremely valuable. As noted earlier, the last external evaluation of the program that was commissioned was completed in October 2009 and was a review of the 2007-2008 school year. In addition, the ADE is in the process of developing internal reviews of current charters with the assistance of the newly piloted Charter Review Council. This will be a valuable process as public charter schools come up for renewal before the SBE.

- (iv) The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

The ADE has developed the following management plan to guarantee the objectives, performance measures, and outcomes as outlined:

Leadership and Staffing Structure of CSP

The responsibilities of the Charter School Office include promoting the development of public charter schools, providing technical assistance to charter developers, providing technical support to charter operators, serving as a liaison on public charter school issues for the SBE, administering the public charter school evaluation process, and administering the CSP grant program.

Oversight for the proposed CSP grant program will be the responsibility of a full-time Program Coordinator, Dr. Mary Ann Duncan. She has a B.A. in Elementary Education from Harding University, an M.A. in Elementary Education from Arizona State University, a professional certificate in Administration and Supervision from the University of North Carolina at Pembroke, and an Ed.D. in Educational Leadership from the University of Arkansas at Little Rock. Dr. Duncan has also received certifications in the areas of K-12 Curriculum, Reading, and District Level Administration from Harding University. She gained her educational leadership and project management experience in various positions within Arkansas school districts. A copy of Dr. Duncan's resume can be found in the Attachments to this application.

The CSP Program Coordinator, who will report directly to Dr. Dee Cox (the ADE Director of Special Programs, under the Deputy Commissioner's office), will have overall programmatic and administrative responsibility for the project. As such, she will be charged with carrying out the following tasks:

- Serving as the public charter schools' liaison between the USDOE, the Arkansas SBE, the ADE, public charter school petitioners, and established public charter schools;
- Coordinating and conducting public charter school program workshops;

- Researching and disseminating innovative public charter schools initiatives in other states;
- Attending public charter school meetings at the local, regional, and national levels;
- Establishing a collaborative network of support for the CSP;
- Monitoring grant-related financial expenditures so that Arkansas can contribute to the department's efforts to examine the efficiency of the CSP; and
- Collaborating with the contract evaluator to support data collection activities and develop required annual performance reports.

Currently, Dr. Duncan is supported by a full-time Public Charter School Program Advisor (to be paid for by the CSP grant), an Administrative Analyst and an Administrative Specialist. The Program Advisor position is shared between two half time experienced school administrators, Ms. Nancy Acre and Dr. Larry Russell. Their experience is outlined in the attached resumes. Their responsibilities are as follows:

- Providing technical assistance to the public charter schools;
- Conducting regularly scheduled site visits to ensure the quality of programs;
- Assisting in the application, appeals, and approval processes for the public charter schools;
- Attending state conferences advocating for public charter schools; and
- Coordinating and conducting public charter school workshops and trainings.

Technical Assistance

The ADE is committed to providing quality technical assistance as prospective sub-grantees walk through the process of application. Technical assistance activities will include: group workshops, individual applicant meetings, conference calls, and email support. The

technical assistance provided will emphasize the parameters of the available grant programs and will highlight the responsibilities of grant expenditure reporting. Information regarding the sub-grantee program will be available on the ADE website for review by the general public.

Sub-Grantee and Award Process

The purpose of the planning, implementation, and dissemination grants are to provide public charter schools the necessary resources to provide students of Arkansas with a high quality educational choice, to support public charter schools during its implementation phase, and to disseminate best practices. In awarding sub-grant funds to eligible applicants, the ADE's Charter School Office will, hold at least six technical assistance activities to provide information about the available funds per project year; publish information regarding sub-grant funds on the ADE website; and provide individual technical assistance to applicants during the grant writing process.

The sub-grant request for proposal (RFP) form will be available electronically at the ADE's Charter Schools webpage. The RFP includes a cover page, narrative, action plan, budget, budget summary, and assurances. Attached to the RFP, we include the scoring rubric to ensure that applicants are aware of point values and expectations of the committee review. Sub-grant funds will be awarded annually through a committee review process, utilizing a criteria based rubric for the consistency of the review. The committee reserves the right to propose changes deemed necessary to enhance the integrity of the grant. Upon approval, sub-grantees are required to submit expenditure reports. Dissemination sub-grantees are also required to present at the Annual Arkansas Charter School Conference.

Project Timeline

The following timeline outlines the estimated schedule of activities and the parties responsible for their implementation.

Table 5. CSP Management Plan and Timeline

Performance Measures	Activities	Target	Person Responsible	Target Date
<i>Objective 1: To promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number and types of high quality charter schools in the state.</i>				
1.1 Review and revise charter application and renewal process	NACSA Evaluation, Establish Review Council, Engage in a collaborative application review and prepare recommendation to SBE, Hold Public Comment Meeting, Conduct External Evaluation	--	CSP Office Staff, Review Council, SBE, Other ADE Units, External Evaluator	Fall – Ongoing
1.2 Increase technical assistance	Update ADE’s CSP webpage to improve visibility of information, Conduct TA site visits and conference calls, Seek input from charter directors on training needed, Upgrade webpage	30%	CSP Office Staff, Other ADE units	Ongoing
1.3 Expand number of high quality charter schools	Continue to emphasize the removal of cap on open enrollment, Update and issue RFPs and rubrics for grants and applications to address areas of priority, Conduct informational sessions and workshops, Ensure all schools are appraised of funds they are eligible to, Hold work-sessions with SBE, Encourage community involvement, Close low performing charter schools	5	CSP Office Staff, SBE, Partners	Ongoing

Performance Measures	Activities	Target	Person Responsible	Target Date
1.4 Award planning grants	Hold technical assistance workshops, Review RFP and rubric to address invitational priority, Score planning grants, Award planning grants	6	CSP Office Staff	Spring
<i>Objective 2: To contribute to knowledge base about best practices in charter schools by supporting the dissemination of information at the state, regional and local levels.</i>				
2.1 Refine and expand process for dissemination sub-grants	Review and issue RFP and rubric for dissemination grant, Score dissemination grants, Award dissemination grants, Recognize and invite to present at state conference all dissemination grantees	2	CSP Office Staff, Grantees	Fall
2.2 Sponsor/conduct activities to disseminate best practices	Conduct activities to disseminate public charter schools best practices, Encourage innovative teaching practices	2	CSP Office Staff, Partners	Annually
2.3 Hold informational sessions	Hold informational sessions in various areas of the state, Engage in services of marketing to create promotional materials, Provide each applicant with charter school resource booklet, Maintain webpage up-to-date	6	CSP Office Staff	Ongoing
<i>Objective 3: To support sound fiscal management practices in public charter schools through quality leadership programs and technical assistance.</i>				

Performance Measures	Activities	Target	Person Responsible	Target Date
3.1 Sponsor/conduct workshops to support sound fiscal management and quality leadership	Conduct workshops to disseminate fiscal management and leadership best practices in public charter schools	2	CSP Office Staff, Partners	Annually
3.2 Create partnerships to provide fiscal management and TA to open enrollment public charter schools	Review performance reports, audits, grant expenditure reports, Conduct site visits, Provide recommendation for improvement, Partner with other units, agencies and institutions to provide TA to all open enrollment public charter schools	--	CSP Office Staff, Partners	Ongoing
3.3 Review open enrollment financial statements on a monthly basis	Review financial statements mailed to office, Contact schools that show need for intervention and assistance, Provide individual TA	--	Program Advisor, CSO Office Staff	Monthly
3.4 Sponsor/conduct a coordinated activity that provides support for public charter school boards.	Conduct one coordinated activity that provides support and additional insight for public charter school boards.	1	CSO Office Staff, Partners	Annually
<i>Objective 4: To increase student academic achievement.</i>				
4.1 Meet or exceed state academic standards in literacy in 60% of charter schools opened two years or more	Review report cards and other performance reports	60%	CSP Office Staff, Other ADE Units	Annually

Performance Measures	Activities	Target	Person Responsible	Target Date
4.2 Meet or exceed state academic standards in math in 60% of charter schools opened two years or more	Review report cards and other performance reports	60%	CSP Office Staff, Other ADE Units	Annually
4.3 Conduct monitoring site visits to all open enrollment public charter school annually	Provide TA to schools on closing the achievement gap, Conduct site visits, Report findings, Coordinate with other units on monitoring of charter schools	100%	CSP Office Staff, Other ADE Units	Ongoing

- (v) **The SEAs plan to monitor and hold accountable authorized public chartering agencies through such activities as providing technical assistance or establishing a professional development program, which may include providing authorized public chartering agency staff with training and assistance on planning and systems development, so as to improve the capacity of those agencies to authorize, monitor and hold accountable charter schools.**

In Arkansas, the State Board of Education (SBE) is the sole authorizer. The ADE will provide technical assistance to the SBE through the development of the Charter Review Council. This Council will assist in evaluating public charter school applications, and reviewing and evaluating progress of public charter schools. The information gathered by the Review Council will provide the SBE with more comprehensive data when making important authorizing decisions regarding program accountability.

Additional support to the SBE will be provided through SBE work-sessions held in conjunction with ADE staff. These work-sessions will allow the SBE the resources needed to plan, develop, and improve accountability as the sole authorizer. Also, in their attempt to further strengthen the authorizing process for our state, the SBE and ADE are requesting an evaluation of our current authorizing process by NACSA. It is hoped that this evaluation will help to align the authorizing process with NACSA's *Principles and Standards for Quality Public Charter School Authorizing*. The outcome of this evaluation process will be crucial for the future planning of the public charter schools program in our state.

- (vi) **In the case of SEAs that proposed to use grant funds to support dissemination activities under section 5204 (f)(6) of the ESEA, the quality of the dissemination activities and the likelihood that those activities will improve student academic achievement.**

Proposed Dissemination Activities

Since the inception of our state's public charter school program, the ADE has carried out a number of dissemination activities to inform parents, educators, and other key stakeholders about the program and the processes involved in applying for public charter school status. These activities have included conducting annual workshops to inform public charter school developers and operators of program opportunities; providing each charter applicant with a public charter school resource booklet that includes information on the program and contact information for key ADE staff; providing charter applicants with access to the ADE electronic Commissioner's memos, which contain informational and regulatory documents; and maintaining a program webpage that contains important and valuable information for prospective as well as current public charter schools (see <http://arkansased.org/about/schools/charters.html>). Furthermore, every public charter school is provided the opportunity to disseminate information about their school at the annual public charter schools conference hosted by the ADE. The ADE website includes links to each public charter school website to allow the public easy access to information on each public charter school.

The ADE has plans to award a total of two sub-grants for dissemination activities beginning in spring 2011. The Public Charter School Office has developed an RFP for sub-grants in the amount of \$25,000 for a period of up to 24 months, for dissemination of best practices. In

addition to having been in operation for at least three consecutive years, criteria for the awarding of these grants will include, but not be limited to, the following:

- Demonstrated evidence of student achievement, including the numbers and percentages of students meeting state proficiency standards by NCLB/ESEA sub-group;
- Demonstrated evidence of effective management and leadership, including fiscal management and administrative leadership; and
- Demonstrated evidence of parent and staff satisfaction with the public charter school's programs, policies and procedures.

In keeping with the CSP statute, public charter schools applying for dissemination sub-grants that meet the eligibility criteria must propose to carry out one or more of the following activities:

- developing curriculum materials, assessments and other materials that promote increased student achievement and are based on successful practices and scientifically based methods;
- developing partnerships with other public schools, including public charter schools, designed to improve student academic achievement in each of the schools participating in the partnership; and
- conducting evaluations and developing materials that document the successful practices of the assisting public charter school and that are designed to improve student performance in other schools.

Dissemination grants will be awarded annually through a committee review process, utilizing a criterion based rubric for the consistency of the review. Dissemination grant activities must support the Arkansas Curriculum Frameworks and should be aligned with the overall expectations for student learning. As shown in our itemized budget, we plan to award a total of

10 dissemination sub-grants in the amount of \$25,000 in the grant project period (two per year). The Public Charter Schools Office will oversee the sub-grant process to ensure that the dissemination activities being carried out by the public charter schools are of high quality and that they have the greatest potential for impacting student academic achievement. Applicants must show evidence of these successful practices and must provide a form of project evaluation.

Complimenting the dissemination sub-grants will be an expanded array of dissemination activities that will be carried out by the ADE. Several of these activities are continuations of existing initiatives, while others will be launched for the first time during the 2010-2015 funding cycle. Descriptions of these ADE-sponsored activities follow:

- **Sponsoring annual conferences and workshops for existing charters and prospective public charter school applicants.**

The ADE will host a statewide awareness workshop for prospective public charter school applicants and a conference for existing public charter schools each year. These workshops and conferences will be held in various locations across the state, will include a keynote speaker(s), a variety of relevant topical workshops, and informal networking opportunities. As long as it is financially feasible, no registration fees will be charged to help defray the conference cost to prospective participants. Additionally, at least six informational sessions will be held in various geographical areas of the state to raise awareness of the charter schools program.

- **Upgrading the ADE Public Charter School webpage.**

The ADE's Public Charter School webpage will be upgraded to include such items as examples of successful charter applications; additional links to other resources of interest to public charter schools; reminders of upcoming activities and deadlines; and information about other public and private funding opportunities for which public charter schools are eligible. In

addition, the ADE plans to create a listserv of public charter school directors to facilitate frequent; and ongoing communication among the network of public charter schools. The ADE Public Charter School Office will be assisted in the upgrade and maintenance of the webpage by the staff from the ADE's Communications Unit.

- **Participating in national conferences.**

Staff from the ADE Public Charter Schools Office will actively participate in regional and national conferences related to public charter school design, implementation and evaluation, including the USDOE Charter Schools Program Grantee Conferences, National Charter School Conference as well as other education conferences both at the state and national level.

- **Establishing a network of support.**

The ADE in an effort to provide a continuum of support will work collaboratively with other charter resource centers to assist in the sustainability of public charter schools. The goal of this network is to foster sound fiscal management practices and proven excellence in leadership to support high quality public charter schools. Included in our budget is an allocation of \$20,000 per year to support the creation of this network.

Likelihood that Dissemination Activities will Improve Academic Achievement

As stated above, the ADE plans to apply strict criteria to the selection of schools receiving dissemination sub-grants. These criteria are designed to ensure that only those schools with a demonstrated and consistent track record of promoting student achievement and meeting or exceeding AYP benchmarks are used as models for other existing and potential public charter schools to emulate. Although the ADE will be looking at three main criteria for selection, page 54, the first criterion of demonstrated student achievement will carry the most weight in the proposal review process.

Furthermore, the primary focus of the other dissemination activities to be sponsored by the ADE will be around those “best practices” in public charter schools that can be directly correlated to enhanced student achievement outcomes. Our expected partnership with this educational research and evaluation firm to conduct a formative and summative evaluations of the program that will include the development and testing of a theory of change that attempts to establish correlations between public charter school “inputs” and outcomes. The results of the evaluation will be shared with a wide audience; as such, it is a critical element in our dissemination strategy.

(vii) The secretary considers the quality of the evaluation conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended of the project and will produce quantitative and qualitative data.

The ADE intends to obtain an external evaluator for the purpose of the project and program evaluation. This external evaluator will conduct a comprehensive evaluation of our entire public charter school program, its effectiveness in student achievement, and its efforts to meet project objectives. Designed to be participatory in nature, the evaluation will serve as an important mechanism for project management, continuously involving the Charter Review Council and the ADE public charter school staff in all aspects of the evaluation. This yet to be determined evaluator will engage members of the Review Council and the Public Charter School Office in defining evaluation objectives, questions, and data collection methods; reviewing formative evaluation findings; formulating lessons learned; and developing action plans for implementing evaluation findings.

The evaluation will be aligned with the following project objectives:

1. Promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number in types of high quality charter schools in the state.
2. Contribute to the knowledge base about best practices in public charter schools by supporting the dissemination of information at the state regional and local levels.
3. Support sound fiscal management practices in public charter schools through quality leadership programs and technical assistances.
4. Increase student achievement.

Evaluation Plan

In carrying out the process evaluation component, this evaluator will undertake activities such as public charter school visits and observations, historical document reviews, and formal and informal interviews with stakeholders. The presence of a formative evaluation component ensures a high likelihood of successful attainment of the project's objectives. Such evaluation will be conducted annually and will thoroughly investigate the effectiveness of the CSP objectives, project measures, and outcomes through the use of qualitative and quantitative data. In determining the evaluation design, the ADE in conjunction with the external evaluator, will attempt to address questions such as: effectiveness of project activities; the effectiveness of workshops, conferences, grant and application processes; the effectiveness of the Charter Review Council; effectiveness of the efforts to hold the SEA accountable; and the quality of public charter schools in the state.

In addition, this evaluator will work together with the CSP Program Coordinator to prepare annual performance reports that will provide, performance data obtained from the evaluation, including the numbers of Arkansas public charter schools in operation each year of CSP funding, the percentage of public charter school students who are achieving at or above the proficient level on Arkansas' state assessments in mathematics and reading; and our progress in obtaining locally-specified performance measures.

Data for the outcome evaluation will be derived from students' standardized test scores, other student-related indicator data (e.g., attendance, graduation rates, final course grades, retention rates), and data obtained from surveys and interviews of stakeholder groups such as public charter school staff, parents of public charter school students, and public charter school students. The outcome evaluation component will produce data or verify results that can be used for public relations, promoting public charter schools within the community, examining and describing best practices for replication elsewhere. Dependent on the outcomes of this evaluation, the ADE will adapt the implementation of the CSP project and activities, to ensure that all objectives are been met. Additional information regarding data collection on objectives, project measures, and outcomes are listed on Table 5, page 48.

Conclusion

The Arkansas Department of Education, working through the Charter School Office, continually strives to further the development of high-quality public charter schools in Arkansas. In doing so, the ADE solicits the support of governmental, business, and community leaders, as well as educators and other professionals in the field of education. This proposal reflects thought and refinement resulting from nine years of implementing and supporting charter schools in Arkansas. The future of school choice through the implementation of new charter schools is the

benchmark of creative, fundamental and progressive action. This action and involvement will result in the design of high quality, progressive, innovative and markedly improved educational institutions that will offer unique and unprecedented programs, practices, procedures and design for the students of Arkansas.

Project Narrative

Other Attachment Form

Attachment 1:

Title: **Arkansas CSP Grant Narrative Attachments** Pages: **128** Uploaded File: **K:\msnortland\USDOE\2010 SEA Application Cycle\Attachments\Arkansas Narrative Attachments.pdf**

U.S. Department of Education Charter Schools Program

CFDA # 84.282

Proposal Submitted by the Arkansas Department of Education

Attachments:

1. Bibliography
2. Signed Assurances Non-Construction Programs
3. Signed Certification Regarding Lobbying
4. Intergovernmental Review Letter
5. ADE's Organization Chart
6. Resume: Dr. Dee Cox, Director of Special Programs
7. Resume: Dr. Mary Ann Duncan, Program Coordinator
8. Resume: Dr. Larry Russell, Program Advisor
9. Resume: Nancy Acre, Program Advisor
10. Letters of Support
11. 2009-2010 Arkansas Public Charter Schools K-12 Brochure
12. Maps: Arkansas Charter Schools and School Improvement
13. Arkansas Code Annotated §6-23-101 through §6-23-601
14. ADE Rules Governing Public Charter Schools
15. ADE Rules Governing Limited Public Charter Schools
16. ADE Rules Governing Standards for Accreditation of Arkansas Public Schools
and School Districts
17. NACSA's Principles and Standards for Quality Charter School Authorizing

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

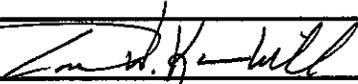
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to

amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute (s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

- 7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- 8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

protecting components or potential components of the national wild and scenic rivers system.

- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:	
Name of Authorized Certifying Representative:	Dr. Tom W. Kimbrell
Title:	Commissioner of Education
Date Submitted:	04/29/2010

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

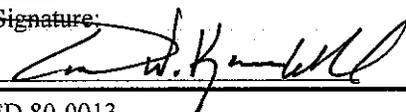
Arkansas Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Tom Middle Name: W

Last Name: Kimbrell Suffix:

Title: Commissioner of Education

Signature: 

Date: 04/29/2010



STATE OF ARKANSAS

OFFICE OF INTERGOVERNMENTAL SERVICES

**Department of Finance
and Administration**

1515 West Seventh Street, Suite 330
Post Office Box 8031
Little Rock, Arkansas 72203-8031
Phone: (501) 682-1074
Fax: (501) 682-5206
<http://www.arkansas.gov/dfa/igs>

April 28, 2010

Dr. Mary Ann Duncan
Charter Schools Program Coordinator
Arkansas Department of Education
Four Capitol Mall, Rm 105-C
Little Rock, AR 72201

RE: AR 100428-234 Arkansas Public Charter School Program

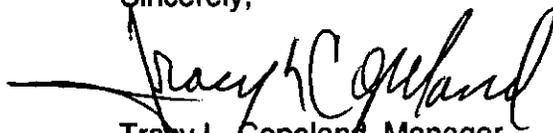
Dear Dr. Duncan:

The State Clearinghouse is in receipt of the above referenced application submitted in accordance with Executive Order 12372 "Intergovernmental Review of Federal Programs" and the Arkansas Project Notification and Review System.

The Proposal will be submitted to the proper state agencies and interested organizations for their review and comment.

The State Clearinghouse wishes to thank you for your cooperation. Should you have any questions, please contact our office at the above telephone number.

Sincerely,


Tracy L. Copeland, Manager
State Clearinghouse

TLC/nd
Enclosure

OMB No. 4040-0004 Exp. 01/31/2012

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: Completed upon submission	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:	
State Use Only:		
6. Date Received by State: April 29, 2010	7. State Application Identifier: AR 100429-234	
8. APPLICANT INFORMATION:		
* a. Legal Name: Arkansas Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 710847443	* c. Organizational DUNS: 781558564	
d. Address:		
* Street1:	Four Capitol Mall	
Street2:	Room 105-C	
* City:	Little Rock	
County:	Pulaski	
State:	AR	
Province:		
* Country:	USA	
* Zip / Postal Code:	72201	
e. Organizational Unit:		
Department Name:	Division Name:	
Charter Schools Office	Central Administration	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Dr.	* First Name: Mary Ann
Middle Name:		
* Last Name:	Duncan	
Suffix:		

RECEIVED

APR 29 2010

INTERGOVERNMENTAL
SERVICES
STATE CLEARINGHOUSE

Title: Charter Schools Program Coordinator	
Organizational Affiliation: Arkansas Department of Education	
* Telephone Number: (501)683-5313	Fax Number: (501)371-3514
* Email: MARYANN.DUNCAN@ARKANSAS.GOV	
Application for Federal Assistance SF-424	
Version 02	
9. Type of Applicant 1: Select Applicant Type: A: State Government Type of Applicant 2: Select Applicant Type: Type of Applicant 3: Select Applicant Type: * Other (specify): N/A	
10. Name of Federal Agency: U.S. Department of Education	
11. Catalog of Federal Domestic Assistance Number: 84.282A CFDA Title: Charter Schools Program State Educational Agency	
* 12. Funding Opportunity Number: 84.251K Title: FIE Earmark	
13. Competition Identification Number: N/A Title: N/A	
14. Areas Affected by Project (Cities, Counties, States, etc.): Charter schools in all regions in the state of Arkansas, both rural and non-rural.	
* 15. Descriptive Title of Applicant's Project: Arkansas Public Charter School Program	
Attach supporting documents as specified in agency instructions.	

RECEIVED
APR 29 2010
INTERGOVERNMENTAL
SERVICES
STATE CLEARINGHOUSE

Attachment:

Title :
File :

Attachment:

Title :
File :

Attachment:

Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant: AR * b. Program/Project: All

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

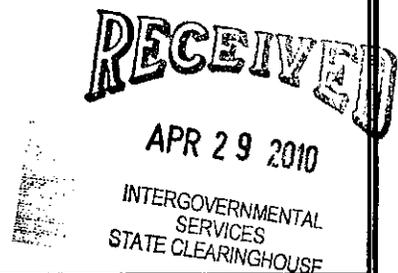
Title :
File :

17. Proposed Project:

* a. Start Date: 7/1/2010 * b. End Date: 6/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 17346762
b. Applicant	\$ 0
c. State	\$ 770728
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 18117490



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

IXI ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Tom

Middle Name: W

* Last Name: Kimbrell

Suffix:

Title: Commissioner of Education

* Telephone Number: (501)682-4204

Fax Number:

* Email: TOM.KIMBRELL@ARKANSAS.GOV

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

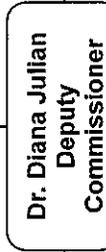
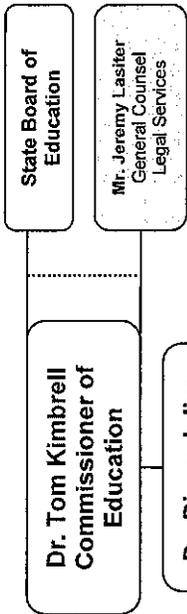
N/A

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APR 29 2010

INTERGOVERNMENTAL
SERVICES
STATE CLEARINGHOUSE

ARKANSAS DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART



- Internal/External Agency Finance
- APSCN Financial Applications
- APSCN Student Applications
- Child Nutrition Services
- Fiscal Distress Services
- LEA Federal Funding Services
- LEA State Funding, Loans and Bonds
- Financial Accountability & Reporting



- Professional Licensure / Non-Traditional Licensure
- Teacher Quality
- Recruitment and Retention
- Professional Licensure Standards Board
- ADE Employee Induction
- Central Support



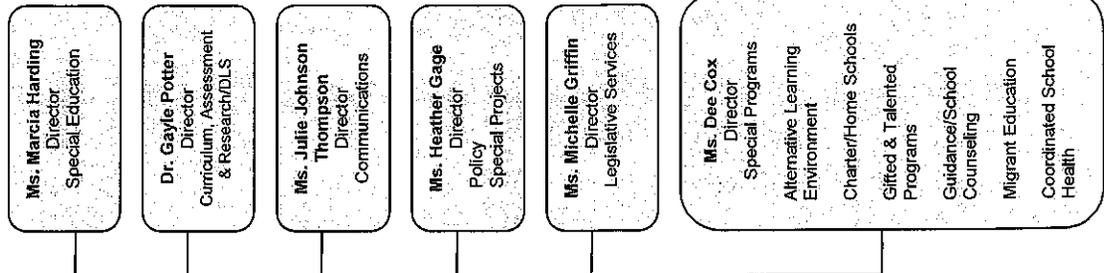
- Data Administration and Reporting (CSPP)
- Data Quality
- Technology Resources
- Network and Desktop Support
- State Data Warehouse (APSCN)



- Standards Assurance Monitoring
- Desegregation Monitoring / Equity
- School Performance AYP
- Report Card Monitoring State/Federal



- Smart Accountability Statewide System of Support
- School Planning ACSIP
- Professional Development
- ERZI Scholastic Audit
- Federal Programs Title I SES/Choice
- Parental Involvement Private Schools
- Safe & Drug-Free Schools 21st CCLC
- Neglected & Delinquent Even Start
- Learn and Serve Homeless
- Complaint Resolution
- SI Grants



- ACSIP Arkansas Comprehensive School Improvement Plan
- ADE Arkansas Department of Education
- ALE Alternative Learning Environment
- APSCN Arkansas Public School Computer Network
- AYP Adequate Yearly Progress
- CCLC Century Community Learning Centers
- DLS Distance Learning Services
- ERZ Education Renewal Zones
- LEA Local Education Agency
- CSPP Consolidated State Performance Report
- SES Supplemental Educational Services
- SI School Improvement



STATE OF ARKANSAS
MIKE BEEBE
GOVERNOR

April 16, 2010

Dean Kern, Director, Charter Schools Program
Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Mr. Kern:

The State of Arkansas remains committed to providing high-quality educational options for parents and students. The Charter School Program certainly adds to those available options. As Governor of Arkansas, I strongly support the Arkansas Department of Education as it applies for the Charter Schools Program Grant.

Education, without a doubt, is the key to the future of our state and nation. Our public charter schools promote high expectations with regard to student achievement and postsecondary education. As a result, we expect that many of these students will graduate from college and become valuable, contributing citizens in the years to come.

Arkansas currently has 29 existing charter schools, a number that will increase to 32 in the 2010-2011 school year. The funds from this grant will provide Implementation Grant funding to successful charter organizations as they plan and open their public charter schools. Funding from the grant will also be available in the form of Dissemination Grants to successful charter schools, allowing them to develop, replicate, and share best practices with other charter schools.

Education is the top priority of my administration, and the Charter Schools Grant will enable the Arkansas Department of Education to ensure that public charter schools have the resources to open their doors and to offer top-quality educational opportunities to the students of our State.

Sincerely

A handwritten signature in black ink, appearing to read "Mike Beebe".

Mike Beebe

MB:jb



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

April 21, 2010

**State Board
of Education**

Dr. Naccaman Williams
Springdale
Chair

Jim Cooper
Melbourne
Vice Chair

Sherry Burrow
Jonesboro

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Dean Kern
Director, Charter Schools Program
Office of Innovation and Improvement
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Mr. Kern,

As Commissioner of Education for the state of Arkansas, I submit this letter as evidence of support from the Department of Education for our application for the Charter Schools Program Grant. The charter school program in the state of Arkansas is a valuable addition to school choice, as it provides a variety of learning options for parents and students.

The mission at the Arkansas Department of Education is to ensure that all children in the state have access to a quality education by providing educators, administrators and staff with leadership, resources and training. We do this by offering our citizens the best options possible for students, by setting high standards for our public charter schools. The Department of Education looks forward to continuing the efforts necessary to provide quality programs for the children of Arkansas.

Arkansas currently has 29 existing charter schools and, for the 2010-2011, school year we will have 32 charter schools located in diverse communities throughout the state. As the charter school program continues to grow and expand, the ongoing support provided by the Charter Schools Program Grant will greatly help to provide the assistance needed to attract and develop high quality public charter schools as educational options for students.

The funds will continue to be used to provide Implementation grant funding to successful organizations with approved charters, as they plan and open their charter schools. Funding from the grant will also be available in the form of Dissemination grants to successful charter schools allowing them to develop, replicate and share best practices with other charter schools.

Sincerely,

Tom W. Kimbrell, Ed. D.
Commissioner of Education

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

*An Equal Opportunity
Employer*

Public Charter Schools Kindergarten - 12th Grade 2009-2010



ARKANSAS
DEPARTMENT
OF EDUCATION

Arkansas Public Charter Schools

Academics Plus Charter School	K-12	Maumelle
Arkansas Virtual Academy	K-8	Statewide
Benton County School of Arts	K-12	Rogers
Covenant Keepers College Preparatory Charter School	6-9	Little Rock
Dreamland Academy of Performing & Communication Arts	K-5	Little Rock
e-STEM Elementary Public Charter School	K-4	Little Rock
e-STEM Middle Public Charter School	5-8	Little Rock
e-STEM High Public Charter School	9-10	Little Rock
Haas Hall Academy	8-12	Fayetteville
Hope Academy Charter School	5-8	Pine Bluff
Imboden Area Charter School	K-8	Imboden
Jacksonville Lighthouse Charter School	K-6	Jacksonville
KIPP Delta College Preparatory School	K-1, 5-12	Helena-West Helena
LISA Academy	6-12	Little Rock
LISA Academy - North	K-9	North Little Rock
Little Rock Preparatory Academy	5	Little Rock
Osceola Communication, Arts, and Business School	7-12	Osceola
School of Excellence	6-10	Humphrey
Academic Center for Excellence	1- 10	Osceola
Arthur Bo Felder Learning Academy	6-12	Little Rock
Badger Academy Conversion Charter School	7-12	Beebe
Blytheville Charter School and ALC	7-12	Blytheville
Cabot Academic Center of Excellence	5-12	Cabot
Lincoln Academic Center of Excellence	K-12	Lincoln
Mountain Home High School Career Academies	10-12	Mountain Home
Oak Grove Elementary Health, Wellness, and Environmental Science	K-4	Paragould
Ridgeroad Middle Charter School	7- 8	North Little Rock
Vilonia Academy of Service and Technology	5-6	Vilonia
Vilonia Academy of Technology	2- 4	Vilonia

Charter Schools Quick Facts

What are Charter Schools?

Charter schools are public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The Charter establishing each such school is a performance contract detailing the school's mission, program, goals, students served, and methods of assessment. Charters are granted for a period of up to 5 years. At the end of the term, the State Board of Education may renew the school's Charter. Charter schools are accountable to the State Board of Education to produce positive academic results and adhere to the charter authorization. The basic concept of Charter Schools is to exercise increased autonomy in return for accountability. This autonomy is gained by requesting exemptions from Title 6 of the Arkansas Education Code and State Board of Education rules. The Charter Schools are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

What are the two types of Charter Schools?

In Arkansas there are two basic types of charter schools: Open Enrollment and Conversion Charter Schools. As of the 2009 school year, there are currently 18 open-enrollment charters and 11 conversion charter schools operating in Arkansas.

What are conversion charter schools?

A conversion school is a public school converted to a charter school. Conversion schools can only draw students from within the school district's boundaries.

What are open-enrollment charter schools?

An open-enrollment school is a charter school run by a governmental entity, an institution of higher learning or a tax-exempt non-sectarian organization. Open enrollment schools can draw students from across district boundaries.

How are charter schools held accountable for their performance?

Each charter states the goals for the school. Each school will be monitored and held accountable for meeting all aspects of the charter. In addition, each charter school must participate in all aspects of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP).

What happens if a charter school is not meeting its requirements?

The State Board of Education may revoke or modify a school's charter at any time if the public charter school is not meeting the requirements of their charter.

How do I enroll my child in a Public Charter School?

To enroll your child in a Public Charter School, one should contact the school directly. Please see contact information for Arkansas Public Charter Schools in the following pages.

Charter Schools Quick Facts

Charter schools receive funds equal to the minimum state revenue per average daily membership. Charter schools are also eligible for one-time implementation grant monies from the State of Arkansas through a Federal Grant as well as grant monies from private foundations or donations. Charters are also eligible to qualify and receive other Federal monies that regular public schools receive such as Title I, Special Education, English as a Second Language (ESL), McKinney-Vento Education for Homeless Children and Youth, and for those that participate, National School Lunch monies for staff development.

A recent study of public charter schools found the following similarities in terms of innovation among public charter schools:

- Interdisciplinary Instruction
- Thematic Instruction
- Focus on Mastery of Skills
- Project Based Learning
- Multi-Aged Classrooms
- Shared Vision
- Longer School Days
- Alternative Class Schedules
- Student Portfolios with Individualized Education Plans
- Foreign Language at Early Age
- Student Self Assessment and Peer Assessment
- Strict Discipline Policies
- Increased Parental Involvement
- Low Student/Teacher Ratio
- Increased Emphasis on Citizenship, Ethics and Character Education

The following reasons are cited as benefits of charter schools:

- Increases opportunities for learning and access to quality education for all students,
- Provides a system of accountability for results in public education,
- Encourages innovative teaching practices,
- Encourages community and parent involvement in public education, and
- Creates competition among public schools and thus stimulates improvement.

Arkansas Open Enrollment Public Charter Schools

Academics Plus Charter School

900 Edgewood Drive, Maumelle, AR 72113 Ph. (501) 851-3333

Grades K-12

www.academicsplus.org

APCS, an open enrollment school established in 2001, has been from its beginning, anchored in academic excellence and achievement. APCS provides a rigorous academic program intended to equip students with skills and knowledge necessary for successful transition to college. Each student, regardless of race, ethnicity, or socio-economic status, experiences a world class education equivalent to that found in private schools. We believe that students excel when provided a rich learning environment and challenged by high expectations. Academics plus attitude, behavior, effort, and attendance determine the academic success of the students. ACT scores of APCS students are higher than state and national averages; high performance is also reflected on the Augmented Benchmark Exams. Secondary students are encouraged to enroll in concurrent college courses at no cost to them.

Arkansas Virtual Academy

10802 Executive Center Drive, Suite 205, Little Rock, AR 72211 Ph. (501) 664-4225

Grades K-8

www.arva.org

The Arkansas Virtual Academy is an open-enrollment virtual charter school that blends innovative new instructional technology with a traditional curriculum. ARVA offers a unique learning model, a rigorous and comprehensive curriculum based on the Core Knowledge sequence, the flexibility of learning anytime and anywhere, the partnership with qualified professional educators, and an individualized and self-paced learning program. ARVA utilizes curriculum from K12 Inc. developed by leading educational experts. ARVA provides students with an excellent education, grounded in high academic standards, helping them achieve their full academic and social potential. The core philosophy of ARVA is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention.

Benton County School of Arts

K-8 2005 South 12th Street, Rogers, AR 72758 Ph. (479) 636-2272

9-12 506 West Poplar, Rogers, AR 72756 Ph. (479) 631-2787

Grades K-12

www.bcsa.k12.ar.us

www.bcsahs.k12.ar.us

Benton County School of the Arts (BCSA) is a K-12 open enrollment public charter school located on two campuses in Rogers. Students at BCSA are offered rich learning experiences in both academics and the fine arts. As a project-based fine arts school, students are introduced to the visual arts, orchestra, dance, theatre and digital media. Within that framework, the school offers a curriculum that is filled with hands-on learning experiences. Project Based Learning also gives students the opportunity to find solutions to social issues while mastering state standards. Students attending BCSA will have ample opportunities to receive intensive fine arts instruction and match their passion for the arts with a passion for becoming life-long learners. Small student to teacher ratios, outstanding test scores, and a rigorous college preparatory program are highlights of our school.



Covenant Keepers College Preparatory Charter School
8300 Geyer Springs Road, Little Rock, AR 72209 Ph. (501) 682-7550

Grades 6-9
www.ckcollegeprep.org

The mission of Covenant Keepers College Preparatory Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins or socio-economic level. All children can learn when challenged by high expectations. The community we build together at "The Covenant" will help students develop academic skills, intellectual habits, and character traits that will enable them to succeed in high school, college and beyond. We believe that attitude, behavior, effort, and attendance, as well as ability determine academic success.

Covenant Keepers relentlessly focuses on high student performance, standardized tests and other objective measures to ensure that standards for achievement are met. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed. Each parent makes the choice for their child to participate in the program, therefore, parents and students must make the commitment to support, provide time and effort required to achieve success.

Dreamland Academy of Performing & Communication Arts
5615 Geyer Springs Road, Little Rock, AR 72209 Ph. (501) 562-9278

Grades K-5
www.dreamlandacademy.net

Dreamland Academy of Performing and Communication Arts provides elementary students in grades K-5 with a quality educational experience designed to strengthen their reading and language skills. Dreamland staff uses art to open students' learning channels and develop among them high literacy, high reading competence, and self-directed learning skills. Students study the Benchmark standards in English, mathematics, science, social studies, physical education, art, music, and dance. Teachers serve as talent agents who develop students' academic and artistic talents and work to expand students' natural artistic and musical talents. We offer hope to parents who need to enroll their children in a responsive, caring, and supportive school environment that also offers academic programming centered on developing students into great speakers, readers, writers, thinkers, and solvers of mathematical problems. Our staff is top notch!

e-STEM Elementary Public Charter School
112 West Third Street, First Floor, Little Rock, AR 72201 Ph. (501) 552-9000

Grades K-4
www.estemlr.net

The eStem Elementary Public Charter School provides an intensive curriculum that is driven by students' needs based on current and accurate testing data. This approach ensures that teachers can differentiate instruction to meet the needs of all students. Literacy is based on the Comprehensive Model utilizing reading and writing workshops with an incorporation of word study. This allows an increase in students' receptive and productive vocabulary, reading comprehension, creative writing skills and general knowledge base, thus increasing academic performance in literacy. The math instruction is centered around the Singapore Math curriculum that places a strong focus on number sense, number fluency and mental problem-solving strategies. To further strengthen students' math aptitude, the curriculum also incorporates Calendar Math, Core Math Concepts and other research-driven math instructional strategies. Every student's learning is further developed through the use of specialty classes. These include an inquiry-based science lab, economics through children's literature, Physical Education/Health and the Arts. Students also receive further enrichment and critical thinking skills through learning Greek and Latin roots, with an incorporation of research skills within Social Studies, and an integration of technology, economics and engineering in all core subjects.

e-STEM Middle Public Charter School

112 West Third Street, Second Floor, Little Rock, AR 72201 Ph. (501) 552-9040

Grades 5-8

www.estemlr.net

The eStem Middle Public Charter School curriculum is a rigorous, college-preparatory course of study focusing on the economics related to the fields of science, technology, engineering, and mathematics. Additional components of the curriculum include Spanish, physical education, and the arts along with a classical curriculum in language arts and history. The Singapore Math curriculum is used in grades 5 and 6 to emphasize acquisition of mathematical facts and prepare students for higher-level mathematics courses including Algebra I and Geometry in grades 7 and 8. Through the use of an extended day and extended year, students are given sufficient time to explore topics and achieve mastery. Students may also choose to participate in a number of special interest clubs and organizations as well as competitive academic teams including MathCounts, Robotics, and our State Champion Quiz Bowl Team.

e-STEM High Public Charter School

112 West Third Street, Third Floor, Little Rock, AR 72201 Ph. (501) 552-9080

Grade 9-10

www.estemlr.net

The eStem High Public Charter School curriculum includes a rigorous, college-preparatory course of study focusing on the economics related to the fields of science, technology, engineering, and mathematics. Additional components of the curriculum include technology, engineering theory, rhetoric, foreign languages (Spanish and Mandarin Chinese), and science research. These subjects are interwoven with a classical curriculum in language arts, history, and the arts. Through the use of an extended school day and extended school year, students are given sufficient time to explore topics and achieve mastery. Students have the opportunity to participate in a variety of Advanced Placement and concurrent credit courses culminating with the completion of a senior project. Students also may choose to join one of our special interest clubs and organizations as well as our competitive academic teams.

Haas Hall Academy

3155 North College Avenue, Suite 108, Fayetteville, AR 72703 Ph. (479) 966-4930

Grades 8-12

www.haashall.org

Haas Hall Academy serves the educational needs of scholars with a high intensity of purpose in Northwest Arkansas in grades 8-12. Haas Hall Academy offers an accelerated college preparatory program focusing on science, technology, engineering and mathematics. As a microcosm of a university, scholars at Haas Hall Academy complete an entire calendar year of coursework in one semester. Our smaller class sizes and proven pedagogical techniques create an environment where learning is first and foremost. Our scholars are held to a higher level of expectation, fostered by our breadth and depth of curriculum and a collaborative learning environment. Haas Hall Academy has been recognized by *U.S. News and World Report* as one of the finest public high schools in the nation. Haas Hall Academy has a 100% college acceptance rate and our graduates are recruited by many of the finest higher educational institutions in the country.

Hope Academy Charter School

1021 East Second Street, Pine Bluff, AR 71611 Ph. (870) 540-0900

Grades 5-8

www.hopeacademy07.com

Hope Academy is a Public Open-Enrollment Charter School located in Pine Bluff at 1021 East 2nd Street. It serves grades 5-8 with a student teacher ratio of 20:1. Hope Academy students engage in "Prime Time" Activities such as Dance, Art, Gymnastics, Soccer, on 1st and 3rd Saturdays of each month. Hope Academy implements "Core Knowledge" curriculum which provides students with a solid foundation in the core courses, promotes student self-confidence, increases interaction among teachers allowing them to use cross curriculum methods in teaching, and promotes an environment where every student learns. Strategies employed to aid in learning include, Project-based learning, hands on experience, dramatizations and presentations. The implementation of Core knowledge, Prime Time Activities and Hope Academy's qualified/diverse staff and administration provide the parents of Jefferson County a viable option in quality education for their children.

Imboden Area Charter School

Grades K-8

605 West Third Street, Imboden, AR 72434 Ph. (870) 869-3015

www.imbodencharter.com

Imboden is a rural community of about 700 people located in Northeast Arkansas, and the Imboden Area Charter School (IACS) was organized as a nonprofit corporation by community volunteers in an effort to offer a high quality educational program. IACS has been open since 2002, and serves approximately 65 students in grades K-8. The school is focused on meeting the social, emotional, and academic needs of its students. Small classroom size allows the teachers to develop a relationship with their students and create a family atmosphere where students thrive. Its individualized learning program allows students to progress at their own pace, unrestricted by age. Gifted students can move forward uninhibited by their peers, while students who may have difficulties are allowed the extra time needed for full understanding of the learning objectives. IACS has experienced a high rate of success, with the average student growth in math and reading scores for one school year being 1½ years.

Jacksonville Lighthouse Charter School

Grades K-6

251 North First Street, Jacksonville, AR 72076 Ph. (501) 985-1200 www.lighthouse-academies.org/jlcs.htm

Jacksonville Lighthouse Charter School (JLCS) is a part of Lighthouse Academies, Inc., a national, nonprofit organization that develops and operates public charter schools in underserved communities throughout the United States. JLCS serves grades K-6. One grade will be added each year until the school includes through grade 12. The mission is to prepare students for college through a rigorous arts-infused program. The vision is that all students will be taught by an outstanding teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and lifelong learning. The impact of our collective efforts will fundamentally change public education.

KIPP Delta College Preparatory

Grades K-1,5-12

K-1 210 Cherry Street, Helena-West Helena, AR 72342 Ph. (870) 753-9800

5-8 215 Cherry Street, Helena-West Helena, AR 72342 Ph. (870) 753-9444

9-12 320 Missouri Street, Helena-West Helena, AR 72342 Ph. (870) 338-8138

www.kippdelta.org



KIPP Delta College Preparatory School is a member of the national KIPP network of schools that seek to provide students the opportunity to develop the knowledge, skills, & character necessary for success in college. KIPP Delta began in Helena with its first fifth grade class in 2002. In the 2008-2009 school year, we served approximately 340 students in grades 5-11. Nearly 96% of our students are African-American. KIPP students go to school from 7:30 to 5:00, take classes two Saturdays per month, and for 3 weeks in the summer. They have homework every night and adhere to a strict discipline code. Yet they also have the support of dedicated teachers who will do whatever it takes to ensure their students are on the path to college. AT KIPP, we believe that hard work & high expectations can narrow the achievement gap. Our most recent class of 8th graders outscored state averages on the Arkansas Benchmark Exam with 86% scoring Proficient or Advanced in Math and 82% in Literacy.

LISA Academy**Grades 6-12**

21 Corporate Hill Drive, Little Rock, AR 72205 Ph. (501) 227-4942

www.lisaacademy.org

LISA Academy is a tuition free, public charter school that offers a comprehensive college preparatory program for children in grades six through twelve. Our curriculum focuses on science, mathematics, and technology. LISA Academy is financed by the Arkansas State Department of Education. Our charter status allows our teaching staff more autonomy to pursue innovative approaches to improve student performance as evident in our benchmark scores. The Center for Education Reform honored LISA Academy with the National Charter School of the Year in 2008. This is a prestigious award and is given to charter schools that are "success stories." LISA Academy strives for all our children to succeed. Our school offers after school Math and English tutoring and provides many after school clubs such as Robotics Club, Math Counts Club and a variety of Quiz Bowl Clubs that competes on a state levels. Our science program has resulted in top awards from CARSF, State Science Fair and Jr. Academy of Science. LISA Academy is a success story. We are a small, safe, structured school dedicated to providing an exceptional education in a culturally diverse environment. We value our students and their families. Our PTSA, Parent, Teacher and student Association, is growing strong and building community relationships. We invite you to visit our school website at www.lisaacademy.org or come for a tour and meet our kind staff.

LISA Academy - North**Grades K-9**

5410 Landers Road, Sherwood, AR 72117, Ph. (501) 945-2727

www.lisanorth.org

LISA Academy - North is a community school offering a comprehensive college preparatory program focusing on science, mathematics, and technology. LISA Academy is strengthening its school model by further developing and codifying its college-preparatory curriculum, fine-tuning its method of grouping students according to their skills, bolstering the professional development available to teachers/administrators, and outlining a consistent parental engagement strategy. LISA assures an array of learning opportunities that are commensurate with abilities of students such as the school-wide enrichment model, special summer and Saturday programs, mentoring, ability grouping, independent study and research projects, and enhancement programs for creativity and thinking skills. It also offers clubs in after school program for free of charge such as Arts and Crafts, Basketball, Soccer, Computer Programming, Chess, MATHCOUNTS, Quiz Bowl, Photography, PTA Reflections, French, Journalism and Music.

Little Rock Preparatory Academy**Grades 5**

1205 South Schiller Street, Little Rock, AR 72202 Ph. (501) 683-1855

www.lrprep.org

Little Rock Preparatory Academy prepares middle school students to excel in high school, college, and beyond by providing a high-quality middle school education, ensuring student mastery of the core subjects, and developing the key behaviors required for educational and personal success. Little Rock Preparatory Academy was designed from an intensive study of some of the nation's top-performing urban charter schools through the Building Excellent Schools Fellowship in Boston, MA. All of the school's that LR Prep is modeled after uphold a "no excuses" approach to learning and high expectations for all students. We believe that all students have the ability to achieve academic excellence. We believe that all students deserve a disciplined school environment in which students can learn and teachers can teach. We believe that all students should become masters in reading, writing, and mathematics to be prepared to excel in competitive public and private high schools on their way to selective colleges and universities. To adhere to our mission and beliefs of high expectations for all students, LR Prep students attend school Monday-Thursday 7:25am-5:00pm and Friday, 7:25am-2:30pm. Homework is required every night and all students must adhere to our school wide, highly structured environment and discipline code. Additionally, LR Prep employs masterful teachers who focus on upholding our school's mission that all students will achieve academic and personal success and have an unrelenting focus on closing the achievement gap.

Osceola Communication, Arts, and Business School (OCABS)

1425 Ohlendorf Road, Osceola, AR 72370 Ph. (870) 622-0550

Grades 7-12www.osceolacommunityschool.com

The Osceola Communication, Arts and Business School is an innovative, year-round school. Using Malcolm Baldrige Education criteria, we partner with area agencies, businesses and the local community college. We strive to locate and support jobs, internships and youth apprenticeships for our students. We feature a nighttime school called our Twilight School and a daytime Early College high school. Utilizing concurrent and replacement credit classes through Arkansas Northeastern College, our students can take technical courses and STEM classes. Our Twilight School is being developed as a model statewide to reconnect out of school youth. Our students work or attend technical training during the day and attend classes in the evening while receiving extra guidance and encouragement. With the support of our community partners and our families, our school will be a model for preparing students for college, careers and lifelong learning.

School of Excellence

703 North Division, Humphrey, AR 72073 Ph. (870) 873-2008

Grades 6-10www.school-excellence.com

The School of Excellence is a Smart Core, highly academic educational system with emphasis on foreign language and global economics. Spanish and Mandarin Chinese are the two main languages that are taught, but other languages will be taught as well. The Smart Core curriculum will be followed which will produce academically qualified college bound students. The School of Excellence utilizes the most up-to-date technology of every type in all classes. The small class size helps ensure that no child will be left behind. Through the collaboration and dedication of teachers, parents and students much progress is made toward proficiency in all subjects. Our students will receive a well-rounded education that will shoot them into the twenty-first century as progressive and productive citizens.



Arkansas District Conversion Public Charter Schools

Academic Center of Excellence

112 N. School St., Osceola, AR 72370 Ph. (870) 563-2150

Grades 1-10

www.osceola.k12.ar.us/Oacecs.cfm

Our mission is to develop learners who are competent, confident, productive, and responsible students who will possess the life skills, work habits, knowledge base and attitude to succeed in high school, in college and in the global work force. The emphasis is on math and science, writing and research as well as pre-advanced placement courses. The goal of the Academic Center of Excellence is to provide various learning methods with opportunities for all students to experience different and innovative teaching methods. This can be accomplished particularly when those methods can clarify and expand challenging subject material. The ACE will also provide parents and students with expanded choices in educational opportunities available within the public school system of Osceola, hold the school established under this charter responsible for meeting measurable learner outcomes, and provide the school with a method to change from rule-based to performance-based accountability systems.

Arthur Bo Felder Learning Academy

6900 Pecan Avenue, Little Rock, AR 72206 Ph. (501) 447-4200

Grades 6-12

www.lrsd.org

Arthur 'Bo' Felder Learning Academy is a conversion charter alternative school in the Little Rock School District. Serving grades 6-12, the Academy uses a militarily structured program designed to modify a student's behavior and provide opportunities for academic success. The framework and methodology provides constructive, disciplined standards that lead to self-discipline, respect for authority, and good citizenship. A dress code is required. Refusal to accept the guidelines for enrollment may result in a student being denied admittance into the Academy. Students are accepted directly from the Little Rock and North Little Rock School Districts. Students from other school districts must enroll in the Little Rock School District to be admitted. Within the military framework is a unique, creative curriculum that includes English, Mathematics, Science, Social Studies, Physical Education, Health, and Business Education, which includes electives that provide a career focus. Class sizes are limited in order to meet individual needs of students.

Badger Academy Conversion Charter School

1201 W. Center St., Beebe, AR 72012 Ph. (501) 882-8413

Grades 7-12

badger.k12.ar.us

Badger Academy seeks to eliminate traditional barriers to student learning. Enrollment is available to Beebe Public School students in grades seven through twelve. Certified personnel assist students in meeting specified requirements in the core subject areas. The primary goal of Badger Academy is to help students acquire the emotional, social, and academic skills necessary to be successful students and productive members of the community. Counseling services, as well as other support services, are also available to students enrolled in Badger Academy. Badger Academy also offers adults a Second Chance to gain a quality education. The Second Chance Program is designed to give former high school students between the ages of eighteen to twenty-one an opportunity to earn a diploma. Staff members facilitate and assist learners in their quest in becoming High School Graduates. Students must meet graduation requirements based upon their program of study prior to their drop date. Upon program completion, students will be given a High School Diploma! Graduation Ceremonies are conducted after both spring and fall semesters.

Blytheville Charter School and ALC

415 Tennessee St., Blytheville, AR 72315 Ph. (870) 763-7191

Grades 7-12www.bps.k12.ar.us

Blytheville Charter School & ALC is a charter school with a focus on alternative students. Alternative students are those students who have social, academic, and/or behavior issues in a traditional school environment. Along with academics we provide job training in areas such as Food Production and Medical Professions and the opportunity to get a state license as a certified nurses' assistant. We work with the community to try to locate jobs for as many of our students as possible.

Cabot Academic Center of Excellence

1 City Plaza Suite C, Cabot, AR 72023 Ph. (501) 743-3520

Grades 7-12cabot.k12.ar.us/schools/ACE/ACE.html

Academic Center of Excellence (ACE) is a learning community committed to quality learning where students of all abilities and interests can find a nurturing environment. ACE mixes the intimacy of a one-room schoolhouse with 21st century technology. This conversion charter school is starting its 5th year serving students in the Cabot Public School District. In 2007, ACE received a "National Charter School of the Year" distinction from the Center of Education Reform. ACE is a virtual school that provides new opportunities and alternatives to the traditional academic approach. Students may enroll in the essential core classes along with electives needed to graduate. ACE students participate in graduation with Cabot High School. All students enrolled in ACE are assigned an advisor to ensure their success. The advisor's role includes monitoring advisees' overall academic performance, counseling the student, and serving as the primary liaison between parents and the school.

Lincoln Academic Center of Excellence

611 E.P. Rothrock Drive, Lincoln, AR 72744 Ph. (479) 824-3010

Grades K-12wolfpride.k12.ar.us

Lincoln Academic Center of Excellence (ACE) is a non-traditional school where students earn credit through mastery learning and project-based learning. Innovative instructional strategies and flexible schedules combine to create a different, engaging, and rigorous learning environment. The environment is technology rich and creativity is integrated into the curriculum. Access to concurrent credit and AP courses is available to students. ACE has a small school feeling and the staff focuses on student learning and providing the extra help students need. ACE is a non-traditional school where students earn credit through mastery learning and project-based learning. Innovative instructional strategies and flexible schedules combine to create a different, engaging, and rigorous learning environment. The environment is technology rich encouraging creativity in students. Concurrent credit, AP courses, and other electives are available. ACE has a small school feeling and the staff focus on student learning and providing the extra help needed for successful students. As an alternative to the traditional school, Lincoln ACE provides all students with opportunities for anytime, anywhere learning. The school is an innovative, creative, and state of the art school focused on customizing the learning for students and families.



Mountain Home High School Career Academies**Grades 10-12**

500 Bomber Blvd., Mountain Home, AR 72653 Ph. (870) 425-1215

bombers.k12.ar.us

Established in 2003, MHHS Career Academies house three career academies with the 9th grade housed on a separate campus. This Wall-to-Wall Career Academy model with the 9th grade transition serves all students, approximately 300 per grade level.

The three academies are ACME – Architecture, Construction, Manufacturing, Engineering; CAB Communications, Arts, Business; HHS Health Science Human Services. MHHS Career Academies have been recognized by the National Career Academy Coalition as Model and nationally certified academies and by the Ford Foundation at the Leadership Level in a Rural Setting. Each academy has its own business advisory and a volunteer support of over 110 business partners.

The Academies

- Provide small learning communities for student advisement and curriculum integration,
- Provide impetus for raising student achievement,
- Provide for academic teaming, interdisciplinary applications, and community involvement,
- Provide students with a 6 year secondary and post secondary plan,
- Enhance State Frameworks,
- Enhance extracurricular activities, and
- Enhance Cross Academy Opportunities, AP and Dual Credit, etc.

Oak Grove Elementary Health Wellness and Environmental Sciences**Grades K-4**

5027 Highway 135 North, Paragould, AR 72450 Ph. (870) 586-0439

oge.k12.ar.us

Oak Grove Elementary offers students enrichment in the areas of science, health and physical fitness. The scientific atmosphere embraced by faculty and staff encourages the use of creative and critical thinking skills. Our science lab allows students to develop their own ideas and conclusions through experimentation. Our health lab allows children to prepare healthy meals while learning about nutrition and the benefits of a healthy lifestyle. Our cardio room is equipped with game bike technology allowing students to participate in video games while exercising. Our focus on fitness and health includes classroom instruction on body systems, diseases, nutrition, and much more. Students are also given the opportunity to participate in sport programs such as speed and agility, softball, golf, baseball, soccer, croquet, football, bocce, curling, archery and basketball during the school day. After school activities include swimming, gymnastics, cheerleading, and a variety of science clubs.

Ridgeroad Middle Charter School**Grades 7-8**

4601 Ridge Rd., North Little Rock, AR 72116 Ph. (501) 771-8155

www.nlrsd.k12.ar.us

Ridgeroad Middle Charter School is a conversion charter school that is designed to maximize academic achievement for EVERY student.

Ridgeroad offers educational opportunities in an atmosphere of mutual respect between students and teachers. The daily school schedule begins at 7:45 AM with the four core academic areas. The day ends at 4:30 PM with students rotating through 3 elective classes. Exploratory periods are included in the morning and educate students in the areas of Art & Music Appreciation, Keyboarding & Technology, Career Orientation, and Physical Education & Health.

Ridgeroad ensures student/teacher relationships through teaming and looping. Each team includes a Language Arts teacher, a Math teacher, a Social Studies teacher, a Science teacher, and 2 Special Education teachers. Advanced Placement courses are offered in each core academic area.

Ridgeroad classes are full inclusion and maintain the philosophy that EVERY student can learn.

Vilonia Academy of Service and Technology

49 Eagle St., Vilonia, AR 72173 Ph. (501) 796-2940

Grades 5-6

vilonia.k12.ar.us

The Vilonia Academy of Service-Learning and Technology is located in the Vilonia School District. The curriculum is rich in service-learning and technology. The focus of the curriculum is to prepare students academically, while instilling a rebirth of citizenship. Students develop life skills as they apply what they learn to solve problems within their school and community. Classroom instruction incorporates various technologies and serves as a major component to guide the curriculum. It is the goal of the Academy to provide an engaging learning environment through technology and service while promoting excellence in education.

Vilonia Academy of Technology

4 Bane Lane, Conway, AR 72032 Ph. (501) 796-2018

Grades 2-4

vilonia.k12.ar.us

The Vilonia Academy of Technology is a very unique charter school. Located on the western end of the Vilonia School District, the Vilonia Academy of Technology is housed within Vilonia Primary School. We are a school within a school! Our charter school provides a technology-enriched environment for student learning. Classroom instruction includes interaction with a wide variety of advanced technologies: SMART Boards, ELMO visual presenters, Gateway Notebooks, iPods, digital cameras and video cameras, just to name a few. Then there's software: Microsoft Word, PowerPoint, PhotoStory3, Windows Movie Maker and most recently, Gagle. This visionary program of study is constantly researching new technologies that could assist in our effort to increase student performance. Students eagerly engage in challenging projects that require them to research, formulate, create and present across all areas of curriculum. The Vilonia Academy of Technology is truly a great place to learn!





ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education

Charter School Office

Four Capitol Mall, Room 105-C

Little Rock, Arkansas 72201

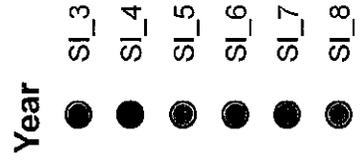
Phone: (501) 683-5313

Fax: (501) 371-3514

http://arkansased.org/schools/schools_charter.html



School Improvement



Arkansas Code Annotated
§ 6-23-101 through § 6-23-601
86th General Assembly
Public Charter School

§ 6-23-101. Title

This chapter shall be known and cited as the "Arkansas Charter Schools Act of 1999".

§ 6-23-102. Legislative intent

It is the intent of the General Assembly, by this chapter, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving;
- (3) Encourage the use of different and innovative teaching methods;
- (4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

§ 6-23-103. Definitions

As used in this chapter:

- (1) "Application" means the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status;
- (2) "Charter" means a performance-based contract for an initial five-year period between the State Board of Education and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of this title specified in the contract;
- (3) "Conversion public charter school" means a public school that has converted to operating under the terms of a charter approved by the local school board and the state board;

- (4) "Eligible entity" means:
- (A) A public institution of higher education;
 - (B) A private nonsectarian institution of higher education;
 - (C) A governmental entity; or
 - (D) An organization that:
 - (i) Is nonsectarian in its program, admissions policies, employment practices, and operations; and
 - (ii) Has applied for tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986; [FN1]
- (5) "Founding member" means any individual who is either:
- (A) A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or
 - (B) A member of the initial governing nonadvisory board of the open-enrollment public charter school;
- (6) "Limited public charter school" means a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the state board;
- (7) "Local school board" means a board of directors exercising the control and management of a public school district;
- (8) "Open-enrollment public charter school" means a public school:
- (A) That is operating under the terms of a charter granted by the state board on the application of an eligible entity; and
 - (B) That may draw its students from any public school district in this state;
- (9) "Parent" means any parent, legal guardian, or other person having custody or charge of a school-age child;
- (10) "Public school" means a school that is part of a public school district under the control and management of a local school board; and
- (11) "Public charter school" means a conversion public charter school, an open-enrollment public charter school, or a limited public charter school.

[FN1] 26 U.S.C.A. § 501(c)(3).

§ 6-23-104. Charter form for public charter schools--Requirements--Revision

(a) A charter for a public charter school shall:

- (1) Be in the form of a written contract signed by the Commissioner of Education and the chief operating officer of the public charter school;
- (2) Satisfy the requirements of this chapter; and
- (3) Ensure that the information required under § 6-23-404 is consistent with the information provided in the application and any modification that the State Board of Education may require.

(b) Any revision or amendment of the charter for a public charter school may be made only with the approval of the state board.

§ 6-23-105. Basis and procedure for public charter school probation or charter modification, revocation, or denial of renewal

(a) The State Board of Education may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the state board determines that the persons operating the public charter school:

- (1) Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- (2) Failed to satisfy generally accepted accounting standards of fiscal management;
- (3) Failed to comply with this chapter or other applicable law or regulation; or
- (4) Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the state board.

(b) Any action the state board may take under this section shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.

(c) The state board shall adopt a procedure to be used for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter.

(d)(1) The procedure adopted under this section shall provide an opportunity for a hearing to the persons operating the public charter school and to the parents of students enrolled in the public charter school.

(2)(A) The hearing shall be held at the location of the regular or special meeting of the state board.

(B) The state board shall provide sufficient written notice of the time and location of the

hearing.

(3) There is no further right of appeal beyond the determination of the state board.

(4) The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

§ 6-23-106. Impact on school desegregation efforts

(a) The applicants for a public charter school, local school board in which a proposed public charter school would be located, and the State Board of Education shall carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

(b) The state board shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.

(c) The state board shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.

Subchapter 2. Authorization for Charter Schools

§ 6-23-201. Application for conversion public charter school status

(a)(1) Any public school district may apply to the State Board of Education for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the state board.

(2) A public school district's application for conversion public charter school status for the public school may include, but shall not be limited to, the following purposes:

(A) Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

(B) Addressing school improvement status resulting from sanctions listed in §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

(C) Partnering with other public school districts or public schools to address students' needs in a geographical location or multiple locations.

(b) Such application shall:

(1)(A) Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.

(B) Notice of the public hearing shall be:

(i) Distributed to the community, certified personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and

(ii) Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting;

(2) Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;

(3) Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;

(4) Describe how the certified employees and parents of students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria;

(5) Describe how the concerns of certified employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and

(6) List the specific provisions of this title and the specific rules and regulations promulgated by the state board from which the conversion public charter school will be exempt.

(c)(1) A certified teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the certified teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

(2) If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification level, then the local school board shall call for a vote of the certified teachers in the proposed conversion public charter school site and proceed, at the local school board's option, with the conversion public charter school application if a majority of the certified teachers approve the proposal.

§ 6-23-202. Authorization for conversion public charter school status

As requested by the conversion public charter school applicant, the State Board of Education shall review the application for conversion public charter school status and may approve any application that:

(1) Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;

(2) Includes a set of performance-based objectives and student achievement objectives for the

term of the charter and the means for measuring those objectives on at least a yearly basis;

(3) Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public charter school, as well as the certified employees and the broader community, in the process of carrying out the terms of the charter; and

(4) Includes an agreement to provide a yearly report to parents, the community, the local school board, and the state board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.

§ 6-23-203. Resubmission of applications

(a) The State Board of Education may allow applicants to resubmit applications for conversion public charter school status if the original application was, in the opinion of the state board, deficient in one (1) or more respects.

(b) The Department of Education may provide technical assistance to the conversion public charter school applicants in the creation or modification of these applications.

§ 6-23-204. Charter renewal

The State Board of Education is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

§ 6-23-205. Teacher hires when charter revoked

If a certified teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the certified teacher will receive a priority in hiring for the first available position for which the certified teacher is qualified in the public school district where the certified teacher was formerly employed.

§ 6-23-206. Rules and regulations

The State Board of Education is authorized and directed to establish rules and regulations for conversion public charter schools.

§ 6-23-207. Repealed by Acts of 2007, Act 1573, § 62, eff. July 31, 2007

Subchapter 3. Authorization for an Open-Enrollment Charter School

§ 6-23-301. Application forms and procedures for open-enrollment public charter schools

(a) The State Board of Education shall adopt:

(1) An application form, a schedule, and a procedure that must be used to apply for a charter for an open-enrollment public charter school; and

(2) Criteria to use in selecting a program for which a charter may be granted.

(b) The application form must provide space for including all information required under this chapter to be contained in the charter.

(c) As part of the application procedure, the state board may require a petition supporting a charter for an open-enrollment public charter school signed by a specified number of parents or guardians of school-age children residing in the area in which an open-enrollment public charter school is proposed, or it may hold a public hearing to determine parental support for the school.

§ 6-23-302. Application for an open-enrollment public charter school

(a) Pursuant to the provisions of this chapter, an eligible entity may apply to the State Board of Education to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district.

(b) The application to the state board for an open-enrollment public charter school shall be made in accordance with a schedule approved by the state board.

(c) The application shall:

(1)(A) Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.

(B)(i) Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment.

(ii) The last publication of notice shall be no less than seven (7) days prior to the public meeting.

(iii) The notice shall not be published in the classified or legal notice section of the newspaper.

(iv) The notice shall be published in no less than ten-point type and shall be no less than two by four inches (2" x 4") or four by two inches (4" x 2").

(C)(i) Within seven (7) calendar days following the first publication of notice required under subdivision (c)(1)(B) of this section, letters announcing the public hearing shall be sent to the superintendent and school board members of each of the public school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent and school board members of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

(ii) The letters to the school board members required in subdivision (c)(1)(C)(i) of this

section shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district or by the Department of Education upon the request of the applicant.

(iii) An affected school district may submit written comments concerning the application to the state board to be considered at the time of the state board's review of the application;

(2) Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;

(3) Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;

(4) List the specific provisions of this title and the specific rules and regulations promulgated by the state board from which the open-enrollment public charter school seeks to be exempted;

(5)(A) Describe the facility to be used for the open-enrollment public charter school and state the facility's current use and the facility's use for the immediately preceding three (3) years.

(B) If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district.

(C) If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the state board; and

(6) Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

(d)(1) The application shall be first reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

(2)(A) However, if the local school board disapproves the application, the applicant shall have an immediate right to proceed with a written notice of appeal to the state board.

(B) The state board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal.

(C) All interested parties may appear at the hearing and present relevant information regarding the application.

(e) A certified teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public

charter school over the certified teacher's objections.

§ 6-23-303. Authorization for an open-enrollment public charter school

As requested by the applicant for an open-enrollment public charter school, the State Board of Education shall review the application for an open-enrollment public charter school and may approve any application that:

- (1) Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;
- (2) Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment public charter school's operation to measure its progress in meeting its academic performance goals;
- (3) Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the certified employees, and the broader community in carrying out the terms of the open-enrollment charter;
- (4) Includes an agreement to provide an annual report to parents, the community, and the state board that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;
- (5) Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and
- (6) Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

§ 6-23-304. Requirements--Preference for certain districts

(a) The State Board of Education may approve or deny an application based on:

- (1) Criteria provided by law or by rule adopted by the state board;
- (2) Findings of the state board relating to improving student performance and encouraging innovative programs; and
- (3) Written findings or statements received by the state board from any public school district likely to be affected by the open-enrollment public charter school.

(b) The state board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

- (1) When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
- (2) When the district has been classified by the state board as in academic distress under § 6-

15-428; or

(3) When the district has been classified by the Department of Education as in some phase of school improvement status under § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the state board.

(c)(1) The state board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools.

(2) An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in subdivision (c)(6) of this section.

(3) An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized pursuant to the provisions of § 6-13-1601 et seq. until after the third year of the administrative reorganization.

(4) The General Assembly hereby recognizes by established relevant demonstrated educational accountability measures that the Knowledge Is Power Program (KIPP) Delta College Preparatory Open-Enrollment Charter School has:

(A) Improved student learning through innovative ideas and techniques;

(B) Increased learning opportunities for all students; and

(C) Created special emphasis on expanded learning experiences for students who were previously identified as low-achieving.

(5) As a result, the Knowledge Is Power Program is recognized as an effective method for:

(A) Meeting the statutory intent of this chapter;

(B) Closing the achievement gap in public schools for economically disadvantaged, racial, and ethnic subgroups, the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq. and § 6-15-1601 et seq.; and

(C) Otherwise providing an alternative education that has been proven adequate and equitable to Arkansas students.

(6) Therefore, any charter applicant that receives an approved open-enrollment public charter may petition the state board for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas provided that the applicant meets the following conditions, subject to the normal application, review, and approval process of the state board:

(A) The approved open-enrollment public charter applicant has demonstrated success in

student achievement gains, as defined by the state board; and

(B) The approved open-enrollment public charter applicant has not:

- (i) Been subject to any disciplinary action by the state board;
- (ii) Been classified as in school improvement or academic or fiscal distress; and
- (iii) Had its open-enrollment public charter placed on probation, suspended, or revoked; and

(C) The state board determines in writing by majority of a quorum of the state board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in this subdivision (c)(6).

(d) No private or parochial elementary or secondary school shall be eligible for open-enrollment public charter school status.

§ 6-23-305. Notice of disapproval--Assistance with resubmission of application

(a) If the State Board of Education disapproves an application for an open-enrollment public charter school, the state board shall notify the applicant in writing of the reasons for such disapproval.

(b) The state board may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the state board.

(c) The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the creation or modification of its application.

§ 6-23-306. Contents of open-enrollment public charters

An open-enrollment public charter granted under this subchapter shall:

- (1) Describe the educational program to be offered;
- (2) Specify the period for which the open-enrollment public charter or any renewal is valid;
- (3) Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board of Education and on compliance with any accountability provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;
- (4) Establish the level of student performance that is considered acceptable for purposes of subdivision (3) of this section;
- (5) Specify any basis, in addition to a basis specified by this chapter, on which the open-

enrollment public charter school may be placed on probation or its charter is revoked or on which renewal of the open-enrollment public charter may be denied;

(6) Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:

(A) The open-enrollment public charter may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, [FN1] Title IX of the federal Education Amendments of 1972, [FN2] the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and

(B) The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title;

(7) Specify the grade levels to be offered;

(8) Describe the governing structure of the program;

(9) Specify the qualifications to be met by professional employees of the program;

(10) Describe the process by which the persons providing the program will adopt an annual budget;

(11) Describe the manner in which the annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;

(12) Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;

(13) Describe the geographical area, public school district, or school attendance area to be served by the program;

(14)(A) Specify methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

(B)(i) Except as provided in subdivision (14)(C) of this section, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept, the open-enrollment public charter must require the open-enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

(ii) However, an open-enrollment public charter school may allow a preference for:

(a)(1) Children of the founding members of the eligible entity.

(2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school; and

(b) Siblings of students currently enrolled in the open-enrollment public charter school.

(C) The open-enrollment public charter may allow use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States Department of Education, July, 2004; and

(15) Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

[FN1] 42 U.S.C.A. § 2000d et seq.

[FN2] 20 U.S.C.A. § 1681 et seq.

§ 6-23-307. Renewal of charter

After the initial five-year period of an open-enrollment public charter, the State Board of Education is authorized to renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed five (5) years.

§ 6-23-308. Priority hiring for teachers

If a certified teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the certified teacher will receive a priority in hiring for the first available position for which the certified teacher is qualified in the public school district where the certified teacher was formerly employed.

§ 6-23-309. Rules and regulations

The State Board of Education is authorized to promulgate rules and regulations for the creation of open-enrollment public charter schools.

§ 6-23-310. Status report

The State Board of Education shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Interim Committee on Education and the Senate Interim Committee on Education during the interim between regular

sessions of the General Assembly.

Subchapter 4. Operation of Open-Enrollment Charter Schools

§ 6-23-401. Authority under a charter for open-enrollment public charter schools

(a) An open-enrollment public charter school:

- (1) Shall be governed by an eligible entity that is fiscally accountable and under the governing structure as described by the charter;
- (2) Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;
- (3) Shall retain authority to operate under the charter contingent on satisfactory student performance as provided by the charter and in accordance with this chapter;
- (4) Shall have no authority to impose taxes;
- (5) Shall not incur any debts without the prior review and approval of the Commissioner of Education;
- (6) Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and
- (7) Shall not be religious in its operations or programmatic offerings.

(b) An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by this title and any rule and regulation promulgated by the State Board of Education under this title relating to:

- (1) Monitoring compliance with this chapter, as determined by the commissioner;
- (2) Public school accountability under this title;
- (3) High school graduation requirements as established by the state board;
- (4) Special education programs as provided by this title;
- (5) Conducting criminal background checks for employees as provided in this title; and
- (6) Health and safety codes as established by the state board and local governmental entities.

§ 6-23-402. Enrollment numbers and deadline

(a) An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.

(b)(1) Any student enrolling in an open-enrollment public charter school shall enroll in that school by July 30 for the upcoming school year during which the student will be attending the open-enrollment public charter school.

(2) However, if a student enrolled by July 30 should no longer choose to attend the open-enrollment public charter school, the open-enrollment public charter school may enroll a replacement student.

(c) Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

§ 6-23-403. Annual audit of open-enrollment public charter school required

Any other provisions of the Arkansas Code notwithstanding, an open-enrollment public charter school shall be subject to the same auditing and accounting requirements as any other public school district in the state.

§ 6-23-404. Evaluation of open-enrollment charter schools

(a) The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

(b) An annual evaluation shall include, but not be limited to, consideration of:

- (1) Student scores under the statewide assessment program described in § 6-15-433;
- (2) Student attendance;
- (3) Student grades;
- (4) Incidents involving student discipline;
- (5) Socioeconomic data on students' families;
- (6) Parental satisfaction with the schools; and
- (7) Student satisfaction with the schools.

(c) The State Board of Education may require the charter holder to appear before the state board to discuss the results of the evaluation and to present further information to the state board as the department or the state board deems necessary.

Subchapter 5. Funding for Open-Enrollment Public Charter Schools

§ 6-23-501. Funding for open-enrollment public charter schools

(a)(1) An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under § 6-20-2305(a) and (b) as well as any other funding that a

public charter school is entitled to receive under law or pursuant to rules promulgated by the State Board of Education.

(2) Funding for an open-enrollment public charter school shall be based upon the current year three-quarter average daily membership of the open-enrollment public charter school as follows:

(A) The initial funding estimate for each school year shall be based on enrollment as of July 30 preceding the school year in which the students are to attend;

(B) In December, funding will be adjusted based on the first-quarter average daily membership; and

(C) A final adjustment will be made after the current year three-quarter average daily membership is established.

(3) Funding for an open-enrollment public charter school shall be paid in twelve (12) equal installments each fiscal year.

(b) An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

(c) Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

(d)(1) An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws its students if the public school district decides to sell or lease the public school facility.

(2) The public school district may not require lease payments that exceed the fair market value of the property.

(3) The application of this subsection (d) is subject to the rights of a repurchaser under § 6-13-103 regarding property taken by eminent domain.

(4) A public school district is exempt from the provisions of this subsection (d) if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.

(5) The purposes of this subsection (d) are to:

(A) Acknowledge that taxpayers intended a public school facility to be used as a public school; and

(B) Preserve the option to continue that use.

(6) Nothing in this subsection (d) is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

§ 6-23-502. Source of funding

(a) Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

(b) The amount set aside shall be determined by the State Board of Education.

§ 6-23-503. Use of funding

(a) An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

(b)(1) No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

(2) Every contract or lease into which an open-enrollment public charter school enters shall include the wording of subdivision (b)(1) of this section.

§ 6-23-504. Employee benefits

Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

§ 6-23-505. Annual audit

An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 of each year in accordance with generally accepted auditing procedures and containing any other data as determined by the State Board of Education.

§ 6-23-506. Assets of school as property of state

(a) Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school.

(b)(1) If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board of Education may require that the property be sold.

(2) The state has a perfected priority security interest in the net proceeds from the sale or

liquidation of the property to the extent of the public funds used in the purchase.

§ 6-23-507. Rules and regulations

The State Board of Education shall have the authority to promulgate rules and regulations in accordance with other state and federal statutes to implement this subchapter and § 6-23-402.

Subchapter 6. Limited Charter Schools

§ 6-23-601. Application for limited public charter school status--Approval-- Teacher transfers--Annual evaluation

(a)(1) Any public school may apply to the State Board of Education for limited public charter school status for alternative comprehensive staffing and compensation programs designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives, to be known as a limited public charter school.

(2) A limited public charter shall be for the purpose of instituting alternative staffing practices in accordance with a schedule approved by the state board.

(3) A limited public charter shall be initially established for a period of no more than five (5) years and may be renewed on a one-year or multiyear basis, not to exceed five (5) years per charter renewal.

(b) The application shall:

(1)(A) Contain the provisions of this title and the specific rules and regulations promulgated by the state board from which the limited public charter school will be exempt.

(B) The provisions from which the public school district may be exempt for the limited public charter school only shall be limited to the following:

(i) The duty-free lunch period requirements set forth in § 6-17-111;

(ii) The daily planning period requirements set forth in § 6-17-114;

(iii) The committee on personnel policies requirements set forth in § 6-17- 201 et seq.; and

(iv) Standards for accreditation set forth in the Arkansas Code, set forth by the Department of Education, or set forth by the state board.

(C) No limited public charter school may be allowed an exemption that would allow a full-time certified employee to be paid less than the salary provided in the public school district's salary schedule for that employee;

(2) Describe a plan for school improvement that addresses how the limited public charter school will improve student learning and meet the state education goals;

(3) Describe how the certified employees at the limited public charter school will be involved in developing and implementing the school improvement plan set forth in subdivision (b)(2) of this section and in identifying performance criteria;

(4) Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited public charter school in improving student learning and meeting or exceeding the state education goals; and

(5) Be reviewed as a regular agenda item and approved after sufficient public comment by the local school board and the state board.

(c)(1) Any application to obtain limited public charter school status approved by a local school board shall be forwarded by the local school board to the state board.

(2) If a local school board does not approve a public school's application, the local school board shall inform the applicants and faculty of the public school of the local school board's reasons for not approving the application.

(d)(1) A certified teacher employed by a public school in the school year immediately preceding the effective date of a limited public charter for a limited public charter school within that public school district may not be transferred to or be employed by the limited public charter school over the certified teacher's objections, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

(2) If the transfer of a teacher within a public school district is not possible because only one (1) public school exists for the teacher's certification level, then the local school board shall call for a vote of the certified teachers in the proposed limited public charter school site and proceed, at the local school board's option, with the limited public charter school application if a majority of the certified teachers approve the proposal.

(3)(A) A certified teacher choosing to join the staff of a limited public charter school shall be employed by the district by a written contract as set forth in § 6-13-620(4), with the contract being subject to the provisions of The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(B)(i) The certified teacher shall also enter into a separate supplemental contract specifically for the teacher's employment in the limited public charter school, with the supplemental contract being exempt from The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., and from § 6-17-807.

(ii) Termination of the supplemental contract shall not be used as a basis to deny continued employment of the teacher within the public school district in another public school at a similar grade level.

(e)(1) Limited public charter schools shall be evaluated annually by the department based on criteria approved by the state board, including, but not limited to, student performance data in order to determine progress in student achievement that has been achieved by the limited public charter school.

- (2) The department shall annually report its evaluation to the state board.
- (3) Based upon that evaluation, the state board may revoke a limited public charter.
- (f) The state board shall promulgate rules and regulations necessary for the implementation of this subchapter.

Current through end of the 2008 First Ex.Sess., including changes made by the Arkansas Code Revision Commission received through March 26, 2008.

END OF DOCUMENT

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS**

October 12, 2009

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Public Charter Schools.
- 1.02 The State Board of Education enacted these rules pursuant to its authority under Arkansas Code Annotated §6-11-105, 6-23-101 et seq., 25-15-201 et seq., and Act 1469 of 2009.

2.00 Purpose of Regulations

- 2.01 The purposes of these rules are to implement Arkansas Code Annotated §6-23-101, et seq. and to establish the requirements and procedures for the application of a public charter school, for monitoring a school once it has been granted a charter by the State Board of Education (State Board), for renewal, modification, and revocation of a charter granted by the State Board of Education, and for disbursing funds to a public charter school.

3.00 Definitions

For the purpose of these rules:

- 3.01 "Debt" is defined as a financial obligation incurred by a public charter school, which is due in more than 365 days.
- 3.02 "Average daily membership (ADM)" is defined as 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 each school year, divided by the number of school days actually taught in the school during that period of time rounded up to the nearest hundredth.
- 3.03 "Local School Board" means a board of directors exercising the control and management of a public school district. In addition for the purposes of these rules a local school board refers to the board of directors of the school district where the public charter school will be physically located.
- 3.04 "Public school district in which enrollment is likely to be affected" is defined as the school districts in the geographical area surrounding the proposed open-enrollment public charter school from which students are likely to be drawn across district lines for enrollment in the public charter school.

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- 3.05 “Application” is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.
- 3.06 “Letter of Intent” is defined as a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education by the established deadline.
- 3.07 “Eligible entity” is defined as a public or private, nonsectarian institution of higher education; governmental entity, or organization, which has applied for tax exempt status under §501(c)(3) of the Internal Revenue Code at the time of application for the open-enrollment charter. The eligible entity must have status as a tax-exempt organization under § 501(c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.
- 3.08 “Charter” is defined as a performance-based contract between the State Board of Education and an approved applicant for public charter school status which exempts the public charter school from specified state and local rules, regulations, policies, and procedures for an initial five-year (5) period and which operates under the specific terms of a charter granted by the State Board of Education.
- 3.09 “Public charter school” is defined as a conversion public charter school, an open-enrollment public charter school, or a limited public charter school.
- 3.10 “Open-enrollment public charter school” is defined as a public school that is operating under the terms of a charter granted by the s State Board of Education on the application of an eligible entity, may draw its students from any public school district in this state, and is recognized as a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. §7801, as it existed on April 10, 2009.
- 3.11 “Conversion public charter school” is defined as an existing public school which has is converted to a school under the terms of a charter approved by the local school board and the State Board of Education.
- 3.12 “Limited public charter school” is defined as a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the State Board of Education.

- 3.13 “Founding member” is defined as any individual who is either a member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school or a member of the initial governing non-advisory board of the open-enrollment public charter school.
- 3.14 “Parent” is defined as any parent, legal guardian, or other person having custody or charge of a school-age child.
- 3.15 “Public school” is defined as a school that is part of a public school district under the control and management of a local school board.
- 3.16 “License” is that authority granted by the State Board of Education to an already existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school with a limit of only one charter license to be approved for each additional open-enrollment public charter school to be established under an already existing open-enrollment charter provided the applicant for a charter license meets the following minimum conditions: (1) open-enrollment public school charter from the State Board of Education, and (2) meets the requirements of Section 10.05.1 of these Rules.

4.00 Observance of Anti-Discrimination Laws

- 4.01 All public charter schools shall observe and comply with all anti-discrimination law, both federal and state, except where otherwise exempted under federal charter school law as provided in § 10.02.02.
- 4.02 For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules, all public charter schools are responsible for ensuring that the requirements of IDEA are met.
- 4.03 For the purposes of Section 504 of the Rehabilitation Act and these rules, all public charter schools are responsible for ensuring that the requirements of Section 504 are met.

5.00 Application Process, Schedule, Forms and Technical Assistance

- 5.01 A procedure for establishing a public charter school shall be published by the Department of Education at least thirty (30) days prior to the hearing of a charter school application or license request or issue, as approved by the State Board of Education. If all dates and requirements in the procedures for establishing a public charter school are not strictly followed, the State Board may refuse to consider the application for a charter.
- 5.02 Application forms and other documents needed for the public charter school application process shall be provided by the Department of Education Charter

School Office and are attached as "Appendix A" to these Rules and incorporated into these Rules as if fully set forth herein.

- 5.03 Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.
- 5.04 A public school district is not eligible to apply for an open-enrollment public charter.

6.00 Conversion Public Charter School – Application Approval Procedures

- 6.01 Each conversion public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a conversion public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.
- 6.03 A public school application for a conversion public charter school may include, but shall not be limited to, the following purposes:
 - 6.03.01 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;
 - 6.03.02 Addressing school improvement status resulting from sanctions listed in Arkansas Code Annotated § 6-15-207(c)(8) and 6-15-429(a) and (b); or
 - 6.04.03 Partnering with other districts or schools to address students' needs in a geographical location or multiple locations.

7.00 Responsibilities of the State Board of Education – Conversion Public Charter Schools

- 7.01 The State Board shall not approve a conversion public charter school application from a district that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.

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- 7.03 The State Board shall review the applications for proposed public charter schools. The State Board shall vote whether or not to award charters. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

8.00 Open-Enrollment Public Charter School – Application Approval Procedures

- 8.01 Each open-enrollment public charter applicant must submit to the Department of Education Charter School Office a letter of intent sent by certified mail and received by the Department on or before the established deadline. A copy of the letter of intent shall also be sent by certified mail to the superintendent of each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.
- 8.02 Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.
- 8.03 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application,
- 8.04 The application shall be received by the Department on or before the established deadline. Each open-enrollment public charter applicant shall send a copy of the application to all public school districts in which enrollment is likely to be affected by the public charter school by the established deadline. The application shall be sent by certified mail to the Superintendent(s) as required in § 8.01 by the established deadline. Documentation shall be provided to the Department of Education, in the form of copies of certified mail receipts that the applications were sent.

- 8.05 The board of the public school districts in which enrollment is likely to be affected by the proposed public charter school may review the open-enrollment public charter school application and submit any written findings or statements of the board, signed by the board president, to the Department of Education Charter School Office by an established deadline. The school board shall send a copy of the written findings or statements to the applicant by certified mail. Failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district.
- 8.06 The local board of the district where the proposed public charter school is to be located shall review the open-enrollment public charter school application. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent by certified mail to the Department of Education Charter School Office and to the public charter school applicant by an established deadline. An affected school district may submit written comments concerning the application to the State Board to be considered at the time of the State Board's review of the application by a deadline to be established by the State Board.
- 8.07 The applicant for an open-enrollment public charter school whose application is disapproved by the local board shall have the immediate right to proceed with a written notice of appeal to the State Board of Education. To exercise the right to appeal, the applicant must send written notice of appeal to the State Board within ten (10) calendar days after receiving notice of the local board's disapproval of the application for an open-enrollment public charter school. The notice of appeal shall be sent by certified mail to the State Board of Education and to the local board of the district where the proposed public charter school is to be located.

9.00 Responsibilities of the State Board of Education – Open-Enrollment Public Charter Schools

- 9.01 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. It is recommended that the evaluation form attached to these Rules as "Appendix C" and incorporated into these Rules as if fully set forth herein to be used by the Department in evaluating applications. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review. The State Board of Education may request the Department of Education to contract with outside agencies to provide services concerning the review and evaluation of charter applications.
- 9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal

at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment public charter school.

9.02.01 The charter applicant shall have a period of time to be set at the discretion of the State Board as required by Section 5.01 of these Rules to present its arguments to the State Board for approval of the proposed public charter school. The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined period of time, to be set at the discretion of the State Board, to present the arguments for disapproval of the proposed public charter school to the State Board. The charter applicant shall then have a period of time, to be set at the discretion of the State Board, to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed public charter schools and utilize the same procedures set forth in Section 9.02.01 of these Rules. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The public charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how the public charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

- 10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority
 - 10.01.07 copies of annual budget and financial plan (including all sources of funding);
 - 10.01.08 establishes the entity has applied for tax exempt status under § 501(c) (3) of the Internal Revenue Code of 1986;
 - 10.01.09 agreement to provide annual report of progress toward meeting performance goals to parents, community, local board and State Board;
 - 10.01.10 description of admission procedure;
 - 10.01.11 description of support services;
 - 10.01.12 identification of regulations, if any, to be waived, with rationale for waiver request;
 - 10.01.13 school calendar and school day schedule; and
 - 10.01.14 description of age or grade range of pupils to be enrolled.
- 10.02 In addition to the requirements identified in Section 10.01 of these Rules, an application for an open-enrollment public charter school shall include, but is not limited to, the following:
- 10.02.01 specification of period for which the charter or any charter renewal is valid, contingent upon acceptable student performance levels established within the state accountability system;
 - 10.02.02 prohibition of discrimination in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools, except as allowed in § 4.00; although the charter may provide for the exclusion of a student who has been expelled from another public school district;
 - 10.02.03 specification of the qualifications to be met by professional employees of the program;
 - 10.02.04 description of budget process;

- 10.02.05 description of annual audit of financial and programmatic operations, including how the charter school will provide information needed by the public school district in which the charter school is located;
- 10.02.06 description of facility to be used and its location including the terms of the facility utilization agreement if the facility for the public charter school is owned or leased from a sectarian organization. All facilities lease agreements by applicants shall provide as much information as possible but should supply the general information required. The lease agreement form as attached to these Rules as Appendix B is provided as a standard form lease that may be used by the applicant, ;
- 10.02.07 description of geographical area, school district or school attendance area to be served by the program;
- 10.02.08 description of admission and enrollment criteria and student recruitment and selection processes, including provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the public charter school is able to accept; and
- 10.02.09 a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees, except as permitted in § 4.00 and 10.02.02.

10.03 Preference for Approval of Open-Enrollment Public Charter Schools

The State Board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

- 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
- 10.03.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or
- 10.03.3 Where the district has been classified by the Department of Education as in some phase of school improvement under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under § 6-20-1902 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

10.04 The State Board may grant no more than a total twenty-four (24) charters for open-enrollment public charter schools, a charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 10.05 of these Rules.

10.04.1 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized pursuant to the provisions of § 6-13-1601 et seq. until after the third year of the administrative reorganization.

11.00 License Applicants

11.01 In accordance with Ark. Code Ann. § 6-23-304, the Knowledge Is Power Program instructional program is recognized as an effective method for meeting the statutory purpose and intent of Ark. Code Ann. § 6-23-101 et seq., closing the achievement gap in public schools for economically disadvantaged, racial and ethnic subgroups, Ark. Code Ann. § 6-15-401 et seq. and Ark. Code Ann. § 6-15-1601 et seq., and otherwise providing an alternative, proven, adequate and equitable education to Arkansas students.

11.01.1 Any charter applicant that receives an approved open-enrollment public charter under Section 10.04 of these rules may petition the State Board at any time for a charter school to be opened no earlier than July 1 of the following school year for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas provided that the applicant meets the following conditions, subject to the normal application, review, and approval process of the State Board, with the exception that the license request does not have to be initially sent to the local board for its consideration:

11.01.1.1 The approved open-enrollment public charter applicant has demonstrated success in student achievement gains, as defined by the State Board; and

11.01.1.2 The approved open-enrollment public charter applicant has not been subject to any disciplinary action by the State Board; has not been classified as in school improvement, academic or fiscal distress; and has not had its open-enrollment public charter placed on probation, suspended or revoked; pursuant to Arkansas Code Annotated § 6-23-105; and

11.01.1.3 The State Board of Education determines in writing by majority of a quorum of the State Board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 10.05.1 of these rules.

11.02 Applicants for a license under this section of the rules are relieved from compliance with sections 8.01 and 8.02.

11.03 The State Board shall consider any such license petition within ninety (90) business days after it receives the petition, utilizing the same procedures set forth in Section 9.02.01 of these Rules.

12.00 Enrollment

12.01 Enrollment for an existing public school converted to a public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the public charter school is located or similar to the enrollment procedures for district magnet schools.

12.02 If more eligible students apply for admission than the public charter school is able to accept, then the public charter school shall create an enrollment process based upon a random anonymous student selection method.

12.03 While a public charter school may operate on a traditional calendar or a year-long calendar, all public charter schools shall begin the school year in the fall.

12.04 Documented student enrollment as of July 30 of each school year shall be reported by open-enrollment public charter schools.

12.05 An open-enrollment public charter school may allow a preference for children of the founding members of the eligible entity. The number of enrollment preferences granted to the children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school and siblings of students currently enrolled in the school.

12.06 A public charter school may allow the use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States of the Department of Education, July, 2004.

13.00 Funding**13.01 Funding for Public Charter Schools**

- 13.01.01 An existing public school converted to a public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.
- 13.01.02 An open-enrollment public charter school shall receive funds equal to the amount that any a public school would receive under 6-20-2305 (a) and (b) as well as any other funding that the public charter school is entitled to receive under law.
- 13.01.03 For the first year of operation and for the first year the open-enrollment public charter school adds a new grade, the foundation funding and enhanced educational funding for an open-enrollment public charter school is determined as follows: an initial funding estimate shall be based upon the enrollment as of July 30 of the current school year. In December, funding will be adjusted based upon the current year first quarter average daily membership; and a final adjustment will be made after the current three-quarter average daily membership is established. For the second year and each school year thereafter (if new grade(s) have not been added), the previous year's average daily membership will be used to calculate foundation funding and any enhanced educational funding amounts. Charter schools receiving foundation funding based on prior year three quarter ADM are eligible to receive student growth funding pursuant to §6-20-2305.
- 13.01.04 For the first year of operation, free or reduced price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding, and for the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.
- 13.01.05 In the first year of operation the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of July 30 of the current school year multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year. For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily

membership multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year.

- 13.01.06 The Department of Education shall distribute other categorical funding under §6-20-2305 (a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the state board. Funding for Alternative Learning Education (ALE) students will be funded pursuant to §6-20-2305.
- 13.01.07 An open-enrollment public charter school shall not be denied foundation funding, enhanced educational funding or categorical funding in any year of operation provided that the open-enrollment public charter school submits to the department the number of students eligible for funding through the Arkansas Public School Computer Network (APSCN) reporting process as specified in applicable rules.
- 13.02 The Department of Education shall establish procedures to ensure that every public charter school receives the Federal funds for which the public charter school is eligible.
 - 13.02.01 The Department of Education shall take such measures as necessary to ensure that a public charter school receives the federal funds for which the school is eligible not later than five (5) months after the public charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the public charter school are not fully and completely determined until that public charter school actually opens.
 - 13.02.02 The measures shall also ensure that every public charter school expanding its enrollment in any subsequent year of operation receives the federal funding for which the public charter school is eligible not later than five (5) months after such expansion.
- 13.03 The submission to an annual certified audit as required by Arkansas Code Annotated §6-23-101 et seq., shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner shall result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.
- 13.04 All open-enrollment public charter schools operated by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code are subject to the same auditing and accounting requirements as any other public school district in the state.

- 13.05 An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

14.00 Evaluation, Monitoring and Reporting Requirements of the Public Charter Schools

- 14.01 The Arkansas Department of Education shall conduct an annual evaluation of all public charter schools. The Department may choose to contract with an outside party to conduct such an annual evaluation. The evaluation shall include, but not be limited to, consideration of the following:

- 14.01.01 student scores under the statewide assessment program described in § 6-15-433;
- 14.01.02 student attendance;
- 14.01.03 student grades;
- 14.01.04 student discipline incidents
- 14.01.05 socioeconomic data on students' families;
- 14.01.06 parent satisfaction with the school;
- 14.01.07 student satisfaction with the schools;
- 14.01.08 on-site monitoring of the facility; and
- 14.01.09 other terms of the school's charter.

- 14.02 The State Board of Education may require the charter holder to appear before the State Board to discuss the results of the evaluation and to present further information to the State Board as the Department or State Board deems necessary.

- 14.03 As a condition of its charter, each public charter school is required to provide an annual report to parents, the community and the State Board that details its progress in meeting its academic performance objectives.

- 14.04 Each public charter school shall participate in the Arkansas Public School Computer Network reporting requirements.

- 14.05 Each public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.

15.00 Basis and Procedure for Public Charter Modification, or Charter School Probation, Revocation, or Denial of Renewal.

- 15.01 The State Board may modify the charter of a public charter school or it may place a public charter school on probation or revoke its charter or deny renewal of its charter at any time the State Board deems it necessary to do so.
- 15.02 The State Board shall notify the chief operating officer of the public charter school of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the chief operating officer of the public charter school.
- 15.03 The chief operating officer of the public charter school, on behalf of the charter school, may request, in writing, a hearing before the State Board.
- 15.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.
- 15.05 The hearing shall be held at the location of the regular or special meeting of the State Board of Education.
 - 15.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the conversion public charter school is located or to the chief operating officer of the open-enrollment public charter school.
 - 15.05.02 The hearing shall be open to the public.
- 15.06 The decision of the State Board shall be final.

16.00 Impact on Desegregation Efforts

- 16.01 The applicant petitioners for each application for a proposed public charter school must include a written evaluation describing the potential impact on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
- 16.02 The local board shall also prepare a written evaluation of the potential impact the proposed public charter school will have on the efforts of the public school district or districts to comply with court orders and statutory obligations to create

and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.

- 16.03 Technical assistance in this review may be provided by the Department of Education's section on Accountability and its unit on Desegregation Monitoring.
- 16.04 The State Board of Education shall not approve any public charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or districts in this state.

17.00 Renewal of Charters

- 17.01 Each open-enrollment public charter school and conversion public charter school must apply for renewal of its charter prior to expiration on a form prescribed by the Charter School Office, by a deadline set by the Charter School Office.
- 17.02 A charter may be renewed by the State Board of Education for up to a five (5) year period. The State Board may decide not to renew a charter or to renew a charter for a period less than five years.

18.00 Assets of School as Property of State

- 18.01 Any holder of a charter for an open-enrollment public charter school must give the Department at least thirty (30) business days' notice of its intent to cease operation as an open-enrollment public charter school to allow the charter holder and the Department sufficient time to accomplish those items necessary and required to close the charter school.
- 18.02 Upon dissolution of an open-enrollment public charter school or upon non-renewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest or real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of an open-enrollment charter school.
- 18.03 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board of Education may require that the property be sold.
- 18.04 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase. The open-enrollment public charter school will assume sole responsibility of all expenditures at the close of the school.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING LIMITED PUBLIC CHARTER SCHOOLS**

October 12, 2009

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Limited Public Charter Schools.
- 1.02 The State Board of Education enacted these rules pursuant to its authority under Arkansas Code Annotated §§6-11-105, 6-23-206, and 6-23-201 et seq.

2.00 Purpose of Regulations

- 2.01 The purposes of these rules are to implement §6-23-601, and to establish the requirements and procedures for the application of a limited public charter school and for monitoring a school once it has been granted a limited charter by the State Board of Education.

3.00 Definitions

For the purpose of these rules:

- 3.01 “Limited Public Charter School” is defined as a public school operating under the terms of a charter approved by the State Board of Education for the purposes of implementing an alternative comprehensive staffing and compensation program designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives.
- 3.02 “Application” is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.
- 3.03 “Letter of Intent” is defined as a written notice submitted to the Department of Education Charter School Office that a public school district intends to file a limited public charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education.

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4.00 Observance of Anti-Discrimination Laws

- 4.01 All limited charter schools shall observe and comply with all anti-discrimination laws, both federal and state.
- 4.02 For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules, all limited public charter schools are responsible for ensuring that the requirements of IDEA are met.
- 4.03 For the purposes of Section 504 of the Rehabilitation Act and these rules, all limited public charter schools are responsible for ensuring that the requirements of Section 504 are met.

5.00 Application Process, Schedule, Forms and Technical Assistance

- 5.01 A procedure for establishing a limited public charter school shall be published by the Department of Education, as approved by the State Board of Education. All dates and requirements in the procedures for establishing a limited public charter school shall be strictly followed by the charter applicant.
- 5.02 Application forms and other documents needed for the limited public charter school application process shall be provided by the Department of Education.
- 5.03 Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.

6.00 Limited Public Charter School – Application Approval Procedures

- 6.01 Each limited public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each limited charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a limited public charter school. The application shall be on a form provided by the Department of Education. Technical assistance in preparing the application may be requested from the Department of Education Charter School Office.
- 6.03 The application shall be reviewed by the local board of the public school district as a regular agenda item at their local board meeting. The local board shall vote to approve or disapprove the application. If approved, the local board shall forward the application with sufficient written proof of the local boards' approval of the application to the State Board of Education.

7.00 Responsibilities of the State Board of Education – Limited Public Charter Schools

- 7.01 The State Board shall not approve a limited public charter school application that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the application and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.
- 7.03 The State Board shall review the applications for proposed limited public charter schools. The State Board shall vote whether or not to award charters to approved applications. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a limited charter application in order to allow a limited charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

8.00 Content of Application and Charter

- 8.01 The limited public charter school application shall include, but is not limited to the following:
 - 8.01.01 identification of the rules and the provisions of Title 6 of the Arkansas Code, if any, to be waived, with rationale for waiver request as allowed by Arkansas Code Annotated §6-23-601 (b) (1);
 - 8.01.02 description of a plan for school improvement that addresses how the school will improve student learning and meet the state education goals;
 - 8.01.03 description of how the certified employees at the limited public charter school will be involved developing and implementing the school improvement plan and in identifying performance criteria; and
 - 8.01.04 description of the performance criteria that will be used during the initial period of the charter to measure the progress of the limited

public charter school in improving student learning and meeting or exceeding the state education goals.

8.02 In addition to the requirements identified in section 8.01, an application for a limited public charter school shall include, but is not limited to, the following:

8.02.01 description of admission, enrollment criteria and student selection processes, including a provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the limited public charter school is able to accept, except as allowed for in Arkansas Code Annotated §6-23-306;

8.02.02 a statement that the school district will not discriminate in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district;

8.02.03 A limited public charter school located in a school district under court ordered desegregation may use a weighted lottery in the student selection process in accordance with Arkansas Code Annotated §6-23-306; and

8.02.04 a statement that the school district will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.

9.00 Enrollment

9.01 Enrollment for a limited public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the limited public charter school is located.

9.02 If more eligible students apply for admission than the limited public charter school is able to accept, then the limited public charter school shall create an enrollment process based upon a random anonymous student selection method, except as allowed for in Arkansas Code Annotated §6-23-306.

10.00 Funding

10.01 A limited public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.

- 10.02 The Department of Education shall establish procedures to ensure that every limited public charter school receives the Federal funds for which the limited public charter school is eligible.
- 10.03 The submission of an annual certified audit as required by Arkansas Code Annotated §6-23-101 et seq. shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner would result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.

11.00 Evaluation, Monitoring and Reporting Requirements of Limited Public Charter Schools

- 11.01 The Arkansas Department of Education shall conduct an annual evaluation of all limited public charter schools, which shall include, but not be limited to, consideration of the following:
 - 11.01.01 student scores on assessment instruments; and
 - 11.01.02 other terms of the school's charter.
- 11.02 As a condition of its charter, each limited public charter school is required to provide an annual report to parents, the community, and the State Board that details its progress in meeting its academic performance objectives.
- 11.03 Each limited public charter school will participate in the Arkansas Public School Computer Network reporting requirements.
- 11.04 Each limited public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.

12.00 Basis and Procedure for Charter Modification, or Limited Public Charter School Probation, Revocation, or Denial of Renewal.

- 12.01 The State Board may modify the charter of a limited public charter school or it may place a limited public charter school on probation or revoke its charter or deny renewal of its charter at any time the Board deems it necessary to do so.
- 12.02 The State Board shall notify the superintendent of the sponsoring school district of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the superintendent of the school district where the limited public charter school is located.

- 12.03 The superintendent of the school district where the limited public charter school is located, on behalf of the limited public charter school, may request, in writing, a hearing before the State Board.
- 12.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.
- 12.05 The hearing shall be held at the facility at which the limited public charter school is located.
 - 12.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the limited public charter school is located.
 - 12.05.02 The hearing shall be open to the public.
- 12.06 The decision of the State Board shall be final.

13.00 Impact on Desegregation Efforts

- 13.01 The petitioners of each application for a proposed limited public charter school must include a written evaluation describing the potential impact on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
- 13.02 The local board shall also prepare a written evaluation of the potential impact the proposed limited public charter school will have on the efforts of the school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.
- 13.03 Each application for a proposed limited public charter school shall be examined for its effect on the minority and majority percentages of student enrollment in the public school districts within the limited public charter school's proposed population outreach.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS
PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

July 2009

1.0 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-207, 25-15-201 et seq., and Acts 219, 829 and 1015 of 2007.
- 1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised June 2008.

2.0 PURPOSE

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.
- 2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.
- 2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:

- 3.01 "Cited" - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.
- 3.02 "Core academic course" means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.
- 3.03 "Department" - Arkansas Department of Education.
- 3.04 "Enforcement action" - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

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- 3.06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.
- 3.07 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law.
- 3.08 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.
- 3.09 "State Board of Education" - Arkansas State Board of Education.

4.0 CITED STATUS

- 4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.
- 4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.
- 4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.
- 4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.
- 4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

5.0 PROBATIONARY STATUS

- 5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.
- 5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.
- 5.03 No school or school district shall maintain a probationary status for violation of any standard for more than two (2) consecutive school years including the year the probationary status is declared.

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- 5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

D/P	6.0	STANDARD I	EQUAL EDUCATIONAL OPPORTUNITIES
	6.01	All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.	
	6.02	Pursuant to Ark. Code Ann. § 6-15-202(a) and Act 829 of 2007, all school districts which have not obtained full and complete unitary status and have been released from court supervision over desegregation obligations are strongly encouraged to seek unitary status and obtain an appropriate court order proclaiming such unitary status from the respective federal courts in which their cases have been filed.	
	6.03	By September 15 of each school year, any school district that has not been declared by court order to have reached complete and full unitary status shall file a report with the Arkansas Department of Education stating whether in the district's opinion the school district is unitary in status or not. Any school district that has not reached complete and full unitary status and has not been released from court supervision over desegregation obligations but which believes the district is in complete and full unitary status shall provide a written quarterly report to the Arkansas Department of Education by September 15 and the report shall provide a detailed plan with proposed time lines of how the district has complied with any desegregation plan or obligations and shall state how the district will seek to obtain a determination of full unitary status and release from court supervision and a release of any and all court ordered desegregation obligations.	
	6.04	If by July 1, 2009 and each school year thereafter, the Arkansas Department of Education is unable to verify the district's attempts to comply with their submitted detailed plan for obtaining a determination of full unitary status and release from court supervision as required in §6.03 of these Rules, then the Department of Education shall report to the State Board of Education:	
		1) Whether the failure of the school district to obtain full and complete unitary status is having a negative impact on the state's overall obligation to provide a general, suitable and efficient school system; and	
		2) Whether the school district should be placed on probationary status and subject to the provisions of Ark. Code Ann. § 6-15-201 et seq.	
	6.05	The SBE shall consider the report issued by the ADE under § 6.04 of this Rule and may designate or classify a school district in probationary status and take any necessary intervention allowed under § 6-15-201 et seq. if the SBE determines the district's inability to obtain unitary status is having a negative impact on the obligation to provide a general, suitable and efficient education.	

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7.0 STANDARD II GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

- Policy** 7.01 **STATE AND NATIONAL GOALS**
- It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.
- D/C** As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).
- 7.02 **SCHOOL DISTRICT GOALS**
- D/P** 7.02.1 Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.
- D/C** 7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.
- S/C** 7.02.3 Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.
- 7.03 **SCHOOL DISTRICT ADMINISTRATION**
- D/P** 7.03.1 **OPERATING POLICIES AND PROCEDURES**
- Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.
- 7.03.2 **RECORDS AND REPORTS**
- S/P** 7.03.2.1 Each school shall maintain all reports and records necessary for effective planning, operation, and education.
- Policy** 7.03.2.2 Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.
- 7.03.3 **SCHOOL BOARDS**
- D/C** 7.03.3.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report

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detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

D/C 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

S/P 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

S/P 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

D/P 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support.

S/C 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

9.0 STANDARD IV CURRICULUM

9.01 COURSE CONTENT FRAMEWORKS

Policy 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

S/P 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

Policy 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

Policy 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be

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aligned to Arkansas Better Chance standards.

S/P

9.03

CURRICULUM

S/P

9.03.1 SMART CORE AND CORE

- 9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.
- 9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year (See 14.03.1 for a listing of Smart Core requirements).
- 9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.
- 9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core.
- 9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.
- 9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.
- 9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.
- 9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.
- 9.03.1.9 The core curriculum for grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also

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be used for all English Language Learners (ELL) students at all grade levels.

S/P

9.03.2 GRADES K-4
Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.2.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.2.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social sciences processes and skills

9.03.2.4 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

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S/P

9.03.2.8 Health and Safety Education and Physical Education

9.03.3 GRADES 5-8

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.3.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

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- 9.03.3.9 Career and Technical Education
- 9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.
- 9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.
- 9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P

- 9.03.4 GRADES 9-12
Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.
- 9.03.4.1 Language Arts - 6 units
 - 4 units English
 - 1 unit oral communications or ½ unit oral communications and ½ unit drama
 - 1 unit journalism
 - (Other options as approved by the Department)
- 9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)
 - 1 unit biology
 - 1 unit chemistry
 - 1 unit physics
 - (Other options as approved by the Department)
- 9.03.4.3 Mathematics - 6 units
 - 1 unit Algebra I
 - 1 unit geometry
 - 1 unit Algebra II
 - 1 unit pre-calculus mathematics to include trigonometry
 - (Other options as approved by the Department)

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- 9.03.4.4 Foreign Languages - 2 units of the same language
- 9.03.4.5 Fine Arts - 3 ½ units
- 1 unit art
 - 1 unit instrumental music
 - 1 unit vocal music
 - ½ unit survey of fine arts or an advanced art or an advanced music course
- 9.03.4.6 Computer Applications with emphasis on current applications-1 unit
- 9.03.4.7 Social Studies - 4 units
- 1 unit American history with emphasis on 20th Century America
 - 1 unit world history
 - ½ unit civics
 - ½ unit of Arkansas history if not taught in grade 7 or 8
(Other options as approved by the Department)
- 9.03.4.8 Economics - ½ unit
- The Economics course must be taught by a teacher appropriately licensed in either Social Studies or Business Education. The appropriate licensure code must be used to differentiate between the area of social studies and the area of career focus elective credit to meet the requirements of the 38 units.
- 9.03.4.9 Health and Safety Education and Physical Education - 1½ units
- 1 unit physical education
 - ½ unit health and safety education
- 9.03.4.10 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.
- In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.
- 9.03.4.11 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.
- 9.03.4.11.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

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- 9.03.4.11.2 The public school district has a qualified teacher for the required 38 unit course;
- 9.03.4.11.3 No students enrolled in the required 38 unit course;
- 9.03.4.11.4 An AP course in the same subject area as the required course has students enrolled in the course;
- 9.03.4.11.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and
- 9.03.4.11.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.
- 9.03.4.11.7 The public school district may teach the required course to a new student:
 - i. In a traditional classroom setting;
 - ii. Through distance learning with a qualified teacher, or
 - iii. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.
- 9.03.4.11.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.
- 9.03.4.11.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.
- 9.03.4.11.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.
- 9.03.4.12 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.
- 9.03.4.13 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the

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course is required to be taught, the course shall be considered as taught by the school district in compliance with the Standards for Accreditation under the following conditions:

- 9.03.4.13.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;
- 9.03.4.13.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;
- 9.03.4.13.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;
- 9.03.4.13.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and
- 9.03.4.13.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.
- 9.03.4.13.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.
- 9.03.4.13.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.
- 9.03.4.13.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.
- 9.03.4.13.9 Upon satisfaction of the requirements of Sections

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9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be taught on a semester basis.

10.0	STANDARD V	INSTRUCTION
	10.01	REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR
D/P	10.01.1	Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.
D/P	10.01.2	All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.
D/P	10.01.3	At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.
D/S/P	10.01.4	The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.
	10.02	CLASS SIZE AND TEACHING LOAD
Policy	10.02.1	Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.
S/P	10.02.2	Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.
S/P	10.02.3	The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.
S/P	10.02.4	The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.
S/P	10.02.5	In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.
D/C	10.03	INSTRUCTIONAL MATERIALS
		School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.
	10.04	DISCIPLINE

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- D/P 10.04.1 Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.
- D/P 10.04.2 Each district's written policies shall be filed with the Department.
- D/S/P 10.04.3 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.
- S/P 10.04.4 Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.
- S/P 10.04.5 Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall document procedures and methods used to inform parents and students of the policy.
- D/S/P 10.04.6 Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by Ark. Code Ann. § 6-18-502.

D/C 10.05 **EXTRACURRICULAR ACTIVITIES**

Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.

D/C 10.06 **REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.

D/C 10.07 **HOMEWORK AND INDEPENDENT STUDY SKILLS**

Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.

D/C 11.0 **STANDARD VI ATTENDANCE AND ENROLLMENT**

11.01 **MANDATORY ATTENDANCE**

All children who are ages five (5) through seventeen (17) on or before September 15 are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are

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enrolled in a postsecondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

S/C 11.02 **INITIAL ENROLLMENT**

A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.

Policy 11.03 **EARLY CHILDHOOD EDUCATION PROGRAMS**

It is recommended that school districts provide the opportunity for each child age three (3) on or before September 15 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).

D/P 11.04 **KINDERGARTEN**

Each school district must provide a full-day kindergarten for each child age five (5) on or before September 15. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5). Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.

D/S/P 11.05 **IMMUNIZATION REQUIREMENTS**

All schools and school districts shall meet immunization requirements established by state and federal laws.
All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

12.0 STANDARD VII STUDENT PERFORMANCE

D/S/P 12.01 **PERFORMANCE OF ALL STUDENTS**

Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

S/P 12.02 **GRADING**

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.

S/P 12.03 **SPECIAL EDUCATION STUDENTS**

Students with special needs shall have equal access to programs that meet the criteria for

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their identified Individualized Education Program and shall receive services in the least restrictive environment that meets their needs.

12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

- D/C** 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.
- S/C** 12.04.2 Each school shall schedule no fewer than two (2) parent-teacher conferences per school year to encourage communication with parents.
- S/C** 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

12.05 TRANSFER BETWEEN SCHOOLS

- D/C** 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.
- D/C** 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

14.0 STANDARD IX GRADUATION REQUIREMENTS

- D/S/P** 14.01 Specifically, for the graduating classes of 2009-2010, 2010-2011, 2011-2012, 2012-2013, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]

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Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units

Civics or Civics/American Government

World History

American History

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half (½) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]

Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

* A two-year algebra equivalent or a two-year geometry equivalent may each be

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counted as two units of the four (4) unit requirement.

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

14.02 Specifically, for the graduating class of 2013-2014, and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]
Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics]

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Economics - one half (½) unit

A one-half (½) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is

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taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half (½) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half (½) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]
Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Economics - one half (½) unit

A one-half (½) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half (½) unit

* A two-year algebra equivalent or a two-year geometry equivalent may each be

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counted as two units of the four (4) unit requirement.

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

S/P

14.03

A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

S/P

14.04

SPECIAL EDUCATION

14.04.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

14.04.2 Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

15.0

STANDARD X

PERSONNEL

D/P

15.01

SCHOOL DISTRICT SUPERINTENDENT

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

S/P

15.02

PRINCIPALS

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

15.03

LICENSURE AND RENEWAL

D/S/P

15.03.1

All administrative, teaching, and other personnel shall hold a current, valid

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Arkansas license as required by law.

- D/S/C** 15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.
- D/S/C** 15.03.3 A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.
- Policy** 15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.
- Policy** 15.03.5 Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.
- Policy** 15.03.6 Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.
- Policy** 15.03.7 The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

15.04 PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

- D/P** 15.04.1 Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually.
- D/P** 15.04.1.1 Each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours required for professional development.
- D/P** 15.04.1.2 Each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the required sixty (60) hours of professional development.
- 15.04.2 For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

15.05 HIGHLY QUALIFIED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES

- 15.05.1 Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than

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10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.

15.05.2 Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works.

16.01 GUIDANCE AND COUNSELING

S/P

16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

D/P

16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

16.02 MEDIA SERVICES

D/C

16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.

S/C

16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.

S/P

16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.

S/C

16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.

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16.03 HEALTH AND SAFETY SERVICES

- D/P 16.03.1 Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.
- S/C 16.03.2 Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.
- S/C 16.03.3 The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department.
- S/C 16.03.4 Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.
- S/C 16.03.5 In accordance with Ark. Code Ann. § 6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

17.0 STANDARD XII SPECIAL EDUCATION

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION

- S/C 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.
- D/P 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.
- S/C 18.03 Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.

19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

- D/C 19.01 Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.
- D/C 19.02 Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.
- D/P 19.03 Each school district shall provide appropriate alternative program(s) for students who are

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identified as requiring such programs to continue their education.

Policy 19.04 Each school district should provide opportunities for summer school and adult education programs.

20.0 STANDARD XV FACILITIES AND EQUIPMENT

D/P 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.

D/C 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

21.0 STANDARD XVI AUXILIARY SERVICES

Policy Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS

Policy 23.01 COMPLIANCE WITH STANDARDS

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

Policy 23.02 DEPARTMENT GUIDELINES

The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.

Policy 23.03 ACCREDITATION PROCESS

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.

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23.04 ACCREDITATION

S/P

23.04.1 Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.

Policy

23.04.2 School districts shall be notified of a school's or school district's probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to Ark. Code Ann. § 6-15-207.

23.04.3 The Department shall review by May 15 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.

23.04.4 A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])

23.04.5 The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.

Policy

23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

CITATIONS:

24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.

24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.

24.03 A school district will be placed in cited status for failing to hold the Annual Report to the

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Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

- 24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

PROBATIONS: For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

- 24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).
- 24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).
- 24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.
- 24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.
- 24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).
- 24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.
- 24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.
- 24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.
- 24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.
- 24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.
- 24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).
- 24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.
- 24.17 A school or school district shall be placed in probationary status for failing to teach the

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required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.

- 24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., Ark. Code Ann. §§ 6-16-132, 6-16-130, 6-15-1101, 6-17-309, 6-18-223, or 6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

- 25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.
- 25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.
- 25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:
- 25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
 - 25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
 - 25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
 - 25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;
 - 25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
 - 25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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- 25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- 25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

25.03.9 LOSS OF ACCREDITATION

25.04 PUBLICATION AND DISSEMINATION

- 25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:
 - 25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;
 - 25.04.1.2 The public notice shall be in an understandable and uniform format;
 - 25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

26.0 RIGHT OF APPEAL

- 26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Director of the Department.
- 26.02 Any such appeal shall be held in an open hearing, and the decision of the Board shall be in open session. The appeal must be filed not later than May 30 following the May 15 written notification, and the State Board of Education hearing must be held prior to August 15 of the same calendar year.
- 26.03 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.
- 26.04 Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

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27.0 WAIVER AUTHORITY AND PROCESS

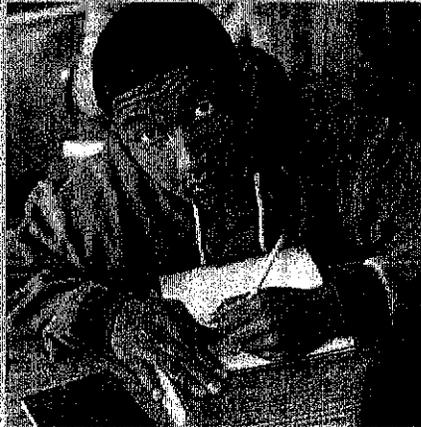
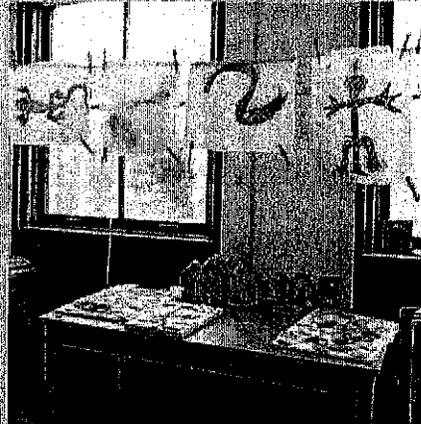
- 27.01 The State Board on its own motion, or on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.
- 27.02 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Director of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination, circumstances prevent the petition from being filed within the thirty (30) day time frame.
- 27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

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Principles & Standards

2009 | revised edition

Principles & Standards



for quality charter school authorizing



nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

The National Association of Charter School Authorizers received invaluable insight and expertise from authorizers and leaders in the charter school community during the development of the *Principles & Standards for Quality Charter School Authorizing*.

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Dear Colleague:

The agencies that authorize charter schools play an essential role ensuring quality within the public charter school sector. That role includes establishing and maintaining high standards for schools, ensuring that schools have the autonomy to which they are entitled, and safeguarding the interests of students and the public. No other player in the charter school sector performs these functions in the same way.

From these core functions, NACSA has identified a set of *Principles and Standards for Quality Charter School Authorizing* that should guide the work of authorizers. First developed and approved by NACSA in 2004, these *Principles and Standards* were updated in 2007 and now again in 2009. Over the years they have been used by many audiences, including state legislators, auditors, researchers, foundations, consultants and, of course, authorizers.

Experience has shown that authorizers who implement practices that meet these standards are more likely to have quality charter schools, where more students stay in school and graduate with the knowledge and skills needed to succeed later in life. Indeed, the success of students is the ultimate measure of the success of authorizers. As the opening principle of this document declares, "The purpose of charter school authorizing is to improve student achievement."

Therefore, NACSA puts forward these 2009 *Principles and Standards* for that purpose: to set forth the professional practices for authorizers to work with charter schools that improve student achievement. Please continue to use this resource as a guide as you work to improve your practices and your impact on our nation's students.

Sincerely,



Greg Richmond
President & CEO

Principles for Quality Charter School Authorizing

The purpose of charter school authorizing is to improve student achievement. A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible.

In furtherance of this end, quality authorizers should:

- ▮ approach authorizing deliberately and thoughtfully with the intent to improve the quality of public school options;
- ▮ support and advance the purposes of charter school law;
- ▮ be a catalyst for charter school development to satisfy unmet educational needs;
- ▮ strive for clarity, consistency, and transparency in developing and implementing authorizing policies and procedures;
- ▮ be a source of accurate, intelligible, performance-based information about the schools that they oversee;
- ▮ be responsible not for the success or failure of individual schools, but for holding schools accountable for their performance;
- ▮ use objective and verifiable measures of student achievement as the primary measure of school quality;
- ▮ support parents and students in making decisions and staying informed about the quality of education provided in charter schools; and,
- ▮ make the well-being of students the fundamental value informing all decision-making and actions.

The Principles for Quality Charter School Authorizing provide the foundation for the following Standards for Quality Charter School Authorizing that link belief to practice.

Standards for Quality Charter School Authorizing

Agency Capacity

A quality authorizer creates organizational structures and commits human and financial resources necessary for conducting its authorizing duties effectively and efficiently.

A quality authorizer:	
Organizational Structures	<p>Defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.</p> <p>Implements plans, policies, and processes that streamline and systematize its work.</p> <p>Is lead by an engaged and knowledgeable governing board with clear lines of authority over key authorizing decisions.</p> <p>Evaluates its work against national standards of quality authorizing.</p>
Human Resources	<p>Enlists competent leadership and content knowledge including education leadership, curriculum and instruction, data analysis, finance, law and non-profit governance and management, through staff, contractual relationships, and/or intra-inter-agency collaborations..</p>
Financial Resources	<p>Determines the financial needs of the office and secures sufficient financial resources to fulfill its authorizing responsibilities adequately.</p> <p>Deploys funds effectively and efficiently.</p>

Application Process

A quality authorizer implements a comprehensive application process that follows fair procedures and rigorous criteria and grants charters only to those developers who demonstrate strong capacity for establishing and operating a quality charter school.

A quality authorizer	
Rigorous Criteria	<p>Requires the applicant to provide a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures, and evidence of the applicant's capacity to carry out its plan.</p> <p>Is open to considering innovative educational philosophies and approaches.</p> <p>Implements practices that promote growth, expansion and replication of charter schools with demonstrated success.</p>
Charter Decisions	<p>Grants charters only to applicants that have demonstrated the capacity to succeed in all aspects of the school.</p> <p>Documents the factors that determined its decisions about each application.</p> <p>Conducts a thorough evaluation of charter school applications using reviewers with educational, organizational, legal and financial expertise.</p> <p>Makes a separate decision, after the granting of a charter, about a school's readiness to open.</p>
Fair Procedures	<p>Implements a charter application process characterized by realistic and clear timelines, requirements and criteria for content and format ensuring sufficient time for new schools to open.</p> <p>Explains how each stage of the application process is evaluated</p> <p>Communicates chartering opportunities, processes and decisions openly to the public</p> <p>Provides prompt notification of decisions and informs applicants of their rights and responsibilities.</p>

Performance Contracting

A quality authorizer negotiates contracts with charter schools that clearly articulate the rights and responsibilities of each party regarding school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences and other material terms.

A quality authorizer:

Rights and Responsibilities

Executes contracts that:

Document and respect the autonomies to which the schools are entitled – based on statute, waiver, or authorizer policy – including those related to the school's authority over educational program, staffing, finance, and scheduling.

Ensure any educational or operational services the authorizer provides for a fee over and above statutorily established rates exist in a separate contractual agreement.

Define clear, measurable, and attainable student achievement goals that the school must meet as a condition for renewal including, but not limited to, state accountability standards and set organizational performance goals.

Articulate rigorous performance indicators and standards relative to each of the stated goals.

Stipulate the process for evaluation, including but not limited to: the types of academic, organizational, financial, and compliance data monitored and used for high stakes decisions, and the process and frequency for gathering and reporting such data.

Establish performance thresholds for renewal, intervention, revocation, and non-renewal explaining the consequences for meeting, or failing to meet them. Establishes and explains procedures for renewal, intervention, revocation and non-renewal.

Include the statutory, regulatory, and procedural terms and conditions of operation.

Document clear expectations for financial and organizational operations, including a requirement for annual audits.

Negotiation

Ensures mutual understanding of the terms of the contract.

Ongoing Oversight and Evaluation

A quality authorizer conducts contract oversight that evaluates performance, monitors compliance, informs intervention and renewal decisions, and ensures autonomy provided under applicable law.

A quality authorizer	
Autonomy	Respects the school's authority over its day to day operations.
Performance Evaluation	Implements a comprehensive performance accountability system that generates multiple pieces of evidence over the term of a charter sufficient to inform a fair and rigorous renewal decisionmaking process.
Monitors Compliance	<p>Implements a charter school monitoring system that effectively streamlines federal, state and local program performance expectations while protecting the autonomy afforded to schools in statute.</p> <p>Monitors compliance requirements, including those legally mandated and those that are essential to fulfilling the authorizer's public oversight responsibility.</p> <p>Articulates the consequences for failing to meet compliance requirements.</p>
Protects Student Rights	<p>Ensures that schools admit students through a random selection process that is open to all students and does not establish undue barriers to application.</p> <p>Ensures that schools provide students with disabilities with a free, appropriate education in a least restrictive environment.</p> <p>Ensures that schools' student discipline policies and actions are fair and legal and that no student is expelled or counseled out of a school outside of that process.</p>
Intervention	<p>Engages in school intervention strategies that avoid potential conflicts of interest that might overshadow the authorizer's ability to make future high stakes decisions.</p> <p>Provides schools clear, adequate and evidence-based notice of problems.</p> <p>Allows reasonable time for remediation.</p> <p>Makes decisions about whether and how to renew on a clear and consistent basis.</p>

Renewal Decisionmaking

A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive data to make merit-based renewal decisions.

A quality authorizer:	
Merit-Based Decisions	<p>Grants renewal only to schools that achieve the goals and standards identified in the contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.</p> <p>Avoids renewal decisions based on promises of future improvement.</p>
Comprehensive Data	<p>Analyzes and weighs academic, financial and operational data regarding schools' performance over time in relation to the criteria established in the charter contract.</p> <p>Considers multiple sources of data, including state mandated, standardized and internal test data, student academic growth over time, evidence of mission related outcomes, and qualitative reviews to judge school quality.</p> <p>Solicits parent and public input into the charter renewal process as identified in the charter statute.</p>
Transparent Process	<p>Uses defined criteria for renewal included in the charter contract.</p> <p>Regularly updates and annually publishes the process for renewal decision making.</p> <p>Clearly communicates the criteria and consequences available under state law including charter revocation, non-renewal, and renewal.</p> <p>Explains any available rights of appeal, whether to administrative or legal bodies, through which decisions of the authorizer can be challenged.</p>

Adherence to these *Principles & Standards* will guide authorizer practices to ensure that authorizers honor the autonomy of charter schools and hold charter schools accountable for high student achievement.

Who Can Authorize Charter Schools?

State	Year Law Passed	Authorizers	State	Year Law Passed	Authorizers
Alaska	1995	LEA	Missouri	1998	LEA, SEA, HEI
Arizona	1994	LEA, ICB, SEA	Nevada	1997	LEA, SEA
Arkansas	1995	SEA	New Hampshire	1995	LEA, SEA
California	1992	LEA, RIA, SEA	New Jersey	1996	SEA
Colorado	1993	LEA, ICB	New Mexico	1993	LEA, SEA
Connecticut	1996	LEA, SEA	New York	1998	LEA, SEA, HEI
Delaware	1995	LEA, SEA	North Carolina	1996	SEA, LEA, HEI
DC	1996	LEA, ICB	Ohio	1997	LEA, RIA, HEI, NFP
Florida	1996	LEA	Oklahoma	1999	LEA, HEI
Georgia	1996	LEA, ICB	Oregon	1997	LEA, SEA
Hawaii	1994	SEA	Pennsylvania	1995	LEA, SEA
Idaho	1998	LEA, ICB	Rhode Island	1995	SEA
Illinois	1996	LEA	South Carolina	1996	LEA, ICB
Indiana	2001	LEA, HEI, MUN	Tennessee	2002	LEA
Iowa	2002	LEA	Texas	1995	LEA, SEA, HEI
Kansas	1994	LEA	Utah	1998	LEA, ICB
Louisiana	1995	LEA, SEA	Virginia	1998	LEA
Maryland	2003	LEA, SEA	Wisconsin	1993	LEA, HEI, MUN
Massachusetts	1993	SEA	Wyoming	1995	LEA
Michigan	1993	LEA, RIA, HEI			
Minnesota	1991	LEA, RIA, SEA, HEI, NFP			

K E Y		ICB	Independent Chartering Board
LEA	Local Education Agency	HEI	Higher Education Institution
RIA	Regional/Intermediate Agency	MUN	Municipal Office
SEA	State Education Agency	NFP	Not-For-Profit Organization

The above table is intended to give a snapshot, using broad categories, of the types of entities with the authority to approve and oversee charter schools in a given state. Individual state laws may contain provisions that restrict the authority of certain chartering entities. Furthermore, state laws are subject to amendments that may affect the validity of this information in the future. Please consult a given state's charter school law for more detailed information.

NACSA's members first ratified the
*Principles & Standards for Quality Charter
School Authorizing* on May 14, 2004.

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CHARTER SCHOOL AUTHORIZERS

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Budget Narrative

Budget Narrative Attachment Form

Attachment 1:

Title: **Arkansas CSP Budget Narrative and Attachment** Pages: **18** Uploaded File: **K:\msnortland\USDOE\2010 SEA Application Cycle\Budget\AR Budget Attachment.pdf**

Arkansas Department of Education – Charter Schools Program (CSP) Application

Budget Narrative

The following narrative presents a justification for estimating the costs of personnel and related fringe benefits, travel, equipment, supplies, contractual services, other direct costs, and indirect costs for the proposed CSP program, as they relate to our CSP objectives, for project years 1 through 5.

1. Personnel: In order to ensure the proper administration of the CSP program, the ADE will assume the salary costs associated with Program Coordinator, Administrative Analyst, and Administrative Specialist, which represents 3 FTE, for the project period. The ADE is requesting funds to support a full-time Program Advisor who will assist in providing technical assistance to the state's charter schools, including making site visits to ensure quality of services and delivering charter school workshops and trainings. The average amount budgeted for personnel is \$67,281 per grant year.

2. Fringe Benefits: Fringe benefits rates for the salaried position (Program Advisor) described above are determined by federal and state regulations. For this position, the fringe benefits include social security, health insurance, unemployment insurance, worker's compensation, and retirement. The average amount budgeted for costs associated with fringe benefits is \$19,603 per grant year.

3. Travel: The ADE has requested an average of \$39,000 to cover travel costs during each year of the project period. These monies will be used to support the costs associated with out-of-state and in-state travel. Out-of-state travel includes costs to attend national charter school conferences, such as CSP Project Director Conference, and visit nationally-recognized charter schools. In-state travel includes costs for ADE staff to attend state conferences, to promote

awareness of charter schools in Arkansas, to assist charter school developers, to travel to charter schools for site monitoring visits, and to provide support through technical assistance visits. The funds budgeted also include costs related to sending non-ADE employees, such as charter school leaders, to national conferences and out-of-state charter school visits.

4. Equipment: The ADE has budgeted \$2,000 annually for equipment, to cover periodic replacement of computer, fax machine, telephones, printers, etc over the grant award period. Such equipment is utilized to support the charter school office and to defray the cost related to workshops and trainings, technical assistance, and promotional activities

5. Supplies: The ADE is requesting \$20,000 for supplies to support program administration and coordination during each year of implementation of the CSP. Such costs include, purchase of general office supplies, presentation materials, printing costs, telephone and internet access related costs.

6. Contractual: The ADE has requested funds to support an independent formative and summative evaluation of the Arkansas Charter Schools Program to be conducted by an external evaluator (\$80,000 in Year 1, adding \$10,000 for each consecutive year until the end period of project). ADE also plans to contract with a public relations and marketing firm to assist with the development and dissemination of promotional brochures and other materials on behalf of the public charter schools (\$10,000 for each project year). In addition, the proposed budget includes funds for collaborative partnerships that will provide workshops and trainings to support leaders and board members of Arkansas Public Charter Schools (\$20,000 for each project year).

7. Construction: Not applicable.

8. Other Direct Costs: Other direct costs total \$3,165,000 in Year 1, \$3,168,000 in Year 2, \$3,171,000 in Year3, \$3,174,000 in Year 4, and \$3,176,000 in Year 5. As shown in the

following table, other direct funds will support costs associated with planning and hosting conferences, awarding various sub-grants, supporting professional organization dues, and facilitating Charter Review Council and State Board of Education Work-Sessions.

Table 1. Explanation of Other Direct Costs, by Project Year

	Year 1	Year 2	Year 3	Year 4	Year 5
Statewide Public Charter Schools Conference	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Workshops, Informational Session, etc	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000
Planning Grants					
6 grants @ \$10,000 per grant	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Dissemination Grants					
2 grants @ \$25,000 per grant	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Implementation Grants					
5 grants @ \$600,000 each	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000
Dues to professional organizations	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Review Council and SBE Work-Session related expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

9. Indirect Costs: The ADE budgets ten percent to cover indirect costs. Direct costs for which indirect costs will be charged are personnel, fringe benefits, travel, supplies, conferences, workshops, and training. The total indirect costs are \$103,342 for the total project period.

**Arkansas Department of Education
Charter Schools Program
Year 1 Budget: 2010-2011**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 64,000 per year	\$ 64,000	
Personnel total				\$ 64,000

2 Fringe benefits

Social Security	\$ 64,000	7.65%	\$ 4,896	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 64,000	0.38%	243	
Worker's Compensation	\$ 64,000	0.15%	96	
Retirement	\$ 64,000	14.00%	8,960	
Fringe benefits total				\$ 18,875

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools			\$ 18,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance			\$ 12,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas			\$ 5,000	
Travel total				\$ 35,000

4 Equipment

Office and/or presentation equipment, as needed			\$ 2,000	
Equipment total				\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$ 20,000	
Supplies total				\$20,000

6 Contractual

Collaborative Partnerships			\$20,000	
External Evaluator			\$80,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc			\$10,000	
Contractual total				\$ 110,000

**Arkansas Department of Education
Charter Schools Program
Year 1 Budget: 2010-2011**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$30,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$15,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,165,000
9 Total direct costs	\$3,414,875
10 Indirect costs (total * 10% - minus equipment)	\$ 19,288
12 Grand total	\$3,434,163

**Arkansas Department of Education
Charter Schools Program
Year 2 Budget: 2011-2012**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 65,600 per year	\$ 65,600	
Personnel total				\$ 65,600

2 Fringe benefits

Social Security	\$ 65,600	7.65%	\$ 5,018	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 65,600	0.38%	249	
Worker's Compensation	\$ 65,600	0.15%	98	
Retirement	\$ 65,600	14.00%	9,184	
Fringe benefits total				\$ 19,230

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools			\$ 19,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance			\$ 13,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas			\$ 5,000	
Travel total				\$ 37,000

4 Equipment

Office and/or presentation equipment, as needed			\$ 2,000	
Equipment total				\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$ 20,000	
Supplies total				\$20,000

6 Contractual

Collaborative Partnerships			\$20,000	
External Evaluator			\$90,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc			\$10,000	
Contractual total				\$ 120,000

**Arkansas Department of Education
Charter Schools Program
Year 2 Budget: 2011-2012**

7 Construction		\$0
8 Other		
Costs associated with hosting a statewide charter schools conference	\$32,000	
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$16,000	
Planning Grants 6 grants @ \$10,000 per grant	\$60,000	
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000	
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000	
Dues to professional organizations	\$5,000	
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000	
Other total		\$3,168,000
9 Total direct costs		\$3,431,830
10 Indirect costs (total * 10% - minus equipment)		\$ 19,983
12 Grand total		\$3,451,813

**Arkansas Department of Education
Charter Schools Program
Year 3 Budget: 2012-2013**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 67,240 per year	\$ 67,240	
Personnel total				\$ 67,240

2 Fringe benefits

Social Security	\$ 67,240	7.65%	\$ 5,144	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 67,240	0.38%	256	
Worker's Compensation	\$ 67,240	0.15%	101	
Retirement	\$ 67,240	14.00%	9,414	
Fringe benefits total				\$ 19,594

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools			\$ 20,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance			\$ 14,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas			\$ 5,000	
Travel total				\$ 39,000

4 Equipment

Office and/or presentation equipment, as needed			\$ 2,000	
Equipment total				\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$ 20,000	
Supplies total				\$20,000

6 Contractual

Collaborative Partnerships			\$20,000	
External Evaluator			\$100,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc			\$10,000	
Contractual total				\$ 130,000

**Arkansas Department of Education
Charter Schools Program
Year 3 Budget: 2012-2013**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$34,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$17,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,171,000
9 Total direct costs	\$3,448,834
10 Indirect costs (total * 10% - minus equipment)	\$ 20,683
12 Grand total	\$3,469,517

**Arkansas Department of Education
Charter Schools Program
Year 4 Budget: 2013-2014**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 68,921 per year	\$ 68,921	
Personnel total				\$ 68,921

2 Fringe benefits

Social Security	\$ 68,921	7.65%	\$ 5,272	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 68,921	0.38%	262	
Worker's Compensation	\$ 68,921	0.15%	103	
Retirement	\$ 68,921	14.00%	9,649	
Fringe benefits total				\$ 19,967

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools			\$ 21,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance			\$ 15,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas			\$ 5,000	
Travel total				\$ 41,000

4 Equipment

Office and/or presentation equipment, as needed			\$ 2,000	
Equipment total				\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$ 20,000	
Supplies total				\$20,000

6 Contractual

Collaborative Partnerships			\$20,000	
External Evaluator			\$110,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc			\$10,000	
Contractual total				\$ 140,000

**Arkansas Department of Education
Charter Schools Program
Year 4 Budget: 2013-2014**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$36,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$18,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,174,000
9 Total direct costs	\$3,465,888
10 Indirect costs (total * 10% - minus equipment)	\$ 21,389
12 Grand total	\$3,487,276

**Arkansas Department of Education
Charter Schools Program
Year 5 Budget: 2014-2015**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 70,644 per year	\$ 70,644	
Personnel total				\$ 70,644

2 Fringe benefits

Social Security	\$ 70,644	7.65%	\$ 5,404	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 70,644	0.38%	268	
Worker's Compensation	\$ 70,644	0.15%	106	
Retirement	\$ 70,644	14.00%	9,890	
Fringe benefits total				\$ 20,349

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools			\$ 22,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance			\$ 16,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas			\$ 5,000	
Travel total				\$ 43,000

4 Equipment

Office and/or presentation equipment, as needed			\$ 2,000	
Equipment total				\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$ 20,000	
Supplies total				\$20,000

6 Contractual

Collaborative Partnerships			\$20,000	
External Evaluator			\$120,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc			\$10,000	
Contractual total				\$ 150,000

**Arkansas Department of Education
Charter Schools Program
Year 5 Budget: 2014-2015**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$38,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$18,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,176,000
9 Total direct costs	\$3,481,993
10 Indirect costs (total * 10% - minus equipment)	\$ 21,999
12 Grand total	\$3,503,992



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

August 30, 2007

**Mr. John Kunkel
Associate Director of Finance
Arkansas Department of Education
4 State Capitol Mall
Little Rock, Arkansas 72201-1071**

FINANCE

SEP -5 2001

Reference: Agreement No. 2007-068

Dear Mr. Kunkel:

The original and one copy of an amended Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used to compute indirect costs for grants, contracts, and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

**US Department of Education
Attention: Mr. John Masaitis
Room 21C4, UCP
830 First Street, NE
Washington, DC 20202-4450**

A predetermined indirect cost rate is being issued with this agreement and covers a three-year period. However, we request that you provide annual rate calculation documentation. This documentation will preserve continuity of experience in the process and ensure that actual indirect cost rates are not lower than the predetermined rates.

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact John Masaitis on (202) 377-3837 or you may e-mail Mr. Masaitis at john.masaitis@ed.gov.

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The next indirect cost rate proposal based on fiscal year ending June 30, 2009 is due in our office by December 31, 2009. This proposal should be sent to the above address.

Sincerely,


**Richard T. Mueller, Director
Indirect Cost Group**

Enclosures

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

ORGANIZATION:

Arkansas Department of Education
4 State Capitol Mall
Little Rock, Arkansas 72201-1071

DATE: August 30, 2007

AGREEMENT NO. 2007-068
FILING REFERENCE: This replaces
previous Agreement No. 2004-216
dated October 28, 2004

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Predetermined	07-01-04	06-30-07	10.0%	1/	All	All Programs
Predetermined	07-01-07	06-30-10	10.0%	1/	All	All Programs

1/ Total direct costs less items of equipment, alternations, and renovations, flow-through funds and each sub-contract costs in excess of \$25,000 regardless of the period of the award.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of \$2,500 or more, and an estimated useful life of in excess of two years, are capitalized and depreciated. Items under \$2,500 are charged as supplies.

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Arkansas Department of Education
 4 State Capitol Mall
 Little Rock, AR 72201-1071

For the Federal Government:

US Department of Education
 830 First Street, NE
 Room 21C4, UCP
 Washington, DC 20202-4450



 Signature

JOHN KUNKEL

 Name

ASSOCIATE DIRECTOR / FINANCE

 Title

9/5/07

 Date



 Signature

Richard T. Mueller

 Name

Director, Indirect Cost Group

 Title

August 30, 2007

 Date

John J. Masaitis

 Negotiator

(202) 377-3837

 Telephone