



BUILDING CAPACITY TO ENHANCE STUDENT ACHIEVEMENT

“SUCCESS DEPENDS ON LEADERSHIP, JUDGMENT, COORDINATION AND COMMUNICATION.”--USDOE

(The bullets below are only examples of the types of programs, activities or items in which ARRA funds can be used. This list is not exhaustive. LEAs are encouraged and expected to use their individual needs to determine the best use of the AARA funds to meet the goals of the Act.)

Goals →	College and Career Ready Preparation (including programs for ELL and SPED students)	Data Driven Programs or Processes to track progress and foster continuous Improvement	Teacher Effectiveness and Equitable Distribution of Highly Qualified Teachers	Intensive Support and Effective Interventions
Funding Sources ↓ TITLE 1, PART A (\$142.6 million*) Federal program requirements remain	<ul style="list-style-type: none"> • implement a summer remediation (middle and high school) program (SA) • add instructional time to academic year through extended day or year (SA) • add quality after-school programs • implement peer-tutoring programs for college- career-ready courses • implement Title I, Part A neglected and delinquent transition programs • purchase a career planning system • purchase un-attached equipment across entire curriculum (must be outside 	<ul style="list-style-type: none"> • provide training to use longitudinal data to drive instruction (SA) • implement next-generation data analysis pilot programs (SA) • provide training to use growth model and AYP data to improve student achievement (SA) • develop core infrastructure in technology in Title I school-wide programs, including obtaining software and equipment and providing teacher training in the use of technology • provide opportunities for Title I secondary school programs to use high quality on-line coursework as supplemental learning materials for 	<ul style="list-style-type: none"> • identify and train highly effective teachers • provide research-based professional development and/or training based on Scholastic Audit results (SA) • establish a system for identifying and training highly effective teachers to serve as instructional leaders in Title I school-wide programs • modify the school schedule to facilitate collaboration among instructional staff • use reading or math instructional facilitators to provide professional development for teachers in Title I schools • provide year-long training for all teachers and the principal 	<ul style="list-style-type: none"> • hire school improvement specialists (short-term) to build teacher and administrator capacity (SA) • implement targeted research-based practices that address the specific needs of the subpopulation identified for math and literacy (SA) • implement intensive remediation programs (SA) • provide training for teachers to gain instructional facilitator endorsement (SA) • invest in computer labs • provide credit recovery opportunities/programs • hire (short-term) reading and math coaches to build

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	<p>of what is required to meet the Standards for Accreditation)</p> <ul style="list-style-type: none"> • International Baccalaureate, Advanced Placement (outside of what's currently required) or concurrent courses • implement data-driven drop-out prevention models • provide professional development on high expectations for all (SA) 	<p>enrichment in core academic requirements</p>	<p>in a Title I school in corrective action or restructuring focused on an intensive academic instructional program or building teachers' capacity to address academic achievement problems that caused the school to be identified (SA)</p>	<p>teacher capacity (SA)</p> <ul style="list-style-type: none"> • provide family literacy programs • implement a Response to Intervention Plan (Arkansas' Closing the Gap Model) that address curriculum, instruction, assessments and appropriate student interventions (SA) • implement quality extended-day or summer school for the purpose of alternative instruction, small group intervention, one-to-one intervention or acceleration (SA) • provide professional development on high expectations for all (SA) • hire recognized educators, such as NBCT, Milken winners or ATOY finalists as consultants to assist in data analysis, observations and mentoring (SA) • establish or expand extended learning activities for Title I eligible students,
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				including before or after school, summer, and extended school year
IDEA Part B (\$117.7 million*) Federal program requirements remain	<ul style="list-style-type: none"> provide professional development hire transition coordinators to work with employers to develop job placements for youth with disabilities 	<ul style="list-style-type: none"> implement next-generation data analysis pilot programs improve capacity for collecting and using data to improve teaching and learning 	<ul style="list-style-type: none"> obtaining state-of-the-art assistive technology devices, and training in their use, to enhance access of students with disabilities to the general curriculum develop the capacity to expand and use data for reporting and to improve teaching and learning contract with short-term consultants to strengthen IDEA programs implement intensive district-wide professional development for special education and regular education teachers that focuses on scaling up, through replication, innovative, evidence-based strategies in academic subjects and behavioral supports to improve outcomes for students with disabilities provide teacher team 	<ul style="list-style-type: none"> obtaining state-of-the-art assistive technology devices, and training in their use, to enhance access of students with disabilities to the general curriculum expand inclusive placement options for preschool children with disabilities by developing the capacity of public and private preschool programs to serve them increase capacity to serve young children with disabilities by providing professional development for staff at community-based organizations to enable them to better serve young children with IEPs provide funding for substitute teachers for community-based organizations so that staff can take advantage of professional development opportunities that would increase their skills in

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4/14/2009

			<p>specialized training in working with low incidence populations</p> <ul style="list-style-type: none"> • pay for tuition for teachers on ALP's in SPED areas • pay a stipend to SPED teachers to mentor new SPED teachers • invest in teacher recruitment tools • support training and implementation of the Co-teaching and SIM models • purchase specialized evaluations 	<p>working with young children with disabilities.</p> <ul style="list-style-type: none"> • make modifications to early childhood facilities so that programs can serve young children with disabilities (ramps, etc.). • contract with mental health consultants to support teachers in preschool and child care centers in their work with children with behavior problems. This will target children who may be at-risk, but are not yet at the level of needing an IEP and will provide preventative services in order to avoid the future need for an IEP. • purchase a sound field system for classrooms • purchase mini-computers • establish pilot projects for IEP-based supplemental education services
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<p>State Fiscal Stabilization Fund (81.8 percent = \$363.1 million**) <i>Funds can be USDoE for any approved program under ESEA IDEA, Perkins, and the Adult Education and Family Literacy Act.</i></p> <p>Please see Attachment B for a list of approved expenditures for modernization, renovation, and repair of public school facilities.</p>	<ul style="list-style-type: none"> • purchase un-attached equipment across entire curriculum • provide extended day or year learning opportunities • use funding to supplement state CPEP funding • develop credit-recovery programs • expand CIV capacity (homebound, migrant instruction) • develop program evaluations • develop pre-college programs (AP, pre-AP) • develop programs with higher education to encourage at-risk students to attend college • develop programs to help students complete college and college-related applications • develop, improve or expand the use of technology in career and technical 	<ul style="list-style-type: none"> • develop modules to post mathematics and/or literacy AIP or IRI online (SA) • provide professional development for and implementation of formative assessment (<i>definition: "Formative assessment is a process used by teachers and students during instruction that provides feed back to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes."</i>)(SA) • use funds to participate in a Scholastic Audit (SA) • hire an accountability specialist (short-term) to train district personnel how to read and use data (SA) • implement next-generation data analysis pilot programs • develop program evaluations • establish a progress monitoring plan and data system to track school 	<ul style="list-style-type: none"> • pay tuition for endorsements for instructional facilitators (coaches) • pay tuition for Algebra I endorsement for math teachers • sponsor activities/event to recruit teachers in high need areas • develop program evaluations • work collaboratively to develop best practice center in coops • provide leadership training to school leadership teams (SA) 	<ul style="list-style-type: none"> • develop curriculum to match Arkansas frameworks (SA) • hire a School Improvement Director for schools in state-directed status (SA) • contract with short-term consultants to strengthen charter schools • hire Reading First coaches (short-term) to build teacher capacity (SA) • implement an ongoing, systematic and coherent assessment system (SA) • develop a comprehensive instructional coaching plan that addresses classroom needs in deficit areas of math and/or literacy (SA) • develop a plan to create a school within a school to address the needs of target subpopulation identified as missing AMO (must be approved by ADE) (SA) • develop a plan to reopen the school as a public charter school or multiple charter
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	<p>education programs</p> <ul style="list-style-type: none"> • provide professional development to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated career and technical education programs on effective integration and use of challenging academic and career and technical education 	<p>improvement progress to be used in monthly meeting of schools' leadership team to plan and review progress on meeting goals (SA)</p>		<p>schools (SA)</p> <ul style="list-style-type: none"> • hire parent or community member to develop family and community resource centers (SA) • accelerate community collaborations by bringing parents, students, educators, non-profit entities, foundations, and business interests together to focus on systemic improvements (SA) • enter into a contract to have an outside entity operate the school (must be approved by ADE) (SA) • implement with high fidelity proven academic programs that will enable all students to meet academic objectives (SA) • hire consultant to analyze a complete data set that examines both early childhood services and higher education entry and retention to guide student achievement efforts (SA) • provide extended day or year
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				<p>opportunities (SA)</p> <ul style="list-style-type: none"> • invest in smart boards • provide behavior-specialist training • hire consultant to assist with reallocation of school funds and resources to meet improvement plans and implement a comprehensive turn-around model of school reform (SA) • implement Even Start programs (SA) • provide training for teachers to earn ESL endorsements • hire drop-out prevention specialists (short-term) to build school capacity • provide drop-out prevention activities • provide leadership training for principals and school team in underperforming schools (SA) • develop parent-resource centers
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				<ul style="list-style-type: none"> • develop program evaluations • implement research-based programs to narrow the achievement gap • develop comprehensive security plans and purchase equipment to fulfill those plans • develop wellness programs and/or centers • develop and support small, personalized career-themed learning communities • provide family and/or English literacy services
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