

**Arkansas Department of Education
Office of Educator Preparation**

Discretionary Grant Application Notice for 2019-2020

Arkansas Professional Pathway for Educator Licensure (APPEL) Program Delivery Model

Funding Opportunity Description

Purpose

This notice is being issued to solicit applications to host one or more Instructional Module delivery sites for the Arkansas Department of Education (ADE) Arkansas Professional Pathway for Educator Licensure (APPEL) Program.

Program Goals and Objectives:

APPEL is an alternative teacher preparation route to obtaining an Arkansas teaching license. It is for college graduates holding at least a four-year degree. The goal of the Arkansas Professional Pathway to Educator Licensure (APPEL) is to prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, to demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning. To accomplish this goal the program performance objectives and performance measures are laid out in Sections II-V below.

Program /Statutory Authority and Regulations

Ark. Code Ann. § 6-17-409 (2016) established that the State Board of Education may offer and operate a nontraditional licensure program, currently known as the APPEL Program. The program is administered under the auspices of the Arkansas Department of Education and is monitored by the ADE Office of Educator Preparation.

Award Information

This is a competitive grant process. The total amount of grant funding ranges from \$25,000.00 to \$100,000.00 depending on the budget needs of an individual site. The grant award period of performance is July 1, 2019 to June 30, 2020.

Eligibility

All Arkansas Educational Service Cooperatives, two- and four-year colleges and universities, and local school districts, within the state of Arkansas, are eligible to apply for funding

Submission

Applicants must submit three hard copies of the Grant Application. Faxed copies **will not** be accepted. Applications must include the APPEL Grant Proposal Narrative, [APPEL Grant Application Form](#), ADE Grant Application Form (attached), ADE Grant Budget and Budget Narrative Form (attached), Statement of Assurances and Institutional Endorsement, no later than the close of business on, Friday, February 22, 2019. Please note that the Educational Service Cooperative director, college/university president or the superintendent of the school district must be the signatory on all documents and assurances associated with this grant. Mail to:

ADE APPEL Grant Proposal 2019
Office of Educator Preparation
#4 Capitol Mall, Box 22, Room 108-B
Little Rock, AR 72201

For additional information, contact Ms. Ann Crosser, APPEL Program Manager, or Ms. Joan Luneau, ADE Office of Educator Preparation, at ann.crosser@arkansas.gov or joan.luneau@arkansas.gov or call 501-682-4560.

Selection Criteria

Each submission must include a narrative as described in the next section (Proposal Narrative). Site Selection will be awarded based primarily upon a point system (See Appendix A); however, geographic location will be a consideration when necessary. Points will be awarded in the categories of a) teacher recruitment, b) teacher preparation, c) monitoring and evaluation, and d) administration and fiscal oversight. A Statement of Assurances and Endorsement is required. A maximum of 100 points is available and a minimum score of 75 is required for a proposal to be considered for funding.

Application Process

Section I: Applicant Information

Complete Section I: Complete the attached Arkansas Department of Education Grant Application form.

Section II: Program Description/Proposal Narrative

The proposal narrative must be double spaced, using 12-point Times New Roman font. Major headings must be bold. The narrative must not exceed ten pages in length. Schedules, timelines, and diagrams of facilities and resumes' must be included as attachments and are not counted in the ten-page limit.

The proposal narrative must explain how the following components will be addressed in program delivery. This **includes** completing the online [APPEL Grant Application Form](#)

A. Teacher Recruitment (maximum 20 pts) to address the following topics:

- a. Demonstrated need for a delivery site at the proposed location;
- b. Plan for recruiting diverse, promising candidates:
 - i. Goal for number of candidates recruited to the site overall
 - ii. Goal for number of candidates to serve in schools with low-income and minority students
 - iii. Goal for number of candidates to teach in critical shortage subject areas
 - iv. Goal for number of candidates finding appropriate employment in schools within the site region
- c. Plan for assisting participants in searching for appropriate teaching positions;

B. Teacher Preparation and Instructional Delivery (maximum 30 pts) to address the following topics:

- a. Description of procedures for implementing the following program components:
 - i. How the site will assure modules are presented according to program guidelines
 - ii. Instructor qualifications
 1. **All instructors in the APPEL program must meet the following minimum requirements:**
 - a. Master's degree in education or associated field or National Board Certified Teacher (NBCT) is preferred
 - b. Documented expertise in the content of the specific module assigned
 - c. Agreement to accept the current established presenter fee, (\$400 per day) plus travel expenses in alignment with State rate.

- d. Names of all proposed instructors must also be included (see attached APPEL Grant Application).
It is not necessary to hire an instructor for the online modules (see Appendix B). Instructors will be required to submit a resume and the facilitator will indicate on the matrix which module(s) they will instruct. The site facilitator will be responsible for approving the instructor for each module based on resume and documented expertise.
- iii. Process for hiring highly qualified, motivated instructors, clearly communicating high expectations,
- iv. Process for meeting the needs of Elementary (K-6), Middle Childhood (4-8), and Secondary (7-12) participants for appropriate modules (separate speakers, break-out sessions, trainings, etc.),
- v. Process for meeting the needs of participants for content specific instruction (content expert speakers, breakout sessions, trainings, etc.)
The site is allowed to hire up to ten (10) total content presenters for this week.
- vi. Plan for providing ongoing Internet-accessibility for participants throughout the year,
- vii. Online teaching experience, provide any certifications as attachments, or state willingness to attend ADE provided training for certification,
- viii. Process for communicating daily assignments and providing participant and facilitator on-line feedback,
- b. Other topics to be addressed in the narrative include:
 - ix. Identification of site facilitators (include resumes and credentials) and experience with APPEL.
 - x. Since grades and attendance are kept within Moodle the Grant applicant will describe the backup plan for keeping grades and attendance outside the Moodle online classroom. This could include periodically extracting files from Moodle to an external storage device.
 - xi. Location of facilities and configuration of meeting areas. As an appendix, include a diagram of the working space, specifying the areas designated for whole group and small group instruction.
 - xii. Daily schedule, specifying beginning and ending times, planned break, and lunch period.
 - xiii. If a designated training site for Elementary K-6 Reading Training, plan for providing separate space for training and diagram of working space.
 - xiv. If a designated training site for Elementary K-6 Reading Training, then it is required that a current, K-2 and/or 3-6 RISE-certified Trainer of Trainers must be hired to present all Reading modules.

Section III: Program Evaluation and Monitoring This section should include details for monitoring and reporting of instructional effectiveness and grant funds.

- A. **Monitoring and Evaluation of Modules & Site** (maximum 25 pts.)
 - a. What is the plan for site facilitators and participants to provide on-line feedback on module presentations and specifically module presenters? The Proposal applicant must provide a plan for adjusting instruction based on survey feedback data.
 - b. The grant applicant must provide a program performance report to include reporting on all items as provided in Appendix C.
 - c. The grant applicant must submit a program performance report at the end of the grant period. Program performance reports must be submitted to the ADE

Program Manager within 30 days after the end of the grant award performance period.

Program Performance Reporting Deadlines
(July 1st - June 30th grant performance period)

Program Reporting Period	Report Due to ADE Program Manager	Report Due from ADE Program Manager to GPC
July 1 st – June 30th	July 30th	August 15th

B. Grant Funds Monitoring and Reporting Requirements This describes monitoring and reporting of grant fund requirements associated with the grant award.

- a. Grant recipients will be required to submit financial reports describing the status of the funds. Financial performance reports must be submitted to the ADE program manager on a semi-annual basis. (Using the “**ADE Grant Budget and Budget Narrative Form**”). Reports must be received within 30 days after the close of the reporting period.

Financial Performance Reporting Deadlines
(July 1st - June 30th grant performance period)

Financial Reporting Period	Report Due to ADE Program Manager	Report Due from ADE Program Manager to GPC
July 1 st – December 31 st	January 30th	February 15th
January 1 st – June 30th	July 30th	August 15th

ADE reserves the right to suspend or revoke grant payments to grant recipients that do not timely submit financial and performance reports in a timely manner.

C. Grant Recipient Monitoring The goal of monitoring is to establish partnerships with grantees that hold grant recipients accountable for the grant award by implementing risk-based monitoring strategies to ensure that they have the financial capacity to appropriately manage the grant. The grant recipient’s project must:

- a. Conform to the grantee’s approved application and to the effectiveness and quality of the project
- b. Meet the established performance measures of the grant
- c. Adhere to laws, regulations, conditions of the grant, provisions and assurances
- d. Appropriately manage funds, including the expenditure of funds for authorized purposes

Desk and/or on-site monitoring reviews may be conducted on grant recipients, as deemed necessary. The ADE will use financial and program performance reports as a monitoring tool for all grant recipients.

Section IV: Program Budget This section should explain in detail what will be purchased with grant funds.

A. ADE Grant Budget and Budget Narrative (maximum 25 pts.)

- a. Complete the attached ADE Grant Budget and Budget Narrative form. Applicant budgets must provide sufficient detail for the ADE program staff to conduct a cost analysis of the applicant’s budget. When reviewing specific cost items, ADE program staff must determine whether the costs are:

- i. Necessary for the proper and efficient performance and administration of the grant;
- ii. In accordance with generally accepted accounting principles (GAAP);*
- iii. Adequately documented and justified;
- iv. Incurred specifically for the purpose of the grant;
- v. Treated consistently with costs used for the same purpose in similar circumstances.

* Generally accepted accounting principles (GAAP) are the standard framework of guidelines and financial accounting used in any given jurisdiction.

B. Additional Grant Budget Requirements This describes additional program monitoring and reporting requirements associated with the grant.

- a. All presenters hired to instruct the APPEL modules must submit:
 - i. The entities original, signed completed invoice (including properly completed W-9 form) to the APPEL Site Facilitator. The Site Facilitator will submit the invoice to the grant's Designated Fiscal Administrator for payment.
 - ii. The completed and signed Tr-1 or other appropriate travel documents to the site facilitator to be processed by the Designated Fiscal Administrator for reimbursement. Travel will be calculated based on the current State rate see here (<http://www.gsa.gov/portal/category/100000>). These expenses are in addition to the presenter fee.
- b. The budget is based upon one presenter for each face-to-face module (14 modules) based on the site servicing Year 1 and/or Year 2 participants.
 - i. The site facilitator is allowed to hire up to ten (10) content presenters for the content specific week. These presenters will be paid \$400 per day for five days.
- c. There can be two site facilitators at each site. If there are two, one will be designated for Year 1 and one designated for Year 2.
 - i. Each facilitator is paid a standard salary of \$12,800.00 for up to 30 participants in their designated group. A single facilitator may not exceed responsibility for more than 60 participants.
 - ii. Depending on enrollment for the site, an individual facilitator may be paid more based on a sliding scale. This scale is provided in Appendix D.
 - iii. The number of participants per site facilitator is capped at 60. Any additional Year One or Year Two participants can be given to the other site facilitator. If both facilitators are maxed out at 60 each, then a third facilitator must be hired.
 - iv. Site Facilitator salary should be budgeted according to an estimated number of participants anticipated to enroll at the site.
 - v. The expense should be added under Salaries and Fringe Benefits and should be calculated accordingly.
 - vi. If the facilitator(s) is considered an employee of the Coop, District or College/University and a percentage of time and fringe benefits are paid to the employee from grant funds, then list these under salaries and fringe benefits. If not, list under Contracts with no fringe benefits.
- d. All sites, including the Late Cohort site, will offer Elementary K-6 Reading training beginning in 2019-2020.
 - i. Sites located in close proximity to one another may choose to offer Elementary K-6 Reading training to participants at the one site location.
 - ii. The expense should be added under the Contracts line item of the budget and described in the budget narrative as Elementary K-6 Reading training.
 - iii. If necessary, a site may choose to switch, not supplant the days of Reading training with one or more of the other days of training to

accommodate trainers as long as all modules are to be attended and the participants do not skip or miss a module.

- e. All sites, excluding the Late Cohort site, will facilitate a Year One module for an ADE-approved micro-credential. The micro-credential may be housed and graded in an outside LMS platform.
 - i. Each site should budget \$2500.00 to cover the cost of participants and facilitators access to the LMS platform and for trainings associated with access and use of the platform.
 - ii. The expense should be added under the Contracts line item of the budget and described in the budget narrative as Micro-Credential facilitation.
- C. **Grant Payments** This describes how payment will be rendered to approved and granted sites. The following applies:
 - f. **Initial Grant Payment** After all necessary approvals have been obtained for the grant, funds will be considered obligated to the recipient. Grant recipients must be in compliance with all program, fiscal and reporting guidelines to be eligible to receive payment.
 - i. Payments to grant recipients must minimize the time elapsing between the transfer of funds to the grant recipient and the expenditure of these funds by the grantee.
 - ii. Funds will not be paid in a lump sum but be disbursed over time as costs are incurred or anticipated. ADE will initially advance **no more than 50%** of the grant award to the recipient at the start of the grant award period. This is the **maximum percentage** of funds that may be advanced to the recipient and should only be provided to recipients that have an **immediate requirement or use for the funds**.
 - iii. Advance payments to grant recipients must be limited to the **minimum amounts** needed and in accordance with the immediate cash requirements of the grantee in carrying out the purpose of the grant.
 - g. **Remaining Grant Payments** After the initial grant award funds have been advanced to the recipient at the start of the grant award period, there are three types of disbursement methods for the remaining grant funds. However, reimbursement is the preferred payment method for remaining grant funds.
 - i. **Reimbursement – COGNOS Data Warehouse** LEAs/ESCs may receive monthly reimbursement payments based on their COGNOS district warehouse reports. For recipients paid through this method, program managers will be required to submit quarterly APSCN budget/expenditure reports to the GPC which should be reviewed by program staff to ensure that budget categories are not overspent.
 - ii. **Reimbursement Basis** Grant recipients (LEA and non-LEA) that are not reimbursed through monthly COGNOS data pulls will be required to complete an **"ADE Grant Budget Reimbursement Request."** The request lists the budgeted amounts by category from the approved grant budget, actual expenditures, remaining budget balance and grant funding received by the recipient. For grant recipients reported in APSCN, supporting documentation in the form of Board Reports and Detailed Expenditure Reports are required and should be attached to the reimbursement request. For grant recipients that are not reported in APSCN, supporting documentation for actual expenditures will be required to be included with the reimbursement request. Supporting documentation should be in the form of invoices, bills for goods and services, employee payroll and travel reimbursements.
 - h. **Advance Payments** Advance payments to grant recipients may be necessary, in some instances. Advance payments must be limited to the **minimum**

amounts needed and in accordance with the immediate cash requirements of the grantee in carrying out the purpose of the grant.

- i. For state-funded grant awards, fund advances may be requested no more frequently than on a **quarterly** basis.
 - ii. For Federally funded grant awards, fund advances will be limited to immediate cash requirements for a month in advance. Fund advances may be requested no more frequently than on a **monthly** basis.
 - iii. **All** fund advance payment requests must have a completed **"ADE Grant Budget Reimbursement Request."** For grant recipients reported in APSCN, the most recent Board Report and Detailed Expenditure Report are required and must be attached to the request. For grant recipients not reported in APSCN, a financial status report that provides detail regarding grant funds received, expended and remaining cash balances are required and must be attached to the request.
 - iv. All **advance payment** requests **must** be sent to the GPC for approval prior to payment processing. Advance payment requests that are not complete or do not contain the required supporting documentation will not be accepted.
- i. All costs must be budgeted in the grant recipients approved application to be eligible to be charged to the grant. Only costs included in the approved budget will be reimbursed. Changes that result in a 10% or greater deviation from any budgeted line item in the approved grant application will not be paid and must be pre-approved in writing by the GPC.

Section V: Financial Management System This section describes the grantee's accounting system and financial management system.

A. **Financial Narrative** The financial narrative must be provided. The applicant may provide their existing written financial management policies and procedures in order to meet this requirement.

- a. All applicants must provide a narrative describing the grantee's accounting system and financial management system. Applicants must have a financial management system in place that allows them to properly administer grant funds. Applicants will be reviewed to determine that the grantee's financial management system provides for the following:
 - i. Identification in the grantee's accounting system of the grant award received and expended under which they were received;
 - ii. Accurate, current, and complete disclosure of the financial results of each grant award or program;
 - iii. Records that identify adequately the source and application of grant funds. These records must contain information regarding the obligation of funds, unobligated balances, assets, expenditures, income and interest and be supported by source documentation;
 - iv. Effective control over and accountability for, all funds, property, and other assets;
 - v. Comparison of expenditures with budget amounts for each grant award

B. **Designated Fiscal Administrator** The applicant must designate a specific fiscal administrator for grant funds assurances. This administrator and their contact information is to be listed on the APPEL Grant Application form.

- a. The designated fiscal administrator is required to attend any official Discretionary Grant training delivered by the Arkansas Department of Education related to this grant.

b. The fiscal administrator will be responsible for fulfilling the requirements listed above under Section III B and IV, A-C of this grant application.

C. Institutional and Site Facilitator Assurances and Endorsements This section guarantees certain Institutional and Facilitator Assurances and requires proper signatures on the Statement of Assurances documents below.

Institutional Assurances and Endorsement (required)
Statement of Assurances

1. The applicant assures possession of the necessary legal authority to apply for and receive said grant.
2. The applicant assures the proposed APPEL site will be available for the specified dates and of sufficient duration size, scope, and quality to ensure the purpose of the project as outlined in this Grant Application.
3. The applicant assures provision for proper fiscal control and accounting procedures as may be required by fiscal audit.
4. The applicant assures that they will operate within the budget provided.
5. The applicant assures the project site will implement an accountability system for monitoring instructional effectiveness.
6. The applicant guarantees signature of the Institutional Endorsement that constitutes a commitment on the part of the sponsoring institution to support the project.
7. The applicant guarantees timely submission of the required financial and program reports as described in this Grant Application Notice.

Each application must be signed by the sponsoring institution’s chief executive officer or a specifically designated representative for funding applications. The endorsement constitutes a commitment on the part of the institution to support the project. When two or more eligible institutions or agencies collaborate on an application, each institution must submit an endorsement. In such a case, only one institution would be designated as the custodian of the funds. An eligible institution may endorse more than one proposal.

Signatures (must be in ink)

School District Authorized Signature and Title (where applicable)

Date

University Authorized Signature and Title (where applicable)

Date

Educational Cooperative Authorized Signature and Title (where applicable)

Date

Site Facilitator Assurances and Endorsement (required)

Statement of Assurances

1. Site facilitators ensure that the APPEL Instructional Modules will be thoroughly addressed. A syllabus, with an accompanying PowerPoint presentation outlining essential learning goals, definition of terms, resource materials for the instructor, activities and assessments, and an online, Moodle classroom are provided to the sites by ADE. Presenters are encouraged to supplement the provided materials. All topics must include, at a minimum, the instructional material provided by ADE.
2. Site facilitators ensure that modules will follow the established sequential order, unless otherwise approved, in writing, by the APPEL Program Manager (See Appendix B).
3. Site facilitators ensure that all instructional delivery will model best practice in use of teaching strategies, groupings, technology, and assessment.
4. Site facilitators ensure that APPEL participants and presenters will use the textbooks and instructional materials provided by ADE.
5. Site facilitators ensure that presenters will have access to the textbooks and instructional materials provided by ADE prior to the date of the presentation.

As an APPEL Site Facilitator, I agree to:

1. Attend all trainings/meetings associated with the APPEL program.
2. Adhere to the criteria and expectations set forth in the Discretionary Grant Application Notice guidelines.
3. Maintain and update information in Moodle in a timely manner.
4. Provide all APPEL Site Financial and Program Performance Reports for 2019-20.
5. Keep all documentation (including any testing materials) in a secure, locked office or filing cabinet.
6. Submit attendance data via the Moodle classroom within two days of the meeting date.
7. Provide appropriate grading and feedback to APPEL participants via the Moodle classroom within ten days of the meeting date or ten days of receiving the assignment.

I understand that there may not be enough participants in a given area to justify establishing an APPEL Site. The number of participants will not be available until all APPEL applications are submitted on June 1, 2019. If there are not enough participants in my location to feasibly establish an APPEL site I understand that this agreement will become null and void.

If the grantee fails to comply with any of the terms of the grant award, whether stated in a federal statute or regulation, an assurance, a state plan, application, grant award notification, or elsewhere, ADE may take one or more of the following actions:

- Temporarily withhold payments pending correction of the deficiency by the grant recipient;
- Disallow or deny both use of funds and matching credit for all or part of the cost of the activity or action not in compliance with the grant;
- Wholly or partly suspend or terminate the grant award;
- Withhold further awards for the grant program; or,
- Take other remedies that may be legally available

Site Facilitator Name (please print clearly)

Site Facilitator Signature

Date

Site Facilitator Name (please print clearly)

Site Facilitator Signature

Date

Appendix A

Grant Proposal Score Sheet

This is the form used to score your proposal. Please make note of the number of points attached to each category and plan your responses accordingly. Assume the person scoring has no experience with the APPEL Program.

Proposed Site Location_____		
Scored by_____		
Total Points Awarded /100 _____		
Criteria	Points Possible	Points Awarded
Teacher Recruitment	20 Total	
Demonstrate need for delivery site at the proposed location	5 points	
Stated goal for number of candidates recruited to site overall	4 points	
Stated goal for number of candidates recruited to serve low-income and high-minority students	3 points	
Stated goal for number of candidates recruited to serve in critical shortage subject areas	3 points	
Plan for assisting participants in searching for appropriate teaching positions	5 points	
Teacher Preparation and Instructional Delivery	30 Total	
Master's degree in education or associated field or NBCT	4 points	
Expertise in the content of the specific module as assigned	5 points	
Spreadsheet of all proposed presenters attached to application and included in appendices and modules to be taught verified by the site facilitator	5 points	
Process for hiring highly qualified, motivated presenters clearly communicating high expectations	4 points	
Process for meeting the needs of Elementary, Middle and Secondary participants for appropriate modules and trainings	4 points	
Plan for providing Internet access and evidence of online teaching experience(s) or willingness to attend training	4 points	
Process for communicating daily assignments and completing facilitator and participant on-line feedback	4 points	
Monitoring and Evaluation of Modules & Sites	30 Total	
Describe the internal methods used for program evaluation	5 points	
Identification of site facilitators (include resume) and experience with APPEL	10 points	
Procedure for record keeping (attendance, assignments, assessment)	5 points	
Location of facilities and configuration of meeting areas (diagram in appendix)	5 points	
Daily schedule, specifying beginning and ending times, planned break, lunch period	5 points	
Program Budget, Budget Narrative and Financial Narrative	20 Total	
Overall Budget and Budget Narrative approved	8 points	
Financial Narrative including completed Statement of Assurances (Institutional and Site Facilitator)	4 points	
Number of Presenters hired is sufficient to meet need	4 points	
Designated Fiscal Administrator documented	4 points	

Appendix B
Year One Teacher Preparation Instructional Modules

Summer (June) and Late Cohort (July)		
	Days 1-10 Summer Regional Sites	
Week 1:	Essentials of Teaching and Learning (Elementary, Middle and Secondary)	35 Clock Hours
Day 1 F2F	Framework for Teaching Domains 1 & 2	7 hours
Day 2 F2F	Framework for Teaching Domains 3 & 4	7 hours
Day 3 F2F	Arkansas Standards	7 hours
Day 4 F2F	Lesson Planning	7 hours
Day 5 F2F	Engaging Students/Reflecting Upon Teaching	7 hours
Elementary: Structured Literacy Training	There will be some completely separate training days (within the summer and monthly instructional modules) and some days where Reading is incorporated into existing days that will be differentiated for K-6. These will be spread out over the two years of APPEL. Specifics TBA.	
Week 2:	Meeting the Needs of All Types of Learners (Middle School 4-8 and Secondary 7-12)	35 Clock Hours
Day 6 F2F	The Differentiated Classroom	7 hours
Day 7 F2F	Overview of Special Education	7 hours
Day 8 F2F	Extended Thinking	7 hours
Day 9 F2F	English Language Proficiency Standards	7 hours
Day 10 F2F	Understanding Challenges: Poverty and Mental Health	7 hours
Week 3:	Elementary K-6 Best Practices in Content Area Teaching and Learning	35 Clock Hours
Day 11 F2F	ELL and Utilizing Technology in Teaching and Learning	7 hours
Day 12 F2F	Elementary Differentiation, Enrichment and Assessment	7 hours
Day 13 F2F	Excellent Professional Practice and Professional Planning K-6	7 hours
Day 14 F2F	K-6 Special Education	7 hours
Day 15 OL	ONLINE: Disciplinary Literacy	7 hours
Week 3:	Best Practices in Content Area Teaching and Learning (Middle School 4-8 and Secondary 7-12)	35 Clock Hours
Day 11 F2F	Classroom Management and Time Management	7 hours
Day 12 F2F	Goal, Assessment Connection	7 hours
Day 13 F2F	Excellent Professional Practice and Professional Planning	7 hours
Day 14 F2F	Utilizing Technology in Teaching and Learning	7 hours
Day 15 OL	ONLINE: Disciplinary Literacy	7 hours
Monthly Modules	Practical Application of Teaching and Learning (Elementary, Middle and Secondary)	56 Clock Hours
Day 16 F2F	September: Classroom Management and Parent Communication	7 hours
Day 17 OL	October: Special Education in Practice	7 hours
Day 18 F2F	November: Instruction That Works	7 hours
Day 19 F2F	December: Culturally Responsive Teaching	7 hours
Day 20 OL	January: Micro-Credential: Culturally Responsive Teaching	7 hours
Day 21 F2F	February: Classroom Management by Engaging Students in Learning and Using Assessment	7 hours
Day 22 OL	March: Classroom Management: Domain 2C: "Managing Classroom Procedures" Video Self-Assessment	7 hours
Day 23 F2F	April: Classroom Management: Domain 2C: "Managing Classroom Procedures" Video Evaluation	7 hours

**Appendix B
Teacher Preparation Instructional Modules**

Year 2

Summer (June)		
Days 1-10 Summer Regional Sites		
Week 1:	Standards Based Curriculum and Assessment (Elementary, Middle and Secondary)	35 Clock Hours
Day 1 F2F	Focused Instructional Strategies to Increase Rigor and Relevance	7 hours
Day 2 F2F	Making Data Driven Decisions in a PLC	7 hours
Day 3 F2F	PLCs in Action	7 hours
Day 4 F2F	Unpacking Formative Assessment	7 hours
Day 5 F2F	The Differentiated Classroom	7 hours
Week 2:	Meeting the Needs of All Learners (Elementary, Middle and Secondary)	35 Clock Hours
Day 6 F2F	The Engaging Classroom/Parent Involvement	7 hours
Day 7 F2F	Inspiring the Best in Students	7 hours
Day 8 F2F	Closing the Achievement Gap	7 hours
Day 9 F2F	Brain Power- Teaching with the Brain in Mind	7 hours
Day 10 F2F	Extended Thinking	7 hours
Week 3:	Developing Excellence in Professional Practice	35 Clock Hours
Day 11 F2F	edTPA Bootcamp: Basic Training	7 hours
Day 12 F2F	edTPA Bootcamp: Academic Language	7 hours
Day 13 F2F	edTPA Bootcamp: Task One: Planning for Instruction and Assessment	7 hours
Day 14 F2F	edTPA Bootcamp: Task Two: Instructing and Engaging Students in Learning	7 hours
Day 15 F2F	edTPA Bootcamp: Task Three: Assessing Student Learning	7 hours
Monthly Modules	Demonstrating Excellence in Professional Practice	56 Clock Hours
Day 16 F2F	September: Getting Started with edTPA	7 hours
Day 17 OL	October: Task One: Planning Commentary	7 hours
Day 18 F2F	November: Task Two: Instruction Commentary	7 hours
Day 19 OL	December: Task Three: Assessment Commentary	7 hours
Day 20 OL	January: Wrapping Up Your edTPA Portfolio	7 hours
Day 21 F2F	February: edTPA Review	7 hours
Day 22 OL	March: edTPA Submission	7 hours
Day 23 F2F	April: Professionalism	7 hours

Appendix D:

Site Facilitator Sliding Scale Based on Enrollment

Number of Participants	Percent Increase from Base Salary based on up to 30 participants	Dollar Amount of Increase	Total Salary
31-34	5%	+ \$640.00	\$13,440.00
35-40	15%	+\$1920.00	\$14,720.00
41-45	25%	+\$3200.00	\$16,000.00
46-50	35%	+\$4480.00	\$17,280.00
51-55	45%	+\$5760.00	\$18,560.00
56-60	55%	+\$7040.00	\$19,840.00

Number of participants per site facilitator is capped at 60. Any additional participants can be given to the second site facilitator. If both facilitators are maxed out at 60 each, then a third facilitator must be hired.

Appendix C

Program Performance Report Indicators

This is the form used to score your performance report. These performance measures are established to demonstrate whether the recipient is making progress towards meeting each program objective. For each performance measure, a target level of performance is established to compare to actual performance data to demonstrate the recipient's progress towards meeting or exceeding their target level of performance. Some performance indicators are directly related to Arkansas' ESSA Plan under Title II, Part A- Supporting Effective Instruction. There are two main categories relevant to educator preparation programs: Teacher Recruitment and Teacher Preparation.

Site Location _____			
Reviewed by _____			
Performance Level: Unsatisfactory (U) Meets (M) Exceeds (E)			
Performance Indicators			
Teacher Recruitment: Attract diverse, promising candidates.	U	M	E
Met or exceeded goal for number of participants assigned/recruited to site (as stated on APPEL Grant Application)			
If goal not met, stated reason and any other pertinent information:			
Met or exceeded goal for teachers in schools serving low-income and minority students (information can be gained from https://myschoolinfo.arkansas.gov)			
If goal not met, stated reason and any other pertinent information:			
Met or exceeded goal of fostering a diverse and culturally responsive workforce. Compare the makeup of your cohort to the student population they serve.			
If goal not met, stated reason and any other pertinent information:			
Met or exceeded goal for teachers in schools serving in critical shortage subject areas.			
If goal not met, stated reason and any other pertinent information:			
Met or exceeded goal of participants finding appropriate teaching positions in schools within the site region (as stated on APPEL Grant Application)			
If goal not met, stated reason and any other pertinent information			
Teacher Preparation and Instructional Delivery			
Met or exceeded goal of presenter performance according to the Module Evaluation Session Surveys (in Moodle)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of using internal program evaluation to adjust instruction based on feedback (as stated in Section III of the Discretionary Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of process for meeting the needs of			

Elementary, Middle Childhood and Secondary participants (as stated in Section II-A of the Discretionary Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of process for meeting the needs of participants for content specific instruction (as stated in Section II-A of the Discretionary Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of timely submission of attendance and grades into Moodle (as stated in 7-8 of the Site Facilitator Statement of Assurances)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal for Year Two cohort percentage passing the edTPA assessment (as indicated by scores reported to APPEL by Pearson).			
If goal not met, stated reason and any other pertinent information			
Program Reporting Requirements	U	M	E
Met or exceeded goal of timely submission of the required financial reports as described in the Grant Application Notice			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of timely submission of the required program performance report as described in the Grant Application Notice			
If goal not met, stated reason and any other pertinent information			
Program Budget and Finance Requirements	U	M	E
Met or exceeded goal of charging only allowable costs necessary to the performance of the grant			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of being in accordance with generally accepted accounting principles (GAAP) and staying within budget parameters			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of tracing of funds to a level of expenditure to establish fund were used in accordance with grant award			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of maintaining financial records and supporting documents pertinent to grant award (must be retained for four years following end of grant period)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of expending funds on or between the beginning and ending dates of the Grant Award Performance Period, if recipient did not expend all funds, any unexpended funds were returned to ADE			
If goal not met, stated reason and any other pertinent information			

NOTE: Scoring unsatisfactory on three or more measures will result in internal review and might cause a site to become high risk for future grant awards. Any performance measure indicated as unsatisfactory MUST be remedied before a site would be approved for future grant funds.

Appendix F

APPEL Instructional Module Descriptions (Year One)

Y1, Orientation: An online session where teachers learn about Arkansas IDEAS as a resource of professional development and complete required professional development hours for initial teacher licensure.

Y1, Pro-Ethica: An online and self-paced training program for teachers. It is composed of a series of interactive modules with real-life scenarios related to educator relationships with students, the school and the community. It serves to guide educators through their most difficult ethical challenges. Completion is required for teacher licensure.

Y1D1: Framework Domains 1 and 2: Introduction to Danielson's Framework for Teaching Domains 1 and 2.

Y1D2: Framework Domains 3 and 4: Introduction to Danielson's Framework for Teaching Domains 3 and 4.

Y1D3: Arkansas Standards: Introduction to the Arkansas State Standards and standards-based curriculum.

Y1D4: Lesson Planning: How to design lesson plans that engage students as they deepen understanding of big ideas and transfer their learning to new situations.

Y1D5: Engaging Students & Reflecting on Teaching: Emphasis on Domain 3C of the Danielson Framework and the importance of creating a habit of being a reflective practitioner.

Structured Literacy: Elementary K-6: There will be some completely separate training days (within the summer and monthly instructional modules) and some days where Reading is incorporated into existing days that will be differentiated for K-6. These will be spread out over the two years of APPEL. Specifics TBA.

Y1D6: Differentiated Classroom: Emphasis on Domains and Components 1b,1c, 1e and 3c.

Y1D7: Special Education: An overview of the two major laws governing the education of children with disabilities: Section 504 of the Rehabilitation (1973) and the Individuals with Disabilities Improvement Act (2004).

Y1D8: Extended Thinking: Instructional strategies for differentiation and how these are used to extend student thinking.

Y1D9: English Language Learners and English Language Proficiency: An introduction to the ELP Standards. Teachers will develop an understanding of the relationship between these standards and Arkansas Standards and NextGen Science Standards. Teachers will develop an understanding of appropriate goals and the charting of growth for their English Language Learners.

Y1D10: Understanding Challenges: Poverty and Mental Health: To increase teacher awareness and empathy for the economic and mental challenges students face. Provide strategies to help students who face barriers to learning, and help new teachers communicate with families and connect them to the resources they need.

Content Specific Pedagogy for Elementary K-6, Middle School 4-8 and Secondary 7-12 is provided in days 11-15.

Y1D11: K-6: ELL and Utilizing Technology in Teaching and Learning: Includes Classroom Management and Time Management techniques as these relate to planning and designing lessons, delivering instruction. Develop a classroom management philosophy and skills for effective teaching. Demonstrate knowledge of different tech resources and using tech to differentiate instruction. Demonstrate a basic understanding of ELL standards.

Y1D11: 4-12: Student-Centered Classroom: Content Specific: Classroom Management and Time Management: Participants will develop a personal classroom management philosophy, discover the connection between effective classroom management and teacher effectiveness, discover the importance of time management and its effect on classroom management, and create a proactive classroom management plan.

Y1D12: K-6: Elementary Differentiation, Enrichment and Assessment: Explore formative assessment and how to use it to differentiate instruction by using Domain 3d. Understand how to measure growth or lack thereof in order to provide specific targeted interventions and challenging enrichment of students. Plan lessons to include interventions and enrichment.

Y1D12: 4-12: Student-Centered Classroom: Content Specific: Assessment: Participants will learn to distinguish between the types and purposes of assessment, develop formative assessments that are tied to goals, incorporate the use of rubrics into assessment and student inclusion in the assessment process, determine if a student is falling behind and make appropriate interventions, communicate with families the results of all types of assessment, including standardized tests, and the rationale and philosophy of how the educator grades effort vs. achievement.

Y1D13: K-12: Student-Centered Classroom: Content Specific: Excellent Professional Practice and Professional Planning for School: Participants will possess a clear understanding of excellent professional practice and prepare for the first weeks of school and embrace the culture of being a teacher in a school.

Y1D14: K-6: Special Education: An overview of the two major laws governing the education of children with disabilities: Section 504 of the Rehabilitation (1973) and the Individuals with Disabilities Improvement Act (2004).

Y1D14: 4-12: Student-Centered Classroom: Content Specific: Utilizing Technology in Teaching and Learning: Enhancing teaching and learning by planning and designing lessons, delivering instruction and measuring progress utilizing differentiated instruction in content area meeting the needs of all learning.

Y1D15: Student-Centered Classroom: Content Specific: Disciplinary Literacy: This module will introduce participants to the concept of disciplinary literacy. Participants will work with other content area teachers to develop grade appropriate close reading lessons and performance tasks.

Y1D16: Classroom Management and Parent Communication: Participants will analyze their personal classroom management philosophy and their classroom management plan to determine its effectiveness, and make a connection of effective teaching and effective classroom management according to *TESS*. Understand how to establish communication with parents that is ongoing, respectful and reciprocal that is thoughtfully planned out.

Y1D17: Online Module: Special Education in Practice: The purpose of this module is to provide participants with the practice necessary to understand free appropriate education (FAPE) provided to students with disabilities in the least restrictive environment (LRE)- the general education classroom. This module includes basic understanding of laws related to educating children with disabilities and identifying characteristics of learners who are identified in the disability categories recognized by Arkansas.

Y1D18: Instruction That Works: Introduces Marzano's Instructional Strategies to increase student achievement and explains how to use these strategies in the classroom.

Y1D19: Culturally Responsive Teaching: Provides a framework of understanding needed to become a culturally responsive teacher. This framework organizes key areas of teacher capacity building that set the stage for helping students move from being dependent learners to self-directed, independent learners.

Y1D20: Online Module: Culturally Responsive Teaching Micro-Credential: This module will provide a framework of understanding needed in order to become a culturally responsive teacher. Participants will focus on Awareness, Zaretta Hammond's first component of the Ready for Rigor framework. This framework organizes key areas of teacher capacity building that set the stage for helping students move from being dependent learners to self-directed, independent learners.

Y1D21: Classroom Management by Engaging Students in Learning and Assessment: In this module participants will understand that in a highly engaged classroom, student behavior is more easily managed. They will plan effective lessons including strategies to engage learners and compare and contrast the fixed theory and growth theory of intelligence. They will determine how continuous assessment can facilitate learning in an effective classroom and use strategies of student engagement to create a student-centered classroom.

Y1D22: Online Module: Classroom Management: "Managing Classroom Procedures" Video Self-Assessment: Participants will evaluate their practice as a teaching professional, and create a plan of action based on the Charlotte Danielson design to maximize their effectiveness.

Y1D23: Classroom Management: "Managing Classroom Procedures" Video Evaluation: Participants will evaluate their peers, and help them to create a plan of action based on the Charlotte Danielson design to maximize their effectiveness.

Appendix F

APPEL Instructional Module Descriptions (Year Two)

Y2D1: Focused Instructional Strategies to Increase Rigor and Relevance: This module introduces the Rigor and Relevance Framework which was developed by The International Center for Leadership in Education. Lesson plan development using this framework in conjunction with Marzano's instructional strategies will produce higher level thinking skills in all students.

Y2D2: Making Data-Driven Decisions in a PLC: Understand Professional Learning Community and shows how teachers can collaboratively analyze data and use the information to make decisions about how to best impact student learning.

Y2D3: PLC's in Action: Explores PLC process and how to be a member of an effective PLC regardless of the school setting. Deepen the understanding of an effective PLC and to offer solutions to the obstacles that educators face when trying to implement a PLC in Arkansas.

Y2D4: Unpacking Formative Assessment: Deepens understanding of effective formative assessment techniques. Teachers will develop ways to help students understand learning goals and criteria for success, design assessments that elicit evidence of learning and engage every student, and plan for feedback that students will use to move their learning forward.

Y2D5: Differentiated Instruction: Teachers will be able to describe and provide a rationale for differentiated instruction, identify the six principles of differentiation, and name the four classroom elements that teachers can differentiate to increase the likelihood that each student will learn as much as possible and give examples of each.

Y2D6: Engaging Classroom/Parental Involvement: Identify strategies to connect students to the learning, determine various options available to increase students' focus and participation in the learning, and explain the rationale for providing choices for students in the learning environment. Identify relevant rules and regulations regarding Parental Involvement, design strategies to foster and support an active parental involvement, and understand the importance of engaging parents as an essential component to improving student achievement.

Y2D7: Inspiring the Best in Students: Learn how to build rapport with students and demonstrate respect, ensure safety (free of bullying) and create a positive class culture with high expectations for all students in word usage and actions.

Y2D8: Closing the Achievement Gap: In this session teachers will identify teaching and learning factors that help face the achievement gap and close it. Participants will identify personal biases that affect teaching and reflect on practice that improves implicit bias.

Y1D9: Teaching with the Brain in Mind: Deepen understanding of the implications of brain research on our brain and student's lives.

Y2D10: Extended Thinking: Outline ways to identify students' needs, interests, and knowledge and describe characteristics of intelligence and how teachers can foster them in all students. Examine instructional strategies for differentiation and provide examples of how these strategies can be used to extend student thinking.

Year Two Days 11-22 are focused on the edTPA assessment process and submission of a portfolio. edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.

Y2D11: edTPA Boot camp: Basic Training: Overview of the edTPA process and the necessary tools to successfully complete the edTPA process.

Y2D12: edTPA Boot camp: Academic Language: Define academic language. Identify how to include academic language in edTPA. Identify and describe the steps needed to complete edTPA Task One.

Y2D13: edTPA Boot camp: Planning for Instruction and Assessment: Breakdown and detailed instruction directly related to the completion of edTPA Task One.

Y2D14: edTPA Boot camp: Task Two: Instructing and Engaging Students in Learning: Breakdown and detailed instruction directly related to the completion of edTPA Task Two.

Y2D15: edTPA Boot Camp: Task Three: Assessing Student Learning: Breakdown and detailed instruction directly related to the completion of edTPA Task Three.

Y2D16: Getting Started with edTPA: Breakdown and detailed instruction directly related to the submission of the edTPA online portfolio.

Y2D17 Online: Task One: Planning Commentary: Facilitated guidance and review of completed Planning Commentary (Task One) of edTPA process.

Y2D18: Task Two: Instruction Commentary: Facilitated guidance and review of completed Instruction Commentary and Video (Task Two) of edTPA process.

Y2D19 Online: Task Three: Assessment Commentary: Facilitated guidance and review of completed Assessment Commentary (Task Three) of edTPA process.

Y2D20: Online: Wrapping Up Your edTPA Portfolio: Completing the process to prepare for online submission process of edTPA portfolio.

Y2D21: edTPA Review: Facilitated guidance and review of the edTPA portfolio requirements and receive feedback on the edTPA portfolio prior to final submission.

Y2D22: Online: Submitting the edTPA Portfolio: Participants submit the edTPA portfolio using the Pearson ePortfolio system.

Y2D23: Professional and APPEL Graduation: This module will demonstrate the necessity of professionalism in the teaching profession and how it relates to TESS.