



2024-2025 Planning Guide

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Introduction and Overview

Vision

Arkansas' educational vision is anchored in providing safe and welcoming schools with best-in-class learning experiences for all students. The Arkansas Department of Education (ADE) is dedicated to ensuring support for students from early childhood to graduation, fostering the development of essential skills that prepare them to pursue their postsecondary paths. ADE aims to make Arkansas the premier state for educators by offering a competitive salary and equipping them with the necessary tools to effectively guide and support students. Furthermore, ADE is committed to providing families with a range of high-quality school options, empowering them to make informed decisions through a fair and transparent accountability system. This approach aims to create an educational environment in Arkansas where every student receives a best-in-class education that prepares them for graduation and life beyond.

Schools across Arkansas are currently undertaking important work to transform students' education experiences from Pre-K through graduation.

Every Arkansas school will be one where:

1. Students receive foundational early literacy instruction so that they can fully learn grade level content in ELA, math, science, and social studies and demonstrate growth year after year.
2. Students explore and pursue meaningful career pathways to prepare them for upwardly mobile careers after graduation.
3. Schools are fully staffed with talented committed teachers who are supported to grow in their profession.
4. Every school provides a safe and healthy environment for students to grow.

In order to achieve this vision, Arkansas's school leaders assure that:

1. All students are scheduled to learn grade level content alongside their peers. Students who need additional support to achieve grade level content are scheduled for additional time that is focused on preparing them to succeed with the grade level curriculum.
2. All students learn in a school that is physically safe, has a plan for a positive and supportive culture, and supports student health inside and outside of school.
3. Teachers are trained on how to use a high-quality curriculum by partners or school district experts such as Content Leaders. New teachers are supported to deliver high-quality instruction by a Mentor Teacher.

The AR App

It is essential for districts to align resources behind a single, clear, and coherent set of priorities to guide the work of enhancing student growth.

Each year, districts plan for how to improve student learning in the coming year. This process involves reviewing student achievement and student progress data, establishing priorities, and building a budget aligned to these priorities using all available funding sources. The planning process currently includes multiple cumbersome and redundant applications, which creates inefficiencies that divide educators' focus.

In an effort to support Arkansas school districts with this process, ADE has consolidated the planning process for 17 applications. The AR App will replace 8 grants and 9 applications ([Appendix B: Inclusion of Grants in AR App](#)), fulfilling the federal requirement for ESSA plans as well as planning required in Arkansas statute.

The AR App requires districts to manage teams collaboratively to ensure that district leadership—and by extension all who support students—are operating from a single plan for student learning.

Districts will use the resources below to create and submit a successful AR App:

1. **PLANNING FRAMEWORK:** The [Planning Framework](#) serves as the primary planning tool that includes evidence-based priorities established in partnership with districts. Districts should use this framework to identify their own priorities for student improvement.
2. **PLANNING PROCESS GUIDE:** The [Planning Process Guide](#) provides an overview of how a district will build a plan and submit the AR App for formula funds to support that plan. The guide also includes additional resources that align with priorities highlighted in the Framework, and a [submission checklist](#) that outlines the process to complete the AR App.
3. **AR App WORKBOOK:** The AR App workbook is a single application that communicates school district priorities for the 2024-2025 school year and consolidates the process for approval of formula funds. The workbook is available in and submitted through Indistar.
4. **ADDITIONAL RESOURCES:** For more information on the AR App, please visit the [AR App page](#). For additional questions or support, please email ARapp@ade.arkansas.gov.

All funding applications will be housed in the Indistar platform. To learn more about how to use Indistar, school districts should reference [Appendix E: Indistar Submission Instructions](#). AR App is organized into five sections. Charter Management Organizations must complete and submit an AR App for each distinct budget entity.

Every district should review every question within each section of the AR App. To ensure school district meet the plan requirements for federal formula funds, responses are required for all questions unless the grade band is not relevant (e.g. if the school district does not serve preschool students, it would reply "N/A" for pre-K-related questions) or a section is not applicable to a district. Below are the details on each section of AR App. See [Appendix D: AR App Submission Checklist](#) for a summary of the items needed to complete the AR App in Indistar.

AR App Section Overview

Tab 0: District

Districts must complete this tab by entering required district information to meet compliance requirements across programs. This tab allows school districts to transfer allocations where allowable and plan district wide goals.

The District tab includes the following:

- Goals – Based on the Comprehensive Needs Assessment each district will determine specific goals and list them in this section. Districts may have up to 4 goals. It is required that each district have a literacy goal.
- Verification of assurances, needs assessments, and stakeholder consultation.
- Allocation Transfers – allowing districts to transfer Title II and Title IV Part A funds.

Tabs 1 through 3: Improving Academic Outcomes, Safe and Healthy Schools, Quality Educational Workforce

These tabs of the AR App are organized to match the key areas of the Planning Framework. These questions comprise the district's overall strategic plan.

The district planning tabs provide places for:

- Priorities: answer questions about how the district is planning to implement the 2024-2025 funding priorities outlined in the Planning Framework.
- Program Specific Questions: Answer any program questions required by specific grant programs or statewide plans.

Priorities

Within each planning tab of the application, districts will be asked to answer questions. The plans and responses to these questions

will help ADE understand each district's priorities. These questions are included in [Appendix A: Planning Framework and Response Guidance](#).

Budget Detail

Arkansas districts will continue to include a proposed budget for federal funds as part of their AR App submissions, separate from the workbook. This allows districts to outline anticipated spending for the 2024-2025 school year and receive substantial approval on July 1.

More details are included in the [timeline](#) (page 9).

Tabs 4 through 11: Program Specific Info

Districts must complete the program specific tabs within AR App to meet compliance requirements for specific state and federal programs.

- The State Programs tab includes specific questions on the Alternative Learning Environment (ALE), English Learner (EL), Gifted and Talented (GT), Health and Wellness, and Enhanced Student Achievement (ESA) programs.
- The ESSA Program tabs guide districts through program questions for Titles I and Title II Part A, Title I Part C, Title I Part D, Title III, Title IV Part A, and Title V Part B including rank and serve determinations, support for specific subpopulations, and what specific fund sources will support. *Please note that districts will only complete each ESSA Program tab if they receive that fund source and are not transferring all of the allocation to another Title.*

AR App Planning Process Guide

Districts should use this document, along with associated resources and support from ADE, to complete and submit the AR App.

STEP 1: Establish a team and set a meeting schedule for developing/submitting the AR App

Key Actions		Suggested Deadline
☐	Update School Personnel Directory: Make sure names, titles, and contact information are updated in the SIS LEA profile. This will ensure that any feedback or questions from ADE go to the right people.	April 30, 2024
☐	Assign Planning Lead: District leadership identifies a Planning Lead to oversee and coordinate the planning process. The Planning Lead is responsible for setting and facilitating a schedule of regular planning meetings to ensure completion of the overall district AR App. They will be the primary point of contact for ADE related to the AR App. The ideal Planning Lead is positioned to bring together district personnel across a range of offices and roles. They should be familiar with the district's strategies to improve students' experience. They, or someone on the planning team, should have familiarity with Indistar.	
☐	Build AR App Team: District leadership creates a planning team responsible for completing the AR App. The team should have decision-making authority and expertise in the following areas: academic content, gifted and talented programs, alternative learning, family and community engagement, educator workforce, diverse student populations (EL, SPED, migrant, homeless), early childhood, federal grant programs, and budgets. To decide who should be part of this team, districts should review the full list of grants and plans that are now included in the AR App (Appendix B) and ensure all staff who previously contributed to the applications listed work together on AR App planning.	

☐	Learn about the AR App: ☐ Review this Planning Guide in its entirety: AR App Team ☐ Review the AR App Workbook (available in Indistar): AR App Team ☐ Watch the Introduction to AR App training video: Planning Lead + AR App Team ☐ Watch the AR App Priority Section videos: Planning Lead + relevant Team members	
☐	Develop a plan to complete the AR App: To successfully complete the AR App, districts will need to work collaboratively to develop one plan across many different program areas. To do this, the Planning Lead should: ☐ Determine the team members who need to be involved in completing each question. Many AR App questions ask about how a district will implement the state's priorities, so will require input from multiple program areas. ☐ Set up regular meetings for the Planning Team (see Step 2 for meeting topics). The AR App will result in a stronger district plan if completed collaboratively. Team members should discuss responses together. ☐ Decide when district leadership needs to give feedback. ☐ Decide the timeline to ensure the application is drafted, reviewed by leadership, and submitted by June 28th.	

STEP 2: Develop plan and draft the district AR App

	Key Actions	Planning Resources	Suggested Deadline
☐	Upload Equitable Services Consultation form to Indistar	Planning Framework AR App Workbook	May 1, 2024
☐	Collect Feedback from School Leaders: District leadership solicits feedback from school leaders on the AR App priorities and what the district plan should include. This process should allow school leaders to share their unique needs aligned to the indicators in the district Planning Framework.		May 30, 2024

☐	Hold Planning Team Meetings to Select Strategies: Planning Team 1) reviews data to determine areas for improvement; 2) uses the Planning Framework to select relevant strategies to address areas of improvement; and 3) collaborates with key personnel to draft school and district plans.		
☐	Hold Planning Team Meeting(s) to Complete AR App: Based on the strategy discussion, the planning team develops answers to all application questions in the AR App Workbook. In order to ensure version control, one person should be designated to enter answers into the Workbook.		

STEP 3: Submit AR App

	Key Actions	Planning Resources	Deadline
☐	Complete Assurances: Districts complete and upload assurances for ESSA and IDEA in Indistar.	Planning Framework	June 28, 2024
☐	Verify Information: District leadership should review the final AR App before submission for accuracy.	AR App Workbook	
☐	Submit AR App via Indistar: The Planning Lead and district leadership should select one person to complete and upload the AR App into Indistar. This team member uploads the AR App Workbook into Indistar and completes all other steps identified in the AR App Submission Checklist. Congratulations! Once submitted, your AR App is substantially approved.		

☐	Submit Preliminary Budget: District leadership will submit a preliminary federal funds budget worksheet with descriptions for the 2024-2025 school year. This budget is uploaded into Indistar and is based on the prior year's final approved budget. The proposed budget should align resources to the strategies identified in the AR App.		
☐	Special Education MOE Worksheet: District leadership will submit the special education MOE worksheet for the 2024-2025 school year. This worksheet is uploaded into Indistar in the same location as the AR App.		

STEP 4: Begin plan implementation

Key Actions		Deadline
☐	Communicate plan to school leaders: District leadership should review the completed AR App with school leaders, so that it informs individual school planning and priorities for the 2024-25 school year.	Summer 2024
☐	Use the AR App to develop the district budget submission: Districts must decide how to implement the strategies selected in the AR App and align resources to those strategies. Superintendents should use the Superintendent Planning Tool to identify any new purchasing needs. The Tool will help guide discussions with Federal Program Coordinators and Budget staff about what funding is available and what trade-offs may exist.	October 1, 2024

STEP 5: Revise plan and secure final approval

Key Actions		Deadline
☐	Review ADE feedback: Districts will receive feedback on their submitted AR App. The Planning Team should meet to review feedback, assign responsibility for revisions, and contact ADE with any follow-up questions.	October 2024
☐	Revise responses as needed and re-submit AR App: Similar to AR App submission, the Planning Lead should select one person to enter revisions and re-upload the updated draft of AR App to Indistar. This process will repeat until all rounds of feedback have been addressed and the AR App is approved by ADE.	
☐	Publish approved plan to the district website: Districts must publish their approved plans (except for the School Safety section) to their website.	Once plan receives final approval

AR App Timeline

District Planning Guide and AR App are released. Districts begin the 2024-2025 planning process.	Week of April 1, 2024
AR App launch events orient Arkansas school districts to the school district planning process and planning materials for 2024-2025.	Week of April 1, 2024
Districts work on the AR App with the guidance and assistance of ADE staff.	April-June 28, 2024
Districts upload equitable services consultation form to Indistar.	May 1, 2024
Districts complete and upload assurances and GEPA statement. (Must be approved by school board prior to the due date.)	June 28, 2024
Federal preliminary budgets and Special Education MOE worksheet uploaded in Indistar.	June 28, 2024
AR App uploaded in Indistar.	June 28, 2024
AR App grant period begins. Districts begin implementing 2024-2025 District Plan. ADE reviews AR App submissions and provides feedback on plans and budgets, as necessary.	July 1, 2024
Districts receive estimated 2024-2025 allocations of formula funds (ESSA and IDEA).	August 2024
Districts submit FY 24-25 Budget.	October 1, 2024
Districts receive final allocations for ESSA and IDEA.	Winter/Spring 2025
Federal Programs budgets are finalized in eFinance and final budgets with detail uploaded into Indistar.	April 2025

Appendix A: 24-25 Planning Framework & Response Guidance

Section	Number	Question	Response Guidance for Districts
1. IMPROVING ACADEMIC OUTCOMES			
Access to Core	P1.1	Identify High Quality Instructional Materials (HQIM) for core instruction in literacy and math in Step 1 and Step 2.	Districts should review the AR ED Reports High-Quality Instructional Material (HQIM) list and the DESE: AR Literacy Approved Programs list to identify each HQIM Core Program they use in Section 1 of the table (HQIM Core Program column) and what grades the program will be used in (Grade Levels column). In ELA, districts must identify based on Scarborough's rope their Word Recognition and Language Comprehension programs in K-2. Districts may include a foundational skills curriculum in all other grades. Mark N/A if the district does not use HQIM in a content area.
	P1.2	Identify Professional Learning in Step 3 and Step 4 [ESEA § 2001 to 2104 Title II for supplemental professional learning only]	Districts should review the AR Professional Learning Partner Guide and identify each High Quality Professional Learning (HQPL) partner they plan to use to support their Math

Section	Number	Question	Response Guidance for Districts
			and ELA HQIM in Section 2 of the table. List any partners for each grade level that the district works with for HQPL. Mark N/A if the district does not use HQPL. In addition, districts should list any additional ELA/Math professional learning they provide outside of the HQPL list of partners.
	P1.3	Identify High Quality Supplemental Instructional Materials for grades K-12 in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]	Districts should list up to three of their supplemental instructional materials used with the majority of students that support a systematic Tier II or Tier III intervention they will be using for each specific program and grade band in the table. Districts should also include any additional HQPL partners and professional learning they will provide for supplemental instruction in the relevant column. Districts may want to review the AR K-12 Approved Reading Intervention Programs and AR K-12 Approved Dyslexia Intervention Programs list

Section	Number	Question	Response Guidance for Districts
			for assistance. For Special Education, districts should list supplemental instructional materials that are not reflected in the core. These materials may provide additional support to address specific skills related to IEP goals. These materials may include but are not limited to online or published curricular resources.
	P1.4	How is the district supporting teachers and building administrators to improve literacy instruction aligned with the Science of Reading (SoR)?	Districts should select “Yes” for all options they will use to support teachers and administrators to improve literacy instruction aligned to the Science of Reading.
	P1.5	What supports will the district provide general education teachers to meet the needs of students with disabilities and English Learners to access core instruction?	Districts should select “Yes” for all options they will use to support general education teachers in meeting the needs of students with disabilities and English learners.

Section	Number	Question	Response Guidance for Districts
Supplemental Supports	P1.6	Explain the process the district uses to identify students as at-risk for academic failure or in need of additional services. [Title I ESEA § 1112(b)(1)(B)]	This is the opportunity for districts to describe their process for RTI or MTSS. Districts should list all data sources including but not limited to: screeners, diagnostic, interim, and curriculum-embedded assessments to identify students at risk for academic failure or in need of additional services. Districts should also describe how they analyze the most current state assessment and progress assessment data as part of their student identification process. District may also want to describe how they coordinate with Educational Coops. (Ex. Early Childhood Special Education)
	P1.7	How will the district progress monitor and support identified students? [Title I ESEA 1112(b)(1)]	Describe the district's progress monitoring systems including: frequency, personnel involved, and monitoring tools. Describe any professional learning communities or collaborative teaming to support identified students in the classroom and during intervention time, if

Section	Number	Question	Response Guidance for Districts
			applicable.
	P1.8	What accelerated learning opportunities will be offered to students next year?	Districts should select “Yes” for all accelerated coursework options they plan to offer for SY24-25 for each grade band.
	P1.9	What supplemental supports are available to increase access to and success in accelerated learning opportunities?? [Title I ESEA § 1112(b)(10) & (13)]	Districts should select all supports that they are using to increase access and success in accelerated learning opportunities.

Section	Number	Question	Response Guidance for Districts
			Districts should list their 2-3 highest spending priorities for each program by grade band, including what supports are provided. The supports described should be beyond the details already provided in the Access to Core section. For any non-applicable groups, districts should enter N/A as a response. For ALE, the response should include which grade bands have alternative education supports. For EL, the response should be focused on supports beyond meaningful access to core for identified EL students. Districts may consider describing elements such as additional language classes, tutoring, language labs, afterschool, weekend, or summer programming, informational/orientation sessions for parents, and professional development for ESOL trained personnel. For SPED, the response should be focused on supports beyond
	P1.10	Describe supplemental academic services for the following: [ESEA § 1112(b)(1)(c); §1301] ALE EL (LIEP) (if applicable) SPED Migrant (if applicable) Title I (if applicable)	

Section	Number	Question	Response Guidance for Districts
			meaningful access to the general education core for students served under the Individuals with Disabilities Education Act (IDEA). Districts may consider specialized personnel, curricular accommodations/modifications, accessible educational materials, academic interventions, supports and services. Migrant (if applicable): Districts may consider describing before and after school programs and summer programs, provide specific interventions, high-dosage tutoring, and in-home services. Title I (if applicable): Districts may consider describing before and after school programs and summer programs, provide specific interventions, high-dosage tutoring, and in-home services.

Section	Number	Question	Response Guidance for Districts
	P1.11	Describe specific supplemental and additional wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)(E)] ALE SPED EL (if applicable) Migrant (if applicable) Title I (if applicable)	Districts should list the supplemental and wrap-around supports are provided and what partners provide them (if applicable). For any non-applicable groups, districts should enter N/A as a response. For ALE programs, consider individual needs of students, including the placement criteria and student action plan. Districts should also include services such as mental health therapy, behavioral therapy, school-based counseling, etc. For SPED programs, districts may consider describing personal care, behavior/mental health support, assistive technology devices/services, specially designed instruction, related services (Paraprofessionals, Speech, OT, PT, Audiology), Extended School Year, and/or compensatory education. For EL, include language-based supports and any services to ensure parents fully understand the

Section	Number	Question	Response Guidance for Districts
			wrap-around supports available for their children, such as translation or interpretation. For Migrant, districts should list all the supplemental and wrap-around supports provided and what partners provide them (if applicable). For Title I, districts should list all the supplemental and wrap-around supports are provided and what partners provide them (if applicable).
Transitions or Extended Opportunities	P1.12	Describe your transition strategies for students: [Title I ESEA § 1112(b)(10) & (13) & ESEA § 1301 to 1309] Pre-K to Kindergarten Transition between elementary to middle school Transition between middle to high school High school to post-secondary, military, and/or career	For each transition listed, districts should select all applicable strategies that they are implementing to prepare students to successfully move to the next level.
	P1.13	How will the district implement Student Success Plans for students in grades 8-12?	Districts should describe their procedures to ensure that all students have access to a personalized Student Success Plan and how the Plan is updated annually to

Section	Number	Question	Response Guidance for Districts
			reflect student progress and path to graduation. Details should include how families are involved in understanding and contributing to the student's plan.
	P1.14	What early childhood access and opportunities does your district provide for your community to ensure kindergarten readiness? [ESEA § 1113(c)(5)]	Districts should select all opportunities the district is providing for the community.
	P1.15	What additional services does the district provide to early childhood at-risk subgroups? [ESEA § 1113(c)(5) & ESEA § 1304(c)(4)] Economically Disadvantaged EL SPED Migrant (if applicable)	Please select all additional early childhood services that your district is providing for the different subgroups (Economically Disadvantaged, SPED, EL (if applicable), and Migrant (if applicable)).
	P1.16	For the 2024-25 school year, districts are required to offer at least one success-ready pathway aligned to the high-wage and high-growth requirement. Which success-ready pathway will your school offer that aligns to these requirements?	Starting in Fall 2024, all districts are required to offer at least one career-ready pathway that is aligned to high-wage, in-demand industries. The dropdown menu lists all current offerings that meet this criteria. Districts should

Section	Number	Question	Response Guidance for Districts
			select all pathways from this list that they are offering in SY24-25, with a minimum of one (1) required.
Family & Community Engagement	P1.17	What actions and activities does the district provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304(c)(3)]	Districts should select “Yes” for each strategy they will use to engage family and community members.
	P1.18	Select which of the following methods the district uses to collaborate and engage with families, the community, and stakeholders to provide information to parents regarding academic opportunities for students.	Districts should select “Yes” for each strategy they will use to engage family and community members.
	P1.19	Which of these collaborative partnerships with outside organizations does the district engage in to provide academic enrichment activities, tutoring, behavior support, health/social services, family engagement, and career/postsecondary opportunities for students and their families outside of school?	Please select “Yes” for all organization types that your district has a collaborative partnership with to provide the family and community engagement supports listed.
2. SAFE AND HEALTHY SCHOOLS			
	P2.1	How does the district promote	For physical security,

Section	Number	Question	Response Guidance for Districts
Safe and Healthy Schools		and improve a safe and secure school environment? Which of the following physical security measures has your district implemented? How will the district strive to meet, maintain, and exceed the above safety recommendations? How does the district promote and improve school climate?	districts should review the list of priorities and answer each of the questions. Per the Safe Schools Initiative Act, the physical safety responses in this application may not be made public. For school climate, districts should include their 3-5 top priorities for providing a safe schools environment including the assessment tool they use to address emotional, physical and behavioral aspects of school climate and how that data is used for improvement.
	P2.2	What is the district’s plan to provide access to mental health services?	Districts should select “Yes” for all strategies and activities they are doing to provide access to mental health services.
	P2.3	What process and data does the district use, by grade band, to identify students as at-risk or in need of additional services beyond academic services (mental health, attendance, behavior, etc.)?	This is the opportunity for districts to analyze and describe their process to identify students in need of additional supports beyond academics. Districts should list all data sources including but not limited to: mental health screener, attendance data, discipline

Section	Number	Question	Response Guidance for Districts
			data, behavioral screeners, etc.
	P2.4	How does the district progress monitor and support the students identified by the processes in the previous question?	Districts should select all initiatives employed to progress monitor and support students identified at-risk or in need of additional services beyond academic services.
	P2.5	What efforts does the district take to reduce the overuse of discipline practices that remove students from the classroom? [ESEA § 1112(b)(11)]	Districts should select “Yes” for each strategy they will use to reduce the overuse of discipline practices.
3. QUALITY EDUCATIONAL WORKFORCE			
Quality Educational Workforce	P3.1	Upon analysis of your district’s educator workforce and student outcomes, what grade levels, subject areas, or programs has your district identified as a priority for needing highly effective teachers?	Districts should use data (e.g., VAM, vacancies, Workforce Stability Index, etc.) to identify the top 3-5 priority areas that will be prioritized by the district's recruitment and retention strategy.
	P3.2	Upon analysis of your district's educator workforce and student outcomes, what subgroups has your district identified as a priority for needing highly effective teachers? Select the	Districts should select “Yes” for all subgroups that they have identified as a priority for needing highly effective teachers.

Section	Number	Question	Response Guidance for Districts
		two groups that are your district's top priorities. [ESEA § 1112(b)(2)]	
	P3.3	How does the district address any disparities that result in the above groups being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [Title I ESEA § 1112(b)(2)]	Districts should select “Yes” for all strategies they are using to address disparities in access to high-quality teachers across student subgroups.
	P3.4	What is the district's plan for teacher retention and recruitment? [ESEA § 2103(b)(3)(B)]	Districts should select “Yes” for all strategies that they are using for teacher retention and recruitment.
	P3.5	What additional support does the district provide to educators who are unlicensed or teaching outside their area of expertise?	Districts should select “Yes” for all the strategies your district uses to support educators who are unlicensed or teaching outside their area of expertise.

Section	Number	Question	Response Guidance for Districts
	P3.6	What additional compensation will the district offer for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally? [ESEA § 2103(b)(3)(B)(ii)]	Districts should select “Yes” for all strategies that they are using for compensation of specified teachers. <i>Note the following items are Title II eligible:</i> Licensing/testing fees Tuition reimbursement Additional compensation costs for mentors/teacher leaders participating in an induction program
4. STATE PROGRAMS			
State Programs	1.1 ALE	Please complete a row in the table below for each ALE program in your district.	Please complete each of the chart columns for each ALE program in your district. The fields include: Program Name Grade Levels Served Address Program Type (for consortium programs, you must also upload an MOU to Indistar) New or Existing Program? Targeted Populations (select “Yes” for each subgroup that applies) Program Description (required for new programs and districts in their third year rotation)

Section	Number	Question	Response Guidance for Districts
	1.2 EL	What is the total unduplicated count of personnel paid from local and state funds who are providing direct instruction through a Language Instruction Education Program (LIEP)?	This includes ELD and Access to Core, either onsite, full-time virtual, or hybrid. <i>Please note that this is NOT the same as FTE.</i>
	1.3 GT	Gifted & Talented Assurances.	Please verify all Gifted and Talented assurances by selecting "Yes."
	1.4 GT	Provide the required summary of the annual GT program evaluation findings from the 2023-2024 school year.	Districts should summarize their program evaluation. This summary may include findings about identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and/or evaluation.
	1.5 GT	Enter the number of minutes each week that students receive services through each program that you are utilizing in your district.	Please enter the number of minutes each week, by program, for each grade. Please use numeric values only. Definitions for program types may be found on pages 20-25 of Rules for GT Program Standards.

Section	Number	Question	Response Guidance for Districts
	1.6 Health	Health and Wellness Assurances.	Please verify all School Health assurances by selecting "Yes." Districts will need to work with their individual schools to complete the School Health Index Assessment and enter the SHI Reference number into the link in the AR App. If you need assistance in determining your school's SHI Reference Number email ADE.schoolhealthservices@ade.arkansas.gov.
	1.7 Health	What priorities will the district address upon analysis of the School Health Index Assessments in the following categories?	In each section, the district should select all strategies it will employ and whether it will employ them in Elementary, Middle/High School or both (using the dropdown options). Districts should then use the text box for each section to describe any additional strategies not covered by the previous list.
	1.8 ESA	Does the school district intend to transfer ESA funds to other programs?	Please respond whether your district plans to transfer ESA funds. Please also verify that your district's goals in the AR App align with ESA expenditures.

Appendix B: Inclusion of Grants and Plans in AR App

The table below illustrates the plans and budgets that will be consolidated into the AR App.

Grants Included in AR App	Grants Excluded from AR App
- ESSA - Title I Part A - Title I Part C (Migrant) - Title I Part D Subpart 2 - Title II - Title III - Title IV - Title V - IDEA	- Carl Perkins - McKinney Vento - CLSD - Nutrition 21st CCLC - Title I 1003
Plans Included in AR App	Plans Excluded from AR App
- Enhanced Student Achievement - English Learner State Plan - Health and Wellness Plan - Retention and Recruitment Plan - Alternate Learning Plan - Gifted and Talented Application - Family and Community Engagement Plan - District Literacy Support Plan (Act 1082) - District Plan of Support	- Counselings - Parent Involvement Plan (School Building Level) - School Improvement Plan (School Building Level) - School-level improvement plans are not part of the AR App. Individual School Improvement Plans are submitted to develop a district support plan, which includes goals for literacy. (A.C.A § 6-15-2914)

For grants that are not included, the processes for applying for and accessing funds remain the same as in prior years. Districts should email ARapp@ade.arkansas.gov with any questions.

Appendix C: AR App Completion Checklist

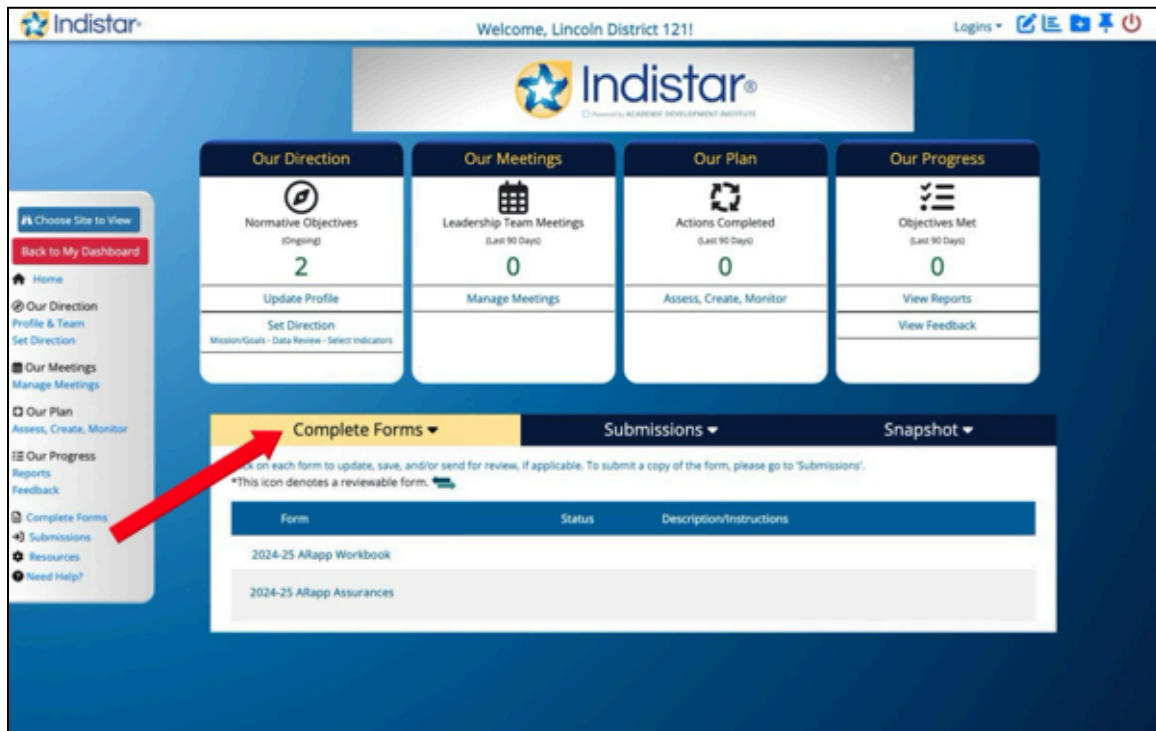
Items to submit in Indistar	Program Specific Information Tabs
☐ Equitable Services Consultation Form ☐ Preliminary Federal Budget Worksheet ☐ Assurances & GEPA Statement ☐ Maintenance of Effort Worksheet ☐ AR App ☐ ALE Consortium MOU	☐ State Programs ☐ ALE Programs ☐ English Language Learners ☐ Gifted & Talented ☐ Health & Wellness ☐ Enhanced Student Achievement (ESA) ☐ Title I Part A ☐ Poverty Criteria ☐ Skipping School provision ☐ Grandfathering ☐ Schoolwide Plan ☐ Targeted Assistance ☐ Comprehensive and Targeted Support and Improvement Schools ☐ Homeless Children & Youth ☐ Parent & Family Engagement ☐ Foster Care Children & Youth ☐ Neglected Children & Youth ☐ Title I Part C—Migrant Education ☐ Title I Part D—Neglected Children & Youth ☐ Title III ☐ Title II Part A ☐ Title IV Part A ☐ Well Rounded Education Opportunities ☐ Safe & Healthy Schools ☐ Effective Use of Technology ☐ Title V, Part B—Rural Education Achievement Program ☐ Preliminary Budget (including indirect costs) (Indistar upload) ☐ Title I A, C, and D ☐ Title II ☐ Title III ☐ Title IV ☐ Title V
District Tab	
☐ General District Information ☐ Goals ☐ Transferring Funds	
Improving Academic Outcomes Tab	
☐ Priority Questions ☐ Access to Core ☐ Supplemental Supports ☐ Transitions or Extended Opportunities	
Safe and Healthy Schools Tab	
☐ Priority Questions	
Quality Educational Workforce Tab	
☐ Priority Questions	

Appendix D: Indistar Submission Instructions

For the 2024-25 AR App, districts will submit all required forms and uploads via Indistar. Below are instructions on how to access and submit the components of the AR App.

1. How to find the AR App workbook in Indistar.

- Login to your Indistar account.
- Scroll down underneath the four square buttons.
- Click on the “Complete Forms” Tab.
- Click on the “2024-25 AR App workbook.” The document will automatically download as a Microsoft Excel file.

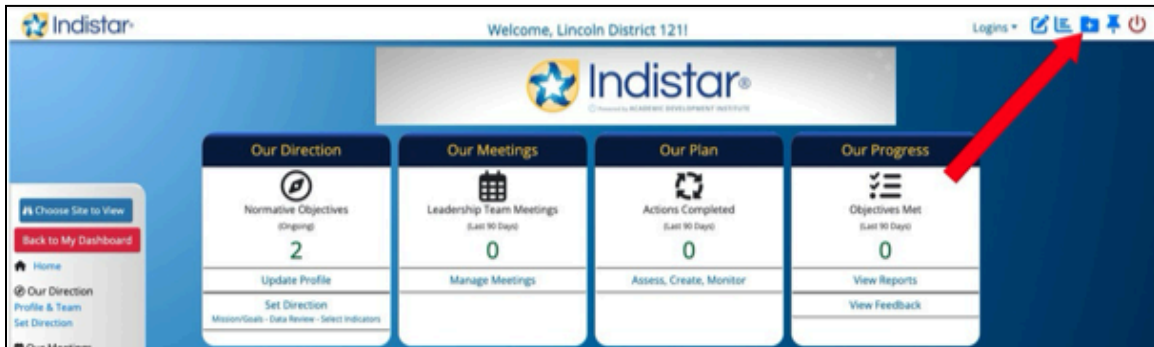


2. Complete the AR App workbook.

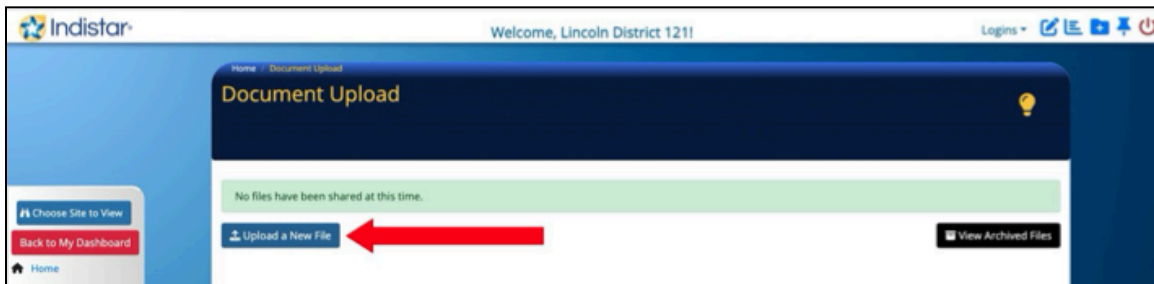
- The workbook is in Excel format. A Google Sheets version is available on the Instructions tab, if districts prefer to collaborate in that platform. To use, please open the Sheets link, create a copy, and save as DISTRICT NAME_2024_25 AR App v1.
- Since the AR App is in Excel, it's important to pay attention to version control if you chose to work in Excel as district teams coordinate on responses.
 - When the AR App is first downloaded, districts should save the file using the naming convention DISTRICT NAME_2024_25 AR App v1. For each round of edits, districts may save a new version locally to preserve changes between rounds.
 - Once the workbook is final and ready for upload to Indistar, districts should download from Google Sheets if applicable, save the file as DISTRICT NAME_2024_25 AR App FINAL and upload as an Excel file.

3. Once the AR App is complete, upload the final workbook version into Indistar.

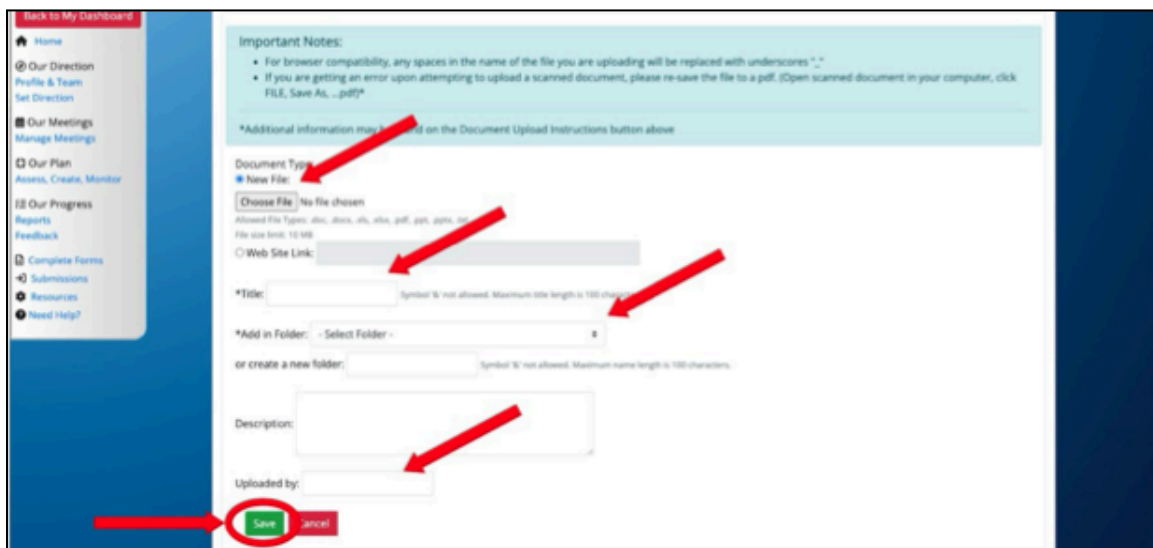
- Login to your Indistar account.
- Navigate to the top right menu bar and click the blue folder icon.



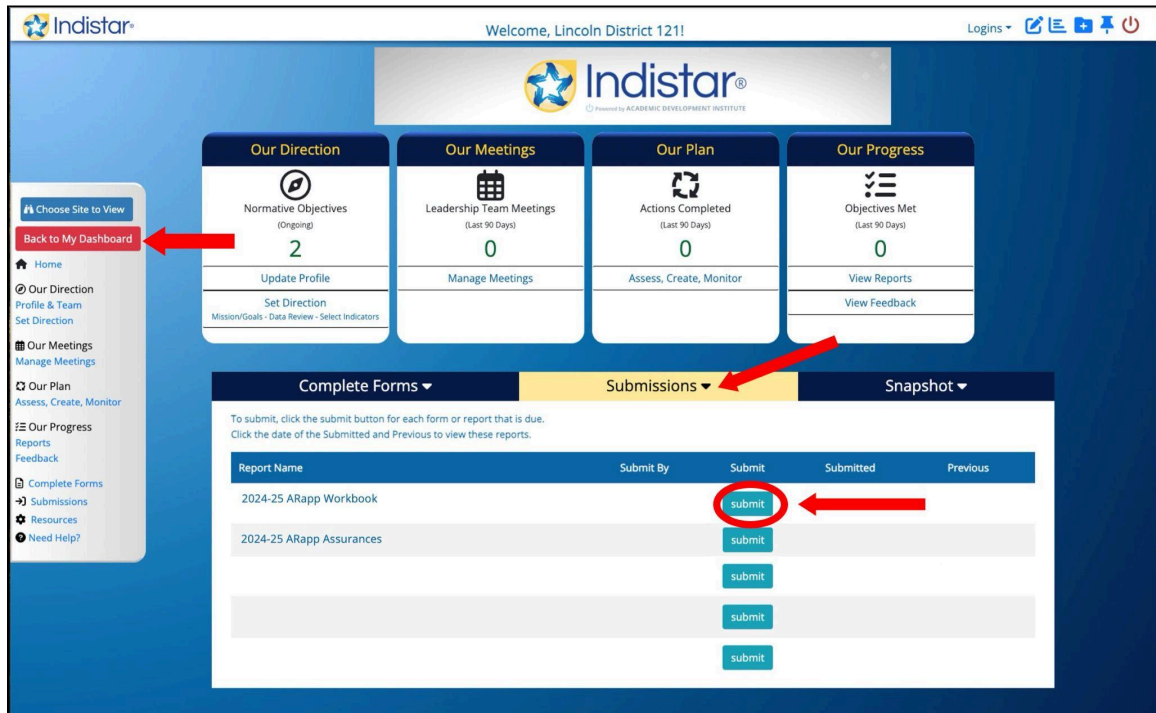
- Click the "Upload a New File" button on the Document Upload page.



- Choose the final version of your AR App previously saved on your computer in Excel format.
- Give your document a title following the naming convention DISTRICT NAME_2024_25 AR App FINAL (e.g. LINCOLN_2024_25 AR App FINAL).
- Go to Add in Folder and Choose the 2024-25 Form Uploads folder.
- Place your name or initials in the "Uploaded by" field.
- Click the green save button.



4. **After uploading your AR App, navigate to the Submissions tab and click “Submit.”** This will notify ADE staff that your application has been submitted for review.
 - Go back to your dashboard.
 - Click on the “Submissions” Tab.
 - Find the report “2024-25 AR App Workbook.”
 - Click “Submit.”



5. **Complete and upload the AR App Assurances.**
 - Go back to your dashboard.
 - Scroll down underneath the four square buttons.
 - Click on the “Complete Forms” Tab.
 - Click on the “2024-25 AR App Assurances.” The document will automatically download as a Microsoft Word file.
 - Complete the AR App Assurances form, secure all necessary signatures, and save it as a PDF file.
 - Navigate to the top right menu bar and click the blue folder icon.
 - Click the “Upload a New File” button on the Document Upload page.
 - Upload the signed Assurances form in PDF form to the SY2024-25 folder.
 - Choose your AR App Assurances PDF file previously saved from your computer.
 - Give your document a title following the naming convention DISTRICT NAME_2024_25 AR App Assurances (e.g. LINCOLN_2024_25 AR App Assurances).
 - Go to “Add in Folder” and choose the 2024-25 Form Uploads folder.
 - Place your name or initials in the “Uploaded by” field.
 - Click the green save button.

6. Upload Federal preliminary budgets and Special Education MOE worksheet in Indistar.

- Navigate to the top right menu bar and click the blue folder icon.
- Click the "Upload a New File" button on the Document Upload page.
- Choose the final version of your Federal preliminary budgets worksheet in Excel format.
- Give your document a title following the naming convention DISTRICT NAME_2024_25 AR Federal preliminary budgets worksheet (e.g. LINCOLN_2024_25 Federal preliminary budgets worksheet).
- Go to "Add in Folder" and Choose the 2024-25 Form Uploads folder.
- Place your name or initials in the "Uploaded by" field.
- Click the green save button.
- Repeat the prior steps to upload the Special Education MOE worksheet.

7. After uploading your AR App Assurances, navigate to the Submissions tab and click "Submit." This will notify ADE staff that your AR App Assurances form has been submitted.

- Go back to your dashboard.
- Click on the "Submissions" Tab.
- Find the report "2024-25 AR App Assurances."
- Click "Submit."