



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

Arkansas Professional Educator Pathway



Program Delivery Discretionary Grant Request for Proposals (RFP) 2027-2031 FY

Division of Educator Effectiveness and Licensure

Dr. Brandie Benton, Assistant Commissioner
Holly Morado, Assistant Director of Educator Effectiveness and Licensure
Dr. Casson Brock, Program Director
Danielle Jackson, Grants Coordinator
Arkansas Division of Elementary and Secondary Education
Office of Teacher Recruitment and Retention
Four Capitol Mall
Little Rock, Arkansas 72201
501-682-4589
casson.brock@ade.arkansas.gov
danielle.jackson@ade.arkansas.gov

REQUEST FOR PROPOSALS

Submission Guidelines

Applicants must submit the completed Request for Proposals to Danielle Jackson at danielle.jackson@ade.arkansas.gov. Submissions must be received no later than 11:59 p.m., **November 6, 2026**.

- Subject of email: ArPEP Request for Proposal
- Single PDF document titled: ArPEP Request for Proposal (Name of Institution of Higher Education (IHE), Education Service Cooperative (ESC), Vendor)
- Applications that do not meet the specifications listed in this Request for Proposals (RFP) may not be reviewed.
- Incomplete proposals will not be reviewed.
- Applications should be double-spaced and in 10- or 12-point Arial, Tahoma, or Times New Roman font.

Partnership Guidelines

For Institutions of Higher Education (IHE) to be eligible, the applicant must form a partnership with local Arkansas Education Service Cooperative(s) and submit a Memorandum of Agreement (MOA) signed by all partners and initialed on every page by each partner. The IHE partner must serve as the applicant/fiscal agent for this grant program.

For Arkansas Education Service Cooperatives (ESC) to be eligible, the applicant must form a partnership with local school district(s) and submit a MOA signed by all partners and initialed on every page by each partner. The Arkansas Education Service Cooperative applicant must serve as the applicant/fiscal agent for this grant program.

For Arkansas school districts to be eligible, the applicant must form a partnership with an Arkansas Education Service Cooperative and submit a MOA signed by all partners and initialed on every page by each partner. The Arkansas school district applicant must serve as the applicant/fiscal agent for this grant program.

For approved vendors to be eligible, the applicant must form a partnership with a local Arkansas ESC and submit a MOA signed by all partners and initialed on every page by each partner. The Arkansas Education Service Cooperative applicant must serve as the applicant/fiscal agent for this grant program.

Applicants must submit a Memorandum of Agreement (MOA) signed by all required partners and initialed on every page by each partner in order to be funded. The MOA must specify the role of each partner and detail all services each partner commits to provide and when they are expected to do it. Partnership MOAs must be attached in **Appendix E**.

Funding Opportunity Description / Purpose

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

Program Goals and Objectives

The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based training, alternative preparation route to obtaining an Arkansas standard teaching license for college graduates or career changers holding at least a bachelor's degree. ArPEP's goal is to prepare learner-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. The primary objective of ArPEP is to train educators on how to build classroom communities, design effective, standards-aligned lesson plans, implement evidence-based instructional strategies, and use assessment data to advance student learning.

ArPEP is an approved education preparation program (EPP) that is held to the same accountability standards (i.e. State Review and Science of Reading Audits) as other EPPs approved to offer programs leading to educator licensure in Arkansas. The ArPEP program is housed in the Division of Elementary and Secondary Education in the Office of Educator Effectiveness and Licensure. Based on regional demand and need for licensed teachers, ArPEP is offered through sites across the State to ensure accessibility and affordability. Each site is responsible for ensuring that EPP-required standards and grant goals are met annually. This requires data collection, analysis, and reporting on an ongoing basis to ensure rigor and quality across delivery sites.

Program / Statutory Authority and Regulations

Ark. Code Ann. § 6-17-409 authorizes the State Board of Education to offer and operate an *alternative educator preparation program* — a program of study approved by the Division of Elementary and Secondary Education for candidates holding a bachelor's degree who are preparing for licensure as teachers and leaders in Arkansas public schools. The program is administered by the Arkansas Department of Education (ADE), Division of Elementary and Secondary Education (DESE).

Award Information

This is a competitive grant process. The grant award period of performance is from July 1 to June 30. The grant amount is determined annually based on a formula that considers the number of candidates in good standing assigned to each ArPEP site and the current candidate tuition rate set for the award year. Awarded applicants must submit the grant in the DESE Grants Management System (GMS) as laid out in Sections I–V. There must be signatures on all documents and assurances associated with this grant. Completed signed documents must be uploaded as “Other Documents” in the DESE GMS. All grantees must have a designated fiscal manager who has completed the mandatory training on how to make formal application through

the DESE GMS. Designated fiscal managers who have not completed the mandatory training may contact Grant Coordinator Danielle Jackson at danielle.jackson@ade.arkansas.gov.

Eligibility

All Arkansas Educational Service Cooperatives, two- or four-year colleges/universities, and school districts partnered with Arkansas Educational Service Cooperatives, are eligible to apply for funding. Other qualified entities, including approved vendors, with relevant experience in educator preparation and/or professional development in Arkansas are invited to apply, but must be partnered with an Arkansas Educational Service Cooperative.

Selection Criteria

Site selection will be awarded primarily based on a point system (see **Appendix A**). However, geographic location will be a consideration when necessary. Points will be awarded in the following categories:

- a. Needs Assessment
- b. Teacher Recruitment
- c. Teacher Preparation and Instructional Delivery
- d. Monitoring and Evaluation
- e. Administration and Fiscal Oversight

Statement of Assurances and MOAs are required (**Appendix E**).

Application Process

Section I: Program Description / Proposal Narrative

All grant proposals must provide a proposal narrative. The narrative must describe how the following components will be addressed in program delivery.

A. Applicant Qualifications

Provide a detailed profile of the organization that includes the following:

- a. Provide a detailed description of the organization's relevant experience in educator preparation and/or professional learning.
- b. Provide the names and qualifications of proposed ArPEP Site Facilitators. Include their experience and credentials. Resumes are not required. Facilitators are solely responsible for recruitment, reporting, face-to-face training, online learning facilitation, and identification and support of mentors and clinical supervisors. Facilitators will participate in training on ArPEP's unique delivery model and will be trained to train their mentors and clinical supervisors.
- c. Description of organization's facilities to be used for face to face professional learning days.
- d. Description of organization's technology infrastructure including but not limited to presentation equipment, Internet access, and cyber security measures.

B. Needs Assessment

Address the following:

- a. Explain the need for the program delivery site and support with data, such as data from supply-and-demand research, local district and school surveys, or institutional studies.
- b. Provide estimates of the program's capacity regarding the number of candidates to enter and complete the proposed program for each year.
- c. Describe any limitations on cohort numbers.

B. Teacher Recruitment

A detailed plan for recruiting a high-quality pool of applicants in the licensure areas of greatest partner district need, to include:

- a. Partnerships with Arkansas Education Service Cooperatives and local districts must provide a detailed needs survey with stated goals for the number of ArPEP participants serving high-poverty schools and critical shortage areas.
- b. Provide an outline for a recruitment and marketing plan intended to increase awareness of the program.
- c. An explanation of how the proposed delivery site will assist ArPEP candidates in securing positions.
- d. An explanation of how the proposed delivery site will support districts in filling vacancies.

C. Teacher Preparation and Instructional Delivery

Explain the strategies, systems, and monitoring mechanisms the proposed ArPEP site will implement to ensure implementation of the following requirements with fidelity:

- a. **ArPEP Curriculum:** ArPEP sites will facilitate the official ArPEP curriculum using approved facilitator guides. Site facilitators are required to participate in annual curriculum training, Learning Management System (LMS) training, and assessment calibration. The ArPEP curriculum addresses requirements established by Arkansas statutes governing educator preparation and the DESE Rules Governing Educator Licensure, 6 CAR § 180-101 et seq., including without limitation, instruction in:
 - The Code of Ethics for Arkansas Educators: Preservice teachers are held to the Code of Ethics for Arkansas Educators. For a preservice teacher to receive a Provisional License, the applicant must provide documentation of the successful completion of professional educator ethics training that meets the guidelines established by the Professional Licensure Standards Board, under 6 CAR § 180-203. Ethics violations are governed by the Rules Governing the Code of Ethics for Arkansas Educators, 6 CAR pt. 192.
 - Coursework aligned to the Arkansas Educator Competencies for the licensure areas offered.
 - Training on the state-approved Arkansas Teaching Standards (ATS).
 - Training on the Teacher Excellence and Support System (TESS), under Ark. Code Ann. § 6-17-2801 et seq.

- High Quality Instructional Materials (HQIM): ArPEP candidates' preparation will include training in the importance of recognizing and selecting HQIM to ensure all students have access to rigorous, grade-appropriate instructional materials.
- Child maltreatment, under Ark. Code Ann. § 6-61-133.
- Family and community engagement, under Ark. Code Ann. §§ 6-15-1703 and 6-15-1705, including the connection between cultural diversity and parent and family engagement required by § 6-15-1705(3).
- Mental health awareness, teen suicide awareness and prevention, and bullying prevention, under Ark. Code Ann. §§ 6-17-708 and 6-17-711.
- Identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.
- Human trafficking awareness, under Ark. Code Ann. § 6-17-710.
- An approved learning pathway in Arkansas History offered through ArkansasIDEAS for professional development hours or professional learning credits as determined by DESE (only for proposals for K-6, middle childhood social studies (4-8), or secondary social studies (7-12)). The Arkansas History requirement may also be satisfied by three (3) college-credit hours in Arkansas history at an accredited institution of higher education, under Ark. Code Ann. § 6-17-418.
- Science of Reading instruction, under Ark. Code Ann. §§ 6-17-402 and 6-17-429.
- b. **Science of Reading Instruction:** All Arkansas educators must demonstrate proficiency or awareness in the Science of Reading as required under the Right to Read Act, Ark. Code Ann. § 6-17-429, and the rules promulgated under Ark. Code Ann. § 6-17-402.
 - All ArPEP candidates/teachers receive 6 days of in-person RISE training during the summer prior to their first year of employment.
 - All teachers employed in a teaching position that requires an elementary education (K-6) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction. DESE approved modules for preparation in the Science of Reading must be embedded throughout the curriculum of the ArPEP program for all elementary (K-6) candidates. Elementary (K-6) teachers must take and pass Foundations of Reading before obtaining a standard teaching license.
 - All Middle Childhood (4-8), Secondary (7-12), (4-12), and Broad Range (K-12) teachers must demonstrate Awareness in Science of Reading through a facilitated Arkansas IDEAS Awareness Pathway.
- c. **Performance Assessment (edTPA Essentials):** ArPEP requires a nationally recognized, valid, and reliable performance assessment for teachers in educator preparation programs. The assessment emphasizes reflective teaching and data-driven instruction. edTPA Essentials, a redesigned, two-task version of the assessment, launched in August 2026. Sites must secure vouchers and support the candidate through assessment submission using appropriated funds, whichever version of the assessment DESE designates for the applicable cohort year. edTPA handbooks corresponding to the candidate's licensure area must be utilized.
 - All ArPEP candidates are required to submit a scoreable portfolio to the designated performance assessment.
 - ArPEP candidates conditionally enrolled in ArPEP under an Alternate Assessment Plan (AAP) must obtain a passing score on the applicable State Board of Education-approved content area assessment in order to satisfy the content-area

competency requirement for program completion, as provided in 6 CAR §§ 180-102 and 180-206.

- d. **One-year supervised residency (required):** Candidates completing first-time licensure programs in May 2027 and thereafter must complete a one-year supervised residency alongside an experienced mentor teacher in a school setting, under 6 CAR § 180-301. A candidate in an alternative first-time educator preparation program who holds a provisional license may satisfy the residency requirement while serving as teacher of record at a local education agency or accredited private school. The site will secure, document, monitor, and report the residency for each candidate. The site will provide and document the training and support of the mentor teachers and clinical supervisors.
- e. **Face to Face Delivery:** Sites offer in person engaging instruction of (10) face-to-face sessions during the summer and eight (8) sessions during the school year. Candidates are responsible for additional coursework delivered via LMS (Canvas) and successful completion of six (6) days of R.I.S.E. training during the summer of Year 1.
- f. **Pedagogical needs by grade band:** Describe the differentiation process for meeting the pedagogical needs of Elementary (K-6), Middle Childhood (4-8), and Secondary (7-12) participants for appropriate modules (separate presenters, breakout sessions, training, etc.).
- g. **Content-specific instruction:** Describe the process for meeting the needs of candidates for content-specific instruction (content-expert presenters, breakout sessions, training, etc.).

Section II: Program Evaluation

This section should include details for monitoring and reporting of instructional effectiveness and grant funds.

A. Monitoring and Evaluation of Modules and Site

- a. The grant applicant must complete the Grant Performance section in GMS entering the grant goals and objectives. The applicant should enter the Target Level of Performance for each of the measures. Applicants should provide a Date of Completion for each measure.
- b. The grant applicant must submit a Project Narrative Summary in GMS under the Grant Performance Report section. This narrative must include the activities of the grant that will be implemented to meet these goals for the grant performance period of July 1–June 30.
- c. The grant applicant must submit a final Program Performance report at the end of the grant period. The applicant will submit the final Project Narrative Summary in GMS under the Grant Performance section. The applicant will enter the Actual Performance Program performance reports and adjust any Date of Achievement as necessary. This final report must be submitted within 30 days after the end of the grant award performance period.
- d. All sites must submit a monthly report to the DESE ArPEP Program Advisor using the template in Appendix D, on the reporting schedule published by the Program Advisor at the beginning of the grant year.
- e. To continue state approval, all ArPEP sites must meet all requirements of the EPP State Review process as required in the DESE Rules Governing Educator Licensure, 6 CAR §

180-101 et seq. Site review is conducted using the Arkansas EPP State Review Framework and Standards Map and, for literacy, the Arkansas Literacy Review Framework.

The DESE reserves the right to conduct desk and/or monitoring reviews on grant recipients as deemed necessary. The DESE will use program performance reports as a monitoring tool for all grant recipients.

Section III: Program Budget

Explain in detail what will be purchased with grant funds and how they will support successful implementation of the grant. This section will be completed inside the GMS by the Designated Fiscal Administrator upon approval of the applicant's bid. Use the following sample calculations for the budget narrative; however, appropriations are subject to change.

Cohort max identified in Section 1, B, b: ____ x \$1,900 = _____

Grant Budget Requirements

This describes budget categories and monitoring and reporting requirements associated with the grant.

a. Salaries and Fringe Benefits Site Facilitator(s)

b. Operating Expenses

- Supplies (itemized)
- Performance-assessment vouchers (edTPA Essentials) for Year Two participants.
- Contracting with any necessary entity to provide disability services for any participant who requires such services.
- Facility charges.
- Travel expenses.
- Up to 7% percent for indirect costs.

c. Travel

d. Contracts for clinical supervisors

Section IV: Financial Management System

This section describes the grantee's accounting system and financial management system.

A. Financial Narrative

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. The applicant may provide their existing written financial management policies and procedures to meet this requirement. Applicants will be reviewed to determine that the grantee's financial management system provides for the following:

1. Grant awards and related expenditures must be separately identified in the grantee's accounting system and linked to the grant from which they were received.
2. Accurate, current, and complete disclosure of the financial results of each grant award or program.
3. Records that clearly identify the source of grant funds and track how those funds were expended.
4. These records must contain information regarding the obligation of funds, unobligated balances, asset, expenditures, income, and interest and be supported by source documentation.
5. Effective control over and accountability for all funds, property, and other assets.
6. Comparison of expenditures with budget amounts for each grant award.

B. Designated Fiscal Administrator

Describe the qualifications of the fiscal administrator for grant funds assurances.

Section V: Institutional and Site Facilitator Assurances

This section guarantees certain Institutional and Site Facilitator Assurances and requires proper signatures on the Statement of Assurances documents (**Appendix E**).

Appendices

- Appendix A — Grant Proposal Score Sheet
- Appendix B — DESE Protocol for Evaluation of ArPEP Grant Application
- Appendix C — ArPEP Monthly Report Template
- Appendix D — Program Performance Report Indicators
- Appendix E — Statement of Assurances, MOAs, and Letters of Support

Appendix A — Grant Proposal Score Sheet

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

Section and Criterion	Points Possible
SECTION I: PROGRAM DESCRIPTION / PROPOSAL NARRATIVE	60
A. Applicant Qualifications	10
Relevant organizational experience in educator preparation and/or professional learning	
Qualifications, credentials, and relevant experience of proposed ArPEP Site Facilitators	
Capacity to coordinate recruitment, reporting, face-to-face instruction, online learning, mentors, and clinical supervisors	
Adequacy of facilities, presentation equipment, Internet access, technology infrastructure, and cybersecurity measures	
B. Needs Assessment	10
Evidence of regional or partner-district need supported by supply-and-demand data, surveys, institutional studies, or other relevant data	
Reasonableness of annual candidate enrollment and completion capacity estimates	
Identification and explanation of limitations affecting cohort size or program capacity	
C. Teacher Recruitment	10
Recruitment goals aligned with partner-district needs, high-poverty schools, critical shortage areas, and hard-to-staff positions	
Recruitment and marketing plan designed to increase awareness and attract a high-quality applicant pool	
Plan to assist participants in securing appropriate teaching positions	
Plan to support partner districts in filling identified vacancies	
D. Teacher Preparation and Instructional Delivery	30
Plan to implement the official ArPEP curriculum and approved facilitator guides with fidelity, including facilitator participation in required curriculum, LMS, and assessment-calibration training	
Plan to deliver and document instruction addressing Arkansas Educator Competencies, Arkansas Teaching Standards, TESS, the Code of Ethics, and other state licensure requirements identified in the RFP	
Plan to deliver and monitor Science of Reading requirements, including R.I.S.E. training and requirements applicable to specific licensure areas and grade bands	
Plan to incorporate High Quality Instructional Materials and standards-aligned, evidence-based instructional practices	
Plan to secure required performance-assessment vouchers and support candidates through submission of a scoreable portfolio using the DESE-designated assessment	

Plan to support candidates enrolled under an Alternate Assessment Plan in meeting applicable content-area assessment requirements	
Plan to secure, document, and monitor the required one-year supervised residency	
Plan to identify, train, support, and monitor mentor teachers and clinical supervisors	
Capacity to provide required face-to-face instruction, LMS-supported coursework, and R.I.S.E. training	
Plan to differentiate instruction by grade band and provide appropriate content-specific instruction	
SECTION II: PROGRAM EVALUATION	15
A. Monitoring and Evaluation of Modules and Site	15
Plan to establish grant goals, objectives, target levels of performance, measures, and dates of completion in GMS	
Plan to monitor instructional effectiveness, participant progress, program implementation, and use of grant funds	
Plan to collect, analyze, and use program, candidate, cohort, survey, and literacy data for continuous improvement	
Capacity to complete monthly reports, project narrative summaries, program performance reports, and final reporting requirements by established deadlines	
Plan to meet EPP State Review requirements, the Arkansas EPP State Review Framework and Standards Map, and the Arkansas Literacy Review Framework	
SECTION III: PROGRAM BUDGET	15
A. Budget Narrative and Grant Budget Requirements	15
Budget narrative clearly explains proposed expenditures and demonstrates how each expenditure supports successful grant implementation	
Budget is based on the proposed maximum cohort capacity and correctly applies the funding calculation established in the RFP	
Salaries and fringe benefits for Site Facilitators are reasonable, necessary, and aligned with proposed responsibilities	
Operating expenses are itemized, reasonable, allowable, and aligned with program requirements, including supplies, facilities, disability services, and performance-assessment vouchers	
Travel costs are reasonable, necessary, and connected to ArPEP program delivery	
Contracts for clinical supervisors and other necessary services are adequately described and justified	
Indirect costs comply with the limit established in the RFP	
SECTION IV: FINANCIAL MANAGEMENT SYSTEM	10
A. Financial Narrative	8
Financial management system separately identifies grant awards and expenditures and links expenditures to the appropriate funding source	
System supports accurate, current, and complete disclosure of grant financial activity	
Records identify the source and use of funds and are supported by appropriate source documentation	

System provides effective control over and accountability for grant funds, property, and other assets	
System supports comparison of actual expenditures with approved budget amounts	
B. Designated Fiscal Administrator	2
Qualifications and experience of the Designated Fiscal Administrator demonstrate the capacity to administer grant funds and fulfill GMS requirements	
TOTAL	100

Appendix B — DESE Protocol for Evaluation of ArPEP Grant Applications

Deadline for submission: November 6, 2026, by 11:59 p.m.

DESE Priorities for ArPEP Site Grants

1. Teacher candidates who are prepared to meet the learning needs of Arkansas students.
2. Licensed teachers who are prepared and willing to teach in high-poverty districts and in critical shortage areas.
3. A fiscally attractive alternative to traditional Educator Preparation Programs.
4. Geographic locales that provide access for the greatest number of applicants.

Panel of Reviewers: A panel of 3 evaluators from DESE will review applications and evaluate their strengths in meeting DESE’s grant priorities.

Each application receives an average score obtained by dividing the sum of the scores by the number of reviewers. Reviewers will include notes to capture questions about the application or explain the rationale for their scores.

Criterion	Criterion statement
Applicant Qualifications	The application narrative includes a detailed profile of the organization.
Needs Summary	The application narrative demonstrates a thorough understanding of the critical needs districts face in hiring qualified teachers and proposes viable options to create a more robust teacher pipeline.
Teacher Recruitment	The application narrative provides a thorough explanation of how the applicant plans to recruit a highly qualified talent pool sufficient to meet partner district staffing needs for the ArPEP program.
Preparation & Instructional Delivery	The application narrative provides a clear outline that delineates how applicants will receive instruction and practice in state initiatives, evidence-based instructional practices, and DESE’s rules governing licensure.
Program Evaluation	The application narrative includes details for monitoring and reporting of instructional effectiveness and grant funds.
Program Budget	The project narrative summary establishes all grant activities necessary to meet program goals and objectives, and the criteria the applicant will use to determine and monitor program effectiveness.
Financial Management System	The budget narrative provides a detailed account of all grant expenditures for the grant award performance period and a thorough description of the applicant’s financial management system, policies, and procedures.

Appendix C — ArPEP Site Monthly Report Template

As of ____/____/____

Enrollment	
Withdrew	
Resigned	
Removed	
Hold Status	
One-year Provisional License Holders	
Two-year Provisional License Holders	

Grade Band — Number of Teachers / Paired with Master or Lead Teacher in Local District

Grade Band	Number of Teachers	Paired w/ Master or Lead Teacher in Local District
Elementary K-6		
Middle School 4-8		
Secondary 7-12, 4-12		
Broad Range Specialty K-12		

Monthly Attendance & Enrollment

Month	Attendance	Withdrawals	Resignations	Removals	Hold Status
June					
July					
September					
October					
November					
December					
January					
February					
March					
April					

Appendix D — ArPEP Program Performance Report Indicators

Site Location: _____ Reviewed by: _____

Performance Level: Unsatisfactory (U) · Meets (M) · Exceeds (E)

Teacher Recruitment: Recruit, prepare, and place a qualified cohort whose numbers and certification areas meet Arkansas's workforce needs, and deliver high-quality, Science of Reading–aligned instruction.

Performance Indicator	U	M	E
Recruit toward the cohort enrollment target			
Prioritize recruitment in Arkansas certification shortage areas			
Track and support each participant from enrollment through completion			
Support participants to secure teaching positions in the site region			
Ensure presenters represent all grade bands and content areas (elem./middle/secondary)			
Administer Evaluation Surveys after each course			
Use survey feedback and data to adjust instruction			

Preparation and Instructional Delivery: Prepare candidates through evidence-based coursework and high-quality clinical experiences; ensure Science of Reading competency and Aspiring Teacher Rubric proficiency.

Performance Indicator	U	M	E
Deliver ArPEP developed, evidence-based coursework incorporating AR K-12 Standards, HQIM, and the Science of Reading			
Incorporate AR Educator Competencies and AR Teaching Standards in coursework			
Provide knowledgeable, effective course instructors/presenters			
Provide sequenced, varied clinical/field-based experiences			
Assign trained experienced mentor teachers and clinical supervisors			
Provide frequent, high-quality feedback aligned to the Aspiring Teacher Rubric			
Track candidates toward “effective” on the Aspiring Teacher Rubric			
Provide individualized support plans when candidates are off-track			

Program Budget and Finance Requirements: Meet 100% of financial and program performance reporting deadlines and maintain a formal continuous-improvement plan.

Performance Indicator	U	M	E
Submit all required financial reports by DESE deadlines			
Submit all required program performance reports by DESE deadlines			
Maintain a continuous-improvement plan addressing each framework indicator			

Licensure and Employment: Ensure candidates obtain appropriate licensure, gain and retain employment in Arkansas public schools, and are rated effective.

Performance Indicator	U	M	E
Support completers to earn a standard license			

Performance Indicator	U	M	E
Track employment of completers in Arkansas public schools			
Track placement in high-priority districts / shortage subjects			
Track multi-year classroom retention of completers			
Distribute and collect DESE Completer and Supervisor Surveys			

Continuous Improvement: Maintain a formal continuous-improvement plan and use candidate/cohort data — including literacy data — to drive program improvement.

Performance Indicator	U	M	E
Maintain and routinely update the continuous-improvement plan addressing each framework indicator			
Review candidate and cohort performance data (including literacy) to adjust the program			

Appendix E — Statement of Assurances, MOAs, and Letters of Support (Required)

Assurances and Letters of Support must be uploaded in GMS under Other Documents.

Statement of Assurances

1. The applicant assures it has the necessary legal authority to apply for and receive the grant.
2. The applicant assures that the ArPEP site will be of sufficient duration and size, scope, and quality to carry out the purpose of the project as outlined in the 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 the ArPEP site will implement an accountability system for monitoring instructional effectiveness.

Program Evaluation

Upon response for proposal approval, I understand the following must be completed:

Monitoring and Evaluation of Modules and Site

1. The grant applicant must complete the Grant Performance section in GMS entering the grant goals and objectives provided in the Appendix. The applicant should enter the Target Level of Performance for each of the measures. Applicants should provide a Date of Completion for each measure.
2. The grant applicant must submit a Project Narrative Summary in GMS under the Grant Performance Report section.
3. The grant applicant must submit a final Program Performance report at the end of the grant period. The applicant will submit the final Project Narrative Summary in GMS under the Grant Performance section. The applicant will enter the Actual Performance Program performance reports and adjust any Date of Achievement as necessary. This final report must be submitted within 30 days after the end of the grant award performance period.
4. All sites must submit a monthly report to the DESE-ArPEP Program Advisor using the template in Appendix D, on the reporting schedule published by the Program Advisor at the beginning of the grant year.
5. To continue state approval, all ArPEP sites must meet all requirements of the EPP State Review process as required in the DESE Rules Governing Educator Licensure, 6 CAR § 180-101 et seq. Site review is conducted using the Arkansas EPP State Review Framework and Standards Map and, for literacy, the Arkansas Literacy Review Framework.

I understand the DESE reserves the right to conduct desk and/or monitoring reviews on grant recipients as deemed necessary. The DESE will use program performance reports as a monitoring tool for all grant recipients.

Institution: _____

Site Facilitator Name (please print clearly): _____

Site Facilitator Signature: _____ Date: _____

Site Facilitator Name (please print clearly): _____

Site Facilitator Signature: _____ Date: _____