



2021 – 2022 Annual Report

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Director's Annual Letter

All of the fifteen school districts in our Co-op returned to onsite instruction in August 2021. The districts anticipated some unique issues that we had not faced before the COVID pandemic. We all expected the loss of learning and that, indeed, has been an issue that our districts are dealing with currently.

However, the loss of learning has not been the only issue facing our teachers, administrators, and staff this year. One of the greatest challenges has been to reestablish a return to the structure and educational demands of a normal school setting. Some students have not reacclimated to the normal structure of school without outbursts, meltdowns, and protests. As a result, more training is needed in student and teacher mental health, social and emotional well-being, the impact of poverty on learning and restorative practices. These crucial topics have certainly appeared on our need's assessments, and are some of the main topics of our summer professional development for 2022.

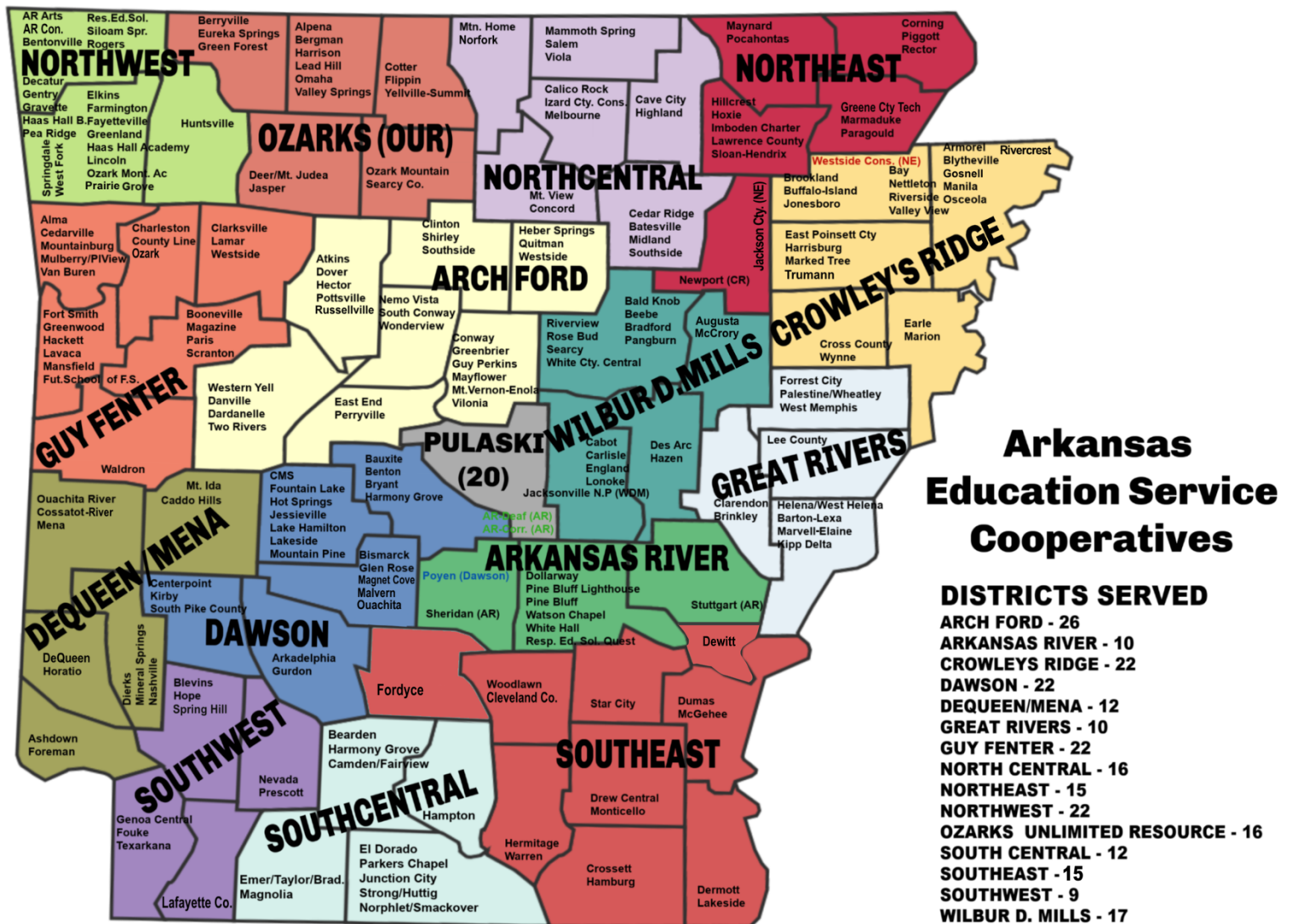
Another issue still facing our Co-op area that was compounded by the pandemic is finding qualified teachers, qualified substitutes, and qualified bus drivers. How to address these critical shortage areas was a re-occurring topic during our annual onsite visits that we just completed.

In our Co-op area we are thankful for any help that we can find in these shortage areas. We are thankful for the launch of the Arkansas Teacher Residency Model this year and hope to reap the benefits of this program in the near future. We are thankful for the DESE non-traditional routes to licensure that helps us recruit more teachers in our area. We are thankful for our Act 1240 waivers from the State Board of Education that allow us to recruit, grow, and retain our own teachers from qualified college graduates. We are thankful for the many para-pros and AmeriCorps members that have completed an education route, acquired a degree, and are now teaching in our schools.

This year can be summed up in three words, "I am thankful." Thankful that we have had the opportunity to try and find normal again even with all the problems that a pandemic can leave behind!

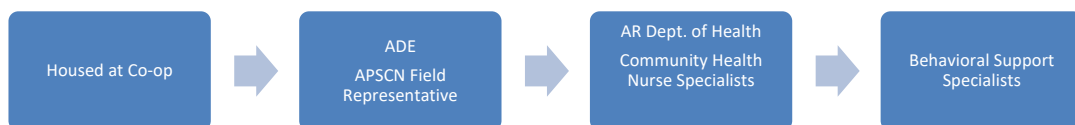
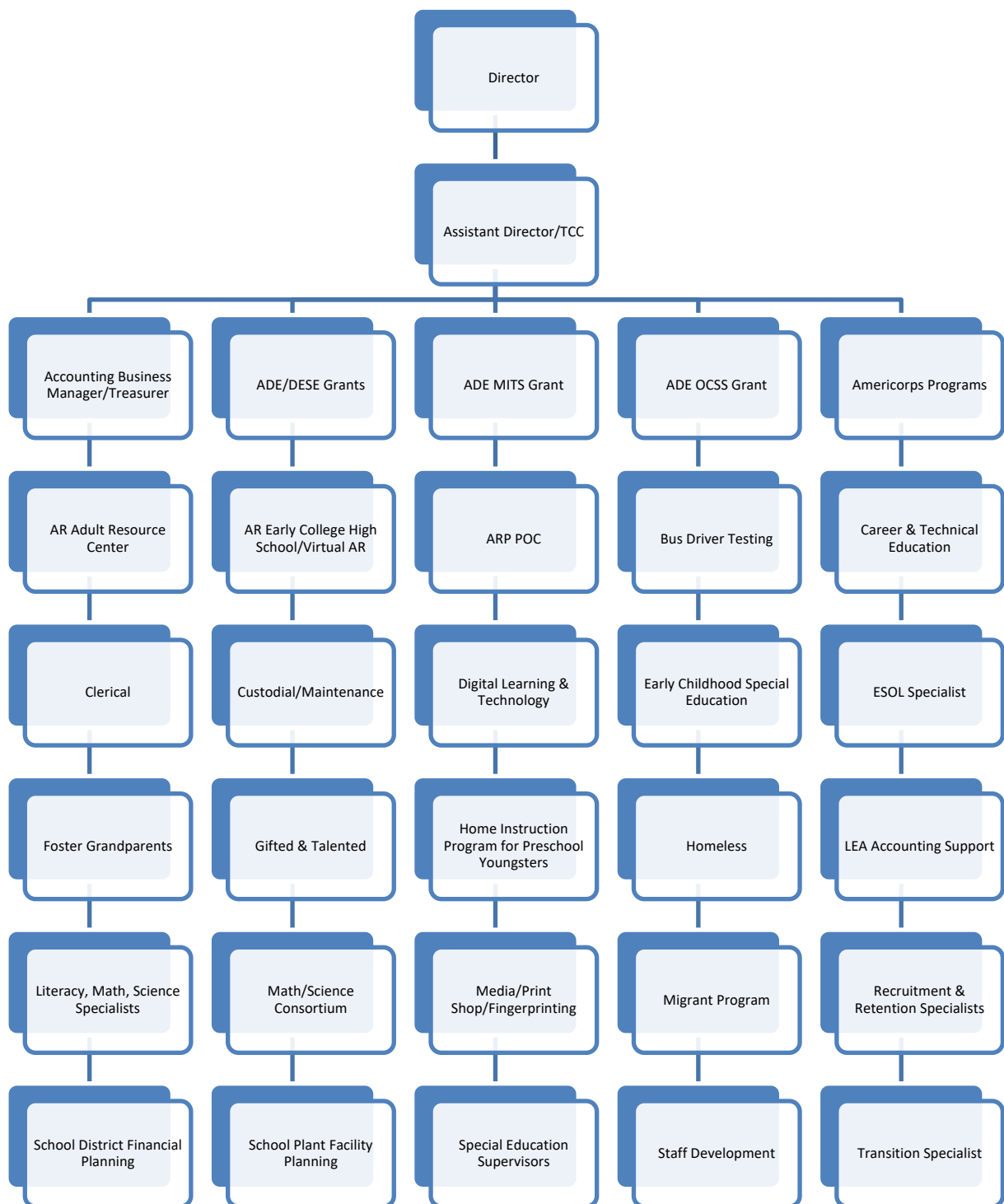
*Karen Eoff
Director, Southeast Co-op*

State Map of Cooperatives



The mission of the Southeast Arkansas Education Service Cooperative is to support the schools in their mission to provide students with a world class education by providing the member schools with programs, shared services, professional development and opportunities for collaboration in a more effective and efficient manner than they could provide independently.

Southeast Arkansas Education Service Cooperative Organizational Chart



Officers of the Board

Name	Position	School District
Karen Eoff	Director	Southeast Co-op
Craig Dupuy	President	Cleveland Co.
Kim Barnes	Vice President	Drew Central
Gary Williams	Secretary	Crossett

Members of the Board

Name	Position	School District
Craig Dupuy	Superintendent	Cleveland Co.
Gary Williams	Superintendent	Crossett
Kristi Ridgell	Superintendent	Dermott
Dr. Nick Hill	Superintendent	Dewitt
Kim Barnes	Superintendent	Drew Central
Kelvin Gragg	Superintendent	Dumas
Dr. Judy Hubbell	Superintendent	Fordyce
Tracy Streeter	Superintendent	Hamburg
Dr. Tracy Tucker	Superintendent	Hermitage
Dr. Billy Adams	Superintendent	Lakeside
Linda Tullos	Superintendent	McGehee
Sandra Lanehart	Superintendent	Monticello
Jordan Frizzell	Superintendent	Star City
Bryan Cornish	Superintendent	Warren
Dr. Kevin Hancock	Superintendent	Woodlawn

Teacher Center Committee

Each participating school district in the Southeast Education Service Cooperative will have one representative on the Teacher Center Committee. Teachers make up 63% of the Committee. Each Committee member shall be elected for a term of three years.

Teacher Center Committee

Group 1 Rotates off in August 2022		
DISTRICT	NAME	POSITION
Hamburg	Corl Burgess	Elementary Teacher
Cleveland County	Kim King	Secondary Teacher
Star City	Randy Raley	Administrator
Dewitt	Terrye Seamon	Middle School/Jr. High Teacher
Fordyce	Angela Steelman	Secondary Teacher
Group 2 Rotates off in August 2023		
DISTRICT	NAME	POSITION
Crossett	Kristi McDuff	Secondary Teacher
Drew Central	Brandie Everett	Elementary Teacher
Warren	Kathy Cornish	Administrator
Lakeside	Christy Stone	Administrator
Group 3 Rotates off in August 2024		
DISTRICT	NAME	POSITION
McGehee	Amy Ross	Middle School/Jr. High Teacher
Dermott	Arneice Gardner	Administrator
Woodlawn	Bonnie Gavin	Elementary Teacher
Monticello	Kelly Rodriguez	Administrator
Hermitage	Kasey Johnston	Middle School/Jr. High Teacher
Dumas	Arthur Tucker	Administrator

Annual Report

Date: 04/20/2022

LEA#: 2220

ESC#: 2220

ESC Name: Southeast Arkansas Education Service Cooperative

Address: 1022 Scogin Drive, Monticello, AR 71655

Phone Number: 870-367-6848

Director: Karen Eoff

Teacher Center Coordinator: Rhonda Mullikin

Names of Counties Served: Arkansas, Ashley, Bradley, Chicot, Cleveland, Dallas, Desha, Drew, and Lincoln

Number of Districts: 15

Number of Students: 15,512

Number of Teachers: 1,764

I. GOVERNANCE:

- A. How is the co-op governed? Board of Directors
How many members on the Board? 15
How many times did the Board meet? 12
When is the regular meeting? 3rd Wednesday of the month
Date of current year's annual meeting: August 12, 2021
- B. Does the co-op have a Teacher Center Committee? Yes
If yes, then:
How many are on the Teacher Center Committee? 15
How many members are teachers? 9
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? 1 Fall, 2 Spring Semester Meetings
- C. When was the most recent survey/needs assessment conducted? October 2021
- D. Have written policies been filed with the Arkansas Department of Education? Yes

I. STAFFING:

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

Southeast Arkansas Education Service Cooperative Employees 2020-2021

S=State, F=Federal, H=Head Start, M=Medicaid, P=Private Funding, B=Base Funds, D=District Allocations

Name	Position	Funding Source
ADCOCK, JANA	AECHS ADMIN ASST	S
AIKEN, STEPHANIE	ECH PARAPRO	D
ALLEN, BROOK	ECH PARAPRO	D
AMSTUTZ, JULIE	OCSS STATE SPECIAL ED DEV COACH	F
ASHCRAFT, MARIAN	NOVICE RECRUITMENT & RETENTION FACILITATOR	S
ATKINS, LATANZA	LITERACY SPECIALIST	S
AUSTIN, COPRESIA	HIPPY HBE-CROSSETT	S
BABBITT, REGINA	MITTS REGIONAL PROGRAM COORDINATOR	F
BARBAREE, JENNIFER	OCSS LITERACY PRINCIPAL COACH	S
BELL, JAMES	ADED CAREER COACH JOB DEVELOPMENT SPECIALIST	S
BENNETT, DANA	MITTS PROGRAM ADVISOR	S
BERRY, RENEE	HIPPY HBE-CROSSETT	S
BODIFORD, LEIGH	ACCOUNTS RECEIVABLE/HR	B
BOLIN, REBECCA	AMERICORPS STATEWIDE ADMIN ASST	S
BOLIN, TONIA	ECH SPED ASST COORDINATOR	D
BOONE, LACHELLE	ECH INTERVENTION SPECIALIST	D
BOYCE, MEGAN	NOVICE RECRUITMENT & RETENTION FACILITATOR	S
BOYD, TRACI	HIPPY HBE-DEWITT	S
BRANTLEY, JENNIFER	ECH INTERVENTION SPECIALIST	D
BROWN, ANDRA	FGP VOLUNTEER COORDINATOR	F
BRYANT, WENDYLIN	AALRC DISABILITIES AND ONLINE COORD	S
BURGEIS, MEGAN	ECH PARAPRO	D
BURGESS, RYAN	OCSS STATE LEADERSHIP DEVELOPMENT COACH	F
BURNETT, KIM	MIGRANT SPECIALIST	F
BURT, LYNDA*	APSCN STUDENT FIELD ANALYST	
BUTLER, DENNIS	CAREER ED JAG TECH ASST COORD	S
CAMERON, KATHY	BUSINESS MANAGER	B
CAMPAGNA, DAWN	SP ED LEA SUPERVISOR	D
CAPPS, THEA	LITERACY SPECIALIST	S
CARTER, HEATHER	MATH SPECIALIST	S
CASTLEBERRY, DAWN	ECH INTERVENTION SPECIALIST	D
CATER, KERI	HIPPY HBE-DREW CENTRAL	S
CAUSEY, LISA	HIPPY HBE-MONTICELLO	S
CAVANESE, KATRINA	HIPPY COORDINATOR	S

CHAMBERS, CHRISTINA	ECH SPEECH THERAPIST	D
CHAMBERS, HOLLY	EDUCATIONAL EXAMINER	D
COLBURN, BRIANA	MEDIA/PRINT SHOP COORDINATOR	B
COURSON, BIANCA	ECH INTERVENTION SPECIALIST	D
COX, KRISTOPHER	EARLY COLLEGE HS INSTRUCTOR	S
DALE-WARREN, LATASHA	ADULT ED CAREER COACH	S
DANIEL, RHONDA	SP ED LEA SUPERVISOR	D
DAVIS, ERIC CECIL	PT FACILITY/MAINTENANCE COORD	B
DEAVILA, MARIA	HISPANIC CAREER COACH	S
DONNELL, SHAUNA	EARLY COLLEGE HS INSTRUCTOR	S
DUPREE, KATY	ECH INTERVENTION SPECIALIST	D
EBARB, ABBEY	EL SPECIALIST	S
EOFF, KAREN	DIRECTOR OF COOP	B
ETIM, IMABONG	CTE CAREER COACH PROGRAM COORINATOR	F
EUBANKS, RANELLE	BUS DRIVER CONSORTIUM	D
FOWLER, CATHY	HIPPY HBE-MCGEHEE	S
FREEMAN, KIMBERLY	ADULT ED PROGRAM SPECIALIST	S
FRISBY, KAREN	SP ED LEA SUPERVISOR	D
GALVEZ, SARAH	EARLY COLLEGE HS INSTRUCTOR	S
GILBERT, ANGELA	HIPPY HBE - WARREN	S
GOODWIN, LINDA	VIRTUAL ARKANSAS TESS EVALUATOR	S
GORMAN, MARILYN	EARLY CHILDHOOD SECRETARY	D
GORMAN, REGINA	EARLY COLLEGE HS INSTRUCTOR	S
GOSDIN, NATALIE	SP ED LEA SUPERVISOR	D
GULLEDGE, KELCIE	PART TIME ADMIN ASSISTANT	D
HART-ORRELL, ASHLEE	ASSISTANT BUSINESS MGR	B
HARVEY, PRISCILLA	HIPPY OFFICE SUPPORT	D
HEMBREE, JAYE	ECH INTERVENTION SPECIALIST	D
HICKS, ELLORA	EARLY COLLEGE HS COORDINATOR	S
HILL, PAMELA	SPECIAL EDUCATION SECRETARY	D
HOLDERFIELD, SCOTTY	FACILITIES COORDINATOR	D
HOLLAND, J. RENEE	OCSS EXECUTIVE ADMINISTRATIVE ASST	S
HOLLIS, STEPHANIE	P/T GIFTED & TALENTED COORD	S
HORTON, THERESA	FGP PROGRAM COORDINATOR	F
HOY, JOHN	ASST STATE SUPERINTENDENT	S
HOYT, MICHELE	ECH COORDINATOR	D
HUITT, AMARI	HIPPY HBE – DREW CENTRAL	D
JACKSON, KAYLA	ECH INTERVENTION SPECIALIST	D
JOHNSON, CHRISTY	ESC WORKS COORDINATOR/CLERICAL ASST	B
KEITH, KANDI	SP ED LEA SUPERVISOR	D
KELLEY, JANET	HIPPY HBE – HAMBURG	D
LANE, JENNIFER	MITTS REGIONAL PROGRAM ADVISOR	F
LAWSON, TERESA	ECH PARAPRO	D
LEONARD, REBECCA	ECH SPEECH THERAPIST	D
LOGUE, CASSI	HIPPY HBE - HAMBURG	S
LONG, SARAH	ADMINISTRATIVE ASST	B
MANN, JANA	ECH PARAPRO	D
MCAFFRY, MELODY	ECH SPEECH THERAPIST	D

MCCONE, RENA	MIT REGIONAL PROGRAM ADVISOR	F
MCDONALD, MELANIE	ECH SPEECH THERAPIST	D
MCKOIN, LARA	ECH INTERVENTION SPECIALIST	D
MEEKS, ANELL	SPECIAL ED SEC/HAMBURG	D
MEEKS, STACEY	ECH INTERVENTION SPECIALIST	D
MENDIOLA, CLAUDIA	ECH PARPRO	D
MERRITT, RACHEL	ECH INTERVENTION SPECIALIST	D
MILLER, BRENT	OCSS STATE LEADERSHIP DEV COACH	F
MONTGOMERY, LEIGH	ECH SPEECH THERAPIST	D
MORMAN, KATHY	ECH SPEECH THERAPIST	D
MULLIKIN, RHONDA	ASST DIR/TEACH CTR COORD	B
NEU, KLAUS	AALRC MEDIA SPEC	S
NICHOLS, STACY	ECH INTERVENTION SPECIALIST	D
NORRIS, STEPHANIE	ECH INTERVENTION SPECIALIST	D
NORTON, ERICA	ECH PARAPRO	D
ORTIZ, CLARE	MIGRANT RECRUITER	F
PALMER, JANICE	ECH PARAPRO	D
PATRICK, EVAN	DIGITAL LEARNING & TECHNOLOGY COORDINATOR	S/B
PEARSON, TOCCARA	AALRC ADMINISTRATIVE ASSISTANT	S
PENNEY, CLARA*	BEHAVIOR SUPPORT SPECIALIST	
PENNINGTON, ANDEE	ECH INTERVENTION SPECIALIST	D
PERRY, AIMIE	ECH SPEECH THERAPIST	D
PESARESI, KIMBERLY	AMERICORPS STATEWIDE COORDINATOR	S
PETTIT, SHERRI	MIT PROGRAM SPECIALIST	F
PINKUS, KRYSTAL	ECH SPEECH THERAPIST	D
POLLAN, ROBERT	AALRC COMP TECH	S
PRESTON, ANDREA	ECH INTERVENTION SPECIALIST	D
PRINCE, MELISSA	CAREER ED ADMINISTRATIVE ASST	F
RANDOLPH, KAREN	TRANSITION CONSULTANT	F
RANEY, MARY	HIPPY HBE-DREW CENTRAL	S
RAY, ALLISON	CAREER ED COORDINATOR	S
RHODES, SHANIQUE	HIPPY HBE-WARREN	S
RHODES, WANDA	HIPPY HBE-WARREN	S
RIDENOUR, ANNA	EARLY COLLEGE HS INSTRUCTOR	S
ROBERTS, MICHELE	MIT ARMAC SPECIALIST	F
ROBINSON, KAREN	LITERACY SPECIALIST	S
ROBINSON, GWEN*	COMMUNITY HEALTH NURSE	
ROBINSON, MICHAELA	ADED AALRC ADM ASSISTANT	S
RODRIGUEZ, ELITANIA	HIPPY HBE-DUMAS	S
SADOVSKY, ADRIENNE	EARLY COLLEGE HS INSTRUCTOR	S
SAFFOLD, MISTYE	ECH INTERVENTION SPECIALIST	D
SATTERLEE, JENNY	AMERICORPS COORDINATOR	F
SESSIONS, JUDY	ECH PARAPRO	D
SHEPHERD, JAYE	ECH INTERVENTION SPECIALIST	D
SHRUM, ANDREA	ECH SPEECH THERAPIST	D
SIMS, MONICA	SCIENCE SPECIALIST	S
SKAGGS, JONATHAN	EARLY COLLEGE HS INSTRUCTOR	S
SMITH, DAVID	EARLY COLLEGE HS INSTRUCTOR	S

STALEY, PATRICIA	ECH INTERVENTION SPECIALIST	D
STELL, LAURA	HIPPY FIELD COORDINATOR	S
SWINNEY, KELLY	ECH INTERVENTION SPECIALIST	D
TAYLOR, MARSHA	AALRC DIRECTOR	S
THOMAS, YOLONDA	SP ED LEA SUPERVISOR	D
TRANHAM, NANCY	SPEECH CLERICAL ASSISTANT	D
TRUSSELL, ANGELYNE	HIPPY FIELD COORDINATOR	S
TUCKER, SHEENA	ECH PARAPRO	D
TYRONE, CASEY	HIPPY FIELD COORDINATOR	S
TYSON, PATRICIA	ECH INTERVENTION SPECIALIST	D
VANDERZWALM, FRAN	SP ED SECRETARY-WARREN	D
WADE, OREAN	HIPPY HBE – LAKESIDE	D
WATSON, MICHAEL	OCSS BEHAVIOR LEADERSHIP SUPP COACH	F
WHEELER, MONICA	EARLY COLLEGE HS INSTRUCTOR	S
WHITE, EMILI	HIPPY HBE - CROSSETT	S
WHITE, JENNIFER	EARLY COLLEGE HS INSTRUCTOR	S
WHITLOW, SHEILA	OCSS ASST STATE SUPERINTENDENT	S
WILKERSON, SHELIA	ADED PD COORDINATOR	S
WILLIAMS, RHONDA	EARLY COLLEGE HS INSTRUCTOR	S
WILMOTH, ASHLEY	HIPPY OFFICE MANAGER	D
WRIGHT, BRITNEE	MATH SPECIALIST	S
WRIGHT, CORA	ECH PARAPRO	D
ZAVALA, ROCIO CERVANTES	HIPPY HBE-HAMBURG	S

II. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

- A. Does the co-op provide media services to schools? Yes
Approximate the number of titles in media center: 804
Does the co-op provide delivery to the districts? No
How many districts participate in the media program? 15
How many titles (including duplicate counts) were provided to schools during this current year? 0
Do districts contribute dollars to the media services? No
How are media charges per district determined (formal or per ADM)?
Please describe: _____
Does the co-op operate a "make-and-take" center for teachers? Yes
If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 25-The Media Center has been somewhat restricted due to Covid-19.

III. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Administrators and Local Board Members Training
 - ☒ Assessment Data Analysis
 - ☒ Bookkeeping assistance
 - ☒ Business Management training
 - ☒ Cooperative Purchasing
 - ☒ Curriculum Alignment
 - ☒ Digital Learning
 - ☒ Evaluation procedures
 - ☒ Gifted and Talented assistance
 - ☒ Grant writing assistance
 - ☒ Instructional Facilitator Training
 - ☒ Math/Science/Literacy/ESOL/Migrant/Recruiting & Retention/Transition/Behavior/Computer Science Specialists
 - ☒ Numerous professional development opportunities for teachers and administrators
 - ☒ Planning assistance
 - ☒ Special Education Services
 - ☒ Technology training
 - ☒ Other (please specify)
- Bus Driver Training
Custodian Training
Cyber Security Training & Assistance
Digital Fingerprinting
Digital Learning Guidance
Facilities Coordination
Financial Consulting
Financial Planning
Paraprofessional Testing
Print Shop

IV. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ Digital Instruction (ex. iTunes U, Podcasts)
- ☒ Gifted/talented programs
- ☒ HIPPI
- ☒ Itinerant teachers – please list areas: ECSE, SEPD, Early College
- ☒ Low incidence Handicapped (Vision/Hearing)
- ☒ Mentor Programs (ex. Foster Grandparents)
- ☒ Occupational Therapy and Physical Therapy
- ☒ Speech Pathology Services
- ☒ Student Assessment Program
- ☒ Transition Assistance

[X]

Other (Please specify):

Americorps tutoring-1on1, Pre-K, K-5

Battle of the Books grades 3-5

Chess Tournaments grades 3-6, grades 7-12

Coding Competition

Earth Day Meme, grades 3-12

Eerie Arkansas, grades 3-6

Engineering Day, grades 4-6

Foster Grandparent-K-3 tutoring groups

Nursing Services

Passion Projects, grades 3-6

Quiz Bowl- Elementary & Jr. High

Rollercoaster Challenge, grades 4-5

Technology Fair-grades 4-6

Theater Squared, grades 4-12

V. ANECDOTAL REPORTS

Please list below three or four descriptions of activities which demonstrate partnerships, cooperative agreements or creative ways that the co-op has assisted local districts. Co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Instructional (Literacy) Facilitation

Instructional Literacy Facilitation is designed to keep all fifteen districts informed of issues and trends in literacy along with DESE updates and requirements. All fifteen districts have the opportunity to participate in this project by sending a literacy facilitator, instructional facilitator, or a lead teacher to receive intensive training in literacy content, curriculum alignment, assessment, and coaching strategies to bi-monthly meetings virtually or at the Co-op. The literacy leaders then build literacy capacity in these areas in their local school district. This program is entering the twelfth year. This year, Literacy Facilitation included training on Vocabulary Surge which most of our districts have adopted. We conducted a book study on The Writing Revolution along with training on SEL Social Emotional Learning.

Dyslexia

Dyslexia was incorporated into our Literacy Facilitator PD. The Dyslexia Specialist is CALT certified and provides specialized PD for those interventionist and lead teachers in all issues and trends concerning Dyslexia. This professional development meets the yearly Continuing Education (CE) requirements for CALT certification. All fifteen districts have the opportunity to participate in this project by sending a literacy facilitator, instructional facilitator, or a lead teacher to receive intensive training in dyslexia to bi-monthly meetings virtually or at the Co-op. Topics included were School-Based Identification, ESOL Strategies; Administration of Formal and Informal Assessments, and Dyscalculia.

University of Arkansas at Monticello

Two of the Literacy Specialists are guest instructors at the University of Arkansas at Monticello in the READ 1013 Teaching Literacy class and the READ 4023 Advanced Teaching Literacy class. Each Literacy Specialists teaches two sessions per semester (total of 4 a semester) on the Science of Reading.

SEARK Reading Council

The Literacy Specialists all participate in the local council SEARK Reading Council which is a part of the Arkansas Literacy Association. Two of the Literacy Specialist are the President and Vice President of the organization. This organization promotes literacy in the homes of children ages 0-5 and promotes literacy in the schools by providing books for schools to give away at literacy nights. The organization also honors Educators in Literacy, Agencies in Literacy and Community Leaders along with promoting writing in schools with our Young Writers' Competition each year.

Math Consortium

The Southeast Arkansas Math Consortium was developed to improve the teaching and learning process in mathematics in K-12. Fifteen districts participate in this project. Each district selected math coaches and/or lead teachers (depending on what the topic was for each month)

to receive focused training in math content topics in which the teachers asked for assistance, assessment, and instructional process delivery at quarterly training sessions at the Co-op. The math coaches and lead teachers then develop math capacity in these areas back in their local school district. This program is entering the sixteenth year. This year, the emphasis has been on growing teachers' content knowledge, as well as teaching them how to incorporate effective math teaching practices in their classrooms. In addition, the Math Consortium provided the opportunity for us to host a few noted national speakers and authors. We had the opportunity of having Tyler Tarver to share with teachers how to create an engaging and loving classroom, Dr. Peter Liljedahl to train teachers on how to implement 14 different practices in their math classrooms that build a thinking classroom, and Dr. Jennifer Bay Williams to train teachers on how to build procedural fluency through conceptual understanding.

Science Consortium

The first and only consortium of its kind for Arkansas in science, this project was developed to prepare the science education leadership for participating districts. Each district in the consortium selected and enrolled science teachers in this inquiry based, innovative program at the Cooperative. The group is known as the Science Consortium and is in year thirteen for participating schools. The focus of each year combines the most current science topics with current state initiatives such as Grasping Phenomenal Science (GPS), STEM, Computer Science, and ACT Aspire. This year a special focus has been placed on scientific inquiry, the Arkansas Science Standards, and assessments. The Cooperative collaborated with the local university, University of Arkansas Monticello, to provide teachers from the consortium schools with hands-on inquiry-based learning activities. The Science Consortium brought in the world-renowned science educator and trainer Paul Andersen who provided an elevated understanding of our Arkansas Science Standards and provided activities and assessments that incorporate the 3-dimensions: Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts.

Transportation Association Partnership between Southeast, South Central, Arkansas River, and Great Rivers Cooperatives

A new partnership was formed this year for district transportation directors from Southeast, Arkansas River, Great River, and South Central Cooperatives to meet quarterly during the school year. These meetings are to provide them with scheduled meetings for continuing education and to problem solve. Information about mechanical issues, technical issues, disciplinary issues, and other transportation issues are a part of agenda items during quarterly meetings. The meetings were facilitated by a member of the Arkansas Division of Public School Academic Facilities & Transportation Team. This past year they met on January 27, March 3, and May 9, 2022. Each hosting site offered the session onsite and by zoom to accommodate all members. The members onsite were served lunch following the meetings. Future face to face meetings will rotate to the other cooperative locations.

VI. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2021-2022 school year: 1

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 1

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2020-2021 school year: 11

For this number above, please provide the number in each of the following racial classifications:

White 9

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2020-2021 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2020-2021 school year: 10

For this number above, please provide the number in each of the following racial classifications:

White 6

African American 4

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2020-2021 school year: 3

For this numbers above, please provide the number in each of the following racial classifications:

White 2

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2020-2021 school year: 23

For this number above, please provide the number in each of the following racial classifications:

White 16

African American 7

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

VII. PROGRAMS

Program: Accounting
Funding Source: Base
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland Co.	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Kathy Cameron	Name: Ashlee Orrell
Position: Business Manager	Position: Assistant Business Manager
Degree: High School	Degree: Bachelors

Name: Leigh Bodiford
Position: Accounts Receivable/HR
Degree: High School

Goals:

To provide financial support to all programs and participating districts of the Cooperative.

Program Summary:

Southeast Cooperative has a total of 72 grant programs and runs 17 statewide programs. The ADE base funding to the Cooperative is \$408,618.00 and the approximate total budget is \$18 million dollars.

Major Highlights of the Year:

2020 - 2021 - Funding Source:

State/Local Funding	Amount	State/Local Funding	Amount
Cash on Hand	\$959,105.90	Sped – Keith	\$143,971.64
Base Funding	\$408,618.00	Sped – Thomas	\$120,269.08
Interest on Investments	\$40,000.00	Sped – Gosdin	\$82,329.61
APSCN	\$3,600.00	Math Cons	\$129,216.64
Copy/Print Shop	\$41,000.00	Facilities	\$71,660.75
Staff Development	\$44,359.39	Career Coaches	\$140,403.69

Bus Driver Consortium	\$6,400.00	Ad Ed – GAE	\$533,722.50
Cooperative Foundation	\$500.00	Ad Ed – Other	\$1,653,246.24
LEA HIPPY	\$210,000.00	OCSS	\$973,984.97
Science Consortium	\$197,376.99	Virtual Arkansas	\$756,988.00
Summer Staff Development	\$85,000.00	Early Childhood ESY	\$7,000.00
Virtual Arkansas Consortium	\$138,689.00	Novice Mentoring	\$297,124.78
G/T Special Projects	\$3,125.35	GT Coord	\$30,000.00
AmeriCorps – Smart Start	\$92,160.00	ELL	\$96,902.77
AmeriCorps – FTI	\$341,626.96	Workforce Ed Coord	\$50,000.00
FGP – Local	\$18,500.00	Coop Tech Coord	\$80,000.00
Early Childhood	\$2,234,883.24	Content Specialists	\$540,000.00
Leadership Quest	\$16,730.45	HIPPY – ABC	\$1,060,640.00
Nurse	\$6,000.00	MITs – Health Resource	\$101,379.53
Educational Examiner	\$79,586.69		
Sped – Daniel	\$164,484.21		
Sped – Frisby	\$82,172.85		
Sped – Campagna	\$96,533.39		

Total Local/State Funds \$12,139,288.62

Federal Funds	Amount	Federal Funds	Amount
FGP	\$484,967.00	MITs	\$465,801.07
Migrant	\$427,753.42	Leadership Quest	\$524,000.00
Title I PLC Training	\$603,549.69	Educator Rising	\$31,500.00
Carl Perkins	\$358,324.00	AmeriCorps Smart Start	\$225,019.00
Adult Ed – Leadership	\$708,868.00	ARP II Homeless	\$48,552.23
Ad Ed AmeriCorps	\$108,995.41	AmeriCorps FTI	\$12,000.00
SpEd Novice Mentoring	\$20,000.00	OCSS Behavior	\$193,913.58
Transition Specialist	\$139,967.23	CTE Special Projects	\$125,663.58
OCSS SpEd Coach	\$125,000.00	COVID Incentive	\$29,204.98
ECH Medicaid	\$156,515.92	ARP II Tech Grant	\$165,000.00
ECH ARMAC	\$189,655.50	ARP II ELC Grant	\$904,208.00

Total Federal Funds \$6,048,458.61

Program: ADE/APSCN Student Applications Field Analyst
Funding Source: Arkansas Department of Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland Co	Drew Central	Hermitage	Star City
Crossett	Dumas	Lakeside	Warren
Dermott	Fordyce	McGehee	Woodlawn
DeWitt	Hamburg	Monticello	SECOOP Early Childhood

Personnel:

Name: Lynda Burt
Position: APSCN Information Business Analyst
Degree: N/A

Goals:

To provide end-user support and training to district users of the SMS statewide student management system, Cognos reports, Statewide Information's System reporting and meeting statewide guidelines. To test updates to the software and state reporting cycles. To write documentation on processes and training guides.

Program Summary:

The Student Information Systems Business Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is a computer software used primarily to process and maintain student records. PowerSchool eSchoolPlus+ software applications provided by APSCN include Attendance, Demographics, Discipline, Marking Reporting, Medical, and Scheduling. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Transcripts Review, Next Year Scheduling, and Year End Rollover.

Major Highlights of the Year:

State Reporting training and new personnel training. Next year database setup and year end rollover are processed each year to update a district's database to a new school year.

Program: American Rescue Plan Homeless II
Funding Source: Federal
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County
Dewitt
Drew Central
Fordyce
Hermitage
Monticello
Woodlawn

Personnel:

Name: Briana Colburn
Position: Homeless Liaison
Degree: N/A

Goals:

One of our goals is to help navigate the funding for the purposes of helping our homeless liaisons ensure that the identified homeless children are able to get what they need in order to attend school and participate in school activities.

Program Summary:

We provide reimbursement to the school districts that have chosen to use our cooperative as their consortium for ARP II Homeless funding.

Major Highlights of the Year:

We have formed a group of homeless liaisons to work with. Applications were submitted and approval was given for each of our school districts. We have made purchases for a few children at one of our school districts.

Program: AmeriCorps - Future Teacher Initiative
Funding Source: ADHE/CNCS
Competitive Grant: No
Restricted: Yes

Participating Districts:

SEARK Coop-Drew Central ABC SEARK Coop-Hamburg ABC SEARK Coop-Hermitage ABC
SEARK Coop-McGehee ABC SEARK Coop-Warren ABC Dawson Coop-Malvern ABC
Dawson Coop-Peake Rosenwald ABC
South Central Coop-Hampton ABC

Personnel:

Name:	Kim Pesaresi	Name:	Becky Bolin
Position:	Program Director	Position:	Administrative Asst.
Degree:	Bachelor of Psychology	Degree:	Bachelor of Psychology

Goals:

30 FTI members provide one-on-one and small group tutoring interventions to 300 targeted at-risk pre-k students. Our goal is to ensure at-risks students are socially, emotionally and academically prepared for the kindergarten learning environment. FTI members integrate national service and community engagement and individual volunteerism to promote improved academic outcomes in high economic and educational needed areas.

Program Summary:

FTI AmeriCorps members, in addition to tutoring and mentoring students, will leverage more volunteers who will take part in and assist with service projects addressing the specific needs of their respective districts and communities. The counties positively impacted are: Ashley, Bradley, Calhoun, Clark, Desha and Drew.

Major Highlights of the Year:

The FTI program has continued to flourish this year and produce amazing outcomes. This is not to say, that there were not challenges along the way, but through dedication, perseverance and a collective network of support from members, host sites, supervisors and program staff, we have proudly prevailed!

Members are Valuable-Estimated Average Savings \$14,724.00

The value of 1 FTI AmeriCorps member is comparable to that of a Paraprofessional with 1 year of experience. Due to the structure of our funding, schools incur no expense in becoming a host site.

Growing Your Own Teachers and more!

As of 2017, we began tracking how many of our members became an important part of participating districts and have been astounded! This experience not only gives back to the community with caring, qualified leaders, but it also provides the schools experiencing a shortage of personnel with the qualified teachers and staff they are seeking. 18 Former

AmeriCorps members are now integrated into your districts as priceless employees. 3 of the members are now principals, 8 teachers, 6 paraprofessionals, 1 AE Campus Manager and JAG Specialist. We would also like to recognize a number of members who are making great strides in the medical communities in the form of LPN's, RN's, Nurse Practitioners, X-Ray Techs, Physical Therapy Assistants, CCU Nurse, and Dental Hygienist. After exposure to the educational setting, we have had many members change their majors to the field of education. By the same token, we have had members switch majors from education. We look upon this as a win-win situation for all. Due to the fact that we serve many rural communities and keeping individuals invested in our healthcare and educational setting is critical.

Analysis of Impact- FTI members impact communities in a variety of ways through participating in national days of service and through Signature Service Projects. Planning and promoting service projects allow members to evaluate the needs in the communities they serve. A bond between the member, community volunteers, local agencies, schools, and parents is developed and strengthened during the program year.

Program Partnerships and Outreach-

9/11-FTI and Smart Start AmeriCorps Programs took the lead and collaborated with other agencies to host the 1st Annual 9/11 Flag of Honor Across America Memorial in Monticello. Several agencies and officials combined their efforts to make this ceremony a memorable event. This included Palliative Community Resources, the American Legion, Mayor of Monticello, Chief of Police, the Monticello Fire Department, the Drew County Sheriff's Department, Boy Scout Troop 67, 1st responders of SEEMS (Southeast Emergency Medical Services), former Representative and Retired Brigadier General, Leanne Burch, the VFW Commander, Melvin Veasey, UAM Vista and Senior Corps-Foster Grandparent Program. We were honored to have in attendance community members, veterans, AmeriCorps members, community officials and honorary guest, Nathaniel Todd, Colonel (Ret) U.S. Army and current Secretary, Arkansas Department of Veterans. AmeriCorps members assisted Palliative Community Resources after the ceremony preparing free meals to military, veterans and first responders throughout the southeast region. Monticello Live hosted coverage of the 9/11 Ceremony on the square providing access to all citizens in the area. This event also made headline news and was a featured article of the Advanced Monticellonian newspaper.

MLK Day- The FTI AmeriCorps program collaborated with the Senior Corps-Foster Grandparent Program in December. FTI members were instrumental in assisting the Foster Grandparents in making blankets that were later distributed to "Hope Place" (pregnancy care center) in Monticello in honor of MLK Day. Bridging the generational gap between FTI and Senior Corps is an awesome experience for everyone! FTI members also read the pre-k students books about who and what MLK Day is and the importance of Dr. Martin Luther King's legacy. FTI members followed up with various art/creative activities in order to reinforce their learning experience.

AmeriCorps Week-As a celebration of National AmeriCorps week, program staff met with the SEARK Board of Directors on March 16th to promote AmeriCorps and invited all board members to drop in and see our members in action! This was also an opportunity to thank and recognize our existing stakeholders and extend the offer for others to join. All FTI members conducted a recruitment campaign at their respective high schools. Members provided juniors and seniors with information on the wonderful aspects of national service and how to get involved! This was a beautiful experience for members to utilize their organization and leadership skills in implementing this project. It was a huge success for the personal growth of the member and

increased our pool of applicants for the 2022-2023 PY.

Fall/Spring Service Project- Each member must really take stock of the needs of their community and see how they can help alleviate or resolve the issue through the design of their service project. Blanket and sock drives for nursing home, baskets of food were collected for identified assisted living residences, Williams Memorial Garden was created for a beloved teacher at Peake Rosenwald, parents were reminded of the dangers of carbon monoxide through an awareness project, and a much needed clothing drive to support a "School Closet" are a few of the projects already completed this program year.

Member Experience and Support- The FTI program's goal is also to offer training and support for members to gain the soft set skills that are so necessary regardless of one's future profession. Examples of some of the training topics are: "Nailing that Interview", "How to Make the Best Cover Letter and Resume' for the Job", "Managing Your Finances as a College Student", Ted Talk: "The Shocking Truth about Food Insecurity", "How to look good for a video call", Communicating Effectively-Verbally and Non-verbally, Time Management and Getting Organized.

As program staff, we strive to mentor and advocate for the members so they can in turn be that strong role model for the students they serve!

Performance Data Element:

Number of FTI members enrolled	27
Number of children served.....	272
Number of FTI members who returned to serve another term of service.....	14
Number of FTI members who participated in 9/11 Day of Service.....	18
Number of FTI members who participated in MLK Day of Service.....	17
Number of FTI members who participated in AmeriCorps Week.....	23
Number of external volunteers recruited for National Days of Service	153
Number of hours served by external volunteers during National Days of Service...	177

Pre and Post Kindergarten Readiness Assessments will be compared by our data specialist in late May. The completed report provides statistics of the individual student's progress, overall changes by school, across five areas of assessment (expressiveness and language comprehension, approach to learning/cognition, phonological awareness and print knowledge, mathematics and physical development, and demographics. The results are shared with members and stakeholders. Strengths and weaknesses are also identified each year through semi-annual site visits, advisory council meetings, program evaluations submitted by members, site supervisors and parents. This provides us with a complete snapshot of our program so that we can successfully continue our mission of having targeted students ready for the kindergarten learning environment. It is also our hope that members will continue to embrace the heart of a volunteer long after their term of service has ended.

Program: AmeriCorps - Smart Start
Funding Source: CNCS
Competitive Grant: No
Restricted: Yes

Participating Districts:

Drew Central Lower Elementary	Hampton Elementary	Monticello Elementary
Drew Central Upper Elementary	Hermitage Elementary	Monticello Intermediate
Hamburg Elementary	McGehee Elementary	Star City Elementary
Warren Eastside	Boys and Girls Club of Monticello	

Personnel:

Name: Jenny Satterlee
Position: Program Director
Degree: BA in Elementary Education 1-6

Goals:

Goals: The goal of the Smart Start AmeriCorps Program is to provide intense one-on-one and small group tutorial reading and math assistance for increased risk for academic failure students in grades K-5. Helping children through one-on-one and small group tutoring is a major service SEARK AmeriCorps members provide. Members complete service projects, help with parent involvement sessions, assist with daily activities, are positive role models for children, gain experience in the education field and attend required trainings. Each member is required to serve a minimum number of hours of service with the host site. Members may choose which hour slot they are able to complete based on their college schedules.

Program Summary:

Arkansas Smart Start AmeriCorps Program provides a multi-faceted initiative that has diverse people in service; provides K-fifth grade students with strong role models, mentors, and tutors; and increases opportunities for teacher training and volunteering in the economically depressed Delta area of Southeast Arkansas. Members tutor students in risk of failure in areas of reading and mathematics. They provide one on one and small group tutoring interventions to these students.

Members gain professional work experience and essential skills that all employers value- such as leadership, teamwork and problem solving. Members earn monthly stipends and an educational award/scholarship once their term of service is completed. Members may serve in an AmeriCorps program for up to four terms.

The Smart Start AmeriCorps program was a competitive grant that started in July 2006. It is currently in its 16th year of operation and is now receiving funding through EngageAR's formula funds. Over the past year, the program has provided 30 members an opportunity to provide tutoring and mentoring services, and give back to their communities through service projects.

Major Highlights of the Year:

The Smart Start Program collaborated with its sister program, Future Teacher Initiative, to host the 1st Annual 9/11 Flag of Honor Across America Memorial in Monticello. Several agencies and officials combined their efforts to make this ceremony a success. The flag was originally given to our county judge's office and asked if he/his office would officiate the ceremony. When his office declined, the two programs joined together along with many other agencies in efforts to kickstart this event. We reached out to state representatives, state of Arkansas Department of Veterans Affairs, mayors, police chief and staff, fire department, sheriff's departments, boy scouts, other CNCS national programs and HOSPICE staff. The ceremony was to recognize and honor all those that lost their lives on 9/11 due to the events from the terrorist attack on our country. The event was held on the Monticello square and was broadcasted live on MonticelloLive. Among the crowd were many locals, veterans, community leaders and AmeriCorps members. Once the ceremony was over, the AmeriCorps staff, members and HOSPICE staff worked together to plate over 300 meals to distribute among the county and surrounding towns. Our members also helped deliver these meals to the hospital staff and law enforcement's offices.

Another project AmeriCorps proudly participates in is MLK Day. Members partnered with our Foster Grandparent program and FTI AmeriCorps program to make blankets for the local women's shelter in town. These blankets were for newborns and young children. This facility provides food, clothing, diapers and other necessities to mothers that can't provide for their families.

National AmeriCorps Week was held during the second week of March. All members participated in a presentation to their high school senior class about the benefits of joining AmeriCorps. This brought in many applicants and interests for the summer program and upcoming fall program. Since COVID, the programs have not had as much interest until this past spring. The program received some additional funding which also helped in the increase of their living allowances. This could have sparked the increase of applicants as well. During National Volunteer Week, the program invited a guest speaker from the community to talk about what it means to be a volunteer. Karen Connelly was approached by the Mayor of Monticello to start a program, The Miracle League, that would provide disabled children and adults a sports facility to accommodate their needs. Karen, a physical therapist, is currently on sabbatical leave to help her husband, who is a local doctor, run his practice. Karen was able to help raise enough money to start the field and bathroom facility. This will provide many hours of volunteering for all people and AmeriCorps members.

Program: Arkansas Adult Learning Resource Center
Funding Source: Adult Education Section Federal Leadership Funds
Adult Education Section State Special Projects
Competitive Grant: No
Restricted: Yes

Participating Districts:
Adult Education Programs and Literacy Councils Statewide

Personnel:

Name: Marsha Taylor	Name: Toccara Pearson
Position: Director	Position: Administrative Assistant
Degree: M Ed; BA, CDF	Degree: AA
Name: Dr. Shelia Wilkerson	Name: Wendy Bryant
Position: Professional Development Coordinator	Position: Disabilities and Online Learning Coordinator
Degree: EdD; Med, BS	Degree: MS Ed, BA
Name: Klau Neu	Name: Rob Pollan
Position: Media Coordinator	Position: Information Technology Specialist
Degree: Dip. PAED – Germany	Degree: BSE

Goals:

The Arkansas Adult Learning Resource Center (AALRC) provides services in order that Arkansas Adult Education and Literacy Providers can access needed information and resources to enable Arkansas' adult learners to reach their full educational and economic potential. Staff strive to meet this goal by operating an enhanced network of communication and coordination that provides information, resources, research, professional development, and technical assistance to Arkansas Adult Education and Literacy Providers.

Program Summary:

The AALRC was established in 1990 to provide a service of identifying, evaluating, and disseminating materials and information to the field of adult education and literacy in Arkansas. The AALRC is funded through the Southeast Arkansas Education Service Cooperative by the Department of Workforce Service, Adult Education Section (DWS/AES) with federal and state adult education funds.

The center has grown from one employee in 1990 housed in Monticello to seven full-time employees with offices and a training center at 124 West Capitol Suite 1000 in Little Rock. Positions include a Director, Professional Development Coordinator, Disabilities and Online Learning Coordinator, Information Technology Specialist, Media Coordinator, Administrative Assistant, and Receptionist

The AALRC working in conjunction with DWS/AES strives to create and implement level-appropriate training programs tailored specifically to adult learners, with an end goal of increasing student achievement that leads to gainful employment. The AALRC and DWS/AES work with required one-stop partners regularly to assure that a comprehensive program of adult education services that meet the needs of its students are being provided. Collaborating with our required one-stop partners allows input from all involved – teachers, directors, administrators, and other AALRC DWS/AES staff.

All professional development services are administered by the AALRC. The AALRC coordinates and presents professional development training events that incorporate an in-depth focus on strategies demonstrating how to prepare engaging and interactive lessons that are relevant to students. It still continues to serve as the resource responsible for identifying, evaluating, and disseminating materials and information to adult education and literacy programs. In addition, the AALRC consistently monitors and evaluates the effectiveness of professional development services and provides any new software, materials, or resources as necessary to accommodate the changing needs of teachers and staff.

In addition to the services generally provided, this year, with the continuation of the Coronavirus pandemic, the AALRC found it necessary to continue to implement a more advanced method of online learning. This included purchasing meeting software and programs adapted for meeting/teaching in a virtual setting, such as Zoom. Training programs that taught teachers how to communicate and provide effective online learning strategies for their students were purchased and made available to all teachers, one example is our Canvas program. It offers teachers a completely online platform to utilize for training purposes. This program was implemented prior to COVID. Additionally, our resource center contracted with Arkansas PBS to develop training courses for teachers through a teacher portal that offered diversity training and integrating technology into the classroom. Additional courses are in the process of being developed for financial literacy and customer service. Each of these initiatives allow teachers to work at their own pace and convenience.

With the country continuing to be in a national pandemic, large group meetings were not advised, which diminished travel expenses from our outlying partners. This decreased travel expenses dramatically; while funding in the areas of technology, training for our partners (virtually), education consultants, materials, and resources for staff and students continued to increase.

The AALRC works with the Adult Education Section to set priorities for professional development. Needs assessments of local program administrators, instructors, and other staff are conducted to determine needs for professional development.

The AALRC uses the ESC Works system to track professional development activities of participants. Educators in the State of Arkansas must register and track professional development events via this online system. Participants are able to manage their own transcript of courses completed through outside sources (i.e. state conference, national conference) in ESC Works.

The AALRC Disabilities and Online Learning Coordinator conducts the disabilities portion of the Program Reviews for the Adult Education Division.

The AALRC disseminates information through email, a newsletter quarterly, discussion lists, and provides Zoom for webinars. Google forms is used for professional development evaluations.

Major Highlights of the Year:

Completion of Year 3 AmeriCorps Life Coach Project. AALRC is funded for 8 ½ time positions. The pandemic has made the recruitment of members difficult as we begin this new project.

Completion of the 1st year of Student Achievement in Reading (STAR) training for local programs. This training was provided by Becki Lemke, LINC Trainer through the Manhattan Strategies Group.

AALRC Staff Served on a Committee to completely revamp the Workforce Alliance for Growth in the Economy (WAGE™) program. The WAGE™ program now includes basic skills, workforce preparation, and industry-recognized certificates to make it a statewide model for Integrated Education and Training (IET). Career Pathways are continuing to be developed to provide students the opportunity to earn certificates in Workforce Preparation, Hospitality, and Tourism, Health Science, Business Management, Education and Training, or Manufacturing.

199 professional development (pd) opportunities were offered to the field
85 online pd opportunities from other organizations were offered to the field

(Reporting for July 1 – April 22, 2022):

273 Meetings and Events were attended by the AALRC Staff

Lending Library:

252 Requests from the field were made for library materials

16 Requests for Assistive Technology Equipment

335 Requests were made for assistance with information and/or services

126 New items were acquired for the lending library

Adult Learning Disabilities:

64 Requests for instructional strategies from adult educators/literacy providers

206 Requests for Online Course Management Assistance

29 Requests for assistance with GED accommodation applications

23 Requests from public sector for strategies and referrals

36 Requests from other state agencies and other states for assistance with strategies, referrals, etc.

Technology:

1,356 Requests for assistance with technical support (on-site/telephone/email/remote control program)

Program: Arkansas K-12 Behavior Support Specialists
Funding Source: Title VI-B
Competitive Grant: No
Restricted: Yes

Personnel:

Name: Shelia Smith
Position: Behavior Support Specialist
Degree: PhD, BCBA-D

Name: Mary Walter
Position: Behavior Support Specialist
Degree: Ed.S.

Name: Julie Butterworth
Position: Behavior Support Specialist
Degree: M.C.D., CCC-SLP, BCBA

Name: Sandy Crawley
Position: Behavior Support Specialist
Degree: M.S.E.

Name: Allison Mears
Position: Behavior Support Specialist
Degree: LPC, BCBA

Name: Kelly Davis
Position: Behavior Support Specialist
Degree: M.Ed., BCBA

Name: Audrey Kengla
Position: Behavior Support Specialist
Degree: M.S., CCC-SLP

Name: Shana Bailey
Position: Behavior Support Specialist
Degree: M.S.

Name: Amanda Kirby
Position: Behavior Support Specialist
Degree: M.S.E.

Name: Lindsey Lovelady
Position: Behavior Support Specialist
Degree: M.S. BCBA

Name: Kat Lancaster
Position: Behavior Support Specialist
Degree: M.A., CCC-SLP

Name: Jennifer Brewer
Position: Behavior Support Specialist
Degree: Ed.S.

Name: Sonia Hartsfield
Position: Behavior Support Specialist
Degree: M.Ed.

Name: Clara Penney
Position: Behavior Support Specialist
Degree: M.S., LPEI

Name: Connie Thomason
Position: Behavior Support Specialist
Degree: M.Ed., BCBA

Name: Nicheyta Raino
Position: Behavior Support Specialist
Degree: M.Ed., BCBA

Name: Sarra Petray
Position: Behavior Support Specialist
Degree: Ed.S.

State Level Initiative: BX³ Project

Participating Districts:

Cohort 2 – Ashdown, Drew Central, Greenwood, Prescott, Warren

Goals:

- To build sustainable programming and a legally defensible process for Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) based on evidence-based practices
 - To empower the BX³ Teams to develop, train and sustain behavior related policies across the district
-

Program Summary:

The Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Education - Special Education Unit provide training and coaching as part of the BX³ (Behavior eXtreme 3 – Training, Coaching, Empowering) project. The BX³ project is designed to build the local capacity of districts in working effectively with students with challenging behaviors and is aligned to the Arkansas State Systemic Improvement Plan.

This multi-year initiative has two goals. The first goal is to increase the knowledge base and capacity of educators regarding the development of legally defensible Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) based on evidence-based practices. This will be accomplished through providing district BX³ teams with professional development around effective supports for students exhibiting moderate and severe behaviors followed by on-site coaching opportunities. The second goal is to empower the BX³ team to develop, train, and sustain behavior-related procedures across the district to improve the outcomes of students with challenging behaviors.

Major Highlights of the Year:

- 100% retention rate from Year 2 to Year 3 for Cohort 2
- Cohort 2 included five districts serving underrepresented areas
- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that the BX3 Coaches helped them to understand the steps critical to performing the skill
- 97% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that they felt confident in their ability to implement the steps critical to performing the skill after receiving coaching.
- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that coaching on identified skills was beneficial
- Provided a total of 12 virtual and/or in-person regional trainings throughout the state for Cohort 2 during their third year of participation in the BX3 Project
- Assisted BX3 Teams in 2 with the development of district websites for RTI-Behavior.

- 5 Cohort 2 BX3 created a presentation of their districts BX3 team and presented to stakeholders including district school boards
-

Circuit

Participating Districts:

Statewide

Goals:

- To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services
 - To provide technical assistance and support to local school personnel in the identification and educational programming for students identified with autism
 - To provide professional development to local school district administrators and personnel on evidence-based behavior supports
-

Program Summary:

The Behavior Support Specialist (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receives requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
 - Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
 - Assistance with autism identification and programming
 - Professional development opportunities on evidence-based interventions
-

Major Highlights of the Year:

- Provided on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for 138 students across all Education Service Cooperatives
-

Professional Learning Opportunities

Participating Districts:

Statewide

Goals:

- To provide professional development to local school district administrators and personnel on evidence-based behavior supports
-

Program Summary:

The Behavior Support Specialist (BSS) position provide professional learning opportunities on evidence-based behavior practices via in-person, virtual, and online learning modules available to all school districts in all Education Service Cooperatives.

Major Highlights of the Year:

- Created online modules that all educators can access for professional development at any time <https://arbss.org/courses-2/>
 - Essential Classroom Behavior Management Strategies
 - Behavior Intervention Plans
 - Response to Intervention for Behavior
- Launched 17 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- BSS provided over 105 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 1500 participants
- BSS have 29 additional professional learning opportunities scheduled by the end of 6/30/22

Additional BSS Highlights of 2021-2022:

- Presented at AAEA on Act 1084
- Presented at AAEA School Law Conference with Courtney Salas-Ford on Act 1084
- 17 BSS attended the AAEA Fall Conference on Behavior the Forgotten Curriculum
- 9 BSS attended the International Association of Positive Behavior Supports
- 3 BSS attended the CalABA 40th Annual Western Behavior Analysis Conference
- 1 BSS attended the LRP Institute Convention
- 2 BSS will attend the Association of Applied Behavior Analysis Convention
- Presented on BX3 at the DESE Mental Health and Behavior Planning Retreat
- Served on DESE Leadership Team for Arkansas THRIVE
- Will support the launch of DESE Arkansas THRIVE in 7/2022 including providing professional development during the academy

Program: Arkansas Transition Services
Funding Source: Federal
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Karen Randolph
Position: Transition Consultant
Degree: MA SPED

Goals:

To provide district, regional, and statewide trainings throughout the year to prepare teachers to help special education students reach their post school goals as stated on their transition plans per their IEP. To provide monthly consults with participating districts to assist students, parents, and teachers in assisting students to reach their post schools goals. To develop and facilitate local transition teams for school districts. To assist LEAs in folder reviews to ensure transition plans in the IEP are accurate and help students to reach their post school goals.

Program Summary:

District, regional and state-wide trainings and technical assistance are provided throughout the year. Arkansas Transition Services develops and provides trainings based not only on federal mandates, but also on the needs of school districts in the area of transition. Some of these trainings include meeting IDEA transition requirements, how to develop transition classes, transitions assessment trainings, person-centered planning, self-determination, using technology in transition trainings, how to gain parental participation and how to establish local transition teams. ATS also works with adult service providers around the state to improve service delivery systems and linkages with schools. A collaborative effort is made among districts, agencies and ATS to hold agency fests and transition fairs to increase the knowledge of agency services around the state in person or virtual.

Major Highlights of the Year:

- Provide Transition Trainings and Consultations to Districts in Co-op areas either virtual or in person.
- Provide consultations with Districts to examine their Transition Classroom and share materials to assist in the students' learning about transition services.

- Attend LEA Monthly meetings virtual or in person and provide updates and information on Transition Services.
- Provide Training and Consultants on using Evidence Base Practices related to Transition.
- Provide Cadre Meetings to Local Transition Teams to learn more about hot topics in Transition Services and ways the District can improve their Transition Services to their students.
- Provide Training on CIRCLES- Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students Program, a research-based model to facilitate interagency collaboration.
- Provide Training to Teachers and Administrators on a Pilot for Deaf/Blind and more complex needs students in writing Transition Plans. In this Training we provided training in Person-Centered Planning and learning more about the Discovery method which is a deep dive into the student's skill abilities related to jobs, education/training and independent living and community participation.
- Provide consultations on a Pilot program for using the SDLMI- Self Determination Learning Model of Instruction curriculum.
- Assist in creating Graphic Organizers to help SPED teachers in writing Transition Plans.
- Assist in creating Pop Up PDs for Special Education Teachers in learning more about Transition Assessments and how to write measurable and meaningful goals in transition.
- Member of Project SEARCH steering Committee, which meets monthly either virtual or in person, to assist in promoting a work internship program for graduating seniors who have a disability.
- Provide Training and Consultations on how to use the PISA Predictor Implementation School/District Self-Assessment, which is a research-based Predictor for post-school success.
- Provide juniors, seniors who have a disability to attend Film Camp to learn skills on writing, editing, career options, leadership and advocacy skills.
- Provide juniors, seniors and college freshman who have a disability to attend College Bound Arkansas where they can explore and prepare for college.
- Facilitator for a 12-week Pilot program using Transition Coalition to assist a School District to learn more about their Transition Program and to support the District in writing an Action Plan for transition self-improvement.

Program: Behavior Support Specialist
Funding Source: LEA Federal Grant
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Clara Penney
Position: Behavior Support Specialist
Degree: MS, LPEI

Goals:

Increase the local capacity to implement research based interventions when addressing programming for behavior and autism.

Program Summary:

The Arkansas Department of Education, in order that all students make educational progress in the least restrictive environment, provides regionally based behavior consultants. Upon referral by a Local Education Agency, parent or other agency, behavioral intervention services are available for the following student populations:

- Students most at risk for expulsion or repeated suspensions.
- Students at risk of increasingly restrictive educational placements, including residential treatment, due to the student's behavior.
- Students identified/suspected as having Autism Spectrum Disorder and are in need of programming to improve educational performance.
- Students discharged from a psychiatric residential facility and recommended for ongoing school-based mental health interventions, including day treatment.
- Students presently in a school-based day treatment program and in need of continued behavioral programming and support.

To access a Behavior Intervention Consultant for a student for one or more of these populations, the appropriate referral protocol via CIRCUIT through the ADE-SE website is completed. Follow up services are provided for each referral on a 20 hr. basis free of charge. Additional services are provided, which include ABA strategies, assessment for autism, functional behavior assessment (FBA), targeted interventions, antecedent strategies, and structured teaching setup. Behavioral team trainings are offered to build local capacity for the local education system to monitor and intervene for students with behavioral problems that interfere with the student's educational performance.

A CIRCUIT data base with services provided and outcomes is kept at the state level, which is reviewed at the state level annually.

Major Highlights of the Year:

Evidence-based practice for the treatment of problem behavior, Emotional Disturbance, and Autism by:

Conducting functional behavior assessment, including observations, interviews, rating scales (indirect assessment) and review of records. Conducting classroom observations using a Functional Assessment Observation (O'Neill, R.E., Horner, R.H., Albin, R., Storey, K., & Sprague, J. R.) and gathering information from school staff using the Functional Assessment Checklist for Teachers and Staff-Revised (FACTS-R), data on behavior (Scatterplot and/or ABC Checklist), interviews, and review of records. Administering either the Social Skills Improvement System (SSIS)-2nd edition, and Social Responsive Skills - 2nd Edition (SRS2) as a means of accurately assessing current social skills and social deficits for the purposes of informing qualified professionals (e.g., Speech Language Pathologist) and assisting with programming.

Training of district/building level teams to independently develop and write Functional Behavior Assessment reports and Behavior Intervention Plans with recommendations based on those results for specific students. Topics within the 3-year team training included Antecedent Strategies and Targeting Interventions for behavioral concerns within Tier 2. Training of teams included the use of guided practice and coaching; Providing direct services to students with high needs involving behavior or autism.

Conducting assessments to identify characteristics of Autism Spectrum Disorder (ASD) using Monteiro Interview Guidelines for Diagnosing the Autism Spectrum-2nd Edition (MIGDAS-2), Checklist for Autism Spectrum Disorders (CASD), Autism Spectrum Rating Scales (ASRS), the Social Communication Questionnaire (SCQ), and classroom observations.

Instructing staff in the basic tenets of Applied Behavior Analysis in the classroom by the use of differential reinforcement, response cost, prompting, fading, data collection and behavior shaping during modeling and guided practice. Also, Introducing concepts of response classes, behavior function, extinction, schedules of reinforcement and motivation. In recommendations, an additional focus on reading, literacy skills were included.

Professional development was provided at the cooperative level on topics of essentials of Applied Behavioral principles/strategies, Autism Spectrum Disorder, writing behavior plans, implementing Behavior Intervention Plans, building executive functioning skills, trauma-sensitive school strategies, and programming for students with Autism based on ABA research. Web-based courses on the Arkansas Behavior Support Specialist website were available for any school district to access, in order to build local capacity in the implementation of evidence-based interventions when addressing programming for behavior, emotional disturbance, and autism.

Program: Bus Driver Testing
Funding Source: Individual School Districts
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Fordyce	Monticello
Crossett	Hamburg	Star City
Dermott	Hampton	Univ. of Arkansas at Monticello
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn
Dumas	McGehee	

Personnel:

Name: Ranelle Eubanks
Position: Coordinator
Degree: Ed.D.

Goals:

Ensure that all participating districts follow the State and DOT requirements regarding alcohol and drug testing.

Program Summary:

All participating school districts followed DOT drug and alcohol testing requirements

Major Highlights of the Year:

There were no extraordinary events in the bus driver testing program for this year.

Program: Career and Technical Education
Funding Source: Carl D. Perkins Federal Funds and DCTE State Funds
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Crossett	Dermott
DeWitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Strong-Huttig	Warren
Woodlawn		

Personnel:

Name: Allison Ray	Name: Melissa Prince
Position: CTE Coordinator	Position: CTE Assistant
Degree: Bachelor of Business Administration	Degree: Bachelor of Science – Wildlife Management

Goals:

Career and Technical Education aims to prepare secondary students for entering the workforce or enrolling in post-secondary education after high school graduation. Formally known as vocational education, students are taught valuable technical skills in agriculture, business, family & consumer sciences, auto mechanics, medical professions, construction, welding, etc. Ideally, we hope to prepare all students for the workforce, post-secondary education, or the military. Other performance indicators we must meet are CTE students' proficiency on the ACT and ACT Aspire exams, high school graduation, placement after high school, nontraditional participation, and the obtainment of industry-recognized credentials.

Program Summary:

The coordinator for the Southeast Arkansas Career and Technical Education Consortium must write the annual application and spend the funding received for our area schools on performance indicator projects approved by the Arkansas Division of Career Education. Our office also supports start-up grants submissions, completer and placement reports, technical assistance, and professional development. The 2021-22 school year's annual grant total is \$358,324.00, including \$37,452.48 allocated for professional development and travel expenses, \$15,027.21 given for students' industry-recognized certifications, \$72,351.85 allocated for web-based curriculum and certification prep software, and \$145,050.94 earmarked for equipment and supplies for classrooms across Southeast Arkansas.

Major Highlights of the Year:

In addition to our annual grant, our office submitted five competitive start-up grant applications on behalf of area schools. All five were approved with funding by the Arkansas

Division of Career and Technical Education. Monticello High School received \$26,877.00 for their Computer Science Programming program of study. Star City High School received \$53,725.00 for their Business Finance and Computer Science Cybersecurity programs of study. Strong High School received \$49,815.00 for their Pre-Educator program of study and their Career Readiness course.

This year, there was also an opportunity to apply for competitive innovation and nontraditional grant funds. We submitted multiple applications on behalf of consortium schools, and Rison High School received funding for two of their applications. They received \$5,063.00 for their bovine injection simulator project and \$4,238.00 for their FACS hydroponics project.

Allison Ray, CTE Coordinator, was chosen to represent all CTE coordinators housed at cooperatives for the Arkansas Perkins Advisory Committee and served as the Arkansas ACTE Administration Division Secretary/Treasurer.

Program: Computer Science
Funding Source: ADE Grant – Act 220 of 2017
Competitive Grant: Yes
Restricted: Yes

Participating Districts:
Statewide

Personnel:

Name: Kelly Griffin
Position: Lead Statewide CS Specialist
Degree: MAT

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

Name: Eli McRae
Position: Statewide CS Specialist
Degree:

Name: Jim Furniss
Position: Statewide CS Specialist
Degree:

Name: John Hart
Position: Statewide CS Specialist
Degree: MLIS

Name: Leslie Savell
Position: Statewide CS Specialist
Degree: MSE

Name: Lori Kagabein
Position: Statewide CS Specialist
Degree:

Name: Tammy Glass
Position: Statewide CS Specialist
Degree:

Name: Zachary Spink
Position: Statewide CS Specialist
Degree:

Name: Mark Barnes
Position: Statewide CS Specialist
Degree:

Goals:

The ADE DESE Office of Computer Science’s established goals and associated tasks for computer science education implementation in Arkansas are divided into five categories:

1. Standards, Curriculum, and Pathways - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training

opportunities for all Arkansas Educators and Administrators.

3. Licensure - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.

4. Outreach and Promotion - Successful implementation of computer science education in Arkansas requires the active use of a broad range of mediums, digital tools, and human networks to properly communicate about the Arkansas Computer Science Education Initiative and respond to the needs and concerns of Arkansas students, educators, community members, and industry leaders.

5. Program Growth and Student Success - Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support using innovative programs and outreach initiatives.

Program Summary:

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administers the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; 7th/8th Coding Block; and High School CS). In the interest of providing Arkansas educators with access to quality computer science (CS) professional development (PD), the Arkansas Department of Education (ADE) Office of Computer Science provided grants for ten Computer Science Specialists beginning in 2017. The computer science specialists each serve the CS PD needs state-wide for all ESCs, and Public School Districts. Assistance is provided to local school district educators through PD services including sessions (ADE developed & customized based on needs assessments) at the Cooperative as well as support on-site in living the mission and striving for the vision of Computer Science Instruction in Arkansas.

Vision

All Arkansas students actively engaging in a superior and appropriate computer science education

Mission

To facilitate Arkansas's transition to becoming and remaining a national leader in computer science education and technology careers

PD Offered:

- K4 Introduction to CS
- K4 Deeper Dive into CS
- 5-8 Introduction to CS
- 5-8 Deeper Dive into CS

- Coding Block
- Coding Block Resources
- goIT Training
- K-8 CS Lead Teacher Stipend Program
- Arkansas Computer Science and Computing Educator Academy
- High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - Fall 5 Saturdays
- High School Computer Science and Certification Preparation - Spring 5 Saturdays
- Physical Computing training (Raspberry, Arduino, etc.)
- App in A Day
- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Creating Embroidery Designs with Turtlestitch
- Intermediate Artificial Intelligence
- Intermediate Mobile Apps
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Placement Computer Science A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Advanced Mobile Applications
- Advanced Robotics

Conferences Presented at:

- TSA Fall Leader Conference
- Code.org Education Conference November 2021
- CTE New Educator Conference

Events/Committees/Projects Assisted with:

- TechFest October 2021
- Family Code day at UALR December 2021
- National Computer Science Education Week Kickoff - Governor's Mansion December 2021
- CS Education Week Activities December 2021
- Arkansas Data Science and Computing Summit December 2021
- Monthly Computer Science NewsLetter
- TSA State Conference
- Regional Governor's Coding Competition February 2022
- CSTA Scholarship February 2022
- CTSO Day at the Capitol February 2022
- Black History Month - Historical Computer Scientists February 2022

- Women in Cyber at Innovation Hub March 2022
 - Women's History Month in Computer Science March 2022
 - CS Educator of the Year March 2022
 - STEM Expo March 2022
 - Educator Rising Regional Event March 2022
 - Innovate for Good - Women's Foundation March 2022
 - Support of Robotics Competitions (VEX, FIRST) March 2022
 - Great Arkansas History Video Game Coding Competition March 2022
 - Allstate Governor's Coding Competition April 2022
 - Innovation Grant May 2022
-

Major Highlights of the Year:

- Growth and Development in Accessibility in Computer Science
- Arkansas joins Code.org as a Regional Training Partner
- Developmental Work on Alternative Computer Science Standards
- Mentoring students across the state in Unity game development.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions
- Provided CS training to over 650+ education professionals and 682+ students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Governor's Coding Competition.
- Computer Science Education Advancement Act of 2021 - Act 414 of the 93rd General Assembly (Act 414)
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- National Computer Science Education Week Kickoff - Governor's Mansion December 2021
- Computers Are Fun - Summer Video Series
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org

ONGOING SUPPORT:

- Specialists have developed and will deliver 9 new trainings this summer. This is in addition to the other 20 trainings to be taught this summer.
- Specialists are currently working to visit all 264 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer. Our goal is for all districts to go into 2022-2023 with an identified plan of implementation.
 - For districts who currently do not have an identified CS teacher the specialists are working to help identify personnel who may be able to fill that role and school needs.
 - For districts who already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.
 - A total of 116 schools have been visited to this date. The following is the number of districts visited within your cooperative: 7

Program: Digital Learning – Digital Learning Unit
Funding Source: ADE Grant – Team Digital Grant
Competitive Grant: No
Restricted: Yes

Participating Districts: Statewide

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Amanda Perry
Position: Assistant State Coordinator
Degree: EdS

Name: Rainbow Bagsby
Position: Digital Learning Specialist
Degree: MAT, MA

Name: Dr. Robin Finley
Position: Digital Learning Specialist
Degree: Ed.D

Name: Cristian Haynes
Position: Digital Learning Spec./Admin. Asst.
Degree: N/A

Name: Sherry Kennedy
Position: Digital Learning Specialist
Degree: M.Ed

Name: Dexter Miller
Position: Digital Learning Specialist
Degree: N/A

Name: Gerard Newsom
Position: Digital Learning Specialist
Degree: M.Ed

Name: Katie Pittenger
Position: Digital Learning Specialist
Degree: BSE

Name: Steven Walker
Position: Digital Learning Specialist
Degree: M.Ed

Name: Kirsten Wilson
Position: Digital Learning Specialist
Degree: M.Ed

Goals:

The Digital Learning Unit Specialists support digital learning on all levels. Our structure is designed to offer support, guidance and build capacity in those we work with, including educators and students. This involves supporting through various avenues including, but not limited to, instructional support for integrating digital learning, designing online instruction in a preferred online platform, supporting social-emotional learning in online and blended environments, facilitating effective PLC processes for both in-person and virtual teams, and incorporating student involvement and voice in digital learning.

Program Summary:

The Digital Learning Unit works within the state team to support Arkansas' planning,

implementation, and evaluation of digital learning environments in Arkansas. The Digital Learning Unit has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-center practices into student-center practices. The Digital Learning Unit offers operational support to state projects, Arkansas Cooperatives and public schools in the area of digital learning.

Major Highlights of the Year:

- DLU Specialists have completed Learning Services Training on the Learning Lens, TLC Training in March, and internal trainings to shore up understanding of the instructional implications of digital learning.
- Continue to host an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license offered through six Higher Ed Masters programs.
- Provided trainings to Year 1- Year 3 Novice teachers with designing and creating online lessons.
- Offer daily support to schools in implementing Act 1280: Digital Learning Requirement.
- Offer daily support to schools with approved Digital Learning Plans.
- Representative on the ADE-DESE Engagement Committee.
- Representative on SMAC-Talk committee.
- Representative on the Education Technology Standards Committee for the redesign of Higher Education teacher preparation program through Educator Effectiveness.
- Coordinated project with Learning Services to design a 3-day intensive PD titled “Student Self-Paced Learning.”
- Coordinated and Collaborated with Tammy Friend with GUIDE for Life to create 6-hour Summer PD for Arkansas Educators.
- Coordinated and Collaborated with Karen Bergh with Engagement Division to create a Parent Involvement course meeting the state requirements for 2022- 2-hour PD; providing resources and supports for parent engagement pertaining to digital learning needs and resources.
- Rebuild of professional learning sessions to optimize offerings (choice between asynchronous, synchronous virtual, and face to face) and options for upcoming 2022 Summer PD.
- Host and support online modules for APPEL transition to ARPEP with 14+ sites.
- Created a week-long social media campaign for Digital Learning Day to emphasize digital learning is an ongoing practice.
- Launched “Living in Beta Mode” podcast series in February 2022 to expand reach.
- Canvas Migration
- All team members have been trained in the “Growing with Canvas” Course.
- 94 Courses have been migrated from Moodle to Canvas
- Offering additional Canvas support and training to Educator Effectiveness and ESCs wanting to build in DLU Canvas instance.
- *Course Creation:*
 - 28 ArPEP Shells have been created.
 - 11 new Summer PD course shells have been created.
- Home-Grown Virtual Academy PLC
- Social Media

- Facebook
 - Twitter
- DEAL Days – Drop Everything and Learn
- Arkansas Connect2Digital
 - Arkansas Civics Exam

Program: Digital Learning – Virtual Arkansas
Funding Source: ADE Grant – Act
Competitive Grant: No
Restricted: Yes

Participating Districts: Statewide

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: John Ashworth	Name: Dr. Brandie Benton
Position: Virtual Arkansas Executive Director	Position: Virtual Arkansas Director of Curriculum & Instruction
Degree: MS, BS	Degree: BSE, MSE, Ph.D.
Name: Dr. Michael Lar	Name: Candice McPherson
Position: Virtual Arkansas Director of Operations	Position: Virtual Arkansas Director of Design & Development
Degree: BS, MBA, ABD	Degree: MS, BS
Name: Jeremy Woodward	Name: Jason Bohler
Position: Virtual Arkansas Director of Technology	Position: Core Campus Director
Degree: BA	Degree: MA, BA
Name: Ellora Hicks	Name: Christie Lewis
Position: Concurrent Credit Campus Director	Position: CTE Campus Director
Degree: BA, Masters+30	Degree: BBA, MS

MISSION: Our mission is to equip, engage, and empower students through unique, digital opportunities.

VISION: We are the premier digital source delivering opportunities and building foundations for students achieving their dreams.

CORE VALUES: Students, Relationships, Integrity, Collaboration, Innovation, Quality

Goals:

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students. According to *Act 2325 of 2005*, distance learning opportunities were employed:

- To help alleviate the teacher shortage
- To provide additional course-scheduling opportunities for students

- To provide an opportunity to access an enriched curriculum
- To develop and make available online professional development

Virtual Arkansas has specific goals that drive its operations. These goals are outlined in the chart below, along with the most recent results:

Goals	2020-2021 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - VA made courses and teachers available in all but one academic license shortage areas - VA provided access to 97 Full-time Arkansas certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings - These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - VA courses were made available to all high poverty districts and utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population - VA offered preferred automatic concurrent credit enrollments for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered - 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural - 81% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs	<ul style="list-style-type: none"> - 34 CTE courses were provided to 6,620 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer

of Study and Participating in Work-based Learning	programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	- In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

Program Summary:

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

We are not an online high school or a diploma-granting institution, but a resource for supplementing education for students through their local school.

Virtual Arkansas is comprised of four campuses:

- Core Campus High School: Arch Ford Educational Service Cooperative
- Core Campus Middle School: Arch Ford Educational Service Cooperative
- CTE Campus: Dawson Educational Service Cooperative
- Concurrent Credit Campus: Southeast Educational Service Cooperative

Major Highlights of the Year:

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students
- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative

- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences
- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training
- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator
- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper "Scaling High Quality Content & Courses Statewide with Canvas"
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning

Virtual Arkansas Data (Based on 2020-2021 School Year)

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 285 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- Virtual Arkansas Students had a 90.3% Pass Rate
- 14,849 Unique Arkansas Students Engaged in 36,282 Content + Teacher Enrollments
- 16,185 Teacher + Content Enrollments from Districts With 70%-100% FRL Population
- 32,771 Credits Earned
- 2,895 Concurrent Credit Enrollments Earned 8,529 College Concurrent Credit Hours

- 81% of Concurrent Credit Enrollments from Rural Districts
- Career and Technical Education: 6,620 Enrollments Over Two Semesters in 30 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 1,757 Computer Science Enrollments from 190 Arkansas Schools
- 2,155 Advanced Placement Enrollments from 143 Arkansas Schools
- 106 Different Courses Accessed by Arkansas Students
- 96.7% of all Arkansas Rural Districts Served by Virtual Arkansas
- 62% of all Virtual Arkansas Content + Teacher Enrollments from Districts Classified as Rural

Program: Early Childhood Special Education
Funding Source: Federal and State Grant / ADE
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Dewitt	Fordyce	Monticello
Drew Central	Hamburg	Star City
Crossett	Hermitage	Warren
Dermott	Lakeside	Woodlawn

Personnel:

Name: Michele Hoyt
Position: Coordinator
Degree: Masters

Name: Marilyn Gorman
Position: Admin. Assistant
Degree: HSD

Name: Tonia Bolin
Position: Assistant Coordinator
Degree: Masters

Name: Sheena Tucker
Position: E.C. Parapro/Office Clerk
Degree: HSD

Name: Nancy Trantham
Position: Speech Clerical Assistant
Degree: Business Tech Technology Certificate

Goals:

It is the goal of the Early Childhood program to address the needs of children with disabilities through speech, occupational therapy, physical therapy, and teacher facilitated direct instruction. We strive to offer districts support to ensure that all children with disabilities have the ability to participate with their peers.

Program Summary:

The Early Childhood program serves children with disabilities age three to five. The program includes the following delivery options: public school classroom, itinerant, integrated preschool, and homebound. Services provided include: screening, diagnostic services, preschool instruction in the following domains: social emotional, self-help, motor, language and cognition, speech therapy/language development, physical and occupational therapy. The program is funded by a federal and state grant through the Arkansas Department of Education in accordance with IDEA 1997.

Major Highlights of the Year:

- Child Find
- Development/Speech Screenings

- Hearing/Vision Screenings
- Development Assessments
- Speech Assessments
- Conferences w/Parents
- Quarterly Progress Reporting
- Yearly Progress Reporting
- Summer Services
- EIDT Services
- Virtual Instruction
- Instruction through email, text, video
- Electronic Instructional Planning
- Electronic Student Attendance

School District	Total Screenings	Children on Dec 1	Children Transitioned needing services 20-21 school year	Dismissed School age 20-21 school year
Cleveland County	86	30	6	7
Crossett	189	91	12	30
Dermott	24	43	2	11
DeWitt	100	57	10	18
Drew Central	110	29	8	7
Dumas	93	52	6	16
Fordyce	52	61	9	12
Hamburg	149	88	7	31
Hermitage	38	21	6	5
Lakeside	92	66	11	38
McGehee	87	83	10	33
Monticello	142	88	9	21
Star City	81	52	14	9
Warren	189	89	18	31
Woodlawn	36	16	4	4
Total	1,468	866	132	273

Children screened and children on December 1 Child Count based on 2021-2022 data.

Children transitioning and dismissed based on 2020-2021 data. Transitioning and dismissal data for 2021-2022 is in process and unavailable until 6-15-2022.

Program: Educational Examiner
Funding Source: LEA Shared Service
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County
Hamburg
Hermitage
Warren
Woodlawn

Personnel:

Name: Holly Chambers
Position: Educational Examiner
Degree: Master of Science

Goals:

To provide diagnostic information to the appropriate programs for students with disabilities.

Program Summary:

Implement the special education appraisal process. Assess the educational, learning styles, and program needs of students referred for special education services. Provide diagnostic information and work cooperatively with instructional personnel to provide the most appropriate programs for students with disabilities.

Major Highlights of the Year:

- This year, I have been able to evaluate and re-evaluate students so they may be able to receive the proper education services needed.
- There has been an increase in need for psychoeducational testing due to school closures during the COVID-19 pandemic.
- The LEAs for my districts and I have worked closely together to ensure the proper testing is completed so that students have the support and tools needed to succeed

Program: English for Speakers of Other Languages (ESOL)
Funding Source: LEA Shared Services
Competitive Grant: No
Restricted: Yes

Participating Districts:
Statewide

Personnel:

Name:	Abbey Ebarb	Name:	Tricia Kerr
Position:	ESOL Regional EL Specialist	Position:	ESOL Program Direction
Degree:	Master's Secondary English Ed	Degree:	Master's Ed Admin

Goals:

The Division of Elementary and Secondary Education (DESE) English Learner (EL) support program is the result of collaboration between the Curriculum and Instruction sections and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
 - assist, upon request, with school improvement and ESOL program planning for ELs
 - coordinate ESOL professional development training
 - convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas Learning Standards and implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
 - provide on-site technical assistance addressing ESOL techniques and strategies
-

Major Highlights of the Year:

- Conducted quarterly meetings designed for ESOL Coordinators to receive information and training to:
 - Understand districts' legal obligations to ELs and their parents/guardians
 - Identify and assess all potential ELs
 - Fully meet the demands of the Arkansas Academic Standards and the Next Generation Science Standards and ensure access to an equitable education for ELs
 - Provide support to ELs so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines

- Plan for effective ESOL program design and delivery
- Provide professional development of teachers and administrators in the implementation of effective ESOL program design and delivery
- Meet the needs of and understand obligations to ELs who waive services
- Monitor and exit ELs from districts' ESOL programs and services
- Evaluate the effectiveness of districts' ESOL programs and services
- Share questions and concerns
- Network with neighboring districts.
- Collaborated with Paula Vasquez, DESE Central Arkansas EL specialist, to conduct virtual presentation entitled "Building Your Digital Toolkit: Digital Tools & Resources for Supporting English Learners in Virtual Learning and Beyond!" Participants were introduced to digital tools and resources that support teachers in designing interactive lessons for ELs virtually while enhancing learning for all students. These tools are organized by types of support which aligned to the following essential areas for supporting ELs:
 - Communication with students and families
 - Access and increased comprehension of content/lessons/text
 - English language development
 - Opportunities for interaction
- Collaborated with DESE Office of Special Education State Education Advisors Misti'la Hunt and Becky Bell to present an interactive session that trained participants in utilizing the DESE guide on Navigating the Intervention and Evaluation Process for ELs.
- Collaborated with other members of the DESE Learning Services Department to revise the Social Studies Arkansas Academic Standards.
- Conducted various individual virtual trainings for ESOL Coordinators to complete EL Plans in Indistar.
- Conducted various site visits to assist ESOL Coordinator in proper processes and procedures for their ESOL programs.

Program: Facilities Consortium
Funding Source: Co-op Consortium
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Scotty Holderfield
Position: Facilities Coordinator
Degree: Masters

Goals:

Our goal is to provide accurate and timely information and assistance to districts in all matters related to facilities. We advise district administrators and file applications and agreements for partnership projects. Throughout the life of a project we consult with the superintendent or her/his designee. We provide required training for maintenance and custodial employees annually. We assist district personnel with Schooldude issues. We are members of the Arkansas Association of School Facilities Planners, and actively participate in the organization. We advocate the issues of concern to our local districts concerning the partnership program. We maintain regular and, we believe, effective communication with personnel from the division, assisting district personnel as needed in following Division requirements as to construction processes and requirements including fund reimbursement processes.

Program Summary:

We serve as the major advisor and resource for the 15 districts of Southeast Education Service Cooperative in matters related to facilities and related funding opportunities for partnership projects. We assist district personnel as needed in following Facilities Division requirements as to construction processes and procedures including fund reimbursement processes. Further, based upon experience as a school district superintendent I assist and/or advise superintendents and other district personnel in any matter of concern upon request. We provide annual training opportunities for maintenance and custodial employees. We also provide guidance and assistance to district personnel who deal with the operation and supervision of Schooldude.com software.

Major Highlights of the Year:

- We assisted districts in carrying out the requirements of the Division related to executing both partnership and locally funded projects. Services included advisement to

district administrators, filing of necessary forms, assisting with project reimbursement requests, and serving as liaison between the district and the Division.

- We worked with each district to submit the 2022 facilities master plan.
- We provided training for approximately 175 custodial and maintenance employees during June and July of 2021.
- We provided information and advice regarding facilities issues to districts of the consortium.
- We provided training and support for district employees who use schooldude.com.

Program: Financial Advisor
Funding Source: Coop Consortium
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Norman Hill
Position: Financial Advisor
Degree: Master of Admin.

Goals:

To provide districts within the co-op region financial assistance.

Program Summary:

Norman Hill consults with districts to provide financial assistance during the year. He also attends board meetings, community meetings and provide professional development sessions as requested.

Major Highlights of the Year:

The major highlight of the year has been in helping districts adjust budgets and working through the process of getting budgets in compliance with funding for Covid. This has been a very stressful time for most of our districts. Most districts have lost students because of the Pandemic. This is causing a drastic loss of funds and districts are facing a big increase in salaries. When Covid Funds run out we have several districts that will have financial issues and will have to cut personnel.

Districts have created new board zones this year because of the 2020 Census. It is a time of change since a lot of the existing board members are not running for their positions or they have opponents.

Program: Fingerprinting
Funding Source: Base
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Briana Colburn
Position: Media/Print Coordinator
Degree: N/A

Goals:

Our goal is to fingerprint individuals in order to complete the background check needed for educational employment.

Program Summary:

Provide fingerprinting for teachers renewing their licenses, teachers transferring employment and for new hires usually within our 15 districts.

Major Highlights of the Year:

There were over 800 employability checks administered to teachers, administrators, staff and those seeking to substitute teach in the past year.

Program: Gifted and Talented
Funding Source: Arkansas Department of Education GT Office
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Stephanie Hollis
Position: GT Specialist
Degree: MAT and GT Certification

Goals:

The Gifted and Talented Program seeks to recognize and develop talents in advanced learners. The G/T Specialist position provides support and services to the public school districts in our SE Arkansas region as guided by the ADE-DESE Gifted and Talented Program Standards. The position leads professional development on the needs of gifted and talented students as well as other as needed PD requested by participating school districts. In collaboration with DESE and participating school districts, aim to better identify traditionally underrepresented student populations to ensure greater equity. The G/T Specialist also aims to provide gifted services and enrichment opportunities to all students to provide positive experiences and student growth.

Program Summary:

The GT Specialist functions as a contact person and GT Program resource to a variety of educational stakeholders; including district GT coordinators, GT facilitators (teachers), administrators, students, parents, community members, and community business partners in support of Gifted and Talented Education. Some of the key responsibilities are:

- facilitating and ensuring that each SEARK school district meet all of the DESE GT Program Standards, especially those districts slated to be monitored
- functioning as a conduit for information and positive dialog between the DESE Office for Gifted Programs, Advanced Placement, and IB Programs with SEARK school districts
- providing and conducting quarterly meetings with SEARK ESC GT coordinators
- making on-site visits to local school districts to provide support and/or in-service topics for all educational stakeholder members
- attending quarterly meetings and staying connected with other DESE Education Service Cooperatives GT Specialist

- hosting various student academic competitions supported by SEARK schools
- developing and engaging in positive working relationships with local district personnel and DESE office employees connected with GT education and AP testing
- conducting appropriate needs- assessment questionnaires related to GT Specialist job
- facilitating, hosting, and presenting educational workshops and trainings; including College Board Pre-AP and Secondary Content trainings
- responding to requests from SEARK teachers to provide specific workshop topics upon need
- actively participating in the annual AGATE state conference and other advocacy opportunities, along with belonging to appropriate professional organizations
- supporting and volunteering for GT related events: i.e. Quiz Bowl moderator, AP testing proctor, or member of Arkansas Governor's School application selection committee
- managing all documentation and financial record keeping required by DESE and SEARK related to the ESC GT Specialist position (i.e. Strategic Management Plan & Monthly GT Specialist Report, & maintaining yearly applications for College Board and GT Specialist Grant).
- encouraging district personnel to participate in professional organizations (i.e. AAGEA, AGATE) as well as educational opportunities (Arkansas Governor's School, Arkansas School for Math, Science, and Arts)
- maintaining a positive working relationship with SEARK clientele and staff members

Major Highlights of the Year:

- Facilitated quarterly GT Coordinator meetings held in August, November, January, and April to provide DESE updates, provide best practices, and professional development based on GT Coordinator needs. For example: equity gaps.
- Provide individual technical support to districts in areas such as licensure, AP and Pre-AP compliance, scheduling, identifying students, appeal processes, TAV visits, curriculum, etc.
- Facilitated a book study on the book, *Blended by Clayton M. Christensen*.
- Provided two-day training for GT Coordinators to help with their program applications.
- Provided training for GT Coordinators interested in applying for ACT 56 award.
- Went into districts to help GT Coordinators with enrichment lessons.
- Provided training for Quiz Bowl moderators.
- Presented at Superintendent Board Meetings on GT updates and the new Pre-AP program.
- Provided training for AP Coordinators.
- Held Pre-AP meetings for school districts.
- Attended quarterly GT Specialist meetings held by DESE. Provided with GT updates and professional development to meet needs of school districts.
- District Director for AGATE organization. Attend AGATE Board meetings, serve at AGATE Conference and work on ideas and implementation of resources for Arkansas GT Coordinators, teachers, and students.

- Serve on the Governor's Advisory Council for Gifted and Talented Services. Attend quarterly board meetings to discuss any concerns issues for Gifted and Talented in Arkansas and submit a yearly report to the DESE Education Commissioner on recommendations for gifted and talented.
- Attend AAGEA Conference each year for new ideas to present to GT Coordinators.
- Served on Arkansas Governor's School committee to choose a host site for future sessions.
- Served on Arkansas Governor's School faculty selection committee.
- Served on Arkansas Governor's School student selection committee in Mathematics.
- **Offerings for Students:**
 - Eerie Arkansas presentation
 - Arkansas Governor's School presentation to students by Dr. Lasy from Arkansas Tech
 - Technical Fair-EAST students from local schools develop a technology lesson and present it to GT students.
 - Virtual Field trip to state parks.
 - Attended a Rubik's Cube competition and training so that this can be implemented in the coming year for our coop.
 - Brought in Theatre Squared production on American History.
 - Passion Projects-students presented on what they are most passionate about.
 - Battle of the Books competition
 - Earth Day Meme contest
 - Jr./Sr. Chess tournament
 - Elementary chess tournament
 - Elementary quiz bowl tournament
 - Middle school quiz bowl tournament-canceled due to Covid this year.

Program: HIPPY
Funding Source: Arkansas Better Chance
Competitive Grant: No
Restricted: Yes

Participating Districts:

Crossett	Hermitage	
Dewitt	Lakeside	
Drew Central	McGehee	
Dumas	Monticello	
Hamburg	Warren	

Personnel:

Name: Katrina Cavaness	Name: Ashley Wilmoth
Position: Admin Coordinator	Position: Office Manager
Degree: B.S. Psychology	Degree: A.A. Teaching

Name: Annie Harvey
Position: Office Assistant
Degree: A.A. Arts

Goals:

The goal of the SEARK HIPPY program is to reach families in their home setting, empower parents in the educational role as their child's first teacher, assist parents to better prepare their child for success in school, and to serve as a liaison between the home and the public schools.

Program Summary:

The HIPPY (Home Instruction for Parents of Preschool Youngsters) program is funded for 560 children in Southeast Arkansas. We work with the parents of children aged 2-5 (non-kindergarten eligible) residing in ten school districts within the Cooperative area who meet Arkansas Better Chance eligibility requirements. The families are served by:

1 Administrative Coordinator
1 Office Manager
1 Office Assistant
3 Field Coordinators (1-Bachelor's degree/2-Master's degrees)
22 Homebased Educators (CDA or A.A. in Early Childhood Education)

- HIPPY staff members deliver the HIPPY model program curriculum, books, and supplies to parents on a weekly basis for up to 30 weeks per school year. The curriculum for 5 year olds (non-kindergarten eligible) is delivered every two weeks per HIPPY protocol.
- HIPPY staff at each program site host a monthly group meeting with fun activities for parents and children. The group meetings are designed to provide information on

topics of interest to parents, increase socialization of parents/children, and to facilitate school familiarity as most meetings are held on school property.

- HIPPY staff are trained each week on the curriculum using role play techniques so they are better prepared to work one-on-one with the parent. A sample of the child's work is obtained each week to monitor progress and for inclusion in the child's case record.
 - HIPPY staff members are highly trained in program implementation to ensure adherence to HIPPY model program standards. Arkansas Better Chance requires at least 30 hours of training each year in early childhood development for all front line staff members.
 - The ASQ Developmental Screening is administered twice per year to identify developmental delays and make appropriate referrals for services. We also use this data as a pre/post assessment to measure growth during the program year.
-

Major Highlights of the Year:

- The SEARK HIPPY program had a successful Arkansas Better Chance audit with no negative findings for program year 2021-22. The audit includes case record reviews for ABC eligibility documentation, adherence to HIPPY standards, developmental screen referrals, and staff professional development.
- The SEARK HIPPY program received accreditation status from HIPPY US in program year 2020-21, which is valid for a three-year period. The accreditation review examines all aspects of our program as they relate to adherence to model program standards including staff meetings/role play, home visits, staff training, program administration, and recordkeeping.
- As a home visiting program, HIPPY faced many challenges as we navigated through the COVID-19 pandemic. We successfully served our families through a combination of social distancing, masking, porch visits, virtual visits, and in-home visits as community COVID rates allowed.
- 2021-22 ASQ 3 Summary for SEARK HIPPY
 - Pre-testing
64% below average (failed or scored "gray" indicating a potential delay)
36% within normal limit
 - Post-testing
28% below average (failed or scored "gray" indicating a potential delay)
72% within normal limits

Program: Literacy Consortium
Funding Source: LEAs in the Consortium
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Karen Robinson	Name: Latanza Atkins
Position: K-12 Literacy Specialist	Position: K-12 Literacy Specialist
Degree: Masters in Reading	Degree: Masters in Art and Science of Teaching

Name: Thea Capps
Position: K-12 Literacy/Dyslexia Specialist
Degree: Master's in Education, Reading Specialist, Administration, Dyslexia

Goals:

The Southeast Arkansas Literacy Consortium was developed to improve the teaching and learning process in Literacy in K-12 and dyslexia K-12.

Program Summary:

SEARK Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Literacy Program for grades K-12. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of literacy through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2021-2022 include:

Dyslexia-Vicki King discussed School Based Identification: This training focuses on the implementation of Act 1294 and school-based identification of students with characteristics of dyslexia in Arkansas. It will prepare educators to be informed members of the school-based teams that make decisions regarding the identification of students exhibiting the characteristics of dyslexia for placement in dyslexia intervention programs. There will be a review of the current definition of dyslexia; the core principles of dyslexia identification; case studies; and step-by-step procedures for analyzing assessment data.

Vocabulary Surge training 95% Group Book A in the morning; Book B in the afternoon. \$3350+\$10 per handout (45 people) Vocabulary Surge is a vocabulary program that addresses Anglo Saxon, Greek and Latin Root across content areas. This program enables teachers to effectively teach morphemes across content areas.

Dyslexia- Language Acquisition Knowledge and ESOL Strategies with Abbey Ebarb

Social Emotional Learning- Explore SEL strategies, procedures, routines that foster a healthy learning environment for teams.

Writing Revolution Book Study- This book study is a guide to advanced thinking through writing in all subjects and grades. We will lead teachers/facilitators through the process of using the Writing Revolution in every content classroom.

Dyslexia- Part 1 Addressing the Challenges of Teaching Math to Children with Dyscalculia and Dyslexia Bill Nielsen SCESC: Prepare to be engaged in session activities designed to raise your awareness of Dyscalculia (specific learning disability in math) and Dyslexia (specific learning disability in reading) while providing ideas/strategies to teach math to students with one or both of these specific learning disabilities. Research shows that Dyscalculia and Dyslexia occur together 40% to 60% of the time. Discussion of possible screeners for dyscalculia will be included.

SE Accurate Administration & Scoring of Formal and Informal Assessments Stacey Mahurin

Morning Session: This portion of the presentation include the following: basic testing terminology, procedures for administering formal/informal assessments, and guidelines for administering district-specific tests. Participants will be guided through the administration and scoring of the *Comprehensive Test of Phonological Processing-2* and the *Test of Word Reading Efficiency-2*. Scoring instructions and several reporting formats will also be addressed.

Participants will have opportunities to administer and score portions of these assessments.

Afternoon Session: Participants will review the administration guidelines of other frequently administered tests. The PAST will be included in this discussion. Participants will review several case histories for the purpose of discussing the following: a) grouping students, b) determining strengths and weaknesses, and c) general understanding of the results. Participants will have an opportunity for questions and discussions.

Dyslexia- Part 2 Addressing the Challenges of Teaching Math to Children with Dyscalculia and

Dyslexia Bill Nielsen SCESC: Prepare to be engaged in session activities designed to raise your awareness of Dyscalculia (specific learning disability in math) and Dyslexia (specific learning disability in reading) while providing ideas/strategies to teach math to students with one or both of these specific learning disabilities. Research shows that Dyscalculia and Dyslexia occur together 40% to 60% of the time. Discussion of possible screeners for dyscalculia will be included.

Major Highlights of the Year:

The Literacy Specialists has supported schools in a variety of ways including:

- Met with Dyslexia Interventionists every other month to provide support
- Instructional Facilitators Support- Met every other month to provide support to Instructional Facilitators
- Attended Team Meetings/Professional Learning Communities to support Structured Literacy
- Assisted in the implementation of new Science of Reading program in schools
- Conducted classroom observations to observe best practice and provide feedback
- Assisted in lesson planning
- Supported 12 districts on every 6-8-week rotation by providing PD virtually through Zoom or face to face and observing and giving feedback on instruction

- Supported 2 districts every month virtually through Zoom or face to face and observing and giving feedback on instruction
- Met with DESE quarterly with 5 schools and monthly with 7 schools for Act 1082 and provided follow up and implementation of their priorities
- Provided Paraprofessional training to Dumas school district in one 6-hour session covering topics in K-2 RISE
- Requested to be guest instructors for pre-service teachers at UAM for Science of Reading
- Provided Novice mentoring in the schools
- Trained teachers in K-6 RISE
- Trained teachers in ADE Science of Reading Phonological Awareness
- Trained teacher in ADE Science of Reading Encoding
- Trained teachers in ADE Science of Reading
- Trained teachers in ADE Science of Reading Overview
- Trained teachers in ADE Content Area Reading
- Trained teachers in ADE Content Area Morphology
- Trained teachers in Adult Education in ADE Science of Reading Modules (Awareness Pathway)
- Trained teachers in Social Emotional Learning
- Trained teachers in 7-12 Content Morphology
- Trained teachers in SOR for Special Education
- Trained teachers in Vocabulary and Morphology
- Provided books for literacy events to give away at local school districts.
- Developed and implemented ACT Aspire Boot Camp for 1 district
- Assisted in data analysis to support intervention
- Used data to help assist in selecting Science of Reading programs

Program: Literacy Specialist
Funding Source: Arkansas Department of Education, Learning Services Division K-12
Literacy Unit
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland Co	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Latanza Atkins
Position: K-12 Literacy Specialist
Degree: Masters in Art and Science of
Teaching

Goals:

To promote and support effective, research-based SoR practices for all students by providing professional learning opportunities and technical assistance to teachers, instructional coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, literacy interventionists, and special education teachers in the area of standards-based literacy (English Language Arts) curricula, instruction, and assessment.

Program Summary:

All fifteen districts received support face-to-face, virtually or indirectly. The support included, but was not limited to: data analysis, assessment analysis, lesson planning, intervention planning, novice support, dyslexia support, special education support, and PLC support. Literacy facilitators/coaches received bi-monthly updates from DESE and dyslexia, training and support in instructional strategies, and training in social emotional learning.

Major Highlights of the Year:

The Literacy Specialist has supported schools in a variety of ways including:

- Provided support to Instructional Facilitators/Coaches bi-monthly with hybrid literacy facilitation- 15 districts participated
- Conducted classroom visits to observe best practices and provide feedback
- Assisted novice teachers with lesson planning
- Supported 10 districts on every 6-8-week rotation virtually or face-to-face
- Supported 3 districts every month virtually or face-to-face

- Met with DESE quarterly with 5 schools and monthly with 7 schools for Act 1082 and provided follow up and implementation of their priorities
- Provided Novice mentoring of 40 novice teachers in the schools
- Trained 26 teachers in Adult Education in ADE Science of Reading Modules (Awareness Pathway)
- Trained 153 teachers in 7 districts in Social Emotional Learning
- Trained 11 teachers in 6 districts in 7-12 Content Morphology
- Trained 42 teachers from 1 district in Vocabulary and Morphology
- Trained 19 teachers from 9 districts in SOR for Special Education
- Developed and implemented ACT Aspire Boot Camp for 1 district
- Completed Year Two of Take Flight training
- Completed over 100 hours practicum hours for Take Flight training
- SEARK Reading Council, Vice President
- Arkansas Literacy Association Member
- International Literacy Association Member
- Provided books for literacy events to give away at local school districts.

Program: Literacy Specialist
Funding Source: Arkansas Department of Education, Learning Services Division K-12 Literacy Unit
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland Co.	Dumas	Monticello
Crossett	Fordyce	Star City
Dermott	Hamburg	Warren
Dewitt	Lakeside	Woodlawn
Drew Central	McGehee	

Personnel:

Name: Thea Capps
Position: K-12 Literacy/Dyslexia Specialist
Degree: Master's in Education, Reading Specialist, Administration, Dyslexia

Goals:

To promote and support effective, research-based SoR for all students by providing professional learning opportunities and technical assistance to teachers, instructional coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, literacy interventionists, and special education teachers in the area of standards-based literacy (English Language Arts) curricula, instruction, and assessment.

Program Summary:

The six-day RISE K-2 workshop consist of three days in the summer and three days in the fall or participants could choose to do all 6 days in the summer. Fourteen teachers from seven districts participated and had ongoing virtual/face-to-face support throughout the year. Science of Reading stand-alone days were offered in the summer to support the proficiency pathways. Paraprofessional training was provided to Dumas school district in one 6-hour sessions covering topics in K-2 RISE. All fifteen districts have had support in their schools either face-to-face, virtually or indirectly. K-12 Literacy Facilitating professional development is designed to support implementation of instructional (literacy) facilitators in Arkansas schools through embedded professional learning through face-to-face and virtual. I provided support to principals in selecting SoR programs based upon SoR list. UAM Support was provided to preservice teachers twice in the fall semester and twice in the spring semester on SoR topics.

Major Highlights of the Year:

The Literacy Specialist has supported schools in a variety of ways including:

- Met with Dyslexia interventionist every other month to provide support- 15 districts participated.
- Instructional Facilitator Support- Met every other month to provide support to Instructional Facilitator 15 districts participated
- Team Meetings/Professional Learning Communities to support Structured Literacy in grades K-2
- Implementation of new SoR program in schools
- Classroom Observations to observe best practice and feedback
- Lesson Planning
- Supported 12 districts on every 6-8-week rotation by providing PD virtually through Zoom or face to face and observing and giving feedback on instruction
- Supported 2 districts every month virtually through Zoom or face to face and observing and giving feedback on instruction
- Met with DESE quarterly with 5 schools and monthly with 7 schools for Act 1082 and provided follow up and implementation of their priorities
- Paraprofessional training was provided to Dumas school district in one 6-hour session covering topics in K-2 RISE
- Guest instructor for pre-service teachers at UAM for SoR
- Provided Novice mentoring of 38 novice teachers in the schools
- Trained 14 teachers in K-2 RISE
- Trained 9 in SoR Phonological Awareness
- Trained 17 in SoR Encoding
- Trained 12 in SoR Decoding
- Member of ALTA
- SEARK Reading Council
- Arkansas Literacy Association
- International Literacy Association Member
- Facilitated Dyslexia Training to provide continuing education hours (CE)s for area dyslexia interventionists

Program: Literacy Specialist
Funding Source: Arkansas Department of Education, Learning Services Division K-12
Literacy Unit
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Karen Robinson
Position: K-12 Literacy Specialist
Degree: Masters in Reading

Goals:

To promote and support effective, research-based SoR practices for all students by providing professional learning opportunities and technical assistance to teachers, instructional coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, literacy interventionists, and special education teachers in the area of standards-based literacy (English Language Arts) curricula, instruction, and assessment.

Program Summary:

RISE 3-6 PD was provided in the Summer of 2021. Days 3-6 were offered twice and Days 1-2 was offered once with 139 participants. Fourteen districts have sent over 490 teachers to RISE 3-6 PD. Vocabulary PD was provided to secondary teachers along with SoR stand-alone days were offered in the summer for those teachers finishing their pathways. All fifteen districts have had support in their schools either face-to-face, virtually or indirectly. K-12 Literacy Facilitating professional development is designed to support implementation of instructional (literacy) facilitators in Arkansas schools through embedded professional learning through face-to-face and virtual. I provided support to principals in selecting SoR programs based upon SoR list. UAM Support was provided to preservice teachers twice in the fall semester and twice in the spring semester on SoR topics.

Major Highlights of the Year:

The Literacy Specialist has supported schools in a variety of ways including:

- Instructional Facilitator Support--Met every other month virtually to provide support to Instructional Facilitators- 15 districts participated
- Team Meetings/Professional Learning Communities in Structured Literacy in Grades 3-6

- Implementation of new SoR programs in schools
- Data Analysis; ACT Aspire Analysis; Used data to help assist in selecting SoR programs
- Classroom Observations to observe best practices and feedback
- Lesson Planning
- Supported 12 districts on every 6-8-week rotation virtually or face-to-face
- Supported 2 districts every month virtually or face-to-face
- Met with DESE quarterly with 5 schools and monthly with 7 schools for Act 1082 and provided follow up and implementation of their priorities
- Guest Instructor for pre-service teachers at UAM for Science of Reading
- Provided Novice mentoring of 43 novice teachers in the schools
- Trained 139 teachers in RISE 3-6 Summer 2021 in 10 districts
- Trained 5 teachers in 4 districts ADE Science of Reading Overview
- Trained 18 teachers in 13 districts ADE Content Area Reading
- Trained 11 teachers in 7 districts ADE Content Area Morphology
- Secondary Vocabulary PD-requested: Trained 23 teachers from 8 districts.
- Morphology for Grades 3-6: Trained 15 teachers from 6 districts
- SEARK Reading Council, President
- Arkansas Literacy Association, State Treasurer
- International Literacy Association Member
- Provided books for literacy events to give away at local school districts.

Program: Math Consortium
Funding Source: LEAs in the Consortium
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Britnee Wright
Position: Math Specialist
Degree: Masters in Curriculum and Instruction

Name: Heather Carter
Position: Math Specialist
Degree: Masters

Name: Tyler Tarver
Position: National Math/Technology Consultant
Degree: N/A

Name: Jennifer Bay Williams
Position: National Math Consultant
Degree: N/A

Name: Peter Liljedahl
Position: National Math Consultant
Degree: N/A

Goals:

The Southeast Arkansas Math Consortium was developed to improve the teaching and learning process in mathematics in K-12 through the use of professional development.

Program Summary:

SEARK Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration of lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum.

Major Highlights of the Year:

Virtual Book Study- The Baller Teacher Playbook, Tyler Tarver. The book was divided up into 3 chapters per week and then the teachers/instructional facilitators answered questions and

corresponded virtually with each other on the various topics of the chapters. This allowed them to share their understanding and ideas with each other and create a working group of teachers from all different districts and grade levels. The teachers/instructional facilitators received 12 hours of PD credit for completing the book study and participating online.

The Baller Teacher Playbook Training with Tyler Tarver: Tyler Tarver presented a 6-hour face to face training to discuss the key points of his book. The training was all about helping teachers connect with their students in a way that they feel is truly making a difference. He was able to show teachers how to create not only meaningful relationships, but also how to create an engaging environment that helps students reach their full academic potential.

Math Language/Instructional Routines. This face to face training was presented by Britnee Wright and Heather Carter. This training provided teachers with ways to foster student participation while building math language, practices, and content simultaneously. Having teachers trained in these routines and showing them how to use them in their math classrooms, creates an environment where ALL students can learn and be successful at mathematics.

Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia/Dyslexia with Dr. Bill Nielsen. This face to face training was presented by Dr. Bill Nielsen a state mathematics specialist. He provided different activities and resources to the teachers and instructional facilitators that helped bring awareness to Dyscalculia. He provided the teachers with ideas/strategies to teach math to students with this type of learning disability. He was also able to provide the teachers with screeners and resources that they were able to take right back to their schools/classrooms and use.

Illustrative Mathematics-Mid Year Extravaganza. This face to face training was presented by Britnee Wright. This was a time for teachers who have been using the HQIM Illustrative Mathematics to come together to share and reflect on their experiences from the first semester and make plans for the second semester. This training was a chance for teachers to ask any specific questions with things within the curriculum they might have been struggling with and able to learn more about the curriculum.

Using Technology to Enhance F2F Math Instruction. This face to face training was presented by Britnee Wright and Heather Carter. This training showed teachers in all grades how to use various technology tools that help with math instruction and student engagement. Each student has a device now and this training helped teachers see how you can effectively use them in the mathematics classroom. The various technology tools that the teachers were trained on were Desmos, Geogebra, Brainiac Camp, Plickers, Jamboard and Peardeck.

Building Thinking in Mathematics K-12 Classrooms by Dr. Peter Liljedahl. This 6-hour face to face training provided teachers with 14 optimal practices that help to create deep mathematical thinking and learning to occur. By using these practices with a learner-centered approach, mathematics classrooms are transformed into a place where all students can learn and do mathematics. Each participant received the book Building Thinking on Mathematics K-12 and the companion book Modifying Your Thinking Classrooms for Different Settings both written by Dr. Peter Liljedahl.

Figuring Out Fluency in Mathematics by Dr. Jennifer Bay-Williams. This 6-hour face to face training provided teachers with a deeper understanding of procedural fluency. The teachers were given a plethora of pragmatic tools for shifting their classrooms towards a fluency approach. They were provided hands-on training that empowered the teachers to support students in acquiring the reasoning strategies and skills that are necessary for them to become versatile and nimble mathematicians. Each participant received the books, Figuring Out Fluency-Addition and Subtraction, Figuring Out Fluency- Multiplication and Division, and Math Fact Fluency all written by Dr. Jennifer Bay-Williams.

Program: Math Specialist
Funding Source: Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Heather Carter
Position: Math Specialist
Degree: Master's

Goals:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, parents, SPED, and Title 1 math teachers around standards-based mathematics curricula, instruction, and assessment.

Program Summary:

SEARK Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2021-2022 include: Math QuEST: AR Math QuEST is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators to help students develop positive identities as doers of mathematics to increase student achievement. AR Math QuEST is a two-year, state initiated professional development opportunity for exemplary teaching and learning based on NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practices. Math Coaches' Consortium: The focus of this training for math coaches/instructional facilitators/lead teachers, consists of both content and pedagogy for mathematics education. Emphasis was placed on providing professional development and school support that would equip teachers and facilitators to better serve their students.

Technology training was presented in many forms over many topics with the goal of helping teachers feel more at ease integrating technology with their face-to-face instruction. Another goal of the 2021-2022 Math Consortium was to bring in speakers from across the United States and Canada who have authored well know math professional texts. The reasoning behind this was to expand teachers'/facilitators' professional knowledge from experts in their field and to do it in a setting where they would feel comfortable asking questions. Novice Teacher Support: Each content specialist was assigned a group of novice teachers from various districts to mentor. The goal is through systematic support, teacher retention will improve.

Major Highlights of the Year:

The Math Department has supported schools this year in a variety of ways including:

- Arkansas State Math Standards overview & implementation
- Instructional Facilitator Support
- Team Meetings/Professional Learning Communities via ZOOM and face-to-face
- Data Analysis of interim and summative assessments
- Lesson Planning
- Model Lessons
- Supporting the Novice Teacher Program
- Supporting the implementation of RTI (Response to Intervention)
- Virtual Professional Development via ZOOM/face-to-face as needed per school district.
- Filled multiple requests for technical assistance
- Supporting the implementation of the K-5 Illustrative Mathematics curriculum for the several districts that adopted
- Virtual book study of The Baller Teacher Playbook by Tyler Tarver followed by a full day session with Tyler
- Having Dr. Peter Lileah, author of Building Thinking Classrooms in Mathematics Grades K-12, give a 6-hour PD session (each participant received a copy of his book)
- Having Jennifer Bay-Williams, author of Figuring Out Fluency-Addition and Subtraction and Figuring Out Fluency-Multiplication and Division (each participant will receive either the addition/subtraction or multiplication/division book of their choosing)

Program: Math Specialist
Funding Source: Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds.
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Crossett	Dermott
Dewitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Warren	Woodlawn

Personnel:

Name: Britnee Wright
Position: Math Specialist
Degree: Masters

Goals:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, parents, SPED, and Title 1 math teachers in the area of standards-based mathematics curricula, instruction and assessment.

Program Summary:

SEARK Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum.

Major Highlights of the Year:

CGI Year 1 by Emily Harvey. Cognitively Guided Instruction (CGI) is a student-centered approach to teaching math. It starts with what your students already know and builds on their natural number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is a way of listening to students, asking smart questions, and engaging with their thinking—all with the goal of uncovering and expanding every student's mathematical understanding.

QuEST Year 1 by Britnee Wright and Heather Carter. This training is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. This is a two-year state initiated professional development opportunity for mathematics educators grades K-12.

QuEST Year 2 by Britnee Wright and Heather Carter. This is the second year of training towards ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. This is a two-year state initiated professional development opportunity for mathematics educators grades K-12.

Fundamentals of Ratios and Proportional Reasoning. This training helped the teachers understand the learning progressions focusing on ratios and proportional reasoning from sixth to eighth grade. Participants gained a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student.

Illustrative Mathematics K-5 Training. This training introduced the teachers in the free, digital curriculum provided through a partnership of Illustrative Mathematics and Kendall-Hunt. The two days consisted of learning how to access the materials, how to use the materials, what a lesson looks like and then the teachers spent time planning for the first unit.

Illustrative Mathematics 6-12 Training. This training introduced the teachers in the free, digital curriculum provided through a partnership of Illustrative Mathematics and Kendall-Hunt. The two days consisted of learning how to access the materials, how to use the materials, what a lesson looks like and then the teachers spent time planning for the first unit.

Tips and Tricks for Teaching with the TI-84 with Corey Bobby. The TI-84 has been around forever, but there are lots of tips, tricks, and lessons that can help teachers use it as an even more powerful instructional tool. This session provided teachers with ideas and lessons for Algebra and Geometry teachers that they were able to take right back to their classroom.

What Else is Out There Besides Calculators? A Day with Geogebra and Desmos with Corey Bobby. Two resources for math teachers, Desmos and Geogebra, can take the teacher's classroom to a more engaging and enriching classroom. This session introduced participants to both platforms and helped them learn how to find and create classroom ready activities for students to explore.

Getting Started with Google JAMBOARD. Google Jamboard is an interactive whiteboard tool that allows you to sketch, add images, notes, annotations, and collaborate with others in real time. Google Jamboard is a built-in part of our Google Suite Tools for Education. This training the teachers explored the web version features and functions and how they can incorporate it in their classroom to build engagement and collaboration.

How to Use Peardeck- The Ultimate Walk-Through for Online Teaching. Teachers were able to discover how to put life back into their online instruction and how to make interactive

presentations using Peardeck! Teachers learned how to use Pear Deck to transform Google Slides lessons from one-way lectures to interactive conversations with students.

Teaching Remotely with Flipgrid. Teachers learned how to teach remotely using Flipgrid. Flipgrid is a free program that will allow you and your students to engage with each other and create classroom discussions in a virtual setting.

Getting Started with Nearpod. Teachers learned how to create engaging presentations using Nearpod! Teachers learned how to use Nearpod to transform lessons from one-way lectures to interactive conversations with students. NearPod is a tool that can very easily be integrated into any class.

Virtual Book Study- The Baller Teacher Playbook, Tyler Tarver. The book was divided up into 3 chapters per week and then the teachers/instructional facilitators answered questions and corresponded virtually with each other on the various topics of the chapters. This allowed them to share their understanding and ideas with each other and create a working group of teachers from all different districts and grade levels. The teachers/instructional facilitators received 12 hours of PD credit for completing the book study and participating online.

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Deep Dive into Content and Standards (Hamburg- Albritton Elementary). Teamed with the literacy specialist, Karen Robinson, to show and train the teachers how to differentiate instruction to meet the needs of all the students in the classroom. Worked on how they can choose a priority standard and find activities to use during RTI time to help meet the students' needs.

Illustrative Mathematics K-4 (Drew Central Elementary) This face to face training was presented by Britnee Wright. This was a time for teachers to come together to share and reflect on their experiences from the pilot year and make plans for the current school year. The teachers received more in-depth training on how to make Centers work in their classroom.

Illustrative Mathematics K-12 (Dermott Elementary and Dermott High School) This face to face training was presented by Britnee Wright. This was a two-day training to help teachers with implementing the new curriculum.

Math Curriculum Alignment Grades 5-12 (Drew Central Middle and Drew Central High School) This training was spent working with the teachers on creating a vertical alignment within the standards and within the IM curriculum. Teachers worked together to find gaps and discussed how they could address some of the lost learning the students currently have.

IM Institute- Monthly Hot Topics Sessions. Britnee Wright and Pam Allen (Wilbur D. Mills Cooperative) teamed together to host monthly 1-hour virtual sessions for teachers across the state to meet and ask questions and get extra help with IM curriculum.

Highlights with the following districts:

Dermott- Monthly PLC meetings with K-6 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for K-6 teachers. Modeled lessons for 7th and 8th grade teachers at the high school.

Dewitt- PLC meetings with 6-12 grade teachers 4 times throughout the year. Worked with the teachers on creating common formative assessments for each of their essential standards for each grade level 6-12.

Drew Central- Monthly PLC meetings with K-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for K-8 teachers. Worked with the 6 teachers for the district that are actively working with the QuEST Initiative. Met and worked with the two novice math teachers once a month.

Dumas- Monthly PLC meetings with K-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for K-8 teachers. Worked with all the math teachers for the district that are actively working with the QuEST Initiative. Met and worked with the two novice math teachers once a month.

Fordyce- Actively worked with the 7-12 math teachers to help them with deciding on choosing a HQIM for the upcoming school year. Modeled lessons for 9-12 teachers of examples of HQIM material.

Hamburg- Every other month PLC meetings with 6-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-12 teachers. Worked with all the math teachers for the district that are actively working with the QuEST Initiative.

Hermitage- Monthly PLC meetings with 7-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 7-12 teachers. Met with the 7th/8th grade novice teacher once a month. Worked with the 7-12 math teachers for the district that are actively working with the QuEST Initiative.

Lakeside- Provided IM 1-day Training for K-12 teachers. Monthly PLC meetings with K-9 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for K-9 teachers.

Star City- Every other month PLC meetings with 6-8 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-8 teachers. Worked with the 6-8 teachers for the district that are actively working with the QuEST Initiative.

Warren- Monthly PLC meetings with K-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for K-12 teachers. Met with the 10-12 grade novice teacher once a month. Worked with the 6-8 math teachers for the district that are actively working with the QuEST Initiative.

Woodlawn- Monthly PLC meetings with K-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for K-12 teachers. Met with the 1-4 grade novice teacher once a month. Worked with the 7-9 math teachers for the district that are actively working with the QuEST Initiative.

9-12 Math Task Force Committee- I am the Southeast Region Regional Leader. Planned and facilitated every other month zoom meetings with 9-12 teachers/administrators and college representatives to help create a more cohesive pathway for our students going from high school to college in math. We discussed problems that have occurred with the students entering college and how we can create a solution for them so they can be more successful in college from high school. I will be leading the team at the Math Summit this summer.

CTE Leadership Team- I am the math chair for the CTE leadership team for Allison Ray. This team meets to help look at data and give ideas on how to help schools improve their scores.

Other Highlights:

- Arkansas State Math Standards overview & implementation
- Supporting ACT 1240 teachers
- Supporting Novice Teachers
- Instructional Facilitator Support
- Team Meetings/Professional Learning Communities
- Establishing Essential Standards
- Data Analysis of interim and summative assessments
- Classroom Observations
- Lesson Planning
- Model Lessons
- Implementing RTI (Response to Intervention)
- On-site Professional Development as needed per school district.
- Filled multiple requests for on-site technical assistance
- Provided On-Site Support with Illustrative Mathematics
- Created resources to help teachers with virtual learning.

Program: Media/Printing
Funding Source: Base
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Briana Colburn
Position: Media/Print Coordinator
Degree: N/A

Goals:

The goal of the Print/Media department is to provide materials for our instructors of professional development workshops within the Cooperative. We also provide printing services for the schools within our 15 districts as well as the teachers.

Program Summary:

The Print/Media department provides printing for professional development workshops and meetings for cooperative coordinators and for schools and teachers. We provide a variety of services including laminating, poster printing as well as Ellison dies. We can print school handbooks, NCR forms (2, 3 and 4 part) as well as any other requests made by our districts. We also process all the mail for each of our various programs within the cooperative. When funding is available, luncheons are also facilitated by this office.

Major Highlights of the Year:

The Print Shop has produced 155 school handbooks as well as around a thousand Parents Rights handbooks. There were also 20,550 NCR forms printed for several of our school districts. We had several teachers come in for printing and laminating to get their classrooms ready for the school year.

Program: Migrant
Funding Source: Migrant Education
Competitive Grant: No
Restricted: Yes

Participating Districts:
Statewide

Personnel:

Name:	Kim Burnett	Name:	Clare Ortiz
Position:	Migrant Specialist	Position:	Recruiter
Degree:	Master in Elementary ED/Concentration in Technology	Degree:	HSD/AA

Name: Jairo Ramirez
Position: Assistant
Degree: N/A

Goals:

The primary goal of the Migrant Program is to help migratory students meet the same challenging academic content and student academic achievement standards that are expected of all children.

Program Summary:

The Title I Part C - Arkansas Migrant Education Program is a federally funded program that provides services to the children of families who move seeking temporary or seasonal work in Arkansas's agricultural and fishing industries. The program is designed to help children ages three (3) through twenty (21), who are uniquely affected by the combined effects of poverty, language, cultural barriers, and difficulties pertaining to the migratory lifestyle.

Major Highlights of the Year:

- Our coop is in the 3rd year of the program and we have learned a lot about the migrant program. As a team, we have accomplished the task of:
 - Writing and submitting a grant for the migrant program.

- Meeting with 75% of students in non-project schools and providing them with books and supplies.
- Completing summer school last year with the highest number of schools that participated.
- During this COVID-19 Pandemic, tutors from all districts continued coming up with creative ways to help parents and students safely. Continued to serve students both virtually and in-person visits.
- Specialists provided parents with PPE kits.
- This year we implemented three new migrant OSY summer school programs.
- The OSY, also, had a very successful vaccination clinic with over 100 people vaccinated.
- During the school year the migrant program hosted monthly meetings with the project school tutors to provide them with training and resources to take back to their respective schools.
- The OSY was provided with the following aid and training:
 - Hydration training
 - Safety training
 - Health training
 - Pesticide training
 - COVID-19 training with no COVID outbreaks
 - Hygiene packets
 - PPE kits

Program: Novice Teacher Mentoring Program
Recruitment and Retention
Funding Source: Base
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name:	Candace Ashcraft	Name:	Megan Boyce
Position:	(K-6) Recruitment and Retention Specialist	Position:	(7-12) Recruitment and Retention Specialist
Degree:	AA, BSE, MSE	Degree:	AA, BSE, MSE

Goals:

- Provide novice teachers the support, guidance, and resources they need both personally and professionally to be successful teachers by providing: a district lead contact, buddy teacher, (K-6) recruitment and retention specialist, (7-12) recruitment and retention specialist, co-op specialists support and training in order to promote retention and to promote progress towards earning their teaching license.
 - Provide novice teachers onsite and virtual assistance in order to differentiate and individualize support.
 - Provide novice teachers intensive support for classroom management in order to decrease discipline referrals and increase positive referrals.
 - Assist districts in recruiting and retaining teachers by providing a (K-6) recruitment and retention specialist and (7-12) recruitment and retention specialist.
-

Program Summary:

Southeast Education Service Cooperative provided twenty-four required days of professional development for novice teachers. The novices were trained on: Ethics, TESS, Guide for Life, Social Emotional Strategies, Data, Google, Classroom Management, Classroom Engagement, Communication with students and parents, 504, Special Education, Self-Care, Culturally Responsive Teaching, and the Marzano's Compendium of Instructional Strategies. Novice teachers were given access to 240 tutoring, study.com, and over seven praxis study sessions. Individual support was also given when needed. Individualized virtual and on-site support was provided to all novice teachers. Ethics training was provided for and completed by all teachers under the ACT 1240 waiver. All first-year novice teachers in the program, were assigned a "Buddy Teacher" for on-site, day-to-day support. District Lead contacts were named to ensure all mentoring activities were completed. A career fair was hosted at UAM, and our program

attended to provide information to career changers, or anyone interested in becoming a teacher, and to promote our district openings for 2022-2023.

Major Highlights of the Year:

- All novice teachers received on site or virtual support: K-6 math specialist (23 visits), 7-12 math specialist (62 visits), K-12 science specialist (44 visits), K-2 literacy specialist (59 visits), 3-6 literacy specialist (67 visits), 7-12 literacy specialist (28 visits), (K-6) and (7-12) recruitment and retention specialist (620). In total, 903 on site or virtual support was given to novice teachers.
- 24 days of professional development was held between the K-6 and 7-12 cohorts of the novice program. Presenters included: Dr. Tina Boogren (*The Beginning Teachers Field Guide* & Marzano's Compendium), Dr. Donnie Lee (Dean of the College of Education at Harding), Mark McLeod (Classroom Management), CHAMPS (Classroom Management), Monica Genta (*The Rooted Classroom, Game Changers, and 180 Days of Awesome*), Danielson Group (TESS), Keturah Rush (Google 101), and DESE Ethics Division.
- 97% of novices who were not licensed took advantage of optional Praxis support offered through the Novice Teacher Support Program.
- According to surveys completed by novice teachers, 97.6% plan to remain in education and 2.4% are undecided for the 2022-2023 school year.
- All ACT 1240 teachers worked with the K-6 and 7-12 recruitment and retention specialist to develop a licensure plan that included licensure requirements and a timeline. The individualized plans were shared with the novices, so they have a checklist and clear understanding of how to become licensed.
- A career fair was hosted at UAM, and our program attended to provide information to career changers, or anyone interested in becoming a teacher, and to promote our district openings for 2022-2023.
- Our program partnered with Kim Level (Dean of Education, UAM) and Landon Grimes (Partnership Coordinator, School of Education UAM) to offer 10 Praxis study sessions for novice teachers. The presenters of this content were UAM professors.

Program: Office of Coordinated Support and Service
Funding Source: ADE Grant
Competitive Grant: NO
Restricted: NO

Participating Districts:

Earle	Pine Bluff
Helena-West Helena	Marvell-Elaine
Lee County	

Personnel:

Name: Sheila Whitlow	Name: John Hoy
Position: Assistant State Superintendent	Position: Assistant State Superintendent
Degree: BSE, MSE, EdS	Degree: BSE, MSE, Ed Leadership
Name: Jennifer Barbaree	Name: Dr. Brent Miller
Position: Assistant State Superintendent	Position: Leadership Development Coach
Degree: BSE, MSE, EdS	Degree: BSE, MSE, GT., Leadership, EdD.
Name: Ryan Burgess	Name: Julie Amstutz
Position: Leadership Development Coach	Position: State SPED & Leadership Coach
Degree: BSE, MSE, Leadership	Degree: BSE, MSE-Ed., MSE-EC SPED, EdS
Name: Dr. Michael Watson	Name: Renee' Holland
Position: Behavior Leadership Support	Position: Executive Assistant
Degree: PHD, MSS, School & Counsel Psych	Degree: BGS

Goals:

The goal of the Office of Coordinated Support and Service (OCSS) is to provide assistance to any school district for which the Division of Elementary and Secondary Education (DESE) has assumed administrative authority under the laws of the State of Arkansas, one that has been classified by the State Board of Education as a school district in Academic, Fiscal, or Facilities Distress, or a district identified for level 4 or 5 support as noted in Act 930 of 2017. The OCSS will coordinate support and service to the identified districts as directed by the Commissioner of Education. The OCSS will provide reports to the Department of Education and State Board of Education.

Program Summary:

The primary function of the OCSS is to support districts that are under state authority and serve as a liaison between the appointed state superintendent and the Division of Elementary and Secondary Education (DESE). The Office of Coordinated Support and Service will utilize district needs assessments and support plans to identify supports and services to increase student achievement. OCSS will meet with districts and provide support to fiscal governance. The OCSS

will broker support and services from ADE, Cooperatives, agencies, organizations and vendors as needed to meet the prioritized needs of the district.

Major Highlights of the Year:

- Facilitated the development of written SOP's in Finance Department
- Coordinated support provided by all external organization to create a streamlined approach to assisting the district while working closely with the district's Director of Teaching and Learning to ensure district also provided support for buildings.
- Started the implementation of Tier II – School Intervention Teams (SIT's)
- Assisted principals and staff in identifying practical ways to utilize smart data dashboard
- Provided district wide training on Manifestation Determination Reviews, FBA's, Behavior Plans and components of PBIS
- Assisted schools in creating behavior expectations for buildings.
- Developed a plan for district wide professional development in the science of reading with a built-in component for monitoring impact.
- Book studies to assist district leadership with insight that is needed to develop district leaders and build leadership TEAMS with emphasis in achieving district goals. Bridging the gap between strong, intelligent, and committed leaders that are not always pulling in the same direction.
- Coordinated and collaborated with district to create a new CBI classroom. Fostering of relationships with Arkansas Consultants occurred, classroom environment individualized to reflect current student needs as well as one on one learning sessions with the teacher and principal.
- Assisted with establishing a Community Advisory Committee in efforts to create a district vision, mission, and goals along with a strategic plan to meet the needs of a newly formed district.

Program: School Health Services
Funding Source: Arkansas Master Tobacco Settlement
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Gwen Robinson, RN
Position: Community Health Nurse Specialist
Degree: BS Biology, Diploma of Nursing

Goals:

To aid in providing and to provide technical assistance, education and policy guidance to school district nurses and community health coalitions.

Program Summary:

Provide technical assistance to the community and schools:

- Provide technical assistance to schools to prevent youth initiation of tobacco and promote cessation efforts.
- Provide technical assistance to schools for health promotion and disease prevention.
- Provide technical assistance to school wellness committees.
- Support School Health initiatives.
- Provide technical assistance to school nurses for health screenings, immunizations, and other school health issues.
- Serves as a resource to communities for child health and current public health issues.
- Maintaining awareness of health disparity issues and assisting schools in developing targeted approaches to reduce disparities.
- Provide technical assistance to communities and coalitions on injury prevention

Provide Education and Training:

- Maintaining current knowledge of child health issues.
- Informing schools and communities of school health resources, available trainings and grant opportunities.
- Providing certification training to school nurses for mandated health screenings.
- Identifying and evaluating training needs of school personnel.
- Developing, coordinating, facilitating and conducting trainings for school personnel, LHU and community members.

Evaluating the effectiveness of educational/training programs to assure learning objectives are

achieved.

Major Highlights of the Year:

- Assisted with Pop-up Covid vaccine clinics in the communities of Lake Village, Warren, Star City, Monticello and provided Covid testing at Local Businesses
- Provided through ADH, School Covid vaccine clinics in Monticello, Star City, Hermitage, Eudora, Pine Bluff
- Assisted with Flu Vaccine clinics in schools of the co-op district and Community clinics in the district
- Provided Safety Swim safety training to students and assisted with handing out over 300 life jackets to 5th grade students
- Became a Youth Mental Health First Aid Instructor and provided YMHFA to 14 Adults that work with students and teacher in the co-op district
- Provided trainings and instruction at Kidz University at UAM on Nutrition, Tobacco Education and prevention and wellness
- Provided CPR certification to teachers and coaches at Monticello, and Local Day Care Centers and to the Foster Parents of The Call of Southeast Arkansas
- Provided CPR certification to Drew Central's FACS students (10) and Monticello OEC Criminal Justice classes (32)
- Provided School Nursing certification training for Screenings at the schools to New school nurses at Dermott, Warren, Woodlawn, Lake Village, Crossett, Hamburg and assisted with trainings at the Dawson Co-op, Arkansas River Co-op and South Central Co-op (10)
- Assisted facilitation to district nurses for the Back to School Nursing Yearly required education with the State School Nurse Consultant (School Nurse Updates, Communicable Diseases in the school setting/Covid education and testing) provided via Zoom
- Provided Oral Health training at the Drew County Backpack give away and also at the Hermitage Fall Festival.
- Provided Wellness training, Resiliency training, County statistics/information to the Foster Grandparents program
- Provided CPR certification to the Americorp student workers at Hamburg
- Assisted MITS Personal Care presentation to District Nurses from Woodlawn, Crossett, Monticello and Lake Village
- Provided Information on Presentations Provided by the CHPS (Community Health Promotions Specialists) and CHNS (Community Health Nurse Specialists) to the District Wellness Committees
- Partnered with Arkansas River Co-op for the 2022 School Nurse Academy covering "What's Poverty Got to Do with It" (30 district school nurses)
- Provided Tobacco Cessation/Electronic Nicotine Delivery System Presentation to Camden Fairview Middle School students (150 students)
- Provided Reproductive and STD presentation to Camden Fairview 6th graders (65 students)
- Became a STB Stop the Bleed Instructor
- Worked on New School Nurse Guidelines Committee
- Provided CPR/AED Awareness training to Monticello High School Seniors for graduation requirements (100 students)

- Participated in POC/CSH/SHI meetings around the state
- Presented County Health Rankings and Covid information to the Star City Chamber of Commerce meeting (40)

Program: Science Consortium
Funding Source: ADE
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Crossett	Dermott
DeWitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Warren	Woodlawn

Personnel:

Name: Monica Sims
Position: Science Specialist
Degree: M.Ed. in Curriculum and Instruction

Goals:

To promote and support effective, research-based science practices for all students by providing professional learning opportunities and technical assistance to teachers, science coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, science interventionists, parents, SPED, and Title 1 science teachers in the area of standards-based science curricula, instruction, and assessment. Support is provided through monthly grade band meetings: K-5, 6-8, 9-12.

Program Summary:

Provide training in 3-dimensional science; teacher mentoring, model teaching, curriculum development and alignment, unit development, and writing assessments, and techniques to prepare for life-long problem solvers. Main goal is to directly assist teachers and schools in planning curriculum for the K-12 AR Science Standards which includes 3-dimensional learning: the eight Science and Engineering Practices, eight Disciplinary Core Ideas, and seven Cross Cutting Concepts.

Major Highlights of the Year:

The Science Specialist supported all 15 districts in southeast Arkansas with curriculum and instruction through face-to-face support. This year a special focus was placed on scientific inquiry, the Arkansas Science Standards, and assessments.

A collaboration with the University of Arkansas Monticello brought a science professor to the Co-op on three separate occasions. The teachers in different grade bands (K-5, 6-8, 9-12) were engaged in hands-on inquiry-based learning activities that could be directly used in their classrooms. The teachers also received information and tips on engaging students with science fair projects. The 6th-8th grade and 9th-12th grade teachers received additional training on incorporating math skills into their classroom.

The Science Consortium also brought in the world-renowned science educator and trainer Paul Andersen who provided an elevated understanding of our Arkansas Science Standards and provided activities and assessments that incorporate the 3-dimensions: Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts.

Program: Science Specialist
Funding Source: ADE
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Crossett	Dermott
DeWitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Warren	Woodlawn

Personnel:

Name: Monica Sims
Position: Science Specialist
Degree: M.Ed. in Curriculum and Instruction

Goals:

To promote and support effective, research-based, equitable science practices for all students by providing professional learning opportunities and technical assistance to teachers, science coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, science interventionists, parents, SPED, and Title 1 science teachers in the area of standards-based science curricula, instruction, and assessment.

Program Summary:

Provide training in 3-dimensional science; teacher mentoring, model teaching, curriculum development and alignment. AR K-12 Science standards were implemented in grades K-4 beginning 2016-2017, 5-8 beginning 2017-2018, and 9-12 implemented the new standards 2018-2019. Test data accountability for each grade band began the same year as required implementation. As a science specialist the charge will be to assist teachers and schools in planning curriculum for the K-12 AR Science Standards which includes 3-dimensional learning: the eight Science and Engineering Practices, eight Disciplinary Core Ideas, and seven Cross Cutting Concepts. The coop science specialist will work closely with the Science Unit of DESE (Division of Elementary and Secondary Education) to develop lessons and units of study to integrate science in the literacy block in grades K-5. Future plans will include a focus on intentionally integrating Literacy in science in grades 6-12.

Major Highlights of the Year:

The Science Specialist supported all 15 districts in southeast Arkansas with curriculum and instruction through face-to-face support. This support varied for each district K-12th grade. Two school districts received bimonthly support which included 17 elementary teachers (K-5th grade) and seven middle/junior high teachers (6th-9th grade).

The science specialist was one of the engineering notebook judges at a Regional VEX Robotics competition.

A collaboration with the University of Arkansas Monticello brought science professors to the Co-op on four separate occasions. On three occasions, teachers in different grade bands (K-5, 6-8, 9-12) were engaged in inquiry-based learning activities that could be directly used in their classrooms. The final occasion was a Question and Answer session for high school teachers to help clarify science content needs for students choosing to attend a post-secondary institution.

To support the local districts with more inquiry-based learning, the Science Specialist attended training for FieldScope. FieldScope is a citizen science data site that promotes inquiry-based learning for middle to high school students. Teachers will be trained on FieldScope during Consortium meetings, school-level meetings, or individually.

Picture Perfect STEM is another training attended by the Science Specialist. This training will be provided to K-5 grade band teachers during Consortium meetings, school-level meetings, or individually. Picture Perfect STEM contains lessons that use literature to engage students in the Science and Engineering Practices.

Finally, the science specialist went through training to become a facilitator for OpenSciEd. This will allow the science specialist to provide support to local teachers whose districts have adopted the OpenSciEd curriculum or are considering adoption. This support includes a multi-day Launch training and individual follow-up support as needed.

Program: SEARK Foster Grandparent Program
Funding Source: Coop Consortium – CNCS Federal Grant
Competitive Grant: Yes
Restricted: No

Participating Districts:

Crossett	Dermott	Drew Central
Dumas	Hamburg	Hermitage
Lakeside	Warren	

We also serve CBKing centers in McGehee, Dermott and Eudora

Personnel:

Name:	Theresa Horton	Name:	Andra Brown
Position:	Program Coordinator	Position:	Volunteer Coordinator
Degree:	MNSc	Degree:	NA

Goals:

- To provide literacy tutoring/mentoring senior volunteers to identified children in need in lower elementary and preschool.
 - To provide senior volunteers to children in licensed daycares and preschools for children who are developmentally behind to assist in providing a literacy rich environment and ensure success when they enter kindergarten.
 - To provide quality volunteering experiences to senior adults in southeast Arkansas to enhance their quality of life and provide opportunities for them to contribute in meaningful ways to their communities
-

Program Summary:

The Foster Grandparent Program is an AmeriCorps Senior program funded by CNCS to provide opportunities to senior adults and provide tutoring services to identified children. Senior volunteers age 55 and above serve approximately 20 - 30 hours per week in schools, preschools and daycares. They receive an hourly stipend paid through the grant. They also receive training in appropriate educational areas and quality of life issues. Each volunteer serves approximately 5 children a day for a minimum of 30 minutes per child. The program has been cosponsored by the SEARK Education cooperative since 1990.

Major Highlights of the Year:

Program Strengths:

The SEARK Foster Grandparent Program has a longstanding presence and excellent reputation within the school districts served. Every year we ask teachers who work with our volunteers to feel free to nominate them for our Volunteer of the Year Award. Following are comments from some of those nomination letters:

"Mrs. _____ has been wonderful asset to my classroom. She is very dependable; she does not make a habit of missing work. She greets everyone with a smile and has wonderful relations with the staff and children. She has a fun, positive attitude and is always a joy to be around. She takes each task that she is given very seriously and does her best to accomplish it. In the classroom, she has been observed helping children with academic skills such as identifying colors, numbers, letters and counting. She also enjoys participating with the children during music and movement time. On the playground, Ms. ____ has been observed interacting with the children by tossing or kicking a ball back and forth with them, pretending to drive a car, and talking with them. Mrs. ____ goes above and beyond to help the children and staff."

"Mrs. ____ has been a stabilizing influence in the classroom, providing a warm and gentle presence that the children respond well to. For example, Mrs. ____ tirelessly works with the students on their lessons and encourages them on their progress and gently corrects their mistakes. She lovingly guides them in their play and takes a genuine interest in conversing with the students. Mrs. ____ has been an accomplished and highly capable volunteer..."

"This year I was blessed with having Mrs. ____ as a Foster Grandparent. She has proved to be a great asset and also a good friend. Mrs. ____ is always on time and works faithfully with all the children. We work as a team always making decision for our children. She works diligently on every task asked of her. Mrs. ____ goes above and beyond the call of duty. She does not stop until the job is done. She possesses self-discipline and does not participate in gossip. She is very creative and demonstrates this ability choosing activities for the themes we are teaching. Mrs. ____ is very organized. She organizes supplies for the children."

"She is a 'big' help with the babies in the classroom and they absolutely love 'Granny'. I remember having a new baby starting...and cried so much and nothing I did would calm him. Mrs. ____ told me to give him to her and soon as she started rocking and talking to the baby he stopped crying instantly and smiled and Mrs. _____. I was told that babies can detect if a person have a 'bad' spirit or a 'good' one. Mrs. ____ truly does have a good spirit. Mrs. ____ provides the balance I need in this classroom. Whenever I feel frustrated or overwhelmed when multiple babies are crying all at one, Mrs. ____ steps in and calms the babies. I am so grateful to have Mrs. ____ as my Foster Grandparent. I don't know what I would do without her."

"Grandma ____ is a treasure! She has been with me for several years now and always has a positive attitude. She genuinely loves the children and encourages them to be their best. Her smile is encouraging. The children love when she reads to them. We just love her dearly!"

"____ is always on time and ready to work. He not only works with the students that are assigned to him, he wants to help all the children. On his break, he is up and down the hall assisting others that are in need. I wouldn't want to trade him for anybody"

"Mrs. _____ is an exceptional Foster Grandparent. She is dedicated to her role! She is here every day on time and when she will not be here (which is very rare) she always lets me know. She is very helpful and I enjoy having her in my class. My students also enjoy her loving presence. She interacts with them on an educational level as well as a personal level. She also participates with them during lessons. I am so used to doing things myself and one day she finally said 'you know I can help you with that, I don't mind.' She tries to be involved as much as she can with my class as well as the other classes."

With the ability to place volunteers back into classrooms during the 2021-22 school year, we are able to directly and indirectly impact students face-to-face. Following is data related to the Foster Grandparent Impact in our schools and communities served submitted with our most recent grant report. The majority of our volunteers provide direct assistance to 3-5 children daily.

Information regarding the children served is depicted in the following chart.

Client Info	
Birth to age 5	169
Ages 6-12	101
Total # of children served	270
Total # of children of prisoners	
Total # children benefit indirectly	717
Special Needs	
Abused/Neglected	1
Developmental Disabilities	123
Emotional Disabilities	24
Hearing Impaired	2
Homeless	1
Language Barriers	12
Learning Disabilities	35
Physical Disabilities	2
Significantly medically impaired	3
Visually Impaired	3
Other Special Needs	156
Literacy	106
Speech Impaired	44
Child in Foster Care	6

Improved academic performance and gains in social and/or emotional developments are consistently demonstrated in over 90% of the children served by SEARK Foster Grandparent volunteers.

In addition to the benefits provided to the children served, the Foster Grandparent volunteers are benefitted as well. Volunteers who meet federal income guidelines (200% of DHS Poverty

Guidelines) receive a small hourly stipend and mileage reimbursement for their services. The stipend is not taxable and is not reportable as income, nor does it affect eligibility for other benefits. Eligibility for stipend is reviewed annually. An individual who exceeds federal income guidelines may still volunteer without reimbursements.

Aside from the financial benefits, mental and physical well-being is improved (sense of belonging, meaningful relationships with children, staff and peers, and increased physical activity).

A Senior Corps Volunteer Study conducted by CNCS (the program funder) showed that:

- “After two years of service in Senior Corps, 84 percent of older adults reported improved or stable health.
- 32 percent of Senior Corps volunteers who reported good health at the beginning of the study reported improved health at the two-year follow-up.
- Of those who reported five or more symptoms of depression at the beginning of the study, 78 percent said they felt less depressed two years later.
- 88 percent of Senior Corps volunteers who first described a lack of companionship reported a decrease in feelings of isolation after two years.
- Among those who initially reported a lack of companionship, 71 percent reported an improvement in their companionship status.”

<https://americorps.gov/newsroom/press-releases/2019/volunteering-helps-keep-seniors-healthy-new-study-suggests>

Volunteers are part of something worthwhile that brings great satisfaction and lots of fun.

Program Challenges:

COVID-19 continues to present multiple challenges for this program.

1. One of our active sites chose not to allow any volunteers to serve in person during this entire school year. Because of the continued concerns over the previous year related to COVID, we only had one volunteer remaining affected by this and we were able to place her at another station. Another of our active sites refused to allow us to replace two volunteers that were lost due to health and relocation, so we currently do not have volunteers in that station (COVID concerns were the stated reason for the pause in placement at this time). Fortunately, all of our remaining partner stations allowed volunteers to return to service in person this year. However, only 3 of those sites allowed us to place new volunteers. School administration and teachers were understandably hesitant to add brand new volunteers into the classroom mix with the continued unknowns associated with the pandemic remaining. We were fortunate to place 8 new volunteers in spite of these challenges.
2. The stress created from COVID continues to affect many of our volunteers. Some are continuing to deal with chronic health conditions and some are taking short leaves of absence as case numbers escalated. This, coupled with the already lower number of total volunteers, is adversely affecting our total number of volunteer service hours.

Supporting our volunteers remains our priority in order to maintain their enrollment for service as the pandemic, hopefully, begins to subside.

3. Natural attrition occurs every year. Because of COVID, we are now effectively behind two years in recruitment for replacement of volunteers who left our program during the 2019-20 school year. Our number of active volunteers has decreased, again directly due to the COVID pandemic. We do have 9 individuals who have applications on file for placement, but the Omicron variant surge that began in December, 2021 caused us to put their placement on hold due to station and/or potential volunteer hesitancy. Some of these potential volunteers stated that they wanted to wait until the next school year to see what happened with the pandemic. Even though COVID and its variants are still a threat, we are hopeful that an endemic phase will be forthcoming and we can begin the process of rebuilding our program. We continue to be encouraged by interest in our program and are accepting volunteer applications.

It is noted that the decline in the number of volunteers is a nationwide trend and, unlike many of our counterparts across the country, we have been able to return all current volunteers to in-person service.

Non-COVID specific challenge continues with lack of ready access to obtain background checks through the provider required by our funder, Fieldprint. The closest LiveScan location is 50 miles from our office location and 100 miles from our furthest volunteer site. Transportation is an issue as our applicants are low income and many do not own a vehicle. We struggle with finding locations that will/can provide ink fingerprinting for our potential volunteers as well and coordinating schedules to have these completed is a challenge in itself.

Program Opportunities:

With the American Rescue Plan Act of 2021 (ARP), federal funding was made available for competitive grants to be submitted for Senior Demonstration Programs. FGP Coordinator, Theresa Horton, submitted a grant proposal and received funding for 2 years in the amount of \$298,607. The purpose of this grant is to expand the number of sites currently hosting Foster Grandparent Volunteers in the SEARK. The grant will formally begin on July 1, 2022 with the hiring of an individual who will be responsible for cultivating new volunteer sites as well as recruiting volunteers for those sites. This is an opportunity to sustain and grow the Foster Grandparent Program.

Special events over the past year involving our Volunteers occurred in connection with 9/11 and MLK Day.

9/11 Remembrance Event: Six FGP volunteers participated in the 9/11 Flag of Honor Across America Memorial in Drew County in partnership with Engage AR/AmeriCorps. The Mayor, Chief of Police, Drew County Sheriff, VFW Commander and representatives from the local fire department and EMT service participated in the ceremony. Names of those lost on 9/11 were read aloud as well as the names of the 13 who lost their lives supporting evacuation operations at Hamid Karzai International Airport Kabul, Afghanistan.

Following the official ceremony, Hospice Home Care provided a meal to local military, veterans and first responders. The six FGP volunteers assisted with this project.

In addition, 42 volunteers participated in 9/11 Project Read at their assigned station. Volunteers read an age-appropriate book about first responders to 540 children.

MLK Day of Service: Prior to MLK Day of Service, Foster Grandparents, with assistance from AmeriCorp Members, worked to make 30 blankets to be donated to a local organization serving women in need in Monticello. During the week of MLK Day, several FGP Volunteers, along with FGP staff, delivered these blankets to Hope Place in Monticello, Arkansas.

Partnership/Collaboration Development

We continue to enjoy partnerships in our region and were able to utilize some of those for in-service training throughout the year.

1. A new partnership has been developed with AR Connect, a program that provides assistance with mental health issues by connecting individuals with services. They have provided information for in-service training and have agreed to participate in our summer conference to be held in May, 2022.
2. We have also partnered with Arkansas State Parks for educational programming.
3. We continue our partnerships with our Cooperative Education Specialists; the Drew County, Ashley County and Desha County Extension Services; local health departments; the Arkansas Senior Medicare Patrol; and the Arkansas Geriatric Education Collaborative to provide trainings and materials throughout the year for our volunteers.

Overall, the Foster Grandparent Program is a proven complement to the mission of the SEARK Education Cooperative in providing assistance to the school districts served as well as our Volunteers and the community at large.

Program: Special Education – LEA Supervisors
Funding Source: VI-B
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County	Hamburg
Crossett	Hermitage
Drew Central	Monticello
Dumas	Warren
Fordyce	Woodlawn

Personnel:

Name: Rhonda Daniel
Position: LEA Supervisor
Degree: BA, MSE

Name: Dr. Yolanda Thomas
Position: LEA Supervisor
Degree: BS, MA, EdS, EdD

Name: Dawn Campagna
Position: LEA Supervisor
Degree: BSE, MSE, EdS

Name: Natalie Gosdin
Position: LEA Supervisor
Degree: BSE, MSE

Name: Kandi Keith
Position: LEA Supervisor
Degree: BA, MSE

Name: Karyn Frisby
Position: LEA Supervisor
Degree: BAS, ME

Goals:

To supervise, plan, and keep in compliance the special education services for the districts assigned.

Program Summary:

Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Major Highlights of the Year:

All compliance areas have been met. Budgets and other reports have been submitted in a

timely fashion. All districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. Procedures for child find are also in place to ensure that compliance is met there as well.

Program: Teacher Center – Professional Development
Funding Source: Base Funds
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Rhonda Mullikin
Position: Teacher Center Coordinator/Asst. Director
Degree: BA-UAM; Masters-U of A; Admin Certificate

Name: Christy Johnson
Position: escWorks Coordinator, Clerical, ParaPro Test Administrator
Degree: N/A

Goals:

To provide administrators, teachers, and other district personnel professional growth opportunities in order to increase student achievement, expand knowledge, enhance skills and develop new strategies. Supporting school improvement initiatives and enhancing program integration through effective communication and technical support are also essential.

Program Summary:

The Teacher Center Coordinator has the primary responsibility for planning and carrying out the professional development programs for member districts. The professional development programs are, in part, identified by the results of Arkansas Professional Development Survey, the Co-op Needs Assessments Survey, district site visits, DESE Initiatives, and in collaboration with the Teacher Center Committee. A wide variety of workshops are provided for teachers, administrators and support staff throughout the year utilizing the expertise of regional, state and national consultants. In the summer, we contract with teachers of excellence and consultants to provide professional development. The Co-op in collaboration with DESE serves as a training site for the many state initiatives. Collaboration with DESE, ERZ, UAM, ASBA, and AAEA help in providing professional development for member districts.

Major Highlights of the Year:

These opportunities include, but not limited to, trainings such as:

Math

AR Math Quest Cohort 1 and Cohort 2, CGI (Cognitively Guided Instruction) Year 1, Illustrative Mathematics (IM) Trainings for K-5 and 6-12, IM Monthly 1-hr after school zoom sessions for teachers to ask questions, on-site visits to school to provide targeted assistance and support with mathematical practices, curriculum design and curriculum alignment, were held. The Southeast Co-op Math Consortium was provided for all fifteen districts free of charge. These sessions provided opportunities for collaboration and discussion with school/district leaders to provide direction in mathematics in Southeast Arkansas.

Literacy

All fifteen districts received support face-to-face, virtually or indirectly. The support included, but was not limited to: data analysis, assessment analysis, lesson planning, intervention planning, novice support, dyslexia support, special education support, and PLC support. Literacy facilitators/coaches received bi-monthly updates from DESE and dyslexia, training and support in instructional strategies, and training in social emotional learning.

Dyslexia

Dyslexia was incorporated into our Literacy Facilitator PD. The Dyslexia Specialist is CALT certified and provides specialized PD for those interventionist and lead teachers in all issues and trends concerning Dyslexia. This professional development meets the yearly Continuing Education (CE) requirements for CALT certification. All fifteen districts have the opportunity to participate in this project by sending a literacy facilitator, instructional facilitator, or a lead teacher to receive intensive training in dyslexia to bi-monthly meetings virtually or at the Co-op. Topics included were School-Based Identification, ESOL Strategies; Administration of Formal and Informal Assessments, and Dyscalculia.

Southeast Arkansas Educational Cooperative hosted Year One of Take Flight training. Take Flight is one of DESE approved dyslexia programs. This was the first year of a two-year training program process that leads to certification as a dyslexia practitioner or therapist. It addressed the basic language skills for reading, writing, and spelling. The twenty-nine participants represent nine of the fifteen school districts SEARK Co-op services. The schools participating are: Cleveland County, Crossett, DeWitt, Hamburg, Hermitage, Monticello, Star City, Warren, and Woodlawn. The participants were trained in the use of a multi-sensory structured language program for students with specific language disabilities such as dyslexia and other related disorders. Take Flight is part of the Texas Scottish Rite Program. Year Two will consist of five face to face trainings in July, followed by ten days during the school year.

Science

Grasping Phenomenal Science (GPS) PD provides a wide range of training for teachers from understanding the Arkansas Science Standards to developing 3-Dimensional assessments, lessons, and units of study. On-site visits are also provided to schools to support teachers in their implementation of the GPS PD and assist with implementing phenomenon-based lessons within their current curriculum. The Southeast Co-op Science Consortium was provided for all fifteen districts free of charge. These sessions provided opportunities for teachers to collaborate, engage in inquiry activities, and attend training with world-renowned science educator and trainer Paul Andersen.

Administrator's Institute

The Southeast Co-op Administrator's Institute is provided annually to administrators. The Institute was offered virtually due to COVID. There were 89 registered for the three days.

Maria Nielsen presented the 15 Day Challenge on June 8th. Through this interactive workshop, administrators discovered a 15-day challenge that has helped schools across the nation strengthen their PLCs. Maria Nielsen shared how to jumpstart the work of collaborative teams and bring the PLC at Work process to life in classrooms, schools, and districts. Social and Emotional Care for Administrators with Dr. Tina Boogren was offered on June 14th. This session was to help administrators lead a happier, healthier, more fulfilled life inside and outside of the classroom. With author Tina H. Boogren's guidance, they worked their way through self-care strategies and techniques. A self-care plan was designed to support their health and wellness during the school year. Tier 1 and Legislative Updates with Mike Mertens from AAEA finished up the institute on June 16th.

School Board Training

APSRC provided School Board Member training sessions at Southeast Co-op on October 5 and 18th. There were 43 school board members trained on October 5th and 26 trained on October 18th. Training consisted of two 3-hour training sessions for a total of 6 hours. The first training session focused on the legislative session/new laws that were passed and all required training for board members. The second session included board leadership and other relevant topics.

ACT 1082 School Support

The Teacher Center Coordinator and the literacy specialists supported level three and level four schools through monthly and bi-monthly zooms with the DESE Literacy Support team. In addition to the monthly and bi-monthly zoom meetings, the literacy specialists provide support, training, and feedback based on goals set by the Districts in their literacy plan. Literacy specialists will continue to support level four schools with monthly visits and level three schools with quarterly visits and on-going professional development as requested by Districts.

Homeless

DESE received funding from the USDA to fund the McKinney-Vento Grant. McKinney-Vento grant funds were awarded through a competitive grant process. All fifteen districts in the co-op applied for the grant. Seven of the districts selected to have their funds handled by the co-op. These funds are designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. Schools must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. Schools send their homeless needs lists to the co-op and purchases are made for them as requested.

Trauma Resource Initiative for Schools (TRIS) and Social and Emotional Care

The Arkansas Trauma Resource Initiative for Schools (TRIS) provided training to school personnel at Southeast Co-op to help them recognize and respond to the impact of trauma on students. Three sessions were offered. Trauma informed care: Supporting Students During Difficult Times, Caring for Yourself and Others: A Trauma-Informed Approach to Self-Care, and Supporting organizational wellness.

Dr. Tina Boogren offered Social and Emotional Care for Administrators. This session was to help administrators lead a happier, healthier, more fulfilled life inside and outside of the classroom. With author Tina H. Boogren's guidance, they worked their way through self-care strategies and techniques. A self-care plan was designed to support their health and wellness during the school year.

Title IX

The Arkansas Education Service Cooperatives contracted with Arkansas Attorney Cody Kees to provide Title IX professional learning on September 13, 2021, for all school district leaders in Arkansas. All Arkansas Cooperatives shared the cost of the session. One hundred eighty-five educators across Arkansas engaged in the Zoom. Mr. Kees allowed the cooperative to retain a recording of the session to share with districts in the future, as needed.

ACT Prep

This grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. This program allows for all districts in Arkansas to opt-in for additional support for their students in taking the ACT. The support is intended to be implemented school-wide allowing all students access and resources to improve ACT scores. There were 261 school districts across the state that opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district and the program will be provided for two years. Chad Cargill provided 10 sessions for 924 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review. Chad has written a book with all of his tips and strategies and every student received a copy of the book to study further. ACT programs will be used again in the 2022-2023 school year. Arkansas Cooperatives are working to schedule and organize these events for all public, private and charter schools in Arkansas.

Transportation Association Partnership between Southeast, South Central, Arkansas River, and Great Rivers Cooperatives

A new partnership was formed this year for district transportation directors from Southeast, Arkansas River, Great River, and South Central Cooperatives to meet quarterly during the school year. These meetings are to provide them with scheduled meetings for continuing education and to problem solve. Information about mechanical issues, technical issues, disciplinary issues, and other transportation issues are a part of agenda items during quarterly meetings. The meetings were facilitated by a member of the Arkansas Division of Public School Academic Facilities & Transportation Team (Janet Clarke) This past year they met on January 27, March 3, and May 9, 2022. Each hosting site offered the session onsite and by zoom and face to face to accommodate all members.

Superintendent and Job Alike Sessions

The Co-op has a very close, collaborative group of superintendents and Job Alike members. Listservs for each of these groups have been made and are used daily. The superintendents use the list serve for daily communication, problem solving and sharing ideas. They also meet after each board meeting for a round table discussion time. The Job Alike meets each month following the statewide AACIA meetings. The group discusses updates and provides new information to curriculum leaders. These activities have assisted in building a collaborative team in our co-op.

A comprehensive list of professional development workshops is provided at the end of this report.

Program: Technology
Funding Source: ADE Grant
Competitive Grant: Yes
Restricted: Yes

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Evan Patrick
Position: Technology Center Coordinator
Degree: BS

Goals:

Provide quality technology support for the cooperative and for the member schools.

Program Summary:

- Support districts in their efforts to provide technology for teaching and learning
 - Provide quality professional development for district tech coordinators
 - Provide ongoing support to the cooperative: network maintenance and training
 - Host monthly meetings with the district technology coordinators
 - Provide E-Rate assistance for the cooperative and member school districts
 - Provide off-site location for emergency use for eSchool needs
 - Foster the implementation of student-focused education and the preparation of all students for college, career, and community engagement
 - Create technology-infused learning spaces that serve as a model for educators
 - Create a stable and robust infrastructure that supports the needs of the ADE and the cooperative
 - Work with districts and schools to increase access, understanding, and utilization of digital resources
 - Assist districts in preparations for online state assessments
 - Prioritize services for districts and schools identified as needing the most support
 - Increase awareness and preparedness for cybersecurity events/issues
-

Major Highlights of the Year:

- Brought in Assistant Commissioner Don Benton and Director of Data Use & Privacy to present to all Southeast Co-op tech coordinators
- Served on the P12 Cyber Security Team to plan and prep for future cyber security breaches

- Appointed as the Director of the Statewide Cyber Threat Response Team
- Collaborated with DESE to provide a virtual cyber range experience for techs statewide
- Planned and coordinated training with DESE for building capacity for CTRT members
- Planned and coordinated training with DESE for building capacity for techs statewide
- Worked with ACTC President to provide Google Admin training for co-op tech coordinators
- Collaborated with DIS to provide a cyber training day for school techs at ACOT
- Coordinated with DIS to provide training for cyberthreat hunting tools for co-op techs
- Provided professional learning sessions on Zoom
- Provided professional learning sessions on website editing
- Provided Wireless Training for Southeast Co-op Tech Coordinators
- Providing session at HSTI on Google for Admins
- Providing session at the Admin Institute on Cybersecurity
- Managed and planned, and coordinated the \$150000 technology grant awarded from DESE

Program: Transportation Association Partnership between Southeast, South Central, Arkansas River, and Great Rivers Cooperatives
Funding Source: Base Funds
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name:	Janet Clarke	Name:	Matt Valentine, Consultant
Position:	Sr. Transportation Manager ADE	Position:	New Bus Driver Curriculum Trainer

Name: Mike Simmons
Position: Public School Program Coordinator ADE

Goals:

To form a partnership of transportation directors to provide them with continuing education and to problem solve.

Program Summary:

Meetings to organize a Pupil Transportation Association were developed. The focus of this group is continuing education and problem-solving. Information about mechanical issues, technical issues, disciplinary issues, and other transportation issues are a part of agenda items during quarterly meetings. The meetings were facilitated by a member of the Arkansas Division of Public School Academic Facilities & Transportation Team. Future face-to-face meetings will rotate to the other cooperative locations.

Major Highlights of the Year:

The Southeast, Arkansas River, Great River, and South Central Cooperatives formed a partnership for transportation directors to meet quarterly during the school year. This past year they met on January 27, March 3, and May 9, 2022. Each hosting site offered the session onsite and by zoom and face to face to accommodate all members. The members onsite were served lunch following the meetings.

Program: Virtual AR Concurrent Campus (AECHS)
Funding Source: DESE
Competitive Grant: No
Restricted: Yes

Participating Districts: Statewide

Cleveland County	Fordyce	Monticello
Crossett	Hermitage	Star City
Dermott	Lakeside	Warren
Drew Central	McGehee	Woodlawn

Personnel:

Name: Jana Adcock	Name: Kristopher Cox
Position: Registrar/Admin.Asst.	Position: English Instructor
Degree:	Degree: MFA
Name: Shauna Donnell	Name: Sarah Galvez
Position: Public Speaking Instructor	Position: Spanish Instructor
Degree: MA	Degree: MA
Name: Linda Goodwin	Name: Regina Gorman
Position: TESS Evaluator	Position: Math Instructor
Degree: MEd	Degree: MEd
Name: Ellora Hicks	Name: Anna Ridenour
Position: Program Coordinator	Position: Math Instructor
Degree: MEd	Degree: MEd
Name: Adrienne Sadovsky	Name: Jonathan Skaggs
Position: History Instructor	Position: History Instructor
Degree: MA	Degree: PhD
Name: David Smith	Name: Monica Wheeler
Position: Art Instructor	Position: English Instructor
Degree: MAT	Degree: MA
Name: Rhonda Williams	Name: Jennifer White
Position: English Instructor	Position: English/Public Speaking Instructor
Degree: MFA	Degree: MA

Goals:

- (1) To provide advanced curricular opportunities to Arkansas high school students and prepare them for the rigor of college courses

- (2) To increase the number of Arkansas citizens with a post-secondary degree by providing educational opportunities to all students
 - (3) To provide college credits to Arkansas high school students that correlate high school graduation requirements with college core graduation requirements
-

Program Summary:

The early college initiative through Virtual Arkansas provides concurrent high school/college course opportunities for high school students through state grant funding. The courses are taught by highly qualified instructors who meet secondary and post-secondary licensing requirements. Using a blended learning model, the classes are online with two days of live feedback provided to students via Zoom. The concurrent program gives high school students the opportunity to experience the rigor and challenge of collegiate work before entering the college arena. The following courses are offered through this program: Comp I and II, World History to 1500, World History since 1500, U.S. History to 1877, U.S. History since 1877, College Math, College Algebra, Public Speaking, Experiencing Art, and Beginning Spanish I and II.

Major Highlights of the Year:

Sarah Galvez, the concurrent Spanish instructor, was among the first group of teachers to complete a pilot program for obtaining certification for online teaching.

The concurrent program provided services to 87 high schools this year. In the Fall 2021 semester, 4,341 credit hours were earned by the students enrolled in the program. Currently, students are enrolled in 1268 classes for the spring semester. The ATU invoices for Fall 2021 and Spring 2022 reflect the total monetary value of savings to students and parents as \$2,072,847.00.

Eleven of the twelve concurrent courses offered have now acquired Quality Matters certification.

SPECIAL PROJECTS AND PROGRAMS

Funding Source: Arkansas Department of Education and Southeast Cooperative

Detailed below are special projects or programs in which state funding provided regionally or statewide. For each special project or program, a brief description is given.

Name of Program: ACT Prep

Competitive Grant: No

This grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Many students lost valuable instructional time during the pandemic causing them to perform lower on the ACT. During the pandemic the ACT was not given as often as in a non-pandemic year. Research proves that the more a student is exposed to the ACT the better they perform.

This program allows for all districts in Arkansas to opt-in for additional support for their students in taking the ACT. The support is intended to be implemented school-wide allowing all students access and resources to improve ACT scores. The increased ACT scores could lead to additional financial and educational benefits for the students. There were 261 school districts across the state that opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district and the program will be provided for two years. Chad Cargill provided 10 sessions for 924 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review. Chad has written a book with all of his tips and strategies and every student received a copy of the book to study further. Cantrell and Waller Preparatory (CE Prep) is providing 10 sessions across the state to almost 1,000 students. In these sessions, students spend six hours digging into various content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT. We have also had Fetterman and Associates that has 10 session for students. These sessions are six-hour sessions where students are exposed to test taking strategies, ACT content and scholarship information. All of these programs will be used again in the 2022-2023 school year. Arkansas Cooperatives are working to schedule and organize these events for all public, private and charter schools in Arkansas.

Name of Program: Novice Teacher

Competitive Grant: No

Southeast Education Service Cooperative provided twenty-four required days of professional development for novice teachers. The novices were trained on: Ethics, TESS, Guide for Life, Social Emotional Strategies, Data, Google, Classroom Management, Classroom Engagement, Communication with students and parents, 504, Special Education, Self-Care, Culturally Responsive Teaching, and the Marzano's Compendium of Instructional Strategies. Novice teachers were given access to 240 tutoring, [study.com](https://www.study.com), and over seven praxis study sessions. Individual support was also given when needed. Individualized virtual and on-site support was provided to all novice teachers. Ethics training was provided for and completed by all teachers under the ACT 1240 waiver. All first-year novice teachers in the program, were assigned a "Buddy Teacher" for on-site, day-to-day support. District Lead contacts were named to ensure all mentoring activities were completed. A career fair was hosted at UAM, and our program attended to provide information to career changers, or anyone interested in becoming a teacher, and to promote our district openings for 2022-2023.

Name of Program: Literacy School Support
Competitive Grant: No

The three Literacy Specialist support all 15 districts in our coop area either virtually or face-to-face. The main support we have provided this year is with new Science of Reading program implementation in our districts. This includes lesson planning, how to address small groups and how to use the materials and resources effectively to meet the Science of Reading requirements. Another huge focus is supporting novice teachers in our area. Each Literacy Specialist is assigned at least 40 novice teachers to check on and provide support throughout the year either virtually or face-to-face. The support includes but is not limited to lesson planning, classroom management, and planning instruction based on assessments. In addition to these two focus areas, the Literacy Specialist also provide support to schools in writing and on ACT Aspire requirements for our students.

Name of Program: R.I.S.E. (Reading Initiative for Student Excellence)
Competitive Grant: No

The goals of this reading initiative focus on significantly increasing student achievement in reading and moving Arkansas out of the bottom third nationally. The six-day RISE K-2 workshop consist of three days in the summer and three days in the fall or participants could choose to do all 6 days in the summer. Fourteen teachers from seven districts participated and had ongoing virtual/face-to-face support throughout the year. RISE 3-6 PD consisted of nine sessions offered in Summer of 2021. The nine sessions were days 1-6 taught once and days 3-6 repeated. One hundred and thirty-nine teachers from ten districts participated in days 1-6. These teachers had ongoing virtual/face-to-face support during the year to implement RISE 3-6.

Name of Program: Take Flight Year 1 Cohort
Competitive Grant: No

Southeast Arkansas Educational Cooperative hosted Year One of Take Flight training. Take Flight is one of DESE approved dyslexia programs. This was the first year of a two-year training program process that leads to certification as a dyslexia practitioner or therapist. It addressed the basic language skills for reading, writing, and spelling. The twenty-nine participants represent nine of the fifteen school districts SEARK Co-op services. The schools participating are: Cleveland County, Crossett, DeWitt, Hamburg, Hermitage, Monticello, Star City, Warren, and Woodlawn. The participants were trained in the use of multi-sensory structured language program for students with specific language disabilities such as dyslexia and other related disorders. Take Flight is part of Texas Scottish Rite Program. Year Two will consist of five face to face trainings in July, followed by ten days during the school year.

Name of Program: Math QuEST
Competitive Grant: No

AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. The NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice are the research-based foundation for exemplary teaching and learning. AR Math QuEST professional learning experiences will adhere to the guidelines set forth in ESSA (2015), "sustained (not stand-alone, 1-day, or short-term

workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.” AR Math QuEST is a two-year, state-initiated professional development opportunity for mathematics educators grades K-12. Education service cooperatives throughout the state will host training for select district teams of grades K-5, 6-8 and high school (Algebra I/II, and Geometry) classroom teachers that began in the summer of 2019. Instructional facilitators and administrators are highly encouraged to attend PD sessions with their district teams. PD will include whole group sessions along with grade-band breakouts. This structure allows for vertical collaboration as well as grade-band content focus, growth, and discussions. Participants will receive Taking Action: Implementing the Effective Teaching Practices for their appropriate grade band. Participants received on site coaching cycles twice a year.

Name of Program: **HIPPY (Home Instruction for Parents of Preschool Youngsters)**
Competitive Grant: No

HIPPY (Home Instruction for Parents of Preschool Youngsters) serves a total of 560 children, ages 2, 3, 4, and 5 (non-kindergarten eligible) in ten school districts in the Cooperative area. These families are served by 1 Administrative Coordinator, 1 Office Manager, 1 Office Assistant, 3 Field Coordinators, and 22 Homebased Educators. HIPPY staff members deliver the HIPPY model program curriculum, books, and supplies to parents on a weekly basis for 2-4 year olds and on a bi-weekly basis for those using the 5-year old curriculum. The HIPPY staff administers the ASQ Developmental Screening to each child two times per year as a pre-/post- assessment to measure growth during the program year. Staff members collect and document information on each child for the purpose of entering data into COPA, our statewide data system.

Name of Program: **Foster Grandparent Program**
Competitive Grant: No

The Foster Grandparent Program is an AmeriCorps Senior program funded by CNCS to provide opportunities to senior adults and provide tutoring services to identified children. Senior volunteers age 55 and above serve approximately 20 - 30 hours per week in schools, preschools and daycares. They receive an hourly stipend paid through the grant. They also receive monthly training in appropriate educational areas and quality of life issues. Each volunteer serves approximately 5 children a day for a minimum of 30 minutes per child. The program has been cosponsored by the SEARK Education cooperative since 1990.

Name of Program: **Smart Start AmeriCorps Program**
Competitive Grant: Yes

The goal of the Smart Start AmeriCorps Program is to provide intense one-on-one and small group tutorial reading and math assistance for increased risk for academic failure students in grades K-5. Helping children through one-on-one and small group tutoring is a major service SEARK AmeriCorps members provide. Members completed 3 service projects including: 9/11 Day of Remembrance, MLK Day and National AmeriCorps Week. Members generated over 100 volunteers and 200 hours of service. Members help with parent involvement sessions, assist with daily activities, are positive role models for children, gain experience in the education field and attend required trainings.

Name of Program: **Future Teacher Initiative AmeriCorps Program**

Competitive Grant: **No**

FTI members provide one-on-one and small group tutoring and mentoring in support of targeted at-risk pre-k students. Our goal is to ensure students are socially, emotionally and academically prepared for the kindergarten learning environment. FTI members integrate national service, community engagement and individual volunteerism to promote improved academic outcomes in high economic and educational needed areas.

NON-escWorks Events

PD off site, Credits/Events not on escWorks (Red Folders)					
Number	Date	Title	Presenter	Location	# Attended
1	6/2/21	AmeriCorps Meeting	Jenny Satterlee	CIV1	13
2	6/3/21	Food Service Safety Workshop	Dwayne McAnally	CIV1	8
3	6/22/21	Annual Custodial/Maintenance Training	Dwayne McAnally/Scotty Holderfield	Conf ABC	38
4	6/23/21	Annual Custodial/Maintenance Training	Dwayne McAnally/Scotty Holderfield	Conf ABC	43
5	6/24/21	Annual Custodial/Maintenance Training	Dwayne McAnally/Scotty Holderfield	Conf ABC	34
6	6/28/21	3D Printing Training	Ginny Chambliss	UAM	4
7	7/12/21	DC Illustrative Math	Britnee Wright	Drew Central	23
8	7/13/21	DC Illustrative Math	Britnee Wright	Drew Central	21
9	7/19/21	Annual Custodial/Maintenance Training	Dwayne McAnally/Scotty Holderfield	Conf ABC	33
10	7/27/21	New Foster Grandparent Orientation	Theresa Horton/Andra Brown	Conf C	14
11	7/28/21	Annual Custodial/Maintenance Training	Dwayne McAnally	Conf C	2
12	8/4/21	Virtual Arkansas Staff Meeting	John Ashworth/Ellora Hicks	Literacy Training Room	9
13	8/12/21	Co-op Annual Meeting	Karen Eoff	Virtual	145
14	8/24/21	FTI AmeriCorps Orientation	Kim Pesaresi	Computer Lab 1	11
15	8/27/21	Specialists Meeting	Rhonda Mullikin	CIV1	10
16	8/31/21-9/1/21	FGP Back to School Training	Theresa Horton/Andra Brown	Conf ABC	69
17	9/1/21	FTI AmeriCorps Orientation	Kim Pesaresi	Computer Lab 1	11
18	9/2/21	FGP Facilitator Meeting/Training	Theresa Horton/Andra Brown	Conf ABC	10
19	9/2/21	9-11 Seark AmeriCorps Meeting	Kim Pesaresi	CIV1	9
20	9/8/21	AR Activities Association	Lance Taylor	Conf ABC	24
21	9/9/21	AmeriCorps Orientation	Jenny Satterlee	Conf ABC	18
22	9/15/21	Tech Coordinators Meeting	Evan Patrick	Computer Lab 2	15
23	9/22/21	AmeriCorps Orientation	Jenny Satterlee	Conf ABC	13
24	10/5/21	School Board Training	APSRC - Ken Rich	Conf ABC/Virtual	66
25	10/12/21	Job Alike Meeting	Rhonda Mullikin	Virtual	11
26	10/18/21	School Board Training	APSRC - Ken Rich	Conf ABC/Virtual	52
27	10/19/21	School Bus Driver Testing Training	Tim Zylks	Conf ABC	7
28	10/20/21	DCTE Program Approval Process Fall 2021	Allison Ray/Melissa Prince	CIV1	6
29	10/22/21	Specialists Meeting	Rhonda Mullikin	CIV1	9
30	10/28/21	GT Engineering Day	Stephanie Hollis	Conf ABC	65
31	10/29/21	Bus Driver Curriculum Writing	Tracy Tucker	Conf C	4
32	11/1/21	HIPPY Staff Meeting	Katrina Cavaness	HIPPY Building	19
33	11/4/21	Arkansas Governor's School Presentation	Stephanie Hollis	Conf ABC	40
34	11/10/21	FTI Site Supervisor Training/Advisory Council Meeting	Kim Pesaresi/Becky Bolin	Conf C	15
35	11/12/21	AmeriCorps	Kim Pesaresi/Becky Bolin	Conf C	12
36	11/15/21	FTI Member Training	Kim Pesaresi/Becky Bolin	Conf ABC	18
37	11/16/21	504 Training	Cody Kees	Virtual	22
38	11/17/21	CFAM Workshop	Ken Rich	Conf ABC	11

39	11/29/21	AmeriCorps/AR Tutoring Corps	Jenny Satterlee	CIV1	7
40	12/2/21	GT Tech Fair	Stephanie Hollis	All Training Rooms	76
41	12/6/21	HIPPY Staff Meeting	Katrina Cavaness	HIPPY Building	21
42	12/6/21	FGP Volunteer Training/MLK Projects	Theresa Horton/Andra Brown	Conf ABC	39
43	12/7/21	FGP Volunteer Training/MLK Projects	Theresa Horton/Andra Brown	Conf ABC	38
44	12/14/21	AmeriCorps/Smart Start Meeting	Jenny Satterlee	Conf ABC	19
45	1/6/22	ED Plan Training	Kandi Keith	Computer Lab 2	25
46	1/21/22	Specialists Meeting	Rhonda Mullikin	CIV1	9
47	1/25/22	Aruba Central Training	Jerald Puckett	Conf C	8
48	2/7/22	HIPPY Staff Meeting	Katrina Cavaness	HIPPY Building	23
49	2/24/22	Counterfeit Currency & Fraud Investigations Training	Allen Bryant	Conf ABC	23
50	2/25/22	Counterfeit Currency & Fraud Investigations Training	Allen Bryant	Conf ABC	38
51	3/1/22	SmartData Training for Special Education Supervisors	Rhonda Daniel	Conf C	7
52	3/3/22	Southeast Arkansas Pupil Transportation Association	Janet Clarke/Matt Valentine	Conf ABC/Virtual	29
53	3/8/22	Job Alike Meeting	Rhonda Mullikin	Virtual	10
54	3/8/22	ACT Prep Live Session	Chad Cargill	Virtual	35
55	3/9/22	Arkansas Connections Academy ACT Testing	Gianna Sherry	Computer Lab 1	11
56	3/14/22	escWorks Training	Christy Johnson	Office	2
57	3/29/22	Specialists Meeting	Rhonda Mullikin	CIV1	7
58	3/29/22	Co-op Staff Meeting & Working Lunch	Karen Eoff	Conf ABC	32
59	3/30/22	Battle of the Books	Stephanie Hollis	Conf ABC	23
60	4/4/22	GT Jr./Sr. Chess Tournament	Stephanie Hollis	Conf ABC	45
61	4/4/22	HIPPY Coordinators Meeting	Katrina Cavaness	HIPPY Building	3
62	4/5/22	HIPPY Coordinators Meeting	Katrina Cavaness	HIPPY Building	2
63	4/8/22	GT Elementary Chess Tournament	Stephanie Hollis	Conf ABC	80
64	4/19/22	AmeriCorps Recognition Luncheon/Training	Jenny Satterlee	Conf ABC	45
65	4/28/22	FGP Volunteer Recognition Event/Training	Theresa Horton/Andra Brown	City Park	92
				Total Number Attended	1683

Summary Registered

Printed Date: 4/29/2022

Last modified: 4/29/2022

Report Description:

Count of registered and attended participants grouped by session for a given time period or for a given owner.

Search Parameter: **Start Date (>=):** 2021-06-01-00-00-00
 Less Than End Date: 2022-05-31-00-00-00
 Events entered by LEA Number: 2220
 ESC Coop Event: on

Total Registered: 5554 Attended: 4717

Session	Registered	Attended
SE 42 Interactive Math Lessons - Make & Take – K-2, Special Education		
437296 - Jun 1, 2, 2021 8:30 am - 3:30 pm	15	14
SE VIRTUAL AR Math QuEST Year 1 Refresher		
437590 - Jun 1, 2021 8:30 am - 3:30 pm	19	18
SE VIRTUAL ADE SoR Content Area Reading Strategies		
433517 - Jun 2, 3, 2021 8:30 am - 11:30 am	18	16
SE 48 Interactive Reading Lessons - Make & Take – K-2, Special Education		
437298 - Jun 3, 4, 2021 8:30 am - 3:30 pm	22	20
SE Secondary Special Ed Science of Reading Support		
439201 - Jun 3, 2021 8:30 am - 3:30 pm	12	12
SE VIRTUAL AR Math QuEST Year 2: Going Deeper with Ambitious Teaching		
433454 - Jun 7, 8, 2021 8:30 am - 3:30 pm	20	20
SE Engaging Tech Tools for Teachers		
433882 - Jun 7, 2021 8:30 am - 3:30 pm	12	11
SE GPS 101: Introduction		
434438 - Jun 7, 2021 8:30 am - 3:30 pm	5	5
SE Speech to Print Supporting Students with Sound Walls		
435338 - Jun 7, 2021 8:30 am - 3:30 pm	16	15
SE VIRTUAL High School Computer Science and Certification Preparation		
436811 - Jun 7, 8, 9, 10, 11, 2021 8:30 am - 3:30 pm	4	4
SE VIRTUAL Integrating Social Studies into the K-6 Classroom		
439615 - Jun 7, 2021 8:30 am - 11:30 am	9	8
SE VIRTUAL Why It Matters: Addressing the Social and Emotional Needs of Our Students		
439669 - Jun 7, 2021 12:30 pm - 3:30 pm	23	21
SE VIRTUAL Small Group Training		
433312 - Jun 8, 9, 2021 8:30 am - 11:30 am	18	16
SE Taking Google Forms & Sheets to the Next Level		
433899 - Jun 8, 2021 8:30 am - 3:30 pm	11	11
SE Technology for the GT Classroom		
436428 - Jun 8, 2021 8:30 am - 3:30 pm	10	10
SE Music in the Classroom		
436480 - Jun 8, 2021 9:00 am - 4:00 pm	6	6
SE VIRTUAL ADMINISTRATOR INSTITUTE 2021 DAY 1 - 15 Day Challenge - Maria Nielsen		
438907 - Jun 8, 2021 8:30 am - 3:30 pm	86	59
SE VIRTUAL Differentiation Tips for the Secondary Social Studies Classroom		
439704 - Jun 8, 2021 8:30 am - 11:30 am	10	8
SE VIRTUAL Tips for Spicing Up the Secondary Social Studies Classroom		
439712 - Jun 8, 2021 12:30 pm - 3:30 pm	10	9
SE 3-6 RISE Day 3: Morphology and Etymology		
433531 - Jun 9, 2021 8:30 am - 3:30 pm	9	9

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Session	Registered	Attended
SE IM (Illustrative Mathematics) Elementary K-5		
433769 - Jun 9, 10, 2021 8:30 am - 3:30 pm	49	47
SE Google Classroom & Meet		
433906 - Jun 9, 2021 8:30 am - 3:30 pm	11	10
SE 3Dux Design		
437594 - Jun 9, 2021 8:30 am - 11:30 am	9	9
SE GPS ACT Aspire and Science/Engineering Instructional Practices		
439180 - Jun 9, 10, 2021 8:30 am - 3:30 pm	11	11
SE VIRTUAL Building Connections: A Team Approach to Education After Brain Injury		
441453 - Jun 9, 2021 12:30 pm - 3:30 pm	10	10
SE 3DuxDesign GT Implementation Work Session		
444273 - Jun 9, 2021 12:30 pm - 3:30 pm	11	11
SE Hyperdocs with Google Slides and Docs		
433912 - Jun 10, 2021 8:30 am - 3:30 pm	12	12
SE VIRTUAL Dyslexia Techniques for the Classroom		
436618 - Jun 10, 2021 8:30 am - 3:30 pm	14	13
SE VIRTUAL ACEs & Trauma Sensitive School Strategies		
437377 - Jun 10, 2021 8:30 am - 3:30 pm	16	16
SE VIRTUAL Tame Classroom Behaviors		
440368 - Jun 10, 2021 8:30 am - 3:30 pm	20	20
SE VIRTUAL Home School Laws and Online Data Entry Program		
441032 - Jun 10, 2021 9:00 am - 12:00 pm	7	7
SE VIRTUAL Southeast Arkansas Regional Advisory Council & Stakeholder Meeting		
448474 - Jun 10, 2021 10:30 am - 11:30 am	56	33
SE VIRTUAL Teaching the Holocaust, Empowering Students		
432267 - Jun 14, 2021 9:00 am - 12:00 pm	7	7
SE VIRTUAL DESE SoR Science of Reading, Phonological Awareness		
433371 - Jun 14, 15, 2021 8:30 am - 11:30 am	9	8
SE 3-6 RISE-Day 4: Vocabulary: Word Level Comprehension		
433533 - Jun 14, 2021 8:30 am - 3:30 pm	10	10
SE LETRS (Language Essentials for Teachers of Reading and Spelling) Foundations: Days 1-3		
433623 - Jun 14, 15, 16, 2021 8:30 am - 3:30 pm	5	5
SE VIRTUAL Natural and Cultural Resources of the Delta and Crowley's Ridge showcased at Arkansas State Parks and the Delta Cultural Center		
436412 - Jun 14, 2021 8:30 am - 11:30 am	10	9
SE VIRTUAL K-4 Introduction to Computer Science		
436632 - Jun 14, 15, 2021 8:30 am - 3:30 pm	1	1
SE VIRTUAL Coding Block		
436727 - Jun 14, 15, 2021 8:30 am - 3:30 pm	2	2
SE Booktalks, Book Trailers, and Book Bento Boxes/Booktalks: Books, Books, and More Books		
437139 - Jun 14, 2021 8:30 am - 3:30 pm	19	18
SE VIRTUAL Antecedent Based Interventions – webinar Q & A follow-up		
437385 - Jun 14, 2021 9:00 am - 10:00 am	4	4
SE VIRTUAL Q & A for webinar Behavior Essentials: Necessary Skills to Effectively Change Behavior		
437403 - Jun 14, 2021 10:30 am - 11:30 am	11	10
SE VIRTUAL Q & A for webinar Targeted Behavior Interventions		
437420 - Jun 14, 2021 1:30 pm - 2:30 pm	7	5

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Session	Registered	Attended
SE VIRTUAL ADMINISTRATOR INSTITUTE 2021 DAY 2 - Social and Emotional Care for Administrators - Tina Boogren		
438911 - Jun 14, 2021 8:30 am - 3:30 pm	87	60
SE VIRTUAL 42 Interactive Math Lessons – VIRTUAL Make & Take - Special Education		
450950 - Jun 14, 2021 11:30 am - 12:30 pm	6	6
SE VIRTUAL 48 Interactive Reading Lessons - VIRTUAL Make & Take - Special Education		
450955 - Jun 14, 2021 12:30 pm - 1:30 pm	3	3
SE 3-6 RISE Day 5: Text Level Comprehension		
433541 - Jun 15, 2021 8:30 am - 3:30 pm	11	10
SE Google Certification Prep Level 1		
433972 - Jun 15, 2021 8:30 am - 11:30 am	11	8
SE Google Certification Prep Level 2		
433974 - Jun 15, 2021 12:30 pm - 3:30 pm	8	7
SE VIRTUAL Students with Autism Spectrum Disorder (ASD) Pre-employment Skills (for 14-17 years old)		
437432 - Jun 15, 2021 8:30 am - 3:30 pm	13	13
SE An Introduction to American Sign Language		
443062 - Jun 15, 2021 8:30 am - 3:30 pm	10	9
SE VIRTUAL DESE SoR Science of Reading – Decoding		
433376 - Jun 16, 17, 2021 8:30 am - 11:30 am	12	10
SE 3-6 RISE Day 6: Putting it All Together		
433543 - Jun 16, 2021 8:30 am - 3:30 pm	6	6
SE GPS 3D Science Assessment		
434466 - Jun 16, 2021 8:30 am - 3:30 pm	9	8
SE VIRTUAL Coding Block Resources		
436742 - Jun 16, 17, 2021 8:30 am - 3:30 pm	2	2
SE VIRTUAL ADMINISTRATOR INSTITUTE 2021 DAY 3 - Tier 1 and Legislative Updates - Mike Mertens		
438921 - Jun 16, 2021 9:00 am - 12:00 pm	84	75
SE VIRTUAL Tier 1 (Bookkeepers and Business Managers)		
438932 - Jun 16, 2021 9:00 am - 11:00 am	28	26
SE VIRTUAL Using Collaborative Problem Solving with Students to Avoid Anger Escalation		
444011 - Jun 16, 2021 8:30 am - 3:30 pm	17	15
SE Engaging Tech Tools for Teachers		
448989 - Jun 16, 2021 8:30 am - 3:30 pm	2	2
SE Deep Dives with Google Drive		
433977 - Jun 17, 2021 8:30 am - 11:30 am	8	8
SE Google Jam Session		
433979 - Jun 17, 2021 12:30 pm - 3:30 pm	4	3
SE VIRTUAL Behavior Basics for Teachers		
434224 - Jun 17, 2021 8:30 am - 10:30 am	13	12
SE VIRTUAL ADE SoR Science of Reading Overview		
435344 - Jun 17, 2021 8:30 am - 3:30 pm	5	5
SE VIRTUAL Modeling the Mathematics in Grades 3-5		
442626 - Jun 17, 2021 8:30 am - 3:30 pm	5	4
SE Board Meetings		
451829 - Jun 17, 2021 10:00 am - 1:00 pm	18	18
SE VIRTUAL Identifying Essential Standards and Understanding the Process		
438792 - Jun 18, 2021 8:00 am - 11:00 am	16	13

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Session	Registered	Attended
SE Google- The Anywhere School		
433916 - Jun 21, 2021 8:30 am - 3:30 pm	8	7
SE GPS Unit Development		
434448 - Jun 21, 22, 23, 24, 2021 8:30 am - 3:30 pm	7	6
SE VIRTUAL Getting Started with Google JAMBOARD		
436490 - Jun 21, 2021 8:30 am - 10:00 am	7	7
SE Drawing in Linear Perspective		
436975 - Jun 21, 2021 8:30 am - 3:30 pm	9	8
SE Secondary Special Ed Science of Reading Support		
439204 - Jun 21, 2021 8:30 am - 3:30 pm	7	7
SE Engaging Strategies/Hacking School Discipline		
439817 - Jun 21, 2021 8:30 am - 3:30 pm	4	4
SE VIRTUAL Virtual Field Trips - Exploring the World		
440150 - Jun 21, 2021 12:30 pm - 3:30 pm	13	8
SE VIRTUAL ADMINISTRATOR INSTITUTE 2021 DAY 4 - School Law for Administrators		
441243 - Jun 21, 2021 8:30 am - 11:30 am	88	60
SE Band/Choir Organization - how to not become a MUSICAL HOT MESS!		
432814 - Jun 22, 2021 8:30 am - 3:30 pm	14	13
SE Remote Learning Tools		
433923 - Jun 22, 2021 8:30 am - 3:30 pm	7	7
SE VIRTUAL Cyber Safety for Educators and Vaping Education Training for Educators		
437490 - Jun 23, 2021 8:30 am - 11:30 am	17	15
SE VIRTUAL Take the Lead with Technology		
438821 - Jun 23, 2021 8:30 am - 11:30 am	6	4
SE STAR2 Training		
447554 - Jun 23, 24, 2021 8:30 am - 3:30 pm	23	23
SE VIRTUAL Teaching Remotely with FlipGrid		
437036 - Jun 24, 2021 1:00 pm - 2:30 pm	3	3
SE VIRTUAL Getting Started with Nearpod		
437058 - Jun 24, 2021 8:30 am - 10:00 am	2	2
SE VIRTUAL Identifying Essential Standards and Understanding the Process		
438795 - Jun 25, 2021 8:00 am - 11:00 am	8	7
SE K-2 RISE Days 1-3		
433342 - Jun 28, 29, 30, 2021 8:30 am - 3:30 pm	24	24
SE VIRTUAL AR Math QuEST: Introduction to Ambitious Teaching (Year 1)		
433419 - Jun 28, 29, 2021 8:30 am - 3:30 pm	34	34
SE VIRTUAL ADE SoR Content Area Morphology		
433558 - Jun 28, 29, 2021 8:30 am - 11:30 am	11	10
SE VIRTUAL ADE Critical Reading/Strategic Reading Day 1		
433681 - Jun 28, 29, 2021 8:30 am - 11:30 am	13	13
SE VIRTUAL 5-8 Introduction to Computer Science		
436704 - Jun 28, 29, 2021 8:30 am - 3:30 pm	5	3
SE VIRTUAL Integrating Social Studies into the K-6 Classroom		
439649 - Jun 28, 2021 8:30 am - 11:30 am	8	7
SE VIRTUAL Why It Matters: Addressing the Social and Emotional Needs of Our Students		
439686 - Jun 28, 2021 12:30 pm - 3:30 pm	20	19
SE Digital Notebooks in the GT classroom		
435227 - Jun 29, 2021 8:30 am - 3:30 pm	12	12

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Session	Registered	Attended
SE MUSIC: Silly Songs, Games Galore, Classroom Management, and SO Much More!		
436485 - Jun 29, 2021 9:00 am - 4:00 pm	13	12
SE VIRTUAL Strategic Reading and Productive Feedback Through Narrative Skills Workshop		
439485 - Jun 29, 2021 8:30 am - 3:30 pm	11	10
SE VIRTUAL Differentiation Tips for the Secondary Social Studies Classroom		
439707 - Jun 29, 2021 8:30 am - 11:30 am	8	7
SE VIRTUAL Tips for Spicing Up the Secondary Social Studies Classroom		
439723 - Jun 29, 2021 12:30 pm - 3:30 pm	7	5
SE VIRTUAL Compliance Training: Indicator 13 Checklist Walk-through		
442260 - Jun 29, 2021 8:30 am - 10:00 am	17	17
SE VIRTUAL Transition Assessment: Post Module Training		
442272 - Jun 29, 2021 12:30 pm - 2:00 pm	16	12
SE VIRTUAL ADE Critical Reading/Strategic Reading Day 2		
433684 - Jun 30, Jul 1, 2021 8:30 am - 11:30 am	10	9
SE Excel/Google Sheets – From the Beginning		
434365 - Jun 30, 2021 8:30 am - 3:30 pm	14	13
SE GPS Science Integration in K-4 Literacy		
434469 - Jun 30, 2021 8:30 am - 3:30 pm	6	5
SE VIRTUAL Vocabulary Instruction for Middle and Secondary Teachers		
435595 - Jun 30, Jul 1, 2021 8:30 am - 11:30 am	23	20
SE VIRTUAL 5-8 Deeper Dive into Computer Science		
436714 - Jun 30, Jul 1, 2021 8:30 am - 3:30 pm	1	1
SE You CAN Do the Rubik's Cube		
437597 - Jun 30, 2021 8:30 am - 3:30 pm	8	8
SE Excel/Google Sheets – Next Steps		
434367 - Jul 1, 2021 8:30 am - 3:30 pm	13	11
SE Speech to Print Supporting Students with Sound Walls		
435340 - Jul 1, 2021 8:30 am - 3:30 pm	11	10
SE VIRTUAL Advanced Java Programming - High School CS Professional Development		
436909 - Jul 5, 6, 7, 8, 9, 2021 8:30 am - 3:30 pm	3	2
SE VIRTUAL K-4 Introduction to Computer Science		
436633 - Jul 6, 7, 2021 8:30 am - 3:30 pm	1	1
SE VIRTUAL Coding Block		
436731 - Jul 6, 7, 2021 8:30 am - 3:30 pm	2	2
SE VIRTUAL Small Group Training		
433313 - Jul 7, 8, 2021 8:30 am - 11:30 am	17	17
SE VIRTUAL AR Math QuEST Year 2: Going Deeper with Ambitious Teaching		
433461 - Jul 7, 8, 2021 8:30 am - 3:30 pm	24	22
SE VIRTUAL ADE Critical Reading/Strategic Reading Day 3		
433686 - Jul 7, 8, 2021 8:30 am - 11:30 am	13	13
SE Unlocking the Magic of Co-Teaching		
441886 - Jul 7, 2021 8:30 am - 3:30 pm	13	11
SE VIRTUAL Zoning Plans for Blended and Virtual Learning		
434230 - Jul 8, 2021 8:30 am - 10:30 am	9	7
SE Inclusive Practices		
436097 - Jul 8, 2021 8:30 am - 3:30 pm	32	31
SE VIRTUAL Coding Block Resources		
436758 - Jul 8, 9, 2021 8:30 am - 3:30 pm	3	3

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Session	Registered	Attended
SE VIRTUAL Getting Started with Google JAMBOARD		
436495 - Jul 9, 2021 8:30 am - 10:00 am	8	8
SE K-2 RISE Day 4		
433349 - Jul 12, 2021 8:30 am - 3:30 pm	15	13
SE CGI Yr. 1 (Cognitively Guided Instruction)		
433467 - Jul 12, 13, 14, 15, 2021 8:30 am - 3:30 pm	9	9
SE 3-6 RISE-Day 1: Science of Reading: Basis in Phonology		
433544 - Jul 12, 2021 8:30 am - 3:30 pm	20	20
SE VIRTUAL ADE Critical Reading/Strategic Reading Day 4		
433690 - Jul 12, 13, 2021 8:30 am - 11:30 am	10	10
SE VIRTUAL Engaging Tech Tools for Teachers		
433980 - Jul 12, 2021 8:30 am - 3:30 pm	18	15
SE VIRTUAL Advanced Cybersecurity - High School CS Professional Development		
436832 - Jul 12, 13, 14, 2021 8:30 am - 3:30 pm	2	2
SE VIRTUAL Arkansas K-8 CS Lead Teacher Program		
436916 - Jul 12, 13, 14, 15, 16, 2021 8:30 am - 3:30 pm	1	1
SE 2021-2022 Charlie May Simon and Arkansas Diamond Award Books Overview		
437319 - Jul 12, 2021 8:30 am - 11:30 am	9	6
SE 3-6 RISE Day 2: Phonics		
433545 - Jul 13, 2021 8:30 am - 3:30 pm	20	20
SE K-2 RISE Day 5		
433815 - Jul 13, 2021 8:30 am - 3:30 pm	14	12
SE VIRTUAL Google Certification Prep Level 1		
433984 - Jul 13, 2021 8:30 am - 11:30 am	7	5
SE VIRTUAL Google Certification Prep Level 2		
433986 - Jul 13, 2021 12:30 pm - 3:30 pm	4	4
SE VIRTUAL Healthy Arts Teacher Institute Day 1: Trauma-Informed Education		
441687 - Jul 13, 2021 8:30 am - 3:30 pm	11	10
SE VIRTUAL Analyzing Propaganda and Teaching Media Literacy: The Holocaust as a Case Study		
432272 - Jul 14, 2021 9:00 am - 12:00 pm	11	10
SE Music Performance Assessments - Discovering useful and meaningful ways to assess in the performance-based classroom		
432810 - Jul 14, 2021 8:30 am - 3:30 pm	6	5
SE 3-6 RISE Day 3: Morphology and Etymology		
433546 - Jul 14, 2021 8:30 am - 3:30 pm	18	18
SE K-2 RISE Day 6		
433817 - Jul 14, 2021 8:30 am - 3:30 pm	13	10
SE VIRTUAL Deep Dives with Google Drive		
434009 - Jul 14, 2021 8:30 am - 11:30 am	5	5
SE VIRTUAL Google Jam Session		
434011 - Jul 14, 2021 12:30 pm - 3:30 pm	3	3
SE VIRTUAL Content Morphology: Grades 7-12		
436335 - Jul 14, 15, 2021 8:30 am - 11:30 am	11	11
SE VIRTUAL Healthy Arts Teacher Institute Day 2: Learning Through ALL the ARTS!		
441764 - Jul 14, 2021 8:30 am - 3:30 pm	11	11

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Session	Registered	Attended
SE VIRTUAL Healthy Arts Teacher Institute Day 3: The Arts & Science Center for Southeast Arkansas: Your Learning Resource		
441772 - Jul 15, 2021 8:30 am - 3:30 pm	7	7
SE VIRTUAL Teacher Resources from the Department of Arkansas Heritage		
443688 - Jul 15, 2021 8:30 am - 11:30 am	11	11
SE VIRTUAL Morphology Instruction for Grades 3-6: Going Deeper than RISE		
445694 - Jul 15, 22, 2021 8:30 am - 11:30 am	15	15
SE VIRTUAL How to Use Peardeck - the Ultimate Walk-through for Online Teaching		
437026 - Jul 16, 2021 8:30 am - 10:00 am	4	4
SE VIRTUAL DESE SoR Science of Reading - Encoding		
433380 - Jul 19, 20, 2021 8:30 am - 11:30 am	17	16
SE VIRTUAL AR Math QuEST: Introduction to Ambitious Teaching (Year 1)		
433431 - Jul 19, 20, 2021 8:30 am - 3:30 pm	50	47
SE 3-6 RISE-Day 4: Vocabulary: Word Level Comprehension		
433553 - Jul 19, 2021 8:30 am - 3:30 pm	15	15
SE Family & Consumer Sciences Teacher Collaboration Session		
435241 - Jul 19, 2021 8:30 am - 3:30 pm	10	9
SE VIRTUAL 5-8 Introduction to Computer Science		
436705 - Jul 19, 20, 2021 8:30 am - 3:30 pm	2	2
SE VIRTUAL High School Computer Science and Certification Preparation		
436818 - Jul 19, 20, 21, 22, 23, 2021 8:30 am - 3:30 pm	2	2
SE VIRTUAL Advanced Networking/Hardware - High School CS Professional Development		
436911 - Jul 19, 20, 21, 2021 8:30 am - 3:30 pm	1	1
SE VIRTUAL Social Emotional Learning for Teachers		
439244 - Jul 19, 2021 8:30 am - 3:30 pm	27	23
SE 3-6 RISE Day 5: Text Level Comprehension		
433554 - Jul 20, 2021 8:30 am - 3:30 pm	17	17
SE STEM & Medical Professions Teacher Collaboration Session		
435254 - Jul 20, 2021 8:30 am - 3:30 pm	12	10
SE Sports Health Update 2021		
436402 - Jul 20, 2021 8:30 am - 3:30 pm	26	23
SE VIRTUAL Social Emotional Learning for Teachers		
439262 - Jul 20, 2021 8:30 am - 3:30 pm	19	19
SE 3-6 RISE Day 6: Putting it All Together		
433556 - Jul 21, 2021 8:30 am - 3:30 pm	13	13
SE IM (Illustrative Mathematics) Middle Level and High School		
433771 - Jul 21, 22, 2021 8:30 am - 3:30 pm	15	15
SE Business Education Teacher Collaboration Session		
435281 - Jul 21, 2021 8:30 am - 3:30 pm	20	19
SE Agriculture & Trade & Industry (Shop Programs) Teacher Collaboration Session		
435283 - Jul 22, 2021 8:30 am - 3:30 pm	12	5
SE VIRTUAL Multi-sensory Instruction to Help At-risk Students		
436555 - Jul 22, 2021 8:30 am - 3:30 pm	24	22
SE VIRTUAL Physical Education Curriculum - What do you want your students to know and be able to do?		
440408 - Jul 22, 2021 8:30 am - 3:30 pm	10	9
SE VIRTUAL Advanced Python Programming - High School CS Professional Development		
436906 - Jul 26, 27, 28, 2021 8:30 am - 3:30 pm	3	3

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Session	Registered	Attended
SE K-6 - Year 1 Novice Teacher Summer Academy		
443123 - Jul 26, 27, 28, 2021 8:30 am - 3:30 pm	57	57
SE 7-12 - Year 1 Novice Teacher Summer Academy		
443137 - Jul 26, 27, 29, 2021 8:30 am - 3:30 pm	50	46
SE VIRTUAL Google Classroom & Meet		
434015 - Jul 27, 2021 8:30 am - 3:30 pm	17	16
SE Migrant Back to School Meeting		
439543 - Jul 27, 2021 8:30 am - 3:30 pm	7	7
SE VIRTUAL K-6 - Year 2 Novice Teacher Summer Academy		
443147 - Jul 27, 28, 2021 8:30 am - 3:30 pm	31	31
SE VIRTUAL 7-12 - Year 2 Novice Teacher Summer Academy		
443158 - Jul 27, 29, 2021 8:30 am - 3:30 pm	35	32
SE VIRTUAL Coding Block Resources		
436762 - Jul 28, 29, 2021 8:30 am - 3:30 pm	1	1
SE APSCN/eSchool Workday		
438461 - Jul 28, 2021 9:00 am - 4:00 pm	27	19
SE VIRTUAL K-12 - Year 3 Novice Teacher Summer Academy		
443160 - Jul 29, 2021 8:30 am - 3:30 pm	71	66
SE VIRTUAL Career & Technical Education Virtual Teacher Collaboration Session		
435306 - Jul 30, 2021 8:30 am - 11:30 am	23	17
SE VIRTUAL Teaching Remotely with FlipGrid		
437077 - Jul 30, 2021 8:30 am - 10:00 am	5	4
SE VIRTUAL Science of Reading Awareness Facilitated Modules 1-4		
439778 - Aug 2, 2021 8:30 am - 3:30 pm	8	8
SE VIRTUAL Small Groups Matter in Mathematics		
442619 - Aug 2, 2021 8:30 am - 11:30 am	8	7
SE MITS Personal Care Training		
449067 - Aug 2, 2021 9:00 am - 3:00 pm	11	8
SE Tips and Tricks for Teaching with the TI-84		
434301 - Aug 3, 2021 8:30 am - 3:30 pm	12	12
SE APSCN/New Personnel eSchool Registration Training		
438474 - Aug 3, 2021 9:00 am - 4:00 pm	22	20
SE VIRTUAL Science of Reading Awareness Facilitated Modules 5-8		
439791 - Aug 3, 2021 8:30 am - 3:30 pm	10	10
SE What Else is Out There Besides Calculators? A Day with Desmos and Geogebra		
434310 - Aug 4, 2021 8:30 am - 3:30 pm	14	13
SE APSCN/New Personnel eSchool Enrollment/Scheduling Training		
438478 - Aug 4, 2021 9:00 am - 12:00 pm	21	18
SE APSCN/New Personnel eSchool Behavior/Discipline Training		
438489 - Aug 4, 2021 1:00 pm - 4:00 pm	23	19
SE VIRTUAL Science of Reading Awareness Facilitated Modules 9-14		
439801 - Aug 4, 2021 8:30 am - 3:30 pm	8	6
SE APSCN/New Personnel eSchool Daily Attendance Training		
438690 - Aug 5, 2021 9:00 am - 12:30 pm	13	12
SE APSCN/New Personnel eSchool Class Attendance Training		
438705 - Aug 5, 2021 9:00 am - 12:30 pm	8	7
SE VIRTUAL Advanced Java Programming - High School CS Professional Development		
453552 - Aug 7, 14, 21, 28, 2021 8:00 am - 4:30 pm	1	1

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Session	Registered	Attended
SE Google Calendar		
452864 - Aug 9, 2021 8:00 am - 11:30 am	31	31
SE APSCN/eSchool Medical Training		
453512 - Aug 10, 2021 9:00 am - 4:00 pm	9	9
SE Tier I and II Training		
448217 - Aug 11, 2021 9:30 am - 11:30 am	16	14
SE VIRTUAL Arkansas Back to School Nurse Workshop		
452034 - Aug 12, 2021 8:30 am - 12:45 pm	30	30
Cleveland County School District Day		
453905 - Aug 12, 2021 8:00 am - 3:00 pm	70	50
SE Early Childhood Special Education Staff Development		
452945 - Aug 13, 2021 9:00 am - 4:00 pm	43	43
SE LEADS 2.0		
452834 - Aug 18, 2021 2:00 pm - 3:30 pm	6	4
SE Board Meetings		
456997 - Aug 18, 2021 10:00 am - 1:00 pm	22	22
SE Take Flight Dyslexia Therapist Training - Year One		
441654 - Aug 23, 24, 25, 26, 27, 2021 8:30 am - 3:30 pm	29	29
SE APSCN/SMS Required Fields for State Reporting		
438733 - Aug 25, 2021 9:00 am - 4:00 pm	13	9
SE APSCN/SMS Required Fields for State Reporting		
438736 - Aug 26, 2021 9:00 am - 4:00 pm	16	15
SE Statewide GT Coordinator Meeting with DESE OGTAP		
451468 - Aug 27, 2021 8:30 am - 3:30 pm	16	13
SE VIRTUAL Novice Teacher Summer Academy Make-up Training		
450795 - Aug 30, 31, 2021 8:30 am - 3:30 pm	23	22
SE Hybrid Supporting Dyslexia Interventionist in AR		
445731 - Sep 3, 2021 8:30 am - 3:30 pm	37	35
SE AGQBA Southeast Coaches' Meeting		
456697 - Sep 3, 2021 1:00 pm - 3:00 pm	8	5
SE SmartData Dashboards for Building/District Leaders		
453681 - Sep 7, 2021 8:30 am - 11:30 am	42	38
SE APSCN/eSchool Progress Report and Report Card Training		
438740 - Sep 8, 2021 9:00 am - 4:00 pm	15	13
SE ASEP Fall Conference		
452870 - Sep 10, 2021 9:00 am - 4:00 pm	30	30
SE VIRTUAL Southeast Co-op Teacher Center Committee Meeting		
458498 - Sep 10, 2021 1:30 pm - 2:00 pm	19	19
SE VIRTUAL Year 1 (K-6) Introduction to TESS and Ethics		
445926 - Sep 13, 2021 8:30 am - 3:30 pm	44	43
SE VIRTUAL The Baller Teacher Playbook- Virtual Book Study		
453642 - Sep 13, Oct 22, 2021 8:30 am - 3:30 pm	15	10
SE VIRTUAL Title IX Training		
456897 - Sep 13, 2021 9:00 am - 11:00 am	22	16
SE VIRTUAL Year 1 (K-6) Introduction to TESS and Ethics		
445948 - Sep 14, 2021 8:30 am - 3:30 pm	20	19
SE VIRTUAL BX3 Team Training - Year 3 (2021-22)		
458502 - Sep 14, Oct 12, Nov 9, 2021 Feb 8, Mar 8, May 4, 2022 8:30 am - 3:30 pm	13	0
SE Board Meetings		
458696 - Sep 15, 2021 10:00 am - 1:00 pm	17	17

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Session	Registered	Attended
SE Behavioral Event Interview Overview		
449414 - Sep 16, 2021 9:00 am - 12:00 pm	27	24
SE Q1 ESOL Coordinators' Meeting		
455260 - Sep 17, 2021 8:30 am - 11:30 am	13	13
SE Special Education Finance Year at a Glance		
456267 - Sep 17, 2021 8:30 am - 3:30 pm	20	17
SE Mandatory Screening Checkoffs for Vision, Hearing, Scoliosis, and Obesity Prevention (BMI)		
458372 - Sep 17, 2021 9:00 am - 4:00 pm	5	4
SE VIRTUAL Year 1 (7-12) Introduction to TESS and Ethics		
446112 - Sep 20, 2021 8:30 am - 3:30 pm	41	36
SE K-2 RISE Day 4		
455077 - Sep 20, 2021 8:30 am - 3:30 pm	12	11
SE VIRTUAL Year 1 (7-12) Introduction to TESS and Ethics		
446120 - Sep 21, 2021 8:30 am - 3:30 pm	19	16
SE GT Application Workshop		
451480 - Sep 27, 2021 8:00 am - 3:30 pm	15	13
SE VIRTUAL Making the Professional Growth Plan Meaningful		
458990 - Sep 27, 2021 1:00 pm - 2:00 pm	24	19
SE WorkKeys Curriculum and Support		
454922 - Sep 28, 2021 8:30 am - 11:30 am	12	11
SE WorkKeys Curriculum and Support		
454937 - Sep 28, 2021 12:30 pm - 3:30 pm	5	4
SE VIRTUAL WorkKeys Curriculum and Support		
454986 - Sep 28, 2021 8:30 am - 11:30 am	24	20
SE VIRTUAL WorkKeys Curriculum and Support		
454993 - Sep 28, 2021 12:30 pm - 3:30 pm	13	10
SE Bus Driver Curriculum Pre-CDL Testing Meeting		
458677 - Sep 29, 2021 9:30 am - 12:00 pm	15	15
SE VIRTUAL Year 2 (K-6) Communication and Student Engagement		
445983 - Oct 5, 2021 8:30 am - 3:30 pm	24	22
SE VIRTUAL Year 2 (K-6) Communication and Student Engagement		
445986 - Oct 6, 2021 8:30 am - 3:30 pm	13	10
SE VIRTUAL 2021 Counselor's Fall Meeting		
453459 - Oct 6, 2021 8:30 am - 11:30 am	35	33
SE Take Flight Dyslexia Therapist Training - Year One - Days 6-7		
446220 - Oct 7, 8, 2021 8:30 am - 3:30 pm	26	26
SE VIRTUAL Year 2 (7-12) Communication and Student Engagement		
446129 - Oct 12, 2021 8:30 am - 3:30 pm	22	16
SE Tier I and II Training		
448224 - Oct 12, 2021 9:30 am - 11:30 am	19	19
SE VIRTUAL Year 2 (7-12) Communication and Student Engagement		
446131 - Oct 13, 2021 8:30 am - 3:30 pm	22	17
SE GT Application Workshop		
451525 - Oct 13, 2021 8:30 am - 3:30 pm	5	4
SE McKinney-Vento Homeless Training		
458605 - Oct 13, 2021 10:00 am - 12:00 pm	14	10
SE WorkKeys Assessment and Support		
455009 - Oct 14, 2021 8:30 am - 11:30 am	11	6
SE WorkKeys Assessment and Support		
455025 - Oct 14, 2021 12:30 pm - 3:30 pm	1	0

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SE VIRTUAL WorkKeys Assessment and Support		
455034 - Oct 14, 2021 8:30 am - 11:30 am	34	23
SE VIRTUAL WorkKeys Assessment and Support		
455039 - Oct 14, 2021 12:30 pm - 3:30 pm	21	14
SE VIRTUAL Southeast Co-op 504 Coordinators Meeting		
458459 - Oct 18, 2021 9:00 am - 10:00 am	15	13
SE Board Meetings		
460187 - Oct 20, 2021 10:00 am - 1:00 pm	20	20
SE CGI Yr. 1 -- 2 Fall Follow-Up Days		
433476 - Oct 21, 22, 2021 8:30 am - 3:30 pm	8	7
SE School Readiness and Brigance Assessment Training		
459172 - Oct 21, 2021 9:00 am - 3:00 pm	7	7
SE AR Math QuEST: Ambitious Teaching Implementation Phase I (1 day)		
452274 - Oct 25, 2021 8:30 am - 3:30 pm	14	14
SE K-2 RISE Day 5		
455080 - Oct 25, 2021 8:30 am - 3:30 pm	12	12
SE The Baller Teacher Playbook Training		
453385 - Oct 27, 2021 8:30 am - 3:30 pm	14	11
SE AP Coordinator Training by DESE		
459548 - Oct 27, 2021 9:00 am - 12:00 pm	5	4
SE AR Math QuEST: Ambitious Teaching Year 2 Follow Up Day		
433474 - Oct 29, 2021 8:30 am - 3:30 pm	24	23
SE AR Math QuEST: Ambitious Teaching Implementation Phase I (1 day)		
433436 - Nov 1, 2021 8:30 am - 3:30 pm	16	16
SE AR Math QuEST: Ambitious Teaching Implementation Phase I (1 day)		
433444 - Nov 2, 2021 8:30 am - 3:30 pm	32	31
SE Year 3 (K-6) Follow Up Day		
446009 - Nov 2, 2021 8:30 am - 3:30 pm	44	41
SE Science Consortium Meeting Grades K-5		
460016 - Nov 2, 2021 8:30 am - 3:30 pm	5	3
SE Science Consortium Meeting Grades 6-8		
460019 - Nov 4, 2021 8:30 am - 3:30 pm	10	10
SE AR Math QuEST: Ambitious Teaching Year 2 Follow Up Day		
433465 - Nov 5, 2021 8:30 am - 3:30 pm	19	18
SE Literacy Facilitation: Vocabulary Surge Book A in the Morning		
453733 - Nov 5, 2021 8:30 am - 11:30 am	43	41
SE Literacy Facilitation: Vocabulary Surge Book B in the Afternoon		
453739 - Nov 5, 2021 12:30 pm - 3:30 pm	39	35
SE Year 3 (7-12) Follow Up Day		
446138 - Nov 8, 2021 8:30 am - 3:30 pm	26	18
SE Year 3 (7-12) Follow Up Day		
446140 - Nov 9, 2021 8:30 am - 3:30 pm	18	16
SE Science Consortium Meeting Grades 9-12		
460021 - Nov 9, 2021 8:30 am - 3:30 pm	6	6
SE Math Language/Instructional Routines		
453387 - Nov 15, 2021 8:30 am - 3:30 pm	3	0
SE GT Coordinator Quarterly Meeting		
451527 - Nov 17, 2021 8:30 am - 3:30 pm	13	12
SE Board Meetings		
461417 - Nov 17, 2021 10:00 am - 1:00 pm	24	24

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Session	Registered	Attended
SE APSCN/eSchool Transcript Review Training		
438744 - Nov 18, 2021 9:00 am - 4:00 pm	8	8
SE Juvenile Takeover of Social Media: Investigations & Internet Safety		
452172 - Nov 30, 2021 8:30 am - 12:30 pm	17	12
SE Q2 ESOL Coordinators' Meeting		
455274 - Dec 3, 2021 8:30 am - 11:30 am	11	10
SE ACT 56 Award Application Workshop		
451541 - Dec 7, 2021 8:30 am - 3:30 pm	2	0
SE VIRTUAL High Leverage Practice Zoom for Special Education Novices		
461408 - Dec 7, 2021 4:30 pm - 5:30 pm	10	9
SE VIRTUAL Take Flight Dyslexia Therapist Training - Year One - Day 8		
446223 - Dec 8, 2021 8:30 am - 3:30 pm	26	26
SE VIRTUAL Supporting Organizational Wellness: A Trauma-Informed Approach for Administrators and School Leaders		
460725 - Dec 8, 2021 1:00 pm - 2:30 pm	18	10
SE Section 504 and Americans with Disabilities Act		
460173 - Dec 10, 2021 8:30 am - 3:30 pm	26	24
SE Board Meetings		
462496 - Dec 15, 2021 10:00 am - 1:00 pm	19	19
SE Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia		
453392 - Dec 16, 2021 8:30 am - 3:30 pm	12	10
SE Hybrid Supporting Dyslexia Interventionist in AR		
445738 - Jan 7, 2022 8:30 am - 10:30 am	45	41
SE Hybrid Literacy Facilitation		
445775 - Jan 7, 2022 10:30 am - 3:30 pm	42	36
SE Migrant Monthly Meeting (High School Graduation/OSY)		
462833 - Jan 13, 2022 9:00 am - 3:00 pm	7	6
SE VIRTUAL Take Flight Dyslexia Therapist Training - Year One - Days 9-11		
446319 - Jan 18, 19, 20, 2022 8:30 am - 3:30 pm	29	29
SE GT Coordinator Profile Sheet Work Day		
461446 - Jan 18, 2022 8:30 am - 3:30 pm	5	0
SE GT Coordinator Quarterly Meeting		
451529 - Jan 24, 2022 8:30 am - 11:30 am	14	12
SE K-2 RISE Day 6		
455082 - Jan 24, 2022 8:30 am - 3:30 pm	14	14
SE VIRTUAL Caring for Yourself and Others: A Trauma-Informed Approach to Self-Care for all School Personnel		
460730 - Jan 25, 2022 1:00 pm - 2:30 pm	30	17
SE Board Meetings		
469420 - Jan 26, 2022 10:00 am - 1:00 pm	22	22
SE VIRTUAL Transportation Meeting		
460489 - Jan 27, 2022 10:00 am - 12:00 pm	7	2
SE i-Ready: Helping All Learners Succeed		
452143 - Jan 31, 2022 8:00 am - 10:00 am	10	9
SE i-Ready: Helping All Learners Succeed		
452144 - Jan 31, 2022 10:30 am - 12:30 pm	5	5
SE i-Ready: Helping All Learners Succeed		
452145 - Jan 31, 2022 1:30 pm - 3:30 pm	7	4
SE VIRTUAL Year 1 (K-6) Communication and Student Engagement		
446048 - Feb 1, 2022 8:30 am - 3:30 pm	49	37

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SE VIRTUAL Year 1 (K-6) Communication and Student Engagement		
446068 - Feb 2, 2022 8:30 am - 3:30 pm	26	23
SE i-Ready: Helping All Learners Succeed		
452159 - Feb 2, 2022 8:00 am - 10:00 am	4	4
SE i-Ready: Helping All Learners Succeed		
452160 - Feb 2, 2022 10:30 am - 12:30 pm	4	4
SE i-Ready: Helping All Learners Succeed		
452162 - Feb 2, 2022 1:30 pm - 3:30 pm	9	8
SE VIRTUAL High Leverage Practice Zoom for Special Education Novices		
461409 - Feb 10, 2022 4:30 pm - 5:30 pm	12	10
SE CGI Yr. 1 -- Spring Follow-Up Day		
433478 - Feb 11, 2022 8:30 am - 3:30 pm	10	10
SE VIRTUAL Southeast Co-op Teacher Center Committee Meeting		
465822 - Feb 11, 2022 2:30 pm - 3:30 pm	16	16
SE Migrant Monthly Meeting (Reading)		
462835 - Feb 15, 2022 9:00 am - 3:00 pm	8	8
SE eSchool Next Year Database Setup		
463701 - Feb 16, 2022 9:00 am - 4:00 pm	12	10
SE Board Meetings		
469385 - Feb 16, 2022 10:00 am - 1:00 pm	18	18
SE eSchool Next Year Database Setup		
463702 - Feb 17, 2022 9:00 am - 4:00 pm	9	9
SE Early Childhood Annual Review		
464255 - Feb 18, 2022 9:00 am - 4:00 pm	30	29
SE Year 1 (7-12) Communication and Student Engagement		
446145 - Feb 22, 2022 8:30 am - 3:30 pm	48	38
SE Year 1 (7-12) Communication and Student Engagement		
446202 - Feb 23, 2022 8:30 am - 3:30 pm	22	17
SE Family & Consumer Sciences Teacher Collaboration Session		
460931 - Feb 23, 2022 8:30 am - 3:30 pm	19	17
SE VIRTUAL Trauma-Informed Care: Supporting Students During Difficult Times for All School Personnel		
460735 - Feb 24, 2022 9:00 am - 12:00 pm	26	12
SE Illustrative Mathematics-Mid-Year Extravaganza		
453396 - Feb 28, 2022 8:30 am - 3:30 pm	8	7
SE Southeast Arkansas Pupil Transportation Association		
464477 - Mar 3, 2022 10:00 am - 12:00 pm	6	5
SE Hybrid Literacy Facilitation		
445776 - Mar 4, 2022 8:30 am - 3:30 pm	24	22
SE Computer Science Impact Meeting		
465929 - Mar 4, 2022 9:00 am - 3:30 pm	7	7
SE Year 2 (K-6) Follow Up Day		
446087 - Mar 7, 2022 8:30 am - 3:30 pm	21	21
SE Year 2 (K-6) Follow Up Day		
446091 - Mar 8, 2022 8:30 am - 3:30 pm	12	10
SE Cognos: Basic Report Writing		
466944 - Mar 9, 2022 9:00 am - 4:00 pm	13	11
SE Take Flight Dyslexia Therapist Training - Year One - Days 12-13		
451328 - Mar 10, 11, 2022 8:30 am - 3:30 pm	28	25
SE Migrant Monthly Meeting (Math)		
462837 - Mar 10, 2022 9:00 am - 3:00 pm	9	9

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SE Year 2 (7-12) Follow Up Day		
446207 - Mar 14, 2022 8:30 am - 3:30 pm	33	29
SE YMHFA (Youth Mental Health First Aid)		
467834 - Mar 14, 2022 8:00 am - 4:30 pm	11	9
SE Year 2 (7-12) Follow Up Day		
446210 - Mar 15, 2022 8:30 am - 3:30 pm	9	5
SE Q3 ESOL Coordinators' Meeting		
455284 - Mar 16, 2022 8:30 am - 11:30 am	11	10
SE eSchool Next Year Elementary Scheduling Review		
463706 - Mar 16, 2022 9:00 am - 4:00 pm	22	19
SE Board Meetings		
469376 - Mar 16, 2022 10:00 am - 12:00 pm	22	22
SE eSchool Next Year Secondary Scheduling Review		
463708 - Mar 17, 2022 9:00 am - 4:00 pm	23	22
SE Cognos: Working with Queries		
466952 - Mar 30, 2022 9:00 am - 4:00 pm	11	6
SE Hybrid Supporting Dyslexia Interventionist in AR		
445757 - Apr 1, 2022 8:30 am - 11:30 am	38	31
SE Using Technology to ENHANCE F2F Math Instruction		
453399 - Apr 1, 2022 8:30 am - 3:30 pm	10	9
SE GT Coordinator Quarterly Meeting		
451532 - Apr 7, 2022 8:30 am - 3:30 pm	15	14
SE Accurate Administration & Scoring of Formal and Informal Assessments		
460012 - Apr 7, 2022 9:30 am - 3:30 pm	26	24
SE VIRTUAL High Leverage Practice Zoom for Special Education Novices		
461412 - Apr 12, 2022 4:30 pm - 5:30 pm	11	5
SE Cognos: Additional Report Writing Features		
466962 - Apr 13, 2022 9:00 am - 4:00 pm	7	0
SE VIRTUAL The Restorative Practices Playbook Webinar		
469042 - Apr 20, 2022 9:00 am - 10:30 am	35	20
SE Board Meetings		
474748 - Apr 20, 2022 10:00 am - 1:00 pm	23	23
SE Building Thinking in Mathematics K-12		
453401 - Apr 21, 2022 8:30 am - 3:30 pm	23	17
SE Migrant Monthly Meeting		
462841 - Apr 21, 2022 9:00 am - 3:00 pm	9	9
DeWitt Middle School-PD		
474473 - Apr 22, 2022 8:00 am - 3:00 pm	3	3
SE Physical Computing and Art with Raspberry Pi and Python		
470081 - May 3, 2022 8:30 am - 3:30 pm	3	0
SE VIRTUAL Southeast Arkansas Pupil Transportation Association		
468280 - May 4, 2022 10:00 am - 12:00 pm	2	0
SE Q4 ESOL Coordinators' Meeting		
455294 - May 5, 2022 8:30 am - 11:30 am	9	0
SE Hybrid Literacy Facilitation		
445777 - May 6, 2022 8:30 am - 3:30 pm	18	0
SE PRAXIS Study Session - Secondary Math		
472461 - May 10, 2022 8:30 am - 11:30 am	3	0
SE PRAXIS Study Session - Elementary Math		
472477 - May 10, 2022 12:30 pm - 3:30 pm	6	0

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SE PRAXIS Study Session - PLT		
472483 - May 11, 2022 8:30 am - 11:30 am	18	0
SE Migrant Monthly Meeting (Summer School Training)		
462850 - May 12, 2022 9:00 am - 3:00 pm	3	0
SE Hybrid Supporting Dyslexia Interventionist in AR		
445758 - May 13, 2022 8:30 am - 11:30 am	29	0
SE VIRTUAL Southeast Co-op Teacher Center Committee Meeting		
470111 - May 13, 2022 11:30 am - 1:30 pm	16	0
SE Figuring Out Fluency in Mathematics		
453394 - May 16, 2022 8:30 am - 3:30 pm	56	0
SE PRAXIS Study Session - History		
473463 - May 17, 2022 8:30 am - 11:30 am	3	0
SE PRAXIS Study Session - Reading		
473469 - May 20, 2022 8:30 am - 11:30 am	5	0