



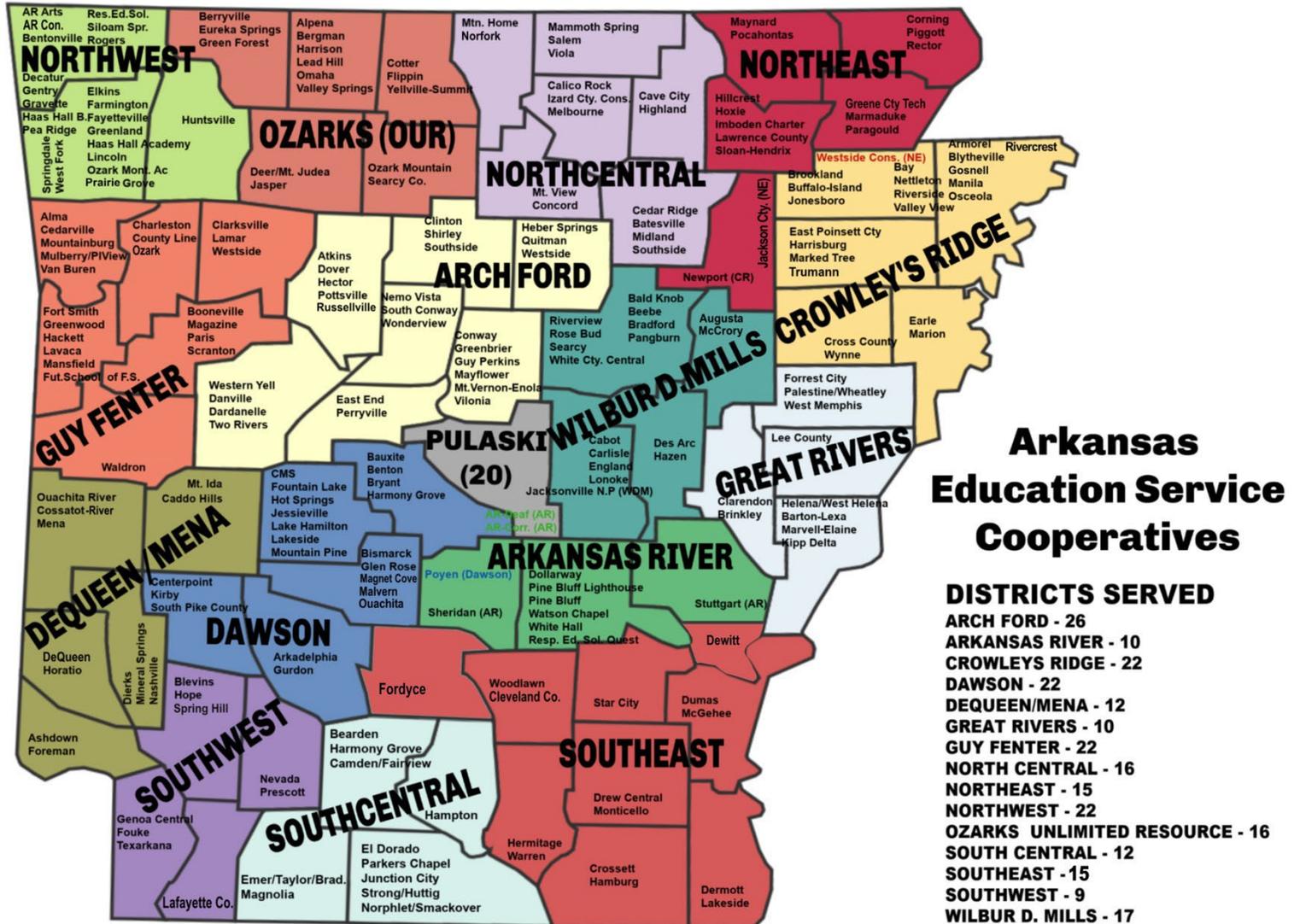
2022 – 2023 Annual Report

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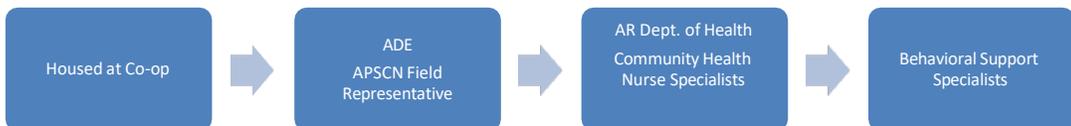
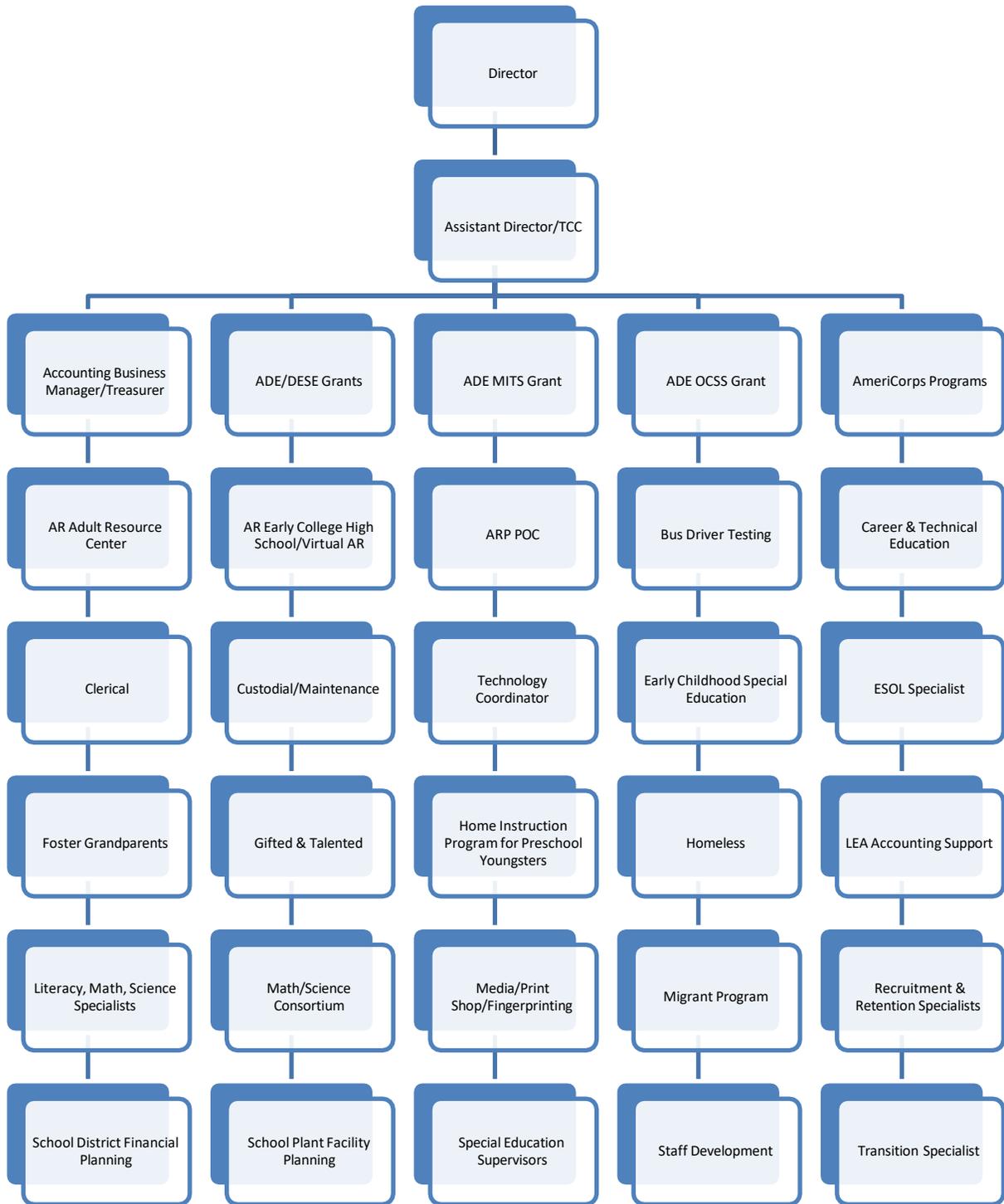
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State Map of Cooperatives



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
Sandra Lanehart	Secretary	Monticello

Members of the Board

Name	Position	School District
Craig Dupuy	Superintendent	Cleveland Co.
Anthony Boykin	Superintendent	Crossett
Kristi Ridgell	Superintendent	Dermott
Dr. Nick Hill	Superintendent	Dewitt
Kim Barnes	Superintendent	Drew Central
Dr. Camille Sterrett	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 2023		
DISTRICT	NAME	POSITION
Crossett	Kristi McDuff	Secondary Teacher
Drew Central	LeeAnna (Brooke) Hoskins	Elementary Teacher
Warren	Kathy Cornish	Administrator
Lakeside	Christy Stone	Administrator
Group 2 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
Group 3 Rotates off in August 2025		
DISTRICT	NAME	POSITION
Hamburg	Stephanie Johnston	Elementary Teacher
Cleveland County	Diana Taylor	Middle School/Jr. High Teacher
Star City	Gina Richard	Administrator
DeWitt	Nancy Whiting	Secondary Teacher
Fordyce	Nikki Rice	Secondary Teacher

Annual Report

Date: 03/30/2023

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: 15,340

Number of Teachers: 1,770

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? 11
When is the regular meeting? 3rd Wednesday of the month
Date of current year's annual meeting: May 18, 2022
- 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? November 2022
- 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 2022-2023

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
BARBER-CARTER, SHELSI	CTE SPECIAL PROJECTS COORDINATOR	F
BELL, JAMES	METHODS OF ADMINISTRATION PROGRAM COORDINATOR	S
BENNETT, DANA	MITS 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
BROWN, KAYLON	CAREER COACH PROGRAM COORDINATOR	F
BRYANT, WENDYLIN	AALRC DISABILITIES AND ONLINE COORD	S
BURGEIS, MEGAN	ECH PARAPRO	D
BURGESS, RYAN	OCSS STATE LEADERSHIP DEVELOPMENT COACH	F
BURT, LYNDA*	APSCN STUDENT FIELD ANALYST	
BUTLER, DENNIS	CAREER ED JAG TECH ASST COORD	S
CAMACHO, SULIDEISI	ADULT EDUCATION CAREER COACH	S
CAMERON, KATHY	BUSINESS MANAGER/PAYROLL	B
CAMPAGNA, DAWN	SP ED LEA SUPERVISOR	D
CAPPS, THEA	LITERACY SPECIALIST	S
CARTER, COURTNEY	ECH PARAPRO	D
CASTLEBERRY, DAWN	ECH INTERVENTION SPECIALIST	D
CATER, KERI	HIPPY HBE-DREW CENTRAL	S

CAUSEY, LISA	HIPPY HBE-MONTICELLO	S
CAVANESS, 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, ASHLEY	AALRC RECEPTIONIST	S
DAVIS, ERIC CECIL	P/T FACILITY/MAINTENANCE COORD	B
DE AVILA, MARIA	HISPANIC CAREER COACH	S
DONNELL, SHAUNA	EARLY COLLEGE HS INSTRUCTOR	S
EBARB, ABBEY	EL SPECIALIST	S
EOFF, KAREN	COOP DIRECTOR	B
ESTES, JANE	EARLY COLLEGE HS ADJUNCT INSTRUCTOR	S
FRISBY, KAREN	SP ED LEA SUPERVISOR	D
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
GREEN-BRASWELL, CRYSTAL	LEADERSHIP DEVELOPMENT COACH	F
GRIFFIN, KATY	ECH INTERVENTION SPECIALIST	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 / P/T AMERICORPS SS ADMIN ASST	S/F
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	MITS 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
LYTLE, DARBY	EARLY COLLEGE HS INSTRUCTOR	S
MANN, JANA	ECH PARAPRO	D
MCAFFRY, MELODY	ECH SPEECH THERAPIST	D
MCCANN, TERRI	LEADERSHIP DEVELOPMENT COACH	F
MCCONE, RENA	MITS 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
MONTGOMERY, LEIGH	ECH SPEECH THERAPIST	D
MORMAN, KATHY	ECH SPEECH THERAPIST	D
MULLIKIN, RHONDA	ASST DIRECTOR/TEACH CTR COORD	B
MURPHY, SARA	ECH PARAPRO	D
NEU, KLAUS	AALRC MEDIA SPEC	S
NICHOLS, STACY	ECH INTERVENTION SPECIALIST	D
NORRIS, STEPHANIE	ECH INTERVENTION SPECIALIST	D
ORRELL, IAN	P/T CUSTODIAL	B
ORTIZ, CLARE	MIGRANT RECRUITER	F
PALMER, JANICE	ECH PARAPRO	D
PASCHALL, MISTY	EARLY COLLEGE HS ADJUNCT INSTRUCTOR/DRUG TESTING & BUS DRIVER COORDINATOR	S/D
PATRICK, EVAN	DIGITAL LEARNING & TECHNOLOGY COORDINATOR	S/B
PEARSON, TOCCARA	AALRC ADMINISTRATIVE ASSISTANT	S
PENNINGTON, ANDEE	ECH INTERVENTION SPECIALIST	D
PERRY, AIMIE	ECH SPEECH THERAPIST	D
PESARESI, KIMBERLY	AMERICORPS STATEWIDE COORDINATOR	S
PETTIT, SHERRI	MITS 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
PRUITT, ANDY	FOSTER GRANDPARENT SDP DIRECTOR	F
RAMIREZ, JAIRO	MIGRANT SPECIALIST	F
RAMOS, KARLA	HIPPY HBE – HERMITAGE	S
RANDOLPH, KAREN	TRANSITION CONSULTANT	F
RANEY, MARY	HIPPY HBE – DREW CENTRAL	S
RAY, ALLISON	CAREER ED COORDINATOR	S
REID, JAMIE	FISCAL SERVICES COORDINATOR FOR OCSS	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	
SADOVSKY, ADRIENNE	EARLY COLLEGE HS INSTRUCTOR	S
SAFFOLD, MISTYE	ECH INTERVENTION SPECIALIST	D
SANDINE, MEREDITH	MATH SPECIALIST	S
SATTERLEE, JENNY	AMERICORPS SS COORDINATOR	F
SAUNDERS, ERIC	OCSS ASST STATE SUPERINTENDENT	S
SESSIONS, JUDY	ECH PARAPRO	D
SHEPHERD, JAYE	ECH INTERVENTION SPECIALIST	D
SHERRILL, STACEY	LEA SUPERVISOR SECRETARY	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
STAPP, JENNA	BEHAVIOR INTERVENTION SPECIALIST	
STELL, LAURA	HIPPY FIELD COORDINATOR	S
STOVER, CLAIRE	ECH PARAPRO	D
SWINNEY, KELLY	ECH INTERVENTION SPECIALIST	D
TAYLOR, MARSHA	AALRC DIRECTOR	S
THOMAS, YOLONDA	SP ED LEA SUPERVISOR	D
TOSTON, CASSANDRA	HIPPY HBE – LAKESIDE	S
TRANHAM, NANCY	SPEECH CLERICAL ASSISTANT	D
TRUSSELL, ANGELYNE	HIPPY FIELD COORDINATOR	S
TUCKER, SHEENA	ECH PARAPRO	D
TYSON, PATRICIA	ECH INTERVENTION SPECIALIST	D
WATSON, MICHAEL	OCSS BEHAVIOR LEADERSHIP SUPP COACH	F
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
WILLIAMSON, AMANDA	ECH PARAPRO	D
WILMOTH, ASHLEY	HIPPY OFFICE MANAGER/FIELD COORD	D
WRIGHT, BRITNEE	MATH SPECIALIST	S
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 the 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 the 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?
Please describe: Services are charged according to a price list.
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.) 45

III. ADMINISTRATIVE SERVICES

Please check the 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
- 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:

- ACT Prep
- HIPPI
- Itinerant teachers – please list areas: ECSE, SEPD, Early College
- Low incidence Handicapped (Vision/Hearing)
- Mentor Programs (ex. Foster Grandparents, AmeriCorps Future Teachers, AmeriCorps Smart Start)
- Occupational Therapy and Physical Therapy
- Speech Pathology Services
- Transition Assistance
- Other (Please specify):
AmeriCorps tutoring-1on1, Pre-K, K-5
AGATE Video
Arkansas Governor's School Presentation
Arkansas Science & Math School grades 7-9
Battle of the Books grades 3-5

Chess Tournaments grades 3-4, grades 5-6, grades 7-12
Coding Competition
Engineering Day grades 3-6
Foster Grandparent-K-3 tutoring groups
Girls of Promise grade 9
Nursing Services
Passion Projects grades 3-6
Quiz Bowl- Elementary & Jr. High
Rubik Cube Competition
Service Days
STEAM Day grades 4-6
Theater Squared grades 4-12
Travelers' Student Day
Young Voters Day

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 and Dyslexia Job Alike

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 its twelfth year. This year, Literacy Facilitation included a book study with *Reading Comprehension Blueprint*. This professional text explains the skills needed for reading comprehension and teacher-friendly examples of lessons to apply each skill. The Literacy Facilitation also included training in the use of Ed Reports, AIIM, and HQIM.

Dyslexia Job Alike is also incorporated into the Literacy Facilitation. The SEARK Cooperative Dyslexia Specialist is a certified academic language therapist (CALT); therefore, is able to provide specialized professional development for dyslexia interventionists and specialists 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 dyslexia therapist/specialist, 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 covered this year include inclusion, comprehension, Section 504, meeting the needs of children with dyslexia, spelling and dyslexia, and progress monitoring.

University of Arkansas at Monticello

Two 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 Specialist teaches two sessions per semester (total of 4 a semester) on the Science of Reading.

SEARK Reading Council

The three Literacy Specialists are members of the SEARK Reading Council, a part of the Arkansas Literacy Association. Two of the Literacy Specialists serve as the President and Vice President of the SEARK Reading Council. This organization promotes literacy in the homes of children ages 0-5 and in the schools by providing books for schools to give away at literacy nights and to local health units. The organization also honors Educators in Literacy, Agencies in Literacy and Community Leaders and promotes writing in schools with the Young Writers' Competition each year.

Financial Advisor

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

Early College High School

The Virtual AR Concurrent Campus (Early College High School) has 17 course offerings. These include the following courses: 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, Beginning Spanish I and II, Introduction to Education, Human Development and Learning Theories, Integrating Instructional Technology, Personal Health, and Wellness, and Introduction to Biological Science.

Five of these courses were added this year. These include the following teacher residency programs: Introduction to Education, Human Development, and Learning Theories. Personal Health and Wellness and Introduction to Biological Science are also offered to students with adjunct professors.

Transportation Driver Curriculum Consortium

Southeast Co-op has partnered with districts to receive transportation driver services from Mr. Matthew Valentine. He has been contracted to provide training, testing, and uploading of test results in accordance with the new FMCSA requirements as they pertain to ELDT.

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 2022-2023 school year: 2

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

White 2

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2022-2023 school year: 19

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

White 13

African American 6

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2022-2023 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 2022-2023 school year: 4

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

White 2

African American 1

Hispanic 1

Asian 0

American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2022-2023 school year: 6

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

White 4

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2022-2023 school year: 18

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

White 9

African American 8

Hispanic 1

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/Payroll	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 70 grant programs and runs 13 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:

2022 - 2023 - Funding Source:

State/Local Funding	Amount	State/Local Funding	Amount
Cash on Hand	\$793,205.60	Sped – Keith	\$148,140.33
Base Funding	\$408,618.00	Sped – Thomas	\$124,490.52
Interest on Investments	\$48,000.00	Sped – Gosdin	\$86,112.44
APSCN	\$3,600.00	Math/Literacy Cons	\$88,673.83
Copy/Print Shop	\$75,000.00	Sped – Frisby	\$81,995.48
Staff Development	\$36,047.76	Sped – Campagna	\$103,354.67

Bus Driver Consortium	\$6,828.20	Facilities	\$70,247.99
Cooperative Foundation	\$5,655.94	Ad Ed – GAE	\$550,250.00
LEA HIPPY	\$210,000.00	Ad Ed – Other	\$1,692,746.92
Bus Driver Curriculum	\$10,000.00	OCSS	\$1,007,626.61
Sci/Literacy Consortium	\$182,863.45	Virtual Arkansas	\$756,988.00
Summer Staff Development	\$82,575.57	Early Childhood ESY	\$6,036.22
Virtual Arkansas Consortium	\$82,184.30	Novice Mentoring	\$307,124.78
G/T Special Projects	\$2,647.67	GT Coord	\$30,000.00
AmeriCorps – Smart Start	\$112,714.00	Workforce Ed Coord	\$55,000.00
AmeriCorps – FTI	\$274,533.45	Career Coaches	\$234,798.45
FGP SDP – Local	\$11,875.00	ELL	\$96,542.62
FGP – Local	\$14,247.00	ARP Tech Grant	\$15,000.00
Early Childhood	\$2,410,993.95	Coop Tech Coord	\$80,000.00
Leadership Quest	\$7,385.42	Content Specialists	\$545,012.12
Nurse	\$7,148.77	HIPPY – ABC	\$1,060,640.00
Educational Examiner	\$80,527.91	MITs – Health Resource	\$104,263.19
Sped – Daniel	\$147,861.48		

Total Local/State Funds \$12,259,557.64

Federal Funds	Amount	Federal Funds	Amount
FGP SDP	\$147,000.00	OCSS SpEd Coach	\$125,000.00
FGP	\$496,742.00	ECH Medicaid	\$160,343.14
Migrant	\$350,629.96	ECH ARMAC	\$171,137.71
Title I PLC Training	\$611,351.12	MITs	\$480,333.82
Carl Perkins	\$477,903.40	Leadership Quest	\$523,284.03
JAG/TANF	\$316,790.97	AmeriCorps Smart Start	\$258,027.00
Perkins R&R	\$3,000.00	ARP II Homeless	\$30,784.98
CTE Virtual Reality	\$76,356.00	AmeriCorps FTI	\$12,000.00
Adult Ed – Leadership	\$722,157.60	OCSS Behavior	\$157,693.03
Ad Ed AmeriCorps	\$108,469.12	ARP II Tech Grant	\$150,000.00
SpEd Novice Mentoring	\$20,000.00	ARP II ELC Grant	\$292,494.75
Transition Specialist	\$134,431.41	Communities of Practice	\$210,000.00

Total Federal Funds \$6,035,930.04

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 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's database setup and year-end rollover are processed yearly 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 to support our homeless liaisons and ensure that the identified homeless children can get what they need 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. We have worked together and made purchases for several of our participating school districts. Our districts that have made purchases this year were able to provide these homeless students with what they needed to help them attend and participate in school.

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 and mentoring interventions to 300 targeted at-risk pre-k students. Our goal is to ensure that at-risk 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 school readiness 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 participate 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, Drew, and Hot Spring.

Major Highlights of the Year:

The FTI program continues to have a bright future due to the collective network of support from members, host sites, supervisors, program staff, and countless others in the community! We stop to enjoy successes that come our way but also hit the pause button on things we can do better! Roy T. Bennett said it best; "Life is about accepting the challenges along the way, choosing to keep moving forward, and savoring the journey."

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

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

Growing Your Own Teachers and More!

Since 2017, we proudly report that 21 former FTI members have become valuable assets to participating districts! This experience not only gives back to the community with caring, qualified leaders but also provides the schools experiencing a shortage of personnel with the

qualified teachers and staff they seek. We would also like to recognize a number of members making great strides in the medical communities: LPNs, RNs, Nurse Practitioners, X-Ray Techs, Physical Therapy Assistants, CCU Nurses, and Dental Hygienists. 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, because 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 various ways through participating in national days of service and through Signature Service Projects. Planning and promoting service projects allow members to evaluate the needs of the communities they serve. A bond between the member, community volunteers, local agencies, schools, and parents is developed and strengthened during the program year. In honor of the Ceremonial AmeriCorps Pledge, FTI members launched a "Kindness Campaign". Members randomly dispersed "Kindness Cards" promoting kindness and only asked for recipients to pay it forward! The response was overwhelming and quite rewarding for all involved!

Program Partnerships and Outreach-

9/11-FTI members reached out to their local 1st responders and invited them to the ABC pre-k school so that students could learn about the important service role they have in our community. Once again, the FTI collaborated with Palliative Community Resources, Smart Start AmeriCorps, Senior Corps Foster Grandparent Program, and UAM Vista Members in distributing 250 meals to all 1st responders in the following counties: Ashley, Bradley, Chicot, Desha, and Drew.

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 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 December 14, 2023 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 2023-2024 PY. In addition, FTI members excelled in gaining mayoral support from the following cities: Monticello, Malvern, McGehee, and Warren! Each Mayor issued the AmeriCorps Proclamation highlighting and recognizing the value of AmeriCorps and national service!

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 a nursing home, baskets of food were collected for

identified assisted living residences, Williams Memorial Garden was created last year, added new enhancements and flowers, 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 strong role models for the students they serve!

Performance Data Element:

Number of FTI members enrolled	30
Number of children served	292
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	23
Number of FTI members who participated in MLK Day of Service	25
Number of FTI members who participated in AmeriCorps Week.....	22
Number of external volunteers recruited for National Days of Service	180
Number of hours served by external volunteers during National Days of Service...	192.5

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
Fordyce Elementary	McGehee Elementary	Star City Elementary
Warren Eastside	Boys and Girls Club of Monticello	Crossett Elementary

Personnel:

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

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 at 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 17th year of operation and is now receiving funding through EngageAR's formula funds. Over the past year, the program has provided 50 members an opportunity to provide tutoring and mentoring services and give back to their communities through service projects.

Major Highlights of the Year:

This year the program partnered with The American Red Cross in passing out smoke detectors to those in the community in need. The program also partnered with the local fire department and Fire Chief to install them in the community. This service project provided over 60 smoke detectors in our county.

The program has continued partnerships with eight school districts and recruited 50 members. These sites have allowed the program to present to the junior and senior classes that are very interested in serving as AmeriCorps members. The program has recruited another site for the upcoming school/program year.

Monticello has elected a new Mayor that is very supportive of our program and the impact our members have in the community. He volunteered to read the proclamation and speak to the members.

The program helped the Keep AR Beautiful organization, the Drew County Judge, Monticello Mayor, and local volunteers pass out books at Monticello and Drew Central Schools.

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 junior and senior class about the benefits of joining AmeriCorps. This brought in many applicants and interests for the summer program and upcoming fall program. The AmeriCorps members recruited four of the city mayors to join the National Event to read a proclamation. Monticello, Warren, McGehee, and Malvern read the AmeriCorps proclamation.

The program was able to make a drastic change this year by recruiting high school seniors in the program. The program targeted students in the JAG, Educator Programs, and Internship program that stressed interest in pursuing education as a career. These students applied, were interviewed, and were chosen by faculty and program staff. They are the students that are reliable, hardworking, and maintain excellent grades. They have done a great job so far. The program is continuing this opportunity and hopes to recruit at least 25 seniors for the upcoming year.

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: BSW
Name: Dr. Shelia Wilkerson	Name: Wendy Bryant
Position: Professional Development Coordinator	Position: Disabilities and Online Learning Coordinator
Degree: EdD; M Ed, BS	Degree: MS Ed, BA
Name: Klaus Neu	Name: Rob Pollan
Position: Media Coordinator	Position: Information Technology Specialist
Degree: Dip. PAED – Germany	Degree: BSE
Name: Ashley Davis	
Position: Administrative Assistant	
Degree: HSD	

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 Division 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 ensure 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.

The AALRC administers all professional development services. 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 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 initiative allows 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 the professional development activities of participants. Educators in the State of Arkansas must register and track professional development events via this online system. Participants can manage their transcript of courses completed through outside sources (i.e. state conference and national conferences) in

ESCWorks.

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 quarterly newsletter, and discussion lists and provides Zoom for webinars. Google Forms are used for professional development evaluations.

Major Highlights of the Year:

Completion of Year 4 AmeriCorps Life Coach Project. The pandemic has made recruiting members difficult as we began this new project. In 2024-2023 our program will be combined with Arkansas Reads. This will allow us to grow the program in adult education centers.

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

AALRC was chosen to participate in the Digital Resilience in the American Workforce (DRAW) Initiative Pilot Project. DRAW is an initiative from Jobs for the Future, World Education, and Safal Partners with support from the US Department of Education's Office of Career, Technical, and Adult Education (OCATE). Four instructors from two local programs are participating.

AALRC was chosen to participate in the Advance Integrated Education and Training (IET) Basic Design Camp. Teams from two local programs will be participating.

AALRC was also chosen to participate in Teaching Skills That Matter training in Washington, DC. A state lead and four local program instructors participated in the training.

AALRC Staff continue to serve on Workforce Alliance for Growth in the Economy (WAGE™) program committees. 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 continue to be developed to allow students 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 14, 2023):

129 Meetings and Events were attended by the AALRC Staff

Lending Library:

245 Requests from the field were made for library materials

22 Requests for Assistive Technology Equipment

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

3 New items were acquired for the lending library

Adult Learning Disabilities:

44 Requests for instructional strategies from adult educators/literacy providers

267 Requests for Online Course Management Assistance

32 Requests for assistance with GED accommodation applications

32 Requests from the public sector for strategies and referrals

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

Technology:

1,457 Requests for assistance with technical support (on-site/telephone/email/remote control program)

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

Participating Districts:
Statewide

Personnel:

Name: Shelia Smith
Position: Behavior Support Specialist
Degree: PhD, L.P., 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: Jenna Stapp
Position: Behavior Support Specialist
Degree: M.A.T.

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.

BX3 Project

Goals:

BX3 is a capacity-building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior supports for all students.

Cohort 3:

Alma Intermediate-Alma, Asbell Elementary-Fayetteville, Beard Elementary- Fort Smith, Happy Hollow Elementary-Fayetteville, McNair Middle School - Fayetteville, Bald Knob High School, Cave City Elementary- Cave City, McRae Elementary - Searcy, University Heights Elementary - Nettleton, Holly Harshman Elementary - Mena, Horatio Elementary - Horatio, Mena Middle School- Middle, Mena High School- Mena, Oscar Hamilton Elementary - Foreman, Bryant Elementary- Bryant, Collegeville Elementary - Bryant, Guy-Perkins Elementary- Guy Perkins, Hurricane Creek Elementary - Bryant, Pottsville Jr High- Pottsville, Springhill Elementary - Bryant

Program Summary:

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary Education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

Major Highlights of the Year:

- Accepted Cohort 3 with 20 building-level teams across the state
 - 97% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
 - 96% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting our SMART goal(s).
 - 98% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
 - 94% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.
-

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 coaching and consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 148 CIRCUIT referrals 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:

- Offered 25 of the 5 Essential Components of School-Wide Behavior Supports professional developments and trained 84 building-level teams. In June, Springdale will train all of their buildings (30+ teams) with approximately 300 participants.
- Added 13 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/>
- Provided over 170 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 3233 participants
- Scheduled 61 additional professional learning opportunities by the end of 6/30/23

Additional BSS Highlights of 2022-2023:

- Presented at Arkansas School Psychology Association Conference
- Presented at SEAS Conference
- Presented at Arkansas Association of Alternative Educators Conference
- Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments
- Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2
- 9 BSS attended the PBIS Leadership Forum
- 2 BSS attended the LRP Institute Convention
- Served on DESE Leadership Team for Arkansas THRIVE
- Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)
- Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy 1/2023, 3/2022, 6/2022)

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. Transition Training is offered in the summer and when specific schools request for training. For schools going through SPED monitoring training and

consultations were provided to those Districts after File and SOP reviews were conducted to discovery areas of concerns.

- ❖ Provide consultations with Districts to examine their Transition Classroom and share materials to assist in the students' learning about transition services. Training was provided to Districts that were interested in learning more about the transition classroom with materials shared or curriculum being checked out for review.
- ❖ Attend LEA Monthly meetings virtual or in person and provide updates and information on Transition Services. Attended in person the LEA meetings when scheduled allowed and shared information regarding updates in Transition issues and services being offered.
- ❖ Provide Training and Consultants on using Evidence Base Practices related to Transition. Training and consultations were offered during the summer as well as thought out the school year on using Evidence Base Practices related to Transition. Books were given out during one of the training sessions to assist participants in using EBP.
- ❖ 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. Cadre Meeting was offered in January to provide information on Inclusion which is a hot topic for our state.
- ❖ Provide Training on CIRCLES- Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students Program, a research-based model to facilitate interagency collaboration. Training and implementation were provided to districts in my Co-op areas, as well as sharing information about the Program.
- ❖ 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. Five virtual training sessions were conducted during the school year to assist schools in learning more about how to provide transition serves for this population.
- ❖ Provide consultations on a Pilot program for using the SDLMI- Self Determination Learning Model of Instruction curriculum. six consultations were provided for the Pilot schools during the school year.
- ❖ Assist in creating Graphic Organizers to help SPED teachers in writing Transition Plans. During training sessions, the Graphic Organizers were used to show the Teachers how to use these tools 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. Short Videos were made to help the Teachers learn more how to improve their Transition Plans for their students.

- ❖ 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. Virtually attended when scheduled allowed in participating in Project SEARCH for my areas.
- ❖ 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. Training and Consultations were provided in summer training and throughout the school year for schools interested in learning how to use the PISA. This Training was also offered at our International Transitional Conference held in Little Rock this school year.
- ❖ Provide juniors, seniors who have a disability to attend Film Camp to learn skills on writing, editing, career options, leadership and advocacy skills. Promotional effort was made to all schools in Co-op areas either in person or mailing information's about the program to encourage students to attend.
- ❖ Provide juniors, seniors and college freshman who have a disability to attend College Bound Arkansas where they can explore and prepare for college. Promotional effort was made to all schools in Co-op areas either in person or mailing information's about the program to encourage students to attend.

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: Misty L. Paschall
Position: Coordinator
Degree: MPH, MAEd

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:

Ranelle Eubanks retired from the Coordinator position in Quarter 3, 2022. The vacated position was filled by Misty L. Paschall in Quarter 3, 2022.

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 2022-23 school year's annual grant total is \$477,903.40, including \$27,871.33 allocated for professional development and travel expenses, \$19,176.08 given for students' industry-recognized certifications, \$68,074.28 allocated for web-based curriculum and certification prep software, and \$254,786.85 earmarked for equipment and supplies for classrooms across Southeast Arkansas.

Major Highlights of the Year:

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

Division of Career and Technical Education. Monticello High School received \$26,855.75 for their Natural Resources/Environmental Service Systems program of study. Lakeside High School received \$26,855.75 for their Natural Resources/Environmental Service Systems program of study. Woodlawn High School received \$24,225.00 for their Retail Management program of study.

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 received funding for five applications, with grant awards totaling \$225,536.90.

- Hamburg High School \$79,316.00 Welding
- Hamburg High School \$2,865.00 Medical Skills & Services
- Rison High School \$4,687.00 Tool Room Technology
- Star City High School \$38,255.90 CNC Technology
- Star City High School \$100,443.00 Biomedical Sciences

The Southeast Arkansas Career and Technical Education Consortium also secured a grant of \$76,386.00 to purchase twelve virtual reality headsets to rotate across our region in the junior high Career Development classrooms.

An additional \$3,000.00 grant received was used to provide professional development for new teachers, a retention event for all CTE teachers, and training for new Careers teachers working to add the endorsement on their teaching license.

The Southeast Arkansas Career and Technical Education Coordinator and Assistant hosted a regional stakeholder meeting on January 25, 2023 with local educators, business and industry partners, post-secondary educators, and elected officials. There were 114 participants in attendance.

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

Participating Districts:
Statewide

Personnel:

Name: Kelly Griffin
Position: Director of Computer Science
Degree: Ed.S Educational Leadership

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

Name: Ashley Kincannon
Position: Statewide CS Specialist
Degree:

Name: Jim Furniss
Position: Statewide CS Specialist
Degree:

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

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

Name: Adam Musto
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:

Name: Stacy Reynolds
Position: Statewide CS Specialist
Degree: MET

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; Middle School Introduction to Coding: Grades 5-8; 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:

- South East Quarterly Impact Meetings
- Computer Science: Teaching K-4
- Computer Science: Intro to Block-Based Coding
- Computer Science: Teaching 5-8
- Computer Science: Transition to Text-Based Coding
- Middle School Intro to Coding: Learn to Text-Based Code (Formerly Coding Block)
- Teaching Middle School Intro to Coding (Former Coding Block Resources)
- 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 Application Development
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Intermediate Networking
- Intermediate Data Science
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Data Science
- Advanced Artificial Intelligence
- Advanced Robotics
- Advanced Mobile Application Development
- Advanced Placement Computer Science A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

Conferences Presented at:

- State TSA Conference

Events/Committees/Projects Assisted with:

- Women in Cybersecurity – October 2022
- TechFest October 2022
- Family Code Day at Innovation Hub December 2022
- National Computer Science Education Week – Scheduled daily activities with local districts - December 2022

- CS Education Week Activities December 2022
 - Read, Code, Create – January 2023
 - TSA State Conference – March 2023
 - CS Educator of the Year April 2023
 - Support of Robotics Competitions (VEX, FIRST) March 2023
 - Great Arkansas History Video Game Coding Competition March 2023
 - Allstate Coding Competition April 2022
 - Innovation Grant May 2023
-

Major Highlights of the Year:

- Growth and Development in Accessibility in Computer Science
- 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 1432 education professionals and 3195 students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Coding Competition.
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org

ONGOING SUPPORT:

- Specialists have increased the number of intermediate and advanced offerings as well as developed and will deliver 2 new trainings this summer. This is in addition to the other 25 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.
 - For districts that already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.

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: Amy Kirkpatrick	Name: Jason Bohler
Position: Virtual Arkansas Director of Technology	Position: Core Campus Director
Degree: MS, BS	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

Name: Dr. Nic Mounts
Position: Off-Campus & Fully Online Program Principal
Degree: Ed.D., MS, BS

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	2021-2022 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - Virtual Arkansas made courses available to all high-poverty districts and was utilized by 93.3% of all Arkansas districts with a 70%-100% free and reduced lunch population. - 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.
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - Virtual Arkansas had 21,671 enrollments from Districts designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 99% of all districts designated as rural - 85% 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 of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 34 CTE courses were provided to 6,554 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> - 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 Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- 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.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.

- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- 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 2021-2022 School Year)

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 330 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- 251,324 enrollments served since 2013-2014
- Virtual Arkansas Students had a 90% Pass Rate
- 14,319 Unique Arkansas Students Engaged in 35,885 Content + Teacher Enrollments
- 32,274 Credits Earned
- 78% of Virtual Arkansas teachers have Master's degree or above
- 146 Content+Teacher courses available to students throughout Arkansas
- 2,728 Concurrent Credit Enrollments Earned 8,124 College Concurrent Credit Hours
- 85% of Concurrent Credit Enrollments from Rural Districts
- Career and Technical Education: 6,847 Enrollments Over Two Semesters in 34 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 2,049 Computer Science Enrollments from 190 Arkansas Schools
- 1,827 Advanced Placement Enrollments
- 99% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% 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 aged three to five. The program includes the following delivery options: public school classroom, itinerant, integrated preschool, and homebound. Services provided include screening, diagnostic services, and preschool instruction in the following domains: social-emotional, self-help, motor, language, and cognition, speech therapy/language development, and 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 21-22 school year	Dismissed School age 21-22 school year
Cleveland County	152	34	4	9
Crossett	236	88	8	41
Dermott	22	47	1	20
DeWitt	72	48	10	20
Drew Central	103	42	5	10
Dumas	141	56	8	18
Fordyce	84	50	7	16
Hamburg	228	91	13	29
Hermitage	49	22	6	6
Lakeside	66	62	5	29
McGehee	128	91	3	32
Monticello	243	74	10	27
Star City	88	55	17	5
Warren	249	84	20	23
Woodlawn	92	10	5	7
Total	1,953	854	122	292

Children screened and children placed on December 1 Child Count based on 2022-2023 data. Children transitioning and dismissed based on 2021-2022 data. Transitioning and dismissal data for 2022-2023 is in process and unavailable until 6-15-2023.

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 the need for psychoeducational testing due to school closures during the COVID-19 pandemic.
- The districts I work for have provided new, updated testing kits for the 2022-2023 school year to ensure the most accurate assessment results are achieved during the evaluation process.
- 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 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.
- 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 2023 facilities master plan update.
- We provided training for approximately 175 custodial and maintenance employees during June and July of 2022.
- 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 with financial assistance.

Program Summary:

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

Major Highlights of the Year:

The major highlight of the year has been helping districts adjust budgets and working through getting budgets in compliance with funding for the LEARNS Act. This has been a very stressful time for most of our districts. Most districts have lost students because of the Pandemic, and they are worried about the funding to implement the LEARNS Act. The loss of students is causing a drastic loss of funds, and districts are facing a big increase in salaries.

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 and staff renewing their licenses, transferring employment, and new hires, usually within our 15 districts.

Major Highlights of the Year:

There were over 900 employability checks administered to teachers, administrators, staff and those seeking to substitute teach in the past year. We were able to take our portable machine to a few of our school districts and offer on-site fingerprinting. This helped our district with all of their new hire employees as well as license renewals for current employees.

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, differentiation, curriculum
- 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.
- Provide professional development in the summer for GT Coordinators and teachers of GT students (Secondary Content)
- 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, compliance policies, etc.
- Provided training for Quiz Bowl moderators
- Provided training for AP Coordinators.
- Attended Pre-AP sessions and provided technical support as needed to participating 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.
- Served on AGATE Awards Committee
- Served as judge for state AGATE Student Video Conference

- 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 faculty selection committee.
- Served on Arkansas Governor’s School student selection committee in Drama
- Served as a mentor for GT Girls Entrepreneur Program, where proceeds went to Peru school.
- Mentor for a GT Coordinator getting her GT license from one of my school districts.
- **Offerings for Students:**
 - 2 Engineering Days (3rd/4th and 5th/6th)-Students are put into teams from different school districts, given an engineering challenge, and have to find a solution to the challenge in a set amount of time. The challenge really gets them to thinking but the working with new teammates and having to learn how to problem solve was also a great learning experience.
 - Service Days-All the school districts come together to provide a service. Close to Christmas each school district had a drive at their individual schools for different items. Ex. lotion, socks, shampoo, etc. We then all met at the coop and put the items out on tables and the students put together baskets for nursing home residents. After all the baskets were put together, the schools took the baskets back to their communities and distributed them. We are also trying to coordinate a day to help with the Special Olympics for May.
 - TheatreSquared from North Arkansas presented for the schools on Shakespeare Plays. All grade levels were invited. After the performance, students attended workshops put on by TheatreSquared on acting techniques.
 - Arkansas Governor's School Director, Dr. Robin Lasey, came and presented to juniors on the application process for AGS and we had some past AGS alumni from our area come and tell the students what the experience was like.
 - STEAM Day-High Schools EAST students come to the coop to teach 4-6th graders a new technology skill. For example, this past year we had 3-D printing, garage band, green screens, etc. Also, this year we had two art teachers come in that day also to provide classes after the students had asked for that to be added from the previous year’s survey. They did jitterbugs and made paper, etc. The students all attend different classes so they can go back to their school districts and teach other students what they have learned.
 - AGATE Video-Students were given a rubric and opportunity to do a video for what GT means to them and submit to AGATE for prizes.
 - 3 Chess Tournaments- We do a 3rd-4th, 5th-6th, and 7-12 chess tournament.
 - 2 Quiz Bowls-We do an Elementary and a Jr. High Quiz Bowl

- Rubik Cube Competition-We held a competition at our coop and then some teams competed in a regional competition where one of our teams won. We also provided a Rubik cube class after the competition for any students or schools wanting to start a program and needing help getting started. Teachers and students led the class.
- 2 Battle of the Books-3rd Grade and 4th/5th-There is a list of 12 books that each school team reads and competes over questions on the book.
- Arkansas Science and Math School-ASMSA came down and provided a project for 7th-9th graders on hydraulic engineering out of cardboard and a few other pieces of equipment. ASMSA also provided students information about their programs.
- Young Voters Day-High School students attended a session in LR on the importance of voting and history. They were then able to tour the capitol building after the session.
- Girls of Promise-Girls in 9th graders attend overnight for a girls in engineering day where they are able to attend lots of sessions with women in different jobs so they are made aware of lots of different career paths.
- Traveler's Student Day-I provided STEM lessons for the schools with a baseball theme and then we will all attend a Traveler's game together to see it in action.

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:

- 2022-23 ASQ 3 Summary for SEARK HIPPY

Pre-testing

57% below average (failed or scored "gray" indicating a potential delay)

43% within normal limit

Post-testing

18% below average (failed or scored "gray" indicating a potential delay)

82% 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 2022-2023 include:

Reading Comprehension Blueprint-This book study is a guide to help students make meaning from text. Participants worked through the blueprint by reading and discussing the chapters on the strands of the top of Scarborough’s Reading Rope. This practical guide gives teacher friendly examples of lessons to apply each skill. Topics included: Dimensions of Skilled Reading: Connecting Educator’s Critical Background Knowledge, Viewpoints on Reading Comprehension, The Blueprint for Reading Comprehension, The Blueprint for Vocabulary, the Blueprint for Syntax and Sentence Comprehension, The Blueprint for Text Structures, The Blueprint for Background Knowledge, The Blueprint for Levels of Understanding, and then The Blueprint: Making it Work.

Dyslexia-Robin Stripling, DESE Special Education Specialist, presented “Inclusion for All.”

Dyslexia- Stacey Mahurin, Speech Pathologist and CALT, presented “Comprehension: Reason

for Reading.”

Dyslexia- Lance LeVar, Public School Program Advisor DESE, presented “Grounded in Equity: Overview of Section 504.”

Dyslexia- Vicki King, DESE Dyslexia Specialist, presented “Ensuring Children with Dyslexia Have Their Needs Met by the Public-School System.”

Dyslexia- Thea Capps, CALT, presented “Why is Spelling so Hard?” and Heather Gonzalez presented, “Progress Monitoring: Closing the Gap for All Students.”

Ed Reports and High-Quality Instructional Materials (HQIM)- Participants were trained in: how to use Ed Reports and the importance of HQIM, assessment and standard analysis using HQIM, using data to inform and adjust instruction, identifying and assessing skills using HQIM, reflection and building curriculum.

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 8 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 3 districts every month virtually through Zoom or face to face and observing and giving feedback on instruction
- Met with DESE quarterly with 8 schools and monthly with 4 schools for Act 1082 and provided follow up and implementation of their priorities
- 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 Decoding
- 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 7-12 Content Morphology
- Trained teachers in SOR for Special Education
- Trained teachers in Vocabulary and Morphology
- Trained teachers in Critical Reading
- Trained teachers in The Writing Revolution
- Provided books for literacy events to give away at local school districts.

- Assisted in data analysis to support intervention

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 administration with Science of Reading observations
- Supported 14 districts with implementation of HQIM
- Provided support with essential standards analysis and development of learning goals, learning targets, and common/collaborative formative assessments
- Supported 8 coordinated support districts on every 6-8-week rotation

- Supported 4 directed districts every month virtually
- Supported 3 collaborative districts twice per semester
- Met with DESE quarterly with 4 schools and monthly with 8 schools for Act 1082 and provided follow up and implementation of their priorities
- Provided Novice mentoring of 40 novice teachers in the schools
- Provided dyslexia/struggling readers professional development for 50 teachers in Adult Education
- Trained 34 teachers in Social Emotional Learning
- Trained 9 teachers in 7-12 Content Morphology
- Trained 71 teachers in Critical Reading
- Trained 9 teachers from 9 districts in SOR for Special Education
- Developed and modeled lessons from ELA teachers throughout the cooperative area
- 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	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

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 consists of three days in the summer and three days in the fall, or participants could choose to do all 6 days in the summer. Thirty-four teachers from ten 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. Small Group training was provided to Dumas school district and Fordyce school district in one 6-hour session for each district. 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 the implementation of instructional (literacy) facilitators in Arkansas schools through embedded professional learning face-to-face and virtual. I provided support to principals in selecting SoR programs based on the SoR list. UAM Support was provided to preservice teachers in the fall semester and 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 interventionists 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 practices and feedback
- Lesson Planning
- Supported 8 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 4 districts every month virtually through Zoom or face-to-face and observing and giving feedback on instruction
- Met with DESE quarterly with 8 schools and monthly with 4 schools for Act 1082 and provided follow-up and implementation of their priorities
- Guest instructor for pre-service teachers at UAM for SoR
- Provided Novice mentoring of 45 novice teachers in the schools
- Trained 16 teachers from Dumas School District in Shifting small group instruction to match the SoR.
- Trained 11 teachers from Fordyce School District in Shifting small group instruction to match the SoR
- Trained 32 teachers in Shifting small group instruction to match the SoR.
- Trained 34 teachers in K-2 RISE
- Trained 7 in SoR Phonological Awareness
- Trained 18 in SoR Encoding
- Trained 9 in SoR Decoding
- Trained 17 teachers in Speech to print -Supporting students with sound walls
- 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 2022. Days 1-6 were offered once in the summer and once in the fall. Forty-two participants completed all 6 days. 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 the implementation of instructional (literacy) facilitators in Arkansas schools through embedded professional learning through face-to-face and virtual. 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 8 districts on every 6-8-week rotation virtually or face-to-face
- Supported 4 districts every month virtually or face-to-face
- Met with DESE quarterly with 8 schools and monthly with 4 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 41 novice teachers in the schools
- Trained 42 teachers in Small Group for Grades 3-6 in 8 districts
- Trained 42 teachers in RISE 1-6 Summer 2022 in 14 districts
- Trained 174 educators in Parent Involvement from all 15 districts
- Trained 9 teachers in 7 districts ADE Content Area Reading
- Trained 11 teachers in Vocabulary for Secondary Teachers from 10 districts
- Trained 12 teachers in Morphology Instruction for Grades 3-6: Going Deeper than RISE from 5 districts
- Trained 128 teachers in The Writing Revolution from 16 districts
- Trained 50 teachers in the SIM FRAMEing Strategy in one district
- Trained 48 teachers in the SIM Concept Comparison Strategy in one district
- 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	Name: Meredith Sandine
Position: Math Specialist	Position: Math Specialist
Degree: Masters in Curriculum and Instruction	Degree: Masters

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 improving 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:

Monthly Zoom Sessions for Teachers and Facilitators with Britnee Wright and Meredith Sandine:

The following sessions were offered:

- **Effectively Using Small groups (6-8) and Centers (K-2) in the Math Classroom:** Discuss useful strategies on implementing small groups and centers effectively. How to organize, monitor, and engage students in small groups. Review tips and tricks for effective classroom management strategies. Also, discuss how this could be used for RTI.
- **Effectively Using Small groups (9-12) and Centers (3-5) in the Math Classroom:** Discuss useful strategies on implementing small groups and centers effectively. How to organize, monitor, and engage students in small groups. Review tips and tricks for

effective classroom management strategies. Also, discuss how this could be used for RTI.

- **Grade level Alignment and Collaboration:**

Have you ever wondered what other schools were doing to achieve such GROWTH? Use this time to visit with other teachers and discuss strategies to support student growth. Teachers will be able to talk to other teachers of their grade level inside and outside of their district to get ideas on how to better ensure student growth and achievement

- **Engaging Activities to Incorporate in the Math Classroom:**

You will be grouped based on grade level. Grades K-5 will be in a breakout room with Meredith Sandine and grades 6-12 will be in a breakout room with Britnee Wright. You will work with your grade band to discover different activities to keep students engaged and focused in the math classroom.

- **How to Assess Effectively and the Best Use of Your Time:**

Discuss how to use assessments to drive student growth and achievement. Review ways to assess with ease such as observation, small groups, etc. Talk to other teachers about how they are assessing and what works best for your particular grade level.

- **Engaging and Effective Test Prep in the Math Classroom:**

Discuss engaging ways to prepare for the ACT Aspire test. Let's make test prep FUN for the students and something they will enjoy doing. There are lots of different games and activities to keep students entertained while they prepare for the ACT Aspire assessment.

Leveraging TI-84 Plus CE for ACT Success with Corey Boby and Tracy Watson:

Let's be honest, the only standardized test kids actually care about is the ACT. They know that this test can determine their future and that they aren't prepared for it, especially in the math section. To make matters worse, they can't afford the expensive prep course offered off-campus. This session will highlight test-taking strategies that you can share with your students to help them improve their ACT Math Score. Come learn test-taking strategies that you can share with your students to help improve their ACT Math Scores and become their hero!

Meaningful Teaching and Learning in Elementary Math with Nanci Smith:

What does it take to be a good mathematics teacher who actively engages students and addresses learning differences? Gain a mental picture of an effective mathematics learning environment and why it must be founded on growth mindset principles. This training combines mathematics research, practical tactics, and examples from K-6 classrooms to help you have an engaging math classroom.

Meaningful Teaching and Learning in Secondary Math with Nanci Smith:

What does it take to be a good mathematics teacher who actively engages students and addresses learning differences? Gain a mental picture of an effective mathematics learning environment and why it must be founded on growth mindset principles. This training combines mathematics research, practical tactics, and examples from 6-12 classrooms to help you have an engaging math classroom.

Figuring Out Fluency in Mathematics: K-4th Grade with Dr. Jennifer Bay-Williams:

Participants will develop a deeper understanding of procedural fluency, along with a plethora of pragmatic tools for shifting classrooms toward a fluency approach. This hands-on guide empowers educators to support students in acquiring the repertoire of reasoning strategies necessary to becoming versatile and nimble mathematical thinkers.

Figuring Out Fluency in Mathematics: 5th-9th Grade (Expressions and Equations) with Dr. Jennifer Bay-Williams:

Participants will develop a deeper understanding of procedural fluency, along with a plethora of pragmatic tools for shifting classrooms toward a fluency approach. This hands-on guide empowers educators to support students in acquiring the repertoire of reasoning strategies necessary to becoming versatile and nimble mathematical thinkers.

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: Meredith Sandine
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 2022-2023 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 2022-2023 Math Consortium was to bring in speakers from across the United States and Canada who have authored well-known 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

Classroom observations were conducted with several instructional facilitators at multiple school districts. I also assisted instructional facilitators in small group support for teachers.

- Team Meetings/Professional Learning Communities via ZOOM and face-to-face

I met with districts monthly, every 6-8 weeks, or every other month to help with PLC meetings. I also met with the administration team at Dumas every other month to discuss progress and next steps with their staff.

- Data Analysis of interim and summative assessments
- Lesson Planning
- Model Lessons

I modeled Illustrative Mathematics lessons, Number Talk lessons, and CGI lessons in the following schools: Crossett, Dermott, Drew Central, Dumas, Lakeside, Star City, and Woodlawn. Essential Standards

I worked with Hermitage Elementary to assist them in identifying their essential standards.

- Supporting the Novice Teacher Program
- Supporting the implementation of small group instruction

This was a major focus for us this year. Multiple school districts moved toward implementing small groups as part of their math instruction.

- Filled multiple requests for technical assistance
- Supporting the implementation of the K-5 Illustrative Mathematics curriculum for the several districts that adopted.

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 to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum.

Major Highlights of the Year:

QuEST Year 1 by Britnee Wright and Meredith Sandine. During this training, learners will engage in meaningful mathematics learning experiences of reasoning and problem solving that promote equity and engagement for all students. In order to increase student achievement, AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics. This is a two-year state initiated professional development opportunity for mathematics educators in grades K-12.

QuEST Year 2 by Britnee Wright and Meredith Sandine. It is the second year of training aimed at promoting equity and engagement of all students in mathematics learning experiences that promote reasoning and problem-solving. In order to increase student achievement, AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics. This is a two-year state-initiated professional development opportunity for mathematics educators in grades K-12.

Literacy Strategies to Improve Mathematics Instruction. Through this training, teachers gained an understanding of the different literacy strategies they can use to improve their math instruction and their students' understanding of mathematics. The training used the book *Literacy Strategies to Improve Mathematics Instruction*.

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.

Illustrative Mathematics for K-5 teachers. How to Use IM Effectively: This training helped the teachers who are currently using Illustrative Mathematics in their classrooms to unpack the materials and how to use them effectively in their classrooms. This training walked the teachers through how to use the teacher materials and how to design effective lesson plans and units to get the most out of the curriculum for their students.

Illustrative Mathematics for 6-12 teachers. How to Use IM Effectively: This training helped the teachers who are currently using Illustrative Mathematics in their classrooms to unpack the materials and how to use them effectively in their classrooms. This training walked the teachers through how to use the teacher materials and how to design effective lesson plans and units to get the most out of the curriculum for their students.

Number Sense Routines for Secondary Math Teachers. This training helped to provide teachers with various routines to foster student participation while building math language, content knowledge, and fluency. Through these various number sense routines being used in the classroom effectively, it will create an environment where all students can learn mathematics within the secondary classroom.

Developing Essential Understandings of Ratios, Proportions, and Proportional Reasoning: This training helped the teachers build strong content knowledge in the areas of ratios, proportions, and proportional reasoning. The training went through the essential understandings of ratios and proportions that teachers need to understand so that their students can have a robust understanding of this content. The teachers were able to learn how to develop appropriate tasks, techniques, and tools for assessing the students' understanding of ratios and proportions.

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.

Highlights with the following districts:

Dermott- Monthly PLC meetings with 6-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-12 teachers. Worked on unpacking essential standards and creating a pacing guide for their essential standards.

Dewitt- PLC meetings with 6-12 grade teachers 3 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 5-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 5-12 teachers. Worked with the 2 teachers for the district that are actively working with the QuEST Initiative. Met and worked with the one novice math teachers once a month.

Dumas- Monthly PLC meetings with 6-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-12 teachers. Worked with the 6-12 grade 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.

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 the middle and high school and their Solution Tree PLC consultant.

Hermitage- Monthly PLC meetings with 7-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 7-12 teachers. Worked with the 7-12 math teachers for the district that are actively working with the QuEST Initiative.

Lakeside- Monthly PLC meetings with 6-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-12 teachers. Worked closely with the three math novice teachers at the high school.

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

Warren- Monthly PLC meetings with 6-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-12 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 7-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-12 teachers. Worked with the K-6 math teachers for the district that are actively working with the QuEST Initiative.

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 parts), 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 500 Parents' Rights handbooks. There were 20,000 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. Also, teachers/students come into the print shop each day to use the Ellison dies. There were several posters and banners printed for our school districts and also for people within the community.

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

Participating Districts:
Statewide

Personnel:

Name:	Jairo Ramirez	Name:	Clare Ortiz
Position:	Migrant Specialist	Position:	Recruiter
Degree:	N/A	Degree:	HSD/AA

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 students.

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 4th 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.
 - Completed summer school last year with the highest number of schools that participated.
- Specialists provided parents with PPE kits.
- This year, we are continuing the implementation of our three new migrant OSY summer school programs from the previous year with a successful summer.
- 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
- In our annual Regional PAC meeting this year, we had over 130 parents and students participate.

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, EdS	Degree: AA, BSE, MSE

Goals:

- Survey of Novice Teachers where they rate the overall effectiveness of the Novice Teacher Support Program as well as each component of the program. Survey of Administrators where they rate the overall effectiveness of the support the novice teachers in their district/building received as well as the effectiveness of each component of the program. Survey of Buddy Teachers where they rate the effectiveness of their role in supporting the novice teachers. Survey of District Lead Contacts where they rate the overall effectiveness of the Novice Teacher Support Program. Survey of Novice Teachers to determine the retention rate for the program. Licensure Plan Progress Audit.
 - Provide novice teachers onsite and virtual assistance in order to differentiate and provide individualized support.
 - Teacher Recruitment & Retention Program will offer support services to current and future educators through licensure support, study groups, promotional appearances, partnerships with IHE and alternative pathway programs, and other services as needed to promote the career of education and career continuum growth.
 - Novice teachers will complete surveys required by the novice mentoring program and DESE as required.
-

Program Summary:

Southeast Education Service Cooperative provided twenty-four required days of professional development for novice teachers. The novices were trained on: Ethics, TESS, AWARE, 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 individualized licensure assistance, other 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 2023-2024.

Major Highlights of the Year:

- All novice teachers received on site or virtual support: K-6 math specialist (48 visits), 7-12 math specialist (69 visits), K-12 science specialist (53 visits), K-2 literacy specialist (65 visits), 3-6 literacy specialist (75 visits), 7-12 literacy specialist (48 visits), (K-6) and (7-12) recruitment and retention specialist (635). In total, 993, 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. Ruby Payne (*Before You Quit Teaching*), 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), Thomas Penning (School Law and Ethics), and Arkansas AWARE (DESE team).
- 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, 97.1% plan to remain in education and 2.9% are undecided for the 2023-2024 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 2023-2024.
- Our grant reimbursed one Praxis exam, per novice teacher, to remove the barrier of paying for the Praxis exam.

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 Position: Assistant State Superintendent Degree: BSE, MSE, EdS	Name: John Hoy Position: Assistant State Superintendent Degree: BSE, MSE, Ed Leadership
Name: Dr. Eric Saunders Position: Assistant State Superintendent Degree: BSE, MSE, PhD	Name: Crystal Green-Braswell Position: Leadership Development/THRIVE Degree: BSE, MS-Adult Ed, Leadership
Name: Ryan Burgess Position: Leadership Development Coach Degree: BSE, MSE, Leadership	Name: Julie Amstutz Position: State SPED & Leadership Coach Degree: BSE, MSE-Ed., MSE-EC SPED, EdS
Name: Dr. Michael Watson Position: Behavior Leadership Support Degree: PHD, MSS, School & Counsel Psych	Name: Terri McCann Position: Leadership Development Coach Degree: BSE, MSE, Leadership
Name: Jamie Reid Position: Fiscal Service Coordinator Degree: BSB	Name: Renee' Holland Position: Executive Assistant 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:

- The OCSS team in collaboration with DESE staff have developed and begun implementing a State plan of support. This year the Districts have implemented new literacy and math curriculums. Priorities were placed on developing data driven instruction and interventions, implementing the core curriculum with fidelity and ensuring that a dyslexia program is functioning appropriately for students.
- Purposeful professional development has been provided to create a more collaborative culture and climate within the schools.
- Collaboration with Director of Safe Schools Unit to design a state-wide framework to support Staff Well-being
- Climate and Culture Support for Earle, Lee County, Pine Bluff, and Marvell-Elaine - facilitating sessions addressing wellness for ALL, restorative practices, and staff well-being innovations
- State and co-op employees have done teaching cycles with a variety of staff members to work more effectively towards school and state expectations.
- Provided support for staffing analyses and salary schedule development at HWHSD and LCSD.
- The OCSS team has partnered with DESE, and the area educational cooperative to develop a district wide focus walk tool. The teams have used the tool to observe classrooms monthly, analyze the data collected, and provide feedback to district administrators. The teams have been able to measure growth in identified instructional areas over the course of the year.

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, trainings 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.
- Serve as a resource to schools and communities for Naloxone training.

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 health trainings for school personnel, LHU and community members.
-

Major Highlights of the Year:

- Provided 5 Special Healthcare Needs trainings to Para-Professionals for the schools at the Educational Co-op or onsite for 31 people.
- Provided 10 CPR/FA certification trainings to the following schools: Monticello, Dumas for 93 people. 4 BLS trainings to the School Nurses at Monticello, Warren, Fordyce and CPR to 32 students for certification at Drew Central and Dumas schools.
- Provided or assisted with 5 Youth Mental Health First Aid training to teachers, administrators and nurses for the cooperative school districts reaching at least 50 people in attendance.
- Assisted in Flu Clinics for schools and day cares in the SEARK school districts, college and community.
- Provided 7 different on-site Naloxone (Narcan) training and kit distribution to regional school teachers/coaches, administrators, school nurses and local first responders with the Fire Department and Law Enforcement Officers with a total of 84 registrants.
- Provided and assisted with 14 presentations on the dangers of Vaping and Tobacco use in several co-op district schools to over 765 students in grades 3rd – 12th including adults.
- Provided 10 Oral care and Healthy nutrition trainings and distributed toothbrush kits to SEARK district schools and daycares to 400 children and adults.
- Provided 4 Wellness screenings and education along with Vaping information to 71 AmeriCorps Foster Grandparents.
- Provided 2 New School Nurse trainings to the new school nurses that were hired prior to the start of the 2022-23 school year and then to the ones hired during the year at several schools.
- Back to School Nurse yearly training provided along with student screening trainings for the school nurses (Scoliosis, BMI, Hearing and Vision)
- Facilitated CPR and AED (Automated External Defibrillation) Awareness to High School Seniors as part of their graduation requirements. (120)
- Worked with the state CHAC (Child Health Advisory Committee) and CSH (Coordinated School Health) on increased use of CDC and other evidence-based tools and resources, for school wellness committees. Also increased adoption and implementation of school health programs/policies that include physical activity, school nutrition, school health services policies, practices and programs within state and local education agencies, schools and out-of-school time settings.
- Provided Technical Assistance to all school nurses for the schools in the co-op districts.
- Actively assisted school nurses with school screenings at their schools.

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 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, SPED, and Title 1 science teachers in the area of standards-based science curricula, instruction, and assessment.

Program Summary:

The science consortium program directly assisted 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:

Grade specific professional development (PD) was offered to all 15 participating districts on the award-winning Picture-Perfect Science program to all K-5th grade teachers, SPED teachers, and GT teachers as an hour-long virtual PD held after school hours. The Picture-Perfect Science program contains lessons that help integrate science and reading by using literature to engage students in the Science and Engineering Practices, Crosscutting Concepts and Disciplinary Core Ideas.

Consortium funds were used to build seven Picture-Perfect Science Lesson kits that contain the books and needed supplies for specific lessons; there are plans to build more kits. These kits may be checked-out by all teachers in the SEARK cooperative area.

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, SPED, and Title 1 science teachers in the area of standards-based science curricula, instruction, and assessment.

Program Summary:

The science specialist program provided training and support in 3-dimensional science (i.e. teacher mentoring, model teaching, curriculum development and alignment, writing assessments, unit development, etc.). 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 implementation. As a science specialist the charge was 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 cooperative Science Specialist worked closely with the Science Unit of DESE (Division of Elementary and Secondary Education) to develop content specific professional development for middle and high school teachers.

Major Highlights of the Year:

During the 2022-23 academic year the cooperative 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 and included 50 novice teachers. Two school districts received bimonthly support which included 21 elementary teachers (K-5th grade), five middle/junior high teachers (6th-8th grade) and five high school teachers (9th-12th grade).

The Science Specialist also provided support to three teachers whose district adopted the middle school *OpenSciEd* curriculum. This support included a monthly observation and meeting with each individual teacher along with additional support as needed.

Grade specific professional development (PD) was offered on the award-winning Picture-Perfect Science program to all K-5th grade teachers as an hour-long virtual PD held after school hours. The Picture-Perfect Science program contains lessons that help integrate science and reading by using literature to engage students in the Science and Engineering Practices, Crosscutting Concepts and Disciplinary Core Ideas. The Science Specialist built seven kits that contain the books and needed supplies for specific lessons with plans to build more. These kits are being checked-out by teachers in the SEARK cooperative area.

The Science Specialist helped to promote the Southeast Regional Science and Engineering Fair that is hosted by the University of Arkansas Monticello. The Science Specialist gave input on promotional/informational material and helped disseminate the materials to schools in the SEARK cooperative area and to districts outside of the SEARK cooperative area by collaborating with other cooperative Science Specialist. SEARK Science Specialist also helped judge the Southeast Regional Science and Engineering Fair.

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

Participating Districts:

Crossett	Dermott	Drew Central
Dumas	Fordyce	Hamburg
Hermitage	Lakeside	Cleveland County
Star City	Warren	

We also serve CB King centers in McGehee, Dermott, and Eudora.

Personnel:

Name: Theresa Horton	Name: Andra Brown
Position: Program Coordinator	Position: Volunteer Coordinator
Degree: MNSc	Degree: N/A

Name: Andrea Pruitt
Position: ARP Project Manager
Degree: BSN

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. Volunteers serve a vital role in the classrooms.

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 2022-23 nomination letters:

“Mrs. _____ is a very special person. She works well with all the students. She gives good instructions when teaching and makes sure every student understands. She has great compassion for our students. Birthdays are important during our age level. One student’s parent called to say she would do a party for her class but cancelled the last minute. The child was devastated. Mrs. _____ went above and beyond to make sure we celebrated the student. She gives and helps all the children positively. We are so honored to have her on our pre-k team. She is the best!

“The children look forward to Mr. _____ being here every day and will ask for him when he is not here. He often reads to them and talks to them during center time. He goes above and beyond to do things to make children happy. He has volunteered on Saturday to be the Man in the Big Yellow Hat and hand out books at our AR Children’s Week event. He dressed as Santa for Christmas pictures and already committed to being a rabbit for spring egg hunt. If you come by you may just see him going down the slide with a ton of littles on his shirt tail. And, I almost forgot that he assembles new equipment and keeps the tricycles in good repair. So, not only does he do assigned jobs, he goes way beyond.”

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	209
Ages 6-12	94
Total # of children served	303
Total # of children of prisoners	
Total # children benefit indirectly	1164
Special Needs	
Abused/Neglected	6
Developmental Disabilities	146
Emotional Disabilities	33
Hearing Impaired	3
Homeless	4
Language Barriers	39
Learning Disabilities	52
Physical Disabilities	4

Significantly medically impaired	9
Visually Impaired	3
Other Special Needs	199
Literacy	131
Speech Impaired	64
Child in Foster Care	4

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 and 400% of DHS Poverty Guidelines for the demonstration grant) 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. 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.
2. Natural attrition occurs every year. Because of COVID, we continue to maintain an overall lower number of volunteers in the program than in pre-pandemic years. Even though COVID and its variants are still a threat, we are actively 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 continues nationwide and AmeriCorps Seniors is making adjustments to expected outcomes that will be reflected in the coming grant year.

We continue to struggle with lack of ready access to obtain background checks through the provider required by our funder, Fieldprint. Our closest LiveScan Site discontinued offering this service and our applicants are currently required to drive to El Dorado or Little Rock for this service. 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. This grant began on July 1, 2022 and Andea Pruitt was hired late in the first quarter as the Project Manager. She is responsible for cultivating new volunteer sites as well as recruiting volunteers for those sites. To date, three (3) new school districts (Fordyce, Rison and Star City) have come on board as volunteer sites and discussions are underway with several other sites. Recruiting volunteers in these new areas has been a challenge, as expected, with introducing a new program; however, there are currently 5 volunteers enrolled and several methods are being used to attract additional applicants. This is an opportunity to sustain and grow the Foster Grandparent Program.

As part of the Demonstration Grant, a new data management system has been purchased to be used for this grant. Once this grant is completed, all FGP data will be merged into the new system to better serve the program needs.

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

9/11 Remembrance Event: Volunteers participated in 9/11 Project Read at their assigned

station by reading an age-appropriate book about first responders to over 500 children.

MLK Day of Service: Prior to MLK Day of Service, Foster Grandparents, with assistance from AmeriCorps Members, worked to make 30 blankets to be donated to The Call, a local organization providing assistance with placement of children in foster homes. The blankets will be given to children who are removed from their home along with needed personal items.

Also, in celebration of MLK Day of Service, our volunteers completed over 200 Hope Notes in partnership with Samaritans Feet that will be distributed to individuals as a way to provide encouragement and support

Partnership/Collaboration Development

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

1. New volunteer sites in the Fordyce, Rison and Star City School Districts.
2. A new partnership with Samaritan's Feet has been implemented and future collaboration opportunities are being discussed to benefit FGP volunteers and our service communities.
3. A new partnership was formed with the Southeast AR Library System as a provider of in-service training.
4. A new partnership with Arkansas Rural Health Partnership was formed. In-service training and COVID vaccination events have been provided to date. Additional services for the future are being discussed.
5. 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; Arkansas State Parks; 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	Name: Dr. Yolanda Thomas
Position: LEA Supervisor	Position: LEA Supervisor
Degree: BA, MSE	Degree: BS, MA, EdS, EdD
Name: Dawn Campagna	Name: Natalie Gosdin
Position: LEA Supervisor	Position: LEA Supervisor
Degree: BSE, MSE, EdS	Degree: BSE, MSE
Name: Kandi Keith	Name: Karyn Frisby
Position: LEA Supervisor	Position: LEA Supervisor
Degree: BA, MSE	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 professional development programs for member districts. The professional development programs are, in part, identified by the results of the 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 are not limited to, trainings such as:

Math

AR Math Quest Cohort 2 and Cohort 3, CGI (Cognitively Guided Instruction) Year 1, CGI (Cognitively Guided Instruction) Year 2, Illustrative Mathematics (IM) Trainings for K-5 and 6-12, Literacy Strategies to Improve Mathematics Instruction for 3-12 teachers, Monthly Math Consortium 1-hr after school zoom sessions for teachers to ask questions and for specific PD opportunities that were requested, on-site visits to schools 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 dyslexia, *Comprehension BluePrint* book study, and identifying and assessing skills using HQIM ED

Dyslexia

Dyslexia was incorporated into our Literacy Facilitator PD. The Dyslexia Specialist is CALT certified and provides specialized PD for those interventionists 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: Dyslexia updates from DESE, inclusion, comprehension, intervention and prevention, progress monitoring, and *Dyslexia and Spelling* book study.

Southeast Arkansas Educational Cooperative hosted Year Two of Take Flight training. Take Flight is one of DESE approved dyslexia programs. This was the second year of a two-year training program, leading 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 using 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.

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 grade-specific training for Kindergarten through fifth-grade teachers on incorporating literacy into science by using children's picture books and standards-based science content. Each participant received a free copy of the book *Picture-Perfect Science Lesson* and access to Picture-Perfect Science Kits from the Science Resource Room.

Administrator's Institute

The Southeast Co-op Administrator Institute is provided annually to administrators. The Institute was on June 20, 27, and 28, 2022, with 97 administrators registered. Day one was presented by Thomas Pennington, Attorney at Law. The session focused on current legal issues facing school administrators. Dr. Ruby Payne shared her work around Emotional Poverty on day two. Administrators learned how to reduce anger, anxiety, and violence in their schools. Tier 1 and Legislative Updates with Mike Mertens from AAEA, Parental Involvement, and Cyber Security finished up the institute.

School Board Training

ASBA provided School Board Member training sessions at Southeast Co-op on September 12th and 26th. There were 49 school board members trained on September 12th and 58 trained on September 26th. 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 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 ongoing professional development as requested by Districts. Four school visits were scheduled for the DESE Support Team, with the Literacy Specialist accompanying them.

Homeless

DESE received funding from the USDA to fund the McKinney-Vento Grant. McKinney-Vento grant funds were awarded through a competitive grant process. 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 public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services they need to meet the same challenging State academic standards to which all students are held. Schools send their homeless needs to the co-op, and purchases are made for them as requested.

ACT Prep

Arkansas Cooperatives worked together to schedule and organize ACT sessions for students in the state. This grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. This program allows all Arkansas districts to opt-in for additional support for their students in taking the ACT. The support provided all students access and resources to improve their ACT scores. Chad Cargill and CWT provided virtual sessions for students. The students spent three hours in virtual sessions working on strategies for taking the ACT and content review. John Baylor offered an onsite session in the Drew Central auditorium, and 518 students attended. He provided 120 students training at Crossett High School in the afternoon at Crossett.

PLC Training

The Role of the Principal in Leading the PLC was offered by Dr. Janel Keating. A team from the co-op attended the Leading PLCs Districtwide training by Dr. Janel Keating each month. Bob Sanju from Solution Tree offered essential skills training on March 29th, and 55 people attended. Proficiency scale training was held on May 4, 2023. Co-op specialists have supported the PLC process in districts by working with teachers and administrators during the team meetings at the school sites.

Principal Academy

K-12 principals from the fifteen districts were invited to attend six academy sessions offered throughout the year. Session topics included: Starting the Year Off Right, Data Dive, Administrative Directives and Hard Conversations, FMLA, 504, Role of the Principal in Leading PLC, and School Law. Following each session, the principals had a round table discussion on topics they wanted to discuss. The academy was very successful and will be continued next year.

Superintendent and Job Alike Sessions

The Co-op has a 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 an 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:

- Served on the P12 Cyber Security Team to plan and prep for future cyber security breaches
- Served as the Director of the Statewide Cyber Incident Response Team
- 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 DIS and DESE to provide vulnerability threat scanning training to all co-op tech coordinators
- Coordinated with White River to provide a Security Summit for school techs statewide. Served on round-table discussion sessions
- Collaborated with DIS to provide a cyber training day for school techs at ACOT
- Coordinated with DIS to provide training for cyber threat hunting tools for co-op techs
- Migrated the current co-op website to a newly updated website
- Provided Cyber Threat Hunting Tools Session with DIS Southeast Co-op Tech Coordinators
- Providing multiple Cyber Security Sessions for Teachers
- Managed, planned, and coordinated the \$150,000 technology grant awarded from DESE
- Replaced and installed new POE Switches throughout the co-op to update our local network to support our staff and schools better
- Flying to Washington DC to meet with Arkansas Representatives to discuss the technology needs in our school districts
- Presented and had discussions with 350 students at MIS on Cyber Bullying

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

Participating Districts:
Statewide

Personnel:

Name: Jana Adcock
Position: Registrar/Admin. Asst.
Degree: N/A

Name: Kristopher Cox
Position: English Instructor
Degree: MFA

Name: Shauna Donnell
Position: Public Speaking Instructor
Degree: MA

Name: Misty Paschall (adjunct)
Position: Health Instructor
Degree: MA, MPH

Name: Linda Goodwin
Position: TESS Evaluator
Degree: MEd

Name: Regina Gorman
Position: Math Instructor
Degree: MEd

Name: Ellora Hicks
Position: Program Coordinator
Degree: MEd

Name: Anna Ridenour
Position: Math Instructor
Degree: MEd

Name: Adrienne Sadovsky
Position: History Instructor
Degree: MA

Name: Jonathan Skaggs
Position: History Instructor
Degree: PhD

Name: David Smith
Position: Art Instructor
Degree: MAT

Name: Darby Lytle
Position: English Instructor
Degree: MA

Name: Rhonda Williams
Position: English Instructor
Degree: MFA

Name: Jennifer White
Position: English/Public Speaking Instructor
Degree: MA

Name: Jane Estes (adjunct)
Position: Biology Instructor
Degree: MS

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, Beginning Spanish I and II, Introduction to Education, Human Development and Learning Theories, Integrating Instructional Technology, Personal Health and Wellness, and Introduction to Biological Science.

100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period offered to schools were granted seats in the classes for which they registered.

Eighty-five percent of all Concurrent Credit enrollments were from districts designated as rural.

Major Highlights of the Year:

Nine of the ten full-time instructors obtained their Online Teaching Endorsement this year.

Five new courses were added to our course offerings this year. Three of these are the courses offered through the new Teacher Residency program. There are currently 38 enrollments in the Teacher Residency program with Virtual AR.

Introduction to Biological Science and Personal Health and Wellness was also added to our course offerings. Two adjunct professors were hired to teach these two courses.

The concurrent program provided services to 92 Arkansas high schools this year. In the Fall semester of 2022, students completed 1501 classes. Currently, students are enrolled in 1342 classes for the spring semester. The ATU invoices for Fall 2022 reflect the monetary value of \$1,179,956.50.

SPECIAL PROJECTS AND PROGRAMS

Funding Source: Arkansas Department of Education and Southeast Cooperative

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

Southeast Co-op Evaluation

Per Ark. Code Ann. § 6-13-1020 and [Rules Governing Education Service Cooperatives](#) Sections 21.00 and 22.00, all active Education Service Cooperatives must be evaluated at least once every five years and include the results in the annual report submitted to the Department of Education. The evaluation schedule is determined by the Commissioner of Education and conducted by an evaluation committee of no more than nine people. The committee is made up of local stakeholders, educators, representatives for higher education, and parents.

The evaluation process includes an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness. This information is shared with the committee. The evaluation committee reviews the evidence for each component, as well as conducts interviews with a variety of stakeholder groups: administrators, cooperative employees, regional educators, and special focus groups determined by the cooperatives. The interviews allow regional districts the opportunity to express their satisfaction and concerns regarding the manner in which the cooperative is operating and fulfilling the needs of the schools.

At the conclusion of the on-site visit by the evaluation committee, the committee indicates the cooperative's levels of success in each category using the criteria outlined in the rubric found in Appendix 2 in the Rules document. Each section of the rubric is scaled from 1 ("in need of immediate support") to 5 (excellence"), and the cooperative is assigned an overall rating of 1 to 5. The final report of the evaluation is presented to the cooperative, region districts, and the State Board of Education.

Our cooperative received an overall rating of 5. Our FINAL EVALUATION REPORT was presented to the State Board of Education and accepted.

Name of Program: Communities of Practice (CoP)

DESE Provided

Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice will explore the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals.

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM.

Grantee will select vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM. Southeast Co-op is partnering with TNTP.

Name of Program: Professional Learning Communities: Boardroom to Classroom

DESE Provided

In support of the DESE's PLC Initiative, Co-ops have been participating in the Boardroom to Classroom trainings monthly with Janel Keating from Solution Tree. As part of this process, Janel Keating guided educators in developing successful districtwide professional learning communities to ensure high levels of learning for every student. High-performing districts develop when collaborative teams at every level align their concepts, practices, and vocabulary. Aligning this work is a top-down, bottom-up cyclical process, starting at the district level and ending with collaborative teacher teams. This session provided district and school leaders with the tools and strategies needed to create a districtwide culture of continuous improvement. Co-ops are an integral part of this work and have been supporting districts involved in these sessions through Specialist support, and working with administrators who are implementing PLC processes.

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 6 sessions for 522 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 (CW Prep) is providing 16 sessions across the state to almost 400 students. In these sessions, students spend six hours studying 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.

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 in: Ethics, TESS, AWARE, 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 individualized licensure assistance, other 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 2023-2024.

Name of Program: ACT 1082 Support

DESE Provided

Act 1082 is designed to provide certain levels of support to public school districts based on reading scores. Level 3 schools receive "coordinated support" and are provided for those districts in which forty percent or more of the district's students score "in need of support" on the state's prior year summative assessment for reading. Level 4 schools receive "directed support" due to fifty percent or more of its students scoring "in need of support" on the summative assessment.

The goals of this support include helping schools deploy more powerful strategies, use resources more productively, and analyze the curriculum that is used. To that end, both Level 3 and Level 4 schools meet periodically with the Public-School Program Advisor from the DESE and the co-op team either virtually or in person. Level 3 schools are required to meet once every nine weeks, and Level 4 schools meet monthly. During these meetings, a spreadsheet is reviewed that includes the topics: Literacy Curriculum, Assessments, Science of Reading, Dyslexia, and Writing Revolution. This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

Co-op literacy specialists also provide regular support throughout the year to these schools. This support can be in the form of model teaching, professional development for teachers and/or paraprofessionals, classroom walkthroughs with the principal, or anything that is identified by the school or in coordinated meetings. The professional development opportunities are designed to provide personalized support to ensure that all teachers acquire the instructional expertise needed to educate all students and improve reading skills.

Marvell-Elaine Instructional Support

The Marvell-Elaine School District was placed on Level 5 in November 2022. Subsequently, their waiver for student enrollment size was denied in December 2022. With these two events, a report of a high percentage of teachers not being licensed in their teaching assignment, and a realization

that the district needed high-quality instruction for secondary students, the Office of Coordinated Support and Service requested for Cooperatives to provide direct instruction in the English Language Arts, Mathematics, Science, and Social Studies classrooms at Marvell-Elaine High School. The subject-area leads for the project were: Terri Guy, OCSS (ELA); John Hoy, OCSS (Math); Patrick Quattlebaum, Great Rivers (Science); Kelsey Riley, Great Rivers (Social Studies). The goal of this project was to provide high-quality instruction to the seventh through twelfth-grade students during the third and fourth nine weeks of the 2022-2023 school year.

Cooperative directors and teacher center coordinators were asked to commit to bringing a team to provide instruction. Southeast Co-op sent two literacy, one math, and one science specialist on February 27 – March 3, 2023.

Name of Program: Take Flight Year 2 Cohort

Competitive Grant: No

Southeast Arkansas Educational Cooperative hosted Year Two of Take Flight training. Take Flight is one of the DESE-approved dyslexia programs. This was the second year of a two-year training program 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 represented nine of the fifteen school districts SEARK Co-op services. The schools participating were: Cleveland County, Crossett, DeWitt, Hamburg, Hermitage, Monticello, Star City, Warren, and Woodlawn. The participants were trained in the use of the 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.

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 aged 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: No

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 school readiness outcomes in high economic and educational needed areas.

NON-escWorks Events

#	Date	Title	Presenter	Location	Attended
1	6/7/2022	ADE Teacher & Admin Recruitment & Retention Plans/Residency Model	Ivy Pfeffer	Conf C	39
2	6/13/2022	Annual Custodial/Maintenance Training	Dwayne McAnally/Scotty Holderfield	Conf C	56
3	6/14/2022	Annual Custodial/Maintenance Training	Dwayne McAnally/Scotty Holderfield	Conf C	53
4	6/15/2022	Southeast AR Economic Development District Summer Work Program Orientation	Ambra Simpson	Conf C	5
5	7/6/2022	AmeriCorps - Smart Start	Jenny Satterlee	CIV1	12
6	7/12-13/2022	Work Sampling System Introduction Training	Kimberly Benson	CIV1/Computer Lab 1	4
7	7/18/2022	PEO Zoom Training	Evan Patrick	First Baptist Church	24
8	7/28/2022	Annual Custodial/Maintenance Training	Dwayne McAnally/Scotty Holderfield	Conf ABC	47
9	7/29/2022	New Foster Grandparent Training	Theresa Horton/Andra Brown	Conf ABC	12
10	7/29/2022	AEA Academic Carnival	Carolyn Jones/Kurbe Newsom	Conf C	5
11	8/3-5/2022	SoR Awareness	Latanza Atkins	Dumas	13
12	8/8-9/2022	The Writing Revolution Overview	Karen Robinson	Dermott	50
13	8/10/2022	Parent Involvement	Karen Robinson	Warren	28
14	8/10/2022	The Writing Revolution Overview	Karen Robinson	Hermitage	43
15	8/11/2022	SIM FRAMEing Routine	Karen Robinson	Drew Central	51
16	8/11/2022	New School Nurses Training	Gwen Robinson	Comp Lab 2	4
17	8/11/2022	HIPPY Back to School Staff Meeting	Katrina Cavaness	HIPPY Building	22
18	8/11/2022	DCTE Monthly Meeting w/Bart Draper	Allison Ray/Melissa Prince	Board Rm	3
19	8/15/2022	FGP Program Site Visit Meeting	Theresa Horton/Andra Brown	Board Rm	6
20	8/16/2022	FGP Back to School Training	Theresa Horton/Andra Brown	Conf ABC	65
21	8/18/2022	Annual Meeting	Karen Eoff	Conf ABC	141
22	8/26/2022	Specialist Meeting	Rhonda Mullikin	CIV1	8
23	8/30/2022	AAA Voting Representative Meeting	Lance Taylor	Conf C	27
24	9/1/2022	AmeriCorps FTI Orientation	Kim Pesaresi/Becky Bolin	CIV1	14
25	9/1/2022	FGP Advisory Meeting with Facilitators	Theresa Horton/Andra Brown	Conf ABC	9
26	9/8/2022	AmeriCorps Orientation	Jenny Satterlee	CIV1	9
27	9/8/2022	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Conf B	53
28	9/9/2022	AmeriCorps Orientation	Jenny Satterlee	CIV1	8
29	9/9/2022	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Conf B	54
30	9/12/2022	School Board Training	ASBA	Conf ABC	39
31	9/13/2022	Job Alike Meeting	Rhonda Mullikin	Virtual	11
32	9/20/2022	Phonemic Awareness and Sound Walls	Thea Capps	UAM	7
33	9/23/2022	Specialist Meeting	Rhonda Mullikin	CIV1	11
34	9/26/2022	School Board Training	ASBA	Conf ABC	31
35	9/26-27/2022	Work Sampling System Introduction Training	Kimberly Benson	CIV1	12
36	9/29/2022	GT Engineering Day	Stephanie Hollis	Conf ABC	64
37	10/3/2022	HIPPY Staff Meeting	Katrina Cavaness	HIPPY Building	21

38	10/4/2022	Leadership in Depth: Leading a Professional Learning Community to Success	Renee Holland/Virginia Stroud	Conf ABC	18
39	10/6/2022	Technology Coordinators Meeting	Evan Patrick	Conf C	15
40	10/7/2022	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Virtual	47
41	10/7/2022	Youth Mental Health First Aid	SRO Michael Jenkins	CIV1	5
42	10/13/2022	ACT Prep Live Session	Chad Cargill	Virtual	101
43	10/14/2022	Specialist Meeting	Rhonda Mullikin	CIV1	11
44	10/19/2022	GT Student Service Project Day	Stephanie Hollis	Conf BC	41
45	10/21/2022	Program Coordinators Meeting	Karen Eoff/Rhonda Mullikin	Conf C	16
46	10/21/2022	AmeriCorps - Math & Literacy Training	Co-op Math & Literacy Specialists	Math & Literacy Training Rooms	16
47	10/26/2022	HIPPY Advisory Board Meeting	Katrina Cavaness	HIPPY Building	21
48	10/27/2022	School Site Safety Assessment & Audit Training (non-educators)	Officer Phil Blaylock	Conf ABC/MES	4
49	10/31/2022	HIPPY Staff Meeting	Katrina Cavaness	HIPPY Building	20
50	11/3/2022	safeTALK	Rhonda McDonald	CIV1	16
51	11/3/2022	GT Arkansas Governor's School Presentation	Stephanie Hollis	Conf ABC	38
52	11/3/2022	WIOA Career Advisor Training	Gary Goggans	Literacy Training Room	13
53	11/7/2022	EdPlan Workday/Q&A	Dawn Campagna	Conf C	28
54	11/8/2022	Cyber Threat Hunting Tools	Evan Patrick/Krissy Cross	Comp Lab 2	14
55	11/10/2022	GT STEAM Day	Stephanie Hollis	All Training Rooms	125
56	11/11/2022	Specialist Meeting	Rhonda Mullikin	CIV1	11
57	11/11/2022	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Virtual	43
58	11/28/2022	Build: A K-1 Early Reading Intervention	Noel Leif	Conf ABC	32
59	11/30/2022	New FGP Volunteer Orientation	Theresa Horton/Andy Pruitt	Comp Lab 1	4
60	12/1/2022	CTE Admin Meeting w/ Fordyce	Allison Ray/Melissa Prince	CIV1	7
61	12/5/2022	HIPPY Staff Meeting	Ashley Wilmoth	HIPPY Building	18
62	12/5/2022	FTI AmeriCorps Stakeholders Meeting/Advisory Council	Kim Pesaresi	Conf AB	16
63	12/7/2022	GT Jr/Sr Chess Tournament	Stephanie Hollis	Conf AB	66
64	12/8/2023	ADE Transforming School Culture w/ Dr. Anthony Muhammad	Dr. Anthony Muhammad	Conf ABC	68
65	12/9/2022	LEA Supervisors	Karen Frisby	CIV1	8
66	12/9/2022	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Virtual	79
67	12/13/2023	Job Alike Meeting	Rhonda Mullikin	Virtual	12
68	12/13/2023	FGP Training	Theresa Horton/Andra Brown/Andy Pruitt	Conf ABC	79
69	12/15/2023	GT Rubik Cube Competition	Stephanie Hollis	Conf ABC	59
70	1/2/2023	SIM Concept Comparison Routine	Karen Robinson	DCHS/DCMS	48
71	1/12/2023	SIM Inference Strategy	Karen Robinson	Dermott Elementary	5
72	1/13/2023	Arkansas Assessment System Feedback Session	Hope Worsham	CIV1	20
73	1/19/2023	Southeast AR Economic Development District Meeting	Kellisha White	Math Training Room	13
74	1/25/2023	Arkansas Career & Technical Stakeholder Meeting (non-educators)	Allison Ray/Melissa Prince	Conf ABC	31
75	1/26/2023	Southeast Co-op Transportation Meeting	Matt Valentine	Conf C	11
76	2/3/2023	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Virtual	41
77	2/6/2023	ACT Prep Virtual Boot Camp	CW Prep	Virtual	20

78	2/8/2023	OnToCollege ACT Prep Assembly	John Baylor	Drew Central Auditorium	518
79	2/8/2023	OnToCollege ACT Prep Assembly	John Baylor	Crossett School District	120
80	2/9/2023	GT Battle of the Books 3rd Grade	Stephanie Hollis	Conf ABC	11
81	2/10/2023	Specialist Meeting	Rhonda Mullikin	CIV1	9
82	2/10/2023	The Inclusive Principal for Beginning Administrators	AAEA	Conf ABC	19
83	2/13/2023	GT Battle of the Books 4th/5th Grade	Stephanie Hollis	Conf ABC	23
84	2/13/2023	2023 Aspiring Principals Workshop	Angela Maize/Trudy Jackson	CIV1	7
85	2/16/2023	Leave Book Training	Kathy Cameron	Virtual	36
86	2/21/2023	Technology Coordinators Meeting	Evan Patrick	Conf C	13
87	2/24/2023	Early Childhood SEAS Demonstration	Michele Hoyt	Conf AB	27
88	2/27/2023	APSCN Workday w/ Warren School District	Martha Johnson	Comp Lab 1	2
89	3/2/2023	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Virtual	19
90	3/3/2023	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Virtual	46
91	3/6/2023	HIPPY Staff Meeting	Katrina Cavaness	HIPPY Building	19
92	3/8/2023	Infant Child Death Review	Semeria Hill	CIV1	9
93	3/10/2023	Early Childhood SpedTrack Demonstration	Michele Hoyt	Conf C	21
94	3/13/2023	AmeriCorps Proclamation	Mayor Jason Akers	Conf C	26
95	3/14/2023	School Safety Commission's Recommendations and Grant Application	Jerry Keefer, Jason Weatherly	Conf C	33
96	3/14/2023	LEARNS Bill	Jacob Oliva	Conf ABC	58
97	3/15/2023	AR Transition Services Staff Meeting/Film Camp Video Presentation	Karen Randolph	CIV1, Conf C	15
98	3/16/2023	Specialist Meeting	Rhonda Mullikin	CIV1	9
99	3/28/2023	SEARK Transportation Supervisors Meeting	Chris Hammond	Conf AB	9
100	3/28/2023	Travel Reimbursement Training	Kathy Cameron	Virtual	38
101	3/30/2023	Travel Reimbursement Training	Kathy Cameron	Virtual	6
102	3/30/2023	GT Elementary Chess 5th/6th Grade	Stephanie Hollis	Conf ABC	88
103	3/31/2023	SEAS Ed. Regional Training	Debbie Zeringue/Erbeby Gomez/Tara Bush	Comp Lab 1	14
104	4/3/2023	Southeast Co-op Superintendents Salary Schedule Work Day	Norman Hill	Conf C	29
105	4/5/2023	FGP Volunteer of the Year Committee Meeting	Theresa Horton/Andrea Pruitt/Andra Brown	Conf C	9
106	4/6/2023	GT Elementary Chess 3rd/4th Grade	Stephanie Hollis	Conf ABC	54
107	4/10/2023	Leadership in Depth: Leading a Professional Learning Community to Success	Renee Holland/Virginia Stroud	Conf ABC	52
108	4/12/2023	District 8 AAA Activity Meeting	Kelvin Gragg	Conf C	22
109	4/13/2023	New FGP Volunteer Orientation	Andrea Pruitt	CIV1	3
110	4/14/2023	Specialist Meeting	Rhonda Mullikin	CIV1	8
111	4/14/2023	LEA Supervisors Meeting	Karen Frisby	Conf C	14
112	4/21/2023	DESE School Support for Level 3 & 4 Schools	Nancy Redican	Virtual	19
113	4/25/2023	Operation Hero	Scotty Holderfield/Kenneth Johnson	Conf C/Virtual	28
114	4/27/2023	2023 FGP Recognition Banquet/Training	Theresa Horton/Andrea Pruitt/Andra Brown	Conf ABC	93
				Total Number Attended	3827

Summary Registered

Printed Date: 3/30/2023

Last modified: 3/30/2023

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 (>=):** 2022-06-01-00-00-00
 Less Than End Date: 2023-05-31-00-00-00
 Events entered by LEA Number: 2220
 ESC Coop Event: on

Total Registered: 6122 Attended: 5345

Session	Registered	Attended
SE Small Group for Reading in Grades 3-6		
462982 - Jun 1, 2022 8:30 am - 3:30 pm	10	10
SE Autism: How to Provide Academic & Behavioral Support		
462997 - Jun 1, 2022 8:30 am - 3:30 pm	39	38
SE OpenSciEd Launch Training (Condensed Version)		
472397 - Jun 1, 2, 2022 8:30 am - 3:30 pm	8	6
SE Small Group for Reading in Grades 3-6		
462986 - Jun 2, 2022 8:30 am - 3:30 pm	31	29
SE Trauma-Sensitive Classrooms		
462999 - Jun 2, 2022 8:30 am - 3:30 pm	39	35
SE VIRTUAL Parental Involvement: A Teacher's Guide to Communicating with Parents		
462884 - Jun 3, 2022 8:30 am - 10:30 am	19	18
SE ADE Critical Reading/Strategic Reading Day 1		
462814 - Jun 6, 2022 8:30 am - 3:30 pm	3	3
SE VIRTUAL ADE SoR Content Area Reading Strategies		
462915 - Jun 6, 2022 8:30 am - 3:30 pm	12	10
SE VIRTUAL Dyslexia Techniques for the Classroom		
463316 - Jun 6, 2022 8:30 am - 3:30 pm	23	23
SE GPS: Engaging Students in Science Investigations in Grades 6-8		
464897 - Jun 6, 7, 2022 8:30 am - 3:30 pm	4	4
SE VIRTUAL DESE SoR Science of Reading - Phonological Awareness		
461308 - Jun 7, 8, 2022 8:30 am - 11:30 am	7	7
SE An Introduction to American Sign Language		
462741 - Jun 7, 2022 8:30 am - 3:30 pm	6	6
SE ADE Critical Reading/Strategic Reading Day 2		
462817 - Jun 7, 2022 8:30 am - 3:30 pm	2	2
SE VIRTUAL Integrating Social Studies into the K-6 Classroom		
463288 - Jun 7, 2022 8:30 am - 11:30 am	5	4
SE VIRTUAL Why It Matters: Addressing the Social and Emotional Needs of Our Students		
463290 - Jun 7, 2022 12:30 pm - 3:30 pm	26	22
SE Supporting Homeless Students – The McKinney-Vento Act: Identification and Services		
463440 - Jun 7, 2022 8:30 am - 11:30 am	5	4
SE VIRTUAL Section 504		
478399 - Jun 7, 2022 9:00 am - 12:00 pm	19	15
SE Math & Language Arts - Make and Take classroom lessons		
479677 - Jun 7, 8, 2022 8:30 am - 3:30 pm	2	2
SE Unlocking the Power of NGSS (K-5 grade band)		
459849 - Jun 8, 2022 8:30 am - 3:30 pm	22	18

Summary Registered

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Session	Registered	Attended
SE ADE Critical Reading/Strategic Reading Day 3		
462820 - Jun 8, 2022 8:30 am - 3:30 pm	3	3
SE Making the Connection Between Inclusion and Co-Teaching		
468075 - Jun 8, 2022 8:30 am - 3:30 pm	34	31
SE Unlocking the Power of NGSS (6-12 grade band)		
459856 - Jun 9, 2022 8:30 am - 3:30 pm	39	34
SE ADE Critical Reading/Strategic Reading Day 4		
462822 - Jun 9, 2022 8:30 am - 3:30 pm	3	2
SE Health and Physical Education		
462854 - Jun 9, 2022 8:30 am - 3:30 pm	14	9
SE GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning		
461448 - Jun 13, 2022 8:30 am - 3:30 pm	7	7
SE Google Drive		
461892 - Jun 13, 2022 8:30 am - 3:30 pm	4	4
SE VIRTUAL Vocabulary and Morphology Instructional Strategies for 7-12		
463195 - Jun 13, 14, 2022 8:30 am - 11:30 am	9	9
SE Avoiding Common Pitfalls in the Performance-Based Classroom		
463280 - Jun 13, 2022 8:30 am - 3:30 pm	5	5
SE VIRTUAL Caring for Yourself and Others: A Trauma-Informed Approach to Self-Care for all School Personnel		
463767 - Jun 13, 2022 9:00 am - 10:30 am	7	4
SE VIRTUAL K-4 Introduction to Computer Science		
464307 - Jun 13, 14, 2022 8:30 am - 3:30 pm	1	0
SE VIRTUAL 5-8 Introduction to Computer Science		
464342 - Jun 13, 14, 2022 8:30 am - 3:30 pm	4	4
SE VIRTUAL DESE SoR Science of Reading - Decoding		
461263 - Jun 14, 15, 2022 8:30 am - 11:30 am	9	9
SE Get Hyped about Hyperdocs		
461902 - Jun 14, 2022 8:30 am - 11:30 am	4	4
SE Going Deeper with Google Classroom		
461906 - Jun 14, 2022 12:30 pm - 3:30 pm	9	9
SE GT Coordinator Summer Bootcamp		
462774 - Jun 14, 15, 2022 8:30 am - 3:30 pm	11	11
SE Executive Function Supports for Students: Learning for All		
468715 - Jun 14, 2022 8:30 am - 3:30 pm	29	27
SE GPS: Anchor Phenomenon for a Coherent Sequence of Science Lessons		
461453 - Jun 15, 16, 2022 8:30 am - 3:30 pm	3	2
SE Supercharge: Google Add-Ons		
461909 - Jun 15, 2022 8:30 am - 3:30 pm	16	16
SE VIRTUAL Content Morphology: Grades 7-12		
463180 - Jun 15, 16, 2022 8:30 am - 11:30 am	1	0
SE VIRTUAL K-4 Deeper Dive Into Computer Science		
464315 - Jun 15, 16, 2022 8:30 am - 3:30 pm	1	0
SE VIRTUAL 5-8 Deeper Dive into Computer Science		
464348 - Jun 15, 16, 2022 8:30 am - 3:30 pm	5	4
SE Shifting Small Group Instruction to Match the Science of Reading: A Follow-Up to K-2 RISE Training		
461256 - Jun 16, 2022 8:30 am - 3:30 pm	16	16
SE Literacy Strategies to Improve Mathematics Instruction		
461328 - Jun 16, 2022 8:30 am - 3:30 pm	9	9

Summary Registered

Printed Date: 3/30/2023

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Session	Registered	Attended
SE Fantastic Feedback Tools using Google		
461911 - Jun 16, 2022 8:30 am - 3:30 pm	12	12
SE Essentials: Classroom Behavioral Management		
463001 - Jun 16, 2022 8:30 am - 3:30 pm	17	16
SE VIRTUAL Differentiation Tips for the Secondary Social Studies Classroom		
463292 - Jun 16, 2022 8:30 am - 11:30 am	10	10
SE VIRTUAL Tips for Spicing Up the Secondary Social Studies Classroom		
463294 - Jun 16, 2022 12:30 pm - 3:30 pm	8	7
SE Math: Exploring Dyscalculia		
463714 - Jun 16, 2022 8:30 am - 3:30 pm	12	9
SE AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (6-12 Only)		
461331 - Jun 20, 21, 2022 8:30 am - 3:30 pm	8	8
SE ADMINISTRATOR INSTITUTE 2022 DAY 1 - Survey of Current Legal Issues Facing School Administrators		
461382 - Jun 20, 2022 8:30 am - 3:30 pm	95	79
SE Doing More with Google Sheets: Activities for All Subjects & Analyzing Student Data with Data Studio		
461913 - Jun 20, 2022 8:30 am - 3:30 pm	5	5
SE Secondary Special Ed Science of Reading Support		
463207 - Jun 20, 2022 8:30 am - 3:30 pm	3	3
SE Beginning Band Basics: Tips and Tricks to Make Your Life Easier!		
463282 - Jun 20, 2022 8:30 am - 3:30 pm	5	5
SE VIRTUAL Coding Block: Learn to Code		
464325 - Jun 20, 21, 2022 8:30 am - 3:30 pm	5	5
SE "Untold Stories of the Arkansas Delta" Workshop continued – Afternoon Field Trip Session		
466808 - Jun 20, 2022 1:00 pm - 3:00 pm	7	6
SE "Untold Stories of the Arkansas Delta" Workshop		
466828 - Jun 20, 2022 9:00 am - 11:30 am	10	9
SE VIRTUAL DESE SoR Science of Reading - Encoding		
461311 - Jun 21, 22, 2022 8:30 am - 11:30 am	18	18
SE Applied Digital Skills - Google's Free Tech Skills Curriculum for All Subjects		
461917 - Jun 21, 2022 12:30 pm - 3:30 pm	5	4
SE Physical Education Collaboration		
462856 - Jun 21, 2022 8:30 am - 3:30 pm	7	7
SE Paraprofessional Training, Core Module - Special Healthcare Needs Training		
465887 - Jun 21, 2022 9:00 am - 3:00 pm	17	17
SE AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (K-5 Only)		
461339 - Jun 22, 23, 2022 8:30 am - 3:30 pm	38	37
SE Googley Activities and Tools for Primary Students		
461919 - Jun 22, 2022 8:30 am - 3:30 pm	2	2
SE VIRTUAL Social Emotional Learning for Teachers		
463139 - Jun 22, 2022 8:30 am - 3:30 pm	18	17
SE VIRTUAL K-2 Enrichment & Differentiation Workshop: Meeting the Needs of Gifted Learners in the K-2 Classroom		
463297 - Jun 22, 23, 2022 8:30 am - 3:30 pm	8	8
SE VIRTUAL Coding Block Resources		
464333 - Jun 22, 23, 2022 8:30 am - 3:30 pm	4	4

Summary Registered

Printed Date: 3/30/2023

Last modified: 3/30/2023

Session	Registered	Attended
SE Digital Make & Take Day		
461921 - Jun 23, 2022 8:30 am - 3:30 pm	7	7
SE Multi-sensory Instruction to Help At Risk Students		
463401 - Jun 23, 2022 8:30 am - 3:30 pm	15	14
SE VIRTUAL Home School Laws and Online Data Entry Program		
471716 - Jun 23, 2022 9:00 am - 12:00 pm	12	10
SE What's New in Google Summer 2022		
461926 - Jun 27, 2022 8:30 am - 3:30 pm	11	9
SE Cultivating Efficiency in the Large Music Classroom		
463284 - Jun 27, 2022 8:30 am - 3:30 pm	6	6
SE ADMINISTRATOR INSTITUTE 2022 DAY 2 – Emotional Poverty: How to Reduce Anger, Anxiety, and Violence in your Classroom		
464641 - Jun 27, 2022 8:30 am - 3:30 pm	101	81
SE Functions for Higher Mathematics with Corey Boby		
461344 - Jun 28, 29, 2022 8:30 am - 3:30 pm	11	11
SE Engaging Tech Tools for Teachers		
461928 - Jun 28, 2022 8:30 am - 3:30 pm	15	14
SE MUSIC: Silly Songs, Games Galore, Classroom Management, and SO Much More!		
463097 - Jun 28, 2022 9:00 am - 4:00 pm	14	12
SE Music Rehearsal Flow: Keep that music moving!		
463286 - Jun 28, 2022 8:30 am - 3:30 pm	7	7
SE ADMINISTRATOR INSTITUTE 2022 DAY 3 – Tier 1 & AAEA Updates/New TESS & LEADS Platform/Parental Involvement		
464676 - Jun 28, 2022 8:30 am - 3:30 pm	99	87
SE Tier 1 (Bookkeepers and Business Managers)		
464685 - Jun 28, 2022 8:30 am - 10:30 am	16	14
SE VIRTUAL Traveling the Silk Road: Culture and Commerce in Medieval Asia [6 - 12]		
468379 - Jun 28, 2022 9:00 am - 12:00 pm	8	7
SE Board Meetings		
482036 - Jun 28, 2022 11:30 am - 12:30 pm	16	16
SE Speech to Print Supporting Students with Sound Walls		
461369 - Jun 29, 2022 8:30 am - 3:30 pm	17	16
SE GPS: Science Assessment		
461463 - Jun 29, 2022 8:30 am - 3:30 pm	6	5
SE Google Certification Prep Level 1 & 2 (Level 1 morning session and Level 2 afternoon session)		
461930 - Jun 29, 2022 8:30 am - 3:30 pm	8	8
SE VIRTUAL ADE SoR Content Area Morphology		
462925 - Jun 29, 2022 8:30 am - 3:30 pm	8	8
SE Music: It's All the Buzz!		
463122 - Jun 29, 2022 9:00 am - 4:00 pm	4	4
SE Developing a Conceptual Framework for Health and Physical Education		
477377 - Jun 29, 2022 8:30 am - 3:30 pm	2	0
SE ACT Prep with Corey Boby		
461347 - Jun 30, 2022 8:30 am - 3:30 pm	12	12
SE Shifting Small Group Instruction to Match the Science of Reading: A Follow-Up to K-2 RISE Training		
461371 - Jun 30, 2022 8:30 am - 3:30 pm	32	32
SE VIRTUAL ADE SoR Science of Reading Overview		
462930 - Jun 30, 2022 8:30 am - 3:30 pm	11	11

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Session	Registered	Attended
SE Music in the Classroom		
463125 - Jun 30, 2022 9:00 am - 4:00 pm	6	6
SE PRAXIS Study Session - PLT		
480105 - Jun 30, 2022 8:30 am - 11:30 am	15	14
SE VIRTUAL Parental Involvement: A Teacher's Guide to Communicating with Parents		
462886 - Jul 1, 2022 8:30 am - 10:30 am	11	10
SE Agriculture AND Trade & Industry (Shop Programs) Teacher Collaboration Session		
461683 - Jul 5, 2022 8:30 am - 3:30 pm	11	10
SE Business Education Teacher Collaboration Session		
461685 - Jul 6, 2022 8:30 am - 3:30 pm	19	18
SE Learning for All		
463373 - Jul 6, 2022 8:30 am - 3:30 pm	37	34
SE VIRTUAL K-4 Introduction to Computer Science		
464310 - Jul 7, 8, 2022 8:30 am - 3:30 pm	6	4
SE YMHFA (Youth Mental Health First Aid) (In-person)		
465920 - Jul 7, 2022 8:30 am - 3:30 pm	18	17
SE VIRTUAL Parent Involvement PD		
463299 - Jul 11, 2022 8:30 am - 10:30 am	7	7
SE VIRTUAL Trauma-Informed Care: Supporting Students During Difficult Times for All School Personnel		
463772 - Jul 11, 2022 9:00 am - 12:00 pm	12	10
SE Take Flight Dyslexia Therapist Training- Year Two- Days 1-5		
464160 - Jul 11, 12, 13, 14, 2022 8:30 am - 3:30 pm	33	33
SE VIRTUAL K-4 Deeper Dive Into Computer Science		
464319 - Jul 11, 12, 2022 8:30 am - 3:30 pm	2	1
SE CGI Yr. 1 (Cognitively Guided Instruction)		
465872 - Jul 11, 12, 13, 14, 2022 8:30 am - 3:30 pm	17	15
SE Sports Health Update 2022		
462766 - Jul 12, 2022 8:30 am - 3:30 pm	28	24
SE VIRTUAL CHAMPS: A Proactive and Positive Approach to Classroom Management		
465342 - Jul 12, 2022 8:30 am - 3:30 pm	35	28
SE Targeted Behavior Interventions (Tier 2)		
463268 - Jul 13, 2022 8:30 am - 3:30 pm	14	11
SE VIRTUAL Vocabulary Instruction for Middle and Secondary Teachers		
462937 - Jul 14, 2022 8:30 am - 3:30 pm	13	11
SE Secondary Transition Compliance Basics and Best Practices		
462960 - Jul 14, 2022 8:30 am - 11:30 am	12	10
SE Promoting Inclusive Practices through the PISA		
462962 - Jul 14, 2022 12:30 pm - 3:30 pm	13	11
SE Secondary Special Ed Science of Reading Support		
463210 - Jul 14, 2022 8:30 am - 3:30 pm	6	6
SE Incorporating Outdoor Education into your Physical Education Class		
463448 - Jul 14, 2022 8:30 am - 3:30 pm	8	8
SE VIRTUAL Illustrative Mathematics for K-5 Mathematics Teachers		
461352 - Jul 18, 2022 8:30 am - 11:30 am	17	15
SE GPS: Science Unit Development		
461467 - Jul 18, 19, 20, 21, 2022 8:30 am - 3:30 pm	3	3

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SE ADE Critical Reading/Strategic Reading Day 1		
462824 - Jul 18, 2022 8:30 am - 3:30 pm	17	15
SE 2022-2023 Charlie May Simon and Arkansas Diamond Award Books Overview		
463787 - Jul 18, 2022 8:30 am - 11:30 am	6	6
SE Novice Summer Academy Year 1 (K-12)		
464051 - Jul 18, 25, 26, 2022 8:30 am - 3:30 pm	83	79
SE Novice Summer Academy Year 2 (K-12)		
464059 - Jul 18, 27, 2022 8:30 am - 3:30 pm	101	98
SE VIRTUAL Novice Summer Academy Year 3 (K-12)		
464063 - Jul 18, 2022 8:30 am - 3:30 pm	47	40
SE VIRTUAL 5-8 Introduction to Computer Science		
464345 - Jul 18, 19, 2022 8:30 am - 3:30 pm	1	1
SE VIRTUAL Advanced Placement Computer Science A - High School CS Professional Development		
464355 - Jul 18, 19, 20, 21, 22, 2022 8:30 am - 3:30 pm	1	1
SE Made in Arkansas: An Exploration of the History of Arts and Craft in Arkansas		
464415 - Jul 18, 2022 8:30 am - 3:30 pm	7	7
SE Managing the Learning Environment		
464747 - Jul 18, 2022 8:30 am - 3:30 pm	19	14
SE VIRTUAL TestOut Training with Travis Wilde		
468823 - Jul 18, 2022 12:30 pm - 3:30 pm	7	5
SE eSchool Workday		
481072 - Jul 18, 2022 8:30 am - 3:30 pm	5	5
SE 3-6 RISE Day 1: Science of Reading: Basis in Phonology		
460963 - Jul 19, 2022 8:30 am - 3:30 pm	24	24
SE K-2 RISE Days 1-3		
461201 - Jul 19, 20, 21, 2022 8:30 am - 3:30 pm	34	34
SE ADE Critical Reading/Strategic Reading Day 2		
462825 - Jul 19, 2022 8:30 am - 3:30 pm	17	16
SE Illustrative Mathematics for K-5 Mathematics Teachers		
463728 - Jul 19, 20, 2022 8:30 am - 3:30 pm	9	7
SE Section 504: Demystifying the "Other Special Education"		
464760 - Jul 19, 2022 8:30 am - 3:30 pm	18	13
SE 3-6 RISE Day 2: Phonics		
460966 - Jul 20, 2022 8:30 am - 3:30 pm	23	22
SE VIRTUAL Career and Technical Education Virtual Teacher Collaboration Session		
461695 - Jul 20, 2022 8:30 am - 11:30 am	13	11
SE ADE Critical Reading/Strategic Reading Day 3		
462828 - Jul 20, 2022 8:30 am - 3:30 pm	13	13
SE VIRTUAL Gifted and Talented Program Best Practices		
463303 - Jul 20, 2022 8:30 am - 11:30 am	9	8
SE VIRTUAL GMetrix Training with Francie Stuart		
468759 - Jul 20, 2022 8:30 am - 11:30 am	14	10
SE 3-6 RISE Day 3: Morphology and Etymology		
460977 - Jul 21, 2022 8:30 am - 3:30 pm	26	26
SE Number Sense Routines for Secondary Math Teachers		
461353 - Jul 21, 2022 8:30 am - 3:30 pm	9	9

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SE ADE Critical Reading/Strategic Reading Day 4		
462829 - Jul 21, 2022 8:30 am - 3:30 pm	14	14
SE Teaching from Visual Text: Using Art to Improve Literacy Skills and Inspire a Love of Writing		
464421 - Jul 21, 2022 8:30 am - 3:30 pm	9	9
SE VIRTUAL ICEV Updates with Steve Davis		
468195 - Jul 21, 2022 8:30 am - 11:30 am	19	13
SE GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning		
461472 - Jul 25, 2022 8:30 am - 3:30 pm	5	5
SE Booktalks: Books, Books, and More Books/Booktalking the Charlie May Simon List for 2022-2023		
464152 - Jul 25, 2022 8:30 am - 3:30 pm	10	9
SE VIRTUAL Coding Block: Learn to Code		
464328 - Jul 25, 26, 2022 8:30 am - 3:30 pm	6	4
SE Developing Essential Understanding of Ratios, Proportions & Proportional Reasoning (Grades 6-8)		
461324 - Jul 26, 2022 8:30 am - 3:30 pm	8	8
SE Portrait Play: Teaching Through Portraiture		
464419 - Jul 26, 2022 8:30 am - 3:30 pm	10	8
SE Digging Deep into Data using Excel/Google Sheets - From the Beginning		
466849 - Jul 26, 2022 8:30 am - 3:30 pm	11	10
SE Internet Safety and Sex Trafficking presented by The Morgan Nick Foundation		
469078 - Jul 26, 2022 8:30 am - 11:30 am	6	6
SE Family & Consumer Sciences Teacher Collaboration Session		
461692 - Jul 27, 2022 8:30 am - 3:30 pm	10	9
SE VIRTUAL Coding Block Resources		
464335 - Jul 27, 28, 2022 8:30 am - 3:30 pm	1	1
SE Digging Deeper into Data using Excel/Google Sheets – Next Steps		
466854 - Jul 27, 2022 8:30 am - 3:30 pm	3	3
SE Classroom Grants, Civic Literacy and More: Free Resources from the Arkansas Humanities Council and the Clinton Presidential Library		
470106 - Jul 27, 2022 8:30 am - 3:30 pm	12	11
SE Morphology Instruction for Grades 3-6: Going Deeper than RISE		
461306 - Jul 28, 2022 8:30 am - 3:30 pm	14	14
SE STEM & Medical Professions Teacher Collaboration Session		
461688 - Jul 28, 2022 8:30 am - 3:30 pm	8	8
SE VIRTUAL Social Emotional Learning for Teachers		
463141 - Jul 28, 2022 8:30 am - 3:30 pm	16	16
SE Secondary Course Content-Differentiation for the Gifted		
464934 - Jul 28, 2022 8:30 am - 3:30 pm	9	7
SE Shifting Small Group Instruction to Match the Science of Reading: A Follow-Up to K-2 RISE Training		
466865 - Jul 28, 2022 8:30 am - 3:30 pm	11	10
SE SmartData Making District Leaders ‘Smarter’		
470865 - Jul 28, 2022 8:30 am - 11:30 am	3	3
SE Dive Deeper into SmartData		
470873 - Jul 28, 2022 12:30 pm - 3:30 pm	3	3
SE VIRTUAL Parental Involvement: A Teacher’s Guide to Communicating with Parents		
462887 - Jul 29, 2022 8:30 am - 10:30 am	16	13

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SE 3-6 RISE Day 4: Vocabulary: Word Level Comprehension		
460979 - Aug 1, 2022 8:30 am - 3:30 pm	21	19
SE K-2 RISE Day 4		
461237 - Aug 1, 2022 8:30 am - 3:30 pm	11	10
SE Illustrative Mathematics for 6-12 Mathematics Teachers (New to curriculum)		
461365 - Aug 1, 2, 2022 8:30 am - 3:30 pm	8	7
SE VIRTUAL Content Morphology: Grades 7-12		
463185 - Aug 1, 2, 2022 8:30 am - 11:30 am	8	8
SE Building Number Sense for Elementary Teachers with Emily Harvey		
465876 - Aug 1, 2022 8:30 am - 3:30 pm	8	8
SE Medicaid in the Schools: ARMAC Program Training		
475635 - Aug 1, 2022 9:30 am - 12:30 pm	28	26
SE 3-6 RISE Day 5: Text Level Comprehension		
460981 - Aug 2, 2022 8:30 am - 3:30 pm	21	19
SE K-2 RISE Day 5		
461251 - Aug 2, 2022 8:30 am - 3:30 pm	10	10
SE 3-6 RISE Day 6: Putting It All Together		
460984 - Aug 3, 2022 8:30 am - 3:30 pm	15	12
SE K-2 RISE Day 6		
461254 - Aug 3, 2022 8:30 am - 3:30 pm	9	9
SE AR Math QuEST: Introduction to Ambitious Teaching (Year 1)		
461367 - Aug 3, 4, 2022 8:30 am - 3:30 pm	23	23
SE eSchool Workday		
465364 - Aug 3, 2022 9:00 am - 4:00 pm	15	13
SE The Writing Revolution		
461303 - Aug 4, 5, 2022 8:30 am - 3:30 pm	47	43
SE AP Classroom with Lana Sveda from College Board		
469095 - Aug 4, 2022 8:30 am - 3:30 pm	9	8
SE EDPlan Special Education		
475317 - Aug 8, 2022 8:30 am - 3:30 pm	92	84
SE MITS Personal Care Training		
463710 - Aug 9, 2022 9:00 am - 2:00 pm	43	40
SE eSchool Registration for New Personnel		
465371 - Aug 9, 2022 9:00 am - 4:00 pm	14	13
SE Making Eligibility Determinations in School Year 22-23		
480488 - Aug 9, 2022 8:30 am - 11:30 am	13	6
SE eSchool Registration/Scheduling for Start of School/New Personnel		
465374 - Aug 10, 2022 9:00 am - 12:00 pm	12	12
SE eSchool Discipline/New Personnel		
465378 - Aug 10, 2022 1:00 pm - 4:00 pm	10	8
SE Special Education Finance: A Year at a Glance		
480261 - Aug 10, 2022 8:30 am - 3:30 pm	13	7
SE eSchool Daily Attendance/New Personnel		
465384 - Aug 11, 2022 8:30 am - 12:00 pm	9	8
SE eSchool Class Attendance/New Personnel		
465386 - Aug 11, 2022 12:30 pm - 4:00 pm	12	7
SE eSchool Medical Training for New Personnel		
484788 - Aug 12, 2022 9:00 am - 4:00 pm	8	7
SE Early Childhood Orientation		
481512 - Aug 15, 2022 9:00 am - 4:00 pm	44	44

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SE Batelle Developmental Inventory 3		
481516 - Aug 16, 2022 9:00 am - 4:00 pm	22	21
SE Board Meetings		
487114 - Aug 17, 2022 10:00 am - 1:00 pm	19	19
SE Paraprofessional Training, Core Module 1- Special Healthcare Needs Training		
485789 - Aug 19, 2022 9:00 am - 3:00 pm	7	6
SE 3-6 RISE Day 1: Science of Reading: Basis in Phonology		
480320 - Aug 25, 2022 8:30 am - 3:30 pm	14	12
SE Statewide GT Coordinator Meeting with DESE OGTAP		
480270 - Aug 26, 2022 8:30 am - 3:30 pm	15	14
SE Migrant Monthly Meeting		
487357 - Aug 26, 2022 9:00 am - 3:30 pm	8	8
SE CTE New Teacher In-Service		
484557 - Aug 29, 2022 8:30 am - 3:30 pm	31	29
SE APSCN SMS Required Fields for State Reporting		
465396 - Aug 31, 2022 9:00 am - 4:00 pm	16	15
SE Paraprofessional Training, Core Module 1- Special Healthcare Needs Training		
486697 - Aug 31, 2022 9:00 am - 3:00 pm	2	2
SE APSCN SMS Required Fields for State Reporting		
465397 - Sep 1, 2022 9:00 am - 4:00 pm	14	13
SE Paraprofessional Training, Core Module 1 - Special Healthcare Needs Training		
486817 - Sep 6, 2022 9:00 am - 3:00 pm	3	3
SE 2022 Counselor's Fall Meeting		
480797 - Sep 7, 2022 9:00 am - 4:00 pm	40	32
SE Novice Summer Make-Up Training		
484228 - Sep 8, 9, 2022 8:30 am - 3:30 pm	43	43
SE Take Flight Dyslexia Therapist Training- Year Two		
487365 - Sep 8, 9, 2022 8:30 am - 3:30 pm	25	24
SE K-2 RISE Day 4		
475501 - Sep 12, 2022 8:30 am - 3:30 pm	21	21
SE Paraprofessional Training, Core Module 1 -Special Healthcare Needs Training		
486810 - Sep 12, 2022 9:00 am - 3:00 pm	2	2
SE Q1 ESOL Coordinators' Meeting		
487397 - Sep 12, 2022 8:30 am - 11:30 am	13	13
SE Q1 ESOL Coordinators' Workshop		
487402 - Sep 12, 2022 12:30 pm - 3:30 pm	8	8
SE Novice (K-6) Year 1 Follow Up Training		
475524 - Sep 13, 2022 8:30 am - 3:30 pm	23	22
SE Novice (K-6) Year 1 Follow Up Training		
475527 - Sep 14, 2022 8:30 am - 3:30 pm	33	31
SE APSCN Progress Reports & Report Card Training		
465399 - Sep 15, 2022 9:00 am - 4:00 pm	11	9
SE Hybrid Dyslexia		
477185 - Sep 15, 2022 8:30 am - 10:30 am	27	0
SE Hybrid Literacy Facilitation		
477244 - Sep 15, 2022 10:30 am - 3:30 pm	23	22

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Session	Registered	Attended
SE Migrant Monthly Meeting		
487702 - Sep 15, 2022 9:00 am - 3:30 pm	8	8
SE VIRTUAL Southeast Co-op Teacher Center Committee Meeting		
488318 - Sep 16, 2022 1:30 pm - 2:30 pm	18	16
SE Novice (7-12) Year 1 Follow Up Training		
475373 - Sep 19, 2022 8:30 am - 3:30 pm	40	38
SE GT Application Workshop		
480273 - Sep 19, 2022 8:30 am - 3:30 pm	7	7
SE Novice (7-12) Year 1 Follow Up Training		
475381 - Sep 20, 2022 8:30 am - 3:30 pm	22	22
SE VIRTUAL Effectively Using Small Groups (6-8) and Centers (K-2) in the Math Classroom		
487522 - Sep 20, 2022 3:30 pm - 4:30 pm	15	10
SE Essential Behavior Concepts		
487477 - Sep 21, 2022 8:30 am - 3:30 pm	11	10
SE VIRTUAL Multisyllable Routine for Strategic/Critical Reading		
487926 - Sep 21, 2022 8:00 am - 10:00 am	9	9
SE Board Meetings		
490460 - Sep 21, 2022 10:00 am - 1:00 pm	20	20
SE Principal Academy: Starting the Year Off Right/Data Dive		
484480 - Sep 22, 2022 8:30 am - 4:00 pm	39	34
SE ADOS: Community of Practice		
487670 - Sep 22, 2022 9:00 am - 12:00 pm	6	6
SE Pivotal Practices In Itinerant Preschool Inclusion: Fitting It All Together		
476841 - Sep 23, 2022 8:30 am - 12:00 pm	31	31
SE Quiz Bowl Coaches Meeting		
487373 - Sep 23, 2022 1:00 pm - 3:00 pm	11	11
SE 3-6 RISE Day 2: Phonics		
480323 - Sep 27, 2022 8:30 am - 3:30 pm	16	14
SE AP Coordinator Training by DESE		
487490 - Sep 27, 2022 9:00 am - 12:00 pm	9	6
SE Workers' Compensation Training		
487666 - Sep 28, 2022 9:00 am - 11:00 am	16	14
SE 3-6 RISE Day 3: Morphology and Etymology		
480324 - Sep 29, 2022 8:30 am - 3:30 pm	16	16
SE Child Nutrition Verification for SY 22-23		
488063 - Sep 29, 2022 8:30 am - 11:30 am	11	10
SE Career Development and Career Readiness Mentorship Training		
487628 - Sep 30, 2022 8:30 am - 3:30 pm	15	15
SE i-Ready: Delivering Differentiated Instruction		
484423 - Oct 3, 2022 8:00 am - 9:30 am	7	6
SE i-Ready: Kindergarten: Using Data to Plan Instruction		
484429 - Oct 3, 2022 10:00 am - 11:30 am	4	3
SE i-Ready: Using Data to Create or Adjust Small Group Instruction		
484437 - Oct 3, 2022 12:00 pm - 1:30 pm	7	6
SE i-Ready: Engaging Middle School Students		
484446 - Oct 3, 2022 2:00 pm - 3:30 pm	6	5
SE 5th Grade Literacy Collaboration Day		
488465 - Oct 6, 2022 9:00 am - 3:00 pm	10	9
SE Youth Mental Health First Aid		
488676 - Oct 7, 2022 8:00 am - 3:30 pm	8	8

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SE VIRTUAL Dyslexia		
488763 - Oct 7, 2022 8:30 am - 10:30 am	37	35
SE 3-6 RISE Day 4: Vocabulary: Word Level Comprehension		
480326 - Oct 10, 2022 8:30 am - 3:30 pm	24	24
SE Novice (K-6) Year 2 Follow Up Training		
475533 - Oct 11, 2022 8:30 am - 3:30 pm	33	30
SE Novice (K-6) Year 2 Follow Up Training		
475538 - Oct 12, 2022 8:30 am - 3:30 pm	24	23
SE Computer Science Quarterly Impact Meeting		
488560 - Oct 12, 2022 8:30 am - 3:30 pm	13	13
SE GT Application Workshop		
480276 - Oct 13, 2022 8:30 am - 3:30 pm	7	7
SE Tier II Training		
489540 - Oct 13, 2022 9:00 am - 11:00 am	20	19
SE K-2 RISE Day 5		
475506 - Oct 17, 2022 8:30 am - 3:30 pm	22	22
SE School Engagement Facilitators: Skills, Ideas, and Best Practices to Power Your School Year		
487275 - Oct 18, 2022 9:30 am - 11:30 am	23	16
SE VIRTUAL Effectively Using Small groups (9-12) and Centers (3-5) in the Math Classroom		
487534 - Oct 18, 2022 3:30 pm - 4:30 pm	4	3
SE Virtual Reality in the Classroom		
488129 - Oct 19, 2022 8:30 am - 3:30 pm	21	21
SE VIRTUAL eSchool Medical Review/New Nurses		
489149 - Oct 19, 2022 9:00 am - 12:00 pm	9	9
SE Principal Academy: Administrative Directives and Hard Conversations		
484495 - Oct 20, 2022 8:30 am - 1:30 pm	31	29
SE AR Math QuEST Year 2: Going Deeper with Ambitious Teaching- Fall Follow Up Training		
487301 - Oct 20, 2022 8:30 am - 3:30 pm	23	23
SE ADOS: Community of Practice		
487677 - Oct 20, 2022 9:00 am - 12:00 pm	5	3
SE Migrant Monthly Meeting		
488953 - Oct 20, 2022 9:00 am - 3:30 pm	8	8
SE VIRTUAL HLP Zoom for Special Education Teachers		
489138 - Oct 20, 2022 4:30 pm - 5:30 pm	18	15
SE 7th Grade Literacy Collaboration Day		
488468 - Oct 21, 2022 9:00 am - 3:00 pm	7	7
SE Novice (7-12) Year 2 Follow Up Training		
475398 - Oct 25, 2022 8:30 am - 3:30 pm	28	26
SE VIRTUAL Picture Perfect Science Lessons for 1st Grade		
488000 - Oct 25, 2022 3:30 pm - 4:30 pm	3	3
SE Novice (7-12) Year 2 Follow Up Training		
475400 - Oct 26, 2022 8:30 am - 3:30 pm	31	29
SE AR Math QuEST Year 2: Going Deeper with Ambitious Teaching- Fall Follow Up Training		
487304 - Oct 26, 2022 8:30 am - 3:30 pm	8	8
SE Board Meetings		
490461 - Oct 26, 2022 10:00 am - 1:00 pm	26	26

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SE School Site Safety Assessment and Audit Training		
487259 - Oct 27, 2022 8:30 am - 3:30 pm	25	20
SE Kindergarten Literacy Collaboration Day		
488471 - Oct 27, 2022 9:00 am - 3:00 pm	19	19
SE Geometry Collaboration Day		
488473 - Oct 31, 2022 9:00 am - 3:00 pm	7	7
SE Dauting but Doable: The Role of the Principal in a Professional Learning Community at Work with Janel Keating 830_330		
484497 - Nov 1, 2, 2022 8:30 am - 3:30 pm	67	55
SE CGI Yr. 1 - Fall Follow-Up Days		
487325 - Nov 3, 4, 2022 8:30 am - 3:30 pm	14	13
SE VIRTUAL Careers Mentorship Monthly Meeting (November)		
490572 - Nov 3, 2022 3:00 pm - 4:00 pm	14	14
SE Educator Effectiveness Work Session for Principals		
490347 - Nov 4, 2022 9:00 am - 12:00 pm	22	19
SE Q2 ESOL Coordinators' Meeting		
487407 - Nov 7, 2022 8:30 am - 11:30 am	13	13
SE Q2 ESOL Coordinators' Workshop		
487413 - Nov 7, 2022 12:30 pm - 3:30 pm	3	0
SE Essential Classroom Behavior Management Strategies		
487896 - Nov 7, 2022 8:30 am - 3:30 pm	20	19
SE Novice (K-6) Year 3 Follow Up Training		
475547 - Nov 8, 2022 8:30 am - 3:30 pm	24	22
SE K-2 RISE Day 6		
475508 - Nov 9, 2022 8:30 am - 3:30 pm	23	21
SE Novice (K-6) Year 3 Follow Up Training		
475552 - Nov 9, 2022 8:30 am - 3:30 pm	8	6
SE VIRTUAL Grade Level Alignment and Collaboration		
487539 - Nov 10, 2022 3:30 pm - 4:30 pm	3	0
SE VIRTUAL Picture Perfect Science Lessons for 2nd Grade		
488003 - Nov 10, 2022 3:30 pm - 4:30 pm	4	3
SE Novice (7-12) Year 3 Follow Up Training		
475445 - Nov 14, 2022 8:30 am - 3:30 pm	19	15
SE Novice (7-12) Year 3 Follow Up Training		
475447 - Nov 15, 2022 8:30 am - 3:30 pm	15	14
SE Computer Science Quarterly Impact Meeting		
488561 - Nov 16, 2022 8:30 am - 3:30 pm	13	10
SE Board Meetings		
491256 - Nov 16, 2022 10:00 am - 1:00 pm	23	23
SE APSCN Transcript Review		
465403 - Nov 17, 2022 9:00 am - 4:00 pm	5	5
SE Hybrid Dyslexia		
477191 - Nov 17, 2022 8:30 am - 10:30 am	42	39
SE Hybrid Literacy Facilitation		
477273 - Nov 17, 2022 10:30 am - 3:30 pm	25	24
SE GT Coordinator Quarterly Meeting		
480280 - Nov 17, 2022 8:30 am - 3:30 pm	12	12
SE Migrant Monthly Meeting		
490729 - Nov 17, 2022 9:00 am - 3:30 pm	9	9
SE Learning for All		
485575 - Nov 30, 2022 8:30 am - 3:30 pm	92	81

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SE ADOS: Community of Practice		
487679 - Nov 30, 2022 11:00 am - 2:00 pm	4	3
SE CFAM powered by APSRC Training		
489757 - Dec 1, 2022 9:30 am - 12:00 pm	14	10
SE Take Flight Dyslexia Therapist Training- Year Two		
487502 - Dec 5, 2022 8:30 am - 3:30 pm	26	25
SE VIRTUAL HLP Zoom for Special Education Teachers		
489142 - Dec 8, 2022 4:30 pm - 5:30 pm	23	17
SE VIRTUAL Careers Mentorship Monthly Meeting (DECEMBER)		
491840 - Dec 8, 2022 3:00 pm - 4:00 pm	8	4
SE Level 2 Screening for Dyslexia		
490934 - Dec 9, 2022 8:30 am - 3:30 pm	9	9
SE ACT 56 Award Application Workshop		
480282 - Dec 12, 2022 8:30 am - 3:30 pm	3	2
SE 3-6 RISE Day 5: Text Level Comprehension		
480328 - Dec 12, 2022 8:30 am - 3:30 pm	24	22
SE AR Math QuEST Year 1: Going Deeper with Ambitious Teaching- Fall Follow Up Training		
487313 - Dec 12, 2022 8:30 am - 3:30 pm	11	10
SE AR Math QuEST Year 1: Going Deeper with Ambitious Teaching- Fall Follow Up Training		
487315 - Dec 13, 2022 8:30 am - 3:30 pm	12	12
SE VIRTUAL Picture Perfect Science Lessons for 3rd Grade		
488005 - Dec 13, 2022 3:30 pm - 4:30 pm	5	3
SE 3-6 RISE Day 6: Putting It All Together		
480329 - Dec 14, 2022 8:30 am - 3:30 pm	30	29
SE Board Meetings		
492301 - Dec 14, 2022 10:00 am - 12:00 pm	20	20
SE Monthly Migrant Meeting		
491743 - Dec 15, 2022 9:30 am - 3:30 pm	9	8
SE Principal Academy		
484502 - Jan 10, 2023 8:30 am - 3:30 pm	32	24
SE VIRTUAL Engaging Activities to Incorporate in the Math Classroom		
487544 - Jan 10, 2023 3:30 pm - 4:30 pm	3	0
SE VIRTUAL Picture Perfect Science Lessons for 4th Grade		
488017 - Jan 17, 2023 3:30 pm - 4:30 pm	4	4
SE 1st Grade Literacy Collaboration Day		
490891 - Jan 18, 2023 9:00 am - 3:00 pm	15	15
SE Board Meetings		
495049 - Jan 18, 2023 10:00 am - 1:00 pm	23	23
SE Hybrid Dyslexia		
477197 - Jan 19, 2023 8:30 am - 11:30 am	60	55
SE Hybrid Literacy Facilitation		
477283 - Jan 19, 2023 12:30 pm - 3:30 pm	23	17
SE Monthly Migrant Meeting		
492917 - Jan 19, 2023 9:00 am - 3:30 pm	8	8
SE 504		
494115 - Jan 19, 2023 12:30 pm - 3:30 pm	12	12
SE Antecedent Based Interventions		
487906 - Jan 20, 2023 8:30 am - 12:30 pm	16	14

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Session	Registered	Attended
SE Dive Deeper into SmartData		
490611 - Jan 20, 2023 8:30 am - 11:30 am	15	10
SE Take Flight Dyslexia Therapist Training- Year Two		
487503 - Jan 24, 2023 8:30 am - 3:30 pm	25	25
SE GT Coordinator Quarterly Meeting		
487518 - Jan 24, 2023 8:30 am - 3:30 pm	12	12
SE Arkansas Career & Technical Stakeholder Meeting		
492121 - Jan 25, 2023 8:30 am - 11:30 am	82	78
SE ADOS: Community of Practice		
487681 - Jan 27, 2023 9:00 am - 12:00 pm	3	2
SE Arkansas Teacher Residency Apprenticeship Training		
491905 - Jan 27, 2023 9:00 am - 12:00 pm	77	72
SE READ, CODE, CREATE		
492008 - Jan 30, 2023 8:30 am - 3:30 pm	21	20
SE Q3 ESOL Coordinators' Meeting		
487422 - Feb 2, 2023 8:30 am - 11:30 am	13	7
SE Novice (K-6) Year 1 Follow Up Training		
475555 - Feb 7, 2023 8:30 am - 3:30 pm	31	29
SE Novice (K-6) Year 1 Follow Up Training		
475557 - Feb 8, 2023 8:30 am - 3:30 pm	31	25
SE Computer Science Quarterly Impact Meeting		
488562 - Feb 8, 2023 8:30 am - 3:30 pm	13	9
SE VIRTUAL Picture Perfect Science Lessons for 5th Grade		
488010 - Feb 9, 2023 3:30 pm - 4:30 pm	1	0
SE Novice (7-12) Year 1 Follow Up Training		
475458 - Feb 15, 2023 8:30 am - 3:30 pm	49	45
SE eSchool Next Year Database Setup		
492820 - Feb 15, 2023 9:00 am - 4:00 pm	11	11
SE Novice (7-12) Year 1 Follow Up Training		
475473 - Feb 16, 2023 8:30 am - 3:30 pm	22	22
SE ADOS: Community of Practice		
487683 - Feb 16, 2023 9:00 am - 12:00 pm	3	3
SE eSchool Next Year Database Setup		
492821 - Feb 16, 2023 9:00 am - 4:00 pm	8	7
SE Migrant Monthly Meeting		
496283 - Feb 16, 2023 9:00 am - 3:30 pm	8	8
SE 5 Essential Components of Schoolwide Positive Behavior Supports		
487938 - Feb 17, Mar 27, 2023 8:30 am - 3:30 pm	17	17
SE CGI Year 1 Follow Up Day		
491802 - Feb 24, 2023 8:30 am - 3:30 pm	14	14
SE Board Meetings		
499503 - Feb 24, 2023 10:00 am - 1:00 pm	21	21
SE Take Flight Dyslexia Therapist Training- Year Two		
487505 - Feb 27, 28, 2023 8:30 am - 3:30 pm	25	24
SE Principal Academy: School Law for Principals		
484508 - Mar 2, 2023 8:30 am - 3:30 pm	27	18
SE Early Childhood Special Education Annual Review Training		
493668 - Mar 3, 2023 9:00 am - 4:00 pm	30	30
SE Novice (K-6) Year 2 Follow Up Training		
475564 - Mar 7, 2023 8:30 am - 3:30 pm	31	29

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Session	Registered	Attended
SE Novice (K-6) Year 2 Follow Up Training		
475566 - Mar 8, 2023 8:30 am - 3:30 pm	26	20
SE VIRTUAL HLP Zoom for Special Education Teachers		
489144 - Mar 9, 2023 4:30 pm - 5:30 pm	21	16
SE Inclusive Practices: The Evolving Role of Special Educators		
492646 - Mar 9, 2023 8:30 am - 3:30 pm	62	57
SE Federal Grants Management (FGM) Closing Training		
496659 - Mar 9, 2023 9:00 am - 12:00 pm	16	13
SE eSchool Next Year Elementary Scheduling Review		
492824 - Mar 14, 2023 9:00 am - 4:00 pm	13	11
SE Board Meetings		
499519 - Mar 14, 2023 10:00 am - 12:00 pm	30	30
SE Hybrid Literacy Facilitation		
477344 - Mar 15, 2023 10:30 am - 3:30 pm	20	14
SE Hybrid Dyslexia		
477360 - Mar 15, 2023 8:30 am - 10:30 am	30	27
SE eSchool Next Year Secondary Scheduling Review		
492828 - Mar 15, 2023 9:00 am - 4:00 pm	16	13
SE Southeast Co-op Teacher Center Committee Meeting		
489364 - Mar 16, 2023 1:00 pm - 2:00 pm	20	20
SE Migrant Monthly Meeting		
499278 - Mar 16, 2023 9:30 am - 3:30 pm	8	8
SE Novice (7-12) Year 2 Follow Up Training		
475494 - Mar 28, 2023 8:30 am - 3:30 pm	30	22
SE Novice (7-12) Year 2 Follow Up Training		
475495 - Mar 29, 2023 8:30 am - 3:30 pm	33	31
SE Determining Essential Standards		
494464 - Mar 29, 2023 9:00 am - 3:00 pm	60	55
SE CTE Teacher Retention Event		
497266 - Mar 31, 2023 8:30 am - 3:30 pm	37	0
SE Targeted Behavior Interventions		
487918 - Apr 4, 2023 8:30 am - 3:30 pm	8	0
SE GT Coordinator Quarterly Meeting		
480289 - Apr 11, 2023 8:30 am - 3:30 pm	6	0
SE Computer Science Quarterly Impact Meeting		
488563 - Apr 12, 2023 8:30 am - 3:30 pm	11	0
SE Homeless Medium & High Risk McKinney Vento		
499757 - Apr 13, 2023 9:00 am - 12:00 pm	20	0
SE Q4 ESOL Coordinators' Meeting		
487438 - Apr 24, 2023 8:30 am - 11:30 am	7	0
SE Hybrid Literacy Facilitation		
477345 - Apr 27, 2023 10:30 am - 3:30 pm	17	0
SE Hybrid Dyslexia		
477365 - Apr 27, 2023 8:30 am - 10:30 am	21	0
SE Proficiency Scales		
499389 - May 4, 2023 9:00 am - 3:00 pm	5	0
SE DESE - Crisis Response Team - Basic Level (NOVA)		
491657 - May 9, 10, 11, 2023 8:00 am - 5:00 pm	30	0
SE Take Flight Dyslexia Therapist Training- Year Two		
487508 - May 12, 2023 8:30 am - 3:30 pm	12	0

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Session	Registered	Attended
SE A Day of Accountability for Administrators		
499539 - May 17, 2023 12:30 pm - 3:30 pm	17	0
SE Essential Behavior Concepts		
487930 - May 23, 2023 8:30 am - 3:30 pm	4	0