



Evaluation Narrative Summary

Karen Eoff, Director
December 7, 2022

Southeast Arkansas Education Service Cooperative
Board of Directors

Name	Position	School District
Craig Dupuy	Superintendent	Cleveland County
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

Southeast Arkansas ESC Demographics

The Southeast Co-op was one of the first two co-ops that were initially established in 1981 by Act 360. The original Southeast Co-op, formed in 1981, had a director, secretary, and a minimal number of employees with a significant emphasis on Special Education. No funding was provided. The state provided funding in the amount of \$200,000 in 1983 for the two co-ops, and three additional new co-ops were added. The Arkansas General Assembly passed Act 349 of 1985, which authorized up to fifteen Education Service Cooperatives to be formed and funded at \$200,000 each. The Co-op was housed on the UAM campus in Willard Hall from 1981 until 1996. The Co-op had outgrown Willard Hall, and UAM needed additional office space, so a new building was constructed at 1022 Scogin Drive in 1996. The original 1996 Co-op building was expanded in 2002, 2007, and 2011, and the Co-op acquired the former Sesame School buildings and land next door in 2012.

Section 6-13-1003	Requirement	Documentation
1	ESC region includes at least three (3) but no more than nine (9) counties	The Southeast Co-op serves nine counties.
2	ESC region includes at least ten (10) but no more than thirty-five (35) school districts	The Southeast Co-op serves 15 school districts.
3	ESC region includes at least twenty thousand (20,000) pupils in K-12 average daily membership (ADM)	The number of students in Southeast Co-op school per SIS Report, ADE Data Center is 15,484.
4	ESC region includes at least one (1) postsecondary education institution	There are six postsecondary education institutions in the Southeast Co-op region: the University of Arkansas at Monticello, the University of Arkansas College of Technology at Crossett, the University of Arkansas College of Technology at McGehee, and a second location SEACBEC at Warren, the University of Arkansas Phillips Community College at Dewitt, the Southeast Arkansas College satellite location at Kingsland.
5	ESC region covers no more than fifty (50) miles distance or approximately one (1) hour driving time to the area's main offices for ninety percent (90%) of the school districts. (Google Maps)	The Southeast Co-op, located in Monticello, Arkansas, is within fifty (50) miles of 93% of the school districts in our region, per Google Maps.

Section 1: User Satisfaction and Service Adequacy

22.2 Section 1A-1B: Annual User Satisfaction Survey and Summative PD session evaluation responses

Southeast Co-op utilizes the User Satisfaction and the Summative Professional Development Survey through escWorks in multiple ways, in both real-time and in the annual review process. The User Satisfaction Survey is designed in collaboration with the statewide Education Service Cooperatives and distributed as a Google Form to each school district annually in the Spring and is posted on the co-op website.

The Summative Professional Development Evaluation Surveys are electronically generated through escWorks to participants after a session. A review of the results from the escWorks Summative Professional Development Evaluation Responses from June 2021 to May 2022 shows an overall average score of 3.96 on a 4.0 scale from 8403 responses.

Southeast Co-op specialists conduct trainings using the User Satisfaction Survey, escWorks Summative Professional Development Survey, and locally-made surveys to reflect on their practices and to assist in meeting the needs of the Southeast districts. Each year, the staff, which includes Literacy, Mathematics, Science, Recruitment and Retention (R&R), English Language Learners (ELL), Technology, Gifted and Talented (GT), Career & Tech Education (CTE) Specialists, and Teacher Center Coordinator (TCC), meet to discuss and review surveys and evaluation data.

Other data collections, such as annual site visits to each district's leadership team meetings, committee meeting conversations, program surveys, in-house surveys, in-district observations, emails, face-to-face discussions with members, and Teacher Center Committee recommendations, are also used to identify needs. Each department analyzes the results, and once needs are determined, the staff works diligently to meet identified needs.

The Southeast Co-op Annual User Satisfaction Survey was distributed in January-May 2022 and received 577 responses with representation from 15 districts. See the disaggregated data below.

Southeast Co-op User Satisfaction Survey

(NOTE: in survey directions, participants were instructed to use N/A if the question pertained to a service area with which they were unfamiliar. In the table below, N/A responses are removed from the final calculations of the percentages of user satisfaction.)

	Area of Service	Very Satisfied	Satisfied	Not Satisfied	Very Satisfied + Satisfied Subtotals
Support Services	Administrative Support	51% (175)	47% (163)	2% (8)	98%
	Support for State Initiatives	49% (212)	49% (213)	2% (7)	98%
	Support for Federal Programs, ESL, Curriculum, GT, etc	46% (173)	52% (198)	2% (9)	98%
	Helpfulness of Staff when Seeking Info as an Educator	59% (306)	39% (202)	2% (8)	98%
Literacy	RISE K-2	59% (116)	41% (79)	0	100%
	RISE 3-6	56% (118)	43% (89)	1% (3)	99%
	Literacy Content Training	46% (108)	53% (124)	1% (3)	99%
	Dyslexia Support	48% (99)	48% (98)	4% (9)	96%
Math	Cognitively Guided Instruction (CGI)	48% (70)	50% (72)	2% (3)	98%
	Mathematical Content Trainings	46% (88)	51% (98)	3% (5)	97%
	Quantitative Literacy	45% (53)	51% (61)	4% (5)	96%
	AR Math QuEST	42% (60)	48% (68)	10% (14)	90%

	Illustrative Mathematics	52% (91)	42% (75)	6% (11)	94%
	Mathematics Programs	37% (46)	60% (75)	3% (5)	97%
Science	Grasping Phenomenal Science K-4	46% (46)	48% (48)	6% (6)	94%
	Grasping Phenomenal Science 5-8	45% (43)	50% (47)	5% (5)	95%
	Grasping Phenomenal Science 9-12	44% (35)	46% (36)	10% (8)	90%
	STEM	40% (52)	52% (68)	8% (11)	92%
Novice Teacher	Classroom Management	45% (120)	50% (136)	5% (13)	95%
	Support through use of Digital Platform	47% (129)	51% (140)	2% (7)	98%
	Support by R & R and/or Cooperative Specialists	46% (108)	49% (115)	5% (11)	95%
	PD on relevant topics	47% (128)	51% (140)	2% (6)	98%
Digital Learning	Digital Learning Resources/Tools	39% (123)	57% (179)	4% (12)	96%
	Support on Digital Platforms	42% (140)	54% (179)	3% (11)	96%
	In-district support for Digital Learning	39% (115)	56% (166)	5% (16)	95%
	IT Support	39% (97)	55% (136)	6% (14)	94%
Covid-19	Assistance to transition to Blended Learning	40% (136)	53% (184)	7% (23)	93%
	Regular Communication/Updates	46% (186)	48% (193)	6% (26)	94%
	PD Offerings during Covid-19	44% (190)	49% (216)	7% (30)	93%
	Support with AR RfL Plan	41% (122)	54% (159)	5% (16)	95%
Special Education	LEA Supervisors	41% (77)	54% (101)	5% (10)	95%
	Behavior Support Specialists	35% (67)	57% (109)	8% (16)	92%
	Other SPED Services	40% (68)	56% (95)	4% (7)	96%
Early Childhood	ABC Program	38% (37)	62% (60)	0	100%
	Early Childhood Special Education	43% (52)	57% (68)	0	100%
	HIPPY	43% (44)	54% (55)	3% (3)	97%
	Other Early Childhood Services	42% (49)	58% (69)	0	100%
Other Services	Student Services (Quiz Bowl, Chess, Spelling Bee, etc.)	44% (64)	48% (69)	8% (12)	92%
	Career/Technical Education (CTE)	46% (80)	49% (85)	5% (9)	95%
	Gifted and Talented	45% (70)	49% (76)	6% (10)	94%
	Instructional Technology	44% (89)	52% (106)	4% (9)	96%
	Community Health Nurse	45% (53)	55% (64)	0	100%
	Facilities Consortium	45% (50)	51% (58)	4% (4)	96%
	Purchasing Programs (Warehouse)	42% (46)	52% (56)	6% (7)	94%
	Teacher Center and/or Print Shop	47% (69)	51% (75)	2% (4)	98%
	Overall Average	45%	51%	4%	96%

The User Satisfaction Survey data was reviewed to determine the ways Southeast Co-op could better meet the needs of our districts. Examples of responses from educators on the User Satisfaction Survey and how the co-op responded are below:

Educators wanted time for Special Education, Dyslexia, and English for Speakers of Other Languages (ESOL) personnel to meet to discuss dyslexia screenings, assessments, and best student plans. They suggested a workshop presented by Vicki King, a Special Education and an ESOL trainer for school districts.

Co-op Response:

- Vicki King led a dyslexia workshop for Southeast Co-op in September 2021. This workshop addressed dyslexia law, screeners, assessments, and progress monitoring.
- All dyslexia updates are shared: during school visits, bi-monthly dyslexia contact meetings, and through the superintendent's listserv and Job Alike updates.
- The Dyslexia Specialists provide on-site assistance as needed.
- Abbey Ebarb led an ESOL professional development (PD) training for Southeast Co-op in January 2022. Mrs. Ebarb shared strategies for ESOL that will support dyslexia interventions. She holds four meetings with ESOL Coordinators to keep them updated each year.
- Bill Nielsen led two dyscalculia professional development training sessions in March and May 2022. He shared the definition of dyscalculia and characteristics of dyslexia that are similar to dyscalculia.
- Stacey Mahurin led training sessions in April 2022. These trainings focused on proper administration and scoring of formal and informal assessments.

Educators wanted more information on the writing training expectations for elementary.

Co-op Response:

- The Writing Revolution cohorts were offered by the Division of Elementary and Secondary Education (DESE) to all districts statewide during the 2021-22 school year. The Writing Revolution addresses writing skills for all content areas in grades 3-12 and has been adapted to support K-2. Forty-three educators attended a two-day training during summer PD. Districts that are a part of the DESE cohorts or have requested district-level PD will be supported by the K-12 literacy specialists throughout the year with implementation.
- Empowering Writers provided virtual Strategic Reading and Productive Feedback Through Narrative Skills Workshop in June 2021.

Educators wanted more hands-on training.

Co-op Response:

- All literacy professional development followed the gradual release of responsibility. Participants worked in groups and had discussion time and opportunities to apply the strategies.
- Science training provided group work and group discussion and had participants engage in student mode to help them understand the sensemaking process the students will go through.
- All math training was structured to include group work, collaboration, and group discussion to create a model of what classroom instruction encompasses.
- GT structured summer professional development to be all hands-on activities that resulted in forms and lessons that could be incorporated into daily practices.

Educators using Illustrative Math (IM) math needed as much support as possible.

Co-op Response:

- IM Summer training was offered. Southeast Co-op offered K-5 training and 6-12 training. Math also offered zoom sessions on Purposeful Planning in IM, one for K-5 and one for 6-12. These trainings served 33 teachers and ten districts in the Southeast Co-op region.
- Monthly Math Consortium meetings were sent to all principals, math teachers, and instructional facilitators.
- Southeast Co-op Math Specialist collaborated with the Math Specialist at Wilbur D. Mills Co-op and offered monthly IM Zoom sessions for any teacher that wanted extra help with IM. Through these meetings, help with implementation was offered. These were sent to the math teacher listserv and the schools' principals using IM.

- The Math Specialists created curriculum alignment documents, scope and sequence, pacing guides, standards alignment, and slide shows for every lesson in IM. The Math Specialists also developed a Google Classroom to house and provide IM materials and resources that serve over 1,100 teachers.

Novice teachers need more classroom management.

Co-op Response:

- First-year novice teachers received the Champs classroom management program training and follow-up training each following year to build on prior knowledge. Two trainings are offered specifically to grade levels: one for elementary and one for secondary.
- Recruitment and Retention Specialists were certified as Champs trainers and provided follow-up one-on-one sessions with novices.
- Mark McCleod trained novices in classroom management during the year and provided novice teachers with specific strategies and checklists.
- Monica Genta trained novices on student engagement and building relationships with students/families and supported classroom management.
- Dr. Ruby Payne provided training on strategies for teachers regarding classroom management, how to be successful as a novice teacher, and self-care.
- Recruitment and Retention Specialists and Content Specialists met onsite with novices, worked with them on classroom management, and reviewed their classroom management plans.
- Principals requested Recruitment and Retention Specialists to work with specific teachers on specific classroom management issues. The Recruitment and Retention Specialists created a plan with the novice and supported implementation.

Educators wanted help knowing how to serve students as the gap between high-achievers and struggling students widens. How do we address this gap in one classroom of 20 students?

Co-op Response:

- The focus of the Literacy Specialists as they went into schools this year was small-group instruction. They focused on the data used to make those decisions and how to structure the small groups to meet the struggling students' needs and close the achievement gap. They dealt with time schedules and the most needed areas to start the process.
- Science focuses on phenomenon-based lessons to build student ownership of learning and increase the students' sensemaking process. Training and on-site school support focused on incorporating phenomena into lessons to increase equity in students' experiences so that all students would be engaged in asking questions, discovering connections with previous science ideas, and developing models to make sense of what they observe.
- Math Specialists focused on small group instruction during PLC meetings in K-12. Specialists helped the teachers see how to implement small groups in their designated math block and how it would look different in the secondary classrooms. Math Specialists also spent time helping with Response to Intervention (RTI) and how to help close the achievement gap during this RTI period.
- The Gifted and Talented Specialist offered Secondary Content/Differentiation Training to regular classroom teachers in grades 3-12. This training, developed by DESE, provides differentiation strategies for classroom teachers to meet the needs of students on all academic levels with an emphasis on GT students. A PowerPoint utilizing these strategies was also shared with GT coordinators so they could share it with their classroom teachers.

Educators would like more virtual training on various needed topics.

Co-op Response:

- All training sessions, except Reading Initiative for Student Excellence (RISE), are offered hybrid if educators cannot attend.
- Virtual sessions are provided to educators with health issues who cannot attend scheduled sessions.
- The summer catalog had 55 virtual offerings for educators.
- Following the pandemic, virtual sessions have continued to be offered.

Curriculum training on Benchmark and IM

Co-op Response:

- Most districts adopted Benchmark Workshop K-5 during the 21-22 school year. Specialists spent most of their visits aiding teachers in using the curriculum with Science of Reading (SoR) and ensuring they used the essential parts of the curriculum.
- IM summer training sessions were offered. Specialists had K-5 training and 6-12 training. Math also offered zoom sessions on Purposeful Planning in IM, one for K-5 and one for 6-12. These trainings served 33 teachers and ten districts in the Southeast Co-op region.
- Southeast Co-op Math Specialist collaborated with the math specialist at Wilbur D. Mills Co-op and offered monthly IM Zoom sessions for any teacher that wanted extra help with IM. Through these meetings, help with implementation was offered. These were sent to the math teacher listserv and the schools' principals using IM.
- Specialists spent most of their monthly visits assisting teachers in using and implementing the IM curriculum with integrity.

In addition to the User Satisfaction Survey and Summative PD evaluation responses, the TCC and Specialists send updates and surveys regularly to gauge the needs of the districts or specific groups. The Director holds monthly round table discussions with the superintendents. The Teacher Center Coordinator hosts regular meetings with Job Alike and principals. The specialists host group collaborative meetings with Literacy Facilitators, Dyslexia Coordinators, CTE, ESOL Coordinators, Gifted and Talented Coordinators, Technology Coordinators, Math Consortium Members, Science Consortium Members, Computer Science Teachers, Homeless Liaisons, and Migrant members.

Annual onsite visits with each district's leadership team serve as an essential data collection method in meeting the needs of the districts. The most significant challenges for our districts based on data are: attracting and keeping quality teachers, finding substitutes, learning loss from the pandemic, and student and staff attendance. The co-op assisted by writing 1240 waiver requests for the state board, meeting with UAM Education Department to collaborate on the ParaPro pathway, posting job openings from each district on the co-op website, participating in the UAM career day, providing ParaPro testing and fingerprinting at the co-op and onsite if requested, providing information from REACH University to superintendents, providing attendance workshops, providing novice teacher support, providing Praxis support including 240 Tutoring and study.com access as well as Praxis study guide books and sharing the teacher residency model.

17.00 Section 1C: Annual Surveys and Needs Assessment

The Southeast Co-op administers a Needs Assessment Survey via Google Forms to all district administrators each year in the fall (November/December) to determine the professional development needs and services we need to focus on for the upcoming summer and following school year. Southeast Co-op uses leadership team site visits, Teacher Center Committee, Job Alike meetings, and board meetings to gather additional information on district needs and interests. Information and feedback are collected from other groups, such as GT Coordinators, ESOL Coordinators, Instructional Facilitators, Principals, Technology Coordinators, Dyslexia Coordinators, Homeless Liaisons, Counselors, and CTE. The results of the Needs Assessment Survey are shared with Superintendents, Job Alike, Teacher Center Committee, and Specialists. Each Specialist takes the survey results and incorporates them into their work during school visits. During the year, specialists plan the appropriate professional development based on the Needs Assessment. Teacher Center Committee reviewed the survey data to determine how Southeast Co-op could better meet the needs of Southeast districts.

The following are some needs addressed in response to the Needs Assessment Survey.

- Literacy needs: support for implementing the SoR, using assessment to drive instruction, dyslexia, and formative assessment.
- Math needs: understanding math standards, aligning curriculum to student data, understanding Depth of Knowledge (DOK) for math standards, formative assessment, and unwrapping essential standards into learning targets.
- Science needs: literacy connection to science standards, unwrapping essential standards into learning targets, looking at data to see if the instruction is working, and formative assessment.

- 504 training
- High Leverage Practice training
- Gifted and Talented needs: differentiation and Pre-Advanced Placement (Pre-AP)
- Professional Development needs: Offering on-site and virtual PD
- Social and Emotional needs: Trauma

Southeast Co-op Specialists analyzed the results and responded by:

- From 2017-2022, 1,534 educators from Southeast Co-op and Adult Learning Alliance of Arkansas were trained in K-2 RISE, 3-6 RISE, Language Essentials for Teachers of Reading and Spelling (LETRS), Science of Reading Stand Alone Days, and facilitated the Science of Reading Modules from Arkansas Internet Delivered Education for Arkansas Schools (IDEAs). Specialists supported the implementation of Science of Reading during monthly and bi-monthly visits in all 15 districts. Specialists also provided professional development at the districts' requests for continuing teachers' knowledge in the Science of Reading. Specialists trained and aided teachers in data analysis to identify gaps in core instruction and teacher implementation. During Professional Learning Community (PLC), formative assessments were examined to form whole group and small group instruction and tier 3 interventions. Specialists met bi-monthly with dyslexia interventionists from each district to provide training on specific topics relevant to school issues. Academic Language Therapy Association (ALTA) approved each training to provide interventionists with Continuing Education (CE) credit to keep their Certified Academic Language Therapist (CALT) certification.
- Math Specialists addressed the need to understand the math standards and curriculum alignment using student data in monthly PLC meetings with schools. To help address the need for curriculum alignment, the math specialists assisted districts by using ED Reports to suggest the appropriate high-quality instructional materials. The Math Specialists worked to help teachers unpack and understand the standards. Math Specialists also met with teachers to analyze current student data, align the schools' curriculum, and supply supplementary resources to help address the students' needs. Professional development was offered to help teachers better understand the depth of knowledge (DOK) for math standards, and monthly PLC meetings were conducted. These trainings were provided to all 15 districts in our co-op region, and over 176 math teachers were trained.
- The Science Specialist supported science educators by collaborating with multiple co-ops to develop and present a 2nd-grade science unit that incorporated literacy standards through face-to-face and virtual trainings, offered Grasping Phenomenal Science (GPS): Unit Development to assist teachers in unpacking the science standards, and presented GPS: Writing 3D Science Assessment to address how to write assessments that are three dimensional and aligned to the Arkansas Science Standards, and when and how to use the data from different types of assessments to guide instruction.
- Southeast 504 Coordinators met to share procedures, policies, and forms. This session provided time for coordinators to collaborate and share ideas. Dr. Tom Smith provided Section 504 and Americans with Disabilities Act virtual training, and Cody Kees held a 504 session for coordinators and administrators.
- Four high-leverage practice zooms for special education novices were offered after school hours, and a stipend was provided. Southeast Co-op partnered with Warren Middle School in their application and acceptance into the Inclusive Practices PLC Project offered through the DESE Office of Special Education.
- Differentiation PD is offered in the summer for secondary content and is for any teacher interested in attending. At quarterly GT coordinator meetings, differentiation techniques are shared for coordinators to take back to teachers. GT specialists email any techniques that stand out to coordinators so they can share them. Coordinators also take techniques shared at meetings and provide training at the school level. Three districts are offering Pre-AP in their schools. Each pre-ap teacher attended the online training provided by the College Board this summer. There are also cohort sessions being offered monthly in which schools can participate.
- On-site and virtual professional development sessions were held throughout the year. The co-op will continue to offer both in the future due to its popularity.
- During the 2021-2022 year, the following trainings were offered in response to the need for more trauma training: Social & Emotional Care for Administrators, Why It Matters: Addressing the Social and Emotional Needs of Our Students, ACEs & Trauma Sensitive School Strategies, Healthy Arts Teacher Institute: Trauma-Informed Education, Social Emotional Learning for Teachers, Supporting Organizational

Wellness: A Trauma-Informed Approach for Administrators and School Leaders, Caring for Yourself and Others: A Trauma-Informed Approach to Self-Care for all School Personnel, Trauma-Informed Care: Supporting Students During Difficult Times for All School Personnel, and Youth Mental Health First Aid.

Education Service Cooperatives Teacher Center Coordinators meet monthly with DESE personnel to coordinate services and support. Coordination with the Arkansas Department of Elementary and Secondary Education was consistent, and one duplication was reported.

4.2 Section 1D: Provide Assistance

The Southeast Co-op regularly assists our member districts in meeting and exceeding accreditation standards and equalizing educational opportunities in the following ways:

- Holds monthly meetings with Superintendents, Job Alike, and other personnel responsible for the state reporting associated with accreditation.
- Provides Financial and Facilities Coordinators to assist superintendents with financial management and facilities support.
- Provides Arkansas Public School Computer Network (APSCN) training to support schools.
- Hosts annual School Board training twice a year.
- Provides Tier 1 and Tier 2 Fiscal training for all administrators and bookkeepers.
- Provides instructional and content support in all core areas and assists with curriculum planning and review, developing essential standards, creating common formative assessments and RTI plans, and selecting high-quality instructional material.
- CTE Consortium Coordinator provides supporting resources to enable schools to initiate and maintain quality CTE programs. The coordinator assists schools with data collection/reporting, program review, technical and new teacher assistance, and CTE initiatives support and provide professional development. The coordinator is responsible for submitting the annual Perkins local application, budget management, and assisting with the Grant Management System (GMS) process and inventory.
- Provides an Arkansas Transition Services consultant to provide technical assistance and training opportunities for transitioning students in special education to life after high school at no cost.
- Provides Home Instruction for Parents of Preschool Youngsters (HIPPY) home-based early childhood kindergarten readiness program for parents to instruct their children to ensure they are successful upon entering school.
- Provides Behavior Support Specialist that offers professional development, observation, and consultation services.
- Provides Bus Driver Testing Program for drug and alcohol testing to meet Department of Transportation (DOT) requirements.
- Holds maintenance supervisor meetings in collaboration with Arkansas River, Great Rivers, and South Central Co-ops.
- Coordinates and participates in monthly or quarterly literacy support with DESE and member districts in Levels 3-4 of support.
- Provides Early Childhood Special Education services and related speech, behavior, and occupational therapy services to children ages 3-5.
- Provides professional development and in-district support from content specialists throughout the year, on-site and virtually.
- Collaborates with all state co-ops to provide training in Title IX, On to College ACT Prep Sessions, Pre-AP, and Restorative Practices Playbook.
- Assists in developing digital learning plans.
- Provides Virtual Arkansas/Early College High School teachers and courses for qualifying students with advanced opportunities to complete high school graduation requirements and earn college credit.
- Provides a computer science specialist to assist districts in implementing K-12 computer science.

Southeast Co-op provides multiple avenues to assist member districts with the reduction of costs for services. These savings extend resources among the districts. Examples include the following:

- COVID-19 Personal Protective Equipment (PPE) purchase and distribution aided districts during the pandemic.
- Disaster Recovery Plan Agreements for the continuity of operations in the event of a disaster are available.
- CTE Consortium provides supporting resources to enable our schools to initiate and maintain quality CTE programs.
- Early Childhood Special Education Consortium provides shared services to school districts, saving them from hiring staff for speech, developmental, behavioral, and Occupational Therapy (OT)/Physical Therapy (PT) services.
- Virtual Arkansas/Early College High School offers college courses to participating districts at a reduced tuition cost.
- Southeast Co-op is one of the only co-ops that does not charge a professional development consortium fee.
- Math and Science Consortiums provide training for teachers to attend free of charge.
- Literacy Specialists provide training to lead teachers and Literacy Facilitators free of charge every other month. When book studies are conducted, the books are provided for the teachers who attend.
- Dyslexia Specialist applies for and provides CE credit through training that the Southeast Co-op offers free of charge to all Dyslexia Interventionists and CALT-certified therapists.
- Gifted and Talented advisory services are provided to districts through a grant at no cost to the district. GT events for students are provided at a nominal fee to schools to cover the costs of supplies.
- Technology Coordinators meet monthly to discuss issues, share updates, and receive training. The Co-op Technology Coordinator also provides free on-site tech support upon request.
- The co-op employs six Local Education Agency (LEA) Supervisors that are shared by ten districts.
- The Facilities Coordinator provides district facilities planning and training for the maintenance/janitorial staff.
- The Financial Coordinator provides financial counseling and expertise in finance.
- The Migrant Specialist and Migrant Recruiter provide training and recruitment for the schools that send funds to the co-op.
- Praxis testing support is provided by Recruitment and Retention Specialists. Specialists provide novice teachers accounts on 240 tutoring and study.com at no cost.
- The co-op provides paraprofessional testing to assist districts in hiring qualified paraprofessionals.
- Fingerprinting and background checks provided by efficient fingerprinting personnel save the district time and money from having to train staff and maintain equipment. Co-op personnel travels to districts for fingerprinting upon request. The co-op does not charge anyone employed by our school districts for fingerprinting.
- Printing at a low cost by the co-op saves the district money because they do not have to buy and maintain high-quality printers, laminators, and other machines.
- Paper bids processed by the co-op assist the districts with the paper bid cost. This year we have had savings of \$91,200.00.
- Provided basic school and teacher supplies, furniture, iPads, and calculators to Warren High School following a fire on their campus.

Southeast Co-op works with Dumas School District to provide cost savings and services. These services are Early Childhood Special Education, Facilities Coordinator, Bus Driver Testing, Literacy, Science, and Math Consortiums, Special Education LEA Supervisor, G/T special projects and Coordinator, HIPPY Program, Foster Grandparents Program, CTE, Virtual AR, R&R Novice Support, professional development, ACT 1082 support and onsite assistance from specialists. Providing staff and services ensures the district meets or exceeds the accreditation standards. The Dumas cost analysis has been provided.

9.00 Section 1E: Teacher Center Committee and Other Necessary Committees

Southeast Co-op Teacher Center Committee was established by Act 349 of 1985. The Teacher Center Committee is composed of at least one (1) representative from the staff of each school district and shall advise the director/TCC and the governing body on the staffing, programs, and operation of the teacher center. At least one-half, but not more than two-thirds of the members, are classroom teachers. The committee shall meet at least three

times per year. The meeting dates for the 2021-2022 school year: were 9-10-21, 2-11-22, and 5-13-22. This committee provides input regarding the needs of their districts regarding curriculum development assistance, educational materials, and professional development services to teachers.

The Teacher Center is located in the co-op and is available for educators Monday - Friday from 8:00-4:00 pm. The Center provides resources and materials for curriculum development and is responsible for purchasing equipment to provide educators with various resources. Resources include computers, software, cutout dies and cutters, binding machine, bulletin board paper, poster boards, production printer, booklet maker, postage machine, fingerprinting machine, folding machine, laminators, copy systems, paper cutters, label makers, poster maker machine, and a vinyl machine. The Media/Print Shop Coordinator manages catered meals, coordinates fingerprinting and background checks, serves on the Sunshine Committee, and is the Homeless Liaison.

In addition to the Teacher Center Committee, the following committees and groups meet regularly or monthly to respond to district needs. They network, share best practices, troubleshoot concerns, and present on requested topics. AAEA Legislative Committee (three superintendents), GT Coordinators, Transportation Directors, LEA Supervisors, Literacy Facilitators, Dyslexia Coordinators, Technology Coordinators, Science Consortium Members, Math Consortium Members, CTE Professional Learning Communities, CTE Stakeholders Committee, CTE Consortium Board, HIPPIY Advisory Board, Building Principals, Co-op Board Members, ESOL Coordinators, Migrant Specialists, Novice District Lead Contacts, Homeless Liaisons, Facilities, and Financial Coordinators, Job Alike, Principals Academy and Superintendents Round-Table.

Southeast Co-op responded to districts' needs through the superintendent listserv and round table development. During the pandemic, the superintendents, Director, and TCC met daily by zoom to brainstorm, discuss information, and problem-solve. The superintendent listserv is used to communicate pertinent information by email. After the pandemic, the superintendents continued to meet by zoom and use the listserv. The listserv is used numerous times daily to share information, updates, and best practices. A superintendent requested during an on-site visit that we start having a round table discussion following the monthly board meetings. The suggestion was implemented and has become essential to the members. The superintendents have grown to be like family and are a very close-knit group through these services. Superintendents that moved from our co-op area have requested that their names be kept on the listserv so they can glean information from the group.

Another example of Southeast Co-op responding to districts' needs is the Literacy Facilitation Meetings. Meetings are held five times per year as hybrid sessions; participants can come to the co-op or zoom. These sessions are designed to keep lead literacy educators up-to-date with instructional strategies, best practices, laws, and changes in practice at the state level. Professional development is provided through book studies of current texts being studied by the state and other topics important to the literacy leaders' work in our area. The Literacy Specialists also worked with districts to select high-quality instructional materials for the Science of Reading and dyslexia. Specialists also provide a wide selection of professional development based on the needs of the schools, and they offer sessions required by DESE. Professional development sessions are published in an online catalog on the Southeast Co-op website and emailed to the schools. Districts requested specialist support throughout the year. Most districts set a monthly calendar with the Specialists to be on site for the year before school begins. The districts also contact the co-op by email or phone to request training and support.

Southeast Co-op staff members serve on various boards. While serving in these positions, they share best practices with others. Some positions are: Karen Eoff - EAST Board of Directors and Virtual AR Executive Board of Directors, Three superintendents serve on the AAEA legislative committees, Stephanie Hollis - District IV Director for Arkansas for Gifted and Talented and Council member for Arkansas Governor's Advisory Committee for Gifted Education, Katrina Cavaness- Delta Dental Advisory Committee, Marsha Taylor - Association of Adult Literacy Professional Developers, Coalition for Adult Basic Education, State Advocate for Adult Education Fellow, Arkansas Association for Adult and Continuing Education, Arkansas Adult Education Advisory Council, and Adult Learning Alliance Board of Directors, Evan Patrick- Director of Arkansas Cyber Threat Response Team, Member of the Zoom Education Council for North America, Member of the SREB EdTech Executive Committee, and Co-Regional Leader for the Arkansas Data Science and Computing Ecosystem, Allison Ray - Arkansas Perkins Advisory Committee Member, Arkansas Education & Training Taskforce Member, AR ACTE

Member & Administration Division Secretary/Treasurer, and Karen Robinson, K-12 Literacy Specialist, State Treasurer of Arkansas Literacy Association.

Southeast Co-op staff presented best practices during conferences and meetings in the state. Activities included are: Abbey Ebarb, ESOL Specialist, presented at the 2021 Arkansas Teachers of English to Speakers of Other Languages Conference on October 25, 2021, "Building Your Digital Toolkit: Digital Tools & Resources for Supporting English Learners in Virtual Learning and Beyond. Karen Randolph, Transition Specialist, presented at LEA Academy Conference in October 2021 and "Predicting a Positive Future." Stephanie Hollis, GT Specialist, presented Pre-AP program updates to superintendents during board meetings and presented AGATE Award winners at the 2022 Arkansas for Gifted and Talented Education Conference on behalf of the Governor's Advisory Council. Britnee Wright, Math Specialist, presented at DESE Summit 2022 and the Arkansas Council of Teachers in Mathematics Conference 2022- "Building Academic Vocabulary and Purposeful Planning with IM." Claire Ortiz, Migrant Tutor, presented "Figuring out Fluency" at the Annual Migrant meeting. Evan Patrick, Technology Coordinator/Director of Cyber Threat Response Team, presented at the Retired Educator Organization on July 18th, 2022, and Hot Springs Technology Institute Conference on June 13th, 2022, Cyber Threat Hunting Tool. AmeriCorps Future Teacher Initiative Coordinators presented member handbooks at the EngageAR program director's meeting. FTI staff presented data results of retention and recruitment and pre/post KRIC assessments at the Annual Site Supervisor and Advisory Council meeting. FTI shared opportunities, information, and benefits of having AmeriCorps members at the Co-op Board of Directors meeting. Latanza Atkins, K-12 Literacy Specialist, presented at the 2022 Arkansas Association of Continuing and Adult Education Conference, "Ingredients for Success." Co-op staff also presented best practices during board meetings to the superintendents. Social media platforms such as Facebook, Twitter, and newsletters were used to provide best practices.

2021-2022 Teacher Center Committee Member District Positions

Committee Member	District	Position
Amy Ross	McGehee	Teacher
Arneice Gardner	Dermott	Administrator
Bonnie Gavin	Woodlawn	Teacher
Kelly Rodriguez	Monticello	Administrator
Kasey Johnson	Hermitage	Teacher
Arthur Tucker	Dumas	Administrator
Carol Burgess	Hamburg	Teacher
Kim King	Cleveland County	Teacher
Randy Raley	Star City	Administrator
Terrye Seamon	Dewitt	Teacher
Angela Steelman	Fordyce	Teacher
Kristi McDuff	Crossett	Teacher
Brandie Everett	Drew Central	Teacher
Kathy Cornish	Warren	Administrator
Cristy Stone	Lakeside	Administrator

16.00 Section 1F: Liaison with Postsecondary Institutions

The Southeast Co-op has an excellent working relationship with numerous postsecondary in-state and out-of-state institutions to carry out programs and services. These partnerships are valuable to our member districts in meeting their needs.

The University of Arkansas at Monticello

- Smart Start participated in a tutoring certification program through the Education Renewal Zone (ERZ), certifying five AmeriCorps members as certified tutors. Over ten members completed the first stage of the training program. These members completed 175 hours of tutoring and more than 40 hours of Zearn Math and Reading components.

- The Science Specialist and the Science Department at UAM have partnered to provide science teachers with professional development. The Science Specialist assists in promoting and working the Southeast Arkansas Regional Science and Engineering Fair.
- Dr. Jim Evans and Chris Brown with UAM Debate have provided workshops and resources for gifted students learning MFA debate techniques. Ten school districts and approximately 80 students were involved.
- Literacy Specialists teach UAM undergraduate classes by presenting topics on the Science of Reading four times in the fall and four times in the spring semester each year.
- Education Renewal Zone (ERZ), housed at UAM, and the Southeast Co-op coordinate and support each other in professional development opportunities.
- The Southeast Arkansas Career and Technical Education Consortium work with multiple departments at the University of Arkansas at Monticello. For example, Jolene Hammock, the Outreach and Engagement Coordinator for the College of Forestry, Agriculture, and Natural Resources, meets with secondary Agriculture instructors to keep them informed of activities and opportunities available to their students at the UAM campus. She has also served as a stakeholder for the CTE Consortium. Dr. Tracie Jones, ERZ Director, Brian Hairston, Dean of the School of Computer Information Systems, and Karen Hyatt, Assistant Professor for the School of Nursing, serve as stakeholders for the CTE Consortium. Shanna Knowles, Instructor of Management at the School of Business, and Anissa Ross, Chief Information Officer at the Department of Information Technology, also serve as CTE stakeholders.
- Southeast Co-op AmeriCorps Programs, Smart Start, Future Teacher Initiative, and the Foster Grandparent Program partnered with UAM's VISTA AmeriCorps program for the first annual Flag of Honor Ceremony on September 11, 2021. AmeriCorps members and Foster Grandparent volunteers worked to collect and distribute non-perishable items and meals for veterans and local first responders. Over 35 AmeriCorps members volunteered approximately 125 hours of community service.
- Recruitment and Retention Specialists coordinate with UAM School of Education to offer Praxis Support Sessions. Recruitment and Retention Specialists attended UAM Career Fair to promote the teaching profession and co-op district openings.

The University of Arkansas College of Technology at Crossett

- The Southeast Arkansas Career and Technical Education Consortium works with Janie Carter, Workforce Grant Manager, at UAM - College of Technology at Crossett. She assists consortium schools with the WorkKeys curriculum, National Career Readiness Certificate testing, and helping their communities become ACT WorkReady communities. She has also served as a CTE stakeholder. CTE students at Crossett and Hamburg High Schools take welding courses at the UAM CTC campus. This partnership allows students to continue their Agriculture Power, Structural, and Technical Systems program of study, focusing on Agricultural Metals in a post-secondary welding department. This partnership allows more CTE students to become completers, increasing the CTE Consortium's performance on the federal Perkins performance measures.
- UAM Crossett provides our staff with opportunities for professional development, including obtaining a Child Development Certificate (CDA) needed for continued employment as a HIPPY Homebased Educator.

The University of Arkansas College of Technology at McGehee

- The Southeast Arkansas Career and Technical Education Consortium works with Elaine Hargraves, Assistant Vice Chancellor, at the University of Arkansas College of Technology at McGehee. She has served as a CTE stakeholder. Anita Walker, Nursing Instructor, also serves as a CTE stakeholder. CTE students at Dermott High School enroll in courses at the McGehee campus in Automotive Service Technology and Medical Professions. Dumas and McGehee High School students enroll in Medical Professions courses at McGehee, and Lakeside High School students enroll in Medical Professions and Power Equipment Technology courses. This partnership allows more CTE students to become completers, increasing the CTE Consortium's performance on the federal Perkins performance measures.
- UAM McGehee provides our staff with opportunities for professional development, including obtaining a Child Development Certificate (CDA) needed for continued employment as a HIPPY Homebased Educator.
- The UAM McGehee Adult Education Center attends training and receives services from the Arkansas Adult Learning Resource Center in Little Rock.

Southeast Arkansas Community Based Education Center (SEACBEC) at Warren

- The Literacy Specialist provided two hours of Parent Involvement training for the SEACBEC staff.
- Literacy Specialist facilitated Science of Reading Awareness with SEACBEC staff.
- Literacy Specialist supported the implementation of the Science of Reading through class visits and ongoing professional development.
- Hermitage, Rison, Warren, and Woodlawn students enroll in Computer Engineering, Construction Technology, Criminal Justice, Medical Professions, and Welding courses at SEACBEC. This partnership allows more CTE students to become completers, increasing the CTE Consortium's performance on the federal Perkins measures.
- The CTE Coordinator serves as a stakeholder for SEACBEC, and Devin McDiarmond, SEACBEC Director, serves as a CTE stakeholder.
- The CTE Coordinator provides professional development for SEACBEC instructors.
- Recruitment and Retention Specialists support novice teachers at SEACBEC.

The University of Arkansas Phillips Community College at Dewitt

- DeWitt High School students enroll in Advanced Manufacturing, Agribusiness Systems, Business Finance, Criminal Justice, Medical Professions, Plant Systems, and Welding programs at the PCCUA - DeWitt Campus. This partnership allows more CTE students to become completers, increasing the CTE Consortium's performance on the federal Perkins performance measures.

SAU Tech

- Jason Morrison, the Chancellor, serves as a CTE stakeholder.
- Fordyce High School students enroll in Medical Professions and Welding courses at SAU Tech. The SAU Tech Adult Education Center attends training and receives services from the Arkansas Adult Learning Resource Center in Little Rock.

Arkansas Tech University

- Virtual Arkansas is supported by partnership and collaboration with Arkansas Tech University. This program provides concurrent credit opportunities for high school students throughout Arkansas. This partnership has existed since 2005 and enables qualified students to receive concurrent high school and college credit. One thousand thirty students took 2,728 classes in the 2021-2022 school year. Twelve courses were offered for concurrent credit during the 2021-2022 year. Virtual AR concurrent students earned 8,124 college hours in the 2021-2022 school year.
- Representatives from Arkansas Tech presented to 60 kids from eight school districts on applying to Governor's School. DESE also appointed GT Specialist to the committee in the Governor's School faculty hiring process, site selections, and student selections.
- ATU- Ozark Adult Education Center attends training and receives services from the Arkansas Adult Learning Resource Center in Little Rock. They also have an AmeriCorps Member located at their site.

The University of Central Arkansas

- Arkansas Transition Services host: College Bound Arkansas at UCA in Conway. This program is designed to increase the knowledge of accommodations and supports available on a college campus, as well as assistive technologies, leadership skills, and other exciting aspects of college life. The program is open to incoming high school juniors, seniors, and first-year college students who reside in Arkansas and have a disability. Parents and Teachers are also invited to attend this program.
- **University of Central Arkansas Mashburn Center:** Literacy Specialist provides instruction in the Strategic Instruction Model at schools in our Southeast Co-op area.

University of Arkansas Pulaski Technical College

- Arkansas Transition Services hosts Film Camp at UAPTC, where juniors and seniors who reside in Arkansas and have a disability can attend a three-day camp. The students who participate will learn the ins and outs of the camera, script-writing, editing, interview skills, and self-determination and advocacy skills. Students will also create and star in a short video and produce a Public Service Announcement.
- UAPTC Adult Education Center attends training and receives services from the Arkansas Adult Learning Resource Center in Little Rock.

The University of Texas at Austin

- The Meadows Center for Preventing Educational Risk and Southeast Co-op have collaboratively applied for the U.S. Department of Education's Institute of Education Sciences REL-SW Competition grant. Dr. Elizabeth Swanson, Research Professor, will work with the ESC on this partnership.

- Britnee Wright- Math Unit worked with the University of Texas, Dana Center, on the 9-12 Math Pathways Project.

REACH University

- Joe Ross, President of Reach University, actively works with the Co-op to recruit teachers and Para Pros into the education programs offered through REACH University.

South Arkansas Community College - SouthArk

- Dave Carty, Industrial Engineering Technology Director/Instructor, serves as a CTE stakeholder. Strong High School students enroll in Medical Professions and Welding courses at SouthArk in El Dorado.
- SouthArk Adult Education Center attends training and receives services from the Arkansas Adult Learning Resource Center in Little Rock.

Southeast Co-op shares best practices with collaborating partners and publicly via social media. Best practices are shared with the other 14 cooperatives via monthly meetings with directors and TCCs and through the Annual Co-op Directors' Fall Conference each year. Representatives from UAM and REACH University have met with the board. These open discussions and presentations from post-secondary institutions allow for sharing of information and better alignment between K-12 education and post-secondary institutions. The Director and TCC attend the ERZ Advisory meetings. These meetings help disseminate ERZ information and program support to the local districts. The TCC and ERZ Director also collaborate on professional development.

Section 2: Staff Qualifications

11.00, 12.00, 14.00, 21.00 Section 2A: Director, personnel, general policies, and reports

The Southeast Co-op employs a staff of 149, consisting of 71 certified and 78 classified positions. All Southeast Co-op employees who hold positions requiring licensure are licensed in the appropriate area. The Southeast Co-op Human Resources employee maintains and monitors the documentation required. Southeast Co-op employees are evaluated yearly by their direct supervisor(s). Evaluation conferences are held for all employees. An evaluation file is maintained in the Director's office. Southeast Co-op's Board of Directors evaluates the Co-op director. The Southeast Co-op Personnel Policy Committee consists of five certified staff members and five classified members elected yearly at the August Annual (Back to School) meeting. The Personnel Policy Committee meets three or more times a year. The Personnel Policies Handbook updates are covered each year in the August (Back to School) meeting. The Personnel Policy Handbook is posted on our website under State Required Information for easy access for employees and public viewing.

The Southeast Co-op had no audit findings and no evidence of fiscal distress in the years under review.

Southeast Co-op's Annual Report is compiled each spring and reported to the Southeast Co-op Board at the May Annual Meeting. The Teacher Center Committee also receives an electronic copy. The Annual Report is then sent to Stacy Smith and Ivy Pfeffer as per the ADE directive and posted on our website under State Required Information.

The Southeast Co-op and the other 14 education cooperatives work together and share policy/procedural information and best practice information to help all co-ops work more effectively and efficiently. The Co-op Directors and Teacher Center Coordinators are connected via a listserv that allows easy access to information, documents, and help from other Co-op Directors and Teacher Center Coordinators across the state.

Southeast Co-op communicates effectively with member districts, DESE, and other education cooperatives through coordinated monthly meetings in Little Rock and bi-weekly Zooms. The Southeast Co-op Principal's Academy and Roundtable will meet seven times this year. The Southeast Co-op Superintendents, the Co-op Director, and the Teacher Center Coordinator are connected to the superintendent's listserv. This listserv is used daily to answer questions and share updates and needed information. Roundtables for superintendents are held after the regular Co-op Board Meetings adjournment. The Co-op Teacher Center Coordinator conducts Job Alike Meetings in person and via Zoom with the assistant superintendents, curriculum coordinators, principals,

and federal program coordinators. The Teacher Center Committee meets three times a year for input. The Co-op Teacher Center Coordinator meets monthly with all specialists. The specialists coordinate with DESE through their monthly unit meetings. All Southeast Co-op specialists spend 75% to 80 % of their work time assisting teachers in our local school districts. The Southeast Co-op also utilizes the Co-op website, social media, Facebook, and Twitter pages to push out updates and highlights of current training.

Southeast Co-op oversees 17 state grants, 22 federal grants, and 28 local grants supported by our districts or consortiums. These grants are profiled in our Co-op Annual Report each year. We have several unique programs based directly on our member districts' needs.

- The Bus Driver Testing Consortium for Alcohol and Substance Abuse was formed in the early days of the Co-op to help our districts meet the Arkansas state law that requires each district to test 10% of their CDL-qualified school bus drivers for alcohol and 15% of their CDL qualified school bus drivers for drugs each year.
- The Facilities Consortium Coordinator, Scotty Holderfield, serves as the primary service provider in all facilities-related matters. He provides the districts with accurate and timely information, files applications and agreements for partnership projects, provides required training for maintenance and custodial employees, and assists district personnel with Schooldude issues.
- The Financial Advisor Consortium Coordinator, Norman Hill, provides financial planning, financial budgeting, and financial assistance to help districts meet their current financial needs. He attends board and community meetings and provides professional development sessions to inform the district patrons and staff of the district's current financial status.
- We have two State and National AmeriCorps Programs and one AmeriCorps Senior Foster Grandparent Program. The AmeriCorps Smart Start Program provides intense one-on-one and small group tutoring in reading and math for at-risk academic failure students in grades K-5. This is the 16th year of this program. The 30 AmeriCorps members earn monthly stipends and an educational award/scholarship for up to four terms. Many AmeriCorps members utilize their scholarships to finish college and become a teacher. The AmeriCorps Future Teacher Program provides one-on-one and small-group tutoring intervention to 300 targeted at-risk pre-k-students. This is a sister program to the K-5 program above. The 30 AmeriCorps members earn monthly stipends and an educational award/scholarship for up to four terms. Many AmeriCorps members utilize their scholarships to finish college and become a teacher. The AmeriCorps Senior Foster Grandparent Program provides literacy tutoring/mentoring by senior volunteers to identify children in need in lower elementary and preschool. The senior volunteers receive an hourly stipend paid through the grant and serve 20-30 hours per week in schools, preschools, and daycares. The program has been in operation for 33 years at the Co-op.
- Virtual Arkansas-Early College High School provides concurrent high school/college course opportunities for high school students that they may not have in their local district. The courses are taught by highly qualified instructors who meet secondary and post-secondary licensing requirements. Using a blended model, the classes are online, with two days of live feedback provided to students via Zoom. The concurrent program allows high school students to experience the rigor and challenge of collegiate work before entering college. Eighty-five percent of the concurrent credit enrollments are from rural districts. Arkansas Tech University's long-term data collection verified that VA-Early College High School students entering college at ATU in fall 2021 had an 18.2 % higher first-year retention rate than ATU students who enrolled with no concurrent credit. In addition, the Early College High School student's GPA at the end of the college year 20-21 was 3.271 compared to their counterparts without concurrent credit, who averaged a 2.577 GPA at the end of the college year.
- The Arkansas Adult Learning Resource Center (AALRC) provides Adult Education and Literacy Providers throughout the state with needed adult education services, information, resources, current research, professional development, training programs, a lending library, assistive technology equipment, and technical assistance. The center located in Little Rock provided 199 professional development/training sessions on-site and 85 online in 2021-22. The Center also answered 1,356 requests for technical assistance to adult educators to help learners to increase their job opportunities and educational attainment. In 2019 the AALRC added an AmeriCorps grant and AmeriCorps members to serve as life coaches to assist adult learners with career services and advancement as well as

additional education attainment in vocational education and/or college.

- The literacy, math, and science specialists provided by a state grant from DESE to the Co-op are rated at the highest level when the Co-op Director and Teacher Center Coordinator conduct their annual onsite need assessment visits each year. Our Co-op districts listed these core specialists as “Boots on the ground specialists” that they cannot do without in their districts' teaching and learning process when we ask, “What does the Co-op do for your district that helps you the most?”
- The HIPPY (Home Instruction for Parents of Preschool Youngsters) Program is funded for 560 children in Southeast Arkansas. The 22 HIPPY Homebased Educators work with parents weekly for up to 30 weeks per school year on readiness/developmental skills to ensure success in school when the students enter kindergarten. The ASQ Developmental Screening is administered twice yearly to identify developmental delays and make appropriate referrals for services. Pre/post assessments are made to measure growth during the program year.

3.00, 8.00 Section 2B: Board of Directors and Executive Committee

Southeast Co-op Board of Directors is comprised of the superintendent of each of the 15 school districts in our Co-op region. The Co-op Board met 11 times during the 2020-21 school year. Each month (except July), the Co-op Board reviews and approves the monthly financial report and the previous months' minutes. Quarterly, the Co-op Board reviews the Expenditure and Revenue Report specific to that quarter. Annually, the Co-op Board reviews and approves the annual financial audit, the annual report, and the annual budget.

To ensure the efficiency of operations, The Southeast Co-op utilizes the following: an online job application process, an online employee leave system, Adobe Sign for all contracts and MOUs, and a direct deposit of funds for employees and vendors.

Section 3: Extent of Local Financial Support

18.00, 19.00, 22.2 Section 3A: Program Services, local participation, and local support

The Southeast Co-op provides professional development and instructional/curriculum support to all 15 of our member districts based on their requests, priorities of the state, and requirements of state and federal grants we have secured on our districts' behalf. The Southeast Co-op provides multiple services funded through state grants, federal grants, special grants, competitive grants, and local consortia funds. Best practices and services are provided publicly through grants to our Co-op districts, our region, and statewide. In the summer of 2021, we offered 182 professional development/training sessions attended by our 15 member districts and 82 districts outside our Co-op area. In the 21-22 school year, we provided 338 professional development/training sessions attended by our 15 member districts and 90 districts outside our Co-op area.

Southeast Co-op member schools participate in the following extended services supported by their local funds:

- Bus Driver Alcohol and Drug Testing Consortium-100 percent of our 15 districts plus UAM participate.
- Facilities Consortium-100 percent of our 15 districts
- Career and Technical Education Consortium-100 percent of our 15 districts participate, plus Strong School District
- Early Childhood Special Education -100 percent of our 15 districts participate
- Gifted and Talented Special Projects-100 percent of our 15 districts participate
- Math/Literacy/Science Consortium-100 percent of our 15 districts participate
- Professional Development Consortium-100 percent of our 15 districts participate
- LEA Supervisor Consortium-10 of our 15 districts, or 67 percent of our districts, participate

Southeast Co-op member schools participate in the following extended services supported by local funds and based on a specific need to share a program, service, or employee they cannot afford due to the district's size or lack of funds.

- Educational Examiners Consortium-five of our districts share the services of this Co-op employee.

- HIPPY-10 of our 15 districts, or 66 percent of our 15 districts, participate.
- AmeriCorps Foster Grandparents Consortium -seven of our 15 districts, or 47 percent, participate.
- AmeriCorps Smart Start Consortium-six of our 15 districts, or 40 percent, participate.
- AmeriCorps Future Teacher Consortium-five of our 15 districts, or 33 percent, participate.

A cost analysis of services was conducted on five (5) of our 15 member schools during the 2020-21 school year. A cost analysis is performed on an annual rotation schedule of one-third of our schools each year, with all of our schools analyzed over three years. The results are shared publicly and individually with each superintendent.