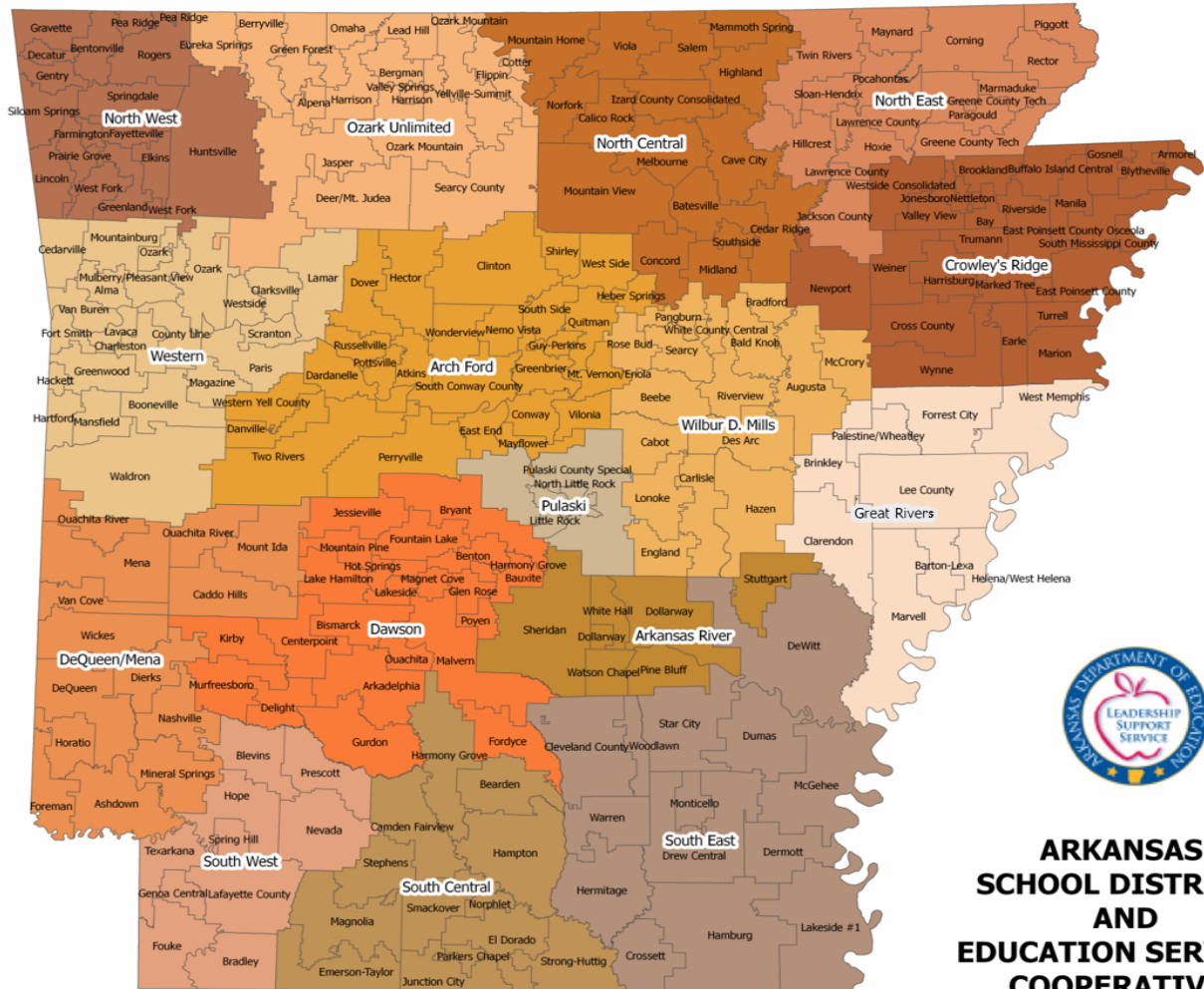




GREAT RIVERS EDUCATION SERVICE COOPERATIVE
2021-2022 ANNUAL REPORT

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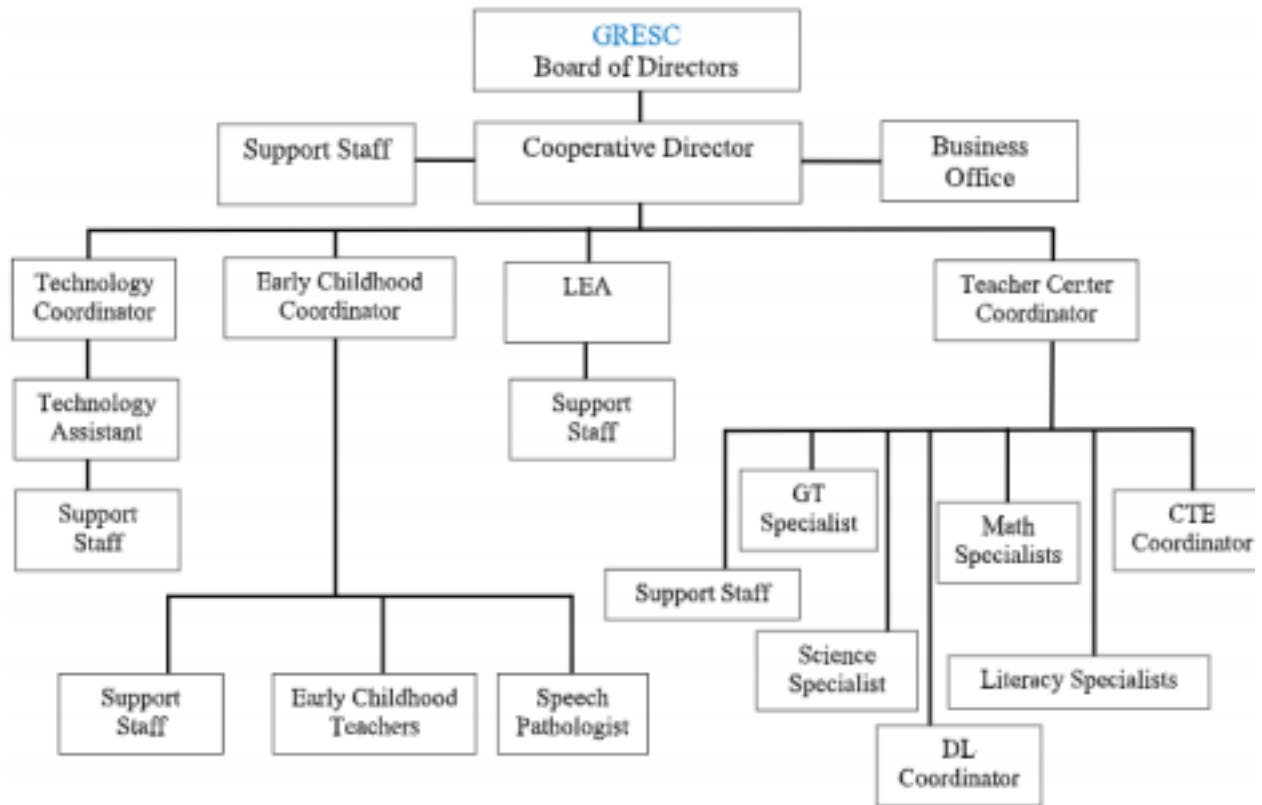


**ARKANSAS
SCHOOL DISTRICTS
AND
EDUCATION SERVICES
COOPERATIVES**

The Great Rivers Education Cooperative serves the area shaded in light beige on the map above. GRESC services the following counties:

- Crittenden County: West Memphis
- Lee County: Lee County
- Phillips County: Barton-Lexa, Helena-West Helena, KIPP Delta, Marvell-Elaine
- Monroe County: Brinkley, Clarendon-Holly Grove
- St. Francis County: Forrest City, Palestine-Wheatley

Great Rivers ESC Organizational Chart



Great Rivers Associates:

- Community Health Specialist
- State Transition Coordinator
- Special Education School Improvement Staff
- Special Education Systemic Plan Coordinator
- Behavior Intervention Consultant
- Arkansas State Personnel Development Grant (SPDG)

Great Rivers Education Service Cooperative

School Districts served in Great Rivers Education Service Cooperative
Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee
County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Officers of the Board

Name	Position School District
Willie Murdock	President Lee County School District
Jon Estes	Vice-President Palestine-Wheatley School District
Dr. Tiffany Hardrick	Secretary Forrest City School District
Richard Atwill	Cooperative Director GRESC

Members of the Board

Name	Position School District
Joyce Anderson	Board Member Helena-West Helena
Jon Collins	Board Member West Memphis
Bruce Guthrie	Board Member Barton-Lexa
Dr. Brenda Poole	Board Member Brinkley
Lee Vent	Board Member Clarendon-Holly Grove
Dedentra Williams	Board Member Marvell-Elaine

Great Rivers Service Education Cooperative 2021-22 Teacher

Center Committee

Committee Member	District Position	Expires
Amy Kinney	Barton/Lexa Teacher	May 2025
Denise Files	Brinkley Teacher	May 2025
Nellis Caldwell	Clarendon Administrator	May 2025
Dr. Deangela Graham	Forrest City Principal	May 2023
Priscilla McDaniel	Helena-West Helena Teacher	May 2023
Mary Knight	Lee County Teacher/Coordinator	May 2023
Emily Boals	Marvell/Elaine Teacher	May 2025
Mary Luker	Palestine/Wheatley Teacher	May 2023
Candice Johnson	West Memphis SD Teacher	May 2023

Each participating school district in the Great Rivers Education Service Cooperative area has one representative on the Teacher Center Committee. Each Committee member shall be elected for a term of three years.

Great Rivers Education Service
Cooperative

Annual Report

2021-2022

ESC Annual Report

Great Rivers Education Service Cooperative

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: June 1, 2022 LEA# 54-20

ESC NAME: Great Rivers Education Service Cooperative

ADDRESS: 201 Campus Road West Helena, AR 72390

PHONE NUMBER: (870) 338-6461

DIRECTOR: Mr. Richard Atwill

TEACHER CENTER COORDINATOR: Mrs. Sheila Grissom

NAMES OF COUNTIES SERVED: Crittenden, Lee, Phillips, Monroe and St. Francis

NUMBER OF DISTRICTS: 10 NUMBER OF STUDENTS: 13,463

NUMBER OF TEACHERS: 1,276

I. GOVERNANCE:

A. How is the co-op governed? Board of Directors Executive Committee? NO

How many members are on the Board? 9

How many times did the Board meet? 11

When is the regular meeting? 4th Thursday of each month

Date of current year's annual meeting: June 14, 2022

B. Does the co-op have a Teacher Center Committee? YES NO If yes, then:

How many are on the Teacher Center Committee? 9

How many members are teachers? 6

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? October, January and May

C. When was the most recent survey/needs assessment conducted? December 2022-May 2022

D. Have written policies been filed with the Arkansas Department of Education? Yes

II. 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.

2021-2022 Employees

Last Name	First Name	Position	Funding Source
Adams	Jeffery	SSIP Coordinator	Federal Grant
Anderson	Latasha	Math Specialist	State Grant
Armstrong	Carmen	EC Instructional Specialist	Pre-School Grant
Atwill	Richard	Director	Co-op Funds
Barnes	Brooke	EC Instructional Specialist	Pre-School Grant
Barlett	Elizabeth	EC SLP	Pre-School Grant
Beedles	Sheila	EC Instructional Specialist	Pre-School Grant
Bethea	Crystal	SPDG Director	SPED Fed. Grant
Bibel	Jennifer	Transition Administrative Assistant	State Grant
Boaz	Bonnie	State Transition Coordinator	State Grant/Co-op
Brizendine	Karis	EC Instructional Specialist	Pre-School Grant
Bryant	Catherine	EC Instructional Specialist	Pre-School Grant
Conn	Jessica	EC SLP	Pre-School Grant
Curtright	Nancy	Instructional Secretary Shared Serv.	Shared Services/Co-op
Davidson	Chad	Facilities Manager Shared	Shared Services
Dulaney	John	Technology Director	State Grant
Edwards	Towanna	Administrative Assistant	Co-op Funds
Ginn	Lori	LEA/Special Ed Coordinator	SP ED Supervisor

Griffin	Evelyn	Instructional Secretary	Shared Serv./Co-op
Grissom	Sheila	Teacher Center Coordinator	State Grant/Co-op
Harper	Bonnie	EC Instructional Specialist	Pre-School Grant
Bradley	Treva	Administrative Assistant	SPDG Fed. Grant
Harris	Jo Alice	Accounts Payable	Co-op Funds
Holloman	Jamie	EC SLP	Pre-School Grant
Hoskins	Anita	Secretary Clerk	Pre-School Grant
Johnson	Dyana	EC Instructional Specialist	Pre-School Grant
King	Vicki	SPED Secretary	Co-op Funds
Lewis	Lucinda	EC Instructional Specialist	Pre-School Grant
Little	Rex	Custodian	Co-op Funds
McIver	Becky	SPDG SPED	SPDG Federal Grant
McKinney	Gail	Instructional Secretary	State Grant/Co-op
Miller	Dexter	Virtual Digital Learning	State Grant
Meadows	Robert	Technology Assistant	State Grant
Nave	Erin	EC Occupational Therapist	Pre-School Grant
Quattlebaum	Patrick	Science Specialist	State Grant
Riley	Kelsey	Recruitment and Retention	Specialist State Grant
*TBD		Area Nurse	State Employee
Rutland	Jeannie	Math Specialist	State Grant
Schieffler	Bobbe	EC Instructional Specialist	Pre-School Grant
Shafer	Jacob	Literacy Specialist	State Grant
Sheard	Yalanda	Preschool Data Clerk/Eschool	Pre-School Grant
Southard	James	Career & Technical Ed Coordinator	State Grant
Spann	Leslie	SPDG SPED	SPDG Federal Grant

Young	Debbie	GT Specialist	State Grant
Viner	Andrea	EC Instructional Specialist	Pre-School Grant
Ward	Amy	EC Instructional Specialist	Pre-School Grant
Watson	Constance	Literacy Specialist	State Grant
Watson	Tomeka	Bookkeeper	Co-op Funds
Werenbeger	Greg	SPDG SPED	SPDG Federal Grant
Whaley	Holly	Early Childhood Coordinator	Pre-School Grant
Wright	Kim	SPDG SPED	SPDG Federal Grant

III. TEACHER CENTER

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

Does the co-op provide media services to schools? YES [] NO [X] If yes, then: Approximate the number of titles in media center: 0

Does the co-op provide delivery to the districts? YES [] NO [X] How many districts participate in the media program? 0

How many titles (including duplicate counts) were provided to schools during this current year? 0

Do districts contribute dollars to the media services? YES [] NO [X]

Does the co-op operate a “make-and-take” center for teachers? YES [] NO [X]

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

[X] Cooperative purchasing

[X] Conduct Annual Needs Assessment /Planning assistance

[X] Gifted and Talented assistance

[X] Grant writing assistance

[X] Personnel application

[X] Assist/support with Evaluation procedures (GT Program Technical Assistance Visits, etc.)

[X] Bookkeeping assistance

[X] Technology training

[X] Curriculum support (Arkansas State Standards)

[X] Business Management training

[X] Computer technician

[X] E-Rate applications

- Assessment data analysis
- Math/Science/Literacy specialists
- Professional Development opportunities for teachers
- Administrators and Local Board Members Training
- Community Involvement
- Dyslexia and RTI Support
- Act 1084 Support
- Digital Learning Plan
- School Improvement Plan
- TESS/EdReflect
- Fingerprinting
- Health Grant
- Homeless II Grant
- ESSER Funds

GRESK Partnership with other Cooperatives:

- Title 9
- Transportation
- Restorative Practice

V. DIRECT SERVICES TO STUDENTS

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

- Beyond the Classroom
- Digital instruction
- Quiz Bowl

- [X] Blended Instruction
- [X] Low incidence handicapped (vision/hearing)
- [X] Pre-School Handicapped Services
- [X] Makerspace
- [X] Content Based Escape Rooms

VI. ANECDOTAL REPORTS

Dyslexia Support:

Most districts in the Co-op area combined their efforts in support of Great Rivers Literacy Specialists. Eight of the nine districts are served with the “The Barton” program written by Susan Barton. These districts use the same program, which makes training time and effort efficient. The Co-op Specialists train and prepare the interventionist at each district to ensure fidelity of the program's implementation. The literacy specialists work with the district's interventionist to build a regional Professional Learning Community (PLC) . Some districts have begun training staff in the area of Take Flight. One literacy specialist has completed Take Flight and has provided support in this area.

Parent/Community Support:

The Great Rivers Education Service Cooperative strives to be a vital part of all the communities encompassing our districts. Additionally, the members of Great Rivers Education Service Cooperative volunteer in the communities to provide support to the districts in various capacities. We participate in Phillips County Boys and Girls Club with drives such as Christmas presents, clothing, and other materials. Other organizations include Phillips County Rotary Club and King Biscuit Blues Festival. Employees of the Great Rivers Education Service Cooperative live in communities across the regional area and work to represent the co-op in their community

Regional Implementation Team (RIT):

The development of the Regional Implementation Team (RIT) along with a partnership with the State Personnel Development Grant (SPDG) has provided Great Rivers Education Service Cooperative a systematic approach to implementing change within the capacity of the cooperative along with scaling up at the district and school level. Based on the Regional Capacity Assessment (RCA) data, the total score has increased from 2% to 47% increase. During the 2021-2022 school year, GRESC was slated to partner with the Marvell-Elaine School District. Due to unforeseen circumstances, the partnership did not come to fruition.

However, with the partnership with SPDG, GRESC continues to grow capacity from within the

organization and will continue to try to develop a partnership with a district.

Educational Equity:

Educational equity is a state priority that has been recognized by the Great Rivers Education Service Cooperative since its inception. Not only does the Cooperative recognize that educational equity entails minority and gender participation, but different levels of socioeconomic participation. During the Instructional Specialists' Collaborative bi-month meetings, Educational Equity has been a focus of obtaining a deep understanding. Policies and procedures are periodically reviewed to assure full access and opportunity in hiring practices and full participation.

General Administrative Services

Great Rivers Education Service Cooperative provides administrative services to its member schools. While many of these services are part of the daily operation of the Cooperative, several have become full-scale programs. One example would be the support for Act 1082. GRESC personnel have worked closely with DESE Direct Support Specialist in the Department of Public School Accountability, Traci Holland, to goal set and provide support for Level 4 and 5 districts in the co-op area. Other areas of capacity building support include Response To Intervention (RIT) by assessment/screener training for teachers, support to teachers during assessment windows, data collection and grouping based on data.

Higher Education Affiliation: The Cooperative has maintained a close liaison with institutions of higher learning and has jointly offered courses in Educational Administration and additional licensure areas. We are partners with East Arkansas Community College. This higher education institution allows use of their facility for Beyond the Classroom events as well as Professional Development opportunities for the district personnel.

Information Sharing: Recognizing a need to keep superintendents abreast of information, GRESC set up a memorandum referral file. All ADE Commissioner's memorandums are indexed and stamped for reference as needed. Likewise, information that the Cooperative receives concerning school and educational programs is filed for future reference. Education Community offerings and events are shared with Cooperative Superintend

With the national pandemic beginning in the middle of March of 2020, in person services from the Great Rivers Education Service Cooperative were disrupted. Services became virtual and distant. Great Rivers Education Service Cooperative personnel began participating in virtual meetings with school personnel in order to meet the needs for adult learning. Along with virtual weekly specialists meetings to collaborate on the ever changing information and needs of our districts and schools. As the pandemic has metaphorically changed, Great Rivers Education Service Cooperative has modified its service to meet the needs of the districts. For the up-coming summer, the specialists will be offering a hybrid approach to providing professional development. GRESC will continue to monitor based on the changing COVID-19. For the 2021-2022 school year, support has been provided in-person. However to ensure that the needs of all of our participants are met, we will offer a virtual conference during the summer of 2022.

VII. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2021-2022 school year: 1 For this number above, please provide the number in each of the following racial classifications:

White 1

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2021-2022 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

TERMINATED

Number of males terminated by the cooperative during the 2021-2022 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 2021-2022 school year: 2 For this number above, please provide the number in each of the following racial classifications:

White 1

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2021-2022 school year: 3

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

White 2

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2021-2022 school year: 8

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

White 6

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

South African 1

2021-2022

PROGRAM: Administrative Services

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative Degree	Position
Richard Atwill	4 EDS	Director

GOAL:

- ***Student Achievement and Teacher Effectiveness:***

The overall objective of the Cooperative is to increase student achievement via improvement of teacher effectiveness. Targeted areas where heavy emphasis was placed included math and literacy. While the credit for these professional development opportunities belongs to the districts, teachers and students, it is believed that the Cooperative also played a large role in the endeavors leading to school improvement. The Novice Teacher Mentoring has been instrumental in getting support for new teachers.

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- ***School Leadership and Organization:***

School leadership and organization have been identified as a need for the Great Rivers

area school districts, impacted through several means sponsored by the Cooperative. The impact has been achieved primarily through professional development for administrators and dissemination of information, collaboration and partnerships via the Department of Elementary and Secondary Education. Additionally, Great Rivers Education Service Cooperative and the area school districts have entered an agreement to cooperatively advertise and recruit teachers into GRESC's regional area. In order to assist with this process, members of GRESC's leadership team attended training from the Urban Schools Human Capital Academy (USCA) to learn strategies and tools to enhance Recruitment and Retainment in the Delta area. We have begun a partnership with REACH University and ArPep to increase human capital in the Delta. GRESC with this partnership will focus on recruiting already employed individuals in the districts such as paraprofessionals and retaining teachers with a waiver to be fully licensed.

PROGRAM SUMMARY:

Since the beginning of the Great Rivers Education Service Cooperative in July of 1985, many services and identified needs of the member schools have become a reality. The programs and models supported have become a fluid entity and not a static one size fits all approach. Some have been modified or changed as the identified needs have changed.

The Superintendents of each of the member schools comprise the Board of Directors. The nine member Board of Directors' sit as a full governing board. This Board usually meets the fourth Thursday of the month to conduct the overall policy making and management business of the Cooperative.

The stated goals of the Central Administrative Service are to positively impact student achievement by:

- Coordinating specific effective professional development opportunities for teachers, support staff and administrators.
- Providing services designed to assist members in saving time and money in the administration of schools' programs.
- Maintaining sensitivity to the disparity of needs among member districts in providing services, activities and programs.

More specific objectives are outlined in the cooperative policy manual adopted by the Board of Directors' in addition to those objectives derived from the annual needs assessment and

surveys.

Particular needs of emphasis addressed by the Educational Cooperative's Administrative structure include the following:

- A. Overall fiscal management;
- B. Specific activities that enhance the relationship between the cooperative staff and the Department of Elementary and Secondary Education such as disseminating information, scheduling facilities and providing workshops;
- C. Securing additional funds to provide necessary and identified needs;
- D. Provide liaison with post-secondary educational institutions;
- E. Employ personnel as an equal opportunity employer without regard to race, color, creed, sex, national origin, handicap or age.

2021-2022

PROGRAM: Professional Development

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative Degree	Position
Sheila Grissom	3 EDS	Teacher Center Coordinator

GOAL:

- To align professional development services with district and school needs to build capacity of all adult learners in order to provide a student focused education system which graduates students who are college and career ready
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately
- To improve the learning of all students by providing resources to support adult learning and collaboration
- To provide curriculum development assistance as schools align with Arkansas Standards

- To support school improvement initiatives generated by the Department of Elementary and Secondary Education and enhance program integration through effective communication

and technical support

- To support the Novice Teacher Mentoring Program
- To support schools in their endeavor of implementing Professional Learning Communities (PLC), High Reliability Schools (HRS), High Leverage Practices, Response to Intervention (RTI), and any other capacity needed.

PROGRAM SUMMARY:

Professional development opportunities target the focus areas as outlined by the Department of Elementary and Secondary Education. The Professional Development sessions are offered to meet the requirements of law regarding the required 36 hours of professional development, as well as meeting the needs of schools, based upon needs assessment survey results and evaluations from workshop data from the ten districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with development to meet the major needs of the districts.

In previous years, Great Rivers Education Service Cooperative provided a summer Administrator Leadership Institute for administrators. Due to Covid-19, this training has been placed on hold, but there are plans to continue this training. This two-day institute offers updates from The Department of Elementary and Secondary Education staff. Various topics on relevant information are presented, as needed, such as updates on, RTI, Leadership Quest, Legislation, Laws, and Novice Teachers. The Administrator Leadership Institute is slated to recommence for June 2022.

Great Rivers has continued to focus with additional relevant sessions.

HIGHLIGHTS OF THE YEAR:

1. School Board Member Training
2. Instructional Technology Workshops
3. Novice Teacher Mentoring Program
4. E-School Training and workdays
5. Administrator Training
6. Mathematics Training
7. Science Training

8. Literacy Training
9. Teacher Excellence and Support System Training (TESS)
10. Leader Excellence and Development System Training (LEADS)
11. Special Education
12. Behavior Management
13. Teacher Recruitment
14. Response To Intervention Training (RTI)
15. Dyslexia Awareness Training
16. Co-host of Educator Rising event
17. CTE Training
18. CPR training
19. Active Shooter and Refuse to Be a Victim Training ALICE-scheduled
20. Facilities Training
21. RISE Training
22. Regional Implementation Team (RIT)
23. Arkansas Leadership Academy Partnership
24. Tier I and Legislative Up-dates
25. District Test Coordinators Meetings
26. Needs Assessment Meeting
27. Growth Tool Committee Work
33. Human Capital Academy (USCA)

2021-2022

PROGRAM: Literacy Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO

RESTRICTED: NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, Lee County, Marvell/Elaine, Palestine-Wheatley, West Memphis, KIPP Delta

PERSONNEL: Constance Watson, K-12 Literacy Specialist, BSE/MAT

Name	Years at Cooperative Degree Position
Constance Watson	13 BSE/MAT K-12 Literacy Specialist

GOALS:

- Provide training, support and resources as districts implements the Arkansas English Language Arts Standards
- Provide on-site assistance to every district in our Cooperative area as requested using data and a differentiated approach
- To be a broker of resources for the schools in need of services that the Cooperative does not provide
- Plan and deliver content specific professional development and on-site classroom support as requested that will increase student achievement
- Attend professional development that provides the most effective models for impacting student achievement and teacher effectiveness that will allow the districts to build capacity within the district
- Provides individual and small group instruction for identified students.
- Confers with the principal on the needs of the reading program.
- Acts as a resource teacher in reading to regular classroom teachers by assisting them in organizing their reading program, selecting materials, suggesting teaching techniques and relating their instructional program to the special needs of students.
Gives demonstration/model lessons in the teaching of reading as requested or required.
- Assists in the establishment and development of school and district reading curriculum.
- Provides reading resources for teachers, aides and parents.

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- Support specialists and schools with a new state reading initiative for student excellence in grades 3-6.
- Provide high level training in the knowledge and skills of the science of reading as well

as a foundational approach to understanding the research to shift instructional practices. Phase I outlines professional learning that meets the knowledge and practices in scientific reading instruction approved by the ADE.

- Other duties as assigned

PROGRAM SUMMARY: As a Literacy Specialist, it is my responsibility to provide quality professional development to Great Rivers Education Service Cooperative districts that will assist the district in improving student achievement. Professional development in reading, writing and content specific areas that enhance student comprehension is provided. “Best Practices” are modeled in every workshop to enhance instructional practices that benefit all teachers in all subjects. Assistance in the districts in analyzing their data to identify root causes for specific areas of need and facilitate the process is also a service. As a result, classroom management continues to be in the forefront. This year was rewarding and a pleasure to provide professional development parts for Prescribed Pathways for Proficiency Credential:

All teachers **employed** in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction by completing **both phases** of a prescribed pathway. This includes any teacher **employed** in grades K-6 teaching English Language Arts, Math, Science or Social Studies. Other academic areas in K-6 (e.g., Art, Music, PE, Library Media, Counselor, Administrators) must show awareness in the **Science of Reading (SoR)**.

Phase I outlines professional learning that meets the knowledge and practices in scientific reading instruction approved by the ADE. Phase II provides for demonstration of knowledge and practices in scientific reading instruction.

Novice Teacher Mentoring to help support superintendents, curriculum directors, literacy coaches, principals, and teacher leaders will experience peer-to-peer collaboration and receive personalized attention through coaches and experts from the field. Session addressed topics such as creating responsive and responsible readers, what it means to be a literacy leader, cultivating literacy in diverse classrooms, improving literacy and instruction in high-poverty schools, and more.

MAJOR HIGHLIGHTS OF THE YEAR:

- R.I.S.E. (Reading Initiative for Student Excellence) implementation for grades 3-6 teachers Phase I Prescribed Pathways for Proficiency Credential
- Cohort I of 3-6 R.I.S.E. Teachers Completed
- Cohort II of 3-6 R.I.S.E. Teachers Completed
- Model Lessons for classroom teachers
- Supporting teachers with Literacy Standards/Strategies

2021-2022

PROGRAM SOURCE: Literacy Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton-Lexa, Brinkley, Clarendon-Holly Grove, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative Degree Position
Jacob Shafer	3 M. Ed. K-12 Literacy Specialist

GOAL:

- Provide support to educators as they complete a pathway of Awareness of Proficiency in the Science of Reading
- Provide differentiated technical support to participating districts
- Plan and deliver professional development and on-site support in literacy skills in grades 7-12, as well as integration of literacy research based/best practices in reading, writing, speaking and listening at all levels and for all students
- Stay informed of local, state, and federal trends and initiatives that will impact the Great Rivers Education Service Cooperative area
- Grow professionally through personal study and participation in professional development that provides the most effective models for impacting student achievement and teacher effectiveness

PROGRAM SUMMARY:

- It is the Literacy Specialist’s responsibility to provide support to Great Rivers Education Service Cooperative districts that will result in an increase in student achievement. In order to effectively accomplish this, the Literacy Specialist must differentiate the support provided across the cooperative area. The Literacy Specialist collaborates with teachers and administrators to establish a goal for the needed support.

MAJOR HIGHLIGHTS OF THE YEAR:

Hosting “Critical Reading: A Pathway of Awareness in the Science of Reading,” Days 1-4 for secondary educators

Providing support for dyslexia contacts throughout the cooperative area

- Hosting a monthly collaborative team meeting for all dyslexia contacts
- Providing Initial, Level I, and Level II Assessments Training

Other supports:

- Teacher training and support for screeners to provide intervention
- Participating in the 2nd Annual GRESC Virtual Conference
- Participating in the RIT Leadership Team at GRESC
- Work with the Growth Tool Committee to implement a reflection rubric for all Specialists
- Beginning Cognitive Coaching
- Provide support to DESE with RISE Awards

2021-2022

PROGRAM: Literacy Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, Lee County, Marvell/Elaine, Palestine-Wheatley, West Memphis

PERSONNEL: Kiwanna Wade, NBCT

Name	Years at Cooperative Degree Position
Kiwanna Wade	2 B.A. K-12 Literacy Specialist

GOALS:

- Provide training, support and resources as districts implement the Arkansas State Standards/Arkansas English Language Arts Standards
- Provide K-2 and 3-6 RISE support
 - Provide research-based professional development to support reading curriculum Provide training and support to expand the knowledge of the Science of Reading
 - Provide on-site assistance to every district in our Cooperative area as requested using data and a differentiated approach
- Serve as a broker of resources for the schools in need of services that the Cooperative does not provide
- Plan and deliver upon request content specific professional development and on-site classroom support that will increase student achievement
- Attend professional development that provides the most effective models for impacting student achievement and teacher effectiveness and allows districts to build capacity

- Confer with principals regarding literacy needs.
- Provide support to classroom teachers by assisting them in organizing their literacy

curriculum, selecting materials and suggesting teaching methods and intervention strategies that support the science of reading so that they may better meet the individual needs of all students.

- Give demonstration/model lessons in literacy using the methods supported by the science of reading, as requested or required.
- Assist in the establishment and development of school and district reading curriculum supported by the science of reading
- Support a K-6 literacy curriculum that promotes the science of reading.
- Other duties as assigned

PROGRAM SUMMARY:

As Literacy Specialist, it is my responsibility to provide quality professional development to Great Rivers Education Service Cooperative districts that will assist the districts in improving student achievement. Professional development in reading, writing and content specific areas that enhance student comprehension is provided. “Best Practices” are modeled in every workshop to enhance instructional practices that benefit all teachers in all subjects. R.I.S.E. is a professional development opportunity from the Arkansas Department of Education and education service cooperatives to provide guidance and support in building for sustaining literacy instruction and practices that support the science of reading. Through R.I.S.E training and support we are increasing the depth of knowledge for teachers in the science of reading and expanding their understanding of phonics and phonological awareness, as well as how that knowledge impacts fluency, vocabulary, comprehension and writing. Assistance in analyzing district data to identify root causes for specific areas of need and facilitating the process to meet student needs is also a service offered.

MAJOR HIGHLIGHTS OF THE YEAR

- Completing 3-6 RISE TOT (Training of Trainers) to become a certified RISE Trainer for the state of Arkansas
- Providing professional develop to and assisting in the development of the edTPA Portfolio for Year 2 APPEL (Arkansas Professional Pathway to Educator Licensure) participants
- Completing training for the additional SOR days needed in ADE Pathways B, D, I, K, L, and U
- Modeling Lessons for classroom teachers
- Supporting teachers with Literacy Standards/Strategies and the Science of Reading

Assisting in providing dyslexia training and support to build capacity within schools and districts throughout the cooperative area

2021-2022

PROGRAM: Mathematics Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative Degree Position
Jeannie Rutland	10 EdS Mathematics Instructional Specialist

GOAL:

- Work collaboratively with administrators and teachers to analyze student work, to identify students' level of understanding and/or proficiency, to interpret assessment information to inform the instructional program as well as to assist teachers in differentiating instruction
- Assist school personnel in evaluating, developing, and strengthening site-based mathematics programs
- Assist in developing, writing, and conducting training programs for trainer delivering professional development training in mathematics curriculum, instruction, assessment, and coaching strategies
- Obtain and provide mathematics-related information (data, materials, research, etc.) for public school personnel and others

- Assist school personnel in identifying effective interventions to achieve school improvement goals

- Provide technical support to school-based mathematics coaches (instructional facilitators) who perform a variety of roles
- Translate mathematics standards and research into classroom practice to support implementation of the Arkansas Mathematics State Standards
- Plan and facilitate professional development sessions to focus on the needs of staff members in the implementation of a high quality and challenging mathematics program for all students
- Provide ongoing support to teachers and administrators for Teacher Excellence Support System (TESS)
- Work collaboratively with building administrators and staff to plan, implement and evaluate mathematics programs that support the improvement of teaching and learning
- Support teachers in identifying, implementing, and refining the use of instructional resources and strategies through coaching, co-teaching, and modeling lessons
- Provide ongoing assistance to new teachers, especially first year teachers and “career switchers” in mathematics content and pedagogy

PROGRAM SUMMARY: Responsibility of the Mathematics Specialist is to provide support to Great Rivers Education Service Cooperative districts that will result in an increase in student achievement. In order to effectively accomplish this, differentiated support is provided across the cooperative area. Districts are assisted in analyzing their school data (including walk-through data) to establish goals for the needed support.

- Establish and maintain collaborative relationships with teachers and administrators in the Great Rivers Cooperative area
- Provided on-site support of Arkansas Mathematics State Standards for all districts in our co-op area
- Provided targeted assistance at the request of Instructional Facilitators, Principals and/or teachers for 5 different districts to meet the needs of each individual situation
- Supported teachers as needed in content and pedagogy throughout the school year
- Worked with state math specialists to revise the virtual professional development FUNDamentals of Fractions 3-5
- Participated on Growth Tool Committee to implement documents for specialists to use for a professional growth plan, self evaluation tools and specialist rubric
- Supported Cohort 1 of Math Quest Year 2 for completion which consisted of 2 districts. Support consisted of model lessons. planning for rich tasks, observations and feedback through a coaching cycle.
- Supported Cohort 2 of Math Quest which consisted of 2 districts. Support consisted of model lessons. planning for rich tasks, observations and feedback through a coaching cycle.
- Worked with the STEAM team to bring Makerspace activities to all participating districts
- Attended Cognitive Coaching training to aid in serving all districts
- Support GT Coordinator in STEM Makerspace and Pringle Challenge at EACC
- Coordinated a Summer Virtual Conference for teachers to receive professional development hours on a variety of content areas and topics

2021-2022

PROGRAM: Mathematics Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative Degree Position
LaTasha Anderson	4.8 EdS Mathematics Instructional Specialist

GOALS:

- Work collaboratively with administrators and teachers to analyze student work, to identify students' level of understanding and/or proficiency, to interpret assessment information to inform instructional programs, and to assist teachers in differentiating instruction
- Assist school personnel in evaluating, developing, and strengthening site-based mathematics programs
- Assist in developing, writing, and conducting training programs for trainers delivering professional development training in mathematics curriculum, instruction, assessment, and coaching strategies
- Obtain and provide mathematics-related information (data, materials, research, etc.) for public school personnel and others

- Assist school personnel in identifying effective interventions to achieve school improvement goals

- Provide technical support to school-based mathematics coaches (instructional facilitators) who perform a variety of roles
- Translate mathematics standards and research into classroom practice to support implementation of the Arkansas Mathematics State Standards
- Plan and facilitate professional development sessions to focus on the needs of staff members in the implementation of a high quality and challenging mathematics program for all students
- Provide ongoing support to teachers and administrators for Teacher Excellence Support System (TESS) and EdReflect
- Work collaboratively with building administrators and staff to plan, implement, and evaluate mathematics programs that support the improvement of teaching and learning
- Support teachers in identifying, implementing, and refining the use of instructional resources and strategies through coaching, co-teaching, and modeling lessons
- Provide virtual support to teachers using various technology mediums

PROGRAM SUMMARY: As Mathematics Specialist, responsibility lies in providing support to Great Rivers Education Service Cooperative districts that will result in an increase in student achievement. In order to effectively accomplish this, differentiated support is provided across the cooperative area. Districts are assisted in analyzing their school data to establish specific goals and the support needed to achieve them.

MAJOR HIGHLIGHTS OF THE YEAR:

- Established and maintained collaborative relationships with teachers and administrators in the Great Rivers Cooperative area
- Trained teachers in Great Rivers Cooperative area in the Teacher Excellence Support System (TESS), EdReflect, student engagement, differentiated instruction, justification and explanation in mathematics, small group instruction in mathematics, fundamentals of fractions, and fundamentals of early number sense

- Trained teachers in Great Rivers Cooperative area in state developed professional development sessions: Fundamentals of Early Number Sense and Fundamentals of

Fractions

- Assisted administrators and teachers with gathering and analyzing data from Interim Assessments with follow-up discussions on how this data should be used to drive instruction
- Provided targeted assistance at the request of Instructional Facilitators, Principals, and/or teachers for 7 different districts to meet the needs of each individual school
- Provided support to teachers in the form of lesson planning, content knowledge, model lessons, classroom management techniques, and EdReflect support
- Worked with a team of math specialists from the state to revise the state professional development, *FUNDamentals of Early Number Sense: K-2*, to be presented in a virtual format
- Served as a reviewer for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) twice
- Provided In-Office Virtual Hours one day weekly for mathematics support via Zoom for teachers
- Provided virtual learning instructional strategies and technology support for teachers
- Developed mathematics newsletter that was shared with math teachers and math instructional facilitators
- Participated in Cognitive Coaching
- Developed a survey that was emailed to math teachers and used to provide targeted follow-up support

Great Rivers Education Cooperative

2021-2022

PROGRAM SOURCE: Science Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree Position
Patrick Quattlebaum	3	BS Science Specialist

GOAL:

- Collaborate with other science specialists in creating professional development, both virtual and in-person versions, to be presented state-wide in summer 2022
- Provide GPS professional development workshops at GRESC as well as classroom support during the school year
- Continue attending all face-to-face unit meetings and zooms for science specialists
- Assist in collaborative science teams according to the PLC structure in schools as needed
- Continue offering and providing resources for our area teachers, including modeling of lessons, as well as helping teachers locate local resources
- Provide on-site assistance to science teachers in implementing the AR K-12 science standards in their classrooms
- Assist other science specialists across the state as needed

PROGRAM SUMMARY: As science specialist at Great Rivers Education Service Cooperative, it is my responsibility to provide our school districts support that will assist each district in

improving student achievement and success. This may be by assisting districts with implementation of the AR K-12 science standards by offering summer professional development of these standards, on-site modeling of lessons in the classroom, and support in the PLC process. On the state level, I attend and participate in all face-to-face unit meetings as well as zoom meetings. I work extensively with other science specialists across the state in creating, planning and presenting GPS professional development.

MAJOR HIGHLIGHTS OF THE YEAR:

- Provided the suite of Grasping Phenomenal Science professional development sessions during the summer months
- Initiated and/or strengthened relationships with teachers, administrators, and support staff in the GRESC area by visiting schools
- Collaborated with the GRESC math specialists, GT specialist, and the ASU-Delta STEM Center director to provide a student-focused elementary STEM event at EACC
- Participated in collaborative science teams according to the PLC process
- Collaborated with other science specialists in the greater region to plan and implement virtual science cafes to science teachers on topics to help with virtual science instruction
- Provided on-site support to novice science teachers
- Worked with science teachers in the GRESC area to create 3-dimensional, phenomenon-based science unit assessments
- Provided on-site science/STEM PD for teachers in GRESC schools as needed during the school year to meet individual teacher and school needs
- Served on the core team of the Arkansas Science Performance Assessment Learning Community in which we continued work on a three-year project to amend the state science assessment system
- Collaborated with staff at three area state parks to plan science PD sessions to be held at those parks this summer

2021-2022

PROGRAM: Career & Technical Education

FUNDING SOURCE: Arkansas Department of Career Education

COMPETITIVE GRANT: YES NO: X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton-Lexa, Brinkley, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley, and West Memphis

PERSONNEL:

Name	Years at Cooperative Degree Position
James Southard Jr.	9 BSE Career & Technical Ed. Coordinator

GOAL: The goal of Career and Technical Education is to provide services to all students who are enrolled in Career and Technical Education programs in compliance with the Arkansas Department of Career Education which has the mission of providing leadership and contributing resources to serve the diverse and challenging career education needs of Arkansas youth, adults, and persons living with disabilities.

PROGRAM SUMMARY: The program is set up to provide services to all students who are enrolled in Career and Technical Education programs. The passage of the Federal Carl Perkins V Act of 2018 and the State Act of 980 directed vocational education to focus on assisting all students, not just special populations. Career and Technical Education also has a major objective of energizing the private sector as a partner throughout the nation. Cooperative efforts with the local school districts include the providing of:

1. An assessment of the interests, abilities and special needs of the student with respect to successfully completing the Career and Technical Education program;
2. Special services, including adaptation of curriculum and instructional equipment and facilities;
3. Guidance, counseling and career development activities provided by counselors, teachers, and the cooperative;

4. Career counseling services designed to facilitate the transition from school to

post-school training and/or employment and career opportunities, and

5. Supplies, equipment and teacher training for the integration of academics and new technologies through sequential course offerings.

MAJOR HIGHLIGHTS OF THE YEAR:

1. During the 2021-22 school year, the Great Rivers Education Service Cooperative's Career and Technical Education program provided in-service training to all area Career and Technical Education teachers.
 - a. On July 1, 2021, training was conducted at the Great Rivers Education Service Cooperative for the Ready for Life program.
 - b. On July 8, 2021, Paul Vitale conducted virtual training to teachers on the Peak Performance U program.
 - c. On July 26 and 27, 2021, the annual ACTE Conference was held virtually. All CTE teachers were invited to attend this meeting.
 - d. On July 28, 2021, training on the use of a CNC router was conducted at Barton-Lexa High School for all industrial trade and agriculture teachers.
 - e. On August 3, 2021, a meeting for all current CTE educators was held at the Great Rivers Education Service Cooperative. This meeting was an update on current requirements for all program areas under the Carl Perkins Grant.
 - f. On December 13, 2021, CPR Instructor training was conducted at the Great Rivers Education Service Cooperative in conjunction with St. Bernard's Hospital. The training was conducted for all FACS and Criminal Justice instructors in the consortium.
 - g. On February 2, 2022, training for career counselors was conducted at the Great Rivers Education Service Cooperative. This training gave our counselors the information they needed to correctly schedule students for CTE courses under the requirements of the Carl Perkins V Law.

- h. During the Spring of 2022, the CTE Coordinator was onsite at Barton-Lexa High School, Clarendon High School, Forrest City High School, and Palestine-Wheatley High School to observe and assist FACS teachers in conducting their first CPR instruction sessions to Concentrators in their programs of study.

Additional events may have been conducted after the last date. This document was due on May 1, 2022 for publication.

PURCHASES MADE DURING THE 2020-21 ACADEMIC YEAR:

- a. The ACA Classroom software was purchased for the Forrest City High School Web Design and Development Program. This software allows the students to learn the information necessary for success in industry certification. (Cost \$3,094.00)

- b. Vouchers for the QuickBooks Certified User certification exam were purchased for the Forrest City High School Business Program. (Cost \$3,005.60)

- c. The ACU Classroom software was purchased for the Lee High School Arc CAD Program. This software allows the students to learn the Arc CAD certification exam in the actual testing environment used for certification. (Cost \$3,182.40)

- d. Test Out - Microsoft Office Instructional Software for Certification Preparation was purchased for the business programs at Brinkley High School, Clarendon High School, Forrest City High School, Lee County High School, and Palestine-Wheatley High School. This software was purchased to provide teachers with a mean to prepare students for success in Microsoft certification testing. (Cost \$8,250.00)

- e. ICEV software was purchased for GRESC Consortia high schools in the Agriculture, Business, Criminal Justice, FACS, and Industrial

Technology programs. This online platform includes innovative and learning on-demand that allows educators to pre-build and fully customize materials with a large library of multimedia resources and supporting coursework. Engaging multimedia content is paired with interactive assignments that make learning “fun” and interesting for students. The teachers who have received free trials and attended previous training have felt the platform benefited many learning styles and levels of students while engaging the learners. The supplemental materials reinforced state and national frameworks through many multimedia aspects, which will increase skill attainment. The online platform is constantly evolving to adapt to future education standards and new technologies, as well as updated supplemental materials and courses, and integrated resources which will improve learner performance and allow for equal access for digital learners. This software will act as a supplement to the existing programs of studies in the Agriculture, Business, Criminal Justice, FACS, and Industrial Technology classrooms. (Cost \$13,125.00)

f. Peak Performance U was purchased for all Great Rivers Education Service Cooperative CTE Consortium schools. This empowering online course and associated education sessions have been developed to address overall proficiency in the language arts along with essential skills that business and industry deem necessary for hireability and success in the workplace. Culled from the Regional Advisory Council meetings held at education service cooperatives over a three-year period, the subject matter challenges and encourages students to increase their proficiency in reading, writing, and literacy in general, while preparing students for post-secondary education or the workplace. The online course includes numerous writing prompts, discussion questions, and required reading, along with student-led interview videos from industry leaders across Arkansas and beyond on topics related to literacy, career readiness, workplace expectations, and hiring practices. In addition to the online program, a student body presentation is included for each of these consortium schools. These one hour presentations are excellent at motivating students and teaching them the importance of attitude and tenacity in becoming successful. This course meets Act 480 Standards (income, spending, money management, saving, employment preparation). (Cost \$35,600.00)

g. Two computer labs were purchased for the Helena–West Helena (Central High School) Business Programs. In an effort to address

Industry certifications, secondary placement, business and industry standards, and the need to better prepare students for employment after graduation, the Helena-West Helena School District would like to transform the existing Business lab to meet increasing industry demands and help drive the employability skills of students. The Forrest City High School Business instructors are in immediate need of computers that will have the capability to allow students to utilize the most current versions of Business software available. By utilizing industry standard equipment and software, students will be allowed to participate in hands-on learning that is engaging and mentally stimulating while at the same time preparing students to earn the MOS industry certifications. With the purchase of this equipment, students are able to improve soft skills, and be better prepared to communicate current computer and software knowledge with other students, teachers, and business and industry partners across the region. The students will be using this new equipment to work towards gaining industry certification. This purchase included 40 Dell Core i7 / 16 GB ram / NVidia QuadPro Graphics / 512GB SSD with 40 inch Ultrasharp monitors. (Cost \$70,858.00.00)

h. Four Tower Garden grow towers were purchased for the Forrest City High School Agriculture program area. A grow tower is a hydroponic vertical growing system that allows you to grow herbs, fruits, vegetables, and flowers using 2% of the water and 10% of the space required for traditional growing methods. Research has found this method grows plants three times faster and produces 30% greater yields on average than traditional soil based methods. This is an investment in an efficient and effective production system, which will be part of the Forrest City High School Agriculture Plant Systems Programs of Study and will afford students the opportunity to experience working technologies found within the local food economy. In addition to the grow towers, grow lights and an initial supply of fertilizer will also be provided. (Cost \$5,576.00)

i. Six Tower Garden grow towers were purchased for the Central City High School, Clarendon High School, and Palestine-Wheatley Food and

Nutrition programs of study. A grow tower is a hydroponic vertical growing system that allows you to grow herbs, fruits, vegetables, and flowers using 2% of the water and 10% of the space required for traditional growing methods. Research has found this method grows plants three times faster and produces 30% greater yields on average than traditional soil based methods. This is an investment in an efficient and effective production system, which will be part of the above listed schools' Food and Nutrition programs of study and will afford students the opportunity to experience working technologies found within the local food economy. In addition to the grow towers, grow lights and an initial supply of fertilizer will also be provided. (Cost \$8,250.00)

j. A computer lab was purchased for the Clarendon High School Business Program. In an effort to address Industry certifications, secondary placement, business and industry standards, and the need to better prepare students for employment after graduation, the Clarendon School District would like to transform the existing Business lab to meet increasing industry demands and help drive the employability skills of students. The Clarendon High School Business instructors are in immediate need of computers that will have the capability to allow students to utilize the most current versions of Business software available. By utilizing industry standard equipment and software, students will be allowed to participate in hands-on learning that is engaging and mentally stimulating while at the same time preparing students to earn the MOS industry certifications. With the purchase of this equipment, students are able to improve soft skills, and be better prepared to communicate current computer and software knowledge with other students, teachers, and business and industry partners across the region. The students will be using this new equipment to work towards gaining industry certification. This purchase included 20 Dell Core i7 / 16 GB ram / NVidia QuadPro Graphics / 512GB SSD with 40 inch Ultrasharp monitors. (Cost \$42,400.00.00)

k. Five CPR Trainers Kits with Mannequins, IED Trainers, and all other necessary training supplies were purchased for CTE educators in the

FACS and Criminal Justice program areas to allow for them to conduct CPR Certification training for their students. These trainer kits were placed at Barton-Lexa High School, Clarendon High School, Central High School, Forrest City High School, and Palestine-Wheatley High School. (Cost \$5,950.00)

l. Six Garden Composters were purchased for the Forrest City High School Agriculture program area to assist with OSHA 10 and OSHA 30, BASF Plant certification and the Arkansas Floral Association Certification. (Cost \$597.00)

m. In addition to the above listed purchases, \$13,000 was budgeted to reimbursement of Professional Development/Travel expenses for CTE Teachers and \$10,000 was budgeted for reimbursement for costs of student CTE Industry Certifications.

Additional purchases may have been made after the last one listed. This document was due on May 1, 2021 for publication.

2021-2022

PROGRAM: Novice Teacher Mentoring Program

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton-Lexa, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Kelsey Riley	6	Ed.S.	Recruitment and Retention Facilitator

Program Summary:

The Novice Teacher Mentoring Program was funded by the ADE and implemented by the Great Rivers Cooperative. The Great Rivers Education Service Cooperative provided support for Year 1, 2, and 3 Novice Teachers. The total number of Novice Teachers to support for the 2020-21 school year is one hundred seventy four (174). Teachers received a bi-weekly newsletter with professional learning opportunities, resources and ideas, self-care, and more.

With a \$248,900.00 grant, Great Rivers implemented an effective program. The Great Rivers Education Service Novice Teacher Mentoring Program focuses on the following five areas: classroom management, instructional methods, licensure support, continual professional development/growth, and recruitment.

Great Rivers promoted and utilized Lead and Master Teacher Designations. To promote the Designations, Great Rivers implemented a pilot program Lead Teacher designation. Great Rivers paid the expenses for each of the four microcredentials through Teaching Matters, an approved route to Lead Teacher designation.

Great Rivers provided licensure support for individual teachers on an as-needed basis. This support included creating a plan for obtaining licensure, and access to Praxis support materials through Mometrix, Study.com, and 240 Tutoring.

2021-2022

PROGRAM: Early Childhood Special Education Program

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES ___ NO X

RESTRICTED: _____ **NON-RESTRICTED:** X _____

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Co-Op	Degree	Position
Holly Whaley	22	MAT Early Childhood	Coordinator
Anita Hoskins	24		Preschool Assistant/Medicaid Clerk
Yalanda Sheard	16		Data Management/Medicaid Clerk

8 Full-time Speech
Pathologists
Masters

11 Early Childhood
Instructional
Specialists/1 Part time

1 Full-time Occupational Therapist
Doctorate

GOALS:

- Conduct Child Find Activities in the Cooperative area to identify, evaluate, and deliver services to preschoolers in need of Preschool Special Education services.
- Create a collaborative structure that includes public and private preschool centers, Children's Health Management System centers, Head Starts and Arkansas Better Chance classrooms to ensure a free and appropriate public education is provided for every preschooler.

- Provide the transition of birth to three children in the preschool special education setting and children going to kindergarten into their school age education setting.

- Provide information and feedback to the Cooperative's ten districts in regards to the needs and achievements of their preschoolers.
- Provide parents and caregivers with information regarding their child's education needs and options.

PROGRAM SUMMARY: The Early Childhood Special education program strives to provide preschool special services to children within the cooperative area. The preschools, along with the Cooperative are in a collaborative agreement to screen, refer, evaluate, teach, and maintain due process records on children identified with preschool special needs. Great Rivers Education Service Cooperative's federal child count on December 1, 2021 was 516 children, increasing by 42 children. The preschool cooperative staff serve preschoolers in a variety of settings. The Cooperative schedules professional staff development to ensure staff is trained and proficient in the latest teaching and behavior management techniques. Extended school year services are a part of the preschool individual special education programming to those who qualify. Some of the staff works in the extended school year program during June and July to carry out individualized education programs (IEPs) for children needing instruction during the school breaks.

MAJOR HIGHLIGHTS OF THE YEAR:

Professional development including inclusive therapy, technology webinar, intervention techniques, ABA techniques, due process, data management, parental involvement, SEAS DscTop training, speech and language training, and ADE Inclusion.

On-going professional development to enable preschool special education staff to meet the needs of all preschool children.

Collaborations with the Arkansas Department of Special Education.

On-going use of preschool therapy rooms for on-site therapeutic services to children needing early childhood special education services and not attending a preschool.

2021-2022 (July 1, 2021-June 30, 2022)

PROGRAM: Facilities

FUNDING SOURCE: Districts

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton-Lexa, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Chad Davidson	13	BSE (Comm.)	Facilities Coordinator

GOAL: The goal of the facilities coordinator position is to provide comprehensive and extensive facilities assistance and planning services to all public school districts, keeping them in compliance with the rules and regulations of the Arkansas Division of Public School Academic Facilities & Transportation (DPSAFT). State financial assistance is secured where eligible.

PROGRAM SUMMARY: The Arkansas Division of Public School Academic Facilities & Transportation requires multiple submissions from public school districts, regarding public school facilities. A mandated public school academic facilities master plan is due every February 1, with the even year submissions designated as new plans, where new years are added to the end, and these also contain 15 sections to be completed. Also, partnership funding program applications will be drafted and submitted in conjunction with the even year submissions. Odd-year, or preliminary, submissions are updates of the previous year's plan, as well as allowing for the updating and creation of all public school facilities projects. There are also multiple other document submissions required, as well as mandated meetings.

MAJOR HIGHLIGHTS OF THE YEAR (& IMPORTANT DATES):

July 1, 2021: Closure & re-opening of annual state mandated inspections through state's mandated CMMS (Computerized Maintenance Management System): SchoolDude. Provided assistance to districts in coordinating the final closure.

September 1, 2021: Approval of previously submitted facilities master plans.

September & October, 2021: 2022 Facilities Master Plans district planning meetings.

November 8, 2021: Deadline for submission of approved & funded Year Two 2019-2021 Partnership projects' signed construction contracts, ensuring the continuation of secured state share funding. Districts lacking this documentation were notified a minimum of 45 days in advance of this date, for all committed projects to be secured.

February 1, 2022: Complete and full submission of each district's facilities master plan, from extensive master planning sessions with districts (2/1/2022, or MP22).

March 1, 2022: Submittal of planned 2023-2025 Partnership Applications

April 28, 2022: Commission on Public School Academic Facilities & Transportation meeting, releasing the funding list for approved Year Two projects for the 2021-2023 funding cycle (see funding info below).

June 28, 2022: Deadline for Year Two (approved and funded) 2021-2023 Partnership program agreements to be executed (meaning both district and division signatures).

PARTNERSHIP FUNDING INFORMATION:

21-23 cycle: With the April 29, 2021 announcement of the 21-23 Partnership funding cycle, four Year 1 projects from three GRESC districts were officially approved, at a state share value of \$2,458,738.31, but they fell below the funding cut-off line. With the April 28th, 2022 Year Two funding announcement, one district, Barton, received state share for a WSD System Renovation project, with an approved & funded state share amount of \$285,512.75.

Great Rivers Education Cooperative

2021-2022

PROGRAM: Digital Learning Unit

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton-Lexa, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

PERSONNEL:

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

Name: Rainbow Bagsby
Position: Team Digital Member
Degree: MAT, MA

Name: Gerard Newsom
Position: TDigital Learning Specialist
Degree: MEd

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

Name: Kirsten Wilson
Position: Digital Learning Specialist
Degree: MEd

Name: Dr. Robin Finley
Position: Digital Learning Specialist
Degree: EdD

Name: Sherry Kennedy
Position: Digital Learning Specialist
Degree: MEd

Name: Steven Walker
Position: Digital Learning Specialist
Degree: MEd

Name: Dexter Miller
Position: Digital Learning Specialist
Degree: BA

Name: Cristian Haynes
Position: Administrative Assistant
Degree: N/A

GOAL:

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

PROGRAM SUMMARY:

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

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended and online professional learning. It supports 20,000 users and is managed by Team Digital. In addition to professional learning, the Connect2Digital.org platform is used to deliver the Arkansas Civics Exam, which supports over 100,000 users, including administrators, teachers, and students. We also manage the Arkansas Online Teaching Assessment, an evidence-based performance assessment designed for candidates seeking an exception area endorsement to add to the Arkansas educator license.

Major Highlights of the Year:

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

- 94 Courses have been migrated from Moodle to Canvas.
- Offering additional Canvas support and training to Educator Effectiveness and ESCs wanting to build in DLU Canvas instance.
- Course Creation:
 - 28 ArPEP Shells have been created.
 - 11 new Summer PD course shells have been created.

Great Rivers Education Service Cooperative

2021-2022

PROGRAM: Arkansas Transition Services
 FUNDING SOURCE: Arkansas Department of Education
 COMPETITIVE GRANT: YES NO X
 RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, Hughes, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative Degree Position
Bonnie Boaz	21 MS Coordinator
Jennifer Bibel	9 BA Administrative Assistant/Analyst

Transition Consultant assigned to school districts in Great Rivers Education Cooperative, Northeast Education Cooperative and Crowley’s Ridge Educational Services Cooperative areas: Jennifer Williams

Coordinator of all consultants within Arkansas Transition Services group: Bonnie Boaz

GOAL: Arkansas Transition Services mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes. PROGRAM SUMMARY: The Arkansas Department of Education, Division of Elementary and Secondary Education, Office of Special Education, funds a grant by which the consultant group, Arkansas Transition Services, works to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes, as mandated by the Individuals with Disabilities Education Act.

Arkansas Transition Services consists of six transition consultants across the state, including a State Transition Coordinator. All consultants provide district, regional and state-wide training and technical assistance throughout the year. Arkansas Transition Services develops and provides training based not only on Federal mandates, but also on the requirements of Arkansas Regulations and the needs of school districts and transition teams in the area of transition. These needs greatly changed due to COVID-19 and the need for virtual technical assistance and training. Training provided in the summer of 2021 was virtual and on-site when available. Those trainings included Compliance Training: Indicator 13 Checklist Walk-through, Transition Assessment: Post Module Training.

Our efforts to build capacity in the districts through thorough reviews of plans, followed up with report findings and recommendations for additional training are on-going as well as trainings and technical assistance offered in the virtual capacity. We have continued our Indicator 13 Checklist Walk-through that includes teachers reviewing plans as we take them through the Indicator 13 checklist, an interactive tool to meet compliance with Indicator 13. This has been an effective and proactive practice in which many districts have participated and we strongly believe played a factor in the state's increase in compliance for Indicator 13.

Arkansas Transition Services continues to work with an OSEP funded project, the National Technical Assistance Center for Transition: the Collaborative, (NTACT: the C). NTACT: the C provides information, tools, and supports to assist multiple stakeholders provide effective services and instruction for students and out of school youth with disabilities. Each year, at least two ATS representatives attend the NTACT: the C sponsored, Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, Career and Technical Education representatives, higher education representatives, and teacher representatives. After four years of being an intensive state with NTACT, we are now an intensive scaling up state, which means our work with NTACT: the Collaborative continues as we build upon our knowledge, experiences, and efforts to scale up the number of evidence-based practices in schools around the state. One of those practices is the Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES). Three district leadership teams are helping us scale up this intervention in four other districts and have become an integral part of our training efforts. We were recently informed that the IES grant applied for by NTACT was awarded and we will now be heavily recruiting districts to participate in a new study that will show the benefits of implementing CIRCLES. The CORE team also attended the Capacity Building Institute in 2021, though it was a virtual conference. Each member of the team attended a variety of sessions and attended a team planning session to begin our new action plan.

The regional consultant, Jennifer Williams, provided the following services specifically to school districts within the Great Rivers Education Service Cooperative area in the 2020-2021:

- Two professional development sessions were offered in the summer 2021 at Great River Cooperative.
- Technical Assistance for transition curriculum and video modeling was provided to Lee County and a transition technical assistance consult was provided to Helena/West Helena.
- The Assessment Modules were requested and attended by Helena/West Helena, Lee County and West Memphis school districts.

ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

ATS continues to collaborate with the Division of Career and Technical Education and has continued, with the help of the Arkansas Co-Teach Project, to partner with a high school in southeast Arkansas to implement a co-taught Agriculture class. This intervention allowed students with disabilities to participate in a general education class with the appropriate support needed to succeed. We hope to scale up this program in other areas of the state.

The ATS coordinator also serves on the CTE Guiding Coalition, a group whose mission is to to work collaboratively to prepare all CTE students for future college and career success.

MAJOR HIGHLIGHTS OF THE YEAR:

Arkansas Transition Services Statewide Events:

- Continuation of Pop-up Professional Development—a quick and fun way to learn about transition topics.
- ATS website houses 5 Transition Assessment Video Modules to fulfill a great need for information on transition assessments. The modules provide an overview of transition assessments and focus on assessments in different domains including: employment, education/training, and independent living skills and community participation.. The series of modules provide a foundation of knowledge in transition assessments and will prepare participants for a more in-depth training this summer.

- Arkansas Transition Short Film Camp with Inclusion Films was able to be held in person in April 2022. This week-long camp was held on the campus of the University of Arkansas Pulaski Technical College and had 27 attendees who were juniors and seniors with disabilities in high school. They learned a variety of aspects of the film industry and numerous opportunities to practice employment skills, including social skills, interview skills, following directions, and performance evaluation.
- Arkansas Transition Services is working to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. This program was shared at the LEA Academy in Hot Springs in October 2021.
- The first Cadre meeting in two years was held in person in December 2022 and the focus was on local transition teams learning the benefits of using the Predictors Implementation Self-Assessment (PISA) tool and developing action plans around evidence-based predictors of positive post-school outcomes. 28 teams attended and all developed action plans on which we continue to provide follow-up.
- CASYI Pilot: Arkansas Transition Services partnered with the CASYI Project on a pilot program on improving Transition Planning for students who are Deaf/Blind. We worked with three new students from schools in Pulaski and Jefferson Counties. We also received training in the Discovery process which allows a team the strategies to really get to know students and their families in an effort to develop more meaningful plans for their future.
- In the 2020-2021 school year we recruited teachers to receive training to implement the SDLMI (Self-Determined Learning Model of Instruction) within at least one class and then collect data to look at the effects of implementing the model. The SDLMI provides instruction and support for students to set a goal, act, and adjust their goal or plan, so they can successfully reach goals. Training of teachers was conducted by the
- University of Kansas staff and facilitated by Arkansas Transition Services in the summer of 2021, and implementation of the intervention began in the Fall of 2021. Data collection and analysis will begin in the summer 2022.
- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) training was held in March 2022. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies in order to experience successful post-school outcomes. The district leadership teams (Harrisburg, Rogers, and Magnolia) served as presenters in this training for five new schools that will be implemented in the Fall 2023.

- College Bound Arkansas 2022 was held June 27-29, 2022 on the campus of UCA. There were sessions for students, parents, and professionals, that focused on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. The camp provided students opportunities to explore the possibilities of college and what support could be available to help them succeed.
- Post School Outcomes Data Collection Pilot - In May 2022, Arkansas Transition Services recruited six school districts to participate in a three year pilot for post-school outcomes data collection. This will involve school personnel surveying students who left the prior year for three years: 2022, 2023, 2024. All participants will be trained and paid for their work. The hope is to show a better response rate when school personnel ask former students questions about what they are doing for work, training, and education one year after high school.
- ATS will offer the following Cooperative level trainings in the summer of 2022:
 - Secondary Transition Compliance Basics and Best Practices**
 - Promoting Inclusive Practices through the PISA**
 - Transition Class Guidance**
- Although the COVID-19 pandemic has slowed down, our efforts have continued to adapt to providing technical assistance and training virtually when needed and appropriate. We have been working to provide the best resources and training to work through these unprecedented times to allow for continued effective planning that leads to positive post-school outcomes. Our website (www.arkansastransition.com) is continually updated with new resources every year throughout the year.

Great Rivers Education Service Cooperative

2021-2022

PROGRAM: Gifted and Talented Education

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Debbie Young	2	Masters	Gifted & Talented Specialist

GOAL:

The goal of the Gifted and Talented Program is to assist member districts in meeting the State Standards for Gifted and Talented Education and Advanced Placement. Assistance is given in the areas of coordination, implementation, staff development, student identification process, program evaluation, technical assistance-both on-site and virtual, and improvement of local programs for gifted and talented students. The GT Specialist also serves as a liaison with the ADE Office of Gifted and Talented and Advanced Placement, parent and professional organizations, and other public and private agencies. The GT Specialist serves to promote gifted education through public awareness and advocacy.

PROGRAM SUMMARY: In order to meet these goals, Great Rivers provides a variety of opportunities and services. Included in the opportunities and services are:

- Collaborating with local school districts to provide content, technology, and curriculum support for novice and veteran teachers as needed on-site and virtually
- Providing information, digital activities, resources, collaboration time, and support among cooperative area GT Coordinators and facilitators and their schools through monthly GT Coordinator meetings
- Providing professional development opportunities, including: Differentiation with Choice boards and learning Menus, Secondary Course Content, and GT Boot Camp

- On-site assistance for GT Coordinators with the program approvals due in Oct.
- Meeting with superintendents, board members, and high school principals to keep them informed about the New State Supported Pre-AP updates.
- Scheduling Quiz Bowl meetings for all coaches to collaborate and schedule matches
- Hosted Quiz Bowl matches for participating schools at EACC
- Scheduling Science (GPS) training that provides strategies to empower teachers to add academic rigor to their instruction
- Scheduling Math Quest training for area teachers needing Pre-AP certification at GRESC
- Provided Whole Group Enrichment differentiation activities for an entire year to all GT Coordinators
- Coordinating and providing on-site engineering Tin Man projects to most cooperative area schools
- Coordinating and providing classroom hands-on engineering activities for cooperative area schools then providing on-site technical assistance for teachers after gathering information on the strengths and weaknesses that the students exhibit.
- Coordinating an on-site all day Beyond the Classroom event at EACC for participating schools. Package the Pringle challenge was the engineering event this year
- Hosted an event for participating schools to engage in several MakerSpace activities at EACC
- Math Specialist and I took the Mobile MakerSpace trailer to participating schools for students to experience a variety of STEAM activities at participating schools
- Attend Cognitive Coaching Training to help with our area schools

Great Rivers Education Service Cooperative

2021-2022

Program: Special Education School Age Programs

Funding Source: Federal VI-B Funds, Medicaid and ARMAC

Competitive Grant: Yes _____ No X

Restricted: Yes X Non- Restricted: _____

Participating Districts: Barton, Clarendon and Palestine-Wheatley

Personnel:

Name	Years at GREC Degree Position
Lori Ginn	6 MSE Special Ed Coord
Linnie Stearman	6 MSE Due Process Designee/Purchased Services
Vicki King	6 AAS Special Education Secretary

Goal: The goal of the Special Education Coordinator is to provide special education services to all students who are identified as special education students, as well as to work closely with RTI programs for new referral students and to provide those services in accordance with Federal IDEA guidelines, as well as state guidelines. LEA ensures that all programs and services are in compliance with IDEA by providing leadership, support and resources to the staff in serving all identified special education students.

Program Summary: The programs are aligned with all state and federal laws and regulations to provide a free and appropriate public education under the special education setting. The LEA maintains and offers on-going support to the district, staff and administration in the following areas:

1. Compliance with IDEA programs at the building and district level
2. Supervision and support of special education staff and teachers in all aspects of IDEA including programming, referrals, testing and due process.
3. Supervision of all Cycle reporting that includes Cycles 2,4 and 7. Data entry and maintenance of all data throughout the year as required under IDEA.
4. Supervision of all Medicaid services and billing.
5. Supervision of all ARMAC services and administration

6. Supervision of student level program compliance.
7. Supervision of all evaluations and placement conferences to ensure districts are in compliance with ADM percentages.
8. Supervision of all related services including speech, physical and occupational therapy. 9. Ensuring that all ADE monitoring and federal reports are in compliance and complete by deadlines.
10. Supervision of state testing, alternate assessments, and DLM assessments for special education students.
11. Supervision and support of student level behavior and discipline for special education students.
12. Supervision and Submission of Special Education VI-B Budgets with support from district finance coordinators and submission to Indistar, MySped and Eschool Finance data.

Major Highlights of the Year:

1. To continue to maintain compliance of Special Education Programs annually for the ADE monitoring in the future.
2. To continue to build the Medicaid Billing and Reimbursement Program for upcoming years.
3. To continue to maintain and ensure the district's ADM and required IDEA student percentages by closely monitoring the district referrals and placements in the effort to not be identified as disproportionate.
4. None of my three schools were in a monitoring process this year.
5. The CCEIS for Palestine-Wheatley has been submitted to ADE.
6. All cycle reports have been submitted this year. The cycle 7 data for each district has been entered for June 15 submission.
7. The APR self assessments are June 30. Clarendon and Palestine received a 100% letter and did not have anything further to submit. The Barton School District had one Indicator under 100%. There was one student that was entered that was out of timeline requirement with a code of (other) due to the guardian being in the hospital and not being available for the EPC, then eventually passing away. That caused us to be out of timeline for that one student.
8. The 2022-2023 budgets have been developed and submitted to ADE.

Great Rivers Education Service

Cooperative 2021-2022

Program: Special Education School Age Programs

Funding Source: Federal VI-B Funds, Medicaid and ARMAC

Competitive Grant: Yes _____ No X

Restricted: Yes X Non- Restricted: _____

Participating Districts: Lee County, Forrest City

Personnel:

Name	Years at GREC Degree Position
Jana Lee	3 MSE Special Ed Coord
Vicki King	4 AAS School Age Secretary

Goal: The goal of the Special Education Coordinator is to provide special education services to all students who are identified as special education students, as well as to work closely with RTI programs for new referral students and to provide those services in accordance with Federal IDEA guidelines, as well as state guidelines. LEA ensures that all programs and services are in compliance with IDEA by providing leadership, support and resources to the staff in serving all identified special education students.

Program Summary: The programs are aligned with all state and federal laws and regulations to provide a free and appropriate public education under the special education setting. The LEA maintains and offers on-going support to the district, staff and administration in the following areas:

1. Compliance with IDEA programs at the building and district level
2. Supervision and support of special education staff and teachers in all aspects of IDEA including programming, referrals, testing and due process.
3. Supervision of all Cycle reporting that includes Cycles 2,4 and 7. Data entry and maintenance of all data throughout the year as required under IDEA.
4. Supervision of all Medicaid services and billing.
5. Supervision of all ARMAC services and administration
6. Supervision of student level program compliance.

7. Supervision of all evaluations and placement conferences to ensure districts are in compliance with ADM percentages.
8. Supervision of all related services including speech, physical and occupational therapy.
9. Ensuring that all ADE monitoring and federal reports are in compliance and complete by deadlines.
10. Supervision of state testing, alternate assessments, and DLM assessments for special education students.
11. Supervision and support of student level behavior and discipline for special education students.
12. Supervision and Submission of Special Education VI-B Budgets with support from district finance coordinators and submission to Indistar, MySped and E-school Finance data.

Major Highlights of the Year:

1. To continue to maintain compliance of Special Education Programs annually for the ADE monitoring in the future.
2. To continue to build the Medicaid Billing and Reimbursement Program for upcoming years. Since hiring a Special Education Secretary, the funds received from Medicaid have increased a great deal.
3. To continue to maintain and ensure the district's ADM and required IDEA student percentages by closely monitoring the district referrals and placements in the effort to not be identified as disproportionate.

Great Rivers Education Service Cooperative

2021-2022

PROGRAM: TECHNOLOGY

FUNDING SOURCE: ARKANSAS DEPARTMENT OF EDUCATION

COMPETITIVE GRANT: YES NO

RESTRICTED: NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree Position
John Dulaney	11	BSE Technology Coordinator
Robert Meadows	2	PC/LAN Technician

GOAL:

To help member districts with educational technology integration, infrastructure implementation, and support as it is related to student achievement, staff development, ACT Aspire, and Arkansas state initiatives including but not limited to Virtual Arkansas, iTunesU, the Arkansas Digital Sandbox, Teacher Evaluation Support System (TESS), Digital Act 1280, Computer Science/STEM, and E-rate.

PROGRAM SUMMARY:

The Great Rivers Educational Cooperative Information and Technology staff provides technical support, consultation, design and engineering, technology planning, disaster recovery planning, funding procurement, E-Rate application assistance, and professional development support for area schools in our cooperative.

HIGHLIGHTS OF THE YEAR:

The Technology Coordinator worked directly with local area school district Technology Coordinators to apply for approved E-rate applications in the amount of \$858,014.10 that fund a high-speed Fiber Optic Wide Area Network (operating at a 10 Gigabit bandwidth speed) that connects all of the school campuses and districts together and back to the Co-op. The Co-op works with the State's Department of Information Services to implement high-speed fiber optic Internet connectivity provided by the State which leverages the Co-op WAN and delivers the internet connectivity to all participating schools in the Co-op area. This saves the Department of Education money because they can bring the Internet to all of our schools utilizing only 3 connections, when it used to take over 30. This also saves the schools because they no longer have to pay for the high-bandwidth Internet access as we did in the past. We are the only Co-Op in the state of Arkansas that offers this type of service. The Technology team is continuing to work with our school districts on the deployment of both of our E-rate Category 2 projects. The first Category 2 E-rate application from 2020 has been approved and the equipment will be getting installed at the end of this school year after over a year of manufacturing delays.

Although the world as a whole has experienced a complete paradigm shift and have had to re-think the way we approach things, over-all, we have still been able to meet all of the needs of the districts under our umbrella. The PC/LAN Technician and Coordinator provided on-site technical support on a day-to-day basis. This support includes but is not limited to hands-on support with the teachers in their classroom, network equipment configuration and installation, surveillance system configuration and support, and wireless access point configuration and deployment.

The Technology staff participates in community outreach events such as STEM nights, EAST night out, and Gifted and Talented Beyond the Classroom where we display new technologies and pop-up Maker Spaces with 3D printers, Robotics, Coding, and Human to Computer interfaces.

Great Rivers Education Service Cooperative

2021-2022

PROGRAM: Arkansas K-12 Behavior Support Specialists

STATE LEVEL INITIATIVE: BX³ PROJECT

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Cohort 2- Ashdown, Drew Central, Greenwood, Prescott, Warren

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2021-22:

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

CIRCUIT

GOAL:

- 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 2021-2022:

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

Professional Learning Opportunities

GOAL:

- 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 2021-2022:

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

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

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

Great Rivers Education Service Cooperative 2021-2022

PROGRAM: Community Health Nurse

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree Position
TBD		Community Health Nurse

GOAL:

The focus of the position is population based health activities that impact children and communities. The CHNS works with schools, community coalitions, health care providers, and Hometown Health regional teams to protect and improve the health of the community. A key focus is working with schools and communities to incorporate the elements of CDC's Nine Best Practices for a comprehensive tobacco control program. Also, the CHNS provided technical support and assistance to implement CSH (Coordinated School Health) in schools. CSH programs are designed to meet the physical, social and emotional needs of all students, in order for students to become healthy and productive adults in their communities.

PROGRAM SUMMARIES: The CHNS (Community Health Nurse Specialist) is employed by Arkansas Department of Health and is housed at the Great Rivers Education Service Cooperative in Helena, Arkansas. The position is funded through the Master Tobacco Settlement dollars initiated by Act 1. This is a collaborative effort between the Arkansas Department of Health, the Arkansas Department of Education and Great Rivers Education Service Cooperative.

Five counties are serviced by this position. These counties include St. Francis, Lee, Phillips, Monroe and Crittenden counties.

In addition to focusing on the improved health of the community, the CHNS also:

- Provides technical support and health education to schools and communities on public health issues affecting the public
- Abides by the Arkansas Department of Health policies and procedures
- Works under direct supervision of the CHNS Supervisor with input from the Education Cooperative's Director
- Receives performance evaluation by the Arkansas Department of Health CHNS Supervisor

The CHNS collaborates with and works closely with the schools to provide technical assistance for integrating nutrition and physical activity into the overall curriculums, and offering guidance to the Nutrition Physical Activity Advisory Committees. Also, guidance and assistance is offered to schools that need assistance with the School Index process. Health screening training is provided for new school nurses as needed. Other health related training is provided for all School Nurses serviced by the GRESC service area.

Great Rivers Education Service Cooperative 2021-2022 (Federal Fiscal Year 20-21)

PROGRAM: State Systemic Improvement Plan

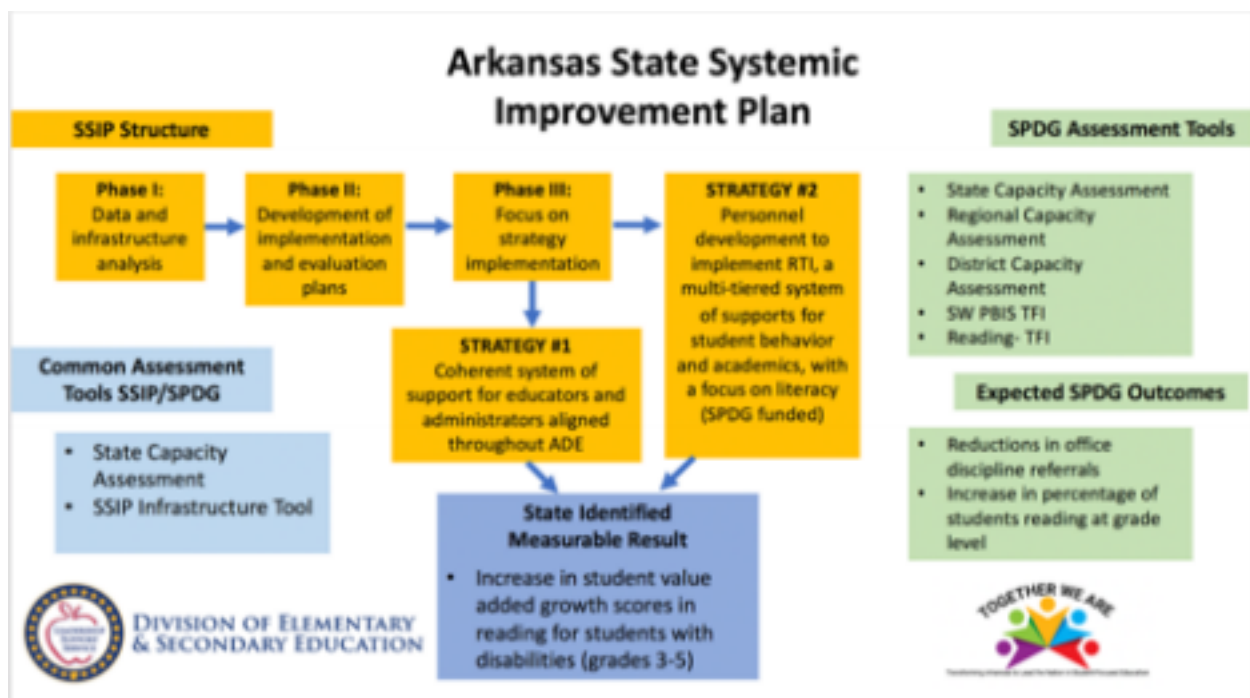
FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: No

PARTICIPATING DISTRICTS: State of Arkansas

Name	Years at Cooperative	Degree	Position
Jeffrey Adams	3 Years 11 months	Ed.D.	SSIP Coordinator

In the update to Phase III of the State Systemic Improvement Plan, the Arkansas Department of Education has continued to implement a plan for two coherent strategies to improve ADE's infrastructure and increase the SIMR. Arkansas's SIMR is focused on improving the literacy achievement of students with disabilities in grades 3-5 and is aligned with the State Personnel Development Grant. Arkansas's Theory of Action is illustrated by the following:



The two improvement strategies that are being implemented are

Strategy One: Create a system of support that is aligned with other ADE Units and is differentiated based on LEAs' needs as evidenced by data.

Strategy Two: In collaboration with other ADE Units, restructure Arkansas' Response to Intervention (RTI) model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

The DESE continued to implement two coherent infrastructure improvement strategies. Relative to strategy one, the State Performance Management Team (SPMT) met monthly to improve the LEA system of support. Representatives from the SPMT participated in NCSI's Cross-State Learning Collaboratives focused on scaling evidence-based practices (EBPs) and low-performing school systems (LPSS) with a focus on students with disabilities. To measure change across multiple agency initiatives, Arkansas continued to utilize the SSIP Infrastructure Development Planning and Progress Management Tool: Using Implementation Drivers and Stages of Implementation. On a scale of 1 to 5 (1 = pre-exploration and 5 = full implementation) year-to-year comparisons for Arkansas revealed improved implementation scores for the competency drivers of training (FFY18 = 4.0 / FFY19 = 4.5) and coaching (FFY18 = 3.0 / FFY19 = 4.0), and improved scores for organizational drivers in facilitative administration (FFY18 = 3.0 / FFY19 = 4.0) and systems intervention (FFY18 = 3.5 / FFY19 = 4.5). Overall performance assessment of the Arkansas system coherence also improved (FFY18 = 4.0 / FFY19 = 4.5) as did the technical & adaptive leadership drivers (FFY18 = 3.5 / FFY19 = 4.0). The SPMT advanced interdepartmental collaboration and coordination through regular involvement and initiative alignment presentations at DESE Learning Services Unit Leaders' Meetings, Quarterly Content Specialists Meetings at each regional cooperative and with The Center for Exceptional Families (TCFEF), Arkansas' PTI Center. Because of cross-collaboration, initiative alignment and measured progress on the SSIP Infrastructure Tool, continuation of this improvement strategy will occur in the next phase of the SSIP with an emphasis on coaching and facilitative administration. Relative to strategy two, the State Implementation Team (SIT) continued to assess, plan, and monitor statewide RTI implementation supports. The State Implementation Team reviewed RTI data from districts receiving intensive RTI support and continued to meet with the RTI State advisory to gain stakeholder feedback on RTI implementation strengths and barriers. Complete RTI modules and facilitator guides for academics and behavior are now accessible on the DESE website for statewide educator use. Cross-alignment and revisions to these modules occurred through rigorous review by SPDG staff, the Arkansas Behavior Support Specialists, The Arkansas Collaborative Consultants, and DESE Literacy and Math Specialists. Module overviews were provided to all Arkansas Regional

Education Cooperatives to ensure equity of educator access to these materials. The SPDG serves as the implementation team for strategy two of the SSIP, and systemic improvements are measured through the SISEP State Capacity Assessment (SCA) tool. Year-to-year comparisons on the SCA from revealed improvements in all areas: SMT Investment (FFY18 = 92% / FFY19 = 100%), System Alignment (FFY18 = 70% / FFY19 = 90%), Commitment to Regional Implementation Capacity (FFY18 = 38% / FFY19 = 56%) and Total Implementation Score (FFY18 = 70% / FFY19 = 84%). These data indicate improvements with this strategy, and highlight the need to continue efforts to heighten the focus toward regional implementation supports.

Description of Measure for the SSIP

The State-identified Measurable Result (SiMR) is the percent of students with disabilities (SWD) in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state. The calculation of this measurement for FFY 2018 is described below.

Measurement Calculation for FFY2018

Component of Calculation Value	
A. Number of SWD with a VAS in reading at participating schools and grade levels.	730
B. Number of SWD whose VAS in reading is categorized as low	296
C. Number of SWD whose VAS in reading is categorized as moderate	332
D. Number of SWD whose VAS in reading is categorized as high	102

Percent of SWD in grades 3-5, from the targeted same subject and grade level in the state. schools, whose value-added score (VAS) in reading is categorized as moderate or high for the **59.45**
 Calculated as: $((C+D)/A)*100$

Due to the pandemic, the U.S. Department of Education waived statewide assessments for the 2019-2020 school year; therefore, Arkansas is unable to report FFY 2019 SiMR data. In August 2020, Arkansas school districts reopened and the Arkansas Division of Elementary and Secondary Education encouraged districts to administer interim assessments to monitor student growth during the 2020-2021 school year. Districts were provided information on four state-approved interim assessments and allowed the autonomy to select the interim assessment tool that best fit district needs. Most of the SSIP schools selected the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), but the state did not require a specific interim assessment to be used.

Progress on the State-identified Measurable Result

FFY Actual	Target
2017 50.63%	61.03%
2018 59.45%	62.53%
2019 (no assessment data due to COVID-19) NA	62.53%

Purposeful attempts to align the work of the SSIP and State Personnel Development Grant (SPDG) to the frameworks of Professional Learning Communities, High Reliability Schools and to the initiatives focused on High Leverage Practices, R.I.S.E. and Inclusive Principal Leadership occurred during this reporting period. These updates are reflected in the revised Theory of Action for the SSIP:

Arkansas Theory of Action (Revised)

Strands of Action	If DESE	Then
<p>Collaboration: Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs' needs as evidenced by data.</p>	<p>...aligns and coordinates existing resources, systems, and DESE initiatives: High Reliability Schools, Professional Learning Communities, High-Leverage Practices for Inclusive Classrooms, Inclusive Principal Leadership, Reading Initiative for Student Excellence (RISE), Response to Intervention and the Strategic Instructional Model (SIM)</p>	<p>...DESE will more effectively leverage resources to improve services for SWD DESE will increase the reach and impact of its work with LEAs</p>

Great Rivers Education Service Cooperative 2021-2022 (Federal Fiscal Year 20-21)

PROGRAM: State Personnel Development Grant

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: No

PARTICIPATING DISTRICTS: State of Arkansas

Name	Years at Cooperative	Degree	Position
Crystal Bethea	4 years 9 months	M.S.	SPDG Director
Becky McIver	1 year 4 months	M.S.	SPDG Coordinator
Treva Bradley	3 years 9 months	N/A	Administrative Analyst
Leslie Casey	1 year	M.S./B.S.	Systems Specialist
Kim Wright	1 year	M.S./B.S.	Systems Specialist
Greg Wertenberge	6 months	B.S.	System Specialist

Background of Grant:

On October 1, 2020 the Arkansas Department of Education (ADE) was awarded State Personnel Development Grant (SPDG) funds from the U.S. Department of Education Office of Special Education Programs (OSEP). The SPDG directly supports the Arkansas Department of Education's State Systemic Improvement Plan (SSIP) in targeted districts. The five-year grant utilizes technology to transform and expand Arkansas's statewide coherent system of supports through competency-based professional learning and ongoing coaching that will increase the implementation of high-leverage and other evidence-based practices at the regional, district, and school levels. Professional development is a targeted, individualized multi-tiered approach to professional learning to reform and improve Arkansas's system for personnel preparation.

State Personnel Development Grant Goals:

- Transform and expand Arkansas's statewide coherent system of supports through competency-based professional learning and coaching that will increase the implementation of high-leverage and other evidence-based practices, which will result in improved outcomes for students with disabilities.

- Through personnel development and ongoing assistance, increase the capacity of regional and local educational agency teams to offer high-quality professional learning and coaching with a focus on implementing and sustaining integrated high-leverage and other evidence-based practices within a coherent system of supports.
- Increase the knowledge, skills, and implementation of high-leverage and other evidence-based practices by offering general and special educators choice in competency-based professional learning with the added goal of certification and/or badge-recognition as well as a potential educator stipend.

Summary of State Level Implementation Work

A critical infrastructure activity that was continued from the 2015-2020 grant cycle is the creation of the State Implementation Team (SIT). The State Implementation Team will continue to advise the SPDG Core Management Team regarding implementation challenges and communication strategies. The State Implementation Team also provides guidance for how other initiatives in the DESE can align with the SPDG program measures. The role of the State Implementation Team is to:

- Advise the Core Management Team regarding implementation and barriers.
- Provide input to improve alignment with relevant state initiatives.
- Use fidelity and student outcome data for project improvements and decision-making, as well as reporting.

The SIT was restructured based on new team members and external partners. The SIT consists of a DESE Deputy Commissioner, DESE Assistant Commissioners, SPDG core management team, external partners, and DESE leadership across the divisions of Learning Services, Educator Effectiveness, and the Office of Coordinated Support Services. The evaluation tool utilized by the State Implementation Team is the State Implementation of Scaling-up Evidence-based Practices Center (SISEP) State Capacity Assessment (SCA).

The State Implementation Team completed the SISEP State Capacity Assessment in April 2021, with a focus on inclusive practices. The SCA is designed to support scaling up of evidence-based practices by providing a regular measure of state capacity, a structured process for completing a state action plan, information on progress towards goals, and a common infrastructure for implementation. The assessment was administered by SISEP staff and facilitated by SPDG Director, Crystal Bethea and the State Systemic Improvement Plan (SSIP) Coordinator, Dr. Jeff Adams.

Participants completing the first administered SCA included:

- DESE, Director of Special Education
- SSIP Coordinator
- SPDG Director and Transformation Coordinator
- SPDG Evaluator
- DESE, Office of Support Services coaches
- DESE, Educator Effectiveness Public School Program Advisor
- DESE, Special Education Public School Program Coordinator
- DESE, Special Education Public School Program Manager
- American Institutes for Research Specialists
- The Office of Innovation representatives
- The Center for Exceptional Families representative

The overall score on the SCA was 22/50 (46%), with the following breakdown by domain:

- Leadership 6/18 (33%)
- Infrastructure and Resources 7/12 (58%)
- Communication and Engagement 9/18 (50%)

Based on results of the SCA, the State Implementation Team has created an action plan to continue the work around systems alignment and a commitment to regional implementation capacity.

The SPDG Core Management Team (CMT) includes staff hired to support the SPDG (SPDG Director and Transformation Coordinator), DESE Educator Effectiveness representatives, American Institutes for Research (AIR), The University of Arkansas, Office of Innovation (OIE), The Center for Exceptional Families (TCFEF), and an external evaluator from Insight to Impact Consulting (IIC). Every other week, the SPDG CMT hosts a virtual meeting to drive the work of the SPDG goals. During this meeting, the CMT reviews feedback from the State Implementation Team regarding alignment, implementation, and barriers. Additionally,

- DESE Division of Educator Effectiveness assists the SPDG to develop a system of competency-based professional learning and policies around the design, assessment, implementation of micro-credentials, and collaborating to develop a system for educator stipends, badges, and professional development licensure requirements. Educator Effectiveness, SPDG core staff, and AIR are creating a micro-credential template which will be used as a state agency template for all created micro-credentials. Guidance provided by Educator Effectiveness is essential to ensure sufficient quality and consistency for the professional learning system. The SPDG is collaborating to develop micro-credentials that align with the current state licensure renewal system and support quality control, communication, implementation, and incentives.
- American Institutes for Research (AIR) assists in the development of content and scoring rubrics for micro-credentials focused on high-leverage practices (HLPs) and Universal Design for Learning (UDL), observation tools and coaching resources. AIR supports the SIT and CMT through ongoing coaching and technical assistance (TA) by the scaling-up of in-state capacity for coaching around HLPs, UDL, and scoring micro-credentials.
- The University of Arkansas, Office of Innovation (OIE) will collaborate with the SPDG and core partners to assist in the establishment of a competency-based and high-quality system of PL/TA. In years 1-5, OIE will play a key role in engaging stakeholders in the analysis of grant activities and will assist with the design, launch, facilitation, and continued scale-up of Communities of Practice. The OIE team offers decades of experience working on federal, state, and locally funded projects designed to promote innovation used to improve educational outcomes for all students.
- Insight to Impact Consulting (IIC), working collaboratively with the SPDG, plays an integral role in the design and implementation of the evaluation plan and will facilitate the review of project evaluation data, the interpretation of qualitative and quantitative data, and assist in developing appropriate communication strategies to report pertinent data to key stakeholders. Essential to this function is supporting communication loops across and between levels of the system in order to assure the data are timely, accurate, and easily understood by all project stakeholders. Data will drive appropriate and timely responses to improve implementation of the project.

- The Center for Exceptional Families (TCFEF) is a Parent Training Center (PTI). SPDG partners with TCFEF to work with AIR to modify and develop modules and resources for parents around quality core instruction and RTI for academics and behavior. A parent mentor participates in training sessions provided by AIR, OIE, and other SPDG staff to expand the knowledge of TCFEF’s team. In addition, the parent mentor participates and collaborates with the DESE team focused on Family and Community Engagement Essentials. The TCFEF parent mentor will offer an RTI for Families training to all district parent coordinators as well as utilize WestEd created learning sprints to support parent coordinators with barriers related to their work. The parent mentor will utilize multiple methods for parent and family engagement around RTI such as face-to-face and online trainings as well as live informational videos via social media. TCFEF staff attend weekly online meetings with SPDG partners and provide support to schools around parent and community engagement for RTI.
- WestEd is a research, development, and service agency whose mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd engaged at the local, state, and national levels, providing a range of services such as research and evaluation, professional learning, technical assistance, and policy guidance. WestEd staff is working with the SPDG Core Management Team to create a formal process in which SPDG can support and facilitate regional, district, and site level improvement teams to focus on applying improvement science methodologies focused on changes, innovation, and learning that include the following:
 - High Leverage Practices
 - Evidence-based instructional practices for students with disabilities

The train-the-trainer model includes two service delivery models: (1) Service delivery model 1 builds understanding of how to integrate quick cycles of improvement and problem solving as well as creating a formal data-based decision-making process. (2) Model 2 will allow SPDG to utilize the Improvement Science Learning Sprints to support a problem of practice related to professional learning and student equity and access to quality core instruction. Based on the learning sprint and capacity assessment data, WestEd will support SPDG in creating a formal training to support LEAs in creating a model of improvement with a site improvement plan to support necessary components of professional learning, coaching, and implementation of evidence-based, inclusive practices.

Summary of Regional Level Implementation Work

Key regional partners central to the implementation and success of the AR SPDG include Arkansas Regional Service Cooperatives (ESCs). Participating ESCs, who will commit to partnerships with the SPDG, are critical to the development of Regional Implementation Teams (RIT). ESCs, partnered with local districts, will be supported to identify and provide organizational support for a RIT that is 1) is supported by the State Implementation Team, and 2) will in turn, support District Implementation Teams. Each RIT will include identified content specialists who will be part of the Cognitive Coaching Team and support teachers in the use of competency-based micro-credentials. The SPDG CMT will train RITs.

This is a significant design feature, supporting the integration of DESE and district improvement priorities. In order to track regional capacity for implementation, the Regional Capacity Assessment (RCA) will be administered.

In 2018, SPDG began working with one of the fifteen ESCs in Arkansas on assessing the capacity of the Regional Implementation Team (RIT). The SPDG will continue to support GRESC as they work to increase their support of professional learning, coaching, and TA. The regional level supports sustainability, fidelity of implementation, and scalability for inclusive practices. The ESC used the SISEP Regional Capacity Assessment (RCA) as a needs assessment to determine readiness, teaming structures, and communication protocols for supporting RTI. The Regional Capacity Assessment is administered at least yearly in all formal partnerships with Educational Service Cooperatives (ESCs). The RCA is designed to assist ESCs in their efforts to effectively support districts. It determines the systems, activities, and resources that are necessary for an ESC to be able to facilitate district-level implementation and scaling-up of Effective Innovations. The first administration of the SISEP Regional Capacity Assessment occurred in April of 2021 with a newly formed Regional Implementation Team (RIT). The RCA data collected is used as baseline data. The assessment was facilitated GRESC Teacher Center Coordinator and examined the following components of RIT capacity:

- Leadership
 - Leadership
 - Action Planning
- Competency
 - Fidelity—Performance Assessment
 - Staff Selection
 - Training
 - Coaching
- Organization
 - Decision Support Data Systems
 - Facilitative Administration
 - Systems Intervention
- Stage-based Functioning
 - Stage-based Functioning

Summary of District/School Level Implementation Work

During the first implementation year, the SPDG established a partnership with the Fort Smith School District (FSPS Cohort 1). The superintendent of FSPS has been charged with selecting five elementary (PK-6) schools along with selecting members for the District Implementation Team (DIT). The SPDG services and supports are slated to begin in the summer of 2021 for FSPS. During years 2-5, the SPDG will add on an additional eight Fort Smith schools for a total of thirteen schools supported across the project.

The District Capacity Assessment (DCA) is administered at least yearly in all SPDG districts. The purpose of the DCA is to provide a structured process to assess capacity needs in order to support evidence-based practices and the development of a district action plan.

The DCA provides the District Implementation Team with information needed to monitor progress towards district- and building-level goals; support a common infrastructure for the implementation of evidence-based practices (EBPs) to achieve desired student outcomes; and provide district and state leadership with a regular measure of the capacity for implementation and sustainment of EBPs. The District Implementation Team completes the DCA with the assistance of a trained administrator and a facilitator. The DCA is usually administered by the SPDG staff and facilitated by a district implementation team member.

SPDG's LEA support will engage the DITs in their own improvement journey focused on understanding the theory of improvement, methodologies, and moving educational practitioners toward quick on-going cycles of improvement in both theory and practice. The goal is not only to build understanding of how to integrate cycles of improvement and problem solving but also give districts a formal data-based decision-making process. LEAs will use Improvement Science Learning Sprints to support a problem of practice related to professional learning and student equity and access to quality core instruction. Based on the learning sprint and capacity assessment data, SPDG will support LEAs in creating a model of improvement with a site

improvement plan to support necessary components of professional learning, coaching, and implementation of evidence-based, inclusive practices.

