



**2023 – 2024 Annual Report**

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# NOTE FROM SOUTHEAST ESC ADMINISTRATION

The Southeast Education Service Cooperative staff has prepared this Annual Report for the 2023-2024 school year. We hope that within these pages you will see our commitment and passion to serve the 15 districts with 46 schools housing 1,321 teachers and 15,144 students in the 8 counties of the Southeast region.

It was an interesting year in that both the director and assistant director/TCC were interim due to the late retirement of the previous administration. Both of us have served in these leadership roles at Southeast previously, so we were happy to step in to continue the tradition of servant leadership during our time in interim roles.

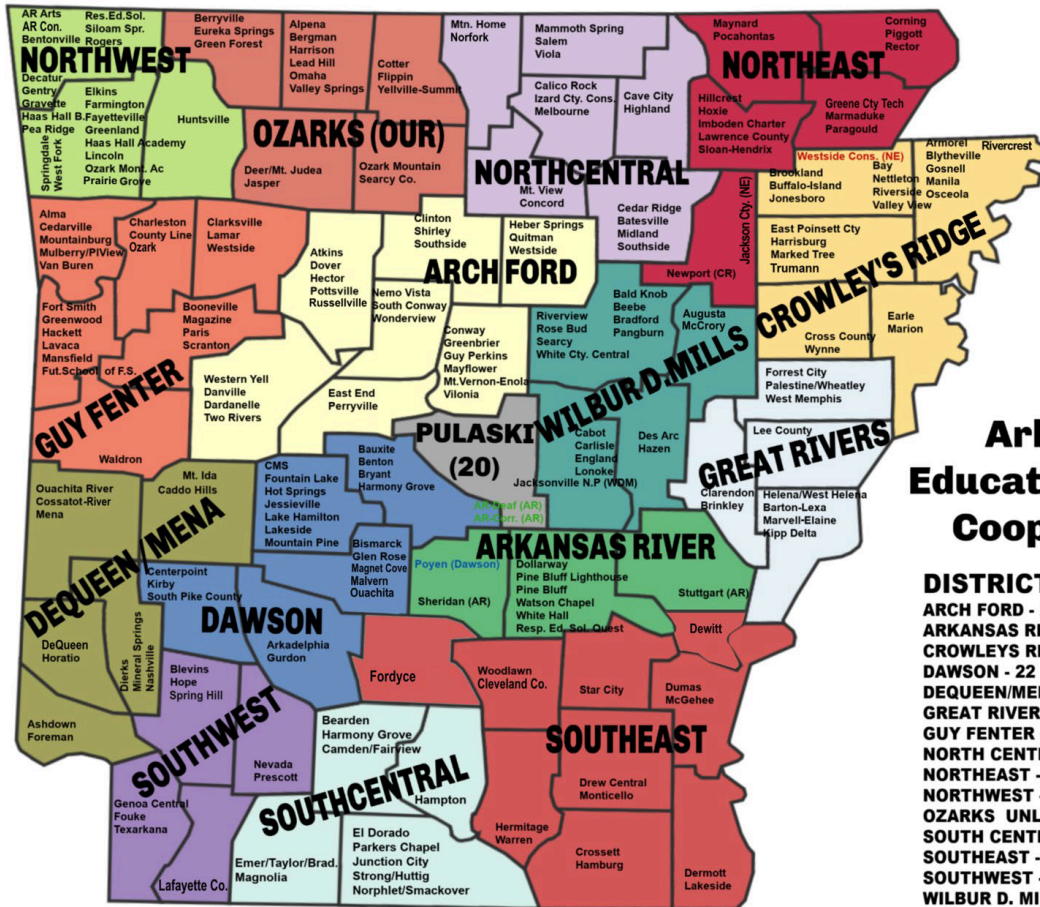
This report is a review for participating school district personnel, school board members, legislators, DESE personnel, and the governor's office. Our staff has attempted to paint a picture with words of the various services and activities that are provided to member districts. We have also attempted to provide evidence of our impact on performance of the adults we serve and ultimately student impact.

As our mission states, our role is to support districts in living their missions by providing member districts with programs, shared services, professional development, and opportunities for collaboration in a more effective and efficient manner than they could provide independently. The Southeast region experiences many challenges, but our region knows that together we are stronger. We may be head to head on the fields and courts, but with academics, we learn with and from each other. We know and appreciate that our districts rely on services provided by the cooperative and we accept the challenge to assist the Department of Elementary and Secondary Education and other state-level educational entities with rolling out initiatives, communication, and planning.

Norman Hill, Interim Director

Marilyn Johnson, Interim Asst. Director/TCC

# STATE MAP OF COOPERATIVES



# SOUTHEAST ESC MISSION

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

## GOALS:

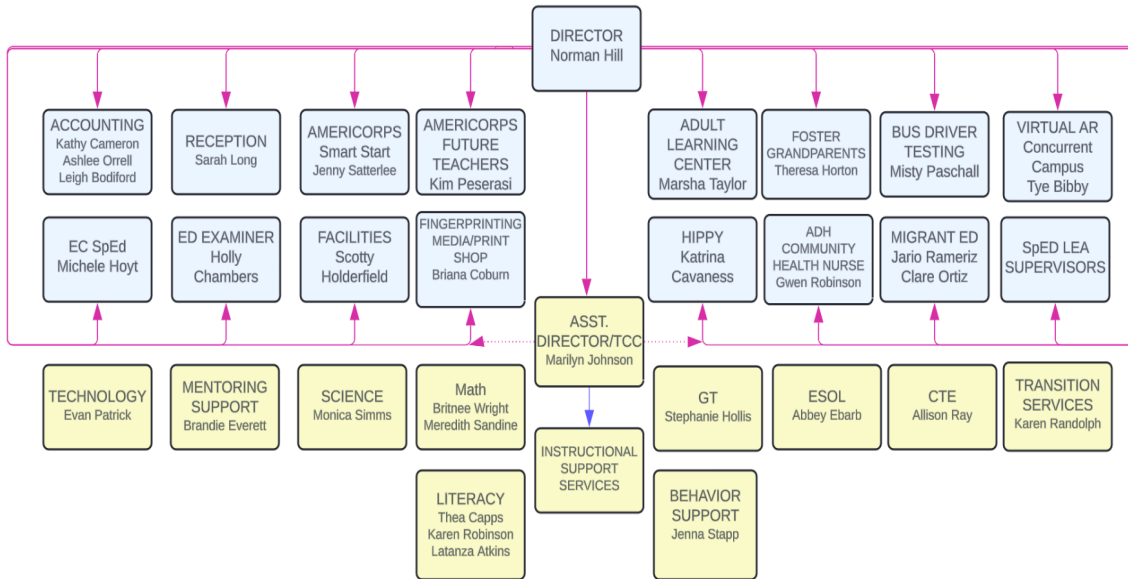
- To ensure that all educators in the Southeast Education Service Cooperative are provided opportunities for professional growth in “Best Practices” of Teaching to expand their skill base to improve student learning outcomes.
- To provide opportunities for instructional leadership training for current and prospective administrators and teacher leaders.
- To offer technical assistance to teachers and administrators in areas of concern. They include technology, curriculum, fiscal management, behavior, safety, special education, federal programs, and crisis management.
- To partner with member schools in compliance with Act 999 to implement the accountability process.
- To support and assist our district schools in state and regional initiatives.

# ORGANIZATIONAL CHART



**Southeast Arkansas**  
Education Service Cooperative

## ORGANIZATIONAL CHART



# SOUTHEAST ESC BOARD

## OFFICERS OF THE BOARD

NAME	POSITION	SCHOOL DISTRICT
Norman Hill	Interim Director	Southeast ESC
Kimbraly Barnes	President	Drew Central
Jordan Frizzell	Vice President	Star City
Sandra Lanehart	Secretary	Monticello

## MEMBERS OF THE BOARD

NAME	POSITION	SCHOOL DISTRICT
Jerrold Williams	Superintendent	Cleveland County
Anthony Boykin	Superintendent	Crossett
Kristi Ridgell	Superintendent	Dermott
Dr. Nick Hill	Superintendent	Dewitt
Kimbraly Barnes	Superintendent	Drew Central
Dr. Camille Sterrett	Superintendent	Dumas
Rhonda Lawson	Superintendent	Fordyce
Tracy Streeter	Superintendent	Hamburg
LaDonna Spain	Superintendent	Hermitage
Dr. Billy Adams	Superintendent	Lakeside
Linda Tullos	Superintendent	McGehee
Sandra Lanehart	Superintendent	Monticello
Jordan Frizzell	Superintendent	Star City
Bryan Cornish	Superintendent	Warren
Dr. Kevin Hancock	Superintendent	Woodlawn



# TEACHER CENTER COMMITTEE

**TEACHER CENTER COMMITTEE**  
Southeast Arkansas Education Service Cooperative  
2023-2024

Group 1 Rotates off in August 2024			
DISTRICT	NAME	EMAIL	POSITION
McGehee	Amy Ross	amy.ross@mcgeheeschools.org	MS/Jr. High
Dermott	Arneice Gardner	arneice.gardner@dermott.k12.ar.us	Admin
Woodlawn	Bonnie Gavin	bonnie.gavin@whsbears.org	Elem Teacher
Monticello	Kelly Rodriguez	kelly.rodriguez@billies.org	Admin
Hermitage	Kasey Johnston	kasey.johnston@hermitageschools.org	MS/Jr. High
Dumas	Arthur Tucker	arthur.tucker@dumask12.org	Admin
Group 2 Rotates off in August 2025			
DISTRICT	NAME	EMAIL	POSITION
Hamburg	Stephanie Johnston	sjohnston@hstdlions.org	Elem Teacher
Cleveland County	Diana Taylor	diana.taylor@ccs1.org	MS/Jr. High
Star City	Gina Richard	gina.richard@starcityschools.org	Admin
DeWitt	Nancy Whiting	nwhiting@dewittdragons.net	Secondary Teacher
Fordyce	Nikki Rice	ricen@fordyceschools.org	Secondary Teacher
Group 3 Rotates Off in 2026			
DISTRICT	NAME	EMAIL	POSITION
Crossett	Melissa Clayton	melissa.clayton@crossettschools.org	Elem Teacher
Drew Central	Samantha Mann	samantha.mann@drewcentral.org	Admin
Lakeside	Valarie Riley	riley@lsschool.org	Secondary Teacher
Warren	Kathy Cornish	kathy.cornish@warrensd.org	Admin

Classroom teachers will represent  $\frac{1}{2}$  (50%), but not more than  $\frac{2}{3}$  (67%) of the committee with an even distribution of elementary, middle school/junior high, and high school teachers.

Elementary Teachers -	3	21%	23/24 MEETINGS:
Middle School/Jr. High Teachers -	3	21%	September 27: <a href="#">Registration Link</a>
High School	3	21%	1:00 <a href="#">Zoom Link</a>
<b>TOTAL</b>	9	63%	
Administrative	6	43%	January 31 <a href="#">Registration Link</a> @SE
ESC			
			April 10 <a href="#">Registration Link</a>
Location TBD			

# ANNUAL REPORT

**DATE:** June 10, 2024

**LEA#:** 2220

**ESCH:** 220

**ESC NAME:** Southeast Arkansas Education Service Cooperative

**Address:** 1022 Scogin Drive, Monticello, AR 71655

**Phone Number:** 870-367-6848

**Director:** Norman Hill

**Teacher Center Coordinator:** Marilyn Johnson

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

**Number of Districts:** 15

**Number of Students:** 15,144

**Number of Teachers:** 1321

## I. GOVERNANCE

- A. How is the cooperative governed? Board of Directors  
How many members are on the Board? 15  
How many times did the board meet? 11  
When is the regular meeting? 3rd Wednesday of the month  
Date of current year's annual meeting: May 15, 2023
- B. Does the cooperative have a Teacher Center Committee? Yes  
If yes, then:  
How many are on the Teacher Center Committee? 15  
How many members are teachers? 15  
How many times did the Teacher Center Committee meet? 3  
When is the regular meeting? 1 Fall Semester 2 Spring Semester
- C. When was the most recent survey/needs assessment conducted? November 2023
- D. Have written policies been filed with the Arkansas Department of Education? Yes

## STAFFING

This is a list of all staff members, throughout the 2023-2024 fiscal year, 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. An asterisk (\*) is placed beside those who are housed and the co-op, but their salary does not flow through the Co-op's budget.

### Southeast Arkansas Education Service Cooperative Employees 2023-2024

S=State, F=Federal, M=Medicaid, B=Base Funding, D=Districts

Name	Position	Funding Source
ADCOCK, JANA	AECHS ADMIN ASST	S
AIKEN, STEPHANIE	ECH PARAPRO	D
ALLEN, BROOK	ECH PARAPRO	D
AMSTUTZ, JULIE	OCSS STATE SPECIAL ED DEV COACH	F
ATKINS, LATANZA	LITERACY SPECIALIST	S
AUSTIN, COPRESIA	HIPPY HOME-BASED EDUCATOR	S
BARBER-CARTER, SHELSI	CTE SPECIAL PROJECTS COORDINATOR	F
BARNES, CHRISTOPHER	OCSS LEADERSHIP DEV COACH	S
BELL, JAMES	METHODS OF ADMINISTRATION PROGRAM COORDINATOR	S
BENNETT, DANA	MIT'S PROGRAM ADVISOR	S
BERRY, RENEE	HIPPY HOME-BASED EDUCATOR	S
BIBBY, TYE	AECHS PROG COORD	S
BODIFORD, LEIGH	ACCOUNTS RECEIVABLE/HR	B
BOLIN, REBECCA	AMERICORPS STATEWIDE ADMIN ASST	S
BOLIN, TONIA	ECH SPED ASST COORDINATOR	D
BOONE, LACHELLE	ECH INTERVENTION SPECIALIST	D
BOYD, TRACI	HIPPY HOME-BASED EDUCATOR	S
BRANTLEY, JENNIFER	ECH INTERVENTION SPECIALIST	D
BROWN, ANDRA	FGP VOLUNTEER COORDINATOR	F
BROWN, KAYLON	CAREER COACH PROGRAM COORDINATOR	F
BRYANT, WENDYLIN	AALRC DISABILITIES AND ONLINE COORD	S
BURGEIS, MEGAN	ECH PARAPRO	D
BURGESS, RYAN	OCSS STATE LEADERSHIP DEVELOPMENT COACH	S
BURT, LYNDA *	APSCN STUDENT FIELD ANALYST	
BUTLER, DENNIS	CAREER ED JAG TECH ASST COORD	S
CAMACHO, SULIDEISI	ADULT EDUCATION CAREER COACH	S
CAMERON, KATHY	BUSINESS MANAGER/PAYROLL	B
CAPPS, THEA	LITERACY SPECIALIST	S
CARTER, COURTNEY	ECH PARAPRO	D

CASTLEBERRY, DAWN	ECH INTERVENTION SPECIALIST	D
CATER, KERI	HIPPY HOME-BASED EDUCATOR	S
CAUSEY, LISA	HIPPY HOME-BASED EDUCATOR	S
CAVANESS, KATRINA	HIPPY COORDINATOR	S
CHAMBERS, CHRISTINA	ECH SPEECH THERAPIST	D
CHAMBERS, DONNA	HIPPY HOME-BASED EDUCATOR	S
CHAMBERS, HOLLY	EDUCATIONAL EXAMINER	D
CID, MAYTE	HIPPY HOME-BASED EDUCATOR	S
COLBURN, BRIANA	MEDIA/PRINT SHOP COORDINATOR	B
COURSON, BIANCA	ECH INTERVENTION SPECIALIST	D
COX, KRISTOPHER	EARLY COLLEGE HS INSTRUCTOR	S
DALE-WARREN, LATASHA	ADULT ED CAREER COACH	S
DANIEL, RHONDA	SP ED LEA SUPERVISOR	D
DAVIS, ASHLEY	AALRC RECEPTIONIST	S
DAVIS, ERIC	P/T FACILITY/MAINTENANCE COORD	B
DAVIS, JESSICA	LEA SUPERVISOR SECRETARY	D
DEAL, PATTI *	ADE LITERACY SPECIALIST	
DONNELL, SHAUNA	EARLY COLLEGE HS INSTRUCTOR	S
DUTTON, EMILEE	ASSISTANT DIRECTOR/TCC	B
EBARB, ABBEY	EL SPECIALIST	S
ESTES, JANE	EARLY COLLEGE HS ADJUNCT INSTRUCTOR	S
EVERETT, BRANDIE	MENTORING PROGRAM SPECIALIST	S
FOWLER, CATHY	HIPPY HOME-BASED EDUCATOR	S
FRISBY, KAREN	SP ED LEA SUPERVISOR	D
GIFFORD, WHITNEY	MITS PROGRAM ADVISOR	F
GILBERT, ANGELA	HIPPY HOME-BASED EDUCATOR	S
GORMAN, MARILYN	EARLY CHILDHOOD SECRETARY	D
GORMAN, REGINA	EARLY COLLEGE HS INSTRUCTOR	S
GRIFFIN, KATY	ECH INTERVENTION SPECIALIST	D
GRIFFIN, KELLY *	ADE SPECIAL ADVISOR	
HANCOCK, SHANDA	SP ED ASSISTANT LEA SUPERVISOR	D
HARMON, SIDNEY	CUSTODIAN	B
HART-ORRELL, ASHLEE	ASSISTANT BUSINESS MGR	B
HEMBREE, JAYE	ECH INTERVENTION SPECIALIST	D
HILL, PAMELA	SPECIAL EDUCATION SECRETARY	D
HOBBS, KIARA	HIPPY HOME-BASED EDUCATOR	S
HOLDERFIELD, SCOTTY	FACILITIES COORDINATOR	D
HOLLAND, J. RENEE	OCSS EXECUTIVE ADMIN ASST	S
HOLLIS, STEPHANIE	P/T GIFTED & TALENTED COORD / P/T AMERICORPS SS ADMIN ASST	S/F
HORTON, THERESA	FGP PROGRAM COORDINATOR	F
HOSKINS, BROOKE *	ADE LITERACY SPECIALIST	
HOYT, MICHELE	ECH COORDINATOR	D

HUITT, AMARI	HIPPY HOME-BASED EDUCATOR	S
JACKSON, KAYLA	ECH INTERVENTION SPECIALIST	D
JOHNSON, CHRISTY	ESC WORKS COORDINATOR/CLERICAL ASST	B/S
KEITH, KANDI	SP ED LEA SUPERVISOR	D
KELLEY, JANET	HIPPY HOME-BASED EDUCATOR	S
KIRTLEY, JADA	HIPPY HOME-BASED EDUCATOR	S
LANE, JENNIFER	MITTS REGIONAL PROGRAM ADVISOR	F
LAWSON, TERESA	ECH PARAPRO	D
LEONARD, REBECCA	ECH SPEECH THERAPIST	D
LOGUE, CASSI	HIPPY HOME-BASED EDUCATOR	S
LONG, SARAH	ADMINISTRATIVE ASST	B
LONGING, TERRI	HIPPY FIELD COORDINATOR	S
LUCAS, MARY	HIPPY HOME-BASED EDUCATOR	S
LYTLE, DARBY	EARLY COLLEGE HS INSTRUCTOR	S
MANN, JANA	ECH PARAPRO	D
MARTINEZ, ANABEL	MIGRANT OSY/ASSISTANT	F
MCAFFRY, MELODY	ECH SPEECH THERAPIST	D
MCCANN, TERRI	LEADERSHIP DEVELOPMENT COACH	F
MCDONALD, MELANIE	ECH SPEECH THERAPIST	D
MCKOIN, LARA	ECH INTERVENTION SPECIALIST	D
MEEKS, ANELL	SPECIAL ED SEC/HAMBURG	D
MEEKS, STACEY	ECH INTERVENTION SPECIALIST	D
MENDIOLA, CLAUDIA	ECH PARPRO	D
MERRITT, RACHEL	ECH INTERVENTION SPECIALIST	D
MILLER, JASON	LEADERSHIP DEV COACH	F
MONTGOMERY, LEIGH	ECH SPEECH THERAPIST	D
MORMAN, KATHY	ECH SPEECH THERAPIST	D
MURPHY, SARA	ECH PARAPRO	D
NEU, KLAUS	AALRC MEDIA SPEC	S
NICHOLS, STACY	ECH INTERVENTION SPECIALIST	D
ORRELL, IAN	P/T CUSTODIAL	B
ORTIZ, CLARE	MIGRANT RECRUITER	F
OUTLAW, KAYLA	ECH INTERVENTION SPECIALIST	D
PALMER, JANICE	ECH PARAPRO	D
PASCHALL, MISTY	EARLY COLLEGE HS ADJUNCT INSTRUCTOR/DRUG TESTING & BUS DRIVER COORDINATOR	S/D
PATRICK, EVAN	DIGITAL LEARNING & TECHNOLOGY COORDINATOR	S/B
PEARSON, TOCCARA	AALRC ADMINISTRATIVE ASSISTANT	S
PENNINGTON, ANDEE	ECH INTERVENTION SPECIALIST	D
PERRY, AIMIE	ECH SPEECH THERAPIST	D
PESARESI, KIMBERLY	AMERICORPS FTI COORDINATOR	S
PINKUS, KRYSTAL	ECH SPEECH THERAPIST	D

POLLAN, ROBERT	AALRC COMP TECH	S
PRESTON, ANDREA	ECH INTERVENTION SPECIALIST	D
PRINCE, MELISSA	CAREER ED ADMINISTRATIVE ASST	F
PRUITT, ANDY	FOSTER GRANDPARENT SDP DIRECTOR	F
RAMIREZ, JAIRO	MIGRANT SPECIALIST	F
RAMOS, KARLA	HIPPY HOME-BASED EDUCATOR	S
RANDOLPH, KAREN	TRANSITION CONSULTANT	F
RAY, ALLISON	CAREER ED COORDINATOR	S/F
REID, JAMIE	FISCAL SERVICES COORD FOR OCSS	S
REYNOLDS, STACY *	COMPUTER SCIENCE SPECIALIST	
RHODES, SHANIQUE	HIPPY HOME-BASED EDUCATOR	S
RIDENOUR, ANNA	EARLY COLLEGE HS INSTRUCTOR	S
ROBERSON, KELLIE *	ADE LITERACY SPECIALIST	
ROBERTS, MICHELE	MIT S PROGRAM ADVISOR	F
ROBINSON, KAREN	LITERACY SPECIALIST	S
ROBINSON, GWEN *	COMMUNITY HEALTH NURSE	
SADOVSKY, ADRIENNE	EARLY COLLEGE HS INSTRUCTOR	S
SAFFOLD, MISTYE	ECH INTERVENTION SPECIALIST	D
SANDINE, MEREDITH	MATH SPECIALIST	S
SATTERLEE, JENNY	AMERICORPS SS COORDINATOR	F
SCOTT, RONNIE	MIT S ARMAC SPECIALIST	F
SESSIONS, JUDY	ECH PARAPRO	D
SHEPHERD, JAYE	ECH INTERVENTION SPECIALIST	D
SHERRILL, STACEY	LEA SUPERVISOR SECRETARY	D
SHRUM, ANDREA	ECH SPEECH THERAPIST	D
SIMS, MONICA	SCIENCE SPECIALIST	S
SKAGGS, JONATHAN	EARLY COLLEGE HS INSTRUCTOR	S
SMITH, DAVID	EARLY COLLEGE HS INSTRUCTOR	S
SMITH, KEENA	MIT S PROGRAM ADVISOR	F
SPURLOCK, LAURIEL	ABC PREK TEACHER	S
STAPP, JENNA *	BEHAVIOR INTERVENTION SPECIALIST	
STELL, LAURA	HIPPY FIELD COORDINATOR	S
SWINNEY, KELLY	ECH INTERVENTION SPECIALIST	D
TANKERSLEY, NICOLE	ECH PARAPRO	D
TAYLOR, HOUSTON	MIT S PROGRAM ADVISOR	F
TAYLOR, MARSHA	AALRC DIRECTOR	S
THOMAS, YOLONDA	SP ED LEA SUPERVISOR	D
TOSTON, CASSANDRA	HIPPY HOME-BASED EDUCATOR	S
TRANHAM, NANCY	SPEECH CLERICAL ASSISTANT	D
TRUSSELL, ANGELYNE	HIPPY FIELD COORDINATOR	S
TUCKER, SHEENA	ECH PARAPRO	D
TYSON, PATRICIA	ECH INTERVENTION SPECIALIST	D
WATSON, MICHAEL	OCSS BEHAV LEADERSHIP SUPP COACH	F
WEST, JOHN	LEADERSHIP DEV COACH	S

WHITE, EMILI	HIPPY HOME-BASED EDUCATOR	S
WHITE, JENNIFER	EARLY COLLEGE HS INSTRUCTOR	S
WHITE, NATHAN	COOPERATIVE DIRECTOR	B
WHITED, DANA *	ADE LITERACY SPECIALIST	
WHITLOW, SHEILA	OCSS ASST STATE SUPERINTENDENT	S
WILBANKS, KELLY	MITS PROGRAM SPECIALIST	F
WILKERSON, SHELIA	ADED PD COORDINATOR	S
WILLIAMS, RHONDA	EARLY COLLEGE HS INSTRUCTOR	S
WILLIAMSON, AMANDA	ECH PARAPRO	D
WILMOTH, ASHLEY	HIPPY OFFICE MGR/ABC PREK DIR	S
WILSON, REGINA	ABC PREK PARAPRO	S
WILSON, UYOLANDA	LEADERSHIP DEV COACH	S
WRIGHT, BRITNEE	MATH SPECIALIST	S
ZAVALA, ROCIO CERVANTES	HIPPY HOME-BASED EDUCATOR	S



# TEACHER CENTER

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

- A. Does the co-op provide media services to schools? **Yes**  
 Approximate the number of titles in the media center: 804 Does the co-op provide delivery to the districts? **No**  
 How many districts participate in the media program? **15**  
 How many titles (including duplicate counts) were provided to schools during this current year? **2**  
 Do districts contribute dollars to the media services? **No**  
 How are media charges per district determined? Services are charged according to a price list.  
 Does the co-op operate a “make-and-take” center for teachers? Yes If yes, then:  
 How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 30

# ADMINISTRATIVE SERVICES

Please check the administrative services offered through the cooperative:

x	Administrators and Local Board Member Training
x	Assessment Data Analysis
x	Bookkeeping Assistance
x	Business Manager Training and Support
x	Cooperative Purchasing
x	Curriculum Alignment (to include: essential standards, learning targets, CFAs, CSAs, learning progressions, proficiency scales, and HQIM selection and implementation)
x	Evaluation Procedures (to include: TESS Training & Support, SoR Assessor Training & Support, HQIM Lookfors)
x	Gifted and Talented Support
x	Grant Writing Assistance
x	Instructional Facilitator Training & Support
x	Instructional Supports (to include: Math/Science/Literacy/ESOL/Migrant/Mentoring/ Transition/Behavior/Computer Science)
x	Numerous PD opportunities for teachers and admins
x	Planning Assistance
x	Special Ed Services (LEA Supervisors, Training, Early Childhood SpEd)
x	Technology Training & Support
x	Other (please specify) <ul style="list-style-type: none"> <li>• Bus Driver Training</li> <li>• Custodian/Maintenance Training</li> <li>• Cyber Security Training and Support</li> <li>• Digital Fingerprinting</li> <li>• Facilities Coordination</li> <li>• Financial Consulting &amp; Planning</li> <li>• Parapro Testing</li> <li>• Print Shop</li> </ul>

# DIRECT SERVICES TO STUDENTS

Please check the student services provided through the cooperative.

x	ACT PREP
x	HIPPY
x	Itinerant teachers (to include: Early Childhood Special Education)
x	Low incidence Handicapped (Vision/Hearing)
x	Mentor Programs (Foster Grandparents, AmeriCorps Future Teachers, AmeriCorps Smart Start, Behavior Supports)
x	Occupational Therapy and Physical Therapy
x	Speech Pathology Services
x	Transition Services
x	<p>Other Please Specify)</p> <ul style="list-style-type: none"> <li>● AmeriCorps Tutoring (Smart Start &amp; Future Teachers</li> <li>● Foster Grandparent Instructional Supports</li> <li>● HIPPY Home-based Educators</li> <li>● Educational Examiner Student Assessments</li> <li>● Battle of the Books Grades 3-5</li> <li>● Chess Tournaments (Grades 3-4; 5-6; 7-12)</li> <li>● Computer Science Opportunities (i.e. Coding Competitions etc.)</li> <li>● Girls of Promise Grade 9</li> <li>● Nursing Services</li> <li>● Quiz Bowl Elementary and Jr. High</li> <li>● Rubik's Cube Competition</li> <li>● Service Days</li> <li>● Theater Squared Grades 4-12</li> <li>● Young Voter's Day</li> <li>● ASMSA Project</li> <li>● Engineering Day</li> <li>● STEAM Day</li> </ul>

## ANECDOTAL REPORTS

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

### **FREE FURNITURE FOR DISTRICTS**

Southeast ESC has been in a remodeling project which includes replacing furniture, podiums, cabinets, and shelving. Many of the items replaced are still serviceable, so pictures were posted on a spreadsheet and sent to administrators to claim for use in their districts. The recipients were very appreciative of the items.

### **SAFETY CONSORTIUM**

To properly establish a safety plan for a school and district, and to meet state requirements, it is paramount that a school safety assessment is conducted on each school on an annual basis. In order to meet this need, a safety consortium was established with the cooperative making arrangements with Dixon Safety Consultants.

#### Cooperative Responsibilities for Participating Districts:

- Secure services at the best price possible for the consortium
- Serve as the liaison between the school districts joining the consortium and the service provider
- Pay for services rendered, invoicing each district for the cost of the service upon completion of the service

The analysis, assessments and recommendations were compiled in a specific report, itemized by each school and /or site. Evaluations, assessments and recommendations were based upon applicable State and Federal laws and codes, as well as maintaining compliance with all local governing authorities and Regulations. Districts were reminded of the importance of the district's Policy Manual and Student Handbook reflecting the practices of the staff, faculty, students and stakeholders and that they have the approval of the School Board.

### **UNIVERSITY OF ARKANSAS AT MONTICELLO**

- Girl Power partner (See Girl Power description below.)
- The Partnership Coordinator of UAM attends the Southeast ESC Board Meetings to stay informed and also provides updates from UAM.
- Chancellor, Dr. Peggy Doss presented at a Southeast ESC Board Meeting to give updates and answer questions from the board.
- Two science professors are part of a science consortium.

- *Purpose:* For HS science teachers who want to increase and/or need to clarify their specific content knowledge.
  - NOT to be used for pedagogy or classroom management
- UAM Science professors
  - **Dr. John Hunt ([Flyer](#))**
    - Biology content
  - **Dr. Morris Bramlett ([Flyer](#))**
    - Physical Science content (Chemistry, Physics, etc.)
    - Astronomy (specific standards)

**GIRL POWER** - SE ESC proudly hosted the 2024 Girl Power to the Max – Next Level Competition on February 22, 2024. This event brought together ten schools from across the region to showcase the talents of twenty exceptional female high school students in three different categories. The Girl Power to the Max, Next Level initiative is a partnership between 7 Education Service Cooperatives and a Division of Career and Technical Education Innovation Grant aiming to promote female participation and refine skills in high-need, high-wage, and high-demand areas. Female high school students showcase their talents using advanced CNC technology equipment for wood cutting, metal cutting, or lasering. Local industries and stakeholders will be present to offer judging and insight into potential careers in the area. These students gain valuable H3 skills, preparing them for non-traditional careers in our future workforce.

[Click here](#) for the press release.

### **SAVE THE CHILDREN**

HIPPY has a partnership with the Save the Children organization. They donate items to the HIPPY program and HIPPY staff distribute them to families served within the 10 districts who participate in HIPPY. Examples of items donated include: books, bombas, socks, winter coats, tents, sleeping bags, etc.

### **SEARK READING COUNCIL**

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

### **MONTHLY UPDATES**

The TCC provides a monthly update for all administrative groups that includes information from various sources to keep administrators up to date on curriculum, assessment, instruction, fiscal, leadership, and legal matters. These updates are also included in the Board's electronic packet and are the source for round table discussions.

**DATA**

A strong focus on data for the 23/24 school year included data sessions at each Cooperative Board meeting as well as meetings of other administrative groups. Scheduled zooms and open zoom meetings were offered to administrative groups to learn more about data topics such as the VAM, VAG, and SAG modules in LEA Insights and merit pay connections to VAM. Data Dig sessions were offered when scores were released and are included in the summer Admin Institute as well as data sessions for teachers.

# 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 2023-2024 school year: 4

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

White 4

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2023-2024 school year: 21

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

White 14

African American 5

Hispanic 2

Asian 0

American Indian/Alaskan Native 0

## **TERMINATED**

Number of males terminated by the cooperative during the 2023-2024 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 2023-2024 school year: 6

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

White 3

African American 2

Hispanic 1

Asian 0

American Indian/Alaskan Native 0

## **SEEKING EMPLOYMENT**

Number of males seeking employment by the cooperative during the 2023-2024 school year: 2

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

White 2

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2023-2024 school year: 17

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

White 15

African American 1

Hispanic 1

Asian 0

American Indian/Alaskan Native 0



# PROGRAMS

## ACCOUNTING

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

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### Participating Districts:

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

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### Personnel:

<b>Name:</b> Kathy Cameron	<b>Name:</b> Ashlee Orrell
<b>Position:</b> Business Manager/Payroll	<b>Position:</b> Assistant Business Manager
<b>Degree:</b> High School/CASBO Cert.	<b>Degree:</b> Bachelors/CASBO Cert.
<b>Name:</b> Leigh Bodiford	
<b>Position:</b> Accounts Receivable/HR	
<b>Degree:</b> High School/CASBO Cert.	

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### Goals:

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

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### Program Summary:

Southeast Cooperative has a total of 69 grant programs and runs 13 statewide programs. The ADE base funding to the Cooperative is \$408,618.00 and the approximate total budget is \$19 million dollars.

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### Major Highlights of the Year:

#### 2023 - 2024 - Funding Source:

State/Local Funding	Amount	State/Local Funding	Amount
---------------------	--------	---------------------	--------

Cash on Hand	\$635,252.93	Sped – Daniel	\$209,351.56
Base Funding	\$408,618.00	Sped – Keith	\$144,901.52
Interest on Investments	\$348,000.00	Sped – Thomas	\$129,060.71
APSCN	\$3,600.00	Math/Literacy Cons	\$88,673.83
Copy/Print Shop	\$75,000.00	Sped – Frisby	\$88,986.42
Staff Development	\$45,000.00	Facilities	\$69,967.35
ARPEP Coordination	\$25,600.00	Ad Ed – GAE	\$679,149.31
Bus Driver Consortium	\$8,044.56	Ad Ed – Other	\$3,300,495.94
Cooperative Foundation	\$3,489.74	OCSS	\$643,912.28
LEA HIPPY	\$190,000.00	Virtual Arkansas	\$756,988.00
Bus Driver Curriculum	\$10,000.00	Early Childhood ESY	\$2,839.96
CTE Girl Power	\$5,913.33	Novice Mentoring	\$317,000.00
Sci/Literacy Consortium	\$182,051.67	GT Coord	\$30,000.00
Virtual Arkansas Cons.	\$122,982.83	Workforce Ed Coord	\$55,000.00
G/T Special Projects	\$21,960.90	Career Coaches	\$147,176.93
AmeriCorps – Smart Start	\$88,572.40	ELL	\$90,218.07
AmeriCorps – FTI	\$254,971.95	ARP Tech Grant	\$3,390.68
FGP SDP – Local	\$11,875.00	NIET Lead Teacher	\$25,000.00
FGP – Local	\$22,000.00	Coop Tech Coord	\$80,000.00
Early Childhood	\$2,268,393.00	Content Specialists	\$540,000.00
Leadership Quest	\$2,512.54	ABC PreK	\$101,400.00
Nurse	\$6,000.00	HIPPY – ABC	\$958,364.00
Community Action Corp	\$24,511.74	MIT – Health Resource	\$123,663.34
Educational Examiner	\$84,815.25		

**Total Local/State Funds            \$13,434,705.74**

<b>Federal Funds</b>	<b>Amount</b>	<b>Federal Funds</b>	<b>Amount</b>
FGP SDP	\$239,547.72	ECH Medicaid	\$157,038.34
FGP	\$496,742.00	ECH ARMAC	\$197,505.00
Migrant	\$385,496.02	MIT	\$642,268.51
Title I PLC Training	\$232,724.98	Leadership Quest	\$523,284.03
Carl Perkins	\$375,531.22	AmeriCorps Smart Start	\$348,480.00
JAG/TANF	\$282,040.93	ARP II Homeless	\$17,635.89
Perkins R&R	\$10,000.00	AmeriCorps FTI	\$8,160.00
CTE Certifications	\$8,141.75	OCSS Behavior	\$167,807.04
Adult Ed – Leadership	\$721,871.76	ARP II Tech Grant	\$30,417.30
Ad Ed AmeriCorps	\$41,957.05	THRIVE	\$866,652.57
Transition Specialist	\$125,000.00	Communities of Practice	\$210,000.00
OCSS SpEd Coach	\$150,000.00		

**Total Federal Funds                    \$6,238,302.11**

[Click here](#) for the Financial Board Report Ending FY24. (Report will be added after period 13).



# ADE/APSCN STUDENT APPLICATIONS FIELD ANALYST



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** ADE/APSCN Student Information Business Analyst

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

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## **PARTICIPATING DISTRICTS:**

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

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## **PERSONNEL:**

**Name:** Lynda Burt

**Position:** APSCN Information Business Analyst

**Degree:** N/A

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## **GOALS:**

To provide end-user support to district personnel using the statewide student management system (SMS), Cognos BI Tool, PowerSchool Enrollment, and state-reporting system.

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## **PROGRAM SUMMARY:**

The Student Information Systems Business Analyst offers training and technical assistance for various state systems, including eSchoolPLUS, Teacher Access Center, Home Access Center, Cognos, PowerSchool Enrollment, and state reporting to school districts and charter schools in their assigned areas. The analyst is responsible for providing software training (in-person and virtually), researching reported software problems for resolution, reporting software issues, testing software updates, and testing state reporting cycles. To create/edit documentation on processes and training guides. Various training offered throughout the year include but are not limited to SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Transcripts Review, Next Year Scheduling, and Year End Rollover.

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## **MAJOR HIGHLIGHTS OF THE YEAR:**

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

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## **PROGRAM PERFORMANCE DATA:**

Training Item	Percent of Districts Trained
New Personnel	80 %
SMS Fields for State Reporting	100 %
Next Year Setups/Training	100 %
Year End Procedures	100 %

## AMERICAN RESCUE PLAN HOMELESS II



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** American Rescue Plan Homeless II

**FUNDING SOURCE:** Federal

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Briana Colburn

**Position:** Homeless Liaison

**Degree:** High School

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### **GOALS:**

Our goal is to help navigate the funding to support our districts homeless liaisons and ensure that the identified homeless children can get what they need to attend school and participate in school activities.

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### **PROGRAM SUMMARY:**

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

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### **MAJOR HIGHLIGHTS OF THE YEAR:**

We have continued working with our participating districts to make several purchases. These districts were able to provide the homeless students with what they needed to help them attend and participate in school.

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### **PROGRAM PERFORMANCE DATA:**

100% of our districts are eligible to participate.

# AMERICORPS - FUTURE TEACHER INITIATIVE



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** AmeriCorps Future Teacher Initiative (FTI)  
**FUNDING SOURCE:** ADHE/EngageAR Formula Funds/CNCS  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

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## **PARTICIPATING DISTRICTS:**

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

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## **PERSONNEL:**

<b>Name:</b> Kim Pesaresi	<b>Name:</b> Becky Bolin
<b>Position:</b> Program Director	<b>Position:</b> Administrative Asst
<b>Degree:</b> Bachelor of Psychology	<b>Degree:</b> Bachelor of Psychology

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## **GOALS:**

30 FTI members provide one-on-one and small group tutoring and mentoring interventions to 276 children at-risk pre-k students. Our goal is to ensure that at-risk students are socially, emotionally and academically prepared for the kindergarten learning environment. FTI members integrate national service, community engagement and individual volunteerism to promote improved school readiness outcomes in high economic and educational areas of need.

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## **PROGRAM SUMMARY:**

FTI AmeriCorps members, in addition to tutoring and mentoring students, will leverage more volunteers who will participate in and assist with service projects addressing the specific needs of their respective districts and communities. FTI members promote parental involvement throughout their time in service through parent involvement nights, preparing parental activity home kits, and opportunities to participate in all national service projects with their child. An added dimension of the FTI program is noted in the fact that members gain a unique perspective and experience as it directly relates to the field of education. The opportunity to serve on the professional side of education provides the member with what “the other side of the desk” looks like. This newfound dimension leads many members into the field of education who may not have considered it before.

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## **MAJOR HIGHLIGHTS OF THE YEAR:**

The FTI program continues to have a bright future due to the collective network of support from members, host sites, supervisors, teachers, program staff and countless others in the community!

### **Member Training**

Preparation is the key to success! Program staff want to ensure that each FTI member is well prepared for their year of service. Members receive Orientation, AmeriCorps 101, How to Use the Segal Education Award, Data Collection, Accuracy of Reporting, Time Keeping-OnCorps, Child Maltreatment Training, Conscious Discipline, Prohibited Activities, Host Site Training, Tutor-Modeling, Remediation, Maintenance and Support, Being a Role Model, and Community Awareness. For many FTI members this may be their first experience in a professional environment therefore we were able to extend their training to include Professional Skills. We formed a collaborative network with the Smart Start AmeriCorps Program and the UofA Division of Agriculture Research and Extension. Extension agents from 5 counties conducted the following sessions for both programs: Effective Communication, Budget and Finance, Professionalism in the Workplace, Developing Interview Skills, Time Management and Resume Building. We also brought in several business leaders in our community who served as panelists to answer Q & A Session with members as a way to wrap up our day. This was highly enlightening and enjoyable by everyone!

### **Service Projects**

FTI members impact communities in various ways through participating in National Days of Service Projects. FTI members become aware of the needs in their communities and are able to use the National Service Days as a platform for addressing identified challenges. Students and host sites serve a huge part in participating in service projects. This also allows for added parent participation into their child's academic setting. Students are able to make connections to how they can help their community too! The National Service Days are September 11 National Day of Service and Remembrance, Martin Luther King, Jr. National Day of Service, National AmeriCorps Week, National Volunteer Week and Juneteenth National Celebration and Civic Engagement. Examples of service projects completed this year: 1<sup>st</sup> Responders of Fire, Police and Ambulance were instrumental in explaining the importance of their role to the pre-k students in honor of 9/11. FTI members conducted food drives to help their local food pantries and support the weekend backpack program to address food insecurities in their respective areas in honor of MLK Day, Outreach and recruitment occurred during National AmeriCorps week to spread the word about the benefits of service and educational scholarship opportunities with AmeriCorps. The recruitment campaign was implemented in local high schools, universities and vocational campuses. Kindness Campaign was the focus of National Volunteer Week. Members randomly dispersed "Kindness Cards" promoting kindness and only asked for recipients to pay it forward. For such a simple gesture, the response was overwhelming and quite rewarding for all involved! FTI members also maintained a Memorial Garden, participated in Keep Arkansas Beautiful and conducted their annual Blanket Drive for nursing home residents. It should be noted that the service projects are organized, planned and implemented by the members. The site supervisor and program staff only play a supportive role of advisory. Therefore, we are extremely proud of the leadership skills members are able to develop and display for the betterment of their community. We would like to recognize several of our Community Volunteers for 2023-2024: McGehee-Mayor Jeff Owyong, Monticello-Mayor, Jason Akers, UAM Chancellor, Peggy Doss,

SEARK Interim Director, Norman Hill, Engage Arkansas Interim Director, Starr Crow, Engage AR Fin/Admin, Michael Rau to name a few. We value and salute our partnerships created with The Hope Place, Senior Corps, Smart Start AmeriCorps, Local Food Banks for Hamburg, Warren, Malvern, Arkadelphia, Monticello, Encore Healthcare and Rehabilitation, Options Thrift Shop, Hamburg Museum, Palliative Community Resources and Local Weekend Backpack Programs, SEACBEC (Southeast Arkansas Community Based Education Center in Warren, ASU 3 Rivers in Malvern, area High Schools, FTI AmeriCorps Alumni, and representatives across five counties with the U of A Division of Agriculture Research and Extension.

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#### **PROGRAM PERFORMANCE DATA:**

Pre and Post Kindergarten Readiness Assessments will be compared to our data specialist in early June. The completed report will provide statistics of the individual student's progress and overall changes by the district served. The areas of assessment include: Expressiveness and Language Comprehension, Approach to Learning/Cognition, Phonological Awareness and Print Knowledge, Mathematics and Physical Development and Demographics. The results are shared with members and stakeholders. Strengths and weaknesses are also identified each year through semi-annual site visits, advisory council meetings, program evaluations submitted by members, stakeholders and parents.

**Current Statistics-** Results are not finalized until mid June.

The results from the **2022-2023 Kindergarten Readiness Checklist (KRIC)** student assessment tool indicated an average growth of **92.6%**. We are currently on target to reach similar outcomes this program year.

**31-Number of FTI members Enrolled**

**97% Enrollment Rate**

**276-Number of students served**

**228-Number of hours served by external volunteers during National Days of Service**

**156-Number of external volunteers recruited for National Service Days**

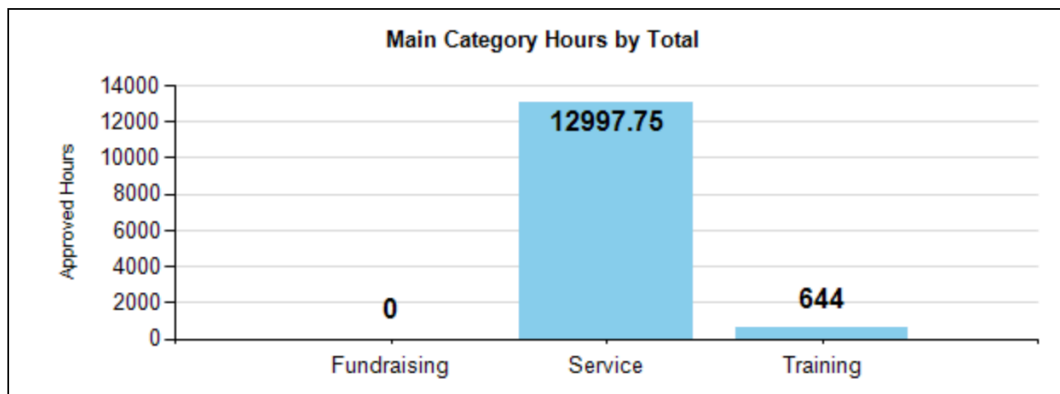
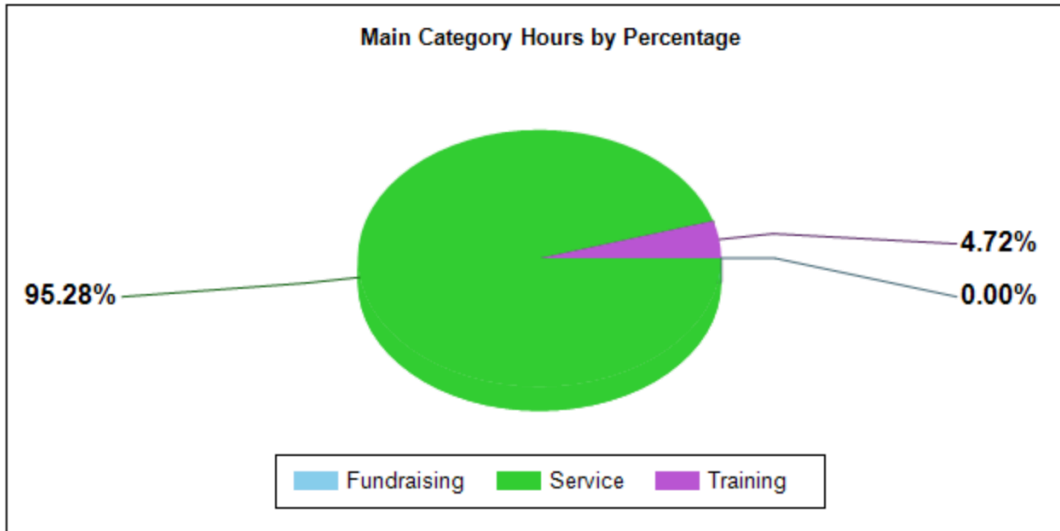
In addition, members, site supervisors, stakeholders, and classroom teachers are highly encouraged to complete program evaluation forms annually. A Parent Perception Survey is also distributed to parents of served children. This multi-faceted approach allows for a more accurate reflection of successes that can be celebrated and also identify areas for improvement. The results are shared with members and stakeholders and annually at advisory council meetings. Strengths and weaknesses are also identified each year through semi-annual site visits and monitoring. Benjamin Franklin said it best, "Without continual growth and progress, such words as improvement, achievement, and success have no meaning." It remains our mission to offer a stellar program that enables the targeted student to obtain school readiness and for the member to embrace the heart of a volunteer long after their term has ended.

\*Member Hours given below are not finalized.

## Member Hours Graph



Arkansas | 2023-2024  
 Future Teacher Initiative  
 Program Director  
 Kim Pesaresi



Category	Total Hours	Percent
Fundraising	0.00	0.00
Service	12997.75	95.28
Training	644.00	4.72
<b>Total</b>	<b>13641.75</b>	<b>100.00</b>

## AMERICORPS - SMART START



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** SMART START AMERICORPS

**FUNDING SOURCE:** FEDERAL

**COMPETITIVE GRANT:** NO

**RESTRICTED:** Yes

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**PARTICIPATING DISTRICTS:** Drew Central School District, Monticello School District, Warren School District, Hermitage School District, Hampton School District, Fordyce School District, Crossett School District, Lakeside School District, McGehee School District and Star City School District

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### **PERSONNEL:**

**Name:** Jenny Satterlee

**Position:** Program Director

**Degree:** BA Elementary Education 1-6

**Name:** Stephanie Hollis

**Position:** Administrative Assistant

**Degree:** Master of Arts in Teaching

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

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



Members gain professional work experience and essential skills that all employers value, such as leadership, teamwork, and problem-solving. Members earn monthly stipends and an educational award/scholarship once their term of service is completed.

Members may serve in an AmeriCorps program for up to four terms.

The Smart Start AmeriCorps program was a competitive grant that started in July 2006. It is currently in its 18th year of operation and is now receiving funding through EngageAR's formula funds. Over the past year, the program has provided 58 members an opportunity to provide tutoring and mentoring services and give back to their communities through service projects.

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### **MAJOR HIGHLIGHTS OF THE YEAR:**

The program received ARP funds which was allowed for members completing their service term to receive the funds as a "completion incentive." This is the first year the program/members received this award.

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### **PROGRAM PERFORMANCE DATA:**

Number of SS members enrolled.....	58
Number of children served .....	362
Number of SS members who returned to serve another term of service.....	13
Number of SS members who participated in 9/11 Day of Service .....	18
Number of SS members who participated in MLK Day of Service.....	28
Number of SS members who participated in AmeriCorps Week.....	44
Number of external volunteers recruited for National Days of Service .....	91
Number of hours served by external volunteers during National Days of Service.....	134

### **ANALYSIS OF IMPACT:**

The program participates in each National Day of Service promoting community awareness.

The 9/11 Day of service allowed members to interview/visit with older family members and friends on their recollection from 9/11. Several members read related books to their students and had journal writings. Members collaborated with The Foster Grandparent Program on the MLK Day Jr. service project to make hygiene kits for students in need. Over 500 kits were assembled and distributed. These kits are for students/kids in the communities that are low socio-economic areas. The FTI Program and Smart Start collaborated with the local Options Store in October to celebrate 30 years of AmeriCorps. Several members joined from both programs. Our local Mayor, Jason Akers, talked about how important and significant their roles were in our communities and it only takes 1 volunteer to make a huge impact. Mayor Akers lead the pledge and helped with the service project.

Each participating site has hosted their National AmeriCorps Week activities. Presentations with the juniors and seniors brought in many interested applicants.

FTI and Smart Start Programs collaborated with the county extension agents from Southeast Arkansas counties to offer trainings that help prepare our members for future employment. On February 29 and March 1, the Seark Cooperative hosted this event with over 35 members attending. Some of the trainings offered were; Dressed for Success, Time Management, Nailing the Interview, and Budgeting. The staff of EngageAR were all available to attend and be a part of the "interview panel" that provided additional interview tips to members.

Smart Start members are assigned at-risk students they serve during their program term. Classroom teachers and administration refer these students based off their individual test scores/grades. Members test these students prior to their tutoring services and post tutoring services. Testing is submitted and analyzed by the consultant/data specialist. The data specialist monitors students information closely to ensure no student is tested multiple times. Each site supervisor and member are given a handbook and orientation at the beginning of the program year. Site supervisors are met with prior to the program start date to review prohibited activities and monitoring members. Members undergo two days of orientation and paperwork prior to the start dates to review program requirements.

Each participating site has had no less than 2 site visits. Some sites have had more than 2 site visits due to larger numbers of members serving and/or differences of schedules with members. Program staff provides constant monitoring of members hours and program requirements. Weekly correspondence with some members due to high balances- calls, texts and emails are sent. Conferences with each member asking/reviewing duties and responsibilities were during each quarter. Members log hours in OnCorps and tutoring time in their google class spreadsheet.

# ARKANSAS ADULT LEARNING RESOURCE CENTER



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** Arkansas Adult Learning Resource Center  
**FUNDING SOURCE:** Adult Education Section Federal Leadership Funds  
Adult Education Section State Special Projects  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

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## **PARTICIPATING DISTRICTS:**

Adult Education Programs and Literacy Councils Statewide

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## **PERSONNEL:**

**Name: Marsha Taylor**  
**Position: Director**  
**Degree: M Ed; BA, CDF**

**Name: Toccara Pearson**  
**Position: Administrative Assistant**  
**Degree: BSW, CSP**

**Name: Dr. Shelia Wilkerson**  
**Position: Professional Development  
Coordinator**  
**Degree: EdD; M Ed, BS**

**Name: Wendy Bryant**  
**Position: Disabilities and Online  
Learning Coordinator**  
**Degree: MS Ed, BA**

**Name: Klaus Neu**  
**Position: Media Coordinator**  
**Degree: Dip. PAED – Germany**

**Name: Rob Pollan**  
**Position: Information Technology  
Specialist**  
**Degree: BSE**

**Name: Ashley Davis**  
**Position: Administrative Assistant**  
**Degree: HSD**

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## **GOALS:**

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

provides information, resources, research, professional development, and technical assistance to Arkansas Adult Education and Literacy Providers.

### **PROGRAM SUMMARY:**

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

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

The AALRC working in conjunction with DWS/AES, strives to create and implement level-appropriate training programs tailored specifically to adult learners, with an end goal of

increasing student achievement that leads to gainful employment. The AALRC and DWS/AES work with required one-stop partners regularly to ensure that a comprehensive program of adult education services that meet the needs of its students are being provided. Collaborating with our required one-stop partners allows input from all involved – teachers, directors, administrators, and other AALRC DWS/AES staff.

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

The AALRC has found it necessary to continue to implement a more advanced method of online learning. This included purchasing meeting software and programs adapted for meeting/teaching in a virtual setting, such as Zoom. Training programs that taught teachers how to communicate and provide effective online learning strategies for their students were purchased and made available to all teachers; one example is our Canvas program. It offers teachers a completely online platform to utilize for training purposes. Additionally, our resource center contracted with Arkansas PBS to develop training courses for teachers through a teacher portal similar to Arkansas Ideas. Each course allows teachers to work at their own pace and convenience.

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

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

The AALRC Disabilities and Online Learning Coordinator conducts the disabilities portion of the Program Reviews for the Adult Education Division. The Director and Professional Development Coordinator serve on 1 program review team per year.

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

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#### **MAJOR HIGHLIGHTS OF THE YEAR:**

The AmeriCorps Life Coach Project joined with Arkansas Reads to continue an AmeriCorps Program in adult education centers. This will allow us to grow the program in adult education centers.

AALRC was chosen to participate in the Digital Resilience in the American Workforce (DRAW) Initiative 2nd Cohort. DRAW is an initiative from Jobs for the Future, World Education, and Safal Partners with support from the US Department of Education's Office of Career, Technical, and Adult Education (OCATE). Four instructors from two local programs are participating.

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

AALRC Staff continue to serve on Workforce Alliance for Growth in the Economy (WAGETM) program committees. The WAGETM program now includes basic skills, workforce preparation, and industry-recognized certificates to make it a statewide model for Integrated Education and Training (IET). Career Pathways continue to be developed to allow students to earn certificates in Workforce Preparation, Hospitality, and Tourism, Health Science, Business Management, Education and Training, or Manufacturing.

347 professional development (PD) opportunities were offered to the field

(Reporting for July 1 – March 29, 2024):

130 Meetings and Events were attended by the AALRC Staff

Lending Library:

292 Requests from the field were made for library materials  
 19 Requests for Assistive Technology Equipment  
 416 Requests were made for assistance with information and/or services  
 26 New items were acquired for the lending library  
 Adult Learning Disabilities:  
 38 Requests for instructional strategies from adult educators/literacy providers  
 114 Requests for Online Course Management Assistance  
 44 Requests for assistance with GED accommodation applications  
 33 Requests from the public sector for strategies and referrals  
 24 Requests from other state agencies and other states for assistance with strategies, referrals, etc.  
 Technology:  
 2,116 Requests for assistance with technical support (on-site/telephone/email/remote control program)

**PROGRAM PERFORMANCE DATA:**

MEASURABLE OBJECTIVE	STRATEGY	2023-24 Targets	Q1	Q2	Q3	Q4	2023-24 Performance Outcomes
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**GOAL 3: Provide targeted professional development training to improve teacher effectiveness and student learning outcomes. (PROFESSIONAL DEVELOPMENT) ~Aligns with Arkansas State Strategy Goals: Grow, Educate and Quality of Life**

<b>3.1 Increase the number of professional development training for service providers by 3%.</b>	3.1.1 Increase access to a variety of professional development training methods including webinars both externally and internally.	369	63	139	347		
<b>3.2 Increase the number of individuals participating in professional development opportunities by 3%.</b>	3.2.1 Send recurring emails about upcoming training to the field. 3.2.2 Provide diverse training topics that appeal to staff at all levels.	991	940	1,144	1,499		

<p><b>3.3 Improve the effectiveness of professional development training by 3% on the AALRC evidence-based evaluation assessment.</b></p>	<p>3.3.1 Provide training that will contribute to and improve participant’s knowledge base in the areas of content, instruction, and assessment strategies by 3% as self-reported on the AALRC evidence-based evaluation assessment.</p> <p>3.3.2 Assure training align with national college and career initiatives as well as state and local goals as determined/established by Arkansas Adult Education Division.</p>	<p><b>15.75%</b></p>	<p><b>3%</b></p>	<p><b>6%</b></p>	<p><b>8%</b></p>		
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# ARKANSAS K-12 BEHAVIOR SUPPORT SPECIALISTS

BSS Annual Report 2023-24

**PROGRAM:** Behavior Support Specialist

**FUNDING SOURCE:** Federal-Part B

**COMPETITIVE GRANT:** Yes \_\_\_\_\_ No  \_\_\_\_\_

**RESTRICTED FUNDING:**  \_\_\_\_\_ **NON-RESTRICTED FUNDING:** \_\_\_\_\_

## **PERSONNEL:**

Behavior Support Specialist Coordinator: Shelia Smith, Ph.D., L.P., BCBA-D

Behavior Support Specialists:

Shana Bailey, M.S.

Jennifer Brewer, Ed.S.

Sandy Crawley, M.S.E

Kelly Davis, M.Ed., BCBA

Sonia Hartsfield M.Ed.

Audrey Kengla, M.S., CCC-SLP

Amanda Kirby, M.S.E.

Kat Lancaster, M.A., CCC-SLP, BCBA

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S., SPS

## **PARTICIPATING SCHOOLS: Statewide**

**GOAL:** In an effort to support the DESE vision, mission, and goals, the Arkansas Behavior Support Specialists build local district capacity by providing educators with support and services needed to implement evidenced-based behavioral practices that meet the needs of all students.

## **BX3 PROJECT**

### **GOAL:**

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



**BX3 Cohort 3- Building level teams**

Alma Intermediate School  
Asbell Elementary- Fayetteville  
Bald Knob High School  
Bryant Elementary  
Guy-Perkins Elementary  
Happy Hollow Elementary- Fayetteville

Horatio Elementary  
Hurricane Creek Elementary - Bryant  
McRae Elementary - Searcy  
Mena Middle School  
Mena High School  
Oscar Hamilton Elementary - Foreman  
Pottsville Jr High  
University Heights Elementary - Nettleton

**BX3 Cohort 4 - Building level teams**

Caddo Hills High School  
Arkansas Arts Academy High School  
Magnolia Middle School  
Sidney Deener Elementary  
Westside Elementary - Searcy  
Southwest Middle School - Searcy  
Ahlf Jr High - Searcy  
Janie Darr Elementary - Rogers  
Arkadelphia High School  
Prairie Grove Elementary School  
Lake Hamilton New Horizons -  
Washington Elementary - Fayetteville  
Lincoln Middle School  
Cedarville Elementary  
Glen Rose Elementary  
Flippin Elementary  
Beebe Elementary  
Bob Folsom Elementary - Farmington  
The Academies of West Memphis  
Rector Elementary School  
Westbrook Elementary - Harmony Grove  
Bayyari Elementary - Springdale  
North Heights Community School -

Bearden Elementary  
Trice Elementary - Texarkana  
Benton Jr High  
Elmdale Elementary-Springdale  
Louise Durham Elementary- Mena  
Manila Elementary  
Lakeside Middle  
Health, Wellness and Environmental  
Studies- Jonesboro Public Schools  
K-8 Connect - Springdale  
LISA Academy- Rogers & Bentonville  
Indian Hills Elementary - North Little Rock  
Newport Elementary  
East End Elementary  
Lakeside Primary -  
Oark Campus- Jasper  
Allbritton Elementary- Hamburg  
Earle High School  
Perritt Primary School - Arkadelphia  
Wonder Jr. High- West Memphis  
College Hills Harmony Leadership  
Academy- Texarkana  
Lafayette County Elementary

Texarkana Beebe Middle School	
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### **PROGRAM SUMMARY:**

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

### **MAJOR HIGHLIGHTS OF 2023-24:**

- Cohort 3 continued with 14 building-level teams across the state
- Accepted Cohort 4 with 45 building-level teams across the state
- 99% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 4 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 4 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.

### **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 professional development to local school district administrators and personnel on evidence-based behavior supports

### **PROGRAM SUMMARY:**

The Behavior Support Specialists (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receive 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 of the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site coaching and consultation, student observation, record review and written recommendations with follow up and training as needed
- Coaching student team on Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Provide professional learning opportunities on evidence-based interventions

### **MAJOR HIGHLIGHTS OF 2023-2024:**

- Provided on-site coaching and consultation, student observation, records review, conference attendance, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 80 CIRCUIT referrals 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 provides 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 2023-2024:**

- Offered 24 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 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/>
- Offered over 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participants

#### **ADDITIONAL BSS HIGHLIGHTS OF 2023-2024:**

- Partnered with DESE to support THRIVE Leadership Academy Cohorts 3, 4, 5, 6, and 7 through June 30, 2024 to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Presented Positive Behavior Supports: A Variety of Options and FBA Overview at SEAS Conference
- Presented THRIVE Arkansas: Promoting Positive Behavior Supports, Mental Health and Wellness with DESE at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Inclusive Education ToT: Behavior with DESE-OSE
- Presented Overview of Arkansas BSS with DESE-OSE as part of New LEA Training
- 4 BSS attended the Southeastern School Behavioral Health Conference
- 1 BSS attended the Midwest Symposium for Leadership in Behavior Disorders
- 1 BSS attended the 18th Annual Thompson Center Autism Conference
- 1 BSS attended the LRP Institute Convention

## ARKANSAS TRANSITION SERVICES

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

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### **PARTICIPATING DISTRICTS:**

#### **SEARK Districts:**

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

#### **ARESC Districts:**

Friendship Aspire	Pine Bluff	Sheridan
Stuttgart	Watson Chapel	White Hall

#### **SCSC Districts:**

Bearden	Bradley	Camden-Fairview
El Dorado	Emerson	Hampton
Harmony Grove	Junction City	Magnolia
Norphlet	Parkers Chapel	Smackover
Strong	Taylor	

#### **GRESC**

Barton-Lexa	Clarendon	Helena-West Helena
KIPP Delta PS	Marvel-Elaine	

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### **Personnel:**

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

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### **Goal:**

To provide district, regional, and state-wide training throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

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### **Program Summary:**

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides training and technical assistance related to secondary transition to special education teachers, other relevant school staff, and relevant agency personnel in Arkansas. Our services are not only related to ensuring secondary transition requirements in the Individualized Education Program (IEP) are in place, but also include building capacity of local transition teams, and information and assistance on research and evidence-based practices that improve transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

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### **Major Highlights and Program Performance Data:**

Arkansas Transition Services (ATS) has been spending this year out in schools consulting and providing on-site statewide and regional professional learning opportunities. ATS also has a YouTube channel and a website ([www.arkansastransition.com](http://www.arkansastransition.com)) as a resource to get our information out across the state.

#### **State Level**

- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. The 2024 camp will be held on-site this year April 22-26 at University of Arkansas Pulaski Technical College in North Little Rock. We have a full camp for 2024 with 50 students registered. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferable work skills. The 2023 Camp had 33 students from across the state.
- Arkansas Transition Services is continuing its work 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. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need.
- Arkansas Transition Services in partnership with the University of Kansas, are recruiting for a research project on self-determination. This study will use the Goal Setting Challenge (GSC) App or the Self-Determined Learning Model of Instruction (SDLMI) to

discover the most effective and productive way to provide self-determination interventions that will enhance student outcomes. Recruitment for this project has begun and the first cohort will begin in the fall of 2024. The following schools, in my Co-op areas, have committed to this research Parkers Chapel HS and Woodlawn HS

- Arkansas Transition Services in partnership with the Arkansas Department of Education, Arkansas Rehabilitation Services, Arkansas Centers for Independent Living, and the University of Arkansas has won a 10-million-dollar grant- The Seamless Transition for Arkansas (STAR). This grant will impact positive post school success for Arkansas' youth with disabilities, including competitive integrated employment. The schools in my Co-op areas who have committed to this grant include Pine Bluff, Clarendon, Helena-West- Helena, Marvel-Elaine, Smackover and **Star City**.
- Arkansas Transition Services supports Project SEARCH by being a Steering Committee Member and attending virtual meetings to assist in promoting a work internship program for graduating seniors who have a disability. Project SEARCH in my Co-op areas are located in Pine Bluff and in Camden.
- Arkansas Transition Services in partnership with the University of Kansas, are participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Training was held in June of 2023 and follow-up training in February 2024 for the participating schools who began implementing the program fall of 2023. **SEARK school participating in CIRCLES is McGehee HS.** ARESC schools are Pine Bluff HS and Stuttgart HS. SCSC school is El Dorado HS and as well as Clarendon HS from the GRESC Co-op.
- College Bound Arkansas 2024 will be held June 3-5, 2024, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2023 had 17 students and 9 parents/professionals attend.
- Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS held its statewide Transition Cadre for teams from across the state in Little Rock on February 28th, 2024. The meeting was a collaboration among Arkansas Transition Services, the Office of Special Education, Finance Department, Arkansas Rehabilitation Services, Division of Career and Technical Education. The school districts from my Co-op areas who participated were **Crossett, Monticello, Sheridan, Magnolia, El Dorado, and Smackover.** 95 participants from across the state came to learn more about Work Based Learning and build action plans to improve or establish these programs at their schools.

- 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.
  - State Level Organizations Served:
    - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
    - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

### Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
  - El Dorado Transition College & Career Fair November 11, 2023
  - SCSC: Transition Career Expo January 31, 2024
- Coop Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops.
  - “Indicator 13 Cross Reference Tool: How to Use It to Review a Transition Plan for Compliance”
    - 17 attendees
      - ARESC-Pine Bluff, Sheridan and Stuttgart
      - SCSC- Bradley, Magnolia and El Dorado
      - **SEARK –Monticello, Crossett, Drew Central, Dumas and Star City**
  - “Promoting Inclusive Practices through the PISA”
    - 18 attendees
      - ARESC –Pine Bluff, Sheridan and Stuttgart
      - SCSC –Bradley, Magnolia, and El Dorado
      - **SEARK – Monticello, Star City, Crossett and Drew Central**
  - Additional Trainings
    - “All in for Inclusion”-14 Attendees-Strong -5 attendees, Junction City-5 attendees and Parkers Chapel – 4 attendees
    - “Indicator 13 Walkthrough”- 52 attendees – Barton, Dermott, Helena-West Helena, Lakeside, KIPP Delta, **Drew Central**, Clarendon, **Warren**, **Hermitage**, Junction City, Parkers Chapel, Strong, **Crossett** and Sheridan
- Technical Assistance was provided on a variety of Transition related subjects to teachers/staff in districts across the 3 co-op areas.
  - **SEARK – Dermott, Star City, Warren, Crossett**
  - ARESC – Stuttgart, Sheridan
  - SCSC – Smackover, Parkers Chapel
  - GRESC – Clarendon, Marvel-Elaine, Helena-West Helena
- Other presentations
  - CIRCLES CLT meetings Stuttgart 3/11/24 and **McGehee** 3/13/24



- o CIRCLES SLT meetings **McGehee** 4/9/24 and Stuttgart 4/11/24
- Presentations to Students
  - o SCSC –
    - Transition from HS to adult life January 31, 2024
- Meetings regularly attended
  - o LEA Monthly meetings (Special Education Supervisors)
  - o Project Search OCM Hospital
  - o Project Search UAPB
- Trainings/Conferences Attended:
  - o Arkansas LEA Academy
  - o Arkansas Collaborative Consultants Convening
  - o SEARK-All in for Students with Complex Needs
  - o SEARK – Executive Function Supports for Students: Learning for All
  - o DCDT International Conference-October 2023
  - o New LEA Training
  - o Speak Up, Speak Out: Teen Suicide Awareness & Prevention
  - o Identifying Bullying Behaviors and Prevention Strategies
  - o Parental Involvement: Introduction
  - o Parental Involvement: Applications-Middle School/High School



## BUS DRIVER TESTING

**PROGRAM:** Bus Driver Testing Program

**FUNDING SOURCE:** Individual School Districts

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

### **PARTICIPATING DISTRICTS:**

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

### **PERSONNEL:**

**Name:** Misty L. Paschall

**Position:** Program Coordinator

**Degree:** MAEd, MPH

### **GOALS:**

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

### **PROGRAM SUMMARY:**

Program Coordinator worked with Baptist Health Occupational Health to ensure random drug and alcohol testing names were passed on to school districts, and that all school districts were provided with appropriate and timely supplies.

Program Coordinator also worked with Arkansas Mobile Drug Testing to ensure all nurses in school districts were provided opportunities for training and training updates.

All participating school districts followed DOT drug and alcohol testing requirements.

### **MAJOR HIGHLIGHTS OF THE YEAR:**

DOT training for nurses was held in Monticello to decrease travel expenses and time out of school districts.

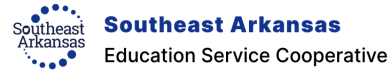
### **PROGRAM PERFORMANCE DATA:**

165 Random Drug Tests

38 Random EBT (alcohol) Tests

57 Other Tests (Random, Pre-Employment, Post Accident, Other)

## CAREER AND TECHNICAL EDUCATION



**PROGRAM:** Career and Technical Education  
**FUNDING SOURCE:** Carl D. Perkins Federal Funds and DCTE State Funds  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

<b>Name:</b> Allison Ray	<b>Name:</b> Melissa Prince
<b>Position:</b> CTE Coordinator	<b>Position:</b> CTE Assistant
<b>Degree:</b> Bachelor of Business Admin.	<b>Degree:</b> Bachelor of Science - Wildlife Man.

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### **GOALS:**

Career and Technical Education (CTE) serves as a vital bridge for secondary students, equipping them with the necessary skills and knowledge to seamlessly transition into the workforce or pursue further education upon high school graduation. Formerly recognized as vocational education, CTE offers various technical disciplines, including agriculture, business, family & consumer sciences, automotive mechanics, medical professions, construction, welding, and more. Our overarching objective is to empower every student to embark on their chosen path confidently, be it entering the workforce, pursuing higher education, or serving in the military. To gauge our effectiveness, we focus on performance indicators such as CTE students' proficiency in standardized tests, high school graduation rates, post-graduation placement success, engagement in nontraditional fields, and attainment of industry-recognized credentials.

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### **PROGRAM SUMMARY:**

As the coordinator for the Southeast Arkansas Career and Technical Education Consortium, I am responsible for meticulously crafting the annual application and judiciously allocating the

funding received for our area schools toward performance indicator projects endorsed by the Arkansas Division of Career Education.

In addition to managing funding disbursements, our office serves as a support hub, aiding in start-up grant submissions, compiling completer and placement reports, providing technical guidance, and facilitating professional development opportunities.

For the 2023-24 school year, our annual grant total stands at \$375,531.22. This includes specific allocations of \$17,103.30 for enriching professional development and covering travel expenses, \$9,807.01 dedicated to facilitating students' attainment of industry-recognized certifications, \$86,743.85 earmarked for the acquisition of web-based curriculum and certification preparation software, and \$261,877.06 allocated to procure essential equipment and supplies for classrooms across Southeast Arkansas.

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### **MAJOR HIGHLIGHTS OF THE YEAR:**

In addition to our annual grant, our office successfully pursued three competitive start-up grant applications for area schools. Two of these applications were endorsed and funded by the Arkansas Division of Career and Technical Education. Notably, Dumas High School was awarded \$30,438.50 to bolster its Computer Science program, while Fordyce High School secured \$39,566.41 in support of its Pre-Educator program.

This year, we seized an opportunity to pursue competitive innovation grant funds, resulting in successful applications for two initiatives. These grants have enabled us to secure \$142,173.50 in funding. Hamburg High School received a substantial grant of \$100,173.50 to enhance its Health Science program. The Southeast Arkansas Education Service Cooperative also secured \$42,000.00 to support their impactful Girl Power Event.

The Southeast Arkansas Career and Technical Education Consortium further strengthened its initiatives with a grant of \$8,141.75 earmarked to reimburse high schools for procuring student industry certifications.

In addition, an additional grant totaling \$10,000.00 was allocated toward enhancing professional development opportunities. These funds were utilized to orchestrate various activities, including training sessions for new teachers, a retention event aimed at all CTE educators, and specialized training for newly appointed Careers teachers endeavoring to obtain their teaching license endorsement. Notably, these funds also facilitated hosting an event uniting business teachers, new CTE educators, and fresh Careers instructors, culminating in a celebratory occasion highlighting CTE achievements with Dr. Tyler Tarver.

Moreover, a \$55,000.00 state coordination grant was instrumental in driving the coordinated efforts of the DCTE (Division of Career and Technical Education) at the consortium level, further advancing our collective initiatives.

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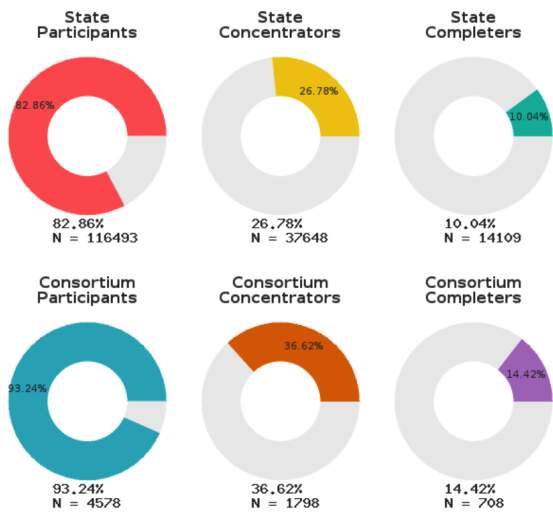
**PROGRAM PERFORMANCE DATA:**

[2023 CTE Consortium Report](#)

[2023 CTE Summary Report](#)



**2023 CTE SUMMARY REPORT**  
**SOUTHEAST SERVICE COOP**



[A comprehensive program report](#) is available for more detailed information on all performance measures.

Enrollment includes Grades 9-12 students.

# COMPUTER SCIENCE

**Program:** Computer Science

**Funding Source:** Arkansas Department of Education Grant – Act 220 of 2017

**Competitive Grant:** Yes

**Restricted:** Yes

## STATEWIDE



**Southeast Arkansas**

Education Service Cooperative

### **PARTICIPATING SOUTHEAST DISTRICTS:**

*(\*Administrative Support; \*\*Direct Support)*

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

### **PERSONNEL:**

**Name:** Adam Musto

**Position:** Director of Computer Science

**Degree:** M.S. and M.A.T.

**Name:**

**Alex Moeller**

**Position:**

**Statewide CS Specialist**

**Degree:**

**Name:**

**Ashley Kinennon**

**Position:**

**Statewide CS Specialist**

**Degree:**

**Name:**

**Jim Furniss**

**Position:**

**Statewide CS Specialist**

**Degree:**

**Name:**

**John Hart**

**Position:**

**Statewide CS Specialist**

**Degree:**

**MLIS**

**Name:**

**Stacy Reynolds**

**Position:**

**Statewide CS Specialist**

**Degree:**

**MSE**

**Name:**

**Zachary Spink**

**Position:**

**Statewide CS Specialist**

**Degree:**

**MSE**

**Name:**

**Tammy Glass**

**Position:**

**Statewide CS Specialist**

**Degree:**

### **GOALS:**

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

**1. Standards, Curriculum, and Pathways** - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the

K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway

development for students seeking formal computer science education beyond high-school.

**2. Educator Development and Training** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address  
2023-2024

the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

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

**Program Summary:**

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administers the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; Middle School Introduction to Coding: Grades 5-8; and High School CS). In the interest of providing Arkansas educators with access to quality computer science (CS) professional development (PD), the Arkansas Department of Education (ADE) Office of Computer Science provided grants for ten Computer Science Specialists beginning in 2017. The computer science specialists each serve the CS PD needs state-wide for all ESCs, and Public School Districts. Assistance is provided to local school district educators through PD services including sessions (ADE developed & customized based on needs assessments) at the Cooperative as well as support on-site in living the mission and striving for the vision of Computer Science Instruction in Arkansas.

### **Vision**

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

### **Mission**

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

2023-2024

#### **PD OFFERED:**

- Computer Science: Teaching K-4
- Computer Science: Intro to Block Based Coding
- Computer Science: Teaching 5-8
- Computer Science: Transition to Text Based Coding
- Middle School Intro to Coding: Learn to Text Based Code (Formerly Coding Block) • Teaching Middle School Intro to Coding (Former Coding Block Resources) • High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - 4 days
- Physical Computing training (Raspberry, Arduino, etc.)
- App in A Day
- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Creating Embroidery Designs with Turtl stitch
- Intermediate Artificial Intelligence
- Intermediate Mobile Application Development
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Intermediate Networking
- Intermediate Data Science
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Data Science
- Advanced Artificial Intelligence
- Advanced Robotics
- Advanced Mobile Application Development
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools



### **Conferences Presented at:**

- State TSA Conference
- Arkansas Association for Career and Technical Education

### **Events/Committees/Projects Assisted with:**

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2023
- CS Education Week Activities December 2023
- Solar Eclipse Data Hunt - January-April 2024
- TSA State Conference – March 2024
- Support of Robotics Competitions (VEX, FIRST) March 2024
- Great Arkansas History Video Game Coding Competition March 2024
- Allstate Coding Competition April 2024

### **MAJOR HIGHLIGHTS OF THE YEAR:**

- Growth and Development in Accessibility in Computer Science
- Mentoring students across the state in Unity game development.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions
- Provided CS training to over 1595 education professionals and 7125 students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Coding Competition.
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org
- Partnered in the creation of new computer science related CTE courses

### **PROGRAM PERFORMANCE DATA - Southeast**

- Capture the Flag: Opportunity for 100% of Districts with 5 of 14 participating; 70 students participated
- 4 Quarterly CS Impact Meetings serving as PLC for SE region CS teachers
- 14 CS teachers in SE region schools
- 5 districts choosing virtual option
- 49 CS courses offered (including face to face and virtual)
- 920 students impacted through enrollment in these courses

### **ONGOING SUPPORT:**

- Specialists are in the process of revamping trainings for the upcoming summer ● Specialists have increased the number of intermediate and advanced offerings as well as developed and will deliver 2 new trainings this summer. This is in addition to the other 25 trainings to be taught this summer.
- Specialists are currently working to visit all 260 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer.
  - For districts who already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.

## DIGITAL LEARNING - VIRTUAL ARKANSAS

**PROGRAM:** Digital Learning – Virtual Arkansas (2023-2024 Academic Year)

**FUNDING SOURCE:** ADE Grant – Act

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes      **NON-RESTRICTED:** \_\_\_

### **PARTICIPATING SOUTHEAST ARKANSAS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:**

District	Served (Yes or No)
CLEVELAND COUNTY SCHOOL DISTRICT	Yes
CROSSETT SCHOOL DISTRICT	Yes
DERMOTT SCHOOL DISTRICT	Yes
DEWITT SCHOOL DISTRICT	Yes
DREW CENTRAL SCHOOL DISTRICT	Yes
DUMAS SCHOOL DISTRICT	Yes
FORDYCE SCHOOL DISTRICT	Yes
HAMBURG SCHOOL DISTRICT	Yes
HERMITAGE SCHOOL DISTRICT	Yes
LAKESIDE SCHOOL DISTRICT (Chicot County)	Yes
MCGEHEE SCHOOL DISTRICT	Yes
MONTICELLO SCHOOL DISTRICT	Yes
STAR CITY SCHOOL DISTRICT	Yes
WARREN SCHOOL DISTRICT	Yes
WOODLAWN SCHOOL DISTRICT	Yes

**CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:**

John Ashworth: Virtual Arkansas Executive Director; EdS, MS, BS

Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; Ed.D, MSE, BSE

Mindy Looney: Virtual Arkansas Interim Director of Operations; BS, MBA

Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS

Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS

Jason Bohler: Core Campus Principal; MA, BA

Tye Bibby: Concurrent Credit Campus Principal; MS, BA

Christie Lewis: CTE Campus Director; BBA, MS

Dr. Nic Mounts: Off-Campus and Fully Online Program Principal; Ed.D, MS, BS

**MISSION:** Our mission is to equip, engage, and empower Arkansas schools, students, and teachers by providing equitable access to superior online education.

**VISION:** Leveraging local, national, and global partnerships to advance student and educator success through innovative technologies and services.

**CORE VALUES:** Teamwork, Relationships, Integrity, Quality, Innovation

**GOALS:**

Virtual Arkansas exists to provide affordable and equitable educational access and opportunities for Arkansas students, teachers, and schools. According to *Act 2325 of 2005*, distance learning opportunities were employed:

- To help alleviate the teacher shortage
- To provide additional course-scheduling opportunities for students
- To provide an opportunity to access an enriched curriculum
- To develop and make available online professional development

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

Goals	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> <li>- VA made courses available in all critical academic licensure shortage areas</li> <li>- VA provided access to 107 full-time Arkansas-certified teachers for local schools</li> </ul>

Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> <li>- VA provided access to 214 total courses; 151 courses with a VA teacher</li> <li>- These courses provided opportunities to 33,977 Content + Teacher enrollments and 7,506 Content Partnership enrollments</li> </ul>
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>- VA courses were made available to all high-poverty districts and were utilized by 95% of all Arkansas school districts with a 70% or higher FRL population</li> <li>- VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered</li> <li>- 17,654 Content+Teacher enrollments came from schools with a 70%-100% FRL population</li> </ul>
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> <li>- 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural</li> <li>- VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural</li> <li>- 85% of all Concurrent Credit enrollments were from districts designated as rural</li> </ul>
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> <li>- All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts</li> <li>- This is particularly important for smaller districts, as they have many courses only available during certain periods of the day</li> </ul>
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> <li>- 49 CTE Content + Teacher courses were provided to 6,218 CTE enrollments</li> <li>- VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs</li> </ul>

**PROGRAM SUMMARY:**

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not

otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

[www.virtualarkansas.org](http://www.virtualarkansas.org)

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

Virtual Arkansas is comprised of five campuses:

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

### **Major Highlights of the 2022-2023 School Year - Virtual Arkansas**

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the third highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

### **Virtual Arkansas Data (Based on 2022-2023 School Year)**

- Have saved Arkansas school districts over \$71,000,000 over the last ten years
- Saved Arkansas school districts over \$9,000,000 during the 2023-2024 school year

- Have served over 282,000 enrollments over the last 10 years
- Virtual Arkansas Students had an 89% Pass Rate
- 14,907 Unique Arkansas Students Engaged in 33,977 Content + Teacher Enrollments
- 30,334 Credits Earned
- 75% of Virtual Arkansas teachers have a Master's degree or above
- 151 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 8,132 College Concurrent Credit Hours
- 85% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,218 enrollments over two semesters
- 6 full completer CTE programs and 12 partial completer programs offered to Arkansas students
- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served



**Southeast Arkansas**  
Education Service Cooperative

**VA Data for Southeast Region:**

- The pass rate for student enrollments from Southeast is 96%.
- The average grade was 80.2%.
- There were 2,759 enrollments for the 2023-2024 school year.



**PROGRAM:** Director's Office/Administration  
**FUNDING SOURCE:** Base Funds  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes  
**PERSONNEL:** Norman Hill, Interim Director - BSE, MA  
Sarah Long, Administrative Assistant to the Director, Facilities & Functions Coordinator  
Kathy Cameron, Business Manager, Payroll - High School  
Ashlee Orrell, Assistant Business Manager - BA  
Leigh Bodiford, Accounts Receivable / HR - High School

**PROGRAM SUMMARY:**

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, program changes, new programs, and routine daily management and operations. A primary responsibility centers upon his attending/joining virtually statewide meetings for the purpose of keeping the school boards and superintendents informed on matters relating to the legislative, state board, or other policy making bodies. He serves as liaison to DESE for member districts.

**FINANCES:**

The program funds are divided into State, Local, and Federal Programs. State and Local Programs are those programs that are either funded by state grants or revenue received from local school districts. Each program's funding operation is expected to support the program activities.



## EARLY CHILDHOOD SPECIAL EDUCATION

**PROGRAM:** Early Childhood Special Education  
**FUNDING SOURCE:** Federal and State Grant / ADE  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** No

### **PARTICIPATING DISTRICTS:**

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

### **PERSONNEL:**

**Name:** Michele Hoyt  
**Position:** Coordinator  
**Degree:** Masters

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

Name: Tonia Bolin  
Position: Assistant Coordinator  
Degree: Masters

Name: Sheena Tucker  
Position: EC Parapro/Office Clerk  
Degree: HSD

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

### **GOALS:**

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



**PROGRAM SUMMARY:**

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

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**MAJOR HIGHLIGHTS OF THE YEAR:**

- Child Find
  - Developmental/Speech Screenings
  - Hearing/Vision Screenings
  - Developmental Assessments
  - Speech Assessments
  - Conferences w/Parents
  - Quarterly Progress Reporting
  - Yearly Progress Reporting
  - Summer Services
  - EIDT Services
-

**PROGRAM PERFORMANCE DATA:**

School District	Total Screenings	Dec 1 Count	Children Transitioned needing services 22-23 school year	Dismissed not needing services 22-23 school year
Cleveland County	70	24	12	9
Crossett	162	88	11	32
Dermott	31	50	0	14
DeWitt	101	60	9	9
Drew Central	126	45	6	10
Dumas	100	61	10	16
Fordyce	60	30	5	21
Hamburg	155	84	20	21
Hermitage	37	19	9	5
Lakeside	108	46	7	23
McGehee	115	95	10	28
Monticello	153	83	15	23
Star City	89	51	12	22
Warren	187	91	21	21
Woodlawn	34	9	6	1
Out of coop area	30			
<b>Total</b>	<b>1558</b>	<b>836</b>	<b>153</b>	<b>255</b>

## 2022-2023 Annual Performance

2220 : SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE 2022 - 23 Annual Performance Report

### LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	22.83%	17.89%	12.64%	N	5.25%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.77%	27.58%	41.56%	N	13.98%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.00%	0.23%	0.00%	Y	N/A	↓

Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**CHILD FIND: TIMELY EVALUATION**

<b>Indicator 11: Child Find</b> Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.						
Early Childhood (3-5) Rate	100.00%	99.57%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	99.04%	N/A	N/A	N/A	==

**TRANSITION**

<b>Indicator 12: Early Childhood Transition</b> Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.						
	100.00%	100.00%	N/A	N/A	N/A	==

<b>Indicator 13: Secondary Transition</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals. *						
	100.00%	83.05%	N/A	N/A	N/A	==
*Secondary Transition data is collected annually during monitoring. Each LEA is on a 4-year monitoring cycle; therefore, the current measures reported in Indicator are only for those LEAs monitored in the APR report year. Below is the most recent data for LEAs not monitored during the APR report year. Some may be marked not applicable because they operate an early childhood program only or do not have students in the age group of 16-21.						
Most Recent Year	Secondary Transition Rate					
2023	N/A					

Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable Page 10 of 12

**EARLY CHILDHOOD OUTCOMES**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<p><b>Indicator 7: Early Childhood Outcomes</b>                      There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.</p> <p><b>Summary Statement 1:</b> Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p><b>Summary Statement 2:</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited</p>						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	90.12%	89.50%	89.32%	N	0.80%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	67.28%	65.04%	73.54%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	90.64%	89.69%	89.40%	N	1.24%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.19%	50.63%	62.70%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.21%	91.64%	92.90%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	73.99%	72.41%	79.37%	Y	N/A	↑

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

## Early Childhood Outcomes District Report 2022/23

LEA:2220

SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE

MEASUREMENT	<u>A</u> Positive Social/Emotional Skills		<u>B</u> Acquisition and Use of Knowledge and Skills		<u>C</u> Use of Appropriate Behaviors to Meet Needs	
	Count	Percent	Count	Percent	Count	Percent
<b>a)</b> Percent of preschool children who did not improve functioning.	0	0.00%	0	0.00%	0	0.00%
<b>b)</b> Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	30	7.94%	37	9.79%	22	5.82%
<b>c)</b> Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	70	18.52%	104	27.51%	56	14.81%
<b>d)</b> Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	181	47.88%	208	55.03%	232	61.38%
<b>e)</b> Percent of preschool children who maintained functioning at a level comparable to same aged peers.	97	25.66%	29	7.67%	68	17.99%

n = 378

**Explanation of Calculations for Each Indicator Division (A- Positive Social /Emotional Skills, B- Acquisition and Use of Knowledge Skills, and C- Use of Appropriate Behaviors to Meet Needs):**

- a. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = number of preschool children who improved functioning to a level nearer same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.



## EDUCATIONAL EXAMINER

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

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### Participating Districts:

Cleveland County  
Hamburg  
Hermitage  
Warren  
Woodlawn

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### Personnel:

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

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### Goals:

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

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### Program Summary:

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

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### Major Highlights of the Year:

- This year, I have been able to evaluate and re-evaluate students so they may be able to receive the proper education services needed.
- The LEAs for my districts and I have worked closely together to ensure the proper testing is completed so that students have the support and tools needed to succeed.
- The districts I work for have provided new, updated testing kits for the 2023-2024 school year to ensure the most accurate assessment results are achieved during the evaluation process.

## ENGLISH for SPEAKERS OF OTHER LANGUAGES (ESOL)

**Program:** ESOL  
**Funding Source:** LEA Shared Services  
**Competitive Grant:** No  
**Restricted:** Yes

### Participating Districts:

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

### Personnel:

Name	Position	Degree
Abbey Ebarb	Regional EL Specialist, SE AR	M.Ed.
Maria Touchstone	ESOL Program Director	M.Ed.

### Goal:

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

### Program Summary

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



### Major Highlights of the Year:

- Conducted quarterly meetings designed for ESOL Coordinators to receive information and training to:
  - Understand districts' legal obligations to ELs and their parents/guardians
  - Identify and assess all potential ELs
  - Fully meet the demands of the Arkansas Academic Standards and the Next Generation Science Standards and ensure access to an equitable education for ELs
  - Provide support to ELs so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines
  - Plan for effective ESOL program design and delivery
  - Provide professional development of teachers and administrators in the implementation of effective ESOL program design and delivery
  - Meet the needs of and understand obligations to ELs who waive services
  - Monitor and exit ELs from districts' ESOL programs and services
  - Evaluate the effectiveness of districts' ESOL programs and services
  - Share questions and concerns
  - Network with neighboring districts.
- Conducted various individual virtual trainings for ESOL Coordinators
- Conducted various site visits to assist ESOL Coordinators in proper processes and procedures for their ESOL programs
- Conducted on-site classroom walk throughs and follow up conferences with teachers
- Developed a [ESOL video training hub](#)
- Offered [ESOL Power Hour: Teacher Edition](#) every Wednesday from 3-4 via zoom for teachers of English Learners to ask questions and receive guidance

### Program Performance Data:

- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas were informed of all professional learning opportunities, and 90% of districts served attended at least one meeting. The average attendance rate of the 13 ESOL Coordinator meetings held was 59%. The average attendance increased 13% from the previous year.
- Participants rated the PD provided by the Regional EL Specialist for Southeast Arkansas with an overall score of 4 on a scale of 1-4, with 4 being the highest score utilizing the Participant Feedback Survey for ESOL Coordinator Session and Participant Feedback Survey for ESOL PD Session.

- Eighty-four percent of participants who completed a survey reported increased knowledge and understanding of topics addressed and positively impacted EL student learning as measured by a Participant Feedback Survey for ESOL Coordinator Session and/or a quarterly Feedback/Evaluation of ESOL Programming Support & Technical Assistance.
- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas who requested technical assistance regarding the provision of ESOL services were provided technical assistance via email/telephone/virtual visits/in-person visits.
- Ninety-six percent of participants in PD sessions reported an increase in their knowledge and understanding of the topics addressed.
- The Regional EL Specialist for Southeast Arkansas compiled a spreadsheet of curriculum materials used for ELD instruction by grade span by district for 93% of high-risk districts in the region and 89% of remaining districts.
- The DESE ESOL Unit collaboratively developed the [ELD Classroom Observation Tool Draft- Field Work](#) that was utilized by each specialist in at least one at-risk district based on the DESE Public School Accountability Unit, Office of Standards of Accreditation monitoring list.



## FACILITIES CONSORTIUM

**PROGRAM:** Facilities Consortium  
**FUNDING SOURCE:** Co-op Consortium  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Scotty Holderfield  
**Position:** Facilities Coordinator  
**Degree:** Masters

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### **GOALS:**

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

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### **PROGRAM SUMMARY:**

We serve as the major advisor and resource for the 15 districts of Southeast Education Service Cooperative in matters related to facilities and related funding opportunities for partnership projects. We assist district personnel as needed in following Facilities Division requirements as to construction processes and procedures including fund

reimbursement processes. Further, based upon experience as a school district superintendent, we assist and/or advise superintendents and other district personnel in any matter of concern upon request. We provide annual training opportunities for maintenance and custodial employees. We also provide guidance and assistance to district personnel who deal with the operation and supervision of Operationshero.com software.

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#### **MAJOR HIGHLIGHTS OF THE YEAR:**

- We assisted districts in carrying out the requirements of the Division related to executing both partnership and locally funded projects. Services included advisement to district administrators, filing of necessary forms, assisting with project reimbursement requests, and serving as liaison between the district and the Division.
  - We worked with each district to submit the 2024 facilities master plan.
  - We provided training for approximately 175 custodial and maintenance employees during June and July of 2023.
  - We provided information and advice regarding facilities issues to districts of the consortium.
  - We provided training and support for district employees who use OperationsHero.
- 

#### **PROGRAM PERFORMANCE DATA:**

Successfully filed new facilities master plans for all 15 districts of Southeast Education Co-op.

Secured partnership project funding for a total of \$2,552,564.77 for co-op districts.

Trained 175 custodial and maintenance staff of co-op districts in topics required by the state.

Filed 23 Construction Approval Forms with the facilities division for the districts of Southeast Education Co-op, each form representing a locally funded or partnership construction project.

Attended 12 meetings of the Southeast Education Co-op board of directors to share information regarding facilities issued.

Communicated with superintendents by phone, email and in person to provide counsel regarding facilities issues.



## FINANCIAL ADVISOR

**PROGRAM:** Financial Advisor  
**FUNDING SOURCE:** Co-op Consortium  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** No

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Norman Hill  
**Position:** Financial Advisor  
**Degree:** MEd

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### **GOALS:**

To provide districts within the cooperative region with financial assistance.

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### **PROGRAM SUMMARY:**

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

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### **MAJOR HIGHLIGHTS OF THE YEAR:**

The major highlights of the 2023-24 school year include working with the board in the role of interim director and assisting school districts with financial issues connected to the LEARNS Act as well as providing guidance as school districts close out special funds attached to the pandemic which will expire in September 2024.

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### **PROGRAM PERFORMANCE DATA:**

100% of the districts in the region have opportunities for financial assistance and 100% of the districts take advantage of these opportunities.



## FINGERPRINTING

**PROGRAM:** Fingerprinting  
**FUNDING SOURCE:** Base  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** No

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Briana Colburn  
**Position:** Media/Print/Fingerprinting Coordinator  
**Degree:** High School

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### **GOALS:**

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

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### **PROGRAM SUMMARY:**

Provide fingerprinting for teachers and staff renewing their licenses, transferring employment and new hires, usually within our 15 districts. Also, provide fingerprinting for ESS substitute hires.

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### **MAJOR HIGHLIGHTS OF THE YEAR & PROGRAM PERFORMANCE DATA:**

There were over 783 employability checks administered to teachers, administrators, staff and those seeking to substitute teach, in the past year. We were able to take our portable machine to some of our districts and offer on-site fingerprinting. This helped our districts with all of their new hire employees as well as license renewals for current employees. 100% of our districts take advantage of the opportunities for fingerprinting as well as community members.

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# GIFTED AND TALENTED



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** Gifted and Talented

**FUNDING SOURCE:** Arkansas Department of Education GT Office

**COMPETITIVE GRANT:** No

**RESTRICTED:** No

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## **PARTICIPATING DISTRICTS:**

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

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## **PERSONNEL:**

**Name:** Stephanie Hollis

**Position:** GT Specialist

**Degree:** MAT and GT Certification

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## **GOALS:**

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

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## **PROGRAM SUMMARY:**


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

- facilitating and ensuring that each SEARK school district meet all of the DESE GT Program Standards, especially those districts slated to be monitored
- functioning as a conduit for information and positive dialog between the DESE Office for Gifted Programs, Advanced Placement, and IB Programs with SEARK school districts

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

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## MAJOR HIGHLIGHTS OF THE YEAR:

 2023-2024 Calendar

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## PROGRAM PERFORMANCE DATA:

19 Student Activities were provided during the year.

13 of the 15 school districts participated in the events.

All 15 school districts GT applications were approved by DESE

Over 2000 GT students were able to participate in GT activities this year.



Southeast Region GT Enrollment Data:

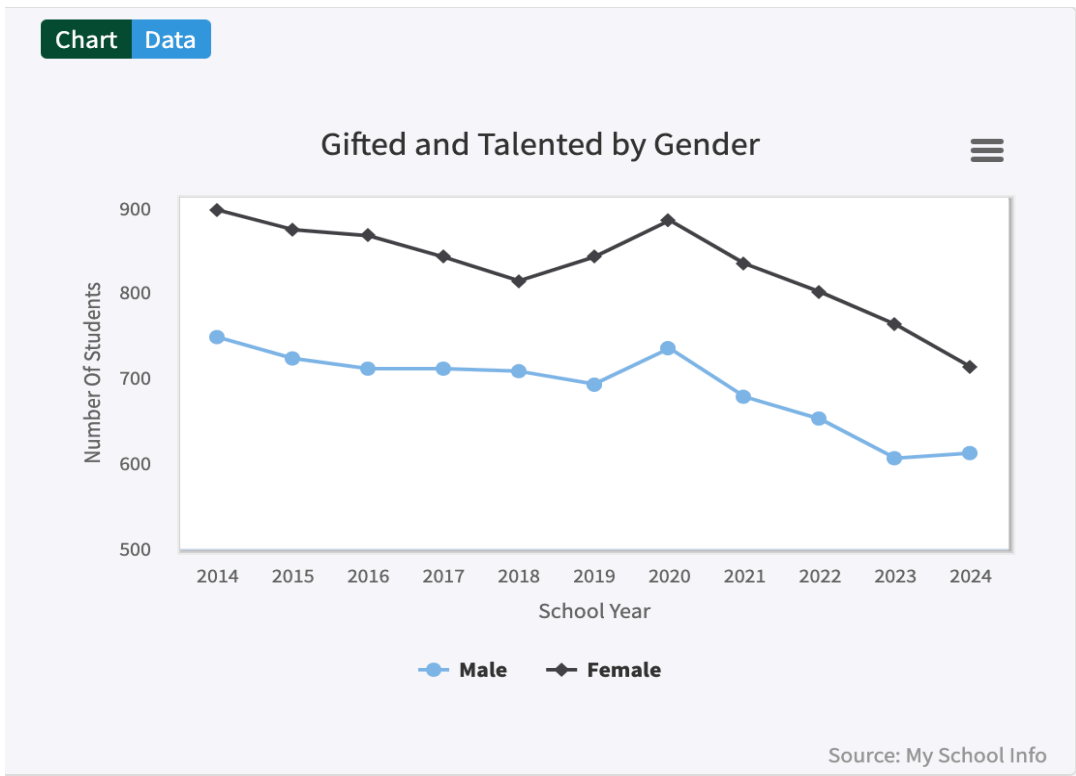
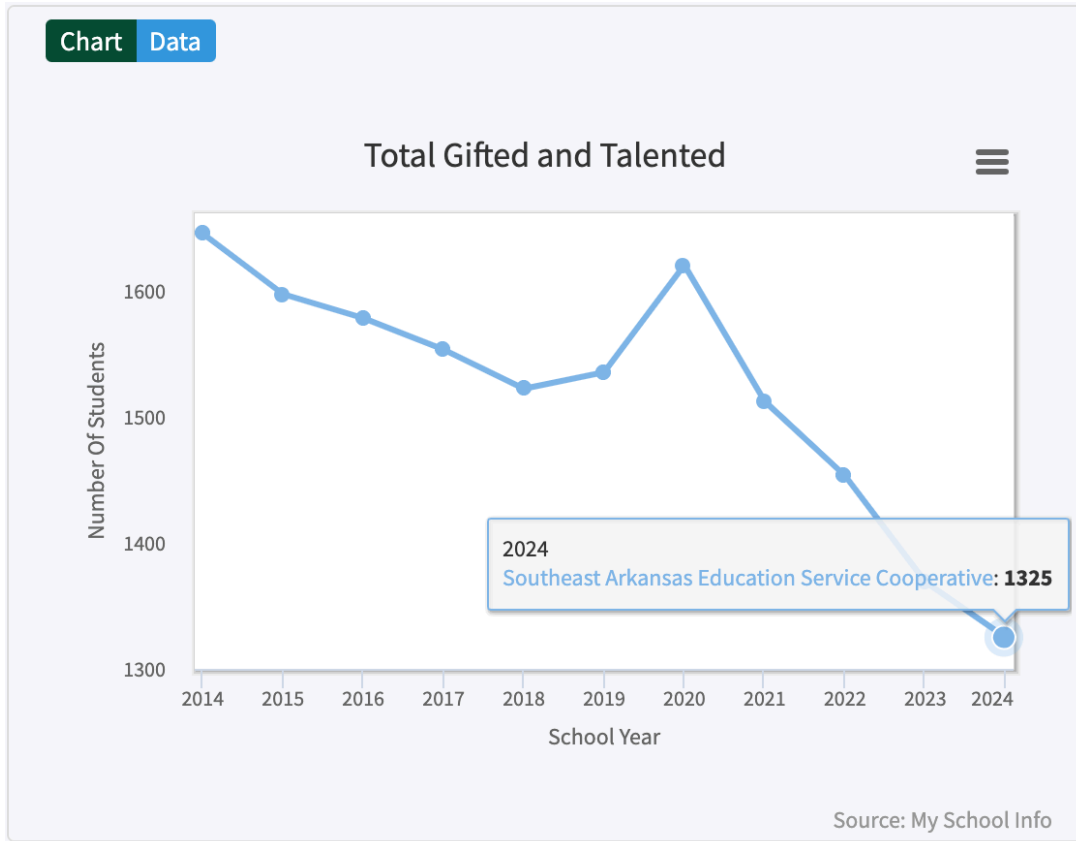
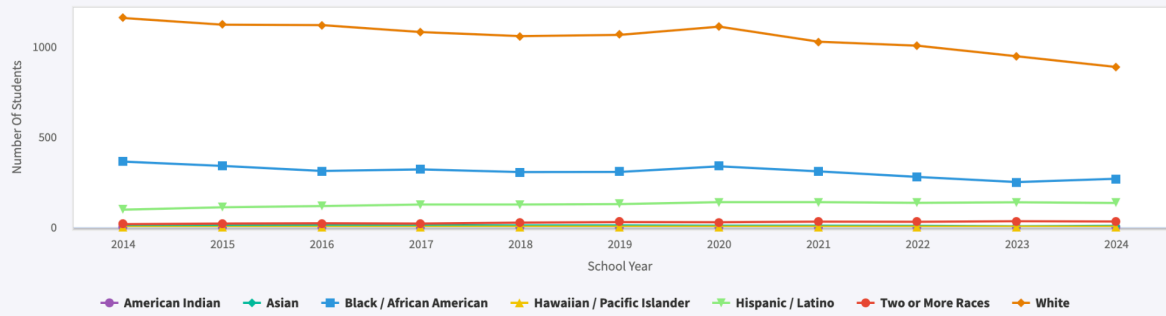


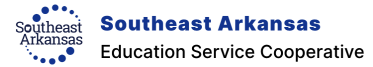
Chart Data

Gifted and Talented by Race



Source: My School Info

# HIPPY (Home Instruction for Parents of PreSchool Youngsters)



**PROGRAM:** HIPPY  
**FUNDING SOURCE:** Arkansas Better Chance  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

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## **PARTICIPATING DISTRICTS:**

Crossett	Hermitage
DeWitt	Lakeside
Drew Central	McGehee
Dumas	Monticello
Hamburg	Warren

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## **PERSONNEL:**

<b>Name:</b> Katrina Cavaness	<b>Name:</b> Ashley Wilmoth
<b>Position:</b> Admin Coordinator	<b>Position:</b> Office Manager/Asst. Coordinator
<b>Degree:</b> B.S. Psychology	<b>Degree:</b> B.S. Education Studies

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## **GOALS:**

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

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## **PROGRAM SUMMARY:**

The HIPPY (Home Instruction for Parents of Preschool Youngsters) program is funded for 506 children in Southeast Arkansas. We work with the parents of children aged 2-5 (non-kindergarten eligible) residing in ten school districts within the Cooperative area who meet Arkansas Better Chance eligibility requirements. The families are served by:

- 1 Administrative Coordinator
- 1 Office Manager/ Asst. Coordinator
- 3 Field Coordinators (all have Master's degrees in Early Childhood Education)
- 20 Home Based Educators (CDA or A.A. in Early Childhood Education or higher)

- HIPPY staff members deliver the HIPPY model program curriculum, books, and supplies to parents on a weekly basis for up to 30 weeks per school year. The curriculum for non-kindergarten eligible 5 year olds is delivered every two weeks per HIPPY protocol.
- HIPPY staff at each program site host a monthly group meeting with fun learning activities for parents and children. The group meetings are designed to provide information on topics of interest to parents, increase socialization of parents/children, and to facilitate school familiarity as most meetings are held on school property.

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

**MAJOR HIGHLIGHTS OF THE YEAR:**

405 families were served by the HIPPY program during the 2023-24 school year.

65 HIPPY group meetings were held during the program year serving 5,104 attendees.

Three staff members are currently T.E.A.C.H. Scholarship recipients working towards an A.A. in Early Childhood Education, one of which was chosen as a "Student of the Month" at the University of Arkansas at Monticello.

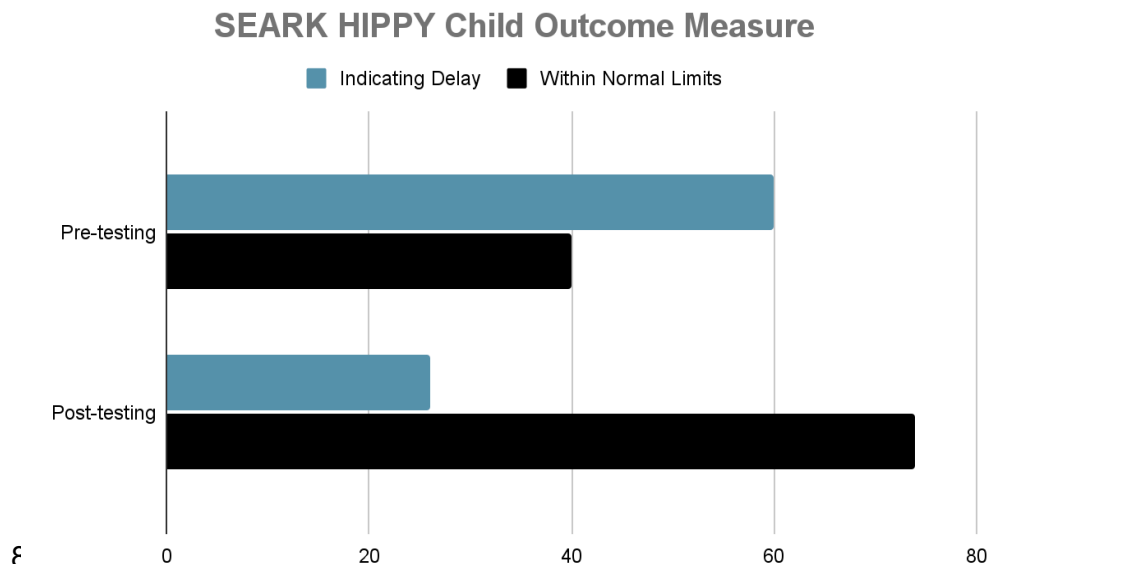
One staff member is a T.E.A.C.H. Scholarship recipient working towards a Master's of Science in Early Childhood Services.

One new staff member traveled to Denver Colorado to obtain her HIPPY Coordinator Preservice credential.

Several staff members were recognized at the state AHVN conference for their years of service to the HIPPY program.

**PROGRAM PERFORMANCE DATA:**

For more information about the [ASQ Data](#) outcome click here.





## LITERACY

**PROGRAM:** Literacy Supports

**FUNDING SOURCE:** Arkansas Department of Education, Learning Services Division K-12  
Literacy Unit

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

### **PARTICIPATING DISTRICTS:**

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

### **PERSONNEL:**

**Name:** Latanza Atkins

**Position:** K-12 Literacy Specialist

**Degree:** Master of Art and Science of Teaching

**Name:** Thea Capps

**Position:** K-12 Literacy and Dyslexia Specialist, CALT

**Degree:** Master of Education, Reading Specialist, and Administration

**Name:** Karen Robinson

**Position:** K-12 Literacy Specialist

**Degree:** Master of Reading

### **GOALS:**

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

### **PROGRAM SUMMARY:**

The Literacy Specialists have been instrumental in enhancing literacy education across multiple school districts, as mandated by the LEARNS Act. They have provided comprehensive support including data collection, professional development facilitation, coaching cycles, and

intervention implementation. Their activities span from coaching individual teachers to collaborating with entire teams, conducting learning walks, and administering assessments. Moreover, they have extended their assistance beyond mandated districts, offering literacy and dyslexia support to a broader range of schools through various channels such as face-to-face sessions, email, and Zoom meetings.

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## **MAJOR HIGHLIGHTS OF THE YEAR:**

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

Literacy Specialists were assigned to Dermott, Drew Central, Dumas, Lake Village, and Warren School Districts as required by LEARNS Act where they:

- Implemented and monitored data collection throughout the year
- Attended and participated in Professional Learning Communities and Collaborative Team Meetings
- Conducted three coaching cycles with individual teachers and teams
- Facilitated professional development with teams
- Conducted monthly instructional rounds with administrators
- Observed lessons and provided feedback to teachers
- Administered and analyzed assessments, data, and screeners with teachers
- Assisted with the implementation of interventions
- Modeled and co-taught lessons
- Facilitated lesson and unit internalization with teams
- Participated in 2 coaching labs in the Pine Bluff and Watson Chapel School Districts
- Completed 8 days of Cognitive Coaching Training
- Attended all Unit Meetings
- Attended ACT 1082 meetings with assigned districts

The Literacy Specialists also:

- Provided K-12 literacy and dyslexia support to the 15 school districts in the cooperative by face-to-face, email, and zoom
- Supported McGehee and Star City school districts with the implementation of PLC
- Met with dyslexia contacts in September, February, and April
- Offered Level 2 Screening training
- Offered School-Based Identification for Dyslexia training presented by Vicki King
- Provided summer professional development in: K-2 and 3-6 RISE, Small Group, K-5 and 6-12 New ELA Standards, The Writing Revolution, Phonological Awareness, Encoding, Decoding, Sound Wall, Morphology, Reading Comprehension Blue Print, K-2 Writing, 7-12 Lesson Planning, Critical/Strategic Reading, and Social Emotional Learning

The Literacy Specialists continue their professional learning and growth by:

- Attending Arkansas Literacy Association Conference
- Attending Academic Language Therapist Association (ALTA) Conference
- ADE Summit
- Members of ILA, ALA, and SEARK Reading Council (all three)
- Member of ALTA (T. Capps)
- State Office for ALA (K. Robinson)
- President of SEARK Reading Council (K. Robinson)
- Vice-President SEARK Reading Council (L. Atkins)

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### **PROGRAM PERFORMANCE DATA:**

[DESE Weekly Report](#)-Southeast is in Group 4. This Weekly Report shows the weeks that we were in the schools, when schools were closed, or when we were not present in the schools.

Executive Reports- This is the weekly narrative report describing the work and support the specialists have done in their assigned schools.

[L. Atkins Executive Report](#)-Warren Elementary

[T. Capps Executive Report-Central Dumas](#); [T. Capps Executive Report-Reed Dumas](#); [T. Capps Executive Report Dermott](#)

[K. Robinson Executive Report-Lakeside Elementary](#); [K. Robinson Executive Report-Drew Central Elementary](#)



## MATH CONSORTIUM

**PROGRAM:** MATH CONSORTIUM  
**FUNDING SOURCE:** LEAs IN THE CONSORTIUM  
**COMPETITIVE GRANT:** NO  
**RESTRICTED:** YES

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

<b>Name:</b> Britnee Wright	<b>Name:</b> Meredith Sandine
<b>Position:</b> Specialist	<b>Position:</b> Specialist
<b>Degree:</b> EdS in Principalship	<b>Degree:</b> Masters in Teacher Leadership

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### **GOALS:**

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

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### **PROGRAM SUMMARY:**

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

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### **MAJOR HIGHLIGHTS OF THE YEAR:**

Meaningful Math Discourse for Grades 6-12:



This training will help you as a teacher with how to implement math discourse within your secondary classroom. We will discuss how to start with a low floor high ceiling task and how that leads to meaningful discourse with the students.

#### Small Group Instructional Strategies for Grades K-2nd:

Work with Meredith Sandine on the best instructional strategies to use in small-group math instruction. You will also have the opportunity to collaborate with other grade-level teachers and discuss best practices. Ensure your students are getting the most out of their math instruction by using these small-group instructional practices.

#### Quantitative Literacy PLC Collaboration Training:

This training will be a day of level unpacking standards, creating a scope and sequence, and building and working on curriculum resources for Quantitative Literacy. This will be a time to get the training in these specific areas, as well as, collaboration time to get the work done.

#### 6th-8th Grade Math PLC Collaboration Training:

This training will be two days of each grade level unpacking standards, writing learning targets, creating proficiency scales, and then working to create CFAs for each essential standard. This will be a time to get the training in these specific areas, as well as, collaboration time to get the work done.

#### Illustrative Mathematics for 6-12th Grade Mathematics Teachers:

Are you searching for a new math curriculum that meets the rigorous demands of our state standards and supports DESE's vision to lead the nation in student-focused education? This training will introduce you to a FREE, digital curriculum provided through a partnership of Illustrative Mathematics and Kendall-Hunt. The two days will consist of learning how to access the materials, how to use the materials, and what a lesson looks like, and then spending time digging in and planning.

#### Leveraging TI-84 Plus CE for ACT Success:

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

#### Illustrative Mathematics for K-5th Grade Mathematics Teachers:

Are you searching for a new math curriculum that meets the rigorous demands of our state standards and supports DESE's vision to lead the nation in student-focused education? This training will introduce you to a FREE, digital curriculum provided through a partnership of Illustrative Mathematics and Kendall-Hunt. The two days will consist of learning how to access the materials, how to use the materials, and what a lesson looks like, and then spending time digging in and planning.

Small Group- Intervention Strategies for Middle School Math Teachers:

This training will focus on effective practices that reach all students and develop Tier 2 and Tier 3 interventions that will help and reach the struggling students. We will look at how to use data to make decisions through various math screeners that help to focus our small group and RTI instructions.

K-2nd Grade Math PLC Collaboration Training:

This training will be one day of unpacking standards, writing learning targets, creating proficiency scales, and then working to create CFAs for each essential standard. This will be a time to get the training in these specific areas, as well as, collaboration time to get the work done.

3-5th Grades Math PLC Collaboration Training:

This training will be one day of unpacking standards, writing learning targets, creating proficiency scales, and then working to create CFAs for each essential standard. This will be a time to get the training in these specific areas, as well as, collaboration time to get the work done.

FUNDamentals of Number Sense for Grades K-2nd:

This session is based on the learning progressions focusing on number sense and number relationships from kindergarten to second grade. Participants will engage in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student.

Figuring Out Fluency in Mathematics: K-4th Grade:

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

Figuring Out Fluency in Mathematics: 5th-9th Grade (Rational Numbers and Algebraic Expressions and Equations):

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

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**PROGRAM PERFORMANCE DATA:**

[Specialist log](#) - Britnee

[Specialist Log](#) - Meredith

## MATH SPECIALIST - Secondary



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** Math Specialist

**FUNDING SOURCE:** Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Britnee Wright

**Position:** Specialist

**Degree:** EdS in Principalship

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### **GOALS:**

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

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### **PROGRAM SUMMARY:**

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

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## **MAJOR HIGHLIGHTS OF THE YEAR:**

**Literacy Strategies to Improve Mathematics Instruction.** Through this training, teachers gained

an understanding of the different literacy strategies they can use to improve their math instruction and their students' understanding of mathematics. The training used the book *Literacy Strategies for Improving Mathematics Instruction*.

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

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

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

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

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

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

## **Math Curriculum Alignment Grades 5-12 (Drew Central Middle and Drew Central High School)**

This training was spent working with the teachers on creating a vertical alignment within the

80

standards and within the IM curriculum. Teachers worked together to find gaps and discussed how they could address some of the lost learning the students currently have.

Highlights with the following districts:

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

Dewitt- PLC meetings with 6-12 grade teachers 3 times throughout the year. Worked with the teachers on creating common formative assessments for each of their essential standards for each grade level 6-12.

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

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

Hamburg- Every other month PLC meetings with 6-12 teachers, modeled lessons for each grade level, and observed and provided purposeful feedback for 6-12 teachers. Worked with the middle and high school and their Solution Tree PLC consultant.

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

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

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

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

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

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

Southeast Delegate for the ACTM Board- This is the Arkansas Council for Teachers of Mathematics. This board meets monthly and brings various opportunities to teachers around the state and then holds an annual fall conference.

Other Highlights:

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

Math Specialists also worked with teachers using the TNTP Coaching Cycle. Coached 3 math teachers at Warren High School, 3 teachers at Crossett High School and 4 teachers at Crossett Middle School throughout the year.

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**PROGRAM PERFORMANCE DATA:**

[Click here](#)

## MATH SPECIALIST - Elementary



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** Math Specialist

**FUNDING SOURCE:** Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Meredith Sandine

**Position:** Specialist

**Degree:** Masters in Teacher Leadership

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### **GOALS:**

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

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### **PROGRAM SUMMARY:**

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

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## **MAJOR HIGHLIGHTS OF THE YEAR:**

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

- Arkansas State Math Standards overview & implementation
- Instructional Facilitator Support

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

- Team Meetings/Professional Learning Communities via ZOOM and face-to-face
- I met with districts monthly, every 6-8 weeks, or every other month to help with PLC meetings. I also met with the administration team at Dumas every other month to discuss progress and next steps with their staff.

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

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

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

- Supporting the Novice Teacher Program
  - Supporting the implementation of small group instruction
- This was a major focus for us this year. Multiple school districts moved toward implementing small groups as part of their math instruction.

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

Math Specialists also worked with teachers throughout the year using the TNTP Coaching Cycle. There were 6 Math teachers coached in grades 4-5 at Lakeside and Dumas-Reed Elementary schools.

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## **PROGRAM PERFORMANCE DATA:**

[Specialist Log](#)





## MEDIA/PRINTING

**PROGRAM:** Media/Printing  
**FUNDING SOURCE:** Base  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** No

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Briana Colburn  
**Position:** Media/Print Coordinator  
**Degree:** High School

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### **GOALS:**

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

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### **PROGRAM SUMMARY:**

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

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### **MAJOR HIGHLIGHTS OF THE YEAR and PROGRAM PERFORMANCE DATA:**

The print department has produced 525 school handbooks as well as 600 Parents' Rights handbooks. There were 13,660 NCR forms printed for several of our school districts. Teachers came in for printing and laminating in order to get their classrooms ready for the school year. Also, teachers/students came into the print shop each day to use the ellison dies. There were several posters and banners printed for our school districts and also for people within our community. 100% of our districts and their community members are eligible for services. 60% (9/15) of our districts took advantage of the services.



## MENTORING

**PROGRAM:** Mentoring Program  
**FUNDING SOURCE:** ADE, Mentoring Grant  
**COMPETITIVE GRANT:** No  
**RESTRICTED:**No

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### **PARTICIPATING DISTRICTS:**

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

---

### **PERSONNEL:**

**Name:** Brandie Everett  
**Position:** Mentoring Program Specialist  
**Degree:** MSE in Educational Theory & Practice, EdS in Ed Leadership

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### **GOALS:**

- Provide novice teachers onsite and virtual assistance in order to differentiate and provide individualized support.
  - Ensure that all novice teachers are assigned a teacher support person
  - Provide licensure support to novice teachers
  - Establish norms of professionalism by providing code of ethics training to novice teachers.
  - Survey novice teachers regarding their plan to return to their teaching role.
  - Novice teachers will complete surveys required by the novice mentoring program and DESE as required.
- 

### **PROGRAM SUMMARY:**

Southeast Education Service Cooperative provided nine days of professional development for novice teachers. The novices were trained on: Classroom Management, Code of Ethics, Self-Care, Classroom Engagement Strategies, Google, PLC with CTE, & TESS. A Mentoring Program Advisory Committee was established for feedback on the mentoring program. Teachers needing praxis support were provided access to 240 tutoring, study.com, praxis study books, and praxis coaches. Individualized virtual and on-site support was provided to all novice teachers. All novice teachers were provided a “support person” to provide on-site support. Virtual training was provided to the support people. Four retired educators were contracted to support seven districts. SE collaborated with TNTP to recruit current and future teachers to the ArPEP alternative licensure program.

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### MAJOR HIGHLIGHTS OF THE YEAR:

- All novice teachers received on site or virtual support. MPS made 49 visits to districts and retired educators visited seven districts monthly.
- Provided praxis reimbursements for one praxis test per novice teacher to remove barriers for paying for the praxis exam.
- Praxis coaching, 240 Tutoring, and Study.com was available for novices needing praxis support.
- Established Mentoring Advisory Committee to gain feedback on the Mentoring Program
- Sent monthly check-ins to differentiate support

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### PROGRAM PERFORMANCE DATA:

## LICENSURE

- 252 Novice Teachers
- 33% with standard license
- 14% provisional license
- 53% non-licensed  
(was 70% at the BOY)

## EOY SURVEY

- 145 respondents
  - 36% passed praxis in '23-'24
  - 84% intend on teaching in the same district
  - 10% are looking for a position at a different district



## MIGRANT

**PROGRAM:** Migrant  
**FUNDING SOURCE:** Migrant Education  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

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### **PARTICIPATING DISTRICTS:**

Statewide

### **PARTICIPATING DISTRICTS SE ESC:**

Services are provided to all the school districts that have qualifying migrant students/families in the Southeast region. Migrant paraprofessionals/tutors work in the Dumas, Hamburg, Warren, and Hermitage school districts. School districts that have migrant students and/or out-of-school youth (OSY) which include school districts in Ashley, Bradley, Calhoun, Chicot, Cleveland, Columbia, Dallas, Desha, Drew, Lincoln, Ouachita, and Union County are also served.

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### **PERSONNEL:**

<b>Name:</b>	Clare Ortiz	<b>Name:</b>	Anabel Martinez
<b>Position:</b>	Migrant Recruiter	<b>Position:</b>	Migrant/OSY Assistant
<b>Degree:</b>	HSD, AA	<b>Degree:</b>	N/A
<b>Name:</b>	Jairo Ramirez		
<b>Position:</b>	Migrant Specialist		
<b>Degree:</b>	AA/BS		

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### **GOALS:**

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

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### **PROGRAM SUMMARY:**

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

poverty, language, cultural barriers, and difficulties pertaining to the migratory lifestyle.

### MAJOR HIGHLIGHTS OF THE YEAR:

- Our coop is in the 5th year of the program, and we have learned a lot about the migrant program. As a team, we have accomplished the task of:
  - Writing and submitting a grant for the migrant program.
  - Providing our students from non-project schools with books, school supplies, and instructional assistance to help them succeed in school.
  - Develop a schedule of meetings, establish purpose and goals of each meeting, and set agenda items to provide our district staff members with training and resources to increase work efficiency.
- The OSY were provided with the following aid and training:
  - Hydration training
  - Safety training
  - Health training
  - Pesticide training
  - Hygiene packets
  - PPE kits
- In our annual Regional PAC meeting this year, we had over 225 parents and students participate!!

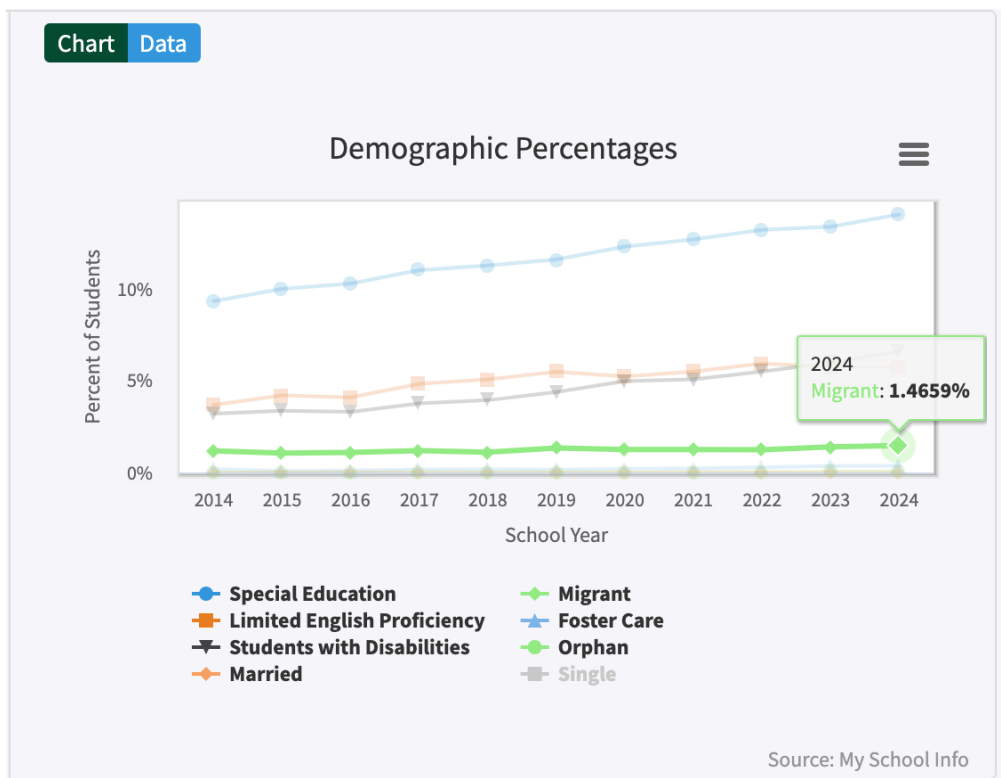
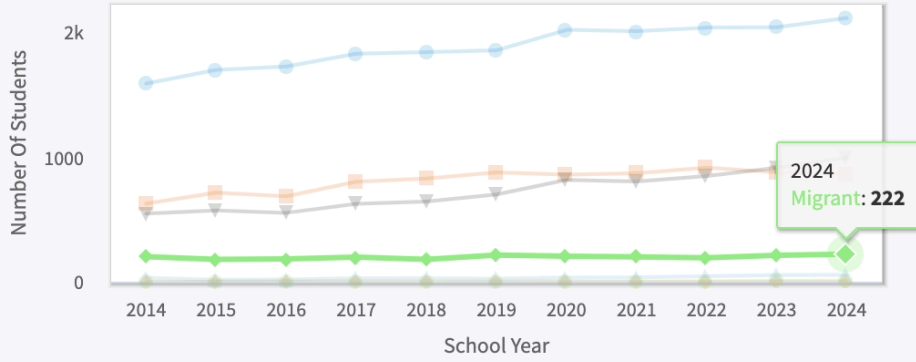


Chart Data

### Demographic Counts



- Special Education
- Limited English Proficiency
- ▼ Students with Disabilities
- ◆ Married
- ◆ Migrant
- ▲ Foster Care
- ◆ Orphan
- Single

Source: My School Info

## OFFICE OF COORDINATED SUPPORT AND SERVICE

**PROGRAM:** Office of Coordinated Support & Service

**FUNDING SOURCE:** Smart Start/Title IIA/SPED/Title IV

**COMPETITIVE GRANT:** NO

**RESTRICTED:**

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**PARTICIPATING DISTRICTS:** State Authority Districts, Districts Receiving Level 4 and Level 5 Support

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### **PERSONNEL:**

**Name:** Dr. Christopher Barnes

**Position:** Leadership Development Coach

**Degree:** BSE, MSE, EdD Curr & Inst Leadership

**Name:** Ryan Burgess

**Position:** Interim Asst.State Superintendent

**Degree:** BSE, MSE, Leadership

**Name:** Julie Amstutz

**Position:** SPED Leadership Development Coach

**Degree:** BSE, MSE-Ed., MSE-EC SPED, EdS,  
Leadership

**Name:** Terri McCann

**Position:** Leadership Development Coach

**Degree:** BSE, MSE, EdS, Leadership

**Name:** Jason Miller

**Position:** Leadership Development Coach

**Degree:** BSE, MSE, Leadership

**Name:** Dr. Michael Watson

**Position:** State Behavioral Coach

**Degree:** PhD, School & Counseling Psych

**Name:** Dr. John West

**Position:** Leadership Development Coach

**Degree:** BA, M Div, EdD Leadership

**Name:** Uyolanda Wilson

**Position:** Leadership Development Coach

**Degree:** BSE, MSE, Leadership

**Name:** Renee' Holland

**Position:** Executive Assistant

**Degree:** BGS

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### **GOALS:**

The Office of Coordinated Support and Service (OCSS) aims to provide assistance to any school or district for which the State Board of Education has assumed administrative authority under Arkansas law, including those that have been classified under Academic, Fiscal, or Facilities Distress by the State Board of Education, or those identified by the Division of Elementary and Secondary Education (DESE) as needing Level 4 Directed Support or Level 5 Intensive Support as outlined in Act 930 of 2017. To serve that purpose, the OCSS will provide on-site dedicated support in order to bolster the quality of the education program for identified districts as directed by the Secretary of Education. The OCSS will collaborate with district

leaders and educational partners to enhance capacity for organizational change among the systems served. The OCSS will also generate quarterly reports to the Secretary of Education and the State Board of Education, which will detail the progress made by identified districts in improving their educational systems.

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### **PROGRAM SUMMARY:**

The primary function of the OCSS is to serve as a bridge to facilitate coordinated support efforts between the state-appointed superintendent and DESE under the direction of the Secretary of Education and the State Board of Education. In order to develop a plan for support, the OCSS conducts district needs assessments that identifies interventions and services needed to increase student achievement in all six systems of school operation: Academics, District Operations and Fiscal Governance, Human Capital, Facilities and Transportation, Student Support, Stakeholder Communication/Family and Community Engagement. Once the support plan is developed, the OCSS team partners with DESE, Education Service Cooperatives, and other external providers as needed to broker services and support in order to meet the prioritized needs of the district as directed by the Associate Deputy Commissioner of Education. For the 2023-2024 grant year, the OCSS collaborated with schools and districts served to address identified needs in the following ways:

- Supported district staff through a collaborative effort with external fiscal agents to ensure that the DESE Fiscal Standards drive the day-to-day governance and operations of the district;
- Ensured the purchase and implementation of high quality instructional materials in all core subject areas;
- Implemented high leverage practices (HLP) into instruction, assessment, and collaborative team meetings in order to increase participation and achievement for specialized student populations;
- Developed a multi-tiered system of support for behavior that strives to improve student attendance, participation and academic outcomes;
- Enhanced supervision of instruction through the use of the Educator Effectiveness System (EES) to log data collected from direct observations.

The quarterly reports submitted to the State Board of Education and the Secretary of Education outlined the successes and challenges of the districts in implementing organizational change efforts.

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### **MAJOR HIGHLIGHTS OF THE YEAR:**

For the 2023-24 school year, four school districts received external support to enhance understanding and implementation of high leverage practices (HLPs) for students with disabilities.

- Helena West Helena School District integrated HLPs into their PLC process, particularly in the K-6 Elementary building, to improve student achievement through curriculum alignment, formative assessments, and proven instructional strategies.



- Lee County School District participated in ALL IN professional learning tailored to their data. The first session focused on inclusive practices and environments, while the second session used district and student data to refine HLPs, differentiating instruction and assessment. Social/emotional/behavioral concerns will be prioritized in the 2024-25 school year.
- Earle School District put to practice the strategies learned through training and ongoing coaching provided by an external partner. Evidence of implementation was observed through focus walks throughout the school year.

The OCSS team coached and debriefed principals on focus walks specific to the Science of Reading and district or school defined instructional practices. Moreover, the team collaboratively worked with principals and state coaches to complete monthly instructional rounds using key lever tools. The team also coordinated with state literacy/dyslexia specialists and instructional facilitators to provide district and building leadership with opportunities to review progress monitoring data and to plan next steps.

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## **PROGRAM PERFORMANCE DATA:**

### **Implementation of High Leverage Practices:**

#### District A

- Participated in 11 in person and more than 20 virtual sessions with Educational Epiphany. District, Building and each core subject teams met during the virtual sessions. This supported the implementation of the HLP in the areas of collaboration, assessment and instruction.

#### District B

- The Elementary participated in a needs assessment and 6 on site visits and 6 virtual sessions focusing on collaboration, assessment, instruction and social emotional needs which supported the HLP and the increasing of inclusive opportunities and environments. Several of the most impactful sessions included looking at data to program.

#### District C

- A district team participated in an onsite professional learning event and four virtual follow up meetings. This was particularly beneficial for this district as the members each work directly with building leaders. This enhanced the facilitation and implementation of the practices.

#### District D

- Began the year with professional learning utilizing their specific district data in the area of how students qualify for special services and how they are programmed. This “eye opening” data supported collaboration among stakeholders, understanding the importance of assessment and other data, as well as the social and emotional health of students.

### **Implementation of Instructional Improvement Efforts:**

During the 2023-2024 grant year, the OCSS team facilitated a wide range of professional development and collaborative efforts to build district capacity for self-sustenance. The OCSS team organized monthly instructional rounds for principals and district leaders with state literacy coaches in order to enhance instructional leadership in literacy. Additionally, the team coordinated support with state specialists to assist leaders in effective utilization of state-provided tools and systems including training on the Educator Effectiveness System (EES) portal to effectively manage observations of staff performance. The team also connected school and district leaders with their local education cooperatives and other external providers to conduct targeted support and professional development in literacy and beyond to ensure a robust learning environment, to bolster instructional integrity through lesson internalization, and to address assessment and instructional concerns through targeted support to meet specific needs of students.

To further enhance instructional improvement, the OCSS team collaborated with principals and teacher leaders to strengthen teacher and student support systems. The team facilitated on-site visits and professional development with external providers to assist early-career teachers with effective classroom management strategies, evidence-based instructional processes, and pathways to navigate professional licensure. The OCSS team also engaged districts in a variety of support activities aimed to enhance instructional quality and administrative effectiveness. Through the facilitation of focus walks and instructional rounds, the OCSS team coached principals and other building leaders on effective monitoring of the implementation of high quality instructional materials and processes. Additionally, the team leveraged established partnerships to assist leaders in identifying student needs and determining appropriate intervention supports.

### **Implementation of Fiscal and District Operations Support Efforts:**

The OCSS team provided comprehensive financial guidance to districts, focusing on effective budget management and resource utilization. In order to ensure districts maintained a clear financial overview, the OCSS team facilitated monthly support meetings to assist district finance personnel in analyzing year-to-date revenue, expenditures, and fund balances. Moreover, the OCSS team supported the districts by examining internal operating controls for staffing and human resources utilization and by implementing procedures that ensure accuracy in specialized funding areas including Medicaid billing. These processes promoted the fiscal integrity of the districts served.

To equip district leaders with essential skills and knowledge of the budget processes, the OCSS team provided professional development sessions that focused on developing well-structured budgets and on maintaining effective resource allocation. Key topics of training included the essential components of a budget, practical tools for budget development, and strategies for navigating enrollment trends and state funding. These sessions fostered robust financial management and informed decision-making through a lens of fiscal stability within districts.

### **Implementation of School Safety Efforts:**

The OCSS Team facilitated various activities geared toward evaluating and enhancing systems that support school safety. The team partnered with school and district leaders as well as school resource officers to conduct safety walks in order to ensure adherence to safety protocols. Additionally, the team coordinated site visits with officials from DESE Safe Schools Unit to evaluate overall safety and security of campuses across districts served, including compliance with building and fire codes. Moreover, the officials assisted district leaders in conducting school safety audits using the Site Assess tool and administered school climate surveys in order to complete a Comprehensive School Safety Assessment for each district served. The data collected form the basis for recommendations to enhance and support the School Safety Plan for each district.

### **Implementation of Data Collection and Analysis Efforts:**

The OCSS Team supported the development of data trackers and processes for data interpretation in each district served. Through collaboration with principals and state literacy coaches, the OCSS team assisted the district in the initial development of a comprehensive assessment system that comprised data from a variety of assessments including interim assessments and literacy screening instruments for progress monitoring. Data collected through these instruments were used to inform instruction, interventions, and future planning conducted in collaborative team meetings. Moreover, the OCSS team participated in district-level meetings with state literacy coaches to analyze and interpret data points, ensuring informed decision-making for educational strategies and interventions used to support students.

### **Quarterly Reports Submitted to the State Board of Education and the Secretary of Education:**

The OCSS team documented the success of efforts to elevate the quality of systems within the districts through quarterly reports to the State Board of Education and the Secretary of Education. These reports, which are linked in the following section, provided an ongoing record of school performance in each of the six school systems. Moreover, the reports analyzed student performance data from interim assessments in reading and math. Each district showed overall positive progress in student growth from one assessment to the next. However, the recorded growth was insufficient to close the achievement gap in many areas. Efforts to enhance the integrity of instruction and to foster a culture of continuous assessment show promise for closing achievement gaps.

July 2023

- [Legislative Quarterly Report, Earle School District, July 2023](#)
- [Legislative Quarterly Report, Helena-West Helena School District, July 2023](#)
- [Legislative Quarterly Report, Lee County School District, July 2023](#)
- [Legislative Quarterly Report, Pine Bluff School District, July 2023](#)

October 2023

- [Legislative Quarterly Report, Earle School District, October 2023](#)
- [Legislative Quarterly Report, Helena-West Helena School District, October 2023](#)
- [Legislative Quarterly Report, Lee County School District, October 2023](#)

January 2024

- [Legislative Quarterly Report, Earle School District, January 2024](#)
- [Legislative Quarterly Report, Helena-West Helena School District, January 2024](#)
- [Legislative Quarterly Report, Lee County School District, January 2024](#)

April 2024

- [Legislative Quarterly Report, Earle School District, April 2024](#)
- [Legislative Quarterly Report, Helena-West Helena School District, April 2024](#)
- [Legislative Quarterly Report, Lee County School District, April 2024](#)

# SCHOOL HEALTH SERVICES



**Southeast Arkansas**  
Education Service Cooperative

**PROGRAM:** School Health Services  
**FUNDING SOURCE:** Arkansas Master Tobacco Settlement  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

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## **PARTICIPATING DISTRICTS:**

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

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## **PERSONNEL:**

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

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## **GOALS:**

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

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## **PROGRAM SUMMARY:**

Provide technical assistance to the community and schools:

- Provide technical assistance to schools to prevent youth initiation of tobacco and promote cessation efforts.

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

Provide Education and Training:

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

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**MAJOR HIGHLIGHTS OF THE YEAR:**

Working with the Criminal Justice Institute to ensure that all of our school districts were trained and provided with Narcan to fulfill Act 811. Providing technical assistance to all of the school nurses in our area along with working with CHAC and CSH on school health and policies. Successful school flu clinics provided to our area schools and college campus along with being able to provide a flu vaccine clinic to the SEARK Co-op this year. Working with Arkansas Children's Hospital to get our schools heart safe with Project Adam and bringing interest from our Schools to start CERT Programs for emergency response teams in the schools.

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**PROGRAM PERFORMANCE DATA:**

- This year I was able to inform and instruct 42 school employees from at least half of our school districts served on Suicide Awareness and how to identify Mental Health Crises through a combination of Youth Mental Health First Aid and QPR, Question Persuade Refer.
- Educate 640 students and adults on the dangers of E-cigarettes and tobacco in at least 5 of our school districts
- Provide CPR Certifications to over 130 individuals
- Teach the importance of good nutrition and toothbrushing and passout greater than 1000 toothbrush kits to area students and daycares
- Provide presentations on Distress Tolerance and Resiliency at the co-op as well as partnering programs.
- Each School District was supplied and equipped for compliance with Act 811 and Informed of the directions to be compliant with ACT 286



## SCIENCE CONSORTIUM

**PROGRAM:** Science Consortium  
**FUNDING SOURCE :** SE Districts  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

### **PARTICIPATING DISTRICTS:**

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

### **PERSONNEL:**

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

### **UAM Science professors:**

#### **Dr. John Hunt ([Flyer](#))**

- Biology content
- Contact: [huntj@uamont.edu](mailto:huntj@uamont.edu)

#### **Dr. Morris Bramlett ([Flyer](#))**

- Physical Science content (Chemistry, Physics, etc.)
- Astronomy (some)
- Contact: [bramlett@uamont.edu](mailto:bramlett@uamont.edu)

### **GOALS:**

- *Provide high school* science teachers opportunities to increase or clarify their specific content knowledge of particular science standards and concepts through an agreement with UAM science professors.
- Purchase items needed for professional development involving three-dimensional learning: the eight Science and Engineering Practices, eight Disciplinary Core Ideas, and seven Crosscutting Concepts.
- Provide items as needed for teachers to replicate the teaching and learning in the classroom.
- To promote and support effective, research-based, equitable science practices for all students by providing professional learning opportunities and technical assistance to teachers, science coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, science interventionists, SPED, and Title 1

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

### **PROGRAM SUMMARY:**

#### *Summer Professional Development:*

Water Critter's professional development participants received supplies to make leaf packs and turbidity tubes, which they then took back to their schools and used with their students.

Participants in the Arkansas Science Standards and Unit Development professional development trainings received the book *Disciplinary Core Ideas* to use as a reference during lesson and unit planning.

#### *Solar Eclipse:*

The Science Specialist also held a Solar Eclipse professional development for K-12th-grade teachers and administrators. During this training, the participants learned about the science behind this phenomenon, created and used models, and made different types of safe solar viewers to take back to their classrooms. The consortium fund provided all needed supplies.

### **MAJOR HIGHLIGHTS & PERFORMANCE DATA:**

Solar Eclipse: 16 teachers and administrators received supplies to make solar eclipse models and safe solar viewers.

Summer Professional Development: 10 teachers received resources to help implement the Arkansas Science Standards.

Schools in 3 districts requested and received assistance from UAM Professors impacting 4 teachers. Districts: Hamburg, McGehee, Fordyce. Inquiry from 2 additional districts





## SCIENCE SPECIALIST

**PROGRAM:** Science Specialist  
**FUNDING SOURCE :** ADE  
**COMPETITIVE GRANT:** No  
**RESTRICTED:** Yes

### **PARTICIPATING DISTRICTS:**

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

### **PERSONNEL:**

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

### **GOALS:**

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

### **PROGRAM SUMMARY:**

As a Cooperative Science Specialist, my charge was to assist teachers and schools in planning curricula for the K-12 Arkansas Science Standards, which include three-dimensional learning: the eight Science and Engineering Practices, eight Disciplinary Core Ideas, and seven Crosscutting Concepts.

The Science Specialist program provided training and support in 3-dimensional science through model teaching, curriculum development and alignment, writing assessments, unit development, etc., to any district or school that requested these services.

The Science Specialist also worked closely with the Science Unit of DESE (Division of Elementary and Secondary Education) to develop content-specific professional development for teachers, which was presented during the summer.

Content Coaching was a new focus for the Science Specialist during the 2023-24 school year. This entailed working one-on-one with specific teachers each week for an extended amount of time (6 weeks or longer) on a teacher's specific goal.

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## **MAJOR HIGHLIGHTS OF THE YEAR:**

During the 2023-24 academic year, the cooperative's Science Specialist provided curriculum and instruction support to all 15 districts in Southeast Arkansas. The type of support varied for each district and teacher. Fourteen of the districts received face-to-face support through various means.

### *Summer Professional Development:*

During the Summer of 2023, the science specialist offered ten professional development trainings, which ranged from one to two days. 64 teachers attended these trainings.

### *Content Coaching:*

Five districts were chosen based on Aspire Science test scores. Thirteen individual teachers received a combined total of over 200 hours of Content Coaching.

### *Solar Eclipse:*

On April 8, 2024, a Total Solar Eclipse crossed the state of Arkansas. In preparation for this event, SEARK's Science and Computer Science Specialists teamed up to bring teams of science and computer science teachers together to build and program a device that the teachers would use with their students to gather data during the solar eclipse.

The Science Specialist also held a Solar Eclipse professional development for K-12th grade teachers and administrators. During this training, the participants learned about the science behind this phenomenon, created and used models, and made different types of safe solar viewers to take back to their classrooms.

### *Partnership:*

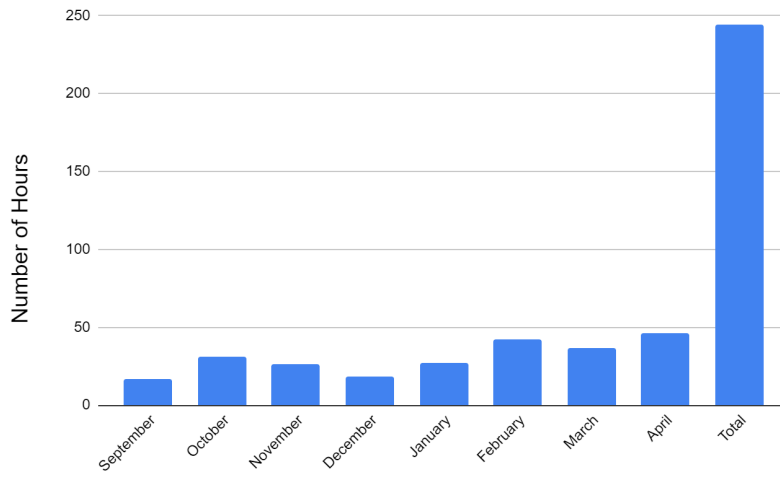
SEARK Coop and UAM's science department came together to support the needs of the local high school science teachers. Two science professors were used as High School Content Consultants. One professor helped Life Science teachers, and the other helped Physical Science teachers.

SEARK's Science Specialist supported the *Statewide STEM Advisory Partners* meeting that was held at UAM-Crossett/College of Technology by providing STEM Kits for participants to use during the meeting.

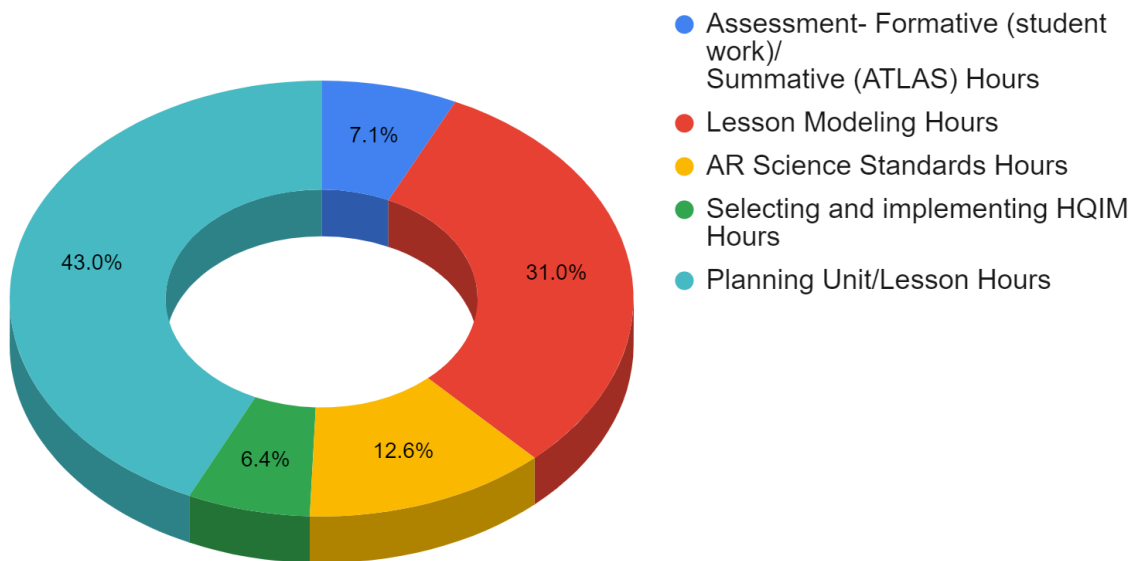
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## PROGRAM PERFORMANCE DATA:

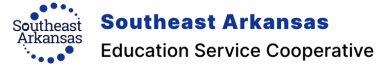
### Coaching Hours



### Coaching Focus Areas



# SEARK FOSTER GRANDPARENT PROGRAM



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

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## Participating Districts:

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

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

## Personnel:

<b>Name:</b> Theresa Horton	<b>Name:</b> Andra Brown
<b>Position:</b> Program Coordinator	<b>Position:</b> Volunteer Coordinator
<b>Degree:</b> MNSc	<b>Degree:</b> NA

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

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## Goals:

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

## Program Summary:

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

5 children a day for a minimum of 30 minutes per child. The program has been cosponsored by the SEARK Education cooperative since 1990.

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## Major Highlights of the Year:

### Program Strengths:

The SEARK Foster Grandparent Program has a longstanding presence and excellent reputation within the school districts served. Every year we ask teachers who work with our volunteers to feel free to nominate them for our Volunteer of the Year Award. Following are excerpts from some of those nomination letters received in the spring of 2024:

“(She) is an awesome foster grandparent. She’s thoughtful, loving and kind, but more importantly, she does whatever she can to help the students. Each morning, (she) sets the tone in our classroom by providing a loving and nurturing environment for our students and the staff.”

“(She) comes in every day smiling and greeting the children. She interacts with them on an educational level as well as a personal level. She gives them lots of praise and positive reinforcement.”

“(She) loves the children she works with and cares about them. She knew a child would not have a 100-day shirt so she made one for them. She has eyes on the children when they are not aware and when she sees something that is not right she does not hesitate to come talk to me about it so that something can be done to right the wrong. The children in the class LOVE (her) and she has been a blessing to me this year to get the children where they need to be in their skills.”

“(She) goes above and beyond every single day to help me out and help out in the classroom. She has never once complained. She’s always prompt. She’s well organized, a great listener, caring, compassionate, kind, and thoughtful. She has no complaints whatsoever about helping out with my special needs student. She worries about the kids just like I do. (She) tunes into their needs. She’s also made it clear that she wants to help me out. She has come in on her days off multiple times to be here for events for the kids, too.” [Note: this is one of the volunteers who currently serves through the ARP grant and will be removed from her position, much to the dismay of her teacher and other school officials, due to income guidelines – see program challenges below.]

“(He) is called by his name, Papaw, Papa, and an occasional Daddy by the children if you enter our classroom. The staff may call him Santa, Easter Bunny, Man in the Yellow Hat, jokester, etc. One thing you will never catch me saying is that he is “just our foster grandparent”. He goes above and beyond his call of duty around here. If you enter our classroom or playground, you will almost always find a group of children gathering around him, reading books or playing. If you hear loud laughter or squeals, that is probably just (him) entertaining a group of kiddos in

our classroom. And believe me, they ask where he is if he is not there. Outside, he interacts with all children, not just the ones he knows. He has even been known to break the shell of those shy children unwilling to take part in daily activities...The past few years he has volunteered to be Santa and sat for the entire school for pictures...and the Man in the Yellow Hat (passed out books for AR Children's Week on a Saturday).

**Performance Data:**

Following is data related to the Foster Grandparent Impact in our schools and communities served which was submitted with our most recent grant report. The majority of our volunteers provide direct assistance to 3-5 children daily.

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

<b>Client Info</b>	
Birth to age 5	185
Ages 6-12	147
Total # of children served	332
Total # of children of prisoners	9
Total # children benefit indirectly	864
<b>Special Needs</b>	
Abused/Neglected	4
Developmental Disabilities	155
Emotional Disabilities	30
Hearing Impaired	8
Homeless	0
Language Barriers	19
Learning Disabilities	38
Physical Disabilities	8
Significantly medically impaired	32
Visually Impaired	2
Literacy	134
Speech Impaired	83
Child in Foster Care	1

Improved academic performance and gains in social and/or emotional developments are consistently demonstrated in over 90% of the children served by SEARK Foster Grandparent volunteers. End of school-year data will not be available until the end of May, 2024 to provide specific percentage of improvement.

In addition to the benefits provided to the children served, the Foster Grandparent volunteers are benefitted as well. Volunteers who meet federal income guidelines (200% of DHS Poverty Guidelines) receive a small hourly stipend and mileage reimbursement for their services. In the ARP Demonstration Grant, volunteers were allowed to have income at %400 of the DHS Poverty Guidelines as part of the project to determine the need to increase these guidelines for all programs. The stipend is not taxable and is not reportable as income, nor does it affect eligibility for other benefits. Eligibility for stipend is reviewed annually. An individual who exceeds federal income guidelines may still volunteer without reimbursements.

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

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

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

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

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

### **Program Challenges:**

1. Natural attrition occurs every year. However, due to an increase in allowable per volunteer expenditures, our number of Volunteer Service Years was decreased from 75 to 55 in the traditional program, with the total grant award remaining the same as in years past. While this provides opportunity, it also presented a challenge in placing individuals who applied due to stipend funding constraints. These applications are held

and will be used to place volunteers when possible as volunteer slots become available. We continue to be encouraged by interest in our program and are accepting volunteer applications.

2. The Demonstration Grant presented several challenges:
  - a. The grant was only 2 years in length and included a 6-month planning period to hire a program manager, acquire supplies, acquire a new data management system, etc. This left only 18 months to initiate and build professional relationships with new sites and recruit volunteers in new geographic locations. The majority of our applicants have traditionally been received by word of mouth and referrals from current or past volunteers; this was obviously not possible in new sites.
  - b. After acquiring MOUs with new school districts and conducting recruitment events, changes occurred in some districts' administration. Some of these new administrative personnel were not comfortable with taking on a new program as they began their new position, causing us to have applicants wanting to serve, but no placements available to them.
  - c. We are currently facing the dilemma of having to remove high-performing volunteers that the site does not want to lose due to the income guidelines of the traditional grant.
  - d. In order to place ARP volunteers in the traditional grant next year in spots vacated through attrition, we conducted an assessment of how many vacated slots could be filled and determined that the traditional grant could not sustain any additional ARP volunteers at this time. This is continually being monitored based on information provided by current volunteers as the year ends.
  - e. We continue to have interest in these new sites from potential volunteers who are over the 200% poverty guidelines. Placing them with only 4 months or less was not feasible since they would not be able to roll over into the traditional grant. We are hopeful that the grantor will see the value in increasing the poverty guidelines and individuals wishing to serve can be re-instated and others added to the volunteer roster.

There are currently over 35 applications on file waiting for potential placement pending availability of service slot, completion of background check, etc.

Transportation continues to be an issue as our applicants are low income and many do not own a vehicle. This prevents some volunteers from meeting grant requirements such as attending mandatory trainings throughout the year. Staff encourage volunteers to carpool with other volunteers as needed.



### **Program Opportunities:**

The traditional grant is set to not only meet, but exceed, Volunteer Service Years (number of hours served) in the current year. This is primarily due to the increased expenditure per volunteer and the decrease in required number of hours served. A total of 52,456 volunteer hours have been completed through April 30, 2024 in the traditional grant. A total of 10,685 volunteer hours have been logged in the ARP grant this fiscal year despite the challenges discussed above.

The grant received through the American Rescue Plan Act of 2021 (ARP), has afforded opportunity for our program to acquire new partnering volunteer sites and to place volunteers (20) in these new areas. ARP Project Director, Andrea Pruitt, has built new relationships with school district administrators and has successfully grown the Foster Grandparent Program in southeast Arkansas by adding 7 new sites over the course of the grant and enrolling 20 new volunteers. This grant ends on June 30, 2024 and was not available for renewal. These new sites and qualifying volunteers will be included in the next 3 year FGP grant award. This is an opportunity to sustain and grow the Foster Grandparent Program. As the only recipient in the state of an ARP grant, we will provide data and continue to advocate for the increase in poverty guidelines of volunteer applicants.

There are currently over 35 applications on file waiting for potential placement pending availability of spot, completion of background check, etc. This is being shared as both a challenge and opportunity. Finding available slots for service is the challenge, while the interest in the program is definitely an opportunity.

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

**9/11 Remembrance Event:** FGP volunteers participated in 9/11 Project Read at their assigned station. Volunteers read an age-appropriate book about first responders to children in their classroom.

**MLK Day of Service:** Prior to MLK Day of Service, Foster Grandparents, with assistance from AmeriCorp Members, worked to put together over 400 hygiene kits, each consisting of washcloth, soap, toothbrush, toothpaste and comb. During the week of MLK Day these were delivered to schools being served by Foster Grandparents to be used to meet children's needs.

### **Partnership/Collaboration Development**

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

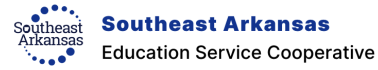
1. We continue our partnerships with our Cooperative Education Specialists who provided a wealth of information to our volunteers in helping students with math and literacy.
2. Other partners include the Drew County, Ashley County, Chicot County, and Desha County Extension Services; local health departments; the Arkansas Senior Medicare Patrol; the Oaklawn

Center on Aging and the Arkansas Geriatric Education Collaborative to provide trainings and materials throughout the year for our volunteers.

3. A new partnership was formed with the Southeast Arkansas Regional Library and the summer reading program.
4. Several community members including a judge, mayor, bank executives, businessmen, college educators, etc. agreed to serve on a committee to review Volunteer of the Year applications and choose the recipient. This allowed an excellent opportunity to share information about the program and also created the opportunity to present the program to education majors graduating this spring at the local college about the program in hopes that they will be willing to host a Foster Grandparent in their classroom at some time in the future.
5. We partner with the other 3 Foster Grandparent Programs in Arkansas located at DeQueen-Mena Education Cooperative, Dawson Education Cooperative and White River Area Agency on Agency. Monthly group meetings are held via Zoom with staff of each program in order to share information, brainstorm and discuss program issues. An annual training conference is held in collaboration with all four programs for the Foster Grandparent Volunteers.

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

# SPECIAL EDUCATION - LEA SUPERVISORS



**PROGRAM:** Special Education - LEA Supervisors

**FUNDING SOURCE:** VI-B

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

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## **PARTICIPATING DISTRICTS:**

Cleveland County

Hamburg

Crossett

Hermitage

Drew Central

Monticello

Dumas

Warren

Fordyce

Woodlawn

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## **PERSONNEL:**

**Name:** Rhonda Daniel

**Position:** LEA Supervisor

**Degree:** BA, MSE

**Name:** Dr. Yolanda Thomas

**Position:** LEA Supervisor

**Degree:** BS, MA, EdS, EdD

**Name:** Dawn Campagna

**Position:** LEA Supervisor

**Degree:** BSE, MSE, EdS

**Name:** Kandi Keith

**Position:** LEA Supervisor

**Degree:** BA, MSE

**Name:** Karen Frisby

**Position:** LEA Supervisor

**Degree:** BAS, ME

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## **GOALS:**

- Provide technical assistance and support to local school district administrators and staff of participating districts in assessing, developing, implementing and evaluating special education programs and related services for the purpose of improving student achievement.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities, and in meeting state and federal mandates for services to these students.

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## **PROGRAM SUMMARY:**

Special Education Supervisors provide services to cooperating districts in all areas relating to special education. Services to regular education include advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process,

testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for DESE monitoring, and various types of professional development and training.

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**MAJOR HIGHLIGHTS OF THE YEAR & PROGRAM PERFORMANCE DATA:**

All compliance areas have been met. Budgets and other reports have been submitted in a timely manner. 100% of participating districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. 100% of the districts have procedures for child find in place to ensure compliance.



## TEACHER CENTER - PD

**PROGRAM:** Teacher Center - Professional Development

**FUNDING SOURCE:** Base Funds

**COMPETITIVE GRANT:** No

**RESTRICTED:**No

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### **PARTICIPATING DISTRICTS:**

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

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### **PERSONNEL:**

**Name:** Marilyn Johnson  
**Position:** Interim Teacher Center Coordinator/Assistant Director  
**Degree:** BA, MEd

**Name:** Christy Johnson  
**Position:** escWorks Coordinator, Clerical, ParaPro Test Administrator  
**Degree:** n/a

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### **GOALS:**

- To provide administrators, teachers, and other district personnel professional growth opportunities in order to increase knowledge and skills and ultimately positively impact student achievement.
- To support school improvement initiatives and programs
- To keep district personnel informed of regional, state-wide, and national information, initiatives, and best practices

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### **PROGRAM SUMMARY:**

The Teacher Center Coordinator has the primary responsibility for planning and carrying out professional development programs for member districts. The professional development programs are identified by the results of needs assessment surveys developed by the TCCs of the state, as well as needs assessments developed locally, by school and district site visits, by DESE initiatives, by local district initiatives, and in collaboration with the Teacher Center Committee. A wide variety of workshops are provided for teachers, administrators, support staff,

and school board members throughout the year and in the summer utilizing the expertise of cooperative staff as well as regional, state, and national consultants. The TCC collaborates with DESE, ERZ, UAM, ASBA, and AAEA in providing professional development for member districts.

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### **MAJOR HIGHLIGHTS OF THE YEAR and PROGRAM PERFORMANCE DATA:**

These opportunities include, but are not limited to, professional development sessions such as:

- **High Quality Instructional Materials (HQIM) & High Quality Professional Learning (HQPL)** through the Communities of Practice Grant and in collaboration with TNTP. 47% of districts had participants; 100% were provided information from the sessions and in admin institute.
- **Ongoing Dyslexia Training** for additional cohorts each year in Take Flight. 190 total attended from all 15 of our districts plus Lonoke, AR Correctional School, Hampton, and Cutter-Morning Star. The participants were trained in using a multisensory structured language program for students with specific language disabilities such as dyslexia. Take Flight is part of the Scottish Rite Program. Additionally, support was provided to 100% of the districts throughout the year as requested.
- **Administrators' Institute** provided annually to administrators with topics based upon needs assessment surveys and direct administrator input.
- **ACT Prep sessions** were offered several times throughout the year through a grant provided by DESE and coordinated by state Teacher Center Coordinators. All districts were offered the opportunity. 11/15 districts participated and this impacted 423 students.
- **School Board Member Training** was provided by APSRC during the 23/24 school year. 100% of districts were offered the opportunity for their board members to be trained. All but 1 district participated for 93% participation rate. 86 school board members were trained in September 2023 and 59 in October 2023.
- **Support for D and F Schools and** During the 23-24 year, we had 10 schools in 8 districts in need of additional support in the area of reading based on the percentage of students in the lowest category in reading. Literacy specialists continued throughout the year to visit districts and provide onsite support according to the plan created by DESE. Literacy specialists were assigned to D and F schools this year based on new requirements from LEARNS. They were expected to spend 80% of their time each week in their assigned schools, and provided extensive support to teachers and administrators in the area of foundational reading instruction.
- SE ESC participated in the **PLC From the Boardroom to the Classroom** training for cooperatives during the 23/24 school year. This training was led by Janel Keeling with coordination by Missy Walley (ADE) and Susan Jobe (ADE). Impacts of this program included:
  - Supporting Star City and McGehee as their district went through this training for districts
  - Formation of a cooperative Guiding Coalition
  - Revisiting mission, vision, and collective commitments
  - Focus on data sharing from the districts and data reviews at each SE ESC Board meetings and with various admin groups in face to face meetings as well as scheduled zooms and open zooms throughout the year.

- [Needs assessment](#) to learn where each district is in implementation of PLC processes.
- Planning for future steps to include request to the board for a Systems of Support Specialist; separation of Guiding Coalition and leadership team for specific focus on roles of each; partnering with ERZ in providing continued support as needed; utilizing regional experts (summer 2024 and ongoing) to facilitate PD sessions on various PLC processes.
- [Click here](#) for a slide deck of our journey.



## TECHNOLOGY

**PROGRAM:** Technology

**FUNDING SOURCE:** Department of Elementary and Secondary Education

**COMPETITIVE GRANT:** No

**RESTRICTED:** No

### **PARTICIPATING DISTRICTS:**

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

### **PERSONNEL:**

**Name:** Evan Patrick

**Position:** Technology Coordinator

**Degree:** BS CIS

**GOALS:** To empower Arkansas school districts and the Southeast Cooperative with the technological resources and expertise to create a secure and innovative learning environment for all students and staff. To foster strong partnerships with the ADE, DIS, educational technology vendors, and professional organizations to share best practices, leverage resources, and stay informed about emerging technologies and cybersecurity threats. To support the district technology coordinators and school district staff in protecting and equipping them to prevent cyber incidents. To positively impact student achievement by building the capacity to respond to cyber-incidents that could compromise both instruction and student data. The Technology Coordinator will conduct face-to-face or virtual meetings, offered to co-op, district, or school technology staff.

### **PROGRAM SUMMARY:**

- Support districts in their efforts to provide technology for teaching and learning
- Provide quality professional development for district tech coordinators
- Provide ongoing support to the cooperative: network maintenance and training
- Host monthly meetings with the district technology coordinators



- Provide E-Rate assistance for the cooperative and member school districts
- Provide an off-site location for emergency use for eSchool needs
- Foster the implementation of student-focused education and the preparation of all students for college, career, and community engagement
- Create technology-infused learning spaces that serve as a model for educators
- Create a stable and robust infrastructure that supports the needs of the ADE and the cooperative
- Work with districts and schools to increase access, understanding, and utilization of digital resources
- Assist districts in preparations for online state assessments
- Prioritize services for districts and schools identified as needing the most support
- Increase awareness and preparedness for cybersecurity events/issues
- The technology coordinator works closely with the Department of Information Systems, the Department of Elementary and Secondary Education, and the other Education Cooperatives regarding technology initiatives and cybersecurity awareness to help the Southeast Co-op staff and member districts remain informed and compliant with technology requirements. The technology coordinator is the Director of the State Cyber Incident Response Team.

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#### **MAJOR HIGHLIGHTS OF THE YEAR:**

- Served on the P12 Cyber Incidence Response Team to plan and prevent future cybersecurity breaches
- Served as the Director of the Statewide Cyber Incident Response Team
- Planned and coordinated training with DESE and DIS for building capacity for CIRT members
- Planned and coordinated training with DESE and DIS for building capacity for school district techs statewide
- Worked with DIS and DESE to provide vulnerability threat scanning training to all co-op tech coordinators
- Coordinated with White River, DESE, and DIS to provide a Security Summit for school techs statewide.
- Collaborated with DIS to provide a cyber training day for school techs at ACOT
- Coordinated with DIS to provide training for cyber threat hunting tools and incidence response for co-op techs
- Installed Zoom Rooms in 3 conference rooms to enable wireless presentation capabilities and ease of use for educators
- Provided Cyber Threat Hunting Tools Session with DIS for Southeast Co-op Tech Coordinators
- Providing multiple Cyber Security Sessions for Teachers
- Provided Google Admin Training for all co-op school tech coordinators and support staff to help secure their network environments
- Presented at the The 2024 National K-12 Cybersecurity Leadership Conference

- Provided information and presentations for Internet Safety for students
  - Trained teachers at the 2023 AALRC Technology Symposium on Cybersecurity
- 

#### **PROGRAM PERFORMANCE DATA:**

Arkansas is leading the way and setting the bar with ACTC, DIS, and ADE working together. The Southeast Co-op Technology Coordinator attended 28 total meetings with ADE, DIS, and other co-op Technology Coordinators.

The technology coordinator hosted 4 onsite meetings with an Act754 workday and a Google Admin Training to prepare and equip the local school district techs.

Trained Teachers at the 2023 AALRC Technology Symposium with 200 in attendance on Cybersecurity.

100% of districts are served.

# VIRTUAL ARKANSAS CONCURRENT CAMPUS



**PROGRAM:** Virtual Arkansas Concurrent Campus (AECHS)

**FUNDING SOURCE:** DESE

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

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**PARTICIPATING DISTRICTS:** Statewide

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## **PERSONNEL:**

**Name:** Jana Adcock

**Position:** Registrar/ Admin. Asst.

**Degree:** N/A

**Name:** Kristopher Cox

**Position:** English Teacher

**Degree:** MFA

**Name:** Shauna Donnell

**Position:** Public Speaking Instructor

**Degree:** MA

**Name:** Misty Paschall (adjunct)

**Position:** Health Instructor

**Degree:** MA, MPH

**Name:** Regina Gorman

**Position:** Math Instructor

**Degree:** MEd

**Name:** Tyronza Bibby

**Position:** Program Coordinator

**Degree:** MEd

**Name:** Anna Ridenour

**Position:** Math Instructor

**Degree:** MEd

**Name:** Adrienne Sadovsky

**Position:** History Instructor

**Degree:** MA

**Name:** Jonathan Skaggs

**Position:** History Instructor

**Degree:** PhD

**Name:** David Smith

**Position:** Art Instructor

**Degree:** MAT

**Name:** Darby Lytle

**Position:** English Instructor

**Degree:** MA

**Name:** Rhonda Williams

**Position:** English Instructor

**Degree:** MFA

**Name:** Jennifer White

**Position:** English/ Public Speaking Inst

**Degree:**MA

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**GOALS:**

1. To provide advanced curricular opportunities to Arkansas high school students and prepare them for the rigor of college courses
2. To increase the number of Arkansas citizens with a post-secondary degree by providing educational opportunities to all students
3. To provide college credits to Arkansas high school students that correlate high school graduation requirements with college core graduation requirements

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**PROGRAM SUMMARY:**

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

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

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**MAJOR HIGHLIGHTS OF THE YEAR:**

- College credit summer school program was implemented this year. Virtual Arkansas, in partnership with Arkansas Tech University summer course offerings are: Composition I/II, College Algebra, Public Speaking, Beginning Spanish I/II, U.S. History, and/or World History.
- Two students competed at the Educators Rising State Conference; Exploring Education Non-core and 2nd place silver medal in Lesson Planning.

- The concurrent program provided services to 104 Arkansas high schools this year. In the Fall semester of 2023, students completed 1,588 classes and 1,430 classes in the spring semester. The ATU invoices for Fall 2023 reflects the monetary value of \$1,282,020.90 and \$1,053,422.21 for Spring 2024.

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**PROGRAM PERFORMANCE DATA:**

[Outcome data for the Teacher Residency Program](#)

# SPECIAL PROJECTS AND PROGRAMS

Funding Source: Arkansas Department of Education and Southeast Cooperative

*Detailed below are descriptions of special projects or programs in which state funding provided services regionally or statewide, giving opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents for the projects may vary.*

## NIET LEAD PROFESSIONAL EDUCATOR DESIGNATION

**PROGRAM NAME:** NIET Lead Professional Educator Designation Training

**COMPETITIVE GRANT:** Yes

**GOALS AND DESCRIPTION:**

The purpose of this grant is to help support Educational Service Cooperatives build the capacity of Master/Lead designated teachers in schools and districts who can serve in a Lead teacher capacity and/or serve as experienced high quality mentors, potentially eligible for merit pay when serving as a mentor for those required to have year long residency. The grant will be delivered via the DESE Grant Management System (GMS) and will include the specific program descriptions and performance goals and measures listed below. These goals and measures will be monitored by the OEE&L program grant managers.

The NIET Lead Teacher Designation training with embedded coaching will help build the capacity of Master/Lead designated teachers in schools. The training consists of seven training days out of the classroom and a half day coaching support in-class.

- Objective 1: Build capacity of Master/Lead designated teachers in schools and districts with no or very low numbers of teachers that are required for retained student literacy interventions and to prepare for yearlong residencies as stated in the Learns Act and Executive Order 23-08.
- Objective 2: Collaborate with school districts to track the number of teachers who have educator designations and to plan training for the number of designated teachers that will be needed for yearlong residents beginning in school year 2026-27. Currently, there are 7 of 15 cooperatives with no Lead Professional Educators. The number is expected to increase by 5% each year.
- Objective 3: Participants will increase their ability to help novice teachers through challenging situations, expand their planning skills, and build resilience by completing the NIET training and applying for the Lead Professional Educator designation.

Southeast ESC received funding for 24 (12 from DESE’s Walton grant and 12 from DESE’s Novice Teacher Mentoring Grant) who began the training in the fall of 2023. Unfortunately, one of the participants passed away, so there were 23 completers. The Southeast ESC board voted to fund 50 slots for the program beginning July 2024 and Southeast ESC received grant funding for an additional 30 plus 4 additional participants funded through Novice Teacher Mentoring funds for a potential total of 140 teachers with Lead designation in the region.

## ArPEP

**PROGRAM NAME:** ArPEP

**COMPETITIVE GRANT:** No

**GOALS AND DESCRIPTION:**

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

The ArPEP facilitator will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

Southeast ESC has spent the year working with TNTF in planning an ArPEP program which will begin June 2024. This is especially important in the Southeast region where there is a shortage of teachers and teachers hired under 1240 waivers need a pathway.

## ASSESSMENT INVENTORY

**PROGRAM NAME:** ASSESSMENT INVENTORY

**COMPETITIVE GRANT:** No

**GOALS AND DESCRIPTION:** DESE Accountability and Assessment team provided an opportunity for school teams from each district to go through a process of identifying the assessments and screeners currently being given in their schools and analyze the why of each to determine which are still needed. It also gave teams the opportunity to come away with a deeper understanding of what assessments and screeners could be replaced by what is available in the new ATLAS assessment system. JJ Walker (ADE) was the facilitator of the Assessment Inventory Session in which 13 of our 15 districts had participants with a total of 47.

## COMMUNITIES OF PRACTICE

**PROGRAM NAME:** COMMUNITIES OF PRACTICE (CoP)

**COMPETITIVE GRANT:** No

**GOALS AND DESCRIPTION:** The CoP grant, provided by DESE, focused on supporting school leaders and their instructional leadership teams (principal, asst. principal, facilitator) to lead and support the implementation of HQIM in their schools. Participants became part of a Community of Practice (CoP) that explored the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals. School leaders and ILTs engaged in learning walks to devise meaningful curriculum centered feedback to teachers and participated in face to face as well as virtual learning sessions to deepen their understanding through a series of sessions that included research and evidence-based strategies to address and plan for acceleration of learning using HQIM. Additionally, through this process, leaders devised a High Quality Professional Learning Plan (HQPL) for their schools.

## ACT PREP

**PROGRAM NAME:** ACT Prep

**COMPETITIVE GRANT:** No

**GOALS AND DESCRIPTION:** This grant through DESE provided opportunities for additional supports to students in grades 7-12 in preparing for the ACT. This program allows for all districts in Arkansas to opt-in for additional supports for their students taking the ACT.

- On To College is an online ACT Test Prep for schools. This program can be added to the school day, used as a Bootcamp before a test or in the summer. They have videos with John Baylor (he is funny and entertaining) to teach test prep strategies. There are 3 practice tests available for the students. They also have test prep for PreACT, ASPIRE, SAT, PSAT, and Middle School.
- Chad Cargill provided 3 hours live sessions for students (from schools choosing to participate) working on strategies for taking the ACT as well as content review.
- Cantrell & Waller Preparatory (CW Prep) provided sessions as well in which students spent time studying content from the ACT. CW Prep also shares strategies with students and students leave the training with a one year login to all the resources that were shared so that they can continue to use them in their preparation for the ACT.



## PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

[Click here](#) to access the professional development activities report for June 2023-May 2024.

[Click here](#) to access the professional development activities that were not listed in escWorks.

[User Satisfaction Survey Results](#) (624 responses!)

# SOUTHEAST ESC IMPACT ON STUDENT PERFORMANCE

## 2023-2024

In accordance with Act 802, the following data have been collected regarding the impact of Southeast Cooperative on student growth. This information is also shared within the program reports in this document.

Program	Impact																					
AmeriCorps Future Teacher Initiative	<p><b>Current Statistics-</b> Results are not finalized until mid June.</p> <p>The results from the 2022-2023 <b>Kindergarten Readiness Checklist (KRIC)</b> student assessment tool indicated an average growth of <b>92.6%</b>. We are currently on target to reach similar outcomes this program year.</p> <p><u>2023-2024:</u></p> <p>31-Number of FTI members Enrolled</p> <p>97% Enrollment Rate</p> <p>276-Number of students served</p>																					
CTE	<div style="text-align: center;"> <p><b>2023 CTE SUMMARY REPORT</b> <b>SOUTHEAST SERVICE COOP</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Count (N)</th> </tr> </thead> <tbody> <tr> <td>State Participants</td> <td>82.86%</td> <td>116,493</td> </tr> <tr> <td>State Concentrators</td> <td>26.78%</td> <td>37,648</td> </tr> <tr> <td>State Completers</td> <td>10.04%</td> <td>14,109</td> </tr> <tr> <td>Consortium Participants</td> <td>93.24%</td> <td>4,578</td> </tr> <tr> <td>Consortium Concentrators</td> <td>36.62%</td> <td>1,798</td> </tr> <tr> <td>Consortium Completers</td> <td>14.42%</td> <td>708</td> </tr> </tbody> </table> <p>Enrollment includes Grades 9-12 students.</p> </div> <p>Four- Year and Five- Year Extended Graduation Rates: Averaging greater than 97 percent since 2021 indicates a high level of success in ensuring CTE students graduate within the expected time frames. This reflects well on the effectiveness of support systems and interventions to help students stay on track academically.</p> <p>Academic Proficiency Scores in Reading Language Arts: The increase to 63.36% proficient (from 61.16% proficient) demonstrates a commendable improvement in literacy skills among CTE students. This suggests effective instructional strategies and interventions aimed at enhancing reading and language arts proficiency.</p> <p>Academic Proficiency Scores in Mathematics and Science: Maintaining around the 54% mark in mathematics proficiency and increasing to 63.81% proficiency in science (from 62.95%) indicates a positive trajectory in STEM subjects. Continued efforts to strengthen mathematics proficiency and sustain growth in science are essential for ensuring well-rounded academic preparation.</p>	Category	Percentage	Count (N)	State Participants	82.86%	116,493	State Concentrators	26.78%	37,648	State Completers	10.04%	14,109	Consortium Participants	93.24%	4,578	Consortium Concentrators	36.62%	1,798	Consortium Completers	14.42%	708
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	<p>Post-Graduation Transitions: 86% of CTE graduates are either enrolled in post-secondary education, in the military, or in the workplace after graduation, which reflects the effectiveness of CTE programs in preparing students for various pathways beyond high school.</p> <p>Nontraditional Student Enrollment: The increase to 45.88% (from 30.19%) of nontraditional students signifies a growing diversification of CTE program participation, which is essential for promoting inclusivity and meeting the needs of a diverse student population.</p> <p>Industry Certification Attainment: The significant increase to 81.41% of students receiving an industry certification reflects the strong alignment of CTE programs with workforce needs and the emphasis on providing students with tangible skills and credentials for career readiness. Only 19.29% of our CTE students received an industry certification in 2021.</p>																								
Virtual Arkansas	<ul style="list-style-type: none"> <li>• The pass rate for student enrollments from Southeast is 96%.</li> <li>• The average grade was 80.2%.</li> <li>• There were 2,759 enrollments for the 2023-2024 school year.</li> </ul>																								
Foster Grandparent	<p>Improved academic performance and gains in social and/or emotional developments are consistently demonstrated in over 90% of the children served by SEARK Foster Grandparent volunteers. A total of 52,456 volunteer hours have been completed through April 30, 2024 in the traditional grant. A total of 10,685 volunteer hours have been logged in the ARP grant this fiscal year.</p>																								
HIPPY	<p>Home Instruction for Parents of Preschool Youngsters (HIPPY) served 405 families for the 2023-2024 school year. 65 HIPPY group meetings were held serving 5,104 attendees. HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school.</p>																								
Literacy, Math, & Science	<p>Over the last three years, Southeast's 15 districts have continued to show growth. At the beginning of the 21-22 school year, SEARK had 7 districts in direct support and 5 in coordinated support. Specialists increased the frequency of visits to those districts according to their needs during that school year. At the beginning of the 22-23 school year, SEARK had 4 districts in direct support and 8 in coordinated support. Districts had grown to the next level of support. At the beginning of the 23-24 school year, SEARK only had 2 districts in direct support, 7 in coordinated support and general support had increased to 6 districts. Specialists supported the districts with the greatest needs over the last three years to ensure districts had the resources and knowledge they needed to help their struggling students in their districts.</p>																								
Early Childhood/Special Education	<p style="text-align: center;"><b><u>Early Childhood Outcomes District Report 2022/23</u></b></p> <p>LEA:2220 SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">MEASUREMENT</th> <th style="text-align: center;">A Positive Social/Emotional Skills</th> <th style="text-align: center;">B Acquisition and Use of Knowledge and Skills</th> <th style="text-align: center;">C Use of Appropriate Behaviors to Meet Needs</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f2f2f2;">a) Percent of preschool children who did not improve functioning.</td> <td>Count 0 Percent 0.00%</td> <td>Count 0 Percent 0.00%</td> <td>Count 0 Percent 0.00%</td> </tr> <tr> <td style="background-color: #f2f2f2;">b) Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.</td> <td>Count 30 Percent 7.94%</td> <td>Count 37 Percent 9.79%</td> <td>Count 22 Percent 5.82%</td> </tr> <tr> <td style="background-color: #f2f2f2;">c) Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.</td> <td>Count 70 Percent 18.52%</td> <td>Count 104 Percent 27.51%</td> <td>Count 56 Percent 14.81%</td> </tr> <tr> <td style="background-color: #f2f2f2;">d) Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.</td> <td>Count 181 Percent 47.88%</td> <td>Count 208 Percent 55.03%</td> <td>Count 232 Percent 61.38%</td> </tr> <tr> <td style="background-color: #f2f2f2;">e) Percent of preschool children who maintained functioning at a level comparable to same aged peers.</td> <td>Count 97 Percent 25.66%</td> <td>Count 29 Percent 7.67%</td> <td>Count 68 Percent 17.99%</td> </tr> </tbody> </table> <p>n = 378</p>	MEASUREMENT	A Positive Social/Emotional Skills	B Acquisition and Use of Knowledge and Skills	C Use of Appropriate Behaviors to Meet Needs	a) Percent of preschool children who did not improve functioning.	Count 0 Percent 0.00%	Count 0 Percent 0.00%	Count 0 Percent 0.00%	b) Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	Count 30 Percent 7.94%	Count 37 Percent 9.79%	Count 22 Percent 5.82%	c) Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	Count 70 Percent 18.52%	Count 104 Percent 27.51%	Count 56 Percent 14.81%	d) Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	Count 181 Percent 47.88%	Count 208 Percent 55.03%	Count 232 Percent 61.38%	e) Percent of preschool children who maintained functioning at a level comparable to same aged peers.	Count 97 Percent 25.66%	Count 29 Percent 7.67%	Count 68 Percent 17.99%
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Mentoring/Novice	<p>SE began the 23/24 school year with 70% of novices without a provisional or standard license. That has been reduced by 20%. Still work to do, but cause for celebration. 90% of novices indicate they intend to return to the same position for 24/25. Southeast Novices rated their experiences higher than the state average in 8 of the 9 categories on the survey. Most impressive was 98% indicating that the mentoring experience helped them establish norms of professionalism.</p>																								

