

Southwest Arkansas Education Cooperative 2015-2016 Annual Report



**2502 South Main Street
Hope, Arkansas 71801
870-777-3076
870-777-5793
www.swaec.org**

TABLE OF CONTENTS

Table of Contents	1
Message from the Director	2
Mission Statement	3
State Map of Cooperatives	3
Southwest Arkansas Education Cooperative Organizational Chart	4
Southwest Arkansas Education Cooperative Salary Schedule	5
Southwest Arkansas Education Cooperative Board of Directors	6
Southwest Arkansas Education Cooperative Teacher Center Committee	7
ESC Annual Report	
I. Governance	9
II. Staff/Certified Staff	11
III. Teacher Center	12
IV. Administrative Services	13
V. Direct Services to Students	14
VI. Anecdotal Reports	15
VII. Employment Policies and Practices	16
Program Summaries	19
Accounting	20
Behavior Specialist K-12	22
Career and Technical Education	23
Digital Learning	24
Early Childhood 3-5 Special Education	26
Early Childhood Autism Team	28
Educational Services for the Visually Impaired	29
Gifted and Talented	30
Home Instruction for Parents of Preschool Youngsters (HIPPY)	31
Literacy	32
Mathematics	33
Novice Teacher Mentoring Program	34
Nurses Connecting Health and Education	35
Professional Development	36
Psycho-Educational Examiner	37
Science	38
Special Education Consortium	39
Teacher Center	42
Technology	43
Technology Infused Education (TIE)	44
Special Projects	45
Etherscope	46
CGI – Cognitively Guided Instruction	46
Teacher Excellence Support System (TESS)	46
Arkansas Leadership Excellence and Development System(LEADS)	47
Design Collaborative/Mathematics Design Collaboration (LDC/MDC)	47
ACT Aspire	47
Professional Development Activities	49

A MESSAGE FROM THE DIRECTOR



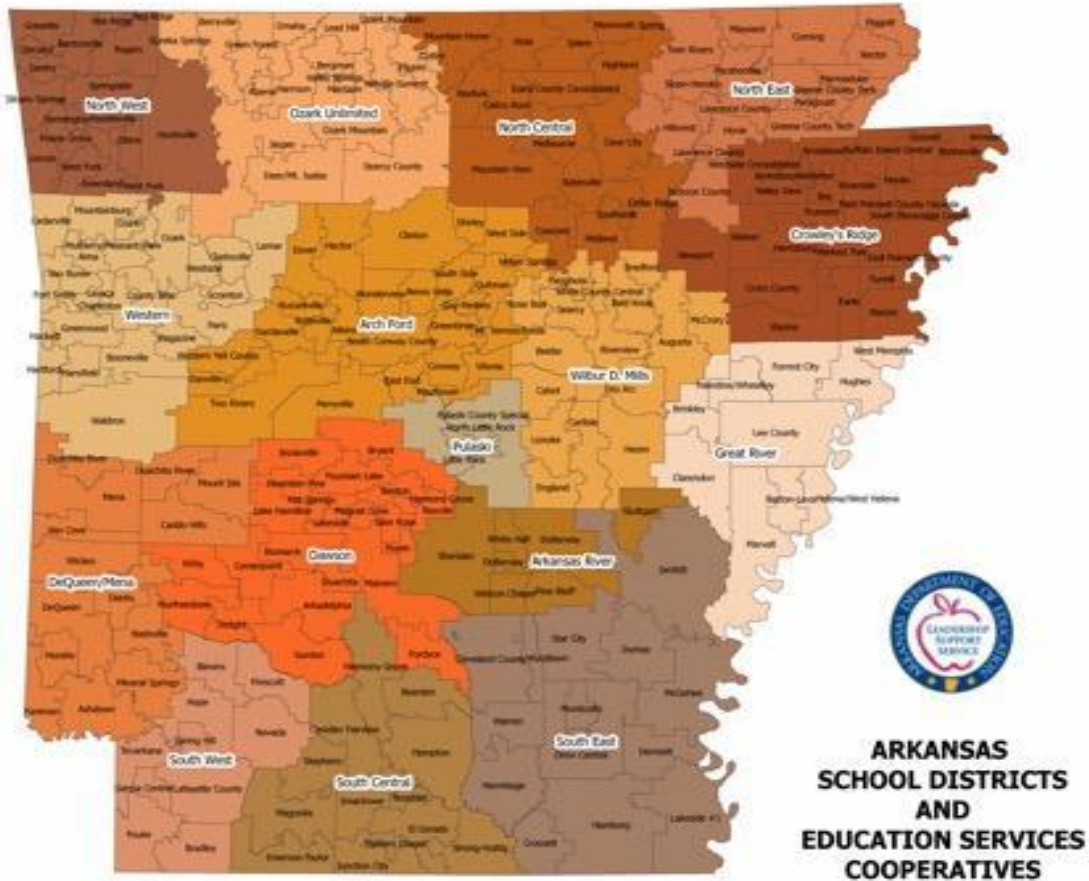
This report of activities for 2015-2016 was prepared by the staff to provide insight into each of the programs provided by SWAEC for our members and partners. School district personnel, school board members, area legislators, and State Department of Education personnel will be provided information on services provided to our member schools during fiscal year 2015.

The Southwest Arkansas Education Service Cooperative (SWAEC) is made up of nine school districts in rural Southwest Arkansas. The counties we serve include Hempstead, Lafayette, Miller, and Nevada. We serve approximately 12,000 students and 1,000 public school teachers and administrators. The Co-op offices are located on the campus of the University of Arkansas Community College at Hope (UAHT). Our current facility opened in August 2010 through a partnership with SWAEC, UAHT, the City of Hope and the US Department of Agriculture, Rural Development Program.

SWAEC has worked, over time, to form partnerships with the Arkansas Department of Education and higher education for the purpose of benefiting our districts. Some of our services include: preschool programs for 3-5 year olds; special education supervisors; content specialist in math, literacy science, and technology; career and technical assistance; gifted/talented services; bulk purchasing; professional development; and early childhood behavior assistance. We are actively involved with Henderson State University, Southern Arkansas University, and UAHT. We also work with several community coalitions, such as United Way and Southwest AR Arts Council, to improve education for our children in Southwest Arkansas.

We are pleased to share this annual report. The following reports and program summaries will provide insight to the vast array of programs and services provided to our member schools. We look forward to our continued partnership with our member districts as we serve students and educators in the evolving work of Pre K-12 education.

Phoebe Bailey
Phoebe Bailey, Director

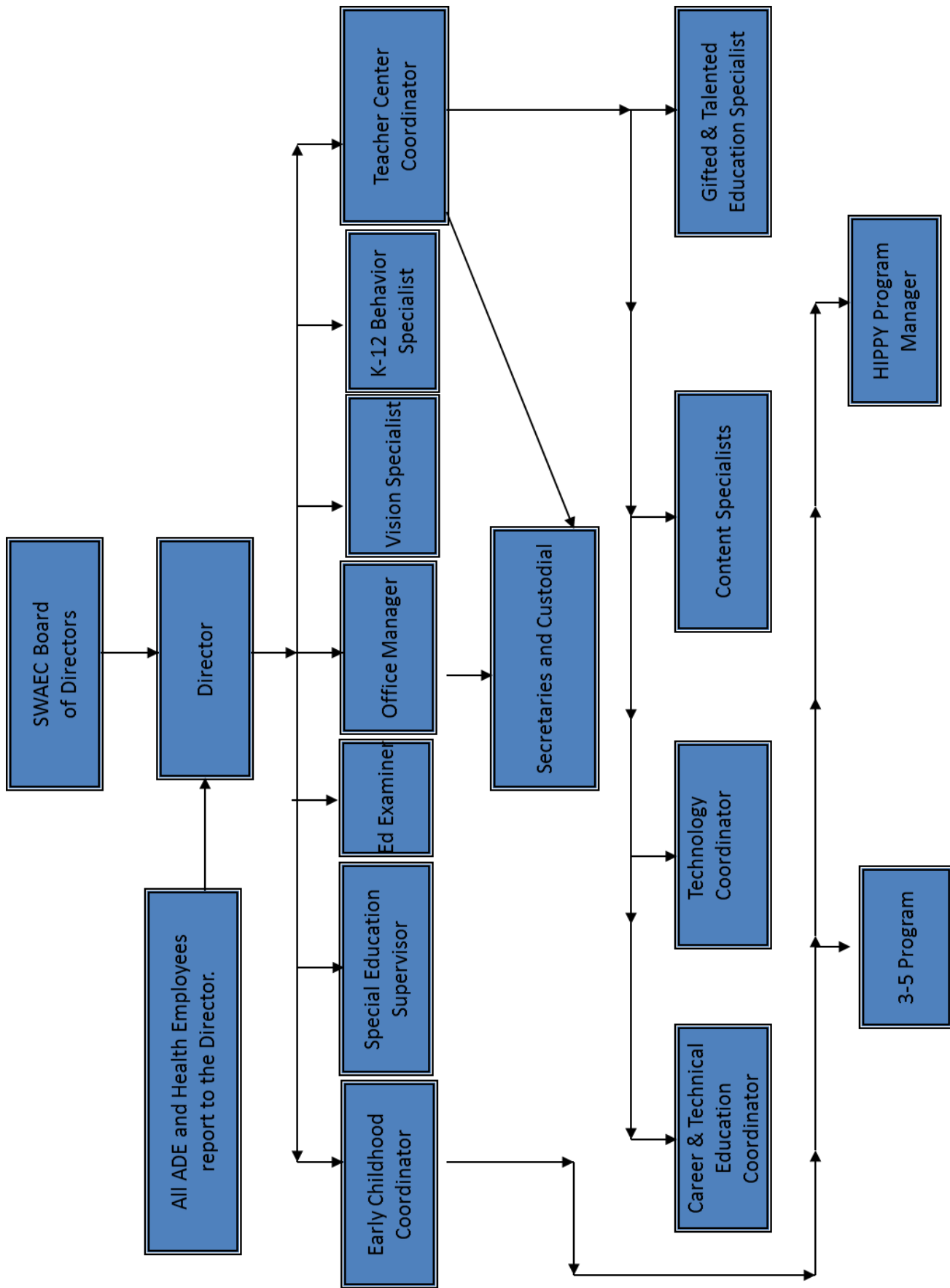


Southwest Services the following counties:

- Hempstead
- Lafayette
- Miller
- Nevada

Southwest Arkansas Education Cooperative Mission Statement

The Southwest Arkansas Education Cooperative is committed to providing the best possible services to our educational community. The staff will maintain a progressive perspective to cooperatively foster quality leadership through our professional growth and development: dissemination of current research, materials and strategies; and assistance in meeting the ever changing needs of the diverse population served, the ultimate mission is to enhance the delivery of an appropriate, quality education for ALL and to help develop lifelong learners.



2015-2016 Salary Schedule Southwest Arkansas Education Cooperative

Board Approved on April 12, 2016

190 Day Salary Schedule

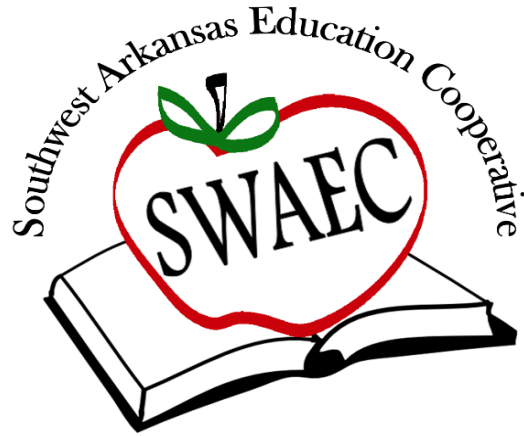
Years	CLASSIFIED	CERTIFIED BA	CERTIFIED MA
0	\$ 30,830.00	\$ 31,830.00	\$ 35,955.00
1	\$ 31,280.00	\$ 32,280.00	\$ 36,455.00
2	\$ 31,730.00	\$ 32,730.00	\$ 36,955.00
3	\$ 32,180.00	\$ 33,180.00	\$ 37,455.00
4	\$ 32,630.00	\$ 33,630.00	\$ 37,955.00
5	\$ 33,080.00	\$ 34,080.00	\$ 38,455.00
6	\$ 33,530.00	\$ 34,530.00	\$ 38,955.00
7	\$ 33,980.00	\$ 34,980.00	\$ 39,455.00
8	\$ 34,430.00	\$ 35,430.00	\$ 39,955.00
9	\$ 34,880.00	\$ 35,880.00	\$ 40,455.00
10	\$ 35,330.00	\$ 36,330.00	\$ 40,955.00
11	\$ 35,780.00	\$ 36,780.00	\$ 41,455.00
12	\$ 36,230.00	\$ 37,230.00	\$ 41,955.00
13	\$ 36,680.00	\$ 37,680.00	\$ 42,455.00
14	\$ 37,130.00	\$ 38,130.00	\$ 42,955.00
15	\$ 37,580.00	\$ 38,580.00	\$ 43,455.00
16	\$ 38,030.00	\$ 39,030.00	\$ 43,955.00
17	\$ 38,480.00	\$ 39,480.00	\$ 44,455.00
18	\$ 38,930.00	\$ 39,930.00	\$ 44,955.00
19	\$ 39,380.00	\$ 40,380.00	\$ 45,455.00
20	\$ 39,830.00	\$ 40,830.00	\$ 45,955.00

Adopted by the Southwest Arkansas Education Board 4/12/2016

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "Step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

	CERTIFIED-ADE GRANT
Director	Salary Negotiable
Teacher Center Coordinator	1.55 x 190 Day Schedule
Literacy/Math/Science Specialist	1.38 x 190 Day Schedule
ECH Coord.	1.44 x 190 Day Schedule
LEA Consortium Coord.	Salary Negotiable
Workforce Coord.	1.38 x 190 Day Schedule
Gifted/Talented Coord.	1.38 x 190 Day Schedule
Sp. Ed. Supervisor	1.38 x 190 Day Schedule
Behavior Specialist	separate schedule
Visually Impaired Consultant	Salary Negotiable
Speech Pathologist	1.10 x 190 Day Schedule
Technology	1.38 x 190 Day Schedule
Educ. Examiner	Salary Negotiable
ADE GPS Support	separate schedule
Science Specialist	1.38 x 190 Day Schedule

* Classified may move from level I, II or III based on descriptors	CLASSIFIED
Bookkeeper/Office Manager	.975 x 190 Day Schedule
Asst. Bookkeeper/Clerk	.78 x 190 Day Schedule
Clerk	0.68 x 190 Day Schedule
Custodian/Van Driver	0.68 x 190 Day Schedule
Due Process	0.78 x 190 Day Schedule
Paras-3-5 BA divided by 190 x # of days worked x Levels .45 - .50- .60- .85	
Base paras - .45	
CDA - .50	
AA or 60 college hours - .60	
4 yr. degree - .85	
	SUPPLEMENTAL EARNINGS STIPENDS
Technology Project(s)	\$3,000
Executive Bookkeeper	\$1,750
Executive Secretary	\$1,000
National Board Certification	\$2,250
ECH/HIPPY Program	\$1,500



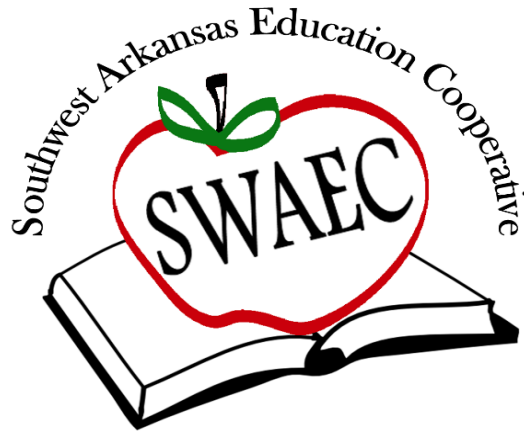
Southwest Arkansas Education Cooperative
 School Districts served in Southwest Arkansas Education Service Cooperative:
 Blevins, Fouke, Genoa, Hope, Lafayette, Nevada, Prescott, Spring Hill, and Texarkana

Members of the Board

Name	Position	School District
Angie Raney	President	Spring Hill
Bobby Hart	Vice-President	Hope
Phoebe Bailey	Ex-Officio	SWAEC
Becky Kesler	Secretary	Texarkana

Members of the Board

Name	Position	School District
Robert Edwards	Board Member	Lafayette
Forrest Mulkey	Board Member	Fouke
Rick Waters	Board Member	Genoa
Rick McAfee	Board Member	Nevada
Billy Lee	Board Member	Blevins
Robert Poole	Board Member	Prescott



Southwest Arkansas Education Cooperative
2015/2016 Teacher Center Committee

Committee Member	District	Position	Expires
Kelley Dice	Prescott	Library Media	2016
Jennifer Richert	Texarkana	Administration	2018
Sherry Harris	Fouke	High School Teacher	2018
Cathy Reeves	Genoa	Administration	2018
Cynthia Ward	Lafayette	GT Coordinator	2018
Cindy Lee	Blevins	Administration	2017
Frances McAfee	Nevada	High School Teacher	2016
Mary Irvin	Hope	Elementary Teacher	2016
Nash Lewis	Spring Hill	Elementary Teacher	2017

Southwest Arkansas
Education Cooperative
2015/2016



Arkansas Department of Education

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: April 25, 2016 LEA# 29-20 ESC# 13

ESC NAME: Southwest Arkansas Education Cooperative

ADDRESS: 2502 South Main Street, Hope, AR. 71801

PHONE NUMBER: 870 777-3076

DIRECTOR: Phoebe Bailey

TEACHER CENTER COORDINATOR: Monica Morris

NAMES OF COUNTIES SERVED: Hempstead, Lafayette, Miller, Nevada

NUMBER OF DISTRICTS: 9

NUMBER OF STUDENTS: 12,051

NUMBER OF TEACHERS: 1,059

FREE/REDUCED LUNCHES: 69.66%

I. GOVERNANCE:

A. How is the co-op governed? Board of Directors Executive Committee

How many members on the Board? 9

How many times did the Board meet? 11 Executive Committee? N/A

When is the regular meeting? Second Wednesday of Each Month

Date of current year's annual meeting: May 17, 2016

B. Does the co-op have a Teacher Center Committee? YES NO

If yes, then:

How many are on the Teacher Center Committee? 9

How many members are teachers? 6

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? Fall, Winter and Spring.

C. When was the most recent survey/needs assessment conducted? December 2015-January 2016

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

Yes No

II. STAFFING

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

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

2015-2016 Employees						
	Last Name	First Name	Position	Funding Source	New Hire	Resigned
	Amaya	Manuella	Hippy Home- Based Educator	S		
	Avvaru	Shashank	Data Analyst/Student GPS	S	x	
	Bailey	Phoebe	Director	B		
	Bass	Amanda	ECH Para	F		
	Bearden	Vikki	Clerk/ECH Secretary	S		
	Birthright	Melanie	ESVI Consultant	F		
	Jackson	Lisa	ECH Teacher	S		
	Blakely	Billie	Hippy Home- Based Educator	S		
	Bobo	Mary	ECH Behavior Interventionist	S		
	Brown	Kathie	Hippy Home-Based Educator	S		x
	Browning	Sandra	ECH Para	D		
	Clark	Belinda	ECH Para	D		
	Colberg	Rhonda	Ed Examiner	D		x
	Cornelius	Kelly	Literacy Specialist	S		
	Craft	Katrina	Project Coordinator Student GPS	S		
	Craven	Teresia	ECH Para	F		
	Cree	Lori	ECH Para	S	x	
*	Echols	Connie	Literacy Specialist	ADE		
	Dixon	Leslie	ECH Teacher	S		
	Estes	Darlene	Teacher Center Clerk	S		
	Faust	Sherry	Due Process Coordinator	D		
	Gentry	Angie	ECH Teacher	S		
	Kyles	Ramona	Assistant Bookkeeper	B		x
	Gilbey	Callie	Speech	S		
*	Greenwood	Edith	Community Health Nurse	ADH		
	Harris	Judy	Literacy Specialist	S		x
	Harvel	Valarie	ECH Technician	S		
	Henderson	David	Technology Coordinator	S		
	Henley	Socorro	ECH Para	S		
	Henry	Sharon	Van Diver/Clerk	B/D		
	Holston	Monica	Teacher Center Clerk	S	x	
	Hubbard	Judith	ECH Classroom Para	F		
	Johnson	Tephanie	Hippy Home Based Educator	S		

	Kennedy	Terri	Science Specialist	S		
	Martin	Shana	ECH Para.	F		
	Massey	Karen	ECH Coordinator	S		
	McClenton	Gail	ECH Para	F	X	
	McKinnon	Alice	ECH Teacher	S	X	
	Morris	Floyd	Workforce Ed. Coordinator	F/S		
	Morris	Monica	Teacher Center Coordinator	B/D		
	Newton	Kelli	Teacher Center Clerk	S	X	X
	Noble	Ashley	HIPPY Home Based Educator	S	X	
	Ogden	Velvet	ECH Para	F		
	Page	Evelyn	HIPPY Coordinator	S		
	Perkins	Gina	Teacher Center Clerk, Asst. Bookkeeper	S		
	Perry	Amanda	Project Coordinator Student GPS	S	X	
	Propps	Deborah	Math Specialist	S		
	Ray	Dana	GT Coordinator	S/D		
	Richardson	Jaslyn	ECH Teacher	S		
	Roach	Elsie	Bookkeeper	B		
	Shepherd	Lindsey	ECH Para	F		
	Smith	LaCheryl	ECH Para	F		
	Smith	Hazel	Hippy Home Based Educator	S		
	Smith	Robin	ECH Para	F		
	Thomason	Connie	Behavior Support Specialist	F	X	
	Terry	Sue	ECH Teacher	S		
	Wickless	Sharon	ECH Para	F		
	Winfield	Angela	LEA Supervisor	D		
	Wood	Eva	ECH Teacher	S		

III. TEACHER CENTER

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

A. Does the co-op provide media services to schools? YES [X] NO []

If yes, then:

Approximate the number of titles in media center: 100

Does the co-op provide delivery to the districts? YES [X] NO []

How many districts participate in the media program? 9

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

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

If yes, then:

How are media / technology charges per district determined (formal or per ADM)?

Please describe:

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

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. 1485

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

[X] Cooperative purchasing

[X] Conduct Annual Needs Assessment /Planning assistance

[X] Special education services

[X] Gifted and talented assistance

[X] Grant writing assistance

[X] Personnel application

[X] Assist/support with Evaluation procedures (OSR, ACSIP Monitoring, GT Program evaluation, etc.)

[] Migrant student Identification

[X] Bookkeeping assistance

[X] Technology training

[X] Curriculum support (Common Core State Standards)

[X] Business Management training

[X] Computer technician

[X] C.C.R.P.P. Administration/Collaboration)Partnership with UAHT and HSU)

- E-Rate applications
- Assessment data analysis
- Instructional facilitator training
- Math/Science/Literacy specialists
- Numerous professional development opportunities for teachers
- Administrators and Local Board Members Training

V. DIRECT SERVICES TO STUDENTS

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

- Student assessment program
- Itinerant teachers – please list areas: (ECSE)
- Occupational therapy and physical therapy
- Transition Assistance
- Mentor programs (Ex. Foster Grandparents)
- Gifted/talented programs: 9 participating districts
- Digital instruction (Ex. AR iTunes U, podcasts)
- Speech Pathology Services
- HIPPY
- Low incidence handicapped (vision/hearing)

- Other (Please specify):
Early Childhood Special Education 3-5 years of age, Behavioral Intervention Consultants,
Nursing Services

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The 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.

* Southwest AR Education Cooperative has member districts that are interested in implementing blended learning and flex scheduling. To help facilitate that, our staff arranged a trip for 3 of our districts to spend the day at Pea Ridge HS. They had the opportunity to meet with teachers and students as well as observe classrooms. SWAEC has also partnered with Hope District to bring in Modern Teacher to support their teachers. We hosted the trainings and supported the district with the rollout by attending the stakeholder engagement sessions in their buildings.

* As we serve a primarily rural population, most of the districts in SWAEC do not have grant writers. In an effort to support additional funds coming to the districts, the cooperative has partnered with CESA 6, a service agency in WI, to offer grant services. On a monthly basis, SWAEC sends out possible grants that our districts are eligible to receive. If a grant interests the districts, CESA 6 helps them write the grant. Also, if one of our districts has a particular item they need funded, SWAEC will contact CESA 6 and they research the opportunities in that field.

* SWAEC has worked with the Arkansas School Board Association to provide training specifically for the boards of SWAEC member districts as well as regional board training for districts in the southern part of the state. These meetings allow us to provide targeted services for the needs of our area boards and allows them to save on travel as they do not have to go to Little Rock for their required hours.

VII. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: 1

White

African American

Hispanic

Asian 1

American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2015-2016 school year: 8

White 6

African American 2

Hispanic

Asian

American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 0

White

African American

Hispanic

Asian

American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year: 5

White 4

African American 1

Hispanic

Asian

American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 2

White 2

African American

Hispanic

Asian

American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2015-2016 school year: 39

White 31

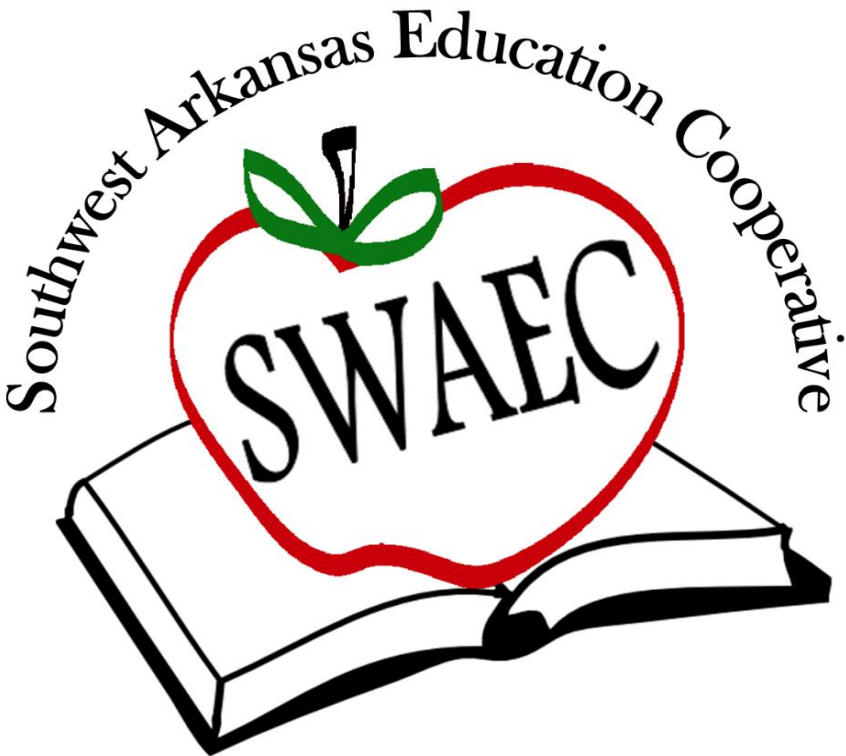
African American 8

Hispanic

Asian

American Indian/Alaskan Native

Southwest Arkansas
Education Cooperative
2015/2016



Program Summaries

Program: Accounting

Funding Source: Base

Competitive Grant: Yes No X

Restricted: Non-Restricted: X

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Elsie Roach	Office Manager	Business Technical Diploma
Ramona Kyles	Asst. Bookkeeper	Business Certificate
Gina Perkins	Asst. Bookkeeper	High School Diploma

2015-2016 Funding Source

State/Local Funding Cash on Hand	\$3,268,903.00
Base Funding	\$408,618.00
Interest on Investments	\$6,980.00
Teacher Center	\$40,061.00
Professional Development Consortium	\$96,700.00
Special Education LEA Consortium	\$230,885.00
ECH/Districts	\$211,060.00
G/T Coordinator/State	\$28,500.00
G/T Coordinator/Local	\$49,500.00
G/T/AP	\$4,500.00
Early Childhood/State	\$679,976.00
Workforce Education Coordinator	\$39,000.00
ESC Professional Development	\$20,475.00
LEAD Principal Stipend	\$5,000.00
Technology Coordinator	\$75,000.00
HIPPY	\$194,250.00
ABC COLA Funding	\$8,618.00
Literacy Specialists	\$183,000.00
Math Specialist	\$86,500.00
Science Specialist	\$86,500.00
Tobacco Prevention Nurse	\$6,000.00
CGI/Local	\$9,585.00
Southwest Prep	\$32,000.00
AT&T Prep Support	\$29,023.00

AIMM Training	\$707.00
APPEL	\$36,241.00
Misc. Funds	\$133,219.00
Total Local/State Funds	\$5,970,801.00
Federal Funding Cash on Hand	\$79,571.00
Carl Perkins	\$123,257.00
Early Childhood/Federal	\$194,315.00
ARMAC	\$23,476.00
Preschool Medicaid	\$10,000.00
Behavior Support Specialist	\$95,448.00
ESVI	\$103,211.00
Total Federal Funds	\$629,278.00
Grand Total	\$6,600,079.00

Program: Behavior Support Specialist K-12

Funding Source: Federal **Competitive Grant:** Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Connie R. Thomason	Behavior Support	ME

Goal:

The BSS should develop and maintain current knowledge and skills in the following areas:

- *Evidence-based practices in behavioral and instructional areas
- *Autism Spectrum Disorders
- *Functional Behavioral Assessment and Behavior Intervention Plans
- *Coaching and training adult learners
- *Large and small group presentations and instruction
- *Special Education laws, regulations, and procedures
- *Current technology for communication, data collection and analysis, and reporting
- *Current ADE major initiatives.

Program Summary:

Technical Assistance includes: responding to CIRCUIT referrals and requests for assistance; assist with identification and evaluation of students suspected as having autism, emotional disturbance, or other disability areas for special education; conduct file reviews, interviews and student observations to assist schools with student behavior concerns; assist districts in conducting functional behavior assessments and developing behavior intervention plans; assist in program development for students with autism spectrum disorders; monitor student behavioral progress and provide modifications as needed; provide training for staff specific to individual student needs; meet with school personnel to disseminate information and conduct trainings specific to needs of school district; assist ADE with collecting and analyzing data for State Performance Plan and the Annual Performance Report; work collaboratively with Behavior Support Specialists across the state to meet the goals and priorities of the ADE; work with other education specialists, organizations, agencies, cooperatives, and institutions of high education to support the goals and priorities of ADE; and, maintain current knowledge and skills in ABA, Autism Spectrum Disorders, Special Ed. Laws and Regulations, Data Collection, Coaching and training adults.

Major Highlights of the Year:

1. Created Functional Behavior Assessment and Behavior Intervention Plan modules and checklist with regional Behavior Support Specialist
2. Assisted State Behavior Support Specialist to research and identify modules being utilized by other states to identify areas of strength and needed growth
3. Received training in ADOS to assist school districts identifying students on the Autism Spectrum
4. Received Autism training on Applied Behavior Analysis strategies and interventions
5. Assisted area school districts with interventions and FBA/BIP process

Program: Career and Technical Education

Funding Source: Carl D. Perkins Funding - Federal

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Floyd Morris	Career and Technical Education	BSE, MSE

Goal:

The goal of Career and Technical Education is to carry out the guidelines of the 2006 Perkins Act. This federally funded program is for secondary and postsecondary career education. These programs increase accountability and emphasize student achievement and strengthen opportunities for students. The Perkins funding is over seen by the Arkansas Department of Career & Technical. The goal is to better prepare students for the workforce, postsecondary and military. The federal guidelines set our indicators that we are required to meet. These include proficiency on the literacy/geometry benchmark exams, technical skill attainment (CTE EOC Exams), high school course completion & graduation, placement, and nontraditional participation & completion.

Program Summary:

The coordinator for the Southwest Arkansas Education Cooperative Perkins Consortium is required to write a five year plan and submit it to the state department. The coordinator also writes an annual Perkins application determining how to distribute/spend the funding for our area schools on the indicator projects approved by the Arkansas Department of Career & Technical Education. Start-up funds, Completers Reports, Placement Reports, technical assistance, and professional development are also planned and provided by this office.

Major Highlights of the Year:

Several teachers took the opportunity to increase their skills by attending advanced in-services, workshops, and state and national conferences. Spring Hill FCCLA Chapter has a state officer for FCCLA 2015-2016 school year. Several teachers attended local, state, regional, and national FCCLA, FFA, FBLA events and conferences with their students.

Program: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

Funding Source: ADE Grant – Act **Competitive Grant:** Yes No **X**

Restricted **X** **Non-restricted**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

Virtual Arkansas Superintendent- Cathi Swan, State Coordinator of Digital Learning, BSE, MSE
Virtual Arkansas Director of Operations - Mike Lar, BS, MBA, Ed.D, ABD
Virtual Arkansas Director of Technology – Junior Stormes, BS
Virtual Arkansas Director of Academics- John Ashworth, BSE, MSE
State Coordinator Administrative Assistant- Ashley Pruitt, BA
Central Office Administrative Assistant- Alex Munn, BA
Team Digital Members – Lisa Russell, Gerard Newsom, Rachel Schell,
Evan Patrick, Sherry Kennedy, Dexter Miller

Goal:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

Program Summary:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- *Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- *Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- *Presented at TICAL on the Future of Blended Learning
- *Held statewide school consultations on the planning and implementation of Blended Learning
- *Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- *Attended the 2015 INACOL conference on Blended Online Learning
- *Completed an Educational Cooperative Promotional Video

Program: Early Childhood 3-5 Special Education

Funding Source: Federal, State & Local Funding

Competitive Grant: Yes No X

Restricted Non-Restricted: X

Participating Districts:

Blevins	Fouke	Genoa
Hope	Lafayette	Prescott
Texarkana	Nevada	Spring Hill

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Karen Massey	Coordinator	MSE/BSE
Angie Bobo	ECH Behavior Interventionist	MSE
Alice McKinnon	ECH Instructor	MSE
Valarie Harvel	ECH Technician	BA
Vikki Bearden	ECH Clerk	HSD
Jaslyn Richardson	ECH Instructor	MSE
Lisa Jackson	ECH Instructor	BSE
Eva Wood	ECH Instructor	MSE
Sue Terry	ECH Instructor	MSE
Lori Cree	ECH Paraprofessional	AA
LaCheryl Smith	ECH Paraprofessional	HSD
Angie Gentry	ECH Instructor	MSE
Leslie Dixon	ECH Instructor	MSE
Teresia Craven	ECH Paraprofessional	HSD
Velvet Ogden	ECH Paraprofessional	AA
Lindsey Shepard	ECH Paraprofessional	HSD
Judith Hubbard	ECH Paraprofessional	CDA
Shana Martin	ECH Paraprofessional	BA
Sharon Wickless	ECH Paraprofessional	HSD
Amanda Bass	ECH Paraprofessional	HSD
Socorro Henley	ECH Paraprofessional	CDA
Robin Smith	ECH Paraprofessional	HSD
Belinda Clark	ECH Paraprofessional	CDA
Manuela Amaya	ECH Paraprofessional	CDA
Sandra Browning	ECH Paraprofessional	HSD
Callie Gilbey	ECH Speech Pathologist	CCLP
Gail McClinton	ECH Paraprofessional	AA

Goal:

- * Continuing to develop and administer programs to locate, identify, and evaluate three to five year old children suspected to be developmentally delayed.
- * Maintaining current information and liaison with other public and private agencies and individuals who provide services to this age population.
- * Through the Local Interagency Council (ICC) and Southwest Bridge Building Committee collaboration of needs for the southwest are determined.
- * Continuing to develop and administer in-service training for personnel engaged in providing services to the developmentally delayed population, which include Daycares, Arkansas Better Chance (ABC), Head Start, and Day Service Centers in the area.
- * The purpose of the Behavior Interventionist position is to provide behavior support plans and intervention for students (ages 3-5) with severe behavior in all cooperative districts.

Program Summary:

The 3-5 Early Childhood Program takes responsibility for coordinating efforts within the region to develop and establish programs providing special education and related services to identified preschool aged children (3-5 years) with developmental delays. Collaborates in planning with the LEA's and superintendents in their districts for implementing activities to ensure the identification of eligible children. Provides services to such children in accordance with individual educational plans developed for children with the least restrictive environment being the primary concern. Early Childhood Behavior services are available through the cooperative. Behavior referral procedures are in place at the Southwest Arkansas Education Cooperative though the Arkansas Department of Education ECSpEC website. The Behavior Interventionist has a number of specific duties listed below:

- Works with parents and agencies when necessary
- Writing behavior plans, performing observations, assessments and referrals
- Facilitate manifestation determination conferences
- Collaborate with mental health providers
- Conduct parent/teacher consultations
- Assist with the management of due process, crisis intervention, identification, etc.
- Assist with the management process related to autistic children
- Conduct in-service and staff training

For the 2015-2016 year, the Southwest Arkansas Education Cooperative Early Childhood 3-5 Program has the following data:

December 1 Count 299

- Screened - 55 passed developmental screen
- Transition - 80 needing special education services
- Dismissed - 117 not needing special education services
- Behavior Referrals - 62
- Returning -115 for the 2016-2017 school year

Program: Early Childhood Autism Team

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Callie Gilbey	Speech Pathologist	M.S.E. CCC/SLP
Eva Wood	EC Instructor	M.S.E.
Becky Butler	Speech Pathologist	M.S. CCC/SLP
Angie Bobo	EC Behavior Specialist	B.S.E., M.S. Psychology

Goal:

The goal is to provide a resource for assessment and identification of children in 3-5 year old programs who meet criteria for the state and federal definition of autism spectrum disorder and to assist in the development of educational and behavioral strategies that will offer students a greater opportunity for success in the classroom and community environment.

Program Summary:

The Early Childhood Autism Team (A Team) consists of 2 speech language pathologists, a special education instructor and a behavior specialist. The use of a multidisciplinary approach in the educational diagnosis of autism provides additional validity to the eligibility determination process and provides information from an extended range of perspectives. Determining the qualification of a student under the definition of autism requires information relating to medical, psychological, educational and social characteristics of the student, as well as, information regarding the school environment. Students are referred for assessment by parents, classroom teachers, and physicians. A screening instrument, based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V), is completed by the classroom teacher, parent, and at least one member of the team. If the child meets criteria from the screening, specialized evaluation is warranted and scheduled. The team assesses students referred for specialized evaluation, interprets available data and subjective information and uses professional knowledge and judgment to determine eligibility. This specialized assessment uses the Battelle Developmental Inventory II and the Vineland Adaptive Behavior Scales to assess developmental and adaptive skills. The Transdisciplinary Play-Based Assessment-2 uses play to assess cognition, sensorimotor, communication, and social emotional skills. The Preschool Language Scale assesses both receptive and expressive language and the family completes an extensive family and social history. The Autism Diagnostic Observation Schedule-2 (ADOS-2) is used to assess the number and severity of autism related signs and symptoms. Team members perform extensive observation of the child in the natural setting and classroom environment. Additional scales and assessments are given depending upon individual needs. All assessments are recorded for further reference and a typical specialized assessment takes approximately 12 hours per student. The team also provides support during the evaluation programming conference by presenting and explaining all evaluation results.

Data for 2015-2016: Eight children were referred and assessed. Of the eight, three children met the criteria for autism spectrum disorder.

Program: Educational Services for the Visually Impaired

Funding Source: AR Department of Education, SPED Unit **Competitive Grant:** Yes No X

Restricted: X **Non-Restricted:**

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Melanie Birthright	TVI/COMS, Ed. Vision	MSE

Goal:

To provide consultation, direct and support services to students who are blind or visually impaired, to their parents and to the school, center and related staff.

Program Description:

The SWAEC Vision Consultant serves a large portion of southwest AR to provide assessments, consultations and recommendations for adaptations and modifications to meet the needs of students who are blind or visually impaired ages 3 through 21 in an educational program. The ESVI Consultant also loans adaptive equipment to students and assist the Instructional Materials Center in loaning braille and large print textbooks to local school districts. Consultation, assessment, recommendations and instruction in the area of orientation and mobility is provided in the school and local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Major Highlights:

During the year 2015-16, the ESVI consultant continued to be housed at the SWAEC. This enables continued communication between member districts, SWAEC, and LEA staff serving special needs populations, 504 students, and regular education students. The ESVI consultant provided training to districts, and attended numerous trainings to gain information and knowledge in skilled area. This included attending the Texas Orientation and Mobility Conference and Arkansas Orientation and Mobility Conference which allowed the attainment of ACVREP credit hours to maintain Orientation and Mobility Certification. Conference also included LEA Academy and Schools Without Walls Technology Conference.

Program: Gifted and Talented

Funding Source: ADE Competitive Grant: Yes No X

Restricted: Non-Restricted: X

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Dana Ray	G/T specialist	BSE & Master in Educ.

Goal:

Serve as a liaison between ADE, Office of Gifted and Talented and Advanced Placement, district gifted/talented program coordinators, and parent and professional organizations. Provide technical assistance to meet the State Standards for Gifted and Talented Education and Advanced Placement. Promote gifted education through public awareness and advocacy.

Program Description:

Technical assistance included: guiding GT Coordinators in the writing of the program application, pre-monitoring in preparation for monitoring of the program, and updating policies and procedures necessary for compliance. Hosted regular GT Advisory Council meetings to disseminate ADE updates, current trends and issues in gifted education, discuss practices and procedures for program compliance, share ideas and student activities events and dates, and keep abreast of the activities of the professional organizations for gifted and talented (Arkansans for Gifted and Talented Education and Arkansas Administrators of Gifted Education Association). Assisted member schools with various student activities such as Quiz Bowl, Destination Imagination, and Chess. Provided professional development opportunities, including: Pre-AP Strategies, Curriculum Differentiation, Extending Student Thinking, Student Diversity, Effective Questioning, Assessment for Identifying Gifted/Talented, and Whole Group Enrichment using the Common Core Standards.

Major Highlights:

- *Hosted the 2015-16 Annual College Board AP Coordinators Statewide training in October.
- *Hosted Quiz Bowl tournaments for all levels: Elementary, Jr. High and Sr. High
- *Hosted Chess tournament for Elementary students
- *Hosted Project Fair for Elementary Students
- *Supported 4 districts monitored by the Arkansas Department of Education with all 4 districts found in full compliance on all GT standards. (Genoa Central, Lafayette Co., Texarkana, and Fouke)
- *Provided professional development in Pre-AP, differentiation, formative assessment, GT program coordination, and curriculum.

Program: Home Instruction for Parents of Preschool Youngsters (HIPPY)

Funding Source: Arkansas Better Chance

Competitive Grant: Yes X No

Restricted: **Non-Restricted:** X

Participating Counties:

Hempstead	Lafayette
Miller	Nevada

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Evelyn Page	Coordinator	MSE
Tephania Johnson	Home Educator	CDA - AA
Billie Blakely	Home Educator	CDA
Manuela Amaya	Home Educator	CDA
Hazel Smith	Home Educator	BS/Sociology minor
Kathie Brown	Home Educator	BS/CDA
Ashley Noble	Home Educator	CDA pending

Goal:

HIPPY is a family focused program that helps parents to provide educational enrichment for their preschool children. The goal of HIPPY is to empower parents with the skills, tools, and confidence necessary to work with their children in the home. Parents will view themselves as their child's primary teacher and understand the critical role they play in their child's education.

Program Summary:

HIPPY (Home Instruction for Parents of Preschool Youngsters) is a home based school readiness program for families of 3,4, and some 5 year olds. HIPPY staff consists of trained a Coordinator and Home Based Educators. Parents receive weekly curriculum along with books and supplies for thirty weeks. Home Based Educators deliver the curriculum to the home and role play the activities with the parent. The parent teaches the curriculum to their child. HIPPY serves families from all ethnic and racial groups. We have served 118 families for the 2015-16 program year. The staff administered the Brigance Developmental screening and assessment to each child and the pre and post HIPPY involvement parent survey to each parent. The staff is involved in collecting and documenting information on each child for the purpose of entering data into the State data system COPA (Child Outcomes Planning and Assessment.) We received a successful audit from HIPPY Arkansas and Arkansas Better Chance with compliance in all program areas for the 2015-16 year.

Program: Literacy

Funding Source: Arkansas Department of Education **Competitive Grant:** Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Judy Harris	Literacy Specialist	Masters in Curriculum & Instruction
Kelly Cornelius	Literacy Specialist	Masters in Curriculum & Instruction
Connie Echols	Literacy Specialist	Masters in Education

Goal:

- *To enhance teacher awareness and implementation of current best practices through high quality professional development
- *To meet the needs of students through integrated assessment and responsive instruction
- *To ensure that all students are meeting the state and national standards in literacy

Program Summary:

- *Dyslexia Support: Technical assistance is provided to schools to meet Act. 1268 of 2015. Instructional support focusing on assessments, interventions and identification of students who qualify to receive dyslexia services.
- *Implementing a Comprehensive Literacy Framework (ICLF) Grades K-8 is training which identifies the critical components of a comprehensive literacy system, focuses on the unique instructional needs of the learner as related to literacy acquisition, explores setting the context for learning through instructional approaches that meet the needs of the learner, and provides the purposes and types of literacy assessments that when used appropriately will guide instructional decisions.
- *Literacy Design Collaborative (LDC) is a Common Core State Standards infused planning tool for teachers across the curriculum. Modules are created around content and Standards to create a positive learning environment in the classroom. This approach to incorporating literacy into content areas with the CCSS built in to the process assures student success.

Major Highlights of the Year:

- | | |
|--------------------------------------|------------------------------|
| *Dyslexia support and interventions | *RTI Support |
| *Classroom Walk-Throughs | *Classroom Observations |
| *District/Campus Leadership Meetings | *Data Analysis |
| *Curriculum Alignment | *Curriculum Alignment |
| *Model Lessons for teachers | *DIBELS training and support |

Program: Mathematics

Funding Source: Arkansas Department of Education

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Deborah Propps	Math Specialist	Masters of Education

Goal:

To increase teacher knowledge and implementation of research based best practices through high quality professional development the state and national standards in math.

Program Summary:

SWAEC, in partnership with Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Technical assistance is provided to schools by using a variety of data to determine math priorities which could include: demonstration lessons, teacher observations with pre and post conferences, updating improvement plans in collaboration with individual schools, consultations with the math instructional facilitator, math professional development, and curriculum development.

Major Highlights Of The Year:

- *Cognitively Guided Instruction (CGI) Level 1
- *Classroom Embedded Days
- *Curriculum Mapping
- *MDC State Initiative
- *Data Analysis
- *Classroom Walk-Throughs
- *Classroom Observations
- *District and Campus Leadership Team Meetings
- *Lesson Planning Support
- *Demonstration Lessons for teachers
- *RTI support
- *Curriculum Alignment
- *Building Math Units for Each Grade Level

Program: Novice Teacher Mentoring Program

Funding Source: ADE **Grant Competitive Grant:** Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Monica Morris	Teacher Center Coordinator	MSE
Dana Ray	GT Specialist	MSE
Regional Trainers		

Program Summary:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an update training.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program. Southwest Arkansas Education Cooperative provided 3 sessions in the Novice Teacher Mentor Program.

Goals:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

Program: Nurses Connecting Health and Education

Funding Source: Arkansas Department of Health

Participating Counties:

Hempstead	Lafayette
Miller	Nevada

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Edith Greenwood	Community Health Nurse Specialist	RN, BSN

Goal:

- *Provides technical assistance to Southwest Arkansas Education Cooperative region’s schools for implementation of School Based Tobacco Prevention Project and Act 1220
- *Acts as a liaison between schools, community coalitions, and health care providers to keep informed of public health policies
- *Participates in data collection and evaluation of Best Practices Programs
- *Shares information from state School-Nurse Consultant with school nurses
- *Identifies, provides, and evaluates training needs of school-nurses on up to date school health policies and issues
- *Provides, participates, and links resources for school and community-based health and wellness trainings
- *Research and design literature to support school/community health development
- *Serves on work groups, special projects and committees as needed
- *Serves as an advocate for school health needs

Program Summary:

The Community Health Nurse Specialist is employed by Arkansas Department of Health and functions in a collaborative role with Southwest Arkansas Education Cooperative. Technical assistance is provided to the region’s school district nurses and community coalitions through education and policy guidance and school health advocacy, with special focus on Best Practices for Nutrition, Physical Activity, and No-Tobacco.

Program: Professional Development

Funding Source: Base and District Support

Competitive Grant: Yes No X

Restricted: Non-Restricted: X

Participating Districts:

Blevins Fouke Genoa Hope
Lafayette Nevada Prescott Spring Hill Texarkana

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Monica Morris	Teacher Center Coordinat	MSE
Gina Perkins	Clerk	HSD
Darlene Estes	Clerk	HSD
Monica Holston	Clerk	AA

Goal:

Our goal, through these programs, is to provide quality professional development training, primarily in the thirteen critical areas, as outlined by the Arkansas Department of Education. The focus is to assist area schools in meeting the needs of their individual School Improvement Plans and to improve student achievement. These training sessions are funded through our Professional Development Consortium (PDC), in which 8 out of 9 districts participate. Participating districts contribute \$100 per certified staff member to the consortium. This funding helps support training sessions that cover a variety of related topics for which teachers and/or administrators have expressed a need. These funds are also instrumental in supporting several state initiatives, such as Common Core State Standards and Teacher Evaluation. Districts not participating pay a per session fee.

Program Summary:

The Teacher Center Coordinator has a primary responsibility for planning and carrying out the Professional Development Program for member districts. The professional development programs are, in part, identified by the Teacher Center Committee as a priority among member districts. A wide variety of workshops and seminars are provided for teachers and administrators throughout the year utilizing the expertise of regional, state and national consultants to train school personnel to help them develop both professionally and personally. SWAEC is in collaboration with the ADE as a training site for the Arkansas Novice Teacher Mentoring program. The SWAEC has Novice Teacher Mentoring Trainers in-house to assist area districts with their mentoring programs. Collaboration with the ADE and other agencies exists to provide professional development for specific groups such as: Special Education Teachers, Limited English Proficiency Teachers, Federal Coordinators, Gifted and Talented Teachers, Food Services, and Migrant Educators. Technology is supported through a variety of training sessions here at the Co-op and at the school sites. We have developed a Teacher Technology Team that assists with most technology training for classroom teachers. This team is also supported through extensive training to keep them abreast of new technology.

Major Highlights of the Year:

*Novice Teacher Mentoring training *Administrators' Summer Institute *School Board Member Training *Teacher Evaluation training *Technology Integration Team

A separate PD activities report is included.

Program: Psycho-Educational Examiner
Funding Source: District Allocations

Restricted: Yes No

Participating Districts:

Spring Hill	Prescott	Genoa Central
Hope	Nevada	Lafayette
Blevins	Fouke	

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Rhonda Colberg	Educational Examiner	MSE

Goal:

Provide participating districts with timely, accurate, reliable, and valid special education evaluations and consultation.

Program Summary:

The evaluation process aids in identifying a disability, adverse effect on education, and the need for special education and related services.

Major Program Highlights:

The examiner completed 138 psycho-educational evaluations during the 2015-16 school year. All compliance areas were met. Reports were completed and distributed in a timely manner. Staff development opportunities were provided as well as technical assistance to all districts.

Program: Science

Funding Source: Arkansas Department of Education **Competitive Grant:** Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Terri Kennedy	K-12 Science Specialist	Masters of Science in Education

Goal:

The goal of the Science Specialist is to provide ongoing support for adult learning in best practices. This support includes raising awareness of new standards and frameworks and providing implementation tools and techniques to achieve success.

Program Summary:

The office of the Science Specialist supports schools, teachers, and administrators by providing quality professional learning opportunities, and ongoing site based support in instruction, leadership, and best practices. Instructional support such as High Yield Strategies and lesson planning were introduced onsite, while incorporating Common Core State Standards. Awareness of the Next Generation Science Standards was increased through onsite visits to each of the school districts in the area.

Major Highlights Of The Year:

- *Preparing Teachers and Schools for the Implementation of New Science Standards
- * Science Practices
- * Disciplinary Core Ideas
- * Crosscutting Concepts
- *Science Notebooking
- *Science and Literacy Integration
- *Engineering Lessons
- *STEM Curriculum Conversations
- *Unit Planning
- *Modeled Lessons
- *Lesson Development
- *Joint-Presentation of Mini-Course at the Arkansas Curriculum Conference
- *Development of 2-day and 3-day Science Conferences for Elem, MS, and HS

Program: Special Education Consortium

Funding Source: Consortium districts

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Nevada	Fouke	Genoa
Lafayette	Spring Hill		

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Angela Winfield	LEA Supervisor	MSE
Sherry Faust	Due Process Coordinator	HSD

Goal:

To provide participating districts compliance in Special Education laws and implementation.

Program Summary:

Individuals employed as an LEA Special Education Supervisor will perform the following duties and tasks:

Responsibility for gifted/talented programs and Section 504 coordination are not to be considered as part of the special education supervisory role.

A. Supervise and administer all district programs for children with disabilities under the Individuals with Disabilities Education Improvement Act (IDEIA).

1. Become knowledgeable about the developments and trends in special education, instructional management and supervision, including attendance at meetings and training for LEA Supervisors conducted or sponsored by the ADE, Special Education Unit (SEU).
2. Supervise the location, identification, and evaluation process for students with disabilities, including privately-placed students receiving educational services within the district's jurisdictional boundaries.
3. As frequently as necessary, provide information related to due process and dispute resolution procedures and IDEA requirements to administrators, teachers, and parents, including information on resolution sessions and mediation and the availability and desirability of pre-due process mediation.
4. Consult with teaching staff to determine needs of specific students and the program.
5. Consult with teachers to determine instructional materials and supplies needed for the program.
6. Collaborate with school and district level curriculum committees to develop plans and recommendations for the inclusion of students with disabilities in all aspects of the educational program.

B. Provide on-going, regularly scheduled consultation to special and regular education personnel in the district.

1. On a regular basis, visit special and regular education classrooms to observe effectiveness of the instructional program.
 - a. Determine whether instruction corresponds to goals and objectives of the student's individualized education program (IEP) and the state curriculum standards
 - b. Determine if materials, equipment and other supports are available and are adequately and properly used.
 - c. Confer with teachers to provide technical assistance for improvement of instructional skills and behavior management.
2. On a regular basis, consult with teaching staff to assure that specific needs of the student are met.
3. On a regular basis, consult with teachers about appropriate and adequate materials.

C. Designate appropriate professionals responsible for appraisal, programming and implementation activities as specified by state guidelines.

1. Assure that appropriate personnel are available and efficiently deployed for all due process and instructional activities, including related services personnel.
2. Ensure that such personnel are held accountable and responsible for meeting established timelines set forth in due process procedures, including those employed through purchased service arrangements.

D. Initiate and administer programs to locate, identify, and evaluate students with suspected disabilities.

1. Design and implement Child Find activities in accordance with state and federal guidelines, including for privately-placed students receiving educational services within the district's jurisdictional boundaries
2. Arrange timely evaluation of students suspected of having a disability.

E. Monitor operation of district programs for children with disabilities to ensure operation in accordance with state adopted and approved policies, procedures and guidelines.

1. Become informed in the specifics of the state adopted and approved policies, procedures and guidelines.

F. Provide on-going consultative assistance, in conjunction with assigned special education teachers, to regular education teachers serving students with disabilities

1. On a frequent, regularly scheduled basis, hold discussions with all teachers who have students with disabilities in regular education classes.

G. Maintain information on and liaison with other public and private agencies and individuals who provide services to students with disabilities in the district, particularly those ages 14 and above.

1. Maintain information files that identify and describe agencies and individuals who provide services to students with disabilities.
2. Make such information available to persons planning programs and providing Services to students with disabilities.
3. Make such information available to parents and patrons.

H. Participate and provide leadership, as appropriate, in the development of the district ACSIP and special education budget for approval by the district superintendent.

I. Serve as a liaison with the ADE Special Education Unit in matters concerning education of children with disabilities.

1. Provide information to the ADE Special Education Unit as required.
2. Disseminate information and training provided by the Special Education Unit to district personnel, parents, students and patrons, as appropriate

J. Serve as a local liaison with parents and with parent organizations, including school-based parent centers.

Program: Teacher Center

Funding Source: Base Funds

Competitive Grant: Yes No X

Restricted: **Non-Restricted:** X

Participating Districts:

Lafayette	Fouke	Nevada	Hope
Blevins	Genoa	Prescott	
Spring Hill	Texarkana		

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Monica Morris	Teacher Center Coordinator	MSE
Darlene Estes	Clerk	HSD
Gina Perkins	Clerk	HSD
Monica Holston	Clerk	AA

Goal:

The purpose of the Teacher Center is to provide services to our schools in three basic areas: staff development, curriculum development assistance and educational materials. We meet those goals in a number of ways in both the Teacher Center and other areas of the Co-op. The Teacher Center Advisory Committee works closely with the Teacher Center staff and the Co-op Board of Directors. This open channel of communication assures that we continue to understand and meet the need of educators we serve.

Program Summary:

The SWAEC Teacher Center provides a place for teachers, paraprofessionals, and administrators of all member districts to work on instructional materials, develop curriculum, and obtain instructional and media materials to meet the needs of their classroom. The instructional materials have been developed to coordinate with the Arkansas Frameworks and Common Core State Standards. Instructional resources are available for teachers to use in the classroom. The primary focus of the instructional material is reading, math and language arts; however we do have materials available for other subject areas. Technical assistance is available for educators from laminating and supplies to curriculum designed to meet a specific need. One of the most popular services of the Teacher Center is the Ellison lettering machines and the numerous dies available for use. During the school year, the SWAEC makes Ellison cuts available to school through six Ellison kits that travel to different buildings. Additionally, the Teacher Center provides teachers and administrators the use of a banner/poster maker, a binding machine, two laminators and copiers. Teachers use the Teacher Center on a regular basis for help and assistance through personal visits, phone calls, and school visits through the delivery system. The center serves preschools and daycares, in addition to, our member school districts. There are approximately 35 preschools and day cares that use the SWAEC Teacher Center services on a regular basis.

Students from UAHT, Texas A&M-Texarkana and Henderson regularly use the SWAEC Teacher Center services. Private schools in the SWAEC service area also use the Teacher Center.

Program: Technology

Funding Source: ADE

Competitive Grant: Yes X No

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope	
Lafayette	Nevada	Prescott	Spring Hill	Texarkana

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
David Henderson	Technology Center Coordinator	Masters of Liberal Arts

Goal:

Provide quality technology support for the cooperative and for member school districts.

Program Summary:

- *Support districts in their efforts to provide quality technology for teaching and learning.
- *Support districts with various aspects of assessment testing including: technical support for infrastructure trials, support during the live testing
- *Coordinate with districts to increase awareness of and participation in VirtualArkansas, Bloomboard, StudentGPS, E-rate and other state initiatives.
- *Provide quality professional development.
- *Provide ongoing support to the cooperative in terms of professional development, network administration, hardware/software troubleshooting, etc.
- *Provide ArkansasIDEAS information and STIN lookups during workshops and throughout the year as needed/requested.
- *Decommissioned (2) old servers. Consolidated services to different servers.
- *Host meetings with area techs.
- *Bid, oversee purchase and installation of new security camera system.
- *Meet with other state coordinators, superintendents, teachers, etc.

Program: Technology Infused Education (TIE) Project

Funding Source: Department of Education **Competitive Grant:** Yes No X

Restricted: **Non-Restricted:** X

Participating Districts:

Blevins Fouke Genoa Hope
Lafayette Nevada Prescott Spring Hill Texarkana

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Phoebe Bailey	Director	MSE
David Henderson	Technology Center Coordinator	Masters of Liberal Arts

Goal:

The purpose of the TIE project is to increase technology integration across the state of Arkansas. Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards and licensure issues while enhancing instruction through integrated technology practices. The state and partner co-ops have helped to support this training after grant funding ended.

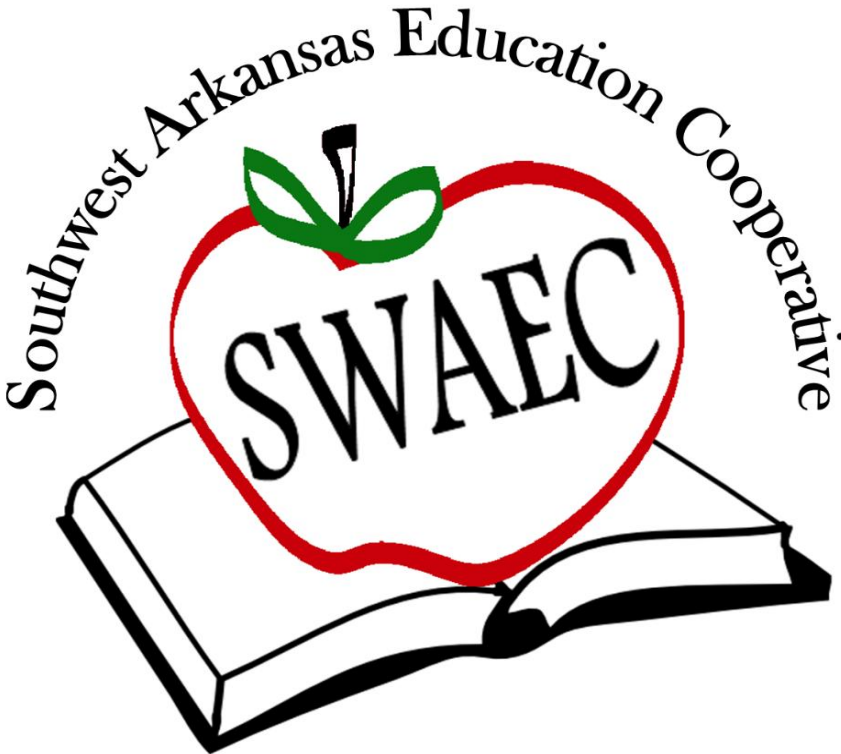
Program Summary:

All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently over 100 TIE Cadre members representing 69 districts across the state. Cadre members have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators. The modules are all project based and have been developed by teachers. Modules include trainings on things such as Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://swaecmoodle.k12.ar.us/>. By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The focus of cadre training is to support technology integration in curriculum. Training includes a focus on computer coding, presentation skills, unit planning and tools teachers can use. Cadre members then share this knowledge in trainings offered at the co-ops. The cadre members not only train for the education co-ops in the summer but are also able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings.

Major Highlights of the Year:

Cadre members attended training to support coding and roll out of Computer Science Standards 7th Annual TIE Conference for member training was held in the spring of 2016.

Southwest Arkansas
Education Cooperative
2015/2016



Special Projects

SPECIAL PROJECTS AND PROGRAMS

Detailed below are special projects or programs in which state funding provided services regionally or statewide, giving this cooperative an opportunity to participate.

Funding Source: Arkansas Department of Education **Restricted**

Program Name: EtherScope

Competitive Grant: No

In an effort to assist schools in preparation for online Common Core State Standards testing in 2014-15, ADE awarded a grant to the Co-ops for the purchase of EtherScopes. There were eight EtherScopes purchased and each cooperative area partners with a “sister” cooperative to share an EtherScope. Our cooperative is partnering with South Central Service Cooperative. Our goal is to evaluate all of the schools in our cooperative to see if their networks are capable of connecting 1 to 1 computer to student for the CCSS testing. When we visit each school, we save reports from the EtherScope for evaluation purposes and inform the school technology coordinator of the findings.

Program Name: CGI-Cognitively Guided Instruction

Competitive Grant: No

Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 & 3 of training builds upon the previous year’s training—resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant: No

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant: No

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

Program Name: Design Collaborative/Mathematics Design Collaborative (LDC/MDC)

Competitive Grant: No

The LDC/MDC is an on-going professional development process which consists of tasks aligned to the Common Core State Standards that target those skills needed in reading, writing, and mathematics. Formative assessment is used as a tool for monitoring what students are learning and identifying misunderstanding or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students that are evaluated with a scoring rubric that helps educators across our state and nation calibrate high expectations. The LDC/MDC work is implemented in literacy, social studies/history, mathematics, science and career education classes for students in grades 9 and 10.

Program Name: ACT Aspire

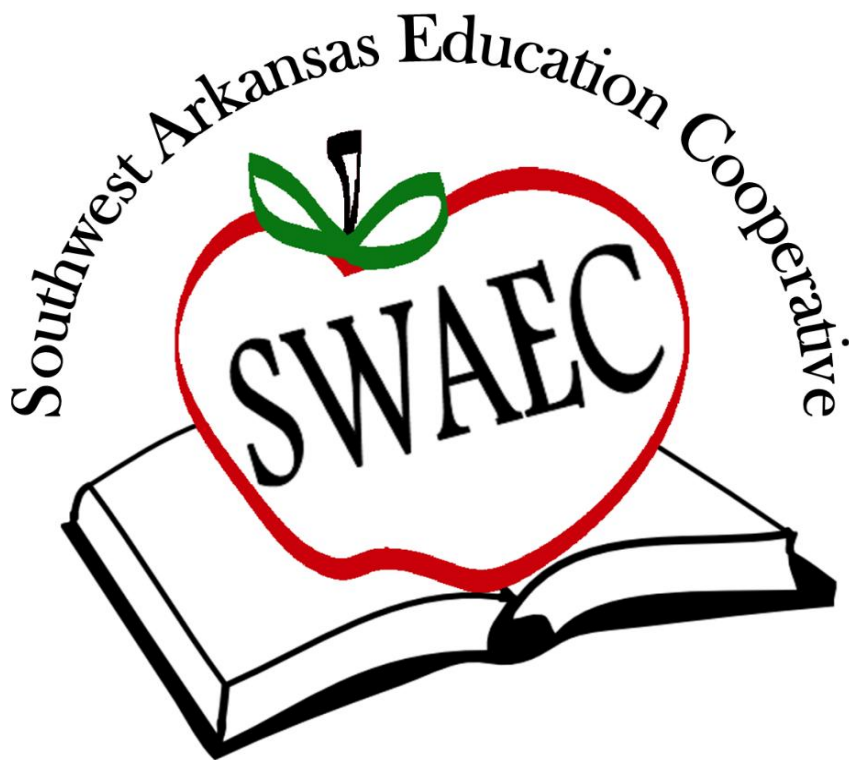
Competitive Grant: No

Southwest Arkansas Education Cooperative technology coordinator and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinator provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Southwest Arkansas Education Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Cooperative also provided support to classroom teachers and instructional leaders to ensure that the Common Core State Standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative literacy and math specialists provided face-to-face trainings on ACT Aspire resources that are available and how these could be utilized to strengthen the classroom teachers understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Southwest Arkansas
Education Cooperative
2015/2016



Professional Development