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A MESSAGE FROM THE DIRECTOR



This report of activities for 2020-2021 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 furnished to our member schools during fiscal year 2020.

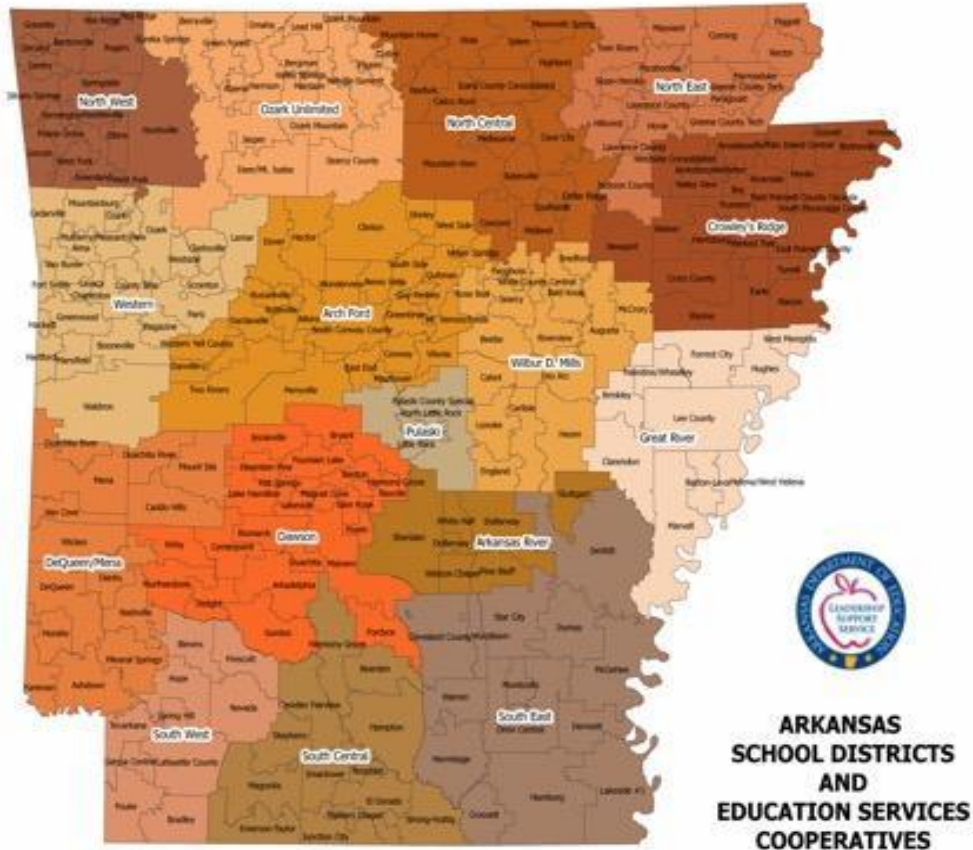
The Southwest Arkansas Education Service Cooperative (SWAEC) is made up of nine school districts in rural southwest Arkansas. The counties we serve include Hempstead, Lafayette, Miller, and Nevada. We serve approximately 11,300 students and 900 public school teachers and administrators. The Co-op offices are located on the campus of the University of Arkansas Hope-Texarkana (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 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 services including LEA supervisor, education examiner, vision and behavior support; content specialist in math, literacy, science, and technology; career and technical assistance; gifted/talented services; support for novice teachers; bulk purchasing and printing services; 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, Kiwanis 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

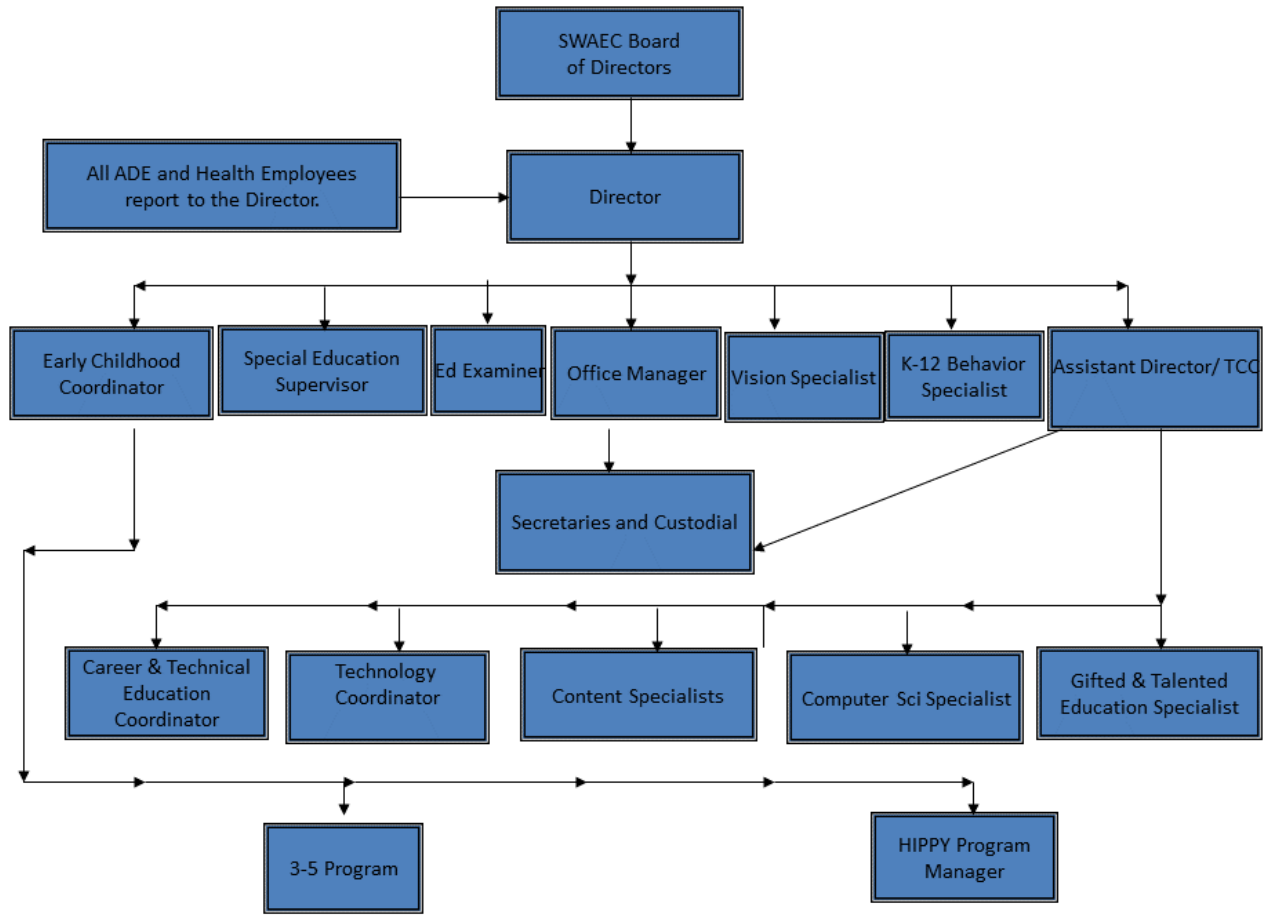


Southwest services the following counties:

- Hempstead
- Lafayette
- Miller
- Nevada

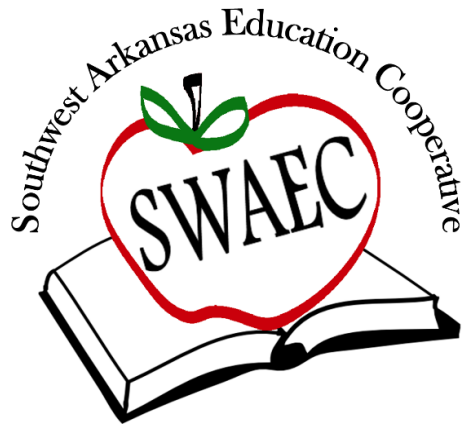
Southwest Arkansas Education Cooperative Mission Statement

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.



SALARY SCHEDULE

CLASSIFIED	CLASSIFIED ACCT.	CERTIFIED BA	CERTIFIED MA	CERTIFIED-ADE GRANT	
\$ 31,800.00	\$ 31,830.00	\$ 33,800.00	\$ 38,450.00	Director	Salary Negotiable
\$ 32,225.00	\$ 32,280.00	\$ 34,250.00	\$ 38,950.00	Assistant Director	1.70 X 190 Day Schedule
\$ 32,650.00	\$ 32,730.00	\$ 34,700.00	\$ 39,450.00	Teacher Center Coordinator	1.55 x 190 Day Schedule
\$ 33,075.00	\$ 33,180.00	\$ 35,150.00	\$ 39,950.00	Literacy/Math/Science Specialist	1.38 x 190 Day Schedule
\$ 33,500.00	\$ 33,630.00	\$ 35,600.00	\$ 40,450.00	ECH Coord.	1.575 x 190 Day Schedule
\$ 33,925.00	\$ 34,080.00	\$ 36,050.00	\$ 40,950.00	LEA Consortium Coord.	Salary Negotiable
\$ 34,350.00	\$ 34,530.00	\$ 36,500.00	\$ 41,450.00	Workforce Coord.	1.38 x 190 Day Schedule
\$ 34,775.00	\$ 34,980.00	\$ 36,950.00	\$ 41,950.00	Gifted/Talented Specialist	1.38 x 190 Day Schedule
\$ 35,200.00	\$ 35,430.00	\$ 37,400.00	\$ 42,450.00	Mentoring Coordinator	1.52 x 190 Day Schedule
\$ 35,625.00	\$ 35,880.00	\$ 37,850.00	\$ 42,950.00	Behavior Specialist	separate schedule
\$ 36,050.00	\$ 36,330.00	\$ 38,300.00	\$ 43,450.00	Visually Impaired Consultant	separate schedule
\$ 36,475.00	\$ 36,780.00	\$ 38,750.00	\$ 43,950.00	Speech Pathologist	1.10 x 190 Day Schedule
\$ 36,900.00	\$ 37,230.00	\$ 39,200.00	\$ 44,450.00	Technology	1.38 x 190 Day Schedule
\$ 37,325.00	\$ 37,680.00	\$ 39,650.00	\$ 44,950.00	Educ. Examiner	Salary Negotiable
\$ 37,750.00	\$ 38,130.00	\$ 40,100.00	\$ 45,450.00	ADE GPS Support	separate schedule
\$ 38,175.00	\$ 38,580.00	\$ 40,550.00	\$ 45,950.00	Computer Science Specialist	Salary based on ADE requirements
\$ 38,600.00	\$ 39,030.00	\$ 41,000.00	\$ 46,450.00	ECH Behavior	1.10 x 200 Day Schedule
\$ 39,025.00	\$ 39,480.00	\$ 41,450.00	\$ 46,950.00	CLASSIFIED	
\$ 39,450.00	\$ 39,930.00	\$ 41,900.00	\$ 47,450.00	* Classified may move from level I, II or III based on descriptors	
\$ 39,875.00	\$ 40,380.00	\$ 42,350.00	\$ 47,950.00	Bookkeeper/Office Manager	.975 x 190 Day Schedule
\$ 40,300.00	\$ 40,830.00	\$ 42,800.00	\$ 48,450.00	Asst. Bookkeeper/Clerk	.78 x 190 Day Schedule
Approved by the Southwest Arkansas Education Board April 16, 2019				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 CLASS divided by 190 x # of days worked x Levels .45 - .50- .60-	
NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue isn't 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.				Base paras - .45	
				Para Test/CDA - .50	
				AA or 60 college hours - .60	
				BA serving as Teacher- .70	
				SUPPLEMENTAL EARNINGS STIPENDS	
				Technology Project(s)	\$3,000
				Executive Bookkeeper	\$1,750
				Executive Secretary	\$1,000
				National Board Certification	\$2,250
				APPEL Site Facilitator	Determined annually by ADE



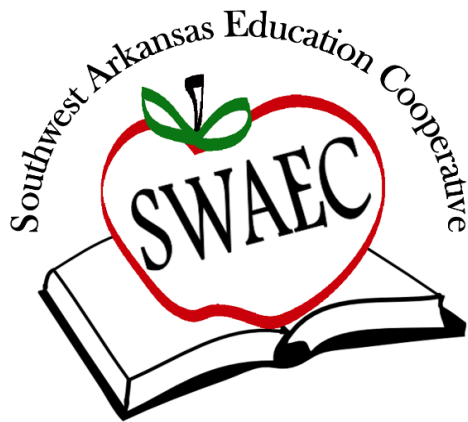
Southwest Arkansas Education Cooperative
 School Districts served in Southwest Arkansas Education Service Cooperative:
 Blevins, Fouke, Genoa, Hope, Lafayette, Nevada, Prescott, Spring Hill, and Texarkana

2020-21 Members of the Board

Name	Position	School District
Jim Buie	President	Fouke
Stephanie Dixon	Vice-President	Blevins
Phoebe Bailey	Ex-Officio	SWAEC
Becky Kesler	Secretary	Texarkana

Members of the Board

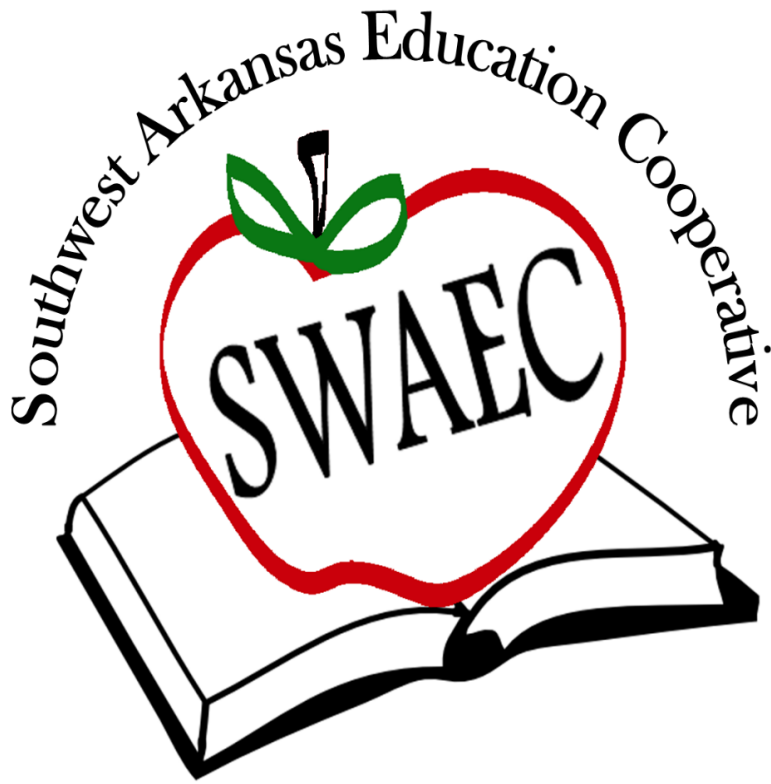
Name	Position	School District
Robert Edwards	Board Member	Lafayette
Bobby Hart	Board Member	Hope
Rick McAfee	Board Member	Nevada
Robert Poole	Board Member	Prescott
Tom Wilson	Board Member	Spring Hill
Garry Jameson	Board Member	Genoa



Southwest Arkansas Education Cooperative
2020-2021 Teacher Center Committee

<u>District</u>	<u>Position</u>	<u>Time left in current term</u>	<u>Person Currently Serving</u>
Prescott	Support Teacher	2 years	Shannon Henderson
Blevins	Middle School Teacher	2 years	Mark Segovis
Nevada	High School Teacher	2 years	Chasity Barnes
Lafayette	Support Teacher	1 year	Cynthia Ward
Hope	Elementary School Teacher	2 years	Katelyn Kidd
Spring Hill	Administrator	3 years	Peter Maggio
Genoa	Middle School Teacher	1 year	Lisa Posey
Fouke	High School Teacher	1 year	Cassandra Brooks
Texarkana	Elementary School Teacher	3 years	Courtney Bullard

Southwest Arkansas
Education Cooperative
2020-2021



Arkansas Department of Education

Arkansas Department of Education
Education Service Cooperative (ESC) Annual Report

DATE: May 31, 2021 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

TCC/ASSISTANT DIRECTOR: Monica Morris

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

NUMBER OF DISTRICTS: 9

NUMBER OF STUDENTS: 11,331

NUMBER OF TEACHERS: 907

FREE/REDUCED LUNCHES: 70%

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 12, 2021

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? 5

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 ass January 2020

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, =District Allocations
 B=Base Funds, M=Medicaid, F=Federal, L=Local

2020-21 Employees						
	Last Name	First Name	Position	Funding Source	New Hire	Resigned
	Applegate	Robin	PD Clerk	B/L		
	Avery	Teri	ECH Teacher	S		
	Avvaru	Shashank	Data Analyst/Student GPS	S		
	Bailey	Phoebe	Director	B		
	Berry	Mary	Literacy Specialist	S		
	Birthright	Melanie	ESVI Consultant	F		
	Breedlove	Jennifer	ECH Teacher	S		
	Brown	Miranda	Hippy Home- Based Educator	S		
	Collier	Daniel	Educational Technologist	S		
	Collins	Tanya	Assistant Bookkeeper	S		
	Cole	Tina	ECH Para	S		
	Cornelius	Kelly	Literacy Specialist	S		
	Craven	Teresia	ECH Para	F		
	Davis	Denise	ECH Para	D		
	Dixon	Leslie	ECH Teacher	S		
	Duenas	Joyce	ECH Para	F		
	Duke	Letha	Ed Examiner	D		
	Falls	Gia	Math Specialist	S		
	Fincher	Jennifer	Hippy Home- Based Educator	S		
	Fore	Callie	ECH Clerk	D	x	
	Foster	Lynn	HIPPY/ABC Coordinator	S		
	Gauldin	Traci	Literacy Specialist	S		
*	Greenwood	Edith	Community Health Nurse	ADH		
	Harvel	Valarie	ECH Technician	D		
	Henderson	David	Technology Coordinator	S/L		
	Henley	Socorro	ECH Para	D		
	Henry	Sharon	Van Driver/Clerk	B/D		
	Holston	Monica	Teacher Center Clerk	B/L/D		
	Hubbard	Judith	ECH Classroom Para	F		
	Jameson	Patricia	LEA Supervisor	S/F	x	
	Jester	Taylor	Teacher Center Clerk	L/D		

	Jewell	Vicki	Mentor Coordinator	S		
	Killingsworth	Jeff	Coordinator of Grants & Special Projects GPS	S		
	Koontz	Felicia	ECH Para	D		
	Lee	Donnie	Data Analyst/Student GPS	S		
	Leslie	Amy	ECH Teacher	S		
	Martin	Marilyn	ABC Teacher	S		
	Martin	Shana	ECH Para.	F		
	McClane	Samantha	ABC Teacher	S	x	
	Morris	Chad	G/T Coordinator	S/L		
	Morris	Monica	Teacher Center Coordinator	B/D		
	Parker	Kristin	ECH Para	S		
	Perkins	Gina	Office Manager/Bookkeeper	B		
	Powell-Carpenter	Emily	Instructional Designer	S	x	
	Richards	Amy	ECH Para	S		
	Richardson	Jaslyn	ECH Teacher	S		
	Rogers	Cathy	ECH Teacher	S		
*	Savell	Leslie	Computer Science Specialist	ADE		
	Schoenberger	Patrick	ECH Behavior Specialist	S		
	Smith	Hazel	Paraprofessional	D		
	Smith	LaCheryl	ECH Para	D		
	Stuckey	Barbara	ECH Para	D		
	Terry	Sue	ECH Teacher	S		
	Thomas	Danaka	ECH Para	S		
	Thomas	Lauren	ECH Para	S		
	Thomason	Connie	Behavior Support Specialist	F		
	Wickless	Sharon	ECH Para	F		
	Wood	Eva	ECH Coordinator	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: Not charged

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. 1471)

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

[] 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 (State Standards)

[X] Business Management training

[X] Computer technician

[] C.C.R.P.P. Administration/Collaboration

[X] E-Rate applications

[X] Assessment data analysis

[X] Instructional facilitator training

[X] Math/Science/Literacy specialists

[X] Numerous professional development opportunities for teachers

[X] 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.

* We had a number of teachers in the cooperative area pursuing National Board Certification. We hosted a support site that met once a month to help support these educators in the National Board process.

* SWAEC is a strong component of the department's alternate teaching program. We run the fiscal side for four sites and host our own year 1 and year 2 APPEL program. We graduated 14 teachers this April!

* SWAEC has worked with the AR School Board Association and APSRC to provide training specifically for the boards of SWAEC member districts. These meetings allow us to provide more targeted service 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 2020-2021 school year: 0

White

African American

Hispanic

Asian

American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2020-2021 school year: 4

White 4

African American

Hispanic

Asian

American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2020-2021 school year: 0

White

African American

Hispanic

Asian

American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2020-2021 school year: 5

White 5

African American

Hispanic

Asian

American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2020-2021 school year: 2

White 2

African American

Hispanic

Asian

American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2020-2021 school year: 13

White 13

African American

Hispanic

Asian

American Indian/Alaskan Native

Southwest Arkansas
Education Cooperative
2020-2021



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>
Gina Perkins	Office Manager/Bookkeeper
Tanya Collins	Asst. Bookkeeper

2020-2021 Funding Source

State/Local Funding Cash on Hand	\$2,633,828.15
Base Funding	\$408,618.00
Interest on Investments	\$2,940.00
Teacher Center	\$57,000.00
Professional Development Consortium	\$66,000.00
Special Education LEA Consortium	\$186,286.00
ECH/Districts	\$1,211,028.00
G/T Coordinator/State	\$30.00
G/T Coordinator/Local	\$9,000.00
Workforce Education Coordinator	\$50,000.00
GPS Dashboard	\$658,607.00
Technology Coordinator	\$80,000.00
HIPPY	\$94,700.00
ABC/COLA Funding	\$152,100.00
EIDT	\$232,067.00
Content Specialists	\$405,000.00
Mentoring	\$133,900.00
Tobacco Prevention Nurse	\$6,000.00
NBCT	\$5,383.00
APPEL	\$333,306.00
Bloomboard Trainings	\$31,500.00
Misc. Funds	\$117,000.00
Total Local/State Funds	\$6,874,293.15

Federal Funding Cash on Hand	\$66,090.68
Carl Perkins	\$154,202.00
DHS	\$3,000.00
ARMAC	\$30,000.00
Preschool Medicaid	\$40,000.00
Behavior Support Specialist	\$104,500.00
ESVI	\$104,500.00
Special Education Mentoring	\$19,000.00
SPED Resource	\$28,202.00
SPED PLC	\$119,355.00
Total Federal Funds	\$668,849.68
Grand Total	\$7,543,142.83

Program: ACT Prep

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

Participating Districts:

Blevins	Genoa	Nevada	Texarkana
Fouke	Hope	Spring Hill	Trinity Christian (private school)

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Monica Morris	Asst. Director/TCC	M.Ed.

Program Summary:

SWAEC collaborated with Chad Gargill out of Oklahoma to provide a 3-hour virtual ACT prep session for students in our high schools. We had two opportunities for them to attend and ended the 2 days with 97 students. Students and schools were able to purchase an ACT Prep Study Guide to assist in preparation for the ACT. Chad shared tips and strategies for taking the ACT as well as specific content that is assessed on the ACT. We received very positive feedback and will continue to work to grow this project.

Program: APPEL

Funding Source: State **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>
Phoebe Bailey	Director	M.Ed.
Monica Morris	Asst. Director/TCC	M.Ed.
Shannon Puckett	CTE Coordinator	M.Ed.

Program Summary:

The Arkansas Professional Pathway to Educator Licensure (APPEL), a nontraditional licensure program, is an alternate route to teacher licensure administered by the Arkansas Department of Education. Enrollment in this program allows a candidate with a bachelor's degree or higher to be employed as a classroom teacher while completing the necessary requirements for a Standard Arkansas Teaching License. SWAEC is host to APPEL Year 1 and APPEL Year 2 participants in order to assist the needs of our schools in hiring qualified candidates. We are also the fiscal organization for three other sites around the state.

Program: Arkansas Better Chance (ABC)

Funding Source: Arkansas Better Chance

Competitive Grant: Yes X No

Restricted: _____ Non-Restricted: X

Participating Districts:

Counties: Hempstead, Miller, Lafayette, Nevada

Blevins	Fouke	Genoa
Hope	Nevada	Prescott
Spring Hill	Texarkana	Lafayette

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Lynn Foster	Coordinator	<u>M.ED</u>
Samantha McClane	Lead Teacher	BA
Tina Cole	Paraprofessional	CDA
Marilyn Martin	Lead Teacher	BA

Goal:

Arkansas Better Chance (ABC) program is a high quality program that serves children, ages birth to five, with a variety of risk factors. However, the majority of availability is for three and four-year-old children. Providers are selected for their ability to offer a high-quality program. These abilities are assessed annually by early education professionals who evaluate each child and their ability for school readiness. The goal of Arkansas Better Chance classroom is to empower children with the skills needed to prepare them for kindergarten.

Program Summary:

ABC Classroom (Arkansas Better Chance) is a center-based school readiness program for families of 3,4, and some 5-year-olds. ABC staff consists of a trained coordinator, lead teacher, and a paraprofessional. The staff administered the Brigance Developmental Screening and Assessment to each child. Parents receive two parent/teacher conferences throughout the school year to discuss their child's development. The staff is involved in collecting and documenting information on each child for the purpose of entering data into the State Data System Work Sampling. ABC classroom can serve a total of 30 families per year.

Major Highlights of the Year:

Hatch Ignite a digital platform for pre-k was added to each classrooms. The prgram covers 7 domains, and can be completed 15 minutes a day at school or at home.

* Every student received a preschool workbook, 2 children's books, crayons, scissors, paint, and pencils to take home during COVID-19

* 7 students identified and referred for services with Early Childhood 3-5 Special Education

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 Specialist	M.Ed., Board Certified Behavior Analyst

Goal:

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

*To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services.

*To provide technical assistance and support to local school personnel in the identification and educational programming for students (emphasis in Autism).

*To assist districts in conduction and development of Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP).

*To provide professional development to local school district administrators and personnel for student specific needs, as well as large group trainings, and increase local capacity in evidence-based behavior supports.

*To build sustainable programming and a legally defensible process for Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) based on evidence-based practices through the BX3 Pilot Project.

*To empower the BX3 Teams to develop, train, and sustain behavior related policies across the district.

Program Summary:

The Behavior Support Specialist (BSS) position provides technical assistance in the area of behavior to all school districts within the Southwest Arkansas Education Cooperative. The BSS receives requests for technical assistance through the CIRCUIT online referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities. In addition to student specific services using the CIRCUIT referral system, the BSS is also involved in the BX3 State Initiative Project. This initiative focuses on helping districts build sustainable behavior teams that can cultivate practices that concentrate on positive behavioral outcomes for all students. Additionally, 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.

Services include:

*On-site consultation, student observation, record review, and written recommendations with follow up and training as needed

*Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development

*Assistance with Autism identification and programming

*Professional development opportunities on evidence-based interventions in the SWAEC cooperative, as well as other cooperatives.

*BX3 Project training and coaching to selected teams across the state (Horatio, South Pike County (Murfreesboro), Camden Fairview, Ashdown, Prescott, and Greenwood).

The BSS also attends monthly meetings with the other cooperative BSS and the liaison from the Department of Special Education. Information presented at this meeting is shared with the Special Education Supervisors at the local/area district level meetings.

Major Highlights of the Year:

- *Provided onsite consultation, student observation, record review, conference attendance, Autism specialized evaluations, assistance with functional behavior assessment, and/or behavior intervention planning for students (Categories of disabilities served include: Autism, Intellectual Deficit, Specific Learning Disability, Speech Impairment, and Unknown) with all cases resulting in closure for completion of evaluation.
- *Provided professional development on the following topics: Data Collection, Basic Principles of Behavior, Positive Reinforcement, Defining Problem Behavior, Antecedent Behavior Interventions, Targeted Behavior Interventions, Interactive Make/Take Activities for Math, Interactive Make/Take Activities for Reading. Training for the Novice Teacher Program was also delivered. Over 104 participants attended professional development sessions provided by the Behavior Support Specialist and all 11 of the 12 districts were represented in the trainings. Upcoming professional development is scheduled for summer 2021 over the same topics listed above.
- *Provided professional development through the BX3 State Initiative Project. BX3 Cohort 1 was provided 42 hours of professional development and 16 virtual coaching sessions while Cohort 2 was provided 36 hours of professional development and 16 virtual/onsite coaching sessions.
- *Attended weekly and monthly state BSS meetings with other Behavior Support Specialists and liaison(s) from the DESE - Special Education Unit.
- *Received 200 professional development hours documented in ESCWorks.
- *Received 28 CEU's for board certification (Behavior Analysis).
- *Highlights: ArkABA Annual Conference, BABAT Annual Conference, Deliberate Coaching bookstudy with the author, Paul Giovanni, and attended professional development provided by Greg Hanley, BCBA, after completing the Practical Functional Assessment Course at Florida Institute of Technology (FIT). Also began the bookstudy of Brene` Brown, Daring to Lead with the BSS state group.
- *Continued implementation of the statewide behavior referral system with specific forms and procedures for administrators to use when requesting behavioral assistance and help streamline the process across the state of Arkansas.
- *Worked with multiple education cooperatives (Arkansas River ESC, Crowley's Ridge ESC, Dawson ESC, Guy Fenter ESC, Northeast Arkansas ESC, Northwest Arkansas ESC, Southcentral ESC, DeQueen/Mena ESC,) to provide training for their districts.
- *Organized the use of a resource library of social skills curriculums, task boxes (to address specific skill deficits), and books for teacher and student development.
- *The BSS group launched "Behavior Breaks" on our website, www.arbss.org. These are short videos that are created for teachers to watch and implement quickly.
- *Developed 14 Functional Behavioral Assessment Modules for DESE that align with High Leverage Practices; Modules will be free and be released on the web June 2021.

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>
Shannon Puckett	CTE Coordinator	M.Ed.

Goal:

The goal of Career & Technical Education is to carry out the guidelines of the 2019 Perkins Act. This federally funded program is for secondary and postsecondary career education programs to increase accountability and to emphasize student achievement strengthening opportunities for students. The Perkins funding is overseen by the Arkansas Division of Career & Technical Education. Another goal is to better prepare students for the workforce, postsecondary, and military. Based on data gathered from the consortia, a target for the eight Perkins indicators is provided to achieve academic attainment in literacy, science, and math, student 4-year and extended graduation rates, postsecondary placement, non-traditional participation, non-traditional enrollment, and program quality.

Program Summary:

The coordinator for Southwest Arkansas Education Cooperative Perkins Consortium is required to write an annual Perkins application determining how to distribute/spend the funding for our area schools based on the negotiated indicator goals approved by the Arkansas Department of Career & Technical Education. Stakeholder Meeting, Comprehensive Local Needs Assessment, Start-up Applications, Concentrator Reports, Placement Reports, Certification Reports, Technical Assistance, CTE Enrichment Activities for Students, and Professional Development are also planned and provided by this office.

Major Highlights of the Year:

Through the writing of Start-Up Applications, Hope High School received \$30,921.30 for a new Computer Science: Robotics program of study;

Spring Hill High School received \$43,278.74 for a new Computer Science: Cybersecurity Program of Study;

Lafayette County High School received \$24,225.00 for a new Business and Technology: Accounting Program of Study.

Total for 2021-2022 Start-up Awards for SWAEC schools was \$98,424.74.

The SWAEC CTE Coordinator visited districts for on-site CTE PLCs and hosted Regional Virtual PLCs for FCS, Agriculture, and Business teachers via Zoom in the Summer of 2021.

The CTE Coordinator also worked on site and via phone with counselors and administrators on scheduling and on new courses aligned with new Perkins V requirements for the upcoming year.

SWAEC partnered with Southwest Arkansas Developmental Alliance (SADA) to sponsor Virtual Explore Success, where, in October, over 900 eighth graders attended a career exploration event supporting Student Success Plans.

SWAEC and SADA again partnered to sponsor an Explore Success Career Fair for the Spring of 2021, but the event was cancelled due to Covid 19.

The SWAEC Perkins V Needs Assessment Survey was released via Google Form in March to gather information to guide interpretations of the upcoming Perkins V regulations set to be implemented for Perkins funds in July 2021.

The Southwest Arkansas Regional Perkins V Stakeholders meeting was held on March 30, 2021 and stakeholders learned of the importance of gathering data for the needs assessment, Computer Science impact on CTE future Innovation, Model CTE Programs throughout the region, and CTE Charter Schools in Arkansas.

Program: Computer Science

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

Restricted: X **Non-Restricted:**

Participating Districts:

Statewide

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Kelly Griffin,	Lead Statewide Computer Science Specialist,	MAT
Alex Moeller,	Statewide Computer Science Specialist	
Eli McRae,	Statewide Computer Science Specialist	
Jim Furniss,	Statewide Computer Science Specialist	
John Hart,	Statewide Computer Science Specialist,	MLIS
Leslie Savell,	Statewide Computer Science Specialist,	MSE
Lori Kagabein,	Statewide Computer Science Specialist	
Tammy Glass,	Statewide Computer Science Specialist	
Zachary Spink,	Statewide Computer Science Specialist	

Goals:

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

1. Standards, Curriculum, and Pathways - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.
2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

5. Program Growth and Student Success - Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support through the use of 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; 7th/8th Coding Block; 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

Program Summary:

SWAEC, in partnership with Arkansas Department of Education, administers the Computer Science Program for grades K-12, established by ACT 187 for the implementation and improvement of computer science instruction throughout Arkansas. Technical assistance is provided to schools by using a variety of data to determine priorities which could include: demonstration lessons, teacher observations with pre and post conferences, improvement plans in collaboration with individual schools, consultations with the computer science instructional facilitator, computer science professional development, and curriculum development.

PD Offered:

- K4 Introduction to CS
- K4 Deeper Dive into CS
- 5-8 Introduction to CS
- 5-8 Deeper Dive into CS

Coding Block
Coding Block Resources
K-8 CS Lead Teacher Stipend Program
High School Computer Science and Certification Preparation
High School Computer Science and Certification Preparation - Fall 5 Saturdays
High School Computer Science and Certification Preparation - Spring 5 Saturdays
App in A Day
AP Computer Science Principles Student Day
AP Computer Science A Student Day
Introduction to Unity and Virtual Reality
Advanced Cybersecurity
Creating Embroidery Designs with Turtlestitch
Advanced Python
Advanced Java
Advanced Networking

Conferences Presented at:

Arkansas Department of Education Summit

Events/Committees/Projects Assisted with:

Regional Governor's Coding Competition 2020
Allstate Governor's Coding Competition 2021
Online Family Code Night at UALR December 2020
The Governor's CS and Cybersecurity Task Force
Great Arkansas History Video Game Coding Competition
CS Educator of the Year
Computer Science NewsLetter
Innovation Grant
TSA State Competition
Computer Science Standards Revision Committee

MAJOR HIGHLIGHTS OF THE 2020-2021 YEAR:

Helping run/maintain the CS Cafe in response to Covid-19.
Mentoring students across the state in Unity game development.
Assisted with Developing CTE Statewide Minimum Equipment Requirements.
Assisted with regional Stakeholder Meetings
Provided training to annual ADE Counselor sessions
Provided CS training to over 500+ education professionals and 682+ students.
Lead Judge and Coding Challenge Creator for All-Region and Allstate Governor's Coding Competition.
Computer Science Standards Revision Committee
Computer Science Education Advancement Act of 2021 - Act 414 of the 93rd General Assembly (Act 414)

Program: Distance Learning for Administrators

Funding Source: State **Competitive Grant: Yes** **No 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	Asst. Director/TCC	M.Ed.
Vicki Jewell	Retention and Recruitment Coordinator	M.Ed.

Program Summary:

SWAEC provided 4 virtual sessions spanning topics from school climate at a distance, leader credibility, care for self and colleagues, instructional leadership teams, stakeholder advisory groups, and virtual visibility. These sessions covered the research and evidence-based strategies school leaders could mobilize to lead the delivery of high-impact learning in an online, virtual, and distributed environment. These sessions also provided time for our administrators to collaborate across districts about ideas to provide better educational opportunities for students.

Program: Digital Learning – Team Digital, Arkansas Connect2Digital

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

Restricted: X Nonrestricted:

Personnel:

Evan Patrick, Team Digital Lead, BS
Lisa Russell, Team Digital Lead, BSE
Gerard Newsom, Team Digital Member, BA
Amanda Perry, Team Digital Member, BA, MED, EDS
Sherry Kennedy, Team Digital Member, BSE
Dexter Miller, Team Digital Member, BA
Steven Walker, Team Digital Member, BSE, MSE
Tammy Manning, Team Digital Member, MSE

Goal:

To provide expertise in personalized lesson design and innovative school models of digital learning while helping educators transform system-centered practices into student-focused practices.

Program Summary:

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. Our team focuses on strategies to help educators transform system-centered practices into student-centered approaches. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators worldwide. 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
www.teamdigital.org

Arkansas Connect2Digital:

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

Major Highlights of the Year:

- Developed and launched an online teaching assessment for the Division of Elementary and Secondary Education (DESE) Educator Effectiveness Office. Educators in a higher education program of study can add an endorsement to their Arkansas teaching license. The pilot launch was Fall 2020, with the authentic launch of Spring 2021.
- Held 34 school consultations on the planning and implementation of Ready to Learn Digital Learning plans.
- Developed Digital Learning Guidance for Re-engagement resources to support districts with school readiness in regards to remote learning. Participation from 62 districts.

- Offer support to schools in the implementation of Act 1280: Digital Learning Requirement.
- Hosted Zoom webinars for Arkansas educators - 93 total webinars hosted for DESE with 15,234 total participants.
- Represented on the state Cyber Response Team.
- Redesign of professional learning sessions to optimize a digital learning format with 12,143 educators attending.
- Host and support online training modules for 3 DESE initiatives with 1,500+ users.
- Partnered with DESE Research and Technology Division to promote a Digital Learning Day video contest in which students submitted videos on Internet Safety topics.
- Designed and developed 54 Digital Learning Modules of Online and Blended Learning with participation from 23 districts with 2,485 users.
- Provided resources and guidance to DESE for the Digital Program Guidebook and Application process.
- Coordinated with the Arkansas Office of Innovation for Education through videos and webinar sessions to share how three schools implemented innovative learning models.
- Designed and supported online modules in partnership with higher education institutions.
- “How to Transition Your Professional Learning Online” workshop for DESE staff and cooperative specialists - 250+ participants
- CDC 1801 School Health training - School health representatives from 11 states, in coordination with the CDC, were trained on how to transition to blended/online professional learning sessions.
- Emergency Preparedness page with Arkansas Covid-19 resources was created on teamdigital.org resulting in an increase in website traffic.

Program: Digital Learning – Virtual Arkansas (2019-2020 Academic Year)

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

Restricted: X Nonrestricted:

Participating Districts:

Blevins	Hope	Nevada	Spring Hill
Fouke	Lafayette	Prescott	Texarkana
Genoa			

Personnel:

John Ashworth: Virtual Arkansas Executive Director
Kirsten Wilson: Virtual Arkansas Director of Curriculum and Instruction
Michael Lar: Virtual Arkansas Director of Operations
Candice McPherson: Virtual Arkansas Director of Development & Design
Jeremy Woodward: Virtual Arkansas Director of Technology
Jason Bohler: Core Campus Director
Ellora Hicks: Concurrent Credit Campus Director
James Malcom: CTE Campus Director

Goal:

The mission of Virtual Arkansas is to equip, engage, and empower students by providing equitable, efficient, and effective online learning opportunities for students and school districts throughout the state of Arkansas. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. Virtual Arkansas also exists to provide relief for schools experiencing teacher shortages, to provide students a wide range of courses in all areas of the state, to ensure educational options for economically disadvantaged students, and to provide educational options for students with scheduling conflicts. Virtual Arkansas is also focused on providing equitable educational opportunities for rural schools throughout Arkansas.

Program Summary:

Virtual Arkansas is nationally classified as a State Virtual School (SVS) and partners with schools throughout Arkansas to provide course access and opportunities to students who may not otherwise be offered those opportunities with local resources. We are not an online high school or a diploma-granting institution, but we are a resource for supplementing education for students through their local public school by providing a variety of services and online course options. The program is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

Major Highlights of the Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Making a Difference for Students national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- New facilitator training course launched training to over 500 facilitators across the state. Facilitators earned 2971 badges covering topics such as testing procedures, classroom management, communication, and professionalism.
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students

- Worked to pair students/families who requested services with mental health care providers across the state at no cost. At least seven individual students/families took advantage of this opportunity
- Streamlined the registration process by automatically pulling student information into the Student Information System (SIS)
- Made arrangements with the ATU testing center for students to do online
- Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- During school closure, provided proctored online assessments for concurrent credit students
- Provided parent orientation webinars and informational webinars throughout the school year
- Developed a GAP module (Getting Academically Prepared) to prepare for when students return; focused on the essential standards
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Partnered with the Division of Career and Technical Education to begin the process of design and development of 80 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses

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>
Eva Wood	Coordinator	MSE/BS SPEECH PATH
Valarie Harvel	ECH Clerk	BS
Callie Fore	ECH Clerk	
Jaslyn Richardson	ECH Instructor	MSE
Joyce Duenas	ECH Instructor	MSE
Sue Terry	ECH Instructor	MSE
Leslie Dixon	ECH Instructor	BSE
Cathy Rogers	ECH Instructor	MSE
Amy Leslie	ECH Instructor	MSE
Teri Avery	ECH Instructor	MSE
Jennifer Breedlove	ECH Instructor	BSE
Teresia Craven	ECH Paraprofessional	HSD
Denise Davis	ECH Paraprofessional	AA
Felicia Koontz	ECH Paraprofessional	AA
Lauren Thomas	ECH Paraprofessional	AA
Judith Hubbard	ECH Paraprofessional	CDA
Shana Martin	ECH Paraprofessional	BA
Sharon Wickless	ECH Paraprofessional	HSD
Hazel Smith	ECH Paraprofessional	BA
Socorro Henley	ECH Paraprofessional	CDA
Danaka Thomas	ECH Paraprofessional	HSD
Amy Richards	ECH Paraprofessional	AA
Kristin Parker	ECH Paraprofessional	AA
Barbara Stuckey	ECH Paraprofessional	AA
LaCheryl Smith	ECH Paraprofessional	HSD
Patrick Schoenberger	ECH Behavior Interventionist	MSE

Goal:

- * Continuing to develop and administer programs to locate, identify, and evaluate three to five-year-old children who are 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 with severe behavior (ages 3-5), 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 through 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 2020-2021 year, the Southwest Arkansas Education Cooperative Childhood 3-5 Program has the following data:

December 1 count: 301

- Screened - 33 passed developmental screen
- Transition - 100 needing special education services
- Dismissed - 105 not needing special education services
- Behavior Referrals - 20
- Returning - 130 for the 2020-2021 school year

Program: Early Childhood Autism Team

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Callie Gilbey	Speech Pathologist	MS.E. CCC/SLP
Jaslyn Richardson	EC Instructor	MS.E.
Leslie Dixon	EC Instructor	BS.E.
Patrick Schoenberger	EC Behavior Specialist	MS.E
Amy Leslie	EC Instructor	MS.E
Shawn Rayburn	Speech Pathologist	MS.E CCC/SLP

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.

The Early Childhood Autism Team (A Team) consists of 2 speech language pathologists, 3 special education instructors 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 2020-2021: Eleven children were referred and assessed. Of the eleven, four met the criteria for autism spectrum disorder.

Program: Educational Services for the Visually Impaired

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

Restricted: X Non-Restricted:

Personnel:

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

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 south Arkansas to provide required 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 in school districts and provides large print/braille textbooks through our Instructional Resource Center. Consultation, required assessments, 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. The counties served by the SWAEC Vision Consultant are: Calhoun, Clark, Columbia, Dallas, Garland, Hot Springs, Union, Ouachita, Nevada, Lafayette, Miller, Hempstead, Howard, Sevier, and Little River.

Major Highlights:

During the year 2020-21, the ESVI consultant continued to be housed at SWAEC. This enables continued communication between member districts, other counties and co-ops served, SWAEC, and LEA staff serving special populations. The ESVI consultant provided trainings to areas across Arkansas (central, south), teamed with CAYSI Project to work with deafblind students in Arkansas, and attended numerous trainings to gain information and knowledge in skilled areas. Conferences attended included: Arkansas School Based Therapy Conference, LEA Academy, APH Annual Conference, SWOMA(provided required ACVREP credit hours needed for O&M certification), Ar-AER(provided required ACVREP credit hours needed for O&M certification) and CVI workshops. ESVI provided trainings and meetings for the Teachers of the Visually Impaired in the state. Attended several staff meetings by zoom, consulted with ESVI consultants, and attended LEA meetings across the state in different coop areas (some face to face, some zoom). In addition to trainings, the consultant provides direct service to the school districts served with consulting as needed, attending TEAM meetings/IEP meetings, etc, providing required LMA/FVA/O&M assessments as needed, and direct Orientation and Mobility Instruction to students as needed. During the school year, provided schools/TVI's with needed equipment/materials/resources for home instruction due to school closures and in schools for those doing face to face learning. Provided and attended trainings, meetings and conferences using face to face, Zoom and conference calls.

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>
Chad Morris	Gifted and Talented Specialist	MSE

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 Summary:

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 activity 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 and Vlog Competitions. Provided professional development opportunities, including: Curriculum Differentiation, GT Scope and Sequence, Assessment for Identifying Gifted/Talented, and whole group enrichment.

Major Highlights of the Year:

Beginning in September, I challenged our 3rd -9th grade gifted and talented students in our school districts to compete in our third annual Vlog Competition. Over 70 gifted and talented students across our districts participated in this competition. This gave our GT students an opportunity to debate issues, explore their talents in using video, research, and to use their creative talents utilizing technology. The Vlog Competition Award Ceremony was held on December 14th, where we invited all students who participated to join us via Zoom and discuss what they learned from the competition, and we awarded the winners. Also, this year COVID presented a major issue on how we would conduct quiz bowl competitions for the students. We ended up holding 5 "Virtual" quiz bowl tournaments for the students of our 9 school districts. The virtual format ended up being a great success and the students and their coaches were able to compete in their grade level tournaments.

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

Funding Source: Arkansas Better Chance

Competitive Grant: Yes X No

Restricted: Non-Restricted: X

Participating Districts:

Counties: Hempstead, Miller, Lafayette, Nevada

Blevins	Fouke	Genoa
Hope	Nevada	Prescott
Spring Hill	Texarkana	Lafayette

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Lynn Foster	Coordinator	M.Ed
Jennifer Fincher	Home Visitor	AA
Miranda Brown	Home Visitor	AA

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 a trained 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 each week 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 50 HIPPY families for the 2019-2020 program year. The staff administered the Ages and Stages Developmental Screening, and the Ages and Stages Social/Emotional Screening 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.)

Major Highlights of the Year:

- * Parent Training- HIPPY 3.0 was introduced to families. HIPPY 3.0 is a virtual curriculum adopted for families who were not comfortable with home visits.
- * Preschool workbooks, backpacks, books, and craft materials provided for every family for the summer.
- * Virtual learning for HIPPY home visitors on ACES and childhood trauma
- * 100% pass rate of HIPPY state monitoring

Program: Literacy

Funding Source: Arkansas Department of Education 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>
Kelly Cornelius	Literacy Specialist	Masters in Curriculum & Instruction
Mary Berry	Literacy Specialist	Masters in the Art of Teaching
Traci Gauldin	Literacy Specialist	Masters in Reading & Library Media

Goal:

- *To enhance teacher awareness and implementation of current best practices through high quality professional development
- *To ensure that all teachers receive professional learning that meets the knowledge and practices in scientific reading instruction approved by the ADE.
- *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 and Act 1039 of 2017. Instructional support focusing on assessments, interventions and identification of students who qualify to receive dyslexia services.
- *R.I.S.E.: The four goals of R.I.S.E. (Reading Initiative for Student Excellence) are to connect the science of how students learn to read with classroom practice, deepen teacher knowledge, especially in the areas of phonology and phonics, encourage teachers and district decision makers to study and implement the research on reading, and create a culture of reading.
- *Curriculum Alignment/Mapping: Assistance is provided to districts as they work to gain a better understanding of the Arkansas ELA standards and to identify the depth at which they must be taught. This process will continue as districts work toward mapping curriculum.
- * Novice Teacher Support: Provided Praxis and Foundations of reading preparation and support through zoom sessions and face to face meetings.

Major Highlights of the Year:

- | | |
|---------------------------------------|------------------------------|
| *Dyslexia support and interventions | *RTI Support |
| *Classroom Observations | *Praxis Study Sessions |
| *District/Campus Leadership Meetings | *Data Analysis |
| *Lesson Planning Support | *Curriculum Alignment |
| *Model Lessons for teachers | *DIBELS training and support |
| *R.I.S.E. K-2 | *R.I.S.E. 3-6 |
| *Technology/ Virtual learning 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>
Gia Falls	Math Specialist	MSE

Goal:

To increase teacher content knowledge and implementation of research-based best practices through high quality professional development aligned with 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:

- * AR Math QuEST Recruitment for 2021-2022 (Cohort 2 Schools Added: Prescott Jr High, Prescott High School, Spring Hill High School, Lafayette Co Elementary, Blevins Elementary, HAPS, Beryl Henry)
- * Classroom Walk-Throughs
- * SWAEC Virtual Resources Webpage for Teachers
- * Lesson Planning Support
- * RTI support
- * Identification and Unpacking of Essential Standards
- * PLC Demonstrations of Jamboard/Flipgrid
- * District and Campus Leadership Team Meetings
- * Mentoring Novice Math Teachers
- * ACT Aspire Performance Level Descriptors Analysis
- * DESE Content PD Development
- * RISE Secondary Content Morphology (Math) Training Development
- * PAEMST State Panelist Reviewer for Educators
- * Three Districts Committing to IM for K-12 (HQIM)

Program: Mentoring

Funding Source: Arkansas Department of Education **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>
	Recruitment & Retention Facilitator/Mentoring	
Vicki Jewell	Coordinator	M.Ed.

Goal:

- *To improve teaching performance and well-being of novices through the use of, but not limited to, Bloomboard and EdReflect accounts.
- *To enhance student growth with assistance through in-class coaching, informal mentoring, and video observations
- *To increase teacher retention
- *To promote novice teacher well-being
- *To increase collaboration among novice teachers with other novices, veteran teachers, administration, and cooperative specialists.

Program Summary:

The purpose of the Novice Teacher Mentoring Program is to support the professional growth of novice teachers in southwest Arkansas. Novice teachers will be provided with three years of personalized support to meet individual needs through face-to-face meetings, on-site technical support, virtual coaching, on-line PLCs, etc. SWAEC will provide BloomBoard and EdReflect support to novice teachers through training provided by BloomBoard.

Major Highlights Of The Year:

- *Provided support for 136 novices (59 year one, 33 year two, and 44 year three)
- *Mondays Mentor's Message
- *Creation of Novice Teacher Support webpage
- *Increased collaboration of SWAEC content specialists with novice teachers for Praxis and Foundations of Reading assessment support, content support, scheduling support, small group support, classroom management support, virtual tools support
- *Virtual coaching/support
 - Pulse Check (emotional support)
 - lesson planning support
 - classroom management/procedures/routines support
 - Parent Teacher Conf. Support/Advice
 - How to create a Sub Folder
- *Book studies with Year 1
 - The First-Year Teacher's Survival Guide; The Classroom Management Book
- *Book studies with Year 2
 - New Art and Science of Teaching (Hour long PD sessions after school for 8 weeks)
- *Book studies and on demand webinars with Year 3
 - eBooks: Working with Students: Boys in Crisis: Research Based Strategies; Before You Quit Teaching

- eBooks and Webinars: A Framework for Understanding Poverty; Emotional Poverty
- *Novices are planning to continue to teach
- *Praxis Support through checkout materials, 240Tutoring, & individualized tutoring sessions
- *Foundations of Reading Support through 240Tutoring, monthly virtual sessions, two Saturday sessions, recorded videos on NT website
- *Alternative certification support
- *PLC support meetings with novice teachers
- *Become A Teacher Virtual Event
- *Novice Teacher Lead PD for other teachers
- Connecting with Students Through TikTok w/ Jeremy Floyd (Hope NT)
- Bringing Literacy Alive in PE w/Lydia Windsor (Fouke NT)
- *Stories that Matter (DESE website: Lydia Windsor, Jeremy Floyd)

Program: Nurses Connecting Health and Education

Funding Source: Arkansas Department of Health

Participating Counties:

Hempstead Miller Lafayette 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 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, Injury Prevention, and No-Tobacco. During the 2020-2021 school year, the AR Department of Health used the Community Health Nurse Specialists around the state to do contact tracing and be a support for districts during the pandemic.

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 Coordinator	MSE
Robin Applegate	Professional Development Clerk	

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 7 of our 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 RISE, Science GPS 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. 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.

Major Highlights of the Year:

Novice Teacher Mentoring training, School Board Member Training, RISE, and GPS. A separate PD activities report is included.

Program: Psycho-Education Examiner

Funding Source: District Allocations

Restricted Yes [] No []

Participating Districts:

Spring Hill	Genoa	Lafayette
Hope	Nevada	
Blevins	Fouke	

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Letha Duke	Educational Examiner	MSE
Pam Edmondson	Intern Ed. 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 areas of disability, adverse effect on education, and the need for special education and related services.

Major Program Highlights:

The examiners will have completed 265 psycho-educational evaluations by the end of the 2020-2021 school year. All compliance areas were met. Reports were completed and distributed in a timely manner. Staff support, professional development and technical assistance were also provided to all districts.

Program: School Board 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 Coordinator	MSE
Robin Applegate	Professional Development Clerk	

Program Summary:

SWAEC along with our partners at the Arkansas Public School Resource Center provided out district school board members with 6-hours of professional development. This PD was provided virtually due to COVID. Training topics included board leadership and financial topics.

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>
	K-12 Science Specialist	

Goal:

The goal of the Science Specialist is to provide ongoing support for professional development 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 Science Specialist supports schools, teachers, and administrators by providing quality professional learning opportunities and ongoing site-based support in instruction and best practices. Targeted support such as the shift in instruction needed for the new Arkansas Science Standards, STEM integration into ELA/Literacy, Professional Learning Communities, High Yield Strategies, formative assessment, lesson planning and instruction incorporating higher levels of DOK activities and questioning are supported onsite, while linking the Arkansas K-12 Science Standards with literacy, math, and technology.

Major Highlights Of The Year:

SWAEC did not have an onsite Science Specialist during the 2020-2021 school year but was able to share with member schools the virtual offerings from DESE and neighboring cooperatives.

We were able to support training from Brett Moulding offering professional learning that focused on the teaching and learning of the K-2 and 3-5 Arkansas K-12 Science Standards. This supported our elementary teachers in the use of science standards to support K-2 and 3-5 literacy and math instruction in Arkansas.

Program: Special Education Consortium

Funding Source: Consortium Districts **Competitive Grant: Yes** **No X**

Restricted: X **Non-Restricted:**

Participating Districts:

Fouke Genoa Central Lafayette County

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Patricia Jameson	LEA Supervisor	MEd Admin

Goal:

To supervise, plan, and maintain compliance of the special education services for the districts assigned.

Program Summary:

Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students w/ disabilities, and professional development. Services to special education include, but are not limited to: conducting due process/parent conferences, technical assistance in due process, testing services, conduct early childhood transition conferences, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include, but are not limited to: budget preparation, amendments and reports, regular meetings with superintendents, attending school level administrator meetings, development of new programs, assistance with technical issues in due process, coordination of psych testing, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Major Program Highlights:

Assisted the districts to provide necessary programs and procedures to ensure that the needs of students are being met. Professional development, as needed, in areas of disability, special education law, assessment, paperwork and due process were available to districts as needed. Procedures for Child Find are also in place and in compliance. Participated in early childhood transition conferences. Supervised and completed paperwork for special education self-monitoring for 1 districts during the 2020-2021 school year. Assist districts in filing for their High Cost Occurrences reimbursements, filling out their Excess Cost Reports and filing the June 1 application. Responsible for Dec. 1 information being submitted on eschool.

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	M.Ed.
Monica Holston	Teacher Center Clerk	Associates
Taylor Jester	Teacher Center Clerk	Associates

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 needs 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 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 schools 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 daycares 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 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 of students
- *Coordinate with districts to increase awareness of, and participation in, state initiatives.
- *Provide quality professional development.
- *Provide ongoing support to the cooperative in terms of professional development, network administration, hardware/software troubleshooting, etc.
- *Host meetings with area techs.
- *Meet with other state coordinators, superintendents, teachers, etc.
- *Provided on-site/remote support to member districts as needed
- *Provided email/phone support to member districts
- *Taught PD offerings at SWAEC and online
- *Provided statewide technical support for escWorks
- *Provided support, guidance, and training in relation to, and in response of, COVID-19

Southwest Arkansas
Education Cooperative
2020-2021



Special Projects

SPECIAL PROJECTS:

Program: Explore Success 8th Grade Career Exploration Event (Fall) & Explore Success 11th & 12th Grade Career Fair (Spring)

Competitive Grant: Yes No X

Restricted: X Non-Restricted:

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Spring Hill	Lafayette	Nevada	

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Shannon Puckett	CTE Coordinator	M.Ed., NBCT

Goal:

The goal of **Explore Success 8th Grade Career Exploration Event** is to create school-business partnerships, expose students to local employment opportunities, and align Student Success Plans with local business and industry in southwest Arkansas. The goal of **Explore Success 11th and 12th Grade Career Fair** is to expose 11th and 12th graders to local employers, job requirements, and job opportunities they may be interested in upon graduation.

Program Summary:

Both Explore Success events are annual events in their second year. Beginning in early August, the SWAEC CTE Coordinator begins collaborating with SCSC CTE Coordinator, DMESC CTE Coordinator, UAHT, Southwest Planning & Development District, and Southwest Arkansas Developmental Alliance (SADA) for the **8th Grade Career Exploration Event**. Our partners work together to invite local area business and industry representatives, college representatives, and southwest Arkansas students to come together in October for the event. Partners plan an agenda featuring Paul Vitale, motivational speaker and author, to host our event. This year's event was held virtually using Zoom and Nepris platforms. The event included an Advisory Panel comprised of representatives from local business and industry who communicated to students what it takes to work at their companies; and breakout rooms where students were able to utilize the Nepris system to meet with workers from various fields to learn about their jobs. Nepris is working on creating a network specifically for Arkansas schools as a result of this event. Over 900 students attended this year's event in October. As soon as the 8th Grade Explore Success Event passed, the partners began planning for **Explore Success Career Fair** for 11th and 12th graders. This year's Career Fair was cancelled due to the pandemic.

Program Awards:

SADA and SWAEC are working together to help build partnerships between business and industry and our schools by providing Career Exploration events for over 1500 southwest Arkansas students and helping schools partner with local businesses to build stronger CTE programs. Explore Success also was awarded recognition by Arkansas Economic Development Commission for community-business partnerships.

SPECIAL PROJECTS:

Program: Poetry Slam

Competitive Grant: No No

Restricted: X Non-Restricted:

Participating Districts:

Fouke

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Traci Gauldin Smith	Literacy Specialist	Masters

Goal:

The goal of the poetry slam competition was to introduce students in our cooperative area schools to...

- Skills that can be used to express themselves through poetry.
- Deepen their understanding and appreciation of poetry written by others.
- Apply their knowledge of language structures and language conventions as it relates to the discipline of ELA.
- Communicate appropriately with different audiences for a variety of purposes.
- Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Program Summary:

Because of COVID restrictions, the poetry slam event was held virtually through the platform of Flipgrid. The deadline to submit student performances was April 15. Fouke middle schooler Ava Hensley was the winner for the 6-8 division. No winner for the 9-12 division as there were no participants. Ava was given a certificate and tshirt. She was also highlighted on the SWAEC website.

SPECIAL PROJECTS:

Program: Quiz Bowl

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>
Chad Morris	Gifted and Talented Speciali	MSE

Goal:

The Goal of the SWAEC Quiz Bowl is to give students in our 9 districts an opportunity to compete in an elementary, junior high, and senior high quiz bowl

Program Summary:

*All of our 9 districts brought student teams to participate in our elementary, junior high, and senior high quiz bowl competitions. Due to COVID-19 concerns, the quiz bowl format had to be changed this year. We developed and carried out a new "Virtual" format for our quiz bowl tournaments utilizing Zoom. We held 5 virtual quiz bowl tournaments for GT students to compete in.

* The schools decided how they developed their teams to bring to the co-op for competition.

* Awards were given to 1st and 2nd place teams.

SPECIAL PROJECTS:

Program: Reading Fair

Participating Districts:

Nevada

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Mary Berry	Literacy Specialist	MAT

Goal:

The SWAEC Reading Fair provided students with the opportunity to share a favorite fiction or non-fiction book through a project board display or a presentation utilizing technology.

Program Summary:

*The Reading Fair provides students with the opportunity to share a favorite fiction or non-fiction book through a presentation utilizing technology while incorporating props/artifacts related to the reading.

*Student Interview: All participants will be interviewed by a Reading Fair judge. The interviews will be conducted through a one-on-one Zoom. The interview should fill a 3-4 minute time frame. Students will give focused information about project origination (interest, connection, etc.) and compilation of the project. Student interest should be evident.

*Book Talk: Book talks will be created using Flipgrid. The participant will give a 1-3 minute “book talk” on the book they have chosen for the 2021 Reading Fair.

*Multimedia Presentation: Multimedia presentations may be created in a variety of formats including but not limited to: Google Slides, PowerPoint, Prezi, iMovie, and Microsoft Media Player. Regardless of technology platform, judges must be able to examine presentation for all rubric elements.

Registration Due April 19, 2021

Interviews the Week of April 26, 2021

Announcements of Winners May 10, 2021

2021 Highlights

10 Participants

SPECIAL PROJECTS:

Program: Hempstead County Spelling Bee

Participating Districts:

Hope
Spring Hill

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Kelly Cornelius	Literacy Specialist	MSE

Goal:

The Hempstead County Spelling Bee will allow students in Hempstead County an opportunity to strengthen their spelling and vocabulary skills. The event will provide students an opportunity to represent the county in

Program Summary:

- *Each district will host a school spelling bee either virtually or in person to determine the two students that will represent their building from each grade level in the County Spelling Bee
- * The top two spellers from each district in each grade level will compete in the county spelling bee.
- * The 2021 county spelling bee was held in a virtual format designed by Scripps National Spelling Bee.
- * The Virtual format will include twenty-five spelling words and twenty-five vocabulary words.
- * The winner of the county spelling bee will represent Hempstead County at the Arkansas State Spelling bee in March 2021 for a chance to advance to the National Spelling Bee.

SPECIAL PROJECTS:

Program: Vlog Competition

Competitive Grant: Yes No X

Restricted: X Non-Restricted:

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Spring Hill	Lafayette	Nevada	

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Chad Morris	Gifted and Talented Specialist	MSE
David Henderson	Technology Coordinator	Master of Liberal Arts

Goal:

The goal of the SWAEC Vlog competition is to give students in our 9 districts an opportunity to use their skills in video, research, writing, debate, editing, and technology to create a vlog supporting their point of view on a chosen topic.

Program Summary:

Beginning in September, I challenged our 3rd -9th grade gifted and talented students in our school districts to compete in our third annual Vlog Competition. Over 70 gifted and talented students across our districts participated in this competition. This gave our GT students an opportunity to debate issues, explore their talents in using video, research, and to use their creative talents utilizing technology. The Vlog Competition Award Ceremony was held on December 14th, where we invited all students who participated to join us via Zoom and discuss what they learned from the competition, and we awarded the winners.

COVID-19 Response

Competitive Grant: Yes No X

Restricted: X Non-Restricted:

Participating Districts:

Blevins	Genoa	Lafayette	Prescott
Fouke	Hope	Nevada	Spring Hill
			Texarkana

Personnel:

Phoebe Bailey	Director
Monica Morris	Assistant Director/TCC

Goal:

The number one goal during this time was to support our districts in any and all areas of need.

Professional Development: The SWAEC team provided virtual professional development sessions for teachers and administrators on various topics.

The SWAEC team developed an AMI Resource site for administrators, teachers, and parents in the 19-20 year and was modified for continued use after our districts returned to the classroom for the 20-21 year. This site was updated and is now titled SWAEC Resources. A link can be found [here](#).

Zoom sessions were held for superintendents to discuss ideas and issues surrounding COVID-19. Weekly updates from DESE were also shared.

Technology sessions were held for teachers and administrators to help with technology tools needed during this crisis.

Cooperatives around the state organized the bid process allowing bulk purchasing of PPE materials for their districts. Supplies were also delivered to the cooperatives and we, in turn, delivered the materials to our districts.

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Professional Development