



2016-2017

Annual Report

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Darin Beckwith

Director



Beth Neel

Assistant Director

Dawson Education Service Cooperative
711 Clinton Street
Arkadelphia, Arkansas 71923
(870) 246-3077 FAX (870) 246-5892

TO: Arkansas' Educators

FROM: Darin Beckwith, Director

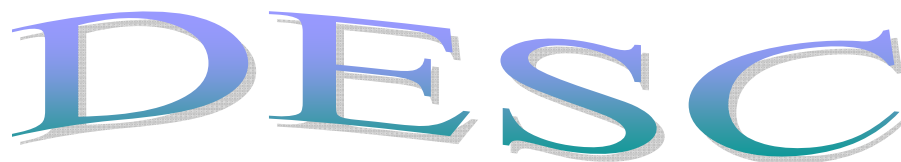
SUBJECT: 2016-2017 Annual Evaluation Report

The process of completing an annual report provides each Education Service Cooperative (ESC) the opportunity to identify and improve services provided to local schools within our six county area. Please find in the following report data that guide in our decision making process for the upcoming year. Dawson serves 22 school districts and the Department of Youth Services. The following counties are served by Dawson: Clark, Garland, Grant, Hot Spring, Pike and Saline. In addition many of our staff and programs serve schools outside the ESC boundaries. These services are provided both on site in Arkadelphia and in local schools.

While most revenue streams for the Dawson ESC appear to be unchanged for the upcoming fiscal year we do have two areas of growth and potential growth. The HIPPY and Pre-K programs have grown and we expect that trend to continue.

Dawson ESC is served by exemplary instructional and support staff. They provide professional development, instruction and accurate information to all customers. The Co-op also hosts a number of educational organizations. Examples of these organizations are instructional technology, transportation, principals, curriculum cabinet, counselors, gifted and talented and library media specialists. During each legislative session the Co-op hosts Legislators and Superintendents at the State Capitol Cafeteria for weekly meetings designed to exchange information needed in the legislative process. It is the goal of Dawson ESC to improve and increase quality service to all students, parents and educators.

Darin Beckwith



Dawson Education Services Cooperative

Mission Statement

Our children are the promise of the future. The mission of the Dawson Education Service Cooperative is to help ensure each student's future by providing high quality services, resources, and programs to schools. By "Serving the Schools, Serving the Children" the cooperative helps teachers and administrators learn new teaching strategies and refine skills and practices that directly impact student achievement.

We are in the teaching business!

Arkansas Education Cooperatives

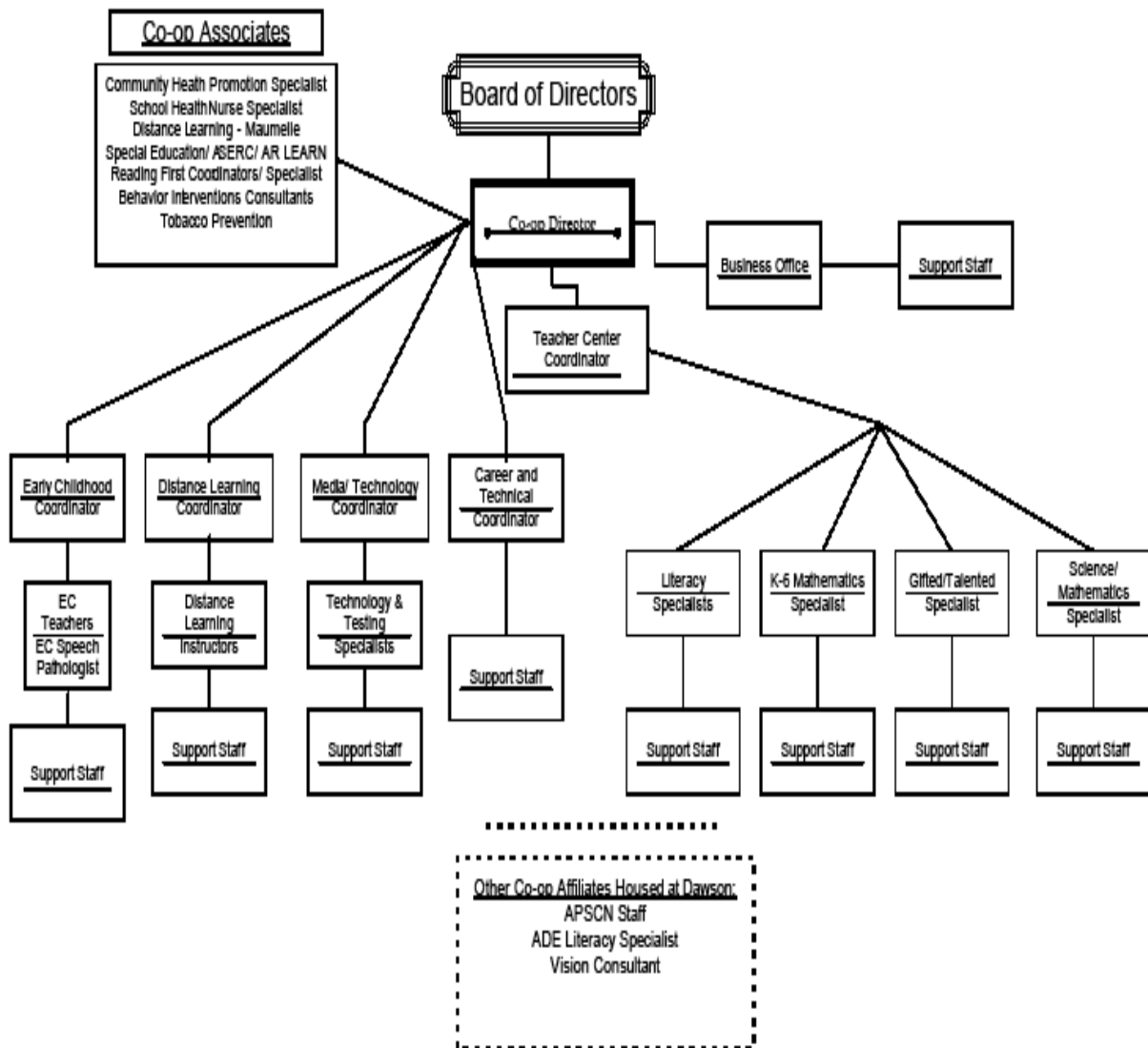


The Dawson Education Cooperative serves the area shaded in green on the map above. Dawson services the following counties:

- Clark
- Garland
- Hot Spring
- Pike
- Saline

Dawson ESC Organizational Chart

Dawson Education Service Cooperative



Dawson Education Cooperative Annual Report June 2017

Arkansas Department of Education...

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

DATE: June 1, 2017

LEA# 10-20

ESC# 10-20

ESC NAME: Dawson Education Cooperative

ADDRESS: 711 Clinton Street, Arkadelphia, Arkansas 71923

PHONE NUMBER: 870-246-3077

DIRECTOR: Darin Beckwith

TEACHER CENTER COORDINATOR: Beth Neel

NAMES OF COUNTIES SERVED: Clark, Garland, Hot Springs, Pike, Saline and Poyen School District in Grant County

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 42,406

NUMBER OF TEACHERS: 3,176

FREE LUNCHES: 19,455

REDUCED LUNCHES: 3,394

FREE/REDUCED: 22,849

I. GOVERNANCE:

- A. How is the co-op governed?
Board of Directors X or Executive Committee _____
How many members on the Board? 22 Executive Committee 9
How many times did the Board meet? 11 Executive Committee? 3
When is the regular meeting? Second Wednesday of each month except July
Date of current year's annual meeting: June 13, 2017
- B. Does the Co-op have a Teacher Center Committee? YES X NO _____
If yes, then:
How many are on the Teacher Center Committee? 22
How many members are teachers? 12
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Spring 2017
- D. Have written policies been filed with the Arkansas Department of Education?
Yes X No _____

II. STAFFING:

An asterisk (*) has been placed beside those who are housed at the co-op.

<u>17-18 REHIRE LIST</u>		
Last Name	First Name	Position
ADAMS	SHARON	BEHAVIOR CONSULTANT
ANKTON	SANDRA	ADMINISTRATIVE ASSISTANT
ARNOLD	MICHAEL	NETWORK ADMINISTRATION
ASHBAUGH	DAVID	ADMINISTRATIVE ASSISTANT
BARBER	CARRIE	MATH SPECIALIST
BARNES	REBECCA	EC TEACHER
BERRY	CHRISTOPHER	ADE WEBSITE TECH
BOUTZALE	ASHLEY	PARAPROFESSIONAL
BOYETTE	TAMMY	LITERACY SPECIALIST
BROGDEN	SHARON	SPEECH THERAPIST
BROWN	ANNETTE	SCIENCE SPECIALIST
BROYLES	MOLLY	ABC TEACHERS
BUCK	WANDA	PARAPROFESSIONAL
BUCKELEW	COURTNEY	PARAPROFESSIONAL
BURROUGHS	AMANDA	ABC TEACHERS
CARTER	KAREN	PARAPROFESSIONAL
CHAPMAN	SUSAN	CIRCUIT
CLARK	JERRI	COORDINATED SCHOOL HEALTH
CLEMENTS	AMY	PARAPROFESSIONAL
CLEMENTS	JANNA	ABC TEACHERS
COLEMAN	AMANDA	ABC TEACHERS
COLEMAN	GAYANNE	LITERACY SPECIALIST
COLEMAN	JENNIFER	PARAPROFESSIONAL
COLLIER	BRANDI	ABC TEACHERS
CONDE	HEATHER	PARAPROFESSIONAL
CONZEL	TRUDY	ABC TEACHERS
COOPER	ROBERT	DESC DIST LEARNING
COTTRELL	TIFFANY	DESC DIST LEARNING
DAVIS	TERESA	TOBACCO PREVENTION
DEMPSEY	KIMBERLY	PARAPROFESSIONAL
DEMPSEY	TAMRA	BUSINESS OFFICE ASSISTANT
DENISON	JENNIFER	ABC TEACHERS
DENSON	REBECCA	EC TEACHER
DIXON	CITRONELLA	INTAKE COORDINATOR (EC)
DUKE	RAMSI	ABC TEACHERS
DYESS	LESLIE	FACILITIES COORDINATOR
EASTERLING	HOLLIE	ABC TEACHERS

EDDY	STEPHANIE	DISCIPLINE TRAINING
EUBANK	MICHEELA	ADMINISTRATIVE ASSISTANT
EVANS	LATASHA	PARAPROFESSIONAL
FABELO GARCIA	ELEIDYS	PARAPROFESSIONAL
FINLEY	RACHAEL	PARAPROFESSIONAL
FLANNIGAN	TANIKA	ADMINISTRATIVE ASSISTANT
FORSYTHE	DEBORAH	PARAPROFESSIONAL
FRANCIS	SANDRA	EC COORDINATOR
FRANKLIN	JENNY	DISCIPLINE TRAINING
FREEMAN	JANIE	ADMINISTRATIVE ASSISTANT
FULTON	SUSAN	TEACHER
GARLIN	BILLIE	ADMINISTRATIVE ASSISTANT
GIBSON	CRYSTAL	PARAPROFESSIONAL
GIBSON	KIMBERLY	PARAPROFESSIONAL
GILMER	HEATHER	DESC DIST LEARNING
GLASS	TAMMY	COMPUTER SCIENCE SPECIALIST
GRAVES	AMANDA	PARAPROFESSIONAL
GRAVES	JANELLE	ABC TEACHERS
GREEN	SUSAN	PARAPROFESSIONAL
HAMLIN	KAYLA	PARAPROFESSIONAL
HAMPEL	KRISTI	PARAPROFESSIONAL
HARDIN	DONNA	PARAPROFESSIONAL
HEATH	TONYA	PARAPROFESSIONAL
HILL	DAWNA	ABC TEACHERS
HILLIS	DONNA	PARAPROFESSIONAL
HINE	AMANDA	PARAPROFESSIONAL
HIPPS	LAURA	EC TEACHER
HITTENRAUCH	JUDY	ADMINISTRATIVE ASSISTANT
HODGES	MICHELLE	EC TEACHER
HOLT	EMILY	PARAPROFESSIONAL
HUGHES	PAULA	PARAPROFESSIONAL
HUGHES	SILVIA	PARAPROFESSIONAL
JENNINGS	LINDA	ASSIST. INTAKE COORD. EC
JOHNSON	BREANNA	PARAPROFESSIONAL
JONES	LISA	ADMINISTRATIVE ASSISTANT
JONES	THERESA	ABC TEACHERS
KELLY	MICHAEL	DESC DIST LEARNING
KILLIAN	FAITH	ABC TEACHERS
KINARD	REBECCA	DESC DIST LEARNING
KINDERVATER	CHERYL	ABC TEACHERS
KIRKPATRICK	ROSE	SERC
KIRKSEY	NANETTE	EC TEACHER
KISSIRE	KARISSA	ABC TEACHERS
LAMBERT	ALESA	TEACHER
LAMBRIGHT	AMY	PARAPROFESSIONAL

LEATHERS	SHANNON	EC TEACHER
LEWIS	CHRISTIE	DESC DIST LEARNING
LEWIS	TONJA	ABC COORDINATOR
LINDSAY	TITUS	ADE WEBSITE TECH
LITTLE	KATIE	TEACHER
LOY	JAY	ABC SITE SUPERVISOR
MALCOM	BRENDA	ADMINISTRATIVE ASSISTANT
MALCOM	JAMES	DISTANCE LEARNING COORDINATOR
MANNING	CARON	DESC DIST LEARNING
MATTHEWS	BRITTNEY	SPEECH THERAPIST
MCAFEE	CINDY	MATH SPECIALIST
MCCLELLAN	KEIA	PARAPROFESSIONAL
MCDERMOTT	SHANA	PARAPROFESSIONAL
MCGRAW	CATHY	EC TEACHER
MCKEEHAN	TAMMY	PARAPROFESSIONAL
MCKINNON JOHNSON	SARA	DESC DIST LEARNING
MCLAUGHLIN	KRISTEN	ABC TEACHERS
MCPAHAN	TERESA	PARAPROFESSIONAL
MCMILLAN	TONIA	TECHNOLOGY COORDINATOR
MENDOZA	ERIKA	PARAPROFESSIONAL
MIDDLETON	CHARLES	CUSTODIAN
MIDDLETON	DIEDRA	PROGRAM SPECIALIST
MILES	STACY	PARAPROFESSIONAL
MORRISON	AMY	PARAPROFESSIONAL
MULLINS	CRYSTAL	PARAPROFESSIONAL
NEEL	BETH	ASSISTANT DIRECTOR
NELSON	VERONICA	BUSINESS MANAGER
NEWTON	WILMA	ADMINISTRATIVE ASSISTANT
PARKER	NAOMI	PARAPROFESSIONAL
PENTECOST	SHASTA	EC TEACHER
PEREZ	SHANNON	ABC TEACHERS
PETTY	POLLY	ABC TEACHERS
PHELAN	ROBIN	LITERACY SPECIALIST
PINKSTAFF	SANDRA	EDUCATION VISUAL CONSULTANT
PORTER	SHANNON	ASSISTANT BUSINESS MANAGER
POTTS	LEESA	DESC DIST LEARNING
PROTHRO	REGINA	GITED & TALENTED
PURTLE	MARY	AR CHILDRENS HIPPIY COORDINATOR
ROARK	JASON	DESC DIST LEARNING
ROBERTS	JENIFER	PARAPROFESSIONAL
ROBINSON	KORTASIA	ABC TEACHERS
ROBINSON	STACY	DESC DIST LEARNING
ROGERS	KIM	SPEECH THERAPIST
ROOK	CHARLES	DESC DIST LEARNING
ROWLAN	CYNTHIA	BRYANT HIPPIY COORDINATOR

RUTHERFORD	KERI	ABC TEACHERS
SALLOUKH	MELINDA	SPEECH THERAPIST
SCOTT	MELINDA	ABC TEACHERS
SCOTT	SARA	ABC TEACHERS
SHEARIN	JESSICA	PARAPROFESSIONAL
SHEPARD	SANDRA	LITERACY SPECIALIST
SHEPHERD	APRIL	CTE COORDINATOR
SHUFFIELD	CHRISTY	SPEECH THERAPIST
SHUFFIELD	MICHELLE	ABC TEACHERS
SHURTLEFF	ERIN	ABC TEACHERS
SMART	PAMELA	ABC TEACHERS
SMITH	ABBEY	SPEECH THERAPIST
SMITH	TERESA	PARAPROFESSIONAL
SMITH	VICKIE	PARAPROFESSIONAL
SPEERS	TAMRA	PARAPROFESSIONAL
SPRUELL	CHELSEA	PARAPROFESSIONAL
STAMPS	AMANDA	ADMINISTRATIVE ASSISTANT
STARKEY	ALEECIA	SERC
SUMMERS	RYAN	ADE WEBSITE TECH
TAYLOR	MOLLIE	ABC TEACHERS
TAYLOR	SARAH	PARAPROFESSIONAL
TEE	RIONEL	ADE WEBSITE TECH
THOMASON	MELISSA	TEACHER
THOMPSON	MARY	TEACHER
TRIETSCH	TREVOR	ADMINISTRATIVE ASSISTANT
TURNER	KIMBERLY	LITERACY SPECIALIST
VAUGHT	CHARITY	ABC TEACHERS
VENTRESS	LEIGH	ABC TEACHERS
WALTERS	AUDRA	ADE WEBSITE TECH
WARE	KAREN	ABC TEACHERS
WARNER	TERESA	SPEECH THERAPIST
WASHINGTON	LISA	TRANSITION CONSULTANT
WATSON	AMANDA	PARAPROFESSIONAL
WEEMS	AMBER	ADMINISTRATIVE ASSISTANT
WHITE	ASHLEY	DESC DIST LEARNING
WHITE	REGINA	DESC DIST LEARNING
WHITE	TONYA	PARAPROFESSIONAL
WIER	SHELLY	SERC
WOOD	KELLYE	DESC DIST LEARNING
WOOLFORD	BROOKE	ABC TEACHERS
Mar 28, 2017		

III. TEACHER CENTER

The last section of the annual report provides a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts and an on-site professional development school support report.

A. Does the co-op provide media/technology services to schools?

YES ☒ NO ☐

Does the co-op provide delivery to the districts? YES ☒ NO ☐

How many districts participate in the media program? 22

Do districts contribute dollars to the media services YES ☒ NO ☐

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

Please describe: \$3.00 X ADM (public schools); \$3.00 per ADM (private schools); no charge to Henderson State University or Ouachita Baptist University.

. Does the co-op operate a "make-and-take" center for teachers? YES ☒ NO ☐

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).

Number of Teacher Participants

HSU 4,625

OBU 119

Dawson 189

Other 881

Total 5,814

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

☒ Planning assistance

☒ Special education services

☒ Gifted and talented assistance

☒ Grant writing assistance

☐ Personnel application

☒ Evaluation procedures

☒ Migrant student Identification

☒ Bookkeeping assistance

- ☒ [X] Technology training
- ☒ [X] Curriculum alignment
- ☒ [X] Business Management training
- ☒ [X] Computer technician
- ☒ [X] E-Rate applications
- ☒ [X] Assessment data analysis
- ☒ [X] Instructional facilitator training
- ☒ [X] Math coaches training
- ☐ [] TARGET interim assessments
- ☒ [X] Math/Science/Literacy specialists
- ☒ [X] Numerous professional development opportunities for teachers
- ☒ [X] Administrators and local board members

V. DIRECT SERVICES TO STUDENTS

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

- ☒ [X] Student assessment program (CTE)
- ☒ [X] Speech pathology
- ☒ [X] Occupational therapy and physical therapy
- ☒ [X] CTE courses through Virtual Arkansas
- ☒ [X] Mentor programs: Training support
- ☒ [X] Gifted/talented programs: 22 participating districts
- ☒ [X] Speech therapist
- ☒ [X] Low incidence handicapped
- ☒ [X] Other (Please specify):
Early Childhood Special Education 3-5 years of age, Distance Learning, 15 teachers, ABC

VI. 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 2016-2017 school year:

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

White 3
African American
Hispanic
Asian
American Indian/Alaskan Native
Indian 1

Number of new females employed by the cooperative for the 2016-2017 school year:

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

White 36
African American 5
Hispanic 1
Asian
American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2016-2017 school year:

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

White
African American
Hispanic
Asian
American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2016-2017 school year:

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

White
African American
Hispanic
Asian
American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2016-2017 school year: 12

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

White 11
African American 1
Hispanic
Asian
American Indian/Alaskan Native
Indian

Number of females seeking employment by the cooperative during the 2016-2017 school year: 126

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

White 93
African American 31
Hispanic 2
Asian
American Indian
Alaskan Native

**FY 15/16
DAWSON EDUCATION COOPERATIVE**

ADE Website Employees

250 DAY EMPLOYEE

	Network Support	Technical	Professional
1	38,278.00	49,879.00	61,478.00
2	38,778.00	50,379.00	61,978.00
3	39,278.00	50,879.00	62,478.00
4	39,778.00	51,379.00	62,978.00
5	40,278.00	51,879.00	63,478.00
6	40,778.00	52,379.00	63,978.00
7	41,278.00	52,879.00	64,478.00
8	41,778.00	53,379.00	64,978.00
9	42,278.00	53,879.00	65,478.00
10	42,778.00	54,379.00	65,978.00
11	43,278.00	54,879.00	66,478.00
12	43,778.00	55,379.00	66,978.00
13	44,278.00	55,879.00	67,478.00
14	44,778.00	56,379.00	67,978.00
15	45,278.00	56,879.00	68,478.00
16	45,778.00	57,379.00	68,978.00
17	46,278.00	57,879.00	69,478.00
18	46,778.00	58,379.00	69,978.00
19	47,278.00	58,879.00	70,478.00
20	47,778.00	59,379.00	70,978.00
21	48,278.00	59,879.00	71,478.00
22	48,778.00	60,379.00	71,978.00
23	49,278.00	60,879.00	72,478.00
24	49,778.00	61,379.00	72,978.00
25	50,278.00	61,879.00	73,478.00

Board Approved

November 12, 2014

Index 1.06 for ADE Quality Data Officer Section Leader

FY 15/16

**DAWSON EDUCATION COOPERATIVE
PROFESSIONAL SALARY SCHEDULE**

240 DAY

STEPS	PROFESSIONAL TECHNICAL	CONSULTANT SUPERVISOR	COORDINATOR MANAGERIAL	GRANTS PROFESSIONAL
1	43,674.00	50,954.00	59,076.00	59,825.00
2	44,174.00	51,454.00	59,576.00	60,325.00
3	44,674.00	51,954.00	60,076.00	60,825.00
4	45,174.00	52,454.00	60,576.00	61,325.00
5	45,674.00	52,954.00	61,076.00	61,825.00
6	46,174.00	53,454.00	61,576.00	62,325.00
7	46,674.00	53,954.00	62,076.00	62,825.00
8	47,174.00	54,454.00	62,576.00	63,325.00
9	47,674.00	54,954.00	63,076.00	63,825.00
10	48,174.00	55,454.00	63,576.00	64,325.00
11	48,674.00	55,954.00	64,076.00	64,825.00
12	49,174.00	56,454.00	64,576.00	65,325.00
13	49,674.00	56,954.00	65,076.00	65,825.00
14	50,174.00	57,454.00	65,576.00	66,325.00
15	50,674.00	57,954.00	66,076.00	66,825.00
16	51,174.00	58,454.00	66,576.00	67,325.00
17	51,674.00	58,954.00	67,076.00	67,825.00
18	52,174.00	59,454.00	67,576.00	68,325.00
19	52,674.00	59,954.00	68,076.00	68,825.00
20	53,174.00	60,454.00	68,576.00	69,325.00
21	53,674.00	60,954.00	69,076.00	69,825.00
22	54,174.00	61,454.00	69,576.00	70,325.00
23	54,674.00	61,954.00	70,076.00	70,825.00
24	55,174.00	62,454.00	70,576.00	71,325.00
25	55,674.00	62,954.00	71,076.00	71,825.00

Director = 1.60 of appropriate step

Teacher Center Coordinator = 1.20 of appropriate step

Behavior Intervention Coordinator = 1.51 of appropriate step

Facilities Specialist = 1.39 of appropriate step

- I. Program Technical - Employee has proven skills, college degree or other training that would enable success with regards to providing direct services, being responsible for budget and expenditures, and reporting to a Coordinator or Director.
- II. Consultant Supervisor - BSE or above. Employee has program responsibilities, trains personnel, supervises program, develops budget, annual reports and directs expenditures.
- III. Coordinator Managerial - MSE or above. Employee is responsible for all aspects of programs. Employee also has responsibility for more than one program, supervises and directs a staff, develops budget, directs expenditures,

and develops annual reports. Employee reports to the Director. Employee also supervises and directs program activities in the LEA'S.

IV. Employees placed at Dawson to provide professional services as per grant directed.

Board Approved April 8, 2015

FY 15/16
MAUMELLE DISTANCE LEARNING INSTRUCTORS

STEP	BSE	MSE
1	35,627.00	39,171.00
2	36,077.00	39,671.00
3	36,527.00	40,171.00
4	36,977.00	40,671.00
5	37,427.00	41,171.00
6	37,877.00	41,671.00
7	38,327.00	42,171.00
8	38,777.00	42,671.00
9	39,227.00	43,171.00
10	39,677.00	43,671.00
11	40,127.00	44,171.00
12	40,577.00	44,671.00
13	41,027.00	45,171.00
14	41,477.00	45,671.00
15	41,927.00	46,171.00
16	42,377.00	46,671.00
17	42,827.00	47,171.00
18	43,277.00	47,671.00
19	43,727.00	48,171.00
20	44,427.00	48,871.00
21	45,127.00	49,571.00
22	45,827.00	50,271.00
23	46,527.00	50,971.00
24	47,227.00	51,671.00
25	47,927.00	52,371.00
26	48,627.00	53,071.00
27	49,327.00	53,771.00
28	50,027.00	54,471.00
29	50,727.00	55,171.00
30	51,427.00	55,871.00
31	52,127.00	56,571.00

Steps 1-19 = \$450 increments - BSE
Steps 1-19 = \$500 increments - MSE
Steps 20-31 = \$700 increments

Board
Approved _____ November 12, 2014

FY 15/16

Paraprofessional

190 Days

Range 1	NO CDA	CDA	AA/AS in ECE	BA/BS in ECE
1	13,400.00	15,523.00	17,315.00	22,688.00
2	13,850.00	15,973.00	17,765.00	23,138.00
3	14,300.00	16,423.00	18,215.00	23,588.00
4	14,750.00	16,873.00	18,665.00	24,038.00
5	15,200.00	17,323.00	19,115.00	24,488.00
6	15,650.00	17,773.00	19,565.00	24,938.00
7	16,100.00	18,223.00	20,015.00	25,388.00
8	16,550.00	18,673.00	20,465.00	25,838.00
9	17,000.00	19,123.00	20,915.00	26,288.00
10	17,450.00	19,573.00	21,365.00	26,738.00
11	17,900.00	20,023.00	21,815.00	27,188.00
12	18,350.00	20,473.00	22,265.00	27,638.00
13	18,800.00	20,923.00	22,715.00	28,088.00
14	19,250.00	21,373.00	23,165.00	28,538.00
15	19,700.00	21,823.00	23,615.00	28,988.00
16	20,150.00	22,273.00	24,065.00	29,438.00
17	20,600.00	22,723.00	24,515.00	29,888.00
18	21,050.00	23,173.00	24,965.00	30,338.00
19	21,500.00	23,623.00	25,415.00	30,788.00
20	21,950.00	24,073.00	25,865.00	31,238.00

Board Approved

April 8, 2015

FY 15/16
DAWSON EDUCATION COOPERATIVE
SUPPORT SALARY SCHEDULE
240 DAY

STEPS	LEVEL I	LEVEL II	LEVEL III
1	17,832.00	20,383.00	26,205.00
2	18,082.00	20,633.00	26,455.00
3	18,332.00	20,883.00	26,705.00
4	18,582.00	21,133.00	26,955.00
5	18,832.00	21,383.00	27,205.00
6	19,082.00	21,633.00	27,455.00
7	19,332.00	21,883.00	27,705.00
8		22,133.00	27,955.00
9		22,383.00	28,205.00
10		22,633.00	28,455.00
11		23,133.00	28,955.00
12		23,633.00	29,455.00
13		24,133.00	29,955.00
14		24,633.00	30,455.00
15		25,133.00	30,955.00
16		25,633.00	31,455.00
17		26,133.00	31,955.00
18		26,633.00	32,455.00
19		27,133.00	32,955.00
20		27,633.00	33,455.00
21		28,133.00	33,955.00
22		28,633.00	34,455.00
23		29,133.00	34,955.00
24		29,633.00	35,455.00
25		30,133.00	35,955.00

Steps 1-10 = \$250.00 increments
Steps 11-25 = \$500.00 increments
Technology Assistant - Index 1.10

Board Approved

Level I - Entry level skills - typing, computer word processing, some office software use knowledge, calculator skill, etc. No minimal formal training.

Level II - Intermediate typing and calculator skills, computer software literate, word processing, etc., skilled. Ability to put these to use immediately. Telephone answering skills, plus some formal training in these areas (i.e. some college courses or seminars with certificate of completion or able to prove skills by demonstration).

Level III - Highly skilled, completed training and proven ability in work area.

Board Approved

November 12, 2014

FY 15/16
DAWSON EDUCATION COOPERATIVE
TEACHER SALARY SCHEDULE

190

STEPS	BSE	MSE	SPEECH- THERAPIST
1	35,407.00	38,928.00	46,367.00
2	35,857.00	39,428.00	46,867.00
3	36,307.00	39,928.00	47,367.00
4	36,757.00	40,428.00	47,867.00
5	37,207.00	40,928.00	48,367.00
6	37,657.00	41,428.00	48,867.00
7	38,107.00	41,928.00	49,367.00
8	38,557.00	42,428.00	49,867.00
9	39,007.00	42,928.00	50,367.00
10	39,457.00	43,428.00	50,867.00
11	39,907.00	43,928.00	51,367.00
12	40,357.00	44,428.00	51,867.00
13	40,807.00	44,928.00	52,367.00
14	41,257.00	45,428.00	52,867.00
15	41,707.00	45,928.00	53,367.00
16	42,157.00	46,428.00	53,867.00
17	42,607.00	46,928.00	54,367.00
18	43,057.00	47,428.00	54,867.00
19	43,507.00	47,928.00	55,367.00
20	43,957.00	48,428.00	55,867.00

*Speech Therapist who have ASHA certification
 **1.51 Index for Behavior Intervention Consultant
 *** 1.42 Index for ESVI Consultant
 ****1.35 for ESVI Data Specialist

Increments = \$450 BSE
 Increments = \$500 - MSE & Speech Therapist

Board Approved November 12, 2014

200 Day

Step	BSE	MSE
1	37,271.00	40,977.00
2	37,721.00	41,477.00
3	38,171.00	41,977.00
4	38,621.00	42,477.00
5	39,071.00	42,977.00
6	39,521.00	43,477.00
7	39,971.00	43,977.00
8	40,421.00	44,477.00
9	40,871.00	44,977.00
10	41,321.00	45,477.00
11	41,771.00	45,977.00
12	42,221.00	46,477.00
13	42,671.00	46,977.00
14	43,121.00	47,477.00
15	43,571.00	47,977.00
16	44,021.00	48,477.00
17	44,471.00	48,977.00
18	44,921.00	49,477.00
19	45,371.00	49,977.00
20	45,821.00	50,477.00

Board Approved

November 12, 2014

2015/2016

**Special Ed Resource Consultant/Transition Specialist Salary Schedule
220 Day**

Step	Transition	SREC
1	46,986.00	65,412.00
2	47,486.00	65,912.00
3	47,986.00	66,412.00
4	48,486.00	66,912.00
5	48,986.00	67,412.00
6	49,486.00	67,912.00
7	49,986.00	68,412.00
8	50,486.00	68,912.00
9	50,986.00	69,412.00
10	51,486.00	69,912.00
11	51,986.00	70,412.00
12	52,486.00	70,912.00
13	52,986.00	71,412.00
14	53,486.00	71,912.00
15	53,986.00	72,412.00
16	54,486.00	72,912.00
17	54,986.00	73,412.00
18	55,486.00	73,912.00
19	55,986.00	74,412.00
20	56,486.00	74,912.00

Board Approved

November 14, 2015

DAWSON EDUCATION COOPERATIVE

School Districts served in Dawson Education Service Cooperative:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

Officers of the Board

Name	Position	School District
Susan Stewart	President	Bismarck School District
Mike Hernandez	Vice-President	Hot Springs School District
Darin Beckwith	Director/Ex-Officio	Dawson Education Cooperative
Billie Garlin	Secretary	Dawson Education Cooperative

Members of the Board

Name	Position	School District
Donnie Whitten	Board Member	Arkadelphia School District
Matt Donaghy	Board Member	Bauxite School District
Mike Skelton	Board Member	Benton School District
Susan Stewart	Board Member	Bismarck School District
Tom Kimbrell	Board Member	Bryant School District
Dan Breshears	Board Member	Centerpoint School District
Nancy Anderson	Board Member	Cutter Morning Star School District
Michael Murphy	Board Member	Fountain Lake School District
Tim Holicer	Board Member	Glen Rose School District
Allen Blackwell	Board Member	Gurdon School District
Daniel Henley	Board Member	Harmony Grove School District
Mike Hernandez	Board Member	Hot Springs School District
Ralph Carter	Board Member	Jessieville School District
Pike Palmer	Board Member	Kirby School District
Steve Anderson	Board Member	Lake Hamilton School District
Shawn Cook	Board Member	Lakeside School District
Danny Thomas	Board Member	Magnet Cove School District
Brian Golden	Board Member	Malvern School District
B.J. Applegate	Board Member	Mountain Pine School District
Ronnie Kissire	Board Member	Ouachita School District
Jerry Newton	Board Member	Poyen School District
Roger Featherston	Board Member	South Pike County School District

**Dawson ESC Teacher Center Committee
2016-17**

Committee Member	District	Position	Email
Joan Crowder	Arkadelphia	Teacher	joan.crowder@arkadelphiaschools.org
Tess Mattei	Bauxite	Instructional Facilitator	matteit@bauxiteminers.org
Ally Brown	Benton	Teacher	abrown@bentonschools.org
Mike Copeland	Bismarck	Teacher	Michael.copeland@bsd-lions.net
Rotating Assignment	Bryant	Teacher, secondary	
Trudy Hughes	Centerpoint	Administrator	Trudy.hughes@goknights.us
Nancy Anderson	Cutter Morning Star	Administrator	Nancy.anderson@cmseagles.net
Brad Sullivan	Fountain Lake	Administrator	bsullivan@flcobras.com
Brenda Wilson	Glen Rose	Teacher	bwilson@grbeavers.org
Carla Jester	Gurdon	Teacher	jester@go-devils.net
Pam Balding Sheila Holicer	Harmony Grove	Teacher	pbalding@harmonygrovesd.org sholicer@harmonygrovesd.org
Anne Gentry	Hot Springs	Administrator	gentry@hssd.net
Melissa Speers	Jessieville	Teacher	melissa.speers@jsdlions.net
Delores Cowart	Kirby	Administrator	Delores.cowart@kirbytrojans.net
Kristi Anderson	Lake Hamilton	Administrator	Kristi.anderson@lhwolves.net
Tammy Brown	Lakeside	Teacher	Tammy_brown@lakesidesd.org
Bethany Phillips	Magnet Cove	Teacher	Bethany.phillips@magnetcove.k12.ar.us
Tina Hobbs	Malvern	Administrator	thobbs@malvernleopards.org
Amy Shipman	Mountain Pine	Teacher	Amy.shipman@mpsdrd.org
Lyn McDade	Ouachita	Administrator	Lyn.mcdade@ouachitasd.org
Melissa Jones	South Pike County	Teacher	Melissa.jones@rattlers.org

Dawson Education Cooperative

DATE: June 2017

Program Summaries....

PROGRAM: ADMINISTRATION

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes No X

RESTRICTED **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Darin Beckwith, Director, B.S.E., M.S.E.
Beth Neel, Teacher Center Coordinator, M.S.E.
Veronica Nelson, Business Manager. B.B.A.
Shannon Porter, Assistant Business Manager
Tamra Dempsey, Business Office Assistant
Billie Garlin, Administrative Assistant
Brenda Malcom, Receptionist
Sandra Ankton, Professional Development Specialist, B.B.A.
Sue Newton, Secretary

GOAL:

The director of the Dawson Education Cooperative is employed by the Board of Directors to administer the programs and services of the organization. The director's duties also include maintaining and supervising both the licensed and non-licensed employees. The director works closely with the teacher center coordinator and the program coordinators to insure a seamless and productive work environment for all employees.

PROGRAM SUMMARY:

The Dawson Education Cooperative receives a state based grant each year. This base grant provides for a director, a teacher center coordinator, a business office, and other classified office personnel. The remainder of the co-op budget comes from grants and the local school districts it serves. The funds are "pooled" so that stronger programs can be returned to each of the member schools.

The director, who is hired by the Board of Directors, has the responsibility for general supervision of all cooperative programs. A Board of Directors that consists of a representative from each of the member school districts governs Dawson Co-op. The Board has elected to use an Executive Committee which is made up of one representative from each of the six counties, the Board President, the Board Vice-President, and the immediate Past President. The actions of the Executive Committee are submitted to the full Board of Directors for concurrence.

The educators in the twenty-two school districts Dawson serves guide the Co-op. Our schools' staff is the major source of input for direction of Co-op services. The Teacher Center Committee and facilitator groups are comprised of teachers and administrators from all member schools in

the areas of literacy, math, science, social studies, counseling, drug education, career and technical, technology, gifted and talented, principals, assistant superintendents, distance learning, etc. All of these groups ensure responsiveness to the needs of local districts by Dawson staff through their continuing input.

Dawson Co-op is able to provide many additional services because of its collaboration between the Arkansas Department of Education and the institutes of higher education. Dawson is a part of the statewide co-op network, which meets regularly to discuss issues and concerns. The Arkansas Department of Education is a vital link for the Co-op in planning and implementing activities that enhance student learning. Henderson State University, Ouachita Baptist University, College of the Ouachitas, and National Park Community College, STEM Center and Southwest Arkansas Education Renewal Zone are strong partners with Dawson Co-op. The Co-op also has strong community support, with staff members serving on committees for local, regional and state agencies.

MAJOR HIGHLIGHTS OF THE YEAR

Dawson Co-op works closely with the Arkansas Legislature by continuing to host a Legislative Luncheon where superintendents from our 22 districts are invited to attend and meet with our Arkansas State Legislature. This event is instrumental in maintaining a positive relationship with those who are making the laws that govern our schools and providing a means to share ideas, etc. Also, Dawson hosts an annual superintendent's conference to provide administrators with their required professional development hours and networking.

PROGRAM: ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

FUNDING SOURCE: Arkansas Better Chance for School Success

COMPETITIVE GRANT: YES X NO _____

RESTRICTED X NON-RESTRICTED _____

PARTICIPATING DISTRICTS:

Bauxite, Benton, Bismarck, Centerpoint, Harmony Grove, Hot Springs, Jessieville, Magnet Cove, Malvern, Mt. Pine, Ouachita, South Pike County, Poyen, Garland County Consortium (Hot Springs, Lakeside, Jessieville, Mt. Pine, Cutter Morning Star).

PERSONNEL:

Tonja Lewis, Coordinator, M.S.E.
Diedra Middleton, Program Specialist, A.A.
Tanika Flannigan, Administrative Assistant, B.B.A.
James Loy, Administrative Assistant, B.S.

P4 Certified Teachers:

Molly Broyles Amanda Burroughs, Janna Clements, Amanda Coleman, Brandi Collier, Trudy Conzel, Ashley Denison, Ramsi Duke, Hollie Easterling, Janelle Graves, Dawna Hill, Theresa Jones, Faith Killian, Cheryl Kindervater, Karissa Kissire, Katie Little, Kristen McLaughlin, Shannon Perez, Polly Petty, Mollie Richie, Kortasia Robinson, Keri Rutherford, Melinda Scott, Sara Scott, Michelle Shuffield, Pamela Smart, Charity Vaught, Leigh Ann Ventress, Karen Ware, Brooke Woolford.

CDA/AA/BA Certified Paraprofessionals:

Courtney Buckelew, Karen Carter, Amy Clements, Gail Curran, Kimberly Dempsey, Rachael Finley, Debbie Forsythe, Kimberly Gibson, Susan Green, Kayla Hamlin, Kristi Hampel, Tonya Heath, Donna Hillis, Amanda Hine, Emily Holt, Paula Hughes, Breanna Johnson, Shana McDermott, Tammy McKeehan, Teresa McMahan, Stacey Miles, Ashyle Moore, Amy Morrison, Naomi Parker, Jenifer Roberts, Jessica Shearin, Vickie Smith, Tamra Speers, Chelsea Spruell, Sarah Taylor, Amanda Watson, Tonya White.

Part-time Substitutes - As needed - Sub Teach

GOALS AND OBJECTIVES:

- Provide high-quality, developmentally appropriate programs for preschool children
- Provide a safe and nurturing environment that promotes development enhances the learning of each individual child in the program
 - Establish relationships with families of each preschool child
 - Collaborated with community members to deliver high quality services preschool children and their families
 - Provide a well-qualified and trained staff

PROGRAM SUMMARY:

The Dawson Education Cooperative Arkansas Better Chance for School Success Program provides high-quality, developmentally appropriate preschool programs for educationally

deprived children ages 3 and 4 years from families with gross income not exceeding 200% of the Federal Poverty Level.

MAJOR HIGHLIGHTS OF THE YEAR:

Scholastic Book Fair; Donuts for Dads; Muffins for Moms; Visits from Community Firemen; Dentists and Doctors; Family Fun Day; Preschool Graduation; Ronald McDonald Program; Elementary School Events

PROGRAM: AR CO-TEACHING PROJECT & THE STRATEGIC INSTRUCTION MODEL (SIM) PROFESSIONAL DEVELOPMENT

FUNDING SOURCE: State Performance Grant

COMPETITIVE GRANT: Yes____ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

AR Co-Teaching Project:

The Arkansas Co-Teaching Project provides technical assistance to all districts in Arkansas interested in beginning or improving an existing co-teaching program. During 2015-16, the project formed a partnership with Johns Hopkins University's Center for Technology in Education (JHUY CTE) to provide Boundless Learning Co-Teaching, a yearlong blended professional development package, to interested schools. The following districts and schools participated: Bentonville (Cooper Elementary and Elm Tree Elementary), Crossett (Crossett High School), Mountain Home (Mountain Home Junior High), Pine Bluff (Jack Robey Jr. High, Pine Bluff High, and Belair Middle), Rivercrest (Rivercrest Junior High, Searcy County (Marshall High), and Osceola (Osceola High). The project also offered email and telephone technical assistance in the co-teaching model to all districts statewide. Onsite co-teaching model overviews were also provided on request.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

The role of the AR SERC consultant was limited during 2015-16 to participating in SIM professional developers' activities and promoting SIM professional development activities.

PERSONNEL:

Rose Merry Kirkpatrick, Educational Consultant, Coordinator of AR Co-Teaching Project & Strategic Instruction Model (SIM) Professional Developer, B.A., M.S.E.

GOALS:

AR Co-Teaching Project:

The AR Co-Teaching Professional Development Project was designed to provide technical assistance and professional development to districts interested in beginning or improving a co-teaching program. Co-Teaching is, "an instructional delivery approach in which a classroom teacher and a special education teacher (or other special service professional) share responsibility for planning, delivering, and evaluating instruction for a group of students, some of who have exceptional needs" (Friend, Reising, and Cook). By adopting this model, schools were able to meet the highly qualified requirement and at the same time, students with disabilities were able to access the rigorous general education curriculum and receive their special education services in the least restrictive environment, the general education classroom. In addition to providing a solution to these regulatory issues, many early adopters of the model within the state reported academic and behavior gains for students with disabilities who previously had been taught in special education pull-out programs. Unfortunately, as more schools rushed to implement the model, not all met with the success they had anticipated. Upon closer examination, it was determined that the implementation practices of some schools were negatively impacting their results. The AR Co-Teaching Professional Development Project was created to assist districts

and schools in improving the fidelity of implementation and the effectiveness of the co-teaching model.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

The AR-SERC consultant also serves as a Strategic Instruction Model (SIM) Learning Strategy professional developer with the UCA Mashburn Center's Adolescent Literacy Intervention Project. The project provides professional development to interested special education teachers and intervention teachers in Arkansas involved in school based programs designed to improve academic outcomes for struggling adolescents including those with disabilities.

PROGRAM SUMMARY:

The AR Co-Teaching Project:

The AR Co-Teaching Project in partnership with Johns Hopkins University's Center for Technology in Education (JHU CTE) provided Boundless Learning Co-Teaching, a yearlong blended professional development package to interested schools across the state of Arkansas. The yearlong comprehensive package follows research based professional development practices. It includes a traditional face-to-face Kick Off session to provide basic information about the model and to acquaint participants with the online modules and the expectations for completing them, 6 online facilitated modules for co-teachers, electronic learning communities for co-teachers and building principals, online support meetings for principals, onsite coaching, a follow-up face-to-face session designed to deepen learning about effective co-teaching practices and to celebrate achievements of participants, and implementation evaluation. The professional development package activities began in the fall and continued until the end of the school year.

The project's team consists of the project coordinator, co-teaching professional developers from collaborating agencies and projects, independent state co-teaching coaches, the Boundless Learning Co-Teaching professional development team from JHU CTE, and Dr. Cynthia Pearl, University of Central Florida, national co-teaching researcher. As part of the efforts to adhere to current best practices in professional development, the project relies upon implementation evaluation data collected from participating schools to guide its planning and to provide direction to schools participating in its comprehensive professional development package.

In addition to the Boundless Learning Co-Teaching professional development package, the AR Co-Teaching Project team provided overview sessions in one half day to one full day formats to interested districts to provide basic information about the model as well as resources for continued learning. Schools interested in implementing co-teaching for the first time in 2016-17 were invited to participate in implementation planning sessions that included half or full day sessions, webinars, and conference calls. The project team also offered the following services to all interested districts and schools in Arkansas: presentations at the AR Council for Exceptional Children Conference, a co-teaching informational website, and email/telephone technical assistance.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

As a SIM professional developer with the UCA Mashburn's Center's Adolescent Literacy Intervention Project, the AR-SERC consultant collaborated with Mashburn Center and Arkansas State Personnel Development Grant (SPDG) staff to promote professional development

opportunities for schools interested in implementing SIM Learning Strategies to address the needs of struggling adolescents including those with disabilities. The consultant was also available to provide SIM Learning Strategies professional development as needed.

MAJOR HIGHLIGHTS OF THE YEAR:

AR Co-Teaching Project:

During the 2015-16 school year, the Arkansas Co-Teaching Project partnered with Johns Hopkins University's Center for Technology in Education (JHUY CTE) to provide Boundless Learning Co-Teaching, a yearlong blended professional development package, to a statewide cohort of 10 schools. The professional development package included traditional face-to-face sessions, facilitated online modules and web meetings, and onsite coaching.

Fidelity of implementation continued to be an important goal for the project. Each participating school was required to participate in the project's comprehensive professional development package. The package contained an implementation evaluation plan that measured change in system support (school practices) for the co-teaching model, application of the co-teaching model in the co-taught classroom, and the model's impact on students. Since this process is not completed until the end of the school year, the information included in this year's report does not include the analysis of the 2015-16 pre/post data. Instead, results from the work completed during 2014-15. At that time, schools participated in a yearlong package designed by the AR Co-Teaching Project that included a one-day foundational session on co-teaching by national co-teaching expert, Dr. Lisa Dieker; a one-day implementation planning session with the school's Co-Teaching Building Leadership Team (BLT); three webinars on differentiated instruction in the co-taught classroom; two webinars on implementation planning for the Co-Teaching BIPT; onsite coaching; and implementation evaluation.

The 2014-15 evaluation results included student outcome measures in the form of final grades of students from 12 schools. In the 43 co-taught classes of 1,004 students (218 students with disabilities and 786 students without disabilities), the following indicated:

92% of students with disabilities received passing grades

67% of students with disabilities received "C" or higher

Although the number of students with disabilities who received passing grades is comparable to previous years, the number of students who received "C" or higher grades is not. In comparing the results, it was noted that the mean average for both students with and without disabilities was lower than previous years. The number of students represented was also lower than previous years. One school did not submit grades, and another school did not plan to implement co-teaching until the fall of 2015. The high number of schools in Needs Improvement and Priority may also have impacted the grades.

Changes in school system practices are necessary in order to implement the co-teaching model with fidelity. Changes in system practices are measured by the Action Planning Checklist. The survey includes a list of 29 building support actions critical to a successful co-teaching program. The average participating school addressed 84.48 of the items to some extent by the spring of 2015. Co-teachers changes in instructional practices and collaborative relationship development with their partners was measured with the Colorado Assessment of Co-Teaching (CO-ACT) survey. At the conclusion of the yearlong professional development, a total of only

10 of the 42 items had means of less than 4.0 (agree) indicating that many of these teachers perceived that progress had been made over the school year.

Individual school evaluation results from 2014-15 were shared with the school's Co-Teaching Building Leadership Team (BLT) for their use in planning for 2015-16. The summary evaluation results were used by the AR Co-Teaching Project's team to capture the results of the 2014-15 professional development package. Implementation evaluation data the Boundless Learning Co-Teaching package for 2015-16 will be collected at the end of the school year. The data will then be compiled and analyzed and a final report provided to schools participating in the 2015-16 professional development package. This will provide the AR Co-Teaching Project with the data needed to compare the results of their previous package with the Boundless Learning Co-Teaching package.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

The AR SERC consultant's role was limited to assisting with program review, professional developers' sessions, and promotional activities during 2015-16.

PROGRAM: ARKANSAS TRANSITION CONSULTANT SERVICES

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes_X__ No __

RESTRICTED ____ **NON-RESTRICTED**__X__

PARTICIPATING DISTRICTS:

<u>Garland</u>	<u>Saline County</u>	<u>Hot Spring</u>	<u>Clark</u>	<u>Pike</u>
Hot Springs	Benton	Bismarck	Arkadelphia	Kirby
Fountain Lake	Bryant	Glen Rose	Gurdon	Centerpoint
Jessieville	Harmony Grove	Malvern		South Pike Co.
Mountain Pine		Magnet Cove		
Lake Hamilton		Ouachita		
Lakeside				
Cutter-Morning Star				

GOAL:

Arkansas Transition Services is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes.

PROGRAM SUMMARY:

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

Arkansas Transition Services consists of six transition consultants across the state, including a State Transition Coordinator. All consultants provide district, regional and state-wide trainings and technical assistance throughout the year. Arkansas Transition Services develops and provides trainings based not only on Federal mandates, but also on the needs of school districts and transition teams in the area of transition. Some of these trainings include how to develop transition classes, transitions assessment trainings, involving the student in transition planning, compliance with transition indicators, and how to gain parental participation and how to establish local transition teams. We continue to work hard to build capacity in the districts through thorough reviews of transition plans, followed up with report findings and recommendations for additional training. This has been an effective and proactive practice that districts have participated in prior to being monitored by the Special Education Unit.

ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. A collaborative effort is made among districts, agencies and ATS to hold Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams. ATS also maintains a leadership role in the Arkansas Interagency Transition Partnership, which works to bring agencies together to discuss issues and develop strategies to better serve schools and students.

Arkansas Transition Services has an agreement with under an OSEP funded project, the National Technical Assistance Center for Transition (NTACT). NTACT is focused on improving transition outcomes. Each year, at least two ATS representatives attend the NTACT sponsored, Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, teacher representatives and IDEA Data and Research representatives. In 2016, we were notified that Arkansas had been selected to be an “Intensive State” with NTACT. We have begun receiving assistance with the development and implementation of technical assistance/professional development plan based on the goals and outcomes we identified in our application. The goals within our updated technical assistance plan are as follows:

- By June 2018, we will increase, above baseline, the number of school personnel and agency staff (i.e., SPED, CTE, VR) with knowledge of current transition initiatives across agencies, including employment predictors and EBPPs to improve employment training opportunities for students with disabilities.
- Tasks for this goal:
- Develop a collaborative survey (i.e., ADE, ATS, ARS, CTE, DSB) to collect baseline data on areas of transition service strengths and needs for school personnel, VR counselors, CTE Career Coaches, and DSB personnel, including the types of employment opportunities (e.g., sheltered workshops, enclaves, competitive integrated employment) that schools and agencies are providing to students with disabilities (completed)
- Jointly develop guidelines for LEAs, VR counselor, CTE working with students with disabilities to implement WIOA Implementation FACTS (completed)
- Jointly create VR WIOA professional development for educators, building administrators, and agency staff to deliver during in-service trainings (in progress)
- Create cross-agency professional development on school-based transition programs, employment predictors and EBPPs (in progress)

We have also selected three district leadership teams which have agreed to work a local secondary transition interagency team to implement and scale-up evidence-based and promising practices and predictors of post-school success focused on improving secondary transition services for students with disabilities.

FILE REVIEWS PROVIDED TO:

Lake Hamilton, Malvern, Ouachita, Kirby, Glen Rose

DISTRICT TRAININGS PROVIDED TO:

Hot Springs, Arkadelphia, Mountain Pine, Glen Rose, Bryant, Gurdon, Ouachita, Malvern, Benton

CONSULTS PROVIDED TO:

Mountain Pine, Benton, Cutter-Morning Star, Jessieville, Hot Springs, Lake Hamilton, Harmony Grove, Malvern, Ouachita, Arkadelphia, First Step/Hot Springs, Kirby, Glen Rose, Magnet Cove

PROFESSIONAL CONFERENCES/SESSIONS PRESENTED/ATTENDED:

AR-AER (exhibitor)
AR Teachers Law Conference (attendee) August 2016
LEA Academy September 2016
ATS Summit (presenter): ePortfolio/Livebinder
ARMEA Mental Health Conference (attendee)
PAC Conference (attendee)

AR Promise Job Coach Training (attendee) February 2017
AR Rehabilitation Association Conference (presenter)
ATS Cadre: December 2016 and February 2017
AR Rehabilitation Association (presenter) May 2017
Post-secondary Informational Webinars and Zoom meetings
AASEA (attendee) June 2017

MEETINGS ATTENDED:

AR Department of Special Education Unit Collaborative Meeting, Area 5 and 7 Sped
Supervisors Monthly Meetings, AR Rehab Services DM/VR Counselors Meeting, AITP
Summer Connections, Agency Tours (Abilities, Civitan); Workforce Partnership Meeting/s

IEP MEETINGS ATTENDED:

Benton, Kirby (cancelled)

TRANSITION FAIR ATTENDED:

Jessieville, Southwest Area Coop, Lake Hamilton

SPECIAL EVENTS ATTENDED:

ARS Community Connections (Garland County); Bryant PLC Transition Meeting

SUMMER PROFESSIONAL DEVELOPMENT TRAINING(S):

New Interactive Toolkit Training (including New IEP forms) on July 3, 2017
Transition Planning: Considerations for Students on the Autism Spectrum and Students with
Intellectual Disabilities: July 7, 2017

MAJOR HIGHLIGHTS OF THE YEAR:

A Transition Summit is held every other year for local transition teams around the state to meet and assess the needs of the team's area. These teams then develop a plan based on those needs to improve transition outcomes. The 2016 ATS Summit was held October 19-20 in Hot Springs, AR. The focus was Student Development. 58 teams from 66 districts attended and over 300 people registered. It was the largest Summit on record with participation of many—from Facilitators (49), to presenters (50 presenters sharing 34 sessions), to exhibitors (23)! Agency participation was at an all-time high and a VR counselor was on almost every team and many had a counselor from Services for the Blind as well as other agencies.

We also held two Cadre meetings where the local teams came together to receive professional development in STEPSS, and evidence-based practices, including CIRCLES. CIRCLES is an innovative approach to providing transition planning services. In CIRCLES, there are two teams: a School Level Team (SLT), made up of school staff and the caseworkers and case managers of each of the outside agencies who might be able to help our students make this transition successfully, and a Community Level Team (CLT), made up of agency and district administrators. These two different teams meet separately to serve to different functions in the CIRCLES model of service delivery. These Cadre events provided opportunities for continued team planning and networking, as well.

Inclusion Film Camp, 2017 is a collaborative effort of Arkansas Transition Services, Arkansas Rehabilitation Services and Inclusion Films, and Northwest Arkansas Community College, where it will take place in Bentonville, April 24-28, 2017. The first annual Film Camp for juniors and seniors in high school with disabilities will be hosted jointly by Arkansas Transition Service and Arkansas Rehabilitation Services. This camp will be a week-long camp that focuses on aspects of the film industry. It will be an opportunity for students to learn the introduction to film development, script

writing, and acting, operating lights, cameras and other equipment and post-production work. It will provide them the opportunity to explore their interests in the film industry and to experience and build upon employment skills that can be transferred to all occupations. This camp is available to 50 students who will create a short film.

College Bound AR (CBA) and Freshman 15 (FF) are two other annual events held in collaboration with University of Central Arkansas. CBA is a three day residential program intended to increase student's knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. FF is a one day introduction to college life for students with disabilities and their parent, guardian or teacher to prepare students for the possibility of attending college. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level.

The State Toolkit for Examining Post-School Success (STEPSS) is a web-based, data-based decision making tool designed to support state departments of education in disseminating and using data related to secondary transition (SPP Part B Indicators 1, 2, 13, and 14) to improve in-school transition programs for youth with disabilities. STEPSS training will be held in June 2015 with eight districts attending in order to pilot the program beginning in the fall of 2015.

Our website (www.arkansastransition.com) has recently been revamped with a new, colorful, easy to navigate template. New resources have been added, including a Transition Fair Toolkit and Guidance and Career Counselor's Toolkit for teachers and counselors; interactive IEP forms for students; healthcare transition information for parents; the TAGG online assessment for secondary aged youth with disabilities, their families and professionals; and updated agency resources by county including FAQs on Workforce Innovation Opportunities Act signed in June of 2014.

The Arkansas Interagency Transition Partnership (AITP) will hold the fourth annual AITP Summer Connections as a way for district personnel around the state to learn about a variety of agency services. This year we will have three representatives from postsecondary education programs in Arkansas for students with intellectual disabilities. We will also include a panel of employers of people with disabilities to discuss their experiences and expectations of working with people with disabilities. The AITP also developed and will soon print a Resource Guide to disseminate among school districts and agencies. These guides were developed for schools and agencies to give to parents as a way to help increase parental awareness of the importance of transition and resources to help with transition as early as possible.

PROGRAM: DAWSON CAREER EDUCATION

FUNDING SOURCE: Carl D. Perkins Vocational and Education Act of 2006

FUNDING AMOUNT: 299,014.00

COMPETITIVE GRANT: Yes___ No_X__

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Bismarck, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Jessierville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County.

PERSONNEL:

April Shepherd, Career Education Coordinator, B.S.E., M.S.E.
Janie Freeman, Career Education Program Assistant

GOALS:

To assist Dawson Perkins Consortia schools in meeting federal Carl Perkins IV Performance Indicators with program improvement and integration activities and working toward goals set in the five year local plan to meet Perkins IV law. The goals are updated annually based on ACE data to each LEA and Dawson Perkins Consortia.

To work as a liaison between ACE and the Dawson Perkins LEAs to implement Career Education (CE) programs and projects, i.e. ACE Technical Assistance Visits, WEtesting at End of CE courses and reporting these test results back to each LEA, CTE completers and placement reporting, national certifications, assist with writing grants for program development, assist in program development and implementation of CTE student organizations, and work with each LEA to develop new/expanded Programs of Study.

Support professional development of career education to administrators, teachers and counselors within the Dawson Consortium. Provide professional development integration activities across all programs of study to meet the negotiated targets established by the Arkansas Department of Career Education; i.e. college and career readiness, modern workplace and KATA training, teacher internships, career action planning, soft skills and employability training, preparation for national certifications such as Adobe, IC3, NCCER, OSHA, FACS ServSafe.

PROGRAM SUMMARY:

Perkins IV was signed into law August 2006, and DESC Perkins Consortia works with the Arkansas Department of Career Education to meet the negotiated target goals set and approved by the state. The Perkins Indicator areas include Literacy, Geometry, Technical Skills Attainment, School Completion and Graduation, Placement and Non-Traditional Participation and Completion. In 2016-17, Dawson continued serving the member schools by providing assistance in the areas of school improvement with a goal of improving literacy and technical skill attainment in accordance with Perkins IV mandates. April Shepherd met on site with principals, curriculum leaders and teachers to discuss improvement strategies within the eight mandated indicators of Perkins. The eight areas include Literacy, Geometry, CTE Skill

Attainment, Graduation, Placement, CTE Completion, Nontraditional Participation and Nontraditional Completion.

Dawson provides professional development opportunities in specific areas to assist federal and state mandates and to assist in the development, improvement and implementation for programs of study. Dawson provides subject specific professional development opportunities for administrators, teachers and counselors. Dawson attends meetings of professional learning communities to assist in program development with curriculum and state mandates. Dawson assists school district in writing start up grants for new programs of study, prepare for technical assistance visits, and suggests relevant research based learning opportunities to CTE administrators and teachers. Dawson provides end of year reports for career and technical end of course testing, information on the school report card in meeting the state negotiated targets and approval of programs of study.

Dawson works with College of the Ouachitas, National Park Community College, Henderson State University and the West Central WIOA Board to establish a partnership with business and industry. This partnership establishes procedures to assist in the successful transition from secondary into post-secondary and the world of work.

MAJOR INITIATIVES:

MITA —Microsoft Information Technology Academy—Dawson continued to provide training and resources in conjunction with ACE and Consortia schools to maximize the ability of schools to offer curriculum and testing opportunities needed for students to obtain national certifications. Dawson and AR Dept. of Career Education, working with PCG continued training for ACE EOC testing in Career Education courses to enhance test efficiency, providing complete, user friendly, and easily accessible test data for use by classroom teachers to provide assistance to students during the course. This system better meets the accountability required by the federal Perkins Indicator of Student skills attainment. PCG developed ways and means for more focused reporting appropriate to meet the cooperatives needs to utilize the system with summative data across the consortia.

CCSS and LDC/MDC is expanding and the Dawson Career Education Coordinator worked closely with ADE statewide trainers to enhance this initiative with a focus taken to Career Pathway classroom instructors of schools joining this initiative. Career Counseling has been enhanced with Career Coaches located at COTO in Malvern serving: Glen Rose, Ouachita and Poyen, and Cossatot CC serving Kirby and Murfreesboro. Also, Career Development Facilitator (CDF) Open to all schools, 14 thus far have Career Coaches on-site, plus CDFs at COTO and NPCC.

Dawson Co-op conducted the third annual CTE Regional Advisory Council Meeting in conjunction with National Park College Tech Center in Hot Springs. Superintendents, Principals, Counselors, Teachers, Students and representatives from Business and Industry were in attendance. Regional Advisory Councils are an equal partnership between schools, cooperatives, career centers, colleges and employers. This meeting should assist schools in reviewing labor market data, aligning secondary and post-secondary programs, offer dual and articulated credit where applicable, identifying extended learning opportunities for students, and determine training and skill sets needed from business and industry to assist students in obtaining employment in hard to fill areas. Working together, we will assist the needs of our students and

employers which will benefit this region of the state economically. Participants toured the campus to see the different programs, spoke with students and instructors, and viewed hands of projects. Mike Wiles, Director, spoke about the importance of Partnership Teams and presented thirteen steps to planning and conducting successful advisory/partnership meetings. Another CTE Timber Industry Advisory Council Meeting was held at Dawson with many of the same goals, the panel for this meeting was composed of loggers, industry leaders that utilize the logging industry, and a state representative from the Dawson Co-op area. There were many positive outcomes and initiatives discussed at this meeting that are continuing to be actively developed at this time.

Dawson sponsored two full day Girls' STEM Leadership Conferences for Dawson Co-op schools grades 9-12 and 7-8 hosted by the STEM Center at Henderson State University. Students attended break-out sessions with hands-on learning experiences led by women in STEM careers ranging from biology and engineering to technology and coding concluding with an inspirational presentation from a Keynote speaker.

Dawson sponsored a Modern Workplace training to educate administrators, teachers, and counselors about the new manufacturing principles entitled Lean 101. As a result of the Modern Workplace training, attendees participated in a teacher apprenticeship allowing them to work 40 hours in a business related to his/her field. Teachers obtained the necessary skill set to further educate students and prepare them for post-secondary and/or employment. Dawson will conduct a KATA in the Classroom training to educate teachers in using scientific and creative thinking principles in the classroom to generate and refine solutions to overcoming obstacles, learn how to collaborate and work in a team to accomplish smaller goals towards reaching a larger challenge, and develop communication skills which will help to organize thoughts, data, and techniques to effectively share ideas with other team members. Teachers will be given the opportunity to tour the Caterpillar Plant in North Little Rock to see firsthand how the KATA techniques are used to effectively and efficiently run a multimillion dollar business.

PROGRAM: DAWSON CENTER FOR DIGITAL LEARNING/VIRTUAL
ARKANSAS CTE CAMPUS

FUNDING SOURCE: Arkansas Department of Education/Virtual Arkansas Consortium Funds

FUNDING AMOUNT: \$1,038,614

COMPETITIVE GRANT: Yes X No

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS: 160 TOTAL

Academic Center For Excellence, Academics Plus, Alpena, Ark. School For The Blind, Arkadelphia, Armorel, Ashdown, Badger Academy, Barton, Batesville, Bauxite, Bearden, Berryville, Bigelow, Bismarck, Blevins, Blytheville, Booneville, Bradley, Brookland, Bruno-Pyatt, Bryant, Caddo Hills, Calico Rock, Camden Fairview, Carlisle, Cedar Ridge, Centerpoint, Clarendon, Clarksville, Clinton, Concord, Cossatot River, Cotter, County Line, Crossett, Deer, Dermott, Des Arc, Dierks, Dollarway, Dover, Drew Central, Earle, East Poinsett Co., Elkins, Emerson, England, ESTEM Charter, Eureka Springs, Fayetteville, Flippin, Fordyce, Fouke, Future School Fort Smith, Gentry, Gravette, Green Forest, Greenbrier, Greenwood, Guy-Perkins, Hamburg, Hampton, Harmony Grove, Harmony Grove (Saline), Harrison, Hartford, Hazen, Hector, Hermitage, Highland, Hillcrest, Hope, Hoxie, Huntsville, J.D. Leftwich, Jessieville, Junction City, Kingston, Kirby, Lafayette County, Lakeside (Garland) Lamar, Lavaca, Lead Hill, Lee, Lincoln New Tech, Lisa Academy, Lisa Academy North, Lonoke, Magnet Cove, Manila, Mansfield, Marshall, Mayflower, Maynard, McGehee, Midland, Mineral Springs, Mount Ida, Mountain Home Career Academics, Mountain Home Jr. High, Mountainburg, Mountain Pine, Mount Vernon, Murfreesboro, Nemo Vista, Nettleton, Nevada, Norfork, Northside, Oark, Oden, Omaha, Osceola, Ouachita, Palestine-Wheatley, Pangburn, Paragould, Paris, Pocahontas, Pottsville, Poyen, Prairie Grove, Prescott, Quest Middle, Quitman, Rison, Rivercrest, Riverside, Riverview, Rose Bud, Russellville, Scranton, Searcy, Siloam Springs, Smackover, Southside Charter, Sparkman, Spring Hill, St. Joe, Star City, Taylor, Texarkana, Trumann, Tuckerman, Two Rivers, Umpire, Valley Springs, Van Buren, Vilonia, Walnut Ridge, Watson Chapel, West Fork, Western Grove, Western Yell Co., White Co. Central, White Hall, Wonderview, Woodlawn.

PERSONNEL:

James Malcom: VA CTE Campus Director
Amanda Stamps: Administrative Assistant
Robert Cooper: Bachelor of Arts in Sociology
Tiffany Cottrell: Bachelor of Science Criminal Justice
Heather Gilmer: Master of Arts in Teaching
Michael Kelly: Doctor of Education: Counseling and Counselor Education
Christie Lewis: Master of Arts in Reading
Becky Kinard: Bachelor of Science in Nursing
Jason Roark: Master of Arts in Teaching
Caron Manning: Bachelor of Business Administration, Associates of Science in Nursing
Sara McKinnon: Master of Arts in Teaching
John Miller: Master of Science in Physical Education and Administration
Leesa Potts: Master of Science in Education
Stacy Robinson: Juris Doctorate

Charles Rook: Bachelor of Science in Aviation
Ashley White: Master of Arts in Teaching
Gina White: Juris Doctorate; Bachelor's Degree in Business
Kellye Wood: Master of Science in Education

GOAL:

Working closely with the Arkansas Department of Education, the Arkansas Department of Career Education, and within the confines of Virtual Arkansas, the Dawson Center for Digital Learning provides a career focused curriculum addressing both the national and state career cluster standards. Students gain a solid foundation of career awareness and explore opportunities found within their chosen career pathway. The Dawson Center for Digital Learning provides classes in the following national career clusters: Arts, Audio Visual Technologies and Communication; Health Science; Information Technology, Law, Public Safety, Corrections, and Security; Marketing Sales and Service; Aviation-Flight.

The goals for Dawson Center for Digital Learning include: (1) Ensure that each student receives quality instruction from a licensed highly qualified instructor, (2) Maintain the academic integrity of digital learning for students in grades 9-12, (3) Meet or exceed the AR Curriculum Frameworks, (4) Prepare students for success within the world of work and/or the post-secondary environment.

PROGRAM SUMMARY:

In 2004, Dawson Education Cooperative received a grant from the Arkansas Department of Education to provide instruction to schools using compressed interactive video (CIV). The instructors delivered quality instruction to the schools and students from a central office located in Arkadelphia.

The Dawson Center for Distance Learning began with two teachers and seventeen students in 2004. In 2014-2015, Dawson transitioned to a focus on a digital learning model of instruction and in the process became the CTE campus for Virtual Arkansas. Employment and course offerings expanded to include fifteen teachers and thirty courses. For 2016-2017, thirty-six courses were offered, including: Abnormal Psychology; Advanced Photography; Airport, Airspace and Weather Conditions; Arkansas Legal; Career Readiness; Career Ready 101; College and Career Readiness; Computerized Accounting I; Computerized Accounting II; Computerized Business Applications; Criminal Law; Fashion Merchandising; Forensics and the Law; Foundations of Sports Medicine; Fundamentals of Flight; Fundamentals of Photography; Human Anatomy and Physiology; Human Behavior and Disorders; Intermediate Photography; International Travel; Introduction to Careers in Law, Public Safety, Security, and Corrections; Introduction to Criminal Justice; Introduction to Hospitality; Introduction to Medical Professions; Introduction to Travel and Tourism; Law and Order Career Intent; Marketing; Medical Procedures; Medical Terminology; Pathology; Private Pilots Operation; Programming I; Programming II; Spanish I; Sports Marketing and Entertainment; Travel Destinations. Each of the above listed courses met or surpassed the AR Frameworks. In all, 6,201 enrollments were serviced and received quality instruction through the Dawson Center for Digital Learning during the 2016-2017 school year.

MAJOR HIGHLIGHTS OF THE YEAR:

Three students enrolled in Ashley White's Advanced Photography course competed in the state SkillsUSA competitions for Photography and for Pin Design on behalf of Virtual Arkansas. A

Senior Highland student won the top position for Pin Design, and as the gold winner, will compete at the national SkillsUSA competition in Louisville, Kentucky. A Junction City student took the silver in Photography.

Dawson was granted approval from the AR Department of Career and Technical Education to pilot the first Aviation Program of Study within the state of Arkansas in 2010. A flight instructor from Henderson State University delivered instruction to forty-four students from Arkadelphia, Barton, Elkins, Greenwood, Harmony Grove, Hazen, Lakeside, Mansfield, Oden, Prairie Grove, Rivercrest, Riverside, Sparkman, and Star City High Schools during the 2016-2017 school year. Over the past two years, students have continued the program of study and graduated as completers in Aviation. Students receiving credit in the Aviation classes will be allowed to transfer a total of seven credit hours to Henderson State University once they have completed twelve hours of instruction there. Three senior students from Harmony Grove have visited HSU and plan to be Aviation majors come the fall.

Several field trips were offered during the year to supplement the career and technical education curriculum. Students enrolled in a Photography course traveled to the Little Rock Zoo, Memphis Zoo, or Gentry Wildlife Park to photograph various animals.

Students enrolled in the Introduction to Criminal Justice course visited the Washington County Detention Center.

The Health Science teachers, Becky Kinard and Kellye Wood, traveled to receiving sites to certify students in CPR and perform a sheep's hearts dissection lab with students. There was 100% proficiency with students tested, allowing 67 students to receive CPR certification.

PROGRAM: EARLY CHILDHOOD SPECIAL EDUCATION

FUNDING SOURCE: FEDERAL STATE

COMPETITIVE GRANT: Yes _ No X

RESTRICTED X **NON-RESTRICTED** __

PARTICIPATING DISTRICTS:

Gurdon School District, Arkadelphia School District, Bismarck School District, Centerpoint School District, South Pike County School District, Kirby School District, Magnet Cove School District, Glen Rose School District, Ouachita School District, Malvern School District, Benton School District, Harmony Grove School District, Bauxite School District, Fountain Lake School District, Cutter-Morning Star School District, Jessieville School District, Mt. Pine School District, Lake Hamilton School District, Lakeside School District, Hot Springs School District, Poyen School District

PERSONNEL:

Sandra Francis, ECSE Coordinator (M.S.E); Shannon Leathers, ECSE Teacher (M.S.E); Susan Fulton, ECSE Teacher (B.S.E); Nannette Kirksey, ECSE Teacher (B.S.E); Alesa Lambert, ECSE Teacher (B.P.S.E.C.); DeAnn Hipps, ECSE Teacher (M.S.E); Melissa Thomason, ECSE Teacher (M.S.E); Rebecca Denson, ECSE Teacher (M.S.E); Mary Thompson, ECSE Teacher (B.S.E); Cathy Renae McGraw, ECSE Teacher (M.S.E); Rebecca Barnes, ECSE Teacher (B.S.E); Sharon Brogden, SLP (M.S.E, C.C.C); Brittany Matthews, SLP (M.S.E, C.C.C); Melinda Salloukh, SLP (M.S.E, C.C.C); Kimberly Rogers, SLP (M.S.E, C.C.C); Christy Shuffield, SLP (M.S., C.C.C); Abbey Smith, SLP (M.S.); Teresa Warner, SLP (M.S.E, C.C.C); Shasta Pentecost, ECSE Behavior Specialist (M.S.E, L.P.C); Citronella Dixon, ECSE Program Specialist (B.S.E); Danette Jennings, ECSE Program Specialist (B.S.B.A); Latasha Evans, ECSE Paraprofessional (C.D.A); Jennifer Coleman, ECSE Paraprofessional (C.D.A); Lisa Jones, ECSE Administrative Assistant; David Ashbaugh, ECSE Assistant; Amber Weems, ECSE Medicaid Billing

PROGRAM GOALS:

To provide special education and related services for children with disabilities from three through five years of age, to transition from Early Intervention into ECSE services and to transition from ECSE into school age programs.

PROGRAM SUMMARY:

The Early Childhood Special Education Services are provided in a manner which meets the individual development/educational needs of each child, which may include screening, evaluation, speech/language therapy, direct or consulting developmental instruction, counseling, physical therapy, and occupational therapy. Special Education services are provided in the child's natural preschool environment, which may include home, Head Start Centers, private and parochial preschools, Arkansas Better Chance Programs, or in the classrooms located on school district campuses. Special Education services are provided through written individualized education plans that address each child's unique developmental/educational needs with the ultimate goal of bringing their skills up to an age commensurate level so that they are prepared for success upon entering their school district's kindergarten program.

The Early Childhood Special Education Coordinator participates in and supports a Local Interagency Coordinating Council and a Special Education Advisory Committee. In addition, the program participates in transition from Early Intervention Programs, and transition into and transition from Developmental Disability Kindergarten Programs.

MAJOR HIGHLIGHTS OF THE YEAR:

The Early Childhood Special Education Department continued to lease a new building in Benton, AR to accommodate the families, teachers and therapists with a more central location. The Early Childhood Special Education Program purchased laptops and printers to update our technology to operate the SEAS program and provide developmental-educational instruction to our students.

PROGRAM: GIFTED AND TALENTED

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NONRESTRICTED** ___

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning-Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County

PERSONNEL:

Regina Prothro, Gifted and Talented Specialist, M.S.E. (part-time only)

PROGRAM GOALS:

Striving to bring the very best opportunities for educators directly or indirectly involved with the area of gifted education. Such opportunities include differentiation, problem solving and critical thinking skills, Common Core implementation, and the increase of rigor across content areas.

PROGRAM SUMMARY:

The Dawson Education Cooperative's Gifted and Talented Program provides support for teachers of the gifted through professional development presented at quarterly meetings and during the summer.

At the request of the school districts, the following academic activities are provided annually:

Quiz Bowl Tournaments

Chess Tournaments

Monitoring support/preparation

Secondary content training

*These events were not limited to gifted children.

PROGRAM: HOME INSTRUCTION FOR PARENTS OF PRESCHOOL
YOUNGSTERS (HIPPY)

FUNDING SOURCE: Maternal Infant Early Childhood Home Visiting Grant (MIECHV)

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NONRESTRICTED** ___

PARTICIPATING COUNTIES:

Clark, Dallas, Garland, Montgomery and Pike and Hot Springs Co

PERSONNEL:

Mary Purtle, Coordinator
Amanda Graves, Home Visitor
Crystal Gibson, Home Visitor
Ashley Boutzale, Home Visitor
Teresa Smith, Home Visitor
Keia McClellan , Home Visitor
Silvia Hughes, Home Visitor
Eleidys Fabelo, Home Visitor

PROGRAM GOALS:

HIPPY's goal is to empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences. HIPPY helps parents empower themselves as their children's first teacher by giving them the tools, skills and confidence they need to work with their children in the home. The program was designed to bring families, organizations and communities together and remove any barriers to participation that may include limited financial resources or lack of education.

PROGRAM SUMMARY:

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidenced-based program that works with families in the home to support parents in their critical role as their child's first and most important teacher.

HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school. Parents are provided with a set of carefully developed curriculum, books and materials designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development.

MAJOR HIGHLIGHTS OF THE YEAR:

One major highlight of the year was being able to expand our program to 7 Home Visitors. We served 127 families. We are having a Street Fair in Arkadelphia which includes other pre-k programs in the area.

PROGRAM: LITERACY

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

COMPETITIVE GRANT: Yes__ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tammy Boyette, Literacy Specialist, M.S.E.
Robin Phelan, Literacy Specialist, M.S.E.
Karen Taylor, Literacy Specialist, M.S.E.
Gayanne Coleman, Literacy Specialist, M.S.E.

GOAL:

To enhance teacher awareness and implementation of current best practices through high quality professional development that will meet the needs of students through integrated assessment and responsive instruction. As Common Core State Standards are implemented it ensures that all students are meeting the state and national standards in literacy.

PROGRAM SUMMARY:

Implementing a Comprehensive Literacy Framework (ICLF), professional development modules developed by literacy specialists from the Arkansas Department of Education and education service cooperatives to provide guidance and support in building a comprehensive literacy system at the local level. As a whole, the modules serve as a complete course of study for reading and writing teachers in the following grade bands: K-1, 2-3, 4-5, and 6-8. Each of the modules focuses on key components of a comprehensive system. Educators may register for individual modules to meet specific needs or complete the entire set of modules to gain in-depth understanding of all the components. Follow-up support and coaching for implementation is available.

Grades K-1 Modules include: Literacy Assessment; Phonics/Word Study; Oral Language; Shared Reading; Read Aloud; Small Group Instruction and Familiar Reading

Grades 2-5 Modules include: Literacy Assessment; Word Study: Phonics, Spelling, and Vocabulary Instruction; Reading Instruction; Writing Instruction; Implementing a Comprehensive Literacy Framework; Phonics, Spelling, and Vocabulary Instruction; Reading Instruction; Writing Instruction

Grades 6-8 Modules include: Literacy Assessment; Word Study: Orthography, Morphology, and Vocabulary Instruction; Reading and Writing Informational Text; Reading and Writing Narrative Text

Dyslexia professional development designed for regular classroom teachers focuses on multisensory instructional practices to enhance learning for struggling readers. Professional development is designed to create awareness of dyslexia for all classroom teachers. Quarterly meetings are held to support district dyslexia coordinators for networking, learning intervention techniques, assessment, new state information, and research.

Literacy Design Collaborative (LDC) professional development is designed to make literacy instruction the foundation of the core subjects. LDC offers a planning approach in which literacy is a venue for learning content. In LDC teachers use a systematic framework for developing reading, writing, and thinking skills within various disciplines. Over the course of the school year, teachers will complete and teach one module with support from the school LDC Team, as well as the Dawson Literacy Specialist. The LDC tools embed the Common Core Literacy Standards (Arkansas Standards) into content-area instruction. Successfully completing LDC requires two follow PD days at Dawson Education Cooperative, as well as site visits and observations by the LDC lead.

Throughout the 2016/17 school year, schools requested guided reading and writing support through school-based professional development. In addition to ICLF modules, Dawson literacy specialist support schools through PLCs, classroom modeling/observation-feedback, and book studies.

MAJOR HIGHLIGHTS OF THE YEAR:

The major focus throughout the 2016-2017 school year has been to assist teachers in applying knowledge of the Arkansas State Standards for English Language Arts/Literacy in their specific descriptions and grade levels, and to analyze data from student assessment so as to guide effective classroom instruction.

PROGRAM: MATHEMATICS

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

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X **NON-RESTRICTED**___

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Carrie Barber, Secondary Mathematics Specialist, B.S.E., M.S.E
Cindy McAfee, Elementary Mathematics Specialist, B.S.E., M.S.E.

GOAL:

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

PROGRAM SUMMARY:

Dawson Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999, for the improvement of mathematics instruction throughout Arkansas. Dawson ESC provides assistance to schools through professional learning programs for math content including state math standards, researched based pedagogy, interventions for struggling students, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content knowledge and improved instructional strategies in grades K-12. Professional learning opportunities offered in 2016-2017 include the following:

Arkansas Mathematics Standards. With implementation of the CCSSM in all grades, K-12, and transitioning towards the Arkansas Mathematics Standards, the math specialists continued to provide professional development on the content, the learning progressions of the various strands, and the standards for students' mathematical practice. Specialists also played a role in providing awareness and knowledge of ACT Aspire as a resource for the upcoming assessments.

ACT Aspire and Depth of Knowledge. A primary focus for this year centered around supporting teacher understanding of the nature and components of the ACT Aspire test. This assessment was administered to students in grades 3-10 for the first time this school year. One area of specific guidance revolved around the constructed response items and how to prepare students to be successful. Professional development was targeted towards assisting teachers to recognize and create rigorous tasks that provide opportunities for students to justify and explain thinking. Teachers were provided with ongoing support throughout the year.

Cognitively Guided Instruction (CGI). This is a statewide initiative that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and number sentences in order to further students' understanding of whole numbers and the properties of operations of whole numbers. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning.

Other Professional Development: Specialists participated in the development and delivery of ADE sponsored PD. Topics included integers, vectors, geometric proofs, and fractions. Additional PD sessions were offered by specialists based upon needs survey results.

MAJOR HIGHLIGHTS OF THE YEAR:

A new cohort of K-3rd grade teachers participated in their first year of Cognitively Guided Instruction. Two additional cohorts continued their growth in the second and third years of Cognitively Guided Instruction. There was a significant demand for on-site technical assistance with curriculum selection and design, and multiple requests were filled for on-site Arkansas Mathematics Standards overviews, ACT Aspire overviews, grade band content study, grade specific content study, and instructional tasks supportive of the Standards of Mathematical Practice.

PROGRAM: MEDICAID

FUNDING SOURCE: Medicaid, AR Kids, ARMAC

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Gurdon School District, Arkadelphia School District, CenterPoint School District, South Pike County School District, Kirby School District, Magnet Cove School District, Glen Rose School District, Ouachita School District, Malvern School District, Benton School District, Harmony Grove School District, Bauxite School District, Fountain Lake School District, Cutter-Morning Star School District, Jessieville School District, Mt. Pine School District, Lake Hamilton School District, Lakeside School District, Hot Springs School District

PERSONNEL:

Sandra Francis, Early Childhood Special Education Coordinator
Amber Weems, Medicaid Billing Clerk

GOAL:

The Medicaid Program is a federally operated program to provide monetary reimbursement for evaluations, speech and language therapy, physical therapy, and occupational therapy.

PROGRAM GOALS:

To provide timely filing of Medicaid eligible claims for reimbursement on services rendered by the Early Childhood Special Education Department for speech and language therapy, physical therapy, occupational therapy, and vision and hearing screenings.

PROGRAM SUMMARY:

The Medicaid Program is a federally operated program that provides reimbursement for services for children with disabilities. The program affects children who are being serviced for hearing or vision screenings, speech, physical or occupational therapy evaluations and services and have met all requirements to be eligible for the Medicaid Program.

Upon receiving parental consent, the Medicaid staff submits records, including the Medicaid assignment number, completed IEP, reports, history and evaluations for each eligible student. After all information has been received the information is then presented to the child's physician for a physician's referral and prescription. The Medicaid staff must provide certification information on each therapist serving the students that are Medicaid eligible. After all files are completed, the billing is electronically submitted to EDS for payment by the Arkansas Medicaid Program.

MAJOR HIGHLIGHTS OF THE YEAR:

Medicaid staff updated our Medicaid Billing Program to increase ease of reimbursements. Upon receiving parental consent, the Medicaid staff checks each students Medicaid eligibility verification for correct Medicaid number, dates of eligibility and primary care physician information. The staff then presents to the child's primary care physician, a prescription/referral (DMS640) form along with Medicaid information, Individual Education Program (IEP) page showing minutes per week of therapy & evaluation report. After prescription/referral is completed, the billing is electronically submitted through HP Provider Electronic services for payment by the Arkansas Medicaid Program. The Medicaid staff must also provide certification

information on each therapist. A weekly remittance and status report is run on Arkansas Medicaid WebRA to get correct billing totals that will appear on bank statements.

PROGRAM: ARKANSAS INDUCTIVE MENTORING MODEL TRAINING
(AIMM)

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes___ No_X_

RESTRICTED _X_ **NON-RESTRICTED** _____

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

PERSONNEL:

Tammy Boyette, Project Director/Dawson Co-op
Regional Trainers

PROGRAM SUMMARY:

Dawson ESC held trainings for Pathwise Project Director Updates during the summer and fall of 2013.

AIMM trainers attended their initial training in March of 2014 and were recalibrated in May 2015. New mentor training provided understanding of the elements of the AIMM Mentor process and how to utilize the ATLAS online system for gathering and reporting information to the state. The mentors/mentees utilized the AIMM learning modules via Moodle. The AIMM Program at Dawson Cooperative continued to support participating districts in creating and sustaining a successful mentoring program for new teachers in the profession.

GOALS:

Become familiar with the Framework for Teaching (FfT) and the relationship between AIMM and TESS (Teacher Effectiveness Support System)

Use the AIMM Orientation Guide

Know and be able to implement mentor responsibilities

Navigate a mentoring module in Moodle

Identify effective coaching techniques for use in the mentoring process

PROGRAM: SCHOOL-BASED HEALTH

FUNDING SOURCE: Arkansas Department of Health, Master Tobacco Settlement

COMPETITIVE GRANT: Yes____ No X

RESTRICTED ____ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tommie Rogers, Community Health Nurse Specialist, R.N., B.S.N.

GOAL:

The goal of the Community Health Nurse Specialist (CHNS) is to improve the health of youth in Arkansas. Activities include advocating for implementation of tobacco prevention education, acting as a resource for the 22 school districts served by Dawson Co-op and linking school health and Hometown Health coalitions. The CHNS promotes and provided education to reduce the health consequences of tobacco, and educates youth about the health risks associated with tobacco use. The CHNS promotes programs to encourage persons who already use tobacco to stop by incorporating the Center of Disease Control's Nine Best Practices for a Comprehensive Tobacco Control Program. The CHNS also promotes and provides education on Injury Prevention. The CHNS offers technical assistance to the school's in their wellness endeavors such as promoting healthy eating and healthy moving, implementation of Coordinated School Health, and in the development of the Act 1220 mandated school Wellness Committees.

PROGRAM SUMMARY:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH), but housed in the education cooperative. The CHNS works with schools, community coalitions, health care providers, and the County Health Unit Administrators to improve the health of the community. The Division of Health provides supervision for Hometown Health and tobacco prevention/cessation related activities in the schools and communities. The CHNS abides by ADH policies and procedures. The education cooperative provides routine administrative supervision and promotes school-based enforcement of state law prohibiting tobacco use on campus and promotes cessation activities as an alternative to suspension.

MAJOR HIGHLIGHTS OF THE YEAR:

The major highlights of the year included providing Vision/Hearing/Scoliosis/ BMI and other health related trainings to assist the school nurses in their specific job duties, collaborating with the schools and ADH to offer flu shots on the school campuses, providing technical assistance to all Dawson school nurses on a daily basis as needed, and participating in the Hometown Health Coalitions.

PROGRAM: CONSULTANT FOR SCHOOL-BASED SPEECH-LANGUAGE PATHOLOGY SERVICES

FUNDING SOURCE: Arkansas Department of Education, Special Education Unit and Arkansas Special Education Resource Consultants

COMPETITIVE GRANT: Yes___ No_X_

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

All Arkansas school districts and early childhood programs

PERSONNEL:

Shelly Wier, M.S., CCC-SLP, State Consultant
Trevor Trietsch, B.A., Administrative Assistant

GOAL:

The State Consultant functions in many ways to support and improve the provision of speech and language services in Arkansas' schools. Previously housed within the Easter Seals Outreach Program (1998-2010), this program is now located within the Arkansas Special Education Resource Consultants and works in association with the Arkansas Department of Education, Special Education Unit.

PROGRAM SUMMARY:

Responsibilities and services provided by the state Speech-Language Pathology (SLP) consultant include 1) consultation and technical assistance to individuals (SLPs, parents, teachers, related service personnel), ADE program advisory staff, and districts on a variety of communication, regulatory and service delivery issues; 2) provision of continuing professional education information in the form of training, self-study materials, and announcements from other sources; 3) maintenance of a statewide communication system via website and email that provides professional news and information; 4) maintenance of a resource and materials loan program which includes professional texts, and assessment tools; 5) representation of school-based speech-language pathologists' interests within the ADE-SEU, and other relevant agencies; and 6) self-study of professional resources and attendance of local and national conferences and seminars to develop and maintain knowledge of regulatory guidelines, professional issues, and best practices in speech-language pathology.

MAJOR HIGHLIGHTS OF THE YEAR:

The SLP consultant, as part of State Systemic Improvement Plan (SSIP) activities, analyzed services this year in terms of the general, targeted, and intensive technical assistance provided, which revealed a need to expand intensive service opportunities for districts. As a result, the SLP consultant began research and development of a multi-year technical assistance project that will facilitate districts' selection and installation of telepractice as an additional speech-language service delivery option to address the shortage of qualified therapy providers in Arkansas. Guidance and structure for this project has been based on the implementation science research which was the focus of the AR Collaborative Consultants' community of practice for the past two years. The group's current community of practice topic is adult learning principles; information from which has been and will continue to be used to renovate and improve the consultant's approach to professional development design and delivery.

The SLP consultant has also begun to establish an advisory group, comprised of school-based SLPs from around the state, 1) to act as a link between local school-based SLPs and the SLP Consultant, 2) to provide input and guidance on local and state issues relevant to school-based SLP services, 3) to help form and facilitate work or focus groups as needed to analyze, develop, and/or troubleshoot specific services, materials or processes, 4) to serve as a sounding board for the SLP Consultant and offer a forum for SLPs and other stakeholders, such as administrators, supervisors, educators and related service/support personnel, to communicate opinions, share expertise, or coordinate services, and 5) to provide strategic information and contribute advice to assist the SLP Consultant with relevant concerns and areas of activity.

The SLP consultant also presented 15 workshops around the state on Syntactic Forms and Functions for SLPs with over 340 participants. Additional workshops, in-services, and consultations were provided by request on the topics of grammar, standards-based IEPs, SLI rules, regulations and processes, Medicaid eligibility, preventative/tiered service delivery options (RTI), assessment methods, and evaluation resources. Research and review of professional resources regarding dynamic assessment, scaffolding, progress monitoring, response to intervention, and collaborative phonological awareness instruction has been ongoing in preparation for professional development trainings to be provided during the remainder of this fiscal year and the next, with over 15 workshops scheduled by the end of August 2016.

Consultation via phone and email remained demanding with hundreds of requests for advice, technical assistance, and/or referral. The loan library of tests, texts, and equipment has been purged of outdated materials and a list of revised items for future purchase or donation request has been generated. In addition to continued involvement in the Medicaid Therapy Advisory Council (TAC), the State Education Agencies Communication Disabilities Council (SEACDC), the Arkansas Collaborative Consultants (ACC) group, and the Collaborative Partners Consortium (CAYSI: Children And Youth with Sensory Impairment and other disabilities), the SLP consultant has also been assigned to ADE's Early Childhood team (ECO DaSy 619 Powerful Data Cohort) to develop and integrate early childhood outcomes data for the purposes of identifying needs and improving special education services for the 3-5 population. Continuing education this year was primarily obtained online and focused on the topics of speech-language telepractice and service delivery, dynamic assessment, language sampling techniques and electronic analysis, the SLP's role in response to intervention, and collaborative partnerships for facilitating language and academic learning.

PROGRAM: SCIENCE

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes____ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Annette Brown, K-12 Science Specialist, B.S.E., M.S.E.
Co-team leader New Arkansas Science Standards Elementary Professional Development
Literacy Design Collaborative Trainer
Literacy Design Collaborative Core Team Member
SREB Problem Based Learning Lesson Author

GOAL:

The goal of the science department is to promote and support effective science practices for all students by providing in-service training and technical assistance to teachers, administrators, instructional assistants, science tutors, and parents in the area of standards-based science curricula, instruction, and assessment and to promote awareness of the Science Benchmark test to be given in 5th, 7th and the EOC for Biology.

PROGRAM SUMMARY:

Dawson Education Cooperative, in partnership with the Arkansas Department of Education, will work with the Arkansas Public School personnel in the following areas:

- Increase awareness of A Framework for K-12 Science Education and the new Arkansas Science Standards,
- Alignment of science curriculum with state and national frameworks and science classroom assessment with statewide science exams,
- Promote science instructional strategies that use inquiry and laboratory techniques,
- Provide professional development and implementation of science training, mentoring/coaching elementary and high school science teachers, and choosing standards-based science instructional material.
- Provide science and CTE teachers training and support in the writing and implementation of the Literacy Design Collaborative modules.
- Utilize technology to communicate and support schools and science teachers.

The Science specialist will also work with district teachers in integrating technology into science instruction, organizing and managing the operation of science laboratory equipment, creating a science laboratory environment including addressing the safety issues and working with ADE and ADHE and other specialists from across the state.

MAJOR HIGHLIGHTS OF THE YEAR

This year we have been very busy with the implementation of the new Arkansas Science Standards in grades K-4. To help prepare the teachers, the science specialists developed a series of professional developments called Grasping Phenomenal Science (GPS) that are aligned to the new standards. Summer 2016 with support from the STEM Center and ERZ at HSU, and Southwest Arkansas Educational Cooperative we held our first K-4 Grasping Phenomenal Science Conference. The participants had the opportunity to attend grade appropriate sessions which modeled a lesson at that grade. The participants were given these lessons that they could implement in their classrooms. The conference was a huge success. We had 143 elementary teachers and instructional leaders in attendance. Summer 2017 we will hold our second 3-day conference with the addition of literacy sessions by Robin Phelan and math sessions by Cindy McAfee. Teachers and instructional leaders will have the opportunity to attend grade specific literacy, math and science sessions. We held a mini conference for middle school and had 50 teachers and instructional leaders in attendance. I also spent a large amount of time in area schools supporting teachers and delivering professional development around the new science standards. This summer the next stage of implementation of the new standards will be in middle school (grades 6-8).

I am the Arkansas coordinator for a multiple state project called Going 3-D. 3-dimensional standards based lessons for K-12. I contribute to a website 3-d lessons aligned phenomenal science website. As part of this effort I will vet and submit lessons written by other specialist and myself.

This year we held the first Ouachita Mountains Regional Science & Engineering Fair at Mid America Science Museum in Hot Springs. There were 48 area high school students in attendance. The grand prize winner is from Poyen High School and will compete at National Science Fair in California this summer. I serve on the board of this fair and we are currently preparing for the 2018 fair and anticipate a greater number of participants.

PROGRAM: SPECIAL EDUCATION/BRAIN INJURY

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ No X_

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Any district in the state may participate, if a student ages three to twenty-one resides or receives educational services in that district. This includes charter schools.

PERSONNEL:

Aleecia A. Starkey, M.S.P., CCC-SLP, CBIS
Trevor Trietsch, Administrative Assistant

GOAL:

The mission of the consultant for students with brain injury is to provide technical assistance and training to aid in ensuring students with acquired brain injuries receive a free appropriate public education (FAPE) in the least restrictive setting as required by IDEA. Furthermore the mission is to help school districts with Child Find activities in identifying students with acquired brain injury. This consultant works for the Arkansas Special Education Resource Consultants (AR-SERC) and in association with the Arkansas Department of Education, Special Education Unit.

PROGRAM SUMMARY:

The responsibilities of the consultant for students with brain injury involve providing presentations on best practices in the areas of identification, assessment and programming for students who have an acquired brain injury. This includes, but is not limited to students with post-concussion syndrome, mild to moderate brain injury, severe brain injury or who have another injury to the brain due to disease, infection or surgical procedure. These presentations may be in standalone workshops or seminars or as part of state level conferences. To determine how the most effective teaching strategies after a brain injury the consultant may also provide information or presentations on normal brain development and what areas of learning are compromised after an injury.

Many Arkansas students who acquire a brain injury did not have a primary handicap nor need special education prior to their injury, therefore one of the duties of the consultant is to provide information to the student, parent and/or school district about what special education or Act 504 services a student may need when returning to school after a brain injury.

Consultations by school/home visits, telephone and/or emails are provided at the request of the school district, and/or the parents of the student. Contact with school or parent may also be made at the request of a physician treating the student for the acquired brain injury. The number of school visits varies depending on the needs of the student and the amount of training needed by the school district.

The brain injury program utilizing both the consultant and the administrative assistant track the number of students referred to the consultant for students with brain injury, their school status, grade and type of injury. Information about the students is kept for several years, as the needs of students with injuries change as they move through the grades and cognitive demands increase.

One of the biggest areas of need is for the brain injury program to provide training to multiple disciplines about the needs of students with brain injury and to liaison between medical facilities and the school districts where the students receive their education. The medical facilities may be local doctors and hospitals or specialty hospitals and/or clinics.

MAJOR HIGHLIGHTS OF THE YEAR:

Summer Workshop Schedule June – August 2016

Date	Workshop Title	Co-op	# Regist.	# Present	APR #
6/7/16	Paraprofessionals: Assisting Students with Brain Injury	OUR	11	11	3
6/13/16	Designing Educational Programming for Students with Brain Injury	Wilbur Mills	29	29	3
6/15/16	Extra! Extra! Latest News in Brain Injury: Causes, Assessment and Intervention	Arch Ford	28	28	3
6/22/16	Designing Educational Programming for Students with Brain Injury	DeQueen-Mena	14	14	3
6/29/16	Extra! Extra! Latest News in Brain Injury: Causes, Assessment and Intervention	Guy Fenter	19	19	3
Date	Workshop Title	Co-op	# Regist.	# Present	APR #
6/30/16	Development Disrupted: Taking Another Look at Pediatric Brain Injury	Wilbur Mills	35	35	3
7/13/16	Designing Educational Programming for Students with Brain Injury	Arch Ford	28	28	3
7/14/16	Extra! Extra! Latest News in Brain Injury: Causes, Assessment and Intervention	OUR	18	18	3
7/19/16	Designing Educational Programming for Students with Brain Injury	NAESC	10	10	3
7/21/16	Extra! Extra! Latest News in Brain	NWAESC	10	10	3

	Injury: Causes, Assessment and Intervention				
7/27/16	Extra! Extra! Latest News in Brain Injury: Causes, Assessment and Intervention	DeQueen-Mena	13	13	3
8/1/16	Designing Educational Programming for Students with Brain Injury	Dawson Education Service Cooperative	24	24	3
8/11/16	Traumatic Brain Injury Update	Guy Fenter	15	15	3

PROGRAM: TEACHER CENTER

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lakeside, Lake Hamilton, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County.

PERSONNEL:

Beth Neel, Assistant Director/Teacher Center Coordinator, M.S.E.
Sue Newton, Teacher Center Assistant

GOAL:

The goal of the Dawson Teacher Center is to provide equipment resources to our member schools and universities.

PROGRAM SUMMARY:

Dawson's Teacher Center is located on Henderson State University campus in the Teacher Education building. The center is staffed by HSU and Dawson employees and is open from 8:00 a.m. until 5:00 p.m. Monday through Friday.

Dawson Education Cooperative and Henderson State University share in the purchase of equipment in order to provide patrons with a variety of options. Resources include computers, software, printers, cutout dies and cutters, a heat press, bookbinders, laminators, copy systems, paper cutters, an opaque projector, label makers, and a poster maker machine.

Dawson Education Cooperative also operates a Curriculum Center on-site via electronic checkout. It is equipped with a large inventory—the above-mentioned items in the Dawson/HSU Teacher Center are also available at Dawson Co-op. There are many additional items for curriculum and assessment support available to teachers/school districts and the math and science departments house materials specific to those content areas.

Dawson Co-op has an on-line ordering system for all items in the Teacher Center. Video resources that required CD delivery in the past are accessible via SnapStream.

Teacher Center Media Services Summary Usage:

HSU	4,625
OBU	119
Dawson	189
Other	881
Total	5,814

PROGRAM: TECHNOLOGY/MEDIA

FUNDING SOURCE: Member School Districts, ADE Grant

COMPETITIVE GRANT: Yes ☒ No ☐

RESTRICTED ☒ **NON-RESTRICTED** ☐

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tonia McMillan, Coordinator, B.S.E., M.S.E.

Michael Arnold, Network Administrator, B.B.A.

GOAL:

The Instructional Technology Department goal is to provide all member school districts timely, efficient, and effective resources to help promote increased student achievement through the use of technology/media services. It is our mission to empower our learning community to communicate, innovate, integrate and collaborate by using existing and emergent technologies coupled with tried and true teaching. In addition, Dawson Educational Cooperative's Technology staff provides technical support, consultation, infrastructure management, desktop support, technology planning, funding procurement, E-rate application assistance, network security and professional development for area schools in our cooperative area. Quarterly workshops/meetings for district technology coordinators are held so they may stay abreast of the latest advances in technology. Professional Development courses for classroom technology integration are offered for teachers in the summer and throughout the school year. The Technology Dept. also works with Arkansas Department of Education (ADE) and the state's Department of Information Services (DIS) to make sure our schools are participating in any and all programs that can provide technological benefits to the districts, the teachers, and their students.

PROGRAM SUMMARY:

The coordinator provided the school districts with information and training concerning technology. This information was coordinated with the Arkansas Department of Education (ADE) and Arkansas Department of Information Systems (DIS). Information was also distributed from federal agencies and organizations such as Schools and Libraries Division (SLD) of the Universal Service Administrative Company that deal with E-rate for public schools. Other topics included network security issues as well as policies concerning legal use of the school network. Technology workshops were held on a variety of technology related topics. Technology in-service workshops were focused on classroom integration of technology to

improve student achievement that was consistent with the Arkansas Content Standards and ISTE Standards. An online automation program was used by schools to order technology/media equipment from the technology/media dept. The coordinator provided the school districts with information and training concerning media and current issues relating to media in education through a network consisting of media specialists from member school districts. This information was coordinated with the Arkansas Department of Education and Arkansas Library Associations. Dawson Education Cooperative continued to work with the Arkansas Department of Education and the Arkansas Education Cooperative Technology Coordinators. Meetings were held every three months and information was provided to Dawson school districts. School districts can request Zoom webinar services and other services provided through the Makerspace Lab.

MAJOR HIGHLIGHTS OF THE YEAR:

Administrators within the school districts were provided training on the use of technology equipment/software that would enable them to be more productive and efficient in their daily routines.

Classroom teachers received training on the latest virtual realities for the classroom.

A major focus in the technology/media dept. was technology equipment and how it can be used effectively in the classroom. Teachers were able to check out equipment and be provided training on how it can be used effectively in the classroom. Equipment included, iPads, SMART tables, iPods, Senteo Response Systems, etc. In addition, a new group was established to fulfill the newest addition called Makerspaces and Computer Science. Makerspace participants received 3 days training on how to implement a Makerspace in their school. A Makerspace lab will be available through Dawson for schools to bring students that will enable them to work on innovative projects.

Dawson also trained 52 teachers on the implementation of Computer Science in grades K-5. On-site visits were conducted and the addition of Makerspace Lab for students and teachers to use during and after school.

The DEC Technology Dept. worked closely with the school districts and made site visits to assist in ACT/Aspire support to prepare schools for online testing.

PROGRAM: COMMUNITY TOBACCO-FREE GRANT PROGRAM

FUNDING SOURCE: Arkansas Department of Health, Master Tobacco Settlement, Tobacco Prevention and Cessation Program

FUNDING: COMPETITIVE GRANT: Yes ☒ No ☐

RESTRICTED: Yes ☒ **NON-RESTRICTED** ☐

PARTICIPATING DISTRICTS:

Clark, Hot Spring, and Pike Counties At Large, that includes city and county governments/municipalities, businesses, industries, multi-housing, nursing homes, students, public and private schools, boys and girls clubs, 4-H clubs, etc. to reach the public.

PERSONNEL:

Teresa Davis, Community Tobacco-Prevention Specialist

GOAL:

To assist businesses, nursing homes and rehabilitation units, multi-housing, city and local governments, and youth in adopting tobacco-free or smoke-free policies for parks, multi-housing, nursing homes, local businesses, and protecting youth through city Point of Sale ordinances. By doing this, it is necessary to educate others in the community that play key stakeholder roles. Through this process, relationships and partnerships will be formed to build a stronger tobacco-free community.

PROGRAM SUMMARY:

To plan, coordinate, partner, and implement Tobacco-free work plan activities through education, media communication, coalitions, groups, and the population at-large in Hot Spring, Pike, and Clark Counties, of Arkansas. This includes offering tobacco cessation services and resources through the Arkansas Quit-line, and tobacco prevention and education presentations to local business and industries, city and county governments and agencies/municipalities, and the communities at-large in all three counties.

MAJOR HIGHLIGHTS OF THE YEAR:

The Community Tobacco Prevention Specialist worked with city leaders, park directors, business owners, youth, and the population at large in all three counties outlined above to educate on the importance of adopting a tobacco-free policy or ordinance. This resulted in two adopted business policies and the placement of smoke-free signage in all Arkadelphia parks, the sports complex, and area trails. The Community Tobacco Prevention Specialist was able to begin the Clark County Project Prevent Youth Coalition with members from Ouachita Baptist University and Henderson State University.

Dawson Education Cooperative

DATE: June 2017

Special Projects...

PROJECT: DYSLEXIA JOB-ALIKE GROUP and LITERACY SUPPORT/COACHING

FUNDING SOURCE: Local & ADE

COMPETITIVE GRANT: Yes - No - X

RESTRICTED: Yes X **NON RESTRICTED:**

GOALS AND DESCRIPTION:

Professional Development and support was provided throughout the year at Dawson or onsite, in the areas of writing and reading. Onsite literacy support took the form of delivering model lessons, planning units or lessons individually or in teams, evaluating student work to determine best instructional practices needed for learning, delivering requested trainings, and coaching. Dawson Education Service Cooperative provided a new job-alike group for the Dyslexia Interventionists. The goal was to provide networking, problem solving, and information sharing from the cooperative and ADE. The group met four times during the 2016-17 school year. Individual support was also given via onsite visits, phone calls, and emails.

PROGRAM: FACILITIES SPECIALIST

FUNDING SOURCE: Local

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED ___ **NONRESTRICTED** X

PARTICIPATING DISTRICTS:

Benton, Bismarck, Centerpoint, Cutter Morning-Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County

PERSONNEL:

Leslie Dyess

PROGRAM GOALS:

It is the goal of the Facilities Specialist to advance the level of academic facilities for the Districts within the Co-op. This is accomplished by helping to identify the facility needs of the districts and by aiding with the development of a strategic plan for meeting those needs. The utilization of facilities standards, rules, and funding programs to meet said needs is essential to accomplishing this goal.

PROGRAM SUMMARY:

The Dawson Education Cooperative's Facilities Specialist provides support for the school districts and their staff in the area of facilities planning and construction compliance with Arkansas School Facilities standards/guidelines.

On a yearly basis, the Facilities Specialist will assist the School Districts with their 6 year Facility Master Plan updates. This update will take into consideration current facility conditions and student enrollment as it relates to space availability within the campus. During even numbered years, the Facilities Specialist will assist in preparing application submissions for Partnership Program funding of those construction projects previously determined by the Master Plan to be necessary in meeting the facility needs of the District.

It is the ongoing responsibility of the Facilities Specialist to discuss/evaluate the needs of each individual district within the Dawson Education Cooperative to determine what type of support can be offered.

MAJOR HIGHLIGHTS OF THE YEAR:

This position is in its 3rd year, and a great effort has been placed into reconciling the states reporting tools and becoming more familiar with each of the individual campuses; this data is vital to understanding and planning for the unique needs of each district as we move forward. Other milestones include submission of the state mandated 6 year Facility Master Plans, submission of 2017-19 Partnership applications, and increased involvement with pre-construction services to ensure compliance with Arkansas School Facility Standards.

PROGRAM: PRINCIPALS LEADERSHIP QUEST

FUNDING SOURCE: ADE Grant

RESTRICTED: X **NONRESTRICTED:**

GOALS AND DESCRIPTION:

Dawson area principals had the opportunity to participate in self-directed learning guided by two practicing administrators from schools within our cooperative. The group met four times during the 2016-2017 school year pursuing issues and interests determined by the administrators themselves.

PROGRAM: NOVICE TEACHER MENTORING PROGRAM

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED: X **NONRESTRICTED:** _____

GOALS AND DESCRIPTION:

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

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

Dawson Cooperative provided 3 sessions of Novice Teacher Mentor Program training and 1 refresher training for mentors in the Benton School District on request.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
 - Use, understand, and utilize the Orientation Guide provided for successful implementation
 - Know and be able to implement mentor responsibilities
 - Navigate a mentoring micro credential within the Bloomboard platform
- Utilize EdReflect for scheduling and feedback of mentoring process and implementation
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

PROGRAM: SCHOOL TECHNOLOGY TECHNICIANS

FUNDING SOURCE: PARTICIPATING MEMBER SCHOOL DISTRICTS

RESTRICTED: ☒ **NONRESTRICTED:** ☐

GOALS AND DESCRIPTION:

Dawson School Technology Technicians work directly with school districts on network issues and IT maintenance. Two technicians worked during the 2016-2017 school year with Lakeside School District and one technician worked with the following districts; Poyen, Bismarck, Kirby, and Mountain Pine.

Dawson Education Cooperative
DATE: JUNE 2017

Professional Development Activities...

