

Education Renewal Zone



Stronger Together

Southeast Education Renewal Zone Strategic Plan

University of Arkansas at Monticello

Presented to the
Division of Education Renewal Zones
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Part I

DESCRIPTION OF THE ERZ PLANNERS AND PLANNING PROCESS

The origin of the process began on December 9, 2004, at the Jacksonville Community Center, Jacksonville, Arkansas, when Dr. Doris Terry Williams, Uof NC, presented information concerning Arkansas Act 106 (HB 1056) of the 84th General Assembly. This ACT established the Division of Education Renewal Zones within the Arkansas Department of Education and authorized public schools, education service cooperatives, and state-supported higher education institutions to enter into inter-local agreements through which they could collaborate to improve public school performance and academic achievement. A companion act, Act 97, appropriated funding to implement the Education Renewal Zone (ERZ) initiative. This information was presented to state-supported higher education institutions, education service cooperatives, and qualifying schools. Representing the Southeast Arkansas partnership at this initial meeting were Bruce Terry, Director of the Southeast Arkansas Education Service Cooperative (SEARK CO-OP); Mary Jo Barnett, School Improvement Supervisor with the Arkansas Department of Education (ADE); and school personnel from schools within the SEARK CO-OP area. This group formed a team at the meeting, discussed the presented information, the various steps of forming an ERZ, goals of the partnership, and the implementation process.

Several other meetings followed. On January 25, 2005, Estelle Matthis, Director of Education Renewal Zones; Bruce Terry, SEARK CO-OP Director; Karen Eoff, Teacher Center Coordinator/Assistant Director; Mary Jo Barnett, School Improvement Supervisor; David Raney, Delta Academic Initiative representative; Carolyn McCoy, Arkansas River Education Cooperative Director; and Barbara Warren, Teacher Center Coordinator; met to discuss the vision of ERZs and collaboration with the Delta Project.

Dr. Michael Rosato, Dean of the School of Education at the University of Arkansas at Monticello (UAM); and Karen Eoff, Teacher Center Coordinator; met with the Job-Alike committee, composed of assistant superintendents/curriculum coordinators from the area schools, at the Southeast Arkansas Education Service Cooperative (SEARK CO-OP), January 28, 2005, to discuss the formation and vision of an ERZ with the University of Arkansas at Monticello, area schools, and the Southeast Arkansas Education Cooperative.

In January 2005, at the University of Arkansas at Monticello, Dr. Michael Rosato, Dean of the School of Education; Donna Brackin, UAM Instructor; Ranelle Eubanks, Assistant UAM Vice-Chancellor; Estelle Matthis, Director of Education Renewal Zones; and Karen Eoff, Teacher Center Coordinator; met for a brainstorming session to discuss activities and strategies and the process for forming an ERZ partnership.

Additional planning continued on April 7, 2005, at another Job-Alike meeting of curriculum coordinators/assistant superintendents of SEARK CO-OP area, Dr. Michael Rosato, UAM Dean of Education; and Karen Eoff, Teacher Center Coordinator; to discuss the goals and vision of the ERZ Partnership. The consensus of the group was that the vision and goals of the ERZ should be determined by the Arkansas Comprehensive School Improvement Plans (ACSIPs) of the area schools and by data information derived from test scores to improve student improvement.

In order to continue the planning process for the partnership, it was necessary to bring the participating schools together to assess needs and goals. This became possible when the Arkansas Department of Education provided a grant for the purpose of providing intensive school support for schools in the SEARK CO-OP area designated to be in School Improvement. Karen Eoff, Teacher Center Coordinator; Mary Jo Barnett and LaDonna Spain, School Improvement Supervisors with the Arkansas Department of Education; along with math and literacy specialists, designed activities for four days of technical assistance for these schools. Activities included reviewing/revising ACSIPs, analyzing data, aligning curriculum, and involving practitioners with expertise in specific areas of need. As a result of this planning, the technical assistance team outlined a four (4)-step process including four team meetings at the SEARK CO-OP.

Teams for the schools were to consist of a Curriculum Coordinator, a Math Coach, and a Literacy Coach from the district level and a Principal and ACSIP Chairs from the school level. These teams would be involved in the following activities:

On March 16, 2005, schools brought their ACSIPs, 2004 Benchmark data (Math and Literacy for all tested levels—4, 6, 8, EOC Algebra, EOC Geometry, and 11th Literacy), Item-by-Item Analysis Reports, School Roster Reports, and Released Item Booklets. The SEARK CO-OP team had prepared detailed analysis sheets for teams to use to analyze their data and identify areas of weaknesses.

On April 6, 2005, State and SEARK CO-OP Literacy and Math Specialists presented information on research-based strategies and interventions based on the weaknesses identified in data. The Core Literacy Program and the Standards-based Math Curriculum were outlined. School teams discussed strategies and interventions that addressed the identified areas of weaknesses as possibilities to be added to ACSIPs.

On May 4, 2005, practitioners from around the state were invited to discuss interventions and strategies that they are using and believe are being successful in improving student achievement in designated areas that had previously been cited as weaknesses. School and district teams had the opportunity to ask the practitioners questions and then discuss these strategies as possible additions to their ACSIPs. Professional development requests were submitted as a result of the dissemination of this information.

As a result of these meetings, the University of Arkansas at Monticello, (UAM) the Southeast Arkansas Education Service Cooperative, (SEARK CO-OP) and the 14 schools in the SEARK CO-OP area decided to form the Southeast Arkansas Education Renewal Zone (SEA-ERZ) for the purpose of collaborating resources to improve classroom instruction and the student achievement of area schools. The Southeast Arkansas Education Renewal Zone Strategic Plan was submitted in June 2005. After review by a panel of educators, the plan was returned to be expanded/revised and re-submitted by August 26, 2005.

August 1, 2005, Mary Jo Barnett was hired as Director of the Southeast Arkansas Education Renewal Zone. As a result, the Partnership met August 11, 2005, for the purpose of continued planning and revising of the plan. At this time additional members of the partnership were invited for input and collaboration. The following people represented the partnership:

UAM—David Ray, Provost; Peggy Doss, Dean of the School of Education; (replaced Dr. Rosato as dean) Ranelle Eubank, Assistant Vice-Chancellor for Academic Affairs; Jay Hughes, Partnership and NCATE Coordinator; Sue Martin, Coordinator of Teacher Education; Mary Jo Barnett, Director of ERZ; and Misty Paschall, Technical Preparatory Associate Degree (T-Pad) Coordinator

Arkansas Department of Education (ADE)—Estelle Matthis, State Director of ERZ; and LaDonna Spain, School Improvement Supervisor

SEARK CO-OP--Bruce Terry, Director; Karen Eoff, Teacher Center Coordinator/Assistant Director; Renee Treadwell, Gifted and Talented Supervisor; Tracie Jones, Distance Education Coordinator; Kim Level, Thea Capps, Literacy Specialists; Heather Carter, Sandy Preston, Math Specialists; Rebecca Belvin, Laura Creach, Jennifer White, SEARK Arkansas Early College High School (AECHS) instructors

SCHOOLS—

Eudora--Alberta Dunbar, Principal

Hermitage--Neich Robinson, Principal; Judy Jones, Counselor

Lakeside, Lake Village--Linda Armour, Principal; Amanda Bittle, Counselor

McGehee--Diane Barrett, Superintendent; Linda Tullos, Derrell Thompson, John James, Twila Harden, Principals

Crossett--Sharron Reynolds, Counselor

Drew Central--Mike Reeves, Superintendent; Frank Ferguson, Mike Johnston, Principals

Hamburg--Marilyn Chambers, Curriculum Coordinator; John Wesson, Principal

Dermott--Pam Stephenson, Curriculum Coordinator; Lottie Bunn, James Short; Counselors

Monticello--Tommy Tyler, Assistant Superintendent; Kenny Pennington, Principal; Donna Curry, Counselor

Dumas--Kelvin Gragg, Principal; Tim Walton, Federal Programs Coordinator

Star City--Michael Walker, Principal; Bonnie Pearson, Counselor

Warren--Marnette George, Counselor
Woodlawn--Jeff Wylie, Principal

At the meeting on August 11, the participants were welcomed and presented an overview of the Educational Renewal Zone background and purposes by State Director Estelle Matthis and local Director Mary Jo Barnett. The progress of the Math Consortium, the Science Consortium, and the Arkansas Early College High School was explained to the members.

Mary Jo Barnett, SEA-ERZ Director, divided the participants into groups, with a facilitator and a folder containing questions for each topic. The groups were instructed to discuss, brainstorm, review the comments from the educators regarding the previously submitted Strategic Plan, prioritize their ideas, and report back to the large group. All five groups discussed the vision and goals of the ERZ and professional development needed to reach these goals. After this work was completed, the groups discussed a variety of topics that would assist them in their planning. Each group discussed and reported back on a different topic. These subjects included recruiting and mentoring of teachers to ensure highly qualified teachers for all students, parental and community involvement with the ERZ, distance learning/technology needs, and the role of the UAM School of Education in the preparation of teacher candidates as well as providing additional professional development and research for existing teachers and administrators.

Additional personnel were invited for lunch for a more extensive explanation of the Arkansas Early College High School initiative. After lunch, an advisory committee met to discuss the reports by each group and to prioritize the activities for revision of the Strategic Plan submission for the 2005-06 school year which would guide the work of the partnership. This advisory committee met from 1:00-2:30 to discuss the results of the sessions and make future plans. The committee consisted of the following:

Mary Jo Barnett—ERZ Director; Sue Martin— Coordinator of Teacher Education, UAM
 Karen Eoff—Teacher Center Coordinator; Traci Jones—Distance Education Coordinator,
 SEARK CO-OP

LaDonna Spain— School Improvement Supervisor, ADE

Tim Walton—Federal Programs Coordinator, Dumas

Linda Armour—High School Principal, Lakeside, Lake Village

Tommy Tyler—Assistant Superintendent, Monticello

Mike Walker—High School Principal, Star City

John Wesson—High School Principal, Hamburg

Alberta Dunbar—High School Principal, Eudora

August 18, 2005, Dean Doss and Mary Jo Barnett met with 17 members of the UAM School of Education (UAM SOE) to discuss their role and responsibilities with the ERZ. Specific strategies and plans were made for professional development and involvement with the ERZ. Peggy Doss, Sue Martin, Jay Hughes, and Mary Jo Barnett met after this session to further discuss actions to be added to the Strategic Plan.

During the 2006-2007 school year, additional members have been added to the advisory committee in order for all schools to have the opportunity to be represented, and some changes have been made because of personnel changes in the schools. Also, parents and community representatives have been included as members. The present members of the advisory committee include the following:

UAM

Mary Jo Barnett--ERZ Director
 Peggy Doss--Dean of School of Education
 Sue Martin--Coordinator Teacher Education

SEARK Coop

Bruce Terry-- Director
 Karen Eoff--Teacher Center Coordinator
 Traci Jones--Distance Learning Coordinator
 Renee Treadwell—Gifted and Talented

ADE

LaDonna Spain--ADE SIP Supervisor
 Kay Simpson--ADE SIP Supervisor

SCHOOLS

Tim Walton--Dumas - FED Programs
 Linda Armour--Lakeside- Principal
 Tommy Tyler--Monticello-Asst. Super.
 Mike Walker--Star City-Principal
 Jeff Senn--Hamburg-Principal
 Cynthia Moseley—Crossett--teacher
 Arneice Gardner--Dermott-Curr. Coord.
 Barbara Wood--McGehee - Superintendent
 Brian Bown--Rison - Principal
 Mary Jo Wisener--Warren - Asst. Super/Curr.Coord
 Frank Ferguson--Drew Central - Principal

COMMUNITY

Derrill Pierce--Director MEDC
 Glenda Nichols--Monticello Chamber of Commerce

PARENTS

Michael Jones--Minister
 Loris Selby--UAM Faculty
 Maryland Avery—Church Secretary

The advisory committee may be revised as vacancies occur and/or to provide for complete representation of the community. From this committee, a board has been

selected to review data and make decisions about recommendations to the advisory committee.

The advisory committee has continued to meet during the 2006-2007 school year including meetings on December 19, 2006, and January 31, 2007.

The UAM School of Education meets annually during the Professional Development Week. During the August 2007 meetings, the ERZ Director had an opportunity to review the history and goals of the Educational Renewal Zone with new members of the SOE and explain their roles and responsibilities to the schools. Some changes were made in the professor assignments to the schools because of changes in personnel. Monthly meetings are scheduled for the faculty by the Dean. The Director attends most of these meetings and has an opportunity to share information about the ERZ as well as receiving input from the professors regarding their school visits and information they have received. During the 2006-2007 school year, the Director made several of the visits with the professors.

During the 2006-2007 school year, the Director has made a concerted effort, with several success stories, to involve the UAM Arts and Sciences faculties with the teachers in the ERZ schools. This includes the UAM English professors with high school English teachers during the best practice sharing meetings and the art and foreign language professors who attended the High Yield Strategy Consortium meetings.

- **Partnership vision and goals and how those goals relate to the individual school improvement plans and the common needs of the partnership schools.**

Act 106 of the Second Extraordinary session of the 84th General Assembly of the State of Arkansas is the framework of the Southeast Arkansas Educational Renewal Zone Partnership vision.

Vision:

It is the vision of the University of Arkansas at Monticello, the Southeast Arkansas Education Service Cooperative, and area high schools, through an ERZ partnership, which will be the vehicle for communication and collaboration, to provide the technical support and professional development to the schools in Southeast Arkansas. This vision is to provide alignment of teaching in the classroom with the demands of the workforce in the real world in order to prepare students for post-secondary training and the workforce. It is the vision of the ERZ to help create a culture and learning environment in the high schools that will promote high achievement through a real-world curriculum that is both rigorous and relevant to the needs of the students. This vision will include the preparation of highly-qualified teachers who will insure that all students reach their highest educational potential.

The goals of the partnership are to address the following Legislative purposes for the ERZ initiative:

- **To identify and implement educational and management strategies designed specifically to improve public school performance and student academic achievement.**
- **To provide for collaboration among the smaller schools and districts in order to achieve some of the economic advantages realized by larger systems.**
- **Maximize benefits by concentrating and coordinating the resources of the higher education institute, the expertise of the educational service cooperative, and the technical assistance of other service providers to improve public school performance and student academic achievement; and**
- **Enable small, rural, and low-wealth schools to make the best use of the latest cost-effective distance learning technology to enhance professional development, and curricula, through two-way interactive learning environments.**

In addition to addressing the legislative goals, the SEA-ERZ partners are cognizant of the needs in the partnering schools' ACSIPs and incorporate these needs as goals. A reflection of the partnering schools' ACSIPs and data analysis indicated that the common weakest areas in literacy were constructed responses and content and style in the writing domains, specifically voice and tone. In the multiple choice selections, questions requiring higher order thinking and vocabulary were noted as providing the most difficulty for students. Reasons for low scores were identified as lack of teaching to Arkansas standards, lack of knowledge by teachers in some content areas, especially the writing process, lack of alignment of the curriculum resulting in gaps, inefficient pacing of standards, incorrect level of instruction, lack of parental involvement, lack of professional development, and failure to address the needs of subgroups. Teachers also felt students needed more exposure to environments outside the rural area in which they live. As a result of these findings, schools made specific professional development requests that determined the summer offerings at the SEARK CO-OP.

The data analysis revealed the weakest areas in math, SEARK CO-OP wide, were open response in all grade levels and the end of course tests. In specific strand areas, the fourth grade and the sixth grade results revealed that the measurement strand was the weakest area. On the eighth grade tests, measurement also appeared as the weakest area, followed closely by data, statistics, and probability. Reasons for low scores were identified as lack of teaching to Arkansas standards, inappropriate level of classroom instruction, failure to use standards-based materials, lack of knowledge by teachers in some content areas in elementary school, and failure to address the needs of subgroups. As a result of these findings, the SEARK CO-OP provided summer workshops for math professional development.

The ERZ office utilizes the results of the needs assessments to determine the professional development needs of the schools. The data are compared annually to the assessment results to determine achievement gains/changes in the areas of need. As a result of these comparisons, adjustments are made in the focus for professional development offered in the following school year by the SEA-ERZ. The professional development includes the SEARK CO-OP offerings listed on ESC works, the UAM Professors Partnering with Professionals at school sites, and UAM college course offerings including secured grants. The UAM Math and Science Center provides ongoing job embedded professional development in the areas of math and science. This professional development is provided to the schools through site visits by the UAM Math and Science secondary math specialist and the elementary science specialist. Documentation and monitoring of this information is an ongoing process for the ERZ.

The vision and goals of the SEA-ERZ are not only to address the legislative purposes of ACT 106, the guidelines for developing the ERZ Strategic Work Plans, the schools' ACSIP needs, but also to be comprehensive in scope by embracing overall school outcome and the climate of the school and community by accessing resources available throughout the combined partners of the SEA-ERZ. The Logic Model was developed to plan for short and long term outcomes and to measure the impact of the results. From these over-arching objectives, the leadership developed nine indicators (1. Collaboration and Communication, 2. Professional Development, 3. Curriculum through Distance Learning, 4. Faculty Sharing, 5. Recruitment and Retention of Highly-Qualified Teachers, 6. Mentoring, 7. Community Involvement, 8. Parental Involvement and 9. Evaluation) that capture the actions in a timeline that guides the partnership in the planning and implementing of these goals over the next few years.

Guiding Principles

All partners of the SEA-ERZ are committed to school reform and the comprehensive goals established by the partnership. Implementing the objectives set forth in the strategic plan requires a collaborative process in which relationships must be built and nurtured. UAM, SEARK CO-OP, and the partnering schools must jointly share resources, integrate processes, and create new knowledge to effect change. An understanding and adherence of the following seven basic guiding principles have guided the SEA-ERZ in its work of school reform:

Trust—Building trust is a continuous process. Trust has been developed by the ERZ director, Mary Jo Barnett, and the partnering schools through a ten year relationship as their school improvement supervisor. This is continuing through frequent communication. Partnering schools are building trust through their sharing of best practices and materials that they have created to address student achievement. This is continued through Principals' Job Alike monthly sharing and networking sessions facilitated by the ERZ Director. Curriculum Coordinators also have monthly meetings where a similar format is followed. These meetings are attended by the ERZ director and the UAM Coordinator of Teacher Education. Both groups engage in problem solving of current issues that they are facing. This open sharing to help each other is very beneficial

in building trust. The UAM faculty are building trust with the school districts through monthly contacts and providing professional development. The SOE has also invited school faculty/staff to share best practice strategies with their classes and included them on interview teams for candidates being admitted to teacher education and the educational leadership program. School personnel also serve on the UAM School of Education Advisory Committee for NCATE. Trust is fostered with parents and community representatives by including them as an integral part of the partnership through the ERZ Advisory Committee where they have input and receive communication on a regular basis.

Common Goals—Common goals have been established through analyzing ACSIPs and data, which reveal common areas of weaknesses throughout the partnership schools. During the planning process, all the partners had equal representation in identifying goals to be met through professional development. The partnership is working together for the common good of all to reach these goals through the Math and Science Consortiums, the High Yield Strategy Consortium, common Waiver Day schedules where professional development is provided through all resources of the SEA-ERZ, and UAM scheduled activities such as professional development offered through college classes, the Math and Science Center, and grants for ESL, math, and science.

The goals for the 2005-06 school year included improving teaching and learning through expanding professional development, increasing the curriculum of students, especially in hard to staff schools, through distance learning, and increasing the communication and collaboration among the schools and UAM. A new common goal for the 2006-2007 year is the recruiting and retaining of highly qualified teachers for the Southeast Arkansas schools. “A Grow Your Own Teachers” committee composed of representatives of all 13 school districts, SEARK CO-OP staff, UAM faculty, and community and parents has been formed to seek solutions to reach this goal.

Parity—Each partner of the ERZ is equally valued and respected. Representatives of all partners were present for the planning, and the group sessions reflected the diversity of the group. All members shared ideas that carried equal weight; goals were selected by the consensus of the group; and the advisory committee, which meets quarterly, was developed in which each partner school has equal representation regardless of size. Regular visits to the schools and other scheduled meetings as needed, newsletters, phone calls, and e-mails will keep all partners equally informed.

Commitment of Resources—It is important that all members make equitable contributions of resources to sustain the ERZ. The SEA-ERZ is responsible for compiling available resources from all partners into a directory. This directory of resources will be available and coordinated upon requests of the schools as needs are identified. All members of the partnership have agreed to the sharing of resources to reach outlined goals for the betterment of all concerned.

Ongoing Dialogue—Recognizing the importance of communication and ongoing dialogue among the partners, the ERZ has a plan in process to provide for this

communiqué. Monthly meetings have been scheduled for focus groups, and quarterly meetings have been established. The Dean of the SOE meets regularly with school superintendents to provide for an open line of communication. Site visits to schools by the ERZ Director, the SOE Professors Partnering with Professionals initiative, and the UAM English professors' site visits as guest lecturers, as well as school "share days" provide opportunities for dialogue, trust building, and goal setting of the partnership.

Shared Knowledge Base—It is imperative that all partners have a common knowledge base of research-based strategies and state initiatives to accomplish the overall goals of professional development, school performance, and academic achievement. A plan is in place for all partners to have the necessary opportunities for professional development and ongoing dialogue to acquire this common knowledge base. Needs assessments are administered to determine areas of professional development that are needed by each group. As needs are determined, resources are coordinated to provide the necessary training. Training, then, is shared with appropriate personnel. Professional Development offered at the SEARK CO-OP is available to UAM professors and several sessions have been attended by members of the SOE. School personnel are serving on advisory committees for NCATE preparation and interview committees for educational candidates. They also serve as guest lecturers in teacher preparation classes. This dialogue provides both groups with a better prospective of the others' situation.

Public and Professional Accountability—Accountability is an important ingredient of the SEA-ERZ plan. A plan and process is in place to measure the completion and success of the goals as set forth in the plan. Accountability is shared by all members of the partnership with emphasis on the University of Arkansas at Monticello in carrying out its commitment to the partnership. Individual groups of curriculum coordinators, principals, content area teachers, and advisory teams in the partnership convene regularly for meaningful dialogue and data evaluation of progress in order to determine continuation of practices and setting of new goals to align with the State's goals over the next two, three, or five years.

- **How the partnership is structured to accomplish its goals, including roles, relationships, and responsibilities of all partners and strategies for decision making and communication among partners.**

The Framework for implementing Arkansas' Education Renewal Zones Initiative provides a definitive outline for the organizational configuration of the ERZ. The SEA-ERZ follows this model. The roles and responsibilities as identified in the Framework are adhered to.

The Lead Agency



- The Division of Education Renewal Zones is located in the School Improvement/Professional Development Section of the Department of Education
- Role and responsibilities
 - Develop and implement guidelines
 - Approve strategic plans
 - Disburse funds
 - Evaluate activities
 - Report to ADE and Legislature

The SEA-ERZ has a higher education partner, an education service cooperative, and 13 partnering high schools.

The Higher Education Partner



- The University of Arkansas at Monticello School of Education
Supported by the UAM College of Technology at McGehee
and the UAM College of Technology at Crossett
- Roles and Responsibilities
 - Dr. Peggy Doss, Dean of the School of Education at UAM, is responsible for the following:
 - Establishing and staffing an ERZ Partnership Office
 - Providing guidance for the SEA-ERZ Director and secretary
 - Communicating with school administrators and faculties for input and collection of data
 - Providing opportunities for faculty school site visits and professional development
 - Leading the faculty in redesigning the teacher preparation curriculum
 - Leading the faculty in preparation for NCATE visit

Mary Jo Barnett, SEA-ERZ Director, coordinates activities of the partnership. Her responsibilities include the following:

- Facilitating process to develop ERZ strategic plan
- Collecting data and maintaining records
- Maintaining and disseminating an inventory of campus resources and services for schools
- Scheduling professional development for UAM faculty
- Receiving and coordinating campus responses to requests for technical assistance and research
- Serving as liaison between ERZ and ERZ Division
- Convening quarterly ERZ meetings
- Developing and submitting ERZ annual report
- Spending 50% of her time in schools collecting data and sustaining the partnership relationships

Sandra Parker, Secretary II, performs the following duties:

- Responding to phone calls and e-mails when Director is out of the office
- Assisting with development and maintenance of ERZ webpage
- Assisting the director in scheduling and preparation of activities
- Assisting the Director with collecting data and maintaining records
- Managing the accounting of the budget of the ERZ
- Conducting research on designated topics
- Preparing charts, graphs, and reports for communication

The Education Service Cooperative



Karen Eoff, Teacher Center Coordinator of the SEARK CO-OP, which is a full partner in the ERZ is responsible for the following:

- Providing direct services in support of ERZ plan
- Participating in ERZ plan development
- Participating in ERZ evaluation
- Developing and disseminating directory of services for schools

13 Partnering Schools



Each school develops a plan in accordance with ACSIP and includes goals and strategies for

- Increased student achievement
- Effective and efficient management
- Effective use of distance learning technology for professional development and, where appropriate, curriculum enhancement
- Research-based professional development in accordance with needs

Local Advisory Group



To aid the partnership in their endeavor to assist schools in the work of improving student achievement, the ERZ has formed a local advisory group for the purpose of playing an active role in the plans and strategies of the SEA-ERZ. This committee is comprised of the following:

- Higher education partner
- Education service cooperative
- School or school district
- Two people with children in an ERZ school
- One person from each community with a participating school

Part II

Develop meaningful collaboration between and among the higher education institution partners, education service cooperatives, schools, and communities participating in the education renewal zone, including academic departments within the higher education institution partners.

The primary focus of the SEA-ERZ partnership is to collaborate among the partnership to provide the schools with the necessary resources and professional development to improve student achievement. In order for this to happen, a consistent plan of communication for discussing, organizing, and implementing the strategic plan has been developed. All partners are kept informed and given an equal opportunity for participation and evaluation. A variety of methods of communication have been established by the SEA-ERZ to accomplish this goal such as the following:

- The office is staffed to receive calls and e-mails and respond to needs within an appropriate time frame.
- The Director is committed to spending 50% of her time in the schools to identify student achievement needs, collect requests, and respond to professional development needs. This schedule is utilized for communication.
- The UAM Dean of the School of Education is available through phone calls and e-mails as well as meeting with superintendents at SEARK CO-OP board meetings in order to be more sensitive to the needs of schools in teacher preparation and professional development. The Coordinator of the Teacher Education Program makes site visit to schools and often provides professional development.
- Faculty partners make site visits to assigned schools to gain data and provide professional development.
- A web-site has been established to provide online help and access to a variety of resources.
- Monthly Focus groups such as the High School Principals' Job Alike, facilitated by the Director, and the Curriculum Coordinator's Job Alike, attended by the Director and the UAM Coordinator of Teacher Education, provide communication opportunities. The Dean, Coordinator of Teacher Education, and faculty members are invited to these meetings for sharing and gathering of information.
- An Elementary/Middle School Principals' Job Alike has been organized for the 2006-07 year. This provides another opportunity for networking and sharing of information.
- SEA-ERZ Quarterly Meetings provide an opportunity for reporting information and exchanging of ideas.
- "Best Practices Share Days" among schools for High School English Teachers and UAM English faculty provide an opportunity to share and learn best practices.
- UAM faculty from the arts and sciences attend professional development with area middle school and high school faculties.

- UAM English faculty visit high schools as guest lecturers.
- A Newsletter to inform the partnership of accomplishments is mailed quarterly.
- The School of Education faculty meet monthly to share site visit activities and data findings of high school education partners.
- The ERZ Director attends NCATE committee meetings.
- An NCATE Advisory committee composed of UAM content faculty, SEARK CO-OP staff, partnering school staff, the ERZ Director, and community leaders and parents has been established for the purpose of assisting the UAM School of Education as they make preparations for the NCATE visit.
- Following the “High Yield Strategy Consortium,” follow up site visits were made for classroom walkthroughs and feedback from the participants. These visits were made by the ERZ Director, Barbara Brown, and SEARK CO-OP staff. As a result of surveys sent to the participants and feedback from them during site visits, the professional development for science, social studies, art, and foreign language has been designed to be more specific to these areas. UAM has started a graduate program for art.

A comprehensive program of professional development to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology

The Director has administered needs assessments, collected data, and coordinated requests for professional development. Needs assessments are an ongoing process in order to collect data from UAM SOE, administrators and faculty from partnering schools, and SEARK CO-OP staff. These assessments are administered at school sites, at focus meetings, advisory meetings, and through e-mail. They are tailored to extract needs of pre-service and in-service teachers in pedagogical practice, content knowledge, and competent use of distance learning technology. An analysis of the needs assessments is used to determine professional development requests as well as to assist the UAM School of Education in determining course needs of schools and in syllabi changes in curriculum to better prepare pre-service and in-service teachers.

UAM’s Role

The Dean of the UAM SOE has selected 13 faculty members to participate in the Professors Partnering with Professionals to partner with the school districts as a liaison between UAM and the schools for communication, to provide professional development in identified areas consistent with the professors’ knowledge and expertise, and to act as mentors for the high school partners.

A survey has been conducted to determine the variety of expertise of the UAM faculty and any additional professional development that they may need in state initiatives such as Smart Start, ELLA, Smart Step, Next Step, Effective Literacy, Literacy Lab, Math Links, Pathwise, Curriculum Frameworks, Strategies for content areas, Creating

Standards Based Assessment Tools, ACSIP Development and Review, and Data analysis of test scores. All UAM SOE faculty are Pathwise trained. The SEA-ERZ Director has worked with the Dean to ensure that training opportunities are provided as needed and in cooperation with the ADE, SEARK CO-OP, math specialists, and literacy specialists. This has better prepared UAM faculty members to provide the professional development required by the public schools and to incorporate this training in teacher preparation classes. This information is updated each year to determine what professional development has been received and what additional professional development needs to be offered. As new faculty are hired, they are assessed concerning their expertise and professional development needs.

The UAM SOE uses the results of the needs assessments from cooperating teachers, pre-service and in-service teachers, and the UAM professors' survey of state initiatives to make decisions regarding the redesign of the teacher education program. This redesign may include revised course content, additional field and clinical experiences, and integration of the Arkansas K-12 initiatives into the curriculum.

Three No Child Left Behind (NCLB) grants were written by UAM School of Education Faculty for professional development to be shared with the partnering schools for literacy across math and science and data processing in math and science.

A bilingual UAM faculty member provided ESL professional development to her assigned school and other area schools. After assessing the need for ESL professional development in the partnering schools, she has written an NCLB grant for ESL Professional Development for the summer of 2006 with follow up during the year.

Three NCLB grants have been written by the UAM School of Education for the 2007-2008 school year. One grant, written by the science specialist, is to connect science to literacy. One of the goals is to help teachers see, understand, and implement instructional practices which rely on the teachers' strengths in language instruction to improve their teaching of science content and inquiry. The teachers will use students' "real world" science experiences with reading from children's books to provide a context for their experience. The professional development will offer 30 hours during the summer and 30 hours of follow-up training during the 07-08 school year.

The second NCLB grant is "Teaching Mathematics with Manipulatives, Grades 5-8." The participants will examine and use hands-on manipulatives and virtual math manipulatives and connect their use to the mathematics classroom. This format will follow the science plan by providing 30 hours during the summer and 30 additional hours during the 07-08 school year.

The third grant is the ESL professional development that will follow the same format as the one offered during the 2006-07 year.

The UAM School of Education faculty members have been instrumental in providing professional development to the partnering schools this year. The professors have acted

as mentors for the high school partners, provided professional development in ESL strategies, reading strategies, and technology, led book studies, and participated in faculty meetings and discussion groups. Some have spoken to senior classes for the purpose of recruiting students to the UAM School of Education. One professor has her physical education students provide physical education for middle schools students on site.

UAM faculty have gained valuable knowledge concerning technology needed by pre-service teachers by visiting classrooms in the partnering schools. This information has been utilized in planning and equipping the two new Smart Rooms in the SOE which will better prepare the pre-service teachers in the area of technology. Technology classes at UAM SOE are being designed to include field experience in schools where the best examples of technology use are found. These partnering schools have agreed to mentor the pre-service teachers in their use of technology instruction.

Available resources at the UAM College of Technology at McGehee and the UAM College of Technology at Crossett have been researched for their possible contributions for professional development in the partnering schools, especially in the area of technology. Personnel at the technology schools have indicated that students are not available for assistance in the public schools because of their class schedules; there is a possibility that some of the instructors could be of assistance if there is a need.

The SEA-ERZ Director has consulted with some of the UAM Academic Deans for their collaboration with professional development to the schools and for their contribution to the redesign of the UAM School of Education.

As a result of discussions with the Dean of the Arts and Humanities Division, members of the UAM English faculty and high school English faculty planned a Literacy Best Practice/Share Day for the two groups for November 2, 2006. Approximately 34 faculty from both groups met for seven presentations of best practices. Schools presented "Senior Projects," "Peer Grading," "Progressive Poetry Poster Project," "Literacy Remediation with an across the Curriculum Team," and "Poetry in Practice." UAM shared their areas of expertise and presented a session "Grading Compositions." A question and answer session followed to allow for discussion on key issues between the two groups, and UAM faculty agreed to be guest lecturers at high school classes. Four professors have taught or scheduled seven days of classes in schools, and other faculty members are in the process of scheduling visits for later in the spring. Some of the class lectures have included a discussion of the Victorian Period and the poetry of Robert Browning, "Preparing for the English AP Exam," "How to Improve Your Writing for College Classes," and a "Writers' Workshop" in which students presented their original works for discussion and feedback. The two faculty groups will meet again in the spring to plan future activities.

The UAM 7-12 Mathematics Instructional Specialist in the SOE is available to assist partnering schools in professional development to meet the goals and state standards established by the ADE, to conduct independent research and share information, to provide training in technology and media to enhance the delivery of instruction in

mathematics, and to provide analysis of all statewide test data required of all students in Arkansas public schools. The specialist provides middle school and secondary level professional development in math. For example, UAM offered two courses for middle school mathematics teachers July, 2005. There were five additional follow-up sessions during the 2005-06 academic year. The participants received instruction in the topics of geometry and measurement, developed expertise with manipulatives and technology, and received six hours of graduate credit (24 hours of professional development credit). Similar courses were offered during the summer of 2006 with follow up sessions during 2007.

The UAM Elementary Science Specialist in the SOE is available to assist partnering schools in professional development in science to meet the goals and state standards established by the ADE. The science specialist provides professional development through school site visits to classrooms, as part of the Math and Science Alliance Meetings, and through workshops as a result of grants that have been written.

The UAM School of Education offers quality programs leading to teacher licensure in P-4 Early Childhood, middle level education, and health and physical education. Students who desire licensure in 7-12 may pursue the non-traditional licensure through the Master of Arts in Teaching (M.A.T.) graduate program. Additionally, students majoring in P-12 art, music or physical education complete the professional education core courses in the UAM School of Education.

The UAM School of Education also offers three advanced degrees: Master of Education (M.Ed.) degree, Master of Education in Educational Leadership, and Master of Arts in Teaching (M.A.T.) degree. The M.A.T. program is a 12 month non-traditional route to obtain a teaching license and a concurrent Master's degree. This is a program for bachelor-degreed professionals who have the desire to teach but do not have a degree in education. To be fully admitted into the M.A.T. program, students must meet all entrance requirements by April of each year.

Efforts have been made to identify additional resources on the UAM campus that may also assist in meeting the diverse needs of students in partnering schools. A directory of UAM resources has been compiled that is available to match with corresponding school needs.

SEARK CO-OP's Role as a Provider of Professional Development

The SEARK CO-OP provides professional staff development in the current state programs provided by the state. These include the literacy strategies of Ella, ELF, Reading First, and Reading to Learn. Assessment Training, Literacy Decision Makers Teleconferences, Portfolio Assessment, Classroom Management, and Testing Assessments are additional examples of professional development offered by the SEARK CO-OP. All professional development is aligned with state initiatives, Arkansas Frameworks, and State Standards of Arkansas and are the results of a needs assessment sent to schools to identify areas of weaknesses needed to support strategies and

interventions in the ACSIPs. Teachers in the partnering schools and the faculty of UAM SOE can participate in these trainings. These are provided during summer sessions and on a regular schedule throughout the year including the designated professional days that schools have cooperatively built into their schedules in order to take advantage of collaborative efforts of the SEARK CO-OP. Schedules are available through Staff Development Flex Days and SEARK CO-OP ESC Works. Staff development schedules are available through the ESC works online staff development registry located at the SEARK CO-OP website. Because of the close proximity to the SEARK CO-OP, this process will also enable the SOE faculty to communicate with the professional teachers concerning K-12 initiatives in place in the school.

The Math Consortium initiative allows partnering schools to combine resources from outside consultants, including a math professor from UAM for sustained professional training, assessment, and feedback. Math coaches from area schools are brought together to receive training in best practices in math. The training is provided by Dr. Linda Griffith, math professor from UCA. The math coaches are then supported by observation, classroom demonstrations, and feedback by a higher education professor and math specialists from the SEARK CO-OP and ADE. The 2006-07 year is the third year of a three-year plan for this initiative.

The Science Consortium provides an opportunity for area schools to combine resources for continual professional training and feedback. This consortium follows the model of the math consortium that has proven to be very successful and is led by Tim Daniels, a science professor from Southern Arkansas University. The 2006-07 year will be the second year of a three-year plan for this initiative.

A new consortium for 2006-2007 is the High Yield Strategy Professional Development provided by Barbara Brown, consultant. This consortium provides professional development in math and literacy strategies to the social studies, math, and art/foreign language areas. Each group met four times with follow-up observations at each school site by a team composed of Barbara Brown, the school principal, SEARK CO-OP staff, and the ERZ Director. Because this consortium provides professional development for the middle schools as well as the high schools, the ERZ has been able to extend some services to the middle schools in the ERZ where the high schools were already members. Approximately 60 people attended each of the sessions—Middle School Social Studies, High School Social Studies, Middle School Science, High School Science, and Art/Foreign Language. Feedback from the site visits as well as professional development surveys to these groups has resulted in planned individualized professional development for these specialized groups.

UAM faculty from the Arts and Sciences Department were invited to meet with the public school teachers for sharing of ideas and best practice strategies. Scott Lykens and Tom Richard from the Art Department attended two sessions of Art/Foreign Language. They met with the art teachers and discussed strategies, helpful hints, and made plans for summer workshops. A graduate program in art has been established. Isabel Bacon and Fulbright Scholars Gabriela Alejandra Atán and Pilar Sanchis, representing the Foreign

Language Department at UAM, attended two sessions with the Foreign Language Teachers. They discussed and shared ideas in the first session and Gabriela and Pilar each presented two hour presentations for the next session. These three ladies also served as substitute teachers in the Arkansas Early College High School when a teaching vacancy occurred. Each teacher has been retained to teach two classes during the spring semester, and a new partnership has been established through the SEARK CO-OP and UAM to share Fulbright Foreign Language Scholars for future teaching assignments in the Arkansas Early College High School.

Some of the professional development offerings are NCLB Part II B Science Grant (two week institute), Math Content Institute for Teachers in grades 3-6 (7 days), Superintendents and Principals' Leadership Institute (5 days) Smart Start Regional Conference K-3, Smart Start Regional Conference 4-12, National Writing Project, High School Summit for Math and Literacy, Arkansas IDEAS Portal, several math workshops via CIV with Dr. Linda Griffith, one CIV workshop working with the revised social studies frameworks. Many other professional development workshops are listed on the ESC Works website.

A directory of professional development offered through SEARK CO-OP has been compiled along with the UAM directory. These directories of services are consulted to match with school requests for services. After examining ACSIP needs and collecting requests from schools, the Director and the SEARK CO-OP teacher center coordinator identified professional development offerings.

Community Resources as Providers of Professional Development

The ERZ Director is continuing to research community resources for possible collaboration in meeting needs of the schools. The advisory committee will provide assistance in this area. A community-based meeting is scheduled to more clearly define the role of the community and to request their assistance in recruiting and retaining highly qualified teachers.

During the first year of the ERZ, the emphasis was on identifying needs and providing professional development for the schools. These needs are being adequately met through the mentioned sources as well as being provided by the schools themselves. Because of the increased accountability being placed on student achievement, more administrators are insisting that their faculties receive professional development outside the school day so as not to miss instruction time with students. Because of these factors, the ERZ advisory committee felt the emphasis of the ERZ should include strategies to address the teacher shortage area.

Enhancement and expansion of local school curricular offerings through the use of two-way interactive television to include advanced placement, dual-credit, and advanced high school courses and other ways in which technology will be utilized to address the goals of the ERZ partnership

A grant was enacted pursuant to the State Board of Education's authority under Arkansas Code 6-11-105 and Act 34 of 2003 2nd Extraordinary Session of the 84th General Assembly for the purpose of providing funds in order for the school districts to acquire the equipment necessary for distance learning. As a result of this funding, all 13 of the partnering schools have CIV equipment for distance learning. This is a very important factor for the schools in Southeast Arkansas because most are small, rural schools with high poverty rates. The districts' distance learning programs are designed to assist students needing to receive advanced high school courses, advanced placement courses, enriched course content, or other academic courses not otherwise available in the school district.

The following are examples of the CIV distance learning capabilities for the partnering schools:

1. The expansion of curricular is seen at its best through The Arkansas Early College High School Program (AECCHS) which is a collaborative effort involving the University of Arkansas at Monticello, the Southeast Arkansas Education Service Cooperative, the Arkansas Department of Education, the Arkansas Department of Higher Education, the Arkansas Educational Renewal Zones, and the Delta Academic Initiative.

The AECCHS initiative incorporates the core principles of the national movement while establishing a statewide initiative designed to make higher education accessible to all students. Students enrolled in the AECCHS initiative remain formally enrolled in high school but take college courses which count for high school and college credit. The high school and college graduation requirements are aligned and sequenced in a systematic manner that enable the high school students to simultaneously complete secondary and post-secondary requirements. These classes are taught by highly qualified high school licensed teachers. Currently there are seven Advanced Placement courses offered through the AECCHS, and plans are being developed to include three more.

The AECCHS encourages local high schools to work with local post-secondary institutions to develop the initiative. Current AECCHS partnerships include the following post-secondary institutions: Arkansas State University, University of Central Arkansas, University of Arkansas at Monticello, University of Arkansas at Pine Bluff, Henderson State University, Southern Arkansas University, Arkansas Tech University, Arkansas Northeastern College, ASU-Beebe, Phillips County Community College, UofA Hope, Ouachita Technical College, and Cossatot Community College.

Currently 864 students are receiving classes through AECHS, CIV and onsite. Future expansion plans for the AECHS would enable high school students to complete requirements for an AA Degree at the participating post-secondary institutions.

Over 45 school districts are participating in courses through AECHS. Some of these participating schools are Monticello, Mansfield, DeQueen, Dollarway, Star City, Riverview (Searcy) Shirley, McGehee, PeaRidge, Calico Rock, Danville, Dermott, Eudora, Lakeside, Crossett, Hamburg, Hermitage, Warren, Woodlawn, Highland, Batesville, Hector (Russellville area) and Drew Central.

The CIV labs also enhance the professional development opportunities for local schools. Smart Start, Smart Step, and Final Step Quarterly Meetings are all available to local school personnel and UAM faculty. As gaps in professional development needs are identified, the Director will research ways to offer this professional development through CIV when otherwise not available. The new IDEAS portal through AETN addresses the CIV professional development need. Many opportunities for training in the use of the portal have been offered to area schools and universities.

2. Since all schools are equipped with CIV labs, the UAM SOE offers classes via this method for professional development and undergraduate credit. These courses are offered at the UAM School of Technology at McGehee, the UAM School of Technology at Crossett, SEARK Community College in El Dorado, at Stuttgart, and at Helena-West Helena.
3. UAM also offers on-line courses and hybrid classes. These classes can be taken by the teachers for professional development hours or college credit.
4. The Technical Preparatory Associate Degree Program (TPAD) is an opportunity for Arkansas high school students to earn 6-21 hours of articulated college credit for technical courses by the time they graduate. The college and technical credits earned are held in escrow until the student completes at least six hours or one semester at the college or university granting the credit. The program is free to students and no tuition is charged for any articulated credits earned. The TPAD Director works to build partnerships among area high schools and post-secondary institutions so that students can accelerate progress towards advanced degrees. The program was discontinued as of January 2007.

The sharing of faculty and other approaches to provide instruction by highly qualified teachers when schools are unable to hire such teachers in core subject areas or in special education

Through site visits and needs assessments, the ERZ Director has determined the schools and content areas where providing instruction by highly qualified teachers is a problem, and by projecting tentative retirement of faculty, which schools and content areas may be affected in the near future. The solution may be in sharing of faculties when schools are in close proximity. Since all schools are equipped with CIV technology, distance learning may help alleviate the problem. As these problems are discovered, the Director records and reports to the Advisory Committee for discussion of solutions.

A strategy to recruit and retain highly-qualified teachers with particular focus on hard-to-staff schools and schools that are unable to hire teachers in core subject areas

Recruiting and retaining highly qualified teachers is often difficult for schools in Southeast Arkansas where the salaries are lower and the poverty rate is higher than other parts of the state. Added to this problem is the fact that many schools are small, requiring multiple preparations and responsibilities for teachers. Many schools are in isolated areas. The SEA-ERZ Director has worked with the UAM Dean, the SEARK CO-OP, and the ADE office of Recruitment and Retention to explore ways to aid schools in recruiting and retaining highly qualified teachers. The following are ongoing and planned strategies:

The M.A.T. program available at UAM is a non-tradition licensure program which allows graduates in content areas to obtain masters while acquiring a teaching license and employment as a teacher. Additions have been made to the curriculum of the MAT program to provide more rigor and extend the number of days required for professional development in order to have better prepared teachers. Additional requirements include eight hours of field-based experiences in the public school summer school setting and with campus groups such as Youth Opportunities Unlimited (Y.O.U.) and Upward Bound during the first two weeks of the course.

Non-traditional Licensure (NTL) allows highly qualified content people to obtain their teaching license. The SEARK CO-OP is a training site for the ADE, NTL program. Because admission to this program requires six hours of reading as a pre-requisite, the UAM SOE provides the reading classes for the participants.

The Arkansas Smart Start Teacher Recruitment Initiative Grant application has been completed. If funded, this grant will provide 1000 slots statewide for AmeriCorps members to tutor at-risk students. The grant will target prospective teachers for these positions. The UAM SOE and the UAM Admission Office are working closely with the SEARK CO-OP coordinator of this program to provide information about UAM admission requirements and to encourage this group to consider teaching as a career. UAM staff met with this group three times in February. Another Americorps/Teacher

Recruitment event is scheduled for May 15. It will be a duplicate of the program that was presented for the Americorp group at the CO-Op including a video. The audience will be high school seniors who are being recruited for the Americorp program and to begin the teacher education program. This meeting will be in the Drew Central auditorium and several high schools will bus students to the presentation. A morning and afternoon presentation will be done. May 14 and 16 may be needed for this event depending on the number of students. Meetings are also scheduled in August for the participants who are hired.

The Director has encouraged school personnel to attend Job Fairs to recruit teachers, to pay stipends or college tuition to encourage teachers to obtain professional development above the 60 required professional development hours or to gain certification in the hardship areas, upgrade their skills in present certification, or get recertification in needed areas. Schools have also been encouraged to support National Board Certification by providing funds for necessary testing and added incentives upon completion.

The UAM SOE has partnered with the UAM Admissions Office to coordinate recruiting activities. Tables have been assembled during Parents' Day by the SOE with recruitment materials. On "Senior Visiting Days," students have toured the SOE and visited with faculty members. Individualized letters are sent to interested students offering additional information or assistance as a follow-up to this recruiting effort. Several elementary groups have been scheduled for field trips to UAM. The UAM SOE has partnered with the UAM Admissions Office to present programs to these students to make them more aware of educational opportunities and especially to encourage them to consider teaching as a career.

A list of possible scholarships such as the Delta Scholarship, Minority Teachers' Grant Scholarship, and Star Scholarships for Future Teachers has been compiled as a method to recruit students to the teaching profession, and information about student loans and "forgiveness of loans" has been made available to students.

Another method for recruiting future teachers is to start or expand the "Teachers for Tomorrow" organization in schools and encourage schools to follow up by providing scholarships or college tuition for a commitment to return to the schools to teach. Some schools are including an Orientation to Teaching Class as part of a career cluster in their curriculum.

The recruiting and retaining of highly qualified teachers has been identified as a major concern for the schools in the Southeast Arkansas ERZ by the advisory committee. As a result, the ERZ has started addressing this issue in a more aggressive manner.

November 8 and 9, 2006, UAM, ADE, and the ERZ sponsored a Teacher Recruitment/Retention Workshop hosted by UAM. The recruitment workshop which trained local school personnel how to aggressively recruit teachers at teacher fairs was held on the afternoon of November 8 and was attended by approximately 40 people. The reception, designed to raise community awareness of the problem, followed that evening

and was attended by approximately 90 people. Approximately 114 people attended the career fair that followed the next day.

As a result of this event, a “Grow Your Own Committee” was formed. Ten members met November 8 for the first organizational meeting. Additional members have joined in order for each school district to have representation. Members of the committee consist of school district faculty/staff, UAM faculty, SEARK CO-OP staff, and community/parent representation. The Grow Your Own Committee/Advisory Committee is working to formulate a plan that can be replicated at each school district and community.

The Advisory Committee met December 19 at UAM to brainstorm and formulate next steps. On January 31, 2007, the Grow Your Own Committee invited the partnership including the advisory committee to share ideas of this committee as well as activities across the ERZ. This meeting stressed the activities of each group of the partnership—UAM, the SEARK CO-OP, and the school districts—relating to recruiting and retaining highly qualified teachers. The SEARK CO-OP discussed the NTL program and the AmeriCorps Grant. UAM shared recruiting efforts and updates to programs to assist in the teacher shortage. School districts discussed the recruiting efforts and k-12 strategies to encourage students to consider teaching as a career. Shannon Ginn from Marion School District discussed the successful Orientation to Teaching class at her school.

Another asset has been the Office of Teacher Recruitment for the ADE which has piloted a high-priority recruitment program. Dermott, one of the schools in the ERZ, has been selected to participate in this pilot. As a result, the school has been provided a Recruitment Kit to be used at job fairs. A full Booth Display has been provided and registration fees paid by ADE. Prior to recruitment activities, designated district recruiters were prepared in a recruitment Model on successful practices. The Model includes training in how to recruit “quality” applicants, interview techniques, how to network and recruit on community college and university campuses, recruiting “in-house” in their home district and county as well as community outreach and retention programs for new teachers. A second school, Hamburg, was added to the program to receive the Recruitment Kit.

The ADE Special Education unit has provided additional services to benefit the schools in recruiting and retaining teachers through a grant with the National Center for Special Education Personnel and Related Service Providers. One of these services is the community-based recruitment campaign. Three of the schools and communities in the Southeast ERZ are participating in this program

Even though this area will be our main focus for the 2006-07 year, the other legislative requirements will not be neglected.

A system for mentoring teachers with three or fewer years of professional service as well as career status teachers whose performance indicates the need for such help

UAM has conducted a needs assessment that identified by school a list of teachers who have one to three years teaching experience, the types of mentoring available in the schools, and the effectiveness of the professional development available. The Director has worked with UAM and the SEARK CO-OP to identify additional mentoring strategies to enhance the existing practice. Data have been gathered to determine the number of Pathwise trained teachers and scheduled additional trainings are offered when requested by the schools. All UAM SOE faculty are trained in the Pathwise Model and incorporate these domains in their pre-service training of candidates.

The M.A.T. teachers during their first year of teaching are treated the same as the traditional interns by the UAM SOE. A UAM supervisor monitors the program, supervisors the M.A.T. teachers, and meets with the mentor teachers in the schools to share observations and feedback. Faculty members from the Arts and Sciences have been identified and trained in Pathwise to mentor these M.A.T. teachers in their content areas. The SOE is currently exploring ways to continue the mentoring process with teachers with fewer than three years experience. The Professors Partnering with Professionals may be a possibility for continuing this support and mentoring.

The mentoring needs of veteran teachers are also being addressed. A strong mentoring program in the partnering schools is a goal of the ERZ and one that should promote higher student achievement. Math and Literacy coaches provide mentoring of beginning and veteran teachers by providing support through model lessons, follow up observations, and conferencing. This support is built into the Science and the Math Consortiums.

The elementary science specialist and the secondary math specialist from the UAM Math and Science Center make site visits to assist schools in the delivery of math and science lessons. They provide mentoring by providing support through model lessons, follow up observations, and conferencing.

Management strategies to improve school performance and academic achievement

The Arkansas Early College High School fully implemented serves as an example of management strategies at their best. It provides dual credit and AP course offerings that are accepted as college credit. The AECHS is expanding as additional schools are taking advantage of this opportunity. Parents are involved in decisions and are encouraged in participation because of the financial savings to families.

“Best Practices Days” that showcased best practices in math and literacy and data collection from schools across the state was part of the ISS professional development days. During the 2005-2006 school year, two schools partnered to provide the opportunity for all of their teachers to share Best Practices in all content areas. It is the intent of the partnership to continue these “Best Practice Days.” During the 2006-2007 school year, area high school English teachers and UAM English faculty shared a best

practice day and are continuing communication through guest lectures from the UAM English faculty to the school sites.

A Curriculum Coordinators' Job Alike has been in place for several years through the leadership of the SEARK CO-OP Teacher Center Coordinator. The meetings provide the opportunity of problem-solving, sharing strategies, networking, and building leadership skills. Book Studies of the most recent research-based strategies are part of the agendas.

Leadership training of high school principals is in place with a monthly "Job Alike Meeting" facilitated by the Director. The meetings are the basis for building leadership capacity, networking, problem solving, and sharing of best practices. Additional speakers including professors from UAM School of Education and practitioners outside the partnership area as well as faculty members and students have been invited for sharing of ideas. Book Studies of the most recent research-based strategies have been a part of the "Principals' Job Alike" professional development. The principals have then replicated these strategies on their own campus with lead teachers.

Elementary/middle school principals' Job Alike has been organized for the 2006-07 school year. This group functions similar to the Curriculum Coordinators and High School Principals groups.

How the partnership will achieve some of the advantages of economies of scale

A vehicle that promotes the economies of scale is the synchronized calendars and schedules of the schools within the partnership for professional development days in order to prevent duplication of services and to pool professional development money for more efficient use.

Many examples already exist within the partnership to illustrate prevention of duplication of services. The AECHS, the Math Consortium, the Science Consortium, and the High Yield Strategies Consortium are examples of the University, SEARK CO-OP and partnering schools working together to provide services in a cost effective way. AECHS addresses the college remediation problem, provides a cost effective way to offer the required AP courses, provides a coordinated and cost effective approach for offering required advanced math courses, eliminates the duplication of high school advanced courses and college core courses, and addresses the teacher shortage problem. This partnership allows the smaller schools to take advantage of professional development and expanded curriculum with highly qualified teachers that would not be available to them without this collaboration. The Southeast ERZ will build on these successes with plans to replicate the process in other areas.

Because many of the schools in the partnership are small, often with high poverty levels, studies have begun with Ruby Payne's Framework for Understanding Poverty. This has proven to be very effective in assisting faculties in understanding problems of poverty, and, as a result improving student achievement. During the fall of 2006 one school

invited all of the schools in the SEARK CO-OP area to attend a session for which they had obtained a national speaker, and the SEARK CO-OP followed up by providing two additional days of professional development for all of the schools. All of these endeavors strengthen and support the smaller schools.

Active participation of the community and diverse stakeholders in the work of the school

All partners of the Southeast ERZ realize the importance of community involvement in the educational process. This involvement must be an opportunity for the community members to have a voice in setting goals and making decisions. Activities should not consist of just informational meetings. UAM is committed to seeking ways to achieve even greater involvement of the community to the extent that the UAM Chancellor in a recent professional development meeting expressed his desire to create a “Communiversality.”

All schools within the ERZ must comply with Act 603 involving parents and community. These activities are included the schools’ ACSIPs

The community-based recruitment campaign has recently been organized in three schools and communities in the Southeast ERZ. This involves active participation of the community working with the schools to promote the recruitment and retention of highly qualified teachers.

Active involvement of parents in the academic work of the student

Research supports the importance of parental involvement in the education of their children and the impact it has on learning. ACSIPs have been reviewed for creative ways that schools are using to promote more parental involvement above the requirements of ACT 603. One of the areas that has been pursued by the ERZ is the encouragement of ESL parents in the involvement with their children’s education. Once these activities have been captured, they will be shared with the partnership.

Activities are in progress this year to address the involvement of ESL parents. As a result of the ESL grant received by UAM SOE, a workshop was provided during the summer of 2006 and follow-up days during the 2006-07 year. The teachers involved in this professional development are sponsoring ESL parent nights to encourage more involvement of these parents in the education of their children. These teachers are also researching resources to provide more opportunities to involve these parents. These ideas are shared in the follow-up training days during the school year.

Part III

Short-term and long-term evaluation strategies, including a means of collecting data necessary to evaluate the progress of each participating public school and the ERZ in its entirety

There are many activities and strategies in place in the Southeast Arkansas ERZ for improving teaching and learning, and all areas of the legislative purposes are addressed. In addition to the legislative purposes, several goals were selected by the partnership, but the concentration of efforts is limited to three. These involve recruiting and retaining highly qualified teachers, providing for professional development needs that are not presently met, and redefining the UAM School of Education to include research-based state initiatives and extended internship.

In order to collect valuable data to assess the impact of the Southeast Education Renewal Zone initiative upon the partnering schools, quantitative and qualitative research is being used to accurately document the process of change. The assessments are cumulative and summative. These involve pre- and post-needs assessments, perceptive surveys, and feedback from site visits. Data are collected by the SEARK CO-OP, the UAM SOE, and the ERZ office. The data focus on answering the following questions:

1. Did UAM and the SEARK CO-OP increase their connection to the public schools and the community?
2. Did UAM and the SEARK CO-OP make their resources more available to the partnering schools?
3. Did UAM make any changes in their Teacher Preparation Program to better prepare pre-service teachers and to be more sensitive to the needs of the schools?
4. Did the schools take advantage of these resources?
5. Did the ERZ develop a strategic plan that encompassed collaboration among UAM, SEARK CO-OP, partnering schools, parents, and community, economies of scale, technology, and teacher recruitment, retainment, and preparation?

After collecting and evaluating the results, the data are presented to the advisory committee. This group examines the data and makes recommendations that determine the success of the initiatives, continuation, changes, or expansion of the initiative, and future goals and actions of the Southeast ERZ.

Short-term Strategies

1. Clearly define partner schools' needs and expectations;
2. Build rapport with individuals associated with ERZ partners;
3. Target goals and strategies that address the needs of the Southeast ERZ schools;

4. Develop and administer needs-assessment tools for administrators and teachers to capture needs and information in order to provide related activities;
5. Target goals that address the needs specified in ACSIPs to improve student achievement;
6. Utilize data gathered from the needs-assessment surveys to direct the course of ERZ activities;
7. Spend time in the field with administrators, teachers, parents, community leaders, and other organizations or individuals interested in the success of partnership schools;
8. Listen and learn from teachers and administrators concerning practices that work;
9. Schedule monthly focus group activities, quarterly meetings, monthly meetings with various groups within the partnership for information and feedback on activities and needs; and
10. Adjust and revise the Strategic Plan as necessary to reflect the needs of the ERZ partners.

Long-term Strategies:

Quantitative measures:

1. Likert Scale Survey data; and
2. Increase in the number of schools associated with the SEA-ERZ.

Qualitative measures

1. Needs-Assessment Survey Data;
2. Participation in and feedback of ERZ related activities;
3. Perceptual Survey (administered early in the school year to establish baseline perceptions and at the end of the year to determine impact of ERZ activities);
4. Evaluation of each initiative by participants
5. Contributions to SEA-ERZ Newsletter

B. The 2006 – 2007 Strategic Plan Timeline for Implementing Goals

Table 1: Collaboration and Communication

LEGISLATIVE REQUIREMENT		Develop meaningful collaboration between and among the higher education institution partners, education service cooperatives, schools, and communities participating in the education renewal zone, including academic departments within the higher education institution partners.				
OBJECTIVE		ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		ADDITIONAL RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE
			BEGIN	END		
1.1.0	Meet with UAM School of Education faculty, UAM Arts and Sciences faculty, and UAM administrators to build rapport, develop a working relationship, learn about particular needs and circumstances, and answer questions.					
1.1.1	Meet with UAM Chancellor and provost to explain ERZ initiative and UAM's commitment.	Explain ERZ purpose; encourage support with respect to communicating messages to administration.	August 2005	August 2005		Chancellor Provost ERZ Director
1.1.2	Provide chancellor and provost information on activities and feedback from participants.	Establish viable methods of communication through phone calls, visits, and e-mails.	September 2005	June 2008		Chancellor Provost ERZ Director
1.1.3	Request chancellor and provost to welcome participants at activities originating on UAM campus.	Provide opportunities for chancellor and provost to communicate with other stakeholders.	September 2005	June 2008		Chancellor Provost ERZ Director
1.1.4	Meet with UAM SOE to explain ERZ initiative, its objectives, and UAM's involvement.	Faculty meeting to explain ERZ and the responsibility accepted by the University.	August 2005	August 2005		Dean ERZ Director
1.1.5	Dean assigns professors to partnering schools-Professors Partner with Professionals (PPP).	Professors will make contacts—site, phone, and e-mail.	August 2005	August 2005		Dean SOE faculty
1.1.6	Meet annually with UAM SOE to update information on activities and explain initiative to new faculty/staff.	Faculty meeting to explain ERZ and the responsibility accepted by the University.	August 2005	June 2008		Dean ERZ Director
1.1.7	Web-based format created to record the contacts.	Web-based format created.	September 2005	September 2005		Director D. Hunnicutt
1.1.8	Professors make monthly contact with school partners.	Professors will record visits, date, and school, summary of visit, pd requests, pd provided, and pd received.	October 2005	June 2008	Secretary will record information for data collection	SOE faculty Director

1.1.9	Director meets monthly with dean and PPP to share information about school contacts.	Professors will share ideas of contacts with schools and gather information for requests.	October 2005	June 2008		PPP Director Dean
1.1.10	Dean and Coordinator of Teacher Education are available to school personnel through phone calls and e-mails	Request are answered or directed to source that can respond with feedback.	October 2005	June 2008	Secretary will record information for data collection	Dean Director Coord. of T.E.
1.1.11	Dean made visits to area civic clubs and schools for Nov. R&R conference.	Visit was to make public aware of teacher shortage and invite to the conference for collaboration.	September 2006	November 2006	Secretary and Director scheduled visits and coordinated calendar	Dean Director
1.1.12	Meet with UAM Arts and Humanities faculty to encourage collaboration with public schools.	Visit with department chairs and faculty of English, Social Sciences, Art, Foreign Language, Math, and Science.	October 2005	June 2008		Chairs Faculties Director
1.1.13	Director will spend 50% of her time in partnering schools.	Director will visit schools, collect ACSIPs, pd requests, and determine pd offered by the school that might be shared.	October 2005	June 2008	Calendar	Director
1.1.14	Website has been developed and is maintained.	Contact information, events, and helpful links are included.	September 2005	June 2008	Monticello East Lab UAM Technology Dept.	Director East Lab student UAM Web tech
1.1.15	SOE invites school administrators/faculty to serve on interview committee.	School administrators/faculty serve on interview committee of candidates for teacher education and Ed. Leadership Class.	October 2006	June 2008		Dean UAM faculty
1.1.16	SOE invites school administrators/ UAM faculty/ERZ Director to serve on advisory committee.	School staff, SOE faculty/UAM content faculty serve on advisory committee for NCATE.	November 2006	June 2008		Dean, UAM faculty, school faculty/staff/ ERZ Director
1.1.17	Serve on NCATE committee meetings.	Director serves on Standard 3 and Standard 4 for NCATE committees.	October 2006	April 2007		SOE faculty ERZ Director
1.20	Meet with school administrators/faculty to explain ERZ initiative, build rapport, develop a working relationship.					
1.2.1	Visit each school superintendent, curriculum coordinator, and principal.	Schedule appointments; explain the ERZ initiative, explain the PPP, and ask for permission to initiate.	August 2005	September 2005		ERZ Director
1.2.2	Establish a regular schedule of visiting.	Check with school personnel to determine the best time to visit and check teacher preparation periods.	August 2005	June 2008		
1.2.3	Establish High School Principals' Job Alike Group and establish monthly meetings.	Principals meet monthly to share concerns, share best practices, and make requests for information.	September 2005	June 2008		ERZ Director High School Principals

1.2.4	Establish a list serve for High School Principals for communication.	Provide opportunity for exchange among principals for Q&A.	November 2005	June 2008		ERZ Director UAM technology
1.2.5	Become a member of Curriculum Coordinators' Job Alike Meetings.	Curriculum Coordinators meet monthly to share concerns, share best practices, and make requests for information.	August 2005	June 2008		Teacher Center Coordinator Curriculum Coordinators
1.2.6	Visit schools jointly with new faculty PPP.	Visit with new faculty assigned to PPP to make transition smoother.	October 2006	November 2006		ERZ Director New SOE faculty
1.2.7	Publish quarterly newsletters.	Take pictures of ERZ activities that show connection among schools, UAM, and SEARK CO-OP; write articles to explain; and publish.	October 2005	June 2008	ERZ Secretary, school personnel, ERZ Director	ERZ Director
1.3.0	Meet with Southeast Arkansas Education Service Cooperative staff (SEARK CO-OP).					
1.3.1	Meet with Director and Teacher Center Coordinator.	Meet to discuss ERZ initiative and the role of the SEARK CO-OP, committee meetings, e-mail.	August 2005	June 2008		Director Teacher Center Coordinator ERZ Director
1.3.2	Implement collaborative communication process.	Meet with key personnel such as ECHS coordinator, Math and Literacy Specialist.	October 2005	June 2008		ERZ Director
1.4.0	Set up a local Advisory Group.					
1.4.1	Form a local Advisory Group.	Work with superintendents and principals to coordinate the Advisory Group comprised of a representative partner from the higher education institute, the SEARK CO-OP, the public school or district, two parents, and the community..	August 2005	August 2005	SEARK CO-OP Parents Community Leaders UAM faculty/staff School faculty/staff	ERZ Director
1.4.2	Met individually with several community/parents to explain purpose of committee.	Met to explain initiative and solicit support and participation with community partners and parents.	August 2005	August 2005	Parents Community Leaders	ERZ Director
1.4.3	Conduct first advisory group meeting.	Advisory committee met to explain the role, purpose, and intent of the Advisory Group. Determine protocol regarding how the Advisory Group will assist with the work of the ERZ. Set up communication process. Set up quarterly meeting	August 2005	August 2006	SEARK CO-OP UAM faculty/staff School faculty/staff Parents Community Leaders	ERZ Director

		schedule with Advisory Group. To review Strategic Plan with first submission notes and provide input.				
1.4.4	Conduct second Advisory Group meeting.	Reports were given by key people to keep everyone informed of the activities of the ERZ to the entire group consisting of advisory committee, legislators, school faculty/staff, and UAM faculty.	January 2006	January 2006	SEARK CO-OP Parents Community Leaders	Superintendents Principals ERZ Director
1.4.5	Advisory Committee continues to meet quarterly.	Advisory committee meets to discuss activities, make suggestions for updating strategic plan, and setting direction for future plans.	January 2006	June 2008	UAM SEARK CO-OP Parents Community Leaders	ERZ Director

Table 2: Professional Development

LEGISLATIVE REQUIREMENT		Develop a comprehensive program of professional development (“PD”) to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology.				
OBJECTIVE	ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE	
		BEGIN	END			
2.1.0	Conduct needs assessment of ERZ schools.					
2.1.1	Develop a needs-assessment survey to assess needs and views of district administration, building administration, and teachers concerning professional development activities.	Look at other designed surveys to ensure that survey format will produce maximum return and quality responses. Collaborate with ERZ principals about survey format and method of administration.	September 2005	September 2005	District Administration Principals Other ERZ Directors	ERZ Director
2.1.2	Survey public school administrators and teachers.	Distribute and collect survey. Deliver to each school with instructions. Pick up surveys when they have been completed.	October 2005	December 2005	Superintendents	Principals Teachers ERZ Director
2.1.3	Analyze survey results.	Generate reports and deliver to schools.	December 2005	January 2006	Secretary will input information and generate reports.	ERZ Director
2.1.4	Collect all professional development requests from SEARK CO-OP	Collect requests from Karen Eoff, SEARK CO-OP Teacher Center Coordinator.	October 2005	June 2006	Flex PD schedule SEARK CO-OP works SEARK CO-OP	ERZ Director SEARK CO-OP
2.1.5	Collect ACSIPs to determine PD requests.	Make a list of PD needed as a result of ACSIPs not previously scheduled.	November 2005	November 2005	High School Principals ACSIPs	ERZ Director

2.2.0	Identify and train UAM SOE for state-wide PD initiatives.					
2.2.1	Develop and administer needs assessment for UAM SOC annually.	Write and distribute survey to SOE faculty to determine knowledge of state initiatives and PD requests in these areas.	October 2005	November 2008	Needs assessment surveys	ERZ Director SOE faculty
2.2.2	Determine SOE PD strengths from surveys.	Collect surveys and record PD of SOE.	November 2005	November 2008	SOE	ERZ Director
2.2.3	Interview UAM Technical Colleges.	Visit McGehee and Crossett technical colleges for PD contributions for schools.	November 2005	December 2005		ERZ Director
2.2.4	Collect PD offerings at the SEARK CO-OP.	Collect all PD offered through the SEARK CO-OP.	November 2005	November 2008	Flex Schedule ESC Works	ERZ Director
2.2.5	Make PD offerings on state initiatives available to UAM SOE.	Provide PD offerings of SEARK CO-OP. Provide PD offerings of ADE. Provide PD in other areas as requested.	November 2005	November 2008	All UAM SOE and content teachers who mentor MAT students are Pathwise trained.	ERZ Director Provides Pathwise Training
2.3.0	Professional Development in progress for all schools in SEARK CO-OP area to promote economies of scale.					
2.3.1	PD available that is ongoing, job embedded with follow up includes Math Consortium.	Led by higher ed trainers, supported by math specialists and math coaches. Follow up evaluations by CO-OP staff. Follow up training through summer PD at CO-OP and classes at UAM.	September 2005	June 2008	CO-OP staff Higher ed trainers UAM staff School faculty/staff	Karen Eoff, Teacher Center Coordinator
2.3.2	PD available that is ongoing, job embedded with follow up includes Science Consortium.	Led by higher ed trainers, supported by science specialists and science coaches. Follow up evaluations by CO-OP staff. Follow up training through summer PD at CO-OP and classes at UAM.	September 2006	June 2008	CO-OP staff Higher ed trainers UAM staff School faculty/staff	Karen Eoff, Teacher Center Coordinator
2.3.3	High Yield Strategies (HYS) This PD provides high yield strategies for reading and writing to content area faculty not normally included in PD strategies—This PD allows expansion of services to Middle Schools within the ERZ partnerships.	Surveys and needs assessment determined that content areas needed PD to support the math and literacy benchmark exams. Each group meets 4 times a year, followed by Principal training and follow-up evaluation.	September 2006	June 2008	MS and HS Science MS and HS Social Studies, Art/Foreign Language	SEARK CO-OP staff Barbara Brown, consultant, ERZ Director
2.3.4	UAM faculty from Arts and Sciences areas attend HYS to share best practices with public school teachers.	This communication opportunity provides an opportunity to identify any disconnects between what is taught by higher ed and what is needed by teachers in the	November 2005	June 2008	UAM faculty from Arts and Sciences	ERZ Director SEARK CO-OP staff Barbara Brown, consultant,

		classroom.				
2.3.5	Literacy Best Practice Day for PD for UAM English Department and area high school English teachers Planning Day Scheduled	UAM English faculty and high school English teachers meet to plan the agenda.	September 2006	September 2006	High School and UAM faculties	English instructors/professors ERZ Director
2.3.6	Literacy Best Practice Day conducted.	High School teachers made 5 presentations. UAM faculty made 1 presentation. ADE made 1 presentation.	November 2006	November 2006	High School and UAM faculties	High School and UAM English faculty ADE Literacy specialist ERZ Director
2.3.7	Literacy Best Practice with UAM and high faculty is scheduled as requested.	Teachers agreed they wanted this to be an ongoing PD. Planning days are scheduled with a follow-up day for Best Practice. Some activities may involve student participation.	November 2006	June 2008	English instructors/professors ERZ Director	English instructors/professors ERZ Director
2.3.8	UAM professors serve as guest lecturers in high school English classes.	UAM professors make school visits upon request of high school English teachers.	November 2006	June 2008	English instructors/professors ERZ Director	English instructors/professors ERZ Director
2.3.9	GeoLegs offered to UAM faculty and area school math teachers by ERZ.	Two UAM professors and 12 area math teachers attended workshop.	December 2006	December 2006	Stanley Paul Arkansas River CO-OP	Stanley Paul
2.3.10	GeoLegs follow-up training.	Two UAM professors and 12 area math teachers will attend workshop in June.	June 2007	June 2007	CIV Lab at UAM Stanley Paul	Stanley Paul
2.3.11	ESL Workshop.	Professor from UAM SOE provides follow-up training from summer workshop and to area schools on request.	September 2006	June 2007	Marla Ramirez ESL teachers from workshop and schools	Marla Ramirez
2.3.12	UAM Schools of Education and Math and Science provide PD in Math, Science, and Technology.	Monthly meetings of UAM math and science department with area math and science teacher for 3 hours PD.	September 2006	June 2008	SOE Math & Science Area math and science teachers	Pam Beard, Science Specialist Deanna Duncan, Math Specialist
2.4.0	Communicate Professional Development availability to schools					
2.4.1	Establish appropriate methods for receiving and disbursing PD information to schools.	SEARK CO-OP, UAM SOE including Math and Science Center, provide the ERZ Director a monthly calendar of PD offerings, netlist provides other sources of interest from UAM for PD. These are e-mailed to distribution lists of school groups for information.	January 2006	June 2008	SEARK CO-OP UAM SOE Math & Science Center	ERZ Director

2.4.2	Professional Development requests are made from schools.	Profession Development requests are made from schools through focus groups that meet regularly and from PPP and ERZ Director visits.	January 2006	June 2008	SEARK CO-OP UAM SOE Math & Science Center UAM netlist	ERZ Director
2.4.3	ERZ website lists current meetings and PD.	Web-site is kept updated with current information.	November 2005	June 2008	ERZ secretary	ERZ Director

Table 3: Curriculum Through Distance Learning

LEGISLATIVE REQUIREMENT		Enhance and expand local school curricula offerings through the use of two-way interactive television to include advanced placement, dual-credit, and advanced high school courses.				
OBJECTIVE	ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE	
		BEGIN	END			
3.1.0	Establish list of technology delivered classes.					
3.1.1	Confirm that all schools have technology necessary for technology-delivered courses.	All schools are equipped with CIV equipment and have the capability of accessing the classes.	October 2005	October 2005	SEARK CO-OP School districts	ERZ Director
3.1.2	Identify all courses that are offered through the AECHS.	Obtain list from SEARK CO-OP and receiver schools, state list of courses are all on website.	October 2005	June 2008	SEARK CO-OP, Traci Jones School districts	ERZ Director
3.1.3	Keep list current.	Add to list as additional classes/teachers are added and as schools are added as receivers.	October 2005	June 2008	SEARK CO-OP, Traci Jones School districts	ERZ Director
3.1.4	Current status of AECHS.	864 students currently enrolled; the following institutions have partnered: ASU, UCA, UAM, UAPB, HSU, SAU, ATU, ASU-Beebe, ANC, PCCC, UACCH, OTC, and Cossatot; 2650 credit hours earned by fall 2006.	December 2006	December 2006	SEARK CO-OP Bruce Terry Traci Jones	ERZ Director
3.1.5	Future expansion plans of AECHS.	Future expansion plans would enable high school students to complete requirements for an AA Degree at the participating institutions—62 hours free of charge to students.	December 2006	June 2008	SEARK CO-OP Bruce Terry Traci Jones	ERZ Director
3.1.6	Identify UAM technology delivered classes.	Obtain list of CIV classes at UAM SOE.	October 2005	June 2008	Peggy Doss, Dean SOE Class schedules	ERZ Director
3.1.7	T-Pad director makes school visitations to articulate college credit for technical courses.	Misty Paschall, T-Pad directors visits schools to articulate agreements with UAM and UAM technology schools.	October 2005	December 2006	Misty Paschall, T-Pad Director	ERZ Director

3.2.1	Develop an action plan for improving retention and achievement of ESL students.					
3.2.2	UAM provides ESL training for ESL teachers.	UAM professor provides ESL training to assigned school through PPP and on flex days to all school who want to participate.	October 2005	June 2008	Marla Ramirez UAM	ERZ Director
3.2.3	Grant written to provide ESL training to teachers in SEARK CO-OP area.	Grant provides for one week of training during summer of 2006 and five follow up Saturdays 2006-07.	June 2006	June 2007	Marla Ramirez, UAM professor	ERZ Director
3.2.4	Follow-up Saturdays for additional ESL training for participants.	ESL speakers provide training.	September 2006	June 2007	Marla Ramirez, UAM Consultants	ERZ Director
3.2.5	Assist with ESL Parent Nights.	Schools have ESL parent nights to provide information and support for parents of ESL students; ERZ has provided support.	November 2006	November 2006	Marla Ramirez and ESL teachers provided information to parents	ERZ Director
3.2.6	Assist with securing resources for ESL parents.	Meet with ELS teachers and professor to find resources to promote ESL activities for parents. Discuss grants obtained by UAM Spanish teacher and community resources.	January 2007	June 2008	Marla Ramirez ESL teachers Isabel Bacon	ERZ Director
3.2.7	Explore ways to provide more parental involvement of ESL parents.	Explore parental activities in communities where there are large numbers of ESL students.	November 2006	June 2008	Community resources	ERZ Director

Table 4: Faculty Sharing

LEGISLATIVE REQUIREMENT		Develop a means of sharing of faculty for core course offerings when schools are unable to hire highly-qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards				
OBJECTIVE	ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE	
		BEGIN	END			
4.1.0	Assess future staffing needs.					
4.1.1	Obtain demographic data detailing number of years of service of individual teachers within participating ERZ districts; keep information current.	List expected retirements 2006, 2007, and 2008.	March 2006	June 2008	Superintendents, Curriculum Coordinators, Principals Individual Teachers	ERZ Director
4.1.2	Determine growth rate of student population.	Address expected growth rate.	April 2006	June 2008		ERZ Director
4.1.3	Factor growth rate of student population.	Address expected growth rate.	January 2006	January 2006	Superintendent Principals in feeder schools	ERZ Director

4.1.4	Sharing of faculty through CIV labs, utilizing CIV through AECHS and ADE CIV courses; explore how to use UAM faculty/staff to teach in hard-to-staff areas.	Provide information to schools when shortages are evident.	January 2006	June 2008	SEARK CO-OP Bruce Terry, Traci Jones	ERZ Director
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Table 5: Recruitment & Retention

LEGISLATIVE REQUIREMENT		Develop a strategy to recruit and retain highly-qualified teachers with particular focus on hard-to-staff schools.				
OBJECTIVE	ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE	
		BEGIN	END			
5.1.0	Assess university recruitment strategies designed to attract teacher candidates to the university's education program.					
5.1.1	Correlate ERZ staffing needs and UAM's School of Education projected graduates.	Work with SOE dean and deans of content areas to compile data.	November 2005	June 2008	UAM SOE UAM content deans	Department Deans ERZ Director
5.1.2	Research methods and resources used by UAM to attract teacher-program candidates.	Talk with SOE and deans of content areas.	January 2006	June 2008	UAM SOE UAM content deans Mary Whiting, Admissions Office	ERZ Director
5.1.3	Utilize recruiting in SOE on UAM Senior Days	SOE set up tables for recruiting on Parent Days, Senior Days, etc.	September 2005	June 2008	UAM SOE Mary Whiting, Admissions Office	ERZ Director
5.1.4	Identify methods for recruiting students into Master of Arts in Teaching (MAT) program.	Work with UAM SOE MAT recruiting staff.	February 2006	June 2008	UAM SOE UAM, MAT	ERZ Director
5.1.5	Correlate ERZ staffing needs with SEARK CO-OP Nontraditional Teacher Licensure (NTL).	Publicize NTL candidates to area schools and shortage areas.	January 2006	June 2008	UAM SOE UAM, MAT	ERZ Director
5.2.0	Partner with Arkansas Department of Education Recruiting and Retention Office (OTR)					
5.2.1	Identify components of a Recruitment Presentation to be used on university campuses.	Determine school actions related to recruiting. Actions may relate to presentations on university campuses, exhibits at job fairs, online accounts, advertising, websites, recruiting from alternative programs, identification of projected vacancies and successful	January 2006	March 2006	ADE Office of Teacher Recruitment Pilot school faculty/staff	ADE Office of Teacher Recruitment ERZ Director

		application and interview practices. One pilot school in Southeast Arkansas ERZ was identified to participate in recruiting model.				
5.2.2	Plan Southeast Arkansas Education Forum-Reception, Recruitment Model Workshop, and Education Career Fair.	OTR visited with UAM SOE and ERZ Director to plan the events.	September 2006	November 2006	OTR UAM SOE ERZ Director	OTR ERZ Director
5.2.3	UAM SOE Dean visits area community civic clubs for awareness of teacher shortage problem and invitation to forum.	Dean explains teacher shortage crisis for area schools.	September 2006	November 2006	OTR UAM SOE ERZ Director	OTR ERZ Director
5.2.4	Southeast Arkansas Education Forum-Reception, Recruitment Model Workshop, and Education Career Fair held at UAM.	Two-days of Recruitment information and activities. Identify successful interview practices to assist district-hiring personnel in identifying and hiring high quality teachers.	November 2006	November 2006	OTR UAM SOE ERZ Director	OTR UAM SOE ERZ Director
5.2.5	“Grow Your Own Teachers” committee formed (GYO), composed of UAM faculty, school representative, and community representation.	GYO committee formed to research methods of recruiting teachers for southeast Arkansas by applying incentives within the communities and outside.	December 2006	June 2008	ERZ Director GYO committee	ERZ Director
5.2.6	GYO committee brainstorms ideas for recruiting strategies.	Committee plans next steps for future meeting.	December 2006	December 2006	ERZ Director GYO committee	ERZ Director
5.2.7	Encourage schools to start or activate a plan at each school level that would encourage teaching as a career.	Encourage teaching as part of career awareness and starting or activating Future Teachers of America groups.	January 2007	June 2007	ERZ Director GYO committee	ERZ Director
5.2.8	Mmeetings to share ideas with SEARK CO-OP wide schools; invite personnel from other schools and OTR for additional information.	Discuss findings. Develop plan for implementing findings. Each school will develop list of resources, and develop a BDA plan— B--Before (incentives within the school to promote teaching as a career, D— During (incentives used by the school to actively recruit and hire teachers, A—After employment incentives to retain teachers. This plan will be shared with whole group at next meeting.	January 2007	June 2008	ERZ Director GYO committee	ERZ Director
5.2.9	Implement recruitment and retention strategies.	Share and Implement strategies.	February 2007	June 2008		
5.2.10	Plan recruitment activities at UAM.	Invite kindergarten, fifth grade, and FTA groups to campus.	April 2007	June 2008	UAM SOE ERZ Director GYO committee UAM office of Admissions	ERZ Director UAM SOE UAM Admissions Office
5.2.11	Continue to coordinate activities with	ERZ Director will serve on advisory	January 2007	June 2008	ERZ Director	ERZ Director

	ADE, OTR by serving on advisory committee.	committee of ADE OTR and continue to coordinate activities between ADE and GYO.				
5.2.12	Establish a community-based recruitment campaign.	Identify community resources for active involvement in recruiting practices.	Mar ch 2007	June 2008	ERZ Director, ADE Office of R&R	ERZ Director Christina Villareal Vincent Watkins
5.2.13	Invite Vincent Watkins, from Watkins group for training in cbr.	Plan on going meetings with community resources to coordinate actives and keep group actively seeking recruiting ideas.	April 2007	October 2007	ERZ Director, ADE Office of R&R	ERZ Director Christina Villareal Vincent Watkins
5.2.14	Plan R&R video for entire ERZ	Form committee, contact resources, develop R&R Video	Marach 2007	August 2007	ERZ Directors, private consultants	ERZ Directors, private consultants
5.3.0	Inform district personnel about available incentives designed to encourage teachers to migrate toward hard-to-staff areas.					
5.3.1	Apprise ERZ members of legislative incentives, grants, loan-forgiveness programs, and other incentives designed for recruitment and retention purposes.	Encourage schools to include incentive information on their respective websites. Include information on ERZ website. Encourage school counselors and other personnel to make students aware of these financial incentives.	January 2007	June 2008	ERZ Director	ERZ Director
5.3.2						

Table 6: Mentoring

LEGISLATIVE REQUIREMENT		Develop a system for mentoring teachers with three (3) or fewer years of professional service.				
OBJECTIVE	ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE	
		BEGIN	END			
6.1.0	Identify the type of mentoring being employed by districts with new teachers.					
6.1.1	Determine the number of Pathwise trained mentors in each partner schools.	Compile a list of all Pathwise mentors in ERZ schools.	December 2005	June 2008	Principals ERZ Director	
6.1.2	Determine other types of existing mentoring in partnering schools.	Compile a list of all other mentoring programs in ERZ schools and a list of participants. Include a copy of any materials or curriculum used for mentoring.	January 2006	June 2008	Principals ERZ Director	
6.1.3	Encourage schools to add mentoring and/or coaching to their BDA plans as a result of the GYO committee to improve	Schools will share ideas used in their retention plans.	January 2006	June 2008	GYO committee School representative ERZ Director	

	retention.					
6.2.0	Identify content mentors to address novice and experienced teachers' weaknesses.					
6.2.1	PPP initiative of the UAM SOE provides mentoring for teachers in partnering schools.	Professors make site visits, e-mail and phone contacts and are available to mentor experienced teachers.	October 2005	June 2008	Dean of SOE PPP	ERZ Director
6.2.2	Dean of SOE identifies content area professors willing to mentor MAT students.	Dean of SOE meets with Deans to identify faculty in their departments that may consider mentoring teachers in partnering schools.	January 2006	June 2008	Dean of SOE Deans of content areas	ERZ Director
6.2.3	Identified mentors are trained in Pathwise.	ERZ Director schedules Pathwise training.	September 2006	June 2008	Dean of SOE	ERZ Director
6.2.4	Additional mentors are added from UAM English faculty.	As a result of the Literacy Best Practice Workshop, UAM English faculty volunteered to visit classrooms.	November 2006	June 2008	UAM English Faculty	ERZ Director
6.2.5	Encourage English faculty from high schools to serve as mentors for other English faculty.	Make available e-mail addresses of all English participants to facilitate mentoring and interacting among the literacy groups.	January 2006	June 2008	High School English faculty	ERZ Director
6.2.6	Math and Science Center specialists serve as mentors to teachers in school districts.	Math and Science specialists model lessons and provide support to beginning teachers in the areas of math and science.	August 2005	June 2008	Math and Science specialists	Math and Science specialists
6.2.7	Math and Science Coaches serve as mentors to teachers in school districts.	Math and Science coaches model lessons and provide support to beginning teachers in the areas of math and science.	August 2005	June 2008	Math and Science coaches	Math and Science coaches

Table 7: Community Involvement

LEGISLATIVE REQUIREMENT		Develop active participation of the community in the work of the school and parents in the academic work of the school.				
OBJECTIVE	ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE	
		BEGIN	END			
7.1.0	Increase community awareness of the work of the schools.					
7.1.1	Collect school suggestions for community partners/partnerships and lists of existing community partners/partnerships.	Consult ACSIP committee, Principal, Superintendent, faculty.	January 2006	June 2008	Principals ERZ Director	ERZ Director
7.1.2	Encourage schools to establish potential community partners who may have an interest in participating or partnering	Discuss with Principals and GYO committee.	June 2006	June 2008	Principals ERZ Director	ERZ Director

	with local-area schools to accomplish mutual goals.					
7.1.3	Consult ACSIPs for variety of involvement activities.	Compile and share activities with schools.	January 2006	January 2006	Principals ERZ Director	ERZ Director
7.1.4	Share Senior Projects in 12 th grade initiative to involve community.	Provide opportunity of principal to share ideas concerning the Senior Projects.	January 2006	January 2006	Principals	ERZ Director
7.1.5	Director and UAM faculty serve as judge for Senior Projects.	Serve as judge for Senior Projects, encourage participation from other schools and UAM in order to be more familiar with the model.	March 2007	June 2008	High school participants UAM participants ERZ director	ERZ Director
7.2.6	Appoint at least two parents to the ERZ Advisory Group.	Collect names of parents from schools.	January 2006	January 2006		Principals
7.2.7	Survey schools to ascertain current activities that encourage parental involvement in academic work.	Reference ACSIPs; determine how schools' programs comply with Arkansas law (Act 603).	April 2006	June 2008	Students School Counselors	Teachers Administrators ERZ Director

Table 8: Parental Involvement

LEGISLATIVE REQUIREMENT		Develop active participation of the community in the work of the school and parents in the academic work of the school.				
OBJECTIVE		ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE
			BEGIN	END		
8.1.0	Develop active participation of parents in the academic work of the students.					
8.1.1	Develop action plan that focuses on increasing parental involvement.	Work with teachers, students, parents, counselors, and administrators to develop a plan to increase parental involvement.	June 2006	June 2008	Administrators ERZ Director Students	ERZ Director
8.1.2	Parents will be appointed to ERZ Advisory Committee.	Collect names of parents from schools.	November 2005	June 2008	Principals	ERZ Director
8.1.3	Collect information from ACSIPs and principals on variety of parental activities and share with all schools.	Compile list of activities above the ACT 603 requirement to share with principal group.	November 2005	June 2008	Principals ERZ Secretary	ERZ Director

Table 9: Evaluation

LEGISLATIVE REQUIREMENT		Collect data and evaluate.				
OBJECTIVE		ACTIONS & STRATEGIES TO ACHIEVE GOAL	IMPLEMENTATION TIMELINE		RESOURCE(S)	PERSON OR ENTITY RESPONSIBLE
			BEGIN	END		

9.1.0	Collaboration & Communication					
9.1.1	Evaluate effectiveness of established communicative and collaborative processes.	Determine meaningful impact on ERZ participants Gage impact on bringing members together and connecting available resources in order to achieve "school improvement."	July 2006	June 2007		ERZ Participants ERZ Director
1.1.2	Monitor and adjust collaborative communication activities.	Based on evaluation results and needs assessment from participants, adjust communication processes as necessary.	June 2006	June 2007		ERZ Participants ERZ Director
9.2.0	Professional Development					
9.2.1	Evaluate effectiveness of professional development collaborative efforts.	Determine meaningful impact on ERZ schools. Consider number of participants by content area. Gage impact on teacher instruction. Determine whether teachers utilize newly acquired skills. Determine impact in content areas.	July 2006	June 2007		District Administration Principals
9.2.2	Monitor and adjust PD activities.	. Based on evaluation results and needs assessment from participants, adjust professional activities necessary.	June 2006	June 2007		ERZ Participants ERZ Director
9.3.0	Curriculum					
9.3.1	Evaluate effectiveness of curriculum offering activities.	Determine impact on ERZ schools. Consider each school's level of participation.	June 2006	June 2007		Counselors Principals Teachers ERZ Director
9.3.2	Monitor and adjust curriculum activities.	Based on evaluation results and needs assessment from participants, adjust related activities.	June 2006	June 2007		ERZ Director
9.4.0	Faculty Sharing					
9.4.1	Evaluate effectiveness of faculty sharing.	Determine impact on ERZ schools.	June 2006	June 2007		ERZ Director
9.4.2	Monitor and adjust faculty sharing activities.	Based on evaluation results and needs assessment from participants, adjust plans.	June 2006	June 2007		ERZ Director
9.5.0	Recruitment and Retention					
9.5.1	Evaluate effectiveness of recruitment and retention strategies.	Determine impact of implementing strategies. Consider district utilization of proposed practices, increase of number of applicants, and survey of applicants to find if implemented practices affected	June 2006	June 2007		ERZ Director

		their application process.				
9.5.2	Monitor and adjust recruitment and retention strategies as necessary.	Based on evaluation results and needs assessment from participants, adjust activities.	June 2006	June 2007		ERZ Director
9.6.0	Mentoring					
9.6.1	Evaluate effectiveness of mentoring in schools.	Determine the kinds of mentoring programs existing in schools. Consider the teachers affected.	June 2006	June 2007		ERZ Director
9.6.2	Monitor and adjust mentoring strategies as necessary.	Based on evaluation results and needs assessments from participants, adjust strategies.	June 2006	June 2007		ERZ Director
9.7.0	Community Involvement					
9.7.1	Evaluate effectiveness of community involvement.	Determine the extent of community involvement and the impact on school activities.	May 2006	June 2006		ERZ Director ERZ Director
9.7.2	Monitor and adjust community involvement.	Examine the extent and types of community involvement. Consider additional ways to increase the involvement.	June 2006	June 2007		ERZ Director
9.8.0	Parental Involvement					
9.8.1	Evaluate impact of parental involvement plan.	Determine impact of implementing strategies. Consider district utilization of proposed practices, increase of number of applicants, and survey of applicants to find if implemented practices affected their application process.	June 2006	June 2006		Teachers Students ERZ Director
9.8.2	Monitor and adjust parental involvement plan.	Examine the impact of parental involvement. Consider additional ways to increase the involvement.	June 2006	June 2007		ERZ Director

Strategic Plan Revision and Yearly Reporting

The plan has been revised with collaboration from the ERZ partners. Ongoing, continuous communication among the Southeast partners is essential in making this plan a living document that changes according to the needs and the goals of the partnership. Guidelines set forth in the Framework of the Educational Renewal Zone directions guide the preparation of an annual report describing the progress toward accomplishing the goals set forth in the Strategic Plan.

Allocation of Funding for 2005-2006

FUNDING 2005-2006	
Southeast Director's Salary	\$60,000.00
Fringes/Benefits	\$15,600
½ Clerical Salary	\$9,000
Fringes/Benefits	\$ 4,680.00
Travel/Mileage	\$10,220.00
Maintenance/Operations	\$ 5,000
Equipment	\$ 2,500.00
Planning Grant	\$3,000.00
Total for 2005-2006	\$110,000.00

Allocation of Funding for 2006-2007

FUNDING 2006-2007	
Southeast Director's Salary	\$61,680.00
Fringes/Benefits	17,922.00
Administrative Assistant's Salary	\$23,428.00
Fringes/Benefits	5,879.00
Travel/Mileage	\$13,200.00
Maintenance/Operations	\$ 5,000.00
Equipment	\$ 2,000.00
UAM School of Education Professional Development	\$5,000.00
Total for 2006-2007	\$134,629.00

Anticipated cost of continuation of ERZ activities for 2007-2008

The budget proposal for 2007-2008 reflects a request for additional funding as a result of anticipated expanded growth. At the present time, the SEA-ERZ serves 13 partnering high schools, but additional schools including middle and elementary schools have expressed a desire to join the partnership. This additional increase is very likely considering the increase of number of schools in school improvement.

In order to provide services to the partnering schools, the following requests are being made for the 2007-2008 year.

Salaries (\$87,661.00) Fringe Benefits (\$25,423.00)

The ERZ Director will spend 50% of her time in the public schools. Duties include ascertaining needs of the schools and communicating available resources, facilitating coordination for technical assistance from partnership districts to university resources, assisting in the developing of the strategic plan to be presented to the ADE, convening regular ERZ meetings, and supervising personnel to accommodate the growth of the participants in the program. The salary for 2006-07 program year reflects a 3% raise.

Salary- $\$63,530 + \text{Fringes } -18,423 = \$81,953$

Because of the anticipated growth of the ERZ and the increase in technical assistance needed to schools in school improvement, we propose the Administrative Assistant who fully supports the ERZ Director with the many budgeting, record keeping, filing, and reporting responsibilities also receive a 3% raise.

Salary $-\$24,131 + \text{Fringes } - \$7000 = \$31,131.00$

Travel/Mileage \$14,200.00

The director makes regularly scheduled on-site visits to partnership schools, which is important to collect data, communicate information, and for the successful implementation of the planned strategies. It is anticipated that the ERZ Director will continue this practice of spending 50% of her time traveling to partnership schools. Since the schools are scattered over rural, isolated areas, this requires extensive traveling.

In addition, the growing involvement of the UAM SOE with the schools is rapidly adding to this travel. Each partnering school has a Professor who visits on a regular basis. Also, the Coordinator of the UAM Teacher Education Program and the UAM Dean make visits to these schools as part of the ERZ program. The English faculty at UAM are now visiting schools as guest lecturers. Since a major focus of the ERZ initiative is to take services to the ERZ partnering schools, having the funds to reimburse travelers for expenses is essential.

Maintenance and Operations \$5,000.00

The Maintenance and Operations proposed budget includes funds to support the day-to-day operating activities. Funds from this pool will cover office supplies, postage, printing, as well as cellular phone, and office fund. The funds will also include the cost of planned activities that require facility rental or catering services.

Equipment \$3,500.00

The funds allocated will include additional equipment to support the full time administrative assistant.

Allocation of Funding for 2007-2008

FUNDING 2006-2007	
Southeast Director's Salary	\$63,530.00
Fringes/Benefits	18,423.00
Administrative Assistant's Salary	\$24,131.00
Fringes/Benefits	7,000.00
Travel/Mileage	\$14,200.00
Maintenance/Operations	\$ 5,000.00
Equipment	\$ 3,500.00
Total for 2007-2008	\$135,784.00

IV. Appendices

Arkansas Education Renewal Zones Map

Logic Model

Signature Pages for Southeast Arkansas Education Renewal Zone Partners

The Southeast Arkansas Education Renewal Zone Strategic Plan has been reviewed and approved by Dr. Peggy Doss, Dean of the University of Arkansas at Monticello School of Education.

Dr. Peggy Doss, Dean