

**DeQueen-Mena
Education Service Cooperative**



**Annual Report
2023-2024**

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DeQueen-Mena Education Service Cooperative
305 South Hornberg Avenue
P O Box 110
Gillham, AR 71841
Ph (870)385-4319 Fax (870)386-7731

TO: Arkansas' Educators

FROM: Benny Weston, Director
DeQueen-Mena Education Service Cooperative

SUBJECT: Annual Evaluation Report 2023-2024

Dear Arkansas Educators:

In accordance with A.C.A. 6-13-120, DeQueen-Mena Education Service Cooperative has completed the 2023-2024 Annual Report to provide information concerning the various programs and services provided for our member schools.

This document represents services and activities offered by DeQueen-Mena ESC. Emphasis is placed both on professional development and student involvement. This report will inform the public how DMESC has been supportive in helping our schools, especially fulfilling the L.E.A.R.N.S. Act.

DeQueen-Mena ESC plays an integral part in the overall development of teachers and students and will continue to develop new ways to meet district needs when challenges arise.

DeQueen-Mena Education Service Cooperative

MISSION STATEMENT

The mission of the DMESC is to enhance teaching, learning, and leadership within member schools by providing high-quality support services targeted toward improving the achievement of all DMESC students.

SERVE, SUPPORT SUCCEED- THINK CO-OP FIRST!

DEQUEEN-MENA EDUCATION COOPERATIVE BOARD OF DIRECTORS

Officers of the Board

Name	Position	School District
Deric Owens	President	Caddo Hills
Casey Nichols	Vice-President	Ashdown
Benny Weston	Director	DeQueen-Mena Education Cooperative
Tyler Broyles	Secretary	Cossatot River

Members of the Board

Name	Position	School District
Casey Nichols	Board member	Ashdown
Deric Owens	Board member	Caddo Hills
Tyler Broyles	Board member	Cossatot River
Jason Sanders	Board member	De Queen
Grover Hill	Board member	Dierks
Pat Tankersly	Board member	Foreman
Gayla Youngblood	Board member	Horatio
Lee Smith	Board member	Mena
Billy Lee	Board member	Mineral Springs
Tristan Knoedl	Board member	Mount Ida
Doug Graham	Board member	Nashville
Jerry Strasner	Board member	Ouachita River

Arkansas Department of Education

EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT

DATE: June 1, 2024 **LEA#** 67-20 **ESC#** 9
ESC NAME: DeQueen-Mena Education Service Cooperative
ADDRESS: PO Box 110, 305 South Hornberg Avenue, Gillham, AR 71841
PHONE NUMBER: 479-385-4319

DIRECTOR: Benny Weston
TEACHER CENTER COORDINATOR: Dana Ray

NUMBER OF COUNTIES SERVED: 5
NUMBER OF DISTRICTS SERVED: 12
NUMBER OF STUDENTS SERVED: 10,999
NUMBER OF TEACHERS SERVED: 1,021

GOVERNANCE

- A. How is the Co-op governed?
Board of Directors X or Executive Committee
How many members on the Board? 12
How many times did the Board meet? 12
When is the regular meeting? Third Thursday of each month
Date of current year's annual meeting: June 11, 2024
- B. Does the Co-op have a Teacher Center Committee? Yes X No
If yes, then:
How many are on the Teacher Center Committee? 12
How many members are teachers? 8
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Nov. 2023
- D. Have written policies been filed with the Arkansas Department of Education? Yes

STAFFING

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

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

NAME	POSITION	FUNDING SOURCE
Allen, Sarah	ABC Paraprofessional	S
Bass, Jeanie	ABC Teacher	S
Bates, Charlie Jo	ABC Paraprofessional	S
Bell, Jennifer	ECSE/Itinerant Teacher	S
Bickley, Shirley	ABC Paraprofessional	S
Blair, Amanda	ABC Teacher	S
Blake, Meagan	Speech Pathologist	S
Bolanos, Cynthia	HIPPY Parent Educator	S
Bowren, Anita	Media Clerk	S
Bustos, Tabitha	ABC Paraprofessional	S
Byrd, Cheryl	School Nurse Specialist	S
Byrne, Karla	Literacy Specialist	S
Carlton, Dana	ABC Paraprofessional	S
Cartwright, Tara	Asst. Bookkeeper	S
Carver, Betty	ABC Teacher/Director	S
Cearley, Heather	ABC Teacher	S
Cheyne, Kristie	ABC Teacher	S
Cirkles, Wendy	ABC Teacher	S
Clayton, Marina	ABC Paraprofessional	S
Cogburn, Loretta	ABC Paraprofessional	S

Cole, Jayne	Business Manager	S
Cooley, Andrea	Medicaid Clerk/ABC Secretary	F
Cortez, Karina	ABC Teacher	S
Cox, Michelle	ABC Teacher	S
Culp, Amanda	ABC Teacher/Director	S
Daniels, Jessica	ABC Paraprofessional	S
Davis, Cati	ABC Teacher	S
Dean, Haylie	HIPPY Parent Educator	S
Denson, Renee	ABC Teacher	S
Denton, Anna	ABC Teacher	S
Deramus, Melinda	ABC Teacher	S
Dinger, Sherry	ABC Site Director	S
Dixon, Mandy	ABC Paraprofessional	S
Everett, Neely	ABC Paraprofessional	S
Ewing, Ashley	ABC Teacher	S
Fatherree, Amanda	ABC Paraprofessional	S
Fleming, Sara	ABC Paraprofessional	S
Flint, Bonita	APSCN Rep	S
Foley, Crystal	ABC Paraprofessional	S
Frachiseur, Ann	FGP Director	F
Frachiseur, Faye	Custodian	S
French, Shonda	ABC Teacher	S
Friend, April	ABC Paraprofessional	S
Fryar, Kallie	ABC Floater	S
Gallardo, Rosa	ABC Teacher	S
Garner, Karen	HIPPY Parent Educator/Local LEADS Captain	S

Gathright, April	ABC Paraprofessional	S
Gilchrist, Shelley	ESCE Itinerant/Teacher	S
Gragg, Bonny	ABC Paraprofessional	S
Green, Cheryl	Assistant EC Coordinator	S
Gregory, Lora	ABC Teacher	S
Grubbs, Regina	ECSE Itinerant Teacher	S
Halcombe, Kayci	ABC Paraprofessional	S
Hamilton, Crystal	ABC Teacher	S
Hankammer, Nicki	ABC Paraprofessional	S
Harvey, Lauren	ABC Teacher	S
Hemphill, Camecia	ABC Teacher	S
Henderson, Ruthie	ABC Teacher/Director	S
Hernandez, Cecily	ABC Paraprofessional	S
Hernandez, Dalila	ABC Paraprofessional	S
Hernandez, Rosanna	ABC Paraprofessional	S
Herrera, Alejandra	ABC Paraprofessional	S
Hicks, Diana	EC/ABC/Program Support	S
Hicks, Sloan	Developmental Assistant	S
Hobson, Tyra	Technology Coordinator	S
Hopkins, Nikita	ABC Paraprofessional	S
Hudson, Tammy	ABC Teacher/Director	S
Huff, Megan	ABC Paraprofessional	S
Jenkins, Patricia	ABC Paraprofessional	S
Johnson, Eva	ABC Teacher	S
Jones, Debbie	ABC Teacher	S
Jones, Jessica	ECSE Teacher/HIPPY Coordinator	S

Jones, Kaylee	ABC Teacher	S
Keels, Kathy	ABC Paraprofessional	S
Kincaid, Dana	ABC Teacher	S
Lacefield, Leslie	ABC Teacher	S
Lott, Patricia	ABC Paraprofessional	S
Lovewell, Melissa	ECSE Teacher/Itinerant Teacher	S
McAdams, Sherri	ABC Site Director	S
McKeever, Susan	ABC Teacher	S
Mears, Allison	Behavior Specialist K-12	F
Miller, Andria	Math Specialist	S
Miller, Callie	Speech Assistant	S
Miller, Shannon	Math Specialist	S
Molock, Anne-Marie	ABC Teacher	S
Montgomery, Amy	Recruitment & Retention Spec/ArPEP	S
Mullins, LaQuita	ABC Paraprofessional	S
Nance, Christy	ABC Site Director	S
Nance, Morgan	ABC Teacher	S
Nieto, Luz	ABC Paraprofessional	S
Nobel, Sherry	ABC Paraprofessional	S
Nolen, Mary T	ECSE Itinerant/Teacher	S
Norman, Holly	ABC Teacher	S
Nowlin, Lynne	ABC Teacher/Director	S
Olalde, Tonya	ABC Paraprofessional	S
Owen, Duke	ABC Paraprofessional	S
Pack, Makenzie	ABC Teacher	S
Parker, Casey	ABC Paraprofessional	S

Parson, Kelli	EC/ABC/HIPPY Coordinator	S
Peek, Jandy	ABC Paraprofessional	S
Pennington, Heather	HIPPY Parent Educator	S
Philpot, Chelsea	ABC Teacher	S
Platt, Barbara	ABC Teacher	S
Pope, Samantha	ABC Teacher	S
Price, Brittany	ABC Teacher/Director	S
Ray, Dana	Teacher Center Coordinator	S
Redman, BriAnna	Speech Therapist	S
Reeder, Kari	ABC Paraprofessional	S
Reel, Anne	ECSE Itinerant Teacher	S
Richards, Becky	ECSE Itinerant Teacher	S
Robertson, Kimberly	ABC Teacher/Director	S
Rojas, America	ABC Teacher	S
Romine, Jacquelyn	ABC Paraprofessional	S
Russo, Veronica	ABC Paraprofessional	S
Saldivar, Zara	EC/ABC Administrative Assistant	S
Schuller, Brian	Science Specialist	S
Schuller, Lisa	Literacy Specialist	S
Scoggins, Nelda	FGP Volunteer Coordinator	F
Smedley, Britany	ABC Teacher	S
Smith, Emily	ABC Teacher/Director	S
Smith, Haylie	ABC Teacher	S
Southerland, Stacey	Career & Tech Ed Coordinator	S
Stoval, Shelbie	ABC Paraprofessional	S
Tadlock, Landrie	HIPPY Parent Educator	S

Taylor, Lisha	ABC Teacher	S
Tena, Cynthia	ABC Paraprofessional	S
Tittel, Don	Maintenance	S
Tomlinson, Misty	ABC Paraprofessional	S
Thompson, Vanessa	ABC Paraprofessional	S
Trinidad, Sandra	Administrative Assistant	S
Victoriano, Damaris	ABC Paraprofessional	S
Villamil, Maricela	ABC Teacher	S
Wagner, Lee	ABC Paraprofessional	S
Wallis, Linzi	ABC Teacher	S
Ware, April	Developmental Assistant	S
Watts, Jane	Occupational Therapist	S
Weston, Benny	Director	S
Wheeler, Bruce	Maintenance	S
Whisenhunt, Joan	Developmental Assistant	S
Whisenhunt, Linda	ABC Paraprofessional	S
Willey, Crystal	Administrative Assistant/ABC Technology	S
Williams, Stacey	ABC Teacher/ECSE Teacher	S
Wilson, Mary	ABC Teacher/Director	S
Wise, Cynthia	ABC Teacher	S
Wright, Shirley	ABC Site Director	S
Young, Terry	FGP Director	F

DMESC TEACHER CENTER

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

- A. Does the co-op provide media services to schools? YES X NO ____
- Does the co-op provide delivery to the districts? YES X NO ____
- How many districts participate in the media program? 12
- Do districts contribute dollars to the media services for teachers? YES X NO ____
- How are media charges per district determined (formal or per ADM)? Please describe: \$4.00 X ADM
- Does the co-op operate a “make-and-take” center for teachers? YES X NO ____
- How many teacher visits have been made to the center including duplicate visits? 607
- How many requests have been made for the Ellison Die Cuts? 3013
- How many districts use the co-op to copy and bind their teacher handbooks? 1
- How many districts use the co-op to copy and bind their Student handbooks? 5
- How many districts use the co-op for background checks? 11

ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- Administrators and Local Board Member trainings
- Assessment data analysis
- Bookkeeping Assistance
- Business Management Training
- Computer Technician
- Cooperative Purchasing
- E-Rate Applications
- eSchool and eFinance Support
- Evaluation Procedures
- Gifted and Talented Assistance
- Math/Science/Literacy Support
- Numerous Professional Development opportunities for teachers
- Paraprofessional Testing
- Personnel Application
- Print Shop/Media Services
- Special Education Services
- Technology Training
- Zoom License provided per district
- Carl Perkins Assistance
- Behavior Support Services
- Health Nurse Services
- Fingerprinting
- Dyslexia Support
- Novice Teacher Mentoring/ArPEP
- Migrant Education
- ESC Works

DIRECT SERVICES TO STUDENTS

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

- Battle of the Books
- Chess Tournament
- Destination Science Challenge
- Quiz Bowl
- Reading Fair
- Cubing Competition
- Virtual Arkansas
- Occupational Therapy and Physical Therapy
- Speech Therapist
- Behavior Support Services
- Early Childhood Special Education for Ages 3-5
- Foster Grandparents
- Gifted/Talented Programs: 12 participating districts
- Itinerant Teachers – please list areas: Early Childhood, Sp. Ed., Low Incidence Handicapped
- Nursing Services
- ARP Homeless II
- Educational Examiners

ANECDOTAL REPORTS

DeQueen Mena ESC STEM Challenge

The DMESC STEM Challenge is a one-day competition held annually by DMESC that provides teachers, students, and the community the opportunity to experience the importance of STEM education in the world around us. The DMESC STEM Challenge requires students to use creativity and imagination along with science, technology, mathematics and engineering to build or modify an apparatus that performs a practical function. The competition is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 14 different challenges and compete for best performance. FY24 saw the competition held on our co-op campus and it was a great success. Four DMESC districts and two out of consortium districts participated with a total student participant number of 117 students.

Quiz Bowl

The DeQueen Mena Education Service Cooperative hosts three regional tournaments for elementary students along with one DMESC Champion's tournament each year. Students are able to apply their classroom hard work and studying and test against their peers.

DMESC provides study questions, practice sessions, and tournament questions sets for district competitions. The DMESC organizes and directs the tournaments for the member schools with the help of the district GT Coordinators. Students demonstrate their knowledge in all content areas including math, science, literacy, social studies and current events.

Chess

The DeQueen Mena Education Service Cooperative hosts two regional chess tournaments: one for elementary students (grades 3-6) and one for high school students (grades 7-12) each school year. A chess master is called upon to assist in the competition, and medals are awarded to the grade band champion and to the grade band runner up. Students in both tournaments are able to apply critical thinking skills including: problem solving, abstract reasoning, calmness under pressure, patience, sportsmanship, creative thinking, pattern recognition, and strategic thinking. DMESC hosted chess competitions this year with 118 3-12 grade students competing.

Reading Fair

The 13th Annual DMESC Reading Fair, as in the past, provided students with a forum in which to share a favorite fiction or non-fiction book creatively with a project utilizing technology. Students were asked to determine central ideas/themes of a text and analyze their development. They also summarized the key supporting details and ideas of the text. Choice presentation was offered to the students. Creative use of technology has grown tremendously in the past few years. The competition was separated by grade-level competition bands. All levels of competition included an interview in which students were asked to tell about their book projects. Seven DMESC school districts were represented in the FY24 competition, First, Second, and Third place medals were awarded in each grade for each category (Fiction, Nonfiction) with 22 projects and 35 students.

Battle of the Books

In FY24, the Battle of the Books, students in grades 1-3 were given a list of books to read. Teachers encouraged their students to read then selected students to compete on school teams. Students answered questions about the fiction and nonfiction books, identifying the book and author. Five consortium districts, represented by 31 teams and 124 students and one non-DMESC school, represented by 8 students competed for First, Second, and Third Place School trophies and individual medals for members of the placing teams.

Cubing

DMESC introduced a new student competition this year called Cubing. 25 students participated in the competition by demonstrating their critical thinking skills and solving speed cubes in record time. Cossatot River SD was the only team to compete this year but 4 other districts came to observe and are planning to participate in the years to come. Cossatot River students also came to Girl Power and demonstrated the skills to these CTE students during break time. We are very excited to grow this competition at DMESC in the years to come.

EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each Educational Service Cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2023-2024 school year: **0**

Please provide the number in each of the following racial classifications:

- 0 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2023-2024 school year: **15**

Please provide the number in each of the following racial classifications:

- 12 - White
- 1 - African American
- 12 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2023-2024 school year: **0**

Please provide the number in each of the following racial classifications:

- 0 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2023-2024 school year: **0**

Please provide the number in each of the following racial classifications:

- 0 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2023-2024 school year: **0**

Please provide the number in each of the following racial classifications:

- 0 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

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

Please provide the number in each of the following racial classifications: **24**

- 18 - White
- 1 - African American
- 5 - Hispanic
- 0 - Asian
- 0 - American Indian
- 0 - Alaskan Native

DEQUEEN-MENA EDUCATION COOPERATIVE 2023-2024 SALARY SCHEDULE

Years of Experience	Bachelor's Degree	Master's Degree
0	36,000.00	40,650.00
1	36,500.00	41,150.00
2	37,000.00	41,650.00
3	37,500.00	42,150.00
4	38,000.00	42,650.00
5	38,500.00	43,150.00
6	39,000.00	43,650.00
7	39,500.00	44,150.00
8	40,000.00	44,650.00
9	40,500.00	45,150.00
10	41,000.00	45,650.00
11	41,500.00	46,150.00
12	42,000.00	46,650.00
13	42,500.00	47,150.00
14	43,000.00	47,650.00
15	43,400.00	48,150.00
16	43,800.00	48,550.00
17	44,200.00	48,950.00
18	44,600.00	49,350.00
19	45,000.00	49,750.00
20	45,400.00	50,150.00
21	45,800.00	50,550.00
22	46,200.00	50,950.00

DEQUEEN-MENA EDUCATION COOPERATIVE TEACHER CENTER COMMITTEE

Name	Position	District	Term
Deric Owens	Superintendent	Caddo Hills HS	2021-2024
Jennifer Gordon	Librarian	Nashville Prim	2021-2024
Tiffany Williamson	Teacher	De Queen HS	2021-2024
Tracy Floyd	Teacher	Mena Louise Durham	2021-2024
Janet Cook	Teacher	Mineral Springs Elem	2022-2025
Jennifer Gillam	Teacher	Foreman Elem	2022-2025
Jamie Johnson	Teacher	Horatio Elem	2022-2025
Lisa Daniels	Teacher	Ouachita River Acorn Elem	2022-2025
MiKayla Mcdowell	Counselor	Mount Ida High	2023-2026
Mallory Wharton	Teacher	Ashdown Elem	2023-2026
Craig Dodson	Principal	Dierks Elem	2023-2026
Liesa Green	Teacher	Cossatot River	2023-2026

PROGRAM SUMMARIES

PROGRAM: ACT PREP

COMPETITIVE GRANT: Yes No

RESTRICTED FUNDING: **NON-RESTRICTED FUNDING**

PARTICIPATING DISTRICTS: STATEWIDE

PROGRAM SUMMARY:

THE ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their students in taking the ACT. The grant included a subscription to On To College for high school students and prep sessions for any students taking the ACT. 261 school districts across the state opted-in on OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use these resources as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district. Through this grant cooperatives hosted ACT Prep sessions for students to participate in prior to their ACT test. Chad Cargill provided 9 sessions for 688 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review. Cantrell and Waller Preparatory (CW Prep) provided 24 sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.

PROGRAM: ADH Tobacco Prevention and Cessation Program

FUNDING SOURCE: Tobacco Prevention and Cessation Program- Master Settlement Tobacco Funds

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING** ___

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount. Ida, Nashville, Ouachita River, Cossatot River

PERSONNEL: Cheryl Byrd, BSN, RN, Community Health Nurse Specialist (CHNS)

FUNDING STATEMENT:
 The Arkansas Department of Education and Arkansas Department of Health partnered to support the role of the Community Health Nurse Specialist. ADH funds the Community Health Nurse Specialist’s salary, travel and reimbursement for nurse’s office space. DMESC provides the necessary office space, secretarial staff, office phone, internet, and printing/copying of educational materials, as well as classroom facilities for in-service. Various equipment, prevention materials, instructional aids, and promotional items have also been funded.

PROGRAM GOALS:
 The goal of the Community Health Nurse Specialist (CHNS) is to provide Technical Assistance to schools for tobacco prevention and cessation; health promotion and disease prevention; act as a resource for school wellness committee; provide TA to school nurses for health screenings, immunizations, injury prevention, disease prevention, chronic disease management and other school health issues; serve as a resource to communities for child health and public health issues; and to reduce health disparities through awareness. The CHNS informs schools and communities of school health resources, available trainings, and grant opportunities; provides certification training to school nurses for mandated health screenings; identifies and evaluates training needs of school personnel; and develops, coordinates, facilitates and conducts trainings for school nurses, school personnel, students, DMESC staff, local health units and community members. CHNS maintain regular contact with ADE-DESE school personnel, DMESE personnel, Hometown Health Improvement staff and local health units, community resources and healthcare providers, promoting public health through media venues and supporting local public health emergency response efforts.

PROGRAM SUMMARY:
 CHNS is a collaborative research-based effort between the Arkansas Department of Education- Division of Elementary & Secondary Education (DESE), and the Arkansas Department of Health to effectively address students’ health, thus improving their ability to learn. By working together, we can help schools start and keep health and wellness activities that build a safe and healthy school setting so students can learn and be at their best, physically and emotionally. The health and education model used is the Whole School, Whole Community, Whole Child model (WSCC). This model puts the student at the center and stresses the importance of communities supporting schools. The Arkansas Department of Health’s Child and Adolescent Health-School Health Program includes:

- Obesity prevention/Act 1220 of 2003
- Arkansas State School Nurse Consultant
- School-Based Health Centers
- Coordinated School Health

These programs all work collaboratively within the Whole School, Whole Community, Whole Child (WSCC) Model, which is an expansion of the Coordinated School Health (CSH) framework and includes the Division of Elementary and Secondary Education, Arkansas Educational Services Cooperatives, Arkansas Center for Health Improvement, Arkansas Children’s Hospital, amongst many other partners. Coordinated School Health/WSCC is a planned, organized set of health-related programs, policies, and services coordinated at both the district and individual school levels. It emphasizes a unified and collaborative approach to learning and health. School Health addresses the risk factors determined by the CDC that have the most detrimental effect on children and adolescents to include inadequate physical activity; unhealthy dietary behaviors; sexual behaviors that may result in HIV infection, STDs, and unintended pregnancies; alcohol and other drug use; tobacco use and emerging nicotine product use; and behaviors that result in unintentional injuries and intentional injuries. In addition, it is essential to address the management of acute and chronic health conditions in the school setting, ensuring a community member knowledgeable about his disease and effective ways to manage those diseases or conditions ensuring future health outcomes.

Major Highlights of the Year:

During the early part of the school year, a major focus for 2023, continued to be the management of COVID-19 in the schools, with necessary support for COVID-19 education, prevention, treatment, specifically providing support to schools. Communicable disease in schools required ongoing support from CHNS with updated education and management of COVID, RSV, and Influenza in the school setting; management of other communicable diseases (measles, varicella, mumps, pertussis). The secondary focus was Intentional and Unintentional Injury Prevention (with a particular interest in suicide awareness), Tobacco Prevention and Cessation, Communicable Disease Prevention, Management of Chronic and Acute Disease in the School Setting, Promotion of Physical Activity and Healthy Nutrition, and Enhancement of School Wellness Committees. Annual school flu clinics, in partnership with AR Department of Health, were held in each school district.

Summer 2023 Workshops offered to School Nurses:

- School Nurse Consultant Annual Update at DMESC (Oral Health)
- CPR Instructor Training at DMESC by UAHT faculty for school nurses and FACS teachers
- Mandatory Screening Certification Training for School Nurses
- AR School Nurse Association Annual Conference
- Youth Mental Health First Aid
- QPR (Question, Persuade, Refer) Suicide training for school staff
- School Nurse Academy
- DMESC New SN Orientation 2023-2024
- CPR First Aid AED Certification for School Nurses, and Early Childhood Educators
- Oral Health Education and resources provided to all school nurses and multiple preschools
- Partnered with other educational coops (SWAEC, Dawson, SEARK) to provide suicide awareness training to educational staff.

PROGRAM: Arkansas Better Chance Program (ABC) Home Instruction for Parents and Preschool Youngsters (HIPPIY)

FUNDING AMOUNT: \$4,190,300.00

FUNDING SOURCE: Arkansas Department of Education, Administered by the Arkansas Department of Health and Human Services
Division of Child Care and Early Childhood Education

COMPETITIVE GRANT: Yes No

RESTRICTED FUNDING: **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Mena, Horatio, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kelli Parson, Early Childhood Coordinator
Cheryl Green, Assistant Early Childhood Coordinator
Zara Saldivar, EC Administrative Assistant
Diana Hicks, EC Consultant

GOALS:

- Provide quality ABC preschool programs on behalf of participating local school districts for identified at-risk, three-through five-year-old children
- Collaborate with local early childhood partners, including Head Start, private early childhood providers and Special Education in order to provide seamless services and information to families and the community and to serve children in the most appropriate environments
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality, early childhood program in the Co-op region
- Provide developmentally appropriate and individualized program to meet the needs of each student enrolled
- Provide home-based early childhood education readiness program using the age and developmentally appropriate HIPPIY curriculum to 95 children in Howard, Polk and Sevier Counties to help children develop essential prerequisite learning skills

PROGRAM SUMMARY:

The ABC center-based preschool program provides free quality preschool services to 864 three and four year old children in the co-op region. All programs operate on the local school calendar for total of 178 student interaction days. ABC preschools meet the core quality components as outlined by the Division of Child Care and Early Childhood Education which includes qualified staff, low student to teacher ratio, developmental screening and child assessment, meaningful parent and community engagement activities, quality approved curriculum, and well-trained staff.

The ABC center-based program (ABC) employs 48 lead teachers, 42 paraprofessionals, five directors, two administrative assistants, and one computer technician. The ABC program has 48

classrooms housed at 14 different sites on school campuses in Ashdown, Cossatot River (3), DeQueen, Dierks, Foreman, Horatio, Mena, Saratoga, Mount Ida, Nashville, and Ouachita River (2).

ASSESSMENT:

Assessment data on every child is required for individual planning and for analysis of the long-term effect on children as they progress through entry into kindergarten and completion of fourth grade. Each child is assessed using the Work Sampling System, the instrument specified by DCCECE.

The Work Sampling System (WSS) is designed to help teachers learn about a child's skills, behaviors, and academic achievements in school.

Work Sampling gives teachers the information they need to work effectively with their children, by building a child's motivation and self-confidence and for reporting student progress to parents.

The Work Sampling System focuses on seven areas of the curriculum:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Social Studies
- The Arts
- Physical Development and Health

The Work Sampling System is composed of three interrelated parts:

Developmental Guidelines and Checklist – List of age or grade-level expectations that are used for guiding teachers' observations about child's achievements in school.

Portfolios – Collections of child's works to show progress and demonstrate special interest and talents as well as areas in need of development.

Summary Reports – A profile of a child's school performance based on the Checklist observations and Portfolio collection. It includes brief comments from the teacher about child's progress, strengths, and areas of concern and is sent home three times per year. The Summary Reports replaces report cards. 23/24 outcome reports for our 4 year olds showed more than 72 percent were proficient in all seven areas of the curriculum

All 48 ABC classrooms have met the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations and all staff have received the required training for their job title.

Professional Development provided during 2023-2024 school year included:

- PreK RISE Launchpad implementation 9 hours
- PreK CDELS
- Two-day Work Sampling initial training for new staff 12 hours
- Work Sampling refresher course for existing staff 3 hours
- Child Maltreatment and Mandated Reporter 3 hours
- The Growing Brain 21 hours

- ECERS for new teachers 6 hours
- ECERS refresher course for exiting teachers 3 hours
- Director Orientation classes for new directors and assistant directors 24 hours
- Early Childhood Inclusion: Every Child Belongs 15 hours
- Conscious Discipline 36 hours
- Book Study and Training on Early Childhood PLC – What About Us?
- Early Childhood Orientation training covering all required areas of child care 8 hours
- CPR/First Aid
- I've Launched, Now What?
- DMESC Summer Educator Wellness Conference
- Training on Individualized Education Plans
- Implementation of EC Collaborative Teams and PLC
- Implementation of the Pyramid Model multi-tiered behavior support – Pilot school in one region and Cheryl Green was recognized as a Pyramid Coach for the region
- Special Education Staff attended Pyramid Conference for behavior intervention
- Increase Learning & Engagement Through Promethean
- Director's Workshop
- Zoom for New Staff
- Guidance and Behavior Management
- Science of Reading
- PreK Math & Science
-

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Home Instruction for Parents of Preschool Youngsters is a 2-year home-based educational enrichment program that builds on the natural bond between a parent and child. The home visiting model helps parents with limited formal education prepare their preschool-aged children for successful early school experiences and strengthens the bonds among schools, families, and communities.

Why HIPPY

HIPPY offers parents support, training and materials so they can engage in effective, developmental and fun activities with their children in the comfort of their own homes. The HIPPY program works because it is based on a well-designed curriculum, parents learn by doing and children love the special time with their parents.

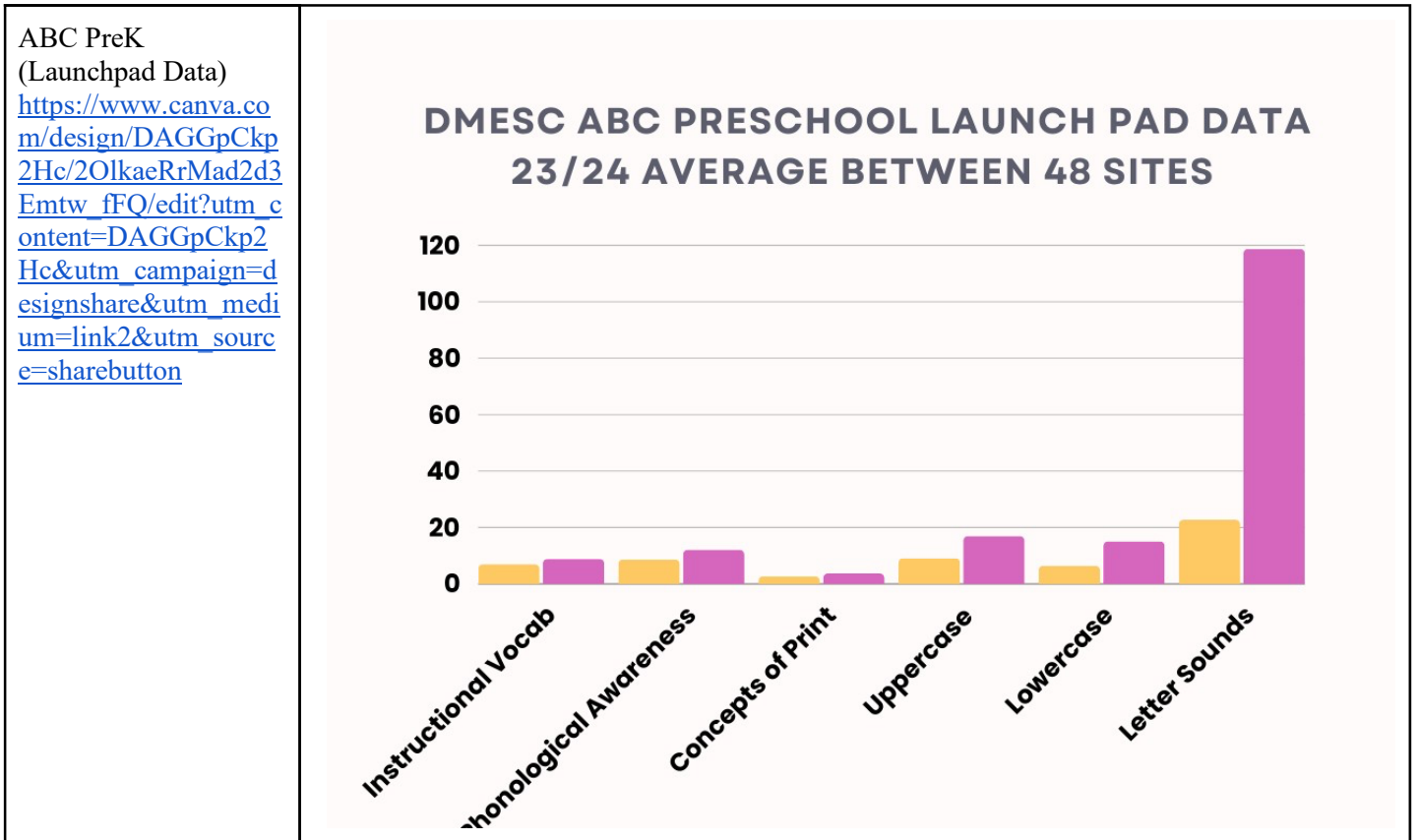
The DMESC HIPPY Program is staffed by a HIPPY Coordinator, and four well trained home-based educators and serves 95 families in three counties covering six school districts.

HIGHLIGHTS OF THE YEAR:

- PRE-K R.I.S.E Launchpad
- DMESC ABC Program implemented the new Reading Initiative for Student Excellence PreK R.I.S.E. Program at the beginning of 2021-2022 school year called Launchpad.

- Launchpad instruction is used to supplement some of the literacy portions of a full pre-kindergarten curriculum such as phonological awareness
- The Launchpad curriculum developed by Really Great Reading is designed to be implemented the year before kindergarten. The lessons provided playful, developmentally appropriate, targeted instruction in: Oral Language Development, Concepts of Print, Instruction vocabulary, Alphabet Knowledge, Phonological Awareness and Phonemic Awareness
- Lessons are designed to be 15-20 minutes a day. These lessons can be broken down into smaller blocks of time throughout the day.
- Launchpad includes 6 hours of asynchronous professional development before implementation and 3 additional hours after 14 weeks of instruction
- When program commit to implementing Launchpad, they will receive a Launchpad technology license that includes professional development and implementation training, teacher manuals, materials to use with children, and technical assistance from regional early childhood specialists
- Participating programs must commit to completing all training and instruction and providing ADE with data upon request
- DMESC has completed Phase 1-Foundational Literacy Implementation and 9 hours of professional development for all staff
- Phase 2-LETRS-has been completed by all returning lead teachers and stand-alone directors for a total of 46. 34 staff members have completed LETRS for Early Childhood Educators through DESE
- Launchpad student data was kept over the course of the year and shared with OEC and with the districts.
- Twenty-seven Foster Grandparents volunteers have consistently worked in our ABC classrooms this year helping children who just need some extra one on one attention or need extra help with tasks and they also assist teachers with an extra set of hands to help out in the room or at meal times
- We have continued to improve playgrounds and ensure a high quality approved curriculum is used in each classroom
- Twenty-Two of our preschool paraprofessionals have participated in the T.E.A.C.H. Early Childhood ARKANSAS scholarship program this school year. Three of them have completed the program to earn an Associate of Applied Science in Early Childhood. This program is beneficial to our program because it allows students to attend classes while only paying 5% of the cost of tuition and fees each semester and it provides paid release time to the participants and provides a \$300 bonus to scholarship participants at the end of the contract. Once the participant has received their AA degree their pay is increased to reflect the additional degree on their next year contract.
- We currently partner with REACH University. We have two staff members currently getting Bachelor Degrees in Early Childhood through this program

*Student Performance Data



<p>HIPPY</p>	<p>Home Instruction for Parents of Preschool Youngsters (HIPPY) served 95 families in 3 counties for the 2023-2024 school year. HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school.</p>
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PROGRAM: **Arkansas Migrant Education
Title 1 – Part C**

FUNDING AMOUNT: Preliminary Allocation \$278,003.08
Final Allocation \$632,565.45

FUNDING SOURCE: Federal Funding / Office of Migrant Education through
Arkansas Department of Education, Administered by Arkansas
Migrant Education

COMPETITIVE GRANT: YES _____ NO X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Region 5 Southwest AR Migrant Education covers 3
cooperative areas (DeQueen-Mena Education Service Coop,
Dawson Education Service Coop, SouthWest Arkansas
Education Coop); including 15 counties: Polk, Montgomery,
Garland, Saline, Hot Spring, Grant, Clark, Pike, Howard,
Sevier, Little River, Miller, Hempstead, Nevada, and Lafayette
Project Schools: DeQueen, Cossatot River, Nashville,
Centerpoint
Non-Project Schools: Ashdown, Dierks, South Pike
County/Murfreesboro, Kirby, Mena, Horatio, Mineral Springs,
Hope, Spring Hill, Nevada, Mt. Pine, Hot Springs, Benton,
Bryant, Gurdon, Malvern, Arkadelphia, Glen Rose, Blevins,
Prescott, Texarkana, Foreman, Fountain Lake

PERSONNEL: Darla Neely, MEP Coordinator/Education Specialist
LaRanda Clayton, REDS
Diana Sanchez, Recruiter
Brandi Myrick, Student Support
Cristal Perez, Nashville District Tutor/Recruiter
Molly Watson, Centerpoint District Tutor/Recruiter
Abraham Murguia, Centerpoint District Tutor/Recruiter
Deantha Gibbons, Cossatot River District Tutor/Recruiter
Monique Angeles, DeQueen District Federal Programs Migrant
Clerk
Marcela Chavez, DeQueen District Tutor/Recruiter
Malissa Jackson-Hawkins, DeQueen Tutor/Recruiter
Yuvita Rivera, DeQueen Tutor/Recruiter
(resigned ½ Year)

GOALS:

- Ensure migratory student population completes High School graduation or GED through provision of quality services including: Instructional Support Services with a focus on

Mathematics and Literacy, Supplemental Support Services, Lifeskills, and necessary supplies/materials

- Ensure proper placement, records exchange, Inter and Intra State Tracking across the US, Identification and Recruitment of potential Migrant students
- Provide quality educational services and programs for the unique needs of migratory children through in-school and after-hours tutoring, summer term and supplemental programs, translation and transportation services, parental and family involvement
- Collaborate with community partners, ADE personnel/State Director, participating School District and Preschool staff and parents, Federal Programs Coordinators and ESL personnel, Universities and Higher Education Facilities, Third-party programs and venues, GED programs/providers, Private Schools when/if student participation appropriate
- Coordinate efforts with other Migrant Education State-wide providers and programs to ensure continuity for students' unique educational needs and provide beneficial services for the entire Region
- Provide developmentally appropriate and individualized programs and services to utilized resources and meet the needs of each qualifying student whether center-based or in-home services for all students between the ages of 3 years – 21 years (Pre-L through OSY – Out-of-School Youth)
- Utilize developmentally appropriate testing (Brigance) for preschool age students to ensure necessary instruction is provided in their native language, also high-interest book distributions throughout the school year and summer terms to bridge the gap of frequent educational interruptions and language barriers
- Engagement of Community and surrounding areas through Farmer's Market and Fair/Rodeo Migrant Education Informational Booths
- Create differentiated grade-level curriculum for Summer School services
- Provide necessary community assistance and health/dental/vision services when families are unable to provide these for children as well as Health, Self-Help and Nutrition Presentations and resource packets / Delta Dental Student Tooth Hygiene Contest
- Provide opportunities of enrichment and leadership this population would not normally encounter through programs such as Close-Up/Washington, AMESLA and ExCel; a university experience through our MSAC and MSD programs, Advanced Reading Programs, opportunities to explore futuristic applications of technological advancements through our Technology/Robotics and Algorithm STEM Camps and DMESC STEM HUB, Credit Recovery assistance/MUA ATU Russellville – as well as providing resources for parents to assist their children through PAC (Parent Advisory Council) and Regional Family Meetings
- Provide high-quality Professional Development opportunities for all Region staff to increase individual knowledge of Federal and State laws and regulations governing grant: IDRC training, ADE SUMMIT attendance and Migrant presentation, NASDME (National Migrant meeting held in various states annually) and IMEC (Interstate Migrant Education Council) as well as various other Regional and Local meetings, conferences, and workshops – also attend appropriate DMESC provided workshops
- Ensure that districts and non-projects are meeting targets for students' achievement by analyzing performance indicators and testing strategies and holding students accountable for attendance
- Offer assistance state-wide through participating in Regional SWEEPS, where a mass enlistment is sought benefiting the 6 AR regions

- Provide additional assistance to all Region 5 school districts/personnel in understanding MEP and qualifying students
- Annual Monitoring of all school districts within Region 5 by MEP Coordinator and reporting compliances to superintendents
- Offer Instructional and Supplemental support to all Region Private Schools seeking assistance for the benefit of Migrant student populations

PROGRAM SUMMARY:

The Region 5 Migrant Education Program provides free quality instructional and supplemental services to 286 individuals, ages 3 years – 21 years. All programs operate on the various individual district school calendars for a total of 178 student interaction days, as well as providing supplemental summer programs and evening family-engagement opportunities. Migrant education meets the core quality components as outlined by the Office of Migrant Education and the Arkansas Department of Education which includes highly-qualified staff, one-on-one or small group instruction student/teacher ratio, developmental screenings and child assessment, meaningful parent and community engagement activities, quality approved curriculum, and updates to knowledge of Federal and State laws and operating procedures.

The Migrant Education Program employs 4 cooperative personnel, 7 school district Tutor/Recruiters, and 1 Federal Programs Migrant Clerk.

Migrant Education student counts for Region 5 total 286 individuals: 32 Pre-K, 243 Kindergarten – 12th graders, and 11 OSY (Out-of-School Youth). Out of these, the DeQueen-Mena Education Service Cooperative districts alone account for 162 total individuals: 22 Pre-K, 135 Kindergarten-12th graders and 5 OSY (Out-of-School Youth).

ASSESSMENT:

Assessment data is obtained for individual planning purposes and for analysis of sustained effects on individuals that migrate between various school districts and states in order to obtain gainful employment. Each child is assessed through one-on-one interactions with district tutors and counselors, state and cooperative state, work samples, TRIAND assessment reports, TRANSCRIPTS and testing instruments specified by ADE/DESE and OME. This helps to offer insight into each individual's abilities through their skills, behaviors and work habits, personal academic achievements, as well as language barriers and any mental or physical inhibitions each may possess. This data gives tutors and administrators necessary information to work effectively with students and create quality instructional materials for their benefit by nurturing the child's engagement and motivating their confidence and leadership abilities. REDS Specialists report assessments and other pertinent data to capture a complete picture of each child's current status regarding academics and High School graduation projections.

MAJOR HIGHLIGHTS OF 2023-24:

- Successful Summer Programs: Technology Camp hosted at Grandview and UAHT campus – serving total 25 male and female students and staff, Summer School: students served: 114: 22 non-project and 92 district
- Successful School-Year Programs: DMESC STEM HUB at DMESC campus – serving approx. 24 male and female students and staff. MSAC (Migrant Student Advisory Council) at College of the Ozarks Hot Springs campus – serving approx. 30 male and female students and staff AMESLA (Arkansas Migrant Education Student Leadership Academy) hosted by

DMESC staff and other state staff at 4-H Vines Center, Little Rock: Fall and Spring sessions totaled over 55 male and female students and staff.

- Region 5 Family Meeting hosted at Centerpoint Public Schools by DMESC staff-presented in English and Spanish translation on importance of mental health and interactions between children and parents regarding school topics – serving approx. 125 male and female parents, students and staff
- Coordinated additional Christmas for approximately 55 male and female non-project children through collaboration with Toys-4-Tots Program
- MEP Coordinator/Education Specialist trained and collaborated with new ADE Public School Program Advisor in order to create various State Initiative Programs for the benefit and advancement of migratory children and their families
- MEP Coordinator/Education Specialist and REDS presented graduation cords for honorary achievements to Region 6 Migrant Education seniors @ banquet in Monticello
- DMESC MEP Coordinator/Educational Specialist named AR Representative for IMEC (Interstate Migrant Education Council) by State Director and board
- SMART Goal for Migrant created alongside PLC Specialist and DMESC
- Region sweeps for various AR areas produced over 145 new students added to the program statewide
- MEP Coordinator/Education Specialist and REDS, along with MEP State Director and META Federal staff collaborated to create new CAN (Needs Assessment) and SDP (Service Delivery Plan) for next 3 years for Migrant staff and students for the educational excellence of each student serviced.

*Student Performance Data

Migrant	<p>In the 2022-2023 Program Year, there were 367* students enrolled in Region 5 Pre-k to OSY. This count includes 15 non-project service counties and 4 project school districts (in which an in-house tutor/recruiter is on staff to provide instructional and supplemental services to students throughout the school year and summer terms).</p> <p>Breakdown is:</p> <p>253* during the school year with 200 of those in Project schools and 53 in non-project districts</p> <p>114* during the Summer session with 96 of those served in Project schools and 19 served in the non-project areas</p> <p>(*duplicated totals- meaning, they may have moved in and out of districts within the region and requalified so some students may be counted more than once)</p>
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PROGRAM: Arkansas Professional Educator Pathway (ARPEP)

FUNDING SOURCE: Number of ArPEP Participants

COMPETITIVE GRANT: YES _____ NO X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Amy Montgomery, Mentoring Program Specialist/ArPEP Coordinator

GOALS:

- To prepare learner-ready teachers to meet the growing demand of the teacher pipeline.
- To train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning.

PROGRAM SUMMARY:

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

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

Major Highlights of the Year:

- Year 1: 17 participants
- Year 2: 9 participants
- 89% of Year 2 participants passed their edTPA portfolio on the first attempt.
- ArPEP Year 1 and Year 2 classroom teachers received individualized support from the Mentoring Program Specialist/ArPEP Coordinator.

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal – Part B

COMPETITIVE GRANT: YES _____ NO X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PERSONNEL:

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

Behavior Support Specialist:

Shana Bailey, M.S.

Jennifer Brewer, Ed.S.

Sandy Crawley, M.S.E.

Kelly Davis, M.Ed., BCBA

Sonia Hartsfield M.Ed.

Audrey Kengla, M.S., CCC-SLP

Amanda Kirby, M.S.E.

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

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S., SPS

PARTICIPATING SCHOOLS: STATEWIDE

GOAL:

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

BX3 PROJECT

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

BX3 Cohort 3 – Building Level Teams	
Alma Intermediate School	Horatio Elementary
Asbell Elementary – Fayetteville	Hurricane Creek Elementary – Bryant
Bald Knob High School	McRae Elementary – Searcy
Bryant Elementary	Mena Middle School
Guy-Perkins Elementary	Mena High School
Happy Hallow Elementary-Fayetteville	Oscar Hamilton Elementary – Foreman
	Pottsville Jr High
	University Heights Elementary – Nettleton

BX3 Cohort 4 – Building Level Teams

<p>Caddo Hills High School Arkansas Arts Academy High School Magnolia Middle School Sidney Deener Elementary Westside Elementary – Searcy Ahlf Jr High – Searcy Janie Darr Elementary – Rogers Arkadelphia High School Prairie Grove Elementary School Lake Hamilton New Horizons Washington Elementary – Fayetteville Lincoln Middle School Cedarville Elementary Glen Rose Elementary Flippin Elementary Beebe Elementary Bob Folsom Elementary – Farmington The Academies of West Memphis Rector Elementary School Westbrook Elementary – Harmony Grove Bayyari Elementary – Springdale North Heights Community School- Texarkana Beebe Middle School</p>	<p>Bearden Elementary Trice Elementary – Texarkana Benton Jr High Elmdale Elementary – Springdale Louise Durham Elementary – Mena Manila Elementary Lakeside Middle Health, Wellness and Environmental Studies – Jonesboro Public Schools K-8 Connect – Springdale LISA Academy – Rogers & Bentonville Indian Hills Elementary – North Little Rock Newport Elementary East End Elementary Lakeside Primary Oark Campus – Jasper Allbritton Elementary – Hamburg Earle High School Perritt Primary School – Arkadelphia Wonder Jr. High – West Memphis College Hills Harmony Leadership Academy – Texarkana Lafayette County Elementary</p>
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PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2023-24:

- Cohort 3 continued with 14 building-level teams across the state.
- Accepted Cohort 4 with 45 building-level teams across the state.
- 99% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 4 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).

- 99% of participants in Cohort 4 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the steps in their actions plan.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

The Behavior Support Specialists (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receive requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor of the referring school district to identify and provide needed support for students with disabilities. Services include:

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

MAJOR HIGHLIGHTS OF 2023-24:

- Provided on-site coaching and consultation, student observation, records review, conference attendance, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 80 CIRCUIT referrals across all Education Service Cooperatives

PROFESSIONAL LEARNING OPPORTUNITIES

GOAL:

- To provide professional development to local school district administrations and personnel on evidence-based behavior supports

PROGRAM SUMMARY:

The Behavior Support Specialist (BSS) position provides professional learning opportunities on evidence-based behavior practices via in-person, virtual, and online learning modules available to all school districts in all Education Service Cooperatives.

MAJOR HIGHLIGHTS OF 2023-24:

- Offered 24 sessions of the 5 Essential Components of School-Wide Behavior Supports Professional Developments to building-level teams.
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success <https://arbss.org/behavior-breaks/>
- Offered over 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participants

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

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

PROGRAM: Career and Technical Education

FUNDING AMOUNT: \$246,949.72

FUNDING SOURCE: Arkansas Department of Career Education (\$55,000)
Perkins Federal Funding (\$191,949.72)

COMPETITIVE GRANT: Yes No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Stacey Southerland, CTE Coordinator (MS)

GOALS:

- To provide students with high quality Career & Technical Education exploration, guidance, support, and content knowledge through a sequence of courses in a career pathway that results in a credential that provides employability.
- To provide Career & Technical Education teachers access to high quality professional development, Perkins approved projects and equipment to enhance student achievement and to fully implement programs of study.
- To ensure that the DeQueen-Mena Perkins Consortium is meeting targets for all Perkins Performance Indicators and implementing Arkansas Division of Career Education initiatives.

YEAR END NARRATIVE:

The Career & Technical Education program at DMESC supports CTE Education among Perkins consortium and non-consortium schools. This support is focused on Perkins Indicator achievement, student and teacher growth and the administration of consortia funding. In the 2023-24 FY DMESC was also awarded multiple Innovation and Non-Traditional grant opportunities in addition to the Perkins award. These grant awards were in addition to the annual Perkins grant awards, and are available for submission on a voluntary basis by CTE Coordinators.

2023-24 Non-Traditional Grant Awards:

Be A Model, Break the Mold - \$ 38,400.00 Non-Traditional (Year 3 Award)

The fiscal responsibilities of this grant were administered by DMESC and was awarded to three education cooperatives, DeQueen-Mena, Southwest, and SouthCentral to host five hands-on non-traditional career exploration events in collaboration with the post-secondary institutions in their area. DMESC partnered with US Rich Mountain and UA Cossatot for events held in the Fall and Spring Semester. Southwest partnered with UAHT for one event held in March. SouthCentral partnered with SAU, Magnolia for a November event.

All students in grades 9-12 who are enrolled in schools in any of the three cooperative areas could choose a location to attend. Through the five locations 175 students attended and females were

provided with hands-on activities in welding, machine tool technology, automotive repair, industrial PLC coding and robotics, male students attended sessions in education, business and medical professions. These events partnered with regional businesses such as Nidec, Airgas, Texarkana Chamber of Commerce and SADA (Southwest Arkansas Development Alliance)

Girl Power - \$ 305,000.00 Non-Traditional (Year 3 Award)

The year three event included a total of seven education cooperatives who held local contests for the participating students in their cooperative areas, then these seven cooperatives joined for a state event that hosted the first and second place winners in each category and the people's choice winner. The year three grant award was utilized in ways similar to the prior years. The majority of grant funds were used to purchase CNC equipment in schools who lack this type of machinery. The accountability is for female students to create, design and produce a project using the equipment and enter it into the cooperative contest. After the seven cooperative contests, a statewide contest was held at the Saline Co. Career & Technical Education campus in Benton. The top two winners in each division (CNC Lasering, CNC Metal Cutting and CNC Wood Cutting) Local businesses were invited to support the event through participation or by donations for student prizes. Ledwell, Southern Sportsmen, Sterling Machinery, Farm Credit, Ashdown Machine Shop, New Millennium, Southern Aluminum, Mayo Manufacturing, American Fidelity, Hydro, SADA, Amfuel, Lockheed Martin and Domtar were businesses who supported the contest held at DMESC, the Post-Secondary partners included UA Cossatot who presented their programs to their participants and awarded a \$500.00 tuition waiver to the first place CNC Cutting winner. UA Rich Mountain awarded a \$500.00 tuition waiver to the CNC Laser winner. All cooperatives formed partnerships with the industry in their respective areas. State supporters included the Arkansas State Chamber of Commerce, Transfer VR and Arkansas Electric Cooperatives.

DMESC also supports the recruitment and retention of CTE with funding in the amount of \$10,000.00 from the Division of Career & Technical Education. Events this year include specialized training at Johnson's Sewing Center on computerized embroidery machines in multiple districts. Teachers and students were included in this event that explored the operation and maintenance of the specialized machine. These funds also provided stipends for CTE teachers to mentor new teachers within the same pathway and stipends for teacher leadership within each Perkins consortia member district.

Program Summary:

The Career & Technical Education (CTE) program at DMESC supports Career & Technical Education for participating member schools via the CTE coordinator. Perkins approved projects are written and implemented in accordance with Perkins law, DCTE initiatives and aligned with the required CLNA (Combined Local Need Assessment) document. The CTE coordinator consults stakeholders which include teachers, parents, business and industry and local agencies who have a vested interest in workforce needs and Career & Technical Education. The CTE Coordinator collects and reports completers and placement data for consortium members, provides budgeting and allocation of funds, develops regional partnerships with stakeholder groups, assists districts with new program start up grants, assists in maintaining approved programs of study and supports teachers with high quality professional development. Technical assistance for CTE programs is provided to teachers and administrators in the area of:

- New and expanded program development
- Start-up grant application assistance and submission
- Career pathway alignment between Secondary and Post-Secondary Partners
- Programs of study approvals
- Curriculum frameworks
- Crosswalk of core academics and CTE standards
- Innovation Grant applications and implementation of funded projects
- Planning and delivery of specialized professional development
- Planning and development of program area specific professional development
- Purchasing and tracking of program specific equipment
- Teacher licensure and support of novice CTE teachers
- Regional Advisory councils, Stakeholder Meetings and workforce development
- Strong Business Community relationships

Perkins Activities:

Each fiscal year the implementation of the Perkins grant requires numerous stages. The CTE coordinator conducts a needs assessment, gathers data from teachers and provides resources for teachers using Perkins funds. Projects that are written annually are those that support teachers with professional development, funding support for teachers in CTSO events, curriculum support for more rigorous instruction and support for student certifications which is the state indicator of program quality.

In addition to the projects that support annual needs for CTE teachers, this year's projects include:

- Specialized printing and binding equipment for Pre-Educator pathways including, DeQueen, Mount Ida, Mena and Caddo Hills.
- Support equipment for student contest, Foreman and Nashville districts received a CNC plasma cutting machine and Mineral Springs received a CNC laser machine.
- Natural Resources programs received equipment to expand their apiary projects at Mena and Ouachita River, Acorn campus.
- Digital Marketing programs received updated plotter/printer machines to improve the print products that students were producing.
- Consumer Services programs opened another line of products for production with CRIO white toner printer at Foreman and Mineral Springs.
- Mena Ag Mechanics program received specialized wood construction equipment and training through ACTE the Arkansas CTE Professional Organization.

The CTE Coordinator provides assistance to districts wishing to begin new programs of study by writing Start-Up Grants to purchase equipment required to teach the program. Startup grants submitted were:

Mena – AV Tech & Film

Nashville – AV Tech & Film

DeQueen – Animal Science Expansion

Start-up grant award announcements will be in late Spring after the Arkansas Legislative Fiscal Session.

DMESC CTE Coordinator strives to grow professionally by being an active member of Professional Organizations representing DMESC as the ACTE President and AACTEA southern region board

member. A close relationship is maintained with DCTE to ensure effective implementation of the DMESC Perkins Consortia Grant as well as a thorough implementation of DCTE initiatives. The CTE Coordinator was chosen to serve on the Readiness LEARNS working group to assist in writing rules for how LEARNS ACT will implement areas of life readiness in Arkansas graduates.

***Student Performance Data**

CTE	DMESC Perkins V Student Concentrator Performance:		
	Indicator	2022	2023
	1S1 Four Year Grad. Rate	>95	>97
	1S2 Five Year Grad. Rate	>95	>97
	2S1 Academic Performance Language	64.62	64.64
	2S2 Academic Performance Math	57.58	56.70
	2S3 Academic Performance Science	65.51	65.60
	3S1 Post Program Placement	72.43	82.76
	4S1 Non-Trad Participation	51.24	45.68
	5S1 Industry Certifications	62.60	67.02
DMESC Concentrators increased performance on all indicators as shown above for 2023 other than Academic performance in Math and Non-Trad Participation. DMESC Perkins Consortium members' performance from CTE concentrators exceeded all state targets as set by DCTE and reported federally.			

PROGRAM: Commercial Driver License Third Party Testing

FUNDING AMOUNT: \$0

FUNDING SOURCE: Local Funding

COMPETITIVE GRANT: Yes___ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: DMESC School Districts

PERSONNEL: James Davis, Bus Garage Manager, Mena Public Schools

GOAL: To reduce costs and travel of school districts when licensing bus drivers.

PROGRAM SUMMARY:

A need was identified by local school districts to provide a site and evaluator to conduct Commercial Driver License tests for public school bus drivers as required by law. A current Mena School District Employee received training and is now certified to perform as a Third Party Tester. After completing an application with the Arkansas State Police, DeQueen-Mena Education Service Cooperative now offers to its school districts a central location to conduct the driving portion of the CDL licensure at a reduced cost and travel time.

PROGRAM: Vector Solutions LMS

Online bus training and compliance management system for meeting the new federal requirements for potential beginning CDL drivers. This is a new federal mandated training which is a prerequisite for being able to take the CDL test.

GOAL: This program was acquired through a combined effort by all ESC's in Arkansas. This allowed for our districts to have a greatly reduced cost per district rather than if they would have purchased it themselves. DeQueen-Mena serves as the Administrator Site.

PROGRAM SUMMARY:

This program helps schools comply with the moving ahead for progress in the 21st Century Act (MAP-21) that impacts all new drivers who must have a class A or B commercial driver's license (CDL).

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

FUNDING SOURCE: ADE Grant - Act

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PARTICIPATING DEQUEEN/MENA EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mount Ida, Ouachita River

CENTRAL OFFICE PERSONNEL:

- John Ashworth: Virtual Arkansas Executive Director; EdS, MS, BS
- Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction: Ed.D, MSE, BSE
- Mindy Mooney: Virtual Arkansas Interim Director of Operations; BS, MBA
- Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS
- Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS
- Jason Bohler: Core Campus Principal; MA, BA
- Tye Bibby: Concurrent Credit Campus Principal; MS, BA
- Christie Lewis: CTE Campus Director; BBA, MS
- Dr. Nic Mounts: Off-Campus and Fully Online Program Principal; Ed.D, MS, BS

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

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

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

GOALS:

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

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

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

Goals	2023-2024 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> • VA made courses available in all critical academic licensure shortage areas • VA provided access to 107 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> • VA provided access to 214 total courses; 151 courses with a VA teacher • These courses provided opportunities to 33,977 Content + Teacher enrollments and 7,506 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> • VA courses were made available to all high-poverty districts and were utilized by 95% of all Arkansas school district with a 70% or higher FRL population • VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered • 17,654 Content + Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> • 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural • VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts • 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> • All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts • This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> • 49 CTE courses were provided to 6,218 CTE enrollments • VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs

PROGRAM SUMMARY:

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and

students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

MAJOR HIGHLIGHTS OF THE 2023-2024 SCHOOL YEAR – VIRTUAL ARKANSAS

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

Virtual Arkansas Data (Based on 2023-2024 School Year)

- Have saved Arkansas
- Saved Arkansas school districts over \$9,000,000 during the 2023-2024 school year
- Have served over 282,000 enrollments over the last 10 years
- Virtual Arkansas Students had an 89% Pass Rate
- 14,907 Unique Arkansas Students Engaged in 33,977 Content + Teacher Enrollments
- 30,334 Credits Earned
- 75% of Virtual Arkansas teachers have a Master's degree or above

- 151 Content + Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 8,132 College Concurrent Credit Hours
- 85% of Concurrent Credit enrollment from rural districts
- Career & Technical Education: 6,218 enrollments over two semesters
- 6 full completer CTE programs and 12 partial completer programs offered to Arkansas students
- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments from Districts Classified as Rural
- 94% of all Arkansas public school districts served

*Student Performance Data

Virtual Arkansas	Virtual Arkansas Students had an 89% Pass Rate. 30,334 credits were earned. 8,132 college concurrent credit hours were earned. 2,353 students were enrolled in computer science courses. 2,006 students were enrolled in advanced placement courses.
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PROGRAM: DMESC Leadership Forum

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Opportunity of Practicing Principals & Assistant Principals in each Cooperative

PERSONNEL: Dana Ray, Teacher Center Coordinator

PROGRAM SUMMARY:

Leadership Forum. After surveying principals in the coop, it was determined that a designated time was still, if not more, needed for principals and assistant principals to meet to discuss topics and issues in their buildings and districts. DMESC coordinated and funded this support for our leadership group/meetings as DMESC Leadership Forum. DMESC provided Zoom or face to face options for building level leaders to meet. Topics included VAM, SoR pathways, professional development, student engagement and teacher retention. Guest speakers included DMESC specialists, DESE leadership, Dr. Ivy Pfeffer (Bailey Education Group) among many other presenters throughout the year.

OVERARCHING GOALS: The DMESC Principals' Leadership Forum will provide opportunities for:

- networking with other principals around best practice and solving problems of practice
- improving knowledge and skill in a variety of leadership areas
- improving knowledge and skill around curriculum, instruction, and assessment

GOALS SPECIFIC TO 23/24 SESSIONS:

- HQIM/Leadership
- Student Engagement
- Teacher moral and retention
- SoR Coding for teachers/Dyslexia intervention

PROGRAM: Early Childhood – LOCAL LEADS

FUNDING AMOUNT: \$150,000

FUNDING SOURCE: Department of Education

COMPETITIVE GRANT: Yes - ___ No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Mena, Horatio, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Benny Weston, Grant Recipient
Kelli Parson, Program Director
Karen Garner, Local Leads Captain
Jayne Cole, Financial Manager

GOALS:

- Support access to early childhood programs
- Identify gaps in service
- Foster local partnership
- Collect data and provide reports to the Office of Early Childhood
- Create alignment among public and private providers and agencies within the community
- Establish a comprehensive locally supported plan for providing early childhood programs and services

Local Leads will work collaboratively within the Whole School, Whole Community to insure every child has quality childcare. The Local Leads Captain will act as the single entity responsible for oversight of the Local Early Childhood efforts, raise awareness of the benefits of Early Childhood in their community, and serve as the single point of contact for families and community partners. A strategic plan will include developing and generating support for a unified community plan that is aligned to the goals and vision of the state, while also accounting for the specific local context. The Local Leads Captain will coordinate and report an unduplicated count of children birth-to-five served by public-funded partners in the community of ADE as required. These measures are established to target all children in catchment areas to insure all children are presented with the tools needed to succeed.

MAJOR HIGHLIGHTS OF THE YEAR:

The establishment of Local Leads was a major highlight in our catchment area. Receiving the Grant followed with the Grant Recipient, Program Director, Financial Manager and then the Local Leads Captain was the start of the greatest Highlight of the year in Early Childhood.

SUMMER 2024 WORKSHOPS OFFERED TO CHILDCARE PROVIDERS/PARAS OF FUNDED CENTERS:

- CPR-First Aid certification
- Social Emotional Learning Training
- Essential Classroom Behavior Management
- Creating a Positive Classroom
- Parent Involvement Training
- Pre-K Math and Science
- Conscious Discipline 36 Hours
- Science of Reading
- Break Away from Behavior Session
- Easter Seals PreK Prepare
- Meddling Mamas & Prying Papas
- Trauma-Invested Classroom
- Exploring & Extending Young Children's Mathematical Thinking

PROGRAM SUMMARY:

As a result of the LEARNS ACT, Local Leads is responsible for establishing a comprehensive locally-led plan for supporting early childhood programs and services. Local Leads will provide assistance to all area child care programs (that receive funding) to ensure that gaps and barriers are acknowledged and addressed. Local Leads will encourage the advancements of Better Beginnings to all child care centers. Conducting a community child count and a needs assessment will result in a follow up to meet the needs of ALL children in the catchment areas. Launching an information campaign will include reaching area resources to ensure all children reap the benefits of Local Leads. Local Leads is THE program that will make quality education accessible to ALL children.

ASSESSMENT:

A strict focus on assessment will be implemented to address specific needs of all children. Gathered data from all providers will be used to assess the needs of the children in the catchment areas. A continuing assessment will be construed to better prepare us to the needs of children/families.

WHY LOCAL LEADS:

Local Leads stems from the LEARNS ACT to ensure that ALL children receive the quality education that is required to be educationally prepared. With a completion of Child Count followed by the Needs and Assessment...every child will be accounted and then provided a quality education. Local Leads will provide access to needed training for teachers and paras of all funded centers. The focus of Local Leads will be to create highly trained child care centers that will provide needed tools for success. Finding and filling the gaps for all children will be a focus of Local Leads. Barriers will be addressed and removed in order for children to focus on learning. Local Leads will be the difference maker in today's educational system. Addressing, Assisting, Collaborating and Providing will be the tools used by Local Leads in order to reach every child to ensure that every child is equally receiving a quality child care program.

HIGHLIGHTS OF THE YEAR:

A Local Leads meeting was attended by area Stakeholders, Child Care Providers, State Representatives, Excel 8, Public School Superintendents, etc. This meeting was a successful kickoff to present the area with what Local Leads would bring to the community. This meeting encouraged collaboration with all assets of the community to better prepare our children for a successful educational journey. The attendees were very excited to be a part of a program that would bring a change for EVERY child in the catchment areas. This great meeting or HIGHLIGHT of the year presented the community with the much needed program Local Leads. Local Leads, with the support of the community, will be the difference these childcare programs have been requiring. After data was gathered, the need for infant/toddler care is in dire need for all five counties. This data will be used to establish ways of providing childcare to this specific age of children. This need will be addressed with a plan to follow. At this it is in motion. We are eager to see what Local Leads will bring to the area in year 2024/2025.

***Student Performance Data**

Local Leads	In the five county area serviced by the DMSC—Local Leads has supported, assisted and collaborated with any/all childcare providers to reach 1,266 children. These children are ages birth to age four. Data was collected to reveal the urgent need for infant and toddler care. Local Leads gathered this data in the 23-24 school year and will seek to find solutions to address this need. Local Leads will continue to see that child care centers are providing quality care to all children. Early years are the most important years for developmental growth and Local Leads will continue to seek and find gaps so that these children will have a foundation that will prepare them for learning years.
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PROGRAM: Early Childhood - Special Education (ECSE)

FUNDING AMOUNT: \$1,257,361.83

FUNDING SOURCE: State, Federal, and Local Early Childhood Special Ed

COMPETITIVE GRANT: Yes - ___ No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kelli Parson, EC Coordinator
Cheryl Green, Assistant Coordinator

GOALS:

- Locate, evaluate, and identify three through five year old that are suspected of having a disability on behalf of each school district in the co-op region
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality early childhood program in the coop region
- Collaborate in planning with the LEA’s and superintendents in their districts for implementing activities to ensure the identification of eligible children
- Provide services to eligible children in accordance with individual education plans developed for children with the least restrictive environment being the primary concern
- Ensure that the provisions of a Free and Appropriate Public Education (FAPE) are met for eligible students, ages 3-5, with disabilities
- Provide a seamless system of transition services from Early Intervention into school district kindergarten programs
- Decrease the number of students requiring special education services upon entry to public school

PROGRAM SUMMARY:

- The Early Childhood Special Education Program (ECSE) employs eight itinerant preschool special education teachers, one part-time Early Childhood Behavior Specialist, three developmental assistants, two Early Childhood Speech Pathologist, two full-time contracted speech pathologists, five contracted part-time speech pathologists, four part-time contracted OTs, two part-time contracted PTs and four development assistants to provide services across our co-op region.
- EC Coordinator supervises ECSE staff, locates and sets up qualified related services providers to provide occupational, physical, and speech therapies, handles all state and federal reporting of special education data, provides technical assistance to staff, schedules relevant professional development to meet the needs of children served, and disseminates information to local agencies, districts, and private child care providers
- Total numbers of children served with an individual education plan (IEP) for 2023-2024 was

319 children:

- Dierks 11
- Mineral Springs 15
- Nashville 54
- Ashdown 31
- Foreman 5
- Caddo Hills 12
- Mount Ida 12
- Mena 53
- Ouachita River 21
- Cossatot River 15
- DeQueen 73
- Horatio 17

- Local ABC Programs served 66%, local Head Start Programs served 6%, licensed child care facilities served 6%, local DDS centers served 20% and appointments at various locations accounted for 2%
- Children were eligible under the following Early Childhood categories:
61% non-categorical/preschool disabled, 32% speech language impaired, <1% vision impaired, orthopedic, Other Health Impaired and traumatic brain injury, 4% autism, Hearing Impaired <1%
- ECSE teachers and speech pathologists hold transition conferences in the spring to plan for children with disabilities to ensure seamless services
- Transition conferences were held in the spring to meet with public school administration and special education staff to ensure a continuation of services
- Collaboration and coordination are on-going with the twelve participating districts and communities through school district visits and meetings with local education supervisors. Early Childhood staff provides developmental screenings at the beginning of each school year for 3-5 programs and upon request throughout the year from parents, physicians, Department of Human Services, licensed child care providers and other interested parties who suspect a child may have a disability

MAJOR HIGHLIGHTS OF THE YEAR:

- Conducted approximately 1100 developmental, speech language and hearing and vision screenings
- The December 1, 2023 child count was 319
- Children served with IEP's mastered 71% of their goals and objectives for the school year
- Contracted with Arkansas Children's Hospital for direct Audiology services for children including hearing screenings and evaluation
- Continued collaboration with all head starts, Arkansas Better Chance, HIPPY programs, private child care providers, related service providers, mental health centers, public schools and Department of Human Services throughout our cooperative area
- Transition books/packets provided to 192 preschool children entering kindergarten
- Provided professional development opportunities for Special Education Summer Conference featuring Paula Kluth
- ADE Special Education Update

- Parent Involvement
- Inclusion: Every Child Belongs
- ASEP-Featuring Danita Pitts (ADE)

*Student Performance Data

Early Childhood/Special Education	DeQueen Mena ESC Early Childhood Special Education Programs located in each of our 12 consortium districts have made progress in each of the three early childhood outcome areas, including social-emotional, knowledge and skills, and appropriate behaviors, as indicated on the annual performance report. Each state target for the outcome area was exceeded, indicating substantial progress from the time the student entered the program through age six or exit from the program.
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PROGRAM: ESC Works

FUNDING AMOUNT: \$

FUNDING SOURCE: Arkansas Education Service Cooperatives, Arkansas Department of Elementary and Secondary Education

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: _____ **NON-RESTRICTED FUNDING:** X

PARTICIPATING ENTITIES: Arch Ford Education Service Cooperative
Arkansas River Education Service Cooperative
Crowley’s Ridge Education Service Cooperative
Dawson Education Service Cooperative
DeQueen/Mena Education Service Cooperative
Great Rivers Education Service Cooperative
Guy Fenter Education Service Cooperative
Northcentral Education Service Cooperative
Northeast Education Service Cooperative
Northwest Education Service Cooperative
Ozarks Unlimited Resources Education Service
South Central Service Cooperative
Southeast Service Cooperative
Southwest Arkansas Education Cooperative
Wilbur D. Mills Education Service Cooperative
Arkansas Department of Elementary and Secondary Ed

PURPOSE:

Since 2004, the escWorks platform has been used across the state to house professional development hours required by Arkansas law to renew and retain teaching licenses and certifications. escWorks is an event management software that can schedule and track professional development offerings online. It then produces reports to quickly and clearly communicate services provided or taken over time. The software is made up of multiple online modules designed to schedule events, manage data, and most importantly, keep track of educator’s professional development hours. Before escWorks was purchased, there was not a consistent and logistical platform to track educator professional development in Arkansas.

GOAL:

By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for

school districts to easily verify employment history and trainings when they are interviewing and selecting high-quality educators for open positions.

Whether an educator has taught one year or twenty, they can use the platform to see their history of professional development and courses taken over their career. They can print transcripts and reports to keep in their personnel files or personal folders. Participants also have the ability to print a certificate of completion after a training.

Additionally, after each training session, a professional development evaluation survey is sent to all participants. They surveys are identical in the platform and allow participants to share feedback about trainings that our staff or guest presenters instruct. Our cooperative staff and specialists use the data from these surveys to improve instruction and grow in methodology. We measure the level of implementation of knowledge and skills participants had before and after attending the training. The comment section at the end of the survey is another tool we use to gain personal feedback from the teachers we support. It also allows us to closely inspect our practices and delivery methods.

Each Educational Cooperative assists their local school districts with escWorks in the following ways:

- Hosting trainings for new and veteran teachers on how to use the platform.
- Input trainings, meetings, and other events that participants can select to attend for yearly professional development.
- Check attendance records with district administration to make sure professional development requirements were met.
- Mark attendance in escWorks after a training is completed.
- Answer Help Desk questions that come from users of escWorks.
- Assist current and retired educators with obtaining records and reports.

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$6,242.62 was paid by each entity for site maintenance and support FY23-24. Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was \$99,881.93 FY23-24.

PROGRAM: Foster Grandparent Program

FUNDING AMOUNT: \$482,740.00

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Booneville, Charleston, Clarksville, County Line, Cossatot River, DeQueen, Foreman, Horatio, M.A.C., Mena, Mineral Springs, Nashville, Ouachita River, Ozark, Polk County Development Center, Rainbow Children’s Center, Scranton, Van Buren, Westside.

PERSONNEL: Terry Young, Project Director
Ann Frachiseur, Volunteer Coordinator
Nelda Scoggins, Volunteer Coordinator

GOALS:

- Enable men and women 55 years and over to remain active and find ways to serve their community
- Enable children with special needs to improve academically, developmentally, and socially

PROGRAM SUMMARY:

The Foster Grandparent Program is federally funded program whose purpose is to offer senior citizens the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours of weekly service to community organizations such as schools and preschool programs.

MAJOR HIGHLIGHTS OF THE YEAR:

- Eleven grandparents were added to our program this year for a total of 77. One new school station site was added for a total of 25.
- Seventy-seven foster grandparents tutored and mentored 334 students from preschool to middle school.
- Seventy-eight percent of our students in grades K-12 assigned to a foster grandparent showed improvement in their delayed areas.
- 53,440 volunteer service hours were served.
- Forty-eight hours of annual in-service training were provided to each foster grandparent enrolled in the program.
- All of our grandparents contributed snacks to make snack baskets to provide to police departments as part of their 9/11 Service Project in September.
- Over fifty blankets were made by our foster grandparents and donated to cancer centers

- throughout Arkansas for Martin Luther King Service Day.
- Thirty-six of our foster grandparents have signed up for our annual Foster Grandparent Summer Conference at DeGray State Park and Lodge with the other FGP programs from our state.
 - During the conference, they will receive additional training in everything from literacy training to understanding children with traumatic behavior disorders to keeping themselves secure from computer and social media scams.
 - They will also be recognized for their service to the communities and be able to network with other foster grandparents from the state.
 - Our project director, Terry Young, and Volunteer Coordinator, Ann Frachiseur will be attending the National Americorps Seniors Conference, this summer in Baltimore MD for additional training in our volunteer program.

*Student Performance Data

Foster Grandparent	For the 2024 school year, 53,440, volunteer hours will be served by foster grandparent volunteers directly to both school-age and preschool-age children within the DeQueen Mena service area for the performance measure of tutoring, specifically in the area of school readiness, and the performance measure of mentoring, with a focus on K-12 success within this area. The children served are offered support in areas such as literacy, mathematics, life-skills, and general mentoring as recognized and assigned by local district personnel. The hours volunteered working with students/children for the present year (53,440) is almost a 10% increase over the 2023 school year hours (49,839) total. Our foster grandparent volunteers served 334 students this school year as compared to 311 last year. 78% of the students served this year made an improvement in end of year FAME codes compared to beginning of the year codes. Students were served in 25 schools.
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PROGRAM: Gifted and Talented Education

FUNDING AMOUNT: \$ 30,000

FUNDING SOURCE: Arkansas Department of Education, Local Districts

COMPETITIVE GRANT: Yes: X No:

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, TCC

GOALS:

- Goal 1: Reduce the equity gap for students receiving gifted services
- Goal 2: Increase opportunities for students to participate in enrichment in various forms.
- Goal 3: Increase the capacity of districts to meet the needs of gifted learners.

YEAR END NARRATIVE:

As a result of efforts by DESE, DMESC and consortium member school districts, gifted and talented programs have strived to better identify traditionally underrepresented student populations that better match total district demographics and ensure greater equity. The DMESC worked with each district coordinator in calculating the most current program data. Our June 17, 2023 meeting included a segment of time in which coordinators were led in analyzing current equity gaps using this year’s data (ADE Data Center) and making comparisons to previous years’ percentages and denoting trends. Options for next steps for districts to alleviate equity gaps in student populations were then explored.

During FY24, enrichment opportunities varied to meet the needs of diverse learners. We returned to all face-to-face competitions.

- Quiz Bowl regional and championship tournaments were held for elementary grade students. Newly added for the 2023-2024 school year were two new invitational Quiz Bowl tournaments: a junior high tournament and a senior high tournament. These tournaments gave more competitive opportunity to our DMESC Consortium students in grades 7-12.
- Chess tournaments held on the DMESC campus (elementary and secondary) saw over 100 students competing.
- The DMESC STEM Challenge resulted in students across grades 3-12 competing for medals in thirteen events and scholarships awarded by local universities.
- Literacy Competitions, Battle of the Books and Reading Fair provided a venue for students in grades 1-12 (Battle of the Books) and Reading Fair (4-12) to impress with their knowledge of books and skills and creativity in presentation.
- Girl Power to the Max: females exploring non-traditional career fields through competitions- 51 and various career exploration opportunities provided information and awareness about

- diverse occupations.
- Funded AEGIS programs were disseminated to districts for student consideration.
- Arkansas Governor’s School was offered competitively as a unique experience aligned to student potential.

The DMESC supported districts with technology integration in classroom learning, student events and special projects. This support came in the form of face-to-face observations and participation, events moderating, and through devices and materials lending (iPads, robotics, heat press, and Cricuts, etc). Information regarding opportunities was disseminated in a timely manner; i.e. Rubric’s Competitions, Vlogging, experiences, virtual chess, and passion projects. Coordinators who attended last year’s presentation by Economics Arkansas (including the Stock Market Game) saw several additional opportunities for students and teachers including virtual experiences for both students and teachers throughout the school year.

In increasing the capacity of districts to meet the needs of gifted learners during FY24, a GT Networking and Workday was held before the beginning of the 2023-2024 school year, four regular GT Coordinator meetings during the school year, and a GT Program Approval Workday was helpful and all gave district coordinators the opportunity to ask questions and discuss issues/concerns and provided a venue in which to share best practices for teaching gifted students. A shared google calendar of GT events provided district GT Coordinators with information about student events, deadlines (Program, Approval Application, scholarships, student opportunities, etc.) and registration links to regional and state conferences (AAGEA, AGATE) and virtual opportunities, etc.

FY22 was the final year for districts to utilize Pre-AP courses to satisfy the requirement for both identified gifted and non-identified students under the old plan. Two districts partnered with College Board and offered Pre-AP courses. The GT Specialist assisted other districts in choosing a different program option that would satisfy GT rules and regulations – and assisted the district in acquiring training for teachers to meet the requirements for teaching courses. The GT specialist both helped in the location of APSIs and also presented differentiation training to teachers as needed. No onsite FY24 Technical Assistance Visits (TAVs) were conducted by DESE, OGTAP.

TRAINING AND SUPPORT (including but not limited to):

- GT Coordinators Meetings
- On-Site Visits by DMESC Specialist
- Differentiation Training
- Data Disaggregation
- Identification Review
- Evaluation Review
- Student Enrichment Opportunities
- GT Program Evaluation Assistance
- Networking
- Support for Administrative Arrangements for GT
- Review of GT Services for Administrators
- Mentor for New Coordinators
- Liaison with OGTAP/DESE

MAJOR HIGHLIGHTS

- F-t-F Quiz Bowl
- F-t-F Chess Tournament
- STEM Challenge
- Emphasis on underrepresented populations for GT identification
- Data Analysis
- Emphasis on Affective Domain

PROGRAM: **Instructional Technology**

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division, Technology Department

COMPETITIVE GRANT: Yes: X No:

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Tyra Hobson, M.S.E.

GOALS:

- Positively impact student achievement by building the capacity to respond to cyber-incidents that could compromise both instruction and student data.
- The Technology Coordinator will conduct face-to-face or virtual meetings, offered to co-op, district, or school technology staff.
- Meet additional technical and/or instructional technology needs of the co-op and area districts.

YEAR END NARRATIVE:

As the DMESC Technology Coordinator, the pivotal role played in driving the seamless integration of technology into the educational landscape cannot be overstated. With a focus on providing educators and students with the necessary tools and resources, the impact on thriving safely in a technology-driven world has been significant throughout the year.

Certification in Educational Technology Tools

Successfully achieved certification in multiple educational technology tools, showcasing commitment to professional growth and expertise enhancement.

Enhancing Cybersecurity Awareness

Conducted training and planning sessions to enhance cybersecurity awareness within districts, focusing on data responsibility and response strategies for cyber incidents. Active involvement in the CIRT, collaborating closely with DIS, ADE and other ESCs, showcasing dedication to ensuring robust cybersecurity measures.

Managing Social Media Presence and Website

Maintained and enhanced DMESCs social media presence and website, facilitating efficient communication with the community, brand establishment, and staff attraction to our districts.

Catalyst for Professional Development

Acted as a catalyst for professional development, empowering educators and technologists with the latest trends and best practices in instructional tools, AI, Google, and data responsibility. Facilitated lunch and learn opportunities for DMESC staff to broaden their knowledge on Google APPS and data privacy, fostering a culture of continuous learning and growth.

In conclusion, the proactive approach and multifaceted responsibilities undertaken by the DMESC Technology Coordinator have not only ensured the seamless integration of technology but also positioned the cooperative for continued growth and excellence in the ever-evolving technology-driven world.

SOCIAL MEDIA

Enhanced Social Media Presence

DMESC has strategically increased its social media presence to revolutionize communication and foster stronger relationships with our districts, teachers, and the wider DMESC community.

Leveraging Apptegy, we have successfully extended our outreach to Facebook, Instagram, Twitter and our Live Feed on the DMESC website.

Showcasing Achievements and Initiatives

Through our amplified social media strategy, we have effectively showcased the remarkable achievements of our coordinators, content coaches, school districts, preschools, and special services. This has been achieved by emphasizing important initiatives and events, providing a platform to celebrate and promote the exceptional work taking place at DMESC and its school districts.

Reinforcing Brand Identity and Values

Our consistent and intentional use of social media has served as a conduit for maintaining and reinforcing the pivotal importance of #thinkcoop1st, effectively conveying our core values, mission, and goals to the broader community. This approach has culminated in the creation of a positive and lasting image and reputation for DMESC.

Support and Recruitment

Notably, our social media presence has become a vital tool in reminding our teachers to prioritize reaching out to DMESC for support. Simultaneously, it has played a pivotal role in attracting new teachers to our area, guiding potential Novice Teachers and ArPEP candidates towards the opportunities and exceptional facilities present within our districts.

- From 7-1-2023 to 5-2-2024 our DMESC Facebook page has reached over 66,700 views which is an increase of 42.2% from last year. The DMESC Instagram reach has increased 154.3% this past year.
- From 7-1-2023 to 05-02-2024 775 pieces of content were posted to Facebook, Instagram, Twitter, and on our Live Feed on the DMESC website.
- During the same time period:
 - Facebook had a 51.7% increase in DMESC Facebook content interactions.
 - Facebook had an increase of over 16,000 visits, an increase of 47.7%.
 - Instagram has had a 188% increase in visits.
 - Facebook followers have increased by 16.1%

ACTC (Arkansas Cooperative Technology Coordinators)

For the past seven years; as Chair of the Arkansas Cooperative Technology Coordinators (ACTC) team, the DMESC Technology Coordinator has demonstrated unparalleled dedication and expertise in navigating and addressing crucial statewide technology issues.

Ongoing Collaboration and Communication

Regular virtual and face-to-face interactions with the ACTC have maintained a proactive approach to staying abreast of the latest technological developments, cybersecurity concerns, and legislative updates in close collaboration with DESE, CIRT, DIS and DMESC School Tech Coordinators. They have worked diligently to deliver essential resources and training to districts, assisting them in meeting the evolving requirements emanating from recent legislation. Main topics this year included Cybersecurity, Data Privacy, AI, Texthelp Deployment, Google Workspace and A4L training.

Training

The technology coordinator's involvement in statewide training initiatives, including sessions at ADE Summit, ACOT, Tel-AR, CIRT, and HSTI Conferences, has been instrumental in showcasing a unified front across the state. This summer, in an exemplary display of collaboration, the DMESC Technology Coordinator is joining forces with other ESCs to provide "PD in your PJs", delivering asynchronous professional development opportunities to educators across the state.

CIRT (Cyber Incident Response Team)

The DMESC's technology coordinator has played a pivotal role in disseminating cybersecurity awareness and best practices to our districts as an active member of the Cyber Incident Response Team (CIRT). The establishment of the CIRT, along with the development of their Go-Bags, reflects a proactive stance towards addressing cybersecurity challenges within K12 education. It was obvious that CIRT has set a benchmark across the nation by pooling resources and expertise of ADE, DIS, and ESCs at the National K12 Cybersecurity Leadership Conference in Savannah, Georgia. Moreover, the technology coordinator's attainment of significant national cyber certifications, including CyberPatriot Tech Caregiver and CCRE (Certified Cybersecurity Rubric Evaluator), underscores a deep commitment to excellence in cybersecurity and further enhances their expertise and credibility in the field.

DMESC SCHOOL TECHNOLOGY COORDINATORS

Throughout the year, the DMESC Technology Coordinator has sustained face-to-face interactions with the DMESC School Technology Coordinators and their teams on eight occasions, focusing on a wide array of essential topics impacting education technology.

These discussions revolve around new legislation, cyber laws, Texthelp deployment, AI, Google updates, COOP plans, vendors, and school technology policies. Collaboration sessions were dedicated to troubleshooting and mutual assistance with network, hardware, and software issues. Our school techs report suspicious activity to the technology coordinator and, in turn, she reports the issue to CIRT. She was able to report issues from our district and provide them with assistance this year. The school techs continue to use the DMESC School Techs Listserv to push out important updates, and it has proven to be a safe place for them to reach out to each other for help and guidance. In response to the requirements of ACT 754, the Technology Coordinator developed an APP vetting tool for teachers seeking new apps and a Technology Team Responsibility Guide template for each district to personalize for their district administrators. The technology coordinator also manages the

Skillset accounts for this team. Skillset is an excellent resource for seeking new certifications and a good resource for refreshing old skills.

School Technology Team Training Session Provided

The Technology Coordinator provided several training sessions, including Google Workspace training, Group Policy, Access 4 Learning, Texthelp Deployment, and Aruba Central, catering to the specific needs of school tech teams.

10/5/23 – Google Workspace Training: 22 techs from 11 out of 12 districts attended

11/30/23 – Meeting: 14 techs from 5 out of 12 districts participated

12/14/23 – ACT 754/A4L Workday: Attended by 3 districts

3/6/24 – ACT 754/A4L Workday: Attended by 6 districts

4/11/24 – DIS Group Policy Training: 16 techs from 7 out of 12 districts participated

4/12/24 – ACT 754/A4L Workday: Attended by 3 districts

5/23/24 – Aruba Central Training

6/19/24 – ACT 754/A4L Workday

PROFESSIONAL DEVELOPMENT

The Technology Coordinator spearheads impactful professional development initiatives in instructional and informational technology, tailored to cater to the diverse needs of all participating school districts. Additionally, the Technology Coordinator initiated technology training sessions for DMESC staff, focusing on vital areas such as data security and Google applications.

Instructional Summer Professional Development

As part of the commitment to continuous growth, the Technology Coordinator personalizes the technology integration PD that she offers, leveraging AI, Google tools, digital resources, and data responsibility. Furthermore, Tech Caregiver Presentation was delivered at the Foster Grandparent Summer Conference, enhancing digital literacy and technological proficiency among all foster grandparents in the state.

DMESC Technology Coordinator Summer PD Survey Results

The success of the professional development was further highlighted through the comprehensive Summer PD Survey results:

- Overall, how would you rate this workshop? 90.1% (4), 7% (3), 2.28% (2)
- How likely are you to use the information provided? 88.7% (4), 8.5% (3), 2.8% (2)
- Before the workshop, did you have a good understanding of the digital tools provided? 66.2% no, 33.8% yes
- After the workshop, did you have a good understanding of the digital tools provided? 98.6% yes, 1.4% no
- How would you rate your knowledge of the digital tools that were shared today after this workshop? 39.4% (4), 54.9% (3), 5.6% (2)
- After this workshop, how likely are you to integrate more technology into your curriculum this next school year? 78.9% (4), 18.3% (3), 1.4% (2), 1.4% (1)

In conclusion, the professional development endeavors led by the Technology Coordinator have not only enriched the technological skill set of educators but also fostered a culture on innovation and continuous improvement within the educational community at DMESC.

DMESC LMS (LIBRARY MEDIA SPECIALIST) FORUM

DMESC LMS forum met twice this year.

- July 20, 2023 – 18 attended from 8/12 districts
- September 14, 2023 – 19 attended from 7/12 districts

During the September meeting, Evan Beavers, AEM Coordinator for ADE, introduced Texthelp tools, Read & Write, Equatio, and uPar, which can be used to enhance student achievement in reading and mathematics. These tools are free to all Arkansas educators and students, and mirror the tools the students will see on the ATLAS testing. To further support our schools in cybersecurity awareness, digital citizenship, and digital instructional tools, the technology coordinator continues to use the DMESC LMS Listserv to provide our district LMS with resources that integrate CIPA compliance and digital citizenship. The listserv has proven to be a safe place for them to reach out to each other for help and guidance.

STEM Hub

The Technology Coordinator kicked off CS Week in the DMESC STEM Hub by collaborating with the CTE Coordinator, AR CS Specialists, and the DMESC Migrant program for our first student event. Students took on the challenge of designing their very own toy company and crafting a robot with unique superpowers. They printed their company logos using the Glowforge laser cutter, designed custom headbands with Cricut and coded their robots using Python with Circuit Playgrounds.

ZOOM

DMESC Strives to keep member schools updated on technology options. DMESC purchases ZOOM licenses for each of our districts annually. DMESC also purchased additional ZOOM licenses for each specialist to provide ongoing support to our schools. This enables everyone to have access to an online, face-to-face discussion without the travel expense.

As technology coordinator at DMESC, I strive to continually reflect on my practices and grow professionally to meet yearly goals and support districts in the best way possible. Social media and cybersecurity are well out of my comfort zone, but I have embraced being a life-long learner. I have also attended a variety of training this year to support the multiple technology facets of education and cybersecurity to assist our districts with cyber threats that could compromise both instruction and student data.

SUPPORT AND SERVICES (including but not limited to):

- Develop and provide PD using technology more effectively and meaningfully in the classroom, across the curriculum K-12. PD is delivered both synchronous and asynchronous.
- Positively impact student achievement by building the capacity to respond to cyber threats that could compromise both instruction and student data.
- Support teachers throughout the year with various digital tools they can use in their classrooms
- Meet with DMESC School Technology Coordinators and their teams regularly to provide various technology resources, tools, and materials related to implementing the Arkansas K-12 Standards and the DESE initiatives.
- Meeting with the ACTC (Arkansas Cooperative Technology Coordinators) regularly to stay up-to-date with DESE, CIRT, DIS, and state-wide technology issues.
- Collaborate with DMESC CTE Coordinator, Mentoring Specialist, and PLC Coordinator on technology integration.

- Responsible for Multimedia (VR, Website, Innovation Project, and Video) in the annual DMESC Stem Challenge Competition.
- Maintain the DMESC School Tech and DMESC LMS Forum Listservs. Both provide a safe place for each group to collaborate and share.
- Maintain CIPA documentation for all schools and provide a website including cybersecurity, social media awareness, digital citizenship, and internet safety resources.
- Maintain the DMESC Instructional Technology website (Resources available to teachers 24/7)
- Provide training to Year 1-Year 3 NT and ArPEP with integrating technology into the classroom.
- Assist with checking out HOTT equipment to teaching in our districts

MAJOR HIGHLIGHTS

- Created the DMESC Dashboard
- Elected ACTC Chair for the seventh year
- Updated, Maintained, and Increased DMESC Social Media presence
- DMESC Leadership Team member
- Presented at Tel-AR, HSTI, ADE Summit, ACOT
- Created PD websites for the following: ACTC, ArPEP, Novice Teacher & Canva
- Hosted both teachers and students in the STEM Hub
- Attended the Apptegy School CEO Conference
- Attended the National K12 Cybersecurity Leadership Conference
- Updated DMESC technology on campus
- Provided DMESC staff with technology PD including Data Security, Chrome, and Google Apps
- Presented CyberPatriot Tech Caregiver to the statewide Foster Grandparent Program
- Supported school districts in deploying Texthelp and delivered PD sessions for teachers.
- Created the APP Vetting Tools for districts and a Technology Team Responsibility Guide template for each district with ACT 754.

PROGRAM: Literacy

FUNDING AMOUNT: \$225,000.00

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

COMPETITIVE GRANT: Yes - X No - ____

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, and Ouachita River

PERSONNEL: Lisa Schuller, MLA
Karla Byrne, MSE

GOALS:

- Increase the knowledge and skills of classroom teachers AND K-12 educators to skillfully implement the Science of Reading (SoR) through coaching, professional learning, and job-embedded support. (Each literacy coach will be assigned to a school(s) in collaboration with DESE and regional leadership for yearlong support). Increasing knowledge and skills includes providing technical support to schools for screening any student exhibiting a substantial reading deficit; or indicating early signs consistent with characteristics of dyslexia.
- Literacy coaches will support the Arkansas initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators aligned to requirements Act 83 and Act 1082. High Quality Professional Learning (HQPL) will be designed to address the following processes: 1) Adoption of HQIM for literacy 2) Launching a curriculum 3) Ongoing support for teachers and leaders Background on HQPL: What is high quality professional learning? Research indicates that high-quality instructional materials (HQIM) improve outcomes for students in substantial, cost-effective, and scalable ways. However, implementing HQIM effectively requires a shift in how teachers teach. Therefore, teachers and leaders need high-quality professional learning (HQPL) that demonstrates how to use HQIM to meet the learning needs of every student. Rivet Education’s framework for high-quality, curriculum-aligned professional learning synthesizes key research in high-quality professional learning (HQPL) aligned with HQIM. In support of the Arkansas Initiative for Instructional Materials (AIIM), the Arkansas Division of Elementary and Secondary Education has partnered with Rivet Education to provide the Arkansas Professional Learning Partner Guide (AR PLPG), a list of organizations

that provide the best curriculum-aligned professional learning services in the country.
See document for HQPL Roadmap.

YEAR END NARRATIVE:

The goal of the DMESC literacy department this year was to increase the knowledge and skills of educators to skillfully implement the Science of Reading (SoR) through coaching, professional learning, and job-embedded support. Literacy coaches supported the Arkansas Initiative for Instructional Materials (AIIM) and the High Quality Professional Learning (HQPL).

Reading Initiative for Student Excellence (R.I.S.E.): Educators in Year I (K-2 R.I.S.E. Academy and 3-6 R.I.S.E. Academy) and Year II (K-2 RISE Academy & 3-6 RISE Academy) of the training.

Science of Reading (SoR) Stand Alone Days: Professional Development Provided: Science of Reading Overview, Phonological Awareness, Decoding, Encoding, Content Area Reading Strategies, and Morphology.

K-2 Shifting Small Group to Match the Science of Reading: Two days of training were presented in the summer of 2023. Participants took a deeper Look at the essential assessments that we are using in K-2 R.I.S.E. Academy to determine the most effective way to form groups. The training also focused on the progression of skills students need to become proficient readers. Participants were provided practical plans to differentiate small group instruction to meet individual needs of students during this critical time of the instructional day.

Small Group Instruction in the 3-6 Classroom: Two days of training were presented in the summer of 2023. Participants explored the purpose of small group instruction in a 3-6 classroom and how to effectively group students for instruction by analyzing assessment data. Instructional strategies were given on phonics, morphology and reading comprehension.

Speech to Print: Supporting Students with Sound Walls: Two days of training were presented in the summer of 2023. The training explores how to use sound walls to support students in live and virtual classrooms. Topics include understanding the purpose of a sound wall, how to build and use a sound wall, and how to build in cumulative review as students move toward independent use of the sound wall.

Professional Learning: Literacy specialists at DMESC strive to continually reflect on our own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. Our team has participated in Cognitive Coaching, TNTP Coaching, and two coaching lab experiences.

- TNTP ELA Coaching Cycle
- Cognitive Coaching
- Inclusive Practices
- HQIM (High Quality Instructional Materials)
- K-3 Assessment Data
- Revised ELA Standards
- K Writing

SUPPORT AND SERVICES (including but not limited to):

- Science of Reading (SoR) Instruction and Support
- Reading Interventions, K-12
- Response to Intervention
- Small Group Instruction
- Sound Wall Instruction
- Writing Instruction and Support
- Model Lessons
- Data Analysis/Diagnostic Assessments
- PLC Process/Support
- High Quality Instructional Materials (HQIM)
- Level IV District Support
- Dyslexia Support
 - District Dyslexia Contacts Quarterly Meetings
 - 504 and Dyslexia
- Arkansas Professional Educator Pathway (ArPEP) Mentoring and Training
- Classroom Observations
- Student Events/Competitions

MAJOR HIGHLIGHTS:

R.I.S.E 3-6

- Offered all six days of R.I.S.E. 3-6
- Offered all six Science of Reading Stand Alone Days.

R.I.S.E. K-2

- Offered all six days of R.I.S.E K-2
- Offered all six Science of Reading Stand Alone Days.
- Speech to Print was presented.

Literacy Student Competitions

- Battle of the Books, Grades K-3
- Reading Fair, Grades 4-12

Dyslexia

- District Dyslexia Coordinators, 504 Coordinators and Administrators were provided the opportunity to attend a session titled 504 & Dyslexia in Arkansas. This session was presented by the Equity Assistance Team from the Arkansas Department of Education. Two additional sessions will be offered at the DeQueen-Mena ESC during summer of 2024.
- District Dyslexia Coordinators (including those of schools with D or F ratings) were given the opportunity to attend quarterly dyslexia meetings throughout the year and offered support as needed.

Literacy coaches supported the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators:

- Informed schools about High Quality Instructional Materials (HQIM) and adoption options.
- Supported teachers and leaders in the use of the HQIM.
- Surveyed all schools within the DMESC region to compile a list of all curricula, HQIM or not.
- Attended 100% of curriculum-based trainings given by partner vendors (Bailey Group) when possible. Professional requirements away from the identified district prevented attendance at two meetings (DESE Literacy Unit Meeting & DESE/TNTP Lab Experience).
- Attended HQPL (CKLA) training at a sister district to inform identified district personnel.

*Student Performance Data

<p>Literacy, Math, & Science</p>	<p>In the 2022-2023 school year, there were 2 districts from the DeQueen Mena ESC region in coordinated or directed level of support from DESE. After increasing onsite visits to these 2 districts during the 2022-2023 school year, the number of districts in coordinated or directed level of support for the 2023-2024 school year decreased to 1; therefore, 1 district came off of leveled support for the 2023-2024 school year. The remaining leveled support district improved their percentage of students “in need of support” by 4%.</p> <p>In the 2022-2023 school year, 50% of DeQueen-Mena ESC’s districts were classified as high usage (18 plus days of onsite support from DMESC cooperative specialists per year). Of the 19 schools in these districts, 17 had letter grades of A, B, or C. No schools in high usage had a letter grade of F. From the 21-22 to the 22-23 school year, 8 schools' letter grades increased.</p> <p>In the 2022-2023 school year, 33 1/3% of DeQueen-Mena ESC’s districts were classified as average usage (10 plus days of onsite support from DMESC cooperative specialists per year). Of the 10 schools in these districts, 10 had letter grades of A, B, or C. No schools in average usage had a letter grade of D or F. From the 21-22 to the 22-23 school year, 5 schools' letter grades increased.</p>
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PROGRAM: **Mathematics**

FUNDING AMOUNT: **\$90,000**

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

COMPETITIVE GRANT: Yes – X No -

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Andria Miller, (MSE)
Shannon Miller, (MSE)

GOALS:

- Increase the knowledge and skills of classroom teachers and K-12 educators to skillfully implement the evidence-based math instructional strategies through professional learning and job-embedded support. ESC Math Specialists will provide through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instruction capacity to increase student learning outcomes through Math Quest and Direct Coaching based on school’s need assessments.
- ESC Specialist will support the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators. High Quality Professional Learning (HQPL) will be designed to address the following processes: 1) Adoption of HQIM for math 2) Launching a curriculum 3) Ongoing support for teachers and leaders.

YEAR END NARRATIVE:

The math specialists at DeQueen-Mena Education Service Cooperative have excelled this year in empowering educators to enhance students’ literacy and application of mathematics in the classroom, ensuring their readiness for the future. Through our dedication, we’ve delivered high-quality professional learning (HQPL) in both mathematics content and pedagogy to all school districts involved. Additionally, we’ve equipped member schools with an array of resources, tools, and materials aligned with the Arkansas Mathematics Standards, while actively supporting DESE in implementing key state initiatives.

DMESC math specialists have dedicated our efforts to bolstering our focus school, engaging in three intensive coaching cycles. We’ve provided personalized support to a cohort of six teachers spanning grades 2 through Algebra 1, focusing on refining instructional strategies, implementing the latest High-Quality Instructional Materials (HQIM), and enhancing student engagement techniques. Additionally, we’ve diligently facilitated monthly collaborative team meetings with our math educators, emphasizing essential standards, collaborative planning and effective pacing aligned with their newly implemented HQIM. Cumulatively we have spent

approximately 81% of our time in our school districts with 54% of that time being dedicated to our focus school and 26% of that time spent supporting our AR Math QuEST participants.

DMESC math specialists have provided invaluable support to four of our districts, encompassing a total of 51 teachers participating in the AR Math Quest program. AR Math QuEST offers our teachers an enriching experience, with two days of professional development during the summer, followed by a day of PD in the fall, and two comprehensive observation cycles (one each semester) throughout the academic year, each comprising planning, observation, and feedback phases. Continuously, we've ensured our teachers receive targeted feedback on their instruction, along with clear guidance on enhancing their teaching practices.

Alongside our coaching and AR Math QuEST support, we have played a pivotal role in guiding schools through the establishment of Professional Learning Communities (PLCs). Within these PLCs, we've facilitated the identification of essential-standards, the creation of proficiency scales, and the implementation of standards-based report cards. Furthermore, we've spearheaded efforts to craft common formative assessments, leveraging the resulting data to inform and refine instructional planning, ensuring a continuous cycle of improvement.

This year, the statewide emphasis has been on comprehensive coaching and the enhancement of high-quality, curriculum-based professional development for classroom educators. We've invested significant time in attending TNTP coaching training sessions and have embarked on Cognitive Coaching training to further refine our coaching abilities. Additionally, we've actively participated in leadership meetings hosted by Bailey Education Group, the chosen vendor for our schools' Community of Practice Grant, in select schools.

Our commitment to continuous improvement is evident as we consistently reflect on our practices and actively seek opportunities for professional growth to effectively meet annual objectives and address the diverse needs of our districts, ensuring success for all students. Our team's dedication is underscored by our participation in various high-quality professional learning opportunities throughout the year, including Cambium Item writing and ATLAS Classroom Tool Training. TNTP Coaching sessions, Cognitive Coaching workshops, and the 15-Day Challenge led by Maria Neilsen.

SUPPORT AND SERVICES (including but not limited to):

- Coaching Cycles
- AR Math QuEST
- Effective Mathematics Teaching Practices
- High Quality Instructional Materials
- Instructional Facilitator Support
- Model Lessons
- ATLAS training
- Productive Mathematical Discourse
- Lesson Planning
- Essential Standards
- Novice Teacher Mentor

MAJOR HIGHLIGHTS:

- AR Math QuEST FY 2
 - Y2: 51 Teachers
 - Total 51 Teachers
- Provided 3 intensive coaching cycles to 6 teachers in our focus school
- Provided 2 separate 2-day summer sessions for AR Math QuEST Year 2 participants
- Provided 4 separate 1-day fall sessions for year 2 participants
- Provided each teacher job-embedded support in the fall and spring in the form of a coaching cycle (plan, observe, provide feedback)
- Implementation of HQIM
- Data Analysis

***Student Performance Data**

<p>Literacy, Math, & Science</p>	<p>In the 2022-2023 school year, there were 2 districts from the DeQueen Mena ESC region in coordinated or directed level of support from DESE. After increasing onsite visits to these 2 districts during the 2022-2023 school year, the number of districts in coordinated or directed level of support for the 2023-2024 school year decreased to 1; therefore, 1 district came off of leveled support for the 2023-2024 school year. The remaining leveled support district improved their percentage of students “in need of support” by 4%.</p> <p>In the 2022-2023 school year, 50% of DeQueen-Mena ESC’s districts were classified as high usage (18 plus days of onsite support from DMESC cooperative specialists per year). Of the 19 schools in these districts, 17 had letter grades of A, B, or C. No schools in high usage had a letter grade of F. From the 21-22 to the 22-23 school year, 8 schools' letter grades increased.</p> <p>In the 2022-2023 school year, 33 1/3% of DeQueen-Mena ESC’s districts were classified as average usage (10 plus days of onsite support from DMESC cooperative specialists per year). Of the 10 schools in these districts, 10 had letter grades of A, B, or C. No schools in average usage had a letter grade of D or F. From the 21-22 to the 22-23 school year, 5 schools' letter grades increased.</p>
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PROGRAM: Media Center

FUNDING AMOUNT: \$4 per ADM with a cap of \$2,500

FUNDING SOURCE: Local School Districts

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUDNING: _____ NON-RESTRICTED FUNDING: X

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk

GOALS:

- To improve student achievement by providing quality instructional materials
- To provide prompt, friendly service to all educators in the co-op area

PROGRAM SUMMARY:

The DMEC Media Center provides quality support to educators and students. Instructional materials are updated every year to assure that the most current are available.

The media van delivers to 64 stops weekly. This count includes delivery to twelve administrative offices and sixteen co-op preschools. Private preschools and Head Starts pick up their deliveries at designated sites. Teachers and administrators order media items via telephone, fax, email, and on-line. Ordering supplies and Ellison cuts on-line is considered a favorite among teachers and staff. It saves time and the co-op does the cutting for free. In addition, the co-op furnishes three sets of Ellison letters and holiday die that rotate to each building during the school year.

The DMEC staff collaborates with the Arkansas Department of Education (ADE) and other agencies to distribute materials to schools at a cost savings and in a timely manner. Materials include:

- Content area materials (books, handouts, etc.)
- Pamphlets
- Newsletters
- Schedules

Media items provided by the ADE are housed in the media center. This provides easy access of instructional materials and supplies to our districts. The Co-op delivers requested items weekly to schools.

PROGRAM: Novice Teacher Mentoring Program

FUNDING SOURCE: \$145,000

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING :**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Amy Montgomery, Mentoring Program Specialist, MSE

GOALS:

- Provide training and support to novice teachers to increase teacher retention;
- Establish norms of professionalism; and
- Improve student achievement by increasing effective teacher performance.

PROGRAM SUMMARY:

The Novice Teacher Mentoring Program provides novice teachers with the support, guidance, and encouragement they need to become effective, knowledgeable teachers by providing them with the support, guidance, and encouragement they need. The DeQueen-Mena Education Service Cooperative provides a three-year mentoring program that addresses the need of novice teachers in our cooperative area. Novice teachers utilized Google Classroom to disseminate information, share, and access resources. First-year Novice Teachers attended two days of face-to-face professional learning at DMESC during the summer and one day during the fall semester. Second-year Novice Teachers attended two days of face-to-face professional learning at the DMESC campus during the summer. Third-year novices attended one day of face-to-face learning in their content area at DMESC during the summer along with a commencement celebration. The professional learning topics included: Classroom Management and Procedures, Behavior Management, Lesson Planning, Differentiation in Instruction, Data Bootcamp, TESS, Trauma Informed Teaching, PGP development, and other needs as requested by the Novice Teachers. DMESC also provided year one and two novice teachers access to John Wink’s app where novices were provided growth opportunities in the four domains of the Teacher Excellence Support System (TESS) to improve excellence in every classroom and self-care for teachers. Each novice teacher in the first and second years received “The First Days of School How to Be an Effective Teacher by Harry K. Wong”. Through observation/reflection, face-to-face meetings, technical assistance on-site, virtual coaching, online PLCs, and a variety of other means, novice teachers received personalized support to meet their individual needs.

Major Highlights of the Year:

- 156 Novice Teachers supported during the 2023-2024 school year. Each year one and year two Novice Teacher was observed in the classroom at least one time each semester by the Mentoring Program Specialist. Year three Novice Teachers were supported by the Mentoring Program Specialist through in-person visits, zoom meetings, or email.
- Praxis support was provided to all teachers, including those on alternative certification pathways. 240 Tutoring, Study.com, Mometrix Study Materials, and check-out materials were used by multiple pre-service, novice, and veteran teachers to assist in preparation for the Praxis exams. As part of the Praxis preparation session, DMESC offered both in-person and online Praxis support. DMESC reimbursed school districts for substitute fees and reimbursed registration fees for any participants who passed their Praxis. In-person tutoring sessions were provided for the Foundations of Reading test and Elementary Math.
- Partnered with DESE, Southern Arkansas University, Reach University, and two member school districts to provide the Arkansas Teacher Residency Apprenticeship program to 6 future teachers.
- This year DMESC offered each of our districts the option to send a teacher through the NIET Lead Designation pathway to build teacher leader capacity to be able to support future novice teachers. The Mentoring Program grant paid for an additional 7 teachers to support future novice teachers who are currently in the Arkansas Teacher Residency Apprenticeship program.

***Student Performance Data**

Mentoring/Novice	From 2021-2022 data to 2022-2023 data, the DMESC Novice Teacher Mentoring retention rate of teachers in the profession has increased from 76% to 88%.
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PROGRAM: Professional Development/Teacher Center

FUNDING AMOUNT: \$125 Per Certified Staff Member

FUNDING SOURCE: Local School District

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, Teacher Center Coordinator (MSE)
Crystal Willey, Administrative Assistant

GOALS:

- To align professional development services with district needs for administrators, teachers, and other support staff in order to increase student achievement and help students graduate high school college and career ready
- To support the Arkansas Department of Education’s school initiatives
- To provide school leadership with best practices of other achieving districts throughout the state

PROGRAM SUMMARY:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our twelve member districts. During the 2023-24 school year, DeQueen-Mena ESC offered professional development opportunities that aligned with district needs and state initiatives. A comprehensive list of professional development workshops is provided at the end of this report.

Each year DMESC provides a summer Administrator Institute for approximately 95 administrators. Required state training is presented at this three-day institute along with other leadership training. Featured speakers this summer included Dr. Eric Saunders on Budget Prep, Matthew Southerland/Tiffani Grayer on Public School Accountability, as well as Tier I training presented by Mike Mertens, AAEEA and Legislative Updates presented by Harvie Nichols.

Link to Results: [2024 User Satisfaction Survey](#)

PROGRAM: Science

FUNDING AMOUNT: \$90,875.00

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

COMPETITIVE GRANT: Yes - X No -

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Brian Schuller, MSE

GOALS:

- Increase the knowledge and skills of classroom teachers AND K-12 educators to skillfully implement the Science Instruction through professional learning, and job-embedded support. Each ESC will identify schools that will receive support based on summative, formative, and school improvement data that will receive coaching support.
- Support the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators. High Quality Professional Learning (HQPL) will be designed to address the following processes: 1) Adoption of HQIM for science 2) Launching a curriculum 3) Ongoing support for teachers and leaders.

YEAR END NARRATIVE:

During the FY 23-24 school year, science teachers were supported in their knowledge and skills in implementing student-focused, three-dimensional science, and instructional strategies that impact student learning to help prepare them for college and/or careers.

Teachers in grades K-12 were assisted in engaging students in science by using a STEAM approach in which students were instructed using a planetarium and incorporating academic language and tier 3 vocabulary with hands-on activities.

Teachers were also instructed in the use of DMESC technology, and guiding teachers in reviewing curriculum options.

The Science Specialist has offered several sessions on GPS professional development along with other professional development offering in the summer, with teacher follow up visits in the fall and spring semesters. This year the specialist has directly supported and coached several teachers to ensure the development and implementation of a guaranteed and viable science curriculum. Within the development and implementation of the curriculum the specialist has emphasized the development and implementation of the three dimensional assessments. The science specialist has also collaborated with colleagues from other cooperatives across the state and DESE science

specialists, creating professional learning opportunities for Arkansas teachers.

Targeted technical assistance was given to identified districts with onsite visits geared to the implementation of engaging phenomenon based science lessons to increase student interest. Focused attention to science vocabulary acquisition and word knowledge in K-12 science classes ensured teachers had an improved understanding of student deficits and solutions. This technical assistance included on-site visits, virtual meetings, emails, texts, and follow-ups.

The DMESC STEM Challenge is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 11 different challenges and compete for best performance. Students and teachers were excited to come together and compete in person.

The goal of the DMESC science department the year is to increase the knowledge and skills of educators to skillfully implement the Science Instruction through coaching, professional learning, and job-embedded support. The Science coach supported the Arkansas Initiative for Instructional Materials (AIIM) and the High-Quality Professional Learning (HQPL).

Professional Learning:

The Science specialist at DMESC strives to continually reflect on his own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. The Science specialist has participated in Cognitive Coaching, TNTP Coaching.

- TNTP Coaching Cycle
- Cognitive Coaching
- Inclusive Practices
- HQIM (High Quality Instructional Materials)
- 3-10 Assessment Data

SUPPORT AND SERVICES (including but not limited to):

- Assisted with High Level Questioning
- Demonstrated lessons in area classrooms
- Facilitated implementation of Arkansas K-12 Science Standards
- Facilitated Lesson Planning
- Guided Formative/Summative Assessments
- Hosted regional STEM competition (DMESC)
- Implemented student-focused, three-dimensional science instructional strategies that impact student learning
- Mentored Novice Teachers
- Partnered with other specialists in creating professional development
- Provided coaching support that aligns with Arkansas K-12 Science Standards
- Provided recommendations to enhance STEM education
- Supported the Instructional Facilitator

MAJOR HIGHLIGHTS

Hands on Tech Tools

- Offered Summer professional development to 8 teachers
- Teachers this year have checked out materials that include – 3D Pens, Circuit Playground, Airblock Drones, Dot & Dash, Lego Mindstorm EV3, Snap Circuits, Ollie, Spheros Sprk, Spheros Mini, Heat Press, Cricut Maker, Makey Makey, Code and Go Robots, EVOBot Classroom Kit (12), Bee Bots, Lego Boost Robots, Codeapillars, and some Unplugged Resources. Several hundred students have had the opportunity to use these materials.

Starlab Portable Planetarium

- Offered Summer professional development to 14 teachers
- Taken to 4 different schools
- Approximately 1000 students

DMESC STEM Challenge

- Offered professional development to teachers
- Held the DMESC STEM Challenge with over 125 students and over 25 teachers and support participants.

*Student Performance Data

<p>Literacy, Math, & Science</p>	<p>In the 2022-2023 school year, there were 2 districts from the DeQueen Mena ESC region in coordinated or directed level of support from DESE. After increasing onsite visits to these 2 districts during the 2022-2023 school year, the number of districts in coordinated or directed level of support for the 2023-2024 school year decreased to 1; therefore, 1 district came off of leveled support for the 2023-2024 school year. The remaining leveled support district improved their percentage of students “in need of support” by 4%.</p> <p>In the 2022-2023 school year, 50% of DeQueen-Mena ESC’s districts were classified as high usage (18 plus days of onsite support from DMESC cooperative specialists per year). Of the 19 schools in these districts, 17 had letter grades of A, B, or C. No schools in high usage had a letter grade of F. From the 21-22 to the 22-23 school year, 8 schools' letter grades increased.</p> <p>In the 2022-2023 school year, 33 1/3% of DeQueen-Mena ESC’s districts were classified as average usage (10 plus days of onsite support from DMESC cooperative specialists per year). Of the 10 schools in these districts, 10 had letter grades of A, B, or C. No schools in average usage had a letter grade of D or F. From the 21-22 to the 22-23 school year, 5 schools' letter grades increased.</p>
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PROGRAM: Special Education

STAFF: Autumn Pope, LEA Special Education Supervisor

FUNDING YEAR: 2023-2024

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

FUNDING STATEMENT:

State grant and district supplements are the primary funding sources allocated to pay the salary of one Special Education Supervisor serving 3 districts from the consortium. This Supervisor also plans and implements professional development geared for special education staff to all members of the consortium.

PROGRAM GOALS:

The special education supervisor’s goal is to provide and facilitate consultative assistance in special education in the areas of: program standards, eligibility criteria, referral and placement procedures, evaluation and related services.

PROGRAM SUMMARY:

The DMESC employs one Special Education Supervisor serving 3 districts as well as the planning and implementing of special education PD for all consortium members. These consultative services include: technical assistance, due process records, instructional assistance, paraprofessional training, evaluation scheduling and information, in-service programs and training, budget preparation; including preparing bus purchase requests and stimulus packages for individual district’s board approval, State and Federal reporting, development of advisory assistance to regular education teachers and modification suggestions for regular education classes for disabled and non-disabled students. Additionally, the LEA Special Education Supervisor locates and makes arrangements for qualified related service personnel to provide Occupational, physical, and speech therapies as well as making arrangements for School-Based Mental Health services. LEA Special Education Supervisor continues to be an active participant on the districts’ behalf regarding preschool transition conferences for students moving into kindergarten from a special education program at the preschool level. The Special Education Supervisor works closely with school administrators in matters of discipline, purchasing, and personnel. The Supervisor continues to attend conferences to offer advice and expertise to classroom teachers and search for and obtain curriculum and materials to enhance services for each district.

Districts Served	Teachers, Therapists and Paraprofessionals Served	Students Served
Dierks	8	77
Cossatot River	16	133
Foreman	8	71

COLLABORATION:

Special education reports for each individual district are submitted via APSCN at each appropriate data cycle. The ADE-Special Education Unit provides access to national downlinks providing in-service and training to administrators and special education teachers through satellite and Webinar technology. Child Find information, in collaboration with the Arkansas Special Education Resource Center, is disseminated to local agencies, districts, and private schools. A Child Find Committee has been established as a DMESC entity. Child Find web access has been established to reduce travel and personnel time spent away from duties and continues to meet the requirements of Child Find update activities to pursue locating unidentified and under-identified students, in accordance with State Improvement Performance Goals, special emphasis has been highlighted in the area of Autism. Evaluation, programming, and in-service to both regular and special education administrators and staff was provided at no cost to each district. Additionally, summer professional development workshops have been set up and provide both free minimal costs to districts.

HIGHLIGHTS OF THE YEAR:

- Professional Development Offered:
- Inclusive Practices Training for Specialists
- Sped Track (Special Education Software)
- CEC Membership – Council for Exceptional Children
- Standards Based IEP Training
- New Due Process Paperwork Training
- Membership and Attendance to AAEA and AASEA organizations and yearly conferences
- Special Olympics fundraising and participation
- Paraprofessional Core Module Training
- Participates in Arkansas Easter Seals Project Prepare Program
- Worked in conjunction with Easter Seals on the Project Prepare program to build quality special education programs at the district level.
- Membership and participation in the Regional AASEA meetings held monthly
- Attendance at over 400 due process conferences held on school campuses*Virtual supports and options for students with significant disabilities.

ADE SERVICES, COOPERATION AND COLLABORATION

Special education reports for each individual district are submitted via APSCN at each appropriate data cycle. The ADE-Special Education Unit provides access to national downlinks providing in-service and training to administrators and special education teachers through satellite and Webinar technology. Child Find information, in collaboration with the Arkansas Special Education Resource Center, is disseminated to local agencies, districts, and private schools. A Child Find Committee has been established as a DMEC entity. Child Find web access has been established to reduce travel and personnel time spent away from duties and continues to meet the requirements of Child Find update activities to pursue locating unidentified and under identified students, in accordance with State Improvement Performance Goals, special emphasis has been highlighted in the area of Autism. Evaluation, programming, and in-service to both regular and special education administrators and staff was provided at no cost to each district. Additionally, summer professional development workshops have been set up and provide both free minimal costs to districts.

HIGHLIGHTS OF THE YEAR

- Professional Development Offered:
- SEAS (Special Education Computer Automated Software Training)
- Sped Track (Special Education Software)
- LRP – Legal Issues in Special Education Conference
- CEC Membership – Council for Exceptional Children
- Standards Based IEP Training
- New Due Process Paperwork Training
- Membership and Attendance to AAEA and AASEA organizations and yearly conferences
- Planning and implementing an annual special education conference to provide meaningful special education training at the local level.
- Special Olympics fundraising and participation
- Paraprofessional Core Module Training
- Participates in Teachtown Programs
- Participates in Arkansas Easter Seals Project Prepare Program
- Scheduled and sought funding for the STAR training at the local level
- Worked in conjunction with Easter Seals on the Project Prepare program to build quality special education programs at the district level.
- Membership and participation in the Regional AASEA meetings held monthly
- Attendance at over 400 due process conferences held on school campuses

PROGRAM: Special Nutrition Program

FUNDING AMOUNT: \$651,381.01

FUNDING SOURCE: Child and Adult Care Food Program

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Chery Green, Program Director

PROGRAM GOALS:

- Provide nutritious meals at no cost to the family of the participating children
- Provide all children in attendance at ABC Preschool sites the same meals with no physical segregation or other discrimination because of race, sex, age, disability, color, or national origin.
- Provide breakfast, lunch, and afternoon supplemental meals that meet all requirements of meal patterns for young children in child care programs.

PROGRAM SUMMARY:

Nutritious meals and snack are supplied to approximately 835 children in eleven school districts at 14 physical sites across the cooperative service area. Food service contracts are signed between school districts and the cooperative stipulating costs, delivery times, and billing procedures. The Project Director maintains records, documents periodic visits, monitors compliance, and submits monthly reimbursement claims to the Special Nutrition Program. Cooperation between the SNP Director, Preschool Directors and school district's Food Service Directors is necessary to prepare and submit the grant each year. Eligibility of families for 2023-2024 totaled: free 60%, reduced 20% and paid 20%.

PROGRAM: Supplies

RESTRICTED FUNDING: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk
Tara Cartwright, Secretary

PROGRAM GOALS:

DeQueen-Mena Education Service Cooperative operates a successful supplies and materials service for school districts. These items are purchased from the Arch Ford Service Center where they solicit bids for the best prices, purchase in bulk, and pass the savings to other cooperatives. This allows the co-op to pass the savings to local school districts with the co-op attempting to break even on cost.

Supplies are delivered to schools via the media delivery service. Teachers and administrators continue to ask for this service and continue to be supportive. This is a major convenience that we offer to teachers. School personnel may order online and have supplies delivered on their weekly media delivery day.

SPECIAL PROJECTS AND PROGRAMS

Program Name: Communities of Practice (CoP)

Goals and Description:

Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice explored the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals.

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM.

Grantee selected vendors from those approved by Rivet Education to contact with for professional services to engage in content coaching, with emphasis on HQIM.

DMESC partnered with Bailey Education Group, LLC. The total number of days provided were 130, 6 of which were training and professional development and the remaining involved coaching for leaders. These days were divided among 9 participating districts.

Program Name: PLC Support 2024

Goals and Description:

Professional Learning Communities: Boardroom to Classroom – In support of the DESE’s PLC Initiative, Co-ops have been participating in the Boardroom to Classroom trainings monthly with Janel Keating from Solution Tree. As part of this process, Janel Keating guided educators in developing successful districtwide professional learning communities to ensure high levels of learning for every student. High-performing districts develop when collaborative teams at every level align their concepts, practices, and vocabulary. Aligning this work is a top-down, bottom-up cyclical process, starting with the district level and ending with collaborative teacher teams. This session provided district and school leaders with the tools and strategies needed to create a districtwide culture of continuous improvement. Co-ops are an integral part of this work and have been supporting districts involved in these sessions through Specialist support, and working with administrators who are implementing PLC processes.

DMESC had two districts that participated in 2023-2024: Horatio and Mount Ida. These districts sent teams to the monthly training and presented their capstone presentations in May 2024. DMESC specialists attended these monthly meetings to support our two districts. DMESC presented a capstone project in May as well.

Program Name: ESC Evaluation

Goals and Description:

Per Ark. Code Ann § 6-13-1020 and [Rules Governing Education Service Cooperatives](#) Sections 21.00 and 22.00, all active Education Service Cooperatives must be evaluated at least once every five years and include the results in the annual report submitted to the Department of Education. The evaluation schedule is determined by the Commissioner of Education and conducted by an evaluation committee of no more than nine people. The committee is made up of local stakeholders, educators, representatives for higher education, and parents.

The evaluation process includes an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness. This information is shared with the committee via a cooperative narrative summary & evaluation rubric & linked documents. The evaluation committee reviews the evidence for each component, as well as conducts interviews with a variety of stakeholder groups: administrators, cooperative employees, regional educators, and special focus groups determined by the cooperatives. The interviews allow regional districts the opportunity to express their satisfaction and concerns regarding the manner in which the cooperative is operating and fulfilling the needs of the schools.

At the conclusion of the on-site visit by the evaluation committee, the committee indicates the cooperative’s levels of success in each category using the criteria outlined in the rubric found in Appendix 2 in the Rules document. Each section of the rubric is scaled from 1 (“in need of immediate support”) to 5 (“excellence”), and the cooperative is assigned an overall rating of 1 to 5. The final report of the evaluation is presented to the cooperative, region districts, and the State Board of Education.

The DMESC evaluation occurred on April 27, 2023. Our cooperative received an overall rating of 5. Our [DMESC Evaluation Results – 2023](#) was presented to the State Board of Education and accepted by the board on July 2023.

Program Name: ATLAS

Competitive Grant Yes - No -

Goals and Description: DeQueen-Mena Cooperative technology coordinator and specialists have provided support to district testing and technology personnel to support teachers with ATLAS testing. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ATLAS updates, and hosting ATLAS workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts. DMESC worked with DESE to coordinate and facilitate six District Testing Coordinator workdays to train on assessment. Support was also provided by ADE for classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ATLAS Assessment. In addition to ADE presenters, cooperative content specialists provided face-to-face training on the ATLAS Blueprint, New Standards and Classroom tools.

Program Name: Act 1082 Support

Goals and Description:

While literacy coaching is a part of the ESC literacy specialists' work, it is just one of many workstreams for these individuals. As a result, districts receive varying intensity of support from literacy specialists, based on their ADE Progressive Levels of Support classification, and the fact that not every school that needs support receives it. Arkansas has 5 levels of support (General, Collaborative, Coordinated, Directed, and Intensive) determined, in part, by a district's student reading outcomes on the state summative assessment. Arkansas literacy specialists support only Levels 3-5:

- **Level 5 – Intensive Support:** ADE literacy specialists conduct weekly site-visits to provide coaching and feedback in schools. Arkansas currently has five districts at this level. The percent of students that met the ACT Aspire readiness benchmark in these districts is just 13.86%, compared to a statewide average of 35%. Of the Level 5 districts, 3 have adopted approved HQIM in K-3, 1 has adopted approved HQIM in K-2 but not grade three, and one district has not adopted HQIM.
- **Level 4 – Direct Support:** ESC literacy specialist provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 37 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 21.95%. Of the districts, all but one has adopted approved HQIM in K-3.
- **Level 3 – Coordinated Support:** ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 67 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 27.91%. Of the Level 3 districts, 29 have adopted approved HQIM in K-2, 7 have partially adopted HQIM in K-3, and 1 has not adopted HQIM in K-3.

Act 1082 is designed to provide specific levels of support to public school districts based on reading scores.

The goals of this support include helping schools deploy more powerful strategies, use resources more productively, and analyze the curriculum that is used. To that end, both Level 3 and Level 4 schools meet periodically with the Public School Program Advisor from the DESE and the co-op team either virtually or in-person. Level 3 schools are required to meet once every nine weeks and Level 4 schools meet monthly. During these meetings a spreadsheet is reviewed that includes the topics: Literacy Curriculum, Assessments, Science of Reading Dyslexia, and Writing Revolution. This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

ESC Literacy specialists also provide regular support throughout the year to these schools. This support can be in the form of model teaching, professional development for teachers and/or paraprofessionals, classroom walkthroughs with principal, or anything that is identified by the school or in the coordinated meetings. The professional development opportunities are designed to provide personalized support to ensure that all teachers acquire the instructional expertise needed to educate all students and improve reading skills.

Program Name: **EitherScope Project**

Competitive Grant **Yes - _____** **No - X**

Goals and Description:

In an effort to assist schools in preparation for ongoing online testing in 2023-24, DMESC offered the use of an Either Scope to evaluate schools in the cooperative to see if their networks are adequate for online testing as well as general network health and security. When a school requests a check, Either Scope reports are provided to the school and to the school’s technology coordinator of their findings.

Professional Development Activities Report

DATE	WORKSHOP NAME	DISTRICTS ATTENDED	TEACHERS ATTENDED
June 1, 2023	Building Thinking Classrooms	7	12
June 5, 2023	Antecedent and Targeted Behavior Strategies	5	10
June 5, 2023	Enhanced Learning and Student Engagement with Your BenQ	2	14
June 5, 2023	It's Grow Time	8	11
June 5-6, 2023	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching	5	24
June 6, 2023	ALL In: Inclusive Education	10	49
June 6, 2023	How to Incorporate Number Talks into Your Math Instruction	4	10
June 6, 2023	3-6 RISE Day 4 Vocabulary: Word Level Comprehension	6	10
June 7, 2023	What Do Students Really Need to Know? Elevating Fundamental Content in Science	6	9
June 7, 2023	504 & Dyslexia in Arkansas	6	12
June 7, 2023	504 Coordinators Work Session	4	6
June 7, 2023	3-6 RISE Day 5: Text Comprehension	6	10
June 7, 2023	Tech It to The Limit	5	13
June 7, 2023	The Social Emotional Alphabet: The ABCs of Making EVERY day the BEST day for EVERY Child	11	37
June 7-8, 2023	5 Essential Components of School Wide Positive Behavior Supports	6	64
June 8, 2023	K-2 Reading Comprehension Series: Background Knowledge	3	14
June 8, 2023	K-2 Reading Comprehension Series: Sentence Level Comprehension – Syntax	2	11
June 8, 2023	3-6 RISE Day 6: Putting It All Together	6	10

June 12, 2023	Computer Science: Teaching K-4	1	1
June 12, 2023	SoR Decoding	5	10
June 12, 2023	History Rocks!	8	14
June 12, 2023	Tyler Tarver Ultimate Google Training Workshop (Virtual)	11	19
June 12, 2023	MagnaWave – PEMF for Animal Science	6	10
June 12-13, 2023	Visual Schedules Bootcamp	1	10
June 13, 2023	Executive Function Supports for Students: Learning for All	6	15
June 13, 2023	Budget Prep Session/Board Meeting	15	78
June 13, 2023	Physical Education – Challenges, Strategies, and Best Practices	6	6
June 13, 2023	Let’s Explore the PROBLEM	5	8
June 13, 2023	Music Around the World	5	8
June 13, 2023	Tier I/Budget Prep Session	3	8
June 13, 2023	DeGray – Tier I/Mike Mertins	15	79
June 14, 2023	DeGray Legislative Updates/Rotation 1	15	80
June 14, 2023	DeGray Rotation 2/Rotation 3/Rotation 4	15	80
June 14, 2023	Youth Mental Health First Aid	8	25
June 14, 2023	I’m Digging It!: Diggin’ for “Diamonds” in the World Language Classrooms	7	8
June 14, 2023	There’s a Lizard in My Chocolate	4	5
June 14, 2023	Big Time Musicals on a Small Time Budget	5	6
June 15, 2023	Mysterious Musical Elements: An Escape Room Learning Experience	5	5
June 15, 2023	DeGray No 1 Alone/Who’s on Your Team	15	74
June 15, 2023	Arkansas’s New Assessment System	15	52

June 16, 2023	Time for Change with Dr Luis Cruz	10	77
June 19-20, 2023	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching	2	34
June 19, 2023	2023 PD in your PJs Session 1	10	18
June 19, 2023	Is RTI Working for You?	9	21
June 20, 2023	Using Assessments to Drive Reading Instruction	2	7
June 20, 2023	Morphology for Secondary	5	10
June 21-22, 2023	DMESC Summer Conference 2023 Inclusion – We’re All In	15	137
June 22, 2023	Positively Powerful	4	5
June 23, 2023	GT Networking and Workday	8	8
June 26, 2023	K-2 RISE Academy Day 1: The Science of Reading	7	8
June 26, 2023	2023 PD in Your PJs Session 2	10	14
June 26, 2023	Numeracy Screeners and Interventions for the Math Classroom	8	11
June 27, 2023	Classroom Management and Student Engagement	10	17
June 27, 2023	Everyday Labs to Engage Educators in Three-Dimensional Science Performance 7-12	6	6
June 27, 2023	K-2 RISE Academy Day 2: Oral Language and Phonological Awareness	7	9
June 27, 2023	RISE 3-6 Day 1: Science of Reading Basis in Phonology	5	9
June 27-28, 2023	Small Group Instruction in the 3-6 Reading Classroom	5	6
June 27-29, 2023	2023 Google Certification Level 1 and 2 Bootcamp	2	3
June 28, 2023	K-2 RISE Academy Day 3: Phonics	7	7
June 28, 2023	Differentiation: How Do I Reach Them All?	8	16
June 28, 2023	3-6 RISE Day 2: Phonics	5	7

June 29, 2023	Active Learning Strategies for Classroom Management	10	14
June 29, 2023	RTI: Both Side of the Pyramid	3	5
June 29, 2023	3-6 RISE Day 3: Morphology and Etymology	5	15
June 29, 2023	DMESC HOTT – Hands-On Tech Tools	6	8
July 6, 2023	STEAM Under the Stars	7	12
July 10, 2023	Increasing ELL Students Success Through the Arts	1	1
July 10, 2023	Seuss Science	3	4
July 10, 2023	The PE Lesson and the 3 P's	6	7
July 10, 2023	Writing in the 3-6 Classroom	4	4
July 10-11, 2023	Illustrative Mathematics: Getting Started with IM	12	53
July 10-11, 2023	What Do Students Really Need to Know? Elevating Fundamental Content in Science	2	4
July 11, 2023	Standards Revision for Grades 6-12	6	8
July 11, 2023	Library Professional Learning Community at Its Best	4	4
July 11, 2023	Writing in the K-2 Classroom	3	6
July 12, 2023	CRSD IM Planning Work Day	3	11
July 12, 2023	SoR Encoding	5	9
July 12, 2023	Understanding IM Centers	1	12
July 12, 2023	Positively Powerful	5	5
July 13, 2023	3-6 Sentence Level Comprehension	5	5
July 13, 2023	Using IM Math Centers to Develop Fluency in the K-5 Classroom	9	23
July 17, 2023	Educator Wellness Conference Early Childhood Day 1	6	91
July 17, 2023	Tyler Tarver Creating with Canva for Education (Virtual)	23	39

July 17, 2023	Indicator 13 Cross Reference Tool: How to Use It to Review a Transition Plan for Compliance	4	5
July 17, 2023	All In for Inclusion in Transition!	4	5
July 17-18, 2023	Educator Wellness Conference	8	43
July 18, 2023	Educator Wellness Conference Early Childhood Day 2	2	17
July 18, 2023	K-2 RISE Academy Day 4: Fluency	4	4
July 19, 2023	Developing Fundamental Understanding in Physical Science and Chemistry	5	5
July 19, 2023	Meddling Mamas and Prying Papas	9	20
July 19, 2023	Figuring Out Fluency K-2: Whole Number Computation	5	6
July 19, 2023	Tech It to The Limit	3	4
July 19, 2023	K-2 RISE Academy Day 5: Oral Language, Vocabulary and Morphology	4	4
July 20, 2023	Classroom Management and Student Engagement	1	1
July 20, 2023	Youth Mental Health First Aid	7	15
July 20, 2023	You Want Me to Teach Who...What?	2	3
July 20, 2023	Figuring Out Fluency 3-6: Whole Number Multiplication and Division	4	5
July 20, 2023	DMESC LMS Forum: Keeping It All Together – Thriving with Organized, Stress-Free Digital Practices for Librarians	11	17
July 20, 2023	Technology in FACS with Brother Scan & Cut	6	7
July 20, 2023	Tier I Training	8	11
July 20, 2023	What About Us?	6	85
July 24, 2023	New AR Math Assessment/Standards Update	10	27
July 24, 2023	Primary Sources for the Win!	4	4
July 24, 2023	2023 PD in Your PJs Session 1	8	11

July 24, 2023	Content Area Reading Strategies	7	14
July 24, 2023	Speech to Print: Supporting Students with Sound Walls	7	10
July 25, 2023	Illustrative Mathematics: Going Deeper with Instructional Routines	8	11
July 25, 2023	How Can You Know What Students Really Know in Science? Using Assessment Purposefully in a Science Classroom	5	7
July 25, 2023	UDL/Inclusion	9	18
July 25, 2023	K-2 RISE Academy Day 6: Comprehension	4	5
July 25, 2023	Early Childhood – Kent Rader	5	62
July 26, 2023	Essential Behavior Classroom Management	7	10
July 26, 2023	Tech It to The Limit	2	3
July 26-27, 2023	K-2 Shifting Small Group Instruction to Match the Science of Reading	7	11
July 27, 2023	Inclusion in the Math Classroom, but How?	10	25
July 27, 2023	FACS PLC	10	12
July 27, 2023	Social Media: So I Am in Charge of Social Media – What Do I Do Now? Part 1	3	4
July 27, 2023	Social Media: So I Am in Charge of Social Media – What Do I Do Now? Part 2 Marketing Discussions	4	5
July 31, 2023	Everyday Labs to Engage Educators in Three-Dimensional Science Performances Grades K-6	4	4
July 31, 2023	2023 PD in Your PJs Session 2	6	7
July 31, 2023	Business PLC	6	8
July 31, 2023	BOSS Laser Operations & Techniques	8	10
July 31, August 1, 2023	Year 1 Novice Teacher Bootcamp	11	33
July 31, 2023	Business PLC	6	8

August 1, 2023	How Do You Engage and Excite Students in Science? Get Students Involved in Asking Questions and Seeking Answers to All of Their Curiosities!	2	3
August 1, 2023	EC CPR	2	4
August 1, 2023	Minding Your Health	4	5
August 1, 2023	Compassion Fatigue: Creating Resiliency	4	5
August 1, 2023	CNC and LightBurn Software	8	13
August 1-2, 2023	Getting Started with Illustrative Mathematics	4	22
August 2, 2023	EC CPR	1	4
August 2, 2023	Glowforge Training for the Classroom	6	11
August 2, 2023	Introducing the SmartData Dashboard	2	3
August 2, 2023	Deep Dive into the New SmartData Dashboard	2	3
August 2-3, 2023	Year 2 Novice Teacher Bootcamp	15	38
August 3, 2023	What's in the Water? Exploring Environmental Science Using a Water Quality Investigation	3	3
August 3, 2023	EC CPR	1	2
August 3, 2023	Introduction to Promethean ActivPanels	2	12
August 3, 2023	Career Development Mentorship	6	7
August 4, 2023	Operation Hero	8	11
August 7, 2023	David Edwards Garcia – SEL Curriculum	5	89
August 9, 2023	PCM Recertification	1	5
August 9, 2023	PCMA Training	2	8
August 10, 2023	Annual Back to School Nurse 2023-2024 Webinar	4	6

August 11, 2023	PCM Recertification	1	7
August 14, 2023	DMESC Staff Meeting	1	28
August 17, 2023	DMESC Board of Directors Meeting	12	16
August 17, 2023	eSchool Beginning of the Year System Administrator Training	8	8
August 17, 2023	Math Crosswalk Work	3	3
August 18, 2023	DMESC 8 th Grade Standards Crosswalk	3	3
August 21, 2023	EC Special Education Update	1	10
August 23, 2023	eSchool Registration Refresher	2	2
August 23, 2023	eSchool Entry/Withdrawal and Scheduling Review	3	4
August 24, 2023	eSchool Medical for New Nurses/Refresher	1	1
August 25, 2023	Statewide GT Coordinators Meeting	10	10
August 28, 2023	Tier II Training	1	15
August 28, 2023	Ethics Training	1	15
August 30, 2023	DMESC Staff Google PD	1	9
August 31, 2023	Emergency Response Training	4	4
September 6, 2023	BX3 Cohort 4 Regional Kickoff Meeting	6	29
September 6, 2023	DMESC AGQBA Regional Quiz Bowl Coaches Meeting	6	9
September 6, 2023	eSchool SMS Required Fields for State Reporting	10	13
September 11, 2023	ACTC Cybersecurity Course Training	15	15
September 12, 2023	Secondary Course Content	2	5
September 12, 2023	DMESC Curriculum Coordinator's Meeting	6	6
September 13, 2023	DMESC Year One Novice Teacher Day 3	14	42

September 13, 2023	eSchool Progress/Report Card Training	4	7
September 14, 2023	Secondary Course Content Training	3	5
September 14, 2023	DMESC LMS Forum Fall Meeting	8	18
September 18, 2023	LEADS for District Level Leaders: Rubric Updates and Professional Growth Goals	10	16
September 21, 2023	DMESC Board of Directors Meeting	10	14
September 21, 2023	DMESC Community Emergency Response Team (CERT) Course Train the Trainer	2	2
September 21, 2023	AI Training	6	13
September 25, 2023	DMESC Staff Meeting	1	27
September 27, 2023	Computer Science Impact Meeting	4	5
September 27, 2023	eSchool Cycle 2 Workday	2	3
September 27, 2023	DMESC School Mandated School Screenings Workshop	4	5
October 5, 2023	DMESC School Technology Coordinators Meeting	13	21
October 6, 2023	GT Coordinators and Program Approval	3	3
October 11, 2023	DMESC Curriculum Coordinators Meeting	5	5
October 12, 2023	ESSA Deep Dive	7	18
October 17, 2023	DMESC Teacher Center Committee Meeting #1	7	8
October 18, 2023	Dyslexia Specialists – Virtual	11	12
October 19-20, 2023	Daunting but Doable: The Role of the Principal in a PLC	8	15
October 24, 2023	CIRCLES Program	4	8
October 25, 2023	Quarterly GT Coordinators Meeting	5	5
October 27, 2023	DMESC Board of Director’s Meeting	11	16
October 27, 2023	Classroom Tool TOT	11	31

October 30, 2023	DMESC Staff Meeting	1	26
October 31, 2023	eSchool Workday	1	1
November 13, 2023	Leadership Team Meeting	2	11
November 14, 2023	DMESC Curriculum Coordinators Meeting	4	4
November 14, 2023	Battle of the Books/Reading Fair Planning Meeting	8	9
November 14, 2023	STEM Planning Meeting	9	11
November 16, 2023	DMESC Board of Directors Meeting	13	20
November 27, 2023	DMESC Staff Meeting	1	23
November 28, 2023	eSchool Transcript Training	1	2
November 28-30, 2023	PCMA (Professional Crisis Management) Initial Certification Training	2	16
November 30, 2023	DMESC School Technology Coordinators Meeting	6	14
November 30, 2023	AR Math QuEST: Ambitious Teaching Implementation Phase II	4	21
December 4, 2023	AR Math QuEST: Ambitious Teaching Implementation Phase II	3	10
December 7, 2023	AR Math QuEST: Ambitious Teaching Implementation Phase II	4	14
December 8, 2023	AR Math QuEST: Ambitious Teaching Implementation Phase II	5	15
December 11-12, 2023	ACTC Monthly Meeting	18	18
December 12, 2023	DMESC Curriculum Coordinators Meeting	5	5
December 13, 2023	Computer Science Impact Meeting	4	5
December 14, 2023	A4L Workday/Act 754	4	4
December 19, 2023	Quarterly Dyslexia Meeting	9	12
December 21, 2023	DMESC Board of Directors Meeting	10	13
December 22, 2023	DMESC Staff Meeting	1	28
January 18, 2024	DMESC Board of Directors Meeting	11	18

January 19, 2024	eSchool Next Year Scheduling Workshop	1	3
January 24, 2024	eSchool Copy Next Year Database Setups	6	7
January 25, 2024	Library Media Specialist Professional Learning Community	9	14
January 25-26, 2024	PCMA Instructor Recertification	9	11
January 29, 2024	DMESC Staff Meeting	1	24
January 31, 2024	eSchool Next Year Database Setup Workshop	5	5
February 13, 2024	DMESC Curriculum Coordinators Meeting	6	7
February 15, 2024	Core Tools for Complex Learning Environments	3	5
February 15, 2024	American Heart Association Heartsaver Instructor Training	3	4
February 20-21, 2024	2024 Solar Eclipse Endeavor Statewide Data Hunt	8	17
February 21, 2024	DMESC District Dyslexia Contact Meeting	5	6
February 22, 2024	DMESC Board of Directors Meeting	10	14
February 28, 2024	Computer Science Impact Meeting	6	7
March 5, 2023	DMESC STEM Challenge Spring Planning Meeting	5	7
March 6, 2024	A4L Workday/Act 754	7	8
March 14, 2024	DMESC Board of Directors Meeting	10	16
March 14, 2024	CFAM Training	5	8
March 15, 2024	GT Workday	5	5
March 27, 2024	eSchool Next Year Scheduling for Secondary Schools	6	9
March 27-28, 2024	The 15 Day Challenge Putting All the Pieces of Daily Life in a PLC at Work Together	14	54
March 28, 2024	DMESC eSchool Workday	1	1
March 28, 2024	AHA BLS CPR Instructor Certification for DMESC School Nurses	1	1

April 3, 2024 May 9, 2024	Developing Tier 2 Systems for School Wide Positive Behavior Supports	6	21
April 9, 2024	DMESC Curriculum Coordinators Meeting	4	4
April 10, 2024	Computer Science Impact Meeting	6	8
April 10, 2024	eSchool Next Year Scheduling for Elementary Schools	4	6
April 10, 2024	DMESC Teacher Center Committee Meeting #3	11	36
April 11, 2024	DMESC School Technology Coordinator's Meeting	8	15
April 12, 2024	DMESC A4L Workday/Act 754	3	4
April 18, 2024	eSchool Next Year Scheduling Workday for Middle/Secondary Schools	2	2
April 18, 2024	DMESC Budget Prep Meeting	10	17
April 18, 2024	DMESC Board of Directors Meeting	11	17
April 25, 2024	DMESC Quarterly ESOL Coordinators Meeting	3	3
April 29, 2024	DMESC Staff Meeting	1	28
May 3, 2024	DMESC GT Coordinators Meeting	2	2
May 8, 2024	DMESC eSchool Year-End Rollover Prep Workshop	7	8
May 8, 2024	DMESC Principals Leadership Forum – Wrap Up HQIM CoP	5	9
May 9, 2024	DMESC eSchool Workday	1	1
May 10, 2024	DMESC eSchool Year-End Rollover Prep Workshop	2	2
May 14, 2024	DMESC Curriculum Coordinators Meeting	10	14
May 16, 2024	DMESC AAEA Zoom Meeting	3	4
May 16, 2024	DMESC Board of Directors Meeting	10	17

May 23, 2024	DMESC School Technology Coordinators Meeting	5	8
May 28, 2024	DMESC Staff Meeting	1	26
May 30, 2024	DMESC PCMA	2	8

Cooperative Finance Overview

Arkansas Educational Funding Cooperatives are funded from three primary sources: state, local, and federal.

State funds are awarded to Educational Service Cooperatives through targeted grants. The grant budgets and goals originate from the Arkansas Department of Elementary and Secondary Education. Grant funds are reimbursed by DESE after program appropriate expenditures occur. The grants include targeted funds for reading specialists/coaches, math specialists, dyslexia specialist, science specialists, technology specialists, special education, curriculum training, and other grants as determined by DESE. The funds are carried over only by special permission from the Department of Education. DESE also provides \$408,000 annually to each cooperative for general operations. State funds represented 33.81% of all cooperative revenues in FY23 or \$62,905,805.

Local revenue is money that comes to a cooperative from local school districts by agreement. The services associated with these agreements include staff shared between districts, professional development services, special education testing, interest income, cooperative operations, repair services, and other special projects as determined by participating districts and the cooperative. Local funds accounted for 33.39% of cooperative revenue or \$62,123,261 in FY23.

Federal funds are governed by federal & state laws and rules for each program. They are reimbursed by DESE after program appropriate expenditures are made. Balances are regulated by federal rules. Federal Programs operated through cooperatives include the Migrant program, Arkansas Better Chance, the Perkins Program, and Special Education ages 3-5. Currently cooperatives have ARP ESSER funds that are associated with ABC, Early Childhood Special Education, and the Homeless program. For the fiscal year 2023, the cooperative Federal revenue total was \$59,473,048 or 31.97% of all FY23 revenue.

Total revenue for 22-23 was \$186,029,728. This includes the broad categories above, plus revenue of \$1,527,614. Additional revenue occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 06/03/2024
 TIME: 12:43:03

DEQUEEN-MENA EDUCATIONAL COOPERATIVE
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 23

PAGE NUMBER: 1
 MODULE NUM: STATYNGEAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL	NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
2000	OPERATING FUND	.00	52,542.23	.00	.00	26,164.02	26,378.21
2008	MEDIA SERV.	.00	.00	.00	.00	.00	.00
2012	SUPPLIES	.00	255,770.86	.00	.00	255,770.86	.00
2020	SP-ED GRANTS	.00	142,968.59	.00	.00	144,278.68	80,922.96
2022	STAFF DEVELOPMENT	.00	250.00	.00	.00	.00	250.00
2023	ED WELLNESS	.00	.00	.00	.00	.00	.00
2027	LEADERSHIP QUEST	.00	.00	.00	.00	143.16	50,655.41
2030	LOCAL 6-B	.00	1,107,841.91	.00	.00	1,177,986.53	423.71
2040	LASER SHOP	.00	590.00	.00	.00	186.29	534,653.31
2042	LOCAL TUITION	.00	253,642.54	.00	.00	24,000.00	5,557.17
2052	LOCAL TECH COORD	.00	24,000.00	.00	.00	3,070.72	.00
2060	READING FAIR	.00	6,827.89	.00	.00	880.33	.00
2065	MATH FAIR	.00	880.33	.00	.00	29,300.00	.00
2070	GENE HAWKS	.00	29,300.00	.00	.00	11,678.04	1,526.77
2072	LOCAL G-T	.00	1,204.81	.00	.00	3,683.43	.00
2096	DEST SCIENCE	.00	309,44	.00	.00	3,373.99	223,235.59
2098	LOCAL ECH OPERATING	.00	223,235.59	.00	.00	181,274.15	20,946.99
2099	WAREHOUSE	.00	202,221.14	.00	.00	128,021.69	.00
2220	NBCT	.00	.00	.00	.00	30,000.00	.00
2246	R & R MENTORING	.00	128,021.69	.00	.00	55,000.00	.00
2246	G/T COORD	.00	30,000.00	.00	.00	70.00	.00
2272	WIKIFORCE ED COORD	.00	55,000.00	.00	.00	.00	.00
2291	TRANSFER TECH ARP	.00	.00	.00	.00	.00	.00
2331	BASE FUND	2,554,943.66	943,862.80	142,314.76	115,055.98	1,049,488.76	2,476,578.48
2362	TECH COORD	385.00	80,000.00	.00	.00	79,706.77	15,360.58
2364	CONTENT/SPECIALIST	57,594.37	360,000.00	.00	.00	417,594.37	293.23
2365	ABC GRANT	.00	3,972,040.80	.00	.00	3,942,449.79	11,591.01
2373	HIPPY GRANT	.00	179,930.00	.00	.00	179,930.00	.00
2396	NURSE	.00	6,000.00	.00	.00	6,000.00	.00
2905	AR PEP	.00	11,700.00	.00	.00	11,700.00	.00
TOTAL	OPERATING FUND	3,480,994.57	7,852,856.55	157,360.34	193,009.80	7,849,828.24	3,448,373.42
3000	DISASTER BLDG FUND	400,000.00	.00	.00	.00	153,759.53	246,240.47
3005	BLDG FUND	400,000.00	.00	100,000.00	.00	153,759.53	100,000.00
TOTAL	DISASTER BLDG FUND	400,000.00	.00	100,000.00	.00	153,759.53	346,240.47
6461	FGP	.00	419,169.79	.00	5,000.00	414,169.79	.00
6502	MIGRANT GRANT	.00	287,644.78	.00	.00	287,644.78	.00
6502	ARP SUSTAINABILITY	.00	955,000.00	.00	.00	432,683.74	522,317.26
6563	CHILD CARE BILLING G	324,468.88	177,250.00	.00	.00	2,127.74	499,561.14
6564	ARP OPERATIONAL FUN	92,462.14	.00	.00	.00	31,273.02	61,189.12
6565	ARP QUALITY GRANT	791,576.22	.00	.00	.00	209,317.95	582,258.27
6570	CARL PERKINS	.00	321,695.39	.00	.00	321,695.39	.00
6571	GIRL POWER	.00	.00	.00	.00	.00	.00
6574	PERKINS R & R	.00	3,000.00	.00	.00	3,000.00	.00
6575	CTE VIRTUAL REALITY	.00	78,387.00	.00	.00	78,387.00	.00
6578	GIRL POWER/POP/BREAK	.00	186,849.45	10.40	.00	186,859.85	.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
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DEQUEEN-MENA EDUCATIONAL COOPERATIVE
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 23

PAGE NUMBER: 2
 MODULE NUM: STATMNGEAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6701	SP-ED MENTORING SUPP	.00	20,981.45	.00	.00	20,981.45	30.00
6749	PRESCHOOL MEDICAID	470,494.52	126,374.02	.00	.00	61,134.58	535,733.96
6752	ARMAC	96,523.47	40,888.03	.00	.00	16,087.42	121,324.08
6767	HOMELESS II	.00	5,867.82	.00	.00	5,867.82	.00
6802	TECHNOLOGY ARP	.00	124,062.77	.00	.00	124,062.77	.00
6804	ELC GRANT	.00	309,917.83	.00	.00	.00	.00
6809	LETRS GRANT	.00	18,200.00	.00	.00	17,632.67	567.33
6812	AITM GRANT	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	1,775,525.23	3,075,288.33	10.40	314,917.83	2,212,894.97	2,323,011.16
7001	CANDY & FLOWER FUND	258.69	300.00	.00	.00	558.69	.00
7232	FGP ACTIVITY ACCOUNT	11,950.43	1,799.00	.00	.00	6,128.28	7,621.15
TOTAL	NO FUND GROUP TITLE	12,209.12	2,099.00	.00	.00	6,686.97	7,621.15
8000	PS FOOD	.00	815,443.59	.00	.00	815,443.59	.00
8057	CHILDR NUTR EM OP	37,392.32	37,392.32	.00	.00	37,392.32	.00
TOTAL	PS FOOD	37,392.32	815,443.59	.00	.00	852,835.91	.00
TOTAL		5,706,121.24	11,745,687.47	257,370.74	507,927.63	11,076,005.62	6,125,246.20

DMESC Impact on Student Performance
2023-2024

Program	Impact																											
<p>ABC PreK (Launchpad Data) https://www.canva.com/design/DAGGpCkp2Hc/2OlkaeRrMad2d3Emtw_fFQ/edit?utm_content=DAGGpCkp2Hc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	<p>DMESC ABC PRESCHOOL LAUNCH PAD DATA 23/24 AVERAGE BETWEEN 48 SITES</p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <caption>Approximate Data from Chart</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Instructional Vocab</td> <td>8</td> </tr> <tr> <td>Phonological Awareness</td> <td>10</td> </tr> <tr> <td>Concepts of Print</td> <td>3</td> </tr> <tr> <td>Uppercase</td> <td>15</td> </tr> <tr> <td>Lowercase</td> <td>12</td> </tr> <tr> <td>Letter Sounds</td> <td>115</td> </tr> </tbody> </table>	Category	Score	Instructional Vocab	8	Phonological Awareness	10	Concepts of Print	3	Uppercase	15	Lowercase	12	Letter Sounds	115													
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	DMESC Concentrators increased performance on all indicators as shown above for 2023 other than Academic performance in Math and Non-Trad Participation. DMESC Perkins Consortium members' performance from CTE concentrators exceeded all state targets as set by DCTE and reported federally.
Virtual Arkansas	Virtual Arkansas Students had an 89% Pass Rate. 30,334 credits were earned. 8,132 college concurrent credit hours were earned. 2,353 students were enrolled in computer science courses. 2,006 students were enrolled in advanced placement courses.
Early Childhood/Special Education	DeQueen Mena ESC Early Childhood Special Education Programs located in each of our 12 consortium districts have made progress in each of the three early childhood outcome areas, including social-emotional, knowledge and skills, and appropriate behaviors, as indicated on the annual performance report. Each state target for the outcome area was exceeded, indicating substantial progress from the time the student entered the program through age six or exit from the program.
Foster Grandparent	For the 2024 school year, 53,440, volunteer hours will be served by foster grandparent volunteers directly to both school-age and preschool-age children within the DeQueen Mena service area for the performance measure of tutoring, specifically in the area of school readiness, and the performance measure of mentoring, with a focus on K-12 success within this area. The children served are offered support in areas such as literacy, mathematics, life-skills, and general mentoring as recognized and assigned by local district personnel. The hours volunteered working with students/children for the present year (53,440) is almost a 10% increase over the 2023 school year hours (49,839) total. Our foster grandparent volunteers served 334 students this school year as compared to 311 last year. 78% of the students served this year made an improvement in end of year FAME codes compared to beginning of the year codes. Students were served in 25 schools.
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) served 95 families in 3 counties for the 2023-2024 school year. HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school.
Migrant	In the 2022-2023 Program Year, there were 367* students enrolled in Region 5 Pre-k to OSY. This count includes 15 non-project service counties and 4 project school districts (in which an in-house tutor/recruiter is on staff to provide instructional and supplemental services to students throughout the school year and summer terms). Breakdown is: 253* during the school year with 200 of those in Project schools and 53 in non-project districts 114* during the summer session with 96 of those served in Project schools and 19 served in the non-project areas (*duplicated totals- meaning, they may have moved in and out of districts within the region and requalified so some students may be counted more than once)

<p>Literacy, Math, & Science</p>	<p>In the 2022-2023 school year, there were 2 districts from the DeQueen Mena ESC region in coordinated or directed level of support from DESE. After increasing onsite visits to these 2 districts during the 2022-2023 school year, the number of districts in coordinated or directed level of support for the 2023-2024 school year decreased to 1; therefore, 1 district came off of leveled support for the 2023-2024 school year. The remaining leveled support district improved their percentage of students “in need of support” by 4%.</p> <p>In the 2022-2023 school year, 50% of DeQueen-Mena ESC’s districts were classified as high usage (18 plus days of onsite support from DMESC cooperative specialists per year). Of the 19 schools in these districts, 17 had letter grades of A, B, or C. No schools in high usage had a letter grade of F. From the 21-22 to the 22-23 school year, 8 schools' letter grades increased.</p> <p>In the 2022-2023 school year, 33 1/3% of DeQueen-Mena ESC’s districts were classified as average usage (10 plus days of onsite support from DMESC cooperative specialists per year). Of the 10 schools in these districts, 10 had letter grades of A, B, or C. No schools in average usage had a letter grade of D or F. From the 21-22 to the 22-23 school year, 5 schools' letter grades increased.</p>
<p>Mentoring/Novice</p>	<p>From 2021-2022 data to 2022-2023 data, the DMESC Novice Teacher Mentoring retention rate of teachers in the profession has increased from 76% to 88%.</p>
<p>Dyslexia</p>	<p>Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2022-23 school year: 565</p> <p>DMESC dyslexia specialist has coordinated several Sunday trainings. Districts have seen a positive impact on student performance after participating in the Sunday training.</p>
<p>Local Leads</p>	<p>In the five county area serviced by the DMSC—Local Leads has supported, assisted and collaborated with any/all childcare providers to reach 1,266 children. These children are ages birth to age four. Data was collected to reveal the urgent need for infant and toddler care. Local Leads gathered this data in the 23-24 school year and will seek to find solutions to address this need. Local Leads will continue to see that child care centers are providing quality care to all children. Early years are the most important years for developmental growth and Local Leads will continue to seek and find gaps so that these children will have a foundation that will prepare them for learning years.</p>