

Annual Report 2021-2022



Northcentral Arkansas Education Service Cooperative

PO Box 739
99 Haley Street
Melbourne, AR 72556

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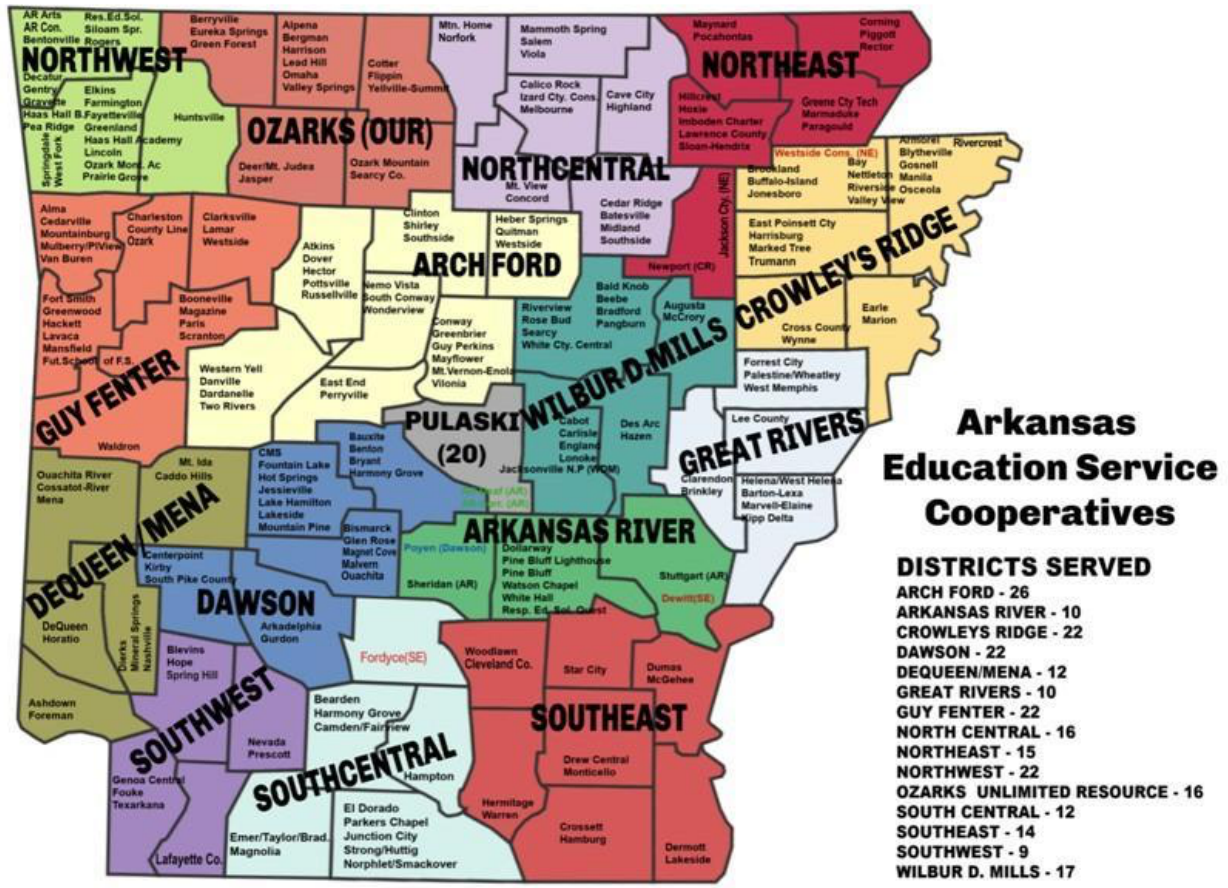
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Message From the Director

The Northcentral Arkansas Education Service Cooperative was established in 1985 by Act 349 of 1985 along with 14 other cooperatives around the state. Since the beginning, education cooperatives have been a major part of the education delivery system in Arkansas and have evolved to become the essential third leg on the stool along with the Arkansas Department of Education and the individual school districts.

Every cooperative has the word “Service” in their name and service is the true purpose of the cooperatives. As superintendent for many years, I was always very appreciative of the services NAESC provided to my district, teachers, staff, and most importantly our students. All the services at NAESC are just a means to an end of helping students to lead successful and productive lives. All the staff at NAESC take this responsibility very seriously and we are dedicated to helping our districts in any way possible to assist them in serving the needs of their students.

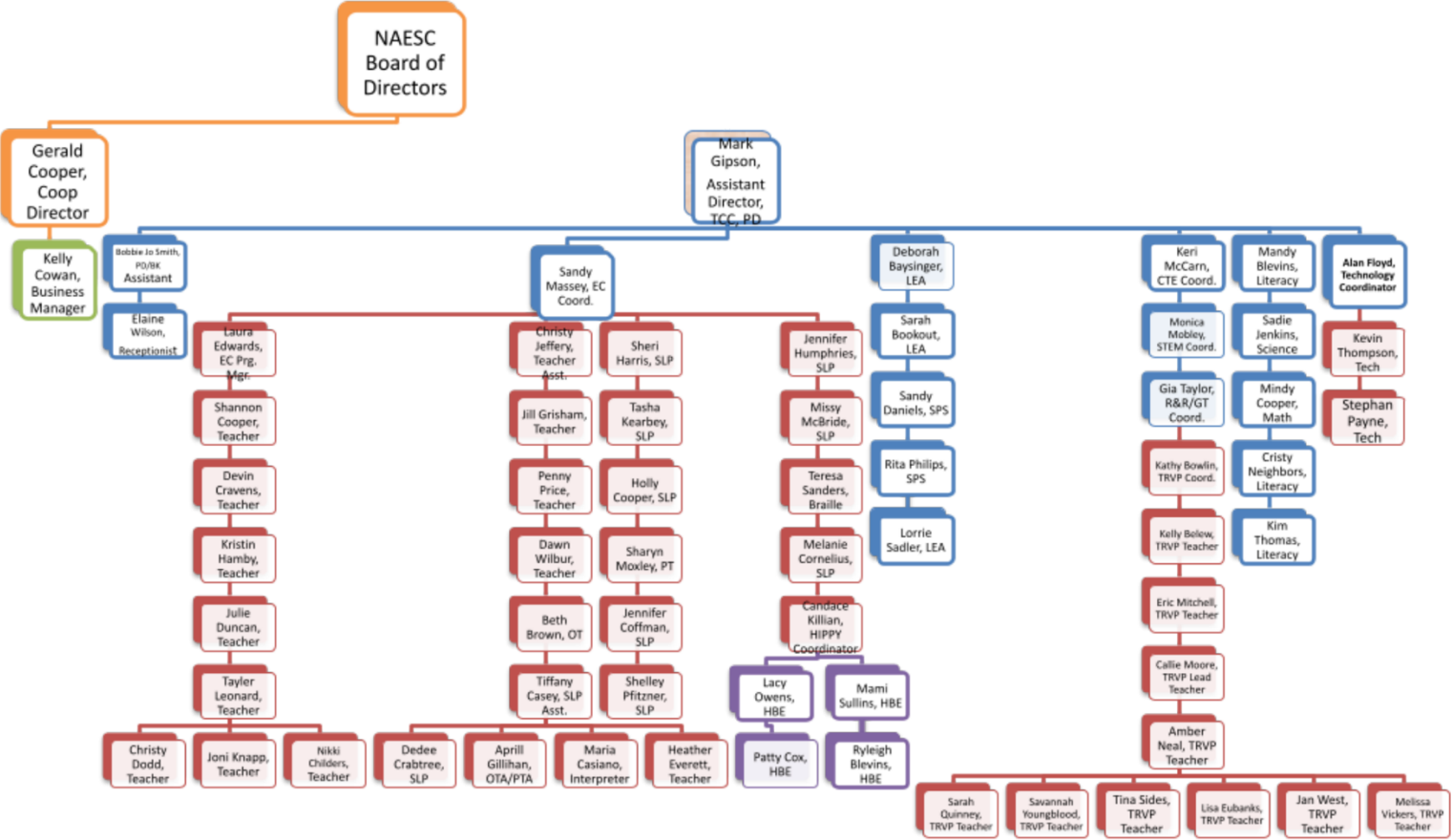
The following report of activities for 2020-21 was prepared by our staff to inform our member schools, the Arkansas Department of Education, members of the Arkansas General Assembly and the Governor’s office, of the comprehensive service we have provided to our member districts.



MISSION

The mission of the Northcentral Arkansas Education Service Cooperative is to provide services to assist member districts in their efforts to improve instruction and enhance student lives. The co-op strives to obtain the best people available to help train our teachers, seek out every new resource, model every technological or instructional tool teachers can use to improve instruction for kids, to help schools meet ever-increasing accountability for student achievement, and to give our students a better opportunity to do the things in life that will make them productive, successful citizens of our communities.

Organizational Chart



Board Members for Districts in Northcentral Education Service Cooperative

Batesville, Calico Rock, Cave City, Cedar Ridge, Concord, Highland, IZARD County, Mammoth Spring, Melbourne, Midland, Mountain Home, Mountain View, Norfolk, Salem, Southside, Viola

Officers of the Board

Mr. Wayne Guiltner	President	Salem
Mr. Jerry Skidmore	Vice-President	Calico Rock
Mr. Brent Howard	Secretary	Mountain View

Members of the Board

Dr. Michael Hester	Member	Batesville
Mr. Steven Green	Member	Cave City
Dr. Sherry McMasters	Member	Cedar Ridge
Mr. Travis Fletcher	Member	Concord
Mr. Jeremy Lewis	Member	Highland
Mr. Fred Walker	Member	IZARD County
Mrs. Jennie Whisnant	Member	Mammoth
Dr. Danny Brackett	Member	Melbourne
Dr. Bruce Bryant	President	Midland
Dr. Jacob Long	Member	Mountain Home
Mr. Chip Layne	Member	Norfolk
Mr. Dion Stevens	Member	Southside
Mr. John May	Member	Viola

Each participating school district in the Northcentral Educational Service Cooperative will have one representative on the **Teacher Center Committee**. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each committee member shall be elected for a term of three years.

<u>Member</u>	<u>District</u>	<u>Position</u>	<u>Term Expires</u>
Judy Rogers	Batesville	Elementary	2021-2022
Bailey Whiteaker	Calico Rock	Elementary Adm.	2023-2024
Nikki Amos	Cave City	High School	2023-2024
Abbi Limbaugh	Cedar Ridge	Elementary	2023-2024
Teresa Harlan	Concord	Administrative	2021-2022
Ashley Lewis	Highland	Middle School	2022-2021
Sarah Burns	IZARD County	Middle School	2022-2023
Sandy Russell	Mammoth Spring	Administrative	2022-2023
Mariah Hankins	Melbourne	Administrative	2021-2022
Allison Martin	Midland	Elementary	2023-2024
Melissa Czeschin	Mountain Home	High School	2022-2023
Tanya Stewart	Mountain View	Middle School	2021-2022
Mandy Bennett	Norfolk	Middle/High School	2021-2022
Vicki Ragan	Salem	Elementary	2022-2023
Mallory Bice	Southside	High School	2022-2023
Jurlene Richmond	Viola	Administrative	2023-2024

Education Service Cooperative (ESC) Annual Report

LEA#: 3320

ESC#:

ESC Name: Northcentral Arkansas Education Service Cooperative

Address: 99 Haley Street, P.O. Box 739, Melbourne, AR 72556

Director: Mr. Gerald Cooper

Teacher Center Coordinator: Mark Gipson

Names of Counties Served: Baxter, Fulton, Sharp, Izard, Stone, Independence, Cleburne

Number of Districts: 16

Number of Students: 18,447

Number of Teachers: 1537 FTE

Governance:

A. How is co-op governed? **Board of Directors**

How many members on Board? **16**

Executive Committee? **No**

How many times did Board meet: **12**

When is regular meeting? **The second Wednesday of each month**

Date of current year's annual meeting: **June 21, 2022**

B. Does co-op have Teacher Center Committee? **Yes**

If yes, then:

How many members on Teacher Center Committee? **16**

How many members are teachers? **11**

How many times did Teacher Center Committee meet? **3**

When is regular meeting: **The day after IL meetings**

C. When was most recent survey/needs assessment conducted? **1/4/22**

D. Have written policies been filed with the ADE: **Yes**

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions.

Northcentral Arkansas Educational Service Cooperative Employees 2021/2022

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

Name	Position	Funding Source	New Hire	Resigned
Deborah Baysinger	Itinerant LEA	D	Y	
Shana Bailey	Behavior Support Specialist	F		6/30/21
Amanda Blevins	Literacy Specialist	S		
Sarah Bookout	Itinerant LEA	D		
Kathy Bowlin	TRVP Coordinator/Math Specialist	D/S		
Beth Brown	EC Occupational Therapist	S		
Tiffany Casey	EC Behavior Specialist/Teacher	S		
Tammy Caraway	HIPPY HBE	F	Y	
Nikki Childers	EC Special Education Teacher	S		
Jennifer Coffman	EC Speech Language Pathologist	S		
Gerald Cooper	Director	B		
Mindy Cooper	Math Specialist	S	Y	
Holly Cooper	EC Speech Language Pathologist	S		
Shannon Cooper	EC Special Education Teacher	S		
Heather Cordis	HIPPY	F		01/08/21
Melanie Cornelius	EC Speech Language Pathologist	D		
Kelly Cowan	Business Manager/Bookkeeper	B/S		
Patricia Cox	HIPPY	F		
Deede Crabtree	EC Speech Language Pathologist	S		
Devin Cravens	EC Special Education Teacher	S		
Sandy Daniels	Itinerant Certified SPS	D		
Christy Dodd	EC Special Education Teacher	S		
Laura Edwards	EC Sp Education Teacher/EC Mgr.	S		
Heather Everett	EC Sp Education Teacher	S		
Alan Floyd	Technology Coordinator	S		
Aprill Gillihan	OTA/PTA	S		

Mark Gipson	Associate Director/TCC	B		
Jill Grisham	EC Special Education Teacher	S		
Kristin Hamby	EC Special Education Teacher	D		
Sheri Harris	EC Speech Language Pathologist	S		
Jennifer Humphry	Itinerant Certified Employee- SLP	D		
Christy Jeffrey-Landrum	EC Teaching Assistant	D		
Sadie Jenkins	Science Specialist	S	Y	
Natasha Kearbey	EC Speech Language Pathologist	S		
Candace Killian	HIPPY Coordinator	F	Y	
Joni Knapp	EC Special Education Teacher	S		
Taylor Leonard	EC Special Education Teacher	S		
Tammy Luster	Bookkeeper	B		6/30/21
Lynn Maguffee	Teacher Ret. & Recruitment Coord	S		6/30/21
Sandy Massey	Early Childhood Coordinator	S		
Missy McBride	Itinerant Certified Employee-SLP	D		
Sara McCandlis	HIPPY	F		6/30/21
Keri McCarn	Literacy Specialist	S		
Monica Mobley	STEM Coordinator	D/S		
Sharyn Moxley	EC Physical Therapist	F		
Cristy Neighbors	Literacy Specialist	S	Y	
Tristan Overton	Computer Technician	D		6/30/21
Lacy Owens	HIPPY	F		
Stephan Payne	Computer Technician	D	Y	
Rita Phillips	Itinerant Certified Employee-SPS	D		10/19/21
Penny Price	EC Special Education Teacher	S		
Lorrie Sadler	Itinerant-LEA	D		
Teresa Sanders	Itinerant Certified Employee-Vision	D		
Bobbie Jo Smith	Administrative Assistant for PD	B		
Caren Smith	Career & Technical Education Coord	B/S		6/30/21
Mami Sullins	HIPPY HBE	F	Y	
Gia Taylor	R&R and GT Coordinator	S		
Kim Thomas	Literacy Specialist	S	Y	
Kevin Thompson	Computer Technician	D		
Ann Webb	GT Coordinator/Mentoring	S		6/30/21
Dawn Wilbur	EC Special Education Teacher	S		
Elaine Wilson	Media Paraprofessional	B		
Lindsey Wiseman	Math Specialist	S		6/30/21

Kelly Belew	TRVP Teacher	D	Y	
Eric Mitchell	TRVP Teacher	D	Y	
Callie Moore	TRVP Lead Teacher	D	Y	
Amber Neal	TRVP Teacher	D	Y	
Sarah Quinney	TRVP Teacher	D	Y	
Savannah Youngblood	TRVP Teacher	D	Y	
Tina Sides	TRVP Teacher	D	Y	
Lisa Eubanks	TRVP Teacher	D	Y	
Jan West	TRVP Teacher	D	Y	
Melissa Vickers	TRVP Teacher	D	Y	

III. TEACHER CENTER

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

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

If yes, then:

Approximate the number of titles in media center: 573

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

How many districts participate in the media program? 16

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

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

If yes, then:

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

Please describe:

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

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.)

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

☒ Conduct Annual Needs Assessment /Planning assistance

☒ Special education services

☒ Gifted and talented assistance

☒ Grant writing assistance

☒ Personnel application

☒ Assist/support with Evaluation procedures (OSR, Federal and Categorical Monitoring, GT Program evaluation, etc.)

☐ Migrant student Identification

☒ Bookkeeping assistance

☒ Technology training

☒ Curriculum support (Common Core State Standards)

☒ Business Management training

☒ Computer technician

☒ E-Rate applications

☒ Assessment data analysis

☒ Instructional facilitator training

☒ Math/Science/Literacy specialists

☒ Numerous professional development opportunities for teachers

☒ Administrators and Local Board Members Training

☒ Other (please specify) Live Scan Fingerprinting Services

V. DIRECT SERVICES TO STUDENTS

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

- ☐ Student assessment program
- ☒ Itinerant teachers – please list areas: (ECSE, SPED)
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☒ Mentor programs (Teacher Mentoring Program)
- ☒ Gifted/talented programs: 16 participating districts
- ☐ Digital instruction (Ex. AR iTunes U, podcasts)
- ☒ Speech Pathology Services
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☐ Other (Please specify):

VI. ANECDOTAL REPORTS

* The co-op hosts institutes for groups of our member district's administration leaders. Our Superintendent's Institute provides specialized professional development to Superintendents and Assistant Superintendents in the areas of Data Disaggregation, Parental Involvement, Instructional Leadership, Curriculum Issues, Facility Issues, Legislative Issues and Acts 61 and 730 Fiscal Management Training.

* Similarly, the co-op also hosts an Institute for Instructional Leaders of the member districts with an additional focus on their school's data, how well the students compare across the co-op, and how to use the data to improve student performance on the mandated state tests. Both of these have been very successful and well received.

* The Northcentral Cooperative has always assisted its member districts in the area of school board member training. With the passage of Act 1775 of 2005, each board member must now receive 6 hours of training per year, with the newly elected members being required to receive 9 hours of training that first year. Because of this need, the co-op entered into a partnership with the Arkansas Public

School Resource Center to provide this training at the cooperative, using distance learning technology to reduce travel time and costs for districts. We feel like the goal to provide convenient and appropriate training for school board members has been achieved through this program.

VII. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2021-22 school year: 2

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

 2 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2021-22 school year: 17

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

 17 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2021-22 school year: 1

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

 1 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2021-22 school year: 8

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

8 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the
2021-22 school year: 5

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

 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native
5 Unknown*This information is not collected or required on applicants

Number of females seeking employment by the cooperative during
the 2021-22 school year: 63

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

 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native
63 Unknown*This information is not collected or required on applicants

SALARY SCHEDULE

YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
CERTIFIED/SUPERVISOR																					
LEAD Ed Supervisor	55161	55761	56361	56961	57561	58161	58761	59361	59961	60561	61161	61761	62361	62961	63561	64161	64761	65361	65961	66561	67161
Program Coordinator	55161	55761	56361	56961	57561	58161	58761	59361	59961	60561	61161	61761	62361	62961	63561	64161	64761	65361	65961	66561	67161
Early Childhood Coord.	60869	61469	62069	62669	63269	63869	64469	65069	65669	66269	66869	67469	68069	68669	69269	69869	70469	71069	71669	72269	72869
CERTIFIED/NON-SUPER																					
Literacy Specialist	52468	53068	53668	54268	54868	55468	56068	56668	57268	57868	58468	59068	59668	60268	60868	61468	62068	62668	63268	63868	64468
Math Specialist	52468	53068	53668	54268	54868	55468	56068	56668	57268	57868	58468	59068	59668	60268	60868	61468	62068	62668	63268	63868	64468
Science Specialist	52468	53068	53668	54268	54868	55468	56068	56668	57268	57868	58468	59068	59668	60268	60868	61468	62068	62668	63268	63868	64468
NON 12 MONTH																					
Speech Pathologist 195 days	46923	47523	48123	48723	49323	49923	50523	51123	51723	52323	52923	53523	54123	54723	55323	55923	56523	57123	57723	58323	58923
Teachers 195 days	38443	39043	39643	40243	40843	41443	42043	42643	43243	43843	44443	45043	45643	46243	46843	47443	48043	48643	49243	49843	50443
Teachers/MSE 195 days	42668	43268	43868	44468	45068	45668	46268	46868	47468	48068	48668	49268	49868	50468	51068	51668	52268	52868	53468	54068	54668
SPS 200 days Cert	44389	44989	45589	46189	46789	47389	47989	48589	49189	49789	50389	50989	51589	52189	52789	53389	53989	54589	55189	55789	56389
BSS 200 day class	56286	56886	57486	58086	58686	59286	59886	60486	61086	61686	62286	62886	63486	64086	64686	65286	65886	66486	67086	67686	68286
PT or OT Asst 180 days	46285	46885	47485	48085	48685	49285	49885	50485	51085	51685	52285	52885	53485	54085	54685	55285	55885	56485	57085	57685	58285
PT & OT Asst 180 days	52411	53011	53611	54211	54811	55411	56011	56611	57211	57811	58411	59011	59611	60211	60811	61411	62011	62611	63211	63811	64411
Teaching Asst 210 days	21609	22209	22809	23409	24009	24609	25209	25809	26409	27009	27609	28209	28809	29409	30009	30609	31209	31809	32409	33009	33609
Intermittent Vision Teacher	40555	41055	41555	42055	42555	43055	43555	44055	44555	45055	45555	46055	46555	47055	47555	48055	48555	49055	49555	50055	50555
Intermittent Vision Teacher/MSE	45149	45749	46349	46949	47549	48149	48749	49349	49949	50549	51149	51749	52349	52949	53549	54149	54749	55349	55949	56549	57149
Physical/Occup Therapist	66695	67295	67895	68495	69095	69695	70295	70895	71495	72095	72695	73295	73895	74495	75095	75695	76295	76895	77495	78095	78695
Interpreter 195 days	26760	27360	27960	28560	29160	29760	30360	30960	31560	32160	32760	33360	33960	34560	35160	35760	36360	36960	37560	38160	38760
CLASSIFIED (12 MTHS)																					
Bookkeeper	30937	31537	32137	32737	33337	33937	34537	35137	35737	36337	36937	37537	38137	38737	39337	39937	40537	41137	41737	42337	42937
Admin/Bus Asst	27706	28306	28906	29506	30106	30706	31306	31906	32506	33106	33706	34306	34906	35506	36106	36706	37306	37906	38506	39106	39706
Media Mgr/PPD Asst	26092	26692	27292	27892	28492	29092	29692	30292	30892	31492	32092	32692	33292	33892	34492	35092	35692	36292	36892	37492	38092
Sec/Parapro-Degree	23937	24537	25137	25737	26337	26937	27537	28137	28737	29337	29937	30537	31137	31737	32337	32937	33537	34137	34737	35337	35937
Sec/Parapro-Non Degree	22321	22921	23521	24121	24721	25321	25921	26521	27121	27721	28321	28921	29521	30121	30721	31321	31921	32521	33121	33721	34321
Computer Tech level 1	33093	33693	34293	34893	35493	36093	36693	37293	37893	38493	39093	39693	40293	40893	41493	42093	42693	43293	43893	44493	45093
Computer Tech level 2	39557	40157	40757	41357	41957	42557	43157	43757	44357	44957	45557	46157	46757	47357	47957	48557	49157	49757	50357	50957	51557
Computer Tech level 3/BS	41710	42310	42910	43510	44110	44710	45310	45910	46510	47110	47710	48310	48910	49510	50110	50710	51310	51910	52510	53110	53710
Computer Tech level 4/MS	43866	44466	45066	45666	46266	46866	47466	48066	48666	49266	49866	50466	51066	51666	52266	52866	53466	54066	54666	55266	55866
Program Coordinator	55161	55761	56361	56961	57561	58161	58761	59361	59961	60561	61161	61761	62361	62961	63561	64161	64761	65361	65961	66561	67161

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. EC Manager Stipend \$2,000.00/per year

4. EC Admin Asst Stipend \$5,000.00/per year 5. Medicaid Billing Clerk/HIPPY Supervisor Stipend \$5,000.00/per year

BOARD PRESIDENT

BOARD SECRETARY

DATE APPROVED

11-11-2021

Tri Region Virtual Program Salary Schedule

YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Teacher (190 days)	36540	36990	37440	37890	38340	38790	39240	39690	40140	40590	41040	41490	41940	42390	42840	43290
Teacher (190 days) w/Masters-Qualified Area	41260	41760	42260	42760	43260	43760	44260	44760	45260	45760	46260	46760	47260	47760	48260	48760
Program Coordinator (240 days)	62423	62923	63423	63923	64423	64923	65423	65923	66423	66923	67423	67923	68423	68923	69423	69923

1. Continued employment based upon district participation. 2. Lead Teacher Stipend \$3000.00/per year

Board Approved:

11-11-21

Date

Board Signatures:

President

Secretary

Teacher Center (Professional Development, Curriculum Development)

Funding: Base Funds
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name:	Mark Gipson
Position:	Associate Director for Professional Development
Degree:	M.S.E.
Name:	Bobbie Jo Smith
Position:	Administrative Assistant
Name:	Elaine Wilson
Position:	Media Paraprofessional

Goal:

The Teacher Center (Professional Development) program is designed to provide prompt, friendly service to all our schools; to improve student achievement by providing access to quality instructional materials; to provide high quality professional development opportunities for all educators across our region in order to build content knowledge and research -based instructional strategies to assist students in meeting rigorous academic standards that prepare them to be college and career ready; to provide curriculum development assistance as schools transition from frameworks to Common Core State Standards; and, to serve as a liaison between our districts and the Arkansas Department of Education.

Program Summary:

Teacher Center: NAESC Teacher Center provides a hands-on worksite for our teachers to use in making their own instructional materials, including posters, bulletin boards, bookbinding, label making, games, laminating, and Ellison cut-outs. Our STEM center is now a part of our Media center in order to provide more updated materials and training for our local school districts. Local preschools, daycares, Head Start facilities, and Alternative Learning

Environments (ALEs) utilize this service for educational purposes too. In addition, local college students and community patrons utilize the center.

Professional Development: Professional Development opportunities target focus areas as outlined by the Arkansas Department of Education to meet the requirements of the law regarding the required 36 hours as well as meeting the needs of schools based upon needs assessment survey results from the 16 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. The Teacher Center Coordinator has the primary responsibility for planning and implementing the Professional Development for member school districts. All cooperative districts as well as other educators from across the state have access to participate in a wide number of professional development opportunities offered at NAESC throughout the year. During the 2021-2022 Professional Development year, NAESC offered 216 workshops with over 2,826 people attending. In addition to the summer professional development offerings, NAESC offered a wide variety of long term systemic professional development offerings throughout the year. These sessions were designed to help educators with implementation of programs back at their districts. The Teacher Center Coordinator works with districts, co-op curriculum specialists, and the Arkansas Department of Education to arrange such services. Schools interested in receiving campus based professional development must contact the cooperative specialists to arrange these services. The Teacher Center Coordinator produces an annual summer catalog that is printed and distributed to each member district. All events are placed on the Cooperative's website and in escWorks for online registration. The catalog is given to districts two to three weeks prior to active registration of summer professional development workshops. This allows building principals to work with individual teachers to develop professional growth plans as required by law.

Major Highlights of the Year: 2021-2022

Arkansas State Standards Professional Development Opportunities; Capacity Building Through: Instructional Facilitation Training; Math Coach & Science Coach Consortium; Literacy IF Training; Principal Sessions; RISE and SOR trainings, Math Quest trainings, STEM program implementation, conversion of PD to virtual from face to face, implementation of more work sessions for job alike positions in districts.

2021-2022 NAESC Survey Results:

[2022-2023 Needs Assessment Link](#)

[2021-2022 User Satisfaction Survey](#)

[Professional Development Summary Report](#)

Literacy

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Mandy Blevins
Position: K-12 Literacy/Dyslexia Specialist, RISE Academy Trainer
Degree: MSE-Reading, K-12 Dyslexia Endorsement

Name: Kim Thomas
Position: K-12 Literacy Specialist, RISE Academy Trainer
Degree: MSE-Reading, Ed.S Educational Leadership

Name: Cristy Neighbors
Position: K-12 Literacy Specialist, RISE Academy Trainer
Degree: M.Ed-Elementary Education, Ed.S Educational Leadership

Goal:

The literacy component consists of specialists who provide services to the Northcentral Cooperative member school districts for the purpose of improving literacy instruction. These services include: on-site technical assistance, models of best practices, observation and coaching of instructional facilitators and/or teachers, support of school districts' curriculum development and alignment, assessment analysis and alignment, technology integration, professional development and leadership. In doing so, the literacy specialists seek to maintain a current knowledge of research and effective practices in the area of research-based/evidence-based literacy curriculum, instruction, assessment and professional development. The literacy specialists survey educators (both formally and informally) and provide prescriptive training and support based on the results of those surveys.

Program Summary:

K-2 R.I.S.E. Academy is a blended learning professional development. The training will provide educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for ALL students. Participants will attend 6 days of training.

3-6 R.I.S.E. Academy is a blended learning professional development. Designed specifically for educators of grades 3-6, this training offers participants the opportunity to learn about the science of reading and how to provide effective core instruction as well as support for struggling readers through explicit and systematic instruction for word recognition, vocabulary, and comprehension. ** R.I.S.E. 3-6 is also appropriate for teachers in grades 7-8.

Disciplinary Literacy Support is provided to all Northcentral districts. Specialists meet with content area teachers to provide them with literacy strategies that can be interwoven throughout their subject matter. These strategies help them to meet the Arkansas Disciplinary Literacy standards.

Dyslexia Training & Support is provided to all Northcentral districts. Several workshops in the summer target the dyslexia team and interventionists. Other summer workshops are geared toward the classroom teacher to enhance their understanding of dyslexia as they seek to provide a multisensory education classroom that addresses the needs of all learning styles in their classrooms. Support is provided for assessment and evaluation to determine the characteristics of dyslexia, helping districts to understand and comply with the dyslexia law, and support with questions, etc. A dyslexia cadre has been set up to meet and assist in areas of need. The dyslexia cadre members are also part of a listserv which helps support their learning about dyslexia.

Major Highlights of the Year: 2021-2022

Beyond providing the instruction for the professional development programs listed above, the literacy department also provided: school site team meetings/professional learning communities support, data analysis, classroom observations, lesson planning support, model lessons, evidence-based best practices, advanced studies in literacy mentoring/coaching, school-based professional development linked to local school data, and collaboration with ADE in the writing and delivery of statewide professional development. Coordinated support was provided to the five districts with Level Three designation in partnership with DESE through goal setting, coaching and walk-throughs with a curriculum and instructional focus.

Mathematics

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Mindy Cooper
Position: Math Specialist
Degree: Bachelor of Science in Business Administration, Master of Arts in Teaching

Name: Kathy Bowlin
Position: Math Specialist
Degree: Bachelor of Science in Math 7-12, Master of Science in Educational Leadership P-12

Goal:

The Mathematics Department strives to increase teachers' knowledge and implementation of current evidence-based practices through high quality professional development and provide direct technical assistance to support educators with curriculum planning and/or instructional strategies.

Program Summary:

Northcentral Arkansas Education Service Cooperative math department provides services to improve the quality of math education in our school districts through on-site technical assistance, models of best practices, observations and coaching of teachers, support of school districts' curriculum development and alignment, assessment analysis, professional development, and leadership. Effective communication is maintained among all stakeholders to prioritize services and foster student-focused education aligned to the Arkansas Mathematics Standards.

Major Highlights of the Year: 2021-2022

The State Math Initiative, AR Math QuEST continued with the same focus as the 2020-2021 school year. NAESC has 6 school districts in AR Math QuEST Cohort 1; Melbourne, Salem, Cedar Ridge, Mountain View, Mammoth Spring, and Highland grades 6-12, all continued and will continue the 2-year math initiative for the 2022-23 school year. Teachers in this Cohort will begin the 2nd year with a 2-day PD during the 2022 summer.

ACT Aspire 3-5, 6-8, 9-10. Math specialists went to districts to meet with math teams in order to look at numerous virtual tools and how to successfully implement them into their math lessons. ACT/ACT Aspire alignment, math constructed response, justification and explanation, and modeling strategies/support were the main highlights of the training.

Content PD was provided summer of 2021. The PDs included: K-2 FUNdamentals of Early Number Sense and Number Relationships; 3-5 FUNdamentals of Fractions; 6-8 FUNdamentals of Ratios and Proportional Reasoning; Power of Geometric Thinking; Expressions, Equations, and Inequalities. Math Quest PD was provided for both first and second year cohort groups.

Beyond providing the instruction for the professional development programs listed above, the Math department also provided: school site team meetings/professional learning communities support, data analysis, classroom observations, and school-based professional development linked to local school data.

Science

Funding: Arkansas Department of Education-Division of Elementary & Secondary Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name:	Sadie Jenkins
Position:	Science Specialist
Degree:	M. Ed. Educational Leadership

Goal:

The goal of the FY22 Science Specialist Program is to support the implementation of the Arkansas K-12 Science Standards and to increase student proficiency in science by providing high quality professional development and support to school districts within the educational cooperative. This is accomplished through the provision of Grasping Phenomenal Science (GPS), which is a system of science professional learning opportunities for Arkansas educators. It has three primary focus areas: 1) Building the culture of science education 2) Creating stronger STEM community partnerships, and 3) Strengthening science instructional focus. Additionally, the Science Specialist provides professional development within areas indicated as in need of support, upon district/school request, or as deemed appropriate based upon academic and career-based needs within the region.

Major Highlights of the Year: 2021-2022

Data/Evidence Collection: GPS data were collected in post-PD surveys developed by DESE to measure progress toward grant goals. Data from a Needs Assessment were used to inform planning for professional development. Some data were collected from a school focusing on the upper tiers of the professional pathway.

Professional Development Options: In addition to the GPS professional development that is state required, other professional development opportunities were provided to teachers to meet their specific needs. Teachers were given the opportunity to meet specialists at the Blanchard Springs Recreation Area to engage in a nature walk that allowed them to find naturally occurring

phenomena that could be used to develop lessons in their classrooms. Another PD option was written for preschool teachers. This was for teachers to learn how to implement STEM into the preschool classroom. Both of these opportunities had very high attendance, with the data collected indicating that they were very effective.

STEM EXPO: A soft planning of the STEM Expo took place in the 2020-2021 school year, but in the spring of 2022 the Expo was attended by over 1300 students in grades 6-12. Students were provided with the opportunity to meet with local area businesses to discover career pathways in a STEM field. Students were even offered jobs directly because of their attendance at the Expo.

Novice Support: Continuation of novice support was achieved by meeting with the novice teachers in their classrooms. Specialist was able to meet with teachers in their buildings to review curriculum, build assessments and units as a whole. The teachers were able to work one-on-one to work through any areas in which they needed support.

DART Grant: Science Specialists across Arkansas wrote and received monies from the DART Grant that allowed teachers the opportunity to receive science materials. Multiple teachers grades K-5 were allowed the opportunity to receive materials that supplemented a specific STEM with a literacy focused lesson plan. These teachers were able to meet with the Science Specialist to discuss how to implement the lesson in their classroom, then they were provided all the materials. The specialist was then invited back to the classroom for implementation. Multiple schools were supported through this grant.

Collaboration: Northeast, Northcentral, Wilbur D Mills, Crowley's Ridge, and Great Rivers have been collaborating on a bi-monthly "Science Cafe" which is an open space for teachers to drop in at any time throughout the day for support as needed. Also, at the top of each hour, a 10-minute presentation on an instructional strategy/technique, or an educational technology was presented. This allowed teachers to expand their digital abilities and instructional strategies without having to attend a PD in person.

Social Media: Multiple classrooms and student work samples have been showcased through the NAESC Facebook page. Science Specialist has also shared all Summer PD opportunities on the social media pages.

K-5 Unit Development: Science Specialists across the state were divided into grade level teams to develop a grade specific exemplar science unit. Northcentral and Crowley's Ridge specialists worked collaboratively to develop a unit for first grade teachers to implement in their classrooms that meets the standards that pertain to light. Additionally, professional development was created to aid first grade teachers in the implementation of the unit, as well as direction to create their own units that will mirror the exemplar unit.

Level 3 Schools: Direct support was given to the five schools in the NAESC region who were identified as a level 3 school. Although the literacy scores determine leveled placement, support was provided for schools in the area of science, especially in standardized testing. Specifically, gathering and analyzing data then determining how to use the data to drive instruction was modeled with level 3 schools. Collaboration with the literacy team to provide teachers with content based professional development and how to implement literacy in the science block was provided as well.

STEM Model Program: One area school, Izard County Consolidated Elementary School, was a pilot school for the STEM Model Program with the state. The rubric to achieve model status was provided to the teachers, and specialists provided the school with any and all support needed to achieve model status. This involved providing community support, collaboration with all curricular areas, and brainstorming units and developing plans.

Early Childhood

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Cedar Ridge	Mammoth Spring
Mountain View	Calico Rock	Melbourne	Norfolk
Viola	Cave City	Highland	Salem

Personnel:

Name:	Sandy Massey
Position:	Early Childhood Program Coordinator
Degree:	MCD, CCC-SLP; BSE, Curriculum/Program Administration

Goal:

The goal of the Early Childhood Program is to provide the best Early Childhood Special Education services to eligible 3-5-year-old students of participating Districts.

Program Summary:

The NAESC Early Childhood Program provides special education and related services for children with disabilities ages 3 to 5 years. The services are offered in accordance with the Individuals with Disabilities Education Act, 2004 (IDEA), on behalf of the public schools. Early Childhood Special Education Services are designed to enhance the development of the preschool child and provide experience in one or more of the following areas: communication, cognition, hearing, vision, motor skills, behavior, social skills, self-help, and problem solving. A child may be eligible for these services if he/she is age 3 to 5 years and is experiencing difficulties which interfere with normal development in any of these areas. Services, which are provided at no cost to the family may include: screenings, evaluation, preschool instruction, speech language therapy, physical therapy, occupational therapy, family training, preschool teacher in-service, and behavior intervention. A few examples of ways we provide these services are as follows: in classrooms with nondisabled peers; in coordination with other agencies; in public school-based classrooms; in public or private preschool; itinerant based; early intervention day treatment centers; home based instruction or hospital/residential instruction. All of the ECSE teachers hold an Arkansas Department of Education Educator's license and many belong to professional organizations. Speech Language Pathologists are the professionals in our program concerned with the evaluation, diagnosis, and treatment of communication and its disorders. They evaluate,

diagnose and treat communication disorder including articulation deficit, language delay, stuttering, and disfluency. The occupational therapists help students recuperating from physical or mental deficits by encouraging rehabilitation through the performance of activities required in daily life. While the physical therapist assists in the treatment of disease, injury or deformity by physical methods such as exercise.

Major Highlights of the Year: 2021-2022

*December 1 Child Count: 596

* The early childhood program child count was up 87 students this year. The early childhood staff as a whole traveled over 20,000 miles a month in order to meet the needs of both the students we serve and the districts as well. NAESC early childhood staff provided services in 80 different locations across the NAESC service area in Baxter, Cleburne, Fulton, Independence, Izard, Sharp, and Stone Counties as well as centers outside our service area. We have students who live in our service area but attend preschools in White and Randolph counties. Services were provided for these students either by our staff or contracted to other providers.

Arkansas K-12 Behavior Support Specialists

STATE LEVEL INITIATIVE: BX³ PROJECT

PARTICIPATING DISTRICTS:

Cohort 2- Ashdown, Drew Central, Greenwood, Prescott, Warren

GOAL:

- To build sustainable programming and a legally defensible process for Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) based on evidence-based practices
- To empower the BX³ Teams to develop, train and sustain behavior related policies across the district

PROGRAM SUMMARY:

The Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Education - Special Education Unit provide training and coaching as part of the BX³ (Behavior eXtreme 3 – Training, Coaching, Empowering) project. The BX³ project is designed to build the local capacity of districts in working effectively with students with challenging behaviors and is aligned to the Arkansas State Systemic Improvement Plan.

This multi-year initiative has two goals. The first goal is to increase the knowledge base and capacity of educators regarding the development of legally defensible Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) based on evidence-based practices. This will be accomplished through providing district BX³ teams with professional development around effective supports for students exhibiting moderate and severe behaviors followed by on-site coaching opportunities. The second goal is to empower the BX³ team to develop, train, and sustain behavior-related procedures across the district to improve the outcomes of students with challenging behaviors.

MAJOR HIGHLIGHTS OF 2021-22:

- 100% retention rate from Year 2 to Year 3 for Cohort 2
- Cohort 2 included five districts serving underrepresented areas
- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that the BX3 Coaches helped them to understand the steps critical to performing the skill
- 97% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that they felt confident in their ability to implement the steps critical to performing the skill after receiving coaching.
- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that coaching on identified skills was beneficial
- Provided a total of 12 virtual and/or in-person regional trainings throughout the state for Cohort 2 during their third year of participation in the BX3 Project
- Assisted BX3 Teams in 2 with the development of district websites for RTI-Behavior.
- 5 Cohort 2 BX3 created a presentation of their districts BX3 team and presented to stakeholders including district school boards

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 technical assistance and support to local school personnel in the identification and educational programming for students identified with autism
- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

PROGRAM SUMMARY:

The Behavior Support Specialist (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receives 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 for the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

MAJOR HIGHLIGHTS OF 2021-2022:

- Provided on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for 138 students across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

The Behavior Support Specialist (BSS) position provide 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 2021-2022:

- Created online modules that all educators can access for professional development at any time <https://arbss.org/courses-2/>
 - Essential Classroom Behavior Management Strategies
 - Behavior Intervention Plans
 - Response to Intervention for Behavior
- Launched 17 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/>
- BSS provided over 105 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 1500 participants
- BSS have 29 additional professional learning opportunities scheduled by the end of 6/30/22

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

- Presented at AAEA on Act 1084
- Presented at AAEA School Law Conference with Courtney Salas-Ford on Act 1084
- 17 BSS attended the AAEA Fall Conference on Behavior the Forgotten Curriculum
- 9 BSS attended the International Association of Positive Behavior Supports
- 3 BSS attended the CalABA 40th Annual Western Behavior Analysis Conference
- 1 BSS attended the LRP Institute Convention
- 2 BSS will attend the Association of Applied Behavior Analysis Convention
- Presented on BX3 at the DESE Mental Health and Behavior Planning Retreat
- Served on DESE Leadership Team for Arkansas THRIVE
- Will support the launch of DESE Arkansas THRIVE in 7/2022 including providing professional development during the academy

Gifted Education

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education, Special Education Unit

Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Gia Taylor
Position: Gifted Education Specialist
Degree: Bachelor of Science-Special Education
MSE-Special Education
Ed.S- Educational Leadership, Curriculum Director

Goal:

The goal of the Northcentral Arkansas Education Cooperative's Gifted and Talented Program is to assist member districts in coordinating, implementing, evaluating and improving local programs for gifted and talented youth. This goal is pursued through two primary objectives: (1) To develop and implement the Co-op's technical assistance activities in gifted education and to assist member districts to meet the standards for gifted and talented education; and (2) to provide a liaison with the office of Gifted and Talented Education, ADE, parent and professional organizations, and other public and private agencies and conduct public awareness and advocacy programs.

Program Summary:

During the 2021-2022 school year a broad range of services were provided that incorporated the five strands: on-site consultation and technical assistance; curriculum materials and resources; in-service and staff development; K-12 student activities; and professional development activities. Specific needs of school district G/T Coordinators, Facilitators and students were addressed through the following activities and /or presentations: Chess tournaments for students in grades K - 12; Quiz bowl competition for students in grades 4- 12; and the Story Store offered students an opportunity to write and then to see their written production in a play.

Professional development opportunities included: Social Emotional; Emotional Poverty; Secondary Content; Collaboration; Cooperative Learning; Differentiation; Curriculum and GT Frameworks; and featuring select coordinators for their strengths. The GT Specialists met monthly with ADE Personnel and other GT Specialists to gather and exchange information on current trends, practices and programs in Gifted Education. This information was then shared with all district GT Coordinators.

Major Highlights of the Year: 2021-2022

- All applications of our school districts were in complete compliance with state rules and regulations for Gifted/Talented Education.
- Best practices, strategies and techniques were demonstrated at the Coordinator Meetings.
- Students were able to attend face to face quiz bowls and chess tournaments, as well as a theater production in which stories written by area gifted students were featured.

Digital Learning–Virtual Arkansas

Funding: Arkansas Department of Education Grant-Act
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director
Dr. Brandie Benton: Virtual Arkansas Director of Curriculum and Instruction
Dr. Michael Lar: Virtual Arkansas Director of Operations
Candice McPherson: Virtual Arkansas Director of Design and Development
Jeremy Woodward: Virtual Arkansas Director of Technology
Jason Bohler: Core Campus Director
Ellora Hicks: Concurrent Credit Campus Director
Christie Lewis: CTE Campus Director

MISSION: Our mission is to equip, engage, and empower students through unique, digital opportunities.

VISION: We are the premier digital source delivering opportunities and building foundations for students achieving their dreams.

CORE VALUES: Students, Relationships, Integrity, Collaboration, Innovation, Quality

GOALS:

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students. 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	2020-2021 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> • VA made courses and teachers available in all but one academic license shortage areas • VA provided access to 97 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 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings • These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 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 utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population • VA offered preferred automatic concurrent credit enrollments 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 • 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> • 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural • VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural • 81% 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"> • 34 CTE courses were provided to 6,620 CTE enrollments • VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs

Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students
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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 2021-2022 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students
- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth

- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences
- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training
- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator
- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper "Scaling High Quality Content & Courses Statewide With Canvas"
- 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 2020-2021 School Year)

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 285 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- Virtual Arkansas Students had a 90.3% Pass Rate
- 14,849 Unique Arkansas Students Engaged in 36,282 Content + Teacher Enrollments
- 16,185 Teacher + Content Enrollments From Districts With 70%-100% FRL Population
- 32,771 Credits Earned
- 2,895 Concurrent Credit Enrollments Earned 8,529 College Concurrent Credit Hours
- 81% of Concurrent Credit Enrollments From Rural Districts
- Career and Technical Education: 6,620 Enrollments Over Two Semesters in 30 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 1,757 Computer Science Enrollments from 190 Arkansas Schools
- 2,155 Advanced Placement Enrollments from 143 Arkansas Schools
- 106 Different Courses Accessed by Arkansas Students
- 96.7% of all Arkansas Rural Districts Served by Virtual Arkansas
- 62% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural

Team Digital-Arkansas Connect2Digital

Funding: Arkansas Department of Education-Division of Elementary & Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Amanda Perry
Position: Assistant State Coordinator
Degree: EdS

Name: Dr. Robin Finley
Position: Digital Learning Specialist
Degree: EdD

Name: Rainbow Bagsby
Position: Team Digital Member
Degree: MAT, MA

Name: Sherry Kennedy
Position: Digital Learning Specialist
Degree: MEd

Name: Gerard Newsom
Position: TDigital Learning Specialist
Degree: MEd

Name: Steven Walker
Position: Digital Learning Specialist
Degree: MEd

Name: Katie Pittenger
Position: Digital Learning Specialist
Degree: BSE

Name: Dexter Miller
Position: Digital Learning Specialist
Degree: BA

Name: Kirsten Wilson
Position: Digital Learning Specialist
Degree: MEd

Name: Cristian Haynes
Position: Administrative Assistant
Degree: N/A

GOAL:

The Digital Learning Unit Specialists support digital learning on all levels. Our structure is designed to offer support, guidance and build capacity in those we work with, including educators and students. This includes supporting through various avenues including, but not limited to, instructional support for integrating digital learning, designing online instruction in a preferred online platform, supporting social-emotional learning in online and blended environments, facilitating effective PLC processes for both in-person and virtual teams, and incorporating student involvement and voice in digital learning.

PROGRAM SUMMARY:

The Digital Learning Unit works within the state team to support Arkansas' planning, implementation, and evaluation of digital learning environments in Arkansas. The Digital Learning Unit has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-center practices into student-center practices. The Digital Learning Unit offers operational support to state projects, Arkansas Cooperatives and public schools in the area of digital learning.

Arkansas Connect2Digital:

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

Major Highlights of the Year:

- All DLU Specialists have completed Solution Tree PLC Training, Quality Matters Rubric Training,
- Learning Services Training on the Learning Lens, TLC Training in March, and internal trainings to shore up understanding of the instructional implications of digital learning.
- Continue to host an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license offered through six Higher Ed Masters programs.
- Provided trainings to Year 1- Year 3 Novice teachers with designing and creating online lessons.
- Offer daily support to schools in implementing Act 1280: Digital Learning Requirement.
- Offer daily support to schools with approved Digital Learning Plans.
- Representative on the ADE-DESE Engagement Committee.
- Representative on SMAC-Talk committee.
- Representative on the Education Technology Standards Committee for the redesign of Higher
- Education teacher preparation program through Educator Effectiveness.
- Coordinated project with Learning Services to design a 3-day intensive PD titled "Student Self-Paced Learning."
- Coordinated and Collaborated with Tammy Friend with GUIDE for Life to create 6-hour Summer PD for Arkansas Educators.
- Coordinated and collaborated with Karen Bergh with Engagement Division to create a Parent
- Involvement course meeting the state requirements for 2022- 2 hour PD; providing resources and supports for parent engagement pertaining to digital learning needs and resources.

- Rebuild of professional learning sessions to optimize offerings (choice between asynchronous, synchronous virtual, and face to face) and options for upcoming 2022 Summer PD.
- Host and support online modules for APPEL transition to ARPEP with 14+ sites.
- Created a week-long social media campaign for Digital Learning Day to emphasize digital learning is an ongoing practice.
- Launched “Living in Beta Mode” podcast series in February 2022 to expand reach.
- Canvas Migration
- All team members have been trained in the “Growing with Canvas” Course.
- 94 Courses have been migrated from Moodle to Canvas.
- Offering additional Canvas support and training to Educator Effectiveness and ESCs wanting to build in DLU Canvas instance.
- Course Creation:
 - 28 ArPEP Shells have been created.
 - 11 new Summer PD course shells have been created.

Career and Technical Education

Funding: Arkansas Department of Education-Division of Elementary & Secondary Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Calico Rock
Cave City
Cedar Ridge

Concord
Izard County
Mammoth Spring

Melbourne
Midland
Norfolk

Salem
Southside
Viola

Personnel:

Name: Keri McCarn

Position: Career and Technical Education Coordinator

Degree: B.S.E. Business Education, M.S.E. Special Education Instructional Specialist

Goal:

CTE Coordinators provide supporting resources to enable public schools to initiate and maintain quality Career and Technical Education programs in accordance with the Arkansas Department of Career Education Strategic Plan, Goals, and Objectives.

Program Summary:

The coordinator encourages the development, implementation, and improvement of CTE programs for all districts, and performs the following job tasks for the member districts of the Perkins Consortia:

- Data Collection/Reporting
 - Competency Testing Reports, Completers, Certifications, Placement, Quarterly Activity Reports, Improvement Plans
- Program Review
 - Program Approval Visits, Teacher Information
- Technical Assistance
 - Professional Development/Technology Training, New Teacher Assistance, Policies and Procedures Interpretation, Resource Distribution, Support Services for Special Populations, Start-up Grant Support along with equipment inventory
- CTE Initiatives Support
 - Career Clusters/Pathway/Programs of Study, Curriculum Frameworks, Career Planning Systems, End-of-Course Competency Testing, Academic Attainment of CTE Students, Statewide initiatives

- Administrative/Assistance
 - Annual Application/Amendment Preparation and Submission, Budget Management/Reimbursements/Inventory, Implementation of Perkins Mandates, Accountability, Technical Equipment Purchasing and Distribution.
-

Major Highlights of the Year: 2021-2022

- Awarded 3 Start-Up Grants totaling \$72,675 for CTE consortia member schools
- Awarded 2 Reserve Innovation Grants totaling \$37,306 to purchase equipment for 2 of our CTE consortia member schools
- Provided Professional Development for all CTE teachers in our co-op area
- Completed Off-Cycle Applications for new Programs of Study being offered in the fall

Technology Coordinator

Funding: Research and Technology Division of DESE
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Alan Floyd
Position: Technology Coordinator

Goal:

The Technology Coordinator will provide administration, specialists, and staff of the Northcentral Co-op with appropriate technology infrastructure and support to provide excellent services to the member districts, as well as other education related entities in the state of Arkansas. He will also be working closely with member school districts to facilitate communication between districts and state agencies such as the Department of Elementary and Secondary Education and the Department of Information Systems.

Program Summary:

The Technology Coordinator works with co-op staff to ensure all have current technology to utilize in their positions, as well as supporting all technology owned by the co-op. He also provides school districts with information and training concerning technology and cyber awareness. This information is coordinated with DESE, DIS, and the P-12 cyber team. The Technology Coordinator also works closely with school tech staff to assist them with determining hardware and software needs, and assists them with creating specifications and acquiring quotes as needed.

Major Highlights of the Year: 2021-2022

- Hosted meetings for district IT staff on security, audits, and continuity of operations.
- Was appointed the Cyber Threat Response Team (CTRT) Associate Director position for the state of Arkansas.
- Assisted neighboring coop districts with data recovery after a cyber incident.
- Implemented email security platform that protects NAESC from malicious attacks.
- Finished the STEM lab for Computer Science and Gaming programs.
- Hosted NAESC first eSports gaming competition.
- With ARP funds, we were able to start the revamp process of our network infrastructure which includes switches, cabling, and wireless AP's.

Teacher Recruitment and Retention

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Gia Taylor
Position: Recruitment and Retention Coordinator
Degree: Bachelor of Science-Special Education
MSE-Special Education
Ed.S- Educational Leadership, Curriculum Director

Goal:

To increase teacher awareness, build content knowledge, and provide strategies of best practices concerning classroom management, pedagogy, and curriculum through high quality professional development opportunities and to provide learning opportunities and professional conversations and discussions regarding educational practices that will impact students, teachers, administrators, and districts. Most of all, to be an invaluable resource for school districts' novice teachers and provide any support that may be needed. All of this to accomplish our goal of retaining and recruiting teachers into the education profession.

Program Summary:

The Recruitment and Retention Coordinator provides technical assistance to novice teachers in years 1-3 as well as provide opportunities for those interested in the profession to gain knowledge of pathways to become teachers. This includes assistance with novice teachers in the first 3 years of teaching. We will offer a year 1 classroom management plan, a year 2 plan for effective teaching or pedagogy, and a year 3 plan for teaching curriculum through digital and on-site support and highly effective national trainers. We also offer

Praxis support, recruitment of teachers into the education profession, and other support needed by districts.

Major Highlights of the Year: 2021-22

STEM: One of the major focuses of Recruitment and Retention was on STEM teachers. This will continue to be emphasized moving forward.

Praxis support: This year, we offered more Praxis support than ever before for our teachers and purchased additional online support and built a website where resources are compiled for novice teachers.

Lead teacher designations: We continued to coordinate with DESE, and support teachers working in new lead teacher pathways. We also discussed with building level administration the opportunities and benefits of having Master/Lead designated teachers.

New special education teacher support system was developed: To address the special education teacher shortage, we worked monthly with these new teachers to assist with strategies that work in SPED classrooms and training with documentation specific to these teachers in an effort to retain our special education teachers.

STEM

Funding: Northcentral AR ESC School Districts & NAESC PD Fund
Competitive Grant: N/A
Grant Type: N/A

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Monica Mobley
Position: STEM Coordinator
Degree: Ph.D. Theory and Practice in Teacher Education - Science Education

Goal:

The role of the Northcentral AR ESC STEM Program Coordinator is to develop and expand opportunities for teachers and students to acquire skill sets, mindsets, and knowledge acquisition that best situates them to become educators and workers able to meaningfully contribute to modern society, both today and in the future. Duties include:

- Engage students through experiential learning to pursue careers in STEM careers and in careers as future STEM educators.
 - Retention of teachers in difficult to staff subject areas related to STEM, especially robotics, engineering, science, mathematics, computer science, career readiness subjects
 - Support teachers as they integrate hands-on, problem-based, project-based, and design-based learning in their practice.
 - Coordinate events to build capacity among teachers and students in STEM areas including STEM integration with other content (ELA, PE, etc), including coding competitions, hour of code, STEM Expo and Career Fair, Robotics
 - Provide professional development in under-represented areas such as GT, Engineering, Problem/Project/Design Based Learning; Makerspace
 - Increase teacher self-efficacy to integrate content, implement student-generated knowledge acquisition, increase the frequency and quality of hands-on learning experiences.
 - Assist schools working toward an AR STEM Model Program Designation.
-

Major Highlights of the Year: 2021-2022

Professional Development: The NAESC STEM Coordinator provided Cooperative-level, district-level, and school-level professional development opportunities during the 2021-22 academic year. Many of the professional development offerings are unique to NAESC, and provide teachers with one-off options to learn to engage students through problem-based, project-based, design-based, and technology enhanced learning.

Data/Evidence Collection: Participants in STEM PD are administered post-PD surveys to measure satisfaction with PD content & experiences. Additionally, when students are engaged in activities, they are prompted to provide feedback on their experiences. Plans for Pre-Post PD surveys are in the works for the 2022-23 school year, along with implementation PD options for teachers who submit evidence and reflect upon their implementation.

STEM EXPO: The STEM Expo and Career Fair was a tremendous success. This cooperative effort between NAESC and Ozarka College brought approximately 1500 students from 14 of 16 NAESC districts to the Co-op and Ozarka campuses where they were able to engage with more than 50 area businesses and post-secondary education providers, learning about options in college and career. This event will serve as a springboard for our upcoming regional stakeholder meetings. This was an important platform to merge the interests of business, higher education, and K-12 education: something that has been indicated as a need within the Northcentral AR area, but which has thus far been an elusive goal to achieve.

Recruitment and Retention Support: The STEM program is very involved in recruitment and retention of teachers within hard to fill STEM areas. During the 2021-22 school year, opportunities for collaboration between schools were targeted. Teachers in robotics, computer science, and esports were provided with opportunities to collaborate in cooperative hosted events, as well as during professional development offerings and virtual collaborations.

Computer Science Competition: To encourage STEM skills including coding in elementary grades in order to support problem-solving and critical thinking, and recruit new teachers into STEM integration, the Codify This! computer science competition is now in its third year. Participation continues to grow, and we are seeing an increase in the number of girls participating, which was one of the goals of the project.

Codify This! Hour of Code Event: During computer science week in December, the STEM program hosts a Co-op wide Hour of Code event. In its third year, Hour of Code went from approximately 450 participants in 2020 to 3000 students in 2021. This project has the goal of exposing students to activities and careers in computer science, which is an area of great need nationwide, and is a growing need within our own cooperative area.

Social Media: The STEM Program is expanding its social media presence. Currently, besides our own website, the NAESC STEM program has a presence on Facebook and Twitter.

Grants: The STEM Program has been involved in writing grants for internal funding, as well as in assisting schools in obtaining funding for their projects. A DART EBT Start-Up Grant was earned which funded a K-4 STEM and Literacy Integration professional development, including provision of materials to teachers participating in the workshop. The STEM Coordinator also

assisted a school in obtaining the same grant to fund a portion of their summer STEM camp. Additionally, Arkansas Game and Fish awarded a grant written by the STEM Coordinator to partially fund an outdoor classroom project at one of our elementary schools.

STEM Program Coordination: The STEM Program Coordinator has been working with the Math and especially Science Specialist at the ESC to develop a truly integrated program. By focusing on internal program awareness and coherence, the goal is to model how content integration can be accomplished within our districts.

Esports: The esports lab has been completed and the first face-to-face student event was held in May of 2022. Students and teachers were very impressed with the equipment and are excited about the prospect of holding events at the Co-op in the future.

STEM Model Program: One area school, IZARD County Consolidated Elementary School, was a pilot school for the STEM Model Program with the state. The rubric to achieve model status was provided to the teachers, and specialists provided the school with any and all support needed to achieve model status. This involved providing community support, collaboration with all curricular areas, and brainstorming units and developing plans.

Community Health Nurse Specialist

Funding: Arkansas Department of Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Cindy Schaefering, RN
Position: Community Health Nurse Specialist (CHNS)
Degree: RN, ADN

Goal:

To be a trainer and resource person for the school nurses. Educate school staff and students in the areas of health and wellness.

Program Summary:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH) but housed in the education cooperative. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS is under the supervision of the North CHNS Supervisor, Libby Seftar, for ADH. The education cooperative provides administrative support and housing.

The CHNS works with schools, day cares, community coalitions, health care providers, and local health unit administrators in the counties the co-op serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for implementation of nicotine and tobacco-free policies, best practices for nicotine and tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provides education, technical assistance, and staff development for school staff and

continuing education for school nurses on the health issues such as the COVID-19 pandemic, consequences of nicotine and tobacco use, injury prevention (intentional and

unintentional), oral health, infant mortality, physical activity, teen pregnancy prevention, sexually transmitted infection prevention and nutrition. As a CPR and Stop the Bleed instructor, I train school nurses, staff, students and community members in American Heart Association CPR, First Aid, AED use and the Stop the Bleed course as required for student graduation.

The CHNS assist schools in implementation of laws that affect the health and wellness in the school setting; offer assistance to schools regarding COVID-19 guidelines; assistance to schools on developing and maintaining wellness committees as required by Act 1220. Keeping districts abreast of new nicotine and tobacco laws, new or changing rules and regulations (vision screening equipment). Training school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).

Major Highlights of the Year: 2021-2022

- Wrote and received a grant from ADE to purchase an autorefractor for the cooperative. This piece of equipment will be available for districts to borrow if they do not have an autorefractor of their own. The vision law was updated to allow nurses to screen all students K-12 with this autorefractor. Districts who bill Medicaid for Hearing and Vision screenings are paid \$26.10 per student.
- State Mandated Hearing, Vision, and Obesity/BMI, Scoliosis trainings held twice during the year for any new nurses or for those in need of Continuing Nursing Education hours. These trainings were also provided to ASUMH nursing students, allowing them to assist school nurses in providing these screenings to their students.
- Insulin and Glucagon, Paraprofessional and Medicaid Billing trainings offered twice during the year providing RN's and district paraprofessionals with necessary training to provide safe care to special needs students and to be able to bill Medicaid for personal care services provided to these students.
- Held a nursing workshop that provided school nurses with 5.25 hours of continuing education. Thirty-nine nurses attended this workshop.
- Certified 21 adults and 10 students in CPR, AED and/or First Aid. Arranged for the use of CPR equipment to area schools to meet the graduation requirement of students to have CPR instruction.
- Scheduled, organized or participated in flu clinics for all school districts within the coop.
- Provided student education about STD and Teen pregnancy prevention; this reached a total of over 400 students.
- Provided oral health education to Highland Kindergarten students using the Brush curriculum. This was a 5-part programs, held over a one week period to all 105 kindergarteners.
- Educated students about puberty and hygiene, and worked on the creation of a new presentation on this topic.
-

- Nicotine and Tobacco prevention education provided to grades K-12. These 27 presentations reached over 600 students and provided information to school administration regarding Nicotine and Tobacco Policies and the Second Chance Program and other Tobacco programs available for student prevention promotion.
- Presentations done with middle and high school students this year focused primarily on the JUUL or pod systems.
- Healthy Relationships, STD and Teen Pregnancy Prevention presentations were done with students at Norfolk, Highland, Cave City, Mountain Home, Southside and Viola.
- Arranged for a new calibration company for the audiometers. This involved communicating with all districts to get their accounts set up and managing the logistics of the company coming to the coop to do the calibrations in a timely manner.

Special Projects & Programs

Northcentral Arkansas Education Service Cooperative

Funding Source: Arkansas Department of Education

☒ Restricted ☐ Non-Restricted

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or state-wide. These projects or programs provided an opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents varied.

Program Name: Teacher Evaluation Support System (TESS)

Competitive Grant: Yes ☐ No ☒

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

Program Name: Instructional Facilitating

Competitive Grant: Yes ☐ No ☒

Goals and Description: Instructional facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training refines the Instructional Facilitator's understanding of their various roles and distinguishes between effective and ineffective coaching practices. The training also provides leadership skills for reform, fostering internal commitment in others, and determining when it is or is not appropriate for modeling in a classroom.

Program Name: Specialist's Unit Meetings

Competitive Grant: Yes ☐ No ☒

Goals and Description: Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives and STEM centers convene on a monthly basis as a professional learning community. Mathematics specialists receive professional development that is current, research based, and data driven. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs. Currently, an in-depth study of the Common Core State Standards continues as school districts transition from our current frameworks to the Common Core in Mathematics. Literacy Unit Meetings take place monthly for all state literacy specialists to convene as a professional learning community. This time is built by a state level team to brainstorm, share, execute, and receive professional development that is data-driven to impact student achievement Training of trainers in ELLA, ELF, C.L.A.S.S, Content Literacy, and other state level trainings have taken place over the past year. Currently, an in-depth study of the Common Core State Standards continues as school districts in Arkansas ready for implementation with dedicated support from the specialists.

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

Competitive Grant: Yes ___ No X

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

Program Name: ACT Aspire

Competitive Grant: Yes ___ No X

Goals and Description: Northcentral Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire work-days 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.

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

Program Name: Leadership Quest

Competitive Grant: Yes X No ___

Goals and Description: Northcentral Cooperative and ADE partnered in 2017-2018 to host three Leadership Quest professional development and collaboration for our principals and assistant principals. The Quest participants met on September 19, 2017 on December 11, 2017 and on March 28, 2018. The Principal Quests at Northcentral were led by Dion Stevens, Middle School Principal at Southside Middle School.

Program Name: Covid 19 Response

Competitive Grant: Yes ___ No X

Goals and Description: The Northcentral Cooperative worked with District members to assist in the Covid 19 response in spring of 2020. One of the points of emphasis was to provide districts with resources for AMI. A link was created on our website to provide materials and ideas for the creation of AMI packets. The link is attached below.