

**NORTHWEST ARKANSAS
Education Service Cooperative**

Annual Report 2022-2023



**NORTHWEST ARKANSAS
Education Service Cooperative**

4 North Double Springs Road

Farmington, Arkansas 72730

(479) 267-7450

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*Mr. Bryan Law
Director*

*Dr. Missy Hixson
Assistant Director/TC Coordinator*

Northwest Arkansas Education Service Cooperative
4 North Double Springs Road
Farmington, AR 72730
(479) 267-7450 FAX (479) 267-7456

To: Arkansas Educators

From: Bryan Law, Director

Subject: 2022-2023 Annual Evaluation Report

The Northwest Arkansas Education Service Cooperative has continued to adjust to meet the needs of our ever growing region. The NWAESC schools continue to grow in students, teachers, administrators, and support staff while the staffing at the Coop has remained constant. The 16 public school districts and the 6 public school charter schools we serve represent over 96,000 students and many of these districts continue to grow. The requirements and needs of this diverse community requires a diverse educational system which strives to meet the needs of all our students. During this past year we have had the opportunity to reflect on our multiple programs and look for ways to improve our performance in an ever changing world. The Cooperative has partnered with the Walton Family Foundation to host our schools on a series of visits across the country to identify highly effective Career and Technical programs. Identifying successful programs and visiting these sites with district and workforce leaders will allow our region to stay on the cutting edge of areas that address the needs of both our students and our regional workforce. While reflecting back we have also worked diligently to develop teachers in RISE, look at opportunities to increase CTE and concurrent credit options for students, and deliver support in the teaching of mathematics.

The 2022-2023 annual report has been prepared by the staff of the Northwest Arkansas Education Service Cooperative and reflects the vision of Director Bryan Law and Assistant Director/Teacher Center Coordinator Dr. Missy Hixson. NWAESC has 100 employees housed in Farmington, Springdale, Rogers, and Bentonville. The Division of Elementary and Secondary Education Base funding to the co-op is \$408,618.00 and the total budget is approximately \$10,997,835. Listed below are examples of the programs offered by the co-op in partnership with our districts:

APSCN Field Support
Computer Science Education
Early Childhood Special Education
Gifted and Talented
Science/STEM Support Services
Teacher Center Services
Career and Technical Education

Medicaid billing services
School Health Nurse Services
Technology Support Services
Education ESVI Services
English Language Services
Behavior Intervention Services
Math Support Services

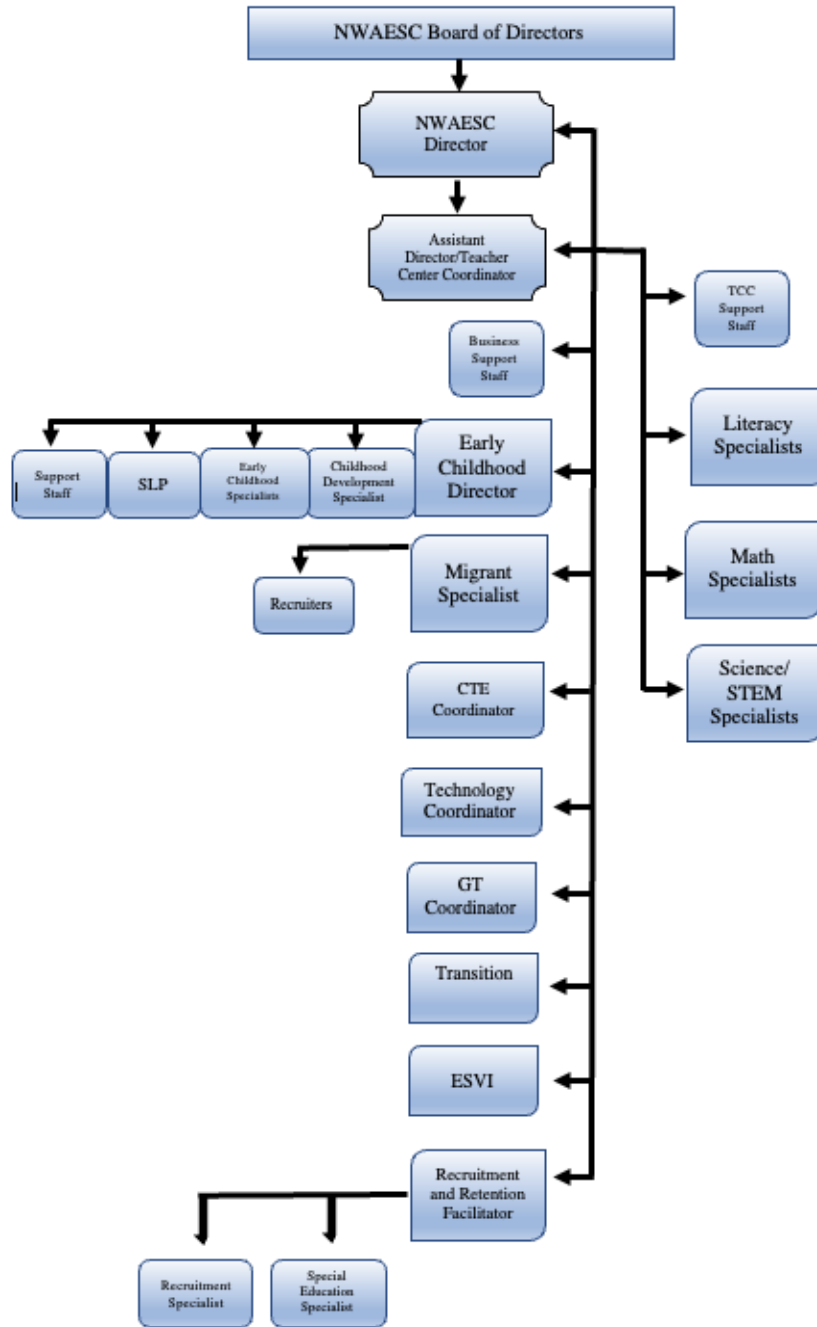
Literacy Support Services
Novice Teacher Training

Professional Development
Migrant Education

The mission of the Northwest Arkansas Education Service Cooperative is to “Make a Difference” for the students and districts we support. We are passionate about improving teaching and learning for both our students and for our staff. As educators we strive to be lifelong learners and continue to seek best practices in working with our students. We look forward to the challenges and opportunities that lay before us as we finish out this year and move to the next.

The co-ops of Arkansas have served as the implementation support agents for new state initiatives by providing extensive professional development and capacity building necessary to implement the undertaking of our state to improve student achievement. While the co-op supports all state initiatives we are also constantly looking at ways to provide programs that address the needs of our Districts locally. We plan to continue to effectively provide support for the Arkansas State Standards and the LEARNS Act as we move forward in a new era of teaching and learning. The mission of Northwest Arkansas Education Service Cooperative is to support and serve our school districts as they strive to provide a high-quality education. Our staff looks forward to the challenges of the upcoming year.

Organizational Chart



Additional Affiliates

Behavior Support Specialists
 Computer Science Specialist
 Regional ESOL Specialist
 Multicultural Liaison/Interpreter

Additional Affiliates

Community Health Nurse Specialist
 DESE ESOL Director
 ESOL Support Staff
 eSchool Staff

Northwest Education Service Cooperative

Public School Districts served in Northwest Arkansas Education Service Cooperative:
 Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville,
 Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork

Charter Schools served in Northwest Arkansas Education Service Cooperative:
 Arkansas Arts Academy, Arkansas Connections Academy, Haas Hall, Founders Classical Academy, Hope
 Academy, Responsive Ed Solutions Premier High School,

Officers of the Board

Name	Position	School District
Ms. Maribel Childress	President	Gravette
Mr. Jeremy Mangrum	Vice-President	Elkins
Mr. Bryan Law	Director/Ex-officio	NWAESC
Mr. Jon Laffoon	Secretary	Farmington

Members of the Board

Name	Position	School District
Dr. Debbie Jones	Board Member	Bentonville
Dr. Steve Watkins	Board Member	Decatur
Mr. Jeremy Mangrum	Board Member	Elkins
Mr. Jon Laffoon	Board Member	Farmington
Dr. John L Colbert	Board Member	Fayetteville
Ms. Terrie DePaola	Board Member	Gentry
Ms. Maribel Childress	Board Member	Gravette
Dr. Andrea Martin	Board Member	Greenland
Mr. Jonathan Warren	Board Member	Huntsville
Dr. Mary Ann Spears	Board Member	Lincoln
Mr. Keith Martin	Board Member	Pea Ridge
Mr. Pete Joenks (Interim)	Board Member	Prairie Grove

Dr. Jeff Perry	Board Member	Rogers
Mr. Jody Wiggins	Board Member	Siloam Springs
Dr. Jared Cleveland	Board Member	Springdale
Mr. John Karnes	Board Member	West Fork

Northwest Arkansas Education Cooperative 2022-2023 Teacher Center Committee

Committee Member	District	Position	Expires
Ms. Tracy Smart	Bentonville	Elementary Teacher	2025
Ms. Jayme Burden	Decatur	High School Teacher	2025
Ms. Paula Wheeler	Elkins	Curriculum	2023
Ms. Lynley Chase	Farmington	Middle School Teacher	2024
Ms. Brooke Edwards	Fayetteville	Elementary Teacher	2023
Ms. Christie Smith	Gentry	Middle School Teacher	2025
Ms. Jennifer Davis	Gravette	Elementary Teacher	2024
Ms. Stephanie Baker	Greenland	Middle School Teacher	2025
Ms. Betty Jo Smith	Huntsville	High School Teacher	2024
Ms. Traci Birkes	Lincoln	Elementary Principal	2024
Mr. Kyle Thielemeir	Pea Ridge	Middle School Teacher	2025
Ms. Jalynn Willcutt	Prairie Grove	Elementary Teacher	2023
Mr. Paul Barker	Rogers	Middle School Teacher	2024
Ms. Kelle Meeker	Siloam Springs	High School Principal	2025
Mr. Christopher Venters	Springdale	Middle/Jr. High Principal	2023
Mr. Aaron Hinterthuer	West Fork	High School Teacher	2025

**Superintendent
1 Year Term**

Mr. John L. Colbert	Fayetteville	Superintendent	2023
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Division of Elementary and Secondary Education

Education Service Cooperative (ESC) Annual Report

Date: June 2023

LEA# 072-21

ESC# 072-21

ESC Name: Northwest Arkansas Education Service Cooperative

Address: 4 North Double Springs Road, Farmington, AR 72730

Phone Number: 479-267-7450

Fax: 479-267-7456

Director: Mr. Bryan Law

Teacher Center Coordinator: Dr. Missy Hixson

Counties Served: Benton, Madison, and Washington

Number of Districts: 16

Number of Charters: 6

Total Number of Students: 96,011

District	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Staff	Certified Classroom Teachers	Classified Staff
Bentonville	18,674	21	350	1,381	852
Decatur	579	79	15	74	45
Elkins	1,371	43	23	107	57
Farmington	2,685	28	13	176	114
Fayetteville	10,426	36	273	664	678
Gentry	1,617	55	26	142	98
Gravette	1,998	37	40	151	121
Greenland	767	70	18	73	55
Huntsville	2,270	68	35	187	161
Lincoln	1,066	70	18	88	62
Pea Ridge	2,454	32	44	170	159
Prairie Grove	2,107	35	41	160	104
Rogers	15,665	51	308	1,172	845

Siloam Springs	4,463	57	122	300	294
Springdale	21,801	70	356	1,556	1,227
West Fork	804	47	20	91	53
Charter Schools					
AR Arts Academy	1,090	35	14	77	25
AR Connections Academy	3,231	34	121	23	6
Founders Classical Academies-NWA	1,551	11	19	114	41
Haas Hall Academy	1,248	8	22	79	17
Hope Academy NWA	50	50	6	7	11
Responsive Ed Solutions Premierie HS of Sprg	94	65	3	6	4
Totals	96,011	45.55%	1,887	6,798	5,029

I. Governance:

- A. How is the co-op governed? **Board of Directors**
 How many members are on the Board? **16**
 How many times did the Board meet? **9**
 When is the regular meeting? **First Thursday of each month**
 Date of the current year's annual meeting: **Thursday June 1, 2023**

- B. Does the co-op have a Teacher Center Committee? **YES**
 How many are on the Teacher Center Committee? **17**
 How many members are teachers? **12**
 How many times did the Teacher Center Committee meet? **3**
 When is the regular meeting? **As scheduled (three times per year)**
 When was the most recent survey/needs assessment conducted? **November 2022**

- C. Have written policies been filed with the Division of Elementary and Secondary Education? **Yes**

II. Staff

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 Funding, B=Base Funds, D=District Allocations

2022-2023 Employees

Employee Name	Position	Funding Source	New Hire	Resigned
Alagood, Leah	CDS/Administrative Liaison	S		
Allgood McGee, Zoe	Speech/Language Pathologist	S		
Brown, Christin	Paraprofessional	S		01/31/2022
Brown, Ember	Speech/Language Pathologist	S		
Brown, Karen	Mentoring Specialist	S		
Butcher, Kelli	Community Health Nurse Specialist	*		
Canion, Chelsea	APSCN Field Analyst	*		
Clarkson, Madison	Mentoring Specialist	F		
Clements, Leslie	Child Development Specialist	S		
Coats, Lisa	EL Specialist	S		
Corbino, Dena	Child Development Specialist	S		
Davis, Emily	Child Development Specialist	S		
Deertz, Betsy	Early Childhood Secretary	S	Y	
DeVore, Colleen	Early Childhood Coordinator	S		
Dowdle, Rachel	Speech/Language Pathologist	S		12/20/2022

Edgar, Cheri	Early Childhood Secretary	S		12/31/2022
Espinoza, Grissel	Spanish Interpreter	S		
Estes, Shem	Child Development Specialist	S		
Evans, Amanda	Adm. Asst/Medicaid Clerk	S		
Faizy, Aqela	Afghan Refugee Liaison	F	Y	
Fields, Judy	Literacy Specialist	S		
Flood, Jill	Speech/Language Pathologist	S		
Flores, Rosemary	Migrant Recruiter	F		
Florick, Wendy	Speech/Language Pathologist	S		
Fosse, Desere	Child Development Specialist	S		
Gallardo, Angela	Migrant Parent Engagement Liaison	F		
Galucki, Natalie	Child Development Specialist	S		
Gammill, Jenny	STEM Specialist	S		
Garnett, Joni	Child Development Specialist	S		
Geanolous, Carly	Science Specialist	S		
George, Caitlin	Child Development Specialist	S		
George, Lindsey	Speech/Language Pathologist	S		
Gilmore, Mary Eliza	Speech/Language Pathologist	S		
Greiner, Angie	Literacy Specialist	S		
Hampton, Elizabeth	Child Development Specialist	S		
Harris, Cris	Speech/Language Pathologist	S		
Heck, Amy	Speech/Language Pathologist	S	Y	

Hickman, Candice	Administrative Assistant	B	Y	
Hixson, Missy	Assistant Director/TC Coordinator	B		
Holder, Marsha	ESVI Specialist	F		
Holtz, Rebecca	Child Development Specialist	S		
Hull, Anne-Ashley	Speech/Language Pathologist	S		
Hunter, Katelynd	Paraprofessional	S	Y	
Johnson, Kara	Speech/Language Pathologist	S		
Johnston, Paul	SPED Transition Specialist	F		
Kerr, Tricia	ESOL	*		
Komarek, Cindy	Child Development Specialist	S		
Lancaster, Kat	Behavior Support Specialist	*		
Law, Bryan	Director	B		
Lebeau, Matt	Speech/Language Pathologist	S		
Lee, Lisa	Paraprofessional	S		11/09/2022
Lomax, Morgan	Speech/Language Pathologist	S		
Lovelady, Lindsey	Behavior Support Specialist	*		
Maddan, Heather	ME Student Support Specialist	F		
Matthews, Marla	Child Development Specialist	S		
McLaren, Lisa	Child Development Specialist	S		
Moore, Anna	Speech/Language Pathologist	S		
Moreno, Vaughn	Paraprofessional	S		
Morsman, Heather	Math Specialist	S		

Nardone, Meredith	Literacy Specialist	S		
Neal, Cayce	Regional Mentoring Coordinator	F		
Nelson, Marlo	Child Development Specialist	S		
Nicot Torres, Dilka	EC Secretary	S		02/27/2023
Noll, Lydia	Math Specialist	S		
Orange, Lynn	Speech/Language Pathologist	S		
Pelfrey, Wendy	Child Development Specialist	S		
Phillips, Heather	Speech/Language Pathologist	S		
Post, Lauren	Speech/Language Pathologist	S		12/20/2023
Pratt, Maritza	Spanish Interpreter	S		
Ramer, Michael Ann	Speech/Language Pathologist	S		
Regier, Erika	EL Administrative Assistant	S		
Rhodes, Rachele	Child Development Specialist	S		
Rollins, Joe	Director of Workforce Development	S		11/04/2023
Russell, Dr. Bridget	Migrant Coordinator	F		02/23/2023
Schlinder, Jeremy	Technology Coordinator	S		
Seaton, Dustin	G/T Specialist	S&D		
Smith, Gordon	Technology Assistant	S		
Smith, Rebecca	Speech/Language Pathologist	S		
Smith, Robbye	Migrant Recruiter	F		
Smith, Robyn	Child Development Specialist	S	Y	
Sowers, Kelli	Speech/Language Pathologist	S	Y	

Storm, Tina	TCC Admin. Assistant	S		
Thompson, Brandy	Child Development Specialist	S	Y	
Vanhook, Jakki	Business Manager	B		
Vizueth, Catalina	Migrant Recruiter	F		04/19/23
Waldrop, Crystal	Child Development Specialist	S	Y	
Walker, Jessica	Child Development Specialist	S		
Warford, Shelby	Paraprofessional	S		
White, Cynthia	ESVI Specialist	F		
Willis, Jeremy	Speech/Language Pathologist	S		
Wohlford, Patti	Business Assistant	B		
Worden, Ashley	Speech/Language Pathologist	S		
Zimmerebner, Claire	Speech/Language Pathologist	S		

III. Teacher Center

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

Does the co-op provide media services to schools? **YES (check out basis)**

Approximate the number of titles in media center: **45**

Does the co-op provide delivery to the districts? **NO**

How many districts participate in the media program? **13**

How many titles (including duplicate counts) were provided to schools during this current year? **0**

Do districts contribute dollars to the media services? **NO**

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

Does the co-op operate a “make-and-take” center for teachers? **YES (as needed)**

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.) **37**

IV. Administrative Services

Please check administrative services offered through the co-op:

- Administrators and Local Board Member trainings
- Assessment data analysis and support
- Behavior Support services
- Bookkeeping assistance
- Business Management training
- Carl Perkins/CTE assistance
- Computer Science support
- Cooperative purchasing
- Curriculum support
- Dyslexia support
- E-Rate applications
- English Language support
- eSchool and eFinance support
- Evaluation procedures
- Fingerprinting
- Gifted and Talented support
- Grant writing assistance
- Health and Nurse services
- Instructional facilitator training
- Math/Science/STEM/Literacy support
- Media services
- Migrant student identification

- Novice Teacher/Recruitment and Retention
- Numerous professional development opportunities for teachers
- Special Education services
- Technology support and training
- Other (please specify)

V. Direct Services to Students

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

- Academic Competition in Education (ACE)
- Amazing Shake (grades 4-5)
- Behavior Support services
- Chess Tournament
- Computer Science competitions
- Gifted/talented programs: **16 participating districts**
- Early Childhood Special Education ages 3-5 years old
- Low incidence handicapped
- Migrant Education services
- National History Day (NHD)
- Nursing services
- Occupational Therapy
- Odyssey of the Mind
- Physical Therapy
- Quiz Bowl
- Speech therapist

- Science Olympiad
- STEAM Day (grades 3-4)
- Other (Please specify):

VI. Anecdotal Reports:

Please attach descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

The Northwest Arkansas Education Service Cooperative (NWAESC) continued the work to support regional schools in a plethora of ways, including working with educators with teaching and learning initiatives, assisting with accountability and compliance information, alignment of K-12 schools with higher education and/or business and industry needs, and partnering with our local educator prep programs to assist in teacher recruitment, etc. sessions were held both at the Co-op onsite in the districts where possible. Additionally, some other highlights are listed below:

NWAESC Support of Level III School Districts (Act 1082)-Act 1082 is designed to provide certain levels of support to public school districts based on reading scores. The Teacher Center Coordinator and Literacy Specialists met virtually and quarterly with the Division of Elementary and Secondary Education, and the five districts in our region who are in Level III Coordinated Support Status. Literacy specialists provide support in the form of onsite professional development, Professional Learning Communities, and Science of Reading classroom walks with administrators and instructional coaches. NWAESC, the DESE team and school leaders formulated plans to assist the educators in assessment of learning, analysis of data, and implementation of plans for the remediation of learning loss. Specialists assisted districts in designing and implementing rigorous instruction aligned with the Science of Reading. Northwest specialists aided districts with the review of and selection of curriculum aligned with the Science of Reading, as well as reviewing literacy topics: Assessments, 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.

Teacher Recruitment-In partnership with three local university teacher education preparation programs and local school districts, the NWAESC Recruitment and Retention Program hosted a Pre-Service Teacher Reception with about 100 participants in attendance. Spring 2023 graduates learned about the Early Career Educator Program and how the NWAESC is able to support educators. These future educators had the opportunity to engage in a Question and Answer discussion with different administrators in NWA to hear tips on best interview practices. Districts were able to interview these candidates for hiring at the time of the event.

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.

Marvell-Elaine Instructional Support-The Marvell-Elaine School District was placed on Level 5 in November 2022. Subsequently, their waiver for student enrollment size was denied in December 2022. With these two events, a report of a high percentage of teachers not being licensed in their teaching assignment, and a realization that the district was in need of high quality instruction for secondary students, the Office of Coordinated Support and Service requested Education Service Cooperatives assist in providing direct instruction in the English Language Arts, Mathematics, Science, and Social Studies classrooms at Marvell-Elaine High School. The subject-area leads for the project were: Terri Guy, OCSS (ELA); John Hoy, OCSS (Math), Patrick Quattlebaum, Great Rivers (Science), Kelsey Riley, Great Rivers (Social Studies). The goal of this project was to provide high quality instruction to the seventh through twelfth grade students during the third and fourth nine weeks of the 2022-2023 school year. NWAESC had two literacy specialists and the Director support this district in April 2023.

ACT Prep-This grant in partnership with SWESC is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Many students lost valuable instructional time during the pandemic, causing them to perform lower on the ACT. During the pandemic, the ACT was not given as often as in a nonpandemic year. Research proves that the more a student is exposed to the ACT the better they perform. This program allows for all districts in Arkansas to opt-in for additional support for their students in taking the ACT. The support is intended to be implemented school-wide, allowing all students access and resources to improve ACT scores. The increased ACT scores could lead to additional financial and educational benefits for the students. Chad Cargill's group, in collaboration with DESE, provided NWA participating schools with an event to promote ACT testing and provide resources to assist students in improving scores. The event was held at Springdale's HarBer High School with about 300 students.

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 2022-2023 school year: **0**

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

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

Number of new females employed by the cooperative for the **2022-2023** school year: **10**

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

White **8**
African American **1**
Hispanic **0**
Asian **1**
American Indian/Alaskan Native **0**

Terminated

Number of males terminated by the cooperative during the **2022-2023** school year: **1**

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

White **1**
African American **0**
Hispanic **0**
Asian **0**
American Indian/Alaskan Native **0**

Number of females terminated by the cooperative during the **2022-2023** school year: **9**

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

White **8**
African American **0**
Hispanic **1**
Asian **0**
American Indian/Alaskan Native **0**

Seeking Employment

Number of males seeking employment by the cooperative during the **2022-2023** school year: **5**

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

White **5**
African American **0**
Hispanic **0**
Asian **0**
American Indian/Alaskan Native **0**
Marshallese **0**

Number of females seeking employment by the cooperative during the **2022-2023** school year: **66**

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

White **62**
African American **1**
Hispanic **2**
Asian **1**
American Indian/Alaskan Native **0**
Marshallese **0**

Program Summaries

Program: Arkansas Public School Computer Network (APSCN)
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: No

Participating Districts:

Arkansas Arts Academy	Arkansas Connections Academy	
Bentonville	Decatur	Elkins
Farmington	Fayetteville	Founders Classical
Gentry	Gravette	Greenland
Haas Hall	Hope Academy	Huntsville
Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale
West Fork		

Personnel:

Name: Chelsea Canon
Position: APSCN SMS Field Analyst

Goal:

Our goal is to provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide guidelines.

Program Summary:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGuard Pentamation student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to DESE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various training opportunities offered throughout the year include, but are not limited to, SMS Beginning of the Year for System Administrators, Registration, Attendance, Medical, Discipline, Interim Progress and Report Card, SMS Required Fields for State Reporting, Transcript, Next Year Database, Scheduling, and Rollover Prep.

Major Highlights of the Year:

- eSchool Zoom trainings that have been offered since April 2022 include:
 - SMS Beginning of the Year
 - Registration training
 - Attendance training
 - Scheduling Review
 - Medical training
 - Cognos Analytics
 - Discipline
 - IPR and Report Card training
 - SMS Required Field
 - Transcript training
 - Next Year Database Setup
 - Scheduling for all grade levels
 - Rollover Prep training.

Program: Arkansas Transition Services
Funding Source: Federal Grant
Competitive Grant: No
Restricted: Yes

Participating Districts:

NWAESC Districts:

AR Arts Academy	AR Connections Academy	Bentonville
Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette
Greenland	Haas Hall Academy	Huntsville
Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale
NWA Classical Academy		West Fork

O.U.R. Districts:

Alpena	Bergman	Berryville
Cotter	Deer/Mt. Judea	Eureka Springs
Flippin	Green Forest	Harrison
Jasper	Lead Hill	Omaha
Ozark Mountain	Searcy County	Valley Springs
Yellville/Summit		

Guy Fenter ESC Districts:

Alma	Booneville	Cedarville
Charleston	Clarksville	County Line
Fort Smith	Future School of Fort Smith	Greenwood
Hackett	Lamar	Lavaca
Magazine	Mansfield	Mountainburg
Mulberry	Ozark	Paris
Scranton	Van Buren	Waldron
Westside		

Personnel:

Name: Paul Johnston

Position: Transition Consultant

Degree: MM-UA Fayetteville, BSE-Missouri State, AAS-UA Fort Smith

Goal:

To provide district, regional, and state-wide training throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

Program Summary:

Arkansas Transition Services (ATS) is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Division of Elementary and Secondary Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. We provide technical assistance, training, and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Our services are provided at no cost.

Major Highlights of the Year:

Arkansas Transition Services (ATS) has been spending this year out in schools consulting and providing live statewide and regional professional learning opportunities. ATS also has a YouTube channel and a website (www.arkansastransition.com) as a resource to get our information out across the state.

State Level

- ATS is continuing to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films is continuing to partner to provide The Inclusion Film Camp for students with disabilities. The 2023 camp will be held on-site this year April 24-28 at University of Arkansas Pulaski Technical College in North Little Rock. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferable work skills. The 2022 Camp had 27 students from across the state.

- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education.
- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) obtained a Federal Grant and ATS has been helping recruit more schools to participate in this program. Training will be held in June of 2023 for the participating schools who will begin implementing the program fall of 2023. The district leadership teams (Harrisburg, Rogers, and Magnolia) will attend to provide feedback and guidance in the implementation process. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes.
- College Bound Arkansas 2023 will be held June 26-28, 2023, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2022 had 12 students, 4 parents, and 2 professionals attend.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS held its statewide Transition Summit for teams from across the state in conjunction with the Division of Career Development and Transition (DCDT) International Conference held in Little Rock November 2022. 83 attendees got to hear national speaker Dr. Zach Smith talk about Universal Design for Learning in Transition. Many of the participants stayed to participate in the conference.
- ATS held a Cadre in January and brought in nationally known speaker, Dr. Paula Kluth, to talk about Inclusion. 67 attendees from across the state came to the all-day presentation.
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.
- ATS continues to collaborate with the Division of Career and Technical Education and has continued, with the help of the Arkansas Co-Teach Project, to partner with a high school in southeast Arkansas to implement a co-taught Agriculture class. This intervention allowed

students with disabilities to participate in a general education class with the appropriate support needed to succeed. We are in the process of discussing this model with Southside High School in Ft. Smith.

- CASYI Pilot: Arkansas Transition Services partnered with the CASYI Project on a pilot program on improving Transition Planning for students who are Deaf/Blind. We have worked nine students and their IEP team from schools in Arkansas. We also provided additional training in the Discovery process which allows a team the strategies to really get to know students and their families in an effort to develop more meaningful plans for their future.
- ATS continues to support teachers in implementing the SDLMI (Self-Determined Learning Model of Instruction) within at least one class and then collect data to look at the effects of implementing the model. The SDLMI provides instruction and support for students to set a goal, act, and adjust their goal or plan, so they can successfully reach goals. Training of teachers was conducted by the University of Kansas staff and facilitated by Arkansas Transition Services in the summer of 2022, and implementation of the intervention continued in the Fall of 2022. Data collection and analysis is in process.
- Post School Outcomes Data Collection Pilot - In May 2022, Arkansas Transition Services recruited six school districts to participate in a three year pilot for post-school outcomes data collection. Students who left in May 2021 were surveyed last summer with an 84% response rate. The surveys will continue with an added district, Springdale School District, the remaining years, 2023, 2024. All participants have been trained and will be paid for their work. The hope is to show a better response rate when school personnel ask former students questions about what they are doing for work, training, and education one year after high school.
 - State Level Organizations Served:
 - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
 - Local Planning Team for DCDT International Conference in Little Rock, AR November of 2022.
 - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - NWAESC: NWA Classical Academy, Rogers, Gravette, Pea Ridge, Bentonville, and Springdale hosted a Virtual Transition Fair. It opened with an evening of live speakers,

- specific live sessions, and then had an on-line center for students/parents/teachers to get information on a wide variety of transition resources.
- NWAESC: Springdale-Transition Night
 - NWAESC: Fayetteville Transition Fair
 - Guy Fenter: Van Buren-2 Transition Parent Nights
- Coop Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops.
 - “Secondary Transition Compliance Basics and Best Practices”
 - 26 attendees
 - NWAESC-Pea Ridge, Springdale, Bentonville, Gentry, Lincoln, Gravette, Huntsville
 - Guy Fenter-Hackett, Paris, Waldron, Boonville, Van Buren, Ozark
 - OUR-Cotter, Valley Springs, OUR staff
 - “Promoting Inclusive Practices through the PISA”
 - 23 attendees
 - NWAESC-Pea Ridge, Springdale, Gentry, Bentonville, Gravette, Rogers
 - Guy Fenter-Paris, Waldron, Boonville, Mansfield, Van Buren, Ozark
 - OUR-Cotter, Valley Springs, OUR staff
 - Additional Trainings
 - ”Secondary Transition Compliance Basics and Best Practices”-8 attendees-Gravette, Future School of Fort Smith
 - “All in for Transition” modified-10 attendees-Bentonville
 - “PISA Inclusion in General Education”-7 attendees-Fayetteville
 - “Indicator 13 Walkthrough”-108 attendees-Mountainburg, Mansfield, Oark, Rogers HS, Premier HS, Rogers Heritage HS, Fayetteville, Elkins, Ozark Mountain District, Green Forest, Yellville, Huntsville, Berryville, Harrison, Siloam Springs
 - Technical Assistance was provided on a variety of Transition related subjects to over 100 teachers/staff in districts across the 3 co-op areas.
 - NWAESC – Bentonville, Pea Ridge, Rogers, Gravette, Springdale, Huntsville, Prairie Grove, Farmington
 - OUR – Harrison, Omaha, Green Forest, Eureka Springs, Berryville
 - GFESC – Mulberry, Mansfield, Hackett, Fort Smith, Van Buren, Waldron
 - Other - Arkansas Rehabilitation Services, Pathfinders
 - Other presentations
 - SEAS State Conference-”Promoting Inclusive Practices Through the PISA”
 - Statewide “Executive Functioning Skills” trainings-Guy Fenter, NWAESC, OUR, and Crowley’s Ridge

- DCDT International Conference-”How Video and ‘Pop-Up’ on Targeted Professional Development”
- CAYSI Person Centered Planning Presentation
- NWAESC Curriculum Committee-College Bound and Film Camp
- Presentations to Students
 - NWAESC –
 - UARK Undergraduate Transition Class
 - UARK Undergraduate Inclusive Technology Class
 - Rogers New Tech HS-College Bound and Film Camp
 - Pathfinders Transition Class
- Meetings regularly attended
 - ASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - Project Search Fort Smith-Mercy Hospital
 - Project Search Rogers-Embassy Suites
- Trainings/Conferences Attended:
 - NTACT National Capacity Building Virtual Institute
 - Arkansas LEA Academy
 - Division of Career Development and Transition International Conference
 - Parental Involvement Training
 - Arkansas Collaborative Consultants Convening
 - NWA Education Expo
 - Tier 1 Financial Overview
 - LEA Academy
 - CTE Gap Analysis
 - Poverty Simulation
 - CAYSI Discovery Training
 - Temple Grandin

Program: Behavior Support Specialist
Funding Source: Area Services VI-B
Competitive Grant: No
Restricted: Yes

Participating Districts: Statewide

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Personnel:

Name: Dr. Shelia Smith
Position: BSS Director

Name: Shanna Bailey
Position: Behavior Support Specialist

Name: Jennifer Brewer
Position: Behavior Support Specialist

Name: Julie Butterworth
Position: Behavior Support Specialist

Name: Sandy Crawley
Position: Behavior Support Specialist

Name: Kelly Davis
Position: Behavior Support Specialist

Name: Sonia Harsfield
Position: Behavior Support Specialist

Name: Audrey Kengla
Position: Behavior Support Specialist

Name: Kat Lancaster (NWAESC)
Position: Behavior Support Specialist

Name: Lindsey Lovelady (NWAESC)
Position: Behavior Support Specialist

Name: Allison Mears
Position: Behavior Support Specialist

Name: Sarra Petray
Position: Behavior Support Specialist

Name: Nicheyta Raino
Position: Behavior Support Specialist

Name: Jenna Stapp
Position: Behavior Support Specialist

Name: Connie Thomason
Position: Behavior Support Specialist

Name: Mary Walter
Position: Behavior Support Specialist

Name: Amanda Kirby
Position: Behavior Support Specialist

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 evidenced-based behavioral practices that meet the needs of all students.

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 2022-23:

- Accepted Cohort 3 with 20 building-level teams across the state
 - 97% of participants in Cohort 3 agreed or strongly agreed that the coaching session on the topic covered was beneficial.
 - 96% of participants in Cohort 3 agreed or strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting our SMART goal(s).
 - 98% of participants in Cohort 3 agreed or strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
 - 94% of participants in Cohort 3 agreed or strongly agreed that they feel confident in carrying out the the steps in their action plan.
-

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 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 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 2022-2023:

- Provided on-site coaching and consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 148 CIRCUIT referrals 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 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 2022-2023:

- Offered 25 of the 5 Essential Components of School-Wide Behavior Supports professional developments and trained 84 building-level teams. In June, Springdale will train all of their buildings (30+ teams) with approximately 300 participants.
- Added 13 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/>
- Provided over 170 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 3233 participants
- Scheduled 61 additional professional learning opportunities by the end of 6/30/23

ADDITIONAL BSS HIGHLIGHTS OF 2022-2023:

- Presented at Arkansas School Psychology Association Conference
- Presented at SEAS Conference
- Presented at Arkansas Association of Alternative Educators Conference
- Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments

- Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2
- 9 BSS attended the PBIS Leadership Forum
- 2 BSS attended the LRP Institute Convention
- Served on DESE Leadership Team for Arkansas THRIVE
- Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)
- Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy (1/2023, 3/2022, 6/2022)

Program: Career & Technical Education (CTE)
Funding Source: Arkansas Department of Education, Division of Career & Technical Education and Carl Perkins Grant funding
Competitive Grant: No
Restricted: Yes

Participating Districts:

Gravette	Huntsville	Decatur	Farmington
Prairie Grove	Lincoln	Elkins	West Fork
Greenland			

Personnel:

Name: Starlinda Sanders
Position: CTE Coordinator
Degree: M.Ed., Human Resource and Workforce Development
BSE Vocational Home Economics

Goal:

The goals of Career and Technical Education align with the State of Arkansas Strategic Goals: To Grow, Educate, and Improve Quality of Life. To this end, it is the mission of the NWAESC CTE Department to prepare students for future college and career success by:

- Facilitating the delivery of high-quality CTE programs and services that increase workplace readiness skills among the 104,000 students in NWA.
 - Promoting and supporting equitable and diverse CTE learning opportunities and services to improve engagement and learning.
-

Program Summary:

The NWAESC CTE Coordinator serves as the contact person and functions as a resource for the 16 school districts in NW Arkansas. In terms of administering Carl D. Perkins Vocational funding, the coordinator creates and manages the budget for nine consortia schools, providing accountability as required by the Division of Career and Technical Education.

The coordinator collaborates with administrators and CTE staff to:

- Identify and develop new/innovative programs
- Initiate and facilitate grant applications
- Provide training for new CTE staff
- Implement mentor training programs for licensure
- Provide guidance in programming decisions
- Provide Perkins and new equipment audit assistance

- Promote CTSO participation and CTE program success
- Develop and deliver professional development for administrators and teachers

The coordinator works closely with districts in the collection of data, program evaluation and expansion, and technical assistance & expertise; collaborates widely with industry and community partners to identify workplace trends and needs to inform CTE program improvement. Works regionally with post secondary educators and other stakeholders to identify opportunities for concurrent credit and work-based learning experiences.

Major Highlights of the Year:

- CTE Centers of Excellence Visits
 - PEAK Innovation Center
 - NWACC Brightwater Facility
 - Bentonville/Ignite Professional Studies Campus
 - Saline County Career Center
 - DFW Centers: Frisco ISD CTE Center, Dan Dipert Center, Dubiski Center
- Welding Program Addition: Farmington High School
- Fayetteville Chamber: FANUC Robotics Program Opportunity
- ESSA Steering Committee Meeting
- NW Arkansas Education Leadership PD: ACTE Vision Conference
- CTE Day at the State Capitol
- NWAESC CTE Showcase: Farmington High School
- Perkins V Administrator Training
- Perkins Administration & Start-up Grants Workshop
- NWA Council Industry Partnerships: Transportation & Logistics, Medical, Construction
- Adoption of Perkins Purchasing Policies and Guidelines
- Counseling and Career Coach Training: pre-SSP and SSP Workshop
- GlowForge Proficiency Training
- Virtual Reality for Career Development Training
- DCTE Opportunity Gap Analysis Workshop
- Work-based Learning for Career Development and Internship Instructors
- NEW CTE Teacher Training
- Don Tyson's School of Innovation Trade and Industry Days
- Office of Skills Development: Arkansas Workforce Summit w/Mark Perna
- NWA Workforce Summit
- CTE Coordinator Retreat
- Mentor Novice CTE Teachers & Train new Mentors

Funding Highlights		
NWAESC Grant-funded Projects	Walton Family Found./CTE Centers	\$135,000.00
	Glow Forge & VR Technology	\$94,266.73
	Virtual Reality Technology	\$76,386.00
Grant-writing Assistance - Funded	Greenland: CNC Machining Lab	\$34,593.00
	Gravette: CS/Programming	\$26,877.00
	Huntsville: Arts, Audio/Video Prod.	\$49,706.88
	Lincoln Schools: PLTW Middle Sch.	\$29,000.00
	Prairie Grove: Pre-Educator	\$39,566.41
TOTAL GRANTS		\$485,396.02

Program: Computer Science
Funding Source: Arkansas Department of Education Grant – Act 220 of 2017
Competitive Grant: Yes
Restricted: Yes

Participating NWA Districts:

Springdale	Rogers	Bentonville	Elkins
Pea Ridge	Greenland	Fayetteville	Gentry
Gravette	West Fork	Siloam Springs	Decatur
Farmington	Huntsville	Prairie Grove	Arkansas Arts Academy
Haas Hall			

Statewide

Personnel:

Name: Kelly Griffin	Name: Alex Moeller
Position: Director of Computer Science	Position: Statewide CS Specialist
Degree: Ed. S in Educational Leadership	Degree:

Name: Ashley Kincannon	Name: Jim Furniss
Position: Statewide CS Specialist	Position: Statewide CS Specialist
Degree:	Degree:

Name: John Hart	Name: Leslie Leber
Position: Statewide CS Specialist	Position: Statewide CS Specialist
Degree: MLIS	Degree: MSE

Name: Adam Musto	Name: Tammy Glass
Position: Statewide CS Specialist	Position: Statewide CS Specialist
Degree:	Degree:

Name: Zachary Spink	Name: Mark Barnes
Position: Statewide CS Specialist	Position: Statewide CS Specialist
Degree: MSE	Degree:

Name: Stacy Reynolds
Position: Statewide CS Specialist
Degree: MSE

Goals:

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

1. Standards, Curriculum, and Pathways - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

5. Program Growth and Student Success - Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support using innovative programs and outreach initiatives.

Program Summary:

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administers the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; Middle School Introduction to Coding: Grades 5-8; and High School CS). In the interest of providing Arkansas educators with access to quality computer science (CS) professional development (PD), the Arkansas Department of Education (ADE) Office of Computer Science provided grants for ten Computer Science Specialists beginning in 2017. The computer science specialists each serve the CS PD needs state-wide for all ESCs, and Public School Districts. Assistance is provided to local school district educators through PD services including sessions (ADE developed & customized based on needs assessments) at the Cooperative as well as support on-site in living the mission and striving for the vision of Computer Science Instruction in Arkansas.

Vision

All Arkansas students actively engaging in a superior and appropriate computer science education

Mission

To facilitate Arkansas's transition to becoming and remaining a national leader in computer science education and technology careers

PD Offered:

- Computer Science: Teaching K-4
- Computer Science: Intro to Block Based Coding
- Computer Science: Teaching 5-8
- Computer Science: Transition to Text Based Coding
- Middle School Intro to Coding: Learn to Text Based Code (Formerly Coding Block)
- Teaching Middle School Intro to Coding (Former Coding Block Resources)
- High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - Fall 5 Saturdays
- High School Computer Science and Certification Preparation - Spring 5 Saturdays
- Physical Computing training (Raspberry, Arduino, etc.)
- App in A Day
- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Creating Embroidery Designs with Turtlestitch
- Intermediate Artificial Intelligence
- Intermediate Mobile Application Development
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Intermediate Networking
- Intermediate Data Science
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Data Science
- Advanced Artificial Intelligence
- Advanced Robotics
- Advanced Mobile Application Development
- Advanced Placement Computer Science A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

Conferences Presented at:

- State TSA Conference

Events/Committees/Projects Assisted with:

- Women in Cybersecurity – October 2022
 - TechFest October 2022
 - Family Code Day at Innovation Hub December 2022
 - National Computer Science Education Week – Scheduled daily activities with local districts - December 2022
 - CS Education Week Activities December 2022
 - Read, Code, Create – January 2023
 - TSA State Conference – March 2023
 - CS Educator of the Year April 2023
 - Support of Robotics Competitions (VEX, FIRST) March 2023
 - Great Arkansas History Video Game Coding Competition March 2023
 - Allstate Coding Competition April 2022
 - Innovation Grant May 2023
-

Major Highlights of the Year:

- Growth and Development in Accessibility in Computer Science
- Mentoring students across the state in Unity game development.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions
- Provided CS training to over 1432 education professionals and 3195 students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Coding Competition.
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org

ONGOING SUPPORT:

- Specialists have increased the number of intermediate and advanced offerings as well as developed and will deliver 2 new trainings this summer. This is in addition to the other 25 trainings to be taught this summer.
- Specialists are currently working to visit all 264 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer.
 - For districts who already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.

Program: Digital Learning – Virtual Arkansas
Funding Source: ADE Grant
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington	Fayetteville
Gentry	Gravette	Greenland	Huntsville	Lincoln
Siloam Springs	West Fork	Arkansas Arts Academy		

Central Office Personnel:

Name: John Ashworth Position: Executive Director	Name: Dr. Brandie Benton Position: Deputy Superintendent of Curriculum & Instruction
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Name: Dr. Michael Lar Position: Director of Operations	Name: Candice McPherson Position: Director of Development & Design
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Name: Amy Kirkpatrick Position: Director of Technology	Name: Jason Bohler Position: Core Campus Director
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Name: Christie Lewis Position: CTE Campus Director	Name: Ellora Hicks Position: Concurrent Credit Campus Director
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Name: Dr. Nic Mounts
Position: Off-Campus & Faculty Online Program Principal

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	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - Virtual Arkansas made courses available to all high-poverty districts and was utilized by 93.3% of all Arkansas districts with a 70%-100% free and reduced lunch population. - 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.
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - Virtual Arkansas had 21,671 enrollments from Districts designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 99% of all districts designated as rural - 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	<ul style="list-style-type: none"> - 34 CTE courses were provided to 6,554 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs

Participating in Work-based Learning	
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	- In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

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 2022-2023 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.
- 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.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.
- 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.
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- 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.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- 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 2021-2022 School Year)

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 330 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- 251,324 enrollments served since 2013-2014
- Virtual Arkansas Students had a 90% Pass Rate
- 14,319 Unique Arkansas Students Engaged in 35,885 Content + Teacher Enrollments
- 32,274 Credits Earned
- 78% of Virtual Arkansas teachers have Master's degree or above
- 146 Content+Teacher courses available to students throughout Arkansas
- 2,728 Concurrent Credit Enrollments Earned 8,124 College Concurrent Credit Hours
- 85% of Concurrent Credit Enrollments From Rural Districts
- Career and Technical Education: 6,847 Enrollments Over Two Semesters in 34 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 2,049 Computer Science Enrollments from 190 Arkansas Schools
- 1,827 Advanced Placement Enrollments
- 99% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural

Program: Dyslexia
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur
Elkins	Farmington	Fayetteville
Fort Smith	Gentry	Gravette
Greenland	Haas Hall Academy	Huntsville
Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	West Fork

Personnel:

Name: Judy Fields	Name: Meredith Nardone
Position: K-12 Literacy Specialist	Position: K-12 Literacy Specialist
Degree: Ph.D.	Degree: M.S.

Goal:

The goal of the dyslexia program is to provide guidance to NWAESC school districts in accordance with the Arkansas Dyslexia Resource Guide (2017) and Arkansas law (Ark. Code Ann. § 6-41-602).

Program Summary:

The NWA Regional Dyslexia group consists of district leaders, facilitators, and interventionists involved in the selection and implementation of approved dyslexia intervention programs and identification of students with characteristics of dyslexia. The purpose of group meetings is to promote networking among districts and provide an opportunity for conversation around topics of interest. Regularly-scheduled group meetings for 2022-2023 were hosted on site at NWAESC. The focus for regional meetings this year was to investigate and discuss current research in intervention practices, assessment, and progress monitoring. At the request of the group, specialists Judy Fields and Meredith Nardone developed four three-hour special training sessions for paraprofessionals that focused on sentence-level comprehension, vocabulary, handwriting, and sound wall implementation. The table below contains regional meeting dates along with special session dates and attendance.

Dyslexia Meetings and Professional Development July 1, 2022- April 30, 2023:

Date	Session	Number of
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		Participants
9/12-13/2022	Dyslexia Level II Screening	27
9/20/2022	Regional Meeting	26
10/13/2022	Special Session: Sentence-Level Comprehension	26
11/02/2022	Special Session: Sentence-Level Comprehension (repeat session)	8
11/29/2022	Regional Meeting	34
12/15/2022	Special Session: Morphology	16
2/21/2023	Regional Meeting	25
2/21/2023	Special Session: Handwriting Development	25
3/16/2023	Special Session: Soundwall in Practice	26
4/5-6/2023	Dyslexia Level II Screening	10
4/07/2023	Speech Language Pathologists and Dyslexia	15
4/18/2023	Regional Meeting	30
	Total Participants	268

Major Highlights of the Year:

- Offered four regional dyslexia meetings at NWAESC
 - The purpose of the regional dyslexia meetings is to provide a forum for discussion of research, best practices, instructional techniques, and state updates and news related to dyslexia. These meetings are held quarterly throughout the school calendar year.
 - Facilitated discussions regarding current intervention research on best practices, assessment, and progress monitoring
 - Offered two Dyslexia Level II assessment trainings for 2022-2023
 - Offered speech language pathologists a three-hour session on support students with dyslexia
 - Scheduled Dyslexia Level II assessment training and speech pathologist training for Summer 2023
 - Offered dyslexia special sessions which focused on delivering three-hour professional development opportunities to paraprofessionals, teachers, facilitators, and coordinators.
 - Special session on sentence-level comprehension has become a DESE training
-

Individual District Support:

Specific district support was provided upon request for on-site technical assistance and guidance. Support for districts included but was not limited to the following:

- data analysis
- determination of characteristics of dyslexia
- appropriate placement criteria
- progress monitoring
- exit criteria
- 504 accommodations
- other individual student concerns

Over 200 hours of support was delivered on-site at the district, building, and classroom level. In addition, over 27 hours of support in the form of meetings and professional development held at NWAESC was attended by a total of 268 participants consisting of both district-level and intervention personnel.

Program: Early Childhood Special Education
Funding Source: Local through MOU
Competitive Grant: No
Restricted Funding: Yes

Participating Districts:

Bentonville	Decatur	Gentry	Gravette
Pea Ridge	Rogers	Siloam Springs	Elkins
Farmington	Fayetteville	Greenland	Lincoln
Prairie Grove	Springdale	West Fork	Huntsville

Personnel:

Name: Anna Moore
Position: Speech Language Pathologist
Degree: M.S.

Name: Emily DeVenney
Position: Special Education Teacher
Degree: M.S.

Name: Robyn Smith
Position: Special Education Teacher
Degree: B.S.

Name: Becky Holtz
Position: Special Education Teacher
Degree: M.Ed.

Name: Betsy Deertz
Position: Administrative Assistant
Degree: N/A

Name: Cindy Komarek
Position: Special Education Teacher
Degree: M.Ed.

Name: Stephanie Wynn
Position: Special Education Teacher
Degree: B.S.

Name: Christin Brown
Position: Paraprofessional
Degree: N/A

Name: Vaughn Moreno
Position: Paraprofessional
Degree: N/A

Name: Claire Kitzmiller
Position: Speech Language Pathologist
Degree: M.S.

Name: Colleen DeVore
Position: Coordinator
Degree: M.Ed.

Name: Cristina Harris
Position: Speech Language Pathologist
Degree: M.S.

Name: Crystal Waldrop
Position: Special Education Teacher
Degree: B.S.

Name: Morgan Lomax
Position: Speech Language Pathologist
Degree: M.S.

Name: Dena Corbino
Position: Special Education Teacher
Degree: B.S.

Name: Desere Fosse
Position: Special Education Teacher
Degree: M.Ed.

Name: Monica Verdeman
Position: Secretary/Paraprofessional
Degree: N/A

Name: Ashley Dover
Position: Speech Language Pathologist
Degree: M.S.

Name: Heather Phillips
Position: Speech Language Pathologist
Degree: M.S.

Name: Jessica Walker
Position: Special Education Teacher
Degree: B.S.

Name: Joni Garnett
Position: Special Education
Degree: B.S.

Name: Kara Johnson
Position: Speech Language Pathologist
Degree: M.S.

Name: Amanda Evans
Position: Admin. Asst./Medicaid Billing
Degree: N/A

Name: Amy Heck
Position: Speech Language Pathologist
Degree: M.S.

Name: Leslie Clements
Position: Special Education Teacher
Degree: B.S.

Name: Jade Richardson
Position: Admin. Assistant/Records
Degree: N/A

Name: Grissel Espinoza
Position: Interpreter
Degree: N/A

Name: Marla Matthews

Name: Ember Brown
Position: Speech Language Pathologist
Degree: M.S.

Name: Ashley Worden
Position: Speech Language Pathologists
Degree: M.S.

Name: Lynn Orange
Position: Speech Language Pathologist
Degree: M.S.

Name: Jill Flood
Position: Speech Language Pathologist
Degree: M.S.

Name: Jeremy Willis
Position: Speech Language Pathologist
Degree: M.S.

Name: Anne-Ashley Hull
Position: Speech Language Pathologist
Degree: M.S.

Name: Kelli Sowers
Position: Speech Language Pathologist
Degree: M.S.

Name: Leah Alagood
Position: Administrative Liaison
Degree: M.Ed.

Name: Wendy Pelfrey
Position: Special Education Teacher
Degree: B.S.

Name: Lisa McLaren
Position: Special Education Teacher
Degree: B.S.

Name: Maritza Pratt
Position: Interpreter
Degree: N/A

Name: Marlo Nelson

Position: Special Education Teacher
Degree: M.Ed.

Name: Matt LeBeau
Position: Speech Language Pathologist
Degree: M.S.

Name: Elizabeth Hampton
Position: Special Education Teacher
Degree: M.Ed.

Name: Rachele Rhodes
Position: Special Education Teacher
Degree: M.Ed.

Name: Anne-Ashley Hull
Position: Speech Language Pathologist
Degree: N/A

Name: Shem Estes
Position: Sped. Teacher/Evaluator
Degree: B.S.

Name: Wendy Florick
Position: Speech Language Pathologist
Degree: M.S.

Name: Caitlyn George
Position: Special Education Teacher
Degree: B.S.

Name: Katlynd Hunter
Position: Paraprofessional
Degree: None

Position: Special Education Teacher
Degree: B.S.

Name: Michael Ann Ramer
Position: SLP Evaluator
Degree: M.S.

Name: Brandy Thompson
Position: Special Education Teacher
Degree: M.Ed.

Name: Rebecca Smith
Position: Speech Language Pathologist
Degree: M.S.

Name: Shelby Warford
Position: Paraprofessional
Degree: N/A

Name: Natalie Gulecki
Position: Special Education Teacher
Degree: M.Ed.

Name: Zoe Algood
Position: Speech Language Pathologist
Degree: M.S.

Name: Kayla Parks
Position: Paraprofessional
Degree: None

Goal:

The NWAESC Early Childhood Program seeks to identify and serve children ages 3 through 5 that are eligible for special services under the Individuals with Disabilities Education Act.

Program Summary:

The Early Childhood Special Education Program provides developmentally appropriate services through an Individual Education Program for children with disabilities ages three to five. These services are mandated under the Individuals with Disabilities Education Act 1997 (IDEA) and provided by the Early Childhood Program on behalf of the 16 school districts in the Co-op area. The Early Childhood Program has grown from a child count of 115 children in 1988 to serving 1018 children on December 1, 2022. This year we received over 1,000 inquiries for screenings. Most of our referrals come from private and public preschool and day care programs. Services provided include screening, evaluation, preschool instruction, speech/language therapy, physical/occupational therapy, counseling, and other services as needed at no cost to the family. Services are provided in a variety of settings, including preschool and Head Start classrooms, a self-contained classroom, private homes, and central locations such as churches, libraries, youth centers, community buildings, and school facilities. The staff works on an itinerant basis traveling to all 16 school districts to provide service to preschool children in the most appropriate environment. A child may be eligible for special services if he/she is experiencing difficulties which may interfere with normal development in speech/language, vision, hearing, motor skills, behavioral/social skills, self-help skills, or cognition/readiness skills. The majority of children have speech and language disorders, any of which can be remedied much more efficiently at these early ages and provide the child with the ability to enter kindergarten with no deficit. Research shows that this is beneficial to social development as well as development of reading skills. Children with more severe disabilities are also treated. These disabilities include autism, hearing impairment, cerebral palsy, cleft palate, general developmental delays, traumatic brain injury, personal/social/behavioral disorders, and attention deficit disorder. Children with these disorders are much better prepared for entering kindergarten after receiving Early Childhood services. Their parents are initiated into the special education services gradually and caringly. State and national research shows that dollars spent on early intervention are saved in later public education costs.

Major Highlights:

- The Early Childhood Program has grown from a child count of 115 children in 1988 to serving 1018 children on December 1, 2022.
- Received over 1,300 inquiries for screenings.
- Held over 600 programming conferences to develop Individualized Education Plans (IEP's) for students eligible for special education services.
- Coordinated and held over 600 conferences with individual school districts to ensure students have a successful experience entering kindergarten.
- Held more than 70 early intervention transition conferences from Part C to Part B to ensure a smooth transition process in determining eligibility.
- Served on Interagency Coordinating Council to ensure child find and preschool students are linked to community resources.
- Served on NWA Head Start Health Services Advisory Committee to ensure students have access to health services needed so they are ready to learn.

Program: Educational Services for the Visually Impaired (ESVI)
Funding Source: Division of Elementary and Secondary Education Special Education Unit
Competitive Grant: No
Restricted: Yes

Participating Districts:

Fayetteville	Farmington	West Fork	Greenland
Prairie Grove	Lincoln	Springdale	Gravette
Gentry	Bentonville	Siloam Springs	Huntsville
Rogers	Pea Ridge	Elkins	

Personnel:

Name: Christi Dixon	Name: Ashley Lee
Position: State Director TVI/COMS	Position: Administrative Analyst

Name: Evan Beavers	Name: Marsha Holder (NWAESC)
Position: Access Technology Specialist	Position: TVI/COMS

Name: Cynthia White (NWAESC)	Name: Whitney Musick
Position: TVI/COMS	Position: TVI/COMS

Name: Stephanie Smith	Name: Sharon Niemczyk
Position: TVI/AT Specialist	Position: TVI/COMS

Name: Melanie Birthright	Name: Paige Dillinger
Position: TVI/COMS	Position: TVI/COMS

Goal:

Educational Services for the Visually Impaired collaborates with school districts, parents, and communities to provide support that empowers them to remove educational and environmental barriers and to create solutions that foster independence for all students with visual impairments.

Program Summary:

Educational Services for the Visually Impaired consultants provide recommendations for accommodations to enhance the student's opportunities for learning; develop district support teams with implementation plans to meet the needs of students who are blind or visually impaired ages 3 through 21 in educational programs; conduct Learning Media and Functional Vision Assessments, Orientation and Mobility assessments, and Assistive Technology assessments; make recommendations for an individual student's access to educational curriculum; provide large print or Braille textbooks through the Instructional Resource Materials Center; demonstrate, loan and

provide instruction and consultation in the use of assistive technology and low vision devices; and provide direct instruction in Orientation and Mobility in the school and in local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Regional vision consultants are funded through the following Education Service Cooperatives:

- Guy Fenter Education Service Cooperative
- Crowley's Ridge Education Service Cooperative
- Southwest Arkansas Education Service Cooperative
- Northwest Arkansas Education Service Cooperative

ESVI's Central Office is located at:

1401 West Capitol Avenue
Victory Building, Suite 425
Little Rock, AR 72201

Major Highlights of the Year:

- ESVI hosted technology workshops for students, teachers, paraprofessionals and parents throughout the state, including several in northwest Arkansas. Students were able to use new technology in hands-on activities. This equipment is used by most of our visually impaired and blind students in the classroom.
- ESVI staff presented on a variety of topics for Teachers of the Visually Impaired and Certified Orientation and Mobility Specialists for students with visual impairments to the state AER members.
- ESVI hosted 8 professional development meetings/training sessions for teachers of the visually impaired.
- ESVI provided workshops for TVIs, PTs, OTs, special education classroom teachers and paraprofessionals on Inspiring Communication and Literacy for students with multiple disabilities with Easter Seals Outreach and the CAYSI (Deaf-Blind) project..
- Public school students with visual impairments and blindness participated in the Arkansas Braille Challenge and Cane Quest.
- ESVI staff provided special education information during workshops to several coops throughout the state and at the LEA Academy in Hot Springs.
- National White Cane Safety Day was observed with a variety of activities for students with visual impairments across the state. The event was held in NWA with several businesses and the Springdale Police Department participating in the event.

Program: English Learner Support / ESOL (English for Speakers of Other Languages)

Funding Source: Division of Elementary and Secondary Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Arkansas Arts Academy
Farmington	Fayetteville	Gentry	Gravette
Greenland	Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs	Springdale
West Fork			

Personnel:

Name: Lisa Coats

Position: English Learner Specialist

Degree: BSE; M.Ed.

Name: Erika Regier

Position: ESOL Program Administrative Specialist

Degree: N/A

Goal:

The Division of Elementary and Secondary Education (ADE) English Learner (EL) support program is the result of a collaboration among the Division of Learning Services' Curriculum and Instruction Unit and the Student Assessment Unit and the Division of Public School Accountability's Federal Programs Unit. This program's goal is to provide resources, support, and leadership to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary:

ADE works with schools and educational cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
 - assist, upon request, with school improvement program planning for ELs
 - coordinate ESOL professional development training
 - convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards
 - implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
 - provide on-site technical assistance addressing ESOL techniques and strategies
-

Major Highlights of the Year:

- Continued to partner with EL Achieve and DESE to provide Systematic English Language Development (SysELD) training and support to teachers and administrators in districts across the state.
 - No new districts were added this school year, but there were districts who had new hires to be trained
 - NWA Districts attending Teacher Institute: Gravette, Huntsville, Siloam Springs
 - Conducted a hybrid (in person and virtual sessions) sysELD Teacher Institute and 1 virtual Administrator Institute
- Partnered with EL Achieve and DESE to co-host live events
 - Spring Symposium (event hosted at Marriott in Little Rock)
 - Districts in attendance: Fayetteville, Gravette, Rogers, Springdale
 - Summer Seminar (scheduled in June)
- Ongoing partnership with DESE/SPED to continue to educate others about the ELs with Disabilities handbook
- Facilitated monthly-ESOL coordinator meetings
 - [2022-2023 Ongoing Agenda](#)
 - Attendance averaged at 70% of district participation for each meeting
- Presented/facilitated ESOL workshops to educators:
 - Coordinators 101 (Novice Coordinator Support)
 - ESOL Programming Essentials & EL Instruction that Works
 - Language Lens: Supporting English Learners in Content Areas
 - Mythbusters: Clearing Up Misconceptions about English Learners & the Science of Reading
 - ESOL Program Guide - reviewing and updating district guides
 - Participated in 8 day Cognitive Coaching Training to better equip EL Unit member with assisting local districts in problem solving
 - ESOL Basics - Using ELPA21 Data to Instruct ELs
 - ArPEP
 - Migrant
- ARKTESOL (hosted in Hot Springs)
 - 72% of districts represented/in attendance
- State-wide ESOL Coordinators' Meeting
 - 72% of districts represented/in attendance
 - Co-facilitated meeting with other regional specialists and DESE director
 - Established Professional Learning Networks covering the following topics:
 - Data-Driven Practices
 - English Language Development Curriculum

- Newcomer Resources
 - Novice ESOL Coordinators
 - Teacher Training
- Provided technical assistance for districts updating ESOL Program Guides and submitting EL Plans in Indistar

Program: Gifted and Talented (G/T)
Funding Source: DESE, NWAESC, Local Districts (Contracted for FTE 0.75)
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Other districts:

Osceola	Harrison	Ozark Mountain	Dermott
Booneville	Warren	Jackson County	Crossett
Woodlawn	Mt. Home	Fordyce	SE Lakeside

Personnel:

Name: Dustin Seaton	Name: Candice Hickman
Position: Gifted and Talented Specialist	Position: Administrative Assistant
Degree: M.A., Ed.S. candidate	Degree: N/A

Goal:

The Division of Elementary and Secondary Education has mandated that all public-school districts provide differentiated educational services for students with these identified abilities: academically advanced, highly creative, and/or high achieving/motivated students. As one of the state's 15 education service cooperatives, the G/T Specialist position provides support and services in the 16 school districts located in the northwest Arkansas region (Washington, Benton, and most of Madison Counties) as guided by the ADE Gifted and Talented Program and AP Program standards. The NWAESC G/T Specialist also provides several extracurricular academic events and scholastics competitions for local students. Lastly, the G/T Specialist helps districts maintain best practices for their G/T programs by utilizing the latest research and innovative techniques in the gifted community nationally. This will include finding ways to better involve parents/legal guardians into the parenting of gifted students.

Program Summary:

The NWAESC G/T Specialist serves and functions as a contact person and G/T Program resource to a variety of educational stakeholders located in Northwest Arkansas, including but not limited to: district

G/T coordinators/directors, G/T facilitators (teachers), regular classroom teachers (especially Honors/Advanced/Pre-AP/AP certified), administrators, students, parents, community members, and community business partners in support of gifted and talented education. Some of the key responsibilities are:

- Facilitating and ensuring that each NWAESC school district meets all of the ADE's G/T program standards, especially those districts slated to be monitored/TAV by the state
- Functioning as a conduit for information and positive dialogue between the ADE Office for Gifted Programs, Advanced Placement, and IB Programs with the NWAESC school district G/T coordinators/directors
- Providing and conducting monthly meetings with NWAESC G/T program coordinators/directors
- Making on-site visits to local school districts to provide support and/or in-service topics for all educational stakeholder members
- Attending annual and monthly state meetings with other G/T specialists to stay connected with ADE updates and initiatives; these meetings are both face-to-face and virtual/electronic conference meetings via Zoom to share events, best practices and documentation with Google Doc technology
- Hosting various student academic competitions supported by NWAESC schools: virtual STEAM Week for all Northwest Arkansas students, elementary/middle/high school quiz bowl competitions, elementary/middle school Science Olympiad events, three scholastic regional chess tournaments (open to all students in grades 2-12), Amazing Shake competition (grades 4-8), assistance with Odysseys of the Mind (OM) and National History Day (NHD) events and judging as well as responding to invitations from AGQBA regional and state competitions and invitational tournaments
- Developing and engaging in positive working relationships with local district personnel and ADE office employees connected with G/T education and AP testing
- Conducting appropriate needs-assessment questionnaires related to G/T specialist job in order to set goals and respond to local G/T & AP program needs
- Facilitating, hosting, and presenting educational workshops and trainings, including but not limited to College Board Pre-AP and Secondary Content trainings, differentiation techniques in the regular classroom, and Novice teacher trainings as available
- Responding to requests from NWA teachers providing specific workshop topics, such as G/T identification testing materials review, G/T program documents review, and G/T program staff development instructional materials, G/T program curriculum writing workshops
- Actively participate in the annual AAGEA and AGATE state conference and other advocacy opportunities as a leader and/or organizer along with belonging to appropriate professional organizations related to gifted education
- Attending a national gifted conference (i.e. NAGC) to become a regional and statewide leader/representative for gifted education
- Answering emails and phone calls of parents, teachers, administrators, and community members about issues of giftedness and/or opportunities for scholastic events, especially those unfamiliar with school districts or opportunities for students
- Serving on the Arkansas Governor's School Student and/or Faculty Selection team whenever possible to review student and/or faculty applications

- Managing all documentation and financial record keeping required by ADE-DESE and the NWAESC related to the G/T Specialist position (i.e. Strategic Management Place, and maintaining yearly applications for College Board and G/T Specialist grant, etc. as well as quiz bowl, Science Olympiad, chess, and ACE budgeting/funds management)
 - Attending NWAESC board meetings and staff meeting when possible
 - Investigating and support of use of blended learning opportunities (digital learning) as a way to deliver information and instruction
 - Research and encourage districts to use best practices for G/T identification and curriculum for identified students in G/T programs
 - Apply for grants or financial means to support districts in updating resources and implementing best practices in G/T identification and program options
-

Major Highlights of the Year:

- G/T Specialist served as Conference Chair for the annual Arkansans for Gifted and Talented Education (AGATE) conference in Little Rock, the state's largest gifted and talented professional organization and conference (450 registered participants)
- 16 NWA school districts G/T program all certified by ADE fully compliant with G/T program standards for the 2022-23 school year
- Completed the \$179,000 grant awarded from the Walton Family Foundation to implement a universal screener using the CogAT to all 4th graders in Benton, Madison, and Washington Counties (excluding Bentonville School District)
 - Nearly 5,000 4th graders were administered the CogAT screener in Oct. 2021
 - Presented findings at the AGATE 2023 conference
- Received over \$5,000 donation from the Northwest Arkansas Chess Center to cover student registrations at local tournaments
- Hosted at least twenty (20) one hour gifted and talented focused webinars after working hours for students, parents, and/or teachers in the summer, fall, and spring on a variety of topics (i.e. Twice Exceptional, ESL and Gifted, Tips for Managing Perfectionism, Tips for Writing College Essays, Race and Giftedness, etc.)
- Hosted and/or presented at two statewide gifted conference – AAGEA (October 2022) and AGATE (Feb. 2023) with fellow G/T coordinators and parents of gifted students about best practices in identification and equitable program services
 - Presented “Best Practices for G/T Identification” with Dr. Sarah McKenzie, Dr. Jonathan Wai, and Bich Tran (PhD student) from the University of Arkansas
- 2 (two-day) Whole Group Enrichment Elementary trainings schedule, 2 (two-day) Secondary Course Content Training workshops, and a G/T boot camp for new or returning GT Coordinators workshops scheduled for Summer 2021
- Served as a faculty and student reviewer for the Arkansas Governor's School (AGS) summer program hosted by Arkansas Tech University (ATU)

- Continued partnering with Northwest Arkansas Community College (NWACC) to grow the regional National History Day (NHD) contest into the largest in the state
- Hosted 8 NWA monthly GT coordinator meetings (Aug., Sept., Oct., Dec., Jan., March, April, and May) with guest speakers and presenting information about ADE GT/AP updates
- Attended 8 GT specialist meetings (Aug., Sept., Oct., Dec., Jan., Feb., April, & May)
- Published in the *Journal for the Education of the Gifted* in March 2022 on “Expanding Gifted Identification to Capture Academically Advanced, Low-Income, or Other Disadvantaged Students: The Case of Arkansas”
- Worked with local school districts to increase student applications to AR Governor’s School (AGS) and the Amazing Shake regional competition
- Managed these academic events for the local NWA schools that made a significant impact for the NWAESC participating students:
 - 1 virtual STEAM Week for all students in the NWAESC with featured activities and guest speakers from STEAM industries
 - 5 Quiz Bowl Games for 4-12th graders (500 students (42 schools)
 - 100 students took the Pre-ACT exam on Saturday, Oct. 30th
 - Assisted the Pre-ACT for all 7th & 8th grade GT students in Rogers

Program: Literacy
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Lincoln	Pea Ridge	Prairie Grove	Rogers
Siloam Springs	Springdale	West Fork	

Other Participating Schools:

The Hill School	Berryville	Mansfield	Arkansas Arts Academy
Cabot	Pocahontas	Van Buren	Greenwood
Mountainburg	Alma	Ft. Smith	Hot Springs
Bryant	Cedarville	Eureka Springs	North Little Rock
St. Joseph	Christ the King	Trinity	The New School
Founders Classical	Shiloh	U of A	Harding NW
NWA Children's Shelter	Clarksville	Little Rock	Westside Consolidated
Jonesboro	Hilcrest	Searcy	Star Ciy
Ozark	Crossett	Jacksonville	El Dorado
Loknote			

Personnel:

Name: Jill Ellis
Position: K-12 Literacy Specialist
Degree: M.S, M.A.T.

Name: Judy Fields
Position: K-12 Literacy Specialist
Degree: Ph.D.

Name: Meredith Nardone
Position: K-12 Literacy Specialist
Degree: M.S.

Name: Angie Greiner
Position: K-12 Literacy Specialist
Degree: Ph.D.

Name: Candice Hickman
Position: Administrative Assistant
Degree: N/A

Goal:

The primary goal of the literacy specialist is to support educators in planning and implementing instruction that aligns with the Science of Reading and evidenced-based practices so that all students have equitable opportunities to become career ready.

Program Summary:

Professional learning opportunities are developed based on districts' needs and requests with regard to literacy instruction in reading, language arts, writing, disciplinary literacy, and Department of Elementary and Secondary Education initiatives. Implementation is achieved through onsite support with classroom teachers, instructional facilitators, interventionists, and administrators. Specific implementation and support was provided for the following programs over the past year:

- **School Improvement Support**

Literacy specialists are available to assist in the school improvement process which includes meeting with educators in a variety of configurations to provide customized learning opportunities.

 - Provided support to districts identified in need of coordinated support (Level 3) as stipulated in Act 1082. Specialists assisted schools through guidance in curriculum selection and implementation, interpretation of assessment data, intervention, and classroom walk-throughs. Total hours of support for districts in coordinated support were Grades K-12 Level 3 total support hours (over 600).
- **On-site Support as Requested**
 - Literacy specialists were available upon request to support districts on-site.
 - over 1200 hours of on-site professional development and technical and instructional support to area schools
 - SoR/R.I.S.E. implementation
 - SoR classroom walk-through
 - Sound Wall classroom support
 - in-classroom support for SoR in SPED settings
 - assessment
 - small group instruction
 - professional development
 - curriculum support
 - professional learning communities
 - intervention support
 - technical assistance
 - other literacy needs and requests
- **Arkansas R.I.S.E. Academy Training for Grades K-2 and 3-6**

The Reading Initiative for Student Excellence (R.I.S.E.) is a program developed by the Arkansas Department of Elementary and Secondary Education based on the Science of Reading and evidenced-based practices. Explicit, systematic synthetic phonics approach to decoding is the

focus of the K-2 Academy, while the 3-6 Academy extends and deepens educators' knowledge of morphology, etymology, and reading comprehension strategies.

- Grades K-2: 72 hours of training for 494 participants
- Grades 3-6: 102 hours of training for 400 participants
- **ADE Science of Reading Training for Proficiency Pathways**
 - 30 hours of training for 130 participants
- **Critical Reading professional development for grades 7-12**
 - 24 hours of training for 29 participants

Major Highlights of the Year:

- Designed and presented professional development to Northwest Arkansas educators in the following areas:
 - Science of Reading components; phonological awareness, phonics, vocabulary, fluency, and comprehension
 - Small Group instruction
 - Sound Wall incorporation
 - Sentence-Level Comprehension
 - Critical Reading
 - Intervention and extension in the high school classroom
 - 6-12 Library Media Specialist Forums
 - K-6 Library Media Specialist Forums
 - Writing for Success Cohort 1
 - Implementing the Science of Reading in the Resource Classroom
- Facilitated educator discussions and supported collaborative efforts regarding possible revision in current curriculum
- Designed model lessons based on the Science of Reading for demonstration at the classroom level
- Provided on-site support to Northwest Arkansas schools through the administering of screeners for intervention purposes
- Attended leadership team meetings and professional learning communities to provide data analysis and support
- Developed and disseminated literacy newsletters on a quarterly basis with information on R.I.S.E. implementation, literacy technology, teacher and district celebrations in literacy initiatives and PLC and professional development initiatives.
- Continued the **K-5 Literacy Council**

The purpose of the council is to provide a forum for discussion of specific needs and concerns at the district, building, and classroom level and to disseminate information. The K-5 Council meets quarterly from October to April to discuss state updates and needs as well as to build deeper knowledge of literacy research. Each meeting is focused on a specific

research article or session from an expert. This year's sessions have included the following topics: Ehri's research on phonemic awareness, word reading, and phonics; reading comprehension beyond skills and strategies; set for variability; new changes to the Arkansas state standards.

- Continued the **Library Media Specialist Forum** for high school library media specialists to provide a forum for discussing the unique needs of library media specialists, disseminate information on books, library databases through Arkansas Traveler, and advance building literacy initiatives. The library media specialist forum grades 6-12 was expanded in Fall 2022. A second forum focused on **K-6 library media specialists** was formed. Total participants for Secondary LMS Fall 2022, Winter 2023 and Spring 2023 were 59 participants. Total participants for Elementary LMS Fall 2022, Winter 2023 and Spring 2023 were 63 participants.

Program: Mathematics
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur
Elkins	Farmington	Fayetteville
Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs
Springdale	West Fork	

Personnel:

Name: Heather Morsman	Name: Lydia Noll
Position: Mathematics Specialist	Position: Mathematics Specialist
Degree: BSE	Degree: BSE

Name: Candice Hickman
Position: Administrative Assistant
Degree: N/A

Goal:

The primary goal of the Mathematics Specialist is to provide professional development and site-based support that inspires positive relationships with and success in mathematics for both educators and students of Northwest Arkansas.

Program Summary:

The mathematics program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing supplemental teaching resources, assisting with data-driven decision making, and increasing parental awareness of the importance of quality mathematics experiences. Though we differentiate our work for districts/schools/educators, the mathematics program is always working to inspire positive relationships with success in mathematics. The major focus this year was to strengthen relationships with districts, facilitate districts/schools as they worked toward creating a vision of mathematics, and supporting individual schools/teachers as they implemented a High Quality Instructional Material (HQIM). In AR Math QuEST Cohort 2, teachers are focused on Student Mathematical practices and Effective Teaching Practices, especially posing purposeful questions and supporting productive struggle.

Major Highlights of the Year:

Site Based Support

- Site specific professional development was provided based on school/district/teacher needs such as supporting happy/healthy teachers, mathematics language development, understanding the design and structure of Illustrative Mathematics curriculum, supporting productive struggle, unpacking standards, backwards design planning, numeracy foundations, facilitating meaningful mathematics discussions, and implementing tasks that promote reasoning and problem solving.
- Facilitated job-embedded opportunities for individual teachers and teams of teachers to implement a student-centered curriculum from Illustrative Mathematics. These opportunities included planning lessons, observing lessons, and reflecting upon students' engagement and mathematical thinking.
- Facilitated job-embedded opportunities for teams to evolve into true professional learning communities and collaborative teams.
- Site specific professional development and facilitated job-embedded support for AR Math QuEST Year 1: Introduction to Ambitious Teaching.

Face-to-Face Professional Development

- **Illustrative Mathematics Curriculum and Instruction**, 6-12 Mathematics - 27 educators participated in this session to learn more about this student-centered curriculum and how to purposefully plan for student-centered mathematics classrooms. 6 educators participated in a year 2 follow up session to continue their professional learning.
- **Illustrative Mathematics Curriculum and Instruction**, K-5 Mathematics - 47 educators participated in this session to learn more about the student-centered curriculum and how to purposefully plan for student-centered mathematics classrooms. 66 educators participated in a year 2 follow up session to continue their professional learning.
- **Understanding Illustrative Mathematics Centers**, K-5 Mathematics - 41 educators participated in this session to learn more about how the IM curriculum uses centers to address procedural fluency, an aspect of mathematical rigor, and experience specific centers to prepare for a successful launch of centers in the classroom.
- **AR Math QuEST: Introduction to Ambitious Teaching** - 13 Facilitators/Coaches and 63 teachers and administrators. AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Instructional facilitators and coaches received the book Taking Action: Implementing Effective Mathematics Teaching Practices published by NCTM (National Council of Teachers of Mathematics).
- **AR Math QuEST: Going Deeper with Ambitious Teaching** - 7 Instructional Facilitators/Coaches. AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Teachers and instructional facilitators/coaches received the book 5

Practices in Practice: Successfully Orchestrating Mathematics Discussions in Your (Elementary/Middle/High) School Classroom by Smith, Steele, and Sherin.

- **AR Math QuEST: Coaching Ambitious Teaching Day 1-3**- 32 Participants focus on supporting teachers to engage students in meaningful mathematics learning experiences of reasoning and problem solving. They explore a process and tools for mathematics coaching of exemplary teaching and learning based on the NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Participants received the book Everything You Need for Mathematics Coaching by McGatha, Bay-Williams, McCord, Kobett, and Wray.
- **Free/Low-Cost Tier 2 and 3 Math Numeracy Assessments and Interventions** - 34 participants explored several free or low-cost options to assess and intervene on numeracy gaps. They discussed research on best practices for Tier 2/3 interventions and walked away with tools to begin identifying and addressing numeracy needs in grades K-12.
- **Defining and Developing Number Sense in 6-12 Math Classrooms** - 15 participants experienced several different instructional routines all focused around supporting upper grade levels in developing and refining their numeracy skills. As foundational numeracy skills, such as operations of integers and fractions, are taught and practiced in the K-5 grades but not necessarily focused on in 6th grade and up, there is a need to continue to help students grow in their numeracy skills. Teachers came away with practical ways to incorporate some numeracy instruction during Tier 1 instruction.

Online Professional Development

- **NWA Math Forum** - 20 educators including math teachers, math leaders, curriculum leaders, and district leaders participated in four sessions that included unpacking standards to understand learning progressions and digging deeper into the teacher practice of posing purposeful questions. Participants submitted topics for conversation that included unpacking standards and posing purposeful questions.
- State Developed Content PD
 - 3-5 Fundamentals of Fractions - 5 Participants gain an understanding of learning progressions focusing on fractions from third to fifth grade. Participants engaged in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Number and Operations: Fractions, Modeling, and Justification and Explanation.
 - K-2 Fundamentals of Early Number Sense and Number Relationships - 5 Participants gain an understanding of learning progressions focusing on number sense and number relationships from kindergarten to second grade. Participants engaged in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student.

Program: Migrant Education
Funding Source: Title I, Part C—Education of Migratory Children
Competitive Grant: No
Restricted: Yes

Participating Districts:

Alpena	Arkansas Arts Academy	Bentonville	Bergman
Berryville	Cotter	Decatur	Deer/Mt. Judea
Elkins	Eureka Springs	Farmington	Fayetteville
Flippin	Gentry	Gravette	Green Forest
Greenland	Haas Hall	Harrison	Huntsville
Jasper	Lead Hill	Lincoln	NW Classical Academy
Omaha	Ozark Montessori Academy	Ozark Mountain	Pea Ridge
Rogers	Searcy County	Siloam Springs	Springdale
West Fork	Valley Springs	Yellville-Summit	Prairie Grove

Personnel:

Name: *Vacant spring 2023*
Position: Migrant Specialist
Degree:

Name: Rosemary Flores
Position: Recruiter
Degree: HS + 1 year college credit

Name: Robbye Smith
Position: Recruiter
Degree: HS + 2 years college credits

Name: Heather Maddan
Position: Student Support Specialist
Degree: HS + 2 years college credits

Name: Angela Gallardo
Position: Parent Engagement Liaison
Degree: HS + 1 year college credit

Name: *Vacant spring 2023*
Position: Recruiter
Degree:

Goal:

The Title I Part C - Arkansas Migrant Education Program is a federally funded program that provides services to the children of families who move seeking temporary or seasonal work in Arkansas's agricultural and fishing industries. The program is designed to help children ages three (3) through twenty (21), who are uniquely affected by the combined effects of poverty, language, cultural barriers, and difficulties pertaining to the migratory lifestyle. The primary goal of the Migrant Program is to help our students meet the same challenging academic content and student academic achievement standards that are expected of all children. Our measurable program goals address reading and math achievement, high school graduation and services for out of school youth, and school readiness for preschool children.

Program Summary:

Support for districts with an individual MEP grant includes the following:

- Professional development for MEP Staff in areas such as literacy, math, Pre-K, family engagement, and graduation rate support.
- Grant assistance.
- Ongoing program monitoring and feedback.
- Monthly leadership meetings for sharing best practices, program updates, and collaboration.
- Support in providing summer learning opportunities for MEP students

Students and families in districts that are supported directly by NWAESC receive all applicable migrant services from the team housed at NWAESC. Services in non-project schools are provided by Migrant Education Program (MEP) cooperative staff and include the following:

- All members of the NWAESC Migrant team receive professional development to support all facets of their roles in service of Migrant students and families.
- In home PreK Lessons for all three and four year old MEP students not already enrolled in an approved Pre K program.
- Information and support for parents of Pre K children as they prepare to enter Kindergarten.
- Students with an identified need are eligible to receive free in-school and/or after-school tutoring.
- Students with an identified need are eligible to receive free summer school support.
- Students receive supplemental, high-interest books multiple times each year. These books are self-selected by the students as often as possible.
- Students may receive health and/or hygiene education and/or services as needed.
- Secondary students are monitored at least quarterly to ensure students remain on-track for high school graduation. Intervention is provided if necessary.
- Secondary students may complete credit recovery courses through the MEP program at no cost.
- Secondary students have the opportunity to develop leadership skills through state MEP programs.
- Transportation for students can be provided in order for students to access services if necessary.

Major Highlights of the Year:

- Created and conducted at least three post-secondary career planning sessions with each Non-Project School MEP student in grades 9-12.
- Recruited and placed the State's first MEP Parent Engagement Liaison to serve Region 1 as well as other areas across Arkansas.
- Completed the first phase in the creation of a Pre K resource library designed to house Pre K assessment and instructional resources which are accessible to all MEP programs in Region.
- Conducted a Region One Parent Meeting meeting on 01/25/2022. The meeting was held virtually and highlighted post-secondary scholarship opportunities.
- Provided services and resources to all identified MEP students in the region.
- Built relationships with appropriate businesses and organizations within the region.
- Provided training in the areas of literacy, math, trauma informed care, Pre K assessment and the effects of poverty to all Region One personnel in school districts. The NWAESC staff provided

over two hundred (200) students of the Migrant Education Program (Non-Project Schools) with a Christmas gift through a partnership with the Washington County Historical Society and NWAESC staff volunteers. This is an increase of approximately fifty students being served.

- Collaborated with school districts to ensure that MEP students were safe, secure, and had all basic needs met.
- Provided summer school opportunities to all appropriate MEP students.

Program: Recruitment and Retention (Novice Teacher)
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork
Arkansas Arts Academy	Hope Academy		

Other Districts or Partners:

Berryville	Mena	Caddo Hills	Mineral Springs
Alma	Lisa Academy	Nashville	Foreman
Pulaski County	Booneville	Haas Hall	Founders Classical
Virtual Arkansas	Green Forest	Arch Ford ALE	Ozark Mt.
Mountainburg	U of A-Fayetteville	JBU	Harding NW
ASU Jonesboro STEM			

Personnel:

Name: Cayce Neal	Name: Dustin Seaton
Position: Recruitment and Retention Facilitator	Position: Recruitment Specialist
Degree: M.S.Ed	Degree: M.A., Ed.S.

Name: Karen Brown	Name: Madison Clarkson
Position: Mentoring Specialist-Special Education	Position: Mentoring Specialist
Degree: B.S.E.	Degree: M.A.T, Ed.S.

Goals:

- Build classroom management skills of all novice teachers
- Increase skills for positive student impact by focusing on culturally responsive teaching, instruction, classroom management, and assessment practices
- Increase retention through the use of evidence-based practices to support teacher mental well-being
- Work with districts to recruit diverse candidates into the teaching profession through grow-your-own initiatives, such as Educators Rising
- Provide differentiated support for 1st, 2nd, 3rd year teachers as well as novice speech pathologist, special education teachers, counselors, and school psychologists

Program Summary:

In 2022-23 the early career educator program supported 798 teachers in our cooperative districts. In order for learning to be equitable to all districts, the cost of all services is covered by the Recruitment and Retention grant and comes at no cost to participants or their districts. Additionally, the cost of substitutes is reimbursed to districts.

Professional Development was provided via a blend of face-to-face and virtual options. Sessions were as follows:

- Year 1 Focus→ Classroom Management: Conscious Discipline (5 days), CHAMPS/Discipline in the Secondary Classroom (4 days), Cohort Days (2 days), Behavior Support Sessions with Arkansas Behavior Support Specialists (7 days)
- Year 2 Focus→ Instruction and Assessment: Kagan Cooperative Learning (2 days), Cohort Days (2 days), Virtual Book Study using Marzano's *The New Art and Science of Teaching* (7 days)
- Year 3 Focus→ Culturally Responsive Teaching: Kagan Cooperative Learning (2 days), Cohort Days (2 days), Virtual Book Study using Zaretta Hammond's *Culturally Responsive Teaching & the Brain* (7 days)
- Special Education and Behavior Support→ 4 days of in-person pd with Novice Special Education Mentoring Specialist with *Reimagining Special Education* by Rufo & Causton as the anchor text for learning
- Teacher Wellness/Retention→ 2 days with Tina Boogren

Further support was provided in the following two areas:

- Counselors and speech pathologists→ continued our PLC with behavior specialist Kat Lancaster to network and build community to support the unique needs of these novices
- Special education teachers→ Mentoring specialist, Karen Brown, worked specifically with special education novices. She spent her 90 day contract meeting one-on-one with first, second and third year teachers. In addition to the onsite support, the SPED PLC met four times. These sessions focused on using high-leverage practices in the classroom, writing better IEPs, collecting useful data, and supporting student behaviors.
- Instructional Facilitator Forum → Met quarterly to build coaching skills, both general and content-specific; had two professional development days with Tina Boogren to develop support skills specific to the needs of novice teachers
- ArPEP → supported 23 candidates in their first year of provisional licensure, including ten days of summer professional development and monthly follow-up sessions

Major Highlights of the Year:

- TESS Law and Process Trainings provided
 - 7 sessions at the Co-op and in districts throughout the year
- Pre-Service Teacher Reception
 - 75+ education graduates from Harding-Rogers, the University of Arkansas, Fayetteville, and John Brown University attended the reception to learn about the Co-op, the mentoring program, and met with local administration to learn more about the interview process. We provided lunch, opportunities for networking and information about the Co-op in our second annual event
- College Partnerships
 - Met monthly with education program representatives from Harding, Rogers, the University of Arkansas, Fayetteville, and John Brown University to plan ways that we can support each other and ensure the success of new teachers when they enter the classroom
- ArPEP program
 - Supported our first ArPEP non-traditional licensure cohort. Support included CHAMPS and Arkansas Behavior Support Specialist behavior training, designing cohort instruction, differentiation, content-area literacy instruction, and classroom support.
- Recruitment
 - Our recruitment specialist worked closely with districts to support high school teacher prep programs, especially grow-your-own initiatives and Educators Rising; he worked with DESE and other Co-ops to support regional Educators Rising events, including judging competitions
- Future Teacher Fair
 - 100+ local high school students (Rogers, Bentonville, Springdale, Fayetteville, and Elkins met at the Co-op for an informational meeting with local college and university teacher education programs about the various pathways into public education. We had the AR Teacher of the Year and DESE representatives (Edie Stewart) join us to speak to several local high school students interested in entering the teaching profession.
- Instructional Facilitator Network
 - To support DESE's initiative that R&R build capacity within districts to support novice teachers, R&R partnered with science specialist Carly Geanolous and mentoring specialist Madison Clarkson to create an instructional facilitator network. This group met four times to build the coaching skills and capacity of instructional facilitators. Facilitators spent two days with Dr. Tina Boogren to learn how to better support novice teachers and their unique needs.

Program: Science
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur	Elkins
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Personnel:

Name: Carly Geanolous	Name: Candice Hickman
Position: Science Specialist	Position: Administrative Assistant
Degree: M.S.	Degree: N/A

Goal:

To support schools as they align standards to curriculum to assessment:

- to provide assistance in choosing high quality, standards-based instructional resources
 - to partner with local community and business organizations to provide Science/STEM training and resources to educators
 - to assist schools' professional learning communities in using student assessment data to make informed decisions with intervention and extensions
 - to mentor and coach teachers in the classroom on high quality science content, high quality instructional practices, student ownership, and culture of learning
 - to educate about current scientific and educational research
 - to support schools as they design and implement common assessment and the RTI process
 - to support teachers in implementing appropriate literacy strategies in science
-

Program Summary:

The science program at the Northwest Arkansas Education Service Cooperative is based on the identified needs of teachers in the Northwest Arkansas school districts. These include supporting the growth of teachers' content knowledge and pedagogy, facilitating collaboration among districts, assisting with data-driven decision making particularly with the RTI process, researching and developing supplemental teaching resources, and supporting Grasping Phenomenal Science, the Division of Elementary and Secondary Education's science initiative. The specialist is continuing to build relationships within districts in order to best support schools in the region.

Major Highlights of the Year:

- Collaborated with all sixteen public school districts this year to provide ongoing professional development and curriculum support for science teachers in the districts. Participating districts include: Bentoville, Decatur, Elkins, Fayetteville, Farmington, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork.
- Supported different school districts in choosing appropriate science curriculum that aligns to the AR K-12 Science Standards- including Siloam Springs, Rogers, Decatur, West Fork, Greenland and Elkins.
- In collaboration with Cayce Neal (R&R) and Madison Ward (Literacy), an instructional facilitators network was continued after being established the previous year. Instructional Facilitators met four times during the '22-'23 school year, engaging in work centered around coaching strategies, supporting teachers with Dr. Tina Boogren, and working in content specific groups with co-op specialists. Participating districts include AR Arts Academy, Bentonville, Elkins, Farmington, Fayetteville, Greenland, Pea Ridge, Prairie Grove, Siloam Springs and Springdale.
- Collaborated with other co-op specialists to develop content specific professional development for secondary science teachers in biology, physical science, chemistry and environmental science.
- Worked with a team of science specialists from other cooperatives to develop lessons for Grasping Phenomenal Science professional development for summer PD implementation.
- Partnered with Co-op GT Specialist to support various science and STEM related activities including STEAM week, Quiz Bowl, and Amazing Shake.
- Collaborated with a group of state science specialists to support middle and secondary teachers in teaching science and helping students make sense of science phenomena by effectively engaging students in science and engineering practices and integrated STEM/literacy lessons.
- Partnered with Mt. Kessler and the Arkansas Land and Trust to lead field trips and observational walks on Mt. Kessler.

Program: School Health and Wellness - Tobacco Prevention, Nutrition, Physical Activity
Funding Source: ADH
Competitive Grant: No
Restricted: No

Participating Districts:

Arkansas Arts Academy	Bentonville	Elkins	Decatur
Farmington	Fayetteville	Gentry	Gravette
Greenland	Haas Hall	Huntsville	Lincoln
NWA Classical Academy	Pea Ridge	Prairie Grove	Rogers
Siloam Springs	Springdale	West Fork	Shiloh Christian
The New School	St. Joseph	St. Vincent de Paul	

Personnel:

Name: Kelli Butcher, RN
Position: Community Health Nurse Specialist
Degree: Registered Nurse, BS Chemistry

Name: *Vacant*
Position: Community Health Promotion Specialist
Degree:

Goal:

This program provides:

- Assistance with grant writing for school grants and community coalition grants
- Linkage for school-based tobacco prevention and other health efforts with local community coalitions
- Serves as an advocate for school health needs to community coalitions
- Linkage of resources for schools, community coalitions and others in the community to promote healthy communities
- Provides technical assistance on public health practices to schools and community
- Provides technical assistance and collaborates with school nurses to identify appropriate resources and continuing education offerings that will help meet the requirements for nursing licensure
- Works with State School Nurse Consultant to disseminate information as needed
- Technical assistance with school districts on all School Health issues
- Provides Technical Assistance in policy development for tobacco and school-based enforcement of tobacco related policies
- Provides Technical assistance with evidenced based curricula for tobacco, nutrition, teen dating, suicide prevention, teen pregnancy, and physical activity
- Provides training to school nurses and others
- Provides technical assistance to school districts with communicable disease outbreaks
- Provides training and technical assistance on School Health Index
- Provides technical assistance to Coordinated School Health grantees

- Provides technical assistance to tobacco prevention grantees
- Provides technical assistance and guidance to schools for wellness initiatives
- Provides technical assistance to schools for implementation of best practices for nutrition and physical activity, Coordinated School Health and other public health issues
- Provides technical assistance to school wellness committees regarding state and federal mandates
- Provides technical assistance on nutrition and physical activity via evidenced based curricula
- Provides technical assistance to communities regarding school health issues and current public health policy
- Maintains current knowledge of research, resources, and best practices related to school health issues
- Informs schools and communities of available trainings and grant opportunities
- Addresses training needs related to school health issues and organizes and conducts trainings based on those needs
- Coordinates and provides trainings to school personnel, ADH colleagues, and community members
- Informs schools and communities of available trainings and grant opportunities
- Serves as an advocate for school and community health needs
- Establishes communication links with communities to keep them informed of public health policy
- Compiles and distributes necessary reports and other information
- Participates in data collection and evaluation of community and school health interventions
- Serves on committees and work groups and works on special projects
- Attends, participates in, and distributes updates from regional and state meetings to schools, ADH colleagues, and community members
- Attends CHAC meetings and reports outcomes to HHI Support Staff and Wellness Committees

Major Highlights of the Year:

- Annual Back to School Nurse Workshop-Done statewide via zoom, various speakers in addition to nursing Continuing Education Units offered- approximately 125 participants from NWAESC. Narcan Administration education and doses of Narcan were provided to all school nurses that attended. Cheria McDonald, BSN, RN, State School Nurse Consultant, presented on new laws and rules and regulations for school nurses.
- Vision Certification Training for all new school nurses, both in person and blended learning.
- Hearing Certification Training for all new school nurses, both in person and blended learning.
- Scoliosis Certification Training for all new school nurses, both in person and blended learning.

- BMI Certification Training for all new school nurses held, both in person and blended learning.
 - Assisted with multiple school based flu immunization clinics.
-

Other Highlights of the Year:

- Tobacco prevention education, suicide prevention education, healthy relationship education, internet safety education, nutrition education, opioid use prevention education, and teen pregnancy/STI education for students are presented on request.
 - Presented Youth Mental Health First Aid, instruction for parents, teachers, and other school staff in correct ways to address a youth that is experiencing a mental health or addiction challenge or crisis.
 - Presented CPR for staff every other month and nurses as needed.
 - Presented Stop the Bleed to nurses to educate on correct presentation of the information for their staff and students.
 - Assisted with Statewide Joint Use Agreement Grant reviews for School Based Health Clinics.
 - Facilitated Medicaid in the Schools workshop on training and billing for personal care done in the school setting.
 - Hosted What's Poverty got to do With It: Students and Families in Crisis in partnership with Arkansas Children's Hospital and DESE
-

Community Links

NWA Drug and Tobacco Free Coalition
NWA Hometown Health Improvement
NWA Trauma Regional Advisory Council
Washington County Hometown Health
Arkansas Children's Hospital

Benton County Community Coalition
Madison County Health Coalition
Region 1 Prevention Providers
NWA Suicide Coalition

Program: STEM (K-5)
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur	Elkins
Farmington	Fayetteville	Gentry	Gravette
Greenland	Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs	Springdale
West Fork			

Personnel:

Name: Jenny Gammill	Name: Candice Hickman
Position: K-5 STEM Specialist	Position: Administrative Assistant
Degree: M.Ed.	Degree: N/A

Goal:

The Northwest Arkansas Education Service Cooperative, in partnership with the Department of Elementary and Secondary Education, will work with Arkansas Public School personnel to meet the following goals related to STEM education:

- To align elementary science and engineering curricula with state science frameworks
 - To provide professional development and implementation of training related to the STEM disciplines
 - To mentor and coach teachers in the classroom
 - To provide strategies for integrating science into the literacy block in the elementary classroom
 - To collaborate with the NWAESC Computer Science and Science Specialists to promote high-quality STEM education
 - To provide assistance in choosing standards-based instructional resources
 - To partner with local community and business organizations to provide STEM training and resources to educators
 - To assist schools' professional learning communities in using science ACT Aspire data to inform instructional decision making
-

Program Summary:

The elementary STEM program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing

supplemental teaching resources, assisting with data-driven decision making, and increasing parental involvement. Each opportunity supports the state and national goal of STEM literacy for all students. The specialist is continuing to build relationships with other specialists, administrators, teachers, university officials and community and business organizations in order to best support STEM education throughout the region.

Major Highlights of the Year:

- Served on the state STEM leadership core team and state STEM advisory team to continue to develop the AR Model STEM program, support local schools seeking Model STEM designation and evaluate schools around the state through on-site visits.
- Served on the state team for item analysis for the new science assessment to be given in the 2023-2024 school year. Additionally, helped develop an assessment training that will be utilized by all co-op specialists summer of 2023.
- Provided year long coaching to a Greenland teacher to assist in developing high quality science assessments and make instructional decisions based on assessment data.
- Partnered with the Amazeum to provide STEAM professional development at the Co-op and to assist schools in setting up makerspaces as a place for students to develop 21st century skills and explore their passions.
- Collaborated with the Amazeum Education Team to support schools in implementing family STEAM nights through training and resources. Partnered with other Co-op specialists to develop STEAM night activities and to be on-site to support their family STEAM nights.
- Worked with a Fayetteville teacher to develop a curriculum for her newly created STEAM class and supported throughout the year with resources and site visits.
- Supported a number of schools across the region with books, equipment and kits so students could engage in high quality, hands-on STEM lessons.
- Collaborated with a group of state science specialists to support elementary teachers in teaching science and helping students make sense of science phenomena by effectively engaging students in science and engineering practices and integrated STEM/literacy lessons.
- Partnered with Co-op GT Specialist to support various science and STEM related activities including STEAM week and Quiz Bowl.
- Served as a state representative for the new Elementary STEM Praxis to help determine questions to be given on the new assessment and set a cut score.

Program: Teacher Center/Professional Development
Funding Source: Base
Competitive Grant: No
Restricted: Yes

Participating Districts: (INSIDE THE NORTHWEST CO-OP AREA)

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Charter Schools:

Arkansas Arts Academy	Haas Hall Academy
eStem	Hope Academy
Founders Classical Academy	Lisa Academy

Participating Districts: (OUTSIDE THE NORTHWEST CO-OP AREA)

Alma	El Dorado	Mountain Home
Alpena	Eureka Springs	Mountainburg
AR Connections	Foreman	Mulberry/Pleasant View
AR Virtual Academy	Fort Smith	Nashville
Ashdown	Fountain Lake	Omaha
Bald Knob	Green Forest	Ozark
Beebe	Greenwood	Ozark Mountain
Benton	Hackett	Paris
Bergman	Harmony Grove	Pocahontas
Berryville	Harrison	Pulaski Co. Special
Booneville	Hillcrest	Quitman
Cabot	Jacksonville	Russellville
Caddo Hills	Jasper	Searcy
Cedarville	Jonesboro	Searcy County
Charleston	Lafayette	Star City
Clarksville	Lamar	Texarkana
Cossatot River	Lavaca	Two Rivers
Crossett	Little Rock	Valley Springs
Danville	Lonoke	Van Buren
Dardanelle	Mansville	Waldron
Deer/Mt. Judea	Marion	Westside
Dover	Mark Tree	White County Central
Dumas	Mineral Springs	White Hall
		Wynne

Participating Universities:

Harding University	John Brown University	NWA Technical Institute
U of A	Henderson University	Arkansas State University

Participating Co-ops:

Arch Ford	DeQueen-Mena	Boston Mountain
Dawson	Guy Fenter	Northcentral
Northeast	OUR	Southeast
Southwest	Wilbur Mills	

Others Participating:

Benton Co. Sunshine	DESE	Ozark Guidance Center
Prism Education Center	Shiloh Christian	St. Joseph Catholic
St. Vincent de Paul Catholic	The New School	

Personnel:

Name: Missy Hixson
Position: Assistant Director/Teacher Center Coordinator
Degree: Ed.D.

Name: Tina Storm
Position: Administrative Assistant
Degree: A.A.

Goal:

To provide teachers, administrators, and support staff with professional growth opportunities in order to expand knowledge, enhance skills, and develop new strategies and techniques is the major focus. Professional Development and the Teacher Learning Center are the primary responsibilities of this program.

Program Summary:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our sixteen member districts. During the 2021-2022 school year, Northwest 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.

The Northwest Arkansas Education Service Cooperative and the Division of Elementary and Secondary Education continue to work together to support districts in the state initiatives and mandates, particularly those related to the Arkansas State Standards implementation process, the ACT Aspire and other assessment systems, Teacher Excellence Support System (TESS) and Leader Excellence And Development System (LEADS 2.0). These initiatives continue to be the driving forces for increasing student achievement. All NWAESC districts have been involved in various professional development

opportunities provided at the state and local levels. With the support of the Arkansas legislature, the Division of Elementary and Secondary Education, other education cooperatives, and the local districts, K-12 educators now have the resources to align their curriculum to the Arkansas content standards and to increase student achievement to meet these standards.

Major Highlights of the Year:

These opportunities included, but not limited to, trainings such as

- **Math-** AR Math QuEST Cohort 1, Coaching Ambitious Teaching, ECM (Extending Children’s Mathematics), Illustrative Mathematics (IM), Mathematics Design Collaborative (MDC), and, on-site visits to schools to provide targeted assistance and support with mathematical practices, curriculum design and curriculum alignment. Math forums were held for collaboration and discussion with school/district leaders to provide direction in mathematics for NWA.
- **Literacy-R.I.S.E.** Academy and R.I.S.E. related trainings were held on-site at NWAESC. The Science of Reading Assessor training was provided by DESE and held at NWAESC in the fall of 2022 with 30 participants and spring of 2023 with 27 participants. Workshops were held at both the Co-op and in the districts on requested topics e.g., sound wall, writing for K-2 and 3-6, etc. Specialists made site visits to schools to provide targeted assistance in the areas of reading and writing, dyslexia awareness and the science of reading, etc. The K-5 Literacy Council, Adolescent Literacy Council and the Dyslexia Council provided a time of collaboration to educational leaders in reading and provided direction to NWAESC literacy specialists regarding needed professional development and other levels of support.
- **Science/STEM-** pure science workshops, STEM and integrating literacy in the content area trainings for science teachers, lesson writing and examination of the Arkansas State Standards with embedding Next Generation Science Standards. The trainings included both cooperative and district-hosted sessions led by Science/STEM Specialists. Assistance and support to districts with the implementation and support efforts of the Next Generation Science Standards for grades K-12. Specialists worked both on-site and virtually with schools.
- **Collaborative Meetings/Forums-**NWAESC continued to host K-12 Administrators, Curriculum Leaders and Federal Programs Coordinators. Curriculum and Federal Programs leaders met regularly for DESE updates and NWAESC served as a liaison between DESE and districts. Topics for these groups were on an “as needed basis” due to the ongoing topics.
- **Art, Music, Drama** – Since 1991, NWAESC has partnered with the Walton Arts Center (WAC) and the Kennedy Center of the Performing Arts to provide quality arts integrated education in this area. The Arkansas 1991 partnership provides professional

development in the visual and performing arts to arts specialists, teaching artists and classroom teachers.

- **Specific Forums/Groups**-The Adolescent Literacy Council, K-5 Literacy Council, Dyslexia Council, Science Leadership Groups, Library Media Groups and the Math Leadership Forum all meet regularly to bring district leaders together to discuss common professional development needs, share concerns and suggestions and to collaborate in a way that benefits all districts in the NWA region in these areas. These groups were led and supported by content specialists in their specific areas, held both on-site and virtually. Specialists worked with Computer Science, Special Education Services, Social Studies/Arkansas History, Career and Technical Education, Health and Wellness etc. Additionally Curriculum and Federal Program Leaders meeting monthly for collaborative discussions and information updates, as well as listening to guest speakers of interest. These sessions were led by the Teacher Center Coordinator and an area Federal Programs Coordinator/Director.

Program: Technology
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Personnel:

Name: Jeremy Schlinker
Position: Technology Coordinator
Degree: N/A

Goal:

The goal of the Technology Program is to provide technology information and support throughout our member district area. The Technology Coordinator administers and supports the computer network, a computer training lab, Device Carts, over 150 PC's, servers, and other devices at NWAESC. It is a further goal of the Technology Department to provide training and support for member district staff and internal NWAESC staff.

Program Summary:

The Technology Coordinator is a resource for districts to utilize as needed. The Technology Coordinator supplies pertinent information on new technologies, statewide initiatives, and training opportunities. Support for the NWAESC LAN including file server administration, desktop support and staff development training for Co-op staff is provided. In addition to the LAN the Technology Coordinator oversees phone systems, Wifi, Security Camera system and cellular data service including Mifis. Duties also include supporting the Co-op website. Another primary role of the Technology Coordinator is to support the hundreds of workshops held at the cooperative during the year. This includes supporting workshop presenters, loading specific software required for workshops, providing necessary hardware for participants, and resolving technical issues as they arise.

Major Highlights of the Year:

- Supported NWAESC staff with on site meetings and PD offerings.
- Hosted a Cybersecurity class for local districts here at the Coop.
- Taught a Cybersecurity class to all of Elkins Certified Staff on site.
- Hosted five in person meetings/training for NWA Techs.
- Installed Security Camera system
- Attended three CIRT trainings to further knowledge of Cyber threats.

Special Projects or Programs

ARP Technology Grant

Description: At the end of 2021 DESE approved a \$150,000 ARP grant to be used for Technology upgrades. Each project is subject to approval by DESE and requires a ten percent match by the coop for a total spending of \$165,000. Funds are intended to assist with educational technology upgrades in an effort to maintain high quality professional development, resources, and digital learning opportunities. Grant projects must address elements of need with justifications that are in accordance with COVID guidelines per ESSER/ARP funds. Grantees are charged with assisting schools and educators by delivering the necessary tools and resources to maximize support for teachers, students, and families.

Purchases made with the grant in 2023:

- Seven Zoom video conferencing bars
 - Ceiling microphones in rooms 14 and 17 for better zoom sound
 - Table top microphones in room 16 for board meeting and ADE Zooms
 - Zoom cameras to video the speaker in room 16 and 14
 - Video board display for the front lobby
-

Multilingual Liaison/Interpreter

Description:

In collaboration with a consortia of Northwest Arkansas school districts, the Multilingual Liaison/Interpreter supports collaborative communication between schools, multilingual parents, students and community members to promote student achievement and growth. The Multilingual Parent-Community Liaison/Interpreter provides support to the instructional program with specific responsibilities for providing information on programs and services available to students and families, as well as school and/or district activities and procedures, referring families to other agencies and fostering an ongoing partnership between home and school.

Communities of Practice (CoP)

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 will explore 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 acceleration of learning using HQIM.

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

Arkansas Professional Educator Pathway (ArPEP)
Number Trained: 23 participants in Cohort 1

Description:

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.

PLC Inclusive Practices
Served: Northside Elementary-Rogers

Description:

The Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) and Solution Tree have established a partnership to develop and expand the Professional Learning Communities (PLC) at Work® process within select schools. These sites will serve as working laboratory schools for the PLC at Work® process, conducting action research and sharing best inclusive practices with other schools throughout the state.

This project has an intentional focus on inclusive practices ensuring students who are IEP eligible as well as other groups of struggling learners have meaningful access to core instruction and established systems of intervention. Participating schools will be part of a collaborative evaluation process (Solution Tree and DESE) that gathers data regarding student achievement, teacher practices, and effective professional development. The NWAESC Literacy and Math Specialists partnered with DESE, Solution Tree, and the Rogers Public School District to collaborate and support Northside Elementary School during the 2022-2023 school year.

Live2Lead
Number Trained: 23

Description:

Education leaders participated in a full-day leadership and personal growth event. The simulcast is an annual leadership gathering developed by The John Maxwell Company where attendees learn from renowned leadership experts from a variety of industries, gain a new perspective on relevant topics, had the opportunity to collaborate with colleagues and get practical tools to take with them. Experts included: Dr. John C. Maxwell, Dr. Tim Elmore, Patrick Lencioni, and more. The fee includes training, lunch, and a hard copy of Tim Elmore's newly released book: *A New Kind of Diversity: Making the Different Generations on Your Team a Competitive Advantage*. Leave equipped and excited to lead and create change with renewed passion and drive!

NWAESC Evaluation September 28, 2022

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](#) and [EVALUATION RUBRIC](#) 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.

Our cooperative received an overall rating of 5 ("excellence"). Our [FINAL EVALUATION REPORT](#) was presented to the State Board of Education and accepted by the board on November 10, 2022

Electronic fingerprinting

Number fingerprinted: 1807 {as of 6-1-23}

Description:

Arkansas State, FBI, and Child Maltreatment Central registry background checks are required for student teaching internship, first-time licensure and all licensure renewals, first employment or change of employment in public schools, charter schools or education service cooperatives. The Department of Elementary and Secondary Education deemed that the Arkansas Education Cooperatives would perform all fingerprints needed.

- NWAESC has one Live Scan unit in the main office for scheduled appointments (every 15-30 minutes). We also have a portable Live Scan that we take into the districts to do onsite prints.
- Currently, we have two employees trained to conduct fingerprints. These employees must work fingerprinting into their already full-time positions.
- ***Free Background Checks for Substitute Teachers:*** To assist districts with the high need of substitutes, DESE in collaboration with state education partners is providing no cost background checks for individuals interested in supporting their local schools by becoming a substitute teacher. In order to complete the expedited, free process, background checks must be completed at either DESE or one of the local education service cooperatives. These services ended around January 2023.

Professional Development Summary Report

2022-2023

HERE

Notice of Non-Discrimination

Northwest Arkansas Education Cooperative does not discriminate on the basis of race, color, national origin, sex or disability in admission or access to or treatment or employment in its programs and activities. Any person having inquiries concerning compliance with the regulation of 1972, Section 504 of the Rehabilitation ACT of 1973 or other State or Federal law is directed to contact:

Northwest Arkansas Education Cooperative

Mr. Bryan Law, Director
4 North Double Springs Road
Farmington, AR 72730