



Wilbur D. Mills
Education Service Cooperative

WDMESC

Annual Report
on Operations
2023-2024

Table of Contents

| | |
|--|----------|
| WDMESC | 1 |
| Director's Annual Memo | 3 |
| WDMESC Mission Statement | 4 |
| WDMESC Organizational Flow Chart | 5 |
| School Districts served in Wilbur D. Mills Education Service Cooperative | 6 |
| Education Service Cooperative Annual Report | 7 |
| Arkansas Cooperatives Finance Overview | 8 |
| WDMESC Staffing | 9 |
| Teacher Center | 14 |
| Administrative Services | 15 |
| Direct Services to Students | 16 |
| Anecdotal Reports | 16 |
| Employment Policies and Practices | 22 |
| Program: Accounting | 22 |
| Program: Administration - Director's Office | 24 |
| Program: ADE/APSCN Student Applications Field Analyst | 25 |
| Program: Career and Technical Education | 25 |
| Program: Computer Science | 30 |
| Program: Consolidated Purchasing Services | 34 |
| Program: Early Childhood Special Education Program | 35 |
| Program: ESC Works | 39 |
| Program: Gifted Talented | 41 |
| Program: Home Instruction Program for Preschool Youngsters (HIPPY) | 43 |
| Program: Literacy | 45 |
| Program: Mathematics | 50 |
| Program: Media | 55 |
| Program: Medicaid Services | 56 |
| Program: Novice Teacher Mentoring Program | 57 |
| Program: The PEER Network | 60 |
| Program: School Health Services | 62 |
| Program: Science | 64 |
| Program: LEA Special Education Supervisor | 67 |
| Program: Teacher Center-Professional Development; Curriculum Development Assistance; Resources | 68 |
| Program: Technology | 69 |
| Program: Technology Services | 71 |
| Program: Behavior Support Specialist | 72 |
| PROGRAM: Digital Learning – Virtual Arkansas | 76 |
| Program: Migrant Education | 80 |
| Special Projects and Programs | 84 |
| Appendix A | 88 |
| Appendix B | 88 |
| Appendix C | 88 |

Director's Annual Memo

The Wilbur D. Mills Education Service Cooperative remained vigilant in our approach to provide progressive, quality services to the school districts we served through 2023-2024. We are committed to serving our school districts and meeting their needs in this ever evolving environment we find in education today. We continued with the task of aiding our schools in their attempts to implement the Arkansas State Standards, while continuing to assist them in receiving quality training in the many required areas of professional development. Our Cooperative has also undertaken the task of assisting our districts as they implement the Professional Learning Community Model. We continue to broaden our existing role as liaison between the Arkansas Division of Elementary and Secondary Education and our member districts. With the introduction of the LEARNS Act, the role of WDMESC Specialists has evolved. Traditionally, these individuals were utilized in any school with a need. As of this year, our specialists have been assigned to schools with a D or F letter grade for a large percentage of their time. It is important to note that this has been particularly true of our Literacy Specialists due to the K-3 grade level requirements in addition to letter grade status. These schools with D or F designations are clearly where the greatest need exists. However, it is important to note that member districts who were above a D and/or F letter grade went without services at times due to the new constraints placed on the calendars of our specialists as a result of this new initiative. Our Board members are very active in their service to the cooperative and are providing a very sound shared vision along with us.

The 2023-2024 annual report prepared by the staff of the Wilbur D. Mills Education Service Cooperative reflects information on the programs and grants conducted through the co-op for our 17 school districts and collaborative partners. The Wilbur D. Mills Education Service Cooperative has 78 employees total, some of which are housed in the schools and preschools.

We run four state programs. The Arkansas Department of Education Base Funding to the co-op is \$408,618 and the total budget is approximately \$6 million.

One of the main purposes of the co-op is to be effective and efficient in the administration of programs for the member schools. As a result, our 17 school districts, or a portion of these school districts, often share joint programs. Listed below are examples of these shared programs:

| | |
|---|--|
| APSCN Field Support | Media Services |
| College and Career Readiness Prep Program | Medicaid Billing Services |
| Content Literacy | Migrant Education Program |
| C.T.E./Perkins Consortium Coordinator | Professional Development Programs |
| Digital Learning Consortium | Psychological Services |
| Early Childhood Special Education Program | Recruitment and Retention Services |
| Gifted and Talented Coordinator | School Health Nurse |
| LEA Special Education Supervisor | School Recruitment Employment Application Software |
| Licensure Assessment Support | Science Specialist |
| Literacy/Dyslexia Specialist | Teacher Center Services |
| Math Specialist | Technology Services |

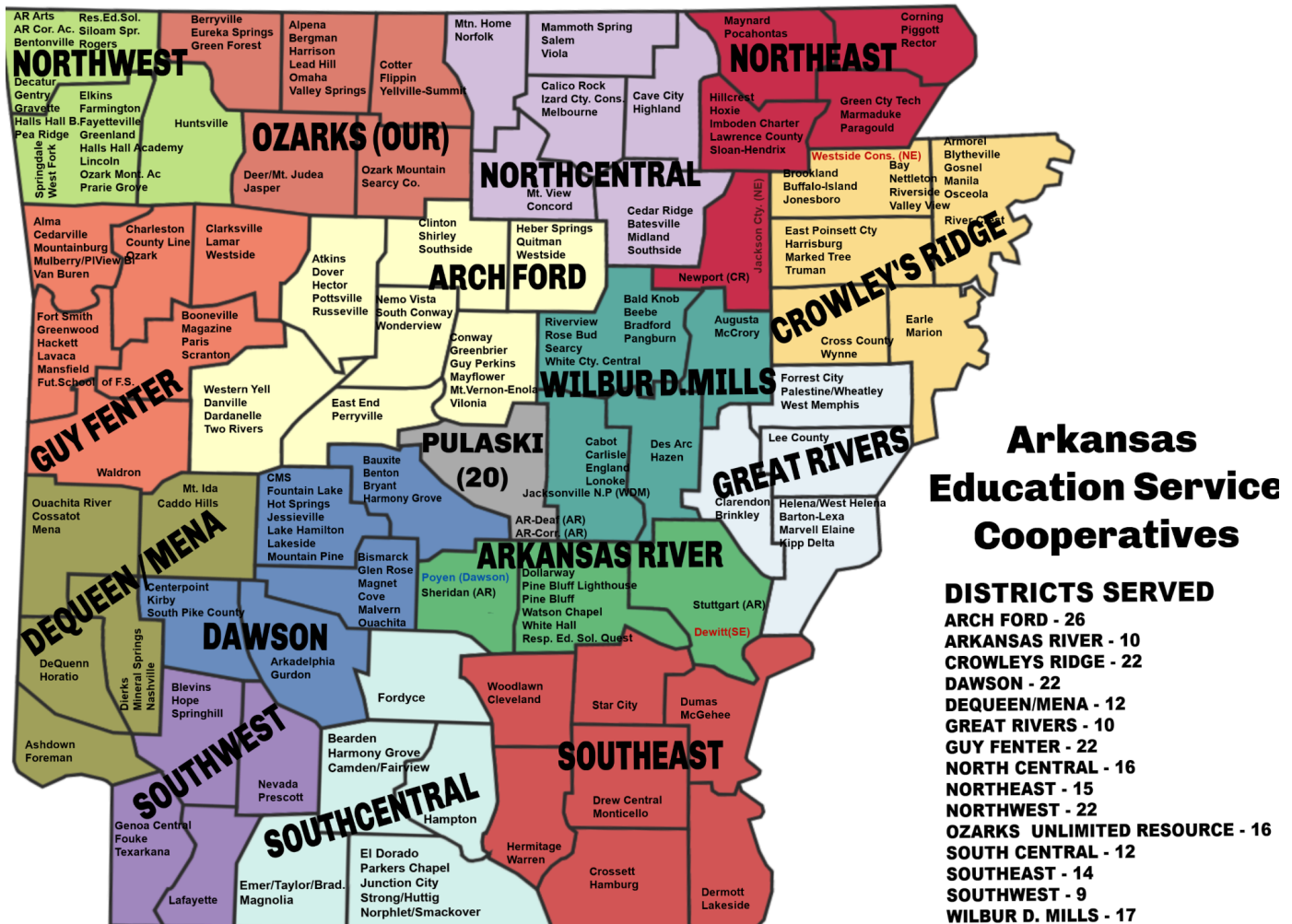
The co-ops of Arkansas have served as the implementation support agents for new state initiatives. The Wilbur D. Mills Cooperative has provided the extensive professional development and capacity building necessary to implement the state initiatives. We plan to continue to effectively provide support for any and all of our public schools' needs. The mission of the Wilbur D. Mills Education Service Cooperative is to support and serve our school districts as they strive to provide a high quality education to their students. We will aspire to provide these services in the most effective and efficient manner possible. The staff of the Wilbur D. Mills Cooperative looks forward to the challenges of the upcoming year. We will endeavor to provide quality services to each of our school districts.

Brad Horn, Director
Wilbur D. Mills Education Service Cooperative

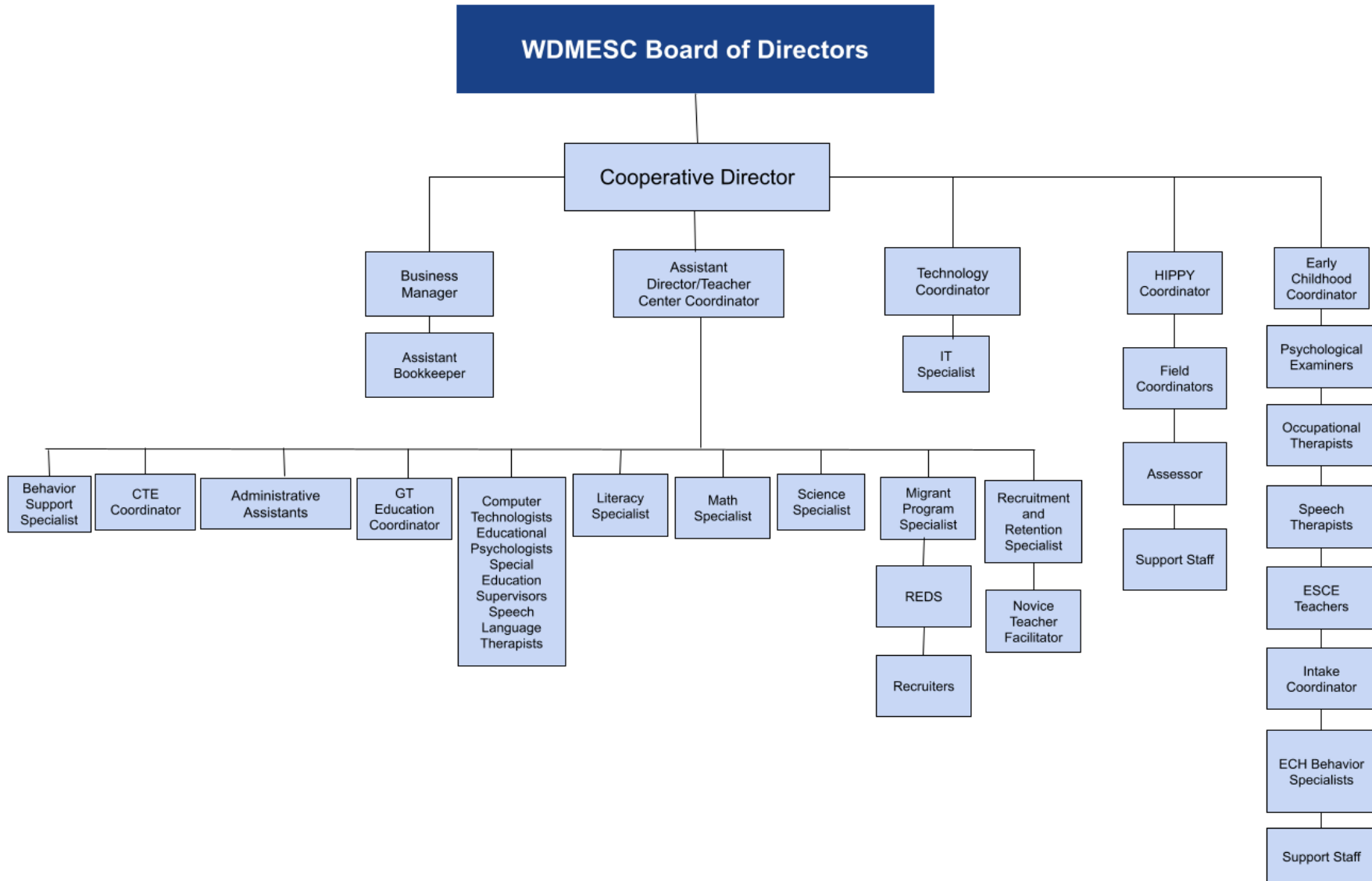
WDMESC Mission Statement

The mission of the WDMESC is to assist their member school districts in:

- Meeting accreditation standards and equalizing educational opportunity
- Using educational resources more effectively through cooperation among school districts
- Promoting coordination between school districts and the Arkansas Department of Education
- Providing services which are needed by the local school districts
- Providing services which are established as educational priorities by the General Assembly and/or the State Board of Education



WDMESC Organizational Flow Chart



School Districts served in Wilbur D. Mills Education Service Cooperative

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Officers of the Board of Directors for 2023-2024

| Name | Position | School District |
|-------------------|----------------|----------------------------|
| David Rolland | President | Pangburn |
| Dr. Jeremy Owoh | Vice President | Jacksonville North Pulaski |
| Dr. Marc Sherrell | Secretary | Des Arc |

Members of the Board of Directors for 2023-2024

| Name | Position | School District |
|-------------------|----------------|----------------------------|
| Cathy Tanner | Superintendent | Augusta |
| Dr. David Bangs | Superintendent | Bald Knob |
| Dr. Chris Nail | Superintendent | Beebe |
| Patti Stevens | Superintendent | Bradford |
| Dr. Tony Thurman | Superintendent | Cabot |
| William Rountree | Superintendent | Carlisle |
| Dr. Marc Sherrell | Superintendent | Des Arc |
| Mark Price | Superintendent | England |
| Andy Barrett | Superintendent | Hazen |
| Dr. Jeremy Owoh | Superintendent | Jacksonville North Pulaski |
| Jeff Senn | Superintendent | Lonoke |
| Scott Waymire | Superintendent | McCrory |
| David Rolland | Superintendent | Pangburn |
| Stan Stratton | Superintendent | Riverview |
| Allen Blackwell | Superintendent | Rose Bud |
| Dr. Bobby Hart | Superintendent | Searcy |
| Pharis Smith | Superintendent | White County Central |

Teacher Center Committee Members for 2023-2024

| Name | Position | School District |
|------------------|--------------------------|----------------------------|
| Robert Summers | High School Principal | Augusta |
| Jennifer Byrd | Elementary Administrator | Bald Knob |
| Rob Rollins | Elementary Principal | Beebe |
| Jeremy Robertson | Secondary Teacher | Bradford |
| Jill Fletcher | Administrator @ Large | Cabot |
| Judy Scroggins | MS Teacher | Carlisle |
| Cheryl Holland | Administrator at Large | Des Arc |
| Melissa Cason | Secondary Teacher | England |
| Tiffany Glover | Assistant Principal | Hazen |
| Erika Clinton | Secondary Teacher | Jacksonville North Pulaski |
| Jeannie Holt | MS Principal | Lonoke |
| Glen Campbell | High School Principal | McCrory |
| Chad Ramsey | MS Teacher | Pangburn |
| Adell Morris | Middle School Teacher | Riverview |
| Amanda Frizzel | Secondary Teacher | Rose Bud |
| Sherri Jackson | Elementary Teacher | Searcy |
| Maegan Johnston | Elementary Teacher | White County Central |

Education Service Cooperative Annual Report

Date: 04/17/2024 **LEA#:** 73-20 **ESC#:** 15
ESC Name: Wilbur D. Mills Education Service Cooperative
Physical Address: 114 N. Main St., P.O. Box 850, Beebe, AR 72012
Phone Number: 501-882-5467
Director: Brad Horn
Teacher Center Coordinator: Lesa Grooms
Names of Counties Served: Lonoke, Prairie, North Pulaski, White, Woodruff
Number of Districts: 17 **Number of Students:** 31,092
Number of Teachers: 3281

Governance:

How is the co-op governed? Board of Directors
How many members are on the Board? 17
Executive Committee? N/A
How many times did the Board meet? 11
When is the regular meeting? 3rd Wednesday of month
Date of current year's annual meeting: June 21, 2023
Does the co-op have a Teacher Center Committee? Yes If yes, then:
How many are on the Teacher Center Committee? 17
How many members are teachers? 9
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? Fall, Winter, and Spring
When was the most recent survey/needs assessment conducted? November 2023
Have written policies been filed with the Arkansas Department of Education? Yes

Arkansas Cooperatives Finance Overview

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

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

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

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

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

WDMESC Staffing

Wilbur D. Mills Education Service Cooperative 2023-2024

S=State, F=Federal, M=Medicaid, B=Base Funds, D=District Allocations

| Name | Position | Funding Source | New Hire | Resigned |
|------------------------------------|---|----------------|----------|----------|
| Adair, Katie | Early Childhood Instructor | S | | |
| Allen, Pamela Alvarado, Lourdes | Math Instructional Specialist Migrant Student Support | S F | X | |
| Bailey, Suzanne | Early Childhood Program Coordinator | S | | X |
| Baker, Abby | Early Childhood Teacher | S | | |
| Ball, Jessica | HIPPY Field Coordinator | S | | |
| Barnwell, Carla | Medicaid-eSchool Assistant | S/M | | X |
| Bass, Amber | Literacy Specialist | S | | |
| Baum, Alton | Custodial/Maintenance | B | | |
| Bell, Kristin | Early Childhood Instructor | S | | |
| Berner, Robyn | Early Childhood Due Process | S | | |
| Bettencourt, Baileann | Early Childhood School Psychology Specialist | S | | |
| Bostic, Lindsay | Early Childhood Programmer | S | | X |
| Brister, Timothy | Math Specialist | S | | |
| Bryan, Nicole | Early Childhood Teacher | S | | X |
| Burchfield-Frazier, Katlynn | School Psychological Examiner-Rose Bud School District | D | | |
| Carrigan, Benjamin | Science Specialist | S | | |
| Chambers, Dahnah | Early Childhood Administrative Assistant | S | X | |
| Chena, Sandra | Migrant Program Student Support Specialist | F | | |
| Cherry, Alicia | Early Childhood Instructor | S | | |
| Clark, Jason | HIPPY Director | S | | |

| | | | | |
|---------------------|--|-----|---|---|
| Clark, Wendy | Early Childhood Speech Therapist | S | | |
| Collins, Deanna | Early Childhood Behavior Consultant | S | X | |
| Cook, Johnnie | Early Childhood Intake Coordinator | S | | |
| Counts, Gabby | Early Childhood Paraprofessional | S | | |
| Crider-West, Daphne | Early Childhood Speech Therapist | S | | |
| Cross, Kyle | Computer Technologist-Riverview School District | D | | |
| Douell, Laruen | Early Childhood Speech Therapist | S | X | |
| Farfan, Lily | Migrant Program Field Recruiter | F | | |
| Fletcher, Deborah | HIPPY Program Admin Assistant/Media Clerk | S | | X |
| Formel, Kathleen | Early Childhood Paraprofessional | S | | X |
| Fuller, Karen | Migrant Program Specialist | F | | |
| Gajeski, Karen | School Psychology Specialist - Beebe School District | D | | |
| Gates, Jennie | Hippy Field Coordinator | S | | X |
| Gerlach, Amy | Early Childhood Special Education Teacher/Programmer | S | | |
| Gibson, Jordan | Early Childhood Paraprofessional | S | X | |
| Gilbert, Stephanie | Early Childhood Occupational Therapist | S | X | |
| Gillion, Christie | General Business Manager | B | | |
| Ginn, Lori | School Psychology Specialist | D | X | |
| Graham, Amber | SPED LEA Supervisor | D/S | X | |
| Grooms, Lesa | Assistant Director/Teacher Center Coordinator | B | X | |
| Guyot, Kerry | Early Childhood Speech Therapist | S | | |
| Hackworth, Abigail | Early Childhood Paraprofessional | S | | X |
| Hall, Kimberly R | Early Childhood Instructor | S | | |
| Harmon, Miranda | Early Childhood Paraprofessional | S | | X |

| | | | | |
|---------------|----------------------|---|--|--|
| Harris, Heidi | Migrant Program REDS | F | | |
|---------------|----------------------|---|--|--|

| | | | | |
|-----------------------|---|---|---|---|
| Hayes, Leasha | Assistant Director/Teacher Center Coordinator | B | | X |
| Heidelberg, Stephanie | HIPPY Field Coordinator | S | | |
| Henson, Sarah | Early Childhood Programmer | S | | |
| Hines, Courtney | Novice Teacher Recruiter | S | | |
| Hofheinz, Monica | Early Childhood Speech Therapist | S | | |
| Horn, Brad | Director | B | | |
| Hurley, Kimberly | Early Childhood Occupational Therapist | S | | |
| Hurst, Laura | Early Childhood Administrative Assistant | S | | X |
| Jeffery, Helen | School Psychological Examiner | D | | |
| Jobe, Colleen | Early Childhood Programmer | S | | |
| Keller, Suzanne | HIPPY Administrative Assistant | S | | |
| Kennard, Tuer | ARP Homeless II Liaison | F | | |
| Kiihnl, Katelyn | Early Childhood Speech Therapist | S | | X |
| Knighton, Misty | School Psychological Examiner-Beebe School District | D | | |
| Knowlton, Melanie | Early Childhood Paraprofessional | S | | X |
| Kuykendall, Katherine | Early Childhood Speech Therapist | S | X | |
| Lambert, Carmen | Migrant Program Field Recruiter | F | | |
| Lee, Teresa | Administrative Assistant | D | | X |
| Leslie, Suzanne | Early Childhood Speech Therapist | S | | X |
| Liles, Parker | Administrative Assistant | B | X | |
| Lynch, Mary Ellen | Early Childhood Speech Therapist | S | | X |
| Lynn, Juanita | Early Childhood Instructor | S | | |
| Lynn, Stephanie | Early Childhood Behavior Support | S | | X |

| | | | | |
|-----------------------|--|-----|---|---|
| Knowlton, Melanie | Early Childhood Speech Therapist | S | | X |
| Mancil, Christy | Behavior Support Consortium Coordinator | D | X | |
| McDonnel, Samantha | HIPPY Field Coordinator | S | | |
| Minge, Angela | School Psychology Specialist-Bradford, Pangburn, & White County Central School Districts | D | | X |
| Mitchell, Marie | Early Childhood Instructor | S | | |
| Moore, Greg | Literacy Specialist | S | | |
| Mote, Kristen | Early Childhood Teacher | S | | X |
| Neal, Tenisha | Early Childhood Instructor | S | X | |
| Park, Jennifer | GT Coordinator/Novice Teacher Mentor | S | | |
| Parker, Misty | Early Childhood Programmer | S | X | |
| Parker, Virginia Dunn | Special Education LEA Supervisor-Hazen School District | D | | X |
| Patton, Ginger | Early Childhood Programmer | S | | |
| Pike, Ashley | HIPPY Field Coordinator | S | | X |
| Poe, Kristy | Early Childhood Speech Therapist | S | | |
| Quinn, Angela | PDC Administrative Assistant | S | | |
| Ramey, Kelly | HIPPY Field Coordinator | S | | |
| Ray, Jenny | Behavior Support Consortium Coach | D | X | |
| Reedy, Robert | CTE Coordinator | S/F | | |
| Roe, Sandra | Science Specialist | S | | |
| Rose, April | Literacy Specialist | S | | X |
| Sanchez, Jessica | Early Childhood Teacher | S | | |
| Sanders, Victoria | Early Childhood Speech Therapist | S | | |
| Seekins, Natasha | Early Childhood Paraprofessional | S | X | |

| | | | | |
|----------------------|--|-----|---|---|
| Singletary, Brook | Instructional Technology Specialist | S/B | | |
| Smith, Lucas | Early Childhood Instructor | S | | |
| Smith, Melissa | Early Childhood Instructor | S | X | |
| Spann, Wendy | Administrative Assistant | D | X | |
| Starks, Jacqueline | Novice Teacher Mentoring Coordinator | S | | |
| Thompson, April | Administrative Assistant | B | | |
| Ussery, Lauren | Literacy/Dyslexia Specialist | S | X | |
| Vannada, Kristen | HIPPY/Early Childhood Intake Coordinator | S | X | |
| Wallis, Shayne | Computer Technologist-White County Central School District | D | | |
| Watson, Jamie | Medicaid-eSchool Assistant | S/M | X | |
| Watson, Tyler | Technology Center Program Coordinator | B | | |
| Weatherford, Crystal | HIPPY Field Coordinator | S | | |
| Weeks, Chastity | Early Childhood Administrative Assistant | S | | X |
| Williams, Tammy | Early Childhood Special Education Teacher/Programmer | S | X | |
| Wolfe, Misty | Assistant Bookkeeper | S | | |

Teacher Center

[Needs Assessment Administrator Only](#)
[User Satisfaction Survey](#)

Attached is 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. Included is a cumulative total of participants. See Professional Development Activities Report attached.

Does the co-op provide media services to schools? YES

Approximate the number of titles in media center: 250

Does the co-op provide delivery to the districts? YES

How many districts participate in the media program? 17

How many titles (including dup counts) were provided to schools during this current year? 50

Do districts contribute dollars to the media services? NO

How are media charges per district determined (formal or per ADM)? Please describe: N/A

Does the co-op operate a “make-and- take” center for teachers? YES - by appointment

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

- Number of Teacher Participants: 15
- Number of Other Participants: 4

Administrative Services

- Administrators and Local Board members professional learning
- APSCN Field Support
- Assessment data analysis
- Bookkeeping assistance
- Business Management training
- College Career Readiness Prep. administration/collaboration
- Computer Technician
- Conduct Annual Needs Assessment/planning assistance
- Cooperative purchasing
- Curriculum alignment/curriculum review
- E-Rate applications
- Early Childhood Special Education services
- Early Childhood vision and hearing screening
- ESC Works training and support
- ESOL Support/Migrant Student Identification
- Evaluation procedures- assist/support (CTE, GT, SPED)
- Fingerprinting Services
- Gifted and Talented program assistance/professional development
- Grant writing assistance
- HIPPY (Home Instruction for the Parents of Preschool Youngsters)
- Homeless Liaison Support
- Legislative Updates for school leaders
- Math coaches training
- Math/Science/Literacy specialists
- Medicaid billing
- Mentor programs: Novice Teacher Mentor, Beginning Admin Mentor
- Migrant Education Program Coordinator
- Paraprofessional PRAXIS administration site
- Perkins Consortium/CTE Coordinator
- Personnel application software
- Praxis Support for educators and educator candidates
- Professional Development
- Psychological Services
- Ready for Learning collaborative partner
- Recruitment and Retention of educators
- School Health Nurse
- Social Emotional Support for certified, classified district staff, & parents
- Special education services/LEA Supervisors
- Technology training and evaluation of devices and programs

Direct Services to Students

Student services provided through the co-op:

- ACT Prep
- America's Battle of the Books Competition
- Behavioral Support Consortium
- Chess Tournament
- Coding Competition
- College/Career Fair
- Early Childhood Special Education 3-5 years of age: special education teachers, special education programmers, educational examiners, speech/language pathology, behavior intervention, occupational therapy, physical therapy, audiology screening services, vision screening and consulting, paraprofessional, transition to public school
- Distribution of Eclipse Glasses to school districts (glasses provided by STEM Coalition)
- Gifted/Talented programs: 17 participating districts, Chess, Quiz Bowl Tournament, Global Domination, Maker Faire, 5G Jubilee (Gifted Girls Generously Giving Globally), Invest in Girls, Youth Entrepreneur Showcase, and Stock Market Game
- HIPPY (Parents as Teachers, Transition to Kindergarten)
- Itinerant Teachers (LEA Supervisors, Educational School Psychologists)
- Migrant Support Services
- Online Digital Instruction (Pearson & Virtual Arkansas)
- Robotics Support for Programs and Competition
- Open Sci Ed Kits with training for educators
- STEM Day support

Anecdotal Reports

Please attach three or four 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.

1. Behavior Consortium - WDMESC provided a Behavior Support Coordinator and two coaches to interested districts. The program began with Administrator Training in August 2023. Administrator Training was conducted by the Coordinator and coaches. Training was then provided to teachers and counselors. The Behavior Consortium fostered a culture of understanding and intervention, ensuring that students received the support they needed for academic and social success. Augusta School District, Bradford School District, Riverview School District, Bald Knob School District, and Carlisle School District participated in this Consortium.
2. HQIM/Communities of Practice Grant - Through the Communities of Practice Grant, WDMESC is providing High-Quality Instructional Materials (HQIM) support to participating districts. Those districts are Augusta School District and Bradford School District. The partnership between WDMESC and Bailey Education Group, is a collaborative effort geared towards empowering districts with tailored assistance in implementing HQIM strategies. Through this cooperative effort, districts are afforded the opportunity to engage directly with Bailey Education Group's seasoned Project Manager, facilitating personalized consultations to address the unique needs of each district. One aspect of this support system is the provision of coaching and guidance, where experienced professionals work closely with educators

to navigate HQIM integration. Through planning and support, educators are empowered to integrate high-quality instructional materials into their curriculum, thereby enriching the learning experiences of students. By leveraging the collective expertise and resources available through this cooperative endeavor, districts should create learning environments that foster academic achievement and student success.

3. The Career and Technical Education Coordinator wrote a grant and received a Glowforge 3D Laser Printer for eight districts in the WDMESC region. Each of the eight schools have a Glowforge which allows CTE teachers to attract students to their programs. These state-of-the-art printers provide students with hands-on experience in design, fabrication, and entrepreneurship. By integrating Glowforge into the curriculum, educators can inspire creativity and critical thinking while imparting practical skills relevant to today's economy.

WDMESC Support of Level III and Level IV School Districts (Act 1082)

WDMESC works to support six (6) districts in our region who are in Level IV Support Status. Literacy specialists provided support in the form of onsite Professional Development, Professional Learning Communities, and Science of Reading classroom walks with administrators and instructional coaches. Wilbur Mills Specialists, 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 instruction aligned with the Science of Reading. Additionally, Wilbur Mills specialists aided districts with the review and selection of curriculum aligned with the Science of Reading if applicable.

Other support for Level III and IV schools included: data analysis, working in PLCs, on-site coaching and support, targeted professional development such as Close Reading and Morphology, DOK (Depth of Knowledge) professional development and classroom support, and Science of Reading (SoR) professional development and classroom support.

Math and Science Specialists focused their work with Districts with D and F letter grades. They coached teachers concerning data, instructional strategies, and provided professional development as well as classroom support.

WDMESC Dyslexia Contacts Professional Learning Community

Wilbur D. Mills Education Service Cooperative Dyslexia Contacts Professional Learning Community in collaboration with the Arkansas Department of Education was developed to support our member districts in their dyslexia needs. Each district selected a dyslexia contact to attend monthly sessions either at WDMESC or via Zoom. We believe that building capacity is crucial to providing appropriate learning experiences for all students.

This year's focus included:

Districts were provided information on the laws surrounding Dyslexia as well as upcoming changes in screeners.

Cabot school district was invited to attend year 1 of TAKE Flight training.. From August 2023 through May 2024, David Hanson with Access Learning has provided 78 hours of professional development for TAKE Flight.

Take Flight is a comprehensive, ungraded, structured, and sequential curriculum that utilizes multisensory techniques for basic instruction in reading, writing, and spelling. Task analysis was used to organize and sequence the following:

- Phonic regularities for reading
- Rules for syllable division
- Spelling
- Other basic linguistic concepts

Take Flight is based on the pioneering research of Dr. Samuel T. Orton, a neuropsychiatrist, and the educational and psychological insights of Anna Gillingham. The Orton-Gillingham techniques for teaching children lacking a talent for

language became the basis of a pilot from 1965 – 1975 at the Language Laboratory at Scottish Rite for Children in Dallas, Texas. An interdisciplinary team worked to incorporate multisensory techniques, current findings in learning theories, and discovery teaching into the *Take Flight* curriculum.

WDMESC Literacy Leaders Professional Learning Community

Wilbur D. Mills Education Service Cooperative Literacy Leaders Professional Learning Community in collaboration with the Arkansas Department of Education was developed to improve the teaching and learning practices in K-12 literacy. All of our member districts participated in this opportunity. Each district selected a literacy leader to attend monthly sessions to collaborate in literacy content, curriculum alignment, assessment, and instructional practices. The focus this year has been RISE (Reading Initiative for Student Excellence), RISE K-2, Dyslexia, Disciplinary Literacy, Response to Intervention (RtI), Science of Reading, Formative Assessment, Executive Function, EdReports, AIIM (Arkansas Initiative for Instructional Materials), HQIM (High Quality Instructional Materials), Curriculum adoption, and changes to Special Education and its future implications for literacy educators.

2023-2024 Literacy/Dyslexia PLC Dates:

- October 31, 2023
- December 16, 2023
- February 23, 2024
- May 10, 2024

WDMESC STEM Leadership

The focus of this training for math and science coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics, science, and other STEM-related education. All 17 of our districts were asked to participate in this project. Districts selected math and/or science leader(s) to attend training/collaborating work sessions focusing on math and/or science content, curriculum alignment, assessment and instruction. Emphasis is placed on the Arkansas Math and/or Science Standards, instructional strategies, utilizing manipulatives in order to build conceptual understanding, and authentic assessments. Training and support have also focused on *Building Thinking Classrooms* by Peter Liljedahl, STEM Model School Program, Instructional Technology, the use of the AR Edreports website, and Science and Mathematics curricular resources. Some sessions during the year were held virtually, some were face-to-face, and some were face-to-face with a virtual option. Topics were based on the needs of participants at the time. A STEM Newsletter was also sent out monthly with information and registration links.

WDMESC Regional ESOL Support

Wilbur D. Mills Education Service Regional ESOL support was developed in collaboration with the Division of Elementary and Secondary Education Learning Services Unit to improve the teaching and learning process for English Learners (ELs) and to assist with the dissemination of information regarding curricula choices and implementation. Each superintendent names an ESOL coordinator for their district. All 17 of our districts are invited and encouraged to participate in this work.

ESOL Coordinators meet quarterly at the co-op to collaborate and discuss current issues, policies, updates, and significant trends related to ESOL Programming and EL services. These sessions are designed as an added layer of support for districts in ensuring they are up to date regarding compliance with the Office of Civil Rights and Federal and State laws pertaining to ESOL services. Additionally and equally as important, these sessions include discussion of effective instructional models, practices and curriculum for

providing English Learners with both English Language Development (ELD) and Meaningful Access to Core Content (Access).

The meetings are facilitated by the DESE Central Arkansas Region English Learner Specialist, Carrie Acrey, who works ongoing collaboratively with district ESOL Coordinators to update priority agenda topics and provide guidance, training and/or helpful resources and tools to support specific needs identified. At times, ESOL Coordinators with specific knowledge or skills related to agenda topics or other experts in the field are invited to present to meet the needs of the group. While the official quarterly ESOL Coordinator meetings are targeted for district ESOL Coordinators, Coordinators are often encouraged to bring members of their ESOL teams to collaborate on projects and network with other districts.

The ESOL meetings provide opportunities for districts to share and discuss with their colleagues from other districts. ESOL Coordinators who take advantage of this network support one another, share ideas, share best practices and brainstorm barriers to providing the best educational experiences for students. This community builds capacity across districts and allows them to better serve their English Learner (EL) population with the overall objective being that all WDMESC districts' are continuously striving to improve ESOL programming/instruction so that all ELs are able to participate meaningfully and equally in educational programs and services and have access to high quality instruction.

In addition to these quarterly meetings, district ESOL leadership, teachers and administrators serving ELs can participate in ESOL focused PD sessions provided by the DESE EL Specialist and other members of the state English Learner Unit. The sessions are intended to build on educators' knowledge and increase capacity in specific ESOL practices. Some examples of sessions offered are outlined below:

-ESOL Training Hub

A collection of short videos on all things English for Speakers of Other Languages (ESOL) facilitated by the DESE Office of English for Speakers of Other Languages. The goal of the videos is to build capacity in educators in their basic terminology and acronyms related to ESOL, become familiar with the process for identifying English Learners, and gain essential knowledge about compliance with federal regulations.

- Strategies for English Learners

Integrating a new English Learner into a classroom requires thoughtful planning to support their language development and overall academic success. Teachers will learn strategies to provide rigorous and relevant content to help EL students gain the skills needed to be college and career ready including scaffolding for language needs, providing vocabulary support, and providing differentiated instruction to meet the varied learning needs in the classroom.

- ELD for English Learners

Building English Language Development (ELD) instruction designed specifically to advance English learners' (ELs) proficiency. This presentation will answer the question of why school districts are required to provide ELD services and explain what ELD may look like at the district and school level for the models of ELD Pull-Out, Push-In, and Embedded.

-Virtual ESOL Coordinator Meetings

ESOL coordinators and ESOL enthusiasts are invited to attend up to 2 hour Zoom sessions with special topics and guest speakers.

-Novice ESOL Coordinator Q & A

This event is for new (less than three years in the position) ESOL Coordinators. Coordinators will be equipped with information concerning back to school, as well as, year-long policies and procedures for English Learner programs. Develop a timeline for tasks and create a network of support by attending your first meeting as a district ESOL Coordinators. Connect with your local network of area Coordinators and regional specialists.

- Maximizing Student Success: Special Considerations for English Learners & Dyslexia Screeners

This Zoom session will provide participants with important considerations for the successful identification and monitoring of students who are both multilingual and at risk for neurological learning disability, including dyslexia. This session will examine possible considerations for English Learners (ELs) and dyslexia.

-Cracking the Code: Identifying English Learners in Need of Gifted Services

This Zoom session looks at the process used to determine need for gifted services as well as how to address the spectrum of needs often present for Gifted & Talented (GT) English Learners (ELs).

- Connecting Content with English Language Proficiency Standards

This Zoom session will explore the ELP Standards with K-12 ELA Correspondences document that was recently updated to reflect the new Arkansas K-12 ELA standards. This session will provide an overview of the updates to the document and provide an opportunity for participants to explore ways to connect ELP standards to content standards for effective classroom instruction for English learners.

- LIEP into ESOL Data

This Zoom session will enable all educators to understand the process of determining educational programming for English Learners using ELPA21 data and resources which are based on the English Language Proficiency Standards.

- Strategies for English Learners

This virtual Zoom session explores integrating a new English Learner into a classroom requires thoughtful planning to support their language development and overall academic success. Teachers will learn strategies to provide rigorous and relevant content to help EL students gain the skills needed to be college and career ready including scaffolding for language needs, providing vocabulary support, and providing differentiated instruction to meet the varied learning needs in the classroom.

-ARKTESOL & Other Offerings

ESOL coordinators are also invited to attend bi-annual state-wide ESOL Coordinator meetings (virtually this year) facilitated by the ADE DESE ESOL Director and English Learner Unit. Additionally, all are invited and many attend the annual ARKTESOL conference for additional networking with other statewide coordinators and experts in the field.

WDMESC Gifted and Talented Professional Learning Community

The WDMESC GT PLCs were developed in collaboration with the Arkansas Department of Education to improve the teaching and learning process for gifted students and to assist with the dissemination of information regarding curricula choices, advanced options, acceleration, and implementation. All 17 of our districts are invited to participate in this work. Each district has a GT coordinator to oversee their curriculum, program options, proper documentation, and compliance with the rules and regulations set forth by the ADE. An invitation is extended to each coordinator to attend quarterly virtual meetings held at the co-op throughout the year. The meetings serve as means to keep districts in compliance with the GT rules and regs, to roll out and explain new initiatives, and implementation of curriculum. Experts in the field are also invited to present at these meetings or via Zoom to meet the needs of the group. The PLC meetings provide opportunities for districts to share and discuss with their colleagues from other districts. This community builds capacity across districts and allows them to better serve their gifted population by sharing curriculum and other materials.

WDMESC Assistant Superintendent / Curriculum Directors' Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Curriculum Directors Job Alike group was established to improve the

teaching and learning process for all content areas and to assist with the dissemination of information regarding curricula choices and implementation. All 17 of our districts are invited to participate in this collaboration. Each district designates staff to attend regular meetings held throughout the year.

The meetings serve as a venue for ADE personnel and other outside consultants to share with district leaders regarding the introduction of new requirements, explain initiatives, rules, and curriculum. The meetings provide opportunities for leaders to share and discuss with colleagues from other districts.

The meetings in the 2023-2024 school year had several areas of interest. Evan Beavers from ADE was brought in to discuss ATLAS and the Texthelp Suite. ATLAS is the new State Assessment and Texthelp Suite has tools that will be used on the new assessment. Beavers also discussed Upar and its importance for students to receive modifications or accommodations on the State Assessment. Jessica Bowman from ADE presented information on ways to improve ESSA scores with particular emphasis on recording and coding absentees.

WDMESC Principals' Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Principals' meetings focus is to assist building leaders as they enable their teachers to increase and improve learning opportunities for all students. The Principals Collaborative meetings are designed to enhance the understanding of current educational initiatives and unpack information. Our goal is to provide explanation and clarification as well as assist with implementation plans and strategies.

During the 2023-2024 school year, Evan Beavers from ADE was brought in to discuss ATLAS and the Texthelp Suite. ATLAS is the new State Assessment and Texthelp Suite has tools that will be used on the new assessment. Beavers also discussed Upar and its importance for students to receive modifications or accommodations on the State Assessment. Jessica Bowman from ADE presented information on ways to improve ESSA scores with particular emphasis on recording and coding absentees. Jackie Starks presented information to help us understand alternative licenses, alternative assessment plans, and the Arkansas Teacher Residency Model.

WDMESC Library/Media Specialists Collaborative Meetings

Wilbur D. Mills Education Service Cooperative Library Media Specialists PLC was established during the 2020-2021 school year in response to a direct request from a library media specialist (LMS). This regularly scheduled meeting is designed to share information with the LMS group as well as bringing all LMSs together to interact, share and collaborate. In the Spring of 2023 WDMESC hosted our 1st ever America's Battle of the Books competitions. Teams from 6 districts participated in the competition. In the Spring of 2024 WDMESC hosted the 2nd Annual America's Battle of the Books competitions. 17 teams from 8 districts competed. A total of 85 students participated.

WDMESC Federal Coordinator Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Federal Coordinators meet regularly to review upcoming deadlines, required actions, and best practices for programs related to Federal funds. All 17 of our districts are invited to participate in this work. Each district designates staff to attend regular meetings held monthly. The meetings serve as a venue for sharing the latest information, collaborating with experts from other groups, such as the AAEA and ADE. The meetings provide opportunities for leaders to share and discuss with their colleagues from other districts. In 2023-2024, Jessica Bowman from ADE presented information on ways to improve ESSA scores. Jayne Green from ADE presented information about ESSER funds, spending, and the Transparency Dashboard. The group also came up with a list of the top three things new Federal Coordinators should know.

WDMESC Technology Coordinator Collaborative Meetings

Wilbur D. Mills Education Service Cooperative district Technology Coordinators and staff meet regularly to collaborate and learn from one another regarding district technology issues. The Department of Information Systems and DESE Research and Technology regularly attend meetings to provide information and training on cybersecurity and other relevant topics.

Employment Policies and Practices

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

Employed

Number of new males employed by the cooperative for the 2023-2024 school year. For this number above, please provide the number in each of the following racial classifications:

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

Number of new females employed by the cooperative for the 2023-2024 school year. For this number above, please provide the number in each of the following racial classifications:

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

Terminated

Number of males terminated by the cooperative during the 2023-2024 school year. For this number above, please provide the number in each of the following racial classifications:

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

Number of females terminated by the cooperative during the 2023-2024 school year. For this number above, please provide the number in each of the following racial classifications:

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

Seeking Employment

Number of males seeking employment by the cooperative during the 2023-2024 school year. For this numbers above, please provide the number in each of the following racial classifications:

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

Number of females seeking employment by the cooperative during the 2023-2024 school year. For this number above, please provide the number in each of the following racial classifications:

- 29 White
- 0 African American
- 1 Hispanic
- 0 Asian
- 0 American Indian/Alaskan Native
- 0 Not Stated

Program: Accounting

Funding Source: Base

Competitive Grant: No

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Christie Gillion - Business Manager - HSD, Certified School Business Official

Misty Wolfe, Assistant Bookkeeper - HSD, Certified School Business Official

Goal

To provide financial support to all programs and participating districts of the cooperative.

Program Summary

2023-2024 State Funding Source

General Operating \$472,142

Base Funding \$408,618

Professional Development \$257,596

Content Specialist \$630,000

Technology Coordinator \$80,000

HIPPY \$1,505,730

Early Childhood Special Education \$1,181,737

Early Childhood Special Education Extended School Year \$2,442

Career & Technical Education Coordinator \$55,000

Gifted & Talented Specialist \$30,000

Novice Teacher \$322,000

Teacher Retention Social Emotional Support \$10,000

Master/Lead Professional Educator Designation \$25,000

Early Childhood Special Education Early Intervention Day Treatment \$419,603

Early Childhood Special Education Local \$518,250

2023-2024 Federal Funding Source

Carl Perkins \$260,852

Carl Perkins Innovation \$81,739

Carl Perkins Recruitment & Retentions \$10,000

Early Childhood Special Education \$415,213

ARMAC \$65,558.54

Medicaid \$214,000

ESEA Title I Migrant \$610,431

ARP Homeless \$56,670

ARP ESSER Acceleration thru Communities of Practice \$43,500

Technology ARP \$19,736

Program: Administration - Director's Office

Funding Source: Base Funds

Competitive Grant: No

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Brad Horn, Director - MSE + Admin. Certificate

Christie Gillion, Business Manager - HSD Certified School Business Official

Misty Wolfe, Assistant Bookkeeper - HSD - Certified School Business Official

April Thompson, Administrative Assistant - HSD

Program Summary

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, programs, and operations. He is specifically charged with leading the Cooperative staff to accomplish goals and to meet the program and service expectations of all funding agencies and stakeholders. He serves as a liaison for member districts to the Department for Education, the State Board of Education, the legislature, and other policy making agencies.

Both the director and business manager are bonded representatives with fiduciary responsibility for receiving and expending all funds. Because the Arkansas Public School Network (APSCN) accounting system is required of all state education agencies and because that system loosely fits such agencies as cooperatives where funding comes from many and varied sources, the bookkeeping procedures are complicated. The result is that much attention is paid to internal fiscal control. Each cooperative program coordinator is responsible for that program budget and is required to maintain a program account consistent with the APSCN coding procedures established by the central office and to work closely with the director and business manager in all fiscal decisions.

Program: ADE/APSCN Student Applications Field Analyst

Funding Source: Arkansas Department of Education

Participating Districts: Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Heber Springs, Jacksonville, Lonoke, McCrory, Pangburn, Quitman, Riverview, Rose Bud, Searcy, West Side, White County Central

Personnel

Jessica Bowman, APSCN Student Field Analyst - B.B.A

Goal

To provide end-user support to district student users of the statewide student management system, Cognos reports, and to meet statewide reporting 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 student management systems application provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. Districts electronically submit data to the ADE nine times a year. The student field analyst provides districts with support and training workshops through meetings at the Cooperative, school visits, and communicating closely by email, telephone and Zoom meetings. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover.

Major Highlights of the Year

Facilitate and implement eSchool trainings for new or existing users, implementation of eSchool (student management system) upgrade and PowerSchool Enrollment. Also kept all districts updated with new reporting changes.

Program: Career and Technical Education

Funding Source: Carl D. Perkins Funding

Funding Amount: \$260,852.76

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, and White County Central

Personnel

Robert Reedy, CTE Coordinator - MSE

Goal

The goal of Career and Technical Education is to assist schools in developing more fully the academic knowledge, Career and Technical, and employability skills of students who enroll in Career and Technical Education programs and programs of study. It is our goal to ensure our teachers are trained in the most current technology and bring that technology to our students so that we can best prepare them for the future ahead. Perkins indicators are used as a guide to determine where to provide training for teachers and students.

Smart Goals:

1. By the end of the 23-24 school year, the CTE department will improve student certifications by 25%.
2. CTE programs will align curriculum and partner with industry stakeholders to gain students employability skills.

Program Summary

The coordinator for the Wilbur D. Mills Consortium is required to write the annual Perkins Grant and to purchase equipment, software, supplemental curriculum and industry certifications for the member districts. This is done through pre-approved projects in the grant. The CTE Coordinator is also responsible for handling the reports required by the program and the professional development as needed. A CLNA, Comprehensive Local Needs Assessment, is compiled annually to outline the need for support.

Highlights of the Year

WDMESC also hosted a college and career fair and collaborated with community, students, business and industry professionals as well as college and technical school faculty and staff. Thirteen professional developments were offered to various pathways. Offering a varsity to all WDMESC Consortium schools.

Supplemental Curriculum: This year, many teachers at all 14 of the WDMESC consortium schools requested supplemental curriculum to help with their lesson planning and classroom instruction. Here are the requests:

- iCEV online supplemental material subscriptions for their classrooms (July 1, 2023 - June 30, 2024). WDMESC is requesting supplemental teaching materials. iCEV Agriculture, iCEV Business, iCEV Career Exploration, iCEV FCS, iCEV Drones, iCEV Med Pro, and others as requested. All fourteen school districts with fifty-two teachers in the consortium will benefit from these supplemental materials.
- Four Business and Marketing teachers (Bald Knob, Pangburn, Riverview, and White County Central) requested Gmetrix material by Certipoint. Gmetrix is used to prepare students for the Microsoft Specialist certifications.
- Eleven Business and Marketing teachers, (Augusta, Bald Knob, Bradford, Des Arc, England, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, White County Central) requested Testout supplemental curriculum that is used for business and marketing and also used to train students for the Microsoft Specialist certifications.
- AES education supplemental curriculum was purchased for Augusta Medical Professions and Criminal Justice programs of study for classroom instruction.
- CTE teachers at Beebe, Bradford, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, and White County Central requested the Glowforge Premium software to use with their Glowforge laser

engraver equipment.

- One Less Thing Agriculture curriculum was purchased for Beebe, Hazen, White County Central Agricultural departments.
- Stukent curriculum was purchased for the Riverview Business and Marketing department.
- Texas Tech FCS curriculum was purchased for Carlisle, McCrory, and Rose Bud.

Certifications: With Perkins V, certifications is an indicator for funding, so it is important to achieve as many industry recognized certifications as possible. The following certifications were purchased:

- Eleven Family and Consumer Science teachers (2 Beebe, Bald Knob, Bradford, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, White County Central) requested the ServSafe Food handler certification.
- Five Family and Consumer Science teachers (Beebe, Hazen, McCrory, Rose Bud, and White County Central) requested the Servsafe Manager certification.
- Three Family and Consumer Science teachers (2 Beebe and Rose Bud) requested the CPR instructor certification.
- Ten Agriculture teachers (Beebe, Bradford, England, Lonoke, McCrory, Pangburn, Riverview, White County Central) requested OSHA-10 certification for their Agricultural Mechanics programs of study.
- Two Family and Consumer Science teachers (Beebe and White County Central) requested the Paraprofessional Praxis certification for the Pre-Educator students.
- Bradford Agriculture teacher requested the iCEV Ducks Unlimited certification for the Managing Natural Resources program of study.
- Beebe and White County Central Drone teachers requested the FAA-107 Exam Preparedness course and the FAA-107 exam.
- All certifications are reported using the LEA Insights system.

Perkins Funded Projects: Here are the Perkins funded projects for the 2023-2024 school year.

- Twenty-five computers were purchased for the McCrory Business and Marketing departments.
- Twelve virtual reality headsets were upgraded to be used for Career Development teachers in all 14 consortium schools. They have been divided into three sets of four and are distributed among the schools. Each school will use the headsets for two weeks and then they are moved to different schools. Augusta, Beebe, Bradford, Bald Knob, Cabot, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central schools have all used these headsets in the Career Development classes. This has been a big hit with the 7 and 8 grade students.
- Two Augmented Welding Simulators are shared among Career Development and Agriculture programs. Bald Knob, Bradford, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, White County Central have all benefited from using these welding simulations.
- Five Family and Consumer Science teachers (Carlisle, Beebe, Hazen, Rose Bud, White County Central) requested Jelly, Juice, Salsa equipment for their food labs.
- Ten Glowforge laser engravers were purchased for Beebe, Carlisle, Des Arc, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, White County Central CTE departments.
- Eight Lumberjack tool kits were purchased for Beebe, Carlisle, Des Arc, Lonoke, McCrory, Riverview, Rose Bud, White County Central Agriculture departments.
- Miller MillerMatic 255 Multi Process welding equipment was purchased for Beebe, Carlisle, and Rose Bud.
- All American Tool Kit was purchased for Beebe, Bradford, Carlisle, Des Arc, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, White County Central Agriculture departments.
- A CPR mannequin kit was requested for the Bald Knob and Lonoke Family and Consumer Science department to use in the human services program of study.
- Two Pop N Fume kits were purchased for Beebe Criminal Justice department.
- Real Care Baby was purchased for Carlisle and Rose Bud Family and Consumer Science departments.
- Real Care Baby Storage and Charging Cases was purchased for the Beebe and Carlisle Family and Consumer Science departments.
- CPR/ AED Kit was purchased for the Bald Knob Family and Consumer Science department.
- A commercial refrigerator was purchased for Beebe Family and Consumer Science department.

- A Sewing Equipment bundle was purchased for the Lonoke Family and Consumer Science department.
- Embroidery Sewing equipment was purchased for Bradford, Carlisle, Hazen, Lonoke, Pangburn, Rose Bud, and White County Central Family and Consumer Science departments.
- Three drones were purchased for the Beebe, Des Arc, and White County Central Unmanned Aerial Systems departments.
- 3D printing equipment was purchased for the White County Central Business and Marketing department.

Grants: The CTE department was awarded an Innovation grant of \$81,739.94 for the purchase of Glowforge equipment for Beebe, Carlisle, Des Arc, Hazen, Lonoke, McCrory, Pangburn, Riverview, and Rose Bud CTE departments.

The CTE Coordinator has worked with several of the teachers to offer interactive and hands-on professional developments that are relevant and meaningful to our CTE programs. Thirteen CTE professional developments was offered to meet the needs of various CTE departments.

I have served as the year 1,2,3 year novice CTE teacher mentor. I have participated in professional developments and contacts throughout the school year. I also serve at the 410,412,418 mentor for CTE teachers to earn these endorsements to their license.

The CTE Coordinator is also assisting with competitive events for FFA, FBLA DECA, Skills, FCCLA and TSA. All of these groups are Career and Technical Student Organizations which support and enhance student learning and opportunities through the CTE. Students are able to compete and collaborate with other students from around the state.

Wilbur D. Mills Education Service Cooperative CTE Concentrator and Completer Report
To understand the report please review the criteria for both Concentrator and Completer status.

Concentrator
A concentrator is a key component of Perkins V federal accountability performance measures. The federal definition states: The term ‘CTE concentrator’ means— “(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and “(B) at the postsecondary level, a student enrolled in an eligible recipient who has— “(i) earned at least 12 credits within a career and technical education program or program of study; or “(ii) completed such a program if the program encompasses 5 fewer than 12 credits or the equivalent in total.”
A CTE concentrator is a student who has completed two (2) courses within a career cluster.

Completer
A completer is not a federal Perkins accountability measure but is recognized at the state level. A CTE program of study completer is a student who completes at least three (3) courses in a single career and technical education program of study. Although industry-recognized certifications are an expectation when completing a program or program of study, students may still be recognized as a completer if they do not attain an industry-recognized certification. This includes the courses at Level 1, Level 2, and Level 3 within an approved single program of study. A CTE completer is a student who has completed three (3) courses within a career cluster.

A complete summary report can be found at the Department of Education, Division of Career and Technical Education’s website. <https://reports-dcte.ade.arkansas.gov/Summary>
The Concentrator and Completer Summary for Wilbur D. Mills Education Service Cooperative states the following information:

- State Participation is 82.86% vs. WDMESC Participation is 87.63%
- State Concentrators are 26.78% vs. WDMESC Concentrators are 35.68%
- State Completers are 10.04% vs. WDMESC Completers are 16.82%

Wilbur D. Mills Education Service Cooperative CTE Department encourages its member districts

to incorporate supplements curriculum, certifications, and technology advanced equipment to support high numbers of Concentrator and Completer numbers.

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

Statewide

Personnel:

| | |
|---|--|
| Name: Adam Musto | Name: Alex Moeller |
| Position: Director of Computer Science | Position: Statewide CS Specialist |
| Degree: M.S. and M.A.T | Degree: |
| Name: Ashley Kincannon | Name: Jim Furniss |
| Position: Statewide CS Specialist | Position: Statewide CS Specialist |
| Degree: | Degree: |
| Name: John Hart | Name: Stacy Reynolds |
| Position: Statewide CS Specialist | Position: Statewide CS Specialist |
| Degree: MLIS | Degree: MSE |
| Name: Zachary Spink | Name: Tammy Glass |
| Position: Statewide CS Specialist | Position: Statewide CS Specialist |
| Degree: MSE | Degree: |

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 - 4 days
- 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 Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

Conferences Presented at:

- State TSA Conference
- Arkansas Association for Career and Technical Education

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2023
- CS Education Week Activities December 2023
- Solar Eclipse Data Hunt - January-April 2024
- TSA State Conference – March 2024
- Support of Robotics Competitions (VEX, FIRST) March 2024
- Great Arkansas History Video Game Coding Competition March 2024
- Allstate Coding Competition April 2024

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 1595 education professionals and 7125 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
- Partnered in the creation of new computer science related CTE courses

ONGOING SUPPORT:

- Specialists are in the process of revamping trainings for the upcoming summer
- 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 260 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: Consolidated Purchasing Services

Funding Source: Member Districts

Funding Amount: N/A

Participating Districts

Augusta, Beebe, Bald Knob, Bradford, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Riverview, Rose Bud, Searcy, White County Central, and Wilbur Mills Coop.

Personnel

Brad Horn, Director - MSE + Admin. Certificate

Wendy Spann, Administrative Assistant - HSD

Goal

The goal of Consolidated Purchasing Service is to save money for member schools, to provide convenience and a time-saver for member districts.

Program Summary

The WDMESC seeks bids on instructional materials (including duplicator paper) to provide member districts with savings on the materials they would have to order from other sources.

Major Highlights of the Year

15 member districts participated, along with WDMESC, in the program and placed purchase orders to the successfully bidding vendors in the amount of \$250,702.86. The bid was awarded to Contract Paper Group for the 2023-2024 school year.

17 member districts participated in the required school choice announcement as required by the Standards for Accreditation Office at the Arkansas Department of Elementary and Secondary Education. WDMESC provides this service at a reduced cost by combining school district announcements in the county newspaper where it is available.

12 member districts participated in the required school lunch media release program as required by the Standards for Accreditation Office at the Arkansas Department of Elementary and Secondary Education. WDMESC provides this service at a reduced cost by combining school district announcements in the county newspaper where it is available.

Program: Early Childhood Special Education Program

Funding Source Federal & State Funding

Funding Amount \$ 2,543,031

Restricted Funding: Yes

Competitive Grant: No

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, Hazen, England, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy and White County Central

PERSONNEL

| Name | Position | Degree |
|---------------------|-----------------------------|---------------|
| Suzanne Bailey | ECSE Coordinator | Doctorate |
| Curtis Spann | ECSE Interim Coordinator | MSE |
| Jamie Watson | Medicaid/E-school Assistant | HSD |
| Dahnah Chambers | Administrative Assistant | Associates |
| Bailee Bettencourt | Examiner/ECSE Teacher | MSE |
| DeAnna Collins | Behavior Consultant | MSE |
| Johnnie Cook | Intake Coordinator | BS |
| Kerry Guyot | Examiner/Speech | MSE |
| Wendy Clark | Speech Pathologist | MSE |
| Kristy Poe | Speech Pathologist | MSE |
| Daphne Crider-West | Speech Pathologist | MSE |
| Tori Sanders | Speech Pathologist | MSE |
| Monica Hofheinz | Speech Pathologist | MSE |
| Marie Mitchell | ECSE Teacher | BSE |
| Abby Baker | Examiner/ECSE Teacher | MSE |
| Juanitta Lynn | ECSE Teacher | MSE |
| Robin Hall | ECSE Teacher | MSE |
| Tenisha Neal | ECSE Teacher | BSE |
| Kristen Bell | ECSE Teacher | MSE |
| Ginger Patton | ECSE Programmer | BSE |
| Alicia Cherry | ECSE Teacher | BSE |
| Amy Gerlach | ECSE Programmer | MSE |
| Robyn Berner | ECSE Programmer | BSE |
| Colleen Jobe | ECSE Programmer | ME |
| Misty Parker | ECSE Programmer | MSE |
| Jessica Sanchez | ECSE Teacher | BSE |
| Sarah Henson | ECSE Programmer | BSE |
| Kimberly Hurley | Occupational Therapist | MS |
| Kristen Vannada | Medicaid Assistant | Associates |
| Gabby Counts | Paraprofessional | HSD |
| Melissa Smith | ECSE Teacher | BSE |
| Tammy Williams | ECSE Teacher | BSE |
| Lucas Smith | ECSE Teacher | BSE |
| Jordan Gibson-Kurck | ECSE Paraprofessional | Associates |
| Stephanie Gilbert | Occupational Therapist | MSE |
| Katie Adair | ECSE Teacher | BSE |
| Khakee Kuykendall | Speech Pathologist | MSE |

Natasha Seekins
Lauren Douell
Amber Graham

ECSE Paraprofessional
Speech Pathologist
Programmer

Associates
MSE
MSE

GOAL: The goal of the Early Childhood Special Education Program is to identify and serve children with disabilities, ages 3 through 5, by providing developmental special education services, speech therapy, and related services such as occupational and/or physical therapy.

SMART GOALS: By the end of the 2023-2024 school year, at least 43% of children who are receiving special education services within the Wilbur D. Mills Early Childhood Special Education Program for cognitive or language delays, will exit our program at age-appropriate levels in the area of “Knowledge and Skills,” based on the Arkansas Childhood Outcomes Summary Rating.

By the end of the 23-24 school year, at least 57.17% preschool children, who have been identified and are receiving special education services within the WDMESC Early Childhood Special Education Program, will be functioning with the required age expectations in the area of knowledge and skills.

DATA COLLECTION: Data for the ECSE Smart Goal is to be collected at the end of the 2034-204 school year, when all students dismissing or transitioning out of the program officially have their exit outcome score posted. All students who enter the program with an Individualized Education Plan (IEP) receive a set of entry outcome scores when they are first placed, and a set of exit outcome scores when they are exited out. Within these numbers, the goal is to see the entry number score increase to a higher exit number score in all outcome areas. Due to data research on prior year outcome reports provided by the state, the EC Smart Goal was based on the only outcome area in which the score given to the program did not meet the state rate assigned by the Arkansas Department of Education- Early Childhood Special Education. At the end of the 2023-2034 school year, the EC Department will compare the program outcome rates with those of previous years to ensure growth in numbers between the entry and exit outcome rating of each student in the area of “Knowledge and Skills.” These numbers are being monitored throughout the school year as well, by consistently viewing and comparing a sample set of student IEP’s at each quarter. Quarterly reports are provided for each student in which progress data towards individual goals is listed on the student’s IEP and sent home to parents. By monitoring this set of data each quarter, the program is also able to prematurely guarantee that progress is being made towards not only individual student goal progress, but also towards the program’s Smart Goal.

PROGRAM SUMMARY: Through the Early Childhood Special Education Program, children who may demonstrate potential developmental delays that would adversely affect their learning are located, identified, evaluated, and, if eligible, provided special education services. The following services are available: Developmental Special Education Services, speech/language therapy, and related services in occupational therapy, physical therapy, and mental health.

Behavior Intervention Consultation services are provided to assure that children ages 3 through 5 in need of behavioral interventions are properly identified and receive the necessary services and support. The consultants work with Early Childhood teachers in ABC, Pre-K, Head Start, and Day Care programs to develop behavior interventions for students who are eligible for special education services for developmental delays in the area of Social/Emotional Development.

Once a child is referred to the program, that child is screened in the areas of vision, hearing, fine & gross motor, cognition, self-help, social/emotional, and communication. If the screening process identifies a potential delay, a special education referral conference is held to determine if evaluations are warranted to determine if a child is eligible for early childhood special education services. Upon the completion of the evaluation process, an evaluation programming conference is held

to determine if the child is eligible for Special Education Services. If the child meets Arkansas Early Childhood Special Education Eligibility Guidelines, an IEP is developed to address the deficit area(s). An annual conference is held to review the child's progress, educational placement, ESY Services and develop a new IEP.

The Early Childhood Special Education Program works closely with ABC, Pre-K, Day Cares, and Head Start programs as well as with parents in the White, Woodruff, Prairie, and Lonoke counties as well as the Jacksonville North Pulaski School District area, in order to meet the individual special education needs of their children.

The Early Childhood Special Education Program provides mass screenings to all children attending a public school ABC program, private ABC program or Head Start Program located in White, Woodruff, Prairie, and Lonoke counties as well as the Jacksonville North Pulaski School District.

MAJOR HIGHLIGHTS OF THE YEAR

Child Find Numbers

628 December 1 Child Count (decrease from 691 from the previous year) / Currently serving 747 students
1437 Children Screened

Professional Development Trainings

Inclusion and Technology, Child Maltreatment, Behavior and Social Skills, Autism Spectrum, Sensory, and ADHD, Early Childhood Interventions and Autism Spectrum Disorder, Differentiating, Sensory from Behavior, Pediatric Yoga, Effective Early Intervention, Asperger's Disorder, Preschool Inclusion, Psycho-educational Report Writing, Emotional Disturbance Reports, Neuroscience and the Classroom, Different Learners and Different Minds, Effective Motivation for Children, Creating a Culture that Connects, Paradigm Shift: Seeing Students Through a Trauma Informed Lens, Foundations of Special Education, Behavior Intervention Plans, Section 504 vs. IDEA Understanding the Fundamentals, Bullying Full Circle- Beyond the Victim, Something to Talk About: Suicide Awareness, Roles and Responsibilities in Special Education, Laws and Legal/Ethical Issues in Special Education, Major Components of IDEA, Novice Teacher Boot Camp, Curriculum and Guidance for Young Children, Practices and Procedures for Children with Exceptionalities, Trends in Curriculum and Reform, LEA Administrator's Academy 2021, Special Education Finance Year a Glance, Early Childhood Cycles 2,4, and 7, Paraprofessional Training, Effective Sensory Diets, Therapy Solutions for Young Children with Apraxia, Functional Behavior Assessment, Conducting and Documenting the Functional Behavioral Analysis, Reflex Integration, Visual Motor Strategies, Toe Walking, Therapeutic Rapport and Self Regulation, Screen Time and Autism, Bilingual Children with Highly Unintelligible Speech, Play is Fundamental, Social Communication Disorder, Overcoming Selective Mutism, Early Childhood Stuttering, Collaborative Therapy, Counseling Families with Children with Communication Disorders, Language and Literacy, Phonological Processes, Infection Control Strategies, Incorporating Literacy into Early Intervention, Preschool, and home, Difficult Conversations with Parents, Integrating Mindfulness Techniques into Pediatric Speech-Language Pathology, Assessing Children's Phonological Systems, Pre-Assessment for Differentiating Language Differences, Applying Complexity Research to Promote Rapid Improvement for Children, An Introduction to Hippotherapy as a Treatment Tool for Speech Language, Back to the Basics: Down Syndrome, Desensitization Activities for School-Aged Children Who Stutter, Embedding Intervention Strategies into Everyday Activities of Infants/Toddlers, Strengthening Students' Core Vocabulary for Powerful Communication, 20Q: Counseling Families of Children with Communication Disorders, Pediatric Voice Disorders: Diagnostic and Treatment Approaches, Speech and Sound Disorders: Old and New Tools, Evidence -Based Practices in Selecting and Using Standardized Tests: Considerations for Speech Testing, Low-Budget Therapy Solutions, Food Insecurity and Obesity in Arkansas, Oppositional, Uncooperative and Aggressive Behavior, Bridging the Gap: Transitioning from Early Childhood Special Education, The Pediatric Brain, and Traumanomics: Crimes Against Children and Strategies to Deal with ACEs in the Classroom.

The Early Childhood Special Education Program has held meetings throughout the year for Child Find with staff members from area districts, centers, Head Start, and community organizations in attendance to collaborate ideas on how to locate

children who may be in need of our special services as well as how to communicate our services to all stakeholders.

Early Childhood Data for Annual Report

| MEASUREMENT | Positive Social/ Emotional Skills | Acquisition and Use of Knowledge and Skills | Use of Appropriate Behaviors to Meet Needs |
|---|--------------------------------------|--|--|
| A. Percent of preschool children who did not improve functioning. | Count: 0 Percent: 0.00% | Count: 0 Percent: 0.00% | Count: 0 Percent: 0.00% |
| B. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers. | Count: 14 Percent: 3.05 % | Count: 8 Percent 1.74% | Count: 9 Percent: 1.96% |
| C. Percent of preschool children who improved functioning to a level nearer to same aged peers but did not reach it. | Count: 111 Percent: 24.18% | Count: 244 Percent: 53.16% | Count 116 Percent: 25.27% |
| D. Percent of preschool children who improved functioning to reach a level comparable to same aged peers. | Count: 328 Percent: 71.46% | Count: 204 Percent: 44.44% | Count: 327 Percent: 71.24% |
| E. Percent of preschool children who maintained functioning at a level comparable to same aged peers. | Count: 6 Percent: 1.31% | Count: 3 Percent: 0.65% | Count: 7 Percent: 1.53% |

Program: ESC Works

Funding Source: Arkansas Educational Service Cooperatives,
Arkansas Department of Elementary and Secondary Education

Competitive Grant: No

Restricted Non-Restricted

Participating Entities

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

Purpose

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

Goal

By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for school districts to easily verify employment history and trainings when they are interviewing and selecting high-quality educators for open positions.

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

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

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

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

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$6,242.62 was paid by each entity for site maintenance and support FY23-24. Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was **\$99,881.93 FY 23-24**.

Program: Gifted Talented

Funding Source: Arkansas Department of Education

Funding Amount: \$30,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Jennifer Park, GT Specialist - MSE

Goals

1. To provide quality educational opportunities and sessions for teachers and students while addressing the unique needs of gifted populations.
 - a. Plan and provide virtual quarterly coordinator meetings.
 - b. Plan and provide virtual professional development.
 - c. Collect and analyze local data to discover trends and set goals.
2. Stay current in the field of gifted education by attending sessions and reading newly released studies.
 - a. Attend GT unit meetings with the Arkansas Department of Education.
 - b. Attend sessions and professional development
3. Assist member districts to set goals and meet the program standards for Gifted and Talented Education as laid out by the Arkansas Department of Education.
 - a. Provide support for the program approval application process.
 - b. Provide support for virtual learning and policies around gifted services.
4. Assist districts and/or coordinators in Pre-Advanced Placement and Advanced Placement updates and requirements.
 - a. Forward any new and upcoming information released by College Board.
5. Provide quality resources, serve as a liaison with the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement.
6. Work with parent and professional organizations including other public and private agencies.
7. Work with the district coordinators to promote gifted education through public awareness and advocacy.
8. Support coordinators in program options and provide districts with current research, trends, and instructional strategies.
9. Work collaboratively with the other WDMESC staff/specialists to provide quality professional development and ongoing support.

Professional Development Program Summary

This year the GT specialist assisted schools with onsite support of their GT programs, program application process, program options, and writing policies needed for compliance. There were 6 onsite GT coordinators' meetings for support and strategies to assist them in their local GT programs. In addition, WDMESC provided the following onsite student activities: Game Day (3rd grade), STEM Day (4th grade), Critical Thinking Day (5th grade), Community Service Day (6th grade), Elementary Quiz Bowl, fall and spring chess tournament (K-12th grade), Global Domination event (9th-12th grade). A book study that focused on Depth and Complexity was held in January. There was information disseminated to each district for Stock Market Game, the Youth Entrepreneur Showcase competition, virtual workshops on differentiation, assisted in Novice Teacher support, secondary content/differentiation certification training, and TESS support.

Major Highlights of the Year

The GT Specialist provided professional development for both GT teachers and K-12 teachers offering enrichment lessons to encourage students' creativity and critical thinking skills.

The ADE visited one district in the Wilbur D. Mills Education Service Cooperative for compliance of GT program standards this school year.

This year, the GT Coordinators wanted to incorporate a single event for each grade level from 3rd to 6th grade. Each event would focus on a specific skill or area. Every event would allow students to meet and work with students from other districts. For 3rd grade, we held Game Day, which focused on explaining giftedness and allowed students the opportunity to take some risks, learn good sportsmanship, and become more comfortable with failure.

Based on the feedback from last year's event, we held 4th grade STEM Day again this year. The students worked together in cooperative teams to build roller coasters. Teams were composed of students from other schools rather than from their home district. This gave students the opportunity to work on both "soft skills" and STEM skills. After several fun icebreakers to help everyone get to know each other better, each team received a bag of identical supplies and about 90 minutes to build their best roller coaster. Roller coasters had to be freestanding and fully functioning. Supplies included foam pipe insulation, popsicle sticks, straws, paper plates, colored paper, cardboard tubes, and tape. Students could also choose colored streamers and duct tape to enhance their chosen theme. Prizes were awarded in five categories: best theme, most technical, safest, most team spirit, and judges' choice.

This year for 5th grade, we held a Critical Thinking Day. As with every other event, students were grouped with others from different districts. They worked together to solve numerous critical thinking activities throughout the day. These included an escape room, lifeboat survival, solved riddles, and made mathematical observations with pipes (facilitated by one of our Math specialists Dr. Tim Brister & assisted by other STEM leaders).

In December, our 6th grade students held a Community Service Day. This day focused on providing for others. Students rotated through stations where they made blessing bags for Ozark Mission Project, put together craft kits for Arkansas Children's Hospital, made paintings for the elderly, compiled thank you packets for Mamie's Poppy Plates, wrote thoughtful letters to loved ones, and made holiday cards for recovering soldiers.

In the fall, we held Global Domination, based on the board game Risk, for grades 9th and up. The retired GT Coordinator from Rogers who created Global Domination and has facilitated the activity with Springdale and Rogers students came to lead the fall event, because our 4 student facilitators from last year wanted to actually play again. It has been a very successful event for the last few years.

The GT Specialist also serves as President of Arkansans for Gifted and Talented Education. She has encouraged co-op GT educators to take a more active role and serve on committees within the organization. There are currently 4 GT Coordinators serving on the board in a leadership capacity.

Program: Home Instruction Program for Preschool Youngsters (HIPPY)

Funding Source: Arkansas Better Chance

Funding Amount: \$ 1,505,730

Competitive Grant: Yes

Restricted

Participating Districts

Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Jason Clark, Program Director - MSE+

Katey Ball, Field Coordinator - MSE

Crystal Weatherford, Field Coordinator - MSE

Stephanie Heidelberg, Field Coordinator - MSE

Kelly Ramey, Field Coordinator - MSE

Sam McDonnel, Field Coordinator - BSE

Susie Keller, Secretary/Intake - HSD

Goal

The goal of the Wilbur D. Mills Education Service Cooperative HIPPY Program is to reach families in their familiar surroundings, empower parents in the educational role as their child's first teacher, assist the caregivers in better preparing their children for success in school, and serve as a liaison between the home and the public schools.

Smart Goals

1. HIPPY intends to prepare our preschool population (ages 2, 3, 4 and rarely 5) for kindergarten readiness by teaching parents how to best help their children through a guided 30 week curriculum.
2. The BRIGANCE Early Childhood Assessment focuses on skills that lead to school success and the assessment inventories observed by the Home Based Educator use of observation, interviews, and child performance to pinpoint understanding in the domains tied to early development and school or kindergarten readiness.
3. During the 23-24 school year, a beginning of the year and year end BRIGANCE assessment will be given to all four year olds who begin and complete the 30 week curriculum. An overall 20% increase in score from the initial to the year end assessment will be obtained.

Program Summary

The WDMESC HIPPY Program served approximately 775 students, ages 2, 3, 4, and 5, and 749 families within fourteen (14) school districts during the 2023-2024 program year. The coordinating staff of the WDMESC HIPPY Program and the staff of thirty-two (32) home-based educators from the school districts administered the Family Map questionnaire to each parent and held two parent-teacher conferences with the parent. The children and parents also received Ages & Stages Questionnaire and Ages & Stages Social-Emotional Questionnaire twice during the year. The Home Visiting staff role-played HIPPY curriculum each week for 30 weeks to the caregiver, and shared enrichment relating to their community and school district. The staff also assisted each family in acquiring the documentation necessary for the child to successfully transition into school. This documentation included information such as birth certificate, social security card, immunization records, and current well-child check-ups. The staff also entered each family and child into the ABC data system, COPA, which tracks family information and weekly home visits. HIPPY Monthly Group Meetings met six times at the participating school districts. Eighty-four (84) total parent/child meetings were held coop wide during the school year. Weekly staff training led by the field coordinators were held to provide home-based educators the skills to effectively instruct and support parents. WDMESC has made a long-term investment in quality learning experiences for children through the HIPPY (Home Instruction for Parents of Preschool Youngsters) program, which has a model of shared learning through family-engagement activities that will ensure children are able to successfully transition from the home environment to the school environment and beyond. HIPPY has components that include developmentally appropriate

curriculum, weekly home visits, and regular group meetings that are meant to help guide and teach the parents and families how to transition from home life to school life successfully. The HIPPY curriculum uses standardized instructional materials, storybooks, activity packets, and manipulatives, and each activity packet focuses on skills in literacy, math, motor, language and science, while also reinforcing the development of oral language, sensory skills, perceptual discrimination, as well as problem-solving skills.

Major Highlights of the Year

The WDMESC HIPPY Program had a successful audit/mock accreditation with the AR Division of Child Care and Early Childhood Education and Arkansas HIPPY with complimentary findings. Wilbur Mills HIPPY currently holds the HIPPY Certificate of Accreditation from HIPPY National for all sites. This is a quality assurance standard accreditation through the HIPPY Excellence Program.

WDMESC HIPPY Data

To help determine the effectiveness of the program, the academic achievement of Year 2 students (4 year olds) that fully participated in the 2023-2024 academic year was measured using the Brigance Early Childhood screening and assessment inventories. Home Visitors pretested in the fall of 2023 and completed a posttest in the spring of 2024 with the same students. The assessment measured eleven basic skills: (1) Knows Personal Information, (2) Identifies Colors, (3) Identifies Pictures by Naming, (4) Visual Discrimination, (5) Visual Motor Skills, (6) Gross Motor Skills, (7) Names Parts of the Body, (8) Follows Verbal Directions, (9) Counts by Rote, (10) Recognizes Quantities, and (11) Verbal Fluency and Articulation. Descriptive statistics were calculated using both pre- and post-assessment data and show an increase of 22.79% of measurable growth of knowledge overall with the following breakdown:

- (1) Knows Personal Information +18.53%
- (2) Identifies Colors +10.80%
- (3) Identifies Pictures by Naming +14.19%
- (4) Visual Discrimination +41.73%
- (5) Visual Motor Skills +60.92%
- (6) Gross Motor Skills +42.40%
- (7) Names Parts of the Body +18.41%
- (8) Follows Verbal Directions +12.05%
- (9) Counts by Rote +15.97
- (10) Recognizes Quantities +40.23%
- (11) Verbal Fluency and Articulation +5.85%

Program: Literacy

Funding Source: Arkansas Department of Education Learning Services Division, K-12 Literacy Unit

Funding Amount: \$270,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Amber Bass, K-12 Literacy - Master in Education

Greg Moore, K-12 Literacy - Master in Education

Lauren Ussery, K-12 Literacy and Dyslexia - Master in Education

Goals

Goal 1: To assist all participating education institutions in meeting the goals and standards established by the Arkansas Department of Education and the Arkansas English Language Arts Standards, Disciplinary Literacy Standards, and State Reading Initiative:

- **R.I.S.E.** (Reading Initiative for Student Excellence) Arkansas encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. This initiative features a variety of resources to assist parents with reading at home and to increase the depth of knowledge for teachers.

Goal 1: Sharpen the focus and strengthen instruction.

Goal 2: Create community collaboration.

Goal 3: Build a culture of reading!

Goal 2: Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to DESE assigned schools with D or F ratings:

- Supporting the School Improvement Process
- Analyzing data (Student Achievement, Perceptual, and Demographic)
- Planning for and providing Professional Development
- Monitoring and Planning for Core instruction
- Supporting and/or Monitoring District RtI (Response to Intervention) Plan
- Using DESE provided Classroom Observation Protocols with Building Administrators
- Collecting and Analyzing data
- Identifying, Implementing, Monitoring, and Reflecting on the District's plan of action
- Providing support for districts in their efforts to close the achievement gap
- Celebrating Success
- Collaborating with the Arkansas Department of Education during Unit Meetings and other opportunities as they arise
- Providing professional development and ongoing support in the Science of Reading (SoR) to teachers in a variety of Proficiency Pathways
- Providing professional development and ongoing support in RtI (Response to

Intervention) to administrators, instructional coaches, and teachers

- Providing dyslexia training and support to schools in cooperation with the Arkansas Department of Education in accordance with Arkansas law
- Providing level 2 assessment training for characteristics of dyslexia
- Providing quality professional development and ongoing support in Literacy to all K-12 teachers, instructional coaches, and administrators as they implement the Arkansas State Standards
- Providing quality professional development in best practices and research-based strategies to support the new ATLAS Assessment
- Providing quality professional development in Disciplinary Literacy to all content-area teachers, instructional coaches, and administrators as they implement their respective content and Arkansas Disciplinary Literacy Standards
- Providing professional development and support to Year One and Year Two Novice Teachers
- Deconstructing literacy standards
- Providing targeted and individual support to districts as requested
- Providing writing support to districts utilizing methodologies in The Writing Revolution

Smart Goal

1. By the end of the 23-24 school year, every WDMESC member district will have identified essential standards from the newly revised AR ELA Standards.
2. By the end of the 23-24 school year, reduce the number of WDMESC member districts in need of support (Level III and IV) by 30%.

Professional Development Offerings Summary

From June 2023 through May 2024, the Literacy Department provided 206 hours of professional development at the co-op and on-site at various districts. Examples of professional development opportunities include:

- K-2 RISE Academy is a year-long professional development. This professional development will provide educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for all students. Participants will attend face-to-face training and receive coaching and collaboration throughout the year.
- 3-6 RISE Academy is a two-year professional development. This professional development will provide educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for all students. Participants will attend face-to-face training and receive coaching and collaboration throughout the year.
- Science of Reading (SoR) Pathway D courses include individual, targeted professional development that can be taken in conjunction with Arkansas IDEAS, selected pathways as approved by DESE, or for further enhancement of content knowledge and instructional strategies.
- Disciplinary Literacy is a professional development program designed for Science, Social

Studies, CTE, and Fine Arts teachers in grades 4-8 and 9-12 to integrate specific, research-based literacy strategies aligned to the Arkansas Disciplinary Literacy Standards for Science, Social Studies, and Technical Subjects.

- Critical and Strategic Reading professional development is designed for teachers of grades 6-12 who teach a Strategic Reading course with accompanying standards and/or a Critical Reading course with accompanying standards. The courses and professional development are intended to support struggling readers and are based on the Science of Reading.
- Dyslexia PLCs (Professional Learning Communities) are designed for the selected dyslexia contacts to attend quarterly sessions to collaborate in interventions, assessments, data analysis, and professional learning that includes professional text studies. The focus is to improve student learning and teacher knowledge, and to meet the needs of students who exhibit characteristics of dyslexia. In addition, Dyslexia support is given to individual districts as needed to support analyzing student data.
- Literacy Leaders PLCs are professional learning opportunities designed for literacy leaders to collaborate and problem-solve current issues related to their work within the school. Agendas are developed based on current needs in literacy and the science of reading. Meeting dates included:
 - October 31, 2023
 - December 8, 2023
 - February 23, 2024
 - May 10, 2024
- Year One and Year Two Novice teachers receive professional development and on-site classroom support to ensure teachers have a successful experience in their new career. Relationships and support can foster teacher retention.
- TAKE Flight Year 1 training provided by David Hanson, CALT, QI with access learning academy.

Major Highlights of the 2023-2024 School Year

The Literacy Specialists met regularly with the Arkansas Department of Education and other education service cooperative specialists during Unit meetings. Literacy Unit Meetings are scheduled for all state literacy specialists to convene as a professional learning community. The purpose of this time together is to collaborate and brainstorm, share ideas and successes, and receive professional development that is data-driven to impact student achievement. Training of trainers in Literacy, Dyslexia, Assessments, Disciplinary Literacy, RISE (Reading Initiative for Student Excellence), Science of Reading, and other state level initiatives have taken place over the past year. During the 2023-2024 school year, the Literacy Department received training in the following areas:

- RISE (Reading Initiative for Student Excellence)
- RISE K-2
- RISE 3-6
- Dyslexia
- Literacy Research
- DOK (Depth of Knowledge) with Solution Tree Author Erik Francis
- Sound Wall Training
- Wit and Wisdom Curriculum overview
- Benchmark Curriculum

- Arkansas Initiative for Instructional Materials (High Quality Instructional Materials)
- Arkansas AWARE Mental Health (Advancing Wellness and Resiliency in Education)
- The Writing Revolution
- Engaging Reluctant Readers with author Dr. Steven Layne
- TNTP coaching
- Cognitive coaching
- ATLAS Classroom Assessment training

The Literacy Department supported schools in a variety of ways, including:

- On-site professional development
- Demonstration lessons with students
- Dyslexia training and support
- RtI (Response to Intervention) support
- Novice Teacher Support
- Instructional Coaching and support
- Quarterly Literacy Leader Meetings
- Quarterly Dyslexia Leader Meeting
- Leading PLC Meetings on-site for specific grade levels or content areas
- Data Analysis (including Dyslexia Screeners)
- Classroom Instruction Observations and Feedback
- District Leadership Team Meetings for School Improvement
- Lesson Planning
- Curriculum alignment
- ATLAS Support
- Level II Assessment Support
- Disciplinary Literacy strategies for the content (Science, Social Studies, CTE)
- Level 1 Assessments (ORF, Decoding, Encoding, and PSF) training and implementation support)
- Small Group Reading
- Sound Wall
- Virtual meetings and support through Zoom

Literacy Future Plans

Professional development, on-site, and/or virtual classroom support will continue. This will include targeted professional development, data analysis, PLC support, demonstration lessons with students, and other support as requested by the district or classroom teacher. A major focus will include dyslexia training and RISE/Science of Reading support as well as the Arkansas English Language Arts Standards and Arkansas Disciplinary Literacy Standards. Support for RtI (Response to Intervention) will continue throughout the upcoming school year. Literacy specialists will also coordinate with School Improvement Advisors to analyze data and formulate a future plan of action for schools with a D or F rating. Literacy specialists will also work with content-area teachers to assist them as they incorporate reading and writing into their classroom instruction. Professional development opportunities utilizing online/blended learning will continue throughout 2023-2024, for the purposes of sustaining the work conducted through the summer and allowing for real-time, job-embedded professional learning and support. Summer 2024 offerings will support the reading initiative (RISE). Literacy Specialists will deliver RISE Academies

for grades K-2 and 3-6, which will focus heavily on the science of reading. The academy will include face-to-face sessions and onsite support. Literacy Specialists will offer professional development sessions from the ADE Pathways to Proficiency. Literacy Specialists will provide follow-up and on-going support to continue the Science of Reading. The Literacy Specialists will continue to support and train Novice teachers. WDMESC will also invite nationally known professional educators and speakers to expand upon the work provided in our region.

100% of districts were offered the chance to attend K-2 and 3-6 RISE Academy

100% of WDMESC Literacy Specialists provided a weekly report to DESE.

100% of WDMESC Literacy Specialists engaged in continuous coaching cycles.

Program: Mathematics

Funding Source: Arkansas Department of Education, K-12 Mathematics Specialist Grant

Funding Amount: \$180,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Beebe, Bald Knob, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Jacksonville North Pulaski, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Pam Allen, Instructional Specialist Mathematics - Masters

Tim Brister, Instructional Specialist Mathematics - Doctorate

Mathematics Program Goals

- Support and base decisions on the standards set forth by and outlined in the Arkansas Department of Education
 - Increase the knowledge and skills of math teachers to implement student-focused, grade-appropriate, evidence-based instructional strategies that impact mathematics teaching and learning through AR Math QuESTt professional development and job embedded support.
 - Support execution of DESE STEM state goals and initiatives.
 - Support the Arkansas Initiative for Instructional Materials (AIIM) Strategy to build pathways to High-Quality Instructional Materials (HQIM).
 - Support the implementation of Arkansas Academic Standards and ARMQ professional learning in schools through coaching instructional support cycles.
- Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to districts in most need
- Collaborate with the Arkansas Department of Education during Unit Meetings, Regional Meetings, and other opportunities as they arise
- Support, empower, and build capacity with District Leaders and Instructional Facilitators
- Provide quality professional development in Mathematics to Teachers, Instructional Facilitators, and Administrators

Smart Goals

1. By the end of the 23-24 school year, every WDMESC member district will have identified essential standards from the newly revised AR Math Standards.
2. By the end of the 23-24 school year, reduce the number of WDMESC member districts in need of support (Level III and IV) by 30%.

Mathematics Program Summary

Wilbur D. Mills Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by Act 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of Mathematics through increased content understanding and improved instructional strategies across the curriculum.

Professional learning opportunities offered in 2023-2024 included:

- **Student-Centered Mathematics: Understanding Mathematical Thinking** is professional development that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this multi-year training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and equations in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning. This PD is based on the research found in *Children's Mathematics: Cognitively Guided Instruction*. The Instructional Specialist (Allen) has completed the CGI Leadership Institute, is an ADE-Endorsed Trainer for Year 1, 2, and 3, and is currently leading and/or hosting 4 sessions. Connections to AR Math QuEST, the Effective Math Teaching Practices, and building fluency were also added to this professional development in an effort to support state initiatives in mathematics.
- **Arkansas Math QuEST (Quantitative Essentials for Students and Teachers)** is a state initiative focused on research-based mathematics practices for both students and teachers. It is a journey for ambitious teaching that promotes equity and the engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. This PD was led by WDMESC Math Specialists and local leaders during the summer. Follow-up days and on-site support were offered during the school year. There were 66 participants and leaders involved in this PD this year.
- **WDMESC STEAM Leadership:** The focus of this training for math and science coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics, science, and other STEM-related education. All 17 of our districts were asked to participate in this project. Districts selected math and/or science leader(s) to attend training/collaborating work sessions focusing on math and/or science content, curriculum alignment, assessment and instruction. Emphasis is placed on the Arkansas Math and/or Science Standards, instructional strategies, building conceptual and procedural fluency, and authentic assessments. Training and support have also focused on *Building Thinking Classrooms* by Peter Liljedahl, STEM Model School Program, Instructional Technology, the use of the AR Edreports website, and Science and Mathematics curricular resources. Some sessions during the year were held virtually, some were face-to-face, and some were face-to-face with a virtual option. Topics were based on the needs of participants at the time.
- **WDMESC Illustrative Mathematics Institute K-5 and 6-12:** This session was originally designed in a collaborative effort by the state math specialists to assist educators in understanding the IM Mathematics Curriculum materials including the layout, vertical alignment (K-HS), differentiation strategies, use of the provided learning targets, provided assessments, instructional routines, language routines, pacing, and use of the curriculum.
- **Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia:** This module, facilitated by Dr. Tim Brister and presented by Dr. Bill Nielsen, examined the effects of dyscalculia on students learning math. Dyscalculia, a math learning disability, occurs about as often as dyslexia does - approximately 1 in 20 students. Discussion included common characteristics of dyscalculia, various screening strategies for dyscalculia, and math intervention strategies. Dr. Nielsen provided participants with research and other resources that could be used for deeper learning about Dyscalculia.
- **Building Thinking Classrooms**, with Dr. Peter Liljedahl, hosted in the summer of 2023 was attended by 75 educators from the region. Much of how classrooms look and much of what happens in them today is guided by institutional norms laid down at the inception of an industrial-age model of public education. These norms

have enabled a culture of teaching and learning that is often devoid of student thinking. In this session, some of the results of over 15 years of research into how teachers can transform their classrooms from a space where students mimic to where students think. The practices discussed intertwined with, and make extensive references to, the recently published book, *Building Thinking Classrooms*.

- **Strategies for Students Struggling in Mathematics:** This module, attended by 16 participants, explored high-quality evidence-based strategies focused on mathematics intervention (strategies referenced in IES What Works Clearinghouse practice guides).
- **Content Specific PD** has also included Sessions on the Arkansas Mathematics Standards, Teaching Fractions; Teaching Algebraic Concepts, Teaching Algebraic Concepts, Teaching High School Geometry Transformations, Connecting the Cambium Assessment and DOK, Math Routines for K-5, and a session on resources for robotics.

The Mathematics Specialists have assisted schools in a variety of ways including:

- Coaching Cycles
- Formative Assessment (Forefront Screener for Number Sense)
- Consultants/Collaborators
- Implementation of the Arkansas Math Standards
- Implementation of the framework associated with Cognitively Guided Instruction
- Implementation of Curricular Materials (Engage NY, Eureka Math, Illustrative Mathematics, Open Up Resources, Go Math, Reveal Math, Prentice Hall/Savaas Math, I-Ready)
- Instructional Facilitator Support
- Digital Learning Support
- Team Meetings/Professional Learning Communities Support
- Using and interpreting data from common formative assessments
- Classroom Observations
- Modeling or Co-teaching to learn instructional practices.
- Support for District Leadership Teams
- Lesson Planning Support/Demonstration Lessons
- Novice Teacher Praxis Support
- Supporting Novice Teachers through the first 3 years in the classroom
- Analyzing and Interpreting data
- RTI Support
- AR Math QuEST Face to Face Classroom Support/Digital Support
- Support for developing Curriculum Documents - Essential Standards
- Support in screening students with the Forefront Education Screener and helping to look at the data to plan RTI Tier 2 support with the interventionist.
- Manipulatives, technology (Document Cameras, Voice Amplification Systems), and various other supplies were made available to teachers in the WDMESC region. Additional resources included various printed materials that would help with planning lessons and engaging students in all situations. Connecting with other educators on social platforms played an important role as well during this school year. An Elementary Novice Teachers' Facebook page is utilized to encourage teachers to reach out to others, share successes and struggles, and share valuable resources to help them in the classroom. Additionally, each Math Specialist has a website that has resources and sites highlighted to help teachers find materials and/or research needed to help their students.

The Mathematics Specialists have worked in the following additional roles:

- Served on the state K-5 and 6-12 Professional Development Teams

- Served on the state K-12 Lead Team for developing Elevate Math Fluency
- Facilitated sessions at the ATCM conference
- Served as Mentor Coaches for WDMESC Novice Teachers
- Co-facilitated the DESE “Geometry: Transformations” virtual PD
- Served on the Arkansas Dyslexia task force
- Assisted with the Regional FIRST Robotics competition: The FIRST Robotics Competition Arkansas Regional was held in Searcy, AR. high school teams came together in Central Arkansas to showcase their months of hard work, creative problem solving and incredible team work. WDMESC Program Coordinators and Content Specialists played vital roles in the implementation of the event.
- STEM - Harding Robots and Rockets STEM Camp: WDMESC helped plan and implement the Robots and Rockets STEM Camp at Harding University for students entering middle grades. The goal of this camp was to provide students with hands-on STEM experiences to excite them about engineering and to reinforce the fundamental math and science that underlie the projects. Fifty students entering grades 5-8 participated in the camp. Faculty from the Harding Science and Engineering Departments along with Math and Science Specialists from WDMESC helped throughout the week. (instructed sessions, assisted with instruction, distribution of supplies, registration and supervision of students)
- Topics included - Rockets, EV3 Robots, Sphero Robots, 3D printing, and other STEM related topics
- Item-Review and Writing for Cambium
- Presented information about mathematics education to and model mathematics lessons for pre-service teachers at Harding University
- Served on State Math Committees
- Served on the Item Review Committee for DESE for Cambium
- Serving as Co-Chair and presenter for 2024 CGI National Conference

Professional Development Received This Year

Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives convene on a regular basis as a professional learning community. Mathematics specialists receive professional development that is current, research based, and data driven. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs.

Additional Training Included:

- Solution Tree
 - PLC
 - Systems of Support
 - Math Coaching
- Community Action Network Poverty Simulation
- Math Routines
- Digital Learning Tips and Tools
- High Yield Strategies
- Dyscalculia
- TNTP Coaching Cycles
- Inclusive Practices
- Suicide Prevention
- Child Maltreatment
- Mathematical Fluency
- Content Coaching
- Building Thinking Classrooms
- Georgia Numeracy Project
- Cambium/ATLAS

- The Writing Revolution
- I-Ready

Statistics

- Provided and/or received over 1000 hours of Professional Development.
- Provided and/or assisted with Professional Development to over 800 participants from around the state and within the WDMESC area.
- Provided over 300 instances of direct school support (observations, facilitating PLC's, model Lessons, technology support, etc. -- either face to face or electronically) to over 800 teachers, administrators, instructional facilitators, and students during the 2023-24 school year.
- Provided targeted support, including coaching cycles, to focus schools in most need of support.

Math Data

Pam Allen attended 100% of ESC math specialist monthly meetings (virtually or in person). Tim Brister attended 91% (20 out of 22, virtually or in person). Two meetings were missed due to sickness and the Mathematics Unit Lead was informed prior to the absences.

100% of WDMESC Math Specialists provided job-embedded support and documentation based on school needs.

100% of WDMESC Math Specialists engaged in continuous six-week coaching cycles for classroom educators and/or grade-level teams 20+ hours per cycle) supporting mathematics.

Program: Media

Funding Source: NA

Funding Amount: NA

Competitive Grant: NA

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Lesa Grooms, Teacher Center Coordinator - BSE, MA, Ed.S.

Goal

To improve student achievement by providing appropriate instructional materials and prompt friendly service to all educators in the cooperative area.

Program Summary

A Variquest Visual Learning Tools Cut-out Machine and Poster Maker are provided for WDMESC educators. Educators can use the equipment or place an order to be fulfilled by WDMESC staff.

WDMESC staff delivers to, and picks up from the schools the materials provided by the media center. Specialists provide lists of available materials and arrange for delivery and pick up, as needed. Materials include, but not limited to, Praxis study materials, professional learning books, student materials, microphones, speakers, sensory tools, etc.

The STEM Center kits from Harding University are available for check out to teachers in our cooperative districts and distributed by WDMESC staff.

A Glowforge was purchased with the assistance of Robert Reedy, Career and Technical Education Coordinator. Mr. Reedy wrote a grant for the equipment and was approved. The Glowforge 3D machine serves as both a practical resource and a teaching tool. Its versatile capabilities allow staff and educators to fabricate an array of items, from intricate prototypes to educational aids, fostering creativity and hands-on learning. Beyond mere functionality, the Glowforge doubles as an educational catalyst, providing a path for others within the districts who may be unfamiliar with its operation. Through workshops and demonstrations, it not only produces tangible creations but provides enrichment.

Program: Medicaid Services

Funding Source: Medicaid, Arkids and ARMAC

Participating Districts

White County Central, Sunshine School, & WDMESC Early Childhood

Personnel

Jamie Watson, Medicaid Billing Clerk

Goal

The goal of the WDMESC Medicaid Services program is to provide timely filings of Medicaid eligible claims for reimbursement on services rendered by our member school districts in speech therapy and speech, physical and occupational therapy for Early Childhood

Program Summary for Participating School Districts

The Medicaid program is a state operated program to provide reimbursement for services for low income and the medically needy. In the case of school districts, the program affects children who are being serviced through the school districts for speech therapy services and who have met all requirements to be eligible for the Medicaid Program. The school districts submits required paperwork to the Co-op, which consists of the completed IEP, reports, history, and evaluations for each eligible student. After all required paperwork is received the co-op sends a prescription and required paperwork to the child's primary care physician for his/her signature. The signed prescription and required is then put in the child's folder.

The co-op then submits each claim electronically to AR Medicaid Portal for Medicaid payment to the participating School District. The Medicaid billing clerk reconciles each participating school district's RA (Remittance Advice) and sends RA to the district when received. All Payments for the School District are sent directly to the School District and at the end of each school year in June each district is invoiced for a 10% administrative fee to WDMESC for the provided services. The remaining 90% is deposited into a federal account by each school district and spent within one year on Special Education Services. The School District submits documentation for Audit review on billing of Medicaid each quarter if required.

Program Summary for WDMESC Early Childhood

In the case of WDMESC Early Childhood, the program affects children who are qualified for services for Speech, Physical and Occupational Therapy and who have met all requirements to be eligible for the Medicaid Program. After it is determined the child is eligible for services, the medicaid billing clerk submits the completed IEP, reports and evaluations and prescription request form to the child's Primary Care Physician for his/her signature. The signed prescription is then filed with the above paperwork in the child's folder. The medicaid billing clerk then submits claims electronically to AR Medicaid for payment. The medicaid billing clerk reconciles the Early Childhoods RA (Remittance Advice) and sends it to the ECH Director and Business manager at WDMESC when received. The medicaid billing clerk submits the requested documentation for audit review on billing of Medicaid each quarter if required..

Major Highlights of the Year

The WDMESC Medicaid Program served two schools and WDMESC Early Childhood this year. The program was successful in receiving Medicaid funds for our districts and WDMESC Early Childhood.

Program: Novice Teacher Mentoring Program

Funding Source: Arkansas Department of Education

Funding Amount: \$322,000

Competitive Grant: No

Restrictive: Yes

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Jackie Starks, Novice Teacher Mentoring Coordinator - M.Ed.

Courtney Hines, Novice Teacher Facilitator - BSE Elementary Education

Jennifer Park, 38 days contracted, Novice Teacher Mentor Coach, M.Ed.

Bridget Price, 80 days contracted, Novice Teacher Mentor Coach SpEd IEP Mentor Coach, MSpEd.

Goal

The grant will be evaluated on recipient's actual performance as it relates to the established targets for [performance measures](#).

Each performance measure related to mentoring was developed to measure progress toward accomplishing the mentoring goals outlined in Arkansas state law:

The Teacher Excellence and Support System also shall include novice teacher mentoring for each novice teacher employed at the public school that:

1. Provides training and support to novice teachers to increase teacher retention;
2. Establishes norms of professionalism; and
3. Increase effective teacher performance, which will lead to improved student achievement; and

There is a 4th goal:

4. Provide licensure assessment support

The performance measures for licensure assessment support are related to access to the support, the progress made toward completion of the support, and support success.

Smart Goals

By the end of the 23-24 school year, 90% of Novice Teachers plan to return to their current teaching role as indicated in the Novice Teacher Survey and 100% of novices participated in WDMESC Novice Teacher Mentoring.

Program Summary

Novice Teacher Program: District Mentoring Plans (MOUs) were developed in collaboration with each district and signed by the district superintendent. Each MOU described both the district's responsibilities (maintain and share accurate NT data; select and provide a Novice Support Person or Mentor; ensure novices attend required PD and complete surveys) and WDMESC's responsibilities (maintain and share accurate NT data; provide mentoring, licensure support, and PD; support districts in efforts to recruit and retain, offer a stipend to district provided novice support person) as well as a detailed agreed upon description of professional development that novices would attend.

In the summer, WDMESC met with novices at least once via Novice Teacher Bootcamp and/or their district's back to school onboarding. Novice Teacher Bootcamps were provided on six different days and were aligned to the goals of their respective year of novice status (Year 1- Domain 2 Classroom Climate/Culture, Year 2 - Domain 3 Instruction, and Year 3 - Professionalism and Growth). NT Department presented at Riverview, Cabot, Bald Knob, and Searcy's new teacher onboarding. All teachers who attended bootcamp were provided with Code of Ethics training and any who did not attend were required to receive it on their own or at their district. Four days of Licensure Assessment study sessions were also

held in the summer so that novices could utilize a quiet study space, have access to study materials, receive support as needed, and apply for assessment cost reimbursement. All were asked to attend at least one Novice Teacher Choice Day (selected from a provided list designed to allow for differentiation of needs). Most Year 1, 2, and 3 novices attended at least three to four days of professional learning with many choosing to attend even more. Novices were invited back in the fall for PD with Years 2 and 3 attending a day focused on Depth of Knowledge and the upcoming Arkansas ATLAS Assessment where they also shared a table with contents specialists who facilitated discussions relating the content specifically to their content area and Year 1 novices attending sessions focused on classroom culture and management. Various PDs were offered throughout the year for novices to attend as needed (Special education, co-teaching, classroom behavior management, and more.)

All first, second, and third year novice teachers were assigned to a cohort/job alike group led by a content specific mentor coach who was either a WDMESC Content Specialist or a local educator with expertise in the content or pedagogy area of the novice teacher. In addition to these content specific contacts, all novices were assigned to either Jackie Starks, Jennifer Park, or Courtney Hines based on geographic location to ensure routine visits. The NT Department is in each district on an average of at least once monthly according to the following guidelines: Visiting year 1 teachers on average monthly, year 2 teachers on average quarterly, and year 3 teachers on average once a semester. Depending on circumstances some visits are virtual.

Licensure support: A total of 50 Licensure Assessment Reimbursement Study Sessions and held between June 30th and March 28th with 29 individuals attending throughout with 18 of the 29 attending 6 hours or more making them eligible for test cost reimbursement.. These were independent study sessions monitored by paid proctors who were also available to provide support if needed. Four of these sessions took place in the summer, and the rest were a mixture of after school and on Saturdays. 12 teachers met the requirements and received test cost reimbursement. Six different teachers were supported through private tutoring, paid for by WDMESC Mentoring. Resources were provided to support the licensure efforts of current and future educators. Examples include Study.com, 240Tutoring, and Passage Prep. In Study.com, we created 30 different courses supporting over 100+ students. 240Tutoring supported approximately 124 students. WDMESC attended two different job fairs held by Beebe and Searcy Public Schools where licensure and assessment resources were provided to certified job seekers, pre-service teachers, and prospective alternate path teachers.

Major Highlights of the Year

- 405 Novice Teachers were supported with 95% completing the school year
- NT Mentoring ensured all Year 1, 2, and 3 novices were provided mentors by their districts through an endeavor where NT Mentoring paid stipends to all Year 1, 2, and 3 mentors. This partnership opened up lines of communication regarding the state's expectations as per the Novice Mentoring Manual and for databases to accurately reflect novices and mentorship. NT Mentoring paid a total of \$27,500 in stipends.
- Pilot programs with JNPSD and Riverview fostered a stronger partnership with support to mentors including resources like Tina Boogren's "Supporting Beginning Teacher's" book.
- WDMESC partnered with Bald Knob, Cabot, and Searcy's back to school new teacher onboarding programs allowing for strong relationships and lines of communication before school ever started.
- A novice teacher database dashboard was created to house all novice teacher data. From this, shared district novice teacher data sheets were created via imported data allowing district points of contact and Mentoring Program Coordinator to correspond throughout the school year.
- WDMESC accurately reported novice teacher data within 2% or less for all school districts except for JNPSD. NT Mentoring Coordinator immediately partnered with JNPSD to assist in correcting data in LEA Insights and WDMESC databases.
- NT Mentoring Department attended two different job fairs held by Beebe and Searcy Public Schools where licensure assessment information and resources were provided to certified job seekers, pre-service teachers, and prospective alternate path teachers.
- A total of 34 Professional Development days were offered directly by the NT Mentoring Dept
- 2 options for DESE approved coaching training were offered (Sweeney's Student Centered Coaching and 8-Day

Cognitive Coaching) allowing districts to build capacity for novice teacher mentors

- NT Mentoring sent 12 educators through NIET Lead Teacher Designation Training, enabling districts to have experienced Mentor Teachers on site to mentor those pursuing alternative licensure paths.
- Mentoring Program Coordinator served as part of the Mentoring Manual Working Groups who collaborated to create a scope and sequence as well as milestones for novice mentoring.
- Mentoring Program Coordinator also served on the DESE's Mentoring Advisory Team.

Novice Teacher Data

WDMESC served 401 novice teachers.

Seventeen (17) novice teachers reported that they will not be teaching next year in Arkansas. Two (2) will be teaching outside of Arkansas.

384 teachers still planning to teach next year (21 out of the 384 were either let go or resigned mid year - WDMESC does not know the situation or if they will be looking to teach next year)

Program: The PEER Network

2023-2024 FUNDING AMOUNT:

PEER: \$2,990,005.00

PEER 2.0: \$4,911,936.00

FUNDING SOURCE: Teacher and School Leader Incentive Fund, U.S. Department of Education

COMPETITIVE GRANT: Yes

RESTRICTIVE: Yes

PERSONNEL

| | Years | Degree | Job Title |
|--------------------|-------|--------|--|
| PEER | | | |
| WILLIAMS, BRANDI | 22 | MS | PEER Project Director |
| JONES, KARLA | 30 | MSE | PEER Coach |
| MORGAN, CHRISTY | 27 | MSE | PEER Coach |
| WILSON, LAUREN | 12 | MSE | PEER Coach |
| PEER 2.0 | | | |
| HORN, RACHEL | 17 | Ed.S. | PEER Project Director |
| HARDCASTLE, BRANDI | 21 | MSE | PEER Lead Coach |
| PRYOR, AMY | 17 | MSE | PEER Coach |
| GIPSON, MELISSA | 21 | Ed.S. | PEER Operations and Communications Coordinator |

PROGRAM SUMMARY

In the fall of 2021, the U.S. Department of Education awarded the Arkansas Public School Resource Center (APSRC) a Teacher and School Leader (TSL) grant. The purpose of the TSL grant is to assist states, local educational agencies (LEAs), and nonprofit organizations in developing, implementing, improving, or expanding comprehensive Performance-Based Compensation Systems (PBCS) or Human Capital Management Systems (HCMS). This grant supports educators in High-Need Schools who raise student growth and academic achievement. The APSRC TSL grant is administered by Crowley's Ridge Educational Service Cooperative (CRESC) through Promoting Educator Effectiveness in Rural Arkansas, the PEER Network.

The PEER Network initially partnered with 60 schools to develop approximately 120 teacher leaders and support more than 2,200 teachers. In the fall of 2023, APSRC received another TSL grant award to expand the support of the PEER Network to an additional cohort of 45 schools (PEER 2.0). Through an updated distributed leadership model, PEER 2.0 develops an additional 90 teacher leaders and 45 school leaders to support another 1,600 teachers. The more than 100 schools that partner with PEER Network are in the

Central, Northeast, and Northcentral Arkansas regions, including the regions supported by the Wilbur D. Mills, Crowley's Ridge, Northcentral Arkansas, and Northeast Arkansas Education Service Cooperatives.

The PEER Network utilizes a Performance-Based Compensation System (PBCS) to support and promote educator effectiveness in rural Arkansas schools. The PEER Network PBCS recognizes the skills and knowledge of teachers, principals, and other school leaders as demonstrated through student academic achievement, the successful fulfillment of additional responsibilities such as teacher leadership roles, and evidence of professional achievement and mastery of content knowledge. Since implementing the TSL grant, the PEER Network has provided nearly \$2.4M in incentive funding to partner schools.

Teachers in the initial cohort have access to National Board Certification support for any teachers wanting to complete the process. In addition, teachers in PEER 2.0 can request funding to pursue any DESE-approved pathway to the Master Professional Educator or Lead Professional Educator designation.

MAJOR HIGHLIGHTS

- In addition to the funding awarded through incentives, overall the PEER Network has awarded subgrants in excess of \$335,000 for local recruitment and retention projects including:
 - Onboarding and mentoring programs
 - Certification of non-certified teachers
 - Additional certification of teachers teaching out-of-area
 - Employee referral programs
 - Retention bonuses
 - Grow-your-own programs
- The PEER Network worked alongside the Arkansas Leadership Academy (ALA) to support its Teacher Leader Program (TLP), School Team Empowerment Program (STE), and Reach program. PEER Network teacher leaders and school leaders participated in this training to increase educator competencies aligned with PEER goals.
- PEER teacher leaders and school leaders will share their learning from 2023-2024 across the network through the 2024 PEER Summer Summit.

Program: School Health Services

Funding Source: Arkansas Master Tobacco Settlement

Competitive Grant: NA

Restricted NA

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Shae Martin, RN, Community Health Nurse Specialist - Bachelor's Degree in Nursing

Goal

Provide schools with assistance and resources that will improve student health.

Program Summary

Provide technical assistance to area schools to:

Adopt tobacco-free policies and implement best practices for tobacco prevention and cessation.

Adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School Health, and emerging public health issues.

Establish school wellness committees and fulfill state and federal mandates.

Inform communities of school health issues and current public health policy.

Provide education and training to:

Certify school nurses to conduct mandated health screenings.

Provide school nurses with professional continued nursing education related to school health.

Inform schools and communities of school health resources, available trainings, and grant opportunities.

Identify needed school health related training for school personnel.

Coordinate and provide school health trainings to school personnel and community members.

Major Highlights of the Year

Provided wellness committee and SHI assistance to school districts.

Vision Screening/Hearing Screening/BMI/Scoliosis Screening training for 19 school nurses

Paraprofessional Training for 14 participants

Provided CPR/AED and First Aid certification training for 53 participants.

Provided Glucagon and Insulin Administration Training/Adrenal Insufficiency Training for School Nurses training to 5 participants.

Presented Vaping for MS/HS to 2045 participants.

Presented Dose of Reality (opioids) to 842 participants.

Presented Youth Suicide Prevention 101 to 249 participants.

Presented Oral Health to 2345 participants.

Provided Stop the Bleed training to 13 participants.

Provided Resiliency for All Training to 334 participants.

Provided Suicide Prevention Training for 334 participants

Provided Youth Mental Health First Aid training to 9 participants.

Partnered with DESE to provide Nursing Continuing Professional Development Contact Hours for the Arkansas Back to School Nurse Workshop.

Assisted with school flu vaccination clinics.

Program: Science

Funding Source: Arkansas Department of Education

Funding Amount: \$180,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, JNPSD, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White Co. Central

Personnel

Ben Carrigan, Science Instructional Specialist - BSE in K-8, Masters in Teaching

Sandy Roe, Science Instructional Specialist - BSE in Art K-12, MEd., NBCT 2008 and 2018

Science Goals

- Provide support to teachers as they implement the Arkansas K-12 Science Standards and base instructional decisions on these standards as well as the needs of students
- Collaborate with and/or provide technical assistance to District Leadership Teams
- Collaborate with the ADE Department of Elementary and Secondary Education (DESE) during Unit meetings, Regional meetings, and other opportunities as they arise
- Support, empower, and build capacity with District Leaders and Instructional Facilitators
- Provide professional development for teachers, academic coaches and principals; school support, regular attendance of meetings with ADE and other specialists
- Collaborative work with state science specialists to develop professional training related to the Arkansas K-12 Science Standards
- Increase awareness of classroom strategies and practices that support the implementation of the Arkansas K-12 Science Standards
- Provide support/awareness to districts as they implement curriculum that includes STEM Model Program, Project Lead the Way, Advanced Placement, and STEM Events.
- Assist all districts in the decisions of High Quality Instructional Materials.

Wilbur D. Mills Education Service Cooperative, in partnership with ADE Department of Elementary and Secondary Education (DESE), oversees the Science Program for grades K-12. Through this partnership, assistance is provided to member schools in the form of professional development opportunities, model lessons, classroom observations, technical assistance, conferences, and collaborative events. The goal is to support teachers as they endeavor to improve their content knowledge of science as well as develop a classroom environment in which learning is accessible to all students. Contact was made with every school district in the Wilbur D. Mills Cooperative area to inform them of the professional learning opportunities, teacher training, and support that can be provided by the Science Specialists.

Professional learning opportunities offered in 2023-2024 included:

- Grasping Phenomenal Science (GPS) - DESE developed professional learning series. These sessions included:
 - How do you engage and excite students in science? Get students involved in asking questions (16 participants)
 - How can we leverage the intrinsic curiosity students have about themselves and the living world around them? Ignite students' interest in Biology! (8 participants)
 - How can you know what students really know in science? Using assessment purposefully in a science classroom. (8 participants)
- Curriculum Resources/Pedagogy Training
 - Greer's Ferry Lake Geofloat (18 participants)
 - OpenSciEd Middle School Curriculum Launch (16 participants)
 - Picture Perfect STEM (8 participants)

- Fossils of Arkansas with Arkansas Geological Society (13 participants)
- Understanding 3D Instruction in the Elementary Classroom with Paul Andersen (49 participants)
-
- Makerspace / Tinkering (partnered with CTE & Museum of Discovery)
 - CTE STEM Wizarding World (9 participants)
 - CTE STEM Tinkering 101 (19 participants)
 -
- ATLAS Assessment (Science, ELA, Math) & DOK
 - Connecting the New Cambium Assessment and DOK - Grades K-5 (135 participants)
 - Connecting the New Cambium Assessment and DOK - Grades 6-12 (132 participants)

The Science Department has assisted schools in a variety of ways including:

- Implementation of the Arkansas K-12 Science Standards
- Developing/Identifying/Selecting Quality Curriculum and/or Resources
- Novice Teacher Support
- Team Meetings/Professional Learning Communities Support
- Classroom Observations
- Model Lessons
- Lesson Planning Support
- Providing Resources from WDMESC and/or Harding STEM Center
- Offer monthly STEM Leaders Meetings in collaboration with math
- The Science of Reading support
- Special Projects
- STEAM Newsletter- Science specialists teamed with WDMESC math specialists to create a monthly newsletter to share grants, upcoming events, professional development opportunities, and showcase district STEAM events.
- Coaching Support

Additional Responsibilities:

- Member of the DESE Core Leadership Team - AR STEM Model Program
- Member of DESE AR Model Program State Advisory Committee
- Served on the Regional Planning Committee for the FIRST Robotics Competition - Arkansas Regional
- Served as the Volunteer Coordinator at the FIRST Robotics Arkansas Regional Competition
- Served as a Mentor Coach for WDMESC Novice Teachers
- National Picture Perfect Science Expert Trainer
- National OpenSciEd Facilitator

Professional Development Received This Year

The science specialists were able to attend all the face to face and virtual unit meetings provided by DESE. Unit meetings are organized so that all the state specialists from all cooperatives convene on a regular basis as a professional learning community. This year's focus at DESE has been around the TNTP Coaching Model with each specialist completing 4 coaching cycles with volunteer teacher coachees. The science specialists will also complete the 8 day cognitive coaching certification by the end of June.

Additional Training Included:

- OpenSciEd Modules
- Mystery Science
- Picture Perfect Science

- TNTP Coaching
- Cognitive Coaching

-100% of WDMESC Science Specialists attended all the monthly coaching support meetings.

-100% of WDMESC Science Specialists engaged in four 6-week continuous coaching cycles with teachers from low performing schools including but not limited to daily job-embedded support to include but not limited to lesson internalization, model lessons, co-teaching, unit planning, pacing instruction and focused walks aligned to needs in school science surveys.

Program: LEA Special Education Supervisor

Funding Source: Assigned Districts

Funding Amount: \$36,829

Competitive Grant: No

Non-Restricted

Participating Districts

Bradford and Hazen

Personnel

Amber Graham, LEA Supervisor; MSE

Goal

To supervise, plan, and keep in compliance the special education services for the districts assigned.

Program Summary

Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Major Highlights of the Year

All compliance areas have been met. Budgets and other reports have been submitted in a timely fashion. All districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. Procedures for Child Find are also in place to ensure that compliance is met there as well. Inclusive practices are being implemented and plans are in place to increase the success of inclusion.

Program: Teacher Center-Professional Development; Curriculum Development Assistance; Resources

Funding Source: Participating Districts

Funding Amount:\$200,959

Competitive Grant: No

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Lesa Grooms, Teacher Center Coordinator/Assistant Director - BSE, MA, Ed. S.

Wendy Spann, Administrative Assistant - HSD

Goal

- To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately
- To improve the learning of all students by providing resources to support adult learning and collaboration
- To provide curriculum development and selection assistance for the implementation of the Arkansas Curriculum Frameworks
- To support school improvement initiatives and to enhance program integration through effective communication and technical support
- To enhance understanding of the Every Student Succeeds Act (ESSA)
- To assist in understanding and implementing the LEARNS Act

Program Summary

The Teacher Center Committee uses the data collected from districts to plan Professional Learning that meets the needs of educators in each of our 17 districts. The Director, Teacher Center Coordinator, Specialists and Technologist meet with constituent groups regularly. From those meetings and from the Annual Needs Assessment Survey, information is collected to assist in designing professional growth opportunities for the leaders and teachers in our region. Professional Development opportunities target the focus areas as outlined by the DESE, and PD sessions are offered to meet the requirements of law, as well.

Major Highlights of the Year

The Teacher Center Coordinator and Specialists provided support and coaching in districts. Attention was given to Schools in Need or Support and Level III and IV schools. Literacy specialists provided guidance about the Science of Reading while working with administrators during walk-throughs/observations. The Wilbur Mills Teacher Center Coordinator met monthly with Assistant Superintendents/Curriculum Coordinators and Principals. During the regular meetings of the Assistant Superintendent/Curriculum Coordinator group, Evan Beavers, from ADE, shared information about Texthelp Suite and Upar. Jessica Bowman, from ADE discussed ESSA reporting and the importance of recording data correctly. WDMESC Technology Coordinator, Brook Singletary, provided information on the use of AI.

Program: Technology

Funding Source: State

Funding Amount: \$80,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Jacksonville North Pulaski, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Brook Singletary, Technology Coordinator - Masters Instructional Technology +

Goal

To provide quality technology support and training for the cooperative and for the member school districts.

Program Summary

The Technology Coordinator (TC) along with the IT specialist strive to support districts in their efforts to provide technology for teaching and learning by providing quality professional development for school staff and technology coordinators throughout the year. Along with training and technical assistance, the Co-op technology staff provides ongoing support to districts in the areas of cybersecurity, infrastructure, hardware and software.

The TC meets weekly with the statewide Arkansas Cooperative Technology Coordinators (ACTC) as well as the DESE Research and Technology Division. The TC holds regular meetings with district Technology Coordinators where the information learned about DESE programs, grants and projects in the weekly meetings with DESE R&T is promoted.

The TC also meets regularly with Library Media Specialists where relevant information from the weekly meetings with DESE R&T is shared. Cassandra Barnett, DESE Library Media Specialist, is invited to attend the LMS meetings and share updates and information with district LMSs.

Cooperative technology staff provide ongoing support to the cooperative in the form of hardware, software, network maintenance and training. Maintenance and upkeep of on and off-site devices is also provided as well as maintaining the email and phone systems and the Co-op website.

In addition, the Cooperative Technology Staff maintains the Continuity of Operations Plan, supports district testing coordinators, investigates and learns new technologies that could be beneficial to districts, hosts DESE Coding competitions, updates the Cooperative Annual Report and Cost Analysis and fulfills DESE mandates.

The TC also serves on Arkansas' P-12 Cyber Incidence Response Team (CIRT). Arkansas' P-12 Cyber Threat Response Team represents a collaborative effort among Arkansas Cooperative Technology Coordinators and the Arkansas Division of Information Systems (DIS). The Cyber Incidence Response Team is a group of IT professionals who are willing and ready to provide onsite support, at no cost to the district, whenever an Arkansas school district is faced with a cyber threat. Information collected through the P-12 Cyber Incidence Response Team will only be used to inform and protect Arkansas school districts.

Major highlights

- Coordinated and/or presented technology PD sessions for teachers based on Needs Assessment.
- Assisted districts in development of Digital Learning Plans.
- Provided cyber security training for Co-op employees. Implemented online cyber security learning platform at WDMESC.

- Provided cyber security training for district technology coordinators.
- Coordinated and led meetings with district technology coordinators.
- Coordinated and led Library/Media Specialists Professional Learning Community.
- Managed the ARA Technology grant. Used grant funds to upgrade Co-op network, computer lab and provide cyber security training for Co-op employees.
- Met with DESE Research and Technology team and Co-op Technology Coordinators on a weekly basis.
- Disseminated information to district techs from DESE.
- Served on DESE's Social Media Awareness Campaign (SMACTalk) Committee.
- Partnered with the ACTCs to provide training at the Hot Springs Technical Institute (HSTI).
- Partnered with the ACTCs to provide training at the ADE Summit.
- Partnered with the ACTCs to provide training at the Rural Education Convention.

Program: Technology Services

Funding Source: District

Funding Amount: \$125,210

Competitive Grant: No

Non-Restricted

Program: Technology

Funding Source: Assigned Districts

Participating Districts

Riverview, White County Central

Personnel

Kyle Cross, Technologist, Riverview - HSD

Shayne Wallis, Technologist, White Co. Central - BSE

Tyler Watson, Technology Assistant, WDMESC - HSD

Goal

To provide quality technology support for the participating school districts.

Program Summary

- Support districts in their efforts to provide technology for teaching and learning
- Provide support to increase access to ADE sponsored programs, features and grants
- Provide quality professional development
- Provide ongoing support to the district: hardware/software/network maintenance and training
- Add growth and provide upkeep to desktop/mobile labs and other school 1:1 initiatives
- Maintain email system and district websites
- Develop/maintain/implement District Technology Plan
- Develop/maintain Continuity of Operations Plan for member districts
- File E-Rate for member districts
- Investigate new technologies that might be beneficial for the educational process

Program: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: No

RESTRICTED FUNDING

PERSONNEL:

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

Behavior Support Specialists:

Shana Bailey, M.S.

Jennifer Brewer, Ed.S.

Sandy Crawley, M.S.E

Kelly Davis, M.Ed., BCBA

Sonia Hartsfield M.Ed.

Audrey Kengla, M.S., CCC-SLP

Amanda Kirby, M.S.E.

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

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S., SPS

PARTICIPATING SCHOOLS: Statewide

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

BX3 PROJECT**GOAL:**

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

| BX3 Cohort 3- Building level teams | |
|---|--|
| Alma Intermediate School Asbell Elementary- Fayetteville Bald Knob High School Bryant Elementary Guy-Perkins Elementary | Horatio Elementary Hurricane Creek Elementary - Bryant McRae Elementary - Searcy Mena Middle School Mena High School |

| | |
|---------------------------------------|--|
| Happy Hollow Elementary- Fayetteville | Oscar Hamilton Elementary - Foreman Pottsville Jr High University Heights Elementary - Nettleton |
|---------------------------------------|--|

| BX3 Cohort 4 - Building level teams | |
|--|---|
| Caddo Hills High School Arkansas Arts Academy High School Magnolia Middle School Sidney Deener Elementary Westside Elementary - Searcy Southwest Middle School - Searcy Ahlf Jr High - Searcy Janie Darr Elementary - Rogers Arkadelphia High School Prairie Grove Elementary School Lake Hamilton New Horizons - Washington Elementary - Fayetteville Lincoln Middle School Cedarville Elementary Glen Rose Elementary Flippin Elementary Beebe Elementary Bob Folsom Elementary - Farmington The Academies of West Memphis Rector Elementary School Westbrook Elementary - Harmony Grove Bayyari Elementary - Springdale North Heights Community School - Texarkana Beebe Middle School | Bearden Elementary Trice Elementary - Texarkana Benton Jr High Elmdale Elementary-Springdale Louise Durham Elementary- Mena Manila Elementary Lakeside Middle Health, Wellness and Environmental Studies- Jonesboro Public Schools K-8 Connect - Springdale LISA Academy- Rogers & Bentonville Indian Hills Elementary - North Little Rock Newport Elementary East End Elementary Lakeside Primary - Oark Campus- Jasper Allbritton Elementary- Hamburg Earle High School Peritt Primary School - Arkadelphia Wonder Jr. High- West Memphis College Hills Harmony Leadership Academy- Texarkana Lafayette County Elementary |

PROGRAM SUMMARY:

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

month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

MAJOR HIGHLIGHTS OF 2023-24:

- Cohort 3 continued with 14 building-level teams across the state
- Accepted Cohort 4 with 45 building-level teams across the state
- 99% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 4 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 4 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2023-2024:

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

Professional Learning Opportunities**GOAL:**

- To provide professional development to local school district 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 2023-2024:

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

ADDITIONAL BSS HIGHLIGHTS OF 2023-2024:

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

PROGRAM: **Digital Learning – Virtual Arkansas**

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING WILBUR D. MILLS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS

| District | Served (Yes or No) |
|---|--------------------|
| AUGUSTA SCHOOL DISTRICT | Yes |
| BALD KNOB SCHOOL DISTRICT | Yes |
| BEEBE SCHOOL DISTRICT | Yes |
| BRADFORD SCHOOL DISTRICT | Yes |
| CABOT SCHOOL DISTRICT | Yes |
| CARLISLE SCHOOL DISTRICT | Yes |
| DES ARC SCHOOL DISTRICT | Yes |
| ENGLAND SCHOOL DISTRICT | Yes |
| HAZEN SCHOOL DISTRICT | Yes |
| JACKSONVILLE NORTH PULASKI COUNTY SCHOOL DISTRICT | Yes |
| LONOKE SCHOOL DISTRICT | Yes |
| MCCRORY SCHOOL DISTRICT | Yes |
| PANGBURN SCHOOL DISTRICT | Yes |
| RIVERVIEW SCHOOL DISTRICT | Yes |
| ROSE BUD SCHOOL DISTRICT | Yes |
| SEARCY SCHOOL DISTRICT | Yes |
| WHITE COUNTY CENTRAL SCHOOL DISTRICT | Yes |

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director; EdS, MS, BS

Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; Ed.D, MSE, BSE

Mindy Looney: Virtual Arkansas Interim Director of Operations; BS, MBA

Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS

Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS

Jason Bohler: Core Campus Principal; MA, BA

Tye Bibby: Concurrent Credit Campus Principal; MS, BA

Christie Lewis: CTE Campus Director; BBA, MS

Dr. Nic Mounts: Off-Campus and Fully Online Program Principal; Ed.D, MS, BS

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

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

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

GOALS:

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

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

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

| Goals | 2022-2023 Results |
|--|--|
| Help Address the Arkansas Teacher Shortage | <ul style="list-style-type: none">- VA made courses available in all critical academic licensure shortage areas- VA provided access to 107 full-time Arkansas-certified teachers for local schools |
| Provide a Wide Range of Courses for Arkansas Students | <ul style="list-style-type: none">- VA provided access to 214 total courses; 151 courses with a VA teacher- These courses provided opportunities to 33,977 Content + Teacher enrollments and 7,506 Content Partnership enrollments |
| Ensure Educational Options for Economically Disadvantaged Students | <ul style="list-style-type: none">- VA courses were made available to all high-poverty districts and were utilized by 95% of all Arkansas school districts with a 70% or higher FRL population- VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary |

| | |
|--|--|
| | <p>paperwork for enrollment during the early registration period were granted seats in the classes for which they registered</p> <ul style="list-style-type: none"> - 17,654 Content+Teacher enrollments came from schools with a 70%-100% FRL population |
| Ensure Educational Options for Rural Students | <ul style="list-style-type: none"> - 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts 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 Participating in Work-based Learning | <ul style="list-style-type: none"> - 49 CTE Content + Teacher courses were provided to 6,218 CTE enrollments - VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs |

PROGRAM SUMMARY:

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five 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
- DYS Campus: Arch Ford 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.
- Recognized as a national leader, including the third highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

Virtual Arkansas Data (Based on 2022-2023 School Year)

- Have saved Arkansas school districts over \$71,000,000 over the last ten years
- Saved Arkansas school districts over \$9,000,000 during the 2023-2024 school year
- Have served over 282,000 enrollments over the last 10 years
- Virtual Arkansas Students had an 89% Pass Rate
- 14,907 Unique Arkansas Students Engaged in 33,977 Content + Teacher Enrollments
- 30,334 Credits Earned
- 75% of Virtual Arkansas teachers have a Master's degree or above
- 151 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 8,132 College Concurrent Credit Hours
- 85% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,218 enrollments over two semesters
- 6 full completer CTE programs and 12 partial completer programs offered to Arkansas students
- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

Program: Migrant Education

FUNDING SOURCE: DESE Grant – Title 1 Part C

COMPETITIVE GRANT: No

RESTRICTED

PARTICIPATING DISTRICTS

| | | | |
|-------------------------|-------------------|------------------|-------------------|
| Augusta | Bald Knob | Barton-Lexa | Beebe |
| Brinkley | Cabot | Carlisle | Clarendon |
| Des Arc | England | ESTEM | Forrest City |
| Friendship Aspire-LR | Hazen | Helena/W. Helena | Jacksonville |
| Kipp-Delta College Prep | Lee County | Lisa Academy-ALL | Little Rock |
| Lonoke | Marvell | McCrory | North Little Rock |
| Palestine-Wheatley | Pangburn | Pulaski County | Riverview |
| Rosebud | Searcy | Sheridan | Stuttgart |
| Watson Chapel | White Co. Central | | |
| | | | |

PERSONNEL

Karen Fuller, Migrant Program Specialist, BBA, M.Ed-Educational Leadership

Heidi Harris, REDS, Associate Degree-Business Administration

Carmen Lambert, Recruiter, Associate Degree-Early Childhood

Sandra Garcia-Student Support Specialist-BBA-Business

Lily Farfan-Field Recruiter, Associate Degree-Social Services

GOAL

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Smart goals

1. By the end of the 23-24 performance period, 70% of migratory students served in a summer migrant program that participated in an SEA-approved supplementary mathematics program, will show a gain between pre- and post-testing on a reliable mathematics assessment.
2. By the end of the 23-24 performance period, 70% of migratory students served in a summer migrant program that participated in an SEA-approved supplementary ELA program, will show a gain between pre- and post-testing on a reliable ELA assessment.

PROGRAM SUMMARY

The purposes of the Migrant Education Program are to:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- To identify eligible migrant students by the use of agricultural surveys in schools, businesses, and any venue that might employ or provide services for migrant families. Recruiters work to build rapport with local farmers and area businesses to ensure their assistance and cooperation with the program.

- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.
- Help migratory children benefit from State and local systemic reforms. (See section 1301 of the ESEA.)

Major Highlights of the Year

- Contacted and assisted project schools with the migrant grant process including their Indistar information, suggested expenditures, agricultural surveys, and the mandatory training for tutors.
- Provided in-person training for new tutors on August 16, 2023 and August 21, 2023 at the migrant education office in Bald Knob and all tutors on August 23, 2023 at the Wilbur D. Mills Education Service Cooperative. Identification and Recruitment Training was held on August 17, 2023 at the cooperative as well.
- Provided districts with information regarding allowable expenditures and worked with migrant tutors to plan daily schedules to include in person and virtual students.
- Collected and recorded Mass Enrollments, Needs Assessments, Students' Eligible for Migrant Supplemental Services Forms, Daily Schedules, and On Track forms from each of the project tutors and the needed documentation from the non-project districts as well.
- Served approximately 900 students in the Wilbur D. Mills Educational Service Cooperative, Great Rivers Educational Service Cooperative, and Arkansas River Educational Service Cooperative areas. Of those, 430 were non-project students and 480 were project school students. These students were ages 3-21. Project schools are those who have a migrant student population great enough to receive funding and therefore can hire a migrant tutor and utilize the funds through their district. Such districts usually have at least 25 migrant eligible students enrolled, although this can vary due to the funding formula. Schools who qualify for funding have the opportunity to accept the funds or decline the funds and have the cooperative serve their student population, making them a non-project school. Other non-project schools do not have sufficient migrant student populations to qualify for funding and therefore are served by the cooperative.
- Provided migrant parents and children ages 3-5, that are not enrolled in kindergarten or other preschool programs, with needed supplies and manipulatives for at-home learning.
- Provided high-interest books, school supplies, and information on community resources (dental care, food banks, healthcare, milestones for pre-k, safety (fire, internet, and sun), banking, etc.) to migrant students and families.
- Provided free resources for those in need. Our staff is very passionate about our students and go above and beyond to help them with whatever needs the migrant students have. We have tutors and recruiters that search for outside resources to share with our migrant families. Recruiters have received sheets, towels, and blankets to distribute to families in need and provide school supplies to all students. We work in collaboration with local churches who have food to distribute it to our families in need.
- Completed needs assessments on each non-project student to determine which students were a priority for service. Students received supplies and books multiple times throughout the school year. Non-project students who are considered Priority For Service (PFS), those who have moved in the past year and are at risk of failing, are visited once to twice a month by cooperative staff to assist with instructional and or personal needs. Students in non-project schools were also provided with dental health supplies and educational information.
- Monitored high school seniors in the project and non-project schools to ensure they are working towards graduation. Provided them with information about ACT and scholarships available to migrant students.
- Assisted project tutors with setting up PAC (Parent Advisory Council) meetings in each of their districts to discuss literacy, math, and graduation requirements with parents. We held a Regional PAC meeting that focused on Mental Health Awareness, providing a presentation done by a licensed social worker and had community resources set up to talk to parents about receiving help. Representatives from 100 Families and El Puente were in attendance to assist parents.
- Met and established relationships with farmers and businesses.

- LEA tutors were encouraged to inquire about student progress and regularly check in with the student and/or parent to ensure they were completing their work.
- Moving Up Arkansas (MUA) is a Credit Accrual Summer Program offered to high school students of migrant families in Arkansas, which will be offered as in person residential this year as it was pre-pandemic. It is held on the campus of Arkansas Tech University in Russellville, Arkansas.
- Arkansas Migrant Education Student Leadership Academy (AMESLA) was held this year on October 13-15, 2023 and March 15-17, 2024. This is a leadership development opportunity for students from all across the state and is held at the 4-H Center in Ferndale, Arkansas. Team building activities such as rock climbing and rope trails are part of the activities that are taught during this weekend. It is limited to 40 students so applications are taken as first come, first served.
- A STEM Camp for students completing 7th, 8th, or 9th grades was held at Harding University on June 5-9, 2023. Two professors from Harding University taught the camp and students were engaged in numerous experiments along with some desk work. The hours for the camp were 9:00 am to 3:00 pm and Searcy School District provided transportation for the students involved from their district. Students from Searcy, Riverview, and White County Central school districts participated. Twelve students participated and most were in attendance each day. Students were provided lunch(in the University cafeteria) and snacks by the Migrant Education Program and each student left with reading books for them and their siblings for the summer. Another STEM Camp is planned for June 10-14, 2024 at Harding University for those who have completed the 7th, 8th, or 9th grades this school year. Students will be chosen based on their application and there are twelve spots available.
- Encouraged students to apply for migrant scholarships and the free one year of college provided through CAMP.
- Provided credit recovery opportunities through Red Comet.
- Monitored the project school districts.

Special Projects and Programs

Funding Source: Arkansas Department of Education, ARP ESSER and Local District Funds

Program Name: Literacy/Dyslexia - Level 2 Assessor Training

The Wilbur Mills Cooperative partnered with Stacey Mahurin to provide professional training for screening students for characteristics of Dyslexia. This workshop addresses what each screener tool assesses, how to score the screeners, and how to analyze the data. Teachers bring their level 2 screeners with them.

13 out of 17 of the Wilbur D Mills District were represented and 68 educators were trained in how to use and analyze data with the level 2 screeners.

Program Name: Literacy/Dyslexia - Take Flight Training

The Wilbur Mills Cooperative partnered with David Hanson, Access Learning Academy, to provide Cabot School District with training in Take Flight. Fifteen educators were trained to use the materials and develop a deeper understanding of Dyslexia. David then provided ongoing support to these educators through video conferencing and observing each of them teach lessons.

Program Name: Literacy/Dyslexia- School-based ID Training

The Wilbur Mills Cooperative partnered with Vicki King, state Dyslexia Specialist, to provide training to teachers and administrators on how we identify students with characteristics of dyslexia. This training provided support in analyzing data, plotting it on a profile sheet, and looking at cycle 7 data.

15 out of 17 of the Wilbur D Mills District were represented and 53 educators were trained in how identify students with characteristics of dyslexia.

Goals and Description (Literacy/Dyslexia)

1. The Wilbur Mills Cooperative will partner with Vicki King and Stacey Mahurin again for the 24-25 school year to move the 15/17 and 13/17 districts, respectively, to both have 17/17 districts trained in School-based ID and Level 2 Assessor Training.
2. The Dyslexia Specialist will meet with 17/17 district dyslexia coordinators on a monthly basis to provide continued training in identifying students with characteristics of dyslexia, assist with analyzing data of future and current students being seen in intervention, and to ensure processes are in place to comply with the LEARNS ACT.

Program Name: Mathematics

Student-Centered Mathematics: Understanding Mathematical Thinking is professional development that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this multi-year training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and equations in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning. This PD is based on the research found in *Children's Mathematics: Cognitively Guided Instruction*. The Instructional Specialist (Allen) has completed the CGI Leadership Institute, is an ADE-Endorsed Trainer for Year 1, 2, and 3, and is currently leading and/or hosting 4 sessions. Connections to math fluency, AR Math QuEST and the Effective Math Teaching Practices were also added to this professional development in an effort to support state initiatives in mathematics. The Math Specialist is serving as Co-Chair for the 2024 CGI National Conference held in Arkansas in June 2024.

Program Name: Technology**EtherScopes**

In an effort to assist schools in preparation for online Common Core State Standards testing in 2015, ADE awarded a grant to the Cooperative for the purchase of an EtherScope in 2013 and purchase of a companion Link Runner in 2014. Our goal was to evaluate all of the schools in our cooperative to see if their networks are capable of connecting 1 to 1 computer to students for online digital testing. When requested, we visit a school, and save reports from the EtherScope for evaluation purposes and to inform the school technology coordinator of the findings. We also use these devices for troubleshooting, network design, network redesign, network mapping, and for evaluating connectivity throughout testing, which helps the schools and their technologists in evaluating, troubleshooting, and planning for their schools digital needs.

Since the EtherScope was purchased district Technology Coordinators have been trained on how to use the EtherScope and it is available for checkout. Several districts have requested the EtherScope this year to evaluate and troubleshoot their network connectivity.

Program Name: Robotics - FIRST Robotics Arkansas Regional

The FIRST Robotics Competition Arkansas Regional was held March 6-9, 2024 in Searcy, AR at Lion Arena. Twenty-nine high school teams from 9 different states came together in Central Arkansas to showcase their months of hard work, creative problem solving and incredible team work. This year's game, Crescendo, was presented by HAAS. WDMESC Program Coordinators and Content Specialists played vital roles in the implementation of the event. One of the science instruction specialists was a member of the planning committee and the event volunteer coordinator, who is responsible for recruiting and training over 80 volunteers each day. WDMESC was recognized as a "Friends of the Future" sponsor for their support.

Program Name: STEM - Harding Robots and Rockets STEM Camp

WDMESC helped plan and implement the Robots and Rockets STEM Camp at Harding University for students entering middle school grades. The goal of this camp was to provide students with hands-on STEM experiences to excite them about science and engineering and to reinforce the fundamental math and science that underlie the projects. Fifty students entering grades 5-8 participated in the camp. Faculty from the Harding Science and Engineering Departments along with Math and Science Specialists from WDMESC helped throughout the week. (instructed sessions, assisted with instruction, distribution of supplies, registration and supervision of students)

Topics included - Civil Engineering, EV3 Robots, Sphero Robots, 3D printing, and other STEM related topics

Program Name: ACT Prep

The ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their

students in taking the ACT. The grant included a subscription to On To College for high school students and prep sessions for any student taking the ACT.

261 school districts across the state opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district.

Through this grant cooperatives hosted ACT Prep sessions for students to participate in prior to their ACT test. Chad Cargill provided 9 sessions for 688 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review.

Districts who had access to OnToCollege were Augusta, Bald Knob, Beebe, Cabot, Carlisle, Des Arc, Hazen, Jacksonville North Pulaski, McCrory, Pangburn, Rose Bud, Searcy, and White County Central. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp.

Cantrell and Waller Preparatory (CW Prep) provided 24 sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT. WDMESC had 60 students in attendance for an on-site CW Prep Session.

Program Name: 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 with Janel Keating. As part of this process, Janel Keating guided cooperatives in developing successful 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 using the process within the cooperative.

Program Name: Communities of Practice (CoP)

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 the acceleration of learning using HQIM. Bailey Education Group is the selected vendor from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM. Two districts have opted to participate in this opportunity.

Program Name: Bus Driver Certification and Assessment

Due to federal regulations, individuals obtaining a new CDL are required to complete a curriculum and pass an assessment. As a result of the lack of bus driving candidates, cooperatives purchased a curriculum and assessment package from Vector Solutions, LLC. Mr. Horn, Director, administers training to transportation directors of WDMESC districts and continues to support the points of contact by providing guidance and resources as they implement this process. This training allows the

district point of contact to certify new bus driving candidates.

**Program Name: ESSER Special Grants
ARP Homeless Grant**

DESE provided funding to address homelessness through ARP ESSER funds. Districts were allotted funding based on a formula using previous district data. Districts receiving less than \$5000 were required to join a consortium. Districts receiving \$5000 or more were given the option to join a consortium or expend the funds at the local district level. Cooperatives were authorized to be a consortium for districts. Ten districts joined the WDMESC consortium. The total amount of funding was \$108,130.00. District representatives met with cooperative staff to assess needs in each district. Consortium members voted to employ a Systems Navigator to support member districts and school homeless liaisons in identifying homeless children and youth.

The Systems Navigator has assisted member district and school homeless liaisons in meeting the urgent needs of children and youth experiencing homelessness—including academic, social, emotional, and mental health needs by navigating appropriate community resources. These resources were added to the [Statewide Community Resource Portal](#) in collaboration with the Arkansas Department of Education and Bright Futures USA. The Systems Navigator, Tuer Kennard developed and shared a [McKinney Vento Systems Guide](#) to serve as a resource for Homeless Liaisons and other school officials who are both directly and indirectly charged with servicing the needs of children and youth experiencing homelessness. Tuer also assisted districts with their homeless plans by completing a needs assessment in each district, compiling a report, and working with each homeless liaison to develop an action plan for the coming years. In addition those who were designated as “at risk” to understand the designation and engage in the professional development required by the DESE.

Program Name: ESCWorks

WDMESC purchases the online platform, escWorks for each of the 17 member districts. escWorks is the platform used by the state of Arkansas to house professional development offerings. Educators in Arkansas use their escWorks account to register for professional development and to track their professional development hours.

Program Name: CPI Nonviolent Crisis Intervention® Training

Nonviolent Crisis Intervention® Training provides educators with the skills to safely recognize and respond to everyday crisis situations. The training complies with all current legislation and is evidence-based and fully accredited. WDMESC staff attended CPI certification training and provide this training to our districts.

Appendix A

[Professional Development Activities Reports](#)

Appendix B

[Board Report](#)

Appendix C

[WDMESC Impact on Student Performance](#)