

Wilbur D. Mills Education Service Cooperative

Brad Horn, Director



Cooperative Evaluation Narrative
January, 2023

Wilbur D. Mills Education Service Cooperative
Board of Directors

Name	Position	School District
Cathy Tanner	President	Augusta
David Rolland	Vice President	Pangburn
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Allen Blackwell	Superintendent	Rose Bud
Dr. Bobby Hart	Superintendent	Searcy
Pharis Smith	Superintendent	White County Central

Wilbur D. Mills ESC Demographics

Wilbur D. Mills Education Service Cooperative (WDMESC) has served our regional districts for over thirty years. The cooperative became a state-funded agency through ‘The Education Service Cooperative Act of 1985’ (Act 349 of 1985). The first offices were housed on the campus of Arkansas State University, Beebe, solidifying an excellent working partnership between WDMESC and the university that exists to this day. The ASU facility was soon outgrown, however, and WDMESC moved to its current location at 110 N. Main Street in downtown Beebe. The cooperative employs a staff of 76, with approximately 60 housed at the WDMESC site, serving 17 school districts in 5 counties in central Arkansas.

Section 6-13-1003	Requirement	Documentation
1	ESC region includes at least three(3) but no more than nine(9) counties	WDMESC serves 17 school districts in 5 counties.
2	ESC region includes at least ten(10) but no more than thirty-five(35) school districts	WDMESC serves 17 school districts in Arkansas.
3	ESC region includes at least twenty thousand (20,000) pupils in K-12 average daily membership (ADM)	Number of students in WDMESC region (My School Info-ADM): 31,203 students
4	ESC region includes at least one (1) postsecondary education institution	There are 2 postsecondary education institutions within the WDMESC region: Harding University and ASU Beebe
5	ESC region covers no more than fifty (50) miles distance or approximately one (1) hour driving time to the area's main offices for ninety percent (90%) of the school districts. (Google Maps)	WDMESC serves 17 school districts, with 100% of those within 50 miles of driving distance (or approximately 1 hour) from the cooperative.

Section 1: User Satisfaction and Service Adequacy

22.2 Section 1A-1B: Annual User Satisfaction Survey and Summative PD session evaluation responses

WDMESC utilizes user satisfaction and professional development surveys in multiple ways, in both real-time and in the annual review process. The user satisfaction survey is a survey designed in collaboration with the co-ops statewide and distributed as a Google Form to the school districts each spring (April/May). The professional development evaluations are electronically generated through escWorks to participants after a session has concluded. WDMESC specialists who conduct trainings use both escWorks electronic evaluations and the user satisfaction survey to reflect on their practice. Each year, the WDMESC Professional Development staff, which includes literacy, mathematics, science, novice teacher, technology, G/T, behavior support, Systems Navigator for Homelessness and CTE specialists, meet for a planning/debriefing session where our service reports, school surveys, and evaluations are analyzed.

The WDMESC Annual User Satisfaction Survey was distributed beginning in April 2022 via email and during several PLC meetings and Board of Directors meetings, and received 240 responses (with representation from all 17 districts and all job titles) with the following data. (***NOTE:** In survey directions, participants were instructed to use N/A if the question pertained to a service area with which they were not familiar. In the table below, N/A responses are removed from the final calculations of the percentages of user satisfaction.)

	Area of Service	Very Satisfied	Satisfied	Not Satisfied	Very Satisfied + Satisfied Subtotals
Support Services	Administrative Support	68%-102	28%-43	4%-6	96%
	Support for State Initiatives (TESS, LEADS, Novice Teacher Mentoring, RISE)	63%-114	35%-64	2%-3	98%
	Support for Federal Programs, ESL, Curriculum, GT, etc	64%-106	33%-55	3%-5	97%
	Helpfulness of Staff when Seeking Info as an Educator	76%-168	22%-49	2%-5	98%
Literacy	RISE K-2	64%-49	36%-27	0%-0	100%
	RISE 3-6	67%-58	31%-27	1%-1	99%
	SoR Stand-Alone Days	62%-51	38%-31	0%-0	100%
	Critical Reading	60%-36	37%-22	3%-2	97%
	Disciplinary Literacy	68%-53	29%-23	3%-2	97%
	Dyslexia	65%-49	28%-21	7%-5	93%
	Writing Training	55%-32	38%-22	7%-4	93%
Math	Cognitively Guided Instruction (CGI/ECM)	63%-30	33%-16	4%-2	96%
	Mathematical Content Trainings	62%-38	30%-18	8%-5	92%
	Quantitative Literacy	61%-20	33%-11	6%-2	94%
	AR Math QuEST	58%-19	36%-12	6%-2	94%
	Illustrative Mathematics	59%-30	35%-18	6%-3	94%
	Mathematics Programs	53%-19	39%-14	8%-3	92%

Science	Grasping Phenomenal Science K-4	52%-17	39%-13	9%-3	91%
	Grasping Phenomenal Science 5-8	57%-21	38%-14	5%-2	95%
	Grasping Phenomenal Science 9-12	56%-18	31%-10	13%-4	88%
	STEM	57%-30	38%-20	6%-3	94%
Novice Teacher	Classroom Management	54%-73	45%-61	1%-2	99%
	Support through use of Digital Platform	51%-65	45%-58	4%-5	96%
	Support by R & R and/or Cooperative Specialists	54%-59	42%-46	5%-5	95%
	PD on relevant topics	57%-77	41%-55	2%-3	98%
Digital Learning	Digital Learning Resources/Tools	54%-74	46%-63	1%-1	99%
	Support on Digital Learning Platforms	55%-72	44%-57	1%-1	99%
	In-district support for Digital Learning	53%-62	44%-51	3%-3	97%
	IT Support	46%-37	53%-42	1%-1	99%
Covid-19	Assistance with transition to Blended Learning	55%-75	41%-56	4%-6	96%
	Regular Communication/Updates	60%-112	37%-69	3%-5	97%
	PD Offerings during Covid-19	61%-117	36%-70	3%-6	97%
	Support with AR RfL Plan	59%-73	39%-48	2%-2	98%
Special Education	LEA Supervisors	57%-37	32%-21	11%-7	89%
	Behavior Support Specialists	52%-37	39%-28	8%-6	92%
	Other SPED Services	55%-37	34%-23	10%-7	90%
Early Childhood	ABC Program	63%-24	34%-13	3%-1	97%
	Early Childhood Special Education	60%-29	35%-17	4%-2	96%
	HIPPY	60%-26	35%-15	5%-2	95%
	Other Early Childhood Services	55%-24	36%-16	9%-4	91%
Other Services	Student Services (Quiz Bowl, Chess, Spelling Bee, etc.)	66%-41	32%-20	2%-1	98%
	Career/Technical Education(CTE)	48%-28	45%-26	7%-4	93%
	Gifted and Talented	62%-36	36%-21	2%-1	98%
	Instructional Technology	53%-34	44%-28	3%-7	97%
	Community Health Nurse	51%-18	46%-16	3%-1	97%
	Facilities Consortium	58%-21	36%-13	6%-2	94%
	Purchasing Programs (Warehouse)	60%-28	36%-17	4%-2	96%
	Teacher Center and/or Print Shop	57%-35	41%-25	2%-1	98%
	Overall Average	58%	37%	4%	96%

A review of the results from the Summative Professional Development Evaluation Responses from 6/1/2020 to 7/31/2021 show an overall average score of 3.94 on a 4.0 scale from 11,860 responses.

In addition to the user satisfaction survey and summative PD evaluation responses, the Director and Assistant Director routinely communicate with district leadership to determine and meet their needs. The Assistant Director sends a Teacher Center Report and a summary of Commissioner's Memos to all district leadership monthly.

17.00 Section 1C: Annual Surveys and Needs Assessment

WDMESC administers a Needs Assessment Survey via Google Forms to administrators each year (November/December) to determine service focus for both the summer and school year professional development, but also utilizes additional means of gathering information as to district needs to supplement our survey information. WDMESC uses major job-alike group meetings to gather information on district service needs and interests. Information/feedback is also gathered from WDMESC's Teacher Center Committee and the following groups: GT Coordinators, Instructional Facilitators, Counselors, Principals, Assistant Superintendents and Curriculum Coordinators, Federal Coordinators, Special Education Supervisors, Business Office Personnel, Technology Coordinators, Dyslexia Interventionists, Library/Media Specialists. The results from the Needs Assessment Survey are shared and reviewed with superintendents at a WDMESC board meeting, with the Teacher Center Committee at our winter meeting and with specialists during our professional staff meetings.

Data from the Needs Assessment was reviewed to determine how WDMESC could better meet the needs of the school districts. Some examples of responses from educators on the Needs Assessment that were addressed by the cooperative:

- Multiple requests for assistance with the implementation of the Science of Reading at all grade levels
- Requests for additional training on DOK
- Selecting and unwrapping essential standards
- RTI strategies
- Blended Learning
- Ways to raise ESSA scores
- Physical behaviors: Harm to Self and Property
- Special Education: High Yield Strategies, High Leverage Practices, 504
- GT: Differentiation
- School Safety
- Social Emotional Learning: Addressing Trauma/Mental Health

How WDMESC responded to those needs

WDMESC specialists, staff and outside consultants provided training to address all of the responses above. Some examples include:

- Literacy specialists presented RISE Academies throughout the summer and during the 21-22 school year to meet the needs of the districts. Literacy specialists presented stand-alone days in the science of reading for teachers and administrators and provided onsite RISE support throughout the school year.
- Literacy specialists created and offered professional development sessions to secondary teachers on incorporating the science of reading across content areas.
- Maria Neilson from Solution Tree presented The 15 Day Challenge which included sustaining PLCs, selecting and implementing essential standards and formative and summative assessments.
- Taryn Echols presented a session on Response to Intervention: A Multi-tiered System of Support
- Several sessions were offered on school and student safety including Internet Safety and Sex Trafficking, School Safety for Special Needs Students and Cognitive Behavior Intervention Strategies

- Teacher and student mental health and trauma were addressed in several sessions including DESE-Blending SEL into the Classroom, DESE-Teacher Well-being, ACEs in Education, Trauma Informed Education with Dr. Kim Fielding and Emotional Poverty with Dr. Ruby Payne.

State Cooperative Teacher Center Coordinators meet monthly with DESE personnel to coordinate services and support. Coordination with the Department of Education was effective with no duplications noted.

4.2 Section 1D: Provide Assistance

The cooperative is very involved in assisting our member districts with accreditation standards and provides savings to our districts. We hold training meetings for school personnel responsible for the state reporting associated with the accreditation process; hold annual school board member training, hold the required Tier I Fiscal training for administrators and bookkeepers, provide instructional support in all core areas, assist schools with curriculum review; help schools develop new career course concentrations to meet career focus requirements and to purchase equipment/materials necessary for those courses; provided 1000 seats for Vector Solutions bus driver training; coordinated Literacy support with DESE and districts in levels 3-4 support. Our Early Childhood/Special Education department assists schools in providing speech, behavior, and occupational therapy services. WDMESC partners with Pearson Learning to provide digital learning content and teachers for grades K-8 online learners. We provide professional development support toward the requirement in rule (10.01.3), and our specialists provide on-site support to districts throughout the year. We provided statewide PD opportunities: ACT Prep Sessions, Restorative Practices PD, Title IX.

This past year, due to the need from Covid-19, WDMESC created a K-8 Virtual Consortium with 10 school districts and provided training to digital learning points-of-contact for a K-8 virtual learning option for students in those districts. WDMESC worked with districts to provide a template to apply for the Digital Learning Option and reviewed the templates with DESE and districts before submitting them to the State Board of Education. We also coordinated and delivered PPE to districts during Covid-19.

Following is a list of services that WDMESC provided to one district, Riverview. These are the services in which Riverview chose to participate: Early Childhood Special Education, management and implementation of the Home Instruction for Parents of Preschool Youngsters (HIPPO) grant, Virtual AR, CTE, professional development, onsite assistance from specialists and coordinators, equipment/materials and a K-8 Virtual Program, Systems Navigator for Homeless Liaisons, administration of paraprofessional exam, fingerprinting and background checks, Social Sentinel, 321 Insight (a video library for classified and certified staff for social/emotional support.) Providing staff and services ensures the district meets or exceeds the accreditation standards.

9.00 Section 1E: Teacher Center Committee and Other Necessary Committees

WDMESC’s Teacher Center Committee was established by Act 349 of 1985. The TC Committee is composed of at least one (1) representative from the staff of each school district and shall advise the director/TCC and the governing body on the staffing, programs, and operation of the teacher center. At least one-half (11), but not more than two-thirds (14) of the members are classroom teachers. The committee shall meet at least three times per year. The meeting dates for the 2021-2022 school year: October 26, 2021, February 7, 2022 and March 30, 2022.

Committee Member	District	Position
Cathy Tanner	Augusta	High School Principal
Megan Hartle	Bald Knob	Secondary Teacher
Paula Moore	Beebe	Library Media Specialist
Patti Stevens	Bradford	High School Administrator

Bennie Brock	Cabot	Secondary Teacher
Judy Scroggins	Carlisle	Middle School Teacher
Cheryl Holland	Des Arc	Administrator at Large
Robin Stepps	England	Secondary Teacher
Mark Price	Hazen	Assistant Principal
Brandy Howell	Jacksonville North Pulaski	Elementary Administrator
Jeannie Holt	Lonoke	Middle School Principal
Patty Hernandez	McCrary	Elementary Principal
Chad Ramsey	Pangburn	Middle School Teacher
Adell Morris	Riverview	Middle School Teacher
Amanda Frizzell	Rose Bud	Secondary Teacher
Julie Brown	Searcy	Elementary Teacher
Maegan Johnston	White County Central	Elementary Teacher

WDMESC’s Teacher Center is housed in the WDMESC Administration Building at 114 N. Main Street in Beebe. The Teacher Center is available for educators at any time during business hours. WDMESC provides resources and materials for curriculum development and is responsible for purchasing equipment to provide educators with a variety of resources. Resources now include computers, software, printers, a Variquest design vinyl machine, bookbinder, laminator, copy systems, paper cutter and a poster maker.

In addition to the Teacher Center Committee, the following committees and groups met to respond to various district needs/concerns.

Committees

- Legislative
- CTE Advisory Committee

Groups

- Assistant Superintendents/Curriculum Coordinators
- Federal Coordinators
- Principals
- Literacy/Dyslexia Leaders
- STEM - Math and Science Coaches and Leaders
- Science
- Gifted and Talented Coordinators
- Instructional Coaches
- LEA Special Education Supervisors
- Business Office Personnel
- Library Media Specialists
- Technology Coordinators
- Instructional Technology Leaders
- Transportation Directors

The WDMESC Principal Group meets monthly during the school year to network, share best practices, and meet with DESE staff regarding new initiatives. Utilizing a survey, the principal group focused on The New Art and Science of Teaching related to High-Reliability Schools. WDMESC conducted a monthly book study at each principal meeting. Best practices are shared publicly through a monthly Teacher Center Report, state-wide job-alike groups, the WDMESC website and social media.

16.00 Section 1F: Liaison with Postsecondary Institutions

WDMESC enjoys an excellent working relationship with three area universities: Harding University and The University of Central Arkansas (4-year colleges), ASU Beebe (2-year institution).

- **ASU Beebe-** Each fall Amber Bass, one of our Literacy Specialists, teaches a day class on how to administer literacy assessments to a class of preservice teachers who will graduate in the spring. They learn to administer DIBELS (Acadience), The PAST (Phonological Awareness Screening Test), The Really Great Reading Decoding Assessment, and the Arkansas Rapid Naming test.

To better prepare future educators, the Recruitment and Retention Department partnered with local universities and the DESE Licensure Department to prepare college students for licensure assessments, student teaching and the interview process.

A collaborative job fair was held by the WDMESC Recruitment and Retention Department, Early Childhood Department, local, regional and national institutes of higher education, and the DESE Office of Educator Effectiveness and Licensure Department in an effort to recruit current and future substitute teachers, paraprofessionals, and teachers for our region's school districts.

The WDMESC HIPPY program partners with Arkansas State University-Beebe which offers Child Development Associate (CDA) classes on the Beebe campus in the fall and on the Searcy campus in the spring. The CDA is a required component in order to work in the WDMESC HIPPY program as a Home Based Educator.

The CDA program focuses on the development and education of children ages birth to five years old. The program consists of 10 credit hours which can be completed in one semester. The program feeds into ASU-Beebe's 42-hour Technical Certificate, which in turn feeds into the 60-hour Associate of Applied Science degree in Early Childhood Education.

Students in the CDA program develop a portfolio throughout the program. Students learn about childhood health, development and behavior management, and eventually choose to focus on infants and toddlers or preschool-age children. Safety precautions, performance evaluations, parent interactions, and child maltreatment are also covered, as well as business management and CPR and first aid certification.

Ben Carrigan, Science Specialist, led a session for ASU-Beebe's Science Methods Course on Oct. 17, 2022.

Sandy Roe, Science Specialist, led a session for ASU-Beebe's Teaching Middle-Level STEM on Nov. 1, 2022, focusing on the shift in science education from teaching explanation to exploration to phenomenon-based exploration to explanation.

- **Harding University-** During the summers of 2021 and 2022 WDMESC Science Specialists, Ben Carrigan and Sandy Roe and Math Specialists Pam Allen and Tim Brister, 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. Around 50 students entering grades 5-8 participated in the camp each summer. 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, Parachute design, Sphero Robots, Catapults, Water filtration, and other STEM related topics.

To better prepare future educators, the Recruitment and Retention Department partnered with local universities and the DESE Licensure Department to prepare college students for licensure assessments, student teaching and the interview process.

A collaborative job fair was held by the WDMESC Recruitment and Retention Department, Early Childhood Department, local, regional and national institutes of higher education, and the DESE Office of Educator Effectiveness and Licensure Department in an effort to recruit current and future substitute teachers, paraprofessionals, and teachers for our region's school districts.

Dr. Jill Davis, Harding University Mathematics Professor, brought in Dr. Tim Brister, WDMESC Mathematics Specialist to provide specific instruction in the course, *Math for Elementary Classes*. On October 8, 2021, Dr. Brister led the class through a three-act math task so that the educator candidates could see that mathematical modeling can take place even at the elementary school level. Dr. Brister plans to address the class two additional times in April 2022.

WDMESC Science and Math Specialists partnered with McRae Elementary and Harding University STEM Center to conduct Science Labs for elementary students on several days during the school year.

- **University of Central Arkansas** - During the 2021-2022 school year, WDMESC partnered with the UCA Mashburn Center to offer SIM (Strategic Instruction Model) Learning Strategies to our districts. Thanks to a grant from the Arkansas Department of Education, the UCA Mashburn Center was able to provide professional development services and manuals at no cost to participating schools. Some of the Learning Strategies professional development offered include: The Main Idea Strategy and The Inference Strategy. WDMESC Curriculum Directors and Literacy Leaders also had an opportunity to hear from the Mashburn Center on the purpose of SIM Learning Strategies, how it could be offered within their district, and who might benefit from the program.

WDMESC also offered SIM Content Enhancement Routines to member districts in conjunction with the UCA Mashburn Center. Selected content-area teachers from Jacksonville North Pulaski High School, Lonoke High School, and Bald Knob High School have been able to participate in on-site or virtual professional development offered from SIM professional developers Greg Moore, Literacy Specialist, and Sandy Roe, Science Specialist.

In an effort to recruit and retain highly qualified educators through paraprofessional pathways, WDMESC Recruitment and Retention Department shares information regarding Reach University, Grand Canyon University, and the Arkansas Teacher Residency Model with prospective educators.

WDMESC shares best practices with collaborating partners and publicly via social media and the WDMESC website:

- Representatives from WDMESC and Arkansas State University met to discuss Arkansas Teacher Residency Model, facility partnership opportunities and Arkansas Tutoring Corps
- Representatives from ASU-Beebe and Harding University attended WDMESC Board of Director meetings and worked with WDMESC regarding the Teacher Residency Model and Teacher Academies.

- WDMESC's Teacher Center Coordinator and Director work individually with ERZ's director to share information and plan support.
- WDMESC hosts Arkansas Tutoring Corps training for the ERZ's
- WDMESC partners with the PEER Network to support rural schools
- Best practices are shared with the other 14 cooperatives via monthly meetings (both Directors and TCCs) and through our Annual Co-op Directors' Conference each fall.

Section 2: Staff Qualifications

11.00, 12.00, 14.00, 21.00 Section 2A: Director, personnel, general policies, and reports

WDMESC Education Service Cooperative currently employs a staff of 76, consisting of approximately 50 certified positions and 26 classified positions. All WDMESC employees who hold positions requiring licensure are licensed in the appropriate area. That documentation is handled via the WDMESC Business Office. Misty Wolfe, Bookkeeper, maintains and monitors the employee licensure spreadsheet annually. WDMESC employees are evaluated in the spring by their direct supervisor(s). Evaluation conferences are held for all employees. The co-op director is evaluated by WDMESC's Board of Directors. The Personnel Policies Handbook is addressed each year at our annual beginning of school year staff meeting.

WDMESC's Annual Report is compiled each spring and reported to the WDMESC Board at the June meeting. The Annual Report is then sent to Stacy Smith and Renee Holland via email (stacy.smith@ade.arkansas.gov and renee.holland@ade.arkansas.gov) as per the ADE directive and then posted on our website under State Required Information for public perusal. A few highlights addressed in the 2020-2021 Annual Report include:

- WDMESC's Technology Coordinator Served on Arkansas' P-12 Cyber Threat Response Team (CTRTR). Arkansas' P-12 Cyber Threat Response Team represents a collaborative effort among Arkansas Cooperative Technology Coordinators, Arkansas Team Digital, and the Arkansas Division of Information Systems (DIS). The Cyber Threat Response Team is a small 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 Threat Response Team will only be used to inform and protect Arkansas school districts.
- The CTE Coordinator applied for five funded start-up grants for five districts with the Coop and received all. The Bald Knob school District was awarded \$30,430 for the Computer Science Robotics Program of Study, the Carlisle School District was awarded \$5,678 for the Computer Science Robotics Program of Study, the Hazen School District was awarded \$8,814.53 for the Chemistry of Foods Program of Study, the Rose Bud School District was awarded \$30,430 for the Computer Science Robotics Program of Study, the White County Central School District was awarded \$30,430 for the Computer Science Robotics Program of Study (for a total of \$105,782). We have currently been awarded the following unfunded start-up grants: Bald Knob School District, Agriculture (Plant and Animal Science - two programs), England School District was approved to receive the Computer Science Robotics Program of Study, both of these will apply for funding in the fall and will receive extra points on the rubric because they have been approved. The CTE Coordinator also worked with Cabot and Beebe to have teachers approved for teaching the pre-educator classes concurrently through ASU. Anticipated Pre-Educator unfunded start-up grants include Lonoke, Pangburn, and possibly Bradford. The CTE Coordinator conducted on-site start up visits and assisted with the grant writing for all districts. In addition to this, we assisted the Rose Bud School District in writing the Innovation Grant for Computer Science and they received \$25000. We assisted the Carlisle School District in writing the Innovation Grant and they received \$7496.32. The Beebe School District received the Innovation Grant for an Anatomage Table for \$85,000. We assisted the England and Rose Bud School Districts with each receiving a grant for \$4,176 (total of \$8,352) each for non-traditional recruitment in Agriculture

Programs. We also assisted the following school district in writing non-traditional grants for drones: Augusta, Bald Knob, Carlisle, Des Arc, McCrory, Pangburn, and Riverview at \$1,500 each (total of \$10,500). (Overall total \$136,348.32)

- 325 Novice Teachers were supported through the WDMESC Novice Teacher Mentor program. 88.5% of these novice teachers plan to remain in the teaching field. Relationships established with all novices and administrators created a collaborative partnership where mentor coaches could support novices on an individualized basis. Novice teachers were also provided with resources and materials to meet their individualized, specific needs. Teachers were provided a variety of supplies from copy paper to professional learning books. Materials were provided at the request of novice teacher or mentor coach with the goal of helping eliminate worry or stress of Novice Teachers. 94% of novices reported that these resources were beneficial or very beneficial. Professional learning opportunities prove to be the most beneficial aspect of the program to novice teachers. Though they prefer face-to-face learning, 95% of novices stated that the learning opportunities provided by WDMESC help them grow as an educator.

WDMESC and the other 14 education cooperatives make a concentrated effort to share policy/procedural information that will help all of the co-ops work more effectively and efficiently. WDMESC's last audit report showed no audit findings. WDMESC board minutes can be found on the WDMESC website at www.wdmesc.org.

WDMESC communicates effectively with member districts, DESE, and other education cooperatives through coordinated monthly zooms and/or in-person meetings, the WDMESC website, regular emails from the Assistant Director to all administrators in the WDMESC districts, regular communication from specialists to content leaders in WDMESC districts, regular communication from the Director and Assistant Director with administrators, and social media Facebook and Twitter pages.

WDMESC partners with DESE to oversee pass-through grants from DESE and various organizations, including EdReflect, ELC Reopening of schools, and ARP Homeless II.

Recently, based on an internet outage at Pangburn School District, Pangburn business office staff came to WDMESC to print checks. WDMESC has Continuity of Operations agreements with Pangburn, McCrory and Bradford School Districts as well as the White County Assessor's Office.

3.00, 8.00 Section 2B: Board of Directors and Executive Committee

WDMESC Education Service Cooperative's Board of Directors met 11 times during the 2020-2021 school year, holding board meetings in all months except August and holding an annual 3-day conference in June, which provides all mandated professional development required of administrators. The board approves the monthly WDMESC financial reports and the annual financial audit presented by Roger A. Norman, Legislative Auditor. The board also approves the budget annually at the September Board of Directors' meeting.

To ensure the efficiency of operation, WDMESC has implemented the following: an online hiring packet, a digital purchase order request process, digital technology and maintenance request system and an online fingerprinting and background check procedure and scheduling.

Section 3: Extent of Local Financial Support

18.00, 19.00, 22.2 Section 3A: Program Services, local participation, and local support

WDMESC Education Service Cooperative provides professional development and instructional/curriculum support to all 17 of our member districts based on their requests and priorities of the state. All 17 districts are entitled to participate in state-supported programs, as well as those initiated by WDMESC. Additionally, we serve personnel from other co-op areas in state-supported training if and when the need arises.

WDMESC provides multiple services funded through local consortia funds: professional development, on-site curriculum support, classroom support for teachers, PLC assistance, and instructional planning are all funded through our Professional Development Consortium.

WDMESC member schools participate in the following extended services supported by their local funds:

- 100% of member schools participate in the Professional Development Consortium - 17 of 17 districts
- 82% of member schools participate in the CTE Consortium (14 of 17 districts): Augusta, Bald Knob, Beebe, Bradford, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, White County Central
- 100% of WDMESC districts utilize our Early Childhood Special Education student support services, which are partially funded with local funds. 17 of WDMESC's 17 districts utilize this co-op service to provide individualized instruction to students ages 3-5 identified as meeting the requirements of one of the state's recognized disability categories for special education under IDEA. Supports provided include instruction in cognition, communication, self-help, socialization, and fine and gross motor. Additional related services, including speech and language, occupational therapy, and physical therapy, are provided when necessary.
- 88% of WDMESC districts participate in the HIPPIY Program. The HIPPIY Program is a four year program responsible for identifying academically or educationally at-risk two, three, four and five year olds in member school districts and providing skills necessary for kindergarten readiness. Select two, three, four and five-year-olds are eligible for the program, with those most in need being served first.

The WDMESC HIPPIY Program has provided services to the locally identified at-risk children since the 1991-1992 program year. All four-year-old children will enter the kindergarten program at their local schools the following fall, with HIPPIY encouraging the necessary family/school bond to promote educational interest and success. Linkage has been established and maintained with other preschool family service providers. An interagency advisory council networks to provide local expertise and community support.

WDMESC Co-op utilizes an annual Needs Assessment Survey to help determine the professional development needs of member schools. The WDMESC Assistant Superintendents and Curriculum Coordinators group also provides additional input on professional development needs. To help gather additional information, we utilize input from multiple job-alike groups (instructional facilitators group that is supported by co-op specialists, as well as our WDMESC Teacher Center Committee). Feedback from these groups is informal, and responses are typically real-time--meaning that planning for specific needs and requests occurs immediately.

A cost analysis of services was conducted on 4 member districts during the 2020-2021 school year. The results were shared with each superintendent individually. A cost analysis is conducted on no fewer than one-fifth of the member districts annually.

WDMESC also has opportunities to collaborate/cost-share that do not have 80-100% participation which we also feel are very important. For example, WDMESC solicits paper bids for member schools. The cooperative process allows our districts to purchase paper at a reduced price. WDMESC Districts School Choice radio advertisements are combined by county to reduce costs for each district. This meets the requirement of mandatory School Choice advertising at a much more economical cost. School Choice Advertisements are collected and sent to be published by WDMESC. WDMESC Districts School Lunch Advertisements are combined into one advertisement for the newspaper. WDMESC sends a Media Release Worksheet to each district requesting their information. Combining these advertisements reduces costs for the districts.

WDMESC Education Service Cooperative publishes a report annually on all programs/positions. The report is submitted to the Arkansas Department of Education, shared at the June Board of Directors' meeting, and posted on our website under State Required Information.