



Annual Report of Activities 2022-2023

Arch Ford Education Service Cooperative

<https://www.archford.org/>

101 Bulldog Drive
Plumerville, AR 72127

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Note from the Director

The Arch Ford Education Service Cooperative staff has prepared our Annual Report for the 2022-2023 year. We take great pride in the services we provide for our 26 districts. The report is a review for participating school district personnel, school board members, area legislators, Department of Elementary and Secondary Education personnel, and the Governor's office.

Our staff has attempted to capture a picture of the many services and activities that it provides to member districts through multiple program areas. The Arch Ford ESC region includes twenty-six districts in eight counties, including 50,000 students and over 5,500 teachers and administrators.

Arch Ford, like all Education Service Cooperatives, has grown to a place where member districts rely completely on certain services provided by the ESC. There are many times that personnel from the Department of Elementary and Secondary Education and other state-level education-related organizations look to Arch Ford and other co-ops for assistance with initiatives. This provides evidence of the commitment made to enhancing the quality of student-focused programs through collegial efforts, cost-saving measures, and partnerships with member districts. Co-ops bring statewide efforts to the regional level, resulting in cost and time savings for both the state and the local districts.

Gregg Grant, Director

ARCH FORD EDUCATION SERVICE COOPERATIVE

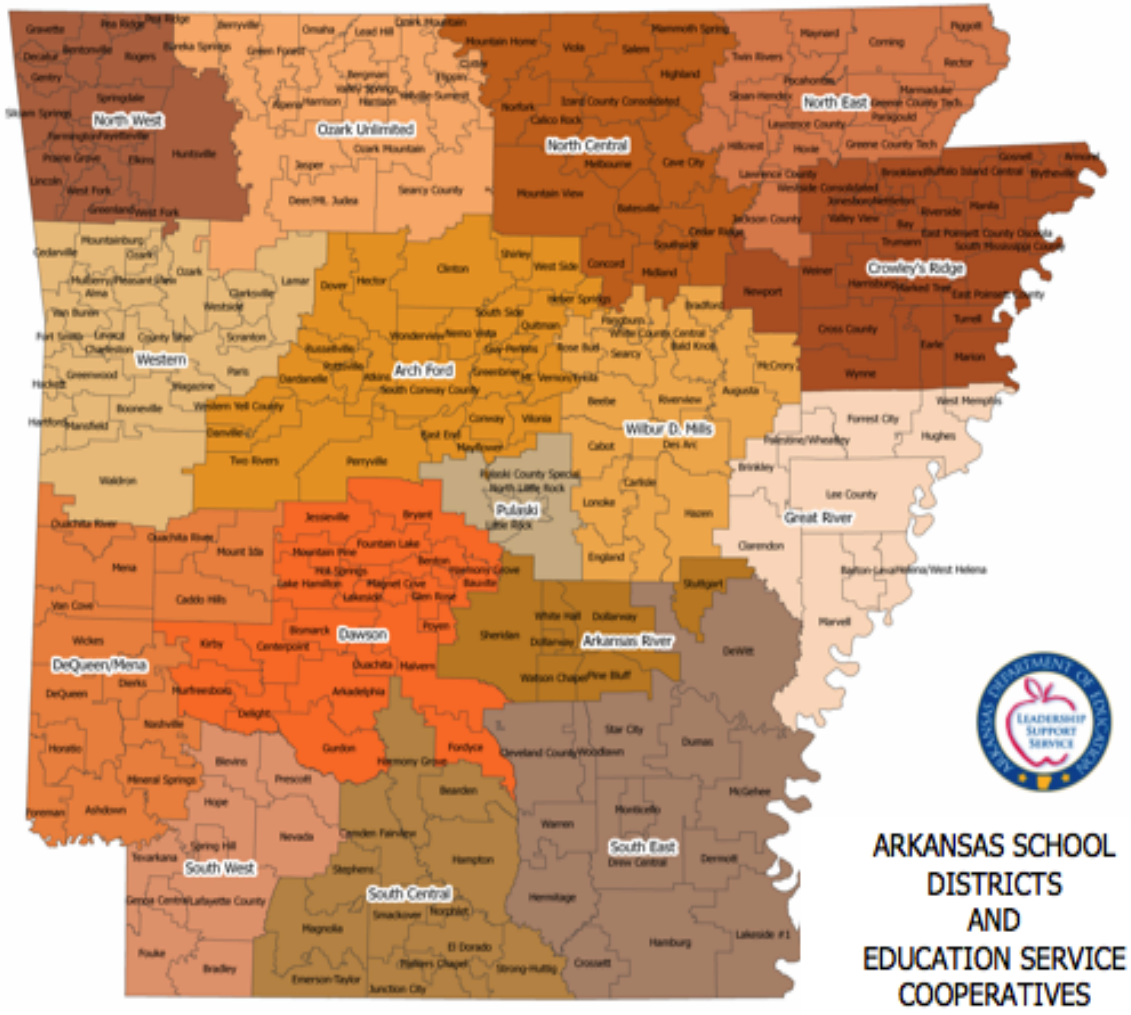
MISSION STATEMENT

Arch Ford Education Service Cooperative is committed to and strives toward academic excellence for all students by enhancing effective teaching, developing leadership, offering technical assistance, providing extensive support, and promoting state and regional initiatives to all 26 school districts.

GOAL STATEMENTS

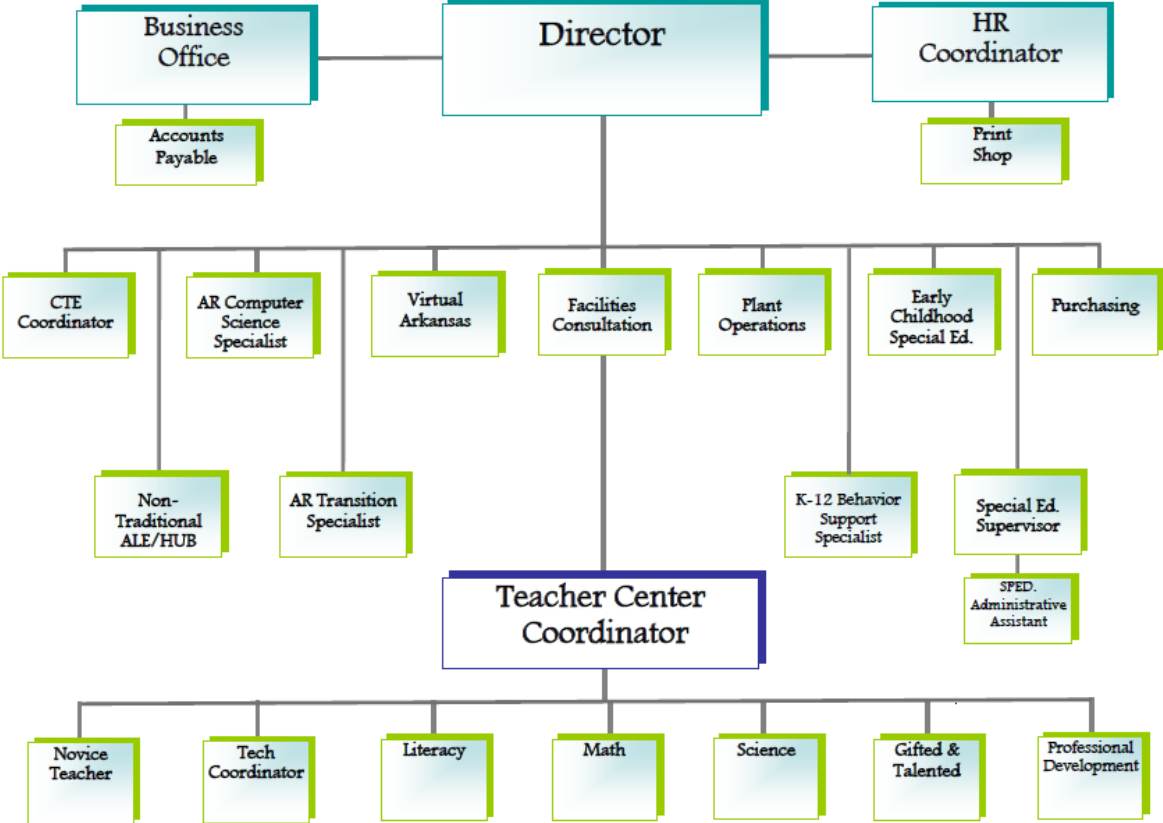
- To ensure that all teachers in the Arch Ford Education Service Cooperative are provided opportunities for professional growth in “Best Practices” of Teaching to expand their skill base.
- To provide administrative training opportunities for instructional leadership for current and prospective administrators.
- To offer technical assistance to teachers and administrators in areas of concern. They include technology, curriculum, fiscal management, behavior, safety, special education, federal programs, and crisis management.
- To partner with member schools in compliance with Act 999 to implement the accountability process.
- To support and assist our district schools in state and regional initiatives.

STATE MAP of COOPERATIVES



ORGANIZATIONAL CHART

Arch Ford ESC Organizational Chart



Officers of the Board

Name	Position	School District
Gregg Grant	Director	Arch Ford Education Co-op
Shawn Halbrook	President	South Conway County
Dr. Walt Davis	Secretary	Perryville

Members of the Board

Name	Position	School District
Jeff Collum	Board member	Conway
Dr. Jamie Stacks	Board member	Wonderview
Dr. Mark Gotcher	Board member	Dardanelle
Andy Chisum	Board member	Mayflower
Dr. Brandi Wallace	Board member	West Side Greers Ferry
Dr. Ginni McDonald	Board member	Russellville
Larry Dugger	Board member	Pottsville
Scott Spainhour	Board member	Greenbrier
Dennis Truxler	Board member	Quitman
Dr. Harry Alvis	Board member	Two Rivers
Kim Foster	Board member	Danville
Dr. Andy Ashley	Board member	Heber Springs
Dr. Joe Fisher	Board member	Guy-Perkins
Greg Bradford	Board member	South Side Bee Branch
Dr. Doug Adams	Board member	Vilonia
Josh Daniels	Board member	Dover
Dr. Lisa Kissire	Board member	Western Yell County
Larry Walters	Board member	Mt. Vernon-Enola
Jay Chalk	Board member	Clinton
Dr. Lori Edgin	Board member	Atkins
Heidi Wilson	Board member	East End
Dr. Mark Taylor	Board member	Hector
Logan Williams	Board member	Nemo Vista
Aaron Wiggins	Board member	Shirley

Teacher Center Committee

Each participating school district in the Arch Ford Education Service Cooperative will have one representative on the Teacher Center Committee as required by law with a balance of elementary, middle school or junior high, and high school personnel and assure that at least one-half, but not more than two-thirds, of the members are classroom teachers. Each Committee member shall be elected for a term of three years.

SCHOOL DISTRICT	ROLE ASSIGNMENT	COMMITTEE MEMBER	TERM ENDS
DANVILLE SCHOOL DISTRICT	Administrator	Randee Gilkey	2023
MT. VERNON/ENOLA SCHOOL DISTRICT	HS Teacher	Katie Crawford	2023
NEMO VISTA SCHOOL DISTRICT	MS/JH Teacher	Melissa Dunham	2023
QUITMAN SCHOOL DISTRICT	Administrator	Halisha Stacy	2023
SHIRLEY SCHOOL DISTRICT	MS/JH Teacher	Jess Mannon	2023
AR SCHOOL FOR THE BLIND	Administrator	Tyrone Williams	2023
SO. CONWAY CO. SCHOOL DISTRICT	Administrator	Lora Hendrix	2023
HECTOR SCHOOL DISTRICT	HS Teacher	Jimmy Stroud	2023
PERRYVILLE SCHOOL DISTRICT	Administrator	Sara Rogers	2023
GUY-PERKINS SCHOOL DISTRICT	Elementary Teacher	Amber Williams	2024
RUSSELLVILLE SCHOOL DISTRICT	Administrator	Hope Statham	2024
SOUTH SIDE SCHOOL DISTRICT	Elementary Teacher	Stephanie Driver	2024
ATKINS SCHOOL DISTRICT	Middle School/Jr. High Teacher	Ms. Tyler Akers	2024
WESTERN YELL CO. SCHOOL DIST.	Administrator	Julie Lane	2024
POTTSVILLE SCHOOL DISTRICT	Administrator	Shanna Bly	2024
MAYFLOWER SCHOOL DISTRICT	Middle School/Jr. High Teacher	Stephanie Long	2024
VILONIA SCHOOL DISTRICT	High School Teacher	Cara Cromwell	2024
NORTH LITTLE ROCK	Middle School/Jr. High Teacher	Dewayne Noble	2024
EAST END SCHOOL DISTRICT	Administrator	Amy Jones	2025
HEBER SPRINGS SCHOOL DISTRICT	Elementary Teacher	Lisa Capps	2025
CLINTON SCHOOL DISTRICT	Administrator	Tim Smith	2025
CONWAY SCHOOL DISTRICT	High School Teacher	Lindsay Bradshaw	2025
TWO RIVERS SCHOOL DISTRICT	High School Teacher	Jennifer Garrison	2025
WONDERVIEW SCHOOL DISTRICT	Elementary Teacher	Laura Reynolds	2025
DARDANELLE SCHOOL DISTRICT	Elementary Teacher	Tiffany Alexander	2025
GREENBRIER SCHOOL DISTRICT	Elementary Teacher	Jennifer Lawrence	2025
WEST SIDE SCHOOL DISTRICT	Middle School/Jr. High Teacher	Robin Carlton	2025
DOVER SCHOOL DISTRICT	High School Teacher	Claire DeYoung	2025

2022-2023 Teacher Center Committee Meetings:

- [October 20, 2022](#)
- [January 12, 2023](#)
- [April 11, 2023](#)

Arch Ford Education Service Cooperative (ESC) Annual Report

DATE: May 25, 2023 LEA #: 15-20 ESC #: 1

ESC Name:	Arch Ford Education Service Cooperative
Address:	101 Bulldog Drive Plumerville, AR 72127
Phone Number:	501-354-2269
Director:	Gregg Grant
Teacher Center Coordinator:	Dr. Julie Workman
Names of Counties Served:	Cleburne, Conway, Faulkner, Perry, Pope, Van Buren, Yell
Number of Districts Served:	26
Number of Students:	48,872
Number of Teachers:	5,566

I. GOVERNANCE:

A.

How is the co-op governed?

Board of Directors or Executive Committee

How many members on the Board? **26**

Executive Committee? **0**

How many times did the Board meet? **10**

Executive Committee? **0**

When is the regular meeting? **4TH Thursday of the month**

Date of current year's annual meeting: **September 28 - 30, 2022**

B.

Does the co-op have a Teacher Center Committee? **Yes**

If yes, then:

How many are on the Teacher Center Committee? **28**

How many members are teachers? **18**

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

When is the regular meeting? **October, January, April**

C.

When was the most recent survey/needs assessment conducted? **Dec 2022**

D.

Have written policies been filed with the Arkansas Department of Education? **Yes**

II. STAFFING:

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

ARCH FORD EDUCATION SERVICE COOPERATIVE 2022-2023 EMPLOYEES

First Name	Last Name	Current Job Class Title	Hire Date	Funding Source	New Hire
S=State, F=Federal, M=Medicaid, P=Private Funding, B=Base Funds, D=District					
RYAN	ACKER	VA TEACHER	08/08/2022	D	x
STEVEN	ADAIR	VA TEACHER	08/07/2013	S	
DIANA	ADAIRE	AE TEACHER	08/09/2021	D	
COREY	ADAIRE	CONTENT SPECIALIST SCIENCE	07/01/2019	S	
ERICA	ADKINS	AE TEACHER	08/08/2022	D	x
CHRISTOPHER	ALLEN	AE CERT ADMIN CAMPUS SUPV	08/03/2020	D	
JONAS	ANDERSON	VA TECHNOLOGY SPEC	07/01/2020	S	
REBECCA	ANDERSON	VA TECHNOLOGY SUPPORT SPE	10/15/2012	S	
JENIFER	ANDREWS	EC/TEACHERS	08/05/2019	D	
BENJAMIN	ARYEE	CLASSROOM INSTRUCTOR	09/30/2022	D	x
JOHN	ASHWORTH	VA SUPERINTENDENT	06/30/2015	S	
STEPHANIE	ATKINSON	GENERAL BUSINESS MANAGER	02/02/1998	B	
LAKIA	AYTCH	AE CLASSIFIED CAMPUS SUPV	01/06/2020	D	
LISA	BAILEY	VA READING SPECIALIST	08/08/2022	D	x
SHANA	BAILEY	ADE BEHAVIOR SPEC	07/06/2021	D	
MARK	BARNES	COMPUTER SCIENCE SPEC	06/14/2021	S	

BRANDON	BARNETT	AE CLASSIFIED CAMPUS SUPV	08/02/2021	D	
HERMANDO	BARRY	AE DISTRICT LIAISON	07/29/2019	D	
ROBIN	BAXTER	VA TEACHER	01/23/2020	S	
LOTANYA	BEALER	AE INSTRUCTIONAL INTERVEN	11/29/2021	D	
JENNIFER	BELCHER	VA TEACHER	08/09/2021	D	
ANITA	BELEW	VA TEACHER	08/05/2020	D	
MIKA	BENNETT	SPEECH PATHOLOGY/190/ECH	08/06/2018	D	
BRANDIE	BENTON	VA DEP SUP OF CUR & INST	07/01/2021	S	
SHAWNA	BERRY	VA TEACHER	08/09/2021	D	
TYRONZA	BIBBY	VA TEACHER	08/08/2022	D	x
JENNIFER	BIBEL	AR TRANSITION ADMIN ASST	07/01/2022	F	x
IVAN	BIBIANO	VA TEACHER	08/23/2021	D	
BECKY	BIRCH	AE TEACHER	08/06/2018	D	
AMY	BLANTON	VA PROCTOR	08/10/2022	D	x
JOANNA	BLOCKER	EC BEHAVIOR SPECIALIST	08/11/2008	D	
TONYA	BLOODWORTH	VA TEACHER	08/10/2015	S	
BONNIE	BOAZ	TRANSITION COORD/CONSULT	07/01/2022	F	x
TERENCE	BOBO	AE BEHAVIORAL INTERVENTIO	08/08/2016	D	
COREY	BOBY	VA TEACHER	10/12/2020	D	
THOMAS	BOHLER	VA PRINCIPAL	08/08/2016	S	
KOURTNEY	BRADLEY	AE INSTRUCTIONAL INTERVEN	08/05/2013	D	
HEATHER	BRANUM-KINDY	VA TEACHER	08/10/2015	D	
JENNIFER	BREWER	ADE BEHAVIOR SPEC	07/06/2021	F	
MELANIE	BRINDLEY	EC SPEECH PATH 190	08/17/2015	D	
CHAILLE	BROWN	VA TEACHER	08/08/2022	S	x

MAGEN	BROWN	VA PROCTOR	08/05/2022	D	x
KIM	BROWN	AE CERT CAMP SUPV	08/07/2017	D	
BRET	BROWN	AE CERT CAMP SUPV	08/01/2017	D	
STEPHANY	BROWN	VA TEACHER	08/05/2016	D	
NELLIE	BULLARD	AE INSTRUCTIONAL INTERVEN	08/08/2022	D	x
GINA	BUNKER	CLASSROOM INSTRUCTOR	08/02/2018	D	
PETER	BURGIN	AE BEHAVIOR INTERVEN	10/21/2022	D	x
TAMARA	BUSH-WHITE	AE TEACHER	08/08/2022	D	x
MARCUS	BUTLER	CLASSROOM INSTRUCTOR	08/08/2022	D	x
WILLIAM	BUTLER	AE BEHAVIOR INTERVEN	03/01/2021	D	
JULIE	BUTTERWORTH	ADE BEHAVIOR SPEC	07/06/2021	F	
TONY	BYERS	AE CLASSIFIED CAMPUS SUPV	08/22/2016	D	
JEREMIAH	BYRD	VA TEACHER	08/07/2013	D	
ELISA	CAPETILLO	AE TEACHER	08/03/2020	D	
GLENN	CARADINE	AE INSTRUCTIONAL INTERVEN	08/02/2021	D	
SAMANTHA	CARPENTER	VA ASSISTANT PRINCIPAL	08/07/2013	S	
JESSICA	CARTER	VA TEACHER	08/06/2018	S	
CARLOS	CAVER	AE BEHAVIORAL INTERVENTIO	01/02/2023	D	x
CRYSTAL	CAWICH	AE INSTRUCTIONAL ASST	08/09/2021	D	
LAJUAN	CHRISTON	AE BEHAVIOR INTERVEN	08/22/2019	D	
SHARON	CHUCULATE	AAEA CFO	07/01/2022	P	x
CANDACE	CHURCHWELL	VA TEACHER	08/12/2020	D	
ANNA	CLARK	VA TEACHER	08/05/2020	D	
SUE	CLUCK	VA TEACHER	08/08/2022	D	x
SANDRA	COLE	AE TEACHER	08/06/2018	D	

JORDAN	COLEMAN	VA TEACHER	08/08/2022	D	x
TERRELL	COLLINS	CLASSROOM INSTRUCTOR	07/18/2022	D	x
HALEY	COPELAND	EC SPEECH PATH 190	08/07/2017	D	
SONYA	CORBELL	AE CERT ADMIN CAMPUS SUPV	07/29/2019	D	
SUSAN	CORNING	OFFICE SUPPORT SPECIALIST	11/27/2006	D	
CLEYTUS	COULTER	AE CERT CAMP SUPV	08/01/2020	D	
DEBRA	COX	VA TEACHER	08/07/2013	D	
ELI	CRANOR	VA TEACHER	08/08/2022	S	x
SANDRA	CRAWLEY	ADE BSS NOT SS	07/06/2021	F	
BETTIE	CUNNINGHAM JONES	AE CERT CAMP SUPV	08/06/2018	D	
LORETTA	DALHOVER	AE TEACHER	08/03/2020	D	
CANDICE	DANIELS	AE INSTRUCTIONAL INTERVEN	08/02/2021	D	
ERIC	DARDEN	AE CERT CAMP SUPV	07/29/2019	D	
CODY	DAVENPORT	AE TEACHER	01/23/2023	D	x
KELLY	DAVIS	ADE BEHAVIOR SPEC	10/01/2022	F	x
HEATHER	DAVIS	SPED SCHOOL PSYC SPEC	08/01/2022	D	x
ALAN	DAVIS	VA TECHNOLOGY SPEC	07/25/2022	D	x
JAMES	DAVIS	AE TEACHER	08/03/2020	D	
JUDY	DAVIS	AE TEACHER	08/05/2019	D	
SHELLY	DAVIS	ALE ADMINISTRATIVE ASSIST	07/01/2016	D	
DANIEL	DAVIS	VA TEACHER	07/01/2013	D	
LINDSAY	DAVIS	HUMAN RESOURCES COORDINATOR	01/09/2012	B	
BRIDGETT	DELANCEY	AE BEHAVIOR INTERVEN	09/15/2014	D	
MAEGAN	DEMPSEY	AE INSTRUCTIONAL ASST	09/07/2021	D	

DANIEL	DEMPSEY	AE TEACHER	08/06/2018	D	
JOSHUA	DEPNER	VA TEACHER	08/27/2021	D	
LEANDRA	DILLARD	AE TEACHER HUB/JAG	08/10/2020	D	
PATRICIA	DOLLARHIDE	AE TEACHER	08/09/2021	D	
DEVIN	DOOLEY	AE BEHAVIOR INTERVEN	08/05/2019	D	
ANGELA	DRENNAN	VA SPECIAL POP COORD	07/01/2022	S	x
LINDA	DUDLEY	AE INSTRUCTIONAL INTERVEN	08/15/2022	D	x
MARY	EARNHART	PRINT SHOP ASSISTANT	02/01/2005	D	
CRYSTAL	EARY	SPEECH PATHOLOGY/190/ECH	08/08/2011	D	
STEPHANIE	EDDY	AE TEACHER HUB/JAG	08/08/2022	D	x
GIANELLA	EDELEN	VA TEACHER	08/10/2015	D	
ERIK	EDINGTON	AE TEACHER	08/09/2021	D	
EILEEN	ELLARS	AE CERT ADMIN CAMPUS SUPV	07/01/2020	D	
TIMOTHY	EUBANKS	VA TEACHER	09/22/2020	D	
JONAH	FARRIS	VA TEACHER	08/07/2013	D	
RENEE	FERNIMEN	VA TEACHER	10/01/2020	D	
DIANNA	FLIPPO	VA TEACHER	08/07/2013	D	
BETHANY	FOLSOM-HILL	R&R SUPPORT SPECIALIST	07/01/2021	S	
MARY	FOSTER	VA TEACHER	08/08/2022	D	x
ASHLEY	FOX	VA TEACHER	09/01/2021	D	
KERI	FRANCIS	VA TEACHER	08/06/2021	S	
DEANA	FRANKLIN	AE TEACHER	08/15/2022	D	x
HEIDI	FREEMAN	VA TEACHER	08/06/2014	D	
MELISSA	FREEMAN	SPEECH PATHOLOGY/190/ECH	08/08/1996	D	
AMANDA	FULMER	V SUCCESS COUNSEA STUDENT	07/18/2022	S	x

STACY	FULMER	SPEECH PATHOLOGY/190/ECH	08/02/2019	D	
JIM	FURNISS	COMPUTER SCIENCE SPEC	12/30/2016	S	
SARAH	GALVEZ	VA TEACHER	08/05/2022	D	x
LATERRA	GANAWAY	AE INSTRUCTIONAL INTERVEN	08/08/2022	D	x
TYRENE	GARDNER	AE TEACHER HUB/JAG	08/08/2022	D	x
JACQUELYN	GARDNER	SPEECH PATHOLOGY/190/ECH	08/05/2018	D	
MATTHEW	GARRETT	AE TEACHER	01/03/2023	D	x
TRACEY	GARRISON	CONTENT SPECIALIST MATH	07/01/2020	S	
DIANA	GARRISON	VA TEACHER	08/07/2013	D	
SARAH	GARRISON	VA TEACHER	07/01/2013	D	
MELISSA	GASAWAY	CONTENT SPECIALIST LIT	07/01/2022	S	x
ERIN	GIBSON	VA TEACHER	08/08/2022	D	x
EDWARD	GIBSON	AE PRO LEAD BEHAVIOR SPEC	08/11/2014	D	
TAMMY	GLASS	COMPUTER SCIENCE SPEC	07/01/2020	S	
ROGER	GOINS	AE TEACHER	08/02/2021	D	
DENISE	GONIA	VA CONTENT & CUSTOMER SUP	07/07/2005	S	
BRANDI	GOODCHILD	AE CERT CAMP SUPV	08/05/2016	D	
LISA	GRANT	VA PROCTOR	08/08/2022	D	x
GREGORY	GRANT	DIRECTOR	07/01/2021	B	
CECILIA	GRAY	VA TEACHER	08/05/2020	D	
CHRISTINA	GRAY	AE TEACHER	09/04/2018	D	
BEVERLY	GREEN	AE TEACHER	08/15/2022	D	x
CRYSTAL	GREEN	AE BEHAVIOR INTERVEN	08/06/2018	D	
CYNTHIA	GREEN	VA TEACHER	07/01/2013	D	
ROBERT	GREESON	AE CERT ADMIN CAMPUS SUPV	08/01/2022	D	x

TINA	HAILEY	VA TEACHER	08/12/2020	D	
JANICE	HAMILTON	VA TEACHER	10/04/2021	D	
BOBBI	HARALSON	AE TEACHER	03/07/2014	D	
FAITH	HARNESS	VA TEACHER	08/05/2020	D	
ELIZABETH	HARNESS	EC DIRECTOR	05/31/1995	D	
BROOKE	HARRIS	VA TEACHER	08/09/2021	D	
LESLIE	HARRIS	EC SPEECH PATH 190	08/17/2020	D	
ANDREA	HARRIS	AE INSTRUCTIONAL INTERVEN	09/06/2018	D	
JOHN	HART	COMPUTER SCIENCE SPEC	07/01/2020	S	
JEFF	HART	AE REGIONAL DIRECTOR	08/12/2013	D	
SONIA	HARTSFIELD	ADE BEHAVIOR SPEC	07/06/2021	F	
MICHEAL	HARVEY	JANITORIAL	09/03/2019	B	
CATHERINE	HEARD	VA TEACHER	08/31/2020	D	
PAULA	HEFFINGTON	AE TEACHER	02/03/2023	D	x
JESSICA	HEIDELBERG	CLASSROOM INSTRUCTOR	08/29/2022	D	x
JENNIFER	HENNESSEY	LEA SUPV STAFF	08/01/2014	D	
DONNA	HILL	VA TEACHER	08/07/2013	D	
CAMILLE	HOLT	VA TEACHER	08/28/2020	D	
RACHEL	HOLT	VA TEACHER	08/06/2018	D	
TYRELL	HOOD	AE TEACHER	08/09/2021	D	
STEPHANIE	HOWARD	VA TEACHER	08/09/2021	D	
NATALIE	HOWELL	AE INSTRUCTIONAL INTERVEN	07/26/2021	D	
AMANDA	HOWELL	AE TEACHER	08/01/2017	D	
JUSTIN	HOWELL	VA TEACHER	08/01/2017	S	
MARK	IVERSON	AE TEACHER	08/03/2020	D	

CASSANDRA	JAQUA	SPEECH PATHOLOGY/190/ECH	08/05/2019	D	
TRACY	JEANE	EC SPEECH PATH 190	08/10/2015	D	
CARLA	JESTER	AE TEACHER HUB/JAG	08/08/2022	D	x
SCOTTIE	JOHNSON	OFFICE SUPPORT SPECIALIST	02/01/2013	D	
STEPHANIE	JONES	AE TEACHER	08/08/2022	D	x
ROSA	JONES	AE TEACHER	08/10/2020	D	
DEBBIE	JONES	CLASSROOM INSTRUCTOR	08/01/2019	D	
IRA	JONES	AE CLASSIFIED CAMPUS SUPV	08/15/2016	D	
CHEYENNE	JORDAN	LEA SUPV STAFF	07/01/2022	D	x
KEVIN	JORDAN	AE CERT ADMIN CAMPUS SUPV	07/01/2018	D	
TARA	JOSLIN	VA TEACHER	07/01/2013	D	
ANGELEA	JOYNER	AE BEHAVIOR INTERVEN	08/01/2017	D	
JENNIFER	KEENAN	VA TEACHER	08/27/2020	D	
CLAUDIA	KEMP	VA TEACHER	08/15/2016	D	
AUDREY	KENGLA	ADE BSS NOT SS	07/06/2021	F	
DANNY	KETCHERSIDE	AE CERT ADMIN CAMPUS SUPV	07/01/2022	D	x
ASHLEY	KINCANNON	COMPUTER SCIENCE SPEC	07/01/2022	S	x
AMANDA	KIRBY	ADE BEHAVIOR SPEC	07/06/2021	F	
KAYLA	KOONTZ	AE INSTRUCTIONAL INTERVEN	08/06/2021	D	
TIM	KRIESEL	AE BEHAVIOR INTERVEN	08/22/2019	D	
BRANDON	LABAT	AE CLASSIFIED CAMPUS SUPV	08/06/2018	D	
MARY	LAJEUNESSE	SPED SCHOOL PSYC SPEC	08/03/2015	D	
ASHLEIGH	LAMB	VA TEACHER	08/05/2016	D	
KATHLEEN	LANCASTER	ADE BSS NOT SS	07/06/2021	F	
HAL	LANDRITH	AE TEACHER HUB/JAG	08/02/2018	D	

JOHN	LAR	VA ASSOC DIRECTOR	07/01/2013	S	
MATTHEW	LAW	VA TEACHER	08/08/2022	D	x
DANA	LAWRENCE	AE BEHAVIOR INTERVEN	08/02/2021	D	
VANESSA	LAWRENCE	PT/PT	09/01/2015	D	
LESLIE	LEBER	COMPUTER SCIENCE SPEC	07/01/2020	S	
SUSAN	LEE-WARD	LEA SUPV STAFF	07/01/2002	D	
BRANDI	LEWIS	EC/TEACHERS	08/15/2022	D	x
TAMEKIA	LEWIS	CLASSROOM INSTRUCTOR	08/05/2019	D	
TONJA	LEWIS	AE REGIONAL DIRECTOR	07/01/2019	D	
ERIC	LEWIS	AE CERT CAMP SUPV	08/07/2017	D	
TODD	LEWIS	AE ASSISTANT DIRECTOR	07/01/2017	D	
MELINDA	LOONEY	VA REGISTRAR	08/03/2017	S	
ADRIAN	LOVE	AE ASST TO SPEC PRGM SUPV	08/13/2018	D	
LINDSEY	LOVELADY	ADE BSS NOT SS	07/06/2021	F	
ANTHONY	LOWERY	AE BEHAVIOR INTERVEN	08/02/2021	D	
JAMES	LOWERY	CLASSROOM INSTRUCTOR	08/02/2018	D	
KASEY	LOYD	AE CERT ADMIN CAMPUS SUPV	08/02/2018	D	
SEAN	LUTZ	VA TEACHER	08/08/2022	D	x
STEPHANIE	LYNN	VA TEACHER	08/07/2013	D	
WARREN	MADDOX	VA TEACHER	08/06/2021	D	
YVETTE	MALLET	VA TEACHER	08/08/2022	D	x
CHRISTY	MANCIL	AE PRO LEAD BEHAVIOR SPEC	08/10/2015	D	
RUSTY	MANNING	AE REGIONAL DIRECTOR	07/01/2019	D	
RAFEAL	MARLOW	AE DIRECTOR	06/30/2014	D	
BETH	MARSHALL	AE TEACHER	08/08/2022	D	x

CHRISTY	MARTIN	AE INSTRUCTIONAL INTERVEN	08/29/2022	D	x
CAREY	MARTIN	AE TEACHER	08/08/2022	D	x
JASON	MARTIN	AE CERT ADMIN CAMPUS SUPV	07/29/2019	D	
KEISHA	MATTOX	AAEA COMMUNICATIONS & TEC	03/29/2021	P	
TONYA	MAY	AE TEACHER	10/19/2022	D	x
AMY	MCCLURE	VA DIRECTOR OF TECHNOLOGY	08/07/2013	S	
HEATHER	MCDANIEL	VA TEACHER	08/05/2020	D	
PAULA	MCDOUGALD	VA LEAD COURSE DESIGN	08/10/2015	S	
ADAM	MCGHEE	CLASSROOM INSTRUCTOR	08/08/2022	D	x
CHRISTINE	MCINERNEY	VA TEACHER	08/07/2013	D	
TERA	MCINNIS	VA TEACHER	08/05/2022	D	x
SHARON	MCKINNEY	CONTENT SPECIALIST SCIENC	07/01/2021	S	
JENNIFER	MCPAHAN	CONTENT SPECIALIST LIT	07/01/2017	S	
CAYLIN	MCMORAN	SPEECH PATHOLOGY/190/ECH	08/05/2019	D	
CLAYTON	MCMURRAY	AE TEACHER	08/02/2021	D	
CANDICE	MCPHERSON	DIRECTOR OF DESIGN AND DE	08/08/2016	S	
ALLISON	MEARS	ADE BSS NOT SS	07/06/2021	F	
DARRELL	MIDDLETON	AE BEHAVIOR INTERVEN	08/05/2019	D	
LUDIVINE	MILES	VA TEACHER	08/05/2020	D	
JENNIFER	MILLER	AE SPECIAL PROGRAM SUPV	08/13/2018	D	
PATRICIA	MILLER	WAREHOUSE ASSISTANT	10/24/2000	D	
WHITNEY	MILLIKEN	VA TEACHER	08/07/2013	D	
REBECCA	MILLS	VA LEAD COURSE DESIGN	07/01/2004	S	
LORI	MITCHELL	CTE COORDINATOR	12/01/1996	S/F	
JENNIFER	MOBLEY	VA TEACHER	08/08/2022	D	x

ALEX	MOELLER	COMPUTER SCIENCE SPEC	07/01/2020	S	
DOUGLAS	MONDAY	AE TEACHER	08/03/2020	D	
KEITH	MONTGOMERY	CLASSROOM INSTRUCTOR	08/02/2018	D	
MARVIN	MOODY	AE CLASSIFIED CAMPUS SUPV	08/02/2018	D	
TONIKA	MOONEY WADE	AE BEHAVIOR INTERVEN	08/02/2021	D	
CORY	MOUNTS	VA PRINCIPAL	07/01/2022	S	x
KATHLEEN	MOWERY	VA TEACHER	08/06/2021	D	
ADAM	MUSTO	COMPUTER SCIENCE SPEC	07/01/2022	S	x
LINDA	MYERS	VA TEACHER	08/09/2021	D	
MATTHEW	MYERS	AE CERT CAMP SUPV	07/29/2019	D	
CRAIG	MYERS	VA TEACHER	09/11/2017	D	
VANDY	NASH	CONTENT SPECIALIST LIT	07/01/2018	S	
JENNIFER	NEWTON	SPEECH PATHOLOGY/190/ECH	08/02/2019	D	
KALON	NOBLE	CLASSROOM INSTRUCTOR	11/29/2021	D	
JOHN	NORRIS	VA TEACHER	08/25/2020	D	
KAREN	NORTON	INSTRUCTIONAL L&L SPECIAL	07/01/2019	D	
RHONDA	NOSAL	SPEECH PATHOLOGY/190/ECH	08/01/2001	D	
LEONARD	O'NEAL	AE INSTRUCTIONAL INTERVEN	08/02/2021	D	
JOHN	PACE	AE CERT CAMP SUPV	08/05/2019	D	
DANESA	PAGE	VA TEACHER	08/08/2022	D	x
BECCA-JO	PARCHMAN	AE INSTRUCTIONAL INTERVEN	08/08/2022	D	x
AMY	PATTERSON	VA TEACHER	08/07/2017	D	
RONETHA	PEARSON	CLASSROOM INSTRUCTOR	09/14/2022	D	x
JENNIFER	PENSE	VA FACILITATOR COORDINATO	06/01/2008	D	
MANDOLYNN	PERRY	AE BEHAVIOR INTERVEN	08/15/2022	D	x

SARRA	PETRAY	ADE BEHAVIOR SPEC	07/06/2021	D	
MELISSA	PHARR	AE TEACHER	08/03/2020	D	
GWAN	PHIFER	AE BEHAVIOR INTERVEN	12/05/2018	D	
LORITA	PHILIPS	SPED SCHOOL PSYC SPEC	08/01/2022	D	x
RACHEL	PIERCE	AE TEACHER HUB/JAG	08/06/2018	D	
ELISSA	PITMAN	SPED SCHOOL PSYC SPEC	08/08/2011	D	
STEPHANIE	PLAFCAN	VA TEACHER	08/07/2013	D	
KASEY	PORCHIA	AE CLASS DISTRICT SUPV	08/11/2014	D	
KAREN	PRICE	AE TEACHER	08/10/2018	D	
LEX	PRUITT	VA TEACHER	08/15/2016	D	
ASHLEY	PRUITT	FACILITIES AND FUNCTION	08/05/2013	D	
TONYA	PRYOR	AE CLASSIFIED CAMPUS SUPV	08/06/2018	D	
CYNTHIA	PUMPHREY	AE CERT CAMP SUPV	08/01/2017	D	
TAMMY	RAINEY	LEA SUPV STAFF	02/03/2003	D	
KELLI	RAINEY	LEA SUPV STAFF	09/20/1999	D	
NICHEYTA	RAINO	ADE BSS NOT SS	08/02/2018	F	
JESSICA	RAMSEY	VA TEACHER	07/01/2013	D	
AMANDA	RAULS	OFFICE SUPPORT SPECIALIST	07/02/2012	S	
BREN	REDIFER	AE TEACHER HUB/JAG	08/27/2021	D	
KRISTAL	REED	AE TEACHER	12/12/2022	D	x
KIMBERLEE	REED	VA TEACHER	08/28/2020	D	
SUSAN	REID	AE TEACHER	09/04/2018	D	
STACY	REYNOLDS	COMPUTER SCIENCE SPEC	07/01/2022	S	x
ASHLEY	RICE	AE BEHAVIOR INTERVEN	08/02/2021	D	
LATTIE	RICHARDSON	SPEECH PATHOLOGY/190/ECH	08/06/2020	D	

PRISCILLA	RIEDEL-COHAN	SCHOOL NUTRITION	01/08/2020	D	
BRADI	ROBERTS	CLASSROOM INSTRUCTOR	11/15/2022	D	x
EMILY	ROBERTS	VA TEACHER	09/10/2020	D	
JILL	ROBERTS	EC SPEECH PATH 190	08/17/2015	D	
LUCINDA	ROBINETT	VA TEACHER	08/09/2021	S	
JODY	ROGERS	AE TEACHER	08/15/2022	D	x
JACQUELIN	ROOKE	SPEECH PATHOLOGY/190/ECH	08/06/2020	D	
TINA	ROOKS	EC DIRECTOR	08/03/2015	D	
CANDACE	RUSSELL	EC PROGRAM ASSISTANT	07/01/2021	D	
DAVID	RUSSELL	WAREHOUSE ASSISTANT	03/01/2021	D	
LISA	RUSSELL	TECH COORD	05/21/2001	S/B	
JOHN	SAGE	VA TEACHER	08/09/2021	D	
AMY	SANDERS	SPED SCHOOL PSYC SPEC	08/01/2022	D	x
TARA	SANDERS	CONTENT SPECIALIST MATH	07/01/2021	S	
RACHEL	SANDERS	SPEECH PATHOLOGY/190/ECH	08/10/2015	D	
SHIRLEY	SCARBROUGH	VA TEACHER	08/06/2014	D	
PAMELA	SCOTT	AE INSTRUCTIONAL INTERVEN	07/18/2022	D	x
BORIS	SCOTT	AE BEHAVIOR INTERVEN	08/12/2015	D	
KIMBERLY	SEXTON	AE CERT CAMP SUPV	08/04/2014	D	
JULIE	SHALMY	RECEPTIONIST	07/25/2022	B	x
SARAH	SHAMBURGER	AAEA CFO	11/15/2022	P	x
LINDSEY	SHANTANU	VA TEACHER	08/06/2021	D	
KRISTY	SHAW	AE TEACHER	08/10/2020	D	
JACOB	SISSON	CONTENT SPECIALIST MATH	07/01/2019	S	
STEVEN	SKELTON	CLASSROOM INSTRUCTOR	01/15/2020	D	

DONALD	SMITH	AE CERT CAMP SUPV	08/05/2019	D	
MARTHA	SMITH	OFFICE SUPPORT SPECIALIST	07/01/2018	P	
MARY	SMITH	AE CERT ADMIN CAMPUS SUPV	08/01/2017	D	
CANDACE	SMITH	GIFTED & TALENTED	07/01/2017	S/D	
DIANE	SMITH	VA DESIGN AND DEVELOPMENT	08/05/2016	S	
SHELIA	SMITH	BEHAVIOR SUPPORT	08/05/2013	F	
JESSICA	SNIFF	VA TEACHER	08/05/2019	D	
JACQUELINE	SOMERS	AE INSTRUCTIONAL INTERVEN	08/02/2021	D	
LAURA	SOREY	AE TEACHER	08/20/2015	D	
ZACKARY	SPINK	COMPUTER SCIENCE SPEC	07/01/2020	S	
BRIDGET	STAHLER	VA TEACHER	08/05/2016	D	
CASSANDRA	STAMPS	AE TEACHER	08/05/2019	D	
JENNA	STAPP	ADE BEHAVIOR SPEC	07/01/2022	F	x
TARA	STEVENSON	SPEECH PATHOLOGY/190/ECH	08/09/2006	D	
JASON	STEWART	AE BEHAVIOR INTERVEN	01/19/2021	D	
AMANDA	STEWART-LINN	ACCOUNTS PAYABLE	11/01/1999	B	
JORDAN	STITCH	AE TEACHER	08/03/2020	D	
MAEGAN	STORY	SPEECH PATHOLOGY/190/ECH	08/05/2019	D	
SARAH	STRATTON	CONTENT SPECIALIST LIT	07/01/2021	S	
KEVIN	STRUNK	AE CERT ADMIN CAMPUS SUPV	08/01/2020	D	
JORDAN	SUMMERS	R&R SUPPORT SPECIALIST	07/01/2020	S	
DUSTIN	SUMMEY	VA TEACHER	07/01/2015	D	
RANDI	SUYAL	VA IMPLEMENTATION SPECIAL	08/15/2016	S	
JENNIFER	SWAIM	AE TEACHER	08/06/2018	D	
VAL	TEALE	AE TEACHER	08/06/2018	D	

MOLLIE	TEAS	SPED SCHOOL PSYC SPEC	08/03/2015	D	
DARRELL	TESSMAN	FACILITIES COORDINATOR	07/01/2020	D	
CONNIE	THOMASON	ADE BEHAVIOR SPEC	07/06/2021	F	
LORI	THONE	WAREHOUSE ASSISTANT	04/24/2019	D	
MELANIE	THRASHER	AAEA CFO	09/01/2022	P	x
ANGELA	TOLL	LEA SUPV STAFF	07/01/2002	D	
DESHANNON	TOLLIVER	ALE QUALITY ASSURANCE SPE	08/11/2014	D	
DEAN	TRAUTMAN	PRINT SHOP ASSISTANT	07/12/2022	D	x
HEATHER	TRUSTY	AE TEACHER HUB/JAG	08/02/2019	D	
NICKY	TRUSTY	AE REGIONAL DIRECTOR	07/28/2014	D	
AMY	TURBEVILLE	AE TEACHER	08/03/2020	D	
MALLORY	TURNER	VA ASSOC DIRECTOR	04/01/2022	S	
CARRIE	TUTTLE	TRANSITION COORD/CONSULT	07/01/2013	F	
HEATHER	TYLER	AE INSTRUCTIONAL INTERVEN	08/09/2021	D	
LOU ANN	VANCE	AE TEACHER	08/08/2022	D	x
KRISTEN	VANNADA	AE BEHAVIOR INTERVEN	08/02/2021	D	
KRISTY	VICKERS	VA TEACHER	08/07/2013	D	
JAMIE	WADDLE	EC PROGRAM ASSISTANT	07/01/2016	D	
MARY	WALTER	ADE BEHAVIOR SPEC	07/06/2021	F	
AMANDA	WARD	SPEECH PATHOLOGY/190/ECH	11/07/2022	D	x
JESSICA	WARD	AE INSTRUCTIONAL INTERVEN	10/19/2022	D	x
JENNIFER	WARDEN	AE BEHAVIOR INTERVEN	08/02/2021	D	
JEFFREY	WARDEN	AE DIST DIRECTOR/TECH COR	08/01/2017	D	
DESMOND	WARREN	CLASSROOM INSTRUCTOR	10/24/2022	D	x
JULIETTE	WATSON	AE CLASSIFIED CAMPUS SUPV	10/04/2022	D	x

THOMAS	WEBB	AE TEACHER	08/29/2022	D	x
BEVERLY	WEBB	AE TEACHER	08/09/2021	D	
JOY	WEINDEL	AE TEACHER	08/15/2022	D	x
JASON	WELLS	VA TEACHER	08/07/2013	D	
RACHEL	WELLS	AE INSTRUCTIONAL INTERVEN	11/11/2005	D	
KIMBERLY	WERTENBERGER	VA TEACHER	08/15/2016	D	
AMY	WESTERMAN	VA TEACHER	08/07/2013	D	
HEATHER	WHITLEY	AE INSTRUCTIONAL INTERVEN	09/06/2022	D	x
SCOTT	WHITWAM	AE TEACHER HUB/JAG	08/06/2018	D	
TERRA	WHITWORTH ROWE	CLASSROOM INSTRUCTOR	08/15/2022	D	x
DIGNA	WILKIE	VA TEACHER	08/12/2020	D	
AMANDA	WILLIAMS	PARA/185 DAYS	08/16/2021	D	
BRITTNEY	WILLIAMS	AE INSTRUCTIONAL INTERVEN	08/02/2021	D	
ROBERT	WILLIAMS	WAREHOUSE ASSISTANT	07/20/2021	D	
LORI	WINFREY	OFFICE SUPPORT SPECIALIST	05/20/1994	D	
VAN	WITHERSPOON	AE CLASSIFIED CAMPUS SUPV	08/09/2016	D	
EUGENE	WOODBURN	AE TEACHER HUB/JAG	08/08/2016	D	
JULIE	WORKMAN	TEACHER CENTER	07/27/2018	D	
GLENDA	WORKMAN	VA TEACHER	08/06/2014	D	
SARAH	WRIGHT	AE INSTRUCTIONAL INTERVEN	08/02/2021	D	
KYLE	YANCEY	VA TEACHER	08/23/2021	D	
RONALD	YOUNG	VA TEACHER	08/23/2021	D	
ANGELA	ZIMMERMAN	C&T EAAS	08/01/2006	F	

ARCH FORD EDUCATION SERVICE COOPERATIVE 2022-2023 TERMINATIONS/RESIGNATIONS

First Name	Last Name	Hire Date	Funding Source
S=State, F=Federal, M=Medicaid, P=Private Funding, B=Base Funds, D=District			
AHILLEN	DEBORAH	08/06/2018	D
ARRINGTON	WILLIAM	08/01/2022	D
BAILEY	CHRIS	08/02/2019	D
BARRY	TIA	01/23/2020	D
BRATTON	HOPE	08/02/2018	D
BROWN	SHERMEL	08/08/2022	D
CARVER	CANDICE	07/29/2019	D
CORBITT	KILEY	08/05/2020	D
FAILLA	WANDA	08/04/2014	D
FURNISS	LELA	01/03/2022	D
GEIGER	ANITA	08/08/2022	D
GOLDEN	KELLI	12/31/2020	P
GREEN	HALEY	08/07/2017	D
GRIFFIN	KELLY	07/01/2020	S
HANEY	SHANNON	08/08/2022	D
HARALSON	BOBBI	03/07/2014	D
MCGHEE	LINDSAY	01/03/2022	D
MENDEZ	BRANDI	08/08/2022	D
MILLER	COURTNEY	03/09/2020	D
RICHEY	DEBBIE	07/01/2015	S
SIMMONS	ISAIAH	08/29/2022	D
STUART	DAVID	08/01/2020	D
STUART	DOROTHY	08/05/2019	D
UTSEY	RAQUEL	08/02/2021	D
VANNADA	JAKE	11/17/2016	D
WALLACE	STEVEN	08/12/2013	D
WARBINGTON	MORGAN	02/22/2022	S
WILBUR	CHRISTMAS	08/02/2021	D
WILLIAMS	HOUSTON	08/02/2021	D
WILLIAMS	PHRONDA	01/18/2022	D
WOODBURN	EUGENE	08/08/2016	D
WREN	STEVE	08/03/2020	D

III. TEACHER CENTER

Please attach a list of all inservice training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. [Click here to access.](#)

A.

Does the co-op provide media services to schools? YES NO

Approximate the number of titles in media center:

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

How many districts participate in the media program?

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

Do districts contribute dollars to the media services YES NO

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

Please describe: _____

Does the co-op operate a "make-and-take" center for teachers? YES NO If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once). A Teacher Center is available for teacher use in an open environment at our co-op. Teachers may access materials during regular co-op hours without formally signing in so there are no records of usage.

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- Administrators and Local Board Members Training
- Annual Needs Assessment / Planning Assistance
- Assessment Data Analysis
- Bookkeeping assistance
- Business Management training
- Computer Technician
- Cooperative Purchasing
- CTE Coordinations / Perkins Consortium Administration
- Curriculum Support
- E-Rate Applications
- ESC Works Support
- Evaluation Procedures Assistance
- Fingerprinting
- Gifted and Talented assistance
- Grant writing assistance
- Instructional Facilitator Training
- Instructional Leadership & Learning Specialist
- Math/Science/Literacy/GT/Computer Science/Behavior Specialists
- Migrant program
- Novice Teacher Mentoring
- Numerous professional development opportunities for teachers
- Planning assistance
- Praxis Support
- Printing
- Special Education Services
- Technology Training
- Other (please specify)
- Facilities Coordination

V. DIRECT SERVICES TO STUDENTS

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

- [X] Gifted/talented programs: 26 participating districts
 - Quiz Bowl
 - Spelling Bee
 - Chess Tournament
- [X] Coding Competition
- [X] Itinerant teachers – please list areas: Early Childhood
- [X] Occupational therapy and physical therapy
- [X] Speech therapist
- [X] Transition Assistance
- [X] Digital Instruction (Ex. MySchoolInfo, Ar iTunes, etc.)
- [X] Other (Please specify):
- [X] Nursing Services
- [X] ALE / Hub

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities that 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.

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. Arch Ford is working with UCA, Arkansas Tech, and Central Baptist College to ensure that they are purchasing the HQIM being utilized in our region by districts. Arch Ford is in the process of selecting vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM for leaders.

Marvell-Elaine Instructional Support

The Marvell-Elaine School District was placed in Level 5 support by the State Board in November 2022. Subsequently, their waiver for student enrollment size was denied in December 2022. With these two events, a report of a high percentage of teachers not being licensed in their teaching assignment, and a realization that the district was in need of high quality instruction for secondary students, the Office of Coordinated Support and Service

requested for Cooperatives to provide direct instruction in the English Language Arts, Mathematics, Science, and Social Studies classrooms at Marvell-Elaine High School. The goal of this project was to provide high quality instruction to the seventh through twelfth grade students during the third and fourth nine weeks of the 2022-2023 school year.

Cooperative directors and teacher center coordinators were asked to commit to bringing a team of at least five individuals to provide instruction– two for ELA, one for Math, one for Science, and one for Social Studies. The Arch Ford team of 8, including the Director and TCC, spent the week of Feb. 6-10, 2023 at Marvell-Elaine High School teaching all core content classes and was the first Co-op team to teach there. The week was a great time to build relationships with students and staff, engage in high quality instruction for students, and provide needed social-emotional and behavioral support as well.

Co-op Evaluation

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

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

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

The Arch Ford evaluation occurred on January 13, 2023. Our cooperative received an overall rating of 5. Reports include:

- [Rubric with Links](#)
- [Narrative](#)

- [Final Evaluation Report](#)

Professional Learning Communities: Boardroom to Classroom

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

VII. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2022-2023 school year: **21**

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

White: **16**

African American: **5**

Hispanic: **0**

Asian: **0**

American Indian/Alaskan Native: **0**

Number of new females employed by the cooperative for the 2022-2023 school year: **63**

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

White: **56**

African American: **6**

Hispanic: **0**

Asian: **1**

American Indian/Alaskan Native: **0**

TERMINATED

Number of males terminated by the cooperative during the 2022-2023 school year: 9
For this number above, please provide the number in each of the following racial classifications:

White: 6

African American: 3

Hispanic: 0

Asian: 0

American Indian/Alaskan Native: 0

Number of females terminated by the cooperative during the 2022-2023 school year: 22

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

White: 17

African American: 5

Hispanic: 0

Asian: 0

American Indian/Alaskan Native: 0

***Does not include resignations/retirements effective at the end of FY23, report is published prior to this date**

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2022-2023 school year: 7

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

White: 6

African American: 1

Hispanic: 0

Asian: 0

American Indian/Alaskan Native: 0

No Response: 0

Number of females seeking employment by the cooperative during the 2022-2023 school year: 30

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

White: 24

African American: 6

Hispanic: 0

Asian: 0

American Indian/Alaskan Native: 0

No Response: 0

*Seeking employment numbers based on BambooHR job postings from November 2022-April 2023

PROGRAM REPORTS

PROGRAM: Accounting

FUNDING SOURCE: Base, District, Federal Grants, State Grants

COMPETITIVE GRANT: Yes ___ No x

RESTRICTED: Yes ___ No ___

PARTICIPATING DISTRICTS: Atkins, Bauxite, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

PERSONNEL: Stephanie Atkinson, Business Manager, BSE
Amanda Linn, Accounts Payable, High School Diploma

GOAL:

- To provide financial support to all programs and participating districts of the Cooperative

[Click here](#) for the Financial Board Report Ending FY23 * This report will be added after the end of Fiscal Year 23.

PROGRAM: Arch Ford Non-Traditional Learning

FUNDING SOURCE: Participating Districts

COMPETITIVE GRANT: Yes _____ No X_____

RESTRICTED FUNDING: X_____ **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Academics Plus Charter School, Arkadelphia, Ashdown, Atkins, Bald Knob, Beebe, Benton, Carlisle, Clinton, Conway, Crossett, Cutter Morning Star, Dover, East End, El Dorado, eStem, Fountain Lake, Genoa Central, Greenbrier, Gurdon, Guy Perkin, Hamburg, Harmony Grove, Hazen, Hector, Hermitage, Hope, Hot Springs, Jacksonville North Pulaski, Jessierville, Lake Hamilton, Lakeside, Little Rock, Magnolia, Marion, Mayflower, Mt. Vernon, Nemo Vista, North Little Rock, Perryville, Pine Bluff, Pottsville, Pulaski County, Quitman, Rosebud, Shirley, South Conway County, South Side Bee Branch, Star City, Texarkana, Van Buren, Vilonia, Westside, Wonderview

PERSONNEL:

ADAIRE, DIANA	Certified Teacher
ADKINS, ERIKA	Certified Teacher
ALLEN, CHRISTOPHER	Certified Admin. Campus Supervisor
ARYEE, BENJAMIN	Classroom Instructor
AYTCH, LAKIA	Classified Campus Supervisor
BARNETT, BRANDON	Classified Campus Supervisor
BARRY, HERMANDO	Behavioral Interventionist
BEALER, LOTANYA	Instructional Interventionist
BIRCH, BECKY	Certified Teacher
BOBO, TERENCE	Behavioral Interventionist
BRADLEY, KOURTNEY	Instructional Interventionist
BROWN, BRET	Certified Campus Supervisor/JAG
BROWN, KIMBERLY	Certified Campus Supervisor/JAG
BULLARD, NELLIE	Instructional Interventionist
BUNKER, GINA	Classroom Instructor
BURGIN, PETER	Behavioral Interventionist
BUSH-WHITE, TAMARA	Certified Teacher
BUTLER, MARCUS	Classroom Instructor
BUTLER, WILLIAMS	Behavioral Interventionist
BYERS, TONY	Classified Campus Supervisor
CAPETILLO, ELISA	Certified Teacher
CARADINE, GLENN	Instructional Interventionist
CAWICH, CRYSTAL	Instructional Assistant
CHRISTON, LAJUAN	Behavioral Interventionist
COLE, SANDRA	Certified Teacher/SPED
COLLINS, TERRELL	Classroom Instructor
CORBELL, SONYA	Certified Admin. Campus Supervisor/JAG

COULTER, CLEYTUS	Certified Campus Supervisor
DALHOVER, LORETTA	Certified Teacher
DANIELS, CANDICE	Instructional Interventionist
DARDEN, ERIC	Certified Campus Supervisor
DAVIS, JAMES	Certified Teacher
DAVIS, JUDITH	Certified Teacher
DAVIS, SHELLY	ALE Administrative Assistant
DELANCEY, BRIDGETT	Behavioral Interventionist
DEMPSEY, DANIEL	Certified Teacher
DILLARD, LEANDRA	Certified Teacher/JAG
DOLLARHIDE, PATRICIA	Certified Teacher/SPED
DOOLEY, DEVIN	Behavioral Interventionist
DUDLEY, LINDA	Instructional Interventionist
EDDY, STEPHANIE	Certified Teacher
EDINGTON, ERIK	Certified Teacher
ELLARS, EILEEN	Certified Admin. Campus Supervisor
FRANKLIN, DEANA	Certified Teacher
GANAWAY, LATERRA	Instructional Interventionist
GARDENER, TYRENE	Certified Teacher/JAG Specialist
GIBSON, EDWARD	Program Lead Behavior Specialist
GOINS, ROGER	Certified Teacher
GOODCHILD, BRANDI	Certified Campus Supervisor/JAG
GRAY, CHRISTINA	Certified Teacher
GREEN, BEVERLY	Certified Teacher
GREEN, CRYSTAL	Behavioral Interventionist
GREESON, ROBERT	Certified Admin. Campus Supervisor
HARALSON, BOBBI	Certified Teacher
HARRIS, ANDREA	Instructional Interventionist w/ Nurse duties
HART, JEFF	Regional Program Director
HEIDELBERG, JESSICA	Classroom Instructor
HOOD, TYRELL	Certified Teacher
HOWELL, AMANDA	Certified Teacher
HOWELL, NATALIE	Instructional Assistant
IVERSON, MARK	Certified Teacher
JESTER, CARLA	Certified Teacher/JAG Specialist
JONES, BETTIE	Certified Campus Supervisor
JONES, DEBBIE	Classroom Instructor
JONES, IRA	Classified Campus Supervisor
JONES, ROSA	Certified Teacher
JONES, STEPHANIE	Certified Teacher
JORDAN, KEVIN	Certified Admin. Campus Supervisor
JOYNER, ANGELEA	Behavioral Interventionist
KETCHERSIDE, DANNY	Certified Admin. Campus Supervisor
KOONTZ, KAYLA	Instructional Interventionist w/ Nurse duties
KRIESEL, TIM	Behavioral Interventionist
LABAT, BRANDON	Classified Campus Supervisor
LANDRITH, HAL	Certified Teacher/JAG Specialist
LAWRENCE, DANA	Behavioral Interventionist

LEWIS, ERIC	Certified Campus Supervisor
LEWIS, TAMEKIA	Classroom Instructor
LEWIS, TODD	Assistant Director of Non-Traditional Learning
LEWIS, TONJA	Regional Program Director
LOVE, ADRIAN	Assistant to Special Program Supervisor
LOWERY, ANTHONY	Behavioral Interventionist
LOWERY, JAMES	Classroom Instructor
LOYD, KASEY	Certified Admin. Campus Supervisor
MANCIL, CHRISTY	Program Lead Behavior Specialist
MANNING, RUSTY	Regional Program Director
MARLOW, RAFEAL D.	Director of Non-Traditional Learning
MARSHALL, BETH	Certified Teacher/SPED
MARTIN, CAREY	Certified Teacher
MARTIN, CHRISTY	Instructional Interventionist
MARTIN, JASON	Certified Admin. Campus Supervisor
MAY, TONYA	Certified Teacher
MCMURRAY, CLAYTON	Certified Teacher
MIDDLETON, DARRELL	Behavioral Interventionist
MILLER, JENNIFER	Special Program Supervisor
MONDAY, DOUGLAS	Certified Teacher/SPED
MONTGOMERY, KEITH	Classroom Instructor
MOODY, MARVIN	Classified Campus Supervisor
MOONEY-WADE, TONIKA	Behavioral Interventionist
MORROW-DEMPSEY, MAEGAN	Instructional Assistant
MYERS, MATTHEW	Certified Campus Supervisor
NOBLE, KALON	Classroom Instructor
O'NEAL, LEONARD	Instructional Interventionist
PACE, JOHN	Certified Admin. Campus Supervisor
PARCHMAN, BECCA-JO	Instructional Interventionist
PEARSON, RONETHA	Classroom Instructor
PERRY, MANDOLYNN	Behavioral Interventionist
PHARR, MELISSA	Certified Teacher
PHIFER, GWAN	Behavioral Interventionist
PIERCE, RACHEL	Certified Teacher/JAG Specialist
PORCHIA, KASEY	Classified District Supervisor
PRICE, KAREN	Certified Teacher
PRYOR, TONYA	Classified Campus Supervisor
PUMPHREY, CYNTHIA	Certified Campus Supervisor/JAG
REDIFER, BREN	Certified Teacher/JAG Specialist
REID, SUSAN	Certified Teacher
RICE, ASHLEY	Behavioral Interventionist
ROGERS, JODY	Certified Teacher/SPED
SCOTT, BORIS	Behavioral Interventionist
SCOTT, PAMELA	Instructional Interventionist
SEXTON, KIMBERLY	Certified Campus Supervisor/JAG
SHAW, KRISTY	Certified Teacher
SKELTON, TYLER	Classroom Instructor
SMITH, DONALD	Certified Campus Supervisor

SMITH, MARY	Certified Admin. Campus Supervisor
SOMERS, JACQUELINE	Instructional Interventionist
SOREY, LAURA	Certified Teacher/SPED
STAMPS, CASSANDRA	Certified Teacher
STEWART, JASON	Behavioral Interventionist
STICH, JORDAN	Certified Teacher
STRUNK, KEVIN	Certified Admin. Campus Supervisor
SWAIM, LACEY	Certified Teacher
TEALE, VALERIE	Certified Teacher
TOLLIVER, DESHANNON	Quality Assurance Specialist
TRUSTY, HEATHER	Certified Teacher/JAG Specialist
TRUSTY, NICK	Regional Program Director
TURBEVILLE, AMY	Certified Teacher
TYLER, HEATHER	Instructional Interventionist
VANCE, LOU ANN	Certified Teacher
VANNADA, KRISTEN	Behavioral Interventionist
WARD, JESSICA	Instructional Interventionist
WARDEN, JEFFREY	District Director/Program Technology Coordinator
WARDEN, JENNIFER	Behavioral Interventionist
WARREN, DESMOND	Classroom Instructor
WATSON, JULIETTE	Classified Campus Supervisor
WEBB, BEVERLY	Certified Teacher
WEBB, THOMAS	Certified Teacher
WEINDEL, JOY	Certified Teacher/Lead Behavior
WELLS, RACHEL	Instructional Interventionist/Interim Supervisor
WHITLEY, HEATHER	Instructional Interventionist
WHITWAM, SCOTT	Certified Teacher/JAG Specialist
WHITWORTH, TERRA	Classroom Instructor
WILLIAMS, BRITTNEY	Instructional Interventionist
WITHERSPOON, VAN	Classified Campus Supervisor
WRIGHT-TONER, SARAH	Instructional Interventionist

PROGRAM SUMMARY:

The Division of Alternative Learning Services Statewide Alternative Learning Centers, Hub Programs, and Day Treatment Centers provide intervention services to students from participating districts referred to the programs who are in need of a non-traditional route to their education, who exhibit the qualifying characteristics to be considered as at-risk. The Hub Programs provide career-focused services to students who are recommended to participate in JAG (Jobs for Arkansas Graduates) and indicate the need for a flexible schedule to enable students to enter the workforce and/or participate in career- centers. The Day Treatment Centers partner with a mental health agency to provide education services to students recommended by their sending districts.

GOALS:

- To provide intervention services to at-risk students who are referred by districts to qualify for an alternative learning setting
- To provide a non-punitive educational setting for at-risk students to help them overcome or eliminate barriers to success in traditional settings
- To provide mental health access to all students and families
- To provide smaller class sizes to support at-risk students' needs
- To promote an instructional delivery methodology using high-yield strategies utilizing synchronous instruction for the core components
- To promote a learning environment that utilizes computer labs and integrates technology that is dedicated to providing elective and credit recovery instruction
- To customize an approach by developing and implementing student action plans that are tailored to meet/exceed the goals set for each participating student
- To transition eligible students back to their sending districts who have overcome or eliminated the barriers that contributed to being referred to the alternative learning setting

MAJOR HIGHLIGHTS OF 2022-2023:

- Conway HUB had two students receive State Diamond Student awards (2 of 10 given).
- Staff member Daniel Dempsey received the Jessieville Citizen Award for his quick response that saved the life of an elderly softball player.
- El Dorado HUB had two students who were on parole who were able to come back to school, beat the odds and complete their high school graduation!
- The Tier 3 classroom at River Valley successfully assisted students in passing all classes, reducing incarceration and long-term stays, and reduced suspensions. Each student is positioned to be promoted to the next grade level.
- A student from the Harmony Grove HUB is receiving a scholarship to return next year to the CTE Auto Body Shop program.
- A former graduate from the Benton HUB who is on the Autism spectrum is thriving at Lyon College and made the Dean's List last fall.
- A current student at the Benton HUB, who has been in and out of the juvie system since 9th grade, is on track to graduate and has taken a job in sales. He is also looking to get his real estate license.

PROGRAM: Arch Ford Principal Prep Program

FUNDING SOURCE: Staff Development

COMPETITIVE GRANT: Yes___ No_x

RESTRICTED FUNDING___ **NON-RESTRICTED FUNDING**x___

PARTICIPATING DISTRICTS: Opportunity for recommendations for participation from all districts in the region

PERSONNEL: Julie Workman, Ed.D.
Karen Norton, M.Ed.

PROGRAM SUMMARY:

Due to the anticipated need for additional building level administrators in the region in the near future and at the request of region superintendents, Arch Ford has continued to implement the Principal Prep Program for educators. Participants must be within 2 semesters of completion of a program of study in Educational Administration/Supervision. Region superintendents were given opportunity for input in the program design and intended outcomes. Superintendents from the Arch Ford region, principals from the region, Arch Ford Behavior Specialists and Co-op staff with backgrounds in administration facilitated the sessions. Sessions were held from September - March. Participation in this program is voluntary with superintendent recommendation. The AFPPP was created and continues to support aspiring administrators to become effective instructional leaders.

This year's participants were provided with the books *Monday Morning Leadership* by David Cottrell and *The Aspiring Principal 50* by Baruti Kafele. Both books were referenced throughout the program.

GOALS: The Principal Prep Program will provide:

- Awareness of and ability to put into words through conversation what being an instructional leader looks like and sounds like and confidence to carry it through.
- Network of resources for support- includes people, programs, & other resources.
- Knowledge of how to develop culture in the school and build leadership capacity in others; shared/distributed leadership through well-developed PLCs.
- Knowledge of TESS and how to leverage TESS data for developing individual and school wide goals and providing individual and school wide professional development
- Basic understanding of school finance at the building level
- Knowledge and skill at building resumes and interviewing for building level positions

MAJOR HIGHLIGHTS OF 2022-23:

- Currently, 3 participants from this year's AFPPP have been hired as an administrator for the 23-24 school year.

- This group had the opportunity to visit two different school districts as part of their training. One school district shared their PLC and RTI processes and the other district allowed participants to observe in the classroom to practice scripting for observations via the Danielson framework.

[Arch Ford Principal Prep Program Overview and Dates](#)

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes_____ No X

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

PERSONNEL:

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

Behavior Support Specialists:

Shana Bailey, M.S.

Jennifer Brewer, Ed.S.

Julie Butterworth, M.C.D, CCC-SLP, BCBA

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

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Sarra Petray, Ed.S.

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S.

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.

Cohort 3- Alma Intermediate-Alma, Asbell Elementary-Fayetteville, Beard Elementary- Fort Smith, Happy Hollow Elementary-Fayetteville, McNair Middle School - Fayetteville, Bald Knob High School, Cave City Elementary- Cave City, McRae Elementary - Searcy, University Heights Elementary - Nettleton, Holly Harshman Elementary - Mena, Horatio Elementary -

Horatio, Mena Middle School- Middle, Mena High School- Mena, Oscar Hamilton Elementary - Foreman, Bryant Elementary- Bryant, Collegeville Elementary - Bryant, Guy-Perkins Elementary- Guy Perkins, Hurricane Creek Elementary - Bryant, Pottsville Jr High- Pottsville, Springhill Elementary - Bryant

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2022-23:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

The Behavior Support Specialist (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receive requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS

works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities. Services include:

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

MAJOR HIGHLIGHTS OF 2022-2023:

- Provided on-site coaching and consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 148 CIRCUIT referrals across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2022-2023:

- Offered 25 of the 5 Essential Components of School-Wide Behavior Supports professional developments and trained 84 building-level teams. In June, Springdale will train all of their buildings (30+ teams) with approximately 300 participants.
- Added 13 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Provided over 170 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 3233 participants
- Scheduled 61 additional professional learning opportunities by the end of 6/30/23

ADDITIONAL BSS HIGHLIGHTS OF 2022-2023:

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

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

PROGRAM: Career and Technical Education

FUNDING SOURCE: Division of Career and Technical Education and District allocations of Carl D. Perkins Federal Funds

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED FUNDING X **NONRESTRICTED FUNDING** ___

PERSONNEL: Lori Mitchell, CTE Coordinator, M.S.E.
Angie Zimmerman, CTE Instructional Facilitator Specialist, M.S.E.

Participating Districts: 23

Atkins	Clinton	Danville
Dardanelle	Dover	East End
Greenbrier	Guy-Perkins	Heber Springs
Hector	Mayflower	Mt.Vernon/Enola
Nemo Vista	Perryville	Pottsville
Quitman	Shirley	South Side
South Conway County	Two Rivers	Western Yell County
West Side-Greers Ferry	Wonderview	

PROGRAM SUMMARY:

The Career and Technical Education Department has the responsibility to develop and coordinate the Carl D. Perkins Program. This includes proposal writing for consortium schools, managing the budget, and providing accountability information to the Division of Career and Technical Education. It is our goal to serve as a liaison between our member schools and the Career and Technical Education state staff in the collection of data; evaluation of programs; assistance to new instructors; and continuing staff development for all career and technical education instructors. Staff development includes such initiatives as; Best Practices in CTE, Student Motivation and Engagement, Meeting the Needs of All Learners, Classroom Management and Instructional Strategies in the CTE Classroom. The Career and Technical Education Department will continue to encourage the development, implementation, and improvement of Career and Technical Education Programs by supporting curriculum changes that move students along to current industry standards and purchasing equipment to teach the new-advanced technology.

GOALS:

- To provide Career and Technical Education instructors quality staff development to enhance student achievement
- To encourage the development and implementation of advanced technologies in the improvement of Career and Technical Education Programs.

- To serve as a liaison between the Division of Career and Technical Education and our Perkins Consortium members, providing up-to-date information and providing CTE accountability data for our member schools

Major Highlights of the 22-23 School Year:

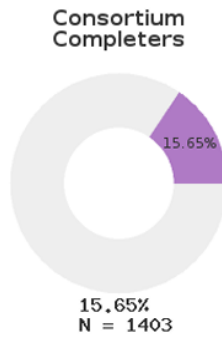
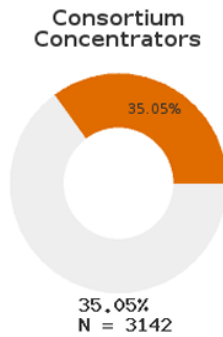
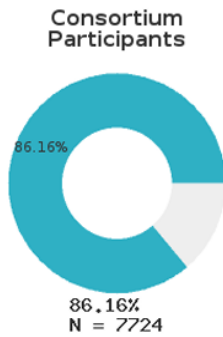
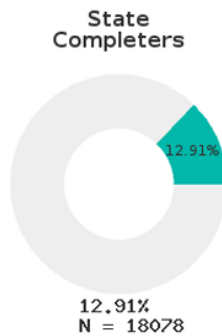
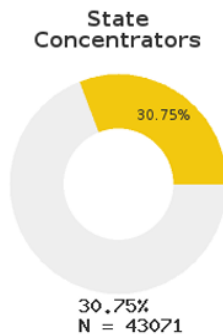
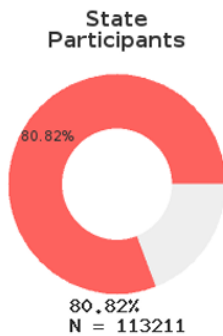
- Our Perkins consortium performed above the State targets on the following Perkins V Performance Indicators:
 - Four- Year Graduation Rate – +9.8%
 - Five- Year Extended Graduation Rate – +6.77%
 - Reading Language Arts - +20.77%
 - Mathematics - +21.34%
 - Science - +22.18%
 - Postsecondary Placement – +6.7%
 - Nontraditional Concentration - +35.34%
 - Industry Certifications - +40.84%
- Applied for and received 8 New Program Start-up Grants for Dardanelle High School (Animal Systems-\$30,307.77), Greenbrier High School (Sports Medicine-\$38,043.66), Guy-Perkins High School (Career Readiness/WBL-\$24,225.00), Heber Springs High School (Career Readiness/WBL-\$24,225.00), Quitman High School (Plant Systems-\$90,534.52), Morrilton High School (Firefighting-\$51,866.79), Two Rivers High School (Cybersecurity-\$29,500.10) and West Side High School (Animal Systems-\$30,307.77) = \$319,010.61
- Applied for and received a Perkins Innovation Grant in the amount of \$140,000.00 for 14 Glowforge Pro 3D Laser Printers/Engravers for Agriculture programs at the following schools:
 - Bigelow High School
 - Clinton High School
 - Danville High School
 - Dardanelle High School
 - Guy-Perkins High School
 - Hector High School
 - Morrilton High School
 - Mt. Vernon-Enola High School
 - Nemo Vista High School
 - Perryville High School
 - South Side High School
 - Two Rivers High School
 - Western Yell County High School
 - Wonderview High School
- Obtained CTE Completer Data for 23 high schools and provided each Completer with a CTE Completer Certificate (1,250 CTE Completers)
- Provided professional development in the areas of Best Practices in the CTE Classroom, Instructional Strategies, Canva, Student Motivation and Engagement,

Classroom Management, Agriculture Mechanics, CTE Novice Teacher, Glowforge and Technology Tools for CTE Instructors.

- 15 of our Business Education Programs qualified for FBLA Nationals
- 7 of our Family Consumer Science Programs qualified for FCCLA Nationals
- Prepared, budgeted and managed the Perkins Consortium with 23 member districts with a total allocation of \$538,886.38

2022 CTE SUMMARY REPORT

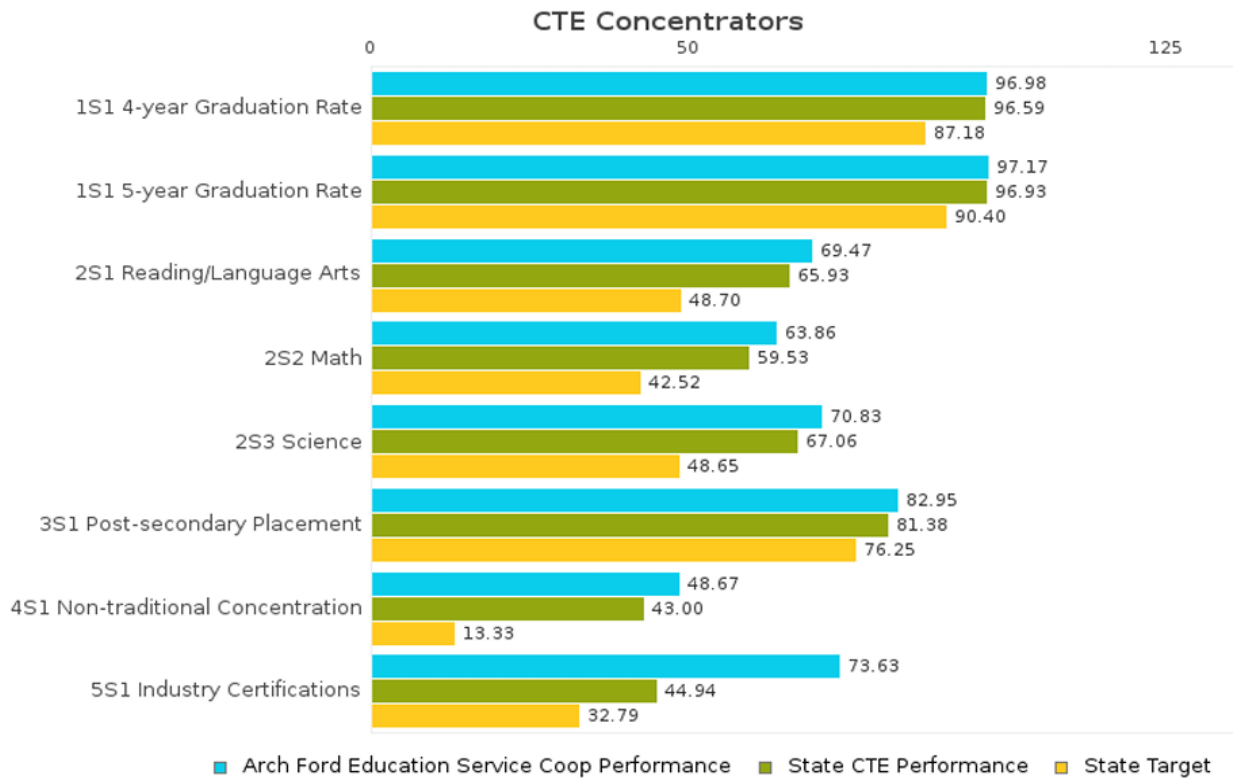
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A [comprehensive program report](#) is available for more detailed information on all performance measures.

Enrollment includes Grades 9-12 students.

PERFORMANCE SCORES RELATIVE TO TARGETS



PROGRAM: Community Health Nurse and Promotion Specialists

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes _____ No _____

RESTRICTED FUNDING _____ **NON-RESTRICTED FUNDING** _____

PARTICIPATING DISTRICTS: ASB, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, Southside Bee Branch, Two Rivers, Vilonia, Westside Greens Ferry, Western Yell County, Wonderview.
(*Provided coverage to Guy Fenter ESC schools in the absence of GFESC CHNS)

PERSONNEL: Tracy Starks, RN BSE

(*Note: The Northwest Community Health Promotion Specialists (2) also cover all counties in Arch Ford, OUR, Guy Fenter, and NWAR ESCs)

PROGRAM SUMMARY: Provide technical assistance and resources to schools and communities to promote, improve, and support the health of students, staff, and community members.

GOALS:

- Provide tobacco prevention and cessation technical assistance and training to districts and communities.
- Assist districts in adopting tobacco -free policies and implement prevention and cessation best practices.
- Provide injury prevention resources and training.
- Assist districts in adopting policies for promoting and implementing best practices for nutrition and physical activity.
- Provide resources and training in the areas of nutrition, physical activity, mental health and wellness, and other emerging health issues.
- Provide assistance and resources to assist districts to strengthen school wellness committees, while meeting state and federal mandates.
- Inform schools and communities of health issues and current public health policy.
- Certify school nurses and conduct mandated health screenings
- Provide school nurses with professional continued education related to school health.
- Inform schools and communities of school health resources, available training, and grant opportunities.
- Promote research-based, best practice comprehensive health education curriculum to school nurses and school staff.
- Provide presentations for students, staff and community members regarding health, tobacco, obesity prevention, injury prevention and related health issues.
- Provide information about health care resources.

MAJOR HIGHLIGHTS OF 2022-2023

- Provided training in the area of Mental Health, including Youth Mental Health First Aid, QPR and Youth Suicide Prevention Education, and Resiliency Programs to meet state mandates for school counselors and SROs, as well as other school administration and staff reaching 248 staff.
- Provided health related presentations to over 3400 students in Arch Ford Districts.
- Certified in Youth Mental Health First Aid, QPR Suicide Prevention Education, Resiliency for All, NOT and In-depth Tobacco Cessation Programs, Poverty Coaching, CPR/First Aid, and Early Childhood Brush Curriculums training to offer professional development and resources for Arch Ford districts.
- Provided toothbrushes and toothpaste to over 300 students in Arch Ford Schools.
- Offered state mandated and continuing education training to 98 school nurses.
- Through Thrive, DESE state initiative, provided Resiliency training to over 120 state wide administrators.
- Through a collaboration with the Criminal Justice Institute provided Opioid Rescue Education and Training, accompanied by a Narcan rescue kit valued at over \$130 each, to 14 school nurses in Arch Ford districts.
- Assisted with on-site school mass flu clinics at Arch Ford schools providing flu vaccines to over 380 students and staff.
- Provided CPR to 50 school nurses and staff.
- Collaborated with the ALE HUB program to provide Youth Mental Health First Aid training for staff.
- Collaborated with the UACCM nursing programs to incorporate training for student nurses that are working in schools during clinical rotations and provide education for nursing students related to health epidemics in our communities.
- Collaborated with Arkansas Children's Hospital to host School Nurse Academies for School Nurses related to poverty training.
- Collaborated with the Arkansas Dept of Health Injury and Violence Prevention office to provide training and resources in the area of opioid prevention and emergency rescue efforts for schools and communities. 144 doses of Narcan have been provided to school staff and community members to combat overdose deaths.

PROGRAM: Computer Science

FUNDING SOURCE: Arkansas Department of Education Grant – Act 220 of 2017

COMPETITIVE GRANT: Yes No

RESTRICTED: **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Statewide

Personnel:

Kelly Griffin, Arkansas Director of Computer Science, Ed. S
Alex Moeller, Statewide Computer Science Specialist
Jim Furniss, Statewide Computer Science Specialist, M.S.
John Hart, Statewide Computer Science Specialist, M.S.E.
Adam Musto, Statewide Computer Science Specialist, M.S.E.
Stacy Reynolds, Statewide Computer Science Specialist, M.S.E.
Leslie Savell, Statewide Computer Science Specialist, M.S.E.
Ashley Kincannon, Statewide Computer Science Specialist, Ed. S
Tammy Glass, Statewide Computer Science Specialist
Zachary Spink, Statewide Computer Science Specialist, M.S.E.
Mark Barnes, Statewide Computer Science Specialist

Goals:

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

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

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational

Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

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

Program Summary:

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

Vision

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

Mission

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

PD Offered:

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

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

Events/Committees/Projects Assisted with:

- TechFest October 2022
- Family Code day at UALR December 2022
- CS Education Week Activities December 2022
- Arkansas Data Science and Computing Summit December 2022
- Monthly Computer Science NewsLetter
- TSA State Conference
- Regional Coding Competition February 2023
- Women in Cyber at Innovation Hub March 2023
- CS Educator of the Year March 2023
- STEM Expo March 2023
- Support of Robotics Competitions (VEX, FIRST) March 2023
- Great Arkansas History Video Game Coding Competition March 2023
- Allstate Coding Competition April 2023

MAJOR HIGHLIGHTS OF THE 2022-23 YEAR:

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

ONGOING SUPPORT:

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

PROGRAM: Consolidated Purchasing Services

FUNDING SOURCE: Base Fund: Local-Pass through participating districts

COMPETITIVE GRANT: Yes____ No X

RESTRICTED ____ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, S. Conway County, South Side, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell Co., Wonderview. All other schools in Arkansas are eligible, with most participating. Several other states also participate, including: Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Mississippi, Missouri, Tennessee, Texas, Washington and Wisconsin. (250+ Districts in all)

PERSONNEL: Tricia Miller	Purchasing Supervisor- Associate Degree/Business
Scottie Jo Johnson	Assistant Purchasing Supervisor- High School Diploma
Robert Williams	Delivery- BSE Degree/ Elementary
David Russell	Delivery Manager- High School Diploma
Lori Thone	Warehouse Manager- BSE Degree/ Mathematics

GOAL:

- To assist large and small school districts in increasing their purchasing power.
- To make the purchasing program accessible to all educators.
- To maintain warehouse inventory for purchases throughout the year.
- To assist schools in getting supplies in a timely manner.
- To continually increase buying power to provide schools with lowest possible prices year round.
- To provide easy shopping, either by fax, on-line or in-house.
- To provide superior delivery services other than common carriers

PROGRAM SUMMARY:

The Arch Ford Education Cooperative Purchasing Department was established in 1985 when 30 school districts pooled their resources in order to bid for quantity discounts on a few

items. While consolidated purchasing is no longer a new concept, Arch Ford paved the way for Arkansas schools to reap the benefits of cooperative purchasing. Not only does this help in the area of monetary savings, but it also maintains the schools compliance with Arkansas Bid Laws. Entire warehouse inventory is competitively bid, which allows smaller schools without purchasing personnel to benefit from quantity based pricing.

Another advantage afforded to Arch Ford cooperative schools is free delivery. The purchasing department has scheduled deliveries at least twice a month to cooperative schools. The Arch Ford delivery staff is glad to take the supplies to any location within the school instead of dropping it at the front door like most common carriers.

The Purchasing Department has over 28,000 square feet of inventory storage space. This has allowed inventory expansion and the introduction of new products as they become available and requested. Given the current market on copy paper, this amount of space allows the purchase of enough paper, approximately 8400 cases, to provide Arch Ford cooperative schools with paper at a level price throughout the year. In addition, the Purchasing Department will deliver whatever amount of paper a facility is physically capable of storing, eliminating the schools' need for excess storage areas.

Major Department Highlights for 2022-2023:

Updated catalog to include pictures, and sent letters about the addition and how to navigate the catalog to place an online order.

We offer curbside pickup for supplies.

Purchasing department delivers to schools, churches, and other non profits free of charge

Arch Ford Purchasing carries school, office, custodial and paper supplies.

The Purchasing Department supports schools in a variety of ways, including:

- Monetary savings on items ranging from 20% to 50%
- Will pack individual teacher orders or bulk campus orders.
- Will invoice orders to the district's specifications, either one "bulk" invoice and total, or individual invoices by teacher. This allows bookkeepers to monitor the individual teacher accounts more efficiently.
- Competitively bid all inventory annually to maintain compliance with Arkansas Bid Laws.
- All Back-to-School orders delivered before the first day of school
- Service continued to districts during the Covid 19 era.

PROGRAM: Cooperative Print Shop

FUNDING SOURCE: Base Funds/Local Purchase of Services

COMPETITIVE GRANT: Yes____ No X

RESTRICTED FUNDING____ **NON-RESTRICTED FUNDING** X

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Hector, Heber Springs, Mayflower, Mount Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side Bee Branch, Two Rivers, Vilonia, Westside Greers Ferry, Western Yell County, Wonderview.

PERSONNEL: Mary Earnhart - Print Shop Manager
Dean Trautman - Print Shop Assistant

GOAL:

To equip the print shop with the latest printing technology and machinery available in order to provide more timely and cost effective printed materials for our school districts.

PROGRAM SUMMARY:

Arch Ford Education Print Shop provides cost efficient printing for education-based organizations within and outside the Arch Ford Cooperative region.

MAJOR HIGHLIGHTS OF 2022-2023:

- Printed and laminated thousands of pieces of educational learning materials.
- Printed Math and ELA spiral bound student workbooks.
- Printed and laminated numerous posters for classrooms, hallways and tournaments.
- Printed programs for Basketball, Baseball and Softball tournaments
- Designed and printed student calendars and student planners for schools.
- Printed handbooks and had them ready before the first day of school.
- Design and print special orders according to the customers needs.
- Fast and efficient turnaround times.

PROGRAM: Digital Learning – Virtual Arkansas (2022-2023 Academic Year)

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:** ___

PARTICIPATING ARCH FORD EDUCATION SERVICE COOPERATIVE DISTRICTS:

Districts	Served (Yes or No)
ARK. SCHOOL FOR THE BLIND	Yes
ATKINS SCHOOL DISTRICT	Yes
CLINTON SCHOOL DISTRICT	Yes
CONWAY SCHOOL DISTRICT	Yes
DANVILLE SCHOOL DISTRICT	Yes
DARDANELLE SCHOOL DISTRICT	Yes
DOVER SCHOOL DISTRICT	Yes
EAST END SCHOOL DISTRICT	Yes
GREENBRIER SCHOOL DISTRICT	Yes
GUY-PERKINS SCHOOL DISTRICT	Yes
HEBER SPRINGS SCHOOL DISTRICT	No
HECTOR SCHOOL DISTRICT	Yes
MAYFLOWER SCHOOL DISTRICT	Yes
MT. VERNON/ENOLA SCHOOL DISTRICT	Yes

NEMO VISTA SCHOOL DISTRICT	Yes
PERRYVILLE SCHOOL DISTRICT	Yes
POTTSVILLE SCHOOL DISTRICT	Yes
QUITMAN SCHOOL DISTRICT	Yes
RUSSELLVILLE SCHOOL DISTRICT	Yes
SHIRLEY SCHOOL DISTRICT	Yes
SOUTH CONWAY COUNTY SCHOOL DISTRICT	Yes
SOUTH SIDE SCH DIST(VANBUREN)	Yes
TWO RIVERS SCHOOL DISTRICT	Yes
VILONIA SCHOOL DISTRICT	Yes
WEST SIDE SCHOOL DIST (CLEBURNE)	Yes
WESTERN YELL CO. SCHOOL DIST.	Yes
WONDERVIEW SCHOOL DISTRICT	Yes

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

- John Ashworth: Virtual Arkansas Executive Director; MS+30, BS
- Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; BSE, MSE, Ph.D
- Dr. Michael Lar: Virtual Arkansas Director of Operations; BS, MBA, ABD
- Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS
- Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS
- Jason Bohler: Core Campus Director; MA, BA
- Ellora Hicks: Concurrent Credit Campus Director; MS+30, 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 students through unique, digital opportunities.

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

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

GOALS:

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students. According to *Act 2325 of 2005*, distance learning opportunities were employed:

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

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

Goals	2021-2022 Results
Help Address the Arkansas Teacher Shortage	- Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers
Provide a Wide Range of Courses for Arkansas Students	- VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.
Ensure Educational Options for Economically Disadvantaged Students	- Virtual Arkansas made courses available to all high-poverty districts and was utilized by 93.3% of all Arkansas districts with a 70%-100% free and reduced lunch population. - 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for

	which they registered.
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - Virtual Arkansas had 21,671 enrollments from Districts designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 99% of all districts designated as rural - 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 34 CTE courses were provided to 6,554 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> - In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

Major Highlights of the 2022-2023 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement.
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

Virtual Arkansas Data (Based on 2021-2022 School Year)

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 330 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- 251,324 enrollments served since 2013-2014
- Virtual Arkansas Students had a 90% Pass Rate
- 14,319 Unique Arkansas Students Engaged in 35,885 Content + Teacher Enrollments
- 32,274 Credits Earned

- 78% of Virtual Arkansas teachers have Master's degree or above
- 146 Content+Teacher courses available to students throughout Arkansas
- 2,728 Concurrent Credit Enrollments Earned 8,124 College Concurrent Credit Hours
- 85% of Concurrent Credit Enrollments From Rural Districts
- Career and Technical Education: 6,847 Enrollments Over Two Semesters in 34 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 2,049 Computer Science Enrollments from 190 Arkansas Schools
- 1,827 Advanced Placement Enrollments
- 99% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural

PROGRAM: Director's Office/Administration

FUNDING SOURCE: Base Funds

RESTRICTED FUNDING X **NON-RESTRICTED FUNDING**

PERSONNEL: Gregg Grant, Director, M.S.E. Ed.S.
Stephanie Atkinson, Business Manager B.S.
Amanda Stewart-Linn, Bookkeeping Assistant
Lindsay Davis, HR Coordinator, B.S.
Ashley Pruitt, Facilities and Functions Coordinator, B.A.

PROGRAM SUMMARY:

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, program changes, new programs, and routine daily management and operations. A primary responsibility centers upon his attending statewide meetings for the purpose of keeping the school boards and superintendents informed on matters relating to the legislative, state board, or other policy making bodies. He serves as liaison to the State Department of Education for member districts.

FINANCES:

The program funds are divided into State, Local, and Federal Programs. State and Local Programs are those programs that are either funded by state grants or revenue received from local school districts. Each program's funding operation is expected to support the program activities.

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Federal and State Grant / ADE

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS: Atkins, Clinton, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Shirley, South Conway County, South Side/Bee Branch, Two Rivers, Vilonia, Western Yell, Westside, Wonderview.

PERSONNEL:

- Tina Rooks, Early Childhood Special Education Director (Ed. S)
- Beth Harness Early Childhood Assistant Special Education Director (M.S.E.)
- Jenifer Andrews, Early Childhood Special Education Teacher (M.S.E.)
- Mika Bennett, Early Childhood Special Education Teacher (M.S.E.)
- JoAnna Blocker, Early Childhood Behavior Specialist (Ed. D)
- Melanie Brindley, Early Childhood Special Education Teacher (B.S.E.)
- Haley Copeland, Speech Pathologist (M.S. CCC-SLP)
- Crystal Eary, Speech Pathologist (M.S. CCC-SLP)
- Melissa I. Freeman, Early Childhood Special Education Teacher (B.S.E.)
- Stacy Fulmer, Speech Pathologist (M.S. CCC-SLP)
- Jackie Gardner, Early Childhood Special Education Teacher (M.S.E.)
- Leslie Harris, Speech Pathologist (M.S. CCC-SLP)
- Cassandra Jacqua, Early Childhood Special Education Teacher (B.S.E.)
- Tracy Jeane, Speech Pathologist (M.S. CCC-SLP)
- Vanessa Lawrence, Occupational Therapist (M.S.)
- Brandi Lewis, Early Childhood Special Education Teacher (M.S.E.)
- Caylin McMoran, Early Childhood Special Education Teacher (B.S.E.)
- Jennifer Newton, Early Childhood Special Education Teacher (M.A.T)
- Rhonda Nosal, Speech Pathologist (M.S. CCC-SLP)
- Lattie Richardson, Early Childhood Special Education Teacher (M.S.E)
- Candi Russell, EC Finance Manager
- Jill Roberts, Early Childhood Special Education (M.S.E.)
- Jacqueline Rooke, Early Childhood Special Education Teacher (M.S.E)
- Rachel Sanders, Early Childhood Special Education Teacher (B.S.E.)
- Tara Stevenson, Speech Pathologist (M.S. CCC-SLP)
- Maegan Story, Early Childhood Special Education Teacher (B.S.E.)
- Amanda Ward, Speech Pathologist (M.S. CCC-SLP)
- Amanda Williams, Para Professional (B.S.E)

GOALS:

- To identify children ages three to five in need of special education services through screenings and evaluations
- To provide developmentally appropriate special education services for identified preschool children ages three to five through an Individual Education Program
- To enhance teacher awareness of current best practices through high quality professional development
- To provide supports for child care providers in the delivery of services for children with special needs

PROGRAM SUMMARY:

The Arch Ford Early Childhood Program is a mandated special education preschool program for children with disabilities who are aged three to five. The services are offered in accordance with the Individuals with Disabilities Education Act on behalf of the local school districts.

A child may be eligible for special services if he/she is experiencing difficulties which interfere with normal development in the following areas: speech/language, vision, hearing, motor skills, behavioral/social skills or cognition/readiness skills. Services include screenings, evaluations, specialized preschool instruction, speech/language therapy, physical/occupational therapy and other appropriate services. Services are provided and delivered through a Free and Appropriate Public Education (FAPE) and are delivered in public school based classrooms, public or private preschools or daycares, Head Start centers, itinerantly at the local school building or through home based instruction when necessary. This delivery model allows for interaction with peers who are developing normally as well as coordination with other agencies,

Special Education due process procedures are followed for all children in the Early Childhood Program. The program is monitored by the Arkansas Department of Education, Special Education Division. The Program receives state and federal funding based on December 1 Child Count. There is no cost to the family for services, however, Medicaid and private insurance are billed when appropriate.

Major Highlights of 2022-2023 School Year:

- Provided early childhood special education services for over 668 preschoolers in the 2022-2023 school year, as our numbers continued to grow after the December 1 Child Count.
 - 392 Developmental Delay
 - 212 Speech Language Impairment
 - 1 Multiple Disabilities

- 61 Autism
- 1 Orthopedic Impairment
- 1 Visual Impairment
- 5 Hearing Impairments
- 15 Other Health Impairments
- 18 Functional Behavior Analysis
- 18 Behavior Plan/Safety Plans
- Maintained interagency collaboration with
 - Head Start
 - Department of Human Services
 - Arkansas Better Chance
 - Child care providers
 - Related service providers
 - School districts continue building relationships
 - UAMS Institute for Digital Health and Innovation Brain Injury Program
 - Arkansas Brain Injury Support Program
 - Mental Health Pediatric UAMS Project Play Behavior Help'
 - DESE EC Special Education
 - Easter Seals Outreach
 - UALR Community-Based Parenting Program University of Arkansas Little Rock/MidSOUTH College of Business and Health & Human Services

Stakeholders Collaborate with Behavior Specialist & Partnerships With EC Arch Ford to program individualize the Individual Education Plans for the 668 students with disabilities

- Amber Watson, Certified Traumatic Brain Injury Specialist/Trauma Rehabilitation Resources Program Institute for Digital Health & Innovation, UAMS
- Arisa Health Counseling Services for Mental Health
- Dr. Sheila Smith, Arkansas Behavior Support Specialist
- Estle Reeves, TeachTown Program, Meta Play Autism Curriculum
- Dianna Griffe, Easter Seals Outreach Programs
- Jamie Leigh Huett, Love your Brain Yoga/Mindfulness for students
- Vanessa Lawrence, OT/ Lauren Farris, OT Sensory Processing Disorder, Handwriting with Tears.Fine Motor
- Angela Traweek, Friendship Community Services
- Brandi Mitchell, Mitzi Henderson, Connections Behavioral Health
- Amy Causey, Early Intervention 0-3 Division of Developmental Disabilities Services and Children Services, Early Childhood Child Care Licensure, TEFRA, Waiver
- Tosha Smith, Project Play UAMS
- Dr. Nikki Edge, Arkansas Infant Association Mental Health
- Dr. Chad Rogers, Arkansas Foundation for Medical Care

- Diana Vardy and Brenda k Reynolds, Welcome the Children Inclusive U of A
- Christine Linn, MYTE Trainer for Parents, UAMS
- Haley Shearer, School Based Mental Health, Easter Seals Outreach
- Fabiola E Amburgy, ADE EC Special Education
- Cyndi Campbell, EC Behavior Support Specialist, Ozark Unlimited Education Cooperative
- Kate Garofas, EC Behavior Support Specialist, Northeast Education Cooperative
- Lindsey Burkett, EC Behavior Support Specialist, Arkansas River and Southeast Cooperative
- Becky Ballard, EC Behavior Support Specialist, Guy Fenter Education Cooperative
- Cherly Green, EC Behavior Support Specialist Dequeen Mena Ed Coop
- Danita Pitts, DESE EC State Special Education Coordinator
- Amy Goddard, DESE Arkansas Traumatic Brain Injury Support

General EC Education Partnerships with EC Arch Ford

- Ted Beck, Behavior HELP, Arkansas Department of Human Service
- University of Arkansas Community College At Morrilton (UACCM) Advisory Board at Morrilton for ParaProfessional and Child Development Associate Degree
- University of Central Arkansas (UCA) with future speech pathology graduates for internships.
- UAMS Partnership with Welcome The Children with Vilonia and Greenbrier ABC Programs with inclusive practices and implementation
- Contracted with Arkansas Children's Hospital EARS program for direct Audiology Services to benefit children by providing hearing screenings and evaluations and purchased Welch Allyn Vision and Welch Allyn hearing machines to dial in on students for child find with suspected vision and hearing loss
- Partnered with Arkansas Early Childhood Association (AECA) to collaborate on autism, behavior, and trauma with Headstart on the state level to create a video about awareness.
- Trained early childhood and school age staff on Kindergarten transition procedures and conducted training and implemented child find law for all seven counties and districts along with coaching and live consultation.
- Partnership with DESE through inclusive grant Building Arkansas Strong Through Inclusive Classrooms (BASIC) Training and Coaching Project

PROFESSIONAL DEVELOPMENT

The professional development has been provided to empower our internal staff as well as empower the school districts and families we serve.

Early Childhood Special Education professional development, wellness, mental health, behavior supports enhanced school improvement for all 26 districts within our cooperative

region, EDIT centers, private childcare centers, faith based, etc who participate in our seven counties over 230 childcare facilities.

MAJOR HIGHLIGHTS FOR 22-23:

- **PD 2022-23:** A Needs Assessment was conducted to determine what support was needed for our families. A partnership with UALR Community-Based Parenting Program University of Arkansas Little Rock/MidSOUTH College of Business and Health & Human Services. Triple P Parenting Program was awarded as a grant to provide training and professional development to staff and families. The Triple P – Positive Parenting Program is one of the most effective evidence-based parenting programs in the world, backed up by more than 35 years of ongoing research. Triple P gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children’s behavior and prevent problems developing. Triple P is used in more than 30 countries and has been shown to work across cultures, socio-economic groups and in many different kinds of family structures. The behavior specialist was accredited as the trainer through the Triple P Program to facilitate training for the seven counties. All Early Childhood Special Education staff are trained through the seminars Triple P Program and trainings provided to general education teachers and families we serve. .
- **PLC Guiding Mental Health Awareness:** A team of Early Childhood Special Educators began self guided studies working as the PLC Guiding Mental Health Awareness this year to continue to grow and keep mental health in the forefront of programming our students with disabilities. We want to ensure we program the whole student. The bulk of the work this year included identifying essential keys of social emotional learning and reminders to keep trauma informed strategies, wellness for self to provide the best services. A podcast from Arkansas AWARE Advance Wellness and Resilience in Education was reviewed and The Boy Who Was Raised by A Dog by Bruce D Perry. Some of the districts, childcare centers have requested the information and the Early Childhood Special Education Consultation team has delivered the information to provide education on Wellness and Resilience in Education.
- **Brain Support Service:** Early Childhood Special Education department and Arkansas School Support for Traumatic Brain Injury DSES partnered to serve and assist Arch Ford student preK-12th grade. This partnership will provide brain support for the Arch Ford ESC web page, REAP Return to Learn program training, brain injury training, regional network, medical, community and school provider connection. This will support the students and the school districts in the Arch Ford region and educate and make aware the importance of brain health and brain healing. The brain support will serve all brain injuries mild, moderate to severe with the intent to return to learn with proper healing and adjustments.
- **High Quality Instructional Materials:** One of the partnerships with Arkansas AWARE and grant funded \$10,000 this school is to provide meaningful Mental Health Wellness high quality instructional materials to special educators and provide consultation on the materials to all sites in our counties for all students, families and educators. The purchase of some HQIM: National Center for Pyramid Model

Innovations (NCPMI), Social Emotional Learning Children's Literature books and board game activities and Trauma Informed Practices Children's Literature to support the students with disabilities, Yoga Pretzels, Mindful/Gratitude children's literature, In My Heart, I am Peace, Zen Pig, Giraffes Can't Dance, Mindful Card Activities, corgi feelings puppets, emotional spots, meddy teddy yoga bear, meddy teddy bear book of poses, ABC breathing exercises, sensory breathing calming objects, etc . The Early Childhood Special Educators have received training in the materials and they collaborated on how to utilize and help others with the materials. Our EC SPED staff are regularly asked to present upon to lead districts through identifying a curriculum, special instructional material, that meets their individual needs of the student with disabilities. Our staff will continue to grow their knowledge in HQIM and support and Advance Wellness and Resilience in Education and be able to support our schools effectively.

- **BASIC Inclusive Project:** DESE Inclusive Practices Grant Building Arkansas Strong Through Inclusive Classrooms (BASIC) Training and Coaching Project provided national best practices coaching and consulting training and coaching monthly to teach inclusion in a preschool setting in Heber Springs School District with partnering with EC Arch Ford Educational Service Cooperative to provide an inviting inclusive classroom and to provide leadership to continue growing the inclusion to all classrooms. This grant provided new and fresh ideas on how to teach classroom staff how to build functional routines and procedures and work for 100% success and growth for all students with providing therapy in inclusive settings and increasing both collaboration and consultation models.
- **Welcome the Children/Partners for Inclusive Communities (Partners) is Arkansas' University Center on Disabilities.** Welcome the Children partnership provided additional training with our Early Childhood Special Education team for Vilonia and Greenbrier school districts. We provided additional support in inclusive therapy, classroom strategies, cultural diversity, and enhancing communication in the classroom. The inclusive of all children with disabilities ratings were completed for the two school districts analyzed, program and strategies given to promote additional inclusion.
- **Book Studies:**
 - One of the book studies that has been conducted this year with groups has been on the Coaching Habit to increase the coaching skills of our educators. The Coaching Habit gives you seven questions and the tools to make them an everyday habit. Master them, and you'll be able to work less hard and have more impact. This book was used to help strengthen consultants' special education team, strengthen site directors, school districts leadership, and general education preschool teachers.
 - Second book study is Find Wonder in the Ordinary by Bernie Freytag. He is a brain injury survivor that inspires others to slow down and breathe. He inspires others to find purpose and remember the small things in life. His artwork along with his writing allowed the team to slow down and be still. Intention to share with districts, childcare centers, families, all inclusive, enjoy life lessons, silly whimsical drawings.

- **Implemented Inclusive Practices Strategies in classrooms across the Cooperative**
The Early Childhood Staff has implemented inclusive practices by developing collaborative partnerships with our classroom teachers to deliver our specialized preschool instruction and therapy within the Least Restrictive Environment of the classroom when it is appropriate. We have developed systems to document our student progress across their natural environments to include valuable input from their classroom teacher as well as their family. By incorporating their individualized needs and instruction into their classroom, our students are included in all classroom activities and are encouraged to carry over their learned skills into their natural environment.
- **SLP Student Interns :** To support the future we collaborate with UCA and complete internships on the behalf of future speech pathology graduates.
- Received the Arkansas AWARE Advancement School Project Mini Grant in the amount of \$10,000. This grant money was used to provide our program with advancing wellness and resilience in education.
- Arch Ford Early Childhood is leading statewide EC - Behavioral Support Specialist Team meetings with representatives from each cooperative and is collaborating with UAMS Project Play, A-State BehaviorHelp by meeting quarterly in different regions of the state for training.
- Autism resources provided to all school districts and teachers due to the number that has significantly increased in our Arch Ford region.
- EC SPED central website for services updated. Categories to easily maneuver for families and school districts, child care centers, EDITS, etc. A central location for evidence based resources for Autism, Wellness, Positive Behavior Services, Reasons for Referral, etc.
- Suicide Crisis Threat Assessment Protocol created immediately to meet the needs of the school districts and student needs.
- Our Behavior EC Special Education department creates a Safety Plan and provides a holistic behavioral approach to help the general educators, special education team, and school districts. A Behavior Intervention Plan and Functional Behavior Assessment is a requirement as a foundation for addressing the underlying issues or challenges that are leading to the unsafe behavior.
- Kindergarten Transition Coordination meeting for all school districts provided with training, scheduling, and instruction for due process procedures. Guest speakers to speak to showcase statewide service available for the students with disabilities
- EC Special Education Director served on the AASEA Board as the Newsletter Representative for the 2022-2023 school year.
- ESY services are being provided for ec special education students that include speech , developmental, PT, and OT therapy for students that have regressed due to illness and 14 factors.
- EC Special Education Director, Two EC Special Education Teachers, & Speech Pathologist presented at the Special Education Automation Software(SEAS) Conference in July Of 2022 sharing best practices on EC Methods of Instruction,

Collecting Data Creatively in Different Settings, and Consulting for the EC special Education Teacher.

- EC Behavior Specialist provides the following presentations at the Arch Ford Campus Decrease Behavioral Challenges To Improve The Student's Overall Life Skills, Inclusive Practices University of Denver Strategies Morgridge College of Education, PELE Center, Love Your Brain Movement and Appropriate Behavioral Strategies to help the students and teachers co-regulate, Triple P Program: The Power of Positive Parenting, Raising Competent Confident Children, Raising Resilient Children, REAP/Return to Learn, Traumatic Brain Injury or Acquired Brain Injury: The Keys of Effective Adjustments Effective Instructional Strategies, and Supports for the Learner and School Districts, Brain Health 101
- Continued partnerships with University of Central Arkansas (UCA) and provided partnership for future speech pathologist graduates for speech pathology in Conway.
- EC Special Education Director served on the UACCM Advisory Board at Morrilton for ParaProfessional and Child Development Associate's Degree programs.
- Inclusive Practices were started seven years ago in the EC Special Ed Program in baby steps, and we have made great strides in coaching and providing a national inclusive practice model and will continue to grow in those practices.

PROGRAM: Gifted and Talented

FUNDING SOURCE: Local and State Grants from ADE

PERSONNEL: Candace Smith, Gifted and Talented Specialist, Advanced Placement Specialist; Holds District III Director position for AAGEA Board

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

Participating Districts:

Arkansas School for the Blind, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

PROGRAM GOALS:

- To deliver appropriate educational services to students in grades K-12 who possess talents and gifts evidenced by the interaction of above average intellectual ability, task commitment, motivation, and creative ability to help students realize their potential.
- To ensure the identification of gifted and talented students who possess high potential or ability and learning characteristics and educational needs which require qualitatively differentiated educational experiences and/or services in grades K-12.
- To ensure that G/T and AP teachers and Coordinators are provided with support and opportunities for professional growth.
- To provide administrative training for G/T Coordinators in instructional leadership.
- To offer technical assistance to G/T Teachers and Coordinators in areas of concern including curriculum, technology, and state standards for G/T education.
- To provide professional development to help schools meet the educational needs of gifted and talented students
- To be a liaison with the OGTAP/DESE, schools, parent and professional groups, public and private agencies, and to conduct public awareness and advocacy programs.
- To organize student activities that will benefit all students in cooperative area schools.
- To provide Advanced Placement information and training to AP and Pre-AP teachers and Advance Placement coordinators.

PROGRAM SUMMARY: Assistance is provided to local school district administrators and gifted and talented district coordinators and teachers through consulting and training services including meetings at the Co-op, visits to schools, and staff development in-service training. Supervision is provided to assure that services to students are delivered, school records are accurate, and school GT Action plans are in compliance. The specialist serves as the liaison with ADE/OGTAP office and works closely with the state AGATE (Arkansans for Gifted and Talented Education) and AAGEA (Arkansas Association of Gifted Educational Administrators) organizations to develop public awareness and student programs. The

Specialist provides professional learning opportunities to support the delivery of G/T services during the year including the following programs:

- DESE Required Secondary Course Content
- GT Coordinator Monthly Meetings
- AP Coordinator Training
- On to College ACT Prep
- Quiz Bowl Coaches' Training
- Other training may include (as determined by district needs/requests):
 - Affective Needs of the Gifted
 - Differentiation
 - Gifted Identification
 - Curriculum writing
 - Poverty
 - Emotional Poverty (I & II)
 - Better Balance= Better Life
 - Trauma-Sensitive Classrooms
 - Growth Mindsets
 - Project-Based Learning
 - Social/Emotional Needs of the Gifted
 - Book Studies

Major Highlights of 2022-2023:

- G/T Coordinators met eight times this year for DESE updates and instructional leadership training. Coop Specialist held regular open “zooms” for Coordinators to be able to drop in and have immediate assistance during program application, identification, and testing windows.
- Advanced Placement Coordinators met for DESE updates.
- Provided Secondary Course Content trainings to provide certification to teachers to ensure compliance for GT Rules and Regulations for many school districts.
- Attended fall AAGEA and AGATE Conferences.
- Specialist holds an elected position as AAGEA Board District III Director.
- Coop Specialist held a practice tournament, regional tournament, and final Elementary Quiz Bowl Tournaments.
- Shared information to G/T teachers via emails, texts, calls, Facebook page and through the GT Arch Ford website.
- Provided resources and support for G/T teachers in meeting the needs of secondary G/T students.
- Provided Zoom meetings to allow GT coordinators more one-on-one time to collaborate and strengthen their program and curriculum.
- Promoted Advanced Placement and Pre-Advanced Placement courses and program
- Held three ACT Prep “Boot Camps” for secondary students and collecting data.
- Facilitated access to “On to College” ACT Prep Program for participating districts.
- Annual Elementary Chess Tournament and first ever Secondary Chess Tournament.

PROGRAM: Homeless Consortium

FUNDING SOURCE: ARP II Funds

PERSONNEL: Candace Smith, Gifted and Talented Specialist, Advanced Placement Specialist

RESTRICTED FUNDING X **NON-RESTRICTED FUNDING**

Participating Districts: Bigelow, Danville, Nemo Vista, Perryville, Shirley, Western Yell County

PROGRAM GOALS:

- To deliver appropriate educational services to students in grades K-12 who are experiencing homelessness.
- To ensure that all districts receive up to date information in regards to the identification, requirements, and resources in order to support students and families who are experiencing homelessness.
- To ensure that district personnel are provided with support and opportunities for professional growth.
- To provide administrative training for Homeless Liaisons in instructional leadership.
- To provide professional development to help schools meet the educational needs of students experiencing homelessness.
- To be a liaison with the State Coordinator of Homeless Education/DESE, schools, parent and professional groups, public and private agencies, and to conduct public awareness and advocacy programs.
- To provide professional development and opportunities for Homeless Liaisons, educators, Administrators, and district personnel to learn about the characteristics, challenges, and resources available to students and families experiencing homelessness.

PROGRAM SUMMARY: Assistance is provided to local school district programs:

- DESE Required Monitoring
- Homeless Liaison Quarterly Meetings
- Needs assessment to determine how to structure the consortium and quarterly meetings
- Resources are provided to enhance support for Liaisons.
- Other training may include (as determined by district needs/requests):
 - Book Studies
 - Identification support
 - Community Resources

Major Highlights of 2022-2023:

- Creation of the Arch Ford Homeless Liaison Listserv and Quarterly meetings to disseminate information and support to all Arch Ford ESC districts.
- Homeless Liaisons met four times this year for DESE updates and instructional leadership training.

PROGRAM **K-12 Mathematics Program**

FUNDING SOURCE: Division of Elementary and Secondary Education, K-12 Mathematics Specialist Grant

COMPETITIVE GRANT: YES__ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Heber Springs, Quitman, West Side Greers Ferry, Nemo Vista, South Conway County, Wonderview, Conway, Greenbrier, Guy-Perkins, Mayflower, Mt. Vernon–Enola, North Little Rock, Vilonia, East End Bigelow, Perryville, Atkins, Dover, Hector, Pottsville, Russellville, Clinton, Shirley, South Side Bee Branch, Danville, Dardanelle, Two Rivers, Western Yell

PERSONNEL: Tara Sanders K-4 Mathematics Specialist, MSE
Tracey Garrison 9-12 Mathematics Specialist, MA, Ed.S
Jacob Sisson 5-8 Mathematics Specialist, MSE

GOAL:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to math educators, leadership, and community stakeholders in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY:

Arch Ford Education Service Cooperative, in partnership with the Arkansas Division of Elementary and Secondary 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. The 2021-2022 professional learnings consist of:

- **QuEST (Quantitative Essentials for Students and Teachers) Year 1 and 2:**
The state-wide professional development focus for mathematics is AR Math QuEST (Quantitative Essentials for Students and Teachers), a two-year learning opportunity for mathematics educators grades K-12. AR Math QuEST is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. The National Council of Teachers of Mathematics (NCTM)'s Mathematics Teaching Practices and the Standards for Mathematical Practice are the research-based foundation for

exemplary teaching and learning. Participants engaged in 3 Professional Development Sessions and a minimum of one Planning-Observation- Reflection classroom visit (coaching cycle) each semester.

- Districts Participating: Dover, Danville, Vilonia, Mt. Vernon/Enola, Greenbrier, West Side-Greers Ferry, Two Rivers
 - Professional Development Series (3 days)
 - MathQuEST Summer 2 Day Session - 11 Participants
 - ARMathQuEST: Ambitious Teaching Phase II Participants - 11 Participants
 - ARMathQuEST: Intro to Ambitious Teaching - 45 Participants
 - ARMathQuEST: Ambitious Teaching Implementation Phase I - 45
 - Classroom Planning/Observations/Feedback - Total 111 visits
 - Fall Coaching cycle - 56 visits
 - Spring Coaching Cycle - 55 visits
 - Teachers Receiving Support - 56 Participating
 - 3 QuEST Coaching Training of Trainings in training
 - [2022-2023 Arch Ford Teacher QuEST Statistics](#)
- **Taking Action Book Study:** The state-wide Taking Action Book Study work is an extension of the QuEST Year 1 and 2 for teachers and coaches on a voluntary basis to participate in chapter webinars. QuEST teachers had the option of live or recorded book study.
 - Districts Participating: Dover, Danville, Vilonia, Mt. Vernon/Enola, Greenbrier
 - **Student Centered Mathematics K-3 (Cognitively Guided Instruction):** This statewide initiative utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding math tasks and mathematical notation 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, mathematical understanding, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason and problem solve about arithmetic, and build students' capacity for algebraic reasoning. CGI can be utilized independently or utilized alongside a curriculum because it also supports teacher in implementing high leverage teacher practices.
 - Year 2 with Fall/Spring Follow Up
 - Year 3 Fall/Spring Follow Up
 - [2022-2023 Arch Ford CGI PD Statistics](#)
 - **Student Centered Mathematics (Extending Children's Mathematics):** This statewide initiative utilizes a research-based framework designed around how intermediate school children learn concepts of number operations, fractions/decimals and

beginning Algebra reasoning. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding math tasks and mathematical notation 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, mathematical understanding, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason and problem solve about arithmetic, and build students' capacity for algebraic reasoning. ECM can be utilized independently or utilized alongside a curriculum because it also supports teacher in implementing high leverage teacher practices.

- Year 1 Student Centered Mathematics (3 summer/1 fall pd)
- Spring classroom embedded training in Hector School District
- [2022-2023 Student Centered Mathematics 3-6 PD Statistics](#)

HQIM Illustrative Mathematics Regional districts utilizing the high quality instructional materials *Illustrative Mathematics K-12* were provided support for implementing at both Year 1 and 2 levels. In addition, a 3 day regional focus group (grades 5-8) was organized to provide networking and collaboration on intentional planning of units. Days concentrated on planning/pacing, vertical alignment, common formative assessment, accelerated learning and differentiated instruction opportunities. The following sessions were attended throughout the year.

- Illustrative Mathematics Institute (2 day series) - 60 participants
- Illustrative Mathematics Year 1 training (2 days) - 127 participants
- Illustrative Mathematics Year 1 (1 day) training - 16 participants
- 5-8 IM Regional Focus Groups (3 sessions) - 30 participants
- [2022-2023 Illustrative Mathematics HQIM PD Statistics](#)

Mathematics Content Professional Development: The following is a list of PD opportunities outside of state initiatives and special projects provided by mathematics specialists. Content grade band PD was developed both as a statewide initiative (using targeted data) and from local cooperative (survey) needs.

K-12 PD Sessions:

- Fundamental Elements of Kindergarten Math (8 participants)
- Fundamental Elements of 1st Grade Math (8 participants)
- Fundamental Elements of 2nd Grade Math (7 participants)
- Fundamental Elements of 3rd Grade Math (8 participants)
- Fundamental Elements of 4th Grade Math (8 participants)
- Fundamental Elements of 5th Grade Math (12 participants)
- Fundamental Elements of 6th Grade Math (7 participants)
- Fundamental Elements of 7th Grade Math (11 participants)
- Fundamental Elements of 8th Grade Math (11 participants)
- Fundamental Elements of Algebra 1 Math (18 participants)

- Fundamental Elements of Geometry Math (12 participants)
- Fundamental Elements of Pre-Calculus Math (8 participants)
- Math and Science of Reading Mixer (23 Participants)
- Building and Strengthening Numeracy in 6-12 Math (23 participants)
- Redefining Fluency: It's not just fast and accurate (19 participants)
- Math DOK Matters: Increasing the Rigor of your Classroom (June 2023)
- Building Numeracy: Addition (June 2023)
- Building Numeracy: Subtraction (June 2023)
- Building Numeracy: Multiplication (June 2023)
- Building Numeracy: Division (June 2023)
- Redefining Fluency: It's not fast and accurate (June 2023)
- [2022-2023 Arch Ford K-12 Math PD Statistics](#)

District Support

Professional Learning Communities School Based Support Data:

- 400 Educators received one or more on-site school based PLC support opportunities in the areas of curriculum alignment, team meetings, instructional planning, essential standards, formative assessment, data disaggregation regarding ACT Aspire and interim data, student engagement, accelerated learning, and intervention.
- School Districts Receiving ongoing PLC support include: Dover (District), Pottsville (6-12), Vilonia (District), Heber Springs (District), West Side (District), Danville (District), Mt. Vernon/Enola (High), Shirley (District), South Conway County School (District), Conway (Middle)

Tier 1 Math Grant School Based Support Data:

- 15 site visits were made to support three schools/districts (Vilonia /Dover Middle/ Pottsville Jr. High) receiving the Tier 1 Mathematics Curriculum Grant to support the implementation of high quality mathematics materials. Support included onsite training, vertical alignment, use of instructional materials, essential standards connections, assessment planning, technology integration, and use of inclusive strategies.

Illustrative Mathematics Curriculum School Based Support Data:

- 200 K-12 Arch Ford Teachers from regional schools attended Illustrative Mathematics trainings and focus groups.
- 400 Teachers received on-site classroom instruction routines support throughout 2022-2023. Onsite support includes on site training, grade level team meetings, instructional planning, IM routines training, and classroom based observation/reflection.
- School Districts Receiving IM: Shirley (District), Guy Perkins (Elementary), South Conway County (District). Vilonia (District), Dover (Elementary/Middle), Wonderview (High), Heber Spring (District), Mt. Vernon/Enola (High), Western Yell (High), Two Rivers (District),

- 40 Administrators received IM Support, including overviews, grade level support, classroom look-fors, and implementation look-fors.

Inclusive Practices Support Data:

- 40 K-12 received support in schools partnering with Inclusive Practices
- School districts receiving inclusive practices from both state initiatives and general PLC support: West Side (District), Vilonia (District), Dover (Middle)

HQIM Selection Training

- 25 participants K-12 received support in selecting a High Quality Instructional Material for mathematics instruction.
- School districts receiving PD on how to use their district needs assessment to select the HQIM that supports the needs of their students and teachers: Hector (District), West Side (High)

MAJOR HIGHLIGHTS OF 2022-2023:

- QuEST Year 1 PD - 45 Newly added teachers received professional development
- QuEST On-site/virtual support - Planning & Observation Tools (111 visits)
- QuEST Coaching PD (3 day model) - 3 district training of trainers being established in Vilonia School District
- DESE Initiatives: PLC and Tier 1 Math Grant increased support and professional development provided to schools as needed
- Increased support and awareness to High Quality Instructional Materials (HQIM) with local schools and administrators including the development of classroom walkthrough surveys
- Coaching Cycles - Specialist provided ongoing coaching cycles using the TNTP model with regional schools throughout the year.
- Increased teacher knowledge of the most important numeracy strategies during the Building Powerful Numeracy for Middle and High School Students professional development.
- Appointments & Publications
 - Jacob Sisson, Tara Sanders, and Jacob Sisson served as Tara Sanders appointed to the Arkansas Dyscalculia Response Team
 - Jacob Sisson Presided and Lead the “2022 AAML/ACTM Fall Arkansas Math Conference” and “2022-2023 ACTM Networking Nights”
 - Jacob Sisson serving as President of the Arkansas Council of Teachers of Mathematics 2023-2025
 - Tara Sanders elected as Secretary of Arkansas Association of Mathematics Leaders 2022-2023
 - Jacob Sisson serving as Past President of the Arkansas Association of Mathematics Leaders 2023
 - Jacob Sisson QuEST Professional Development writing Committee
 - Jacob Sisson Arch Ford Guiding Coalition Math Representative

PROGRAM: Literacy

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

COMPETITIVE GRANT: Yes ___ No x

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

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End Bigelow, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side Bee Branch, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell County, Wonderview

PERSONNEL: Jennifer McMahan, Literacy Specialist, MSE
Vandy Nash, Literacy Specialist, MSE
Melissa Gasaway, Literacy Specialist, MSE
Sarah Stratton, Literacy Specialist, MSE

GOALS:

- To ensure that all students in participating districts are meeting the state standards in literacy by:
 - enhancing teacher awareness and implementation of current best practices and scientific reading research through high quality professional development and support
 - helping participating secondary schools focus on close reading through in-house professional development and support.
 - helping participating schools begin the SOR walk through process.
 - Support districts in implementing High Quality Instructional Materials (HQIM)
 - Participate in coaching cycles

PROGRAM SUMMARY:

All literacy professional development has shifted to focus on the science of reading, supporting teachers in deepening their understanding of foundational reading skills and development, as well as implementing the science of reading in daily instruction.

RISE K-2 is a professional development training that provides educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for all students.

RISE 3-6 is a professional development training designed specifically for educators of grades 3-6. This training offers participants the opportunity to learn about the science of reading and how

to provide effective core instruction, as well as how to support struggling readers through explicit and systematic instruction for word recognition, vocabulary, and comprehension.

SOR (Science of Reading) Trainings developed by DESE are provided in the topics of decoding, encoding, phonological awareness, morphology, and content-area reading.

HQIM (High Quality Instructional Materials) is the state's initiative to provide high quality materials for teachers to use aligned to the Science of Reading and legislation.

Writing has been another focus this year. Some participating school districts as well as individual teachers have read and begun using strategies from *Writing Revolution* in their classrooms.

Growing secondary readers has been a focus at the secondary level. Many participating schools have received professional development on the high impact strategies and have received ongoing support.

Coaching cycles were implemented with teachers based on individual needs. Observations, modeling, and planning were key components in the coaching cycles.

Major Highlights of 2022-2023:

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

- Curriculum Alignment
- Team Meetings/Professional Learning Communities
- Formative Assessments
- Summative Assessments
- Data Analysis
- Dyslexia Informative meetings and disaggregation of district dyslexia data
- Lesson Planning
- Research-based Best Practices for instruction
- Intervention support
- Support for Instructional Facilitators
- SOR (Science of Reading) trainings (Pathway D)
- Facilitating and supporting teacher meetings
- Intensive support for Level 3 & 4 schools
- High impact practices for grades 7-12
- Support with developing Essential Standards
- Support with understanding how to choose new curriculum through EdReports and building networks between schools
- Support with understanding the dyslexia regulations

PROGRAM: Local Facilities Partnership Funding

FUNDING SOURCE: Combined Participating Local School Districts

COMPETITIVE GRANT: Yes ____ No X

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

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side, Trumann, Two Rivers, West Side, Western Yell County, Wonderview

PERSONNEL:

<u>Position</u>	<u>Name</u>
Facilities Coordinator	Darrell E Tessman

PROGRAM SUMMARY:

The Facilities Coordinator primarily serves as the liaison between school districts and the Division of Public School Academic Facilities and Transportation to assist in preparing and submitting the six year Facilities Master Plan and Partnership Project Applications.

PROGRAM GOALS:

- Complete and submit the Facilities Master Plan for each district in even numbered years and update the Facilities Master Plan for each district in odd numbered years.
- Represent districts, when requested, during the Preliminary Master Plan Review with Facilities Division during odd numbered years.
- Process payment requests to the Facilities Division for partnership projects.
- Audit district's CMMS accounts for required state mandated inspections and notify districts of outstanding inspections before June 30th.
- Schedule competent asbestos and safety instructors in order for districts to meet OSHA requirements. Classes are provided during the summer.
- Provide technical support for CMMS corrective and preventative maintenance work orders.
- Assist districts in preparing/presenting partnership project appeals to the commission if needed.
- Assist districts with issues concerning local and state facility agencies.
- Understand and disseminate current/updated laws and regulations pertaining to school facilities.
- Assist districts in creating/submitted ESSER pre approval construction forms.
- Assist districts in the construction bidding and RFQ process.
- Assist districts in creating/submitted Safety Grant applications.

MAJOR HIGHLIGHTS OF 2022-2023:

- Successful submissions of ESSER pre approval construction applications.
- Continued success in submitting quality partnership project applications and master plans.
- Hosted asbestos training by Environmental Enterprise Group.
- Hosted Safety training by Risk Management for custodial and maintenance.
- Hosted CMMS training provided by Arkansas Division of Public School Academic Facilities and Transportation.
- Assisted legislators in facilities knowledge for bills.
- Involved more in the bidding and RFQ process with school districts.

PROGRAM: Novice Teacher Mentoring System

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes___ No x

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

PARTICIPATING DISTRICTS: All with the exception of Quitman

PERSONNEL: Karen Norton, M.Ed.
Bethany Hill, M.Ed.
Jordan Summers, M.A.T.

PROGRAM SUMMARY:

Arch Ford’s Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of multiple layers of support including access to a district assigned buddy teacher and an Arch Ford assigned Teacher Leader, Project Director, principal, Co-op specialists, a Mentoring Director, a Retention and Recruitment Specialist and a Retention and Recruitment Support Specialist. Each layer of support for the novice teacher provides opportunities for them to learn the skills he or she needs to become an effective, knowledgeable teacher.

There are 622 novice teachers in the Arch Ford Esc region.

Year 1 - 210

Year 2 - 223

Year 3 - 189

Year 1 Novice Support:

Novice teachers in the first year of their career attended four days of professional development. The first two days were spent training novices to be first day ready. Topics included classroom management plans, classroom procedures, TESS, PGP’s, and EdReflect. The third professional development day for year 1 novice teachers was focused on classroom management and strategies to help with disengaged students. The final session focused on Marzano’s New Art and Science of Teaching to help novices build a toolbox of instructional strategies.

Further, a variety of virtual sessions were offered by the members of the Arch Ford Teacher Leader Collaborative. These topics included communicating with parents, classroom management, social emotional support and how to stay positive and not reactive.

Year 2 Novice Support:

Novice teachers in the second year of their career attended three days of professional development. The first two sessions were provided by a Solution Tree trainer and focused on Marzano’s *The New Art and Science of Teaching*. Specific instruction was around student engagement and assessment. The final day immersed the year 2 novice teachers in a

poverty simulation to help them better understand the role poverty plays in our society. This was a hands on experiential learning activity.

Year 3 Novice Support:

Year 3 novice teachers attended two days of training. Day one was led by a Solution Tree trainer and Marzano's *The New Art and Science of Teaching* was used to take a deeper dive into instructional strategies, student engagement and assessment. Day two was led by the Arch Ford Team of Specialist and was held in a mini-conference style. Teachers were able to choose their morning and afternoon sessions based on their personal needs. Sessions included inclusive practices for the general educator, trauma informed classrooms, digital tools, as well as math and literacy topics.

Special Education Teachers

Special education teachers in years 1-3 were afforded the opportunity to attend sessions specific to their work. Sessions included IEP development, inclusion and general special education topics relevant to new teachers. These sessions were options to replace the regular novice sessions if the special education teacher chose to do that.

Communication:

A novice teacher website was utilized to provide current information for all stakeholders associated with novice teacher mentoring, including buddy teachers, Project Directors, administrators, novice teachers, and teacher leaders. A private Facebook group was utilized to provide support and networking opportunities. Lead teachers were charged with posting and responding to the Facebook group as well as supporting their assigned year 1 teachers. A monthly newsletter developed by the Arch Ford Recruitment and Retention Specialist was shared with all novice teachers through email and social media.

Types of Support:

Support was provided for novice teachers who needed help with passing a Praxis exam. This support included resources, small groups and one-on-one tutoring as well as providing a subscription to 240 Tutoring or study.com based on their needs. Saturday study sessions were also held to provide additional support. The Mentoring Director, Retention and Recruitment Specialist and Support Specialist conducted on-site visits, in districts as well as virtual check-ins throughout the year to provide individual support and coaching for novice teachers. Arch Ford Content Specialist also provided virtual and face-to-face support on an as needed basis. Individual coaching cycles were conducted with multiple teachers based on request either from the teacher or the principal.

GOALS:

- Promote retention of novice teachers through a high-quality system of mentoring and support for all novices in their first 3 years of teaching as measured by the retention of at least 90% of novice teachers in the profession after each novice
- Promote the development of teaching expertise through a differentiated

program by preparation at all levels of the mentoring system as measured by increases in scores from novices on various performance measures from their baseline score.

- Each novice will positively impact student achievement as measured by 90% of novices reporting an increase of at least 10% in proficiency in a chosen unit of study from pre- to post-test for a chosen group of students.

On the Arch Ford mid-year novice teacher survey administered in December 2022, 91% of the novice teachers were committed to staying in the profession.

[Advisory Committee Review of Data - October, 2022](#)

[Advisory Committee Review of Data - January, 2023](#)

MAJOR HIGHLIGHTS OF 22-23:

- Over 600 novice teachers in the mentoring program
- Guest speakers Mark McCleod and Dr. Tina Boogren
- Multiple school and district visits to touch base with novice teachers
- Majority of novice teachers are returning to the profession in 22-23
- Educational Assistance Dogs are being implemented in our region as a direct result of our EAD program and the impact on novice teachers
- Participating in local district job fairs to support recruitment of teachers in the Arch Ford Region
- Year 1 Mini-Conference held to differentiated for the needs of our novices
- Collaboration with local universities: Retention and Recruitment Specialist, Support Specialist and Mentoring Director guest lectured in multiple undergraduate classes in EPPs to develop relationships with future teachers
- Lead Mentor Teachers participated in a book study on Supporting Beginning Teachers
- Two of the Arch Ford Lead Teachers served as field mentors for the ArPEP candidates.
- 2022 Teacher of the Year, Jessica Saum, was a guest speaker at the novice mini conference
- Twelve teachers are participating in the Lead Teacher Designation Program through NIET. Funds from a grant provided this opportunity. By achieving this designation, these teachers will help support the Apprenticeship models in their schools.

PROGRAM: Principal Meetings

FUNDING SOURCE:

COMPETITIVE GRANT: Yes___ No_x

RESTRICTED FUNDING_____ **NON-RESTRICTED FUNDING**_____

PARTICIPATING DISTRICTS: Opportunity for Practicing Principals & Assistant Principals in each cooperative

PERSONNEL: Julie Workman, Ed.D.
Karen Norton, M.Ed.

PROGRAM SUMMARY:

The 2022-23 Principal Learning Collaborative focused on John Wink's book The Leader's Guide to Excellence in Every Classroom. These sessions were a hybrid approach to gain engagement with our leaders. Four of the sessions were one hour long and virtual. The other two sessions were face-to-face at Arch Ford. In his sessions, John shared strategies to get the most out of a team while supporting them through the process. There was also a virtual book study held this year on this book to further dig into the details and strategies.

PROGRAM GOALS: The Principal Meetings will provide opportunities for:

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

MAJOR HIGHLIGHTS of 2022-2023 SESSIONS:

- Virtual Meeting 1, September 13, 2022 Focus - Virtual Organization
- Virtual Meeting 2, , October 11, 2022 Focus - Intentional Leadership with Time Management
- Face to Face Meeting 3, November 30, 2022: Focus - Assessing the Teacher Effectiveness to Drive Teacher Support
- Virtual Meeting 4, January 10, 2023 Focus - From Engagement to Rigor
- Virtual Meeting 5 February 7, 2023 Focus - Making Learning Acceleration a Successful Reality
- Face to Face Meeting 6 March 28, 2023 Focus - Reflecting and Projecting Excellence in Every Classroom for the upcoming school year
- Leaders were able to work on plans for next year at the least session. This particular session proved to be a networking success
- Eight leaders participated consistently in the book stud

PROGRAM: Professional Development/Teacher Center

FUNDING: Combined Local School Districts and ADE

PERSONNEL: Julie Workman, Ed.D., Teacher Center Coordinator
Karen Norton, M.Ed., Instructional Leadership and Learning Specialist
Lori Winfrey, B.S., Professional Development Support Specialist

RESTRICTED FUNDING x **NON-RESTRICTED FUNDING**

PROGRAM GOALS:

- To provide professional development for administrators, teachers, and other district personnel to increase student achievement and effective school reform
- To support school improvement initiatives generated by the Arkansas Department of Education
- To enhance program integration through effective communication and technical support

PROFESSIONAL DEVELOPMENT/TEACHER CENTER

This office has the responsibility of looking at the “Big Picture” of K-12 professional development that supports and enhances school improvement for all 26 districts within our cooperative region and 2 additional districts who participate from outside our region.

MAJOR HIGHLIGHTS FOR 2022-23:

- **Summer PD 2022:** A Needs Assessment was conducted to determine what sessions and support needed to be offered during the summer. The first survey was given only to administrators in December of 2022. In addition to these surveys, Arch Ford specialists conducted their own surveys to determine needs for the summer. Based on the results of the Needs Assessment, sessions were planned for the summer of 2022. The summer was our first face-to-face summer in two years, and we were happy to welcome educators back on campus en masse. We provided over 70,000 hours of professional development credit in June and July. A summary of Summer 2022 can be found [here](#).
- **Support for Districts in Level 3:** During the 22-23 year, we had 3 districts in need of additional support in the area of reading. Two of these districts had previously been in Level 4 support, but made significant progress. One district had not previously been in leveled support. One of the districts from the previous year made such tremendous progress, they went from Level 4 support to no support needed. The TCC and Literacy team worked with the Administration in each district to analyze data and determine next steps to increase achievement in reading. Literacy specialists continued throughout the year to visit districts and provide onsite support according to the plan created by DESE. The TCC met with DESE and the district quarterly (Level

3) to update the team on progress, discuss possible next steps, and continue plans for increasing reading achievement of students.

- **PLC Guiding Coalition:** A team of 5 Arch Ford Specialists began working as the PLC Guiding Coalition this year to provide specialized support to districts reaching out for help with PLC processes. This team attended the Boardroom to Classroom sessions monthly with Janel Keating from Solution Tree, and worked to implement PLC processes across all levels of district support.
- **High Quality Instructional Materials (HQIM):** One of the DESE initiatives that has taken center stage this year has been to support districts as they purchase HQIM. Arch Ford Specialists have received training in EdReports, and are regularly called upon to lead districts through identifying a curriculum that meets their needs. As part of this initiative, specialists have also received training in some programs, including Illustrative Math and Wit and Wisdom, which are widely used by schools in the region. As part of this initiative, the Arch Ford Specialists will continue to grow their knowledge in HQIM to be able to support our schools effectively.
- **Phonics First, Structures and Take Flight:** To support the needs of districts utilizing certain programs, Arch Ford has hosted training sessions throughout the year for some programs. Three of those for literacy include Phonics First, Structures, and Take Flight. Phonics First and Structures are widely used as phonics, dyslexia intervention and word study programs in the region, and require a full week of onsite training for teachers. Arch Ford hosted three weeks of Phonics First this year and two weeks of Structures training to meet the needs of districts. Take Flight is a dyslexia intervention program from the DESE-approved list that is a two-year training process. Arch Ford hosted Year 2 of Take Flight in the summer of 2022, and continued with the 4 follow-up dates during the year. We also hosted Year 1 of Take Flight through the DESE-sponsored CALT program.
- **Handle with Care:** To meet the needs of districts and satisfy requirements of Act 1084 of 2022, Arch Ford hosted an additional 3 days of Handle with Care Training of Trainers in September 2022. This allowed districts who had lost their trainer or wanted to train additional staff to get trained and bring their districts into compliance with Act 1084.
- **Job Alike Groups:** To support personnel from districts in the Arch Ford region, meetings are regularly scheduled for staff to meet with others in similar positions. Groups include: Curriculum Coordinators, Federal Program Coordinators, G/T Coordinators, Technology Coordinators, ESOL Coordinators, HR Admins, Counselors, LMS, SpEd Supervisors, and Principals. These meetings provide an opportunity for Co-op staff to share updates relevant to the group as well as allow for time for school personnel to collaborate and network with others in similar positions. As needed, DESE staff are invited to the meetings to share updates, lead discussions, and answer questions.

The Professional Development team at Arch Ford continues to support school improvement efforts through training in standards and assessment, Science of Reading, extensive math trainings such as Cognitive Guided Instruction (CGI) and QuEST, classroom management, high yield instructional strategies, instructional technology, TESS, LEADS, and instructional leadership.

PROGRAM: School Nutrition Services

FUNDING SOURCE: Local

COMPETITIVE GRANT: Yes___ No_X_

RESTRICTED FUNDING___ NON-RESTRICTED FUNDING_X_

PARTICIPATING DISTRICTS: Ashdown SD, Atkins SD, Clinton SD, East End SD, Greenbrier SD, Hector SD, LISA Academy, Mammoth Spring SD, Mount Vernon-Enola SD, Nemo Vista SD, Perryville SD, South Conway County SD, South Side SD (Bee Branch), Strong-Huttig SD, and Western Yell County SD.

PERSONNEL: Priscilla Riedel-Cohan, MS, RDN, LD, SNS

PROGRAM SUMMARY: A local consortium to provide operational support to Child Nutrition Programs in the Arch Ford service area as well as to other interested parties in the State of Arkansas. Service areas include compliance, finance, general management, menu management, procurement, staffing, and training.

GOALS:

- To encourage compliance with applicable federal, state, and local regulations.
- To support healthy financial management practices at the local level.
- To provide general management guidance and tools for the efficient and effective operation of the local Child Nutrition Program.
- To implement menu management resources for continued program innovation and improvement.
- To foster sound procurement practices through model processes and cooperative purchasing efforts.
- To support the professional development of Child Nutrition Program personnel through strategic and progressive quality training programs.

MAJOR HIGHLIGHTS OF 2022-2023:

- Provided support to Atkins SD for Arkansas Department of Education Child Nutrition Unit Administrative Review and Procurement Review where requested.
- Encouraged school districts to utilize every available federal grant program for purposes of expanding revenue streams and supporting increased costs in the Child Nutrition Program. This included USDA's Supply Chain Assistance grants, Local Food Purchasing Agreement (LFPA) grants for locally-purchased food from historically underutilized farms, and the Healthy Meals Incentives (HMI) grants. School Food System Transformation Challenge (SFSTC) grants will be available in Fall 2023 and we will support those as a collaborative effort with the HMI grants.

- Offered policies and procedures as well as job descriptions and time/duties schedules for school foodservice management.
- Supported school districts in transition between Child Nutrition Directors.
- Expanded on Mosaic Back-of-the-House (BOH) with updated menu templates and local recipes for use in menu management as well as production management on the day of food preparation at the local level.
- Expanded on purchasing contracts for *Farm Fresh Beef* to support supply chain management. Entered into discussion with school districts to expand local purchasing contracts to include farm fresh pork and poultry as well as cooperative farming of fruits and vegetables.
- Coordinated the first annual Training, Networking, and Team Building (TNT) conference for school nutrition professionals throughout the Arch Ford service area and across the state. A total of over 150 individuals representing over 20 different school districts participated in 12 different training topics in 18 sessions over the 2-day event.
- Began the development of training materials and online Canvas courses for our Workforce Education and Development (WED) program scheduled to launch in SY 2023-2024.

PROGRAM: Science K-12

FUNDING SOURCE: Arkansas Department of Education, K-12 Science Specialist Grant

COMPETITIVE GRANT: Yes _____ No X

Participating Districts: Academics Plus, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End Bigelow, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County Morrilton, South Side Bee Branch, Two Rivers, Vilonia, West Side Greens Ferry, Western Yell County, and Wonderview.

RESTRICTED FUNDING X **Non-restricted Funding** _____

PERSONNEL: Corey Adaire, M.A.T and Sharon McKinney, M.Ed. in Teaching Science, K-12 Science Instructional Specialists

GOAL:

- The goal of the science program is to increase the content knowledge and strengthen the professional practice of teachers through research-based professional development programs and technical support in the classroom and to promote awareness of the importance of science literacy among all students in Arkansas.

PROGRAM SUMMARY:

The science program was established at Arch Ford Educational Service Cooperative to provide teachers with professional development opportunities and classroom assistance.

- Professional development provides teachers with the opportunity to increase content knowledge, learn new instructional practices, guide educators in developing science units based on current Arkansas Science Standards, and enhance their understanding of pedagogical knowledge.
- Collaboration with state specialists and other governmental agencies broadens leads to the development of state-based initiatives and professional development in science and content literacy that is made available to all teachers.
- Science academic coaching provides site-based classroom support, modeling, lesson planning and technical support with science equipment.
- Targeted support for schools is designed and delivered through Professional Learning Communities that involve teachers and facilitators in regular training and collaboration sessions, classroom observations of teacher practice, and assistance with science implementation.
- Novice teacher support.

- Standards-based lessons designed and provided to teachers encourage the use of student-centered inquiry teaching and provide cross-curricular connections to math and literacy to promote independent, goal-directed learning.

MAJOR HIGHLIGHTS OF 2022-2023:

Learning Wellness Outdoor Classroom Grant:

AFESC Science Specialists authored and received a grant for almost \$80,000 to create a community garden and outdoor learning center from the Blue and You Foundation. AFESC's Learning Wellness project's main target is to provide Arkansas children with improved health in the future. The main goal of this project is to provide an exemplary program for our 26 districts. Our example will include accessible onsite gardens, greenhouse, outdoor learning center including chicken house, fishing training site, beekeeping, weather and bird stations and a community joint use exercise facility. One important part of this target is to provide the training, encouragement and support for our 97 cooperative schools and 4500 teachers to develop similar or scaled projects at their schools. We have been providing professional learning opportunities to demonstrate to teachers ways to incorporate outdoor learning into their daily lessons and teach students how to plant, grow, care for, and prepare foods that can become part of a healthier lifestyle and lifelong wellness. In addition, Learning Wellness will also include an exercise facility and outdoor walking and yoga trail for our employees and guests, as well as, the community of Plumerville through a joint use commitment of our exercise facility and trail in order to promote wellness with our community and staff.

Partnership with Arkansas Game and Fish:

FINS Program:

Through this program, the Arkansas Game and Fish Commission is striving to instill a culture of conservation and stewardship in our school age population. Area teachers were supported in completing training and receiving grants to develop their own fishing programs within their schools

Fishing Derby:

AFESC Science Specialists organized and collaborated with the Arkansas Game and Fish Commission and Petit Jean State Park along with area stakeholders to provide fishing derbies for over 200 students in April of 2023. All content area specialists supported the students in the events.

Stream Team:

The AFESC Science Specialists have organized professional development to establish the study of water quality through macroinvertebrates and Stream Teams in the cooperative districts through collaboration with the Arkansas Game and Fish Commission.

AFESC STEM Expo Days:

In spring of 2023, Arch Ford hosted approximately 340 grade 7-9 grade students from 5 schools for a day of hands-on STEM activities. Our focus was on smaller districts where students may have been exposed to STEM activities such as: videocasting, cybersecurity, STEM (math focused) activities, Pocket Coding, Ozobots, VEX Robotics, drone flying, Raspberry Pi coding, and virtual reality. All content specialists from the cooperative support the event organized and arranged by the science specialists.

AFESC Guiding Coalition:

The AFESC science specialists have worked with several districts throughout the cooperative in choosing essential standards and developing scope and sequences and assessment plans based on the Arkansas Science Standards. The cooperative also ensured that each content team was

represented in the Solution Tree, From the Boardroom to the Classroom work through the Arkansas DESE.

Partnership with Arkansas Geological Survey:

The AFESC science specialists worked with the Arkansas Geological Survey to provide geology content training and teacher field trips specific to the AFESC region continuing through the summer of 2022-23.

Support for VEX Robotics:

This year the AFESC science specialists supported schools establishing and maintaining VEX teams, and worked with Arkansas Tech University and Russellville School District to implement the VEX Robotics local and state championship tournaments including over 200 teams throughout the state. Professional development was designed and presented to support area teachers in developing teams

Professional Development:

AFESC specialists have provided over 200 hours of professional development to meet the needs of the AFESC schools in 2022-23 based on need surveys and requested sessions. The research based sessions focus on the implementation of the Arkansas K-12 Science Standards in all grades. The sessions range from state initiated professional development and cooperative needs based professional development written and provided by AFESC science specialists.

Inclusive Practices:

AFESC specialists have collaborated and supported the staff of Westside Elementary in the Inclusive Practices Grant from the Arkansas DESE and Solution Tree, Yes We Can Authors and implementers and have developed professional development around inclusive practices in the science classroom.

Paul Andersen:

AFESC has collaborated with WDMESC to bring Paul Andersen to the region to provide exceptional professional development in science instructional practices. Paul Andersen is an educational consultant and YouTube creator living in Bozeman, MT. In addition to teaching Paul has created hundreds of YouTube science tutorials that have been viewed millions of times by students around the world. Paul has provided training for thousands of students, teachers, and administrators around the world. Over 100 teachers have made plans to attend this professional development in June of 2023 at Arch Ford.

PROGRAM: **Special Education**
Special Education Supervision
School Psychology Specialists/Educational Appraisal

FUNDING SOURCE: **Local School districts**

COMPETITIVE GRANT: **Yes__ NO X**

RESTRICTED FUNDING X NON-RESTRICTED FUNDING _____

PERSONNEL:

Kelli Rainey	Sp.Ed. Supervisor, Coordinator/Manager, MSE
Angela Toll	Sp.Ed. Supervisor, MSE
Susan Ward	Sp.Ed. Supervisor, MSE
Tammy Rainey	Sp.Ed. Supervisor, MSE
Jennifer Hennessey	Sp.Ed. Supervisor, Ed.D., LPE-I, BCBA-D
Cheyenne Jordan	Sp.Ed. Supervisor, Ed.S
Susan Corning	Sp.ED./Appraisal-Sp.Ed. Administrative Assistant
Amy Sanders	School Psychology Specialist
Lorita Philips	School Psychology Specialist
Elissa Pitman	School Psychology Specialist, (NASP)
Mollie Teas	School Psychology Specialist, LPE
Mary Lajeunesse	Licensed Psychological Examiner Independent
Heather Davis	Licensed Psychological Examiner Independent

PARTICIPATING DISTRICTS: Atkins, Bauxite, Concord, Clinton, Danville, Dardanelle, Dover, East End, Guy Perkins, Hector, Heber Springs, Mayflower, Nemo-Vista, Perryville, Pottsville, Quitman, Two Rivers, Western Yell County, West Side Greers Ferry, Wonderview, Heber Springs

GOAL:

Special Education Supervision:

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluating special education programs and related services for the purpose of improving student achievement.
- Provide technical assistance and support to local school district administrators and staff in developing leadership skills.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities, and in meeting state and federal mandates for services to these students.

School Psychology Specialists/Educational Appraisal

- To assist local districts in the identification of students with disabilities by conducting DESE/ADE required school psychological assessments/required evaluations.
- To provide local districts with support in identifying and programming for students in need of Behavior Intervention Plans.

PROGRAM SUMMARY:

Special Education Supervision

Special Education Supervision provided to participating districts by Arch Ford Cooperative is designed to meet the DESE/ADE requirement of Local Education Agency (LEA) Special Education Supervisors on a service contract basis by allowing multiple districts to “share” the cost of personnel and support for the LEA Supervisor. All six (6) of the AFESC LEA Supervisors have individual areas of expertise and are accessible and available to all participating districts increasing district access to a range of quality and skill to support their students and staff. Each of the participating districts is assigned a “lead” LEA Special Education Supervisor who ensures that the district meets the DESE/ADE and Federal Special Education mandated requirements in the following: budgeting, financial reporting, child data submission, DESE/ADE SpEd Reporting, Program Evaluation and Development, Staff Development and Training, Student Assessment and Evaluation, Student Data Analysis, assist districts with Medicaid Eligibility and Billing, Child Find Activities, DESE/ADE SpEd Monitorings, Cycle/Personnel Reporting, Fiscal and Academic Distress support plus student achievement/improvement and parent involvement and intervention. Access to the SpEd Supervisory group assists both the assigned supervisors and local district staff in the activities that are required.

School Psychology Specialist/Educational Appraisal

Participating School Districts have access to a School Psychology Specialist or a Licensed Psychological Examiner (an individual qualified to administer and interpret specific assessments) for conferences and evaluations, and to assist in developing and monitoring Behavior Intervention Plans. The AFESC employs six (6) school psychology specialists/psychological examiners to assist participating districts to control their costs through ‘cooperative’ interaction. District staff schedules needed services through a cooperative staff member who assigns a specialist to each case.

MAJOR HIGHLIGHTS of 2022-2023:

Special Education Supervision

- Successfully completed DESE/ADE Special Education Monitoring in four (4) districts
- Conducted monthly AFESC Service Area Provider Meetings for SpEd Supervisors to assist with networking around best practices for school districts and service providers for students with disabilities.

- Assisted paraprofessionals and school districts with the paraprofessional training Modules for participating school districts.
- Held the Annual Child Find Committee meeting on September 16th, 2022 for the participating school districts
- Handle With Care “Trainer of Trainers” training was held at Arch Ford on September, 12th, 13th, 14th, 15th, 2022
- The six Special Education Supervisors made regular visits during the school year totaling more than 915 school site visits to the 21 participating districts. The supervisors met not only with district administrators but also with the district’s special education staff which consisted of a total of 424 certified and non-certified special education staff which served over 3,303 identified students with disabilities. The supervisors provided technical assistance, as needed, to the Special Education staff at the Arch Ford ALE campuses .
- The six supervisors have conducted a total of 35 staff development sessions over the course of the year to include Special Education Due Process 101 which assisted new teachers and existing teachers that needed a refresher on how to complete due process paperwork.

School Psychology Specialist/Educational Appraisal

- Conducted 784 Comprehensive Psychological Evaluations for local school districts
- Conducted 62 Autism Evaluations
- Conducted 81 Functional Behavior Assessments
- Attended Conferences for 25 students.
- Consultations: 605
- Assisted with and helped develop Behavior Plans for students with behavioral issues, along with technical support for these students
- Presented 1 staff development training Disability Awareness & Interpretation of Psycho- Educational Evaluations
- Examiners attended a cumulative total of 19 professional development trainings
- Met with Local Special Education Supervisors and other service providers at AFESC on an as needed basis to discuss issues of mutual concern for the school districts.

PROGRAM: SPECIAL EDUCATION -
Arkansas Transition Services:
Transition Consultant

FUNDING SOURCE: Grant from the SEU of ADE

COMPETITIVE GRANT: Yes__ NO X

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

PERSONNEL:

Carrie E. Tuttle Arkansas Transition Services: Transition Consultant

PARTICIPATING DISTRICTS: **Arch Ford Co-op:** Academics Plus, Arkansas School for the Blind, Atkins, Bauxite, Clinton, Concord, Conway, Conway Human Development Center – Developmental Disabilities Services, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt.Vernon/Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side Bee Branch, South Conway County, Two Rivers, Vilonia, Western Yell County, West Side Greers Ferry, Wonderview
Northcentral Arkansas Co-op: Batesville, Calico Rock, Cave City, Cedar Ridge, Highland, IZARD County Consolidated, Mammoth Springs, Melbourne, Mountain Home, Mountain View, Norfolk, Salem, Southside – Batesville, Viola
Wilbur D. Mills Co-op: Augusta, Bald Knob, Bradford, Beebe, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Midland, Pangburn, Riverview, Rosebud, Searcy, White County Central

GOAL:

Transition Consultation

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluation of transition within special education programs for the purpose of improving student’s post-school outcomes.

PROGRAM SUMMARY:

Arkansas Transition Services (ATS) is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Division of Elementary and Secondary Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school

outcomes. We provide technical assistance, training, and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Our services are provided at no cost.

Our efforts to build capacity in the districts through thorough reviews of plans, followed up with report findings and recommendations for additional training are on-going as well as training and technical assistance offered in the virtual capacity. We have continued our Indicator 13 Checklist Walk-through that includes teachers reviewing plans as we take them through the Indicator 13 checklist, an interactive tool to meet compliance with Indicator 13. This has been an effective and proactive practice in which many districts have participated and we strongly believe played a factor in the state's increase in compliance for Indicator 13.

Arkansas Transition Services continues to work with an OSEP funded project, the National Technical Assistance Center for Transition: the Collaborative, (NTACT: the C). NTACT: the C provides information, tools, and supports to assist multiple stakeholders provide effective services and instruction for students and out of school youth with disabilities. Each year, at least two ATS representatives attend the NTACT: the C sponsored Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, Career and Technical Education representatives, higher education representatives, and teacher representatives. After four years of being an intensive state with NTACT, we are now an intensive scaling up state, which means our work with NTACT: the Collaborative continues as we build upon our knowledge, experiences, and efforts to scale up the number of evidence-based practices in schools around the state. One of those practices is the Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES). Three district leadership teams are helping us scale up this intervention in four other districts and have become an integral part of our training efforts. We were recently informed that the IES grant applied for by NTACT was awarded and we will now be heavily recruiting districts to participate in a new study that will show the benefits of implementing CIRCLES. The CORE team also attended the Capacity Building Institute in 2021, though it was a virtual conference. Each member of the team attended a variety of sessions and attended a team planning session to begin our new action plan.

ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to

work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

ATS continues to collaborate with the Division of Career and Technical Education and has continued, with the help of the Arkansas Co-Teach Project, to partner with a high school in southeast Arkansas to implement a co-taught Agriculture class. This intervention allowed students with disabilities to participate in a general education class with the appropriate support needed to succeed. We hope to scale up this program in other areas of the state.

MAJOR HIGHLIGHTS of the 2022-2023

Arkansas Transition Services Statewide Events:

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

State Level

- **ATS is continuing to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time.**
- **Arkansas Transition Services, Career and Technical Education, and Inclusion Films is continuing to partner to provide The Inclusion Film Camp for students with disabilities. The 2023 camp will be held on-site this year April 24-28 at University of Arkansas Pulaski Technical College in North Little Rock. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferrable work skills. The 2022 Camp had 27 students from across the state.**
- **Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based**

practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education.

- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) obtained a Federal Grant and ATS has been helping recruit more schools to participate in this program. Training will be held in June of 2023 for the participating schools who will begin implementing the program fall of 2023. The district leadership teams (Harrisburg, Rogers, and Magnolia) will attend to provide feedback and guidance in the implementation process. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes.
- College Bound Arkansas 2023 will be held June 26-28, 2023, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health, and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2022 had 12 students, 4 parents, and 2 professionals attend. We currently have 24 students, 11 parents and 2 professionals registered for the 2023 event.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team are continuing to collaborate to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS held its statewide Transition Summit for teams from across the state in conjunction with the Division of Career Development and Transition (DCDT) International Conference held in Little Rock November 2022. 83 attendees got to hear national speaker Dr. Zach Smith talk about Universal Design for Learning in Transition. Many of the participants stayed to participate in the conference.
- ATS held a Cadre in January and brought in nationally known speaker, Dr. Paula Kluth, to talk about Inclusion. 67 attendees from across the state came to the all-day presentation.

o State Level Organizations Served:

- Arkansas Council on Exceptional Children (AR-CEC) sub-division
- Division of Career Development and Transition (DCDT) - State President
- Local Planning Team for DCDT International Conference in Little Rock, AR November of 2022.

- Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.
- ATS continues to collaborate with the Division of Career and Technical Education and has continued, with the help of the Arkansas Co-Teach Project, to partner with a high school in southeast Arkansas to implement a co-taught Agriculture class. This intervention allowed students with disabilities to participate in a general education class with the appropriate support needed to succeed. We are in the process of discussing this model with Southside High School in Ft. Smith.
- CASYI Pilot: Arkansas Transition Services partnered with the CASYI Project on a pilot program on improving Transition Planning for students who are Deaf/Blind. We have worked nine students and their IEP team from schools in Arkansas. We also provided additional training in the Discovery process which allows a team the strategies to really get to know students and their families in an effort to develop more meaningful plans for their future.
- ATS continues to support teachers in implementing the SDLMI (Self-Determined Learning Model of Instruction) within at least one class and then collect data to look at the effects of implementing the model. The SDLMI provides instruction and support for students to set a goal, act, and adjust their goal or plan, so they can successfully reach goals. Training of teachers was conducted by the University of Kansas staff and facilitated by Arkansas Transition Services in the summer of 2022, and implementation of the intervention continued in the Fall of 2022. Data collection and analysis is in process.
- Post School Outcomes Data Collection Pilot - In May 2022, Arkansas Transition Services recruited six school districts to participate in a three year pilot for post-school outcomes data collection. Students who left in May 2021 were surveyed last summer with an 84% response rate. The surveys will continue with an added district, Springdale School District, the remaining years, 2023, 2024. All participants have been trained and will be paid for their work. The hope is to show a better response rate when school personnel ask former

students questions about what they are doing for work, training, and education one year after high school.

Education Cooperative Activities:

- Made on-site school visits to provide Technical Assistance and Support working directly with LEA's, designees, teachers and paraprofessionals.
- Provided materials for Transition Fairs that were attended by hundreds of educators, students, and service providers.
- Answer questions via phone/text and email on a daily basis
- Attended Local Special Education Supervisor meetings to discuss issues of mutual concern for the school districts and to offer training and Technical Assistance to my districts.
- Presented at the International DCDT Conference on College Bound Arkansas

Professional Development Activities:

- Attended regular Arkansas Transition Services staff meetings via Zoom
- Attended required SEU meetings to be brought up to date on new regulations, programs and initiatives.
- Attended the International Division on Career Development & Transition (DCDT) Conference in Little Rock, AR
- Attended the International Council for Exceptional Children (CEC) Conference in Louisville, KY

PROGRAM: Technology

FUNDING SOURCE: Arkansas Department of Education Grant – Act 842 of 1995

COMPETITIVE GRANT: Yes No

RESTRICTED: **NON-RESTRICTED:**

PARTICIPATING DISTRICTS:

AR School for the Blind, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell, and Wonderview.

PERSONNEL: Lisa Russell, Technology Coordinator (BSE)

GOAL:

The goals of the Arch Ford Technology Department include the following:

- Foster the implementation of student-focused education and the preparation of all students for college, career, and community engagement
- Create technology-infused learning spaces that serve as a model for educators

- Create a stable and robust infrastructure that supports the needs of the ADE and the cooperative
- Work with districts and schools to increase access, understand, and use digital resources
- Assist districts in preparations for online state assessments
- Prioritize services for districts and schools identified as needing the most support

PROGRAM SUMMARY:

The Arch Ford Technology Coordinator provides professional development opportunities, supports the Arch Ford technology infrastructure, and assists member schools and educators in the use of technology, software, and resources. One of the goals of the coordinator is to support schools and specialists in the implementation of student-focused learning environments by providing professional development that models online professional communities, as well as demonstrate best practices for existing and emerging classroom technologies that can prepare students for college, career, and community engagement. Professional Development would not be possible without the ongoing technological support of the cooperative; therefore, it is the coordinator's responsibility to maintain and support current technology, and the local network infrastructure, and provide support for state testing requirements. Technology coordinators are members of the state's Cyber Incident Response Team to support and assist cooperatives and schools if/when an attack occurs.

2022-23 HIGHLIGHTS:

- Technology Coordinators from Arch Ford member schools attended four meetings that provided updates and resources from the ADE Research and Technology department, the Division of Information Systems (DIS), as well as other state entities. Training and information sessions were provided on the newest resources, cybersecurity, tools, and technologies for school districts.
- Library Media Specialist workshops for Arch Ford member schools were held each semester. Agenda items included updates, resources, technology tools, and library best practices provided by representatives from the Department of Elementary and Secondary Education (DESE), the University of Central Arkansas, Arch Ford specialists, and the cooperative technology coordinator.
- Technology-infused professional development opportunities focused on the use of technology to support the student-focused classroom. Training included *Using Google Classroom for Learning*, *Tech Tools to Engage Learners*, *Blended Learning*, *Google Workspace tools*, and *Virtual Field Trips* workshops.
- Maintained existing technology so that Arch Ford may continue to provide support to member school districts.
- Provided school support by troubleshooting technical issues and assisting local technology coordinators with work order processing.
- Provided data security emergency support for all Arch Ford member schools in the case of a data security breach.
- Provided training and support with an online learning management system for school transportation directors and bus drivers.

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

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

Program Name: Communities of Practice Grant (CoP)

Competitive Grant Yes No

Goals and Description:

Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice 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.

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

Program Name: Arkansas Professional Educator Pathway (ArPEP)

Competitive Grant Yes No

Goals and Description: The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based training, alternative education route to obtaining an Arkansas standard teaching license for college graduates or career changers holding at least a bachelor's degree. ArPEP's goal is to prepare learner-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. The primary objective of ArPEP is to train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning. The ArPEP facilitator will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

Arch Ford began this program in the summer of 2022 with 13 teachers in our Year 1 cohort.

Program Name: Praxis Support

Competitive Grant Yes No

Goals and Description: Arch Ford received a \$10,000 grant to provide Praxis support for teachers who are struggling to pass their licensing exams. We utilized this grant to provide Saturday study sessions for teachers, including personalized study plans and materials, to allow them time to work towards their goal. We also held review study sessions for the Foundations of Reading test using this grant. As part of this grant, we provide reimbursement for test fees for those who attend study sessions or utilize the free materials and then pass their exam.

Program Name: NIET Lead Teacher Designation Cohort

Competitive Grant Yes No

Goals and Description: Arch Ford received a grant from the Department of Education to pay for 11 teachers to complete the Lead Teacher Designation process through the National Institute for Excellence in Teaching. This is a rigorous, evidenced-based program that will prepare these teachers to serve as a Journeyman for the Apprenticeship Program should their district decide to participate. Completion of this program will also add the Lead Teacher Designation certification to their teaching license. The ultimate goal of this designation is to open up mentoring and leadership opportunities for these teachers and to build capacity within their school districts. Teachers chosen for the program were from the following Arch Ford schools: Atkins, Danville, Heber Springs, Mayflower, Mt. Vernon-Enola, South Conway County, Wonderview, Western Yell County and South Side Bee Branch.

Program Name: District School Board Member Training

Competitive Grant Yes No

Goals and Description: Each year Arch Ford ESC schedules and provides training for local district school board members. The sessions are scheduled in the fall of the school year and provide six hours of the mandated annual training required of school board members. Two evenings with 3 hours of training per evening are typically offered. Training topics range from audit issues, financial management of school districts, board-superintendent relations, board-community relations, legislative issues, state and federal mandates, curricular topics and student achievement. The trainings offered in conjunction with Arkansas School Board Association Conferences allow school board members to achieve the total hours of training mandated by Arkansas Statute. During the 2021-22 school year, one session was offered. The session, held in November, focused on District finances. ArchFord ESC partnered with ASBA and Danny Paul Lovelady to give board members a district specific look at finances for each of their respective districts.

Program Name: ARP Technology Grant

Competitive Grant Yes No

Goals and Description: AFESC received a technology grant from the Department of Education in the amount of \$150,000. The purpose of this grant is to provide opportunities to upgrade technology in order to maintain high-quality professional development, resources and digital learning for our 26 school districts, staff, and other partners. We recognize that providing the best practices in education comes by staying current with resources and technology and this need became even more apparent when adhering to the Covid-19 guidelines. Our focus is to include technology hardware and software for meeting spaces, collaboration applications/equipment such as Zoom for digital meeting spaces, enhanced audio/video equipment, and professional development training and support. With the first project, we installed additional display devices at the back of workshop rooms to accommodate for easier viewing and access by participants. We are also replaced outdated presentation stations and computers with equipment that is designed to allow for more interaction among presenters and participants. The second project includes updating audio systems and projectors in multiple workshop rooms, and adding Zoom capabilities to three rooms. The third project consists of purchasing end-point security protection for devices, professional development sessions, and STEM technology resources.

Program Name: Virtual Arkansas Teacher Residency

Competitive Grant Yes No

Goals and Description: Virtual Arkansas partnered with DESE and DCTE to support the Pre-Educator Program of Study, an initiative to provide a pathway for Arkansas students interested in a teaching career. The goals of this project are to:

1. Design and Develop the first and second semester of Introduction to Education into an online format by August 2022.
2. Design and Develop the first and second semester of Human Growth and Development into an online format by August 2022.
3. Design and Develop the first and second semester of Educational Technology into an online format by August 2022.

4. Convert the three above-mentioned courses into a downloadable curriculum that can be utilized in a face-to-face environment.

The above courses are designed and developed to be offered as concurrent credit courses. Students who complete the three courses will be awarded nine hours of college credit and the Certified Teacher Assistant (CTA) endorsement.

The 2022-2023 school year was the first year of implementation.

Program Name: Virtual Arkansas Computer Science and Computing Digital Curriculum Development

Competitive Grant Yes No

Goals and Description: Virtual Arkansas is partnering with the Computer Science unit of DESE to design and develop three (3) semester Computer Science courses to provide teachers and students across the state access to a variety of Computer Science courses that can be used in an online or blended learning format. The three courses that will be designed and developed during the 2022-2024 school year are::

1. Robotics Level I
2. Game Design and Development Level I
3. Data Science Level II

Program Name: Arkansas School Bus Driver Training

Competitive Grant Yes No

Goals and Description: Recent Arkansas changes now require drivers who wish to drive a school bus add a school bus endorsement to their CDL/CLP. They must pass a special knowledge examination on safety considerations when transporting passengers in a school bus and must pass skills tests in a school bus. In cooperation with other regional cooperatives, AFESC purchased online training courses for the safety considerations knowledge exam as a service to our districts. With this program, we support the drivers and transportation directors with setting up accounts, enrolling in the courses, and overall technical assistance.

PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

[Click here](#) to access the Arch Ford 2022-23 Professional Development Activities Report.

[Arch Ford User Satisfaction Survey Results for 2022-23](#)