



Annual Report of Activities 2021-2022

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 2021-2022 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

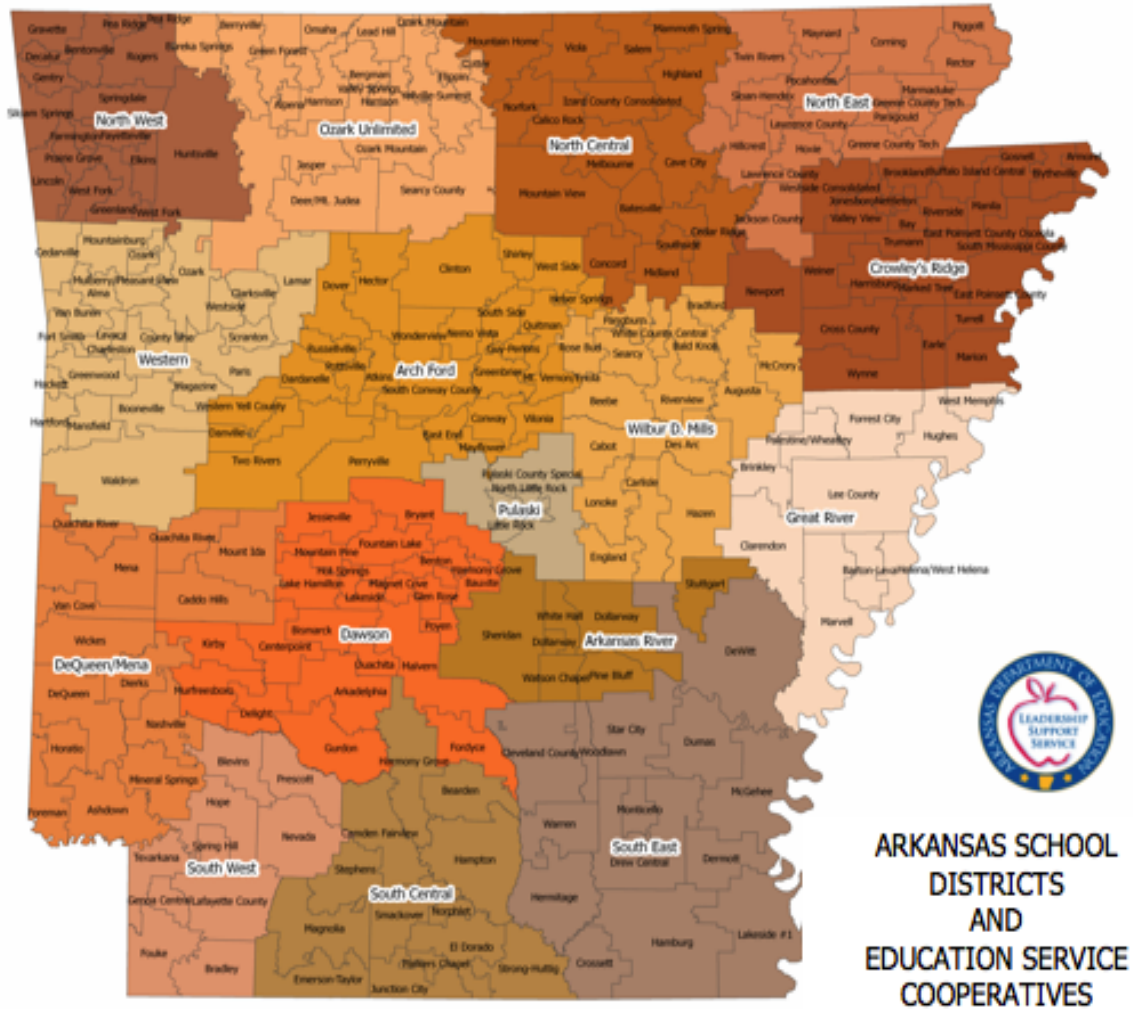
MISSION STATEMENT

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.

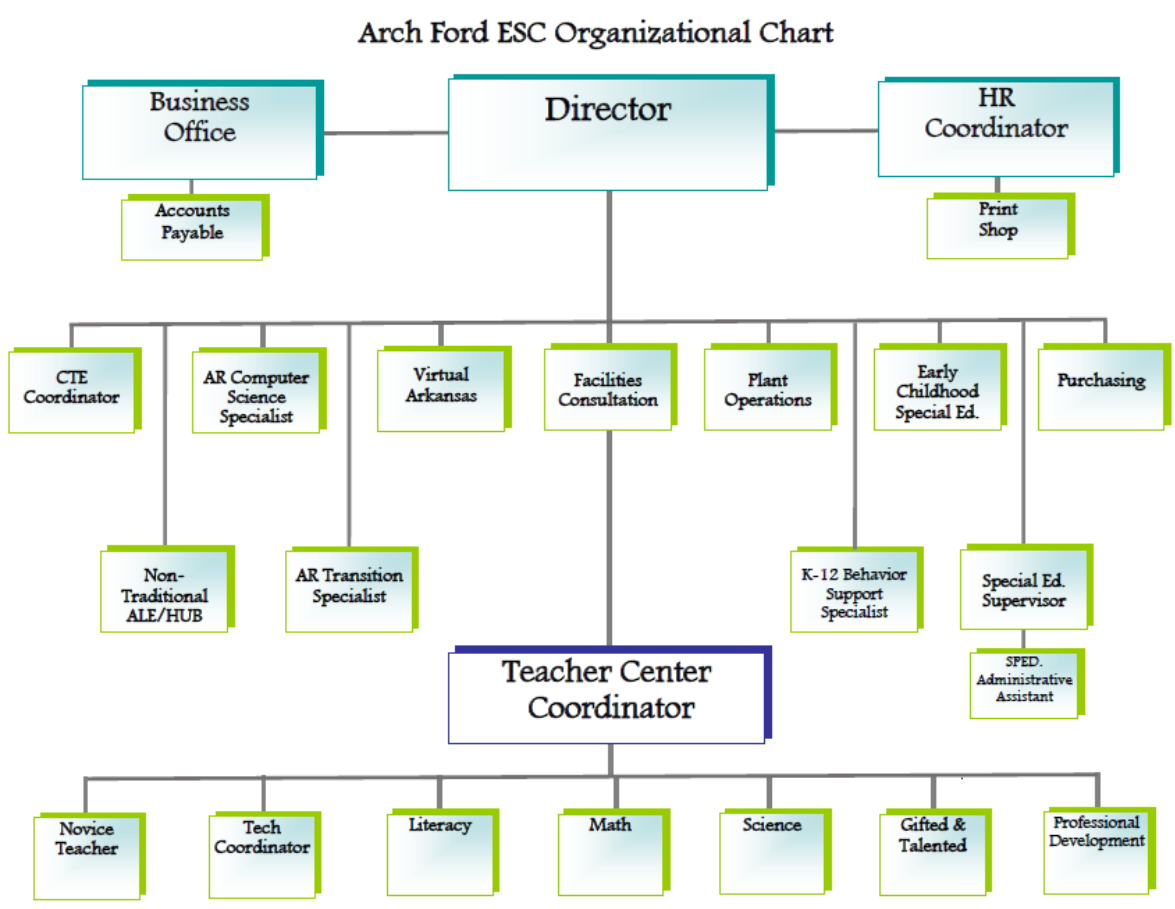
GOAL STATEMENTS

- 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



Officers of the Board

Name	Position	School District
Gregg Grant	Director	Arch Ford Education Co-op
Shawn Halbrook	President	South Conway County
Tyrene Gardner	Secretary	Shirley

Members of the Board

Name	Position	School District
Jeff Collum	Executive Board member	Conway
Dr. Jamie Stacks	Executive Board member	Wonderview
Phillip Young	Executive Board member	Dardanelle
Andy Chisum	Executive Board member	Mayflower
Dr. Brandi Wallace	Executive Board member	West Side Greens Ferry
Dr. Ginni McDonald	Executive Board member	Russellville
Dr. Walt Davis	Executive Board member	Perryville
Larry Dugger	Executive Board member	Pottsville
Scott Spainhour	Executive 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
Deanna Klaus	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

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
EAST END SCHOOL DISTRICT	Administrator	Heidi Wilson	2022
HEBER SPRINGS SCHOOL DISTRICT	Administrator	Rita Watkins	2022
CLINTON SCHOOL DISTRICT	Elementary Teacher	Sarah Vann	2022
CONWAY SCHOOL DISTRICT	Elementary Teacher	Erin Wells	2022
TWO RIVERS SCHOOL DISTRICT	Elementary Teacher	Veronica Scott	2022
WONDERVIEW SCHOOL DISTRICT	Elementary Teacher	Laura Reynolds	2022
DARDANELLE SCHOOL DISTRICT	High School Teacher	Angela Roots	2022
GREENBRIER SCHOOL DISTRICT	High School Teacher	Jennifer Church	2022
WEST SIDE SCHOOL DISTRICT	High School Teacher	Patreca Hutson	2022
DOVER SCHOOL DISTRICT	Middle School/Jr. High	Amanda Middleton	2022
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	Julie Wallace	2023
SHIRLEY SCHOOL DISTRICT	MS/JH Teacher	Rick Ward	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	Elizabeth Boyce	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

[Meeting Agenda TCC](#): October 29, 2021

[Meeting Agenda TCC](#): February 2, 2022

[Meeting Agenda TCC](#): April 7, 2022

Arch Ford Education Service Cooperative (ESC) Annual Report

DATE: May 26, 2022

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? **10**

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

Executive Committee? **4**

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

Date of current year's annual meeting: **October 20, 21, 22, 2021**

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, February, April**

C.

When was the most recent survey/needs assessment conducted? **Dec 2021**

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 EMPLOYEES

ARCH FORD EDUCATION SERVICE COOPERATIVE				
2021-2022				
S=State, F=Federal, H=Head Start, M=Medical, P=Private Funding, B=Base Funds, D=District				
Name	Fund/Title	Funding Source	New Hire	Resigned
ATKINSON, STEPHANIE	General Business Manager	B		
ADAIRE, DIANA	Certified Teacher	D	X	
ADAIR, STEVEN	DYS	S		
ADAIRE, COREY	Content Specialist, Science	S		
AHILLEN, DEBORAH	Classroom Teacher/SPED	D		
ALEXANDER, TANISHA	Certified Teacher	D	X	
ALLEN, CHRISTOPHER	Assistant Regional Program Supervisor	D	X	
ANDERSON, JONAS	VA Technology Specialist	S	X	

ALLEN, ENOCH	Lead Instructional Interventionist	D	X	
ANDERSON, REBECCA	Administrative Assistant	D		
ANDREWS, JENNIFER	EC Teacher	D		
ARNDT, JEREMY	Lead Behavior Manager	D	X	
ASHWORTH, JOHN	VA Director	S		
ASHWORTH, PAM	EC Speech	D	X	
AYTCH, LAKIA	Assistant Regional Program Supervisor	D		
BAGSBY, MELANIE	CTE Project Manager	F		X
BAILEY, CHRIS	Certified Teacher/JAG Specialist	D		
BAILEY, SHAUN	Virtual Arkansas Instructor	D		X
BARNES, MARK	Computer Science Specialist	S	X	
BARNETT, BRANDON	Degreed Non-Certified Teacher	D		X
BARRY, HERMANDO	Assistant Regional Program Supervisor	D		
BARRY, TIA	Lead Behavior Manager	D		

BAXTER, ROBIN	DYS	P		
BEALER, LOTANYA	Lead Instructional Interventionist	D	X	
BEATY, ASHLEY	Classroom Teacher/SPED	D		X
BECKNER, KAREN	Certified Teacher/JAG Specialist	D		X
BEIRNE, CRYSTAL	Certified LEad Campus Supervisor	D		x
BELEW, ANITA	Virtual Arkansas Instructor	S		
BELVIN, REBECCA	Virtual Arkansas Instructor	S		X
BENNETT, MIKA	EC Teacher	D		
BENTON, BRANDIE	VA Director of Curriculum and Instruction	S	X	
BERRY, SHAWNA	Virtual Arkansas Instructor	S	X	
BIBIANO, IVAN	Virtual Arkansas Instructor	S	X	
BINGMAN, ASHLEY	EC Teacher	D		

BIRCH, BECKY	Certified Teacher	D		
BLOCKER, JOANNA	Behavior Spec	D		
BLOODWORTH, TONYA	DYS	S		
BOATNER, KAREN	ABC Teacher	D		X
BOBO, TERENCE	Lead Behavior Manager	D		
BOBBY, COREY	Virtual Arkansas Instructor	S	X	
BOHLER,JASON	VA Director of Core Campus	S		
BRADLEY, CURTIS	Campus Supervisor	D		
BRADLEY, KOURTNEY	Lead Instructional Interventionist	D		
BRAND, JACQUELYN	Virtual Arkansas Instructor	S		X
BRANUM-KINDY, HEATHER	Virtual Arkansas Instructor	D		
BRATTON, HOPE	Certified Teacher/JAG Specialist	D		
BREWER, JENNIFER	Behavior Support Specialist	F	X	
BRINDLEY, MELANIE	EC Teacher	D		
BROWN, BRETT	Certified Lead Campus Supv	D		

BROWN, KIM	Certified Lead Campus Supervisor	D		
BROWN, MELANIE	Degreed Non-Certified Teacher	D		
BROWN, STEPHANY	Virtual Arkansas Instructor	S	X	
BUNKER, GINA	Lead Behavior Manager	D		
BURBANK, TIMOTHY	EC Teacher	D		
BUTTERWORTH, JULIE	Behavior Support Specialist	F	x	
BURGESS, ANNE	Certified Teacher	D	X	
BURKMAN, JASON	Program Director	D		
BURKMAN, KERI	Director of Academic Affairs	D		X
BURROW, TODD	Lead Instructional Interventionist	D		X
BURTON, FREDRICK	Certified Teacher	D		X
BUTLER, WILLIAM	Lead Behavior Manager	D		
BYERS, TONY	Lead Behavior Manager	D		
BYRD, JEREMIAH	Virtual Arkansas Instructor	S		

CALDWELL TIFFANY	DYS	S		X
CANO, SKYLAR	Lead Behavior Manager	D		
CAPETILLO, ELISA	Certified Teacher	D		
CARPENTER, SAMANTHA	VA Innovation Specialist	S		
CARADINE, GLENN	Lead Behavior Manager	D	X	
CARTER, JESSICA	DYS Instructor	P		
CARVER, CANDACE	Certified Lead Campus Supervisor	D		
CAWICH, CRYSTAL	Lead Instructional Interventionist	D	X	
CAWICH, LEAH	Lead Instructional Interventionist	D	X	
CHRISTON, LAJUAN	Lead Behavior Manager	D		
CHRISTON, SHAMEKA	LEad Behavior Manager	D		X
CHURCHWELL, CANDACE	Virtual Arkansas Instructor	S		
CLARK, ANNA	Virtual Arkansas Instructor	S		
COLE, SANDRA	Certified Teacher	D		
COPELAND, HALEY	Speech	D		

CORBELL, SONYA	Certified Lead Campus Supervisor/JAG	D		
CORBIT, KILEY	Virtual Arkansas Instructor	S		
CORNING, SUSAN	Reception/SpEd Administrative Assistant	B/D		
COULTER, CLEYTUS	Certified Lead Campus Supervisor	D		
COX, DEBBIE	Virtual Arkansas Instructor	S		
CRAWLEY, SANDY	Behavior Support Specialist	F	X	
CUNNINGHAM JONES BETTIE PATRECE	Certified Teacher	D		
DALHOVER, LORETTA	Certified Teacher	D		
DARDEN, ERIC	Assistant Regional Program Supervisor	S		
DAVIS, JAMES	Certified Teacher	D		
DAVIS, DANIEL	Virtual Arkansas Instructor	D		

DAVIS, JUDY	Certified Teacher	D		
DAVIS, KELLY	Behavior Support Specialist	F	X	
DAVIS, LINDSAY	Human Resource Coordinator	S		
DAVIS, SHELLY	ALE Administrative Assistant	D		
DEARDORFF, JAMES	Regional Program Director	D		
DELANCEY, BRIDGETT	Lead Behavior Manager	D		
DEMPSEY, DANIEL	Certified Teacher	D		
DENETTE, RUSSELL	Virtual Arkansas Instructor	S		X
DEPNER, JOSH	Virtual Arkansas Instructor	S	X	
DILLARD, LEANDRA	Certified Teacher	D		
DIXON, KAREN	School Nurse/ Interventionist	D		
DOLLARHIDE, PAT	Certified Teacher	D	X	
DOOLEY, DEVIN	Degreed Non-Certified Teacher	D		

DOUGLAS, LISA	Virtual Arkansas Instructor	S		X
DRENNAN, MARTHA	Speech	D		X
DUNN, ELIZABETH	EC Teacher	D		
EARNHART, MARY	Print Shop Manager	D		
EARY, CRYSTAL	Speech	D		
ELLARS, EILEEN	Regional Program Director	D		
EDELEN, GIANELLA	Virtual Arkansas Instructor	D		
EDINGTON, ERIK	Certified Teacher	D	X	
EVERETTE, BRAYLON	Lead Instructional Interventionist	D	X	
EUBANKS, TIMOTHY	Virtual Arkansas Instructor	S		X
EZELL, DEANNA	Virtual Arkansas Instructor	S		X
FAILLA, WANDA LYNN	Degreed Non-Certified Teacher	D		
FARRIS, JONAH	Virtual Arkansas Instructor	D		
FINCH, LINSEY	Virtual Arkansas Instructor	S	X	

FLINT, ERIKA	Lead Instructional Interventionist	D	X	
FERNIMEN, RENEE	Virtual Arkansas Instructor	S		
FLIPPO, DIANNA	DYS	S		
FOX, ASHLEY	Virtual Arkansas Instructor	S	X	
FORD, TIFFANY	Virtual Arkansas Instructor	S		
FORCE, WHITNEY	Campus Supervisor	D		
FREEMAN, HEIDI	Virtual Arkansas Instructor	S		
FRANCIS, KERI	DYS Instructor	S	X	
FREEMAN, MELISSA	EC Teacher	D		
FURNISS, YVONNE	Certified Teacher /SPED	D	X	
FULMER, STACY	Speech	D		
FURNISS, JIM	Computer Science Specialist	S		
GOINS, ROGER MAX	Degreed Non-Certified Teacher	D	X	
GARDNER, JACQUELYN KENDALL	EC Teacher	D		x

GARRISON, DIANA	Virtual Arkansas Instructor	S		
GARRISON, TRACEY	Math Specialist	S		
GARRISON, SARAH	Virtual Arkansas Instructor	S		
GILSTRAP, JAY	Virtual Arkansas Instructor	S		X
GIBSON, EDWARD	Assistant Regional Program Supervisor	D		
GOLDEN, KELLI	AAEA CFO	S		
GLASS, TAMMY	Computer Science Specialist	S		
GONIA, DENISE	VA Content Manager for Content Partnership Services	S		
GOODCHILD, BRANDI	Certified Teacher/JAG Specialist	D		
GRANT, GREGG	Director	S	X	
GRAY, CHRISTINA	Certified Teacher	D		
GREEN, CRYSTAL	Lead Behavior Manager	D		
GREEN, CYNTHIA	Virtual Arkansas Instructor	S		
GRIFFIN, KELLY	Computer Science Specialist	S		

GREEN, HALEY	Degreed Non-Certified Teacher	D		
HAILEY, TINA	Virtual Arkansas Instructor	S		
HALL, AMANDA	EC Speech	S	X	
HARALSON, BOBBI	Degreed Non-Certified Teacher	D		
HARDIN, BRITTANY	Speech	D		
ROBERTSON, MEGGIE	Speech	S		
HARGIS, THOMAS	Certified Teacher/JAG Specialist	D		
HARNESS, FAITH	Virtual Arkansas Instructor	S		
HARNESS, ELIZABETH	Assistant Director of EC	S		
HAMILTON, JANICE	Virtual Arkansas Instructor	S	X	
HAMLIN, KAYLA	Degreed Non-Certified Teacher	D	X	
HARRIS, BROOKE	Virtual Arkansas Instructor	S	X	
HARRIS, LESLIE	Speech	D		
HARRIS, ANDREA	School Nurse/Lead Instructional Interventionist	D		

HARRIS, PATTI	Certified Teacher	D		X
HART, JOHN	Computer Science Specialist	S		
HART, JEFF	Regional Program Director	D		
HARTSFIELD, SONIA	Behavior Support Specialist	F	X	
HARVEY, MICHEAL	Janitor	S		
HEARD, CATHERINE	Virtual Arkansas Instructor	S		
HENNESSEY, JENNIFER	LEA Supervisor	D		
HILL, BETHANY	Recruitment and Retention Specialist	S	X	
HILL, DONNA	Virtual Arkansas Instructor	S		
HOLT, CAMILLE	Virtual Arkansas Instructor	S		
HOOD, TYRELL	Certified Teacher	D	X	
HOSTETTER, CHRISTINA	Certified Teacher	D		X
HOWARD, STEPHANIE	Virtual Arkansas Instructor	S		
HOWELL, NATALIE	Lead Instructional Interventionist	D	X	
HOUSE, CAROLINE	Virtual Arkansas Instructor	S		X

HOUSTON, DEIDRA	Campus Supervisor	D		X
HOWELL, AMANDA	Degreed Non-Certified Teacher	D		
HOWELL, JUSTIN	DYS	S		
IVERSON, MARK	Certified Teacher	D		
JAQUA, CASSANDRA	EC Teacher	D		
JEANE, TRACY	Speech	D		
JOHNS, BRITTNEY	Degreed Non-Certified Teacher	D		X
JOHNSON, SCOTTIE	Purchasing Admin Assistant	D		
JONES, DEBBIE	Degreed Non-Certified Teacher	D		
JONES, IRA "JAY"	Campus Supervisor	D		
JONES, MAEGAN	EC Teacher	F		X
JONES, ROSA	Certified Teacher	D		

JONES, PHILLIP	Assistant Regional Program Supervisor	D		
JORDAN, JENNIFER	EC Teacher	D		
JORDAN, KEVIN	Regional Program Director	D		
JOSLIN,TARA	Virtual Arkansas Instructor	D		
JOYNER, ANGELEA	Lead Behavior Manager	D		
KAGEBEIN, LORI	Computer Science Specialist	S		
KELLEY, ED GLENN	Certified Teacher/JAG Specialist	D		
KEENAN, JENNIFER	Virtual Arkansas Instructor	S		X
KEMP, CLAUDIA	Virtual Arkansas Instructor	S		
KEENAN, JENNIFER	Virtual Arkansas Instructor	S	X	
KENGLA, AUDREY	Behavior Support Specialist	F	X	
KIRBY, AMANDA	Behavior Support Specialist	F	X	
KOONTZ, KAYLA	School Nurse	D	X	
HOLT, RACHEL	Virtual Arkansas Instructor	S		

KRIESEL, TIM	Lead Behavior Manager	D		
LABAT, BRANDON	Campus Supervisor	D		
LAJEUNESSE, MARY	School Psychologist	D		
LAMB, ASHLEIGH	Virtual Arkansas Instructor	D		
LANCASTER, KATHLEEN	Behavior Support Specialist	F	X	
LANDRITH, HAL	Certified Teacher/JAG Specialist	D		
LAR, MIKE	VA Director of Operations	S		
LAWRENCE, DANA	Lead Behavior Manager	D	X	
LAWRENCE, VANESSA	PT/OT	D		
LEE, REBA	Certified Teacher	D		X
LEE-WARD, SUSAN	LEA Supervisor	D		
LEMLEY, NATHAN	DYS	S		X
LESLIE, ARLENE	ESchool Manager	S		X
LEWIS, ERIC	Lead Campus Manager	D		

LEWIS, TAMEKIA	Degreed Non-Certified Teacher	D		
LEWIS, TODD	ALE Director of Operations	D		
LEWIS, TONJA	Regional Program Director	D		
LOONEY, DESMOND	Degreed Non-Certified Teacher	D	X	
LOONEY, MINDY	VA Registrar	S		
LOVE, ADRIAN	Assistant Regional Program Supervisor	D		
LOVELADY, LINDSEY	Behavior Support Specialist	F	X	
LOWERY, ANTHONY	Lead Instructional Interventionist	D		X
LOWERY, ELI	Certified Lead Campus Supervisor/JAG	D		
LOWERY, JAMES	Lead Behavior Manager	D		
LOY, JAMES	Campus Supervisor	D		X
LOYD, KASEY	Assistant Regional Program Supervisor	D		

LUMSEY, CASSANDRA	Instructional Interventionist	D		X
LUTKER, JOSEPH	Lead Instructional Interventionist	D		X
LYNN, STEPHANIE	Virtual Arkansas Instructor	S		
MANCIL, CHRISTY	Assistant Regional Program Supervisor	D		
MANDRELLE, THERESSA	Certified Teacher	D		
MANN, DONESSA	Virtual Arkansas Instructor	S	X	
MANNING, RUSTY	Regional Program Director	D		
MARLOW, RAFEAL D.	ALE Director of Operations	D		
MADDOX, SCOTT	Virtual Arkansas Instructor	S	X	
MARTIN, JASON	Certified Lead Campus Supervisor	D		
MARTIN, SARAI	EC Teacher	D	X	

MARTIN, SHEILAH	Degreed Non-Certified Teacher	D	X	
MATTOX, ALYSE	AAEA Communications and Technology Specialist		X	
MAYWEATHER, BRANDON	Degreed Non-Certified Teacher	D		X
MCCLURE, AMY	VA Implementation Specialist	S		
MCDANIEL, HEATHER	Virtual Arkansas Instructor	S		
MCDUGALD, PAULA	VA Course Design Specialist	S		
MCGHEE, LINDSAY	Certified Teacher	D	X	
MCINERNEY, CHRISTIE	Virtual Arkansas Instructor	S		
MCKASKLE, DONNA	Certified Teacher	D		X
MCKINNEY, SHARON	Content Specialist Science	S	X	
MCKNIGHT, KAREN	School Psychologist	D		
MCKNIGHT, LAUREN	School Psychologist	D		
MCKNIGHT, NEIL	School Psychologist	D		X

MCTMAHAN, JENNIFER	Literacy Specialist	S		
MCMORAN, CAYLIN	EC Teacher	D		
MCRAE, ELI	Computer Science Specialist	S		
MCPHERSON, CANDICE	VA Director of Design and Development	S		
MEARS, ALLISON	Behavior Support Specialist	F	X	
MERRITT, TEVIN	Degreed Non-Certified Teacher	D	X	
MIDDLETON, DARRELL	Assistant Regional Program Supervisor	D		
MILES, LUDIVINE	Virtual Arkansas Instructor	S	X	
MILLER, COURTNEY	Lead Behavior Manager	D		
MOWERY, KATHLEEN	Virtual Arkansas Instructor	S	X	
MORROW, MAEGAN	Lead Instructional Interventionist	D	X	
MILLER, JENNIFER	Special Program Director	D		

MILLER, PATRICIA	Purchasing Supervisor	D		
MILLIKEN, WHITNEY	Virtual Arkansas Instructor	D		
MOELLER, ALEX	Computer Science Specialist	S		
MILLS, REBECCA	VA Curriculum and Instruction Specialist	S		
MONDAY, DOUGLAS	Classroom Teacher/SPED	D		
MITCHELL, LORI	CTE Coordinator	S,F		
MONTGOMERY, KEITH	Lead Behavior Manager	D		
MOODY, MARVIN	Assistant Regional Program Director	D		
MOONEY-WADE, TONIKA	Lead Instructional Interventionist	D	X	
MYERS, CRAIG	Virtual Arkansas Instructor	D		
MYERS, MATTHEW	Certified Lead Campus Supervisor	D		
NASH, VANDY	Literacy Specialist	S		
NEWSOME, GERARD	Digital Learning Support Specialist	S		
NEWTON, JENNIFER	EC Teacher	D		

NORRIS, JOHN	Virtual Arkansas Instructor	S		
NEWTON, TANYA	Literacy Specialist	S		X
NORTON, KAREN	Instructional Leadership & Learning Specialist	S		
NOSAL, RHONDA		D		
NOBLE, KALON	Degreed Non-Certified Teacher	D	X	
PACE, JOHN	Certified Teacher	D		
PARISH, TERESA	Literacy Specialist	S		X
PATTERSON, AMY	Virtual Arkansas Instructor	D		
PENSE, JENNIFER	Facilitator Coordinator/Adjunct Support Specialist	D		
PENNY, CLARA	Behavior Support Specialist	F	X	
PETRAY, SARRA	Behavior Support Specialist	F	X	
PHARR, MELISSA	Certified Teacher	D		
PHIFER, GWAIN	Lead Behavior Manager	D		

PIERCE, RACHEL	Certified Teacher/JAG Specialist	D		
PITTMAN, ELISSA	School Psychologist	S		
PLAFCAN, STEPHANIE	Virtual Arkansas Instructor	S		
POLK, ELIZA	Speech	D		X
PLEASANT, RENATA	Degreed Non-Certified Instructor	D	X	
PORCHIA, KASEY	Regional Program Director	D		
PRICE, KAREN	Certified Teacher	D		
PRUITT, ASHLEY	Facilities and Events Coord.	B		
PRUITT, LEX	Virtual Arkansas Instructor	D		
PRYOR, TONYA	Campus Interventionist	D		
PUMPHREY, CYNTHIA	Assistant Regional Program Supervisor	D		
RAINEY, KELLY	LEA Supervisor Manager	D		
RAINEY, TAMMY	LEA Supervisor	D		
RAINO, NICHEYTA	Behavior Support Specialist	F		
RAMSEY, JESSICA	Virtual Arkansas Instructor	S		

RAULS, AMANDA	VA Content Only Specialist/Marketing and Special Projects Specialist	S		
REDIFER, BREN	Certified Teacher/JAG Specialist	D	X	
REED, KIMBERLEE	Virtual Arkansas Instructor	S		
REID, SUSAN	Certified Teacher	D		
REYNOLDS, CHRISTIAN	Degreed Non-Certified Teacher	D		
RICE, ASHLEY	LEad Behavior Manager	D	X	
RICHARDSON, LATTIE	EC Teacher	D		
RICHEY, DEBBIE	VA Technology Specialist	S		
RIEDEL-COHAN, PRISCILLA	Program Coordinator for School Nutrition	D		
ROBERTS, EMILY	Virtual Arkansas Instructor	S		
ROBERTS, JILL	EC Teacher	D		

ROBERTSON, MEGGIE	Speech	D		
ROBINETT, LUCINDA	DYS Instructor	S	X	
ROGERS, HEATHER	Virtual Arkansas Instructor	S		X
ROOK, BILLY	Certified Teacher/JAG Specialist	D		
ROOKE, JACQUELYN	EC Teacher	D		
RUSSELL, CANDI	Early Childhood Financial Secretary	D	X	
ROOKS, TINA	Director EC Program	D		
RUSSELL, GINGER	Certified Teacher/JAG Specialist	D		X
RUSSELL, DAVID	Warehouse Delivery Manager	D		
RUSSELL, LISA	Technology Coordinator	S		
SAVELL, LESLIE	Computer Science Specialist	S		

SANDERS, VINCENT	Degreed Non-Certified Teacher	D		X
SAGE, JOHN	Virtual Arkansas Instructor	S	X	
SANDERS, RACHEL	EC Teacher	D		
SANDERS, TARA	Content Specialist Math	S	X	
SCARBROUGH, SHIRLEY	Virtual Arkansas Instructor	S		
SCHELBURNE, VENESSA	Virtual Arkansas Instructor	S		X
SCHULZE, DANIELLE	Speech	D		
SCOTT, BORIS	Lead Behavior Manager	D		
SEALS, ASHLEY BROOKE	DYS	P		
SEXTON, KIM	Certified Lead Campus Supervisor	D		
SISSON, JACOB	Content Specialist Math	S		
SHAW,KRISTY	Certified Teacher	D	X	
SKELTON, STEVEN TYLER	Degreed Non-Certified Teacher	D		

SHANTANU, LINDSEY	Virtual Arkansas Instructor	S	X	
SMITH, CANDICE	GT Coordinator	S,D		
SMITH, CANDICE	Degreed Non-Certified Teacher	D		
SMITH, DIANE	Virtual Arkansas Instructor	S		
SMITH, DONALD	Certified Lead Campus Supervisor/JAG Specialist/SpEd-ALP	D		
SMITH, MARTHA	AAEA Development Coordinator	S		
SMITH, MARY	Regional Program Director	D		
SMITH, MELINDA	EC Teacher	D		
SNIFF, JESSICA	Virtual Arkansas Instructor	S		
SMITH, SHELIA	Behavior Specialist Coordinator	F		
SOREY, LAURA	Classroom Teacher/SPED	D		
SPINK, ZACK	Computer Science Specialist	S		
STAHLER, BRIDGET	Virtual Arkansas Instructor	D		

STAMPS, CASSANDRA	Certified Teacher	D		
STEVENSON, TARA	Speech	D		
STEWART, JASON	Degreed Non-Certified Teacher	D		
SOMERS, JACQUELIN	Lead Instructional Interventionist	D	X	
STRATTON, SARAH	Content Specialist Literacy	S	X	
STEWART, ROBIN	Certified Teacher	D		
STEWART-LINN, AMANDA	Bookkeeping Assistant	B		
STICH, JORDAN	Certified Teacher	D	X	
STONE, KIM	Degreed Non-Certified Teacher	D		
STORY, MEGAN	EC Teacher	D		
SHURLEY, SUSAN	LEA Supervisor	D	X	
STRUNK, KEVIN	Certified LEad Campus Supervisor	D	X	

STUART, DAVID	Certified Lead Campus Supervisor	D	X	
STUART, DOROTHY	Certified Teacher	D		
SUMMERS, JORDAN	Recruitment and Retention Support Specialist	S		
SUMMEY, DUSTIN	Virtual Arkansas Instructor	S		
SUYAL, RANDI	Virtual Arkansas Instructor	S		
SWAIM, JENNIFER	Certified Teacher	D		
TEALE, VALERIE	Certified Teacher	D		
TEAS, MOLLIE	School Psychologist	D		
TESSMAN, DARRELL	Facilities Coordinator	D		
THONE, LORI	Warehouse Worker	D		
THORN, TAMMY	LEA Supervisor	D		X
TOLL, ANGELA	LEA Supervisor	D		
TOLLIVER, DESHANNON	Quality Assurance Specialist	D		
TRACY, MATTHEW	Virtual Arkansas Instructor	S		X

TRAFFORD, JOHNATHAN	Campus Interventionist	D		X
TUCKER, JACOB	Virtual Arkansas Instructor	S		X
TRUSTY, HEATHER	Certified Teacher/JAG Specialist	D		
TRUSTY, NICK	Assistant Regional Program Supervisor	D		
THOMASON, CONNIE	Behavior Support Specialist	F	X	
TURNER, DOMINIQUE	Lead Instructional Interventionist	D	X	X
TURBEVILLE, AMY	Certified Teacher	D		
TURNER-HILL, SARAH	Virtual Arkansas Instructor	S		
TUTTLE, CARRIE	Transition Consultant	F		
TYLER, HEATHER	Lead Instructional Interventionist	D	X	
VANNADA, JAKE	Assistant Regional Program Supervisor	D		
VANNADA, KRISTEN	Lead Instructional Interventionist	D	X	
VERNON, CLARESSA	Certified Teacher	D		

UTSEY, RAQUEL	Lead Instructional Interventionist	D	X	
		D		
VICKERS, KRISTY	Virtual Arkansas Instructor	S		
WALKER, KAREN	Virtual Arkansas Instructor	S	X	
		D		
WADDLE, JAMIE LEANN	eSchool/Medicaid Manager	S		
WALTER, MARY	Behavior Support Specialist	F	X	
WALKER, WALTER DANNY	Certified Teacher	D		
WALLACE, STEVEN	Certified Teacher/JAG Specialist	D		
WARDEN, JEFFERY	Regional Program Director	D		
WARDEN, JENNIFER	Lead Behavior Manager	D	X	
WELLS, JASON	Virtual Arkansas Instructor	S		
WELLS, TIFFANY	ALE School Nurse	D		

WELLS, RACHEL	Lead Instructional Interventionist	D		
WERTENBERGER, KIMBERLY	Virtual Arkansas Instructor	D		
WESTERMAN, AMY	Virtual Arkansas Instructor	D		
WHITWAM, SCOTT	Certified Teacher/JAG Specialist	D		
WHITENER, BRITTANY	School Psychologist	D	X	
WILCOX, ROBIN	Speech	D		X
WILBUR, CHRISTMAS	Degreed Non-Certified Teacher	D	X	
WILKIE, DIGNA	Virtual Arkansas Instructor	S		
WILLIAMS, AMANDA	EC Para Pro	D	X	
WILLIAMS, BRITTNEY	Lead Instructional Interventionist	D	X	
WILLIAMS, BEVERLY	Degreed Non-Certified Teacher	D		
WILLIAMS, HOUSTON	Degreed Non-Certified Teacher	D	X	
WILSON, KIRSTEN	State Coordinator of Digital Learning	S		
WILLIAMS, PHRONDA	Degreed Non-Certified Teacher	D	X	

WILLIAMS, ROBERT	Warehouse Delivery	D	X	
WILLIAMS, YAKETA	Lead Instructional Interventionist	D	X	
WINFREY, LORI	DL and Technology Support Specialist	S,D		
WITHERSPOON, VAN	Assistant Regional Program Supervisor	D		
WOODBURN, EUGENE	Certified Teacher/JAG Specialist	D		
WOODWARD, JEREMY	VA Technology Director	S		
WORKMAN, GLENDA	Virtual Arkansas Instructor	D		
WORKMAN, JULIE	Leadership and Learning Specialist	S,D		
WREN, STEVE	Certified Teacher	D		
WRIGHT, SARAH	Lead Instructional Interventionist	D		
WEBB, BEVERLY	Certified Teacher	D	X	
YANCY, KYLE	Virtual Arkansas Instructor	S	X	
YOUNG, RONALD	Virtual Arkansas Instructor	S	X	
ZIMMERMAN, ANGIE	CTE Specialist	F		

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:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Administrators and Local Board Members Training |
| <input checked="" type="checkbox"/> | Annual Needs Assessment / Planning Assistance |
| <input checked="" type="checkbox"/> | Assessment Data Analysis |
| <input checked="" type="checkbox"/> | Bookkeeping assistance |
| <input checked="" type="checkbox"/> | Business Management training |
| <input checked="" type="checkbox"/> | Computer Technician |
| <input checked="" type="checkbox"/> | Cooperative Purchasing |
| <input checked="" type="checkbox"/> | CTE Coordinations / Perkins Consortium Administration |
| <input checked="" type="checkbox"/> | Curriculum Support |
| <input checked="" type="checkbox"/> | E-Rate Applications |
| <input checked="" type="checkbox"/> | ESC Works Support |
| <input checked="" type="checkbox"/> | Evaluation Procedures Assistance |
| <input checked="" type="checkbox"/> | Fingerprinting |
| <input checked="" type="checkbox"/> | Gifted and Talented assistance |
| <input checked="" type="checkbox"/> | Grant writing assistance |
| <input checked="" type="checkbox"/> | Instructional Facilitator Training |
| <input checked="" type="checkbox"/> | Instructional Leadership & Learning Specialist |
| <input checked="" type="checkbox"/> | Math/Science/Literacy/GT/Computer Science/Behavior Specialists |
| <input type="checkbox"/> | Migrant program |
| <input checked="" type="checkbox"/> | 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:

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

Emotional Support Specialist - AFESC welcomed a new team member in December 2021. Archibald Ford (Archie), the Emotional Support Specialist, is a standard poodle who is currently being trained as an emotional assistance dog (EAD). Archie was donated to Arch Ford by a local breeder. One of the AFESC specialists serves as his handler and the other specialists are heavily involved in his daily care. Training for the EAD will consist of three phases; puppy training which he completed in March, Canine Good Citizen training which he is on track to complete in early summer, and finally the EAD training. The goals for the EAD are as follows:

- Provide a sense of community and calm for teachers attending on site training
- Provide emotional support to teachers (and students)
- Become part of the Arch Ford brand
- Assist with building relationships with building leaders and teachers
- Make site visits when invited by district and/or building leaders
- Provide a model for districts and/or schools who are interested in bringing an EAD to their campus

Trauma-Informed Practices Support -AFESC has provided scaffolded trauma-informed support to schools over the past year. During Summer 2021, we provided several on-site and virtual PD sessions covering topics such as Cultivating Student Belonging and Connection, Emotional Poverty, Trauma 101, Trauma-Informed Classrooms, and Youth Mental Health First Aid. These sessions used evidence-based resources and materials and linked educators throughout our regions to more extensive support. Educators from all districts attended these sessions and from that came requests from multiple schools for us to provide this training in their back-to-school PD. We had specialists in many districts providing both full-day and half-day PD for classrooms and in many of those settings developed a continuing PD opportunity where we returned in January and various other days during PLC times to continue the work. Our specialists are currently continuing their own education around this topic in order to provide continued support throughout the upcoming year.

Social Media Site and Groups -AFESC has used social media in the past year both as a communication tool with our educators and as a way to model best practices when it comes to using social media to tell the story of an organization. We maintain an Arch Ford ESC page on Facebook and Instagram, and use these sites to send out information on upcoming sessions, celebrate the accomplishments of our districts, and share the day-to-day work that we do in supporting our schools. On average our posts reach 15,000 educators each month, and many are shared repeatedly among our districts, especially when we showcase their teachers or students. In addition to the main Arch Ford page, we also maintain Facebook groups for specific roles, including Arch Ford Teachers (over 800 members), Arch Ford Principals, Arch Ford Counselors, Arch Ford Educators of Color, and Arch Ford Novice Teachers. These groups allow us to customize information specific to those roles and share celebrations and upcoming PD sessions that might be of interest to them. The goal of our social media sites and groups is to not only communicate with districts and share information, but also to provide a model program of what social media engagement can look like for schools. This is an area that is growing each year, but we have seen the benefits of sharing our message on these platforms.

Level 3 and Level 4 Literacy Support In accordance with [Act 1082](#), Arch Ford has been providing systematic support to districts in our region that have been identified as in need of Level 3 or Level 4 support based on their district reading scores. In 21-22, Arch Ford had two districts in need of Level 3 support, and three districts in need of Level 4 support based on their reading scores from testing in the spring of 2021. The director and TCC visited the Superintendents onsite in September to explain the requirements of the law to them and offer support. From those initial meetings, we worked with our literacy specialists and each district team to create a plan of support for the school year. Most plans focused on getting High Quality Instructional Materials in the hands of teachers to cover all literacy components in grades K-12. When DESE support began in October, our team met with them each month or quarter, based on the level of support. As part of this support, literacy specialists have provided onsite support to districts throughout the year. At times this support also included novice teacher support, provided by our Retention and Recruitment team. This level of

prioritized support has resulted in deeper relationships between the Co-op, districts, and DESE as well as measurable gains in student achievement. This support will continue in the 22-23 school year for all districts that are in need of additional support.

Professional Learning Communities Support -In support of the DESE's PLC Initiative, Arch Ford continues to support the work of PLCs in schools in a variety of ways. As part of our professional development offered to educators in the Arch Ford region, we have contracted with Solution Tree to provide training for several sessions, including Joe Cuddemi for the Admin Institute in 2021 speaking on the topic of Social and Emotional Learning and Dr. Tina Boogren for novice teachers in Years 1, 2, and 3 speaking on Self Care and Marzano's strategies. We also hosted the Regional PLC Meetings provided by DESE for those selected in our region. All Arch Ford specialists have also been trained through the DESE unit meetings in High Reliability Schools, PLC processes, and Marzano's compendium.

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. The bulk of the work this year included identifying Essential Standards in Math, Literacy, and Science, and helping teachers understand how to create common formative assessments (CFAs). Some of the districts they assisted this year include several Russellville Schools and the entire elementary admin team, Mt. Vernon/Enola, West Side Greer's Ferry, and Virtual Arkansas. This team has also assisted districts with creating RtI systems to provide interventions to students in need and providing feedback to districts on their RtI systems already in place. In support of PLC work in our districts, all Arch Ford specialists attended a two-day RtI At Work session provided by DESE for districts who receive 1003 funds, to increase their skills in this area. In addition to supporting schools as they implement PLC processes, this team is also working to lead the Arch Ford Specialists Team in functioning as a PLC. In this process, our team works through the four questions of a PLC with our schools and districts in mind. This has allowed the team to experience working in a PLC firsthand, while also helping them to prioritize support for those who may need the core + more.

Recruitment Support - To support districts as they experience shortages of teachers in certain areas, Arch Ford has implemented a number of measures to help. One measure implemented is a Teacher Candidate list, which is constantly being updated and sent to principals and superintendents in the region. Recent graduates and other job seekers send their resumes and licensure areas to be added to the list. This has helped districts as they are looking to fill certified positions and long-term subs. We also held a "Become a Teacher" event in the spring of 2021 to help possible teachers learn about the different pathways available for licensure. One of the biggest ways we help support districts in this area is through Praxis support. Funded by the novice teacher grant, Arch Ford provides free subscriptions to 240 Tutoring, an online Praxis prep course covering many of the tests our teachers need to pass. This assists districts in allowing teachers to test out in areas of need without having to pay for preparation. It also helps Arch Ford establish a positive relationship with future teachers in Educator Prep Programs who are struggling to pass a

test. When needed, Arch Ford also provides tutoring for educators needing assistance with passing a test. As part of our efforts to support schools in recruiting and retaining their staff, Arch Ford has worked closely with faculty from UCA, CBC, and ATU to ensure that their graduates are being connected to schools in need.

Johnson and Johnson Partnership with Non-Traditional Learning Programs

We partnered with Johnson and Johnson last year. This partnership has benefited the districts by specifically giving our students, grades 9-12, access to professionals across the country. We have had a variety of speakers at our monthly Zoom meetings ranging from entry level sales to high ranking directors. Each month a J&J panel would spend an hour teaching the students about life, employability, commitment, salaries, desire/hope, communication, interview strategies, soft skills and much more. This partnership has been amazing and made a huge impact in the lives of students across the state. One student summed it up best, "Before this meeting, I felt like I couldn't do much and wasn't going to be nothing. However, after hearing you guys talk about your realities and experience, I now have hope that I can do something great."

VII. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2021-2022 school year: 45

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

White: 30

African American 13

Hispanic 0

Asian 2

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2021-2022 school year: 104

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

White 91

African American 11

Hispanic: 1

Asian 1

American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2020-2021 school year: 18

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

White 11

African American 7

Hispanic 0

Asian 0
American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2020-2021 school year: 40
For this number above, please provide the number in each of the following racial classifications:

White 34
African American 6
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2021-2022 school year: 81
For this numbers above, please provide the number in each of the following racial classifications:

White: 52
African American 7
Hispanic 2
Asian 0
American Indian/Alaskan Native
No Response 24

Number of females seeking employment by the cooperative during the 2021-2022 school year: 212

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

White 141
African American 14
Hispanic 2
Asian 0
American Indian/Alaskan Native 0
No Response 55

PROGRAM REPORTS

PROGRAM: Accounting

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

COMPETITIVE GRANT: Yes ☐ No ☒

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 6/22 * This report will be added after the end of Fiscal Year 22.

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
AHILLEN, DEBORAH	Certified Teacher/SPED
ALEXANDER, TANESHA	Degreed Non-Certified Teacher
ALLEN, CHRISTOPHER	Assistant Regional Program Director
ALLEN, ENOCH	Instructional Interventionist
AYTCH, LAKIA	Assistant Regional Program Director
BAILEY, CHRIS	Certified Teacher/JAG Specialist
BARNETT, BRANDON	Degreed Non-Certified Lead Campus Supervisor
BARRY, HERMANDO	Assistant Regional Program Director
BARRY, TIA	Lead Behavior Manager
BEALER, LOTANYA	Lead Instructional Interventionist
BIRCH, BECKY	Certified Teacher
BOBO, TERENCE	Lead Behavior Manager
BRADLEY, CURTIS	Campus Supervisor
BRADLEY, KOURTNEY	Lead Instructional Interventionist
BRATTON, HOPE	Certified Teacher/JAG Specialist
BROWN, BRET	Certified Lead Campus Supervisor/JAG

BROWN, KIMBERLY	Certified Lead Campus Supervisor
BUNKER, GINA	Lead Behavior Manager
BURGESS, ANNE	Certified Teacher/SPED
BURKMAN, JASON	Program Director
BUTLER, WILLIAMS	Lead Behavior Manager
BYERS, TONY	Degreed Non-Certified Lead Campus Supervisor
CANO, SKYLAR	Lead Behavior Manager
CAPETILLO, ELISA	Certified Teacher
CARADINE, GLENN	Lead Behavior Manager
CARVER, CANDICE	Certified Lead Campus Supervisor
CAWICH, CRYSTAL	Instructional Interventionist
CAWICH, LEAH	Instructional Interventionist
CHRISTON, LAJUAN	Lead Behavior Manager
COLE, SANDRA	Certified Teacher
CORBELL, SONYA	Certified Lead Campus Supervisor/JAG
COULTER, CLEYTUS	Certified Lead Campus Supervisor
DALHOVER, LORETTA	Certified Teacher
DANIELS, CANDICE	Lead Instructional Interventionist
DARDEN, ERIC	Assistant Regional Program Director
DAVIS, JAMES	Certified Teacher
DAVIS, JUDITH	Certified Teacher
DAVIS, SHELLY	ALE Administrative Assistant
DEARDORFF, KELLY	Regional Program Director
DELANCEY, BRIDGET	Lead Behavior Manager
DEMPSEY, DANIEL	Certified Teacher

DILLARD, LEANDRA	Certified Teacher
DIXON, KAREN	School Nurse
DOLLARHIDE, PATRICIA	Certified Teacher Sped
DOOLEY, DEVIN	Degreed Non-Certified Teacher
EDINGTON, ERIK	Certified Teacher
ELLARS, EILEEN	Regional Program Director
EVERETTE, BRAYLON	Lead Instructional Interventionist
FAILLA, WANDA LYNN	Degreed Non-Certified Teacher
FLINT, ERIKA	Lead Instructional Interventionist
FORCE, WHITNEY	Campus Supervisor
FURNISS, YVONNE	Certified Teacher
GIBSON, EDWARD	Assistant Regional Program Director
GOINS, ROGER	Degreed Non-Certified Teacher
GOODCHILD, BRANDI	Certified Lead Campus Supervisor/JAG
GRAY, CHRISTINA	Certified Teacher
GREEN, CRYSTAL	Lead Behavior Manager
GREEN, HALEY	Degreed Non-Certified Lead Campus Supervisor
HAMLIN, KAYLA	Degreed Non-Certified Teacher
HARALSON, BOBBI	Degreed Non-Certified Teacher
HARGIS, THOMAS (Shirley HUB)	Certified Teacher/JAG Specialist
HARRIS, ANDREA	School Nurse
HART, JEFF	Regional Program Director
HOOD, TYRELL	Certified Teacher
HOWELL, AMANDA	Degreed Non-Certified Teacher
HOWELL, NATALIE	Lead Instructional Interventionist

IVERSON, MARK	Certified Teacher
JONES, BETTIE	Certified Lead Campus Supervisor
JONES, DEBBIE	Degreed Non-Certified Teacher
JONES, IRA	Campus Supervisor
JONES, PHILLIP	Assistant Regional Program Director
JONES, ROSA	Certified Teacher
JORDAN, KEVIN	Regional Program Director
JOYNER, ANGELEA	Lead Behavior Manager
KELLEY, ED	Certified Teacher/JAG Specialist
KOONTZ, KAYLA	School Nurse
KRIESEL, TIM	Lead Behavior Manager
LABAT, BRANDON	Campus Supervisor
LANDRITH, HAL	Certified Teacher/JAG Specialist
LAWRENCE, DANA	Lead Behavior Manager
LEWIS, ERIC	Lead Campus Manager
LEWIS, TAMEKIA	Degreed Non-Certified Teacher
LEWIS, TODD	Director of Operations
LEWIS, TONJA	Regional Program Director
LOONEY, DESMOND	Degreed Non-Certified Teacher
LOVE, ADRIAN	Assistant Regional Program Director
LOWERY, ANTHONY	Degreed Non-Certified Teacher
LOWERY, JAMES	Lead Behavior Manager
LOWRY, ELI	Certified Lead Campus Supervisor/JAG
LOYD, KASEY	Assistant Regional Program Director
MANCIL, CHRISTY	Assistant Regional Program Director

MANDRELL, THERESSA	Certified Teacher
MANNING, RUSTY	Regional Program Director
MARLOW, RAFEAL D.	Director of Operations
MARTIN, JASON	Certified Lead Campus Supervisor
MARTIN, SHEILAH	Degreed Non-Certified Teacher
MCGHEE, LINDSAY	Certified Teacher
MCMURRAY, CLAYTON	Degreed Non-Certified Teacher
MERRITT, TEVIN	Degreed Non-Certified Teacher
MIDDLETON, DARRELL	Assistant Regional Program Director
MILLER, COURTNEY	Lead Behavior Manager
MILLER, JENNIFER	Regional Program Director
MONDAY, DOUGLAS	Certified Teacher/SPED
MONTGOMERY, KEITH	Lead Behavior Manager
MOODY, MARVIN	Assistant Regional Program Director
MOONEY-WADE, TONIKA	Lead Instructional Interventionist
MORROW-DEMPSEY, MAEGAN	Instructional Interventionist
MYERS, MATTHEW	Certified Lead Campus Supervisor
NOBLE, KALON	Degreed Non-Certified Teacher
O'NEAL, LEONARD	Lead Instructional Interventionist
PACE, JOHN	Certified Teacher
PHARR, MELISSA	Certified Teacher
PHIFER, GWAN	Lead Behavior Manager
PIERCE, RACHEL	Certified Teacher/JAG Specialist
PLEASANT, RENATA	Degreed Non-Certified Teacher
PORCHIA, KASEY	Regional Program Director

PRICE, KAREN	Certified Teacher
PRYOR, TONYA	Campus Interventionist
PUMPHREY, CYNTHIA	Assistant Regional Program Director
REDIFER, BREN	Certified Teacher/JAG Specialist
REID, SUSAN	Certified Teacher
REYNOLDS, CHRISTIAN	Degreed Non-Certified Teacher
RICE, ASHLEY	Lead Behavior Manager
ROOK, BILLY	Certified Teacher/JAG Specialist
SCOTT, BORIS	Lead Behavior Manager
SEXTON, KIMBERLY	Certified Lead Campus Supervisor
SHAW, KRISTY	Certified Teacher
SKELTON, TYLER	Degreed Non-Certified Teacher
SMITH, CANDACE	Degreed Non-Certified Teacher
SMITH, DONALD	Certified Teacher/JAG Specialist
SMITH, MARY	Regional Program Director
SOMERS, JACQUELINE	Lead Instructional Interventionist
SOREY, LAURA	Certified Teacher/SPED
STAMPS, CASSANDRA	Certified Teacher
STEWART, JASON	Degreed Non-Certified Teacher
STEWART, ROBIN	Certified Teacher
STICH, JORDAN	Certified Teacher
STONE, KIM	Degreed Non-Certified Teacher
STRUNK, KEVIN	Certified Lead Campus Supervisor
STUART, DAVID	Certified Lead Campus Supervisor
STUART, DOROTHY	Certified Teacher

SWAIM, LACEY	Certified Teacher
TEALE, VALERIE	Certified Teacher
TOLLIVER, DESHANNON	Quality Assurance Specialist
TRUSTY, HEATHER	Certified Teacher/JAG Specialist
TRUSTY, NICK	Assistant Regional Program Director
TRUSTY, NICK	Assistant Regional Program Director
TURBEVILLE, AMY	Certified Teacher
TYLER, HEATHER	Instructional Interventionist
UTSEY, RAQUEL	Lead Instructional Interventionist
VANNADA, JAKE	Assistant Regional Program Director
VANNADA, KRISTEN	Lead Instructional Interventionist
VERNON, CLARESSA	Certified Teacher
WALKER, DANNY	Certified Teacher
WALLACE, STEVEN	Certified Teacher/JAG Specialist
WARDEN, JEFFREY	Regional Program Director
WARDEN, JENNIFER	Lead Behavior Manager
WEBB, BEVERLY	Certified Teacher
WELLS, RACHEL	Lead Instructional Interventionist
WELLS, TIFFANY	School Nurse
WHITWAM, SCOTT	Certified Teacher/JAG Specialist
WILBUR, CHRISTMAS	Degreed Non-Certified Teacher
WILLIAMS, BEVERLY	Degreed Non-Certified Teacher
WILLIAMS, BRITTNEY	Lead Instructional Interventionist
WILLIAMS, HOUSTON	Degreed Non-Certified Teacher
WILLIAMS, PHRONDA	Degreed Non-Certified Teacher

WILLIAMS, YAKETA

Lead Instructional Interventionist

WITHERSPOON, VAN

Assistant Regional Program Director

WOODBURN, EUGENE

Certified Teacher/JAG Specialist

WREN, STEVE

Certified Teacher/JAG Specialist

WRIGHT-TONER, SARAH

Lead 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 services 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 direct 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 2021-2022:

- Atkins ALE campus received a \$500 Agriculture grant to build a school garden.
- Horizons Day Treatment had its highest number of graduates, and a \$40,000 scholarship recipient to the University of Tulsa.
- Arkadelphia campus built a school garden to feed students over school holidays and summer break. The students take care of it daily.

- Conway HUB students participated in the Linus Project by creating tie blankets that will be given to foster children in Faulkner County.
- Beebe HUB raised the graduation rate by 2% for Beebe Schools.

PROGRAM: Arch Ford Principal Prep Program

FUNDING SOURCE: Base Funds

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 2021-22:

- Currently, five participants from this year's AFPPP have been hired as an administrator for the 22-23 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: Arkansas Public School Computer Network (APSCN)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED: Yes ☒ No ☐

PARTICIPATING DISTRICTS 24

Atkins	Clinton	Danville
Dardanelle	Dover	East End
Greenbrier	Guy-Perkins	Heber Springs
Hector	Mayflower	Mt.Vernon/Enola
Nemo Vista	Perryville	Pottsville
Russellville	Shirley	Southside Bee Branch
South Conway County	Two Rivers	Western Yell County
Wonderview		Wonderview

PERSONNEL: Chere Turner, BS

GOAL:

- To Provide End-User support to district student users of the statewide student management system, Cognos Reports, and to meet statewide reporting guidelines.

PROGRAM SUMMARY

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The student management systems application provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. Districts electronically submit data to the ADE nine times a year. The student field analyst provides districts with support and training workshops through meetings at the Arch Ford Cooperative, school visits, and communicating closely by email, telephone and Zoom meetings. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover.

MAJOR HIGHLIGHTS OF 2021-22:

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

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, Clara Penney, M.S., LPEI, Sarra Petray, Ed.S., Nicheyta Raino, M.Ed., BCBA, Connie Thomason, M.Ed., BCBA, Mary Walter, Ed.S.

STATE LEVEL INITIATIVE: ~~BX~~PROJECT

PARTICIPATING DISTRICTS:

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

GOAL:

- To build sustainable programming and a legally defensible process for Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) based on evidence-based practices
- To empower the BX² Teams to develop, train and sustain behavior related policies across the district

PROGRAM SUMMARY:

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

This multi-year initiative has two goals. The first goal is to increase the knowledge base and capacity of educators regarding the development of legally defensible Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) based on evidence-based practices. This will be accomplished through providing district BX² teams with professional development around effective supports for students exhibiting moderate and severe behaviors followed by on-site coaching opportunities. The second goal is to empower the BX³ team to develop, train, and sustain behavior-related procedures across the district to improve the outcomes of students with challenging behaviors.

MAJOR HIGHLIGHTS OF 2021-22:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2021-2022:

- Provided on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior

assessment, safety and behavior intervention planning for 138 students across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2021-2022:

- Created online modules that all educators can access for professional development at any time <https://arbss.org/courses-2/>
 - Essential Classroom Behavior Management Strategies
 - Behavior Intervention Plans
 - Response to Intervention for Behavior
- Launched 17 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- BSS provided over 105 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 1500 participants
- BSS have 29 additional professional learning opportunities scheduled by the end of 6/30/22

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

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

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 Academic Attainment Specialist, M.S.E.

Participating Districts: 24

Atkins	Clinton	Danville
Dardanelle	Dover	East End
Greenbrier	Guy-Perkins	Heber Springs
Hector	Mayflower	Mt.Vernon/Enola
Nemo Vista	Perryville	Pottsville
Quitman	Russellville	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 SCTE accountability data for our member schools

Major Highlights of the 21-22 School Year:

- Our Perkins consortium performed above the State targets on the following Perkins V Performance Indicators:
 - Four- Year Graduation Rate – +9.45%
 - Five- Year Extended Graduation Rate – +8.66%
 - Reading Language Arts - +21.22%
 - Mathematics - +22.73%
 - Science - +23.21%
 - Postsecondary Placement – +7.17%
 - Nontraditional Concentrators - +17.27
- Applied for and received 3 New Program Start-up Grants for Bigelow High School (Banking-\$24,225.00), Greenbrier High School (Pre-Engineering-\$62,012.75) and Russellville High School (A/V Tech & Film-\$41,753.78) = \$127,991.53
- Applied for and received 11 Perkins Innovation Grants in the amount of \$225,320.00 for the following projects:
 - 5 Shopbot Innovation grants for Agriculture Programs at Danville, Hector, Morrilton, Two Rivers and Wonderview = \$141,500.00
 - 5 Glowforge Innovation grants for Agriculture Programs at Greenbrier, Heber Springs, Mayflower, Pottsville and Shirley = \$40,000.00
 - 1 Farm-to-Table Cross-Curricular Innovation grant for Guy-Perkins High School = \$43,820.00
- Obtained CTE Completer Data for 24 high schools and provided each Completer with a CTE Completer Certificate (1,423 CTE Completers)
- Obtained Placement Data for 24 high schools
- Provided professional development in the areas of Best Practices in the CTE Classroom, Instructional Strategies, Canva, Student Motivation and Engagement, Classroom Management, and Meeting the Needs of All Learners in the CTE Classroom.
- 13 of our Business Education Programs qualified for FBLA Nationals
- 9 of our Family Consumer Science Programs qualified for FCCLA Nationals
- Prepared, budgeted and managed the Perkins Consortium with 24 member districts with a total allocation of \$482,301.00

2021 CTE CONSORTIUM REPORT ON PERFORMANCE MEASURES FOR CONCENTRATORS

ARCH FORD EDUCATION SERVICE COOP

CONCENTRATORS' PERKINS V PERFORMANCE MEASURE SCORES

PERFORMANCE MEASURES	CONSORTIUM SCORE					STATE SCORE				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
1S1: FOUR-YEAR GRADUATION RATE	97.28	98.86	96.63			96.89	97.53	96.22		
1S2: FIVE-YEAR EXTENDED GRADUATION RATE	97.91	97.98	99.06			97.50	97.46	97.99		
2S1: ACADEMIC PROFICIENCY SCORE IN READING LANGUAGE ARTS*	71.93		69.67			67.19		65.70		
2S2: ACADEMIC PROFICIENCY SCORE IN MATHEMATICS*	66.24		65.00			61.23		59.94		
2S3: ACADEMIC PROFICIENCY IN SCIENCE*	72.22		71.61			67.67		67.08		

PERFORMANCE MEASURES	CONSORTIUM SCORE					STATE SCORE				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
3S1: POST-PROGRAM PLACEMENT			82.92					81.92		
4S1: NON-TRADITIONAL PROGRAM CONCENTRATION	31.61	31.28	30.60			31.31	31.34	30.03		
5S1: PROGRAM QUALITY			22.46					14.46		

PROGRAM: Community Health Nurse and Promotion Specialists

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes _____ No X

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

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 Greers Ferry, Western Yell County, Wonderview

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.
- Provide information and assistance to schools and communities related to COVID-19.
- 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 2021-2022

- Provided training in the area of Mental Health, including Youth Mental Health First Aid, Safetalk, and Resiliency Programs, to meet state mandates for school counselors and SROs, as well as other school administration and staff reaching 85 staff in Arch Ford Districts.
- Provided health related presentations to over 3000 students in Arch Ford Districts.
- Certified in Youth Mental Health First Aid, Resiliency for All, NOT and In-depth Tobacco Cessation Programs, Poverty Coaching, and Early Childhood Brush Curriculum and NAPSACC health standards training to offer professional development and resources for Arch Ford districts.
- Offered state mandated and continuing education training to 98 school nurses.
- Through a collaboration with Arkansas Children's Hospital, provided a Diabetic Education Training, accompanied by a diabetic kit valued at over \$200 each, to 58 school nurses in Arch Ford districts.
- Assisted with on-site school mass flu clinics at 10 schools providing flu vaccines to over 1200 students and staff.
- Provided CPR to 65 school nurses and staff.
- Continued to serve as a school health liaison between ADH, DESE, and school POCs with best practices and recommendations related to COVID-19.
- Provided a post-suicide toolkit to districts to assist with
- Collaborated with the ALE HUB program to provide needed training for staff.
- Collaborated with UACCM and UCA nursing programs to incorporate training for student nurses that are working in schools during clinical rotations.
- Collaborated with Arkansas Children's Hospital to host School Nurse Academies for School Nurses related to poverty training.
- Collaborated with the office of the State Drug Prevention Director to develop outreach and resources in the area of drug prevention efforts for schools and communities.

PROGRAM: **Computer Science**

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

COMPETITIVE GRANT: Yes X No

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Statewide

Personnel:

Kelly Griffin, Lead Statewide Computer Science Specialist, MAT
Alex Moeller, Statewide Computer Science Specialist
Jim Furniss, Statewide Computer Science Specialist
John Hart, Statewide Computer Science Specialist, MLIS
Leslie Savell, Statewide Computer Science Specialist, MSE
Lori Kagabein, Statewide Computer Science Specialist
Tammy Glass, Statewide Computer Science Specialist
Zachary Spink, Statewide Computer Science Specialist
Mark Barnes, Statewide Computer Science Specialist

Goal:

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 through the use of 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; 7th/8th Coding Block; 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:

- K4 Introduction to CS
- K4 Deeper Dive into CS
- 5-8 Introduction to CS
- 5-8 Deeper Dive into CS
- Coding Block
- Coding Block Resources
- goIT Training
- K-8 CS Lead Teacher Stipend Program
- Arkansas Computer Science and Computing Educator Academy
- 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 Apps
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Placement Computer Science A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Advanced Mobile Applications
- Advanced Robotics

Conferences Presented at:

- TSA Fall Leader Conference
- Code.org Education Conference November 2021
- CTE New Educator Conference

Events/Committees/Projects Assisted with:

- TechFest October 2021
- Family Code day at UALR December 2021
- National Computer Science Education Week Kickoff - Governor's Mansion December 2021
- CS Education Week Activities December 2021
- Arkansas Data Science and Computing Summit December 2021
- Monthly Computer Science NewsLetter
- TSA State Conference
- Regional Governor's Coding Competition February 2022
- CSTA Scholarship February 2022
- CTSO Day at the Capitol February 2022
- Black History Month - Historical Computer Scientists February 2022
- Women in Cyber at Innovation Hub March 2022
- Women's History Month in Computer Science March 2022
- CS Educator of the Year March 2022
- STEM Expo March 2022
- Educator Rising Regional Event March 2022
- Innovate for Good - Women's Foundation March 2022
- Support of Robotics Competitions (VEX, FIRST) March 2022
- Great Arkansas History Video Game Coding Competition March 2022
- Allstate Governor's Coding Competition April 2022
- Innovation Grant May 2022

MAJOR HIGHLIGHTS OF THE 2021-22 YEAR:

- Growth and Development in Accessibility in Computer Science
- Arkansas joins Code.org as a Regional Training Partner
- 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 650+ education professionals and 682+ students.

- Lead Judge and Coding Challenge Creator for All-Region and Allstate Governor's Coding Competition.
- Computer Science Education Advancement Act of 2021 - Act 414 of the 93rd General Assembly (Act 414)
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- National Computer Science Education Week Kickoff - Governor's Mansion December 2021
- Computers ARe Fun - Summer Video Series
- Computer Science Completer Cords
- State Of Computer Science Education Report - Code.org

ONGOING SUPPORT:

- Specialists have developed and will deliver 9 new trainings this summer. This is in addition to the other 20 trainings to be taught this summer.
- Specialists are currently working to visit all 264 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer. Our goal is for all districts to go into 2022-2023 with an identified plan of implementation.
 - For districts who currently do not have an identified CS teacher the specialists are working to help identify personnel who may be able to fill that role and school needs.
 - 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.
 - A total of 116 schools have been visited to this date.

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 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 2021-2022:

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

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 2021-2022:

- Printed and laminated over 7500 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.

PROGRAM: **Digital Learning – Digital Learning Unit**

FUNDING SOURCE: Arkansas Department of Education Grant

COMPETITIVE GRANT: Yes_____ No X

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

Participating Districts:

Statewide

Personnel:

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

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

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

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

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

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

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

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

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

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

GOAL:

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

PROGRAM SUMMARY:

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

Arkansas Connect2Digital:

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

Major Highlights of the 21-22 Year:

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

- Involvement course meeting the state requirements for 2022- 2 hour PD; providing resources and supports for parent engagement pertaining to digital learning needs and resources.
- Rebuild of professional learning sessions to optimize offerings (choice between asynchronous, synchronous virtual, and face to face) and options for upcoming 2022 Summer PD.
- Host and support online modules for APPEL transition to ARPep with 14+ sites.
- Created a week-long social media campaign for Digital Learning Day to emphasize digital learning is an ongoing practice..
- Launched “Living in Beta Mode” podcast series in February 2022 to expand reach.
- Canvas Migration
- All team members have been trained in the “Growing with Canvas” Course.
- 94 Courses have been migrated from Moodle to Canvas.
- Offering additional Canvas support and training to Educator Effectiveness and ESCs wanting to build in DLU Canvas instance.
- Course Creation:
 - 28 ArPEP Shells have been created.
 - 11 new Summer PD course shells have been created.

PROGRAM: Digital Learning – Virtual Arkansas (2021-2022 Academic Year)

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:** ____

PARTICIPATING ARCH FORD EDUCATION SERVICE COOPERATIVE DISTRICTS

ARK. SCHOOL FOR THE BLIND

ATKINS SCHOOL DISTRICT

CLINTON SCHOOL DISTRICT

CONWAY SCHOOL DISTRICT

DANVILLE SCHOOL DISTRICT

DARDANELLE SCHOOL DISTRICT

DOVER SCHOOL DISTRICT

EAST END SCHOOL DISTRICT

GREENBRIER SCHOOL DISTRICT

GUY-PERKINS SCHOOL DISTRICT

HEBER SPRINGS SCHOOL DISTRICT

HECTOR SCHOOL DISTRICT

MAYFLOWER SCHOOL DISTRICT

MT. VERNON/ENOLA SCHOOL DISTRICT

NEMO VISTA SCHOOL DISTRICT

PERRYVILLE SCHOOL DISTRICT

POTTSVILLE SCHOOL DISTRICT

QUITMAN SCHOOL DISTRICT

RUSSELLVILLE SCHOOL DISTRICT

SHIRLEY SCHOOL DISTRICT

SOUTH CONWAY COUNTY SCHOOL DISTRICT

SOUTH SIDE SCH DIST(VANBUREN)

TWO RIVERS SCHOOL DISTRICT

VILONIA SCHOOL DISTRICT

WEST SIDE SCHOOL DIST (CLEBURNE)

WESTERN YELL CO. SCHOOL DIST.

WONDERVIEW SCHOOL DISTRICT

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director, Masters

Dr. Brandie Benton: Virtual Arkansas Director of Curriculum and Instruction, Ph.D.

Dr. Michael Lar: Virtual Arkansas Director of Operations, MBA

Candice McPherson: Virtual Arkansas Director of Design and Development, MS in Instructional Technology

Jeremy Woodward: Virtual Arkansas Director of Technology, BA

Jason Bohler: Core Campus Director, MAT w/ Building Level Administration

Certification

Ellora Hicks: Concurrent Credit Campus Director, M+30

Christie Lewis: CTE Campus Director, MSE in Reading

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

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

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

GOALS:

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students.

According to *Act 2325 of 2005*, distance learning opportunities were employed:

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

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

Goals	2020-2021 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - VA made courses and teachers available in all but one academic license shortage areas - VA provided access to 97 Full-time Arkansas certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings - These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - VA courses were made available to all high poverty districts and utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population - VA offered preferred automatic concurrent credit enrollments for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered - 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural - 81% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day

Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 34 CTE courses were provided to 6,620 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> - In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

Major Highlights of the 2021-2022 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students

- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences
- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training
- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator
- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper "Scaling High Quality Content & Courses Statewide With Canvas"
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning

Virtual Arkansas Data (Based on 2020-2021 School Year)

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

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 and executive boards 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, Conway, 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.)
Eliza Adcock-Polk, Speech Pathologist (M.S. CCC-SLP)
Jenifer Andrews, Early Childhood Special Education Teacher (M.S.E.)
Pam Ashworth, Speech Pathologist (M.S. CCC-SLP)
Mika Bennett, Early Childhood Special Education Teacher (M.S.E.)
Ashley Bingman, Early Childhood Special Education Teacher (B.S.E.)
JoAnna Blocker, Early Childhood Behavior Specialist (Ed. D)
Melanie Brindley, Early Childhood Special Education Teacher (B.S.E.)
Tim Burbank, Early Childhood Special Education Teacher (M.S.E.)
Haley Copeland, Speech Pathologist (M.S. CCC-SLP)
Elizabeth Dunn, Early Childhood Special Education Teacher (M.Ed.)
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.)
Brittany Hardin, Speech Pathologist (M.S. CCC-SLP)
Amanda Hall, Speech Pathologist (M.S. CCC-SLP)
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)
Jennifer Jordan, Early Childhood Special Education Teacher (M.S.E.)
Vanessa Lawrence, Occupational Therapists (M.S.)
Sarai Martin, Early Childhood Special Education Teacher (B.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.)
Meggie Robertson, Speech Pathologist (M.S. CCC-SLP)
Jacqueline Rooke, Early Childhood Special Education Teacher (M.S.E.)
Rachel Sanders, Early Childhood Special Education Teacher (B.S.E.)
Danielle Schulze, Speech Pathologist (M.S. CCC-SLP)
Melinda Smith, 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.)
Robin Wilcox, Speech Pathologist (M.S. CCC-SLP)
Amanda Williams, Para Professional (B.S.E.)
LeAnne Waddle, EC Eschool/Medicaid Manager

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 which may include interaction with peers who are developing normally, coordination with other agencies, public school based classrooms, public or private preschools such as daycare centers and Head Start centers, itinerant based services, and home based instruction.

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 2021-2022 School Year:

- Provided early childhood special education services for 854 preschoolers in the 2021-2022 school year for child count while child count numbers have been higher since Dec 1 overall
- Maintained interagency collaboration with Head Start, Department of Human Services, Arkansas Better Chance, child care providers, related service providers and school districts to continue building relationships and collaboration. Some of partnerships in summary are listed below:

Stakeholders to Collaborate with Behavior Specialist & Partnerships With EC Arch Ford

Disabilites

- Amber Watson, Certified Traumatic Brain Injury Specialist/Trauma Rehabilitation Resources Program Institute for Digital Health & Innovation, UAMS
- 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 SpecialistDequeen Mena Ed Coop
- Danita Pitts DESE EC State Special Education Coordinator

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
- 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 UAMS with Welcome The Children for both Greenbrier & Vilonia with inclusive practices training and implementation
- EC Speech Pathologist presented on How To Be Responsive to Multicultural Families to EC Special Education Staff
- 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 and presented in various live locations such as Russellville at ABCCA ABC & Sallie Cone in Conway.
- Vision Resources for Visual Development for Preschoolers & Lamp Augmented Devices Training was provided for EC Special Education Staff and implemented consultation and knowledge for students with visual impairments for programming and strategies
- Presented at Western Yell School District for Trauma Perspective 101
- Collaborated with Admin Institute for summer training with Admin on Trauma Perspective 101
- Presented to school districts My New School book for Kindergarten Transitions
- Collaborated with School Age Teachers Trauma Informed Conference Finding Balances
- Intensive training for Trauma Informed Social Learning which included Managing Students Trauma Effectively, Modules 1,2,3, and 4 with Arch Ford EC Special Education Staff and implemented with application with Consultation model with Preschool Directors in seven counties at all sites and provided Trauma Informed Kits and Resources to over 200 classrooms and partnered with Behavioral Connections and UAMS

- Trauma Informed Social And Emotional Learning Classroom Kits-Preschool Providers were provided materials for the 200 classrooms in seven counties as follows:
 - Tucker The Turtle Book
 - Tucker the Turtle Puppet
 - Tracking Developmental Milestones Orange Booklet
 - Creating, Supporting, Sustaining Trauma Classrooms Orange Booklet
 - Big Feeling Pineapple toy
 - Flip Charts-My Moods, My Choices
 - The Invisible String
 - Breathe Like A Bear
 - The Way I Feel
 - When I Feel Good About Myself

Positive Behavior Support

Arch Ford Educational Service Cooperative EC Special Education Information

- 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. Our program will continue to implement direct mental health services provided by the Behavior Support Specialist, promotion of mental health care awareness, and implementation of trauma informed practices. Employees were trained in Managing Mental Health Effectively for students/youth by completing a course with Mental Health First Aid Youth. with 35 EC Special Education Arch Ford employees becoming certified to increase the outreach with mental health awareness & mental health engagement among students, families, schools, and communities in an effort to increase awareness and implementation across the seven counties (Pope, Yell, Faulkner, South Conway County, Cleberne, Perry and Van Buren).
- Wellness Leadership podcasts were released monthly to EC Special Education Arch Ford employees, child care providers, & partners are topics that were covered as follows:
 1. Leadership Podcast wellness
 2. Onward Cultivating Educators
 3. The Path of Serendipity
 4. Mental Health First Aid
 5. Wellness As A Leader
 6. How to Wear Many Hats and Still Have Great Hair
 7. Burnout The Secret to Unlocking the Stress Cycle
 8. Brain Based Learning-Why Do We Do What We Do?
 9. Listening Well The Art of Empathetic Understanding
- 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.

- Resources for Foster Parents, Military Parents, Parents of Autism Students to help students succeed is posted on our Arch Ford website under EC. All new Arch Ford EC Special Education employees completed the AIM Autism Internet Modules.
- Maintained a Behavior Drive in Google classroom to include behavior resources for EC staff, teachers, site directors, and parents. These resources help connect the staff with evidence based strategies from YouTube, social media, and other digital platforms
- EC staff has streamlined technology by utilizing Google applications to share resources for teachers, directors, parents, and staff to collaborate and problem solve high need cases for behavior and other developmental areas.
- Trauma Informed Lense, Adverse Childhood Experience Training presented by Tosha Smith, UAMS partner with EC Special Education Staff during beginning of the year PD.
- Parent Training Collaborations included Myrtle: Managing Youth Trauma Effectively presented by UAMS Project Play and Strengthening Families-3 Part Series by Engage Continuum through A-State, Arkansas Early Childhood Providers
- Experienced a significant increase of severe behavioral challenges due to changes in normal routines related to Covid-19 and addressed those with Functional Behavior Assessments, Behavior Intervention Plans, & modifications on the IEP.
- Early Childhood staff continued with the use of Teletherapy to deliver special education services to our students during any school closures or individual students that were out due to the Covid-19 pandemic. Implementing these strategies allowed us to provide supplemental instruction to the AMI packets that were provided. Teletherapy platforms included Zoom, Google Meet or FaceTime.
- Early Childhood staff created pre-recorded videos for students and families to deliver the services on the IEP when face to face intervention was not available due to Covid-19 and students IEPs were amended to reflect virtual therapy or AMI should an unforeseen school closure occur and used as supplemental resources for families.
- Speech Pathologists & EC Special Education Teachers have continued to increase inclusion practices for students who are being served in classrooms and have also been able to reduce the length of time that EC Special Education services are necessary for many students.
- Maintained and grew partnerships with all Early Intervention Day Treatment (EIDT) facilities to provide an inclusive blended model for preschoolers with disabilities and transitioned back to face to face services with 100% of EIDT treatment facilities.

- 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 will present at the Special Education Automation Software(SEAS) Conference this summer sharing best practices on EC Methods of Instruction, Collecting Data Creatively in Different Settings, and Consulting for the EC special Education
- EC Behavior Specialist will present at the Special Education Automation Software (SEAS) Conference this summer sharing how to Decrease Behavioral Challenges To Improve The Student's Overall Life Skills
- 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.
- All students were given parental involvement bags at the beginning of the year that encompassed materials for fine motor and cognitive development as well as activities for parents and students to reinforce developmentally appropriate practice activities by partnering with Nabholz Construction donating bags.

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** _____

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 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. covid 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 provided professional learning opportunities to support the delivery of G/T services during the year including the following programs:

- Secondary Course Content Workshop-Provided secondary teachers who have G/T students in their classrooms with strategies to provide differentiated curriculum for those students. Secondary teachers in the core disciplines are required to take this workshop.
- Quiz Bowl information and coaches' meetings-Information about how to conduct and coordinate quiz bowl tournaments and prepare students for competition is provided to participating schools in the cooperative area.

Major Highlights of 2021-2022:

- 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 and training as well as AP training on current and upcoming changes to the AP test order procedures.
- 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 Conference
- Specialist holds an elected position as AAGEA Board District III Director
- Coop Specialist held regional 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

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-12 Mathematics Specialist, MSE
Tracey Garrison K-12 Mathematics Specialist, MA, Ed.S
Jacob Sisson K-12 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 learning opportunities included a blend of virtual and face to face sessions due to Covid-19 restrictions. 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, Mayflower, South Conway County, Mt. Vernon/Enola, Shirley, Greenbrier
 - Professional Development Series (3 days)
 - MathQuEST Summer 2 Day Session - 63 Participants
 - ARMathQuEST: Ambitious Teaching Phase II Participants - 63 Participants
 - ARMathQuEST: Intro to Ambitious Teaching - 16 Participants
 - ARMathQuEST: Ambitious Teaching Implementation Phase I - 15
 - Classroom Planning/Observations/Feedback - Total 100 visits
 - Fall Coaching cycle - 49 visits
 - Spring Coaching Cycle - 51 visits
 - Teachers Receiving Support - 100 Participating
 - [2021-2022 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, Mayflower, South Conway County, Mt. Vernon/Enola, Shirley, 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
 - [2021-2022 Arch Ford CGI 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:

- K-2 Fundamentals of Early Number Sense and Number Relationships (45 participants)
- Choosing Tasks with ACT Aspire in Mind Grades 3-5 (19 participants)
- Choosing Tasks with ACT Aspire in Mind Grades 6-8 (10 participants)
- Modeling the Mathematics in Grades 3-5 (22 participants)
- Modeling with Mathematics Grades 6-8 (7 participants)
- WYC: Math Day 1 Illustrative Mathematics Training (15 participants)
- WYC: Math Day 2 Illustrative Mathematics Training (15 participants)
- 3-5 Math Essential Standards (6 participants)
- Illustrative Math Overview (3 participants)
- Illustrative Math (IM) Reconnect K-5 (8 participants)
- Illustrative Math (IM) Reconnect 6- Algebra 2 (10 participants)
- IM Institute K-2 Day 1 (262 participants)
- IM Institute K-2 Day 2 (210 participants)
- IM Hot Topics (13 participants)
- K-10 From Math Worksheets to WoW! (12 participants)
- Building and Strengthening Numeracy in 6-12 Math (10 participants)
- 6-8 FUNdamentals of Ratios and Proportional Reasoning (DESE) (24 participants)
- Illustrative Math Centers - Everything You Need to Know (54 participants)
- K-2 Fundamentals of Early Number Sense & Number Relationships DESE (40 participants)
- [2021 - 2022 Arch Ford K-12 Math PD Statistics](#)

District Support

Professional Learning Communities School Based Support Data:

- 396 Teachers received one or more on-site/virtual school based PLC support opportunities in the areas of curriculum alignment, team meetings, instructional planning, essential standards, formative assessment, data disaggregation regarding ACT Aspire, inclusive practices, student engagement, accelerated learning, and intervention.
- School Districts Receiving ongoing PLC support include: Dardanelle (Elementary/Intermediate), Western Yell (District), Nemo Vista (Elementary), Dover (Middle), Mt. Vernon/Enola (District), Pottsville (Jr. High), Vilonia (District) Westside (District), Russellville (Sequoyah/Middle/Intermediate), Two Rivers District, Atkins (Elementary), South Conway County (Primary/High), Shirley (Elementary), Quitman (District), Virtual Arkansas, Guy Perkins (District), Hector (Elementary).

Tier 1 Math Grant School Based Support Data:

- 13 site visits were made to support three schools/districts (Vilonia K-8/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:

- 47 K-12 Arch Ford Teachers, representing 7 districts, attended the statewide Illustrative Mathematics Institute.
- 130 Teachers received on-site classroom instruction routines support throughout 2021-2022. Onsite support includes on site training, grade level team meetings, instructional planning, IM routines training, and classroom based observation/reflection.
- School Districts Receiving IM or IM Routines Support: Morrilton Primary, Shirley Elementary, Mt. Vernon School District, Atkins Elementary, Guy Perkins Elementary, West Side School District, Two Rivers School District, Vilonia School District, Dover Elementary and Middle, Western Yell School District, Quitman Elementary and Nemo Vista Elementary.
- 12 Administrators received IM Support, including overviews, grade level support, classroom look fors, and fidelity checks.

Novice Teacher Support

Novice Math Teachers received various support services throughout the year including professional development in classroom management, instructional planning, and Praxis assessment licensure support.

- Novice Teacher Routines and Support Western Yell County (4 days)
- Novice Teacher Days Panel Participation (4 days)
- Math Praxis Journey Through the Grades Day 1 Algebra 2 to Calculus (4 days)
- Novice Teacher Instructional Routines Zooms (6 one hour sessions)
- [2021-2022 Novice Teacher PD Support Statistics](#)

Data Support

- **NWEA MAP**

Thirteen districts utilize the NWEA MAP assessment for K-2 and progress monitoring. Three of the thirteen have been supported through professional development, extensive email support, and extensive planning sessions.

- Mt. Vernon-Enola (3 days)
- Guy Perkins (1 day)
- West Side Greers Ferry (2 days)

Math Leadership Support

- **Math Leadership Collaborative**

The Arch Ford Math Leadership Collaborative (MLC) is a group of math leaders whose growth mindset instills a purposeful vision for teachers and students by acting as agents of support and change utilizing data and research to reach the ultimate goal: student success. Math Specialist provided various opportunities for math leaders to network and reflect in a collaborative session.

- On campus meetings (6)
- Coaches/Lead teachers/Administrators (Average 16 attendees per meeting)
- Agenda topics for 2022 include: Dyscalculia, PLC practices and essential standards, 8 Effective Teaching Practices, Fluency and Numeracy, Mathematical Centers, Interventions/RTI, and effective Coaching Practices.
- **Multi-Classroom Leader Training**
The Arch Ford Math Specialists supported North Little Rocks School District Multi-Classroom Leaders during monthly district collaborations. Both K-8 Literacy and Math Specialists provided ongoing support during these sessions on a variety of topics including: ACT Aspire Data Disaggregation, Disciplinary Best Practices, Coaching Essentials, Student Engagement/Differentiation Strategies, Book Study “The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever” by Michael Bungay Stanier.
 - District Meetings (9 meetings)
 - District Lead Math/Literacy Teachers/Administrators (25 attendees per meeting)

MAJOR HIGHLIGHTS OF 2021-2022:

- QuEST Year 1 PD - 16 Newly added teachers received professional development
- QuEST On-site/virtual support - Planning & Observation Tools (100 visits)
- QuEST Coaching PD (3 day model) and digitized the QuEST Protocols
- Secondary Math Novice Teacher Praxis Assessment Training Established-Praxis Boot Camp
- DESE Initiatives: PLC and Tier 1 Math Grant support and professional development provided to schools as needed
- Increased support and awareness to High Quality Instructional Materials (HQIM) with local schools and administrators
- Taking Action Book Study - Webinars and On-site
- Continued the monthly updates for K-12 educators, coaches and administrators (Math Memos)
- Continued meetings with Math Regional Leadership in a PLC format (MLC meetings)
- NWEA MAP data support
- Appointments & Publications
 - Tracey Garrison 9-12 Arkansas Mathematics Pathways Task Force
 - AR STEM Model Program State Advisory Committee Leader: Task to design a criteria and rubric for designing a model state school (4 meetings/workshop)
 - Tara Sanders appointed to the Arkansas Dyscalculia Response Team

- Jacob Sisson Presided and Lead the “2021 AAML/ACTM Virtual Arkansas Math Equity Conference” and “2021-2022 ACTM Networking Nights”
- Jacob Sisson serving as President of Arkansas Association of Mathematics Leaders 2020-2022
- Tara Sanders elected as Secretary of Arkansas Association of Mathematics Leaders 2022-2023
- Jacob Sisson serving as National Council of Teachers of Mathematics Arkansas Representative 2020-2022
- Jacob Sisson elected as Arkansas Council of Teachers of Mathematics President Elect and Incoming President (2022-2025)
- 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, Academics Plus, 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
Tanya Newton, Literacy Specialist, B.S.
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.
 - building capacity with facilitators in large participating school districts
 - helping participating secondary schools focus on close reading through in-house professional development and support.
 - helping participating schools begin the SOR walk through process.

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.

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.

Close reading has been a focus at the secondary level. Many participating schools have received professional development on close reading templates and have received ongoing support.

Major Highlights of 2021-2022

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
- Close Reading templates for grades 7-12
- Writing Revolution support
- Support with developing Essential Standards
- Help understanding how to accelerate learning (in response to learning loss during the pandemic)
- Support with understanding how to choose new curriculum
- 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 School Dude accounts for required state mandated inspections and notify districts of outstanding inspections before June 30th.
- Schedule competent asbestos and safety instructors to meet OSHA requirements. Classes are provided during the summer.
- Provide technical support for School Dude 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/submitting ESSER pre approval construction forms.
- Assist districts in the construction bidding and RFQ process.
- Assist/perform ADA site compliance of school districts.

MAJOR HIGHLIGHTS OF 2021-2022:

- All operations are now cloud based and can be accessed from any computer (paperless).
- 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 School Dude training provided by Arkansas Division of Public School Academic Facilities and Transportation.
- Completed certification classes to obtain Certified Facilities Director status.

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 591 novice teachers in the Arch Ford Esc region.

Year 1 - 277

Year 2 - 181

Year 3 - 183

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, an asynchronous Novice/Buddy training was provided via Google Classroom. This training afforded year 1 novices and their buddies the opportunity to work together to learn about the mentoring requirements, effective mentoring/ coaching techniques, and to work on PGP goals while being responsive to the scarcity of substitutes.

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 teacher self-care, student engagement and instructional strategies. The books, *The*

Beginning Teacher's Field Guide and *Self Care for Educators* by Dr. Tina Boogren were used to structure these sessions. Day three was led by the Arch Ford Mentoring Team and focused on the instructional strategies found in *The Beginning Teacher's Field Guide*.

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 and proficiency scales. Day two was led by the Arch Ford Mentoring Team and the novices shared the instructional strategies and experiences with implementing chosen strategies from the book.

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.

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. 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.

GOALS:

- Provide multiple layers of support for Year 1, Year 2 and Year 3 novice teachers to support effective teaching in the classroom and retention of teachers.
- Build capacity in identified lead teachers to support year 1 novice teachers through a digital platform.
- Help novices understand and utilize the research-based practices that effective teachers use in the classroom including building relationships with students, creating safe learning environments, and using engaging instructional strategies.
- Help district identified buddy teachers know and be prepared for implementing buddy teacher roles and responsibilities
- Provide relevant and timely support to novice teachers to address needs they have through digital forums and on-site visits. This includes classroom management, instructional, content and/or Praxis support,
- Understand the PGP workflow in EdReflect and be prepared to provide guidance to the novice teachers, as well as how to tag artifacts and evidence.

On the Arch Ford mid-year novice teacher survey administered in December 2021, 90% of the novice teachers were committed to staying in the profession.

[Advisory Committee Review of Data - October, 2021](#)

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

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

MAJOR HIGHLIGHTS OF 21-22:

- 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
- Service Dog to promote educator wellness
- Welcome to the Profession Reception held in December to make connections with graduates needing teaching positions
- Vision for year one conference for differentiation of needs in August 2022
- Collaboration with local universities: Retention and Recruitment Specialist guest lectured in multiple undergraduate classes in EPPs to develop relationships with future teachers
- Become a Teacher Event held in February to inform people of the various pathways available to enter the education field
- Retention and Recruitment Specialist partnering with University of Central Arkansas in teacher residency model
- Bethany and Karen attended Solution Tree's Supporting Beginning Teachers Conference and gained ways to improve mentoring program
- Lead Mentor Teachers participated in a book study on [The Coaching Habit](#)
- 2021 Teacher of the Year, Susanna Post, was a guest speaker for our Lead Teachers

PROGRAM: Principal Meetings

FUNDING SOURCE: Base Funds

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 2021-22 Principal Learning Collaborative focused on the qualities of an effective leader. The first meeting centered around building a positive, productive school climate. The book *The Coaching Habit* by Michael Bungay Stainer was used to structure the meetings in an effort to support the development of coaching skills.

Three principal meetings were held throughout the 21-22 school year that included a presentation and discussion on a key topic of need, discussion around *The Coaching Habit* book, time for networking in small groups by topics and grade level bands, and TCC updates to ensure that principals had the information they needed.

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 2021-2022 SESSIONS:

- **Meeting 1, September 16, 2021: Focus -Building a Productive School Climate by Fostering Belonging and Connection:** This session was based on current needs of principals who were asking for ideas and support on building a positive school climate where everyone felt like they belonged.
- **Meeting 2, October 28, 2021: Focus- Instructionally Focused Interactions Using Coaching and Feedback:** During this session examined two of the three dimensions to improve instructional practice. The book *Coaching Habit* was utilized to discuss coaching and feedback during this session. We also examined the LEADS rubric to see where these processes fit into the domains.
- **Meeting 3, March 29, 2022: Focus -Instructionally Focused Interactions Using Coaching and Feedback:** During this session, we continued discussing the strategies found in *The Coaching Habit* book. Attendees were given time to practice the coaching questions.

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 21-22:

- **Summer PD 2021:** 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 2020. A Teacher Survey was conducted in January 2021 to further determine needs, and the Teacher Center Committee and Co-op Specialists also provided feedback on needs. 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 2021. Due to uncertainty because of COVID-19, the majority of sessions offered in the summer were virtual, with the exception of a few sessions required to be presented face-to-face.
- **Support for Districts in Level 3 or 4** During the 21-22 year, we had 5 districts in need of additional support in the area of reading. 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) and monthly (Level 4) 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. The bulk of the work this year included identifying Essential Standards in Math, Literacy, and Science, and helping teachers understand how to create common formative assessments (CFAs). Some of the districts they assisted this year include several Russellville Schools and the entire elementary admin team, Mt. Vernon/Enola, West Side Greer's Ferry, and Virtual Arkansas. This team has also assisted districts with creating RtI systems to provide interventions to students in need and providing feedback to districts on their RtI systems already in place.. In support of PLC work in our districts, all Arch Ford specialists attended an RtI At Work session provided by DESE for districts who receive 1003 funds, to increase their skills in this area.
- **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 1 of Take Flight in the summer of 2021, and continued with the 4 follow-up dates during the year. Participants will continue with Year 2 of Take Flight in the summer of 2022.
- **Handle with Care:** To meet the needs of districts and satisfy requirements of Act 1084 of 2021, Arch Ford hosted an additional 3 days of Handle with Care Training of Trainers in September 2021. 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. Recertification was also held for current trainers in December 2021.
- **Coaching Habit Book Studies**One of the book studies that has been conducted this year with multiple groups has been on the Coaching Habit to increase the coaching skills of our educators. This study was conducted with of Principals and Instructional Facilitators to increase communication between those two groups, as well as to build our own skills in coaching. This method utilizes 7 questions to help you move quickly through a coaching conversation with results.
- **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, Danville SD, East End SD, Greenbrier SD, Hector SD, Mammoth Spring SD, Mount Vernon-Enola SD, Nemo Vista SD, Perryville SD, ScholarMade Achievement Place of Arkansas, Sheridan SD, South Conway County SD, South Side SD (Bee Branch), and Western Yell County SD.

PERSONNEL: Priscilla Riedel-Cohan, MS, RDN, LDNS

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 2021-2022:

- Provided support to Ashdown SD, Clinton SD, Mount Vernon-Enola SD, Nemo Vista SD, and Western Yell County SD for Arkansas Department of Education Child Nutrition Unit Administrative Reviews and Procurement Reviews where requested. Western Yell County SD was also subjected to a federal review by the Southwest Regional Office of the U. S. Department of Agriculture.
- Encouraged school districts to utilize every available federal waiver to maximize meal participation and federal revenue streams and provided support to complete documents as needed.
- Provided templates for documented program policies such as those for civil rights compliance and meal charges. Additional templates for procurement compliance

included a local procurement plan, procurement code of conduct, and bid protest procedure.

- Implemented Mosaic Back-of-the-House (BOH) with 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.
- Initiated new purchasing contracts for *Further Processing of USDA Foods* and direct sale of food products from manufacturer to school district as well as purchasing contracts for *Farm Fresh Beef*, *Fresh Bakery*, *Fresh Pizza Delivery*, *Milk Products and Fresh Juice*, and *Foodservice Paper and Plastic Products* to support supply chain management.
- Began the development of training materials and online Canvas courses for our Workforce Education and Development (WED) program and upcoming Training, Networking, and Team Building (TNT) Conference scheduled for August 3-4, 2022, at South Conway County School District.

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 Greers 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 2021-2022:

Developing units around essential standards: 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.

Partnership with Arkansas Tech University: The AFESC science specialists help to develop syllabus and curriculum for STEM methods course, and co-taught sessions with ATU faculty.

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 2021-22.

Support for VEX Robotics: This year the AFESC science specialists supported schools establishing and maintaining VEX teams, and worked with the ATU STEM Center to implement the VEX Robotics state tournament including over 100 teams throughout the state. Professional development was designed and presented to support area teachers in developing teams

Professional Development: AFESC specialists have developed professional development to meet the needs of the AFESC schools in 2021-22 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 and incorporate literacy, STEM, and assessment strategies. The Arch Ford Science specialists have written and led 100 hours of professional development including VEX Robotics, Science and Engineering instructional practices, and grade specific model units.

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
Susan Shurley	Sp.Ed. Supervisor, MSED
Susan Corning	Sp.ED./Appraisal-Sp.Ed. Administrative Assistant
Karen McKnight	School Psychology Specialist, LPE-I,
Lauren McKnight	Licensed Psychological Examiner Independent
Elissa Pitman	School Psychology Specialist, (NASP)
Mollie Teas	School Psychology Specialist, LPE
Mary Lajeunesse	Licensed Psychological Examiner Independent
Brittany Whitener	School Psychology Specialist

PARTICIPATING DISTRICTS Atkins, Bauxite, Concord, Clinton, Danville, Dardanelle, Dover, East End, Guy Perkins, Hector, Mayflower, Nemo Vista, Perryville, Pottsville, Quitman, Two Rivers, Western Yell County, West Side Greens 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 2021-2022:

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.
- Three SpEd Supervisors spoke on February 10th, 2022 at Arkansas Tech University to prospective teachers regarding Special Education
- One of Arch Ford SpEd Supervisors holds a position on the AASEA Board
- Assisted paraprofessionals and school districts with the paraprofessional training Modules for participating school districts.

- Held the Annual Child Find Committee meeting on September 10th, 2021 for the participating school districts
- Handle With Care “Trainer of Trainers” training was held at Arch Ford on September, 28th, 29th & 30th, 2021
- The six Special Education Supervisors made regular visits during the school year totaling more than 899 school site visits to the 20 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 402 certified and non-certified special education staff which served over 3,160 identified students with disabilities. The supervisors provided technical assistance to the Special Education staff at the CrossRoads ALE campuses as well as site visits to the ALE Campuses as needed in the Arch Ford area.
- The six supervisors have conducted a total of 68 staff development sessions over the course of the year to include Special Education Due Process 101 on September 29th, 2021 which assisted new teachers and existing teachers that needed a refresher on how to complete due process paperwork.

School Psychology Specialist/Educational Appraisal

- Conducted 914 Comprehensive Psychological Evaluations for local school districts
- Conducted 61 Autism Evaluations
- Conducted 64 Functional Behavior Assessments
- Attended Conferences for 20 students.
- Consultations: 299
- Assisted with and helped develop Behavior Plans for students with behavioral issues, along with technical support for these students
- Presented 2 staff development trainings Disability Awareness & Interpretation of Psycho- Educational Evaluations both held on January 27th, 2022
- Examiners attended a cumulative total of 20 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:

The Arkansas Department of Education, Division of Elementary and Secondary Education, Office of Special Education, funds a grant by which the consultant group, Arkansas Transition Services, works 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, as mandated by the Individuals with Disabilities Education Act.

Arkansas Transition Services consists of six transition consultants across the state, including a State Transition Coordinator. All consultants provide district, regional and state-wide training and technical assistance throughout the year. Arkansas Transition Services develops and provides training based not only on Federal mandates, but also on the requirements of Arkansas Regulations and the needs of school districts and transition teams in the area of transition. These needs greatly changed due to COVID-19 and the need for virtual technical assistance and training. Training provided in the summer of 2021 was virtual and on-site when available. Those trainings included Compliance Training: Indicator 13 Checklist Walk-through, Transition Assessment: Post Module Training.

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 2021-2022

Arkansas Transition Services Statewide Events:

Arkansas Transition Services Statewide Events:

- Continuation of Pop-up Professional Development—a quick and fun way to learn about transition topics.
- ATS website houses 5 Transition Assessment Video Modules to fulfill a great need for information on transition assessments. The modules provide an overview of transition assessments and focus on assessments in different domains including: employment, education/training, and independent living skills and community participation. The series of modules provide a foundation of knowledge in transition assessments and will prepare participants for a more in-depth training this summer.
- Arkansas Transition Short Film Camp with Inclusion Films was able to be held in person in April 2022. This week-long camp was held on the campus of the University of Arkansas Pulaski Technical College and had 27 attendees who were juniors and seniors with disabilities in high school. They learned a variety of aspects of the film industry and numerous opportunities to practice employment skills, including social skills, interview skills, following directions, and performance evaluation.

- Arkansas Transition Services is working 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. This program was shared at the LEA Academy in Hot Springs in October 2021.
- The first Cadre meeting in two years was held in person in December 2022 and the focus was on local transition teams learning the benefits of using the Predictors Implementation Self-Assessment (PISA) tool and developing action plans around evidence-based predictors of positive post-school outcomes. 28 teams attended and all developed action plans on which we continue to provide follow-up.
- 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 worked with three new students from schools in Pulaski and Jefferson Counties. We also received 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.
- In the 2020-2021 school year we recruited teachers to receive training to implement 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 2021, and implementation of the intervention began in the Fall of 2021. Data collection and analysis will begin in the summer 2022.
- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) training was held in March 2022. 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 in order to experience successful post-school outcomes. The district leadership teams (Harrisburg, Rogers, and Magnolia) served as presenters in this training for five new schools that will be implemented in the Fall 2023.
- College Bound Arkansas 2022 was held June 27-29, 2022 on the campus of UCA. There were sessions for students, parents, and professionals, that focused on the

following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. The camp provided students opportunities to explore the possibilities of college and what supports could be available to help them succeed.

- 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. This will involve school personnel surveying students who left the prior year for three years: 2022, 2023, 2024. All participants will be trained and 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.
- ATS will offer the following Cooperative level trainings in the summer of 2022:
 - **Secondary Transition Compliance Basics and Best Practices**
 - **Promoting Inclusive Practices through PISA**
 - **Transition Class Guidance**
- Although the COVID-19 pandemic has slowed down, our efforts have continued to adapt to providing technical assistance and training virtually when needed and appropriate. We have been working to provide the best resources and training to work through these unprecedented times to allow for continued effective planning that leads to positive post-school outcomes. Our website (www.arkansastransition.com) is continually updated with new resources every year throughout the year.
- Guest lectured at UCA for 22 future teachers regarding Transition

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.
- Facilitated a 12 week Transition Coalition Self-Study: IDEA and Secondary Transition with Vilonia Public Schools Special Education PLC .

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.

PROGRAM: Technology

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

COMPETITIVE GRANT: Yes X No

RESTRICTED: X **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 for Arch Ford specialists and member schools, supports the Arch Ford technology infrastructure, and assists member schools in the use of technology, software, and resources. It is the goal of the coordinator to support schools and specialists as they implement student-focused learning environments by providing professional development that model online professional communities, as well as best practices for classroom technology. Professional Development would not be possible without ongoing technological support of the cooperative. Therefore it is the coordinator's responsibility to maintain and support current technology, the local network infrastructure, and provide support for state testing requirements. The coordinator will work with member school specialists, as well as Arch Ford specialists to provide support and information on existing and emerging technologies that may be utilized to support students as they prepare for college, career and community engagement. Technology coordinators are members of the state's Cyber Threat Response Team to support and assist cooperatives and schools if/when an attack occurs.

2021-22 HIGHLIGHTS:

- Four meetings and five training opportunities were held for Technology Coordinators from Arch Ford member schools. Meetings included updates and resources from the ADE Research and Technology department, the Department of Information Systems (DIS), as well as other state entities. Training and information sessions were provided on the newest resources, tools, and technologies for school districts. Additional training for technology coordinators included Cognos reports, Cybersecurity, and data privacy training.
- Library Media Specialist meetings for Arch Ford member schools were held each semester. Meetings 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, and the cooperative technology coordinator.
- Designed and provided professional development to Arch Ford member schools. Learning opportunities focus on the use of technology to support the student-focused classroom. Training included *Using Google Classroom for Learning Data Privacy & Security*, and *Leading with Technology* workshops.
- Provided support for Arch Ford specialists with training and information on tools and processes to support a student-focused environment. Training included blended learning best practices, video software demonstration, website accessibility, and creating application options to support teachers.
- 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: Electronic Fingerprinting

Competitive Grant Yes ☐ No ☒

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

- AFESC has one Live Scan unit in the main office for scheduled appointments (every 15-30 minutes). We also have a portable Live Scan that we take it into the districts to do onsite prints for them.
- AFESC has performed 1669 total electronic fingerprints from July 1, 2021-May 17, 2022.
- Currently, we have two employees trained to conduct fingerprints. These employees must work fingerprinting into their already full-time positions.
- Free Background Checks for Substitute Teachers To assist districts with the high need of substitutes, DESE in collaboration with state education partners is providing no cost background checks for individuals interested in supporting their local schools by becoming a substitute teacher. In order to complete the expedited, free process, background checks must be completed at either DESE or one of the local education service cooperatives. These services are projected to end around June 30, 2022.

Program Name: Epidemiology and Laboratory Count (ELC) Grant

Competitive Grant Yes ☐ No ☒

Goals and Description: Arch Ford Education Service Cooperative partnered with the Arkansas Department of Health supporting local public and private schools with the ELC Reopening of Schools Project. Arch Ford served as the fiscal agent and worked collaboratively with local school districts in the disputation of awarded grants to strategically control COVID-19. The Arkansas Department of Health for the Epidemiology and Laboratory Capacity for Prevention and Control of Emerging Infectious Diseases established 21 areas in which districts utilized the grant and Arch Ford worked with the districts and Department of Health to ensure rules and regulations were adhered to with purchases.

Program Name: Retention and Recruitment Support**Competitive Grant** Yes ☐ No ☒

Goals and Description: To support districts as they experience shortages of teachers in certain areas, Arch Ford has implemented a number of measures to help. One measure implemented is a Teacher Candidate list, which is constantly being updated and sent to principals and superintendents in the region. Recent graduates and other job seekers send their resumes and licensure areas to be added to the list. This has helped districts as they are looking to fill certified positions and long-term subs. We also held a “Become a Teacher” event in the the spring of 2021 to help possible teachers learn about the different pathways available for licensure. One of the biggest ways we help support districts in this area is through Praxis support. Funded by the novice teacher grant, Arch Ford provides free subscriptions to 240 Tutoring, an online Praxis prep course covering many of the tests our teachers need to pass. This assists districts in allowing teachers to test out in areas of need without having to pay for preparation. It also helps Arch Ford establish a positive relationship with future teachers in Educator Prep Programs who are struggling to pass a test. When needed, Arch Ford also provides tutoring for educators needing assistance with passing a test.

Program Name: Teacher Excellence Support System (TESS)**Competitive Grant** Yes ☐ No ☒

Goals and Description: The Arch Ford Education Service Cooperative held offered TESS and LEADS trainings 6 times during the 2021-22 school year. Arch Ford Education Service Cooperative scheduled sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system. In order to provide flexibility, both face-to-face and virtual options were offered.

The Arch Ford Cooperative provided these training sessions to support the teachers and administrators in TESS and LEADS through:

- on-going support via email & phone in addition to these sessions
- on-site support as requested
- in-District Assistance with TESS Protocol and EdReflect Functionality
- TESS and EdReflect for the Arch Ford Principal Prep Candidates
- summer 2021 TESS Domain Study and EdRflect Functionality for Learners
- summer of 2021 TESS Domain Study and EdReflect Funcitonality for Observers
- summer 2021 TESS/LEADS Law & Process/EdReflect Functionality
- June, 2022 session TESS Domain Study for Learners
- Email Reminders RE: EoY Processes
- TESS/LEADS page on Arch Ford website
- provided TESS learner and observer flipbooks to administrators and beginning teachers

Program Name: National Board Certification Grant for Teachers in Rural Districts

Competitive Grant Yes ☐ No ☒

Goals and Description: The Department of Education and Arch Ford partnered to provide scholarships for National Board Certification for 5 teachers from High Poverty Schools in High Poverty Districts beginning in September 2021. The teachers who received the grants were chosen through an application process based on the demographics of their schools and their willingness to complete all tasks related to the NBCT program. Teachers chosen for the program were from the following Arch Ford schools: Danville Elementary, Morrilton Intermediate, Western Yell High School, Dardanelle Intermediate, and Two Rivers High School. As part of the program, each teacher receives their own NBCT Coach and works on a pre-NBCT course of study to prepare them for their exam and modules. All five teachers have made great progress during the 21-22 school year and hope to complete their NBCT certification within the next 2 years.

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: Science of Reading (SoR)

Competitive Grant Yes ☐ No ☒

Goals and Description: In accordance with Act 1063 of 2017 and Act 489 of 2021, Arch Ford continues to offer support for all educators in the area of the Science of Reading. All 6 days of RISE training for K-2 and 3-6 RISE are offered at least once during the summer and again throughout the school year. The Stand-Alone SoR days are also offered to allow those who have completed the videos a chance to complete a Phase I pathway. SoR Assessor training has been offered multiple times during the 21-22 school year to train administrators on how to assess teachers for proficiency. A Google form has also been created to help administrators see an option for how to document evidence of proficiency for teachers to help them plan PGP goals and professional development in SoR. The Arch Ford team has used this form to help administrators create walkthrough forms based on the look-fors from DESE and worked with teams to help them analyze their data and plan for professional

development. AFESC maintains a padlet of SoR resources to assist all educators with necessary information related to the Science of Reading. [Click here to view.](#)

Foundations of Reading Support: In addition to the sessions offered to train teachers on the SoR, AFESC also provides intensive support for teachers who need assistance with passing the Foundations of Reading test. A course of 10 one-hour sessions was developed in the fall of 2021 and is used to prepare teachers with the background knowledge needed to be successful on the test. The course is used in conjunction with Tutor 240 to help teachers prepare.

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 will be 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 are installing additional display devices at the back of workshop rooms to accommodate for easier viewing and access by participants. We are also replacing outdated presentation stations and computers with equipment that is designed to allow for more interaction among presenters and participants. We will continue to implement new technology with approvals of future project until all funds are expended.

Program Name: ACT Support for Students

Competitive Grant Yes ☐ No ☒

Goals and Description: All Co-ops received the opportunity to provide support in taking the ACT for students within their region from the Department of Education. All districts were invited to participate in the online platform OnToCollege, which provides online test preparation exercises for students, as well as information on colleges such as tuition, admission requirements, and deadlines. Of the Arch Ford districts, 24 chose to participate in OnToCollege. As part of the grant, sessions for students with Chad Cargill were also offered both onsite and virtually. Students who attended the sessions received an ACT Prep workbook based on the tips taught in the session. One face-to-face session was held and two virtual sessions for Arch Ford school. Over 100 students from attended the face-to-face session and 93 the virtual sessions. Feedback from the sessions was overwhelmingly positive and students reported that it was helpful for them as test-takers.

Program Name: Fundamentals of Manufacturing Skills Course**Competitive Grant** Yes ☐ No ☒

Goals and Description: In response to an increased demand for high-quality digital content for career and technical education and shortages of skilled employees in important industry and manufacturing trades across the state, Virtual Arkansas will partner with local stakeholders to provide a tailored digital curriculum that equips educators and learners with access to learning opportunities in relevant, manufacturing and industry-related competencies. Virtual Arkansas will utilize funds from the Entergy grant to develop a Fundamentals of Manufacturing Skills Course that will be part of the suite of content available to Arkansas schools long-term through VA's platform and also housed on the Ready for Life site.

Program Name: Virtual Arkansas Teacher Residency**Competitive Grant** Yes ☐ No ☒

Goals and Description: Virtual Arkansas is partnering 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.

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 further advance the Arkansas Governor's Computer Science initiative and 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 by December 10, 2021, are as follows:

1. Computer Science Coding/Programming Year 2 (Semester 2)
2. Advanced Computer Science Coding/Programming Year 3 (Semester 2)
3. Data Science Year 1 (Semester 2)

In addition to providing Arkansas students and teachers access to the above courses, Virtual Arkansas, in coordination with the Computer Science Unit of the Arkansas Department of Education, will upgrade and enhance three previously developed Cybersecurity courses and the 7th and 8th-grade Computer Science courses. Through this project, Virtual Arkansas will also make enhancements to the year 2 coding course to reflect the coding language of Python.

Program Name: CTE Course Design and Development Project

Competitive Grant Yes ☐ No ☒

Goals and Description:

Virtual Arkansas is partnering with the Division of Career and Technical Education (DCTE) to Design and Develop 76 Career and Technical Education Courses, each meeting their respective Arkansas and/or national curriculum standards. Upon completion, these CTE courses will be made available to Arkansas schools and teachers throughout the state to be utilized in a blended learning environment. The courses designed and developed through this process will help to accomplish the following DCTE and Virtual Arkansas goals for students throughout Arkansas: prepare students to meet the current needs of employers, increase the number of students who successfully complete career focus programs of study, increase the number of students participating in work-based learning, and increase the number of students graduating from high school with career certifications. The availability of these courses will allow local schools throughout Arkansas to have a guaranteed and viable CTE curriculum in an online and blended format so CTE education can continue during any form of school disruption, including a pandemic. These courses, once completed, will be housed in the Virtual Arkansas instance of the Canvas Learning Management System (LMS). If local schools utilize an alternate Learning Management System, instructions on how to import the course content will be provided. Virtual Arkansas will provide the necessary training, access, accounts, and project management of the CTE Course Design and Development Project. The Division of Career and Technical Education (DCTE) will assist in project designer and developer recruitment, assist Virtual Arkansas in project management, and provide their knowledge and expertise in career and technical information to help ensure that a guaranteed and viable curriculum is provided that meets the Arkansas and/or national standards are met.

The goals of this project include:

1. Design and develop 76 complete CTE courses.
2. Increase the number of CTE courses available to Arkansas students and teachers, thus increasing educational access and opportunity to help facilitate an increase in the number of CTE student concentrators within the state. In addition, this will assist with the knowledge required for credential attainment.
3. Submit 40 courses for Quality Matters course review to receive Quality Matters quality assurance certification.

Program Name: Hygiene Affects Attitude

Funding Source: Blue & You Foundation for a Healthier Arkansas

Competitive Grant **Yes X** **No**

Goals and Description: The Arch Ford ESC CTE Department was awarded a \$2,000.00 grant that was used to purchase and deliver bags of shampoo, conditioner, soap, deodorant, toothpaste, and toothbrushes to 27 Family and Consumer Science teachers selected for this project. The project was also open to employees of Arch Ford for donations to add to the bags before final delivery. This project was developed to make a difference for students in high school FACS classes to help them build a bit of confidence by taking care of their personal selves during some tough times we are all feeling. Our goal was to impact approximately 260 students in school districts in Cleburne, Conway, Faulkner, Perry, Pope, Van Buren, and Yell Counties.

PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

[Click here](#) to access the Arch Ford 2021-22 Professional Development Activities Report.

[Arch Ford User Satisfaction Survey Results for 2021-2022](#)