



Wilbur D. Mills
Education Service Cooperative

WDMESC

Annual Report
on Operations
2022-2023

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Director's Annual Memo

The Wilbur D. Mills Education Service Cooperative remained vigilant in our approach to provide progressive, quality services to the school districts we served through 2023. We are committed to serving our school districts and meeting their needs in this ever evolving environment we find in education today. We continued with the task of aiding our schools in their attempts to implement the Arkansas State Standards, while continuing to assist them in receiving quality training in the many required areas of professional development. Our Cooperative has also undertaken the task of assisting our districts as they implement the Professional Learning Community Model. In addition, as we exit the Global COVID 19 Pandemic we are in, we have further broadened our supportive role in technology and digital learning. As a result of the Pandemic we continue to broaden our existing role as liaison between the Arkansas Division of Elementary and Secondary Education. This has been achieved through bi-weekly meetings with the D.E.S.E. leadership. Our Board members are very active in their service to the cooperative and are providing a very sound shared vision along with us.

The 2022-2023 annual report prepared by the staff of the Wilbur D. Mills Education Service Cooperative reflects information on the programs and grants conducted through the co-op for our 17 school districts and collaborative partners. The Wilbur D. Mills Education Service Cooperative has 66 employees total, some of which are housed in the schools and preschools.

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

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

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

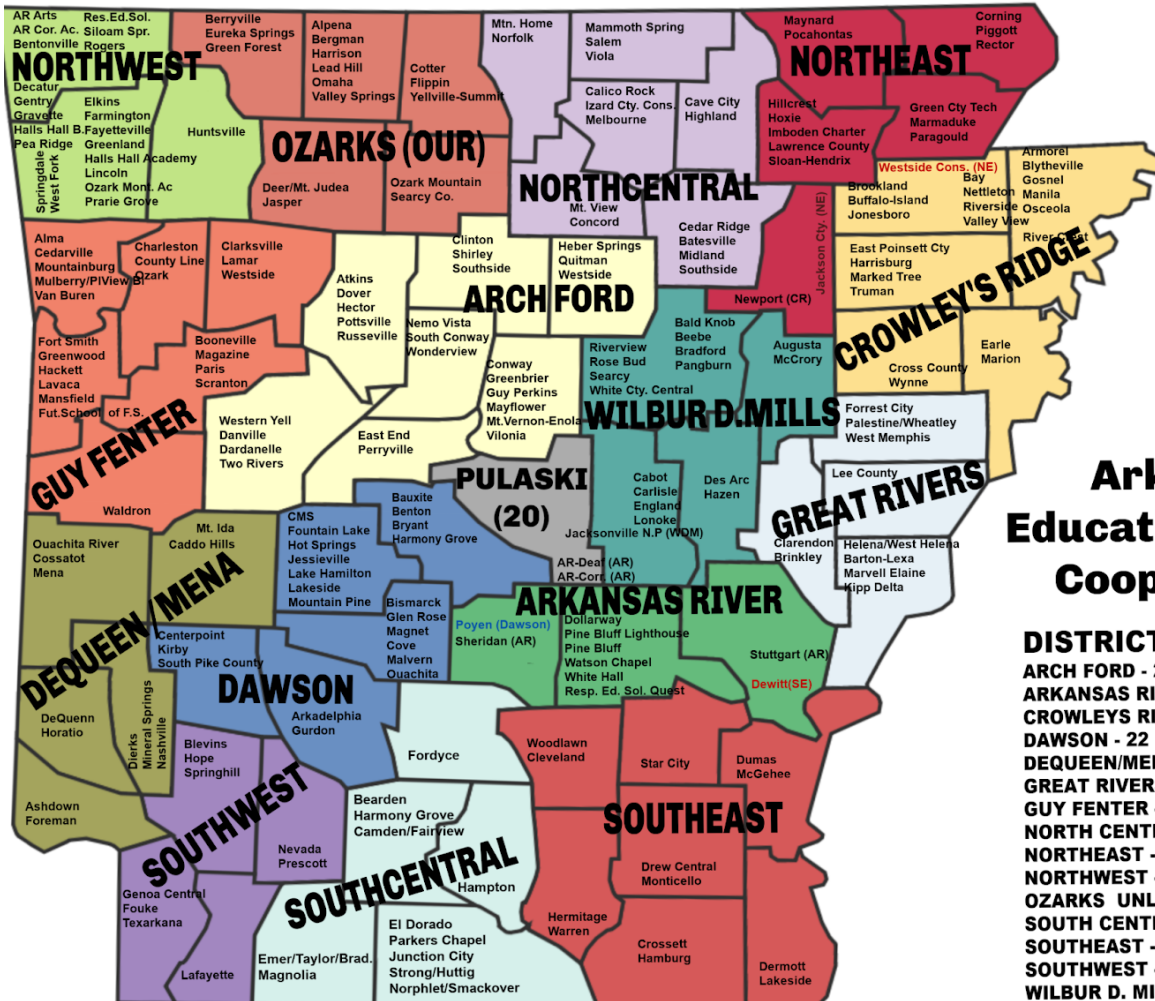
The co-ops of Arkansas have served as the implementation support agents for new state initiatives. The Wilbur D. Mills Cooperative has provided the extensive professional development and capacity building necessary to implement the state initiatives. We plan to continue to effectively provide support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

Brad Horn, Director
Wilbur D. Mills Education Service Cooperative

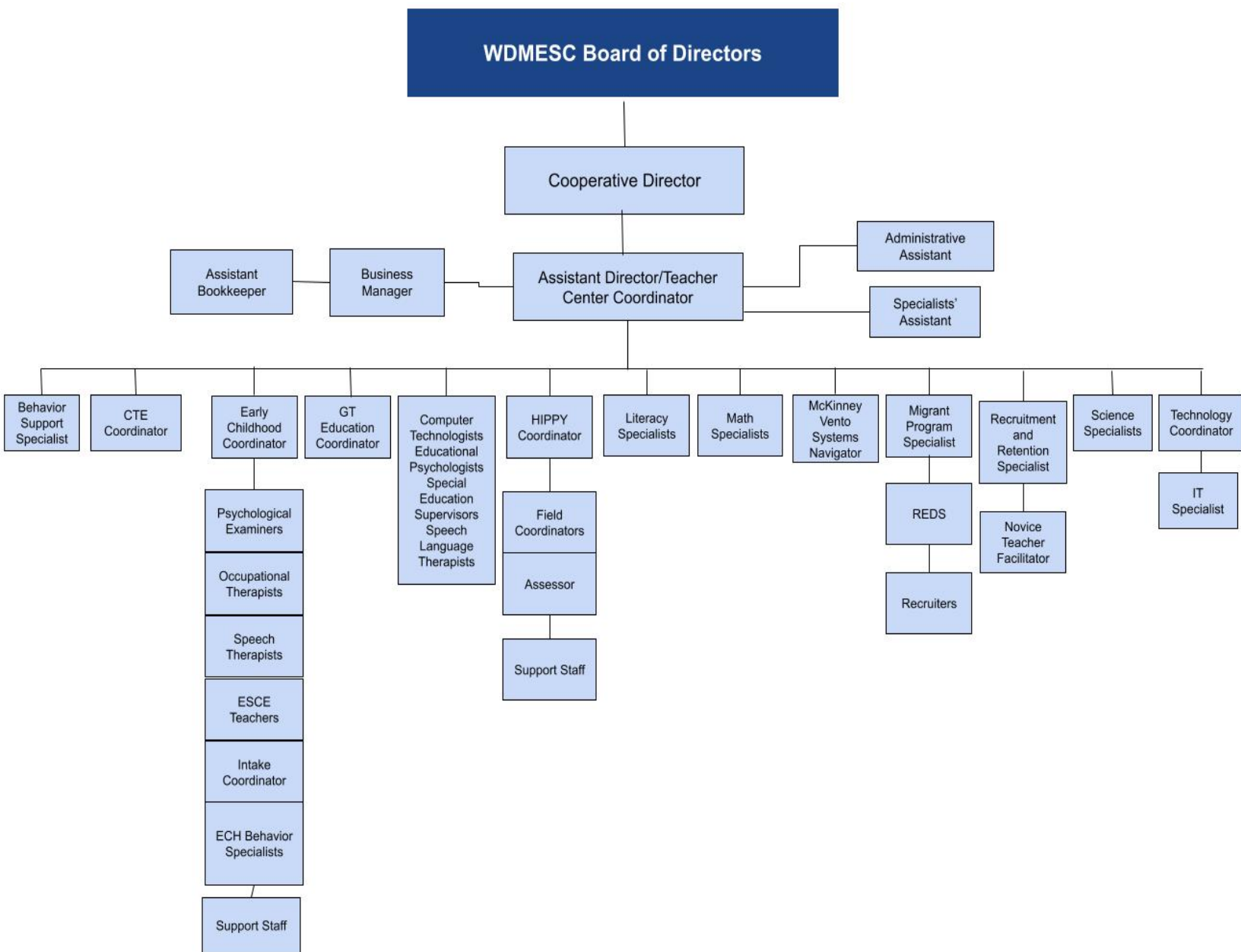
WDMESC Mission Statement

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

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



WDMESC Organizational Flow Chart



School Districts served in Wilbur D. Mills Education Service Cooperative

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

Officers of the Board of Directors for 2022-2023

Name	Position	School District
Cathy Tanner	President	Augusta
David Rolland	Vice President	Pangburn
Dr. Jeremy Owoh	Secretary	Jacksonville North Pulaski

Members of the Board of Directors for 2022-2023

Name	Position	School District
Cathy Tanner	Superintendent	Augusta
Melissa Gipson	Superintendent	Bald Knob
Dr. Chris Nail	Superintendent	Beebe
Patti Stevens	Superintendent	Bradford
Dr. Tony Thurman	Superintendent	Cabot
William Rountree	Superintendent	Carlisle
Dr. Marc Sherrell	Superintendent	Des Arc
Tyler Scott	Superintendent	England
Donnie Boothe	Superintendent	Hazen
Dr. Jeremy Owoh	Superintendent	Jacksonville North Pulaski
Jeff Senn	Superintendent	Lonoke
Dr. Nathan White	Superintendent	McCrory
David Rolland	Superintendent	Pangburn
Stan Stratton	Superintendent	Riverview
Allen Blackwell	Superintendent	Rose Bud
Dr. Bobby Hart	Superintendent	Searcy
Dean Stanley	Superintendent	White County Central

Teacher Center Committee Members for 2022-2023

Name	Position	School District
Jacob Shafer	High School Principal	Augusta
Lynn Garner	Elementary Administrator	Bald Knob
Paula Moore	Library Media	Beebe
Jeremy Robertson	Secondary Teacher	Bradford
Jill Fletcher	Administrator @ Large	Cabot
Judy Scroggins	MS Teacher	Carlisle
Cheryl Holland	Administrator at Large	Des Arc
Melissa Cason	Secondary Teacher	England
Tiffany Glover	Assistant Principal	Hazen
Erika Clinton	Secondary Teacher	Jacksonville North Pulaski
Jeannie Holt	MS Principal	Lonoke
Patty Hernandez	Elementary Principal	McCrory
Chad Ramsey	MS Teacher	Pangburn
Adell Morris	Middle School Teacher	Riverview
Amanda Frizzel	Secondary Teacher	Rose Bud
Julie Brown	Elementary Teacher	Searcy
Maegan Johnston	Elementary Teacher	White County Central

Education Service Cooperative Annual Report

Date: 04/17/2023 **LEA#:** 73-20 **ESC#:** 15
ESC Name: Wilbur D. Mills Education Service Cooperative
Physical Address: 114 N. Main St., P.O. Box 850, Beebe, AR 72012
Phone Number: 501-882-5467
Director: Brad Horn
Teacher Center Coordinator: Leasha Hayes
Names of Counties Served: Lonoke, Prairie, North Pulaski, White, Woodruff
Number of Districts: 17 **Number of Students:** 31,092
Number of Teachers: 3281

Governance:

How is the co-op governed? Board of Directors
How many members are on the Board? 17
Executive Committee? N/A
How many times did the Board meet? 11
When is the regular meeting? 3rd Wednesday of month
Date of current year's annual meeting: June 23, 2023
Does the co-op have a Teacher Center Committee? Yes If yes, then:
How many are on the Teacher Center Committee? 17
How many members are teachers? 9
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? Fall, Winter, and Spring
When was the most recent survey/needs assessment conducted? January 2023
Have written policies been filed with the Arkansas Department of Education? Yes

Staffing

Wilbur D. Mills Education Service Cooperative 2022-2023

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

Name	Position	Funding Source	New Hire	Resigned
Adair, Katie	Early Childhood Instructor	S/F	X	
Allen, Pamela	Math Instructional Specialist	S		
Armstrong, Christian	Technology Center Program Coordinator	B		X
Armstrong, Cynthia	Computer Technologist for Bradford School District	D		X
Bailey, Suzanne	Early Childhood Program Coordinator	S/F		
Baker, Abby	Early Childhood Teacher	S/F		
Ball, Jessica	HIPPY Field Coordinator	S		
Barnwell, Carla	Medicaid-eSchool Assistant	S/M		
Bass, Amber	Literacy Specialist	S		
Baum, Alton	Custodial/Maintenance	B		
Bell, Kristin	Early Childhood Instructor	S	X	
Berner, Robyn	Early Childhood Due Process	S/F		
Bettencourt, Baileean	Early Childhood School Psychology Specialist	S/F		
Bostic, Lindsay	Early Childhood Programmer	S/F		
Brister, Timothy	Math Specialist	S		
Brogdon, Amanda	CTE Coordinator	S/F		X
Bryan, Nicole	Early Childhood Teacher	S/F		
Burchfield, Katlynn	School Psychological Examiner-Rose Bud School District/Novice Teacher Mentor	D/S	X	
Carrigan, Benjamin	Science Specialist	S		
Chena, Sandra	Migrant Program Student Support Specialist	F		
Cherry, Alicia	Early Childhood Instructor	S/F	X	
Clark, Jason	HIPPY Director	S		
Clark, Wendy	Early Childhood Speech Therapist	S/F		
Cook, Johnnie	Early Childhood Intake Coordinator	S/F		
Counts, Gabby	Early Childhood Paraprofessional	F	X	
Crider-West, Daphne	Early Childhood Speech Therapist	S/F	X	
Cross, Kyle	Computer Technologist-Riverview School District	D		
Farfan, Lily	Migrant Program Field Recruiter	F		
Fletcher, Deborah	HIPPY Program Admin Assistant/Media Clerk	S		
Formel, Kathleen	Early Childhood Paraprofessional	S/F		
Fuller, Karen	Migrant Program Specialist	F		
Gajeski, Karen	School Psychology Specialist - Beebe School District	D		
Gates, Jennie	Hippy Field Coordinator	S		X
Gerlach, Amy	Early Childhood Special Education Teacher/Programmer	S/F		
Gillion, Christie	General Business Manager	B		
Guyot, Kerry	Early Childhood Speech Therapist	S/F		
Hackworth, Abigail	Early Childhood Paraprofessional	F		
Hall, Kimberly R	Early Childhood Instructor	S/F		
Harmon, Miranda	Early Childhood Paraprofessional	S	X	
Harris, Heidi	Migrant Program REDS	F		

Hayes, Leasha	Assistant Director/Teacher Center Coordinator	B		
Heidelberg, Stephanie	HIPPY Field Coordinator	S		
Henson, Sarah	Early Childhood Programmer	S/F		
Hines, Courtney	Novice Teacher Recruiter	S		
Hinesly, Kristina	Early Childhood Administrative Assistant	S		X
Hofheinz, Monica	Early Childhood Speech Therapist	S		
Horn, Brad	Director	B		
Hurley, Kimberly	Early Childhood Occupational Therapist	S		
Hurst, Laura	Early Childhood Administrative Assistant	S/F	X	
Jeffery, Helen	Special Education LEA Supervisor - Pangburn & Bradford School Districts	D		
Jobe, Colleen	Early Childhood Programmer	S		
Keathley, Taylor	Early Childhood Paraprofessional	F		X
Keller, Suzanne	HIPPY Intake Coordinator	S		
Kennard, Tuer	ARP Homeless II Liaison	F	X	
Kiihnl, Katelyn	Early Childhood Speech Therapist	S/F		X
Knighton, Misty	School Psychological Examiner-Beebe School District	D		
Knowlton, Melanie	Early Childhood Paraprofessional	S/F	X	
Lambert, Carmen	Migrant Program Field Recruiter	F		
Lee, Teresa	Administrative Assistant	D		
Leslie, Suzanne	Early Childhood Speech Therapist	S/f		X
Lynch, Mary Ellen	Early Childhood Speech Therapist	S/F	X	
Lynn, Juanita	Early Childhood Instructor	S		
Lynn, Stephanie	Early Childhood Behavior Support	S/F		
Knowlton, Melanie	Early Childhood Speech Therapist	S/F		X
McCoy, Lauran	Early Childhood School Psychology Specialist	S/F		X
McDonnel, Samantha	HIPPY Field Coordinator	S	X	
Minge, Angela	School Psychology Specialist-Bradford, Pangburn, & White County Central School Districts	D		
Mitchell, Marie	Early Childhood Instructor	S/F	X	
Moore, Greg	Literacy Specialist	S		
Mote, Kristen	Early Childhood Teacher	S/F		
Park, Jennifer	GT Coordinator/Novice Teacher Mentor	S		
Parker, Virginia Dunn	Special Education LEA Supervisor-Hazen School District	D		
Patton, Ginger	Early Childhood Programmer	S/F		
Pike, Ashley	Early Childhood Programmer	S/F		X
Poe, Kristy	Early Childhood Speech Therapist	S/F		
Pratt, Robyn	Migrant Program Field Recruiter	F		X
Quinn, Angela	PDC Administrative Assistant	S		
Ramey, Kelly	HIPPY Field Coordinator	S		
Robert Reedy	CTE Coordinator	S/F	X	
Roe, Sandra	Science Specialist	S		
Rooks, Dena	Novice Teacher Coordinator	S		X
Rose, April	Literacy Specialist	S		

Sanchez, Jessica	Early Childhood Teacher	S/F		
Sanders, Victoria	Early Childhood Speech Therapist	S/F		
Singletary, Brook	Instructional Technology Specialist	S/B		
Smith, Lucas	Early Childhood Instructor	S/F	X	
Starks, Jacqueline	Novice Teacher Coordinator	S	X	
Thompson, April	Administrative Assistant	B	X	
Wallis, Shayne	Computer Technologist-White County Central School District	D		
Watson, Tyler	Technology Center Program Coordinator	B	X	
Weatherford, Crystal	HIPPY Field Coordinator	S		
Weeks, Chastity	Early Childhood Administrative Assistant	S/F		
Wolfe, Misty	Assistant Bookkeeper	S		

Teacher Center

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

Attached is a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Included is a cumulative total of participants. See Professional Development Activities Report attached.

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

Approximate the number of titles in media center: 250

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

How many districts participate in the media program? 17

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

Do districts contribute dollars to the media services? NO

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

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

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

- Number of Teacher Participants: 33
- Number of Other Participants: 7

Administrative Services

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

Direct Services to Students

Student services provided through the co-op:

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

Anecdotal Reports

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

District Digital Learning Partnership

Wilbur Mills contracted with Pearson Connexus to provide digital instruction for students in grades K-8 in our region. Wilbur Mills partnered with Virtual Arkansas to provide digital learning for students in grades 9-12 in our region. Brook Singletary, IT at Wilbur Mills, acted as a liaison between districts and Pearson Connexus. Brook assisted with training, scheduling, and communications. School districts were given the opportunity to join WDMESC Digital Learning Consortia or develop their own method of providing digital learning.

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

The Director, Teacher Center Coordinator, Literacy Specialists, Math Specialists, & Science Specialists met monthly with the Division of Elementary and Secondary Education, and the three districts in our region who are in Level IV Support Status. Literacy specialists provided support in the form of onsite Professional Development, Professional Learning Communities, and Science of Reading classroom walks with administrators and instructional coaches. Wilbur Mills Specialists, the DESE team and school leaders formulated plans to assist the educators in assessment of learning, analysis of data, and implementation of plans for the remediation of learning loss. Specialists assisted districts in designing and implementing rigorous instruction aligned with the Science of Reading. Additionally, Wilbur Mills specialists aided districts with the review and selection of curriculum aligned with the Science of Reading.

The Director, Teacher Center Coordinator, Literacy Specialists, Math Specialists, & Science Specialists met quarterly with the Division of Elementary and Secondary Education, and the six districts in our region who are in Level III Support Status. Literacy specialists provide support in the form of onsite Professional Development, Professional Learning Communities, and Science of Reading classroom walks with administrators and instructional coaches. Wilbur Mills Specialists, the DESE team and school leaders formulated plans to assist the educators in assessment of learning, analysis of data, and implementation of plans for the remediation of learning loss. Specialists assisted districts in designing and implementing rigorous instruction aligned with the Science of Reading. Wilbur Mills specialists aided districts with the review of and selection of curriculum aligned with the Science of Reading.

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

WDMESC Dyslexia Contacts Professional Learning Community

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

This year's focus included:

Districts were offered the opportunity to attend RITE Flight Training to supplement dyslexia interventions; training was provided by David Hason with Access Learning.

Rite Flight: A Classroom Reading Rate Program is a curriculum written by the staff of the Luke Waites Center for Dyslexia & Learning Disorders at Scottish Rite for Children. *Rite Flight: Rate* equips teachers and reading specialists to help students increase their reading rate and fluency.

Rite Flight: Rate was designed to be a Tier II intervention for use by classroom teachers, reading specialists, and special

education teachers with first through eighth-grade students. It can be used as supplemental or intervention instruction for individuals, small groups, or the whole classroom.

When used as a supplement, *Rite Flight: Rate* should be integrated into a core reading program to adequately address fluency. As a fluency component of primary grade reading remediation and instruction, *Rite Flight: Rate* should be introduced early in the course of instruction in letter-sound recognition and should not be delayed until after phonics has been taught.

The program can be used in conjunction with a variety of core reading curricula that employ evidence-based components in phonemic awareness and phonics. *Rite Flight: Rate* may be used for more intensive instruction within the framework of a Response-to-Intervention (RTI) model.

Rite Flight: Rate differs from standard reading fluency instruction by using a method of instruction designed to promote the recognition of letter clusters within words. Students follow a repeated reading schedule that introduces the same words in isolation, in phrases, and finally in stories.

Rite Flight: Rate is not intended to be used in place of a comprehensive intervention for students identified with dyslexia, as it addresses only one component of reading.

Districts were invited to attend year 2 of TAKE Flight training for those implementing Cohort 1 Includes: Bald Knob School District, Pangburn School District, Lonoke School District, Jacksonville North Pulaski School District, and Academic Plus Academy. From June 2022 through May 2023, David Hanson with Access Learning has provided 78 hours of professional development for TAKE Flight.

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

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

Take Flight is based on the pioneering research of Dr. Samuel T. Orton, a neuropsychiatrist, and the educational and psychological insights of Anna Gillingham. The Orton-Gillingham techniques for teaching children lacking a talent for language became the basis of a pilot from 1965 – 1975 at the Language Laboratory at Scottish Rite for Children in Dallas, Texas. An interdisciplinary team worked to incorporate multisensory techniques, current findings in learning theories, and discovery teaching into the *Take Flight* curriculum.

Continued learning throughout the school year via online PLCs include: Professional Book Study: Multisensory Teaching of Basic Language Skills by Judith R. Birsch and Suzanne Carreker and going deeper with level 2 assessments.

WDMESC Literacy Leaders Professional Learning Community

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

2022-2023 Literacy/Dyslexia PLC Dates:

- October 7, 2022
- December 12, 2022
- February 17, 2023
- April 28, 2023

2022-2023 Dyslexia PLCs.

- October 7, 2022
- December 12, 2022
- February 17, 2023
- April 28, 2023

WDMESC Instructional Coaches PLC

Instructional Coaching and Adult Learning professional development continues to be offered annually. Time is dedicated each month to come together as a group and problem-solve current issues related to adult learning and coaching. The work of Jim Knight and Diane Sweeney was a driving force behind collective discussions and decisions during our time together. A book study using Diane Sweeney's book, *Student-Centered Coaching: The Moves*, was also conducted.

WDMESC STEM Leadership

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

WDMESC Regional ESOL Support

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

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

The meetings are facilitated by the DESE Central Arkansas Region English Learner Specialist, Carrie Acrey, who works ongoing collaboratively with district ESOL Coordinators to update priority agenda

topics and provide guidance, training and/or helpful resources and tools to support specific needs identified. At times, ESOL Coordinators with specific knowledge or skills related to agenda topics or other experts in the field are invited to present to meet the needs of the group. While the official quarterly ESOL Coordinator meetings are targeted for district ESOL Coordinators, Coordinators are often encouraged to bring members of their ESOL teams to collaborate on projects and network with other districts.

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

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

-ESOL Essentials

This full day training is a crash course in all things English for Speakers of Other Languages (ESOL) facilitated by the Regional English Learner Specialist, Central Arkansas. The goal of the session is to build capacity in educators of all content areas, grade bands, and experience levels, so they may provide meaningful access and learning experiences for all learners including English Learners (ELs).

Participants will strengthen their basic terminology and acronyms related to ESOL, become familiar with the process for identifying English Learners, and gain essential knowledge about compliance with federal regulations. Participants will also examine key principles of effective lessons for English Learners of all levels of proficiency. There is a focus on instructional practices, examining Criterion 3.3 of EdReports for high-quality instructional materials (HQIM), strong Tier 1 Instruction, and Universal Design for Learning (UDL) methods that support comprehension and scaffolding language to help address federal requirements for Meaningful Access to Core Content (ACC) for English Learners.

Participants learn about:

- Designing lessons to be more comprehensible for English Learners despite language barrier
- Methods for delivering content that help students access and participate in the learning
- Connecting ELPA data, ELP Standards, and Achievement Level Descriptors to inform decisions about grouping, learning targets and design differentiation.
- Anticipating linguistic demands to plan effective scaffolding

-Tier 1 Core Instruction

Teachers will have an opportunity to build a Tier 1 toolkit of evidence-based strategies and resources. This session will review accessibility options and highlight the Universal Design for Learning (UDL) Framework's three principles. This is a collaborative effort from the DESE Learning Services Unit.

-Virtual ESOL Coffee & Conversations

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

-Virtual Professional Learning Networks

The overall goal of the Department of Elementary and Secondary Education (DESE) Professional Learning Networks (PLNs) is to produce tools to share with the rest of the state.

- Teacher Training
- Data-Driven Practice
- Newcomer Resources
- ELD Curriculum
- Novice ESOL Coordinators Preparation and Development Planning

-ARKTESOL & Other Offerings

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

Other virtual ESOL and EL related professional learning opportunities are offered to the WDMESC ESOL Coordinators and teachers throughout the year on topics including but not limited to:

- 2023-24 District English Learner Plan Overview for ALL Districts
 - This session will walk through the components of a district English Learner plan that is required of all districts, including updates for the 2023-24 school year. A special focus will be on elements of appropriate Language Instructional Education Programs both in ELD (English Language Development) and Access to Core Content. Characteristics of appropriate program models will be examined. Participants are encouraged to share how they are designing and implementing services for English Learners and learn from each other and DESE about options being implemented across Arkansas.
- What is ELD?
 - English Language Development (ELD) instruction is designed specifically to advance English learners' (ELs) knowledge and use of English in increasingly sophisticated ways. In the context of the larger effort to help English learners succeed in school, ELD instruction is designed to help them learn and acquire English to a level of proficiency (e.g., proficient) that maximizes their capacity to engage successfully in academic studies taught in English. this presentation will answer the question of why school districts are required to provide ELD services and explain what ELD is and how districts are supposed to provide this service to ELs. Additionally, participants will be given guidance for how to monitor and adjust ELD instruction in order to make sure each EL is on track to proficiency based on the Every Student Succeeds Act (ESSA) Arkansas State Plan.

- **Supporting English Learners with Potential Disabilities: A Team Approach**
 - This interactive session will train participants in utilizing the new Division of Elementary and Secondary Education guide on Navigating the Intervention and Evaluation Process for ELs. Districts or buildings are asked to send a cross-disciplinary team of administrators, SPED, ESOL, and Mainstream teachers in order to build understanding across multiple aspects of the educational system. Participants are asked to bring working files on English Learners who are either already identified as a student with disabilities or about whom the team is concerned about their progress.
- **Novice ESOL Coordinator Training**
 - This training is for new (less than three years in the position) ESOL Coordinators. Coordinators will be equipped with information concerning back to school, as well as, year-long policies and procedures for English Learner programs. Develop a timeline for tasks and create a network of support by attending your first meeting as a district ESOL Coordinators. Connect with your local network of area Coordinators and regional specialists.

WDMESC Gifted and Talented Professional Learning Community

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

WDMESC Curriculum Directors' Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Curriculum Directors' Cadre was established to improve the teaching and learning process for all content areas and to assist with the dissemination of information regarding curricula choices and implementation. All 17 of our districts participate in this collaboration. Each district designates staff to attend regular meetings held throughout the year.

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

The meetings in the 2022-2023 school year had several areas of interest. We investigated the necessity of accurate data entry and hosted Carmen Jordan to assist us with developing a deeper understanding of data input. Another issue that we addressed was human capital; how to attract and support new teachers/leaders. We took a deep dive into Inclusive Practice and High Quality Instructional Materials. We also had a session with Dr. Gardenhire regarding the changes to Arkansas ALE. During the second half of the year, we unpacked the L.E.A.R.N.S. Act.

WDMESC Principals' Collaborative Meetings

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

During the 2022-2023 school year, we focused on the need for High Quality Instructional Materials and had different leaders share their choices of curriculum and the reasons for the choices. During the second semester, we unpacked the L.E.A.R.N.S. Act, investigated Alternative Learning Environment rules and the ESSA School Index. We hosted Matthew Sutherland, DESE, for a School Accountability session and Karli Saracini and Melissa Jacks to help us understand alternative licenses, alternative assessment plans, and the Arkansas Teacher Residency Model.

WDMESC Library/Media Specialists Professional Learning Community

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

WDMESC Federal Coordinator Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Federal Coordinators meet regularly to review upcoming deadlines, required actions, and best practices for programs related to Federal funds. All 17 of our districts participate in this work. Each district designates staff to attend regular meetings held monthly. The meetings serve as a venue for sharing the latest information, collaborating with experts from other groups, such as the AAEA and ADE. The meetings provide opportunities for leaders to share and discuss with their colleagues from other districts. The focus of the meetings in 2022-2023 has been the effective and appropriate use of ESSER funds in conjunction with Title funds. The Wilbur Mills Federal Coordinator group completed a collaboratively developed Monitoring Tool document to assist new coordinators and support current coordinators.

WDMESC Technology Coordinator Collaborative Meetings

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

Marvell-Elaine Instructional Support

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

Cooperative directors and teacher center coordinators were asked to commit to providing a team of at least five individuals to provide instruction— two for ELA, one for Math, one for Science, and one for Social Studies. The Wilbur Mills Cooperative Director, Teacher Center Coordinator, Content Literacy Specialist, Math Specialist, Science Specialist, Homeless Coordinator, Career and Technical Coordinator, and the Novice Teacher Coordinator made up the 8-member team who supported the students at Marvell-Elaine the week of April 17-21 by engaging with the students in high quality instruction and social emotional interaction.

Employment Policies and Practices

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

Employed

Number of new males employed by the cooperative for the 2022-2023 school year. For this number above, please provide the number in each of the following racial classifications:

2 White

0 African American

0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2022-2023 school year. For this number above, please provide the number in each of the following racial classifications:

11 White

0 African American

1 Hispanic

0 Asian

0 American Indian/Alaskan Native

Terminated

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

0 White

0 African American 0 Hispanic

0 Asian

0 American Indian/Alaskan Native

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

0 White

0 African American 0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Seeking Employment

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

3 White

0 African American

0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2022-2023 school year. For this number above, please provide the number in each of the following racial classifications:

29 White

0 African American

1 Hispanic

0 Asian

0 American Indian/Alaskan Native

3 Not Stated

Program: Accounting

Funding Source: Base

Competitive Grant: No

Non-Restricted

Participating Districts

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

Personnel

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

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

Goal

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

Program Summary

2022-23 State Funding Source

General Operating \$434,385.42

Base Funding \$408,618.00

Professional Development \$416,202.71

Content Specialist \$630,000

Technology Coordinator \$80,000

HIPPY \$1,505,730

Early Childhood Special Education \$3,030,980.51

Early Childhood Special Education Extended School Year \$3404

Career & Technical Education Coordinator \$55,000

Gifted & Talented Specialist \$30,000

Novice Teacher \$301,848.77

Teacher Retention Social Emotional Support \$10,000

Technology ARP \$69,723

Early Childhood Special Education Early Intervention Day Treatment \$437,917.22

Early Childhood Special Education Local \$457,500

2022-23 Federal Funding Source

Carl Perkins Grant \$268,782.90

Carl Perkins Non-Traditional \$3,000

Early Childhood Special Education \$397,223.67

ARMAC \$40,000

Medicaid \$212,519.39

ESEA Title I Migrant \$474,851.74

Special Education ARP \$112,957.55

ELC Reopening Schools \$2,272,031.77

ARP Homeless \$113,821.70

Program: Administration - Director's Office

Funding Source: Base Funds

Competitive Grant: No

Non-Restricted

Participating Districts

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

Personnel

Brad Horn, Director - MSE + Admin. Certificate

Christie Gillion, Business Manager - HSD Certified School Business Official

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

April Thompson, Administrative Assistant - HSD

Program Summary

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

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

Program: ADE/APSCN Student Applications Field Analyst

Funding Source: Arkansas Department of Education

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

Personnel

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

Goal

To provide end-user support to district student users of the statewide student management system, Cognos reports, and to meet statewide reporting guidelines.

Program Summary

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

Major Highlights of the Year

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

Program: Career and Technical Education

Funding Source: Carl D. Perkins Funding

Funding Amount: \$312,263.28

Competitive Grant: No

Restricted

Participating Districts

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

Personnel

Robert Reedy, CTE Coordinator - MSE

Goal

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

Program Summary

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

Highlights of the Year

The WDMSC CTE Stakeholders Group was formed this year with over 130 members from the community, business/industry, parents, students and school districts. The October 13, 2022 Stakeholder meeting was held via zoom so that schools could allow their students to view. There were close to 700 students, teachers, and industry leaders that participated. The Stakeholders completed the Local Needs Assessment which will be used to guide Perkins spending in the future as well as to align CTE courses with industry needs. WDMESC also hosted a college and career fair and collaborated with community, students, business and industry professionals as well as college and technical school faculty and staff.

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

- iCEV online supplemental material subscriptions for their classrooms (July 1, 2022 - June 30, 2023). WDMESC is requesting supplemental teaching materials. iCEV Agriculture, iCEV Business, iCEV Career Exploration, iCEV FCS, iCEV Drones, iCEV Med Pro, and others as requested. All fourteen school districts with fifty-two teachers in the consortium will benefit from these supplemental materials.
- Twelve Business and Marketing teachers (Augusta, Bald Knob, Bradford, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, White County Central) requested Gmetrix material by Certiport. Gmetrix is used to prepare students for the Microsoft Specialist certifications.
- Ten Business and Marketing teachers, (Augusta, Bald Knob, Bradford, Des Arc, England, Lonoke, McCrory, Pangburn, Riverview, White County Central) requested Testout supplemental curriculum that is used for business and marketing and also used to train students for the Microsoft Specialist certifications.
- Three Agricultural teachers purchased the Show Smart curriculum to use in animal science programs of study and to help with their show programs.
- Lenovo Landscape is a computer management system that was requested by Augusta, Bradford, and Hazen

Business and marketing teachers to help with classroom management.

- AES education supplemental curriculum was purchased for Augusta Medical Professions and Criminal Justice programs of study for classroom instruction.
- Two Agriculture teachers (Bradford and England) requested the Glowforge Premium software to use with their Glowforge laser engraver equipment.

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

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

Perkins Funded Projects: Here are the Perkins funded projects for the 22-23 school year.

- Ten Family and Consumer Science teachers (Beebe, Bradford, Bald Knob, Carlisle, Des Arc, Lonoke Middle School, Lonoke High School, Pangburn, Rose Bud, White County Central) requested a Range with an air fryer for their food laboratories. Two ranges were purchased for each school, and this has been a very successful addition because it is not often that a new technology is added to kitchen appliances.
- Forty computers were purchased for the Bald Knob and Augusta Business and Marketing departments.
- Augusta requested a copier to be purchased for the Business and Marketing department.
- Twelve virtual reality headsets were purchased to be used for Career Development teachers in all 14 consortium schools. They have been divided into three sets of four and are distributed among the schools. Each school will use the headsets for two weeks and then they are moved to different schools. Augusta, Beebe, Bradford, Bald Knob, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Rose Bud, White County Central schools have all used these headsets in the Career Development classes. This has been a big hit with the 7 and 8 grade students.
- Two Augmented Welding Simulators were purchased to be used for Career Development and Agriculture programs. Bald Knob, Bradford, Carlisle, Des Arc, England, Hazen, Lonoke, Pangburn, and McCrory have all benefited from using these welding simulations.
- Three Family and Consumer Science teachers (Hazen, McCrory, Rose Bud) requested a freeze dryer for the food laboratories. This allows the students to learn alternative ways to preserve food.
- Two Glowforge laser engravers were purchased for Bradford and McCrory Agricultural departments. These are pilot schools for this equipment, they are presenting a professional development for this equipment to educate other CTE teachers with the intentions of future purchases.
- Lumberjack tool kits were purchased for Bradford and Pangburn Agriculture departments. These two schools will be pilot schools for this equipment with intentions of future purchases. Mr. Harris and Mr. Robertson will be hosting a professional development at the ACTE Conference for this equipment.
- Two Business and Marketing teachers (England and McCrory) requested Button Maker Kits for their Digital Marketing programs of study.
- The Agricultural teacher at Carlisle requested equipment to support the school animal science facility, which houses goats and lambs. A goat and lamb treadmill, scales, and an animal transport box was purchased.

- White County Central Agricultural department requested livestock scales for their show team and to use in the Animal Science program of study.
- A CPR mannequin kit was requested for the Beebe Family and Consumer Science department to use in the human services program of study.

Grants: The CTE Coordinator conducted on-site start up visits and assisted with the grant writing for all districts. Several schools applied for State Start- Grants funded. Beebe and Bradford were awarded. Several schools applied for Innovation and Non Traditional grants. Augusta, Beebe, and Rose Bud were awarded grants.

The CTE Coordinator has established great working relationships with the DCTE State STEM Coordinator as well as the Math and Science Specialists at the WDMESC. The WDMESC CTE, Math and Science Specialists are collaborating to provide some great STEM workshops through the Museum of Discovery at WDMESC. I have worked with several of the teachers to offer interactive and hands-on professional developments that are relevant and meaningful to our CTE programs.

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

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

Program: Computer Science

Funding Source: ADE Grant – Act 220 of 2017

Competitive Grant: Yes

Restricted: Yes

Participating Districts: Statewide

Personnel:

Kelly Griffin, Director of Computer Science - Ed. S in Educational Leadership

Alex Moeller, Statewide CS Specialist

Ashley Kincannon, Statewide CS Specialist

Jim Furniss, Statewide CS Specialist

John Hart, Statewide CS Specialist - MLIS

Leslie Leber, Statewide CS Specialist - MSE

Adam Musto, Statewide CS Specialist

Tammy Glass, Statewide CS Specialist

Zachary Spink, Statewide CS Specialist - MSE

Mark Barnes, Statewide CS Specialist - MS

Stacy Reynolds, Statewide CS Specialist - MSE

Goals:

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

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

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

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

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

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

Program Summary:

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

Vision

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

Mission

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

PD Offered:

- Computer Science: Teaching K-4
- Computer Science: Intro to Block Based Coding
- Computer Science: Teaching 5-8
- Computer Science: Transition to Text Based Coding
- Middle School Intro to Coding: Learn to Text Based Code (Formerly Coding Block)
- Teaching Middle School Intro to Coding (Former Coding Block Resources)
- High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - Fall 5 Saturdays
- High School Computer Science and Certification Preparation - Spring 5 Saturdays
- Physical Computing training (Raspberry, Arduino, etc.)
- App in A Day
- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Creating Embroidery Designs with Turtlestitch
- Cybersecurity Content Based Training
- South East Quarterly Impact Meetings

- Arkansas River Quarterly Impact Meetings
- Intermediate Artificial Intelligence
- Intermediate Mobile Application Development
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Intermediate Networking
- Intermediate Data Science
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Data Science
- Advanced Artificial Intelligence
- Advanced Robotics
- Advanced Mobile Application Development
- Advanced Placement Computer Science A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

Conferences Presented at:

- State TSA Conference
- AR STEM Statewide Partnership Meeting
- ECEP Conference

Events/Committees/Projects Assisted with:

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

Major Highlights of the Year:

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

ONGOING SUPPORT:

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

Program: Consolidated Purchasing Services

Funding Source: Member Districts

Funding Amount: N/A

Participating Districts

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

Personnel

Brad Horn, Director - MSE + Admin. Certificate

Teresa Lee, Administrative Assistant - HSD

Goal

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

Program Summary

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

Major Highlights of the Year

15 member districts participated, along with WDMESC, in the program and placed purchase orders to the successfully bidding vendors in the amount of \$274,549.32. The bid was awarded to Printing Papers, Inc.(PPI) for the 2022-2023 school year.

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

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

10 Wilbur Mills Districts and 1 district out of our region participated in the Digital Learning Program collaboratively purchased from Pearson Connexus through the Cooperative.

Fall Semester

Initial Enrollment: \$125,623

Additional: \$7476

Total: \$133,099

Spring Semester

Initial Enrollment: \$76,629

Additional: \$22,428

Total: \$99,057

Yearly Total: \$232.156

Program: Early Childhood Special Education Program

Funding Source Federal & State Funding (including ARP funding)

Funding Amount \$ 2,933,926.51

Restricted Funding: Yes

Competitive Grant: No

Participating Districts

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

PERSONNEL

Name	Position	Degree
Suzanne Bailey	ECSE Coordinator	Doctorate
Carla Barnwell	Medicaid/E-school Assistant	HSD
Chasity Weeks	Administrative Assistant	Associates
Bailee Bettencourt	Examiner/ECSE Teacher	MSE
Stephanie Lynn	Behavior Consultant	MSE
Johnnie Cook	Intake Coordinator	BS
Kerry Guyot	Speech Pathologist	MSE
Mary Ellen Lynch	Speech Pathologist	MSE
Wendy Clark	Speech Pathologist	MSE
Kristy Poe	Speech Pathologist	MSE
Daphne Crider-West	Speech Pathologist	MSE
Tori Sanders	Speech Pathologist	MSE
Monica Hofheinz	Speech Pathologist	MSE
Marie Mitchell	ECSE Teacher	BSE
Nicole Bryan	ECSE Teacher	MSE
Abby Baker	ECSE Teacher	BSE
Juanitta Lynn	ECSE Teacher	MSE
Robin Hall	ECSE Teacher	MSE
Stephanie Lynn	ECSE Teacher	BSE
Kristen Mote	ECSE Teacher	MSE
Ginger Patton	ECSE Programmer	BSE
Alicia Cherry	ECSE Teacher	BSE
Amy Gerlach	ECSE Programmer	MSE
Robyn Berner	ECSE Programmer	BSE
Bailee Bettencourt	ECSE Programmer	BSE
Lindsay Bostic	ECSE Programmer	MSE
Jessica Sanchez	ECSE Teacher	BSE
Sarah Henson	ECSE Programmer	BSE
Kimberly Hurley	Occupational Therapist	MS
Chastity Weeks	Administrative Assist.	Associates
Gabby Counts	Paraprofessional	HSD
Kathleen Formel	ECSE Teacher	BS
Abby Hackworth	Paraprofessional	BS
Lucas Smith	ECSE Teacher	BSE
Colleen Jobe	ECSE Programmer	ME
Melanie Knowlton	ECSE Speech	MSE
Katie Adair	ECSE Teacher	BSE
Laura Hurst	ECSE Medicaid/eschool	HSD
Miranda Harmon	ECSE Paraprofessional	Associates

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

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

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

Once a child is referred to the program, that child is screened in the areas of vision, hearing, fine & gross motor, cognition, self-help, social/emotional, and communication. If the screening process identifies a potential delay, a special education referral conference is held to determine if evaluations are warranted to determine if a child is eligible for early childhood special education services. Upon the completion of the evaluation process, an evaluation programming conference is held to determine if the child is eligible for Special Education Services. If the child meets Arkansas Early Childhood Special Education Eligibility Guidelines, an IEP is developed to address the deficit area(s). An annual conference is held to review the child's progress, educational placement, ESY Services and develop a new IEP.

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

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

MAJOR HIGHLIGHTS OF THE YEAR

Child Find Numbers

691 December 1 Child Count (increase from 610 from the previous year) / Currently serving 780
1266 Children Screened

Professional Development Trainings

Inclusion and Technology, Child Maltreatment, Behavior and Social Skills, Autism Spectrum, Sensory, and ADHD, Early Childhood Interventions and Autism Spectrum Disorder, Differentiating, Sensory from Behavior, Pediatric Yoga, Effective Early Intervention, Asperger's Disorder, Preschool Inclusion, Psycho-educational Report Writing, Emotional Disturbance Reports, Neuroscience and the Classroom, Different Learners and Different Minds, Effective Motivation for Children, Creating a Culture that Connects, Paradigm Shift: Seeing Students Through a Trauma Informed Lens, Foundations of Special Education, Behavior Intervention Plans, Section 504 vs. IDEA Understanding the Fundamentals, Bullying Full Circle- Beyond the Victim, Something to Talk About: Suicide Awareness, Roles and Responsibilities in Special Education, Laws and Legal/Ethical Issues in Special Education, Major Components of IDEA, Novice Teacher Boot Camp, Curriculum and Guidance for Young Children, Practices and Procedures for Children with Exceptionalities, Trends in Curriculum and Reform, LEA Administrator's Academy 2021, Special Education Finance Year a Glance, Early Childhood Cycles 2,4,

and 7, Paraprofessional Training, Effective Sensory Diets, Therapy Solutions for Young Children with Apraxia, Functional Behavior Assessment, Conducting and Documenting the Functional Behavioral Analysis, Reflex Integration, Visual Motor Strategies, Toe Walking, Therapeutic Rapport and Self Regulation, Screen Time and Autism, Bilingual Children with Highly Unintelligible Speech, Play is Fundamental, Social Communication Disorder, Overcoming Selective Mutism, Early Childhood Stuttering, Collaborative Therapy, Counseling Families with Children with Communication Disorders, Language and Literacy, Phonological Processes, Infection Control Strategies, Incorporating Literacy into Early Intervention, Preschool, and home, Difficult Conversations with Parents, Integrating Mindfulness Techniques into Pediatric Speech-Language Pathology, Assessing Children's Phonological Systems, Pre-Assessment for Differentiating Language Differences, Applying Complexity Research to Promote Rapid Improvement for Children, An Introduction to Hippotherapy as a Treatment Tool for Speech Language, Back to the Basics: Down Syndrome, Desensitization Activities for School-Aged Children Who Stutter, Embedding Intervention Strategies into Everyday Activities of Infants/Toddlers, Strengthening Students' Core Vocabulary for Powerful Communication, 20Q: Counseling Families of Children with Communication Disorders, Pediatric Voice Disorders: Diagnostic and Treatment Approaches, Speech and Sound Disorders: Old and New Tools, Evidence -Based Practices in Selecting and Using Standardized Tests: Considerations for Speech Testing, Low-Budget Therapy Solutions, Food Insecurity and Obesity in Arkansas, Oppositional, Uncooperative and Aggressive Behavior, Bridging the Gap: Transitioning from Early Childhood Special Education, The Pediatric Brain, and Traumanomics: Crimes Against Children and Strategies to Deal with ACEs in the Classroom.

Wilbur D Mills Education Service Cooperative and the early childhood special education participated in a job fair at Harding University on February 10, 2023, to recruit potential early childhood special education candidates for this area as well as teachers, substitutes, paraprofessionals, and other educators to assist our school districts and children with obtaining qualified applicants to provide service to our children in the cooperative service area.

The early childhood special education program hosted a summer conference, for the first time, at WDMESC on June 15/16, 2022. This conference included professional development such as: Due Process/Modifications, Screenings, Pre-K Rise, Classroom Management, Inclusion, Cognitive Skills, Math in the Pre-K Classroom, Sped Law, Child Find, Sensory Processing, Fine Motor Skills, Speech, Health Needs with Early Childhood Children, Behavior, Conscious Discipline, Dyslexia, Migrant, Trauma, and Paraprofessional Training. Attendees who participated received professional development and training specific to early childhood and special education. There were over 100 participants across the cooperative region who attended the conference.

The Early Childhood Special Education Program has utilized a portion of the American Rescue Plan Act (ARP) funding this year to advertise to parents and community members the importance of early childhood education and to communicate our program goals and resources to help children ages 3,4, and 5 who may need our assistance. We have also focused more efforts on providing resources to daycare centers in our region with information on our program and how we can provide support and services to children who qualify. These efforts have been continued and enhanced from the lack of in person instruction from Covid-19. We are seeing more students who were at home and now entering back into the school and daycare settings who have delays in which our services can be beneficial and needed for future success for children who are identified. More screening equipment has been purchased from our program to assist our staff in screening children for vision, hearing and developmental/speech delays or areas of possible need in which our program could provide services.

The Early Childhood Special Education Program has held meetings throughout the year for Child Find with staff members from area districts, centers, Head Start, and community organizations in attendance to collaborate ideas on how to locate children who may be in need of our special services as well as how to communicate our services to all stakeholders.

Program: Gifted Talented

Funding Source: Arkansas Department of Education

Funding Amount: \$30,000

Competitive Grant: No

Restricted

Participating Districts

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

Personnel

Jennifer Park, GT Specialist - MSE

Goals

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

Professional Development Program Summary

This year the GT specialist assisted schools with onsite support of their GT programs, program application process, program options, and writing policies needed for compliance. There were 6 onsite GT coordinators' meetings for support and strategies to assist them in their local GT programs. In addition, WDMESC provided the following onsite student activities: STEM Day (4th grade), Maker Faire (5th and 6th grade), Elementary Quiz Bowl, fall and spring chess tournament (K-12th grade), 5G Jubilee (7th and 8th grade identified girls), Invest in Girls (partnership event with Economics Arkansas, girls 9th-12th girls), fall & spring Global Domination event (7th & 8th grade). There was information disseminated to each district for Stock Market Game, virtual workshops on differentiation, assisted in Novice Teacher support, secondary content/differentiation certification training, and TESS support.

Major Highlights of the Year

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

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

In the fall, a new student event called Global Domination, based on the board game Risk, was held for 7th and 8th graders. The GT Coordinator from Rogers who created Global Domination and has facilitated the activity with Springdale and Rogers students came to lead the fall event. It was a very successful event, so much so that we held it again in the spring. We had 4 students who attended in the fall to facilitate and lead the spring event.

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

In January, the GT Specialist partnered with the Malvern GT Coordinator, who was also the 2022 Arkansas NEA Global Learning Fellow, to provide 6th -8th grade identified girls with the opportunity to attend the 5G Jubilee, where they learned about the Sacred Valley Project in Peru and worked to help girls from remote Andean villages access education. By middle school, gifted girls often begin to devalue their gifts, lose their self-confidence, and struggle to find their voice. This day provided them with the opportunity to meet strong role model women and created a warm, supportive community for the girls to feel empowered by each other while helping girls like themselves in Peru. The products they made were sold at the state GT conference and raised over \$1,000 for the Sacred Valley Project.

On the same day as the 5G Jubilee, the GT Specialist partnered with Economics Arkansas to provide Invest in Girls, an event for girls grades 9th - 12th. This day provided financial literacy lessons, banking tips for teens, and information about careers in finance. It also featured an entrepreneur spotlight with two local teenage entrepreneurs who have created their own 3D printed jewelry business and storefront. Economics Arkansas provided a pair of LexiZoey earrings for all of the girls who attended.

This year our annual 5th & 6th grade Technology Fair was transformed into a Maker Faire and provided a day full of hands-on activities including screen printing, mobile making, and fused creations. In addition to the WDMESC GT Specialist, the Great Rivers ESC GT Specialist, and a staff member from the Jodie Mahony Center for Gifted Education at UA Little Rock provided the three sessions.

The GT Specialist was also able to provide assistance in districts with student events and activities. This was the second year the GT Specialist was able to conduct 4th grade job interviews in Searcy at Southwest Middle School. The GT Specialist also assisted during Searcy's GT Showcase Night. In Augusta, she interviewed high school students and provided feedback in their mock job fair.

The GT Specialist continued the monthly newsletter that not only highlights district and co-op GT information but also provides districts with links to articles and research that are beneficial to gifted students, parents, and educators. Lessons for GT educators are provided as well. The newsletter is not only shared with all GT Coordinators, but the TCC sends to all leadership, counselors, librarians, special education supervisors, teacher center committee members, and co-op specialists.

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

In November, the GT Specialist held an awards workday. While only one coordinator was able to attend last year, this year we had 4 in attendance. They worked on submitting applications for Act 56 and AGATE awards. One of the districts in attendance, Searcy, received several AGATE awards this year including the Challenger award, the Youth Challenger award, and the Curriculum award.

Program: Home Instruction Program for Preschool Youngsters (HIPPY)

Funding Source: Arkansas Better Chance

Funding Amount: \$ 1,505,730

Competitive Grant: Yes

Restricted

Participating Districts

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

Personnel

Jason Clark, Program Director - MSE+

Katey Ball, Field Coordinator - MSE

Crystal Weatherford, Field Coordinator - MSE

Stephanie Heidelberg, Field Coordinator - MSE

Kelly Ramey, Field Coordinator - MSE

Sam McDonnell, Field Coordinator - BSE

Debbi Fletcher, Secretary - HSD

Susie Keller, Intake Coordinator - CDA

Goal

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

Program Summary

The WDMESC HIPPY Program served 791 students, ages 2, 3, 4, and 5, and 773 families within fourteen (14) school districts during the 2022-2023 program year. The coordinating staff of the WDMESC HIPPY Program and the staff of thirty-two (32) home-based educators from the school districts administered the Family Map questionnaire to each parent and held two parent-teacher conferences with the parent. The children and parents also received Ages & Stages Questionnaire and Ages & Stages Social-Emotional Questionnaire twice during the year. The Home Visiting staff role-played HIPPY curriculum each week for 30 weeks to the caregiver, and shared enrichment relating to their community and school district. The Intake Coordinator tested 69 students and referred 26 children to WDMESC Early Childhood Special Education Department for speech and developmental services. The staff also assisted each family in acquiring the documentation necessary for the child to successfully transition into school. This documentation included information such as birth certificate, social security card, immunization records, and current well-child check-ups. The staff also entered each family and child into the ABC data system, COPA, which tracks family information and weekly home visits. HIPPY Monthly Group Meetings met six times at the participating school districts. Eighty-four (84) total parent/child meetings were held coop wide during the school year. Weekly staff training led by the field coordinators were held to provide home-based educators the skills to effectively instruct and support parents.

Major Highlights of the Year

The WDMESC HIPPY Program had a successful audit with the AR Division of Child Care and Early Childhood Education and Arkansas HIPPY with complimentary findings. Wilbur Mills HIPPY currently holds the HIPPY Certificate of Accreditation from HIPPY National for all sites. This is a quality assurance standard accreditation through the HIPPY Excellence Program. In addition, the HIPPY staff traveled over 100,000 miles, made over 12,000 virtual visits, and received more than 900 Professional Development hours during the 2022-2023 program year.

Program: Literacy

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

Funding Amount: \$270,000

Competitive Grant: No

Restricted

Participating Districts

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

Personnel

Amber Bass, K-12 Literacy - Master in Education

Greg Moore, K-12 Literacy: Adolescent/Disciplinary Literacy - Master in Education

April Rose, K-12 Literacy and Dyslexia - Master in Education

Goals

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

- **R.I.S.E.** (Reading Initiative for Student Excellence) Arkansas encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. This initiative features a variety of resources to assist parents with reading at home and to increase the depth of knowledge for teachers.
 - Goal 1:** Sharpen the focus and strengthen instruction.
 - Goal 2:** Create community collaboration.
 - Goal 3:** Build a culture of reading!

Goal 2: Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to Level 3 and Level 4 districts:

- Supporting the School Improvement Process
- Analyzing data (Student Achievement, Perceptual, and Demographic)
- Planning for and providing Professional Development
- Monitoring and Planning for Core instruction
- Providing Instructional Coaching professional development and/or assisting District Instructional Coaches
- Supporting and/or Monitoring District RtI (Response to Intervention) Plan
- Using CWT (Classroom Walk Through) or District Observation Protocols
- Science of Reading Observations
- Collecting and Analyzing data with District Leadership Teams
- Identifying, Implementing, Monitoring, and Reflecting on the District's plan of action
- Providing support for districts in their efforts to close the achievement gap
- Celebrating Success
- Collaborating with the Arkansas Department of Education during Unit Meetings and other opportunities as they arise
- Providing professional development and ongoing support in the Science of

Reading (SoR) to teachers in a variety of Proficiency Pathways

- Providing professional development and ongoing support in RtI (Response to Intervention) to administrators, instructional coaches, and teachers
- Providing dyslexia training and support to schools in cooperation with the Arkansas Department of Education in accordance with Arkansas law
- Providing level 2 assessment training for characteristics of dyslexia
- Providing quality professional development and ongoing support in Literacy to all K-12 teachers, instructional coaches, and administrators as they implement the Arkansas State Standards
- Providing quality professional development and ongoing support in Instructional Coaching Models from Dr. Jim Knight and Diane Sweeney to all Instructional Coaches
- Providing quality professional development in best practices and research-based strategies to support ACT Aspire
- Providing quality professional development in Disciplinary Literacy to all content-area teachers, instructional coaches, and administrators as they implement their respective content and Arkansas Disciplinary Literacy Standards
- Providing TESS (Teacher Excellence and Support System) support to administrators, instructional coaches, and teachers
- Providing Science of Reading support to administrators, Instructional Coaches, and teachers
- Providing professional development and support to Year One and Year Two Novice Teachers
- Deconstructing literacy standards
- Providing targeted and individual support to districts as requested
- Providing support in Standards Based Learning
- Providing assistance to districts regarding curriculum adoption
- Coordinating opportunities for districts to meet with curriculum representatives

Professional Development Offerings Summary

From June 2022 through May 2023, the Literacy Department provided 880 hours of professional development at the co-op and on-site at various districts. Examples of professional development opportunities include:

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

strategies.

- Disciplinary Literacy is a professional development program designed for Science, Social Studies, CTE, and Fine Arts teachers in grades 4-8 and 9-12 to integrate specific, research-based literacy strategies aligned to the Arkansas Disciplinary Literacy Standards for Science, Social Studies, and Technical Subjects.
- K-12 Instructional Coaching is professional development designed to provide training and support to Instructional Coaches using the work of Jim Knight and Diane Sweeney.
- K-12 Instructional Coaching Professional Learning Communities (PLCs) are opportunities designed for Instructional Coaches to learn best practices regarding adult learning as well as collaborate and problem-solve current issues related to their work. Agendas are developed based on survey results that indicate current needs.
- Strategic Instruction Model (SIM™) Content Enhancement Routines is a professional development for regular education teachers, special education teachers, and ELL (English Language Learners) teachers and is designed to enhance content through the use of various instructional routines (strategies) during Tier 1 core instruction.
- Critical and Strategic Reading professional development is designed for teachers of grades 6-12 who teach a Strategic Reading course with accompanying standards and/or a Critical Reading course with accompanying standards. The courses and professional development are intended to support struggling readers and are based on the Science of Reading.
- Dyslexia PLCs (Professional Learning Communities) are designed for the selected dyslexia contacts to attend quarterly sessions to collaborate in interventions, assessments, data analysis, and professional learning that includes professional text studies. The focus is to improve student learning and teacher knowledge, and to meet the needs of students who exhibit characteristics of dyslexia. In addition, Dyslexia support is given to individual districts as needed to support analyzing student data. Robin Stripling supported WDMESC district by presenting Inclusion Practices on February 17, 2023.
- Literacy Leaders PLCs are professional learning opportunities designed for literacy leaders to collaborate and problem-solve current issues related to their work within the school. Agendas are developed based on current needs in literacy and the science of reading. Meeting dates included:
 - October 7, 2022
 - December 2, 2022
 - February 17, 2023
 - April 28, 2023
- Year One and Year Two Novice teachers receive professional development and on-site classroom support to ensure teachers have a successful experience in their new career. Relationships and support can foster teacher retention.
- TAKE Flight Year 1 training provided by David Hanson, CALT, QI with access learning academy:
 - July 18-22, 2022
 - October 17-19, 2022
 - November 8-9, 2022
 - February 1-3, 2023

Major Highlights of the 2022-2023 School Year

The Literacy Specialists met regularly with the Arkansas Department of Education and other education service cooperative specialists during Unit meetings. Literacy Unit Meetings are scheduled for all state literacy specialists to convene as a professional learning community. The purpose of this time together is to collaborate and brainstorm, share ideas and successes, and receive professional development that is data-driven to impact student achievement. Training of trainers in Literacy, Dyslexia, Assessments, Disciplinary Literacy, RISE (Reading Initiative for Student Excellence), Science of Reading, and other state level initiatives have taken place over the past year. During the 2022-2023 school year, the Literacy Department received training in the following areas:

- RISE (Reading Initiative for Student Excellence)
- RISE K-2
- RISE 3-6
- Dyslexia
- Disciplinary Literacy
- Literacy Research
- SIM™ (Strategic Instruction Model) Content Enhancement Routines and Learning Strategies
- Science of Reading
 - Overview
 - Phonological Awareness
 - Decoding
 - Encoding
 - Morphology
 - Content Reading
- DOK (Depth of Knowledge) with Solution Tree Author Erik Francis
- Critical Reading (SoR Pathway U)
- TAKE Flight Year 2
- Tools4Reading Sound Wall Training
- Community Action Network Poverty Simulation
- MyPerspectives Curriculum overview
- EdReports- HQIM
- Arkansas Initiative for Instructional Materials (High Quality Instructional Materials)
- Arkansas AWARE Mental Health (Advancing Wellness and Resiliency in Education)
- Supporting English Language Learners (ELLs)
- Changes in Special Education
- The Writing Revolution
- The New Art and Science of Teaching
- Engaging Reluctant Readers with author Dr. Steven Layne
- Close Reading with Kylene Beers and Robert Probst
- Writing Strategies

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

- On-site professional development
- Demonstration lessons with students
- Dyslexia training and support
- RtI (Response to Intervention) support
- Novice Teacher Support
- Instructional Coaching and support
- Quarterly Literacy Leader Meetings
- Quarterly Dyslexia Leader Meeting
- Instructional Coaching PLCs (Professional Learning Community)
- Science of Reading Implementation
- Leading PLC Meetings on-site for specific grade levels or content areas
- Data Analysis (including Dyslexia Screeners)
- Classroom Instruction Observations and Feedback
- Science of Reading walk throughs with administrators
- District Leadership Team Meetings for School Improvement
- Lesson Planning
- Curriculum alignment
- Cambium Support
- SIM™ professional development and classroom support
- Level II Assessment Support
- Disciplinary Literacy strategies for the content (Science, Social Studies, CTE)
- Online and Face-to-Face Professional Book Studies
- Level 1 Assessments (ORF, Decoding, Encoding, and PAST) training and implementation support)
- PAST Assessment follow up support to teachers and Instructional Coaches
- Small Group Reading
- Sound Wall
- Virtual meetings and support through Zoom and Google Meet
- Critical Reading professional development and follow up support
- Assisting with Curriculum selection and adoption

Literacy Future Plans

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

and allowing for real-time, job-embedded professional learning and support. Summer 2023 offerings will support the reading initiative (RISE). Literacy Specialists will deliver RISE Academies for grades K-2 and 3-6, which will focus heavily on the science of reading. The academy will include face-to-face sessions and onsite support. Literacy Specialists will offer professional development sessions from the ADE Pathways to Proficiency. Literacy Specialists will provide follow-up and on-going support to continue the Science of Reading. The Strategic Reading course for middle school and the Critical Reading course for high school will be a continued focus and will be reflected in the professional development and support for the 2023-2024 school year. The Literacy Specialists will continue to support and train the 2023-2024 Novice teachers. WDMESC will also invite nationally known professional educators and speakers to expand upon the work provided in our region. Steven Layne will present on creating a culture of reading and engaging reluctant readers.

*Summer 2023 professional development offerings are listed below, and are **not** reflective of on-site professional development at specific schools.*

Summer 2023 professional development offerings

Date	Session	Format/Delivery
June 5-6, 2023	SoR Phonological Awareness	Virtual
June 7, 2023	Reading in History	Face-to-Face
June 7-8, 2023	SoR Decoding	Virtual
June 8, 2023	Morphology for the Secondary Classroom	Face-to-Face
June 14, 2023	Speech to Print: Supporting Students with the Sound Wall	Face-to-Face
June 14, 2023	SoR Content-Based Morphology	Face-to-Face
June 15, 2023	SoR Content-Area Reading	Face-to-Face
June 15, 2023	SoR Encoding Day 1	Virtual
June 16, 2023	SoR Encoding Day 2	Virtual
June 19-21	3-6 RISE Academy Days 1-3	Face-to-Face
June 20-21	K-2 RISE Academy Days 1-2	Face-to-Face
June 22, 2023	Steven Layne: Igniting a Passion for Reading	Face-to-Face
June 26-28	3-6 RISE Academy Days 4-6	Face to Faced
June 27, 2023	K-2 Small Group Reading	Face-to-Face
June 29-30, 2023	K-2 RISE Academy Days 3-4	Face-to-Face
July 6, 2023	SoR Phonological Awareness	Face-to-Face
July 18-19, 2023	K-2 RISE Days 5-6	Virtual
July 19, 2023	Critical Reading Day 1	Face-to-Face

July 20, 2023	Critical Reading Day 2	Face-to-Face
July 24, 2023	SoR Decoding	Face-to-Face
July 27, 2023	Critical Reading Day 3	Face-to-Face
July 28, 2023	Critical Reading Day 4	Face-to-Face
August 2, 2023	SoR Content-Based Morphology	Face-to-Face
August 3, 2023	SoR Content-Area Reading	Face-to-Face

Program: Mathematics

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

Funding Amount: \$180,000

Competitive Grant: No

Restricted

Participating Districts

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

Personnel

Pam Allen, Instructional Specialist Mathematics - Masters

Tim Brister, Instructional Specialist Mathematics - Doctorate

Mathematics Program Goals

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

Mathematics Program Summary

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

Professional learning opportunities offered in 2022-2023 included:

- **Student-Centered Mathematics: Understanding Mathematical Thinking** is professional development that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this multi-year training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and equations in order to assess and further students' understanding of concepts and

skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning. This PD is based on the research found in *Children's Mathematics: Cognitively Guided Instruction*. The Instructional Specialist (Allen) has completed the CGI Leadership Institute, is an ADE-Endorsed Trainer for Year 1, 2, and 3, and is currently leading and/or hosting 3 sessions for 80 participants that represent 14 districts in the WDMESC area and around the state. The sessions were presented virtually and incorporated and modeled ways for teachers to implement CGI in their own classrooms on a digital platform when needed. Multiple sessions were offered during the year for each follow-up PD in order to help accommodate any substitute teacher issues. A Google Classroom was created for each of the sessions to extend the learning by reflecting on individual classroom planning and student work. Connections to AR Math QuEST and the Effective Math Teaching Practices were also added to this professional development in an effort to support state initiatives in mathematics.

- **Arkansas Math QuEST (Quantitative Essentials for Students and Teachers)** is a state initiative focused on research-based mathematics practices for both students and teachers. It is a journey for ambitious teaching that promotes equity and the engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. This PD was led by WDMESC Math Specialists and local leaders during the summer. Follow-up days and on-site support were offered during the school year. There were 85 participants and leaders involved in this PD this year.
- **Arkansas Math QuEST Book Study:** Several educators, after completing Math QuEST Years 1 & 2, requested to continue their Math QuEST learning journey. In response to this request, a book study on *Putting the 5 Practices into Practice*, by Margret Smith, Miriam Sherin, and other authors, was conducted in multiple after school virtual sessions. During these study sessions educators discussed their learning from the book, implemented the practices, and discussed their implementation successes and challenges.
- **WDMESC STEM Leadership:** The focus of this training for math and science coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics, science, and other STEM-related education. All 17 of our districts were asked to participate in this project. Districts selected math and/or science leader(s) to attend training/collaborating work sessions focusing on math and/or science content, curriculum alignment, assessment and instruction. Emphasis is placed on the Arkansas Math and/or Science Standards, instructional strategies, utilizing manipulatives in order to build conceptual understanding, and authentic assessments. Training and support have also focused on *Building Thinking Classrooms* by Peter Liljedahl, STEM Model School Program, Instructional Technology, the use of the AR Edreports website, and Science and Mathematics curricular resources. Some sessions during the year were held virtually, some were face-to-face, and some were face-to-face with a virtual option. Topics were based on the needs of participants at the time.
- **WDMESC Illustrative Mathematics Institute K-5 and 6-12:** This session was designed in a collaborative effort by the state math specialists to assist educators in understanding the IM Mathematics Curriculum materials including the layout, vertical alignment (K-HS), differentiation strategies, use of the provided learning targets, provided assessments, instructional routines, language routines, pacing, and use of the curriculum. Sixteen educators were in attendance.
 - IM Centers: Two additional sessions were created after the Institute to specifically help K-5 teachers with implementing Centers into their classroom instruction. Twenty-eight educators were in attendance for these additional sessions.
 - IM Overview Cabot District Only: The Cabot School District requested a session on Aug 12, 2023

for their district for new teachers to have an overview of the IM curriculum. Both WDMESC Math Specialists were in attendance and led this session along with 31 educators from the Cabot School District.

- Upon district request, this session will be presented again during the summer of 2023 by Brister.
- **K-2 Fundamentals of Number Sense:** This module was developed by the state math specialists and is based on the learning progressions focusing on number sense and number relationships from kindergarten to second grade. Participants engaged in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. WDMESC partnered with DESE to deliver this session virtually for the state.
 - This session was requested by two additional districts in the WDMESC area during the school year. Allen presented the PD to the teachers at Augusta and the Novice Teachers at Beebe Early Childhood.
 - It will be presented to the Searcy School District as requested by the district on June 15, 2023.
- **6-8 FUNDamentals of Ratios and Proportional Reasoning:** Collaborated with specialists from the Arch Ford ESC to offer a 2-day Virtual session based on the learning progressions of ratios and proportional reasoning from sixth to eighth grade. Goals included developing a deeper understanding of this foundational content, understanding how to build fluency from conceptual understanding within these standards, and understanding how to make instructional decisions responsive to the needs of each student. The session was attended by 17 educators.
- **SREB Transitional Math Ready:** Partnered with DESE to offer this virtual training required for educators teaching the course, SREB Transitional Math Ready. SREB Transitional Math Ready emphasizes understanding of mathematics concepts rather than just memorizing procedures. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and careers. The session will explore the course materials, Process Readiness Indicators, course content standards, and the alignment to Arkansas course standards. This course was attended by 25 educators from across the state.
- **Teaching Essential Mathematics Standards with Rigor AND Teaching Mathematics Topics with Essential Standards in Mind:** These first of these two sessions provided teachers with tools to teach essential standards for depth and rigor. The second day focused on teaching supporting standards in a way that deepened student knowledge of both those standards and the standards deemed essential. These sessions were attended by 20 educators from the region.
- **VIRTUAL Building Thinking Classrooms**, with Dr. Peter Lilyedahl, hosted on Jan 30, 2023 was attended by 46 educators from the region. Much of how classrooms look and much of what happens in them today is guided by institutional norms laid down at the inception of an industrial-age model of public education. These norms have enabled a culture of teaching and learning that is often devoid of student thinking. In this session, some of the results of over 15 years of research into how teachers can transform their classrooms from a space where students mimic to where students think. The practices discussed will intertwine with, and make extensive references to, the recently published book, *Building Thinking Classrooms*. Two face-to-face Building Thinking Classrooms sessions are planned for June 13 and 14, 2023. Over 90 educators are expected to attend these sessions.
- **Content Specific PD** has also included a session on preparing students for the mathematics section of the ACT Aspire assessment, and a session about Arkansas Model STEM schools, Dyscalculia, Mathematics Fluency Development (grades 6+), Teaching High School Geometry Transformations, Formative assessment and Feedback in Mathematics, Math Routines for K-5, and a session on resources for robotics.

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

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

The Mathematics Specialists have worked in the following additional roles:

- Served on the state K-5 Professional Development Team
- Served on the ACTM (Arkansas Council of Teachers of Mathematics) board
- Served on the ACTM Conference Planning Committee
- Facilitated sessions at the ATCM conference
- Served as Mentor Coaches for WDMESC Novice Teachers
- Served on the state Geometry Content Professional Development Team
- Co-facilitated the DESE "Geometry: Transformations" virtual PD
- Co-facilitated SREB MATH REady Professional Development with DESE
- Co-facilitated the DESE "K-2 FUNDamentals of Number Sense"
- Served on the Arkansas Dyslexia task force
- Served on the Arkansas 9-16 mathematics task force (student mathematics pathways from high school to college)
- Assisted with the Regional FIRST Robotics competition: The FIRST Robotics Competition Arkansas Regional was held March 1-4, 2023 in Searcy, AR. 29 high school teams from 9 different states came together in Central Arkansas to showcase their months of hard work, creative problem solving and incredible team work. This year's game, Charged Up, was presented by HAAS. WDMESC Program Coordinators and Content Specialists played vital roles in the implementation of the event. WDMESC was recognized as a "Friends of the Future" sponsor for

their support. [Click here for the event program.](#)

- STEM - Harding Robots and Rockets STEM Camp: WDMESC helped plan and implement the Robots and Rockets STEM Camp at Harding University for students entering middle grades. The goal of this camp was to provide students with hands-on STEM experiences to excite them about engineering and to reinforce the fundamental math and science that underlie the projects. Fifty students entering grades 5-8 participated in the camp. Faculty from the Harding Science and Engineering Departments along with Math and Science Specialists from WDMESC helped throughout the week. (instructed sessions, assisted with instruction, distribution of supplies, registration and supervision of students)
- Topics included - Rockets, EV3 Robots, Sphero Robots, 3D printing, and other STEM related topics
- Assisted with local district's STEM Days
- Presented information about mathematics education to and model mathematics lessons for pre-service teachers at Harding University
- Served on the Standards Revisions Committees
- Served on the Item Review Committee for DESE for Cambium
- Presenter at National CGI Conference in Orlando, FL/will serve as Chair of the National CGI Conference in 2024

Professional Development Received This Year

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

Additional Training Included:

- PLCs - Solution Tree
- Ambitious Teaching Training of Trainers (TOT)
- Community Action Network Poverty Simulation
- Open Up Resources/Illustrative Mathematics
- Math Routines
- Science of Reading/RISE
- Digital Learning Tips and Tools
- High Yield Strategies
- *High Reliability Schools*
- HMH - Teaching Practices/Questioning
- Dyscalculia
- TNTP Coaching Cycles
- Inclusive Practices
- John Hattie's Effect Sizes - *Know Thy Impact*
- Parental Engagement
- Mathematical Fluency
- Georgia Numeracy Project
- Cambium/ATLAS

Statistics

- Provided and/or received over 1000 hours of Professional Development.
- Provided Professional Development to over 800 participants from around the state and within the WDMESC area.
- Provided over 200 instances of direct school support (observations, facilitating PLC's, model Lessons, technology support, etc. -- either face to face or electronically) to over 800 teachers, administrators, instructional facilitators, and students during the 2022-2023 school year.

Program: Media

Funding Source: NA

Funding Amount: NA

Competitive Grant: NA

Non-Restricted

Participating Districts

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

Personnel

Leasha Hayes, Teacher Center Coordinator - M.Ed. Admin.

Goal

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

Program Summary

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

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

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

Program: Medicaid Services

Funding Source: Assigned Districts

Participating Districts

Riverview, White County Central, Sunshine School (Riverview & Des Arc), & WDMESC Early Childhood

Personnel

Carla Barnwell, Medicaid Clerk

Goal

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

Program Summary for Participating School Districts

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

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

Program Summary for WDMESC Early Childhood

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

Major Highlights of the Year

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

Program: Novice Teacher/Recruitment & Retention Program

Funding Source: Arkansas Department of Education

Funding Amount: \$311,848.77

Competitive Grant: No

Restricted

Participating Districts

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

Personnel

Jackie Starks, Teacher Recruitment & Retention Coordinator - M.Ed.

Courtney Hines, Novice Teacher Facilitator - BSE Elementary Education

Jennifer Park, 23 days contracted, Novice Teacher Mentor Coach, M.Ed.

Virginia Parker, 114 days contracted, Novice Teacher Mentor Coach SpEd & Inclusion Focus, MSpEd.

Goal

Recruit and retain effective teachers in Wilbur D. Mills Education Service Cooperative. Promote effective teaching with professional learning opportunities designed to enhance teaching practices, boost staff morale, and build collaborative cultures in our cooperative area.

WDMESC will provide scaffolded support to all Year I, Year II, and Year III Novice Teachers (NT). The goal for Year I NTs is to create a safe, secure learning environment. The goals for Year II NTs ensure effective teaching in the classroom. The goal for Year III NTs is to become leaders of guaranteed and viable curriculum.

Program Summary

Novice Teacher Program: All first, second, and third year novice teachers were assigned to a cohort/job alike group led by a mentor Coach who is a WDMESC Specialist or other assigned novice teacher coaches who have expertise in the content area or pedagogy area of the novice teacher. All first, second, and third year novice teachers also attended Novice Teacher Bootcamp which was aligned to the goals of their respective year of novice status, and they all attended one Novice Teacher Choice Day (selected from a provided list designed to allow for differentiation of needs). Year I and II novice teachers attended a total of four days of professional learning. Year III novice teachers attended a total of two days of professional learning.

Year I professional learning topics included classroom management, behavior management, student engagement, self-care, and individualized support in areas of need and one novice teacher choice day. Year II novice teachers attended three days of professional learning experiences that were focused on student engagement and pedagogy enhancement and one novice teacher choice day. Year III novice teachers attended 2 professional learning days to work towards growing as a teacher leader and/or enhancing practices.

Novice teacher coaches go to districts to work one-on-one or with small groups of novice teachers and communicate regularly with novices. The support allows the coach to model lessons, critique lessons, or provide site specific assistance to the novice. All novice teachers are provided with content specific resources as recommended by coaches.

Recruitment and Retention Program: A total of 8 Praxis Study Sessions were held and resources were provided to support licensure efforts of current and future educators. WDMESC visited institutions of higher ed (IHE) promoting teaching as a profession, engaging in cooperative support, and building partnerships. We hosted two job fairs for our local districts to recruit certified and classified staff, as well as substitute teachers.

Major Highlights of the Year

386 Novice Teachers were supported through the WDMESC Novice Teacher Mentor program. 98% of novice teachers reported they planned to continue teaching next year according to the Mid-Year Novice Teacher Survey 2022.

Relationships established with novices and administrators created a collaborative partnership where mentor coaches could support novices on an individualized basis. Pilot programs with Jacksonville North Pulaski School District and Riverview School District allowed for an even closer partnership involving ongoing conversations and plans for future improvement. Through these pilot programs, WDMESC Novice Teacher Department covered the cost of these district provided mentors. On the mid-year survey, novice teachers from within these pilot programs ranked this resource at an average of 3.92 out of 4—the highest average of any provided resource. Support from co-op provided mentors are shown to be the most beneficial aspect of the program's offered resources with a ranking of 3.3 on the Mid-Year Novice Teacher Survey 2022. All other resources (virtual visits, on-site visits, bootcamps, fall PD, licensure support, choice PD day, licensure support) received average rankings of very beneficial or extremely beneficial.

Teacher Recruitment and Retention Department partnered with area schools and hosted two job fairs. At the December job fair, cooperating districts included Riverview, Cabot, Searcy, JNPSD, and Beebe. Reach, Harding, and Grand Canyon Universities also attended as well as DESE Licensure, and local education staffing agencies. There were a total of 26 candidates. Finally, we also hosted 8 study sessions to assist with licensure study support and cost of licensure reimbursement (some tutoring was provided as well). As a result, several teachers passed their Praxis. Many paras, subs, and/or interns also participated and are either licensed or on their pathway to being licensed!

Special Education Consultant Services: Novice Special Education Teacher Mentoring Grant

The Novice Teacher Mentoring SPED grant has purchased SPED Due Process books, paid for various presenters relating to SPED Due Process, and bought materials for SPED teachers. Sensory tools provided to SPED teachers and inclusion classrooms have been seen in classrooms being utilized by students. January surveys report that an overwhelming majority of SPED novice teachers understand and agree with Inclusive Practices and Universal Design for Learning and have a desire to be provided with additional training sessions to learn more.

Program: The PEER Network

2022-2023 FUNDING AMOUNT: \$2,858,674

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

COMPETITIVE GRANT: Yes

RESTRICTIVE: Yes

PERSONNEL

	Years	Degree	Job Title
HORN, RACHEL	16	Ed.S.	PEER Project Director
HARDCASTLE, BRANDI	20	MSE	PEER Coach
WILLIAMS, BRANDI	21	MS	PEER Coach
JONES, KARLA	29	MSE	PEER Coach

PROGRAM SUMMARY

In the fall of 2021, the U.S. Department of Education awarded the Arkansas Public School Resource Center (APSRC) a Teacher and School Leader (TSL) grant. The purpose of the TSL grant is to assist states, local educational agencies (LEAs), and nonprofit organizations in developing, implementing, improving, or expanding comprehensive Performance-Based Compensation Systems (PBCS) or Human Capital Management Systems (HCMS). This grant supports teachers, principals, and other school leaders (especially for educators in High-Need Schools who raise student growth and academic achievement and close the achievement gap between high- and low-performing students). The APSRC TSL grant is enacted in partnership with Crowley's Ridge Education Service Cooperative (CRESC) through Promoting Educator Effectiveness in Rural Arkansas, the PEER Network. The PEER Network also partners with the Wilbur D. Mills Education Service Cooperative (WDMESC) to support five member districts.

The PEER Network utilizes a Performance-Based Compensation System (PBCS) to support and promote educator effectiveness in rural Arkansas schools. The PEER network PBCS recognizes the skills and knowledge of teachers, principals, and other school leaders as demonstrated through student academic achievement, the successful fulfillment of additional responsibilities or job functions (such as teacher leadership roles), and evidence of professional achievement and mastery of content knowledge. Since implementing the TSL grant, the PEER Network has provided more than \$1.7M in incentive funding to partner schools.

The PEER network selected partner schools based on several criteria, including schools that serve high-needs student populations, location within [Arkansas Economic Opportunity Zones](#), and geographic proximity to the Arkansas Public School Resource Center and the

The PEER Network partners with 60 schools across 20 districts and charters to develop approximately 120 teacher leaders and support more than 2,200 teachers. Through its partnerships, the PEER Network serves over 24,000 students.

Schools in the PEER Network have access to National Board Certification support for any teachers wanting

to complete the process. Arkansas State University is a partner for the support and training of those teachers.

MAJOR HIGHLIGHTS OF THE YEAR

- In addition to the \$1.7M awarded through incentives, the PEER Network has subgranted \$210,000 for local recruitment and retention projects.
 - Onboarding and mentoring programs
 - Certification of non-certified teachers
 - Additional certification of teachers teaching out-of-area
 - Employee referral programs
 - Retention bonuses
 - Grow-your-own programs
- The PEER Network worked alongside the Arkansas Leadership Academy (ALA) to support its Teacher Leader Program (TLP), Instructional Leader Empowerment (ILE), and Reach program. PEER Network teacher leaders and school leaders participated in this training to increase educator competencies aligned with PEER goals.
- PEER teacher leaders and school leaders will share their learning from 2022-2023 across the network through the 2023 PEER Summer Summit.

Program: School Health Services

Funding Source: Arkansas Master Tobacco Settlement

Competitive Grant: NA

Restricted NA

Participating Districts

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

Personnel

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

Goal

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

Program Summary

Provide technical assistance to area schools to:

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

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

Establish school wellness committees and fulfill state and federal mandates.

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

Provide education and training to:

Certify school nurses to conduct mandated health screenings.

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

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

Identify needed school health related training for school personnel.

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

Major Highlights of the Year

Provided wellness committee and SHI assistance to school districts.

Scoliosis training for 9 school nurses

BMI Training 9 school nurses

Provided Vision and Hearing Screening training for 11 school nurses.

Paraprofessional Training for 49 participants

Provided CPR/AED and First Aid certification training for 80 participants.

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

Presented Tobacco Puppet Show to 1585 participants.

Presented Vaping for MS/HS to 2293 participants.

Presented Dose of Reality (opioids) to 211 participants.

Presented Youth Suicide Prevention 101 to 268 participants.

Presented Love is NOT Abuse (teen dating violence) to 723 participants.

Provided Stop the Bleed training to 8 participants.

Provided Resiliency for All Training to 11 participants.

Provided Youth Mental Health First Aid training to 9 participants.

Provided Narcan training to 202 participants.

Provided eSchool training to 5 participants.

Provided resources, documentation, and technical support to all schools regarding Covid 19 restrictions and guidelines.

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

Assisted with school flu vaccination clinics.

Program: Science

Funding Source: Arkansas Department of Education

Funding Amount: \$180,000

Competitive Grant: No

Restricted

Participating Districts

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

Personnel

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

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

Science Goals

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

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

Professional learning opportunities offered in 2022-2023 included:

- Grasping Phenomenal Science (GPS) - DESE developed professional learning series. These sessions included:
 - 3D Science Assessment Planning (Session 1 - 12 participants; Session 2 - 14 participants)
 - Exemplar Science Units (1st grade - 2 participants, 2nd grade - 2 participants, 5th grade - 4 participants)
 - Unit Development (11 participants)
 - Introduction to Arkansas K-12 Science Standards - (Session 1 - 5 participants, Session 2 - All Year 1 Science Novice Teachers)
 - Anchor Phenomenon for a Coherent Sequence of Science Lessons (10 participants)
- Curriculum Resources/Pedagogy Training
 - Understanding 3D Instruction in the Secondary Classroom with Paul Andersen (41 participants)
 - Fossils of Arkansas with Arkansas Geological Society (17 participants)
 - Picture Perfect STEM (26 participants)

- Argument Driven Inquiry (11 participants)
- Makerspace / Tinkering (partnered with CTE & Museum of Discovery)
 - CTE STEM Tinkering 101 (27 participants)
 - CTE STEM Tinkering Masters (17 participants)
 - CTE STEM All-Stars (12 participants)

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

- Implementation of the Arkansas K-12 Science Standards
- Developing/Identifying/Selecting Quality Curriculum and/or Resources
- Novice Teacher Support
- Team Meetings/Professional Learning Communities Support
- Classroom Observations
- Model Lessons
- Lesson Planning Support
- Providing Resources from WDMESC and/or Harding STEM Center
- Offer monthly STEM Leaders Meetings in collaboration with math
- The Science of Reading support
- Special Projects
- STEAM Newsletter- Science specialists teamed with WDMESC math specialists to create a monthly newsletter to share grants, upcoming events, professional development opportunities, and showcase district STEAM events.
- Support schools in virtual meetings around ACT 1082

Additional Responsibilities:

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

Professional Development Received This Year

The science specialists were able to attend all the face to face and virtual unit meetings provided by DESE. Unit meetings are organized so that all the state specialists from all cooperatives convene on a regular basis as a professional learning community. This year's focus at DESE has been around the TNTP Coaching Model with each specialist completing 3 coaching cycles with volunteer teacher coachees.

Additional Training Included:

- The Science of Reading
- Open Sci Ed Modules
- Argument Driven Inquiry
- Picture Perfect Science
- TNTP Coaching

Program: LEA Special Education Supervisor

Funding Source: Assigned Districts

Funding Amount: \$ 66,981

Competitive Grant: No

Non-Restricted

Participating Districts

Bradford and Pangburn

Personnel

Helen (Joan) Jeffery, LEA Supervisor - MSE

Goal

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

Program Summary

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

Major Highlights of the Year

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

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

Funding Source: Participating Districts

Funding Amount: \$244,650.00

Competitive Grant: No

Non-Restricted

Participating Districts

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

Personnel

Leasha Hayes, Teacher Center Coordinator/Assistant Director - BA, M. Ed. Admin.

Terri Lee, Administrative Assistant - HSD

Goal

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

Program Summary

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

Major Highlights of the Year

The Teacher Center Coordinator and Specialists provided training on the EdReports.org curriculum review portal. Specialists worked with district personnel to analyze curriculum and align new purchases with current curriculum. Representatives from various curriculum providers provided on-site and/or virtual reviews of curriculum for district personnel. OpenUp Resources for math and language arts were shared with the districts. RITE Flight training sessions were held at the cooperative for district educators.

The Wilbur Mills Teacher Center Coordinator met monthly with Assistant Superintendents/Curriculum Coordinators and Principals. During the regular meetings of the Assistant Superintendent/Curriculum Coordinator group, High Quality Instructional Materials, how to get the data right in eSchool, and exploration of Inclusive Practices coupled with training on how to implement inclusive practices.

Program: Technology

Funding Source: State

Funding Amount: \$80,000

Competitive Grant: No

Restricted

Participating Districts

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

Personnel

Brook Singletary, Technology Coordinator - Masters Instructional Technology +

Goal

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

Program Summary

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

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

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

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

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

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

Major highlights

- Coordinated and/or presented technology PD sessions for teachers based on Needs Assessment.
- Managed the WDMESC Digital Learning Consortium. Served as liaison between Pearson Learning and district Points of Contact.
- Assisted districts in development of Digital Learning Plans.

- Provided cyber security training for Co-op employees. Implemented online cyber security learning platform at WDMESC.
- Provided cyber security training for district technology coordinators.
- Coordinated and led meetings with district technology coordinators.
- Coordinated and led Library/Media Specialists Professional Learning Community.
- Managed the ARA Technology grant. Used grant funds to upgrade Co-op network, computer lab and provide cyber security training for Co-op employees.
- Met with DESE Research and Technology team and Co-op Technology Coordinators on a weekly basis.
- Disseminated information to district techs from DESE R&T.
- Served on DESE's Social Media Awareness Campaign (SMACTalk) Committee.
- Installed Network Security Scanning Program at WDMESC.
- Partnered with the Technology Coordinators at DeQueen/Mena and Southwest ESCs to provide training at the Hot Springs Technical Institute (HSTI).

Program: Technology Services

Funding Source: District

Funding Amount: \$125,210

Competitive Grant: No

Non-Restricted

Program: Technology

Funding Source: Assigned Districts

Participating Districts

Beebe, Bradford, Riverview, White County Central

Personnel

Kyle Cross, Technologist, Riverview - HSD

Shayne Wallis, Technologist, White Co. Central - BSE

Tyler Watson, Technology Assistant, WDMESC - HSD

Goal

To provide quality technology support for the participating school districts.

Program Summary

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

Program: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: No

RESTRICTED FUNDING

PERSONNEL:

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

Behavior Support Specialists:

Shana Bailey, M.S.

Jennifer Brewer, Ed.S.

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

Sandy Crawley, M.S.E.

Kelly Davis, M.Ed., BCBA

Sonia Hartsfield M.Ed.

Audrey Kengla, M.S., CCC-SLP

Amanda Kirby, M.S.E.

Kat Lancaster, M.A., CCC-SLP

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Sarra Petray, Ed.S.

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S.

PARTICIPATING SCHOOLS: Statewide

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

BX3 PROJECT

GOAL:

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

Cohort 3- Alma Intermediate-Alma, Asbell Elementary-Fayetteville, Beard Elementary- Fort Smith, Happy Hollow Elementary-Fayetteville, McNair Middle School - Fayetteville, Bald Knob High School, Cave City Elementary- Cave City, McRae Elementary - Searcy, University Heights Elementary - Nettleton, Holly Harshman Elementary - Mena, Horatio Elementary - Horatio, Mena Middle School- Middle, Mena High School- Mena, Oscar Hamilton Elementary - Foreman, Bryant Elementary- Bryant, Collegeville Elementary - Bryant, Guy-Perkins Elementary- Guy Perkins, Hurricane Creek Elementary - Bryant, Pottsville Jr High- Pottsville, Springhill Elementary - Bryant

PROGRAM SUMMARY:

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

individualized SMART goal(s). The BSS offer at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

MAJOR HIGHLIGHTS OF 2022-23:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2022-2023:

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

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2022-2023:

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

ADDITIONAL BSS HIGHLIGHTS OF 2022-2023:

- Presented at Arkansas School Psychology Association Conference
- Presented at SEAS Conference
- Presented at Arkansas Association of Alternative Educators Conference
- Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments
- Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2
- 9 BSS attended the PBIS Leadership Forum
- 2 BSS attended the LRP Institute Convention
- Served on DESE Leadership Team for Arkansas THRIVE
- Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)
- Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy 1/2023, 3/2022, 6/2022)

Program: Digital Learning –Virtual Arkansas

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING WILBUR D. MILLS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS

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

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director; MS+30, BS

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

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

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

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

Jason Bohler: Core Campus Director; MA, BA

Ellora Hicks: Concurrent Credit Campus Director; MS+30, BA

Christie Lewis: CTE Campus Director; BBA, MS

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

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

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

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

GOALS:

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

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

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

Goals	2021-2022 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none">- Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none">- VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none">- Virtual Arkansas made courses available to all high-poverty districts and was utilized by 93.3% of all Arkansas districts with a 70%-100% free and reduced lunch population.- 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered.
Ensure Educational Options for Rural Students	<ul style="list-style-type: none">- 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural- Virtual Arkansas had 21,671 enrollments from Districts

	designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 99% of all districts designated as rural - 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	- 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	- 34 CTE courses were provided to 6,554 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	- In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

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

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement.
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.

- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

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

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

Program: Migrant Education

FUNDING SOURCE: DESE Grant – Title 1 Part C

COMPETITIVE GRANT: No

RESTRICTED

PARTICIPATING DISTRICTS

Augusta	AR School for the Deaf	Bald Knob	Barton-Lexa
Beebe	Bradford	Brinkley	Cabot
Carlisle	Clarendon	Des Arc	Dollarway
England	Exalt Academy SW	Lee County	Forrest City
Friendship Aspire-LR	Hazen	Helena/W. Helena	Jacksonville
Kipp-Delta College Prep	Little Rock	Lisa Academy-ALL	Lonoke
Marvell	McCrary	North Little Rock	Palestine-Wheatley
Pangburn	Pine Bluff	Pulaski County	Riverview
Rosebud	Searcy	Sheridan	Stuttgart
Watson Chapel	West Memphis	White Co. Central	White Hall

PERSONNEL

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

Heidi Harris, REDS, Associate Degree-Business Administration

Carmen Lambert, Recruiter, Associate Degree-Early Childhood

Sandra Garcia-Student Support Specialist-BBA-Business

Lily Farfan-Field Recruiter, Associate Degree-Social Services

GOAL

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

PROGRAM SUMMARY

The purposes of the Migrant Education Program are to:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- To identify eligible migrant students by the use of agricultural surveys in schools, businesses, and any venue that might employ or provide services for migrant families. Recruiters work to build rapport with local farmers and area businesses to ensure their assistance and cooperation with the program.
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.
- Help migratory children benefit from State and local systemic reforms. (See section 1301 of the ESEA.)

Major Highlights of the Year

- Contacted and assisted project schools with the migrant grant including their Indistar information, suggested expenditures, agricultural surveys, and the mandatory training for tutors.
- Provided in-person training for new tutors on August 17, 2022 and all tutors on August 23, 2022 at the Wilbur D. Mills Education Service Cooperative. Identification and Recruitment Training was held on September 9 at the cooperative as well.
- Provided districts with information regarding allowable expenditures and worked with migrant tutors to plan daily schedules to include in person and virtual students.
- Collected and recorded Mass Enrollments, Needs Assessments, Students' Eligible for Migrant Supplemental Services Forms, Daily Schedules, and On Track forms from each of the project tutors and the needed documentation from the non-project districts as well.
- Served 880 students in the Wilbur D. Mills Educational Service Cooperative, Great Rivers Educational Service Cooperative, and Arkansas River Educational Service Cooperative areas. Of those, 430 were non-project students and 450 were project school students. These students were ages 3-21. Project schools are those who have a migrant student population great enough to receive funding and therefore can hire a migrant tutor and utilize the funds through their district. Such districts usually have at least 25 migrant eligible students enrolled. Schools who qualify for funding have the opportunity to accept the funds or decline the funds and have the cooperative serve their student population, making them a non-project school. Other non-project schools do not have sufficient migrant student populations to qualify for funding and therefore are served by the cooperative.
- Provided migrant parents and children ages 3-5, that are not enrolled in kindergarten or other preschool programs, with needed supplies and manipulatives for at-home learning.
- Provided high-interest books, school supplies, and information on community resources (dental care, food banks, healthcare, milestones for pre-k, safety (fire, internet, and sun), banking, etc.) to migrant students and families.
- Provided free resources. Our staff is very passionate about our students and go above and beyond to help them with whatever needs the migrant students have. We have tutors and recruiters that search for outside resources to share with our migrant families. Recruiters have received sheets, towels, and blankets to distribute to families in need and provide school supplies to all students. We work in collaboration with local churches who have food to distribute it to our families in need.
- Completed needs assessments on each non-project student to determine which students were a priority for service. Students received supplies and books multiple times throughout the school year. Non-project students who are considered Priority For Service (PFS), those who have moved in the past year and are at risk of failing, are visited once to twice a month by cooperative staff to assist with instructional and or personal needs. Students in non-project schools were also provided with dental health supplies and educational information.
- Monitored high school seniors in the project and non-project schools to ensure they are working towards graduation. Provided them with information about ACT and scholarships available to migrant students.
- Assisted project tutors with setting up PAC (Parent Advisory Council) meetings in each of their districts to discuss literacy, math, and graduation requirements with parents.
- Met and established relationships with farmers and businesses.
- LEA tutors were encouraged to inquire about student progress and regularly check in with the student and/or parent to ensure they were completing their work.
- Moving Up Arkansas (MUA) is a Credit Accrual Summer Program offered to high school students of migrant families in Arkansas, which will be offered as in person residential this year as it was pre-pandemic. It is held on the campus of Arkansas Tech University in Russellville, Arkansas.
- Arkansas Migrant Education Student Leadership Academy (AMESLA) was held this year on October 14-16, 2022. This is a leadership development opportunity for students from all across the state and is held at the 4-H Center in Ferndale, Arkansas. Team building activities such as rock climbing and rope trails are part of the activities that are taught during this weekend. It is limited to 40 students so applications are taken as first come, first served. The demand was overwhelming so the state decided to offer another opportunity in the Spring and it was held on March 10-12, 2023. Another 35 students were able to attend this session.

- A STEM Camp for Middle School students was held at Harding University in collaboration with the Arkansas STEM Coalition on August 1-5, 2022. Two professors from Harding University taught the camp and students were engaged in numerous experiments along with some desk work. The hours for the camp were 9:00 am to 3:00 pm and Searcy School District provided transportation for the students involved from their district. Fifteen students participated and most were in attendance each day. Students were provided lunch(in the University cafeteria) and snacks by the Migrant Education Program and each student left with reading books for them and their siblings for the summer. Another STEM Camp is planned for June 5-9, 2023 at Harding University for those who have completed the 7th, 8th, or 9th grades this school year. The camp will be from 9-3 each day and students will learn from the Science and Math curriculum and do various activities and experiments related to their curriculum. Students will be dining in the cafeteria at lunch and will be provided snacks daily by Wilbur D. Mills Migrant Education Program. Students will be chosen based on their application and there are twelve spots available.
- Encouraged students to apply for migrant scholarships and the free one year of college provided through CAMP.
- Provided credit recovery opportunities through Red Comet.
- Monitored the project school districts.

Special Projects and Programs

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

Program Name: Literacy/Dyslexia - RITE Flight Training

The Wilbur Mills Cooperative partnered David Hanson, Access Learning Academy, to provide professional training for implementing RITE Flight. This workshop addresses two important components identified by the National Reading Panel as needed for effective reading instruction -- Reading Rate (Fluency) and Reading Comprehension. Workshop materials include manuals for Rite Flight: A Classroom Reading Rate Program and Rite Flight: A Classroom Comprehension Program. These materials, developed at Texas Scottish Rite Hospital for Children, provide excellent supplements to a classroom or remedial reading curriculum. Rite Flight is not intended to provide a comprehensive dyslexia intervention.

Increasing Reading Rate

Fluency instruction incorporates guided and timed repeated reading of decodable words, phrases and connected text. The instruction also includes the important elements of incentives, concrete measures of progress and daily homework practice.

The Comprehension Mystery

A combination of techniques for instruction in reading comprehension will be discussed and demonstrated, including comprehension monitoring, question generation, story structure, summarizing, inferencing, and utilization of graphic and semantic organizers. The workshop includes demonstrations of these techniques developed by Texas Scottish Rite Hospital for Children that specifically address both narrative and expository text.

10 out of 17 of the Wilbur D Mills District were represented and 74 educators were trained in how to use the RITE Flight Comprehension/Rate Intervention Tool.

Goals and Description (Literacy/Dyslexia)

The Wilbur Mills Cooperative partnered with David Hanson, Access Learning Academy, to provide professional development for identifying and serving students with characteristics of Dyslexia with and without an IEP. When do we begin to move a student with characteristics of dyslexia to a full comprehensive evaluation for special education? How best to service a student with characteristics dyslexia and special education in respect? How to document this service in regards to the IEP?

15 out of 17 of the Wilbur D Mills District were represented and 66 district specialists/coordinators were trained.

Goals and Description

The Wilbur Mills Cooperative partnered with Heggerty, Bridge the Gap, to provide training in the area of phonological awareness. Bridge the Gap is a series of systematic phonemic awareness intervention lessons for students in 2nd grade and above. The lessons can be used in small groups or with individual students who struggle to decode words automatically. The lesson structure is designed for small group or individual instruction, as part of a T-2 intervention for students in grades 2nd and above.

15 out of 17 of the Wilbur D Mills District were represented and 47 district specialists/coordinators were trained.

Program Name: Mathematics

Student-Centered Mathematics: Understanding Mathematical Thinking is professional development that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this multi-year training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and equations in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning. This PD is based on the research found in *Children's Mathematics: Cognitively Guided Instruction*. The Instructional Specialist (Allen) has completed the CGI Leadership Institute, is an ADE-Endorsed Trainer for Year 1, 2, and 3, and is currently leading and/or hosting 3 sessions for 80 participants that represent 14 districts in the WDMESC area and around the state. The sessions were presented virtually and incorporated and modeled ways for teachers to implement CGI in their own classrooms on a digital platform when needed. Multiple sessions were offered during the year for each follow-up PD in order to help accommodate any substitute teacher issues. A Google Classroom was created for each of the sessions to extend the learning by reflecting on individual classroom planning and student work. Connections to AR Math QuEST and the Effective Math Teaching Practices were also added to this professional development in an effort to support state initiatives in mathematics.

Building Thinking Classrooms, with Dr. Peter Liljedahl, hosted on Jan 30, 2023 was attended by 46 educators from the region. Much of how classrooms look and much of what happens in them today is guided by institutional norms laid down at the inception of an industrial-age model of public education. These norms have enabled a culture of teaching and learning that is often devoid of student thinking. In this session, some of the results of over 15 years of research into how teachers can transform their classrooms from a space where students mimic to where students think. The practices discussed will intertwine with, and make extensive references to, the recently published book, *Building Thinking Classrooms*. Two face-to-face Building Thinking Classrooms sessions are planned for June 13 and 14, 2023. Over 90 educators are expected to attend these sessions.

Program Name: DOK: Depth of Knowledge

WDMESC facilitated and arranged for nationally known presenter and Solution Tree author and expert, Erik Francis, to lead a Depth of Knowledge (DOK) professional development for district leadership and teachers. Our first session was held in December 2019 with 50 participants in attendance. All member districts were invited, with Level III/IV districts strongly encouraged to attend. A follow-up session for July 2020 was postponed due to COVID restrictions. WDMESC Needs Assessment data indicates a strong request for continued professional development in DOK. As a result, Mr. Francis returned during Summer 2022 to support schools in deconstructing Depth of Knowledge and enhancing teacher questioning. WDMESC also purchased the books, *Now That's a Good Question* and *Deconstructing Depth of Knowledge*, for participants. Mr. Francis will return in July and August 2023 to bridge the gap between the new statewide assessment and DOK.

Program Name: Instructional Coaching

A successful school or district coaching model can create a powerful professional learning community committed to student success. The goal of school-based instructional coaching is to increase student learning by providing continuous, relevant and job-embedded support to teachers (Sweeney, 2010). Instructional Coaches provide a variety of support by working alongside teachers to help them refine their craft. This is the ultimate form of personalized professional learning. Instructional Coaches can employ practices and put teachers in the best position to improve student learning.

Instructional Coaching is a professional learning opportunity designed for Instructional Coaches, Curriculum Directors, and Principals. Instructional Coaching is based on current work from nationally recognized professionals, including Dr. Jim Knight and Diane Sweeney. Dr. Jim Knight is affiliated with the Instructional Coaching Institute from the University of Kansas Center for Research on Learning. This professional development incorporates several of his books, including *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* ©2011; *The Impact*

Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching ©2017; and *The Instructional Playbook* ©2020. Additionally, this professional development includes the work of national consultant Diane Sweeney and her book, *Student-Centered Coaching: The Moves* ©2017. A condensed, three-hour professional development session is available for Principals and Curriculum Directors. It is based on Diane Sweeney's text, *Leading Student-Centered Coaching: Building Principal and Coach Partnerships*, ©2018.

In addition to professional development, Professional Learning Communities (PLCs) are conducted with support that is targeted to each Instructional Coach's needs and embraces the adult learning principles. This is a venue where Instructional Coaches can meet together to discuss successes and challenges in their current work. The benefit of this type of platform is the group can collaborate and problem-solve issues together. As Diane Sweeney points out, "Everyone is smarter together." There are also opportunities for Instructional Coaches to engage in a professional book study. On-site school support can include, but is not limited to, helping the school to develop an Instructional Coaching Model that captures the following information: the school's philosophy and beliefs as related to Instructional Coaches, the purpose of Instructional Coaches, the roles/expectations of Instructional Coaches, what coaching does not include, and time allocations for coaching duties. A Book Study on *The Instructional Playbook* was completed during the 2020-2021 school year with future plans of collaborating together to create a targeted, specific Instructional Playbook for participating districts during the Summer 2022. Professional development, PLCs, book studies, and building Instructional Playbooks will continue throughout the 2023-2024 school year.

Program Name: SIM™ (Strategic Instruction Model)

The Strategic Instruction Model (SIM™) is a professional development for teachers of all content-areas in grades 4-12. SIM™ is a comprehensive approach to adolescent literacy that addresses the need of students to be able to read and understand large amounts of complex materials as well as their need to be able to express themselves effectively in writing. In essence, SIM™ is about promoting effective teaching and learning of critical content in schools. SIM™ provides a variety of instructional strategies for teaching through the Content Enhancement series. The routines foster teacher planning and delivery of their content. SIM™ Content Enhancement Routines are intended for Special Education and Regular Education students during Tier 1 Core Instruction.

SIM™ is offered as a professional development through the school year so that teachers can readily take the training into their classroom for immediate implementation. Each SIM™ routine comes with a guidebook for each teacher that is provided by WDMESC free of charge. Three Content Enhancement Routines are provided during the school year on three separate professional development days. After teachers have implemented any given routine, a coaching visit is conducted so that the trainer can meet with teachers for the purposes of planning lessons and problem-solving issues that may have occurred during implementation. Classroom demonstrations of the routines can also be a part of the services provided. Fidelity checks (classroom observations) with debrief sessions are completed to provide further reflection and refinement of the routine. SIM™ will continue to be offered through the 2023-2024 school year.

Program Name: Technology

EtherScopes

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

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

ARP Technology Grant

Cooperatives received a \$150,000 ARP Technology grant from DESE. These funds were to be used for educational technology upgrades in an effort to maintain high quality professional development, resources and digital learning opportunities for member districts. Grant projects had to address elements of need with justifications that are in accordance with COVID guidelines per ESSER/ARP funds. Grantees were charged with assisting schools and educators by delivering the necessary tools and resources to maximize support for teachers, students and families. Grant funds are being utilized to ensure cooperative technology resources and infrastructure are up-to-date and sufficient to provide training and assistance to member districts.

Program Name: Robotics - FIRST Robotics Arkansas Regional

The FIRST Robotics Competition Arkansas Regional was held March 1-4, 2023 in Searcy, AR. 29 high school teams from 9 different states came together in Central Arkansas to showcase their months of hard work, creative problem solving and incredible team work. This year's game, Charged Up, was presented by HAAS.

WDMESC Program Coordinators and Content Specialists played vital roles in the implementation of the event. One of the science instruction specialists was a member of the planning committee and the event volunteer coordinator, who is responsible for recruiting and training over 80 volunteers each day. WDMESC was recognized as a "Friends of the Future" sponsor for their support. The other science specialist took on the role of Safety Manager for the event. [Click here for the event program.](#)

Program Name: STEM - Harding Robots and Rockets STEM Camp

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

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

Program Name: ACT Prep

This grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Many students lost valuable instructional time during the pandemic, causing them to perform lower on the ACT. During the pandemic, the ACT was not given as often as in a nonpandemic year. Research proves that the more a student is exposed to the ACT the better they perform.

This program allows for all districts in Arkansas to opt-in for additional support for their students in taking the ACT. The support is intended to be implemented school-wide, allowing all students access and resources to improve ACT scores. The increased ACT scores could lead to additional financial and educational benefits for the students.

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

Chad Cargill provided 6 sessions for 522 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review. Chad has written a book with all of his tips and strategies and every student received a copy of the book to study further.

Cantrell and Waller Preparatory (CW Prep) is providing 16 sessions across the state to almost 400 students. In these sessions, students spend six hours studying content from the ACT. CW Prep also shares strategies with students when

taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.

Program Name: Professional Learning Communities: Boardroom to Classroom

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

Program Name: Communities of Practice (CoP)

Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice will explore the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals. The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM. Grantee will select vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM.

Program Name: Bus Driver Certification and Assessment

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

Program Name: ESSER Special Grants

ARP Homeless Grant

DESE provided funding to address homelessness through ARP ESSER funds. Districts were allotted funding based on a formula using previous district data. Districts receiving less than \$5000 were required to join a consortium. Districts receiving \$5000 or more were given the option to join a consortium or expend the funds at the local district level. Cooperatives were authorized to be a consortium for districts. Ten districts joined the WDMESC consortium. The total amount of funding was \$108,130.00. District representatives met with cooperative staff to assess needs in each district. Consortium members voted to employ a Systems Navigator to support member districts and school homeless liaisons in identifying homeless children and youth. In addition, they will assist in providing homeless children and youth in member districts with wrap-around services in light of the challenges of the COVID-19 pandemic and assistance needed to enable homeless children and youth to attend school and participate fully in school activities. The Systems Navigator will assist member district and school homeless liaisons in meeting the urgent needs of children and youth experiencing homelessness—including academic, social, emotional, and mental health needs by navigating appropriate resources. The Systems Navigator will be a two year position and will work to create sustainable practices to continue the work when ARP-HCY funding has ended. Year one of this program saw many successes. The Systems Navigator, Tuer Kennard developed and shared a [McKinney Vento Systems Guide](#). Tuer also assisted districts with their Homeless plans, Needs Assessments, and helped those who were designated as “at risk” to understand the designation and engage in the professional development required by the DESE.

ELC Grant

The AR Department of Health provided funding to support the reopening of schools during the pandemic. Districts were

allotted between \$50,000 and \$100,000 during the 2021 - 2022 school year based on enrollment. Each cooperative was assigned member districts as well as private schools within their region. The cooperative point of contact was given the responsibility of communication and approval of expenditures. Districts provide a budget and invoices/reports to the cooperative for reimbursement. The cooperative obtains reimbursement from the AR Department of Health. Out of the 17 districts in WDMESC, 16 chose to participate and 6 of the 23 private schools chose to participate. The cooperative's business department took on this additional responsibility which reduced the time investment for districts. The extension was provided by the Department of Health for this grant before the close of the 2021 - 2022 school year. The final expenditure date for this fund was June 30, 2023.

Program Name: ESCWorks

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

Program Name: Digital Learning

Wilbur Mills contracted with Pearson Connexus to provide digital instruction for students in grades K-8 in our region. Wilbur Mills partnered with Virtual Arkansas to provide digital learning for students in grades 9-12 in our region. Brook Singletary, IT at Wilbur Mills, acted as a liaison between districts and Pearson Connexus. Brook assisted with training, scheduling, and communications. School districts were given the opportunity to join WDMESC Digital Learning Consortia or develop their own method of providing digital learning.

Program Name: CPI Nonviolent Crisis Intervention® Training

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

Appendix A

Professional Development Activities Report

Appendix B

Cooperative Evaluation

Description

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

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

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

The WDMESC evaluation occurred on January 20, 2023. Our cooperative received an overall rating of 5 - EXCELLENCE. Our [FINAL EVALUATION REPORT](#) was presented to the State Board of Education and accepted by the board on March 9, 2023.