



NORTHWEST ARKANSAS Education Service Cooperative

Annual Report 2023-2024



NORTHWEST ARKANSAS
Education Service Cooperative

4 North Double Springs Road

Farmington, Arkansas 72730

(479) 267-7450



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NORTHWEST ARKANSAS
Education Service Cooperative



Mr. Bryan Law
Director

Dr. Missy Hixson
Assistant Director/TC Coordinator

Northwest Arkansas Education Service Cooperative
4 North Double Springs Road
Farmington, AR 72730
(479) 267-7450 FAX (479) 267-7456

To: Arkansas Educators

From: Bryan Law, Director

Subject: 2023-2024 Annual Evaluation Report

The Northwest Arkansas Education Service Cooperative has continued to adjust to meet the needs of our ever growing region. The NWAESC schools continue to grow in students, teachers, administrators, and support staff while the staffing at the Coop has been reduced. The 16 public school districts and the 6 public school charter schools we serve represent over 97,100 students and many of these districts continue to grow. The requirements and needs of this diverse community requires a diverse educational system which strives to meet the needs of all our students. During this past year we have had the opportunity to reflect on our multiple programs and look for ways to improve our performance in an ever changing world. The Cooperative has partnered with the Walton Family Foundation to host our schools on a series of visits across the country to identify highly effective Career and Technical programs. These trips have taken us to San Antonio, Texas and Phoenix, Arizona and we have plans to visit Grand Rapids, Michigan and Oklahoma City, Oklahoma. Identifying successful programs and visiting these sites with district and workforce leaders will allow our region to stay on the cutting edge of areas that address the needs of both our students and our regional workforce. While reflecting back we have also worked diligently to develop teachers in RISE, look at opportunities to increase CTE and concurrent credit options for students, and deliver support in the teaching of mathematics.

The 2023-2024 annual report has been prepared by the staff of the Northwest Arkansas Education Service Cooperative and reflects the vision of Director Bryan Law and Assistant Director/Teacher Center Coordinator Dr. Missy Hixson. NWAESC has 100 employees housed in Farmington, Springdale, Rogers, and Bentonville. The Division of Elementary and Secondary Education Base funding to the co-op is \$408,618.00 and the total budget is approximately \$10,997,835. Listed below are examples of the programs offered by the co-op in partnership with our districts:

APSCN Field Support
Computer Science Education
Early Childhood Special Education
Gifted and Talented
Science/STEM Support Services

Medicaid billing services
School Health Nurse Services
Technology Support Services
Education ESVI Services
English Language Services



Teacher Center Services
Career and Technical Education
Literacy Support Services
Novice Teacher Training

Behavior Intervention Services
Math Support Services
Professional Development
Migrant Education

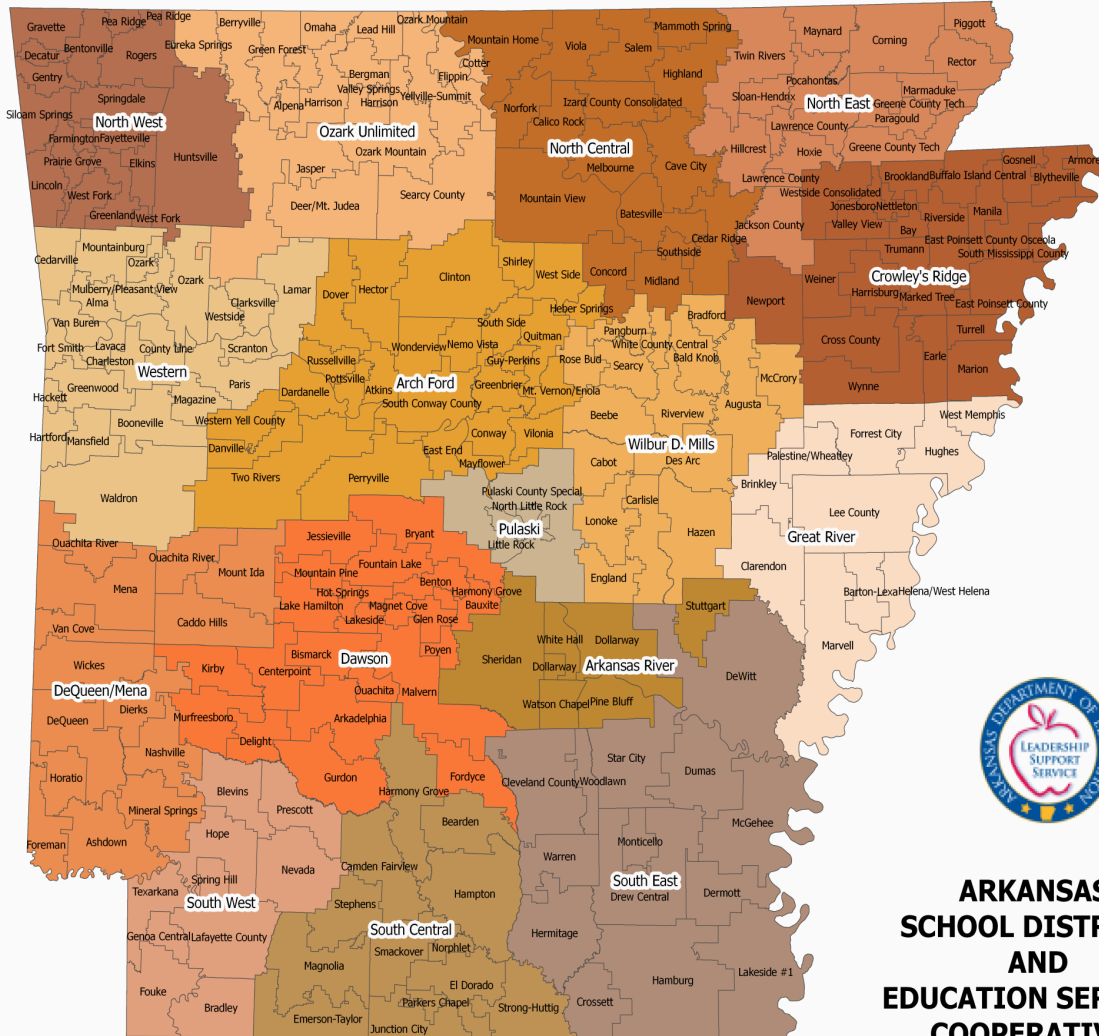
The mission of the Northwest Arkansas Education Service Cooperative is to “Make a Difference” for the students and districts we support. We are passionate about improving teaching and learning for both our students and for our staff. As educators we strive to be lifelong learners and continue to seek best practices in working with our students. We look forward to the challenges and opportunities that lay before us as we finish out this year and move to the next.

The co-ops of Arkansas have served as the implementation support agents for new state initiatives by providing extensive professional development and capacity building necessary to implement the undertaking of our state to improve student achievement. While the co-op supports all state initiatives we are also constantly looking at ways to provide programs that address the needs of our Districts locally. We plan to continue to effectively provide support for the Arkansas State Standards and the LEARNS Act as we move forward in a new era of teaching and learning. The mission of Northwest Arkansas Education Service Cooperative is to support and serve our school districts as they strive to provide a high-quality education. Our staff looks forward to the challenges of the upcoming year.



“Serving the Schools, Serving the Children”

Northwest Arkansas Education Services Cooperative



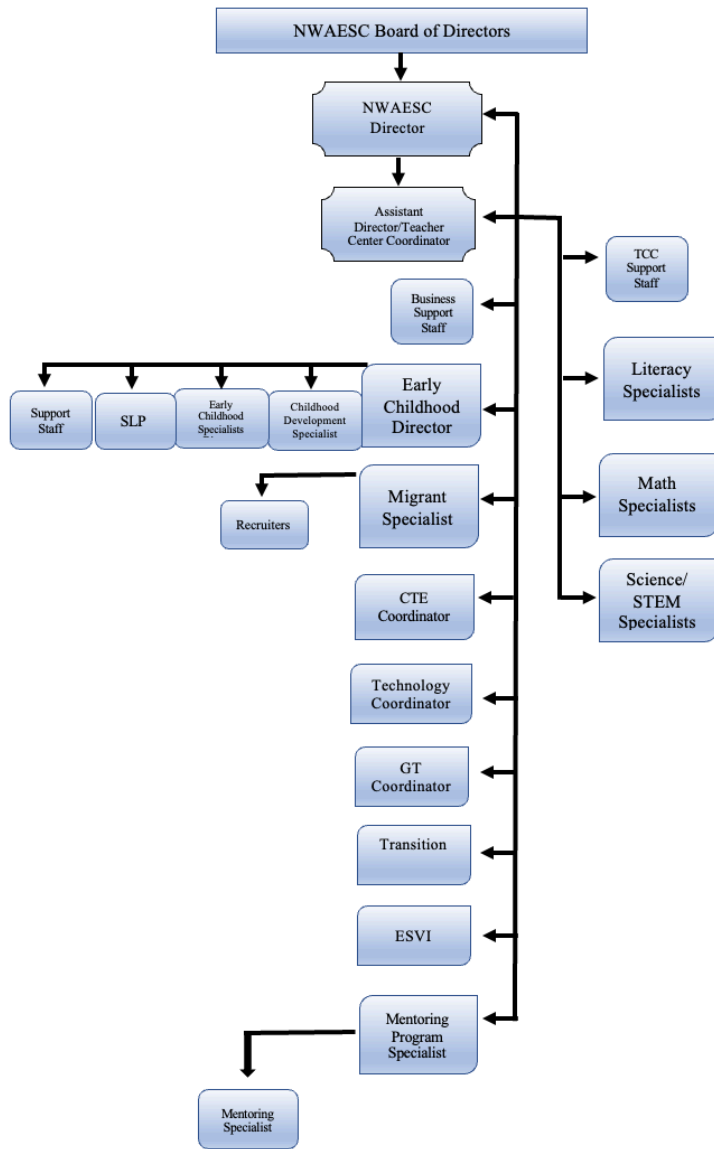
ARKANSAS SCHOOL DISTRICTS AND EDUCATION SERVICES COOPERATIVES

Mission Statement: The mission of the Northwest Arkansas Education Service Cooperative is to promote high expectations for positive leadership in order to effect desired change for educators and students in this region. We further seek to foster public and private sector educational partnerships as we seek to continuously enhance and expand the quality of programs and services for the schools we serve.

Northwest Arkansas Education Cooperative proudly serves Benton, Washington, and Madison Counties.



Organizational Chart



Additional Affiliates

- Behavior Support Specialists
- Computer Science Specialist
- Regional ESOL Specialist
- Multicultural Liaison/Interpreter

Additional Affiliates

- Community Health Nurse Specialist
- DESE ESOL Director (½ year)
- ESOL Support Staff
- eSchool Staff



Northwest Education Service Cooperative

Public School Districts served in Northwest Arkansas Education Service Cooperative:
Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville,
Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork

Charter Schools served in Northwest Arkansas Education Service Cooperative:
Arkansas Arts Academy, Arkansas Connections Academy, Haas Hall, Founders Classical Academy, Hope
Academy, Responsive Ed Solutions Premier High School,

Officers of the Board

Name	Position	School District
Mr. Jeremy Mangrum	President	Elkins
Mr. Jon Laffoon	Vice-President	Farmington
Mr. Bryan Law	Director/Ex-officio	NWAESC
Dr. Jared Cleveland	Secretary	Springdale

Members of the Board

Name	Position	School District
Dr. Debbie Jones	Board Member	Bentonville
Dr. Steve Watkins	Board Member	Decatur
Mr. Jeremy Mangrum	Board Member	Elkins
Mr. Jon Laffoon	Board Member	Farmington
Dr. John Mulford	Board Member	Fayetteville
Ms. Terrie DePaola	Board Member	Gentry
Ms. Maribel Childress	Board Member	Gravette
Dr. Andrea Martin	Board Member	Greenland
Mr. Jonathan Warren	Board Member	Huntsville
Dr. Mary Ann Spears	Board Member	Lincoln
Mr. Keith Martin	Board Member	Pea Ridge
Dr. Lance Campbell	Board Member	Prairie Grove



Dr. Jeff Perry	Board Member	Rogers
Mr. Jody Wiggins	Board Member	Siloam Springs
Dr. Jared Cleveland	Board Member	Springdale
Mr. John Karnes	Board Member	West Fork



Northwest Arkansas Education Cooperative 2023-2024 Teacher Center Committee

Committee Member	District	Position	Expires
Ms. Tracy Smart	Bentonville	Elementary Teacher	2025
Ms. Jayme Burden	Decatur	High School Teacher	2025
Ms. Monique Lambert	Elkins	Elementary Teacher	2026
Ms. Lynley Chase	Farmington	Middle School Teacher	2024
Ms. Brooke Edwards	Fayetteville	Elementary Teacher	2026
Ms. Sue Ann Chenault	Gentry	Middle School Teacher	2025
Ms. Jennifer Davis	Gravette	Elementary Teacher	2024
Ms. Stephanie Baker	Greenland	Middle School Teacher	2025
Ms. Betty Jo Smith	Huntsville	High School Teacher	2024
Ms. Traci Birkes	Lincoln	Elementary Principal	2024
Mr. Kyle Thielemeir	Pea Ridge	Middle School Teacher	2025
Mr. Pete Joenks	Prairie Grove	Curriculum	2026
Mr. Paul Barker	Rogers	Middle School Teacher	2024
Ms. Kelle Meeker	Siloam Springs	High School Principal	2025
Mr. Aaron Tinnin	Springdale	MS/JH Administrator	2026
Ms. Cynamin Jarnagan	West Fork	High School Teacher	2025

**Superintendent
1 Year Term**

Ms. Terrie DePaola	Gentry	Superintendent	2024
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Division of Elementary and Secondary Education

Education Service Cooperative (ESC) Annual Report

Date: June 2024

LEA# 072-21

ESC# 072-21

ESC Name: Northwest Arkansas Education Service Cooperative

Address: 4 North Double Springs Road, Farmington, AR 72730

Phone Number: 479-267-7450

Fax: 479-267-7456

Director: Mr. Bryan Law

Teacher Center Coordinator: Dr. Missy Hixson

Counties Served: Benton, Madison, and Washington

Number of Districts: 16

Number of Charters: 6

Total Number of Students: 97,100

District	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Staff	Certified Classroom Teachers	Classified Staff
Bentonville	19,137	18	373	1393	891
Decatur	573	79	16	69	44
Elkins	1,407	46	28	105	56
Farmington	2,823	31	191	190	120
Fayetteville	10,164	36	300	683	674
Gentry	1,670	58	41	138	99
Gravette	2,053	41	42	155	124
Greenland	720	72	17	73	51
Huntsville	2,269	71	37	190	151
Lincoln	1,062	71	19	98	84
Pea Ridge	2,527	32	42	182	181
Prairie Grove	2,117	35	42	157	102
Rogers	15,529	52	590	1,213	766



Siloam Springs	4,511	57	111	303	278
Springdale	21,712	73	403	1,579	1,245
West Fork	778	40	19	84	56
Charter Schools					
AR Arts Academy	1,004	41	30	76	39
AR Connections Academy	3,804	31	63	73	7
Founders Classical Academies-NWA	1,719	10	14	130	35
Haas Hall Academy	1,422	9	20	94	20
Hope Academy NWA	26	0	4	6	9
Responsive Ed Solutions Premier HS of Sprg	73	32	3	5	3
Totals	97,100	43%	2405	6996	5035

I. Governance:

- A. How is the co-op governed? **Board of Directors**
 How many members are on the Board? **16**
 How many times did the Board meet? **9**
 When is the regular meeting? **First Thursday of each month**
 Date of the current year’s annual meeting: **Thursday June 1, 2024**

- B. Does the co-op have a Teacher Center Committee? **YES**
 How many are on the Teacher Center Committee? **17**
 How many members are teachers? **12**
 How many times did the Teacher Center Committee meet? **3**
 When is the regular meeting? **As scheduled (three times per year)**
 When was the most recent survey/needs assessment conducted? **November 2023**

- C. Have written policies been filed with the Division of Elementary and Secondary Education? **Yes**

II. Staff



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

S=State, F=Federal, H=Head Start, M=Medicaid, P=Private Funding, B=Base Funds, D=District Allocations

2023-2024 Employees

Employee Name	Position	Funding Source	New Hire	Resigned
Alagood, Leah	CDS/Administrative Liaison	S		
Allen, Amanda	GT Specialist	S	Y	
Allgood McGee, Zoe	Speech/Language Pathologist	S		
Augustosky, Meggi	Community Health Promotion Specialist	*		
Bair, Brittney	Literacy Specialist	S	Y	
Brown, Angelyn	Paraprofessional	S	Y	1/12/2024
Brown, Ember	Speech/Language Pathologist	S		
Butcher, Kelli	Community Health Nurse Specialist	*		
Canion, Chelsea	APSCN Field Analyst	*		
Clardy, Savannah	Paraprofessional	S	Y	
Clarkson, Madison	Mentoring Specialist	S		
Clements, Leslie	Child Development Specialist	S		
Coats, Lisa	EL Specialist	S		
Corbino, Dena	Child Development Specialist	S		
Davis, Emily	Child Development Specialist	S		3/15/2024



Davis, Martha	Adm. Asst/Fingerprinting	S		
Deertz, Betsy	Early Childhood Secretary	S		
DeVore, Colleen	Early Childhood Coordinator	S		
Ellis, Jill	Literacy Specialist	S		
Espinoza, Grissel	Spanish Interpreter	S		
Estes, Shem	Child Development Specialist	S		
Evans, Amanda	Adm. Asst/Medicaid Clerk	S		
Faizy, Aqela	Afghan Refugee Liaison	S		
Fields, Dr. Judy	Literacy Specialist	S		
Flood, Jill	Speech/Language Pathologist	S		
Flores, Rosemary	Migrant Recruiter	F		10/3/2023
Florick, Wendy	Speech/Language Pathologist	S		
Fosse, Desere	Child Development Specialist	S		
Gallardo, Angela	Migrant Parent Engagement Liaison	F		
Galucki, Natalie	Child Development Specialist	S		
Gammill, Jenny	STEM Specialist	S		
Garnett, Joni	Child Development Specialist	S		
George, Caitlin	Child Development Specialist	S		
George, Lindsey	Speech/Language Pathologist	S		
Gilmore, Mary Eliza	Speech/Language Pathologist	S		1/20/2024
Greiner, Dr. Angie	Literacy Specialist	S		
Hampton, Elizabeth	Child Development Specialist	S		



Hardy, Regan	Adm. Asst/Medicaid Clerk	S	Y	
Harris, Cris	Speech/Language Pathologist	S		
Henschell, Tamara	Speech/Language Pathologist	S	Y	
Heck, Amy	Speech/Language Pathologist	S		
Hickman, Candice	Administrative Assistant	B		
Hixson, Dr, Missy	Assistant Director/TC Coordinator	B		
Holder, Marsha	ESVI Specialist	F		
Holtz, Rebecca	Child Development Specialist	S		
Hull, Anne-Ashley	Speech/Language Pathologist	S		
Hunter, Katelynd	Paraprofessional	S		
Johnson, Kara	Speech/Language Pathologist	S		
Johnston, Hope	Sign Language Facilitator	S	Y	
Johnston, Paul	SPED Transition Specialist	F		
Komarek, Cindy	Child Development Specialist	S		
Lancaster, Kat	Behavior Support Specialist	*		
Law, Bryan	Director	B		
Ledbetter, Elizabeth	Speech/Language Pathologist	S	Y	
Lomax, Morgan	Speech/Language Pathologist	S		
Lovelady, Lindsey	Behavior Support Specialist	*		



Maddan, Heather	MEP Student Support Specialist	F		
Major, Jeni	Paraprofessional	S	Y	
Matthews, Marla	Child Development Specialist	S		
McCollough, Carly	Science Specialist	S		
McLaren, Lisa	Child Development Specialist	S		
Moore, Anna	Speech/Language Pathologist	S		
Moreno, Vaughn	Paraprofessional	S		9/8/2023
Morsman, Heather	Math Specialist	S		
Neal, Cayce	Regional Mentoring Coordinator	S		
Nelson, Marlo	Child Development Specialist	S		
Noll, Lydia	Math Specialist	S		
Orange, Lynn	Speech/Language Pathologist	S		
Parks, Kayla	Paraprofessional	S		
Pelfrey, Wendy	Child Development Specialist	S		
Phillips, Heather	Speech/Language Pathologist	S		
Pratt, Maritza	Spanish Interpreter	S		
Ramer, Michael Ann	Speech/Language Pathologist	S		
Ratelle, Lisa	Child Development Specialist	S	Y	
Rhodes, Rachele	Child Development Specialist	S		
Richardson, Savannah	Adm. Asst/Medicaid Clerk	S		8/28/2023
Sanders, Starlinda	CTE Coordinator	F		2/16/2023



Schlinker, Jeremy	Technology Coordinator	S		
Shipley, Schawn	Paraprofessional	S	Y	
Smith, Rebecca	Speech/Language Pathologist	S		
Smith, Robbye	Migrant Recruiter	F		
Smith, Robyn	Child Development Specialist	S		
Sparks, Brittany	Migrant Recruiter	F		
Standridge, Sarah	EL Adm. Specialist	S	Y	
Storm, Tina	TCC Admin. Assistant	S		
Thompson, Brandy	Child Development Specialist	S		
Vanhook, Jakki	Business Manager	B		
Vardeman, Monica	EC Admin. Assistant	S		
Vinson, Jennifer	Migrant Specialist	F		
Waldrop, Crystal	Child Development Specialist	S		
Walker, Jessica	Child Development Specialist	S		
Warford, Shelby	Paraprofessional	S		
Watson, Josh	Automation & Robotics Teacher	S	Y	
White, Cynthia	ESVI Specialist	F		
Willis, Jeremy	Speech/Language Pathologist	S		
Wohlford, Patti	Business Assistant	B		
Worden, Ashley	Speech/Language Pathologist	S		
Zimmerebner, Claire	Speech/Language Pathologist	S		



III. Teacher Center

Please attach 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. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

Does the co-op provide media services to schools? **YES (check out basis)**

Approximate the number of titles in media center: **45**

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

How many districts participate in the media program? **N/A**

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

Do districts contribute dollars to the media services? **NO**

How are media / technology charges per district determined (formal or per ADM)? **N/A**

Does the co-op operate a “make-and-take” center for teachers? **YES (as needed)**

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.) **81**

IV. Administrative Services

Please check administrative services offered through the co-op:

- Administrators and Local Board Member trainings
- Assessment data analysis and support
- Behavior Support services
- Bookkeeping assistance
- Business Management training
- Carl Perkins/CTE assistance
- Computer Science support
- Cooperative purchasing
- Curriculum support
- Dyslexia support
- E-Rate applications



- English Language support
- eSchool and eFinance support
- Evaluation procedures
- Fingerprinting
- Gifted and Talented support
- Grant writing assistance
- Health and Nurse services
- Instructional facilitator training
- Math/Science/STEM/Literacy support
- Media services
- Migrant student identification
- Novice Teacher/Recruitment and Retention
- Numerous professional development opportunities for teachers
- Special Education services
- Technology support and training
- Other (please specify)

V. Direct Services to Students

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

- Academic Competition in Education (ACE)
- Amazing Shake (grades 4-5)
- Behavior Support services
- Chess Tournament
- Computer Science competitions



- Gifted/talented programs: **16 participating districts**
- Early Childhood Special Education ages 3-5 years old
- Low incidence handicapped
- Migrant Education services
- National History Day (NHD)
- Nursing services
- Occupational Therapy
- Odyssey of the Mind
- Physical Therapy
- Quiz Bowl
- Speech therapist
- Science Olympiad
- STEAM Day (grades 3-4)
- Other (Please specify):

VI. Anecdotal Reports:

Please attach 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.

The Northwest Arkansas Education Service Cooperative (NWAESC) continued the work to support regional schools in a plethora of ways, including working with educators with teaching and learning initiatives, assisting with accountability and compliance information, alignment of K-12 schools with higher education and/or business and industry needs, and partnering with our local educator prep programs to assist in teacher recruitment, etc. sessions were held both at the Co-op onsite in the districts where possible. Additionally, some other highlights are listed below:

NWAESC and SpEd Strategies Grant-The Arkansas Department of Education (ADE) launched the Inclusive Practice Project in 2020 to "Promote an intentional focus on inclusive practices to ensure that students who are IEP-eligible, as well as other groups of



struggling learners, have meaningful access to core instruction." The project's timeline has been ambitious with the expectation of having as many K-6th students as possible included in general education during the current 2023-24 school year with plans to add grades through high school over the next few years. Through this Walton Family Foundations grant, NWAESC is working in partnership with SPED Strategies and ADE to support the quality implementation of the Inclusive Practices Project in NWA. During this time, SPED Strategies will be running an intensive cohort program with six (6) schools per year. NWAESC's local inclusive practices liaison will support that effort through school visits and training support, and s/he will provide training for educators not in those intensive cohorts and provide thought partnership content and programmatic specialists at NWAESC and within NWA.

Automation and Robotics and Career and Technical Experiential Program

Grants-The NWAESC has partnered with the Walton Family Foundation and Insightful Education Solutions to examine and review the CTE pathways provided for students in Northwest Arkansas. The emphasis is on pathways that are aligned with regional economic needs that can provide students with the knowledge, skills and credentials that can lead to continued advancement and economic security.

The goal of this partnership is to align high demand, high skill, and high wage sectors and occupations. NWAESC is striving to meet this need by vertically aligning with postsecondary credential programs by using courses that are progressive and sequential. A high quality CTE pathway must be aligned, interconnected academic and workforce experiences that enables learners to master a subject or program that prepares them for the workforce.

The cooperative has formed a partnership with Northwest Arkansas Community College to form a robotics program which will allow students in our region to pursue training and certification in the use of Fanuc robots. This program is the first step in a more in-depth plan to expand opportunities for our students whether their interest is in preparing to work with robots in any phase of the workforce or in moving on to a college degree with a knowledge of the uses and functions of robots.

With the funding from the Northwest Arkansas Council the school districts of NWA have traveled to Frisco, Texas; Phoenix, Arizona and San Antonio, Texas with plans to travel to Oklahoma City, Oklahoma and Grand Rapids, Michigan. The purpose of these trips has been to identify programs of the highest quality and districts that are leaders in CTE education. The cooperative is currently exploring programs in cyber security as our second phase in an ongoing expansion of programs.

ESC Works- Since 2004, the escWorks platform has been used across the state to house professional development hours required by Arkansas law to renew and retain teaching licenses and certifications. escWorks is an event management software that can schedule and track professional development offerings online. It then produces reports to quickly and clearly communicate services provided or taken over time. The software is made up of multiple online modules designed to schedule events, manage data, and most



importantly, keep track of educators professional development hours. Before escWorks was purchased, there was not a consistent and logistical platform to track educator professional development in Arkansas.

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

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

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

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

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

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

Teacher Recruitment-In partnership with three local university teacher education preparation programs and local school districts, the NWAESC Recruitment and Retention Program hosted a Pre-Service Teacher Reception with about 80 participants in attendance. Spring 2024 graduates learned about the Early Career Educator Program and how the NWAESC is able to support educators. These future educators had the



opportunity to engage in a Question and Answer discussion with different administrators in NWA to hear tips on best interview practices. Districts were able to interview these candidates for hiring at the time of the event.

Professional Learning Communities: Boardroom to Classroom (Year 2) - 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.

ACT Prep-This grant in partnership with SWESC 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. Chad Cargill’s group, in collaboration with DESE, provided NWA participating schools with an event to promote ACT testing and provide resources to assist students in improving scores. The event was held at Bentonville and Farmington High Schools with about 200 students.

VII. Employment Policies and Practices

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

Employed

Number of new males employed by the cooperative for the 2023-2024 school year: **1**

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

White **1**

African American **0**

Hispanic **0**

Asian **0**

American Indian/Alaskan Native **0**

Number of new females employed by the cooperative for the **2023-2024** school year: **11**



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

White **9**
African American **0**
Hispanic **0**
Asian **2**
American Indian/Alaskan Native **0**

Terminated

Number of males terminated by the cooperative during the **2023-2024** school year: **0**

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

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

Number of females terminated by the cooperative during the **2023-2024** school year: **6**

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

White **5**
African American **0**
Hispanic **1**
Asian **0**
American Indian/Alaskan Native **0**

Seeking Employment

Number of males seeking employment by the cooperative during the **2023-2024** school year: **5**

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

White **5**
African American **0**
Hispanic **0**
Asian **0**
American Indian/Alaskan Native **0**
Marshallese **0**

Number of females seeking employment by the cooperative during the **2023-2024** school year: **65**



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

White **60**

African American **1**

Hispanic **2**

Asian **0**

American Indian/Alaskan Native **0**

Marshallese **2**



Program Summaries

Program: Arkansas Public School Computer Network (APSCN)
Funding Source: Division of Elementary and Secondary Education
Funding: \$3,600
Competitive Grant: No
Restricted: No

Participating Districts:

Arkansas Arts Academy	Arkansas Connections Academy	
Bentonville	Decatur	Elkins
Farmington	Fayetteville	Gentry
Gravette	Greenland	Haas Hall
Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs
Springdale	West Fork	

Personnel:

Name: Chelsea Canion
Position: SMS Field Analyst
Degree: N/A

Goal:

Our goal is to provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide 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 SunGuard Pentamation student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to DESE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating



closely by e-mail and telephone. Various training 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:

- Provided 17 trainings for all districts throughout the 2023 year along with multiple one-on-one trainings and support.



Program: Arkansas Transition Services
Funding Source: Federal Grant
Funding: \$125,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

NWAESC Districts:

AR Arts Academy	AR Connections Academy	Bentonville
Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette
Greenland	Haas Hall Academy	Huntsville
Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale
Premier High School-Springdale/Rogers		West Fork

O.U.R. Districts:

Alpena	Bergman	Berryville
Cotter	Deer/Mt. Judea	Eureka Springs
Flippin	Green Forest	Harrison
Jasper	Lead Hill	Omaha
Ozark Mountain	Valley Springs	
Yellville/Summit		

Guy Fenter ESC Districts:

Alma	Booneville	Cedarville
Charleston	County Line	Fort Smith
Future School of Fort Smith		Greenwood
Hackett	Lavaca	Magazine
Mansfield	Mountainburg	Mulberry
Ozark	Paris	Premier High School-Fort Smith
Van Buren	Waldron	

Personnel:

Name: Paul Johnston

Position: Transition Consultant



Degree: MM-UA Fayetteville, BSE-Missouri State, AAS-UA Fort Smith

Goal:

To provide district, regional, and state-wide training throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

Program Summary:

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides training and technical assistance related to secondary transition to special education teachers, other relevant school staff, and relevant agency personnel in Arkansas. Our services are not only related to ensuring secondary transition requirements in the Individualized Education Program (IEP) are in place, but also include building capacity of local transition teams, and information and assistance on research and evidence-based practices that improve transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

Major Highlights of the Year:

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

State Level

- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. The 2024 camp will be held on-site this year April 22-26 at University of Arkansas Pulaski Technical College in North Little Rock. We have a full camp for 2024 with 50 students registered. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and



other pre-employment skills. The skills they learn and practice at camp are all transferable work skills. The 2023 Camp had 33 students from across the state.

- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need..
- Arkansas Transition Services in partnership with the University of Kansas, are participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Training was held in June of 2023 and follow-up training in February 2024 for the participating schools who began implementing the program fall of 2023. NWAESC schools participating in CIRCLES are Bentonville HS and Bentonville West HS, Fayetteville, Pea Ridge, and Siloam Springs. Guy Fenter schools are Future School of Fort Smith and Hackett as well as Eureka Springs from the OUR Co-op.
- College Bound Arkansas 2024 will be held June 3-5, 2024, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2023 had 17 students and 9 parents/professionals attend.
- Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS held its statewide Transition Cadre for teams from across the state in Little Rock on February 28th, 2024. The meeting was a collaboration among Arkansas Transition Services, the Office of Special Education, Finance Department, Arkansas Rehabilitation Services, Division of Career and Technical Education and presenting school districts, Greenwood, Springdale, Wynne and Benton. 95 participants from across the state came to learn more about Work Based Learning and build action plans to improve or establish these programs at their schools.
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to



increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

○ State Level Organizations Served:

- Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
- Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - NWAESC: Premier HS of Springdale held a Transition Fair April 4th, 2024
 - NWAESC: Fayetteville will hold a Transition Fair May 8th, 2024
- Coop Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops.
 - “Indicator 13 Cross Reference Tool: How to Use It to Review a Transition Plan for Compliance”
 - 13 attendees
 - NWAESC-Springdale, Huntsville, St. Paul
 - Guy Fenter-Fort Smith, Clarksville, Booneville, Waldron
 - OUR-Marshall, Cotter, Eureka Springs, Lead Hill, Ozark Mountain
 - “Promoting Inclusive Practices through the PISA”
 - 19 attendees
 - NWAESC-Rogers, Gravette, Farmington, Springdale, Huntsville
 - Guy Fenter-Paris, Waldron, Boonville, Clarksville
 - OUR-Marshall, Valley Springs, Eureka Springs, Bergman, Lead Hill, Ozark Mountain, Cotter
 - Additional Trainings
 - “Secondary Transition Compliance Basics and Best Practices”-9 attendees-Siloam Springs and 8 attendees-Berryville
 - “Indicator 13 Walkthrough”-72 attendees-Mountainburg, Pea Ridge, Siloam Springs Jr. High, Gentry, Arkansas Arts Academy, Decatur, Huntsville, Fayetteville, Van Buren Jr. Highs, Flippin, Springdale Premier HS, Harrison, Alma.
 - Technical Assistance was provided on a variety of Transition related subjects to teachers/staff in districts across the 3 co-op areas.
 - NWAESC – Bentonville, Arkansas Arts Academy, Farmington, Bentonville, Springdale
 - OUR – Eureka Springs, Green Forest, Lead Hill, Alpena, Harrison, Ozark Mountain
 - GFESC – Mountainburg, Lavaca, Hackett, Fort Smith, Magazine



- Other presentations
 - AER Conference w/Jacob Grace from Division of Services for the Blind-October 26, 2023
 - Hands and Voices Conference-February 10, 2024
 - AIM Parent Night-April 30, 2024
- Presentations to Students
 - NWAESC –
 - UARK Undergraduate Transition Class
- Meetings regularly attended
 - AASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - Project Search Fort Smith-Mercy Hospital
 - Project Search Rogers-Embassy Suites
 - Project Search-Springdale Arkansas Children's NW
- Trainings/Conferences Attended:
 - Arkansas LEA Academy
 - Arkansas Collaborative Consultants Convening
 - CERT Train the Trainer
 - NWAESC-All in for Students with Complex Needs
 - DCDT International Conference-October 2023
 - New LEA Training



Program: Behavior Support Specialist
Funding Source: Federal-Part B
Competitive Grant: No
Restricted: Yes

Participating Districts: Statewide

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Personnel:

Name: Dr. Shelia Smith, Ph.D., L.P., BCBA-D
Position: BSS Director

Name: Shanna Bailey, M.S.
Position: Behavior Support Specialist

Name: Jennifer Brewer, Ed.S.
Position: Behavior Support Specialist

Name: Sandy Crawley, M.S.E
Position: Behavior Support Specialist

Name: Kelly Davis, M.Ed., BCBA
Position: Behavior Support Specialist

Name: Sonaia Harsfield, M.Ed.
Position: Behavior Support Specialist

Name: Audrey Kengla, M.S., CCC-SLP
Position: Behavior Support Specialist

Name: Kat Lancaster, M.A., CCC-SLP, BCBA*
Position: Behavior Support Specialist

Name: Lindsey Lovelady, M.S., BCBA*
Position: Behavior Support Specialist

Name: Allison Mears, LPC., BCBA
Position: Behavior Support Specialist

Name: Nicheyta Raino, M.Ed., BCBA
Position: Behavior Support Specialist

Name: Jenna Stapp, M.A.T.
Position: Behavior Support Specialist

Name: Connie Thomason, M.Ed., BCBA
Position: Behavior Support Specialist

Name: Mary Walter, Ed.S., SPS
Position: Behavior Support Specialist

Name: Amanda Kirby, M.S.E.
Position: Behavior Support Specialist

*(NWAESC)

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.

PROGRAM SUMMARY:

BX3 PROJECT

GOAL:

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

BX3 Cohort 3- Building level teams	
Alma Intermediate School Asbell Elementary- Fayetteville Bald Knob High School Bryant Elementary Guy-Perkins Elementary Happy Hollow Elementary- Fayetteville	Horatio Elementary Hurricane Creek Elementary - Bryant McRae Elementary - Searcy Mena Middle School Mena High School Oscar Hamilton Elementary - Foreman Pottsville Jr High University Heights Elementary - Nettleton

BX3 Cohort 4 - Building level teams	
Caddo Hills High School Arkansas Arts Academy High School Magnolia Middle School Sidney Deener Elementary Westside Elementary - Searcy Southwest Middle School - Searcy Ahlf Jr High - Searcy Janie Darr Elementary - Rogers Arkadelphia High School Prairie Grove Elementary School Lake Hamilton New Horizons - Washington Elementary - Fayetteville Lincoln Middle School Cedarville Elementary Glen Rose Elementary	Bearden Elementary Trice Elementary - Texarkana Benton Jr High Elmdale Elementary-Springdale Louise Durham Elementary- Mena Manila Elementary Lakeside Middle Health, Wellness and Environmental Studies- Jonesboro Public Schools K-8 Connect - Springdale LISA Academy- Rogers & Bentonville Indian Hills Elementary - North Little Rock Newport Elementary East End Elementary Lakeside Primary -



<p>Flippin Elementary Beebe Elementary Bob Folsom Elementary - Farmington The Academies of West Memphis Rector Elementary School Westbrook Elementary - Harmony Grove Bayyari Elementary - Springdale North Heights Community School - Texarkana Beebe Middle School</p>	<p>Oark Campus- Jasper Allbritton Elementary- Hamburg Earle High School Perritt Primary School - Arkadelphia Wonder Jr. High- West Memphis College Hills Harmony Leadership Academy- Texarkana Lafayette County Elementary</p>
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PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2023-24:

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



- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2023-2024:

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

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2023-2024:

- Offered 24 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams



- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success.
<https://arbss.org/behavior-breaks/>
- Offered over 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participants

ADDITIONAL BSS HIGHLIGHTS OF 2023-2024:

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



Program: Career & Technical Education (CTE)
Funding Source: Arkansas Department of Education, Division of Career & Technical Education and Carl Perkins Grant
Funding: \$266,363
Competitive Grant: No
Restricted: Yes

Participating Districts:

Gravette	Huntsville	Decatur	Farmington
Prairie Grove	Lincoln	Elkins	West Fork
Greenland			

Personnel:

Name: Starlinda Sanders
Position: CTE Coordinator
Degree: M.Ed., Human Resource and Workforce Development
 BSE Vocational Home Economics

Goal:

The goals of Career and Technical Education align with the State of Arkansas Strategic Goals: To Grow, Educate, and Improve Quality of Life. To this end, it is the mission of the NWAESC CTE Department to prepare students for future college and career success by:

- Facilitating the delivery of high-quality CTE programs and services that increase workplace readiness skills among the 97,000 students in NWA.
 - Promoting and supporting equitable and diverse CTE learning opportunities and services to improve engagement and learning.
-

Program Summary:

The NWAESC CTE Coordinator serves as the contact person and functions as a resource for the 16 school districts in NW Arkansas. In terms of administering Carl D. Perkins Vocational funding, the coordinator creates and manages the budget for nine consortia schools, providing accountability as required by the Division of Career and Technical Education.

The coordinator collaborates with administrators and CTE staff to:

- Identify and develop new/innovative programs
- Initiate and facilitate grant applications
- Provide training for new CTE staff
- Implement mentor training programs for licensure



- Provide guidance in programming decisions
- Provide Perkins and new equipment audit assistance
- Promote CTSO participation and CTE program success
- Develop and deliver professional development for administrators and teachers

The coordinator works closely with districts in the collection of data, program evaluation and expansion, and technical assistance & expertise; collaborates widely with industry and community partners to identify workplace trends and needs to inform CTE program improvement. Works regionally with post secondary educators and other stakeholders to identify opportunities for concurrent credit and work-based learning experiences.

Major Highlights of the Year:

- CTE Centers of Excellence Visits
 - PEAK Innovation Center
 - NWACC Brightwater Facility
 - Bentonville/Ignite Professional Studies Campus
 - Saline County Career Center
 - DFW Centers: Frisco ISD CTE Center, Dan Dipert Center, Dubiski Center
- Welding Program Addition: Farmington High School
- Fayetteville Chamber: FANUC Robotics Program Opportunity
- ESSA Steering Committee Meeting
- NW Arkansas Education Leadership PD: ACTE Vision Conference
- CTE Day at the State Capitol
- NWAESC CTE Showcase: Farmington High School
- Perkins V Administrator Training
- Perkins Administration & Start-up Grants Workshop
- NWA Council Industry Partnerships: Transportation & Logistics, Medical, Construction
- Adoption of Perkins Purchasing Policies and Guidelines
- Counseling and Career Coach Training: pre-SSP and SSP Workshop
- GlowForge Proficiency Training
- Virtual Reality for Career Development Training
- DCTE Opportunity Gap Analysis Workshop
- Work-based Learning for Career Development and Internship Instructors
- NEW CTE Teacher Training
- Don Tyson's School of Innovation Trade and Industry Days
- Office of Skills Development: Arkansas Workforce Summit w/Mark Perna
- NWA Workforce Summit
- CTE Coordinator Retreat
- Mentor Novice CTE Teachers & Train new Mentors



Funding Highlights		
NWAESC Grant-funded Projects	Walton Family Found./CTE Centers	\$135,000.00
	Glow Forge & VR Technology	\$94,266.73
	Virtual Reality Technology	\$76,386.00
Grant-writing Assistance - Funded	Greenland: CNC Machining Lab	\$34,593.00
	Gravette: CS/Programming	\$26,877.00
	Huntsville: Arts, Audio/Video Prod.	\$49,706.88
	Lincoln Schools: PLTW Middle Sch.	\$29,000.00
	Prairie Grove: Pre-Educator	\$39,566.41
TOTAL GRANTS		\$485,396.02



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

Participating NWA Districts:

Springdale	Rogers	Bentonville	Elkins
Pea Ridge	Greenland	Fayetteville	Gentry
Gravette	West Fork	Siloam Springs	Decatur
Farmington	Huntsville	Prairie Grove	Arkansas Arts Academy
Haas Hall			

Statewide

Personnel:

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

Goals:

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

1. Standards, Curriculum, and Pathways - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations



and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

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

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

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

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

Program Summary:

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

Vision

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

Mission

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

PD Offered:



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

Conferences Presented at:

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

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2023
- CS Education Week Activities December 2023
- Solar Eclipse Data Hunt - January-April 2024
- TSA State Conference – March 2024



- Support of Robotics Competitions (VEX, FIRST) March 2024
 - Great Arkansas History Video Game Coding Competition March 2024
 - Allstate Coding Competition April 2024
-

Major Highlights of the Year:

- Growth and Development in Accessibility in Computer Science
- Mentoring students across the state in Unity game development.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions
- Provided CS training to over 1595 education professionals and 7125 students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Coding Competition.
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org
- Partnered in the creation of new computer science related CTE courses

ONGOING SUPPORT:

- Specialists are in the process of revamping trainings for the upcoming summer
- Specialists have increased the number of intermediate and advanced offerings as well as developed and will deliver 2 new trainings this summer. This is in addition to the other 25 trainings to be taught this summer.
- Specialists are currently working to visit all 260 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer.
 - For districts who already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.



Program: Digital Learning – Virtual Arkansas
Funding Source: Arkansas Department of Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington	Fayetteville
Gentry	Gravette	Greenland	Huntsville	Lincoln
Prairie Grove	Rogers	Siloam Springs	Springdale	West Fork
Arkansas Arts Academy				

Central Office Personnel:

Name: John Ashworth
Position: Executive Director

Name: Dr. Brandie Benton
Position: Deputy Superintendent of Curriculum & Instruction

Name: Mindy Looney
Position: Director of Operations

Name: Candice McPherson
Position: Director of Development & Design

Name: Amy Kirkpatrick
Position: Director of Technology

Name: Jason Bohler
Position: Core Campus Director

Name: Christie Lewis
Position: CTE Campus Director

Name: Tye Bibby
Position: Concurrent Credit Campus Director

Name: Dr. Nic Mounts
Position: Off-Campus & Faculty Online Program Principal

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

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

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

PROGRAM SUMMARY:

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who



might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

GOALS:

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

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

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

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



	<p>schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered</p> <ul style="list-style-type: none"> - 17,654 Content+Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 49 CTE Content + Teacher courses were provided to 6,218 CTE enrollments - VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs

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

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the third highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.



- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

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

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



Program: Dyslexia
Funding Source: Division of Elementary and Secondary Education
Funding: Included with Literacy
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur
Elkins	Farmington	Fayetteville
Fort Smith	Gentry	Gravette
Greenland	Haas Hall Academy	Huntsville
Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	West Fork

Personnel:

Name: Judy Fields	Name: Brittney Bair
Position: K-12 Literacy Specialist	Position: K-12 Literacy Specialist
Degree: Ph.D.	Degree: M.S.

Goal:

The goal of the dyslexia program is to provide guidance to NWAESC school districts in accordance with the Arkansas Dyslexia Resource Guide (2017) and Arkansas law (Ark. Code Ann. § 6-41-602).

Program Summary:

The NWA Regional Dyslexia group consists of district leaders, facilitators, and interventionists involved in the selection and implementation of approved dyslexia intervention programs and identification of students with characteristics of dyslexia. The purpose of group meetings is to promote networking among districts and provide an opportunity for conversation around topics of interest. Regularly-scheduled group meetings for 2023-2024 were hosted on site at NWAESC. The focus for regional meetings this year was to investigate and discuss current research in intervention practices, assessment, and progress monitoring. At the request of this group, literacy specialist Brittney Bair developed one 6 hour special training for paraprofessionals, interventionists, special education teachers, and district leadership that focused on intensifying intervention. The table below contains regional meeting dates along with special session dates and attendance.

Dyslexia Meetings and Professional Development June 1, 2023- May 31, 2024:



Date	Session	Number of Participants
7/10/2023	Dyslexia Level II Screening (Mahurin): Day 1	8
7/11/2023	Dyslexia Level II Screening (Mahurin): Day 2	8
7/12/2023	Children with Multiple Language Deficits-Characteristics of Dyslexia & Oral Language Deficits	8
9/19/2023	NWA Regional Dyslexia Meeting	26
9/19/2023	Dyslexia Research Update	23
11/30/2023	NWA Regional Dyslexia Meeting	26
11/30/2023	Dyslexia Research Update	21
1/23/2024	NWA Regional Dyslexia Meeting	30
1/23/2024	Dyslexia Research Update	24
2/5/2024	Dyslexia Special Session: Implementation	30
3/5/2024	Dyslexia Special Session: Implementation	22
5/16/2024	NWA Regional Dyslexia Meeting	*24
5/16/2024	Dyslexia Research Update	*20

Major Highlights of the Year:

- Offered four regional dyslexia meetings at NWAESC
 - The purpose of the regional dyslexia meetings is to provide a forum for discussion of research, best practices, instructional techniques, and state updates and news related to dyslexia. These meetings are held quarterly throughout the school calendar year.
- Facilitated discussions regarding current intervention research on best practices, assessment, and progress monitoring
- Scheduled and offered one Dyslexia Level II assessment training for 2023-2024 (Mahurin)
- Scheduled and offered speech language pathologists a three-hour session on support students with dyslexia (Mahurin)
- Offered dyslexia special sessions which focused on delivering six-hour professional development opportunities to paraprofessionals, teachers, facilitators, and district leaders.

Individual District Support:

Specific district support was provided upon request for on-site technical assistance and guidance. All literacy specialists were assigned to specific schools and districts to comply with the LEARNS Act.



Literacy specialists continued to provide support to unassigned schools and districts via email and telephone support.

Support for districts included but was not limited to the following:

- data analysis
- determination of characteristics of dyslexia
- appropriate placement criteria
- progress monitoring
- exit criteria
- 504 accommodations
- other individual student concerns
- intensifying intervention and scaffolding
- Level II testing support
- assessment audit



Program: Early Childhood Special Education
Funding Source: Local through MOU (Federal/State)
Funding: \$3,853,079
Competitive Grant: No
Restricted Funding: Yes

Participating Districts:

Bentonville	Decatur	Gentry	Gravette
Pea Ridge	Rogers	Siloam Springs	Elkins
Farmington	Fayetteville	Greenland	Lincoln
Prairie Grove	Springdale	West Fork	Huntsville

Personnel:

Name: Anna Moore
Position: Speech Language Pathologist
Degree: M.S.

Name: Emily DeVenney
Position: Special Education Teacher
Degree: M.S.

Name: Robyn Smith
Position: Special Education Teacher
Degree: B.S.

Name: Becky Holtz
Position: Special Education Teacher
Degree: M.Ed.

Name: Betsy Deertz
Position: Administrative Assistant
Degree: N/A

Name: Cindy Komarek
Position: Special Education Teacher
Degree: M.Ed.

Name: Stephanie Wynn
Position: Special Education Teacher
Degree: B.S.

Name: Savannah Vining
Position: Paraprofessional
Degree: N/A

Name: Katelyn Hunter
Position: Paraprofessional
Degree: N/A

Name: Claire Kitzmiller
Position: Speech Language Pathologist
Degree: M.S.

Name: Colleen DeVore
Position: SPED Coordinator
Degree: M.Ed.

Name: Cristina Harris
Position: Speech Language Pathologist
Degree: M.S.

Name: Crystal Waldrop
Position: Special Education Teacher
Degree: B.S.

Name: Morgan Lomax
Position: Speech Language Pathologist
Degree: M.S.

Name: Dena Corbino
Position: Special Education Teacher
Degree: B.S.

Name: Desere Fosse
Position: Special Education Teacher
Degree: M.Ed.



Name: Monica Verdeman
Position: Secretary/Paraprofessional
Degree: N/A

Name: Ember Brown
Position: Speech Language Pathologist
Degree: M.S.

Name: Amy Heck
Position: Speech Language Pathologist
Degree: M.S.

Name: Ashley Worden
Position: Speech Language Pathologists
Degree: M.S.

Name: Heather Phillips
Position: Speech Language Pathologist
Degree: M.S.

Name: Lynn Orange
Position: Speech Language Pathologist
Degree: M.S.

Name: Jessica Walker
Position: Special Education Teacher
Degree: B.S.

Name: Jill Flood
Position: Speech Language Pathologist
Degree: M.S.

Name: Joni Garnett
Position: Special Education
Degree: B.S.

Name: Jeremy Willis
Position: Speech Language Pathologist
Degree: M.S.

Name: Kara Johnson
Position: Speech Language Pathologist
Degree: M.S.

Name: Anne-Ashley Hull
Position: Speech Language Pathologist
Degree: M.S.

Name: Regan Hardy
Position: Admin. Asst./Medicaid Billing
Degree: N/A

Name: Elizabeth Ledbetter
Position: Speech Language Pathologist
Degree: M.S.

Name: Liz Gilmore
Position: Speech Language Pathologist
Degree: M.S.

Name: Leah Alagood
Position: Administrative Liaison
Degree: M.Ed.

Name: Leslie Clements
Position: Special Education Teacher
Degree: B.S.

Name: Wendy Pelfrey
Position: Special Education Teacher
Degree: B.S.

Name: Hope Johnson
Position: Language Facilitator
Degree: N/A

Name: Lisa McLaren
Position: Special Education Teacher
Degree: B.S.

Name: Grissel Espinoza
Position: Interpreter
Degree: N/A

Name: Maritza Pratt
Position: Interpreter
Degree: N/A

Name: Marla Matthews

Name: Marlo Nelson



Position: Special Education Teacher
Degree: M.Ed.

Name: Tamara Henschell
Position: Speech Language Pathologist
Degree: M.S.

Name: Elizabeth Hampton
Position: Special Education Teacher
Degree: M.Ed.

Name: Rachele Rhodes
Position: Special Education Teacher
Degree: M.Ed.

Name: Lindsey George
Position: Speech Language Pathologist
Degree: N/A

Name: Shem Estes
Position: Sped. Teacher/Evaluator
Degree: B.S.

Name: Wendy Florick
Position: Speech Language Pathologist
Degree: M.S.

Name: Lisa Rattelle
Position: Special Education Teacher
Degree: ME.d.

Name: Angela Hunt
Position: Special Education Teacher
Degree: ME.d.

Position: Special Education Teacher
Degree: B.S.

Name: Michael Ann Ramer
Position: SLP Evaluator
Degree: M.S.

Name: Brandy Thompson
Position: Special Education Teacher
Degree: M.Ed.

Name: Rebecca Smith
Position: Speech Language Pathologist
Degree: M.S.

Name: Shelby Warford
Position: Paraprofessional
Degree: N/A

Name: Natalie Gulecki
Position: Special Education Teacher
Degree: M.Ed.

Name: Zoe Algood
Position: Speech Language Pathologist
Degree: M.S.

Name: Kayla Parks
Position: Paraprofessional
Degree: None

Goal:

The NWAESC Early Childhood Program seeks to identify and serve children ages three through five that are eligible for special services under the Individuals with Disabilities Education Act.

Program Summary:



The Early Childhood Special Education Program provides developmentally appropriate services through an Individual Education Program for children with disabilities ages three to five. These services are mandated under the Individuals with Disabilities Education Act 1997 (IDEA) and provided by the Early Childhood Program on behalf of the 16 school districts in the Co-op area. The Early Childhood Program has grown from a child count of 115 children in 1988 to serving 1120 children on December 1, 2023. Most of our screening requests or referrals come from private and public preschool and day care programs. Services provided include screening, evaluation, preschool instruction, speech/language therapy, physical/occupational therapy, counseling, and other services as needed at no cost to the family. Services are provided in a variety of settings, including preschool and Head Start classrooms, a self-contained classroom, private homes, and central locations such as churches, libraries, youth centers, community buildings, and school facilities. The staff works on an itinerant basis traveling to all 16 school districts to provide service to preschool children in the most appropriate environment. A child may be eligible for special services if he/she is experiencing difficulties which may interfere with normal development in speech/language, vision, hearing, motor skills, behavioral/social skills, self-help skills, or cognition/readiness skills. The majority of children have speech and language disorders, any of which can be remedied much more efficiently at these early ages and provide the child with the ability to enter kindergarten with no deficit. Research shows that this is beneficial to social development as well as development of reading skills. Children with more severe disabilities are also treated. These disabilities include autism, hearing impairment, cerebral palsy, cleft palate, general developmental delays, traumatic brain injury, personal/social/behavioral disorders, and attention deficit disorder. Children with these disorders are much better prepared for entering kindergarten after receiving Early Childhood services. Their parents are initiated into the special education services gradually and caringly. State and national research shows that dollars spent on early intervention are saved in later public education costs.

Major Highlights:

- The Early Childhood Program has grown from a child count of 115 children in 1988 to serving 1100 children on December 1, 2023.
- Received over 1,300 inquiries for screenings.
- More than 95% of our students are served in their community settings or in the setting the parent has chosen to enroll their child.
- Held over 600 programming conferences to develop Individualized Education Plans (IEP's) for students eligible for special education services.
- Coordinated and held over 675 conferences with individual school districts to ensure students have a successful experience entering kindergarten.
- Held more than 70 early intervention transition conferences from Part C to Part B to ensure a smooth transition process in determining eligibility.
- Served on Interagency Coordinating Council to ensure child find and preschool students are linked to community resources.
- Served on NWA Head Start Health Services Advisory Committee to ensure students have access to health services needed so they are ready to learn.
- Served on the Local LEADS Committee



Program: Educational Services for the Visually Impaired (ESVI)
Funding Source: Division of Elementary and Secondary Education Special Education Unit
Funding: \$220,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Fayetteville	Farmington	West Fork	Greenland
Prairie Grove	Lincoln	Springdale	Gravette
Gentry	Bentonville	Siloam Springs	Huntsville
Rogers	Pea Ridge	Elkins	

Personnel:

Name: Christi Dixon	Name: Ashley Lee
Position: State Director TVI/COMS	Position: Administrative Analyst

Name: Evan Beavers	Name: Marsha Holder (NWAESC)
Position: Access Technology Specialist	Position: TVI/COMS

Name: Cynthia White (NWAESC)	Name: Whitney Musick
Position: TVI/COMS	Position: TVI/COMS

Name: Stephanie Smith	Name: Sharon Niemczyk
Position: TVI/AT Specialist	Position: TVI/COMS

Name: Melanie Birthright	Name: Paige Dillinger
Position: TVI/COMS	Position: TVI/COMS

Goal:

Educational Services for the Visually Impaired collaborates with school districts, parents, and communities to provide support that empowers them to remove educational and environmental barriers and to create solutions that foster independence for all students with visual impairments.

Program Summary:

Educational Services for the Visually Impaired consultants provide recommendations for accommodations to enhance the student's opportunities for learning; develop district support teams with implementation plans to meet the needs of students who are blind or visually impaired ages 3 through 21 in educational programs; conduct Learning Media and Functional Vision Assessments, Orientation and Mobility assessments, and Assistive Technology assessments; make recommendations for an individual student's access to educational curriculum; provide large print



or Braille textbooks through the Instructional Resource Materials Center; demonstrate, loan and provide instruction and consultation in the use of assistive technology and low vision devices; and provide direct instruction in Orientation and Mobility in the school and in local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Regional vision consultants are funded through the following Education Service Cooperatives:

- Guy Fenter Education Service Cooperative
- Crowley's Ridge Education Service Cooperative
- Southwest Arkansas Education Service Cooperative
- Northwest Arkansas Education Service Cooperative

ESVI's Central Office is located at:

1401 West Capitol Avenue
Victory Building, Suite 425
Little Rock, AR 72201

Major Highlights of the Year:

- ESVI staff presented on a variety of topics for Teachers of the Visually Impaired and Certified Orientation and Mobility Specialists for students with visual impairments to the state AER members.
- ESVI hosted 7 professional development meetings/training sessions for teachers of the visually impaired.
- ESVI provided workshops for TVIs, PTs, OTs, special education classroom teachers and paraprofessionals on Inspiring Communication and Literacy for students with multiple disabilities with Easter Seals Outreach and the CAYSI (Deaf-Blind) project..
- Public school students with visual impairments and blindness participated in the Arkansas Braille Challenge.
- ESVI staff provided special education information during workshops to several coops throughout the state and at the LEA Academy in Hot Springs.
- Since this is ATLAS' first year as the standardized test, ESVI provided several informative meetings to give direction for braille and visually impaired students taking the test. ESVI also provided technical assistance for many school districts across the state to help administer the tests. Paper, embossers and Windows computers were provided to assist school administrators in the testing process. NWAESC was a location for a group effort in providing embossed materials as well as large print materials as needed to a number of districts at one time.
- ESVI coordinated a large group activity for blind and visually impaired students across the state to coincide with the solar eclipse on April 8, 2024. The event was held in Morrilton, Arkansas. Hands-on activities were provided to students as well as the experience of the eclipse. NASA's Denna Lambert, a graduate of Arkansas public schools who is blind, provided the expertise for the tactile activities as well as her unique perspective on experiencing the eclipse. As far as we understand, no other activity such as this was performed anywhere else in the United States.



Program: English Learner Support / ESOL (English for Speakers of Other Languages)

Funding Source: Division of Elementary and Secondary Education

Funding: \$236,041

Competitive Grant: No

Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Arkansas Arts Academy
Farmington	Fayetteville	Gentry	Gravette
Greenland	Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs	Springdale
West Fork			

Personnel:

Name: Lisa Coats

Position: English Learner Specialist

Degree: BSE; M.Ed.

Name: Sarah Standridge

Position: ESOL Program Administrative Specialist

Degree: BA, MA

Goal:

The Division of Elementary and Secondary Education (ADE) English Learner (EL) support program is the result of a collaboration among the Division of Learning Services' Curriculum and Instruction Unit and the Student Assessment Unit and the Division of Public School Accountability's Federal Programs Unit. This program's goal is to provide resources, support, and leadership to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary:

ADE works with schools and educational cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with school improvement program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards
- implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies



Major Highlights of the Year:

- Continued to partner with EL Achieve and DESE to provide Systematic English Language Development (SysELD) training and support to teachers and administrators in districts across the state.
 - No new districts were added this school year, but there were districts who had new hires to be trained
 - NWA Districts attending Teacher Institute: Gravette, Huntsville, Siloam Springs
 - Conducted a hybrid (in person and virtual sessions) sysELD Teacher Institute and 1 virtual Administrator Institute
- Partnered with EL Achieve and DESE to co-host live events
 - Spring Symposium (event hosted at Marriott in Little Rock)
 - Districts in attendance: Fayetteville, Gravette, Rogers, Springdale
 - Summer Seminar (scheduled in June)
- Ongoing partnership with DESE/SPED to continue to educate others about the ELs with Disabilities handbook
- Facilitated monthly-ESOL coordinator meetings
 - [2023-2024 Ongoing Agenda](#)
 - Attendance averaged at 70% of district participation for each meeting
- Presented/facilitated ESOL workshops to educators:
 - Coordinators 101 (Novice Coordinator Support)
 - ESOL Programming Essentials & EL Instruction that Works



Program: Gifted and Talented (G/T)
Funding Source: DESE, NWAESC, Local Districts (Contracted for FTE 0.75)
Funding: DESE-\$30,000 & Local-\$32,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork
AR Arts Academy			

Other districts:

Mountain Home Norfork

Personnel:

Name: Amanda Allen

Position: Gifted and Talented Specialist

Degree: M.A., Ed.S. candidate

Name: Candice Hickman

Position: Administrative Assistant

Degree: N/A

Goal:

The Division of Elementary and Secondary Education has mandated that all public-school districts provide differentiated educational services for students with these identified abilities: academically advanced, highly creative, and/or high achieving/motivated students. As one of the state's 15 education service cooperatives, the G/T Specialist position provides support and services in the 16 school districts located in the northwest Arkansas region (Washington, Benton, and most of Madison Counties) as guided by the ADE Gifted and Talented Program and AP Program standards. The NWAESC G/T Specialist also provides several extracurricular academic events and scholastic competitions for local students. Lastly, the G/T Specialist helps districts maintain best practices for their G/T programs by utilizing the latest research and innovative techniques in the gifted community. This includes finding ways to better involve parents/guardians.

Program Summary:

The NWAESC G/T Specialist serves and functions as a contact person and G/T Program resource to a variety of educational stakeholders located in Northwest Arkansas, including but not limited to: district



G/T coordinators/directors, G/T facilitators (teachers), regular classroom teachers (especially Honors/Advanced/Pre-AP/AP certified), administrators, students, parents, community members, and community business partners in support of gifted and talented education. Some of the key responsibilities are:

- Facilitating and ensuring that each NWAESC school district meets all of the ADE's G/T program standards, especially those districts slated to be monitored/TAV by the state
- Functioning as a conduit for information and positive dialogue between the ADE Office for Gifted Programs, Advanced Placement, and IB Programs with the NWAESC school district G/T coordinators/directors
- Providing and conducting monthly meetings with NWAESC G/T program coordinators/directors
- Making on-site visits to local school districts to provide support and/or in-service topics for all educational stakeholder members
- Attending annual and monthly state meetings with other G/T specialists to stay connected with ADE updates and initiatives, to share events, best practices and documentation. These meetings are held both face-to-face and virtual/electronic conference meetings via Zoom.
- Hosting various student academic competitions supported by NWAESC schools: Elementary/middle/high school quiz bowl competitions, three scholastic regional chess tournaments (open to all students in grades 1-12), Amazing Shake competition (grades 4-8), Learn How to Debate Day, Cube Competition, assistance with Odysseys of the Mind (OM) and National History Day (NHD) events and judging as well as responding to invitations from AGQBA regional and state competitions and invitational tournaments
- Developing and engaging in positive working relationships with local district personnel and ADE office employees connected with G/T education and AP testing
- Conducting appropriate needs-assessment questionnaires related to G/T specialist job in order to set goals and respond to local G/T & AP program needs
- Facilitating, hosting, and presenting educational workshops and trainings, including but not limited to College Board Pre-AP and Secondary Content trainings, differentiation techniques in the regular classroom, and Novice teacher trainings as available
- Responding to inquiries from NWA teachers providing specific workshop topics, such as G/T identification testing materials review, G/T program documents review, and G/T program staff development instructional materials, G/T program curriculum writing workshops
- Actively participate in the annual AAGEA and AGATE state conference and other advocacy opportunities as a leader and/or organizer along with belonging to appropriate professional organizations related to gifted education
- Answering emails and phone calls of parents, teachers, administrators, and community members about issues of giftedness and/or opportunities for scholastic events, especially those unfamiliar with school districts or opportunities for students
- Serving on the Arkansas Governor's School Student and/or Faculty Selection team whenever possible to review student and/or faculty applications
- Managing all documentation and financial record keeping required by ADE-DESE and the NWAESC related to the G/T Specialist position (i.e. Strategic Management Place, and



maintaining yearly applications for College Board and G/T Specialist grant, etc. as well as quiz bowl and chess

- Attending NWAESC board meetings and staff meeting when possible
 - Research and encourage districts to use best practices for G/T identification and curriculum for identified students in G/T programs
 - Apply for grants or financial means to support districts in updating resources and implementing best practices in G/T identification and program options
-

Major Highlights of the Year:

- 16 NWA school districts G/T program all certified by ADE fully compliant with G/T program standards for the 2023-24 school year
- Supported Arkansas Arts Academy as they began their GT program this year by participating in placement committee meetings and calibrating scoring of subjective assessment measures.
- Participated on planning committee and was Keynote Speaker at the 1st Annual Kansas Region 6, Missouri Region 7, Arkansas Region 3: Tri-Region GT Conference held at Pittsburg State University in Pittsburg, Kansas (March 2024)
- Secured The Gifted Guru, Lisa Van Gemert, to present two days at NWAESC
- Completed required documentation to have The Gifted Guru's Differentiation Workshop become an ADE approved training for the Secondary Course Content program option
- GT Scope & Sequence Revision Workday, Pull-out Collaboration Day, Enrichment Collaboration Day workshops scheduled for June 2024
- Served as a student reviewer for the Arkansas Governor's School (AGS) summer program hosted by Arkansas Tech University (ATU)
- Hosted 8 NWA monthly GT coordinator meetings (Aug., Sept., Oct., Dec., Jan., March, April, and May) with guest speakers and presenting information about ADE GT/AP updates
- Attended 8 GT specialist meetings hosted by DESE OGTAP(Aug., Sept., Oct., Dec., Jan., Feb., April, & May)
- Managed these academic events for the local NWA schools that made a significant impact for the NWAESC participating students:
 - Quiz Bowl: 67 schools–1,392 students
 - Chess: 49 schools–220 students
 - Cube Competition: 8 schools–50 students
 - Debate: 2 schools–40 students



Program: Literacy
Funding Source: Division of Elementary and Secondary Education
Funding: \$360,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Lincoln	Pea Ridge	Prairie Grove	Rogers
Siloam Springs	Springdale	West Fork	Hope Academy

Other Participating Schools:

Berryville	Mansfield	Greenwood	Arkansas Arts Academy
Mountainburg	Lavaca	Mansville	Cedarville
Eureka Springs	St. Joseph	U of A	Founders Classical
Shiloh Christian	Harding NW	Clarksville	Beebe
Ouachita River	Green Forest	Lisa Academy	Bergman
Ozark Mountain	Hackett	Harrison	Kirby
Prism Education Center		Fayetteville Creative School	
St. Vincent de Paul Catholic School			

Personnel:

Name: Jill Ellis
Position: K-12 Literacy Specialist
Degree: M.S, M.A.T.

Name: Judy Fields
Position: K-12 Literacy Specialist
Degree: Ph.D.

Name: Brittney Bair
Position: K-12 Literacy Specialist
Degree: M.S.

Name: Angie Greiner
Position: K-12 Literacy Specialist
Degree: Ph.D.

Name: Candice Hickman
Position: Administrative Assistant
Degree: N/A

Goal:



The primary goal of the literacy specialist is to support educators in planning and implementing instruction that aligns with the Science of Reading and evidenced-based practices so that all students have equitable opportunities to become career ready.

Program Summary:

Professional learning opportunities are developed based on districts' needs and requests with regard to literacy instruction in reading, language arts, writing, disciplinary literacy, and Department of Elementary and Secondary Education initiatives. Implementation is achieved through onsite support with classroom teachers, instructional facilitators, interventionists, and administrators. Specific implementation and support was provided for the following programs over the past year:

- **School Improvement Support**

Literacy specialists are available to assist in the school improvement process which includes meeting with educators in a variety of configurations to provide customized learning opportunities. Provided support to districts identified in need of coordinated support (Level 3) as stipulated in Act 1082. Specialists assisted schools through guidance in curriculum selection and implementation, interpretation of assessment data, intervention, and classroom walk-throughs. Total hours of support for districts in coordinated support were **Grades K-12 Level 3** total support hours 1,504.

- **State - Required Support to D/F schools**

Literacy specialists assisted the state department in providing support to K-3 literacy teachers in schools with D and F ratings. Literacy specialists acted as literacy coaches to provide the following supports: 1) support teachers to implement HQIM; 2) facilitate instructional coach cycles (observations, feedback, next steps); 3) provide practice and models as needed to support the coaching cycles; and 4) provide direct, hands-on support for literacy instruction (help with student assessments, data analysis, supports materials management, etc).

- Over 2,200 hours of on-site coaching and professional development support to assigned schools on the D/F list.

- **On-site Support as Requested**

Literacy specialists had limited availability upon request to support districts on-site.

- 231 hours of on-site professional development and technical and instructional support to area schools.
- SoR/R.I.S.E. implementation
- SoR classroom walk-through
- Sound Wall classroom support
- Assessment
- Writing support
- small group instruction
- professional development
- curriculum support
- professional learning communities
- intervention support



- technical assistance
 - other literacy needs and requests
 - Tier 1: Implementation and Best Practices
 - Progress monitoring

 - **Arkansas R.I.S.E. Academy Training for Grades K-2 and 3-6**
The Reading Initiative for Student Excellence (R.I.S.E.) is a program developed by the Arkansas Department of Elementary and Secondary Education based on the Science of Reading and evidenced-based practices. Explicit, systematic synthetic phonics approach to decoding is the focus of the K-2 Academy, while the 3-6 Academy extends and deepens educators' knowledge of morphology, etymology, and reading comprehension strategies.
 - Grades K-2: 72 hours of training for 351 participants
 - Grades 3-6: 66 hours of training for 104 participants
 - ADE Science of Reading Training for Proficiency Pathways
 - 34 hours of training for 127 participants
 - Critical Reading professional development for grades 7-12
 - 24 hours of training for 36 participants
-

Major Highlights of the Year:

- Designed and presented professional development to Northwest Arkansas educators in the following areas:
 - Science of Reading components; phonological awareness, phonics, vocabulary, fluency, and comprehension
 - Small Group instruction
 - Sound Wall incorporation
 - Critical Reading
 - 6-12 Library Media Specialist Forums
 - K-6 Library Media Specialist Forums
 - Writing in the K-2 Classroom
 - Writing in the 3-6 Classroom
 - Explicit Instruction focus
 - Reading Comprehension: Beyond the Skills
 - K-5 ELA Standards Update
 - Reading Assessment
 - Tier 1: Implementation and Best Practices (HQIM)
 - Tutoring: Pearson Foundations of Reading
- Facilitated educator discussions and supported collaborative efforts regarding explicit understanding of new ELA curriculum
- Designed model lessons based on the Science of Reading for demonstration at the classroom level



- Provided on-site support to Northwest Arkansas schools through the administering of screeners for intervention purposes
- Attended leadership team meetings and professional learning communities to provide data analysis and support
- **K-5 Literacy Council**

The purpose of the council is to provide a forum for discussion of specific needs and concerns at the district, building, and classroom level and to disseminate information. The K-5 Council meets quarterly from October to April to discuss state updates and needs as well as to build deeper knowledge of literacy research. Each meeting is focused on a specific research article or session from an expert. This year's sessions have included the following topics: ATLAS test, uPar, writing support, changes to AR ELA standards, up-to-date science of reading research, increasing student practice in foundational skills, the instructional hierarchy in foundational skills, & assessing reading comprehension.

- **Library Media Specialist Forum**

High school and elementary library media specialists, providing a forum for discussing the unique needs of library media specialists, disseminating information on books, library databases through Arkansas Traveler, and advance building literacy initiatives. The library media specialist forum grades 6-12 was expanded in Fall 2022. A second forum focused on K-6 library media specialists was formed. Total participants for Secondary LMS Fall 2023 and Winter 2023 were 47. Total participants for Elementary LMS Fall 2023, Winter 2023 were 24. Spring Forum 2024 was a combined 27 participants with a total of 97 librarians participating in the forums for the school year 23-24.



Program: Mathematics
Funding Source: Division of Elementary and Secondary Education
Funding: \$180,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur
Elkins	Farmington	Fayetteville
Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs
Springdale	West Fork	

Personnel:

Name: Heather Morsman	Name: Lydia Noll
Position: Mathematics Specialist	Position: Mathematics Specialist
Degree: BSE	Degree: BSE

Name: Candice Hickman
Position: Administrative Assistant
Degree: N/A

Goal:

The primary goal of the Mathematics Specialist is to provide professional development and site-based support that inspires positive relationships with and success in mathematics for both educators and students of Northwest Arkansas.

Program Summary:

The mathematics program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing supplemental teaching resources, assisting with data-driven decision making, and increasing parental awareness of the importance of quality mathematics experiences. Though we differentiate our work for districts/schools/educators, the mathematics program is always working to inspire positive relationships with success in mathematics. The major focus this year was to strengthen relationships with districts, facilitate districts/schools as they worked toward creating a vision of mathematics, and supporting individual schools/teachers as they implemented a High Quality Instructional Material (HQIM). In AR



Math QuEST Cohort 2, teachers are focused on Student Mathematical practices and Effective Teaching Practices, especially posing purposeful questions and supporting productive struggle.

Major Highlights of the Year:

Site Based Support

- Site specific professional development was provided based on school/district/teacher needs such as supporting happy/healthy teachers, mathematics language development, understanding the design and structure of Illustrative Mathematics curriculum, supporting productive struggle, unpacking standards, backwards design planning, numeracy foundations, facilitating meaningful mathematics discussions, numeracy screening and interventions, and implementing tasks that promote reasoning and problem solving.
- Facilitated job-embedded opportunities for individual teachers and teams of teachers to implement a student-centered curriculum from Illustrative Mathematics. These opportunities included planning lessons, observing lessons, and reflecting upon students' engagement and mathematical thinking.
- Facilitated job-embedded opportunities for teams to evolve into true professional learning communities and collaborative teams.
- Site specific professional development and facilitated job-embedded support for AR Math QuEST Year 2: Going Deeper with Ambitious Teaching.

School Improvement Support

Math specialists are available to assist in the school improvement process which includes meeting with educators in a variety of configurations to provide customized learning opportunities.

- Provided support to districts identified in need of support. Specialists assisted schools through guidance in curriculum selection and implementation, interpretation of assessment data, intervention, instructional strategies, and classroom walk-throughs. Total hours of support in these districts, Grades K-12 (over 450).

Face-to-Face Professional Development

- **Illustrative Mathematics Curriculum and Instruction**, 6-12 Mathematics - 16 educators participated in this session to learn more about this student-centered curriculum and how to purposefully plan for student-centered mathematics classrooms. 6 educators participated in a year 2 follow up session to continue their professional learning.
- **Illustrative Mathematics Curriculum and Instruction**, K-5 Mathematics - 35 educators participated in this session to learn more about the student-centered curriculum and how to purposefully plan for student-centered mathematics classrooms. 66 educators participated in a year 2 follow up session to continue their professional learning.
- **Understanding Illustrative Mathematics Centers**, K-5 Mathematics - 15 educators participated in this session to learn more about how the IM curriculum uses centers to address procedural fluency, an aspect of mathematical rigor, and experience specific centers to prepare for a successful launch of centers in the classroom.
- **AR Math QuEST: Introduction to Ambitious Teaching** - 14 Facilitators/Coaches—AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious



teaching that promotes equity and engagement of all students in meaningful mathematics learning of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Instructional facilitators and coaches received the book *Taking Action: Implementing Effective Mathematics Teaching Practices* published by NCTM (National Council of Teachers of Mathematics).

- **AR Math QuEST: Going Deeper with Ambitious Teaching** -10 Instructional Facilitators/Coaches and 40 teachers. AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Teachers and instructional facilitators/coaches received the book *5 Practices in Practice: Successfully Orchestrating Mathematics Discussions in Your (Elementary/Middle/High) School Classroom* by Smith, Steele, and Sherin.
- **AR Math QuEST: Coaching Ambitious Teaching Days 1-3**- 17 Participants focus on supporting teachers to engage students in meaningful mathematics learning experiences of reasoning and problem solving. They explore a process and tools for mathematics coaching of exemplary teaching and learning based on the NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Participants received the book *Everything You Need for Mathematics Coaching* by McGatha, Bay-Williams, McCord, Kobett, and Wray.
- **Free/Low-Cost Tier 2 and 3 Math Numeracy Assessments and Interventions** - 24 participants explored several free or low-cost options to assess and intervene on numeracy gaps. They discussed research on best practices for Tier 2/3 interventions and walked away with tools to begin identifying and addressing numeracy needs in grades K-12.
- **Defining and Developing Number Sense in 6-12 Math Classrooms** - 13 participants experienced several different instructional routines all focused around supporting upper grade levels in developing and refining their numeracy skills. As foundational numeracy skills, such as operations of integers and fractions, are taught and practiced in the K-5 grades but not necessarily focused on in 6th grade and up, there is a need to continue to help students grow in their numeracy skills. Teachers came away with practical ways to incorporate some numeracy instruction during Tier 1 instruction.
- **Deep Dive Into the AR Math Standards K-5** - 20 participants examined and unpacked the new 2023 Arkansas Math Content Standards for Kindergarten through 5th grade.
- **Deep Dive Into the AR Math Standards: 6-Geometry** - 20 participants examine and unpacked the new 2023 Arkansas Math Content Standards for 6th grade through Geometry.
- **Building Ambitious Thinking Mathematics Classrooms: K-12** - 179 participants learned through discussions and model lesson experiences how to implement thinking tasks to increase student engagement, understanding, and application of mathematical concepts.

Online Professional Development

- **NWA Math Forum** - 70 educators including math teachers, math leaders, curriculum leaders, and district leaders participated in four sessions that included unpacking standards to



NORTHWEST ARKANSAS
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understand learning progressions and digging deeper into the teacher practice of posing purposeful questions. Participants submitted topics for conversation that included unpacking standards and posing purposeful questions.



Program: Migrant Education
Funding Source: Title I, Part C—Education of Migratory Children
Funding: \$634,685.20
Competitive Grant: No
Restricted: Yes

Participating Districts:

Alpena	Arkansas Arts Academy	Bentonville	Bergman
Berryville	Bruno-Pyatt	Cotter	Decatur
Deer/Mt. Judea	Elkins	Eureka Springs	Farmington
Fayetteville	Flippin	Gentry	Gravette
Green Forest	Greenland	Haas Hall	Harrison
Huntsville	Jasper	Kingston	Lead Hill
Lincoln	Marshall	Omaha	Ozark Mountain
Pea Ridge	Prairie Grove	Rogers	Searcy County
Siloam Springs	Springdale	St. Joe	St. Paul
Valley Springs	West Fork	Western Grove	Yellville-Summit

Personnel:

Name: Jennifer Vinson, Ed.S.
Position: Migrant Specialist
Degree: BSE, MA, Ed.S

Name: Brittany Sparks
Position: Recruiter
Degree: HS + 1 year college credit

Name: Robbye Smith
Position: Recruiter
Degree: HS + 2 years college credits

Name: Angela Gallardo
Position: Parent Engagement Liaison
Degree: HS + 1 year college credit

Name: Heather Maddan
Position: Student Support Specialist
Degree: HS + 3 years college credits

Goal:

The Title I Part C - Arkansas Migrant Education Program is a federally funded program that provides services to the children of families who move seeking temporary or seasonal work in Arkansas’s agricultural and fishing industries. The program is designed to help children ages three (3) through twenty (21), who are uniquely affected by the combined effects of poverty, language, cultural barriers, and difficulties pertaining to the migratory lifestyle. The primary goal of the Migrant Program is to help our students meet the same challenging academic content and student academic achievement standards that are expected of all children. Our measurable program goals address reading and math achievement, high school graduation and services for out of school youth, and school readiness for preschool children.



Program Summary:

Support for districts with an individual MEP grant includes the following:

- Professional development for MEP Staff in areas such as literacy, math, Pre-K, family engagement, and graduation support.
- Grant assistance.
- Ongoing program monitoring and feedback.
- Support in providing summer learning opportunities for MEP students

Students and families in districts that are supported directly by NWAESC receive all applicable migrant services from the team housed at NWAESC. Services in non-project schools are provided by Migrant Education Program (MEP) cooperative staff and include the following:

- All members of the NWAESC Migrant team receive professional development to support all facets of their roles in service of Migrant students and families.
- In home PreK Lessons for all three and four year old MEP students not already enrolled in an approved Pre K program.
- Information and support for parents of Pre K children as they prepare to enter Kindergarten.
- Students with an identified need are eligible to receive free in-school and/or after-school tutoring.
- Students with an identified need are eligible to receive free summer school support.
- Students receive supplemental, high-interest books multiple times each year. These books are self-selected by the students as often as possible.
- Students may receive health and/or hygiene education and/or services as needed.
- Secondary students are monitored at least quarterly to ensure students remain on-track for high school graduation. Intervention is provided if necessary.
- Secondary students may complete credit recovery courses through the MEP program at no cost.
- Secondary students have the opportunity to develop leadership skills through state MEP programs.

Major Highlights of the Year:

- Provided students with school supplies, hygiene products, books and other items to help them be successful more than 4 times this year.
- Attended and promoted the Migrant Education Program (MEP) at two (2) Hispanic Heritage Festivals this year, and made new contacts with like-minded business'.
- Continued growing the Pre K resource library designed to house Pre K assessment and instructional resources which are accessible to all MEP programs in Region 1. Lectura Books (bilingual preschool books) were added, as well as family training.
- Parent Advisory Council (PAC) meeting was held on October 30, 2023 at the Bentonville Children's Library, and a second meeting will be held on Friday, May 10th at Gentry Schools.



- Provided services and resources to all identified MEP students in the region.
- Built relationships with appropriate businesses and organizations within the region.
- Provided training in the areas of literacy, math, trauma informed care, Pre K assessment and the effects of poverty to all Region One personnel in school districts. The NWAESC staff provided over two hundred and fifty (250) students of the Migrant Education Program (Non-Project Schools) with a Christmas gift through a partnership with the Washington County Historical Society, Caring and Sharing of Benton County, the MEP Region 1 Staff and NWAESC staff volunteers.
- Collaborated with school districts to ensure that MEP students were safe, secure, and had all basic needs met.
- Provided summer school opportunities to all appropriate MEP students.



Program: Mentoring
Funding Source: Division of Elementary and Secondary Education
Funding: \$405,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork
Arkansas Arts Academy			

Personnel:

Name: Cayce Neal
Position: Regional Mentoring Coordinator
Degree: M.S.Ed

Name: Madison Clarkson
Position: Mentoring Specialist
Degree: M.A.T, Ed.S.

Goals:

- Build classroom/behavior management skills of all novice teachers
 - Increase skills for positive student impact by focusing on classroom management, instructional design, and assessment practices
 - Increase retention through the use of evidence-based practices to support teacher mental well-being
 - Increase skills to meet professional and ethical expectations of educators
 - Work with districts to recruit diverse candidates into the teaching profession through grow-your-own initiatives, such as the Arkansas Registered Apprenticeship Program.
 - Provide differentiated support for 1st, 2nd, 3rd year teachers as well as novice speech pathologist, special education teachers, counselors, and school psychologists
-

Program Summary:

In 2023-24 the early career educator program supported 940 teachers in our cooperative districts. In order for learning to be equitable to all districts, the cost of all services is covered by the Mentoring grant and comes at no cost to participants or their districts. Additionally, the cost of substitutes is reimbursed to districts.



Professional Development was provided via a blend of face-to-face and virtual options. Sessions were as follows:

- Year 1 Focus→ Classroom Management: CHAMPS/Discipline in the Secondary Classroom (2 days), Cohort Days (2 days), Behavior Support Sessions with Arkansas Behavior Support Specialists (4 days)
- Year 2 Focus→ Instruction and Assessment: Cohort Days (2 days), Marzano’s Assessing for Student Learning (4 days), Universal Design for Learning with the Novak Group (2 days)
- Year 3 Focus→ Cohort Days (2 days)
- Special Education and Behavior Support→ Cohort Days (2), Starting Strong with EasterSeals (1 day), The Essential Elements of Co-Teaching with Robin Stripling (1 day)
- Teacher Wellness/Retention→1 day with Tina Boogren
- Book studies→ 27 teachers participated in book studies that featured a blend of virtual support and in-classroom coaching; texts used were *The Beginning Teacher’s Field Guide* by Dr. Tina Boogren, *UDL Now!* by Katie Novak, *The New Classroom Instruction That Works* by Goodwin and Rouleau, *Reimagining Special Education* by Rufo and Causton, and *The Language Lens for Content Classrooms* by Sarah Ottow.

Further support was provided in the following two areas:

- Counselors and speech pathologists→ continued our PLC with behavior specialist Kat Lancaster to network and build community to support the unique needs of these novices
- Special education teachers→ Mentoring specialist Madison Clarkson designed support to meet the unique needs of these teachers. The SPED Cohort met four times. These sessions focused on using high-leverage practices in the classroom, co-teaching, writing better IEPs, collecting useful data, conducting productive collaborative meetings, and supporting student behaviors.
- ArPEP → supported 15 candidates in their first year of provisional licensure and 18 candidates in their second year of provisional licensure, including ten days of summer professional development, monthly follow-up sessions, and multiple classroom observations for each.

Major Highlights of the Year:

- TESS Law and Process + Ethics Trainings provided
 - 5 sessions at the Co-op and in districts throughout the year
- Pre-Service Teacher Reception
 - 75+ education graduates from Harding-Rogers, the University of Arkansas, Fayetteville, and John Brown University attended the reception to learn about the Co-op, the mentoring program, and met with local administration to learn more about the interview process. We provided lunch, opportunities for networking and information about the Co-op in our second annual event
- ArPEP program



- Supported our second ArPEP non-traditional licensure cohort. Support included CHAMPS and Arkansas Behavior Support Specialist behavior training, designing cohort instruction, differentiation, content-area literacy instruction, and classroom support.
- Recruitment
 - Our mentoring coordinator worked with DESE and 5 Co-op districts to pilot the new Arkansas Registered Apprenticeship program. 11 candidates were enrolled and supported. In addition, the Co-op secured a grant from DESE to fund NIET training for 12 teachers to obtain lead teacher designation so that they are eligible to mentor the apprentice teachers.
- Licensure Support
 - 128 teachers received tutoring from various Co-op content specialists to prepare for their licensure assessments.



Program: Science
Funding Source: Division of Elementary and Secondary Education
Funding: \$90,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur	Elkins
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Personnel:

Name: Carly McCollough	Name: Candice Hickman
Position: Science Specialist	Position: Administrative Assistant
Degree: M.S.	Degree: N/A

Goal:

To support schools as they align standards to curriculum to assessment:

- to provide assistance in choosing high quality, standards-based instructional resources
- to partner with local community and business organizations to provide Science/STEM training and resources to educators
- to assist schools’ professional learning communities in using student assessment data to make informed decisions with intervention and extensions
- to mentor and coach teachers in the classroom on high quality science content, high quality instructional practices, student ownership, and culture of learning
- to educate about current scientific and educational research
- to support schools as they design and implement common assessment and the RTI process
- to support teachers in implementing appropriate literacy strategies in science

Program Summary:

The science program at the Northwest Arkansas Education Service Cooperative is based on the identified needs of teachers in the Northwest Arkansas school districts. These include supporting the growth of teachers’ content knowledge and pedagogy, facilitating collaboration among districts, assisting with data-driven decision making particularly with the RTI process, researching and developing supplemental teaching resources, and supporting Grasping Phenomenal Science, the Division of Elementary and Secondary Education’s science initiative. The specialist is continuing to build relationships within districts in order to best support schools in the region.



Major Highlights of the Year:

- Collaborated with all sixteen public school districts this year to provide ongoing professional development and curriculum support for science teachers in the districts. Participating districts include: Bentoville, Decatur, Elkins, Fayetteville, Farmington, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork.
- Supported different school districts in choosing appropriate science curriculum that aligns to the AR K-12 Science Standards- including Gravette, Pea Ridge, Rogers, Fayetteville, Decatur, West Fork, Greenland, Prairie Grove, and Elkins.
- Engaged in continuous coaching cycles with teachers across Northwest Arkansas from districts including: Greenland, Farmington, Fayetteville, Prairie Grove, Springdale, and West Fork.
- Led a team of science specialists in developing a 6 hour professional development training for the April 8th solar eclipse to be shared across the state.
- Collaborated with a group of state science specialists to support middle and secondary teachers in teaching science and helping students make sense of science phenomena by effectively engaging students in science and engineering practices and integrated STEM/literacy lessons.
- Worked intensively with districts implementing Open SciEd for middle school science.
- Partnered with the Shiloh Museum to build a Monarch Butterfly garden at Elkins Elementary and facilitated the continued partnership between Shiloh Museum and Elkins High School where Shiloh Museum is growing thousands of milkweed plants to give out to the community and all of Northwest Arkansas while raising awareness and extending conservation efforts for the endangered species.
- Served as a board member and led a team of community members through AEEA (Arkansas Environmental Education Association) in building a bank of resources for environmental educators to access on their platform.
- Provided year long support to districts as they prepare for ATLAS testing at the end of the year.
- Partnered with Mt. Kessler and the Arkansas Land and Trust to lead field trips and observational walks on Mt. Kessler.



Program: School Health and Wellness - Tobacco Prevention, Nutrition, Physical Activity
Funding Source: Arkansas Department of Health
Funding: \$11,000
Competitive Grant: No
Restricted: No

Participating Districts:

Arkansas Arts Academy	Bentonville	Elkins	Decatur
Farmington	Fayetteville	Gentry	Gravette
Greenland	Haas Hall	Huntsville	Lincoln
NWA Classical Academy	Pea Ridge	Prairie Grove	Rogers
Siloam Springs	Springdale	West Fork	Shiloh Christian
The New School	St. Joseph	St. Vincent de Paul	

Personnel:

Name: Kelli Butcher, RN
Position: Community Health Nurse Specialist
Degree: Registered Nurse, BS Chemistry

Name: Meggi Augustosky, MPH, RRT
Position: Community Health Promotion Specialist
Degree: Master's of Public Health, Respiratory Therapist

Goal:

This program provides:

- Assistance with grant writing for school grants and community coalition grants
- Linkage for school-based tobacco prevention and other health efforts with local community coalitions
- Serves as an advocate for school health needs to community coalitions
- Linkage of resources for schools, community coalitions and others in the community to promote healthy communities
- Provides technical assistance on public health practices to schools and community
- Provides technical assistance and collaborates with school nurses to identify appropriate resources and continuing education offerings that will help meet the requirements for nursing licensure
- Works with State School Nurse Consultant to disseminate information as needed
- Technical assistance with school districts on all School Health issues
- Provides Technical Assistance in policy development for tobacco and school-based enforcement of tobacco related policies
- Provides Technical assistance with evidenced based curricula for tobacco, nutrition, teen dating, suicide prevention, teen pregnancy, and physical activity



- Provides training to school nurses and others
- Provides technical assistance to school districts with communicable disease outbreaks
- Provides training and technical assistance on School Health Index
- Provides technical assistance to Coordinated School Health grantees
- Provides technical assistance to tobacco prevention grantees
- Provides technical assistance and guidance to schools for wellness initiatives
- Provides technical assistance to schools for implementation of best practices for nutrition and physical activity, Coordinated School Health and other public health issues
- Provides technical assistance to school wellness committees regarding state and federal mandates
- Provides technical assistance on nutrition and physical activity via evidenced based curricula
- Provides technical assistance to communities regarding school health issues and current public health policy
- Maintains current knowledge of research, resources, and best practices related to school health issues
- Informs schools and communities of available trainings and grant opportunities
- Addresses training needs related to school health issues and organizes and conducts trainings based on those needs
- Coordinates and provides trainings to school personnel, ADH colleagues, and community members
- Informs schools and communities of available trainings and grant opportunities
- Serves as an advocate for school and community health needs
- Establishes communication links with communities to keep them informed of public health policy
- Compiles and distributes necessary reports and other information
- Participates in data collection and evaluation of community and school health interventions
- Serves on committees and work groups and works on special projects
- Attends, participates in, and distributes updates from regional and state meetings to schools, ADH colleagues, and community members
- Attends CHAC meetings and reports outcomes to HHI Support Staff and Wellness Committees

Major Highlights of the Year:

- Annual Back to School Nurse Workshop held in person, 129 participants. Cheria McDonald, BSN, RN, State School Nurse Consultant, presented on new laws and rules and regulations for school nurses.
- Vision Certification Training for all new school nurses
- Hearing Certification Training for all new school nurses
- Scoliosis Certification Training for all new school nurses
- BMI Certification Training for all new school nurses



- Assisted with multiple school based flu immunization clinics.

Other Highlights of the Year:

- Tobacco prevention education, suicide prevention education, healthy relationship education, distress tolerance education, internet safety education, dental health education, nutrition education, opioid use prevention education, and teen pregnancy/STI prevention education for students are presented on request.
- Presented Youth Mental Health First Aid, instruction for parents, teachers, and other school staff in correct ways to address a youth that is experiencing a mental health or addiction challenge or crisis.
- Presented CPR for staff every other month and nurses as needed.
- Presented Stop the Bleed to nurses to educate on correct presentation of the information for their staff and students
- Facilitated Medicaid in the Schools workshop on training and billing for personal care done in the school setting.
- Hosted What's Poverty got to do With It: Students and Families in Crisis in partnership with Arkansas Children's Hospital and DESE
- Assisted districts with Wellness Committee planning and requirements

Community Links

NWA Drug and Tobacco Free Coalition
NWA Hometown Health Improvement
NWA Trauma Regional Advisory Council
Washington County Hometown Health
Arkansas Children's Hospital

Benton County Community Coalition
Madison County Health Coalition
Region 1 Prevention Providers
NWA Suicide Coalition



Program: STEM (K-5)
Funding Source: Division of Elementary and Secondary Education
Funding: \$90,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur	Elkins
Farmington	Fayetteville	Gentry	Gravette
Greenland	Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs	Springdale
West Fork			

Personnel:

Name: Jenny Gammill	Name: Candice Hickman
Position: K-5 STEM Specialist	Position: Administrative Assistant
Degree: M.Ed.	Degree: N/A

Goal:

The Northwest Arkansas Education Service Cooperative, in partnership with the Department of Elementary and Secondary Education, will work with Arkansas Public School personnel to meet the following goals related to STEM education:

- To coach teachers and building leaders in implementation of AR science standards
 - To provide professional development and implementation of training related to the STEM disciplines
 - To provide strategies for integrating science into the literacy block in the elementary classroom
 - To collaborate with the NWAESC Computer Science and Science Specialists to promote high-quality STEM education
 - To provide assistance in choosing high quality instructional materials and assist districts in implementation
 - To partner with local community and business organizations to provide STEM training and resources to educators
 - To provide training in ATLAS and help teachers make instructional shifts in order to prepare students for the new assessment
-

Program Summary:



The elementary STEM program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' science and STEM content knowledge, sharing best practices, disseminating research, implementation of HQIM, locating and developing supplemental teaching resources, assisting with data-driven decision making, and increasing parental involvement. Each opportunity supports the state and national goal of STEM literacy for all students. The specialist is continuing to build relationships with other specialists, administrators, teachers, university officials and community and business organizations in order to best support STEM education throughout the region.

Major Highlights of the Year:

- Provided training for every Northwest Arkansas district in grades 3-5 on ATLAS and the instructional shifts necessary to ensure student success on 3-dimensional science assessment.
- Served on the state assessment team for grades 3-5 to create items for the ATLAS classroom tool.
- Served on the state STEM leadership core team and state STEM advisory team to continue to support local schools seeking Model STEM designation and evaluate schools around the state through on-site visits.
- Provided year long coaching to teachers in Greenland Middle School, Lincoln Elementary School, Huntsville Intermediate School, Prairie Grove Elementary, Southside Elementary, Leverett Elementary and Decatur Elementary based on the state's coaching model.
- Partnered with the Amazeum to provide STEAM professional development at the Co-op and to assist schools in creating STEAM labs.
- Created a "Sensemaking in Science" after school training in collaboration with the Amazeum and delivered the training at multiple elementary schools across the region.
- Collaborated with the Amazeum Education Team to support schools in implementing family STEAM nights through training and resources. Partnered with other Co-op specialists to develop STEAM night activities and to be on-site to support their family STEAM nights.
- Supported a number of schools across the region with books, equipment and kits so students could engage in high quality, hands-on STEM lessons.
- Supported STEAM teachers working in K-4 schools through modeling lessons and providing various resources for hands-on learning.
- Assisted Prairie Grove Elementary in their participation of the year-long program, Making Spaces (through the Amazeum) and the development of a new science lab for the 2024-2025 school year.
- Provided training and support for Elkins and Pea Ridge, the two districts implementing high quality instructional materials (Amplify Science).
- Served on the state's committee for the Presidential Award for Excellence in Math and Science Teaching to choose the awardees for 2023-2024 .



Program: Teacher Center/Professional Development
Funding Source: Base
Funding: \$292,000
Competitive Grant: No
Restricted: Yes

Participating Districts: (INSIDE THE NORTHWEST CO-OP AREA)

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Charter Schools:

Arkansas Arts Academy	Haas Hall Academy
Hope Academy	Lisa Academy
Founders Classical Academy	

Participating Districts: (OUTSIDE THE NORTHWEST CO-OP AREA)

Alma	Dumas	Lafayette
Alpena	Deer/Mt. Judea	Lamar
Ashdown	El Dorado	Lavaca
Bald Knob	Eureka Springs	Little Rock
Beebe	Foreman	Marion
Benton	Fort Smith	Mountain Home
Bergman	Green Forest	Mountainburg
Berryville	Greenwood	Mulberry/Pleasant View
Boonville	Hackett	Nashville
Cedarville	Harmony Grove	Omaha
Charleston	Harrison	Ozark
Clarksville	Jasper	Ozark Mountain
Cossatot River	Jonesboro	Russellville
Star City	Valley Springs	Van Buren
Waldron	Westside	

Participating Universities:

Harding University	John Brown University	NWA Technical Institute
U of A	Henderson University	Arkansas State University

Participating Co-ops:

Arch Ford	DeQueen-Mena	Boston Mountain
Dawson	Guy Fenter	Northcentral
Northeast	OUR	Southeast
Wilbur Mills		



Others Participating:

DESE	Prism Education Center	Shiloh Christian
St. Joseph Catholic	St. Vincent de Paul Catholic	The New School

Personnel:

Name: Missy Hixson
Position: Assistant Director/Teacher Center Coordinator
Degree: Ed.D.

Name: Tina Storm
Position: Administrative Assistant
Degree: A.A.

Goal:

To provide teachers, administrators, and support staff with professional growth opportunities in order to expand knowledge, enhance skills, and develop new strategies and techniques is the major focus. Professional Development and the Teacher Learning Center are the primary responsibilities of this program.

Program Summary:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our sixteen member districts. During the 2023-2024 school year, Northwest ESC offered professional development opportunities that aligned with district needs and state initiatives. A comprehensive list of professional development workshops is provided at the end of this report.

The Northwest Arkansas Education Service Cooperative and the Division of Elementary and Secondary Education continue to work together to support districts in the state initiatives and mandates, particularly those related to the Arkansas State Standards implementation process, the ATLAS assessment and other assessment systems, Teacher Excellence Support System (TESS) and Leader Excellence And Development System (LEADS 2.0). These initiatives continue to be the driving forces for increasing student achievement. All NWAESC districts have been involved in various professional development opportunities provided at the state and local levels. With the support of the Arkansas legislature, the Division of Elementary and Secondary Education, other education cooperatives, and the local districts, K-12 educators now have the resources to align their curriculum to the Arkansas content standards and to increase student achievement to meet these standards.



Major Highlights of the Year:

These opportunities included, but not limited to, trainings such as

- **Math-** AR Math QuEST, Coaching Ambitious Teaching, Illustrative Mathematics (IM), Free/Low Cost Tier 2 & 3 Math Numeracy Assessments & Interventions, Defining & Developing Number Sense, Building Ambitious Thinking Math Classrooms, Deep Dive into the 2023 Math Standards, and, on-site visits to schools to provide targeted assistance and support with mathematical practices, curriculum design and curriculum alignment. Math forums were held for collaboration and discussion with school/district leaders and teachers to provide direction in mathematics for NWA. 2023 Standards collaboration sessions were held for districts to come together to create a crosswalk document to support districts' implementation of the new standards.
- **Literacy-R.I.S.E.** Academy and R.I.S.E. related trainings were held on-site at NWAESC. Workshops were held at both the Co-op and in the districts on requested topics e.g., sound wall, writing for K-2 and 3-6, etc. Because of the LEARNS Act, specialists were assigned to “D” and “F” schools to provide support in literacy. Specialists made additional site visits to schools to provide targeted assistance in the areas of reading and writing, dyslexia awareness and the science of reading, etc. The K-5 Literacy Council, Adolescent Literacy Council and the Dyslexia Council provided a time of collaboration to educational leaders in reading and provided direction to NWAESC literacy specialists regarding needed professional development and other levels of support.
- **Science/STEM-** pure science workshops, STEM and integrating literacy in the content area trainings for science teachers, lesson writing and examination of the Arkansas State Standards with embedding Next Generation Science Standards. The trainings included both cooperative and district-hosted sessions led by Science/STEM Specialists. Assistance and support to districts with the implementation and support efforts of the Next Generation Science Standards for grades K-12. Specialists worked both on-site and virtually with schools.
- **Collaborative Meetings/Forums-**NWAESC continued to host K-12 Administrators, Curriculum Leaders and Federal Programs Coordinators. Curriculum and Federal Programs leaders met regularly for DESE updates and NWAESC served as a liaison between DESE and districts. Topics for these groups were on an “as needed basis” due to the ongoing topics.
- **Art, Music, Drama** – Since 1991, NWAESC has partnered with the Walton Arts Center (WAC) and the Kennedy Center of the Performing Arts to provide quality arts integrated education in this area. The Arkansas 1991 partnership provides professional development in the visual and performing arts to arts specialists, teaching artists and classroom teachers.
- **Specific Forums/Groups-**The Adolescent Literacy Council, K-5 Literacy Council, Dyslexia Council, Science Leadership Groups, Library Media Groups and the Math



Leadership Forum all meet regularly to bring district leaders together to discuss common professional development needs, share concerns and suggestions and to collaborate in a way that benefits all districts in the NWA region in these areas. These groups were led and supported by content specialists in their specific areas, held both on-site and virtually. Specialists worked with Computer Science, Special Education Services, Social Studies/Arkansas History, Career and Technical Education, Health and Wellness etc. Additionally Curriculum and Federal Program Leaders meeting monthly for collaborative discussions and information updates, as well as listening to guest speakers of interest. These sessions were led by the Teacher Center Coordinator and an area Federal Programs Coordinator/Director.



Program: Technology
Funding Source: Division of Elementary and Secondary Education
Funding: \$80,000
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Personnel:

Name: Jeremy Schlinker
Position: Technology Coordinator
Degree: N/A

Goal:

The goal of the Technology Program is to provide technology information and support throughout our member district area. The Technology Coordinator administers and supports the computer network, a computer training lab, Device Carts, over 150 PC's, servers, printers and other devices at NWAESC and our two Early Childhood offsite offices. It is a further goal of the Technology Department to provide training and support for member district staff and internal NWAESC staff.

Program Summary:

The Technology Coordinator is a resource for districts to utilize as needed. The Technology Coordinator supplies pertinent information on new technologies, statewide initiatives, new cyber threats and training opportunities. Support for the NWAESC LAN, including file server administration, device support and staff development training for Co-op staff is provided. In addition to the LAN the Technology Coordinator oversees phone systems, Wifi, Security Camera, computer user and email accounts, Audio and video systems, iPad management and cellular data service. Duties also include supporting the Co-op website. Another primary role of the Technology Coordinator is to support the hundreds of workshops held at the cooperative during the year. This includes supporting workshop presenters, loading specific software required for workshops, providing necessary hardware and network access for participants, and resolving technical issues as they arise.



Major Highlights of the Year:

- Supported NWAESC staff with on site meetings and PD offerings.
- Hosted a Cybersecurity tabletop exercise for local districts here at the Coop.
- Taught a Cybersecurity class for the Boston Mountain Coop Staff.
- Taught a Cybersecurity class for all Early Childhood Staff.
- Hosted five in person meetings/training for NWA Techs.
- Attended CIRT training and ACOT to further knowledge of Cyber threats.
- Authored a month of the DESE Security Awareness Insider



Special Projects or Programs

Multilingual Liaison/Interpreter-Year 2

Description:

In collaboration with a consortia of Northwest Arkansas school districts, the Multilingual Liaison/Interpreter supports collaborative communication between schools, multilingual parents, students and community members to promote student achievement and growth. The Multilingual Parent-Community Liaison/Interpreter provides support to the instructional program with specific responsibilities for providing information on programs and services available to students and families, as well as school and/or district activities and procedures, referring families to other agencies and fostering an ongoing partnership between home and school.

Communities of Practice (CoP)-Year 2

Description:

Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice will explore the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals.

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for 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. NWAESC collaborated with the vendor BetterLessons as a partner in this grant.

Arkansas Professional Educator Pathway (ArPEP)

Number Trained: 23 participants in Cohort 2

Number Trained: 18 participants in Cohort 1

Description:

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



The ArPEP facilitator will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

FranklinCovey Education Group-Leadership

Number Trained: ~100 participants

Description:

NWAESC hosted two regional events with the FranklinCovey Education Group. The “4 Essential Roles of Leadership” where leaders will develop who can master these skills consistently, within FranklinCovey’s unique framework that focuses on developing who a leader is as well as what a leader does. Leaders learn to think BIG and adapt quickly, to translate strategy into meaningful work and coach people to a higher performance. The “7 Habits of Highly Effective Leaders” actively engagement, game-based learning, and self-reflection enable participants to explore paradigms, principles, and practices of the 7 Habits—discovering who they are, who they want to become, and how to lead others. Leaders bring the character, mindset, skill set, and behaviors they need to inspire their teams and deliver exceptional results. Instill habits of effectiveness in every individual. Participants will build an inclusive, high-trust culture where great ideas thrive.

Electronic fingerprinting

Number fingerprinted: 1625

Description:

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

- NWAESC has one Live Scan unit in the main office for scheduled appointments (every 15-30 minutes). We also have a portable Live Scan that we take into the districts to do onsite prints.
- Currently, we have three employees trained to conduct fingerprints. These employees must work fingerprinting into their already full-time positions.



NWAECS Impact on Student Performance 2023-2024

In accordance with Act 802 (2023), the following data have been collected from NWAESC Districts regarding impact of the cooperative on student growth

Program	Impact																																								
CTE	<p>2023 CTE SUMMARY REPORT NORTHWEST ARKANSAS EDUCATION SERVICE COOP</p> <p>State Participants: 82,864 (N = 116,493) State Concentrators: 26,782 (N = 37,648) State Completers: 10,046 (N = 14,109) Consortium Participants: 90,211 (N = 380,3) Consortium Concentrators: 33,076 (N = 14,21) Consortium Completers: 13,056 (N = 386)</p> <p>Enrollment includes Grades 9-12 students.</p> <p>PERFORMANCE SCORES RELATIVE TO TARGETS</p> <p>CTE Concentrators</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>NWAECS Performance</th> <th>State CTE Performance</th> <th>State Target</th> </tr> </thead> <tbody> <tr> <td>151 4-year Graduation Rate</td> <td>96.99</td> <td>97.23</td> <td>97.32</td> </tr> <tr> <td>151 5-year Graduation Rate</td> <td>97.34</td> <td>97.07</td> <td>99.46</td> </tr> <tr> <td>251 Reading/Language Arts</td> <td>65.79</td> <td>65.92</td> <td>65.92</td> </tr> <tr> <td>252 Math</td> <td>57.51</td> <td>56.53</td> <td>56.53</td> </tr> <tr> <td>253 Science</td> <td>42.37</td> <td>66.84</td> <td>66.57</td> </tr> <tr> <td>351 Post-secondary Placements</td> <td>48.50</td> <td>71.22</td> <td>82.78</td> </tr> <tr> <td>451 Non-traditional Concentrators</td> <td>94.53</td> <td>89.34</td> <td>76.75</td> </tr> <tr> <td>551 Program Quality</td> <td>17.93</td> <td>15.90</td> <td>15.22</td> </tr> <tr> <td>57.28</td> <td>57.28</td> <td>57.28</td> <td>57.28</td> </tr> </tbody> </table>	Measure	NWAECS Performance	State CTE Performance	State Target	151 4-year Graduation Rate	96.99	97.23	97.32	151 5-year Graduation Rate	97.34	97.07	99.46	251 Reading/Language Arts	65.79	65.92	65.92	252 Math	57.51	56.53	56.53	253 Science	42.37	66.84	66.57	351 Post-secondary Placements	48.50	71.22	82.78	451 Non-traditional Concentrators	94.53	89.34	76.75	551 Program Quality	17.93	15.90	15.22	57.28	57.28	57.28	57.28
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Early Childhood/Special Education	<p>NWAECS Early Childhood/Special Education Program served 115 children in 1988 and has increased to 1120 in 2023. 95% of our services are in community settings in the NWA region. The Early Childhood/Special Education has satellite offices to serve families and schools throughout the NWA region with the home base in Farmington.</p>																																								
Literacy, Math, & Science/STEM	<p>Literacy specialists assisted the state department in providing support to K-3 literacy teachers in schools with “D” and “F” ratings. NWAECS had ~19 “D” rated schools and three (3) “F” rated schools K-12. Specialists were assigned and focused on eight (8) elementary schools. In fall 2023, three (3) of the eight (8) schools moved off of support status. In 2023-2024, five of the NWAECS schools were supported by literacy specialists. Literacy specialists acted as literacy coaches to provide the following support: 1) support teachers to implement HQIM; 2) facilitate instructional coach cycles (observations, feedback, next steps); 3) provide practice and models as needed to support the coaching cycles; and 4) provide direct, hands-on support for literacy instruction (help with student assessments, data analysis, supports materials management, etc). Over 2,200 hours of on-site coaching and professional development support to assigned schools ranked as a “D/F” status.</p> <p>Math specialists supported two (2) focus schools, as well as other schools in the region in the implementation of HQIM and coaching throughout the year.</p> <p>Science and STEM Specialists provided support with a focus on “D” schools that requested assistance. However, many schools across the area scored below 60% proficiency in science, even with letter grades higher than a “D”. Specialists prioritized nine (9) total schools that were implementing HQIM and assisted other schools when available.</p>																																								



Mentoring/Novice	In 2022-2023, 798 teachers were identified as year 1, 2, or 3 novice teachers. In 2023-2024, 940 teachers were identified as novice teachers. This was an increase of more than 142 novice teachers over one year who were supported by Mentoring Specialists. NWAESC Novice Network retention rate of teachers in the profession was 98%.
Dyslexia	Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2023-24 school year was 5,373.
Virtual Arkansas	The pass rate for Northwest is 95.5%. The average grade was a 82.3%. This is based on 1,089 enrollments for the year.

NWAESC Performance Data Spring 2023

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Spring 2023	Reading % In Need of Support	Reading % Close	Reading % Below Benchmarks	Reading % Ready	Reading % Exceeding	Reading % Met Readiness Benchmark		Math % In Need of Support	Math % Close	Math % Below Benchmarks	Math % Ready	Math % Exceeding	Math % Met Readiness Benchmark	
NWAESC Schools	33%	25%	58%	24%	18%	42%		24%	28%	52%	20%	48%	68%	
State Average	36%	25%	61%	23%	16%	39%		32%	29%	61%	26%	14%	39%	



NORTHWEST ARKANSAS
Education Service Cooperative

Professional Development Summary Report

2023-2024

HERE



Notice of Non-Discrimination

Northwest Arkansas Education Cooperative does not discriminate on the basis of race, color, national origin, sex or disability in admission or access to or treatment or employment in its programs and activities. Any person having inquiries concerning compliance with the regulation of 1972, Section 504 of the Rehabilitation ACT of 1973 or other State or Federal law is directed to contact:

Northwest Arkansas Education Cooperative

Mr. Bryan Law, Director
4 North Double Springs Road
Farmington, AR 72730

Approved
6-13-24



NORTHWEST ARKANSAS
Education Service Cooperative

NORTHWEST ARKANSAS Education Service Cooperative

Annual Report 2023-2024



NORTHWEST ARKANSAS
Education Service Cooperative

4 North Double Springs Road

Farmington, Arkansas 72730

(479) 267-7450

Northwest Arkansas Education Service Cooperative
Board of Directors' Meeting

June 13, 2024

12:00 p.m.

NWAESC

AGENDA

1. Call to Order
2. Introduction of Guests
3. Consent Agenda
 - A. Reading of Minutes – May 2, 2024
 - B. Financial Report
 - C. Approve 2023-2024 Annual Report *approved*
 - D. Approve 2024-2025 Personnel Policies
 - E. Approve 2024-2025 AR App Assurances
 - F. Approve 2024-25 Milk Bid
 - G. Approve Additional Asset Disposal List for 2023-24
 - H. Correct Contract for Lisa Ratelle to \$53,500 based on year of service
 - I. Approve 1.5% Salary Increase for Specialists: Brittney Bair, Jenny Gammill & Lydia Noll to \$72,299 for 2024-2025
 - J. Resignations:
 - Jill Ellis, Literacy Specialist, effective 5/31/2024
 - Desere Fosse, EC SPED Teacher, effective 6/30/2024
 - Leah Alagood, EC SPED Teacher/Admin. Liaison, effective 6/30/2024
 - Madison Clarkson, Mentoring Specialist, effective 6/30/2024
 - K. Employment:
 - Carrie Leighann Barker, Accounts Payable Clerk, 29 days, \$3,867, eff. 5/20/2024
240 days, \$32,000, effective 7/1/2024
 - Madison Hardy, EC Temporary Summer Help, \$11 hourly, effective 6/14/2024
 - Stephanie Trolinger, CTE Coordinator, 240 days, \$75,000, effective 7/1/2024
 - Karle Schmitt, Regional Mentoring Specialist, 240 days, \$72,131, eff. 7/1/2024
 - Michelle Gooch, Regional Mentoring Specialist, 240 days, \$72,131, eff. 7/1/2024
 - Robin Stripling, Inclusion Specialist, 218 days, \$69,033, effective 8/1/2024
 - Courtney M. Green, SLP, 190 days, \$58,500, effective 8/5/2024
4. Missy Hixson, TCC Report
5. Reorganization of Board Officers for 2024-2025
6. Director's Report
7. Other Items of Interest to Superintendents
8. Adjourn