



ARCH FORD
EDUCATION SERVICE COOPERATIVE

Evaluation Narrative Summary

Gregg Grant, Director
January 13, 2023

Arch Ford Education Service Cooperative
Board of Directors

| Name | Position | School District |
|----------------------------|----------------|---------------------|
| Shawn Halbrook (President) | Superintendent | South Conway County |
| Dr. Walt Davis (Secretary) | Superintendent | Perryville |
| Dr. Lori Edgin | Superintendent | Atkins |
| Jay Chalk | Superintendent | Clinton |
| Dr. Jeff Collum | Superintendent | Conway |
| Kim Foster | Superintendent | Danville |
| Dr. Mark Gotcher | Superintendent | Dardanelle |
| Josh Daniels | Superintendent | Dover |
| Heidi Wilson | Superintendent | East End |
| Scott Spainhour | Superintendent | Greenbrier |
| Dr. Joe Fisher | Superintendent | Guy-Perkins |
| Dr. Andy Ashley | Superintendent | Heber Springs |
| Dr. Mark Taylor | Superintendent | Hector |
| Andy Chism | Superintendent | Mayflower |
| Larry Walters | Superintendent | Mt. Vernon/Enola |
| Logan Williams | Superintendent | Nemo Vista |
| Larry Duggar | Superintendent | Pottsville |
| Dennis Truxler | Superintendent | Quitman |
| Dr. Ginni McDonald | Superintendent | Russellville |
| Aaron Wiggins | Superintendent | Shirley |
| Greg Bradford | Superintendent | South Side |
| Dr. Harry Alvis | Superintendent | Two Rivers |
| Dr. Doug Adams | Superintendent | Vilonia |
| Dr. Lisa Kissire | Superintendent | Western Yell County |
| Dr. Brandi Wallace | Superintendent | West Side |
| Dr. Jamie Stacks | Superintendent | Wonderview |

Arch Ford ESC Demographics

Arch Ford Education Service Cooperative (AFESC) has served school districts in Central Arkansas for over thirty years. The cooperative was one of fifteen education service cooperatives established through “The Education Service Cooperative Act of 1985 (Act 349 of 1985). AFESC is housed on the old Plumerville School campus. Continued improvements to the facilities have been made over the years, including the Michael Hargis Training Center in 2017, which can accommodate up to 175 participants.

The cooperative employs a staff of approximately 400, with 45 housed at the Co-op campus site. AFESC serves 26 school districts in seven counties ranging in size from Conway and Russellville to Western Yell County and Guy-Perkins. Our mission states: “Arch Ford Service Education Cooperative is committed to and strives toward academic excellence for all students by enhancing effective teaching, developing leadership, offering technical assistance, providing extensive support, and promoting state and regional initiatives to all participating schools.” As a cooperative, Arch Ford strives to be responsive to the ever-changing needs of our schools, and innovative in supporting them.

| Section 6-13-1003 | Requirement | Documentation |
|----------------------|---|---|
| 1 | ESC region includes at least three (3) but no more than nine (9) counties | AFESC serves 26 school districts in 7 counties: Cleburne, Conway, Faulkner, Perry, Pope Van Buren, Yell. |
| 2 | ESC region includes at least ten (10) but no more than thirty-five (35) school districts | AFESC Serves 26 school districts in Arkansas: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower. Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, Western Yell County, West Side, Wonderview (North Little Rock and AR School for the Blind also pay into our PD Consortium and utilize Novice Teacher Mentoring). |
| 3 | ESC region includes at least twenty thousand (20,000) pupils in K-12 average daily membership (ADM) | Number of students in AFESC region (My SchoolInfo-ADM): 40,347 students (48,222 including NLR and AR School for the Blind). |
| 4 | ESC region includes at least one (1) postsecondary education institution | There are five (5) post-secondary institutions in the AFESC region: Arkansas Tech University, Central Baptist College, Hendrix College, The University of Central |

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| | | Arkansas, and The University of Arkansas Community College at Morrilton. |
| 5 | ESC region covers no more than fifty (50) miles distance or approximately one (1) hour driving time to the area's main offices for ninety percent (90%) of the school districts. (Google Maps) | AFESC serves 26 school districts. 96% are within fifty (50) miles or one (1) hour. Only Western Yell County is over that requirement at sixty (60) miles or one (1) hour and one (1) minute. |

Section 1: User Satisfaction and Service Adequacy

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

Arch Ford ESC utilizes the User Satisfaction and the Summative Professional Development Surveys through ESC Works in multiple ways, both in real-time and in the annual review process. The User Satisfaction Survey is designed in collaboration with the statewide Education Service Cooperatives and distributed as a Google form to the school districts each spring (March-May). Arch Ford ESC staff assisted with the dissemination of all surveys.

The Summative Professional Development Evaluation Surveys are electronically generated through ESC Works to participants after a session concludes. The final PD report was reviewed for June 1, 2021 - May 31, 2022, with an **overall average score of 3.94 on a 4.0 scale from 7,043 responses.**

Arch Ford specialists who conduct training use both escWorks electronic evaluations, the User Satisfaction Survey, the Summative Professional Development Survey, and locally made surveys to reflect on their practices and to assist in meeting the needs of the Arch Ford districts. The Arch Ford Specialist Team, which includes Literacy, Math, Science, Recruitment and Retention, Technology, Gifted and Talented, Career Tech Education Specialists, and the TCC, meets monthly to review, analyze, and plan for summer and the upcoming new school year. The Teacher Center Committee assists in this process as well.

The Arch Ford ESC Annual User Satisfaction Survey was distributed in March and April 2022 and received 847 responses with representation from all 28 districts and all job titles resulting in the following data.

(***NOTE:** In survey directions, participants were instructed to use N/A if the question pertained to a service area with which they were not familiar. In the table below, N/A responses are removed from the final calculations of the percentages of user satisfaction.)

| | Area of Service | Very Satisfied | Satisfied | Not Satisfied | Very Satisfied + Satisfied Subtotals |
|------------------|--|----------------|---------------|---------------|--------------------------------------|
| Support Services | Administrative Support | 57% (162/285) | 42% (120/285) | 1% (3/285) | 99% (282/285) |
| | Support for State Initiatives | 49% (168/341) | 49% (167/341) | 2% (6/341) | 98% (335/341) |
| | Support for Federal Programs, ESL, Curriculum, GT, etc | 50% (149/300) | 48% (144/300) | 2% (7/300) | 98% (293/300) |

| | | | | | |
|------------------|---|---------------|---------------|-------------|-----------------------|
| | Helpfulness of Staff when Seeking Info as an Educator | 62% (252/405) | 37% (150/405) | 1% (3/405) | 99% (402/405) |
| Literacy | RISE K-2 | 53% (129/243) | 47% (114/243) | 0 | 100% (243/243) |
| | RISE 3-6 | 46% (116/250) | 50% (126/250) | 3% (8/250) | 96% (242/250) |
| | Literacy Content Training | 47% (126/267) | 50% (134/267) | 3% (7/267) | 97% (259/267) |
| | Dyslexia Support | 38% (92/231) | 56% (130/231) | 4% (9/231) | 94% (222/231) |
| Math | Cognitively Guided Instruction (CGI) | 47% (68/144) | 49% (71/144) | 4% (5/144) | 96% (139/144) |
| | Mathematical Content Trainings | 52% (110/186) | 46% (71/186) | 2% (5/186) | 98% (181/186) |
| | Quantitative Literacy | 41% (44/107) | 52% (56/107) | 7% (7/107) | 93% (100/107) |
| | AR Math QuEST | 53% (65/122) | 43% (53/122) | 4% (4/122) | 96% (118/122) |
| | Illustrative Mathematics | 47% (100/212) | 50% (106/212) | 3% (6/212) | 97% (206/212) |
| | Mathematics Programs | 36% (58/159) | 58% (92/159) | 6% (9/159) | 94% (150/159) |
| Science | Grasping Phenomenal Science K-4 | 47% (44/94) | 53% (50/94) | 0 | 100% (94/94) |
| | Grasping Phenomenal Science 5-8 | 44% (43/97) | 56% (54/97) | 0 | 100% (97/97) |
| | Grasping Phenomenal Science 9-12 | 45% (38/85) | 55% (47/85) | 0 | 100% (85/85) |
| | STEM | 46% (53/116) | 54% (63/116) | 0 | 100% (116/116) |
| Novice Teacher | Classroom Management | 49% (178/363) | 48% (176/363) | 2% (9/363) | 97% (354/363) |
| | Support through use of Digital Platform | 50% (174/350) | 48% (169/350) | 2% (7/350) | 98% (343/350) |
| | Support by R & R and/or Cooperative Specialists | 50% (145/292) | 47% (136/292) | 4% (11/292) | 97% (281/292) |
| | PD on relevant topics | 46% (175/377) | 50% (190/377) | 3% (12/377) | 96% (365/377) |
| Digital Learning | Digital Learning Resources/Tools | 50% (205/410) | 50% (205/410) | 0 | 100% (410/410) |
| | Support on Digital Platforms | 50% (213/425) | 49% (207/425) | 1% (5/425) | 99% (420/425) |
| | In-district support for Digital Learning | 47% (169/360) | 51% (184/360) | 2% (7/360) | 98% (353/360) |
| | IT Support | 46% (123/265) | 52% (137/265) | 2% (5/265) | 98% (260/265) |

| | | | | | |
|-------------------------|---|---------------|---------------|-------------|-----------------------|
| Covid-19 | Assistance to transition to Blended Learning | 46% (192/420) | 49% (205/420) | 5% (23/420) | 95% (397/420) |
| | Regular Communication/Updates | 52% (280/535) | 44% (234/535) | 4% (21/235) | 96% (214/235) |
| | PD Offerings during Covid-19 | 52% (311/594) | 45% (265/594) | 3% (18/594) | 97% (576/594) |
| | Support with AR RfL Plan | 49% (178/360) | 46% (166/360) | 5% (16/360) | 95% (344/360) |
| Special Education | LEA Supervisors | 57% (129/226) | 41% (92/226) | 2% (5/226) | 98% (221/226) |
| | Behavior Support Specialists | 47% (118/250) | 52% (129/250) | 1% (3/250) | 99% (247/250) |
| | Other SPED Services | 51% (117/229) | 49% (112/229) | 0 | 100% (229/229) |
| Early Childhood | ABC Program | 49% (60/123) | 46% (57/123) | 5% (6/123) | 95% (117/123) |
| | Early Childhood Special Education | 49% (67/136) | 47% (64/136) | 4% (5/136) | 96% (131/136) |
| | HIPPY | 45% (45/99) | 48% (48/99) | 7% (6/99) | 93% (93/99) |
| | Other Early Childhood Services | 55% (81/148) | 45% (67/148) | 0 | 100% (148/148) |
| Other Services | Student Services (Quiz Bowl, Chess, Spelling Bee, etc.) | 52% (113/216) | 47% (100/216) | 1% (3/216) | 99% (213/216) |
| | Career/Technical Education(CTE) | 66% (144/219) | 34% (75/219) | 0 | 100% (219/219) |
| | Gifted and Talented | 52% (107/206) | 44% (90/206) | 4% (9/206) | 96% (197/206) |
| | Instructional Technology | 50% (143/288) | 50% (145/288) | 0 | 100% (288/288) |
| | Community Health Nurse | 51% (71/139) | 47% (66/139) | 2% (2/139) | 98% (137/139) |
| | Facilities Consortium | 47% (61/129) | 52% (67/129) | 1% (1/129) | 99% (128/129) |
| | Purchasing Programs (Warehouse) | 60% (160/269) | 39% (106/269) | 1% (3/269) | 99% (266/269) |
| | Teacher Center and/or Print Shop | 56% (135/241) | 43% (104/241) | 1% (2/241) | 99% (239/241) |
| Overall Averages | | 50% | 48% | 2% | 98% |

The User Satisfaction Survey data was reviewed to determine how Arch Ford ESC could better meet the needs of Arch Ford districts. Examples of responses from educators on the User Satisfaction Survey addressed by the cooperative include:

- Comments specific to support provided through the Novice Teacher mentoring program focused on how buddy teachers needed more support in how they could best support their assigned novice.
- Educators requested a different ordering form for the Warehouse for the online ordering system. They also asked for pictures of the exact items to be included in the description.
- Educators requested that Elementary Quiz Bowl continue to be offered at Arch Ford in the future (this year was the first year it was offered onsite).

- Educators noted that it was difficult to find what PD was being offered in the summer and that they didn't have time to look for it on ESC Works.
- Educators asked for face-to-face sessions for teachers of World Languages, rather than the Zoom sessions provided by the state.

After reviewing and analyzing results and needs, the Arch Ford team responded in the following ways:

- Retention and Recruitment Team created a plan of support for buddy teachers who serve as mentors for novices. This plan included several sessions offered during the summer on Teacher Leadership and Mentoring in general, as well as specific sessions for buddy teachers that were offered virtually at flexible times (including after school) once the school year began.
- The Online catalog for the Arch Ford Purchasing Warehouse was completely redesigned to make online ordering easier for all educators. Pictures were also provided of all items being sold.
- The GT Specialist made plans to continue to hold Elementary Quiz Bowl onsite for future years to meet the needs of districts.
- A Google site for Summer PD offerings was created in Summer 2021, and based on positive feedback, was continued again in the Summer of 2022. To better communicate with all educators about the availability of the site, postcards with a QR code to the PD site were printed and delivered to every campus in our region in May 2022 which were placed in teachers' mailboxes. This resulted in many more educators being aware of what we offered than in the past and them being able to access the sessions they needed.
- Three different sessions were offered face-to-face for World Language teachers in the Summer of 2022.

In addition to the User Satisfaction Survey and Summative PD evaluation responses, the TCC and Specialists send updates and/or surveys regularly to gauge the needs of the districts or any specific groups served. The TCC hosts regular meetings with Curriculum Coordinators, Federal Programs Coordinators, Principals, Aspiring Principals, Counselors, and the Teacher Center Committee. Specialists hold regular collaborative meetings with Dyslexia Contacts, G/T Coordinators, Homeless Liaisons, Technology Coordinators, and Library Media Specialists.

17.00 Section 1C: Annual Surveys and Needs Assessment

Arch Ford ESC administers the PD Needs Assessment Survey via Google Form to all district administrators each year in the late fall (November/December) to determine the professional development needs and services to focus on for the upcoming summer and following school year. Following analysis of the administrator results, AFESC Specialists and the TCC administer a Teacher survey to get more specific needs within the areas noted. Content and/or group-specific PD Needs Surveys are also administered, and all sources of data are reviewed and analyzed to assist in determining the Arch Ford PD needs for the upcoming year.

Specialists and the Teacher Center Committee reviewed the survey data to determine how Arch Ford ESC could best meet the needs of Arch Ford districts. Examples of support requested from administrators on the PD Needs Survey given in December 2021 are noted below.

- In literacy, specific needs were using assessment to drive instruction, aligning materials with SoR, integrating literacy skills across all content areas, and strategies for interventions.
- In math, needs included Math QuEST, Illustrative Math curriculum support, math centers, and math interventions.
- In the area of science, needs included understanding the science standards, developing units of study, incorporating literacy and science, and STEM across the curriculum.
- Behavior was a high-need area according to administrators. Areas of concern included student motivation for learning, classroom management, strategies for extreme behaviors, trauma-informed practices, and preventing self-harm.

- The most pervasive areas of need noted from the survey as reported by administrators included supporting the social-emotional well-being of students and staff, student motivation, understanding Inclusive Practices, utilizing technology such as Google Classroom, and intervening for students with learning gaps.
- The results from the Administrator PD Needs survey were confirmed and further specified in the Teacher and content-specific surveys to allow Arch Ford Specialists to be as responsive as possible to needs.

As a result of the analysis of the Needs Assessment for PD for Summer 2022, Arch Ford responded in the following ways.

- Overall AFESC offered 300 sessions total between June 1, 2022 and August 15, 2022, resulting in 78,089 hours of professional development credit earned by 5,424 educators.
- In Literacy, a variety of sessions were created to directly respond to the needs, including Creating a Word Conscious Classroom, which focused on incorporating word-learning strategies across all content areas in grades 3-12, offering all six days of RISE training in the summer, the stand-alone Science of Reading days, and all four days of Critical Reading for Secondary (25 Science of Reading sessions provided), and offering writing training for all grade levels, as well as integrated sessions such as Close Reading using Tech Tools for Secondary Teachers.
- In Math, sessions such as QuEST, Illustrative Math support, three full sessions of Cognitively Guided Instruction (90 educators!), and grade-level specific sessions were offered to help teachers focus on the major work of each grade in math.
- In Science, sessions focused on helping teachers understand standards and build units of study around them, as well as non-traditional learning experiences such as geology field trips, dissection labs for catfish in partnership with Arkansas Game and Fish, and Outdoor Learning Classroom sessions.
- Interactive and hands-on sessions in specialty areas were offered, such as art, music, physical education, CTE, Computer Science, Technology, World Languages, Speech/Language Pathology, and more.
- To support the classroom management and behavior needs noted in the survey, the Behavior Specialist team and our Retention and Recruitment Specialist offered sessions focused on helping educators understand behavior and trauma-informed practices to support students struggling in the classroom.
- In the area of Special Education, sessions on Co-Teaching, Guided IEP-Writing, Executive Functioning, Inclusive Practices, and Universal Design for Learning both to support our Special Educators and help all educators make the transition to Inclusive Practices were offered.
- Some of the needs of our districts fall into areas that don't always align with the prescribed content areas such as literacy and math. To be innovative and responsive to the needs of our districts, we have built the capacity of the Arch Ford Specialist team to provide support in a variety of areas, such as:
 - The GT Coordinator is also a trainer for Ruby Payne's Emotional Poverty 1 and 2, and provides sessions in financial poverty, identifying homelessness, the poverty simulation, and self-care/wellness in addition to G/T-related topics. In the Summer of 2022, she provided 15 sessions focused on these areas.
 - Two Arch Ford Specialists, the Community Health Nurse Specialist, and the TCC are trainers for Youth Mental Health First Aid and provide this training to educators across the region. In the summer of 2022, they provided 4 sessions of Youth Mental Health First Aid.
 - Three Arch Ford Specialists are trained in Enneagram and provide training for leadership teams and educators on building their own self-awareness as a tool for building strong teams and culture in schools. In the summer of 2022, they presented 2 sessions on The Educator and the Enneagram and supported several teams in providing this training at their own campuses in August.
 - Four specialists and the TCC are trained in Trauma-informed practices and provide support for educators in how to set up trauma-informed classrooms; One specialist is also trained in Trust-Based Relational Interventions (TBRI) from the Karyn Purvis Center at TCU and works with schools on trauma-informed care and interventions. Summer sessions serve as an initial

introduction for educators and continue throughout the year with monthly follow-up sessions onsite at school campuses as they work to build responsive trauma-informed schools.

- Due to the overwhelming needs expressed by administrators and teachers on the PD Needs Surveys in the area of Social-Emotional Learning, recovery, burnout, and trauma-informed practices, Arch Ford created a Finding Balance Conference held the first two days of June 2022 to give teachers a more custom PD experience. Sessions focused on utilizing trauma-informed practices in the classroom, ways to find balance for yourself as an educator, creating belonging in the classroom, resources available to schools such as the Trauma Response Initiative for Schools (TRIS) from UAMS, guest speakers, and more. Educators were able to engage in practices to help restore balance and calm, such as gardening, painting, and learning about therapy dog programs during breaks. This mini-conference had a tremendous impact on educators, and comments in the feedback after the session included:
 - *“Day 2 was incredibly awesome. I created 3 slideshows to use next year with the valuable material: What success looks like, empowerment, and closing. I also want to work on sentence Starters....loved lunch, loved the conference-style welcoming atmosphere. Learned So much!”*
 - *“Phenomenal conference! Thanks for all of your hard work and for modeling the concepts so very well.”*
 - *“This was the best workshop I have ever attended. Great job, ladies! It met all my needs.”*
 - *“I loved the format of the training. Being able to have choices made it more applicable to me.”*
- Collaboration among the AFESC team has led to sessions that benefit districts, such as Literacy and Math co-presenting a session on what the science of reading looks like in the math classroom. They collaborated to provide a Reading/Math Mixer in the Summer of 2022 and will add a second day to this popular session for the Summer of 2023.
- AFESC also leverages resources from across the co-op and Arch Ford districts, such as utilizing Virtual Arkansas teachers to present sessions on creating digital content for teachers and working with districts to identify expert teachers who can present sessions during the summer. One example of this is the sessions provided by Brick Cullum, an award-winning Conway High School History Teacher (and former novice!), who provides social studies sessions, as well as support to our ArPEP candidates as a field mentor and to our novice teachers as a Lead Teacher. Vandy Moore, a first-grade teacher from Russellville, is another lead teacher who teaches sessions on K-2 trauma-informed practices based on her classroom experiences. By utilizing teacher leaders from our districts, we are growing their expertise, allowing teachers to learn from their own colleagues, and giving our lead teachers opportunities to lead without having to leave the classroom.
- **As a result of the PD Needs Assessment surveys, Arch Ford had 5,424 educators attend sessions in the Summer of 2022 with an overall rating of 3.92 out of 4.00 on all evaluations.**

The TCC hosts regular meetings with Curriculum Coordinators, Federal Programs Coordinators, Principals, Aspiring Principals, Counselors, and the Teacher Center Committee. Specialists hold regular collaborative meetings with Dyslexia Contacts, Homeless Liaisons, G/T Coordinators, Technology Coordinators, and Library Media Specialists.

Education Service Cooperative Teacher Center Coordinators meet monthly with DESE personnel to coordinate services and support. Coordination with the Arkansas Department of Elementary and Secondary Education was consistent, and no duplication was noted.

4.2 Section 1D: Provide Assistance

Arch Ford responds to the needs of districts by providing support and services to equalize opportunities for all students and allow their school, no matter the size or location, to have access to quality educational services. This happens in a number of ways, including through collaborative job-embedded support for educators at all levels, through innovative virtual offerings, by utilizing cooperative purchasing power, and by helping districts not only meet but exceed accreditation standards.

A few examples of this in action include:

- The Arch Ford Specialist Team collaborates together to focus on ways to support the growth of systems in schools, rather than by only working at the individual or team level. This is especially true for our districts that are in need of Coordinated (Level 3) or Directed Support (Level 4). For example, when the Western Yell County School District was identified as being in Directed Support (Level 4) from the state based on their reading scores, the Arch Ford team worked at all system levels to support them. From the Director and TCC working at the Superintendent level to support her with change leadership, building school culture, and finding qualified personnel to fill positions, to the specialists working with the principals to help them focus on the highest leverage practices, selecting high-quality instructional materials, and providing quality professional development, to the time specialists spent in classrooms modeling quality instruction and classroom management, providing feedback and analyzing data, both with veteran and novice teachers, the work required a team effort. The coordination of our support with the district, Nancy Redican, Melissa Matus, Traci Holland, and Tally Harp from DESE, and supporting each level of the system led to remarkable results. Within one year (2021-22), this district *decreased* the percentage of students scoring in Needs Support in Reading on the ACT Aspire by almost 14% and *increased* the percentage of students meeting Ready or Close by 18%, which led to them being deidentified as a district in need of any support! The Cost Analysis for Western Yell shows that in the 2019-20 school year, they had teachers attend 101 PD sessions and our specialists had 41 onsite visits during that year (even with schools closing in March 2020). For the year of their cost analysis study, results show that they saved on average \$931 per Average Daily Membership by utilizing the Co-op services.
- A more recent cost analysis study (2020-21) has also been included for the Mayflower School District. Their cost analysis study showed that they saved on average \$687.73 per Average Daily Membership.
- Another way AFESC has supported districts in an innovative way is to expand the services Virtual Arkansas is providing not only to Arch Ford districts but across the state. During the 2020-2021 school year, Virtual Arkansas experienced a 20% growth in enrollments, with most of those enrollments coming from students taking their courses from home, and the 2021-2022 school year followed a similar trend. Prior to the pandemic, more than 99.9% of students took Virtual Arkansas courses during a class period from their local school. As a supplemental program, Virtual Arkansas's model was designed to serve students physically taking courses from their local school building. It quickly became apparent that students taking courses from a location other than their school had a differing set of needs, including increased progress monitoring, interventions, and an easier means of test proctoring. Due to the number of enrollments and the specific needs of these students, Virtual Arkansas started its ***Off-Campus and Fully Online*** program during the 2022-2023 school year. This program provides the opportunity for local schools to continue to offer a flexible solution for those few parents and students who believe an off-campus solution is a better fit for their students in grades 7-12. The local district continues to monitor the student, make needed educational decisions, and is able to receive educational funding for that student.
- Some of the cooperative benefits we provide that promote the use of educational resources more effectively include:
 - Hosting regular informational meetings with Superintendents, Curriculum Coordinators, Federal Programs Coordinators, Dyslexia Contacts, Principals, Payroll Coordinators, and Technology Coordinators who are generally responsible for the state reporting requirements.

- Hosting bi-annual School Board training.
- Hosting Tier I training for those whose job responsibilities include preparing the budget or overall accounting responsibility.
- Providing fingerprinting services for district employees and substitute teachers
- Providing teaching and learning support in all content areas. Arch Ford Specialists assist with curriculum planning and review, developing essential standards, creating common formative assessments, RTI plans, and coaching cycles as requested.
- Arch Ford Early Childhood Program assists 24 school districts in providing Special Education and related services to approximately 670 students.
- Twenty-three of our districts participated in a Perkins Consortium, which administered a budget of \$482,301 during the 2021-2022 school year. The CTE Coordinator has assisted schools in gaining approval for twenty-five New CTE Program Start-Up Grants providing \$861,723.22 over the past five years and last year received eleven innovation grants totaling \$225,320.00.
- Arch Ford employs six (6) Special Education Supervisors that serve a total of 18 Arch Ford school districts. They also support 2 additional districts outside the region.
- Collaborating with all ESCs to provide training such as Title IX, On To College ACT Prep Sessions, Restorative Practices Playbook, and Vector Bus Driving Solutions.
- Arch Ford ESC promotes coordination between the co-op districts and DESE in the following ways:
 - Hosting DESE personnel to share information during various meetings and share updates from the state when meeting with groups such as our Superintendents, Curriculum Coordinators, and Payroll Coordinators. One innovative way that we have been using DESE personnel is to help us with a “Become a Teacher” event held in the winter each year, where districts invite paras, high school students, and community members who are interested in teaching. We provide support for all levels of preparation, whether they are interested in the Teacher Residency, Reach University, ArPEP, or other pathways available to licensure.
 - An example of how we support the educational priorities of the state is through our work with Professional Learning Communities. We have hosted over 30 Solution Tree events in the past four years, including a six-day coaching cohort held two years in a row to allow our schools to send their guiding coalition members through intensive training. As a result of this work, we have formed an Arch Ford Guiding Coalition, comprised of the Director, TCC, the Instructional Leadership Specialist, a Literacy Specialist, a Math Specialist, and a Science Specialist. This team works together to support districts as they implement PLC practices and has been an integral part of helping schools identify essential standards, develop common formative assessments, master schedules, and systems of intervention for Tiers 2 and 3. Due to this work in our region and across the state, Professional Learning Communities are quickly becoming “the way we do things” in Arch Ford schools. The Arch Ford Guiding Coalition is currently attending the “From the Classroom to the Boardroom” PLC Sessions monthly offered by DESE with Solution Tree’s Janel Keating and is working with districts to create a regional set of essential standards to benefit all schools, especially those with singletons.
 - Additional support provided included Co-op staff meeting monthly with superintendents, principals, and other administrative groups to share information provided during regular updates from DESE and to provide opportunities for collaborative conversation among Co-op area school personnel. Co-op staff also assisted district personnel in completing DESE applications for Digital Learning Plans and with the delivery of PPE to districts during COVID.

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

Arch Ford ESC’s Teacher Center Committee was established by Act 349 of 1985. The TC Committee is composed of at least one (1) representative from the staff of each school district and shall advise the

director/TCC and the governing body on the staffing, programs, and operation of the teacher center. At least one-half (8), but not more than two-thirds (10) of the members are classroom teachers. (There are 18 classroom teachers and 10 administrators.) The committee shall meet at least three times per year. The meeting dates for the 2021-2022 school year were: October 25, 2021, February 2, 2022, and April 7, 2022.

2021-2022 Teacher Center Committee Members

| Committee Member | District | Position |
|------------------|-------------------------------------|--------------------------------|
| Heidi Wilson | East End School District | Administrator |
| Rita Watkins | Heber Springs School District | Administrator |
| Sarah Vann | Clinton School District | Elementary Teacher |
| Erin Wells | Conway School District | Elementary Teacher |
| Veronica Scott | Two Rivers School District | Elementary Teacher |
| Laura Reynolds | Wonderview School District | Elementary Teacher |
| Angela Roots | Dardanelle School District | High School Teacher |
| Jennifer Church | Greenbrier School District | High School Teacher |
| Patrea Hutson | West Side School District | High School Teacher |
| Amanda Middleton | Dover School District | Middle School/Jr. High Teacher |
| Randee Gilkey | Danville School District | Administrator |
| Katie Crawford | Mt. Vernon/Enola School District | High School Teacher |
| Melissa Dunham | Nemo Vista School District | Middle School/Jr. High Teacher |
| Julie Wallace | Quitman School District | Administrator |
| Rick Ward | Shirley School District | Middle School/Jr. High Teacher |
| Tyrone Williams | Arkansas School for the Blind | Administrator |
| Lora Hendrix | South Conway County School District | Administrator |
| Jimmy Stroud | Hector School District | High School Teacher |
| Sara Rogers | Perryville School District | Administrator |
| Amber Williams | Guy-Perkins School District | Elementary Teacher |
| Hope Statham | Russellville School District | Administrator |
| Elizabeth Boyce | South Side School District | Elementary Teacher |
| Tyler Akers | Atkins School District | Middle School/Jr. High Teacher |
| Julie Lane | Western Yell School District | Administrator |
| Shanna Bly | Pottsville School District | Administrator |
| Stephanie Long | Mayflower School District | Middle School/Jr. High Teacher |
| Cara Cromwell | Vilonia School District | High School Teacher |
| Dewayne Noble | North Little Rock School District | Middle School/Jr. High Teacher |

Arch Ford’s Teacher Center is available for educators at any time during business hours. Resources include copying, die cuts, paper cutters, bookbinders, a laminator, and label makers. Educators have access to materials to print or cut out such as colored paper or poster board and other print materials as well as videos and more. The Arch Ford print shop is available for self-serve use, as well as for educators to send items for printing and binding such as handbooks, sound wall cards, posters, etc. The Arch Ford Warehouse is also available for educators to purchase items for their schools and classrooms such as paper, scissors, pens, chart paper, and more! Educators are able to walk in and shop at the warehouse anytime they are at Arch Ford or they may access the catalog online to shop. Purchase orders are accepted and the warehouse delivers items directly to the schools that are purchased. Many districts utilize the Arch Ford Warehouse to purchase items in bulk such as copy paper, toilet paper, and school supplies for all students.

In addition to the Teacher Center Committee, the following committees and groups meet to respond to various district needs/concerns. Groups include Curriculum Coordinators, Federal Programs Coordinators, Administrators, Counselors, ESOL Coordinators, GT Coordinators, Dyslexia Coordinators, Homeless Liaisons, Library Media Specialists, the Novice Teacher Mentoring Advisory Committee, and Technology Coordinators.

Best practices are shared publicly through the dissemination by the Teacher Center Coordinator of monthly updates with links to relevant information to all groups, and on the Arch Ford website on the page for each respective group. They are also shared at relevant conferences, such as the presentations recently shared at the Mid-South Education Research Association in November 2022 regarding best practices from the Novice Teacher Mentoring program.

16.00 Section 1F: Liaison with Postsecondary Institutions

Arch Ford ESC enjoys an excellent working relationship with four area Postsecondary Institutions: the University of Central Arkansas in Conway, Arkansas Tech University in Russellville, Central Baptist College in Conway, and the University of Arkansas Community College in Morrilton. Arch Ford ESC shares best practices with collaborating partners and publicly via social media, through peer-reviewed research published and shared at state and national conferences, and by serving on boards and committees in other organizations and institutions.

University of Central Arkansas (UCA)

- Early Childhood Sped Arch Ford partners with UCA to provide internships for Speech Pathologists yearly.
- Arch Ford Specialists frequently serve as guest speakers in UCA undergraduate and graduate courses, to bring in current K-12 perspectives for students and faculty.
- Arch Ford TCC and Leadership Specialist serve on the Advisory Board for the College of Education and attend meetings for stakeholders held regularly to help inform their programs.
- Arch Ford and UCA professors partner to conduct research that will benefit schools, teachers, and practice in our region. Examples include:
 - Partnering to conduct research on data collected from novice teachers to help inform the Novice Mentoring Program as well as UCA's Teacher Education program. This partnership has been in place for the past five years, and data analysis and collection have been conducted that entire time. Results of this partnership include several peer-reviewed publications of the findings, including presentations at the Mid-South Education Research Association's Annual Conference for the past three years, and a recent acceptance to present at the American Education Research Association's Annual Conference in Chicago in April 2023.
 - Partnering to obtain various grants, such as a recent submission to the Spencer Foundation where the TCC, UCA, and a Superintendent are Co-Investigators on a project to inform teacher preparation in the area of culturally responsive pedagogy.
 - Partnering on other key topics to conduct and publish research that benefits our region, such as supporting administrators in utilizing equitable discipline practices. This study was published in October 2022 in the California Association of Professors of Educational Administration.
- UCA professors work closely with the Novice Teacher Mentoring Team and serve on the Advisory Board to help inform our program.
- Arch Ford has partnered with UCA to support the formation of the Teacher Residency Model in several ways, including:
 - Hosting Intern Receptions to celebrate new graduates and acclimate them to what Arch Ford is.
 - Bethany Hill, Retention and Recruitment Specialist, accompanied the UCA Team to El Paso, Texas in November 2021 as part of their program to build a Teacher Residency Model.
 - Hosting Interview panels with Arch Ford administrators to allow interns to interact with them as potential employers.
- Arch Ford supports the EdRising Conference held at UCA by providing speakers for sessions and assistance in planning the event.

- Arch Ford provides Praxis support for any UCA student needing assistance with passing their licensure exams, which includes subscriptions to 240 Tutoring and access to the Foundations of Reading prep videos and practice test.
- UCA and Arch Ford are working together to build Communities of Practice supporting the implementation of High-Quality Instructional Materials as part of the equity initiatives from the state.

Arkansas Tech University (ATU)

- Arkansas Tech University is the Virtual Arkansas Concurrent Credit Partner. This partnership allows Virtual Arkansas to provide between 8,000 and 9,000 hours of concurrent credit to over 2,800 enrollments annually. On average, 85% of these enrollments come from rural schools.
- The CTE Department provides back-to-school professional development annually for the ATU-Career Center staff.
- The CTE Coordinator provides an overview of the Perkins program to the Business Education Interns at ATU.
- Arch Ford Specialists regularly serve as guest speakers in classes at ATU to bring the K-12 perspective to students.
- The TCC and Leadership Specialist attend all stakeholder meetings and provide feedback to ATU on trends and patterns noticed with novice teachers from their programs.
- Dr. Tim Carter has served on the Novice Mentoring Advisory Board since its inception and continues to collaborate with the Arch Ford team on teacher preparation.
- Arch Ford Science Specialists co-host state VEX IQ and VRC Tournaments with ATU
- Support VEX Robotics teams throughout the year
- In the spring of 2022, an Arch Ford Specialist co-taught the K-6 STEM Methods Course
- Arch Ford provides Praxis support for any ATU student needing assistance with passing their licensure exams, which includes subscriptions to 240 Tutoring and access to the Foundations of Reading prep videos and practice test.
- ATU and Arch Ford are working together to build Communities of Practice supporting the implementation of High-Quality Instructional Materials as part of the equity initiatives from the state.

Central Baptist College (CBC)

- CBC and Arch Ford partner to provide an Elementary Quiz Bowl tournament each year for students in the Arch Ford region.
- Arch Ford provides Praxis support for any CBC student needing assistance with passing their licensure exams, which includes subscriptions to 240 Tutoring and access to the Foundations of Reading prep videos and practice test.
- CBC and Arch Ford are working together to build Communities of Practice supporting the implementation of High-Quality Instructional Materials as part of the equity initiatives from the state.

University of Arkansas Community College in Morrilton (UACCM)

- The CTE Coordinator assists UACCM with concurrent credit for our sending schools.
- Tina Rooks, the Arch Ford Early Childhood Special Education Coordinator, serves on an advisory board with UACCM and partners with them on best practices for Early Childhood programs of study.

Section 2: Staff Qualifications

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

Arch Ford ESC currently employs a staff of 400, with approximately 250 certified positions. All Arch Ford ESC employees who hold positions requiring licensure are licensed in the appropriate area or have an approved licensure plan on file. Arch Ford ESC employees are evaluated in the spring by their direct supervisor(s). Evaluation conferences are held for all employees. The Co-op director is evaluated annually in January by the

Arch Ford ESC Board of Directors. Personnel policies are updated in the spring and addressed each year at our annual beginning-of-school-year staff meeting and links are shared to these documents.

Arch Ford ESC's Annual Report is compiled each spring and presented to the Board at the May meeting for approval. The Annual Report is sent to Deputy Commissioner Stacy Smith (stacy.smith@ade.arkansas.gov) per the ADE directive and then posted on our website under State Required Information for public perusal. A few highlights addressed in the 2021-2022 Annual Report include:

- **Emotional Support Specialist** - AFESC welcomed a new team member in December 2021. Archibald Ford (Archie), the Emotional Support Specialist, is a standard poodle who is currently being trained as an emotional assistance dog (EAD). Archie was donated to Arch Ford by a local breeder. One of the AFESC specialists serves as his handler and the other specialists are heavily involved in his daily care. Training to certify as an Emotional Assistance Dog (EAD) will consist of three phases; puppy training which he completed in March 2022, Canine Good Citizen training which he completed in Summer 2022, and finally the EAD training (in progress). The goals for the EAD are as follows:
 - Provide a sense of community and calm for teachers attending on-site training
 - Provide emotional support to teachers (and students)
 - Become part of the Arch Ford brand
 - Assist with building relationships with building leaders and teachers
 - Make site visits when invited by district and/or building leaders
 - Provide a model for districts and/or schools who are interested in bringing an EAD to their campus
- **Virtual Arkansas Partnership with DCTE** - Virtual Arkansas is partnering with the Division of Career and Technical Education (DCTE) to Design and Develop 76 Career and Technical Education Courses, each meeting their respective Arkansas and/or national curriculum standards. Upon completion, these CTE courses will be made available to Arkansas schools and teachers throughout the state to be utilized in a blended learning environment. The courses designed and developed through this process will help to accomplish the following DCTE and Virtual Arkansas goals for students throughout Arkansas: prepare students to meet the current needs of employers, increase the number of students who successfully complete career-focused programs of study, increase the number of students participating in work-based learning, and increase the number of students graduating from high school with career certifications. The availability of these courses will allow local schools throughout Arkansas to have a guaranteed and viable CTE curriculum in an online and blended format so CTE education can continue during any form of school disruption, including a pandemic. These courses, once completed, will be housed in the Virtual Arkansas instance of the Canvas Learning Management System (LMS). If local schools utilize an alternate Learning Management System, instructions on how to import the course content will be provided. Virtual Arkansas will provide the necessary training, access, accounts, and project management for the CTE Course Design and Development Project. The Division of Career and Technical Education (DCTE) will assist in project designer and developer recruitment, assist Virtual Arkansas in project management, and provide their knowledge and expertise in career and technical information to help ensure that a guaranteed and viable curriculum is provided that meets the Arkansas and/or national standards are met. The goals of this project include:
 1. Design and develop 76 complete CTE courses.
 2. Increase the number of CTE courses available to Arkansas students and teachers, thus increasing educational access and opportunity to help facilitate an increase in the number of CTE student concentrators within the state. In addition, this will assist with the knowledge required for credential attainment.
 3. Submit 40 courses for Quality Matters course review to receive Quality Matters quality assurance certification.
- **ACT Support for Students:** All Co-ops received the opportunity to provide support in taking the ACT for students within their region from the Department of Education. All districts were invited to

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

Arch Ford ESC collaborates with staff from the other 14 education cooperatives sharing policy/procedural information that will help all of the co-ops work more effectively and efficiently. Arch Ford's audits are performed by independent auditor Doug Dobbs, and the last two audit reports showed no audit findings.

Arch Ford ESC communicates effectively with member districts, DESE, and other education cooperatives through face-to-face meetings, Zoom meetings, the Arch Ford website and social media pages, emails, texts, and phone conversations from the Teacher Center Coordinator, Director, and other staff. Social media is utilized for making announcements and celebrating the accomplishments of our districts, as well as to provide information on sessions being provided at Arch Ford.

Per review of Section 27.00 of the Rules governing Education Service Cooperatives, Arch Ford ESC does not meet any of the listed criteria which can be indicative of fiscal distress. All co-op facilities and assets are paid in full and the co-op has no debt.

Arch Ford partners with the other Arkansas Education Service Cooperatives to make a concerted effort to share policy and procedural information that will help all of the ESCs work more effectively and efficiently. In addition, there is a Financial Management Narrative that provides details as to procedures for the implementation of policy with a focus on best financial practices.

Arch Ford partners with DESE to oversee pass-through grants for various organizations, including ArPEP, ELC Reopening of Schools, Carl Perkins, Transition, ESSER ARP Homeless II, Ed Rising for UCA, etc .

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

The AFESC Board of Directors is composed of the twenty-six superintendents in our cooperative. Until this past July, AFESC had an Executive Board made up of representatives from the 26 school districts. The Executive Board would meet every other month prior to the regularly scheduled board meeting. Currently, all business is addressed in the Regular board meetings which are scheduled on the fourth (4th) Thursday of the month in the Hargis Center on the AFESC campus except in June and December. The board approves monthly AFESC financial reports, approves recommendations for employment, and the annual financial audit. The board also approves the budget annually at the September board meeting. The Annual Superintendent's Conference was held September 28-30. This Fall Conference provides information related to current topics of need identified by superintendents and is provided by the leadership teams from the Arkansas Department of Elementary and Secondary Education and Arkansas Association of Education Administrators.

To improve the efficiency of operations, Arch Ford has implemented the following:

- The Human Resources department transitioned from using a Google form for leave requests to BambooHR software. Bamboo allows employees to access leave requests, real-time days available in all categories, Mileage forms, Reimbursement forms, GSA rates, and announcements for all staff. This has been a very positive experience for all involved!

- Virtual Arkansas has implemented a program called Asset Tiger, a cloud-based asset management tool. This program allows the tech team to efficiently hand out, track, and monitor the many Virtual Arkansas assets, thus significantly reducing the man-hours needed to manage assets.
- The Director commissioned the creation of a streamlined website in August 2021 to allow for easier access to necessary information and programs for employees, job alike groups, and the public.
- The TCC has streamlined social media accounts to allow for simpler access and consistency of messages among employees and groups.
- The Director moved the Technology Assistant to the position of Specialist Support/ESC Works and eliminated a position in the technology department, resulting in savings of over \$40,000.
- Arch Ford Specialists often carpool when working in districts to save money on travel.
- The SpEd k-12 Department has streamlined its administering of Psychological Evaluations by moving to online assessments and online Adaptive Behavior components as much as possible and moved away from pencil/paper assessments.
- The SpEd k-12 Department has created lead schools for the 6 Psychological Examiners instead of sending each examiner to every district. This has enhanced their effectiveness and efficiency as well as streamlined their travel time.
- The SpEd k-12 Department's SpEd Supervisors and Psychological Examiners carpool to training whenever possible.
- The Business office streamlined 3 statewide grants (from all Cooperatives that had the grants) Computer Science, Behavior Support Specialist and a portion of the Transition Specialist to all be managed by Arch Ford. This allows for ease in management, transparency, and accountability.
- The EC Special Education Department downsized office staff to two staff persons instead of three when two office staff by combining the EC Special Education Office duties of EC Finance, EC eSchool, ARMAC Coordinator, and Receptionist into two positions rather than three beginning in the 2021-2022 school year.
- Due to Arkansas's commitment and attention to online learning and Virtual Arkansas's efficiency of operations, VA is able to offer high-quality services, teachers, and courses at a highly affordable rate. This provides affordable access to educational opportunities, greatly enhancing educational equity in Arkansas.
- Considering the average non-Virtual Arkansas online provider course price, to gain access to the same number of online courses with teachers for their students, Arkansas schools would collectively pay over \$8,400,000 in additional fees annually.

Section 3: Extent of Local Financial Support

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

Arch Ford ESC provides professional development and instructional/curriculum support to all 26 of our member districts based on their requests and priorities of the state. All of our districts are given the opportunity to participate in all programs and services offered by the co-op. Additionally, the co-op serves personnel from other co-op areas in professional development.

Arch Ford ESC provides multiple services funded through local district funds, including a Professional Development Consortium, Facilities Consortium, G/T Consortium, Special Education Supervisor Consortium, Carl Perkins/CTE Consortium, Crossroads/HUB Program for Alternate Learning Environments, and a Print Shop and Warehouse. For participation levels in each of these, see the information provided below.

Arch Ford ESC member schools participated in the following extended services supported by their local funds in the 2021-22 school year:

- AFESC had 100% participation from the following member districts in the areas below:

- 100% of member districts participated in the Professional Development Consortium, as well as non-member districts Arkansas School for the Blind and North Little Rock.
- 100% of member districts participated in the G/T Consortium and received access to support for their G/T Coordinator, Quiz Bowl, Spelling Bee, Chess Tournaments, and more.
- 100% of Arch Ford school districts utilized Arch Ford Purchasing/Warehouse for supplies ranging from pens and pencils to paper and laminating film.
- Virtual Arkansas' services were utilized by 100% of Arch Ford districts in 21-22, as well as 232 total districts in Arkansas, including the Department of Youth Services. For the 22-23 school year, 100% of Arch Ford member districts are again utilizing Virtual Arkansas.
- In the following areas, AFESC had 90% or above participation:
 - 96% of Arch Ford districts participated in the Novice Teacher Mentoring Program, as well as North Little Rock and ASB. In 2021-2022 there were 600 novices supported across the 27 districts. The Quitman School District chose to conduct its own mentoring program to support its Districtwide PLC Model. Novice Teacher support is provided at no cost to the district through a grant from DESE.
 - 96% of member school districts utilized Arch Ford Print Shop for classroom and district needs.
 - 92% of Arch Ford districts worked with Lori Mitchell as she works with districts with Carl Perkins CTE funding.
 - 96% of member districts participated in the Early Childhood Special Education Consortium.
 - 96% of member districts participated in the Facilities Consortium.
- In other areas, participation levels varied based on the needs of the district. Areas include:
 - 62% of member districts participated in our Special Education Consortium where an Arch Ford employee serves as the LEA for the district.
 - 80% of districts are either stand-alone or consortium sites for Alternative Education. (Heber Springs and Dardanelle were added for the 2022-2023 school year).
 - Fingerprinting services were utilized by 69% of member districts, (873 times, and an additional 326 fingerprints were obtained for two local substitute teacher agencies).

Collectively, 100% of member districts participate in programs and services offered by the Co-op based on their needs.

The Annual Needs Assessment Survey and the educational priorities of the state as established by the General Assembly or the State Board of Education are used by co-op staff to help determine the professional development needs of member schools. Input from the Teacher Center Committee and the multiple job-alike groups such as curriculum and testing coordinators, principals, federal program coordinators, ESOL coordinators, etc. are also utilized to gather data. Feedback from these groups may be used in determining long-term needs or may provide information on immediate needs which may necessitate scheduling sessions or adjusting services in the near term.

A cost analysis of services was conducted on all 26 of our member schools since the 2016-2017 school year with a portion of districts being completed each year. The results were shared with each superintendent in a face-to-face meeting.

Arch Ford Education Service Cooperative publishes a report annually on all programs and positions. The report was shared at the May Board of Directors' meeting, submitted to the Division of Elementary and Secondary Education (DESE), and posted on our website under State Required Information.

