

DeQueen-Mena Education Service Cooperative



Annual Report 2021-2022

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DeQueen-Mena Education Service Cooperative
305 South Hornberg Avenue
P O Box 110
Gillham, AR 71841
Ph (870)385-4319 Fax (870)386-7731

TO: Arkansas' Educators

FROM: Benny Weston, Director
DeQueen-Mena Education Service Cooperative

SUBJECT: Annual Evaluation Report 2021-2022

Dear Arkansas Educators:

In accordance with A.C.A 6-13-120, DeQueen-Mena Education Service Cooperative has completed the 2021-2022 Annual Report to provide information concerning the various programs and services provided for our member schools. This past year has proven to be quite a challenge for everyone. Due to Covid-19, Education has had to escape from the norm and develop new ways of practice in educating our students. This has taken much collaboration between federal, state and local entities. It has been amazing how all parties worked together towards one goal to get through this difficult time.

This document represents services and activities offered by DeQueen-Mena ESC. Emphasis is placed both on professional development and student involvement. This report will inform the public how DMESC has been supportive in helping our schools continue instruction during this difficult time.

DeQueen – Mena ESC plays and integral part in the overall development of teachers and students and will continue to develop new ways to meet district needs when challenges arise.

DeQueen-Mena Education Service Cooperative

MISSION STATEMENT

The mission of the DeQueen-Mena Education Service Cooperative is to assist the member schools in more effective and more equitable use of their shared resources and to provide shared services for the better education of their children and youth.

DEQUEEN-MENA EDUCATION COOPERATIVE BOARD OF DIRECTORS

Officers of the Board

Name	Position	School District
Jerry Strasner	President	Ouachita River
Deric Owens	Vice-President	Caddo Hills
Benny Weston	Director	DeQueen-Mena Education Cooperative
Jody Cowart	Secretary	Dierks

Members of the Board

Name	Position	School District
Casey Nichols	Board member	Ashdown
Deric Owens	Board member	Caddo Hills
Tyler Broyles	Board member	Cossatot River
Jason Sanders	Board member	De Queen
Jody Cowart	Board member	Dierks
Pat Tankersly	Board member	Foreman
Zane Vanderpool	Board member	Horatio
Lee Smith	Board member	Mena
Billy Lee	Board member	Mineral Springs
Michael White	Board member	Mount Ida
Doug Graham	Board member	Nashville
Jerry Strasner	Board member	Ouachita River

Arkansas Department of Education

EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT

DATE: June 1, 2022

LEA# 67-20

ESC# 9

ESC NAME: DeQueen-Mena Education Service Cooperative

ADDRESS: PO Box 110, 305 South Hornberg Avenue, Gillham, AR 71841

PHONE NUMBER: 479-385-4319

DIRECTOR: Benny Weston

TEACHER CENTER COORDINATOR: Dana Ray

NUMBER OF COUNTIES SERVED: 5

NUMBER OF DISTRICTS SERVED: 12

NUMBER OF STUDENTS SERVED: 11,915

NUMBER OF TEACHERS SERVED: 1,163

GOVERNANCE

A. How is the Co-op governed?

Board of Directors X or Executive Committee

How many members on the Board? 12

How many times did the Board meet? 12

When is the regular meeting? Third Thursday of each month

Date of current year's annual meeting: June 8, 2021

B. Does the Co-op have a Teacher Center Committee? Yes X No

If yes, then:

How many are on the Teacher Center Committee? 12

How many members are teachers? 8

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? As scheduled (three times per year)

C. When was the most recent survey/needs assessment conducted? Nov. 2021

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

STAFFING

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

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

NAME	POSITION	FUNDING SOURCE
Allen, Sarah	ABC Paraprofessional	S
Anderson, Lori	ABC Paraprofessional	S
Bagley, Heather	HIPPY Parent Educator	S
Bass, Jeanie	ABC Teacher	S
Bates, Charlie Jo	ABC Paraprofessional	S
Bell, Jennifer	ECSE/Itinerant Teacher	S
Blair, Amanda	ABC Paraprofessional	S
Blake, Meagan	Speech Pathologist	S
Bowren, Anita	Media Clerk	S
Redman, BriAnna	Speech Therapist	S
Bustos, Tabitha	ABC Paraprofessional	S
Byrd, Cheryl	School Nurse Specialist	S
Byrne, Karla	Literacy Specialist	S
Cartwright, Tara	Asst. Bookkeeper	S
Carver, Betty	ABC Teacher/Director	S
Cearley, Heather	ABC Teacher	S
Cheyne, Kristie	ABC Paraprofessional	S
Cirkles, Wendy	Developmental Assistant	S
Cogburn, Loretta	ABC Paraprofessional	S
Cole, Jayne	Business Manager	S

Cook, Amanda	ABC Paraprofessional	S
Cooley, Andrea	Medicaid Clerk/ABC Secretary	F
Cortez, Karina	ABC Teacher	S
Cox, Michelle	ABC Teacher	S
Culp, Amanda	ABC Teacher/Director	S
Daniels, Jessica	ABC Paraprofessional	S
Davis, Cati	Developmental Assistant	S
Denson, Elizabeth	ABC Paraprofessional	S
Denson, Renee	ABC Teacher	S
Denton, Anna	ABC Teacher	S
Deramus, Melinda	ABC Paraprofessional	S
Dinger, Sherry	ABC Site Director	S
Dixon, Mandy	ABC Paraprofessional	S
Ewing, Ashley	ABC Teacher	S
Fatherree, Amanda	ABC Paraprofessional	S
Fleming, Sara	ABC Paraprofessional	S
Flint, Bonita	APSCN Rep	S
Frachiseur, Ann	FGP Director	F
Frachiseur, Faye	Custodian	S
French, Shonda	ABC Paraprofessional	S
Gallardo, Rosa	ABC Teacher	S
Garner, Karen	HIPPY Parent Educator	S
Gathright, April	ABC Paraprofessional	S
Gilchrist, Shelley	ESCE Itinerant/Teacher	S
Goodman, Cathy	ABC Paraprofessional	S
Gragg, Bonny	ABC Paraprofessional	S

Gray, Kimberly	ABC Teacher/Director	S
Green, Cheryl	ECSE Teacher/EC Behavior Specialist	S
Gregory, Lora	ABC Teacher	S
Grubbs, Regina	ECSE Teacher	S
Hamilton, Crystal	ABC Teacher	S
Hankammer, Nicki	ABC Paraprofessional	S
Harder, Angela	ABC Teacher	S
Harvey, Lauren	ABC Teacher	S
Hemphill, Camecia	ABC Teacher	S
Henderson, Ruthie	ABC Teacher/Director	S
Hernandez, Dalila	ABC Paraprofessional	S
Hernandez, Hortencia	HIPPY Parent Educator	S
Hernandez, Rosanna	ABC Paraprofessional	S
Hickman, Randi	ECSE Itinerant/Teacher	S
Hicks, Diana	EC/ABC/HIPPY Coordinator	S
Hicks, Sloan	Developmental Assistant	S
Hobson, Tyra	Technology Coordinator	S
Hopkins, Nikita	ABC Paraprofessional	S
Hudson, Latasha	ABC Teacher	S
Hudson, Tammy	ABC Teacher/Director	S
Jenkins, Neal	Maintenance	S
Jenkins, Patricia	ABC Paraprofessional	S
Jewell, Raymond	ABC Maintenance	S
Johnson, Eva	ABC Teacher	S
Jones, Debbie	ABC Teacher	S
Jones, Jessica	ECSE Teacher/HIPPY Coordinator	S

Jones, Kaylee	ABC Teacher	S
Keels, Kathy	ABC Paraprofessional	S
Kennemore, Kim	Assistant EC Coordinator	S
Kincaid, Dana	ABC Teacher	S
Lacefield, Leslie	ABC Teacher	S
Larruci, Kim	ABC Teacher/Director	S
Lovewell, Melissa	ECSE Teacher/Itinerant Teacher	S
Luna, Maria	ABC Paraprofessional	S
Maechler, Amy	ABC Paraprofessional	S
McAdams, Sherri	ABC Site Director	S
McBryde, Tiffany	ABC Paraprofessional	S
McKeever, Susan	ABC Paraprofessional	S
Mears, Allison	Behavior Specialist K-12	F
Miller, Andria	Math Specialist	S
Miller, Callie	Speech Assistant	S
Mitchell, Britney	ABC Paraprofessional	S
Morgan, Skylar	ABC Teacher	S
Nance, Christy	ABC Site Director	S
Nance, Morgan	Developmental Assistant	S
Nelson, Shamanda	ABC Teacher/Director	S
Nieto, Luz	ABC Paraprofessional	S
Nolen, Mary T	ECSE Itinerant/Teacher	S
Nowlin, Lynne	ABC Teacher	S
Olalde, Tonya	ABC Paraprofessional	S
Pack, Makenzie	ABC Teacher	S
Parker, Casey	ABC Paraprofessional	S

Parson, Kelli	Special Ed Supervisor	S
Pennington, Heather	ABC Paraprofessional	S
Philpot, Chelsea	ABC Teacher	S
Platt, Barbara	ABC Teacher	S
Pope, Samantha	ABC Teacher	S
Price, Brittany	ABC Teacher/Director	S
Ralls, Monica	ABC Paraprofessional	S
Ray, Dana	Teacher Center Coordinator	S
Reeder, Kari	ABC Paraprofessional	S
Reel, Anne	ABC Teacher	S
Rhone, Katrina	ABC Teacher	S
Richardson, Mike	ABC Computer Tech	S
Robinson, Briana	Administrative Assistant	S
Schuller, Brian	Science Specialist	S
Schuller, Lisa	Literacy Specialist/GT Specialist	S
Scoggins, Nelda	FGP Volunteer Coordinator	F
Smedley, Britany	ABC Teacher	S
Smith, Emily	ABC Teacher/Director	S
Smith, Haylie	ABC Teacher	S
Sorrels, Denise	ABC Teacher	S
Southerland, Stacey	Career & Tech Ed Coordinator	S
Stone, Holly	ABC Teacher	S
Swift, Kayla	ABC Paraprofessional	S
Taylor, Lisha	ABC Teacher	S
Tomlinson, Misty	ABC Paraprofessional	S
Vanessa Thompson	ABC Paraprofessional	S

Trinidad, Sandra	FGP Secretary	F
Trotter, Zachary	Media Driver/Maintenance	S
Tun, Cecily	ABC Paraprofessional	S
Victoriano, Damaris	HIPPY Parent Educator	S
Villamil, Maricela	ABC Teacher	S
Walker, Alisa	ABC Teacher	S
Wallis, Linzi	ABC Site Director	S
Ware, April	Developmental Assistant	S
Watts, Jane	Occupational Therapist	S
Weston, Benny	Director	S
Whisenhunt, Christy	Literacy Specialist/Dyslexia	S
Whisenhunt, Joan	ABC Teacher	S
Whisenhunt, Linda	ABC Paraprofessional	S
Willey, Crystal	Secretary	S
Williams, Janet	ABC Teacher/ECSE Teacher	S
Williams, Stacey	ABC Teacher/ECSE Teacher	S
Wise, Nina	ABC Teacher	S

DMESC 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.**

- A. Does the co-op provide media services to schools? YES X NO ____
- Does the co-op provide delivery to the districts? YES X NO ____
- How many districts participate in the media program? 12
- Do districts contribute dollars to the media services for teachers? YES X NO ____
- How are media charges per district determined (formal or per ADM)? Please describe: \$4.00 X ADM
- Does the co-op operate a “make-and-take” center for teachers? YES X NO ____
- How many teacher visits have been made to the center including duplicate visits? 216
- How many requests have been made for the Ellison Die Cuts? 5832
- How many districts use the co-op to copy and bind their teacher handbooks? 1
- How many districts use the co-op to copy and bind their Student handbooks? 3
- How many districts use the co-op for background checks? 11

ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Administrators and Local Board Member trainings
- ☒ Assessment data analysis
- ☒ Bookkeeping Assistance
- ☒ Business Management Training
- ☒ Computer Technician
- ☒ Cooperative Purchasing
- ☒ E-Rate Applications
- ☒ eSchool and eFinance Support
- ☒ Evaluation Procedures
- ☒ Gifted and Talented Assistance
- ☒ Math/Science/Literacy Support
- ☒ Numerous Professional Development opportunities for teachers
- ☒ Paraprofessional Testing
- ☒ Personnel Application
- ☒ Print Shop/Media Services
- ☒ Special Education Services
- ☒ Technology Training
- ☒ Zoom License provided per district
- ☒ Carl Perkins Assistance
- ☒ Behavior Support Services
- ☒ Health Nurse Services
- ☒ Fingerprinting
- ☒ Dyslexia Support
- ☒ Novice Teacher Mentoring
- ☒ Kami License provided per district

DIRECT SERVICES TO STUDENTS

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

- ☒ Battle of the Books
- ☒ Chess Tournament
- ☒ Destination Science Challenge
- ☒ Quiz Bowl
- ☒ Reading Fair
- ☒ Virtual Arkansas
- ☒ Occupational Therapy and Physical Therapy
- ☒ Speech Therapist
- ☒ Behavior Support Services
- ☒ Early Childhood Special Education for Ages 3-5
- ☒ Foster Grandparents
- ☒ Gifted/Talented Programs: 12 participating districts
- ☒ Itinerant Teachers – please list areas: Early Childhood, Sp. Ed., Low Incidence Handicapped
- ☒ Nursing Services
- ☒ ARP Homeless II
- ☐ Other (Please specify):

ANECDOTAL REPORTS

DeQueen Mena ESC STEM Challenge

The DMESC STEM Challenge is a one-day competition held annually by DMESC that provides teachers, students, and the community the opportunity to experience the importance of STEM education in the world around us. The DMESC STEM Challenge requires students to use creativity and imagination along with science, technology, mathematics and engineering to build or modify an apparatus that performs a practical function. The competition is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 14 different challenges and compete for best performance.

FY22 saw the competition return to a face-to-face format. Four DMESC districts and two out-of-consortium districts participated with a total student participant number of 160.

Quiz Bowl

The DeQueen Mena Education Service Cooperative hosts three regional tournaments for elementary students along with one DMESC Champion's tournament each year. DMESC also participates in an invitational tournament directed jointly with Southwest Education/South Central Service Cooperative (Tri-Co-op Quiz Bowl Tournament) for junior and senior high students. Students are able to apply their classroom hard work and studying and test against their peers. DMESC provides study questions, practice sessions, and tournament question sets for district competitions. The GT Specialist organizes and directs the tournaments for the member schools with the help of the district GT Coordinators. Students demonstrate their knowledge in all content areas including math, science, literacy, social studies and current events.

Due to Covid-19 pandemic cases, the Junior High/High School Tri-Co-op Quiz Bowl Tournament was held virtually with one DMESC district participating. Schools placing 1, 2 or 3 received certificates for their placements.

The DMESC Elementary Quiz Bowl Finals Tournament was held later in the spring and all six regional champion teams participated. The champion and runner up teams received school trophies.

Chess

The DeQueen Mena Education Service Cooperative hosts two regional chess tournaments; one for elementary students (grades 3-6) and one for high school students (grades 7-12) each school year. A chess master is called upon to assist in the competition, and medals are awarded to the grade band champion and to the grade band runner up. Students in both tournaments are able to apply critical thinking skills including; problem solving, abstract reasoning, calmness under pressure, patience, sportsmanship, creative thinking, pattern 16 recognition, and strategic thinking.

DMESC returned to face-to-face chess competitions this year with 44 elementary students

competing and 58 high school students competing. Medals were awarded to the champion and runner-up in each division.

Reading Fair

The eleventh annual DMESC Regional Reading Fair returned to an on-campus, face-to-face format this year after a one-year virtual only competition as a result of the Covid 19 Pandemic. This opportunity, as in the past, provided students with a forum in which to share a favorite fiction or non-fiction book creatively with a project utilizing technology. Students were asked to determine central ideas/themes of a text and analyze their development. They also summarized the key supporting details and ideas of the text. Choice of presentation was offered to the students. Creative use of technology has grown tremendously in the past few years. The competition was separated into grade-level competition bands. All levels of competition included an interview in which students were asked to tell about their book projects.

Seven DMESC school districts were represented in the FY22 competition. First, Second, and Third place medals were awarded in each grade for each category (Fiction, Nonfiction).

Battle of the Books

In FY22, the Battle of the Books returned to face-to-face competition after a one-year hiatus due to the Covid-19 Pandemic. Students in grades 1-3 were given a list of books to read. Teachers encouraged their students to read then selected students to compete on school teams. Students answered questions about the fiction and nonfiction books, identifying the book and author.

Five consortium districts, represented by 129 students and one non-DMESC School, represented by 8 students competed for First, Second, and Third Place School trophies and individual medals for members of the placing teams.

EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each Educational Service Cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2021-2022 school year: **0**

Please provide the number in each of the following racial classifications:

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

Number of new females employed by the cooperative for the 2021-2022 school year: **6**

Please provide the number in each of the following racial classifications:

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

TERMINATED

Number of males terminated by the cooperative during the 2021-2022 school year: **1**

Please provide the number in each of the following racial classifications:

- 1 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2021-2022 school year: **6**

Please provide the number in each of the following racial classifications:

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

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2021-2022 school year: **2**

Please provide the number in each of the following racial classifications:

- 2 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

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

Please provide the number in each of the following racial classifications:

- 21 - White
- 3 - African American
- 4 - Hispanic
- 0 - Asian
- 0 - American Indian
- 0 - Alaskan Native

DEQUEEN-MENA EDUCATION COOPERATIVE 2021-2022 SALARY SCHEDULE

Years of Experience	Bachelor's Degree	Master's Degree
0	34,900.00	39,550.00
1	35,400.00	40,050.00
2	35,900.00	40,550.00
3	36,400.00	41,050.00
4	36,900.00	41,550.00
5	37,400.00	42,050.00
6	37,900.00	42,550.00
7	38,400.00	43,050.00
8	38,900.00	43,550.00
9	39,400.00	44,050.00
10	39,900.00	44,550.00
11	40,400.00	45,050.00
12	40,900.00	45,550.00
13	41,400.00	46,050.00
14	41,900.00	46,550.00
15	42,400.00	47,050.00
16	42,900.00	47,550.00
17	43,400.00	48,050.00
18	43,900.00	48,550.00
19	44,400.00	49,050.00
20	44,900.00	49,550.00
21	45,400.00	50,050.00
22	45,900.00	50,550.00

DEQUEEN-MENA EDUCATION COOPERATIVE TEACHER CENTER COMMITTEE

Name	Position	District	Term
Deric Owens	Superintendent	Caddo Hills HS	2021-2024
Jennifer Gordon	Librarian	Nashville Prim	2021-2024
Alex Clark	Teacher	De Queen HS	2021-2024
Tracy Floyd	Teacher	Mena Louise Durham	2021-2024
Tammy Walker	Teacher	Mineral Springs Elem	2019-2022
Rhonda Boyd	Teacher	Foreman Elem	2019-2022
Tammy McAlister	Teacher	Horatio Elem	2019-2022
Sherri Wright	Teacher	Ouachita River Acorn Elem	2019-2022
MiKayla Mcdowell	Teacher	Mount Ida High	2020-2023
James Jones	Principal	Ashdown Elem	2020-2023
Tammy Tabler	Teacher	Dierks Elem	2020-2023
Gina Rosson	Counselor	Cossatot River	2020-2023

PROGRAM SUMMARIES

PROGRAM: ADH Tobacco Prevention and Cessation Program

FUNDING SOURCE: Tobacco Prevention and Cessation Program- Master Settlement Tobacco Funds

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount. Ida, Nashville, Ouachita River, Cossatot River

PERSONNEL: Cheryl Byrd, RN, Community Health Nurse Specialist

FUNDING STATEMENT:

The Arkansas Department of Education and Arkansas Department of Health partnered to support the role of the Community Health Nurse Specialist. ADH funds the Community Health Nurse Specialist's salary, travel and reimbursement for nurse's office space. DMEC provides the necessary office space, secretarial staff, office phone and internet, and printing/copying of educational materials, as well as classroom facilities for in-services. Various equipment, prevention material, instructional aids, and promotional items have also been funded.

PROGRAM GOALS:

The goal of the Community Health Nurse Specialist is to provide technical assistance to schools for tobacco prevention and cessation; health promotion and disease prevention; act as a resource for school wellness committees; provide technical assistance to school nurses for health screenings, immunizations, injury prevention, disease prevention, chronic disease management and other school health issues; serve as a resource to communities for child health and public health issues; and to reduce health disparities through awareness.

The CHNS informs schools and communities of school health resources, available trainings and grant opportunities; provides certification training to school nurses for mandated health screenings; identifies and evaluates training needs of school personnel; and develops, coordinates, facilitates and conducts trainings for school nurses, school personnel, local health units and community members.

CHNS maintains regular contact with school personnel, Hometown Health Improvement staff and local health units, acting as a liaison linking community coalitions, schools, local health units, community resources and healthcare providers; promoting public health through media venues and supporting local public health emergency response efforts.

PROGRAM SUMMARY:

CHNS is a collaborative research-based effort between the Arkansas Department of Education and the Arkansas Department of Health to effectively address students' health, thus improving their ability to learn. Based on the 8 CSH component model, School Health addresses the risk factors determined by the CDC that have the most detrimental effect on children and adolescents to include: inadequate physical activity; unhealthy dietary behaviors; sexual behaviors that may result in HIV infection, STD's and unintended pregnancies; alcohol and other drug use; tobacco use and emerging tobacco product use; and behaviors that result in unintentional injuries.

Major Highlights of the Year:

The focus for 2021-2022, with the ongoing global COVID-19 pandemic, continued to be COVID-19 education, prevention, treatment, case investigation and contact mitigation; specifically providing support to schools related to student and school employee cases. POC (Point of Contact) for schools required ongoing support from CHNS with updated education and management of COVID in the school setting.

The secondary focus was Intentional and Unintentional Injury Prevention, Tobacco Prevention and Cessation, Communicable Disease Prevention, Sexual Health Education, Management of Chronic Disease in the School Setting, Promotion of Physical Activity and Healthy Nutrition, and Enhancement of School Wellness Committees.

Summer 2021 workshops for school nurses:

- SafeTALK (suicide intervention) at DMESC
- Special Education Conference at DMESC
- CPR Instructor Training at DMESC
- Mandatory Screening Certification Training
- AR School Nurse Association Annual Conference
- Regional New SN Conference 2022
- Paraprofessional training for those working with student with Special Healthcare Needs
- CPR First Aid AED Certification for School Nurses and Early Childhood Educators

Annual SN Update at DMEC 2021:

- SN Consultant Update
- Communicable Disease update and management in the school setting
- COVID update in the school setting
- AR State Board of Nursing-The Role of the School Nurse

PROGRAM: Arkansas Better Chance Program (ABC) Home Instruction for Parents and Preschool Youngsters (HIPPY)

FUNDING AMOUNT: \$4,160,691.20

FUNDING SOURCE: Arkansas Department of Education, Administered by the
Arkansas Department of Health and Human Services
Division of Child Care and Early Childhood Education

COMPETITIVE GRANT: Yes X No

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

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Mena, Horatio, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Diana Hicks, ABC Program Coordinator (MSE)
Kim Kennemore, Assistant ABC Program Coordinator (MSE)
Jessica Jones, HIPPY Coordinator (MSE)
Cheryl Green, EC Behavior Specialist (MSE)
Mike Richardson, Computer Technician
Andrea Cooley, Secretary

GOALS:

- Provide quality ABC preschool programs on behalf of participating local school districts for identified at-risk, three-through five-year-old children
- Collaborate with local early childhood partners, including Head Start, private early childhood providers and Special Education in order to provide seamless services and information to families and the community and to serve children in the most appropriate environments
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality, early childhood program in the Co-op region
- Provide developmentally appropriate and individualized program to meet the needs of each student enrolled
- Provide home-based early childhood education readiness program using the age and developmentally appropriate HIPPY curriculum to 95 children in Howard, Polk and Sevier Counties to help children develop essential prerequisite learning skills

PROGRAM SUMMARY:

The ABC center-based preschool program provides free quality preschool services to 838 three- and four-year-old children in the co-op region. All programs operate on the local school calendar for total of 178 student interaction days. ABC preschools meet the core quality components as outlined by the Division of Child Care and Early Childhood Education which includes qualified staff, low student to teacher ratio, developmental screening and child assessment, meaningful parent and community engagement activities, quality approved curriculum, and well-trained staff.

The ABC center-based program (ABC) employs 48 lead teachers, 38 paraprofessionals, five directors, one administrative assistant, and one computer technician. The ABC program has 48 classrooms housed at 14 different sites on school campuses in Ashdown, Cossatot River (3), DeQueen, Dierks, Foreman, Horatio, Mena, Saratoga, Mount Ida, Nashville, and Ouachita River (2).

ASSESSMENT:

Assessment data on every child is required for individual planning and for analysis of the long-term effect on children as they progress through entry into kindergarten and completion of fourth grade. Each child is assessed using the Work Sampling System, the instrument specified by DCCECE.

The Work Sampling System (WSS) is designed to help teachers learn about a child's skills, behaviors, and academic achievements in school.

Work Sampling gives teachers the information they need to work effectively with their children, by building child's motivation and self-confidence and for reporting student progress to parents.

The Work Sampling System focuses on seven areas of the curriculum:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

The Work Sampling System is composed of three interrelated parts:

Developmental Guidelines and Checklist – List of age or grade-level expectations that are used for guiding teachers' observations about child's achievements in school.

Portfolios – Collections of child's works to show progress and demonstrate special interest and talents as well as areas in need of development.

Summary Reports – A profile of child's school performance based on the Checklist observations and Portfolio collection. It includes brief comments from the teacher about child's progress, strengths, and areas of concern and is sent home three times per year. The Summary Reports replaces report cards.

2021-2022 outcome reports for our 4 year olds showed more than 75 percent were proficient in all seven areas of the curriculum.

All 48 ABC classrooms have met the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations and all staff have received the required training for their job title.

Professional Development provided during 2021-2022 school year included:

- Pre K RISE Launchpad implementation 9 hours
- Pre K AR Standards 21 hours
- Two-day Work Sampling initial training for new staff 12 hours
- Work Sampling refresher course for existing staff 3 hours
- Child Maltreatment and Mandated Reporter 3 hours
- The Growing Brain 21 hours
- ECERS for new teachers 6 hours
- ECERS refresher course for exiting teachers 3 hours
- Director Orientation classes for new directors and assistant directors 24 hours
- Early Childhood Inclusion: Every Child Belongs 15 hours
- Conscious Discipline 36 hours
- An Insight into Children with Trauma
- Book Study on “The Deepest Well” addressing children who have experienced traumatic experiences
- Engaging Families and Raising Responsible Children
- Privacy/Security settings in Technology
- Power of Positive Parenting
- Ideas for teaching Literacy, Art, and Fine Motor skills in the EC classroom
- Early Childhood Orientation training covering all required areas of child care 8 hours
- CPR/First Aid

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Home Instruction for Parents of Preschool Youngsters is a 2-year home-based educational enrichment program that builds on the natural bond between a parent and child. The home visiting model helps parents with limited formal education prepare their preschool-aged children for successful early school experiences and strengthens the bonds among schools, families, and communities.

Why HIPPY

HIPPY offers parents support, training and materials so they can engage in effective, developmental and fun activities with their children in the comfort of their own homes. The HIPPY program works because it is based on a well-designed curriculum, parents learn by doing and children love the special time with their parents.

The DMEC HIPPY Program is staffed by a HIPPY Coordinator, and four well trained home -based educators and serves 95 families in three counties covering six school districts.

HIGHLIGHTS OF THE YEAR:

PRE-K R.I.S.E Launchpad:

DMESC ABC Program implemented the new Reading Initiative for Student Excellence PRE-K R.I.S.E Program at the beginning of 2021-2022 school year called Launchpad.

Launchpad instruction is used to supplement some of the literacy portions of a full pre-kindergarten curriculum such as phonological awareness.

The Launchpad curriculum developed by Really Great Reading is designed to be implemented the year before kindergarten. The lessons provide playful, developmentally appropriate, targeted instruction in: Oral Language Development, Concepts of Print, Instruction vocabulary, Alphabet Knowledge, Phonological Awareness and Phonemic Awareness.

Lessons are designed to be 15-20 minutes a day. These lessons can be broken down into smaller blocks of time throughout the day.

Launchpad includes 6 hours of asynchronous professional development before implementation and 3 additional hours after 14 weeks of instruction.

When programs commit to implementing Launchpad, they will receive a Launchpad technology license that includes professional development and implementation training, teacher manuals, materials to use with children, and technical assistance from regional early childhood specialists.

Participating programs must commit to completing all training and instruction and providing ADE with data upon request.

DMESC has completed Phase 1-Foundational Literacy Implementation and 9 hours of professional development for all staff.

Twenty-five Foster Grandparent volunteers have consistently worked in our ABC classrooms this year helping children who just need some extra one on one attention or need extra help with tasks and they also assist teachers with an extra set of hands to help out in the room or at meal times.

We have been able to send staff to in- person professional development opportunities out of town and to offer on-site training at the Coop during the summer. Several teachers are going to attend an out of state convention by Frog Press to learn more about their curriculum used in the classroom and to network with other teachers around the United States.

Our ABC Program was able to acquire 2 additional early childhood grants through the American Rescue Plan to improve our preschool facilities and playgrounds and to upgrade all Pre K technology. We added 26 Promethean boards with adjustable carts for our classrooms and new iPads for all 48 classrooms.

Two school districts included our ABC classrooms when they purchased new Promethean boards for their district and supplied adjustable carts so they could be moved around in our classrooms as needed.

One district purchased preschool a new washer and dryer that will help our staff tremendously so they won't have to take preschool laundry home to wash and then bring it back to preschool.

One district purchased a new modular building for the preschool that has 4 classrooms available for our use and named it the Kathy Medford Pre-School after one of their administrators.

Thirteen of our preschool paraprofessionals have participated in the T.E.A.C.H. Early Childhood ARKANSAS scholarship program this school year. Three of them have completed the program to earn an Associate of Applied Science in Early Childhood. This program is beneficial to our program

because it allows students to attend classes while only paying 5% of the cost of tuition and fees each semester and it provides paid release time to the participants and provides a \$300 bonus to scholarship participants at the end of the contract. Once the participant has received their AA degree their pay is increased to reflect the additional degree on their next year contract.

ARKANSAS K-12 BEHAVIOR SUPPORT SPECIALISTS

STATE LEVEL INITIATIVE: BX³ PROJECT

PARTICIPATING DISTRICTS:

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

GOAL:

- To build sustainable programming and a legally defensible process for Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) based on evidence-based practices
- To empower the BX³ Teams to develop, train and sustain behavior related policies across the district

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2021-22:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2021-2022:

- Provided on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for 138 students across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2021-2022:

- Created online modules that all educators can access for professional development at any time <https://arbss.org/courses-2/>
 - Essential Classroom Behavior Management Strategies
 - Behavior Intervention Plans
 - Response to Intervention for Behavior

- Launched 17 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- BSS provided over 105 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 1500 participants
- BSS have 29 additional professional learning opportunities scheduled by the end of 6/30/22

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

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

PROGRAM: Career and Technical Education

FUNDING AMOUNT: \$182,8380.00

FUNDING SOURCE: Arkansas Department of Career Education (\$50,000)
Perkins Federal Funding (\$132,838.00)

COMPETITIVE GRANT: Yes No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Stacey Southerland, CTE Coordinator (MS)

GOALS:

- To provide students with high quality Career & Technical Education exploration, guidance, support, and content knowledge through a sequence of courses in a career pathway.
- To provide Career & Technical Education teachers access to high quality professional development, Perkins approved projects and equipment to enhance student achievement and to fully implement programs of study.
- To ensure that the DeQueen-Mena Perkins Consortium is meeting targets for all Perkins Performance Indicators and implementing Arkansas Division of Career Education initiatives.

YEAR END NARRATIVE:

The CTE Department supports Career & Technical Education among consortium and non-consortium schools with annual requirements of Perkins administration; we were also awarded with a variety of Innovation and Non-Traditional grant opportunities that were in addition to the normal support and activities. These grant awards are in addition to annual Perkins grant awards, and are available for submission on a voluntary basis by CTE Coordinators.

Fall Non-Traditional Grant Awards:

Be A Model, Break the Mold - \$ 38,400.00 Non-Traditional

This grant was administered by DMESC and was awarded to three education cooperatives, DeQueen-Mena, Southwest and SouthCentral to host five hands-on non-traditional career exploration events in collaboration with the Post-Secondary institutions in their areas. DMESC partnered with UA Rich Mountain and UA Cossatot for events November 11th and 12th. Southwest partnered with UAHT for events November 16th and 17th. SouthCentral partnered with SAU, Magnolia for a November 5th event. All females in grades 9-12 who are enrolled in schools in any of the three cooperatives areas could choose a location to attend. Through the five locations 160 female students attended and were provided with hands-on activities in welding, machine tool technology, automotive repair, industrial

coding and robotics. These events partnered with regional businesses such as Nidec, Airgas and Texarkana Chamber of Commerce.

Girl Power - \$ 35,000.00 Non-Traditional

This grant was awarded to DMESC for non-traditional career exploration for females, as an extension of Be the Model, Break the Mold. DMESC hosted a student production event May 11th where female students were required to use either a CNC Laser engraver or a CNC Plasma cutting system to build a project for competition. The grant funds were primarily used to purchase equipment for districts who did not have either of the CNC equipment on site, Dierks, Acorn High School and Mount Ida High School did not have the equipment needed to participate in the competition. Many businesses supported the event through participation or by donations for student prizes. Those businesses were: Southern Sportsmen Foundation, United Ag & Turf, Walmart, Tractor Supply, Farm Bureau, Sterling Machinery, Ashgrove Cement, and Ledwell & Sons. Inc. Post-Secondary partners were UA Cossatot who presented their programs to the participants and awarded a \$250.00 scholarship to the first place CNC Cutting winner. UA Rich Mountain awarded a \$250.00 scholarship to the CNC Laser winner.

Spring Non-Traditional Grant Awards:

HOTT Hub (STEM) - \$ 36,750.00 Innovation

This grant was awarded to DMESC to equip and implement a STEM Center located on the DMESC campus. DMESC holds a yearly HOTT (Hands on Tech Tools) conference where teachers are introduced to STEM technology items/equipment that can be checked out and used in their classrooms. The HOTT Hub is an addition to that which will hold STEM equipment that will be located in a newly remodeled STEM room which will be available to teachers to bring students on-site for award trips, integration of STEM into their curriculum, field trips, workshops for model lessons and a workspace for all things STEM related. Equipment purchased includes: CNC laser engraver, 3D pens, large scale plotter, large scale vinyl cutter, video podcast equipment, robotic equipment, Leggo walls and other STEM make and take centers.

FACS/Special Education Small Business Practices- \$14, 437.50 Innovation

This grant was funded to DMESC for support of a collaboration between Family & Consumer Sciences and Special Education programs. FACS teachers will partner with SPED teachers to include more workplace skills into the SPED programs. Grant funds were used to equip and launch a small business in the SPED programs in four districts, Dierks, Foreman, Mount Ida and Cossatot River. The SPED programs chose a small business venture that their students can manage and operate, these businesses include specialty coffee shops, popcorn carts, specialty drinks and jewelry stamping. Each FACS teacher will work with the SPED teacher to embed the workplace skills needed for these small customer service businesses. They will also learn the required rules for school nutrition. The goal is to increase the certification for SPED students in obtaining the Arkansas Food Handler certification, increasing their employability possibilities.

Next Man UP! A Male Education Event \$ 25,500.00 Non-Traditional

This grant was awarded to three education cooperatives, DMESC, SWAEC and SCSC to promote Education as a career pathway for male students. May 18th, Hempstead Hall in Hope, Ar. was the date and location of Next Man Up, a male event that drew 435 students grades 9-12 from schools in the three cooperative areas. These students heard motivational messages from Tyler Tarver, two

Arkansas Razorback athletes, LaDarius Bishop and Jayden Johnson, DCTE Director Ross White and Ar. 2021 Teacher of the Year Joel Luckadoo. Students attended a morning session, were provided lunch and then attended four afternoon small group sessions.

STEM Camp \$30,000.00 Innovation

This Innovation Grant was collaboratively written by DMESC CTE Coordinator and Caddo Hills CTE STEM department and submitted by DMESC. The grant funds were awarded directly to Caddo Hills High School for the purchase of equipment and supplies needed to host a STEM camp for students in the 9-12 grades in the DMESC cooperative area. July 25-29th Caddo Academy will provide a week of hands-on activities for students and teachers to get an idea of what STEM can be and for teachers, how they can incorporate it into the classroom. Two days of the camp will feature tours of regional manufacturers. Business partnerships were formed with Nidec and Sterling equipment which will conduct tours and monetary support.

Program Summary:

The Career & Technical Education (CTE) program at DMESC supports Career & Technical Education for participating member schools via the CTE coordinator. Perkins approved projects are written and implemented in accordance with Perkins law, DCTE initiatives and aligned with the required CLNA (Combined Local Need Assessment) document. The CTE coordinator consults stakeholders which include teachers, parents, business and industry and local agencies who have a vested interest in workforce needs and Career & Technical Education. The CTE Coordinator collects and reports completers and placement data for consortium members, provides budgeting and allocation of funds, develops regional partnerships with stakeholder groups, assists districts with new program start up grants, assists in maintaining approved programs of study and supports teachers with high quality professional development. Technical assistance for CTE programs is provided to teachers and administrators in the area of:

- New and expanded program development
- Start-up grant application assistance and submission
- Career pathway alignment between Secondary and Post-Secondary Partners
- Programs of study approvals
- Curriculum frameworks
- Crosswalk of core academics and CTE standards
- Innovation Grant applications and implementation of funded projects
- Planning and delivery of specialized professional development
- Planning and development of program area specific professional development
- Purchasing and tracking of program specific equipment
- Teacher licensure and support of novice CTE teachers
- Regional Advisory councils, Stakeholder Meetings and workforce development
- Strong Business Community relationships

Perkins Activities:

Each fiscal year the implementation of the Perkins grant requires numerous stages. The CTE coordinator conducts a needs assessment, gathers data from teachers and provides resources for teachers using Perkins funds. Projects that are written annually are those that support teachers with professional development, funding support for teachers in CTSO events, curriculum

support for more rigorous instruction and support for student certifications which are an indicator of program quality.

In addition to the projects that support annual needs for CTE teachers, this year a Grow Tower project was written to support FACS and Ag teachers who wished to use them within their curriculum. FACS teachers from Horatio, Mount Ida, Acorn, Dierks and Caddo Hills utilized this project, as well as Ag teachers from Foreman and Dierks.

Three Agriculture shops received Plasma Cutting torches from Foreman, Cossatot River and Horatio. This project will be phased into each district as the Ag teachers who teach Agriculture Power & Structural programs of study.

FACS teachers are offered an opportunity to participate in a specialized sewing professional development facilitated by a certified Math/Computer Science teacher. The instructor will emphasize where Mathematics is embedded into a sewing lesson. Teacher who choose to attend will receive a Brother Serger machine, a short throw projector and a mounting system to assist in pattern tracing and fabric cutting.

The Nashville school district requested Promethean boards in the Business Classroom to increase the effectiveness of instruction and student certifications.

The CTE Coordinator provides assistance to districts wishing to begin new programs of study by writing Start-Up Grants to purchase equipment required to teach the program. Awards for this year included:

Acorn High School - Construction Trades \$44,402.95

Horatio High school - Nutrition Science & Dietetics \$80,209.84

Caddo Hills High School - AV Tech & Film \$41,753.78

Nashville High School - Office Administration \$24,225.00

DMESC CTE Coordinator strives to grow professionally by being an active member of Professional Organizations holding board seating with ACTE and AACTEA. A close relationship is maintained with DCTE to ensure effective implementation of the DMESC Perkins Consortia Grant as well as a thorough implementation of DCTE initiatives.

PROGRAM: Commercial Driver License Third Party Testing

FUNDING AMOUNT: \$0

FUNDING SOURCE: Local Funding

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: DMESC School Districts

PERSONNEL: James Davis, Bus Garage Manager, Mena Public Schools

GOAL: To reduce costs and travel of school districts when licensing bus drivers.

PROGRAM SUMMARY:

A need was identified by local school districts to provide a site and evaluator to conduct Commercial Driver License tests for public school bus drivers as required by law. A current Mena School District Employee received training and is now certified to perform as a Third Party Tester. After completing an application with the Arkansas State Police, DeQueen-Mena Education Service Cooperative now offers to its school districts a central location to conduct the driving portion of the CDL licensure at a reduced cost and travel time.

PROGRAM: Vector Solutions LMS

Online bus training and compliance management system for meeting the new federal requirements for potential beginning CDL drivers. This is a new federal mandated training which is a prerequisite for being able to take the CDL test.

GOAL: This program was acquired through a combined effort by all ESC's in Arkansas. This allowed for our districts to have a greatly reduced cost per district rather than if they would have purchased it themselves. DeQueen-Mena serves as the Administrator Site.

PROGRAM SUMMARY:

This program helps schools comply with the moving ahead for progress in the 21st Century Act (MAP-21) that impacts all new drivers who must have a class A or B commercial driver's license (CDL).

PROGRAM: Digital Learning – Team Digital (Digital Learning Unit)

FUNDING SOURCE: ADE Grant - Act

COMPETITIVE GRANT: Yes_____ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS:

PERSONNEL: Rainbow Bagsby: Digital Learning Specialist, MAT, MA
Dr. Robin Finley: Digital Learning Specialist, Ed.D
Cristian Haynes: Digital Learning Specialist/Administrative Assistant
Sherry Kennedy: Digital Learning Specialist, M.Ed
Dexter Miller: Digital Learning Specialist
Gerard Newsom: Digital Learning Specialist, M.Ed
Amanda Perry: Assistant State Coordinator of Digital Learning, EdS
Katie Pittenger: Digital Learning Specialist, BSE
Steven Walker: Digital Learning Specialist, M.Ed
Kirsten Wilson: Digital Learning Specialist, M.Ed

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF THE YEAR:

- All DLU Specialists have completed Solution Tree PLC Training, Quality Matters Rubric Training, Learning Services Training on the Learning Lens, TLC Training in March, and internal trainings to shore up understanding of the instructional implications of digital learning.
- Continue to host an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license offered through six Higher Ed Masters programs.
- Provided trainings to Year 1- Year 3 Novice teachers with designing and creating online lessons.

- Offer daily support to schools in implementing Act 1280: Digital Learning Requirement.
- Offer daily support to schools with approved Digital Learning Plans.
- Representative on the ADE-DESE Engagement Committee.
- Representative on SMAC-Talk committee.
- Representative on the Education Technology Standards Committee for the redesign of Higher Education teacher preparation program through Educator Effectiveness.
- Coordinated project with Learning Services to design a 3 day intensive PD titled “Student Self-Paced Learning.”
- Coordinated and Collaborated with Tammy Friend with GUIDE for Life to create 6 hour Summer PD for Arkansas Educators.
- Coordinated and Collaborated with Karen Bergh with Engagement Division to create a Parent Involvement course meeting the state requirements for 2022- 2 hour PD; providing resources and supports for parent engagement pertaining to digital learning needs and resources.
- Rebuild of professional learning sessions to optimize offerings (choice between asynchronous, synchronous virtual, and face to face) and options for upcoming 2022 Summer PD.
- Host and support online modules for APPEL transition to ARPeP with 14+ sites.
- Created a week-long social media campaign for Digital Learning Day to emphasize digital learning is an ongoing practice.
- Launched “Living in Beta Mode” podcast series in February 2022 to expand reach.
- Canvas Migration
- All team members have been trained in the “Growing with Canvas” Course.
- 94 Courses have been migrated from Moodle to Canvas.
- Offering additional Canvas support and training to Educator Effectiveness and ESCs wanting to build in DLU Canvas instance.
- Course Creation:
 - 28 ArPEP Shells have been created.
 - 11 new Summer PD course shells have been created.
 - 1 course was created in collaboration with Dawson and Southwest Science Specialists called “Science Standards Overview Course”
 - 1 course is under construction in collaboration with Learning Services called “Arkansas Self-Paced Instructional Model”.
- Home-Grown Virtual Academy PLC
 - This PLC began in December of 2021 and has continued on the Fourth Thursday of each month. We will have a total of 9 PLCs Meetings in FY22.
 - There are currently 26 K-12 Home-Grown Virtual schools and 1 higher ed institution participating.
 - There have been 70 unique registrations.
- Social Media
 - Facebook:
 - From 9-1- 2021 to 02-28-2022 our DLU Facebook page has had a read of 14, 254 which is a 129.8% increase
 - During the same time period, we have seen a 93% increase in DLU Facebook page visits
 - On average we are posting and re-sharing around 20 times a week
 - Twitter
 - From 9-1-2021 to 2-28-2022 our DLU Twitter Impressions (number of times Tweets have been viewed) 16,550

- During the same time period, we have seen 2,978 profile visits regarding 120 Tweets
- DEAL Days - Drop Everything and Learn, Every Third Thursday @ 11:30, Sessions held monthly September through May.
 - A quick lunch-and-learn-style networking opportunity every third Thursday of the month.
 - 263 unique registrations, 333 total registrations for all sessions
 - Digital Learning Topics/Schedule
 - October 21, 2021 - May 19, 2022 - Topics including engagement tools, use of handheld devices, media creation tools, and social media. Upcoming topics include podcasting and the efficient use of spreadsheets.

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

FUNDING SOURCE: ADE Grant - Act

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING NORTHWEST ARKANSAS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Ouachita River

CENTRAL OFFICE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director
Dr. Brandie Benton: Virtual Arkansas Director of Curriculum and Instruction
Dr. Michael Lar: Virtual Arkansas Director of Operations
Candice McPherson: Virtual Arkansas Director of Design and Development
Jeremy Woodward: Virtual Arkansas Director of Technology
Jason Bohler: Virtual Arkansas Core Campus Director
Ellora Hicks: Concurrent Credit Campus Director
Christie Lewis: CTE Campus Director

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

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

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

GOALS:

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

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

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

Goals	2020-2021 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> • VA made courses and teachers available in all but one academic license shortage areas • VA provided access to 97 Full-time Arkansas certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> • VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings • These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> • VA courses were made available to all high poverty districts and utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population • VA offered preferred automatic concurrent credit enrollments for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered • 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> • 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural • VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural • 81% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> • All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts • This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and	<ul style="list-style-type: none"> • 34 CTE courses were provided to 6,620 CTE enrollments

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

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

MAJOR HIGHLIGHTS OF THE 2021-2022 SCHOOL YEAR – VIRTUAL ARKANSAS

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students
- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses

- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences
- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training
- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator
- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper "Scaling High Quality Content & Courses Statewide With Canvas"
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning

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

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

PROGRAM: DMESC Leadership Forum

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: ____ **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, Teacher Center Coordinator
Davelyn Lane, ORSD
David Maxwell, Mena SD

PROGRAM SUMMARY:

Leadership Forum- After surveying principals in the co-op, it was determined that a designated time was still, if not more, needed for principals and assistant principals to meet to discuss topics and issues in their buildings and districts. DMESC coordinated and funded this support for our leadership and renamed the group/meetings as DMESC Principals' Leadership Forum. Consultant John Wink met with our co-op principals and assistant principals, twice (September and January) face to face on the topic *Supporting Teachers for Excellence in Every Classroom*. With two lead principals, Davelyn Lane (Acorn Elementary) and David Maxwell (Mena HS), DMESC provided Zoom or Google Meet options for building level leaders to meet monthly as well. Topics included Covid-19 guidelines, SoR pathways, professional development, student engagement and teacher retention. Guest speakers included DMESC specialists, DESE representative, U of A Impact Fellowship -Kevin Beaumont, HSU- Dr. Holly Cothren and Evan Willons from UAMS on Trauma Informed Practices and PD opportunities among other guests throughout the year.

OVERARCHING GOALS: The DMESC Principals' Leadership Forum will provide opportunities for:

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

GOALS SPECIFIC TO 21/22 SESSIONS:

- Ready For Learning/Covid-19 issues
- Student Engagement
- Teacher morale and retention
- SoR Coding for teachers/Dyslexia intervention/Reading Programs Approved List
- HQIM
- Trauma Informed Practices
- Teacher Excellence

PROGRAM: Early Childhood - Behavior

FUNDING AMOUNT: \$0

FUNDING SOURCE: Arkansas Department of Education, Special Education

COMPETITIVE GRANT: Yes: No: X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Cheryl Green, MSE, Special Education

GOALS:

- Provide quality behavior management/intervention services to all children ages three through five in each school district in the co-op region
- Assist and/or create behavior modification plans/techniques designed for each child
- Offer parental training to parents with a child that shows behavior related issues
- Provide quality professional development training to administrators, teachers, and other personnel in the co-op region
- Decrease the number of students requiring behavior intervention services upon entry to public school

PROGRAM SUMMARY:

The Behavior Specialist's services are available to all children ages three through five in the DMESC Co-Op. Services are provided to the following programs: Arkansas Better Chance (ABC), CDI Head-Start, Home Instruction for Parents with Preschool Youngsters (HIPPY), Private Preschools under the direction of School Districts, Early Childhood, Head Starts, EIDT facilities, and private day care centers. The BS receives request from program directors after the required documentation is completed by classroom teachers. Once a request has been received, the BS works in conjunction with the preschool staff to identify and provide needed support for the student. Services include:

- On-site consultation, student observation, record review, and written recommendations with follow up and training as needed.
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development.
- Assistance with identification and programming of specific behavior disorders (Autism Spectrum Disorder Screeners and Attention Deficit/Hyperactivity Disorder Screeners)

- On-site coaching to assist in the development of educational programs tailored specifically for a particular child's needs (such as: Applied Behavior Analysis programs, discrete trial, TEACCH programs, STAR programs, and On-Track programs)
- Professional development opportunities on evidence-based interventions

MAJOR HIGHLIGHTS OF THE YEAR:

- Provided professional development hours on the following topics: Creating and inviting preschool classrooms for the developing child, Sensory tools for teaching the developing child, and Working with Children with Autism.
- Provided parent training individually and as a group
- Worked closely with Project Play (State Program through UAMS: Partnering with Early Childhood professionals to promote social-emotional health of Arkansas' children)
- Worked closely with Cornerstone Community Counseling in the referral and treatment of preschool students that are in need of mental health services.
- Attended state early childhood behavior meetings with other EC behavior specialists from around Arkansas
- Received professional development hours in behavior support from state Behavior Support Specialist
- Became Professional Crisis Management Trainer
- Provided onsite consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, behavior intervention planning for 22 children in the 12 school districts served.

SCHOOL DISTRICTS AND BEHAVIOR REFERRALS

County	School District	# Behavior Referrals
Howard	Dierks	3
	Mineral Springs	1
	Nashville	3
Little River	Ashdown	5
	Foreman	3
Montgomery	Mount Ida	0
	Caddo Hills	0
	Ouachita River	1
Polk	Mena	2
	Cossatot River	3
	DeQueen	1
	Horatio	0
TOTAL		22

PROGRAM: Early Childhood - Special Education (ECSE)

FUNDING AMOUNT: \$1,081,604.55

FUNDING SOURCE: State, Federal, and Local Early Childhood Special Ed

COMPETITIVE GRANT: Yes - ____ No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Diana Hicks, Early Childhood Coordinator (MSE)
Kim Kennemore, Asst. Early Childhood Coordinator (MSE)
Cheryl Green, Early Childhood Behavior Consultant (MSE)

GOALS:

- Locate, evaluate, and identify three through five-year-old that are suspected of having a disability on behalf of each school district in the co-op region.
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality early childhood program in the coop region.
- Collaborate in planning with the LEA's and superintendents in their districts for implementing activities to ensure the identification of eligible children.
- Provide services to eligible children in accordance with individual education plans developed for children with the least restrictive environment being the primary concern.
- Ensure that the provisions of a Free and Appropriate Public Education (FAPE) are met for eligible students, ages 3-5, with disabilities.
- Provide a seamless system of transition services from Early Intervention into school district kindergarten programs.
- Decrease the number of students requiring special education services upon entry to public school.

PROGRAM SUMMARY:

- The Early Childhood Special Education Program (ECSE) employs eight itinerant preschool special education teachers, two classroom dually certified teachers, one part-time Early Childhood Behavior Specialist, two Early Childhood Speech Pathologist, two full-time contracted speech pathologists, five contracted part-time speech pathologists, four part-time contracted OT's, two part-time contracted PT's and four development assistants to provide services across our co-op region.
- EC Coordinator supervises ECSE staff, locates and sets up qualified related services providers to provide occupational, physical, and speech therapies, handles all state and federal reporting of special education data, provides technical assistance to staff,

schedules relevant professional development to meet the needs of children served, and disseminates information to local agencies, districts, and private child care providers.

- ECSE has received and processed 231 referrals with 161 of them resulting into ECSE placement for 2020-2021.
- Total number of children served with an individual education plan (IEP) for 2021-2022 was 282 children, 2% decrease in number of children placed:
 - Dierks 7
 - Mineral Spring 14
 - Nashville 52
 - Ashdown 22
 - Foreman 5
 - Caddo Hills 15
 - Mount Ida 20
 - Mena 46
 - Ouachita River 19
 - Cossatot River 13
 - DeQueen 56
 - Horatio 13
- Local ABC Programs served 66%, local Head Start Programs served 8%, licensed child care facilities served 6%, local DDS centers served 17% and appointments at various locations accounted for 3%.
- Children were eligible under the following Early Childhood categories: 71% non-categorical/preschool disabled, 26% speech language impaired, <1% orthopedic and traumatic brain injury, 3% autism.
- ECSE teachers and speech pathologists hold transition conferences in the spring to plan for children with disabilities to ensure seamless services.
- Program transitioned 178 children in the spring from ECSE to K-12 program. 13 children have been dismissed from program and will require no services in kindergarten. Many others were at age level in several areas but failed to meet the criteria for dismissal from special education in all areas.
- Collaboration and coordination is on-going with the twelve participating districts and communities through school district visits and meetings with local education supervisors. Early Childhood staff provides developmental screenings at the beginning of each school year for 3-5 programs and upon request throughout the year from parents, physicians, Department of Human Services, licensed child care providers and other interested parties who suspect a child may have a disability.

MAJOR HIGHLIGHTS OF THE YEAR:

- Conducted 966 preschool developmental, speech, hearing and vision screenings throughout the cooperative area
- The December 1, 2021 child count was 282
- Children served with IEP's mastered 81% of their goals and objectives for the school year
- Contracted with Arkansas Children's Hospital for direct Audiology services for children including hearing screenings and evaluation
- Continued collaboration with all head starts, Arkansas Better Chance, HIPPIY programs, private child care providers, related service providers, mental health centers, public

schools and Department of Human Services throughout our cooperative area

- Transition books/packets provided to 178 preschool children entering kindergarten
- Provided professional development opportunities for special education staff on child maltreatment and mandated reporter, insight into children with trauma, literacy and art activities for social emotional learning, early childhood inclusion: every child belongs, 7 steps to setting up a special education classroom, make and take task boxes for students, using visual schedules and technology training using updated SEAS ATTAIN web based program.

PROGRAM: Foster Grandparent Program

FUNDING AMOUNT: \$432,007.00

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes - No - X

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

PARTICIPATING DISTRICTS: Ashdown, Booneville, Charleston, Clarksville, County Line, Cossatot River, DeQueen, Foreman, Horatio, IBCEC, M.A.C., Mena, Mineral Springs, Nashville, Nashville Headstart, Ouachita River, Ozark, Polk County Development Center, Scranton, Van Buren, Westside.

PERSONNEL: Ann Frachiseur, Project Director
Nelda Scoggins, Volunteer Coordinator
Sandra Trinidad, Volunteer Coordinator

GOALS:

- Enable men and women 55 years and over to remain active and find ways to serve their community
- Enable children with special needs to improve academically, developmentally, and socially

PROGRAM SUMMARY:

The Foster Grandparent Program is a federally funded program whose purpose is to offer Senior Citizens, 55 years of age and over, the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours weekly service to community organizations such as schools and pre-schools.

MAJOR HIGHLIGHTS OF THE YEAR:

- Fifty-eight Foster Grandparents tutored and mentored 328 students from pre-school to 5th grade.
- Ninety-two percent of students assigned to a Foster Grandparent showed marked improvement in their areas of delay.
- Forty-eight hours of annual in-service training was provided to each Foster Grandparent enrolled in the program.
- Fifty-eight Foster Grandparents and 3 staff made 62 blankets and delivered them to cancer centers throughout Arkansas for Martin Luther King Service Day.
- Fifty-three Foster Grandparents read to 1072 students during the 9-11 Project Read to acknowledge the public service heroes in our community
- We were able to hold our annual Summer Conference at DeGray State Lodge May 24th through 26th. Twenty-six Foster Grandparents and 3 staff members were in attendance. During the conference the Foster Grandparents receive additional training and were

recognized for their service to the communities. They were also able to meet and visit with other FGP in Arkansas.

- A few of our Foster Grandparents received praise from Alicia Atwood (ADE). She was able to observe them working with students during a Launchpad Support Visit. She spoke very highly of our Program and stated what a "Treasure" they are to the districts.

PROGRAM: Gifted and Talented Education

FUNDING AMOUNT: \$ 30,000

FUNDING SOURCE: Arkansas Department of Education, Local Districts

COMPETITIVE GRANT: Yes: X No:

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Lisa Schuller, Gifted Ed. Specialist

GOALS:

- Goal 1: Reduce the equity gap for students receiving gifted services
- Goal 2: Increase opportunities for students to participate in enrichment in various forms.
- Goal 3: Increase the capacity of districts to meet the needs of gifted learners.

YEAR END NARRATIVE:

As a result of efforts by DESE, DMESC, and consortium member school districts, gifted and talented programs have strived to better identify traditionally underrepresented student populations that better match total district demographics and ensure greater equity. The DMESC GT Specialist worked with each district coordinator in calculating the most current program data (June '21 [agenda](#)) and facilitated the training, "Equity in Gifted Programs," presented by the Office of Gifted and Talented and Advanced Placement (OGTAP). Objectives for GT Coordinator meetings throughout FY22 included training on identification, closing the equity gap, and differentiation. Our May meeting included a segment of time in which coordinators were led in analyzing current equity gaps using this year's data (ADE Data Center) and making comparisons to previous years' percentages and denoting trends (May '22 [agenda](#)). Options for next steps for districts to alleviate equity gaps in student populations were then explored.

During FY22, enrichment opportunities varied to meet the needs of diverse learners. Quiz Bowl regional and championship tournaments were held for elementary, and our first ever Tri-Co-Op virtual high school chess tournament was held to allow for a competition amid a rise in Covid cases. A thirteen-event DMESC STEM Challenge was hosted by DMESC with almost 200 students in competition. Our literacy competitions, Battle of the Books and Reading Fair, Girl Power, females exploring non-traditional career fields through competitions, and Next Man Up, males exploring the field of education, also provided enrichment options for students.

The GT Specialist supported districts with student events and technology integration within schools and classrooms in the form of face-to-face observations and participation, events moderating, and through devices and materials lending (iPads, robotics, heat press, etc.). Information regarding

opportunities was disseminated in a timely manner; i.e. Rubic's Competitions, Vlogging experiences, virtual chess, and passion projects. Coordinators attended a December training and implementation day presented by Economics Arkansas (The Stock Market Game). Multiple opportunities for virtual experiences for both students and teachers were provided throughout the school year. Funded AEGIS experiences and Arkansas Governor's School information and the application process were discussed as well.

In increasing the capacity of districts to meet the needs of gifted learners during FY22, a GT Networking and Workday was held before the beginning of the 2021-2022 school year, five regular GT Coordinator meetings during the school year, and a GT Program Approval Workday held October 5 all gave district coordinators the opportunity to ask questions and discuss issues/concerns and provided a venue in which to share best practices for teaching gifted students. A shared google [calendar](#) provided district GT coordinators with information about student events, deadlines (Program Approval Application, scholarships, etc.), and registration links to regional and state conferences (AAGEA, AGATE) and virtual opportunities, etc..

FY22 was the final year for districts to utilize Pre-AP courses to satisfy the requirement for both identified gifted and non-identified students under the old plan. Beginning FY23, districts will partner with College Board and offer Pre-AP courses, or they will utilize a different program option to meet the needs of gifted students. Meeting time, presentations, and Q & As, along with face to face visits with administrators all provided answers and ensured understanding about the provisions of the State Supported Pre-AP program in Arkansas. During our quarterly GT Coordinator meetings, topics pertaining to supporting GT teacher and GT students such as identification processes, program approval applications, evaluations, enrichment lessons (both virtually and face to face instruction), Secondary Course Content Trainings, and equity among gifted learners was provided.

No onsite FY22 Technical Assistance Visits (TAVs) were conducted by DESE, OGTAP due to COVID-19 restrictions.

TRAINING AND SUPPORT (including but not limited to):

- GT Coordinators Meetings
- On-Site Visits by DMESC Specialist
- Differentiation Training
- Data Disaggregation
- Identification Review
- Evaluation Review
- Student Enrichment Opportunities
- GT Program Evaluation Assistance
- Networking
- Support for Administrative Arrangements for GT
- Review of GT Services for Administrators
- Mentor for New Coordinators
- Liaison with OGTAP/DESE

MAJOR HIGHLIGHTS

- Return to F-t-F QuizBowl
- Return to F-t-F Chess Tournament
- STEM Challenge

- Emphasis on underrepresented populations for GT identification
- Data Analysis
- Data Analysis
- Emphasis on Affective Domain

PROGRAM: **Instructional Technology**

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services
Division, Technology Department

COMPETITIVE GRANT: Yes: X No:

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen,
Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida,
Nashville, Ouachita River

PERSONNEL: Tyra Hobson, M.S.E.
Briana Robinson, Administrative Assistant

GOALS:

- Positively impact student achievement by building the capacity to respond to cyber-threats that could compromise both instruction and student data.
- The Technology Coordinator will conduct face-to-face or virtual meetings, offered to co-op, district, or school technology staff.
- Meet additional technical and/or instructional technology needs of the co-op and area districts.

YEAR END NARRATIVE:

DeQueen Mena Education Service Cooperative's technology coordinator has been extremely diligent in providing cybersecurity awareness this year to our state-wide techs, DMESC school technology teams, educators, and DMESC staff. In addition to providing both virtual and face-to-face PD, I provided all of my PD content on my website so that teachers would have instant access to my resources. I have also been investigating ways to upgrade DMESC using the ARP technology grant we received this year.

At the end of 2021 DESE approved a \$150,000 ARP grant to be used for Technology upgrades. Each project is subject to approval by DESE and requires a ten percent match by the coop for a total spending of \$165,000. Funds are intended to assist with educational technology upgrades in an effort to maintain high quality professional development, resources, and digital learning opportunities. Grant projects must address elements of need with justifications that are in accordance with COVID guidelines per ESSER/ARP funds. Grantees are charged with assisting schools and educators by delivering the necessary tools and resources to maximize support for teachers, students, and families.

Purchases made with the grant to date:

- New fiber installed, setup, and mobilized to our new building
- Ten Lenovo ThinkPad laptops
- Twelve 24" monitors for dual monitors in each conference room

As chair of ACTC, it has been a vital part of the job to remain in constant communication with DESE, CTRT (Cyber Threat Response Team), and the Arkansas Blended Learning Task Force to keep the ACTC team and DMESC School Tech Coordinators up-to-date and informed on state-wide technology issues, especially with the increase in cyber-attacks in education after the shift to more virtual and online learning in education. I took part in the statewide training initiative on cybersecurity that included training sessions at ACOT, WRS Summit, Cybersecurity Threat Hunting, AR Privacy & Security Forum, ARKSTE, and Cloud Range: The Arkansas Department of Education LIVE Cyber Range Event.

The technology coordinator meets weekly with the ACTC (Arkansas Cooperative Technology Coordinators) to stay up-to-date with DESE and state-wide technology issues. Cybersecurity and cyber threats are among the main topics of discussion and updates are given by the ACTC members on the Arkansas' P-12 CTRT. During the weekly meetings, any ransomware, DDoS attacks, phishing, and cyber threats that occurred are discussed and how they were resolved. This allows me the opportunity to forewarn our districts of attacks via the DMESC School Tech listserv. Our school techs report suspicious activity to me and, in turn, I report the issue to CTRT. I was able to report issues from our districts and provided them FBI and CTRT assistance this year.

The technology coordinator at DeQueen Mena Education Service Cooperative provides professional development in instructional and informational technology for all participating school districts. I revised and customized all of the technology integration Summer PD to utilize Google APPS and digital tools for online and blended learning. Teachers could choose between synchronous and asynchronous professional development. I also collaborated with other two ACTC Instructional Technology Specialists in the state to offer a Google Basics Bootcamp that allowed teachers to attend in an online-conference breakout session format. I updated and housed all my digital PD on the website to allow teachers to refer to it throughout the year when needed.

To further support our schools in cybersecurity awareness, I added multiple teacher, student, and parent social media awareness resources to the CIPA resources that I provide annually to the DMESC library media specialists. I also push out the DESE SMACtalk campaign monthly updates for our districts to share on social media. I research the latest digital citizenship and internet safety curriculums, programs, and sites for K - 12 and make these resources available online and in a slide deck, *CIPA Resources*, to all our districts. Many of them use these during the month of October for National Cybersecurity Awareness Month. In addition, a 3-ring binder is secured and maintained that includes district technology/Internet use policies, CIPA Administrator Implementation Checklists, and Teacher Verification documents that districts can share with me.

The technology coordinator met with the DMESC school technology coordinators and their teams both virtually and face-to face this year. Two of our districts hired Instructional Tech Facilitators and they have joined our meetings. The main topics of discussion for each meeting were cybersecurity, vendors, ESSER funding, school technology policies, and we spent collaboration time troubleshooting and providing each other assistance with GoGuardian, Google Admin, and Chromebook issues to name a few. As part of the statewide training initiative on cybersecurity, many of the DMESC tech teams attended these trainings and we were given the opportunity to network with other tech teams from around the state. At the techs' request, the ACTCs were able to provide school techs a series of four Cognos trainings specifically focusing technical assistance they can provide on campus to their

eSchool employees. DIS also provided a full day of hands-on face-to-face SCCM training to the DMESC school techs as one of the monthly meetings. The school techs continued to use the *DMESC School Techs Listserv* that was created last year to push out important updates, and it has proven to be a safe place for them to reach out to each other for help and guidance.

Due to the increase in utilizing technology on the coop campus due to the impact of COVID19, DESE awarded DMESC a \$150,000 ARP grant to update DMESC technology. In addition, the coop is enlarging its capacity by adding an existing building on campus. We have updated our conference center with new large displays for our digital signage and added double monitors in each conference room. The technology coordinator has researched multiple avenues to best use these funds. At this time, we have added additional fiber to this new building. Our plans include creating a STEM center that will be utilized by teachers and students to prepare students for college and career readiness.

We made it a priority to update our preschool technology this year. We did this by replacing and upgrading switches/LAN/WAN in our coop maintained preschools. We upgraded every preschool teacher workstation and purchased new computers for all preschool directors. On each campus, we have installed a controller workstation that allows each director's machine to be backed up locally, allows us remote access to all preschool machines, and allows local utilities to be stored on-site. In addition, we implemented a service ticket system that has significantly reduced the number of calls and complaints to the Early Childhood Coordinator. Further, we provided Wi-Fi access in our preschools where service was limited and increased coop bandwidth in locations not using district bandwidth.

DMESC strives to keep member schools updated on technology options. DMESC purchased ZOOM licenses for each of our districts annually. DMESC also purchased additional ZOOM licenses for each specialist to provide ongoing support to our schools. This enables everyone to have access to an online, face-to-face discussion without the travel expense. This has been vital since the COVID19 pandemic affecting our school districts.

As technology coordinator at DMESC I strive to continually reflect on my own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. I have attended a variety of trainings this year to support the multiple technology facets in education. I attended multiple cybersecurity trainings to assist our districts with cyber threats that could compromise both instruction and student data. I attended the national TCEA conference this year to acquire new digital tools to share with our educators to assist them with integrating technology in the classroom effectively and efficiently. I attended Google Admin training to become more familiar with the dashboard and features to protect DMESC. I have received multiple badges and certifications in digital educational tools to assist teachers with integrating technology in the classroom including Mote, EdPuzzle, Quizizz, Wakelet, and Google Digital Citizenship and Safety Course. I have also updated both Google Certifications Level 1 and 2 for educators. I was also selected to represent the technology department on the DMESC Leadership Team.

SUPPORT AND SERVICES (including but not limited to):

- Develop and provide PD using technology more effectively and meaningful in the classroom, across the curriculum K-12.
- Support teachers throughout the year with a variety of digital tools they can use in their classrooms.
- Meet with DMESC School Technology Coordinators and their teams on a regular basis to

provide a variety of technology resources, tools, and materials related to the implementation of the Arkansas K-12 Standards and the DESE initiatives.

- Meet weekly with the ACTC (Arkansas Cooperative Technology Coordinators) to stay up-to-date with DESE, CTRT, and state-wide technology issues.
- Positively impact student achievement by building the capacity to respond to cyber threats that could compromise both instruction and student data.
- Collaborate with Content Specialist in providing PD on how to apply and implement Blended Learning.
- Responsible for Multimedia (VR, Website, Innovative Project and Video) in the annual DMESC Stem Challenge Competition.
- Maintain CIPA documentation for all schools and provide cybersecurity, social media awareness, digital citizenship, and internet safety resources CIPA resources annually to each district.
- Maintained Control T PD website (Resource available to teachers 24/7)
- Provide Synchronous and Asynchronous Professional Development
- Assist our NT mentoring facilitators with technology, including creating a Google Classroom for communication and collaboration.
- Offer full support for all technology needs used by our presenters and specialists onsite.

MAJOR HIGHLIGHTS:

- Awarded \$150,000 ARP Technology Grant
- Elected ACTC Chair for the fourth year
- DMESC Leadership Team member
- Updated Preschool Technology
- Presented at ARKSTE and HSTI
- Updated Google Certification Level 1 and 2
- Added multiple badges and certifications in digital educational tools to assist teachers with integrating technology in the classroom including Mote, EdPuzzle, Quizizz, Wakelet, and Google Digital Citizenship and Safety Course.
- Attended multiple statewide training initiative on cybersecurity: ACOT, WRS Summit, Cybersecurity Threat Hunting, AR Privacy & Security Forum, ARKSTE, and Cloud Range: The Arkansas Department of Education LIVE Cyber Range Event
- Google Basics Bootcamp Conference
- CTRT Team Member
- Blended Learning Task Force Team Member
- Updated DMESC website

PROGRAM: Literacy

FUNDING AMOUNT: \$225,000.00

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

COMPETITIVE GRANT: Yes - X No - ____

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, and Ouachita River

PERSONNEL: Lisa Schuller, MLA
Christy Whisenhunt, MSE
Karla Byrne, MSE
Briana Robinson,
Secretary

GOALS:

- To develop, support, and promote effective scientifically research-based programs for all students through staff development training, technical assistance, and instructional support to educators.
- To assist schools in meeting state standards through the development of effective and explicit instructional strategies including use of summative and formative assessments.
- To design and assist in the implementation of district and building level staff development programs as well as to provide assistance in meeting district-developed literacy goals.
- To model lessons and provide support as requested by service area schools.

YEAR END NARRATIVE:

The goal of the DMESC literacy department this year was to develop, support, and promote effective scientifically research-based programs through staff development training, technical assistance, and instructional support to educators. Literacy specialists provided schools with several avenues in meeting the needs of their students.

Reading Initiative for Student Excellence (R.I.S.E.): Educators in Year I (K-2 R.I.S.E. Academy/ 3-6 R.I.S.E. Academy) and Year II (3-6 R.I.S.E. Academy) of the training and support cycle participated in face-to-face training and were supported by classroom visits throughout FY22. Technical assistance included modeling administration of assessments, training in making data-based decisions reflective of student needs, and providing options for obtaining educational resources. Instructional support was given by model teaching, classroom observations and feedback, and review of instructional materials as presented in R.I.S.E.

Science of Reading (SoR) Stand Alone Days: Professional Development Provided: Overview, Phonological Awareness, Decoding, Encoding, Content Area Reading Strategies, and Morphology. Modeling of lessons, use of materials, and classroom next steps were included in teacher support for FY22.

K-2 Shifting Small Group to Match the Science of Reading: Two days of training were presented in the summer of 2021. Participants took a deeper look at the essential assessments that we are using in K-2 R.I.S.E. Academy to determine the most effective way to form groups. The training also focused on the progression of skills students need to become proficient readers. Participants were provided practical plans to differentiate small group instruction to meet individual needs of students during this critical time of the instructional day. Classroom support for implementation was provided throughout the school year.

Critical Reading: Four days of Critical Reading training were presented in the summer of 2021. Engagement of the reader, comprehension strategies, and student assessments highlighted the training. Classroom support was provided throughout the school year.

The Writing Revolution (TWR): DMESC literacy specialists received specialized training and supported teachers who participated in Advancing Thinking Through Writing provided by the Division of Elementary and Secondary Education (DESE).

Support for teachers throughout FY22 was designed to include assistance for schools in meeting state standards for literacy; this included best practices in administering assessments, formative, summative, et al, and disaggregating data to inform instructional practices. Staff development included consortium wide sessions, district or campus sessions as requested, and one-on-one support with teachers and administrators as needed.

Professional Learning: Literacy specialists at DMESC strive to continually reflect on our own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. Our team has attended a multitude of HQPLs this year, including but not limited to EdReports, PLCs at Work, The New Art and Science of Teaching, High Reliability Schools, and Inclusive Practices. We have used the knowledge we have gained from Shelly Gies, Matt Sewell, and John Wink to further our understanding and transform how we provide support and services to our districts. It is extremely important to us that we remain at the forefront of education in order to provide the support for the individual needs of our districts.

SUPPORT AND SERVICES (including but not limited to):

- Science of Reading (SoR) Instruction and Support
- Science of Reading (SoR) Assessor Support
- Reading Intervention, K-12
- Response to Intervention
- Small Group Instruction
- Sound Wall Instruction

- Writing Instruction and Support
- Model Lessons
- Data Analysis/Diagnostic Assessments
- PLC Process/Support
- High Quality Instructional Materials (HQIM)
- Level IV District Support
- Dyslexia Support
 - District Dyslexia Contacts Quarterly Meetings
 - Level II Screener Training
 - P.A.S.T. Assessment Training
- Novice Teacher Mentoring
- Praxis Support
- Classroom Observations
- Student Events/Competitions

MAJOR HIGHLIGHTS:

- R.I.S.E. K-2 and 3-6: Year I and Year II
- The Writing Revolution
- Critical Reading
- Support for Level IV District
- Return to Face-to-Face Student Competitions
- DMESC School S.O.A.R. Grant Recipient and Applicant
- DMESC School R.I.S.E. School Award Applicant

- ESC Literacy Specialist Representative on the Arkansas State Literacy Team

PROGRAM: **Mathematics**

FUNDING AMOUNT: \$134,125.00

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

COMPETITIVE GRANT: Yes – **X** No -

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen,
Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount
Ida, Nashville, Ouachita River

PERSONNEL: Andria Miller, (MSE)
Shannon Miller, (MSE)
Briana Robinson, Administrative Assistant

GOALS:

- Increase the knowledge and skills of teachers to implement student-focused, grade-appropriate, evidence-based instructional strategies that impact mathematics learning through professional development and job-embedded support.
- Support execution of DESE STEM goals and initiatives.
- Increase the knowledge and skills of teachers implementing Illustrative Mathematics which impact mathematics learning through professional development and job-embedded support.
- Provide support to teachers and schools for successful implementation of Professional Learning Communities (PLCs) practices.

YEAR END NARRATIVE:

The math specialists at DeQueen-Mena Educational Service Cooperative have been very successful this year in supporting educators with the literacy and application of mathematics within the classroom in order to prepare students for college and career. We have provided high quality professional learning (HQPL) in mathematics content and pedagogy for all participating school districts. We have provided member schools with a variety of resources, tools and materials related to the implementation of the Arkansas K-12 Mathematics Standards and have assisted DESE in the implementation of state initiatives.

DMESC math specialists assisted 7 of our districts which included 74 teachers in AR Math QuEST. This included 2 days of PD in the summer, 1 PD in the fall, and 2 observation cycles for the year. The observation cycle includes 3 pieces: planning, observing, and feedback. This year we have paid particular attention to providing our teachers with purposeful feedback related to their instruction while giving them explicit ways to improve their craft. Alongside supporting these districts with QuEST, we have guided them in the implementation of Illustrative Mathematics which DESE considers high quality instructional materials. From kindergarten to geometry, we have had the pleasure of teaching model lessons from the new curriculum. We have heard that having us present a lesson has helped our teachers in the implementation process. We will continue this practice next year

since it eases their minds so much.

In addition to assisting DESE with the implementation of QuEST and HQIM, we have sat on many teams that ensure HQPL for Arkansas teachers. Among them are: AR Math QuEST Leads Team, Illustrative Mathematics Leads Team, Algebra 1 Content Team, K-2 Content Team, Dyscalculia Task Force and SW Region Lead 9-16 Math Pathways Task Force. In collaboration with colleagues from other cooperatives across the state and DESE math specialists, we have spent countless hours creating professional learning opportunities that Arkansas teachers deserve. One such that deserves to be noted is the Illustrative Mathematics Institute. Along with other math specialists across the state, we created and provided Arkansas teachers a 3 day virtual pd that had over 800 in attendance, over 120 of which were from the DeQueen-Mena ESC.

DMESC math specialists provided assistance with the PLC process to three districts. During our collaborative team meetings, we planned instruction based on essential standards and analyzed data. There was time spent looking at the major work of the grade so that teachers knew which units in their textbooks required more time and which they would be able to complete faster. During our meeting, we discussed that essential standards are not the only standards taught, but they are those for which we use common formative assessments and provide students with intervention to ensure their success.

Math specialists at DMESC strive to continually reflect on our own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. Our team has attended a multitude of HQPLs this year, including but not limited to EdReports, PLCs, The New Art and Science of Teaching, High Reliability Schools, Inclusion Practices, Dyscalculia, and Leadership. We have used the knowledge we have gained from Shelly Gies, Matt Sewell, Dr. Daniel Ansari, and John Wink to further our understanding and transform how we provide support and services to our districts. It is extremely important to us to remain at the forefront of education so that we can provide exactly what our districts need.

SUPPORT AND SERVICES (including but not limited to):

- AR Math QuEST
- Effective Mathematics Teaching Practices
- Arkansas Mathematics Standards Implementation
- High Quality Instructional Materials
- Instructional Facilitator Support
- Formative/Summative Assessment
- Productive Mathematical Discourse
- High Level Questioning
- Essential Standards
- Lesson Planning
- Illustrative Mathematics Implementation
- Coaching Cycle
- Novice Teacher Mentor

MAJOR HIGHLIGHTS:

- AR Math QuEST Y1
- AR Math QuEST Y2

- Illustrative Mathematics Institute
- Observation Cycle: Plan, Observe, Provide Feedback
- Implementation of HQIM
- Data Analysis
- Research Based Best Practices

PROGRAM: Media Center

FUNDING AMOUNT: \$4 per ADM with a cap of \$2,500

FUNDING SOURCE: Local School Districts

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUDNING: **NON-RESTRICTED FUNDING:** X

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk

GOALS:

- To improve student achievement by providing quality instructional materials
- To provide prompt, friendly service to all educators in the co-op area

PROGRAM SUMMARY:

The DMEC Media Center provides quality support to educators and students. Instructional materials are updated every year to assure that the most current are available.

The media van delivers to 64 stops weekly. This count includes delivery to twelve administrative offices and sixteen co-op preschools. Private preschools and Head Starts pick up their deliveries at designated sites. Teachers and administrators order media items via telephone, fax, email, and on-line. Ordering supplies and Ellison cuts on-line is considered a favorite among teachers and staff. It saves time and the co-op does the cutting for free. In addition, the co-op furnishes three sets of Ellison letters and holiday die that rotate to each building during the school year.

The DMEC staff collaborates with the Arkansas Department of Education (ADE) and other agencies to distribute materials to schools at a cost savings and in a timely manner. Materials include:

- Content area materials (books, handouts, etc.)
- Pamphlets
- Newsletters
- Schedules

Media items provided by the ADE are housed in the media center. This provides easy access of instructional materials and supplies to our districts. The Co-op delivers requested items weekly to schools.

PROGRAM: Recruitment and Retention/Novice Teacher Mentoring Program

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes X No

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING :**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Christy Whisenhunt, Literacy Specialist
Brian Schuller, Science Specialist
Lisa Schuller, GT Specialist/Literacy Specialist
Shannon Miller, Math Specialist
Andria Miller, Math Specialist
Karla Byrne, Literacy Specialist
Kelli Parson, SPED LEA
Allison Mears, BSS
Tyra Hobson, Instructional Technology Coordinator
Dana Ray, Teacher Center Coordinator
Janis Bremer, Lead Support Teacher
Terry Young, Lead Support Teacher

PROGRAM SUMMARY:

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. The DeQueen-Mena Education Service Cooperative provides a three-year mentoring program that addresses the needs of the novice teachers in our cooperative area. In a desire to support all new teachers in our cooperative area, DMESC will address the needs of new teachers who are traditionally trained, working on MAT certification, as well as the non-traditional new teachers and early childhood teachers. Ed Reflect will be used to provide novice teachers and support lead teachers a platform for virtual coaching using the video observation template and Insight Reports to help guide feedback and professional development content. DMESC utilized the Google classroom to disseminate information, share and access resources, and facilitate discussion and communication. Novice teachers participated in several professional trainings developed and led by Janis Bremer and Terry Young, Lead Support teacher mentors. DMESC also provided monthly virtual sessions with consultant John Wink where all three cohorts of NTs participated in job alike groups to discuss topics to improve excellence in every classroom and self-care for teachers. A commencement celebration for Year 3 NTs was provided at the coop for recognition of completion of the three year mentoring program.

PROGRAM: Professional Development/Teacher Center

FUNDING AMOUNT: \$100 Per Certified Staff Member

FUNDING SOURCE: Local School District

COMPETITIVE GRANT: Yes - No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, Teacher Center Coordinator (MSE)
Crystal Willey, Administrative Assistant

GOALS:

- To align professional development services with district needs for administrators, teachers, and other support staff in order to increase student achievement and help students graduate high school college and career ready
- To support the Arkansas Department of Education's school initiatives
- To provide school leadership with best practices of other achieving districts throughout the state

PROGRAM SUMMARY:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our twelve member districts. During the 2021-22 school year, DeQueen-Mena 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.

Each year DMESC provides a summer Administrator Institute for approximately 80 administrators. Required state training is presented at this three day institute along with other leadership training. Featured speakers this summer included Author John Wink speaking on Excellence in Every Classroom, BSS Allison Mears on Tier 2 Behavior support, Dr. Mike Hernandex-AAEA, HOTT Lab (Hands on Tech Tools)-DMESC Specialists, Tier 1 training was presented by Robyn Keen, AAEA and Sidney Moncrief offered motivation and focus after Covid-19.

This school year administrators were provided the opportunity to be a part of the Leadership Forum which was led by two principals. The principals worked together in a PLC atmosphere where they discussed best practices for various school matters. They walked away with new learning as well as new resources and shared experiences.

Link to Results: [Results of User Satisfaction Survey](#)

PROGRAM: Science

FUNDING AMOUNT: \$90,875.00

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

COMPETITIVE GRANT: Yes - X No -

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Brian Schuller, MSE
Briana Robinson,
Secretary

GOALS:

- Increase the knowledge and skills of teachers in implementing student-focused, three-dimensional science instructional strategies that impact student learning.
- Provide coaching support that aligns with Arkansas K-12 Science Standards.
- Provide targeted technical assistance to schools identified as in need of support.
- Host the DeQueen Mena ESC STEM Challenge and invite participants from consortium districts.

YEAR END NARRATIVE:

During FY22, science teachers were supported in their knowledge and skills in implementing student-focused, three-dimensional science, and instructional strategies that impact student learning to help prepare students for college and/or careers. Teachers in grades K-5 were assisted in engaging students in science and literacy by using a shared text and pulling attributes of both science and literacy. Morphology instruction in the middle school science classrooms worked to increase both teacher and student knowledge and strategies in comprehending text. Support includes collaborating with teachers, modeling lessons with students, instructing in the use of DMESC technology, and guiding teachers in reviewing curriculum options.

The Science Specialist has assisted all 12 of our districts. This includes several sessions of GPS professional development along with other professional development offerings in the summer, with teacher follow up visits in the fall and spring semesters. This year the specialist has directly supported and coached several teachers to ensure the development and implementation of a guaranteed and viable science curriculum. Within the development and implementation of the curriculum the specialist has emphasized the development and implementation of the three dimensional assessments. The science specialist has also collaborated with colleagues from other cooperatives across the state and DESE science specialists, creating professional learning opportunities for Arkansas teachers.

Targeted technical assistance was given to our district identified as in need of support with onsite visits geared to the implementation of engaging phenomenon based science lessons to increase student interest. Focused attention to science vocabulary acquisition and word knowledge in 7-12 science classes ensured teachers had an improved understanding of student deficits and solutions. This technical assistance included on-site visits, virtual meetings, emails, texts, and follow-ups.

After a two-year absence, the DMESC STEM Challenge returned in FY22. Although attendance did not meet past years' numbers, students and teachers were excited to once again come together and compete in person. Eight of our twelve districts participated in planning the event and reviewing the rules and protocols with 160 student competitors along with 43 teachers and support participants.

Growing professionally in order to meet yearly goals and support districts is the priority of the DMESC Science Specialist. Attendance in multiple sessions of Highly Qualified Professional Learning sessions (HQPLs) this year include, but are not limited to EdReports, PLCs, The New Art and Science of Teaching, High Reliability Schools and Inclusion Practices.

SUPPORT AND SERVICES (including but not limited to):

- Assisted with High Level Questioning
- Demonstrated lessons in area classrooms
- Facilitated implementation of Arkansas K-12 Science Standards
- Facilitated Lesson Planning
- Guided Formative/Summative Assessments
- Hosted regional STEM competition (DMESC)
- Implemented student-focused, three-dimensional science instructional strategies that impact student learning
- Mentored Novice Teachers
- Partnered with other specialists in creating professional development
- Provided coaching support that aligns with Arkansas K-12 Science Standards
- Provided recommendations to enhance STEM education
- Supported the Instructional Facilitator

PROGRAM: Special Education

STAFF: Kelli Parson, LEA Special Education Supervisor, Ed.S.

FUNDING YEAR: 2021-2022

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

FUNDING STATEMENT:

State grant and district supplements are the primary funding sources allocated to pay the salary of 1 Special Education Supervisor serving 3 districts from the consortium. This Supervisor also plans and implements professional development geared for special education staff to all members of the consortium.

PROGRAM GOALS:

The special education supervisor's goal is to provide and facilitate consultative assistance in special education in the areas of: program standards, eligibility criteria, referral and placement procedures, evaluation and related services.

PROGRAM SUMMARY:

The DMESC employs one Special Education Supervisor serving 3 districts as well as the planning and implementing of special education PD for all consortium members. These consultative services include: technical assistance, due process records, instructional assistance, paraprofessional training, evaluation scheduling and information, in-service programs and training, budget preparation; including preparing bus purchase requests and stimulus packages for individual district's board approval, State and Federal reporting, development of advisory assistance to regular education teachers and modification suggestions for regular education classes for disabled and non-disabled students. Additionally, the LEA Special Education Supervisors locate and make arrangements for qualified related service personnel to provide Occupational, physical, and speech therapies as well as making arrangements for School Based Mental Health services. LEA Special Education Supervisors continue to be active participants on the districts' behalf regarding preschool transition conferences for students moving into kindergarten from a special education program at the preschool level. The Special Education Supervisors work closely with school administrators in matters of discipline, purchasing, and personnel. The Supervisors continue to attend conferences to offer advice and expertise to classroom teachers and search for and obtain curriculum and materials to enhance services for each district.

Districts Served	Teachers, Therapists and Paraprofessionals Served	Students Served
Dierks	8	80
Cossatot River	12	140
Foreman	7	81

COLLABORATION:

Special education reports for each individual district are submitted via APSCN at each appropriate data cycle. The ADE-Special Education Unit provides access to national downlinks providing in-service and training to administrators and special education teachers through satellite and Webinar technology. Child Find information, in collaboration with the Arkansas Special Education Resource Center, is disseminated to local agencies, districts, and private schools. A Child Find Committee has been established as a DMEC entity. Child Find web access has been established to reduce travel and personnel time spent away from duties and continues to meet the requirements of Child Find update activities to pursue locating unidentified and under identified students, in accordance with State Improvement Performance Goals, special emphasis has been highlighted in the area of Autism. Evaluation, programming, and in-service to both regular and special education administrators and staff was provided at no cost to each district. Additionally, summer professional development workshops have been set up and provide both free minimal costs to districts.

HIGHLIGHTS OF THE YEAR:

- Professional Development Offered:
- Inclusive Practices Training for Specialists
- Sped Track (Special Education Software)
- LRP – Legal Issues in Special Education Conference
- CEC Membership – Council for Exceptional Children
- Standards Based IEP Training
- New Due Process Paperwork Training
- Membership and Attendance to AAEEA and AASEA organizations and yearly conferences
- Planning and implementing an annual special education conference to provide meaningful special education training at the local level.
- Special Olympics fundraising and participation
- Paraprofessional Core Module Training
- Participates in Teachtown Programs
- Participates in Arkansas Easter Seals Project Prepare Program
- Scheduled and sought funding for the STAR training at the local level
- Worked in conjunction with Easter Seals on the Project Prepare program to build quality special education programs at the district level.
- Membership and participation in the Regional AASEA meetings held monthly
- Attendance at over 400 due process conferences held on school campuses*Virtual supports and options for students with significant disabilities.

ADE SERVICES, COOPERATION AND COLLABORATION

Special education reports for each individual district are submitted via APSCN at each appropriate data cycle. The ADE-Special Education Unit provides access to national downlinks providing in-service and training to administrators and special education teachers through satellite and Webinar technology. Child Find information, in collaboration with the Arkansas Special Education Resource Center, is disseminated to local agencies, districts, and private schools. A Child Find Committee has been established as a DMEC entity. Child Find web access has been established to reduce travel and personnel time spent away from duties and continues to meet the requirements of Child Find update activities to pursue locating unidentified and under identified students, in accordance with State Improvement Performance Goals, special emphasis has been highlighted in the area of Autism. Evaluation, programming, and in-service to both regular and special education administrators and staff was provided at no cost to each district. Additionally, summer professional development workshops have been set up and provide both free minimal costs to districts.

HIGHLIGHTS OF THE YEAR

- Professional Development Offered:
- SEAS (Special Education Computer Automated Software Training)
- Sped Track (Special Education Software)
- LRP – Legal Issues in Special Education Conference
- CEC Membership – Council for Exceptional Children
- Standards Based IEP Training
- New Due Process Paperwork Training
- Membership and Attendance to AAEEA and AASEA organizations and yearly conferences
- Planning and implementing an annual special education conference to provide meaningful special education training at the local level.
- Special Olympics fundraising and participation
- Paraprofessional Core Module Training
- Participates in Teachtown Programs
- Participates in Arkansas Easter Seals Project Prepare Program
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- Worked in conjunction with Easter Seals on the Project Prepare program to build quality special education programs at the district level.
- Membership and participation in the Regional AASEA meetings held monthly
- Attendance at over 400 due process conferences held on school campuses

PROGRAM: Special Education Mentoring Grant

FUNDING AMOUNT: \$20,000.00

FUNDING SOURCE:

COMPETITIVE GRANT: Yes X No

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

PARTICIPATING DISTRICTS: All Consortium Districts

PERSONNEL: Kelli Parson

PROGRAM GOALS:

To provide mentoring and training for new special education teachers in the areas of behavior, legal issues in special education, and improving inclusive practices at all levels.

PROGRAM SUMMARY:

The mentoring grant is used to sponsor a two-day conference at the DeQueen-Mena ESC in which nationally renowned speakers and presenters in the areas of behavior, specific disabilities and available services and strategies bring their training to districts on a local level. This service saves consortium member's funds that would normally be spent on registration fees and travel expenses. This provides new teachers training and will aid in teacher retention over time.

COOPERATION AND COLLABORATION:

This year's conference is set to feature educator and social media personality Gerry Brooks, DESE Director of Special Education Matt Sewell, and Special Education School Law Attorney, Julie Weatherly. Over 450 participants have registered and 20 vendors have agreed to sponsorships for door prizes and materials. The theme for the conference in 2022 is "Yours, Mine, OURS-Inclusion"

PROGRAM: Special Nutrition Program

FUNDING AMOUNT: \$240,403.57

FUNDING SOURCE: Child and Adult Care Food Program

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kim Kennemore, Program Director

PROGRAM GOALS:

- Provide nutritious meals at no cost to the family of the participating children
- Provide all children in attendance at ABC Preschool sites the same meals with no physical segregation or other discrimination because of race, sex, age, disability, color, or national origin.
- Provide breakfast, lunch, and afternoon supplemental meals that meet all requirements of meal patterns for young children in child care programs.

PROGRAM SUMMARY:

Nutritious meals and snack are supplied to approximately 719 children in eleven school districts at 14 physical sites across the cooperative service area. Food service contracts are signed between school districts and the cooperative stipulating costs, delivery times, and billing procedures. The Project Director maintains records, documents periodic visits, monitors compliance, and submits monthly reimbursement claims to the Special Nutrition Program. Cooperation between the SNP Director, Preschool Directors and school district's Food Service Directors is necessary to prepare and submit the grant each year. Eligibility of families for 2020-2021 totaled: free 63%, reduced 18% and paid 19%.

*Due to COVID-19 and the Cares Act most schools only billed us for snacks this year. This made our funding amount drastically different than it has been in years past.

PROGRAM: **Supplies**

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen,
Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount
Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk
Tara Cartwright, Secretary

PROGRAM GOALS:

DeQueen-Mena Education Service Cooperative operates a successful supplies and materials service for school districts. These items are purchased from the Arch Ford Service Center where they solicit bids for the best prices, purchase in bulk, and pass the savings to other cooperatives. This allows the co-op to pass the savings to local school districts with the co-op attempting to break even on cost.

Supplies are delivered to schools via the media delivery service. Teachers and administrators continue to ask for this service and continue to be supportive. This is a major convenience that we offer to teachers. School personnel may order online and have supplies delivered on their weekly media delivery day.

SPECIAL PROJECTS AND PROGRAMS

Program Name: ACT Aspire

Competitive Grant Yes - ____ No - X

Goals and Description: DeQueen-Mena Cooperative technology coordinator and specialists have provided support to district testing and technology personnel to support teachers with ACT Aspire. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts. Support was also provided by ADE for classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire Assessment.

Program Name: Digital Learning Plan Support

Number Trained: more than 50 combined from NWAESC, DMESC, GFESC

Description:

Because **COVID-19** caused all Arkansas schools to move to remote or virtual learning, DESE mobilized efforts and resources to: Build common knowledge and language; Provide high-quality training opportunities; and Provide guidance and resources to support school districts with implementing technology for remote, blended, virtual, and in-class learning.

Education Service Cooperatives were given the task and opportunity to assist and support districts that choose to offer a remote digital program for the 2021-2022 school year. DMESC partnered with Guy Fenter ESC and NWAESC to train districts on the streamlined Act 1240 application process and on the frequently used waivers, based on the [Digital Learning Guide](#) to implement a digital learning program to submit to the State Board of Education for approval.

DMESC supported 3 districts who submitted plans through this streamlined process.

Program Name: EitherScope Project

Competitive Grant Yes - ____ No - X

Goals and Description:

In an effort to assist schools in preparation for ongoing online testing in 2021-22, DMESC offered the use of an Either Scope to evaluate schools in the cooperative to see if their networks are adequate for online testing as well as general network health and security. When a school requests a check, Either Scope reports are provided to the school and to the school's technology coordinator of their findings.

Program Name: **Epidemiology and Laboratory Capacity (ELC) Reopening of Schools Project**
Number served: 12 public schools

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

Number Trained: 25 participants

Description:

The Arkansas Education Service Cooperatives contracted and provided a webinar with Dr. Dominique Smith who reviewed The Restorative Practices Playbook which details a set of practices designed to teach prosocial behaviors based on strong relationships and a commitment to the well-being of others. Implementing restorative practices establishes a positive academic and social-emotional learning environment while building students' capacity to self-regulate, make decisions, and self-govern which is the very skills students need to achieve. The ESCs will provide follow-up on-site sessions in July 2022 at the DESE Summit in Hot Springs.

Program Name: **Title IX Collaborative Session**

Description:

The Arkansas Education Service Cooperatives contracted with Arkansas Attorney Cody Kees to provide a Title IX professional learning on September 23, 2021, for all school district leaders in Arkansas. All Arkansas Cooperatives shared the cost of the session. One hundred eighty five educators across Arkansas engaged in the Zoom. Mr. Kees allowed the cooperatives to retain a recording of the session to share with districts in the future, as needed.

DMESC Support of Level IV School District-The Teacher Center Coordinator and Literacy Specialists met virtually and monthly with the Division of Elementary and Secondary Education, and the district in our region who are in Level IV Support Status. Literacy specialists provide support in the form of onsite professional development, Professional Learning Communities, and Science of Reading classroom walks with administrators and instructional coaches. DMESC, the DESE team and school leaders formulated plans to assist the educators in assessment of learning, analysis of data, and implementation of plans for the remediation of learning loss. Specialists assisted districts in designing and implementing rigorous instruction aligned with the Science of Reading. DMESC specialists aided districts with the review of and selection of curriculum aligned with the Science of Reading.

Professional Development Activities Report

DATE	WORKSHOP NAME	DISTRICT S	TEACHERS ATTENDED	LOCATION
June 2, 2021	Targeted Behavior Interventions - Virtual	12	16	Virtual
June 2, 2021	AR Math QuEST Year 1 Refresher (Independent Study)	6	21	DMESC
June 2, 2021	DMESC - Tyler Tarver - Google Forms for Beginners - Virtual	5	8	Virtual
June 2, 2021	DMESC - Tyler Tarver - Google Forms Intermediate Training -	7	10	Virtual
June 3, 2021	eSchool Scheduling Workday	2	2	DMESC
June 3, 2021	DMESC - Tyler Tarver - Google Classroom for Beginners - Virtual	6	13	Virtual
June 3, 2021	DMESC - Tyler Tarver - Google Classroom Intermediate Training -	6	15	Virtual
June 3, 2021	Digital Sandbox 101	6	8	Virtual
June 3, 2021	2021 Tips & Tricks to Google Classroom- DeQueen Elementary	2	29	DMESC
June 3, 2021	Science of Reading- Parts 13, 14	2	27	DMESC
June 4, 2021	DMESC - Tyler Tarver - Google Slides for Beginners - Virtual	6	10	Virtual
June 4, 2021	DMESC - Tyler Tarver - Google Slides for Intermediate Training -	5	7	Virtual
June 7, 2021	SPED Daily Curriculum - Language Arts, Math, Science, and	12	22	DMESC
June 7, 2021	AR Math QuEST Year 1: Introduction to Ambitious Teaching	4	10	DMESC
June 7, 2021	(Online) High School Computer Science and Certification	2	2	Virtual
June 7, 2021	GPS: Science Assessments	6	6	DMESC
June 7, 2021	DMESC - Tyler Tarver - Ultimate Google Training Workshop -	12	27	Virtual

June 7, 2021	Useful Music Activites....Even in a Pandemic	4	5	DMESC
June 7, 2021	The Power of Positive Parenting	2	12	DMESC
June 7, 2021	Early Childhood - Mean Vs Bully - There is a Difference	2	12	DMESC
June 7, 2021	Child Maltreatment, Mandated Reporter	2	12	DMESC
June 8, 2021	K-2 R.I.S.E. Academy (Reading Initiative for Student Excellence):	7	14	DMESC
June 8, 2021	DMESC - Tyler Tarver - Final Cut Pro Training - Virtual	2	2	Virtual
June 8, 2021	DMESC - Tyler Tarver - Apple for Education - Virtual	1	1	Virtual
June 8, 2021	Start Fresh with Google Classroom	5	6	Virtual
June 8, 2021	Be a Google Classroom Superstar	5	6	Virtual
June 8, 2021	Content-Based Morphology	7	14	DMESC
June 8, 2021	DMESC Administrator's Institute - John Wink/Leaders Guide to	13	74	DMESC
June 8, 2021	Early Childhood - At Home Learning - Engaging Families	1	14	DMESC
June 8, 2021	AR Math QuEST Year 1: Introduction to Ambitious Teaching	4	10	DMESC
June 8, 2021	(Online) High School Computer Science and Certification	2	2	Virtual
June 9, 2021	AR Math QuEST Year 1: Introduction to Ambitious Teaching	2	15	DMESC
June 9, 2021	eSchool Workday-Setups for 2022 SY	2	2	DMESC
June 9, 2021	K-2 R.I.S.E. Academy (Reading Initiative for Student Excellence)	7	14	DMESC
June 9, 2021	3-6 R.I.S.E. Academy Day 4: Word Level Comprehension	6	7	DMESC
June 9, 2021	DMESC - Tyler Tarver - Creating with Canva for Education - Virtual	9	21	Virtual

June 9, 2021	DMESC - Tyler Tarver - Podcasting in Education - Virtual	3	4	Virtual
June 9, 2021	DMESC Administrators Institute - Behavior Tier 2: What Principals	13	77	DMESC
June 9, 2021	DMESC Administrators Institute - AAEA Legislative Update / HOTT	13	76	DMESC
June 9, 2021	DMESC Administrators Institute - District Meeting	1	3	DMESC
June 9, 2021	DMESC Administrators Institute - District Meeting	1	10	DMESC
June 9, 2021	DMESC Administrators Institute - District Meeting	1	6	DMESC
June 9, 2021	DMESC Administrators Institute - District Meeting	1	4	DMESC
June 9, 2021	DMESC Administrators Institute - District Meeting	1	5	DMESC
June 9, 2021	DMESC Administrators Institute - District Meeting	1	3	DMESC
June 9, 2021	DMESC Administrators Institute - District Meeting	1	8	DMESC
June 9, 2021	(Online) High School Computer Science and Certification	2	2	Virtual
June 10, 2021	AR Math QuEST Year 1: Introduction to Ambitious Teaching	2	15	DMESC
June 10, 2021	K-2 R.I.S.E. Academy (Reading Initiative for Student Excellence)	7	14	DMESC
June 10, 2021	3-6 R.I.S.E. Academy Day 5: Text Level Comprehension	6	7	DMESC
June 10, 2021	DMESC - Tyler Tarver - Google Drive, Docs, and Sheets - Virtual	6	12	DMESC
June 10, 2021	DMESC - Tyler Tarver - Google Add-Ons Roundup - Virtual	6	9	DMESC
June 10, 2021	Content Area Reading Strategies	13	26	DMESC
June 10, 2021	MOS Student Certification Support	3	3	DMESC
June 10, 2021	(Online) High School Computer Science and Certification	2	2	Virtual

June 11, 2021	DMESC - Tyler Tarver - Resource Creator Starter Kit - Virtual	6	14	Virtual
June 11, 2021	DMESC - Tyler Tarver - Teacher Mental Health Best Practices -	9	20	Virtual
June 10, 2021	(Online) High School Computer Science and Certification	2	2	DMESC
June 14, 2021	Regional Business & Marketing Technology PLC	11	13	DMESC
June 14, 2021	(Online) K-4 Introduction to Computer Science	1	1	Virtual
June 14, 2021	(Online) Coding Block	1	1	Virtual
June 14, 2021	Phonological Awareness - Part 1 (Virtual)	9	10	DMESC
June 14, 2021	SONDAY SYSTEM 3-DAY ARKANSAS VIRTUAL	10	49	DMESC
June 14, 2021	Tyler Tarver - Social Media in Education - Virtual	4	6	Virtual
June 14, 2021	DMESC - Tyler Tarver - Social Media Creator Workshop - Virtual	2	3	DMESC
June 15, 2021	(Online) K-4 Introduction to Computer Science	1	1	Virtual
June 15, 2021	(Online) Coding Block	1	1	Virtual
June 15, 2021	SONDAY SYSTEM 3-DAY ARKANSAS VIRTUAL	10	49	Virtual
June 15, 2021	Antecedent Based Interventions for Behavior - Virtual	9	14	DMESC
June 15, 2021	AR Math QuEST Year 1: Introduction to Ambitious Teaching	2	26	DMESC
June 15, 2021	Phonological Awareness - Part 2 (Virtual)	9	10	Virtual
June 15, 2021	Tyler Tarver - The Digital Educator Conference Day 1 -	3	3	Virtual
June 15, 2021	DMESC - LARK friEd Tech Fest (Virtual Event)	8	28	Virtual
June 16, 2021	SONDAY SYSTEM 3-DAY ARKANSAS VIRTUAL	10	49	Virtual

June 16, 2021	AR Math QuEST Year 1: Introduction to Ambitious Teaching	2	26	DMESC
June 16, 2021	DMESC - LARK friEd Tech Fest (Virtual Event)	8	28	Virtual
June 16, 2021	Targeted Behavior Interventions – LIVE IN PERSON	9	14	DMESC
June 16, 2021	DMESC - Tyler Tarver - The Digital Educator Conference Day 2	2	4	Virtual
June 16, 2021	iCEV	9	10	DMESC
June 17, 2021	Building Number Sense with Number Talks, Grades K-3	6	9	DMESC
June 17, 2021	DMESC - LARK friEd Tech Fest (Virtual Event)	8	28	Virtual
June 17, 2021	DMESC - Tyler Tarver - Digital Interactive Notebooks - Virtual	7	10	Virtual
June 17, 2021	GT Networking and Workday	12	12	DMESC
June 17, 2021	TESS Training for Administrators	6	11	DMESC
June 18, 2021	DMESC - Tyler Tarver - Personalized & Differentiate Your	6	13	Virtual
June 18, 2021	DMESC - Tyler Tarver - Classroom Management Strategies - Virtual	9	30	Virtual
June 21, 2021	Family & Consumer Science PLC	9	9	DMESC
June 21, 2021	DMESC - Tyler Tarver - Blended, Online and Hybrid Best Practices -	5	7	Virtual
June 21, 2021	Integrating Social Studies into the K-6 Classroom (Virtual)	12	31	Virtual
June 22, 2021	DMESC - Tyler Tarver - TikTok Teacher Conference - Virtual	8	25	Virtual
June 22, 2021	2021 Google Certification Level 1 Bootcamp	2	2	DMESC
June 22, 2021	Why It Matters: Addressing the Social and Emotional Needs of Our	9	13	DMESC
June 22, 2021	Early Childhood - Inclusion: Every Child Belongs	1	11	DMESC

June 23, 2021	Special Education Conference 2021 Presents "The Autism Helper"	13	50	DMESC
June 23, 2021	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2	7	15	DMESC
June 23, 2021	Everyday Labs/STEM Competition Events: Engaging educators in	2	2	DMESC
June 23, 2021	DMESC - Tyler Tarver - Diversity in Education - Virtual	3	7	Virtual
June 23, 2021	DMESC - Tyler Tarver - Enneagrams in Education - Virtual	5	12	Virtual
June 23, 2021	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2	7	15	DMESC
June 23, 2021	Differentiation Tips for the Secondary Social Studies	5	6	Virtual
June 23, 2021	Early Childhood - Inclusion: Every Child Belongs	1	11	DMESC
June 23, 2021	2021 Google Certification Level 1 Bootcamp	2	2	DMESC
June 24, 2021	Special Education Conference 2021 Presents "The Autism Helper"	13	50	DMESC
June 24, 2021	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2	7	15	DMESC
June 24, 2021	DMESC - Tyler Tarver - Innovation in Education - Virtual	2	2	Virtual
June 24, 2021	DMESC - Tyler Tarver - Google Innovator Showcase - Virtual	3	3	Virtual
June 24, 2021	Tips for Spicing Up the Secondary Social Studies Classroom (Virtual)	5	6	Virtual
June 24, 2021	Early Childhood - Inclusion: Every Child Belongs	1	11	DMESC
June 24, 2021	2021 Google Certification Level 1 Bootcamp	2	2	DMESC
June 28, 2021	(Online) 5-8 Introduction to Computer Science	1	1	Virtual
June 28, 2021	Speech to Print: Supporting Students with Sound Walls - Part 1	9	22	Virtual
June 28, 2021	Tyler Tarver - YouTube In Education - Virtual	2	2	Virtual

June 28, 2021	Tyler Tarver - YouTube Creator Training - Virtual	1	1	Virtual
June 28, 2021	Unlocking the Magic of Co-Teaching	5	5	Virtual
June 28, 2021	All Things Google	5	9	DMESC
June 29, 2021	Speech to Print: Supporting Students with Sound Walls - Part 2	9	20	DMESC
June 29, 2021	(Online) 5-8 Introduction to Computer Science	1	1	Virtual
June 29, 2021	3-6 R.I.S.E. Academy Day 1: Science of Reading - Basis in	7	14	DMESC
June 29, 2021	Number Talks: Fractions, Decimals, and Percentages, Grades	6	12	DMESC
June 29, 2021	Morphology for Secondary	3	3	DMESC
June 29, 2021	Food Preservation Lab for Family & Consumer Science Teachers	5	5	DMESC
June 30, 2021	(Online) 5-8 Deeper Dive into Computer Science	1	1	Virtual
June 30, 2021	Shifting Small Group Instruction to Match the Science of Reading: Day	13	22	DMESC
June 30, 2021	3-6 R.I.S.E. Academy Day 2: Phonics	7	14	DMESC
June 30, 2021	Tyler Tarver - Google for Principals & Central Office -	1	1	Virtual
June 30, 2021	Home School Laws and Online Data Entry Program	7	9	Virtual
July 1, 2021	(Online) 5-8 Deeper Dive into Computer Science	1	1	Virtual
July 1, 2021	Shifting Small Group Instruction to Match the Science of Reading: Day	12	19	DMESC
July 1, 2021	3-6 R.I.S.E. Academy Day 3: Morphology and Etymology	7	14	DMESC
July 1, 2021	Start Fresh with Google Classroom	6	9	DMESC
July 1, 2021	Be a Google Classroom Superstar	6	10	DMESC

July 1, 2021	Content-Based Morphology	6	9	DMESC
July 2, 2021	DMESC - Tyler Tarver - Building Authentic Relationships with	4	5	Virtual
July 2, 2021	DMESC - Tyler Tarver - Digital Interactive Notebooks - Virtual	4	8	Virtual
July 5, 2021	DMESC - Tyler Tarver - TikTok Teacher Conference - Virtual	3	4	Virtual
July 6, 2021	(Online) K-4 Introduction to Computer Science	1	1	Virtual
July 6, 2021	Science of Reading - Phonological Awareness	7	7	DMESC
July 6, 2021	Science of Reading - Decoding - Part 1 (Virtual)	5	6	Virtual
July 6, 2021	DMESC - Tyler Tarver - Podcasting in Education - Virtual	3	3	Virtual
July 6, 2021	Early Childhood - Raising Responsible Children	1	19	DMESC
July 7, 2021	Getting Started with the 8 Effective Mathematics Teaching Practices	3	6	DMESC
July 7, 2021	EIE: Engineering is Elementary	4	7	DMESC
July 7, 2021	Science of Reading Overview	4	4	DMESC
July 7, 2021	Science of Reading - Decoding - Part 2	5	6	DMESC
July 7, 2021	Tyler Tarver - The Baller Teacher Conference - Virtual	5	7	Virtual
July 7, 2021	Early Childhood - Brainstorming AMI with Books	1	14	DMESC
July 7, 2021	(Online) K-4 Introduction to Computer Science	1	1	Virtual
July 8, 2021	Agriculture Science & Technology PLC	3	3	DMESC
July 8, 2021	GPS: Introduction to Arkansas K-12 Science Standards	3	3	DMESC
July 8, 2021	DMESC - Tyler Tarver - Apple for Education - Virtual	1	1	Virtual

July 8, 2021	Early Childhood - An Insight into Children with Trauma	1	22	DMESC
July 9, 2021	DMESC - Tyler Tarver - Innovation in Education - Virtual	2	4	Virtual
July 9, 2021	DMESC - Tyler Tarver - Google Innovator Showcase - Virtual	1	1	Virtual
July 12, 2021	(Online) Advanced Cybersecurity - High School CS Professional	1	1	Virtual
July 12, 2021	(Online)Arkansas K-8 CS Lead Teacher Program	1	1	Virtual
July 12, 2021	Science of Reading - Encoding - Part 1 (Virtual)	9	9	Virtual
July 12, 2021	Tyler Tarver - The Digital Educator Conference Day 1 -	3	5	Virtual
July 12, 2021	Content Area Reading Strategies	9	11	DMESC
July 12, 2021	Integrating Social Studies into the K-6 Classroom (Virtual)	3	4	Virtual
July 12, 2021	Professional Crisis Management (PCM) Initial Certification	3	9	DMESC
July 13, 2021	Early Childhood - Literacy and Art Activities for Social/Emotional	1	21	DMESC
July 13, 2021	Speech to Print: Supporting Students with Sound Walls	6	15	DMESC
July 13, 2021	Science of Reading - Encoding - Part 2 (Virtual)	9	9	Virtual
July 13, 2021	DMESC - Tyler Tarver - The Digital Educator Conference Day 2	3	5	Virtual
July 13, 2021	(Online) Advanced Cybersecurity - High School CS Professional	1	1	Virtual
July 13, 2021	Why It Matters: Addressing the Social and Emotional Needs of Our	5	6	DMESC
July 13, 2021	Early Childhood - WISE	1	3	DMESC
July 13, 2021	ServSafe Certification	4	4	DMESC
July 13, 2021	Professional Crisis Management (PCM) Initial Certification	3	9	DMESC

July 13, 2021	(Online)Arkansas K-8 CS Lead Teacher Program	1	1	Virtual
July 14, 2021	DMESC HOTT Conference - Hands-On Tech Tools	7	12	DMESC
July 14, 2021	Early Childhood - Fine Motor Skills in the Preschool Classroom	1	22	DMESC
July 14, 2021	Day 1 - Critical Reading: Engaging the Reader	4	6	DMESC
July 14, 2021	DMESC - Tyler Tarver - Ultimate Google Training Workshop -	2	3	Virtual
July 14, 2021	(Online) Advanced Cybersecurity - High School CS Professional	1	1	Virtual
July 14, 2021	(Online)Arkansas K-8 CS Lead Teacher Program	1	1	Virtual
July 14, 2021	ServSafe Certification	4	4	DMESC
July 15, 2021	eSchool Training	2	7	DMESC
July 15, 2021	Everyday Labs/STEM Competition Events: Engaging educators in	4	5	DMESC
July 15, 2021	Using Assessments to Drive Reading Instruction - Virtual	9	16	Virtual
July 15, 2021	Tyler Tarver - Autocrat Training - Virtual	2	2	Virtual
July 15, 2021	PD in your PJ's - Virtual	4	5	Virtual
July 15, 2021	Critical Reading: Day 2 of Comprehension Strategies	2	3	DMESC
July 15, 2021	Insight to Children with Trauma	2	21	DMESC
July 15, 2021	(Online)Arkansas K-8 CS Lead Teacher Program	1	1	Virtual
July 16, 2021	eSchool Workday	1	1	DMESC
July 16, 2021	DMESC - Tyler Tarver - Personalized & Differentiate Your	6	7	Virtual
July 16, 2021	DMESC - Tyler Tarver - Classroom Management Strategies - Virtual	8	14	Virtual

July 16, 2021	Tips for Spicing Up the Secondary Social Studies Classroom (Virtual)	1	1	Virtual
July 16, 2021	(Online)Arkansas K-8 CS Lead Teacher Program	1	1	Virtual
July 19, 2021	(Online) 5-8 Introduction to Computer Science	2	2	Virtual
July 19, 2021	(Online) High School Computer Science and Certification	1	1	Virtual
July 19, 2021	DMESC - Tyler Tarver - Google Forms for Beginners - Virtual	1	1	Virtual
July 19, 2021	Response to Intervention (Virtual)	5	7	Virtual
July 19, 2021	TESS Training for Administrators - Day 1 - Virtual	3	3	DMESC
July 19, 2021	Early Childhood - The Growing Brain	1	12	DMESC
July 19, 2021	DMESC - Google Boot Camp Basics - Google Classroom - Virtual	2	2	Virtual
July 19, 2021	Professional Crisis Management (PCM) Initial Certification	3	9	DMESC
July 20, 2021	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2	2	15	DMESC
July 20, 2021	Grasping Phenomenal Science: Unit Development	6	8	DMESC
July 20, 2021	DMESC - Tyler Tarver - Google Classroom for Beginners - Virtual	1	1	Virtual
July 20, 2021	Tower Garden - Grow Your Own Fresh Food	8	8	DMESC
July 20, 2021	DMESC - Google Boot Camp Basics - Chrome Extensions -	1	1	Virtual
July 20, 2021	(Online) 5-8 Introduction to Computer Science	2	2	Virtual
July 20, 2021	(Online) High School Computer Science and Certification	1	1	Virtual
July 20, 2021	Professional Crisis Management (PCM) Initial Certification	3	9	DMESC
July 21, 2021	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2	2	15	DMESC

July 21, 2021	Grasping Phenomenal Science: Unit Development	6	8	DMESC
July 21, 2021	(Online) 5-8 Deeper Dive into Computer Science	1	1	Virtual
July 21, 2021	(Online) High School Computer Science and Certification	1	1	Virtual
July 21, 2021	Speech to Print: Supporting Students with Sound Walls	8	13	DMESC
July 21, 2021	DMESC - Tyler Tarver - Google Slides for Intermediate Training -	1	1	Virtual
July 21, 2021	Tier I Training	8	18	Virtual
July 22, 2021	Differentiation for Secondary	2	23	DMESC
July 22, 2021	(Online) 5-8 Deeper Dive into Computer Science	1	1	Virtual
July 22, 2021	DMESC - Google Boot Camp Basics - Accessibility Tools in	1	1	Virtual
July 22, 2021	Child Maltreatment/Mandated Reporter	1	6	DMESC
July 22, 2021	DMESC - Google Boot Camp Basics - Lesser-Known Google	2	2	Virtual
July 22, 2021	(Online) High School Computer Science and Certification	1	1	Virtual
July 23, 2021	Tyler Tarver - YouTube Creator Training - Virtual	2	2	Virtual
July 23, 2021	Tyler Tarver - YouTube In Education - Virtual	4	6	Virtual
July 23, 2021	(Online) High School Computer Science and Certification	1	1	Virtual
July 26, 2021	(Online) Advanced Python Programming - High School CS	2	2	Virtual
July 26, 2021	Paraprofessional Training for Students with Special Health Care	8	20	Virtual
July 26, 2021	DMESC - Tyler Tarver - Diversity in Education - Virtual	2	2	Virtual
July 26, 2021	DMESC - Tyler Tarver - Enneagrams in Education - Virtual	1	1	Virtual

July 27, 2021	Antecedent Based Interventions for Managing Behavior - ONLINE	6	7	Virtual
July 27, 2021	Targeted Behavior Interventions - ONLINE	4	5	Virtual
July 27, 2021	Essential Behavior Concepts - ONLINE	8	10	Virtual
July 27, 2021	GPS: ACT Aspire and Science/Engineering Instructional	5	7	DMESC
July 27, 2021	Early Childhood - Literacy and Art Activities for Social/Emotional	2	27	DMESC
July 27, 2021	Shifting Small Group Instruction to Match the Science of Reading: Day	5	9	DMESC
July 27, 2021	DMESC - Tyler Tarver - Google Drive, Docs, and Sheets - Virtual	2	3	Virtual
July 27, 2021	Day 3 Critical Reading: Vocabulary and Word Study	3	5	Virtual
July 27, 2021	DMESC - Tyler Tarver - Google Add-Ons Roundup - Virtual	3	3	Virtual
July 27, 2021	(Online) Advanced Python Programming - High School CS	2	2	Virtual
July 28, 2021	HSA PFA CPR AED	1	6	DMESC
July 28, 2021	Early Childhood - Fine Motor Skills in the Preschool Classroom	2	22	DMESC
July 28, 2021	Shifting Small Group Instruction to Match the Science of Reading: Day	4	8	DMESC
July 28, 2021	DMESC - Tyler Tarver - Resource Creator Starter Kit - Virtual	2	2	Virtual
July 28, 2021	DMESC - Tyler Tarver - Teacher Mental Health Best Practices -	2	2	Virtual
July 28, 2021	Day 4 Critical Reading: Responding to Text	3	5	DMESC
July 28, 2021	GPS: ACT Aspire and Science/Engineering Instructional	5	7	DMESC
July 28, 2021	(Online) Advanced Python Programming - High School CS	2	2	Virtual
July 29, 2021	HSA PFA CPR AED	1	6	DMESC

July 29, 2021	Tyler Tarver - Social Media in Education - Virtual	3	3	Virtual
July 29, 2021	DMESC - Tyler Tarver - Social Media Creator Workshop - Virtual	4	4	Virtual
July 29, 2021	School Age Special Education Update	11	45	DMESC
July 30, 2021	The Deepest Well	1	21	DMESC
August 2, 2021	PCM Recertification	1	7	DMESC
August 2, 2021	GPS: Unit Development	2	4	DMESC
August 2, 2021	Tyler Tarver - The Baller Teacher Conference - Virtual	6	9	Virtual
August 2, 2021	Novice Teacher Mentoring Year II Days 1 & 2	10	35	DMESC
August 2, 2021	DMESC-SmartData Dashboards for Building/District Leaders	8	18	DMESC
August 3, 2021	Novice Teacher Mentoring Year II Days 1 & 2	10	35	DMESC
August 3, 2021	DMESC - Student Engagement and Motivation with Tyler Tarver -	6	8	Virtual
August 3, 2021	DMESC - Best Instructional Practices for Your Virtual Math	4	5	Virtual
August 3, 2021	eSchool Registration Training for New Users	3	5	DMESC
August 3, 2021	HSA PFA CPR AED	1	7	DMESC
August 3, 2021	3-6 R.I.S.E. Day 4	2	8	DMESC
August 3, 2021	DMESC - Tyler Tarver - Apple for Education - Virtual	1	1	Virtual
August 4, 2021	eSchool Scheduling Workday for Elementary	6	8	Virtual
August 4, 2021	HSA PFA CPR AED	1	6	DMESC
August 4, 2021	Tyler Tarver - Autocrat Training - Virtual	2	2	Virtual

August 4, 2021	Novice Teacher Mentoring Year 1 Days 1 & 2	12	50	DMESC
August 4, 2021	3-6 R.I.S.E Day 5	6	12	DMESC
August 5, 2021	Novice Teacher Mentoring Year 1 Days 1 & 2	12	50	DMESC
August 5, 2021	HSA PFA CPR AED	1	6	DMESC
August 5, 2021	Tyler Tarver - The Digital Educator Conference Day 1 -	1	2	Virtual
August 5, 2021	Novice Teacher Mentoring Year 1 Days 1 & 2	12	50	DMESC
August 5, 2021	3-6 R.I.S.E. Day 6	5	11	DMESC
August 6, 2021	Beginning of Year for eSchool System Administrators	4	4	DMESC
August 9, 2021	DMESC - Tyler Tarver - Google Classroom for Beginners - Virtual	3	4	Virtual
August 9, 2021	DMESC - Tyler Tarver - Google Classroom Intermediate Training -	2	3	Virtual
August 10, 2021	DMESC - Tyler Tarver - TikTok Teacher Conference - Virtual	1	1	Virtual
August 11, 2021	SEAS	2	15	DMESC
August 19, 2021	DMESC Board of Director's Meeting	13	17	DMESC
August 24, 2021	eSchool Behavior (Discipline) Training	3	5	DMESC
August 24, 2021	SmartData Dashboards for Counselors/Interventionists	5	9	DMESC
August 26, 2021	eSchool Attendance Refresher Training (Half-Day)	3	5	DMESC
August 26, 2021	eSchool Registration Refresher Training (Half-Day)	3	4	DMESC
August 27, 2021	DMESC Annual Statewide GT Update & GT Coordinators	12	12	DMESC
August 30, 2021	Child Maltreatment Mandated Reporter	3	27	DMESC

August 31, 2021	eSchool:SMS Required Fields for State Reporting	7	11	DMESC
September 1, 2021	DMESC - Phonological Awareness: Part 1	2	3	DMESC
September 1 ,2021	AGQBA Quiz Bowl Coaches' Meeting	7	11	DMESC
September 8 ,2021	DMESC - Phonological Awareness: Part 2 (Virtual)	2	3	Virtual
September 9 ,2021	DMESC School Technology Coordinators Monthly Meeting	6	12	DMESC
September 11 ,2021	(Online) High School Computer Science Certification and	1	1	Virtual
September 13 ,2021	DMESC 2021-22 Title IX Requirement (Virtual)	2	2	Virtual
September 13 ,2021	ESOL Coordinators' Workshop	5	5	DMESC
September 13 ,2021	Differentiation for Secondary	2	22	DMESC
September 14 ,2021	Professional Crisis Management Initial Certification	2	10	DMESC
September 14 ,2021	WorkKey's CRC Assessment "Watch Party"	6	10	DMESC
September 15 ,2021	Professional Crisis Management Initial Certification	2	10	DMESC
September 15 ,2021	DMESC NT Mentoring Year 1 Day 3 21-22	13	51	DMESC
September 16 ,2021	BX3 Training (Cohort 2, Year 3)	7	21	DMESC
September 16 ,2021	District Dyslexia Contacts Meeting	12	15	DMESC
September 16 ,2021	DMESC Board of Directors Meeting	9	11	DMESC
September 18, 2021	(Online) High School Computer Science Certification and	1	1	Virtual
September 21 ,2021	K-2 RISE Academy (Reading Initiative for Student Excellence)	7	14	DMESC
September 21 ,2021	Professional Crisis Management Initial Certification	2	10	DMESC

September 22 ,2021	eSchool Cycle 2 Workday	6	6	DMESC
September 22 ,2021	DMESC - Encoding: Part 1 (Virtual)	2	2	Virtual
September 23 ,2021	3-6 R.I.S.E. Day 6	3	3	DMESC
September 23 ,2021	DMESC Teleconference for ASPA Fall Conference	1	2	Virtual
September 24, 2021	2021 Fall Counselor's Meeting	9	20	Virtual
September 24, 2021	DMESC Teleconference for ASPA Fall Conference	1	2	Virtual
September 25, 2021	(Online) High School Computer Science Certification and	1	1	Virtual
September 27, 2021	eSchool Scheduling Refresher	5	6	DMESC
September 29, 2021	eSchool Medical Training for New Nurses	2	2	DMESC
September 29, 2021	DMESC - Encoding: Part 2 - Virtual	2	2	DMESC
September 29, 2021	DMESC Principals' Leadership Forum	10	17	DMESC
October 2, 2021	(Online) High School Computer Science Certification and	1	1	Virtual
October 5, 2021	eSchool Cycle 2 Workday	2	2	DMESC
October 5, 2021	GT Program Approval Application Workday Zoom (Virtual)	10	10	Virtual
October 6, 2021	DMESC - Content Based Morphology: Part 1 (Virtual)	4	8	Virtual
October 7, 2021	Level II Screener Training Session #1: Accurate Administration and	11	15	DMESC
October 12, 2021	BX3 Training (Cohort 2, Year 3)	7	21	DMESC
October 12, 2021	K-2 RISE Academy (Reading Initiative for Student Excellence)	7	12	DMESC
October 12, 2021	Differentiation for Secondary	2	3	DMESC

October 13, 2021	DMESC - Content Based Morphology: Part 2 (Virtual)	5	10	Virtual
October 13, 2021	DMESC Teacher Center Committee Meeting	9	9	DMESC
October 21, 2021	DMESC School Technology Coordinator's Meeting	6	14	DMESC
October 22, 2021	DMESC GT Coordinator's Meeting	9	9	DMESC
October 26, 2021	Ambitious Teaching Implementation Phase I	4	15	DMESC
October 26, 2021	PAS w/Directors	1	16	DMESC
October 27, 2021	Ambitious Teaching Implementation Phase I	4	8	DMESC
October 28, 2021	AR Math QuEST: Ambitious Teaching Implementation Phase II	6	22	DMESC
October 28, 2021	AAEA ZOOM	3	4	Virtual
October 28, 2021	DMESC Board of Directors Meeting-October	11	16	DMESC
November 1, 2021	PCMA Recertification (Yearly)	6	10	DMESC
November 3, 2021	Oral Language, Vocabulary, & Morphology (K-2): Part 1	2	8	DMESC
November 4, 2021	Level II Screener Training Session #2: Accurate Administration and	11	12	DMESC
November 4, 2021	Arkansas Tutoring Corps Initial Training Session (Face-to-Face)	6	33	DMESC
November 5, 2021	DMESC STEM Challenge Planning Meeting	9	16	DMESC
November 8, 2021	Ambitious Teaching Implementation Phase I	3	10	DMESC
November 8, 2021	DMESC Inclusive Practices	8	28	DMESC
November 8, 2021	ESOL Coordinators' Workshop	1	1	DMESC
November 9, 2021	BX3 Training (Cohort 2, Year 3)	7	21	DMESC

November 9, 2021	Ambitious Teaching Implementation Phase I	5	19	DMESC
November 9, 2021	K-2 RISE Academy (Reading Initiative for Student Excellence)	7	13	DMESC
November 10, 2021	AR Math QuEST: Ambitious Teaching Implementation Phase II	4	10	DMESC
November 11, 2021	AR Math QuEST: Ambitious Teaching Implementation Phase II	3	6	DMESC
November 18, 2021	eSchool Transcripts Training	4	5	DMESC
November 18, 2021	Planning Committee Meeting - Battle of the Books/Reading Fair	6	11	DMESC
November 18, 2021	Directors Board Meeting	12	15	DMESC
December 1, 2021	Oral Language, Vocabulary & Morphology (K-2): Part 2	2	8	DMESC
December 3, 2021	DMESC GT Coordinator's Meeting	9	11	DMESC
December 9, 2021	eSchool Workday	2	2	DMESC
December 9, 2021	DMESC School Technology Coordinators Monthly Meeting	5	11	DMESC
December 10, 2021	eSchool Workday	2	2	DMESC
December 10, 2021	P.A.S.T. (Phonological Awareness Skills Test) Overview,	8	12	DMESC
December 13, 2021	ESOL Coordinators' Workshop	7	7	DMESC
December 13, 2021	Professional Crisis Management Initial Instructor Certification	7	10	DMESC
December 14, 2021	Professional Crisis Management Initial Instructor Certification	7	10	DMESC
December 15, 2021	AR Math QuEST: Ambitious Teaching Implementation Phase I	3	3	DMESC
December 15, 2021	Professional Crisis Management Initial Instructor Certification	7	10	DMESC
December 16, 2021	AAEA Zoom Meeting	3	4	Virtual

December 16, 2021	DMESC Board of Directors Meeting	7	10	DMESC
December 16, 2021	Professional Crisis Management Initial Instructor Certification	7	10	DMESC
January 7, 2022	Cognos Attendance Letters	2	4	DMESC
January 11, 2022	eSchool Workday	2	2	DMESC
January 19, 2022	DMESC Teacher Center Committee Meeting (Zoom)	6	8	Virtual
January 25, 2022	PCMA Initial Practitioner	4	9	DMESC
January 26, 2022	Principals' Leadership Forum	10	20	DMESC
January 27, 2022	PCMA Initial Practitioner	4	9	DMESC
January 27, 2022	Morphology	2	13	DMESC
January 27, 2022	DMESC Board of Directors Meeting	11	14	DMESC
January 28, 2022	Morphology	2	13	DMESC
January 31, 2022	PCMA Initial Practitioner	4	9	DMESC
February 2, 2022	Arkansas Tutoring Corps Initial Training Session (Face-to-Face)	1	4	DMESC
February 7, 2022	Professional Crisis Management Practitioner Recertification	1	3	DMESC
February 8, 2022	BX3 Training (Cohort 2, Year 3)	7	21	DMESC
February 11, 2022	DMESC STEM Challenge Spring Planning Meeting	7	10	DMESC
February 18, 2022	ESOL Coordinator Meeting	6	6	DMESC
February 22, 2022	PCMA Initial Certification	5	9	DMESC
February 23, 2022	PCMA Initial Certification	5	9	DMESC

February 24, 2022	DMESC District Dyslexia Contact Meeting	10	15	DMESC
February 28, 2022	PCMA Initial Certification	5	9	DMESC
March 2, 2022	PCMA Recertification (Yearly)	2	5	DMESC
March 4, 2022	DMESC Staff Meeting/Leadership Meeting	2	19	DMESC
March 4, 2022	PreK Standards Arkansas CDELS	2	18	DMESC
March 8, 2022	BX3 Training (Cohort 2, Year 3)	7	21	DMESC
March 9, 2022	Basic Report Writing	5	10	DMESC
March 10, 2022	DMESC GT Coordinator's Meeting	11	11	DMESC
March 15, 2022	K-2 RISE Academy (Reading Initiative for Student Excellence)	2	3	DMESC
March 15, 2022	PreK Standards Arkansas CDELS	2	18	DMESC
March 17, 2022	DMESC Board of Directors Meeting	13	17	DMESC
March 28, 2022	PCMA Initial Certification	4	5	DMESC
March 29, 2022	PCMA Initial Certification	4	5	DMESC
March 29, 2022	PreK Standards Arkansas CDELS	2	18	DMESC
March 30, 2022	Working With Queries	6	12	DMESC
March 30, 2022	PCMA Initial Certification	4	5	DMESC
April 1, 2022	PreK Standards Arkansas CDELS	2	18	DMESC
April 4, 2022	PreK Standards Arkansas CDELS	1	15	DMESC
April 5, 2022	eSchool Next Year Database Setup Training	1	1	DMESC

April 7, 2022	5 Essential Components of School Wide Positive Behavior System	9	52	DMESC
April 7, 2022	DMESC School Technology Coordinators Monthly Meeting	5	10	DMESC
April 13, 2022	Additional Report Writing Features	3	7	DMESC
April 14, 2022	eSchool Next Year Database Setup Training	1	1	DMESC
April 15, 2022	PreK Standards Arkansas CDELS			DMESC
April 19, 2022	eSchool Workday - NY Setup Completion	1	1	DMESC
April 19, 2022	ESOL Coordinator Meeting	3	3	DMESC
April 21, 2022	DMESC Board of Directors Meeting	14	18	DMESC
April 21, 2022	PreK Standards Arkansas CDELS	1	15	DMESC
April 22, 2022	eSchool Workday - Set Up New Buildings LEA for 2022-23 SY &	1	1	DMESC
April 25, 2022	eSchool Next Year Database Setup Training	1	1	DMESC
April 26, 2022	eSchool Next Year Scheduling for Secondary Schools	4	5	DMESC
April 28, 2022	PreK Standards Arkansas CDELS	1	15	DMESC
May 2, 2022	NT Mentoring John Wink/PLC Virtual PD	13	117	Virtual
May 3, 2022	NT Mentoring John Wink/PLC Virtual PD	13	117	Virtual
May 4, 2022	5 Essential Components of School Wide Positive Behavior System	4	24	DMESC
May 5, 2022	eSchool Workday	1	1	DMESC
May 6, 2022	Matrix Workshop	6	8	DMESC
May 6, 2022	DMESC GT Coordinator's Meeting	4	4	DMESC

May 9, 2022	eSchool Workday	2	2	DMESC
May 10, 2022	BX3 Training (Cohort 2, Year 3)	7	21	DMESC
May 11, 2022	NT Mentoring Year 3 Commencement	9	21	DMESC
May 12, 2022	DMESC School Technology Coordinators Monthly Meeting	6	14	DMESC
May 17, 2022	eSchool Next Year Scheduling for Elementary Schools	6	6	DMESC
May 12, 2022	9-12 BoB Book List Revision Meeting	2	3	DMESC
May 19, 2022	DMESC Board of Directors Meeting	9	13	DMESC
May 19, 2022	District Dyslexia Contacts Meeting	9	10	DMESC