

# Annual Report 2022-2023



**Northcentral Arkansas Education Service Cooperative**  
PO Box 739  
99 Haley Street  
Melbourne, AR 72556

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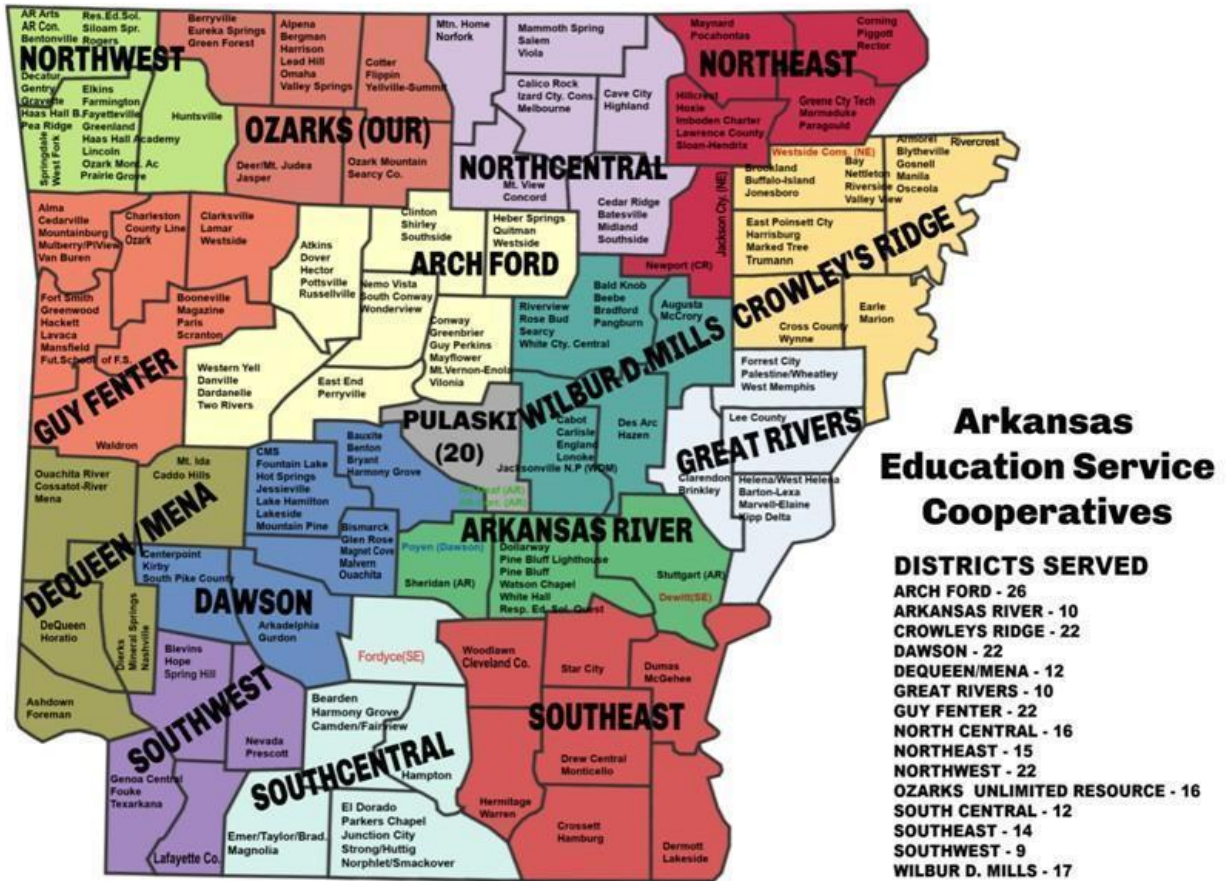
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## **Message From the Director**

The Northcentral Arkansas Education Service Cooperative was established in 1985 by Act 349 of 1985 along with 14 other cooperatives around the state. Since the beginning, education cooperatives have been a major part of the education delivery system in Arkansas and have evolved to become the essential third leg on the stool along with the Arkansas Department of Education and the individual school districts.

Every cooperative has the word "Service" in their name and service is the true purpose of the cooperatives. As superintendent for many years, I was always very appreciative of the services NAESC provided to my district, teachers, staff, and most importantly our students. All the services at NAESC are just a means to an end of helping students to lead successful and productive lives. All the staff at NAESC take this responsibility very seriously and we are dedicated to helping our districts in any way possible to assist them in serving the needs of their students.

The following report of activities for 2022-23 was prepared by our staff to inform our member schools, the Arkansas Department of Education, members of the Arkansas General Assembly and the Governor's office, of the comprehensive service we have provided to our member districts.

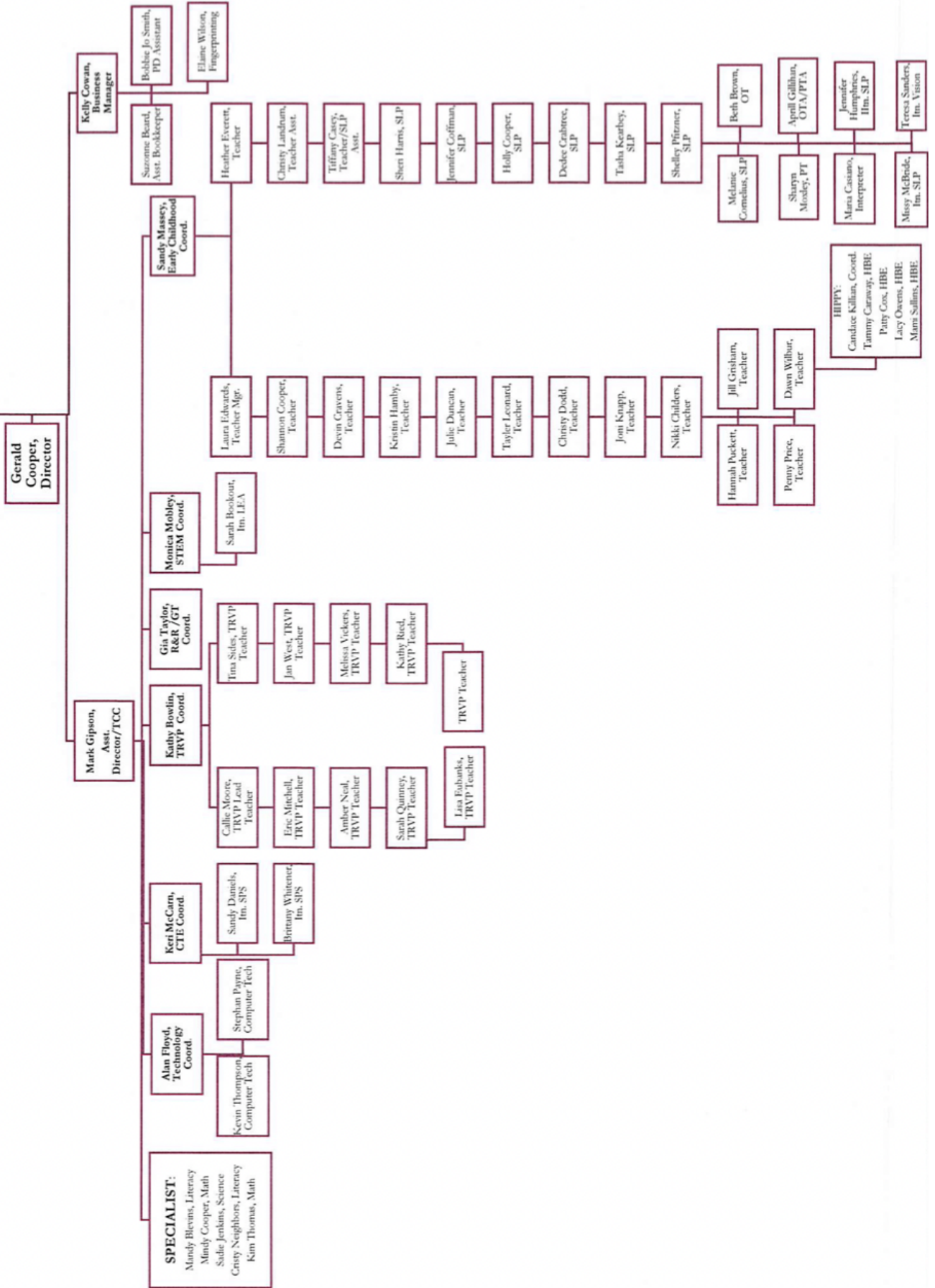


## MISSION

The mission of the Northcentral Arkansas Education Service Cooperative is to provide services to assist member districts in their efforts to improve instruction and enhance student lives. The co-op strives to obtain the best people available to help train our teachers, seek out every new resource, model every technological or instructional tool teachers can use to improve instruction for kids, to help schools meet ever-increasing accountability for student achievement, and to give our students a better opportunity to do the things in life that will make them productive, successful citizens of our communities.

# Organizational Chart

## NAESC BOARD OF DIRECTORS



## Board Members for Districts in Northcentral Education Service Cooperative

Batesville, Calico Rock, Cave City, Cedar Ridge, Concord, Highland, IZard County, Mammoth Spring, Melbourne, Midland, Mountain Home, Mountain View, Norfolk, Salem, Southside, Viola

### Officers of the Board

Mr. Wayne Guiltner	President	Salem
Mr. Jerry Skidmore	Vice-President	Calico Rock
Mr. Brent Howard	Secretary	Mountain View

### Members of the Board

Dr. Michael Hester	Member	Batesville
Mr. Steven Green	Member	Cave City
Mrs. Tracey Owens	Member	Cedar Ridge
Mr. Travis Fletcher	Member	Concord
Mr. Jeremy Lewis	Member	Highland
Mr. Fred Walker	Member	IZard County
Mrs. Jennie Whisnant	Member	Mammoth
Mr. Tim Massey	Member	Melbourne
Dr. Bruce Bryant	President	Midland
Dr. Jacob Long	Member	Mountain Home
Mr. Chip Layne	Member	Norfolk
Mr. Dion Stevens	Member	Southside
Mr. John May	Member	Viola

Each participating school district in the Northcentral Educational Service Cooperative will have one representative on the **Teacher Center Committee**. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each committee member shall be elected for a term of three years.

<u>Member</u>	<u>District</u>	<u>Position</u>	<u>Term Expires</u>
Judy Rogers	Batesville	Elementary	2021-2022
Bailey Whiteaker	Calico Rock	Elementary Adm.	2020-2021
Crystal Bradley	Cave City	High School	2020-2021
Tracey Owens	Cedar Ridge	High School	2020-2021
Teresa Harlan	Concord	Administrative	2021-2022
Ashley Lewis	Highland	High School	2020-2021
Sarah Burns	IZard County	Middle School	2022-2023
Sandy Russell	Mammoth Spring	Administrative	2022-2023
Laura Sipe	Melbourne	Administrative	2021-2022
Allison Martin	Midland	Elementary	2020-2021
Devona Pendergrass	Mountain Home	High School	2022-2023
Tanya Stewart	Mountain View	Middle School	2021-2022
Mandy Bennett	Norfolk	Middle/High School	2021-2022
Vicki Ragan	Salem	Elementary	2022-2023
Mallory Bice	Southside	High School	2022-2023
Ryan Walker	Viola	Administrative	2020-2021

# Education Service Cooperative (ESC) Annual Report

LEA#: 3320

ESC#:

**ESC Name:** Northcentral Arkansas Education Service Cooperative

**Address:** 99 Haley Street, P.O. Box 739, Melbourne, AR 72556

**Director:** Mr. Gerald Cooper

**Teacher Center Coordinator:** Mark Gipson

**Names of Counties Served:** Baxter, Fulton, Sharp, Izard, Stone, Independence, Cleburne

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**Number of Districts:** 16

**Number of Students:** 18,447

**Number of Teachers:** 1537 FTE

## **Governance:**

A. How is co-op governed? **Board of Directors**

How many members on Board? **16**

Executive Committee? **No**

How many times did Board meet? **12**

When is regular meeting? **The second Wednesday of each month**

Date of current year's annual meeting: **June 29, 2021**

B. Does co-op have Teacher Center Committee? **Yes**

If yes, then:

How many members on Teacher Center Committee? **16**

How many members are teachers? **11**

How many times did Teacher Center Committee meet? **3**

When is regular meeting: **The day after IL meetings**

C. When was most recent survey/needs assessment conducted? **12/1/22**

D. Have written policies been filed with the ADE: **Yes**

## II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions.

### Northcentral Arkansas Educational Service Cooperative Employees 2022/2023

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

Name	Position	Funding Source	New Hire	Resigned
Deborah Baysinger	Itinerant LEA	D	Y	
Shana Bailey	Behavior Support Specialist	F		6/30/21
Amanda Blevins	Literacy Specialist	S		
Sarah Bookout	Itinerant LEA	D		
Kathy Bowlin	TRVP Coordinator/Math Specialist	D/S		
Beth Brown	EC Occupational Therapist	S		
Tiffany Casey	EC Behavior Specialist/Teacher	S		
Tammy Caraway	HIPPY HBE	F	Y	
Nikki Childers	EC Special Education Teacher	S		
Jennifer Coffman	EC Speech Language Pathologist	S		
Gerald Cooper	Director	B		
Mindy Cooper	Math Specialist	S	Y	
Holly Cooper	EC Speech Language Pathologist	S		
Shannon Cooper	EC Special Education Teacher	S		
Melanie Cornelius	EC Speech Language Pathologist	D		
Kelly Cowan	Business Manager/Bookkeeper	B/S		
Patricia Cox	HIPPY	F		
Deede Crabtree	EC Speech Language Pathologist	S		
Devin Cravens	EC Special Education Teacher	S		
Sandy Daniels	Itinerant Certified SPS	D		
Christy Dodd	EC Special Education Teacher	S		
Laura Edwards	EC Sp Education Teacher/EC Mgr.	S		
Heather Everett	EC Sp Education Teacher	S		
Alan Floyd	Technology Coordinator	S		
Aprill Gillihan	OTA/PTA	S		
Mark Gipson	Associate Director/TCC	B		



Jill Grisham	EC Special Education Teacher	S		
Kristin Hamby	EC Special Education Teacher	D		
Sheri Harris	EC Speech Language Pathologist	S		
Jennifer Humphry	Itinerant Certified Employee- SLP	D		
Christy Jeffrey-Landrum	EC Teaching Assistant	D		
Sadie Jenkins	Science Specialist	S	Y	
Natasha Kearbey	EC Speech Language Pathologist	S		
Candace Killian	HIPPY Coordinator	F	Y	
Joni Knapp	EC Special Education Teacher	S		
Taylor Leonard	EC Special Education Teacher	S		
Sandy Massey	Early Childhood Coordinator	S		
Missy McBride	Itinerant Certified Employee-SLP	D		
Keri McCarn	Literacy Specialist	S		
Monica Mobley	STEM Coordinator	D/S		
Sharyn Moxley	EC Physical Therapist	F		
Cristy Neighbors	Literacy Specialist	S	Y	
Lacy Owens	HIPPY	F		
Stephan Payne	Computer Technician	D	Y	
Penny Price	EC Special Education Teacher	S		
Lorrie Sadler	Itinerant-LEA	D		
Teresa Sanders	Itinerant Certified Employee-Vision	D		
Bobbie Jo Smith	Administrative Assistant for PD	B		
Mami Sullins	HIPPY HBE	F	Y	
Gia Taylor	R&R and GT Coordinator	S		
Kim Thomas	Math Specialist	S	Y	
Kevin Thompson	Computer Technician	D		
Dawn Wilbur	EC Special Education Teacher	S		
Elaine Wilson	Media Paraprofessional	B		
Kelly Belew	TRVP Teacher	D	Y	
Eric Mitchell	TRVP Teacher	D	Y	
Callie Moore	TRVP Lead Teacher	D	Y	
Amber Neal	TRVP Teacher	D	Y	
Sarah Quinney	TRVP Teacher	D	Y	
Savannah Youngblood	TRVP Teacher	D	Y	
Tina Sides	TRVP Teacher	D	Y	
Lisa Eubanks	TRVP Teacher	D	Y	

Jan West	TRVP Teacher	D	Y	
Melissa Vickers	TRVP Teacher	D	Y	

### III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (\*) beside those that provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES [ ] NO [ X ]

If yes, then:

Approximate the number of titles in media center:

Does the co-op provide delivery to the districts? YES [ ] NO [ X ]

How many districts participate in the media program?

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

Do districts contribute dollars to the media services? YES [ ] NO [ X ]

If yes, then:

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

Please describe:

Does the co-op operate a "make-and-take" center for teachers? YES [ ] NO [ X ]

If yes, then:

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

#### **IV. ADMINISTRATIVE SERVICES**

Please check administrative services offered through the co-op:

- Cooperative purchasing
- Conduct Annual Needs Assessment /Planning assistance
- Special education services
- Gifted and talented assistance
- Grant writing assistance
- Personnel application
- Assist/support with Evaluation procedures (OSR, Federal and Categorical Monitoring, GT Program evaluation, etc.)
- Migrant student Identification
- Bookkeeping assistance
- Technology training
- Curriculum support (Common Core State Standards)
- Business Management training
- Computer technician
- E-Rate applications
- Assessment data analysis
- Instructional facilitator training
- Math/Science/Literacy specialists
- Numerous professional development opportunities for teachers
- Administrators and Local Board Members Training
- Other (please specify) Live Scan Fingerprinting Services

## **V. DIRECT SERVICES TO STUDENTS**

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

- Student assessment program
- Itinerant teachers – please list areas: (ECSE, SPED)
- Occupational therapy and physical therapy
- Transition Assistance
- Mentor programs (Teacher Mentoring Program)
- Gifted/talented programs: 16 participating districts
- Digital instruction (Ex. AR iTunes U, podcasts)
- Speech Pathology Services
- HIPPY
- Low incidence handicapped (vision/hearing)
- Other (Please specify):

## **VI. ANECDOTAL REPORTS**

\* The co-op hosts institutes for groups of our member district's administration leaders. Our Superintendent's Institute provides specialized professional development to Superintendents and Assistant Superintendents in the areas of Data Disaggregation, Parental Involvement, Instructional Leadership, Curriculum Issues, Facility Issues, Legislative Issues and Acts 61 and 730 Fiscal Management Training.

Similarly, the co-op also hosts an Institute for Instructional Leaders of the member districts with an additional focus on their school's data, how well the students compare across the co-op, and how to use the data to improve student performance on the mandated state tests. Both of these have been very successful and well received.

\* The Northcentral Cooperative has always assisted its member districts in the area of school board member training. With the passage of Act 1775 of 2005, each board member must now receive 6 hours of training per year, with the newly elected members being required to receive 9 hours of training that first year. Because of this need, the co-op entered into a partnership with the Arkansas Public

School Resource Center to provide this training at the cooperative, using distance learning technology to reduce travel time and costs for districts. We feel like the goal to provide convenient and appropriate training for school board members has been achieved through this program.

## **VII. EMPLOYMENT POLICIES AND PRACTICES**

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

### **EMPLOYED**

Number of new males employed by the cooperative for the 2022-23 school year: 2

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

  2   White  
    African American  
    Hispanic  
    Asian  
    American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2022-23 school year: 17

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

 17  White  
    African American  
    Hispanic  
    Asian  
  17  American Indian/Alaskan Native

### **TERMINATED**

Number of males terminated by the cooperative during the 2022-23 school year: 1

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

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

Number of females terminated by the cooperative during the 2022-23 school year: 8

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

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

**SEEKING EMPLOYMENT**

Number of males seeking employment by the cooperative during the 2022-23 school year: 5

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

- White
- African American
- Hispanic
- Asian
- American Indian/Alaskan Native
- 5 Unknown\*This information is not collected or required on applicants

Number of females seeking employment by the cooperative during  
the 2022-23 school year: 63

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

- White
- African American
- Hispanic
- Asian
- American Indian/Alaskan Native
- 63 Unknown\*This information is not collected or required on applicants

# SALARY SCHEDULE

2022/2023 SY																					
YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>CERTIFIED/SUPERVISOR</b>																					
LEA SPED Supervisor	55988	56588	57188	57788	58388	58988	59588	60188	60788	61388	61988	62588	63188	63788	64388	64988	65588	66188	66788	67388	67988
Program Coordinator	55988	56588	57188	57788	58388	58988	59588	60188	60788	61388	61988	62588	63188	63788	64388	64988	65588	66188	66788	67388	67988
Early Childhood Coord.	61782	62382	62982	63582	64182	64782	65382	65982	66582	67182	67782	68382	68982	69582	70182	70782	71382	71982	72582	73182	73782
<b>CERTIFIED/NON-SUPER</b>																					
Literacy Specialist	53255	53855	54455	55055	55655	56255	56855	57455	58055	58655	59255	59855	60455	61055	61655	62255	62855	63455	64055	64655	65255
Math Specialist	53255	53855	54455	55055	55655	56255	56855	57455	58055	58655	59255	59855	60455	61055	61655	62255	62855	63455	64055	64655	65255
Science Specialist	53255	53855	54455	55055	55655	56255	56855	57455	58055	58655	59255	59855	60455	61055	61655	62255	62855	63455	64055	64655	65255
<b>NON 12 MONTH</b>																					
Speech Pathologist 195 days	47627	48227	48827	49427	50027	50627	51227	51827	52427	53027	53627	54227	54827	55427	56027	56627	57227	57827	58427	59027	59627
Certified Speech Assistant	43308	43908	44508	45108	45708	46308	46908	47508	48108	48708	49308	49908	50508	51108	51708	52308	52908	53508	54108	54708	55308
Teachers 195 days	39020	39620	40220	40820	41420	42020	42620	43220	43820	44420	45020	45620	46220	46820	47420	48020	48620	49220	49820	50420	51020
Teachers/MSE 195 days	43308	43908	44508	45108	45708	46308	46908	47508	48108	48708	49308	49908	50508	51108	51708	52308	52908	53508	54108	54708	55308
SPS 200 days Cert	45055	45655	46255	46855	47455	48055	48655	49255	49855	50455	51055	51655	52255	52855	53455	54055	54655	55255	55855	56455	57055
BSS 200 day class	57130	57730	58330	58930	59530	60130	60730	61330	61930	62530	63130	63730	64330	64930	65530	66130	66730	67330	67930	68530	69130
PT or OT Ass't 180 days	46979	47579	48179	48779	49379	49979	50579	51179	51779	52379	52979	53579	54179	54779	55379	55979	56579	57179	57779	58379	58979
PT & OT Ass't 180 days	53197	53797	54397	54997	55597	56197	56797	57397	57997	58597	59197	59797	60397	60997	61597	62197	62797	63397	63997	64597	65197
Teaching Ass't 210 days	21933	22533	23133	23733	24333	24933	25533	26133	26733	27333	27933	28533	29133	29733	30333	30933	31533	32133	32733	33333	33933
Itinerant Vision Teacher	41163	41763	42363	42963	43563	44163	44763	45363	45963	46563	47163	47763	48363	48963	49563	50163	50763	51363	51963	52563	53163
Itinerant Vision Teacher/MSE	45826	46426	47026	47626	48226	48826	49426	50026	50626	51226	51826	52426	53026	53626	54226	54826	55426	56026	56626	57226	57826
Physical/Occup Therapist	67695	68295	68895	69495	70095	70695	71295	71895	72495	73095	73695	74295	74895	75495	76095	76695	77295	77895	78495	79095	79695
Interpreter 195 days	27161	27761	28361	28961	29561	30161	30761	31361	31961	32561	33161	33761	34361	34961	35561	36161	36761	37361	37961	38561	39161
<b>CLASSIFIED (12 MTHS)</b>																					
Bookkeeper/Business Mgr.	40567	41167	41767	42367	42967	43567	44167	44767	45367	45967	46567	47167	47767	48367	48967	49567	50167	50767	51367	51967	52567
Admin/Bkpg Ass't	28122	28722	29322	29922	30522	31122	31722	32322	32922	33522	34122	34722	35322	35922	36522	37122	37722	38322	38922	39522	40122
Media Mgr/PD Ass't	26483	27083	27683	28283	28883	29483	30083	30683	31283	31883	32483	33083	33683	34283	34883	35483	36083	36683	37283	37883	38483
Sec/Parapro-Degree	24296	24896	25496	26096	26696	27296	27896	28496	29096	29696	30296	30896	31496	32096	32696	33296	33896	34496	35096	35696	36296
Sec/Parapro-Non Degree	22656	23256	23856	24456	25056	25656	26256	26856	27456	28056	28656	29256	29856	30456	31056	31656	32256	32856	33456	34056	34656
Computer Tech level 1	33589	34189	34789	35389	35989	36589	37189	37789	38389	38989	39589	40189	40789	41389	41989	42589	43189	43789	44389	44989	45589
Computer Tech level 2	40150	40750	41350	41950	42550	43150	43750	44350	44950	45550	46150	46750	47350	47950	48550	49150	49750	50350	50950	51550	52150
Computer Tech level 3/BS	42336	42936	43536	44136	44736	45336	45936	46536	47136	47736	48336	48936	49536	50136	50736	51336	51936	52536	53136	53736	54336
Computer Tech level 4/MS	44524	45124	45724	46324	46924	47524	48124	48724	49324	49924	50524	51124	51724	52324	52924	53524	54124	54724	55324	55924	56524
Program Coordinator	55988	56588	57188	57788	58388	58988	59588	60188	60788	61388	61988	62588	63188	63788	64388	64988	65588	66188	66788	67388	67988

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. Approved Stipends for 2022/2023:

\*HIPHY Supervisor Stipend \$5,000.00/per year      \*Program Coordinator Stipend \$2500/per year      \*EC Manager Stipend \$2,000/per year  
 \*Homeless Admin Stipend \$600/per year      \*PR Stipend \$2500/per year

BOARD PRESIDENT

BOARD SECRETARY

DATE APPROVED

March 9, 2022

## Tri Region Virtual Program Salary Schedule

22/23

YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Teacher (190 days)	37088	37538	37988	38438	38888	39338	39788	40238	40688	41138	41588	42038	42488	42938	43388	43838
Teacher (190 days) w/Masters-Qualified Area	41879	42379	42879	43379	43879	44379	44879	45379	45879	46379	46879	47379	47879	48379	48879	49379
Program Coordinator (240 days)	63359	63859	64359	64859	65359	65859	66359	66859	67359	67859	68359	68859	69359	69859	70359	70859

1. Continued employment based upon district participation. 2. Lead Teacher Stipend \$3000.00/per yr 3. Program Coordinator Stipend \$2500/per yr

Board Approved:

May 11, 2022 Date

Board Signatures:

President

Secretary

## (Professional Development, Curriculum Development)

**Funding:** Base Funds  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Mark Gipson  
**Position:** Associate Director for Professional Development  
**Degree:** M.S.E.

**Name:** Bobbie Jo Smith  
**Position:** Administrative Assistant

**Name:** Elaine Wilson  
**Position:** Paraprofessional

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### Goal:

The Teacher Center (Professional Development) program is designed to provide prompt, friendly service to all our schools; to improve student achievement by providing access to quality instructional materials; to provide high quality professional development opportunities for all educators across our region in order to build content knowledge and research -based instructional strategies to assist students in meeting rigorous academic standards that prepare them to be college and career ready; to provide curriculum development assistance as schools transition from frameworks to Common Core State Standards; and, to serve as a liaison between our districts and the Arkansas Department of Education.

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### Program Summary:

**Professional Development:** Professional Development opportunities target focus areas as outlined by the Arkansas Department of Education to meet the requirements of the law regarding the required 36 hours as well as meeting the needs of schools based upon needs assessment survey results from the 16 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. The Teacher Center Coordinator has the primary responsibility for planning and implementing the Professional Development for member school districts. All cooperative districts as well as other educators from across the state have access to participate in a wide number of professional development opportunities offered at



NAESC throughout the year. During the 2022-2023 Professional Development year, NAESC offered 216 workshops with over 2,826 people attending. In addition to the summer professional development offerings, NAESC offered a wide variety of long term systemic professional development offerings throughout the year. These sessions were designed to help educators with implementation of programs back at their districts. The Teacher Center Coordinator works with districts, co-op curriculum specialists, and the Arkansas Department of Education to arrange such services. Schools interested in receiving campus based professional development must contact the cooperative specialists to arrange these services. The Teacher Center Coordinator produces an annual summer catalog that is printed and distributed to each member district. All events are placed on the Cooperative's website and in escWorks for online registration. The catalog is given to districts two to three weeks prior to active registration of summer professional development workshops. This allows building principals to work with individual teachers to develop professional growth plans as required by law.

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### **Major Highlights of the Year: 2022-2023**

Arkansas State Standards Professional Development Opportunities; Capacity Building Through: Instructional Facilitation Training; Math Coach & Science Coach Consortium; Literacy IF Training; Principal Sessions; RISE and SOR trainings, Math Quest trainings, STEM program implementation, conversion of PD to virtual from face to face, implementation of more work sessions for job alike positions in districts.

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### **2021-2022 NAESC Survey Results:**

[2023-2024 Needs Assessment](#)

[User Satisfaction Survey - 2023](#)

Professional Development Summary Report

# Literacy

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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## Personnel:

**Name:** Mandy Blevins  
**Position:** K-12 Literacy/Dyslexia Specialist, RISE Academy Trainer  
**Degree:** MSE-Reading, K-12 Dyslexia Endorsement

**Name:** Cristy Neighbors  
**Position:** K-12 Literacy Specialist, RISE Academy Trainer  
**Degree:** M.Ed-Elementary Education, Ed.S Educational Leadership

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## Goal:

The literacy component consists of specialists who provide services to the Northcentral Cooperative member school districts for the purpose of improving literacy instruction. These services include: on-site technical assistance, models of best practices, observation and coaching of instructional facilitators and/or teachers, support of school districts' curriculum development and alignment, assessment analysis and alignment, technology integration, professional development and leadership. In doing so, the literacy specialists seek to maintain a current knowledge of research and effective practices in the area of research-based/evidence-based literacy curriculum, instruction, assessment and professional development. The literacy specialists survey educators (both formally and informally) and provide prescriptive training and support based on the results of those surveys.

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## Program Summary:

**K-2 R.I.S.E. Academy** is a blended learning professional development. The training will provide educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for ALL students. Participants will attend 6 days of training.

**3-6 R.I.S.E. Academy** is a blended learning professional development. Designed specifically for educators of grades 3-6, this training offers participants the opportunity to learn about the science of reading and how to provide effective core instruction as well as support for struggling readers through explicit and systematic instruction for word recognition, vocabulary, and comprehension. \*\* R.I.S.E. 3-6 is also appropriate for teachers in grades 7-8.

**Disciplinary Literacy Support** is provided to all Northcentral districts. Specialists meet with content area teachers to provide them with literacy strategies that can be interwoven throughout their subject matter. These strategies help them to meet the Arkansas Disciplinary Literacy standards.

**Dyslexia Training & Support** is provided to all Northcentral districts. Several workshops in the summer target the dyslexia team and interventionists. Other summer workshops are geared toward the classroom teacher to enhance their understanding of dyslexia as they seek to provide a multisensory education classroom that addresses the needs of all learning styles in their classrooms. Support is provided for assessment and evaluation to determine the characteristics of dyslexia, helping districts to understand and comply with the dyslexia law, and support with questions, etc. A dyslexia cadre has been set up to meet and assist in areas of need. The dyslexia cadre members are also part of a listserv which helps support their learning about dyslexia.

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### **Major Highlights of the Year: 2022-2023**

Beyond providing the instruction for the professional development programs listed above, the literacy department also provided: school site team meetings/professional learning communities support, data analysis, classroom observations, lesson planning support, model lessons, evidence-based best practices, advanced studies in literacy mentoring/coaching, school-based professional development linked to local school data, and collaboration with ADE in the writing and delivery of statewide professional development. Coordinated support was provided to the one district with Level Three designation in partnership with DESE through goal setting, coaching and walk-throughs with a curriculum and instructional focus.

# Mathematics

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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## Personnel:

**Name:** Mindy Cooper  
**Position:** Math Specialist  
**Degree:** BBA - Accounting, M.A.T

**Name:** Kim Thomas  
**Position:** Math Specialist  
**Degree:** MSE-Reading, MSE-Ed.S Counseling/Psychology  
MSE- Educational Leadership

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## Goal:

The Mathematics Department strives to increase teachers' knowledge and implementation of current evidence-based practices through high quality professional development and provide direct technical assistance to support educators with curriculum planning and/or instructional strategies.

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## Program Summary:

Northcentral Arkansas Education Service Cooperative math department provides services to improve the quality of math education in our school districts through on-site technical assistance, models of best practices, observations and coaching of teachers, support of school districts' curriculum development and alignment, assessment analysis, professional development, and leadership. Effective communication is maintained among all stakeholders to prioritize services and foster student-focused education aligned to the Arkansas Mathematics Standards.

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## **Major Highlights of the Year: 2022-2023**

**The State Math Initiative, AR Math QuEST** continued with the same focus as the 2021-2022 school year. NAESC has 7 school districts in AR Math QuEST Cohort 1; Batesville, Calico Rock, Cave City, Cedar Ridge, ICC, Mountain View, and Mammoth Spring grades 6-12, all continued and will continue the 2-year math initiative for the 2024-2023 school year. NAESC has a total of Teachers in this Cohort will begin the 2nd year with a 2-day PD during the 2023 summer.

**ACT Aspire 3-5, 6-8, 9-10.** Math specialists went to districts to meet with math teams in order to look at numerous virtual tools and how to successfully implement them into their math lessons. ACT/ACT Aspire alignment, math constructed response, justification and explanation, and modeling strategies/support were the main highlights of the training.

**Content PD** was provided summer of 2022. The PDs included: K-2 FUNdamentals of Early Number Sense and Number Relationships; 3-5 FUNdamentals of Fractions; 6-8 FUNdamentals of Ratios and Proportional Reasoning; Power of Geometric Thinking; Expressions, Equations, and Inequalities. Math Quest PD was provided for both first and second year cohort groups.

**STEM EXPO** In the spring of 2022 the Expo was attended by over 1300 students in grades 6-12. Students were provided with the opportunity to meet with local area businesses to discover career pathways in a STEM field. Specialist

**Novice Support** Continuation of novice support was achieved by meeting with the novice teachers in their classrooms. Specialists were able to meet with teachers in their buildings to review curriculum, build assessments and review data to support and drive best practice. The teachers were able to work one-on-one to work through any areas in which they needed support.

**Level 3 Schools** Direct support was given to the school, in the NAESC region, who was identified as a level 3 school. Although the literacy scores determine leveled placement, support was provided for schools in the area of math, especially in standardized testing. Specifically, gathering and analyzing data and then determining how to use the data to drive instruction was modeled with the level 3 school. Collaboration with the literacy team to provide teachers with content based professional development and how to implement literacy in the Math block was provided as well.

**Other PD** Determining Essential Standards PD for all grade bands, Fact Fluency for K-5, and Dyscalculia were also offered during the summer of 2022.

Beyond providing the instruction for the professional development programs listed above, the Math department also provided: school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data.

## Science

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Sadie Jenkins  
**Position:** Science Specialist  
**Degree:** M. Ed. Educational Leadership

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### Goal:

The goal of the FY22 Science Specialist Program is to support the implementation of the Arkansas K-12 Science Standards and to increase student proficiency in science by providing high quality professional development and support to school districts within the educational cooperative. This is accomplished through the provision of Grasping Phenomenal Science (GPS), which is a system of science professional learning opportunities for Arkansas educators. It has three primary focus areas: 1) Building the culture of science education 2) Creating stronger STEM community partnerships, and 3) Strengthening science instructional focus. Additionally, the Science Specialist provides professional development within areas indicated as in need of support, upon district/school request, or as deemed appropriate based upon academic and career-based needs within the region.

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### Major Highlights of the Year: 2022-2023

**Data/Evidence Collection:** GPS data were collected in post-PD surveys developed by DESE to measure progress toward grant goals. Data from a Needs Assessment were used to inform planning for professional development. Some data were collected from a school focusing on the upper tiers of the professional pathway.

**Professional Development Options:** In addition to the GPS professional development that is state required, other professional development opportunities were provided to teachers to meet their specific needs. One major professional learning opportunity given was PreK STEM. This was for teachers in the preschool classrooms or even kindergarten. Teachers learned ways to integrate STEM into their everyday practice. Teachers were also given the opportunity to join

cohorts related to their grade level bands. These teachers had the time to collaborate and align their curriculum programs to standards, bounce phenomena ideas off one another, and work towards creating common formative assessments.

**STEM EXPO:** With the STEM Expo of 2021 being such a success, specialists began work on planning for the 2023 STEM Expo which will take place in September of 2023. Many businesses have been contacted to give their intention of attending the expo.

**Novice Support:** Continuation of novice support was achieved by meeting with the novice teachers in their classrooms. Specialists were able to meet with teachers in their buildings to review curriculum, build assessments and units as a whole. The teachers were able to work one-on-one to work through any areas in which they needed support.

**Collaboration:** ACCESSE

**Social Media:** Multiple classrooms and student work samples have been showcased through the NAESC Facebook page. Science Specialist has also shared all Summer PD opportunities on the social media pages.

**K-5 Unit Development:** Science Specialists across the state were divided into grade level teams to develop a grade specific exemplar science unit. Northcentral and Crowley's Ridge specialists worked collaboratively to develop a unit for first grade teachers to implement in their classrooms that meets the standards that pertain to light. Additionally, professional development was created to aid first grade teachers in the implementation of the unit, as well as direction to create their own units that will mirror the exemplar unit.

**Level 3 Schools:** Direct support was given to the five schools in the NAESC region who were identified as a level 3 school. Although the literacy scores determine leveled placement, support was provided for schools in the area of science, especially in standardized testing. Specifically, gathering and analyzing data then determining how to use the data to drive instruction was modeled with level 3 schools. Collaboration with the literacy team to provide teachers with content based professional development and how to implement literacy in the science block was provided as well.

**STEM Model Program:** One area school, IZARD COUNTY CONSOLIDATED ELEMENTARY SCHOOL, was a pilot school for the STEM Model Program with the state. The rubric to achieve model status was provided to the teachers, and specialists provided the school with any and all support needed to achieve model status. This involved providing community support, collaboration with all curricular areas, and brainstorming units and developing plans.

# Early Childhood

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Cedar Ridge	Mammoth Spring
Mountain View	Calico Rock	Melbourne	Norfolk
Viola	Cave City	Highland	Salem
Midland			

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## Personnel:

**Name:** Sandy Massey  
**Position:** Early Childhood Program Coordinator  
**Degree:** MCD, CCC-SLP; BSE, Curriculum/Program Administration

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## Goal:

The goal of the Early Childhood Program is to provide the best Early Childhood Special Education services to eligible 3-5-year-old students of participating Districts.

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## Program Summary:

The NAESC Early Childhood Program provides special education and related services for children with disabilities ages 3 to 5 years. The services are offered in accordance with the Individuals with Disabilities Education Act, 2004 (IDEA), on behalf of the public schools. Early Childhood Special Education Services are designed to enhance the development of the preschool child and provide experience in one or more of the following areas: communication, cognition, hearing, vision, motor skills, behavior, social skills, self-help, and problem solving. A child may be eligible for these services if he/she is age 3 to 5 years and is experiencing difficulties which interfere with normal development in any of these areas. Services, which are provided at no cost to the family may include: screenings, evaluation, preschool instruction, speech language therapy, physical therapy, occupational therapy, family training, preschool teacher in-service, and behavior intervention. A few examples of ways we provide these services are as follows: in classrooms with nondisabled peers; in coordination with other agencies; in public school-based classrooms; in public or private preschool; itinerant based; early intervention day treatment centers; home based instruction or hospital/residential instruction. All of the ECSE teachers hold an Arkansas Department of Education Educator's license and many belong to professional organizations. Speech Language Pathologists are the professionals in our program concerned with the evaluation, diagnosis, and treatment of communication and its disorders. They evaluate,



diagnose and treat communication disorder including articulation deficit, language delay, stuttering, and disfluency. The occupational therapists help students recuperating from physical or mental deficits by encouraging rehabilitation through the performance of activities required in daily life. While the physical therapist assists in the treatment of disease, injury or deformity by physical methods such as exercise.

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### **Major Highlights of the Year: 2022-2023**

\*December 1 Child Count: 692

\* The early childhood program child count was up 96 students this year. This increase was partially due to adding services for another district. We employed 2 occupational therapists, 1 physical therapist, 1 occupational & physical therapy assistant, and a part time physical therapy assistant. The EC department had 8 speech language pathologists, 1 speech language pathology assistant and 13 early childhood special education teachers. There were two teaching assistants and one interpreter employed also. The early childhood staff as a whole traveled over 20,000 miles a month in order to meet the needs of both the students we serve and the districts as well. NAESC early childhood staff provided services in over 80 different locations across the NAESC service area in Baxter, Cleburne, Fulton, Independence, Izard, Sharp, and Stone Counties as well as centers outside our service area. We have students who live in our service area but attend preschools in White and Randolph counties. Services were provided for these students either by our staff or contracted to other providers.

# Arkansas K-12 Behavior Support Specialists

**PROGRAM: Behavior Support Specialist**

**FUNDING SOURCE: Federal-Part B**

**COMPETITIVE GRANT: Yes\_\_\_\_\_ No\_\_X\_\_**

**RESTRICTED FUNDING: \_\_X\_\_ NON-RESTRICTED FUNDING: \_\_\_\_\_**

## **PERSONNEL:**

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

Behavior Support Specialists:

Shana Bailey, M.S.

Jennifer Brewer, Ed.S.

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

Sandy Crawley, M.S.E.

Kelly Davis, M.Ed., BCBA

Sonia Hartsfield M.Ed.

Audrey Kengla, M.S., CCC-SLP

Amanda Kirby, M.S.E.

Kat Lancaster, M.A., CCC-SLP

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Sarra Petray, Ed.S.

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S.

## **PARTICIPATING SCHOOLS: Statewide**

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

## **BX3 PROJECT**

### **GOAL:**

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

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

Elementary- Guy Perkins, Hurricane Creek Elementary - Bryant, Pottsville Jr High- Pottsville, Springhill Elementary - Bryant

### **PROGRAM SUMMARY:**

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

### **MAJOR HIGHLIGHTS OF 2022-23:**

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

## **CIRCUIT**

### **GOAL:**

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

### **PROGRAM SUMMARY:**

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

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development

- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

**MAJOR HIGHLIGHTS OF 2022-2023:**

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

**Professional Learning Opportunities**

**GOAL:**

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

**PROGRAM SUMMARY:**

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

**MAJOR HIGHLIGHTS OF 2022-2023:**

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

**ADDITIONAL BSS HIGHLIGHTS OF 2022-2023:**

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

# Gifted Education

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education, Special Education Unit  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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## Personnel:

**Name:** Gia Taylor  
**Position:** Gifted Education Specialist

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## Goal:

The goal of the Northcentral Arkansas Education Cooperative's Gifted and Talented Program is to assist member districts in coordinating, implementing, evaluating and improving local programs for gifted and talented youth. This goal is pursued through two primary objectives: (1) To develop and implement the Co-op's technical assistance activities in gifted education and to assist member districts to meet the standards for gifted and talented education; and (2) to provide a liaison with the office of Gifted and Talented Education, DESE, parent and professional organizations, and other public and private agencies and conduct public awareness and advocacy programs.

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## Program Summary:

During the 2022-2023 school year a broad range of services were provided that incorporated the five strands: on-site consultation and technical assistance; curriculum materials and resources; in-service and staff development; K-12 student activities; and professional development activities. Specific needs of school district G/T Coordinators, Facilitators and students were addressed through the following activities: Quiz bowl competition for Junior High and High School students; the Story Store offered students an opportunity to write and then to see their written production in a play which was videoed and shared; and chess tournaments for students K-12.

Professional development opportunities included: Social Emotional; Genius Hour; Secondary Content; Collaboration; Cooperative Learning; Differentiation. The GT Specialists met monthly with DESE Personnel to gather and exchange information on current trends, practices and programs in Gifted Education and then this information was shared with all district GT Coordinators.

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### **Major Highlights of the Year: 2022-2023**

- All applications of our school districts were in complete compliance with state rules and regulations for Gifted /Talented Education.
  - Best practices, strategies and techniques were demonstrated at the Coordinator Meetings.
  - We had great participation from our districts in our events for students.
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# Digital Learning–Virtual Arkansas

**Funding:** Arkansas Department of Education Grant-Act  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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## CENTRAL OFFICE AND ADMINISTRATIVE 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: Core Campus Director  
Ellora Hicks: Concurrent Credit Campus Director  
Christie Lewis: CTE Campus Director

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**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	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> <li>• VA made courses and teachers available in all but one academic license shortage areas</li> <li>• VA provided access to 97 Full-time Arkansas certified teachers for local schools</li> </ul>
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> <li>• VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings</li> <li>• These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments</li> </ul>
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population</li> </ul>
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> <li>• 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural</li> <li>• VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural</li> <li>• 81% of all Concurrent Credit enrollments were from districts designated as rural</li> </ul>
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> <li>• All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts</li> <li>• This is particularly important for smaller districts, as they have many courses only available during certain periods of the day</li> </ul>
Increase the Number of Students Completing Career Focus Programs of Study and	<ul style="list-style-type: none"> <li>• 34 CTE courses were provided to 6,620 CTE enrollments</li> </ul>



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

**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](http://www.virtualarkansas.org)

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

Virtual Arkansas is comprised of four campuses:

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

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

- National Award; Virtual Arkansas awarded the 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 2022-2023 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

## Team Digital-Arkansas Connect2Digital

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

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

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

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

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

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

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

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

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

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

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

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### GOAL:

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

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## **PROGRAM SUMMARY:**

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

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### **Arkansas Connect2Digital:**

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

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### **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.

## Career and Technical Education

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Calico Rock	Concord	Melbourne	Salem
Cave City	Izard County	Midland	Southside
Cedar Ridge	Mammoth Spring	Norfolk	Viola

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### Personnel:

**Name:** Keri McCarn  
**Position:** Career and Technical Education Coordinator  
**Degree:** B.S.E. Business Education, M.S.E. Special Education Instructional Specialist

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### Goal:

CTE Coordinators provide supporting resources to enable public schools to initiate and maintain quality Career and Technical Education programs in accordance with the Arkansas Department of Career Education Strategic Plan, Goals, and Objectives.

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### Program Summary:

The coordinator encourages the development, implementation, and improvement of CTE programs for all districts, and performs the following job tasks for the member districts of the Perkins Consortia:

- Data Collection/Reporting
  - Competency Testing Reports, Completers, Certifications, Placement, Quarterly Activity Reports, Improvement Plans
- Program Review
  - Program Approval Visits, Teacher Information
- Technical Assistance
  - Professional Development/Technology Training, New Teacher Assistance, Policies and Procedures Interpretation, Resource Distribution, Support Services for Special Populations, Start-up Grant Support along with equipment inventory
- CTE Initiatives Support
  - Career Clusters/Pathway/Programs of Study, Curriculum Frameworks, Career Planning Systems, End-of-Course Competency Testing, Academic Attainment of CTE Students, Statewide initiatives
- Administrative/Assistance
  - Annual Application/Amendment Preparation and Submission, Budget Management/Reimbursements/Inventory, Implementation of Perkins Mandates, Accountability, Technical Equipment Purchasing and Distribution.

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**Major Highlights of the Year: 2022-2023**

- Awarded 5 Start-Up Grants totaling \$208,640.08 for our CTE consortium member schools
  - Awarded 6 Reserve Innovation Grants totaling \$91,431.72 for our CTE consortium member schools
  - Awarded 1 Non-Traditional Grant totaling \$14,023.15 for our Tri-Region Virtual School
  - Provided Professional Development for all CTE teachers in our co-op area
  - Completed Off-Cycle Applications for new Programs of Study being offered in the Fall of 2023
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# Technology Coordinator

**Funding:** Research and Technology Division of DESE  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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## Personnel:

**Name:** Alan Floyd  
**Position:** Technology Coordinator

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## Goal:

The Technology Coordinator will provide administration, specialists, and staff of the Northcentral Co-op with appropriate technology infrastructure and support to provide excellent services to the member districts, as well as other education related entities in the state of Arkansas. He will also be working closely with member school districts to facilitate communication between districts and state agencies such as the Department of Elementary and Secondary Education and the Department of Information Systems.

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## Program Summary:

The Technology Coordinator works with co-op staff to ensure all have current technology to utilize in their positions, as well as supporting all technology owned by the co-op. He also provides school districts with information and training concerning technology and cyber awareness. This information is coordinated with DESE, DIS, and the P-12 cyber team. The Technology Coordinator also works closely with school tech staff to assist them with determining hardware and software needs, and assists them with creating specifications and acquiring quotes as needed.

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## **Major Highlights of the Year: 2022-2023**

- Hosted meetings for district IT staff on security, audits, and continuity of operations.
- Was appointed the Cyber Incident Response Team (CIRT) Associate Director position for the state of Arkansas.
- Assisted neighboring coop districts with data recovery after a cyber incident.
- Implemented email security platform that protects NAESC from malicious attacks.
- Finished the STEM lab for Computer Science and Gaming programs.
- Hosted NAESC first eSports gaming competition.
- With ARP funds, we were able to start the revamp process of our network infrastructure which includes switches, cabling, and wireless AP's.

# Teacher Recruitment and Retention

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
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## Personnel:

**Name:** Gia Taylor  
**Position:** Recruitment and Retention Coordinator  
**Degree:** BSE, Master's in Special Education, National Board Certification, Special in Education-Educational Leadership/Curriculum

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## Goal:

To increase teacher awareness, build content knowledge, and provide strategies of best practices concerning classroom management, pedagogy, and curriculum through high quality professional development opportunities and to provide learning opportunities and professional conversations and discussions regarding educational practices that will impact students, teachers, administrators, and districts. Most of all, to be an invaluable resource for school districts' novice teachers and provide any support that may be needed. All of this to accomplish our goal of retaining and recruiting teachers into the education profession.

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## Program Summary:

The Recruitment and Retention Coordinator provides technical assistance to novice teachers in years 1-3 as well as provide opportunities for those interested in the profession to gain knowledge of pathways to become teachers. This includes assistance with novice teachers in the first 3 years of teaching. We will offer a year 1 classroom management plan, a year 2 plan for effective teaching or pedagogy, and a year 3 plan for preparing for a successful summative evaluation in the 4th year of teaching. We also offer Praxis support, recruitment of teachers into the education profession, licensure support, and other support needed by districts including serving as an ArPEP site to provide a Non-Traditional Pathway for aspiring teachers.

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## **Major Highlights of the Year: 2022-2023**

**STEM:** One of the major focuses of Recruitment and Retention was on STEM teachers. This will continue to be emphasized moving forward.

**Praxis support:** This year, we offered more Praxis support than ever before for our teachers and purchased additional online support.

**Lead teacher designations:** This year we hosted an NIET cohort to allow more teachers the opportunity to receive Lead Teacher Designations, thus enabling school districts to adopt the Arkansas Teacher Residency Apprenticeship model.

**ArPEP:** This year we became an ArPEP site for the first time. We hosted 7 Year 1 participants and 2 Year 2 participants. Both Year 2 participants passed their EdTPA portfolio and will be recommended for a standard license.

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# Digital Learning – Tri-Region Virtual Program

**Funding:** Participating School Districts  
**Competitive Grant:** No  
**Grant Type:** Non-Restricted

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## Districts Served:

Calico Rock	Melbourne	Midland
Cave City	Highland	
Izard County	Southside	
Mammoth Spring	Mountain View	

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## Personnel:

Kathy Bowlin: Coordinator/Principal

Callie Moore: Tri-Region Lead Teacher

**MISSION:** Our mission is to equip, engage, and empower students through a quality virtual opportunity.

**VISION:** To provide all Arkansas students access to a quality education.

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

## GOALS:

If we were to summarize why Tri-Region is in existence it would be this: to provide equitable educational access and opportunity for all 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 opportunities

## PROGRAM SUMMARY:

Tri-Region is a supplemental State Virtual School (SVS) that partners with local Arkansas schools and the Arkansas Department of Education to provide K - 8th 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.

Tri-Region Virtual Program is a consortium of 3 Educational Cooperatives

- Northcentral Arkansas Educational Service Cooperative
- Northeast Arkansas Educational Service Cooperative
- Crowley's Ridge Educational Service Cooperative

### **Major Highlights of the 2022-2023 School Year - Tri-Region Virtual Program**

- Provided 100% virtual student options for local schools
- 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
- All 10 teachers are Arkansas certified.
- Teachers developed curriculum for each content area based on Arkansas state standards.

### **Tri-Region Data (Based on 2022-2023 School Year)**

- 24 Districts served by Tri-Region Virtual
- 4/5 Kindergarteners on grade level or above grade level in reading
- 6/9 1st graders on grade level or above grade level in reading
- 150 K-8 graders engaged in and learning a viable curriculum
- 71% of districts served are >70% poverty
- 86% of districts served have greater than 15% of their students with special needs
- 16% of Tri-Region students served had an IEP or 504
- 40% of district in consortium served by Tri-Region

# Community Health Nurse Specialist

**Funding:** Arkansas Department of Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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## Districts Served:

Batesville	Concord	Melbourne	Norfolk
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Cave City	Izard County	Mountain Home	Southside
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## Personnel:

**Name:** Cindy Schaefering, RN  
**Position:** Community Health Nurse Specialist (CHNS)  
**Degree:** RN, ADN

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## Goal:

To be a trainer and resource person for the school nurses. Educate school staff and students in the areas of health and wellness.

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## Program Summary:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH) but housed in the education cooperative. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS is under the supervision of the North CHNS Supervisor, Libby Seftar, for ADH. The education cooperative provides administrative support and housing.

The CHNS works with schools, day cares, community coalitions, health care providers, and local health unit administrators in the counties the co-op serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for implementation of nicotine and tobacco-free policies, best practices for nicotine and tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provides education, technical assistance, and staff development for school staff and continuing education for school nurses on the health issues such as the COVID-19 pandemic, consequences of nicotine and tobacco use, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity, teen pregnancy prevention, sexually transmitted infection prevention and nutrition. As a CPR and Stop the Bleed instructor, I train school nurses, staff, students and community members in American Heart Association CPR, First Aid, AED use and the Stop the Bleed course as required for student graduation.

The CHNS assists schools in implementation of laws that affect the health and wellness in the school setting. I offered assistance and guidance to school nurses and administrative staff who are/were the Point of Contact for the district for positive cases and quarantined individuals. Assistance to schools on developing and maintaining wellness committees as required by Act 1220. Keeping districts abreast of new nicotine and tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).

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### **Major Highlights of the Year: 2022-2023**

- State Mandated Hearing, Vision, and Obesity/BMI, Scoliosis trainings were held as blended learning or as individual trainings with each new school nurse.
  - Insulin and Glucagon, and the Paraprofessional training for RN's was held virtually and was offered to all nurses in this cooperative along with Wilbur D. Mills, Northeast and Crowley's Ridge Cooperatives.
  - Certified 37 students in CPR, AED and/or First Aid, meeting the certification needed as part of graduation requirements.
  - Assisted with the scheduling of vaccination clinics in conjunction with ADH for school districts within the coop.
  - Provided student education about STD and Teen pregnancy prevention; this reached a total of over 200 Southside students.
  - Educated students about puberty and hygiene, and worked on the creation of a new presentation on this topic.
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## Special Projects & Programs

**Program Name: District Wide PLC, from the Boardroom to the Classroom**

**Funding Source: Arkansas Department of Education**

The results of the work in this project are shown in our PLC Capstone Project link below:

[Presentation Link](#)

**Northcentral Arkansas Education Service Cooperative**

**Funding Source: Arkansas Department of Education**

Restricted  Non-Restricted

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or state-wide. These projects or programs provided an opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents varied.

**Program Name: CGI-Cognitively Guided Instruction**

**Competitive Grant:** Yes  No

**Goals and Description:** Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 and 3 of training builds upon the previous year's training-resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

**Program Name: Teacher Evaluation Support System (TESS)**

**Competitive Grant:** Yes  No

**Goals and Description:** The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

**Program Name: Enhancing Education Through Technology Grant (TIE) Project**

**Competitive Grant:** Yes  No

**Goals and Description:** The purpose of the TIE project is to increase technology integration across the state of Arkansas. Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards and licensure issues while enhancing instruction through integrated technology practices. All education cooperatives across the state were offered the opportunity to train teachers from their area to

become TIE Cadre members. There are currently 114 TIE Cadre members impacting 71 districts and 80 buildings across the state. Cadre members have conducted over 300 workshops across the state on 72 different technology modules. The trainings have impacted 5,000 teachers and administrators. The modules are all project based and have been developed by teachers. Modules include trainings on things such as Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://tie.k12.ar.us>. By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The cadre members not only train for the education co-ops in the summer but are also able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings. Each cadre meets three times a year. Trainings are held on Thursday night, all day Friday and Saturday until noon to minimize time out of the classroom. There are currently approximately 100 TIE Cadre members impacting over 70 districts across the state.

The focus of cadre training is to support technology integration in curriculum. Training includes a focus on Common Core Standards, unit planning and tools teachers can use. Cadre members then share this knowledge in trainings offered at the co-ops. They have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators.

**Program Name: Instructional Facilitating**

**Competitive Grant:** Yes \_\_\_ No X

**Goals and Description:** Instructional facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training refines the Instructional Facilitator's understanding of their various roles and distinguishes between effective and ineffective coaching practices. The training also provides leadership skills for reform, fostering internal commitment in others, and determining when it is or is not appropriate for modeling in a classroom.

**Program Name: EtherScope Project**

**Competitive Grant:** Yes \_\_\_ No X

**Goals and Description:** EtherScopes were purchased to place at each Coop in the state. These EtherScopes are being used in districts to test bandwidth and search for problems before online testing starts with the new PARCC assessment. These EtherScopes are available for district to use at no cost to them. They simply check out the tool and test their service locally.

**Program Name: Specialist's Unit Meetings**

**Competitive Grant:** Yes \_\_\_ No X

**Goals and Description:** Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives and STEM centers convene on a monthly basis as a professional learning community. Mathematics specialists receive professional development that is current, research based, and data driven. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs. Currently, an in-depth study of the Common Core State Standards continues as school districts transition from our current frameworks to the Common Core in Mathematics. Literacy Unit Meetings take place monthly for all state literacy specialists to convene as a professional learning community. This time is built by a state level team to brainstorm, share, execute, and receive professional development that is data-driven to impact student achievement Training of trainers in ELLA, ELF, C.L.A.S.S, Content Literacy, and other state level trainings have taken place over the past year. Currently, an in-depth study of the Common Core State Standards continues as school districts in Arkansas ready for implementation with dedicated support from the specialists.

**Program Name: Arkansas Leadership Excellence and Development System (LEADS)**

**Competitive Grant:** Yes  No

**Goals and Description:** Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

**Program Name: ACT Aspire**

**Competitive Grant:** Yes  No

**Goals and Description:** Northcentral Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire work-days 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.

The Northcentral Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

**Program Name: Leadership Quest**

**Competitive Grant:** Yes  No

**Goals and Description:** Northcentral Cooperative and ADE partnered in 2017-2018 to host three Leadership Quest professional development and collaboration for our principals and assistant principals. The Quest participants met on September 19, 2017 on December 11, 2017 and on March 28, 2018. The Principal Quests at Northcentral were led by Dion Stevens, Middle School Principal at Southside Middle School.

**Program Name: Covid 19 Response**

**Competitive Grant:** Yes  No

**Goals and Description:** The Northcentral Cooperative worked with District members to assist in the Covid 19 response in spring of 2020. One of the points of emphasis was to provide districts with resources for AMI. A link was created on our website to provide materials and ideas for the creation of AMI packets. The link is attached below.