



2021-2022

Annual Report

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TO: Arkansas' Educators

FROM: Darin Beckwith,

Director

SUBJECT: 2021-2022 Annual Evaluation Report

The process of completing an annual report provides each Education Service Cooperative (ESC) the opportunity to reflect, identify, and improve services provided to the local school districts we serve. Please find in the following report data that guide in our decision making process for the upcoming year. Dawson serves 22 school districts. The following counties are served by Dawson: Clark, Garland, Grant, Hot Spring, Pike and Saline. In addition, many of our staff and programs serve schools outside the Dawson ESC boundaries. These services are provided both on site in Arkadelphia and in local schools.

Dawson ESC serves our member districts with exemplary and highly trained instructional/support staff. Dawson ESC staff provide professional development, instruction and relevant information to all districts. The Co-op also hosts a number of educational related groups. Examples of these groups are instructional technology, transportation, principals, curriculum cabinet, counselors, gifted and talented and library media specialists. During each legislative session the Co-op hosts Legislators and Superintendents for weekly meetings designed to exchange information needed in the legislative process. It is the goal of Dawson ESC to improve and increase quality service to all students, parents and educators.

A handwritten signature in blue ink that reads "Darin Beckwith". The signature is fluid and cursive, with the first name "Darin" and last name "Beckwith" clearly distinguishable.

Darin Beckwith

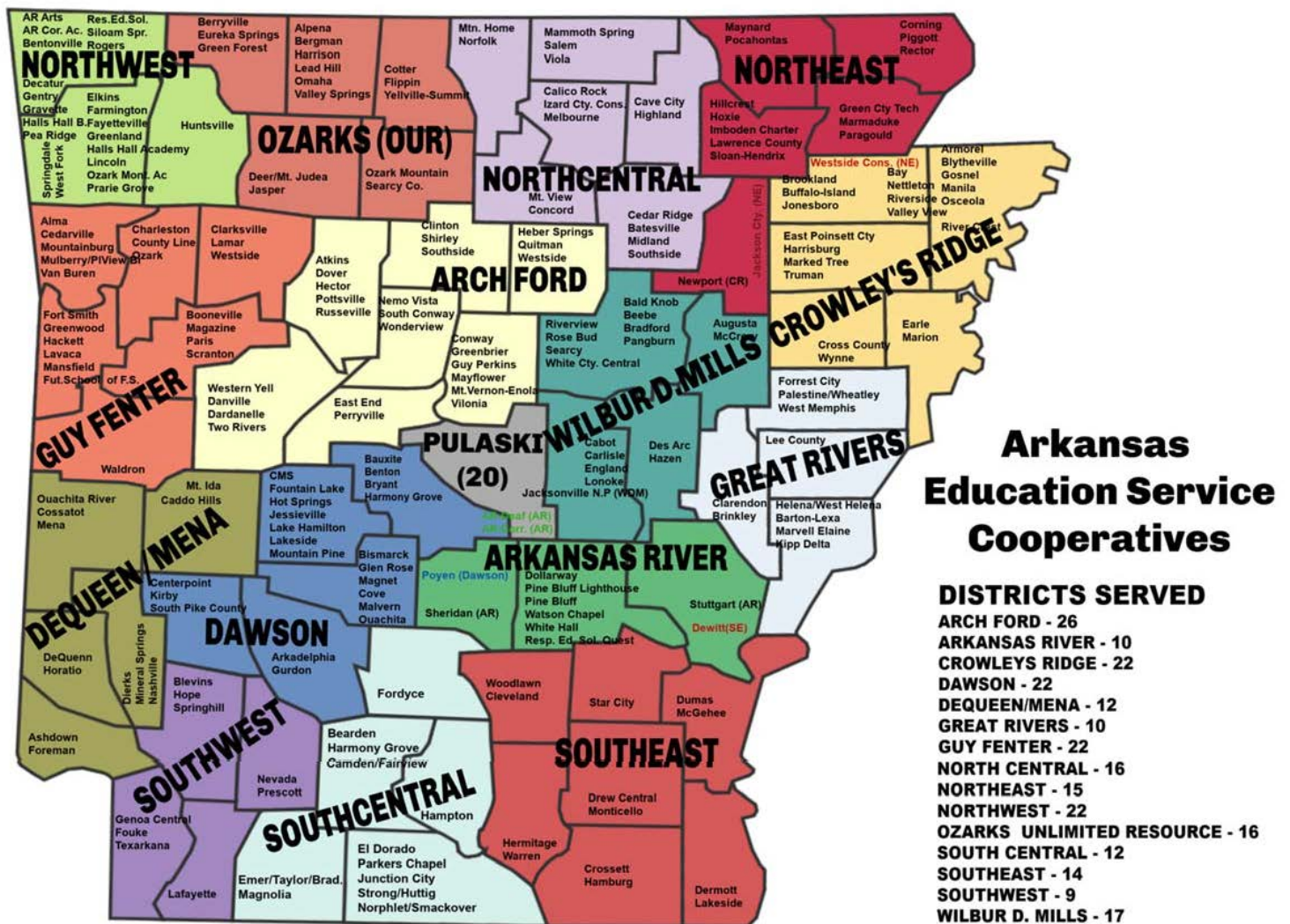


Dawson Education Services Cooperative

Mission Statement

Our children are the promise of the future. The mission of the Dawson Education Service Cooperative is to help ensure each student's future by providing high quality services, resources, and programs to schools. By "Serving the Schools, Serving the Children" the cooperative helps teachers and administrators learn new teaching strategies and refine skills and practices that directly impact student achievement.

We are in the teaching business!



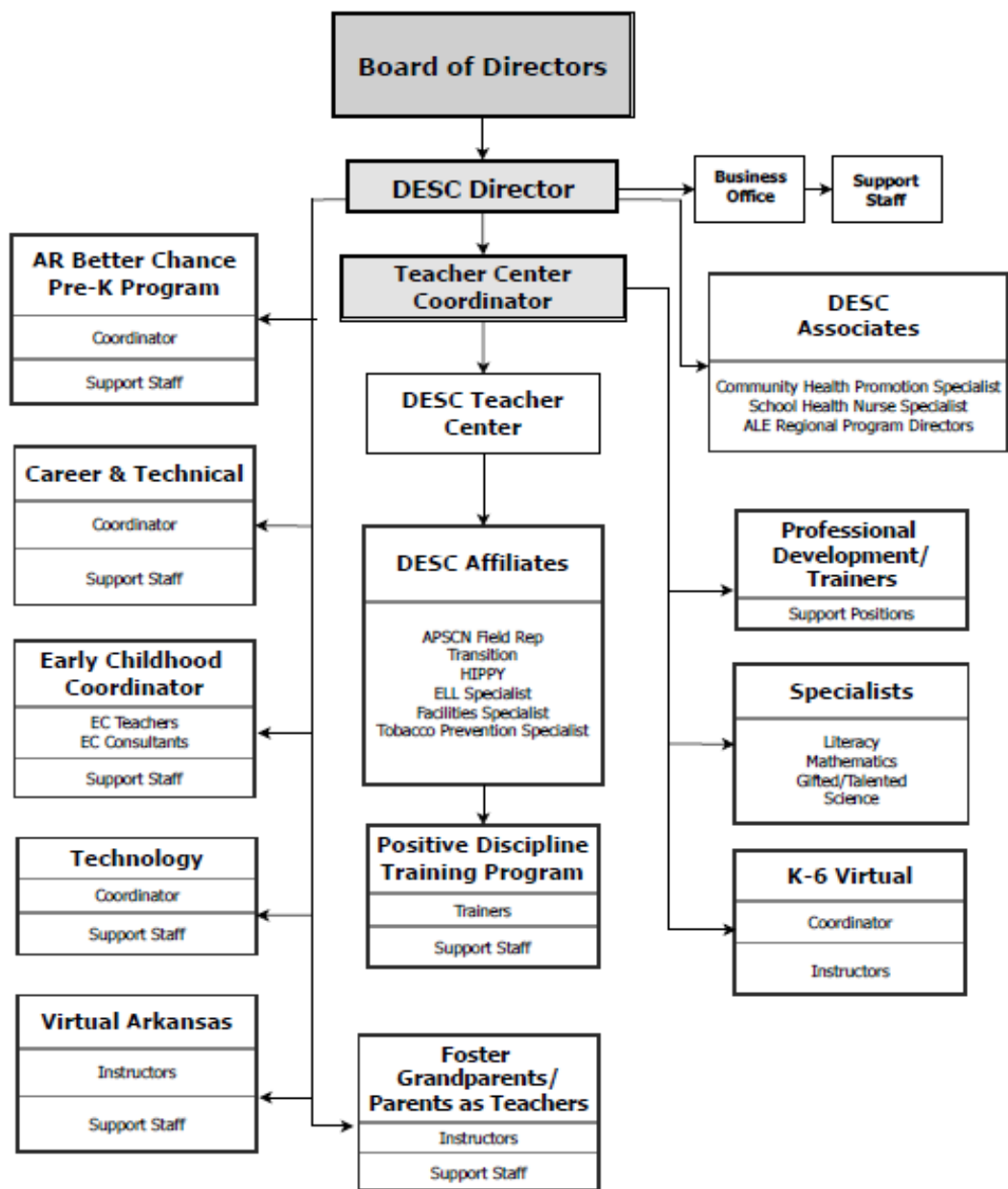
The Dawson Education Cooperative serves the area shaded in blue on the map above.

Dawson services the following counties:

- Clark
- Garland
- Hot Spring
- Pike
- Saline
- Poyen School District in Grant County



Dawson ESC Organizational Chart



Annual Report June 2022

Arkansas Department of Education...

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: June 1, 2022

LEA# 10-20

ESC# 10-20

ESC NAME: Dawson Education Cooperative

ADDRESS: 711 Clinton Street, Arkadelphia, Arkansas 71923

PHONE NUMBER: 870-246-3077

DIRECTOR: Darin Beckwith

TEACHER CENTER COORDINATOR: Candiss Bennett

NAMES OF COUNTIES SERVED: Clark, Garland, Hot Springs, Pike, Saline
and Poyen School District in Grant County

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 42,361

NUMBER OF TEACHERS: 3,555

FREE LUNCHES: 20,097

REDUCED LUNCHES: 3,331

FREE/REDUCED: 23,428

I. GOVERNANCE:

- A. How is the co-op governed?
Board of Directors X or Executive Committee _____
How many members on the Board? 22 Executive Committee 9
How many times did the Board meet? 10 Exec Committee? As
Needed When is the regular meeting? Second Wednesday of each
month except July & August.
Date of current year's annual meeting: June 15, 2022
- B. Does the Co-op have a Teacher Center Committee? YES X NO _____
If yes, then:
How many are on the Teacher Center Committee? 22
How many members are teachers? 13
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year) _____
- C. When was the most recent survey/needs assessment conducted? Fall 2021
- D. Have written policies been filed with the Arkansas Department
of Education?
Yes X No _____

REHIRE LIST – APPROVED APRIL 13, 2022

| Last Name | First Name | Position |
|------------|------------|------------------------|
| <u>ABC</u> | | |
| COLEMAN | MELVA | ABC ADMIN SUPPORT |
| FLANNIGAN | TANIKA | ABC ADMIN SUPPORT |
| MALCOM | BRENDA | ABC ADMIN SUPPORT |
| PENTECOST | SHASTA | ABC COORDINATOR |
| MIDDLETON | DIEDRA | ABC PROGRAM SPECIALIST |
| ARMSTRONG | CHRISTIE | ABC PARAPROFESSIONAL |
| BAILEY | ROESTER | ABC PARAPROFESSIONAL |
| BRADSHAW | KELSEY | ABC PARAPROFESSIONAL |
| BURROUGHS | CHARLOTTE | ABC PARAPROFESSIONAL |
| CAMPBELL | TORIANNA | ABC PARAPROFESSIONAL |
| CAUDILL | JESSICA | ABC PARAPROFESSIONAL |
| CHERRY | SARA | ABC PARAPROFESSIONAL |
| CLEMENTS | AMY | ABC PARAPROFESSIONAL |
| CONZEL | TRUDY | ABC PARAPROFESSIONAL |
| CRAWLEY | SHELBY | ABC PARAPROFESSIONAL |
| DANLODJI | ALEXA | ABC PARAPROFESSIONAL |
| DAVIS | SHAUNA | ABC PARAPROFESSIONAL |
| DUNCAN | DARONA | ABC PARAPROFESSIONAL |
| FELTOVIC | KERRY | ABC PARAPROFESSIONAL |
| FORSYTHE | DEBORAH | ABC PARAPROFESSIONAL |
| HAMPEL | KRISTI | ABC PARAPROFESSIONAL |
| HARDIN | DONNA | ABC PARAPROFESSIONAL |
| HEATH | TONYA | ABC PARAPROFESSIONAL |
| HOLT | ADDISON | ABC PARAPROFESSIONAL |
| HUGHES | BELINDA | ABC PARAPROFESSIONAL |
| HUNNICUTT | JESSICA | ABC PARAPROFESSIONAL |
| KELLOMS | JESSICA | ABC PARAPROFESSIONAL |
| KING | KIMBERLY | ABC PARAPROFESSIONAL |
| LUNSFORD | ALESIA | ABC PARAPROFESSIONAL |
| MCDERMOTT | SHANA | ABC PARAPROFESSIONAL |

| | | |
|-----------|----------|----------------------|
| MCGHEE | JESSICA | ABC PARAPROFESSIONAL |
| MCKEEHAN | TAMMY | ABC PARAPROFESSIONAL |
| MCMAHAN | TERESA | ABC PARAPROFESSIONAL |
| MILES | STACY | ABC PARAPROFESSIONAL |
| MOTES | RACHEAL | ABC PARAPROFESSIONAL |
| OUSLEY | TREANNA | ABC PARAPROFESSIONAL |
| PARKER | AMY | ABC PARAPROFESSIONAL |
| PEGUES | ANDREA | ABC PARAPROFESSIONAL |
| ROSS | PAULA | ABC PARAPROFESSIONAL |
| SHELNUTT | CARLA | ABC PARAPROFESSIONAL |
| SLATE | ROBIN | ABC PARAPROFESSIONAL |
| SMITH | ALEXIS | ABC PARAPROFESSIONAL |
| SPEERS | TAMRA | ABC PARAPROFESSIONAL |
| SPIVEY | LAVONDA | ABC PARAPROFESSIONAL |
| STONER | PAM | ABC PARAPROFESSIONAL |
| TAYLOR | SARAH | ABC PARAPROFESSIONAL |
| WATSON | AMANDA | ABC PARAPROFESSIONAL |
| BARNES | TIFFANY | ABC TEACHER |
| BEALS | TINA | ABC TEACHER |
| BOYES | GRETCHEN | ABC TEACHER |
| BUCHANAN | JESSICA | ABC TEACHER |
| BURROUGHS | AMANDA | ABC TEACHER |
| CALCAGNO | KIRBY | ABC TEACHER |
| CHAUDRY | SABA | ABC TEACHER |
| CLEMENTS | JANNA | ABC TEACHER |
| CORNWELL | STACIE | ABC TEACHER |
| DANKERT | ASHLEY | ABC TEACHER |
| DWIGGINS | HANNAH | ABC TEACHER |
| GRAVES | SCHELLY | ABC TEACHER |
| GREEN | SUSAN | ABC TEACHER |
| GRIGGS | ASHLEY | ABC TEACHER |
| HARMON | BRENDA | ABC TEACHER |
| HINES | RANDI | ABC TEACHER |

| | | |
|----------------------|----------|--------------------------------|
| JONES | THERESA | ABC TEACHER |
| KILLIAN | FAITH | ABC TEACHER |
| KISSIRE | KARISSA | ABC TEACHER |
| KLOPPING | AMY | ABC TEACHER |
| MILLER | PAIGE | ABC TEACHER |
| NUNEZ | RONDA | ABC TEACHER |
| PENDARVIS | DAWNA | ABC TEACHER |
| PEREZ | SHANNON | ABC TEACHER |
| PETTY | POLLY | ABC TEACHER |
| RORIE | ANDREA | ABC TEACHER |
| RUFF | JENNIFER | ABC TEACHER |
| RUTHERFORD | KERI | ABC TEACHER |
| SCOTT | SARA | ABC TEACHER |
| SLAUGHTER | LAVERN | ABC TEACHER |
| SMART | PAMELA | ABC TEACHER |
| THORNTON | SHELLEY | ABC TEACHER |
| VALLUN | WHITNEY | ABC TEACHER |
| VAUGHT | CHARITY | ABC TEACHER |
| VENTRESS | LEIGH | ABC TEACHER |
| WARE | KAREN | ABC TEACHER |
| WHISENHUNT | CAITLIN | ABC TEACHER |
| WOODARD | AMY | ABC TEACHER |
| WOOLFORD | BROOKE | ABC TEACHER |
| ADE EMPLOYEES | | |
| BRITT | AMANDA | ADE COMMUNICATIONS COORDINATOR |
| DAVIDSON | AMY | ADE COVID POINT OF CONTACT |
| WORSHAM | HOPE | ADE ESSER PROJ DIRECTOR |
| ATWOOD | ALICIA | ADE LITERACY SPECIALIST |
| BUTLER | BROOKE | ADE LITERACY SPECIALIST |
| COUNTS | AMY | ADE LITERACY SPECIALIST |
| HENDERSON | DALLAS | ADE LITERACY SPECIALIST |
| ROMAIN | KIM | ADE LITERACY SPECIALIST |
| SHEPARD | SANDRA | ADE LITERACY SPECIALIST |

| | | |
|---------------------------|----------|--|
| TALLEY | BETH | ADE LITERACY SPECIALIST |
| WHITESIDE | ALICIA | ADE LITERACY SPECIALIST |
| WADDELL | BRANDON | ADE PR/MARKETING |
| KINDALL | APRIL | ADE PROJECT AWARE COORDINATOR |
| ROTHWELL (ROGERS) | BRITTANY | ADE SBH COORDINATOR |
| MCDONALD | CYNTHIA | EC REGIONAL SPECIALIST |
| RICHARDS | SHERRY | EC REGIONAL SPECIALIST |
| ADE SPED | | |
| BYERS | DEBRA | CO-TEACHING CONSULTANT |
| CHAPMAN | SUSAN | CIRCUIT |
| EUBANK | MICHEELA | SERC ADMIN ASSISTANT |
| FLEMING | DEBRA | SERC DIRECTOR OF CO-TEACH |
| GODDARD | AMANDA | TBI CONSULTANT |
| LEE | ASHLEY | SERC ADMIN ASSISTANT |
| PITTS | DANITA | ECH SPED COORDINATOR |
| TATERA | STACEY | TEACHER OF THE DEAF/HARD OF HEARING CONSULTANT |
| ADE TECHNOLOGY | | |
| PFEFFER | TYLER | INFORMATION TECHNOLOGY SYSTEMS ANALYST |
| SHANG | FANGYU | DATA QUALITY ANALYST/SOFTWARE DEVELOPER |
| SUMMERS | RYAN | ADE NETWORK SUPPORT TECH |
| CONTENT SPECIALIST | | |
| ALLISON | SUSAN | SCIENCE SPECIALIST |
| BEAN | AMANDA | LITERACY SPECIALIST |
| BOYETTE | TAMMY | LITERACY SPECIALIST |
| BROWN | ANNETTE | SCIENCE SPECIALIST |
| FITE | GAYANNE | LITERACY SPECIALIST |
| ROCOLE | TORI | MATH SPECIALIST |
| SCULLY | CORBY | LITERACY SPECIALIST |
| CTE | | |
| FRAZIER WEEKS | STACEY | CTE ADMIN ASSISTANT |
| SHEPHERD | APRIL | CTE COORDINATOR |
| DAWSON | | |
| ANKTON | SANDRA | ADMINISTRATIVE ASSISTANT |

| | | |
|-------------------------|----------|--|
| ARNOLD | MICHAEL | TECHNOLOGY COORDINATOR |
| BENNETT | CANDISS | TCC/ASSISTANT DIRECTOR |
| BROWN | KATIE | PR/TECHNOLOGY SPECIALIST |
| BROWN | ALLISON | K6 VIRTUAL TEACHER |
| DEMPSEY | TAMRA | BUSINESS OFFICE ASSISTANT |
| DYESS | LESLIE | FACILITIES COORDINATOR |
| FIELDS | DARNESA | ADMINISTRATIVE ASSISTANT |
| FRANKLIN | LEANNA | K6 VIRTUAL TEACHER |
| HOBBS | TINA | NOVICE TEACHER COORDINATOR |
| MALCOM | JAMES | FOSTER GRANDPARENT PROGRAM DIRECTOR |
| MIDDLETON | CHARLES | CUSTODIAN |
| NELSON | VERONICA | BUSINESS MANAGER |
| NEWTON | WILMA | ADMINISTRATIVE ASSISTANT |
| PROTHRO | REGINA | GIFTED AND TALENTED |
| SCOTT | CARI | ASSISTANT BUSINESS MANAGER |
| SMITH | BETHANY | K6 VIRTUAL/SEL PROGRAM COORDINATOR |
| TURNER | DEIDRE | K6 VIRTUAL TEACHER |
| WASHINGTON | LISA | TRANSITION SPECIALIST |
| WRIGHT | ANDREW | TOBACCO PREVENTION |
| WARREN | KATINA | PAT HBE |
| MORENO | MARIELA | FOSTER GRANDPARENT MGR/EC INTERPRETER |
| VIRTUAL ARKANSAS | | |
| STAMPS | AMANDA | DISTANCE LEARNING ADMINISTRATIVE ASSISTANT |
| ATKINSON | OAKLEY | VIRTUAL ARKANSAS TEACHER |
| BAUMGARTNER | HEATHER | VIRTUAL ARKANSAS TEACHER |
| COTTRELL | TIFFANY | VIRTUAL ARKANSAS TEACHER |
| DAWSON | AMY | VIRTUAL ARKANSAS TEACHER |
| DUNCAN | TAMRA | VIRTUAL ARKANSAS TEACHER |
| GILMER | HEATHER | VIRTUAL ARKANSAS TEACHER |
| GORDON | JOCELYN | VIRTUAL ARKANSAS TEACHER |
| JOHNSON | SARA | VIRTUAL ARKANSAS TEACHER |
| KINARD | REBECCA | VIRTUAL ARKANSAS TEACHER |
| KNOEDL | KATRINA | VIRTUAL ARKANSAS TEACHER |

| | | |
|-----------------------|-----------|-------------------------------------|
| LEWIS | CHRISTIE | DISTANCE LEARNING COORDINATOR |
| MANNING | CARON | VIRTUAL ARKANSAS TEACHER |
| MANNING | CARON | VIRTUAL ARKANSAS TEACHER |
| MAYS | BROOKES | VIRTUAL ARKANSAS TEACHER |
| ROARK | JASON | VIRTUAL ARKANSAS TEACHER |
| WHITE | ASHLEY | VIRTUAL ARKANSAS TEACHER |
| WHITE | REGINA | VIRTUAL ARKANSAS TEACHER |
| WOOD | KELLYE | VIRTUAL ARKANSAS TEACHER |
| EC SPED DAWSON | | |
| JONES | LISA | EC ADMINISTRATIVE ASSISTANT |
| LEATHERS | SHANNON | EC COORDINATOR |
| JENNINGS | LINDA | EC INTAKE |
| EVANS | LATASHA | EC PARAPROFESSIONAL |
| MORRISON | AMY | EC PARAPROFESSIONAL |
| WEAVER | SARA | EC PARAPROFESSIONAL |
| BRIDGES | BRANDIE | EC TEACHER |
| CANNON | LAUREL | EC TEACHER |
| DENSON | REBECCA | EC TEACHER |
| HILL | LATONYA | EC TEACHER |
| HIPPS | LAURA | EC TEACHER |
| JONES | PAIGE | EC TEACHER |
| KIRKSEY | KARA | EC TEACHER |
| MCGRAW | CATHY | EC TEACHER |
| MCGUIRE | ANNA | EC TEACHER |
| RAINES | KRISTEN | EC TEACHER |
| RHONE | TURQUOISE | EC TEACHER |
| ROBERTS | PAULA | EC TEACHER |
| THOMASON | MELISSA | EC TEACHER |
| TITSWORTH | MICHELLE | EC TEACHER |
| JONES | AMY | EC TEACHER/INSTRUCTIONAL SPECIALIST |
| CHEATHAM | BRILEIGH | SPEECH THERAPIST |
| MARTIN | HELEN | SPEECH THERAPIST |
| MATTHEWS | BRITTNEY | SPEECH THERAPIST |

| | | |
|---------------------|-----------|--------------------------------|
| PIANALTO | MICHELLE | SPEECH THERAPIST |
| SMITH | ABBEY | SPEECH THERAPIST |
| SPLAWN | BETHANY | SPEECH THERAPIST |
| WARNER | TERESA | SPEECH THERAPIST |
| WESSON | HALEY | SPEECH THERAPIST |
| ELL | | |
| CATLETT | JANA | ELL SPECIALIST |
| VASQUEZ | PAULA | ELL SPECIALIST |
| HIPPY BRYANT | | |
| ROWLAN | CYNTHIA | HIPPY COORDINATOR |
| DAVIS | SHANNON | HIPPY HBE |
| LAMBRIGHT | AMY | HIPPY HBE |
| ROBERTS | CINDY | HIPPY HBE |
| HIPPY DAWSON | | |
| BAILEY | ERICA | HIPPY COORDINATOR |
| GIBSON | CRYSTAL | HIPPY HBE |
| PRESTON | DARCELL | HIPPY HBE |
| RECENDIZ | MARY | HIPPY HBE |
| RUIZ | DEYANIRA | HIPPY HBE |
| SMITH | TERESA | HIPPY HBE |
| HUDSON | TRACEY | HIPPY HBE |
| EC PD | | |
| EDDY | STEPHANIE | EC PD SPECIALIST |
| FRANKLIN | JENNY | EC PD SPECIALIST |
| HITTENRAUCH | JUDY | EC PD ADMINISTRATIVE ASSISTANT |
| ADE STEM | | |
| BUNCH | CINDY | STEM SPECIALIST |
| HATCH | MARY | STEM SPECIALIST |
| LAMBERSON | SAUNDRA | STEM SPECIALIST |
| PRICE | TAHNYA | STEM SPECIALIST |

II. TEACHER CENTER

The last section of the annual report provides a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts and an on-site professional development school support report.

- A. Does the co-op provide media/technology services to schools? YES [X] NO []
Does the co-op provide delivery to the districts? YES [X] NO []
How many districts participate in the media program? 22
Do districts contribute dollars to the media services? YES [] NO [X]
Does the co-op operate a “make-and-take” center for teachers? YES [X] NO []

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

Number of Teacher Participants: 65

III. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Cooperative purchasing
- ☒ Planning assistance
- ☒ Special education services
- ☒ Gifted and talented assistance
- ☒ Grant writing assistance
- ☐ Personnel application
- ☒ Evaluation procedures
- ☐ Migrant student Identification
- ☒ Bookkeeping assistance
- ☒ Technology training
- ☒ Curriculum alignment
- ☒ Business Management training
- ☒ Computer technician
- ☐ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☐ Math coaches training
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and local board members

IV. DIRECT SERVICES TO STUDENTS

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

- [X] Student assessment program (CTE)
- [X] Speech pathology
- [X] Occupational therapy and physical therapy
- [X] CTE courses through Virtual Arkansas
- [X] Mentor programs: Training support
- [X] Gifted/talented programs: 22 participating districts
- [X] Speech therapist
- [X] Low incidence handicapped
- [X] Other (Please specify):
Early Childhood Special Education 3-5 years of age, Virtual
Arkansas, Arkansas Better Chance Pre-K Program

V. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2021-2022 school year: 2

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

White 2
African American ____
Hispanic ____
Asian ____
American Indian/Alaskan Native ____
Indian ____

Number of new females employed by the cooperative for the 2021-2022 school year: 37

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

White 34

African American 3

Hispanic

Asian

American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2021-2022 school year: 4

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

White 4

African American

Hispanic

Asian

American Indian/Alaskan Native

Indian

Number of females terminated by the cooperative during the 2021-2022 school year: 32

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

White 29

African American 2

Hispanic 1

Asian

American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2021-2022 school year: 4

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

White 3

African American 1

Hispanic

Asian

American Indian/Alaskan Indian

Indian

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

School Year: 128

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

White 99

African American 24

Hispanic 5

Asian

American Indian/Alaskan Indian

Indian

The following districts purchased services/items from the Dawson Teacher Center:

Arkadelphia

Community Individuals

Cutter Morning Star

Glen Rose

Gurdon

Jessieville

Kirby

Malvern

Ouachita

Henderson State University Students

FY 2022/2023

DAWSON EDUCATION COOPERATIVE

ADE

250 DAY

| STEPS | NETWORK | TECH | PROF |
|--------------|------------------|------------------|------------------|
| 1 | 41,020.00 | 53,452.00 | 65,881.00 |
| 2 | 41,520.00 | 53,952.00 | 66,381.00 |
| 3 | 42,020.00 | 54,452.00 | 66,881.00 |
| 4 | 42,520.00 | 54,952.00 | 67,381.00 |
| 5 | 43,020.00 | 55,452.00 | 67,881.00 |
| 6 | 43,520.00 | 55,952.00 | 68,381.00 |
| 7 | 44,020.00 | 56,452.00 | 68,881.00 |
| 8 | 44,520.00 | 56,952.00 | 69,381.00 |
| 9 | 45,020.00 | 57,452.00 | 69,881.00 |
| 10 | 45,520.00 | 57,952.00 | 70,381.00 |
| 11 | 46,020.00 | 58,452.00 | 70,881.00 |
| 12 | 46,520.00 | 58,952.00 | 71,381.00 |
| 13 | 47,020.00 | 59,452.00 | 71,881.00 |
| 14 | 47,520.00 | 59,952.00 | 72,381.00 |
| 15 | 48,020.00 | 60,452.00 | 72,881.00 |
| 16 | 48,520.00 | 60,952.00 | 73,381.00 |
| 17 | 49,020.00 | 61,452.00 | 73,881.00 |
| 18 | 49,520.00 | 61,952.00 | 74,381.00 |
| 19 | 50,020.00 | 62,452.00 | 74,881.00 |
| 20 | 50,520.00 | 62,952.00 | 75,381.00 |
| 21 | 51,020.00 | 63,452.00 | 75,881.00 |
| 22 | 51,520.00 | 63,952.00 | 76,381.00 |
| 23 | 52,020.00 | 64,452.00 | 76,881.00 |
| 24 | 52,520.00 | 64,952.00 | 77,381.00 |
| 25 | 53,020.00 | 65,452.00 | 77,881.00 |

INDEX 1.0708 ADE DATA CENTER WEB DEVELOPER LEAD

INDEX 1.0216 SCHOOL BASED HEALTH

Board Approved March 9, 2022

FY 2022/2023

**DAWSON EDUCATION COOPERATIVE
PROFESSIONAL SALARY SCHEDULE**

240 DAY

| STEPS | LEVEL A | LEVEL B | LEVEL C | LEVEL D |
|-------|-----------|-----------|-----------|-----------|
| 1 | 46,801.00 | 54,602.00 | 64,109.00 | 66,674.00 |
| 2 | 47,301.00 | 55,102.00 | 64,609.00 | 67,174.00 |
| 3 | 47,801.00 | 55,602.00 | 65,109.00 | 67,674.00 |
| 4 | 48,301.00 | 56,102.00 | 65,609.00 | 68,174.00 |
| 5 | 48,801.00 | 56,602.00 | 66,109.00 | 68,674.00 |
| 6 | 49,301.00 | 57,102.00 | 66,609.00 | 69,174.00 |
| 7 | 49,801.00 | 57,602.00 | 67,109.00 | 69,674.00 |
| 8 | 50,301.00 | 58,102.00 | 67,609.00 | 70,174.00 |
| 9 | 50,801.00 | 58,602.00 | 68,109.00 | 70,674.00 |
| 10 | 51,301.00 | 59,102.00 | 68,609.00 | 71,174.00 |
| 11 | 51,801.00 | 59,602.00 | 69,109.00 | 71,674.00 |
| 12 | 52,301.00 | 60,102.00 | 69,609.00 | 72,174.00 |
| 13 | 52,801.00 | 60,602.00 | 70,109.00 | 72,674.00 |
| 14 | 53,301.00 | 61,102.00 | 70,609.00 | 73,174.00 |
| 15 | 53,801.00 | 61,602.00 | 71,109.00 | 73,674.00 |
| 16 | 54,301.00 | 62,102.00 | 71,609.00 | 74,174.00 |
| 17 | 54,801.00 | 62,602.00 | 72,109.00 | 74,674.00 |
| 18 | 55,301.00 | 63,102.00 | 72,609.00 | 75,174.00 |
| 19 | 55,801.00 | 63,602.00 | 73,109.00 | 75,674.00 |
| 20 | 56,301.00 | 64,102.00 | 73,609.00 | 76,174.00 |
| 21 | 56,801.00 | 64,602.00 | 74,109.00 | 76,674.00 |
| 22 | 57,301.00 | 65,102.00 | 74,609.00 | 77,174.00 |
| 23 | 57,801.00 | 65,602.00 | 75,109.00 | 77,674.00 |
| 24 | 58,301.00 | 66,102.00 | 75,609.00 | 78,174.00 |
| 25 | 58,801.00 | 66,602.00 | 76,109.00 | 78,674.00 |

Teacher Center Coordinator = 1.20 of appropriate step

Business Office Manager = 1.04 of appropriate step

Facilities Specialist = 1.39 of appropriate step

Co-Teaching Consultant= 1.15 of appropriate step

Lead Rise Coordinator= 1.065 of appropriate step

Level A Specialized Job Skills or Knowledge

Level B Specific Degree Requirement or Equivalent. Certain job experiences may be substituted for degree requirement.

Level C Specific Degree Requirement or Equivalent

Level D Administrative Positions with Supervisory and Budgetary Responsibilities

Board Approved March 9, 2022

FY 2022/2023

**DAWSON EDUCATION COOPERATIVE
DISTANCE LEARNING TEACHER**

190 DAY

| STEPS | BA/BS | MA/MS |
|--------------|------------------|------------------|
| 1 | 39,440.00 | 42,852.00 |
| 2 | 40,040.00 | 43,452.00 |
| 3 | 40,640.00 | 44,052.00 |
| 4 | 41,240.00 | 44,652.00 |
| 5 | 41,840.00 | 45,252.00 |
| 6 | 42,440.00 | 45,852.00 |
| 7 | 43,040.00 | 46,452.00 |
| 8 | 43,640.00 | 47,052.00 |
| 9 | 44,240.00 | 47,652.00 |
| 10 | 44,840.00 | 48,252.00 |
| 11 | 45,440.00 | 48,852.00 |
| 12 | 46,040.00 | 49,452.00 |
| 13 | 46,640.00 | 50,052.00 |
| 14 | 47,240.00 | 50,652.00 |
| 15 | 47,840.00 | 51,252.00 |
| 16 | 48,440.00 | 51,852.00 |
| 17 | 49,040.00 | 52,452.00 |
| 18 | 49,640.00 | 53,052.00 |
| 19 | 50,240.00 | 53,652.00 |
| 20 | 50,840.00 | 54,252.00 |
| 21 | 51,440.00 | 54,852.00 |
| 22 | 52,040.00 | 55,452.00 |
| 23 | 52,640.00 | 56,052.00 |
| 24 | 53,240.00 | 56,652.00 |
| 25 | 53,840.00 | 57,252.00 |

Above 25 years : One time \$1500.00 Increment

Board Approved _____ **March 9, 2022**

FY 2022/2023

Paraprofessional

190 Days

| Steps | NO CDA | CDA | AA/AS in ECE | BA/BS in ECE |
|--------------|---------------|------------|---------------------|---------------------|
| 1 | 17,222.00 | 17,938.00 | 19,100.00 | 25,028.00 |
| 2 | 17,672.00 | 18,388.00 | 19,550.00 | 25,478.00 |
| 3 | 18,122.00 | 18,838.00 | 20,000.00 | 25,928.00 |
| 4 | 18,572.00 | 19,288.00 | 20,450.00 | 26,378.00 |
| 5 | 19,022.00 | 19,738.00 | 20,900.00 | 26,828.00 |
| 6 | 19,472.00 | 20,188.00 | 21,350.00 | 27,278.00 |
| 7 | 19,922.00 | 20,638.00 | 21,800.00 | 27,728.00 |
| 8 | 20,372.00 | 21,088.00 | 22,250.00 | 28,178.00 |
| 9 | 20,822.00 | 21,538.00 | 22,700.00 | 28,628.00 |
| 10 | 21,272.00 | 21,988.00 | 23,150.00 | 29,078.00 |
| 11 | 21,722.00 | 22,438.00 | 23,600.00 | 29,528.00 |
| 12 | 22,172.00 | 22,888.00 | 24,050.00 | 29,978.00 |
| 13 | 22,622.00 | 23,338.00 | 24,500.00 | 30,428.00 |
| 14 | 23,072.00 | 23,788.00 | 24,950.00 | 30,878.00 |
| 15 | 23,522.00 | 24,238.00 | 25,400.00 | 31,328.00 |
| 16 | 23,972.00 | 24,688.00 | 25,850.00 | 31,778.00 |
| 17 | 24,422.00 | 25,138.00 | 26,300.00 | 32,228.00 |
| 18 | 24,872.00 | 25,588.00 | 26,750.00 | 32,678.00 |
| 19 | 25,322.00 | 26,038.00 | 27,200.00 | 33,128.00 |
| 20 | 25,772.00 | 26,488.00 | 27,650.00 | 33,578.00 |

Board approved March 9, 2022

FY 2022/2023**DAWSON EDUCATION COOPERATIVE
SUPPORT SALARY SCHEDULE****240 DAY**

| STEPS | LEVEL I | LEVEL II | LEVEL III |
|--------------|------------------|------------------|------------------|
| 1 | 21,754.00 | 21,843.00 | 28,082.00 |
| 2 | 22,004.00 | 22,093.00 | 28,332.00 |
| 3 | 22,254.00 | 22,343.00 | 28,582.00 |
| 4 | 22,504.00 | 22,593.00 | 28,832.00 |
| 5 | 22,754.00 | 22,843.00 | 29,082.00 |
| 6 | 23,004.00 | 23,093.00 | 29,332.00 |
| 7 | 23,254.00 | 23,343.00 | 29,582.00 |
| 8 | | 23,593.00 | 29,832.00 |
| 9 | | 23,843.00 | 30,082.00 |
| 10 | | 24,093.00 | 30,332.00 |
| 11 | | 24,593.00 | 30,832.00 |
| 12 | | 25,093.00 | 31,332.00 |
| 13 | | 25,593.00 | 31,832.00 |
| 14 | | 26,093.00 | 32,332.00 |
| 15 | | 26,593.00 | 32,832.00 |
| 16 | | 27,093.00 | 33,332.00 |
| 17 | | 27,593.00 | 33,832.00 |
| 18 | | 28,093.00 | 34,332.00 |
| 19 | | 28,593.00 | 34,832.00 |
| 20 | | 29,093.00 | 35,332.00 |
| 21 | | 29,593.00 | 35,832.00 |
| 22 | | 30,093.00 | 36,332.00 |
| 23 | | 30,593.00 | 36,832.00 |
| 24 | | 31,093.00 | 37,332.00 |
| 25 | | 31,593.00 | 37,832.00 |

Steps 1-10 = \$250.00 increments**Steps 11-25 = \$500.00 increments****Technology Assistant - Index 1.10**

Level I - Entry level skills - typing, computer word processing, some office software use knowledge, calculator skill, etc. No minimal formal training.

Level II - Intermediate typing and calculator skills, computer software literate, word processing, etc., skilled. Ability to put these to use immediately. Telephone answering skills, plus some formal training in these areas (i.e. some college courses or seminars with certificate of completion or able to prove skills by demonstration).

Level III - Highly skilled, completed training and proven ability in work area.

Board Approved _____ March 9, 2022

FY 2022/2023

DAWSON EDUCATION COOPERATIVE

TEACHER SALARY SCHEDULE

200 DAY

| STEPS | BSE | MSE |
|--------------|------------------|------------------|
| 1 | 39,939.00 | 43,912.00 |
| 2 | 40,389.00 | 44,412.00 |
| 3 | 40,839.00 | 44,912.00 |
| 4 | 41,289.00 | 45,412.00 |
| 5 | 41,739.00 | 45,912.00 |
| 6 | 42,189.00 | 46,412.00 |
| 7 | 42,639.00 | 46,912.00 |
| 8 | 43,089.00 | 47,412.00 |
| 9 | 43,539.00 | 47,912.00 |
| 10 | 43,989.00 | 48,412.00 |
| 11 | 44,439.00 | 48,912.00 |
| 12 | 44,889.00 | 49,412.00 |
| 13 | 45,339.00 | 49,912.00 |
| 14 | 45,789.00 | 50,412.00 |
| 15 | 46,239.00 | 50,912.00 |
| 16 | 46,689.00 | 51,412.00 |
| 17 | 47,139.00 | 51,912.00 |
| 18 | 47,589.00 | 52,412.00 |
| 19 | 48,039.00 | 52,912.00 |
| 20 | 48,489.00 | 53,412.00 |

\$450 INCREMENTS FOR BSE

\$500 INCREMENTS FOR MSE

Board Approved March 9, 2022

FY 2022/2023

DAWSON EDUCATION COOPERATIVE

Special Education

220 DAY

| STEPS | LEVEL I | LEVEL II |
|--------------|------------------|------------------|
| 1 | 50,352.00 | 70,096.00 |
| 2 | 50,852.00 | 70,596.00 |
| 3 | 51,352.00 | 71,096.00 |
| 4 | 51,852.00 | 71,596.00 |
| 5 | 52,352.00 | 72,096.00 |
| 6 | 52,852.00 | 72,596.00 |
| 7 | 53,352.00 | 73,096.00 |
| 8 | 53,852.00 | 73,596.00 |
| 9 | 54,352.00 | 74,096.00 |
| 10 | 54,852.00 | 74,596.00 |
| 11 | 55,352.00 | 75,096.00 |
| 12 | 55,852.00 | 75,596.00 |
| 13 | 56,352.00 | 76,096.00 |
| 14 | 56,852.00 | 76,596.00 |
| 15 | 57,352.00 | 77,096.00 |
| 16 | 57,852.00 | 77,596.00 |
| 17 | 58,352.00 | 78,096.00 |
| 18 | 58,852.00 | 78,596.00 |
| 19 | 59,352.00 | 79,096.00 |
| 20 | 59,852.00 | 79,596.00 |

***Index of 1.40 for Behavior Support Specialist**

Board Approved _____ **March 9, 2022**

FY 2022/2023
DAWSON EDUCATION COOPERATIVE
TEACHER SALARY SCHEDULE
190 DAY

| STEPS | BSE | MSE | SPEECH- THERAPIST |
|-------|-----------|-----------|----------------------|
| 1 | 37,942.00 | 41,716.00 | 49,687.00 |
| 2 | 38,392.00 | 42,216.00 | 50,187.00 |
| 3 | 38,842.00 | 42,716.00 | 50,687.00 |
| 4 | 39,292.00 | 43,216.00 | 51,187.00 |
| 5 | 39,742.00 | 43,716.00 | 51,687.00 |
| 6 | 40,192.00 | 44,216.00 | 52,187.00 |
| 7 | 40,642.00 | 44,716.00 | 52,687.00 |
| 8 | 41,092.00 | 45,216.00 | 53,187.00 |
| 9 | 41,542.00 | 45,716.00 | 53,687.00 |
| 10 | 41,992.00 | 46,216.00 | 54,187.00 |
| 11 | 42,442.00 | 46,716.00 | 54,687.00 |
| 12 | 42,892.00 | 47,216.00 | 55,187.00 |
| 13 | 43,342.00 | 47,716.00 | 55,687.00 |
| 14 | 43,792.00 | 48,216.00 | 56,187.00 |
| 15 | 44,242.00 | 48,716.00 | 56,687.00 |
| 16 | 44,692.00 | 49,216.00 | 57,187.00 |
| 17 | 45,142.00 | 49,716.00 | 57,687.00 |
| 18 | 45,592.00 | 50,216.00 | 58,187.00 |
| 19 | 46,042.00 | 50,716.00 | 58,687.00 |
| 20 | 46,492.00 | 51,216.00 | 59,187.00 |

***Speech Therapist who have ASHA certification**

Increments = \$450 BSE

Increments = \$500 - MSE & Speech Therapist

Board Approved March 9, 2022

FY 2022/2023

DAWSON EDUCATION COOPERATIVE

CIRCUIT MANAGER

190 DAY

| STEPS | MGR |
|-------|-----------|
| 1 | 40,721.00 |

Board Approved March 9, 2022

DAWSON EDUCATION COOPERATIVE

School Districts served in Dawson Education Service Cooperative:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star,
Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake
Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike
County

Officers of the Board

| Name | Position | School District |
|-----------------|---------------------|------------------------------|
| Danny Thomas | President | Magnet Cove School District |
| Stephanie Nehus | Vice President | Hot Springs School District |
| Darin Beckwith | Director/Ex-Officio | Dawson Education Cooperative |
| Darnesa Fields | Secretary | Dawson Education Cooperative |

Members of the Board

| Name | Position | School District |
|--------------------|-----------------|-------------------------------------|
| Karla Neathery | Board Member | Arkadelphia School District |
| Matt Donaghy | Board Member | Bauxite School District |
| Kim Anderson | Board Member | Benton School District |
| Susan Kissire | Board Member | Bismarck School District |
| Karen Walters | Board Member | Bryant School District |
| Dan Breshears | Board Member | Centerpoint School District |
| Nancy Anderson | Board Member | Cutter Morning Star School District |
| Michael Murphy | Board Member | Fountain Lake School District |
| Tim Holicer | Board Member | Glen Rose School District |
| Nikki Thomas | Board Member | Gurdon School District |
| Heath Bennett | Board Member | Harmony Grove School District |
| Stephanie Nehus | Board Member | Hot Springs School District |
| Melissa Speers | Board Member | Jessieville School District |
| Pike Palmer | Board Member | Kirby School District |
| Shawn Higginbotham | Board Member | Lake Hamilton School District |
| Shawn Cook | Board Member | Lakeside School District |
| Danny Thomas | Board Member | Magnet Cove School District |
| Brian Golden | Board Member | Malvern School District |
| B.J. Applegate | Board Member | Mountain Pine School District |
| Larry Newsom | Board Member | Ouachita School District |
| Ronnie Kissire | Board Member | Poyen School District |
| Brad Sullivan | Board Member | South Pike County School District |

Teacher Center Committee 2021-2022

| Committee Member | District | Position | Email |
|----------------------------------|---------------------|-----------------------------------|--|
| Anita Malcom | Arkadelphia | Teacher | Anita.malcom@arkadelphiaschools.org |
| Leann Pinkerton | Bauxite | District Administrator | pinkertonl@bauxiteminers.org |
| Christine Koch | Benton | Teacher | ckoch@bentonschools.org |
| Mike Copeland | Bismarck | Teacher | Michael.copeland@bsd-lions.net |
| Rotating (Pam Kenney-contact) | Bryant | Administrator | pkenney@bryantschools.org |
| Michelle Mounts | Centerpoint | Teacher | michelle.mounts@goknights.us |
| Laura Baber | Cutter Morning Star | Administrator | laura.baber@cmseagles.net |
| Rotating-Steve Campbell, contact | Fountain Lake | Teacher (Dana Smith this year) | scampbell@flcobras.com dsmith@flcobras.com |
| Rhonda Hodges | Glen Rose | Teacher | rhodges@grbeavers.org |
| Ashley Collins | Gurdon | Teacher | collinsa@go-devils.net |
| Meghann Donaldson | Harmony Grove | administrator | mdonaldson@harmonygrovesd.org |
| Gail Bean | Hot Springs | Instructional facilitator | beang@hssd.net |
| Amanda Sarver | Jessieville | administrator | amanda.sarver@jsdlions.net |
| Dolores Cowart | Kirby | Administrator | Dolores.cowart@kirbytrojans.net |
| Rachael Walston | Lake Hamilton | Teacher | Rachael.walston@lhwolves.net |
| Kimberly Vanmeter | Lakeside | Teacher | kimberly_vanmeter@lakesidesd.org |
| Bethany Rice | Magnet Cove | Teacher | Bethany.phillips@magnetcove.k12.ar.us |
| Lillian Harper | Malvern | Administrator | laharper@malvernleopards.org |
| Melissa (Munroe) Wilson | Mountain Pine | Teacher | melissa.munroe@mpsdrd.com |
| Lyn McDade | Ouachita | Administrator | Lyn.mcdade@ouachitasd.org |
| Bryce Harrison | Poyen | Administrator | harrison.bryce@poyenschool.com |
| Melissa Jones | South Pike County | Teacher | melissa.jones@rattlers.org |

Dawson Education
Cooperative DATE: June
2022

Program Summaries....

PROGRAM: ADMINISTRATION

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes No X

RESTRICTED NON-RESTRICTED X

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Darin Beckwith, Director, M.S.E.

Candiss Bennett, Assistant Director/Teacher Center Coordinator, M.S.E.

Veronica Nelson, Business Office Manager, M.B.A

Shannon Porter & Cari Scott, Assistant Business Office Manager/Human Resources

Tamra Dempsey, Business Office Assistant

Darnesa Fields, Administrative Assistant/Board Secretary

Sandra Ankton, Professional Development Coordinator, B.B.A.

Sue Newton, Secretary

GOALS AND DESCRIPTION:

The director of the Dawson Education Cooperative is employed by the Board of Directors to administer the programs and services of the organization. The director's duties also include maintaining and supervising both the licensed and non-licensed employees. The director works closely with the teacher center coordinator and the program coordinators to ensure a seamless and productive work environment for all employees.

PROGRAM SUMMARY:

The Dawson Education Cooperative receives a state based grant yearly. This base grant provides for a director, teacher center coordinator, and business office and classified office personnel. The remainder of the cooperative budget comes from grants and the local school districts served. The funds are "pooled" so that strong programs can be returned to each member school.

The director, who is hired by the Board of Directors, has the responsibility for general supervision of all cooperative programs. A Board of Directors that consists of a representative from each of the member school districts governs Dawson Co-op. The Board has elected to use an Executive Committee which is made up of one representative from each of the six counties, the Board President, the Board Vice-President, and the immediate past president. The actions of the Executive Committee are submitted to the full Board of Directors for concurrence.

The educators in the twenty-two districts Dawson serves guide the cooperative. The major source of input, in addition to the Dawson Teacher Center Committee, are the various job-alike groups for principals, dyslexia specialists, gifted and talented teachers, curriculum leaders, technology coordinators, and others that meet quarterly with co-op personnel. All of these groups ensure responsiveness to the needs of local districts by Dawson staff through their continuing input.

Dawson Education Cooperative is able to provide many additional services because of its collaboration between the Arkansas Department of Education and the institutions of higher education. Dawson is a part of the statewide co-op network, which meets regularly to discuss issues and concerns. The Arkansas Department of Education is a vital link for the cooperative in planning and implementing activities that enhance student learning. Henderson State University, Ouachita Baptist University, Arkansas State University Three Rivers, and National Park Community College, STEM Center and Southwest Arkansas Education Renewal Zone are strong partners of the Dawson Co-op. Dawson also has strong community support, with staff members serving on committees for local, regional, and state agencies.

MAJOR HIGHLIGHTS OF THE YEAR:

During every general legislative session, Dawson Education Cooperative works closely with the Arkansas Legislature and hosts a Legislative Luncheon where superintendents from our 22 districts are invited to attend and meet with our Arkansas State Legislature. This event is instrumental in maintaining a positive relationship with those who are making the laws that govern our schools and providing a means to share ideas, etc. Additionally, Dawson continues to host an annual superintendents' conference and principals' institute to provide area administrators with their required professional development and network/collaboration opportunities.

ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

FUNDING SOURCE: Arkansas Better Chance for School Success

COMPETITIVE GRANT: YES ☒ NO ☐

RESTRICTED ☒ **NON-RESTRICTED** ☐

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Centerpoint, Cutter Morning Star, Fountain Lake, Harmony Grove, Hot Springs, Jessierville, Magnet Cove, Malvern, Mt. Pine, Ouachita, Poyen, Garland County Consortium (Hot Springs, Lakeside, Jessierville, Mt. Pine, Cutter Morning Star, Fountain Lake), and Lake Hamilton.

PERSONNEL:

Shasta Pentecost, Coordinator, M.S.E.
Diedra Middleton, Program Specialist, A.A.
Tanika Flannigan, Administrative Assistant, B.B.A.
Debbie Forsythe, Administrative Assistant, A.A.
Sara Taylor, Administrative Assistant, CDA
Trudy Conzel, Floating Substitute, M.S.E.
Brenda Malcom, Administrative Assistant, College Hours
Melva Coleman, Administrative Assistant

P4 or K-6 Certified Teachers:

Tiffany Barnes, Tina Beals, Amanda Burroughs, Gretchen Boyes, Kirby Calcagno, Janna Clements, Saba Chaudry, Stacie Cornwell, Ashley Dankert, Hannah Dwiggins, Randi Graves, Schelley Graves, Susan Green, Ashley Griggs, Brenda Harmon, Theresa Jones, Faith Killian, Karissa Kissire, Dawna Pendarvis, Shannon Perez, Polly Petty, Paige Prothro, Morgan Reeves, Michelle Rorie, Keri Rutherford, Jennifer Ruff, Sara Scott, Pamela Smart, Laverne Slaughter, Shelley Thornton, Whitney Vallun, Charity Vaught, Leigh Ann Ventress, Karen Ware, Caitlin Wisenhunt, Amy Woodard, Brooke Woolford.

CDA/AA/BA Certified Paraprofessionals:

Christie Armstorng, Roester Bailey, Christie Burroughs, Kelsey Bradshaw, Tori Campbell, Jessica Caudill, Sara Cherry, Amy Clements, Shelby Crawley, Alexa Danlodji, Shauna Davis, Darona Duncan, Kristi Hampel, Tonya Heath, Addison Holt, Rachael Motes, Belinda Hughes, Jessica Kelloms, Kim King, Alesia Lunsford, Shana McDermott, Tammy McKeegan, Jessica McGhee, Teresa McMahan, Stacey Miles, Treanna Ousley, Amy Parker, Andrea Pegues, Paula Ross, Carla Shelnut, Robin Slate, Alexis Smith, Tamra Speers, Lavonda Spivey, Pam Stoner, Kerri Sullivan, Sarah Taylor, Amanda Watson, Amy Watts, Tonya White.

Part-time Substitutes – As needed – Willsub

GOALS AND OBJECTIVES:

- Provide high-quality, developmentally appropriate programs for preschool children
- Provide a safe and nurturing environment that promotes development enhances the learning of each individual child in the program
- Establish relationships with families of each preschool child
- Collaborate with community members to deliver high quality services to preschool children and their families
- Provide a well-qualified and trained

PROGRAM SUMMARY:

The Dawson Education Cooperative Arkansas Better Chance for School Success Program provides high-quality, developmentally appropriate preschool programs for educationally deprived children ages 3 and 4 years from families with gross income not exceeding 200% of the Federal Poverty Level.

MAJOR HIGHLIGHTS OF THE YEAR:

One of the major highlights of the year was the introduction of the PreK RISE curriculum. All of our classrooms have implemented the Launchpad Curriculum and have received support throughout the year from a PreK RISE Coach.

As the year progressed, Covid restrictions were lifted and the classrooms were able to return to normal. Two parent teacher conferences were held this year and the classrooms were able to go on a field trip this spring.

PROJECT: AR CO-TEACHING PROJECT & THE STRATEGIC INSTRUCTION MODEL (SIM) PROFESSIONAL DEVELOPMENT

FUNDING SOURCE: State Performance Grant

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

The Arkansas Co-Teaching Project provides technical assistance and professional development to all Arkansas school districts interested in beginning or improving a co-teaching program. During 2021-2022, the project once again collaborated with Johns Hopkins University's Center for Technology in Education (JHU CTE) to provide Boundless Learning Co-Teaching, (a year-long, blended professional development package), to interested schools. The following schools and districts participated: Arkansas Arts Academy (Charter School- Benton County School of Arts SD); Barton Junior High (ElDorado SD); Bentonville West High School, Gateway ALE, Gateway Virtual School, Grimsley Junior High (Bentonville SD); Butterfield Trail Middle School (Van Buren SD); Caldwell Elementary (Benton SD); Central Junior High (Springdale SD); Cross County Elementary Tech (Cross County SD); Crossett Elementary (Crossett SD); Forrest City Junior High (Forrest City SD); Jessierville Elementary, Jessierville Middle School, Jessierville High School (Jessierville SD); Magnolia High School (Magnolia SD); McCrory High School (McCrory SD); Morrilton High School (South Conway County SD); Ozark Primary, Ozark Upper Elementary, Ozark Junior High (Ozark SD), Robinson High School, Sylvan Hills Middle (Pulaski County Special SD); Westside High School (Westside Consolidated SD).

In addition to the year-long professional development package, the project team also provided one-day co-teaching overview sessions. These sessions were provided to regional participants at the Arch Ford Cooperative, Southeast Cooperative, South Central Cooperative, Ozark Unlimited Resource (OUR) Cooperative, Dawson Cooperative, DeQueen Mena Cooperative; Guy Fenter Cooperative, Northwest Cooperative, Great Rivers Cooperative, and Wilbur Mills Cooperative. Trainings were also provided to Berryville School District; Lighthouse Charter School (Pine Bluff); Barton Junior High and Senior High School (ElDorado SD); Tyronza Elementary (East Poinsett County SD), Crawford Elementary (South Conway County SD); Bryant School District; and Pangburn Elementary (Pangburn SD). Administrator and leadership team overviews were presented to Pea Ridge School District and Arkansas Arts Academy (Benton County School of Arts SD). The project also trained four existing and one new independent state co-teaching coaches to support the schools participating in the 2021-2022 Boundless Learning Co-Teaching Professional Development.

The Arkansas Co-Teaching Project was well represented at state and national conferences. The Arkansas Co-Teaching Project director, Debbie Fleming, with two Johns Hopkins University team members, presented a co-teaching training session at the 2021 Council for Exception Children (CEC) National Conference and presented a co-teaching training with a national co-teaching consultant for the Bureau of Education and Research (BER) at the Nation Council for Administrators of Special Education (CASE) Conference. The Arkansas Co-Teaching Project

was invited and presented an overview training session at the Missouri CASE Conference as well as the LEA Academy.

The co-teaching project collaborated with Arkansas Ideas to produce two courses to be included in the Ideas Course portal offered to Arkansas educators for professional development credit. The courses featured two Boundless Learning administrators and six co-teachers. The courses, *Better Together: Six Instructional Formats for Co-Teaching* and *Better Together: Critical Components of Co-Teaching*, have been viewed at this time by ??? educators.

We are scheduled during the summer of 2022 (FY23) to present 6-hour co-teaching trainings for Northwest Cooperative, Crowley's Ridge, Northcentral Cooperative, Arkansas River Cooperative, Wilbur Mills Cooperative, Northeast Cooperative, Ozark Unlimited Resource (OUR) Cooperative, Southwest Cooperative, and South Central Cooperative.

PERSONNEL:

Debbie Fleming, Director of the Arkansas Co-Teaching Project and Strategic Instruction Model (SIM) Professional Developer
Debbie Byers, Special Education Specialist for the Arkansas Co-Teaching Project

GOALS:

The Arkansas Co-Teaching Project's mission is to educate and support teachers and administrators in the effective implementation of the co-teaching model. Co-Teaching is "an instructional delivery approach in which a classroom teacher and a special education teacher (or other special service professional) share responsibility for planning, delivering, and evaluating instruction for a group of students, some of whom have exceptional needs" (Friend, Reising, and Cook).

Districts and schools often adopt the co-teaching model as part of their plan to ensure that all students, including those with disabilities, are taught by "highly qualified" teachers. Many districts and schools choose to implement the model as means to ensure that students with disabilities have access to the rigorous general education curriculum in the least restrictive environment, the general education classroom. Implementation of the model also supports the Arkansas Department of Education- Division of Elementary and Secondary Education, Office of Special Education's goal to increase the number of students with disabilities receiving their instruction 80% or more of the time in the general education classroom.

The Arkansas Co-Teaching Project goals for 2021-2022 focus on improving the classroom implementation of the co-teaching model and supporting schools in increasing or maintaining the number of students with disabilities who receive their instruction 80% or more of the time in the general education classroom.

PROGRAM SUMMARY:

The Arkansas Co-Teaching Project provides a tiered system of support to staff at schools interested in starting a co-teaching program or improving the fidelity of an existing program.

Tier 1 supports include telephone and email technical assistance and access to informational resources about the co-teaching model. Interested administrators, teachers, and co-teachers regularly contact the project team to obtain basic information about the co-teaching model, roles and responsibilities of co-teachers, best practices for implementation, scheduling, sources of co-teaching professional development, etc. The project team also works across units of the ADE to respond to informational requests about co-teaching and the services provided by the project.

Tier 2 services include more extensive technical assistance that is provided onsite or remotely by telephone or Zoom meetings. Tier 2 services also include onsite or regional overviews of the co-teaching model. We are scheduled during the summer of 2021 to present 6-hour face-to-face trainings for many of the education cooperatives and several school districts.

Tier 3 services are provided in the form of the year-long, blended professional development package, Boundless Learning Co-Teaching (BLC). This package is provided in partnership with Johns Hopkins University's Center for Technology in Education (JHU CTE) and includes a traditional, face-to-face Kick Off session, online modules, webinars, onsite coaching, and implementation evaluation for administrators, co-teachers, and instructional facilitators who agreed to serve as BLC facilitators.

The project's team consists of the project director, a co-teaching specialist, independent state co-teaching coaches, the Boundless Learning Co-Teaching professional development team from JHU CTE, and Dr. Cynthia Pearl, a national co-teaching researcher based at the University of Central Florida. According to current best practices in professional development, the project relies upon implementation evaluation data collected from participating schools to guide its planning and to improve the support provided to schools participating in its comprehensive professional development package.

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2021-2022 school year, the Arkansas Co-Teaching Project continued to partner with Johns Hopkins University's Center for Technology in Education (JHU CTE) to provide Boundless Learning Co-Teaching, a year-long, blended professional development package, to a statewide cohort of 24 schools in 16 districts. The professional development package included traditional face-to-face sessions, facilitated online modules, web meetings for administrators, and onsite coaching. In addition, instructional facilitators and administrators from participating schools were provided the opportunity to participate in an additional professional development component, the Boundless Learning Co-Teaching Micro-Credential. This component trained administrators and instructional facilitators to provide onsite support to their co-teaching programs. Participating instructional facilitators were given the opportunity to earn a micro-credential badge awarded by Johns Hopkins University and the Arkansas Co-Teaching Project, a program piloted with the Office of Teacher Effectiveness (ADE-DESE).

Fidelity of implementation continued to be an important goal for the project. Each participating school was required to participate in the project's comprehensive implementation evaluation plan. The plan includes components to measure changes in system support (school practices) for the co-teaching model, application of the co-teaching model in the co-taught classroom, and the

model's impact on students with and without disabilities. Implementation data is collected in the fall and again at the end of the school year. Because of these timelines, the compiled data for 2021-2022 school year is not yet available. Instead, the results described below are those from the 2020-2021 school year. The 2020-2021 cohort included 27 schools from 12 school districts.

Student outcome measures in the form of final grades of students were collected from the 27 schools that used a traditional A-F grading scale. Results from the 65 co-taught classes of 1,499 students (419 students with disabilities and 1,080 students without disabilities), indicated:

96% of students with disabilities received passing grades

79% of students with disabilities received "C" or higher

Changes in school system practices are necessary in order to implement the co-teaching model with fidelity. These are measured by the Action Planning Checklist survey completed by building administrators and facilitators. The survey includes a list of 29 building support actions critical to a successful co-teaching program. In the fall of 2020, the average participating school addressed, to some extent, 84 percent of the items on the checklist. At the end of the 2019-2020 school year, 96 percent of the items were addressed to some extent by the same schools. Co-teachers' changes in instructional practices and collaborative relationship development with their partners were measured with the Colorado Assessment of Co-Teaching (CO-ACT) survey, which was completed individually by co-teachers. In the fall of 2020, a total of 8 of the 42 items were rated less than 4.25 by the co-teacher cohort. At the conclusion of the year-long professional development, only 1 of the 42 items had means of less than 4.25, indicating that many of these teachers perceived that the critical components of co-teaching were in place.

Individual school evaluation results from 2020-2021 were shared with the school's administrators for their use in planning for 2021-2022. The summary evaluation results were used by the Arkansas Co-Teaching Project's team to improve the supports provided to participating schools.

PROGRAM: ARKANSAS TRANSITION CONSULTANT SERVICES

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes X No

TYPE: RESTRICTED **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Dawson Coop (by county):

Garland: Hot Springs, Fountain Lake, Jessierville, Mountain Pine, Lake Hamilton, Lakeside, Cutter-Morning Star, First Step, Inc.

Hot Spring: Bismarck, Glen Rose, Malvern, Magnet Cove, Ouachita

Clark: Arkadelphia, Gurdon

Grant: Poyen

Pike: Kirby, Centerpoint, South Pike Co.

Saline: Bryant, Benton, Harmony Grove

Southwest Coop (by county):

Hempstead: Blevins, Hope, Spring Hill

Miller: Fouke, Genoa Central, Texarkana

Lafayette: Lafayette Co.

Nevada: Prescott, Nevada Co.

DeQueen/Mena Coop (by county):

Polk: Mena, Ouachita River, Cossatot River

Montgomery: Caddo Hills, Mt. Ida

Howard: Dierks, Mineral Springs, Nashville

Sevier: DeQueen, Horatio

Little River: Ashdown, Foreman

GOAL:

Arkansas Transition Services' goal is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes.

PROGRAM SUMMARY:

The Arkansas Department of Education, Special Education Unit, funds a grant by which the consultant group,

Arkansas Transition Services, works to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes,

as mandated by the Individuals with Disabilities Education Act.

Arkansas Transition Services consists of six transition consultants across the state, including a State Transition Coordinator. All consultants provide district, regional and statewide trainings and technical assistance throughout the year.

Arkansas Transition Services develops and provides trainings based not only on Federal mandates, but also on the needs of school districts and transition teams in the area of transition. Some of these trainings include how to develop transition classes, transitions assessment trainings, involving the student in transition planning, compliance with transition indicators, and how to gain parental participation and how to establish local transition teams. We continue to work hard to build capacity in the districts through reviews of transition plans, followed up with report findings and recommendations for additional training. This has been an effective and proactive practice that districts have participated in prior to being monitored by the Special Education Unit.

Arkansas Transition Services (ATS) also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. A collaborative effort is made among districts, agencies and ATS to hold Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams. ATS also maintains a leadership role in the Arkansas Interagency Transition Partnership, which works to bring agencies together to discuss issues and develop strategies to better serve schools and students. Arkansas Transition Services has an agreement with under an OSEP funded project, the National Technical Assistance Center for Transition the Collaborative NTACT-C (formerly National Technical Assistance Center for Transition - NTACT). NTACT-C is focused on improving transition outcomes. Each year, at least two ATS representatives attend the sponsored, Capacity Building Institute as a state team (which was held virtually), along with Arkansas Rehabilitation Services representatives, teacher representatives and IDEA Data and Research representatives. In 2016, we continue to be an “Intensive State” with NTACT-C. We have receive assistance with the development and implementation of technical assistance and professional development plan based on the goals and outcomes we had identified in our application. The goals within our updated technical assistance plan for the 2021-2022 fiscal year are as follows:

1. By June 30, 2022, Arkansas Transition Services will work to increase agency collaboration for improvement of outcomes for post-school employment, post-school education and training, and post-school independent living and community participation.
2. By June 30, 2022, Arkansas Transition Services will promote evidence-based practices for successful post-school outcomes for students with disabilities.
0. By June 30, 2022, Arkansas Transition Services, in collaboration with University of Kansas, Center on Developmental Disabilities, will promote self-determination and positive post-school outcomes for students with disabilities.

0. By June 30, 2022, Arkansas Transition Services, in collaboration with video Modeling Trainers around the State, will promote positive post-school outcomes for students with disabilities and increase the capacity of educators' use of evident-based practices.
5. By June 30, 2022, Arkansas Transition Services will promote high quality, equitable access to, information on transition and transition practices.

FILE REVIEWS PROVIDED TO:

Gurdon, DeQueen, Bryant, Hot Springs, Glen Rose, Texarkana

DISTRICT TRAININGS PROVIDED TO:

Gurdon, Benton, Malvern, Glen Rose, Texarkana, Genoa Central

CONSULTS PROVIDED TO:

Poyen, Bismarck, Arkadelphia, Centerpoint, Bryant, Fountain Lake, Gurdon, Benton, South Pike Co., Cutter Morning-Star, Glen Rose, Hope, Genoa Central, Fouke, Prescott, Cutter Morning-Star, Mountain Pine; Mount Ida, Caddo Hills, Magnet Cove (PISA)

PROFESSIONAL CONFERENCES/SESSIONS PRESENTED/ATTENDED:

Compliance Training: Indicator 13 Checklist Walk-Through (2021 summer training)

Transition Assessment: Post Module Training (2021 summer training)

Inclusive Practices Training

Executive Skills Training

Demystifying Sped 504 Workshop

AR School of Law Workshop

NTACT: C – Complex Needs Group

APSRC Conference

LEA Academy

MEETINGS ATTENDED:

AR Department of Special Education Unit Collaborative Meeting; Arkansas Transition Services Consultants' monthly meetings; Areas' V and VII Special Education Supervisors' monthly meetings; Livebinder with Tina; SDLMI District meeting (Centerpoint); CIRCLES meeting; Transition Coalition Self-Study; Video Modeling; CAYSI; Project Discovery; TEP (@ Bismarck); Project SEARCH (Glen Rose); EARS (Zoom)

TRANSITION TEAM MEETINGS ATTENDED (Including District Meetings):

Benton, Centerpoint (SDLMI), Arkadelphia (SDLMI); Transition Team Introduction for WOLF; Lake Hamilton (PLC meeting)

TRANSITION FAIR ATTENDED:

Benton

DeQueen/Mena

Glen Rose

SPECIAL EVENTS ATTENDED:

Inclusion Film Camp – U of A at Pulaski Tech

Arkansas Transition Services – Cadre

AEDD Adult Skills Training Center – Open House

MEETING FACILITATED:

Project Discovery

SUMMER PROFESSIONAL DEVELOPMENT TRAINING(S):

Compliance Training: Indicator 13 Crosswalk Walk Through (June/July 2021)

Transition Assessment: Post Module Training (June/July 2021)

DCDT Conference (Myrtle Beach – May 2022)

Executive Skills Function Training

Learning for All

MAJOR HIGHLIGHTS OF THE YEAR:

The Inclusion Film Camp is a collaborative effort of Arkansas Transition Services, Arkansas Rehabilitation Services and Inclusion Films, and University of Arkansas at Pulaski Technical College, scheduled to take place in North Little Rock from April 25 – April 29, 2022.

College Bound AR (CBA) is an annual event held in collaboration with University of Central Arkansas held. This year, CBA will be on June 27 – 29, 2022. CBA is a three-day residential program intended to increase student's knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level.

Self-Directed Learning Model of Instruction (SDLMI) is an opportunity for districts to participate in our training this spring for the Self-Determined Learning Model of Instruction (SDLMI) in collaboration with Kentucky University (KU). This is just one of the evidence-based practices in the area of self-determination we are using to scale up in Arkansas. MOUs have been sent. The training will cost the district absolutely nothing (except maybe a substitute when attending the training).

Our website (www.arkansastransition.com) has recently been revamped with a new, colorful, easy to navigate template, and professional development opportunities through video recorder modules. New resources have been added, including a Transition Fair Toolkit and Guidance and Career Counselor's Toolkit for teachers and counselors; interactive IEP forms for students; healthcare transition information for parents; the TAGG online assessment for secondary aged youth with disabilities, their families and professionals; and updated agency resources by county including FAQs on Workforce Innovation Opportunities Act signed in June of 2014.

FUTURE TECHNICAL ASSISTANCE AND SUPPORT:

A Transition Summit is held every other year for local transition teams around the state to meet and assess the needs of the team's area. These teams then develop a plan based on those needs to improve transition outcomes. The Arkansas Transition Services Summit will host the National Division on Career Development and Transition along with in 2022.

ARKANSAS K-12 BEHAVIOR SUPPORT SPECIALISTS

STATE-LEVEL INITIATIVE: BX³ PROJECT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2021-22:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2021-2022:

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

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2021-2022:

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

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

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

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

PROGRAM: DAWSON CAREER EDUCATION

FUNDING SOURCE: The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

FUNDING AMOUNT: \$471,221.00

COMPETITIVE GRANT: Yes___ No_X__

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Bismarck, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County.

PERSONNEL:

April Shepherd, Career Education Coordinator, B.S.E., M.S.E.
Stacey Weeks, Career Education Administrative Assistant

GOALS:

To assist Dawson Perkins Consortia schools in meeting federal Carl Perkins V Performance Indicators with program improvement and integration activities and working toward goals set in the five year local plan to meet Perkins V law. The goals are updated annually based on ACE data to each LEA and Dawson Perkins Consortia.

To work as a liaison between the Arkansas Department of Education - Division of Career and Technical Education and the Dawson Perkins LEAs to implement Career and Technical Education programs and projects, i.e. provide assistance to schools during ADE-DCTE Technical Assistance Visits, provide assistance in helping schools to meet performance indicators and local targets set forth by the state, provide assistance to schools to tabulate proper data for completers and placement reporting, provide assistance to schools in helping students obtain national certifications, assist with writing grants for program development within the local districts, assist in program development and implementation of CTE student organizations, and work with each LEA to develop new and/or expanded programs of study.

Support professional development of career education to administrators, teachers and counselors within the Dawson Consortium. Provide professional development integration activities across all programs of study to meet the negotiated targets established by ADE - Division of Career and Technical Education; i.e. college and career readiness, career action planning, soft skills, employability training, equipment and software training and preparation for national certifications such as Adobe, Microsoft Office, NCCER, OSHA, ServSafe, AHLEI.

SUMMARY:

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. The Dawson Education Cooperative Perkins Consortia works with the ADE- Division of Career and Technical Education to meet the negotiated target goals set and approved by the state. The Perkins Indicator areas include Four Year Graduation Rate, Extended Graduation Rate, Mathematics, Reading/Language Arts, Science, Post-Secondary Placement, Non-Traditional Program Enrollment, and Attained Recognized Postsecondary Credential. In 2021-22, Dawson continued serving the member schools by providing assistance in career and technical program areas to improve skill attainment scores and incorporate literacy, math and science practices within all CTE programs of study. April Shepherd met on site with principals, curriculum leaders and teachers to discuss improvement strategies within the mandated indicators of Perkins V.

Dawson provides professional development opportunities in specific areas to assist federal and state mandates and to assist in the development, improvement and implementation for programs of study. Dawson provides subject specific professional development opportunities for administrators, teachers and counselors. Dawson attends meetings of professional learning communities to assist in program development with curriculum and state mandates. Dawson assists school districts in writing start up grants for new programs of study, prepares schools for technical assistance visits, and suggests relevant research based learning opportunities to CTE administrators and teachers. Dawson provided end of year reports for career and technical education concentrators to member districts within the Perkins Consortia. These reports give detailed information regarding how each district performed in meeting the 2021 state target levels within the eight performance indicators.

Dawson works with Arkansas State University – Three Rivers, National Park Community College, Henderson State University, Center for Economic Development and Community Engagement, ACT Work Ready Communities, and local Chambers within the four counties of Dawson and the West Central WIOA Board to establish a partnership with business and industry. This partnership establishes procedures to assist in the successful transition from secondary into post-secondary and the world of work.

MAJOR INITIATIVES:

Dawson worked diligently with member schools to offer students industry certifications. Each program of study at the local district offered students the opportunity to obtain an industry certification which would make them more employable upon the completion of high school. Dawson provided training and resources to maximize the ability of schools to offer curriculum and testing opportunities needed for students to obtain national certifications. Dawson assisted with the alignment of industry standards into the CTE curriculum. These certifications aligned to postsecondary and/or employment opportunities with the competencies and skills that students should have acquired through their chosen programs of study.

Dawson Co-op partnered with ASU Three Rivers to host the eighth annual CTE Regional Advisory Stakeholders Meeting on March 4, 2022. Superintendents, principals, counselors, teachers, and representatives from business and industry were in attendance. Regional Advisory Councils are an equal partnership between schools, cooperatives, career centers, colleges and employers. This meeting assists schools in reviewing labor market data, aligning secondary and post-secondary programs, offer dual and articulated credit where applicable, identifying extended learning

opportunities for students, and determine training and skill sets needed from business and industry to assist students in obtaining employment in hard to fill areas. Working together, the group aligns to assist the needs of students and employers which benefits this region of the state economically. Participants heard from instructors focusing on skilled labor and graduating students who were employed within their certified field. The meeting focused on how high schools can better prepare and educate students in the areas of trade and skilled labor. Topics of discussion included, the establishment of the curriculum which prepares students to become more employable, the licensing of teachers, and project based learning activities which incorporates core curriculum into CTE curriculum to prepare students for the world of work within their chosen profession. At the conclusion of the meeting participants viewed the new Saline County Technical Center in Benton.

Dawson worked with consortia schools during the transition year to start implementation from Perkins IV into Perkins V. April Shepherd held virtual and on site meetings with each program area to go over the changes throughout the year and focus on CTE program improvement, data, and accountability. The following goals were set to assist in the implementation into Perkins V.

- Each district has a commitment to driving improvement through each program of study
- Complete a comprehensive local needs assessment within the consortium that requires data-driven decision-making on local spending and involves significant stakeholder consultation
- Allow for support of career exploration in the grades 5-8
- Conduct annual stakeholders invested partners to include a broader scope of job opportunities and awareness throughout the region.

Dawson worked with local schools to assist in meeting the requirements for ACT 319. Students were given the opportunity to earn a nationally-recognized work readiness certificate before they graduate. The primary purpose of the National Career Ready Certificate is to provide students with a workplace certification that represents their knowledge and skills in Applied Math, Graphic Literacy, and Workplace Documents. April Shepherd is currently working with Clark County and Garland County to assist them in becoming an ACT Work Ready Community. Becoming an ACT Work Ready Community helps to drive economic growth and proves economic viability to local employers.

Dawson worked with member districts to educate students on job opportunities upon completion of high school. Several events were scheduled to assist in promoting and educating students on job opportunities, these include: Career Fairs, Signing Days, Draft Days and Reality Fairs. April Shepherd assists member districts to bring in local business and industry representatives to speak to students about job requirements, educational requirements and skills needed to become employed with local business and industry.

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

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:** ____

PARTICIPATING DAWSON EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

ARKADELPHIA SCHOOL DISTRICT

BAUXITE SCHOOL DISTRICT

BENTON SCHOOL DISTRICT

BISMARCK SCHOOL DISTRICT

BRYANT SCHOOL DISTRICT

CENTERPOINT SCHOOL DISTRICT

CUTTER-MORNING STAR SCHOOL DISTRICT

FOUNTAIN LAKE SCHOOL DISTRICT

GLEN ROSE SCHOOL DISTRICT

GURDON SCHOOL DISTRICT

HARMONY GROVE SCH DIST (SALINE)

HOT SPRINGS SCHOOL DISTRICT

JESSIEVILLE SCHOOL DISTRICT

KIRBY SCHOOL DISTRICT

LAKE HAMILTON SCHOOL DISTRICT

LAKESIDE SCHOOL DIST (GARLAND)

MAGNET COVE SCHOOL DIST.

MALVERN SCHOOL DISTRICT

MOUNTAIN PINE SCHOOL DISTRICT

OUACHITA SCHOOL DISTRICT

POYEN SCHOOL DISTRICT

SOUTH PIKE COUNTY SCHOOL DISTRICT

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

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

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

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

GOALS:

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

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

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

| Goals | 2020-2021 Results |
|---|--|
| Help Address the Arkansas Teacher Shortage | <ul style="list-style-type: none">• VA made courses and teachers available in all but one academic license shortage areas• VA provided access to 97 Full-time Arkansas certified teachers for local schools |
| Provide a Wide Range of Courses for Arkansas Students | <ul style="list-style-type: none">• VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings |

| | |
|--|---|
| | <ul style="list-style-type: none"> • These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments |
| Ensure Educational Options for Economically Disadvantaged Students | <ul style="list-style-type: none"> • VA courses were made available to all high poverty districts and utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population • VA offered preferred automatic concurrent credit enrollments for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered • 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population |
| Ensure Educational Options for Rural Students | <ul style="list-style-type: none"> • 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural • VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural • 81% of all Concurrent Credit enrollments were from districts designated as rural |
| Provide Educational Options for Students with Scheduling Conflicts | <ul style="list-style-type: none"> • All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts • This is particularly important for smaller districts, as they have many courses only available during certain periods of the day |
| Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning | <ul style="list-style-type: none"> • 34 CTE courses were provided to 6,620 CTE enrollments • VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs |
| Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses | <ul style="list-style-type: none"> • In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students |

PROGRAM SUMMARY:

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

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

Major Highlights of the 2021-2022 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students
- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences

- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training
- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator
- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper “Scaling High Quality Content & Courses Statewide With Canvas”
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning

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

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

PROGRAM: DIGITAL LEARNING– DESE Digital Learning Unit
FUNDING SOURCE: ADE GRANT – ACT
COMPETITIVE GRANT: No
RESTRICTED: Yes

Participating Districts:

| | | | |
|-------------|-------------------|---------------------|---------------|
| Arkadelphia | Bauxite | Benton | Bismarck |
| Bryant | Centerpoint | Cutter-Morning Star | Fountain Lake |
| Glen Rose | Gurdon | Harmony Grove | Hot Springs |
| Jessieville | Kirby | Lake Hamilton | Lakeside |
| Magnet Cove | Malvern | Mountain Pine | Ouachita |
| Poyen | South Pike County | | |

Personnel:

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

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

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

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

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

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

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

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

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

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

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 unit supports through various avenues including, but not limited to, instructional support for integrating digital learning, designing online instruction in a preferred online platform, supporting social=emotional learning in online and blended environments, facilitating effective PLC processes for both in-person and virtual teams, and incorporating student involvement and voice in digital learning.

PROGRAM SUMMARY:

The Digital Learning Unit works within 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.

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.

Major Highlights of the Year:

- 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.

PROGRAM: EARLY CHILDHOOD SPECIAL EDUCATION

FUNDING SOURCE: Federal State

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED ☒ **NON-RESTRICTED** ☐

PARTICIPATING DISTRICTS:

Arkadelphia School District, Bauxite School District, Benton School District, Bismarck School District, Centerpoint School District, Cutter-Morning Star School District, Fountain Lake School District, Glen Rose School District, Gurdon School District, Harmony Grove School District, Hot Springs School District, Jessieville School District, Kirby School District, Lake Hamilton School District, Lakeside School District, Magnet Cove School District, Malvern School District, Mountain Pine School District, Ouachita School District, Poyen School District, South Pike County School District

PERSONNEL:

Shannon Leathers, ECSE Coordinator (M.S.E., Admin); Amy Jones, ECSE Teacher/Instructional Specialist (M.S.E.); Danette Jennings, ECSE Intake/Data Management (B.S.B.A.); Lisa Jones, ECSE Administrative Assistant/Medicaid; Breanne Kirksey, ECSE Teacher (B.S.E.); Laurel Cannon, ECSE Teacher (M.S.E.); DeAnn Hipps, ECSE Teacher (M.S.E.); Brandie Bridges, ECSE Teacher (B.S.E.); Melissa Thomason, ECSE Teacher (M.S.E.); Turquoise Rhone, ECSE Teacher (M.S.E.); Anna McGuire, ECSE Teacher (M.S.E.); Renae McGraw, ECSE Teacher (M.S.E.); Rebecca Denson, ECSE Teacher (M.S.E.); Paula Roberts, ECSE Teacher (M.S.E.); Michelle Titsworth, ECSE Teacher (M.S.E.); Kristen Raines, ECSE Teacher (M.S.E.); Paige Jones, ECSE Teacher (B.S.E.), Tonya Hill, ECSE Teacher (M.S.E), Sara Weaver, Paraprofessional (C.D.A.); Latasha Evans, Paraprofessional (C.D.A.); Amy Morrison, Paraprofessional (A.A.); Connie Mitchell, Part-Time Paraprofessional (B.S.E); Abbey Smith, SLP (M.S., C.C.C.); Brittney Matthews, SLP (M.S.E, C.C.C.); Michelle Hodges, SLP (M.S.E, C.C.C.); Teresa Warner, SLP (M.S.E, C.C.C.); Helen Martin, SLP (M.S.E, C.C.C.); Brileigh Darnell, SLP (M.S.E, C.C.C.); Bethany Splawn, SLP (M.S.E, C.C.C.); Haley Jo Wesson, (M.S.E., C.C.C); Contract for related services through private companies as needed

PROGRAM GOALS:

To timely and accurately identify children with concerns in the 5 developmental domains, including speech, fine and gross motor, cognition, self-help, and socialization; to provide special education and related services for children with disabilities from three through five years of age; to transition from Early Intervention into ECSE services; to transition from ECSE into school age programs; to maintain contact and collaboration with Special Education Supervisors during the year and provide updated information to the districts regarding students in ECSE

PROGRAM SUMMARY:

The Early Childhood Special Education Services are provided in a manner which meets the individual developmental/educational needs of each child, which may include screening,

evaluation, speech/language therapy, direct or consulting developmental instruction, referrals for counseling, physical therapy, and occupational therapy. Special Education services are provided in the child's natural preschool environment, which may include home, Head Start centers, private and parochial preschools, Arkansas Better Chance Programs, or in the classrooms located on school district campuses. Special Education service provisions are outlined in individualized education plans that address each child's unique developmental/educational needs with the ultimate goal of bringing their skills up to an age-commensurate level so that they are prepared for success upon entering their school district's kindergarten program.

The Early Childhood Special Education Coordinator participates in and supports a Local Interagency Coordinating Council and a Special Education Advisory Committee. In addition, the program participates in transition from Early Intervention Programs and transition into kindergarten for children who continue to meet eligibility for Special Education programming and placement.

MAJOR HIGHLIGHTS OF THE YEAR:

The Early Childhood Special Education Department continues to provide special education and related services to the students itinerantly, in traditional preschool programs, and Early Intervention Day Treatment programs. The ECSE program increased from 469 children in 2020 to 648 children in 2021 on the December 1 child count. As of April 28, 2021, the program served approximately 900 students in services or in the evaluation process. The increase in the number of children attending organized preschool programs within the service areas impacted the number of children identified for services. An increase in numbers was seen at a gradual pace throughout the year, with children continuing to steadily enroll in structured preschool settings as COVID numbers decreased. Teachers and therapist continued to plan for and deliver untraditional therapy methods, including packets and communication with parents and teletherapy, when necessary. All attempts were made to ensure that the needs of the children were being addressed. For the 2021-2022 school year, the overall per child-cost to the districts for the co-op services remained at \$410/student. Other funding, including state and federal funding for ECSE services was sent directly to the district and all funding was billed via invoice from the co-op to the district, per signed MOUs. Dawson Co-Op offered reimbursement to school districts for money spent on evaluations to determine eligibility for special education services in kindergarten.

PROGRAM: FOSTER GRANDPARENT PROGRAM

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes___ No **X**

RESTRICTED **X** **NON RESTRICTED** ___

PARTICIPATING COUNTIES: Clark, Dallas, Hot Spring, Garland, and Nevada

PERSONNEL:

James Malcom, Program Director

Mariela Moreno, Volunteer Manager

PROGRAM GOALS: The AmeriCorps Foster Grandparent program works to empower individuals over the age of fifty-five to serve their communities. These individuals within the program volunteer their time to help guide students to higher academic achievement, care for infants within daycares, aid with children with disabilities, and mentor troubled youth. The Foster Grandparent program connects role models with young people that can benefit from the experiences, patience, and guidance that the grandparent program participant has to offer. Americorps volunteer grandparents provide the kind of comfort and love that sets a child on a path to a successful future, while also reporting to allow the volunteers to see health and longevity gains themselves from successfully serving the community.

PROGRAM SUMMARY: The Foster Grandparent program is a new program that began operation at Dawson Education for the 2021-2022 fiscal year. During the first year of operation, thirty-six foster grandparent volunteers have joined the program and began to serve. A total of eleven stations within the five counties served have volunteers onsite at this time, with multiple other stations scheduled to begin receiving volunteers when the new year begins. It is the goal of the Dawson Education Service Cooperative Foster Grandparent Program to have a total of sixty-five volunteers serving in twenty-five stations by the third year of operation (2023-2024) as required by the grant award.

MAJOR HIGHLIGHTS OF THE YEAR:

- Recruited 36 volunteers to join the program
- Gained multiple station types: elementary schools, private daycares, head starts, ABC centers.
- 6,542 volunteer hours have been served so far this year within stations directly with school age children and infants by foster grandparents.

PROGRAM: **GIFTED AND TALENTED**

FUNDING SOURCE: **Arkansas Department of Education**

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON RESTRICTED** **_**

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning-Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County

PERSONNEL:

Regina Prothro, Gifted and Talented Specialist, M.S.E. (part-time only)

PROGRAM GOALS:

- to assist educators, directly and indirectly involved in the area of gifted education with techniques for differentiation, problem solving and critical thinking skills, and increasing instructional rigor across content areas
- to facilitate GT professionals' networking opportunities
- to coordinate professional development opportunities for teachers

PROGRAM SUMMARY:

The Dawson Education Cooperative's Gifted and Talented Program provides support for teachers of gifted students through professional development presented at quarterly meetings and during the summer (upon request)

The following academic activities are provided annually:

- Quiz Bowl Tournaments
- Chess Tournaments
- Monitoring support/preparation
- Secondary content training

**PROGRAM: HOME INSTRUCTION FOR PARENTS OF PRESCHOOL
YOUNGSTERS (HIPPY)**

FUNDING SOURCE: Maternal Infant Early Childhood Home Visiting Grant (MIECHV)

COMPETITIVE GRANT: Yes___No X

RESTRICTED X **NON RESTRICTED** _____

PARTICIPATING COUNTIES:

Clark, Garland, Montgomery, Pike, and Hot Springs Co

PERSONNEL:

Erica Bailey, Coordinator
Darcell Preston, Home Visitor
Crystal Gibson, Home Visitor
Tracey Hudson, Home Visitor
Teresa Smith, Home Visitor
Mary Recendiz, Home Visitor
Deyanira Ruiz, Home Visitor

PROGRAM GOALS:

HIPPY's goal is to empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences. HIPPY helps parents empower themselves as their children's first teacher by giving them the tools, skills, and confidence they need to work with their children in their home. The program was designed to bring families, organizations, and communities together. To remove any barriers to participation that may include limited financial resources or lack of education.

PROGRAM SUMMARY:

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidence-based program that works with families in the home to support parents in their critical role as their child's first and most important teacher.

HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school. Parents are provided with a set of carefully developed curricula, books, and materials designed to strengthen their children's cognitive skills, early literacy skills, social and emotional skills, and along with fine and gross motor skills development.

MAJOR HIGHLIGHTS OF THE YEAR:

Our program has a new Coordinator and 6 Home Visitors, 1 of which are new hires, with an opening for a 7th Home Visitor. We served 174 participants. We were accredited with an Excellence Award until 2022.

PROGRAM: LITERACY

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

COMPETITIVE GRANT: Yes No X

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tammy Boyette, Literacy Specialist,
M.S.E.

Gayanne Fite, Literacy Specialist, M.S.E.

Corby Scully, Literacy Specialist, M.S.E.

Amanda Bean, Literacy Specialist,
M.S.E.

GOAL:

To enhance teacher awareness and implementation of current best practices and the Science of Reading research through high quality professional development that will meet the needs of students through integrated assessment and responsive instruction. As Arkansas State Standards are implemented, it ensures that all students are meeting the state and national standards in literacy.

PROGRAM SUMMARY:

E. (Reading Initiative for Student Excellence), K-2, 3-6

A six day professional development based on the Science of Reading. Training days are developed using the five essential elements of reading and include connections to research based best practices. In addition to six training days, schools will have on site coaching to assist in promoting a culture of reading.

Curriculum Alignment and Instructional Units is designed to make literacy instruction the foundation of the core subjects. This planning approach provides instructional strategies in which literacy is a venue for learning content. Teachers use a systematic framework for developing reading, writing, and thinking skills within various disciplines. Over the course of the school year, teachers will complete and teach modules/units with support from the Dawson Literacy Specialists.

Throughout the 2021-2022 school year, schools requested small group reading and writing support through school-based professional development that centered around the Science of Reading. Dawson literacy specialists support schools through PLCs, curriculum alignment,

classroom modeling/observation-feedback, data disaggregation, and book studies.

Professional Learning Communities (PLC) is a growing trend that many of our schools requested during the 2021-2022 school year. A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. Literacy Specialists focused on implementation of Response to Intervention and Common Formative Assessments due to the differing implementation levels of districts.

Instructional facilitators and lead teachers were invited to attend meetings virtually and in person to discuss the Science of Reading, school needs, curriculum/coaching support, Response to Intervention, Common Formative Assessments, self-care, and testing strategies.

During the 2021-2022 school year, specialists also provided stand alone days to support teachers following Pathway D for Science of Reading Proficiency.

Dyslexia support was offered through on-site school district support, monthly contact meetings, and summer professional development.

PROGRAM: MATHEMATICS

FUNDING SOURCE: Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED X NON-RESTRICTED

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Cindy McAfee, Mathematics Specialist, B.S.E., M.S.E.
Tori Rocolle, Mathematics Specialist, B.S.E., Ed.S.

GOAL:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, SPED, and Title 1 math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY:

Dawson Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999, for the improvement of mathematics instruction throughout Arkansas. Dawson ESC provides assistance to schools through professional learning programs for math content including state math standards, researched based pedagogy, interventions for struggling students, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content knowledge and improved instructional strategies in grades K-12. Professional learning opportunities offered in 2020-2021 include the following:

Arkansas Mathematics Standards. Since the implementation of the Arkansas Mathematics Standards, the math specialists continue to provide professional learning on the content, the learning progressions of the various strands, and the standards for students' mathematical practice to area districts and educators.

ACT Aspire and Depth of Knowledge. Specialists continued playing a role in providing awareness and knowledge of ACT Aspire as a resource for the state mandated assessments. The continued focus this year was supporting teacher understanding of the nature and components of the ACT Aspire test. This assessment has been administered to students in grades 3-10 since 2016. One area of specific guidance revolves around the

constructed response items and how to prepare students to be successful. Professional learning is assisting teachers to recognize and/or create rigorous tasks that provide opportunities for students to justify and explain their thinking. Teachers are provided with ongoing technical support throughout the 2021-2022 school year.

Content-focused Professional Learning. Specialists collaborated at the state level to create grade-level content specific professional learning, which included: FUNdamentals of Fractions for Grades 3-5 and FUNdamentals of Ratios and Proportions for Grades 6-8. Specialists provided Dawson educators and educators around the state the FUNdamentals of Early Number Sense for Grades K-2, FUNdamentals of Fractions for Grades 3-5, and FUNdamentals for Ratios and Proportions for Grades 6-8. Specialists also supported the Division of Elementary and Secondary Education math specialists and other Education Cooperative math specialists in presenting content specific professional development, which included: FUNdamentals of Number Sense for Grades K-2, FUNdamentals of Fractions for Grades 3-5, FUNdamentals of Ratios and Proportions for Grades 6-8, Quantitative Literacy, and Technical Mathematics.

Professional Learning Communities and Grade Level Meetings. Specialists are meeting regularly with Professional Learning Communities and grade-level teams, at the invitation of those schools. The agendas included, but not limited to: unpacking grade-level standards, determining major clusters, supporting clusters, and additional clusters of the grade, studying and discussing major, additional, and supporting clusters of previous and beyond specific grade-levels, examining student work through the lens of grade-level essential standards and standards based grading, writing and evaluating common assessments, writing and evaluating constructed response items, assisting with vertical alignment, providing support for Response to Intervention, as well as professional learning on various topics, including developing mathematical argument and modeling. The specialists are providing professional learning to schools by: continuing the work of Solution Tree by answering the 4 Questions to the PLC process, using already created Number Talks routines, creating and using the teacher's own Number Talks routines, providing information about High Quality Instructional Materials, focusing on the "look for" with the Student Math Practices and the Effective Teaching Practices, analyzing tasks using the Task Analysis Guide, and supporting teachers when the students are engaging in mathematical discourse.

Illustrative Mathematics Curriculum: Specialists collaborated with other Education Cooperative specialists to create and present curriculum specific professional development during the summer of 2021, which included: the scope and sequence, pacing guides, dependency diagrams, formative assessments, math instructional routines, lessons, summative assessments, standards, and Centers for the K-5 curriculum. Dawson specialists and other ESC specialists are collaborating and presenting monthly "hot topics" discussion zooms with educators around the state. Specialists are providing professional learning on the implementation of the specific curricular materials and providing technical support for teachers throughout the 2021-2022 school year.

AR 9-16 Math Task Force: Specialists are participating in a joint task force partnering with the Division of Elementary and Secondary Education and The Charles A. Dana Center at The University of Texas at Austin. The specialists are attending regional meetings working

to improve mathematics alignment between, and the transition from, secondary to postsecondary education for students. The specialists and other members in the Southwest region are meeting three times during the academic year to: develop regional recommendations for action to address math alignment challenges and take action to work towards specific math alignment goals, and write recommendations to improve state policies or practices related to math alignment to present to the Arkansas Department of Education.

AR STEM Model Program: Specialists collaborated with the Department of Elementary and Secondary Education and other Education Cooperative specialists as part of the Stem Model Program Advisory Board. This board built and worked jointly with other state specialists to create the AR STEM Model rubric for the AR STEM Model Program Pilot. Throughout the 2021-2022, Dawson specialists, along with Dawson science specialists, assisted one of the Dawson pilot schools, when requested.

Tier 1 Math Grant: Specialists collaborated with the Division of Elementary and Secondary Math Grant Coordinator to assist Dawson schools in obtaining funding for the High Quality Instructional Materials for tier 1 mathematics curriculum. The purpose of the grant is for implementing high-quality instructional materials that support the Arkansas Initiative for Instructional Materials and the AR Math QuEST goals.

MAJOR HIGHLIGHTS OF THE YEAR:

AR Math QuEST. This is a 2-year state-wide Arkansas Department of Education initiative for teachers in grades K-5, 6-8 and high school. Dawson math specialists collaborated with math specialists around the state to write and deliver face-to-face, virtual, and independent online professional learning. As part of the initiative, specialists supported participating teachers by providing feedback on observed lessons. Throughout the 2021-2022 school year, Dawson math specialists, the Division of Elementary and Secondary Education math specialists, other Education Cooperative math specialists, and a Dawson school participate via zoom for the *Taking Action: Implementing Effective Mathematics Teaching Practices* book study.

PROGRAM: **MEDICAID**

FUNDING SOURCE: Medicaid, AR Kids, ARMAC

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Arkadelphia School District, Bauxite School District, Benton School District, Bismarck School District, Centerpoint School District, Cutter-Morning Star School District, Fountain Lake School District, Glen Rose School District, Gurdon School District, Harmony Grove School District, Hot Springs School District, Jessieville School District, Kirby School District, Lake Hamilton School District, Lakeside School District, Magnet Cove School District, Malvern School District, Mountain Pine School District, Ouachita School District, Poyen School District, South Pike County School District

PERSONNEL:

Shannon Leathers, Early Childhood Special Education Coordinator
Lisa Jones, Medicaid Billing Clerk

GOAL:

The Medicaid Program is a federal program to provide monetary reimbursement for speech/language, occupational and physical evaluations and therapies.

PROGRAM GOALS:

To provide timely filing of Medicaid eligible claims for reimbursement on services rendered by the Early Childhood Special Education Department for speech/language, occupational, and physical evaluations and therapies. We also bill for hearing screenings.

PROGRAM SUMMARY:

The Medicaid Program is a federally-operated program that provides reimbursement for services for children with disabilities. The program reimburses for speech, physical or occupational therapy evaluations and services for children who have met all requirements to be eligible for the Medicaid Program. Upon receiving parental consent, the Medicaid staff submits records, including the Medicaid assignment number, completed IEP, reports, history and evaluations for each eligible student. After all information has been received the information is then presented to the child's physician for a physician's referral and prescription. The Medicaid staff must provide certification information on each therapist serving the students that are Medicaid eligible. After all files are completed, the billing is electronically submitted to MMIS for payment by the Arkansas Medicaid Program.

MAJOR HIGHLIGHTS OF THE YEAR:

Medicaid was billed efficiently and effectively this year. Parents are contacted and reminded to keep children's well-child visits updated. Schools and cooperatives receiving reimbursements through Medicaid were responsible for paying the Medicaid match quarterly. Medicaid is the only form of insurance discussed with the family. Private and/or paid insurance programs are not billed.

PROGRAM: PARENTS AS TEACHERS

FUNDING SOURCE: Maternal Infant Early Childhood Home Visiting Grant (MIECHV)

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON RESTRICTED** ___

PARTICIPATING COUNTY: Clark

PERSONNEL:

James Malcom, Program Supervisor

Katina Warren, Parent Educator

Britlee Williams, Parent Educator

PROGRAM GOALS: The Parents as Teachers program builds strong communities, thriving families, and helps to support children who are healthy, safe, and ready to learn by matching parents and caregivers with trained parent educators. Through this partnership, Parents as Teachers promotes the optimal early development, learning, and the overall health of children by both supporting and engaging the parents and caregivers in all stages of the development process.

PROGRAM SUMMARY: Parents as Teachers is an evidenced-based program that works with families in the home, or virtually if a family prefers, to support parents in their critical role as their child's first and most important teacher. This starts during the prenatal stage and continues through age three when the child can graduate into other programs. The two parent educators on staff see a total of forty families twice monthly and utilize an evidenced based curriculum, provide books, as well as other materials, that help develop children's cognitive, early literacy, and social/emotional skills, while also supporting physical development.

MAJOR HIGHLIGHTS OF THE YEAR:

- Monthly Group Connect meetings.
- Monthly Safety Baby Showers.
- Annual Community Trunk or Treat.
- Diapers and Wipes provided to all program participants.
- End of year certificate ceremony for all families with children graduating from the program.

PROGRAM: SCHOOL-BASED HEALTH

FUNDING SOURCE: Arkansas Department of Health, Master Tobacco Settlement

COMPETITIVE GRANT: Yes___ No X

RESTRICTED__ NON-RESTRICTED X

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tommie Rogers, R.N., B.S.N., Community Health Nurse Specialist,
Pam Hutchins, BS, Community Health Promotion Specialist

GOAL:

The goal of the Community Health Nurse Specialist (CHNS) and the Community Health Promotion Specialist (CHPS) is to improve the health of youth in Arkansas. Activities include advocating for implementation of tobacco prevention education, acting as a resource for the 22 school districts served by Dawson Co-op and linking School Health and Hometown Health Coalitions. The CHNS and CHPS promotes and provided education to reduce the health consequences of tobacco, and educates youth about the health risks associated with tobacco use. The CHNS and CHPS also promote and provide education on Injury Prevention. The CHNS and CHPS offer technical assistance to the school's in their wellness endeavors such as promoting healthy eating and healthy moving, implementation of Coordinated School Health, and in the development of the Act 1220 mandated School Wellness Committees.

PROGRAM SUMMARY:

The Community Health Nurse Specialist (CHNS) and the Community Health Promotion Specialist (CHPS) are employees of the Arkansas Department of Health (ADH), but housed in the Educational Cooperative. The CHNS and CHPS work with schools, community coalitions, health care providers, and the County Health Unit Administrators to improve the health of the community. The Arkansas Department of Health provides supervision for Hometown Health and tobacco prevention/cessation related activities in the schools and communities. The CHNS and CHPS abide by ADH policies and procedures. The Educational Cooperative provides routine administrative supervision. and promotes school-based enforcement of state law prohibiting tobacco use on campus and promotes cessation activities as an alternative to suspension.

MAJOR HIGHLIGHTS OF THE YEAR:

The major highlights of the CHNS and CHPS this year included providing blended learning on-line for Vision/Hearing/Scoliosis/ BMI and other health related trainings to assist the school nurses in their specific job duties, collaborating with the schools and providing technical assistance to all Dawson school nurses and School Wellness Committees as needed, and collaborating/participating in the Hometown Health Coalitions.

PROGRAM: SCIENCE

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes____ No X

RESTRICTED X **NON-RESTRICTED** _

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Annette Brown, K-12 Science Specialist, B.S.E., M.S.E.
Susan Allison, K-12 Science Specialist,

GOAL:

The goal of the science department is to promote and support effective science practices for all students by providing in-service training and technical assistance to teachers, administrators, and instructional coaches in the area of standards-based science curriculum, instruction, and assessment. This goal is built on A vision of science education in which all students' experiences over multiple years foster progressively deeper understanding of science.

- Students actively engage in scientific and engineering practices in order to deepen their understanding of crosscutting concepts and disciplinary core ideas.
- In order to achieve the vision embodied in the Framework and to best support students' learning, all three dimensions should to be integrated into the system of standards, curriculum, instruction, and assessment. NRC Framework Page 217

PROGRAM SUMMARY:

Dawson Education Cooperative, in partnership with the Arkansas Department of Education, will work with the Arkansas Public School personnel in the following areas:

- Increase awareness of A Framework for K-12 Science Education and the Arkansas Science Standards,
- Develop and implement standards based grade specific 3-Dimensional science learning opportunities for educators K-12 and provide Pre AP certification.
- Provide support for K-4, 5-8, HS Biology, and Physical Science/Chemistry in the implementation of high quality instructional materials,
- Alignment of science curriculum with state and national frameworks and science classroom assessment with statewide science exams,

- Develop and share exemplar three-dimensional science lessons aligned to the Arkansas K-12 Science Standards
- Collect and analyze teacher lessons and student work samples for the appropriate inclusion of science and engineering practices, crosscutting concepts and disciplinary core ideas,
- Promote science instructional strategies embedded,
- Provide professional development and implementation of science training, mentoring/coaching to elementary middle and high school science teachers, and choosing high quality standards-based science instructional material.
- Utilize technology to communicate and support schools and science teachers.

MAJOR HIGHLIGHTS OF THE YEAR

This year there have been challenges due to COVID but this has allowed us opportunities to think outside the box in providing a high level of support to our area teachers and schools. We provided a great amount and variety of professional developments and school support virtually and face to face in small groups.

Summer 2021 allowed us the opportunity to collaborate with other science specialists around the state. We provided 60 plus hours of Grasping Phenomenal Science Summer Professional Development and brought teachers from across the state to participate and collaborate. These professional development opportunities were specific to each grade and high school course. We also spent a large amount of time in area schools supporting teachers and delivering professional development around the science standards, STEM, and supporting PLC science meetings.

This year we had a strong focus on implementing STEM in the literacy block. In collaboration with three other coops, we created a training called “Designing Authentic and Meaningful Science Experiences in the K-5 Literacy Block”. In order to provide teachers with the necessary books and materials, we applied and each received a \$1,500.00 grant from Education & Broadening Participation Seed Grant Arkansas NSF EPSCoR. With these funds we were able to provide 10 area teachers with materials and books to implement STEM lessons into their literacy block. As a result of this training, I had the opportunity to provide a greater amount of targeted support to a greater number of our elementary schools.

We are continuing our partnership with OBU with the bio-informatics genome Hack-a-Thon for High School teachers and students. This project incorporates computer science and genetics into the High School classroom. This year the Hack-a-thon has a greater number of participants. We have plans to host the event again in the spring of 2023.

Ouachita Baptist University Biology Dept partnered with Dawson to host 60 teachers and students for “Phage Day” where teachers and students alike were trained to use the MiniOne System of gel electrophoresis and PCR.

This year we held the 6th Annual Ouachita Mountains Regional Science & Engineering Fair. Our number of schools participating this year greatly decreased from the previous years. However we have two overall winners that will compete in the National Conference. The expenses for the trip are provided by our science fair board. In addition to our high school fair, we launched a middle school fair this year and the overall winner will proceed to Nationals. I (Annette Brown) serve on the founding board of this fair and we are currently preparing for the 2023 fair and anticipate a greater number of participants and schools in both middle and high school.

A grant from the American Association of Physics Teachers was obtained to support secondary teachers in novel instructional strategies to use data to generate a graph and then look for a linear/inverse or exponential relationship using gas emission spectroscopy.

Through a partnership between Garvan Gardens, 46 classes making up approximately 920 students were provided a culmination Field Trip for free after their teachers attended an Engineering is Elementary: Best of Bugs professional training. Garvan Gardens Educational Coordinator and, Dawson Science Specialist Susan Allison provided support to the participating teachers.

This summer we will offer a wide variety of professional development (K-12) sessions. These sessions include the state initiated trainings, Grasping Phenomenal Science and sessions tailored to the unique needs of our schools.

PROGRAM: SPECIAL EDUCATION/BRAIN INJURY
Special Education Consultant Services:
Related Services Coordinator for High and Low Incidence
Disabilities, with a Focus on Brain Injury

FUNDING SOURCE: Arkansas Division of Elementary and Secondary Education (DESE)

COMPETITIVE GRANT: Yes___No X_

RESTRICTED X NON-RESTRICTED_

PARTICIPATING DISTRICTS:

Any public school district in the state may participate, if a student ages 3-21 resides in or receives educational services in that district. This includes charter schools.

PERSONNEL:

Amy Goddard, MS, OTR/L, CBIS, Related Services Coordinator and Brain Injury Specialist
Ashley Lee, Administrative Assistant

GOAL OF THE ARKANSAS BRAIN INJURY SUPPORT PROGRAM:

The Arkansas Brain Injury Support Program serves all 75 counties in Arkansas. The mission is to promote positive outcomes for students with brain injury by providing leadership, support, and service to students with brain injury, their families, and the districts who serve them. Services are provided through a multi-tiered system of support (MTSS), which includes professional learning, online resources, and consultation. The Arkansas Brain Injury Support Program is dedicated to building cohesion among state agencies to improve coordination and communication between the medical and educational systems of care.

PROGRAM SUMMARY:

The Brain Injury Specialist works to re-enter students to the educational setting by supporting schools through a multi-tiered system of support (MTSS) and support students with previously identified brain injury who may begin to develop educational effects as the brain develops and matures. Since brain injury and its effects on learning vary widely, students with brain injury require different levels of support. Many require only general academic programming for a brief duration. Some may require accommodations through a 504 Plan, while others may need an individualized education plan (IEP) under IDEA. The Brain Injury Specialist provides support to school teams to help ensure students with brain injury receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE) as required by IDEA. Providing an MTSS for all students with brain injury works to ensure that students receive the assistance they need to return to school, so they can successfully participate in educational programming. Furthermore, the mission is to help school districts with ChildFind activities in identifying students with acquired brain injury and provide a bridge between the medical and educational systems of care.

General technical assistance is offered statewide through the curation of online current information, professional learning opportunities, and links to state and national resources on pediatric brain injury. Evaluation materials are also offered for loan. Training is offered statewide covering a wide variety of topics including prevention, overview, identification, assessment, and programming for students with mild-moderate-severe acquired brain injury.

Major Highlights of the Year:

- Released the REAP Concussion Management Program, a Tier 1 resource which was endorsed by major stakeholders including the AAA, DESE, and ACH Sports Medicine Clinic
 - DESE social media and public announcement made for Concussion Safety Awareness Day
- Provided 4 Webinars to support the REAP Concussion Management Program that are recorded and archived on the website
 - Session 1: Teachers
 - Session 2: Administrators, Counselors
 - Session 3: Families
 - Session 4: Nurses and Athletic Trainers
- Trained 5 executive function coaches in districts
- Assisted in the development of a support group for students with neurodiversity
- Provided a total of 25 virtual trainings and a statewide virtual training on family engagement for support students with low-incidence disabilities.
 - “Such useful information!” Participant quote
 - “One of the most helpful trainings, I have ever attended.” Participant quote
- Completion of 1 page return to learn form

Targeted technical assistance is offered to support the needs of a school district or education cooperative with building a system of support for students with brain injury at the local level. Coaching a district-wide or regional MTSS process occurs at this level and is supported through onsite and virtual means.

Major Highlights of the Year:

- Coached 1 district level brain injury team
- Coached 5 district team members on executive function

Intensive technical assistance is offered through onsite or virtual coaching and consultations with school professionals, family, and/or medical providers. Intensive support is managed through the CIRCUIT referral system.

Major Highlights of the Year:

- Provided technical assistance contact to 90% of referrals within one week of receipt
- Maintained caseload of 43 students

GOAL OF RELATED SERVICES COORDINATOR

The Related Services Coordinator provides support and technical assistance to related services, specifically to occupational therapists, physical therapists, and speech-language pathologists in collaboration with Dr. Jeff Adams and others in the Arkansas Collaborative Consultants. Services

include consultation and technical assistance; provision of professional learning; distribution of professional news and information; facilitation of intrastate communication among occupational therapists, physical therapists, speech-language pathologists related service providers, administrators, and educational personnel. Related Service Consultants build cohesion among school-based therapists through statewide networking activities including a monthly virtual discussion group, annual school-based therapy conference, and email communication. This program also works with other state agencies including state therapy associations, Medicaid in the Schools, and Medicaid, as well as with the Office of Special Education.

General Assistance

General assistance is driven by statewide work groups for each related service discipline (OT, PT, SLP), as well as from input from stakeholders and collaborative, cross unit work in the Office of Special Education and the Arkansas Collaborative Consultants.

Major Highlights of the Year:

- Coordinated 2nd annual Arkansas School-Based Therapy Conference with over 200 attendees Outcome data:
<https://docs.google.com/document/d/1t4mi0HSzcuL7MBmbIIIvtobDXpncWpli84hdV30YQ7c/edit>
- Provided 17 professional learning activities
- Facilitated 7 statewide Virtual Discussion Groups for Related Service Providers (OT, PT, ST)
- Purchased and placed in loan program 7 assessments for school-based providers
- Listed 18 free school-based assessments on the short-term loan program website
- Coordinated draft of Pediatric Feeding Disorders guidance document in collaboration with statewide workgroup and Easterseals OPTS
- Coordinated draft of physical therapy guidance document in collaboration with statewide workgroup and Easterseals OPTS
- Served on state level workgroups
 - SPDG State Leadership Team
 - Special Education Regulations Workgroup
 - CASYI Literacy Workgroup
 - CIRCUIT Redesign Committee

Targeted Assistance

Targeted TA services for related services (OT, PT, SLP) and LEAs are obtained by request and may be provided onsite or online, as time, topic and need dictate. Targeted assistance may involve mini-presentations, conference calls, Q&A/group discussions, focused problem-solving, or planning/work sessions on specific topics.

Major Highlights of the Year:

- Coached 6 school teams on inclusive practices for related services

Intensive Assistance

Intensive assistance is offered when a school administrator requests support in a specific area to build the capacity in a specified area and has committed participation assurances from appropriate staff including time.

Major Highlights of the Year

- Coaching and consultation on approximately 43 students through CIRCUIT

Additional Work

Building strong connections with the medical, rehabilitation, and education sectors works to ensure that all students with high and low incidence disabilities are successful in school. To this end, the Related Services Coordinator and Brain Injury Specialist engages in a variety of networking activities. Including serving on the TBI Advisory Board, the Trauma Rehabilitation Resources Network Subgroup, and networks with hospitals, rehabilitation facilities, and clinics in Arkansas and bordering states. The Coordinator provides training support to allied health professionals in University programs to ensure that new practitioners understand related services in schools. The Coordinator collaborates with all other agencies across the Arkansas Collaborative Consultants (ACC) and the Division of Elementary and Secondary Education (DESE), to include School Health. The Coordinator actively participates in other state-level projects that support students with brain injury and provides input in the development of policies and procedures regarding brain injury and related services in Arkansas.

Major Highlights of the Year:

- Met with medical committee of AAA for support of brain injury work in schools
- Participate in special education regulations review and development committee
- Mentoring 2 UCA doctoral students on transition process from medical to educational setting and mental health in schools
- Reviewed Brain Injury State Plan and provided feedback to UAMS
- Represent pediatric TBI on state Trauma Advisory Committee
- Participate on the Brain Injury Council
- Represent Arkansas on State Leaders of Assistive Technology (SLATE) at monthly meetings
- Represent Arkansas on the State Leaders of Occupational Therapy in Schools (AOTA)
- Represent Arkansas on the Every Student Succeeds Advocacy Group

The following section is a record of progress on grant objectives with a list of supporting activities.

| Program Performance Goal/Objective 1 | | | |
|--|-----------------------------|--------------|---------------------|
| To support Child Find, prevent unnecessary special education referrals, and promote the least restrictive environment (LRE), implement a Return to Learn protocol for Arkansas built on an MTSS system utilizing principles from High Leverage Practices, Yes We Can!, and Professional Learning Communities at Work. (Relates to HLPs 1-3, 4-6) and Indicators 1, 2, 3b, 9, 10, 14. | | | |
| Performance Measure | Target level of performance | Actual Level | Date of achievement |

| To support Child Find, prevent unnecessary special education referrals, and promote the least restrictive environment (LRE), implement a Return to Learn protocol for Arkansas built on an MTSS system utilizing principles from High Leverage Practices, Yes We Can!, and Professional Learning Communities at Work. | Development and implement 6 resources for Tier 1, 2 & 3 for students with high and low incidence disabilities. | 9 | June 2022 |
|---|--|----------|--|
| Activities: | Start date | End date | Comments |
| 4 Webinars to support the REAP Guidance Document | 9/21 | 6/22 | In process. Will roll out in Feb, March, April, and May following the target audiences in REAP (team member strands) |
| Roll-out REAP in collaboration with Arkansas Activities Association and School Health | 9/21 | 9/21 | Rolled out on National Concussion Awareness Day with PR support from DESE. |
| 2 District or Regional Low Incidence Teams focused on Brain Injury. Lead by McCart at CBIRT | 11/21 | 5/22 | Met 4/22 and 4/29 with 1 team |
| Support group for students in collaboration with Trauma Rehabilitation Resources Program and Sources of Arkansas. Created support group content tied to Guide for Life and disseminated information to families. | 8/21 | 6/22 | Meeting monthly |
| Return to Learn 1 page planning tool | 4/22 | 4/22 | Developed and approved by Matt and Jeff. Will be sent through BIA committee. Placed on website. |
| Additional information provided to DESE TA website | 7/21 | 6/22 | |
| Purchase of 7 assessments for related service providers and listed on ES website | 10/22 | 2/22 | |
| Listed 18 free assessments for related service providers on ES website | 10/22 | 2/22 | |

Program Performance Goal/Objective 2

Support LEAs and families of students with high and low incidence disabilities (including brain injuries) by providing general, targeted and intensive technical assistance, professional development, and coaching. (HLP 3).

| Performance Measure | Target level of performance | | Actual Level | Date of achievement |
|---|--|----------|--|---------------------|
| Support LEAs and families of students with high and low incidence disabilities (including brain injuries) by providing general, targeted and intensive technical assistance, professional development and coaching. (HLP 3) | Total of 6 professional learning activities, 3 to include coaching follow up, designed to support inclusive practices. | | 42 6 coaching activities | June 2022 |
| Activities: | Start date | End date | Comments | |
| School-Based Therapy Conference | 8/21 | 8/21 | School-Based Conference | |
| Executive Skills (Dawson learning modules and follow up coaching) | 7/21 | 5/21 | In process, meets monthly coaching follow up | |
| Collaborative and Inclusive Practices for Related Services with follow up coaching | 11/21 | 7/21 | Planning phase Roll-out in fall 2022 | |
| AT and Autism training for CoBalt at UAMS | 7/21 | 7/21 | AT training for the CoBalt program as requested by Dr. Bellando. | |
| Brain Injury Trainings | 7/21 | 6/22 | 8 Educational Cooperatives | |
| ArkSHA | 10/21 | 10/21 | | |
| Brain Injury | 10/21 | 10/21 | Northeast AR school | |
| UCA OT Department | 11/21 | 3/22 | 4 Pre-service training for OTs on assistive technology, overview of school-based practice, and school-based practice lab | |
| Spring Hill Special Education Department Brain Injury Training | 1/22 | 1/22 | | |
| Related services training with focus on inclusive practices | 7/21 | 6/22 | 8 Related Services trainings 3 with coaching | |

| | | | |
|--|------|------|--------------------------------|
| Arkansas School for the Blind | 3/22 | 3/22 | |
| Area Service Meeting | 3/22 | 3/22 | Hope |
| Special Education Mentor Meeting | 3/22 | 3/22 | South central AR |
| Brain Injury for Families | 3/22 | 3/22 | Centers for Youth and Families |
| HLP 19 | 3/22 | 3/22 | U of A |
| Special Education Advisory Council | 4/22 | 4/22 | REAP |
| Executive Function for Inclusive Practices | 6/22 | 6/22 | 9 Education Cooperatives |
| Pediatric Feeding Disorders | 6/22 | 6/22 | ArkSHA |
| Related Services | 6/22 | 6/22 | Rural school providers |

Program Performance Goal/Objective 3

Collaborate with ACC, DESE, and other community stakeholders on resources related to low and high incidence disabilities (including brain injury) to advance statewide services to include Assistive Technology, Accessible Educational Materials, brain injury, feeding/swallowing in schools, related services, vision, hearing, behavior, transition, early childhood, instructional practices, policy, and guidance. (HLPS 1, 2, 13, 19).

| Performance Measure | Target level of performance | Actual Level | Date of achievement |
|--|---|--------------|---------------------|
| Collaborate with ACC, DESE, and other community stakeholders on resources related to low and high incidence disabilities (including brain injury) to advance statewide services to include Assistive Technology, Accessible Educational Materials, feeding/swallowing in schools, related services, vision, hearing, behavior, transition, early childhood, instructional practices, policy, and guidance. (HLPS 1, 2, 13, 19) | Completion of the following: <ul style="list-style-type: none"> Feeding/Swallowing Guidance Document (draft) School-Based Physical Therapy Guidance Document (draft) 1 page resource on school-based practice medical vs. educational differences CIRCUIT Redesign Special Education Regulation Revision | 100% | June 2022 |

| | | | |
|--|---|----------|--|
| | <ul style="list-style-type: none"> • High and Low Incidence Disability Resources • Facilitate 5 statewide Community of Practice Meetings for Related Service Providers (OT, PT, ST) | | |
| Activities: | Start date | End date | Comments |
| AEM Cross-Sectional Leadership Team. Member of core planning team. Led this work before Evan Beavers signed on in August. | 7/21 | 6/22 | In process. Met monthly to complete Quality Indicators document. Met with vendors to plan for possible statewide deployment of a UDL tool. |
| CASYI Literacy Workgroup. Served as a team member and read the book: Comprehensive Literacy for All | 7/21 | 6/22 | In process. Meeting monthly and reading Comprehensive Literacy for All. |
| CIRCUIT redesign | 7/21 | 6/22 | |
| Special Education Regulations Review Workgroup | 7/21 | 6/22 | |
| Medicaid (Learning Sprint) facilitate investigation of flexible and inclusive options for billing and service delivery in schools By determining real or perceived Medicaid barriers to provision of school-based therapy in the least restrictive environment. | 12/21 | 6/22 | Participated in adding Medicaid tests to the approved list. Researched tests and provided requested information, surveyed school-based therapists, met with Josh H. and MITS |
| State Implementation Team for the State Professional Development Grant (SPDG) | 7/21 | 6/22 | In process. Completed Cognitive Coaching and Adaptive Schools trainings. |
| Attended SMACC meeting | 12/21 | 12/21 | Updated state medical committee for AAA on REAP and plan. Got feedback to inform next steps. |

| | | | |
|--|------|------|-----------------------------|
| State leaders of school-based OT | 7/21 | 6/22 | Attended 4 meetings |
| CAST and AEM Quarterly TA | 7/21 | 6/22 | |
| Trauma Advisory Council | 7/21 | 6/22 | Attended quarterly meetings |
| Related Services Community of Practice | 9/21 | 4/22 | Completed 7 meetings |
| AState Advisory Council | 7/21 | 6/22 | |
| UCA Pediatric Curriculum committee | 7/21 | 6/22 | |
| PDF guidance doc | 2/22 | 6/22 | In process |
| PT guidance doc | 7/21 | 6/22 | In draft |
| Med vs Ed | 6/22 | 6/22 | |

| Program Performance Goal/Objective 4 |
|--|
| Provide intensive support to LEAs to improve behavioral and academic outcomes for students with brain injury and other low incidence disabilities by addressing CIRCUIT referrals. (HLPs 1, 4, 6, 8, 9, 13, 14, 15, 18, 19). |

| Performance Measure | Target level of performance | | Actual Level | Date of achievement |
|--|---|----------|--------------------|---------------------|
| Provide intensive support to LEAs to improve behavioral and academic outcomes for students with brain injury and other low incidence disabilities by addressing CIRCUIT referrals. (HLPs 1, 4, 6, 8, 9, 13, 14, 15, 18, 19). | 90% of referrals will receive contact and support from the consultant within one week of receipt. | | 100% | June 2022 |
| Activities: | Start date | End date | Comments | |
| Responding to CIRCUIT | 7/21 | 6/22 | Met target at 100% | |

| | | | |
|--|--|--|--|
| | | | <p>Thank you for observing BC and providing our team with such helpful feedback!</p> <p>This information is extremely helpful! We are so thankful for your services.</p> |
|--|--|--|--|

PROGRAM: **TEACHER CENTER**

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes_ No X

RESTRICTED X **NON-RESTRICTED** ____

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lakeside, Lake Hamilton, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County.

PERSONNEL:

Candiss Bennett, Assistant Director/Teacher Center Coordinator, M.S.E.
Katie Brown, Technology Specialist/Public Relations
Sue Newton, Teacher Center Assistant

GOAL:

The goal of the Dawson Teacher Center is to provide equipment resources to our member schools and universities.

PROGRAM SUMMARY:

Dawson's Teacher Center is housed in the Dawson Education Cooperative on 711 Clinton Street in Building 4. The Teacher Center and Maker Space Lab are now one entity. The Teacher Center is available for educators at any time during the day. Dawson Education Cooperative is responsible for the purchase of equipment in order to provide patrons with a variety of options. Resources now include computers, software, printers, cutout dies and cutters, a heat press, bookbinders, laminator, copy systems, paper cutters, label makers, a poster maker machine, a vinyl machine, a CNC laser, a router, a sublimation printer, and a tumbler machine. Dawson Education Cooperative also operates a Curriculum Center on-site. It is equipped with a large inventory including many items for curriculum and assessment support available to teachers/school districts. Supplies were also utilized to customize gift bags to recognize teachers and bus drivers nominated as outstanding by their school districts. Over 60 teachers/bus drivers were recognized for the 2021-2022 school year.

The following districts utilized services/items from the Dawson Teacher Center:

| | | |
|---------------------|---------------|-------------------|
| Arkadelphia | Glen Rose | Ouachita |
| Bauxite | Gurdon | Poyen |
| Benton | Hot Springs | South Pike County |
| Bismarck | Jessieville | HSU Students |
| Centerpoint | Kirby | Community Members |
| Cutter Morning Star | Malvern | |
| Fountain Lake | Mountain Pine | |

PROGRAM: TECHNOLOGY

FUNDING SOURCE: Member School Districts, ADE Grant

COMPETITIVE GRANT: Yes X No

RESTRICTED X NON-RESTRICTED__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County.

PERSONNEL:

Michael Arnold, Technology Coordinator, B.B.A., M.B.A.

Katie Brown, Communications/Instructional Technology, B.S.E.

GOAL:

The Technology Department's goal is to provide all member school districts timely, efficient, and practical resources to help promote increased student achievement through technology. Our mission is to empower our learning community to communicate, innovate, integrate and collaborate by using existing and emergent technologies coupled with tried and true teaching. In addition, Dawson Educational Cooperative Technology staff provides technical support, consultation, infrastructure management, desktop support, technology planning, funding procurement, E-rate application assistance, network security, and professional development for area schools in our cooperative area. Quarterly workshops/meetings for district technology coordinators are held to stay abreast of the latest advances in technology. Professional Development courses for classroom technology integration are offered for teachers in the summer and throughout the school year. The Technology Dept. also works with the Arkansas Department of Education (ADE) and the state's Department of Information Services (DIS) to make sure our schools participate in any programs that can provide technological benefits to the districts, the teachers, and their students.

PROGRAM SUMMARY:

The coordinator provided the school districts with information and training concerning technology. This information was coordinated with the Arkansas Department of Education (ADE) and Arkansas Department of Information Systems (DIS). Information was also distributed from federal agencies and organizations such as the Schools and Libraries

Division (SLD) of the Universal Service Administrative Company that deal with E-rate for public schools. Other topics included network security issues as well as policies concerning the legal use of the school network. Technology workshops were held on a variety of technology-related topics. Technology in-service workshops were focused on classroom integration of technology to improve student achievement. The instructional technology specialist provided the school districts with information and training concerning current technology and issues relating to technology in education through a network of member school districts. Dawson Education Cooperative continued to work with the Arkansas Department of Education and the Arkansas Education Cooperative Technology Coordinators. Meetings were held weekly, and information was provided to Dawson school districts. School districts can request Zoom webinar services to assist with any tech-related issues or technology training.

MAJOR HIGHLIGHTS OF THE YEAR:

Due to COVID-19, most on-site visits to schools were done virtually in an effort to assist in the implementation of technologies. A major focus in the technology department was Cyber-Security. Dawson disseminated cyber-security information through various methods, including access to webinars, virtual meetings, in-person meetings, and providing access to training opportunities. The DEC Technology Dept. worked closely with school districts and the ADE to assist school districts on various aspects of cyber safety and security. The DEC Technology Department also created multiple summer sessions for teachers to join on survival tips and tricks for teaching virtually. We have also created a YouTube channel with videos highlighting staff and professional development offerings, and are in the works of finalizing “Studio D” podcast for Teachers, Educators, and Administrators.

PROGRAM: TOBACCO-FREE GRANT PROGRAM FOR COMMUNITY

FUNDING SOURCE: Arkansas Department of Health, Master Tobacco Settlement, Tobacco Prevention and Cessation Program

FUNDING: COMPETITIVE GRANT: Yes X No _

RESTRICTED: Yes X NON-RESTRICTED _

PARTICIPATING DISTRICTS:

Clark and Pike Counties

PERSONNEL:

Andrew Wright, Community Tobacco-Prevention Specialist

GOAL:

To assist schools, colleges, businesses, churches, community leaders, and other organizations in adopting a tobacco and nicotine free way of life. Primarily, to educate on the current e-cigarette epidemic that is gripping the nation. Promotion of the Be Well quitline in local health organizations is also vital.

PROGRAM SUMMARY:

To promote a tobacco and nicotine free lifestyle, not just in our schools, but our community overall. By doing so, we will protect our youth from the dangers of these products, thus ensuring them a brighter tomorrow. Through collaboration with other adult community members, our students will see the positives of wellness.

MAJOR HIGHLIGHTS OF THE YEAR:

The Community Tobacco Prevention Specialist continued collaborations with local educators, administrators, and health officials in raising ENDS awareness through presentations, Be Well visits, coalition recruitment, school and local health unit visits, and other outreach. Be Well visits have spanned from physicians, dentists, pregnancy resource, pharmacies, veterinarian offices, school counselor and nurse offices, senior centers, and numerous parenting classes. In addition to continuing to rebuild the Clark County health coalition, the Community Tobacco Prevention Specialist also was elected as public liaison for the new Pike County Health Coalition, also taking an active role in membership recruitment. Also this year, training was undertaken to prepare for certification as a tobacco treatment specialist. With the school year nearing its end, the Community Tobacco Prevention Specialist is preparing to continue youth outreach over the summer, with new partnerships and collaborations with the 21st Century Community Learning Center and the Pike County 4H Extension Agency.

Dawson Education
Cooperative
DATE: June 2022

Special Projects....

PROGRAM: FACILITIES COORDINATOR

FUNDING SOURCE: Local

COMPETITIVE GRANT: Yes No X

RESTRICTED NON RESTRICTED X

PARTICIPATING DISTRICTS:

Bismarck, Centerpoint, Cutter Morning-Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County

PERSONNEL:

Leslie Dyess

PROGRAM GOALS:

It is the goal of the Facilities Coordinator to advance the level of academic facilities for the Districts within the Co-op. This is accomplished by helping to identify the facility needs of the districts and by aiding with the development of a strategic plan for meeting those needs. The utilization of facilities standards, rules, and funding programs to meet said needs is essential to accomplishing this goal.

PROGRAM SUMMARY:

The Dawson Education Cooperative's Facilities Coordinator provides support to the school districts and their staff in the area of facilities planning and construction compliance with Arkansas School Facilities standards/guidelines.

On a yearly basis, the Facilities Coordinator will prepare and submit the school districts 6-year Facility Master Plan updates. This update will take into consideration current facility conditions and student enrollment as it relates to space availability within the campus. During even numbered years, the Facilities Coordinator will assist in preparing and submitting applications for Partnership Program funding for those construction projects previously determined by the Master Plan to be necessary in meeting the facility needs of the District.

It is the ongoing responsibility of the Facilities Coordinator to discuss/evaluate the needs of each individual district within the Dawson Education Cooperative to determine what type of support can be offered.

MAJOR HIGHLIGHTS OF THE YEAR:

This year, we have navigated the waters of allowable expenditures for ESSER funding, and many of the Districts have received prior approval from the Division for their desired projects and procurement of the work has begun.

Master plans and Partnership applications were also successfully submitted in February/March, and we are awaiting early approval status determinations, which should be made known in August of this year. Year 2 Partnership funding statuses for the previous cycle will be published in May of this year, and at that time Partnership Agreements will be executed.

In addition, this past year has had its fair share of Master plan and Partnership Program rule changes. I've done my best to review and incorporate these changes into the current applications submissions for Partnership funding and Master Plans.

PROGRAM: NOVICE TEACHER MENTORING

FUNDING SOURCE: ADE

GRANT: Yes__X_ No ____

RESTRICTED FUNDING __X__ NON-RESTRICTED FUNDING __

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

PERSONNEL:

Tina Hobbs, NT Mentoring Coordinator, M.S.E.

GOALS AND DESCRIPTION:

Dawson ESC served the novice teachers in our cooperative region by providing professional development, networking opportunities, and PGP goal support for the 2021-2022 school year. Novice teachers networked through multiple face-to-face sessions during summer 2021 and throughout the year for focused content in classroom management, building relationships with students, families, and communities, networking with other educators, parental involvement, professional ethics, TESS/PGP development, special education topics, and effective instructional strategies utilizing Marzano's *The New Art and Science of Teaching Handbook*. Classroom observation data, evaluation and survey data, collaboration with DESE Retention and Recruitment unit, and partnering with local universities provided relevant topics to further explore with novices through digital networks and general distribution of information supportive of needs. Our overall goals were to assist new teachers in the almost universally requested area of classroom management, to decrease their feelings of isolation as beginning educators in efforts to increase retention rates within the field, and to address instructional practices appropriate to teaching assignments.

Dawson ESC provided support for Early Career Professional Educators (including those on alternative pathways) for three years within cohort groups. The goals for the Year 1 cohort provided a support network for Year 1 NT, along with small group interaction for grade-level and content support, by which knowledge and skills will be strengthened in the following areas: (1) Classroom Environment (Domain 2 elements encompassing overall effective classroom management) (2) Building relationships with cohorts, students, other educators, parents, and community (3) Applying effective pedagogy applicable to teaching assignment. The Year 2 cohort continued the development of the previous year's goals with an added focus on Classroom Instruction (Domain 3 elements encompassing overall effective instruction and engagement in learning). The Year 3 cohort extended the previous years' goals with an added focus on Reflective Practice, Assessment, and Professionalism (Domain 4 elements) for transition into the Career Professional Educator designation.

SPECIAL PROJECTS AND PROGRESS

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED ____ **NON-RESTRICTED** **x**

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or statewide, giving opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents for projects vary.

Project Name: Dyslexia Interventionist Support

Competitive Grant: No

Goals and Description: Dyslexia Interventionist Support sessions were scheduled periodically throughout the year for a total of five meetings. The focus of these sessions addressed the participating schools' needs and included assessment, instructional facilitation, and programming. The Dyslexia Interventionist group is led by Corby Scully, K-3 Literacy Specialist, with assistance from Vicki King, Arkansas Department of Education.

Project Name: School Board Training

Competitive Grant: No

Goals and Description: Dawson Education Service Cooperative held two sessions (3 hours each) of training for our schools' local board training. Approximately 45 board members attended the sessions.

Project Name: Job-Alike Meetings

Competitive Grant: No

Goals and Description: In order to support personnel from Dawson's member schools who serve in positions that may be more isolated than that of the classroom teacher, job-alike groups exist for gifted and talented coordinators, building principals, technology coordinators, federal program coordinators, counselors, and district curriculum leaders. The meetings provide an opportunity for co-op staff to share updates relevant to the groups and allow for networking and collaboration time. These job-alike groups are also used for job-specific training when applicable.

Project Name: Small Group Monthly Principal Meetings

Competitive Grant: No

Goals and Description: In addition to the job-alike meetings, Dawson Education Cooperative organized and coordinated small group county-wide principal meetings by grade bands for the purpose of collaboration in a small group setting. These groups worked together to solve similar issues they faced during the pandemic. The meetings also helped build relationships and connect principals in similar grade levels.

Project Name: ESSA

Competitive Grant: No

Goals and Description: Dawson Education Cooperative continues to assist districts/schools in meeting the accountability challenges of the ESSA. During the 2021-2022 school year, Dawson

Education Cooperative provided assistance/support with ESSA, development of School Improvement Plans and District Support Plans, and High-Reliability Schools.

Project Name: PLC and Inclusive Practices Support

Competitive Grant: No

Goals and Description: Dawson Education Cooperative has many schools involved in the PLC process, from working directly with Solution Tree via a state grant to those districts sending portions of their staff for training or even beginning the process completely on their own. Our goal has been to support our districts wherever they are in that process. Two content specialists attended Solution Tree PLC Institute and have led the work with our districts who requested support from specialists in this area. Our specialists have attended meetings in schools that received the Inclusive Practice Project grant: Caldwell Elementary in Benton and Lakeside Junior High School. Specialists from the three core content areas of literacy, mathematics, and science have attended PLC meetings in the following districts: Benton, Bismarck, Ouachita, Gurdon, Harmony Grove, Mountain Pine, Lakeside, Fountain Lake, Hot Springs, Cutter Morning Star, Bauxite, and Arkadelphia.

Project Name: COVID-19 District Support

Competitive Grant: No

Goals and Description: Dawson Education Cooperative has worked to provide a continuance of networking and support during the COVID-19 pandemic. Monthly curriculum cabinet zooms continued throughout the 2021-2022 school year. The co-op directors met via zoom with DESE representatives to help flow critical information to districts. Updates were emailed to the superintendents regularly. Content specialists followed guidelines and provided onsite support to districts during the 2021-2022 school year. Co-op employees delivered COVID-19-related supplies to districts. Dawson Education Cooperative coordinated the Arkansas Department of Health ELC grant and acted as the pass-through agent for this grant.

Project Name: Act 1240 Digital Learning Applications

Competitive Grant: No

Goals and Description: Dawson Education Cooperative assisted in the development and review of the Act 1240 digital learning applications from the following 15 districts: Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Harmony Grove, Hot Springs, Kirby, Lake Hamilton, Lakeside, Malvern, Mountain Pine, and Poyen.

Project Name: Dawson ESC K-6 Virtual Program Consortium

Competitive Grant: No

Goals and Description: Dawson Education Cooperative organized and developed the K-6 Virtual Program Consortium in response to Covid-19 in order to assist districts with a virtual learning opportunity for students. The following districts participated in the K-6 Virtual Program Consortium: Arkadelphia, Bauxite, Benton, Bismarck, Centerpoint, Harmony Grove, Hot Springs, Kirby, and Lake Hamilton. Approximately 140 students were served in the consortium.

Project Name: Grant Writing

Competitive Grant: No

Goals and Description: Dawson Education Cooperative wrote grant proposals for some of the member districts and assisted others in the grant writing process. The grant proposals include: Transportation Alternative grant for Cutter-Morning Star, Centerpoint, Lakeside, and Dawson Education Cooperative, the Recreational Trail Project grant for Centerpoint, and the Foster Grandparent grant for Clark, Garland, and Hot Spring Counties.

Project Name: ACT Prep Grant

Competitive Grant: No

Goals and Description: This grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. This program allows for all districts in Arkansas to opt-in for additional support for their students in taking the ACT. The support is intended to be implemented school-wide, allowing all students access and resources to improve ACT scores. The increased ACT scores could lead to additional financial and educational benefits for the students. There were 261 school districts across the state that opted-in to OnToCollege. Schools are able to use this resource as a class during the school day, an afterschool program, or a summer boot camp. The training was provided to each district, and the program will be provided for two years.

Chad Cargill provided 10 sessions for 924 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review. Chad has written a book with all of his tips and strategies, and every student received a copy of the book to study further. Students from the following districts in the Dawson region participated in the Chad Cargill session: Magnet Cove, Kirby, Ouachita, Mountain Pine, Malvern, Cutter-Morning Star, Poyen, and Fountain Lake.

Cantrell and Waller Preparatory (CE Prep) is providing 10 sessions across the state to almost 1,000 students. In these sessions, students spend six hours digging into various content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT. Students from the Arkadelphia and Hot Springs school districts participated in the CW Prep session.

We have also had Fetterman and Associates, which has 10 sessions for students. These sessions are six-hour sessions where students are exposed to test-taking strategies, ACT content, and scholarship information. All of these programs will be used again in the 2022-2023 school year. Arkansas Cooperatives are working on scheduling and organizing these events for all public, private, and charter schools in Arkansas.

Project Name: Collaboration with State Education Service Cooperatives

Competitive Grant: No

Goals and Description: All cooperatives in the state worked together to present virtual sessions on topics needed statewide. Sessions included Title IX training from Cody Kees and Restorative Practices Playbook from Dominique Smith. State education service cooperatives coordinate to provide the escWorks professional development platform to districts. EscWorks is designed to allow educators to register for professional development sessions and maintain records of past and future professional development.

Project Name: Level 3-4 Support

Competitive Grant: No

Goals and Description: Dawson Education Service Cooperative specialists worked with the DESE and coordinated monthly check-ins with school districts on levels 3 and 4 support. Specialists also provided onsite support to these districts.

Project Name: Social Emotional Learning Support Specialist Consortium

Competitive Grant: No

Goals and Description: Mental health is a growing concern for students and educators. Districts have struggled post-Covid with student behavior. Dawson Education Service Cooperative created a consortium with 4 school districts to provide support for students and staff members from a social-emotional learning support specialist. Beginning in the 2022-2023 school year, SEL Support specialists will visit schools 3-4 times per month to provide support, create SEL lessons, encourage staff, assist teachers and administrators, develop a common language when addressing behavior/disrespect, and more. The districts that have joined the consortium are Bauxite, Cutter-Morning Star, Fountain Lake, and Malvern. Specialists will be in the following schools in those districts: Bauxite Elementary, Cutter-Morning Star High School, Fountain Lake Elementary, and Malvern Elementary.

Dawson Education
Cooperative
DATE: JUNE 2022

Professional Development Activities....

On-Site Usage Analysis: 2021-2022

High Usage: School support—twice per month minimum (18+ days)

Mid Usage: School support—monthly minimum (9-17 days)

Low Usage: School support—fewer than 9 days per year

| By Specialist/Coordinator | 2018-19 days | 2019-20 days | 2020-21 days | 2021-22 days | 2018-19 teachers | 2019-20 teachers | 2020-21 teachers | 2021-22 teachers |
|----------------------------|-----------------|-----------------|-----------------|-----------------|---------------------|---------------------|---------------------|---------------------|
| Amanda Bean, literacy | | 69.5 | 52.5 | 87.5 | | 305 | 326 | 933 |
| Robin Phelan, literacy | 75 | 70 | | | 740 | 363 | | |
| Corby Scully, literacy | 87 | 56.5 | 55.5 | 87 | 513 | 475 | 422 | 914 |
| Tammy Boyette, literacy | 76 | 62.5 | 65.5 | 75.5 | 422 | 485 | 479 | 853 |
| Gayanne Fite, literacy | 109 | 77.5 | 63 | 80 | 714 | 484 | 793 | 693 |
| Cindy McAfee, math | 30 | 31.75 | 34 | 26 | 151 | 221 | 268 | 185 |
| Tori Rocole, math | | | 30 | 85 | | | 193 | 634 |
| Annette Brown, science | 37.5 | 45 | 49.5 | 66.5 | 302 | 231 | 83 | 627 |
| Katie Brown, science | | 55 | | | | 457 | | |
| Susan Allison, science | | | 48 | 80 | | | 228 | 319 |
| April Shepherd, CTE | 38 | 53 | 42 | 47 | 265 | 263 | 568 | 453 |
| Jana Catlett, ESL | | | 12.5 | 19 | | | 169 | 127 |
| Tina Hobbs, Novice Teacher | | | | 35.5 | | | | 182 |

| 2018-19 High Usage Districts-55% | | 2019-20 High Usage Districts-59% | | 2020-21 High Usage Districts- 45% | | 2021-22 High Usage Districts- 72.7% | |
|-------------------------------------|------|-------------------------------------|------|--------------------------------------|------|--|-------|
| 1. Bismarck | 66.5 | 1. Bismarck | 74 | 1. Ouachita | 75.5 | 1. Bismarck | 104.5 |
| 2. Ouachita | 57 | 2. Ouachita | 74 | 2. Gurdon | 66 | 2. Cutter | 49 |
| 3. Hot Springs | 51 | 3. Hot Springs | 69 | 3. Bismarck | 46.5 | 3. Ouachita | 46 |
| 4. Cutter | 43.5 | 4. Fountain Lake | 39.5 | 4. Jessieville | 39 | 4. Arkadelphia | 44.5 |
| 5. Gurdon | 43 | 5. Mountain Pine | 35 | 5. Fountain Lake | 34 | 5. Gurdon | 43 |
| 6. Magnet Cove | 34.5 | 6. Magnet Cove | 34.5 | 6. Hot Springs | 26 | 6. Hot Springs | 40.5 |
| 7. Lake Hamilton | 26 | 7. Gurdon | 25.5 | 7. Cutter MS | 25 | 7. Magnet Cove | 40 |
| 8. Bauxite | 25.5 | 8. Harmony Grove | 25.5 | 8. Mountain Pine | 20.5 | 8. Lake Hamilton | 38.5 |
| 9. Centerpoint | 25 | 9. Jessieville | 24 | 9. Bauxite | 19.5 | 9. Glen Rose | 36.5 |
| 10. Glen Rose | 25 | 10. Lake Hamilton | 22.5 | 10. Lake Hamilton | 19 | 10. Malvern | 33 |
| 11. Jessieville | 21.5 | 11. Cutter | 21.5 | | | 11. Bauxite | 31 |
| 12. Malvern | 21 | 12. Glen Rose | 20 | | | 12. Poyen | 29 |
| | | 13. Lakeside | 19 | | | 13. Jessieville | 27 |
| | | | | | | 14. Mountain Pine | 20.5 |
| | | | | | | 15. Centerpoint | 19 |
| | | | | | | 16. Lakeside | 19 |
| 2018-19 Mid Usage Districts-27% | | 2019-20 Mid Usage Districts-27% | | 2020-21 Mid Usage Districts- 41% | | 2021-22 Mid Usage Districts- 13.6% | |
| 1. Lakeside | 16.5 | 1. Bauxite | 15.5 | 1. Arkadelphia | 17.5 | 1. South Pike Co. | 17.5 |
| 2. Harmony Grove | 16 | 2. Centerpoint | 14 | 2. Glen Rose | 16.5 | 2. Benton | 15 |
| 3. Arkadelphia | 15.5 | 3. Malvern | 14 | 3. Lakeside | 14 | 3. Fountain Lake | 14.5 |
| 4. Mountain Pine | 13 | 4. Kirby | 12.5 | 4. Benton | 13.5 | | |
| 5. Kirby | 11.5 | 5. Arkadelphia | 9.5 | 5. Malvern | 13 | | |
| 6. Fountain Lake | 9 | 6. South Pike Co. | 9 | 6. Magnet Cove | 13 | | |
| | | | | 7. Centerpoint | 12.5 | | |
| | | | | 8. Poyen | 11.5 | | |

| | | | | | | | |
|------------------------------------|---|------------------------------------|---|-------------------------------------|-----|---------------------------------------|---|
| | | | | 9. Harmony Grove | 10 | | |
| 2018-19 Low Usage Districts-18% | | 2019-20 Low Usage Districts-14% | | 2020-21 Low Usage Districts- 14% | | 2021-22 Low Usage Districts- 13.6% | |
| 1. Bryant | 8 | 1. Benton | 8 | 1. Kirby | 6.5 | 1. Bryant | 8 |
| 2. South Pike Co. | 6 | 2. Bryant | 7 | 2. Bryant | 6.5 | 2. Harmony Grove | 7 |
| 3. Benton | 3 | 3. Poyen | 5 | 3. South Pike Co. | 5 | 3. Kirby | 4 |
| 4. Poyen | 3 | | | | | | |

Summary Registered

Printed Date: 6/1/2022

Last modified: 6/1/2022

Report Description:

Count of registered and attended participants grouped by session for a given time period or for a given owner.

Search Parameter: **Session Title:** dsc
Start Date (>=): 2021-06-01-00-00-00
Less Than End Date: 2022-05-31-00-00-00
Events entered by LEA Number: 04

ESC Coop Event: on

Total Registered: 8791 Attended: 7144

| Session | Registered | Attended |
|--|------------|----------|
| DSC Certified Academic Language Therapist Program: Take Flight | | |
| 436971 - Jun 1, 2, 3, 4, 2021 8:30 am - 3:30 pm | 11 | 10 |
| DSC AR Math QuEST Year 1 Refresher: Independent Study | | |
| 438520 - Jun 1, 2021 8:30 am - 3:30 pm | 23 | 20 |
| DSC Ouachita SD Curriculum Development | | |
| 438692 - Jun 1, 2, 2021 8:30 am - 3:30 pm | 25 | 25 |
| DSC DEC NT Year 1 2020-2021 Field Guide | | |
| 439132 - Jun 1, 2021 9:00 am - 3:30 pm | 41 | 38 |
| DSC DEC Year 2 Novice Teachers 2020-2021 Reflection Session | | |
| 439138 - Jun 2, 2021 9:00 am - 3:30 pm | 67 | 61 |
| DSC The Dynamics of a Student Focused Classroom - Student Agency-Session Time: 2 hour | | |
| 439964 - Jun 2, 2021 10:00 am - 12:00 pm | 10 | 10 |
| DSC Reunite, Renew, and Thrive: Social Emotional Learning through Music | | |
| 441180 - Jun 2, 2021 8:30 am - 3:30 pm | 13 | 9 |
| DSC Curriculum Planning- BHG | | |
| 446369 - Jun 2, 2021 8:30 am - 3:30 pm | 6 | 6 |
| DSC Engineering is Elementary: The Best of Bugs | | |
| 450368 - Jun 2, 2021 8:30 am - 3:30 pm | 27 | 27 |
| DSC DEC Year 3 Novice Teacher 2020-2021 Reflection Session | | |
| 439141 - Jun 3, 2021 9:00 am - 3:30 pm | 61 | 54 |
| DSC Building the Foundation for Blended Learning I - The Basics-Session Time: 1 hour | | |
| 439873 - Jun 3, 2021 9:00 am - 10:00 am | 1 | 1 |
| DSC Building the Foundation for Blended Learning II - School Models-Session Time: 1 hour | | |
| 439875 - Jun 3, 2021 11:00 am - 12:00 pm | 1 | 1 |
| DSC Building the Foundation for Blended Learning III - Mindset & Myths-Session Time: 1 hour | | |
| 439878 - Jun 3, 2021 2:00 pm - 3:00 pm | 1 | 1 |
| DSC 3-6 RISE Training: Day 5 Comprehension - Gurdon School District ONLY | | |
| 446119 - Jun 3, 2021 8:30 am - 3:30 pm | 5 | 5 |
| DSC Hot Springs Secondary Science | | |
| 451133 - Jun 3, 4, 2021 8:00 am - 3:00 pm | 5 | 5 |
| DSC 3-6 RISE Training: Day 6 PUTTING IT ALL TOGETHER - Gurdon School District ONLY | | |
| 446122 - Jun 4, 2021 8:30 am - 3:30 pm | 5 | 5 |
| DSC RISE Grades 3-6 Days 4, 5, and 6 - Vocabulary, Comprehension, and Putting It All Together | | |
| 399291 - Jun 7, 8, 9, 2021 8:30 am - 3:30 pm | 28 | 23 |
| DSC Sound Walls: An Instructional Shift | | |
| 436851 - Jun 7, 2021 8:30 am - 3:30 pm | 33 | 31 |

Summary Registered

Printed Date: 6/1/2022

Last modified: 6/1/2022

| Session | Registered | Attended |
|--|------------|----------|
| DSC (Online) High School Computer Science and Certification Preparation | | |
| 437735 - Jun 7, 8, 9, 10, 11, 2021 8:30 am - 3:30 pm | 1 | 1 |
| DSC Special Education Essentials Bootcamp | | |
| 439099 - Jun 7, 8, 9, 10, 2021 9:00 am - 3:00 pm | 27 | 23 |
| DSC Time Saving Grading Hacks That Save Lives | | |
| 441370 - Jun 7, 2021 8:30 am - 11:30 am | 22 | 17 |
| DSC Let Them Speak! Giving Students Voice with Google | | |
| 441383 - Jun 7, 2021 12:30 pm - 3:30 pm | 15 | 9 |
| DSC One Week to Becoming a Better Band Teacher - Day 1: Recruiting and retention in your beginning and middle school band program | | |
| 451487 - Jun 7, 2021 8:30 am - 3:30 pm | 28 | 28 |
| DSC Sound Walls; an Instructional Shift | | |
| 436074 - Jun 8, 2021 8:30 am - 3:30 pm | 13 | 12 |
| DSC Digital Skills for Today's Libraries | | |
| 438224 - Jun 8, 2021 8:30 am - 3:30 pm | 17 | 15 |
| DSC AR Math QuEST Year 1 Refresher (1 day) | | |
| 438492 - Jun 8, 2021 8:30 am - 3:30 pm | 13 | 8 |
| DSC Argument Driven Inquiry | | |
| 440147 - Jun 8, 9, 2021 8:30 am - 3:30 pm | 5 | 5 |
| DSC Top Ten Things All the Best Teachers Do: A Recent Student's Perspective | | |
| 441387 - Jun 8, 2021 8:30 am - 11:30 am | 20 | 18 |
| DSC One Week to Becoming a Better Band Teacher - Day 2 Woodwind and Brass beginning pedagogy | | |
| 451579 - Jun 8, 2021 8:30 am - 3:30 pm | 22 | 22 |
| DSC Shifting Small Group Instruction to Match the Science of Reading | | |
| 436853 - Jun 9, 2021 8:30 am - 3:30 pm | 32 | 25 |
| DSC K-2 FUNDamentals of Early Number Sense & Number Relationships (2 days) | | |
| 438484 - Jun 9, 10, 2021 8:30 am - 3:30 pm | 7 | 7 |
| DSC Project Based Teaching in CTE: How to Create Rigorous and Engaging Learning Experiences | | |
| 438878 - Jun 9, 2021 8:30 am - 3:30 pm | 13 | 8 |
| DSC How Can You Help? Basic Helping Skills, Ethics, Warning Signs in Children and Teens Mental Health | | |
| 441365 - Jun 9, 2021 9:00 am - 11:00 am | 16 | 9 |
| DSC Science of Reading Awareness, Parts 12-14 Arkansas Ideas (Gurdon Only) | | |
| 447232 - Jun 9, 2021 8:30 am - 3:30 pm | 15 | 13 |
| DSC Digital Storytelling Across the Curriculum | | |
| 448501 - Jun 9, 2021 8:30 am - 3:30 pm | 4 | 2 |
| DSC One Week to Becoming a Better Band Teacher - Day 3: Teaching Rhythm Logically and Pacing for Success | | |
| 451618 - Jun 9, 2021 8:30 am - 3:30 pm | 29 | 29 |
| DSC Shifting Small Group Instruction to Match the Science of Reading | | |
| 436017 - Jun 10, 2021 8:30 am - 3:30 pm | 5 | 5 |
| DSC Networking with New and Returning FACS Teachers | | |
| 438866 - Jun 10, 2021 8:30 am - 3:30 pm | 9 | 6 |
| DSC Disciplinary Reading Strategies, Grades 7-12 | | |
| 441940 - Jun 10, 2021 8:30 am - 12:30 pm | 17 | 12 |
| DSC Implementing Reading Strategies, Grades 7-12 | | |
| 441945 - Jun 10, 2021 1:30 pm - 3:30 pm | 14 | 10 |

Summary Registered

Printed Date: 6/1/2022

Last modified: 6/1/2022

| Session | Registered | Attended |
|---|------------|----------|
| DSC RISE Refresher | | |
| 443309 - Jun 10, 2021 8:30 am - 3:30 pm | 16 | 16 |
| DSC Vlogging From the Classroom: Sparking Engagement and Forging Deeper Relationships | | |
| 448504 - Jun 10, 2021 8:30 am - 3:30 pm | 6 | 5 |
| DSC One Week to Becoming a Better Band Teacher - Day 4: Tips and Tricks from 55 years of experience | | |
| 451621 - Jun 10, 2021 8:30 am - 3:30 pm | 28 | 28 |
| DSC One Week to Becoming a Better Band Teacher - Day 5: Grade 1-3 Literature and band director round table | | |
| 451623 - Jun 11, 2021 8:30 am - 3:30 pm | 24 | 23 |
| DSC RISE Grades 3-6 and K-12 Special ED Days 4-6 - Vocabulary, Comprehension, and Putting It All Together | | |
| 435650 - Jun 14, 15, 16, 2021 8:30 am - 3:30 pm | 32 | 26 |
| DSC (Online) K-4 Introduction to Computer Science | | |
| 437702 - Jun 14, 15, 2021 8:30 am - 3:30 pm | 5 | 3 |
| DSC (Online) Coding Block | | |
| 437720 - Jun 14, 15, 2021 8:30 am - 3:30 pm | 2 | 2 |
| DSC Paint like Contemporary Australian Artist, Karin Zeller | | |
| 438229 - Jun 14, 2021 8:30 am - 3:30 pm | 37 | 37 |
| DSC New and Returning Dawson Business Teachers | | |
| 439256 - Jun 14, 2021 8:30 am - 3:30 pm | 13 | 10 |
| DSC RISE Refresher | | |
| 439418 - Jun 14, 2021 8:30 am - 3:30 pm | 12 | 9 |
| DSC K-2 RISE Academy Days 1-3 | | |
| 436863 - Jun 15, 16, 17, 2021 8:30 am - 3:30 pm | 55 | 51 |
| DSC DEC: AR Math QuEST Year 2: Revised Going Deeper with Ambitious Teaching (2 days) | | |
| 437668 - Jun 15, 16, 2021 8:30 am - 3:30 pm | 30 | 26 |
| DSC AI In Swine Production for Animal Science | | |
| 438894 - Jun 15, 2021 8:30 am - 3:30 pm | 9 | 8 |
| DSC Using the Art of Freedom Quilts in the Art Classroom | | |
| 439275 - Jun 15, 2021 8:30 am - 3:30 pm | 41 | 41 |
| DSC Embracing the Role of Facilitator of Learning (Remote and Traditional)-Session Time: 2 hour | | |
| 439961 - Jun 15, 2021 1:00 pm - 3:00 pm | 2 | 1 |
| DSC Essential Behavior Concepts | | |
| 440714 - Jun 15, 2021 8:30 am - 3:30 pm | 24 | 18 |
| DSC Classroom Management: Going From Good to Great!! | | |
| 441955 - Jun 15, 2021 8:30 am - 3:30 pm | 54 | 41 |
| DSC (Online) K-4 Deeper Dive Into Computer Science | | |
| 437707 - Jun 16, 17, 2021 8:30 am - 3:30 pm | 2 | 1 |
| DSC Illustration and Character Design for Art Teachers K-12 | | |
| 438343 - Jun 16, 2021 8:30 am - 3:30 pm | 36 | 32 |
| DSC Professional Learning Communities (PLC) in Career and Technical Education (CTE) | | |
| 438883 - Jun 16, 2021 8:30 am - 3:30 pm | 8 | 4 |
| DSC The Dynamics of a Student Focused Classroom - Instructional Strategies-Session Time: 3 hour | | |
| 439972 - Jun 16, 2021 8:30 am - 11:30 am | 11 | 5 |
| DSC The Dynamics of a Student Focused Classroom - Assessment and Data-Session Time: 3 hour | | |
| 439975 - Jun 16, 2021 12:30 pm - 3:30 pm | 5 | 1 |

Summary Registered

Printed Date: 6/1/2022

Last modified: 6/1/2022

| Session | Registered | Attended |
|--|------------|----------|
| DSC Antecedent Based Interventions ONLINE MODULES ONLY with FOLLOW UP Q&A | | |
| 440704 - Jun 16, 2021 9:00 am - 3:00 pm | 9 | 6 |
| DSC Targeted Behavior Interventions ONLINE MODULES ONLY with FOLLOW UP Q&A | | |
| 440762 - Jun 16, 2021 9:00 am - 3:00 pm | 22 | 14 |
| DSC Ultimate Google Training Workshop | | |
| 438423 - Jun 17, 2021 8:00 am - 11:00 am | 61 | 48 |
| DSC Google ADD-ONS Roundup | | |
| 439176 - Jun 17, 2021 12:00 pm - 3:00 pm | 64 | 51 |
| DSC Classroom Management Strategies for Digital Learning-Session Time: 3 hour | | |
| 439969 - Jun 17, 2021 1:00 pm - 4:00 pm | 5 | 3 |
| DSC Python Released in Your Science Class! | | |
| 439858 - Jun 21, 2021 8:30 am - 3:30 pm | 5 | 5 |
| DSC Classroom Management Strategies - Rapport & Family Engagement-Session Time: 1.5 hour | | |
| 439949 - Jun 21, 2021 9:00 am - 10:30 am | 3 | 1 |
| DSC Unlocking the Magic of Co-Teaching | | |
| 441391 - Jun 21, 2021 8:30 am - 3:30 pm | 29 | 23 |
| DSC RISE Grades 3-6 Days 1-3 | | |
| 436808 - Jun 22, 23, 24, 2021 8:30 am - 3:30 pm | 37 | 34 |
| DSC 2021 Dawson Board Retreat | | |
| 438027 - Jun 22, 23, 24, 2021 8:00 am - 11:00 am | 25 | 25 |
| DSC Adobe Photo Shop for Beginners | | |
| 438846 - Jun 22, 2021 8:30 am - 3:30 pm | 12 | 10 |
| DSC How Can You Help? Basic Helping Skills, Ethics, Warning Signs in Children and Teens Mental Health | | |
| 441402 - Jun 22, 2021 9:00 am - 12:00 pm | 16 | 13 |
| DSC KYA Chocolate – A Sweet Taste of Entrepreneurship in the CTE Classroom | | |
| 441879 - Jun 22, 2021 9:00 am - 12:00 pm | 20 | 17 |
| DSC Special Education Law: Due Process and Other Big Deals | | |
| 439162 - Jun 25, 2021 8:30 am - 3:30 pm | 60 | 45 |
| DSC (Online) 5-8 Introduction to Computer Science | | |
| 437710 - Jun 28, 29, 2021 8:30 am - 3:30 pm | 2 | 2 |
| DSC 2021 Dawson Summer Administrator Institute - Day 1 | | |
| 438032 - Jun 28, 2021 8:00 am - 3:00 pm | 133 | 99 |
| DSC Shifting Small Group Instruction to Match the Science of Reading | | |
| 436881 - Jun 29, 2021 8:30 am - 3:30 pm | 32 | 28 |
| DSC Booktalking: Books, Books, and More Books | | |
| 438196 - Jun 29, 2021 12:30 pm - 3:30 pm | 36 | 27 |
| DSC Integrating Literacy into Social Studies/Highly Engaged Social Studies Classroom | | |
| 441982 - Jun 29, 2021 8:30 am - 3:30 pm | 14 | 10 |
| DSC 2021 Dawson Summer Administrator Institute - Day 2 | | |
| 452306 - Jun 29, 2021 8:00 am - 3:00 pm | 93 | 93 |
| DSC Sound Wall; an Instructional Shift | | |
| 436083 - Jun 30, 2021 8:30 am - 3:30 pm | 13 | 9 |
| DSC (Online) 5-8 Deeper Dive into Computer Science | | |
| 437714 - Jun 30, Jul 1, 2021 8:30 am - 3:30 pm | 1 | 0 |

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|--|------------|----------|
| DSC Traumanomics: Crimes Against Children and Strategies to Deal With ACEs in the Classroom | | |
| 441373 - Jun 30, 2021 8:30 am - 3:30 pm | 30 | 25 |
| DSC Compliance Training: Indicator 13 Checklist Walk-through | | |
| 442997 - Jun 30, 2021 9:00 am - 10:30 am | 14 | 14 |
| DSC Transition Assessment: Post Module Training | | |
| 443249 - Jun 30, 2021 1:00 pm - 2:30 pm | 12 | 11 |
| DSC Keeping Students Safe and Secure in the Digital Classroom-Session Time: 1 hour | | |
| 439903 - Jul 1, 2021 9:00 am - 10:00 am | 4 | 2 |
| DSC Pacing Scenarios in the Blended and Online Classroom-Session Time: 1 hour | | |
| 439906 - Jul 1, 2021 11:00 am - 12:00 pm | 2 | 1 |
| DSC CMS K-6 Math Essential Skills and Vertical Alignment | | |
| 445440 - Jul 1, 2021 9:00 am - 12:00 pm | 8 | 7 |
| DSC DESC Science of Reading; Virtual | | |
| 436107 - Jul 5, 2021 8:30 am - 3:30 pm | 11 | 10 |
| DSC (Online) Advanced Java Programming - High School CS Professional Development | | |
| 437749 - Jul 5, 6, 7, 2021 8:30 am - 3:30 pm | 4 | 3 |
| DSC Compliance Training: Indicator 13 Checklist Walk-through | | |
| 442993 - Jul 5, 2021 9:00 am - 10:30 am | 6 | 4 |
| DSC Transition Assessment: Post Module Training | | |
| 443248 - Jul 5, 2021 1:00 pm - 2:30 pm | 5 | 4 |
| DSC Science of Reading (SoR):Phonological Awareness; Virtual | | |
| 436177 - Jul 6, 2021 8:30 am - 3:30 pm | 20 | 17 |
| DSC (Online) K-4 Introduction to Computer Science | | |
| 437703 - Jul 6, 7, 2021 8:30 am - 3:30 pm | 4 | 2 |
| DSC Designing Authentic and Meaningful STEM Experiences within the Literacy Block (K-2) | | |
| 438594 - Jul 6, 2021 9:00 am - 3:30 pm | 23 | 16 |
| DSC Your Science Class Gets a Makeover! | | |
| 440154 - Jul 6, 7, 2021 9:00 am - 12:00 pm | 18 | 16 |
| DSC DESC Science of Reading (SoR): Decoding - Virtual | | |
| 436180 - Jul 7, 2021 8:30 am - 3:30 pm | 20 | 18 |
| DSC Teaching From Visual Text | | |
| 440360 - Jul 7, 2021 8:30 am - 3:30 pm | 10 | 7 |
| DSC AR Math QuEST Year 1: Introduction to Ambitious Teaching (2 days) | | |
| 443962 - Jul 7, 8, 2021 8:30 am - 3:30 pm | 7 | 7 |
| DSC DESC SoR: Encoding-Virtual | | |
| 436195 - Jul 8, 2021 8:30 am - 3:30 pm | 22 | 18 |
| DSC (Online) K-4 Deeper Dive Into Computer Science | | |
| 437708 - Jul 8, 9, 2021 8:30 am - 3:30 pm | 2 | 0 |
| DSC (Online) Coding Block Resources | | |
| 437730 - Jul 8, 9, 2021 8:30 am - 3:30 pm | 1 | 1 |
| DSC Formative Assessment - A Superpower for Effective Instruction and Student Learning | | |
| Instructor(s) Annette Brown | | |
| 438592 - Jul 8, 2021 8:30 am - 3:30 pm | 22 | 18 |
| DSC Take the Lead with Technology | | |
| 439173 - Jul 8, 2021 8:30 am - 11:30 am | 16 | 8 |

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| Session | Registered | Attended |
|---|------------|----------|
| DSC ADE Science of Reading Assessor Training | | |
| 440978 - Jul 8, 2021 8:30 am - 3:30 pm | 30 | 24 |
| DSC K-2 Training | | |
| 448349 - Jul 8, 9, 2021 8:30 am - 3:30 pm | 24 | 15 |
| DSC RISE Grades 3-6 and K-12 Special Education Days 4-6 | | |
| 435656 - Jul 12, 13, 14, 2021 8:30 am - 3:30 pm | 32 | 28 |
| DSC (Online)Arkansas K-8 CS Lead Teacher Program | | |
| 437727 - Jul 12, 13, 14, 15, 16, 2021 8:30 am - 3:30 pm | 3 | 3 |
| DSC (Online) Advanced Cybersecurity - High School CS Professional Development | | |
| 437745 - Jul 12, 13, 14, 2021 8:30 am - 3:30 pm | 2 | 2 |
| DSC Virtual - GPS Science Assessment Tasks | | |
| 438018 - Jul 12, 2021 9:00 am - 3:30 pm | 19 | 18 |
| DSC Google Forms Intermediate Training | | |
| 440110 - Jul 12, 2021 8:00 am - 11:00 am | 36 | 27 |
| DSC Baller Teacher Conference | | |
| 440139 - Jul 12, 2021 12:00 pm - 3:00 pm | 80 | 58 |
| DSC K-2 RISE Academy Days 4-6 | | |
| 436866 - Jul 13, 14, 15, 2021 8:30 am - 3:30 pm | 52 | 52 |
| DSC Dawson IM 6-8 & HS Institute for New Users (3 days) | | |
| 439677 - Jul 13, 20, 21, 2021 8:30 am - 3:30 pm | 25 | 21 |
| DSC Dawson IM K-5 Institute (3 days) | | |
| 439793 - Jul 13, 20, 21, 2021 8:30 am - 3:30 pm | 144 | 129 |
| DSC Making Sense of Digital Learning-Session Time: 3 hour | | |
| 439981 - Jul 13, 2021 9:00 am - 12:00 pm | 9 | 5 |
| DSC The ABCs of Cultural Competence for the Professional Educator | | |
| 441168 - Jul 13, 14, 15, 2021 3:00 pm - 5:00 pm | 18 | 13 |
| DSC We've Cracked the Code, Now What? Vocabulary Development, Fluency, and Comprehension | | |
| 455252 - Jul 13, 2021 8:30 am - 3:30 pm | 1 | 1 |
| DSC GPS Unit Development-Planning with a Purpose | | |
| 438600 - Jul 14, 15, 2021 8:30 am - 3:30 pm | 14 | 12 |
| DSC Google Slides for Beginners | | |
| 441501 - Jul 14, 2021 10:00 am - 11:00 am | 7 | 4 |
| DSC Ouachita Test Data Analysis | | |
| 438695 - Jul 15, 2021 8:30 am - 3:30 pm | 22 | 21 |
| DSC SmartData Dashboards for Building/District Leaders | | |
| 451264 - Jul 15, 2021 8:30 am - 11:30 am | 22 | 14 |
| DSC SmartData Dashboards for Building/District Leaders | | |
| 451266 - Jul 15, 2021 12:30 pm - 3:30 pm | 9 | 8 |
| DSC (Online) 5-8 Introduction to Computer Science | | |
| 437712 - Jul 19, 20, 2021 8:30 am - 3:30 pm | 2 | 1 |
| DSC (Online) High School Computer Science and Certification Preparation | | |
| 437737 - Jul 19, 20, 21, 22, 23, 2021 8:30 am - 3:30 pm | 4 | 1 |
| DSC (Online) Advanced Networking/Hardware - High School CS Professional Development | | |
| 437751 - Jul 19, 20, 21, 2021 8:30 am - 3:30 pm | 4 | 3 |
| DSC Designing Authentic and Meaningful STEM Experiences within the Literacy Block (3-5) | | |
| 438597 - Jul 19, 2021 9:00 am - 3:30 pm | 15 | 12 |

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| Session | Registered | Attended |
|---|------------|----------|
| DSC Ouachita Test Data Analysis | | |
| 438697 - Jul 19, 2021 8:30 am - 3:30 pm | 22 | 20 |
| DSC Argument Driven Inquiry Training | | |
| 440437 - Jul 19, 20, 2021 8:30 am - 3:30 pm | 4 | 3 |
| DSC Using Canva to Create Eye Catching Graphics | | |
| 441529 - Jul 19, 2021 10:00 am - 11:00 am | 19 | 11 |
| DSC Building Connections: A Team Approach to Education After Brain Injury | | |
| 441784 - Jul 19, 2021 12:30 pm - 3:30 pm | 17 | 13 |
| DSC We've Cracked the Code, Now What? Vocabulary Development, Fluency, and Comprehension | | |
| 441984 - Jul 19, 2021 8:30 am - 3:30 pm | 52 | 39 |
| DSC SoR Science of Reading Overview | | |
| 443383 - Jul 19, 2021 8:30 am - 3:30 pm | 12 | 12 |
| DSC RISE Grades 3-6 and K-12 Special Education Days 4-6 | | |
| 435663 - Jul 20, 21, 22, 2021 8:30 am - 3:30 pm | 47 | 43 |
| DSC DESC K-2 RISE Academy - Day 1 | | |
| 436211 - Jul 20, 2021 8:30 am - 3:30 pm | 30 | 21 |
| DSC By Band Directors, For Band Directors | | |
| 441148 - Jul 20, 2021 8:30 am - 11:30 am | 8 | 6 |
| DSC TESS "refresher" for Administrators | | |
| 445632 - Jul 20, 2021 8:30 am - 3:30 pm | 20 | 14 |
| DSC DESC K-2 RISE Academy - Day 2 | | |
| 436229 - Jul 21, 2021 8:30 am - 3:30 pm | 29 | 21 |
| DSC 3 Dimensional Teaching and Learning with OpenSciEd (6th Grade) | | |
| 438615 - Jul 21, 2021 8:30 am - 3:30 pm | 12 | 10 |
| DSC DESC K-2 RISE Academy - Day 3 | | |
| 436232 - Jul 22, 2021 8:30 am - 3:30 pm | 28 | 20 |
| DSC Beginner Google Site Training | | |
| 441483 - Jul 22, 2021 10:00 am - 11:00 am | 4 | 3 |
| DSC Charlie May Simon and Arkansas Diamond Award Books | | |
| 452032 - Jul 22, 2021 8:30 am - 11:30 am | 6 | 6 |
| DSC Chemical Inventory | | |
| 461381 - Jul 22, 2021 8:00 am - 3:00 pm | 1 | 1 |
| DSC 3 Dimensional Teaching and Learning with OpenSciEd (8th Grade) | | |
| 438619 - Jul 23, 2021 8:30 am - 3:30 pm | 13 | 13 |
| DSC Beginning of the Year Checklist/Reminders/Cognos Letter Overview for eSchool SMS System Administrators | | |
| 441537 - Jul 23, 2021 9:00 am - 3:00 pm | 24 | 18 |
| DSC RISE Grades 3-6 and Special Education K-12 Days 4-6 | | |
| 435665 - Jul 26, 27, 28, 2021 8:30 am - 3:30 pm | 40 | 36 |
| DSC Science of Reading Overview **ZOOM** | | |
| 436884 - Jul 26, 2021 8:30 am - 3:30 pm | 17 | 12 |
| DSC (Online) Advanced Python Programming - High School CS Professional Development | | |
| 437747 - Jul 26, 27, 28, 2021 8:30 am - 3:30 pm | 1 | 1 |
| DSC GPS ACT Aspire and Science/Engineering Instructional Practices | | |
| 438015 - Jul 26, 27, 28, 2021 9:00 am - 3:30 pm | 10 | 9 |
| DSC DEC YR1 Elementary Novice Teacher Academy 2021-2022 | | |
| 439143 - Jul 26, 2021 9:00 am - 3:30 pm | 40 | 37 |
| DSC Beyond My Color: Assault Violence Prevention | | |
| 440161 - Jul 26, 2021 8:30 am - 11:30 am | 15 | 12 |

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| Session | Registered | Attended |
|--|------------|----------|
| DSC eSchool SMS Registration Training for New Users | | |
| 441539 - Jul 26, 2021 9:00 am - 3:00 pm | 12 | 7 |
| DSC SoR Phonological Awareness **ZOOM** | | |
| 436895 - Jul 27, 2021 8:30 am - 3:30 pm | 28 | 22 |
| DSC DEC Year 1 Elementary Novice Teacher Academy 2021-2022 | | |
| 439147 - Jul 27, 2021 9:00 am - 3:30 pm | 40 | 37 |
| DSC SoR Decoding **ZOOM** | | |
| 436899 - Jul 28, 2021 8:30 am - 3:30 pm | 22 | 18 |
| DSC DEC Year 1 2021-2022 Novice Teacher Academy - Secondary | | |
| 439149 - Jul 28, 2021 9:00 am - 3:30 pm | 18 | 18 |
| DSC ShopBot Router Training | | |
| 439721 - Jul 28, 2021 8:30 am - 3:30 pm | 9 | 8 |
| DSC Vicarious Trauma for Educators: Well Aware and Well Prepared | | |
| 441379 - Jul 28, 2021 8:30 am - 3:30 pm | 15 | 7 |
| DSC eSchool SMS Scheduling Review/Master Schedule/ALE Check | | |
| 441541 - Jul 28, 2021 9:00 am - 3:00 pm | 44 | 18 |
| DSC Coordinators 101 | | |
| 454046 - Jul 28, 2021 12:30 pm - 3:30 pm | 34 | 25 |
| DSC SoR Encoding. **ZOOM** | | |
| 436901 - Jul 29, 2021 8:30 am - 3:30 pm | 10 | 10 |
| DSC HHMI Models in Ecology: Using BioInteractive Resources in Online or Hybrid Biology Settings | | |
| 437675 - Jul 29, Aug 5, 2021 9:30 am - 12:00 pm | 18 | 0 |
| DSC DEC Year 1 2020-2021 Novice Teacher Academy - Secondary | | |
| 439156 - Jul 29, 2021 9:00 am - 3:30 pm | 17 | 17 |
| DSC Glen Rose Curriculum-Private | | |
| 449948 - Jul 29, 2021 8:30 am - 3:30 pm | 26 | 21 |
| DSC Youth Mental Health First Aid Training | | |
| 450567 - Jul 29, 2021 8:30 am - 3:30 pm | 31 | 18 |
| DSC SmartData Dashboards for Counselors/Interventionists | | |
| 451262 - Jul 29, 2021 8:30 am - 11:30 am | 16 | 6 |
| DSC ESOL Coordinators 101 | | |
| 454054 - Jul 29, 2021 8:30 am - 11:30 am | 28 | 17 |
| DSC RISE Grades 3-6 and K-12 Special Education Days 1-3 | | |
| 435669 - Aug 2, 3, 4, 2021 8:30 am - 3:30 pm | 36 | 29 |
| DSC K-2 RISE Day 3 Phonics | | |
| 438117 - Aug 2, 2021 8:30 am - 3:30 pm | 39 | 37 |
| DSC Raising Responsible Children | | |
| 456943 - Aug 2, 2021 8:30 am - 3:30 pm | 43 | 43 |
| DSC K-2 RISE Day 4 | | |
| 438135 - Aug 3, 2021 8:30 am - 3:30 pm | 51 | 42 |
| DSC K-2 RISE Day 5 Oral Language and Vocabulary | | |
| 438127 - Aug 4, 2021 8:30 am - 3:30 pm | 51 | 42 |
| DSC Section 504: Demystifying the "Other Special Education" | | |
| 439167 - Aug 4, 2021 8:30 am - 3:30 pm | 19 | 18 |
| DSC Take Flight/ Certified Academic Language Therapist | | |
| 441481 - Aug 4, 5, 6, 2021 8:30 am - 3:30 pm | 17 | 16 |
| DSC Glucagon and Insulin Administration Training Guidelines for Arkansas School Nurses | | |
| 454831 - Aug 4, 2021 8:45 am - 3:15 pm | 17 | 16 |

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| Session | Registered | Attended |
|---|------------|----------|
| DSC An Insight to Children with Trauma | | |
| 456918 - Aug 4, 2021 8:30 am - 3:30 pm | 42 | 42 |
| DSC K-2 RISE Day 6 Comprehension | | |
| 438129 - Aug 5, 2021 8:30 am - 3:30 pm | 53 | 45 |
| DSC Paraprofessional Personal Care Training - On-Site Training | | |
| 448520 - Aug 5, 2021 9:00 am - 3:00 pm | 8 | 5 |
| DSC Glen Rose Curriculum Day 2-Private | | |
| 449952 - Aug 5, 2021 8:30 am - 3:30 pm | 25 | 22 |
| DSC Essential Behavior Classroom Management Virtual | | |
| 453272 - Aug 5, 2021 8:30 am - 3:30 pm | 19 | 17 |
| DSC Mean vs Bully & Baby Doll Circle Time (SEEDS) | | |
| 456921 - Aug 5, 2021 8:30 am - 3:30 pm | 41 | 40 |
| DSC Engaging Parents to Raise Student Achievement | | |
| 439171 - Aug 6, 2021 8:30 am - 11:30 am | 21 | 14 |
| DSC Dawson ABC Mandated Reporting/Child Abuse/Ethics/Dawson Policies and Procedures | | |
| 456971 - Aug 6, 2021 12:30 pm - 3:30 pm | 25 | 25 |
| DSC CPR | | |
| 457018 - Aug 6, 2021 8:00 am - 12:30 pm | 23 | 23 |
| DSC eSchool SMS Attendance Training for New Users | | |
| 441543 - Aug 9, 2021 9:00 am - 3:00 pm | 12 | 5 |
| DSC Inclusive Practices | | |
| 442079 - Aug 9, 2021 8:30 am - 3:30 pm | 27 | 18 |
| DSC Dawson ECSE Policies and Procedures | | |
| 456322 - Aug 9, 2021 8:30 am - 3:30 pm | 26 | 26 |
| DSC Dawson ABC Mandated Reporting/Child Abuse/Ethics/Dawson Policies and Procedures | | |
| 456977 - Aug 9, 2021 12:00 pm - 3:00 pm | 25 | 25 |
| DSC Pediatric CPR & First Aid (CCAWCA) | | |
| 458260 - Aug 9, 2021 12:30 pm - 3:30 pm | 24 | 24 |
| DSC Tier 1 Training for Business Managers | | |
| 442116 - Aug 10, 2021 8:30 am - 10:30 am | 2 | 0 |
| DSC Essential Behavior Classroom Management | | |
| 453274 - Aug 10, 2021 8:30 am - 3:30 pm | 1 | 0 |
| DSC Dawson K-1 NT Network | | |
| 455927 - Aug 10, 2021 3:45 pm - 5:00 pm | 5 | 5 |
| DSC ECSE Professional Development | | |
| 456377 - Aug 10, 2021 8:30 am - 3:30 pm | 26 | 26 |
| DSC Pediatric CPR & First Aid (CCAWCA) | | |
| 457024 - Aug 10, 2021 8:00 am - 12:30 pm | 16 | 16 |
| DSC eSchool SMS Medical Training for New Nurses | | |
| 441545 - Aug 11, 2021 9:00 am - 3:00 pm | 12 | 3 |
| DSC Bryant School District- RISE Academy Day 5 | | |
| 448137 - Aug 12, 2021 8:30 am - 3:30 pm | 13 | 12 |
| DSC Arkansas Back to School Nurse Workshop - Virtual | | |
| 452244 - Aug 12, 2021 8:45 am - 12:45 pm | 70 | 60 |
| DSC Dawson ABC Mandated Reporting/Child Abuse/Ethics/Dawson Policies and Procedures | | |
| 456984 - Aug 12, 2021 1:00 pm - 4:00 pm | 27 | 27 |
| DSC CPR | | |
| 457006 - Aug 12, 2021 8:00 am - 12:30 pm | 14 | 14 |

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|--|------------|----------|
| DSC Child Maltreatment PD | | |
| 456634 - Aug 16, 2021 12:00 pm - 2:00 pm | 9 | 9 |
| DSC K-2 RISE Day 4 Fluency | | |
| 436954 - Aug 18, 2021 8:45 am - 3:45 pm | 4 | 3 |
| DSC eSchool SMS Discipline for New Users | | |
| 441610 - Aug 25, 2021 9:00 am - 3:00 pm | 21 | 16 |
| DSC Zoom: LEADS 2.0 | | |
| 454569 - Aug 25, 2021 8:30 am - 11:30 am | 29 | 21 |
| DSC K-2 RISE Day 5: Vocabulary and Oral Language | | |
| 443288 - Aug 26, 2021 8:45 am - 3:45 pm | 8 | 8 |
| DSC K-2 RISE Academy Days 3-6 | | |
| 455255 - Aug 30, 31, Sep 1, 2, 2021 8:30 am - 3:30 pm | 1 | 1 |
| DSC Dawson Specialist & Coordinator Meeting: Child Maltreatment | | |
| 458023 - Aug 30, 2021 9:00 am - 11:00 am | 17 | 17 |
| DSC SMS Required Fields for State Reporting 2021-22 | | |
| 441614 - Sep 1, 2021 9:00 am - 3:00 pm | 34 | 20 |
| DSC K-2 RISE Day 6 Comprehension | | |
| 443292 - Sep 1, 2021 8:45 am - 3:45 pm | 8 | 5 |
| DSC Principal Meeting 1 - Morning Session | | |
| 453371 - Sep 2, 2021 8:30 am - 11:30 am | 13 | 11 |
| DSC Principal Meeting 1 - Afternoon Session | | |
| 453373 - Sep 2, 2021 12:30 pm - 3:30 pm | 43 | 28 |
| DSC Dawson YR 1 Novice Academy 2021-2022 (Late Hires/Make up) | | |
| 456363 - Sep 2, 2021 9:00 am - 3:00 pm | 40 | 32 |
| DSC Self-Care for Educators: Surviving the Season of Sacrifice | | |
| 448530 - Sep 7, 2021 3:45 pm - 5:00 pm | 51 | 39 |
| DSC Special Education Finance Year at a Glance | | |
| 456959 - Sep 7, 2021 8:30 am - 3:30 pm | 23 | 20 |
| DSC eSchool SMS IPR & Report Card Training | | |
| 441622 - Sep 8, 2021 9:00 am - 3:00 pm | 21 | 20 |
| DSC Systematic ELD Dawson Teacher Institute Day 1 | | |
| 452628 - Sep 8, 2021 8:30 am - 3:30 pm | 25 | 24 |
| DSC Take Flight/ CALT Co-Hort 1 | | |
| 456477 - Sep 8, 9, 2021 8:30 am - 3:30 pm | 10 | 10 |
| DSC Quiz Bowl Meeting | | |
| 458164 - Sep 8, 2021 1:00 pm - 3:00 pm | 1 | 0 |
| DSC Superintendent Meeting | | |
| 458742 - Sep 8, 2021 10:30 am - 12:30 pm | 32 | 32 |
| DSC Systematic ELD Dawson Teacher Institute Day 2 | | |
| 452632 - Sep 9, 2021 8:30 am - 3:30 pm | 26 | 25 |
| DSC Curriculum Cabinet/Federal Programs Meeting 1 - Zoom | | |
| 453328 - Sep 9, 2021 10:00 am - 1:00 pm | 25 | 18 |
| DSC Take Flight/ CALT Co-hort 2 | | |
| 456515 - Sep 10, 2021 8:30 am - 3:30 pm | 12 | 10 |
| DSC (Online) High School Computer Science Certification and Preparation | | |
| 453483 - Sep 11, 18, 25, Oct 2, 2021 8:00 am - 4:30 pm | 1 | 1 |
| DSC WorkKeys Curriculum and Support - Off-Site (Zoom) Morning Session | | |
| 456024 - Sep 13, 2021 8:30 am - 11:30 am | 34 | 28 |
| DSC WorkKeys Curriculum and Support - On-Site Afternoon Session | | |
| 456030 - Sep 13, 2021 12:30 pm - 3:30 pm | 10 | 7 |

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| Session | Registered | Attended |
|---|------------|----------|
| DSC WorkKeys Curriculum and Support - Off-Site (Zoom) Afternoon Session | | |
| 456033 - Sep 13, 2021 12:30 pm - 3:30 pm | 19 | 17 |
| DSC WorkKeys Curriculum and Support - On-Site Morning Session | | |
| 456044 - Sep 13, 2021 8:30 am - 11:30 am | 9 | 5 |
| DSC Title IX Updates Virtual Session with Cody Kees | | |
| 456889 - Sep 13, 2021 9:00 am - 11:00 am | 30 | 25 |
| DSC eSchool SMS Building 9000 Transfer Courses | | |
| 441628 - Sep 15, 2021 9:00 am - 3:00 pm | 15 | 10 |
| DSC K-2 RISE Day 1 Science of Reading | | |
| 456524 - Sep 16, 2021 8:30 am - 3:30 pm | 2 | 2 |
| DSC Mandatory Screening Checkoffs for Vision, Hearing, Scoliosis, and Obesity Prevention (BMI) | | |
| 457040 - Sep 16, 2021 8:45 am - 4:00 pm | 7 | 7 |
| DSC Dawson Tech Coordinators Meeting | | |
| 458021 - Sep 16, 2021 10:00 am - 1:00 pm | 14 | 12 |
| DSC K-2 RISE Day 2 Phonological Awareness | | |
| 456560 - Sep 17, 2021 8:30 am - 3:30 pm | 2 | 2 |
| DSC K-2 RISE Day 1 Science of Reading | | |
| 456458 - Sep 20, 2021 8:30 am - 3:30 pm | 20 | 18 |
| DSC 2021 Fall Counselor's Meeting | | |
| 453623 - Sep 21, 2021 8:30 am - 3:30 pm | 53 | 41 |
| DSC Dyslexia Contact Meeting | | |
| 454757 - Sep 21, 2021 9:00 am - 12:00 pm | 28 | 25 |
| DSC K-1 Network/Resource Hub | | |
| 458718 - Sep 21, 2021 3:30 pm - 4:30 pm | 5 | 5 |
| DSC SIS Troubleshooting and Cycle 2 Preparation | | |
| 441634 - Sep 22, 2021 9:00 am - 3:00 pm | 22 | 16 |
| DSC DEC YR 2 Early Educators: Field Guide | | |
| 449335 - Sep 22, 2021 8:30 am - 11:30 am | 63 | 59 |
| DSC DEC YR 3 Early Educators: New Art & Science of Teaching | | |
| 449343 - Sep 22, 2021 12:00 pm - 3:00 pm | 82 | 75 |
| DSC ESOL Coordinators' Meeting | | |
| 453187 - Sep 22, 2021 8:30 am - 3:30 pm | 15 | 14 |
| DSC K-2 RISE Day 2 Phonological Awareness | | |
| 456460 - Sep 23, 2021 8:30 am - 3:30 pm | 24 | 20 |
| DSC TESS "refresher" for Administrators | | |
| 457542 - Sep 23, 2021 8:30 am - 3:30 pm | 15 | 9 |
| DSC K-2 RISE Day 3 Phonics | | |
| 456462 - Sep 28, 2021 8:30 am - 3:30 pm | 24 | 23 |
| DSC CTE 101 | | |
| 458247 - Sep 28, 2021 9:30 am - 11:30 am | 21 | 18 |
| DSC Teacher Center Committee Meeting 1 | | |
| 453365 - Sep 29, 2021 10:00 am - 1:00 pm | 14 | 11 |
| DSC Mandatory Screening Checkoffs for Vision, Hearing, Scoliosis, and Obesity Prevention (BMI) | | |
| 458611 - Sep 29, 2021 8:45 am - 4:00 pm | 10 | 9 |
| DSC GT Program Approval Workday | | |
| 458955 - Sep 29, 2021 8:00 am - 3:00 pm | 15 | 0 |
| DSC K-2 RISE Day 4 Fluency | | |
| 456464 - Sep 30, 2021 8:30 am - 3:30 pm | 21 | 17 |

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| Session | Registered | Attended |
|--|------------|----------|
| DSC GT Coordinator Committee | | |
| 459115 - Oct 1, 2021 8:00 am - 3:00 pm | 2 | 2 |
| DSC Sound Walls: An Instructional Shift | | |
| 459263 - Oct 4, 2021 11:00 am - 3:00 pm | 1 | 1 |
| DSC K-2 RISE Day 5 Oral Language, Vocabulary and Morphology | | |
| 456473 - Oct 5, 2021 8:30 am - 3:30 pm | 14 | 12 |
| DSC DESE Science of Reading Assessor Training | | |
| 458834 - Oct 5, 2021 8:30 am - 3:30 pm | 30 | 24 |
| DSC Tools for Success with Classroom Engagement: YR 1 Early Educators | | |
| 448629 - Oct 6, 2021 9:00 am - 3:00 pm | 46 | 41 |
| DSC Tools for Success with Classroom Engagement: YR 1 Early Educators | | |
| 448636 - Oct 7, 2021 9:00 am - 3:00 pm | 63 | 56 |
| DSC K-2 RISE Day 4 Fluency | | |
| 452736 - Oct 7, 2021 8:30 am - 3:30 pm | 20 | 19 |
| DSC K-2 RISE Day 6 Comprehension | | |
| 456475 - Oct 8, 2021 8:30 am - 3:30 pm | 17 | 14 |
| DSC K-2 Enrichment Training | | |
| 459027 - Oct 11, 2021 8:00 am - 3:00 pm | 25 | 24 |
| DSC Systematic ELD Dawson Teacher Institute Day 3 | | |
| 452635 - Oct 12, 2021 8:30 am - 3:30 pm | 20 | 18 |
| DSC Take Flight/ CALT Co-hort 2 | | |
| 456517 - Oct 13, 2021 8:30 am - 3:30 pm | 15 | 12 |
| DSC Superintendents Meeting | | |
| 460092 - Oct 13, 2021 10:30 am - 12:30 pm | 33 | 33 |
| DSC Curriculum Cabinet/Federal Programs Meeting 2 | | |
| 453326 - Oct 14, 2021 10:00 am - 1:00 pm | 25 | 15 |
| DSC ESOL Coordinators' Meeting | | |
| 453190 - Oct 18, 2021 8:30 am - 3:30 pm | 9 | 8 |
| DSC Culturally Responsive Teaching for Early Educators | | |
| 446148 - Oct 19, 2021 3:30 pm - 5:00 pm | 19 | 0 |
| DSC Targeting Unfinished Learning with Istation | | |
| 451442 - Oct 19, 2021 9:00 am - 2:00 pm | 15 | 14 |
| DSC WorkKeys Assessment and Support - On-Site Morning Session | | |
| 456035 - Oct 19, 2021 8:00 am - 11:30 am | 15 | 12 |
| DSC WorkKeys Assessment and Support - Off-Site (Zoom) Morning Session | | |
| 456038 - Oct 19, 2021 8:30 am - 11:30 am | 26 | 0 |
| DSC WorkKeys Assessment and Support - Off-Site (Zoom) Afternoon Session | | |
| 456043 - Oct 19, 2021 12:30 pm - 3:30 pm | 11 | 0 |
| DSC Culturally Responsive Teaching for Early Educators | | |
| 446156 - Oct 21, 2021 3:30 pm - 5:00 pm | 6 | 0 |
| DSC Dawson Elementary Music NT Network | | |
| 459508 - Oct 22, 2021 9:00 am - 12:00 pm | 8 | 7 |
| DSC Special Education Essentials Day 1 | | |
| 457001 - Oct 26, 2021 9:00 am - 3:00 pm | 20 | 17 |
| DSC High Reliability Schools-Level 1 Overview (Virtual) | | |
| 458391 - Oct 26, 2021 9:00 am - 12:00 pm | 24 | 16 |
| DSC Special Education Essentials Day 2 | | |
| 457003 - Oct 27, 2021 9:00 am - 3:00 pm | 30 | 25 |
| DSC GT Advisory Committee/Parent & Community Involvement 4.0 (Spring Quiz Bowl Dates) | | |
| 460264 - Oct 27, 2021 8:00 am - 3:00 pm | 14 | 13 |

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| Session | Registered | Attended |
|--|------------|----------|
| DSC RISE Grades 3-6 Day 1 - Science of Reading | | |
| 459371 - Oct 28, 2021 8:30 am - 3:30 pm | 23 | 21 |
| DSC Phage Day! | | |
| 458168 - Nov 1, 2021 8:15 am - 3:00 pm | 25 | 23 |
| DSC K-2 RISE Day 1 Science of Reading | | |
| 459934 - Nov 3, 2021 8:30 am - 3:30 pm | 3 | 3 |
| DSC Systematic ELD Dawson Teacher Institute Day 4 | | |
| 452640 - Nov 4, 2021 8:30 am - 3:30 pm | 26 | 24 |
| DSC AR Math QuEST Year 1 (Day 3): Ambitious Teaching Implementation Phase 1 | | |
| 457744 - Nov 4, 2021 8:30 am - 3:30 pm | 5 | 5 |
| DSC RISE Grades 3-6 Day 2 - Phonics | | |
| 459378 - Nov 4, 2021 8:30 am - 3:30 pm | 17 | 17 |
| DSC APSRC 2021 School Board Training - Session 1 | | |
| 460991 - Nov 8, 2021 5:30 pm - 8:30 pm | 4 | 4 |
| DSC K-2 RISE Day 5 Vocabulary and Oral Language | | |
| 452739 - Nov 9, 2021 8:30 am - 3:30 pm | 16 | 16 |
| DSC Take Flight/ CALT Co-hort 2 | | |
| 456519 - Nov 10, 2021 8:30 am - 3:30 pm | 11 | 11 |
| DSC AR Math QuEST Year 2 (Day 3): Ambitious Teaching Implementation Phase 2 | | |
| 457748 - Nov 10, 2021 8:30 am - 3:30 pm | 24 | 23 |
| DSC Superintendents Meeting - November 2021 | | |
| 461073 - Nov 10, 2021 10:00 am - 1:00 pm | 29 | 29 |
| DSC Curriculum Cabinet/Federal Programs Meeting 3 - Zoom | | |
| 453331 - Nov 11, 2021 10:00 am - 1:00 pm | 27 | 21 |
| DSC Take Flight/ CALT Co-hort 1 | | |
| 456485 - Nov 11, 12, 2021 8:30 am - 3:30 pm | 10 | 9 |
| DSC Principal Meeting 2 - Morning Session | | |
| 453376 - Nov 16, 2021 8:30 am - 11:30 am | 43 | 33 |
| DSC Principal Meeting 2 - Afternoon Session | | |
| 453378 - Nov 16, 2021 12:30 pm - 3:30 pm | 64 | 54 |
| DSC Dyslexia Contact Meeting | | |
| 454796 - Nov 16, 2021 9:00 am - 12:00 pm | 25 | 20 |
| DSC Self-Care for Educators: Dealing with Disillusionment | | |
| 448534 - Nov 17, 2021 3:45 pm - 5:00 pm | 56 | 37 |
| DSC ESOL Coordinators' Meeting | | |
| 453192 - Nov 17, 2021 8:30 am - 3:30 pm | 14 | 12 |
| DSC Overview of Resources for Liaison for Homeless Coordinators | | |
| 460430 - Nov 17, 2021 9:00 am - 11:00 am | 10 | 5 |
| DSC DESC Mandatory Vision, Hearing, Scoliosis, and Obesity Prevention (BMI) Checkoffs | | |
| 460232 - Nov 18, 2021 9:00 am - 3:30 pm | 3 | 3 |
| DSC STEM Planning Committee Workday | | |
| 461400 - Nov 19, 2021 8:00 am - 3:00 pm | 2 | 0 |
| DSC GTCoordinator Advisory Meeting | | |
| 460653 - Nov 29, 2021 8:00 am - 3:00 pm | 3 | 3 |
| DSC Staff Development 6.0 | | |
| 460266 - Nov 30, 2021 8:00 am - 3:00 pm | 10 | 0 |
| DSC Instructional Facilitator/Lead Teacher Support | | |
| 460989 - Nov 30, 2021 8:30 am - 11:30 am | 22 | 21 |

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| Session | Registered | Attended |
|---|------------|----------|
| DSC Engaging 3D Coherent Units of Instruction - OpenSciED | | |
| 460690 - Dec 1, 2021 8:30 am - 3:30 pm | 5 | 5 |
| DSC Dawson Transportation Meeting | | |
| 461720 - Dec 1, 2021 10:00 am - 12:00 pm | 9 | 9 |
| DSC DEC FACS NT Network | | |
| 461740 - Dec 1, 2021 3:30 pm - 5:00 pm | 6 | 6 |
| DSC K-2 RISE Day 6 Comprehension | | |
| 452741 - Dec 2, 2021 8:30 am - 3:30 pm | 17 | 15 |
| DSC Dawson Counselor Meeting: Caring for Yourself and Others-A Trauma-informed approach to Self Care | | |
| 460766 - Dec 2, 2021 9:00 am - 11:30 am | 50 | 36 |
| DSC SPED Network - High Leverage Practice | | |
| 461626 - Dec 2, 2021 3:00 pm - 4:00 pm | 6 | 4 |
| DSC Systematic ELD Dawson Teacher Institute Day 5 | | |
| 452644 - Dec 7, 2021 8:30 am - 3:30 pm | 26 | 21 |
| DSC Curriculum Cabinet/Federal Programs Meeting 4 | | |
| 453340 - Dec 9, 2021 10:00 am - 1:00 pm | 23 | 19 |
| DSC RISE Grades 3-6 Day 3 - Morphology | | |
| 459375 - Dec 13, 2021 8:30 am - 3:30 pm | 15 | 13 |
| DSC DEC YR 1 NT: Intro to Field Guide for Teachers | | |
| 452030 - Dec 14, 2021 8:30 am - 9:45 am | 72 | 55 |
| DSC Dyslexia Contact Meeting | | |
| 454800 - Dec 14, 2021 9:00 am - 12:00 pm | 27 | 24 |
| DSC ESOL Coordinators' Meeting | | |
| 453194 - Dec 15, 2021 8:30 am - 3:30 pm | 11 | 10 |
| DSC Level II Dyslexia Screeners | | |
| 459352 - Dec 15, 16, 2021 8:30 am - 3:30 pm | 17 | 16 |
| DSC DawsonTEN December Meeting | | |
| 461355 - Dec 15, 2021 10:30 am - 2:30 pm | 15 | 14 |
| DSC Superintendent Meeting | | |
| 462416 - Dec 15, 2021 10:30 am - 1:30 pm | 27 | 27 |
| DSC K-2 RISE Day 4 | | |
| 462843 - Jan 6, 2022 8:30 am - 3:30 pm | 1 | 1 |
| DSC Self-Care for Busy Educators: Finding Balance | | |
| 448623 - Jan 10, 2022 3:45 pm - 5:00 pm | 47 | 28 |
| DSC Curriculum Cabinet/Federal Programs Meeting 5 - Zoom | | |
| 453357 - Jan 13, 2022 10:00 am - 1:00 pm | 23 | 19 |
| DSC Dyslexia Contact Meeting | | |
| 454806 - Jan 18, 2022 9:00 am - 12:00 pm | 27 | 18 |
| DSC Curriculum 9.0 | | |
| 460268 - Jan 18, 2022 8:00 am - 3:00 pm | 10 | 0 |
| DSC Superintendents Meeting | | |
| 463518 - Jan 18, 2022 10:30 am - 11:30 am | 26 | 26 |
| DSC Principal Meeting 3 - Morning Session | | |
| 453380 - Jan 19, 2022 8:30 am - 11:30 am | 23 | 14 |
| DSC Principal Meeting 3 - Afternoon Session | | |
| 453382 - Jan 19, 2022 12:30 pm - 3:30 pm | 18 | 17 |
| DSC RISE Grades 3-6 Day 4 - Vocabulary | | |
| 459381 - Jan 19, 2022 8:30 am - 3:30 pm | 32 | 24 |
| DSC Scoliosis Training and Recertification Skills Checkoff | | |
| 460492 - Jan 20, 2022 9:00 am - 12:00 pm | 2 | 0 |

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| Session | Registered | Attended |
|--|------------|----------|
| DSC Scoliosis Training and Recertification Skills Checkoff | | |
| 460494 - Jan 20, 2022 1:00 pm - 4:00 pm | 1 | 0 |
| DSC (Online) High School Computer Science Certification and Preparation | | |
| 460280 - Jan 22, 29, Feb 5, 12, 2022 8:00 am - 4:30 pm | 4 | 4 |
| DSC Targeting Unfinished Learning with Istation - Round 2 | | |
| 451444 - Jan 25, 2022 9:00 am - 2:00 pm | 13 | 10 |
| DSC Next Year Database Setup Overview | | |
| 463558 - Jan 25, 2022 9:00 am - 3:00 pm | 22 | 14 |
| DSC Teacher Center Committee Meeting 2 | | |
| 453367 - Jan 26, 2022 10:00 am - 1:00 pm | 16 | 10 |
| DSC DEC YR 2 Early Educators: Field Guide/New Art and Science of Teaching | | |
| 449339 - Jan 27, 2022 8:30 am - 11:30 am | 64 | 47 |
| DSC DEC YR 3 Early Educators: The New Art & Science of Teaching | | |
| 449346 - Jan 27, 2022 12:00 pm - 3:00 pm | 80 | 69 |
| DSC Cook Center Resources - Virtual Session | | |
| 462769 - Jan 27, 2022 9:00 am - 11:00 am | 24 | 19 |
| DSC Take Flight/ CALT Co-Hort 1 | | |
| 463231 - Feb 7, 8, 2022 8:30 am - 3:30 pm | 14 | 11 |
| DSC Due Process and Data for IEP's | | |
| 462090 - Feb 9, 2022 9:00 am - 3:30 pm | 29 | 25 |
| DSC Take Flight/ CALT Co-Hort 1 | | |
| 463238 - Feb 9, 2022 8:30 am - 3:30 pm | 5 | 5 |
| DSC Curriculum Cabinet/Federal Programs Meeting 6 | | |
| 453359 - Feb 10, 2022 10:00 am - 1:00 pm | 18 | 13 |
| DSC Essential Classroom Behavior Management Strategies (Tier I) | | |
| 462810 - Feb 11, 2022 8:30 am - 3:30 pm | 13 | 13 |
| DSC Instructional Facilitators | | |
| 465282 - Feb 14, 2022 8:30 am - 11:30 am | 15 | 15 |
| DSC Dyslexia Contact Meeting | | |
| 454808 - Feb 15, 2022 9:00 am - 12:00 pm | 24 | 17 |
| DSC Scheduling Preparation - Scheduling Training Guide Part 1 | | |
| 464374 - Feb 15, 2022 9:00 am - 3:00 pm | 19 | 19 |
| DSC ESDOL Coordinators' Meeting | | |
| 464312 - Feb 17, 2022 8:30 am - 3:30 pm | 14 | 13 |
| DSC Scheduling Part 2-Course Request/Running the Scheduler -Training Guide Part 2 | | |
| 464378 - Feb 22, 2022 9:00 am - 3:00 pm | 18 | 14 |
| DSC School Value-Added Growth Module: New in LEA Insights! | | |
| 465999 - Feb 24, 2022 9:00 am - 10:30 am | 204 | 160 |
| DSC Using Accountability Data to improve Plan, Do, Check | | |
| 466002 - Feb 24, 2022 1:00 pm - 2:30 pm | 212 | 163 |
| DSC RISE Grades 3-6 Day 5 - Comprehension | | |
| 459384 - Feb 28, 2022 8:30 am - 3:30 pm | 29 | 27 |
| DSC Inclusive Practices | | |
| 463744 - Feb 28, 2022 8:30 am - 3:30 pm | 93 | 85 |
| DSC Mandatory Skills Checkoffs for Vision, Hearing, Scoliosis, and Obesity Prevention (BMI) | | |
| 462333 - Mar 3, 2022 9:00 am - 3:30 pm | 9 | 8 |
| DSC Dawson NT Music Network | | |
| 466540 - Mar 3, 2022 3:15 pm - 4:15 pm | 7 | 6 |

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| Session | Registered | Attended |
|---|------------|----------|
| DSC STEM Day Prep | | |
| 468069 - Mar 4, 2022 8:00 am - 3:30 pm | 5 | 5 |
| DSC Take Flight/ CALT Co-Hort 2 | | |
| 463240 - Mar 7, 8, 2022 8:30 am - 3:30 pm | 13 | 13 |
| DSC RISE Grades 3-6 Day 6 - Putting It All Together | | |
| 459387 - Mar 9, 2022 8:30 am - 3:30 pm | 33 | 32 |
| DSC AGATE Roundtable 6.0, 7.0, 8.0, 9.0 | | |
| 460270 - Mar 9, 2022 8:00 am - 3:00 pm | 10 | 8 |
| DSC Dawson Novice Network Spring 2022 | | |
| 463010 - Mar 9, 2022 9:00 am - 11:30 am | 116 | 80 |
| DSC DawsonTEN Meeting | | |
| 466270 - Mar 9, 2022 10:00 am - 2:00 pm | 14 | 11 |
| DSC Cognos - Basic Report Writing | | |
| 467092 - Mar 9, 2022 9:00 am - 4:00 pm | 5 | 2 |
| DSC Superintendent Meeting | | |
| 468810 - Mar 9, 2022 11:00 am - 1:00 pm | 34 | 34 |
| DSC Curriculum Cabinet/Federal Programs Meeting 7 - Zoom | | |
| 453361 - Mar 10, 2022 10:00 am - 1:00 pm | 17 | 14 |
| DSC ESOL Coordinators' Meeting | | |
| 464322 - Mar 14, 2022 8:30 am - 3:30 pm | 12 | 9 |
| DSC Self-Care for Busy Educators: Finishing Strong | | |
| 448625 - Mar 15, 2022 3:45 pm - 5:00 pm | 53 | 21 |
| DSC Principal Meeting 4 - Morning Session | | |
| 453384 - Mar 15, 2022 8:30 am - 11:30 am | 24 | 19 |
| DSC Principal Meeting 4 - Afternoon Session | | |
| 453389 - Mar 15, 2022 12:30 pm - 3:30 pm | 21 | 17 |
| DSC A Data Picture of Our School | | |
| 468318 - Mar 15, 2022 10:30 am - 12:00 pm | 99 | 71 |
| DSC Targeted Behavior Interventions (TIER II) | | |
| 462813 - Mar 17, 2022 8:30 am - 3:30 pm | 23 | 22 |
| DSC Take Flight/ CALT Co-Hort 1 | | |
| 463233 - Mar 17, 2022 8:30 am - 3:30 pm | 9 | 9 |
| DSC Scoliosis Re-certification Training | | |
| 466341 - Mar 17, 2022 9:00 am - 12:00 pm | 6 | 5 |
| DSC School Based Identification: Beyond the Basics | | |
| 462306 - Mar 29, 2022 8:30 am - 3:30 pm | 43 | 42 |
| DSC Cognos - Working With Queries | | |
| 467096 - Mar 30, 2022 9:00 am - 4:00 pm | 4 | 0 |
| DSC STEM Day Prep | | |
| 468071 - Mar 30, 2022 8:00 am - 3:30 pm | 5 | 5 |
| DSC CTE Facilitator's Update | | |
| 466926 - Apr 6, 2022 9:00 am - 12:00 pm | 27 | 23 |
| DSC CTE Data and the Impact on the HS Campus | | |
| 468324 - Apr 7, 2022 1:00 pm - 2:30 pm | 76 | 40 |
| DSC Cognos - Additional Report Writing Features | | |
| 467102 - Apr 13, 2022 9:00 am - 4:00 pm | 4 | 0 |
| DSC Superintendent Meeting | | |
| 471589 - Apr 13, 2022 10:30 am - 1:30 pm | 35 | 35 |
| DSC Curriculum Cabinet/Federal Programs Meeting 8 | | |
| 453363 - Apr 14, 2022 10:00 am - 1:00 pm | 22 | 17 |

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| Session | Registered | Attended |
|--|------------|----------|
| DSC High School Genome Hackathon | | |
| 468507 - Apr 14, 2022 9:00 am - 3:00 pm | 7 | 6 |
| DSC Dawson ESOL Coordinators Meeting | | |
| 464327 - Apr 18, 2022 8:30 am - 3:30 pm | 14 | 10 |
| DSC "Restorative Practices" Webinar | | |
| 472302 - Apr 20, 2022 9:00 am - 10:30 am | 6 | 6 |
| DSC Dawson Transportation Meeting | | |
| 474732 - Apr 20, 2022 9:00 am - 12:00 pm | 4 | 4 |
| DSC Teacher Center Committee Meeting 3 | | |
| 453369 - Apr 27, 2022 10:00 am - 1:00 pm | 15 | 9 |
| DSC Take Flight/ CALT Co-Hort 1 | | |
| 463235 - May 4, 2022 8:30 am - 3:30 pm | 9 | 9 |
| DSC eSchool SMS Rollover Preparation for System Administrators (Zoom) | | |
| 469016 - May 5, 2022 9:00 am - 3:00 pm | 17 | 0 |
| DSC RISE Day 5 - Lakeside | | |
| 476311 - May 5, 2022 8:30 am - 3:30 pm | 3 | 3 |
| DSC Chess tournament wrap up | | |
| 475396 - May 6, 2022 8:00 am - 3:00 pm | 1 | 0 |
| DSC Superintendents Meeting | | |
| 476720 - May 11, 2022 10:30 am - 1:30 pm | 31 | 31 |
| DSC RISE Grades 3-6 Day 4 | | |
| 476316 - May 12, 2022 8:30 am - 3:30 pm | 2 | 2 |
| DSC Curriculum Cabinet | | |
| 477142 - May 12, 2022 12:00 pm - 3:00 pm | 8 | 8 |
| DSC Inclusive Practices | | |
| 467149 - May 13, 2022 8:30 am - 3:30 pm | 74 | 60 |
| DSC Program Evaluation 10.0 | | |
| 460274 - May 16, 2022 8:00 am - 3:00 pm | 8 | 0 |
| DSC ADE Behavior Support Specialist Multi-tiered Professional Development | | |
| 477006 - May 16, 2022 1:00 pm - 2:00 pm | 18 | 18 |
| DSC Professional Development Day | | |
| 477550 - May 17, 2022 8:30 am - 3:30 pm | 1 | 1 |
| DSC 5 Essential Components of School Wide Positive Behavior System | | |
| 467815 - May 19, 2022 8:30 am - 3:30 pm | 16 | 16 |
| DSC SoR Science of Reading Overview | | |
| 476639 - May 19, 2022 8:30 am - 3:30 pm | 1 | 1 |
| DSC SoR Phonological Awareness | | |
| 476645 - May 20, 2022 8:30 am - 3:30 pm | 1 | 1 |