



# Annual Report of Activities 2023 - 2024

Arch Ford Education Service Cooperative

<https://www.archford.org/>

101 Bulldog Drive  
Plumerville, AR 72127

## TABLE OF CONTENTS

|  |    |
|--|----|
| NOTE FROM THE DIRECTOR.....  | 1  |
| MISSION STATEMENT.....   | 2  |
| STATE MAP OF COOPERATIVES.....                                     | 3  |
| ORGANIZATIONAL CHART.....  | 4  |
| OFFICERS OF THE BOARD.....   | 5  |
| MEMBERS OF THE BOARD .....   | 5  |
| TEACHER CENTER COMMITTEE.....                                      | 6  |
| ARCH FORD EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT        |    |
| I. GOVERNANCE:.....  | 8  |
| II. STAFFING:.....   | 9  |
| III. TEACHER CENTER.....   | 31 |
| IV. ADMINISTRATIVE SERVICES.....                                   | 32 |
| V. DIRECT SERVICES TO STUDENTS.....                                | 32 |
| VI. ANECDOTAL REPORTS.....   | 33 |
| VII. EMPLOYMENT POLICIES AND PRACTICES.....                        | 35 |
| PROGRAM REPORTS  |    |
| Accounting.....  | 37 |
| Arch Ford Non-Traditional Learning.....                            | 38 |
| Arch Ford Principal Prep Program.....                              | 41 |
| Behavior Support Specialist.....                                   | 43 |
| Career And Technical Education.....                                | 48 |
| Community Health Nurse And Promotion Specialists.....              | 52 |
| Computer Science.....  | 54 |
| Consolidated Purchasing Services.....                              | 58 |
| Cooperative Print Shop.....  | 60 |
| Digital Learning – Virtual Arkansas (2022-2023 Academic Year)..... | 61 |
| Director’s Office/Administration.....                              | 67 |
| Early Childhood Special Education.....                             | 68 |
| Gifted And Talented.....   | 75 |
| Homeless Consortium.....   | 77 |
| K-12 Mathematics Program.....                                      | 78 |
| Literacy.....  | 82 |
| Local Facilities Partnership Funding.....                          | 84 |

|  |     |
|--|-----|
| Novice Teacher Mentoring System.....                     | 86  |
| Professional Development/Teacher Center.....             | 89  |
| Professional Learning Communities Support.....           | 92  |
| School Nutrition Services.....                           | 94  |
| Science K-12.....  | 96  |
| Special Education.....                                   | 99  |
| Special Education Supervision:.....                      | 100 |
| School Psychology Specialists/Educational Appraisal..... | 100 |
| Transition Consultant .....                              | 101 |
| Technology.....  | 106 |
| SPECIAL PROJECTS AND PROGRAMS.....                       | 108 |
| Communities of Practice Grant (CoP).....                 | 108 |
| Arkansas Professional Educator Pathway (ArPEP).....      | 108 |
| Praxis Support.....                                      | 109 |
| NIET Lead Teacher Designation Cohort.....                | 109 |
| District School Board Member Training.....               | 109 |
| Arkansas School Bus Driver Training.....                 | 110 |
| PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT.....          | 110 |
| ESC Impact on Student Performance.....                   | 110 |

## Note from the Director

The Arch Ford Education Service Cooperative staff has prepared our Annual Report for the 2023-2024 year. We take great pride in the services we provide for our 26 districts. The report is a review for participating school district personnel, school board members, area legislators, Department of Elementary and Secondary Education personnel, and the Governor's office.

Our staff has attempted to capture a picture of the many services and activities that it provides to member districts through multiple program areas. The Arch Ford ESC region includes twenty-six districts in eight counties, including over 40,000 students and over 3000 teachers and administrators.

Arch Ford, like all Education Service Cooperatives, has grown to a place where member districts rely completely on certain services provided by the ESC. There are many times that personnel from the Department of Elementary and Secondary Education and other state-level education-related organizations look to Arch Ford and other co-ops for assistance with initiatives. This provides evidence of the commitment made to enhancing the quality of student-focused programs through collegial efforts, cost-saving measures, and partnerships with member districts. Co-ops bring statewide efforts to the regional level, resulting in cost and time savings for both the state and the local districts.

Gregg Grant, Director

# ARCH FORD EDUCATION SERVICE COOPERATIVE

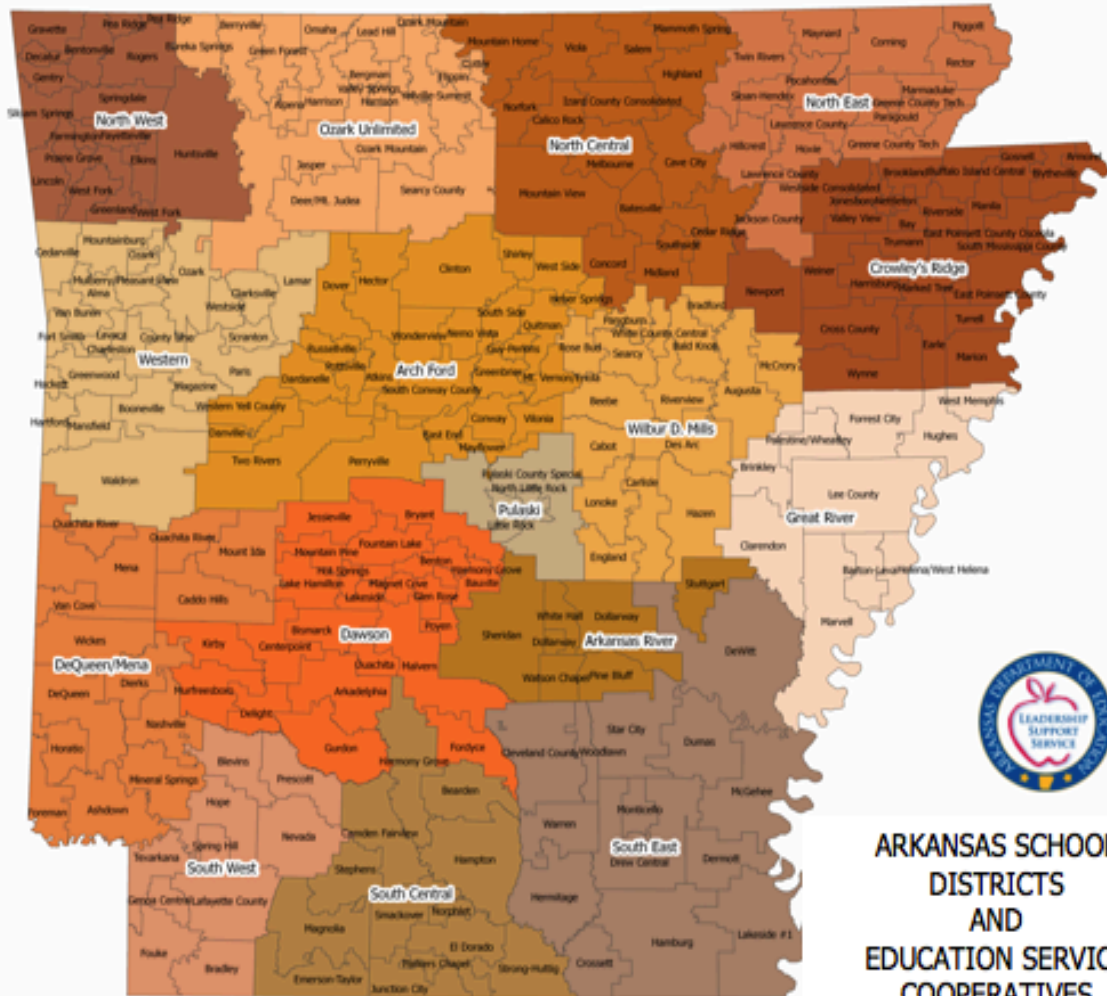
## MISSION STATEMENT

Arch Ford Education Service Cooperative is committed to and strives toward academic excellence for all students by enhancing effective teaching, developing leadership, offering technical assistance, providing extensive support, and promoting state and regional initiatives to all 26 school districts.

## GOAL STATEMENTS

- To ensure that all teachers in the Arch Ford Education Service Cooperative are provided opportunities for professional growth in “Best Practices” of Teaching to expand their skill base.
- To provide administrative training opportunities for instructional leadership for current and prospective administrators.
- To offer technical assistance to teachers and administrators in areas of concern. They include technology, curriculum, fiscal management, behavior, safety, special education, federal programs, and crisis management.
- To partner with member schools in compliance with Act 999 to implement the accountability process.
- To support and assist our district schools in state and regional initiatives.

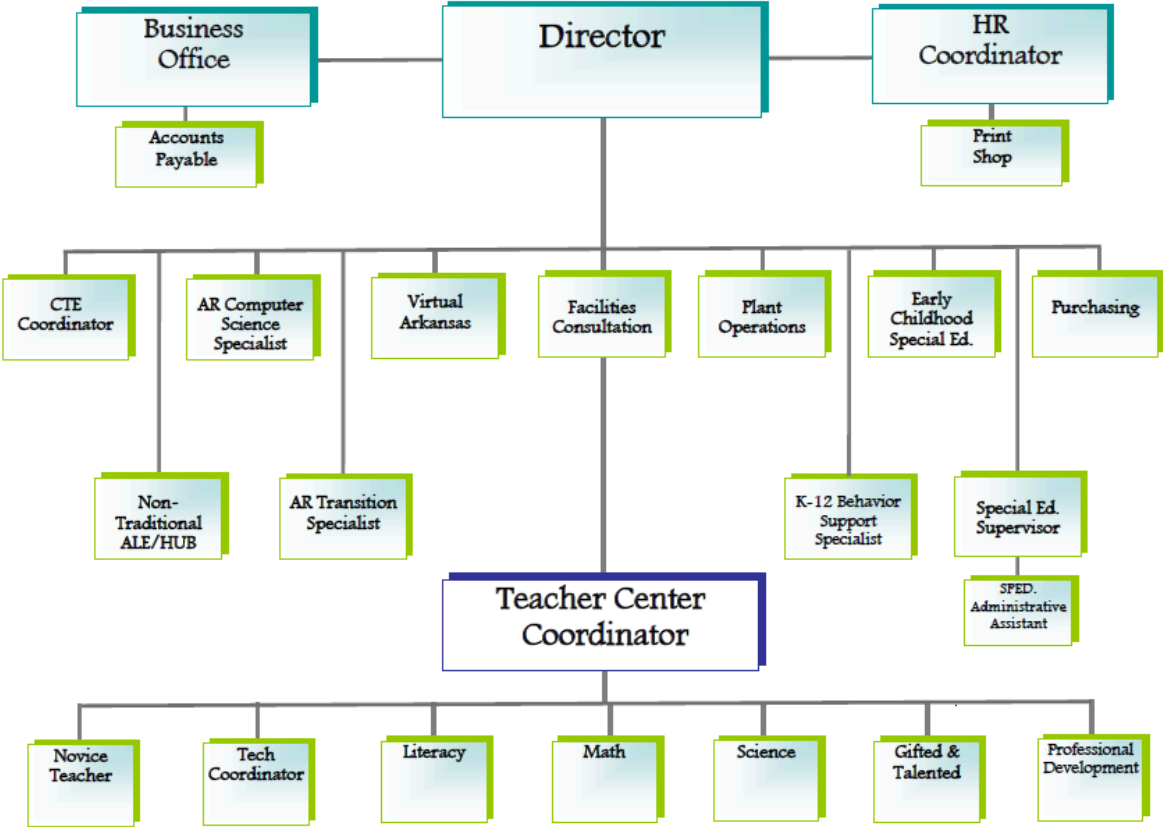
# STATE MAP of COOPERATIVES



**ARKANSAS SCHOOL  
DISTRICTS  
AND  
EDUCATION SERVICE  
COOPERATIVES**

# ORGANIZATIONAL CHART

Arch Ford ESC Organizational Chart



## Officers of the Board

| Name            | Position  | School District           |
|-----------------|-----------|---------------------------|
| Gregg Grant     | Director  | Arch Ford Education Co-op |
| Shawn Halbrook  | President | South Conway County       |
| Dr. Andy Chisum | Secretary | Mayflower                 |

## Members of the Board

| Name               | Position     | School District        |
|--------------------|--------------|------------------------|
| Jeff Collum        | Board member | Conway                 |
| Dr. Jamie Stacks   | Board member | Wonderview             |
| Phillip Young      | Board member | Dardanelle             |
| Mandi Edwards      | Board Member | Perryville             |
| Dr. Brandi Wallace | Board member | West Side Greers Ferry |
| Dr. Ginni McDonald | Board member | Russellville           |
| Larry Dugger       | Board member | Pottsville             |
| Scott Spainhour    | Board member | Greenbrier             |
| Dennis Truxler     | Board member | Quitman                |
| Dr. Harry Alvis    | Board member | Two Rivers             |
| Kim Foster         | Board member | Danville               |
| Scott Jennings     | Board member | Heber Springs          |
| Dr. Joe Fisher     | Board member | Guy-Perkins            |
| Greg Bradford      | Board member | South Side Bee Branch  |
| Dr. Doug Adams     | Board member | Vilonia                |
| Josh Daniels       | Board member | Dover                  |
| Taunya Parsons     | Board member | Western Yell County    |
| Zeb Prothro        | Board member | Mt. Vernon-Enola       |
| Jay Chalk          | Board member | Clinton                |
| Dr. Lori Edgin     | Board member | Atkins                 |
| Heidi Wilson       | Board member | East End               |
| Dr. Mark Taylor    | Board member | Hector                 |
| Logan Williams     | Board member | Nemo Vista             |
| Aaron Wiggins      | Board member | Shirley                |



## Teacher Center Committee

Each participating school district in the Arch Ford Education Service Cooperative will have one representative on the Teacher Center Committee as required by law with a balance of elementary, middle school or junior high, and high school personnel and assure that at least one-half, but not more than two-thirds, of the members are classroom teachers. Each Committee member shall be elected for a term of three years.

| SCHOOL DISTRICT                  | ROLE ASSIGNMENT     | COMMITTEE MEMBER     | TERM ENDS |
|----------------------------------|---------------------|----------------------|-----------|
| DANVILLE SCHOOL DISTRICT         | Administrator       | Brittany Blankenship | 2026      |
| MT. VERNON/ENOLA SCHOOL DISTRICT | Administrator       | Jennifer Raby        | 2026      |
| NEMO VISTA SCHOOL DISTRICT       | HS Teacher          | Cindy Cunningham     | 2026      |
| QUITMAN SCHOOL DISTRICT          | Administrator       | Halisha Stacy        | 2026      |
| SHIRLEY SCHOOL DISTRICT          | Administrator       | Ann Clark            | 2026      |
| AR SCHOOL FOR THE BLIND          | Teacher Supervisor  | Lori Cole            | 2026      |
| SO. CONWAY CO. SCHOOL DISTRICT   | MS/JH Teacher       | Jennifer Koch        | 2026      |
| HECTOR SCHOOL DISTRICT           | Administrator       | Ryan Riley           | 2026      |
| PERRYVILLE SCHOOL DISTRICT       | Administrator       | Kevin Campbell       | 2026      |
| GUY-PERKINS SCHOOL DISTRICT      | Elementary Teacher  | Amber Williams       | 2024      |
| RUSSELLVILLE SCHOOL DISTRICT     | Administrator       | Andrea Schwartz      | 2024      |
| SOUTH SIDE SCHOOL DISTRICT       | Elementary Teacher  | Stephanie Driver     | 2024      |
| ATKINS SCHOOL DISTRICT           | MS/JH Teacher       | Ms. Tyler Akers      | 2024      |
| WESTERN YELL CO. SCHOOL DIST.    | Administrator       | Julie Lane           | 2024      |
| POTTSVILLE SCHOOL DISTRICT       | Administrator       | Shanna Bly           | 2024      |
| MAYFLOWER SCHOOL DISTRICT        | MS/JH Teacher       | Stephanie Long       | 2024      |
| VILONIA SCHOOL DISTRICT          | High School Teacher | Cara Cromwell        | 2024      |
| NORTH LITTLE ROCK                | MS/JH Teacher       | Dewayne Noble        | 2024      |
| EAST END SCHOOL DISTRICT         | Administrator       | Jeff Gifford         | 2025      |
| HEBER SPRINGS SCHOOL DISTRICT    | Elementary Teacher  | Lisa Capps           | 2025      |
| CLINTON SCHOOL DISTRICT          | Administrator       | Tim Smith            | 2025      |
| CONWAY SCHOOL DISTRICT           | High School Teacher | Lindsay Bradshaw     | 2025      |
| TWO RIVERS SCHOOL DISTRICT       | High School Teacher | Jennifer Garrison    | 2025      |
| WONDERVIEW SCHOOL DISTRICT       | Elementary Teacher  | Laura Reynolds       | 2025      |
| DARDANELLE SCHOOL DISTRICT       | Elementary Teacher  | Tiffany Alexander    | 2025      |
| GREENBRIER SCHOOL DISTRICT       | Elementary Teacher  | Jennifer Lawrence    | 2025      |

|                           |                     |                |      |
|---------------------------|---------------------|----------------|------|
| WEST SIDE SCHOOL DISTRICT | MS/JH Teacher       | Robin Carlton  | 2025 |
| DOVER SCHOOL DISTRICT     | High School Teacher | Claire DeYoung | 2025 |

**2023-2024 Teacher Center Committee Meetings:**

- [November 3, 2023](#)
- [January 29, 2024](#)
- [March 13, 2024](#)

# Arch Ford Education Service Cooperative (ESC) Annual Report

DATE: May 23, 2024 LEA #: 15-20 ESC #: 1

|                             |  |
|-----------------------------|--|
| ESC Name:                   | Arch Ford Education Service Cooperative                  |
| Address:                    | 101 Bulldog Drive Plumerville, AR 72127                  |
| Phone Number:               | 501-354-2269   |
| Director:                   | Gregg Grant  |
| Teacher Center Coordinator: | Dr. Julie Workman  |
| Names of Counties Served:   | Cleburne, Conway, Faulkner, Perry, Pope, Van Buren, Yell |
| Number of Districts Served: | 26   |
| Number of Students:         | 41,902   |
| Number of Teachers:         | 3,349  |

**I. GOVERNANCE:**

**A.**

How is the co-op governed?  
 **Board of Directors** or  Executive Committee  
 How many members on the Board? **26**  
 Executive Committee? **0**  
 How many times did the Board meet? **10**  
 Executive Committee? **0**  
 When is the regular meeting? **4<sup>TH</sup> Thursday of the month**  
 Date of current year's annual meeting: **September 28, 2023**

**B.**

Does the co-op have a Teacher Center Committee? **Yes**  
 If yes, then:  
 How many are on the Teacher Center Committee? **28**  
 How many members are teachers? **18**  
 How many times did the Teacher Center Committee meet? **3**  
 When is the regular meeting? **November, January, March**

**C.**

When was the most recent survey/needs assessment conducted? **Dec 2023**

**D.**

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

## II. STAFFING:

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

| ARCH FORD EDUCATION SERVICE COOPERATIVE 2023-2024<br>EMPLOYEES              |           |  |            |                |          |
|---|-----------|--|------------|----------------|----------|
| First Name  | Last Name | Job Title                                | Hire Date  | Funding Source | New Hire |
| S=State, F=Federal, M=Medicaid, P=Private Funding, B=Base Funds, D=District |           |  |            |                |          |
| Steven  | Adair     | Certified Teacher-Assigned by Supervisor | 08/07/2013 | S              |          |
| Corey   | Adaire    | Content Specialist, Science              | 07/01/2019 | S              |          |
| Erica   | Adkins    | Certified Teacher-Assigned by Supervisor | 08/08/2022 | D              |          |
| Rebecca   | Anderson  | VA Administrative Assistant              | 10/15/2012 | S              |          |
| Jenifer   | Andrews   | Certified Teacher-Assigned by Supervisor | 08/05/2019 | D              |          |
| John  | Ashworth  | VA Superintendent                        | 06/30/2015 | S              |          |
| Stephanie   | Atkinson  | Arch Ford Business Manager               | 02/02/1998 | B              |          |
| Shana   | Bailey    | ADE Behavior Support Specialist          | 07/06/2021 | F              |          |
| Diana   | Barr      | Certified Teacher-Assigned by Supervisor | 08/09/2021 | D              |          |
| Robin   | Baxter    | Certified Teacher-Assigned by Supervisor | 01/23/2020 | S              |          |
| Anita   | Belew     | Certified Teacher-Assigned by Supervisor | 08/05/2020 | D              |          |
| Mika  | Bennett   | Certified Teacher-Assigned by Supervisor | 08/06/2018 | D              |          |

|          |              |  |            |   |   |
|----------|--------------|--|------------|---|---|
| Brandie  | Benton       | VA Deputy Superintendent of Curriculum & Instruction | 07/01/2021 | S |   |
| Shawna   | Berry        | Certified Teacher-Assigned by Supervisor             | 08/09/2021 | D |   |
| Jennifer | Bibel        | ADE Transition Admin Asst.                           | 07/01/2022 | F |   |
| Ivan     | Bibiano      | Certified Teacher-Assigned by Supervisor             | 08/23/2021 | D |   |
| Leann    | Biehslich    | Certified Teacher-Assigned by Supervisor             | 08/07/2023 | D | X |
| Amy      | Blanton      | VA Proctor   | 08/10/2022 | D |   |
| Joanna   | Blocker      | EC Behavior Specialist                               | 08/11/2008 | D |   |
| Tonya    | Bloodworth   | Certified Teacher-Assigned by Supervisor             | 08/10/2015 | S |   |
| Bonnie   | Boaz         | ADE Transition Coordinator                           | 07/01/2022 | F |   |
| Thomas   | Bohler       | VA Core Campus Principal                             | 08/08/2016 | S |   |
| Jumaane  | Boyland      | DT Facilitator                                       | 02/05/2024 | D | X |
| Kourtney | Bradley      | Janitorial   | 08/05/2013 | D |   |
| Heather  | Branum-Kindy | Certified Teacher-Assigned by Supervisor             | 08/10/2015 | D |   |
| Jennifer | Brewer       | ADE Behavior Support Specialist                      | 07/06/2021 | F |   |
| Sarah    | Briggler     | EC Speech Pathologist                                | 08/04/2023 | D | X |
| Melanie  | Brindley     | Certified Teacher-Assigned by Supervisor             | 08/17/2015 | D |   |
| Chaille  | Brown        | Certified Teacher-Assigned by Supervisor             | 08/08/2022 | D |   |
| Magen    | Brown        | VA Proctor   | 08/05/2022 | D |   |
| Stephany | Brown        | Certified Teacher-Assigned by Supervisor             | 08/05/2016 | D |   |
| Peter    | Burgin       | AE Behavioral Intervention                           | 10/06/2022 | D |   |
| Marcus   | Butler       | DT Facilitator                                       | 08/08/2022 | D |   |

|          |            |  |            |   |   |
|----------|------------|--|------------|---|---|
| Jeremiah | Byrd       | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Samantha | Carpenter  | VA Core Campus Assistant Principal       | 08/07/2013 | S |   |
| Jessica  | Carter     | Certified Teacher-Assigned by Supervisor | 08/06/2018 | D |   |
| Jessica  | Chapman    | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D | X |
| Sharon   | Chuculate  | AAEA Financial Services Coordinator      | 07/01/2022 | P |   |
| Candace  | Churchwell | Certified Teacher-Assigned by Supervisor | 08/12/2020 | D |   |
| Anna     | Clark      | Certified Teacher-Assigned by Supervisor | 08/05/2020 | D |   |
| Sandra   | Cole       | Certified Teacher-Assigned by Supervisor | 08/06/2018 | D |   |
| Marion   | Coleman    | VA Design And Development                | 06/04/2021 | D |   |
| Haley    | Copeland   | EC Speech Pathologist                    | 08/07/2017 | D |   |
| Susan    | Corning    | Sped Admin Asst                          | 11/27/2006 | D |   |
| John     | Coussons   | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D | X |
| Debra    | Cox        | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Sandra   | Crawley    | ADE Behavior Support Specialist          | 07/06/2021 | F |   |
| Rebecca  | Daniel     | Certified Teacher-Assigned by Supervisor | 08/21/2023 | D | X |
| Cody     | Davenport  | Certified Teacher-Assigned by Supervisor | 01/23/2023 | D | X |
| Alan     | Davis      | VA Lead Technology Support Specialist    | 07/25/2022 | D |   |
| Daniel   | Davis      | Certified Teacher-Assigned by Supervisor | 07/01/2013 | D |   |
| Kelly    | Davis      | ADE Behavior Support Specialist          | 10/01/2022 | F |   |
| Lindsay  | Davis      | HR Coordinator                           | 01/09/2012 | B |   |
| Shelly   | Davis      | Business Office Assistant                | 07/01/2016 | B |   |

|           |          |  |            |   |   |
|-----------|----------|--|------------|---|---|
| Joshua    | Depner   | Certified Teacher-Assigned by Supervisor | 08/27/2021 | D |   |
| Angela    | Drennan  | VA Special Populations Coordinator       | 07/01/2022 | S |   |
| Ashlee    | Duryea   | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D | X |
| Mary      | Earnhart | Print Shop Manager                       | 02/01/2005 | D |   |
| Gianella  | Edelen   | Certified Teacher-Assigned by Supervisor | 08/10/2015 | D |   |
| Micah     | Edwards  | CTE Instructional Facilitator            | 07/01/2023 | F | X |
| Timothy   | Eubanks  | Certified Teacher-Assigned by Supervisor | 09/22/2020 | D |   |
| Jonah     | Farris   | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Leon      | Fields   | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D | X |
| Dianna    | Flippo   | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Mary      | Foster   | Certified Teacher-Assigned by Supervisor | 08/08/2022 | D |   |
| Keri      | Francis  | Certified Teacher-Assigned by Supervisor | 08/06/2021 | D |   |
| Heidi     | Freeman  | Certified Teacher-Assigned by Supervisor | 08/06/2014 | D |   |
| Melissa   | Freeman  | Certified Teacher-Assigned by Supervisor | 08/08/1996 | D |   |
| Amanda    | Fulmer   | VA Student Success Counselor             | 07/18/2022 | S |   |
| Jim       | Furniss  | ADE Computer Science Specialist          | 12/30/2016 | S |   |
| Sarah     | Galvez   | Certified Teacher-Assigned by Supervisor | 08/05/2022 | D |   |
| Jacquelyn | Gardner  | Certified Teacher-Assigned by Supervisor | 08/05/2018 | D |   |
| Tyrene    | Gardner  | Certified Teacher-Assigned by Supervisor | 08/08/2022 | D |   |
| Matthew   | Garrett  | Certified Teacher-Assigned by Supervisor | 01/03/2023 | D | X |
| Diana     | Garrison | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |

|           |          |  |            |   |   |
|-----------|----------|--|------------|---|---|
| Sarah     | Garrison | Certified Teacher-Assigned by Supervisor | 07/01/2013 | D |   |
| Tracey    | Garrison | Content Specialist, Math                 | 07/01/2020 | S |   |
| Melissa   | Gasaway  | Content Specialist, Literacy             | 07/01/2022 | S |   |
| Erin      | Gibson   | Certified Teacher-Assigned by Supervisor | 08/08/2022 | D |   |
| Tammy     | Glass    | ADE Computer Science Specialist          | 07/01/2020 | S |   |
| Denise    | Gonia    | VA Content & Customer Service Specialist | 07/07/2005 | S |   |
| Gregory   | Grant    | Arch Ford Director                       | 07/01/2021 | B |   |
| Lisa      | Grant    | VA Proctor                               | 08/08/2022 | D |   |
| Cecilia   | Gray     | Certified Teacher-Assigned by Supervisor | 08/05/2020 | D |   |
| Christina | Gray     | Certified Teacher-Assigned by Supervisor | 09/04/2018 | D |   |
| Beverly   | Green    | Certified Teacher-Assigned by Supervisor | 08/15/2022 | D |   |
| Cynthia   | Green    | Certified Teacher-Assigned by Supervisor | 07/01/2013 | D |   |
| Robert    | Greeson  | Certified Admin. Campus Supervisor       | 08/01/2022 | D |   |
| Kristen   | Griffin  | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D | X |
| Tina      | Hailey   | Certified Teacher-Assigned by Supervisor | 08/12/2020 | D |   |
| Janice    | Hamilton | Certified Teacher-Assigned by Supervisor | 10/04/2021 | D |   |
| Bobbi     | Haralson | Certified Teacher-Assigned by Supervisor | 03/07/2014 | D |   |
| Elizabeth | Harness  | EC Asst. Director                        | 05/31/1995 | D |   |
| Faith     | Harness  | Certified Teacher-Assigned by Supervisor | 08/05/2020 | D |   |
| Brooke    | Harris   | Certified Teacher-Assigned by Supervisor | 08/09/2021 | D |   |
| Leslie    | Harris   | EC Speech Pathologist                    | 08/17/2020 | D |   |



|             |                |  |            |   |   |
|-------------|----------------|--|------------|---|---|
| Jeff        | Hart           | Regional Program Director                | 08/12/2013 | D |   |
| John        | Hart           | ADE Computer Science Specialist          | 07/01/2020 | S |   |
| Sonia       | Hartsfield     | ADE Behavior Support Specialist          | 07/06/2021 | F |   |
| Micheal     | Harvey         | Custodian                                | 09/03/2019 | B |   |
| Catherine   | Heard          | Certified Teacher-Assigned by Supervisor | 08/31/2020 | D |   |
| Bethany     | Hill           | Mentoring Program Specialist (Novice)    | 07/01/2021 | S |   |
| Donna       | Hill           | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Cassie      | Hofford        | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D | X |
| Jeremy      | Hogue          | ADE Transition Consultant                | 08/01/2023 | F | X |
| Camille     | Holt           | Certified Teacher-Assigned by Supervisor | 08/28/2020 | D |   |
| Rachel      | Holt           | Certified Teacher-Assigned by Supervisor | 08/06/2018 | D |   |
| Tyrell      | Hood           | Certified Teacher-Assigned by Supervisor | 08/09/2021 | D |   |
| Amanda      | Howell         | Certified Teacher-Assigned by Supervisor | 08/01/2017 | D |   |
| Justin      | Howell         | Certified Teacher-Assigned by Supervisor | 08/01/2017 | D |   |
| Cassandra   | Jaqua          | Certified Teacher-Assigned by Supervisor | 08/05/2019 | D |   |
| Tracy       | Jeane          | EC Speech Pathologist                    | 08/10/2015 | D |   |
| Carolyn     | Jester-McClure | Certified Teacher-Assigned by Supervisor | 09/11/2023 | D | X |
| Scottie     | Johnson        | Warehouse Office Support Specialist      | 02/01/2013 | D |   |
| Christopher | Jones          | VA Adjunct                               | 09/16/2020 | D |   |
| Ira         | Jones          | Classified Campus Supervisor             | 08/15/2016 | D |   |
| Cheyenne    | Jordan         | LEA Supervisor                           | 07/01/2022 | D |   |

|          |             |  |            |   |   |
|----------|-------------|--|------------|---|---|
| Tara     | Joslin      | Certified Teacher-Assigned by Supervisor | 07/01/2013 | D |   |
| Angelea  | Joyner      | Behavioral Interventionist               | 08/01/2017 | D |   |
| Jennifer | Keenan      | Certified Teacher-Assigned by Supervisor | 08/27/2020 | D |   |
| Claudia  | Kemp        | Certified Teacher-Assigned by Supervisor | 08/14/2023 | D | X |
| Audrey   | Kengla      | ADE Behavior Support Specialist          | 07/06/2021 | F |   |
| Danny    | Ketcherside | AE Dean of Students                      | 07/01/2022 | D |   |
| Ashley   | Kincannon   | ADE Computer Science Specialist          | 07/01/2022 | S |   |
| Amanda   | Kirby       | ADE Behavior Support Specialist          | 07/06/2021 | F |   |
| Amy      | Kirkpatrick | VA Director of Technology                | 08/07/2013 | S |   |
| Fallon   | Koontz      | Office Support Specialist                | 06/01/2017 | B |   |
| Tim      | Kriesel     | DT Behavioral Interventionist            | 08/22/2019 | D |   |
| Brandon  | Labat       | Classified Campus Supervisor             | 08/06/2018 | D |   |
| Ashleigh | Lamb        | Certified Teacher-Assigned by Supervisor | 08/05/2016 | D |   |
| Kathleen | Lancaster   | ADE Behavior Support Specialist          | 07/06/2021 | F |   |
| Jessica  | Lane        | Certified Teacher-Assigned by Supervisor | 01/16/2024 | D | X |
| Mike     | Lar         | VA Associate Director                    | 07/01/2013 | S |   |
| Matthew  | Law         | Certified Teacher-Assigned by Supervisor | 08/08/2022 | D |   |
| Susan    | Lee-Ward    | LEA Supervisor                           | 07/01/2002 | D |   |
| Brandi   | Lewis       | Certified Teacher-Assigned by Supervisor | 08/15/2022 | D |   |
| Mindy    | Looney      | VA Director of Operations                | 08/03/2017 | S |   |
| Adrian   | Love        | DT Asst. to Special Program Supervisor   | 08/13/2018 | D |   |

|           |           |  |            |   |   |
|-----------|-----------|--|------------|---|---|
| Lindsey   | Lovelady  | ADE Behavior Support Specialist                | 07/06/2021 | F |   |
| Sean      | Lutz      | Certified Teacher-Assigned by Supervisor       | 08/08/2022 | D |   |
| Stephanie | Lynn      | Certified Teacher-Assigned by Supervisor       | 08/07/2013 | D |   |
| Warren    | Maddox    | Certified Teacher-Assigned by Supervisor       | 08/06/2021 | D |   |
| Mindy     | Mann      | Content Specialist, Literacy                   | 07/01/2023 | S | X |
| Angela    | Mannis    | Certified Teacher-Assigned by Supervisor       | 01/12/2024 | D | X |
| Rafeal    | Marlow    | AE Director                                    | 06/30/2014 | D |   |
| Jason     | Martin    | Certified Admin. Campus Supervisor             | 07/29/2019 | D |   |
| Sarai     | Martin    | Certified Teacher-Assigned by Supervisor       | 08/07/2023 | D | X |
| Keisha    | Mattox    | AAEA Communications/Tech                       | 03/29/2021 | P |   |
| Heather   | McDaniel  | Certified Teacher-Assigned by Supervisor       | 08/05/2020 | D |   |
| Paula     | McDougald | VA Lead Course Design & Development Specialist | 08/10/2015 | S |   |
| Christine | McInerney | Certified Teacher-Assigned by Supervisor       | 08/07/2013 | D |   |
| Tera      | McInnis   | VA Technology Support Specialist               | 08/05/2022 | D |   |
| Neil      | McKnight  | Sped School Psyc Spec                          | 07/01/2023 | D | X |
| Caylin    | McMoran   | Certified Teacher-Assigned by Supervisor       | 08/05/2019 | D |   |
| Candice   | McPherson | VA Director of Design & Development            | 08/08/2016 | S |   |
| Allison   | Mears     | ADE Behavior Support Specialist                | 07/06/2021 | F |   |
| Ludivine  | Miles     | Certified Teacher-Assigned by Supervisor       | 08/05/2020 | D |   |
| Jennifer  | Miller    | DT Special Program Supervisor                  | 08/13/2018 | D |   |
| Patricia  | Miller    | Warehouse Manager                              | 10/24/2000 | D |   |

|           |             |   |            |   |   |
|-----------|-------------|---|------------|---|---|
| Whitney   | Milliken    | Certified Teacher-Assigned by Supervisor              | 08/07/2013 | D |   |
| Rebecca   | Mills       | VA Curriculum & Instruction Specialist/AP Coordinator | 07/01/2004 | S |   |
| Jennifer  | Mobley      | Certified Teacher-Assigned by Supervisor              | 08/08/2022 | D |   |
| Alex      | Moeller     | ADE Computer Science Specialist                       | 07/01/2020 | S |   |
| Tonika    | Mooney Wade | DT Behavioral Interventionist                         | 08/02/2021 | D |   |
| Cory      | Mounts      | VA OCFU Principal                                     | 07/01/2022 | S |   |
| Kathleen  | Mowery      | Certified Teacher-Assigned by Supervisor              | 08/06/2021 | D |   |
| Adam      | Musto       | ADE State Director of CS Education                    | 07/01/2022 | S |   |
| Craig     | Myers       | Certified Teacher-Assigned by Supervisor              | 09/11/2017 | D |   |
| Linda     | Myers       | Certified Teacher-Assigned by Supervisor              | 08/09/2021 | D |   |
| Vandy     | Nash        | Mentoring Program Specialist (Novice)                 | 07/01/2018 | S |   |
| Jennifer  | Newton      | Certified Teacher-Assigned by Supervisor              | 08/02/2019 | D |   |
| William   | Nolan       | AE Cert Admin Campus Supv                             | 11/27/2023 | D | X |
| Karen     | Norton      | Instructional L & L Specialist                        | 07/01/2019 | D |   |
| Rhonda    | Nosal       | EC Speech Pathologist                                 | 08/01/2001 | D |   |
| John      | Pace        | Certified Admin. Campus Supervisor                    | 08/05/2019 | D |   |
| Danesa    | Page        | Certified Teacher-Assigned by Supervisor              | 08/08/2022 | D |   |
| Amy       | Patterson   | Certified Teacher-Assigned by Supervisor              | 08/07/2017 | D |   |
| Hayden    | Pearce      | Certified Teacher-Assigned by Supervisor              | 08/07/2023 | D | X |
| Jennifer  | Pense       | VA Facilitator Coordinator                            | 06/01/2008 | S |   |
| Mandolynn | Perry       | Behavioral Interventionist                            | 08/15/2022 | D |   |

|           |               |   |            |   |   |
|-----------|---------------|---|------------|---|---|
| Gwan      | Phifer        | DT Behavioral Interventionist                   | 12/05/2018 | D |   |
| Lorita    | Philips       | School Psychology Specialist                    | 08/01/2022 | D |   |
| Elissa    | Pitman        | Lead School Psychology Specialist               | 08/08/2011 | D |   |
| Stephanie | Plafcan       | Certified Teacher-Assigned by Supervisor        | 08/07/2013 | D |   |
| Rachel    | Poor          | Certified Teacher-Assigned by Supervisor        | 09/18/2023 | D | X |
| Nikkina   | Porter        | Certified Teacher-Assigned by Supervisor        | 01/03/2024 | D | X |
| Karen     | Price         | Certified Teacher-Assigned by Supervisor        | 08/10/2018 | D |   |
| Lex       | Pruitt        | Certified Teacher-Assigned by Supervisor        | 08/15/2016 | D |   |
| Kelli     | Rainey        | LEA Supervisor Manager                          | 09/20/1999 | D |   |
| Tammy     | Rainey        | LEA Supervisor                                  | 02/03/2003 | D |   |
| Nicheyta  | Raino         | ADE Behavior Support Specialist                 | 08/02/2018 | F |   |
| Jessica   | Ramsey        | Certified Teacher-Assigned by Supervisor        | 07/01/2013 | D |   |
| Amanda    | Rauls         | VA Content Partnership and Marketing Specialist | 07/02/2012 | S |   |
| Kimberlee | Reed          | Certified Teacher-Assigned by Supervisor        | 08/28/2020 | D |   |
| Susan     | Reid          | Certified Teacher-Assigned by Supervisor        | 09/04/2018 | D |   |
| Stacy     | Reynolds      | ADE Computer Science Specialist                 | 07/01/2022 | S |   |
| Ashley    | Rice          | Behavioral Interventionist                      | 08/02/2021 | D |   |
| Lattie    | Richardson    | Certified Teacher-Assigned by Supervisor        | 08/06/2020 | D |   |
| Priscilla | Riedel-Cohan  | School Nutrition Specialist                     | 01/08/2020 | D |   |
| Emily     | Roberts-Smith | Certified Teacher-Assigned by Supervisor        | 07/01/2023 | D |   |
| Jill      | Roberts       | Certified Teacher-Assigned by Supervisor        | 08/17/2015 | D |   |

|          |            |  |            |     |   |
|----------|------------|--|------------|-----|---|
| Lucinda  | Robinett   | Certified Teacher-Assigned by Supervisor | 08/09/2021 | D   |   |
| Jody     | Rogers     | Certified Teacher-Assigned by Supervisor | 08/15/2022 | D   |   |
| Tina     | Rooks      | EC Director                              | 08/03/2015 | D   |   |
| Candace  | Russell    | EC Finance Manager                       | 07/01/2021 | D   |   |
| David    | Russell    | Warehouse Assistant                      | 03/01/2021 | D   |   |
| Lisa     | Russell    | Technology Coordinator                   | 05/21/2001 | S/B |   |
| John     | Sage       | Certified Teacher-Assigned by Supervisor | 08/09/2021 | D   |   |
| Amy      | Sanders    | School Psychology Specialist             | 08/01/2022 | D   |   |
| Rachel   | Sanders    | Certified Teacher-Assigned by Supervisor | 08/10/2015 | D   |   |
| Tara     | Sanders    | Content Specialist, Math                 | 07/01/2021 | S   |   |
| Anna     | Sayan      | Sped School Psyc Spec                    | 07/01/2023 | D   | X |
| Shirley  | Scarbrough | Certified Teacher-Assigned by Supervisor | 08/06/2014 | D   |   |
| Boris    | Scott      | Behavioral Interventionist               | 08/12/2015 | D   |   |
| Kimberly | Sexton     | Certified Teacher-Assigned by Supervisor | 08/04/2014 | D   |   |
| Julie    | Shalmy     | Receptionist                             | 07/25/2022 | B   |   |
| Sarah    | Shamburger | AAEA Business Manager                    | 11/15/2022 | P   |   |
| Lindsey  | Shantanu   | Certified Teacher-Assigned by Supervisor | 08/06/2021 | D   |   |
| Kristy   | Shaw       | Certified Teacher-Assigned by Supervisor | 08/10/2020 | D   |   |
| Jennifer | Shock      | School Psychology Specialist             | 07/01/2023 | D   | X |
| Jacob    | Sisson     | Mentoring Program Specialist (Novice)    | 07/01/2019 | S   |   |
| Candace  | Smith      | Content Specialist, GT/AP                | 07/01/2017 | S   |   |

|           |              |   |            |   |  |
|-----------|--------------|---|------------|---|--|
| Diane     | Smith        | VA Course Design and Development Specialist | 08/05/2016 | S |  |
| Shelia    | Smith        | ADE Behavior Support Coordinator            | 08/05/2013 | F |  |
| Jessica   | Sniff        | Certified Teacher-Assigned by Supervisor    | 08/05/2019 | D |  |
| Laura     | Sorey        | Certified Teacher-Assigned by Supervisor    | 08/20/2015 | D |  |
| Zackary   | Spink        | ADE Computer Science Specialist             | 07/01/2020 | S |  |
| Bridget   | Stahler      | Certified Teacher-Assigned by Supervisor    | 08/05/2016 | D |  |
| Jenna     | Stapp        | ADE Behavior Support Specialist             | 07/01/2022 | F |  |
| Tara      | Stevenson    | EC Speech Pathologist                       | 08/09/2006 | D |  |
| Amanda    | Stewart-Linn | Accounts Payable                            | 11/01/1999 | B |  |
| Maegan    | Story        | Certified Teacher-Assigned by Supervisor    | 08/03/2020 | D |  |
| Sarah     | Stratton     | Content Specialist, Literacy                | 08/05/2019 | S |  |
| Dustin    | Summey       | Certified Teacher-Assigned by Supervisor    | 07/01/2015 | D |  |
| Randi     | Suyal        | VA Implementation Specialist                | 08/15/2016 | S |  |
| Darrell   | Tessman      | Facilities Coordinator                      | 07/01/2020 | D |  |
| Connie    | Thomason     | ADE Behavior Support Specialist             | 07/06/2021 | F |  |
| Lori      | Thone        | Warehouse Assistant                         | 04/24/2019 | D |  |
| Melanie   | Thrasher     | AAEA Business Analyst                       | 09/01/2022 | P |  |
| Angela    | Toll         | LEA Supervisor                              | 07/01/2002 | D |  |
| Deshannon | Tolliver     | Quality Assurance Specialist                | 08/11/2014 | D |  |
| Dean      | Trautman     | Print Shop Assistant                        | 07/12/2022 | D |  |
| Heather   | Trusty       | Certified Teacher-Assigned by Supervisor    | 08/02/2019 | D |  |

|          |              |  |            |   |   |
|----------|--------------|--|------------|---|---|
| Nicky    | Trusty       | Regional Program Director                | 07/28/2014 | D |   |
| Mallory  | Turner       | Asst. Director of Operations             | 04/01/2022 | S |   |
| Carrie   | Tuttle       | ADE Transition Consultant                | 07/01/2013 | F |   |
| Kristy   | Vickers      | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Jamie    | Waddle       | EC Medicaid/eSchool Manager              | 07/01/2016 | D |   |
| Mary     | Walter       | ADE Behavior Support Specialist          | 07/06/2021 | F |   |
| Lana     | Webb         | AAEA Administrative Specialist           | 06/14/2023 | P | X |
| Thomas   | Webb         | Certified Teacher-Assigned by Supervisor | 08/29/2022 | D |   |
| Joy      | Weindel      | K-6 Curriculum Lead                      | 08/15/2022 | D |   |
| Jason    | Wells        | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Kimberly | Wertenberger | Certified Teacher-Assigned by Supervisor | 08/15/2016 | D |   |
| Amy      | Westerman    | Certified Teacher-Assigned by Supervisor | 08/07/2013 | D |   |
| Heather  | Whitley      | AE Behavioral Interventionist            | 03/14/2024 | D | X |
| Amanda   | Williams     | ECH Paraprofessional                     | 08/16/2021 | D |   |
| Robert   | Williams     | Warehouse Assistant                      | 07/20/2021 | D |   |
| Lovail   | Wilson       | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D | X |
| Ashley   | Winfrey      | Facilities & Event Coordinator           | 08/05/2013 | B |   |
| Lori     | Winfrey      | SDV Office Support Specialist            | 05/20/1994 | D |   |
| Glenda   | Workman      | Certified Teacher-Assigned by Supervisor | 08/06/2014 | D |   |
| Julie    | Workman      | Teacher Center Coordinator               | 07/27/2018 | D |   |
| Kyle     | Yancey       | Certified Teacher-Assigned by Supervisor | 08/23/2021 | D |   |



|                   |                  |  |                  |                       |  |
|-------------------|------------------|--|------------------|-----------------------|--|
| Ronald            | Young            | Certified Teacher-Assigned by Supervisor   | 08/23/2021       | D                     |  |
| Angela            | Zimmerman        | CTE Coordinator  | 08/01/2006       | S/F                   |  |
|                   |                  |  |                  |                       |  |
|                   |                  | <b>ARCH FORD EDUCATION SERVICE COOPERATIVE<br/>2023-2024 TERMINATIONS/RESIGNATIONS</b> |                  |                       |  |
| <b>First Name</b> | <b>Last Name</b> | <b>Job Title</b>   | <b>Hire Date</b> | <b>Funding Source</b> |  |
|                   |                  | S=State, F=Federal, M=Medicaid, P=Private Funding, B=Base Funds, D=District            |                  |                       |  |
| Ryan              | Acker            | VA Teacher   | 08/08/2022       | D                     |  |
| Nicholas          | Adams            | VA Adjunct   | 07/01/2019       | D                     |  |
| Deborah           | Ahillen          | AE Teacher   | 08/06/2018       | D                     |  |
| Christopher       | Allen            | AE Cert Admin Campus Supv  | 08/03/2020       | D                     |  |
| Jonas             | Anderson         | VA Lead Technology Support Specialist  | 07/01/2020       | D                     |  |
| William           | Arrington        | AE Cert Admin Campus Supv  | 08/01/2022       | S                     |  |
| Benjamin          | Aryee            | AE Classroom Instructor  | 09/30/2022       | D                     |  |
| LaKia             | Aytch            | Classified Campus Supervisor   | 01/06/2020       | D                     |  |
| Chris             | Bailey           | AE Teacher HUB/JAG   | 08/02/2019       | D                     |  |
| Lisa              | Bailey           | VA Reading Specialist  | 08/08/2022       | D                     |  |
| Mark              | Barnes           | ADE Computer Science Specialist  | 06/14/2021       | D                     |  |
| Brandon           | Barnett          | AE Classified Campus Supv  | 08/02/2021       | D                     |  |
| Hernando          | Barry            | AE District Liaison  | 07/29/2019       | D                     |  |

|          |             |  |            |   |  |
|----------|-------------|--|------------|---|--|
| Tia      | Barry       | AE Instructional Interven                | 01/23/2020 | D |  |
| LoTanya  | Bealer      | AE Instructional Interven                | 11/29/2021 | D |  |
| Jennifer | Belcher     | VA Teacher                               | 08/09/2021 | D |  |
| Tyronza  | Bibby       | Certified Teacher-Assigned by Supervisor | 08/08/2022 | D |  |
| Becky    | Birch       | AE Teacher                               | 08/06/2018 | D |  |
| Terence  | Bobo        | AE Behavioral Intervention               | 08/08/2016 | D |  |
| Corey    | Boby        | Certified Teacher-Assigned by Supervisor | 10/12/2020 | D |  |
| Hope     | Bratton     | AE Teacher                               | 08/02/2018 | D |  |
| Bret     | Brown       | AE Cert Camp Supv                        | 08/01/2017 | D |  |
| Kim      | Brown       | AE Cert Camp Supv                        | 08/07/2017 | D |  |
| Shermel  | Brown       | AE Teacher                               | 08/08/2022 | D |  |
| Nellie   | Bullard     | AE Instructional Interven                | 08/08/2022 | D |  |
| Gina     | Bunker      | AE Classroom Instructor                  | 08/02/2018 | D |  |
| Tamara   | Bush-White  | AE Teacher                               | 08/08/2022 | D |  |
| William  | Butler      | AE Behavioral Intervention               | 03/01/2021 | D |  |
| Julie    | Butterworth | ADE Behavior Support Specialist          | 07/06/2021 | D |  |
| Mark     | Byers       | VA Adjunct                               | 10/15/2021 | D |  |
| Tony     | Byers       | AE Classified Campus Supv                | 08/22/2016 | D |  |
| Elisa    | Capetillo   | AE Teacher                               | 08/03/2020 | D |  |
| Glenn    | Caradine    | AE Instructional Interven                | 08/02/2021 | D |  |
| Carlos   | Caver       | AE Behavioral Intervention               | 01/02/2023 | D |  |

|          |                  |  |            |   |  |
|----------|------------------|--|------------|---|--|
| Crystal  | Cawich           | AE Instructional Asst                    | 08/09/2021 | D |  |
| Lajuan   | Christon         | AE Behavioral Intervention               | 08/22/2019 | D |  |
| Sue      | Cluck            | VA Teacher                               | 08/08/2022 | D |  |
| Dallas   | Coleman          | AE Teacher                               | 02/27/2023 | D |  |
| Jordan   | Coleman          | VA Teacher                               | 08/08/2022 | D |  |
| Terrell  | Collins          | AE Classroom Instructor                  | 07/18/2022 | D |  |
| Sonya    | Corbell          | AE Cert Admin Campus Supv                | 07/29/2019 | D |  |
| Kiley    | Corbitt          | VA Adjunct                               | 01/01/2023 | D |  |
| Cleytus  | Coulter          | AE Cert Camp Supv                        | 08/01/2020 | D |  |
| Eli      | Cranor           | Certified Teacher-Assigned by Supervisor | 08/08/2022 | S |  |
| Kimberly | Crudup-Walker    | VA Adjunct                               | 10/01/2021 | D |  |
| Bettie   | Cunningham Jones | AE Cert Camp Supv                        | 08/06/2018 | D |  |
| Loretta  | Dalhover         | AE Teacher                               | 08/03/2020 | D |  |
| Candice  | Daniels          | AE Instructional Interven                | 08/02/2021 | D |  |
| Eric     | Darden           | AE Cert Camp Supv                        | 07/29/2019 | D |  |
| Heather  | Davis            | Sped School Psyc Spec                    | 08/01/2022 | D |  |
| James    | Davis            | AE Teacher                               | 08/03/2020 | D |  |
| Judy     | Davis            | AE Teacher                               | 08/05/2019 | D |  |
| Bridgett | Delancey         | DT Behavioral Interventionist            | 09/15/2014 | D |  |
| Daniel   | Dempsey          | AE Teacher                               | 08/06/2018 | D |  |
| Maegan   | Dempsey          | AE Instructional Asst                    | 09/07/2021 | D |  |

|             |            |                                    |            |   |  |
|-------------|------------|------------------------------------|------------|---|--|
| Leandra     | Dillard    | AE Teacher HUB/JAG                 | 08/10/2020 | D |  |
| Patricia    | Dollarhide | AE Teacher                         | 08/09/2021 | D |  |
| Devin       | Dooley     | Behavioral Interventionist         | 08/05/2019 | D |  |
| Linda       | Dudley     | AE Instructional Interven          | 08/15/2022 | D |  |
| Crystal     | Eary       | EC Speech Path                     | 08/08/2011 | D |  |
| Stephanie   | Eddy       | AE Teacher HUB/JAG                 | 08/08/2022 | D |  |
| Erik        | Edington   | AE Teacher                         | 08/09/2021 | D |  |
| Eileen      | Ellars     | AE Cert Admin Campus Supv          | 07/01/2020 | D |  |
| Wanda       | Failla     | AE Classroom Instructor            | 08/04/2014 | D |  |
| Renee       | Fernimen   | VA Teacher                         | 10/01/2020 | D |  |
| Ashley      | Fox        | VA Teacher                         | 09/01/2021 | D |  |
| Deana       | Franklin   | AE Teacher                         | 08/15/2022 | D |  |
| Stacy       | Fulmer     | EC Speech Path                     | 08/02/2019 | D |  |
| Lela        | Furniss    | AE Teacher                         | 01/03/2022 | D |  |
| LaTerra     | Ganaway    | AE Instructional Interven          | 08/08/2022 | D |  |
| Anita       | Geiger     | AE Teacher                         | 08/08/2022 | D |  |
| Edward      | Gibson     | AE Pro Lead Behavior Spec          | 08/11/2014 | D |  |
| Roger       | Goins      | AE Teacher                         | 08/02/2021 | D |  |
| Kelli       | Golden     | AAEA Chief Financial Officer       | 12/31/2020 | P |  |
| Brandi      | Goodchild  | AE Cert Camp Supv                  | 08/05/2016 | D |  |
| Christopher | Goodin     | Certified Admin. Campus Supervisor | 08/07/2023 | D |  |

|           |            |  |            |   |  |
|-----------|------------|--|------------|---|--|
| Crystal   | Green      | Certified Teacher-Assigned by Supervisor | 08/06/2018 | D |  |
| Haley     | Green      | AE Classified Campus Supv                | 08/07/2017 | D |  |
| Shannon   | Haney      | AE Teacher                               | 08/08/2022 | D |  |
| Andrea    | Harris     | AE Instructional Interven                | 09/06/2018 | D |  |
| Paula     | Heffington | Certified Teacher-Assigned by Supervisor | 02/03/2023 | D |  |
| Jessica   | Heidelberg | AE Classroom Instructor                  | 08/29/2022 | D |  |
| Jennifer  | Hennessey  | LEA Supervisor                           | 08/01/2014 | D |  |
| Stephanie | Howard     | VA Teacher                               | 08/09/2021 | D |  |
| Natalie   | Howell     | AE Instructional Interven                | 07/26/2021 | D |  |
| Mark      | Iverson    | AE Teacher                               | 08/03/2020 | D |  |
| Carla     | Jester     | AE Teacher HUB/JAG                       | 08/08/2022 | D |  |
| Debbie    | Jones      | AE Classroom Instructor                  | 08/01/2019 | D |  |
| Rosa      | Jones      | AE Teacher                               | 08/10/2020 | D |  |
| Stephanie | Jones      | AE Teacher                               | 08/08/2022 | D |  |
| Kevin     | Jordan     | AE Cert Admin Campus Supv                | 07/01/2018 | D |  |
| Kayla     | Koontz     | AE Instructional Interven                | 08/06/2021 | D |  |
| Mary      | Lajeunesse | Sped School Psyc Spec                    | 08/03/2015 | D |  |
| Hal       | Landrith   | AE Teacher HUB/JAG                       | 08/02/2018 | D |  |
| Dana      | Lawrence   | AE Behavioral Intervention               | 08/02/2021 | D |  |
| Vanessa   | Lawrence   | EC OT/PT                                 | 09/01/2015 | D |  |
| Leslie    | Leber      | ADE Computer Science Specialist          | 07/01/2020 | D |  |

|          |          |  |            |   |  |
|----------|----------|--|------------|---|--|
| Eric     | Lewis    | AE Cert Camp Supv                        | 08/07/2017 | D |  |
| Tamekia  | Lewis    | AE Classroom Instructor                  | 08/05/2019 | D |  |
| Todd     | Lewis    | Asst. Director AE/HUB                    | 07/01/2017 | D |  |
| Tonja    | Lewis    | AE/HUB Regional Program Director         | 07/01/2019 | D |  |
| Anthony  | Lowery   | AE Behavioral Intervention               | 08/02/2021 | D |  |
| James    | Lowery   | AE Classroom Instructor                  | 08/02/2018 | D |  |
| Kasey    | Loyd     | AE Cert Admin Campus Supv                | 08/02/2018 | D |  |
| Regina   | Maher    | VA Adjunct                               | 09/21/2020 | D |  |
| Yvette   | Mallett  | VA Teacher                               | 08/08/2022 | D |  |
| Christy  | Mancil   | Program Lead Behavior Specialist         | 08/10/2015 | D |  |
| Rusty    | Manning  | AE/HUB Regional Program Director         | 07/01/2019 | D |  |
| Beth     | Marshall | Certified Teacher-Assigned by Supervisor | 08/08/2022 | D |  |
| Carey    | Martin   | AE Teacher                               | 08/08/2022 | D |  |
| Christy  | Martin   | AE Instructional Interven                | 08/29/2022 | D |  |
| Tonya    | May      | Certified Teacher-Assigned by Supervisor | 10/06/2022 | D |  |
| Adam     | McGhee   | AE Classroom Instructor                  | 08/08/2022 | D |  |
| Lindsay  | McGhee   | AE Teacher                               | 01/03/2022 | D |  |
| Sharon   | McKinney | Content Specialist, Science              | 07/01/2021 | S |  |
| Jennifer | McMahan  | Content Specialist, Literacy             | 07/01/2017 | S |  |
| Clayton  | McMurray | AE Teacher                               | 08/02/2021 | D |  |
| Brandi   | Mendez   | AE Classroom Instructor                  | 08/08/2022 | D |  |

|          |            |  |            |     |  |
|----------|------------|--|------------|-----|--|
| Darrell  | Middleton  | AE Behavioral Intervention               | 08/05/2019 | D   |  |
| Courtney | Miller     | AE Instructional Intervention            | 03/09/2020 | D   |  |
| Lori     | Mitchell   | CTE Coordinator                          | 12/01/1996 | S/F |  |
| Wiliam   | Mizaur     | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D   |  |
| Douglas  | Monday     | AE Teacher                               | 08/03/2020 | D   |  |
| Keith    | Montgomery | AE Classroom Instructor                  | 08/02/2018 | D   |  |
| Marvin   | Moody      | AE Classified Campus Supv                | 08/02/2018 | D   |  |
| Matthew  | Myers      | AE Cert Camp Supv                        | 07/29/2019 | D   |  |
| Sierra   | Nevens     | BSS Admin Asst.                          | 10/17/2022 | F   |  |
| Kalon    | Noble      | AE Classroom Instructor                  | 11/29/2021 | D   |  |
| Susan    | Noland     | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D   |  |
| John     | Norris     | VA Teacher                               | 08/25/2020 | D   |  |
| Leonard  | O'Neal     | AE Instructional Interven                | 08/02/2021 | D   |  |
| Becca Jo | Parchman   | AE Instructional Interven                | 08/08/2022 | D   |  |
| Ronetha  | Pearson    | AE Classroom Instructor                  | 09/14/2022 | D   |  |
| Sarra    | Petray     | ADE Behavior Support Specialist          | 07/06/2021 | F   |  |
| Melissa  | Pharr      | AE Teacher                               | 08/03/2020 | D   |  |
| Rachel   | Pierce     | AE Teacher HUB/JAG                       | 08/06/2018 | D   |  |
| Kasey    | Porchia    | AE Class District Supv                   | 08/11/2014 | D   |  |
| Tonya    | Pryor      | AE Classified Campus Supv                | 08/06/2018 | D   |  |
| Cynthia  | Pumphrey   | AE Cert Camp Supv                        | 08/01/2017 | D   |  |

|            |          |   |            |   |  |
|------------|----------|---|------------|---|--|
| Bren       | Redifer  | AE Teacher HUB/JAG                            | 08/27/2021 | D |  |
| Kristal    | Reed     | AE Teacher                                    | 12/12/2022 | D |  |
| Debbie     | Richey   | VA Technology Support Specialist              | 07/01/2015 | S |  |
| Bradi      | Roberts  | AE Teacher                                    | 11/15/2022 | D |  |
| Kasie      | Robinson | AE Instructional Interven                     | 01/26/2023 | D |  |
| Jacquelin  | Rooke    | Developmental Therapist                       | 08/06/2020 | D |  |
| Pamela     | Scott    | AE Instructional Interven                     | 07/18/2022 | D |  |
| Isaiah     | Simmons  | AE Instructional Interven                     | 08/29/2022 | D |  |
| Steven     | Skelton  | AE Classroom Instructor                       | 01/15/2020 | D |  |
| Donald     | Smith    | AE Cert Camp Supv                             | 08/05/2019 | D |  |
| Martha     | Smith    | AAEA Membership Coordinator                   | 07/01/2018 | P |  |
| Mary       | Smith    | AE Cert Admin Campus Supv                     | 08/01/2017 | D |  |
| Jacqueline | Somers   | AE Instructional Intervention                 | 08/02/2021 | D |  |
| Cassandra  | Stamps   | AE Teacher                                    | 08/05/2019 | D |  |
| Jason      | Stewart  | AE Behavioral Intervention                    | 01/19/2021 | D |  |
| Jordan     | Stich    | AE Teacher                                    | 08/03/2020 | D |  |
| Kevin      | Strunk   | AE Cert Admin Campus Supv                     | 07/01/2021 | D |  |
| David      | Stuart   | AE Cert Admin Campus Supv                     | 08/01/2020 | D |  |
| Dorothy    | Stuart   | AE Teacher                                    | 08/05/2019 | D |  |
| Jordan     | Summers  | Mentoring Program Support Specialist (Novice) | 07/01/2020 | S |  |
| Jennifer   | Swaim    | AE Teacher                                    | 08/06/2018 | D |  |



|          |            |  |            |   |  |
|----------|------------|--|------------|---|--|
| Val      | Teale      | AE Teacher                               | 08/06/2018 | D |  |
| Mollie   | Teas       | Sped School Psyc Spec                    | 08/03/2015 | D |  |
| Jordan   | Tribble    | Certified Teacher-Assigned by Supervisor | 08/07/2023 | D |  |
| Amy      | Turbeville | AE Teacher                               | 08/03/2020 | D |  |
| Heather  | Tyler      | AE Instructional Interven                | 08/09/2021 | D |  |
| Raquel   | Utsey      | AE Instructional Interven                | 08/02/2021 | D |  |
| Lou Ann  | Vance      | AE Teacher                               | 08/08/2022 | D |  |
| Jake     | Vannada    | AE Classified Campus Supv                | 11/17/2016 | D |  |
| Kristen  | Vannada    | AE Behavioral Intervention               | 08/02/2021 | D |  |
| Steven   | Wallace    | AE Teacher HUB/JAG                       | 08/12/2013 | D |  |
| Morgan   | Warbington | CS Program Advisor                       | 02/22/2022 | S |  |
| Amanda   | Ward       | EC Speech Pathologist                    | 11/07/2022 | D |  |
| Jessica  | Ward       | AE Instructional Interven                | 10/06/2022 | D |  |
| Jeffrey  | Warden     | AE Dist Director/Tech Cor                | 08/01/2017 | D |  |
| Jennifer | Warden     | AE Behavioral Intervention               | 08/02/2021 | D |  |
| Desmond  | Warren     | AE Classroom Instructor                  | 10/06/2022 | D |  |
| Juliette | Watson     | AE Classified Campus Supv                | 10/04/2022 | D |  |
| Beverly  | Webb       | AE Teacher                               | 08/09/2021 | D |  |
| Rachel   | Wells      | AE Instructional Interven                | 11/11/2005 | D |  |
| Tiffany  | Wells      | AE Instructional Interven                | 03/03/2020 | D |  |
| Scott    | Whitwam    | AE Teacher HUB/JAG                       | 08/06/2018 | D |  |

|           |             |                           |            |   |  |
|-----------|-------------|---------------------------|------------|---|--|
| Terra     | Whitworth   | DT Facilitator            | 08/15/2022 | D |  |
| Christmas | Wilbur      | AE Teacher                | 08/02/2021 | D |  |
| Digna     | Wilkie      | VA Teacher                | 08/12/2020 | D |  |
| Brittney  | Williams    | AE Instructional Interven | 08/02/2021 | D |  |
| Phronda   | Williams    | AE Classroom Instructor   | 01/18/2022 | D |  |
| Byron     | Winn        | AE Classroom Instructor   | 01/20/2023 | D |  |
| Van       | Witherspoon | AE Classified Campus Supv | 08/09/2016 | D |  |
| Eugene    | Woodburn    | AE Teacher HUB/JAG        | 08/08/2016 | D |  |
| Steve     | Wren        | AE Teacher HUB/JAG        | 08/03/2020 | D |  |
| Sarah     | Wright      | AE Instructional Interven | 08/02/2021 | D |  |

### III. TEACHER CENTER

Please attach a list of all inservice training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (\*) beside those which provided curriculum assistance. Include a cumulative total of participants. [Click here to access.](#)

A.

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

Approximate the number of titles in media center:

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

How many districts participate in the media program?

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

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

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

Please describe: \_\_\_\_\_

Does the co-op operate a “make-and-take” center for teachers? YES [ X ] NO [ ] If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once). A Teacher Center is available for teacher use in an open

environment at our co-op. Teachers may access materials during regular co-op hours without formally signing in so there are no records of usage.

#### IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- Administrators and Local Board Members Training
- Annual Needs Assessment / Planning Assistance
- Assessment Data Analysis
- Bookkeeping assistance
- Business Management training
- Computer Technician
- Cooperative Purchasing
- CTE Coordinations / Perkins Consortium Administration
- Curriculum Support
- E-Rate Applications
- ESC Works Support
- Evaluation Procedures Assistance
- Fingerprinting
- Gifted and Talented assistance
- Grant writing assistance
- Instructional Facilitator Training
- Instructional Leadership & Learning Specialist
- Math/Science/Literacy/GT/Computer Science/Behavior Specialists
- Migrant program
- Novice Teacher Mentoring
- Numerous professional development opportunities for teachers
- Planning assistance
- Praxis Support
- Printing
- Special Education Services
- Technology Training
- Other (please specify)
- Facilities Coordination

#### V. DIRECT SERVICES TO STUDENTS

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

- Gifted/talented programs: 26 participating districts
  - Quiz Bowl
  - Spelling Bee
  - Chess Tournament
- Coding Competition
- Itinerant teachers – please list areas: Early Childhood
- Occupational therapy and physical therapy
- Speech therapist
- Transition Assistance
- Digital Instruction (Ex. MySchoolInfo, Ar iTunes, etc.)
- Other (Please specify):
- Nursing Services
- ALE / Hub

## VI. ANECDOTAL REPORTS

*Please attach three or four descriptions of activities that demonstrate partnerships, agreements, or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.*

### **Registered Apprenticeship**

Arch Ford has partnered with the Department of Education to implement the registered apprenticeship in two districts this year. Both Heber Springs School District and South Side Bee Branch had paraprofessionals who were in an educator preparation program that participated in the registered apprenticeship. As part of the program, these apprentices were able to complete job-embedded activities under the direction of their journeyworker (mentor teacher), who was trained in the NIET Lead Teacher pathway. The apprentices and journeyworkers spent countless hours working together to grow the apprentices in the area of teaching by planning lessons, providing feedback, and working with students. Because of this partnership, both apprentices are on track to be hired as teachers in their districts, thus enlarging the teacher pipeline for rural districts.

### **Professional Learning Communities: Boardroom to Classroom**

In support of the DESE's PLC Initiative, the Arch Ford Guiding Coalition has been participating in the Boardroom to Classroom training sessions monthly with Janel Keating from Solution Tree. As part of this process, Janel Keating guided educators in developing successful districtwide professional learning communities to ensure high levels of learning for every student. High-performing districts develop when collaborative teams at every level align their concepts, practices, and vocabulary. Aligning this work is a top-down, bottom-up cyclical process, starting with the district level and ending with collaborative teacher teams. This session provided district and school leaders with the tools and strategies needed to create a districtwide culture of continuous improvement. Co-ops are an integral part of this work and have been supporting districts involved in these sessions through Specialist support, and working with administrators who are implementing PLC processes.

To continue this work that was started in 2022, several changes were made this year. Jacob Sisson was moved from his role as a math specialist into the new role of PLC Support Specialist. In this role, he led the work with superintendents, district and building leaders, and teachers to help them implement PLC processes and analyze data. This work has helped Arch Ford to align with the requirements of LEARNS in the areas of superintendent targets, math and literacy interventions, as well as helping districts develop systems of support for ongoing data analysis.

## **Communities of Practice and HQIM Support**

This year the CoP grant has funded a series of leadership sessions for principals, curriculum leaders, instructional facilitators, and lead teachers to help them understand how to effectively utilize HQIM in their schools in both English Language Arts and Math. Sessions were held both virtually and in person, and included onsite support for those leaders requesting it. Visits have included classroom walkthroughs, high-quality professional learning focused on what to look for in classrooms, and digging deeper into the programs and materials. Arch Ford selected two vendors from the approved Rivet list to conduct this work in the region, including Kids First and the Bailey Group and purchased over 100 days of support for leaders in our districts.

As part of this work, Arch Ford specialists have also received training and been providing training for our local Educator Prep Programs, including Arkansas Tech and UCA. This training has focused on ensuring that novice teachers are exposed to the HQIM most often used in our area, understand the importance of utilizing their HQIM, and how to use the resources. By preparing our future teachers in this area, we are impacting their classrooms for years to come!

## **Virtual Arkansas: Arkansas Military Service and Security Pathway Development**

During the 2023-2024 school year, Virtual Arkansas partnered with the Arkansas National Guard and the Division of Career and Technical Education to plan and create standards for a new military CTE pathway to be made available to students throughout the state. After obtaining approval, Virtual Arkansas began the design and development of the Level I course, National Military Service and Security, which will be available for student enrollments in the Fall of 2024.

## **Virtual Arkansas: 5th Grade Geography Course Curriculum at no Cost**

In support of the new social studies curriculum standards, Virtual Arkansas created the complete curriculum for 5th grade World Geography in digital format to be made available at no cost to schools and teachers around the state. Virtual Arkansas was made aware that there were limited curriculum resources available to support the development of this new course and utilized the expertise of the Virtual Arkansas design and development department to spearhead this project to ensure a high quality course was available to local teachers.

**Virtual Arkansas: Water Safety and Breast Feeding Lessons to Meet Legislative Requirements**

Arkansas Act 723 requires the provision of breastfeeding information in health courses, and Arkansas Act 101 requires the provision of water safety information to parents and guardians. In support of these requirements, Virtual Arkansas designed and developed a breastfeeding microcourse and a water safety lesson that has been made available at no cost to schools, students, and the general public.

**VII. EMPLOYMENT POLICIES AND PRACTICES**

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

**NEW HIRES EMPLOYED, 2023-2024 SCHOOL YEAR:**

|            | White | African American | Hispanic | Asian | 2 or More races |           |
|------------|-------|------------------|----------|-------|-----------------|-----------|
| Male, FT   | 6     | 2                | 0        | 0     | 0               | 8         |
| Male, PT   | 11    | 0                | 0        | 0     | 1               | 12        |
|            |       |                  |          |       |                 | <b>20</b> |
| Female, FT | 18    | 1                | 1        | 0     | 0               | 20        |
| Female, PT | 25    | 1                | 0        | 0     | 0               | 26        |
|            |       |                  |          |       |                 | <b>46</b> |

**TERMINATIONS/RESIGNATIONS, 2023-24 SCHOOL YEAR:**

|            | White | African American | Hispanic | Asian | 2 or More races |           |
|------------|-------|------------------|----------|-------|-----------------|-----------|
| Male, FT   | 4     | 0                | 0        | 0     | 0               | 4         |
| Male, PT   | 4     | 0                | 1        | 0     | 0               | 5         |
|            |       |                  |          |       |                 | <b>9</b>  |
| Female, FT | 14    | 1                | 0        | 0     | 0               | 15        |
| Female, PT | 4     | 0                | 0        | 0     | 0               | 4         |
|            |       |                  |          |       |                 | <b>19</b> |

\*Does not include resignations/retirements effective at the end of FY24, report is published prior to this date

**SEEKING EMPLOYMENT FOR 2023-24 SCHOOL YEAR:**

|        | White | African American | American Indian | 2 or More Races | Decline to Answer |    |
|--------|-------|------------------|-----------------|-----------------|-------------------|----|
| Male   | 7     | 1                | 0               | 0               | 3                 | 11 |
| Female | 27    | 2                | 1               | 2               | 0                 | 32 |
|        |       |                  |                 |                 |                   | 43 |

\*Seeking employment numbers based on BambooHR job postings from March 2023-May 2024

## PROGRAM REPORTS

**PROGRAM:** Accounting

**FUNDING SOURCE:** Base, District, Federal Grants, State Grants

**COMPETITIVE GRANT:** Yes  No

**RESTRICTED:** Yes  No

**PARTICIPATING DISTRICTS:** Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

**PERSONNEL:** Stephanie Atkinson, Business Manager, BSE  
Amanda Linn, Accounts Payable, High School Diploma  
Shelly Davis, Business Office Assistant

**GOAL:**

- To provide financial support to all programs and participating districts of the Cooperative

[Click here](#) for the Financial Board Report Ending FY24.



**PROGRAM:** Arch Ford Non-Traditional Learning

**FUNDING SOURCE:** Participating Districts

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

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

**PARTICIPATING DISTRICTS:** Benton, Conway, Dover, East End, eStem, Guy Perkin, Heber Springs, Hector, Jacksonville North Pulaski, Little Rock, Mayflower, Mt. Vernon, Nemo Vista, North Little Rock, Perryville, Pine Bluff, Pottsville, Pulaski County, Rosebud, Shirley, South Conway County, South Side Bee Branch, Vilonia, Westside, Wonderview

**PERSONNEL:**

|                    |  |
|--------------------|--|
| ADKINS, ERIKA      | Certified Teacher                          |
| BARR, DIANA        | Certified Teacher                          |
| BIEHSLICH, LEANN   | Certified Teacher                          |
| BOYLAND, JUMAANE   | Day Treatment Facilitator                  |
| BURGIN, PETER      | Behavioral Interventionist                 |
| BUTLER, MARCUS     | Day Treatment Facilitator                  |
| CHAPMAN, JESSICA   | Certified Teacher                          |
| COLE, SANDRA       | Certified Teacher                          |
| COUSSONS, JOHN     | Certified Teacher                          |
| DANIEL, REBECCA    | Certified Teacher                          |
| DAVENPORT, CODY    | Certified Teacher                          |
| DURYEA, ASHLEE     | Certified Teacher                          |
| FIELDS, LEON       | Certified Teacher                          |
| GARDENER, TYRENE   | Certified Teacher                          |
| GARRETT, MATTHEW   | Certified Teacher                          |
| GRAY, CHRISTINA    | Certified Teacher                          |
| GREEN, BEVERLY     | Certified Teacher                          |
| GREESON, ROBERT    | Certified Admin. Campus Supervisor         |
| GRIFFIN, KRISTEN   | Certified Teacher                          |
| HARALSON, BOBBI    | Certified Teacher                          |
| HART, JEFF         | Regional Program Director                  |
| HOFFORD, CASSIE    | Certified Teacher                          |
| HOOD, TYRELL       | Certified Teacher                          |
| HOWELL, AMANDA     | Certified Teacher                          |
| JONES, IRA         | Classified Campus Supervisor               |
| JOYNER, ANGELEA    | Behavioral Interventionist                 |
| KETCHERSIDE, DANNY | Certified Admin. Campus Supervisor         |
| KRIESEL, TIM       | Behavioral Interventionist                 |
| LABAT, BRANDON     | Classified Campus Supervisor               |
| LANE, JESSICA      | Certified Teacher                          |
| LOVE, ADRIAN       | Assistant to DT Special Program Supervisor |
| MARLOW, RAFAEL D.  | Director of Non-Traditional Learning       |

|                     |  |
|---------------------|--|
| MARTIN, JASON       | Certified Admin. Campus Supervisor       |
| MILLER, JENNIFER    | Day Treatment Special Program Supervisor |
| MOONEY-WADE, TONIKA | Behavioral Interventionist               |
| NOLAN, WILLIAM      | Certified Admin. Campus Supervisor       |
| PACE, JOHN          | Certified Admin. Campus Supervisor       |
| PEARCE, HAYDEN      | Certified Teacher                        |
| PERRY, MANDOLYNN    | Behavioral Interventionist               |
| PHIFER, GWAN        | Behavioral Interventionist               |
| POOR, RACHEL        | Certified Teacher                        |
| PRICE, KAREN        | Certified Teacher                        |
| REID, SUSAN         | Certified Teacher                        |
| RICE, ASHLEY        | Behavioral Interventionist               |
| ROGERS, JODY        | Certified Teacher                        |
| SCOTT, BORIS        | Behavioral Interventionist               |
| SEXTON, KIMBERLY    | Certified Teacher                        |
| SHAW, KRISTY        | Certified Teacher                        |
| SOREY, LAURA        | Certified Teacher                        |
| TOLLIVER, DESHANNON | Quality Assurance Specialist             |
| TRUSTY, HEATHER     | Certified Teacher                        |
| TRUSTY, NICK        | Regional Program Director                |
| WEBB, THOMAS        | Certified Teacher                        |
| WEINDEL, JOY        | K-6 Curriculum Lead/Behavior Lead        |
| WHITLEY, HEATHER    | Behavioral Interventionist               |
| WILSON, LOVAIL      | Certified Teacher                        |

**PROGRAM SUMMARY:**

The Division of Alternative Learning Services Statewide Alternative Learning Centers, Hub Programs, and Day Treatment Centers provide intervention services to students from participating districts referred to the programs who are in need of a non-traditional route to their education, who exhibit the qualifying characteristics to be considered as at-risk. The Hub Programs provide career-focused services to students who are recommended to participate in JAG (Jobs for Arkansas Graduates) and indicate the need for a flexible schedule to enable students to enter the workforce and/or participate in career- centers. The Day Treatment Centers partner with a mental health agency to provide education services to students recommended by their sending districts.

**GOALS:**

- To provide intervention services to at-risk students who are referred by districts to qualify for an alternative learning setting
- To provide a non-punitive educational setting for at-risk students to help them overcome or eliminate barriers to success in traditional settings
- To provide access to mental health access for all students and families
- To provide smaller class sizes to support at-risk students' needs

- To promote an instructional delivery methodology using high-yield strategies utilizing synchronous instruction
- To customize an approach by developing and implementing student action plans that are tailored to meet/exceed the goals set for each participating student
- To transition eligible students back to their sending districts who have overcome or eliminated the barriers that contributed to being referred to the alternative learning setting

**MAJOR HIGHLIGHTS OF 2023-2024:**

- Conway HUB had two students receive State Diamond Student awards (2 of 10 given).
- Crossroads at Quitman receive 2 state awards as well as transitioned 2 seniors who are graduating.
- River Valley AE expanded to include the old Atkins campus and has excelled with student transitions and academic progress.
- Conway AE established a program for HS students to mentor elementary students.
- Conway AE established an advisory committee to help improve rules, policies and efficacy of the Conway AE programs.

**STUDENT IMPACT DATA FROM 23-24:**

- Vilonia/Conway HUB graduated 98% of senior class.
- ALE Graduated 96% of seniors program wide.
- HUB/AE assisted students in recovering over 100+ credits.
- AE JAG program helps increase students enrolling in post secondary education certifications.
- STAR Reading/Math scores grew significantly for K-4 students ranging from .5 to over 3 grade level increase.
- STAR Reading scores at Conway 9-12 improved 75% since January.

**PROGRAM:** Arch Ford Principal Prep Program

**FUNDING SOURCE:** Staff Development

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

**RESTRICTED FUNDING**\_\_\_ **NON-RESTRICTED FUNDING**x\_\_\_

**PARTICIPATING DISTRICTS:** Opportunity for recommendations for participation from all districts in the region

**PERSONNEL:** Julie Workman, Ed.D.  
Karen Norton, Ed.D.

**PROGRAM SUMMARY:**

Due to the anticipated need for additional building level administrators in the region in the near future and at the request of region superintendents, Arch Ford has continued to implement the Principal Prep Program for educators. Participants must be within 2 semesters of completion of a program of study in Educational Administration/Supervision. Region superintendents were given opportunity for input in the program design and intended outcomes. Superintendents from the Arch Ford region, principals from the region, Arch Ford Behavior Specialists and Co-op staff with backgrounds in administration facilitated the sessions. Sessions were held from September - March. Participation in this program is voluntary with superintendent recommendation. The AFPPP was created and continues to support aspiring administrators to become effective instructional leaders.

**GOALS:** The Principal Prep Program provides:

- Awareness of and ability to put into words through conversation what being an instructional leader looks like and sounds like and confidence to carry it through.
- Network of resources for support- includes people, programs, & other resources.
- Knowledge of how to develop culture in the school and build leadership capacity in others; shared/distributed leadership through well-developed PLCs.
- Knowledge of TESS and how to leverage TESS data for developing individual and school wide goals and providing individual and school wide professional development
- Understanding of the importance of the science of reading being demonstrated in all classrooms
- How to look at data on LEA Insights, including teacher value-added measures
- Basic understanding of school finance at the building level
- Knowledge and skill at building resumes and interviewing for building level positions

**MAJOR HIGHLIGHTS OF 2023-24:**

- This group had the opportunity to visit a local school district as part of their training. The district allowed participants to observe in a variety of classrooms to practice scripting for observations via the Danielson framework.

- A panel of superintendents held mock interviews to help participants hone their interview skills.

**IMPACT DATA FOR 23-24:**

- Currently, 3 participants from this year's AFPPP have been hired as an administrator for the 24-25 school year.

[Arch Ford Principal Prep Program Overview and Dates](#)

**PROGRAM:** Behavior Support Specialists

**FUNDING SOURCE:** Federal-Part B

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

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

**PERSONNEL:**

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

Behavior Support Specialists:

- Shana Bailey, M.S.
- Jennifer Brewer, Ed.S.
- Sandy Crawley, M.S.E
- Kelly Davis, M.Ed., BCBA
- Sonia Hartsfield M.Ed.
- Audrey Kengla, M.S., CCC-SLP
- Amanda Kirby, M.S.E.
- Kat Lancaster, M.A., CCC-SLP, BCBA
- Lindsey Lovelady, M.S., BCBA
- Allison Mears, LPC., BCBA
- Nicheyta Raino, M.Ed., BCBA
- Jenna Stapp, M.A.T.
- Connie Thomason, M.Ed., BCBA
- Mary Walter, Ed.S., SPS

**PARTICIPATING SCHOOLS: Statewide**

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

**BX3 PROJECT**

GOAL:

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

|   |   |
|---|---|
| <b>BX3 Cohort 3- Building level teams</b>                   |   |
| Alma Intermediate School<br>Asbell Elementary- Fayetteville | Horatio Elementary<br>Hurricane Creek Elementary - Bryant |

|   |   |
|---|---|
| Bald Knob High School<br>Bryant Elementary<br>Guy-Perkins Elementary<br>Happy Hollow Elementary- Fayetteville | McRae Elementary - Searcy<br>Mena Middle School<br>Mena High School<br>Oscar Hamilton Elementary - Foreman<br>Pottsville Jr High<br>University Heights Elementary - Nettleton |
|---|---|

| <b>BX3 Cohort 4 - Building level teams</b>  |  |
|---|--|
| Caddo Hills High School<br>Arkansas Arts Academy High School<br>Magnolia Middle School<br>Sidney Deener Elementary<br>Westside Elementary - Searcy<br>Southwest Middle School - Searcy<br>Ahlf Jr High - Searcy<br>Janie Darr Elementary - Rogers<br>Arkadelphia High School<br>Prairie Grove Elementary School<br>Lake Hamilton New Horizons -<br>Washington Elementary - Fayetteville<br>Lincoln Middle School<br>Cedarville Elementary<br>Glen Rose Elementary<br>Flippin Elementary<br>Beebe Elementary<br>Bob Folsom Elementary - Farmington<br>The Academies of West Memphis<br>Rector Elementary School<br>Westbrook Elementary - Harmony Grove<br>Bayyari Elementary - Springdale<br>North Heights Community School -<br>Texarkana<br>Beebe Middle School | Bearden Elementary<br>Trice Elementary - Texarkana<br>Benton Jr High<br>Elmdale Elementary-Springdale<br>Louise Durham Elementary- Mena<br>Manila Elementary<br>Lakeside Middle<br>Health, Wellness and Environmental<br>Studies- Jonesboro Public Schools<br>K-8 Connect - Springdale<br>LISA Academy- Rogers & Bentonville<br>Indian Hills Elementary - North Little Rock<br>Newport Elementary<br>East End Elementary<br>Lakeside Primary -<br>Oark Campus- Jasper<br>Allbritton Elementary- Hamburg<br>Earle High School<br>Perritt Primary School - Arkadelphia<br>Wonder Jr. High- West Memphis<br>College Hills Harmony Leadership<br>Academy- Texarkana<br>Lafayette County Elementary |

**PROGRAM SUMMARY:**

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

#### **MAJOR HIGHLIGHTS OF 2023-24:**

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

#### **CIRCUIT**

##### **GOAL:**

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



**PROGRAM SUMMARY:**

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

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

**MAJOR HIGHLIGHTS OF 2023-2024:**

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

**Professional Learning Opportunities****GOAL:**

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

**PROGRAM SUMMARY:**

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

**MAJOR HIGHLIGHTS OF 2023-2024:**

- Offered 24 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Offered over 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participants

**ADDITIONAL BSS HIGHLIGHTS OF 2023-2024:**

- Partnered with DESE to support THRIVE Leadership Academy Cohorts 3, 4, 5, 6, and 7 through June 30, 2024 to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on DESE Leadership Team for Arkansas THRIVE

- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Presented Positive Behavior Supports: A Variety of Options and FBA Overview at SEAS Conference
- Presented THRIVE Arkansas: Promoting Positive Behavior Supports, Mental Health and Wellness with DESE at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Inclusive Education ToT: Behavior with DESE-OSE
- Presented Overview of Arkansas BSS with DESE-OSE as part of New LEA Training
- 4 BSS attended the Southeastern School Behavioral Health Conference
- 1 BSS attended the Midwest Symposium for Leadership in Behavior Disorders
- 1 BSS attended the 18th Annual Thompson Center Autism Conference
- 1 BSS attended the LRP Institute Convention

**PROGRAM:** Career and Technical Education

**FUNDING SOURCE:** Division of Career and Technical Education and District allocations of Carl D. Perkins Federal Funds

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

**RESTRICTED FUNDING** X **NONRESTRICTED FUNDING** \_\_\_

**PERSONNEL:** Angie Zimmerman, CTE Coordinator, M.S.E.  
Micah Edwards, CTE Instructional Facilitator Specialist, M.S.E.

**Participating Districts:** 23

|                        |             |                     |
|------------------------|-------------|---------------------|
| Atkins                 | Clinton     | Danville            |
| Dardanelle             | Dover       | East End            |
| Greenbrier             | Guy-Perkins | Heber Springs       |
| Hector                 | Mayflower   | Mt.Vernon/Enola     |
| Nemo Vista             | Perryville  | Pottsville          |
| Quitman                | Shirley     | South Side          |
| South Conway County    | Two Rivers  | Western Yell County |
| West Side-Greers Ferry | Wonderview  |                     |

**PROGRAM SUMMARY:**

The Career and Technical Education Department has the responsibility to develop and coordinate the Carl D. Perkins Program. This includes proposal writing for consortium schools, managing the budget, and providing accountability information to the Division of Career and Technical Education. It is our goal to serve as a liaison between our member schools and the Career and Technical Education state staff in the collection of data; evaluation of programs; assistance to new instructors; and continuing staff development for all career and technical education instructors. Staff development includes such initiatives as; Best Practices in CTE, Student Motivation and Engagement, Meeting the Needs of All Learners, Classroom Management and Instructional Strategies in the CTE Classroom. The Career and Technical Education Department will continue to encourage the development, implementation, and improvement of Career and Technical Education Programs by supporting curriculum changes that move students along to current industry standards and purchasing equipment to teach the new-advanced technology.

**GOALS:**

- To provide Career and Technical Education instructors quality staff development to enhance student achievement

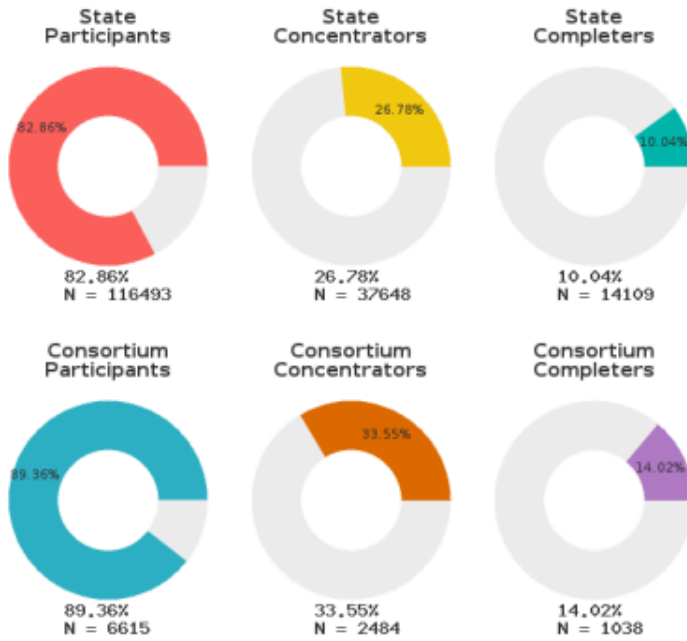
- To encourage the development and implementation of advanced technologies in the improvement of Career and Technical Education Programs.
- To serve as a liaison between the Division of Career and Technical Education and our Perkins Consortium members, providing up-to-date information and providing CTE accountability data for our member schools

### **Major Highlights and Student Impact Data of the 23-24 School Year:**

- Our Perkins consortium performed above the State targets on the following Perkins V Performance Indicators:
  - Four- Year Graduation Rate – +10.9%
  - Five- Year Extended Graduation Rate – +6.95%
  - Reading Language Arts - +19.11%
  - Mathematics - +19.34%
  - Science - +20.68%
  - Postsecondary Placement – +9.62%
  - Nontraditional Concentration - +27.51%
  - Industry Certifications - +46.09%
- Applied for New Program Start-up Grants for Atkins Commercial Photography, Dardanelle Work Based Learning, Greenbrier Digital Cinema, Heber Springs Digital Cinema, Morrilton Supply Chain and Logistics and Sports Medicine, and Pottsville Computer Science.
- Applied for and received a Perkins Innovation Grant in the amount of \$24,020.00 for 5 top of the line welders for Agriculture programs for Greenbrier High School.
- Applied for and received a Perkins NonTraditional Grant in the amount of \$20,000 for Women Welders for Pottsville High School.
- Obtained CTE Completer Data for 23 high schools and provided each Completer with a CTE Completer Certificate (958 CTE Completers)
- Provided professional development in the areas of Best Practices in the CTE Classroom, Instructional Strategies, Canva, Student Motivation and Engagement, Classroom Management, Agriculture Mechanics, CTE Novice Teacher, PLC in CTE, Technology Tools for CTE Instructors.
- 4 of our Family Consumer Science Programs qualified for FCCLA Nationals
- 6 of our Business Programs qualified for FBLA Nationals
- Prepared, budgeted and managed the Perkins Consortium with 23 member districts with a total allocation of \$445,750.94.

# 2023 CTE SUMMARY REPORT

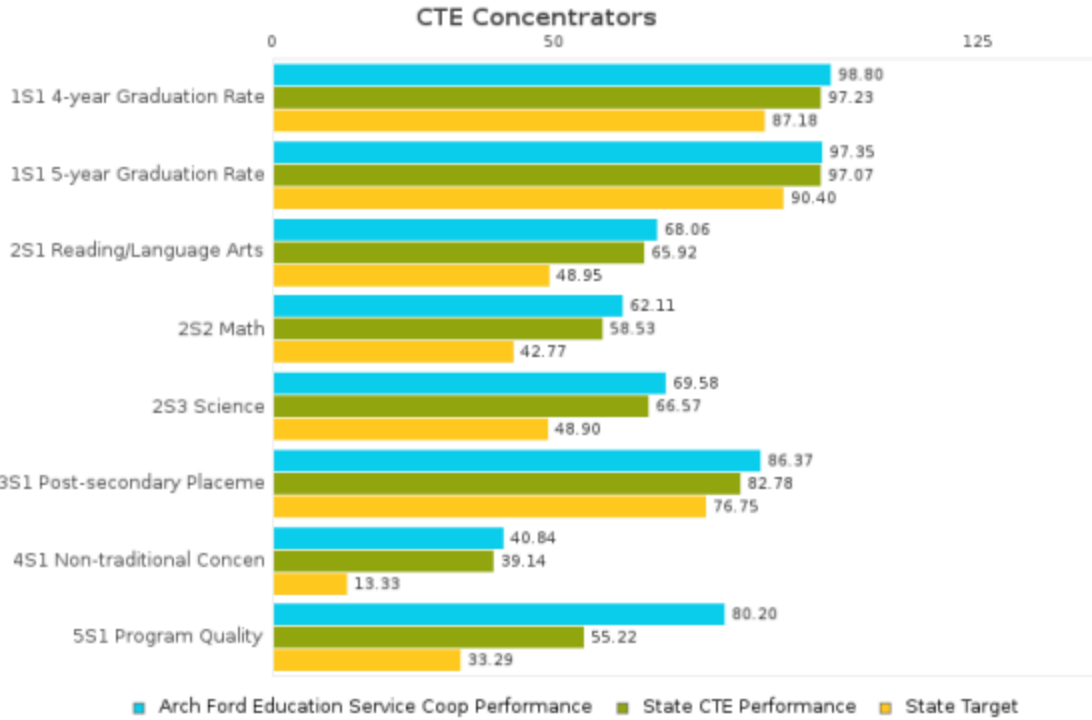
## ARCH FORD EDUCATION SERVICE COOP



A [comprehensive program report](#) is available for more detailed information on all performance measures.

Enrollment includes Grades 9-12 students.

# PERFORMANCE SCORES RELATIVE TO TARGETS



**PROGRAM:** Community Health Nurse and Promotion Specialists

**FUNDING SOURCE:** Arkansas Department of Health

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

**RESTRICTED FUNDING** \_\_\_\_\_ **NON-RESTRICTED FUNDING** X\_\_\_\_\_

**PARTICIPATING DISTRICTS:** ASB, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, Southside Bee Branch, Two Rivers, Vilonia, Westside Greers Ferry, Western Yell County, Wonderview. (\*Provided coverage to Guy Fenter ESC schools in the absence of GFESC CHNS)

**PERSONNEL:** Tracy Starks, RN BSE, Community Health Nurse Specialist  
(\*Note: The Northwest Community Health Promotion Specialists (2) also cover all counties in Arch Ford, OUR, Guy Fenter, and NWAR ESCs)

**PROGRAM SUMMARY:** Provide technical assistance and resources to schools and communities to promote, improve, and support the health of students, staff, and community members.

**GOALS:**

- Provide tobacco prevention and cessation technical assistance and training to districts and communities.
- Assist districts in adopting tobacco -free policies and implement prevention and cessation best practices.
- Provide injury prevention resources and training.
- Assist districts in adopting policies for promoting and implementing best practices for nutrition and physical activity.
- Provide resources and training in the areas of nutrition, physical activity, mental health and wellness, and other emerging health issues.
- Provide assistance and resources to assist districts to strengthen school wellness committees, while meeting state and federal mandates.
- Inform schools and communities of health issues and current public health policy.
- Certify school nurses and conduct mandated health screenings
- Provide school nurses with professional continued education related to school health.
- Inform schools and communities of school health resources, available training, and grant opportunities.
- Promote research-based, best practice comprehensive health education curriculum to school nurses and school staff.

- Provide presentations for students, staff and community members regarding health, tobacco, obesity prevention, injury prevention and related health issues.
- Provide information about health care resources.

### **MAJOR HIGHLIGHTS and IMPACT DATA OF 2023-2024**

- Provided mandated training in the required area of professional development hours of Suicide Prevention and Mental Health, including Youth Mental Health First Aid, QPR and Youth Suicide Prevention Education, and Resiliency Programs for educators, administrators, counselors, nurses, SROs, and ancillary staff reaching 243 staff from Arch Ford Schools.
- Collaborated with the Criminal Justice Institute and State Drug Director's office to provide Naloxone kits for all public access AEDs in all high schools and junior high schools, and provided training for nurses and SROs related to this for compliance with Act 811. Provided over 50 middle, junior and high schools with naloxone kits through this collaboration.
- Provided health related presentations to over 6500 students in Arch Ford Districts.
- Provided oral health education, including toothbrushes and toothpaste, to over 3000 students in Arch Ford Schools.
- Offered state mandated and continuing education training to 98 school nurses. Provided required trainings and technical assistance for 16 new school nurses.
- Assisted with on-site school mass flu clinics at Arch Ford schools providing flu vaccines to over 275 students and staff.
- Provided CPR to over 70 school nurses and staff and 145 students.
- Collaborated with the ALE HUB program to provide Opioid and Naloxone rescue education training for staff, along with assisting place AEDs on the ALE stand alone campuses.
- Collaborated with Arkansas Children's Hospital to host monthly professional development for nurses and staff around health topics.
- Collaborated with the Arkansas Dept of Health Injury and Violence Prevention office to provide training and resources in the area of opioid prevention and emergency rescue efforts for schools and communities.
- Certified in Youth Mental Health First Aid, QPR Suicide Prevention Education, Resiliency for All, NOT and In-depth Tobacco Cessation Programs, Poverty Coaching, CPR/First Aid, and Early Childhood Brush Curriculum training to offer professional development and resources for Arch Ford districts.
- Provided resources for administration and teachers in the areas of mental health, tobacco cessation, suicide prevention and crisis followup, opioid awareness, addiction, and eating disorders education.
- Provided technical assistance and resources to all districts in the Arch Ford (and Guy Fenter) Educational Cooperative(s) related to health needs, implementation of health related mandates, and student specific assistance.



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

**Participating Districts: Statewide**

---

**Personnel:**

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

---

**Goals:**

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

**1. Standards, Curriculum, and Pathways** - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

**2. Educator Development and Training** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and

informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

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

---

### **Program Summary:**

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

### **Vision**

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

### **Mission**

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

**PD Offered:**

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

**Conferences Presented at:**

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

**Events/Committees/Projects Assisted with:**

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2023

- CS Education Week Activities December 2023
  - Solar Eclipse Data Hunt - January-April 2024
  - TSA State Conference – March 2024
  - Support of Robotics Competitions (VEX, FIRST) March 2024
  - Great Arkansas History Video Game Coding Competition March 2024
  - Allstate Coding Competition April 2024
- 

### **Major Highlights of the Year:**

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

### **ONGOING SUPPORT:**

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

**PROGRAM:** Consolidated Purchasing Services

**FUNDING SOURCE:** Base Fund: Local-Pass through participating districts

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

**RESTRICTED** \_\_\_ **NON-RESTRICTED** X

**PARTICIPATING DISTRICTS:**

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, S. Conway County, South Side, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell Co., Wonderview. All other schools in Arkansas are eligible, with most participating. Several other states also participate, including: Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Mississippi, Missouri, Tennessee, Texas, Washington and Wisconsin. (250+ Districts in all)

|                                 |  |
|---------------------------------|--|
| <b>PERSONNEL:</b> Tricia Miller | Purchasing Supervisor- Associate Degree/Business     |
| Scottie Jo Johnson              | Assistant Purchasing Supervisor- High School Diploma |
| Robert Williams                 | Delivery- BSE Degree/ Elementary                     |
| David Russell                   | Delivery Manager- High School Diploma                |
| Lori Thone                      | Warehouse Manager- BSE Degree/ Mathematics           |

**GOAL:**

- To assist large and small school districts in increasing their purchasing power.
- To make the purchasing program accessible to all educators.
- To maintain warehouse inventory for purchases throughout the year.
- To assist schools in getting supplies in a timely manner.
- To continually increase buying power to provide schools with lowest possible prices year round.
- To provide easy shopping, either by fax, on-line or in-house.
- To provide superior delivery services other than common carriers

**PROGRAM SUMMARY:**

The Arch Ford Education Cooperative Purchasing Department was established in 1985 when 30 school districts pooled their resources in order to bid for quantity discounts on a few items. While consolidated purchasing is no longer a new concept, Arch Ford paved the way for Arkansas schools to reap the benefits of cooperative purchasing. Not only does this help in the area of monetary savings, but it also maintains the schools compliance with Arkansas

Bid Laws. Entire warehouse inventory is competitively bid, which allows smaller schools without purchasing personnel to benefit from quantity based pricing.

Another advantage afforded to Arch Ford cooperative schools is free delivery. The purchasing department has scheduled deliveries at least twice a month to cooperative schools. The Arch Ford delivery staff is glad to take the supplies to any location within the school instead of dropping it at the front door like most common carriers.

The Purchasing Department has over 28,000 square feet of inventory storage space. This has allowed inventory expansion and the introduction of new products as they become available and requested. Given the current market on copy paper, this amount of space allows the purchase of enough paper, approximately 8400 cases, to provide Arch Ford cooperative schools with paper at a level price throughout the year. In addition, the Purchasing Department will deliver whatever amount of paper a facility is physically capable of storing, eliminating the schools' need for excess storage areas.

### **Major Department Highlights for 2023-2024**

Updated catalog to include pictures, and sent letters about the addition and how to navigate the catalog to place an online order.

We offer curbside pickup for supplies.

Purchasing department delivers to schools, churches, and other non profits free of charge

Arch Ford Purchasing carries school, office, custodial and paper supplies.

The Purchasing Department supports schools in a variety of ways, including:

- Monetary savings on items ranging from 20% to 50%
- Will pack individual teacher orders or bulk campus orders.
- Will invoice orders to the district's specifications, either one "bulk" invoice and total, or individual invoices by teacher. This allows bookkeepers to monitor the individual teacher accounts more efficiently.
- Competitively bid all inventory annually to maintain compliance with Arkansas Bid Laws.
- All Back-to-School orders delivered before the first day of school
- Service continued to districts during the Covid 19 era.
- Eclipse glasses were made available for school districts to purchase.

**PROGRAM:** Cooperative Print Shop

**FUNDING SOURCE:** Base Funds/Local Purchase of Services

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

**RESTRICTED FUNDING**\_\_\_\_ **NON-RESTRICTED FUNDING** X

**PARTICIPATING DISTRICTS:** Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Hector, Heber Springs, Mayflower, Mount Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side Bee Branch, Two Rivers, Vilonia, Westside Greers Ferry, Western Yell County, Wonderview.

**PERSONNEL:** Mary Earnhart - Print Shop Manager  
Dean Trautman - Print Shop Assistant

**GOAL:**

To equip the print shop with the latest printing technology and machinery available in order to provide more timely and cost effective printed materials for our school districts.

**PROGRAM SUMMARY:**

Arch Ford Education Print Shop provides cost efficient printing for education-based organizations within and outside the Arch Ford Cooperative region.

**MAJOR HIGHLIGHTS OF 2023-2024:**

- Printed and laminated thousands of pieces of educational learning materials.
- Printed Math and ELA spiral bound student workbooks.
- Printed and laminated numerous posters for classrooms, hallways and tournaments.
- Printed programs for Basketball, Baseball and Softball tournaments
- Upgraded several machines and added a wide format vinyl cutter.
- Printed handbooks and had them ready before the first day of school.
- Design and print special orders according to the customers needs.
- Fast and efficient turnaround times.

**PROGRAM:** Digital Learning – Virtual Arkansas (2023-2024 Academic Year)

**FUNDING SOURCE:** ADE Grant – Act

**COMPETITIVE GRANT:** No

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

**PARTICIPATING ARCH FORD EDUCATION SERVICE COOPERATIVE DISTRICTS:**

| Districts                        | Served (Yes or No) |
|----------------------------------|--------------------|
| ARK. SCHOOL FOR THE BLIND        | Yes                |
| ATKINS SCHOOL DISTRICT           | Yes                |
| CLINTON SCHOOL DISTRICT          | Yes                |
| CONWAY SCHOOL DISTRICT           | Yes                |
| DANVILLE SCHOOL DISTRICT         | Yes                |
| DARDANELLE SCHOOL DISTRICT       | Yes                |
| DOVER SCHOOL DISTRICT            | Yes                |
| EAST END SCHOOL DISTRICT         | Yes                |
| GREENBRIER SCHOOL DISTRICT       | Yes                |
| GUY-PERKINS SCHOOL DISTRICT      | Yes                |
| HEBER SPRINGS SCHOOL DISTRICT    | No                 |
| HECTOR SCHOOL DISTRICT           | Yes                |
| MAYFLOWER SCHOOL DISTRICT        | Yes                |
| MT. VERNON/ENOLA SCHOOL DISTRICT | Yes                |



|                                     |     |
|-------------------------------------|-----|
| NEMO VISTA SCHOOL DISTRICT          | Yes |
| PERRYVILLE SCHOOL DISTRICT          | Yes |
| POTTSVILLE SCHOOL DISTRICT          | Yes |
| QUITMAN SCHOOL DISTRICT             | Yes |
| RUSSELLVILLE SCHOOL DISTRICT        | Yes |
| SHIRLEY SCHOOL DISTRICT             | Yes |
| SOUTH CONWAY COUNTY SCHOOL DISTRICT | Yes |
| SOUTH SIDE SCH DIST(VANBUREN)       | Yes |
| TWO RIVERS SCHOOL DISTRICT          | Yes |
| VILONIA SCHOOL DISTRICT             | Yes |
| WEST SIDE SCHOOL DIST (CLEBURNE)    | Yes |
| WESTERN YELL CO. SCHOOL DIST.       | Yes |
| WONDERVIEW SCHOOL DISTRICT          | Yes |

**CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:**

John Ashworth: Virtual Arkansas Executive Director; EdS, MS, BS

Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; Ed.D, MSE, BSE

Mindy Looney: Virtual Arkansas Interim Director of Operations; BS, MBA

Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS

Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS

Jason Bohler: Core Campus Principal; MA, BA

Tye Bibby: Concurrent Credit Campus Principal; MS, BA

Christie Lewis: CTE Campus Director; BBA, MS

Dr. Nic Mounts: Off-Campus and Fully Online Program Principal; Ed.D, MS, BS

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

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

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

**GOALS:**

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

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

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

| Goals  | 2023-2024 Results  |
|--|--|
| Help Address the Arkansas Teacher Shortage                         | <ul style="list-style-type: none"><li>- VA made courses available in all critical academic licensure shortage areas</li><li>- VA provided access to 107 full-time Arkansas-certified teachers for local schools</li></ul>  |
| Provide a Wide Range of Courses for Arkansas Students              | <ul style="list-style-type: none"><li>- VA provided access to 214 total courses; 151 courses with a VA teacher</li><li>- These courses provided opportunities to 33,977 Content + Teacher enrollments and 7,506 Content Partnership enrollments</li></ul>  |
| Ensure Educational Options for Economically Disadvantaged Students | <ul style="list-style-type: none"><li>- VA courses were made available to all high-poverty districts and were utilized by 95% of all Arkansas school districts with a 70% or higher FRL population</li><li>- VA offered preferred automatic concurrent credit registration 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</li></ul> |

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

**PROGRAM SUMMARY:**

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

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

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

Virtual Arkansas is comprised of five campuses:

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

**Major Highlights of the 2023-2024 School Year - Virtual Arkansas**

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the third highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

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

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

- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

**PROGRAM: Director's Office/Administration**

**FUNDING SOURCE:** Base Funds

**RESTRICTED FUNDING** X **NON-RESTRICTED FUNDING** \_\_\_\_\_

**PERSONNEL:** Gregg Grant, Director, M.S.E. Ed.S.  
Stephanie Atkinson, Business Manager, B.S.  
Amanda Stewart-Linn, Accounts Payable  
Lindsay Davis, HR Coordinator, B.S.  
Ashley Pruitt, Facilities and Functions Coordinator, B.A.  
Shelly Davis, Business Office Assistant, M.S.

**PROGRAM SUMMARY:**

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, program changes, new programs, and routine daily management and operations. A primary responsibility centers upon his attending statewide meetings for the purpose of keeping the school boards and superintendents informed on matters relating to the legislative, state board, or other policy making bodies. He serves as liaison to the State Department of Education for member districts.

**FINANCES:**

The program funds are divided into State, Local, and Federal Programs. State and Local Programs are those programs that are either funded by state grants or revenue received from local school districts. Each program's funding operation is expected to support the program activities.

**PROGRAM:** Early Childhood Special Education

**FUNDING SOURCE:** Federal and State Grant / ADE

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

**RESTRICTED** X **NON-RESTRICTED** \_\_\_

**PARTICIPATING DISTRICTS:** Atkins, Clinton, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Shirley, South Conway County, South Side/Bee Branch, Two Rivers, Vilonia, Western Yell, Westside, Wonderview.

**PERSONNEL:**

Tina Rooks, Early Childhood Special Education Director (Ed. S)  
Beth Harness Early Childhood Assistant Special Education Director (M.S.E.)  
Jenifer Andrews, Early Childhood Special Education Teacher (M.S.E.)  
Mika Bennett, Early Childhood Special Education Teacher (M.S.E.)  
JoAnna Blocker, Early Childhood Behavior Specialist (M.S.E.)  
Melanie Brindley, Early Childhood Special Education Teacher (B.S.E.)  
Haley Copeland, Speech Pathologist (M.S. CCC-SLP)  
Sara Beth Briggler, Speech Pathologist (M.S. CCC-SLP)  
Melissa I. Freeman, Early Childhood Special Education Teacher (B.S.E.)  
Jackie Gardner, Early Childhood Special Education Teacher (M.S.E.)  
Leslie Harris, Speech Pathologist (M.S. CCC-SLP)  
Cassandra Jacqua, Early Childhood Special Education Teacher (B.S.E.)  
Tracy Jeane, Speech Pathologist (M.S. CCC-SLP)  
Brandi Lewis, Early Childhood Special Education Teacher (M.S.E.)  
Caylin McMoran, Early Childhood Special Education Teacher (M.S.E.)  
Jennifer Newton, Early Childhood Special Education Teacher (M.S.E.)  
Rhonda Nosal, Speech Pathologist (M.S. CCC-SLP)  
Lattie Richardson, Early Childhood Special Education Teacher (M.S.E.)  
Candi Russell, EC Finance Manager  
Jill Roberts, Early Childhood Special Education (M.S.E.)  
Rachel Sanders, Early Childhood Special Education Teacher (B.S.E.)  
Tara Stevenson, Speech Pathologist (M.S. CCC-SLP)  
Maegan Story, Early Childhood Special Education Teacher (B.S.E.)  
Amanda Williams, Para Professional (B.S.E.)  
LeAnne Waddle, EC Eschool/Medicaid Manager

**GOALS:**

- To identify children ages three to five in need of special education services through screenings and evaluations
- To provide developmentally appropriate special education services for identified preschool children ages three to five through an Individual Education Program
- To enhance teacher awareness of current best practices through high quality professional development
- To provide supports for child care providers in the delivery of services for children with special needs

**PROGRAM SUMMARY:**

The Arch Ford Early Childhood Program is a mandated special education preschool program for children with disabilities who are aged three to five. The services are offered in accordance with the Individuals with Disabilities Education Act on behalf of the local school districts.

A child may be eligible for special services if he/she is experiencing difficulties which interfere with normal development in the following areas: speech/language, vision, hearing, motor skills, behavioral/social skills or cognition/readiness skills. Services include screenings, evaluations, specialized preschool instruction, speech/language therapy, physical/occupational therapy and other appropriate services. Services are provided and delivered through a Free and Appropriate Public Education (FAPE) and are delivered in public school based classrooms, public or private preschools or daycares, Head Start centers, itinerantly at the local school building or through home based instruction when necessary. This delivery model allows for interaction with peers who are developing normally as well as coordination with other agencies,

Special Education due process procedures are followed for all children in the Early Childhood Program. The program is monitored by the Arkansas Department of Education, Special Education Division. The Program receives state and federal funding based on December 1 Child Count. There is no cost to the family for services, however, Medicaid and private insurance are billed when appropriate.

**Major Highlights of 2023-2024 School Year and Impact Data:**

- Provided early childhood special education services for over 677 preschoolers in the 2022-2023 school year, as our numbers continued to grow after the December 1 Child Count.
  - 371 Developmental Delay
  - 232 Speech Language Impairment
  - 0 Multiple Disabilities
  - 71 Autism
  - 0 Orthopedic Impairment
  - 2 Visual Impairment



- 3 Hearing Impairments
- 8 Other Health Impairments
- 2 Traumatic Brain Injury
- 14 Functional Behavior Analysis
- 18 Behavior Plan/Safety Plans
- 2 Threat Assessments
- 2 Suicide Risk Assessments
- Maintained interagency collaboration with
  - Head Start
  - Department of Human Services
  - Arkansas Better Chance
  - Child care providers
  - Related service providers
  - School districts continue building relationships
  - UAMS Institute for DigitalHealth and Innovation Brain Injury Program
  - Arkansas Brain Injury Support Program
  - Mental Health Pediatric UAMS Project Play Behavior Help'
  - DESE EC Special Education
  - Easter Seals Outreach
  - UALR Community-Based Parenting Program University of Arkansas Little Rock/MidSOUTH College of Business and Health & Human Services
  - UAMS Triple P Zoom Parenting Program
  - Basic Inclusion Project for EC Special Education Inclusive Practices
  - NCPMI Pyramid Model Behavior Support State Project

Stakeholders Collaborate with Behavior Specialist & Partnerships With EC Arch Ford to program individualize the Individual Education Plans for the 668 students with disabilities

- Amy Goddard, Amber Watson, Certified Traumatic Brain Injury Specialist/Trauma Rehabilitation Resources Program Institute for Digital Health & Innovation, UAMS
- Arisa Health Counseling Services for Mental Health
- Dr. Sheila Smith, Arkansas Behavior Support Specialist
- Estle Reeves, TeachTown Program, Meta Play Autism Curriculum
- Dianna Griffe, Easter Seals Outreach Programs
- Jamie Leigh Huett, Love your Brain Yoga/Mindfulness for students
- Angela Traweek, Friendship Community Services
- Brandi Mitchell, Mitzi Henderson, Connections Behavioral Health
- Amy Causey, Early Intervention 0-3 Division of Developmental Disabilities Services and Children Services, Early Childhood Child Care Licensure, TEFRA, Waiver
- Tosha Smith, Project Play UAMS
- Dr. Nikki Edge, Arkansas Infant Association Mental Health

- Dr. Chad Rogers, Arkansas Foundation for Medical Care
- Diana Vardy and Brenda k Reynolds, Welcome the Children Inclusive U of A
- Christine Linn, MYTE Trainer for Parents, UAMS
- Haley Shearer, School Based Mental Health, Easter Seals Outreach
- Fabiola E Amburgy, DESE EC Special Education Coordinator
- Cyndi Campbell, EC Behavior Support Specialist, Ozark Unlimited Education Cooperative
- Kate Garofas, EC Behavior Support Specialist, Northeast Education Cooperative
- Lindsey Burkett, EC Behavior Support Specialist, Arkansas River and Southeast Cooperative
- Becky Ballard EC Behavior Support Specialist, Guy Fenter Education Cooperative
- Cherly Green, EC Behavior Support Specialist Dequeen Mena Ed Coop
- Danita Pitts DESE EC State Special Education Coordinator
- Amy Goddard, DESE Arkansas Traumatic Brain Injury Support
- Alesa Lambert, DESE EC Special Education Coordinator

#### General EC Education Partnerships with EC Arch Ford

- Ted Beck, Behavior HELP, Arkansas Department of Human Service
- University of Arkansas Community College At Morrilton (UACCM) Advisory Board at Morrilton for ParaProfessional and Child Development Associate Degree
- UAMS Partnership with Welcome The Children with Vilonia and Greenbrier ABC Programs with inclusive practices and implementation
- Contracted with Arkansas Children's Hospital EARS program for direct Audiology Services to benefit children by providing hearing screenings and evaluations and purchased Welch Allyn Vision and Welch Allyn hearing machines to dial in on students for child find with suspected vision and hearing loss
- Partnered with Arkansas Early Childhood Association (AECA) to collaborate on autism, behavior, and trauma with Headstart on the state level to create a video about awareness.
- Trained early childhood and school age staff on Kindergarten transition procedures and conducted training and implemented child find law for all seven counties and districts along with coaching and live consultation.
- Partnership with DESE through inclusive grant Building Arkansas Strong Through Inclusive Classrooms (BASIC) Training and Coaching Project
- Partnered with DESE with Arkansas Traumatic Brain Injury Support for both early childhood and school age for seven counties served to serve students and families with resources and pd as well as consulting on traumatic brain injury.
- UALR Project with Triple P Program, Parenting, Positive, Program for families

## PROFESSIONAL DEVELOPMENT

The professional development has been provided to empower our internal staff as well as empower the school districts and families we serve.

Early Childhood Special Education professional development, wellness, mental health, behavior supports enhanced school improvement for all 26 districts within our cooperative region, EDIT centers, private childcare centers, faith based, etc who participate in our seven counties over 230 childcare facilities.

## MAJOR HIGHLIGHTS FOR 23-24:

- **PD 2023-2024:** A Needs Assessment was conducted to determine what support was needed for our families. A partnership with UALR Community-Based Parenting Program University of Arkansas Little Rock/MidSOUTH College of Business and Health & Human Services. Triple P Parenting Program was awarded as a grant to provide training and professional development to staff and families. The Triple P – Positive Parenting Program is one of the most effective evidence-based parenting programs in the world, backed up by more than 35 years of ongoing research. Triple P gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children’s behavior and prevent problems developing. Triple P is used in more than 30 countries and has been shown to work across cultures, socio-economic groups and in many different kinds of family structures. The behavior specialist was accredited as the trainer through the Triple P Program to facilitate training for the seven counties. All Early Childhood Special Education staff are trained through the seminars Triple P Program and series of trainings provided to general education teachers and families we serve. Bernie Freytag, author, artist: wellness day for professional development to highlight staff wellness, team building, Poverty Training provided by the Arkansas Health Department Nurses, Meta Play, STAR Profile , TeachTown Autism programming instruments
- **Brain Support Service:** Early Childhood Special Education department and Arkansas School Support for Traumatic Brain Injury DSES partnered to serve and assist Arch Ford student preK-12th grade. This partnership will provide brain support for the Arch Ford ESC web page, REAP Return to Learn program training, brain injury training, regional network, medical, community and school provider connection. This will support the students and the school districts in the Arch Ford region and educate and make aware the importance of brain health and brain healing. The brain support will serve all brain injuries mild, moderate to severe with the intent to return to learn with proper healing and adjustments.
- **NCPMI Pyramid Model Behavior Project:** DESE Pyramid Model project to build Arkansas EC Behavior Support services through training, coaching and provided national best practices using TPOT observation and Practice Based Coaching Strategies
- **BASIC Inclusive Project:** DESE Inclusive Practices Grant Building Arkansas Strong Through Inclusive Classrooms (BASIC) Training and Coaching Project provided

national best practices coaching and consulting training and coaching monthly to teach inclusion in a preschool setting in Heber Springs School District with partnering with EC Arch Ford Educational Service Cooperative to provide an inviting inclusive classroom and to provide leadership to continue growing the inclusion to all classrooms. This grant provided new and fresh ideas on how to teach classroom staff how to build functional routines and procedures and work for 100% success and growth for all students with providing therapy in inclusive settings and increasing both collaboration and consultation models. This grant has been expanded to Westside Greers Ferry School District, Vilonia School District, and Greenbrier School District. WE completed year 2 with Heber Springs. We completed year 1 with Greers Ferry, Vilonia, and Greenbrier School Districts.

- **Welcome the Children/Partners for Inclusive Communities (Partners) is Arkansas' University Center on Disabilities.** Welcome the Children partnership provided additional training with our Early Childhood Special Education team for Vilonia and Greenbrier school districts. We provided additional support in inclusive therapy, classroom strategies, cultural diversity, and enhancing communication in the classroom. The inclusive of all children with disabilities ratings were completed for the two school districts analyzed, program and strategies given to promote additional inclusion. Training for parents has been provided at Vilonia School District for both parents and ec staff on topics related to special education. Topics related to special education has been provided to Greenbrier School District ABC Programs.
- **Implemented Inclusive Practices Strategies in classrooms across the Cooperative** The Early Childhood Staff has implemented inclusive practices by developing collaborative partnerships with our classroom teachers to deliver our specialized preschool instruction and therapy within the Least Restrictive Environment of the classroom when it is appropriate. We have developed systems to document our student progress across their natural environments to include valuable input from their classroom teacher as well as their family. By incorporating their individualized needs and instruction into their classroom, our students are included in all classroom activities and are encouraged to carry over their learned skills into their natural environment.
- Arch Ford Early Childhood is leading statewide EC - Behavioral Support Specialist Team meetings with representatives from each cooperative and is collaborating with UAMS Project Play, A-State BehaviorHelp by meeting quarterly in different regions of the state for training.
- Autism resources provided to all school districts and teachers due to the number that has significantly increased in our Arch Ford region.
- EC SPED central website for services updated along with resources for families and mental health wellness updated on website. Categories to easily maneuver for families and school districts, child care centers, EDITS, etc. A central location for evidence based resources for Autism, Wellness, Positive Behavior Services, Reasons for Referral, etc.
- Suicide Crisis Threat Assessment Protocol discussed at the K Transition meetings to make school districts aware of the policy and procedures to immediately to meet the needs of the school districts and student needs.

- Our Behavior EC Special Education department creates a Safety Plan and provides a holistic behavioral approach to help the general educators, special education team, and school districts. A Behavior Intervention Plan and Functional Behavior Assessment is a requirement as a foundation for addressing the underlying issues or challenges that are leading to the unsafe behavior.
- Kindergarten Transition Coordination meeting for all school districts provided with training, scheduling, and instruction for due process procedures. Guest speakers to speak to showcase statewide service available for the students with disabilities
- ESY services are being provided for ec special education students that include speech , developmental, PT, and OT therapy for students that have regressed due to illness and 14 factors.
- EC Behavior Specialist provides the following presentations at the Arch Ford Campus Decrease Behavioral Challenges To Improve The Student's Overall Life Skills, Inclusive Practices University of Denver Strategies Morgridge College of Education, NCPMI Pyramid Model Behavior Support and Coaching, Love Your Brain Movement and Appropriate Behavioral Strategies to help the students and teachers co-regulate, Triple P Program: The Power of Positive Parenting, Raising Competent Confident Children, Raising Resilient Children, REAP/Return to Learn, Traumatic Brain Injury or Acquired Brain Injury: The Keys of Effective Adjustments Effective Instructional Strategies, and Supports for the Learner and School Districts
- Continued partnerships with University of Central Arkansas (UCA) and provided partnership for future speech pathologist graduates for speech pathology in Conway.
- EC Special Education Director served on the UACCM Advisory Board at Morrilton for ParaProfessional and Child Development Associate's Degree programs.
- Inclusive Practices were started nine years ago in the EC Special Ed Program in baby steps, and we have made great strides in coaching and providing a national inclusive practice model and will continue to grow in those practices.
- Purchased new laptops for all staff to improve efficiency for staff to be able to have technology with a fast processing speed to produce special education paperwork
- Updated to the latest SEAS Attain for all special education paperwork and will be implemented in training for new school year
- Purchased sound equipment and tv's to set up a space for ec special education to be able to conduct meetings by zoom for future plc trainings for all sites and for staff to collaborate with stakeholders.

**PROGRAM:**                     Gifted and Talented

**FUNDING SOURCE:** Local and State Grants from ADE

**PERSONNEL:** Candace Smith, Gifted and Talented Specialist, Advanced Placement Specialist; Holds District III Director position for AAGEA Board

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

**Participating Districts:**

Arkansas School for the Blind, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

**PROGRAM GOALS:**

- To deliver appropriate educational services to students in grades K-12 who possess talents and gifts evidenced by the interaction of above average intellectual ability, task commitment, motivation, and creative ability to help students realize their potential.
- To ensure the identification of gifted and talented students who possess high potential or ability and learning characteristics and educational needs which require qualitatively differentiated educational experiences and/or services in grades K-12.
- To ensure that G/T and AP teachers and Coordinators are provided with support and opportunities for professional growth.
- To provide administrative training for G/T Coordinators in instructional leadership.
- To offer technical assistance to G/T Teachers and Coordinators in areas of concern including curriculum, technology, and state standards for G/T education.
- To provide professional development to help schools meet the educational needs of gifted and talented students
- To be a liaison with the OGTAP/DESE, schools, parent and professional groups, public and private agencies, and to conduct public awareness and advocacy programs.
- To organize student activities that will benefit all students in cooperative area schools.
- To provide Advanced Placement information and training to AP and Pre-AP teachers and Advance Placement coordinators.

**PROGRAM SUMMARY:** Assistance is provided to local school district administrators and gifted and talented district coordinators and teachers through consulting and training services including meetings at the Co-op, visits to schools, and staff development in-service training. Supervision is provided to assure that services to students are delivered, school records are accurate, and school GT Action plans are in compliance. The specialist serves as the liaison with ADE/OGTAP office and works closely with the state AGATE (Arkansans for Gifted and Talented Education) and AAGEA (Arkansas Association of Gifted Educational Administrators) organizations to develop public awareness and student programs. The

Specialist provides professional learning opportunities to support the delivery of G/T services during the year including the following programs:

- DESE Required Secondary Course Content
- GT Coordinator Monthly Meetings
- AP Coordinator Training
- Quiz Bowl Coaches' Training
- Other training may include (as determined by district needs/requests):
  - Affective Needs of the Gifted
  - Differentiation
  - Gifted Identification
  - Curriculum writing
  - Poverty
  - Emotional Poverty (I & II)
  - Better Balance= Better Life
  - Trauma-Sensitive Classrooms
  - Growth Mindsets
  - Project-Based Learning
  - Social/Emotional Needs of the Gifted
  - Book Studies

**Major Highlights of 2023-2024:**

- G/T Coordinators met eight times this year for DESE updates and instructional leadership training. .
- Advanced Placement Coordinators met for DESE updates.
- Provided Secondary Course Content trainings to provide certification to teachers to ensure compliance for GT Rules and Regulations for many school districts.
- Attended fall AAGEA and AGATE Conferences.
- Specialist holds an elected position as AAGEA Board District III Director.
- Coop Specialist held a practice tournament, regional tournament, and final Elementary Quiz Bowl Tournaments.
- Shared information to G/T teachers via emails, texts, calls, Facebook page and through the GT Arch Ford website.
- Provided resources and support for G/T teachers in meeting the needs of secondary G/T students.
- Provided Zoom meetings to allow GT coordinators more one-on-one time to collaborate and strengthen their program and curriculum.
- Promoted Advanced Placement and Pre-Advanced Placement courses and program
- Held seven ACT Prep “Boot Camps” for secondary students and collecting data.
- Facilitated access to “On to College” ACT Prep Program for participating districts.
- Annual Elementary and secondary Chess Tournament and first ever Elementary and Secondary Chess Workshop in the Fall.
- WITS (Writers in the Schools) Poetry Workshop for 3-12th grade students.

**PROGRAM: Homeless Consortium**

**FUNDING SOURCE:** ARP II Funds

**PERSONNEL:** Candace Smith, Gifted and Talented Specialist, Advanced Placement Specialist

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

**Participating Districts:** Bigelow, Danville, Nemo Vista, Perryville, Shirley, Western Yell County

**PROGRAM GOALS:**

- To deliver appropriate educational services to students in grades K-12 who are experiencing homelessness.
- To ensure that all districts receive up to date information in regards to the identification, requirements, and resources in order to support students and families who are experiencing homelessness.
- To ensure that district personnel are provided with support and opportunities for professional growth.
- To provide administrative training for Homeless Liaisons in instructional leadership.
- To provide professional development to help schools meet the educational needs of students experiencing homelessness.
- To be a liaison with the State Coordinator of Homeless Education/DESE, schools, parent and professional groups, public and private agencies, and to conduct public awareness and advocacy programs.
- To provide professional development and opportunities for Homeless Liaisons, educators, Administrators, and district personnel to learn about the characteristics, challenges, and resources available to students and families experiencing homelessness.

**PROGRAM SUMMARY:** Assistance is provided to local school district programs:

- DESE Required Monitoring
- Homeless Liaison Quarterly Meetings
- Needs assessment to determine how to structure the consortium and quarterly meetings
- Resources are provided to enhance support for Liaisons.
- Other training may include (as determined by district needs/requests):
  - Book Studies
  - Identification support
  - Community Resources

**Major Highlights of 2023-2024:**

- Specialists raised awareness of the definition of “homelessness” throughout the year and her other roles during mini conference breakout sessions and other venues.
- Homeless Liaisons met four times this year for DESE updates and instructional leadership training.



**PROGRAM**                     K-12 Mathematics Program

**FUNDING SOURCE:** Division of Elementary and Secondary Education, K-12 Mathematics Specialist Grant

**COMPETITIVE GRANT:** YES\_\_ No X

**RESTRICTED** X **NON-RESTRICTED**\_\_

**PARTICIPATING DISTRICTS:**

Heber Springs, Quitman, West Side Greers Ferry, Nemo Vista, South Conway County, Wonderview, Conway, Greenbrier, Guy-Perkins, Mayflower, Mt. Vernon–Enola, North Little Rock, Vilonia, East End Bigelow, Perryville, Atkins, Dover, Hector, Pottsville, Russellville, Clinton, Shirley, South Side Bee Branch, Danville, Dardanelle, Two Rivers, Western Yell

**PERSONNEL:** Tara Sanders K-5 Mathematics Specialist, MSE  
Tracey Garrison 6-12 Mathematics Specialist, MA, Ed.S

**GOAL:**

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to math educators, leadership, and community stakeholders in the area of standards-based mathematics curricula, instruction, and assessment.

**PROGRAM SUMMARY:**

Arch Ford Education Service Cooperative, in partnership with the Arkansas Division of Elementary and Secondary Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. The 2023-2024 professional learnings consist of:

- **QuEST (Quantitative Essentials for Students and Teachers) Year 2:**  
The state-wide professional development focus for mathematics is AR Math QuEST (Quantitative Essentials for Students and Teachers), a two-year learning opportunity for mathematics educators grades K-12. AR Math QuEST is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. The National Council of Teachers of Mathematics (NCTM)'s Mathematics Teaching Practices and the Standards for Mathematical Practice are the research-based foundation for

exemplary teaching and learning. Participants engaged in 3 Professional Development Sessions and a minimum of one Planning-Observation- Reflection classroom visit (coaching cycle) each semester.

- Districts Participating: Greenbrier, Two Rivers, Dover, West Side, Vilonia, Mt. Vernon-Enola,
  - Professional Development Series (3 days)
    - ARMathQuEST: Year 2 - 35 Participants
    - Classroom Planning/Observations/Feedback - Total 70 visits
    - Fall Coaching cycle - 35 visits
    - Spring Coaching Cycle - 35 visits
  - Teachers Receiving Support - 35 Participating
  - [2023-2024 Arch Ford Teacher QuEST Statistics](#)
- 
- **Student Centered Mathematics K-3 (Cognitively Guided Instruction):** This research based framework utilizes best teaching practices and is designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding math tasks and mathematical notation in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, mathematical understanding, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason and problem solve about arithmetic, and build students' capacity for algebraic reasoning. CGI can be utilized independently or utilized alongside an HQIM because it also supports teacher in implementing high leverage teacher practices.
    - Two Year 2 Cohorts with Fall/Spring Follow Up (50 Participants)
    - 3 Summer Days, 2 Fall Days, 1 Spring Day
    - Embedded Days to Observe CGI Lessons
    - HQIM Support
    - [2023-2024 Arch Ford CGI PD Statistics](#)
    - CGI Refreshers for Individual Districts that went through CGI previously
    - Fluency and Numeracy Concepts Embedded

**HQIM Illustrative Mathematics** Regional districts utilizing the high quality instructional materials *Illustrative Mathematics K-12* were provided support for implementing at both Year 1 and 2 levels. In addition, tailored support for specific districts around centers, assessment, routines, and planning were provided throughout the year. Summer days concentrated on planning/pacing, vertical alignment, common formative assessment, accelerated learning and differentiated instruction opportunities. The following sessions were attended throughout the year.

- Illustrative Mathematics Year Overview (1 day)

- Illustrative Mathematics Year In Depth Training (2 days)
- On-site training was provided to 3 districts
- On-site support with planning was provided to 1
- Custom PD and Support for school districts on centers, assessment, implementation, routines, and strategies.

**Mathematics Content Professional Development:** The following is a list of PD opportunities outside of state initiatives and special projects provided by mathematics specialists. Content grade band PD was developed both as a statewide initiative (using targeted data) and from local cooperative (survey) needs.

#### **K-12 PD Sessions:**

- TOT ATLAS Assessment Overview for Math (70 participants)
- Arkansas Math Standards Support Document Overview (16 participants)
- All Things Illustrative Mathematics(K-5) (27 participants)
- Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia (54 participants)
- All Things Illustrative Mathematics( K-12): 2-Day Session (59 participants)
- All Things Illustrative Mathematics(6-12): 1-Day Session (5 participants)
- Arkansas Revised Math Standards Overview for K-5 (18 participants)
- Building and Strengthening Numeracy in 6-12 Math (23 participants)
- Redefining Fluency: It's not just fast and accurate (18 participants)
- Engagement, Discussion, and Differentiation Strategies for Illustrative Math, Eureka, Reveal and Beyond!
- Elevate Math Fluency (June 2024)
- Math DOK Matters: Increasing the Rigor of your Classroom (June 2023)
- Building Numeracy: Addition (June 2024)
- Building Numeracy: Subtraction (June 2024)
- Building Numeracy: Multiplication (June 2024)
- Building Numeracy: Division (June 2024)
- [Building Numeracy Data](#)
- Redefining Fluency: It's not fast and accurate (June 2023)

#### **HQIM Selection Support**

- 25 participants K-12 received support in selecting a High Quality Instructional Material for mathematics instruction.
- School districts receiving PD on how to use their district needs assessment to select the HQIM that supports the needs of their students and teachers: Dardanelle,

#### **MAJOR HIGHLIGHTS OF 2023-2024:**

- QuEST Year 2 PD - Approximately 20 teachers attended training and fulfilled requirements to complete their QuEST training.
- QuEST On-site/virtual support - Planning & Observation Tools

- Increased support and awareness to High Quality Instructional Materials (HQIM) with local schools and administrators including the development of classroom walkthrough surveys
- Coaching Cycles - Specialist provided ongoing coaching cycles using the TNTP model with regional schools throughout the year.
- Math Specialists began training in Cognitive Coaching to implement along with TNTP coaching.
- Increased teacher knowledge of the most important numeracy strategies during the Building Powerful Numeracy for Middle and High School Students professional development.
- Worked with multiple school districts to improve implementation of HQIM through walk throughs, team meetings, coaching cycles, etc.
- Supported districts in disaggregating standards and choosing essential standards for math.
- Provided personalized on site PD to support content mastery in math for elementary teachers.
- Provided on site support for instructional facilitators and interventionists in how to use their HQIM to provide interventions.

#### Appointments & Publications

##### Tara Sanders

- Served on the Arkansas Dyscalculia Response Team
- Elected President of the Arkansas Association of Math Leaders.
- Appointed to the ACTM Board of Directors as the AAML Delegate.
- Spoke at NCSM National Conference to highlight teacher practice support in Arkansas.
- Wrote the ACTM Journal article called, “Numeracy: Making Math Usable, Doable and “Figureoutable”
- Served on the planning committee for the ACTM Pre Conference.

**PROGRAM:** Literacy

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

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

**RESTRICTED FUNDING** x **NON-RESTRICTED FUNDING** \_\_\_\_\_

**PARTICIPATING DISTRICTS:** Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End Bigelow, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side Bee Branch, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell County, Wonderview

**PERSONNEL:**

Mindy Mann, Literacy Specialist, MSE  
Melissa Gasaway, Literacy Specialist, MSE

**GOALS:**

- To ensure that all students in participating districts are meeting the state standards in literacy by:
  - enhancing teacher awareness and implementation of current best practices and scientific reading research through high quality professional development and support
  - helping participating secondary schools focus on close reading through in-house professional development and support.
  - helping participating schools begin the SOR walk through process.
  - Support districts in implementing High Quality Instructional Materials (HQIM)
  - Participate in coaching cycles

**PROGRAM SUMMARY:**

All literacy professional development has shifted to focus on the science of reading, supporting teachers in deepening their understanding of foundational reading skills and development, as well as implementing the science of reading in daily instruction.

*RISE K-2* is a professional development training that provides educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for all students.

*RISE 3-6* is a professional development training designed specifically for educators of grades 3-6. This training offers participants the opportunity to learn about the science of reading and how

to provide effective core instruction, as well as how to support struggling readers through explicit and systematic instruction for word recognition, vocabulary, and comprehension.

SOR (Science of Reading) Trainings developed by DESE are provided in the topics of decoding, encoding, phonological awareness, morphology, and content-area reading.

HQIM (High Quality Instructional Materials) is the state's initiative to provide high quality materials for teachers to use aligned to the Science of Reading and legislation.

Writing has been another focus this year. Some participating school districts as well as individual teachers have read and begun using strategies from *Writing Revolution* in their classrooms.

Growing secondary readers has been a focus at the secondary level. Many participating schools have received professional development on the high impact strategies and have received ongoing support.

Coaching cycles were implemented with teachers based on individual needs. Observations, modeling, and planning were key components in the coaching cycles.

### **Major Highlights of 2023-2024:**

The Literacy Department has supported schools in a variety of ways including:

- Curriculum Alignment
- Team Meetings/Professional Learning Communities
- Formative Assessments
- Summative Assessments
- Data Analysis
- Dyslexia Informative meetings and disaggregation of district dyslexia data
- Lesson Planning
- Research-based Best Practices for instruction
- Intervention support
- Support for Instructional Facilitators and Administrators
- SOR (Science of Reading) trainings (Pathway D)
- Facilitating and supporting teacher meetings
- Intensive support for D and F rated schools
- High impact practices for grades 7-12
- Support with developing Essential Standards
- Support with understanding how to choose new curriculum through EdReports and building networks between schools
- Support with understanding the dyslexia regulations

**PROGRAM: Local Facilities Partnership Funding**

**FUNDING SOURCE:** Combined Participating Local School Districts

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

**RESTRICTED FUNDING** \_\_\_\_\_ **NON-RESTRICTED FUNDING**  X  \_\_\_\_\_

**PARTICIPATING DISTRICTS:**

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side, Trumann, Two Rivers, West Side, Western Yell County, Wonderview

**PERSONNEL:**

| <u>Position</u>        | <u>Name</u>       |
|------------------------|-------------------|
| Facilities Coordinator | Darrell E Tessman |

**PROGRAM SUMMARY:**

The Facilities Coordinator primarily serves as the liaison between school districts and the Division of Public School Academic Facilities and Transportation to assist in preparing and submitting the six year Facilities Master Plan and Partnership Project Applications.

**PROGRAM GOALS:**

- Complete and submit the Facilities Master Plan for each district in even numbered years and update the Facilities Master Plan for each district in odd numbered years.
- Represent districts, when requested, during the Preliminary Master Plan Review with Facilities Division during odd numbered years.
- Process payment requests to the Facilities Division for partnership projects.
- Audit district's CMMS accounts for required state mandated inspections and notify districts of outstanding inspections before June 30th.
- Schedule competent asbestos and safety instructors in order for districts to meet OSHA requirements. Classes are provided during the summer.
- Provide technical support for CMMS corrective and preventative maintenance work orders.
- Assist districts in preparing/presenting partnership project appeals to the commission if needed.
- Assist districts with issues concerning local and state facility agencies.
- Understand and disseminate current/updated laws and regulations pertaining to school facilities.
- Assist districts in the construction bidding and RFQ process.
- Assist districts in creating/submitting Safety Grant applications.

## **MAJOR HIGHLIGHTS OF 2023-2024:**

- Continued success in submitting quality partnership project applications and master plans.
- Hosted asbestos training by Environmental Enterprise Group.
- Hosted Safety training by Risk Management for custodial and maintenance.
- Hosted CMMS training provided by Arkansas Division of Public School Academic Facilities and Transportation.
- Assisted legislators in facilities knowledge for bills.
- Involved more in the bidding and RFQ process with school districts.



**PROGRAM:** Novice Teacher Mentoring System

**FUNDING SOURCE:** ADE Grant

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

**RESTRICTED FUNDING** X **NON-RESTRICTED FUNDING** \_\_\_\_\_

**PARTICIPATING DISTRICTS:** All with the exception of Quitman

**PERSONNEL:** Karen Norton, Ed.D.  
Bethany Hill, M.Ed.  
Jacob Sission, MSE  
Vandy Nash, MSE

**PROGRAM SUMMARY:**

Arch Ford’s Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of multiple layers of support including access to a district assigned support person, District Project Director, principal, Co-op specialists, a Mentoring Director, two Mentoring Support Specialist and a School Support Specialist. The skill set of the specialist team include; understanding how to support HQIM implementation, identifying essential standards, supporting classroom management and behavior interventions. Each layer of support for the novice teacher provides opportunities for them to learn the skills he or she needs to become an effective, knowledgeable teacher.

There are 668 novice teachers in the Arch Ford Esc region for the 23-24 school year.

| <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>TOTALS</b> |
|---------------|---------------|---------------|---------------|
| 201           | 241           | 226           | <b>668</b>    |

**Year 1 Novice Support:**

Novice teachers in the first year of their career attended three days of professional development. The first two days were spent training novices to be first day ready. Topics included classroom management plans, classroom procedures, TESS, professional growth plans and ethics. The third professional development day for year 1 novice teachers was focused on John Wink’s Hierarchy of Student Excellence.

**Year 2 and 3 Novice Support:**

Novice teachers in their second and third years were supported through school visits, the mentoring team reached out via phone, email or by scheduling a site visit to any novice when there was a need noted on the monthly heart check and/or when an administrator reached out for support.

### **Communication:**

A novice teacher website was utilized to provide current information for all stakeholders associated with novice teacher mentoring, including assigned support people, Project Directors, administrators and novice teachers. A private Facebook group was utilized to provide support and networking opportunities. A monthly newsletter developed by the Arch Ford Mentoring Team was shared with all novice teachers through email and social media. A monthly heart check Google Form was shared with all novices to help ensure the mentoring team was aware of any needs or concerns. When a concern or need was noted, one of the mentoring team members reached out to the novice and developed a plan of support.

### **Types of Support:**

Support was provided for novice teachers who needed help with passing a Praxis exam. This support included resources, small groups and one-on-one tutoring as well as providing a subscription to 240 Tutoring or study.com based on their needs. Saturday study sessions were also held to provide additional support for the Foundations of Reading Test. The Mentoring Team conducted on-site visits, in districts as well as virtual check-ins throughout the year to provide individual support and coaching for novice teachers. Arch Ford Content Specialist also provided virtual and face-to-face support on an as needed basis. Individual coaching cycles were conducted with multiple teachers based on request either from the teacher or the principal.

### **GOALS:**

- Provide training and support to novice teachers to increase teacher retention
- Establish norms of professionalism
- Increase effective teacher performance, which will lead to improved student achievement
- Provide licensure assessment support

On the Arch Ford mid-year novice teacher survey administered in December 2023, 94% of the novice teachers were committed to staying in the profession.

[Advisory Committee Review of Data - October, 2023](#)

[Advisory Committee Review of Data -March 2024](#)

### **MAJOR HIGHLIGHTS OF 23-24 and IMPACT DATA:**

- There are 668 novice teachers in the mentoring program
- Mark McCleod provided professional development rooted in classroom management strategies
- Mentoring Team visited every school in the region to touch base with novice teachers
- Majority of novice teachers are returning to the profession in 24-25
- Year 1 Mini-Conference was held to meet the diverse needs of our novice teachers
- Mentoring Specialists, School Support Specialist and the Mentoring Director served as guest lecturers in multiple undergraduate classes at regional EPPs to develop relationships with future teachers

- 27 teachers participated in the Lead Teacher Designation Program through NIET. Grant funds made this opportunity possible. By achieving this designation, these teachers will help support the Apprenticeship models and year long residencies in their schools.

**PROGRAM:** Professional Development/Teacher Center

**FUNDING:** Combined Local School Districts and ADE

**PERSONNEL:** Julie Workman, Ed.D., Teacher Center Coordinator  
Karen Norton, Ed.D., Mentoring Program and ArPEP Director  
Lori Winfrey, B.S., Professional Development Support Specialist

**RESTRICTED FUNDING**   x        **NON-RESTRICTED FUNDING**     

**PROGRAM GOALS:**

- To provide professional development for administrators, teachers, and other district personnel to increase student achievement and effective school reform
- To support school improvement initiatives generated by the Arkansas Department of Education
- To enhance program integration through effective communication and technical support

**PROFESSIONAL DEVELOPMENT/TEACHER CENTER**

This office has the responsibility of looking at the “Big Picture” of K-12 professional development that supports and enhances school improvement for all 26 districts within our cooperative region and 3 additional districts who participate from outside our region.

**MAJOR HIGHLIGHTS FOR 2023-24:**

- **Summer PD 2023:** A Needs Assessment was conducted to determine what sessions and support needed to be offered during the summer. The first survey was given only to administrators in December of 2023. In addition to these surveys, Arch Ford specialists conducted their own surveys to determine needs for the summer. Based on the results of the Needs Assessment, sessions were planned for the summer of 2023. We provided over 57,000 hours of professional development credit in June and July. A summary of Summer 2023 can be found [here](#).
- **Support for D and F Schools and Level 3:** During the 23-24 year, we had 2 districts in need of additional support in the area of reading based on the percentage of students in the lowest category in reading. Both districts have been in Level 3 support for the past two years, and continue to need additional support in implementing the science of reading. The TCC and Literacy team worked with the Administration in each district to analyze data and determine next steps to increase achievement in reading. Literacy specialists continued throughout the year to visit districts and provide onsite support according to the plan created by DESE. The TCC met with DESE and the districts quarterly (Level 3) to update the team on progress, discuss possible next steps, and continue plans for increasing reading achievement of students. Literacy specialists were assigned to D and F schools this year based on

new requirements from LEARNS. They were expected to spend 80% of their time each week in their assigned schools, and provided extensive support to teachers and administrators in the area of foundational reading instruction.

- **High Quality Instructional Materials (HQIM):** One of the DESE initiatives that has taken center stage this year has been to support districts as they purchase HQIM. Arch Ford Specialists have received training in EdReports, and are regularly called upon to lead districts through identifying a curriculum that meets their needs. As part of this initiative, specialists have also received training in some programs, including Illustrative Math and Wit and Wisdom, which are widely used by schools in the region. As part of this initiative, the Arch Ford Specialists will continue to grow their knowledge in HQIM to be able to support our schools effectively. All content specialists provided support in the area of HQIM this year in the areas of literacy, math, and science. To support this work, Arch Ford utilized the Communities of Practice grant from DESE to provide additional support for leaders in the area of HQIM.
- **Phonics First, Structures and Take Flight:** To support the needs of districts utilizing certain programs, Arch Ford has hosted training sessions throughout the year for some programs. Three of those for literacy include Phonics First, Structures, and Take Flight. Phonics First and Structures are widely used as phonics, dyslexia intervention and word study programs in the region, and require a full week of onsite training for teachers. Arch Ford hosted three weeks of Phonics First this year and two weeks of Structures training to meet the needs of districts. Take Flight is a dyslexia intervention program from the DESE-approved list that is a two-year training process. Arch Ford hosted Year 1 and Year 2 of Take Flight in the summer of 2023 through the DESE-funded CALT program, and continued with the 4 follow-up dates during the year.
- **Handle with Care:** To meet the needs of districts and satisfy requirements of Act 1084 of 2022, Arch Ford hosted an additional 3 days of Handle with Care Training of Trainers in September 2023. This allowed districts who had lost their trainer or wanted to train additional staff to get trained and bring their districts into compliance with Act 1084.
- **Job Alike Groups:** To support personnel from districts in the Arch Ford region, meetings are regularly scheduled for staff to meet with others in similar positions. Groups include: Curriculum Coordinators, Federal Program Coordinators, G/T Coordinators, Technology Coordinators, ESOL Coordinators, HR Admins, Counselors, LMS, SpEd Supervisors, and Principals. These meetings provide an opportunity for Co-op staff to share updates relevant to the group as well as allow for time for school personnel to collaborate and network with others in similar positions. As needed, DESE staff are invited to the meetings to share updates, lead discussions, and answer questions. An important part of job alike groups this year has been incorporating data discussions into each meeting following the same protocol as superintendent meetings, and also working to support the implementation of LEARNS.

The Professional Development team at Arch Ford continues to support school improvement efforts through training in standards and assessment, Science of Reading, extensive math

trainings such as Cognitive Guided Instruction (CGI) and QuEST, classroom management, high yield instructional strategies, instructional technology, TESS, LEADS, and instructional leadership.

**PROGRAM** Professional Learning Communities Support

**FUNDING SOURCE:** 0.5 Base Fund: Local-Pass through participating districts

**COMPETITIVE GRANT:** YES\_\_ No

**RESTRICTED** \_\_ **NON-RESTRICTED**

**PARTICIPATING DISTRICTS:**

Heber Springs, Quitman, West Side Greers Ferry, Nemo Vista, South Conway County, Wonderview, Conway, Greenbrier, Guy-Perkins, Mayflower, Mt. Vernon–Enola, North Little Rock, Vilonia, East End Bigelow, Perryville, Atkins, Dover, Hector, Pottsville, Russellville, Clinton, Shirley, South Side Bee Branch, Danville, Dardanelle, Two Rivers, Western Yell, Academics Plus

**PERSONNEL:** Jacob Sisson K-12 PLC and Mentoring Specialist, MSE

**GOAL:**

To promote and support effective, research-based systems of support for all students by providing professional learning opportunities and technical assistance to K-12 educators, leadership, and community stakeholders in the area of response to intervention and Tier 1 instruction.

**PROGRAM SUMMARY:**

Arch Ford Education Service Cooperative, in partnership with the Arkansas Division of Elementary and Secondary Education, administers the Professional Learning Communities for grades K-12, established by ACT 1392 of 1999 for the improvement of multi-levels systems of support. Assistance is provided to schools through professional learning programs, building and leadership meetings and training, onsite team support, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the response to intervention models of the district. Partnerships within and outside of the cooperative are utilized to provide training and technical support as needed. The 2023-2024 professional learnings and supports consist of:

- **Superintendent Data Focused Leadership Meetings**
  - Agenda items for each Superintendent meeting during 2023-2024 reflected laser focused analysis and collaboration on student data K-8 Mathematics and Literacy. The focus areas were determined as critical in being outlined by AR LEARNS. Data points were collected each month by each district and disaggregated to examine regional trends and grade level growth.
    - 7 Collaborative Superintendent Meetings were held (10.26, 11.30, 1.25, 2.22, 3.28, 4.25, 5.23)
    - Average reporting of districts: 27
    - Regional Data Analysis: 2024 Winter K-8 [Math and Literacy Results](#)

- **District Level Leadership Data Meetings**
  - Regional district leadership meetings were provided to Arch Ford Curriculum/Federal Coordinators and Principals. Focused meetings consist of laser focused collaboration on math/literacy data collected from across the region. Tier 1 best practices, Valued Added Measure, and AR LEARNS topics related to instructional data were also discussed. Data points were collected regionally and disaggregated by the teams to examine regional trends and current grade level progress.
    - 8 Curriculum/Federal Coordinator Meetings with focused data conversations were held (9.13, 10.19, 11.16, 1.18, 2.15, 3.27, 4.11, 5.16)
    - 2 Arch Ford Regional Data Focus Talks Meetings for Administrators held 11.5 (46 attendance) and 3.11 (22 attendance)
    - Example: Regional Data Analysis: 2024 Winter K-8 [Math and Literacy Results](#) and [Principal Leadership Data Results](#)
  
- **Regional Professional Development**
  - Regional professional development was provided by both Arch Ford personnel and in partnership with funding from the Education Renewal Zones to contract presenters. Sessions were extended to both regional and statewide emphasizing critical areas of focus for professional learning communities. The following sessions were provided within this calendar year.
    - PLC Guiding Coalitions for Cooperatives (2.6.24) 74 attendance
    - Grading from Inside Out/Proficiency Scales (2.22.24) 62 attendance
    - The Role of District Leadership Team- In between the Boardroom to Classroom (4.5.24) 51 attendance
    - [Regional PLC PD Data Results](#)

## District Support

### Professional Learning Communities School Based Support Data:

- 300 Educators received one or more on-site school based PLC support opportunities in the areas of curriculum alignment, team meetings, instructional planning, essential standards, formative assessment, data disaggregation regarding ACT Aspire and interim data, student engagement, accelerated learning, and intervention.
- School Districts Receiving ongoing PLC support include: Dover (District), Pottsville (6-12), Vilonia (District), Clinton Junior High, Shirley (District), South Conway County School (District) , Conway (Career Center), Western Yell (High)

## MAJOR HIGHLIGHTS OF 2023-2024:

- Arch Ford dedicated a specialist position (Jacob Sisson) to the service of PLC.
- Partnered with ERZ's to support Professional Development on PLC topics.
- Arch Ford [PLC Capstone](#) highlighting growth in PLC endeavors this year.
- Superintendent and District Leadership data focused meetings utilized ongoing throughout the year.



**PROGRAM: School Nutrition Services**

**FUNDING SOURCE:** Local

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

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

**PARTICIPATING DISTRICTS:** Ashdown SD, Atkins SD, Clinton SD, East End SD, Greenbrier SD, Hector SD, Jacksonville North Pulaski SD, LISA Academy, Mount Vernon-Enola SD, Nemo Vista SD, Perryville SD, South Conway County SD, South Side SD (Bee Branch), Strong-Huttig SD, and Western Yell County SD.

**PERSONNEL:** Priscilla Riedel-Cohan, MS, RDN, LD, SNS

**PROGRAM SUMMARY:** A local consortium to provide operational support to Child Nutrition Programs in the Arch Ford service area as well as to other interested parties in the State of Arkansas. Service areas include compliance, finance, general management, menu management, procurement, staffing, and training.

**GOALS:**

- To encourage compliance with applicable federal, state, and local regulations.
- To support healthy financial management practices at the local level.
- To provide general management guidance and tools for the efficient and effective operation of the local Child Nutrition Program.
- To implement menu management resources for continued program innovation and improvement.
- To foster sound procurement practices through model processes and cooperative purchasing efforts.
- To support the professional development of Child Nutrition Program personnel through strategic and progressive quality training programs.

**MAJOR HIGHLIGHTS AND IMPACT DATA FOR 2023-2024:**

- Compliance Solutions. Provided support to East End SD, Greenbrier SD, Perryville SD, South Conway County SD, and South Side (Bee Branch) SD for Arkansas Department of Education Child Nutrition Unit Administrative Reviews and Procurement Reviews where requested.
- Finance Solutions. Encouraged school districts to utilize every available federal grant program for purposes of expanding revenue streams and supporting increased costs in the Child Nutrition Program. This included USDA’s Supply Chain Assistance grants, Local Food Purchasing Agreement (LFPA) grants for locally-purchased food from historically underutilized farms, and the Healthy Meals Incentives (HMI) grants, including School Food System Transformation Challenge (SFSTC) grants. Assisted

school districts in implementation of their expenditure plans with ADE as requested and helped write procurement materials for new purchases as needed.

- Management Solutions. Offered policies and procedures as well as job descriptions for school foodservice management. Supported school districts in transition between Child Nutrition Directors.
- Menu Management. Expanded on Mosaic Back-of-the-House (BOH) with updated menu templates and local recipes for use in menu management as well as production management on the day of food preparation at the local level. Explored opportunities using other menu management systems, including Health-e Pro and NutriStudents K-12, and menu marketing systems, such as Nutrislice. Corporate demonstrations were scheduled for members. Developed local branded concepts with themed menus and materials for implementation in SY 2024-2025.
- Procurement Solutions. Added Harrisburg SD, Nettleton SD, and Pocahontas SD to cooperative purchasing efforts as it relates to Further Processing of USDA Foods. Those rollover agreements for SY 2024-2025 were completed in February 2024. Assessed existing cooperative purchasing efforts for new solicitations scheduled to be placed for bid in May 2024 and June 2024, including, but not limited to, full-line distribution and foodservice cleaning and sanitation supplies. Additional rollover agreements for cooperative purchasing to be completed in June 2024 include farm fresh beef, foodservice paper and plastic products, fresh pizza delivery, and milk products and fresh juice. Discussions are in progress with interested school districts for cooperative farming of fresh vegetables beginning Fall 2024.
- Training Solutions. Coordinated the second annual Training, Networking, and Team Building (TNT) conference for school nutrition professionals throughout the Arch Ford service area and across the state. A total of over 120 individuals representing 17 different School Food Authorities (SFAs) participated in 13 different training topics in 19 sessions over the 2-day event.
- Workforce Development Solutions. Continued the development of training materials and online Canvas courses for our Workforce Education and Development (WED) program. The projected launch date is October 2024.

**PROGRAM:** Science K-12

**FUNDING SOURCE:** Arkansas Department of Education, K-12 Science Specialist Grant

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

**Participating Districts:** Academics Plus, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End Bigelow, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County Morrilton, South Side Bee Branch, Two Rivers, Vilonia, West Side Greens Ferry, Western Yell County, and Wonderview.

**RESTRICTED FUNDING** X **Non-restricted Funding** \_\_\_\_\_

**PERSONNEL:** Corey Adaire, M.A.T, K-12 Science Instructional Specialist

**GOAL:**

The objective of the science program is to enhance teachers' content knowledge and professional practices through research-based professional development and classroom technical support, while also promoting the importance of science literacy among all Arkansas students.

**PROGRAM SUMMARY:**

The science program at Arch Ford Educational Service Cooperative was created to offer teachers professional development opportunities and classroom support. Professional development sessions aim to deepen teachers' content knowledge, introduce innovative instructional practices, assist in developing science units aligned with the current Arkansas Science Standards, and improve their pedagogical skills. Collaboration with state specialists and governmental agencies facilitates the creation of state-based initiatives and professional development focused on science and content literacy, accessible to all teachers. Science academic coaching provides on-site classroom support, including modeling, lesson planning, and technical assistance with science equipment. Targeted support for schools is delivered through Professional Learning Communities, which engage teachers and facilitators in regular training sessions, collaborative activities, classroom observations, and support with science implementation. Additionally, standards-based lessons designed for teachers promote student-centered inquiry and cross-curricular connections to math and literacy, fostering independent, goal-directed learning.

**MAJOR HIGHLIGHTS OF 2023-2024:**

**Coaching:**

The Arch Ford Science Specialists dedicated over seventy percent of their time to coaching teachers, including novice educators, with the goal of enhancing student learning in science. This intensive coaching process focused on the implementation of 3-Dimensional Performance Expectations, which encompass crosscutting concepts, science and

engineering practices, and disciplinary core ideas. By working closely with teachers, the specialists provided tailored support, modeling effective instructional strategies, and offering feedback to refine teaching practices. These efforts aimed to foster a deeper understanding of scientific principles and improve instructional quality. The 3-Dimensional Performance Expectations are designed to promote a holistic approach to science education, encouraging students to think critically, engage in hands-on activities, and connect scientific concepts to real-world applications. This comprehensive framework not only boosts science literacy but also prepares students to tackle complex problems, thereby increasing their overall proficiency in science.

### **High Quality Instructional Materials:**

This year, a significant priority in science education has been the evaluation, selection, and deployment of high-quality instructional materials (HQIM) across districts. The introduction of the ATLAS science test, which rigorously evaluates students based on standards, has driven districts towards adopting structured curricula to better support teachers. Coaching cycles have emphasized the implementation of HQIM, with the science specialist dedicating extensive time to assist schools in this effort. As part of this initiative, teachers are receiving training in various curricula, including Amplify for grades K-5 and 6-8, BSCS for Biology, and Open Sci Ed for grades 6-8.

### **Learning Wellness Outdoor Classroom Grant:**

AFESC Science Specialists secured a grant of nearly \$80,000 from the Blue and You Foundation to establish a community garden and outdoor learning center. The primary goal of the Learning Wellness project is to enhance the future health of Arkansas children by providing a model program for 26 districts. The garden is flourishing and has inspired schools to start their own gardens. Collaborating with the County Extension Office at UACCM and the Faulkner County Master Gardeners, the project is growing local vegetables and flowers, which will be distributed to participants at Arch Ford this summer.

### **Partnership with Arkansas Game and Fish:**

#### **FINS Program:**

The Arkansas Game and Fish Commission, through the FINS program, aims to promote a culture of conservation and stewardship among school-age children. Teachers received support through training and grants to establish fishing programs in their schools.

#### **Stream Team:**

AFESC Science Specialists have coordinated professional development sessions focused on water quality studies using macroinvertebrates, establishing Stream Teams in cooperation with the Arkansas Game and Fish Commission.

### **Partnership with Arkansas Geological Survey:**

AFESC science specialists collaborated with the Arkansas Geological Survey to offer geology content training and field trips for teachers in the AFESC region, continuing through the summer of 2023-24.

**Support for VEX Robotics:**

This year, AFESC science specialists assisted schools in creating and sustaining VEX Robotics teams and collaborated with Arkansas Tech University and the Russellville School District to host VEX Robotics local and state championships, involving over 200 teams statewide. They also designed and delivered professional development sessions to help area teachers develop their teams.

**Professional Development:**

In 2023-24, AFESC specialists provided over 200 hours of professional development tailored to the needs of AFESC schools, based on surveys and requests. These research-based sessions focus on implementing the Arkansas K-12 Science Standards across all grades, including both state-initiated and cooperative needs-based professional development created and delivered by AFESC science specialists.

**Paul Andersen:**

AFESC partnered with WDMESC to bring educational consultant and YouTube creator Paul Andersen to the region for professional development in science instructional practices. Andersen, known for his widely-viewed science tutorials, has trained thousands of students, teachers, and administrators globally. Over 100 teachers attended his professional development session at Arch Ford in June 2023. Due to its success, Andersen will return to Arch Ford in summer 2024 for another full-day training for K-12 science teachers.

**PROGRAM:** Special Education  
Special Education Supervision  
School Psychology Specialists/Educational Appraisal

**FUNDING SOURCE:** Local School districts

**COMPETITIVE GRANT:** Yes\_\_ NO X

**RESTRICTED FUNDING** X **NON-RESTRICTED FUNDING** \_\_\_\_\_

**PERSONNEL:**

|                 |  |
|-----------------|--|
| Kelli Rainey    | Sp.Ed. Supervisor, Coordinator/Manager, MSE      |
| Angela Toll     | Sp.Ed. Supervisor, MSE                           |
| Susan Ward      | Sp.Ed. Supervisor, MSE                           |
| Tammy Rainey    | Sp.Ed. Supervisor, MSE                           |
| Cheyenne Jordan | Sp.Ed. Supervisor, Ed.S                          |
| Susan Corning   | Sp.ED./Appraisal-Sp.Ed. Administrative Assistant |
| Amy Sanders     | School Psychology Specialist                     |
| Lorita Philips  | School Psychology Specialist                     |
| Elissa Pitman   | School Psychology Specialist                     |
| Neil McKnight   | School Psychologist Specialist                   |
| Jennifer Shock  | School Psychologist Specialist                   |
| Annie Sayan     | School Psychology Specialist                     |

**SPED SUPERVISION & SCHOOL PSYCHOLOGY SPECIALISTS/APPRAISAL PARTICIPATING DISTRICTS:**

Atkins, Bauxite, Clinton, Danville, Dardanelle, East End, Guy-Perkins, Hector, Mayflower, Nemo Vista, Perryville, Pottsville, Two Rivers, Western Yell County, Wonderview

**SCHOOL PSYCHOLOGY SPECIALISTS/APPRAISAL PARTICIPATING DISTRICTS:**

Quitman, West Side Greers Ferry, Heber Springs

**GOAL:**

Special Education Supervisor Supervision:

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluating special education programs and related services for the purpose of improving student achievement.
- Provide technical assistance and support to local school district administrators and staff in developing leadership skills.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities, and in meeting state and federal mandates for services to these students.

## School Psychology Specialists/Educational Appraisal

- To assist local districts in the identification of students with disabilities by conducting DESE/ADE required school psychological assessments/required evaluations.
- To provide local districts with support in identifying and programming for students in need of Behavior Intervention Plans.

## **PROGRAM SUMMARY:**

### **Special Education Supervision**

Special Education Supervision provided to participating districts by Arch Ford Cooperative is designed to meet the DESE/ADE requirement of Local Education Agency (LEA) Special Education Supervisors on a service contract basis by allowing multiple districts to “share” the cost of personnel and support for the LEA Supervisor. All five (5) of the AFESC LEA Supervisors have individual areas of expertise and are accessible and available to all participating districts increasing district access to a range of quality and skill to support their students and staff. Each of the participating districts is assigned a “lead” LEA Special Education Supervisor who ensures that the district meets the DESE/ADE and Federal Special Education mandated requirements in the following: budgeting, financial reporting, child data submission, DESE/ADE SpEd Reporting, Program Evaluation and Development, Staff Development and Training, Student Assessment and Evaluation, Student Data Analysis, assist districts with Medicaid Eligibility and Billing, Child Find Activities, DESE/ADE SpEd Monitorings, Cycle/Personnel Reporting, Fiscal and Academic Distress support plus student achievement/improvement and parent involvement and intervention. Access to the SpEd Supervisory group assists both the assigned supervisors and local district staff in the activities that are required.

### **School Psychology Specialists/Educational Appraisal**

Participating School Districts have access to a School Psychology Specialist or a Licensed Psychological Examiner (an individual qualified to administer and interpret specific assessments) for conferences and evaluations, and to assist in developing and monitoring Behavior Intervention Plans. The AFESC employs six (6) school psychology specialists/psychological examiners to assist participating districts to control their costs through ‘cooperative’ interaction. District staff schedules needed services through a cooperative staff member who assigns a specialist to each case.

## **MAJOR HIGHLIGHTS AND IMPACT DATA FOR 2023-2024:**

### **Special Education Supervision**

- Successfully completed DESE/ADE Special Education Monitoring in four (4) districts

- Conducted AFESC Service Area Provider Meetings for SpEd Supervisors to assist with networking around best practices for school districts and service providers for students with disabilities.
- Assisted paraprofessionals and school districts with the paraprofessional training Modules for participating school districts.
- Held the Annual Child Find Committee meeting on September 15th, 2023 for the participating school districts
- Handle With Care “Trainer of Trainers” training was held at Arch Ford on September 18th, 20th, 21st, & October 12th of 2023
- The five (5) Special Education Supervisors made regular visits during the school year totaling more than 723 school site visits to the 15 participating districts. The supervisors met not only with district administrators but also with the district’s special education staff which consisted of a total of 284 certified and non-certified special education staff which served over 2,614 identified students with disabilities. The supervisors provided technical assistance, as needed, to the Special Education staff at the Arch Ford ALE campuses .
- The five (5) Special Education Supervisors have conducted a total of 33 staff development sessions over the course of the year to include Special Education Due Process 101 which assisted new teachers and existing teachers that needed a refresher on how to complete due process paperwork.

### **School Psychology Specialist/Educational Appraisal**

- Conducted 762 Comprehensive Psychological Evaluations for local school districts
- Conducted 78 Autism Evaluations
- Conducted 79 Functional Behavior Assessments
- Attended Conferences for 17 students.
- Consultations: 769
- Assisted with and helped develop Behavior Plans for students with behavioral issues, along with technical support for these students
- Presented 1 staff development training Disability Awareness & Interpretation of Psycho- Educational Evaluations
- Examiners attended a cumulative total of 33 professional development trainings
- Met with Local Special Education Supervisors and other service providers at AFESC on an as needed basis to discuss issues of mutual concern for the school districts.



**PROGRAM:** SPECIAL EDUCATION - Arkansas Transition Services

**FUNDING SOURCE:** Grant from the SEU of ADE

**COMPETITIVE GRANT:** Yes\_\_ NO X

**RESTRICTED FUNDING** X **NON-RESTRICTED FUNDING** \_\_\_\_\_

**PERSONNEL:**

|                  |  |
|------------------|--|
| Bonnie Boaz      | Arkansas Transition Services: Transition Coordinator |
| Carrie E. Tuttle | Arkansas Transition Services: Transition Consultant  |
| Jeremy Hogue     | Arkansas Transition Services: Transition Consultant  |
| Jennifer Bibel   | Arkansas Transition Services: Administrative Analyst |

**PARTICIPATING DISTRICTS:** **Arch Ford Co-op:** Academics Plus, Arkansas School for the Blind, Atkins, Bauxite, Clinton, Concord, Conway, Conway Human Development Center – Developmental Disabilities Services, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt.Vernon/Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side Bee Branch, South Conway County, Two Rivers, Vilonia, Western Yell County, West Side Greers Ferry, Wonderview  
**Northcentral Arkansas Co-op:** Batesville, Calico Rock, Cave City, Cedar Ridge, Highland, IZARD County Consolidated, Mammoth Springs, Melbourne, Mountain Home, Mountain View, Norfolk, Salem, Southside – Batesville, Viola  
**Wilbur D. Mills Co-op:** Augusta, Bald Knob, Bradford, Beebe, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Midland, Pangburn, Riverview, Rosebud, Searcy, White County Central

**GOAL:**

**Transition Consultation**

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluation of transition within special education programs for the purpose of improving student’s post-school outcomes.

**PROGRAM SUMMARY:**

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides training and technical assistance related to secondary transition to special education teachers, other relevant school staff, and relevant agency personnel in Arkansas. Our services are not only related to ensuring secondary transition requirements in the Individualized Education Program (IEP) are in place, but also include building capacity of local transition teams, and information and assistance on research and evidence-based

practices that improve transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

Our efforts to build capacity in the districts through thorough reviews of plans, followed up with report findings and recommendations for additional training are on-going as well as training and technical assistance offered in the virtual capacity. We have continued our Indicator 13 Checklist Walk-through that includes teachers reviewing plans as we take them through the Indicator 13 checklist, an interactive tool to meet compliance with Indicator 13. This has been an effective and proactive practice in which many districts have participated and we strongly believe played a factor in the state's increase in compliance for Indicator 13.

Arkansas Transition Services continues to work with an OSEP funded project, the National Technical Assistance Center for Transition: the Collaborative, (NTACT: the C). NTACT: the C provides information, tools, and supports to assist multiple stakeholders provide effective services and instruction for students and out of school youth with disabilities. Each year, at least two ATS representatives attend the NTACT: the C sponsored Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, Career and Technical Education representatives, higher education representatives, and teacher representatives. After four years of being an intensive state with NTACT, we are now an intensive scaling up state, which means our work with NTACT: the Collaborative continues as we build upon our knowledge, experiences, and efforts to scale up the number of evidence-based practices in schools around the state. ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with 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.

### **MAJOR HIGHLIGHTS of the 2023-24:**

Arkansas Transition Services Statewide Events:

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

## State Level

- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films is continuing to partner to provide The Inclusion Film Camp for students with disabilities. We had 47 students participate in Film Camp this year.
- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education.
- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) obtained a Federal Grant and ATS has been helping recruit more schools to participate in this program. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. We have 30 schools participating in a CIRCLES study, with fifteen fully implementing CIRCLES and fifteen participating in the Assessment group where they provide transition assessments and whose results will be compared to the CIRCLES group.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team are continuing to collaborate to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS continues to support teachers in implementing the self-determination assessment, Self-Determination Inventory.
- College Bound Arkansas 2024 will be held June 3-5, 2024, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and

what support could be available to help them succeed. College Bound Arkansas 2023 had 17 students and 9 parents/professionals attend.

- ATS held its statewide Transition Cadre for teams from across the state in Little Rock on February 28th, 2024. The meeting was a collaboration among Arkansas Transition Services, the Office of Special Education, Finance Department, Arkansas Rehabilitation Services, Division of Career and Technical Education and presenting school districts, Greenwood, Springdale, Wynne and Benton. 95 participants from across the state came to learn more about Work Based Learning and build action plans to improve or establish these programs at their schools.
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.
- Post School Outcomes Data Collection Pilot - In May 2022, Arkansas Transition Services recruited six school districts to participate in a three year pilot for post-school outcomes data collection. This will be the final year of this project. The hope is to show a better response rate when school personnel ask former students questions about what they are doing for work, training, and education one year after high school.

#### **Education Cooperative Activities:**

- Made on-site school visits to provide Technical Assistance and Support working directly with LEA's, designees, teachers and paraprofessionals.
- Provided materials for Transition Fairs that were attended by hundreds of educators, students, and service providers.
- Answer questions via phone/text and email on a daily basis
- Attended Local Special Education Supervisor meetings to discuss issues of mutual concern for the school districts and to offer training and Technical Assistance to my districts.
- Presented at the International DCDT Conference on College Bound Arkansas

#### **Professional Development Activities:**

- Attended regular Arkansas Transition Services staff meetings via Zoom
- Attended required SEU meetings to be brought up to date on new regulations, programs and initiatives.
- Attended the International Division on Career Development & Transition (DCDT) Conference in Little Rock, AR
- Attended the International Council for Exceptional Children (CEC) Conference in Louisville, KY

**PROGRAM:** Technology

**FUNDING SOURCE:** Arkansas Department of Education Grant – Act 842 of 1995

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

**RESTRICTED:** X **NON-RESTRICTED:** \_\_\_\_\_

**PARTICIPATING DISTRICTS:**

AR School for the Blind, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell, and Wonderview.

**PERSONNEL:** Lisa Russell, Technology Coordinator (BSE)

**GOAL:**

The goals of the Arch Ford Technology Department include the following:

- Foster the implementation of student-focused education and the preparation of all students for college, career, and community engagement
- Create technology-infused learning spaces that serve as a model for educators
- Create a stable and robust infrastructure that supports the needs of the ADE and the cooperative
- Work with districts and schools to increase access, understand, and use digital resources
- Assist districts in preparations for cybersecurity and technology mandates
- Prioritize services for districts and schools identified as needing the most support

**PROGRAM SUMMARY:**

The Arch Ford Technology Coordinator provides professional development opportunities, supports the Arch Ford technology infrastructure, and assists member schools and educators in the use of technology, software, and resources. One of the goals of the coordinator is to support schools and specialists in the implementation of student-focused learning environments. This goal is accomplished by providing professional development that models online professional communities as well as demonstrating best practices for existing and emerging classroom technologies that can prepare students for college, career, and community engagement.

Professional Development would not be possible without the ongoing technological support of the cooperative; therefore, it is the coordinator's responsibility to maintain and support current technology, the local network infrastructure, and provide support for state testing requirements. The coordinator maintains the technology equipment for all departments, nine conference rooms, setup and shutdown of workshops,

Technology coordinators are members of the state's Cyber Incident Response Team to support and assist cooperatives and schools if/when a cyber incident should occur. In addition to implementing security measures, stakeholders are educated on data privacy, social media safety, digital literacy, and cyber incident responses.

### **2023-24 HIGHLIGHTS:**

- Technology Coordinators from Arch Ford member schools attended four meetings that provided updates and resources from the ADE Research and Technology department, the Division of Information Systems (DIS), as well as other state entities. Training and information sessions were provided on the newest resources, current acts and laws related to technology, cybersecurity, tools, and technologies for school districts.
- Library Media Specialist workshops for Arch Ford member schools were held each semester. Agenda items included standards and law updates, resources, technology tools, and library best practices provided by representatives from the University of Central Arkansas, Arkansas Tech University, Arch Ford specialists, and the cooperative technology coordinator.
- Technology-infused professional development opportunities focused on the use of technology to support the student-focused classroom. Training included *Using Google Classroom for Learning*, *Tech Tools to Engage Learners*, *Google Workspace tools*, and *Virtual Field Trips*, *TextHelp Technology Tools for Inclusive Practices*, *Digital Tools for Assessment* workshops.
- Maintained existing technology so that Arch Ford may continue to provide support to member school districts.
- Provided school support by troubleshooting technical issues and assisting local technology coordinators with e-rate.
- Provided data security emergency support for all Arch Ford member schools in the case of a data security breach.
- Provided training and support with an online learning management system for school transportation directors and bus drivers.
- Provided awareness training to parents and students about social media safety and cyberbullying.
- Provided training for using state-provided assistive technology tools.
- Received training and certified as a Certified Cybersecurity Rubric Evaluator and CyberPatriot Tech Caregiver.

## SPECIAL PROJECTS AND PROGRAMS

**FUNDING SOURCE:** Arkansas Department of Education

*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 the projects varied.*

**Program Name: Communities of Practice Grant (CoP)**

**Competitive Grant**                      Yes                       No

**Goals and Description:**

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

This year the CoP grant has funded a series of leadership sessions for principals, curriculum leaders, instructional facilitators, and lead teachers to help them understand how to effectively utilize HQIM in their schools in both English Language Arts and Math. Sessions were held both virtually and in person, and included onsite support for those leaders requesting it. Visits have included classroom walkthroughs, high-quality professional learning focused on what to look for in classrooms, and digging deeper into the programs and materials. Arch Ford selected two vendors from the approved Rivet list to conduct this work in the region, including Kids First and the Bailey Group and purchased over 100 days of support for leaders in our districts. This grant has recently been renewed for the 24-25 school year, which will allow for schools to continue to have support in the area of HQIM.

**Program Name: Arkansas Professional Educator Pathway (ArPEP)**

**Competitive Grant**                      Yes                       No

**Goals and Description:** The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based training, alternative education route to obtaining an Arkansas standard teaching license for college graduates or career changers holding at least a bachelor's degree. ArPEP's goal is to prepare learner-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. The primary objective of ArPEP is to train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning. The ArPEP facilitators will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

Arch Ford began this program in the summer of 2022 with 13 teachers in our Year 1 cohort. In the spring of 2024, 13 ArPEP Year 2 candidates submitted their edTPA portfolios. Several

scores are still pending. Currently 9 have received passing scores.

In the summer of 2023 another round of year 1 candidates began the ArPEP journey. There are 17 candidates in this cohort and they will transition to year 2 in June, 2024. Two candidates will join this group as a year 2 making the total number of this cohort 19.

The ArPEP application is currently open for the 2024-25 year 1 cohort. There are 38 applications with 16 fully admitted to the year 1 program . Application deadline is May 31, 2024.

**Program Name: Praxis Support**

**Competitive Grant** Yes  No

**Goals and Description:** Arch Ford received a \$20,000 grant to provide Praxis support for teachers who are struggling to pass their licensing exams. We utilized this grant to provide personalized study plans and study materials, to allow them time to work towards their goal. We also held review study sessions for the Foundations of Reading test using this grant. As part of this grant, we provide reimbursement of test fees for those who attend study sessions or utilize the free materials and then pass their exam. Through this grant, 28 teachers have been reimbursed for successfully passing their required Praxis exam and meeting the Arch Ford requirements for reimbursement.

**Program Name: NIET Lead Teacher Designation Cohort**

**Competitive Grant** Yes  No

**Goals and Description:** Arch Ford received a grant from the Department of Education to pay for 27 teachers to complete the Lead Teacher Designation process through the National Institute for Excellence in Teaching. This is a rigorous, evidenced-based program that will prepare these teachers to serve as a Journeyman for the Apprenticeship Program should their district decide to participate. Completion of this program will also add the Lead Teacher Designation certification to their teaching license. The ultimate goal of this designation is to open up mentoring and leadership opportunities for these teachers and to build capacity within their school districts. Teachers chosen for the program were from the following Arch Ford schools: Academics Plus, Atkins, Clinton, Dardanelle, Greenbrier, Guy-Perkins, Mayflower, Nemo Vista, North Little Rock, Perryville, Russellville, Southside Bee Branch and Vilonia.

**Program Name: District School Board Member Training**

**Competitive Grant** Yes  No

**Goals and Description:** Each year Arch Ford ESC schedules and provides training for local district school board members. The sessions are scheduled in the fall of the school year and provide six hours of the mandated annual training required of school board members. Two evenings with 3 hours of training per evening are typically offered. Training topics range from audit issues, financial management of school districts, board-superintendent relations,



board-community relations, legislative issues, state and federal mandates, curricular topics and student achievement. The trainings offered in conjunction with Arkansas School Board Association Conferences allow school board members to achieve the total hours of training mandated by Arkansas Statute. The session, held in November, focused on District finances. ArchFord ESC partnered with ASBA and Danny Paul Lovelady to give board members a district specific look at finances for each of their respective districts. In April, APSRC provided another Board Training session for districts with a focus on roles and responsibilities of board members.

**Program Name: Arkansas School Bus Driver Training**

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

**Goals and Description:** Recent Arkansas changes now require drivers who wish to drive a school bus add a school bus endorsement to their CDL/CLP. They must pass a special knowledge examination on safety considerations when transporting passengers in a school bus and must pass skills tests in a school bus. In cooperation with other regional cooperatives, AFESC purchased online training courses for the safety considerations knowledge exam as a service to our districts. With this program, we support the drivers and transportation directors with setting up accounts, enrolling in the courses, and overall technical assistance.

**Program Name: Virtual Arkansas Computer Science Digital Curriculum Development**

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

**Goals and Description:** Virtual Arkansas will design and develop three (3) year-long Computer Science courses to further advance and support Computer Science education in Arkansas and provide teachers and students across the state access to a variety of Computer Science courses that can be used in an online or blended learning format. The three courses that will be designed and developed include: Data Science Level 3, Game Design and Development Level 2, Game Design and Development Level 3. Through this multi-year partnership with the Arkansas Department of Education, Virtual Arkansas serves over 2,000 enrollments per year from students all over the state.

## PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

[Click here](#) to access the Arch Ford 2022-23 Professional Development Activities Report.

[Arch Ford User Satisfaction Survey Results for 2023-24](#)

## ESC IMPACT ON STUDENT PERFORMANCE

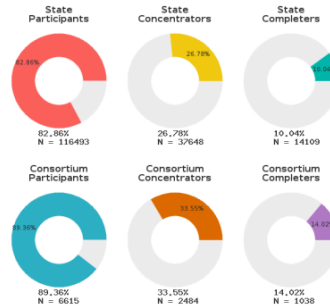
In accordance with Act 802, the following data have been collected from Arch Ford Districts regarding impact of the cooperative on student growth.

| Program   | Impact   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
|---|--|-------------|---------------|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------------|---------------|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------------|---------------|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|
| <p><b>PROFESSIONAL DEVELOPMENT</b><br/>Data Tracking for Boardroom to the Classroom work (K-8 math and literacy data)</p> | <p>Regional Data Analysis: 2024 Winter K-8 <a href="#">Math and Literacy Results</a></p> <p><a href="#">District Data Analysis and Growth: 2023-2024</a></p> <div style="margin-top: 10px;"> <p style="text-align: center;"><b>AFESC Reading Growth K-2</b></p> <table border="1" style="display: none;"> <caption>AFESC Reading Growth K-2</caption> <thead> <tr><th>Grade/Point</th><th>Average Score</th></tr> </thead> <tbody> <tr><td>K BEG</td><td>54</td></tr> <tr><td>K MID</td><td>58</td></tr> <tr><td>K END</td><td>60</td></tr> <tr><td>1 BEG</td><td>48</td></tr> <tr><td>1 MID</td><td>50</td></tr> <tr><td>1 END</td><td>53</td></tr> <tr><td>2 BEG</td><td>43</td></tr> <tr><td>2 MID</td><td>50</td></tr> <tr><td>2 END</td><td>51</td></tr> </tbody> </table> </div> <div style="margin-top: 10px;"> <p style="text-align: center;"><b>AFESC Reading Growth 3rd - 5th</b></p> <table border="1" style="display: none;"> <caption>AFESC Reading Growth 3rd - 5th</caption> <thead> <tr><th>Grade/Point</th><th>Average Score</th></tr> </thead> <tbody> <tr><td>3 BEG</td><td>54</td></tr> <tr><td>3 MID</td><td>59</td></tr> <tr><td>3 END</td><td>63</td></tr> <tr><td>4 BEG</td><td>41</td></tr> <tr><td>4 MID</td><td>45</td></tr> <tr><td>4 END</td><td>49</td></tr> <tr><td>5 BEG</td><td>49</td></tr> <tr><td>5 MID</td><td>52</td></tr> <tr><td>5 END</td><td>48</td></tr> </tbody> </table> </div> <div style="margin-top: 10px;"> <p style="text-align: center;"><b>AFESC Reading Growth 6th - 8th</b></p> <table border="1" style="display: none;"> <caption>AFESC Reading Growth 6th - 8th</caption> <thead> <tr><th>Grade/Point</th><th>Average Score</th></tr> </thead> <tbody> <tr><td>6 BEG</td><td>43</td></tr> <tr><td>6 MID</td><td>41</td></tr> <tr><td>6 END</td><td>48</td></tr> <tr><td>7 BEG</td><td>45</td></tr> <tr><td>7 MID</td><td>35</td></tr> <tr><td>7 END</td><td>43</td></tr> <tr><td>8 BEG</td><td>41</td></tr> <tr><td>8 MID</td><td>36</td></tr> <tr><td>8 END</td><td>37</td></tr> </tbody> </table> </div> | Grade/Point | Average Score | K BEG | 54 | K MID | 58 | K END | 60 | 1 BEG | 48 | 1 MID | 50 | 1 END | 53 | 2 BEG | 43 | 2 MID | 50 | 2 END | 51 | Grade/Point | Average Score | 3 BEG | 54 | 3 MID | 59 | 3 END | 63 | 4 BEG | 41 | 4 MID | 45 | 4 END | 49 | 5 BEG | 49 | 5 MID | 52 | 5 END | 48 | Grade/Point | Average Score | 6 BEG | 43 | 6 MID | 41 | 6 END | 48 | 7 BEG | 45 | 7 MID | 35 | 7 END | 43 | 8 BEG | 41 | 8 MID | 36 | 8 END | 37 |
| Grade/Point   | Average Score  |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| K BEG   | 54   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| K MID   | 58   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| K END   | 60   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 1 BEG   | 48   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 1 MID   | 50   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 1 END   | 53   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 2 BEG   | 43   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 2 MID   | 50   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 2 END   | 51   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| Grade/Point   | Average Score  |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 3 BEG   | 54   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 3 MID   | 59   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 3 END   | 63   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 4 BEG   | 41   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 4 MID   | 45   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 4 END   | 49   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 5 BEG   | 49   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 5 MID   | 52   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 5 END   | 48   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| Grade/Point   | Average Score  |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 6 BEG   | 43   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 6 MID   | 41   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 6 END   | 48   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 7 BEG   | 45   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 7 MID   | 35   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 7 END   | 43   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 8 BEG   | 41   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 8 MID   | 36   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |
| 8 END   | 37   |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |             |               |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |       |    |

## CTE

- Our Perkins consortium performed above the State targets on the following Perkins V Performance Indicators:
  - Four- Year Graduation Rate - +10.9%
  - Five- Year Extended Graduation Rate - +6.95%
  - Reading Language Arts - +19.11%
  - Mathematics - +19.34%
  - Science - +20.68%
  - Postsecondary Placement - +9.62%
  - Nontraditional Concentration - +27.51%
  - Industry Certifications - +46.09%

### 2023 CTE SUMMARY REPORT ARCH FORD EDUCATION SERVICE COOP



[A comprehensive program report](#) is available for more detailed information on all performance measures.

Enrollment includes Grades 9-12 students.

|  | <p style="text-align: center;"><b>PERFORMANCE SCORES RELATIVE TO TARGETS</b></p> <p style="text-align: center;">CTE Concentrators</p> <table border="1"> <thead> <tr> <th>Metric</th> <th>Arch Ford Education Service Coop Performance</th> <th>State CTE Performance</th> <th>State Target</th> </tr> </thead> <tbody> <tr> <td>1S1 4-year Graduation Rate</td> <td>96.80</td> <td>97.23</td> <td>87.18</td> </tr> <tr> <td>1S1 5-year Graduation Rate</td> <td>97.35</td> <td>97.07</td> <td>90.49</td> </tr> <tr> <td>2S1 Reading/Language Arts</td> <td>68.06</td> <td>65.92</td> <td>48.95</td> </tr> <tr> <td>2S2 Math</td> <td>62.11</td> <td>58.53</td> <td>42.77</td> </tr> <tr> <td>2S3 Science</td> <td>69.58</td> <td>66.57</td> <td>48.90</td> </tr> <tr> <td>3S1 Post-secondary Placements</td> <td>86.37</td> <td>82.78</td> <td>76.75</td> </tr> <tr> <td>4S1 Non-traditional Concentrators</td> <td>40.84</td> <td>39.14</td> <td>13.33</td> </tr> <tr> <td>5S1 Program Quality</td> <td>80.20</td> <td>55.22</td> <td>33.25</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Obtained CTE Completer Data for 23 high schools and provided each Completer with a CTE Completer Certificate (958 CTE Completers)</li> <li>• 2,484 Concentrators in CTE Pathways</li> <li>• Total Industry Certifications: ADD AFTER SCHOOL IS OUT</li> <li>• Total PD Sessions-26<br/>Total PD Participants-725</li> </ul> | Metric                | Arch Ford Education Service Coop Performance | State CTE Performance | State Target | 1S1 4-year Graduation Rate | 96.80 | 97.23 | 87.18 | 1S1 5-year Graduation Rate | 97.35 | 97.07 | 90.49 | 2S1 Reading/Language Arts | 68.06 | 65.92 | 48.95 | 2S2 Math | 62.11 | 58.53 | 42.77 | 2S3 Science | 69.58 | 66.57 | 48.90 | 3S1 Post-secondary Placements | 86.37 | 82.78 | 76.75 | 4S1 Non-traditional Concentrators | 40.84 | 39.14 | 13.33 | 5S1 Program Quality | 80.20 | 55.22 | 33.25 |
|--|---|-----------------------|--|-----------------------|--------------|----------------------------|-------|-------|-------|----------------------------|-------|-------|-------|---------------------------|-------|-------|-------|----------|-------|-------|-------|-------------|-------|-------|-------|-------------------------------|-------|-------|-------|-----------------------------------|-------|-------|-------|---------------------|-------|-------|-------|
| Metric                                   | Arch Ford Education Service Coop Performance  | State CTE Performance | State Target                                 |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 1S1 4-year Graduation Rate               | 96.80   | 97.23                 | 87.18  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 1S1 5-year Graduation Rate               | 97.35   | 97.07                 | 90.49  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 2S1 Reading/Language Arts                | 68.06   | 65.92                 | 48.95  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 2S2 Math                                 | 62.11   | 58.53                 | 42.77  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 2S3 Science                              | 69.58   | 66.57                 | 48.90  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 3S1 Post-secondary Placements            | 86.37   | 82.78                 | 76.75  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 4S1 Non-traditional Concentrators        | 40.84   | 39.14                 | 13.33  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| 5S1 Program Quality                      | 80.20   | 55.22                 | 33.25  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| <b>VIRTUAL ARKANSAS</b>                  | The Arch Ford member district pass rate was 98.0% for the 2023-2024 school year.  |                       |  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| <b>EARLY CHILDHOOD/SPECIAL EDUCATION</b> | LEA APR Performance Report indicated 100% timely and accurate reporting, 100% Timely Evaluations, 100% Indicator 12 EC Transitions, and 23.05% for inclusive ec special education which is above the state target of 22.83%. 90.06% of parents indicated support on family surveys which is extremely close to the state target   |                       |  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| <b>NOVICE MENTORING</b>                  | 94% of novices indicate they will remain teaching in the classroom  |                       |  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |
| <b>ALE/HUB/NON-TRADITIONAL LEARNING</b>  | <ul style="list-style-type: none"> <li>• Vilonia/Conway HUB graduated 98% of senior class.</li> <li>• ALE Graduated 96% of of seniors program wide.</li> </ul>  |                       |  |                       |              |                            |       |       |       |                            |       |       |       |                           |       |       |       |          |       |       |       |             |       |       |       |                               |       |       |       |                                   |       |       |       |                     |       |       |       |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● HUB/AE assisted students in recovering over 100+ credits.</li><li>● AE JAG program help increase students enrolling in post secondary education certifications.</li><li>● STAR Reading/Math scores grew significantly for K-4 students ranging from .5 to over 3 grade level increase.</li><li>● STAR Reading scores at Conway 9-12 improved 75% since January.</li></ul> |
|--|---|