



Wilbur D. Mills
Education Service Cooperative

WDMESC

Annual Report
on Operations

2021-2022

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Director's Annual Memo

The Wilbur D. Mills Education Service Cooperative remained vigilant in our approach to provide progressive, quality services to the school districts we served through 2021. We are committed to serving our school districts and meeting their needs in this ever evolving environment we find in education today. We continued with the task of aiding our schools in their attempts to implement the Arkansas State Standards, while continuing to assist them in receiving quality training in the many required areas of professional development. In addition, the Global Pandemic we are in broadened our supportive role further into technology and digital learning. The Pandemic also broadened our existing role as liaison between the Arkansas Division of Elementary and Secondary Education. This was achieved through weekly meetings with the D.E.S.E. leadership. Our Board members are very active in their service to the cooperative and are providing a very sound shared vision along with us.

The 2021-22 annual report prepared by the staff of the Wilbur D. Mills Education Service Cooperative reflects information on the programs and grants conducted through the co-op for our 17 school districts and collaborative partners. The Wilbur D. Mills Education Service Cooperative has 66 employees total, some of which are housed in the schools and preschools.

We run four state programs. The Arkansas Department of Education Base Funding to the co-op is \$408,618 and the total budget is approximately \$6.3 million.

One of the main purposes of the co-op is to be effective and efficient in the administration of programs for the member schools. As a result, our 17 school districts, or a portion of these school districts, often share joint programs. Listed below are examples of these shared programs:

APSCN Field Support	Media Services
College and Career Readiness Prep Program	Medicaid Billing Services
Content Literacy	Migrant Education Program
C.T.E./Perkins Consortium Coordinator	Professional Development Programs
Digital Learning Consortium	Psychological Services
Early Childhood Special Education Program	Recruitment and Retention Services
Gifted and Talented Coordinator	School Health Nurse
LEA Special Education Supervisor	School Recruitment Employment Application Software
Licensure Assessment Support	Science Specialist
Literacy/Dyslexia Specialist	Teacher Center Services
Math Specialist	Technology Services

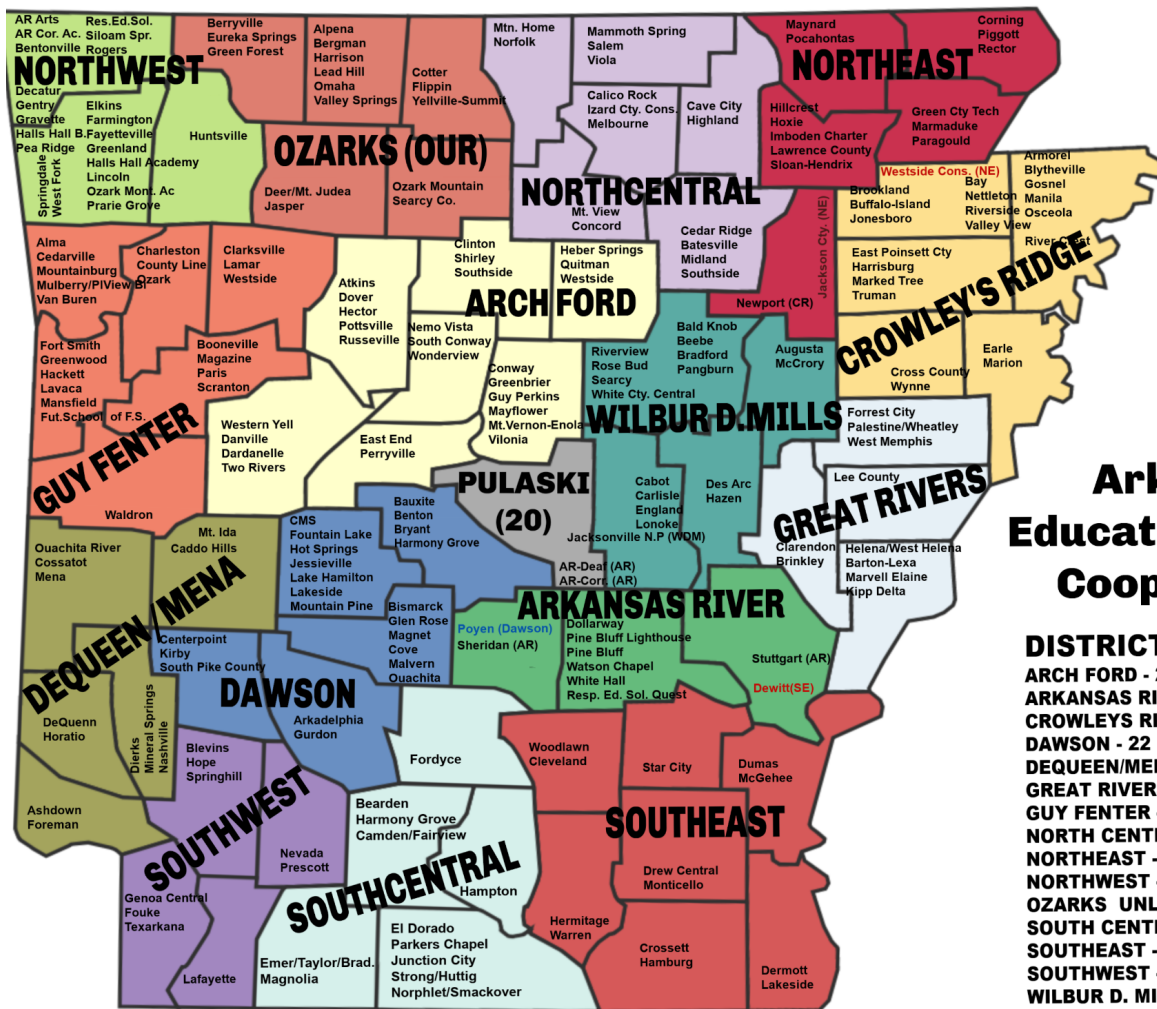
The co-ops of Arkansas have served as the implementation support agents for new state initiatives. The Wilbur D. Mills Cooperative has provided the extensive professional development and capacity building necessary to implement the state initiatives. We plan to continue to effectively provide support for any and all of our public schools' needs. The mission of the Wilbur D. Mills Education Service Cooperative is to support and serve our school districts as they strive to provide a high quality education to their students. We will aspire to provide these services in the most effective and efficient manner possible. The staff of the Wilbur D. Mills Cooperative looks forward to the challenges of the upcoming year. We will endeavor to provide quality services to each of our school districts.

Brad Horn, Director
Wilbur D. Mills Education Service Cooperative

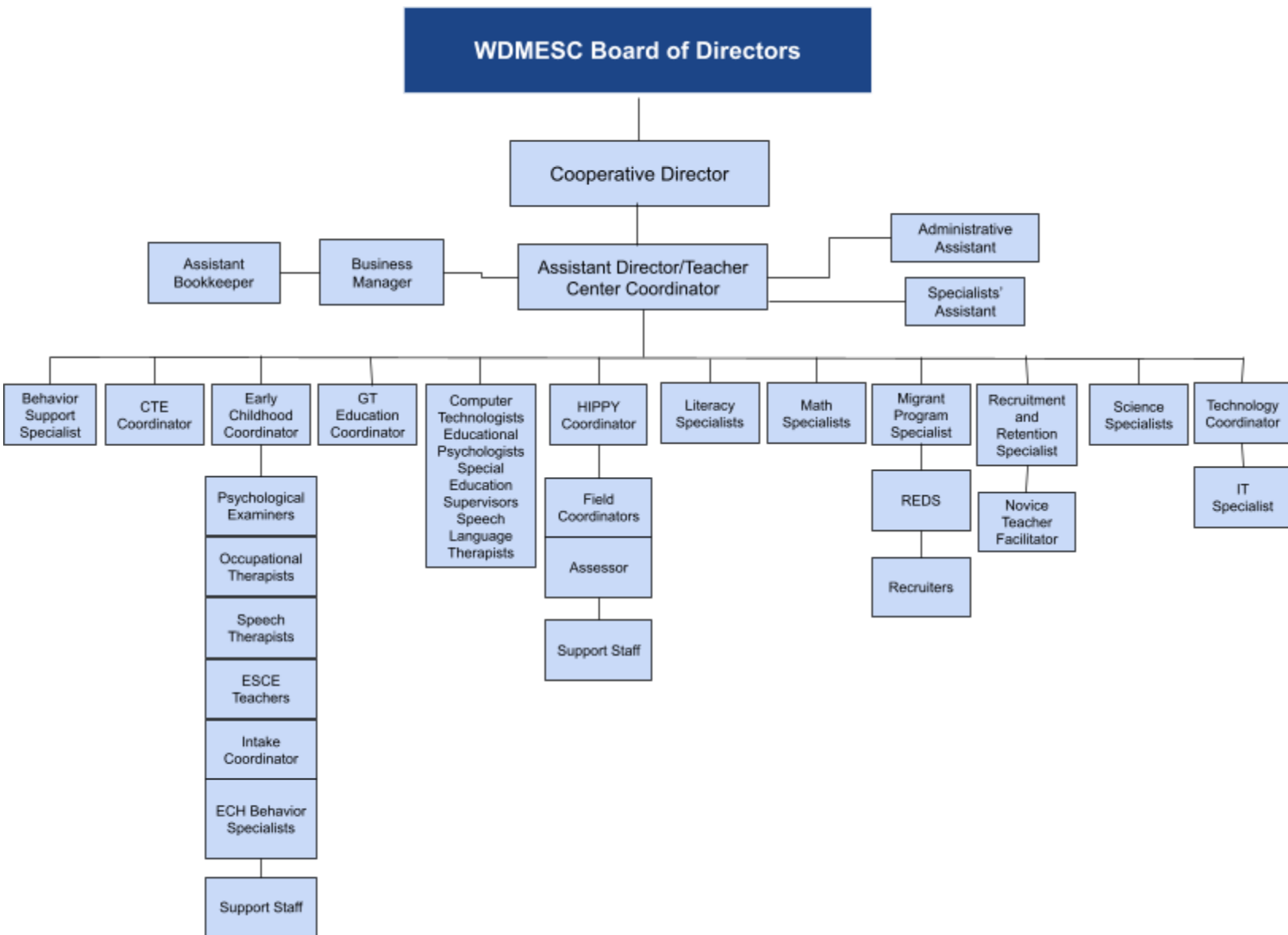
Mission Statement

The mission of the WDMESC is to assist their member school districts in:

- Meeting accreditation standards and equalizing educational opportunity
- Using educational resources more effectively through cooperation among school districts
- Promoting coordination between school districts and the Arkansas Department of Education
- Providing services which are needed by the local school districts
- Providing services which are established as educational priorities by the General Assembly and/or the State Board of Education



WDMESC Organizational Flow Chart



School Districts served in Wilbur D. Mills Education Service Cooperative

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Officers of the Board of Directors for 2021-2022

Name	Position	School District
Dr. Tony Thurman	President	Cabot
Cathy Tanner	Vice President	Augusta
David Rolland	Secretary	Pangburn

Members of the Board of Directors for 2021-2022

Name	Position	School District
Cathy Tanner	Superintendent	Augusta
Melissa Gipson	Superintendent	Bald Knob
Dr. Chris Nail	Superintendent	Beebe
Patti Stevens	Superintendent	Bradford
Dr. Tony Thurman	Superintendent	Cabot
William Rountree	Superintendent	Carlisle
Dr. Marc Sherrell	Superintendent	Des Arc
Tyler Scott	Superintendent	England
Donnie Boothe	Superintendent	Hazen
Dr. Jeremy Owoh	Superintendent	Jacksonville
Jeff Senn	Superintendent	Lonoke
Dr. Nathan White	Superintendent	McCrory
David Rolland	Superintendent	Pangburn
Stan Stratton	Superintendent	Riverview
Allen Blackwell	Superintendent	Rose Bud
Dr. Bobby Hart	Superintendent	Searcy
Dean Stanley	Superintendent	White County Central

Teacher Center Committee Members for 2021-2022

Name	Position	School District
Richard Greer	High School Principal	Augusta
Megan Hartle	Secondary Teacher	Bald Knob
Paula Moore	Library Media	Beebe
Patti Stevens	Administrator at Large	Bradford
Bennie Brock	Secondary Teacher	Cabot
Judy Scroggins	MS Teacher	Carlisle
Cheryl Holland	Administrator at Large	Des Arc
Carmen Gregory	Secondary Teacher	England
Mark Price	Assistant Principal	Hazen
Brandy Howell	Elementary Administrator	Jacksonville North Pulaski
Jeannie Holt	MS Principal	Lonoke
Patty Hernandez	Elementary Principal	McCrory
Chad Ramsey	MS Teacher	Pangburn
Adell Morris	Middle School Teacher	Riverview
Amanda Frizzel	Secondary Teacher	Rose Bud
Julie Brown	Elementary Teacher	Searcy
Maegan Johnston	Elementary Teacher	White County Central

Education Service Cooperative Annual Report

Date: 03/16/2022 **LEA#:** 73-20 **ESC#:** 15
ESC Name: Wilbur D. Mills Education Service Cooperative
Physical Address: 114 N. Main St., P.O. Box 850, Beebe, AR 72012
Phone Number: 501-882-5467
Director: Brad Horn
Teacher Center Coordinator: Leasha Hayes
Names of Counties Served: Lonoke, Prairie, North Pulaski, White, Woodruff
Number of Districts: 17 **Number of Students:** 31,203
Number of Teachers: 2,895

Governance:

How is the co-op governed? Board of Directors
How many members are on the Board? 17
Executive Committee? N/A
How many times did the Board meet? 11
When is the regular meeting? 3rd Wednesday of month
Date of current year's annual meeting: June 24, 2022
Does the co-op have a Teacher Center Committee? Yes If yes, then:
How many are on the Teacher Center Committee? 17
How many members are teachers? 9
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? Fall, Winter, and Spring
When was the most recent survey/needs assessment conducted? December 2021
Have written policies been filed with the Arkansas Department of Education? Yes

Staffing

Wilbur D. Mills Education Service Cooperative 2021-2022

S=State, F=Federal, M=Medicaid, B=Base Funds, D=District Allocations

Name	Position	Funding Source	New Hire	Resigned
Allen, Pamela	Math Instructional Specialist	S		
Armstrong, Christian	Technology Center Program Coordinator	B	X	
Armstrong, Cynthia	Computer Technologist for Bradford School District	D		
Bailey, Suzanne	Early Childhood Program Coordinator	S/F	X	
Baker, Abby	Early Childhood Teacher	S		
Ball, Jessica	HIPPY Field Coordinator	S		
Barnwell, Carla	Medicaid-eSchool Assistant	S/M		
Bass, Amber	Literacy Specialist	S		
Baum, Alton	Custodial	B		
Berner, Robyn	Early Childhood Due Process	S/F		
Bettencourt, Baileeann	Early Childhood Programmer	S		
Bostic, Lindsay	Early Childhood Programmer	S		
Brister, Timothy	Math Specialist	S		
Brogdon, Amanda	CTE Coordinator	S/F		
Bryan, Nicole	Early Childhood Teacher	S		
Carrigan, Benjamin	Science Specialist	S		
Clark, Jason	HIPPY Director	S		
Clark, Wendy	Early Childhood Speech Therapist	S/F		
Cook, Johnnie	Early Childhood Intake Coordinator	S		
Cross, Kyle	Computer Technologist for Riverview School District	D		
Curl, Abigail	Early Childhood Paraprofessional	S	X	
Ecker-Amburgy, Fabiola	Early Childhood Behavior Support	S		X
Farfan, Lily	Migrant Program Field Recruiter	F	X	
Fletcher, Deborah	HIPPY Program Admin Assistant/Media Clerk	S		
Formel, Kathleen	Early Childhood Paraprofessional	S	X	
Fuller, Karen	Migrant Program Specialist	F		
Gajeski, Karen	School Psychology Specialist - Beebe	D		
Garcia-Cardenas, Sandra	Migrant Program Student Support Specialist	F	X	
Gates, Jennie	Hippy Field Coordinator	S		
Gerlach, Amy	Early Childhood Special Education Teacher/Programmer	S		
Gillion, Christie	General Business Manager	S		
Guinn, Bailey	Early Childhood Instructor	S		
Guyot, Kerry	Early Childhood Speech Therapist	S		
Hall, Hannah	Early Childhood Occupational Therapist	S/F		X
Hall, Kimberly R	Early Childhood Instructor	S		
Harris, Heidi	Migrant Program REDS	F		
Hayes, Leasha	Assistant Director/Teacher Center Coordinator	B		
Heidelberg, Stephanie	HIPPY Field Coordinator	S		
Henson, Sarah	Early Childhood Programmer	S/F		

Hines, Courtney	Novice Teacher Recruiter	S		
Hinesly, Kristina	Early Childhood Administration Assistant	S		
Horn, Brad	Director	B		
Hofheinz, Monica	Early Childhood Speech Therapist	S	X	
Hurley, Kimberly	Early Childhood Occupational Therapist	S	X	
Jeffery, Helen	Special Education LEA Supervisor - Pangburn, White County Central, Rose Bud and Bradford	D		
Jobe, Colleen	Hippy Field Coordinator	S		
Keathley, Taylor	Early Childhood Paraprofessional	F	X	
Keller, Suzanne	HIPPY Intake Coordinator	S		
Kiihnl, Katelyn	Early Childhood Speech Therapist	S		
Knighton, Misty	School Psychological Examiner-Beebe SD	D		
Lambert, Carmen	Migrant Program Field Recruiter	F		
Lee, Teresa	Administrative Assistant	D		
Leslie, Suzanne	Early Childhood Speech Therapist	S/F		
Lynn, Juanita	Early Childhood Instructor	S		
Lynn, Stephanie	Early Childhood Instructor	S		
Maddox, Michelle	Early Childhood Speech Therapist	S		
McCoy, Lauren	Early Childhood School Psychology Specialist	S		
Minge, Angela	School Psychology Specialist-Bradford, Pangburn, Rosebud, and White County Central	D	X	
Moore, Greg	Literacy Specialist	S		
Mote, Kristen	Early Childhood Teacher	S	X	
Park, Jennifer	GT Coordinator	S	X	
Parker, Virginia	Special Education LEA Supervisor	D		
Patton, Ginger	Early Childhood Instructor	S	X	
Pike, Ashley	Early Childhood Special Education Programmer	S		
Poe, Kristy	Early Childhood Speech Therapist	S/F		
Pratt, Robyn	Migrant Program Field Recruiter	F		
Quinn, Angela	PDC Admin Assistant	S		
Ramey, Kelly	Hippy Field Coordinator	S		
Roe, Sandra	Science Specialist	S		
Rooks, Dena	Novice Teacher Coordinator	S		
Rose, April	Literacy Specialist	S		
Sanchez, Jessica	Early Childhood Programmer	S/F		
Sanders, Victoria	Early Childhood Speech Therapist	S		
Singletary, Brook	Instructional Technology Specialist	S/B		
Wallis, Shayne	Computer Technologist - White County Central School District	D		
Weatherford, Crystal	Early Childhood Instructor	S		
Weeks, Chastity	Early Childhood Paraprofessional	F	X	
Wolfe, Misty	Assistant Bookkeeper	S		

Teacher Center

[Needs Assessment](#)

[User Satisfaction Survey](#)

Attached is a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Included is a cumulative total of participants. See Professional Development Activities Report attached.

Does the co-op provide media services to schools? YES

Approximate the number of titles in media center: 250

Does the co-op provide delivery to the districts? YES

How many districts participate in the media program? 17

How many titles (including dup counts) were provided to schools during this current year? 50

Do districts contribute dollars to the media services? NO

How are media charges per district determined (formal or per ADM)? Please describe: N/A

Does the co-op operate a “make-and- take” center for teachers? YES - by appointment

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

- Number of Teacher Participants: 39
- Number of Other Participants: 8

Administrative Services

- Administrators and Local Board members professional learning
- APSCN Field Support
- Assessment data analysis
- Bookkeeping assistance
- Business Management training
- College Career Readiness Prep. administration/collaboration
- Computer Technician
- Conduct Annual Needs Assessment/planning assistance
- Cooperative purchasing
- Curriculum alignment/curriculum review
- Digital Learning Program collaborative partner
- E-Rate applications
- Early Childhood Special Education services
- Early Childhood vision and hearing screening
- ESC Works training and support
- ESOL Support/Migrant Student Identification
- Evaluation procedures- assist/support (CTE, GT, SPED)
- Fingerprinting Services
- Gifted and Talented program assistance/professional development
- Grant writing assistance
- HIPPY (Home Instruction for the Parents of Preschool Youngsters)
- Instructional facilitator training
- Legislative Updates for school leaders
- Math coaches training
- Math/Science/Literacy specialists
- Medicaid billing
- Mentor programs: Novice Teacher Mentor, Beginning Admin Mentor
- Migrant Education Program Coordinator
- Paraprofessional PRAXIS administration site
- Perkins Consortium/CTE Coordinator
- Personnel application software
- Praxis Support for educators and educator candidates
- Professional Development
- Psychological Services
- Ready for Learning collaborative partner
- Recruitment and Retention of educators
- School Health Nurse
- Social Emotional Support for certified, classified district staff, & parents
- Special education services/LEA Supervisors
- Technology training and evaluation of devices and programs

Direct Services to Students

Student services provided through the co-op:

- Behavioral Intervention Consultant
- Coding Competition
- College/Career Fair
- Early Childhood Special Education 3-5 years of age: special education teachers, special education programmers, educational examiners, speech/language pathology, behavior intervention, occupational therapy, physical therapy, audiology screening services, vision screening and consulting, paraprofessional, transition to public school
- Gifted/Talented programs: 17 participating districts, Chess, Quiz Bowl Tournament, Youth Entrepreneur Showcase Technology Fair, and Stock Market Game
- HIPPPY (Parents as Teachers, Transition to Kindergarten)
- Itinerant Teachers (LEA Supervisors, Educational School Psychologists)
- Migrant Support Services
- Online Digital Instruction (Pearson & Virtual Arkansas)
- Robotics Support for Programs and Competition
- STEM Kits with training for educators

Anecdotal Reports

Please attach three or four descriptions of activities which 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.

District Digital Learning Partnership

Wilbur Mills Cooperative staff assisted all districts in the development of Digital Learning Plans. Collaborative meetings were hosted to give districts the opportunity to work together and share their digital learning ideas. Additionally WDMESC staff held individual district review work sessions to go over plans, review, and revise. The plans were submitted to the State Board of Education for approval and the cooperative joined the districts to explain the plans to the State Board of Education. Wilbur Mills contracted with Pearson Connexus to provide digital instruction for students in grades K-8 in our region. Wilbur Mills partnered with Virtual Arkansas to provide digital learning for students in grades 9-12 in our region. Brook Singletary, IT at Wilbur Mills, acted as a liaison between districts and Pearson Connexus. Brook assisted with training, scheduling, and communications. School districts were given the opportunity to join WDMESC Digital Learning Consortia or develop their own method of providing digital learning.

WDMESC Support of Level III and Level IV School Districts

The Director, Teacher Center Coordinator, Literacy Specialists, Math Specialists, & Science Specialists met monthly with the Division of Elementary and Secondary Education, and the three districts in our region who are in Level IV Support Status. Literacy specialists provided support in the form of onsite Professional Development, Professional Learning Communities, and Science of Reading classroom walks with administrators and instructional coaches. Wilbur Mills Specialists, the DESE team and school leaders formulated plans to assist the educators in assessment of learning, analysis of data, and implementation of plans for the remediation of learning loss. Specialists assisted districts in designing and implementing rigorous instruction aligned with the Science of Reading. Additionally, Wilbur Mills specialists aided districts with the review and selection of curriculum aligned with the Science of Reading.

The Director, Teacher Center Coordinator, Literacy Specialists, Math Specialists, & Science Specialists met quarterly with the Division of Elementary and Secondary Education, and the seven districts in our region who are in Level III Support Status. Literacy specialists provide support in the form of onsite Professional Development, Professional Learning Communities, and Science of Reading classroom walks with administrators and instructional coaches. Wilbur Mills Specialists, the DESE team and school leaders formulated plans to assist the educators in assessment of learning, analysis of data, and implementation of plans for the remediation of learning loss. Specialists assisted districts in designing and implementing rigorous instruction aligned with the Science of Reading. Wilbur Mills specialists aided districts with the review of and selection of curriculum aligned with the Science of Reading.

Other support for Level III and IV schools included: data analysis, working in PLCs, on-site coaching and support, targeted professional development such as Close Reading and Morphology, utilizing the Solution Tree™ model to unpack standards, DOK (Depth of Knowledge) professional development and classroom support, and Science of Reading (SoR) professional development and classroom support.

WDMESC Support School Year 2021-2022

The Director and Teacher Center Coordinator collaborated weekly with the DESE. The Cooperative was given information to share with our districts' leaders and to solicit needs and concerns from our districts to the DESE. The DESE addressed the needs and provided clarification, research, and answered questions in the most timely manner possible. The Director and Teacher Center Coordinator communicate weekly with districts to provide accurate and updated information. The Director obtained feedback from Superintendents on a variety of issues to inform the DESE of district needs. This was done through various means including email and face-to-face. The focus of the feedback shared during the 2021-2022 school year is equitable instruction during the pandemic including the availability of quality onsite instruction. In addition to this collaboration, the Cooperative received ESSER money from state set-aside funds for addressing students who are experiencing homelessness. The Cooperative also managed a Department of Health ELC Grant for our districts. This

funding allowed member school districts to provide a safe and nurturing environment for the students they serve. The Cooperative delivered PPE and other supplies to its member districts in support of their efforts to combat the Covid Pandemic. Another result of the Covid Pandemic was the necessity of digital learning in many of the Cooperatives member districts. The Cooperative provided support for member districts as they maintained their digital learning plans in support of those students who were not ready to return to school.

Wilbur Mills Specialists and Coordinators continue to provide services during the pandemic. Each Specialist/Coordinator including Behavior Support, CTE, Dyslexia, ESOL, GT, Instructional Technologist, Literacy, Math, Recruitment & Retention/Novice Teacher, Science, Teacher Center Coordinator, Early Childhood Coordinator, and HIPPIY Coordinator continue to offer support. The sessions are often offered virtually using Zoom and recorded and shared for those who missed the session. Face-to-face sessions are offered as is appropriate for audience and content. The support continues with fidelity. The mode of delivery has changed in some instances.

WDMESC Dyslexia Contacts Professional Learning Community

Wilbur D. Mills Education Service Cooperative Dyslexia Contacts Professional Learning Community in collaboration with the Arkansas Department of Education was developed to support our member districts in their dyslexia needs. Each district selected a dyslexia contact to attend monthly sessions either at WDMESC or via Zoom. We believe that building capacity is crucial to providing appropriate learning experiences for all students.

This year's focus included:

Districts were offered the opportunity to attend RITE Flight Training to supplement dyslexia interventions; training was provided by David Hason with Access Learning..

Rite Flight: A Classroom Reading Rate Program is a curriculum written by the staff of the Luke Waites Center for Dyslexia & Learning Disorders at Scottish Rite for Children. *Rite Flight: Rate* equips teachers and reading specialists to help students increase their reading rate and fluency.

Rite Flight: Rate was designed to be a Tier II intervention for use by classroom teachers, reading specialists, and special education teachers with first through eighth-grade students. It can be used as supplemental or intervention instruction for individuals, small groups, or the whole classroom.

When used as a supplement, *Rite Flight: Rate* should be integrated into a core reading program to adequately address fluency. As a fluency component of primary grade reading remediation and instruction, *Rite Flight: Rate* should be introduced early in the course of instruction in letter-sound recognition and should not be delayed until after phonics has been taught.

The program can be used in conjunction with a variety of core reading curricula that employ evidence-based components in phonemic awareness and phonics. *Rite Flight: Rate* may be used for more intensive instruction within the framework of a Response-to-Intervention (RTI) model.

Rite Flight: Rate differs from standard reading fluency instruction by using a method of instruction designed to promote the recognition of letter clusters within words. Students follow a repeated reading schedule that introduces the same words in isolation, in phrases, and finally in stories.

Rite Flight: Rate is not intended to be used in place of a comprehensive intervention for students identified with dyslexia, as it addresses only one component of reading.

Districts were invited to attend TAKE Flight training for those implementing TAKE Flight Year 1 the 21-22 school year. Cohort 1 Includes: Bald Knob School District, Pangburn School District, Lonoke School District, Jacksonville North Pulaski School District, and Academic Plus Academy. From June 2021 through May 2022, David Hanson with Access Learning has provided 78 hours of professional development for TAKE Flight.

Take Flight is a comprehensive, ungraded, structured, and sequential curriculum that utilizes multisensory techniques for basic instruction in reading, writing, and spelling. Task analysis was used to organize and sequence the following:

- **Phonic regularities for reading**
- **Rules for syllable division**
- **Spelling**
- **Other basic linguistic concepts**

Take Flight is based on the pioneering research of Dr. Samuel T. Orton, a neuropsychiatrist, and the educational and psychological insights of Anna Gillingham. The Orton-Gillingham techniques for teaching children lacking a talent for language became the basis of a pilot from 1965 – 1975 at the Language Laboratory at Scottish Rite for Children in Dallas, Texas. An interdisciplinary team worked to incorporate multisensory techniques, current findings in learning theories, and discovery teaching into the *Take Flight* curriculum.

Continuing learning throughout the school year via online PLCs include: Professional Book Study: Multisensory Teaching of Basic Language Skills by Judith R. Birsch and Suzanne Carreker, The Executive Function, and going deeper with level 2 assessments.

WDMESC Literacy Leaders Professional Learning Community

Wilbur D. Mills Education Service Cooperative Literacy Leaders Professional Learning Community in collaboration with the Arkansas Department of Education was developed to improve the teaching and learning practices in K-12 literacy. All of our member districts participated in this opportunity. Each district selected a literacy leader to attend monthly sessions to collaborate in literacy content, curriculum alignment, assessment, and instructional practices. The focus this year has been RISE (Reading Initiative for Student Excellence), RISE K-2, Dyslexia, Disciplinary Literacy, Response to Intervention (RtI), Science of Reading, Formative Assessment, *Igniting a Passion for Reading* book study (Steven Layne), Executive Function, EdReports, Arkansas Initiative for Instructional Materials (High Quality Instructional Materials), and Curriculum adoption.

2021-22 Literacy/Dyslexia PLC Dates:

- October 15, 2021
- December 12, 2021
- February 4, 2022 (rescheduled due to weather/ice storm)
- February 23, 2022
- April 1, 2022

2021-22 Dyslexia Virtual PLCs due to Covid-19

- October 15, 2021
- December 12, 2021
- February 4, 2022 (canceled due to weather/ice storm)
- April 1, 2022

WDMESC Instructional Coaches PLC

Instructional Coaching and Adult Learning professional development continues to be offered annually. Instructional Coaches in the WDMESC Cooperative were also invited to attend PLC Meetings to collaborate as a group for the purposes of discussing challenges and identifying solutions. The work of Jim Knight and Diane Sweeney was a driving force behind collective discussions and decisions. Agendas were designed with input via Google Form so that meetings could be relevant, timely, and targeted. In an effort to continue the learning and maintain our focus on adult learners, newsletters were designed and sent to Instructional Coaches. Our book study of *The Instructional Playbook* from the previous year culminated in the collaboration and drafting of a site-specific Instructional Playbook by participating coaches.

WDMESC Math Leadership

The focus of this training for math coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics education. All 17 of our districts were asked to participate in this project. Districts selected math leader(s) to attend training/collaborating work sessions focusing on math content, curriculum alignment, assessment and instruction. Emphasis is placed on the Arkansas Math Standards, instructional strategies, utilizing manipulatives in order to build conceptual understanding, and authentic assessments. Training and support have also focused on the STEM Model School Program, Instructional Technology, and Illustrative Mathematics Resources. Due to COVID restrictions, some sessions during the year were held virtually, some were face to face, and some were face to face with a virtual option. Topics were based on the needs of participants at the time.

WDMESC Science Educator Meetings

The Wilbur D. Mills Education Service Cooperative Science Educator Meetings were developed to improve the teaching and learning process in science. During this time of COVID-19, school year sessions with science teachers were modified to best meet the needs of our districts. In partnership with several other cooperatives around the state, Science Cafes were created to offer short sessions to share, discuss and encourage science teachers. These 1-hour sessions were offered on the hour throughout the school day, so teachers could join via Zoom as their schedule allowed. All science teachers from all 17 districts were invited to attend each month. These meetings were held in the Fall only due to lack of teacher availability. Specialists created a monthly newsletter to continue to communicate and update teachers.

WDMESC English for Speakers of Other Languages (ESOL) Professional Learning Community

The Wilbur D. Mills Education Service ESOL PLC was developed in collaboration with the Arkansas Department of Education to improve the teaching and learning process for English Learners (ELs) and to assist with the dissemination of information regarding curricula choices and implementation. All 17 of our districts are invited and encouraged to participate in this work. Each superintendent names an ESOL coordinator for their district.

ESOL Coordinators meet quarterly at the co-op to collaborate and discuss current issues, policies, updates, and significant trends related to ESOL Programming and EL services. These sessions are designed as an added layer of support for districts in ensuring they are up to date regarding compliance with the Office of Civil Rights and Federal and State laws pertaining to ESOL services. Additionally and equally as important, these sessions include discussion of effective instructional models, practices and curriculum for providing English Learners with both *English Language Development (ELD)* and *Access to Core Content*.

The meetings are facilitated by the DESE Central Arkansas Region English Learner Specialist, Paula Vasquez, who works ongoing collaboratively with district ESOL Coordinators to update priority agenda topics and provide guidance, training and/or helpful resources and tools to support specific needs identified. At times, ESOL Coordinators with specific knowledge or skills related to agenda topics or other experts in the field are invited to present to meet the needs of the group.

The PLC meetings provide opportunities for districts to share and discuss with their colleagues from other districts. ESOL Coordinators who take advantage of this network support one another, share ideas, share best practices and brainstorm barriers to providing the best educational experiences for students. This community builds capacity across districts and allows them to better serve their English Learner (EL) population with the overall objective being that all WDMESC districts' are continuously striving to improve ESOL programming/instruction so that all

ELs are able to participate meaningfully and equally in educational programs and services and have access to high quality instruction.

In addition to these quarterly meetings, district ESOL leadership, teachers and administrators serving ELs can participate in ESOL focused PD sessions provided by the DESE EL Specialist and other members of the state English Learner Unit. The sessions are intended to build on educators' knowledge and increase capacity in specific ESOL practices. Some examples of sessions offered are outlined below:

-DESE ESOL BOOTCAMP This three-session boot camp is designed for teachers, instructional support staff and leadership who wish to develop or build on their ESOL knowledge base and improve their instructional practices to better meet the needs of English Learners. It was developed in response to districts concerned about supporting and developing effective instructional practices with teachers facing challenges when instructing English Learners in content areas.

Day 1: ESOL Programming 101 & Key Elements of Instructing English Learners

Day 2: Key Principles & Essential elements of Instruction with ELs: Effective Methods & Strategies for Making Learning More Accessible for English Learners

Day 3: Second Language Acquisition, Social Language vs. Academic & Using the ELP Standards

The overall aim of the comprehensive training is to build capacity in teachers to provide meaningful access and learning experiences for all learners and the instructional leaders supporting those teachers. While the training was designed with improving outcomes for English Learners in mind, a significant portion of the content taught and techniques demonstrated will benefit all students in our classrooms.

Participants learn about:

- Designing lessons to be more comprehensible for English Learners despite language barrier
- Methods for delivering content that help students access and participate in the learning
- Connecting ELPA data, ELP Standards, and Achievement Level Descriptors to inform decisions about grouping, learning targets and design differentiation.
- Anticipating linguistic demands to plan effective scaffolding

-Building Your Digital Toolkit: Digital Tools & Resources for Supporting English Learners in Virtual Learning and Beyond! Participants will be introduced to digital tools & resources that support teachers in designing interactive lessons for ELs virtually & enhance learning for students. These tools are organized by type of support which are aligned to the following essential areas for supporting ELs-

1. Communication with students & families -Translation/Interpretation tools for enhancing communication)
2. Access & increased comprehension of content/lessons/text -Adaptive tools and extensions that support language and scaffold student learning by making content comprehensible
3. English Language Development -Online resources/sites/tools to provide continued exposure to English Language & engage ELs in English
4. Opportunities for interaction -Platforms/online resources to help make lessons interactive & engage students in learning

-Why Do English Learners Struggle With Reading? Using the book "Why Do English Learners Struggle With Reading? Distinguishing Language Acquisition from Learning Disability" by Baca, Hoover, and Klingner, participants will discover and discuss considerations for teaching reading to English Learners. Keeping in mind that oral language lays the foundation for reading skills, it is important for teachers to help our students build their vocabulary in English to solidify that foundation. This session will provide participants with the research, tools, and motivation to go back to their schools and have those much-needed conversations surrounding EL progress in reading programs.

ESOL coordinators are also invited to attend bi-annual state-wide ESOL Coordinator meetings (virtually this year) facilitated by the ADE DESE ESOL Director and English Learner Unit. Additionally, all are invited and many attend the annual ARKTESOL conference for additional networking with other statewide coordinators and experts in the field.

WDMESC Gifted and Talented Professional Learning Community

The WDMESC GT PLCs were developed in collaboration with the Arkansas Department of Education to improve the teaching and learning process for gifted students and to assist with the dissemination of information regarding curricula choices, advanced options, acceleration, and implementation. All 17 of our districts are invited to participate in this work. Each district has a GT coordinator to oversee their curriculum, program options, proper documentation, and compliance with the rules and regulations set forth by the ADE. An invitation is extended to each coordinator to attend quarterly virtual meetings held at the co-op throughout the year. The meetings serve as means to keep districts in compliance with the GT rules and regs, to roll out and explain new initiatives, and implementation of curriculum. Experts in the field are also invited to present at these meetings or via Zoom to meet the needs of the group. The PLC meetings provide opportunities for districts to share and discuss with their colleagues from other districts. This community builds capacity across districts and allows them to better serve their gifted population by sharing curriculum and other materials.

WDMESC Curriculum Directors' Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Curriculum Directors' Cadre was established to improve the teaching and learning process for all content areas and to assist with the dissemination of information regarding curricula choices and implementation. All 17 of our districts participate in this collaboration. Each district designates staff to attend regular meetings held throughout the year.

The meetings serve as a venue for ADE personnel and other outside consultants to share with district leaders regarding the introduction of new requirements, explain initiatives, rules, and curriculum. The meetings provide opportunities for leaders to share and discuss with colleagues from other districts.

The focus of the meetings in the 2021-2022 school year was two-fold. One area of focus included the establishment of an instructional model in each district/building. Two Assistant Superintendents worked with the TCC to align The New Art and Science of Teaching's Elements and Strategies with the TESS rubric. After collaboration in the Assistant Superintendent/Curriculum Coordinator group, two leaders led a book study on *The New Art and Science of Teaching* for principles in our region during Wilbur Mills' monthly principal PLC meetings. The other area that we focused on was the Social Emotional health of students and staff. The TCC invited experts from the Trauma Resources Initiative for Schools (TRIS) to present during regular monthly meetings. The Cook Institute was also invited to share the free resources available to educators for students and families. WDMESC hosted a Mental Health night for parents in our region in collaboration with this leadership group.

WDMESC Principals' Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Principals' meetings focus is to assist building leaders as they enable their teachers to increase and improve learning opportunities for all students. The Principals Collaborative meetings (the first Wednesday of each month, August - May) are designed to enhance the understanding of current educational initiatives and unpack information. Our goal is to provide explanation and clarification as well as assist with implementation plans and strategies.

During the 2021-2022 school year, the focus was closing the learning gap for learners. In collaboration with leaders from the Wilbur Mills Assistant Superintendent/Curriculum Coordinator group, the principals engaged in a book study of *The New Art and Science of Teaching*. The Marzano group will present a three-day session for teacher/leader teams on this book on June 28, 29 & 30. Principals were empowered by the book study to be leaders at the table during the summer sessions.

WDMESC Library/Media Specialists Professional Learning Community

The Wilbur D. Mills Education Service Cooperative Library Media Specialists PLC was established during the 2020-2021 school year in response to a direct request from a library media specialist (LMS). This regularly scheduled meeting (quarterly) is designed to share information with the LMS group as well as bringing all LMSs together to interact, share and collaborate.

WDMESC Federal Coordinator Collaborative Meetings

The Wilbur D. Mills Education Service Cooperative Federal Coordinators meet regularly to review upcoming deadlines, required actions, and best practices for programs related to Federal funds. All 17 of our districts participate in this work. Each district designates staff to attend regular meetings held monthly. The meetings serve as a venue for sharing the latest information, collaborating with experts from other groups, such as the AAEE and ADE. The meetings provide opportunities for leaders to share and discuss with their colleagues from other districts. The focus of the meetings in 2021-2021 has been the effective and appropriate use of ESSER funds in conjunction with Title funds. The Wilbur Mills Federal Coordinator group is working collaboratively on a Monitoring Tool document to assist new coordinators and support current coordinators.

WDMESC Instructional Technology Leaders Collaborative Meetings

Wilbur D. Mills Education Service Cooperative Instructional Technology Leaders meet regularly to collaborate and learn from one another regarding topics surrounding instructional technology. This group was established in the 2021-2022 school year and is working to develop rapport among the members as well as add more leaders to the group.

Employment Policies and Practices

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

Employed

Number of new males employed by the cooperative for the 2021-2022 school year. For this number above, please provide the number in each of the following racial classifications:

0 White

0 African American

0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2020-2021 school year. For this number above, please provide the number in each of the following racial classifications:

15 White

0 African American

0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Terminated

Number of males terminated by the cooperative during the 2020-2021 school year. For this number above, please provide the number in each of the following racial classifications:

0 White

0 African American 0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2020-2021 school year. For this number above, please provide the number in each of the following racial classifications:

0 White

0 African American 0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Seeking Employment

Number of males seeking employment by the cooperative during the 2020-2021 school year. For this numbers above, please provide the number in each of the following racial classifications:

5 White

0 African American

0 Hispanic

0 Asian

0 American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2020-2021 school year. For this number above, please provide the number in each of the following racial classifications:

25 White

0 African American

1 Hispanic

0 Asian

0 American Indian/Alaskan Native

3 Not Stated

Program: Accounting

Funding Source: Base

Competitive Grant: No

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Misty Wolfe, Assistant Bookkeeper - HSD

Goal

To provide financial support to all programs and participating districts of the cooperative.

Program Summary

2020-21 State Funding Source

General Operating \$434,385.42

Base Funding \$408,618.00

Professional Development \$258,619.33

Science Grant \$180,000

Technology Coordinator \$80,000

HIPPY \$1,505,730

Literacy Specialist \$270,000

Math Specialist \$180,000

Early Childhood Special Education \$1,233,314.94

Early Childhood Special Education Extended School Year \$3404

Career & Technical Education Coordinator \$50,000

Gifted & Talented Specialist \$30,000

Novice Teacher \$302,804.25

Teacher Retention Social Emotional Support \$20,000

Ed Reflect \$311,834.25

Technology ARP \$150,000

GT Specialist \$30,000

Early Childhood Special Education Early Intervention Day Treatment \$437,917.22

Early Childhood Special Education Local \$457,500

Virtual Consortium \$250,000

2020-21 Federal Funding Source

Carl Perkins Grant \$253,612

Carl Perkins Non-Traditional \$18,852

Early Childhood Special Education \$397,223.67

ARMAC \$40,000

Medicaid \$125,000

ESEA Title I Migrant \$382,706.02

Special Education Novice Teacher Mentoring \$20,000

Special Education ARP \$181,335.53

Covid Vaccine Incentive \$13,953.60

ELC Reopening Schools \$2,404,138

ARP Homeless \$113,281.70

Program: Administration - Director's Office

Funding Source: Base Funds

Competitive Grant: No

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Brad Horn, Director - MSE + Admin. Certificate

Christie Gillion, Business Manager - HSD

Misty Wolfe, Assistant Bookkeeper - HSD

Program Summary

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, programs, and operations. He is specifically charged with leading the Cooperative staff to accomplish goals and to meet the program and service expectations of all funding agencies and stakeholders. He serves as a liaison for member districts to the Department for Education, the State Board of Education, the legislature, and other policy making agencies.

Both the director and business manager are bonded representatives with fiduciary responsibility for receiving and expending all funds. Because the Arkansas Public School Network (APSCN) accounting system is required of all state education agencies and because that system loosely fits such agencies as cooperatives where funding comes from many and varied sources, the bookkeeping procedures are complicated. The result is that much attention is paid to internal fiscal control. Each cooperative program coordinator is responsible for that program budget and is required to maintain a program account consistent with the APSCN coding procedures established by the central office and to work closely with the director and business manager in all fiscal decisions.

Program: ADE/APSCN Student Applications Field Analyst

Funding Source: Arkansas Department of Education

Participating Districts: Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Heber Springs, Jacksonville, Lonoke, McCrory, Pangburn, Quitman, Riverview, Rose Bud, Searcy, West Side, White County Central

Personnel

Jessica Bowman, APSCN Student Field Analyst - B.B.A

Goal

To provide end-user support to district student users of the statewide student management system, Cognos reports, and to meet statewide reporting guidelines.

Program Summary

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The student management systems application provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. Districts electronically submit data to the ADE nine times a year. The student field analyst provides districts with support and training workshops through meetings at the Cooperative, school visits, and communicating closely by email, telephone and Zoom meetings. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover.

Major Highlights of the Year

Facilitate and implement eSchool trainings for new or existing users, implementation of eSchool (student management system) upgrade and PowerSchool Enrollment. Also kept all districts updated with new reporting changes.

Program: Career and Technical Education

Funding Source: Carl D. Perkins Funding

Funding Amount: \$ 253,612

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Amanda Brogdon, CTE Coordinator - +Ed.S. +Admin

Goal

The goal of Career and Technical Education is to assist schools in developing more fully the academic knowledge, Career and Technical, and employability skills of students who enroll in Career and Technical Education programs and programs of study. It is our goal to ensure our teachers are trained in the most current technology and bring that technology to our students so that we can best prepare them for the future ahead. Perkins indicators are used as a guide to determine where to provide training for teachers and students.

Program Summary

The coordinator for the Wilbur D. Mills Consortium is required to write the annual Perkins Grant and to purchase equipment, software, supplemental curriculum and industry certifications for the member districts. This is done through pre-approved projects in the grant. The CTE Coordinator is also responsible for handling the reports required by the program and the professional development as needed.

Major Highlights of the Year

Perkins V was passed in July of 2019 and will be fully implemented in July of 2020. This year has been a transition year for our state. The WDMESC CTE Stakeholders Group was formed this year with over 130 members from the community, business/industry, parents, students and school districts. The Stakeholders completed the Local Needs Assessment which will be used to guide Perkins spending in the future as well as to align CTE courses with industry needs. WDMESC also hosted a college and career fair and collaborated with community, students, business and industry professionals as well as college and technical school faculty and staff.

This year, all teachers were offered the teacher license for iCEV. This support for teachers and students proved invaluable during the Covid-19 Pandemic. When schools pivoted to virtual, this on-line material allowed students and teachers to work asynchronously for a seamless transition between face-to-face instruction. iCEV also offers several new certifications that were approved this year through DCTE. The iCEV support was offered to all CTE teachers within the CTE Consortia. All teachers were trained virtually.

Another new addition due to Covid-19 was the Test Out platform for business teachers. This company offered great customer service and offered a quality product and also allowed a seamless transition while pivoting from virtual to face-to-face. This platform allowed teachers to prepare for the MOS exams in place of other software. All teachers were also trained on this new platform virtually. Purchasing this for teachers also provided teachers with student vouchers to be used for certification purposes.

This year, the CTE Coordinator applied for five funded start-up grants for five districts with the Coop and received all. The Bald Knob school District was awarded \$30,430 for the Computer Science Robotics Program of Study, the Carlisle School District was awarded \$5,678 for the Computer Science Robotics Program of Study, the Hazen School District was awarded \$8,814.53 for the Chemistry of Foods Program of Study, the Rose Bud School District was awarded \$30,430 for the

Computer Science Robotics Program of Study, the White County Central School District was awarded \$30,430 for the Computer Science Robotics Program of Study **(for a total of \$105,782)**. We have currently been awarded the following unfunded start-up grants: Bald Knob School District, Agriculture (Plant and Animal Science - two programs), England School District was approved to receive the Computer Science Robotics Program of Study, both of these will apply for funding in the fall and will receive extra points on the rubric because they have been approved. The CTE Coordinator also worked with Cabot and Beebe to have teachers approved for teaching the pre-educator classes concurrently through ASU. Anticipated Pre-Educator unfunded start-up grants include Lonoke, Pangburn, and possibly Bradford. The CTE Coordinator conducted on-site start up visits and assisted with the grant writing for all districts.

In addition to this, we assisted the Rose Bud School District in writing the Innovation Grant for Computer Science and they received \$25000. We assisted the Carlisle School District in writing the Innovation Grant and they received \$7496.32. The Beebe School District received the Innovation Grant for an Anatomage Table for \$85,000. We assisted the England and Rose Bud School Districts with each receiving a grant for \$4,176 (total of \$8,352) each for non-traditional recruitment in Agriculture Programs. We also assisted the following school district in writing non-traditional grants for drones: Augusta, Bald Knob, Carlisle, Des Arc, McCrory, Pangburn, and Riverview at \$1,500 each (total of \$10,500). **(Overall total \$136,348.32)**

WDMESC also worked with UAFS and the State Stem Coordinator to secure a \$25,000 Workforce Grant to cover the cost of the Drones Summer Training **(total \$25,000)**.

The CTE Coordinator also assisted the Bald Knob School District in writing and planning the ARP ESSER II Summer Programming. A career and technical education camp will be hosted for students in the district. The total grant award was \$450,000, with \$150,000 to be awarded each year over the next three years. **(Overall total \$450,000)**.

A total of \$717,130.32 grants were secured to assist WDMESC schools, teachers, and CTE Programs. This is in addition to the \$50,000 State Perkins Grant from DCTE, and the Federal Perkins Grant Award of \$253,612. (Overall total all combined grants \$ 1,020,742.32)

With the passing of Senate Bill 107, many school districts are looking for new and innovative ways to implement the Computer Science courses for their districts. The CTE Coordinator is assisting districts with options available and grant assistance through grants offered through the Office of Computer Science and the State Start-up Grants offered through the Department of Career and Technical Education.

All meetings for CTE were hosted virtually via Zoom throughout the 2021-22 school year. Many school districts were unable to host their fall Advisory Meetings due to Covid-19 restrictions. WDMESC is planning an Advisory Council Meeting for October 2022 with Mrs. Kelly Cypert.

The CTE Coordinator has established great working relationships with the DCTE State STEM Coordinator as well as the Math and Science Specialists at the WDMESC. The WDMESC CTE, Math and Science Specialists are collaborating to provide some great STEM workshops through the Museum of Discovery at WDMESC.

The CTE Coordinator is also assisting with competitive events for FFA, FBLA DECA, Skills, FCCLA and TSA. All of these groups are Career and Technical Student Organizations which support and enhance student learning and opportunities through the CTE. Students are able to compete and collaborate with other students from around the state. The majority of these competitions and meetings were held virtually for the 2021-22 school year.

The CTE Coordinator also serves as Vice-President of the Arkansas Wildlife Federation which has helped to establish great relationships with the Arkansas Game and Fish Commission. The AGFC Law Enforcement Division worked with the Wilbur D. Mills CTE Coordinator to provide programming to all schools that received the Drones through the non-traditional grants. This programming included how drones are being used with the AGFC, in Arkansas and the future of drones in our own backyards.

The CTE Coordinator also serves as a board member with the Community Foundation. In this role, the CTE Coordinator worked with retired Math Specialist Dr. Linda Griffith to provide a grant writing workshop for non-profits, educational organizations, and community members.

Program: Computer Science

Funding Source: Arkansas Department of Education Grant – Act 220 of 2017

Competitive Grant: No

Restricted

Participating Districts: Statewide

Personnel:

Kelly Griffin, Lead Statewide Computer Science Specialist, MAT
Alex Moeller, Statewide Computer Science Specialist
Eli McRae, Statewide Computer Science Specialist
Jim Furniss, Statewide Computer Science Specialist
John Hart, Statewide Computer Science Specialist, MLIS
Leslie Savell, Statewide Computer Science Specialist, MSE
Lori Kagabein, Statewide Computer Science Specialist
Tammy Glass, Statewide Computer Science Specialist
Zachary Spink, Statewide Computer Science Specialist
Mark Barnes, Statewide Computer Science Specialist

Goal:

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 through the use of 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; 7th/8th Coding Block; 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:

- K4 Introduction to CS
- K4 Deeper Dive into CS
- 5-8 Introduction to CS
- 5-8 Deeper Dive into CS
- Coding Block
- Coding Block Resources
- goIT Training
- K-8 CS Lead Teacher Stipend Program
- Arkansas Computer Science and Computing Educator Academy
- High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - Fall 5 Saturdays
- High School Computer Science and Certification Preparation - Spring 5 Saturdays
- 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 Turtl stitch
- Intermediate Artificial Intelligence
- Intermediate Mobile Apps
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity

- Advanced Placement Computer Science A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Advanced Mobile Applications
- Advanced Robotics

Conferences Presented at:

- TSA Fall Leader Conference
- Code.org Education Conference November 2021
- CTE New Educator Conference

Events/Committees/Projects Assisted with:

- TechFest October 2021
- Family Code day at UALR December 2021
- National Computer Science Education Week Kickoff - Governor's Mansion December 2021
- CS Education Week Activities December 2021
- Arkansas Data Science and Computing Summit December 2021
- Monthly Computer Science NewsLetter
- TSA State Conference
- Regional Governor's Coding Competition February 2022
- CSTA Scholarship February 2022
- CTSO Day at the Capitol February 2022
- Black History Month - Historical Computer Scientists February 2022
- Women in Cyber at Innovation Hub March 2022
- Women's History Month in Computer Science March 2022
- CS Educator of the Year March 2022
- STEM Expo March 2022
- Educator Rising Regional Event March 2022
- Innovate for Good - Women's Foundation March 2022
- Support of Robotics Competitions (VEX, FIRST) March 2022
- Great Arkansas History Video Game Coding Competition March 2022
- Allstate Governor's Coding Competition April 2022
- Innovation Grant May 2022

MAJOR HIGHLIGHTS OF THE 2021-2022 YEAR:

- Growth and Development in Accessibility in Computer Science
- Arkansas joins Code.org as a Regional Training Partner
- Developmental Work on Alternative Computer Science Standards
- 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 650+ education professionals and 682+ students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Governor's Coding Competition.
- Computer Science Education Advancement Act of 2021 - Act 414 of the 93rd General Assembly (Act 414)
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- National Computer Science Education Week Kickoff - Governor's Mansion December 2021
- Computers ARe Fun - Summer Video Series
- Computer Science Completer Cords
- State Of Computer Science Education Report - Code.org

ONGOING SUPPORT:

- Specialists have developed and will deliver 9 new trainings this summer. This is in addition to the other 20 trainings to be taught this summer.
- Specialists are currently working to visit all 264 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer. Our goal is for all districts to go into 2022-2023 with an identified plan of implementation.
- For districts who currently do not have an identified CS teacher the specialists are working to help identify personnel who may be able to fill that role and school needs.
- 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.
- A total of 130 schools have been visited to this date. The following is the number of districts visited within your cooperative: 6

Program: Consolidated Purchasing Services

Funding Source: Member Districts

Funding Amount: N/A

Participating Districts

Augusta, Beebe, Bald Knob, Bradford, Carlisle, Des Arc, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Riverview, Rose Bud, Searcy, White County Central, and Wilbur Mills Coop.

Personnel

Brad Horn, Director - MSE + Admin. Certificate

Teresa Lee, Administrative Assistant - HSD

Goal

The goal of Consolidated Purchasing Service is to save money for member schools, to provide convenience and a time-saver for member districts.

Program Summary

The WDMESC seeks bids on instructional materials (including duplicator paper) to provide member districts with savings on the materials they would have to order from other sources.

Major Highlights of the Year

15 member districts participated, along with WDMESC, in the program and placed purchase orders to the successfully bidding vendors in the amount of \$274,549.32. The bid was awarded to Printing Papers, Inc.(PPI) for the 2022-2023 school year.

10 Wilbur Mills Districts and 1 district out of our region participated in the Digital Learning Program collaboratively purchased from Pearson Connexus through the Cooperative.

Fall Semester

Initial Enrollment: \$125,623

Additional: \$7476

Total: \$133,099

Spring Semester

Initial Enrollment: \$76,629

Additional: \$22,428

Total: \$99,057

Yearly Total: \$232.156

Program: Early Childhood Special Education Program

Funding Source Federal & State Funding (including ARP funding)

Funding Amount \$ 3,639,274.86

Restricted Funding: Yes

Competitive Grant: No

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, Hazen, England, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy and White County Central

PERSONNEL

Name	Position	Degree
Suzanne Bailey	ECSE Coordinator	Doctorate
Carla Barnwell	Medicaid/E-school Assistant	HSD
Kristina Hinesly	Administrative Assistant	HSD
Crystal Weatherford	Examiner/ECSE Teacher	MSE
Stephanie Lynn	Behavior Consultant	MSE
Johnnie Cook	Intake Coordinator	BS
Kerry Guyot	Speech Pathologist	MSE
Michelle Maddox	Speech Pathologist	MSE
Wendy Clark	Speech Pathologist	MSE
Kristy Poe	Speech Pathologist	MSE
Katelyn Kiihnl	Speech Pathologist	MSE
Tori Sanders	Speech Pathologist	MSE
Suzanne Leslie	Speech Pathologist	MSE
Monica Hofheinz	Speech Pathologist	MSE
Bailey Guinn	ECSE Teacher	MSE
Nicole Bryan	ECSE Teacher	BSE
Abby Baker	ECSE Teacher	BSE
Juanitta Lynn	ECSE Teacher	MSE
Robin Hall	ECSE Teacher	MSE
Stephanie Lynn	ECSE Teacher	BSE
Kristen Mote	ECSE Teacher	MSE
Ginger Patton	ECSE Teacher	BSE
Ashley Pike	ECSE Programmer	BSE
Amy Gerlach	ECSE Programmer	MSE
Robyn Berner	ECSE Programmer	BSE
Bailee Bettencourt	ECSE Programmer	BSE
Lindsay Bostic	ECSE Programmer	MSE
Jessica Sanchez	ECSE Programmer	BSE
Sarah Henson	ECSE Programmer	BSE
Lauren McCoy	School Psychology Specialist	MSE
Kimberly Hurley	Occupational Therapist	MS
Chastity Weeks	Paraprofessional	HSD
Taylor Keathley	Paraprofessional	Associates
Kathleen Formel	Paraprofessional	BS
Abby Curl	Paraprofessional	BS

GOAL: The goal of the Early Childhood Special Education Program is to identify and serve children with disabilities, ages 3 through 5, by providing developmental special education services, speech therapy, and related services such as occupational and/or physical therapy.

PROGRAM SUMMARY: Through the Early Childhood Special Education Program, children who may demonstrate potential developmental delays that would adversely affect their learning are located, identified, evaluated, and, if eligible, provided special education services. The following services are available: Developmental Special Education Services, speech/language therapy, and related services in occupational therapy, physical therapy, and mental health.

Behavior Intervention Consultation services are provided to assure that children ages 3 through 5 in need of behavioral interventions are properly identified and receive the necessary services and supports. The consultants work with Early Childhood teachers in ABC, Pre-K, Head Start, and Day Care programs to develop behavior interventions for students who are eligible for special education services for developmental delays in the area of Social/Emotional Development.

Once a child is referred to the program, that child is screened in the areas of vision, hearing, fine & gross motor, cognition, self-help, social/emotional, and communication. If the screening process identifies a potential delay, a special education referral conference is held to determine if evaluations are warranted to determine if a child is eligible for early childhood special education services. Upon the completion of the evaluation process, an evaluation programming conference is held to determine if the child is eligible for Special Education Services. If the child meets Arkansas Early Childhood Special Education Eligibility Guidelines, an IEP is developed to address the deficit area(s). An annual conference is held to review the child's progress, educational placement, ESY Services and develop a new IEP.

The Early Childhood Special Education Program works closely with ABC, Pre-K, Day Cares, and Head Start programs as well as with parents in the White, Woodruff, Prairie, and Lonoke counties as well as the Jacksonville North Pulaski School District area, in order to meet the individual special education needs of their children.

The Early Childhood Special Education Program provides mass screenings to all children attending a public school ABC program, private ABC program or Head Start Program located in White, Woodruff, Prairie, and Lonoke counties as well as the Jacksonville North Pulaski School District.

MAJOR HIGHLIGHTS OF THE YEAR

Child Find Numbers

706 December 1 Child Count (increase from 610 from the previous year)

1533 Children Screened

Professional Development Trainings

Inclusion and Technology, Child Maltreatment, Behavior and Social Skills, Autism Spectrum, Sensory, and ADHD, Early Childhood Interventions and Autism Spectrum Disorder, Differentiating, Sensory from Behavior, Pediatric Yoga, Effective Early Intervention, Asperger's Disorder, Preschool Inclusion, Psycho-educational Report Writing, Emotional Disturbance Reports, Neuroscience and the Classroom, Different Learners and Different Minds, Effective Motivation for Children, Creating a Culture that Connects, Paradigm Shift: Seeing Students Through a Trauma Informed Lens, Foundations of Special Education, Behavior Intervention Plans, Section 504 vs. IDEA Understanding the Fundamentals, Bullying Full Circle- Beyond the Victim, Something to Talk About: Suicide Awareness, Roles and Responsibilities in Special Education,

Laws and Legal/Ethical Issues in Special Education, Major Components of IDEA, Novice Teacher Boot Camp, Curriculum and Guidance for Young Children, Practices and Procedures for Children with Exceptionalities, Trends in Curriculum and Reform, LEA Administrator's Academy 2021, Special Education Finance Year a Glance, Early Childhood Cycles 2,4, and 7, Paraprofessional Training, Effective Sensory Diets, Therapy Solutions for Young Children with Apraxia, Functional Behavior Assessment, Conducting and Documenting the Functional Behavioral Analysis, Reflex Integration, Visual Motor Strategies, Toe Walking, Therapeutic Rapport and Self Regulation, Screen Time and Autism, Bilingual Children with Highly Unintelligible Speech, Play is Fundamental, Social Communication Disorder, Overcoming Selective Mutism, Early Childhood Stuttering, Collaborative Therapy, Counseling Families with Children with Communication Disorders, Language and Literacy, Phonological Processes, Infection Control Strategies, Incorporating Literacy into Early Intervention, Preschool, and home, Difficult Conversations with Parents, Integrating Mindfulness Techniques into Pediatric Speech-Language Pathology, Assessing Children's Phonological Systems, Pre-Assessment for Differentiating Language Differences, Applying Complexity Research to Promote Rapid Improvement for Children, An Introduction to Hippotherapy as a Treatment Tool for Speech Language, Back to the Basics: Down Syndrome, Desensitization Activities for School-Aged Children Who Stutter, Embedding Intervention Strategies into Everyday Activities of Infants/Toddlers, Strengthening Students' Core Vocabulary for Powerful Communication, 20Q: Counseling Families of Children with Communication Disorders, Pediatric Voice Disorders: Diagnostic and Treatment Approaches, Speech and Sound Disorders: Old and New Tools, Evidence -Based Practices in Selecting and Using Standardized Tests: Considerations for Speech Testing, Low-Budget Therapy Solutions, Food Insecurity and Obesity in Arkansas, Oppositional, Uncooperative and Aggressive Behavior, Bridging the Gap: Transitioning from Early Childhood Special Education, The Pediatric Brain, and Traumanomics: Crimes Against Children and Strategies to Deal with ACEs in the Classroom.

Wilbur D Mills Education Service Cooperative and the early childhood special education program held a job fair on February 15, 2022, in effort to recruit potential candidates for the early childhood special education program as well as teachers, substitutes, paraprofessionals, and other educators to assist our school districts and children with obtaining qualified applicants to provide service to our children in the cooperative service area.

The early childhood special education program will be hosting a summer conference, for the first time, at WDMESC on June 15/16, 2022. This conference will include professional development such as: Due Process/Modifications, Screenings, Pre-K Rise, Classroom Management, Inclusion, Cognitive Skills, Math in the Pre-K Classroom, Sped Law, Child Find, Sensory Processing, Fine Motor Skills, Speech, Health Needs with Early Childhood Children, Behavior, Conscious Discipline, Dyslexia, Migrant, Trauma, and Paraprofessional Training.

Response to Covid-19

The Early Childhood Special Education Program utilized PPE equipment for staff to continue delivering early childhood special education services in a safe manner. All children identified as having a disability receive a contingency plan based on their individual educational needs. To ensure a continuum of special education services, children that are unable to receive in person instruction are offered virtual services.

Program: Gifted Talented

Funding Source: Arkansas Department of Education

Funding Amount: \$30,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Jennifer Park, GT Specialist - MSE

Goals

1. To provide quality educational opportunities and sessions for teachers and students while addressing the unique needs of gifted populations.
 - a. Plan and provide virtual quarterly coordinator meetings.
 - b. Plan and provide virtual professional development.
 - c. Collect and analyze local data to discover trends and set goals.
2. Stay current in the field of gifted education by attending sessions and reading newly released studies.
 - a. Attend GT unit meetings with the Arkansas Department of Education.
 - b. Attend sessions and professional development
3. Assist member districts to set goals and meet the program standards for Gifted and Talented Education as laid out by the Arkansas Department of Education.
 - a. Provide support for the program approval application process.
 - b. Provide support for virtual learning and policies around gifted services.
4. Assist districts and/or coordinators in Pre-Advanced Placement and Advanced Placement updates and requirements.
 - a. Forward any new and upcoming information released by College Board.
5. Provide quality resources, serve as a liaison with the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement.
6. Work with parent and professional organizations including other public and private agencies.
7. Work with the district coordinators to promote gifted education through public awareness and advocacy.
8. Support coordinators in program options and provide districts with current research, trends, and instructional strategies.
9. Work collaboratively with the other WDMESC staff/specialists to provide quality professional development and ongoing support.

Professional Development Program Summary

This year the GT specialist assisted schools with onsite support of their GT programs, program application process, program options, and writing policies needed for compliance. There were 6 onsite GT coordinators' meetings for support and strategies to assist them in their local GT programs. In addition, WDMESC provided the following onsite student activities: Technology Fair (5th and 6th grade), Elementary Quiz Bowl, and spring chess tournament (K-12th grade). WDMESC also provided the following virtual student activities: fall chess tournament (K-12th grade) and support for the Y.E.S. program. There was information disseminated to each district for Stock Market Game, virtual workshops on differentiation, assisted in Novice Teacher support, secondary content/differentiation certification training, and TESS support.

Major Highlights of the Year

The GT Specialist provided professional development for both GT teachers and K-12 teachers offering enrichment lessons to encourage students' creativity and critical thinking skills. This session was also presented in June at Guy Fenter Education Cooperative and will be presented next year at OUR Education Cooperative.

The ADE visited zero districts in the Wilbur D. Mills Education Service Cooperative for compliance of GT program standards this school year.

In regards to the new state supported Pre-AP initiative, the GT Specialist shared the most up-to-date ADE DESE OGAP information and answered questions at the assistant superintendent and curriculum coordinator meetings.

The GT Specialist's first onsite student event, Technology Fair, was a huge success. WDMESC partnered with Delta STEM Center to provide a day full of hands-on activities including Sphero obstacle courses, green screens, and makerspace challenges. The evaluations and feedback from the event were all positive, and the event was viewed as the best yet.

After 4th graders in Searcy created their own class cities, viewed the city job openings, and completed their applications, the GT Specialist assisted by conducting job interviews and filling the available positions.

The GT Specialist created a monthly newsletter that not only highlights district and co-op GT information but also provides districts with links to articles and research that are beneficial to gifted students, parents, and educators. Lessons for GT educators are provided as well. The newsletter is not only shared with all GT Coordinators, but the TCC sends to all leadership, counselors, librarians, special education supervisors, teacher center committee members, and co-op specialists.

In addition to serving as President-Elect, the GT Specialist served as AGATE Conference Chair and encouraged co-op GT educators to submit a proposal to present at the conference. This year, our co-op had 10 individuals selected to present a session at our conference. In the past, we have had between 3-5 members of our co-op submit a proposal to present.

This year, the GT Specialist held an awards workday. While only one coordinator was able to attend, she and the GT Specialist were able to work together one-on-one to submit an application for the Act 56 award. Even though the district was not selected for the award, valuable information was gathered and compiled and will be utilized next year to reapply.

This year, AGATE and MindVine Press provided curriculum unit kits for grades 2 and up at the state GT conference. The GT Specialist acquired and transported at least one of each unit for each of our 17 districts. Each district has received a curriculum kit valued at \$740.

The GT Specialist has scheduled a group identification assessment scoring workday in May to allow GT educators the opportunity to work together to score all of the assessments given to determine placement. This will provide consistency in scoring and will be especially beneficial for the smaller districts with only one GT educator, who serves as coordinator and teacher.

Program: Home Instruction Program for Preschool Youngsters (HIPPY)

Funding Source: Arkansas Better Chance

Funding Amount: \$ 1,505,730

Competitive Grant: Yes

Restricted

Participating Districts

Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Jason Clark, Program Coordinator - MSE+

Katey Ball, Field Coordinator - MSE

Jennie Gates, Field Coordinator - MSE

Stephanie Heidelberg, Field Coordinator - MSE

Kelly Ramey, Field Coordinator - MSE

Colleen Jobe, Field Coordinator - MSE

Debbi Fletcher, Secretary - HSD

Susie Keller, Intake Coordinator - CDA

Goal

The goal of the Wilbur D. Mills Education Service Cooperative HIPPY Program is to reach families in their familiar surroundings, empower parents in the educational role as their child's first teacher, assist the caregivers in better preparing their children for success in school, and serve as a liaison between the home and the public schools.

Program Summary

The WDMESC HIPPY Program served 801 students, ages 2, 3, 4, and 5, and 779 families within fourteen (14) school districts during the 2021-2022 program year. The coordinating staff of the WDMESC HIPPY Program and the staff of thirty-two (32) home-based educators from the school districts administered the Family Map questionnaire to each parent and held two parent-teacher conferences with the parent. The children and parents also received Ages & Stages Questionnaire and Ages & Stages Social-Emotional Questionnaire twice during the year. The Home Visiting staff role-played HIPPY curriculum each week for 30 weeks to the caregiver, and shared enrichment relating to their community and school district. The Intake Coordinator tested 69 students and referred 26 children to WDMESC Early Childhood Special Education Department for speech and developmental services. The staff also assisted each family in acquiring the documentation necessary for the child to successfully transition into school. This documentation included information such as birth certificate, social security card, immunization records, and current well-child check-ups. The staff also entered each family and child into the ABC data system, COPA, which tracks family information and weekly home visits. HIPPY Monthly Group Meetings met six times at the participating school districts. Eighty-four (84) total parent/child meetings were held coop wide during the school year. Weekly staff training led by the field coordinators were held to provide home-based educators the skills to effectively instruct and support parents.

Major Highlights of the Year

The WDMESC HIPPY Program had a successful audit with the AR Division of Child Care and Early Childhood Education and Arkansas HIPPY with complimentary findings. Wilbur Mills HIPPY currently holds the HIPPY Certificate of Accreditation from HIPPY National for all sites. This is a quality assurance standard accreditation through the HIPPY Excellence Program. In addition, the HIPPY staff traveled over 100,000 miles, made over 12,000 virtual visits, and received more than 900 Professional Development hours during the 2021-22 program year.

Program: Literacy

Funding Source: Arkansas Department of Education Learning Services Division, K-12 Literacy Unit

Funding Amount: \$270,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Amber Bass, K-12 Literacy - Master in Education

Greg Moore, Adolescent/Disciplinary Literacy - Master in Education

April Rose, K-12 Literacy and Dyslexia - Master in Education

Goals

Goal 1: To assist all participating education institutions in meeting the goals and standards established by the Arkansas Department of Education and the Arkansas English Language Arts Standards, Disciplinary Literacy Standards, and State Reading Initiative:

- **R.I.S.E.** (Reading Initiative for Student Excellence) Arkansas encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. This initiative features a variety of resources to assist parents with reading at home and to increase the depth of knowledge for teachers.

Goal 1: Sharpen the focus and strengthen instruction.

Goal 2: Create community collaboration.

Goal 3: Build a culture of reading!

Goal 2: Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to Level 3 and Level 4 districts:

- Supporting the School Improvement Process
- Analyzing data (Student Achievement, Perceptual, and Demographic)
- Planning for and providing Professional Development
- Monitoring and Planning for Core instruction
- Providing Instructional Coaching professional development and/or assisting District Instructional Coaches
- Supporting and/or Monitoring District RtI (Response to Intervention) Plan
- Using CWT (Classroom Walk Through) or District Observation Protocols
- Science of Reading Observations
- Collecting and Analyzing data with District Leadership Teams
- Identifying, Implementing, Monitoring, and Reflecting on the District's plan of action
- Providing support for districts in their efforts to close the achievement gap
- Celebrating Success
- Collaborating with the Arkansas Department of Education during Unit Meetings and other opportunities as they arise
- Providing professional development and ongoing support in the Science of

Reading (SoR) to teachers in a variety of Proficiency Pathways

- Providing professional development and ongoing support in RtI (Response to Intervention) to administrators, instructional coaches, and teachers
- Providing dyslexia training and support to schools in cooperation with the Arkansas Department of Education in accordance to Arkansas law
- Providing quality professional development and ongoing support in Literacy to all K-12 teachers, instructional coaches, and administrators as they implement the Arkansas State Standards.
- Providing quality professional development and ongoing support in Instructional Coaching Models from Dr. Jim Knight and Diane Sweeney to all Instructional Coaches
- Providing quality professional development in best practices and research-based strategies to support ACT Aspire
- Providing quality professional development in Disciplinary Literacy to all content-area teachers, instructional coaches, and administrators as they implement their respective content and Arkansas Disciplinary Literacy Standards
- Providing TESS (Teacher Excellence and Support System) support to administrators, instructional coaches, and teachers
- Providing Science of Reading support to administrators, Instructional Coaches, and teachers
- Providing professional development and support to Year One and Year Two Novice Teachers
- Deconstructing literacy standards
- Providing targeted and individual support to districts as requested
- Providing support in Standards Based Learning
- Providing assistance to districts regarding curriculum adoption
- Coordinating opportunities for districts to meet with curriculum representatives

Professional Development Offerings Summary

From June 2021 through May 2022, the Literacy Department provided 492 hours of professional development at the co-op and on-site at various districts. Examples of professional development opportunities include:

- K-2 RISE Academy is a year-long professional development. This professional development will provide educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for all students. Participants will attend face-to-face training and receive coaching and collaboration throughout the year.
- 3-6 RISE Academy is a two-year professional development. This professional development will provide educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for all students. Participants will attend face-to-face training and receive coaching and collaboration throughout the year.
- Science of Reading (SoR) Pathway D courses include individual, targeted professional development that can be taken in conjunction with Arkansas IDEAS, selected pathways as approved by DESE, or for further enhancement of content knowledge and instructional strategies.

- Disciplinary Literacy is a professional development program designed for Science, Social Studies, CTE, and Fine Arts teachers in grades 4-8 and 9-12 to integrate specific, research-based literacy strategies aligned to the Arkansas Disciplinary Literacy Standards for Science, Social Studies, and Technical Subjects.
- K-12 Instructional Coaching is professional development designed to provide training and support to Instructional Coaches using the work of Jim Knight and Diane Sweeney.
- K-12 Instructional Coaching Professional Learning Communities (PLCs) are opportunities designed for Instructional Coaches to learn best practices regarding adult learning as well as collaborate and problem-solve current issues related to their work. Agendas are developed based on survey results that indicate current needs.
- Strategic Instruction Model (SIM™) Content Enhancement Routines is a professional development for regular education teachers, special education teachers, and ELL (English Language Learners) teachers and is designed to enhance content through the use of various instructional routines (strategies) during Tier 1 core instruction.
- Critical and Strategic Reading professional development is designed for teachers of grades 6-12 who teach a Strategic Reading course with accompanying standards and/or a Critical Reading course with accompanying standards. The courses and professional development are intended to support struggling readers and are based on the Science of Reading.
- Dyslexia PLCs (Professional Learning Communities) are designed for the selected dyslexia contacts to attend quarterly sessions to collaborate in interventions, assessments, data analysis, and professional learning that includes professional text studies. The focus is to improve student learning and teacher knowledge, and to meet the needs of students who exhibit characteristics of dyslexia. In addition, Dyslexia support is given to individual districts as needed to support analyzing student data, including initial screeners, level 1 screeners and/or level 2 screeners.
- Literacy Leaders PLCs are professional learning opportunities designed for literacy leaders to collaborate and problem-solve current issues related to their work within the school. Agendas are developed based on current needs in literacy and the science of reading. Meeting dates included:
 - October 15, 2021
 - December 10, 2021
 - February 23, 2022
 - April 1, 2022
- Year One and Year Two Novice teachers receive professional development and on-site classroom support to ensure teachers have a successful experience in their new career. Relationships and support can foster teacher retention.
- TIER 2-3 Reading Comprehension Interventions, RITE Flight Training, with David Hanson, CALT, QI with access learning academy.
 - January 6, 2022
- TAKE Flight Year 1 training provided by David Hanson, CALT, QI with access learning academy:
 - August 9-13, 2021
 - October 4-6, 2021

- November 8-9, 2021
- February 16-18, 2022

Major Highlights of the 2021-22 School Year

The Literacy Specialists met regularly with the Arkansas Department of Education and other education service cooperative specialists during Unit meetings. Literacy Unit Meetings are scheduled for all state literacy specialists to convene as a professional learning community. The purpose of this time together is to collaborate and brainstorm, share ideas and successes, and receive professional development that is data-driven to impact student achievement. Training of trainers in Literacy, Dyslexia, Assessments, Disciplinary Literacy, RISE (Reading Initiative for Student Excellence), Science of Reading, and other state level initiatives have taken place over the past year. During the 2021-2022 school year, the Literacy Department received training in the following areas:

- RISE (Reading Initiative for Student Excellence)
- RISE K-2
- RISE 3-6
- Dyslexia
- Assessments (Initial, Level 1 and Level 2)
- Disciplinary Literacy
- Literacy Research
- SIM™ (Strategic Instruction Model) Content Enhancement Routines and Learning Strategies
- Science of Reading
 - Overview
 - Phonological Awareness
 - Decoding
 - Encoding
 - Morphology
 - Content Reading
- DOK (Depth of Knowledge) with Solution Tree Author Erik Francis
- Critical Reading (SoR Pathway U)
- Tier 2 and Tier 3 Reading Comprehension Intervention (RITE Flight)
- TAKE Flight Year 1
- Tools4Reading Sound Wall Training
- Community Action Network Poverty Simulation
- MyPerspectives Curriculum overview
- EdReports
- Arkansas Initiative for Instructional Materials (High Quality Instructional Materials)
- Arkansas AWARE Mental Health (Advancing Wellness and Resiliency in Education)
- Supporting English Language Learners (ELLs)
- Changes in Special Education
- The Writing Revolution
- The New Art and Science of Teaching

- Engaging Reluctant Readers with author Dr. Steven Layne
- Close Reading with Kylene Beers and Robert Probst

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

- On-site professional development
- Demonstration lessons with students
- Dyslexia training and support
- RtI (Response to Intervention) support
- Novice Teacher Support
- Instructional Coaching and support
- Quarterly Literacy Leader Meetings
- Quarterly Dyslexia Leader Meeting
- Instructional Coaching PLCs (Professional Learning Community)
- Science of Reading Implementation
- Leading PLC Meetings on-site for specific grade levels or content areas
- Data Analysis (including Dyslexia Screeners)
- Classroom Instruction Observations and Feedback
- Science of Reading walk throughs with administrators
- District Leadership Team Meetings for School Improvement
- Lesson Planning
- Curriculum alignment
- ACT Aspire Support
- SIM™ professional development and classroom support
- Level II Assessment Support
- Disciplinary Literacy strategies for the content (Science, Social Studies, CTE)
- Online and Face-to-Face Professional Book Studies
- Level 1 Assessments (ORF, Decoding, Encoding, and PAST) training and implementation support)
- 95% Group Multisyllabic Routine Cards Ongoing Support
- Reading Comprehension Intervention (RITE Flight)
- Administered PAST Assessments to students
- PAST Assessment follow up support to teachers and Instructional Coaches
- Small Group Reading
- Sound Wall
- Virtual meetings and support through Zoom and Google Meet
- Depth of Knowledge (DOK) professional development
- Deconstructing ELA Standards with teachers
- Critical Reading professional development and follow up support
- Assisting with Curriculum selection and adoption

Literacy Future Plans

Professional development, on-site, and/or virtual classroom support will continue. This will include targeted professional development, data analysis, PLC support, demonstration lessons with students, and other support as requested by the district or classroom teacher. A major focus will include dyslexia training and RISE/Science of Reading support as well as the Arkansas English Language Arts Standards and Arkansas Disciplinary Literacy Standards. Support for RtI (Response to Intervention) will continue throughout the upcoming school year. Literacy specialists will also coordinate with School Improvement Advisors to analyze data and formulate a future plan of action for Level III and IV schools. Literacy specialists will also work with content-area teachers to assist them as they incorporate reading and writing into their classroom instruction. SIM™ professional development will continue to be offered to schools throughout the service area. Professional development opportunities utilizing online/blended learning will continue throughout 2022-2023, for the purposes of sustaining the work conducted through the summer and allowing for real-time, job-embedded professional learning and support. Summer 2022 offerings will support the new reading initiative (RISE). Literacy Specialists will deliver RISE Academies for grades K-2 and 3-6, which will focus heavily on the science of reading. The academy will include face-to-face sessions and onsite support. Literacy Specialists will offer professional development sessions from the ADE Pathways to Proficiency. Literacy Specialists will provide follow-up and on-going SoR training to continue the development and support for the Science of Reading. The Strategic Reading course for middle school and the Critical Reading course for high school will be a continued focus and will be reflected in the professional development and support for the 2022-2023 school year. The Literacy Specialists will continue to support and train the 2022-2023 Novice teachers. TAKE Flight Year 2 cohort will continue during the 22-23 school year. This includes Novice Teachers in Years 1, 2, and 3. The Dyslexia specialist will continue to support district dyslexia contacts with professional development and on-site support. WDMESC will also invite nationally known professional educators and speakers to expand upon the work provided in our region. Tools 4 Reading will provide sound wall training for participants. Steven Layne will present on creating a culture of reading and engaging reluctant readers. Kylene Beers and Robert Probst will present close reading in fiction and nonfiction texts. These speakers align with the Science of Reading initiative and support reading development in the theoretical models, including both sections of Scarborough's Rope.

*Summer 2022 professional development offerings are listed below, and are **not** reflective of on-site professional development at specific schools.*

Summer 2022 professional development offerings

Date	Session	Format/Delivery
June 2-3, 2022	The Instructional Playbook	Face-to-Face
June 3, 2022	3-6 Small Group Reading Day 1	Face-to-Face
June 6, 2022	3-6 Small Group Reading Day 2	Face-to-Face
June 7, 2022	Language Structures: Syntax: it's all about the FUNCTION	Virtual
June 6-7, 2022	SoR Decoding	Virtual
June 8, 2022	Morphology Literacy Instruction: Form to Function based on the Science of Reading	Virtual
June 8-9, 2022	Speech to Print: Supporting Students with the Sound Wall	Virtual

June 9, 2022	Mentor Texts and Quickwrites	Face-to-Face
June 9, 2022	Data: Closing Reading Gaps Based on the Science of Reading	Virtual
June 13, 2022	Igniting a Passion for Reading Part 2	Face-to-Face
June 14, 2022	Developing Basic (Decoding) Phonic Skills for Older Students	Virtual
June 15, 2022	Developing Basic Phonics (Encoding) for Older Students	Virtual
June 15-16, 2022	SoR Phonological Awareness	Virtual
June 16, 2022	Developing Phonological Awareness for Older Students: Students that struggle reading at the word level.	Virtual
June 21, 2022	Tools4Reading Sound Walls	Face-to-Face
June 22, 2022	Critical Reading Day 1: Engaging the Reader	Face-to-Face
June 23, 2022	Small Group Reading K-2	Virtual
June 23, 2022	Critical Reading Day 2: Comprehension	Face-to-Face
June 24, 2022	Reading Like a Historian	Virtual
June 27, 2022	Close Reading in Fiction and Nonfiction with Kylee Beers and Robert Probst	Face-to-Face
June 29, 2022	Critical Reading Day 3: Vocabulary	Face-to-Face
June 30, 2022	Critical Reading Day 4: Response to Text	Face-to-Face
July 14-15, 2022	Disciplinary Literacy in History	Virtual
July 14, 2022	Vocabulary Literacy Instruction: Based on the Science of Reading	Virtual
July 18-22, 2022	Year 2: Take Flight is a Comprehensive Intervention for Students with Dyslexia that meets the criteria in all five components for a Comprehensive Dyslexia Program	Face-to-Face
July 19, 2022	Speech to Print: Supporting Students with the Sound Wall	Face-to-Face
July 20, 2022	Trauma Informed Schools	Face-to-Face
July 21, 2022	Emotional Poverty	Face-to-Face
July 25-26, 2022	SoR Phonological Awareness	Virtual
July 27, 2022	Depth of Knowledge	Face-to-Face
July 28-29, 2022	SoR Decoding	Virtual
July 28-29, 2022	Morphology for the Secondary Content teacher	Virtual

August 2-4, 2022	K-2 RISE Academy Days 1-3	Face-to-Face
August 3, 2022	Science of Reading: Content-Area Reading	Face-to-Face
August 4, 2022	Science of Reading: Content-Based Morphology	Face-to-Face
August 8-11	3-6 RISE Days 1-4	Face-to-Face

Program: Mathematics

Funding Source: Arkansas Department of Education, K-12 Mathematics Specialist Grant

Funding Amount: \$180,000

Competitive Grant: No
Restricted

Participating Districts

Augusta, Beebe, Bald Knob, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Jacksonville North Pulaski, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Pam Allen, Instructional Specialist Mathematics - Masters

Tim Brister, Instructional Specialist Mathematics - Doctorate

Mathematics Program Goals

- Support and base decisions on the standards set forth by and outlined in the Arkansas Department of Education
- Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to districts in most need
- Collaborate with the Arkansas Department of Education during Unit Meetings, Regional Meetings, and other opportunities as they arise and support Arkansas STEMolution
- Support, empower, and build capacity with District Leaders and Instructional Facilitators
- Provide quality professional development in Mathematics to Teachers, Instructional Facilitators, and Administrators

Mathematics Program Summary

Wilbur D. Mills Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by Act 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. 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.

Professional learning opportunities offered in 2021-2022 included:

- **Student-Centered Mathematics: Understanding Mathematical Thinking** is professional development that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this multi-year training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and equations 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, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning. This PD is based on the research found in *Children's Mathematics: Cognitively Guided Instruction*. The Instructional Specialist (Allen) has completed the CGI Leadership Institute, is an ADE-Endorsed Trainer for Year 1, 2, and 3, and is currently leading and/or hosting 3 sessions for 80 participants that represent 10 districts in the WDMESC area and around the state. Due to Covid 19 restrictions, the sessions were presented virtually and incorporated and modeled ways for teachers to

implement CGI in their own classrooms on a digital platform when needed. Multiple sessions were offered during the year for each follow-up PD in order to help accommodate any substitute teacher issues. A Google Classroom was created for each of the sessions to extend the learning by reflecting on individual classroom planning and student work. Connections to AR Math QuEST and the Effective Math Teaching Practices were also added to this professional development in an effort to support state initiatives in mathematics.

- **Arkansas Math QuEST (Quantitative Essentials for Students and Teachers)** is a state initiative focused on research-based mathematics practices for both students and teachers. It is a journey for ambitious teaching that promotes equity and the 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. This PD was delivered in small groups led by WDMESC Math Specialists and local leaders during the summer. Follow-up days and on-site support were offered during the school year. There were 76 participants and leaders involved in this PD this year.
- **Arkansas Math QuEST: Coaching Ambitious Teaching** is a state initiative designed to train mathematics instructional facilitators and administrators to support teachers participating in Math QuEST. The focus is on coaching teachers to implement the Effective Mathematics Teaching Practices. Ten additional participants in the WDMESC area were trained by WDMESC and DESE Specialists during the year. This will allow them to support their local teachers involved in AR Math QuEST.
- **WDMESC Mathematics Leadership:** The focus of this training for math coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics education. All 17 of our districts were asked to participate in this project. Districts selected math leader(s) to attend training/collaborating work sessions focusing on math content, curriculum alignment, assessment and instruction. Emphasis is placed on the Arkansas Math Standards, instructional strategies, utilizing manipulatives in order to build conceptual understanding, and authentic assessments. Training and support have also focused on the STEM Model School Program, Instructional Technology, and Illustrative Mathematics Resources. Due to COVID restrictions, some sessions during the year were held virtually, some were face to face, and some were face to face with a virtual option. Topics were based on the needs of participants at the time
- **Arkansas Illustrative Mathematics Institute:** This virtual statewide session was designed in a collaborative effort by the state math specialists to assist educators in understanding the IM Mathematics Curriculum materials including the layout, vertical alignment (K-HS), differentiation strategies, use of the provided learning targets, provided assessments, instructional routines, Language routines, pacing, and use of the curriculum. Statewide follow-up monthly support was offered during the school year to ease the transition from professional development to implementation in the classroom. 689 educators participated in the sessions in the summer of 2021. Two additional sessions were created and led by a local teacher and the math specialist after the Institute to help specifically for K-5 teachers in the WDMESC area. 28 additional teachers attended these 2 support sessions after the Institute.
- **K-2 Fundamentals of Number Sense:** This module was developed by the state math specialists and is based on the learning progressions focusing on number sense and number relationships from kindergarten to second grade. Participants engaged in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. WDMESC partnered with DESE to deliver this session virtually for the state and offered again for the WDMESC schools.
- **3-5 Fundamentals of Fractions:** This module was developed by the state math specialists and is based on the learning progressions focusing on fractions from third to fifth grade. Participants engaged in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD was aligned to the ACT Aspire, primarily the reporting categories of *Number and Operations: Fractions*, *Modeling*, and *Justification and Explanation*.
- **Illustrative Mathematics 6-12:** This session was designed to assist educators in understanding the IM

Mathematics Curriculum materials including the layout, vertical alignment (K-HS), differentiation strategies, use of the provided learning targets, provided assessments, instructional routines, Language routines, pacing, and use of the curriculum. Follow-up support is offered during the school year to ease the transition from professional development to implementation in the classroom. Fourteen educators participated in the sessions in the summer of 2021 and more are planning to attend sessions offered in 2022.

- **TESS “Look Fors” in the Illustrative Mathematics (IM) Curriculum:** This was a short, virtual session for administrators and others who observe teachers to help them understand the connections between the TESS and what may be observed if an educator is implementing an IM lesson with fidelity. The need for a session like this was communicated to WDM mathematics specialists by math coaches and leaders from several districts. The session was attended by 28 educators from the WDMESC area and from other cooperative service areas.
- **6-8 FUNDamentals of Ratios and Proportional Reasoning:** Collaborated with specialists from the Arch Ford ESC to offer a 2-day Virtual session based on the learning progressions of ratios and proportional reasoning from sixth to eighth grade. Goals included developing a deeper understanding of this foundational content, understanding how to build fluency from conceptual understanding within these standards, and understanding how to make instructional decisions responsive to the needs of each student. The session was attended by 17 educators.
- **Best Practices in Distance Learning: Teaching for Engagement and Impact:** Many teachers were thrown into digital instruction with little time to consider what effective distance learning would look like. This session was offered based on educators communicating needs for a session on effective digital learning practices and was attended by 12 educators. Information from research sources such as *The Distance Learning Playbook* by D. Fisher, N. Frey, and J. Hattie was used when developing this session.
- **SREB Transitional Math Ready:** Partnered with DESE to offer this training required for educators teaching the course, SREB Transitional Math Ready. SREB Transitional Math Ready emphasizes understanding of mathematics concepts rather than just memorizing procedures. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and careers. The session will explore the course materials, Process Readiness Indicators, course content standards, and the alignment to Arkansas course standards.
- **Illustrative Mathematics Beta Pilot:** WDMESC was approached by several districts wanting to be a part of the *Illustrative Mathematics* Beta Pilot that occurred during the 2020-21 school year. These districts wanted to participate in the Pilot but did not feel that it was cost-effective to pay for the required Professional Development for the number of teachers that they would have participating. WDMESC reached out and received permission from Kendall Hunt to purchase the training and have several districts participate together. WDMESC had 4 local districts (77 teachers) that participated in the Pilot. Two additional districts outside of the WDMESC area agreed to purchase the remaining spots in the Pilot. In addition, a Google Classroom was created to house resources that any K-5 educator in the Pilot had access to and could use in their own instruction.
- **Content Specific PD** has also included a session on high level questioning, a session on preparing students for the mathematics section of the ACT Aspire assessment, and a session about Arkansas Model STEM schools, a session on Dyscalculia, and a session on resources for robotics.

The Mathematics Department has assisted schools in a variety of ways including:

- Implementation of the Arkansas Math Standards
- Implementation of the framework associated with Cognitively Guided Instruction
- Implementation of Curricular Materials (Engage NY, Illustrative Mathematics, Open Up Resources, Go Math, Reveal Math, Prentice Hall Math)
- Implementation of the K-5 Illustrative Mathematics Beta Pilot

- Instructional Facilitator Support
- Digital Learning Support
- Team Meetings/Professional Learning Communities Support
- Classroom Observations
- Modeling or Co-teaching to learn instructional practices.
- Support for district Leadership Teams
- Lesson Planning Support/Demonstration Lessons
- Co-teaching lessons
- Supporting Novice Teachers
- Analyzing and Interpreting data
- RTI Support
- AR Math QuEST Face to Face Classroom Support/Digital Support
- Support for developing Curriculum Documents - Essential Standards
- Support in screening students with the Forefront Education Screener and helping to look at the data to plan RTI Tier 2 support with the interventionist.
- Due to Covid 19 restrictions, teacher needs were different than in the past. Many new or additional resources were needed in order to adequately keep teachers and students healthy. Manipulatives, technology (Document Cameras, Voice Amplification Systems), marker boards/markers, magnetic tools, and headphones were supplied to various teachers in the WDMESC region. Additional resources included various printed materials that would help with planning lessons and engaging students in all situations. Connecting with other educators on social platforms played an important role as well during this school year. In addition, An Elementary Novice Teachers' Facebook page was created to reach out and share resources with each other. On this page, teachers could connect with one another, share successes and struggles, and find valuable resources to help them in the classroom.

The Mathematics Department Has Worked in the Following Additional Roles:

- Served on the state K-5 Professional Development Team
- Co-facilitated the AR MATH QuEST Training of Trainers with DESE
- Co-facilitated the AR Math QuEST Coaching Ambition Teaching with DESE
- Served on the ACTM (Arkansas Council of Teachers of Mathematics) board
- Served on the ACTM Conference Planning Committee
- Served as Mentor Coaches for WDMESC Novice Teachers
- Served on the state Geometry Content Professional Development Team
- Co-facilitated the DESE "Geometry: Power of Geometric Thinking" virtual PD.
- Co-facilitated the DESE "Geometry: Transformations" virtual PD
- Co-facilitated the DESE "K-2 FUNDamentals of Number Sense"
- Served on the Arkansas Dyslexia task force
- Served on the Arkansas 9-16 mathematics task force (student mathematics pathways from high school to college)
- Assisted with the Regional FIRST Robotics competition
- Assisted with local district's STEM Days
- Presented information about mathematics education to and model mathematics lessons for pre-service teachers at Harding University.
- Served on the Standards Revisions Committees.
- Presenter at National CGI Conference in Orlando, FL.

Professional Development Received This Year

Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives and STEM centers convene on a regular basis as a professional learning community. Mathematics specialists receive professional

development that is current, research based, and data driven. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs.

In addition to the professional development received, Dr. Tim Brister, mathematics specialist completed his doctoral degree in educational leadership from Harding University. The skills and information learned in that program have served in services provided to mathematics education and leaders. Additionally, the research completed for the degree, a causal-comparative study of the use of the Illustrative Mathematics curricular materials, has provided curriculum information and data to many educators in the region.

Additional Training Included:

- PLCs - Solution Tree
- Marzano Training - *The New Art and Science of Teaching*
- Introduction to Ambitious Teaching Training of Trainers (TOT)
- Coaching Ambitious Teaching TOT
- Illustrative Mathematics K-5
- Community Action Network Poverty Simulation
- Open Up Resources/Illustrative Mathematics
- Science of Reading
- Mathematics and Morphemes
- Digital Learning Tips and Tools
- High Yield Strategies
- *High Reliability Schools*
- Child Maltreatment
- HMM - Teaching Practices/Questioning
- Dyscalculia

Statistics

- Provided and/or received over 900 hours of Professional Development.
- Provided Professional Development to over 1800 participants from around the state and within the WDMESC area.
- Provided over 150 instances of direct school support (observations, facilitating PLC's, model Lessons, technology support, etc. -- either face to face or electronically) to over 456 teachers, administrators, instructional facilitators, and students during the 2021-2022 school year.

Program: Media**Funding Source:****Funding Amount:**

Competitive Grant:

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Leasha Hayes, Teacher Center Coordinator - M.Ed. Admin.

Goal

To improve student achievement by providing appropriate instructional materials and prompt friendly service to all educators in the cooperative area.

Program Summary

A Variquest Visual Learning Tools Cut-out Machine and Poster Maker are provided for WDMESC educators. Educators can use the equipment or place an order to be fulfilled by WDMESC staff.

WDMESC staff delivers to, and picks up from the schools the materials provided by the media center. Specialists provide lists of available materials and arrange for delivery and pick up, as needed. Materials include, but not limited to, Praxis study materials, professional learning books, student materials, microphones, speakers, sensory tools, etc.

The STEM Center kits from Harding University are available for check out to teachers in our cooperative districts and distributed by WDMESC staff.

Program: Medicaid Services
Funding Source: Assigned Districts

Participating Districts

Riverview, White County Central, Sunshine School (Searcy), WDMESC Early Childhood

Personnel

Carla Barnwell, Medicaid Clerk

Goal

The goal of the WDMESC Medicaid Services program is to provide timely filings of Medicaid eligible claims for reimbursement on services rendered by our member school districts in hearing, vision, child health services, early and period screening, diagnosis and treatment, speech, physical and occupational therapy.

Program Summary

The Medicaid program is a state operated program to provide reimbursement for services for low income and the medically needy. In the case of school districts, the program affects children who are being serviced through the school districts for hearing or vision, EPSFDT screening, diagnosis and treatment, speech, physical or occupational therapy services and who have met all requirements to be eligible for the Medicaid Program. The school districts submit records to the Co-op, which consist of the completed IEP, physician referral, reports, history, and evaluations for each eligible student. After all files are received, the co-op sends a prescription to the child's primary care physician for his/her signature. This prescription is then put in the child's folder.

The co-op then submits each claim electronically to EDS for payment by the AR Medicaid Program. The co-op reconciles each participating school districts' reimbursement and sends to the district when received. At the end of each school year in June each district is invoiced for 10% administrative fee to cover administrative expenses. The remaining 90% is deposited into a federal account by each school district and spent within one year on Special Education Services. The co-op submits requested documentation for Audit review on billing of Medicaid each quarter.

Major Highlights of the Year

The WDMESC served four schools this year. The program was successful in receiving Medicaid funds for our districts.

Program: Novice Teacher/Recruitment & Retention Program

Funding Source: Arkansas Department of Education

Funding Amount: \$302,804.25

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Dena Rooks, Teacher Recruitment & Retention Coordinator - M.Ed. Admin NBCT 2007 & 2017

Courtney Hines, Novice Teacher Facilitator - BSE Elementary Education

Goal

Recruit and retain effective teachers in Wilbur D. Mills Education Service Cooperative. Promote effective teaching with professional learning opportunities designed to enhance teaching practices, boost staff morale, and build collaborative cultures in our cooperative area.

WDMESC will provide scaffolded support to all Year I, Year II, and Year III Novice Teachers (NT). The goal for Year I NTs is to create a safe, secure learning environment. The goals for Year II NTs ensure effective teaching in the classroom. The goal for Year III NTs is to become leaders of guaranteed and viable curriculum.

Program Summary

Novice Teacher Program: All first, second, and third year Novice Teachers were assigned to a cohort/job alike group led by a Mentor Coach who is a WDMESC Specialist or other assigned Novice Teacher Coaches who have expertise in the content area or pedagogy area of the Novice Teacher. Year I Novice Teachers attended four days of professional learning. The professional learning topics included Classroom Management, Behavior Management, Student Engagement, Self-Care, and Individualized Support in Areas of Need. Year II Novice Teachers attended four days of virtual professional learning experiences. The topics included Student Engagement and pedagogy enhancement. Year III Novice Teachers attended 2 professional learning days to work towards growing as a teacher leader and/or enhancing practices. Professional learning opportunities were face-to-face and others were virtual due to Covid pandemic and sub shortages based on district needs.

Novice Teacher Coaches go to districts to work one-on-one or with small groups of Novice Teachers and communicate regularly with novices. The support allows the Coach to model lessons, critique lessons, or provide site specific assistance to the Novice.

All Novice Teachers are provided with content specific resources as recommended by Coaches.

Recruitment and Retention Program: Multiple Licensure Assessment Support Sessions were held and resources were provided to support licensure efforts of current and future educators. WDMESC visited Institutions of Higher Ed (IHE) promoting education, cooperative supports, and building partnerships. We hosted job fair for our local districts to recruit certified and classified staff, as well as substitute teachers.

Major Highlights of the Year

325 Novice Teachers were supported through the WDMESC Novice Teacher Mentor program. 88.5% of these novice teachers plan to remain in the teaching field. Relationships established with all novices and administrators created a collaborative partnership where mentor coaches could support novices on an individualized basis. Novice teachers were also provided with resources and materials to meet their individualized, specific needs. Teachers were provided basic supplies all the way to professional learning books. Materials were provided at the request of novice teacher or mentor

coach with the goal of helping eliminate worry or stress of Novice Teachers. 94 % of novices reported that these resources were beneficial to very beneficial. Professional learning opportunities proves to be the most beneficial aspect of the program to novice teachers. Though they prefer face-to-face learning, 95% of novices stated that the learning opportunities provided help them grow as an educator.

Teacher Recruitment and Retention Department partnered with WDMESC Early Childhood Dept and hosted a job fair. This job fair had 40+ attendees looking for certified, classified, or substitute positions in one of our local districts. 10 local school districts were in attendance and 7 IHE and/or pathway programs.

Program: School Health Services

Funding Source: Arkansas Master Tobacco Settlement

Competitive Grant: NA

Restricted NA

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel

Shae Martin, RN, Community Health Nurse Specialist - Bachelor's Degree in Nursing

Goal

Provide schools with assistance and resources that will improve student health.

Program Summary

Provide technical assistance to area schools to:

Adopt tobacco-free policies and implement best practices for tobacco prevention and cessation.

Adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School Health, and emerging public health issues.

Establish school wellness committees and fulfill state and federal mandates.

Inform communities of school health issues and current public health policy.

Provide education and training to:

Certify school nurses to conduct mandated health screenings.

Provide school nurses with professional continued nursing education related to school health.

Inform schools and communities of school health resources, available trainings, and grant opportunities.

Identify needed school health related training for school personnel.

Coordinate and provide school health trainings to school personnel and community members.

Major Highlights of the Year

Provided wellness committee and SHI assistance to school districts.

Scoliosis training for 17 school nurses

BMI Training 18 school nurses

Provided Vision and Hearing Screening training for 16 school nurses

Paraprofessional Training for 27 participants

Provided CPR/AED and First Aid certification training for 79 participants

Provided Glucagon and Insulin Administration Training for School Nurses training to 122 participants

Presented Tobacco Puppet Show to 758 participants

Presented JUUL for Middle School Students to 115 participants

Provided Resiliency for All Training to 18 participants

Provided resources, documentation, and technical support to all schools regarding Covid 19 restrictions and guidelines

Partnered with DESE to provide Nursing Continuing Professional Development Contact Hours to a total of 729 nurses for the Arkansas Back to School Nurse Workshop.

Partnered with NWESC nurse to provide eSchool Medical Module training to school nurse

Assisted with school flu vaccination clinics at all districts

Program: Science

Funding Source: Arkansas Department of Education

Funding Amount: \$180,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, JNPSD, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White Co. Central

Personnel

Ben Carrigan, Science Instructional Specialist - BSE in K-8, Masters in Teaching

Sandy Roe, Science Instructional Specialist - BSE in Art K-12, MEd., NBCT 2008 and 2018

Science Goals

- Provide support to teachers as they implement the Arkansas K-12 Science Standards and base instructional decisions on these standards as well as the needs of students
- Collaborate with and/or provide technical assistance to District Leadership Teams
- Collaborate with the ADE Department of Elementary and Secondary Education (DESE) during Unit meetings, Regional meetings, and other opportunities as they arise
- Support, empower, and build capacity with District Leaders and Instructional Facilitators
- Provide professional development for teachers, academic coaches and principals; school support, regular attendance of meetings with ADE and other specialists
- Collaborative work with state science specialists to develop professional training related to the Arkansas K-12 Science Standards
- Increase awareness of classroom strategies and practices that support the implementation of the Arkansas K-12 Science Standards
- Provide support to districts as they implement curriculum that include STEM and STEAM.

Wilbur D. Mills Education Service Cooperative, in partnership with ADE Department of Elementary and Secondary Education (DESE), oversees the Science Program for grades K-12. Through this partnership, assistance is provided to member schools in the form of professional development opportunities, model lessons, classroom observations, technical assistance, conferences, and collaborative events. The goal is to support teachers as they endeavor to improve their content knowledge of science as well as develop a classroom environment in which learning is accessible to all students. Contact was made with every school district in the Wilbur D. Mills Cooperative area to inform them of the professional learning opportunities, teacher training, and support that can be provided by the Science Specialists.

Professional learning opportunities offered in 2021-22 included:

- Grasping Phenomenal Science (GPS) - DESE developed professional learning series. These sessions included:
 - Introduction to Arkansas K-12 Science Standards - virtual (Session 1-6 participants, Session 2 - 9 participants)
 - 3 Dimensional Science Unit Development - virtual (6 participants)
 - 3 Dimensional Science Lesson and Assessment Planning - virtual (3 participants)
 - ACT Aspire and Science/Engineering Instructional Practices (Session 1- 4 participants, Session 2- 7 participants)
- Curriculum Resources/Pedagogy Training
 - Picture Perfect STEM (14 participants)
 - Argument Driven Inquiry (11 participants)
 - Engineering is Elementary (10 participants)
 - 3 Dimensional Teaching and Learning with OpenSciEd - 6th Grade - virtual (4 participants)
 - 3 Dimensional Teaching and Learning with OpenSciEd - 7th Grade - virtual (3 participants)

- 3 Dimensional Teaching and Learning with OpenSciEd - 8th Grade - virtual (10 participants)
- Paul Anderson (Revolutionize your 7-12 Classroom/ 17 participants)
- Brett Moudling (Engaging Students in Science Investigation using GRC)
- Robotics (partnership with CTE)
 - Computer Science Robotics - FIRST and Vex - virtual (13 participants)
- Science Cafe Sessions - The sessions were created through a collaborative effort with other cooperative areas. The goals for these sessions were to allow educators time to learn a quick skill and then collaborate with other educators from around the state to brainstorm, ask questions, and share experiences. Topics for each session were repeated hourly to allow teachers to join during a time that was convenient for them. Teachers left with links, videos, and examples of the resources to enhance their classroom.
The sessions were shared at Arch Ford Education Cooperative, Northeast Education Cooperative, NorthCentral Education Cooperative, Great River Education Cooperative, and Crowley's Ridge Education Cooperative.

The Science Department has assisted schools in a variety of ways including:

- Implementation of the Arkansas K-12 Science Standards
- Developing/Identifying Quality Curriculum and/or Resources
- Novice Teacher Support
- Team Meetings/Professional Learning Communities Support
- Classroom Observations
- Model Lessons
- Lesson Planning Support
- Providing Resources from WDMESC and/or Harding STEM Center
- Offering monthly Science Cafe meetings via Zoom
- The Science of Reading support
- Special Projects
- Support schools in virtual meetings around ACT 1082

Additional Responsibilities:

- Member of the DESE Core Leadership Team - AR STEM Model Program
- Member of DESE AR Model Program State Advisory Committee
- Served on the Regional Planning Committee for the FIRST Robotics Competition - Arkansas Regional
- Served as the Volunteer Coordinator at the FIRST Robotics Arkansas Regional Competition
- Served as a Mentor Coach for WDMESC Novice Teachers
- National Picture Perfect Science Expert Trainer
- National OpenSciEd Facilitator

Professional Development Received This Year

The science specialists were able to attend all the face to face and virtual unit meetings provided by DESE. Unit meetings are organized so that all the state specialists from all cooperatives convene on a regular basis as a professional learning community. This year's focus at DESE was to help create K-5 exemplar science units to be included in professional development sessions and to be used with updates to the AR K-12 Science Standards.

Additional Training Included:

- The Science of Reading
- Open Sci Ed Modules
- Argument Driven Inquiry
- Picture Perfect Science

Program: LEA Special Education Supervisor

Funding Source: Assigned Districts

Funding Amount: \$ 60,789

Competitive Grant: No

Non-Restricted

Participating Districts

Bradford, Pangburn, Rose Bud, White County Central

Personnel

Helen (Joan) Jeffery, LEA Supervisor - MSE

Goal

To supervise, plan, and keep in compliance the special education services for the districts assigned.

Program Summary

Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Major Highlights of the Year

All compliance areas have been met. Budgets and other reports have been submitted in a timely fashion. All districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. Procedures for Child Find are also in place to ensure that compliance is met there as well.

Program: Teacher Center-Professional Development; Curriculum Development Assistance; Resources

Funding Source:: Participating Districts

Funding Amount: \$188,062

Competitive Grant: No

Non-Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Leasha Hayes, Teacher Center Coordinator/Assistant Director - BA, M. Ed. Admin.

Terri Lee, Administrative Assistant - HSD

Goal

- To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately
- To train educators in the district's selected digital instruction platform
- To assist in transferring content and instruction to a digital venue
- To improve the learning of all students by providing resources to support adult learning and collaboration
- To provide curriculum development and selection assistance for the implementation of the Arkansas Curriculum Frameworks
- To support school improvement initiatives and to enhance program integration through effective communication and technical support
- To enhance understanding of the Every Student Succeeds Act (ESSA)

Program Summary

The Teacher Center Committee uses the data collected from districts to plan Professional Learning that meets the needs of educators in each of our 17 districts. The Director, Teacher Center Coordinator, Specialists and Technologist meet with constituent groups regularly. From those meetings and from the Annual Needs Assessment Survey, information is collected to assist in designing professional growth opportunities for the leaders and teachers in our region. Professional Development opportunities target the focus areas as outlined by the DESE, and PD sessions are offered to meet the requirements of law, as well.

Major Highlights of the Year

The Teacher Center Coordinator and Specialists provided training on the EdReports.org curriculum review portal. Specialists worked with district personnel to analyze curriculum and align new purchases with current curriculum. Representatives from various curriculum providers provided on-site and/or virtual reviews of curriculum for district personnel. OpenUp Resources for math and language arts were shared with the districts. RITE Flight training sessions were held at the cooperative for district educators.

The Wilbur Mills Teacher Center Coordinator met monthly with Assistant Superintendents/Curriculum Coordinators and Principals. During the regular meetings of the Assistant Superintendent/Curriculum Coordinator group, we explored the book, *The New Art and Science of Teaching*. A committee from the group met with Dr. Pride, Lenett Thrasher and other leaders from DESE to develop a training model for leaders in our area that is based on the design areas of the book.

The committee developed a crosswalk between TESS domains and the design areas in the book. Committee members Aaron Randolph, Cabot SD and Dr. Sheena Williamson, Searcy SD partnered with the cooperative to conduct a monthly

book study of *The New Art and Science of Reading* for Principals. The cooperative provided the book along with the companion handbook for principals. The book study was shared during the 2020-2021 school year at Principal PLC meetings. On June 28, 29 & 30, the cooperative will host the Marzano group to provide a three-day session for the principals and their leadership teams to do a deep study of the design areas and elements. The regular monthly meetings with principals focused on the aforementioned book study and deepening our understanding of a multi-tiered system of supports for learners.

Program: Technology

Funding Source: State

Funding Amount: \$80,000

Competitive Grant: No

Restricted

Participating Districts

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Jacksonville North Pulaski, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel

Brook Singletary, Technology Coordinator - Masters Instructional Technology +

Goal

To provide quality technology support and training for the cooperative and for the member school districts.

Program Summary

The Technology Coordinator (TC) along with the IT specialist strive to support districts in their efforts to provide technology for teaching and learning by providing quality professional development for school staff and technology coordinators throughout the year. Along with training and technical assistance, the Co-op technology staff provides ongoing support to districts in the areas of infrastructure, hardware and software.

The TC meets weekly with the statewide Arkansas Cooperative Technology Coordinators (ACTC) as well as the DESE Research and Technology Division. The TC holds regular meetings with district Technology Coordinators where the information learned about DESE programs, grants and projects in the weekly meetings with DESE R&T is promoted.

The TC also meets regularly with district Instructional Technology Leaders and Library Media Specialists where relevant information from the weekly meetings with DESE R&T is shared. Cassandra Barnett, DESE Library Media Specialist, is invited to attend the LMS meetings and share updates and information with district LMSs.

Cooperative technology staff provide ongoing support to the cooperative in the form of hardware, software, network maintenance and training. Maintenance and upkeep of on and off-site devices is also provided as well as maintaining the email and phone systems and the Co-op website.

In addition, the Cooperative Technology Staff maintains the Continuity of Operations Plan, supports district testing coordinators, investigates and learns new technologies that could be beneficial to districts, host DESE Coding competitions, updates the Cooperative Annual Report and Cost Analysis and fulfills DESE mandates.

Major highlights

- Coordinated and/or presented technology PD sessions for teachers based on Needs Assessment.
- Assisted districts with online learning platforms and resources as they pivoted to online learning during the COVID Pandemic and continued support after pivoting back to the classroom.
- Provided online meeting times on a daily basis for any teacher in the cooperative region.
- Managed the WDMESC Digital Learning Consortium. Served as liaison between Pearson Learning and district Points of Contact.
- Assisted districts in development of Digital Learning Plans.
- Provided cyber security training for Co-op employees. Implemented online cyber security learning platform at WDMESC.
- Provided cyber security training for district technology coordinators.

- Coordinated and led Zoom meetings with district technology coordinators on a monthly basis.
- Coordinated and led Library/Media Specialists Professional Learning Community.
- Coordinated and led the new Instructional Technology Leaders Professional Learning Community.
- Managed the ARA Technology grant. Used grant funds to upgrade Co-op network, computer lab and provide cyber security training for Co-op employees.
- Met with DESE Research and Technology team and Co-op Technology Coordinators on a weekly basis.
- Disseminated information to district techs from DESE R&T.
- Served on DESE's Social Media Awareness Campaign (SMACTalk) Committee.
- Installed Network Security Scanning Program at WDMESC.
- Partnered with the Technology Coordinators at DeQueen/Mena and Southwest ESCs to provide training at the Hot Springs Technical Institute (HSTI).
- Served on Arkansas' P-12 Cyber Threat Response Team (CTRT). Arkansas' P-12 Cyber Threat Response Team represents a collaborative effort among Arkansas Cooperative Technology Coordinators, Arkansas Team Digital, and the Arkansas Division of Information Systems (DIS). The Cyber Threat Response Team is a small group of IT professionals who are willing and ready to provide onsite support, at no cost to the district, whenever an Arkansas school district is faced with a cyber threat. Information collected through the P-12 Cyber Threat Response Team will only be used to inform and protect Arkansas school districts.

Program: Technology Services

Funding Source: District

Funding Amount: \$153,965

Competitive Grant: No

Non-Restricted

Program: Technology

Funding Source: Assigned Districts

Participating Districts

Beebe, Bradford, Riverview, White County Central

Personnel

Cynthia Armstrong, Technologist, Bradford - MSE

Kyle Cross, Technologist, Riverview - HSD

Shayne Wallis, Technologist, White Co. Central - BSE

Christian Armstrong, IT Support WDMESC - Associates CS and Networking

Goal

To provide quality technology support for the participating school districts.

Program Summary

- Support districts in their efforts to provide technology for teaching and learning
- Provide support to increase access to ADE sponsored programs, features and grants
- Provide quality professional development
- Provide ongoing support to the district: hardware/software/network maintenance and training
- Add growth and provide upkeep to desktop/mobile labs and other school 1:1 initiatives
- Maintain email system and district websites
- Develop/maintain/implement District Technology Plan
- Develop/maintain Continuity of Operations Plan for member districts
- File E-Rate for member districts
- Investigate new technologies that might be beneficial for the educational process

Program: Arkansas K-12 Behavior Support Specialists

STATE LEVEL INITIATIVE: BX3 PROJECT

Participating Districts

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

Goals

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

Personnel

Sarra Petray, Behavior Support Specialist

Program Summary

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

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

Major Highlights of Year

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

Circuit

Goals

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

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

Program Summary

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

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

Major Highlights of 2021-2022

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

Professional Learning Opportunities

Goal

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

Program Summary

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

Major Highlights of 2021-2022

- Created online modules that all educators can access for professional development at any time <https://arbss.org/courses-2/>
 - Essential Classroom Behavior Management Strategies
 - Behavior Intervention Plans
 - Response to Intervention for Behavior
- Launched 17 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- BSS provided over 105 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 1500 participants
- BSS have 29 additional professional learning opportunities scheduled by the end of 6/30/22

Additional Highlights of 2021-2022

- Presented at AAEEA on Act 1084
- Presented at AAEEA School Law Conference with Courtney Salas-Ford on Act 1084
- 17 BSS attended the AAEEA Fall Conference on Behavior the Forgotten Curriculum
- 9 BSS attended the International Association of Positive Behavior Supports

- 3 BSS attended the CalABA 40th Annual Western Behavior Analysis Conference
- 1 BSS attended the LRP Institute Convention
- 2 BSS will attend the Association of Applied Behavior Analysis Convention
- Presented on BX3 at the DESE Mental Health and Behavior Planning Retreat
- Served on DESE Leadership Team for Arkansas THRIVE
- Will support the launch of DESE Arkansas THRIVE in 7/2022 including providing professional development during the academy

Program: Digital Learning –Virtual Arkansas

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes

Participating Wilbur D. Mills Education Service Cooperative School Districts:

Bald Knob School District, Beebe School District, Bradford School District, Cabot School District, Carlisle School District, Des Arc School District, England School District, Hazen School District, Lonoke School District, Mccrory School District, Pangburn School District, Riverview School District, Rose Bud School District, Searcy School District, White Co. Central School District

Central Office And Administrative Personnel:

John Ashworth: Virtual Arkansas Executive Director

Dr. Brandie Benton: Virtual Arkansas Director of Curriculum and Instruction

Dr. Michael Lar: Virtual Arkansas Director of Operations

Candice McPherson: Virtual Arkansas Director of Design and Development

Jeremy Woodward: Virtual Arkansas Director of Technology

Jason Bohler: Core Campus Director

Ellora Hicks: Concurrent Credit Campus Director

Christie Lewis: CTE Campus Director

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

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

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

GOALS:

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

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

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

Goals	2020-2021 Results
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Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - VA made courses and teachers available in all but one academic license shortage areas - VA provided access to 97 Full-time Arkansas certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings - These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - VA courses were made available to all high poverty districts and utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population - VA offered preferred automatic concurrent credit enrollments for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered - 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural - 81% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 34 CTE courses were provided to 6,620 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> - In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

PROGRAM SUMMARY:

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

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

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

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students
- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences
- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training
- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator

- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper “Scaling High Quality Content & Courses Statewide With Canvas”
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning

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

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

Program: Digital Learning – Digital Learning Unit

Funding Source: ADE Grant – Act

Competitive Grant: No

Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington
Fayetteville	Gravette	Gentry	Gravette
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Springdale	Siloam Springs	West Fork

Personnel:

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

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

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

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

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

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

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

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

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

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

GOAL:

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

PROGRAM SUMMARY:

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

Arkansas Connect2Digital:

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

Major Highlights of the Year:

- Learning Services Training on the Learning Lens, TLC Training in March, and internal trainings to shore up understanding of the instructional implications of digital learning.
- Continue to host an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license offered through six Higher Ed Masters programs.
- Provided trainings to Year 1- Year 3 Novice teachers with designing and creating online lessons.
- Offer daily support to schools in implementing Act 1280: Digital Learning Requirement.
- Offer daily support to schools with approved Digital Learning Plans.
- Representative on the ADE-DESE Engagement Committee.
- Representative on SMAC-Talk committee.
- Representative on the Education Technology Standards Committee for the redesign of Higher Education teacher preparation program through Educator Effectiveness.
- Coordinated project with Learning Services to design a 3 day intensive PD titled “Student Self-Paced Learning.”
- Coordinated and Collaborated with Tammy Friend with GUIDE for Life to create 6 hour Summer PD for Arkansas Educators.
- Coordinated and Collaborated with Karen Bergh with Engagement Division to create a Parent Involvement course meeting the state requirements for 2022- 2 hour PD; providing resources and supports for parent engagement pertaining to digital learning needs and resources.
- Rebuild of professional learning sessions to optimize offerings (choice between asynchronous, synchronous virtual, and face to face) and options for upcoming 2022 Summer PD.
- Host and support online modules for APPEL transition to ARPEP with 14+ sites.
- Created a week-long social media campaign for Digital Learning Day to emphasize digital learning is an ongoing practice..
- Launched “Living in Beta Mode” podcast series in February 2022 to expand reach.
- Canvas Migration
- All team members have been trained in the “Growing with Canvas” Course.
- 94 Courses have been migrated from Moodle to Canvas.
- Offering additional Canvas support and training to Educator Effectiveness and ESCs wanting to build in DLU Canvas instance.
- Course Creation:
 - 28 ArPEP Shells have been created.
 - 11 new Summer PD course shells have been created.

PROGRAM: Migrant Education

FUNDING SOURCE: DESE Grant – Title 1 Part C

COMPETITIVE GRANT: No
RESTRICTED

PARTICIPATING DISTRICTS

Augusta	AR Virtual Academy	Bald Knob	Barton-Lexa
Beebe	Bradford	Brinkley	Cabot
Carlisle	Clarendon	Des Arc	Dollarway
England	Exalt Academy SW	Lee County	Forrest City
Friendship Aspire-LR	Hazen	Helena/W. Helena	Jacksonville
Kipp-Delta College Prep	Little Rock	Lisa Academy-ALL	Lonoke
Marvell	McCrary	North Little Rock	Palestine-Wheatley
Pangburn	Pine Bluff	Pulaski County	Riverview
Rosebud	Searcy	Sheridan	Stuttgart
Watson Chapel	West Memphis	White Co. Central	White Hall

PERSONNEL

Karen Fuller, Migrant Program Specialist, BBA, M.Ed-Educational Leadership

Heidi Harris, REDS, Associate Degree-Business Administration

Carmen Lambert, Recruiter, Associate Degree-Early Childhood

Robyn Pratt, Field Recruiter, Associate Degree-Elementary Education

Sandra Garcia-Student Support Specialist-Associate Degree-Business

Lily Farfan-Field Recruiter, Associate Degree-Social Services

GOAL

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

PROGRAM SUMMARY

The purposes of the Migrant Education Program are to:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- To identify eligible migrant students by the use of agricultural surveys in schools, businesses, and any venue that might employ or provide services for migrant families. Recruiters work to build rapport with local farmers and area businesses to ensure their assistance and cooperation with the program.
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.

- Ensure that migratory students receive full and appropriate opportunities where virtual learning is concerned and that supplemental services are provided during the COVID-19 pandemic when appropriate and allowable.
- Help migratory children benefit from State and local systemic reforms. (See section 1301 of the ESEA.)

Major Highlights of the Year

- Contacted and assisted project schools with the migrant grant including their Indistar information, suggested expenditures, agricultural surveys, and the mandatory training for tutors.
- Provided in-person training for tutors on August 18 and 26, 2021 at the Wilbur D. Mills Education Service Cooperative and September 8-10 at the Hot Springs Convention Center. This included the Identification and Recruitment portion as well as everyday documentation. An additional New Tutor training was held on September 23, 2022 at the Migrant Education office in Bald Knob.
- Provided districts with information regarding COVID-19 allowable expenditures and worked with migrant tutors to plan daily schedules to include virtual students.
- Collected and recorded Mass Enrollments, Needs Assessments, Students' Eligible for Migrant Supplemental Services Forms, Daily Schedules, and On Track forms from each of the project tutors and the needed documentation from the non-project districts as well.
- Served 876 students in the Wilbur D. Mills Educational Service Cooperative, Great Rivers Educational Service Cooperative, and Arkansas River Educational Service Cooperative areas. Of those, 449 were non-project students and 427 were project school students. These students were ages 3-21. Project schools are those who have a migrant student population great enough to receive funding and therefore can hire a migrant tutor and utilize the funds through their district. Such districts usually have at least 25 migrant eligible students enrolled. Schools who qualify for funding have the opportunity to accept the funds or decline the funds and have the cooperative serve their student population, making them a non-project school. Other non-project schools do not have sufficient migrant student populations to qualify for funding and therefore are served by the cooperative.
- Provided migrant parents and children ages 3-5 that are not enrolled in kindergarten or other preschool programs with needed supplies and manipulatives for at-home learning.
- Provided high-interest books, school supplies, and information on community resources (dental care, food banks, healthcare, milestones for pre-k, safety (fire, internet, and sun), banking, etc.) to migrant students and families.
- Provided free resources. Our staff is very passionate about our students and go above and beyond to help them with whatever needs the migrant students have. We have tutors and recruiters that search for outside resources to share with our migrant families. Recruiters have received sheets, towels, and blankets to distribute to families in need and provide school supplies to all students. Masks, cleaning supplies, and hand sanitizer were provided when needed to Out-of-School Youth(OSY) and to families in need. We work in collaboration with local churches who have food to distribute it to our families in need.
- Completed needs assessments on each non-project student to determine which students were a priority for service. Students received supplies and books multiple times throughout the school year. Students in non-project schools were also provided with COVID-19 information booklets and dental health supplies and educational information.
- Monitored high school seniors in the project and non-project schools to ensure they are working towards graduation. Provided them with information about ACT and scholarships available to migrant students.
- Assisted project tutors with setting up PAC (Parent Advisory Council) meetings in each of their districts to discuss literacy, math, and graduation requirements with parents.
- Met and established relationships with farmers and businesses.
- LEA tutors were encouraged to inquire about student progress, especially those who are virtual only, and regularly check in with the student and/or parent to ensure they were completing their work.
- Moving Up Arkansas (MUA) is a Credit Accrual Summer Program offered to high school students of migrant families in Arkansas, which will be offered as in person residential this year as it was pre-pandemic. It is held on the campus of Arkansas Tech University in Russellville, Arkansas.
- Arkansas Migrant Education Student Leadership Academy (AMESLA) was held this year on October 15-17, 2021. This is a leadership development opportunity for students from all across the state and is held at the 4-H Center in

Ferndale, Arkansas. Team building activities such as rock climbing and rope trails are part of the activities that are taught during this weekend. It is limited to 40 students so applications are taken as first come, first served.

- Offering a virtual summer school (Camp Connect and Brain Stem) by collaborating with the Pennsylvania Migrant Education Program.
- A STEM Camp for Middle School students was held at Harding University in collaboration with the Arkansas STEM Coalition on June 14-18, 2021. Two chemistry professors from Harding University taught the camp and students were engaged in numerous experiments along with some desk work. The hours for the camp were 9:00 am to 3:00 pm and Searcy School District provided transportation for the students involved from their district. Nine students participated and all were in attendance each day. Students were provided lunch(in the University cafeteria) and snacks by the Migrant Education Program and each student left with reading books for them and their siblings for the summer.
- Encouraged students to apply for migrant scholarships and the free one year of college provided through CAMP.
- Provided credit recovery opportunities through Red Comet.
- Monitored the project school districts.
- Collaborate with the Texas Migrant Education Program to ensure students and families are enrolled upon arrival so we can make sure there is no interruption of the child's educational services.

Special Projects and Programs

Funding Source: Arkansas Department of Education, ARP ESSER and Local District Funds

Program Name: Literacy/Dyslexia - RITE Flight Training

The Wilbur Mills Cooperative partnered David Hanson, Access Learning Academy, to provide professional training for implementing RITE Flight. This workshop addresses two important components identified by the National Reading Panel as needed for effective reading instruction -- Reading Rate (Fluency) and Reading Comprehension. Workshop materials include manuals for Rite Flight: A Classroom Reading Rate Program and Rite Flight: A Classroom Comprehension Program. These materials, developed at Texas Scottish Rite Hospital for Children, provide excellent supplements to a classroom or remedial reading curriculum. Rite Flight is not intended to provide a comprehensive dyslexia intervention.

Increasing Reading Rate

Fluency instruction incorporates guided and timed repeated reading of decodable words, phrases and connected text. The instruction also includes the important elements of incentives, concrete measures of progress and daily homework practice.

The Comprehension Mystery

A combination of techniques for instruction in reading comprehension will be discussed and demonstrated, including comprehension monitoring, question generation, story structure, summarizing, inferencing, and utilization of graphic and semantic organizers. The workshop includes demonstrations of these techniques developed by Texas Scottish Rite Hospital for Children that specifically address both narrative and expository text.

10 out of 17 of the Wilbur D Mills District were represented and 74 educators were trained in how to use the RITE Flight Comprehension/Rate Intervention Tool.

Goals and Description (Literacy/Dyslexia)

The Wilbur Mills Cooperative partnered with David Hanson, Access Learning Academy, to provide professional development for identifying and serving students with characteristics of Dyslexia with and without an IEP. When do we begin to move a student with characteristics of dyslexia to a full comprehensive evaluation for special education? How best to service a student with characteristics dyslexia and special education in respect? How to document this service in regards to the IEP?

15 out of 17 of the Wilbur D Mills District were represented and 66 district specialists/coordinators were trained.

Goals and Description

The Wilbur Mills Cooperative partnered with Heggerty, Bridge the Gap, to provide training in the area of phonological awareness. Bridge the Gap is a series of systematic phonemic awareness intervention lessons for students in 2nd grade and above. The lessons can be used in small groups or with individual students who struggle to decode words automatically. The lesson structure is designed for small group or individual instruction, as part of a T-2 intervention for students in grades 2nd and above.

15 out of 17 of the Wilbur D Mills District were represented and 47 district specialists/coordinators were trained.

Program Name: Mathematics

Student-Centered Mathematics: Understanding Mathematical Thinking is professional development that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this multi-year training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and equations 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, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning. This PD is based on the research found in *Children's Mathematics: Cognitively Guided Instruction*. The Instructional Specialist (Allen) has completed the CGI Leadership Institute, is an ADE-Endorsed Trainer for Year 1, 2, and 3, and is currently leading and/or hosting 3 sessions for 80 participants that represent 10 districts in the WDMESC area and around the state. Due to Covid 19 restrictions, the sessions were presented virtually and incorporated and modeled ways for teachers to implement CGI in their own classrooms on a digital platform when needed. Multiple sessions were offered during the year for each follow-up PD in order to help accommodate any substitute teacher issues. A Google Classroom was created for each of the sessions to extend the learning by reflecting on individual classroom planning and student work. Connections to AR Math QuEST and the Effective Math Teaching Practices were also added to this professional development in an effort to support state initiatives in mathematics.

Arkansas Illustrative Mathematics Institute

This virtual statewide session was designed in a collaborative effort by the state math specialists to assist educators in understanding the IM Mathematics Curriculum materials including the layout, vertical alignment (K-HS), differentiation strategies, use of the provided learning targets, provided assessments, instructional routines, Language routines, pacing, and use of the curriculum. Statewide follow-up monthly support was offered during the school year to ease the transition from professional development to implementation in the classroom. 689 educators participated in the sessions in the summer of 2021.

Program Name: DOK: Depth of Knowledge

WDMESC facilitated and arranged for nationally known presenter and Solution Tree author and expert, Erik Francis, to lead a Depth of Knowledge (DOK) professional development for district leadership and teachers. Our first session was held in December 2019 with 50 participants in attendance. All member districts were invited, with Level III/IV districts strongly encouraged to attend. A follow-up session for July 2020 was postponed due to COVID restrictions. WDMESC Needs Assessment data indicates a strong request for continued professional development in DOK. As a result, Mr. Francis will return during Summer 2022 to support schools in deconstructing Depth of Knowledge and enhancing teacher questioning. WDMESC also purchased the books, *Now That's a Good Question* and *Deconstructing Depth of Knowledge*, for participants.

Program Name: Instructional Coaching

A successful school or district coaching model can create a powerful professional learning community committed to student success. The goal of school-based instructional coaching is to increase student learning by providing continuous, relevant and job-embedded support to teachers (Sweeney, 2010). Instructional Coaches provide a variety of support by working alongside teachers to help them refine their craft. This is the ultimate form of personalized professional learning. Instructional Coaches can employ practices and put teachers in the best position to improve student learning.

Instructional Coaching is a professional learning opportunity designed for Instructional Coaches, Curriculum Directors, and Principals. Instructional Coaching is based on current work from nationally recognized professionals, including Dr. Jim Knight and Diane Sweeney. Dr. Jim Knight is affiliated with the Instructional Coaching Institute from the University of Kansas Center for Research on Learning. This professional development incorporates several of his books, including *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* ©2011; *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching* ©2017; and *The Instructional Playbook* ©2020. Additionally, this professional development includes the work of national consultant Diane Sweeney and her book, *Student-Centered Coaching: The Moves* ©2017. A condensed, three-hour professional

development session is available for Principals and Curriculum Directors. It is based on Diane Sweeney's text, *Leading Student-Centered Coaching: Building Principal and Coach Partnerships*, ©2018.

In addition to professional development, Professional Learning Communities (PLCs) are conducted with support that is targeted to each Instructional Coach's needs and embraces the adult learning principles. This is a venue where Instructional Coaches can meet together to discuss successes and challenges in their current work. The benefit of this type of platform is the group can collaborate and problem-solve issues together. As Diane Sweeney points out, "Everyone is smarter together." There are also opportunities for Instructional Coaches to engage in a professional book study. On-site school support can include, but is not limited to, helping the school to develop an Instructional Coaching Model that captures the following information: the school's philosophy and beliefs as related to Instructional Coaches, the purpose of Instructional Coaches, the roles/expectations of Instructional Coaches, what coaching does not include, and time allocations for coaching duties. A Book Study on *The Instructional Playbook* was completed during the 2020-2021 school year with future plans of collaborating together to create a targeted, specific Instructional Playbook for participating districts during the Summer 2022. Professional development, PLCs, book studies, and building Instructional Playbooks will continue throughout the 2022-2023 school year.

Program Name: SIM™ (Strategic Instruction Model)

The Strategic Instruction Model (SIM™) is a professional development for teachers of all content-areas in grades 4-12. SIM™ is a comprehensive approach to adolescent literacy that addresses the need of students to be able to read and understand large amounts of complex materials as well as their need to be able to express themselves effectively in writing. In essence, SIM™ is about promoting effective teaching and learning of critical content in schools. SIM™ provides a variety of instructional strategies for teaching through the Content Enhancement series. The routines foster teacher planning and delivery of their content. SIM™ Content Enhancement Routines are intended for Special Education and Regular Education students during Tier 1 Core Instruction.

SIM™ is offered as a professional development through the school year so that teachers can readily take the training into their classroom for immediate implementation. Each SIM™ routine comes with a guidebook for each teacher that is provided by WDMESC free of charge. Three Content Enhancement Routines are provided during the school year on three separate professional development days. After teachers have implemented any given routine, a coaching visit is conducted so that the trainer can meet with teachers for the purposes of planning lessons and problem-solving issues that may have occurred during implementation. Classroom demonstrations of the routines can also be a part of the services provided. Fidelity checks (classroom observations) with debrief sessions are completed to provide further reflection and refinement of the routine. SIM™ will continue to be offered through the 2022-2023 school year.

Program Name: Technology

EtherScopes

In an effort to assist schools in preparation for online Common Core State Standards testing in 2015, ADE awarded a grant to the Cooperative for the purchase of an EtherScope in 2013 and purchase of a companion Link Runner in 2014. Our goal was to evaluate all of the schools in our cooperative to see if their networks are capable of connecting 1 to 1 computer to students for online digital testing. When requested, we visit a school, and save reports from the EtherScope for evaluation purposes and to inform the school technology coordinator of the findings. We also use these devices for troubleshooting, network design, network redesign, network mapping, and for evaluating connectivity throughout testing, which helps the schools and their technologists in evaluating, troubleshooting, and planning for their schools digital needs.

Since the EtherScope was purchased district Technology Coordinators have been trained on how to use the EtherScope and it is available for checkout. Several districts have requested the EtherScope this year to evaluate and troubleshoot their network connectivity.

ARP Technology Grant

Cooperatives received a \$150,000 ARP Technology grant from DESE. These funds were to be used for educational technology upgrades in an effort to maintain high quality professional development, resources and digital learning opportunities for member districts. Grant projects had to address elements of need with justifications that are in accordance

with COVID guidelines per ESSER/ARP funds. Grantees were charged with assisting schools and educators by delivering the necessary tools and resources to maximize support for teachers, students and families. Grant funds are being utilized to ensure cooperative technology resources and infrastructure are up-to-date and sufficient to provide training and assistance to member districts.

Program Name: Robotics - FIRST Robotics Arkansas Regional

The FIRST Robotics Competition Arkansas Regional was held March 30-April 2, 2022 in Searcy, AR. Over 20 high school teams from 6 states and Mexico, came together in Central Arkansas to showcase their months of hard work, creative problem solving and incredible team work. This year's game, Rapid React, was presented by Boeing.

WDMESC Program Coordinators and Content Specialists played vital roles in the implementation of the event. One of the science instruction specialists was a member of the planning committee and the event volunteer coordinator, who is responsible for recruiting and training over 80 volunteers each day. WDMESC was recognized as a "Friends of the Future" sponsor for their support. The other science specialist took on the role of Safety Manager for the event. [Click here for the event program.](#)

Program Name: STEM - Harding Robots and Rockets STEM Camp

WDMESC helped plan and implement the Robots and Rockets STEM Camp at Harding University for students entering middle grades. The goal of this camp was to provide students with hands-on STEM experiences to excite them about engineering and to reinforce the fundamental math and science that underlie the projects. Fifty students entering grades 5-8 participated in the camp. Faculty from the Harding Science and Engineering Departments along with Math and Science Specialists from WDMESC helped throughout the week. (instructed sessions, assisted with instruction, distribution of supplies, registration and supervision of students)

Topics included - Rockets, EV3 Robots, Parachute design, Sphero Robots, Catapults, and other STEM related topics

Program Name: ACT Prep

This grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Many students lost valuable instructional time during the pandemic causing them to perform lower on the ACT. During the pandemic the ACT was not given as often as in a non pandemic year. Research proves that the more a student is exposed to the ACT the better they perform.

This program allows for all districts in Arkansas to opt-in for additional support for their students in taking the ACT. The support is intended to be implemented school-wide allowing all students access and resources to improve ACT scores. The increased ACT scores could lead to additional financial and educational benefits for the students.

There were 261 school districts across the state that opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district and the program will be provided for two years.

Chad Cargill provided 10 sessions for 924 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review. Chad has written a book with all of his tips and strategies and every student received a copy of the book to study further.

Cantrell and Waller Preparatory (CE Prep) provided 10 sessions across the state to almost 1,000 students. In these sessions, students spent six hours digging into various content from the ACT. CW Prep also shared strategies with students when taking the test. Students left the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.

Fetterman and Associates had 10 sessions for students. These sessions were six hour sessions where students were exposed to test taking strategies, ACT content and scholarship information.

All of these programs will be used again in the 2022-2023 school year. Arkansas Cooperatives are working to schedule and organize these events for all public, private and charter schools in Arkansas.

Program Name: Mental Health Support for Students and Families

WDMESC partnered with [The Cook Institute](#) to provide mental health resources for students and parents in our region. The Cooperative hosts a [button](#) linked to the Cook Institute on our homepage. WDMESC also hosted a Cook Institute Parent Mental Health Night. This free event provides a digital platform in which parents may anonymously ask a therapist mental health questions and receive answers and resources in real time. Wilbur Mills advertised on local digital signage and shared an informational digital flier on the webpage and in other digital communication. A recording of the event was shared with district groups to provide educators with resources and to develop an understanding of the depth of the resources for supporting mental health in our students and families.

Program Name: The Restorative Practices Playbook Webinar with Dominique Smith

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

Program Name: Legal Services**Title IX**

The Arkansas Education Service Cooperatives contracted with Arkansas Attorney Cody Kees to provide a Title IX professional learning on September 13, 2021, for all school district leaders in Arkansas. All Arkansas Cooperatives shared the cost of the session. From districts across Arkansas 185 educators engaged in the Zoom. Mr. Kees allowed the cooperatives to retain a recording of the session to share with districts in the future, as needed.

District Rezoning

Based on census data from 2020-2021, districts were required to examine the data to determine the need for redistricting. Due to the delay as a result of the COVID pandemic, districts needed legal advice to ensure equitable voter representation within the district. WDMESC obtained legal services from Bequette, Billingsley and Kees to provide legal guidance to Superintendents.

Program Name: Bus Driver Certification and Assessment

Due to new federal regulations, individuals obtaining a new CDL are required to complete a curriculum and pass an assessment. As a result of the lack of bus driving candidates, cooperatives purchased a curriculum and assessment package from Vector Solutions, LLC. Mr. Horn, Director, administered training to transportation directors of WDMESC districts and continues to support the points of contact by providing guidance and resources as they implement this new process. This training allows the district point of contact to certify new bus driving candidates.

Program Name: ESSER Special Grants**ARP Homeless Grant**

DESE provided funding to address homelessness through ARP ESSER funds. Districts were allotted funding based on a formula using previous district data. Districts receiving less than \$5000 were required to join a consortium. Districts receiving \$5000 or more were given the option to join a consortium or expend the funds at the local district level. Cooperatives were authorized to be a consortium for districts. Ten districts joined the WDMESC consortium. The total amount of funding was \$108,130.00. District representatives met with cooperative staff to assess needs in each district. Consortium members voted to employ a Systems Navigator to support member districts and school homeless liaisons in identifying homeless children and youth. In addition, they will assist in providing homeless children and youth in member districts with wrap-around services in light of the challenges of the COVID-19 pandemic and assistance needed to enable homeless children and youth to attend school and participate fully in school activities. The Systems Navigator will assist

member district and school homeless liaisons in meeting the urgent needs of children and youth experiencing homelessness—including academic, social, emotional, and mental health needs by navigating appropriate resources. The Systems Navigator will be a two year position and will work to create sustainable practices to continue the work when ARP-HCY funding has ended.

ELC Grant

The AR Department of Health provided funding to support the reopening of schools during the pandemic. Districts were allotted between \$50,000 and \$100,000 based on enrollment. Each cooperative was assigned member districts as well as private schools within their region. The cooperative point of contact was given the responsibility of communication and approval of expenditures. Districts provide a budget and invoices/reports to the cooperative for reimbursement. The cooperative obtains reimbursement from the AR Department of Health. Out of the 17 districts in WDMESC, 16 chose to participate and 6 of the 23 private schools chose to participate. The cooperative's business department took on this additional responsibility which reduced the time investment for districts.

Program Name: ESCWorks

WDMESC purchases the online platform, escWorks for each of the 17 member districts. escWorks is the platform used by the state of Arkansas to house professional development offerings. Educators in Arkansas use their escWorks account to register for professional development and to track their professional development hours.

Program Name: Digital Learning

Wilbur Mills Cooperative staff assisted all districts in the development of Digital Learning Plans. Collaborative meetings were hosted to give districts the opportunity to work together and share their digital learning ideas. Additionally WDMESC staff held individual district review work sessions to go over plans, review, and revise. The plans were submitted to the State Board of Education for approval and the cooperative joined the districts to explain the plans to the State Board of Education. Wilbur Mills contracted with Pearson Connexus to provide digital instruction for students in grades K-8 in our region. Wilbur Mills partnered with Virtual Arkansas to provide digital learning for students in grades 9-12 in our region. Brook Singletary, IT at Wilbur Mills, acted as a liaison between districts and Pearson Connexus. Brook assisted with training, scheduling, and communications. School districts were given the opportunity to join WDMESC Digital Learning Consortia or develop their own method of providing digital learning.

Appendix

PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT