

NORTHWEST ARKANSAS
Education Service Cooperative

Annual Report 2021-2022



NORTHWEST ARKANSAS
Education Service Cooperative

4 North Double Springs Road

Farmington, Arkansas 72730

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Mr. Bryan Law
Director

Dr. Missy Hixson
Assistant Director/TC Coordinator

Northwest Arkansas Education Service Cooperative
4 North Double Springs Road
Farmington, AR 72730
(479) 267-7450 FAX (479) 267-7456

To: Arkansas Educators

From: Bryan Law, Director

Subject: 2021-2022 Annual Evaluation Report

The Northwest Arkansas Education Service Cooperative has continued to adjust to meet the needs of our ever growing region. The NWAESC schools continue to grow in students, teachers, administrators, and support staff while the staffing at the Coop has remained constant. The 16 public school districts and the 6 public school charter schools we serve represent over 100,000 students and many of these districts continue to grow. The requirements and needs of this diverse community requires a similar diverse educational system which strives to meet the needs of all our students. During this past year we have had the opportunity to reflect on our multiple programs and look for ways to improve our performance in an ever changing world. The implementation of a K-6 virtual academy has allowed us to address the needs of this region, although our numbers were small (45 or less) we believe this shows a commitment to serving the needs of both small and large groups. While reflecting back we have also worked diligently to develop teachers in RISE, look at opportunities to increase CTE and concurrent credit options for students, and deliver support in the teaching of mathematics. During the COVID crisis and with the support of the Walton Family Foundation we have distributed PPE to students and staff, 250 computer hotspots have been distributed to students in need, and over 1000 chromebooks have been distributed to these and other students. While we hope the largest part of the Pandemic is behind us these computers and wireless hotspots are still in place and addressing the needs of students across our three county region.

The 2021-2022 annual report has been prepared by the staff of the Northwest Arkansas Education Service Cooperative and reflects the vision of Director Bryan Law and Assistant Director/Teacher Center Coordinator Dr. Missy Hixson. NWAESC has 100 employees housed in Farmington, Springdale, Rogers, and Bentonville. The Division of Elementary and Secondary

Education Base funding to the co-op is \$408,618.00 and the total budget is approximately \$8,300,000. Listed below are examples of the programs offered by the co-op in partnership with our districts:

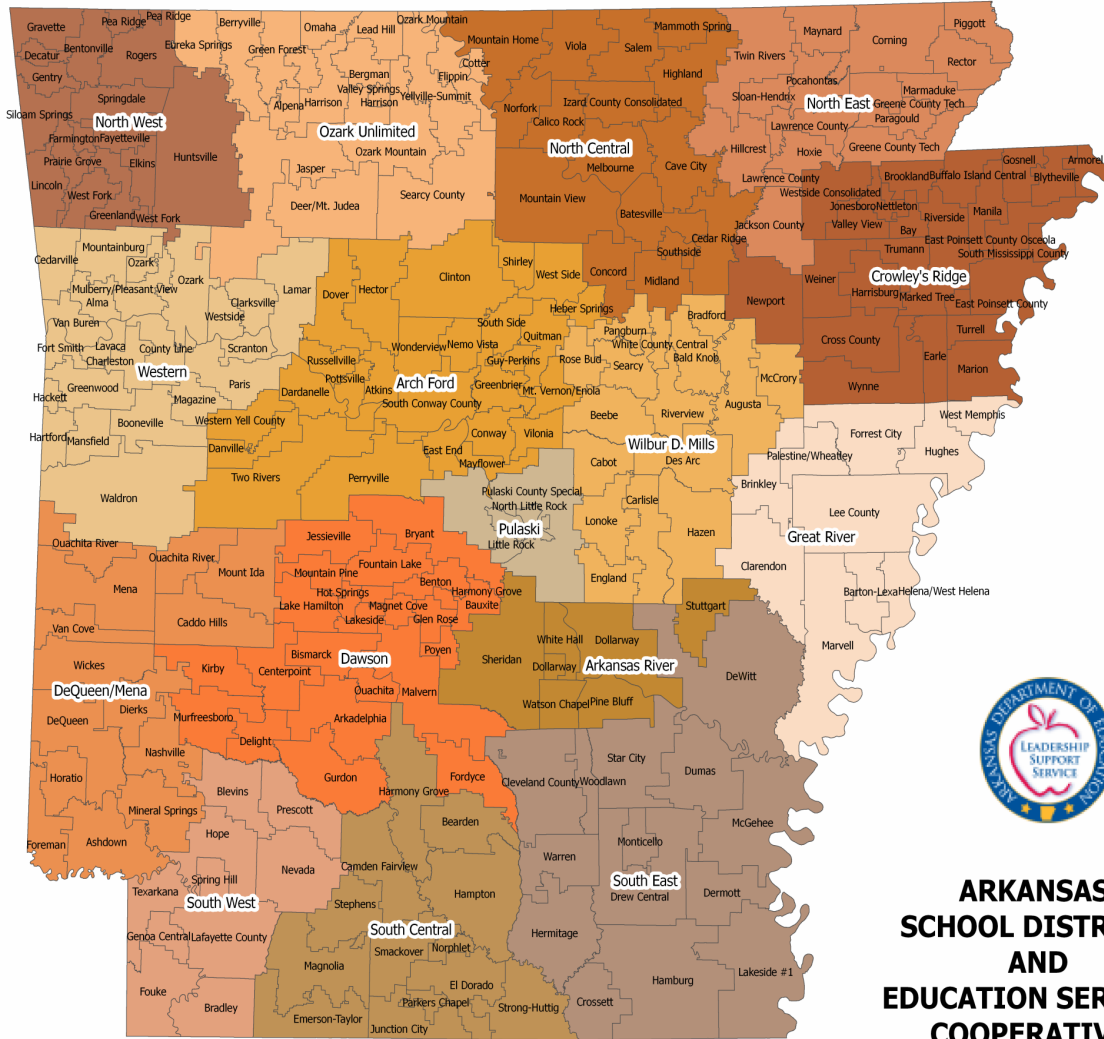
- | | |
|-----------------------------------|--------------------------------|
| APSCN Field Support | Medicaid billing services |
| Computer Science Education | School Health Nurse Services |
| Early Childhood Special Education | Technology Support Services |
| Gifted and Talented | Education ESVI Services |
| Science/STEM Support Services | English Language Services |
| Teacher Center Services | Behavior Intervention Services |
| Career and Technical Education | Math Support Services |
| Literacy Support Services | Professional Development |
| Novice Teacher Training | Migrant Education |
| K-6 Virtual Classroom | |

The mission of the Northwest Arkansas Education Service Cooperative is to “Make a Difference” for the students and districts we support. We are passionate about improving teaching and learning for both our students and for our staff. As educators we strive to be lifelong learners and continue to seek best practices in working with our students. We look forward to the challenges and opportunities that lay before us as we finish out this year and move to the next.

The co-ops of Arkansas have served as the implementation support agents for new state initiatives by providing extensive professional development and capacity building necessary to implement the undertaking of our state to improve student achievement. While the co-op supports all state initiatives we are also constantly looking at ways to provide programs that address the needs of our Districts locally. We plan to continue to effectively provide support for the Arkansas State Standards and the Every Student Succeeds Act (ESSA) as we move forward in a new era of teaching and learning. The mission of Northwest Arkansas Education Service Cooperative is to support and serve our school districts as they strive to provide a high quality education. Our staff looks forward to the challenges of the upcoming year.

“Serving the Schools, Serving the Children”

Northwest Arkansas Education Services Cooperative

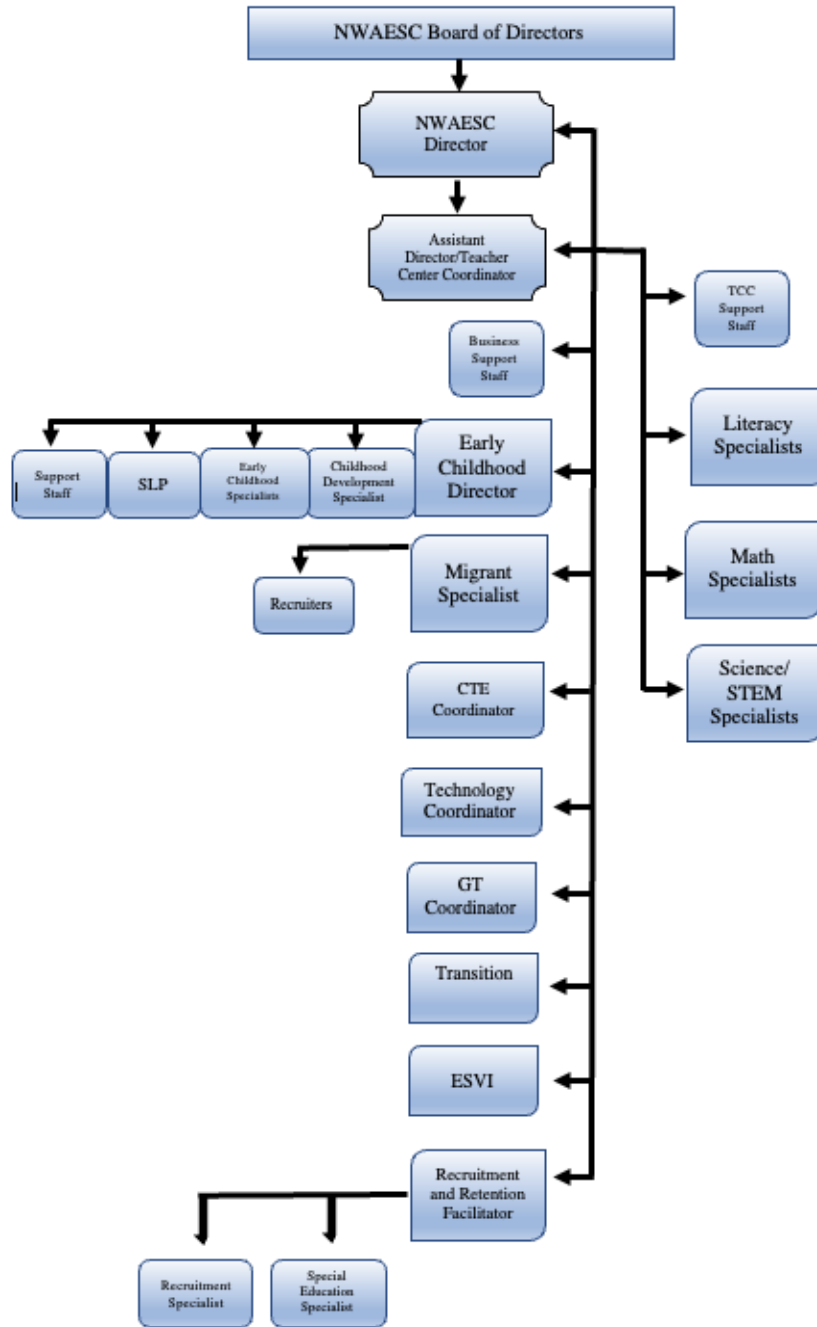


ARKANSAS SCHOOL DISTRICTS AND EDUCATION SERVICES COOPERATIVES

Mission Statement: The mission of the Northwest Arkansas Education Service Cooperative is to promote high expectations for positive leadership in order to effect desired change for educators and students in this region. We further seek to foster public and private sector educational partnerships as we seek to continuously enhance and expand the quality of programs and services for the schools we serve.

Northwest Arkansas Education Cooperative proudly serves Benton, Washington, and Madison Counties.

Organizational Chart



Additional Affiliates

- Behavior Support Specialists
- Computer Science Specialist
- DESE R.I.S.E. Literacy Specialist
- ESOL Support Staff
- Community Health Promotion Specialist

Additional Affiliates

- Community Health Nurse Specialist
- DESE ESOL Director
- Regional ESOL Specialist
- Custodial Support Staff

Northwest Education Service Cooperative

Public School Districts served in Northwest Arkansas Education Service Cooperative:
 Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville,
 Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork

Charter Schools served in Northwest Arkansas Education Service Cooperative:
 Arkansas Arts Academy, Arkansas Connections Academy, Haas Hall, Northwest Arkansas Classical Academy

Officers of the Board

Name	Position	School District
Mr. Jody Wiggins	President	Siloam Springs
Dr. Marlin Berry	Vice-President	Rogers
Mr. Bryan Law	Director/Ex-officio	NWAESC
Ms. Maribel Childress	Secretary	Gravette

Members of the Board

Name	Position	School District
Dr. Debbie Jones	Board Member	Bentonville
Dr. Steve Watkins	Board Member	Decatur
Mr. Jeremy Mangrum	Board Member	Elkins
Mr. Jon Laffoon	Board Member	Farmington
Dr. John L Colbert	Board Member	Fayetteville
Ms. Terrie Metz	Board Member	Gentry
Ms. Maribel Childress	Board Member	Gravette
Dr. Andrea Martin	Board Member	Greenland
Ms. Audra Kimball	Board Member	Huntsville
Dr. Mary Ann Spears	Board Member	Lincoln
Mr. Keith Martin	Board Member	Pea Ridge
Ms. Reba Holmes	Board Member	Prairie Grove
Dr. Marlin Berry	Board Member	Rogers

Mr. Jody Wiggins	Board Member	Siloam Springs
Dr. Jared Cleveland	Board Member	Springdale
Mr. John Karnes	Board Member	West Fork

Northwest Arkansas Education Cooperative 2021-2022 Teacher Center Committee

Committee Member	District	Position	Expires
Ms. Abby Rogers	Bentonville	Elementary Teacher	2023
Ms. Stormy Pruitt	Decatur	Middle School Teacher	2022
Ms. Paula Wheeler	Elkins	Curriculum	2023
Ms. Lynley Chase	Farmington	Middle School Teacher	2024
Ms. Brooke Edwards	Fayetteville	Elementary Teacher	2023
Ms. Crystal Coppedge	Gentry	Middle School Teacher	2023
Ms. Jennifer Davis	Gravette	Elementary Teacher	2024
Mr. Jake Hardin	Greenland	High School Principal	2022
Ms. Betty Jo Smith	Huntsville	High School Teacher	2024
Ms. Traci Birkes	Lincoln	Elementary Principal	2024
Ms. Casey Connior	Pea Ridge	Virtual High School Teacher	2024
Ms. Jalyynn Willcutt	Prairie Grove	Elementary Teacher	2023
Mr. Paul Barker	Rogers	Middle School Teacher	2024
Ms. Tamara Stewart	Siloam Springs	High School Teacher	2022
Mr. Christopher Venters	Springdale	Middle/Jr. High Principal	2023
Ms. Heather Malone	West Fork	Elementary Teacher	2022

**Superintendent
1 Year Term**

Mr. Jon Laffoon	Farmington	Superintendent	2022
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Division of Elementary and Secondary Education

Education Service Cooperative (ESC) Annual Report

Date: June 2022

LEA# 072-21

ESC# 072-21

ESC Name: Northwest Arkansas Education Service Cooperative

Address: 4 North Double Springs Road, Farmington, AR 72730

Phone Number: 479-267-7450

Fax: 479-267-7456

Director: Mr. Bryan Law

Teacher Center Coordinator: Dr. Missy Hixson

Counties Served: Benton, Madison, and Washington

Number of Districts: 16

Number of Charters: 5

Total Number of Students: 104,712

District	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Staff	Certified Classroom Teachers	Classified Staff
Bentonville	18,536	25	345	1,237	842
Decatur	570	100	14	76	42
Elkins	1,292	45	23	115	58
Farmington	2,603	36	31	230	85
Fayetteville	10,349	41	258	665	644
Gentry	1,527	48	26	129	73
Gravette	1,920	50	33	150	95
Greenland	712	72	15	75	51
Huntsville	2,228	54	36	206	162
Lincoln	1,061	71	18	128	54
Pea Ridge	2,321	33	40	138	140
Prairie Grove	2,068	46	36	144	96
Rogers	15,603	60	262	1,005	851

Siloam Springs	4,209	58	111	271	261
Springdale	21,796	72	332	1,490	1,210
West Fork	870	51	19	92	57
Charter Schools					
AR Arts Academy	1,1191	18	17	90	19
AR Connections Academy	3,390	37	131	84	12
Founders Classical Academies-NWA	1,086	7	9	84	23
Haas Hall Academy	1,331	7	17	91	15
Hope Academy NWA	49	100	3	5	18
Totals	104,712	1031	1776	6,505	4808

I. Governance:

- A. How is the co-op governed? **Board of Directors**
 How many members are on the Board? **16**
 How many times did the Board meet? **10**
 When is the regular meeting? **First Thursday of each month**
 Date of the current year’s annual meeting: **Thursday June 2, 2022**

- B. Does the co-op have a Teacher Center Committee? **YES**
 How many are on the Teacher Center Committee? **17**
 How many members are teachers? **12**
 How many times did the Teacher Center Committee meet? **3 (one virtually due to weather)**
 When is the regular meeting? **As scheduled (three times per year)**
 When was the most recent survey/needs assessment conducted? **November 2021**

- C. Have written policies been filed with the Division of Elementary and Secondary Education? **Yes**

II. Staff

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

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

2021-2022 Employees

Employee Name	Position	Funding Source	New Hire	Resigned
Alagood, Leah	CDS/Administrative Liaison	S		
Allgood McGee, Zoe	Speech/Language Pathologist	S		
Anderson, Bailey	K-6 Virtual Teacher	S	Y	
Barnes-Whorton, Kathy	Medical Records/Office Asst.	S		06/30/2021
Benton, Jessica	Speech/Language Pathologist	S	Y	
Brown, Christin	Paraprofessional	S		
Brown, Ember	Speech/Language Pathologist	S		
Brown, Karen	Mentoring Specialist	S		
Brown, Katelyn	Speech/Language Pathologist	S		06/30/2021
Butcher, Kelli	Community Health Nurse Specialist	*		
Chavis, Lisa	Administrative Assistant/TC Secretary	B		05/31/2022
Clements, Leslie	Child Development Specialist	S		
Coats, Lisa	EL Specialist	F		
Corbino, Dena	Child Development Specialist	S		
Cotton, Tresa	Migrant/Bus. Office Adm. Asst.	S&F		02/28/2022
D'Angelo, Jennifer	Speech/Language Pathologist	S		06/30/2021
Davis, Emily	Child Development Specialist	S		

DeLeon, Kathryn	Child Development Specialist	S		
DeVore, Colleen	Early Childhood Coordinator	S		
Dixon, Christi	ESVI Specialist	F		06/30/2021
Edgar, Cheri	Early Childhood Secretary	S		
Espinoza, Grissel	Spanish Interpreter	S		
Estes, Shem	Child Development Specialist	S		
Evans, Amanda	Adm. Asst/Medicaid Clerk	S	Y	
Fields, Judy	Literacy Specialist	S		
Flood, Jill	Speech/Language Pathologist	S		
Flores, Rosemary	Migrant Recruiter	F	Y	
Florick, Wendy	Speech/Language Pathologist	S		
Folds, Katie	Child Development Specialist	S		06/07/2021
Fosse, Desere	Child Development Specialist	S		
Gallardo, Angela	Migrant Parent Engagement Liaison	F	Y	
Galucki, Natalie	child Development Specialist	S	Y	
Gammill, Jenny	STEM Specialist	S		
Garnett, Joni	Child Development Specialist	S		
Geanolous, Carly	Science Specialist	S		
George, Caitlin	Child Development Specialist	S		
George, Lindsey	Speech/Language Pathologist	S		06/30/2021
Gilmore, Mary Eliza	Speech/Language Pathologist	S	Y	
Greiner, Angie	Literacy Specialist	S		

Gutierrez, Stephanie	Program Secretary	S		06/07/2021
Hampton, Elizabeth	Child Development Specialist	S		
Harris, Cris	Speech/Language Pathologist	S		
Hixson, Missy	Assistant Director/TC Coordinator	B		
Holder, Marsha	ESVI Specialist	F		
Holtz, Rebecca	Child Development Specialist	S	Y	
Hull, Anne-Ashley	Speech/Language Pathologist	S		
Johnson, Kara	Speech/Language Pathologist	S		
Johnston, Paul	SPED Transition Specialist	F		
Karnatz, Sam	Technology Coordinator	S		08/16/2021
Kerr, Tricia	ESOL	*		
Komarek, Cindy	Child Development Specialist	S		
Krumwiede, Christie	Paraprofessional	S	Y	09/10/2021
Lancaster, Kat	Behavior Support Specialist	F		06/30/2021
Law, Bryan	Director	B		
Lebeau, Matt	Speech/Language Pathologist	S		
Lee, Lisa	Paraprofessional	S		
Linn, Rachel	Speech/Language Pathologist	S		
Lomax, Morgan	Speech/Language Pathologist	S		
Love, Cindy	Literacy Specialist	S		06/30/2021
Lovelady, Lindsey	Behavior Support Specialist	F		06/30/2021

Loyd, Laura Beth	Speech/Language Pathologist	S		
Maddan, Heather	ME Student Support Specialist	F	Y	
Matthews, Marla	Child Development Specialist	S		
McCain, Erin	Math Specialist	S		
McLaren, Lisa	Child Development Specialist	S	Y	
Moore, Anna	Speech/Language Pathologist	S		
Moreno, Vaughn	Paraprofessional	S	Y	
Morsman, Heather	Math Specialist	S	Y	
Nardone, Meredith	Literacy Specialist	S	Y	
Neal, Cayce	Novice Program Coordinator	F		
Nelson, Marlo	Child Development Specialist	S		
Nicot Torres, Dilka	EC Secretary	S		
Onstott, Carol	Child Development Specialist	S		06/30/2021
Orange, Lynn	Speech/Language Pathologist	S	Y	
Pelfrey, Wendy	Child Development Specialist	S		
Pense, Brooke	EL Administrative Assistant	S		06/30/2021
Phillips, Heather	Speech/Language Pathologist	S		
Pickering, Cheryl	Career & Tech. Ed. Coordinator	F		06/30/2022
Post, Lauren	Speech/Language Pathologist	S		
Pratt, Maritza	Spanish Interpreter	S		
Ramer, Michael Ann	Speech/Language Pathologist	S		
Regier, Erika	EL Administrative Assistant	S	Y	

Reno, Dorothy	Housekeeping	B		
Rhodes, Rachele	Child Development Specialist	S		
Rollins, Joe	Director of Workforce Development	S		
Russell, Dr. Bridget	Migrant Coordinator	F	Y	
Schlinker, Jeremy	Technology Coordinator	S	Y	
Scott, Claudia	Migrant Recruiter	F		06/30/2021
Seaton, Dustin	G/T Specialist	S&D		
Smith, Gordon	Technology Assistant	S		
Smith, Rebecca	Speech/Language Pathologist	S		
Smith, Robbye	Migrant Recruiter	F		
Smith, Robyn	Child Development Specialist	S	Y	
Storm, Tina	Program Secretary	S		
Sturdivant, Chelsie	Math Specialist	S		06/30/2021
Talley, Beth	RISE Specialist	*		
Vanhook, Jakki	Business Manager	B		
Vizueth, Catalina	Migrant Recruiter	F		
Waggle, KayLynne	Child Development Specialist	S	Y	
Walker, Jessica	Child Development Specialist	S		
Ward, Madison	Literacy Specialist	S		
Warford, Shelby	Paraprofessional	S		
Warren, Jonathan	Migrant Specialist	F		07/12/2021
White, Cynthia	ESVI Specialist	F	Y	
Willis, Jeremy	Speech/Language Pathologist	S	Y	
Wohlford, Patti	Business Assistant	B		
Worden, Ashley	Speech/Language Pathologist	S	Y	

Zimmerebner, Claire	Speech/Language Pathologist	S		
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III. Teacher Center

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

Does the co-op provide media services to schools? **YES (check out basis)**

Approximate the number of titles in media center: **45**

Does the co-op provide delivery to the districts? **NO**

How many districts participate in the media program? **13**

How many titles (including duplicate counts) were provided to schools during this current year? **0**

Do districts contribute dollars to the media services? **NO**

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

Does the co-op operate a “make-and-take” center for teachers? **YES (as needed)**

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.) **37**

IV. Administrative Services

Please check administrative services offered through the co-op:

- Administrators and Local Board Member trainings
- Assessment data analysis and support
- Behavior Support services
- Bookkeeping assistance
- Business Management training
- Carl Perkins/CTE assistance
- Computer Science support
- Cooperative purchasing
- Curriculum support
- Dyslexia support

- E-Rate applications
- English Language support
- eSchool and eFinance support
- Evaluation procedures
- Fingerprinting
- Gifted and Talented support
- Grant writing assistance
- Health and Nurse services
- Instructional facilitator training
- Math/Science/STEM/Literacy support
- Media services
- Migrant student identification
- Novice Teacher/Recruitment and Retention
- Numerous professional development opportunities for teachers
- Special Education services
- Technology support and training
- Other (please specify)

V. Direct Services to Students

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

- Academic Competition in Education (ACE)
- Amazing Shake (grades 4-5)
- Behavior Support services
- Chess Tournament

- Computer Science competitions
- Gifted/talented programs: **16 participating districts**
- Early Childhood Special Education ages 3-5 years old
- Low incidence handicapped
- Migrant Education services
- National History Day (NHD)
- Nursing services
- Occupational Therapy
- Odyssey of the Mind
- Physical Therapy
- Quiz Bowl
- Speech therapist
- Science Olympiad
- STEAM Day (grades 3-4)
- Other (Please specify):

VI. Anecdotal Reports:

Please attach 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.

The Northwest Arkansas Education Service Cooperative (NWAESC) continued the work to support regional schools in a plethora of ways, including working with educators with teaching and learning initiatives, working with districts to partnership with a K-6 Consortium Virtual Classroom, assisting with accountability and compliance information, alignment of K-12 schools with higher education and/or business and industry needs, and partnering with our local educator prep programs to assist in teacher recruitment, etc. sessions were held both at the Co-op onsite in the districts where possible, as well as virtually due to some minimal **COVID-19** restrictions. Northwest Arkansas schools allowed

NWAESC Specialists into buildings to assist where needed once things opened back up at a more normal rate. Additionally, some other highlights are listed below:

NWAESC Support of Level III School Districts-The Teacher Center Coordinator and Literacy Specialists met virtually and quarterly with the Division of Elementary and Secondary Education, and the five 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. NWAESC, 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. Northwest specialists aided districts with the review of and selection of curriculum aligned with the Science of Reading.

K-6 Virtual School Consortium-NWAESCs worked collaboratively with four districts to provide a K-6 Virtual School with a maximum ratio of one teacher to up to 45 students. NWAESC K-6 Virtual Academy used the DESE approved digital provider Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS). Each of the four districts designed their own individual plans and embedded the NWAESC portion into their final document. The host districts presented to the Arkansas State Board of Education for approval of each plan. Each participating district was responsible for each child's services and NWAESC's certified teacher provided the content lessons through Zoom and used Florida Virtual/Buzz for the asynchronously, as well as the Science of Reading lessons supported by NWAESC literacy specialists as needed.

Beginning Administrator Induction-In partnership with DESE and AAEA, the Beginning Administrator regional training session was to be held at the NWAESC site, however due to **COVID-19** both the fall session and spring sessions were moved to virtual trainings. Beginning Administrator Zoom/Chat in fall of 2021 with 10 participants in Years 1-2. NWAESC hosted two on-site sessions: TESS Credentialing and Ethics with 31 BAI's in attendance and Inclusive Practices with 48 BAI's in attendance.

Teacher Recruitment-In partnership with three local university teacher education preparation programs and local school districts, the NWAESC Recruitment and Retention Program hosted a Pre-Service Teacher Reception with more than 100 participants in attendance. Spring 2022 graduates learned about the Early Career Educator Program and how the NWAESC is able to support educators. These future educators had the opportunity to engage in a Question and Answer discussion with different administrators

in NWA to hear tips on best interview practices. Districts were able to interview these candidates for hiring at the time of the event.

Solution Tree events-Over the past six years, NWAESC has partnered with nationally recognized professional development company and educational publisher Solution Tree to provide training to area educators in three critical areas: Common Collaborative Assessments, Response to Intervention, and Professional Learning Communities. We view these three components as foundational to a strong educational system and, at the request of our districts, have provided these three trainings on a rotating basis beginning with the PLC Institute in 2015, followed by RtI Cohorts in 2016 and 2017, and Common Collaborative Assessment in 2017 and 2018 and a second PLC Institute in July 2018. In 2020, NWAESC had planned to host Culture Keepers event with a focus on the role of principals in the PLC process, however **COVID-19** caused cancellation of this event. These trainings were led by Solution Tree highly regarded authors/presenters. Cost savings to districts has been tremendous, allowing them to build capacity in these three critical areas. These Solution Tree trainings align with the Division of Elementary and Secondary Education's PLC and High Reliability Schools initiatives. Culture Keepers is planned on June 8-10 with our partners Bentonville Schools. NWAESC is also bringing back Solution Tree's Cassandra Erkens for Collaborative Common Assessments in summer 2022.

Migrant Education Program-The Division of Elementary and Secondary Education (DESE) houses the Migrant Education Program (MEP) Region 1 Specialist at NWAESC. This position provides leadership and support for a team of three MEP recruiters, one Parent Engagement Liaison and one Student Support Specialist. This team provides support to districts that have their own MEP grant (Project Schools) as well as directly serving students in families of districts that choose not to host their own Migrant Education Program (Non-Project Schools). The Region 1 Specialist provides professional development opportunities and support for all MEP staff, supports summer learning opportunities for all MEP programs, and leads a monthly meeting for MEP District Coordinators to provide updates, support with MEP expectations, and encourage collaboration.

VII. Employment Policies and Practices

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

Employed

Number of new males employed by the cooperative for the 2021-2022 school year: **1**
For this number above, please provide the number in each of the following racial classifications:

White **1**

African American **0**
Hispanic **0**
Asian **0**
American Indian/Alaskan Native **0**

Number of new females employed by the cooperative for the 2021-2022 school year: **16**
For this number above, please provide the number in each of the following racial classifications:

White **14**
African American **0**
Hispanic **2**
Asian **0**
American Indian/Alaskan Native **0**

Terminated

Number of males terminated by the cooperative during the 2021-2022 school year: **1**
For this number above, please provide the number in each of the following racial classifications:

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

Number of females terminated by the cooperative during the 2021-2022 school year: **12**
For this number above, please provide the number in each of the following racial classifications:

White **11**
African American **0**
Hispanic **1**
Asian **0**
American Indian/Alaskan Native **0**

Seeking Employment

Number of males seeking employment by the cooperative during the 2021-2022 school year: **5**
For this number above, please provide the number in each of the following racial classifications:

White **5**
African American **0**
Hispanic **0**

Asian **0**
American Indian/Alaskan Native **0**
Marshallese **0**

Number of females seeking employment by the cooperative during the 2021-2022 school year: **44**

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

White **40**
African American **0**
Hispanic **4**
Asian **0**
American Indian/Alaskan Native **0**
Marshallese **0**

Program Summaries

Program: Arkansas Public School Computer Network (APSCN)
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: No

Participating Districts:

Arkansas Arts Academy	Arkansas Connections Academy	
Bentonville	Decatur	Elkins
Farmington	Fayetteville	Gentry
Gravette	Greenland	Haas Hall
Huntsville	Lincoln	Pea Ridge
Prairie Grove	Rogers	Siloam Springs
Springdale	West Fork	

Personnel:

Name: Vacant since October 2021
Position: SMS Field Analyst
Degree: N/A

Goal:

Our goal is to provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide 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 SunGuard Pentamation student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to DESE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various training

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:

- This position has been vacant since October 2021. A replacement was hired in April 2022.

Program: Arkansas Transition Services
Funding Source: Federal Grant
Competitive Grant: No
Restricted: Yes

Participating Districts:

NWAESC Districts:

AR Arts Academy	AR Connections Academy	Bentonville
Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette
Greenland	Haas Hall Academy	Huntsville
Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale
NWA Classical Academy		West Fork

O.U.R. Districts:

Alpena	Bergman	Berryville
Cotter	Deer/Mt. Judea	Eureka Springs
Flippin	Green Forest	Harrison
Jasper	Lead Hill	Omaha
Ozark Mountain	Searcy County	Valley Springs
Yellville/Summit		

Guy Fenter ESC Districts:

Alma	Booneville	Cedarville
Charleston	Clarksville	County Line
Fort Smith	Future School of Fort Smith	Greenwood
Hackett	Lamar	Lavaca
Magazine	Mansfield	Mountainburg
Mulberry	Ozark	Paris
Scranton	Van Buren	Waldron
Westside		

Personnel:

Name: Paul Johnston

Position: Transition Consultant

Degree: MM-UA Fayetteville, BSE-Missouri State, AAS-UA Fort Smith

Goal:

To provide district, regional, and state-wide training throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

Program Summary:

Arkansas Transition Services (ATS) is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Division of Elementary and Secondary Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. We provide technical assistance, training, and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Our services are provided at no cost.

Major Highlights of the Year:

Arkansas Transition Services (ATS) has been spending this year getting back to a more normal mode in providing live statewide and regional professional learning opportunities. We also provided services to our areas both virtually and on-site. ATS also has a YouTube channel as a resource to get our information out across the state.

State Level

- ATS is continuing to produce Pop-up Professional Development Videos. These short videos focus on specific areas of Transition and are a resource that can be accessed anytime.
- Arkansas Transition Services and Inclusion Films is continuing to partner to provide The Inclusion Film Camp for students with disabilities. The 2022 camp will be held live this year April 25-29 at Pulaski Tech in North Little Rock. Students write, film, and produce a 7-10 minute short video. These experiences will give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills.
- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school

outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement.

- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) refresher training was held for districts that are set to implement the program this fall. The district leadership teams (Harrisburg, Rogers, and Magnolia) also attended to provide feedback and guidance in the implementation process. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies in order to experience successful post-school outcomes.
- College Bound Arkansas 2022 will be held June 27-29, 2022 on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- Arkansas Video Modeling Train the Trainer training was provided by Dr. Ryan Kellems, BYU to participants from across the state. He provided a 2 day seminar where participants learned about video modeling, produced a video and received feedback on the video.
- ATS held its first face to face Transition Cadre in 2 years (due to COVID) for Transition Teams from across the state. This Cadre focused on the PISA and helped schools make an Action Plan to improve Transition in their district.
- ATS offered a statewide training in Executive Skills.
 - State Level Organizations Served:
 - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
 - Local Planning Team for DCDT International Conference in Little Rock, AR November of 2022.
 - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - NWAESC: NWA Classical Academy, Rogers, Gravette, Pea Ridge, Bentonville, and Springdale hosted a Virtual Transition Fair. It opened with an evening of live speakers,

- specific live sessions, and then had an on-line center for students/parents/teachers to get information on a wide variety of transition resources.
- NWAESC: Springdale-Transition Fair
 - NWAESC: Pea Ridge-Transition Night/Fair
 - Coop Trainings – 1 day of training (2 half day sessions) were offered virtually at all 3 Co-ops.
 - “Compliance Training: Indicator 13 Checklist Walk-through”
 - “Transition Assessment: Post Module Training”
 - 9 attendees
 - NWAESC – Springdale, Farmington
 - OUR – Cotter
 - GFESC – Paris, Fort Smith
 - Other schools/agencies – Jonesboro
 - Additional Trainings
 - Greenwood-Modified “Indicator 13 Walkthrough” - 12 attendees
 - Fort Smith-Modified “Indicator 13 Walkthrough” – 71 attendees
 - Bentonville-“Transition Assessment” – 12 attendees
 - Bentonville-Modified “Indicator 13 Walkthrough” – 5 attendees
 - Technical Assistance was provided on a variety of Transition related subjects to over 140 teachers/staff in districts across the 3 co-op areas.
 - NWAESC – Bentonville, Pea Ridge, Rogers, West Fork, Gravette, Springdale, Huntsville, Greenland
 - OUR – Jasper, Harrison, Mt. Judea, Omaha
 - GFESC – Greenwood, Mulberry/Pleasant View Bi-County, Fort Smith, Magazine, Alma, Scranton, County Line, Cedarville, Ozark
 - Other - Arkansas Rehabilitation Services, NWA Down Syndrome Connection
 - Presentations to Students
 - NWAESC – UARK Undergraduate Transition Class-live, UARK Teaming 4 Transition Graduate Class-virtual
 - Meetings regularly attended
 - AASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - Project Search partners Sebastian, Crawford and surrounding Counties/Mercy Hospital/Access
 - Trainings/Conferences Attended:
 - NTACT National Capacity Building Virtual Institute
 - Arkansas LEA Academy
 - Division of Career Development and Transition International Conference
 - HKNC Deaf/Blind Training
 - SDLMI Training

- Video Modeling Train the Trainer Training
- Team Digital various
- DESE SPED Inclusive Classroom Training
- Executive Skills Training

Program: Behavior Support Specialist
Funding Source: Area Services VI-B
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Personnel:

Name: Lindsey Lovelady	Name: Kat Lancaster
Position: Behavior Support Specialist	Position: Behavior Support Specialist
Degree: M.A., BCBA.	Degree: M.A., CCC-SLP

STATE LEVEL INITIATIVE: BX³ PROJECT

PARTICIPATING DISTRICTS:

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

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2021-22:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2021-2022:

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

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

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

Program: Career & Technical Education (CTE)
Funding Source: Department of Career Education & Carl Perkins Grant
Competitive Grant: No
Restricted: Yes

Participating Districts:

Gravette	Huntsville	Decatur	Farmington
Prairie Grove	Lincoln	Elkins	West Fork
Greenland			

Personnel:

Name: Cheryl Pickering	Name: Lisa Lee
Position: CTE Coordinator	Position: Administrative Assistant
Degree: M.Ed	Degree: N/A

Goal:

The Career and Technical Education Department enhances student achievement and participation in both CTE and academic education by offering technical assistance to CTE teachers, advanced technologies in the classroom, and connecting to business and industry.

Program Summary:

The Career and Technical Education Department of NWAESC develops and coordinates the Carl D. Perkins Vocational and Applied Technology Program for the consortia, creates and manages the budget, and provides accountability as required by the Arkansas Department of Career Education. The CTE state staff and program managers work cooperatively in the collection of data, evaluation of programs and assistance to instructors. Staff development is provided for all CTE instructors and encourages the development, implementation, and improvement of CTE programs. Supports all Career Technical Student Organizations such as FFA, FBLA, FCCLA, DECA and TSA. Professional development for administrators, teachers and counselors regarding CTE initiatives are scheduled. Curriculum frameworks, programs of study, embedding of academic and CTE, Student Certifications, Business and Industry connections are some of the offerings. Works regionally with CTE Directors on specific needs, including concurrent credit for CTE courses, showcase tours of districts CTE programs, and others. The coordinator represents the cooperative at local and state events and attends the Arkansas Career education meetings. Collaborates with other CTE Coordinators across the state.

Major Highlights of the Year:

- Perkins Updates/Requirements

- CTE Teacher Roundtables
- Partnership with the NWA Council/Labor Market and Educational Programs
- Work with Business & Industry to improve CTE Programs
- Partner with local Chambers of Commerce to provide information to Educators
- Business & Industry Tours
- Mentor Novice CTE Teachers
- Concurrent Credit for CTE courses at NWACC
- Petition the state to provide weighted credit for Level 3 CTE courses
- Work closely with the NWA Council for Regional Economic Development

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

Participating NWA Districts:

Springdale	Rogers	Bentonville	Elkins
Pea Ridge	Greenland	Fayetteville	Gentry
Gravette	West Fork	Siloam Springs	Decatur
Farmington	Huntsville	Prairie Grove	Arkansas Arts Academy
Haas Hall			

Over 50 other school districts in other co-op regions

Additional Partners:

Arkansas Computer Science Initiative
Scott Family Amazeum
Statewide districts

Personnel:

Name: Kelly Griffin
Position: Lead Statewide Computer Science(CS) Specialist
Degree: MAT

Name: Alex Moeller
Position: Statewide CS Specialist

Name: Eli McRae
Position: Statewide CS Specialist

Name: Jim Furniss
Position: Statewide CS Specialist

Name: Lori Kagabein
Position: Statewide CS Specialist

Name: Tammy Glass
Position: Statewide CS Specialist

Name: Zachary Spink
Position: Statewide CS Specialist

Name: John Hart
Position: Statewide CS Specialist
Degree: MLIS

Name: Leslie Savell
Position: Statewide CS Specialist
Degree: MSE

Goals:

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

1. Standards, Curriculum, and Pathways - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically

articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

5. Program Growth and Student Success - Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support 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
- K-8 CS Lead Teacher Stipend Program
- 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
- App in A Day
- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Advanced Cybersecurity
- Creating Embroidery Designs with Turtlestitch
- Advanced Python
- Advanced Java
- Advanced Networking

Conferences Presented at:

- Arkansas Department of Education Summit

Events/Committees/Projects Assisted with:

- Regional Governor's Coding Competition 2020
- Allstate Governor's Coding Competition 2021
- Online Family Code Night at UALR December 2020
- The Governor's CS and Cybersecurity Task Force
- Great Arkansas History Video Game Coding Competition
- CS Educator of the Year
- Computer Science NewsLetter
- Innovation Grant
- TSA State Competition
- Computer Science Standards Revision Committee

Major Highlights of the Year:

- Helping run/maintain the CS Cafe in response to Covid-19.
- Mentoring students across the state in Unity game development.
- Assisted with Developing CTE Statewide Minimum Equipment Requirements.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions
- Provided CS training to over 500+ education professionals and 682+ students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Governor's Coding Competition.
- Computer Science Standards Revision Committee
- Computer Science Education Advancement Act of 2021 - Act 414 of the 93rd General Assembly (Act 414)

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:

- All DLU Specialists have completed Solution Tree PLC Training, Quality Matters Rubric Training,
- Learning Services Training on the Learning Lens, TLC Training in March, and internal trainings to shore up understanding of the instructional implications of digital learning.
- Continue to host an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license offered through six Higher Ed Masters programs.
- Provided trainings to Year 1- Year 3 Novice teachers with designing and creating online lessons.
- Offer daily support to schools in implementing Act 1280: Digital Learning Requirement.
- Offer daily support to schools with approved Digital Learning Plans.
- Representative on the ADE-DESE Engagement Committee.
- Representative on SMAC-Talk committee.
- Representative on the Education Technology Standards Committee for the redesign of Higher Education teacher preparation program through Educator Effectiveness.
- Coordinated project with Learning Services to design a 3 day intensive PD titled "Student Self-Paced Learning."
- Coordinated and Collaborated with Tammy Friend with GUIDE for Life to create 6 hour Summer PD for Arkansas Educators.
- Coordinated and Collaborated with Karen Bergh with Engagement Division to create a Parent Involvement course meeting the state requirements for 2022- 2 hour PD; providing resources and supports for parent engagement pertaining to digital learning needs and resources.
- Rebuild of professional learning sessions to optimize offerings (choice between asynchronous, synchronous virtual, and face to face) and options for upcoming 2022 Summer PD.
- Host and support online modules for APPEL transition to ARPeP with 14+ sites.
- Created a week-long social media campaign for Digital Learning Day to emphasize digital learning is an ongoing practice..

- Launched “Living in Beta Mode” podcast series in February 2022 to expand reach.
- Canvas Migration
- All team members have been trained in the “Growing with Canvas” Course.
- 94 Courses have been migrated from Moodle to Canvas.
- Offering additional Canvas support and training to Educator Effectiveness and ESCs wanting to build in DLU Canvas instance.
- Course Creation:
 - 28 ArPEP Shells have been created.
 - 11 new Summer PD course shells have been created.

Program: Digital Learning – Virtual Arkansas
Funding Source: ADE Grant – Act
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bentonville	Decatur	Elkins	Farmington	Fayetteville
Gentry	Gravette	Greenland	Huntsville	Lincoln
Siloam Springs	West Fork			

Central Office Personnel:

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

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

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

Core Values: Students, Relationships, Integrity, Collaboration, Innovation, Quality

GOALS:

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

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

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

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

Career Focus Programs of Study and Participating in Work-based Learning	in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	- 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 - 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: Dyslexia
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur
Elkins	Farmington	Fayetteville
Fort Smith	Gentry	Gravette
Greenland	Haas Hall Academy	Huntsville
Lincoln	Pea Ridge	Ozark Montessori
Prairie Grove	Rogers	Siloam Springs
West Fork		

Personnel:

Name: Judy Fields	Name: Meredith Nardone
Position: K-12 Literacy Specialist	Position: K-12 Literacy Specialist
Degree: Ph.D.	Degree: M.S.

Goal:

The goal of the dyslexia program is to provide guidance to NWAESC school districts in accordance with the Arkansas Dyslexia Resource Guide (2017) and Arkansas law (Ark. Code Ann. § 6-41-602).

Program Summary:

The NWA Regional Dyslexia group consists of district leaders, facilitators, and interventionists involved in the selection and implementation of approved dyslexia intervention programs and identification of students with characteristics of dyslexia. The purpose of group meetings is to promote networking among districts and provide an opportunity for conversation around topics of interest. Regularly-scheduled group meetings for 2021-2022 were hosted by NWAESC in a blended format. One focus for the year was to investigate appropriate strategies for intensifying intervention when students encounter difficulty in response to an intervention. There was also a focus on creating appropriate exit criteria for students exiting or completing intervention programs. The table below contains specific topics and links to presentations and information provided during meetings.

Professional Development June 1, 2021- April 30, 2022:

Date	Focus Topic	Number of Participants
9/28/21	<u>RtI & 504, Updates, SBID</u>	26
10/26/21	<u>Intervention Programs</u>	30
11/30/21	<u>Q & A with Vicki King</u>	33
1/25/22	<u>Dyscalculia</u>	28
2/22/22	<u>Trauma Informed Response Strategies</u>	28
4/26/22	<u>Intensifying Intervention</u>	22
4/27/22	Total Attendance	167

Major Highlights of the Year:

- Offered meetings in a blended format
- Provided recorded meeting presentations and discussions
- Facilitated discussions regarding adolescents receiving dyslexia intervention
- Investigated appropriate intervention before assessing for characteristics of dyslexia
- Provided training on trauma-informed response strategies
- Scheduled Dyslexia Level II assessment training for Summer 2022

Individual District Support:

Specific district support was provided upon request for on-site technical assistance and guidance. Support for districts included but was not limited to the following:

- data analysis
- determination of characteristics of dyslexia
- appropriate placement criteria
- progress monitoring
- exit criteria
- 504 accommodations
- other individual student concerns

Over 50 hours of support was delivered on-site at the district, building, and classroom level. In addition, a minimum of 27 hours of support in the form of meetings held at NWAESC was attended by a total of 167 attendees consisting of both district-level and intervention personnel.

Program: Early Childhood Special Education
Funding Source: Local through MOU
Competitive Grant: No
Restricted Funding: Yes

Participating Districts:

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

Personnel:

Name: Anna Moore
Position: Speech Language Pathologist
Degree: M.S.

Name: Emily DeVenney
Position: Special Education Teacher
Degree: M.S.

Name: Robyn Smith
Position: Special Education Teacher
Degree: B.S.

Name: Becky Holtz
Position: Special Education Teacher
Degree: M.Ed.

Name: Cheri Edgar
Position: Administrative Assistant
Degree: N/A

Name: Cindy Komarek
Position: Special Education Teacher
Degree: M.Ed.

Name: KayLynne Waggle
Position: Special Education Teacher
Degree: B.S.

Name: Christin Brown
Position: Paraprofessional
Degree: N/A

Name: Vaughn Moreno
Position: Paraprofessional
Degree: N/A

Name: Claire Kitzmiller
Position: Speech Language Pathologist
Degree: M.S.

Name: Colleen DeVore
Position: Coordinator
Degree: M.Ed.

Name: Cristina Harris
Position: Speech Language Pathologist
Degree: M.S.

Name: Kat DeLeon
Position: Special Education Teacher
Degree: B.S.

Name: Morgan Lomax
Position: Speech Language Pathologist
Degree: M.S.

Name: Dena Corbino
Position: Special Education Teacher
Degree: B.S.

Name: Desere Fosse
Position: Special Education Teacher
Degree: M.Ed.

Name: Dilka Nicot
Position: Secretary/Paraprofessional
Degree: N/A

Name: Jessica Benton
Position: Speech Language Pathologist
Degree: M.S.

Name: Heather Phillips
Position: Speech Language Pathologist
Degree: M.S.

Name: Jessica Walker
Position: Special Education Teacher
Degree: B.S.

Name: Joni Garnett
Position: Special Education
Degree: B.S.

Name: Kara Johnson
Position: Speech Language Pathologist
Degree: M.S.

Name: Amanda Evans
Position: Secretary/Medicaid Billing
Degree: N/A

Name: Lauren Post
Position: Speech Language Pathologist
Degree: M.S.

Name: Leslie Clements
Position: Special Education Teacher
Degree: B.S.

Name: Lisa Lee
Position: Administrative Assistant
Degree: N/A

Name: Grissel Espinoza
Position: Interpreter
Degree: N/A

Name: Ember Brown
Position: Speech Language Pathologist
Degree: M.S.

Name: Ashley Worden
Position: Speech Language Pathologists
Degree: M.S.

Name: Lynn Orange
Position: Speech Language Pathologist
Degree: M.S.

Name: Jill Flood
Position: Speech Language Pathologist
Degree: M.S.

Name: Jeremy Willis
Position: Speech Language Pathologist
Degree: M.S.

Name: Anne-Ashley Hull
Position: Speech Language Pathologist
Degree: M.S.

Name: Laura Beth Loyd
Position: Speech Language Pathologist
Degree: M.S.

Name: Leah Alagood
Position: Administrative Liaison
Degree: M.Ed.

Name: Vacant
Position: Behavior Specialist
Degree: N/A

Name: Lisa McLaren
Position: Special Education Teacher
Degree: B.S.

Name: Maritza Pratt
Position: Interpreter
Degree: N/A

Name: Marla Matthews
Position: Special Education Teacher
Degree: M.Ed.

Name: Marlo Nelson
Position: Special Education Teacher
Degree: B.S.

Name: Matt LeBeau
Position: Speech Language Pathologist
Degree: M.S.

Name: Michael Ann Ramer
Position: Speech Language Pathologist
Degree: M.S.

Name: Elizabeth Hampton
Position: Special Education Teacher
Degree: M.Ed.

Name: Rachel Linn
Position: Speech Language Pathologist
Degree: M.S.

Name: Rachele Rhodes
Position: Special Education Teacher
Degree: M.Ed.

Name: Rebecca Smith
Position: Speech Language Pathologist
Degree: M.S.

Name: Anne-Ashley Hull
Position: Speech Language Pathologist
Degree: N/A

Name: Shelby Warford
Position: Paraprofessional
Degree: N/A

Name: Shem Estes
Position: Special Education Teacher
Degree: B.S.

Name: Shem Estes
Position: Special Education Teacher
Degree: B.S.

Name: Wendy Florick
Position: Speech Language Pathologist
Degree: M.S.

Name: Zoe Algood
Position: Speech Language Pathologist
Degree: M.S.

Name: Caitlyn George
Position: Special Education Teacher
Degree: B.S.

Goal:

The NWAESC Early Childhood Program seeks to identify and serve children ages 3 through 5 with special needs.

Program Summary:

The Early Childhood Special Education Program provides developmentally appropriate services through an Individual Education Program for children with disabilities ages three to five. These services are

mandated under the Individuals with Disabilities Education Act 1997 (IDEA) and provided by the Early Childhood Program on behalf of the 16 school districts in the Co-op area. The Early Childhood Program has grown from a child count of 115 children in 1988 to serving 991 children on December 1, 2021 children. This year we received over 1,000 inquiries for screenings. Most of our referrals come from private and public preschool and day care programs. Services provided include screening, evaluation, preschool instruction, speech/language therapy, physical/occupational therapy, counseling, and other services as needed at no cost to the family. Services are provided in a variety of settings, including preschool and Head Start classrooms, a self-contained classroom, private homes, and central locations such as churches, libraries, youth centers, community buildings, and school facilities. The staff works on an itinerant basis traveling to all 16 school districts to provide service to preschool children in the most appropriate environment. A child may be eligible for special services if he/she is experiencing difficulties which may interfere with normal development in speech/language, vision, hearing, motor skills, behavioral/social skills, self-help skills, or cognition/readiness skills. The majority of children have speech and language disorders, any of which can be remedied much more efficiently at these early ages and provide the child with the ability to enter kindergarten with no deficit. Research shows that this is beneficial to social development as well as development of reading skills. Children with more severe disabilities are also treated. These disabilities include autism, hearing impairment, cerebral palsy, cleft palate, general developmental delays, traumatic brain injury, personal/social/behavioral disorders, and attention deficit disorder. Children with these disorders are much better prepared for entering kindergarten after receiving Early Childhood services. Their parents are initiated into the special education services gradually and caringly. State and national research shows that dollars spent on early intervention are saved in later public education costs.

Major Highlights:

- The Early Childhood Program has grown from a child count of 115 children in 1988 to serving 991 children on December 1, 2021.
- Received over 1,300 inquiries for screenings.
- Held over 600 programming conferences to develop Individualized Education Plans (IEP's) for students eligible for special education services.
- Held over 600 individual conferences with the parent and the child's residential school district to ensure students have a successful experience entering kindergarten.
- Held more than 70 early intervention transition conferences from Part C to Part B to ensure a smooth transition process in determining eligibility.
- Served on Interagency Coordinating Council to ensure child find and preschool students are linked to community resources.
- Served on NWA Head Start Health Services Advisory Committee to ensure students have access to health services needed so they are ready to learn.

Program: Educational Services for the Visually Impaired (ESVI)
Funding Source: Division of Elementary and Secondary Education Special Education Unit
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Personnel:

Name: Christi Dixon
Position: State Coordinator TVI/COMS

Name: Glenda Cupples
Position: Administrative Analyst

Name: Evan Beavers
Position: Access Technology Specialist

Name: Marsha Holder (NWAESC)
Position: TVI/COMS

Name: Cynthia White (NWAESC)
Position: TVI/COMS

Name: Whitney Musick
Position: TVI/COMS

Name: Tiffany Moore
Position: TVI/COMS

Name: Sharon Niemczyk
Position: TVI/COMS

Name: Melanie Birthright
Position: TVI/COMS

Name: Paige Dillinger
Position: TVI/COMS

Goal:

Educational Services for the Visually Impaired collaborates with school districts, parents, and communities to provide support that empowers them to remove educational and environmental barriers and to create solutions that foster independence for all students with visual impairments.

Program Summary:

Educational Services for the Visually Impaired consultants provide recommendations for accommodations to enhance the student's opportunities for learning; develop district support teams with implementation plans to meet the needs of students who are blind or visually impaired ages 3 through 21 in educational programs; conduct Learning Media and Functional Vision Assessments;

make recommendations for an individual student's access to educational curriculum; provide large print or Braille textbooks through the Instructional Materials Center; demonstrate, loan and provide instruction and consultation in the use of assistive technology and low vision devices; and provide direct instruction in Orientation and Mobility in the school and in local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Regional vision consultants are funded through the following Education Service Cooperatives:

- Guy Fenter Education Service Cooperative
- Crowley's Ridge Education Service Cooperative
- Southwest Arkansas Education Service Cooperative
- Northwest Arkansas Education Service Cooperative

ESVI's Central Office is located at:

1401 West Capitol Avenue
Victory Building, Suite 425
Little Rock, AR 72201

Major Highlights of the Year:

- ESVI hosted technology workshops for students, teachers, paraprofessionals and parents throughout the state, including one in northwest Arkansas. Students were able to use new technology in hands-on activities. This equipment is used by most of our visually impaired and blind students in the classroom.
- ESVI staff presented on technology use with universally designed products and social implications of virtual learning for students with visual impairments to the state AER members.
- ESVI hosted 7 professional development meetings/training sessions for teachers of the visually impaired.
- ESVI provided a workshop for TVIs, PTs, OTs, special education classroom teachers and paraprofessionals on CVI book kits.
- Public school students with visual impairments and blindness participated in the Arkansas Braille Challenge and Cane Quest.
- ESVI staff provided special education information during workshops to several coops throughout the state.

Program: English Learner Support / ESOL (English for Speakers of Other Languages)
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Personnel:

Name: Lisa Coats	Name: Erika Regier
Position: English Learner Specialist	Position: ESOL Program Administration Assistant
Degree: BSE; M.Ed.	Degree: N/A

Goal:

The Division of Elementary and Secondary Education (ADE) English Learner (EL) support program is the result of a collaboration among the Division of Learning Services' Curriculum and Instruction Unit and the Student Assessment Unit and the Division of Public School Accountability's Federal Programs Unit. This program's goal is to provide resources, support, and leadership to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary:

ADE works with schools and educational cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
 - assist, upon request, with school improvement program planning for ELs
 - coordinate ESOL professional development training
 - convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards
 - implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
 - provide on-site technical assistance addressing ESOL techniques and strategies
-

Major Highlights of the Year:

- Continued to partner with EL Achieve and DESE to provide Systematic English Language Development (SysELD) training and support to teachers and administrators in districts across the state. Supported NWA districts who were in year 3 of implementation.
 - Conducted 2 virtual sysELD Teacher Institutes and 1 virtual Administrator Institute that for NWA educators (adding new teachers or joining state cohort)
- Garnered interest across the state for districts to join the EL Achieve partnership with DESE
 - NWA Districts joining co-hort: Siloam Springs (17 teachers, 11 administrators)
- Partnered with EL Achieve and DESE to co-host virtual events:
 - Spring Symposium
 - 18 NWA educators attended
 - Summer Seminar
 - 20 NWA educators attended
- Partnership with DESE/SPED to continue to educate others about the ELs with Disabilities handbook
- Facilitated monthly-ESOL coordinator meetings
 - Conducted book study with ESOL Coordinators: *The Language Lens for Content Classrooms* by Sarah B. Ottow
- Presented ESOL workshops to educators:
 - English Language Proficiency Standards
 - Supporting English Learners in Content Areas
 - ESOL Program Guide - reviewing and updating
- ARKTESOL
 - Presented at annual conference in October
 - Co-facilitated and presented at virtual conference in June
- State-wide ESOL Coordinators' Meeting
 - Co-facilitated meeting with other regional specialists and DESE director
- Provided PD to area districts
 - Farmington
 - Founders (Responsive Ed) Bentonville
- Provided technical assistance for districts updating ESOL Program Guides and submitting EL Plans in Indistar
- Attended PLC Virtual Summit (February/March)

Program: Gifted and Talented (G/T)
Funding Source: DESE, NWAESC, Local Districts (Contracted for FTE 0.75)
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Personnel:

Name: Dustin Seaton
Position: Gifted and Talented Specialist
Degree: M.A., Ed.S.

Name: Tina Storm
Position: Administrative Assistant
Degree: A.A.

Goal:

The Division of Elementary and Secondary Education has mandated that all public-school districts provide differentiated educational services for students with these identified abilities: academically advanced, highly creative, and/or high achieving/motivated students. As one of the state's 15 education service cooperatives, the G/T Specialist position provides support and services in the 16 school districts located in the northwest Arkansas region (Washington, Benton, and most of Madison Counties) as guided by the ADE Gifted and Talented Program and AP Program standards. The NWAESC G/T Specialist also provides several extracurricular academic events and scholastics competitions for local students. Lastly, the G/T Specialist helps districts maintain best practices for their G/T programs by utilizing the latest research and innovative techniques in the gifted community nationally. This will include finding ways to better involve parents/legal guardians into the parenting of gifted students.

Program Summary:

The NWAESC G/T Specialist serves and functions as a contact person and G/T Program resource to a variety of educational stakeholders located in Northwest Arkansas, including but not limited to: district G/T coordinators/directors, G/T facilitators (teachers), regular classroom teachers (especially Honors/Advanced/Pre-AP/AP certified), administrators, students, parents, community members, and community business partners in support of gifted and talented education. Some of the key responsibilities are:

- Facilitating and ensuring that each NWAESC school district meets all of the ADE's G/T program standards, especially those districts slated to be monitored/TAV by the state

- Functioning as a conduit for information and positive dialogue between the ADE Office for Gifted Programs, Advanced Placement, and IB Programs with the NWAESC school district G/T coordinators/directors
- Providing and conducting monthly meetings with NWAESC G/T program coordinators/directors
- Making on-site visits to local school districts to provide support and/or in-service topics for all educational stakeholder members
- Attending annual and monthly state meetings with other G/T specialists to stay connected with ADE updates and initiatives; these meetings are both face-to-face and virtual/electronic conference meetings via Zoom to share events, best practices and documentation with Google Doc technology
- Hosting various student academic competitions supported by NWAESC schools: virtual STEAM Week for all Northwest Arkansas students, elementary/middle/high school quiz bowl competitions, elementary/middle school Science Olympiad events, three scholastic regional chess tournaments (open to all students in grades 2-12), high school ACE competitions (grades 9-12), assistance with Odysseys of the Mind (OM) and National History Day (NHD) events and judging as well as responding to invitations from AGQBA regional and state competitions and invitational tournaments
- Developing and engaging in positive working relationships with local district personnel and ADE office employees connected with G/T education and AP testing
- Conducting appropriate needs-assessment questionnaires related to G/T specialist job in order to set goals and respond to local G/T & AP program needs
- Facilitating, hosting, and presenting educational workshops and trainings, including but not limited to College Board Pre-AP and Secondary Content trainings, differentiation techniques in the regular classroom, and Novice teacher trainings as available
- Responding to requests from NWA teachers providing specific workshop topics, such as G/T identification testing materials review, G/T program documents review, and G/T program staff development instructional materials, G/T program curriculum writing workshops
- Actively participate in the annual AAGEA and AGATE state conference and other advocacy opportunities as a leader and/or organizer along with belonging to appropriate professional organizations related to gifted education
- Attending a national gifted conference (i.e. NAGC) to become a regional and statewide leader/representative for gifted education
- Answering emails and phone calls of parents, teachers, administrators, and community members about issues of giftedness and/or opportunities for scholastic events, especially those unfamiliar with school districts or opportunities for students
- Serving on the Arkansas Governor's School Student and/or Faculty Selection team whenever possible to review student and/or faculty applications
- Managing all documentation and financial record keeping required by ADE-DESE and the NWAESC related to the G/T Specialist position (i.e. Strategic Management Place, and maintaining yearly applications for College Board and G/T Specialist grant, etc. as well as quiz bowl, Science Olympiad, chess, and ACE budgeting/funds management
- Attending NWAESC board meetings and staff meeting when possible
- Investigating and support of use of blended learning opportunities (digital learning) as a way to deliver information and instruction

- Research and encourage districts to use best practices for G/T identification and curriculum for identified students in G/T programs
 - Apply for grants or financial means to support districts in updating resources and implementing best practices in G/T identification and program options
-

Major Highlights of the Year:

- G/T Specialist served second (and final) year as President for Arkansans for Gifted and Talented Education (AGATE), the state’s largest gifted and talented professional organization
- G/T Specialist organized the annual AGATE conference in Rogers, AR – Feb. 23-25, 2022 (400 registered participants)
- G/T Specialist organized a Family Engagement Day for parents of gifted students on Saturday, Feb. 26, 2022, at the Center for Nonprofits in Rogers, AR (180 registered participants)
- 16 NWA school districts G/T program all certified by ADE fully compliant with G/T program standards for the 2021-22 school year
- Completed the second (and final) year of the \$179,000 grant awarded from the Walton Family Foundation to implement a universal screener using the CogAT to all 4th graders in Benton, Madison, and Washington Counties (excluding Bentonville School District)
 - Nearly 5,000 4th graders were administered the CogAT screener in Oct. 2021
- Received over \$150,000 in donated gifted and talented elementary and middle school curriculum from Mind Vine Press that was distributed statewide at the AGATE conference and NWAESC.
- Hosted at least twenty (20) one hour gifted and talented focused webinars after working hours for students, parents, and/or teachers in the summer, fall, and spring on a variety of topics (i.e. Twice Exceptional, ESL and Gifted, Tips for Managing Perfectionism, Tips for Writing College Essays, Race and Giftedness, etc.)
- Hosted and/or presented at two statewide gifted conference – AAGEA (October 2021) and AGATE (Feb. 2022) with fellow G/T coordinators and parents of gifted students about best practices in identification and equitable program services
 - Presented “Best Practices for G/T Identification” with Dr. Sarah McKenzie, Dr. Jonathan Wai, and Bich Tran (PhD student) from the University of Arkansas
- 2 (two-day) Whole Group Enrichment Elementary trainings schedule, 2 (two-day) Secondary Course Content Training workshops, and a G/T boot camp for new or returning GT Coordinators workshops scheduled for Summer 2021
- Served as a faculty and student reviewer for the Arkansas Governor’s School (AGS) summer program hosted by Arkansas Tech University (ATU)
- Continued partnering with Northwest Arkansas Community College (NWACC) to grow the regional National History Day (NHD) contest into the largest in the state

- Hosted 8 NWA monthly GT coordinator meetings (Aug., Sept., Oct., Dec., Jan., March, April, and May) with guest speakers and presenting information about ADE GT/AP updates
- Attended 8 GT specialist meetings (Aug., Sept., Oct., Dec., Jan., Feb., April, & May)
- Was published in the *Journal for the Education of the Gifted* in March 2022 on “Expanding Gifted Identification to Capture Academically Advanced, Low-Income, or Other Disadvantaged Students: The Case of Arkansas”
- Managed these academic events for the local NWA schools that made a significant impact for the NWAESC participating students:
 - 1 virtual STEAM Week for all students in the NWAESC with featured activities and guest speakers from STEAM industries
 - 3 Quiz Bowl Games for 4-12th graders (500 students (42 schools)
 - 100 students took the Pre-ACT exam on Saturday, Oct. 30th

Program: Literacy
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Participating Public Charters:

Haas-Hall Arkansas Arts Academy

Other Participating Schools:

The Hill School

Personnel:

Name: Madison Clarkson
Position: K-12 Literacy Specialist
Degree: Ed.S.

Name: Judy Fields
Position: K-12 Literacy Specialist
Degree: Ph.D.

Name: Meredith Nardone
Position: K-12 Literacy Specialist
Degree: M.S.

Name: Angie Greiner
Position: K-12 Literacy Specialist
Degree: Ph.D.

Name: Tina Storm
Position: Administrative Assistant
Degree: A.A.

Goal:

The primary goal of the literacy specialist is to support educators in planning and implementing instruction that aligns with the Science of Reading and evidenced-based practices so that all students have equitable opportunities to become career ready.

Program Summary:

Professional learning opportunities are developed based on districts' needs and requests with regard to literacy instruction in reading, language arts, writing, disciplinary literacy, and Department of Elementary and Secondary Education initiatives. Implementation is achieved through onsite support with classroom teachers, instructional facilitators, interventionists, and administrators. Specific implementation and support was provided for the following programs over the past year:

- ***School Improvement Support***

Literacy specialists are available to assist in the school improvement process which includes meeting with educators in a variety of configurations to provide customized learning opportunities.

- Provided support to districts identified in need of coordinated support (Level 3) as stipulated in Act 1082. Specialists assisted schools through guidance in curriculum selection and implementation, interpretation of assessment data, intervention, and classroom walk-throughs. Total hours of support for districts in coordinated support were Grades K-12 Level 3 total support hours (485).

- ***On-site Support as Requested***

- Literacy specialists were available upon request to support districts on-site.
- over 976 hours of on-site professional development and technical and instructional support to area schools
- SoR/R.I.S.E. implementation
- SoR classroom walk-through
- Sound Wall classroom support
- in-classroom support for SoR in SPED settings
- assessment
- small group instruction
- professional development
- curriculum support
- professional learning communities
- intervention support
- technical assistance
- other literacy needs and requests

- ***Arkansas R.I.S.E. Academy Training for Grades K-2 and 3-6***

The Reading Initiative for Student Excellence (R.I.S.E.) is a program developed by the Arkansas Department of Elementary and Secondary Education based on the Science of Reading and evidenced-based practices. Explicit, systematic synthetic phonics approach to decoding is the focus of the K-2 Academy, while the 3-6 Academy extends and deepens educators' knowledge of morphology, etymology, and reading comprehension strategies.

- Grades K-2: 72 hours of training for 45 participants
- Grades 3-6: 72 hours of training for an average of 44 participants

- ***ADE Science of Reading Training for Proficiency Pathways***

- 36 hours of training for 74 participants

- ***Critical Reading professional development for grades 7-12***

- 72 hours of training for an average of 16 participants

Major Highlights of the Year:

- Designed and presented professional development to Northwest Arkansas educators in the following areas:
 - Science of Reading components; phonological awareness, phonics, vocabulary, fluency, and comprehension
 - Small Group instruction
 - Sound Wall incorporation
 - Critical Reading
 - Intervention and extension in the high school classroom
 - 6-12 Library Media Specialist Forums
 - Young Adult Literature workshop
 - Implementing the Science of Reading in the Resource Classroom
- Facilitated educator discussions and supported collaborative efforts regarding possible revision in current curriculum
- Designed model lessons based on the Science of Reading for demonstration at the classroom level
- Provided on-site support to Northwest Arkansas schools through the administering of screeners for intervention purposes
- Attended leadership team meetings and professional learning communities to provide data analysis and support
- Developed and disseminated literacy newsletters on a quarterly basis with information on R.I.S.E. implementation, literacy technology, teacher and district celebrations in literacy initiatives and PLC and professional development initiatives.
- Continued the **K-5 Literacy Council**

The purpose of the council is to provide a forum for discussion of specific needs and concerns at the district, building, and classroom level and to disseminate information. The K-5 Council is currently working through *The Reading Comprehension Blueprint* by Nancy Hennessy as a book study to improve instruction in building background knowledge, vocabulary, and syntax in order to improve comprehension.

 - K-5 Literacy Council
 - Tuesday, October 26, 2021 - Zoom meeting (recorded). Average of 15-20 participants
 - Tuesday, January 25, 2021 - Zoom meeting (recorded). Average of 15-20 participants
- Continued the Library Media Specialist Forum for high school library media specialists to provide a forum for discussing the unique needs of library media specialists, disseminate information on books, library databases through Arkansas Traveler, and advance building

literacy initiatives. Fall Forum September 7, 2021 with 16 participants, Winter Forum December 3, 2022 with 14 participants and Spring Forum March 7th, 2022 with 11 participants.

- In collaboration with DESE Regional RISE Specialist Beth Talley, we continued our monthly after-school zoom PLC to support special education teachers in their implementation of the Science of Reading. Our audience included special education directors, instructional facilitators, and teachers across Northwest Arkansas. We averaged 20 participants at each monthly meeting. We collaborated with other specialists in the field including Kat Lancaster (behavior specialist), Robin Stripling (ADE SPED), Ronda Smith (ADE Student Support Specialist), and Sandy Shepard (Lead RISE Regional Specialist) to provide targeted support in their needed areas.

Program: Mathematics
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Personnel:

Name: Erin McCain	Name: Heather Morsman
Position: Mathematics Specialist	Position: Mathematics Specialist
Degree: M.Ed.	Degree: BSE

Name: Tina Storm
Position: Administrative Assistant
Degree: A.A.

Goal:

The primary goal of the Mathematics Specialist is to provide professional development and site-based support that inspires positive relationships with and success in mathematics for both educators and students of Northwest Arkansas.

Program Summary:

The mathematics program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing supplemental teaching resources, assisting with data-driven decision making, and increasing parental awareness of the importance of quality mathematics experiences. Though we differentiate our work for districts/schools/educators, the mathematics program is always working to inspire positive relationships with success in mathematics. The major focus this year was to strengthen relationships with districts, facilitate districts/schools as they worked toward creating a vision of mathematics, and supporting individual schools/teachers as they implemented a student-centered curriculum. In AR Math QuEST Cohort 1, teachers are focused on Student Mathematical practices and Effective Teaching Practices, especially posing purposeful questions and supporting productive struggle.

Major Highlights of the Year:

Site Based Support

- Site specific professional development was provided based on school/district/teacher needs such as identifying essential standards, analyzing vertical alignment within a district, understanding the design and structure of Illustrative Mathematics curriculum, supporting productive struggle, unpacking standards, and implementing tasks that promote reasoning and problem solving.
- Facilitated job-embedded opportunities for individual teachers and teams of teachers to implement a student-centered curriculum from Illustrative Mathematics. These opportunities included planning lessons, observing lessons, and reflecting upon students' engagement and mathematical thinking.
- Facilitated job-embedded opportunities for teams to evolve into true professional learning communities and collaborative teams
- Site specific professional development and facilitated job-embedded support for AR Math QuEST Year 2: Going Deeper with Ambitious Teaching.

Face-to-Face Professional Development

- ***Illustrative Mathematics Curriculum and Instruction***, 6-12 Mathematics - 20 educators participated in this session to learn more about this student-centered curriculum and how to purposefully plan for student-centered mathematics classrooms. 21 educators participated in a year 2 follow up session to continue their professional learning.
- ***Illustrative Mathematics Curriculum and Instruction***, K-5 Mathematics - 122 educators participated in this session to learn more about the student-centered curriculum and how to purposefully plan for student-centered mathematics classrooms. 85 educators participated in a year 2 follow up session to continue their professional learning.
- ***Understanding Illustrative Mathematics Centers***, K-5 Mathematics - 165 educators participated in this session to learn more about how the IM curriculum uses centers to address procedural fluency, an aspect of mathematical rigor, and experience specific centers to prepare for a successful launch of centers in the classroom.
- ***AR Math QuEST: Introduction to Ambitious Teaching*** - 36 Facilitators/Coaches. AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Instructional facilitators and coaches received the book *Taking Action: Implementing Effective Mathematics Teaching Practices* published by NCTM (National Council of Teachers of Mathematics).
- ***AR Math QuEST: Going Deeper with Ambitious Teaching*** - 60 Instructional Facilitators/Coaches and 38 classroom teachers. AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Teachers and instructional facilitators/coaches received the book *5 Practices in Practice: Successfully Orchestrating*

Mathematics Discussions in Your (Elementary/Middle/High) School Classroom by Smith, Steele, and Sherin.

- **AR Math QuEST: Coaching Ambitious Teaching Day 1-3-** 30 Participants focus on supporting teachers to engage students in meaningful mathematics learning experiences of reasoning and problem solving. They explore a process and tools for mathematics coaching of exemplary teaching and learning based on the NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Participants received the book *Everything You Need for Mathematics Coaching* by McGatha, Bay-Williams, McCord, Kobett, and Wray.

Online Professional Development

- **NWA Math Forum** - 20 educators including math teachers, math leaders, curriculum leaders, and district leaders participated in four sessions that included unpacking standards to understand learning progressions and digging deeper into the teacher practice of posing purposeful questions. Participants submitted topics for conversation that included unpacking standards and posing purposeful questions.
- **State Developed Content PD**
 - **3-5 Fundamentals of Fractions** - 5 Participants gain an understanding of 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 is aligned to the ACT Aspire, primarily the reporting categories of Number and Operations: Fractions, Modeling, and Justification and Explanation.
 - **K-2 Fundamentals of Early Number Sense and Number Relationships** - 8 Participants gain an understanding of 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.

Program: Migrant Education
Funding Source: Title I, Part C—Education of Migratory Children
Competitive Grant: No
Restricted: Yes

Participating Districts:

Alpena	Arkansas Arts Academy	Bentonville	Bergman
Berryville	Cotter	Decatur	Deer/Mt. Judea
Elkins	Eureka Springs	Farmington	Fayetteville
Flippin	Gentry	Gravette	Green Forest
Greenland	Haas Hall	Harrison	Huntsville
Jasper	Lead Hill	Lincoln	NW Classical Academy
Omaha	Ozark Montessori Academy	Ozark Mountain	Pea Ridge
Rogers	Searcy County	Siloam Springs	Springdale
West Fork	Valley Springs	Yellville-Summit	

Personnel:

Name: Dr. Bridget Russell	Name: Rosemary Flores
Position: Migrant Specialist	Position: Recruiter
Degree: EdD	Degree: HS + 1 year college credit

Name: Robbye Smith	Name: Catalina Vizuet
Position: Recruiter	Position: Recruiter
Degree: HS + 2 years college credits	Degree: BSE

Name: Heather Maddan	Name: Angela Gallardo
Position: Student Support Specialist	Position: Parent Engagement Liaison
Degree: HS + 3 years college credits	Degree: HS + 1 year college credit

Goal:

The Title I Part C - Arkansas Migrant Education Program is a federally funded program that provides services to the children of families who move seeking temporary or seasonal work in Arkansas's agricultural and fishing industries. The program is designed to help children ages three (3) through twenty (21), who are uniquely affected by the combined effects of poverty, language, cultural barriers, and difficulties pertaining to the migratory lifestyle. The primary goal of the Migrant Program is to help our students meet the same challenging academic content and student academic achievement standards that are expected of all children. Our measurable program goals address reading and math achievement, high school graduation and services for out of school youth, and school readiness for preschool children.

Program Summary:

Support for districts with an individual MEP grant includes the following:

- Professional development for MEP Staff in areas such as literacy, math, Pre-K, family engagement, and graduation rate support.
- Grant assistance.
- Ongoing program monitoring and feedback.
- Monthly leadership meetings for sharing best practices, program updates, and collaboration.
- Support in providing summer learning opportunities for MEP students

Students and families in districts that are supported directly by NWAESC receive all applicable migrant services from the team housed at NWAESC. Services in non-project schools are provided by Migrant Education Program (MEP) cooperative staff and include the following:

- All members of the NWAESC Migrant team receive professional development to support all facets of their roles in service of Migrant students and families.
- In home PreK Lessons for all three and four year old MEP students not already enrolled in an approved Pre K program.
- Information and support for parents of Pre K children as they prepare to enter Kindergarten.
- Students with an identified need are eligible to receive free in-school and/or after-school tutoring.
- Students with an identified need are eligible to receive free summer school support.
- Students receive supplemental, high-interest books multiple times each year. These books are self-selected by the students as often as possible.
- Students may receive health and/or hygiene education and/or services as needed.
- Secondary students are monitored at least quarterly to ensure students remain on-track for high school graduation. Intervention is provided if necessary.
- Secondary students may complete credit recovery courses through the MEP program at no cost.
- Secondary students have the opportunity to develop leadership skills through state MEP programs.
- Transportation for students can be provided in order for students to access services if necessary.

Major Highlights of the Year:

- Created and conducted at least three post-secondary career planning sessions with each Non-Project School MEP student in grades 9-12.
- Recruited and placed the State's first MEP Parent Engagement Liaison to serve Region 1 as well as other areas across Arkansas.
- Completed the first phase in the creation of a Pre K resource library designed to house Pre K assessment and instructional resources which are accessible to all MEP programs in Region.
- Conducted a Region One Parent Meeting meeting on 01/25/2022. The meeting was held virtually and highlighted post-secondary scholarship opportunities.
- Provided services and resources to all identified MEP students in the region.
- Built relationships with appropriate businesses and organizations within the region.
- Provided training in the areas of literacy, math, trauma informed care, Pre K assessment and the effects of poverty to all Region One personnel in school districts. The NWAESC staff provided

over one hundred and ten (110) students of the Migrant Education Program (Non-Project Schools) with a Christmas gift through a partnership with the Washington County Historical Society and NWAESC staff volunteers. This is an increase of approximately fifty students being served.

- Collaborated with school districts to ensure that MEP students were safe, secure, and had all basic needs met.
- Provided summer school opportunities to all appropriate MEP students.

Program: Recruitment and Retention (Novice Teacher)
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

NWA Classical Academy	Decatur	Elkins	Farmington
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
AR Connections Academy	Siloam Springs	Springdale	West Fork
Bentonville	Arkansas Arts Academy	Rogers	

Personnel:

Name: Cayce Neal	Name: Dustin Seaton
Position: Recruitment and Retention Facilitator	Position: Recruitment Specialist
Degree: M.S.Ed	Degree: M.A., Ed.S.
Name: Karen Brown	Name: Tina Storm
Position: Mentoring Specialist-Special Education	Position: Administrative Assistant
Degree: B.S.E.	Degree: A.A.

Goals:

- Build classroom management skills of all novice teachers
 - Develop the New Teacher Academy cohort for first-year teachers to receive professional development and monthly support sessions via Zoom
 - Increase skills for positive student impact by focusing on culturally responsive teaching, instruction, classroom management, and assessment practices
 - Work with districts to recruit diverse candidates into the teaching profession through grow-your-own initiatives, such as Educators Rising
 - Provide differentiated support for 1st, 2nd, 3rd year teachers as well as novice speech pathologist, special education teachers, counselors, and school psychologists
-

Program Summary:

In 2021-22 the early career educator program supported 832 teachers in our cooperative districts. In order for learning to be equitable among all districts, the cost of all services is covered by the

Recruitment and Retention grant and comes at no cost to participants or their districts. Additionally, the cost of substitutes is reimbursed to districts.

To meet the requirements of DESE's Day One Ready Bootcamp, renamed New Teacher Academy, we partnered with John Spencer to provide two days of on-site professional development for teachers and monthly zoom sessions. A wide variety of topics was discussed in these sessions including: classroom management, instructional design, project based learning, and communicating with parents and families. Participants were able to network with and build relationships with other first-year teachers as well as problem-solve events in their classrooms in real time.

Professional Development was provided via a blend of face-to-face and virtual options. Sessions were as follows:

- Year 1 Focus→ Classroom Management: Fred Jones's Tools for Teaching, 4 days of Conscious Discipline, CHAMPS and Discipline in the Secondary Classroom, Kagan Win-Win Discipline
- Year 2 Focus→ Instruction and Assessment: Mazano's Standards-Based Learning (separate teacher and administrator sessions), Differentiation strategies, 4 days of Marzano's The New Art and Science of Teaching, 4 days of Kagan Cooperative Learning
- Year 3 Focus→ Culturally Responsive Teaching: 3 days of culturally responsive teaching with Christian Saavedra and Audrey Freshwater, Bloomboard Equity Mindset Microcredential (counts toward lead/master teacher pathway), Ruby Payne's A Framework for Understanding Poverty, Culturally Responsive Teaching and the Brain book study
- Special Education and Behavior Support→ Sasha Long Time Management and Organization for Special Education Teachers and Data-Driven Classrooms, Becoming Trauma-Informed,
- Teacher Wellness/Retention→ 4 days with Tina Boogren

Further support was provided in the following two areas:

- Counselors and speech pathologists→ created a PLC with behavior specialist Kat Lancaster to network and build community to support the unique needs of these novices
- Special education teachers→ Mentoring specialist, Karen Brown, worked specifically with special education novices. She spent her 85 day contract meeting one-on-one with first, second and third year teachers. In addition to the onsite support, the SPED PLC met four times. These sessions focused on using high-leverage practices in the classroom, writing better IEPs, collecting useful data, and supporting student behaviors.

Major Highlights of the Year:

- TESS Law and Process Trainings provided
 - 6 sessions at the Co-op throughout the year
- Graduate Reception
 - 100+ education graduates from Harding, Rogers, the University of Arkansas, Fayetteville, and John Brown University attend the reception to learn about the Co-op,

- the mentoring program, and met with local administration to learn more about the interview process
- College Partnerships
 - Met monthly with education program representatives from Harding, Rogers, the University of Arkansas, Fayetteville, and John Brown University to plan ways that we can support each other and ensure the success of new teachers when they enter the classroom
 - ArPEP program
 - awarded a DESE grant to become an ArPEP site and facilitate non-traditional licensure for up to 50 candidates
 - Recruitment
 - Our recruitment specialist worked closely with districts to support high school teacher prep programs, especially grow-your-own initiatives and Educators Rising; he worked with DESE and other Co-ops to support regional Educators Rising events, including judging competitions
 - Instructional Facilitator Network
 - To support DESE's initiative that R&R build capacity within districts to support novice teachers, R&R partnered with science specialist Carly Geanolous and literacy specialist Madison Clarkson to create an instructional facilitator network. This group met twice to build coaching skills and capacity of instructional facilitators. We plan to continue in the 2022-23 school year, including sessions that specifically focus on novice teachers.

Program: Science
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

Arkansas Arts Academy	Bentonville	Decatur	Elkins
Fayetteville	Gentry	Gravette	Greenland
Huntsville	Lincoln	Pea Ridge	Prairie Grove
Rogers	Siloam Springs	Springdale	West Fork

Personnel:

Name: Carly Geanolous	Name: Tina Storm
Position: Science Specialist	Position: Program Administrative Assistant
Degree: M.S.	Degree: A. A.

Goal:

To support schools as they align standards to curriculum to assessment:

- to provide assistance in choosing standards-based instructional resources
 - to partner with local community and business organizations to provide Science/STEM training and resources to educators
 - to assist schools' professional learning communities in using science ACT Aspire data to inform instructional decision making
 - to mentor and coach teachers in the classroom
 - to educate about current scientific and educational research
 - to support schools as they design and implement common assessment and the RTI process
 - to support teachers in implementing appropriate literacy strategies in science
-

Program Summary:

The science program at the Northwest Arkansas Education Service Cooperative is based on the identified needs of teachers in the Northwest Arkansas school districts. These include supporting the growth of teachers' content knowledge and pedagogy, facilitating collaboration among districts, assisting with data-driven decision making particularly with the RTI process, researching and developing supplemental teaching resources, and supporting Grasping Phenomenal Science, the Division of Elementary and Secondary Education's science initiative. The specialist is continuing to build relationships within districts in order to best support schools in the region.

Major Highlights of the Year:

- Collaborated with all sixteen public school districts this year to provide ongoing professional development and curriculum support for science teachers in the districts. Participating districts include: Bentoville, Decatur, Elkins, Fayetteville, Farmington, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork.
- Supported professional learning communities in several different districts including Elkins, Prairie Grove Middle and High School, Siloam Springs, and West Fork to assist teachers in aligning science curriculum and choosing resources to support learning.
- Established a cohort of teachers from multiple districts to attend on-site professional development on ACT Aspire alignment to science standards, literacy strategies in middle school science, and a deeper understanding of the SEPs and CCCs. Participating districts include Pea Ridge, Prairie Grove, Siloam Springs and West Fork.
- In collaboration with Cayce Neal (R&R) and Madison Ward (Literacy), an instructional facilitators network was established with future plans of consistent meetings next year and extending the day to address coaching strategies and content specific strategies. Participating districts include AR Arts Academy, Bentonville, Elkins, Farmington, Fayetteville, Greenland, Pea Ridge, Prairie Grove, Siloam Springs and Springdale.
- Worked with a team of science specialists from other cooperatives to develop lessons for Grasping Phenomenal Science professional development for summer PD implementation.
- Partnered with Co-op GT Specialist to support various science and STEM related activities including National Week of STEM, Quiz Bowl, Science Olympiad and Amazing Shake.
- Collaborated with a group of state science specialists to support middle and secondary teachers in teaching science and helping students make sense of science phenomena by effectively engaging students in science and engineering practices and integrated STEM/literacy lessons.
- Collaborated with science specialists to develop an exemplary kindergarten science unit and worked with kindergarten teachers to pilot the unit, using feedback to make changes before sharing statewide through PD in the summer of 2022.

Program: School Health and Wellness - Tobacco Prevention, Nutrition, Physical Activity
Funding Source: ADH
Competitive Grant: No
Restricted: No

Participating Districts:

Arkansas Arts Academy	Bentonville	Elkins	Decatur
Farmington	Fayetteville	Gentry	Gravette
Greenland	Haas Hall	Huntsville	Lincoln
NWA Classical Academy	Pea Ridge	Prairie Grove	Rogers
Siloam Springs	Springdale	West Fork	Shiloh Christian
The New School	St. Joseph	St. Vincent de Paul	

Personnel:

Name: Kelli Butcher, RN
Position: Community Health Nurse Specialist
Degree: Registered Nurse, BS Chemistry

Name: Kathryn Motsinger, BS
Position: Community Health Promotion Specialist
Degree: BS Public Health

Goal:

This program provides:

- Assistance with grant writing for school grants and community coalition grants
- Linkage for school-based tobacco prevention and other health efforts with local community coalitions
- Serves as an advocate for school health needs to community coalitions
- Linkage of resources for schools, community coalitions and others in the community to promote healthy communities
- Provides technical assistance on public health practices to schools and community
- Provides technical assistance and collaborates with school nurses to identify appropriate resources and continuing education offerings that will help meet the requirements for nursing licensure
- Works with State School Nurse Consultant to disseminate information as needed
- Technical assistance with school districts on all School Health issues
- Provides Technical Assistance in policy development for tobacco and school-based enforcement of tobacco related policies
- Provides Technical assistance with evidenced based curricula for tobacco, nutrition, teen dating, suicide prevention, teen pregnancy, and physical activity
- Provides training to school nurses and others
- Provides technical assistance to school districts with communicable disease outbreaks
- Provides training and technical assistance on School Health Index
- Provides technical assistance to Coordinated School Health grantees

- Provides technical assistance to tobacco prevention grantees
- Provides technical assistance and guidance to schools for wellness initiatives
- Provides technical assistance to schools for implementation of best practices for nutrition and physical activity, Coordinated School Health and other public health issues
- Provides technical assistance to school wellness committees regarding state and federal mandates
- Provides technical assistance on nutrition and physical activity via evidenced based curricula
- Provides technical assistance to communities regarding school health issues and current public health policy
- Maintains current knowledge of research, resources, and best practices related to school health issues
- Informs schools and communities of available trainings and grant opportunities
- Addresses training needs related to school health issues and organizes and conducts trainings based on those needs
- Coordinates and provides trainings to school personnel, ADH colleagues, and community members
- Informs schools and communities of available trainings and grant opportunities
- Serves as an advocate for school and community health needs
- Establishes communication links with communities to keep them informed of public health policy
- Compiles and distributes necessary reports and other information
- Participates in data collection and evaluation of community and school health interventions
- Serves on committees and work groups and works on special projects
- Attends, participates in, and distributes updates from regional and state meetings to schools, ADH colleagues, and community members
- Attends CHAC meetings and reports outcomes to HHI Support Staff and Wellness Committees

Major Highlights of the Year:

- Annual Back to School Nurse Workshop-Done statewide via zoom, various speakers in addition to nursing Continuing Education Units offered- approximately 130 participants from NWAESC. Information was provided educating nurses on **Covid-19** and returning to school by Dr Jennifer Dillaha, MD. Cheria McDonald, BSN, RN, State School Nurse Consultant, presented on new laws and rules and regulations for school nurses.
- Vision Certification Training for all new school nurses, both in person and blended learning.
- Hearing Certification Training for all new school nurses, both in person and blended learning.
- Scoliosis Certification Training for all new school nurses, both in person and blended learning.

- BMI Certification Training for all new school nurses held, both in person and blended learning.
- Assisted with multiple school based **Covid-19** immunization clinics.
- Assisted with multiple school based flu immunization clinics.

Other Highlights of the Year:

- Provided case investigation and contact tracing to school related cases of **Covid-19**.
- Provided schools with technical assistance in matters related to **Covid-19**.
- Tobacco prevention education, suicide prevention education, healthy relationship education, internet safety education, nutrition education, and teen pregnancy/STI education for students are presented on request.
- Presented Youth Mental Health First Aid, instruction for parents, teachers, and other school staff in correct ways to address a youth that is experiencing a mental health or addiction challenge or crisis.
- Presented CPR for staff each month and nurses as needed.
- Presented Stop the Bleed to nurses to educate on correct presentation of the information for their staff and students.
- Assisted with Statewide Joint Use Agreement Grant reviews for School Based Health Clinics.
- Facilitated Medicaid in the Schools workshop on training and billing for personal care done in the school setting.
- Attended monthly coalition meetings via zoom in Benton, Washington and Madison Counties.

Community Links

NWA Drug and Tobacco Free Coalition
 NWA Hometown Health Improvement
 NWA Trauma Regional Advisory Council
 Region 1 Prevention Providers
 NWA Suicide Coalition
 Washington County FoodCorps Service Members

Benton County Community Coalition
 Madison County Health Coalition
 NWA Safe Communities Coalition
 Washington County Hometown Health
 Arkansas Children's Hospital

Program: STEM (K-5)
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Personnel:

Name: Jenny Gammill

Position: K-5 STEM Specialist

Degree: M.Ed.

Name: Tina Storm

Position: Program Secretary

Degree: A. A.

Goal:

The Northwest Arkansas Education Service Cooperative, in partnership with the Department of Elementary and Secondary Education, will work with Arkansas Public School personnel to meet the following goals related to STEM education:

- To align elementary science and engineering curricula with state science frameworks
 - To provide professional development and implementation of training related to the STEM disciplines
 - To mentor and coach teachers in the classroom
 - To provide strategies for integrating science into the literacy block in the elementary classroom
 - To collaborate with the NWAESC Computer Science and Science Specialists to promote high-quality STEM education
 - To provide assistance in choosing standards-based instructional resources
 - To partner with local community and business organizations to provide STEM training and resources to educators
 - To assist schools' professional learning communities in using science ACT Aspire data to inform instructional decision making
-

Program Summary:

The elementary STEM program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing

supplemental teaching resources, assisting with data-driven decision making, and increasing parental involvement. Each opportunity supports the state and national goal of STEM literacy for all students. The specialist is continuing to build relationships with other specialists, administrators, teachers, university officials and community and business organizations in order to best support STEM education throughout the region.

Major Highlights of the Year:

- Served on the state STEM leadership core team and state STEM advisory team to pilot the AR Model STEM program, evaluate schools around the state through on-site visits and develop professional development modules for summer 2022 that will be shared state-wide.
- Collaborated with science specialists to develop an exemplary kindergarten science unit and worked with kindergarten teachers to pilot the unit, using feedback to make changes before sharing statewide through PD in the summer of 2022.
- Supported teachers across the Co-op region through an Arkansas NSF grant by providing STEM resources, training and on-site support.
- Partnered with the Amazeum to provide STEAM professional development at the Co-op and to assist schools in setting up makerspaces as a place for students to develop 21st century skills and explore their passions.
- Collaborated with the Amazeum Education Team to coauthor a family STEAM night grant and to support schools in implementing family STEAM nights through training and resources. Partnered with other Co-op specialists to develop STEAM night activities and to be on-site to support their family STEAM nights.
- Worked with a Greenland teacher to receive and implement an Arkansas Game and Fish Commission grant for outdoor classroom equipment. Additionally, nominated and supported this teacher in her intensive application process for the Presidential Award for Elementary Science Teaching.
- Supported a number of schools across the region with books, equipment and kits so students could engage in high quality, hands-on STEM lessons.
- Collaborated with a group of state science specialists to support elementary teachers in teaching science and helping students make sense of science phenomena by effectively engaging students in science and engineering practices and integrated STEM/literacy lessons.
- Partnered with Co-op GT Specialist to support various science and STEM related activities including National Week of STEM, Quiz Bowl, Science Olympiad and Amazing Shake.

Program: Teacher Center/Professional Development
Funding Source: Base
Competitive Grant: No
Restricted: Yes

Participating Districts: (INSIDE THE NORTHWEST CO-OP AREA)

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

Charter Schools:

Academics Plus Charter School	Future School of Ft. Smith
Arkansas Arts Academy	Haas Hall Academy
Fayetteville Virtual	Hope Academy
Founders Classical Academy	Lisa Academy

Participating Districts: (OUTSIDE THE NORTHWEST CO-OP AREA)

Alma	East End	Melbourne
Alpena	East Poinsett Co.	Mena
AR Virtual Academy	El Dorado	Midland
Ashdown	Emmerson-Taylor-Bradley	Mountain Home
Augusta	Eureka Springs	Mountainburg
Bald Knob	Fort Smith	Nashville
Bauxite	Fountain Lake	New Port
Bearden	Genoa Central	North Little Rock
Beebe	Glen Rose	North Pulaski
Benton	Gosnell	Osceola
Bergman	Green Forest	Ouachita River
Berryville	Greenbrier	Ozark
Bismarck	Greenwood	Ozark Mountain
Belvins	Hackett	Paragould
Booneville	Harmony Grove	Paris
Brinkley	Harrisburg	Parker's Chapel
Bryant	Harrison	Piggott
Cabot	Helena/West Helena	Pocahontas
Calico Rock	Highland	Pottsville
Cave City	Hot Springs	Pulaski Co. Special
Cedar Ridge	Hoxie	Riverside
Cedarville	Jacksonville	Russellville
Charleston	Jasper	Salem
Clarksville	Jonesboro	Scranton
Cleveland Co.	Lafayette	Searcy
Clinton	Lake Hamilton	Sloan/Hendrix
Conway	Lamar	South Conway Co.

Cossatot River	Lavaca	South Pike Co.
Cotter	Lead Hill	Southside
County Line	Lee Co.	Stuttgart
Cutter-Morning Star	Little Rock	Valley Springs
Danville	Lonoke	Van Buren
Dardanelle	Magazine	Vilona
Deer/Mt. Judea	Magnolia	Waldron
DeQueen	Mammoth Springs	Warren
DeWitt	Mansville	West Memphis
Dierks	Marvell	Westside
Dover	Mayflower	Wynne
Dumas	McGehee	Yellville-Summit

Participating Universities:

Harding University	John Brown University	NWA Technical Institute
U of A	UALR	

Participating Co-ops:

Arch Ford	Arkansas River	Boston Mountain
Dawson	Guy Fenter	Northcentral
Northeast	OUR	Southeast
Southwest		

Others Participating:

AR Dept of Career Ed.	Benton Co. Sunshine	DESE
First Academy	Hope Academy	NWA Children's Shelter
NWA Council	Ozark Guidance Center	Prism Education Center
Shiloh Christian	St. Joseph Catholic	The New School
Walton Arts Center		

Personnel:

Name: Missy Hixson
Position: Assistant Director/Teacher Center Coordinator
Degree: Ed.D.

Name: Lisa Chavis
Position: Administrative Assistant
Degree: N/A

Goal:

To provide teachers, administrators, and support staff with professional growth opportunities in order to expand knowledge, enhance skills, and develop new strategies and techniques is the major focus.

Professional Development and the Teacher Learning Center are the primary responsibilities of this program.

Program Summary:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our sixteen member districts. During the 2021-2022 school year, Northwest ESC offered professional development opportunities that aligned with district needs and state initiatives. A comprehensive list of professional development workshops is provided at the end of this report.

All sixteen districts were provided a Professional Development Report three times during the year. This report lists the training titles, dates, hours, etc. as well as the names of the educators who attended in order to provide the necessary documentation for licensure requirements.

The Northwest Arkansas Education Service Cooperative and the Division of Elementary and Secondary Education continue to work together to support districts in the state initiatives and mandates, particularly those related to the Arkansas State Standards implementation process, the ACT Aspire and other assessment systems, Teacher Excellence Support System (TESS) and Leader Excellence And Development System (LEADS 2.0). These initiatives continue to be the driving forces for increasing student achievement. All NWAESC districts have been involved in various professional development opportunities provided at the state and local levels. With the support of the Arkansas legislature, the Division of Elementary and Secondary Education, other education cooperatives, and the local districts, K-12 educators now have the resources to align their curriculum to the Arkansas content standards and to increase student achievement to meet these standards.

Major Highlights of the Year:

These opportunities included, but not limited to, trainings such as

- **Math-** AR Math QuEST Cohort 1, Coaching Ambitious Teaching, CGI (Cognitively Guided Instruction), ECM (Extending Children’s Mathematics), Illustrative Mathematics (IM), Mathematics Design Collaborative (MDC), and, on-site visits to schools to provide targeted assistance and support with mathematical practices, curriculum design and curriculum alignment. Math forums were held for collaboration and discussion with school/district leaders to provide direction in mathematics for NWA.
- **Literacy-**R.I.S.E. Academy and R.I.S.E. related trainings were held on-site at NWAESC. The Science of Reading Assessor training was provided by DESE and held at NWAESC in the summer of 2021 with 30 participants, Workshops were held at both the Co-op and in the districts on requested topics e.g., closed reading, complex text, argumentative writing, etc. Specialists made site visits to schools to provide targeted assistance in the

- areas of reading and writing, dyslexia awareness and the science of reading, etc. The Adolescent Literacy Council and the Dyslexia Council provided a time of collaboration to educational leaders in reading and provided direction to NWAESC literacy specialists regarding needed professional development and other levels of support.
- **Science/STEM-** pure science workshops, STEM and integrating literacy in the content area trainings for science teachers, lesson writing and examination of the Arkansas State Standards with embedding Next Generation Science Standards. The trainings included both cooperative and district-hosted sessions led by Science/STEM Specialists. Assistance and support to districts with the implementation and support efforts of the Next Generation Science Standards for grades K-12. Specialists worked both on-site and virtually with schools.
 - **Collaborative Meetings/Forums-**NWAESC continued to host K-12 Administrators, Curriculum Leaders and Federal Programs Coordinators. During COVID-19, many of these collaborative meetings were hosted for support and social/emotional support for area leaderships to maneuver through the year of unprecedented issues. Curriculum and Federal Programs leaders met regularly for DESE updates and NWAESC served as a liaison between DESE and districts. Topics for these groups were on an “as needed basis” due to the ongoing regional. Specialists worked with Computer Science, Special Education Services, Social Studies/Arkansas History, Career and Technical Education, Health and Wellness etc.
 - **Art, Music, Drama** – Since 1991, NWAESC has partnered with the Walton Arts Center (WAC) and the Kennedy Center of the Performing Arts to provide quality arts integrated education in this area. The Arkansas 1991 partnership provides professional development in the visual and performing arts to arts specialists, teaching artists and classroom teachers. **COVID-19** restrictions did impact the schedule of professional development, however WAC worked both in person and in virtual settings with schools and educators. WAC worked on depth, mentoring and role modeling with students and educators.
 - Walton Arts Center teamed with Trike Theatre Teaching Artists to offer both synchronous and asynchronous professional development to SmART Residency. (37 teachers, 825 students)
 - NWAESC, Walton Arts Center, U of A School of Art and Center for Children and Youth, worked together to offer both synchronous and asynchronous professional development to ARTeacher Fellows and to 30 secondary educators in Springdale Public Schools and Arkansas Arts Academy.
 - For the past decade, the Arkansas 1991 Partnership has collaborated with the University of Arkansas’ Center for Children & Youth to provide professional development for secondary teachers
 - **Specific Forums/Groups-**The Adolescent Literacy Council, K-5 Literacy Council, Dyslexia Council, Science Leadership Groups, Library Media Groups and the Math

Leadership Forum all meet regularly to bring district leaders together to discuss common professional development needs, share concerns and suggestions and to collaborate in a way that benefits all districts in the NWA region in these areas. These groups were led and supported by content specialists in their specific areas, held both on-site and virtually. Additionally Curriculum and Federal Program Leaders meeting monthly for collaborative discussions and information updates, as well as listening to guest speakers of interest. These sessions were led by the Teacher Center Coordinator and an area Federal Programs Coordinator/Director.

Program: Technology
Funding Source: Division of Elementary and Secondary Education
Competitive Grant: No
Restricted: Yes

Participating Districts:

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

Personnel:

Name: Jeremy Schlinker
Position: Technology Coordinator
Degree: N/A

Goal:

The goal of the Technology Program is to provide technology information and support throughout our member district area. The Technology Coordinator administers and supports the computer network, a computer training lab, Device Carts, over 150 PC's, servers, and other devices at NWAESC. It is a further goal of the Technology Department to provide training and support for member district staff and internal NWAESC staff.

Program Summary:

The Technology Coordinator is a resource for districts to utilize as needed. The Technology Coordinator supplies pertinent information on new technologies, statewide initiatives, and training opportunities. Support for the NWAESC LAN including file server administration, desktop support and staff development training for Co-op staff is provided. In addition to the LAN the Technology Coordinator oversees phone systems, Wifi, and cellular data service including Mifis. Duties also include supporting the Co-op website. Another primary role of the Technology Coordinator is to support the hundreds of workshops held at the cooperative during the year. This includes supporting workshop presenters, loading specific software required for workshops, providing necessary hardware for participants, and resolving technical issues as they arise.

Major Highlights of the Year:

- Supported NWAESC staff with on site meetings and PD offerings.
- Purchased PD Presentation equipment upgrades. Equipment included: 85" Displays, New laptops, Apple Tv and Microsoft Display Adaptors, Soundbars, Presentation Podiums
- Pivot back to in person meetings with districts to discuss technology planning and solutions.
- Member of DESE's Cyber Response Task Force.
- Expanded network overhaul scope by installing new Aruba Switches and Access Points. Moved access points into the outer offices and presentation rooms from the halls. The total network overhaul included one new switch, eight wireless access points and new cat6 wiring to supply the network to access points and Video Surveillance Cameras.
- Installed new presentation systems with wireless video capabilities
- Purchase and installation of new Laptops for the Computer Lab

Special Projects or Programs

Epidemiology and Laboratory Capacity (ELC) Reopening of Schools Project

Number served: 16 public schools; 7 private schools (23 total served)

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

Jim Knight's Impact Cycle

Number Trained: 46 NWA participants

Description:

In partnership with University of Arkansas, College of Education and Health Professions, Project CONNECT & SOAR, "The Impact Cycle" (2017) by Jim Knight, this workshop describes the coaching cycle proposed for instructional coaches. All teachers, schools, and classrooms face their own unique challenges. An established process for guiding the coaching experience ensures that instructional coaches have all of the tools they need to help teachers set and achieve their goals. The Impact Cycle-the product of 20 years of ICG research, provides a framework for any coaching scenario. Participants learned why the cycle is successful and gained experience using it through examples and guided exercises. The Impact Cycle included: Identify, Learn, and Improve.

A Framework for Understanding Poverty and Emotional Poverty with Dr. Ruby Payne

Number Trained: 198 participants

Description:

In partnership with the Migrant Education Program, Emotional Poverty: Participants learned and practiced many techniques/exercises that are intended to help students/parents build emotional resources in school and at home. A Framework for Understanding Poverty: Participants gained in-depth information that is intended to help them understand class differences and ten actions that could be implemented the next day in the classroom to achieve impact.

ARP Technology Grant

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

Purchases made with the grant to date:

- Six 85” 4K Displays for presentation room upgrades
- Four sound bars
- Six TV mounts and all necessary cabling and wall fasteners
- Seven 4k Apple Tv’s for wireless projecting
- Seven 4k Microsoft Display Adaptors for wireless projecting
- Five presentation podiums with all connections built in
- Seven Microsoft Surface Book 3 Laptops
- Purchase and installation of 26 Cat 6 network drops for network upgrades
- One 48 port Aruba 2930F POE+ network switch
- Three Aruba 505 wifi Access points
- Three Aruba 5 year Cloud-Based management licenses for Access points
- Twenty five Lenovo ThinkPad laptops
- CDI Lockable Charging Laptop cart
- Extra chargers for laptops

Orton-Gillingham - Phonics First Level I-Foundations and Structures

Number Trained: 79 NWA participants

Description:

NWAESC held three sessions of Phonics First® Level I Orton-Gillingham Course Content which is designed for: K-3 General Education, K-5 Intervention, Resource, Special Education. This comprehensive and highly intensive course qualifies teachers to bring Orton-Gillingham multisensory instruction to their classrooms. Phonics First® transforms beginning, struggling, dyslexic/LD readers into skilled learners through our effective, fun, multisensory approach to reading and spelling.

Structures Level I Orton-Gillingham Course Content is designed for: Grade 4-5 General Education; Grades 6-12 Resource, Special Education. Appropriate for grades 6-12 students with dyslexia and learning disabilities whose reading skills range from grade 1 and up. This comprehensive and highly

intensive course qualifies teachers to bring Orton-Gillingham multisensory instruction to their intervention and remedial classrooms. Structures transform dyslexic/LD readers into skilled learners through our effective, interactive, multisensory approach to reading and spelling.

Capturing Kids Hearts

Number Trained: 37 NWA participants

Description:

A two-day immersive experience providing leaders and teams the opportunity to dive deep into the transformational processes that have impacted social-emotional learning, relationship-driven culture, and student and teacher achievement on campuses nationwide for over 30 years. Capturing Kids Hearts research-based processes improve the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

- Strengthened student connectedness to others by enhancing healthy bonds with teachers.
 - Consistent rules of conduct, with reduced disciplinary escalations and referrals.
 - Dramatic reduction in truancy and dropouts. • Reduced negative behaviors like isolation, violence, and substance use. • Significant improvement in student academic performance.
 - District-wide improvements in test scores. • Higher rate of job satisfaction among teachers.
 - Increased teacher retention and improvement in teacher recruiting. When school administrators provide ongoing training for teachers in Capturing Kids' Hearts 1, the process infuses the entire school with a sense of loyalty and enthusiasm for learning.
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The Restorative Practices Playbook Webinar with Dominique Smith

Number Trained: 25 NWA participants

Description:

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

Title IX Collaborative Session

Number Trained: 25 NWA participants

Description:

The Arkansas Education Service Cooperatives contracted with Arkansas Attorney Cody Kees to provide

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

PLC Inclusive Practices

Served: McNair Middle School-Fayetteville

Description:

The Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) and Solution Tree have established a partnership to develop and expand the Professional Learning Communities (PLC) at Work® process within select schools. These sites will serve as working laboratory schools for the PLC at Work® process, conducting action research and sharing best inclusive practices with other schools throughout the state.

This project has an intentional focus on inclusive practices ensuring students who are IEP eligible as well as other groups of struggling learners have meaningful access to core instruction and established systems of intervention. Participating schools will be part of a collaborative evaluation process (Solution Tree and DESE) that gathers data regarding student achievement, teacher practices, and effective professional development. The NWAESC Literacy and Math Specialists partnered with DESE, Solution Tree, and the Fayetteville Public School District to collaborate and support Raymond F. Orr Elementary School during the 2021-2022 school year.

ACT Prep:

Number served in NWA: 15 students

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) is providing 10 sessions across the state to almost 1,000 students. In these sessions, students spend six hours digging into various content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT. We have also had Fetterman and Associates that has 10 sessions for students. These sessions are six hour sessions where students are exposed to test taking strategies, ACT content and scholarship information. All of these programs will be used again in the 2022-2023 school year. Arkansas Cooperatives are working to schedule and organize these events for all public, private and charter schools in Arkansas.

Electronic fingerprinting

Number fingerprinted: 1436 (2021-2022)

Description:

Arkansas State, FBI and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in public schools, charter schools or education service cooperatives. The Department of Elementary and Secondary Education deemed that the Arkansas Education Cooperatives would perform all fingerprints needed.

- NWAESC has one Live Scan unit in the main office for scheduled appointments (every 15-30 minutes). We also have a portable Live Scan that we take into the districts to do onsite prints.
- Currently, we have two employees trained to conduct fingerprints. These employees must work fingerprinting into their already full-time positions.
- ***Free Background Checks for Substitute Teachers:*** To assist districts with the high need of substitutes, DESE in collaboration with state education partners is providing no cost background checks for individuals interested in supporting their local schools by becoming a substitute teacher. In order to complete the expedited, free process, background checks must be completed at either DESE or one of the local education service cooperatives. These services are projected to end around June 30, 2022.

Professional Development Summary Report

2021-2022

HERE

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