

**DeQueen-Mena
Education Service Cooperative**



**Annual Report
2022-2023**

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DeQueen-Mena Education Service Cooperative
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Gillham, AR 71841
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TO: Arkansas' Educators

FROM: Benny Weston, Director
DeQueen-Mena Education Service Cooperative

SUBJECT: Annual Evaluation Report 2022-2023

Dear Arkansas Educators:

In accordance with A.C.A 6-13-120, DeQueen-Mena Education Service Cooperative has completed the 2022-2023 Annual Report to provide information concerning the various programs and services provided for our member schools.

This document represents services and activities offered by DeQueen-Mena ESC. Emphasis is placed both on professional development and student involvement. This report will inform the public how DMESC has been supportive in helping our schools continue instruction during this difficult time.

DeQueen – Mena ESC plays and integral part in the overall development of teachers and students and will continue to develop new ways to meet district needs when challenges arise.

DeQueen-Mena Education Service Cooperative

MISSION STATEMENT

The mission of the DMESC is to enhance teaching, learning, and leadership within member schools by providing high-quality support services targeted toward improving the achievement of all DMESC students.

SERVE, SUPPORT, SUCCEED – THINK CO-OP FIRST!

DEQUEEN-MENA EDUCATION COOPERATIVE BOARD OF DIRECTORS

Officers of the Board

Name	Position	School District
Deric Owens	President	Caddo Hills
Casey Nichols	Vice-President	Ashdown
Benny Weston	Director	DeQueen-Mena Education Cooperative
Zane Vanderpool	Secretary	Horatio

Members of the Board

Name	Position	School District
Casey Nichols	Board member	Ashdown
Deric Owens	Board member	Caddo Hills
Tyler Broyles	Board member	Cossatot River
Jason Sanders	Board member	De Queen
Grover Hill	Board member	Dierks
Pat Tankersly	Board member	Foreman
Zane Vanderpool	Board member	Horatio
Lee Smith	Board member	Mena
Billy Lee	Board member	Mineral Springs
Tristan Knoedl	Board member	Mount Ida
Doug Graham	Board member	Nashville
Jerry Strasner	Board member	Ouachita River

Arkansas Department of Education

EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT

DATE: June 1, 2023 **LEA#** 67-20 **ESC#** 9
ESC NAME: DeQueen-Mena Education Service Cooperative
ADDRESS: PO Box 110, 305 South Hornberg Avenue, Gillham, AR 71841
PHONE NUMBER: 479-385-4319

DIRECTOR: Benny Weston
TEACHER CENTER COORDINATOR: Dana Ray

NUMBER OF COUNTIES SERVED: 5
NUMBER OF DISTRICTS SERVED: 12
NUMBER OF STUDENTS SERVED: 12,006
NUMBER OF TEACHERS SERVED: 1,040

GOVERNANCE

- A. How is the Co-op governed?
Board of Directors X or Executive Committee
How many members on the Board? 12
How many times did the Board meet? 12
When is the regular meeting? Third Thursday of each month
Date of current year's annual meeting: June 13, 2023
- B. Does the Co-op have a Teacher Center Committee? Yes X No
If yes, then:
How many are on the Teacher Center Committee? 12
How many members are teachers? 8
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Nov. 2022
- D. Have written policies been filed with the Arkansas Department of Education? Yes

STAFFING

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

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

NAME	POSITION	FUNDING SOURCE
Allen, Sarah	ABC Paraprofessional	S
Anderson, Lori	ABC Paraprofessional	S
Bagley, Heather	HIPPY Parent Educator	S
Bass, Jeanie	ABC Teacher	S
Bates, Charlie Jo	ABC Paraprofessional	S
Bell, Jennifer	ECSE/Itinerant Teacher	S
Blair, Amanda	ABC Paraprofessional	S
Blake, Meagan	Speech Pathologist	S
Bowren, Anita	Media Clerk	S
Redman, BriAnna	Speech Therapist	S
Bustos, Tabitha	ABC Paraprofessional	S
Byrd, Cheryl	School Nurse Specialist	S
Byrne, Karla	Literacy Specialist	S
Carlton, Dana	ABC Paraprofessional	S
Cartwright, Tara	Asst. Bookkeeper	S
Carver, Betty	ABC Teacher/Director	S
Cearley, Heather	ABC Teacher	S
Cheyne, Kristie	ABC Paraprofessional	S
Cirkles, Wendy	Developmental Assistant	S
Cogburn, Loretta	ABC Paraprofessional	S

Cole, Jayne	Business Manager	S
Cook, Amanda	ABC Paraprofessional	S
Cooley, Andrea	Medicaid Clerk/ABC Secretary	F
Cortez, Karina	ABC Teacher	S
Cosburn, Ardena	ABC Paraprofessional	S
Cox, Michelle	ABC Teacher	S
Culp, Amanda	ABC Teacher/Director	S
Daniels, Jessica	ABC Paraprofessional	S
Davis, Cati	Developmental Assistant	S
Denson, Elizabeth	ABC Paraprofessional	S
Denson, Renee	ABC Teacher	S
Denton, Anna	ABC Teacher	S
Deramus, Melinda	ABC Paraprofessional	S
Dinger, Sherry	ABC Site Director	S
Dixon, Mandy	ABC Paraprofessional	S
Ewing, Ashley	ABC Teacher	S
Fatherree, Amanda	ABC Paraprofessional	S
Fleming, Sara	ABC Paraprofessional	S
Flint, Bonita	APSCN Rep	S
Frachiseur, Ann	FGP Volunteer Coordinator	F
Frachiseur, Faye	Custodian	S
French, Shonda	ABC Paraprofessional	S
Friend, April	ABC Paraprofessional	S
Gallardo, Rosa	ABC Teacher	S
Garner, Karen	HIPPY Parent Educator	S
Gathright, April	ABC Paraprofessional	S

Gilchrist, Shelley	ESCE Itinerant/Teacher	S
Goodman, Cathy	ABC Paraprofessional	S
Gragg, Bonny	ABC Paraprofessional	S
Gray, Kimberly	ABC Teacher/Director	S
Green, Cheryl	ECSE Teacher/EC Behavior Specialist	S
Gregory, Lora	ABC Teacher	S
Grubbs, Regina	ECSE Teacher	S
Hamilton, Crystal	ABC Teacher	S
Hankammer, Nicki	ABC Paraprofessional	S
Harder, Angela	ABC Teacher	S
Harvey, Lauren	ABC Teacher	S
Hemphill, Camecia	ABC Teacher	S
Henderson, Ruthie	ABC Teacher/Director	S
Hernandez, Cecily	ABC Paraprofessional	S
Hernandez, Dalila	ABC Paraprofessional	S
Hernandez, Hortencia	HIPPY Parent Educator	S
Hernandez, Nina	ABC Teacher	S
Hernandez, Rosanna	ABC Paraprofessional	S
Hicks, Diana	EC/ABC/HIPPY Coordinator	S
Hicks, Sloan	Developmental Assistant	S
Hobson, Tyra	Technology Coordinator	S
Hopkins, Nikita	ABC Paraprofessional	S
Hudson, Latasha	ABC Teacher	S
Hudson, Tammy	ABC Teacher/Director	S
Jenkins, Patricia	ABC Paraprofessional	S
Jewell, Raymond	ABC Maintenance	S

Johnson, Eva	ABC Teacher	S
Jones, Debbie	ABC Teacher	S
Jones, Jessica	ECSE Teacher/HIPPY Coordinator	S
Jones, Kaylee	ABC Teacher	S
Keels, Kathy	ABC Paraprofessional	S
Kennemore, Kim	Assistant EC Coordinator	S
Kincaid, Dana	ABC Teacher	S
Lacefield, Leslie	ABC Teacher	S
Larruci, Kim	ABC Teacher/Director	S
Lovewell, Melissa	ECSE Teacher/Itinerant Teacher	S
Luna, Maria	ABC Paraprofessional	S
Maechler, Amy	ABC Paraprofessional	S
McAdams, Sherri	ABC Site Director	S
McBryde, Tiffany	ABC Paraprofessional	S
McKeever, Susan	ABC Paraprofessional	S
Mears, Allison	Behavior Specialist K-12	F
Miller, Andria	Math Specialist	S
Miller, Callie	Speech Assistant	S
Miller, Shannon	Math Specialist	S
Mitchell, Britney	ABC Paraprofessional	S
Montgomery, Amy	Recruitment & Retention Spec/ArPEP	S
Morgan, Skylar	ABC Teacher	S
Nance, Christy	ABC Site Director	S
Nance, Morgan	Developmental Assistant	S
Nelson, Shamanda	ABC Teacher/Director	S
Nieto, Luz	ABC Paraprofessional	S

Nolen, Mary T	ECSE Itinerant/Teacher	S
Nowlin, Lynne	ABC Teacher	S
Olalde, Tonya	ABC Paraprofessional	S
Pack, Makenzie	ABC Teacher	S
Parker, Casey	ABC Paraprofessional	S
Parson, Kelli	Special Ed Supervisor	S
Pennington, Heather	ABC Paraprofessional	S
Philpot, Chelsea	ABC Teacher	S
Platt, Barbara	ABC Teacher	S
Pope, Samantha	ABC Teacher	S
Price, Brittany	ABC Teacher/Director	S
Ralls, Monica	ABC Paraprofessional	S
Ray, Dana	Teacher Center Coordinator	S
Reeder, Kari	ABC Paraprofessional	S
Reel, Anne	ABC Teacher	S
Rhone, Katrina	ABC Teacher	S
Richardson, Mike	ABC Computer Tech	S
Russa, Veronica	ABC Paraprofessional	S
Schuller, Brian	Science Specialist	S
Schuller, Lisa	Literacy Specialist/GT Specialist	S
Scoggins, Nelda	FGP Volunteer Coordinator	F
Smedley, Britany	ABC Teacher	S
Smith, Emily	ABC Teacher/Director	S
Smith, Haylie	ABC Teacher	S
Sorreles, Denise	ABC Teacher	S
Southerland, Stacey	Career & Tech Ed Coordinator	S

Stone, Holly	ABC Teacher	S
Stroud, Shona	ECSE Itinerant/Teacher	S
Swift, Kayla	ABC Paraprofessional	S
Taylor, Lisha	ABC Teacher/Director	S
Tittel, Don	Maintenance	S
Tomlinson, Misty	ABC Paraprofessional	S
Thompson, Vanessa	ABC Paraprofessional	S
Trinidad, Sandra	FGP Secretary	F
Victoriano, Damaris	HIPPY Parent Educator	S
Villamil, Maricela	ABC Teacher	S
Wagner, Lee	ABC Paraprofessional	S
Walker, Alisa	ABC Teacher	S
Wallis, Linzi	ABC Site Director	S
Ware, April	Developmental Assistant	S
Watts, Jane	Occupational Therapist	S
Weston, Benny	Director	S
Wheeler, Bruce	Maintenance	S
Whisenhunt, Christy	Literacy Specialist/Dyslexia	S
Whisenhunt, Joan	ABC Teacher	S
Whisenhunt, Linda	ABC Paraprofessional	S
Whisenhunt, Callie	ABC Paraprofessional	S
Willey, Crystal	Secretary	S
Williams, Janet	ABC Teacher/ECSE Teacher	S
Williams, Stacey	ABC Teacher/ECSE Teacher	S
Wise, Cynthia	ABC Teacher	S
Young, Terry	FGP Director	F

DMESC 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.

- A. Does the co-op provide media services to schools? YES X NO ___
- Does the co-op provide delivery to the districts? YES X NO ___
- How many districts participate in the media program? 12
- Do districts contribute dollars to the media services for teachers? YES X NO ___
- How are media charges per district determined (formal or per ADM)? Please describe: \$4.00 X ADM
- Does the co-op operate a “make-and-take” center for teachers? YES X NO ___
- How many teacher visits have been made to the center including duplicate visits? 579
- How many requests have been made for the Ellison Die Cuts? 4069
- How many districts use the co-op to copy and bind their teacher handbooks? 1
- How many districts use the co-op to copy and bind their Student handbooks? 3
- How many districts use the co-op for background checks? 11

ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- Administrators and Local Board Member trainings
- Assessment data analysis
- Bookkeeping Assistance
- Business Management Training
- Computer Technician
- Cooperative Purchasing
- E-Rate Applications
- eSchool and eFinance Support
- Evaluation Procedures
- Gifted and Talented Assistance
- Math/Science/Literacy Support
- Numerous Professional Development opportunities for teachers
- Paraprofessional Testing
- Personnel Application
- Print Shop/Media Services
- Special Education Services
- Technology Training
- Zoom License provided per district
- Carl Perkins Assistance
- Behavior Support Services
- Health Nurse Services
- Fingerprinting
- Dyslexia Support
- Novice Teacher Mentoring/ArPEP
- Migrant Education

DIRECT SERVICES TO STUDENTS

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

- Battle of the Books
- Chess Tournament
- Destination Science Challenge
- Quiz Bowl
- Reading Fair
- Virtual Arkansas
- Occupational Therapy and Physical Therapy
- Speech Therapist
- Behavior Support Services
- Early Childhood Special Education for Ages 3-5
- Foster Grandparents
- Gifted/Talented Programs: 12 participating districts
- Itinerant Teachers – please list areas: Early Childhood, Sp. Ed., Low Incidence Handicapped
- Nursing Services
- ARP Homeless II
- Educational Examiners

ANECDOTAL REPORTS

DeQueen Mena ESC STEM Challenge

The DMESC STEM Challenge is a one-day competition held annually by DMESC that provides teachers, students, and the community the opportunity to experience the importance of STEM education in the world around us. The DMESC STEM Challenge requires students to use creativity and imagination along with science, technology, mathematics and engineering to build or modify an apparatus that performs a practical function. The competition is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 14 different challenges and compete for best performance.

FY22 saw the competition return to a face-to-face format. Four DMESC districts and two out-of-consortium districts participated with a total student participant number of 250.

Quiz Bowl

The DeQueen Mena Education Service Cooperative hosts three regional tournaments for elementary students along with one DMESC Champion's tournament each year. DMESC also participates in an invitational tournament directed jointly with Southwest Education/South Central Service Cooperative (Tri-Co-op Quiz Bowl Tournament) for junior and senior high students. Students are able to apply their classroom hard work and studying and test against their peers. DMESC provides study questions, practice sessions, and tournament question sets for district competitions. The GT Specialist organizes and directs the tournaments for the member schools with the help of the district GT Coordinators. Students demonstrate their knowledge in all content areas including math, science, literacy, social studies and current events.

The DMESC Elementary Quiz Bowl Finals Tournament was held later in the spring and all six regional champion teams participated. The champion and runner up teams received school trophies.

Chess

The DeQueen Mena Education Service Cooperative hosts two regional chess tournaments; one for elementary students (grades 3-6) and one for high school students (grades 7-12) each school year. A chess master is called upon to assist in the competition, and medals are awarded to the grade band champion and to the grade band runner up. Students in both tournaments are able to apply critical thinking skills including; problem solving, abstract reasoning, calmness under pressure, patience, sportsmanship, creative thinking, pattern 16 recognition, and strategic thinking.

DMESC returned to face-to-face chess competitions this year with 44 elementary students competing and 58 high school students competing. Medals were awarded to the champion and runner-up in each division.

Reading Fair

The eleventh annual DMESC Regional Reading Fair returned to an on-campus, face-to-face format this year after a one-year virtual only competition as a result of the Covid 19 Pandemic. This opportunity, as in the past, provided students with a forum in which to share a favorite fiction or non-fiction book creatively with a project utilizing technology. Students were asked to determine central ideas/themes of a text and analyze their development. They also summarized the key supporting details and ideas of the text. Choice of presentation was offered to the students. Creative use of technology has grown tremendously in the past few years. The competition was separated into grade-level competition bands. All levels of competition included an interview in which students were asked to tell about their book projects.

Seven DMESC school districts were represented in the FY23 competition. First, Second, and Third place medals were awarded in each grade for each category (Fiction, Nonfiction).

Battle of the Books

In FY23, the Battle of the Books returned to face-to-face competition. Students in grades 1-3 were given a list of books to read. Teachers encouraged their students to read then selected students to compete on school teams. Students answered questions about the fiction and nonfiction books, identifying the book and author.

Five consortium districts, represented by 129 students and one non-DMESC School, represented by 8 students competed for First, Second, and Third Place School trophies and individual medals for members of the placing teams.

EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each Educational Service Cooperative report the following

information:

EMPLOYED

Number of new males employed by the cooperative for the 2022-2023 school year: **0**

Please provide the number in each of the following racial classifications:

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

Number of new females employed by the cooperative for the 2022-2023 school year: **15**

Please provide the number in each of the following racial classifications:

- 12 - White
- 1 - African American
- 12 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2022-2023 school year: **0**

Please provide the number in each of the following racial classifications:

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

Number of females terminated by the cooperative during the 2022-2023 school year: **0**

Please provide the number in each of the following racial classifications:

- 6 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2022-2023 school year: **0**

Please provide the number in each of the following racial classifications:

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

Number of females seeking employment by the cooperative during the 2022-2023 school year: **24**

Please provide the number in each of the following racial classifications:

- 18 - White
- 1 - African American
- 5 - Hispanic
- 0 - Asian
- 0 - American Indian
- 0 - Alaskan Native

DEQUEEN-MENA EDUCATION COOPERATIVE 2022-2023 SALARY SCHEDULE

Years of Experience	Bachelor's Degree	Master's Degree
0	36,000.00	40,650.00
1	36,500.00	41,150.00
2	37,000.00	41,650.00
3	37,500.00	42,150.00
4	38,000.00	42,650.00
5	38,500.00	43,150.00
6	39,000.00	43,650.00
7	39,500.00	44,150.00
8	40,000.00	44,650.00
9	40,500.00	45,150.00
10	41,000.00	45,650.00
11	41,500.00	46,150.00
12	42,000.00	46,650.00
13	42,500.00	47,150.00
14	43,000.00	47,650.00
15	43,400.00	48,150.00
16	43,800.00	48,550.00
17	44,200.00	48,950.00
18	44,600.00	49,350.00
19	45,000.00	49,750.00
20	45,400.00	50,150.00
21	45,800.00	50,550.00
22	46,200.00	50,950.00

DEQUEEN-MENA EDUCATION COOPERATIVE TEACHER CENTER COMMITTEE

Name	Position	District	Term
MiKayla Mcdowell	Teacher	Mount Ida High	2020-2023
James Jones	Principal	Ashdown Elem	2020-2023
Tammy Tabler	Teacher	Dierks Elem	2020-2023
Gina Rosson	Counselor	Cossatot River	2020-2023
Deric Owens	Superintendent	Caddo Hills	2021-2024
Jennifer Gordon	Librarian	Nashville Primary	2021-2024
Alex Clark	Teacher	DeQueen HS	2021-2024
Tracy Floyd	Teacher	Mena Louise Durham	2021-2024
Janet Coke	Teacher	Mineral Springs Elem	2022-2025
Jennifer Gillam	Teacher	Foreman Elem	2022-2025
Jamie Johnson	Teacher	Horatio Elem	2022-2025
Lisa Daniels	Teacher	Ouachita River Acorn Elem	2022-2025

PROGRAM SUMMARIES

PROGRAM: ADH Tobacco Prevention and Cessation Program

FUNDING SOURCE: Tobacco Prevention and Cessation Program- Master Settlement Tobacco Funds

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING** ___

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River, Cossatot River

PERSONNEL: Cheryl Byrd, RN, Community Health Nurse Specialist

FUNDING STATEMENT:

The Arkansas Department of Education and Arkansas Department of Health partnered to support the role of the Community Health Nurse Specialist. ADH funds the Community Health Nurse Specialist’s salary, travel and reimbursement for nurse’s office space. DMESC provides the necessary office space, secretarial staff, office phone, internet, and printing/copying of educational materials, as well as classroom facilities for in-service. Various equipment, prevention material, instructional aids, and promotional items have also been funded.

PROGRAM GOALS:

The goal of the Community Health Nurse Specialist is to provide Technical Assistance to schools for tobacco prevention and cessation; health promotion and disease prevention; act as a resource for school wellness committees; provide TA to school nurses for health screenings, immunizations, injury prevention, disease prevention, chronic disease management and other school health issues; serve as a resource to communities for child health and public health issues; and to reduce health disparities through awareness. The CHNS informs schools and communities of school health resources, available trainings, and grant opportunities; provides certification training to school nurses for mandated health screenings; identifies and evaluates training needs of school personnel; and develops, coordinates, facilitates and conducts trainings for school nurses, school personnel, students, DMESC staff, local health units and community members. CHNS maintain regular contact with ADE-DESE school personnel, DMESC personnel, Hometown Health Improvement staff and local health units, community resources and healthcare providers, promoting public health through media venues and supporting local public health emergency response efforts.

PROGRAM SUMMARY:

CHNS is a collaborative research-based effort between the Arkansas Department of Education- Division of Elementary & Secondary Education (DESE), and the Arkansas Department of Health to effectively address students’ health, thus improving their ability to learn. By working together, we can help schools start and keep health and wellness activities that build a safe and healthy school setting so students can learn and be at their best. The health and education model we use is the Whole School, Whole Community, Whole Child model (WSCC). This model puts the student at the

center and stresses the importance of communities supporting schools. The Arkansas Department of Health's Child and Adolescent Health – School Health Program includes:

- Obesity prevention/Act 1220 of 2003
- Arkansas State School Nurse Consultant
- School-Based Health Centers
- Coordinated School Health

These programs all work collaboratively within the Whole School, Whole Community, Whole Child (WSCC) Model, which is an expansion of the Coordinated School Health (CSH) framework and includes the Division of Elementary and Secondary Education, Arkansas Educational Services Cooperatives, Arkansas Center for Health Improvement, Arkansas Children's Hospital, amongst many other partners. Coordinated School Health/WSCC is a planned, organized set of health-related programs, policies, and services coordinated at both the district and individual school levels. It emphasizes a unified and collaborative approach to learning and health.

School Health addresses the risk factors determined by the CDC that have the most detrimental effect on children and adolescents to include inadequate physical activity; unhealthy dietary behaviors; sexual behaviors that may result in HIV infected, STDs and unintended pregnancies; alcohol and other drug use; tobacco use and emerging tobacco product use; and behaviors that result in unintentional injuries and intentional injuries. In addition, it is essential to address the management of acute and chronic health conditions in the school setting, ensuring a community member knowledgeable about his disease and effective ways to manage those diseases or conditions ensuring future healthy outcomes.

Major Highlights of the Year:

During the early part of the school year, the focus for 2022, continued to be the ongoing global COVID-19 pandemic, with necessary support for COVID-19 education, prevention, treatment, specifically providing support to schools related to student and school employee cases. POC (Point of Contact) for schools required ongoing support from CHNS with updated education and management of COVID in the school setting. The secondary focus was Intentional and Unintentional Injury Prevention (with a particular interest in suicide awareness), Tobacco Prevention and Cessation, Communicable Disease Prevention, Sexual Health Education, Management of Chronic and Acute Disease in the School Setting, Promotion of Physical Activity and Healthy Nutrition, and Enhancement of School Wellness Committees. Annual school flu clinics held at each school district.

Summer 2022 workshops offered to school nurses:

School Nurse Consultant Annual Update (Oral health) at DMESC

Special Education Conference at DeQueen Public Schools

CPR Instructor Training at DMESC

Mandatory Screening Certification Training

AR School Nurse Association Annual Conference

Youth Mental Health First Aid

School Nurse Academy

DMESC New SN Orientation 2022

Paraprofessional training for those working with students with Special Healthcare Needs

CPR First Aid AED Certification for School Nurse and Early Childhood Educators

PROGRAM: Arkansas Better Chance Program (ABC) Home Instruction for Parents and Preschool Youngsters (HIPPY)

FUNDING AMOUNT: \$4,190,300.00

FUNDING SOURCE: Arkansas Department of Education, Administered by the Arkansas Department of Health and Human Services Division of Child Care and Early Childhood Education

COMPETITIVE GRANT: Yes X No

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

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Mena, Horatio, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Diana Hicks, ABC Program Coordinator (MSE)
Kim Kennemore, Assistant ABC Program Coordinator (MSE)
Jessica Jones, HIPPY Coordinator (MSE)
Cheryl Green, EC Behavior Specialist (MSE)
Mike Richardson, Computer Technician
Andrea Cooley, Secretary

GOALS:

- Provide quality ABC preschool programs on behalf of participating local school districts for identified at-risk, three-through five-year-old children
- Collaborate with local early childhood partners, including Head Start, private early childhood providers and Special Education in order to provide seamless services and information to families and the community and to serve children in the most appropriate environments
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality, early childhood program in the Co-op region
- Provide developmentally appropriate and individualized program to meet the needs of each student enrolled
- Provide home-based early childhood education readiness program using the age and developmentally appropriate HIPPY curriculum to 95 children in Howard, Polk and Sevier Counties to help children develop essential prerequisite learning skills

PROGRAM SUMMARY:

The ABC center-based preschool program provides free quality preschool services to 864 three- and four-year-old children in the co-op region. All programs operate on the local school calendar for total of 178 student interaction days. ABC preschools meet the core quality components as outlined by the Division of Child Care and Early Childhood Education which includes qualified staff, low student to teacher ratio, developmental screening and child assessment, meaningful parent and community engagement activities, quality approved curriculum, and well-trained staff.

The ABC center-based program (ABC) employs 48 lead teachers, 42 paraprofessionals, five directors, two administrative assistants, and one computer technician. The ABC program has 48 classrooms housed at 14 different sites on school campuses in Ashdown, Cossatot River (3), DeQueen, Dierks, Foreman, Horatio, Mena, Saratoga, Mount Ida, Nashville, and Ouachita River (2).

ASSESSMENT:

Assessment data on every child is required for individual planning and for analysis of the long-term effect on children as they progress through entry into kindergarten and completion of fourth grade. Each child is assessed using the Work Sampling System, the instrument specified by DCCECE.

The Work Sampling System (WSS) is designed to help teachers learn about a child's skills, behaviors, and academic achievements in school.

Work Sampling gives teachers the information they need to work effectively with their children, by building child's motivation and self-confidence and for reporting student progress to parents.

The Work Sampling System focuses on seven areas of the curriculum:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

The Work Sampling System is composed of three interrelated parts:

Developmental Guidelines and Checklist – List of age or grade-level expectations that are used for guiding teachers' observations about child's achievements in school.

Portfolios – Collections of child's works to show progress and demonstrate special interest and talents as well as areas in need of development.

Summary Reports – A profile of child's school performance based on the Checklist observations and Portfolio collection. It includes brief comments from the teacher about child's progress, strengths, and areas of concern and is sent home three times per year. The Summary Reports replaces report cards.

2022-2023 outcome reports for our 4 year olds showed more than 72 percent were proficient in all seven areas of the curriculum.

All 48 ABC classrooms have met the criteria for becoming an “approved” Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations and all staff have received the required training for their job title.

Professional Development provided during 2022-2023 school year included:

- Pre K RISE Launchpad implementation 9 hours
- Pre K CDELS
- Two-day Work Sampling initial training for new staff 12 hours
- Work Sampling refresher course for existing staff 3 hours
- Child Maltreatment and Mandated Reporter 3 hours
- The Growing Brain 21 hours
- ECERS for new teachers 6 hours
- ECERS refresher course for exiting teachers 3 hours
- Director Orientation classes for new directors and assistant directors 24 hours
- Early Childhood Inclusion: Every Child Belongs 15 hours
- Conscious Discipline 36 hours
- Book Study on “The Deepest Well” addressing children who have experienced traumatic experiences
- Early Childhood Orientation training covering all required areas of child care 8 hours
- CPR/First Aid
- I’ve Launched, Now What?
- Ruby Payne – Emotional Poverty
- Shawn Brown – EC Role Model
- Pre K EL
- SPED Conference featuring Gerry Brooks/Julie Weatherly
- Increase Learning & Engagement Through Promethean
- AECA Conference Be”you”tiful You
- We Inspire Smart Eating
- Director’s Workshop
- Zoom for New Staff
- Guidance and Behavior Management
- Science of Reading
- PreK Math & Science

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Home Instruction for Parents of Preschool Youngsters is a 2-year home-based educational enrichment program that builds on the natural bond between a parent and child. The home visiting model helps parents with limited formal education prepare their preschool-aged children for successful early school experiences and strengthens the bonds among schools, families, and communities.

Why HIPPY

HIPPY offers parents support, training and materials so they can engage in effective, developmental and fun activities with their children in the comfort of their own homes. The HIPPY program works because it is based on a well-designed curriculum, parents learn by doing and children love the special time with their parents.

The DMEC HIPPY Program is staffed by a HIPPY Coordinator, and four well trained home -based educators and serves 95 families in three counties covering six school districts.

HIGHLIGHTS OF THE YEAR:

PRE-K R.I.S.E Launchpad:

DMESC ABC Program implemented the new Reading Initiative for Student Excellence PRE-K R.I.S.E Program at the beginning of 2021-2022 school year called Launchpad.

Launchpad instruction is used to supplement some of the literacy portions of a full pre-kindergarten curriculum such as phonological awareness.

The Launchpad curriculum developed by Really Great Reading is designed to be implemented the year before kindergarten. The lessons provide playful, developmentally appropriate, targeted instruction in: Oral Language Development, Concepts of Print, Instruction vocabulary, Alphabet Knowledge, Phonological Awareness and Phonemic Awareness.

Lessons are designed to be 15-20 minutes a day. These lessons can be broken down into smaller blocks of time throughout the day.

Launchpad includes 6 hours of asynchronous professional development before implementation and 3 additional hours after 14 weeks of instruction.

When programs commit to implementing Launchpad, they will receive a Launchpad technology license that includes professional development and implementation training, teacher manuals, materials to use with children, and technical assistance from regional early childhood specialists.

Participating programs must commit to completing all training and instruction and providing ADE with data upon request.

DMESC has completed Phase 1-Foundational Literacy Implementation and 9 hours of profession development for all staff.

Phase 2 – LETRS - has been completed by all returning lead teachers and stand-alone directors for a total of 46. Twenty-eight staff members have completed LETRS for Early Childhood Educators through DESE.

Twenty-seven Foster Grandparent volunteers have consistently worked in our ABC classrooms this year helping children who just need some extra one on one attention or need extra help with tasks and they also assist teachers with an extra set of hands to help out in the room or at meal times.

We have been able to send staff to in- person professional development opportunities out of town and to offer on-site training at the Coop during the summer. Several teachers are going to attend an out of state convention by Frog Press to learn more about their curriculum used in the classroom and to network with other teachers around the United States.

Two national speakers were brought in. Ruby Payne on Emotional Poverty while Shawn Brown spoke on being an Early Childhood Role Model.

Our ABC Program was able to acquire 2 additional early childhood grants through the American Rescue Plan to continue to improve our preschool facilities and playgrounds.

Eighteen of our preschool paraprofessionals have participated in the T.E.A.C.H. Early Childhood ARKANSAS scholarship program this school year. Three of them have completed the program to earn an Associate of Applied Science in Early Childhood. This program is beneficial to our program because it allows students to attend classes while only paying 5% of the cost of tuition and fees each semester and it provides paid release time to the participants and provides a \$300 bonus to scholarship participants at the end of the contract. Once the participant has received their AA degree their pay is increased to reflect the additional degree on their next year contract.

We currently partner with REACH University. We have two staff members currently getting Bachelor Degrees in Early Childhood through this program.

PROGRAM: ARKANSAS PROFESSIONAL EDUCATOR PATHWAY (ArPEP)

FUNDING SOURCE: ADE GRANT

COMPETITIVE GRANT: YES: X NO: _____

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Forman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Christy Whisenhunt, Literacy Specialist
Brian Schuller, Science Specialist
Lisa Schuller, GT Specialist/Literacy Specialist
Andria Miller, Math Specialist
Shannon Miller, Math Specialist
Karla Byrne, Literacy Specialist
Kelli Parson, SPED LEA
Allison Mears, BSS
Tyra Hobson, Instructional Technology Coordinator
Dana Ray, Assistant Director/Teacher Center Coordinator
Amy Montgomery, Recruitment/Rentention Specialist/ArPEP Coordinator

GOALS:

To prepare learner-ready teachers to meet the growing demand of the teacher pipeline
To train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning

PROGRAM SUMMARY:

The Arkansas Professional Educator Pathway (ArPEP), a nontraditional licensure program, is an alternative route to teacher licensure administered by the Department of Elementary and Secondary Education. Enrollment in this program allows a candidate with a bachelor's degree or higher to be employed as a classroom teacher while completing the necessary requirements for a Standard Arkansas Teaching License. DMESC is host to ArPEP Year 1 and ArPEP Year 2 participants in order to assist the needs of our schools in hiring qualified candidates.

MAJOR HIGHLIGHTS OF THE YEAR:

DMESC was approved to be an ArPEP site.
Nine candidates participated in the first ArPEP Year 1 cohort at DMESC and were employed as classroom teachers serving five school districts in the cooperative area.
ArPEP Year 1 classroom teachers received individualized support from the Recruitment and Retention Specialist/ArPEP Coordinator and Content Specialists.

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PERSONNEL: Behavior Support Specialist Coordinator – Sheila Smith, Ph.D.,L.P., BCBA-D
Behavior Support Specialist: Shana Bailey, M.S.
Jennifer Brewer, Ed.S.
Julie Butterworth, M.C.D., CCC-SLP, BCBA
Sandy Crawley, M.S.E.
Kelly Davis, M.Ed., BCBA
Sonia Hartsfield, M.Ed.
Audrey Kengla, M.S., CCC-SLP
Amanda Kirby, M.S.E.
Kat Lancaster, M.A., CCC-SLP
Lindsey Lovelady, M.S., BCBA
Allison Mears, LPC, BCBA
Sarrah Petray, Ed.S
Nicheyta Raino, M.Ed., BCBA
Jenna Stapp, M.A.T.
Connie Thompson, M.Ed., BCBA
Mary Walter, Ed.S.

PARTICIPATING DISTRICTS: Statewide

GOAL:

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

BX3 PROJECT

GOAL:

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

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

PROGRAM SUMMARY:

The Arkansas Behavior Support Specialist (BSS) affiliated with the Arkansas Department of Elementary and Secondary Education (DESE) – Office of Special Education lead the state-wide initiative, the BX4 (Behavior eXtreme 3 – Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goals(s) and action plans.

MAJOR HIGHLIGHTS OF 2022-23:

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

CIRCUIT**GOAL:**

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2022-2023:

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

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2022-2023:

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

ADDITIONAL BSS HIGHLIGHTS OF 2022-2023:

Presented at Arkansas School Psychology Association Conference

Presented at SEAS Conference

Presented at Arkansas Association of Alternative Educators Conference

Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments

Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2

9 BSS attended the PBIS Leadership Forum

2 BSS attended the LRP Institute Convention

Served on DESE Leadership Team for Arkansas THRIVE

Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)

Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy (1/2023, 3/2022, 6/2022)

PROGRAM: Career and Technical Education

FUNDING AMOUNT: \$321,695.39

FUNDING SOURCE: Arkansas Department of Career Education (\$50,000)
Perkins Federal Funding (\$321,695.39)

COMPETITIVE GRANT: Yes No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Stacey Southerland, CTE Coordinator (MS)

GOALS:

- To provide students with the opportunity for high quality Career & Technical Education exploration, guidance, support, and content knowledge through a sequence of courses in a career pathway that results in a credential that provides employability.
- To provide Career & Technical Education teachers access to high quality professional development, Perkins approved projects and equipment to enhance student achievement and to fully implement CTE programs of study.
- To ensure that the DeQueen-Mena Perkins Consortium is meeting targets for all Perkins Performance Indicators and implementing Arkansas Division of Career Education Initiatives.

YEAR END NARRATIVE:

The Career & Technical Education program at DMESC supports CTE Education among Perkins consortium and non-consortium schools. This support is focused on Perkins Indicator achievement, student and teacher growth and the administration of consortia funding. In the 2022-23 FY DMESC was also awarded multiple Innovation and Non-Traditional grant opportunities in addition to the regular support. These grant awards were in addition to the annual Perkins grant awards, and are available for submission on a voluntary basis by CTE Coordinators.

2022-23 Non-Traditional/Innovation Grant Awards:

Be A Model, Break the Mold - \$ 38,400.00 Non-Traditional (Year 2 Award)

The fiscal responsibilities of this grant was administered by DMESC and was awarded to three education cooperatives, DeQueen-Mena, Southwest and SouthCentral to host five hands-on non-traditional career exploration events in collaboration with the Post-Secondary institutions in their areas.

DMESC partnered with UA Rich Mountain and UA Cossatot for events held in the Fall and Spring Semester.

Southwest partnered with UAHT for one event held in December.

SouthCentral partnered with SAU, Magnolia for a November event.

All females in grades 9-12 who are enrolled in schools in any of the three cooperatives areas could choose a location to attend. Through the five locations 187 female students attended and were provided with hands-on activities in welding, machine tool technology, automotive repair, industrial PLC coding and robotics. These events partnered with regional businesses such as Nidec, Airgas and Texarkana Chamber of Commerce.

Girl Power - \$ 130,000.00 (Year 2 Award)

This grant was awarded to DMESC for non-traditional career exploration for female students as an extension of Be the Model, Break the Mold. The expanded version of the year one event showed immense growth. The year two event included two neighboring cooperatives who help their own event and then a Regional Girl Power where the cooperatives partnered with Ledwell, Inc to have an event where the local contestants brought projects for a regional winner. The year two event where the local contestants brought projects for a regional winner. The year two event was similar in that the students were required to use the CNC technology at their district that was purchased with grant funds. Many businesses supported the event through participation or by donations for student prizes. Ledwell, Southern Sportsmen, Sterling Machinery, Farm Credit, Ashdown Machine Shop, New Millennium, Southern Aluminum, Wooden Spoon, Mayo Manufacturing, American Fidelity, Hydro, SADA, Amfuel, Lockheed Martin and Domtar were business who supported the contest across the three Co-ops Post-Secondary partners were UA Cossatot who presented their programs to their participants and awarded a \$500.00 tuition waiver to the first place CNC Cutting winner. UA Rich Mountain awarded a \$500.00 tuition waiver to the CNC Laser winner.

DeQueen STEM Camp \$25,000.00

This grant funded the purchase of two Glowforge units placed in the Computer Science program at DeQueen High School. The CS students are creating projects that will be used in an after school event this Spring to recruit middle age students into career exploration in STEM and into the CS program.

Career Exploration for Alternative Population \$4000.00

This grant will provide funds for DMESC to host a transition/career fair exploration event for students that may need more resources and structured help to transition from school into being a community citizen. On April 25th DMESC will host students from member districts for our first Career Preparation Day. Partnerships are being formed to increase the knowledge and resources available for our students and teachers.

Program Summary:

The Career & Technical Education (CTE) program at DMESC supports Career & Technical Education for participating member schools via the CTE coordinator, Perkins approved projects are written and implemented in accordance with Perkins law, DCTE initiatives and aligned with the required CLNA (Combined Local Need Assessment) document. The CTE coordinator consults stakeholders which include teachers, parents, business and industry and local agencies who have a vested interest in workforce needs and Career & Technical Education. The CTE Coordinator collects and reports completers and placement data for consortium members, provides budgeting and allocation of funds, develops regional partnerships with stakeholder groups, assists districts with new program start up grants, assists in maintaining approved programs of study and supports teachers

with high quality professional development. Technical assistance for CTE programs is provided to teachers and administrators in the area of:

- New and expanded program development
- Start-up grant application assistance and submission
- Career pathway alignment between Secondary and Post-Secondary Partners
- Programs of study approvals
- Curriculum frameworks
- Crosswalk of core academics and CTE standards
- Innovation Grant applications and implementation of funded projects
- Planning and delivery of specialized professional development
- Planning and development of program area specific professional development
- Purchasing and tracking of program specific equipment
- Teacher licensure and support of novice CTE teachers
- Regional Advisory councils, Stakeholder Meetings and workforce development
- Strong Business Community relationships

Perkins Activities:

Each fiscal year the implementation of the Perkins grant requires numerous stages. The CTE coordinator conducts a needs assessment, gathers data from teachers and provides resources for teachers using Perkins funds. Projects that are written annually are those that support teachers with professional development, funding support for teachers in CTSO events, curriculum support for more rigorous instruction and support for student certifications which are an indicator of program quality.

In addition to the projects that support annual needs for CTE teachers, this year a Grow Tower project was written to support FACS and Ag teachers who wished to use them within their curriculum.

One Agriculture show received a CNC Plasma Cutting System and five districts received CNC laser systems. Mena, Foreman, Horatio, Mount Ida, Caddo Hills, and Nashville received CNC equipment for Agriculture Power & Structural programs of study.

FACS Consumer Service POS received DTF printers, automatic heat presses and Glowforges to expand the products the students are producing for retail sales.

The DeQueen FACS department received a Janome Horizon Memory Craft Quilting/Embroidery in one machine to expand opportunities for students to explore embroidery, quilting, home décor and producing garments faster, easier and more accurately by using this machine.

DMESC Culinary Arts and Food Production programs of study which include Ouachita River Acorn High School, and Caddo Hills High School received a freeze-dry machine. The Harveright Freeze Drying Machine will help students identify and demonstrate food nutritional science, how to prepare and package products properly, nutritional values, and can give students an opportunity for hands-on learning to acquire skills that can be transferable to the workplace.

DMESC Digital Marketing programs of study at Horatio, Mineral Springs and Cossatot River received Glowforge Pro Lasers to give students the ability to 3D print, cut, score, and engrave

materials right in the classroom. The Glowforge provides students the opportunity to produce innovative products for advance marketing projects. Students will experience new technology that builds real-world skills that will serve them far beyond the classrooms.

DMESC Animal Service program of study at Mena, Nashville, Horatio, DeQueen and Cossatot River received a MagnaWave Pulsed Electromagnetic Fields (PEMF) machine which will allow teachers and students equipment to study and practice new innovative ways to provide optimal animal health.

The CTE Coordinator provides assistance to districts wishing to begin new programs of study by writing Start-Up Grants to purchase equipment requéed to teach the program. Awards for this year include:

Mineral Springs, Family & Consumer Science – Consumer Services \$43,846.00

Caddo Hills – Culinary Arts & Food Production - \$73,128.00

DMESC CTE Coordinator strives to grow professionally by being an active member of Professional Organizations holding board seating with ACTE and AACTEA. A close relationship is maintained with DCTE to ensure effective implementation of the DMESC Perkins Consortia Grant as well as a thorough implementation of DCTE initiatives.

PROGRAM: Commercial Driver License Third Party Testing

FUNDING AMOUNT: \$0

FUNDING SOURCE: Local Funding

COMPETITIVE GRANT: Yes No

RESTRICTED FUNDING: **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: DMESC School Districts

PERSONNEL: James Davis, Bus Garage Manager, Mena Public Schools

GOAL: To reduce costs and travel of school districts when licensing bus drivers.

PROGRAM SUMMARY:

A need was identified by local school districts to provide a site and evaluator to conduct Commercial Driver License tests for public school bus drivers as required by law. A current Mena School District Employee received training and is now certified to perform as a Third Party Tester. After completing an application with the Arkansas State Police, DeQueen-Mena Education Service Cooperative now offers to its school districts a central location to conduct the driving portion of the CDL licensure at a reduced cost and travel time.

PROGRAM: Vector Solutions LMS

Online bus training and compliance management system for meeting the new federal requirements for potential beginning CDL drivers. This is a new federal mandated training which is a prerequisite for being able to take the CDL test.

GOAL: This program was acquired through a combined effort by all ESC's in Arkansas. This allowed for our districts to have a greatly reduced cost per district rather than if they would have purchased it themselves. DeQueen-Mena serves as the Administrator Site.

PROGRAM SUMMARY:

This program helps schools comply with the moving ahead for progress in the 21st Century Act (MAP-21) that impacts all new drivers who must have a class A or B commercial driver's license (CDL).

PROGRAM: Digital Learning – Virtual Arkansas (2022-2023 Academic Year)

FUNDING SOURCE: ADE Grant - Act

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PARTICIPATING NORTHWEST ARKANSAS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director; MS+30, BS

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

Dr. Michael Lar: Virtual Arkansas Director of Operations; BS, MBA, ABD

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

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

Jason Bohler: Core Campus Director; MA, BA

Ellora Hicks: Concurrent Credit Campus Director; MS+30, BA

Christie Lewis: CTE Campus Director; BBA, MS

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

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

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

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

GOALS:

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

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

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

Goals	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> Virtual Arkansas made courses available to all high-poverty districts with 70%-100% free and reduced lunch population. 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.
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> 60% of all Virtual Arkansas Content + Teachers Enrollments were from districts designated as rural Virtual Arkansas had 21,671 enrollments from Districts designated as rural VA provided educational options and opportunities to all rural districts and utilized by 99% of all districts designated as rural 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts This is particularly important for smaller districts, as they have many courses only available during certain periods of the day.
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> 34 CTE courses were provided to 6,554 CTE enrollments VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of four campuses:

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

MAJOR HIGHLIGHTS OF THE 2022-2023 SCHOOL YEAR – VIRTUAL ARKANSAS

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program
- Conducted heart dissection labs with Anatomy & Physiology students
- Provided parent orientation webinars and informational webinars throughout the school year
- 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
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth
- Partnered with ADEs Computer Science Unit to design and develop three additional Computer Science Courses
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching Endorsement. Virtual Arkansas has 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.

- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning

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

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 330 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- Virtual Arkansas Students had a 90.0% Pass Rate
- 14,319 Unique Arkansas Students Engaged in 35,885 Content + Teacher Enrollments
- 32,274 Credits Earned
- 78% of Virtual Arkansas teachers have Master’s degree or above
- 146 Content + Teacher courses available to students throughout Arkansas
- 2,728 Concurrent Credit Enrollments Earned 8,124 College Concurrent Credit Hours
- 85% of Concurrent Credit Enrollments from Rural Districts
- Career and Technical Education: 6,847 Enrollments Over Two Semesters in 34 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 2,049 Computer Science Enrollments from 190 Arkansas Schools
- 1,827 Advanced Placement Enrollments
- 99% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments from Districts Classified as Rural

PROGRAM: DMESC Leadership Forum

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Amy Montgomery, Recruitment/Retention Specialist, MSE

PROGRAM SUMMARY:

Leadership Forum- After surveying principals in the co-op, it was determined that a designated time was still, if not more, needed for principals and assistant principals to meet to discuss topics and issues in their buildings and districts. DMESC coordinated and funded this support for our leadership and renamed the group/meetings as DMESC Principals' Leadership Forum. Consultant John Wink met with our co-op principals and assistant principals, twice (September and January) face to face on the topic *Supporting Teachers for Excellence in Every Classroom* and monthly PLC's with John Wink via Zoom . DMESC provided Zoom or Google Meet options for building level leaders to meet monthly as well. Topics included SoR pathways, professional development, student engagement and teacher retention. Guest speakers included DMESC specialists, DESE representative, U of A Impact Fellowship -Kevin Beaumont, HSU- Dr. Holly Cothren, State CS Specialist, Ashley Kincannon and PD opportunities among other guests throughout the year.

OVERARCHING GOALS: The DMESC Principals' Leadership Forum will provide opportunities for:

- networking with other principals around best practice and solving problems of practice
- improving knowledge and skill in a variety of leadership areas
- improving knowledge and skill around curriculum, instruction, and assessment

GOALS SPECIFIC TO 22/23 SESSIONS:

- Student Engagement
- Teacher morale and retention
- SoR Coding for teachers/Dyslexia intervention/Reading Programs Approved List
- HQIM
- Trauma Informed Practices
- Teacher Excellence

PROGRAM: Early Childhood - Behavior

FUNDING AMOUNT: \$0

FUNDING SOURCE: Arkansas Department of Education, Special Education

COMPETITIVE GRANT: Yes: No: X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Cheryl Green, MSE, Special Education, Educational Examiner

GOALS:

- Provide quality behavior management/intervention services to all children ages three through five in each school district in the co-op region
- Assist and/or create behavior modification plans/techniques designed for each child
- Offer parental training to parents with a child that shows behavior related issues
- Provide quality professional development training to administrators, teachers, and other personnel in the co-op region
- Decrease the number of students requiring behavior intervention services upon entry to public school

PROGRAM SUMMARY:

The Behavior Specialist’s services are available to all children ages three through five in the DMESC Co-Op. Services are provided to the following programs: Arkansas Better Chance (ABC), CDI Head-Start, Home Instruction for Parents with Preschool Youngsters (HIPPY), Private Preschools under the direction of School Districts, Early Childhood, Head Starts, EIDT facilities, and private day care centers. The BS receives request from program directors after the required documentation is completed by classroom teachers. Once a request has been received, the BS works in conjunction with the preschool staff to identify and provide needed support for the student. 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 identification and programming of specific behavior disorders (Autism Spectrum Disorder Screeners and Attention Deficit/Hyperactivity Disorder Screeners)
- On-site coaching to assist in the development of educational programs tailored

- specifically for a particular child's needs
- Professional development opportunities on evidence-based interventions

MAJOR HIGHLIGHTS OF THE YEAR:

- Provided parent training individually and as a group
- Worked closely with Project Play (State Program through UAMS: Partnering with Early Childhood professionals to promote social-emotional health of Arkansas' children)
- Worked closely with Cornerstone Community Counseling and Impact Therapy in the referral and treatment of preschool students that need mental health services
- Attended state early childhood behavior zoom meetings with other EC behavior specialists from around Arkansas
- Received professional development hours in behavior support from state Behavior Support Specialist
- Provided Professional Crisis Management Training to preschool staff
- Provided onsite consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, behavior intervention planning for 17 children in the 12 school districts served.

PROGRAM: Early Childhood - Special Education (ECSE)

FUNDING AMOUNT: \$1,220,753.75

FUNDING SOURCE: State, Federal, and Local Early Childhood Special Ed

COMPETITIVE GRANT: Yes - ___ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Diana Hicks, Early Childhood Coordinator (MSE)
 Kim Kennemore, Asst. Early Childhood Coordinator (MSE)
 Cheryl Green, Early Childhood Behavior Consultant (MSE)

GOALS:

- Locate, evaluate, and identify three through five-year-old that are suspected of having a disability on behalf of each school district in the co-op region.
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality early childhood program in the coop region.
- Collaborate in planning with the LEA’s and superintendents in their districts for implementing activities to ensure the identification of eligible children.
- Provide services to eligible children in accordance with individual education plans developed for children with the least restrictive environment being the primary concern.
- Ensure that the provisions of a Free and Appropriate Public Education (FAPE) are met for eligible students, ages 3-5, with disabilities.
- Provide a seamless system of transition services from Early Intervention into school district kindergarten programs.
- Decrease the number of students requiring special education services upon entry to public school.

PROGRAM SUMMARY:

- The Early Childhood Special Education Program (ECSE) employs eight itinerant preschool special education teachers, one part-time Early Childhood Behavior Specialist, three developmental assistants, two Early Childhood Speech Pathologist, two full-time contracted speech pathologists, five contracted part-time speech pathologists, four part-time contracted OT’s, two part-time contracted PT’s and four development assistants to provide services across our co-op region.
- EC Coordinator supervises ECSE staff, locates and sets up qualified related services providers to provide occupational, physical, and speech therapies, handles all state and federal reporting of special education data, provides technical assistance to staff, schedules

relevant professional development to meet the needs of children served, and disseminates information to local agencies, districts, and private child care providers.

- ECSE has received and processed 277 referrals with 209 of them resulting into ECSE placement for 2022-2023.
- Total number of children served with an individual education plan (IEP) for 2022-2023 was 342 children, 21 % increase in number of children placed:
 - Dierks 17
 - Mineral Spring 16
 - Nashville 60
 - Ashdown 34
 - Foreman 1
 - Caddo Hills 14
 - Mount Ida 16
 - Mena 56
 - Ouachita River 20
 - Cossatot River 13
 - DeQueen 79
 - Horatio 16
- Local ABC Programs served 66%, local Head Start Programs served 6%, licensed child care facilities served 6%, local DDS centers served 20% and appointments at various locations accounted for 2%.
- Children were eligible under the following Early Childhood categories: 65% non-categorical/preschool disabled, 30% speech language impaired, <1% vision impaired, orthopedic and traumatic brain injury, 4% autism.
- ECSE teachers and speech pathologists hold transition conferences in the spring to plan for children with disabilities to ensure seamless services.
- Program transitioned 192 children in the spring from ECSE to K-12 program. 13 children have been dismissed from program and will require no services in kindergarten. Many others were at age level in several areas but failed to meet the criteria for dismissal from special education in all areas.
- Collaboration and coordination is on-going with the twelve participating districts and communities through school district visits and meetings with local education supervisors. Early Childhood staff provides developmental screenings at the beginning of each school year for 3-5 programs and upon request throughout the year from parents, physicians, Department of Human Services, licensed child care providers and other interested parties who suspect a child may have a disability.

MAJOR HIGHLIGHTS OF THE YEAR:

- Conducted 1030 preschool developmental, speech, hearing and vision screenings throughout the cooperative area
- The December 1, 2022 child count was 342
- Children served with IEP's mastered 71% of their goals and objectives for the school year
- Contracted with Arkansas Children's Hospital for direct Audiology services for children including hearing screenings and evaluation
- Continued collaboration with all head starts, Arkansas Better Chance, HIPPPY programs, private child care providers, related service providers, mental health centers, public schools

and Department of Human Services throughout our cooperative area

- Transition books/packets provided to 192 preschool children entering kindergarten
- Provided professional development opportunities for Special Education Summer Conference featuring Julie Weatherly & Gerry Brooks
- ADE Special Education Update
- Parent Involvement
- Shawn Brown – EC Role Model
- Ruby Payne – Emotional Poverty
- The Deepest Well Book Study
- Inclusion: Every Child Belongs
- ASEP

PROGRAM: Foster Grandparent Program

FUNDING AMOUNT: \$462,683

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes - X No -

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

PARTICIPATING DISTRICTS: Ashdown, Booneville, Charleston, Clarksville, County Line, Cossatot River, DeQueen, Foreman, Horatio, IBCEC, M.A.C., Mena, Mineral Springs, Nashville, Ouachita River, Ozark, Polk County Development Center, Scranton, Van Buren, Westside.

PERSONNEL: Terry Young, Project Director
Ann Frachiseur, Volunteer Coordinator
Nelda Scoggins, Volunteer Coordinator

GOALS:

- Enable men and women 55 years and over to remain active and find ways to serve their schools and community.
- Enable students with special needs, mental and physical, or emotional, to improve academically, developmentally, and socially.

PROGRAM SUMMARY:

The Foster Grandparent Program is a federally funded program whose purpose is to offer senior citizens the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours of weekly service to community organizations such as schools and preschool programs.

MAJOR HIGHLIGHTS OF THE YEAR:

Twenty-two grandparents were added to our program this year. Two new school station sites were also added.

Our program applied for and received an additional \$20,000 for funding of the program.

Seventy-two foster grandparents tutored and mentored 507 students from preschool to middle school. Eighty-seven percent of our students in grades K-12 assigned to a foster grandparent showed improvement in their delayed areas.

Forty-eight hours of annual in-service training were provided to each foster grandparent enrolled in the program.

All of our grandparents contributed snacks to make snake baskets to provide to volunteer fire departments as part of their 911 Service Project in September.

Over fifty blankets were made by our foster grandparents and donated to cancer centers throughout Arkansas for Martin Luther King Service Day.

Thirty-eight of our foster grandparents have signed up for our annual Foster Grandparent Summer

Conference at DeGray State Park and Lodge with the other FGP programs from our state. During the conference they will receive additional training in everything from literacy training to understanding children with traumatic behavior disorders to keeping themselves secure in public places. They will also be recognized for their service to the communities and be able to network with other foster grandparents from the state.

Our Project Director, Terry Young and Volunteer Coordinator, Ann Frachiseur will be attending the National Americorps Seniors Conference, this summer in Washington DC for additional training in our volunteer program.

PROGRAM: Gifted and Talented Education

FUNDING AMOUNT: \$ 30,000

FUNDING SOURCE: Arkansas Department of Education, Local Districts

COMPETITIVE GRANT: Yes: X No:

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Lisa Schuller, Gifted Ed. Specialist

GOALS:

- Goal 1: Reduce the equity gap for students receiving gifted services
- Goal 2: Increase opportunities for students to participate in enrichment in various forms.
- Goal 3: Increase the capacity of districts to meet the needs of gifted learners.

YEAR END NARRATIVE:

As a result of efforts by DESE, DMESC, and consortium member school districts, gifted and talented programs have strived to better identify traditionally underrepresented student populations that better match total district demographics and ensure greater equity. The DMESC GT Specialist worked with each district coordinator in calculating the most current program data. Our June 17, 2022 ([agenda](#)) meeting included a segment of time in which coordinators were led in analyzing current equity gaps using this year’s data (ADE Data Center) and making comparisons to previous years’ percentages and denoting trends. Options for next steps for districts to alleviate equity gaps in student populations were then explored.

During FY23, enrichment opportunities varied to meet the needs of diverse learners. We returned to all face-to-face competitions.

- Quiz Bowl regional and championship tournaments were held for elementary grade students. Newly added for the 2022-2023 school year were two new invitational Quiz Bowl tournaments: a junior high tournament and a senior high tournament. These tournaments gave more competition opportunity to our DMESC Consortium students in grades 7-12.
- Chess tournaments held on the DMESC campus (elementary and secondary) saw over 100 students competing.
- The DMESC STEM Challenge resulted in 250 students across grades 3-12 competing for medals in thirteen events and scholarships awarded by local universities.
- Literacy Competitions, Battle of the Books and Reading Fair provided a venue for students in grades 1-12 (Battle of the Books) and Reading Fair (4-12) to impress with their knowledge of books and skills and creativity in presentation.
- Girl Power to the Max: females exploring non-traditional career fields through competitions,

and various career exploration opportunities provided information and awareness about diverse occupations.

- Funded AEGIS programs were disseminated to districts for student consideration.
- Arkansas Governor’s School was offered competitively as a unique experience aligned to student potential.

The GT Specialist supported districts with technology integration in classroom learning, student events, and special projects. This support came in the form of face-to-face observations and participation, events moderating, and through devices and materials lending (iPads, robotics, heat press and Cricuts, etc.). Information regarding opportunities was disseminated in a timely manner; i.e. Rubric’s Competitions, Vlogging, experiences, virtual chess, and passion projects. Coordinators who attended last year’s presentation by Economics Arkansas (including the Stock Market Game) saw several additional opportunities for students and teachers including virtual experiences for both students and teachers throughout the school year.

In increasing the capacity of districts to meet the needs of gifted learners during FY23, a GT Networking and Workday was held before the beginning of the 2022-2023 school year, four regular GT Coordinator meetings during the school year, and a GT Program Approval Workday was held on October 7, 2022 ([483668](#)) all gave district coordinators the opportunity to ask questions and discuss issues/concerns and provided a venue in which to share best practices for teaching gifted students. A shared google [calendar](#) of GT events provided district GT Coordinators with information about student events, deadlines (Program, Approval Application, scholarships, student opportunities, etc.), and registration links to regional and state conferences (AAGEA, AGATE) and virtual opportunities, etc.

FY22 was the final year for districts to utilize Pre-AP courses to satisfy the requirement for both identified gifted and non-identified students under the old plan. Two districts partnered with College Board and offered Pre-AP courses. The GT Specialist assisted other districts in choosing a different program option that would satisfy GT rules and regulations – and assisted the district in acquiring training for teachers to meet the requirements for teaching courses. The GT specialist both helped in the location of APSIs and also presented differentiation training to teachers as needed.

No onsite FY23 Technical Assistance Visits (TAVs) were conducted by DESE, OGTAP.

TRAINING AND SUPPORT (including but not limited to):

- GT Coordinators Meetings
- On-Site Visits by DMESC Specialist
- Differentiation Training
- Data Disaggregation
- Identification Review
- Evaluation Review
- Student Enrichment Opportunities
- GT Program Evaluation Assistance
- Networking
- Support for Administrative Arrangements for GT
- Review of GT Services for Administrators

- Mentor for New Coordinators
- Liaison with OGTAP/DESE

MAJOR HIGHLIGHTS

- F-t-F QuizBowl
- F-t-F Chess Tournament
- STEM Challenge
- Emphasis on underrepresented populations for GT identification
- Data Analysis
- Emphasis on Affective Domain

PROGRAM: **Instructional Technology**

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services
Division, Technology Department

COMPETITIVE GRANT: Yes: X No:

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen,
Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida,
Nashville, Ouachita River

PERSONNEL: Tyra Hobson, M.S.E.
Briana Robinson, Administrative Assistant

GOALS:

- Positively impact student achievement by building the capacity to respond to cyber-threats that could compromise both instruction and student data.
- The Technology Coordinator will conduct face-to-face or virtual meetings, offered to co-op, district, or school technology staff.
- Meet additional technical and/or instructional technology needs of the co-op and area districts.

YEAR END NARRATIVE:

DMESC’s technology coordinator has been an integral part of pushing out cybersecurity awareness and what steps to take during a cyber event. As part of the ACTC team, they created a new state-wide COOP (Continuity of Operations Plan) template for districts to use that includes a Cyber Response Plan that was not there in the past. The ACTCs also created a Data Responsibility PD that will be integrated into Summer PD. The technology coordinator took over the social media for DMESC this year. A social media presence is important to us because it provides an efficient and effective way to communicate with our community, build relationships, establish a strong brand identity, and attract new staff to our districts. Using ARP funds, the technology coordinator undated the J Frank Scott STEM Center to the main conference building and created a STEM Hub that will be utilized by specialists, teachers, and students. In addition to offering virtual and face-to-face PD, the technology coordinator provides her PD content online so teachers can access it at any time.

ARP GRANT

We have succeeded in our goal to create a STEM Hub that will be utilized by teachers and students to prepare students for college and career readiness. I have worked hard to wisely spend funds from our ARP technology grant to future-proof DMESC. Purchases made with the grant to date:

- STEM Hub flexible seating, makerspace furniture, and equipment including a glowforge, laptops, Chromebooks, iPads, Promethean Interactive Panel, and a desktop computer for our new J Frank Scott STEM Center.
- Projectors, 75” TV displays, network adapters, audio/visual equipment, extension cords,

power towers, and networking adapters for both the conference center and Grand Hall. Additional 24” monitors for each conference room.

- New fiber installed, setup and mobilized to our new building

SOCIAL MEDIA

We have increased our social media presence to improve communication and assist in building stronger relationships with our districts, teachers, and the DMESC community. We converted our social media software development to Apptegy. Through social media, we are showcasing the achievements of our specialists, school districts, preschools, and special services by highlighting important initiatives and events. We have updated our logo and we are using social media to establish and maintain our brand identity, conveying the importance of #thinkcoop1st. By creating a consistent presence across social media platforms, DMESC can convey its values, mission, and goals to the wider community, and create a positive image and reputation. We also want our social media presence to be an effective tool in reminding our teachers to reach out to us first for support and in recruiting new teachers in our area. By showcasing our achievements, facilities, and opportunities, social media can attract potential teachers and students into our districts.

Facebook:

- From 1-1-2023 to 4-20-2023 our DMESC Facebook page has reached over 27,000 views which is an increase of 89.37%.
- During the same time period, we have seen a 160.4% increase in DMESC Facebook page visits.
- During the same time period, we have seen an increase in 240% in new likes.
- In the past 90 days, we have had an increase in Facebook engagement of 161.3% with viewers posting reactions, comments, or shares.

ACTC

As chair of ACTC, it has been a vital part of the job to remain in constant communication with DESE, CIRT (Cyber Incident Response Team), and DMESC School Tech Coordinators up-to-date and informed on state-wide technology issues, especially with the increase in cyber attacks in education. The technology coordinator meets virtually and/or face-to-face at least once a month with the ACTC (Arkansas Cooperative Technology Coordinators) to stay up-to-date with DESE and state-wide technology issues. Cybersecurity, EDRs, MDRs, and phishing campaigns are among the main topics of discussion, and updates are given by CIRT on Arkansas’ P-12 CIRT listserv. During meetings, any cyber threats that occurred are discussed, and how they were resolved. This allows the technology coordinator the opportunity to forewarn our districts of attacks via the DMESC School Tech listserv. ACTCs collaborated with DESE to push out a state-wide Security Awareness Insider monthly newsletter that provided privacy and security alerts. The technology coordinator took the March edition to share information regarding Best Privacy Practices for APPS in the Classroom. She also took part in the statewide training initiative on cybersecurity that included training sessions at Tel-Ar, WRS Summit, and Cybersecurity Threat Hunting.

PROFESSIONAL DEVELOPMENT

The technology coordinator at DeQueen Mena Education Service Cooperative provides professional development in instructional and informational technology for all participating school districts. She revised and customized all of the technology integration Summer PD to utilize digital tools for online

and blended learning. She has also integrated data responsibility into her workshops. Teachers could choose between synchronous and asynchronous professional development. She updated and housed all digital PD on the website to allow teachers to refer to it throughout the year when needed. The technology coordinator will also provide Google for Administrators at the DeGray Administrators conference as well as the ADE Summit. She also collaborated with other ACTC Instructional Technology Specialists in the state to offer technology integration workshops at the AIIA conference, HSTI, and ADE Summit.

DMESC LMS (LIBRARY MEDIA SPECIALIST) FORUM

To further support our schools in cybersecurity awareness, the technology coordinator began meeting with DMESC library media specialists this year to provide them with resources that integrate CIPA compliance and digital citizenship for students. The first meeting was so successful that we are now meeting at least once a semester and she will provide Summer PD specifically to this group. She created a DMESC LMS Listserv that they are using to share resources and ask questions. The technology coordinator researches the latest digital citizenship and internet safety curriculums, programs, and sites for K-12 and makes these resources available online and in a slide deck, CIPA Resources, to all our districts. In addition, she offers to secure and maintain a copy of each district's CIPA compliance document.

DMESC SCHOOL TECHNOLOGY COORDINATORS

The technology coordinator met six times with DMESC school technology coordinators and their teams this year. The main topic of discussion for each meeting were cybersecurity, EDRs, COOP plans, vendors, and school technology policies. We spend collaboration time troubleshooting and providing each other assistance with network, hardware, and software issues. DESE secured a 3-year license for school technology staff to Skillset accounts. The technology coordinator will manage the DMESC accounts. Skillset is an excellent resource for seeking new certifications and a good resource for refreshing old skills. Krissy Cross, APSCN LAN Support Manager with DIS, also debriefed DMESC school techs on cyber events in Arkansas and how they could be prevented. Our school techs report suspicious activity to the technology coordinator, and in turn, she reports the issue to CIRT. She was able to report issues from our districts and provided them with assistance this year. The school techs continue to use the DMESC School Techs Listserv to push out important updates, and it has proven to be a safe place for them to reach out to each other for help and guidance.

PRE-SCHOOL

The new remote access and service ticket system for our preschool locations on each campus have significantly reduced the number of calls and complaints to the Early Childhood Coordinator.

ZOOM

DMESC strives to keep member school updated on technology options. DMESC purchased ZOOM licenses for each of our districts annually. DMESC also purchased additional ZOOM licenses for each specialist to provide ongoing support to our schools. This enables everyone to have access to an online, face-to-face discussion without the travel expense.

As technology coordinator at DMESC, I strive to continually reflect on my own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. I have taken over social media for DMESC. I have attended a variety of training this year to support the

multiple technology facets of education. I attended multiple cybersecurity training to assist our districts with cyber threats that could compromise both instruction and student data.

SUPPORT AND SERVICES (including but not limited to):

- Develop and provide PD using technology more effectively and meaningfully in the classroom, across the curriculum K-12.
- Support teachers throughout the year with a variety of digital tools they can use in their classrooms.
- Meet with DMESC School Technology Coordinators and their teams on a regular basis to provide a variety of technology resources, tools and materials related to the implementation of the Arkansas K-12 Standards and the DESE initiatives.
- Meet with the ACTC (Arkansas Cooperative Technology Coordinators) on a regular basis to stay up-to-date with DESE, CIRT, and state-wide technology issues.
- Positively impact student achievement by building the capacity to respond to cyber threats that could compromise both instruction and student data.
- Collaborate with Content Specialists in providing PD on how to apply and implement Blended Learning.
- Responsible for Multimedia (VR, Website, Innovative Project and Video) in the annual DMESC STEM Challenge Competition.
- Created DMESC LMS Forum. All DMESC library media specialists are invited to meet face-to-face each semester and communicate using the newly created DMESC LMS Listserv.
- Maintain the Control T PD website (Resource available to teachers 24/7)
- Provide Synchronous and Asynchronous Professional Development
- Provide training to Year 1-Year 3 NT with integrating technology into the classroom.

MAJOR HIGHLIGHTS:

- Expanded and relocated the J Frank Scott STEM Center
- Updated DMESC technology on campus using the Technology ARP Grant
- Updated, Maintained, and Increased DMESC Social Media presence
- Updated our social media to Apptegy
- Updated DMESC Grand Hall Audio/Video/Displays
- Elected ACTC Chair for fifth year
- DMESC Leadership team member
- Created COOP Template for state
- CIRT Team member
- Arkansas ISTE AI Cohort Team Member
- Presented at Tel-AR, ADE Summit, and HSTI
- Provide Synchronous and Asynchronous Technology Integration Professional Development
- Provide Data Responsibility PD for our Foster Grandparent Program
- Attended multiple statewide training initiatives on cybersecurity: Tel-AR, WRS Summit, and Cybersecurity Threat Hunting

PROGRAM: Literacy

FUNDING AMOUNT: \$225,000.00

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

COMPETITIVE GRANT: Yes - X No - ___

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, and Ouachita River

PERSONNEL: Lisa Schuller, MLA
Christy Whisenhunt, MSE
Karla Byrne, MSE

GOALS:

- To develop, support, and promote effective scientifically research-based programs for all students through staff development training, technical assistance, and instructional support to educators.
- To assist schools in meeting state standards through the development of effective and explicit instructional strategies including use of summative and formative assessments.
- To design and assist in the implementation of district and building level staff development programs as well as to provide assistance in meeting district-developed literacy goals.
- To model lessons and provide support as requested by service area schools.

YEAR END NARRATIVE:

The goal of the DMESC literacy department this year was to develop, support, and promote effective scientifically research-based programs through staff development training, technical assistance, and instructional support to educators. Literacy specialists provided schools with several avenues in meeting the needs of their students.

Reading Initiative for Student Excellence (R.I.S.E.): Educators in Year I (K-2 R.I.S.E. Academy/ 3-6 R.I.S.E. Academy) and Year II (3-6 R.I.S.E. Academy) of the training and support cycle participated in face-to-face training and were supported by classroom visits throughout FY23. Technical assistance included modeling administration of assessments, training in making data-based decisions reflective of student needs, and providing options for obtaining educational resources. Instructional support was given by model teaching, classroom observations and feedback, and review of instructional materials as presented in R.I.S.E.

Science of Reading (SoR) Stand Alone Days: Professional Development Provided: Science of Reading Overview, Phonological Awareness, Decoding, Encoding, Content Area Reading Strategies,

and Morphology. Modeling of lessons, use of materials, and classroom next steps were included in teacher support for FY23.

K-2 Shifting Small Group to Match the Science of Reading: Two days of training were presented in the summer of 2022. Participants took a deeper look at the essential assessments that we are using in K-2 R.I.S.E. Academy to determine the most effective way to form groups. The training also focused on the progression of skills students need to become proficient readers. Participants were provided practical plans to differentiate small group instruction to meet individual needs of students during this critical time of the instructional day. Classroom support for implementation was provided throughout the school year.

Small Group Instruction in the 3-6 Classroom: Two days of training were presented in the summer of 2022. Participants explored the purpose of small group instruction in a 3-6 classroom and how to effectively group students for instruction by analyzing assessment data. Instructional strategies were given on phonics, morphology and reading comprehension. Classroom support for implementation was provided throughout the school year.

Speech to Print: Supporting Students with Sound Walls: Participants were provided the opportunity to attend this one day training several times during the summer of 2022 as well as during the 2022-2023 school year. The training explores how to use sound walls to support students in live and virtual classrooms. Topics include understanding the purpose of a sound wall, how to build and use a sound wall, and how to build in cumulative review as students move toward independent use of the sound wall.

Critical Reading: Four days of Critical Reading training were presented in the summer of 2022. Engagement of the reader, comprehension strategies, and student assessments highlighted the training. Classroom support was provided throughout the school year.

Support for teachers throughout FY23 was designed to include assistance for schools in meeting state standards for literacy and successful implementation of the science of reading; this included best practices in administering assessments, formative, summative, et al, and disaggregating data to inform instructional practices. Staff development included consortium wide sessions, district or campus sessions as requested, and one-on-one support with teachers and administrators as needed.

Professional Learning: Literacy specialists at DMESC strive to continually reflect on our own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. Our team has attended a multitude of HQPLs (High Quality Professional Learning) this year provided by the Division of Elementary and Secondary Education(DESE) and DeQueen-Mena Education Service Cooperative, including but not limited to:

- TNTP ELA Coaching Cycle
- Inclusive Practices
- HQIM (High Quality Instructional Materials)
- K-2 Assessment Data
- Revised ELA Standards
- Reading Comprehension Series development and trainer of trainers
- Enneagrams: Personality Types in the Workplace
- K-2 Writing

- 7-12 Decoding
- The Writing Revolution (TWR): Advancing Thinking Through Writing; Classroom Planning and Implementation
- John Wink – Excellence in the Classroom
- Determining Essential Standards and Unpacking the Standards with Bob Sonju-Solution Tree

We have used the knowledge we have gained from the professional learning opportunities to further our understanding and transform how we provide support and services to our districts. It is extremely important to us that we remain at the forefront of education in order to provide the support for the individual needs of our districts.

SUPPORT AND SERVICES (including but not limited to):

- Science of Reading (SoR) Instruction and Support
- Science of Reading (SoR) Assessor Support
- Reading Intervention, K-12
- Response to Intervention
- Small Group Instruction
- Sound Wall Instruction
- Writing Instruction and Support
- Model Lessons
- Data Analysis/Diagnostic Assessments
- PLC Process/Support
- High Quality Instructional Materials (HQIM)
- Level III and Level IV District Support
- Dyslexia Support
 - District Dyslexia Contacts Quarterly Meetings
 - 504 and Dyslexia
 - An Introduction to the Math Specific Learning Disability-Dyscalculia
- Novice Teacher Mentoring
- Arkansas Professional Educator Pathway (ArPEP) Mentoring and Training
- Praxis Support
- Arkansas Foundations of Reading Assessment Tutoring Sessions
- Paraprofessional Training in Science of Reading
- Classroom Observations
- Student Events/Competitions

MAJOR HIGHLIGHTS:

R.I.S.E. 3-6

- Offered all six days of R.I.S.E 3-6 during the school year rather than requiring participants to attend three consecutive days during two summers. We trained eleven teachers during these monthly meetings allowing them to meet their Phase One requirement toward proficiency in Science of Reading.
- Science of Reading Stand Alone Days were provided to 34 administrators and teachers

during the school year.

- Morphology instruction was presented staff-wide to middle/high administrators, teachers, and staff in three school districts on their campuses as a result of data disaggregation with administrators and teachers. Eighty teachers/staff were trained.

R.I.S.E K-2

- Offered two rounds of K-2 R.I.S.E. Academy which includes six days. One round consisted of 3 consecutive days in the summer with 3 days in the fall. The second round has consisted of monthly training during the school year. There have been a total of twenty-eight certified teachers and administrators trained allowing them to meet their phase one requirement toward science of reading proficiency. In addition to certified teachers, sixteen paraprofessionals from our districts have been trained in the science of reading this school year.
- Science of Reading Stand Alone Days, Phonological Awareness and The Science of Reading Overview, were provided face-to-face and/or virtually to 20 administrators and teachers from across the state during summer professional development.
- Speech to Print: Supporting Students with Sound Wall was provided to all K-2 teachers at Acorn Elementary and DeQueen Primary.
- Initial implementation of TNTP ELA Coaching Cycle which includes Observe, Set Goals, Practice and Actively Coach. The coaching consists of three cycles: Coaching Cycle 1 (Oct-Dec); Coaching Cycle 2 (Jan-early March); Coaching Cycle 3 (March to May).

Foundations of Reading Assessment Tutorial Sessions

- Two tutorial sessions have been provided for any person within the cooperative area required to pass the Arkansas Foundations of Reading Assessment.

Literacy Student Competitions

- Battle of the Books (Grades 1-6); 280 competitors
- Reading Fair to be held March 30 & 31, 2023

Dyslexia:

- District Dyslexia Contacts, 504 Coordinators and Administrators were provided the opportunity to attend a session titled 504 & Dyslexia in Arkansas. This session was presented by the Equity Assistance Team from the Arkansas Department of Education. DeQueen-Mena ESC offered this session face-to-face during 2022 summer professional development and then again virtually during the school year.
- District Dyslexia Contacts, Administrators and Math Facilitators were provided the opportunity to attend a virtual session titled Introduction to the Math Specific Learning Disability-Dyscalculia presented by Mr. Bill Nielsen, retired math specialist from South Central ESC in Camden.
- Districts were provided with the opportunity to attend a summer professional development session titled Dyslexia for a Day: Experience Dyslexia and Explore Techniques for the K-6 Classroom. The presenter utilized a simulation kit for the demonstration.

PROGRAM: **Mathematics**

FUNDING AMOUNT: \$134,125.00

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

COMPETITIVE GRANT: Yes – X No -

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Andria Miller, (MSE)
Shannon Miller, (MSE)

GOALS:

- Increase the knowledge and skills of math teachers to implement student-focused, grade appropriate, evidence-based instructional strategies that impact mathematics teaching and learning through Math QuEST professional development and job-embedded support.
- Support execution of DESE STEM state goals and initiatives.
- Support the Arkansas Initiative for Instructional Materials (AIIM) Strategy to build pathways to High-Quality Instructional Materials (HQIM).
- Support the implementation of Arkansas Academic Standards and ARMQ professional learning in schools through coaching instructional cycles of support.

YEAR END NARRATIVE:

The math specialists at DeQueen-Mena Education Service Cooperative have been successful this year in supporting educators with the literacy and application of mathematics within the classroom in order to best prepare students for their future. We have provided high-quality professional learning (HQPL) in mathematics content and pedagogy for all participating school districts. We have provided member schools with a variety of resources, tools, and materials related to the implementation of the Arkansas Mathematics Standards and have assisted DESE in the implementation of state initiatives.

DMESC math specialists supported 5 of our districts which included 103 teachers in AR Math QuEST. AR Math QuEST provides our teachers with 2 days of PD in the summer, 1 day of PD in the fall, and 2 complete observation cycles (1 each semester). The observation cycle includes planning, observation, and feedback. We have continued to provide our teachers with purposeful feedback related to their instruction while giving them explicit ways to improve their craft. Alongside supporting these districts with QuEST, we have guided them in the implementation of Illustrative Mathematics (IM) with DESE considers HQIM. We have modeled several lessons from HQIM as the teachers have told us this helps them so much.

In addition to assisting DESE with the implementation of QuEST and HQIM, we have sat on many teams that ensure HQPL for Arkansas teachers. Among them are: AR Math QuEST Leads,

Algebra I Content, K-2 Content, and Dyscalculia Task Force. This year the state's focus was the revision of standards and securing a new state math assessment. We have both spent countless hours working with other math specialists and teachers across the state pouring over the standards and looking at test items to make sure they are properly aligned.

Math specialists at DMESC strive to continually reflect on our own practices and grow professionally in order to meet yearly goals and support our districts' needs so that ALL students succeed. Our team has attended a multitude of HQPL this year such as Inclusive Practices, Dyscalculia and Intervention Practices, Essential Standards, TNTP Coaching, and Educator Wellness. We have used the knowledge we have gained from Matt Sewell, Robin Stripling, Dr. Tina Boogren, Dr. Daniel Ansari, Dr. Nancy Dyson, and Bob Sonju to further our understanding and transform how we provide support and service to our districts. It is extremely important to us to remain at the forefront of education so that we can provide exactly what our districts need.

SUPPORT AND SERVICES (including but not limited to):

- AR Math QuEST
- Effective Mathematics Teaching Practices
- High Quality Instructional Materials
- Instructional Facilitator Support
- Intervention Support
- Model Lessons
- Justification and Explanation
- Productive Mathematical Discourse
- Lesson Planning
- Coaching Cycles
- Educator Wellness
- Novice Teacher Mentor

MAJOR HIGHLIGHTS:

- **AR Math QuEST FY 22-23**
 - Y1: 64 Teachers
 - Y2: 38 Teachers
 - Total: 102 Teachers
- Provided 3 separate 2-day summer sessions for AR Math QuEST Year 2 participants
- Provided 2 separate 2-day summer sessions for AR Math QuEST Year 1 participants
- Provided 5 separate 1-day fall sessions for year 1 participants
- Provided 4 separate 1-day fall sessions for year 2 participants
- Provided each teacher job-embedded support in the fall and spring in the form of a coaching cycle (plan, observe, provide feedback).
- Implementation of HQIM
- Data Analysis

PROGRAM: Media Center

FUNDING AMOUNT: \$4 per ADM with a cap of \$2,500

FUNDING SOURCE: Local School Districts

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUDNING: **NON-RESTRICTED FUNDING:** X

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk

GOALS:

- To improve student achievement by providing quality instructional materials
- To provide prompt, friendly service to all educators in the co-op area

PROGRAM SUMMARY:

The DMESC Media Center provides quality support to educators and students. Instructional materials are updated every year to assure that the most current are available.

The media van delivers to 64 stops weekly. This count includes delivery to twelve administrative offices and sixteen co-op preschools. Private preschools and Head Starts pick up their deliveries at designated sites. Teachers and administrators order media items via telephone, fax, email, and on-line. Ordering supplies and Ellison cuts on-line is considered a favorite among teachers and staff. It saves time and the co-op does the cutting for free. In addition, the co-op furnishes three sets of Ellison letters and holiday die that rotate to each building during the school year.

The DMESC staff collaborates with the Arkansas Department of Education (ADE) and other agencies to distribute materials to schools at a cost savings and in a timely manner. Materials include:

- Content area materials (books, handouts, etc.)
- Pamphlets
- Newsletters
- Schedules

Media items provided by the ADE are housed in the media center. This provides easy access of instructional materials and supplies to our districts. The Co-op delivers requested items weekly to schools.

PROGRAM: Recruitment and Retention/Novice Teacher Mentoring Program

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes X No

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING :**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Christy Whisenhunt, Literacy Specialist
Brian Schuller, Science Specialist
Lisa Schuller, GT Specialist/Literacy Specialist
Andria Miller, Math Specialist
Shannon Miller, Math Specialist
Karla Byrne, Literacy Specialist
Kelli Parson, SPED LEA
Allison Mears, BSS
Tyra Hobson, Instructional Technology Coordinator
Dana Ray, Teacher Center Coordinator
Amy Montgomery, Recruitment/Retention Specialist, MSE

GOALS:

- Provide training and support to novice teachers to increase teacher retention;
- Establish norms of professionalism; and
- Improve student achievement by increasing effective teacher performance

PROGRAM SUMMARY:

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. The DeQueen-Mena Education Service Cooperative provides a three-year mentoring program that addresses the needs of novice teachers in our cooperative area. Novice teachers utilized Google Classroom to disseminate information, share, and access resources. First-year Novice Teachers attended two days of face-to-face professional learning at DMESC during the summer and one day during the fall semester. Second-year Novice Teachers attended two days of face-to-face professional learning at the DMESC campus during the summer. Third-year novices attended one day of face-to-face learning at DMESC during the summer and a commencement celebration for recognition of completion of the three-year program. The professional learning topics included: Classroom Management and Procedures, Behavior Management, Lesson Planning, Differentiation in Instruction, Data Bootcamp, TESS, and Trauma Informed Teaching. PGP development, and other needs as requested by the Novice Teachers.

DMESC also provided monthly virtual sessions with consultant John Wink where all three cohorts of NTs participated in job-alike groups to discuss topics to improve excellence in every classroom and self-care for teachers. All year one and year two novice teachers received “A Teachers Guide to Excellence in Every Classroom” by John Wink. Novice teachers received personalized support to meet individual needs through observation/reflection, face-to-face meetings, on-site technical support, virtual coaching, online PLCs, and a variety of other ways. The novice teachers also received coaching and/or support from the DMESC Content Specialists.

MAJOR HIGHLIGHT OF THE YEAR:

- 147 Novice Teachers supported during the 2022-2023 school year. Each year one and year two Novice Teachers was observed in the classroom at least one time each semester by the Recruitment and Retention Specialist. Feedback was given to each Novice Teacher either in person or via Zoom. Year three Novice Teachers were supported by the Recruitment and Retention Specialist and Content Specialists either through in-person visits, zoom meetings, or via email.
- Praxis support was provided to all teachers, including those on alternative certification pathways. 240 tutoring, Study.com, Mometrix Study Materials, and check-out materials were used by multiple pre-service, novice, and veteran teachers to assist in preparation for the Praxis exams. DMESC offered a two-week Praxis support. DMESC reimbursed school districts for substitute fees and reimbursed registration fees for any participants who passed their Praxis on the first attempt. Christy Whisenhunt, DMESC Literacy Specialist, provided in-person tutoring sessions for the Foundations of Reading test, and Ashley Kincannon, ADE Computer Science Specialist, provided tutoring sessions for the Computer Science assessment.
- DMESC offered monthly Zoom sessions for administrators where John Wink provided support to building leaders with best practices in supporting their novice teachers.

PROGRAM: Professional Development/Teacher Center

FUNDING AMOUNT: \$125 Per Certified Staff Member

FUNDING SOURCE: Local School District

COMPETITIVE GRANT: Yes - No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, Teacher Center Coordinator (MSE)
Crystal Willey, Administrative Assistant

GOALS:

- To align professional development services with district needs for administrators, teachers, and other support staff in order to increase student achievement and help students graduate high school college and career ready
- To support the Arkansas Department of Education’s school initiatives
- To provide school leadership with best practices of other achieving districts throughout the state

PROGRAM SUMMARY:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our twelve member districts. During the 2022-23 school year, DeQueen-Mena 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.

Each year DMESC provides a summer Administrator Institute for approximately 100 administrators. Required state training is presented at this three day institute along with other leadership training. Featured speakers this summer included DESE Teams speaking on Educator Effectiveness and PSA, Tier 1 training was presented by Robyn Keen, AAEA and Dr. Mike Hernandez – Telling Your Story and Candace Smith on Emotional Poverty.

This school year administrators were provided the opportunity to be a part of the Leadership Forum which was led by Amy Montgomery. The principals worked together in a PLC atmosphere where they discussed best practices for various school matters. They walked away with new learning as well as new resources and shared experiences.

Link to Results: [Results of User Satisfaction Survey](#)

PROGRAM: Science

FUNDING AMOUNT: \$90,875.00

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

COMPETITIVE GRANT: Yes - X No -

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Brian Schuller, MSE
Briana Robinson,
Secretary

GOALS:

- Increase the knowledge and skills of teachers in implementing student-focused, three-dimensional science instructional strategies that impact student learning.
- Provide coaching support that aligns with Arkansas K-12 Science Standards.
- Provide targeted technical assistance to schools identified as in need of support.
- Host the DeQueen Mena ESC STEM Challenge and invite participants from consortium districts.

YEAR END NARRATIVE:

During FY 22-23 school year, science teachers were supported in their knowledge and skills in implementing student-focused, three-dimensional science, and instructional strategies that impact student learning to help prepare students for college and/or careers. Teachers in grades K-5 were assisted in engaging students in science and literacy by using a shared text and pulling attributes of both science and literacy. Morphology instruction in the middle school science classrooms worked to increase both teacher and student knowledge and strategies in comprehending text. Support includes collaborating with teachers, modeling lessons with students, instructing in the use of DMESC technology, and guiding teachers in reviewing curriculum options.

The Science Specialist has assisted all 12 of our districts. This includes several sessions of GPS professional development along with other professional development offerings in the summer, with teacher follow up visits in the fall and spring semesters. This year the specialist has directly supported and coached several teachers to ensure the development and implementation of a guaranteed and viable science curriculum. Within the development and implementation of the curriculum the specialist has emphasized the development and implementation of the three dimensional assessments. The science specialist has also collaborated with colleagues from other cooperatives across the state and DESE science specialists, creating professional learning opportunities for Arkansas teachers.

Targeted technical assistance was given to our district identified as in need of support with onsite visits geared to the implementation of engaging phenomenon based science lessons to increase student interest. Focused attention to science vocabulary acquisition and word knowledge in 7-12 science classes ensured teachers had an improved understanding of student deficits and solutions. This technical assistance included on-site visits, virtual meetings, emails, texts, and follow-ups.

Thanks to our districts for the extra support this year, the DMESC STEM Challenge, a one-day competition that provides teachers, students, and the community the opportunity to experience the importance of STEM (Science, Technology, Engineering, Mathematics) education in the world around us, was held again. DeQueen Mena STEM Challenge is a competition that challenges students to use creativity and imagination along with science, technology, mathematics and engineering to build or modify an apparatus that performs a practical function.

The competition is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 14 different challenges and compete in person. Seven of our twelve district participated in planning the event and reviewing the rules and protocols along with two school districts out of the DMESC area with 250 student competitors along with 63 teachers and support participants.

Growing professionally in order to meet yearly goals and support districts is the priority of the DMESC Science Specialist. Attendance in multiple sessions of Highly Qualified Professional Learning sessions (HQPLs) this year include, but are not limited to EdReports, PLCs, The New Art and Science of Teaching, High Reliability Schools and Inclusion Practices.

SUPPORT AND SERVICES (including but not limited to):

- Assisted with High Level Questioning
- Demonstrated lessons in area classrooms
- Facilitated implementation of Arkansas K-12 Science Standards
- Facilitated Lesson Planning
- Guided Formative/Summative Assessments
- Hosted regional STEM competition (DMESC)
- Implemented student-focused, three-dimensional science instructional strategies that impact student learning
- Mentored Novice Teachers
- Partnered with other specialists in creating professional development
- Provided coaching support that aligns with Arkansas K-12 Science Standards
- Provided recommendations to enhance STEM education
- Supported the Instructional Facilitator

PROGRAM: Special Education

STAFF: Kelli Parson, LEA Special Education Supervisor, Ed.S.

FUNDING YEAR: 2022-2023

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

FUNDING STATEMENT:

State grant and district supplements are the primary funding sources allocated to pay the salary of 1 Special Education Supervisor serving 3 districts from the consortium. This Supervisor also plans and implements professional development geared for special education staff to all members of the consortium.

PROGRAM GOALS:

The special education supervisor’s goal is to provide and facilitate consultative assistance in special education in the areas of: program standards, eligibility criteria, referral and placement procedures, evaluation and related services.

PROGRAM SUMMARY:

The DMESC employs one Special Education Supervisor serving 3 districts as well as the planning and implementing of special education PD for all consortium members. These consultative services include: technical assistance, due process records, instructional assistance, paraprofessional training, evaluation scheduling and information, in-service programs and training, budget preparation; including preparing bus purchase requests and stimulus packages for individual district’s board approval, State and Federal reporting, development of advisory assistance to regular education teachers and modification suggestions for regular education classes for disabled and non-disabled students. Additionally, the LEA Special Education Supervisors locate and make arrangements for qualified related service personnel to provide Occupational, physical, and speech therapies as well as making arrangements for School Based Mental Health services. LEA Special Education Supervisors continue to be active participants on the districts’ behalf regarding preschool transition conferences for students moving into kindergarten from a special education program at the preschool level. The Special Education Supervisors work closely with school administrators in matters of discipline, purchasing, and personnel. The Supervisors continue to attend conferences to offer advice and expertise to classroom teachers and search for and obtain curriculum and materials to enhance services for each district.

Districts Served	Teachers, Therapists and Paraprofessionals Served	Students Served
Dierks	8	82
Cossatot River	16	137
Foreman	8	83

COLLABORATION:

Special education reports for each individual district are submitted via APSCN at each appropriate data cycle. The ADE-Special Education Unit provides access to national downlinks providing in-service and training to administrators and special education teachers through satellite and Webinar technology. Child Find information, in collaboration with the Arkansas Special Education Resource Center, is disseminated to local agencies, districts, and private schools. A Child Find Committee has been established as a DMESC entity. Child Find web access has been established to reduce travel and personnel time spent away from duties and continues to meet the requirements of Child Find update activities to pursue locating unidentified and under identified students, in accordance with State Improvement Performance Goals, special emphasis has been highlighted in the area of Autism. Evaluation, programming, and in-service to both regular and special education administrators and staff was provided at no cost to each district. Additionally, summer professional development workshops have been set up and provide both free minimal costs to districts.

HIGHLIGHTS OF THE YEAR:

- Professional Development Offered:
- Inclusive Practices Training for Specialists
- Sped Track (Special Education Software)
- LRP – Legal Issues in Special Education Conference
- CEC Membership – Council for Exceptional Children
- Standards Based IEP Training
- New Due Process Paperwork Training
- Membership and Attendance to AAEEA and AASEA organizations and yearly conferences
- Planning and implementing an annual special education conference to provide meaningful special education training at the local level.
- Special Olympics fundraising and participation
- Paraprofessional Core Module Training
- Participates in Arkansas Easter Seals Project Prepare Program
- Scheduled and sought funding for the STAR training at the local level
- Worked in conjunction with Easter Seals on the Project Prepare program to build quality special education programs at the district level.
- Membership and participation in the Regional AASEA meetings held monthly
- Attendance at over 400 due process conferences held on school campuses
- Virtual supports and options for students with significant disabilities.

PROGRAM: Special Education Mentoring Grant

FUNDING AMOUNT: \$20,000.00

FUNDING SOURCE:

COMPETITIVE GRANT: Yes X No

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

PARTICIPATING DISTRICTS: All Consortium Districts

PERSONNEL: Kelli Parson

PROGRAM GOALS:

To provide mentoring and training for new special education teachers in the areas of behavior, legal issues in special education, and improving inclusive practices at all levels.

PROGRAM SUMMARY:

The mentoring grant is used to sponsor a two-day conference at the DeQueen-Mena ESC in which nationally renowned speakers and presenters in the areas of behavior, specific disabilities and available services and strategies bring their training to districts on a local level. This service saves consortium member's funds that would normally be spent on registration fees and travel expenses. This provides new teachers training and will aid in teacher retention over time.

COOPERATION AND COLLABORATION:

This year's conference is set to feature Inclusion and Universal Design for Learning expert Paula Kluth as the keynote speaker. Breakout sessions conducted by local experts in the areas of Literacy, Math, Science, Technology and Behavior are planned for day 2. At this time over 130 area educators are registered to attend.

PROGRAM: Special Nutrition Program

FUNDING AMOUNT: \$253,412.40

FUNDING SOURCE: Child and Adult Care Food Program

COMPETITIVE GRANT: Yes No

RESTRICTED FUNDING: **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kim Kennemore, Program Director

PROGRAM GOALS:

- Provide nutritious meals at no cost to the family of the participating children
- Provide all children in attendance at ABC Preschool sites the same meals with no physical segregation or other discrimination because of race, sex, age, disability, color, or national origin.
- Provide breakfast, lunch, and afternoon supplemental meals that meet all requirements of meal patterns for young children in child care programs.

PROGRAM SUMMARY:

Nutritious meals and snack are supplied to approximately 799 children in eleven school districts at 14 physical sites across the cooperative service area. Food service contracts are signed between school districts and the cooperative stipulating costs, delivery times, and billing procedures. The Project Director maintains records, documents periodic visits, monitors compliance, and submits monthly reimbursement claims to the Special Nutrition Program. Cooperation between the SNP Director, Preschool Directors and school district's Food Service Directors is necessary to prepare and submit the grant each year. Eligibility of families for 2022-2023 totaled: free 60%, reduced 20% and paid 20%.

PROGRAM: **Supplies**

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk
Tara Cartwright, Secretary

PROGRAM GOALS:

DeQueen-Mena Education Service Cooperative operates a successful supplies and materials service for school districts. These items are purchased from the Arch Ford Service Center where they solicit bids for the best prices, purchase in bulk, and pass the savings to other cooperatives. This allows the co-op to pass the savings to local school districts with the co-op attempting to break even on cost.

Supplies are delivered to schools via the media delivery service. Teachers and administrators continue to ask for this service and continue to be supportive. This is a major convenience that we offer to teachers. School personnel may order online and have supplies delivered on their weekly media delivery day.

SPECIAL PROJECTS AND PROGRAMS

Program Name: ACT Aspire

Competitive Grant Yes - ____ No - X

Goals and Description: DeQueen-Mena Cooperative technology coordinator and specialists have provided support to district testing and technology personnel to support teachers with ACT Aspire. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts. Support was also provided by ADE for classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire Assessment.

Program Name: EitherScope Project

Competitive Grant Yes - ____ No - X

Goals and Description:

In an effort to assist schools in preparation for ongoing online testing in 2022-23, DMESC offered the use of an Either Scope to evaluate schools in the cooperative to see if their networks are adequate for online testing as well as general network health and security. When a school requests a check, Either Scope reports are provided to the school and to the school's technology coordinator of their findings.

Program Name: Title IX Collaborative Session

Description:

The Arkansas Education Service Cooperatives contracted with Arkansas Attorney Cody Kees to provide a Title IX professional learning 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.

Arkansas Professional Educator Pathway (ArPEP)

Number Trained: participants in Cohort 1

Description:

The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based training, alternative education route to obtaining an Arkansas standard teaching license for college graduates or career changers holding at least a bachelor's degree. ArPEP's goal is to prepare learner-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. The primary objective of ArPEP is to train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning.

The ArPEP facilitator will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

DMESC Support of Level IV School District

Description:

The Teacher Center Coordinator and Literacy Specialists met virtually and monthly with the Division of Elementary and Secondary Education, and the district in our region who are in Level IV 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. DMESC, 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. DMESC specialists aided districts with the review of and selection of curriculum aligned with the Science of Reading.

Communities of Practice (CoP)

Description:

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

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM.

Grantee will select vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM.

PLC Support – Professional Learning Communities: Boardroom to Classroom

Description:

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

ESC Evaluation

Description:

Per Ark. Code Ann. § 6-13-1020 and [Rules Governing Education Service Cooperatives Sections 21.00 and 22.00](#), all active Education Service Cooperatives must be evaluated at least once every five years and include the results in the annual report submitted to the Department of Education. The evaluation schedule is determined by the Commissioner of Education and conducted by an evaluation committee of no more than nine people. The committee is made up of local stakeholders, educators, representatives for higher education and parents.

The evaluation process includes an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness. This information is shared with the committee via a cooperative NARRATIVE SUMMARY and EVALUATION RUBRIC & LINKED DOCUMENTS. The evaluation committee reviews the evidence for each component, as well as conducts interviews with a variety of stakeholder groups; administrators, cooperative employees, regional educators, and special focus groups determined by the cooperatives. The interviews allow regional districts the opportunity to express their satisfaction and concerns regarding the manner in which the cooperative is operating and fulfilling the needs of the schools.

At the conclusion of the on-site visit by the evaluation committee, the committee indicates the cooperative’s levels of success in each category using the criteria outlined in the rubric found in Appendix 2 in the Rules document. Each section of the rubric is scaled from 1 [“in need of immediate support”] to 5 [“excellence”], and the cooperative is assigned an overall rating of 1 to 5. The final report of the evaluation is presented to the cooperative, region districts, and the State Board of Education.

The DeQueen-Mena ESC evaluation occurred on April 27, 2023. Our cooperative received an overall rating of “5”. Our FINAL EVALUATION REPORT was presented to the State Board of Education and accepted by the board on June 15, 2023.

Act 1082 Support

While literacy coaching is a part of the ESC literacy specialists' work, it is just one of many workstreams for those individuals. As a result, districts receive varying intensity of support from literacy specialists, based on their ADE Progressive Levels of Support classification, and the fact that not every school that needs support receives it. Arkansas has 5 levels of support (General, Collaborative, Coordinated, Directed, and Intensive) determined, in part, by a district's student reading outcomes on the state summative assessment. Arkansas literacy specialists support only Levels 3-5:

- **Level 5 – Intensive Support:** ADE literacy specialists conduct weekly site-visits to provide coaching and feedback in schools. Arkansas currently has five districts at this level. The percent of students that met the ACT Aspire readiness benchmark in these districts is just 13.86%, compared to a statewide average of 35%. Of the level 5 districts, 3 have adopted approved HQIM in K-3, 1 has adopted approved HQIM in K-2 but not grade three, and one district has not adopted HQIM.
- **Level 4 – Directed Support:** ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 37 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 21.95%. Of the districts, all by one have adopted approved HQIM in K-3.
- **Level 3 – Coordinated Support:** ESC literacy specialists provide support to district in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 67 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 27.91% . Of the Level 3 districts, 29 have adopted HQIM in K-2, 7 have partially adopted HQIM in K-3, and 1 has not adopted HQIM in K-3.

Act 1082 is designed to provide specific levels of support to public school districts based on reading scores.

The goals of this support include helping schools deploy more powerful strategies, use resources more productively, and analyze the curriculum that is used. To that end, both Level 3 and Level 4 schools meet periodically with the Public School Program Advisor from the DESE and the co-op team either virtually or in-person. Level 3 schools are required to meet once every nine weeks and Level 4 schools meet monthly. During these meetings a spreadsheet is reviewed that includes the topics: Literacy Curriculum, Assessments, Science of Reading, Dyslexia, and Writing Revolution. This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

ESC Literacy specialists also provide regular support throughout the year to these schools. This support can be in the form of model teaching, professional development for teachers and/or paraprofessionals, classroom walkthroughs with principal, or anything that is identified by the school or in the coordinated meetings. The professional development opportunities are designed to provide personalized support to ensure that all teachers acquire the instructional expertise needed to educate all students and improve reading skills.

Professional Development Activities Report

DATE	WORKSHOP NAME	DISTRICTS ATTENDED	TEACHERS ATTENDED
June 1, 2022	Essential Standards	1	21
June 1, 2022	ABC Director Training	1	9
June 1, 2022	3-6 RISE Word Level Comprehension for Content Area Teachers	2	16
June 2, 2022	Homeless II Training with DESE	7	9
June 2, 2022	Parent Involvement: A Teacher's Guide to Communicating with Parents	6	16
June 2, 2022	Making the Connection Between Inclusion and Co-Teaching	8	13
June 6, 2022	Essential Behavior Classroom Management	10	19
June 6, 2022	Integrating Social Studies into the K-6 Classroom	7	8
June 6, 2022	Let's Get Geeky with Google Classroom	7	16
June 6, 2022	"The Writing Revolution" Book Study	1	1
June 6, 8, 20, 2022	Guidance & Behavior Management	1	7
June 7, 2022	Let's Get Geeky with Google Classroom	6	12
June 7, 2022	New Evaluation Platform Training	14	63
June 7, 2022	Basic Sewing for Family & Consumer Science	7	8
June 7, 2022	Tier I Robyn Keene AAEA	15	78
June 7, 2022	Content Area Reading Strategies	6	6
June 7, 2022	DeGray Board Meeting	11	16
June 7, 2022	RISE 3-6 Day 4 – Vocabulary: Word Level Comprehension	6	11
June 7, 2022	Challenge Your Students: Begin With A Phenomenon!	4	4

June 7, 2022	DMESC Archeology Teacher Workshop	5	6
June 8, 2022	Essential Behavior Classroom Management	4	9
June 8, 2022	BenQ Interactive Displays – Enhance Learning and Student Engagement with Your BenQ	3	15
June 8, 2022	Home School Laws and Online Data Entry Preview	1	1
June 8, 2022	DeGray – Advocacy – AAEA	15	76
June 8, 2022	RISE 3-6 Day 5: Text Level Comprehension	7	10
June 8, 2022	DeGray – DESE Team Updates	15	78
June 9, 2022	Go Guardian Teacher Classroom Management Tool for Chromebooks	3	3
June 9, 2022	RISE 3-6 Day 6: Putting It All Together	6	9
June 9, 2022	Content-Based Morphology 3-6	2	2
June 9, 2022	WorkKeys Implementation Strategies for Teachers and Counselors	7	11
June 9, 2022	BenQ Interactive Displays – Enhance Learning and Student Engagement with Your BenQ	6	47
June 9, 2022	Everyday Labs to Engage Educators in Three-Dimensional Science Performances, Grades K-6	4	5
June 9, 2022	DeGray – Ruby Payne: Emotional Poverty in All Demographics	14	67
June 13, 2022	Why It Matters: Addressing the Social and Emotional Needs of Our Students	4	7
June 13, 2022	2022 PD in Your PJs	6	17
June 13, 2022	Professional Learning Community for Business & Marketing Technology Techers	6	7
June 13, 2022	Youth Mental Health First Aid	6	8
June 13, 2022	Science of Reading – Decoding	4	6

June 13, 2022	Kicking the Year Off Right!	6	8
June 13-14, 2022	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 Days)	2	12
June 13-14, 2022	(Online) K-4 Introduction to Computer Science	1	1
June 14, 2022	Science of Reading – Encoding	5	6
June 14, 2022	Learning for All	8	15
June 14, 2022	Content-Area Reading Strategies (Virtual)	8	17
June 14, 2022	Everyday Labs to Engage Educators in Three-Dimensional Science Performances 7-12	7	10
June 15-16, 2023	2022 SPED Conference Featuring Gerry Brooks and Julie Weatherly	30	391
June 15-16, 2022	(Online) 5-8 Deeper Dive into Computer Science	1	1
June 16, 2022	Parent Involvement: A Teachers Guide to Communicating with Parents (Virtual)	7	25
June 16, 2022	Parent Involvement: A Teachers Guide to Communicating with Parents (Virtual)	6	20
June 16, 2022	Developing Creativity In Your Already Creative Classroom	5	7
June 17, 2022	GT Networking and Workday	12	12
June 20, 2022	Morphology for Secondary	4	4
June 20, 2022	Differentiation Tips for the Secondary Social Studies Classroom	3	3
June 20, 2022	Surviving Edition: Language Instruction that Lasts	3	3
June 20, 2022	Tips for Spicing Up the Secondary Social Studies Classroom	4	4
June 20, 2022	Preparing Students for Reverse Career Fair	4	6
June 20-21, 2022	(Online) Coding Block: Learn to Code	1	1
June 21, 2022	K-2 RISE Academy Day 1: The Science of Reading	5	9

June 21-22, 2022	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 Days)	3	23
June 21, 2022	Family & Consumer Science Professional Learning Community	8	8
June 22, 2022	Where There Is A WILL, There is a Way: Living Life with Autism	7	9
June 22, 2022	Google Tips, Tricks and Hacks	5	10
June 22, 2022	K-2 RISE Academy Day 2: Oral Language and Phonological Awareness	6	10
June 22, 2022	Making GRAMMAR Understandable for Your 5th-12th Grade Students	6	14
June 23, 2022	STEAM Under the Stars	6	10
June 23, 2022	Google Tips, Tricks and Hacks	4	4
June 23, 2022	WorkKeys Implementation Strategies	6	9
June 23, 2022	K-2 RISE Academy Day 3: Phonics	7	11
June 27, 2022	RTI Interventions for the Math Classroom	10	19
June 27, 2022	Embodied Writing: Active Learning Strategies to Inspire Students in the 3 Types of Writing	9	11
June 27-28, 2022	AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 Days)	4	10
June 28, 2022	RISE 3-6 Day 1 – Science of Reading: Basis in Phonology	6	11
June 28, 2022	Day 1 – Critical Reading: Engaging the Reader	5	7
June 28-29, 2022	Developing Science Units	4	5
June 28-30, 2022	2022 Google Certification Level 1 and 2 Bootcamp	3	10
June 29, 2022	RISE 3-6 Day 2: Phonics	6	11
June 29, 2022	Day 2: Critical Reading: Comprehension Strategies	6	8
June 29-30, 2022	AR Math QuEST Year 1: Introduction to Ambitious Teaching (2 Days)	5	25

June 30, 2022	RISE 3-6 Day 3: Morphology and Etymology	6	11
June 30, 2022	Speech to Print: Supporting Students with Sound Walls	5	37
July 6, 2022	Dyslexia for a Day: Experience Dyslexia and Explore Techniques for the K-6 Classroom	13	31
July 7, 2022	Science of Reading: Phonological Awareness	3	4
July 7, 2022	Secondary Transition Compliance Basics and Best Practices	4	7
July 7, 2022	Promoting Inclusive Practices Through the PISA	3	8
July 7, 2022	When Surviving Takes Precedence over Learning	9	18
July 7-8, 2022	(Online) K-4 Introduction to Computer Science	4	4
July 11-13, 2022	PCM Initial Certification	5	14
July 13, 2022	Early Childhood Role Model Professional Development	4	97
July 13, 2022	Charlie May Simon and Arkansas Diamond Award 2022-2023	5	7
July 13, 2022	K-2 Shifting Small Group Instruction to Match the Science of Reading Day 1	7	24
July 13, 2022	Hot Topics Round Table Discussion for K-12 LMS	5	7
July 13-14, 2022	AR Math QuEST Year 1: Introduction to Ambitious Teaching (2 Days)	3	46
July 13-14, 2022	3-6 Small Group Instruction	5	11
July 14, 2022	eSchool Workday	1	1
July 14, 2022	Picture Perfect Science	6	8
July 14, 2022	K-2 Shifting Small Group Instruction to Match the Science of Reading Day 2	7	21
July 18, 2022	Day 3 Critical Reading: Vocabulary and Word Study	4	4

July 18, 2022	Why It Matters: Addressing the Social and Emotional Needs of Our Students	4	5
July 18, 2022	2022 PD in Your PJs	11	21
July 18-19, 2022	(Online) 5-8 Introduction to Computer Science	1	1
July 18-22, 2022	(Online) Advanced Python Programming – High School CS Professional Development	1	1
July 18-22, 2022	(Online) Advanced Placement Computer Science High School CS Professional Development	1	1
July 19, 2022	DMESC HOTT Conference – Hands-On Tech Tools	6	9
July 19, 2022	PD in Your PJs Part 2	9	12
July 19, 2022	There’s a Lizard in my Chocolate	6	9
July 19, 2022	Day 4 Critical Reading: Responding to Text	4	6
July 19, 2022	Making GRAMMAR Understandable for Your 5th-12th Grade Students	8	8
July 20, 2022	Grow Tower – Hydroponic Growing System	7	8
July 20, 2022	Tier I Training	7	17
July 20, 2022	Using Assessments to Drive Reading Instruction - Virtual	7	10
July 20-21, 2022	Illustrative Mathematics	10	29
July 21, 2022	Response to Intervention (Virtual)	8	9
July 21, 2022	eSchool Registration Training for New Users	3	3
July 21, 2022	GPS: Engaging Students in Science Investigations in Grades 6-8	3	3
July 21, 2022	School Based Identification to Dyslexia: The Very Basics	7	13
July 25, 2022	Executive Function Supports for Students: Learning for ALL	12	26

July 25, 2022	Twenty-Two for '22: Instructional Technology Tools and Trends to Inspire and Motivate!	1	42
July 25, 2022	Science of Reading – Decoding (Virtual)	6	8
July 25, 2022	5 Practices for Orchestrating Productive Mathematics Discussion	3	3
July 25, 2022	Integrating Social Studies into the K-6 Classroom	4	4
July 25-29, 2022	High School Computer Science Certification and Preparation	8	10
July 26, 2022	eSchool Scheduling Workday	1	1
July 26, 2022	What does a Science of Reading Informed Secondary Classroom Look Like?	4	5
July 26, 2022	Meddling Mamas and Prying Papas	6	8
July 26, 2022	Speech to Print: Supporting Students with Sound Walls	3	10
July 27, 2022	GPS: Science Unit Development	2	2
July 27, 2022	Art Lesson Planning	2	2
July 27, 2022	Science of Reading – Encoding (Virtual)	7	13
July 27, 2022	K-2 RISE Academy Day 1: The Science of Reading	2	2
July 27, 2022	Differentiation Tips for the Secondary Social Studies Classroom	4	4
July 27, 2022	Tips for Spicing Up the Secondary Social Studies Classroom	4	6
July 27, 2022	Emotional Poverty: How to Reduce Anger, Anxiety, and Violence in Your Classroom	9	161
July 28, 2022	Teaching From Visual Text: Using Art to Improve Literacy Skills and Inspire a Love of Writing	2	3
July 28, 2022	Essential Behavior Classroom Management	6	59

July 28, 2022	Youth Mental Health First Aid	4	9
July 28, 2022	School Age Special Education Update 2022	8	26
July 28, 2022	504 & Dyslexia in Arkansas	10	21
July 28, 2022	504 Coordinators Work Session	7	13
July 29, 2022	SmartData Making District Leaders “Smarter”	2	4
July 29, 2022	Dive Deeper into SmartData	2	4
July 29, 2022	Targeted Behavior Interventions	3	51
Aug 1, 2022	Active Learning Strategies and Classroom Management for the Elementary Classroom	5	5
Aug 1, 2022	Increase Student Engagement & Learning Through Promethean Interactive Panels	1	42
Aug 1, 2022	Illustrative Mathematics: Understanding Centers K-1	3	24
Aug 1, 2022	GPS: Science Assessments	3	4
Aug 1, 2022	Mental Health First Aid	6	8
Aug 1-2, 2022	DMESC NT Mentoring Year I Days 1 & 2	12	40
Aug 2, 2022	Illustrative Mathematics: Understanding Centers 2-5	8	29
Aug 2, 2022	eSchool Elementary Scheduling Workday	5	7
Aug 2, 2022	ADE Science of Reading Overview	12	16
Aug 3, 2022	Essential Behavior Classroom Management	2	51
Aug 3, 2022	Chromebook Tips & Tricks for the Classroom Teacher	4	12
Aug 3, 2022	K-2 RISE Academy Day 2: Oral Language and Phonological Awareness	2	2
Aug 3, 2022	Chromebook Tips & Tricks for the Classroom Teachers	4	12
Aug 3-4, 2022	DMESC NT Mentoring Year 2 Days 1 & 2	13	53
Aug 3-4, 2022	K-2 FUNdamentals of Early Number Sense and Number Relationships (2 Days)	2	3

Aug 4, 2022	Targeted Behavior Interventions	3	53
Aug 4, 2022	Classroom Management & Student Engagement in the Middle & High School Classroom	10	16
Aug 4, 2022	eSchool SMS Beginning of Year Meeting for System Administrator	6	6
Aug 4, 2022	AHA CPR and First Aid Certification for Early Childhood	2	3
Aug 4, 2022	K-2 RISE Academy Day 2: Oral Language and Phonological Awareness	2	2
Aug 5, 2022	NT Mentoring Year III	10	31
Aug 5, 2022	Virtual Promethean Board Training	5	8
Aug 5, 2022	eSchool Behavior (Discipline) Training	2	2
Aug 5, 2022	eSchool Attendance Training	1	1
Aug 8, 2022	AHA CPR and First Aid Certification for Early Childhood	2	3
Aug 8, 2022	Special Education Finance a Year at a Glance	7	8
Aug 9, 2022	AHA CPR and First Aid Certification for Early Childhood	1	3
Aug 10, 2022	PCM Recertification	3	10
Aug 11, 2022	Differentiation for Secondary	3	8
Aug 11, 2022	eSchool Scheduling Workday	1	1
Aug 11, 2022	Speech to Print: Supporting Students with Sound Walls	2	13
Aug 12, 2022	The Deepest Well Book Study	1	1
Aug 16, 2022	PCMA Recertification (Yearly)	1	7
Aug 16, 2022	Science of Reading Update	2	65
Aug 18, 2022	DMESC Board of Directors Meeting	9	20
Aug 19, 2022	eSchool Medical for New Nurses/Refresher	4	4

Aug 19, 2022	DMESC Paraprofessional Training – Special Health Care Needs Training Part I	4	13
Aug 22, 2022	DMESC Staff Meeting	1	26
Aug 25, 2022	eSchool Scheduling Workday	1	1
Aug 26, 2022	DMESC GT Coordinators Meeting	12	12
Aug 26, 2022	Tier II Training and Ethics	1	12
Sept 2, 2022	eSchool Scheduling Refresher	1	2
Sept 8, 2022	eSchool SMS Required Fields for State Reporting 2022-23 SY	9	12
Sept 8, 2022	2022-23 DMESC School Technology Coordinators Monthly Meeting	5	9
Sept 9, 2022	John Wink Training with DMESC Staff	1	25
Sept 9, 2022	eSchool Progress Report/Report Card Refresher Training	3	3
Sept 14, 2022	DMESC Year One Novice Teacher Day 3	13	40
Sept 14, 2022	eSchool Workday	1	1
Sept 15, 2022	DMESC Board of Directors Meeting	10	12
Sept 15, 2022	K-2 RISE Academy Day 4: Fluency	7	11
Sept 16, 2022	New School Nurse Orientation for DMESC Nurses	5	6
Sept 19, 2022	Medical – New Nurses	2	2
Sept 21, 2022	AGQBQ Quiz Bowl Coaches Meeting	10	15
Sept 22, 2022	District Dyslexia Contact Meeting	11	14
Sept 26, 2022	DMESC – Mandatory Skills Checkoff for Vision, Hearing, Scoliosis, and Obesity Prevention	3	5
Sept 27, 2022	TESS Training	6	12
Sept 28, 2022	Transformational Leadership with John Wink	12	24

Sept 29, 2022	Digital Citizenship/CIPA Resources for DMESC Library Media Specialists	9	20
Oct 3, 2022	Career & Technical Education – Novice Teacher Day	8	12
Oct 3, 2022	Differentiation for Secondary	2	3
Oct 5, 2022	K-2 RISE Academy Day 1: The Science of Reading	3	4
Oct 6, 2022	K-2 RISE Academy Day 5: Oral Language, Vocabulary and Morphology	8	11
Oct 10, Nov 14, 2022	5 Essential Components of School Wide Positive Behavior System (2 Day Training)	2	5
Oct 17, 2022	ADE Science of Reading Assessor Training	8	15
Oct 19, 2022	Quiz Bowl Coaches Meeting 101	5	7
Oct 19, 2022	DMESC Teacher Center Committee Meeting #1	9	13
Oct 19, 28 Nov 4, 11, 16, 18 , 2022	PreK ELLA	4	22
Oct 20, 2022	DMESC Board of Directors Meeting	12	17
Oct 21, 2022	DMESC GT Coordinators Meeting	4	4
Oct 21, 2022	Family and Consumer Engagement Work Session	5	14
Oct 24, 2022	DMESC Staff Meeting	1	27
Oct 24-25, 2022	Novice Teacher Makeup CHAMPS	4	5
Oct 26, 2022	RISE 3-6 Day 1: Science of Reading Basis in Phonology	5	10
Oct 26, 2022	APSRC w/CFAM	11	23
Oct 28, 2022	AHA BLS Instructor Certification for School Nurse	4	7
Oct 28, 2022	Master Scheduling: Putting Data First	12	40

Nov 2, 2022	Encoding	2	3
Nov 2, 2022	An Introduction to the Math Specific Learning Disability, Dyscalculia	10	14
Nov 2, 2022	504 & Dyslexia	13	17
Nov 3, 2022	K-2 RISE Academy Day 6: Comprehension	6	10
Nov 8, 2022	Learning for All	9	61
Nov 9, 2022	Building Your Computer Science Teaching Toolbox	12	14
Nov 9, 2022	3-6 RISE Day 2: Phonics	5	10
Nov 9, 2023	2022 Fall Counselors Meeting	7	20
Nov 9, 2022	Building Your Computer Science Teaching Toolbox	12	14
Nov 10, 2022	2022-23 DMESC School Technology Coordinators Monthly Meeting	6	13
Nov 10, 2022	eSchool 20.4 Transcript Training	5	8
Nov 11, 2022	ESSA School Index Refresher	9	30
Nov 15, 2022	AR Math QuEST Yr 1 Day 3: Ambitious Teaching Implementation Phase I	2	5
Nov 15, 2022	Visual Supports & Classroom Routines	7	15
Nov 15, 2022	Literacy Skills for Students with Complex Learning Needs: Oral Language	8	15
Nov 16, 2022	AR Math QuEST Yr 2 Day 3: Ambitious Teaching Implementation Phase II	2	6
Nov 16, 2022	Speech to Print: Supporting Students with Sound Walls	1	4
Nov 17, 2022	AR Math QuEST Yr 1 Day 3: Ambitious Teaching Implementation Phase I	2	9
Nov 17, 2022	Planning Committee Meeting: Battle of the Books/Reading Fair	7	9

Nov 17, 2022	DMESC Board of Directors Meeting	12	16
Nov 17, 2022	DMESC STEM Challenge Planning Meeting	9	12
Nov 18, 2022	AR Math QuEST Yr 2 Day 3: Ambitious Teaching Implementation Phase II	2	6
Nov 29, 2022	ADE Foundations of Scheduling and Building Structures for Systematic Interventions for Secondary Schools with Mike Mattos	12	20
Dec 1, 2022	Federal Programs Coordinators Forum	7	7
Dec 1, 2022	Curriculum Coordinators Forum	7	7
Dec 1, 2022	K-2 RISE Academy Day 2: Oral Language and Phonological Awareness	8	17
Dec 2, 2022	DMESC GT Coordinators Meeting	6	6
Dec 8, 2022	AR Math QuEST Yr 1 Day 3: Ambitious Teaching Implementation Phase I	4	21
Dec 8, 2022	2022-23 DMESC School Technology Coordinators Monthly Meeting	9	15
Dec 9, 2022	AR Math QuEST Yr 2 Day 3: Ambitious Teaching Implementation Phase II	6	19
Dec 13, 2022	AR Math QuEST Yr 1 Day 3: Ambitious Teaching Implementation Phase I	2	13
Dec 13, 2022	Speech to Print: Supporting Students with Sound Walls	2	9
Dec 13, 2022	3-6 RISE Day 3: Morphology and Etymology	6	11
Dec 14, 2022	AR Math QuEST Yr 1 Day 3: Ambitious Teaching Implementation Phase II	2	11
Dec 15, 2022	AR Math QuEST Yr 1 Day 3: Ambitious Teaching Implementation Phase I	5	16
Dec 15, 2022	DMESC Board of Directors Meeting	11	15
Dec 19, 2022	DMESC Staff Meeting	1	26

Jan 10, 2023	Curriculum Coordinators Forum	4	4
Jan 11, 2023	Dive Deeper into SmartData	1	1
Jan 11, 2023	Dive Deeper into SmartData	4	8
Jan 17, 2023	3-6 RISE Day 4 Vocabulary: Word Level Comprehension	7	12
Jan 17, 2023	Federal Programs Coordinators Forum	3	3
Jan 17, 2023	Computer Science Praxis Study Session	4	4
Jan 17, 2023	Master Scheduling Series: Session 3 – Putting It All Together	3	7
Jan 18, 2023	DMESC Teacher Center Committee Meeting #2	7	10
Jan 24, 2023	Special Education Supervisors Meeting – Inclusion Documentation	8	8
Jan 24, 2023	Content Area Reading Strategies	5	15
Jan 27, 2023	Foundations of Reading Assessment Tutoring	3	4
Jan 27, 2023	DMESC LMS Forum	8	19
Jan 30, 2023	DMESC Staff Meeting	1	25
Jan 30, 2023	Master Scheduling Series: Session 3 – Putting It All Together	1	5
Feb 7, 2023	READ, CODE, CREATE	8	14
Feb 9, 2023	eSchool Next Year Database Setup Training	8	9
Feb 10, 2023	PCMA Recertification	3	7
Feb 13, March 13, 2023	5 Essential Components of School Wide Positive Behavior System (2 Day Training)	2	15
Feb 14, 2023	Curriculum Coordinators Forum	4	4
Feb 15, 2023	3-6 RISE Day 5: Text Comprehension	6	11
Feb 16, 2023	District Dyslexia Contact Meeting	8	12

Feb 17, 2023	Strategic Communication for Interacting with Juveniles	5	12
Feb 21, 2023	Computer Science Praxis Study Session	4	5
Feb 21, 2023	K-2 RISE Academy Day 3: Phonics	8	16
Feb 22, 2023	CFAM Training	3	5
Feb 22, 2023	DMESC Principals' Leadership Forum	9	12
Feb 22, 2023	ESOL Coordinators Meeting	5	6
Feb 23, 2023	DMESC Board of Directors Meeting	12	17
Feb 23, 2023	eSchool Cognos Training	3	3
Feb 23, 2023	Speech to Print: Supporting Students with Sound Walls	3	3
Feb 24, 2023	K-2 RISE Academy Day 1: The Science of Reading	4	5
Feb 28, 2023	Inclusive Practices: The Evolving Role of Special Educators	5	7
Feb 28, 2023	K-2 RISE Academy Day 4: Fluency	10	26
Feb 29, 2023	eSchool Workday	2	2
March 7, 2023	3-6 RISE Day 6: Putting It All Together	5	10
March 7, 2023	Building Your Computer Science Tool Kit	5	7
March 9, 2023	Determining Essential Standards and Unpacking the Standards	11	45
March 14, 2023	Content-Based Morphology 3-6	3	5
March 14, 2023	Curriculum Coordinators Forum	3	3
March 14, 2023	eSchool Workday	1	1
March 15, 2023	American Fidelity Assurance Company	6	6
March 16, 2023	DMESC Board of Directors Meeting	11	16
March 27, 2023	DMESC Staff Meeting	1	26

March 29, 2023	Secretary Oliva Meeting	13	32
March 29, 2023	AHA BLS CPR Instructor Course	1	1
March 29, 2023	K-2 RISE Academy Day 5: Oral Language, Vocabulary and Morphology	8	16
March 30, 2023	eSchool Next Year Scheduling for Secondary Schools	4	5
March 30, 2023	ESOL Coordinators Meeting	1	1
April 3, 2023	DMESC Superintendents Work Session	13	23
April 3, 10, 2023	Effective Discipline Policies	2	17
April 11, 2023	2022-23 DMESC School Technology Coordinators Monthly Meeting	6	12
April 11, 2023	Curriculum Coordinators Meeting	3	3
April 13, 2023	eSchool Next Year Scheduling for Elementary Schools	1	1
April 20, 2023	DMESC Board of Directors Meeting	10	13
April 20, 2023	4-12 BOB Book List Revision Meeting	6	7
April 26, 2023	ESOL Coordinators Meeting	2	2
May 2, 2023	K-2 RISE Academy Day 6: Comprehension	5	10
May 4, 2023	eSchool Next Year Scheduling Workday for Middle/Secondary Schools	5	5
May 5, 2023	John Wink Zoom Session	12	89
May 11, 2023	2022-23 DMESC School Technology Coordinators Monthly Meeting	10	12
May 12, 2023	Novice Teacher Mentoring Year 3 Commencement	10	21

May 16, 2023	District Dyslexia Contacts Meeting	8	10
May 17, 2023	eSchool Year End Rollover Prep Workshop	6	7
May 17, 2023	Community Emergency Response Team (CERT) Online Course Facilitator TOT	2	3
May 18, 2023	DMESC Board of Directors Meeting	10	15
May 19, 2023	eSchool Year End Rollover Prep Workshop	2	2
May 22, 2023	DMESC Staff Meeting	1	29