

# DEQUEEN-MENA EDUCATION SERVICE COOPERATIVE



## Evaluation Narrative Summary

**Benny Weston, Director**

**April 27, 2023**

# DeQueen-Mena Education Service Cooperative

## Board of Directors

Name	Position	School District
Deric Owens	President	Caddo Hills
Zane Vanderpool	Vice-President	Horatio
Casey Nichols	Secretary	Ashdown
Tyler Broyles	Member	Cossatot River
Jason Sanders	Member	DeQueen
Grover Hill	Member	Dierks
Pat Tankersley	Member	Foreman
Dr. Lee Smith	Member	Mena
Billy Lee	Member	Mineral Springs
Tristan Knoendl	Member	Mount Ida
Doug Graham	Member	Nashville
Jerry Strasner	Member	Ouachita River

## DeQueen-Mena ESC Demographics

The DeQueen-Mena Education Service Cooperative (DMESC) has proudly served and supported the students, teachers and administrators in our region since 1985. The cooperative began as a state funded agency through “The Education Service Cooperative Act 349 of 1985,” with its first director, Mr. J. Frank Scott. The first offices were established in July 1985 with one office in DeQueen and one office Mena. DMESC moved into it’s current location on the campus of the former Gillham Schools in 1987. DMESC began with 25 employees and currently employs 163 highly skilled employees (including preschool staff) to serve the 12 Public School Districts within 5 counties in Southwest Arkansas.

<b>Section 6-13-1003</b>	<b>Requirement</b>	<b>Documentation</b>
<b>1</b>	ESC region includes at least three (3) but no more than nine (9) counties	DeQueen-Mena ESC serves 12 school districts in 5 counties.
<b>2</b>	ESC region includes at least ten (10) but no more than thirty-five (35) school districts	DeQueen-Mena ESC serves 12 public school districts.
<b>3</b>	ESC region includes at least twenty thousand (20,000) pupils in K-12 average daily membership (ADM)	Number of students in the DeQueen-Mena ESC region. (LEA Insights - 12,006 ADM)
<b>4</b>	ESC region includes at least one (1) postsecondary education institution	There are 2 postsecondary institutions within the DeQueen-Mena ESC region: UA Rich Mountain-Mena/Mt. Ida (2 year), UA Cossatot DeQueen (2 year), UA Cossatot Nashville (2 year), UA Cossatot Ashdown (2 year)
<b>5</b>	ESC region covers no more than fifty (50) miles distance or approximately one (1) hour driving time to the area's main offices for ninety percent (90%) of the school districts. (Google Maps)	DeQueen-Mena ESC serves 12 school districts, with 83% of those districts within 50 miles of driving distance (or approximately 1 hour) from the cooperative.

## Section 1: User Satisfaction and Service Adequacy

### 22.2 Section 1A-1B: Annual User Satisfaction Survey and Summative PD session evaluation responses

DeQueen-Mena ESC utilizes the data collected from the User Satisfaction and Professional Development surveys to reflect on the satisfaction of participants for services offered, number and types of sessions offered, and feedback for specialists. The User Satisfaction Survey is designed in collaboration with the ESCs statewide and distributed as a Google Form to the school districts via email, ESC website, social media, etc. in the spring of each year (March/April).

Professional Development surveys are automatically generated by ESCWorks to participants after a session has concluded. DeQueen-Mena ESC Specialists use both the User Satisfaction and Professional Development survey data to reflect on the sessions that they conducted and their practice. Each year the DMESC Professional Development staff, including Literacy, Mathematics, Science, GT, and Recruitment and Retention Specialists, and the Teacher Center Coordinator meet to discuss and review survey and evaluation data.

The DMESC Annual User Satisfaction Survey was distributed in March 2022 and received 450 responses (with representation from all 12 districts and all job titles). See the disaggregated data below. (*\*NOTE: In survey directions, participants were instructed to use N/A if the question pertained to a service area in which they were not familiar. In the table below, N/A responses are removed from the final calculations of the percentages of user satisfaction.*)

	Area of Service	Very Satisfied	Satisfied	Not Satisfied	Very Satisfied + Satisfied Subtotals
Support Services	Administrative Support	59% (153)	40% (104)	2% (4)	98%
	Support for State Initiatives	56% (169)	44% (132)	0	100%
	Support for Federal Programs, ESL, Curriculum, GT, etc	55% (149)	43% (116)	1% (5)	98%
	Helpfulness of Staff when Seeking Info as an Educator	67% (268)	32% (128)	1% (6)	99%
Literacy	RISE K-2	58% (64)	42% (47)	0	100%
	RISE 3-6	54% (78)	46% (66)	0	100%
	SoR Stand Alone Days	53% (57)	47% (50)	0	100%
	Critical Reading	48% (45)	52% (48)	0	100%
	Literacy Content Training	49% (68)	51% (70)	0	100%
	Dyslexia Support	41% (40)	53% (51)	6% (6)	94%
Math	Cognitively Guided Instruction (CGI)	43% (39)	57% (52)	0	100%
	Mathematical Content Trainings	51% (61)	49% (58)	0	100%
	Quantitative Literacy	52% (33)	48% (31)	0	100%
	AR Math QuEST	54% (47)	46% (40)	0	100%
	Illustrative Mathematics	50% (55)	44% (48)	6% (6)	94%
	Mathematics Programs	43% (45)	50% (53)	7% (7)	93%

Science	Grasping Phenomenal Science K-4	35% (20)	65% (37)	0	100%
	Grasping Phenomenal Science 5-8	37% (20)	57% (31)	6% (3)	94%
	Grasping Phenomenal Science 9-12	40% (18)	60% (27)	0	100%
	STEM	44% (38)	47% (41)	9% (8)	91%
Novice Teacher	Classroom Management	53% (92)	46% (80)	2% (3)	99%
	Support through use of Digital Platform	52% (98)	45% (85)	3% (6)	97%
	Support by R & R and/or Cooperative Specialists	54% (80)	42% (62)	3% (5)	96%
	PD on relevant topics	53% (95)	44% (80)	2% (5)	97%
Digital Learning	Digital Learning Resources/Tools	43% (106)	55% (133)	2% (5)	98%
	Support on Digital Platforms	47% (119)	50% (128)	2% (7)	97%
	In-district support for Digital Learning	45% (104)	52% (122)	3% (7)	97%
	IT Support	46% (85)	51% (95)	2% (5)	97%
Covid-19	Assistance to transition to Blended Learning	43% (102)	53% (127)	4% (10)	96%
	Regular Communication/Updates	43% (130)	54% (163)	3% (11)	97%
	PD Offerings during Covid-19	46% (150)	51% (167)	3% (10)	97%
	Support with AR Ready for Learning Plan	43% (99)	52% (120)	4% (10)	95%
Special Education	LEA Supervisors	53% (69)	42% (60)	0	100%
	Behavior Support Specialists	50% (77)	46% (71)	3% (5)	96%
	Other SPED Services	53% (72)	47% (63)	0	100%
Early Childhood	ABC Program	46% (39)	48% (40)	6% (5)	94%
	Early Childhood Special Education	50% (37)	50% (37)	0	100%
	HIPPY	40% (23)	60% (35)	0	100%
	Other Early Childhood Services	49% (44)	45% (40)	5% (5)	94%
Other Services	Student Services (Quiz Bowl, Chess, Spelling Bee, etc.)	46% (78)	52% (89)	2% (4)	98%
	Career/Technical Education(CTE)	52% (74)	45% (65)	2% (4)	97%
	Gifted and Talented	48% (68)	48% (68)	4% (7)	96%
	Instructional Technology	48% (97)	50% (100)	1% (4)	98%
	Community Health Nurse	48% (50)	49% (51)	2% (3)	97%
	Facilities Consortium	45% (42)	53% (49)	2% (2)	98%
	Purchasing Programs (Warehouse)	50% (69)	50% (68)	0	100%
	Teacher Center and/or Print Shop	54% (100)	46% (86)	0	100%
	<b>Overall Average</b>	49%	49%	2%	98%

A review of the data from the July 2021 - June 2022 Summative Professional Development Evaluation Survey Responses indicate an overall average score of 3.95 on a 4.0 scale. There were 2,315 Evaluation Survey Responses recorded.

The survey results were reviewed to determine ways that the DeQueen-Mena ESC could better meet the needs of the school districts that we serve. The following responses from the User Satisfaction Survey were addressed by the DMESC staff:

- Principals want wrap around support for students in the SoR and Math
- Educators want ongoing support for how to incorporate literacy into other subjects, specifically the secondary level
- Educators requesting training on understanding dyslexia and how to support students with characteristics of dyslexia
- Educators want training on disaggregation of data and using that data to inform instruction
- Educators in need of Special Education professional development

The DeQueen-Mena ESC addressed the above mentioned needs:

- Literacy Specialists and Math Specialists developed and presented professional development in the districts to paraprofessionals working closely with students in need of support for reading and math. This training equipped the paras to deliver support in the curriculum with efficacy and consistency.
- Literacy Specialists developed and offered professional development sessions and in-district support to secondary teachers to address incorporating the Science of Reading into all content areas.
- DMESC Dyslexia Specialist hosted quarterly dyslexia meetings and facilitated “Dyslexia for a Day” simulation for area teachers, administrators and coordinators.
- The DMESC Assistant Director coordinated with 8 (eight) of the 12 districts to conduct “Data Day” sessions with administrators and teachers on data disaggregation and instructional planning using their data.
- DMESC offered two sessions of All In on Inclusion and is hosting two more sessions this year. DMESC Specialists in every content area, CTE, Recruitment and Retention and Instructional Technology have included *Inclusive Practices* on their PGP for this year. DMESC offered numerous Special Education professional development sessions for both novice and veteran special education teachers. The DMESC offered professional development on topics such as: Inclusion, Co-teaching, 504, Targeted Behavior Intervention, Data, Make-and-Take Centers, SPED Law, etc. Outside consultants including Easter Seals were brought in to train the area special education teachers. Arkansas Behavior Specialists, ESVI consultants, and LEAs also provided training and support to area educators.

In addition to the User Satisfaction Survey and Summative PD Evaluation Data, the DMESC Director and Assistant Director/Teacher Center Coordinator, along with specialists, visit with district administrators to gain feedback on how the DMESC can better meet the needs of the educators in our member districts. The DMESC Assistant Director/Teacher Center Coordinator hosts monthly meetings with Building Level Administrators, Federal Programs, and Curriculum Coordinators to provide monthly updates and support for local districts.

### **17.00 Section 1C: Annual Surveys and Needs Assessment**

The DMESC administers a Needs Assessment Survey via Google Forms to all district administrators each year in the late fall (November/December) to determine the professional development needs and services we need to focus on for the upcoming summer and following school year. DMESC uses additional means such as the CTE: Comprehensive Local Needs Assessment Survey, PD Needs Assessment for Summer 2022 - Teachers, Administrator Experience Survey, Novice Teacher Survey, and job-alike group meetings to gather information

as to district needs to supplement the survey information gathered. The Superintendent's group consists of 12 districts and meets monthly. Information and feedback is also gathered from the Teacher Center Committee and the following groups: GT Coordinators, ESOL Coordinators, Media Specialists, Counselors, Principals, Technology Coordinators, Federal Programs/Curriculum Coordinators, and Dyslexia Interventionists. The data and comments from the Needs Assessment Survey are shared with the DMESC Board, Principals, Teacher Center Committee, and DMESC Specialists at a staff meeting.

The following are examples of how DeQueen-Mena ESC addressed the responses to the Needs Assessment Survey given in Fall 2021:

- DMESC scheduled professional development to address trauma, self-care, social and emotional learning, and ACES for the Summer 2022. Trainers for the professional development included AR-Trauma Resource Initiative for Schools, Teacher Mental Health Best Practices, and An Insight into Children With Trauma.
- DMESC provided *Through the Eyes of Poverty* (Poverty Simulation) training in districts and at the co-op for Novice Teachers.
- DMESC offered training in the area of classroom management through 5 Essential Components of School Wide Positive Behavior System, Antecedent Based Interventions for Managing Behavior, Targeted Behavior Interventions and Essential Behavior Concepts among other sessions.
- DMESC coordinated with Wink Consulting, Gerry Brooks, Tyler Tarver and the Criminal Justice Institute, to bring in dynamic motivational presenters to work with teachers. Sessions offered include: Excellence in Every Classroom with John Wink, The Baller Teacher Conference, SPED Conference featuring Gerry Brooks and Julie Weatherly and Youth Mental Health First Aid.
- DMESC specialists offered Literacy, Math and Science PLC professional development sessions to support work currently being done in our area districts. DMESC is also participating in the *Leading PLCs At Work Districtwide with Dr. Janel Keating* along with two district superintendents and the Director, Assistant Director and Science Specialist. DeQueen-Mena Education Service Cooperative Teacher Center Coordinator meets monthly with DESE personnel to coordinate services and support. Coordination with the Arkansas Department of Elementary and Secondary Education was consistent, and no duplication was noted.

## **4.2 Section 1D: Provide Assistance**

The DeQueen-Mena ESC regularly assists our member districts with accreditation standards and coops costs to save them financially.

- Holds monthly meetings with Superintendents, Federal Programs Coordinators, and other personnel responsible for the state reporting that is associated with accreditation
- Hosts annual School Board training twice a year
- Provides the Tier 1 Fiscal training for all administrators and bookkeepers
- Provides instructional support in all core areas and assists with curriculum review
- CTE helped schools develop new career course concentrations and programs of study to meet career focus requirements and to purchase equipment/materials necessary for those courses
- All ESCs share 1000 seats for Vector Solutions bus drive training
- Coordinated Literacy support with DESE and member districts in Levels 3-4 of support
- ECH special education department assists school districts in providing speech, behavior, and occupational therapy services

The DeQueen-Mena ESC provides numerous professional development opportunities for all member districts as required by rule 10.01.3, and the DMESC specialists provide in-district support and training to districts throughout the school year. DMESC has provided statewide professional development opportunities: On to College, ACT Prep Sessions, Title IX, 504, and Restorative Practices Playbook PD.

TheDeQueen-Mena ESC provides multiple avenues to assist member districts with the reduction of costs for services. Examples include the following:

- Psychological Examiner Consortium- This consortium employs two licensed psychological examiners for special education testing. 10 DMESC districts and 1 Dawson ESC district participates in this consortium.
- Paper Bid Process - The cooperative process allows the DMESC districts to purchase paper services at a reduced rate/price. (11 districts participate)
- CTE Consortium - This consortium is made up of 11 DMESC member districts. DMESC was directly awarded \$124,587 in Non-Traditional and Innovation Grants which were used for the following student completions and enrichment programs: Girl Power Student Competition, Be a Model Career Exploration, Support of FACS & Special Populations and J. Frank Scott STEM Center/PD. DMESC CTE coordinator also wrote a grant for Caddo Hills HS for a STEM Camp and was awarded \$29,723.
- Early Childhood Education Consortium - DeQueen-Mena ESC is the only cooperative in the state of Arkansas that runs all three Early Childhood Education programs through one office with one director. This provides efficiency of staff and seamless oversight of students across all programs. Arkansas Better Chance (ABC), Home Instruction for Parents of Preschool Youngsters (HIPPI) and Early Childhood Special Education (ECH SPED) serve and support 11 member districts participate and utilize the services offered by the DeQueen-Mena ABC/HIPPI/ECH staff.
- SPED LEA Consortium- DMESC employs one SPED LEA to serve 3 member districts which participate in this consortium.

### 9.00 Section 1E: Teacher Center Committee and Other Necessary Committees

The DeQueen-Mena ESC Teacher Center Committee was established by Act 349 of 1985. The Teacher Center Committee is made up of at least one (1) representative from the staff of each member school district and shall advise the Director/TCC and the governing body on the staffing, programs, and operation of the Teacher Center. At least one-half (6), but not more than two-thirds (8) of the members are classroom teachers. The committee shall meet at least three times per year. The meeting dates for the 2021-2022 school year: 10.13.21, 1.19.22, and 04.06.2022.

Committee Member	District	Position
James Jones	Ashdown	Principal
Deric Owens	Caddo Hills	Superintendent
Gina Rosson	Cossatot River	Counselor
Alex Clark	DeQueen	Teacher
Tammy Tabler	Dierks	Teacher
Rhonda Boyd	Foreman	Teacher
Tammy McAlister	Horatio	Teacher
Tracy Floyd	Mena	Teacher
Tammy Walker	Mineral Springs	Teacher
MiKayla McDowell	Mount Ida	Teacher
Jennifer Gordon	Nashville	Librarian
Sherri Wright	Ouachita River	Teacher



The DeQueen-Mena Teacher Center is located on the DMESC campus at 305 S. Hornberg Ave. in the Media Building of the J. Frank Scott STEM Center. The Teacher Center has recently been moved for extra space and to update the resources that DMESC can provide for teacher use. The DMESC Teacher Center is available for educators Monday - Friday from 8:00-4:00 p.m. The Teacher Center provides resources such as: a poster maker, bookbinders, laminator, paper cutters, cutout dies and cutters, label maker, copiers, colored paper/cardstock, poster board, and classroom supplies such as markers, erasers, pens, post-its, chart paper, etc. DMESC offers fingerprinting services in our Media Center facility.

In addition to the Teacher Center Committee, the following committees and groups meet for discussion and response to district needs/concerns:

**Committees:** Legislative Committees - Governance, Finance, and Curriculum (monthly during session), AAA Activity District

**Groups:** Superintendents, Principals, Federal Programs/Curriculum Coordinators, GT Coordinators, Dyslexia Interventionists, Counselors, Technology Coordinators, ESOL Coordinators, Library/Media and bookkeepers.

The DeQueen-Mena ESC Principals and Federal Programs/Curriculum Coordinators groups meet monthly throughout the school year to network, share best practices, troubleshoot concerns, and to hear from presenters on requested topics. During the 2021 - 2022 school year, DMESC coordinated speakers for Title IX, Child maltreatment, CTE, and SoR Overview/Refresher for elementary/secondary administrators. Best practices, monthly Teacher Center Coordinator updates, and upcoming meeting dates are shared publicly via a shared Google Folder and on the DeQueen ESC webpage. DMESC has a large social media presence where sessions, community announcements and other important information is shared with the public.

## **16.00 Section 1F: Liaison with Postsecondary Institutions**

The DeQueen-Mena ESC fosters an excellent working relationship with two area universities and two community colleges: Henderson State University (HSU) and Southern Arkansas University (SAU), UA Rich Mountain and UA Cossatot

- **HSU-** Dr. Holly Cothren, HSU Chair of Educational Leadership attends co-op board meetings and Teacher Center Committee meetings to provide information on programs of study. DMESC Recruitment and Retention Specialist works with them to recruit teachers to the DMESC area.
- **SAU-** Dr. Roger Guevara, SAU-ERZ Director and Assistant Professor of Educational Leadership, partners with DMESC on professional development and special projects from DESE, such as Arkansas Tutoring Corp. and PLCs.
- DMESC works in collaboration with Post-Secondary partners to offer opportunities for students. Our Post-Secondary partners worked with the DMESC Career & Technical Education program to offer non-traditional career exploration events for the past two years. "Be a Model, Break the Mold" student exploration events were held on the campuses of UA Rich Mountain and UA Cossatot. These events reached 145 female students in the two year span offering hands-on sessions exploring Machine Tool Technology, Web Page building, Welding, Automotive repair and Industrial PLC's. DMESC partnered further with regional Post-Secondary institutions, Southern Arkansas University, UA Hope & Texarkana to offer these same events.
- Post-Secondary Institutions support DMESC student programs such as our female student competition, Girl Power and the annual STEM competition by awarding tuition waivers to student winners.

- DMESC utilizes the Post-Secondary Career Coach program as partners to support student events, assistance in Career Exploration and CTE Certification reporting.
- DeQueen-Mena ESC shares best practices with collaborating partners and publicly via social media
- DMESC Director and Teacher Center Coordinator serve on the Education Renewal Zone Advisory Board. The board meets bi-annually and helps to disseminate ERZ information and program support to local school districts
- Representatives from the UA Rich Mountain, HSU, Arkansas School of Osteopathic Medicine, and University of Arkansas have attended the monthly Superintendent meetings. Open discussion and presentations from the post-secondary institutions allows for the sharing of information and better alignment of K-12 education and postsecondary institutions.
- Best practices are shared with the other 14 cooperatives via monthly meetings (both Directors and TCCs) and through our Annual Co-op Directors' Conference each fall.
- DMESC Director, Benny Weston, supports partnership ideas and needs at the regional level. Additionally, he serves on various regional and state-wide committees to gather information, share ideas, and educate groups on how education service cooperatives can assist educational organizations.

**Committee List:** Arkansas Association of Career and Technical Education Administration (AACTEA), Leadership Coordinating Council, Arkansas Association of Special Education Administrators (AASEA), CASE-Council of Administrators of Special Education, Arkansas Council of Teachers of Mathematics (ACTM) Board, SW Delegate, Arkansas Special Education Early Childhood Professionals (ASEP), STEM Coalition, Arkansas Association of Career and Technical Education (AR ACTE), Region 4 ACTE Policy Committee, Presidential Awards for Excellence in Math and Science Teaching (PAEMST) State Selection Committee, Workforce Innovation and Opportunity Act (WIOA), and CTE Skills Workforce Gap Committee, ACTC Chair - Arkansas Cooperative Technology Coordinators, Cyber Incident Response Team, Arkansas Instructional Innovation Association.

## Section 2: Staff Qualifications

### 11.00, 12.00, 14.00, 21.00 Section 2A: Director, personnel, general policies, and reports

The DeQueen-Mena ESC currently employs a staff of 163, made up of approximately 59 certified positions and 104 classified positions. All DMESC employees requiring a license are up-to-date and licensed in the appropriate area. The DMESC Business Office Manager maintains and monitors employee licensure annually. DMESC employees are evaluated annually by their direct supervisor(s). The DMESC Director is evaluated by the DMESC Board of Directors. The Personnel Policies Handbook is reviewed and revisions are discussed annually with employees.

The DeQueen-Mena ESC Annual Report is compiled each year and reported to the DMESC Board at the June meeting. The DMESC Annual Report is then sent to Stacy Smith, Deputy Commissioner Arkansas Department of Education via email ([stacy.smith@ade.arkansas.gov](mailto:stacy.smith@ade.arkansas.gov)) as per the DESE directive. The DMESC Annual Report is then posted to the ESC website under State Required Information for public review. A few highlights from the 2021-2022 DMESC Annual Report include:

- The ABC center-based preschool program provides free quality preschool services to 838 three- and four-year-old children in the co-op region. All programs operate on the local school calendar for a 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, 38 paraprofessionals, five directors, one administrative assistant, 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

- The DMESC CTE program is a highlight of our cooperative. 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. FACS teachers from Horatio, Mount Ida, Acorn, Dierks and Caddo Hills utilized this project, as well as Ag teachers from Foreman and Dierks.
- Commercial Driver License Third Party Testing: 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 reduced cost and travel time.
- DMESC 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. With two lead principals, Davelyn Lane (Acorn Elementary) and David Maxwell (Mena HS), DMESC provided Zoom or Google Meet options for building level leaders to meet monthly as well. Topics included Covid-19 guidelines, 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 and Evan Willons from UAMS on Trauma Informed Practices and PD opportunities among other guests throughout the year.
- Foster Grandparent Program: The Foster Grandparent Program is a federally funded program whose purpose is to offer Senior Citizens, 55 years of age and over, the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours weekly service to community organizations such as schools and pre-schools. This program is a wonderful community partnership.
- Instructional Technology: DeQueen Mena Education Service Cooperative's technology coordinator has been extremely diligent in providing cybersecurity awareness this year to our state-wide techs, DMESC school technology teams, educators, and DMESC staff. In addition to providing both virtual and face-to-face PD, IT specialist provided all PD content on the website so that teachers would have instant access to resources. DMESC provides a Zoom license for all 12 districts free of charge, so that all educators have access to this platform.

### **3.00, 8.00 Section 2B: Board of Directors and Executive Committee**

The DeQueen-Mena ESC Board of Directors met a total of 11 times face to face (monthly) formally as well as weekly Zoom meetings on Thursdays at 9:30am (informally) during the 2021-2022 school year. The DMESC Board of Directors is composed of 1 Superintendent from each of the 12 districts in our co-op region. DMESC held a 3-day Summer Administrators Institute in June 2022, which provides all mandated professional development required of administrators. The DMESC Board of Directors approves the monthly financial reports, the annual financial audit, annual report, and annual budget.

To ensure the efficiency of operations, the DeQueen-Mena ESC has recently implemented the use of Google Forms for workshop scheduling and Tech Tickets as well as utilizing TeamViewer to remotely address computer issues at our PreK sites on school campuses. DMESC plans to utilize Google Forms for additional tasks in the future.

### **Section 3: Extent of Local Financial Support**

#### **18.00, 19.00, 22.2 Section 3A: Program Services , local participation, and local support**

The DeQueen-Mena Education Service Cooperative provides professional development and instructional/curriculum support to all 12 member districts based on requests from Needs Assessment and User Satisfaction Surveys, as well as priorities of DESE. All 12 member districts are strongly encouraged to participate in state-supported programs, in addition to those initiated by the DeQueen-Mena ESC. DMESC also serves participants from other regions/districts in the state and personnel from other ESCs in state-supported training as the need arises.

The DeQueen-Mena ESC is able to provide multiple services for our member districts through local Professional Development Consortia funds. Professional development, on-site curriculum support, classroom support for teachers, PLC support/assistance, and instructional planning are a few of the services provided to member districts using PDC funds. The DMESC GT Specialist is partially funded through a local GT Consortium participation. DeQueen-Mena ESC Early Childhood Special Education services are partially funded through a local ECH Consortium participation. Participation in each of these programs are indicated below.

DMESC member school districts participate in the following extended services supported by local funds:

- 100% of the DMESC member districts participate in the Professional Development Consortium (PDC) 12/12 districts
- 100% of the DMESC member districts participate in the Gifted and Talented Specialist Consortium 12/12 districts
- 92% of member districts participate in the CTE Consortium (11 of 12 districts): Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, and Ouachita River are members of the DMESC CTE Consortium.
- 100% of member districts utilize our Early Childhood Special Education student support services, which are partially funded by local funds. These districts utilize this Co-op service to provide individualized instruction to students ages 3-5 identified as meeting the requirements of one of the state's recognized disability categories for special education under IDEA. Supports include instruction in cognition, communication, socialization, and fine and gross motor skills, in addition to services such as speech and language, occupational therapy, and physical therapy.
- 100% of the DMESC member districts participate in funding a Legislative Liaison, Harvie Nichols, to attend legislative sessions/hearing and report back with up-to-date information about the happenings in all areas of education in the state.
- 100% of member districts participate in the Technology Consortium (12/12)
- 83% of member districts participate in the Educational Examiner Consortium (10/12): Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mt. Ida, Nashville, and Ouachita River, and one district outside of DMESC Co-op (Murfreestboro). DMESC employs two full-time SPED educational examiners.
- 25% of member districts participate in the DMESC SPED LEA Consortium (3/12): Dierks, Cossatot River, Foreman.

The DeQueen-Mena ESC utilizes an annual Needs Assessment Survey to help determine the professional development needs of the member districts. The DMESC Teacher Center Committee and the DMESC Teacher

Needs Assessment Survey also provide additional input on professional development needs and services requested. Additional information is gathered from groups (Federal Programs/Curriculum Coordinators, Counselors, Library/Media Specialists, District Testing Coordinators, Instructional Facilitators, etc). Feedback from the above mentioned groups occurs during scheduled meetings and is used for planning purposes. All professional development requests are quickly acted upon as we aim to meet the needs of our member districts.

A Cost Analysis of services was conducted on 12 out of 12 districts within the last 5-year cycle. A Cost Analysis of services on 4 of the 12 districts was completed within the 2021-2022 school year: Cossatot River, Foreman, Mineral Springs, and Nashville.

The DeQueen-Mena Education Service Cooperative publishes an Annual Report each year on all programs/positions. The Annual Report is submitted to the Arkansas Department of Education, shared at the June Board of Directors meeting, and posted on the DMESC website under State Required Information.