

Annual Report

Northwest Arkansas Education Service Cooperative



2016-2017

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Dr. Charles Cudney
Director

Mrs. Marcia Sanders
Assistant Director/TC Coordinator

Northwest Arkansas Education Service Cooperative
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Farmington, AR 72730
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TO: Arkansas Educators
FROM: Charles J. Cudney Ed.D., Director
SUBJECT: 2016-2017 Annual Evaluation Report

The Northwest Arkansas Education Service Cooperative continued progressive growth through 2016-2017. Under the leadership of Director Charles Cudney and Assistant Director/Teacher Center Coordinator Marcia Sanders, Northwest Arkansas Education Service Cooperative offered programs that the co-op has always provided while adjusting some of those programs to meet the ever changing needs of the 16 public school districts and 4 public charter schools we serve. NWAESC will continue to evolve and grow programs that are necessary to provide quality services to our school districts in an ever-changing environment. We have begun the daunting task of delivering support for the implementation of the Arkansas Curriculum Frameworks, ACT Aspire, and providing leadership in growing Career and Technical (CTE) in Northwest Arkansas and beyond. Our Board members are actively involved in their service to the cooperative and have provided a very sound shared vision.

The 2016-2017 annual report prepared by the staff of Northwest Arkansas Education Service Cooperative reflects information on the programs and grants conducted through the co-op for our schools and collaborative partners. The Northwest Arkansas Education Service Cooperative has 59 employees total, 9 of these employees are housed in schools or preschools, and we run 4 state programs. The Arkansas Department of Education Base Funding to the co-op is \$408,618.00 and the total budget is approximately \$4,018,266.29

One of the main purposes of the co-op is to be effective and efficient in the administration of programs for the schools. As a result, our 16 school districts, or a portion of these school districts, often share joint programs. Listed below are examples of these shared programs:

- *APSCN Field Support
- *Distance Learning Education
- *Early Childhood Special Education
- *Gifted and Talented Education
- *Science Support Services
- *Teacher Center services
- *Medicaid billing services
- *School Health Nurse Services
- *Technology Support Services
- *ESVI Services

- *Career and Technical Education
- *Literacy Support Services
- *Math Support Services
- *Professional Development

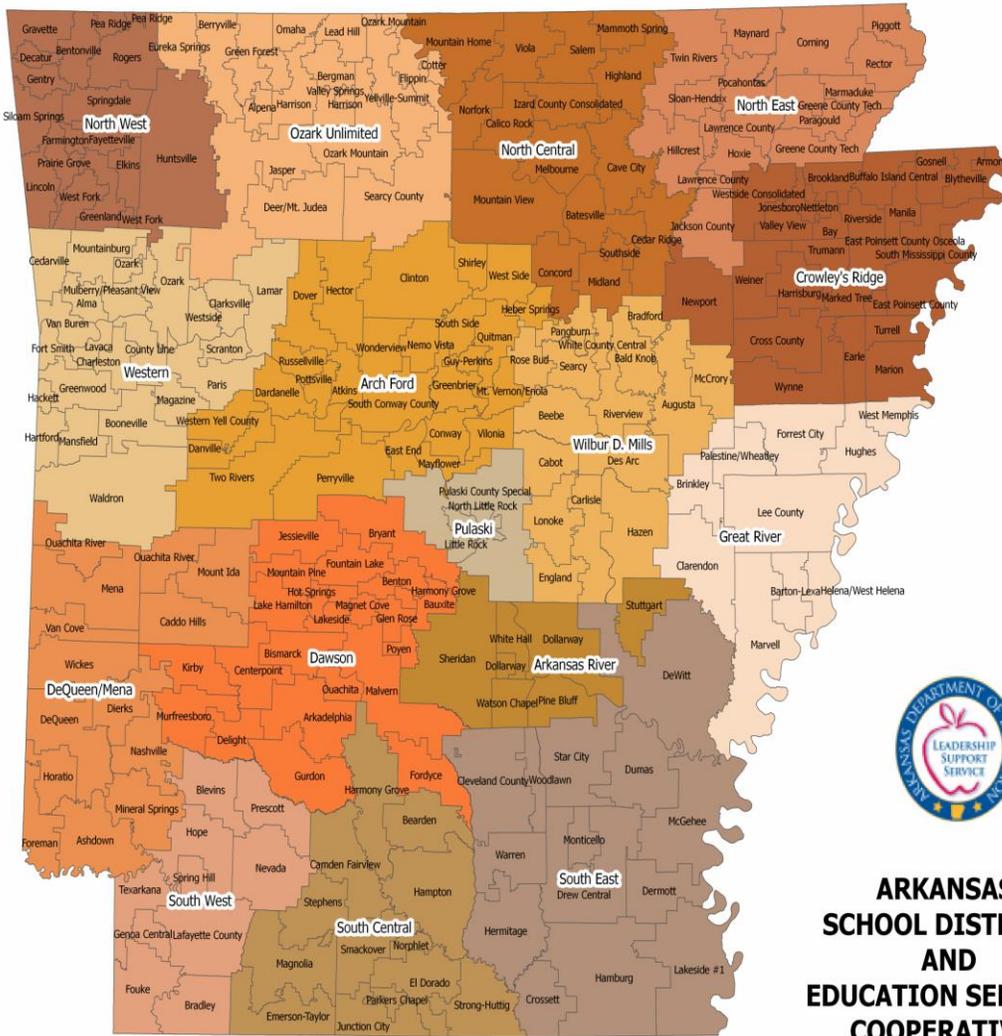
The co-ops of Arkansas have served as the implementation support agents for new state initiatives by providing extensive professional development and capacity building necessary to implement the undertaking of our state to improve student achievement. We plan to continue to effectively provide support for the Arkansas State Standards and the new teacher evaluation system as we move forward in a new era of teaching and learning. The mission of Northwest Arkansas Education Service Cooperative is to support and serve our school districts as they strive to provide a high quality education. Our staff looks forward to the challenges of the upcoming year.

“Serving the Schools, Serving the Children”

Northwest Arkansas Education Services Cooperative

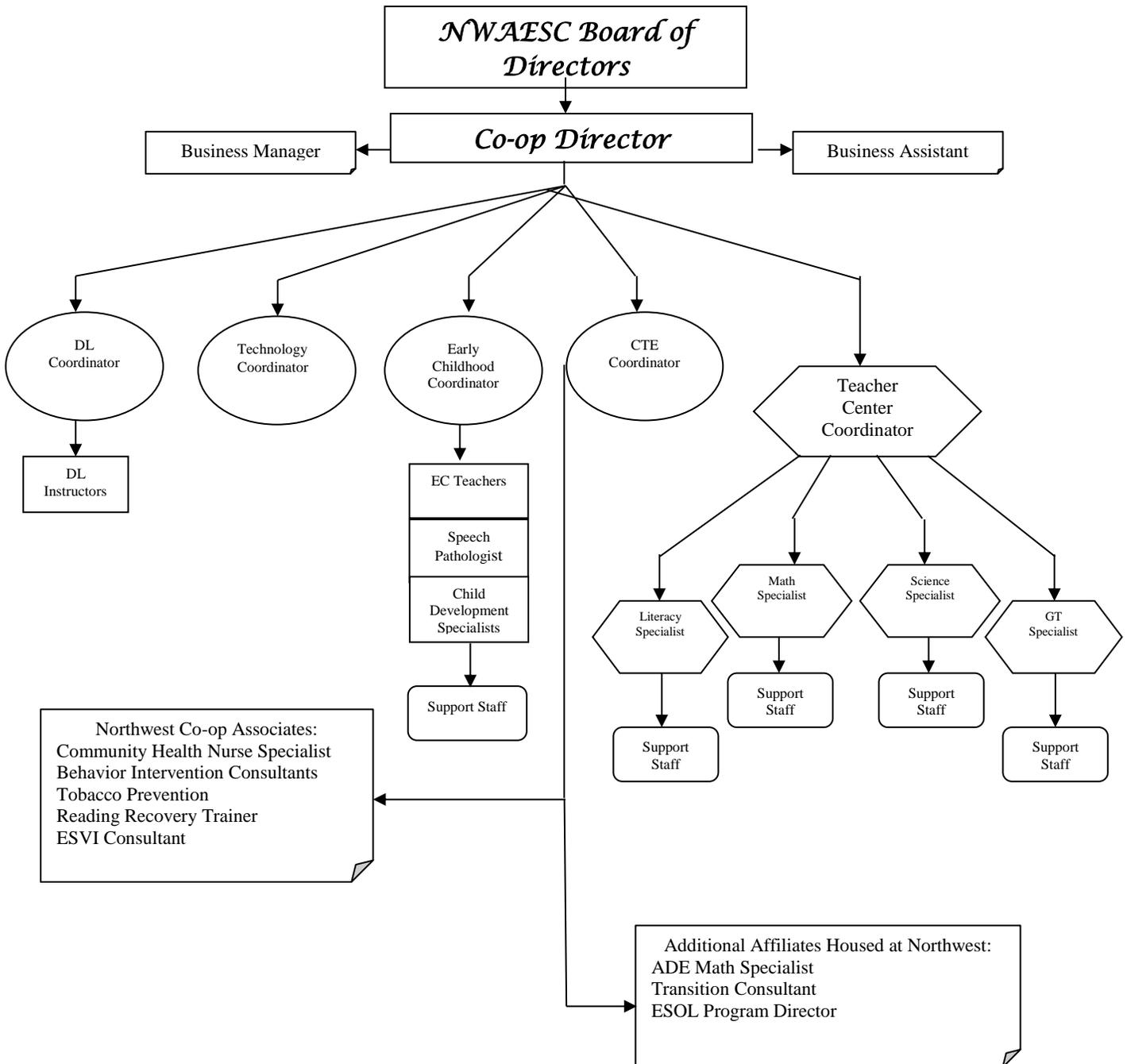
Mission Statement

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



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

Northwest ESC Organizational Chart



Northwest Education Service Cooperative

Public School Districts served in Northwest Arkansas Education Service Cooperative:

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

Charter Schools served in Northwest Arkansas Education Service Cooperative:

Arkansas Arts Academy, Haas Hall, Northwest Arkansas Classical Academy, and Ozark Montessori

Officers of the Board

Name	Position	School District
Dr. Richard Page	President	Gravette
Mr. Dan Jordan	Vice-President	Elkins
Dr. Charles Cudney	Director/Ex-officio	NWAESC
Dr. Mary Ann Spears	Secretary	Lincoln

Members of the Board

Name	Position	School District
Dr. Debbie Jones	Board Member	Bentonville
Mr. Jeff Gravette	Board Member	Decatur
Mr. Dan Jordan	Board Member	Elkins
Mr. Bryan Law	Board Member	Farmington
Dr. Matthew Wendt	Board Member	Fayetteville
Dr. Randy Barrett	Board Member	Gentry
Dr. Richard Page	Board Member	Gravette
Dr. Larry Ben	Board Member	Greenland
Mr. Clint Jones	Board Member	Huntsville
Dr. Mary Ann Spears	Board Member	Lincoln
Mr. Rick Neal	Board Member	Pea Ridge
Dr. Allen Williams	Board Member	Prairie Grove
Dr. Marlin Berry	Board Member	Rogers
Mr. Ken Ramey	Board Member	Siloam Springs
Dr. Jim Rollins	Board Member	Springdale
Mr. John Karnes	Board Member	West Fork

Northwest Arkansas Education Cooperative 2016-17 Teacher Center Committee

Committee Member	District	Position	Expires
Ms. Susan Jarrett	Arkansas Arts Academy	Middle School Teacher	2018
Mr. Tim Sparacino	Bentonville	Junior High Principal	2017
Ms. Devon Courtney	Decatur	Elementary Teacher	2017
Ms. Amy Evans	Elkins	Middle School Principal	2017
Ms. Julia Williams	Farmington	Elementary Principal	2018
	Fayetteville	Elementary Teacher	2019
Ms. Denise Waters	Gentry	Intermediate Principal	2017
Ms. Alison Schaffer	Gravette	High School Teacher	2018
Ms. Paula Bonner	Greenland	High School Teacher	2019
Mr. Phillip Baker	Huntsville	High School Teacher	2018
Ms. Lindsay Bounds	Lincoln	Middle School Teacher	2018
Ms. Leslie Moline	Pea Ridge	Middle School Principal	2019
Dr. Allen Williams	Prairie Grove	Superintendent	2019
Ms. Francie Weaver	Rogers	Middle School Teacher	2018
Ms. Heather Woodruff	Siloam Springs	Middle School Teacher	2019
Ms. Amber Stout	Springdale	Elementary Teacher	2018
Mr. John Crowder	West Fork	High School Principal	2019

Northwest Arkansas Education Service
Cooperative
2016-2017

Arkansas Department of Education...

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: June 2017

LEA# 072-21

ESC# 072-21

ESC NAME: Northwest Arkansas Education Service Cooperative

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

PHONE NUMBER: 479-267-7450 Fax: 479-267-7456

DIRECTOR: Dr. Charles Cudney

TEACHER CENTER COORDINATOR: Ms. Marcia Sanders

NAMES OF COUNTIES SERVED: Benton, Madison, and Washington

NUMBER OF DISTRICTS: 16 NUMBER OF CHARTERS: 4

TOTAL NUMBER OF STUDENTS: 83,376

District	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Personnel	Certified Classroom Teachers	Classified Personnel
Bentonville	16,609	23.24%	1,325	1,054	808
Decatur	573	100%	85	73	46
Elkins	1,190	47.06%	117	97	56
Farmington	2,503	37.63%	201	166	97
Fayetteville	9,864	39.96%	805	604	652
Gentry	1,407	58.35%	158	136	90
Gravette	1,854	46.17%	151	131	104
Greenland	795	65.16%	95	79	60
Huntsville	2,349	66.54%	221	185	133
Lincoln	1,188	70.79%	155	135	59
Pea Ridge	2,066	39.59%	182	148	96
Prairie Grove	1,909	43.43%	163	132	81
Rogers	15,399	59.15%	1,146	935	907
Siloam Springs	4,211	57.06%	345	271	244
Springdale	21,527	70.75%	1,723	1,432	1,090
West Fork	1,074	51.3%	117	104	59
Charter School					
AR Arts Academy	779	28.11%	67	60	20
Haas Hall Academy	344	0%	50	38	9
NWA Classical Academy	556	5.22%	41	38	13
Ozark Montessori Academy	179	56.98%	24	7	20
Totals	86,376		7,171	5,825	4,644

I. GOVERNANCE:

A. How is the co-op governed? Board of Directors

How many members on the Board? 16

How many times did the Board meet? 11

When is the regular meeting? First Thursday of each month, unless other arrangements are made.

Date of current year's annual meeting: Thursday, June 1, 2017

B. Does the co-op have a Teacher Center Committee? YES NO

If yes, then:

How many are on the Teacher Center Committee? 17

How many members are teachers? 10

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? March 2017

D. Have written policies been filed with the Arkansas Department of Education?

Yes No

II. STAFFING

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

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

2016-2017 Employees						
	Last Name	First Name	Position	Funding Source	New Hire	Resigned
1.	Alagood	Leah	Child Development Specialist	S		
2.	Barnes-Whorton	Kathy	Medical Records / Office Assistant	S		
3.	Boerner	Deb	Reading Recovery Teacher Leader	S		
4.	Brown	Ember	Speech / Language Pathologist	S	8-8-16	
5.	Brown	Katelyn	Speech / Language Pathologist	S		
6.	Busch	Julia	Child Development Specialists	S		
7.	Butcher	Kelli	Community Health Nurse Specialist	*		
8.	Chavis	Lisa	Asst. Director Secretary / Teacher Center Secretary	B		
9.	Coles	Kim	Paraprofessional	S	8-8-16	

10.	Cornwell	Patti	Child Development Specialist	F		
11.	Cruce	Pam	APSCN - Financial Applications Field Support	*		
12.	Cudney	Charles	Director	B		
13.	D'Angelo	Jennifer	Speech / Language Pathologist	S		
14.	Devore	Colleen	Early Childhood Coordinator	S		
15.	Dougan	Kelli	Math Specialist	S		7-1-16
16.	Driver	Larry	Gifted & Talented Specialist	S		
17.	Edgar	Cheri	Early Childhood Secretary	S		
18.	Estes	Shem	Child Development Specialist	S		
19.	Ezell	Penny	Literacy Specialist	S		
20.	Fields	Judy	Literacy Specialist	S	7-1-16	
21.	Florick	Wendy	Speech / Language Pathologist	S		
22.	Gadberry	Christi	ESVI Consultant	F	8-8-16	
23.	Gambert	DeeAnn	Speech / Language Pathologist	S		
24.	Garnett	Joni	Child Development Specialist	F	9-16-16	
25.	George	Lindsey	Speech / Language Pathologist	S	8-8-16	
26.	Graf	Darlene	Child Development Specialist	S		
27.	Gray	Stephanie	Speech / Language Pathologist	S		
28.	Gutierrez	Stephanie	Program Secretary	S		
29.	Hahn	Sheryl	Behavior Support Specialist	F		
30.	Harris	Cristine	Speech / Language Pathologist	S	8-8-16	
31.	Holder	Marsha	ESVI Consultant	F		
32.	Hughes	Aaron	APSCN - Student Applications Field Support	*		
33.	Inboden	Mary Eve	Speech / Language Pathologist	S	8-8-16	
34.	Jaslow	Linda	Math Project Co-Director	S		
35.	Jensen	Bobbie	Speech / Language Pathologist	S		
36.	Johnson	Kara	Speech / Language Pathologist	S		
37.	Johnston	Paul	Transition Specialist	F		
38.	Karnatz	Sam	Technology Specialist	S		
39.	Kerr	Tricia	ESOL Program Director	*		
40.	Komarek	Cindy	Child Development Specialist	S		
41.	Lebeau	Matthew	Speech / Language Pathologist	F		
42.	Lefevre	Ashley	Community Health Promotions Specialist	*		3-1-16
43.	Ludwick	Mandee	Paraprofessional	F		
44.	Matthews	Marla	Speech / Language Pathologist	S		
45.	McIntyre	Mary Ann	Behavior Support Specialist	F		
46.	McLaren	Lisa	Paraprofessional	S		
47.	Minkel	Julie	Licensed Professional Counselor	S		
48.	Moery	Mary Catherine	Speech / Language Pathologist	F		
49.	Nelson	Marlo	Child Development Specialist	S	8-8-16	
50.	Onstott	Carol	Child Development Specialist	S		
51.	Patel	Jigish	Computer Science Specialist	S	1-13-17	
52.	Pickering	Cheryl	Career & Technology Education Coordinator	S		
53.	Ramer	Michael Ann	Speech / Language Pathologist	F		
54.	Rhame	Virginia	Science Specialist	S		
55.	Rieger	Tina	Child Development Specialist	S		
56.	Rush	Donna	Literacy Specialist	S		

57.	Sanders	Marcia	Assistant Director / Teacher Center Coordinator	B		
58.	Schumacher	Lynn	Speech / Language Pathologist	S		7-1-16
59.	Smith	Gordon	Distance Learning Coordinator	S		
60.	Smith	Rea	Math Specialist	S	7-1-16	
61.	Smith	Rebecca	Speech / Language Pathologist	S		
62.	Storm	Tina	Program Secretary	S		
63.	Tomlinson	Melody	Maintenance / Housekeeping	B		
64.	Vanhook	Jakki	Business Manager	B		
65.	Wohlford	Patti	Business Assistant	B		

III. TEACHER CENTER

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

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

If yes, then:

Approximate the number of titles in media center: 70

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

How many districts participate in the media program? 16

How many titles (including duplicate counts) were provided to schools during this current year? 1

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

If yes, then:

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

Please describe:

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

If yes, then:

How many teacher visits have been made to the center? 115(Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

[] Cooperative purchasing

- Planning assistance
- Special education services
- Gifted and talented assistance
- Grant writing assistance
- Personnel application
- Evaluation procedures
- Migrant student Identification
- Bookkeeping assistance
- Technology training
- Curriculum alignment
- Business Management training
- Computer technician
- C.P.E.P. administration
- E-Rate applications
- Assessment data analysis
- Instructional facilitator training
- Math coaches training
- TARGET interim assessments
- Math/Science/Literacy/Computer Science specialists
- Numerous professional development opportunities for teachers
- Administrators and local board members
- Other (please specify)
- _____

V. DIRECT SERVICES TO STUDENTS

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

- Student assessment program
- Itinerant teachers – please list areas: Early Childhood
- Occupational therapy and physical therapy
- Computer-assisted instruction
- Mentor programs: Novice Teacher Mentoring System
- Gifted/talented programs: 16 participating districts
- Video instruction
- Speech therapist
- Low incidence handicapped
- Other (Please specify):
Early Childhood Special Education 3-5 years of age,
Behavioral Intervention Consultants, Nursing Services

VI. ANECDOTAL REPORTS

The Northwest Arkansas Education Service Cooperative (NWAESC) continued the work to support regional schools in a plethora of ways, including implementation of State Standards, preparation for ACT Aspire assessments, support for TESS and LEADS implementation, alignment of K12 schools with higher education and with business and industry needs, etc. Toward that end, workshops were held at the Co-op as well as onsite in the district. Additionally, some other highlights are listed below:

- A K-5 math program that began in 2013-2014 called ACCAPP (Analyzing Content, Connections, and Progressions Project) continued into 2016-2017 school year with in-depth work on a progressions document that provided guidance and curricular information for Grades K-5. This year the focus was on refining pacing guidance documents and common assessment items to guide teachers in understanding how their students were progressing toward the understanding of the math standards. While monthly sessions were not held during this fourth year, workshops were offered by grade level to help teachers better understand how to use the pacing documents.

- NWAESC, in collaboration with the Education Renewal Zone, continued the P-20 Partnership with two- and four-year colleges, NTI, and other post-secondary institutions to improve the vertical alignment between K-12 education and postsecondary. While working with the ERZ to further study the preparation needed for students to successfully transition from one level of education to the next, the group also continued its examination of how well prepared preservice candidates are for the classroom.
 - To continue the support for administrators with TESS and LEADS, various sessions were held throughout the year that included coaching sessions with Jim Johnson, workshops for new and experienced teachers to better develop their understanding of the Danielson Framework and TESS rubric.
 - NWAESC hosted their fourth Career and Technical Education Advisory Committee meeting on March 14th. Because of the increase in size, the event was again held at the Northwest AR Community College in Rogers. Educators and business leaders from the region joined students and state CTE leaders to discuss the challenges high school students face as they prepare to enter the job market, whether it be after high school or after a postsecondary education. Sessions were also held that highlighted workforce needs in NWA.
 - NWAESC's Technology Coordinator continued to work with each of the sixteen districts plus the area's four charter schools, to ensure that their buildings were technologically prepared for the ACT Aspire administration.
 - Because of the number of second language learners in the region, ADE now houses the English for Speakers of Other Languages (ESOL) Program Director position at NWAESC. This move has greatly benefitted the educators not only in the NWAESC region, but also neighboring districts – which house nearly 3/4s of the state's English learners. A monthly meeting of ESOL Coordinators from the O.U.R. and Guy Fenter Cooperatives, as well as NWAESC, provide a time of collaboration to guide professional development and
 - An Adolescent Literacy Council was formed to parallel the work of the K-5 Literacy Council that was formed a year earlier. The purpose of this Council is to bring district literacy leaders together to discuss common professional development needs, share concerns and suggestions and to collaborate in a way that benefits all districts in NWA.
 - NWAESC has formed partnerships with area business organizations to further the work of career development in the region. Below are some examples of these partnerships.
1. NWAESC works with the Bentonville/Bella Vista Chamber of Commerce to promote their "BIZ+ED" program each year. This provides an opportunity for small businesses in the region to submit challenges they are facing and these challenges are shared with area high school student teams. The teams are trained in the Lean Canvas model of problem solving,

given a specified amount of time to apply the LC model to their assigned issue before returning to present their solution to the group. A winning team is announced and they are awarded both cash and an internship with the company whose problem they solved.

2. NWAESC works with the Rogers-Lowell Chamber of Commerce to promote their K2J visits in the fall and spring to local businesses. This provides area administrators, counselors, and CTE teachers the opportunity to both visit a local industry or business to learn more about job opportunities contained within these companies and to work in small groups with local business leaders to identify challenges and possible solutions faced by business when hiring.
 3. NWAESC works regularly with the NWA Council to support the growth of CTE in the region and to help schools understand the workforce needs of our region so that they may better align their programs to the jobs that are available in NWA.
 4. Through these partnerships, NWAESC leadership and superintendents collaborated with business leaders to help pass two instrumental pieces of legislation that will pave the way for two career and technical education centers to be established in northwest AR in the next few years.
- In June and July, NWAESC hosted three sessions of Solution Tree’s Response to Intervention (RtI) workshop with fall and winter coaching days for each of the three cohorts. The roughly 300 educators who attended worked as building teams to develop building wide RtI pyramids to address both academic and behavior (or “skill vs. will”) needs within their buildings. The follow-up days provided the opportunity to further streamline and enhance their plans under the leadership of nationally known authority, Dr. Austin Buffum, author of *Simplifying Response to Intervention*. These 4 day sessions will be repeated in the 2017-2018 school year.

VII. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2016-2017 school year: 1

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

White 0

African American 0

Hispanic 0

Asian 1

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2016-2017 school year: 11

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

White 10
African American 0
Hispanic 1
Asian 0
American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2016-2017 school year: 1
For this number above, please provide the number in each of the following racial classifications:

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

Number of females terminated by the cooperative during the 2016-2017 school year: 10
For this number above, please provide the number in each of the following racial classifications:

White 10
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2016-2017 school year: 14
For this number above, please provide the number in each of the following racial classifications:

White 11
African American 0
Hispanic 2
Asian 1
American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2016-2017 school year: 55
For this number above, please provide the number in each of the following racial classifications:

White 43
African American 0
Hispanic 12
Asian 0
American Indian/Alaskan Native 0

Northwest Arkansas Education Cooperative
2016-2017

Program Summaries.....

PROGRAM: Teacher Center

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X NON-RESTRICTED ___**

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Marcia Sanders	Assistant Director/Teacher Center Coordinator	M.S.Ed.
Lisa Chavis	Teacher Center Administrative Assistant	N/A

GOAL:

To provide teachers, administrators, and support staff with professional growth opportunities in order to expand knowledge, enhance skills, and develop new strategies and techniques is the major focus. Professional Development and the Teacher Learning Center are the primary responsibilities of this program.

PROGRAM SUMMARY:

Professional Development is offered through the Co-op as a means of continually educating and updating educators, including administrators. Offerings are based on the expressed needs from districts, through the Teacher Center Committee, advisory committees (e.g., Principals’ Forums, Federal Program and Curriculum Coordinators meetings, etc.), the Board of Directors, administrators, and teachers, as well as state initiatives/mandates.

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

- Math –CGI (Cognitively Guided Instruction), ECM (Extending Children’s Mathematics), Math Science Partnership grant-related trainings, on-site visits to schools to provide targeted assistance, etc. Analyzing Content, Connections, and Progressions Project (ACCAPP) continued into its third year to strengthen the mathematical understanding of K-5 teachers.
- Literacy –Workshops were held at both the co-op and in the districts on requested topics e.g., close reading, complex texts, argumentative writing, etc. Specialists made site visits to schools to provide targeted assistance in the areas of reading and writing, dyslexia awareness, etc. The K-5 Literacy Council, a newly-added Adolescent Council, and the Dyslexia Council provide a time of collaboration to literacy leaders in the region and provide direction to NWAESC literacy specialists regarding needed professional development and other levels of support.
- Science – both pure science workshops and literacy in the content area trainings for science teachers, lesson writing, examination of Arkansas Science Standards. The trainings included both cooperative and district-hosted sessions led by specialists in various fields of science.

- Other content areas were addressed through workshops/trainings and onsite visits: Social Studies, Arkansas History, Career and Technical Education, Health and Wellness, etc.
- Art, Music, Drama – Since 1991, NWAESC has partnered with the Walton Art Center and the Kennedy Center of the Performing Arts to provide quality arts integrated education in this area. Two three-day sessions were held during Summer 2016
 - AR Teacher Institute was conducted by Kennedy Center Performing Artist Randy Barron
 - Arts With Education Institute (AWE) - which was led by Kennedy Center Performing Artist Rosalind Flynn

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

The Northwest Arkansas Education Service Cooperative and the Arkansas Department of Education continue to work together to support districts in the state initiatives and mandates, particularly those related to the adoption and implementation of new state standards, the ACT Aspire state-mandated assessment system, Teacher Excellence Support System (TESS) and Leader Excellence And Development System (LEADS). These initiatives continue to be the driving forces for increasing student achievement. All NWAESC districts have been involved in the various professional development opportunities provided at the local and state levels. With the support from the Arkansas legislature, the Arkansas Department of Education, other education cooperatives, and the local districts, K-12 educators now have the resources to align their curriculum to the Arkansas content frameworks (in disciplines where appropriate), and to increase student achievement to meet these standards. The NWAESC works with the ADE School Improvement Specialists to address schools' professional development needs as reflected in their ACSIP (Arkansas Comprehensive School Improvement Plan), as needed.

The Teacher Learning Center (TLC) is a make/take room provided for teachers' usage that offers a wide range of equipment and materials at a very minimal cost. The availability of laminators, opaque projectors, lettering, and cutters with over 600 dies, as well as construction paper, poster board, and transparencies make it easier for teachers to create lasting, colorful visual aids for the classroom. Additional resources include: badge makers, book binders, and various resource books. Training on the use of equipment and assistance with appropriate learning materials for classroom use is readily available. The TLC may be used by member districts' staff as well as other private, public, and home-schooling educators.

PROGRAM: NWAESC Early Childhood

FUNDING SOURCE: Federal, State, and Local

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Leah Alagood, Child Development Specialist, Bachelor's degree
Ember Brown, Speech Language Pathologist, Master's degree
Katelyn Brown, Speech Language Pathologist, Master's degree
Julia Busch, Child Development Specialist, Master's degree
Patti Cornwell, Child Development Specialist, Bachelor's degree
Jennifer D'Angelo, Speech Language Pathologist, Master's degree
Colleen DeVore, Early Childhood Special Education Coordinator, Master's degree
Shem Estes, Child Development Specialist, Bachelor's degree
Wendy Florick, Speech Language Pathologist, Master's degree
Dee Ann Gambert, Speech Language Pathologist, Master's degree
Joni Garnett, Child Development Specialist, Bachelor's degree
Lindsey George, Speech Language Pathologist, Master's degree
Darlene Graf, Child Development Specialist, Master's degree
Stephanie Gray, Speech Language Pathologist, Master's degree
Cristina Harris, Speech Language Pathologist, Master's degree
Evie Inboden, Speech Language Pathologist, Master's degree
Bobbie Jo Jensen, Speech Language Pathologist, Master's degree
Kara Johnson, Speech Language Pathologist, Master's degree
Cindy Komarek, Child Development Specialist, Master's degree
Matt LeBeau, Speech Language Pathologist, Master's degree
Marla Matthews, Child Development Specialist, Master's degree
Mary Catherine Moery, Speech Language Pathologist, Master's degree
Julie Minkel, Preschool Behavior Intervention Consultant, Master's degree
Marlo Nelson, Child Development Specialist, Master's degree
Carol Onstott, Child Development Diagnostician, Bachelor's degree
Michael Ann Ramer Speech Language Pathologist, Master's degree
Tina Rieger, Child Development Specialist, Master's degree
Rebecca Smith, Speech Language Pathologist, Master's degree
Mitzi Yates, Child Development Specialist, Bachelor's degree

Early Childhood Non-Certified Staff:

Kim Coles, Paraprofessional
Lisa McLaren, Paraprofessional
Mandee Parsons, Paraprofessional

Kathy Barnes-Whorton, Secretary/Medicaid Billing
Cheri Edgar, Secretary

Contracted Services (as needed):

Physical Therapy
Occupational Therapy
Language Interpreters
Audiological Evaluations
Vision Assessments
Psychological Evaluations

GOAL:

To provide free appropriate public education to children with special needs ages three through five.

PROGRAM SUMMARY:

The Early Childhood Special Education Program provides developmentally appropriate services through an Individual Education Program for children with disabilities ages three through five. These services are mandated under the Individuals with Disabilities Education Act 1997 (IDEA) and provided by the Early Childhood Program on behalf of the 15 school districts in the Co-op area.

Services provided include screening, evaluation, preschool instruction, speech/language therapy, physical/occupational therapy, counseling, and other services as needed at no cost to the family. Services are provided in a variety of settings, including preschool and Head Start classrooms, a self-contained classroom, private homes, and central locations such as churches, libraries, youth centers, community buildings, and school facilities. The staff works on an itinerant basis traveling to all 16 school districts to provide service to preschool children in the most appropriate environment.

A child may be eligible for special services if he/she is experiencing difficulties which may interfere with normal development in speech/language, vision, hearing, motor skills, behavioral/social skills, self-help skills, or cognition/readiness skills. The majority of children have speech and language disorders, any of which can be remedied much more efficiently at these early ages and provide the child with the ability to enter kindergarten with no deficit. Research shows that this is beneficial to social development as well as development of reading skills. Children with more severe disabilities are also treated. These disabilities include autism, hearing impairment, cerebral palsy, cleft palate, general developmental delays, traumatic brain injury, personal/social/behavioral disorders, and attention deficit disorder. Children with these disorders are much better prepared for entering kindergarten after receiving Early Childhood services. Their parents are initiated into the special education services gradually and caringly. State and national research shows that dollars spent on early intervention are saved in later public education costs.

MAJOR HIGHLIGHTS OF THE YEAR:

- Served over 600 children with Individualized Education Plans
- Received over 1200 screening requests
- Provided training for community preschool programs
- Provided consultative services to improved general education programs for all students
- Provided parent training

PROGRAM: ADE/APSCN Financial Management Systems Field Analyst

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED ___ **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Arkansas Arts Academy, Arkansas Connections Academy, Bentonville, Boston Mountain Coop, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall Academy– Fayetteville, Haas Hall Academy– Bentonville, Huntsville, Lincoln, NW Coop, Ozark Montessori Academy, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork

PERSONNEL:

Pam Cruce, APSCN Financial Field Analyst

GOAL:

To provide end-user support to district financial users of the Arkansas Public School Computer Network Financial Management System, convert schools to new APSCN FMS software, and help with meeting Federal and State reporting requirements.

PROGRAM SUMMARY:

The APSCN Financial Field Analyst provides services to districts within Arkansas that utilize the Arkansas Public School Computer Network Financial Management System software. APSCN FMS software is used primarily to process and record financial transactions. The Pentamation financial management systems applications provided by APSCN include the following integrated modules: Fund Accounting, Human Resources, Fixed Assets, Budget Preparation, Personnel Budgeting, Purchasing and Warehouse. The APSCN Financial Field Analyst provides technical and accounting assistance for all of the modules. The Analyst also provides technical and practical assistance for Monthly Reporting, Financial Report Cycles. Various trainings offered throughout the year include, but are not limited to, changes to Federal and State reporting requirements, training and support new school financial personnel, Financial Cycle Reporting, Fiscal Year End, Calendar Year End, and converting schools to new APSCN FMS software.

PROGRAM: APSCN

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, Huntsville, Lincoln, Northwest Arkansas Classical, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, Northwest Co-op, Berryville, Eureka Springs, Green Forest

PERSONNEL:

Aaron Hughes, APSCN SMS Field Analyst, Bachelors in Physical Education, Psychology.

I am proficient in computer operations, applications, and an expert user of computer productivity software, such as Microsoft Word, Excel, Access, and PowerPoint, eSchoolPlus, and TAC/HAC. My responsibilities include training North West School Districts in APSCN eSchool Scheduling Module. We train school districts on entering Data in student demographics, updated the table, Room Catalog, Teacher Catalog, and Verified Data in Modules and/or Configuration. Responsible for training North West School Districts on using and troubleshooting computer application programs supported by APSCN, including but not limited to eSchool Plus, and IBM Cognos business tools for building reports. Trains and provides technical assistance to public school district personnel regarding software applications, including but not limited to the eSchoolPlus student management software systems, instructs on processes and procedures for pulling and entering state reporting data for loading into the statewide data warehouse, and teaches others to use the Cognos business tools to create ad-hoc reports from the data in the statewide data warehouse. Researches and resolves problems and issues for district users of the online Teacher Access Center and Home Access Center (TAC/HAC). Creates, edits, and reviews training and procedural documentation and presentations. Provides computer training workshops on APSCN software applications to the North West School Districts within Arkansas

GOAL:

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

PROGRAM SUMMARY:

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

- **MAJOR HIGHLIGHTS OF THE YEAR:**

- Implementation/training of the eSchool Software to Phase 4 and Phase 5 districts**

- 100 Total Training Days

- 15 days at Little Rock APSCN
 - 20 days at OUR Co-op
 - 65 days at Northwest Co-op

PROGRAM: Literacy

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Donna Rush,	6-8 Literacy Specialist	ME/Reading, Education BSE
Tina Storm,	Program Secretary	Business Education

GOAL: The primary goals of the Literacy Specialist are to promote, develop, and support effective literacy instruction for all K-12 students through a combination of professional development and technical support for teachers, administrators, and parents. Assistance with the Arkansas Curriculum Frameworks for English Language Arts is designed to increase student achievement to ensure college and career readiness for all students.

PROGRAM SUMMARY:

Professional Development programs are designed for literacy development in language arts, reading development, and content classrooms. Implementation is achieved with on-site support with classroom teachers, instructional facilitators, and administrators. Special projects and grant programs are also cooperatively conducted with the Arkansas Department of Education, such as:

Literacy Design Collaborative: Designed to make literacy instruction the foundation of the core subjects, LDC (Literacy Design Collaborative) offers a planning approach in which literacy is a venue for learning content. In LDC, teachers use a systematic framework for developing reading, writing, and thinking skills within various disciplines. The LDC tools embed the Arkansas Literacy Standards for ELA/Literacy into content area instruction. LDC teaching tasks are student assignments that teachers create by using LDC template tasks and filling in their choices of texts to be read, writing to be produced, and content to be addressed. A typical LDC teaching task is designed for students to develop their responses over one to four weeks of classroom time.

Instructional Facilitation K-12 The instructional facilitation program provides ongoing training and assistance to districts with the instructional facilitators. This site-based professional development is based on the research of Stephen Barkley, Jim Knight, and Diane Sweeney.

Strategic Instruction Model (SIM): The University of Kansas-Center for Research on Learning has developed the Strategic Instruction Model® to address the learning needs of at-risk adolescent learners. Learning strategies such as word identification, word mapping, sentence writing proficiency, and paraphrasing are taught explicitly through eight stages of learning. Content enhancement routines are also taught to provide instructional tools that help learners organize and recall information as they work with the Arkansas State Standards in their content classrooms.

On-site Support as Requested:

Literacy specialists are available upon request to provide on-site professional development, technical assistance, and consultation on a variety of literacy needs and requests.

MAJOR HIGHLIGHTS OF THE YEAR:

- July 1 Professional Development, Writing Workshop Decatur Elementary 10 participants
- July 6 Professional Development, Literacy for CTE Teachers 8 participants
- July 7 Professional Development, New Teacher Mentoring 45 participants
- July 8 Professional Development, SIM Content Enhancement Routines 5 participants
- July 12-13 Professional Development LDC 20 participants
- August 10, Professional Development SIM Content Enhancement Routines Bentonville 35 participants
- August 22 School Support Decatur Middle School Reading Assessments and Instructional Planning
- September 9 School Support Decatur Middle School Reading Assessments and Instructional Planning
- September 14 School Support Adolescent Literacy Council 6 members
- September 20 School Support Decatur Elementary
- September 30 School Support Elkins
- October 3 School Support Reading Assessments Decatur High School
- October 4 School Support Decatur Elementary
- October 5 School Support Decatur Elementary
- October 12 Professional Development Literary Non-fiction Bentonville 6 participants
- October 17 Professional Development, The Literacy Block, Decatur Elementary 10 participants
- October 17 Professional Development Instructional Facilitators 11 participants
- November 18 School Support Reading Assessments Decatur High School
- November 29 Professional Development LDC 14 participants
- December 2 Professional Development Instructional Facilitators 20 participants
- February 10 Professional Development SIM Bentonville 5 participants
- February 24 Professional Development Instructional Facilitators 7 participants
- March 1 School Support Reading Assessments Gravette High School
- March 31 Professional Development Instructional Facilitators 12 participants
- May 12 Professional Development Instructional Facilitators
- June 9 Professional Development Content Area Reading
- June 13 Professional Development SIM Content Enhancement Routines
- June 14 Professional Development SIM Learning Strategies
- June 16 Professional Development Reading Narrative, Informational, and Argumentative Text

PROGRAM: Literacy

FUNDING SOURCE: ADE Learning Services Division, K-12 Literacy

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Bentonville, Benton County Arts Academy, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam springs, Springdale, West Fork

PERSONNEL:

Judy Fields	9-12 Literacy Specialist	B.S.E., M.S.E., National Board Certified ELA/AYA, Ed.S.
Tina Storm	Program Secretary	Business Education

GOAL:

The primary goal of the Literacy Specialist is to support the region’s personnel with implementation of sound pedagogical and research-based literacy instruction through professional learning opportunities offered onsite, virtually, and at NWAESC. Sound pedagogical and researched-based practices include gathering and interpreting formative as well as summative student performance data and developing curriculum and strategies that fulfill all students’ needs as they work to become career ready.

PROGRAM SUMMARY:

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

Instructional Facilitation K-12

The instructional facilitation program provides ongoing training and assistance to districts with instructional facilitators. This achieved through quarterly meetings and onsite visits and observation.

School Improvement Support

Literacy specialists are available to assist in the school improvement process. Support includes meeting with school support teams, ACSIP chairs, administrators, and teachers to provide specific learning opportunities and to analyze both summative and formative data.

Literacy Design Collaborative

The Literacy Design Collaborative is a partnership between ADE, SREB, and the national LDC office to provide Arkansas schools with implementation assistance in content areas grades 6-12. The LDC provides lesson templates and onsite support to help teachers create rigorous modules that will prepare students for the demands of Arkansas English Language Arts standards.

Onsite Support as Requested

Literacy specialists are available upon request to provide onsite professional development, technical assistance, and consultation regarding a variety of literacy needs and requests.

MAJOR HIGHLIGHTS OF THE YEAR:

- The formation of the **Adolescent Literacy Council** for grades 6-12 in Fall 2016 is designed to provide a forum for discussion of specific needs and concerns at the district, building, and classroom level. The NWAESC Adolescent Literacy Council is a collaborative community that promotes open discussion centered on ideas and challenges to formulate solutions, develop evidenced-based best practice plans, and positively impact the school community by providing guidance, resources, and support. The following districts have sent representatives to this new council: Fayetteville, Greenland, Lincoln, Elkins, Farmington, Springdale, Gentry, Siloam Springs, Pea Ridge, Gravette, and Bentonville.
- Facilitated/developed online Moodle courses on effective questioning and assessment to provide teachers flexibility in meeting professional development requirements.
- Initiated workshop follow-up through electronic platforms such as ZOOM, Google Hangouts, and Google Classroom to support teachers and reduce substitute pay and travel.
- Created surveys prior to delivering district-requested workshops to tailor presentations to the specific needs of the district.
- I designed the following learning opportunities that were delivered either at NWAESC or onsite at West Fork, Gravette, Bentonville, Gentry, and Farmington: Critical Lenses for Reading Comprehension, Assessing Your Assessments, and ACT Aspire Data and Interim Assessments.
- At district request, I have led and collaborative with teachers and district personnel on administering over 500 oral reading fluency screeners in grades 5-12 and around 300 developmental spelling inventories in the following districts: Decatur, Lincoln, Pea Ridge, Gravette, Gentry, and Huntsville.
- If have also assisted district dyslexia contacts in administering Level 1 Dyslexia screeners in Decatur, Pea Ridge, and Farmington.
- Through my work with high schools and ADE, we have requested course approvals for embedding Critical Reading into on-level English classes and embedding ELA standards into CTE courses.

PROGRAM: Dyslexia

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X NON-RESTRICTED ___

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

PERSONNEL:

Penny Ezell,	K-5 Literacy Specialist	MAT/ BSE
Tina Storm,	Program Secretary	Business Education

GOAL:

The goal of the dyslexia group at the co-op is to provide guidance with the dyslexia law and provide professional development to the dyslexia contacts from each school district.

PROGRAM SUMMARY:

The dyslexia contacts on a regular basis focusing on a variety of topics to help raise awareness of dyslexia in our schools, provide guidance on different program options, understand screeners and the different types of Level 1 and Level 2 assessments to best identify students with dyslexia, and create plans to better equip schools to use RTI and discuss where dyslexia fits into the RTI process. There was also a major focus in professional development to help schools understand how to best use their RTI process and data to best help students based on their needs.

- 9/9/16 Dyslexia Contacts Meeting # of participants 20
 - Focus: Brainstorming and Planning Based on Needs (Current Reality, Desired Results, What Actions/PD do we need to get these desired results), Cycle 7 Reporting, Dyslexia Law's primary focus: Prevention, Using Data to Drive Prevention in K-1
- 10/21/16 Dyslexia Contacts Meeting # of participants 19
 - Focus: K-2 Preventions, DIBELS as a Screener, Rules and Regulations
- 11/17/16 Dyslexia Contacts Meeting # of participants 18
 - Focus: Dyslexia on a Continuum (Case Studies: Mild, Moderate, Severe)
- 12/2/16 Dyslexia Contacts Meeting # of participants 19
 - Focus: SPED and 504 with Robin Stripling
- 1/12/17 Dyslexia Contacts Meeting # of participants 29
 - Focus: Dyslexia and Secondary RTI
- 4/28/17 Dyslexia Contacts Meeting # of participants 20
 - Focus: Read and Write Google Extension and New Laws Regarding Dyslexia

Other professional development delivered in regards to Dyslexia:

- 6/8/16 Dyslexia Awareness and the RTI Connection (Elementary)
of participants: 56

- 7/8/16 Dyslexia Awareness and the RTI Connection (Secondary)
of participants: 35
- 8/12/16 Dyslexia Awareness Training
of participants: 45
- 9/27/16 Dyslexia Awareness and the RTI Connection (Elementary)
of participants: 27
- 10/12/16 Supporting Students with Dyslexia in Junior High and High School
of participants: 22
- 11/16/16 Dyslexia Awareness and the RTI Connection (Secondary)
of participants: 33

Training Penny Ezell, Dyslexia Contact, received:

- LETRS training
- LETRS trainer of trainers
- Continued Dyslexia Training from Vicki King, ADE

Presented session at the Arkansas Dyslexia Conference in March 2017

- Accommodations and Modifications for Dyslexic Students

MAJOR HIGHLIGHTS OF THE YEAR:

Through these contact meetings and professional development provided, districts now

- Have raised the awareness of dyslexia and how to intervene for these students
- Have a better understanding of how dyslexia fits into the overall RTI process
- Have a better understanding of how to interpret data in regards to K-1 prevention
- Have increased, targeted instruction in the core when it comes to phonics/word study
- Have a better understanding of how to look at Level 1 and 2 diagnostic assessments to determine where a student is on the dyslexia continuum to determine the amount of intervention and accommodation support the student may need
- Have a better understanding of how to look at secondary students data and how to use the data to figure out students' needs
- Have knowledge of best assistive technology tools to use with dyslexic students
- Know the new laws that have been passed this legislative session in regards to dyslexia and the implications of those laws on school districts

PROGRAM: Literacy

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X NON-RESTRICTED ___

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Decatur, Elkins, Farmington, Fayetteville, Fort Smith, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, St. Paul, St. Joseph's Catholic School, The New School, West Fork

PERSONNEL:

Penny Ezell,	K-5 Literacy Specialist	MAT/ BSE
Tina Storm,	Program Secretary	Business Education

GOAL:

The primary goal of the Literacy Specialist is to promote, develop, and support effective literacy instruction for all K-12 students through a combination of professional development and technical support for teachers, administrators, and parents.

PROGRAM SUMMARY:

Professional Development programs are designed for literacy development in language arts, reading development, and content classrooms. Implementation is achieved with on-site support with classroom teachers, instructional facilitators, and administrators. Special projects and grant programs are also cooperatively conducted with the Arkansas Department of Education.

This year's K-5 professional development had a continued focus on Phonics and Word Study instruction in core instruction. There was an added focus on Whole Group and Small Group Instruction, and how to better understand and use assessment data to drive instruction in core and Tier 2. Technical support for teachers and administrators was provided by the literacy specialist in these areas and also an increased assistance in RTI. This technical support was provided and tailored to each individual school or district's needs.

Professional Development June 1, 2016- April 28, 2017:

6/15/16 Whole Group and Small Group Reading Instruction Grades 2-3- # of participants: 28

6/22/16 Whole Group and Small Group Reading Instruction Grades 4-5- # of participants: 37

7/25/16 Going Deeper in Literature Discussion Groups- # of participants: 17

8/2/16 Word Study Grades 4-8 Emphasis on Syllable Types- # of participants: 45

8/3/16 Word Study Grades 4-8: Emphasis on Greek and Latin Roots- # of participants: 61

8/4/16 Comprehensive Literacy – # of participants: 20

8/9/16 Word Study - # of participants: 42

8/30/16 Whole Group and Small Group Grades 2-3 # of participants: 20
9/13/16 Whole Group and Small Group Grades 4-5 - # of participants: 15
9/16/16 K-5 Literacy Council Meeting- # of participants: 23
11/11/16 K-1 Small Group Instruction - # of participants: 19
11/28-29/16 Word Study- # of participants: 31
1/20/17 K-5 Literacy Council Meeting- # of participants: 17
2/3/17 Morphology Training - # of participants: 16
3/2/17 Site- Based Observations for Principals and IFs Phonics First - # of participants 18
3/9/17 Site-Based Observations for Principals and IFs Phonetic Connections- # of participants 15

MAJOR HIGHLIGHTS OF THE YEAR:

- Collaborated with several districts in the area to create a scope and sequence and video series to be used in PLCs to add to teacher knowledge on the science of reading when using the Phonetic Connections curriculum. This will be rolled out with IFs and principals next year on how to use this Google Classroom resource. There are plans to create a Google Classroom for Phonics First schools as well.
- Site-based observations with principals and instructional facilitators representing the majority of our school districts. These site-based observations focused on the implementation of multisensory phonics instruction using Phonics First and Phonetic Connections in our model schools in Gentry Primary and Folsom in Farmington. In the afternoons, we debriefed and had collaborative discussion on how to get this time of effective instruction into all of our area schools.
- Continue to train large number of teachers in our area in content knowledge and best practices in regards to Phonics and Word Study in grades K-5 for Core Instruction and how to use initial screeners/diagnostic assessments for all levels of RTI
- Expanded word study training to grades 4-8 in regards to morphology with Greek and Latin roots
- Provided hours of technical support to area schools, as needed, in regards to phonics/word study, whole group and small group reading instruction, and RTI
- Co-authored the state's Module 2 for K-1 Phonics
- Co-authored the state's Module 2 for 2-3 Word Study
- Became a Trainer for LETRS Foundations
- RISE Academy Trainer professional development
- Committee Member for a variety of ADE committees

PROGRAM: Early Literacy Learning in Arkansas (K-1)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

PERSONNEL:

Deb Boerner	Literacy Specialist	MA/BS
Tina Storm	Program Secretary	Business Education

GOAL:

The overarching goals of *Implementing a Comprehensive Literacy Framework* are to enable K-8 educators to:

- Deepen their understanding of the essential elements of reading, writing, speaking, and listening instruction.
- Apply knowledge of the Common Core State Standards for English Language Arts and Literacy in the disciplines to appropriate grade-level content in the appropriate grade-level classroom context.
- Analyze the data generated from student assessments to guide and adjust instruction to meet the needs of all students.
- Select the most appropriate evidence-based instructional strategies and practices to support diverse student populations.

PROGRAM SUMMARY:

Implementing a Comprehensive Literacy Framework is a professional development opportunity developed by literacy specialists from the Arkansas Department of Education and education service cooperatives to provide guidance and support in building and sustaining a comprehensive literacy system at the local level. As a whole, the modules serve as a complete course of study for reading and writing teachers in the following grade bands: K-1, 2-3, 4-5, and 6-8. Each of the modules focuses on key components of a comprehensive system. Educators may register for individual modules to meet specific needs or complete the entire set of modules to gain in-depth understanding of all the components. The modules do not need to be taken in sequence; however, it is recommended that educators begin with the Overview Module if they intend to complete the full set of modules. Follow-up support and coaching for implementation is available.

MAJOR HIGHLIGHTS OF THE YEAR:

K-1 ICLF 2016-2017

7/05/16-7/06/16	Module 2
7/07/16	Module 3
7/08/16	Module 4

PROGRAM: Reading Recovery

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Rogers, Siloam Springs, West Fork, Van Buren

PERSONNEL:

Debra Boerner, Reading Recovery Teacher Leader/Literacy Specialist; MA Elementary Education
Tina Storm, Program Secretary

GOAL:

The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.

PROGRAM SUMMARY:

Lesson Format: Individual students receive a half-hour lesson each school day for 12-20 weeks with a specially trained Reading Recovery teacher. These lessons are individually designed to meet the needs of students who need supplementary support to learn to be effective readers and writers. The lessons include reading, letter work, word work (phonics), and writing strategies. As soon as students can meet grade level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued and new students begin individual instruction.

Research: Since 1984 when Reading Recovery began in North America, data has been collected on Reading Recovery students every year. In 2008-2009, nationally 75% of the students, who have successfully completed the full 12-20 weeks series of lessons and 60% of all students who had any lessons, could read and write within the average range of their class. Follow-up studies indicate that most Reading Recovery students also do well on standardized tests and maintain their gains in later years.

Training: Reading Recovery provides high quality professional development for teachers. Training for Reading Recovery teachers includes two semesters of graduate-level, on –the-job training. This training helps teachers acquire in-depth expertise and that expertise is shared with the students they teach. During this training, demonstration lessons by teachers-in-training are viewed through a one-way glass. These lessons provide opportunities for teachers to observe students’ developing processing behaviors and teacher instructional moves to promote effective problem solving on text. Individual site visits with the Teacher Leader provide individual support for these teachers-in-training. Reading Recovery teachers provide individual instruction for individual students approximately half-day, and the other half-day they may be assigned to classrooms or small-group teaching.

Professional Development: Trained Reading Recovery teachers are provided with continuing professional development through six Continuing Contact sessions each year to ensure they maintain their level of expertise in working with at-risk first-graders. Behind the glass demonstration lessons are incorporated

into these continuing contact sessions to further develop teachers’ observational skills and extend their expertise in problem solving how to teach at-risk students. The Teacher leader provides individual site visits for each trained teacher every year.

MAJOR HIGHLIGHTS OF THE YEAR:

Continuing Contact Classes provided:

Team I (Rogers) Team II (Siloam Springs, West Fork) Team III (Van Buren)

August dates are in addition to the six (6) required Continuing Contact Classes

22 August	22 August	22 August
12 September	21 September	19 September
10 October	12 October	02 November
14 November	16 November	06 December
09 January	18 January	18 January
13 March	08 March	15 March
10 April	12 April	26 April

Reading Recovery Training Class

Fall Semester	Spring Semester
8/18/15-8/20/15	1/21/16
8/31/15	1/28/16
8/27/15	2/4/16
9/3/15	2/11/16
9/10/15	2/18/16
9/17/15	2/25/16
9/24/15	3/3/16
10/1/15	3/10/16
10/22/15	3/17/16
11/5/15	3/31/16
11/12/15	4/7/16
11/19/15	4/14/16
12/3/15	4/28/16
12/10/15	5/5/16
12/17/15	5/12/16

Standards and Guidelines of Reading Recovery in the United States

School Visits: *Standard 4.51 Visit trained Reading Recovery teachers at least once each year to ensure quality control of the program, with additional visits based on need or request.

- 9/22 Doris Cawood, Rogers
- 9/26 Cathy Thaler, West Fork
- 9/27 Leslie Chambers, Rogers

- 9/28 Bonnie Duff, Van Buren
- 9/28 Carla Hamilton, Van Buren
- 10/05 Pat Lewis, Rogers
- 10/05 Michelle Young, Rogers
- 10/07 Carla Hamilton, Van Buren
- 10/25 Doris Cawood, Rogers
- 11/02 Jill Haley, Van Buren
- 11/02 Linda Earnhart, Van Buren
- 11/07 Cheryl Johnson, Van Buren
- 11/07 Carla Hamilton, Van Buren
- 11/11 Cindy Bolejack, Rogers
- 11/15 Angela Miller, Rogers
- 11/15 Tricia Carmichael, Rogers
- 11/28 Cindy Bolejack, Rogers
- 11/28 Cheryl Canfield, Rogers
- 11/29 Summer Swaim, Rogers
- 11/29 Dawna Rice, Rogers
- 11/29 Doris Cawood, Rogers
- 12/06 Amanda Snow, Van Buren
- 12/08 Kim Bell, Siloam Springs
- 12/08 Renee' Buckminster, Siloam Springs
- 12/08 Laurie Wilkinson, Siloam Springs
- 12/08 Susan Zimmerman, Siloam Springs

New Teacher Visits (Standard 4.48) Visit teachers-in-training at least four to six times during the year to provide guidance and instructional assistance.

Jodie Allison

- 9/12/16
- 10/10/16
- 11/14/16
- 1/23/17
- 3/13/17

Monitoring of Students:

*Standard 3.25 Submit data to the teacher leader as required

Teachers send monthly data electronically for progress monitoring; immediate feedback through comments/ideas/suggestions and communication through e-mail.

Data submitted

Rogers

September 9

October 7

NWAESC Group

September 16

October 7

Van Buren

September 23

October 21

November 11
December 16
February 3
March 3
April 7
May—End of Year Data

November 11
December 16
February 10
March 3
April 7
May—End of Year Data

November 18
December 16
February 17
March 10
April 14
May—End of Year Data

The teachers also submit all data on all students to IDEC (International Data Evaluation Center). I check and submit all data to IDEC. We receive information for our Site Report from IDEC which is written and submitted to the Co-op.

Teaching Children:

*Standard 4.39 Teacher four Reading Recovery children daily

During the school-year, I worked with the Farmington School District and their students. Although they do not have Reading Recovery in their district, I was able to work with eight (8) students throughout the year; four at Folsom Elementary and four at Williams Elementary.

Professional Development

*Standard 4.65 Participate in professional development opportunities for Reading Recovery teacher leaders sponsored by the university training center

Reading Recovery Teacher Leader Professional Development Sessions—UALR (via Zoom)

- October 26-27, 2016
- January 11-12, 2017
- April 19-20, 2017

*Standard 4.67 Participate in the annual Teacher Leader Institute
Reading Recovery Teacher Leader Institute—June 20-23, 2017
Anaheim, CA

PROGRAM: Science Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Virginia Rhame	Science Specialist	M.Ed.
Stephanie Gutierrez	Program Secretary	N/A

GOAL:

The Northwest Arkansas Education Service Cooperative, in partnership with the Arkansas Department of Education, will work with Arkansas Public School personnel to meet the following goals:

- To align science curricula with science state and national frameworks and Common Core State Standards
- To align science classroom assessment with statewide science exams
- To promote science instructional strategies that use inquiry and laboratory techniques
- To provide professional development and implementation of science training
- To mentor and coach teachers in the classroom
- To provide strategies for integrating science into the literacy block in the elementary classroom
- To increase awareness of current scientific and educational research
- To provide assistance in choosing standards-based science instructional resources
- To integrate 21st century skills, including technology, into science instruction
- To create safe science laboratory environments
- To prepare with districts for the implementation of the new Arkansas K-12 Science Standards.

PROGRAM SUMMARY:

The science program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing supplemental teaching resources, assisting with data-driven decision making, and increasing parental involvement. Each opportunity supports the state and national goal of scientific literacy for all students.

The specialist is continuing to build relationships with administrators, teachers and university officials in order to best support science programs throughout the region.

MAJOR HIGHLIGHTS OF THE YEAR:

- Provided 31 professional development sessions to 467 area teachers related to science from June 2016 to May 2017 (not including UA-SEP grant described in fourth bullet below).
 - Common professional development themes include implementing science and engineering practices, transitioning to new Arkansas K-12 Science Standards, helping students make-sense of science, teaching for conceptual understanding and supporting disciplinary literacy.
- Collaborated with multiple school districts prior to school starting and throughout school year to provide personalized professional development related to new Arkansas science standards to teachers at school site to help teachers prepare for new standards and the shifts in curriculum and instruction. Another goal was to also increase effective student participation in science and engineering practices. Participating districts include Bentonville, Decatur, Farmington, Fayetteville, Gravette, Greenland, Huntsville, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork.
- Continued the Elementary Science Cadre and began high school and middle school science cadres with area science teachers with the purpose of helping students make sense of science. Forty-five teachers from 10 districts participated. Teachers regularly shared and submitted student work demonstrating evidence of successful implementation.
- Served as co-Principal Investigator on the UASEP MSP grant in collaboration with the University of Arkansas, targeting K-4 teachers across Arkansas. As a co-PI, the science specialist provided professional development and worked with teacher to shift pedagogy to support the vision of the new standards and to create curriculum that aligned to the new science standards. Over 150 teachers participated in this grant and received 60 hours of professional development.
- The Science Specialist also facilitated a group of state science specialists to create statewide professional development to support elementary teachers in teaching science and helping students make sense of science phenomena by effectively engaging students in science and engineering practices.

PROGRAM: Tobacco Prevention and other School Health Issues

FUNDING SOURCE: ADH

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Elkins, Decatur, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, Huntsville, Lincoln, Northwest Arkansas Classical Academy, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, and private schools such as Shiloh Christian, The New School, St. Vincent de Paul, St. Joseph

PERSONNEL:

Kelli Butcher, RN Community Health Nurse Specialist Registered Nurse, BS Chemistry

GOAL:

This program provides: (job description from ADH)

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

MAJOR HIGHLIGHTS OF THE YEAR:

- NWAESC Annual Back to School Nurse Workshop- various speakers in addition to nursing Continuing Education Units offered- about 180 participants for the various school districts. Physicians presented on eyes, ears, nose, and throat as related to school age children. Paula Smith, State School Nurse Consultant presented on new laws and rules and regulations for school nurses. Exhibitors present for nurses to visit with and learn from before conference and during breaks and lunch.
- Vision Certification Training for all new school nurses held 3 times throughout the year
- Hearing Certification Training for all new school nurses held 3 times throughout the year
- Scoliosis Certification Training for all new school nurses held 3 times throughout the year
- BMI Certification Training for all new school nurses held 3 times throughout the year
- Regional ADH Hometown Health meetings hosted and held at NWAESC
- School Nurse Coordinators meetings hosted in November 2016 and May 2017
- Assisted at Guy Fenter, Arch Ford, and Our Educational Cooperatives with their annual Back to School Nurse Workshops
- Assisted with review of School Health Index and Indistar reporting in Little Rock at the Arkansas Department of Education for all schools in the state of Arkansas
- Assisted with School Based Health Center Grants
- eSchool education for school nurse medical module held at NWAESC, 3 sessions. Also educated at OUR and Guy Fenter Cooperatives
- Assisted with multiple school based MMR immunization clinics
- Assisted with multiple school based influenza immunization clinics

OTHER HIGHLIGHTS OF THE YEAR:

- Met with Administrators from Rogers and Springdale School Districts regarding TB and foreign born students for grant being written by Dr. Leonard Mukasa
- Educated participants at NWA Suicide Coalition regarding Jason Flatt Act and suicide prevention education available to schools
- Assisted with planning and implementation of Madison County Teen Summit
- Attended ASIST Training (suicide prevention education)
- Attended Break the Cycle Training
- Became certified to teach safeTALK, and have held 7 sessions to date
- Presented to Medical Professions classes- educated on tobacco prevention/cessation, e-cigarettes, Poison Control and proper handwashing
- Attended Coordinated School Health meetings in Springdale, Fayetteville, Siloam Springs, and Prairie Grove
- Presented Poison Control in Action for Rogers, Siloam Springs, Springdale and Gentry nurses and at NWA Healthy Active Arkansas Schools Workshop; Poison Control also presented to Boys and Girls Clubs in Rogers and Fayetteville, and the Yvonne Richardson Center. Presented

to multiple Health Classes at Rogers High School, Huntsville Middle School and Haas Hall Academy

- Educated on Teen Dating Violence at Camp Harvest, Haas Hall Academy, and Rogers High School, Heritage High School, and George Junior High
- Educated on Nutrition and Exercise at George Junior High, Springdale all health classes
- Educated on tobacco and e-smoking devices at Guy Fenter Healthy Active Arkansas Schools Workshop
- Educated on oral health, correct hand washing techniques, Act 811, and tobacco prevention to St Joseph Daycare
- Facilitated workshop on traumatic brain injuries, teen dating violence and tobacco abstinence; school nurses, teachers and speech pathologists in attendance
- Assisted with Safety Baby Shower at Springdale High Alternative School
- Assisted with the New School Nurse Conference held to educate new school nurses from around the state regarding all aspects of school nursing. Taught section on using eSchool to document and track student health
- Facilitated Medicaid in the Schools workshop on training and billing for personal care done in the school setting, included Poison Control in Action at the training.
- Trained Fayetteville district Para pros correct personal care to maintain their Personal Care Assistant certification
- Educated all health classes at George Junior High, Rogers High School, Heritage High School and Haas Hall High School on STD's and Teen Pregnancy
- Educated 6th grade health classes at Huntsville Middle School regarding tobacco, drug and alcohol abstinence multiple semesters
- Attended FCCLA Expo in Farmington and educated attendees on STD's, teen pregnancy, and tobacco abstinence
- Presented Suicide Prevention Myth vs Fact to all health classes at Rogers High School
- Assisted Fayetteville Public Schools with vision and hearing screenings and performed vision and hearing screening for students at NWA Children's Shelter

Community Links

- NWA Drug and Tobacco Free Coalition
- Benton County Community Coalition
- NWA Hometown Health Improvement
- Madison County Health Coalition
- NWA Trauma Regional Advisory Council
- NWA Suicide Coalition

PROGRAM: Nutrition, Physical Activity and other School Health Issues

FUNDING SOURCE: ADH

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Elkins, Decatur, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, Huntsville, Lincoln, Northwest Arkansas Classical Academy, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, and private schools such as Shiloh Christian, The New School, St. Vincent de Paul, St. Joseph

PERSONNEL:

Position is currently open.

Ashley LeFever (Resigned Feb 2017) Community Health Promotions Specialist BS Dietetics

GOAL:

This program provides: (job description from ADH)

- Provides technical assistance and guidance to schools for wellness initiatives
- Provides technical assistance to schools for implementation of best practices for nutrition and physical activity, Coordinated School Health and other public health issues
- Provides technical assistance to school wellness committees regarding state and federal mandates
- Provides technical assistance on nutrition and physical activity via evidenced based curricula
- Provides technical assistance to communities regarding school health issues and current public health policy
- Links resources to schools and community coalitions
- Maintains current knowledge of research, resources, and best practices related to school health issues
- Informs schools and communities of available trainings and grant opportunities
- Addresses training needs related to school health issues and organizes and conducts trainings based on those needs
- Coordinates and provides trainings to school personnel, ADH colleagues, and community members
- Maintains regular contact with school personnel within service area
- Informs schools and communities of available trainings and grant opportunities
- Serves as an advocate for school and community health needs
- Serves as a resource for community assessments
- Establishes communication links with communities to keep them informed of public health policy
- Compiles and distributes necessary reports and other information
- Participates in data collection and evaluation of community and school health interventions

- Serves on committees and work groups
- Works on special projects
- Attends, participates in, and distributes updates from regional and state meetings to schools, ADH colleagues, and community members
- Attends CHAC meetings and reports outcomes to HHI Support Staff and Wellness Committees

MAJOR HIGHLIGHTS OF THE YEAR:

- Coordinated, facilitated, and presented at the NWA and Guy Fenter Healthy Active Arkansas Schools wellness workshops for 9 counties.
- Assisted with review of the School Health Index and Indistar reporting of all schools in Arkansas
- Educated 200+ school nurses at the Back-to-School workshops at all 4 NW co-ops on Teen Dating Violence.
- Educated 30 Rogers Pre-K teachers about physical activity guidelines for professional development.
- Lead physical activity at the Madison County Teen Summit for 175+ students.
- Educated 1,280+ students in co-op area on dangers of tobacco and e-cigarettes.
- Educated 60 pre-k students and 490 K-5th graders on dangers of tobacco and Act 811 in Huntsville for Red Ribbon Week.
- Educated over 500 students and adults on nutrition topics such as re-think your drink, reading nutrition labels, and MyPlate using a variety of materials and visuals.
- Educated over 150 students from 4 schools using the We Can! Catch Kid's Club. Program lasted 4-6 weeks at each location educating students on "Go, Slow, Whoa" foods, MyPlate, healthier fast food choices, sugary beverages, and energy balance. Each student was given a certificate of completion, t-shirt, and several other give-a-ways provided by Baptist Health.

OTHER HIGHLIGHTS:

- Educated 30 Rogers Pre-K teachers about physical activity guidelines for professional development.
- Provided health education materials to Elmdale Elementary each month on nutrition topics and summer safety for the school bulletin board that is seen by students, parents, and staff. The students also signed a nutrition pledge.
- Educated Hispanic parents at the Springdale Literacy Program on Period Purple Crying, Shaken Baby Syndrome, Fetal alcohol syndrome, water/sun safety, nutrition, cholesterol, sugar, and reading food labels.
- Educated 50 parents and 75 students on ATV and water safety at a Health and Fitness night
- Participated in Huntsville's 21st Century Grant planning meeting to provide technical assistance on nutrition programs.

- Met with the new Siloam Springs Wellness Coordinator to provide technical assistance on wellness committees and hometown health—have been in contact with her when she needs assistance with her wellness committee.
- Educated Arkansas Arts Academy teachers and staff on teen suicide using the Making Educators Partners curriculum.
- Educated students on the physical and social implications of HIV/AIDS/STD diagnosis and treatment.
- Educated elementary students on oral health using the America’s Tooth Fairy curriculum.
- Assisted in planning and preparation of the Madison County Community Café then facilitated youth group on topics of drug and alcohol abuse during the event.
- Attended Coordinated School Health meetings in Springdale, Fayetteville, Siloam Springs, and Prairie Grove

Community Links

- NWA Drug and Tobacco Free Coalition
- Benton County Community Coalition
- NWA Hometown Health Improvement
- NWA Safe Communities
- Madison County Health Coalition
- NWA Trauma Regional Advisory Council

PROGRAM: Career and Technical Education

FUNDING SOURCE: Department of Career Education
Carl Perkins Grant

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Gravette, Gentry, Decatur, Farmington, Prairie Grove, Lincoln, Elkins, West Fork, Greenland

PERSONNEL:

Cheryl Pickering CTE Coordinator Masters

GOAL:

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

PROGRAM SUMMARY:

The Career and Technical Education Department of NWAESC develops and coordinates the Carl D. Perkins Vocational and Applied Technology Program for the consortium, creates and manages the budget, and provides accountability as required by the Arkansas Department of Career Education. The CTE state staff and program managers work cooperatively in the collection of data, evaluation of programs and assistance to instructors. Staff development is provided for all CTE instructors and encourages the development, implementation, and improvement of CTE programs. Professional development for administrators, teachers and counselors regarding CTE initiatives are scheduled. Curriculum frameworks, programs of study, embedding of academic and CTE, Business and Industry connections are some of the offerings. The coordinator represents the cooperative at local and state events, and attends the Arkansas Career Education meetings.

MAJOR HIGHLIGHTS OF THE YEAR:

* Regional Business & Industry Partnership

- Business & Industry Tours
- Modern Workplace
- Perkins Updates/Requirements
- Local Chamber of Commerce Connections
- CTE Teacher Roundtables
- Partnership with the NWA Council/Labor Market and Educational Programs
- Work with Business & Industry Improving CTE Programs
- Partner with local Chambers of Commerce to provide education to Educators

- Consult with Legislators on needs of CTE programs
- Through partnership with NWA Council, school officials and legislators, assisted with the writing and passage of two pieces of legislation during the 2017 session critical to advancement of Career and Technical Education in Arkansas

PROGRAM: Behavior Support Specialists

FUNDING SOURCE: Area Services VI-B

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Sheryl Hahn,	Behavior Support Specialist	M.Ed., BCBA
Mary Ann McIntyre	Behavior Support Specialist	M.A, CCC-SLP-BCBA

GOAL:

The goal of the program is to assist districts with identification of students for eligibility with an autism spectrum disorder and/or emotionally disturbance. Assistance and training is also provided in conduction and development of Functional Behavioral Assessments and Behavior Intervention Plans. Training is provided to student specific staff as well as large group trainings that increase local capacity in evidence-based strategies to address autism, challenging behavior, FBA/BIP, and other areas, as requested.

PROGRAM SUMMARY:

This program provides districts with assistance with programming, behavior change procedures, identification, assessment, interagency collaboration, development of behavior plans for individual students, and staff development.

MAJOR HIGHLIGHTS OF THE YEAR:

- We have continued to mentor 6 BSS around the state of Arkansas
- Training new BSS in multiple areas
- Numerous trainings in NWA (Examining Special Ed Files Like an Attorney, VB Mapp Training, Designing the Learning Environment for Success, ASD Eligibility Classroom Design, Team Training for Identification of Autism Training
- Provided extensive training to 7 multidisciplinary teams (7 different districts) across 8 training days and multiple on-site coaching sessions. This training is being replicated across the state in the coming school year.

PROGRAM: Arkansas Transition Services

FUNDING SOURCE: Federal Grant

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X NON-RESTRICTED ___

PARTICIPATING DISTRICTS:

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

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

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

PERSONNEL:

Paul Johnston – Transition Specialist - MM-UA Fayetteville, BSE-Missouri State University, AAS-UA Fort Smith

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF THE YEAR:

State Level

- Arkansas Transition Services held their every other year Transition Summit. This is a hybrid workshop for Transition Teams from across the state. They get information from breakout sessions and work on a team plan to improve Transition in their district. Here is a quote from our Arkansas Transition Services Quarterly Newsletter, “58 teams from 68 districts attending and over 300 people registered. We broke some records for sure and we could not have done it without the participation of everyone involved—from Facilitators (49), to presenters (50 presenters sharing 34 sessions), to exhibitors (23)! Agency participation on teams was unbelievable; with a VR counselor on almost every team and many had a counselor from Services for the Blind as well as other agencies. At the Summit, Fayetteville Project Search Teacher, Victoria Magdefrau, was presented as the Arkansas Division of Career Development and Transition Outstanding Transition Teacher.
 - NWAESC Teams
 - Rogers
 - Gravette
 - Fayetteville
 - Bentonville
 - OUR Teams
 - Harrison
 - GFESC Teams
 - Greenwood
- Arkansas Transition Services held two Cadre meetings in Little Rock where the local teams came together to receive professional development in transition assessments, student focused planning, practice profiles, agencies, and post school options. These events provided opportunities for continued team planning and networking.
- For the first year Arkansas has the opportunity to host a Film Camp run by Inclusion Films and Joey Travolta. This will be held the last week in April in conjunction with the Bentonville Film Festival. It is one of many camps held across the country for High School students with disabilities to learn about the film industry and produce their own films. As of this report over 42 students from across the state will be participating.
- The Arkansas Interagency Transition Partnership (AITP) will hold the fifth annual AITP Summer Connections as a way for district personnel around the state to learn about a variety of agency services. We will be including a panel of employers of people with disabilities to discuss their experiences and expectations of working with people with disabilities.
- The AITP has developed, printed, and handed out to schools, a Resource Guide. These guides were developed for schools and agencies to give to parents as a way to help increase parental awareness of the importance of transition and resources to help with transition as early as possible. This year we made available a Resource Guide in Spanish.
- This year will be the 11th annual College Bound Arkansas. This is a yearly event held in collaboration with University of Central Arkansas. It is a three day residential program intended to increase student's knowledge of accommodations, assistive technologies, leadership skills, and

other exciting aspects of college life. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level.

- State Level Organizations Served:
 - AITP - Executive Committee
 - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
 - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Coop Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. These fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - NWAESC
 - Benton County Transition Fair (Bentonville, Rogers) – 100 plus attendees
 - Springdale Transition Fair – Over 400 students, 40 teachers, and 30 parents.
 - Gentry Transition Fair – 100 plus attendees
 - OUR
 - Harrison Transition Fair-Held in combination with CTE students from across the OUR Coop area
- Focused Transition Nights
 - GFESC – Greenwood has continued with Focused Transition Nights this year. These are for parents/families to get specific information on things like the Arkansas Work Incentives (Project AWIN), and Medicaid Waiver program, College information, etc...
- Coop Trainings – 3 trainings were offered over the past summer at all 3 Coops.
 - Transition Toolkit, Transition Planning: Considerations for Students on the Autism Spectrum and Students with Intellectual Disabilities , and Implementing Secondary Transition Evidence-Based Practices and Predictors of Post-School Success
 - 59 attendees
 - NWAESC – Lincoln, Gravette, Acorn, West Fork, Huntsville, Rogers Elkins, Farmington
 - OUR – Deer, Berryville, Marshall, Green Forest, Leslie
 - GFESC – Waldron, Booneville, Mulberry, Lavaca, Clarksville, Paris, Hackett, County Line,
- The Transition Requirements Review and New IEP Paperwork Introduction was given to 187 teachers
 - NWAESC – Bentonville West HS, Bentonville HS, Rogers HS, Rogers Heritage HS, Prairie Grove, Arkansas Connections Academy, Pea Ridge, Elkins
 - OUR – Cotter, Berryville, Marshall, Harrison, Yellville, Mt. Judea, Flippin, Alpena

- GFESC – Fort Smith, Greenwood, Scranton, Van Buren, Mountainburg, Alma, Lamar, County Line, Charleston
- Transition File Reviews – 6 districts
 - NWAESC – Elkins, Gentry, Decatur, Prairie Grove, Pea Ridge
 - GFESC – Greenwood
- IEP meetings attended – 2
 - GFESC – Greenwood
- District Consultations – 6
 - NWAESC – Springdale Harber HS, Springdale HS, Springdale District
 - GFESC – Fort Smith, Fort Smith Futures School, Greenwood
- Meetings regularly attended
 - AASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - AITP Board and General Membership Meetings
 - Child and Adolescent System Service Program (CASSP) – Fort Smith Region
 - Project Search partners
 - Fayetteville Public Schools/Washington Regional Medical Center/Life Styles
 - Greenwood/Fort Smith-Mercy Hospital and Ark Best Corp.
 - Transition Team Meetings
 - NWAESC – Rogers, Pea Ridge
 - OUR - Harrison
 - GFESC - Greenwood
- Other Presentations:
 - AR-CEC Conference – “I need A/T in the IEP ASAP!”
 - UA Transition Class – “Transition in Arkansas-an Overview”
 - Greenwood and Marshall – Presented on Transition to Transition Classes
 - Greenwood – Focus on Greenwood – Presented on new Work Program at Greenwood Schools
 - NTACTION National Capacity Building Institute – May 2017 in Kansas City, MO will be presenting on our state collaborative measures with Arkansas Rehabilitation Services.
- Trainings/Conferences Attended:
 - NTACTION National Capacity Building Institute – Charlotte, NC
 - Arkansas SPED Consultant Training
 - Arkansas LEA Academy
 - Arkansas Mental Health in Education Association Conference
 - Step Up to Healthcare Transition Conference

PROGRAM: Gifted and Talented Program / GT Specialist, Contracted for FTE: 0.75

FUNDING SOURCES: Arkansas Department of Education & Northwest Arkansas Education Service Cooperative, and School Districts contribution

COMPETITIVE GRANT: Yes No

RESTRICTED **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Lawrence Driver, Gifted & Talented Specialist BS; MAT; Graduate Certificate in Sustainability
Stephanie Gutierrez Program Secretary

GOAL:

The state of Arkansas Education Department has mandated that all public school districts provide differentiated educational services for students with these identified abilities: academically advance, highly creative, and/ or high achieving / motivated students. As one of the state’s 15 Education Service Cooperatives, the GT Specialist position provides support and services in the 16 school districts located in the Northwest Arkansas region (Washington, Benton, and parts of Madison counties) as guided by the ADE Gifted and Talented Program and AP Program Standards. We facilitate College Board sponsored Pre-AP, AP teacher certification and Secondary Content training as governed by the Arkansas Department of Education. The NWA ESC GT Specialist also provides extracurricular academic events and scholastic competitions for local students.

PROGRAM SUMMARY:

The ESC GT Specialist serves and functions as a contact person and GT Program resource to a variety of educational stakeholders located in NWA; including district GT coordinators, GT facilitators (teachers), administrators, students, parents, community members, and community business partners in support of Gifted and Talented Education. Some of the key responsibilities are:

- Facilitating and ensuring that each NWAESC school district meet all of the ADE’s GT Program Standards, especially those districts slated to be monitored (rotating 3 year cycle)
- Functioning as a conduit for information and positive dialog between the ADE Office for Gifted Programs, Advanced Placement, and IB Programs with NWAESC school districts
- Providing and conducting monthly meetings with NWAESC GT Program coordinators
- Making on-site visits to local school districts to provide support and/or in-service topics for all educational stakeholder members
- Attending annual and monthly state meetings; staying connected with other ADE Education Service Cooperatives GT Specialists; both in face-to face meetings as well as electronic conference meetings / ZOOM and sharing events and documentation with Google Docs technology

- Hosting various student academic competitions supported by NWAESC schools: 3rd & 4th grade Math Day, Elementary and Middle School Quiz Bowl, Elementary & Middle School Science Olympiad, 3 scholastic chess tournaments a year for 3rd – 8th graders, high school ACE competitions, and responding to invitations from AGQBA and OM events
- Developing and engaging in positive working relationships with local district personnel and ADE office employees connected with GT education and AP testing
- Conducting appropriate needs- assessment questionnaires related to GT Specialist job in order to set goals and respond to local GT / AP program needs.
- Facilitating, hosting, and presenting educational workshops and trainings; including College Board Pre-AP and Secondary Content trainings
- Responding to requests from NWA teachers providing specific workshop topics: such as a GT identification testing materials review, GT program documents review, and GT program staff development instruction materials, GT Program Curriculum Writing workshop, and differentiated instruction trainings
- Actively participates in the annual AAGEA and AGATE state conference and other advocacy opportunities, along with belonging to appropriate professional organizations. I have initiated that the NWAESC establish a 3 year cycle to send the GT Specialist to attend NAGC as a job tradition
- Supporting and volunteering for GT related regional events: i.e. Quiz Bowl moderator, AP testing proctor, and other job related requests.
 - Serving on the Arkansas Governor’s School Student Selection team whenever possible
- Managing all documentation and financial record keeping required by ADE and NWAESC related to the ESC GT Specialist position (i.e. Strategic Management Plan & Quarterly GT GEM Newsletter, & maintaining yearly applications for College Board and GT Specialist Grant, etc., as well as Quiz Bowl, Science Olympiad, Chess, and ACE budget / funds management).
- Encouraging district personnel to participate in professional organizations (i.e. AAGEA, AGATE) as well as educational opportunities (Arkansas Governor’s School, Arkansas School for Math, Science, and Arts)
- Maintaining a positive working relationship with NWAESC clientele and staff members
- Attending NWAESC Board meetings when possible
- Investigate and support the use of blended learning opportunities (digital learning) as a way to deliver information and instruction

MAJOR HIGHLIGHTS OF THE PAST YEAR:

- Larry managed these academic events for the local NWA schools that made a significant impact for NWAESC students who participated:

○ 15 ACE games	9 High Schools	100 students
○ 1 Math Day	10 Elementary Schools	215 students
○ 3 Chess Tournaments	28 Schools	350 students
○ 2 Quiz Bowl Tournaments	25 Schools	400 students
○ 2 Science Olympiad Tournaments	14 Schools	570 students

- 16 NWA School Districts' GT Programs all are certified by ADE fully compliant with GT Program Standards for the 2016-2017 school year
- 15 times Larry travelled to NWA coops schools for face to face consultations / support
- Larry set-up 6 Professional Development Workshops scheduled for the summer 2016 related to Gifted Education
- Larry set-up 5 Professional Development Workshops scheduled for the summer 2017 related to Gifted Education
- Larry attended 2 State-level conferences related to Gifted Education
- Larry hosted / led 6 NWA monthly GT Program Coordinators Meetings, with 6 speakers presenting information spread out over the 2016-2017 school year.
- Larry attended 5 ADE Education Service Cooperative GT Specialist monthly meetings in the 2016-2017 year

PROGRAM: ESVI, Educational Services for the Visually Impaired

FUNDING SOURCE: ESVI is a statewide educational consultative service program administered by the Arkansas Department of Education, Special Education Unit.

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED ___ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS: ESVI serves many districts, listed below are the counties
Counties served: Benton, Carroll, Washington, Madison, Newton, Crawford, Franklin, Logan, Sebastian, Scott, Polk.

PERSONNEL:

Christi Gadberry	ESVI Consultant	M.ED.,TVI
Marsha Holder	ESVI Consultant	M.ED., Special Education, TVI/COMS

GOAL:

To provide consultation, direct and support services to students who are blind or visually impaired, to their parents and to the school, center and related staff.

PROGRAM SUMMARY:

Vision consultants travel statewide to provide assessments, consultations, and recommendations for adaptations and modifications to meet the needs of students who are blind or visually impaired, ages 3 through 21 in an educational program. Consultants also loan adaptive equipment to students and assist the Instructional Materials Center in loaning braille and large print textbooks to local school districts. Consultation assessment, recommendations and instruction in the area of the orientation and mobility is provided in the school and local communities. In addition professional development opportunities are offered to parents, teachers and related staff.

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

- ❖ Guy Fenter Education Service Cooperative
- ❖ Dawson Education Service Cooperative
- ❖ Crowley's Ridge Education Service Cooperative
- ❖ Southeast Arkansas Education Service Cooperative
- ❖ Northcentral Arkansas Education Service Cooperative
- ❖ Northwest Arkansas Education Service Cooperative
- ❖ DeQueen-Mena Education Service Cooperative

MAJOR HIGHLIGHTS OF THE YEAR:

- Students attended and participated in new assistive technology training, to learn and use technology for their school environment.
- Students attended a presentation by Denna Lambert. Denna is a former vision student who now works for NASA's Goddard Space Flight Center in Greenbelt, MD. She shared her personal journey of boldness, strength, and the power of working together to reach goals. Lambert holds degrees from the University of Arkansas and the George Washington University, where she earned a Master's of Public Administration. She is a Program Manager with NASA's Goddard Space Flight Center, where she coordinates the Center's efforts in developing and launching the Information and Collaboration Center (GIC2). The center's mission is to facilitate collaboration between the country's largest collection of earth and space research scientists. Lambert's subject matter expertise includes disability law, special education policy, STEM recruitment, and program compliance with federal laws, and she spearheaded many of GSFC's Diversity and Inclusion initiatives.
- Students participated in Orientation and Mobility lessons of how to use bus transportation and accomplished the activity by using the University of Arkansas bus system.
- Some students participated in Arkansas Braille Challenge.
- Teachers of the Visually Impaired attended (UEB) Unified English Braille training. In the past, the braille code for English has had variations from one country to another. Unified English Braille integrates them into a single unified code for all English-speaking countries.
- Students attended Self-Defense presentation by Shawn Wilson, who is a Deputy Sheriff and Founder and Lead Sensei from Chuan Fa America Arkansas. Individuals who are blind or visually impaired are physically vulnerable in public places. This can lead to fear, and fear can limit exposure to vocational, social and self-determined experiences. Learning self-defense skills, students can gain safety skills, confidence and independent movement in the community without fear.

PROGRAM: Mathematics Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Rea Smith	K-12 Math Specialist
Linda Jaslow	Math Project Co-Director
Stephanie Gutierrez	Program Secretary

GOAL:

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

PROGRAM SUMMARY:

The mathematics program at the Northwest Arkansas Education Service Cooperative is constantly adapting to meet the varying needs of the Northwest Arkansas school districts. This includes increasing teachers' content and pedagogical knowledge, engaging in action research, assisting with data-driven decision making, and increasing parental awareness of the importance of quality mathematics experiences. Though we differentiate our work for districts/schools/educators, the mathematics program is always working to inspire positive relationships with and success in mathematics.

The major focus this year was to strengthen relationships with districts and facilitate districts/schools as they worked toward creating a vision of mathematics. This work allowed professional development and site based support to meet specific needs of each district.

MAJOR HIGHLIGHTS OF THE YEAR:

Site Based Support

- Facilitated districts and schools to align curriculum, instruction, assessment, and professional development efforts through creating collective visions of mathematics with each site and conducted numerous follow-up visits with districts and schools to support teachers as they began to work toward their vision.
- Built the capacity of teachers and instructional leaders to make research based and data driven decisions for their students by clarifying collective systemic efforts.
- Site specific professional development was also provided based on school/district needs such as building number sense, understanding Depth of Knowledge, and analyzing formative and

summative data to strengthen Response to Intervention efforts.

- Led multiple job embedded opportunities for teams to collaboratively plan a lesson, observe that lesson being taught by colleagues, and then reflect upon students' engagement and mathematical thinking. These opportunities resulted in greater understanding of both content and practice standards.
- Facilitated job embedded opportunities for teams to assist them in the work of evolving into true professional learning communities.

Face-to-Face Professional Development

- Algebraic Reasoning in Grades 3-5 Mathematics Project - Partnered with the University of Arkansas and with six school districts to train 25 mathematics teachers in grades 3-5 concerning the mathematical topics of algebraic properties, notation and reasoning that arise in student-generated arithmetic problem solving strategies.
- Knowledge of Classroom Culture - 21 educators participated in this two day session on building a culture for student led classrooms.
- Math Progressions for Kindergarten through 5th Grade - A total of 100 participants including teachers, facilitators, and administrators attended these sessions to learn more about the math progressions documents developed as a joint project with area teachers in the three year ACCAP (Analyzing Content, Connections, and Progressions) program.
- Making Number Talks Matter - 27 educators participated in this session on the why and how of Number Talks. Teachers benefited from a classroom embedded opportunity, which helped make the transition from theory to practice. Follow up opportunities increased implementation of this valuable classroom routine.
- Depth of Knowledge - 36 teachers, facilitators, and administrators participated in this session to not only increase their understanding of the Depth of Knowledge levels, but also to understand its implications on instruction and assessment.

Online Professional Development

- What's Math Got to Do With It Book Study - 28 educators participated in this online book study to read and discuss ways to transform mathematics learning and inspire success.
- Mindset Book Study - 48 educators participated in this online book study to read and discuss how mindset influences learning.

PROGRAM: Extending Children’s Mathematics (ECM) Years 1-3

FUNDING SOURCE: District / Participant

COMPETITIVE GRANT: N/A

RESTRICTED ___ **NON-RESTRICTED** ____

PARTICIPATING DISTRICTS:

Bentonville, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Ozark, Prairie Grove, Rogers, Stuttgart

PERSONNEL:

Linda Jaslow	Math Project Co-Director
Stephanie Gutierrez	Program Secretary

NUMBER OF TEACHERS TRAINED: 71

GOAL:

Work with Linda Levi (Teachers Development Group) and a working committee in the development of professional development classes Extending Children’s Mathematics for grades 3 - 6.

PROGRAM SUMMARY:

Work collaboratively with mathematics specialists and university researchers from across the country to revise and develop expectations/materials for Extending Children’s Mathematics – Years 1, 2 and 3.

MAJOR HIGHLIGHTS OF THE YEAR:

- Worked collaboratively with teachers from Tucker Elementary in Rogers to conduct action research on fraction equivalence and operations along with multi-digit multiplication and division fluency (3rd-5th grade) to define fluency and determine how to help teachers and students get to that point with plans to use new learning in ECM classes.
- Worked with teachers in study groups from Fayetteville and Bentonville to address areas that they were interested in investigating.
- The creation of the ECM classes has helped define the important building blocks that are critical to the development of children’s understanding of CCSSM.

PROGRAM: CGI Years 1-3

FUNDING SOURCE: District / Participant

COMPETITIVE GRANT: N/A

RESTRICTED ___ **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Arkansas Arts Academy, Elkins, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Prairie Grove, Rogers, West Fork

PERSONNEL:

Stacey Dominguez
Heather Barron
Stacie Grace
Linda Jaslow

Debbie Gates
Cheryl Scott
Mary Nevin
Leticia Greene

Christi Schrauger
Kendra Bookout
Jae Baek
Jane Nolan

NUMBER OF TEACHERS TRAINED: 153

GOAL: To train teachers in the instructional model of Cognitively Guided Instruction.

PROGRAM SUMMARY:

Cognitively Guided Instruction (CGI) is an on-going professional development program designed to assist K-3 teachers in implementing a comprehensive researched-based approach to mathematics instruction in their classrooms. The primary goal of CGI is to increase teachers' knowledge of how children think about mathematics. In this professional development, teachers will:

1. Analyze story problems and number sentences to determine the mathematical demands and recognize student responses in terms of cognitive development.
2. Assess students' thinking and design problems that will develop students understanding of the important concepts and skills.
3. Facilitate discussions that provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build children's capacity for algebraic reasoning."
4. Learn to engage children in early algebra tasks that enhance the children's learning of arithmetic. Many teachers have been engaged in a continuous 3-year professional development in CGI.

PROGRAM: Technology

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

Sam Karnatz Technology Coordinator

GOAL:

The goal of the Technology Program is to provide technology information and support throughout our member district area. The Technology Coordinator administers and supports the computer network, 2 computer training labs, 3 Device Carts, and over 140 PC's, Servers, and other devices at the coop. It is a further goal of the Technology Department to provide training and support for member district staff and internal NWAESC staff. Since the state of Arkansas announced its partnership with Facebook to bring Virtual Reality into the classroom, the NWAESC TC has supported the rollout of 25 Virtual Reality kits to schools in member districts and will continue to aid in training and supporting the VR kits.

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF THE YEAR:

- Brought in numerous vendors including: Dell, HP, and Apple to support / train member district technology staff on new products and services
- Completed the rollover to new State Network including adoption of OpenDNS for website filtering
- Hosted DIS Open DNS and CWS filtering solution trainings for member districts using new state Network.
- Visited multiple district campuses to perform Network bandwidth and infrastructure performance with Fluke Networks Etherscope network scan tool

- Participated with state teacher leaders at the annual HSTI conference, the Arkansas Conference of Technology, and ARKSTE.
- Received Facebook/TechStart Oculus Virtual Reality kit and helped distribute and train Northwest Arkansas teachers on Virtual Reality hardware and software

PROGRAM: English Learner Support Program/ESOL (English for Speakers of Other Languages)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

AFESC- Atkins Public Schools, Clinton School District, Conway Public Schools, Danville School District, Dardanelle Public Schools, Dover School District, East End School District, Greenbrier, Heber Springs, Nemo Vista School, Pottsville Public School, Quitman School District, Russellville Schools, South Conway County, Vilonia School District, Western Yell County

ARESC- Pine Bluff Schools, Sheridan School District, Stuttgart School District

CRESC- Armored School District, Blytheville School Dist., Brookland School District, Buffalo Island Central, Gosnell School District, Harrisburg, Jonesboro Public Schools, Manila School District, Marion School District, Marked Tree School Dist., Nettleton School District, Newport School District, Osceola, Rivercrest, Trumann Schools, Valley View School, Westside School District – Jonesboro, Wynne Public Schools

DESC- Arkadelphia Schools, Bauxite School District, Benton School District, Bismarck Public Schools, Bryant Public Schools, Caddo Hills, Centerpoint School, Cutter Morning Star, Fountain Lake School District, Glen Rose, Gurdon School District, Hot Springs School Dist., Jessieville School District, Lake Hamilton District, Lakeside School District - Hot Springs, Malvern Special School, South Pike County

DQMESC- Dequeen, Dierks School District, Foreman School District, Horatio School District, Mena Public Schools, Mineral Springs, Mount Ida School District, Nashville School District

GFESC-- Alma School District, Booneville School District, Clarksville, County Line, Fort Smith Public Schools, Greenwood School District, Lamar, Lavaca Public Schools, Magazine Schools, Mansfield School District, Ozark School District, Paris School District, Scranton, Van Buren School District, Waldron School District, Westside School District - Coal Hill

GRESC- Clarendon School District, Forrest City, West Memphis

NCAESC- Batesville School Dist., Cave City, Highland School District, Melbourne School District, Mountain Home, Mountain View School, Salem School District, Southside School District - Batesville,

NEESC- Corning Public Schools, Greene County Tech, Jackson County, Paragould School District, Pocahontas School Dist.

NWAESC- Arkansas Arts Academy, Bentonville Public School, Decatur, Elkins School District, Farmington, Fayetteville, Gentry Public Schools, Gravette, Greenland Public Schools, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers Public Schools, Siloam Springs Schools, Springdale, West Fork District

OURESC- Alpena, Berryville Public Schools, Eureka Springs, Green Forest, Harrison School District, Omaha School

SCESC- Camden Fairview Schools, El Dorado School District, Hampton School District, Harmony Grove School District – Camden, Magnolia School District, Parkers Chapel Schools, Smackover School District

SEESC- Crossett School District, Dermott School District, Drew Central School District, Dumas School District, Hamburg School District, Hermitage Public School, Lakeside School District - Lake Village, McGhee School District, Monticello School District, Star City School District, Warren School District

SWESC- Blevins School District, Hope School District, Prescott School District, Texarkana

WDMESC- Bald Knob School District, Beebe School District, Cabot Public Schools, England School District, Lonoke School District, Pangburn District, Riverview School District, Rose Bud School District, Searcy School District, White County Central

Others not in an ESC--Capitol City Lighthouse Academy, Cedar Ridge, Cleveland County, Cossatot River, Covenant Keepers College Preparatory, Estem Public Charter School, Exalt Academy, Jacksonville Lighthouse Charter, Lawrence County School District, Lisa Academy, Little Rock, Little Rock Prep Academy, North Little Rock, Northwest Arkansas Classical Academy, Ozark Montessori Academy Springdale, Pine Bluff Lighthouse Charter, Pulaski County, Quest Middle School - West Little Rock, Two Rivers

Number of English Learners Identified in Each ESC

Educational Cooperative	Total ELL	Total K-12	% ELL
ARCH FORD EDUCATIONAL SERVICE	42310	2472	5.8%
ARK. RIVER EDUC. SERVICE CNTR.	16658	252	1.5%
CROWLEY'S RIDGE EDUCATION COOP	36650	1002	2.7%
DAWSON EDUCATION SERVICE CO-OP	42387	2076	4.9%
DEQUEEN/MENA EDUC. CO-OP	12596	1930	15.3%
GREAT RIVERS EDUC. SERV. CO-OP	14307	89	0.6%
GUY FENTER EDUCATION SERVICE COOPERATIVE	43750	5653	12.9%
NORTH CENTRAL ARK. EDUC CO-OP	18749	548	2.9%
NORTHEAST ARK. EDUC. CO-OP	17783	217	1.2%
NORTHWEST ARK. EDUCATION CO-OP	86994	19076	21.9%
OZARK UNLITD RESOURCE CO-OP	14577	995	6.8%
PULASKI COUNTY SCHOOLS	57232	4602	8.0%
SOUTH CENTRAL SERVICE CO-OP	16319	344	2.1%
SOUTHEAST ARKANSAS EDUCATIONAL	16698	804	4.8%
SOUTHWEST ARK. CO-OP	11845	723	6.1%
WILBUR D. MILLS EDUC. CO-OP	28192	673	2.4%
Grand Total	477047	41456	8.7%

PERSONNEL:

Tricia Kerr ESOL Program Director M.Ed., BSE with Emphases in Spanish, Language Arts and Social Studies

GOAL:

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

PROGRAM SUMMARY:

ADE works with schools and educational cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with ACSIP program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards

- implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

MAJOR HIGHLIGHTS OF THE YEAR:

- Creation and engagement of the Arkansas ESSA English Learners/Title III Advocate Group—met multiple times from January 2017 to present to inform items related to English Learners in Arkansas’ ESSA plan
- Collaborated with the Office for Innovation in Education and multiple divisions within ADE to draft the English Learner components of the Arkansas ESSA plan along with obtaining feedback from multiple stakeholder groups
- Participated on ADE’s Strategic Plan Management teams every 1st Friday of the month
- Conducted 1st Annual ADE ESOL Coordinator Conference, November 2, 2016
- ESOL Coordinator Meetings continued or began at ESCs (Northwest, OUR, Wilbur D. Mills, Arch Ford, Dawson)
- Conducted ESOL Coordinator 101 trainings at every ESC and Pulaski County during Summer 2016
- Coordinated six regional 3-day ELP Standards Trainings throughout the state along with providing access to a website dedicated to professional development around the ELP Standards <http://www.arkansaselp.org/>
- Verified ELL Funds for districts reporting English Learners
- Collaborated with School Improvement Unit regarding the Statewide Field Test in Indistar including updates for the 2016-17 school year.
- Reviewed district ELL Program Narratives in ACSIP and provided coaching comments as needed
- Presented professional development sessions at AAEEA Summer Conference, ADE Data Conference, Arkansas Association of School Counselors, Regional School Psychology Specialists’ Trainings, AAFC Fall and Spring Conference, ARKTESOL, ADE Reading Conference
- Maintained website for English Learners on ADE’s website
- Collaborated with Alan Lytle in the support of ELPA21 and other EL Assessment issues
- Collaborated with Miguel Hernandez in the support of Title III districts
- Attended the EL-SCASS trainings in the Summer, Fall, and Winter
- Participated in the National EL Students with Disability Task Force
- Participated on the national ELPA21 Task Management Team for Performance Standard Setting and Data Review as well as on the ELPA21 Screener Task Force; now a member of the ELPA21 Assessment Design Team

- Providing for delivery of 5 day EASEL-Ensuring Academic Success for English Learners training beginning in Summer 2017 via an ELP PD planning committee
- Coordinating ELP Standards Introduction Trainings at multiple ESCs in Summer 2017
- Providing ESOL Coordinator 101 working sessions/trainings at most ESCs in the Summer of 2017

Northwest Arkansas Education

Cooperative
2016-2017

Special Projects...

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes _____ No _____

RESTRICTED _____ **NONRESTRICTED** _____

PARTICIPATING DISTRICTS:

PERSONNEL:

Cathi Swan	Superintendent –State Coordinator of Digital Learning	BSE, MSE
Mike Lar	Virtual Arkansas Director of Operations	BS, MBA, ED.D, ABD
Junior Stormes	Director of Technology	BS
John Ashworth	Virtual Arkansas Director of Academics	BSE, MSE
Rachel Schell	Team Digital Member	BS, MS

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 220 districts and over 50,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices

into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Held Blended Learning Live! Conference for 23 districts envisioning classrooms of the future
- Trained ADE Units on Personalized Learning and Blended Learning
- Implemented an SIS for schools, facilitators, teachers, and students to track their academic progress in Virtual Arkansas courses
- Held statewide school envisioning meetings of Blended Learning
- Trained over a 150 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2016 INACOL conference on Blended Online Learning
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Shared information at numerous state-wide conferences
- Coordinated and trained ADE and ESCs on ZOOM webinar options
- Scheduled and supported over 50 state-wide webinars
- Virtual Arkansas teachers and students earned state-wide recognition for their pursuits (Arkansas English Teacher of the Year, Innovative New Art Partnership, Skills USA awards, Economic Arkansas awards, etc.)
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- Created a computer science survey for students to gauge their level of course best suited for them
- Created multiple online modules for ADE implementation of blended learning professional development
- Participated in intensive strategic planning to ensure support and goal-setting aligns with ADE and Cooperative missions
- Trained schools on state data systems on behalf of ADE Research and Technology
- Piloted American Sign Language course for students
- Worked with the Buffalo River Federal Committee to develop science modules
- Created and designed home-grown blended learning professional development to offer to Arkansas educators
- Added a flex-pace pathway for schools with a seat-time waiver
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement

ADE Supported Leadership Programs:

❖ Leadership Excellence and Development System:

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2016-2017 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

❖ Leadership Quest – Building a Culture Conducive to Learning

Fifty plus building leaders participated in the 3-part Leadership Quest which held sessions in September, December and January. The three sessions this year focused on "Building a Culture Conducive to Learning".

- Day 1 Journey - Establishing a Culture of High Expectations Promoting Professionalism. PLC discussions around best practices including culture and climate, engaging student and teacher voices, and establishing and implementing codes of conduct for students, teachers, administrators and support staff.
- Day 2 Journey - Schools of the 22nd Century-Leveraging Innovations and Opportunities to Create Your Future. PLC discussions around best practices including identifying evidence-based innovations, aligning innovations and initiatives with school data/needs, learning from successful experiences, and monitoring and adjusting.
- Day 3 Journey - Fostering Collaborative Relationships. PLC discussions around the best practices of establishing and enhancing PLCs, engaging stakeholders in alignment with school vision, maximizing partnerships with families, businesses, and community organizations, and contributing to the community in return.

❖ Teacher Excellence and Support System (TESS):

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Northwest AR Educational Service Cooperative held the three hours Law and Process training(s). The Arkansas Department of Education provided training at each co-op for districts that opted in for premium services. Northwest AR Educational Service Cooperative scheduled additional sessions to extend the learning and support to administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2016-17 school year.

School Board Training

NWAESC provided two training opportunities for school board members:

- ❖ December 2016 – A three-hour training was led by Dr. Bobbie Davis, of the AR Public School Resource Center, over the required financial components, laws related to school boards, and other items of interest to school board members.
- ❖ April 2017 – A second three-hour training was led by Kristen Gould, of the AR School Board Association, and covered a variety of topics, including personnel-related issues and others.

Computer Science Grant

- ❖ NWAESC applied for, and received, a \$50,264 grant to support computer science education in grades K-8.
 - The grant focused on three areas: K-2 CS Standards embedded within literacy instruction, Grades 3-6 CS Standards embedded within mathematics instruction and Grades 7-8 coding block.
 - Teachers received, and were paid for, three days of face-to-face training on the standards and how to integrate them into current curriculum and then were paid the equivalent of one day training to create 1-2 lessons (for grades K-6) or to develop their assigned portion of a Coding Block Resources document.
 - Lessons and resources were vetted through the instructors to insure that they were quality material before being shared with other participants. These are being uploaded to a website so that they may be made available to any Arkansas teacher.

Program Name: ACT Aspire

Competitive Grant Yes - _____ No - X

Goals and Description:

Support included onsite visits, as requested, within districts to aid in preparing technology infrastructure. The Cooperative’s technology coordinator provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Northwest AR Education Service Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers’ understanding of assessment requirements for students. Trainings will continue during the summer of 2017 and the upcoming school year. One example of this support is the “Assess Your Assessments” workshop held both face-to-face and via online during the year in which teachers compared the assessments they were currently using with ACT Aspire released items to insure that classroom assessments were of sufficient rigor to prepare students.

Program: Novice Teacher Mentoring Program

Training Funding Source: ADE Grant

Competitive Grant: Yes No

Restricted: X Non-Restricted:

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

Personnel:

Jack Kern	Contracted Instructor
Marcia Sanders	NWAESC Staff
Donna Rush	NWAESC Staff

Program Summary:

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program.

Northwest AR Education Service Cooperative provided 5 sessions in the Novice Teacher Mentor Program.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

Northwest Arkansas Education
Cooperative
2016-2017

Professional Development Activities...

Professional Development Report

Beginning: July 1, 2016

Ending: June 30, 2017

Will be added after June 30, 2017.

NOTICE OF NON-DISCRIMINATION

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Northwest Arkansas Education Cooperative

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