



2024 – 2025
Annual Report



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NOTE FROM SOUTHEAST ESC ADMINISTRATION

The Southeast Education Service Cooperative is pleased to present its Annual Report for the 2024-2025 academic year. This report details our dedication to serving the educational needs of 15 districts, encompassing 46 schools, 1,321 educators, and 15,144 students across the eight counties of the Southeast region.

This report is provided for the review of participating school district personnel, school board members, legislators, Arkansas Department of Education personnel, and the Governor's Office. It outlines the range of services and activities delivered to member districts and provides evidence of their impact on professional practice and student achievement.

In alignment with our mission, the Cooperative supports districts in achieving their individual missions by providing programs, shared services, professional development, and collaborative opportunities with greater effectiveness and efficiency than they could achieve independently. While the Southeast region faces unique challenges, we recognize the power of collective action.

Though districts may compete in extracurricular activities, we foster a collaborative environment of shared learning and mutual support in academics. We value the reliance of our districts on the services provided by the Cooperative and embrace the responsibility to assist the Arkansas Department of Education and other state-level educational entities in the implementation of initiatives, communication, and strategic planning.

Best,

Nathan White
Director

Emilee Dutton
Asst. Director/TCC

[illegible]

Arkansas Education Service Cooperatives

DISTRICTS SERVED

ARCH FORD - 26
ARKANSAS RIVER - 10
CROWLEYS RIDGE - 22
DAWSON - 22
DEQUEEN/MENA - 12
GREAT RIVERS - 10
GUY FENTER - 22
NORTH CENTRAL - 16
NORTHEAST - 15
NORTHWEST - 22
OZARKS UNLIMITED RESOURCE - 16
SOUTH CENTRAL - 12
SOUTHEAST - 15
SOUTHWEST - 9
WILBUR D. MILLS - 17

SOUTHEAST ESC MISSION

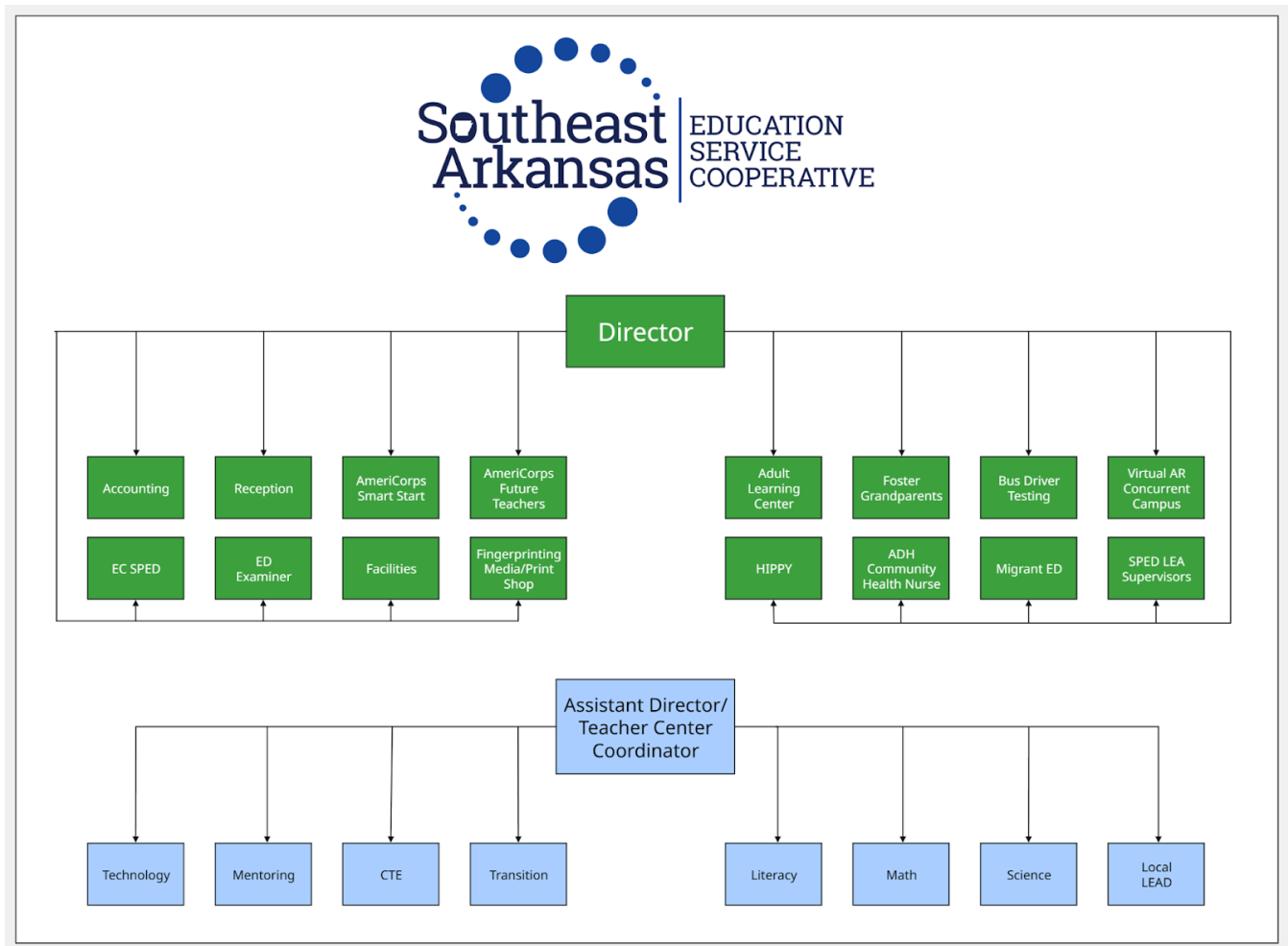
The mission of the Southeast Arkansas Education Service Cooperative is to support the schools in their mission to provide students with a world class education by providing the member schools with programs, shared services, professional development, and opportunities for collaboration in a more effective and efficient manner than they could provide independently.

GOALS:

- To ensure that all educators in the Southeast Education Service Cooperative are provided opportunities for professional growth in “Best Practices” of Teaching to expand their skill base to improve student learning outcomes.
- To provide opportunities for instructional leadership training for current and prospective administrators and teacher leaders.
- To offer technical assistance to teachers and administrators in areas of concern. They include technology, curriculum, fiscal management, behavior, safety, special education, federal programs, and crisis management.
- To partner with member schools in compliance with Act 999 to implement the accountability process.
- To support and assist our district schools in state and regional initiatives.



ORGANIZATIONAL CHART



SOUTHEAST ESC BOARD

OFFICERS OF THE BOARD

NAME	POSITION	SCHOOL DISTRICT
Dr. Nathan White	Director	Southeast ESC
Jordan Frizzell	President	Star City
Rhonda Lawson	Vice President	Fordyce
Sandra Lanehart	Secretary	Monticello

MEMBERS OF THE BOARD

NAME	POSITION	SCHOOL DISTRICT
Davy King	Superintendent	Cleveland County
Anthony Boykin	Superintendent	Crossett
Kristi Ridgell	Superintendent	Dermott
Dr. Nick Hill	Superintendent	DeWitt
Nancy Chapman	Superintendent	Drew Central
Dr. Camille Sterrett	Superintendent	Dumas
Rhonda Lawson	Superintendent	Fordyce
Tracy Streeter	Superintendent	Hamburg
LaDonna Spain	Superintendent	Hermitage
Dr. Billy Adams	Superintendent	Lakeside
Linda Tullos	Superintendent	McGehee
Sandra Lanehart	Superintendent	Monticello
Jordan Frizzell	Superintendent	Star City
Bryan Cornish	Superintendent	Warren
Dr. Kevin Hancock	Superintendent	Woodlawn



TEACHER CENTER COMMITTEE

Southeast Arkansas Education Service Cooperative
2024-2025

Group 1 Rotates off August 1, 2025			
DISTRICT	NAME	EMAIL	POSITION
Hamburg	Stephanie Johnston	sjohnston@hstdlions.org	Elem Teacher
Cleveland County	Diana Taylor	diana.taylor@ccs1.org	MS/Jr. High
Star City	Gina Richard	gina.richard@starcityschools.org	Admin
DeWitt	Nancy Whiting	nwhiting@dewittdragons.net	Secondary Teacher
Fordyce	Nikki Rice	ricen@fordyceschools.org	Secondary Teacher
Group 2 Rotates Off August 1, 2026			
DISTRICT	NAME	EMAIL	POSITION
Crossett	Melissa Clayton	melissa.clayton@crossettschools.org	Elem Teacher
Drew Central	Samantha Mann	samantha.mann@drewcentral.org	Admin
Lakeside	Valarie Riley	riley@lsschool.org	Secondary Teacher
Warren	Kathy Cornish	kathy.cornish@warrensd.org	Admin
Group 3 Rotates Off August 1, 2027			
DISTRICT	NAME	EMAIL	POSITION
Dermott	Arniece Garner	arneice.gardner@dermott.k12.ar.us	Admin
Woodlawn	Penny Davis	penny.davis@whsbears.org	Elem Teacher
Monticello	Lacey Hackett	lacey.hackett@billies.org	MS/JrH
Hermitage	Mistie McGhee	mistie.mcgee@hermitageschools.org	Admin
Dumas	Dr. Arthur Tucker	Arthur.tucker@dumask12.org	Central Office Admin
McGehee	Amy Ross	amy.ross@mcgeeeschools.org	MS/JrH

Classroom teachers will represent $\frac{1}{2}$ (50%), but not more than $\frac{2}{3}$ (67%) of the committee with an even distribution of elementary, middle school/junior high, and high school teachers.

Elementary Teachers -	3	21%
Middle School/Jr. High Teachers -	3	21%
High School	3	21%
TOTAL	9	63%
Administrative	6	43%

MEETINGS:
September 25, 2024
January 22, 2025
April 9, 2025



ANNUAL REPORT

DATE: April 29, 2025

LEA#: 2220

ESCH: 220

ESC NAME: Southeast Arkansas Education Service Cooperative

Address: 1022 Scogin Drive, Monticello, AR 71655

Phone Number: 870-367-6848

Director: Dr. Nathan White

Teacher Center Coordinator: Emilee Dutton

Names of Counties Served: Arkansas, Ashley, Bradley, Chicot, Cleveland, Dallas, Desha, Drew, Lincoln

Number of Districts: 15

Number of Students: 14,876

Number of Teachers: 1,315

GOVERNANCE

- | | | |
|----|---|----------------------------|
| A. | How is the cooperative governed? | Board of Directors |
| | How many members are on the Board? | 15 |
| | How many times did the board meet? | 12 |
| | When is the regular meeting? | 3rd Wednesday of the month |
| | Date of current year's annual meeting: | August 9, 2024 |
| B. | Does the cooperative have a Teacher Center Committee? | Yes |
| | If yes, then: | |
| | How many are on the Teacher Center Committee? | 15 |
| | How many members are teachers? | 9 |
| | How many times did the Teacher Center Committee meet? | 3 |
| | When is the regular meeting? | 1 Fall, 2 Spring |
| C. | When was the most recent survey/needs assessment conducted? | November 2024 |
| D. | Have written policies been filed with the Arkansas Department of Education? | Yes |



STAFFING

This is a list of all staff members, throughout the 2024-2025 fiscal year, 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. An asterisk (*) is placed beside those who are housed and the co-op, but their salary does not flow through the Co-op's budget.

Southeast Arkansas Education Service Cooperative Employees
2024-2025

S=State, F=Federal, M=Medicaid, B=Base Funding, D=Districts

Name	Position	Funding Source
ADCOCK, JANA	AECHS ADMIN ASST	S
AIKEN, STEPHANIE	ECH PARAPRO	D
ALLEN, BROOK	ECH PARAPRO	D
AMSTUTZ, JULIE	OCSS STATE SPECIAL ED DEV COACH	F
ATKINS, LATANZA	DYSLEXIA SPECIALIST	S
AUSTIN, COPRESIA	HIPPY HOMEBASED EDUCATOR	S
BARBER-CARTER, SHELSI	CTE SPECIAL PROJECTS COORDINATOR	F
BARNES, CHRISTOPHER	OCSS LEADERSHIP DEV COACH	S
BELL, JAMES	METHODS OF ADMIN. PROGRAM COORDINATOR	S
BENNETT, DANA	MIT'S PROGRAM ADVISOR	S
BERRY, RENEE	HIPPY HOMEBASED EDUCATOR	S
BIBBY, TYE	VIRTUAL AR HS PROG COORD	S
BODIFORD, LEIGH	ACCOUNTS RECEIVABLE/HR	B
BOLIN, REBECCA	AMERICORPS STATEWIDE ADMIN ASST	S
BOLIN, TONIA	ECH SPED ASST COORDINATOR	D
BOONE, LACHELLE	ECH INTERVENTION SPECIALIST	D
BOYD, TRACI	HIPPY HOMEBASED EDUCATOR	S
BRANTLEY, JENNIFER	ECH INTERVENTION SPECIALIST	D
BROWN, KAYLON	CAREER COACH PROGRAM COORD	F
BROWN, MEG *	STATE GT SPECIALIST	
BRYANT, WENDYLIN	AALRC DISABILITIES & ONLINE COORD	S
BURGEIS, MEGAN	ECH PARAPRO	D
BURT, LYNDA *	APSCN STUDENT FIELD ANALYST	
BUTLER, DENNIS	CAREER ED JAG TECH ASST COORD	S
CAMACHO, SULIDEISI	ADULT EDUCATION CAREER COACH	S
CAMERON, KATHY	BUSINESS MANAGER/PAYROLL	B
CASTLEBERRY, DAWN	ECH INTERVENTION SPECIALIST	D
CATER, KERI	HIPPY HOMEBASED EDUCATOR	S
CAUSEY, LISA	HIPPY HOMEBASED EDUCATOR	S
CAVANESS, KATRINA	HIPPY COORDINATOR	S
CHAMBERS, DONNA	HIPPY HOMEBASED EDUCATOR	S
CHAMBERS, HOLLY	EDUCATIONAL EXAMINER	D
CID, MAYTE	HIPPY HOMEBASED EDUCATOR	S
COLBURN, BRIANA	MEDIA/PRINT SHOP COORDINATOR	B
COOK, STACEY	MIT'S SPECIALIST	F
COURSON, BIANCA	ECH INTERVENTION SPECIALIST	D
COX, KRISTOPHER	VIRTUAL AR HS INSTRUCTOR	S



DALE-WARREN, LATASHA	ADULT ED CAREER COACH	S
DANIEL, LYNDSEY	VIRTUAL AR HS INSTRUCTOR	S
DANIEL, RHONDA	SP ED LEA SUPERVISOR	D
DAVIS, ASHLEY	AALRC RECEPTIONIST	S
DAVIS, ERIC	P/T MAINTENANCE	B
DAVIS, JESSICA	LEA SUPERVISOR SECRETARY	D
DAVIS, QUANTARRIOUS	CUSTODIAN	B
DUTTON, EMILEE	ASSISTANT DIRECTOR/TCC	B
EBARB, ABBEY	EL SPECIALIST	S
ESTES, JANE	VIRTUAL AR HS ADJUNCT INSTRUCTOR	S
EVERETT, BRANDIE	MENTORING PROGRAM SPECIALIST	S
FRISBY, KAREN	SP ED LEA SUPERVISOR	D
GIFFORD, WHITNEY	MIT'S PROGRAM ADVISOR	F
GILBERT, ANGELA	HIPPY HOMEBASED EDUCATOR	S
GORMAN, MARILYN	EARLY CHILDHOOD SECRETARY	D
GRIFFIN, KATY	ECH INTERVENTION SPECIALIST	D
GRIFFIN, JESSICA	LOCAL LEADS SPECIALIST	F
GRIFFIN, KELLY *	ADE SPECIAL ADVISOR	
HANCOCK, SHANDA	SP ED ASSISTANT LEA SUPERVISOR	D
HART-ORRELL, ASHLEE	ASSISTANT BUSINESS MGR	B
HEMBREE, JAYE	ECH INTERVENTION SPECIALIST	D
HENLEY, DASHA	ECH PARAPRO	D
HERNANDEZ, LUCILA	MIGRANT TUTOR	F
HILL, PAMELA	SPECIAL EDUCATION SECRETARY	D
HOGUE, KATLIN	MATH SPECIALIST	S
HOLDERFIELD, SCOTTY	FACILITIES COORDINATOR	D
HOLLAND, J. RENEE	OCSS EXECUTIVE ADMIN ASST	S
HOLLIS, STEPHANIE	AMERICORPS ASSISTANT COORD	F
HOYT, MICHELE	ECH COORDINATOR	D
HUITT, AMARI	HIPPY HOMEBASED EDUCATOR	S
JACKSON, KAYLA	ECH INTERVENTION SPECIALIST	D
JOHNSON, CHRISTY	ESC WORKS COORD/CLERICAL ASST	B/S
KEITH, KANDI	SP ED LEA SUPERVISOR	D
KELLEY, JANET	HIPPY HOMEBASED EDUCATOR	S
KIRTLEY, JADA	HIPPY HOMEBASED EDUCATOR	S
LAWSON, TERESA	ECH PARAPRO	D
LEDBETTER, KRISTA	ECH INTERVENTION SPECIALIST	D
LEONARD, REBECCA	ECH SPEECH THERAPIST	D
LOGUE, CASSI	HIPPY HOMEBASED EDUCATOR	S
LONG, SARAH	ADMINISTRATIVE ASST	B
LONGING, TERRI	HIPPY FIELD COORDINATOR	S
LUCAS, MARY	HIPPY HOMEBASED EDUCATOR	S
LUNDY, MARGIE *	CHILD CARE SERVICE SPECIALIST	
LYTLE, DARBY	VIRTUAL AR HS INSTRUCTOR	S
MANN, JANA	ECH PARAPRO	D
MARTINEZ, ANABEL	MIGRANT OSY/ASSISTANT	F
MARTINEZ, NANCY	HIPPY HOMEBASED EDUCATOR	S
MCDONALD, MELANIE	ECH SPEECH THERAPIST	D



MEEKS, ANELL	SPECIAL ED SEC/HAMBURG	D
MEEKS, STACEY	ECH INTERVENTION SPECIALIST	D
MENDIOLA, CLAUDIA	ECH PARPRO	D
MILLER, BRENT	LEADERSHIP DEV COACH	F
MILLER, JASON	LEADERSHIP DEV COACH	F
MONTGOMERY, LEIGH	ECH SPEECH THERAPIST	D
MOORE, OCTAVIA	HIPPY HOMEBASED EDUCATOR	S
MORMAN, KATHY	ECH SPEECH THERAPIST	D
MURPHY, SARA	ECH PARAPRO	D
MYER, CRAIG *	VIR ARK SOCIAL STUDIES DESIGN SPEC	
NORRIS, STEPHANIE	ECH INTERVENTION SPECIALIST	D
ORTIZ, CLARE	MIGRANT RECRUITER	F
OUTLAW, KAYLA	ECH INTERVENTION SPECIALIST	D
PALMER, JANICE	ECH PARAPRO	D
PASCHALL, MISTY	VIRTUAL AR HS ADJUNCT INSTRUCTOR /DRUG TESTING & BUS DRIVER COORD	S/D
PATRICK, EVAN	DIGITAL LEARNING & TECH COORD	S/B
PEARSON, TOCCARA	AALRC ADMINISTRATIVE ASSISTANT	S
PENNINGTON, ANDEE	ECH INTERVENTION SPECIALIST	D
PERRY, AIMIE	ECH SPEECH THERAPIST	D
PESARESI, KIMBERLY	AMERICORPS FTI COORDINATOR	S
PINKUS, KRYSTAL	ECH SPEECH THERAPIST	D
POLLAN, ROBERT	AALRC COMP TECH	S
PRESTON, ANDREA	ECH INTERVENTION SPECIALIST	D
PRINCE, MELISSA	CAREER ED ADMINISTRATIVE ASST	F
PRITCHARD, PAIGE	VIRTUAL AR HS INSTRUCTOR	S
PRUITT, ANDY	FOSTER GRANDPARENT COORD	F
RAMIREZ, JAIRO	MIGRANT SPECIALIST	F
RAMOS, KARLA	HIPPY HOMEBASED EDUCATOR	S
RANDOLPH, KAREN	TRANSITION CONSULTANT	F
RAY, ALLISON	CAREER ED COORDINATOR	S/F
REYNOLDS, STACY *	COMPUTER SCIENCE SPECIALIST	
RHODES, SHANIQUE	HIPPY HOMEBASED EDUCATOR	S
RIDENOUR, ANNA	EARLY COLLEGE HS INSTRUCTOR	S
ROBERTS, MICHELE	MIT'S PROGRAM ADVISOR	F
ROBINSON, GWEN *	COMMUNITY HEALTH NURSE	
SADOVSKY, ADRIENNE	VIRTUAL AR HS INSTRUCTOR	S
SAFFOLD, MISTYE	ECH INTERVENTION SPECIALIST	D
SATTERLEE, JENNY	AMERICORPS SS COORDINATOR	F
SCOTT, RONNIE	MIT'S ARMAC SPECIALIST	F
SHERILL, RUSSELL	LEADERSHIP DEVELOPMENT COACH	S
SHRUM, ANDREA	ECH SPEECH THERAPIST	D
SIMS, MONICA	SCIENCE SPECIALIST	S
SINGLETON, BRIT	VIRTUAL AR HS INSTRUCTOR	S
SKAGGS, JONATHAN	VIRTUAL AR HS INSTRUCTOR	S
SMITH, DAVID	VIRTUAL AR HS INSTRUCTOR	S
SMITH, KEENA	MIT'S PROGRAM ADVISOR	F
SPURLOCK, LAURIEL	ABC PREK TEACHER	S



STAPP, JENNA *	BEHAVIOR INTERVENTION SPECIALIST	
STARNES, CRYSTAL	HIPPY HOMEBASED EDUCATOR	S
STELL, LAURA	HIPPY FIELD COORDINATOR	S
SWINNEY, KELLY	ECH INTERVENTION SPECIALIST	D
TAYLOR, HOUSTON	MIT'S PROGRAM ADVISOR	F
TAYLOR, MARSHA	AALRC DIRECTOR	S
THOMAS, YOLONDA	SP ED LEA SUPERVISOR	D
TOSTON, CASSANDRA	HIPPY HOMEBASED EDUCATOR	S
TRANHAM, NANCY	SPEECH CLERICAL ASSISTANT	D
TRUSSELL, ANGELYNE	HIPPY FIELD COORDINATOR	S
TUCKER, SHEENA	ECH PARAPRO	D
TYSON, PATRICIA	ECH INTERVENTION SPECIALIST	D
WATSON, MICHAEL	OCSS BEHAV LEADERSHIP SUPP COACH	F
WEST, JOHN	LEADERSHIP DEV COACH	S
WHITE, ALISA	ECH INTERVENTION SPECIALIST	D
WHITE, EMILI	HIPPY HOMEBASED EDUCATOR	S
WHITE, JENNIFER	VIRTUAL AR HS ADJUNCT INSTRUCTOR	S
WHITE, NATHAN	COOPERATIVE DIRECTOR	B
WILKERSON, SHELIA	ADED PD COORDINATOR	S
WILLIAMSON, AMANDA	ECH PARAPRO	D
WILMOTH, ASHLEY	HIPPY OFFICE MGR/ABC PREK DIR	S
WILSON, REGINA	ABC PREK PARAPRO	S
WILSON, UYOLANDA	LEADERSHIP DEV COACH	S
WIMBERLY, KARA	VIRTUAL AR HS ADJUNCT INSTRUCTOR	S
ZAVALA, ROCIO CERVANTES	HIPPY HOMEBASED EDUCATOR	S

TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including the 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
 Approximate the number of titles in the media center: 0
 Does the co-op provide delivery to the districts? No
 How many districts participate in the media program? 15
 How many titles (including duplicate counts) were provided to schools during this current year?
 0
 Do districts contribute dollars to the media services? No
 How are media charges per district determined? Services are charged according to a price list.
 Does the co-op operate a "make-and-take" center for teachers? Yes
 If yes, then:
 How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 27



ADMINISTRATIVE SERVICES

Please check the administrative services offered through the cooperative:

x	Administrators and Local Board Member Training
x	Assessment Data Analysis
x	Bookkeeping Assistance
x	Business Manager Training and Support
x	Cooperative Purchasing
x	Curriculum Alignment (to include: essential standards, learning targets, CFAs, CSAs, learning progressions, proficiency scales, and HQIM selection and implementation)
x	Early Childhood Local LEADS
x	Evaluation Procedures (to include: TESS Training & Support, SoR Assessor Training & Support, HQIM Lookfors)
x	Gifted and Talented Support
x	Grant Writing Assistance
x	Instructional Facilitator Training & Support
x	Instructional Supports (to include: Math/Science/Literacy/ESOL/Migrant/Mentoring/Transition/Behavior/Computer Science)
x	Numerous PD opportunities for teachers and admins
x	Planning Assistance
x	Special Ed Services (LEA Supervisors, Training, Early Childhood SpEd)
x	Technology Training & Support
x	Other (please specify) <ul style="list-style-type: none">• Bus Driver Training• Custodian/Maintenance Training• Cyber Security Training and Support• Digital Fingerprinting• Facilities Coordination• Financial Consulting & Planning• Parapro Testing• Print Shop



DIRECT SERVICES TO STUDENTS

Please check the student services provided through the cooperative.

x	ACT PREP
x	HIPPY
x	Itinerant teachers (to include: Early Childhood Special Education)
x	Low incidence Handicapped (Vision/Hearing)
x	Mentor Programs (Foster Grandparents, AmeriCorps Future Teachers, AmeriCorps Smart Start, Behavior Supports)
x	Occupational Therapy and Physical Therapy
x	Speech Pathology Services
x	Transition Services
x	<p>Other Please Specify)</p> <ul style="list-style-type: none">• AmeriCorps Tutoring (Smart Start & Future Teachers• Foster Grandparent Instructional Supports• HIPPY Home-based Educators• Educational Examiner Student Assessments• Battle of the Books Grades 3-5• Chess Tournaments (Grades 3-4; 5-6; 7-12)• Computer Science Opportunities (i.e. Coding Competitions etc.)• Capture the Flag• Girls of Promise Grade 9• Nursing Services• Quiz Bowl Elementary and Jr. High• Rubik's Cube Competition• Service Days• Theater Squared Grades 4-12• Young Voter's Day• ASMSA Project• Engineering Day• STEAM Day

ANECDOTAL REPORTS

Please list below three or four descriptions of activities which demonstrate partnerships, cooperative agreements, or creative ways that the co-op has assisted local districts. Co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

FREE FURNITURE FOR DISTRICTS

Southeast ESC has been in a remodeling project which includes replacing furniture, podiums, cabinets, and shelving. Many of the items replaced are still serviceable, so pictures were posted on a spreadsheet and sent to administrators to claim for use in their districts. The recipients were very appreciative of the items.

SAFETY CONSORTIUM

To properly establish a safety plan for a school and district, and to meet state requirements, it is paramount that a school safety assessment is conducted on each school on an annual basis. In order to meet this need, a safety consortium was established with the cooperative making arrangements with Dixon Safety Consultants.

Cooperative Responsibilities for Participating Districts:

- Secure services at the best price possible for the consortium
- Serve as the liaison between the school districts joining the consortium and the service provider
- Pay for services rendered, invoicing each district for the cost of the service upon completion of the service

The analysis, assessments and recommendations were compiled in a specific report, itemized by each school and /or site. Evaluations, assessments and recommendations were based upon applicable State and Federal laws and codes, as well as maintaining compliance with all local governing authorities and Regulations. Districts were reminded of the importance of the district's Policy Manual and Student Handbook reflecting the practices of the staff, faculty, students and stakeholders and that they have the approval of the School Board.

UNIVERSITY OF ARKANSAS AT MONTICELLO

- Girl Power partner (See Girl Power description below.)
- The Partnership Coordinator of UAM attends the Southeast ESC Board Meetings to stay informed and also provides updates from UAM.
- Chancellor, Dr. Peggy Doss presented at a Southeast ESC Board Meeting to give updates and answer questions from the board.
- Two science professors are part of a science consortium.

GIRL POWER

SE ESC proudly hosted the 2025 Girl Power Goes State competition on February 12, 2025. This event brought together seven schools from across the region to showcase the talents of twenty-six exceptional female high school students in four different categories. The Girl Power Goes State initiative is a partnership between 7 Education Service Cooperatives and a Division of Career and



Technical Education Innovation Grant aiming to promote female participation and refine skills in high-need, high-wage, and high-demand areas. Female high school students showcase their talents using advanced CNC technology equipment for wood cutting, metal cutting, or lasering. Local industries and stakeholders were present to offer judging and insight into potential careers in the area. These students gain valuable H3 skills, preparing them for non-traditional careers in our future workforce.

SAVE THE CHILDREN

HIPPY has a partnership with the Save the Children organization. They donate items to the HIPPY program and HIPPY staff distribute them to families served within the 10 districts who participate in HIPPY. Examples of items donated include: books, bombas socks, action figures, learning toys, coats, interactive electronic game boards, etc.

SEARK READING COUNCIL

The three Literacy Specialists are members of the SEARK Reading Council, a part of the Arkansas Literacy Association. Two of the Literacy Specialists serve as the President and Vice President of the SEARK Reading Council. This organization promotes literacy in the homes of children ages 0-5 and in the schools by providing books for schools to give away at literacy nights and to local health units. The organization also honors Educators in Literacy, Agencies in Literacy and Community Leaders and promotes writing in schools with the Young Writers' Competition each year.

MONTHLY & WEEKLY UPDATES

The TCC and Director provide a monthly & weekly update for all administrative groups that includes information from various sources to keep administrators up to date on curriculum, assessment, instruction, fiscal, leadership, and legal matters. These updates are also included in the Board's electronic packet and are the source for round table discussions.



PROGRAMS

ACCOUNTING

Program: Accounting
Funding Source: Base
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland Co.	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Kathy Cameron	Name: Ashlee Orrell
Position: Business Manager/Payroll	Position: Assistant Business Manager
Degree: High School/CASBO Cert.	Degree: Bachelors/CASBO Cert.
Name: Leigh Bodiford	
Position: Accounts Receivable/HR	
Degree: High School/CASBO Cert.	

Goals:

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

Program Summary:

Southeast Cooperative has a total of 70 grant programs and runs 19 statewide programs. The ADE base funding to the Cooperative is \$408,618.00 and the approximate total budget is \$19 million dollars.

Major Highlights of the Year:

2024 - 2025 - Funding Source:

State/Local Funding	Amount	State/Local Funding	Amount
Cash on Hand	\$867,640.40	SpEd – Daniel	\$223,412.81
Base Funding	\$408,618.00	SpEd – Frisby	\$88,968.02
Interest on Investments	\$332,700.00	SpEd – Keith	\$156,360.27
APSCN	\$3,600.00	SpEd – Thomas	\$129,632.59
Copy/Print Shop	\$45,000.00	Math/Literacy Cons	\$53,208.88
Staff Development	\$98,522.31	Facilities	\$69,792.56
ARPEP Coordination	\$3,000.00	Ad Ed – GAE	\$490,654.66
Bus Driver Consortium	\$8,674.55	Ad Ed – Other	\$3,243,552.06
Cooperative Foundation	\$3,489.74	OCSS	\$564,054.92
LEA HIPPY	\$190,000.00	Virtual Arkansas	\$756,988.00
Professional Learning Grant	\$137,072.15	Early Childhood ESY	\$4,439.36



Bus Driver Curriculum	\$12,000.00	Novice Mentoring	\$208,175.00
CTE Girl Power	\$5,440.75	Workforce Ed Coord	\$60,000.00
Sci/Literacy Consortium	\$175,122.22	Career Coaches	\$61,227.51
Virtual Arkansas Cons.	\$141,400.34	DCTE MOA Coord	\$77,212.52
G/T Special Projects	\$26,190.51	ELL	\$90,564.68
AmeriCorps – Smart Start	\$104,923.17	NIET Lead Teacher	\$60,000.00
AmeriCorps – FTI	\$248,190.00	Licensure Support	\$20,000.00
FGP – Local	\$31,694.02	Coop Tech Coord	\$80,000.00
Early Childhood	\$2,500,049.78	Content Specialists	\$270,000.00
Leadership Quest	\$156.33	ABC PreK	\$102,100.00
Nurse	\$6,000.00	HIPPY – ABC	\$958,364.00
Community Action Corp	\$746.62	MITs – Health Resource	\$124,167.00
Educational Examiner	\$84,748.60	Computer Sci Innovation	\$9,000.00

Total Local/State Funds \$13,336,854.33

Federal Funds	Amount	Federal Funds	Amount
Child Care Grant	\$2,500.00	ECH Medicaid	\$85,000.00
FGP	\$499,242.00	ECH ARMAC	\$192,268.28
Migrant	\$600,816.68	MITs	\$706,976.00
Carl Perkins	\$402,680.57	Leadership Quest	\$523,284.03
Career Coach/Prog Adv	\$131,896.63	AmeriCorps Smart Start	\$321,987.00
Perkins R&R	\$10,000.00	ARP II Homeless	\$3,351.24
CTE Certifications	\$8,593.24	AmeriCorps FTI	\$7,240.00
Perkins PD	\$1,524.60	OCSS Behavior	\$293,641.01
Career Coach/Prog Adv	\$70,872.12	PreK Development	\$150,000.00
Adult Ed – Leadership	\$681,744.93	THRIVE	\$312,807.34
Transition Specialist	\$113,413.21	Communities of Practice	\$215,988.70
OCSS SpEd Coach	\$150,000.00	Phone Free School	\$153,000.00

Total Federal Funds \$5,638,827.58

[Click here](#) for the Financial Board Report Ending FY24. (Report will be added after period 13).

[Cooperative Finance Overview](#)



ADE/APSCN STUDENT APPLICATIONS FIELD ANALYST

PROGRAM: ADE/APSCN Student Information Business Analyst

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland Co	Drew Central	Hermitage	Star City
Crossett	Dumas	Lakeside	Warren
Dermott	Fordyce	McGehee	Woodlawn
DeWitt	Hamburg	Monticello	SECOOP Early Childhood

PERSONNEL:

Name: Lynda Burt

Position: APSCN Information Business Analyst

Degree: N/A

GOALS:

To provide end-user support to district personnel using the statewide student management system (SMS), Cognos BI Tool, PowerSchool Enrollment, and state-reporting system.

PROGRAM SUMMARY:

The Student Information Systems Business Analyst offers training and technical assistance for various state systems, including eSchoolPLUS, Teacher Access Center, Home Access Center, Cognos, PowerSchool Enrollment, and state reporting to school districts and charter schools in their assigned areas. The analyst is responsible for providing software training (in-person and virtually), researching reported software problems for resolution, reporting software issues, testing software updates, and testing state reporting cycles. To create/edit documentation on processes and training guides. Various training offered throughout the year include but are not limited to SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Transcripts Review, Next Year Scheduling, and Year End Rollover.

MAJOR HIGHLIGHTS OF THE YEAR:

State Reporting training and new personnel training. Next year's database setup and year-end rollovers are processed yearly to update a district's database to a new school year.

PROGRAM PERFORMANCE DATA:

Training Item	Percent of Districts Trained
New Personnel	80 %
SMS Fields for State Reporting	100 %
Next Year Setups/Training	100 %
Year End Procedures	100 %



AMERICORPS – FUTURE TEACHER INITIATIVE

PROGRAM: AmeriCorps Future Teacher Initiative (FTI)

FUNDING SOURCE: ADHE/EngageAR Formula Funds/CNCS

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

SEARK Coop–Drew Central ABC

SEARK Coop–Hermitage ABC

SEARK Coop–Crossett ABC

SEARK Coop–CCSD ABC at Woodlawn

SEARK Coop–Hamburg ABC

SEARK Coop–McGehee ABC

SEARK Coop–Warren ABC

Dawson Coop–Malvern ABC

PERSONNEL:

Name: Kim Pesaresi

Position: Program Director

Degree: Bachelor of Psychology

Name: Becky Bolin

Position: Administrative Asst

Degree: Bachelor of Psychology

GOALS:

Thirty-two (32) Future Teacher Initiative (FTI) AmeriCorps members provide one-on-one and small group tutoring interventions/mentoring to targeted at-risk preschool students. At the end of the program year, the FTI members will tutor 256 at-risk students to ensure each student achieves school readiness. In addition, the FTI members will leverage 128 volunteers/parents who will become engaged in their communities and their child's education through participating in national day service projects. FTI members integrate national service, community engagement and individual volunteerism to promote improved school readiness outcomes in high economic and educational areas of need.

PROGRAM SUMMARY:

FTI AmeriCorps members, in addition to tutoring and mentoring students, will leverage more volunteers who will participate in and assist with service projects addressing the specific needs of their respective districts and communities. FTI members promote parental involvement throughout their time in service through parent involvement nights, preparing parental activity home kits, and opportunities to participate in all national service projects with their child. An added dimension of the FTI program is noted in the fact that members gain a unique perspective and experience as it directly relates to the field of education. The opportunity to serve on the professional side of education provides the member with what “the other side of the desk” looks like. This newfound dimension leads many members into the field of education who may not have considered it before.

MAJOR HIGHLIGHTS OF THE YEAR:

Member Training



Preparation was the key to this year's success! Program staff wanted to ensure that each FTI member was well prepared for their journey of service. We also felt it was important to expand the preparation to include all teachers and staff at each host site. We were able to provide an "All Things AmeriCorps" session during the host site's staff development meetings prior to the onset of our start date. This set the stage for strengthening member support while eliminating any misunderstandings regarding the critical role of an FTI member. Members received extensive information at Member Orientation Training i.e., Member Service Agreement, AmeriCorps Policies and Guidelines, FTI Position Description, Social Media Policy, Rules of Conduct and Discipline Policy, Drug Free Workplace Policy, Grievance Policy and Prohibited Activities, Data Collection and Pre/Post Assessment. Engage Arkansas and On3Learn also provided several online webinar training opportunities examples such as AmeriCorps 101, Life After AmeriCorps, Resume Building, Successful Interview and Effective Communication. FTI members participated in "Get Real" training regarding keeping a budget and simulation sponsored by the area Cooperative Extensions. Exhibits consisted of Basic Nutrients (groceries), ChildCare, Living Arrangements (Real Estate), Entertainment, Life Events, Personal Care Items, Banking, Education, Insurance, Transportation, Phone, Citizenship (Voting). Members were given a checkbook with a limited monthly amount to spend and had to write checks for each category of life. Each station was manned by local businesses and volunteers. This was an opportunity for members to realize how quickly money disappears each month in real life situations.

Service Projects

FTI members impact communities in various ways through participating in National Days of Service Projects. FTI members became aware of the needs in their communities and were able to use the National Service Days as a platform for addressing identified challenges. Students and host sites serve a huge part in participating in service projects. This also allows for added parent participation into their child's academic setting. Students are able to make connections to how they can help their community too! The National Service Days are September 11 National Day of Service and Remembrance, Martin Luther King, Jr. National Day of Service, National AmeriCorps Week, National Volunteer Week and Juneteenth National Celebration and Civic Engagement.

9/11 Day of Service

The 9/11 Project consisted of a variety of activities at school: A discussion of what Firefighters do including a tour of the Monticello Fire Department truck and gear, reading about first responders and how they protect and serve our communities and thanking Police Officers for their service. Members of the Hamburg Police Department, Ashley County Sheriff's Department, the Ambulance Crew and the Hamburg Fire Department conducted a safety drill for the students and Hermitage members created the Twin Towers with student handprints. The FTI AmeriCorps Program continues to collaborate annually with the Palliative Resource Center in Monticello by assisting them with preparing and distribution of meals to honor first responders across five counties.

Opening Ceremony-(official day all AmeriCorps members are sworn into service across the nation)

In October, FTI members attended the "Opening Ceremony" at the SEARK Coop. Local State Representatives Jeff Wardlaw and Howard Beaty were our distinguished guests as well as Monticello Mayor Jason Akers. Mr. Wardlaw inspired the members by recognizing the crucial role that volunteers have in their communities and he also led the members in the "AmeriCorps Pledge". Representatives

from Options, Inc provided information about the supportive services they offer to the community and the victims and survivors of domestic violence. The day ended with a service project at “Options, Inc.

MLK Day

FTI members conducted food drives to help their local food pantries and support the weekend backpack program to address food insecurities in their respective areas in honor of MLK Day. This grew to be a collaborative effort which included: Foster Grandparents, Smart Start AmeriCorps, Options, Inc., Domestic Violence Center, Schools Backpack Program, parents, and local businesses. Our combined efforts led to an even greater outcome.

AmeriCorps Week

Outreach and recruitment occurred during National AmeriCorps week to spread the word about the many rewarding aspects of participating in AmeriCorps programs. FTI members were able to attend “Hill Day” in Little Rock. The “Hill Day” morning agenda included a tour of the Clinton Library, networking with other Corps members from across the state and lunch. The State Capitol was the setting for the afternoon agenda. The Senate held a special recognition of “AmeriCorps Week” with AmeriCorps members in attendance. Everyone really enjoyed the experience and loved getting to see our legislators in action!

Volunteer Week

There are three outstanding events that take place in the month of April- National Volunteer Week, Arkansas Children’s Week and Earth Day. The FTI AmeriCorps will be combining all of those together in various creative projects. Some sites have reported they are recruiting members of the business community to read to the pre-k students. It should be noted that the service projects are organized, planned and implemented by the members. The site supervisor and program staff only play a supportive role of advisory. Therefore, we are extremely proud of the leadership skills members are able to develop and display for the betterment of their community. We would like to recognize several of our Community Volunteers for 2024-2025: Monticello-Mayor, Jason Akers, Engage Arkansas- Interim Director, Starr Crow, Fin/Admin, Michael Rau and Program Officers Katie Matthews and Zoe Tollette and SEARK Director, Dr. Nathan White, State Representative, Jeff Wardlaw and Representative Howard Beaty. We value and salute our partnerships created with The Hope Place, Senior Corps, Smart Start AmeriCorps, Local Food Banks for Hamburg, Warren, Malvern, Encore Healthcare and Rehabilitation, Options Thrift Shop, Hamburg Museum, Palliative Community Resources and Local Weekend Backpack Programs, SEACBEC (Southeast Arkansas Community Based Education Center) in Warren, ASU 3 Rivers in Malvern, area High Schools, FTI AmeriCorps Alumni, and representatives across five counties with the U of A Division of Agriculture Research and Extension.

PROGRAM PERFORMANCE DATA:

Pre and Post Kindergarten Readiness Assessments will be computed by our data specialist in early June. The completed report will provide statistics of the individual student’s progress and overall changes by the district served. The areas of assessment include: Expressiveness and Language Comprehension, Approach to Learning/Cognition, Phonological Awareness and Print Knowledge, Mathematics and Physical Development and Demographics. The results are shared with members and stakeholders.



Strengths and weaknesses are also identified each year through semi-annual site visits, advisory council meetings, program evaluations submitted by members, stakeholders and parents.

Current Statistics- Results are not finalized until mid June.

The results from the 2023-2024 Kindergarten Readiness Checklist (KRIC) student assessment tool indicated an average growth of 96%. We are currently on target to reach similar outcomes this program year.

29-Number of FTI members Enrolled

90.6 % Enrollment Rate

97% Retention Rate

278-Number of students served

270-Number of hours served by external volunteers during National Days of Service

158-Number of external volunteers recruited for National Service Days (the number of volunteers recruited for National Volunteer Week (April 5th-11th) have not been reported in this calculation)

REFLECTION:

We were notified in December that our main funding source (Arkansas Better Chance) would no longer provide financial support for the upcoming FTI AmeriCorps PY 2025-2026. We have been proactive in seeking additional funding avenues. At this time, our future remains in question. Despite the outcome, we know this program has made a tremendous positive impact in the lives of so many as evidenced by our multifaceted program evaluation. Becky and I are extremely grateful for the countless individuals who have crossed our paths in making the world a little bit brighter. Benjamin Franklin said it best, "Without continual growth and progress, such words as improvement, achievement, and success have no meaning." Becky and I are extremely proud and grateful to have been a part of the SEARK FTI AmeriCorps program and wish everyone continued success.

AMERICORPS – SMART START

PROGRAM: SMART START AMERICORPS

FUNDING SOURCE: FEDERAL

COMPETITIVE GRANT: NO

RESTRICTED: Yes

PARTICIPATING DISTRICTS: Drew Central School District, Warren School District, Hermitage School District, Hampton School District, Fordyce School District, Crossett School District, Lakeside School District, McGehee School District and Star City School District

PERSONNEL:

Name: Jenny Satterlee

Position: Program Director

Degree: BA Elementary Education 1-6

Name: Stephanie Hollis

Position: Administrative Assistant

Degree: Master of Arts in Teaching

GOALS:The goal of the Smart Start AmeriCorps Program is to provide intense one-on-one and small group tutorial reading and math assistance for increased risk for academic failure students in grades K-5. Helping children through one-on-one and small group tutoring is a major service SEARK AmeriCorps members provide. Members complete service projects, help with parent involvement sessions, assist with daily activities, are positive role models for children, gain experience in the education field and attend required trainings. Each member is required to serve a minimum number of hours of service with the host site. Members may choose which hour slot they are able to complete based on their class schedules.

PROGRAM SUMMARY: Arkansas Smart Start AmeriCorps Program provides a multi-faceted initiative that has diverse people in service; provides K-fifth grade students with strong role models, mentors, and tutors; and increases opportunities for teacher training and volunteering in the economically depressed Delta area of Southeast Arkansas. Members tutor students at risk of failure in areas of reading and mathematics. They provide one on one and small-group tutoring interventions to these students.

Members gain professional work experience and essential skills that all employers value, such as leadership, teamwork, and problem-solving. Members earn monthly stipends and an educational award/scholarship once their term of service is completed.

Members may serve in an AmeriCorps program for up to four terms.

The Smart Start AmeriCorps program was a competitive grant that started in July 2006. It is currently in its 18th year of operation and is now receiving funding through EngageAR's formula funds. Over the past year, the program has provided 58 members an opportunity to provide tutoring and mentoring services and give back to their communities through service projects.



MAJOR HIGHLIGHTS OF THE YEAR:

The program received ARP funds which was allowed for members completing their service term to receive the funds as a “completion incentive.” This is the first year the program/members received this award.

PROGRAM PERFORMANCE DATA:

Number of SS members enrolled.....	45
Number of children served	325
Number of SS members who returned to serve another term of service.....	11
Number of SS members who participated in 9/11 Day of Service	24
Number of SS members who participated in MLK Day of Service.....	28
Number of SS members who participated in AmeriCorps Week.....	44
Number of external volunteers recruited for National Days of Service	125
Number of hours served by external volunteers during National Days of Service.....	211

ANALYSIS OF IMPACT:

The program participates in each National Day of Service promoting community awareness. The 9/11 Day of service allowed members to interview/visit with older family members and friends on their recollection from 9/11. Several members read related books to their students and had journal writings. Members collaborated with The Foster Grandparent Program on the MLK Day Jr. service project to make hygiene kits for students in need. Over 500 kits were assembled and distributed. These kits are for students/kids in the communities that are low socio-economic areas. The FTI Program and Smart Start collaborated with the local Options Store in October to celebrate 30 years of AmeriCorps. Several members joined from both programs. Our local Mayor, Jason Akers, talked about how important and significant their roles were in our communities and it only takes one volunteer to make a huge impact. Mayor Akers led the pledge and helped with the service project.

Each participating site has hosted their National AmeriCorps Week activities. Presentations with the juniors and seniors brought in many interested applicants.

FTI and Smart Start Programs collaborated with the county extension agents from Southeast Arkansas counties to offer a budget simulation that helped prepare our members for future employment. On March 14th, the Seark Cooperative hosted this event with over 35 members attending to prepare members for the future expenses.

Smart Start members are assigned at-risk students they serve during their program term. Classroom teachers and administration refer these students based off their individual test scores/grades. Members test these students prior to their tutoring services and post tutoring services. Testing is submitted and analyzed by the consultant/data specialist. The data specialist monitors students' information closely to ensure no student is tested multiple times.

Each site supervisor and member are given a handbook and orientation at the beginning of the program year. Site supervisors are met prior to the program start date to review prohibited

activities and monitoring members. Members undergo two days of orientation and paperwork prior to the start dates to review program requirements.

Each participating site has had no less than 2 site visits. Some sites have had more than 2 site visits due to larger numbers of members serving and/or differences of schedules with members. Program staff provides constant monitoring of members hours and program requirements. Weekly correspondence with some members due to high balances- calls, texts and emails are sent. Conferences with each member asking/reviewing duties and responsibilities were during each quarter. Members log hours in OnCorps and tutoring time in their google class spreadsheet.



ARKANSAS ADULT LEARNING RESOURCE CENTER

PROGRAM: Arkansas Adult Learning Resource Center
FUNDING SOURCE: Adult Education Section Federal Leadership Funds
Adult Education Section State Special Projects
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:
Adult Education Programs and Literacy Councils Statewide

PERSONNEL:

Name: Marsha Taylor
Position: Director
Degree: M Ed; BA, CDF

Name: Toccara Pearson
Position: Executive Admin Assistant
Degree: BSW, CSP

Name: Dr. Shelia Wilkerson
Position: Professional Development Coordinator
Degree: EdD; M Ed, BS

Name: Wendy Bryant
Position: Disabilities & Online Learning Coordinator
Degree: MS Ed, BA

Name: Rob Pollan
Position: Information Technology Specialist
Degree: BSE

Name: Ashley Davis
Position: Administrative Assistant
Degree: HSD

GOALS:

The Arkansas Adult Learning Resource Center (AALRC) provides services in order that Arkansas Adult Education and Literacy Providers can access needed information and resources to enable Arkansas' adult learners to reach their full educational and economic potential. Staff strive to meet this goal by operating an enhanced network of communication and coordination that provides information, resources, research, professional development, and technical assistance to Arkansas Adult Education and Literacy Providers.

PROGRAM SUMMARY:

The AALRC was established in 1990 to provide a service of identifying, evaluating, and disseminating materials and information to the field of adult education and literacy in Arkansas. The AALRC is funded through the Southeast Arkansas Education Service Cooperative by the Division of Workforce Service, Adult Education Section (DWS/AES) with federal and state adult education funds.

The center has grown from one employee in 1990 housed in Monticello to seven full-time employees with offices and a training center at 124 West Capitol Suite 1000 in Little Rock. Positions include a Director, Professional Development Coordinator, Disabilities and Online Learning Coordinator, Information Technology Specialist, Media Coordinator, Administrative Assistant, and Receptionist.

The AALRC working in conjunction with DWS/AES, strives to create and implement level-appropriate training programs tailored specifically to adult learners, with an end goal of

increasing student achievement that leads to gainful employment. The AALRC and DWS/AES work with required one-stop partners regularly to ensure that a comprehensive program of adult education services that meet the needs of its students are being provided. Collaborating with our required one-stop partners allows input from all involved – teachers, directors, administrators, and other AALRC DWS/AES staff.

The AALRC administers all professional development services. The AALRC coordinates and presents professional development training events that incorporate an in-depth focus on strategies demonstrating how to prepare engaging and interactive lessons relevant to students. It still continues to serve as the resource responsible for identifying, evaluating, and disseminating materials and information to adult education and literacy programs. In addition, the AALRC consistently monitors and evaluates the effectiveness of professional development services and provides any new software, materials, or resources as necessary to accommodate the changing needs of teachers and staff.

The AALRC has found it necessary to continue to implement a more advanced method of online learning. This included purchasing meeting software and programs adapted for meeting/teaching in a virtual setting, such as Zoom. Training programs that taught teachers how to communicate and provide effective online learning strategies for their students were purchased and made available to all teachers; one example is our Canvas program. It offers teachers a completely online platform to utilize for training purposes. Additionally, our resource center contracted with Arkansas PBS to develop training courses for teachers through a teacher portal similar to Arkansas Ideas. Each course allows teachers to work at their own pace and convenience.

The AALRC works with the Adult Education Section to set priorities for professional development. Needs assessments of local program administrators, instructors, and other staff are conducted to determine needs for professional development.

The AALRC continues to use the ESC Works system to track the professional development activities of participants. Educators in the State of Arkansas must register and track professional development events via this online system. Participants can manage their transcript of courses completed through outside sources (i.e. state conference and national conferences) in ESCWorks.

The AALRC Disabilities and Online Learning Coordinator conducts the disabilities portion of the Program Reviews for the Adult Education Division. The Director and Professional Development Coordinator serve on 1 program review team per year.

The AALRC disseminates information through email, a quarterly newsletter, and discussion lists and provides Zoom for webinars. Google Forms are used for professional development evaluations.



MAJOR HIGHLIGHTS OF THE YEAR:

The AmeriCorps Life Coach Project joined with Arkansas Reads to continue an AmeriCorps Program in adult education centers. This will allow us to grow the program in adult education centers.

AALRC Staff continue to serve on Workforce Alliance for Growth in the Economy (WAGETM) program committees. The WAGETM program now includes basic skills, workforce preparation, and industry-recognized certificates to make it a statewide model for Integrated Education and Training (IET). Career Pathways continue to be developed to allow students to earn certificates in Workforce Preparation, Hospitality, and Tourism, Health Science, Business Management, Education and Training, or Manufacturing. AALRC processes scholarships for students.

347 professional development (PD) opportunities were offered to the field
(Reporting for July 1 – March 31, 2025):

205 Meetings and Events were attended by the AALRC Staff

Adult Learning Disabilities:

26 Requests for instructional strategies from adult educators/literacy providers

142 Requests for Online Course Management Assistance

56 Requests for assistance with GED accommodation applications

36 Requests from the public sector for strategies and referrals

28 Requests from other state agencies and other states for assistance with strategies, referrals, etc.

Technology:

1,560 Requests for assistance with technical support (on-site/telephone/email/remote control program)



PROGRAM PERFORMANCE DATA:

MEASURABLE OBJECTIVE	STRATEGY	2024-25 Targets	Q1	Q2	Q3	Q4	2024-25 Performance Outcomes
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**GOAL 3: Provide targeted professional development training to improve teacher effectiveness and student learning outcomes.
(PROFESSIONAL DEVELOPMENT) ~Aligns with Arkansas State Strategy Goals: Grow, Educate and Quality of Life**

3.1 Increase the number of professional development training for service providers by 3%.	3.1.1 Increase access to a variety of professional development training methods including webinars both externally and internally.	449	56	46			
3.2 Increase the number of individuals participating in professional development opportunities by 3%.	3.2.1 Send recurring emails about upcoming training to the field. 3.2.2 Provide diverse training topics that appeal to staff at all levels. 3.2.3. Provide a needs assessment to Directors and staff at local programs.	1948	955	238			
3.3 Ensure at least 40% of all participants complete an evaluation form after each training event.	3.3.1 Provide training that will contribute to and improve participant's knowledge base in the areas of content, instruction, and assessment strategies. 3.3.2 Assure training align with national college and career initiatives as well as state and local goals as determined/established by The Office of Adult Education. 3.3.3. Provide an incentive for evaluation completion at each professional development event.	40%	505 (15.67 Average)	75 (5.46% Average)			
3.4 Conduct at least six (s) follow-up workshop surveys (qualitative and quantitative) on how participants incorporated the content of the training at their adult education center or classroom.	3.4.1 Conduct follow-up workshop surveys to determine how participants are using the information learned. 3.4.2 Review instructors' NRS Table 4 to determine Measurable Skill Gains increases.	6	0	0			



ARKANSAS K-12 BEHAVIOR SUPPORT SPECIALISTS

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes _____ No X

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

PERSONNEL:

Behavior Support Specialist Coordinator: Shelia Smith, Ph.D., L.P., BCBA-D

Behavior Support Specialists:

Shana Bailey, M.S., BCBA

Sandy Crawley, M.S.E

Sonia Hartsfield M.Ed.

Amanda Kirby, M.S.E.

Lindsey Lovelady, M.S., BCBA

Nicheyta Raino, M.Ed., BCBA

Connie Thomason, M.Ed., BCBA

Meagan Booe, M. Ed, BCBA

Jennifer Brewer, Ed.S.

Kelly Davis, M.Ed., BCBA

Audrey Kengla, M.S., CCC-SLP

Kat Lancaster, M.A., CCC-SLP, BCBA

Allison Mears, LPC., BCBA

Jenna Stapp, M.A.T.

Mary Walter, Ed.S., SPS, BCBA

Carla Knight, M.S.E., BCBA

PARTICIPATING SCHOOLS: Statewide

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

BX3 PROJECT

GOAL:

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

BX3 Cohort 3- Building level teams	
<ol style="list-style-type: none"> 1. Alma Intermediate 2. Bryant Elementary 3. Horatio Elementary 4. Hurricane Creek Elementary 5. McRae Elementary 6. Mena Middle School 	<ol style="list-style-type: none"> 7. Mena High School 8. Oscar Hamilton Elementary 9. Pottsville Junior High 10. University Heights Elementary 11. Asbell Elementary

BX3 Cohort 4 - Building level teams	
<ol style="list-style-type: none"> 1. Arkansas Arts Academy High School 2. Magnolia Middle School 3. Sidney Deener Elementary 4. Westside Elementary - Searcy 	<ol style="list-style-type: none"> 18. Elmdale Elementary-Springdale 19. Louise Durham Elementary 20. Manila Elementary 21. K-8 Connect - Springdale 22. Indian Hills Elementary



<ol style="list-style-type: none">5. Southwest Middle School rcy- WDM6. Janie Darr Elementary7. Arkadelphia High School8. Lake Hamilton New Horizons9. Washington Elementary10. Lincoln Middle School11. Cedarville Elementary12. Glen Rose Elementary13. Flippin Elementary14. Beebe Elementary15. Bob Folsom Elementary16. The Academies of West Memphis17. Westbrook Elementary - Harmony Grove	<ol style="list-style-type: none">23. Newport Elementary24. East End Elementary25. Lakeside Primary26. Allbritton Elementary27. Peak Elementary School28. Harmony Leadership Academy29. Rector Elementary School30. Wonder Jr. High31. Bayyari Elementary32. North Heights Community School33. Beebe Middle School34. Benton Jr High
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BX3 Cohort 5 - Building level teams	
<ol style="list-style-type: none">1. Waldron Middle School2. Mountainburg Elementary3. Mountainburg Middle School4. Mountainburg High School5. King Elementary-Van Buren6. Fairview Elementary- Fort Smith7. East Side- Magnolia8. Central Elementary-Magnolia9. Smackover-Norphlet Elementary10. Hillcrest Elementary11. East End Middle- Sheridan12. Sheridan High School	<ol style="list-style-type: none">13. Eureka Springs Elementary14. Eureka Springs Middle School15. McCrory Elementary16. Augusta Elementary17. Augusta High School18. Jerry "Pop" Williams Elementary-Farmington19. Farmington High School20. Arkansas Arts Academy Elementary21. Clarendon Elementary

PROGRAM SUMMARY:

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offers 4-6 coaching sessions for each BX3 team throughout the school year. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

MAJOR HIGHLIGHTS OF 2024-25:

- Cohort 3 continued with 11 building-level teams across the state
- Cohort 4 continued with 34 building-level teams across the state
- Accepted Cohort 5 with 21 building-level teams across the state



- 99% of participants in Cohort 3, 4 and 5 strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3, 4 and 5 strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3, 4 and 5 strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3, 4 and 5 strongly agreed that they feel confident in carrying out the steps in their action plan.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

- On-site coaching and consultation, student observation, record review and written recommendations with follow up and training as needed
- Coaching student teams on Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Provide professional learning opportunities on evidence-based interventions

MAJOR HIGHLIGHTS OF 2024-2025:

- Provided on-site coaching and consultation, student observation, records review, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 155 CIRCUIT referrals across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2024-2025:

- Offered 19 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams



- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Offered over 140 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2655 participants

ADDITIONAL BSS HIGHLIGHTS OF 2024-2025:

- Planning for the first annual Arkansas School Behavior Conference
- Partnered with DESE to support THRIVE Leadership Academy Cohorts 5, 6, and 7 and THRIVE Leadership Academy at DeQueen-Mena ESC, Dawson ESC, Southeast ESC, and Arch Ford ESC to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the BehaviorHelp Kindergarten Transition Support Planning group
- Served on committee DESE staff and AETN to develop modules on Crisis Management and MTSS-B for AR IDEAS
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Newsletter is reaching nationally and internationally (8 countries)
- Several states are accessing our online modules including California, Colorado, Nevada and North Carolina
- Presented Multi-Tiered Behavior Support Resources at SEAS Conference
- Presented Mic Drop Sessions - Review of BSS Website at AAEA Conference
- Presented Increasing Student Behavior Supports at the Tier 2 Level: Student Intervention Matching (SIM) Form at the Transition Summit
- Presented Charting the Path to Tier 2 Behavior Interventions: Intro. to the Student Intervention Matching Form at LEA Academy
- Presented Navigating Tier 1 and Tier 2 Behavior Supports in the Inclusive Classroom at LEA Academy
- Presented The BX3 Journey Awaits! Building Capacity in School-Wide Positive Behavior Supports at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Meaningful Access ToT: Behavior with DESE-OSE
- Presented Behavior Strategies and Resources at the The Teaching & Partnerships in Juvenile Detention Centers Workshop
- Presenting Supercharging Student Success: An Overview of Multi-Tiered Behavior Support at the ArSCA & DESE School Counselor Conference
- 14 BSS attended the Association of Positive Behavior Supports International Conference in St. Louis, MO
- 1 BSS attended the 23rd Annual NWPBIS Conference in Portland, OR
- 1 BSS attended the LRP Institute Convention in Phoenix, AZ



ARKANSAS TRANSITION SERVICES

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

PARTICIPATING DISTRICTS:

SEARK Districts:

Cleveland County	Crossett	Dermott
DeWitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Warren	Woodlawn

ARESC Districts:

Friendship Aspire	Pine Bluff	Sheridan
Stuttgart	Watson Chapel	White Hall

SCSC Districts:

Bearden	Bradley	Camden-Fairview
El Dorado	Emerson	Hampton
Harmony Grove	Junction City	Magnolia
Norphlet	Parkers Chapel	Smackover
Strong	Taylor	

GRESK

Barton-Lexa	Clarendon	Helena-West Helena
KIPP Delta PS	Marvel-Elaine	

Personnel:

Name: Karen Randolph
Position: Transition Consultant
Degree: MA SPED

Goal:

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

Program Summary:

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides training and technical assistance related to secondary transition to special education teachers, other relevant school staff, and relevant agency personnel in Arkansas. Our services are not only related to ensuring secondary transition requirements in the Individualized Education Program (IEP) are in place, but also include building capacity of local transition teams, and



information and assistance on research and evidence-based practices that improve transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

Major Highlights and Program Performance Data:

Arkansas Transition Services (ATS) has been spending this year out in schools consulting and providing on-site statewide and regional professional learning opportunities. ATS also has a YouTube channel and a website (www.arkansastransition.com) as a resource to get our information out across the state.

State Level

- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. The 2025 camp will be held on-site this year April 21-25 at University of Arkansas Pulaski Technical College in North Little Rock. We have a full camp for 2025 with 50 students registered. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferable work skills.
- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need.
- Arkansas Transition Services in partnership with the University of Kansas, are recruiting for a research project on self-determination. This study will use the Goal Setting Challenge (GSC) App or the Self-Determined Learning Model of Instruction (SDLMI) to discover the most effective and productive way to provide self-determination interventions that will enhance student outcomes. Recruitment for this project has begun and the second cohort will begin in the fall of 2025. The following schools, in my Co-op areas, have committed to this research: Parkers Chapel HS and Woodlawn HS and Monticello HS will start in the fall of 2025.
- Arkansas Transition Services in partnership with the Arkansas Department of Education, Arkansas Rehabilitation Services, Arkansas Centers for Independent Living, and the University of Arkansas has won a 10-million-dollar grant- The Seamless Transition for Arkansas (STAR). This grant will impact positive post school success for Arkansas' youth with disabilities, including competitive integrated employment. The schools in my Co-op areas who have committed to this grant include Pine Bluff, Clarendon, Marvel-Elaine, Smackover, Star City, Warren and Woodlawn.
- Arkansas Transition Services supports Project SEARCH by being a Steering Committee Member and attending virtual meetings to assist in promoting a work internship program for graduating seniors who have a disability. Project SEARCH in my Co-op areas are located in Pine Bluff and in Camden.



- Arkansas Transition Services in partnership with the University of Kansas, are participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Training was held in June of 2024 and follow-up training was conducted through virtual training sessions throughout the school year for the participating schools who began implementing the program fall of 2024. SEARK school participating in CIRCLES is McGehee HS. ARESC schools are Pine Bluff HS and Stuttgart HS. SCSC school is El Dorado HS and as well as Clarendon HS from the GRESC Co-op.
- College Bound Arkansas 2025 will be held June 2-4 2025, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2024 had 30 who registered, however less than 10 students and 10 parents/professionals attended.
- Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements. Virtual Training was completed with ATS and the monitoring team on 4-10-25.
- ATS held its statewide Summit for teams from across the state in Hot Springs on October 16th-18th. The meeting was a collaboration among Arkansas Transition Services, the Office of Special Education, Finance Department, Arkansas Rehabilitation Services, Division of Career and Technical Education. The school districts from my Co-op areas who participated were Dumas, Monticello, Star City, Warren, Woodlawn, Sheridan, Pine Bluff, Marvel-Elaine, and El Dorado.
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

o State Level Organizations Served:

- 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

Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - o El Dorado Transition College & Career Fair February 11, 2025
 - o White Hall College and Career Fair April 24, 2025
 - o Rison HS Student Parent's Transition Day April 29, 2025
- Coop Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops.



- o “Transitioning to Success: How to develop compliant transition plans”
 - 24 attendees
 - ARESC- Sheridan and Stuttgart
 - SCSC- Bearden, Camden-Fairview, Parkers Chapel and El Dorado
 - SEARK – Monticello, Drew Central, and Dumas
 - GREC – Marvel-Elaine, Clarendon and Barton
- o “Expect, Engage, Empower”
 - 24 attendees
 - ARESC –Sheridan and Stuttgart
 - SCSC –Bearden, El Dorado, Camden-Fairview and Parkers Chapel
 - SEARK – Monticello, Dumas and Drew Central
- o Additional Trainings
 - “Indicator 13 Walkthrough”- 57 attendees – Camden-Fairview, Dermott, DeWitt, Dumas, Harmony Grove, Hermitage, KIPP Delta, Magnolia, Pine Bluff, Rison, Smackover, Watson Chapel White Hall and Woodlawn,
- Technical Assistance was provided on a variety of Transition related subjects to teachers/staff in districts across the 3 and half co-op areas.
 - o SEARK – Dermott, DeWitt, Dumas, Hermitage, Rison and Woodlawn
 - o ARESC – Pine Bluff, Watson Chapel, White Hall
 - o SCSC – Smackover, Parkers Chapel, Harmony Grove, Camden-Fairview and Magnolia
 - o GREC – KIPP Delta
- Other presentations
 - o CIRCLES CLT meetings Stuttgart 9-25-24, White Hall 1-14-25, McGehee 2-18-25
 - o CIRCLES SLT meetings White Hall 3-4-25, Stuttgart 4-11-25, McGehee 5-?-25
- Meetings regularly attended
 - o LEA Monthly meetings (Special Education Supervisors)
 - o Project Search OCM Hospital
 - o Project Search UAPB
 - o STAR Career Council Meetings monthly with Pine Bluff SD
- Trainings/Conferences Attended:
 - o Arkansas LEA Academy
 - o Arkansas Collaborative Consultants Convening
 - o SEARK-Time Clock Plus Training, and Lunch and Learns
 - o Virtual training- University Wisconsin – Using Emerging Technologies to Improve Supported Employment
 - o CEC Conference- March 12-15-25



BUS DRIVER TESTING

PROGRAM: Bus Driver Testing Program

FUNDING SOURCE: Individual School Districts

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Fordyce	Monticello
Crossett	Hamburg	Star City
Dermott	Hampton	Univ. of Arkansas at Monticello
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn
Dumas	McGehee	

PERSONNEL:

Name: Misty L. Paschall

Position: Program Coordinator

Degree: MAEd, MPH

GOALS:

Ensure that all participating districts follow the State and DOT requirements regarding alcohol and drug testing.

PROGRAM SUMMARY:

Program Coordinator worked with Baptist Health Occupational Health to ensure random drug and alcohol testing names were passed on to school districts, and that all school districts were provided with appropriate and timely supplies.

Program Coordinator also worked with Arkansas Mobile Drug Testing to ensure all nurses in school districts were provided opportunities for training and training updates.

All participating school districts followed DOT drug and alcohol testing requirements.

MAJOR HIGHLIGHTS OF THE YEAR:

DOT training for nurses was held in Monticello to decrease travel expenses and time out of school districts.

PROGRAM PERFORMANCE DATA:

174 Random Drug Tests

41 Random EBT (alcohol) Tests

60 Other Tests (Random, Pre-Employment, Post Accident, Other)-additional drivers could be tested throughout the quarter.



CAREER AND TECHNICAL EDUCATION

PROGRAM: Career and Technical Education
FUNDING SOURCE: Carl D. Perkins Federal Funds and DCTE State Funds
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Crossett	Dermott
DeWitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Strong-Huttig	Warren
Woodlawn		

PERSONNEL:

Name: Allison Ray	Name: Melissa Prince
Position: CTE Coordinator	Position: CTE Assistant
Degree: Bachelor of Business Admin.	Degree: Bachelor of Science - Wildlife Man.

GOALS:

Career and Technical Education (CTE) serves as a vital bridge for secondary students, equipping them with the necessary skills and knowledge to seamlessly transition into the workforce or pursue further education upon high school graduation. Formerly recognized as vocational education, CTE offers various technical disciplines, including agriculture, business, family & consumer sciences, automotive mechanics, medical professions, construction, welding, and more. Our overarching objective is to empower every student to confidently embark on their chosen path, whether entering the workforce, pursuing higher education, or serving in the military. To gauge our effectiveness, we focus on performance indicators such as CTE students' proficiency in standardized tests, high school graduation rates, post-graduation placement success, engagement in nontraditional fields, and attainment of industry-recognized credentials.

PROGRAM SUMMARY:

As the coordinator for the Southeast Arkansas Career and Technical Education Consortium, I am responsible for meticulously crafting the annual application and judiciously allocating the funding received for our area schools toward performance indicator projects endorsed by the Arkansas Division of Career Education.

In addition to managing funding disbursements, our office serves as a support hub, aiding in start-up grant submissions, compiling completer and placement reports, providing technical guidance, and facilitating professional development opportunities.

For the 2024-25 school year, our annual grant total stands at \$402,680.57. This includes specific allocations of \$17,888.34 for enriching professional development and covering travel expenses,



\$5,209.45 dedicated to facilitating students' attainment of industry-recognized certifications, \$67,125.90 earmarked for the acquisition of web-based curriculum and certification preparation software, and \$199,522.80 allocated to procure essential equipment and supplies for classrooms across Southeast Arkansas.

MAJOR HIGHLIGHTS OF THE YEAR:

In addition to our annual grant, our office successfully submitted competitive start-up grant applications for area schools. The Arkansas Division of Career and Technical Education endorsed and funded two of these applications. Notably, Hamburg High School was awarded \$36,465.00 to bolster its new Banking and Finance program, while Fordyce High School received \$39,566.41 in support of its Pre-Educator program. Fordyce High School received its funds during the 2024-25 school year, and Hamburg High School will receive its funding on July 1st, 2025.

This year, we seized an opportunity to pursue competitive innovation grant funds, resulting in successful applications for two initiatives. These grants have enabled us to secure \$65,715.00 in funding. McGehee High School received a substantial grant of \$23,715.00 to enhance its Agriculture Power, Structural, and Technical Systems program. The Southeast Arkansas Education Service Cooperative also secured \$42,000.00 to support their impactful Girl Power Event.

The Southeast Arkansas Career and Technical Education Consortium further strengthened its initiatives with a grant of \$8,593.24 earmarked to reimburse high schools for procuring student industry certifications and a \$1,500.00 grant to train Survey of Business teachers on the new classroom standards.

In addition, an additional grant totaling \$10,000.00 was allocated toward enhancing professional development opportunities. These funds were utilized to orchestrate various activities, including training sessions for new teachers, a retention event aimed at all CTE educators, and specialized training for newly appointed Careers teachers endeavoring to obtain their teaching license endorsement. Notably, these funds also facilitated hosting an event to train and certify Agriculture and Construction teachers with ShopBot CNC machines in their classrooms.

Moreover, a \$60,000.00 state coordination grant was instrumental in driving the coordinated efforts of the DCTE (Division of Career and Technical Education) at the consortium level, further advancing our collective initiatives.

PROGRAM PERFORMANCE DATA:

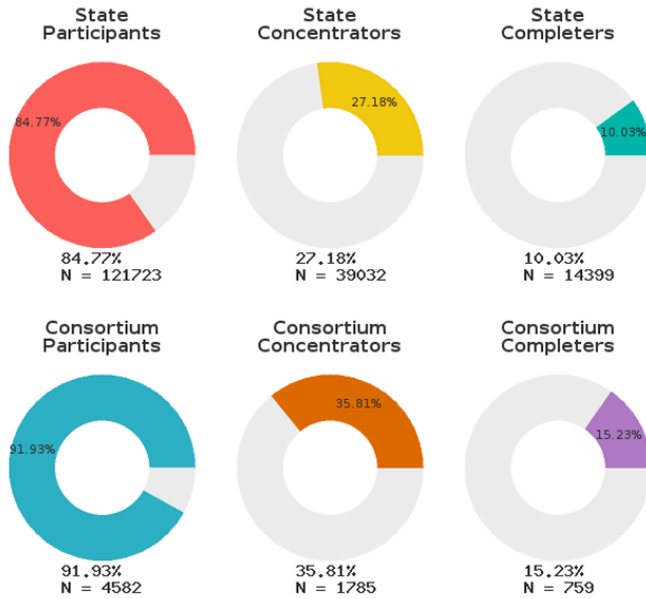
[2024 Perkins Performance Report](#)

[2024 Perkins Summary Report](#)



2024 CTE SUMMARY REPORT

SOUTHEAST SERVICE COOP



A [comprehensive program report](#) is available for more detailed information on all performance measures.

Enrollment includes Grades 9-12 students.

COMPUTER SCIENCE

Program: Computer Science

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

Competitive Grant: Yes

Restricted: Yes

PARTICIPATING SOUTHEAST DISTRICTS: STATEWIDE

PERSONNEL:

Name:	Brian Lawhon	Name:	Alex Moeller
Position:	Statewide CS Specialist	Position:	Statewide CS Specialist
Degree:		Degree:	
Name:	Ashley Kincannon	Name:	Joshua Rodgers
Position:	Statewide CS Specialist	Position:	Statewide CS Specialist
Degree:		Degree:	
Name:	John Hart	Name:	Stacy Reynolds
Position:	Statewide CS Specialist	Position:	Statewide CS Specialist
Degree:	MLIS	Degree:	MSE
Name:	Zachary Spink	Name:	Tammy Glass
Position:	Statewide CS Lead Specialist	Position:	Statewide CS Specialist
Degree:	MSE	Degree:	

GOALS:

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

1. Standards, Curriculum, and Pathways – Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.
2. Educator Development and Training – Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.
3. Licensure – Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.



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

5. Program Growth and Student Success – Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support using innovative programs and outreach initiatives.

Program Summary:

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administers the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; Middle School Introduction to Coding: Grades 5-8; and High School CS). In the interest of providing Arkansas educators with access to quality computer science (CS) professional development (PD), the Arkansas Department of Education (ADE) Office of Computer Science provided grants for ten Computer Science Specialists beginning in 2017. The computer science specialists each serve the CS PD needs state-wide for all ESCs, and Public School Districts. Assistance is provided to local school district educators through PD services including sessions (ADE developed & customized based on needs assessments) at the Cooperative as well as support on-site in living the mission and striving for the vision of Computer Science Instruction in Arkansas.

Vision

All Arkansas students actively engaging in a superior and appropriate computer science education

Mission

To facilitate Arkansas's transition to becoming and remaining a national leader in computer science education and technology careers

PD Offered:

- Computer Science Impact Meeting
- High School Computer Science Certification and Preparation
- Autonomous Vehicle Workshop @ UCA
- Python Programming for Year 1 – High School CS Professional
- Python Programming for Year 2 & 3 – High School CS Professional Development
- Business Intelligence – High School CS/Business Professional
- Cybersecurity for Year 1 – High School CS Professional Development
- Cybersecurity for Year 2 & 3 – High School CS Professional
- Robotics for Year 1 – High School CS Professional Development
- Robotics for Year 2 & 3 – High School CS Professional Development
- Mobile Application Development for Year 1 – High School CS Professional Development
- Computer Science Planning and Pacing for Middle and High School
- Middle School Intro to Coding: Learn Text-Based Code (Formerly Coding Block)
- Computer Science: Teaching K-4
- Computer Science: Teaching 5-8
- Data Science for Year 1 – High School CS Professional Development
- Data Science for Year 2 & 3 – High School CS Professional Development
- Game Development and Design for Year 1 – High School CS
- Game Development and Design for Year 2 & 3 – High School CS Professional Development
- Computer Science: Intro to Block-Based Coding
- Computer Science: Transition to Text-based Coding



- Computer Engineering for Year 1 – High School CS Professional Development
- Networking for Year 1 – High School CS Professional Development
- Precision Agriculture
- Introduction to AI
- EAST Raspberry Pi
- EAST Circuit Playground

Conferences Presented at:

- State TSA Conference
- Arkansas Association for Career and Technical Education
- ADE Summit
- AEA PD Conference
- HSTI
- EAST Conference

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts – December 2025
- Regional Capture the Flag Events
- TSA State Conference – March 2025
- Support of Robotics Competitions (VEX, FIRST) March 2025
- All-State Coding Competition April 2025
- SkillsUSA April 2025

Major Highlights of the Year:

- Revised pathways and standards across all CS courses
- Supported the work of the Data Science HIRED grant and the Cybersecurity HIRED grant
- Mentoring students across the state in Unity game development.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions
- Provided CS training to over 1853 education professionals and 8311 students.
- Lead Judge and Coding Challenge Creator for All-Region and All-State Coding Competition.
- Provided digital capture the flag events at schools and cooperatives around the state
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report – Code.org
- Partnered in the creation of new computer science related CTE courses

ONGOING SUPPORT:

- Specialists are in the process of revamping trainings for the upcoming summer
- Specialists have increased the number of professional development offerings as well as developed and will deliver several new trainings this summer..
- Specialists are currently working to visit all 260 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer.
 - o For districts who already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.



DIGITAL LEARNING – VIRTUAL ARKANSAS

PROGRAM: Digital Learning – Virtual Arkansas (2024-2025 Academic Year)
FUNDING SOURCE: ADE Grant – Act
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING SOUTHEAST ARKANSAS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

District	Served (Yes or No)
CLEVELAND COUNTY SCHOOL DISTRICT	Yes
CROSSETT SCHOOL DISTRICT	Yes
DERMOTT SCHOOL DISTRICT	Yes
DEWITT SCHOOL DISTRICT	Yes
DREW CENTRAL SCHOOL DISTRICT	Yes
DUMAS SCHOOL DISTRICT	Yes
FORDYCE SCHOOL DISTRICT	Yes
HAMBURG SCHOOL DISTRICT	Yes
HERMITAGE SCHOOL DISTRICT	Yes
LAKESIDE SCHOOL DISTRICT (Chicot County)	Yes
MCGEHEE SCHOOL DISTRICT	Yes
MONTICELLO SCHOOL DISTRICT	Yes
STAR CITY SCHOOL DISTRICT	Yes
WARREN SCHOOL DISTRICT	Yes
WOODLAWN SCHOOL DISTRICT	Yes

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

- John Ashworth: Virtual Arkansas Executive Director and Superintendent; EdS, MS, BS
- Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; Ed.D, MSE, BSE
- Mindy Looney: Virtual Arkansas Director of Operations; BS, MBA
- Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS



- Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS
- Jason Bohler: Core Campus Principal; MA, BA
- Samantha Carpenter: Core Campus Principal; EdS, MS, BS
- Tye Bibby: Concurrent Credit Campus Principal; MS, BA
- Christie Lewis: CTE Campus Director; BBA, MS
- Rachael Walston: Learn Anywhere Academy (LAA) Program Principal; MS, BS

MISSION: Our mission is to equip, engage, and empower Arkansas schools, students, and teachers by providing equitable access to superior online education.

VISION: Leveraging local, national, and global partnerships to advance student and educator success through innovative technologies and services.

CORE VALUES: Teamwork, Relationships, Integrity, Quality, Innovation

GOALS:

Virtual Arkansas exists to provide affordable and equitable educational access and opportunities for Arkansas students, teachers, and schools. According to *Act 2325 of 2005*, distance learning opportunities were employed:

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

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

Goals	2023-2024 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none">- VA made courses available in all critical academic licensure shortage areas- VA provided access to 101 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none">- VA provided access to 220 total courses; 160 courses with a VA teacher- These courses provided opportunities to 29,121 Content + Teacher enrollments and 6,482 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none">- VA courses were made available to all high-poverty districts and were utilized by 88% of all Arkansas school districts with a 70% or higher FRL population- VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational	<ul style="list-style-type: none">- 60% of all Virtual Arkansas Content + Teacher Enrollments

Options for Rural Students	<ul style="list-style-type: none"> were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 80% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	<ul style="list-style-type: none"> - Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

Major Highlights of the 2023-2024 School Year - Virtual Arkansas

- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- After designing, developing, and launching the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state, saw a 65% growth in student enrollments within the concurrent credit program.



- Spearheaded and implemented the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Implemented a large-scale assessment improvement initiative that aligned course curriculum and assessments with the ATLAS assessment.
- Executive Director continues to serve the role of President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.
- Multiple Virtual Arkansas directors serve as national online learning workgroup chairs, demonstrating our commitment innovation and online learning leadership at the national level.
- Partnered with Arkansas Tech University to offer summer college courses
- Designed, developed, or enhanced 44 courses
- Designed and implemented 10 new Credit Recovery courses

Virtual Arkansas Data (Based on 2023-2024 School Year)

- Have saved Arkansas school districts over \$72,500,000 in enrollment fees over the last eleven years
- Have served over 311,000 enrollments over the last 11 years
- Virtual Arkansas Students had an 92% Pass Rate
- 12,726 Unique Arkansas Students Engaged in 29,121 Content + Teacher Enrollments
- 26,730 Credits Earned
- 78% of Virtual Arkansas teachers have a Master's degree or above
- 165 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 9,284 College Concurrent Credit Hours
- 80% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 5,884 enrollments over two semesters
- 1,952 Computer Science enrollments
- 2,007 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served



DIRECTOR'S OFFICE/ADMINISTRATION

PROGRAM:	Director's Office/Administration
FUNDING SOURCE:	Base Funds
COMPETITIVE GRANT:	No
RESTRICTED:	Yes
PERSONNEL:	Nathan White, Director - BA, MA, Ed.S, EDD Sarah Long, Administrative Assistant to the Director, Facilities & Functions Coordinator - High School Kathy Cameron, Business Manager, Payroll - High School Ashlee Orrell, Assistant Business Manager - BA Leigh Bodiford, Accounts Receivable / HR - High School

PROGRAM SUMMARY:

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, program changes, new programs, and routine daily management and operations. A primary responsibility centers upon his attending/joining virtually statewide meetings for the purpose of keeping the school boards and superintendents informed on matters relating to the legislative, state board, or other policy making bodies. He serves as liaison to DESE for member districts.

FINANCES:

The program funds are divided into State, Local, and Federal Programs. State and Local Programs are those programs that are either funded by state grants or revenue received from local school districts. Each program's funding operation is expected to support the program activities.



DYSLEXIA

PROGRAM: Literacy Supports

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

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland Co.	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Latanza Atkins

Position: K-12 Dyslexia Specialist

Degree: Bachelor of Arts in English; Master of Arts and Science of Teaching

GOALS:.

The dyslexia specialist shall provide technical support to districts by:

- Building relationships with districts and providing professional learning around the Dyslexia Resource Guide; develop district profiles and begin analyzing initial reporting data.
 - Develop a Technical Assistance Plan for each district and conduct a risk assessment for assigned districts
 - Build capacity of assigned districts to effectively implement processes and systems for utilizing tools approved for screening, identifying, and monitoring students with characteristics of dyslexia
 - Participate in and provide professional learning and technical assistance around dyslexia and related disorders
-

PROGRAM SUMMARY:

The dyslexia specialist is instrumental in enhancing literacy education across multiple school districts, as mandated by the LEARNS Act. The specialist provides comprehensive support, including data collection, professional development facilitation, and intervention implementation. The dyslexia specialist's activities span from fidelity checks, supporting new interventionists, modeling, assisting with level 1 and level 2 screening, and assisting with creating or refining district dyslexia protocols and procedures.

MAJOR HIGHLIGHTS OF THE YEAR:

The Dyslexia Specialist supported schools in a variety of ways, including:

- Conducted risk assessments analysis
- Created district profiles



- Reviewed schedules
- Conducted fidelity checks
- Assisted with creating or refining district dyslexia protocols and/or policies
- Provided CBPL (curriculum-based professional learning) for Take Flight
- Conducted monthly job-alike meetings
- Supported new interventionists with organization, program delivery, progress monitoring
- Created unified progress monitoring for coop region
- Attended all unit meetings
- Offered Level 2 screening
- Offered Take Flight Cohort
- Offered Build training

The dyslexia specialist continues professional learning and growth by:

- Completed two micro-credentials: “Providing Feedback for Professional Growth” and “Educator Self Assessment and Professional Growth”
- Attend online ALTA mini sessions
- Member of ILA, ALA, and SEARK Reading Council
- President of SEARK Reading Council

PROGRAM PERFORMANCE DATA:

IMPACT ON STUDENT PERFORMANCE: In the 2022-2023 school year, the school ratings for schools in the SEARK region were as follows: A-0, B-2, C-20, D-21, F-2. For the 2023-2024 school year, the districts were held harmless for school ratings, but the state released simulated school ratings. Those simulated school ratings for the schools in the SEARK region are as follows: A-1, B-10, C-23, D-4, F-7. The number of schools with A, B, C increased, and the number with D/F decreased.



EARLY CHILDHOOD SPECIAL EDUCATION

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Federal and State Grant / ADE

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
DeWitt	Fordyce	Monticello
Drew Central	Hamburg	Star City
Crossett	Hermitage	Warren
Dermott	Lakeside	Woodlawn

PERSONNEL:

Name: Michele Hoyt
Position: Coordinator
Degree: Masters

Name: Marilyn Gorman
Position: Admin. Assistant
Degree: HSD

Name: Tonia Bolin
Position: Assistant Coordinator
Degree: Masters

Name: Sheena Tucker
Position: EC Parapro/Office Clerk
Degree: HSD

Name: Nancy Trantham
Position: Speech Clerical Assistant
Degree: Business Tech Technology Certificate

GOALS:

It is the goal of the Early Childhood program to address the needs of children with disabilities through speech, occupational therapy, physical therapy, and teacher - facilitated direct instruction. We strive to offer districts support to ensure that all children with disabilities have the ability to participate with their peers.

PROGRAM SUMMARY:

The Early Childhood program serves children with disabilities aged three to five. The program includes the following delivery options: public school classroom, itinerant, integrated preschool, and homebound. Services provided include screening, diagnostic services, and preschool instruction in the following domains: social-emotional, self-help, motor, language and cognition, speech therapy/language development, and physical and occupational therapy. The program is funded by a federal and state grant through the Arkansas Department of education in accordance with IDEA 1997.



MAJOR HIGHLIGHTS OF THE YEAR:

- Child Find
- Developmental/Speech Screenings
- Hearing/Vision Screenings
- Developmental Assessments
- Speech Assessments
- Conferences w/Parents
- Quarterly Progress Reporting
- Yearly Progress Reporting
- Summer Services
- EIDT Services

PROGRAM PERFORMANCE DATA:

School District	Total Screenings	Dec 1 Count 2024	Children Transitioned needing services 23-24 school year	Dismissed not needing services 23-24 school year
Cleveland County	70	24	5	8
Crossett	148	85	12	28
Dermott	24	37	5	20
DeWitt	99	49	9	15
Drew Central	125	37	5	19
Dumas	90	49	11	20
Fordyce	48	34	1	13
Hamburg	155	69	14	25
Hermitage	35	19	6	7
Lakeside	100	40	6	22
McGehee	103	83	10	29
Monticello	145	85	11	27
Star City	82	48	9	9
Warren	183	74	25	28
Woodlawn	34	14	0	3
Out of coop area	26		—	—
Total	1467	747	129	273



2220: SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE 2023 - 24 Annual Performance Report

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	N/A	N/A	N/A	==

TRANSITION						
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Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	81.92%	N/A	N/A	N/A	==
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Most Recent Year
2024

Secondary Transition Rate
N/A

Indicator Met: ■ Met ■ Not Met Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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2220: SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE 2023 - 24 Annual Performance Report

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.88%	91.46%	87.00%	N	5.88%	↑
School Age (k-12) Rate	95.49%	95.58%	N/A	N/A	N/A	==

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY						
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	==
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A		

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	==
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A		

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator Met: ■ Met ■ Not Met Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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2220: SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE 2023 - 24 Annual Performance Report

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	18.30%	N	4.81%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	38.52%	N	10.40%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	0.00%	Y	N/A	↔

2220: SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE 2023 - 24 Annual Performance Report

EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 7: Early Childhood Outcomes There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors. Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	90.60%	88.27%	91.70%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	67.76%	62.18%	73.44%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	91.42%	87.94%	90.15%	N	1.27%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	58.17%	46.60%	67.21%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	91.17%	89.18%	92.12%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.46%	68.52%	73.44%	N	2.02%	↓



EDUCATIONAL EXAMINER

Program: Educational Examiner
Funding Source: LEA Shared Service
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County
Hermitage
Warren
Woodlawn

Personnel:

Name: Holly Chambers
Position: Educational Examiner
Degree: Master of Science

Goals:

To provide diagnostic information to the appropriate programs for students with disabilities.

Program Summary:

Implement the special education appraisal process. Assess the educational, learning styles, and program needs of students referred for special education services. Provide diagnostic information and work cooperatively with instructional personnel to provide the most appropriate programs for students with disabilities.

Major Highlights of the Year:

- This year, I have been able to evaluate and re-evaluate students so they may be able to receive the proper education services needed.
- The LEAs for my districts and I have worked closely together to ensure the proper testing is completed so that students have the support and tools needed to succeed.
- The districts I work for have provided new, updated testing kits for the 2024-2025 school year to ensure the most accurate assessment results are achieved during the evaluation process.



ENGLISH for SPEAKERS OF OTHER LANGUAGES (ESOL)

Program: ESOL
Funding Source: LEA Shared Services
Competitive Grant: No
Restricted: Yes

Participating Districts: Statewide

Personnel:

Name	Position	Degree
Maria Touchstone	ESOL Program Director	M.Ed.

Goal:

The Division of Elementary and Secondary Education (DESE) English Learner (EL) support program is the result of collaboration between the Curriculum and Instruction sections and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services 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 Education Service Cooperatives to:

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

FACILITIES CONSORTIUM

PROGRAM: Facilities Consortium

FUNDING SOURCE: Co-op Consortium

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Scotty Holderfield

Position: Facilities Coordinator

Degree: Masters

GOALS:

Our goal is to provide accurate and timely information and assistance to districts in all matters related to facilities. We advise district administrators and file applications and agreements for partnership projects. Throughout the life of a project we consult with the superintendent or her/his designee. We provide required training for maintenance and custodial employees annually. We assist district personnel with *Operationshero* issues. We are members of the Arkansas Association of School Facilities Planners, and actively participate in the organization. We advocate the issues of concern to our local districts concerning the partnership program. We maintain regular and, we believe, effective communication with personnel from the division, assisting district personnel as needed in following Division requirements as to construction processes and requirements including fund reimbursement processes.

PROGRAM SUMMARY:

We serve as the major advisor and resource for the 15 districts of Southeast Education Service Cooperative in matters related to facilities and related funding opportunities for partnership projects. We assist district personnel as needed in following Facilities Division requirements as to construction processes and procedures including fund reimbursement processes. Further, based upon experience as a school district superintendent, we assist and/or advise superintendents and other district personnel in any matter of concern upon request. We provide annual training opportunities for maintenance and custodial employees. We also provide guidance and assistance to district personnel who deal with the operation and supervision of *Operationshero.com* software.



MAJOR HIGHLIGHTS OF THE YEAR:

- We assisted districts in carrying out the requirements of the Division related to executing both partnership and locally funded projects. Services included advisement to district administrators, filing of necessary forms, assisting with project reimbursement requests, and serving as liaison between the district and the Division.
 - We worked with each district to submit the 2025 facilities master plan update.
 - We provided training for approximately 175 custodial and maintenance employees during June and July of 2024.
 - We provided information and advice regarding facilities issues to districts of the consortium.
 - We provided training and support for district employees who use OperationsHero.
-

PROGRAM PERFORMANCE DATA:

- Successfully filed new facilities master plan updates for all 15 districts of Southeast Education Co-op.
- Trained 175 custodial and maintenance staff of co-op districts in topics required by the state.
- Filed ten Construction Approval Forms with the facilities division for the districts of Southeast Education Co-op, each form representing a locally funded or partnership construction project.
- Attended meetings of the Southeast Education Co-op board of directors to share information regarding facilities issues.
- Communicated with superintendents by phone, email and in person to provide counsel regarding facilities issues.



FINANCIAL ADVISOR

PROGRAM: Financial Advisor
FUNDING SOURCE: Co-op Consortium
COMPETITIVE GRANT: No
RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Crossett	Dermott
Dewitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Warren	Woodlawn

PERSONNEL:

Name: Norman Hill
Position: Financial Advisor
Degree: MEd

GOALS:

To provide districts within the cooperative region with financial assistance.

PROGRAM SUMMARY:

Norman Hill consults with districts to provide financial assistance during the year. He also attends board and community meetings and provides professional development sessions as requested.

MAJOR HIGHLIGHTS OF THE YEAR:

The major highlights of the 2024-25 school year include working with school districts with financial issues connected to the LEARNS Act as well as providing guidance to school districts in closing out special funds attached to the pandemic which will expire in September 2024. Also helping in planning for the 2025-26 school year with all of the uncertainty of federal funding.

PROGRAM PERFORMANCE DATA:

100% of the districts in the region have opportunities for financial assistance and 100% of the districts take advantage of these opportunities.



FINGERPRINTING

PROGRAM: Fingerprinting

FUNDING SOURCE: Base

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Briana Colburn

Position: Media/Print/Fingerprinting Coordinator

Degree: High School

GOALS:

Our goal is to fingerprint individuals in order to complete the background check needed for educational employment.

PROGRAM SUMMARY:

Provide fingerprinting for teachers and staff renewing their licenses, transferring employment and new hires, usually within our 15 districts. Also, provide fingerprinting for ESS substitute hires.

MAJOR HIGHLIGHTS OF THE YEAR & PROGRAM PERFORMANCE DATA:

There were over 1,010 employability checks administered to teachers, administrators, staff and those seeking to substitute teach, in the past year. We were able to take our portable machine to some of our districts and offer on-site fingerprinting. This helped our districts with all of their new hire employees as well as license renewals for current employees. 100% of our districts take advantage of the opportunities for fingerprinting as well as community members.



HIPPY (Home Instruction for Parents of PreSchool Youngsters)

PROGRAM: HIPPY

FUNDING SOURCE: Arkansas Better Chance

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Crossett	Hermitage
DeWitt	Lakeside
Drew Central	McGehee
Dumas	Monticello
Hamburg	Warren

PERSONNEL:

Name: Katrina Cavaness
Position: Admin Coordinator
Degree: B.S. Psychology

Name: Ashley Wilmoth
Position: Office Manager/Asst. Coordinator
Degree: B.S. Education Studies; M.S. Early Childhood

GOALS:

The goal of the SEARK HIPPY program is to reach families in their home setting; empower parents in the educational role as their child's first teacher; assist parents to better prepare their child for success in school; and to serve as a liaison between the home and the public schools.

PROGRAM SUMMARY:

The HIPPY (Home Instruction for Parents of Preschool Youngsters) program is funded for 506 children in Southeast Arkansas. We work with the parents of children aged 2-5 (non-kindergarten eligible) residing in ten school districts within the Cooperative area who meet Arkansas Better Chance eligibility requirements. The families are served by:

1 Administrative Coordinator
1 Office Manager/ Asst. Coordinator
3 Field Coordinators (all have Master's degrees in Early Childhood Education)
20 Home Based Educators (CDA or A.A. in Early Childhood Education or higher)

- HIPPY staff members deliver the HIPPY model program curriculum, books, and supplies to parents on a weekly basis for up to 30 weeks per school year. The curriculum for non-kindergarten eligible 5 year olds is delivered every two weeks per HIPPY protocol.
- HIPPY staff at each program site host a monthly group meeting with fun learning activities for parents and children. The group meetings are designed to provide information on topics of interest to parents, increase socialization of parents/children, and to facilitate school familiarity as most meetings are held on school property.
- HIPPY staff are trained each week on the curriculum using role play techniques so they are better prepared to work one-on-one with the parent. A sample of the child's work is obtained each week for inclusion in the child's case record.

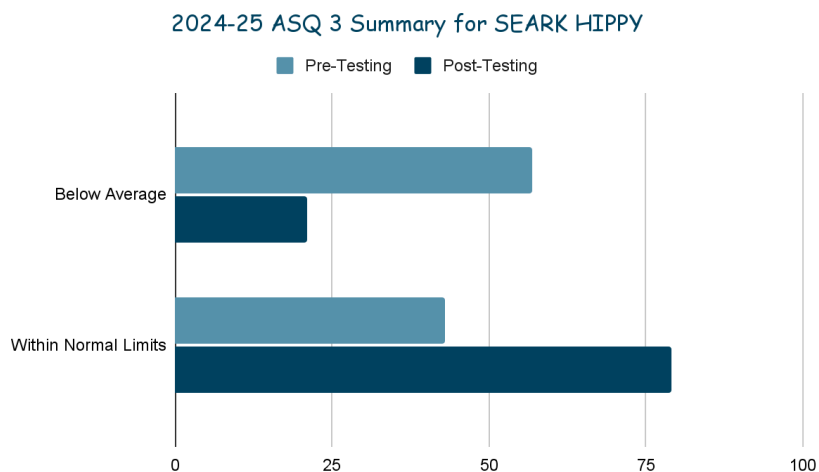
- HIPPY staff members are highly trained in the program implementation to ensure adherence to HIPPY model program standards. Arkansas Better Chance requires at least 30 hours of additional training each year in early childhood development for all front-line staff members.
- The Ages and Stages (ASQ) developmental screening is administered at least twice per year to identify developmental delays and make appropriate referrals for services. We also use this data as a pre/post assessment to measure growth during the program year.

MAJOR HIGHLIGHTS OF THE YEAR:

- 433 families were served by the HIPPY program during the 2024-25 school year.
- 88 HIPPY group meetings were held during the program year serving 5,596 attendees.
- Three staff members are T.E.A.C.H. Scholarship recipients working towards an A.A. in Early Childhood Education, with all three on track to receive their degree in 2025.
- One staff member is a T.E.A.C.H. Scholarship recipient who obtained a Master's of Science in Early Childhood Services in December 2024.
- Three regional coordinators traveled to Baltimore Maryland for the National HIPPY Conference in April 2025 where they learned new ideas to incorporate into the local HIPPY program.
- Two staff members were nominated for the prestigious Avima Lombard award given each year at the National HIPPY Conference.
- Several staff members were recognized at the state AHVN conference for their years of service to the HIPPY program.

PROGRAM PERFORMANCE DATA:

For more information about the [ASQ Data](#) outcome click here.





LOCAL LEAD

PROGRAM: EARLY CHILDHOOD LOCAL LEAD
FUNDING SOURCE: Arkansas Department of Education
COMPETITIVE GRANT: YES
RESTRICTED PARTICIPATING ORGANIZATIONS:

This year our catchment area includes Ashley, Bradley, and Drew Counties.

The following early childhood providers participate on a regular basis: Crossett ABC, Hamburg ABC, Portland ABC, Kids Korner, Carousel School, Head Start Hamburg, Discovery Center, Hermitage ABC, Warren ABC, FPC Childcare Center and ABC, Head Start Warren, Monticello ABC, Drew Central ABC, Head of the Class, Jelly Bean Junction, and Ladders for Learning.

PERSONNEL:

Jessica Griffin, MSE, Local Lead Captain

GOALS:

The LEARNS Act is set in place to improve the experiences of families and providers by establishing local early childhood lead organizations for a more unified system that ensures children enter kindergarten ready to learn.

The mission of the Southeast Arkansas Education Service Cooperative Local Early Childhood Lead Agency is to advance quality early care and education in our community through mutual partnerships with providers, families and stakeholders, in accordance to the Arkansas Learns Act.

OBJECTIVES:

- Support families by connecting them to quality programs and resources, through family centered events and opportunities for parent voice.
- Support providers and staff with quarterly meetings, connections to quality resources, supportive local training and maintaining a local connection to the state.
- Identify gaps in services, collect data and report to the Office of Early Childhood while establishing a comprehensive, locally supported plan.

PROGRAM SUMMARY:

The LEARNS Act stipulates that the local lead organizations serve as partners to execute the state's early childhood plan on using available resources to prepare children for Kindergarten. In this pilot year, Jessica Griffin was hired as the public-facing captain to oversee the local childhood efforts, raise awareness of the benefits of early childhood and serve as the single point of contact for families and community partners. The program has completed an unduplicated child count of children ages birth- 5 within each of the counties who receive public funds. A needs assessment for early childhood has been completed and a local plan has been developed to meet those needs. A coordinated funding report was also completed in February showing the number of children in funded seats and the request for additional funding for the next school year. We are able to announce that additional seats were awarded to two areas that had previously held waitlists for their ABC programs.

MAJOR HIGHLIGHTS OF THE YEAR: Jessica Griffin started January 6, 2025 and started her campaign for early childhood with a personal visit to each licensed provider within the tri-county area. In the past five months, the local lead organization at the Southeast Arkansas Education Services Cooperative has held two successful provider and stakeholder meetings, completed all required data collections and participated in multiple community events and was successful in securing a nationally recognized and coveted training to come to Monticello in the spring of 2026.

We have built relationships and partnerships with other stakeholders in the community, including U of A Partners, Warren Branch Library, Monticello Branch Library, Hermitage Branch Library, Child Care Aware, UAM and of course our Southeast Arkansas HIPPY organization. We were also able to partner with Arkansas PBS to bring three PBS Read to Succeed events to our area.

Resource bags for families with children ages birth to five are also currently being distributed through various events, parenting centers, and community based intervention programs. These resource bags include developmental milestone charts, tips for engaging with their child at home, information about appropriate screen time, books to read together as a family, kindergarten readiness information and contact information for additional resources.

The LEARNS act required that one assessment system be used across the state and are currently piloting CLASS throughout the state. Once the pilot is complete those baseline scores will be used in the Better Beginnings Quality Rating Scale. The CLASS assessment emphasizes the importance of teacher/child interactions. Our Local Lead Captain, Jessica, has participated in the CLASS Observer training for the new quality assessment system for Early Childhood and will be assisting in piloting this assessment within our participating programs this next school year. CLASS observation training has been currently held at Little Rock, but training will begin in Monticello starting this fall.



MATH CONSORTIUM

PROGRAM: MATH CONSORTIUM

FUNDING SOURCE: LEAs IN THE CONSORTIUM

COMPETITIVE GRANT: NO

RESTRICTED: YES

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

GOALS:

The Southeast Arkansas Math Consortium was developed to improve the teaching and learning process in mathematics in K-12 through the use of professional development.

PROGRAM SUMMARY:

SEARK Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics program for grades K-12, established by ACT 1392 of 1999 for improving mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration of lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum.

MATH SPECIALIST

PROGRAM: Math Specialist

FUNDING SOURCE: Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Katlin Hogue

Position: Specialist

Degree: Bachelors in K-6 Elementary Education; Masters in K-12 Special Education

GOALS:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, parents, SPED, and Title 1 math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

MAJOR HIGHLIGHTS OF THE YEAR:

Elementary Professional Development:

Small Group Instructional Strategies for Grades K-2nd:

Teachers worked on the best instructional strategies to use in small-group math instruction. They also had the opportunity to collaborate with other grade-level teachers and discuss best practices. Ensuring students are getting the most out of their math instruction by using these small-group instructional practices.

Small Group Instructional Strategies for Grades 3-5th:

Teachers worked on the best instructional strategies to use in small-group math instruction. They also had the opportunity to collaborate with other grade-level teachers and discuss best practices. Ensuring students are getting the most out of their math instruction by using these small-group instructional practices.

FUNDamentals of Fractions for Grades 3-5th:

This session was based on learning progressions focusing on fractions from third to fifth grade. Participants engaged in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student.

Illustrative Mathematics for K-5th Grade Mathematics Teachers:

This training introduced teachers to a FREE, digital curriculum provided through a partnership of Illustrative Mathematics and Kendall-Hunt. The two days consisted of learning how to access the materials, how to use the materials, and what a lesson looks like, and then teachers spent time digging in and planning.

Elevate Math Fluency: Kick-off Session (offered 2 times)

A six-hour professional learning journey to uncover the importance of math fluency and dispel common fluency fallacies. Participants gained insight into related truths and acquired practical strategies, tasks, games, and routines for improving math fluency skills in their classrooms while learning how to support Arkansas fluency standards.

Elevate Math Fluency: Addition/Subtraction of Whole Numbers

A dynamic session designed to empower educators with innovative strategies for building fluency in addition and subtraction of whole numbers. Teachers explored engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence.

[Elevate Math Fluency: Multiplication/Division of Whole Numbers](#)

A dynamic session designed to empower educators with innovative strategies for building fluency in multiplication and division of whole numbers. Teachers explored engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence.

[Illustrative Math Centers: Overview and Make and Take K-2](#)

In this hands-on professional development session, educators explored the power of Illustrative Math centers to enhance student engagement and deepen understanding. Participants created five math centers that support key concepts and skills. This session focused on building practical strategies for utilizing meaningful math centers, with time for participants to make and take their own ready-to-use materials.

[Illustrative Math Centers: Overview and Make and Take 3-5](#)

In this hands-on professional development session, educators explored the power of Illustrative Math centers to enhance student engagement and deepen understanding. Participants created five math centers that support key concepts and skills. This session focused on building practical strategies for utilizing meaningful math centers, with time for participants to make and take their own ready-to-use materials.

[Math Mastery Framework: Deepening Knowledge, Building Fluency, & Enhancing Instruction K-5](#)

This training is designed to help educators enhance their teaching practices through a variety of impactful tools and strategies. Through collaborative planning with districts, educators will align instructional practices around common HQIM and pacing guides based on standards. We focused on refining Tier 1 instruction to ensure all students have access to rigorous and equitable learning opportunities.

[Highlights with the following districts:](#)

- Crossett- Presented the Math Leadership Walkthrough tool to the principal, instructional facilitator, and district curriculum specialist.
- Dermott- Presented the math learning walkthrough tool to the principal and instructional facilitator. We then observed and provided purposeful feedback for k-6 teachers using the math learning walkthrough tool over multiple occasions. Provided support in implementation of the HQIM adopted by Dermott Schools. (Kendall Hunts Illustrative Mathematics) Conducted coaching cycles and support with a 4th grade teacher throughout the school year over curriculum implementation. Modeled lessons in 4th grade.
- Drew Central- Conducted support with a novice 3rd and 4th grade teacher and modeled lessons in both their classrooms. Presented the Math Leadership Walkthrough tool to the principal. Observed and provided purposeful feedback for K-4 teachers using the math leadership walkthrough tool.
- Dumas- Presented the math learning walkthrough tool to the principal, instructional facilitator, and district curriculum specialist. We then observed and provided purposeful feedback for K-5 teachers using the math learning walkthrough tool over multiple

occasions. Conducted support with a 1st and 2nd grade teacher throughout the school year over curriculum implementation. Modeled lessons in 1st and 2nd grade.

- Fordyce- Presented the Math Leadership Walkthrough tool to the principal and observed and provided purposeful feedback for K-6 teachers using the tool.
- Hamburg (Noble and Portland)- Presented the Math Leadership Walkthrough tool to the principal at Noble and Portland and observed and provided purposeful feedback for K-6 teachers using the tool in Portland. Modeled lesson in Portland for a novice 4th grade teacher.
- Hermitage- Presented the Math Leadership Walkthrough tool to the principal and observed and provided purposeful feedback for K-6 teachers using the tool.
- Lakeside- Presented the Math Leadership Walkthrough tool to the principal and instructional facilitator and observed and provided purposeful feedback for K-5 teachers using the tool. Conducted coaching cycles from September-May with two 3rd grade teachers, one 4th grade teacher, and one 5th grade teacher. Modeled lessons in 3rd-5th grade and modeled lessons every month in a 3rd grade classroom.
- Monticello- Presented the Math Leadership Walkthrough tool to the principal.
- Star City- Presented the Math Leadership Walkthrough tool to the principal and instructional facilitator and observed and provided purposeful feedback for K-5 teachers using the tool.
- Warren- Modeled lessons in Kindergarten and 1st grade over HQIM implementation.

Other Highlights:

- Arkansas State Math Standards overview & implementation
- Instructional Facilitator Support
- Classroom observations using the Math Leadership Walkthrough tool were conducted with several instructional facilitators at
- multiple school districts.
- Data Analysis of interim and summative assessments
- Lesson Planning
- Model Lessons
- I modeled Illustrative Mathematics lessons and Iready lessons in the following schools: Dermott, Drew Central, Dumas, Lakeside, and Warren.
- Supporting the Novice Teacher Program
- Supporting the implementation of the K-5 Illustrative Mathematics curriculum for the several districts that adopted.

Math Specialist also worked with teachers throughout the year using the TNTP Coaching Cycle. There were 7 Math teachers coached in grades 3-5 at Lakeside, Dermott, and Dumas-Reed Elementary schools.

Secondary Professional Development:

Algebra and Geometry PLC Collaboration Training:

This training was held over two days of each grade level unpacking standards, writing learning targets, creating proficiency scales, and then working to create CFAs for each essential standard. Collaboration time to get the work done was incorporated into this.

Small Group- Intervention Strategies for Middle School Math Teachers:

This training focused on effective practices that reached all students and developed Tier 2 and Tier 3 interventions that help and reach the struggling students. We looked at how to use data to make decisions through various math screeners that help to focus our small group and RTI instructions.

Quantitative Literacy PLC Collaboration Training:

This training was a day of level unpacking standards, creating a scope and sequence, and building and working on curriculum resources for Quantitative Literacy. This was a time to get the training in these specific areas, as well as collaboration time to get the work done.

6th-8th Grade Math PLC Collaboration Training:

This training was held over two days of each grade level unpacking standards, writing learning targets, creating proficiency scales, and then working to create CFAs for each essential standard. This was a time to get the training in these specific areas, as well as collaboration time to get the work done.

Illustrative Mathematics for 6-12th Grade Mathematics Teachers:

This training introduced teachers to a FREE, digital curriculum provided through a partnership of Illustrative Mathematics and Kendall-Hunt. The two days consisted of learning how to access the materials, how to use the materials, and what a lesson looks like, and then time was spent digging in and planning.

Math Mastery Framework: Deepening Knowledge and Enhancing Instruction 6-12

This training is designed to help educators enhance their teaching practices through a variety of impactful tools and strategies. Through collaborative planning with districts, educators will align instructional practices around common HQIM and pacing guides based on standards. We focused on refining Tier 1 instruction to ensure all students have access to rigorous and equitable learning opportunities.

Highlights with the following districts:

- Dermott- Presented the math learning walkthrough tool to the principal and instructional facilitator. We then observed and provided purposeful feedback for 6-12 teachers using the math learning walkthrough tool over multiple occasions. Provided support in implementation of the HQIM adopted by Dermott Schools. (Kendall Hunts Illustrative Mathematics)
- Dewitt- Presented the Math Learning Walkthrough tool to the principal.
- Drew Central- Modeled lessons in 7th grade every 2 months. Conducted support with a novice 7th grade teacher throughout the school year. Presented the Math Leadership



Walkthrough tool to the principal at the High School and Assistant Principal at the Middle School. Observed and provided purposeful feedback for 5-8 teachers using the math leadership walkthrough tool.

- Hermitage- Presented the Math Leadership Walkthrough tool to the principal and observed and provided purposeful feedback for 7-12 teachers using the tool.
- Woodlawn- Presented the Math Leadership Walkthrough tool to the principal and observed and provided purposeful feedback for 6-12 teachers.
- Monticello- Presented the Math Leadership Walkthrough tool to the assistant principal and observed and provided purposeful feedback for 6-8 teachers over 3 different occasions.

Other Highlights:

- Arkansas State Math Standards overview & implementation
- Supporting ACT 1240 teachers
- Supporting Novice Teachers
- Instructional Facilitator Support
- Team Meetings/Professional Learning Communities
- Establishing Essential Standards
- Data Analysis of interim and summative assessments
- Classroom Observations
- Coaching
- Lesson Planning
- Model Lessons
- Implementing RTI (Response to Intervention)
- On-site Professional Development as needed per school district.
- Filled multiple requests for on-site technical assistance
- Provided On-Site Support with Illustrative Mathematics

PROGRAM PERFORMANCE DATA:

[Specialist log](#)

IMPACT ON STUDENT PERFORMANCE: In the 2022-2023 school year, the school ratings for schools in the SEARK region were as follows: A-0, B-2, C-20, D-21, F-2. For the 2023-2024 school year, the districts were held harmless for school ratings, but the state released simulated school ratings. Those simulated school ratings for the schools in the SEARK region are as follows: A-1, B-10, C-23, D-4, F-7. The number of schools with A, B, C increased, and the number with D/F decreased.



MEDIA/PRINTING

PROGRAM: Media/Printing

FUNDING SOURCE: Base

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Briana Colburn

Position: Media/Print Coordinator

Degree: High School

GOALS:

The goal of the Media/Print Department is to provide materials for our instructors of professional development workshops within the cooperative. We also provide printing services for the schools within our 15 districts as well as teachers.

PROGRAM SUMMARY:

The Media/Printing Department provides printing for professional development workshops and meetings for cooperative coordinators and for our schools and teachers. We provide a variety of services including laminating, poster printing as well as use of the ellison dies. We can print school handbooks, NCR forms (2, 3 and 4 part), as well as any other requests made by our districts. We also process all of the mail for each of our various programs within the cooperative when funding is available. Luncheons are also facilitated by this department.

MAJOR HIGHLIGHTS OF THE YEAR and PROGRAM PERFORMANCE DATA:

The print department has produced 466 school handbooks as well as 200 Parents' Rights handbooks. There were 16,000 NCR forms printed for several of our school districts. Teachers came in for printing and laminating in order to get their classrooms ready for the school year. Also, teachers/students came into the print shop each day to use the ellison dies. There were several posters and banners printed for our school districts and also for people within our community. 100% of our districts and their community members are eligible for services. 53% (8/15) of our districts took advantage of the services.



MENTORING

PROGRAM: Mentoring Program

FUNDING SOURCE: ADE, Mentoring Grant

COMPETITIVE GRANT: No

RESTRICTED:No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Brandie Everett

Position: Mentoring Program Specialist, ArPEP Site Facilitator

Degree: EdS in Ed Leadership, MSE in Educational Theory & Practice

GOALS:

- Provide novice teachers onsite and virtual assistance in order to differentiate and provide individualized support.
- Ensure that all novice teachers are assigned a teacher support person
- Provide licensure support to novice teachers
- Provide support to support teachers and experienced mentor teachers
- Establish norms of professionalism by providing code of ethics training to Year 1 novice teachers.
- Survey novice teachers regarding their plan to return to their teaching role.
- Novice teachers will complete surveys required by the novice mentoring program and DESE as required.

PROGRAM SUMMARY:

The Southeast Education Service Cooperative hosted a three-day summer professional development series tailored for novice teachers. The training focused on essential topics including Classroom Management, Student Engagement, the Code of Ethics, Family and Community Engagement, Professional Growth Plans (PGPs), and the Teacher Excellence and Support System (TESS).

To support educators preparing for the Praxis exam, Southeast ESC provided access to 240 Tutoring resources, Praxis study materials, and individualized coaching. The praxis coaching was offered to all novice teachers.

To enhance district-level support, Southeast ESC contracted two retired educators to serve six local school districts. Each novice teacher was paired with a dedicated support specialist—Mrs.



Debra Dardenne, Mrs. Trudy Jackson, or Mrs. Brandie Everett—who provided consistent, on-site guidance. In addition to this personalized support, teachers also had access to both virtual and in-person coaching throughout the duration of the program.

In partnership with TNTP, Southeast ESC actively supported the recruitment of both current and prospective educators into the Arkansas Professional Educator Pathway (ArPEP) alternative licensure program. The 2024–2025 school year marked the launch of Southeast ESC’s first year implementing the ArPEP program, in collaboration with TNTP and site facilitator, Brandie Everett.

MAJOR HIGHLIGHTS OF THE YEAR:

- All novice teachers received on site or virtual support. Ninety-one on site visits were conducted at districts this year.
 - Provided praxis reimbursements for novice teachers that received support and passed their test.
 - Praxis coaching, 240 Tutoring, and praxis study books were available for novices needing praxis support.
 - Sent check-ins to differentiate support
 - Sent monthly checklist ideas to support teachers and experienced mentor teachers
-

PROGRAM PERFORMANCE DATA:

LICENSURE

- 237 novice teachers
 - 34% standard license
 - 22% provisional license
 - 44% non-licensed
- (As of April 16, 2025)

MARCH SURVEY

- 129 respondents
- **Looking Ahead: Novice Teacher Plans for Next School Year**
 - 81% intend on teaching in the same district
 - 5% are looking for a position at a different district
 - 15% are unsure
 - 2% are leaving education



MIGRANT

PROGRAM: Migrant

FUNDING SOURCE: Migrant Education

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Statewide

PARTICIPATING DISTRICTS SE ESC:

Services are provided to all the school districts that have qualifying migrant students/families in the Southeast region. Migrant paraprofessionals/tutors work in the Dumas, Hamburg, Warren, and Hermitage school districts. School districts that have migrant students and/or out-of-school youth (OSY) which include school districts in Ashley, Bradley, Calhoun, Chicot, Cleveland, Columbia, Dallas, Desha, Drew, Lincoln, Ouachita, and Union County are also served.

PERSONNEL:

Name:	Clare Ortiz	Name:	Anabel Martinez
Position:	Migrant Recruiter	Position:	Migrant/OSY Assistant
Degree:	HSD, AA	Degree:	N/A
Name:	Jairo Ramirez		
Position:	Migrant Specialist		
Degree:	AA/BS		

GOALS:

The primary goal of the Migrant Program is to help migratory students meet the same challenging academic content and student academic achievement standards that are expected of all students.

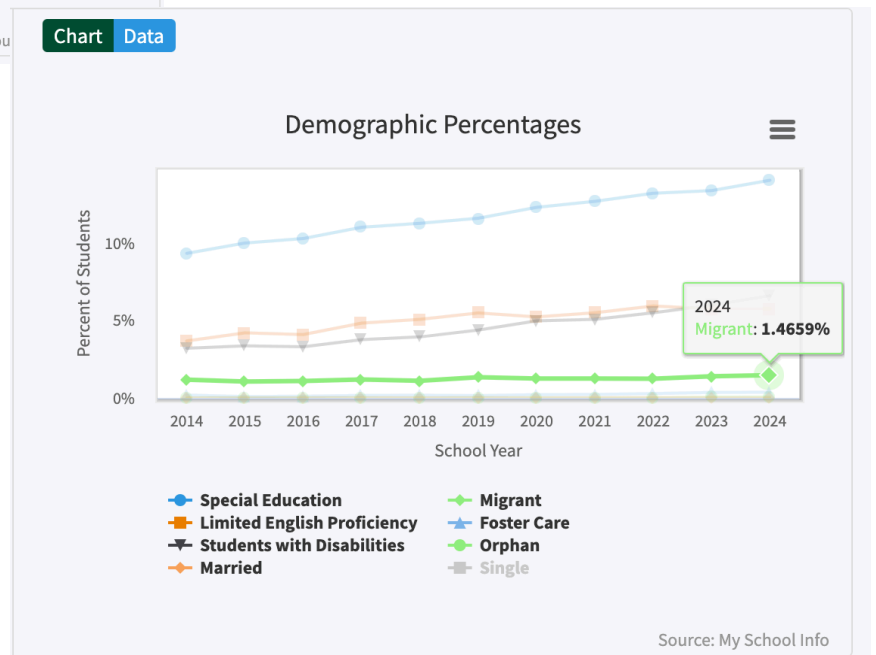
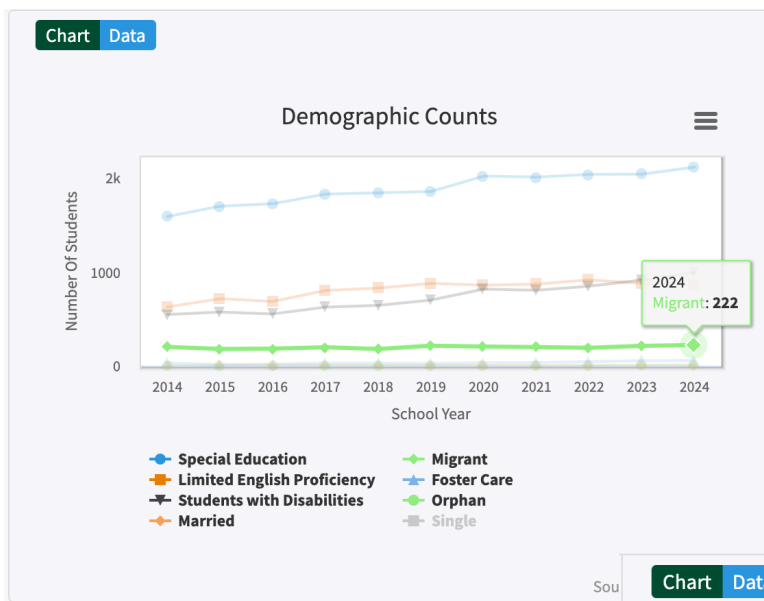
PROGRAM SUMMARY:

The Title I Part C - Arkansas Migrant Education Program is a federally funded program that provides services to the children of families who move seeking temporary or seasonal work in Arkansas's agricultural and fishing industries. The program is designed to help children ages three (3) through twenty (21), who are uniquely affected by the combined effects of poverty, language, cultural barriers, and difficulties pertaining to the migratory lifestyle.

MAJOR HIGHLIGHTS OF THE YEAR:

- Our coop is in the 6th year of the program, and we have learned a lot about the migrant program. As a team, we have accomplished the task of:
 - Writing and submitting a grant for the migrant program.
 - Providing our students from non-project schools with books, school supplies, and instructional assistance to help them succeed in school.

- Develop a schedule of meetings, establish purpose and goals of each meeting, and set agenda items to provide our district staff members with training and resources to increase work efficiency.
- The OSY were provided with the following aid and training:
 - Hydration training
 - Safety training
 - Health training
 - Pesticide training
 - Hygiene packets
 - PPE kits
- In our annual Regional PAC meeting this year, we had over 200 parents and students participate!!



OFFICE OF COORDINATED SUPPORT AND SERVICE

PROGRAM: Office of Coordinated Support & Service

FUNDING SOURCE: Smart Start/Title IIA/SPED/Title IV

COMPETITIVE GRANT: NO

RESTRICTED:

PARTICIPATING DISTRICTS: State Authority Districts, Districts Receiving Level 4 and Level 5 Support

PERSONNEL:

Name: Dr. Christopher Barnes
Position: Leadership Development Coach
Degree: BSE, MSE, EdD Curr & Inst Leadership

Name: Dr. Brent Miller
Position: Leadership Development Coach
Degree: BSE, MSE, EdD Leadership

Name: Julie Amstutz
Position: SPED Leadership Development Coach
Degree: BSE, MSE-Ed., MSE-EC SPED, EdS, Leadership

Name: Russ Sherrill
Position: THRIVE AR Director
Degree: BSE, MSE, EdS, Leadership

Name: Jason Miller
Position: Leadership Development Coach
Degree: BSE, MSE, Leadership

Name: Dr. Michael Watson
Position: State Behavioral Coach
Degree: PhD, School & Counseling Psych

Name: Dr. John West
Position: Leadership Development Coach
Degree: BA, M Div, EdD Leadership

Name: Uyolanda Wilson
Position: Leadership Development Coach
Degree: BSE, MSE Leadership

Name: Renee' Holland
Position: Executive Assistant
Degree: BGS

GOALS: The Office of Coordinated Support and Service (OCSS) aims to provide assistance to any school or district for which the State Board of Education has assumed administrative authority under Arkansas law, including those that have been classified under Academic, Fiscal, or Facilities Distress by the State Board of Education, or those identified by the Division of Elementary and Secondary Education (DESE) as needing Level 4 Directed Support or Level 5 Intensive Support as outlined in Act 930 of 2017. To serve that purpose, the OCSS will provide on-site dedicated support in order to bolster the quality of the education program for identified districts as directed by the Secretary of Education. The OCSS will collaborate with district leaders and educational partners to enhance capacity for organizational change among the systems served. The OCSS will also generate quarterly reports to the Secretary of Education and the State Board of Education, which will detail the progress made by identified districts in improving their educational systems.



PROGRAM SUMMARY:

The primary function of the OCSS is to serve as a bridge to facilitate coordinated support efforts between the state-appointed superintendent and DESE under the direction of the Secretary of Education and the State Board of Education. In order to develop a plan for support, the OCSS conducts district needs assessments that identifies interventions and services needed to increase student achievement in all six systems of school operation: Academics, District Operations and Fiscal Governance, Human Capital, Facilities and Transportation, Student Support, Stakeholder Communication/Family and Community Engagement. Once the support plan is developed, the OCSS team partners with DESE, Education Service Cooperatives, and other external providers as needed to broker services and support in order to meet the prioritized needs of the district as directed by the Associate Deputy Commissioner of Education. The OCSS collaborates with schools and districts served to address identified needs in the following ways:

- Guides school and district leadership on curriculum alignment, instructional best practices, and data-driven decision-making to ensure that all students met or exceeded state academic standards;
- Assists school and district leadership in building comprehensive systems that address the academic, behavioral, and social-emotional needs of all students, including those requiring specialized services;
- Strengthens school capacity by supporting effective recruitment, development, and retention of qualified educators and leaders;
- Promotes sound operations and fiscal responsibility through oversight, technical assistance, and training in financial management and governance practices;
- Provides guidance to ensure school facilities are safe, compliant, and supportive of learning, while assisting with effective transportation and technology planning; and
- Aides school and district leadership in fostering meaningful partnerships with families and communities to support student success and shared accountability.

The quarterly reports submitted to the State Board of Education and the Secretary of Education outlined the successes and challenges of the districts in implementing organizational change efforts.

MAJOR HIGHLIGHTS OF THE YEAR:

Below is a summary of the major highlights for each district receiving Level 5 Intensive Support:

Earle School District:

During the 2024–2025 school year, Earle School District prioritized improving instructional quality and professionalism, particularly at the elementary level, where literacy outcomes showed positive growth. The district implemented High Quality Instructional Materials (HQIM) across K–12 and provided targeted training in the Science of Reading. Despite staffing challenges, which led to reliance on virtual instruction, the district made strides in literacy and began strengthening its MTSS framework. Efforts were also made to enhance family and community engagement through regular school events and partnerships, while initial steps were taken to modernize facilities with a focus on safety and accessibility. Due to the loss of key personnel, the OCSS team stepped in to provide consistent, on-site support to ensure that day-to-day operations remained uninterrupted. In addition to maintaining operational continuity, the team also played a critical role in assisting the district with developing a plan for upcoming LEA configuration changes and establishing a virtual synchronous high school for Fiscal Year 2026. The proactive involvement ensured both immediate stability and long-term strategic planning.



Helena-West Helena School District:

Helena-West Helena School District made significant progress in instructional quality and leadership during the 2024–2025 school year. The district improved its reading achievement levels, moving from ESSA Level 5 to Level 3 support. Collaborative Team Meetings and instructional rounds were implemented to increase alignment and accountability across schools. While staffing shortages remained an issue, the district emphasized leadership development and launched initiatives to improve community engagement. Facility and transportation improvements also began, with safety protocols and enhanced security measures introduced.

Lee County School District:

In 2024–2025, Lee County School District achieved notable academic success, with Anna Strong Learning Academy and Lee High School exceeding growth expectations and receiving state recognition for outstanding educational performance. The simulated letter grade for ASLA increased from a D rating to a C. The district advanced instructional quality and implemented data-driven practices, contributing to its academic gains. Although staff recruitment posed ongoing challenges, progress was made in building leadership capacity and initiating community engagement efforts through educational virtual sessions and local initiatives. The district also undertook improvements to facilities and campus safety. Ongoing building leadership support has been needed throughout the school year at the high school level.

Marvell-Elaine School District:

Marvell-Elaine School District demonstrated commitment to academic improvement during the 2024–2025 school year by advancing strategic planning. The district provided comprehensive support to students through personalized resources, targeted interventions, and dedicated counseling services. Notable efforts were made to enhance family and community engagement, including launching a school community garden and literacy programs. Facility updates and transportation improvements were also addressed to support a more effective and inclusive learning environment.

Support efforts to designated Level 4 schools included the following:

- Conducted comprehensive reviews of school and district programming to ensure compliance and integrity among the six school systems;
- Provided targeted support and strategic guidance to school and district leadership to promote instructional effectiveness and enhance overall system efficiency;
- Conducted analyses of special education (SPED), Section 504, and disciplinary referral processes across multiple schools, advocating for clearly defined Multi-Tiered Systems of Supports (MTSS) to promote structured, collaborative, and data-informed decision-making;
- Organized and facilitated professional development to address disproportionality in identification of students in special education and disciplinary referrals;
- Collaborated with DESE officials to equip school and district leaders with tools to evaluate the quality of its human capital, including utilizing the Educator Effectiveness System (EES) and conducting licensure analyses to confirm appropriate licensure or approved pathways in order to accurately assess staffing needs;
- Provided technical assistance to school and district leaders in effectively managing school budgets by aligning financial resources with instructional priorities and guiding business personnel in implementing strong fiscal oversight practices and procedures; and,
- Assisted districts in evaluating and upgrading technology infrastructure, which included reviewing the performance and deliverables of contracted providers responsible for managing district networks, initiating updates to the district websites, and collaborating with district leadership to plan for future technology upgrades.

PROGRAM PERFORMANCE DATA:

Implementation of Instructional Improvement Efforts:

The OCSS Team provided direct support and guidance to the districts through monitoring student progress, conducting classroom visits, and providing feedback to building leadership and teachers. They have also supported the development and implementation of District Plans of Support and school improvement plans and ensured alignment with instructional goals and expectations. The academic performance and instructional improvement efforts across the Earle, Helena-West Helena, and Lee County School Districts have shown both progress and areas needing further development.

In the Earle School District, the focus has been on ensuring access to High-Quality Instructional Materials (HQIM) aligned with Arkansas Academic Standards. The district has partnered with Educational Epiphany, SchoolKit Group, and Great Minds to provide direct coaching and support to teachers. At the elementary level, there has been notable progress in literacy instruction, with teachers receiving training on the Science of Reading and other evidence-based practices. However, inconsistencies in implementation remain a challenge, particularly at the high school level, where staff turnover has created barriers to consistent instructional practices. The district has also utilized BookNook to provide high-impact tutoring support in literacy and math.

The Helena-West Helena School District has made significant strides in academics by setting clear priorities and consistently monitoring progress toward achieving its goals. Support for building leaders and teachers comes from both district instructional staff and external partners, including Solution Tree, The New Teacher Project (TNTP), OCSS, and The Bailey Group. The district has focused on improving core instruction, with learning walks conducted at both the district and building levels. Data collected during these observations are being used to identify instructional growth and areas for improvement. The district has also formed a strategic partnership with Phillips Community College of the University of Arkansas (PCCUA) to provide students with opportunities for career and technical education. However, challenges persist in the alignment between efforts and the integrity of classroom instruction.

The Lee County School District has emphasized the use of high-quality instructional materials (HQIM) across all content areas. The district has worked collaboratively with the Division of Elementary and Secondary Education (DESE) and The New Teacher Project (TNTP) to support the implementation of HQIM. At the elementary level, there has been progress in addressing academic priorities, with a focus on improving instructional quality, accelerating learning, and strengthening data-driven practices. However, inconsistencies within the district indicate the lack of HQIM fidelity across the board. The district has also implemented intervention blocks (Trojan Time) to provide dedicated time for literacy and numeracy development.

Implementation of Best Practices in Student Support:

The OCSS Team provided direct guidance, onsite support, and coordination of various external resources to ensure consistency in student support efforts. The team worked closely with district

leadership, school staff, and external partners to enhance student support systems, including academic interventions, behavioral supports, and mental health services.

The Earle School District has focused on developing a comprehensive Multi-Tiered System of Supports (MTSS) framework to address the wide spectrum of student needs through academic interventions, behavioral supports, and mental health services. OCSS has been working with the district to reinforce Positive Behavior Interventions and Supports (PBIS) programs at each campus. District leaders have been collecting and reviewing behavioral data to identify potential candidates for Tier II and Tier III interventions. The district has also expanded mental health support through collaboration with outside agencies, including mental health providers and social service organizations. Despite challenges with staffing turnover, the district has made progress in enhancing student services and ensuring equitable access to opportunities and support.

The Helena-West Helena School District has made substantial progress in providing comprehensive support services to meet the diverse needs of its students. The district has worked to ensure that students with individualized education programs (IEPs) receive high-quality instruction across all settings, including general education classrooms, resource rooms, and community-based instructional environments. Efforts to foster inclusive classrooms have been a priority, with a strong emphasis on collaboration between special education and general education teachers. The district has also focused on refining its MTSS to address both behavioral and instructional needs. The introduction of MTSS has resulted in a reduction in behavioral incidents, and the district has successfully implemented a social-emotional learning program that has improved student well-being and engagement. The district has also expanded partnerships with outside agencies to facilitate support for students with disabling conditions.

The Lee County School District has established a goal of providing comprehensive student support systems that address the academic, social-emotional, and behavioral needs of all learners. The district has focused on refining its MTSS to proactively identify learning gaps and behavior challenges. Behavioral support within the district's MTSS remains an area in need of further development, with a need for more structured and proactive approaches to behavior management. The district has also worked to ensure that students with individualized education programs (IEPs) receive high-quality instruction across all settings. The recent hiring of a dedicated LEA Supervisor presents an opportunity to enhance collaboration, ensure consistent implementation, and improve inclusion and progress monitoring. The district has also launched a Superintendent Student Advisory Committee, which empowers students to share their perspectives, concerns, and ideas directly to district leadership.

Implementation of Fiscal and District Operations Support Efforts:

The OCSS Team provided targeted fiscal governance and school finance support designed to build sustainable financial practices and operational efficiency. The following areas were prioritized:

- Staffing and Human Resource Efficiency
 - OCSS collaborated with district leadership to assess staffing allocations and align personnel resources with student needs and enrollment trends. This included



evaluating certified and classified staffing ratios, identifying inefficiencies, and recommending adjustments to ensure fiscal sustainability.

- **Fund Balance Management**
 - Districts received guidance on maintaining healthy fund balances in compliance with state requirements. This included support in forecasting year-end balances, identifying structural deficits, and implementing corrective actions to avoid fiscal distress.
- **Standard Operating Procedures (SOPs)**
 - Support included the development and implementation of SOPs for key financial and operational processes. These procedures were designed to promote consistency, transparency, and accountability in areas such as purchasing, payroll, and budget monitoring.
- **Building and Operating Within a Balanced Budget**
 - OCSS provided technical assistance in constructing balanced budgets that reflect district priorities while remaining within available revenue limits. This included multi-year budget planning, scenario modeling, and expenditure tracking to ensure districts operate within their means.
- **Professional Development on Budgeting and Fund Utilization**
 - Districts were offered professional development sessions focused on budgeting fundamentals, with an emphasis on maximizing the use of categorical and Title funds. These sessions aimed to build internal capacity for strategic financial planning and compliance.
- **Monthly Finance Meetings and Budget Monitoring**
 - OCSS facilitated monthly finance meetings with district leadership to review budget performance, address emerging concerns, and ensure alignment with financial goals. These meetings served as a platform for continuous improvement and accountability.
- **Hands-On Support Through Staffing Work Sessions**
 - Districts received direct support through staffing work sessions, where OCSS staff worked alongside district teams to analyze staffing patterns, project costs, and align personnel decisions with budgetary constraints.
- **Training on Classroom Efficiency**
 - Training was provided to help districts evaluate classroom efficiency, including student-teacher ratios, instructional scheduling, and resource allocation. These efforts were aimed at optimizing instructional delivery while maintaining fiscal responsibility.
- **Ongoing Budget Support**
 - OCSS maintained regular communication with district finance teams to provide ongoing support, troubleshoot challenges, and reinforce best practices in budget management.

Implementation of School Safety Efforts:

The OCSS team's work in the area of school safety this year was heavily focused on the proactive identification and resolution of safety vulnerabilities—ranging from physical infrastructure issues, such as water pooling at school entrances, to procedural gaps in crisis management and student supervision.

A significant portion of the work involved direct engagement with school leaders and district personnel to address real-time incidents and develop long-term solutions. For example, meetings with administrators to focus on refining security staff evaluation through objective, data-driven measures. Similarly, optimizing security staff deployment through detailed scheduling and accountability systems.

Crisis response and prevention were also central to the narrative. There were several major incidents involving student altercations and the use of force by a school resource officer which escalated to involve emergency services and parental confrontations. This event catalyzed discussions with the superintendent and safety coordinators about revamping safety protocols, including the addition of new emergency codes and structured communication plans for staff, students, and the community.

Efforts to streamline safety drills and integrate them into the bell schedule reflect a commitment to procedural consistency. This was supported by technical coordination with district personnel to align schedules and ensure compliance and safety requirements.

Trauma-informed support and conflict resolution was another theme for OCSS this year. Technical assistance was provided to counselors during crisis events, with guidance on triaging emotional needs and connecting students and staff to counseling resources. Conflict mediation sessions with students emphasized empathy, assumption-checking, and de-escalation strategies.

Finally, there was a focus on the need for clear boundaries and protocols during emergencies—such as restricting parent access during investigations—and the importance of adequate staffing during student altercations to prevent further escalation. There was also support provided in the area of ensuring Priority 1 in the ARAPP was completed by districts by helping them find ways to spend the school safety grant on projects like fencing, vestibule areas, and magnetic door locks with openers.

Implementation of Data Collection and Analysis Efforts:

The OCSS Team supported the development of data trackers and processes for data interpretation in each district served. Through collaboration with principals and state literacy coaches, the OCSS team assisted the district in the initial development of a comprehensive assessment system that comprised data from a variety of assessments including interim assessments and literacy screening instruments for progress monitoring. Data collected through these instruments were used to inform instruction, interventions, and future planning conducted in collaborative team meetings. Moreover, the OCSS team participated in district-level meetings with state literacy coaches to analyze and interpret data points, ensuring informed decision-making for educational strategies and interventions used to support students.



Quarterly Reports Submitted to the State Board of Education and the Secretary of Education:

The OCSS team documented the success of efforts to elevate the quality of systems within the districts through quarterly reports to the State Board of Education and the Secretary of Education. These reports, which are linked in the following section, provided an ongoing record of school performance in each of the six school systems. Moreover, the reports analyzed student performance data from interim assessments in reading and math. Each district showed overall positive progress in student growth from one assessment to the next. However, the recorded growth was insufficient to close the achievement gap in many areas. Efforts to enhance the integrity of instruction and to foster a culture of continuous assessment show promise for closing achievement gaps.

July 2024

- [Legislative Quarterly Report, Earle School District, July 2024](#)
- [Legislative Quarterly Report, Helena-West Helena School District, July 2024](#)
- [Legislative Quarterly Report, Lee County School District, July 2024](#)

October 2024

- [Legislative Quarterly Report, Earle School District, October 2024](#)
- [Legislative Quarterly Report, Helena-West Helena School District, October 2024](#)
- [Legislative Quarterly Report, Lee County School District, October 2024](#)

January 2025

- [Legislative Quarterly Report, Earle School District, January 2025](#)
- [Legislative Quarterly Report, Helena-West Helena School District, January 2025](#)
- [Legislative Quarterly Report, Lee County School District, January 2025](#)

April 2025

- [Legislative Quarterly Report, Earle School District, April 2025](#)
- [Legislative Quarterly Report, Helena-West Helena School District, April 2025](#)
- [Legislative Quarterly Report, Lee County School District, April 2025](#)



SCHOOL HEALTH SERVICES

PROGRAM: School Health Services
FUNDING SOURCE: Arkansas Master Tobacco Settlement
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Gwen Robinson, RN
Position: Community Health Nurse Specialist
Degree: BS Biology, Diploma of Nursing

GOALS:

The goal of the Community Health Nurse Specialist (CHNS) is to provide schools and communities with assistance and resources that will improve the health of the students as well as the community as a whole in Arkansas with the primary focus on the school nurses. Also to aid in providing and to provide technical assistance, education, trainings and policy guidance to school district nurses and community health coalitions.

PROGRAM SUMMARY:

The Community Health Nurse Specialists (CHNS) are employees of the Arkansas Department of Health (ADH) and partner with the education cooperatives. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS are under the supervision of the CHNS/CHPS Supervisor for the Central, SW, and SE Region with ADH. The Education Cooperatives, as partners with ADH, provide administrative support, office space, and other office supplies. ADH and SCSC have a contract and have been partners since 2003. There are 15 CHNS, 6 CHPS (Community Health Promotion Specialist), and 2 CHNS/CHPS supervisors in the state.

The CHNS work with schools, wellness committees, daycares, community coalitions, health care providers, and local health unit administrators in the counties the South Central Service Cooperative serves to improve the health of the community.

The CHNS assist schools in the implementation of laws that affect the health and wellness in the school setting, and offer assistance to schools on developing and maintaining wellness committees as required by Act 1220. The CHNS offer assistance with new tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).



Under the ADH, CHNS are able to offer free NCPD (Nursing Continuing Professional Development) on certain workshops to school nurses to maintain their professional licenses. CHNSs survey school nurses and school staff to offer training and workshops that meet the needs of school health.

CHNS offer programs and presentations to the students on school campuses in an assembly or classroom setting and are available as presenters and can assist in finding presenters to meet the schools' needs. The SEARK CHNS has planned and will facilitate, and /or will present at several workshops this summer for school staff, wellness committees, and nurses both at SEARK and at other co-ops in the SE Region.

Provide technical assistance to the community and schools:

- Provide technical assistance to schools to prevent youth initiation of tobacco and promote cessation efforts.
- Provide technical assistance to schools for health promotion and disease prevention.
- Provide technical assistance to school wellness committees.
- Support School Health initiatives.
- Provide technical assistance to school nurses for health screenings, immunizations, and other school health issues.
- Serves as a resource to communities for child health and current public health issues.
- Maintaining awareness of health disparity issues and assisting schools in developing targeted approaches to reduce disparities.
- Provide technical assistance to communities and coalitions on injury prevention.
- Serve as a resource to schools and communities for Naloxone training.

Provide Education and Training:

- Maintaining current knowledge of child health issues.
- Informing schools and communities of school health resources, available trainings and grant opportunities.
- Providing certification training to school nurses for mandated health screenings.
- Identifying and evaluating training needs of school personnel.
- Developing, coordinating, facilitating and conducting health trainings for school personnel, LHU and community members.

MAJOR HIGHLIGHTS OF THE YEAR:

Providing technical assistance to all of the school nurses in our area including training 3 new school nurses along with working with CHAC and CSH on school health and policies. Successful school flu clinics provided to our area schools and college campus along with being able to provide a flu vaccine clinic to the SEARK Co-op again this year. Working with Arkansas Children's Hospital to get our school nurses training vodcasts that also provides CEU's for nurses at the schools.



PROGRAM PERFORMANCE DATA:

- Provided Oral Health presentations to 10 schools and 2 Daycares delivering and reaching over 5000 students in our area.
- Provided 44 Vaping/Tobacco Cessation Presentations to 53 Adults and 1,868 Students in our area
- Provided Youth Mental Health First Aid to local Counselors and Teachers.
- Certified over 100 people in our area in CPR/First Aid
- Worked with ACH to be a local housing unit for moms to complete a Safe Start program and receive free Pack-n-Plays and Sleep sacks from the Co-op
- Offered several PD trainings at the Co-op for Staff, teachers and community members to attend.
- Arranged for Hearing machine calibrations to be done for all of the area schools, ECH and HIPPY here at the Co-op

SCIENCE CONSORTIUM

PROGRAM: Science Consortium
FUNDING SOURCE: SE Districts
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Monica Sims
Position: Science Specialist
Degree: M.Ed in Curriculum and Instruction

GOALS:

- To promote and support effective, research-based, equitable science practices for all students by providing professional learning opportunities and technical assistance to teachers, science coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, science interventionists, SPED, and Title 1 science teachers in the area of standards-based science curricula, instruction, and assessment.
- Purchase items needed for professional development involving three-dimensional learning: the eight Science and Engineering Practices, eight Disciplinary Core Ideas, and seven Crosscutting Concepts.
- *Provide high school science teachers opportunities to increase or clarify their specific content knowledge of particular science standards and concepts through an agreement with UAM science professors.*
 - UAM Science professors:
 - Dr. John Hunt ([Flyer](#))
 - Biology content
 - Contact: huntj@uamont.edu
 - Dr. Morris Bramlett ([Flyer](#))
 - Physical Science content (Chemistry, Physics, etc.)
 - Astronomy
 - Contact: bramlett@uamont.edu
- Purchase items, as needed, for teachers to replicate the three-dimensional teaching and learning strategies in the classroom.



PROGRAM SUMMARY:

Summer Professional Development:

Participants in the Arkansas Science Standards and Unit Development professional development trainings received the book *Disciplinary Core Ideas* to use as a reference during lesson and unit planning.

Participants in the Arguing from Evidence professional development training received the book *Argumentation in the Science Classroom* to use as a reference during lesson planning.

Picture-Perfect Science Kits:

The consortium fund provided all needed supplies for the Science Specialist to create four additional Picture-Perfect Science Kits, bringing the total to eight kits. These kits provide a way for elementary teachers (K-5) to incorporate science into their literacy block. Each kit contains two trade books (one fiction and one non-fiction) and the needed supplies for the science investigations.

UAM Content Consultants:

Dr. John Hunt had the opportunity to support two science teachers in one district.

Dr. Morris Bramlett had the opportunity to support four science teachers in four districts.

MAJOR HIGHLIGHTS & PERFORMANCE DATA:

Summer Professional Development:

Fifteen teachers received resources to help implement the Arkansas Science Standards, and two teachers received resources to help implement argumentation in their science classrooms.

UAM Content Consultants:

Dr. Morris Bramlett had several of the teachers that he worked with report that their students' average ACT scores in science increased. He also helped with Chemical Disposal at two schools.

SCIENCE SPECIALIST

PROGRAM:	Science Specialist
FUNDING SOURCE:	ADE
COMPETITIVE GRANT:	No
RESTRICTED:	Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn



PERSONNEL:

Name: Monica Sims
Position: Science Specialist
Degree: M.Ed in Curriculum and Instruction

GOALS:

To promote and support effective, research-based, equitable science practices for all students by providing professional learning opportunities and technical assistance to teachers, science coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, science interventionists, SPED, and Title 1 science teachers in the area of standards-based science curricula, instruction, and assessment.

PROGRAM SUMMARY:

As a Cooperative Science Specialist, my charge was to assist teachers and schools in planning curricula for the K-12 Arkansas Science Standards, which include three-dimensional learning: the eight Science and Engineering Practices, eight Disciplinary Core Ideas, and seven Crosscutting Concepts.

The Science Specialist program provided training and support in 3-dimensional science through model teaching, curriculum development and alignment, writing assessments, unit development, etc., to any district or school that requested these services.

Content Coaching continued as a focus for the Science Specialist during the 2024-25 school year. This entailed working one-on-one with specific teachers for an extended amount of time to support them with implementing an HQIM or elevating their current curriculum to make it more three-dimensional.

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2024-25 academic year, the cooperative's Science Specialist provided curriculum and instruction support to all 15 districts in Southeast Arkansas. The type of support varied for each district and teacher.

Summer Professional Development:

During the Summer of 2024, the science specialist offered nine one- to two-day professional development trainings. Fourteen of the cooperative school districts and one private school sent teachers to participate in these trainings. A total of fifty teachers attended.

School Support:

Over 300 hours of science support was given to the SEARK Coop school districts in a multitude of ways.

Content Coaching Support:

The Science Specialist reached out to all 15 school districts and offered science support. The six districts that responded to this request either had low ATLAS Science test scores and/or a novice teacher in a science position. Twelve individual teachers, from six districts, received one-on-one support for the majority of the school year. Four of the districts requested more intense, face-to-face support for specific teachers through a science coaching situation.

High Quality Instruction Material (HQIM) Support:

The SEARK Coop area has 15 schools implementing a science HQIM. Two districts requested implementation support for the new HQIM that they adopted for the 2024-25 school year.

Indirect Support:

To support the teaching of science in the elementary schools, four more Picture-Perfect Science kits were built for area teachers to check out. Finding lessons, activities, and other teaching resources is another way support was given.

Partnership:

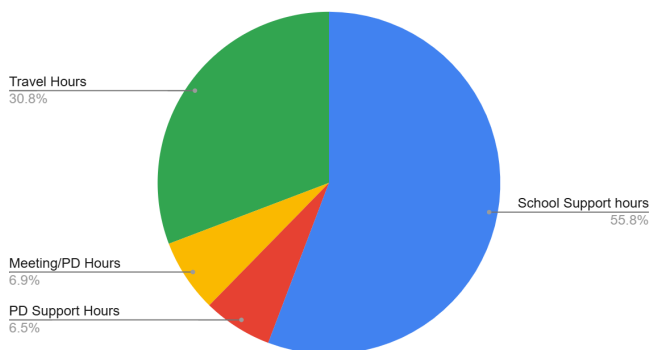
SEARK Coop and UAM's science department came together to support the needs of the local high school science teachers. Two science professors were used as High School Content Consultants. Dr. John Hunt helped Life Science teachers, and Dr. Morris Bramlett helped Physical Science teachers. Dr. Morris Bramlett also helped the science specialist get science chemicals ready for disposal in one area high school.

SEARK's Science Specialist responded to a request from UAM to judge an FBLA competition held on campus. The area of judging was related to a STEM field.

SEARK's Science Specialist also supported the Career and Technical Education department at the Coop by judging the woodworking category at the Girl Power Goes State competition which is a girl manufacturing event.

PROGRAM PERFORMANCE DATA:

Science Specialist Hours



SEARK FOSTER GRANDPARENT PROGRAM

Program: SEARK Foster Grandparent Program
Funding Source: Coop Consortium – CNCS Federal Grant
Competitive Grant: Yes
Restricted: No

Participating Districts:

Crossett	Dermott	Woodlawn
Dumas	Fordyce	Hamburg
Hermitage	Lakeside	Monticello
Star City	Drew Central	Warren

We also serve CB King centers in McGehee and Eudora as well as Discovery Children's Center in Monticello.

Personnel:

Name:	Andrea Pruitt	Name:	Stephanie Hollis
Position:	Program Coordinator	Position:	AmeriCorps Programs Assistant Coordinator
Degree:	BSN	Degree:	MAT

Goals:

To connect senior volunteers with children in need of educational support, particularly those in preschool and early elementary grades, in order to build a strong foundation for lifelong learning. We place dedicated volunteers in daycares, preschools and elementary schools to support children, enriching their learning environments and ensuring they are better prepared for success. At the same time, we provide seniors in Southeast Arkansas with meaningful opportunities to engage with their communities, enhancing their own quality of life while making a lasting difference in the lives of the next generation.

Program Summary:

The Foster Grandparent Program is part of AmeriCorps Seniors and is funded by the Corporation for National and Community Service (CNCS). This program offers meaningful service opportunities to adults aged 55 and older, while providing vital tutoring and mentorship to children in need. Senior volunteers serve between 12 to 40 hours per week in schools, preschools, and daycare centers across the region.

Volunteers receive a modest stipend of \$4 per hour, funded through the federal grant, which helps offset the cost of their service without impacting other benefits, as it is non-taxable and not considered income. In addition to hands-on service, all volunteers receive training focused on educational strategies and quality-of-life topics to better support the children they serve. Each Foster Grandparent typically works with 1 to 5 children per day, dedicating a minimum of 30 minutes to each child to build relationships and support their learning and development. Since 1990, the program has been proudly co-sponsored by the Southeast Arkansas Education Cooperative.



Major Highlights of the Year:

Program Strengths:

The SEARK Foster Grandparent Program is proud of its strong, long standing partnership with the districts and schools we serve. Our volunteers are highly valued and well-regarded for the meaningful impact they make in classrooms every day. Each year, we invite teachers who work closely with our volunteers to nominate those who have gone above and beyond for our Volunteer of the Year Award. Below are excerpts from nomination letters we received in the spring of 2025, highlighting the extraordinary dedication and heart of our volunteers:

Recently we had huge student growth! I attribute much of that success to Ms. (FGP). She has worked diligently during our intervention time. In a four week period we went from 45% student average to 75% student average on vocabulary using the Atlas Testlets. Together we have raised our oral reading fluency average from 5 to 20 words a minute. In addition she worked with students who didn't know all their letters at the beginning of the year and now students know their letters and sounds. These are only a few ways she has positively impacted student success in my classroom. The list could go on and on!!

Mrs. (FGP) works with several of my kids with their numbers and name writing. She have been working with one of my youngest students with counting numbers and with just counting out loud with her, well this little boy couldn't count pass 5 but now with help of Mrs. (FGP) he can now count to 15 without skipping any numbers.

Oh my goodness, Ms. (FGP) would take over the classroom if she was permitted to. She is a great help to the classroom teacher and works equally as hard as the teacher. She loves being a Foster Grandparent, she loves the classroom (teacher and children) but it's my belief that she is loved more, not just by the teacher and children in the classroom that she is assigned to, but by the staff and ALL of the children. When the children see her in the hallway or where ever her name rings like a bell. She shows love, give plenty of attention and even snacks, if permissible. We love Ms. (FGP), she does not permit her age (80 plus) to stand in her way, she's feisty, her appearance is always nice and never without a smile.

Ms. (FGP) has been working with a small group of children on counting, showing quantities, and recognizing numbers. It was a frustrating job at times and little growth showed. But after several weeks, most of these children began showing development and mastery of numbers, quantities, and counting. I told her that her hard work and diligence had finally paid off.

Performance Data:

This year, 71 SEARK Foster Grandparent volunteers have been directly assigned to support 327 children with diverse special needs, including challenges related to literacy, developmental disabilities, language barriers, foster care placement, emotional impairments, and more. Through their presence in classrooms, these dedicated volunteers have also had an indirect positive influence on over 900 children across Southeast Arkansas. Consistently, over 90% of the children served by our Foster Grandparents demonstrate measurable improvement in academic performance, as well as growth in social and emotional development. Final data from the current school year will be available by the end of May 2025 and will provide a detailed breakdown of progress made.

The benefits of this program extend beyond the children. Foster Grandparent volunteers also experience meaningful gains. Those who qualify under federal income guidelines (200% of the DHS Poverty Level) receive a modest, non-taxable hourly stipend and mileage reimbursement. This stipend does not count as income and does not impact eligibility for other assistance programs. Eligibility is reviewed annually, and individuals who exceed income limits are still welcome to volunteer without receiving reimbursement.



Beyond financial support, volunteers often report enhanced mental and physical well-being. Many experience a renewed sense of purpose, form meaningful relationships with students, staff, and fellow volunteers, and enjoy increased physical activity and engagement in daily life. Senior volunteers bring a wealth of life experience, patience, and dedication. At the same time, engaging in meaningful community service has been linked to better physical and mental health, reduced social isolation, and a stronger sense of purpose in older adults.

Program Highlights:

9/11 Remembrance Event: FGP volunteers participated in 9/11 Project Read at their assigned station. Volunteers read an age-appropriate book about first responders to children in their classroom.

MLK Day of Service: Prior to MLK Day of Service, Foster Grandparents, made blankets to be given to newly placed foster children in partnership with The Call.

Partnership/Collaboration Development

Community Partnerships and Collaborative Efforts

The SEARK Foster Grandparent Program continues to cultivate strong partnerships throughout Southeast Arkansas, many of which have played a key role in enhancing in-service training opportunities for our volunteers over the past year.

Community and Health Organization Involvement

Additional partnerships include:

- Drew, Ashley, Chicot, and Desha County Extension Services
- Local Health Departments
- Arkansas Senior Medicare Patrol
- Oaklawn Center on Aging
- Arkansas Geriatric Education Collaborative

These partners contribute by offering relevant trainings and distributing valuable educational and wellness materials to our volunteers throughout the year.

Volunteer of the Year Selection Committee

To recognize the outstanding contributions of our volunteers, a diverse selection committee was formed consisting of respected community members including a judge, bank executives, business leaders and community outreach leaders. Their participation not only enhanced the integrity of the award selection process but also provided a platform to promote the program to a wider audience.

Statewide Program Collaboration

The SEARK Foster Grandparent Program partners with the other three Foster Grandparent Programs in Arkansas:

- DeQueen-Mena Education Cooperative
- Dawson Education Cooperative
- White River Area Agency on Aging

Program staff from each region meet monthly via Zoom to share information, brainstorm solutions, and discuss program operations. In addition, an annual joint training conference is

held in collaboration with all four programs, providing professional development and networking opportunities for Foster Grandparent volunteers statewide.

Overall, the Foster Grandparent Program is a proven compliment to the mission of the SEARK Education Cooperative in providing assistance to the school districts served as well as our Volunteers and the community at large.



SPECIAL EDUCATION – LEA SUPERVISORS

PROGRAM: Special Education – LEA Supervisors

FUNDING SOURCE: VI-B

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County

Hamburg

Woodlawn

Hermitage

Crossett

Dumas

Warren

PERSONNEL:

Name: Rhonda Daniel

Name: Dr. Yolanda Thomas

Position: LEA Supervisor

Position: LEA Supervisor

Degree: BA, MSE

Degree: BS, MA, EdS, EdD

Name: Kandi Keith

Name: Karen Frisby

Position: LEA Supervisor

Position: LEA Supervisor

Degree: BA, MSE

Degree: BAS, ME

GOALS:

- Provide technical assistance and support to local school district administrators and staff of participating districts in assessing, developing, implementing and evaluating special education programs and related services for the purpose of improving student achievement.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities, and in meeting state and federal mandates for services to these students.

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF THE YEAR & PROGRAM PERFORMANCE DATA:

All compliance areas have been met. Budgets and other reports have been submitted in a timely manner. 100% of participating districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. 100% of the districts have procedures for child find in place to ensure compliance.



TEACHER CENTER – PD

PROGRAM: Teacher Center – Professional Development
FUNDING SOURCE: Base Funds
COMPETITIVE GRANT: No
RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Emilee Dutton
Position: Teacher Center Coordinator/Assistant Director
Degree: BA, MEd, EdS

Name: Christy Johnson
Position: escWorks Coordinator, Clerical, ParaPro Test Administrator
Degree: n/a

GOALS:

- To provide administrators, teachers, and other district personnel professional growth opportunities in order to increase knowledge and skills and ultimately positively impact student achievement.
 - To support school improvement initiatives and programs
 - To keep district personnel informed of regional, state-wide, and national information, initiatives, and best practices
-

PROGRAM SUMMARY:

The Teacher Center Coordinator has the primary responsibility for planning and carrying out professional development programs for member districts. The professional development programs are identified by the results of needs assessment surveys developed by the TCCs of the state, as well as needs assessments developed locally, by school and district site visits, by DESE initiatives, by local district initiatives, and in collaboration with the Teacher Center Committee. A wide variety of workshops are provided for teachers, administrators, support staff, and school board members throughout the year and in the summer utilizing the expertise of cooperative staff as well as regional, state, and national consultants. The TCC collaborates with DESE, ERZ, UAM, ASBA, and AAEEA in providing professional development for member districts.



MAJOR HIGHLIGHTS OF THE YEAR and PROGRAM PERFORMANCE DATA:

These opportunities include, but are not limited to, professional development sessions such as:

- High Quality Instructional Materials (HQIM) & High Quality Professional Learning (HQPL) through the Communities of Practice Grant and in collaboration with Kid's First. [See reported information.](#)
- We had 87 teacher leaders complete the NIET LEADs Professional Educator pathway over the course of the year utilizing the Walton grant, cooperative, and Mentoring funds. Teachers from 12 of our 15 districts participated in this work.
- The Learning Leaders Conference (formerly Admin. Institute) provided annually to administrators with topics based upon needs assessment surveys and direct administrator input. Depth of Knowledge, Be the Best - using data, Generational Leadership and Tier 1 will be offered.
- ACT Prep sessions were offered several times throughout the year through a grant provided by DESE and coordinated by state Teacher Center Coordinators. All districts were offered the opportunity. Nine of our fifteen districts participated and this impacted 314 students.
- APSRC provided School Board Member Training during the 24/25 school year. 100% of districts were offered the opportunity for their board members to be trained. All but five districts participated for a 66% participation rate. Twenty-six school board members were trained in October 2024, 46 in November, and 9 in December 2024.
- Five districts created a cohort utilizing their Professional Learning Grant funds and collaborated with Kid's First to focus their learning on "Strengthening Tier 1 Instruction" and the "Foundational Literacy/Science of Reading" across all grade levels. This work is ongoing and will continue into Fall 2025.
- SEARK Cooperative collaborated with ERZ and the Mentoring Specialist to support 25 teachers from in the LEAD Professional Educator pathway with TNTP beginning in July 2025. Teachers from 11 of our 15 member districts are scheduled to participate.



TECHNOLOGY

PROGRAM: Technology

FUNDING SOURCE: Department of Elementary and Secondary Education

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Evan Patrick

Position: Technology Coordinator

Degree: BS CIS

GOALS:

To empower Arkansas school districts and the Southeast Cooperative with the technological resources and expertise to create a secure and innovative learning environment for all students and staff. To foster strong partnerships with the ADE, DIS, educational technology vendors, and professional organizations to share best practices, leverage resources, and stay informed about emerging technologies and cybersecurity threats. To support the district technology coordinators and school district staff in protecting and equipping them to prevent cyber incidents. To positively impact student achievement by building the capacity to respond to cyber-incidents that could compromise both instruction and student data. The Technology Coordinator will conduct face-to-face or virtual meetings, offered to co-op, district, or school technology staff.

PROGRAM SUMMARY:

- Support districts in their efforts to provide technology for teaching and learning
- Provide quality professional development for district tech coordinators
- Provide ongoing support to the cooperative: network maintenance and training
- Host monthly meetings with the district technology coordinators
- Provide E-Rate assistance for the cooperative and member school districts
- Provide an off-site location for emergency use for eSchool/eFinance needs
- Foster the implementation of student-focused education and the preparation of all students for college, career, and community engagement
- Create technology-infused learning spaces that serve as a model for educators
- Create a stable and robust infrastructure that supports the needs of the ADE and the cooperative
- Work with districts and schools to increase access, understanding, and utilization of digital resources



- Assist districts in preparations for online state assessments
- Prioritize services for districts and schools identified as needing the most support
- Increase awareness and preparedness for cybersecurity events/issues
- The technology coordinator works closely with the Department of Information Systems, the Department of Elementary and Secondary Education, and the other Education Cooperatives regarding technology initiatives and cybersecurity awareness to help the Southeast Co-op staff and member districts remain informed and compliant with technology requirements. The technology coordinator is the Director of the State Cyber Incident Response Team.
- The technology coordinator supports schools in meeting all of the Cybersecurity Laws

MAJOR HIGHLIGHTS OF THE YEAR:

- Served on the P12 Cyber Incident Response Team to plan and prevent future cybersecurity breaches
- Served as the Director of the Statewide Cyber Incident Response Team
- Served on the Global K12 Council for Zoom
- Served on the EdTech Committee for SREB
- Planned and coordinated training with DESE and DIS for building capacity for CIRT members
- Planned and coordinated training with DESE and DIS for building capacity for school district techs statewide
- Worked with DIS and DESE to provide vulnerability threat scanning training to all co-op tech coordinators
- Coordinated with White River, DESE, and DIS to provide a Security Summit for school techs statewide.
- Collaborated with DIS to provide a cyber training day for school techs at ACOT
- Coordinated with DIS to provide training for cyber threat hunting tools and incident response for co-op techs
- Provided Cyber Threat Hunting Tools Session with DIS for Southeast Co-op Tech Coordinators
- Provided Aruba Networking Training and how it can help schools meet ACT 504 for all co-op school tech coordinators and support staff to help secure their network environments
- Supported the asynchronous statewide PD in your PJs professional development with participants across the state
- Presented at HSTI and ACOT
- Hosted 7 statewide Act 504 Cybersecurity Policy Regional Workshop Series Events
- Created and distributed district resources for Act 504 and Act 846 implementation
- Modernized the Southeast Co-op's technology infrastructure to ensure compliance with the new cyber laws.
- Served on the Act 504 Cybersecurity Policy Workgroup's IR Incident Response Group
- Southeast Co-op Leadership Team member
- Conference Presentations: Presented at key state events HSTI and ACOT.
- Provided Cybersecurity training to the Southeast Co-op Staff



- Supported a school district that was without their technology coordinator during the testing window
 - Provided Cybersecurity training to CTE teachers with 27 teachers attending
-

PROGRAM PERFORMANCE DATA:

- Arkansas is leading the way and setting the bar with ACTC, DIS, and ADE working together. The Southeast Co-op Technology Coordinator attended 38 total meetings with ADE, DIS, TEL-AR and other co-op Technology Coordinators.
- The technology coordinator hosted 10 onsite meetings with an Act 501 workday and a Aruba Network Training to prepare and equip the local school district techs to meet ACT 501 Cyber Policy.
- Trained Early Childhood teachers on Google Workspace Tools and Cybersecurity - 33
- Provided a Cybersecurity Training for CTE Teachers - 27
- Provided a training for co-op staff on Google Calendar - 25
- Provided a training for co-op staff on Zoom and it's tools - 23
- Provided a Cybersecurity Training Day for school techs at ACOT - 197
- 100% of districts are served.



VIRTUAL ARKANSAS CONCURRENT CAMPUS

PROGRAM: Virtual Arkansas Concurrent Campus (AECHS)

FUNDING SOURCE: DESE

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS: Statewide

PERSONNEL:

Name: Jana Adcock
Position: Registrar/ Admin. Asst.
Degree: N/A

Name: Kristopher Cox
Position: English Teacher
Degree: MFA

Name: Jane Estes (adjunct)
Position: Science Instructor
Degree: MS

Name: Misty Paschall (adjunct)
Position: Health Instructor
Degree: MA, MPH

Name: Brit Singleton
Position: Math Instructor
Degree: MS

Name: Tyronza Bibby
Position: Program Coordinator
Degree: MEd

Name: Anna Ridenour
Position: Math Instructor
Degree: MEd

Name: Adrienne Sadovsky
Position: History Instructor
Degree: MA

Name: Jonathan Skaggs
Position: History Instructor
Degree: PhD

Name: David Smith
Position: Art Instructor
Degree: MAT

Name: Darby Lytle
Position: English Instructor
Degree: MA

Name: Paige Pritchard
Position: English Instructor
Degree: EdS

Name: Lyndsey Daniel
Position: English
Degree: MA

Name: Kara Wimberly (adjunct)
Position: Public Speaking
Degree: MAT

Name: Jennifer White (adjunct)
Position: Public Speaking
Degree: MA

GOALS:

1. To provide advanced curricular opportunities to Arkansas high school students and prepare them for the rigor of college courses



2. To increase the number of Arkansas citizens with a post-secondary degree by providing educational opportunities to all students
 3. To provide college credits to Arkansas high school students that correlate high school graduation requirements with college core graduation requirements
-

PROGRAM SUMMARY:

The early college initiative, housed at Southeast ESC with coordination through Virtual Arkansas, provides concurrent high school/college course opportunities for high school students through state grant funding. The courses are taught by highly qualified instructors who meet secondary and post-secondary licensing requirements. Using a blended learning model, the classes are online, with two days of live feedback provided to students via Zoom. The concurrent program gives high school students the opportunity to experience the rigor and challenge of collegiate work before entering the college arena. The following courses are offered through this program: Comp I and II, World History to 1500, World History since 1500, U.S. History to 1877, U.S. History since 1877, College Math, College Algebra, Public Speaking, Experiencing Art, Beginning Spanish I and II, Introduction to Education, Human Development and Learning Theories, Integrating Instructional Technology, Personal Health and Wellness, and Introduction to Biological Science.

100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period offered to schools were granted seats in the classes for which they registered.

MAJOR HIGHLIGHTS OF THE YEAR:

- Offered college credit for summer school. Virtual Arkansas, in partnership with Arkansas Tech University summer courses offered: Composition I/II, College Algebra, Public Speaking, Beginning Spanish I/II, U.S. History, and/or World History. Summer School Session I, 2024, 40 classes were completed. Summer School Session II, 2024, 24 classes were completed.
 - The concurrent program provided services to 109 Arkansas high schools this year. In the Fall semester of 2024, students completed 1,477 classes and 1,346 classes in the spring semester. The ATU invoices for Fall 2024 reflect the monetary value of \$1,211,183.29 and \$986,431.23 for Spring 2025.
 - Schools have seen growth in the number of students enrolled in the Teacher Residency Program.
-

PROGRAM PERFORMANCE DATA:

[Outcome data for the Teacher Residency Program](#)



SPECIAL PROJECTS AND PROGRAMS

Funding Source: Arkansas Department of Education and Southeast Cooperative

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or statewide, giving opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents for the projects may vary.

ACT PREP

PROGRAM NAME: ACT Prep

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

This grant through DESE provided opportunities for additional supports to students in grades 7-12 in preparing for the ACT. This program allows for all districts in Arkansas to opt-in for additional support for their students taking the ACT.

- Cantrell & Waller Preparatory (CW Prep) provided three onsite sessions in which students spent time studying content from the ACT. CW Prep also shares strategies with students and students leave the training with a one year login to all the resources that were shared so that they can continue to use them in their preparation for the ACT.

AR App Support Initiative

PROGRAM NAME: AR App

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

To better serve our member districts, Education Service Cooperatives, in collaboration with the Department of Elementary and Secondary Education, recognized the need for targeted support in the development and submission of the AR Application (AR App). In response, a structured support initiative was launched to assist districts and improve the overall quality of AR App submissions and create a district strategic plan.

Beginning in January and concluding each May, a series of monthly meetings has been established to guide districts through each component of the AR App. These sessions are designed to provide differentiated support tailored to the specific needs of schools, ensuring a more effective and high-quality application process.

Each month, participating schools receive training and guidance on a different element of the AR App. These components include:

- Conducting a comprehensive needs assessment
- Collecting and analyzing relevant data
- Forming an effective planning team
- Developing SMART goals
- Writing goals that align with both district-level data and the priorities outlined in LEARNS
- Aligning resource allocation with the goals identified in the district's strategic plan.

To ensure consistency and ease of implementation across all cooperatives, training modules and introductory communication materials were developed for shared use. This collaborative



approach not only strengthens district capacity but also promotes alignment and accountability across the state.

This initiative reflects the education cooperative's continued commitment to supporting schools in achieving meaningful improvement through strategic planning and data-driven goal setting.

Lastly, in regard to recent legislation, education service cooperatives provided feedback on each district prior to the district's submission.

ArPEP

PROGRAM NAME: ArPEP

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

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

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

Southeast ESC has spent the year working with TNTF in planning an ArPEP program which will begin June 2024. This is especially important in the Southeast region where there is a shortage of teachers and teachers hired under 1240 waivers need a pathway.

COMMUNITIES OF PRACTICE

PROGRAM NAME: COMMUNITIES OF PRACTICE (CoP)

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

The CoP grant, provided by DESE, focused on supporting school leaders and their instructional leadership teams (principal, asst. principal, facilitator) to lead and support the implementation of HQIM in their schools. Participants became part of a Community of Practice (CoP) that explored the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals.

2024-2025 Kids First/SEARK Collaborative Partnership School Site Leadership Support		
District	School	Dates Served Onsite (Full Days with the Exception of the Highlighted Dates)
Cleveland County	Rison ES	12/12/24; 1/16/25; 3/11/25
	Rison HS	12/11/24



Dermott	Dermott HS	12/11/24; 1/15/25; 2/12/25; 3/10/25; 3/11/25; 3/12/25
	Dermott HS	1/15/25; 1/21/25; 1/22/25; 1/27/25; 2/3/25; 2/12/25; 2/13/25 (.5 day); 2/20/25; 2/25/25; 3/3/25; 3/11/25; 3/17/25; 3/31/25
	Dermott HS	1/21/25; 1/22/25; 2/3/25; 2/20/25; 2/25/25 (.5); 3/11/25; 3/12/25; 3/17/25
Drew Central	Drew Central HS	12/11/24; 1/15/25; 2/12/25; 3/12/25
	Drew Central MS	2/13/25; 3/13/25
	Drew Central MS	3/6/25
Hamburg	Noble ES	12/11/24; 1/15/25; 3/12/25
	Portland ES	12/12/24; 1/16/25
	Portland ES	2/5/25; 3/10/25
Hermitage	Hermitage ES	12/11/24; 1/15/25; 2/13/25
McGehee	Conner MS	2/12/25; 3/10/25; 3/13/25
Monticello	Monticello Intermediate	12/13/24; 1/17/25; 2/6/25; 3/14/25
	Monticello Intermediate	3/12/25; 3/13/25
Woodlawn	Woodlawn HS	12/10/24; 1/14/25; 2/11/25; 3/10/25; 3/11/25

Onsite support (at the school sites) included, but was not limited to:

- Supporting the principal's classroom observations of CKLA with coaching on providing timely and specific feedback
- Supporting the principal in building teacher leaders through PLCs
- Providing job-embedded coaching regarding feedback and suggestions for successful implementation of PBIS
- Supporting the principal in Best Practices for effective PLCs
- Providing job-embedded coaching on effective walkthroughs (procedures, routines, scheduling, defined/communicated "look fors")
- Supporting the principal in developing talking points for difficult conversations with teachers
- Supporting the principal in planning/creating monthly faculty meeting agendas
- Providing coaching on Leadership Team development
- Providing job-embedded coaching on analyzing and responding to mid-year data
- Assisting principal in the development of a School Leadership Team, with a corresponding meeting schedule and agenda (for the first meeting)
- Supporting the principal in collating a "core" of critical Tier I instructional components for each content area
- Supporting the principal through developing a proposed plan for supporting novice teachers with plan components including
 - utilizing the PLC process
 - classroom management support
 - student engagement strategies
 - HQIM implementation support
- Supporting the principal in the development of a classroom management model
- Providing job-embedded instructional coaching for middle and high school science teachers on
 - Using the CKSci (HQIM) curriculum to effectively teach to AR standards
 - Using interim data to form small groups and differentiate instruction
- Providing job-embedded instructional coaching for middle and high school math teachers on



- Using HQIM to effectively teach to AR standards
- Using high-yield instructional strategies
- Providing instructional coaching for teachers on disaggregating class interim data to guide planning for remediation and enrichment
- Providing instructional coaching on effective questioning/addressing all DOK levels
- Facilitating grade level PLCs including PLCs on scheduling, intervention, and writing rubrics
- Providing job-embedded instructional coaching on classroom management and effective instructional strategies

Summary of Leadership Symposium Sessions

- A needs assessment informed symposium topics and session content was designed to enhance participants' leadership skills
- Session format supported professional networking and collaborative problem solving among participants
- Symposium topics included:
 - Coaching Instructional Practices
 - Tier I Instruction and Curriculum Knowledge
 - Using Data to Drive Instruction

ESCWORKS

PROGRAM NAME: Collaboration with State Education Service Cooperatives/escWorks

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

Since 2004, the escWorks platform has been used across the state to house professional development hours required by Arkansas law to renew and retain teaching licenses and certifications. escWorks is an event management software that can schedule and track professional development offerings online. It then produces reports to quickly and clearly communicate services provided or taken over time. The software is made up of multiple online modules designed to schedule events, manage data, and most importantly, keep track of educators professional development hours. Before escWorks was purchased, there was not a consistent and logistical platform to track educator professional development in Arkansas. By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for school districts to easily verify employment history and trainings when they are interviewing and selecting high-quality educators for open positions.

Whether an educator has taught one year or twenty, they can use the platform to see their history of professional development and courses taken over their career. They can print transcripts and reports to keep in their personnel files or personal folders. Participants also have the ability to print a certificate of completion after a training.

Additionally, after each training session, a professional development evaluation survey is sent to all participants. The surveys are identical in the platform and allow participants to share feedback about trainings that our staff or guest presenters instruct. Our cooperative staff and specialists use the data from these surveys to improve instruction and grow in methodology. We measure the level of implementation of knowledge and skills participants had before and after attending

the training. The comment section at the end of the survey is another tool we use to gain personal feedback from the teachers we support. It also allows us to closely inspect our practices and delivery methods.

Each Educational Cooperative assists their local school districts with escWorks in the following ways:

- Hosting trainings for new and veteran teachers on how to use the platform.
- Input trainings, meetings, and other events that participants can select to attend for yearly professional development.
- Indicating required DESE professional development trainings for teacher license renewal in the platform.
 - Check attendance records with district administration to make sure professional development requirements were met.
 - Mark attendance in escWorks after a training is completed.
 - Answer Help Desk questions that come from users of escWorks.
 - Assist current and retired educators with obtaining records and reports.

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$6,242.62 was paid by each entity for site maintenance and support FY24.

GIFTED AND TALENTED

PROGRAM: Gifted and Talented

FUNDING SOURCE: Local Districts Consortium

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

GOALS:

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

YEAR END NARRATIVE:

SEARK and consortium member school districts, gifted and talented programs have strived to better identify traditionally underrepresented student populations that better match total district demographics and ensure greater equity as well as opportunities for enrichment. SEARK used local funds to provide quarterly professional development opportunities for its 15 GT Coordinators. Coordinator meetings were held every six weeks throughout the school year. These sessions were a combination of local educators sharing curriculum and instruction ideas as well



as DESE Office of Advanced Learning and Gifted Programs advisors providing professional development and program guidance.

Activities held throughout the school year in which students came together to enhance their learning include:

- Elementary, Junior High and Senior High Chess
- Theatre Squared
- ASMSA Project
- Rubik Cube
- Elementary Quiz Bowl
- STEAM Day with VFT
- Battle of the Books
- Jr. High Quiz Bowl
- Engineering Days

JOB-ALIKE MEETINGS

PROGRAM NAME: Job-Alike Meetings

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

In order to support personnel from SEARK's member schools who serve in positions that may be more isolated than that of the classroom teacher, job-alike groups exist for gifted 92 and talented coordinators, building principals, technology coordinators, federal program coordinators, counselors, transportation directors, art teachers, music teachers, and district curriculum leaders. The meetings provide an opportunity for co-op staff to share updates relevant to the groups and allow for networking and collaboration time. These job-alike groups are also used for job-specific training when applicable.

NIET LEAD PROFESSIONAL EDUCATOR DESIGNATION

PROGRAM NAME: NIET Lead Professional Educator Designation Training

COMPETITIVE GRANT: Yes

GOALS AND DESCRIPTION:

The purpose of this grant is to help support Educational Service Cooperatives build the capacity of Master/Lead designated teachers in schools and districts who can serve in a Lead teacher capacity and/or serve as experienced high quality mentors, potentially eligible for merit pay when serving as a mentor for those required to have year long residency. The grant will be delivered via the DESE Grant Management System (GMS) and will include the specific program descriptions and performance goals and measures listed below. These goals and measures will be monitored by the OEE&L program grant managers.

The NIET Lead Teacher Designation training with embedded coaching will help build the capacity of Master/Lead designated teachers in schools. The training consists of seven training days out of the classroom and a half day coaching support in-class.

- Objective 1: Build capacity of Master/Lead designated teachers in schools and districts with no or very low numbers of teachers that are required for retained student literacy interventions and to prepare for yearlong residencies as stated in the Learns Act and Executive Order 23-08.



- Objective 2: Collaborate with school districts to track the number of teachers who have educator designations and to plan training for the number of designated teachers that will be needed for yearlong residents beginning in school year 2026-27.
- Objective 3: Participants will increase their ability to help novice teachers through challenging situations, expand their planning skills, and build resilience by completing the NIET training and applying for the Lead Professional Educator designation.

Southeast ESC received funding for 87 (35 from DESE's Walton grant and 52 from DESE's Novice Teacher Mentoring Grant) who began the training in the fall of 2024. The Southeast ESC board voted to fund 50 slots for the program beginning July 2024 and Southeast ESC received grant funding for an additional 30 plus 4 additional participants funded through Novice Teacher Mentoring funds for a potential total of 140 teachers with Lead designation in the region.

ROSTER VERIFICATION TRAINING

PROGRAM NAME: Roster Verification Training
COMPETITIVE GRANT: No
GOALS AND DESCRIPTION:

To support the DESE with accurate coding of students to teachers for ATLAS testing, Co-ops were trained in providing Roster Verification training to their regions. As part of the training, districts were trained in matching teachers to students for the purposes of tracking student growth and progress in tested areas. The matching period for RVS took place in April through May, and included three levels of verification: teacher, principal, and superintendent. Co-ops also took the lead on troubleshooting and answering questions related to RVS in their region.

TAILGATE TOPICS: COLLABORATION WITH STATE EDUCATION SERVICE COOPERATIVES:

PROGRAM NAME: Tailgate Topics: Just enough to prep you for the game of Leadership - Administrator Support Zooms
COMPETITIVE GRANT: Yes
GOALS AND DESCRIPTION:

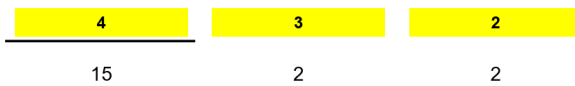
In an effort to provide additional support to building administrator's across the state, the Educational Cooperative Teacher Center Coordinators partnered together to offer virtual support on topics that we felt could assist in understanding new laws, DESE requirements, and other topics relevant to education and their positions. These sessions were ongoing, continuous support for aspiring and existing building leaders, assistant principals, and deans of students. Sessions were held on the last Tuesday each month (except November and December). The topics were presenter driven and were selected to help assist leadership. These sessions were intended to build the capacity of school leadership, offer support and continued learning, and establish network opportunities around district and state leaders.

Each session lasted for a maximum time one hour or less, was recorded for flexibility, and offered feedback and questions through Zoom Chat and Mentimeter. Recordings were available by request, so that we could track interest and needs of our districts and cooperative areas. From the data collected from participants, requests of recordings, and which co-ops had participation from their educators, we were able to determine which sessions were more beneficial for our leaders. However, we found that administrators from around the state benefitted in some capacity from these sessions.



In addition, in looking at the participant evaluations from each session, we found that we were assisting our leaders in gaining knowledge on topics. For example, after the session on Acceleration, the knowledge of level of implementation grew. See data below. My level of implementation before this workshop was: My planned level of implementation after this workshop will be: Below are the sessions listed, live attendance, and requests for session recordings.

5. My level of implementation before this workshop was:



6. My planned level of implementation after this workshop will be:



Below are the sessions listed, live attendance, and requests for session recordings.

TAILGATE TOPICS ADMINISTRATOR SUPPORT FY 25-25

Tailgate Topics and Presenters	Number of Session Attendees	Number of Recordings Requested as of May 15, 2025	Cooperatives/ERZ that Attended/Requested Recordings
Tailgate Topics Meeting #1 August 27th 4:00-5:00 <u>Merit Pay: What to know and do (including talking to staff)</u> Dr. Harold Jeffcoat, Van Buren and Andy Sullivan, DESE	31	9	ARESC DAWSON ERZ-Laura Wilson GUY FENTER NE NWAESC SCSC SEARK
Tailgate Topics Meeting #2 September 24th 4:00-5:00 <u>Cell-Phone Free Schools: Policy, Process, and How it's going!</u> Skipper Ward, Superintendent at Magnolia School District and Richard McMillan, Principal at Fouke High School	13	11	ARESC DAWSON GUY FENTER NE NWAESC SCSC SEARK
Tailgate Topics Meeting #3 October 29th 4:00-5:00 <u>How do I spend 50% of my time focused on instruction?</u>	24	10	ARESC DAWSON NE NWAESC SCSC SEARK



<p>April McKinley, Meadow Park Elementary, North Little Rock School District Meredith McCormack, Malvern Elementary Lisa Engebretson, Mountain Pine Elementary Kiley Simms, Hot Springs High School</p>			
<p>Tailgate Topics Meeting #4 January 28th 4:00-5:00 <u>Acceleration: What it means for your Students, Leaders, and Counselors</u> Stacy Smith, Deputy Commissioner, ADE Dr. Kiffany Pride, Assistant Commissioner of Learning Services, ADE</p>	83	71 *Additionally shared as part of the statewide AR APP Support throughout the state	<p>ARCH FORD ARESC DAWSON DEQUEEN MENA CROWLEY'S RIDGE ERZ-Roger Guevara GUY FENTER GREAT RIVERS NORTH CENTRAL NE NWAESC OUR SCSC SEARK SOUTHWEST WILBUR MILLS</p>
<p>Tailgate Topics Meeting #5 February 25th 4:00-5:00 <u>ANNUAL RATINGS: Don't get left behind!</u> Join Andy Sullivan as he shares the latest updates and what you need to do to make sure you have all your tasks completed for any staff to be eligible for merit pay. Have your questions ready to go!</p>	45	96	<p>ARCH FORD ARESC CROWLEY's RIDGE DAWSON DEQUEEN MENA GREAT RIVERS GUY FENTER NORTH CENTRAL NE NWAESC OUR SCSC SEARK SOUTH WEST WILBUR MILLS</p>
<p>Tailgate Topics Meeting #6 March 18th 4:00-5:00 <u>What is happening with Behavior?</u> Arkansas Behavior Support Specialists Dr. Sheila Smith, Sonia Hartsfield</p>	16	1	<p>ARESC DAWSON GREAT RIVERS NE NWAESC SCSC SEARK</p>
TOTAL SESSIONS: 6	TOTAL PARTICIPA NTS: 212	TOTAL RECORDINGS REQUESTED: 198	<p>*Approximate Number of Individuals Reached: 410 This does not account for recording shown in group settings</p>



PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

[Click here](#) to access the professional development activities report for June 2024–May 2025.

[Click here](#) to access the professional development activities that were not listed in escWorks.


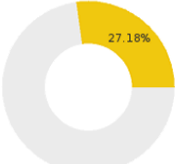
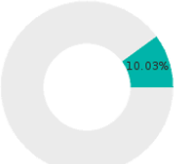

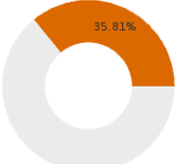
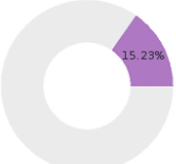

[User Satisfaction Survey Results](#)



SOUTHEAST ESC IMPACT ON STUDENT PERFORMANCE

2024-2025

In accordance with Act 802, the following data have been collected regarding the impact of Southeast Cooperative on student growth. This information is also shared within the program reports in this document.

Program	Impact
AmeriCorps Future Teacher Initiative	<p>Current Statistics- Results are not finalized until mid June.</p> <p>The results from the 2022-2023 Kindergarten Readiness Checklist (KRIC) student assessment tool indicated an average growth of 96%. We are currently on target to reach similar outcomes this program year.</p> <p><u>2023-2024:</u></p> <p>29-Number of FTI members Enrolled</p> <p>90.6% Enrollment Rate</p> <p>278-Number of students served</p>
CTE	<div><h3>2024 CTE SUMMARY REPORT</h3><h4>SOUTHEAST SERVICE COOP</h4><div><div><p>State Participants</p><p>84.77%</p><p>84.77% N = 121723</p></div><div><p>State Concentrators</p><p>27.18%</p><p>27.18% N = 39032</p></div><div><p>State Completers</p><p>10.03%</p><p>10.03% N = 14399</p></div><div><p>Consortium Participants</p><p>91.93%</p><p>91.93% N = 4582</p></div><div><p>Consortium Concentrators</p><p>35.81%</p><p>35.81% N = 1785</p></div><div><p>Consortium Completers</p><p>15.23%</p><p>15.23% N = 759</p></div><div><p>A comprehensive program report is available for more detailed information on all performance measures.</p><p>Enrollment includes Grades 9-12 students.</p></div></div><p>Four-Year and Five-Year Extended Graduation Rates: Averaging greater than 98 percent for three of the past five years indicates high success in ensuring CTE students graduate within the expected time frames. This reflects well on the effectiveness of support systems and interventions to help students stay on track academically.</p></div>



	<p>Academic Proficiency Scores in Reading Language Arts: 62.48% of CTE concentrators demonstrate a commendable proficiency in literacy skills among all high school students. This suggests effective instructional strategies and interventions to enhance reading and language arts proficiency.</p> <p>Academic Proficiency Scores in Mathematics and Science: Maintaining around the 54% mark in mathematics proficiency and 62.43% proficiency in science indicates a positive trajectory in STEM subjects. Continued efforts to strengthen mathematics proficiency and sustain growth in science are essential for ensuring well-rounded academic preparation.</p> <p>Post-Graduation Transitions: 86.35% of CTE graduates are either enrolled in post-secondary education, in the military, or in the workplace after graduation, which reflects the effectiveness of CTE programs in preparing students for various pathways beyond high school.</p> <p>Nontraditional Student Enrollment: 36.95% of nontraditional students signifies a growing diversification of CTE program participation, which is essential for promoting inclusivity and meeting the needs of a diverse student population.</p> <p>Industry Certification Attainment: The significant increase to 81.41% of students receiving an industry certification reflects the strong alignment of CTE programs with workforce needs and the emphasis on providing students with tangible skills and credentials for career readiness. Only 19.29% of our CTE students received an industry certification in 2022 and 52.87% in 2023.</p>
Virtual Arkansas	<p>For the 2024-2025 School Year:</p> <ol style="list-style-type: none">1. Pass Rate for Southeast Arkansas Education Service Cooperative VA Students: 93%2. Average Grade: 81.6%3. Number of Enrollments: 3,190
Foster Grandparent	<p>During the 2024-25 grant year, volunteers with the SEARK Foster Grandparent Program have completed a total of 63,681 service hours, a significant increase of over 11,000 hours compared to the previous grant year.</p> <p>While student outcome data for the current year is still being compiled, past years have consistently shown that over 90% of children served by SEARK Foster Grandparents demonstrate improved academic performance and notable gains in social and emotional development. Early indicators suggest these positive trends are continuing, particularly in areas such as academic achievement, attention, and social-emotional growth. These consistent outcomes highlight the meaningful, long-term impact of the program in local schools and child development centers.</p>
HIPPY	<p>Home Instruction for Parents of Preschool Youngsters (HIPPY) served 433 families for the 2024-2025 school year. 87 HIPPY group meetings were held serving 5,513 attendees. HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school.</p>
Literacy, Math, & Science	<p>IMPACT ON STUDENT PERFORMANCE: In the 2022-2023 school year, the school ratings for schools in the SEARK region were as follows: A-0, B-2, C-20, D-21, F-2. For the 2023-2024 school year, the districts were held harmless for school ratings, but the state released simulated school ratings. Those simulated school ratings for the schools in the SEARK region are as follows: A-1, B-10, C-23, D-4, F-7. The number of schools with A, B, C increased, and the number with D/F decreased.</p> <p>Under ACT 1082:</p>



	<ul style="list-style-type: none">Districts where 40% to 50% of students are identified in the lowest performance level on the prior year’s state summative assessment for reading receive Coordinated Support (Level 3).Districts where 50% or more of students are identified in the lowest performance level are assigned Directed Support (Level 4). <p>Based on the most recent data, the following districts in your co-op have been assigned these support levels:</p> <ul style="list-style-type: none">One school district: Coordinated Support (Level 3) - Still receiving OCSS as needed.																																																															
Early Childhood/ Special Education	<div><div>2220: SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATIVE</div><div>2023 - 24 Annual Performance Report</div></div> <table><tr><th colspan="7">EARLY CHILDHOOD OUTCOMES</th></tr><tr><th>Indicator</th><th>State Target</th><th>State Rate</th><th>LEA Rate</th><th>Target Met by LEA</th><th>LEA Difference from Target</th><th>Year to Year LEA Rate Change</th></tr><tr><td colspan="7">Indicator 7: Early Childhood Outcomes There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors. Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited</td></tr><tr><td>Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional</td><td>90.60%</td><td>88.27%</td><td>91.70%</td><td>Y</td><td>N/A</td><td>↑</td></tr><tr><td>Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional</td><td>67.76%</td><td>62.18%</td><td>73.44%</td><td>Y</td><td>N/A</td><td>↓</td></tr><tr><td>Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills</td><td>91.42%</td><td>87.94%</td><td>90.15%</td><td>N</td><td>1.27%</td><td>↑</td></tr><tr><td>Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills</td><td>58.17%</td><td>46.60%</td><td>67.21%</td><td>Y</td><td>N/A</td><td>↑</td></tr><tr><td>Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors</td><td>91.17%</td><td>89.18%</td><td>92.12%</td><td>Y</td><td>N/A</td><td>↓</td></tr><tr><td>Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors</td><td>75.46%</td><td>68.52%</td><td>73.44%</td><td>N</td><td>2.02%</td><td>↓</td></tr></table>	EARLY CHILDHOOD OUTCOMES							Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change	Indicator 7: Early Childhood Outcomes There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors. Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited							Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	90.60%	88.27%	91.70%	Y	N/A	↑	Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	67.76%	62.18%	73.44%	Y	N/A	↓	Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	91.42%	87.94%	90.15%	N	1.27%	↑	Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	58.17%	46.60%	67.21%	Y	N/A	↑	Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	91.17%	89.18%	92.12%	Y	N/A	↓	Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.46%	68.52%	73.44%	N	2.02%	↓
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Mentoring/ Novice	<p>At the start of the 2024–2025 school year, more than 60% of Southeast novices began without a provisional or standard teaching license. By April 16, 2025, that number had decreased to 44%, but does not include the teachers gaining their license after May’s MAT graduation. While there is still progress to be made, this marks an important step forward and is certainly cause for celebration.</p> <p>On the DESE Mentoring End-of-Year Survey, 88% of Southeast novices responded. Of those respondents, 87% indicated they intend to return to the same position for the 2025–2026 school year.</p> <p>Southeast novices rated their mentoring experience equal to or above the state average in 9 out of 10 survey categories. Most notably, 96% reported that mentoring supported them in establishing professional norms and making meaningful progress on their Professional Growth Plan (PGP) goals.</p>																																																															



Dyslexia	<p>Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2024-25 school year: 1,123</p> <p>Dyslexia Contact Support Meetings Held FY 24-25: 8</p> <p>SEARK FY 24-25 Take Flight Cohort Participants: 16</p> <p>SEARK FY 24-25 Participants outside of our cooperative area: 0</p>
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