

Crowley's Ridge

Educational Service Cooperative

Leading with excellence!

Evaluation Narrative Summary

Mrs. Pamela Castor, Director

November 17, 2022

Crowley's Ridge Education Service Cooperative
BOARD of DIRECTORS

Name	Position	School District
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Dr. Veronica Perkins	Board Member	Blytheville
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Crowley’s Ridge Education Service Cooperative Demographics

The Crowley’s Ridge Education Service Cooperative (CRESC) was established in 1985 per Act 349, the “Education Service Cooperative Act.” Through this legislation, the State Board of Education authorized a statewide system of up-to-fifteen (15) multi-county educational service cooperatives of local school districts. CRESC initially served 27 districts in Northeast Arkansas; however, the mandated consolidation of districts having fewer than 350 students, per Act 60 (2003), has reduced that number to 22 districts. The CRESC facilities have always been located in Harrisburg. Initially, the staff was housed in the Works Progress Administration (WPA) building on the campus of Harrisburg School District. Following a tornado in 2002, the WPA was damaged beyond repair. Construction on the new CRESC facilities was completed in 2005. The new facility on Pine Grove Lane has served as the home of CRESC since its completion.

Section 6-13-1003	Requirement	Documentation
(1)	They include at least three (3) but no more than nine (9) counties;	CRESC serves districts in six counties: Craighead, Crittenden, Cross, Jackson, Mississippi, and Poinsett
(2)	They include at least ten (10) but no more than thirty-five (35) school districts;	CRESC serves 22 school districts and 76 schools in Northeast Arkansas
(3)	They include at least twenty thousand (20,000) pupils in K-12 average daily membership (ADM);	There are 35,756 students in K-12 in the CRESC region
(4)	They include at least one (1) postsecondary education institution; and	Arkansas State University is located in Jonesboro. Arkansas State University–Newport has three campuses in the CRESC region–Newport, Marked Tree, and Jonesboro. Arkansas Northeastern College is in Blytheville
(5)	There are no more than fifty (50) miles distance or approximately one (1) hour driving time to the area’s main offices for ninety percent (90%) of the school districts.	20 districts are \leq 1 hour/50 miles from CRESC 2 districts are \leq 1.16 hours from CRESC

Section 1: User Satisfaction and Service Adequacy

22.2 Section 1A-1B: Annual User-Satisfaction Survey and Summative Professional Development Session Evaluation Responses

Per Ark. Code Ann. § 6-13-1016, Crowley’s Ridge Education Service Cooperative (CRESC) administered the Annual User-Satisfaction Survey in the spring and summer of 2022. This survey, designed in collaboration with directors and teacher center coordinators from all education service cooperatives, measures the extent to which educators in our region are satisfied with the services provided for the year. The survey link was shared with all superintendents and building principals via email, along with a request to forward the link to their staff. The survey link was also provided to the Teacher Center Committee members and Curriculum Coordinators during their May 2022 meetings. Additionally, all content specialists included a QR code for the survey as part of their PD presentations during the spring and month of June. Ninety-six percent of the region’s districts completed the survey for a total of 555 responses, which indicated 93% of our educators were “satisfied” or “very satisfied” with the services provided.

2022 CRESC User-Satisfaction Survey Results

NOTE-- Results are calculated by responses of "Very Satisfied," "Satisfied," and "Not Satisfied." Responses for "Not Applicable" have been eliminated from the calculations.

		Very Satisfied		Satisfied		Not Satisfied		Total # of Responses	% Satisfied & Very Satisfied
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
Support Services	Administrative Support	134	46%	147	50%	12	4%	293	96%
	Support for State Initiatives	152	41%	208	56%	11	3%	371	97%
	Support for Federal Programs, etc.	117	38%	179	58%	12	4%	308	96%
	Helpfulness...when seeking info	227	53%	193	45%	12	3%	432	97%
Literacy	RISE K-2	77	40%	112	58%	4	2%	193	98%
	RISE 3-6	97	44%	115	53%	6	3%	218	97%
	Disciplinary Literacy	92	38%	140	58%	11	5%	243	95%
	Dyslexia	79	35%	134	60%	12	5%	225	95%
Math	CGI/EMC	41	35%	69	58%	8	7%	118	93%
	Mathematics Content	61	39%	86	55%	10	6%	157	94%
	Quantitative Literacy	27	28%	59	62%	9	9%	95	91%
	AR Math QuEST	26	30%	53	60%	9	10%	88	90%
	Illustrative Math	31	31%	56	57%	12	12%	99	88%
	Math Programs	45	34%	71	54%	16	12%	132	88%

Science	GPS K-4	31	35%	52	58%	6	7%	89	93%
	GPS 5-8	35	38%	48	52%	9	10%	92	90%
	GPS 9-12	30	32%	54	58%	9	10%	93	90%
	STEM	45	37%	64	53%	12	10%	121	90%
Novice Mentoring	Classroom Management	92	37%	140	56%	18	7%	250	93%
	Support Through...Digital Platform	85	37%	131	57%	15	6%	231	94%
	In-District/Virtual Support	78	38%	104	51%	21	10%	203	90%
	PD on Relevant Topics	91	36%	146	57%	18	7%	255	93%
Digital Learning Services	Digital Learning Resources & Tools	85	35%	149	61%	9	4%	243	96%
	Support on Digital Platforms	88	35%	154	61%	11	4%	253	96%
	In-District Support	82	34%	146	61%	11	5%	239	95%
	IT Support	79	39%	115	57%	8	4%	202	96%
Support during COVID-19	Transition to Blended Learning	74	32%	130	56%	29	12%	233	88%
	Regular Communication/Updates	11	5%	169	83%	24	12%	204	88%
	PD Offerings during COVID-19	116	36%	180	55%	29	9%	325	91%
	Support/Assistance with AR Ready	82	33%	144	59%	19	8%	245	92%
Special Education	LEA Supervisor Services/Support	55	33%	99	60%	11	7%	165	93%
	Behavior Support Services	47	29%	107	65%	10	6%	164	94%
	Other SpEd Services	56	34%	104	62%	7	4%	167	96%
Early Childhood	ABC Program	34	37%	54	58%	5	5%	93	95%
	Early Childhood SpEd Services	32	30%	70	65%	6	6%	108	94%
	HIPPY (*we do not provide HIPPY)	22	30%	44	60%	7	10%	73	90%
	Other (Speech, etc.)	39	34%	68	59%	8	7%	115	93%
Program Supports	Student Services (Quiz Bowl, etc.)	43	30%	82	58%	16	11%	141	89%
	CTE	59	37%	89	56%	11	7%	159	93%
	Gifted and Talented	51	33%	91	59%	12	8%	154	92%
	IT	53	31%	110	64%	10	6%	173	94%
	Community Health Nurse Services	43	36%	68	56%	10	8%	121	92%
	Facilities Consortium	26	27%	63	65%	8	8%	97	92%
	Purchasing Programs	31	27%	72	64%	10	9%	113	91%
	Teacher Center	50	35%	83	58%	11	8%	144	92%
Overall Average TOTALS			35%		58%		7%		93%

CRESC services included 398 PD sessions with a total number of 7,756 participants for the 2021-2022 academic year. While the User-Satisfaction Survey garnered a level of satisfaction for the CRESC services overall, each PD session was measured with an individual evaluation tool. The session evaluation tool consists of 12 questions that ask attendees to reflect on the relevance of the session, the quality of the presentation and content, their personal level of engagement, and the overall rating of the session. Each question is answered on a scale of one to four, with four being the highest. The overall average score for PD sessions was 3.97.

The CRESC staff met on August 17, 2022, to disaggregate and discuss the data from the User-Satisfaction Survey and individual session evaluation tool and identify areas in which the CRESC could better meet the needs of our districts. Specific actions identified included:

- Science of Reading (SoR) sessions that address full implementation
- Content-Specific Literacy PD
- Variety of science PD offerings with a focus on secondary grade levels
- Fine Arts and Foreign Language PD
- Classroom management strategies for all grade levels
- Increase outreach efforts to ensure all educators are aware of available services
- Deliver services on-site for districts to reduce travel time and expenses

Based on the results of the User-Satisfaction Survey and identified areas of need, the following action items were developed, implemented, or revised for the 2022-2023 year:

- Literacy specialists met regularly with teachers and teams during common planning time, Professional Learning Community (PLC) time, or designated staff development time to review the content, pacing, and SoR components of newly-adopted curriculum in several districts. The specialists attended training provided by the publishers and assisted teachers with identifying essential standards, correlations to SoR, and effective instructional strategies to deliver the content of the lessons. The literacy specialists also modeled lessons for the teachers and followed up with reflections and debriefing. This targeted work will continue throughout the year.
- The Literacy specialists have introduced several stand-alone sessions for SoR components (e.g., small groups, content-area reading strategies). These sessions are currently being piloted with campus-level groups of teachers in districts that have explicitly requested the support. For the content-area reading strategies sessions, the science specialists have partnered with the literacy specialists to co-present sessions for area science teachers. These sessions will be made available to all CRESC districts during the spring and summer.
- The math and science specialists have begun collaborating to bring unique cross-curricular sessions, such as “The Physics of Archery,” to the CRESC region. Specialists will continue to develop additional sessions for mid-level and secondary grades to be available during the summer.
- The math and science specialists will collaborate with our Technology Coordinator to develop and make available STEM sessions and equipment for robotics in the spring.
- CRESC will organize a Fine Arts symposium using regional fine arts educators and college professors to offer PD sessions for vocal, instrumental, and visual arts teachers.
- Based on positive feedback for previous presenters for behavior and classroom management, CRESC will continue to offer and replicate classroom management

sessions from Kris Shin, Sasha Long, and local presenters so that more teachers can attend.

- The Teacher Center Coordinator (TCC) is collaborating with the Technology Coordinator to update the CRESC website to include specialized content for all service areas. Each department has a webpage page that includes personnel and contact information, services provided, and additional resources (where applicable).
- The TCC has published monthly newsletters to share upcoming deadlines, sessions, and updates. These newsletters are posted on the CRESC website and shared directly with superintendents, principals, Teacher Center Committee members, and Curriculum Coordinators.
- CRESC specialists are also utilizing social media (e.g., the Crowley’s Ridge ESC Facebook page), ESC Works contact information, and committee meetings to share information about upcoming sessions throughout the year.
- In an effort to address concerns about the availability of substitute teachers and school district preferences, all specialists and coordinators have begun to present on-site at districts and offer virtual options for PD sessions. Host districts have provided our specialists with the opportunity to present using campus or district facilities and extended an invitation to neighboring districts’ teachers to attend these events.

In addition to the User-Satisfaction Survey and Summative PD Evaluation data, the CRESC Director and Teacher Center Coordinator meet regularly with the region’s administrators to garner feedback regarding ways in which we can improve our services and support. The Director hosts a monthly meeting with the district superintendents and communicates frequently via email, calls, and in-person visits. The Teacher Center Coordinator holds monthly meetings with building-level principals and frequent meetings with curriculum coordinators to provide updates and support for local districts.

17.00 Section 1C: Annual Surveys and Needs Assessment

The Crowley’s Ridge ESC administers the Annual Needs Assessment Survey to all district administrators and central office personnel (e.g., curriculum coordinators, assistant superintendents) in the late fall. The purpose of this survey tool is to gather perceptual data regarding the professional development needs of regional districts in areas that include literacy, math, science, special education, technology, and safety/mental health. CRESC also utilizes additional surveys such as the CTE Perkins V Comprehensive Local Needs Assessment (CLNA), Science of Reading Needs Survey, and Novice Mentoring surveys.

A link to the Needs Assessment Survey was provided, via email, to the 22 superintendents and 74 building principals in the CRESC region. Administrators were asked to share the link with all appropriate personnel (e.g., assistant principals, curriculum coordinators). One hundred percent

of the CRESC districts were represented in the survey results. The results were first reviewed by the CRESC staff during a January 2022 meeting to disaggregate the data and evaluate top priorities. The results in each category of content/service were ranked using the percentage of responses that indicated a need or high need. For example, in the area of behavior, 90% of the respondents indicated a need (“some need” and “great need” combined) for behavior management PD sessions. This process was replicated with the Teacher Center Committee and Curriculum Coordinators at their January 2022 meetings. At the conclusion of each session, attendees were asked to discuss and list any other PD needs that may not have been addressed in the survey.

In total, seven areas or categories of need were identified: literacy, general education, math, science, special education, and technology. Within each category, specific topics or content were prioritized by the combined percentages of responses that indicated “some need” or “great need.” Top priorities were assigned to those needs that were identified by 50% or more of the responders. For each need, the CRESC staff and committee members then identified or recommended specific PD sessions and potential presenters for the summer months. The Teacher Center Coordinator synthesized the information and presented the survey results and recommendations, along with the correlated Summer PD sessions that had been scheduled by that time, to the Board of Directors in March 2022. The Teacher Center Committee and Curriculum Coordinators met in May 2022 to review the summer PD catalog and provide additional needs and recommendations. CRESC Content Specialists were scheduled to provide most of the PD sessions; however, several guest presenters were also brought in to share specialized information:

- Depth of Knowledge (Erik Francis)
- Data-Driven Decision-Making (Sasha Long, The Autism Helper)
- Behavior Strategies and Management (Sasha Long; Kris Shin)
- Self-Care and Mental Health Awareness (TRIS–Arkansas Trauma Resource Initiative for Schools)
- Staff Mental Health (Dr. Byron McClure, Mindsets Academy, LLC)
- Effective Instructional Practices (Dr. Jeanne Ford, John Maxwell Team)
- Restorative Practices (Dr. Dominique Smith)

One area of targeted need was literacy. In addition to the work of the CRESC staff and region committees, the literacy specialists collaborated with DESE personnel to provide Level 3 Coordinated Support and Level 4 Directed Support to districts identified per the criteria outlined in Act 1082 of 2019. Based on that work with district leadership teams, additional specific literacy PD sessions and support were identified as a priority. Session information for related content that had already been added to the summer calendar was shared with each district and articulated in the notes of those meetings:

- Small group instruction

- Critical Reading
- Strategic Reading
- K-2 and 3-6 RISE
- SoR Assessor Training
- Dyslexia screeners/Level II assessments
- Writing Revolution

Any PD need that was specific to the goals and priorities of the districts was addressed in the summer calendar and/or scheduled as on-site services and support. This process was a concerted effort to efficiently streamline PD services for all districts while also meeting the specific needs of identified districts without duplications:

- Curriculum implementation and alignment to SoR
- Classroom walk-throughs and “look-fors”
- Data analyses
- Interventions

The Teacher Center Coordinator met monthly with DESE personnel to discuss upcoming initiatives and PD offerings to ensure coordination between all service providers and eliminate any duplicated services. No duplications were noticed.

4.2 Section 1.D: Provide Assistance

The Crowley’s Ridge ESC routinely assists our 22 districts with meeting or exceeding accreditation standards and equalizing educational opportunities, efficient use of resources within and across districts, and promoting coordination between districts and the Arkansas Department of Education to provide services consistent with identified needs and priorities. We have provided these services by:

- Monthly meetings with the Board of Directors (superintendents) and their personnel responsible for state reporting that is associated with accreditation
- School Board Training offered twice a year
- Annual Tier I training for all administrators and financial/business personnel
- Curriculum review and instructional support for core content areas
- Targeted PD for core content area instruction through the literacy, math, and science specialists
- Coordinated support with DESE and member districts in Levels 3-4 support (following Act 1082 of 2019)
- Comprehensive evaluations by CRESC School Psychology Specialists
- Special education, speech, behavior, and related services by the CRESC Early Childhood Special Education Department

- Career and Technical Education (CTE) assistance with developing new start-up programs of study and purchasing equipment and materials necessary for those programs
- Materials and tutoring for the CRESC migrant student population
- Partnership with Northeast Arkansas ESC and Northcentral Arkansas ESC to create the Tri-Region Virtual School for K-6
- Participation with all ESCs to share 1,000 seats for Vector Solutions bus driving training

In accordance with Professional Development Rule 3.02.1.2 and Sections 4.0, 6.0, and 7.0, the Crowley’s Ridge ESC provides multiple PD opportunities for member schools, including research- and standards-based practices, child maltreatment and mandated reporter, parental and community involvement, teen suicide awareness and prevention, athletics-related health emergencies, and Advanced Placement. CRESC has provided statewide PD opportunities for Title IX, 504, ACT Prep, On to College, and Restorative Practices Playbook.

CRESC provides region districts with multiple channels by which to reduce operating costs:

- **Tri-Region Virtual School**— five CRESC districts participate in the 22-district virtual school encompassing three ESC regions: Crowley’s Ridge, Northcentral, and Northeast Arkansas. As attendees of this virtual school, students in grades K-8 have access to a guaranteed and viable curriculum, quality instruction by licensed teachers in all four core content areas, enrichment courses, and key coding. This is financially beneficial for participating districts, as it allows the districts to meet the needs of their virtual students through shared resources and personnel, as well as offer courses considered high-needs due to staffing challenges.
- **PEER Network**—The PEER Network supports 20 districts and charters across the Central and Northeast Arkansas regions. This support spans 61 schools and 118 teacher leaders. Through the PEER Network’s distributed leadership model, teacher leaders receive leadership development and training aligned to four layers of leadership: reflection & personal growth, cultivating belonging, connection & influence, and fostering & facilitating change.

Each school has selected one of three focus areas: Upper-level literacy (top of the rope), foundational literacy (bottom of the rope), or evidence-based instruction. Teacher leaders engage in quarterly coaching cycles, which include training, individual implementation and coaching, dissemination of training to colleagues, and facilitated walkthrough observations.

The PEER team provides multi-tiered systems of support for school improvement. In addition to the development and engagement of teacher leadership, the PEER team provides support for goal-setting, progress monitoring, and data review and analysis. Through the TSL grant, the PEER Network provides funding for interim assessments for literacy and math for all grades that are not currently funded by the state.

Because of the breadth of grant goals, the PEER team utilizes a number of partnerships to support partner schools. These partnerships include the Arkansas Leadership Academy, which is a partnership between CRESC, APSRTC, Arkansas State University (ASU), and the University of Oklahoma (OU).

The goal of the PEER Network is to align and support existing state, regional, and district initiatives while expanding the knowledge, skill, and capacity of district staff. To accomplish this, the PEER team has established connections with Solution Tree and the National Institute for Teacher Excellence (NIET). The PEER team has engaged A-State for the more than 260 teachers in PEER partner schools who expressed interest in receiving support for National Board Certification.

Through its PBCS, the PEER Network has awarded nearly \$750,000 in incentives in Year 1 of the grant.

- **CTE Consortium**—Sixteen districts make up the CRESC CTE consortium. During the 2021-2022 school year, the consortium received 12 New Program Start-Up Grants, 8 Off-Cycle New Program Start-Ups, 26 Perkins Project Grants, and 1 Innovation Grant totaling over \$800,000. For the 2022-2023 school year, an Innovative Grant has been awarded for \$85,125, as well as a Non-Traditional Grant totaling \$14,023 for a STEM Explorers Club with the Tri-Region Virtual School. Currently, applications for an additional 18 New Program Start-Up Grants have been submitted.

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

Per Act 349 of 1985, the CRESC Teacher Center Committee was established. The TC Committee is composed of at least one representative from each of the 22 districts in the region. This committee advises the Director and Teacher Center Coordinator and governing body on staffing, programs, and operations of the Teacher Center. At least one half (11) but not more than two-thirds (15) are classroom teachers. Committee members serve a 3-year term as their district’s representative. These terms alternate across the districts to maintain committee continuity from year to year. Approximately one-third of the committee is replaced by a new representative each year. During the 2021-2022 school year, this committee met three times: November 15, 2021, January 31, 2022, and April 4, 2022. The meetings for the 2022-2023 school year are on October 18, 2022, January 24, 2023, and April 18, 2023.

Name	District	Position/Title
Tony Crowell	Armored	Administration
Tana Sanders	Bay	Teacher
Nicole Turney	Blytheville	Teacher
Morgan Dispain	Brookland	Teacher

Katherine Wren	Buffalo Island Central	Teacher
Stephen Prince	Cross County	Administration
Aimee Randolph	Earle	Teacher
Marla Blain	East Poinsett County	Administration
Stephanie Hancock	Gosnell	Teacher
Tammy Shulz	Harrisburg	Teacher
Misty Doyle	Jonesboro	Administration
Ginger Baltimore	Manila	Teacher
Tiffany Thrash	Marked Tree	Teacher
Heather Sorrells	Marion	Administration
Cara Greer	Nettleton	Administration
Jessica Stone	Newport	Teacher
Pam Senter	Osceola	Teacher
John Burrow	Rivercrest	Administration
Sherry Nichols	Riverside	Teacher
Shannon Bruner	Trumann	Teacher
Ryan Fletcher	Valley View	Administration
Cheryl Parrish	Wynne	Administration

The Teacher Center is housed in the CRESC main building at 1606 Pine Grove Lane. Current services provided to regional districts include make-and-take materials: cutout dies, cutters, lamination, paper, and related supplies. Some curriculum resources are also available for checking out: DVDs, content books, and professional development books. Outside of the Teacher Center, teachers have access to 3-D printers, science lab equipment, manipulatives, and robotics that can be checked out.

The TCC also regularly convenes the region's Curriculum Coordinators. This group discusses DESE updates, curriculum items (changes, required materials, etc.), and state initiatives as they pertain to the districts. The coordinators are able to share tasks and actions that have benefited their teachers and students, as well as challenges they are currently facing. The TCC and coordinators problem-solve to determine ways to address the challenges. Out of those discussions, additional PD sessions or resources are recommended. Any item or action that addresses the challenges are shared with all member schools, the principals, and superintendents.

Additional necessary committees and groups meet throughout the year to serve our districts: Dyslexia Interventionists, GT Coordinators, Technology Coordinators, CTE Coordinators, Federal Programs, Principals, Migrant Recruiters, PEER Coaches, Transportation Directors, Maintenance and Custodial Personnel, Technology Directors, and area AAA coaches.

Best practices are shared through monthly Newsletters, department webpages on the CRESC website, and social media. Best practices are also incorporated into regularly-held meetings by discussing current topics in administrative reports.

16.00 Section 1F: Liaison with Post-Secondary Institutions

CRESC has established meaningful partnerships with area universities and community colleges: Arkansas State University, Arkansas State University Mid-South, Arkansas State University Newport, Arkansas Northeastern College, Crowley's Ridge College, Henderson State University, John Brown University, University of Central Arkansas, and Williams Baptist University. These partnerships allow CRESC staff, regional K-12 schools, and post-secondary entities to collaborate, network, and liaise between students, programs, and education initiatives. The partnership with **Arkansas State University** is the most prominent.

Since the advent of Education Renewal Zones in 2004, the education cooperatives have played a vital, sustaining partnership role in their work. The Crowley's Ridge Educational Cooperative has been a major collaborator with the Arkansas State University Education Renewal Zone (ERZ). The CRESC Teacher Center Coordinator participates in the ERZ Stakeholders' events and meetings as the co-op representative.

The CRESC Novice Mentoring Specialist also partners with the ASU College of Education and Behavioral Science to provide essential training on TESS 2.0 (Teacher Excellence and Support System) for pre-educators preparing to enter the field for their classroom internships. Additionally, the partnership with the College of Education and Behavioral Sciences has been extended to include **Arkansas State University Mid-South** and **Arkansas Northeastern College (ANC)** to provide Praxis Assessment tutoring and support to pre-educators who must pass the assessments to receive a standard teaching license in their content and grade-level areas.

As the co-chairs of the Educators Rising Region 3 site, the CRESC Teacher Center Coordinator and Career & Technical Education Coordinator have partnered with Arkansas State University to host regional conferences and competitions for the 2020-2021, 2021-2022, and 2022-2023 school years. Area colleges with educator preparation programs or related associate degrees were invited to participate in the events. Representatives from **Crowley's Ridge College, Arkansas Northeastern College, Williams Baptist University, ASU-Newport, and John Brown University** joined Arkansas State University during the regional events to share information with

pre-educators in attendance. The CRESC Teacher Center Coordinator also served on the Educators Rising State Conference Committee and partnered with the **University of Central Arkansas** to plan the state conference.

The CRESC Career and Technical Education Coordinator partnered with **Arkansas State University Newport @ Jonesboro** and **ANC** to provide Manufacturing Day events for stakeholders and area schools, as well as Forklift Certification opportunities for students across 16 districts.

The CRESC Novice Teacher Mentor also collaborated with **ASU, ANC, and Henderson State University** to host “Becoming a Teacher” events in the area. These events were designed to promote the teaching profession, share information with interested people, and collect contact information for future events.

Finally, CRESC supports **Arkansas State University** and the **University of Oklahoma** in their roles as partners in the Arkansas Leadership Academy. The CRESC Director serves on the Arkansas Leadership Academy Governance Committee.

Section 2: Staff Qualifications

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

Crowley’s Ridge ESC currently employs a staff of 125, consisting of approximately 88 certified positions and 37 classified positions. All CRESC employees who hold positions requiring licensure are licensed in the appropriate area/s. All employees with a teaching license have obtained the appropriate Science of Reading credential required for licensure renewal, per Act 489 of 2021. That documentation is maintained by the CRESC Business Manager, Branden Murrel, who monitors the employee licensure spreadsheet. CRESC personnel are evaluated in the spring by their direct supervisor. Classified staff are evaluated annually. Certified staff are evaluated summatively on a rotation, with each person’s evaluation occurring once every four years. During the non-evaluative years, certified employees meet with their supervisor and outline a Professional Growth Plan (PGP) to guide and support their work. The Personnel Policies Handbook is addressed each year at the annual “Back to School” staff meeting.

The CRESC Annual Report is compiled each spring and presented to the Board of Directors at the July meeting. Once it is approved, it is then sent to Stacy Smith and Renee Holland via email. Per Ark. Code Ann. § 6-13-1020, this report is posted under the “State Required Information” section on the CRESC website and made available for all regional stakeholders to access. Some highlights from the 2021-2022 Annual Report include:

- The CRESC ABC Program serves 345 3- and 4-year old students across 8 sites in 7 districts. The primary academic focus for the programs in 2021-22 was introducing and

implementing the ABC-sponsored PreK RISE for Science of Reading (SoR). CRESC was also one of the first programs to implement the PreK RISE program. Training for the program, Phase I– *Launchpad* and Phase II– *LETRS*, began in the summers of 2021 and 2022, respectively. All ABC teachers (19) and paraprofessionals (22) completed the training and began implementation in the fall of 2022. The training allowed the teachers and paraprofessionals to learn in tandem and collaborate on lessons where each person would be able to teach different components of whole-group instruction. In addition to the core SoR curriculum, teachers and paraprofessionals supplemented instruction with the Heggerty Phonological Awareness Program. Heggerty was selected because it is the Phonological Awareness program used in K-2 in all schools where CRESC has Pre-K sites. All teachers and paraprofessionals received training in this program, and the materials required for successful implementation were delivered.

- CRESC worked diligently with all districts to help ensure that their dyslexia services met the fidelity of their programs and were compliant with Act 1268 of 2017. The CRESC dyslexia specialist scheduled multiple opportunities for dyslexia contacts from each school district to meet via Zoom and in person. In addition to regular contact meetings, coordinators were offered two professional development trainings from DESE personnel, Vicki King (Utilizing the Dyslexia Characteristic Profile to Analyze Level II Dyslexia Screening Data) and Robin Stripling (The Evolution of the Arkansas SPED Model including Dyslexia Intervention). The CRESC Dyslexia Specialist and School Psychology Specialists partnered to present PD on Level II screeners. CRESC has financed one slot in Shelton School for Multisensory Structured Language Education (“Take Flight”) training to each district over the past five years. As of 2022, a 3rd cohort of teachers will be completing their two-year training at no cost to their district. The CRESC Dyslexia Specialist is currently completing the training to become a Take Flight Qualified Trainer so that she can provide Take Flight training to regional districts and other interested ECSs, thus increasing overall efficiency in providing this training.
- The Novice Mentoring Specialists provide supportive services to over 400 novice teachers each year. These services are aligned to TESS domains and include classroom management strategies, delivery of instruction, and planning. Targeted support is provided to special education novice teachers through additional resources and training sessions that focus on Universal Design for Learning (UDL) and High-Leverage Practices.

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

The Crowley’s Ridge Educational Service Cooperative is comprised of 22 members representing each school district in the Cooperative. Superintendents serve as district

representatives. The Board of Directors meets in regular session one time per month; special meetings may be called when necessary. If inclement weather affects the ability for meetings to be held, meetings may or may not be rescheduled depending on the cooperative meeting the total number of required meetings outlined in Ark. Code Ann. § 6-13-1007.

As part of its regular order of business, the Cooperative board reviews a monthly financial report presented by the director. The report includes end of month balances, expenditures, and revenue for all cooperative programs in an APSCN Board Report. The check register is also available for the board to review.

The report is subject to review and approval by the board. The Cooperative operates under a set of board-approved policies. These policies are locally-written policies and Arkansas School Board Association model policies.

Best financial practice and efficiency is upheld by procedures outlined in the “Financial Practices and Procedures and Internal Control Documents” handbook, which is a set of written procedures that help insure fiscal integrity and efficiency as defined in the federal “Green Book”. In addition, the cooperative participates in annual audits by the Arkansas Legislative Audit Division.

CRESC recent audits contain “no findings.” All audit results are reviewed and approved by the CRESC Board of Directors.

The cooperative also utilizes the Grants Management System and IndiStar Programs to record grant goal attainment as well as grant budgets and expenditures. The grants are subject to State approval through the Grants Management System (GMS).

CRESC operations follow a chain of command, written policies, and a cooperative vision/mission. These documents form the governance structure for the cooperative.

Section 3: Extent of Local Financial Support

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

Crowley’s Ridge ESC provides professional development, instructional support, and curriculum support to all 22 member districts based on their requests and priorities of the state. All districts are authorized to participate in state-supported programs and CRESC-initiated programs. The CRESC personnel also support other ESCs with state initiative trainings as the need arises.

Crowley’s Ridge ESC member schools participate in the following extended services provided by their local funds:

- 100% of member districts (22/22) participate in the Professional Development Consortium
- 100% of member districts (22/22) participate in the Gifted and Talented Consortium
- 100% of member districts (22) participate in the Technology Coordinators Consortium
- 73% of member districts (16/22) participate in the CTE Consortium: Armored, Bay, Brookland, Buffalo Island Central, Cross County, East Poinsett County, Earle, Gosnell, Harrisburg, Manila, Marked Tree, Nettleton, Osceola, Rivercrest, Riverside, and Valley View

The cooperative offers the opportunity for combined purchasing of services. Programs that operate in this manner include Early Childhood Special Education. All 22 CRESC districts participate in this program. Educational Psychologists who provide special education evaluations and other support services are available to districts on a cost share basis. Two districts in the cooperative service area also share the cost of a special education supervisor (LEA): Bay and Earle. In addition, local school districts participate in a combined initiative for on-line learning called Tri-Region Virtual School. Tri-Region Virtual School is an on-line school for grades K-8 that also provides other select courses for schools with staffing difficulty. Tri-Region Virtual School partners with the local district for an integrated, seamless approach. CRESC Districts participating in Tri-Region Virtual School are Blytheville, Cross County, Osceola, Valley View, and Wynne.

Other CRESC initiatives include the following:

- CRESC purchased bus driver training modules through a Statewide Cooperative agreement with Vector School Bus Safety Company. In addition, CRESC provided manuals at no expense to all cooperative districts.
- CRESC partnered with APSRC in the PEER Grant to provide services to cooperative schools that support districts in developing lead teachers and improving test scores through incentives.
- CRESC partnered with DESE Homeless Unit to provide ARP II ESSR funding for homeless students to districts that fell below the funding threshold outside of a consortium.
- CRESC partnered with the Arkansas Department of Health to benefit all cooperative districts and private schools to fund COVID Point of Contact positions for contact tracing and other pandemic related costs.
- CRESC offered the two-year Shelton (Take Flight) training to all CRESC schools. A total of 98 teachers have been trained across five cohorts, with 47 of those being trained at no cost to the districts. Currently, 17 teachers are completing the Year 2 training.
- CRESC partnered with Educators Rising to provide students placing in the EdRising competitions the ability to attend and compete at the national conference.

A Cost analysis is completed for 100% of districts (22) annually. The information is presented face-to-face in board meetings with all superintendents.

Furthermore, the Total Revenue of Crowley's Ridge Educational Service Cooperative on June 30, 2022 was \$6,882,718.82. Included in this funding amount is \$2,127,075.37 in base funding. In addition, CRESC has \$829,104.42 in investments. The fund balance available ensures sound fiscal operation by providing the cash flow necessary to daily operations, while also enabling CRESC to support programs valuable to CRESC schools.

Crowley's Ridge ESC publishes an annual report that describes all programs and positions, including funding amounts. The report is shared and approved by the Board of Directors at the Superintendents Retreat, submitted to the Arkansas Department of Education, and posted on the CRESC website under "State Required Information."