

Annual Report 2024-2025



Northcentral Arkansas Education Service Cooperative
PO Box 739
99 Haley Street
Melbourne, AR 72556

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Message From the Director

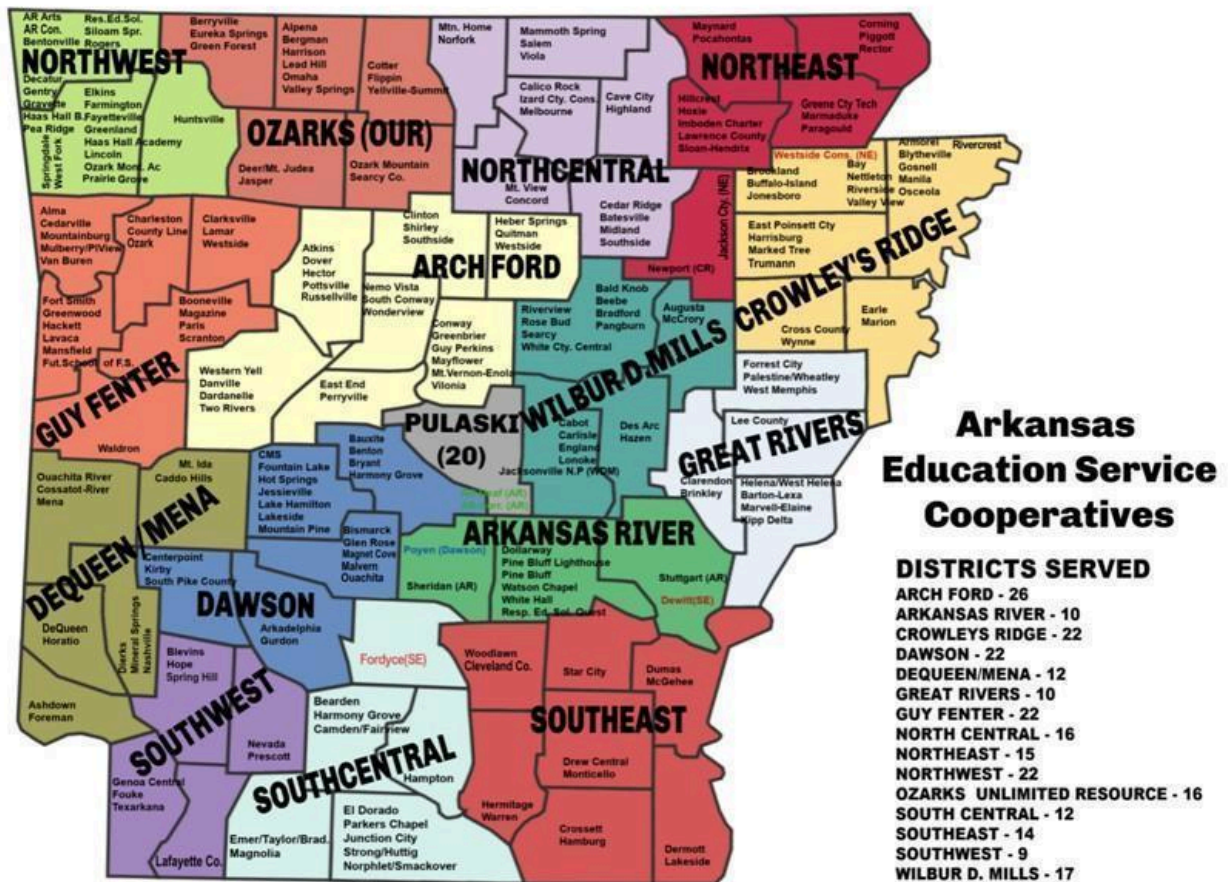
The Northcentral Arkansas Education Service Cooperative (NAESC) was established in 1985 by Act 349 of 1985, alongside 14 other cooperatives across the state. Since their inception, education cooperatives have played a critical role in Arkansas's education delivery system. Over time, they have become the essential third leg of the stool, complementing the Arkansas Department of Education and the individual school districts.

Every cooperative proudly includes the word "Service" in its name, and service truly lies at the heart of our mission. I greatly value the support NAESC provides to our districts—empowering our teachers, supporting our staff, and, most importantly, improving outcomes for our students. Today, NAESC continues to operate with that same commitment to service, but now with an added emphasis on a quality systems approach.

This approach ensures that all services we provide—whether in instruction, operations, or support—are delivered with intentionality, consistency, and accountability. We use data-driven decision-making, stakeholder feedback, and continuous improvement cycles to ensure our programs meet evolving needs. Our processes are aligned with clearly defined goals and performance metrics, helping us identify what works, make timely adjustments, and sustain high-impact practices.

Our staff embraces this responsibility with purpose and dedication. Every service at NAESC is designed not as an end in itself, but as a strategic tool to help students lead successful and productive lives. We remain committed to supporting our districts in every way possible, guided by principles of quality, equity, and measurable impact.

The following report of activities for 2024–25 was prepared by our staff to inform our member schools, the Arkansas Department of Education, members of the Arkansas General Assembly, and the Governor's Office of the comprehensive, high-quality services we provide to our districts through this quality systems framework.

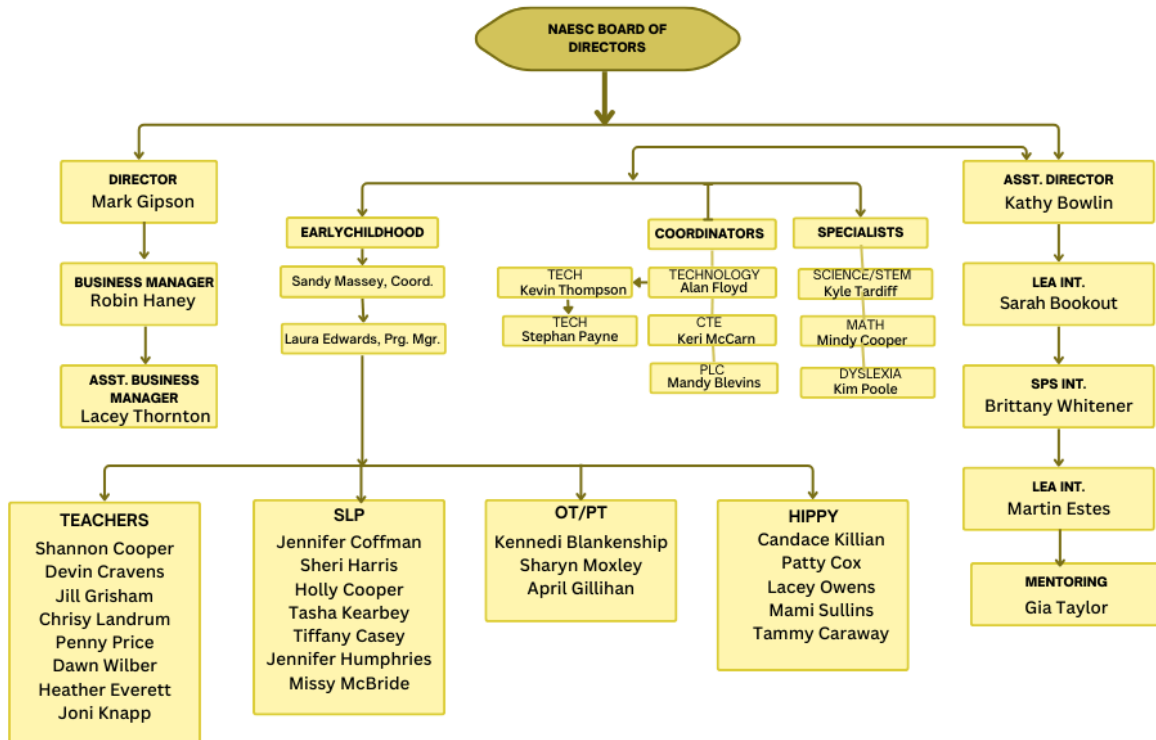


MISSION

The mission of the Northcentral Arkansas Education Service Cooperative is to transform generations through learning.

Organizational Chart

NAESC ORGANIZATIONAL CHART



Board Members for Districts in Northcentral Education Service Cooperative

Batesville, Calico Rock, Cave City, Cedar Ridge, Concord, Highland, IZard County, Mammoth Spring, Melbourne, Midland,
Mountain Home, Mountain View, Norfolk, Salem, Southside, Viola

Officers of the Board

| | | |
|---------------------|----------------|---------------|
| Mr. Dion Stevens | President | Southside |
| Ms. Alyson Dewey | Vice-President | Mountain Home |
| Mr. Travis Fletcher | Secretary | Concord |

Members of the Board

| | | |
|---------------------|--------|----------------|
| Dr. Ken James | Member | Batesville |
| Mr. Rick Green | Member | Calico Rock |
| Mr. Steven Green | Member | Cave City |
| Mr. Roger Ried | Member | Cedar Ridge |
| Mr. Travis Fletcher | Member | Concord |
| Mr. Jeremy Lewis | Member | Highland |
| Mr. Fred Walker | Member | IZard County |
| Mr. Mark Taylor | Member | Mammoth Spring |
| Mr. Tim Massey | Member | Melbourne |
| Mr. Toby Crosby | Member | Midland |
| Mr. Mark Rush | Member | Mountain View |
| Mr. Chip Layne | Member | Norfolk |
| Mr. Wayne Guiltner | Member | Salem |
| Mr. Kyle McCarn | Member | Viola |

Each participating school district in the Northcentral Educational Service Cooperative will have one representative on the **Teacher Center Committee**. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each committee member shall be elected for a term of three years.

| <u>Member</u> | <u>District</u> | <u>Term Expires</u> |
|-------------------|-----------------|---------------------|
| Carmen McDonald | Batesville | 2027-28 |
| Ashley Coley | Calico Rock | 2026-27 |
| Nikki Amo | Cave City | 2024-25 |
| Abbi Limbaugh | Cedar Ridge | 2024-25 |
| Stephanie Langley | Concord | 2024-25 |
| Ashley Lewis | Highland | 2024-25 |

| | | |
|------------------|----------------|---------|
| Courtney Selph | Izard County | 2025-26 |
| Pam Savage | Mammoth Spring | 2025-26 |
| Erin Wortham | Melbourne | 2026-27 |
| Allison Martin | Midland | 2024-25 |
| Melissa Czeschin | Mountain Home | 2026-27 |
| Carrie Reading | Mountain View | 2024-25 |
| Mandy Bennett | Norfork | 2024-25 |
| Vicki Ragan | Salem | 2025-26 |
| Kim Stalker | Southside | 2025-26 |
| Jurlene Richmond | Viola | 2024-25 |

Education Service Cooperative (ESC) Annual Report

LEA#: 3320

ESC#:

ESC Name: Northcentral Arkansas Education Service Cooperative

Address: 99 Haley Street, P.O. Box 739, Melbourne, AR 72556

Director: Mr. Mark Gipson

Teacher Center Coordinator: Ms. Kathy Bowlin

Names of Counties Served: Baxter, Fulton, Sharp, Izard, Stone, Independence, Cleburne

Number of Districts: 16

Number of Students: 18,389

Number of Teachers: 1537 FTE

I. GOVERNANCE

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

How many members on Board? **16**

Executive Committee? **No**

How many times did Board meet: **11**

When is regular meeting? **The second Wednesday of each month**

Date of current year's annual meeting: **June 11, 2025**

B. Does co-op have Teacher Center Committee? **Yes**

If yes, then:

How many members on Teacher Center Committee? **16**

How many members are teachers? **11**

How many times did Teacher Center Committee meet? **3**

When is regular meeting: **The day after IL meetings**

C. When was the most recent survey/needs assessment conducted? **1/9/25**

D. Have written policies been filed with the ADE: **Yes**

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions.

Northcentral Arkansas Educational Service Cooperative Employees 2024/2025

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

| Name | Position | Funding Source | New Hire | Resigned |
|---------------------|---|----------------|----------|----------|
| Amanda Blevins | Systems Coordinator | D | | |
| Sarah Bookout | Itinerant LEA/SPS | D | | |
| Kathy Bowlin | Teacher Center Coordinator/Assistant Director | D | | |
| Kennedi Blankenship | EC Occupational Therapist | D | X | |
| Tiffany Casey | Speech Language Pathology Assistant | D | | |
| Jennifer Coffman | EC Speech Language Pathologist | D | | |
| Mindy Cooper | Math Specialist | D | | |
| Holly Cooper | EC Speech Language Pathologist | D | | |
| Shannon Cooper | EC Special Education Teacher | D | | |
| Melanie Cornelius | EC Speech Language Pathologist | D | | |
| Patricia Cox | HIPPY HBE | F | | |
| Devin Cravens | EC Special Education Teacher | D | | |
| Julie Duncan | EC Sp Ed Teacher/LEADS Cohort | D/F | | |
| Laura Edwards | EC Sp Education Teacher/EC Mgr. | D | | |
| Martin Estes | Itinerant LEA | D | X | |
| Heather Everett | EC Sp Ed/LEADS Cohort | D/F | | |
| Alan Floyd | Technology Coordinator | S | | X |
| Aprill Gillihan | OTA/PTA | D | | |
| Mark Gipson | Director | B | | |
| Jill Grisham | EC Special Education Teacher | D | | |
| Kristin Hamby | EC Special Education Teacher | D | | |

| | | | | |
|--------------------|-------------------------------------|-----|---|---|
| Robin Haney | Business Manager/Bookkeeper | B | | |
| Sheri Harris | EC Speech Language Pathologist | D | | |
| Jennifer Humphries | Itinerant Certified Employee- SLP | D | | |
| Christy Jeffrey | EC Teaching Assistant | D | | |
| Natasha Kearbey | EC Speech Language Pathologist | D | | |
| Candace Killian | HIPPY Coordinator | F | | |
| Joni Knapp | EC Special Education Teacher | D | | |
| Sandy Massey | EC Coordinator/LEADS Cohort | D/F | | |
| Missy McBride | Itinerant Certified Employee-SLP | D | | |
| Keri McCarn | CTE Coordinator | S/F | | |
| Sharyn Moxley | EC Physical Therapist | D | | |
| Lacy Owens | HIPPY HBE | F | | |
| Stephan Payne | Itinerant Computer Technician | D | | |
| Kim Poole | Dyslexia Specialist | S | | |
| Penny Price | EC Special Education Teacher | D | | |
| Teresa Sanders | Itinerant Certified Employee-Vision | D | | |
| Mami Sullins | HIPPY HBE | F | | |
| Kyle Tardiff | Science/STEM Specialist | S | X | |
| Gia Taylor | Mentoring/ArPEP | S | | |
| Kevin Thompson | Itinerant Computer Technician | D | | X |
| Lacey Thornton | Assistant Bookkeeper | S | X | |
| Dawn Wilbur | EC Special Education Teacher | D | | |
| Brittany Whitener | Itinerant-SPS | D | | |

III. TEACHER CENTER

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

Training provided by NAESC 2024-25

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

If yes, then:

Approximate the number of titles in media center:

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

How many districts participate in the media program?

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

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

If yes, then:

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

Please describe:

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

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.

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

☒ Conduct Annual Needs Assessment /Planning assistance

☒ Special education services

☒ Gifted and talented assistance

☒ Grant writing assistance

☒ Personnel application

☒ Assist/support with Evaluation procedures (OSR, Federal and Categorical Monitoring, GT Program evaluation, etc.)

☐ Migrant student Identification

☒ Bookkeeping assistance

☒ Technology training

☒ Curriculum support (HQIM/AR State Standards)

☒ Business Management training

☒ Computer technician

☒ E-Rate applications

☒ Assessment data analysis

☒ Instructional facilitator training

☒ Math/Science/Literacy/Dyslexia specialists

☒ Numerous professional development opportunities for teachers

☒ Administrators and Local Board Members Training

☐ Other (please specify) Live Scan Fingerprinting Services

V. DIRECT SERVICES TO STUDENTS

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

☐ Student assessment program

☒ Itinerant teachers – please list areas: (ECSE, SPED)

☒ Occupational therapy and physical therapy

☒ Transition Assistance

☒ Mentor programs (Teacher Mentoring Program)

☒ Gifted/talented programs: 16 participating districts

☐ Digital instruction (Ex. AR iTunes U, podcasts)

☒ Speech Pathology Services

☒ HIPPY

☒ Low incidence handicapped (vision/hearing)

☐ Other (Please specify):

VI. COOPERATIVE FINANCE OVERVIEW

Arkansas Educational Cooperatives are funded from three primary sources: state, local, and federal.

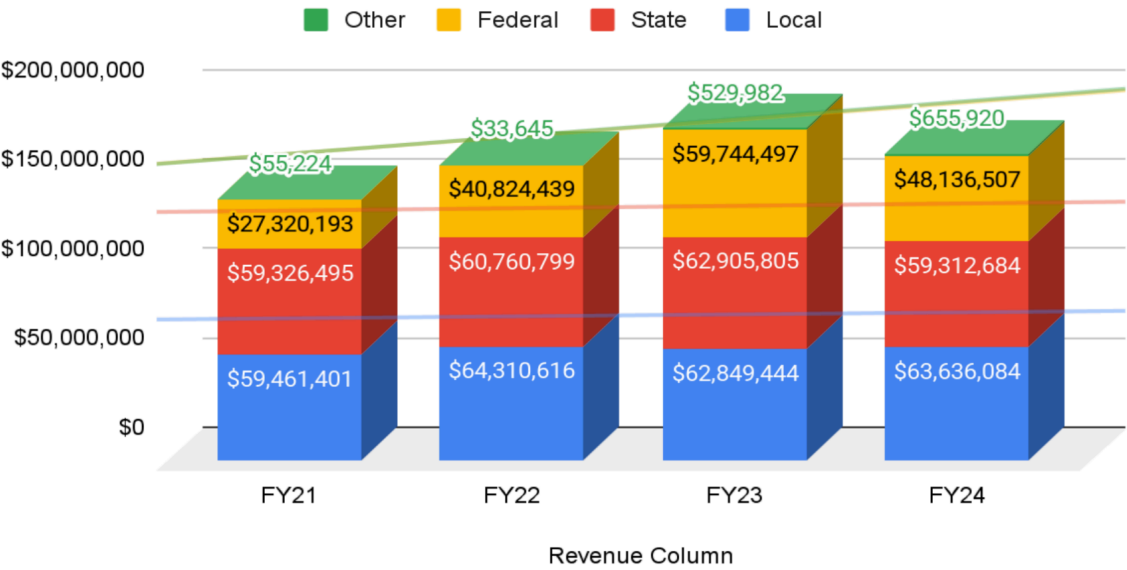
State funds are awarded to Educational Service Cooperatives through targeted grants. The grant budgets and goals originate from the Arkansas Department of Elementary and Secondary Education. Grant funds are reimbursed by DESE after program appropriate expenditures occur. The grants include targeted funds for reading specialists/coaches, math specialists, dyslexia specialists, science specialists, technology specialists, special education, curriculum training, and other grants as determined by DESE. The funds are carried over only by special permission from the Department of Education. DESE also provides \$408,000 annually to each cooperative for general operations. State funds represented 34.54% of all cooperative revenues in FY24 or \$59,312,684.

Local revenue is money that comes to a cooperative from local school districts by agreement. The services associated with these agreements include staff shared between districts, professional development services, special education testing, interest income, cooperative operations, repair services, and other special projects as determined by participating districts and the cooperative. Local funds accounted for 37.05% of cooperative revenue or \$63,636,084 in FY24.

Federal funds are governed by federal & state laws and rules for each program. They are reimbursed by DESE after program appropriate expenditures are made. Balances are regulated by federal rules. Federal Programs operated through cooperatives include the Migrant program, Arkansas Better Chance, the Perkins Program, and Special Education ages 3-5. Currently cooperatives have ARP ESSER funds that are associated with ABC, Early Childhood Special Education, and the Homeless program. For the fiscal year 2024, the cooperative Federal revenue total was \$48,136,507 or 28.03% of all FY24 revenue.

Total revenue for 23-24 was \$171,741,194. This includes the broad categories above, plus revenue of \$655,920. Additional revenue occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

Local, State , Federal, Other and Total



NAESC Board Report - June 20, 2025

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 07/01/2025
TIME: 10:48:40

NORTHCENTRAL ARK ED SERVICE COOPERATIVE
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 12 OF 25

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

Board Report as of June 30, 2025

| FUND/SF | FUND TITLE | BEG BALANCE | REVENUE | NON-REVENUE | NON-EXPEND | EXPENDITURES | END BALANCE |
|----------|----------------------|-------------|--------------|-------------|------------|--------------|-------------|
| 0001 | DISBURSEMENT FUND | .00 | .00 | .00 | .00 | .00 | .00 |
| TOTAL NO | FUND GROUP TITLE | .00 | .00 | .00 | .00 | .00 | .00 |
| 2001 | CTQ & BLOOMBOARD GRA | .00 | .00 | .00 | .00 | .00 | .00 |
| 2002 | STEM COORD | 33,859.26 | 26,973.80 | .00 | .00 | .00 | 60,833.06 |
| 2003 | HEALTH SERVICES GRAN | 16.41 | .00 | .00 | .00 | .00 | 16.41 |
| 2010 | PYSCH. TESTING | .00 | 31,728.61 | .00 | .00 | 34,603.19 | -2,874.58 |
| 2011 | ITINERANT SPS | .00 | 61,455.62 | .00 | .00 | 67,528.75 | -6,073.13 |
| 2020 | SPECIAL ED SUPERVISO | .00 | 92,371.40 | .00 | .00 | 99,950.68 | -7,579.28 |
| 2024 | ICC ITINERANT | .00 | 54,681.10 | .00 | .00 | 65,795.44 | -11,114.34 |
| 2030 | EC/COOP-VIB | 316,373.32 | 288,640.00 | .00 | .00 | 370,689.70 | 234,323.62 |
| 2031 | SREB PRINCIPAL GRANT | .00 | .00 | .00 | .00 | .00 | .00 |
| 2040 | COMPUTER TECHNICIAN | .00 | 81,168.34 | .00 | .00 | 85,790.06 | -4,621.72 |
| 2041 | APSCN & FISCAL SUPPO | .00 | .00 | .00 | .00 | .00 | .00 |
| 2047 | TRI REGION VIRTUAL P | 171,203.21 | .00 | .00 | .00 | 87,870.16 | 83,333.05 |
| 2052 | EC GRANTS | .00 | 1,045,396.19 | .00 | .00 | 988,623.94 | 56,772.25 |
| 2055 | PROF DEVELOPMENT | 62,813.26 | 54,944.13 | .00 | .00 | 40,709.25 | 77,048.14 |
| 2056 | PR PROGRAM COORDINAT | .00 | .00 | .00 | .00 | .00 | .00 |
| 2057 | CCSSM PROFESSIONAL D | .00 | .00 | .00 | .00 | .00 | .00 |
| 2060 | CALICO ROCK ITIN | .01 | 116,540.33 | .00 | .00 | 116,540.34 | .00 |
| 2061 | MELBOURNE ITIN | .00 | .00 | .00 | .00 | .00 | .00 |
| 2065 | CONCORD ITIN | .00 | .00 | .00 | .00 | .00 | .00 |
| 2081 | PERKINS CONT SERV | 1,915.60 | .00 | .00 | .00 | 1,147.12 | 768.48 |
| 2082 | MATH COACH/CGI | .00 | .00 | .00 | .00 | .00 | .00 |
| 2083 | LOCAL LIT TRAININGS | .00 | .00 | .00 | .00 | .00 | .00 |
| 2088 | EC LEADS PASS-THRU | .00 | 7,600.02 | .00 | .00 | 1,507.10 | 6,092.92 |
| 2096 | NURSE CONFERENCE | 869.71 | .00 | .00 | .00 | 840.00 | 29.71 |
| 2099 | EDGENUITY | .00 | .00 | .00 | .00 | .00 | .00 |
| 2160 | ITINERANT PT/OT | .00 | .00 | .00 | .00 | .00 | .00 |
| 2239 | RISE GRANT | .00 | .00 | .00 | .00 | .00 | .00 |
| 2244 | EXTENDED SCH YEAR | .00 | 2,549.79 | .00 | .00 | 5,243.74 | -2,693.95 |
| 2246 | NOVICE/MENTOR PROG | .00 | 136,075.00 | .00 | .00 | 136,101.58 | -26.58 |
| 2260 | EC/STATE GRANT | .00 | .00 | .00 | .00 | .00 | .00 |
| 2262 | EIDT | .01 | .00 | .00 | .00 | .00 | .01 |
| 2272 | GIFTED/TALENTED | 13,735.80 | .00 | .00 | 13,735.80 | .00 | .00 |
| 2291 | WORKFORCE ED COORD | .00 | 60,000.00 | .00 | .00 | 60,000.00 | .00 |
| 2300 | CTE SPECIAL NEEDS | .00 | .00 | .00 | .00 | .00 | .00 |
| 2340 | CAREER ED | .00 | .00 | .00 | .00 | .00 | .00 |
| 2350 | EMPOWERING WRITERS | .00 | .00 | .00 | .00 | .00 | .00 |
| 2351 | FINGERPRINT MACHINE | .00 | .00 | .00 | .00 | .00 | .00 |
| 2353 | MATCH ARP TECHNOLOGY | .00 | .00 | .00 | .00 | .00 | .00 |
| 2355 | MASTER/LEAD TEACHER | 6,100.00 | 36,000.00 | .00 | 6,100.00 | 36,000.00 | .00 |
| 2360 | OPERATING FUND | 691,973.39 | 430,134.11 | 114,880.20 | .00 | 429,059.27 | 807,928.43 |
| 2361 | COOP DIST LEARNING G | .00 | .00 | .00 | .00 | .00 | .00 |
| 2362 | TECHNOLOGY CENTER | .00 | 80,000.00 | .00 | .00 | 80,000.00 | .00 |
| 2364 | CONTENT SPECIALIST | 11,250.00 | 270,000.00 | .00 | 7,500.00 | 273,750.00 | .00 |
| 2381 | SS/LITERACY SPEC | .00 | .00 | .00 | .00 | .00 | .00 |
| 2382 | SS/MATH SPEC | .00 | .00 | .00 | .00 | .00 | .00 |
| 2383 | SS/LIT TRAINING | .00 | .00 | .00 | .00 | .00 | .00 |
| 2390 | PHONE-FREE SCHOOLS | .00 | .00 | .00 | .00 | .00 | .00 |

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 07/01/2025
TIME: 10:48:40

NORTHCENTRAL ARK ED SERVICE COOPERATIVE
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 12 OF 25

PAGE NUMBER: 2
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

| FUND/SF | FUND TITLE | BEG BALANCE | REVENUE | NON-REVENUE | NON-EXPEND | EXPENDITURES | END BALANCE |
|----------|----------------------|--------------|--------------|-------------|------------|--------------|--------------|
| 2396 | ADHHS/NURSE | 6,307.40 | 6,000.00 | .00 | .00 | 10,470.39 | 1,837.01 |
| 2902 | HEALTH SERVICES | .00 | .00 | .00 | .00 | .00 | .00 |
| 2903 | PATHWISE | .00 | .00 | .00 | .00 | .00 | .00 |
| 2905 | ARPEP | 16,339.48 | 31,200.00 | .00 | .00 | 25,611.24 | 21,928.24 |
| 2940 | BLOOMBOARD TRAININGS | .00 | .00 | .00 | .00 | .00 | .00 |
| 2941 | COMPUTER SCIENCE GRA | .00 | .00 | .00 | .00 | .00 | .00 |
| TOTAL NO | FUND GROUP TITLE | 1,332,756.86 | 2,913,458.44 | 114,880.20 | 27,335.80 | 3,017,831.95 | 1,315,927.75 |
| 3000 | BUILDING FUND | 397,403.86 | .00 | .00 | .00 | 3,613.55 | 393,790.31 |
| TOTAL | BUILDING FUND | 397,403.86 | .00 | .00 | .00 | 3,613.55 | 393,790.31 |
| 6570 | PERKINS GRANT | .00 | 236,212.78 | .00 | .00 | 236,212.78 | .00 |
| 6574 | PERKINS R&R | .00 | 5,422.92 | .00 | .00 | 5,873.67 | -450.75 |
| 6575 | CTE VIRTUAL REALITY | .00 | .00 | .00 | .00 | .00 | .00 |
| 6577 | CTE CERTIFICATION | .00 | 5,140.21 | .00 | .00 | 5,140.21 | .00 |
| 6578 | PERKINS-RESERVE FUND | 115.93 | .00 | .00 | .00 | .00 | 115.93 |
| 6581 | PERKINS PD GRANT | .00 | 1,775.52 | .00 | .00 | 1,775.52 | .00 |
| 6701 | SP ED CONSULTANT SER | .00 | .00 | .00 | .00 | .00 | .00 |
| 6705 | BEHAVIOR SUPPORT SPE | .00 | .00 | .00 | .00 | .00 | .00 |
| 6707 | ESVI CONSULTANT | .00 | .00 | .00 | .00 | .00 | .00 |
| 6710 | PRESCHOOL/619 | .00 | .00 | .00 | .00 | .00 | .00 |
| 6719 | ESSER GRANT | .00 | .00 | .00 | .00 | .00 | .00 |
| 6749 | MEDICAID | 64,120.58 | 32,206.57 | .00 | .00 | 27,522.17 | 68,804.98 |
| 6752 | ARMAC/ADMIN REIMB ME | 107,628.31 | 57,524.79 | .00 | .00 | 67,049.90 | 98,103.20 |
| 6753 | LEADERSHIP QUEST JOU | .00 | .00 | .00 | .00 | .00 | .00 |
| 6767 | ARP HOMELESS II | .00 | 18,408.74 | .00 | .00 | 18,408.74 | .00 |
| 6787 | PHYSICAL ACT STENCIL | .00 | .00 | .00 | .00 | .00 | .00 |
| 6788 | EC-LEADS | .00 | 150,000.00 | .00 | .00 | 128,427.08 | 21,572.92 |
| 6793 | DEPT OF EMERGENCY MG | .00 | .00 | .00 | .00 | .00 | .00 |
| 6799 | MEICV/HIPPY PROG | .00 | .00 | .00 | .00 | .00 | .00 |
| 6801 | COVID-19 VACCINE INC | .00 | .00 | .00 | .00 | .00 | .00 |
| 6802 | ARP TECHNOLOGY GRANT | .00 | .00 | .00 | .00 | .00 | .00 |
| 6804 | ELC GRANT | .00 | .00 | .00 | .00 | .00 | .00 |
| 6809 | PREK LETRS-EC | 36.75 | .00 | .00 | .00 | .00 | 36.75 |
| 6812 | ACCEL THU COMM OF PR | .00 | 78,350.00 | .00 | .00 | 151,946.00 | -73,596.00 |
| 6817 | MEICV/HIPPY (ACH) | .00 | 166,018.52 | .00 | .00 | 185,127.94 | -19,109.42 |
| 6834 | PHONE-FREE SCHOOLS | .00 | 87,184.84 | .00 | 87,184.84 | .00 | .00 |
| TOTAL | FEDERAL GRANTS FUND | 171,901.57 | 838,244.89 | .00 | 87,184.84 | 827,484.01 | 95,477.61 |
| 7001 | SCIENCE FAIR ACTIVIT | 200.00 | .00 | .00 | .00 | 200.00 | .00 |
| 7002 | HIPPY ACTIVITY FUND | 166.25 | .00 | .00 | .00 | 166.25 | .00 |
| TOTAL | ACTIVITY FUND | 366.25 | .00 | .00 | .00 | 366.25 | .00 |
| TOTAL | | 1,902,428.54 | 3,751,703.33 | 114,880.20 | 114,520.64 | 3,849,295.76 | 1,805,195.67 |

VII. ANECDOTAL REPORTS

ESC WORKS

Funding Source: **Arkansas Educational Service Cooperatives,
Arkansas Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Entities

| | | |
|---|--|---|
| Arch Ford Education Service Cooperative | Northcentral Arkansas Educational Service Cooperative | Wilbur D. Mills Education Service Cooperative |
| Arkansas River Education Service Cooperative | Northeast Arkansas Educational Cooperative | Arkansas Department of Elementary and Secondary Education |
| Crowley's Ridge Education Service Cooperative | Northwest Arkansas Education Service Cooperative | |
| Dawson Education Service Cooperative | Ozarks Unlimited Resources Education Service Cooperative | |
| DeQueen/Mena Education Service Cooperative | South Central Service Cooperative | |
| Great Rivers Education Service Cooperative | Southeast Service Cooperative | |
| Guy Fenter Education Service Cooperative | Southwest Arkansas Education Cooperative | |

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.

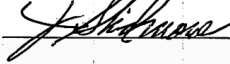
Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$6,242.62 was paid by each entity for site maintenance and support FY24.

SALARY SCHEDULE

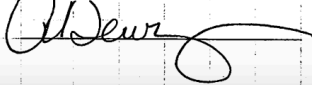
| YEARS | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CERTIFIED/SUPERVISOR | | | | | | | | | | | | | | | | | | | | | |
| LEA SPED Supervisor | 57388 | 57988 | 58588 | 59188 | 59788 | 60388 | 60988 | 61588 | 62188 | 62788 | 63388 | 63988 | 64588 | 65188 | 65788 | 66388 | 66988 | 67588 | 68188 | 68788 | 69388 |
| Program Coordinator | 57388 | 57988 | 58588 | 59188 | 59788 | 60388 | 60988 | 61588 | 62188 | 62788 | 63388 | 63988 | 64588 | 65188 | 65788 | 66388 | 66988 | 67588 | 68188 | 68788 | 69388 |
| Systems Coordinator | 60259 | 60559 | 61159 | 61759 | 62359 | 62959 | 63559 | 64159 | 64759 | 65359 | 65959 | 66559 | 67159 | 67759 | 68359 | 68959 | 69559 | 70159 | 70759 | 71359 | 71959 |
| Early Childhood Coord. | 63182 | 63782 | 64382 | 64982 | 65582 | 66182 | 66782 | 67382 | 67982 | 68582 | 69182 | 69782 | 70382 | 70982 | 71582 | 72182 | 72782 | 73382 | 73982 | 74582 | 75182 |
| CERTIFIED/NON-SUPER | | | | | | | | | | | | | | | | | | | | | |
| Literacy Specialist | 54655 | 55255 | 55855 | 56455 | 57055 | 57655 | 58255 | 58855 | 59455 | 60055 | 60655 | 61255 | 61855 | 62455 | 63055 | 63655 | 64255 | 64855 | 65455 | 66055 | 67255 |
| Math Specialist | 54655 | 55255 | 55855 | 56455 | 57055 | 57655 | 58255 | 58855 | 59455 | 60055 | 60655 | 61255 | 61855 | 62455 | 63055 | 63655 | 64255 | 64855 | 65455 | 66055 | 67255 |
| Science Specialist | 54655 | 55255 | 55855 | 56455 | 57055 | 57655 | 58255 | 58855 | 59455 | 60055 | 60655 | 61255 | 61855 | 62455 | 63055 | 63655 | 64255 | 64855 | 65455 | 66055 | 67255 |
| NON 12 MONTH | | | | | | | | | | | | | | | | | | | | | |
| Speech Pathologist 195 days | 50000 | 50000 | 50827 | 51427 | 52027 | 52627 | 53227 | 53827 | 54427 | 55027 | 55627 | 56227 | 56827 | 57427 | 58027 | 58627 | 59227 | 59827 | 60427 | 61027 | 61627 |
| Certified Speech Assistant | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50108 | 50708 | 51308 | 51908 | 52508 | 53108 | 53708 | 54308 | 54908 | 55508 | 56108 | 56708 | 57308 |
| Teachers 195 days | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 |
| Teachers/MSE 195 days | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50108 | 50708 | 51308 | 51908 | 52508 | 53108 | 53708 | 54308 | 54908 | 55508 | 56108 | 56708 | 57308 |
| SPS 200 days Cert | 50000 | 50600 | 51200 | 51800 | 52400 | 53000 | 53600 | 54200 | 54800 | 55400 | 56000 | 56600 | 57200 | 57800 | 58400 | 59000 | 59600 | 60200 | 60800 | 61400 | 62000 |
| BSS 200 day class | 58530 | 59130 | 59730 | 60330 | 60930 | 61530 | 62130 | 62730 | 63330 | 63930 | 64530 | 65130 | 65730 | 66330 | 66930 | 67530 | 68130 | 68730 | 69330 | 69930 | 71130 |
| Physical/Occup Therapist | 69095 | 69695 | 70295 | 70895 | 71495 | 72095 | 72695 | 73295 | 73895 | 74495 | 75095 | 75695 | 76295 | 76895 | 77495 | 78095 | 78695 | 79295 | 79895 | 80495 | 81695 |
| PT & OT Ass't 180 days | 54597 | 55197 | 55797 | 56397 | 56997 | 57597 | 58197 | 58797 | 59397 | 59997 | 60597 | 61197 | 61797 | 62397 | 62997 | 63597 | 64197 | 64797 | 65397 | 65997 | 67197 |
| Itinerant Vision Teacher | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50000 | 50363 | 50963 | 51563 | 52163 | 52763 | 53363 | 53963 | 55163 |
| Itinerant Vision Teacher/MSE | 50000 | 50000 | 50000 | 50000 | 50000 | 50826 | 51426 | 52026 | 52626 | 53226 | 53826 | 54426 | 55026 | 55626 | 56226 | 56826 | 57426 | 58026 | 58626 | 59226 | 59826 |

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. Approved Stipends: *HIPPI Supervisor Stipend \$2,500.00/per year Medicaid Billing Clerk/Stipend \$2,500.00/per year
 *Coordinator Stipend \$2,500.00/per year, *EC Manager Stipend \$2,000.00/per year. 4. Assistant Director/Teacher Center Coordinator Salary - \$92,515.00

BOARD PRESIDENT



BOARD SECRETARY



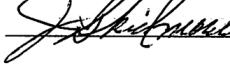
DATE APPROVED:

June 11, 2024

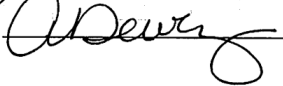
| CLASSIFIED (12 MONTHS IF NOT OTHERWISE NOTED) | | | | | | | | | | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| YEARS | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Bookkeeper/Business Mgr. | 41567 | 42167 | 42767 | 43367 | 43967 | 44567 | 45167 | 45767 | 46367 | 46967 | 47567 | 48167 | 48767 | 49367 | 49967 | 50567 | 51167 | 51767 | 52367 | 52967 | 53567 |
| Admin/Bkpg Ass't | 28872 | 29472 | 30072 | 30672 | 31272 | 31872 | 32472 | 33072 | 33672 | 34272 | 34872 | 35472 | 36072 | 36672 | 37272 | 37872 | 38472 | 39072 | 39672 | 40272 | 40872 |
| EC Teaching Ass't 190 days | 20594 | 21194 | 21794 | 22394 | 22994 | 23594 | 24194 | 24794 | 25394 | 25994 | 26594 | 27194 | 27794 | 28394 | 28994 | 29594 | 30194 | 30794 | 31394 | 31994 | 32594 |
| Sec/Parapro-Degree | 24296 | 24896 | 25496 | 26096 | 26696 | 27296 | 27896 | 28496 | 29096 | 29696 | 30296 | 30896 | 31496 | 32096 | 32696 | 33296 | 33896 | 34496 | 35096 | 35696 | 36296 |
| Sec/Parapro-Non Degree | 22656 | 23256 | 23856 | 24456 | 25056 | 25656 | 26256 | 26856 | 27456 | 28056 | 28656 | 29256 | 29856 | 30456 | 31056 | 31656 | 32256 | 32856 | 33456 | 34056 | 34656 |
| Interpreter 195 days | 27161 | 27761 | 28361 | 28961 | 29561 | 30161 | 30761 | 31361 | 31961 | 32561 | 33161 | 33761 | 34361 | 34961 | 35561 | 36161 | 36761 | 37361 | 37961 | 38561 | 39161 |
| Computer Tech level 1 | 33589 | 34189 | 34789 | 35389 | 35989 | 36589 | 37189 | 37789 | 38389 | 38989 | 39589 | 40189 | 40789 | 41389 | 41989 | 42589 | 43189 | 43789 | 44389 | 44989 | 45589 |
| Computer Tech level 2 | 40150 | 40750 | 41350 | 41950 | 42550 | 43150 | 43750 | 44350 | 44950 | 45550 | 46150 | 46750 | 47350 | 47950 | 48550 | 49150 | 49750 | 50350 | 50950 | 51550 | 52150 |
| Computer Tech level 3/BS | 42336 | 42936 | 43536 | 44136 | 44736 | 45336 | 45936 | 46536 | 47136 | 47736 | 48336 | 48936 | 49536 | 50136 | 50736 | 51336 | 51936 | 52536 | 53136 | 53736 | 54336 |
| Computer Tech level 4/MS | 44524 | 45124 | 45724 | 46324 | 46924 | 47524 | 48124 | 48724 | 49324 | 49924 | 50524 | 51124 | 51724 | 52324 | 52924 | 53524 | 54124 | 54724 | 55324 | 55924 | 56524 |
| Program Coordinator | 56738 | 57338 | 57938 | 58538 | 59138 | 59738 | 60338 | 60938 | 61538 | 62138 | 62738 | 63338 | 63938 | 64538 | 65138 | 65738 | 66338 | 66938 | 67538 | 68138 | 68738 |

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. Approved Stipends: *HIPPI Supervisor Stipend \$2,500.00/per year Medicaid Billing Clerk/Stipend \$2,500.00/per year
 *Coordinator Stipend \$2,500.00/per year, *EC Manager Stipend \$2,000.00/per year. 4. Assistant Director/Teacher Center Coordinator Salary - \$92,515.00

BOARD PRESIDENT



BOARD SECRETARY



DATE APPROVED:

June 11, 2024

Teacher Center (Professional Development, Curriculum Development)

Funding: Base Funds
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Batesville | Concord | Melbourne | Norfolk |
| Calico Rock | Highland | Midland | Salem |
| Cave City | Izard County | Mountain Home | Southside |
| Cedar Ridge | Mammoth Spring | Mountain View | Viola |

Personnel:

Name: Kathy Bowlin
Position: Associate Director for Professional Development
Degree: M.S.E.

Name:
Position:

Goal:

The Teacher Center (Professional Development) program is designed to provide prompt, friendly service to all our schools; to improve student achievement by providing access to quality instructional materials; to provide high quality professional development opportunities for all educators across our region in order to build content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards that prepare them to be college and career ready. The Teacher Center program is focused on building leadership, building strong systems, and conducting a landscape analysis to implement high-quality professional learning. The Teacher Center program is supporting school districts in the alignment of their HQIM to the new Arkansas State Standards.

Program Summary:

Professional Development: Professional Development opportunities target focus areas as outlined by the Arkansas Department of Education to meet the requirements of the law regarding the required 36 hours as well as meeting the needs of schools based upon needs assessment survey results from the 16 districts served. The Teacher Center Coordinator has

the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. The Teacher Center Coordinator has the primary responsibility for planning and implementing the Professional Development for member school districts. All cooperative districts as well as other educators from across the state have access to participate in a wide number of professional development opportunities offered at NAESC throughout the year. During the 2024-2025 Professional Development year, NAESC offered 197 workshops with over 2240 people attending. In addition to the summer professional development offerings, NAESC offered a wide variety of long term systemic professional development offerings throughout the year. These sessions were designed to help educators with implementation of programs back at their districts. The Teacher Center Coordinator works with districts, co-op curriculum specialists, and the Arkansas Department of Education to arrange such services. Schools interested in receiving campus based professional development must contact the cooperative specialists to arrange these services. The Teacher Center Coordinator produces an electronic annual summer catalog. All events are placed on the Cooperative's website, NAESC's social media pages, and in escWorks for online registration. The link to summer professional development is sent to districts in February. This allows building principals to work with individual teachers to develop professional growth plans as required by law.

Major Highlights of the Year: 2024-2025

Arkansas State Standards Professional Development Opportunities; Capacity Building Through: Instructional Facilitation Training; Math Coach & Science Coach Consortium; 10 out of 16 school districts attended the Kickoff for HQIM Literacy and Math Support for School Leaders, HQIM and the Systems and Structures, Landscape Analysis, High Quality Professional Learning Plan, and beginning, middle, and end of the year walkthroughs Dyslexia Training; ATLAS Classroom Tools training was held at the Coop as well as individual districts by TCC and Coop content specialists; Principal Sessions; RISE and SOR trainings, Math Quest trainings, PLC training, HQIM training; TCC and Coop CTE Coordinator worked closely with Northcentral districts in informing and training of DCTE Pathway revisions; Based on workforce feedback, mock interviews were held for students throughout our region; monthly work sessions with districts on completing their AR App were implemented by Coop TCC from January through May; NAESC received the Local LEADS Grant and coordinators worked closely with districts and local childcare providers to assist pre-kindergarteners; district paraprofessionals were trained in the Science of Reading to make student interventions more effective.

2023-2024 NAESC Survey Results:

[2024-2025 Needs Assessment Survey Results](#)

[User Satisfaction Survey - 2025.](#)

[Professional Development Summary Report](#)

Impact on Student Performance

- The overall measurement for all our programs and services at NAESC is through a self assessed letter grade. This letter grade is an average of all 49 school buildings within our borders. The link below is a report of letter grade status and performance targets that have been reported to our member districts.
 - [Teacher Center NAESC Letter Grade](#)

Dyslexia

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Batesville | Concord | Melbourne | Norfolk |
| Calico Rock | Highland | Midland | Salem |
| Cave City | Izard County | Mountain Home | Southside |
| Cedar Ridge | Mammoth Spring | Mountain View | Viola |

Personnel:

Name: Kim Poole
Position: Dyslexia Specialist
Degree: M. Ed- Elementary Administration, K-12 Reading Specialist

Goal:

The dyslexia support component consists of specialists who provide services to Northcentral Cooperative member school districts with the goal of improving instruction for students with dyslexia and other reading difficulties. These services include: on-site technical assistance, demonstration of evidence-based practices for dyslexia intervention, observation and coaching of instructional facilitators and/or teachers, support in developing and aligning dyslexia-specific curriculum, analysis and alignment of assessments for early identification and progress monitoring, integration of assistive technology, professional development focused on dyslexia, and leadership in creating dyslexia-friendly learning environments. Dyslexia specialists maintain up-to-date knowledge of current research and effective practices in dyslexia identification, instruction, intervention, and professional learning. They also gather input from educators through formal and informal surveys and provide targeted, prescriptive training and support based on the identified needs.

Program Summary:

Dyslexia Support The Dyslexia Support Component provides specialized services to member school districts of the Northcentral Cooperative to enhance instruction for students with

dyslexia and related reading challenges. Dyslexia specialists offer on-site technical assistance, model evidence-based interventions, coach educators, and support the development and alignment of dyslexia-specific curricula and assessments. Additional services include the integration of assistive technology, professional development, and guidance in establishing dyslexia-friendly learning environments. Specialists stay current with the latest research and best practices in dyslexia support and use educator feedback to deliver targeted, needs-based training and assistance.is provided to all Northcentral districts.

Dyslexia Training & Support

The Dyslexia Support Program provides specialized services to Northcentral Cooperative member school districts to enhance instruction and support for students with dyslexia and related reading difficulties. Led by trained dyslexia specialists, the program focuses on delivering evidence-based practices through on-site coaching, modeling of effective strategies, and targeted professional development.

Key components include:

- Technical assistance for implementing dyslexia-specific instruction
- Coaching and support for teachers and instructional staff
- Curriculum development and alignment for dyslexia interventions
- Early identification through assessment analysis and progress monitoring
- Integration of assistive technology tools
- Leadership in fostering dyslexia-inclusive practices and environments
- Ongoing professional learning based on educator feedback
- Data analysis support to guide instructional decisions and monitor student growth

By staying current with dyslexia research and best practices, the program ensures that schools are equipped to meet the needs of all learners through targeted, data-driven support.

Major Highlights of the Year: 2024-2025

District Engagement & Relationship Building

- Established and strengthened relationships with member districts
- Provided professional learning aligned with the *Dyslexia Resource Guide* to support consistent understanding and implementation

Data Collection & Analysis

- Developed district profiles
- Began analyzing initial reporting data to inform targeted support

Technical Assistance & Risk Assessment

- Created individualized Technical Assistance Plans for each assigned district
- Conducted risk assessments to identify areas of need and prioritize support efforts

Capacity Building for Dyslexia Screening & Intervention

- Supported districts in implementing systems and processes for using state-approved tools to screen, identify, and monitor students with characteristics of dyslexia

Professional Learning & Technical Support

- Delivered ongoing professional learning and technical assistance focused on dyslexia and related disorders

Mathematics

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Batesville | Concord | Melbourne | Norfolk |
| Calico Rock | Highland | Midland | Salem |
| Cave City | Izard County | Mountain Home | Southside |
| Cedar Ridge | Mammoth Spring | Mountain View | Viola |

Personnel:

Name: Mindy Cooper
Position: Math Specialist
Degree: BBA - Accounting, M.A.T

Goal:

The Mathematics Department strives to increase teachers' knowledge and implementation of current evidence-based practices through high quality professional development and provide direct technical assistance to support educators with curriculum planning and/or instructional strategies.

Program Summary:

Northcentral Arkansas Education Service Cooperative math department provides services to improve the quality of math education in our school districts through on-site technical assistance, models of best practices, observations and coaching of teachers, support of school districts' curriculum development and alignment, assessment analysis, professional development, and leadership. Effective communication is maintained among all stakeholders to prioritize services and foster student-focused education aligned to the Arkansas Mathematics Standards.

Major Highlights of the Year: 2024-2025

ATLAS Math specialist went to districts to meet with math teams in order to introduce the ATLAS portal and the ATLAS teacher classroom tool. During this time we focused on the ATLAS blueprints and how to successfully implement this information into their math classroom.

We spent time with districts analyzing their data received from the previous year's ATLAS data and how they could use this data to help drive their instruction for the next school year.

HQIM - The ESC Math Specialist reviewed, and updated DESE HQIM curriculum and professional learning vendors on HQIM and HQPL and developed a regional profile dashboard. The Math Specialist promoted the adoption of the HQIM Curriculum with through-year support for district/ school leaders. The Math Specialist will follow up with ongoing technical support for district/school leaders' adoption of the HQIM Curriculum.

Math Leadership Walkthrough Tool - Math Specialist offered training and utilized the Math Leadership Walkthrough to collect data. This includes providing training to districts and ensuring consistency through calibration between DESE, math specialist, and administrators. The purpose of this tool is to ensure effective use of HQIM, improving teaching practices and student learning outcomes.

Content PD was provided in the summer of 2024. The PDs included: Standards K-2, 3-5, 6-8, Math Quest PD was provided for second year cohort groups.

| Name of PD | # of participants |
|--|-------------------|
| Purposeful Math Planning with AR Standards (K-2nd) | 10 |
| Elevate Math Fluency | 29 |
| Purposeful Math Planning with AR Standards (3-5) | 9 |
| Purposeful Math Planning with AR Standards (6-8) | 15 |

Direct Coaching: The ESC Math Specialist provided coaching for classroom educators and/or grade-level teams based on the district requests. The coaching cycles and job-embedded support was based on the school's needs for the launch or implementation of HQIM

Beyond providing the instruction for the professional development programs listed above, the Math department also provided: Cambium item writing for math classroom tool/ATLAS summative test, school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data. The Math specialist supported two districts in a curriculum review for district wide HQIM adoption.

Science

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Batesville | Concord | Melbourne | Norfolk |
| Calico Rock | Highland | Midland | Salem |
| Cave City | Izard County | Mountain Home | Southside |
| Cedar Ridge | Mammoth Spring | Mountain View | Viola |

Personnel:

Name: Kyle Tardiff
Position: Science Specialist
Degree: BA Speech Communication; MS in Ed. Leadership/MATS

Introduction

The FY25 Science Specialist Program has been strategically designed to support the implementation of the Arkansas K–12 Science Standards with the overarching goal of increasing student proficiency in science across the state. Through the adoption and implementation of the Arkansas Initiative for Instructional Materials (AIIM), the program emphasizes the importance of providing high-quality professional development and targeted support to school districts within the educational service cooperative.

A core element of this initiative is the promotion of three-dimensional (3D) learning, which integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts to enhance instructional quality and deepen student understanding of scientific content.

Throughout the fiscal year, the Science Specialist Program has focused on four key areas:

1. Supporting the Arkansas Initiative for Instructional Materials: Adoption Phase – Facilitating the collection, analysis, and application of curriculum selection data to inform the adoption of high-quality instructional materials (HQIM) and provide data-driven support to districts.
2. Launch and Ongoing High-Quality Professional Learning – Delivering coaching and professional development aligned to HQIM Implementation I, ensuring educators are equipped to effectively implement new instructional resources.

3. Systems Design and Leader Support – Supporting district and school leaders through the use of the Science Leadership Walkthrough Tool (SLWT) and other capacity-building strategies to promote systemic implementation of best practices in science instruction.
4. DESE Initiatives and STEM Support – Building regional capacity for STEM education through participation in a statewide community of practice, delivering professional development, and supporting engagement in STEM initiatives and events across Arkansas.

In addition to these focus areas, the Science Specialist has provided responsive professional development tailored to the specific academic and career-based needs of schools and districts, further supporting the shared mission of enhancing science education across the region.

This final report outlines the activities, accomplishments, and impact of the FY25 Science Specialist Program within these focus areas, highlighting the ongoing commitment to excellence in science instruction and student achievement.

Major Highlights of the Year: 2024-2025

Science Specialist Unit Meetings:

Unit meetings are organized so that K-12 science specialists from all cooperatives meet in person three times and virtually three times during the academic year.

ided: Support on ATLAS Classroom Tool, school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data. *In Person Unit Meetings:*

August 27-28, 2024 - During the initial meeting new specialists were introduced to the group. Grant Goals for 2024/25 were discussed and presented. The benefits and need for HQIM Science curriculum was discussed along with going over the science walk through tool that will be presented to districts throughout the year. Finally, chemical storage and clean up was discussed and specialists were to inquire from districts to determine what their chemical disposal needs might include to determine if they could be part of a pilot program on chemical waste disposal and cleanup.

December 17-18, 2024 - Specialists reviewed data collected from the science walk through tool and participated in TNTF Coaching training. Summer PD Topics were discussed and required PD topics were addressed.

May 12-13, 2025 - FUSE Summer PD Train the Trainer information was presented. Assessment and 3D Mastery PD updates were provided. Approved science curriculum and curriculum that is currently under review and release dates were provided.

Smithsonian Science In The Classroom - In the queue for review.

Experience Chemistry - Grades 9-12 Under Review

Virtual Unit Meetings:

September 9, 2024, November 19, 2024, and March 18, 2025 - HQIM data, science walk through tool data, and ATLAS proficiency levels were discussed.

District Support/Focus Schools: In accordance with the [Science Goals](#) for the 2024-25 school year the Science Specialists will focus on schools that are implementing HQIM curriculum and schools in need of support based on student performance from the previous year.

Data/Evidence Collection: Data was collected throughout FY25 to determine how HQIM is being implemented throughout the coop school districts, Data was collected to determine and measure progress towards Science Specialist grant goals ([Grant Goals Data](#)).

Professional Development Options: The following professional developments were offered throughout the school year as required by DESE. The required PD includes FUSE: Fundamental Understanding of Science Education, Phenomenal Teaching: Unleashing wonder in the Science Classroom, Assessment Alchemy: Using Assessment to Drive Science Instruction, and Three-Dimensional Mastery: Science Instruction for Impactful Learning. In addition to the professional development that is state-required, other professional development opportunities were provided to teachers to meet their specific needs.

Direct Coaching: Science Specialists provide through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instructional capacity to increase student learning outcomes through Direct Coaching based on needs identified by building administration.

Beyond providing the instruction for the professional development programs listed above, the Science department also prov

Content PD was provided in the summer of 2024. The PDs included:

| Name of PD | |
|--|-------------------|
| State Required: | # of participants |
| <i>NAESC - What do students really need to know? Elevating fundamental content in science 3D Science Instruction</i> | 11 |
| <i>NAESC - How can you know what students really know in science? Using assessment purposefully in a science classroom. Using Assessment to drive science.</i> | 13 |

| | |
|-------------------------------------|----|
| NAESC - Phenomenal Science Teaching | 11 |
|-------------------------------------|----|

| Name of PD | |
|--|-------------------|
| HQIM-HQPL | # of participants |
| NAESC - Amplify Grades K-5: Science Curriculum | 8 |
| NAESC - Amplify 6-8 Curriculum Launch | 8 |

Content PD being offered Summer 2025

| Name of PD | |
|---|---------------------|
| State Required | Dates Offered |
| FUSE: Fundamental Understanding of Science Education | 6/12/2025-6/13/2025 |
| Phenomenal Teaching: Unleashing wonder in the Science Classroom | 7/10/2025 |
| Assessment Alchemy: Using Assessment to Drive Science Instruction | 7/17/2025-7/18/2025 |
| Three-Dimensional Mastery: Science Instruction for Impactful Learning | 7/21/2025 |

ATLAS Science specialist went to districts to meet with science teams to support engagement with the ATLAS classroom tools as needed.

STEM Model Program: Izard County Consolidated Elementary School continued as a STEM Model School with the state. The Middle School and High School were designated STEM model schools this year.. The rubric to achieve model status was provided to the teachers, and specialists offered support to achieve model status. This involved providing community support, collaborating across curricular areas, and brainstorming units and developing plans.

PLTW Schools:

Project Lead The Way schools for the 2024-25 school year: Izard County Consolidated, Melbourne, Cave City, Batesville, Calico Rock . Science Specialists worked to help support schools through the process.

Impact on Student Performance - Content Specialists

- Specialists spent much of their time in schools adopting HQIM to assist in implementation of HQIM Curriculum and practices. [Grant Goals Support Data](#)
- Specialists spent their time coaching/supporting teachers and leaders in D schools in the NAESC coop region and assisting novice teachers that were involved in the ARpep program.

Early Childhood

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

| | | | |
|---------------|-------------|-------------|---------|
| Cave City | Concord | Cedar Ridge | Mammoth |
| Spring | | | |
| Mountain View | Calico Rock | Melbourne | Norfolk |
| Viola | Highland | Salem | |

Personnel:

| | |
|------------------|--|
| Name: | Sandy Massey |
| Position: | Early Childhood Program Coordinator |
| Degree: | MCD, CCC-SLP; BSE, Curriculum/Program Administration |

Goal:

The goal of the Early Childhood Program is to provide the best Early Childhood Special Education services to eligible 3-5-year-old students of participating districts wherever they attend preschool. These services will prepare the children for kindergarten and help them to be age appropriate with their peers.

Program Summary:

The NAESC Early Childhood Program provides special education and related services for children with disabilities ages 3 to 5 years. The services are offered in accordance with the Individuals with Disabilities Education Act, 2004 (IDEA), on behalf of the public schools. Early Childhood Special Education Services are designed to enhance the development of the preschool child and provide experience in one or more of the following areas: communication, cognition, hearing, vision, motor skills, behavior, social skills, self-help, and problem solving. A child may be eligible for these services if he/she is age 3 to 5 years and is experiencing difficulties which interfere with normal development in any of these areas. Services, which are provided at no cost to the family may include: screenings, evaluation, preschool instruction, speech language therapy, physical therapy, occupational therapy, family training, preschool teacher in-service, and behavior intervention. A few examples of ways we provide these

services are as follows: in classrooms with nondisabled peers; in coordination with other agencies; in public school-based classrooms; in public or private preschool; itinerant based; early intervention day treatment centers; home based instruction or hospital/residential instruction. All of the ECSE teachers hold an Arkansas Department of Education Educator's license and many belong to professional organizations. Speech Language Pathologists are the professionals in our program concerned with the evaluation, diagnosis, and treatment of communication and its disorders. They evaluate, diagnose and treat communication disorder including articulation deficit, language delay, stuttering, and disfluency. The occupational therapists help students who are recuperating from physical or mental deficits by encouraging rehabilitation through the performance of activities required in daily life. While the physical therapist assists in the treatment of disease, injury or deformity by physical methods such as exercise.

Major Highlights of the Year: 2024-2025

*December 1 Child Count: 457

* The early childhood program child count was down 11 students this year. This decrease was due to a district providing their own early childhood special education services. We employed 1 occupational therapist, 1 physical therapist, and 1 occupational & physical therapy assistant. The EC department had 6 speech language pathologists, 1 speech language pathology assistant and 9 early childhood special education teachers. The EC program also has one teaching assistant. The early childhood staff as a whole traveled over 20,000 miles a month in order to meet the needs of both the students we serve and the districts as well. NAESC early childhood staff provided services in over 80 different locations across the NAESC service area in Baxter, Cleburne, Fulton, Independence, Izard, Sharp, and Stone Counties as well as centers outside our service area. We have students who live in our service area but attend preschools in White, Jackson, and Randolph counties. Services were provided for these students either by our staff or contracted to other providers.

*During the 24/25 school year, the early childhood program screened approximately 650 children between the ages of 33 months and 5 years old. Areas screened include, cognition, fine motor, gross motor, self help, social emotional, speech/language, hearing and vision. Of those 650 children, 208 did not pass the screening in one or more areas and were evaluated to determine if there was a need for specialized services. The process of screen/evaluate/place/serve continues throughout the school year. In the spring of the school year, NAESC early childhood transitioned approximately 125 children to the school districts with a recommendation of consideration for specialized services in kindergarten. Any child who was kindergarten eligible was either recommended for services or determined to be age appropriate.

Arkansas K-12 Behavior Support Specialists

PROGRAM: Behavior Support Specialists

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
Jennifer Brewer, Ed.S.
Sandy Crawley, M.S.E
Kelly Davis, M.Ed., BCBA
Sonia Hartsfield M.Ed.
Audrey Kengla, M.S., CCC-SLP
Amanda Kirby, M.S.E.
Kat Lancaster, M.A., CCC-SLP, BCBA
Lindsey Lovelady, M.S., BCBA
Allison Mears, LPC., BCBA
Nicheyta Raino, M.Ed., BCBA
Jenna Stapp, M.A.T.
Connie Thomason, M.Ed., BCBA
Mary Walter, Ed.S., SPS, BCBA
Meagan Booe, M. Ed, 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 Intermediate2. Bryant Elementary3. Horatio Elementary4. Hurricane Creek Elementary5. McRae Elementary6. Mena Middle School | <ol style="list-style-type: none">7. Mena High School8. Oscar Hamilton Elementary9. Pottsville Junior High10. University Heights Elementary11. Asbell Elementary |
|---|--|

BX3 Cohort 4 - Building level teams

- | | |
|---|---|
| <ol style="list-style-type: none">1. Arkansas Arts Academy High School2. Magnolia Middle School3. Sidney Deener Elementary4. Westside Elementary - Searcy5. 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">18. Elmdale Elementary-Springdale19. Louise Durham Elementary20. Manila Elementary21. K-8 Connect - Springdale22. Indian Hills Elementary23. 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 |
|---|---|

BX3 Cohort 5 - Building level teams

- | | |
|---|---|
| <ol style="list-style-type: none">1. Waldron Middle School2. Mountainburg Elementary3. Mountainburg Middle School | <ol style="list-style-type: none">13. Eureka Springs Elementary14. Eureka Springs Middle School15. McCrory Elementary |
|---|---|

| | |
|--|---|
| 4. Mountainburg High School 5. King Elementary-Van Buren 6. Fairview Elementary- Fort Smith 7. East Side- Magnolia 8. Central Elementary-Magnolia 9. Smackover-Norphlet Elementary 10. Hillcrest Elementary 11. East End Middle- Sheridan 12. Sheridan High School | 16. Augusta Elementary 17. Augusta High School 18. Jerry "Pop" Williams Elementary- Farmington 19. Farmington High School 20. Arkansas Arts Academy Elementary 21. 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 offer 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 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3, 4 and 5 agreed to 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 agreed to 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 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.

CIRCUIT

GOAL:

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

PROGRAM: Digital Learning – Virtual Arkansas (2024-2025 Academic Year)

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:** ____

**PARTICIPATING NORTHCENTRAL ARKANSAS EDUCATION SERVICE COOPERATIVE
SCHOOL DISTRICTS:**

| Districts | Served (Yes or No) |
|---|--------------------|
| BATESVILLE SCHOOL DISTRICT | No |
| CALICO ROCK SCHOOL DISTRICT | Yes |
| CAVE CITY SCHOOL DISTRICT | Yes |
| CEDAR RIDGE SCHOOL DISTRICT | Yes |
| CONCORD SCHOOL DISTRICT | Yes |
| HIGHLAND SCHOOL DISTRICT | Yes |
| IZARD COUNTY SCHOOL DISTRICT | Yes |
| MAMMOTH SPRING SCHOOL DISTRICT | No |
| MELBOURNE SCHOOL DISTRICT | Yes |
| MIDLAND SCHOOL DISTRICT | Yes |
| MOUNTAIN HOME SCHOOL DISTRICT | Yes |
| MOUNTAIN VIEW SCHOOL DISTRICT | Yes |
| NORFOLK SCHOOL DISTRICT | Yes |
| SALEM SCHOOL DISTRICT | Yes |
| SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE CO) | Yes |
| VIOLA 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 | - VA made courses available in all critical academic licensure |

| | |
|--|---|
| Arkansas Teacher Shortage | <ul style="list-style-type: none"> 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 Options for Rural Students | <ul style="list-style-type: none"> - 60% of all Virtual Arkansas Content + Teacher Enrollments 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

Career and Technical Education

Funding: Arkansas Department of Education-Division of Elementary & Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Calico Rock | Concord | Melbourne | Norfolk |
| Cave City | Izard County | Midland | Salem |
| Cedar Ridge | Mammoth Spring | Mountain View | Southside |
| Viola | | | |

Personnel:

Name: Keri McCarn
Position: Career and Technical Education Coordinator
Degree: B.S.E. Business Education, M.S.E. Special Education Instructional Specialist

Goal:

CTE Coordinators provide supporting resources to enable public schools to initiate and maintain quality Career and Technical Education programs in accordance with the Arkansas Department of Career Education Strategic Plan, Goals, and Objectives.

Program Summary:

The coordinator encourages the development, implementation, and improvement of CTE programs for all districts, and performs the following job tasks for the member districts of the Perkins Consortia:

Administration

- Comprehensive Local Needs Application (CLNA)
- Perkins V Annual Budget
- Perkins Records
- Grant Management System
- Consortia Management
- Attend Required Meetings
- Local Partnerships
- Secondary Career Centers

Data Collection and Reporting

- Collect Perkins V State Determined Performance Levels

- Improvement Plans for Schools
- Provide completer certificates and seals
- Ensure student data for Merit and Distinction are collected

Program Development

- Annual Program Review
- Program Enrollment
- Standards for Accreditation
- High Demand High Wage (H2) Alignment

Program Implementation

- State Start-Up Applications
- Modernization Grant Applications
- Innovation and Non-Traditional Grant Applications

Program Improvement

- Data Review
- Program Improvement Funding
- Training

Technical Assistance

- Professional Development
- New Educator Training
- Provide Career Readiness Endorsement Training as requested by school districts in your education cooperative area
- Engage and assist with Career and Technical Student Organizations (CTSO)
- Assist educators and districts with licensure

Major Highlights of the Year: 2024-2025

- Awarded 4 State Start-Up Grants and 2 Modernization Grants (for the 2025-2026 school year) totaling \$250,894.26 for our CTE consortium member schools
- Provided Professional Development for all CTE teachers in our co-op area
- Hosted Pathway Revisions Workshop with DCTE for districts.

[2024 CTE Summary Report-Northcentral](#)

[2024 CTE Consortium Report on Performance Measures for Concentrators](#)

Impact on Student Performance

- Industry certifications for CTE Concentrators was 72.61 which was above the State Target of 50.08 (Perkins funds were used to purchase certifications)
- Awarded 4 State Start-Up Grants and 2 Modernization Grants (for the 2025-2026 school year) totaling \$250,894.26 for our CTE consortium member schools

Technology Coordinator

Funding: Research and Technology Division of DESE
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Batesville | Concord | Melbourne | Norfolk |
| Calico Rock | Highland | Midland | Salem |
| Cave City | Izard County | Mountain Home | Southside |
| Cedar Ridge | Mammoth Spring | Mountain View | Viola |

Personnel:

Name: Alan Floyd
Position: Technology Coordinator

Goal:

The Technology Coordinator will provide administration, specialists, and staff of the Northcentral Co-op with appropriate technology infrastructure and support to provide excellent services to the member districts, as well as other education related entities in the state of Arkansas. He will also be working closely with member school districts to facilitate communication between districts and state agencies such as the Department of Elementary and Secondary Education and the Department of Information Systems.

Program Summary:

The Technology Coordinator works with co-op staff to ensure all have current technology to utilize in their positions, as well as supporting all technology owned by the co-op. He also provides school districts with information and training concerning technology and cyber awareness. This information is coordinated with DESE, DIS, and the P-12 cyber team. The Technology Coordinator also works closely with school tech staff to assist them with determining hardware and software needs, and assists them with creating specifications and acquiring quotes as needed.

Major Highlights of the Year: 2024-2025

100% (6 of 6) of the technology needs were met both local and state wide by providing physical support and training.

- NAESC Technology Coordinator is managing all users in Skillsets Online for the state of Arkansas.
- Help DIS facilitate Cyber Security round top exercise for the Techs in NWA.
- Facilitating PD in your PJs to NAESC teachers
- Presented at the ADE Summit on Cyber Security Laws and policy procedures
- Hosted the cyber panel for the CIO/CTO security panel at the ACOT conference.

Student Data Security:

BUILD THE CAPACITY OF EDUCATORS AND TECHNOLOGISTS TO KEEP THEIR SYSTEMS AND STUDENT INFORMATION SAFE.

[MEASURABLE AND EFFECTIVENESS DATA LINK](#)

Impact on Student Performance

- Provide monthly Security Awareness Insider for DESE statewide for technology personnel.
- Represented the state of Arkansas at state and national cyber conferences as an educator of technology.
- NAESC technology coordinator serves as the Assistant Director of the Cyber Incident Response Team. This team is a free resource for all Ar districts for educating their personnel along with assisting in cyber threats.
- 100% of uninterrupted student learning time due to cybersecurity measures in place by technology coordinator.
- Serves on the planning committee for the State Center of Excellence training program.

Mentoring Support Program

Funding: Arkansas Department of Education-Division of Elementary & Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Batesville | Concord | Melbourne | Norfolk |
| Calico Rock | Highland | Midland | Salem |
| Cave City | Izard County | Mountain Home | Southside |
| Cedar Ridge | Mammoth Spring | Mountain View | Viola |

Personnel:

Name: Gia Taylor
Position: Mentoring Program Coordinator
Degree: BSE, Master's in Special Education, National Board Certification, Specialist in Education-Educational Leadership/Curriculum, Building Level Principal Credentials

Goal:

To increase teacher awareness, build content knowledge, and provide strategies of best practices concerning classroom management, pedagogy, and curriculum through high quality professional development opportunities and to provide learning opportunities and professional conversations and discussions regarding educational practices that will impact students, teachers, administrators, and districts. Most of all, to be an invaluable resource for school districts' building administrators, mentor teachers, and novice teachers and provide any support that may be needed. All of this to build capacity within our school districts to support and retain high quality teachers.

Program Summary:

The Mentoring Program Coordinator provides technical assistance to administrators and mentor teachers to ensure systems are in place to support novice teachers in their districts. The Mentoring Program Coordinator also provides support for novice teachers in years 1-3 as well as provides opportunities for those interested in the profession to gain knowledge of pathways to become teachers. This includes assistance with novice teachers in the first 3 years of teaching. We will offer a year 1 classroom management plan, a year 2 plan for effective teaching or pedagogy, and a year 3 plan for preparing for a successful summative evaluation in the 4th year of teaching with all information being based upon the Framework for Teaching. We also offer Praxis support, licensure support, and other

support needed by districts including serving as an ArPEP site to provide a Non-Traditional Pathway for aspiring teachers.

[DESE/ESC Novice Survey](#)

[DESE/ESC Support and Mentor Teacher Survey](#)

[DESE/ESC Buidling Admin Survey](#)

[DESE End of the Year Survey](#)

24-25 Shortage Data

https://dese-admin.ade.arkansas.gov/Files/24-25_Archive_Doc_for_Webpage_EEF.pdf

Major Highlights of the Year: 2024-2025

Assessment support: This year, we offered more Praxis support than ever before for our teachers and purchased additional online support. We also offered 2 Foundations of Reading study sessions (1 per semester).

Lead teacher designations: This year we hosted one NIET cohort to allow more teachers the opportunity to receive Lead Teacher Designations (totalling 3 cohorts over the last 2 years), thus enabling school districts to adopt the Arkansas Teacher Residency Apprenticeship model and to increase the number of Experienced Mentor Teachers to be in compliance with Executive Order 23-08 Section 3e. We also have provided informational sessions to the staff of each school district about the various pathway opportunities.

ArPEP: This was our third year to be an ArPEP site. We hosted 14 Year 1 participants and 18 Year 2 participants. To date, we have had

Impact on Student Performance

- 89% of novices surveyed plan to return to a teaching position for the 25-26 school year
- 370% increase in ArPep participation over the three years of existence. Linked below is evidence of our recruitment and retention processes at NAESC.
- 24-25 Shortage Data
https://dese-admin.ade.arkansas.gov/Files/24-25_Archive_Doc_for_Webpage_EEF.pdf

Community Health Nurse Specialist

Funding: Arkansas Department of Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-----------|
| Batesville | Concord | Melbourne | Norfolk |
| Calico Rock | Highland | Midland | Salem |
| Cave City | Izard County | Mountain Home | Southside |
| Cedar Ridge | Mammoth Spring | Mountain View | Viola |

Personnel:

Name: Megan Kulczycki, RN
Position: Community Health Nurse Specialist (CHNS)
Degree: RN, ADN

Goal:

To be a trainer and resource person for the school nurses. Educate school staff and students in the areas of health and wellness.

Program Summary:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH) but housed in the education cooperative. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS is under the supervision of the North CHNS Supervisor, Libby Seftar, for ADH. The education cooperative provides administrative support and housing.

The CHNS works with schools, day cares, community coalitions, health care providers, and local health unit administrators in the counties the co-op serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for implementation of nicotine and tobacco-free policies, best practices for nicotine and tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provides education, technical assistance, and staff development for school staff and continuing education for school nurses on the health issues such as the COVID-19 pandemic, consequences of nicotine and tobacco use, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity, teen

pregnancy prevention, sexually transmitted infection prevention and nutrition. As a CPR and Stop the Bleed instructor, I train school nurses, staff, students and community members in American Heart Association CPR, First Aid, AED use and the Stop the Bleed course as required for student graduation.

The CHNS assists schools in implementation of laws that affect the health and wellness in the school setting. I offered assistance and guidance to school nurses and administrative staff who are/were the Point of Contact for the district for positive cases and quarantined individuals. Assistance to schools on developing and maintaining wellness committees as required by Act 1220. Keeping districts abreast of new nicotine and tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).

Major Highlights of the Year: 2024-2025

State Mandated Hearing, Vision, and Obesity/BMI, Scoliosis training were held as blended learning or as individual training with each new school nurse. I trained 7 new school nurses for the 24/25 school year.

Hosted a Back to School Nurse Workshop in August for all nurses in the 16 school districts. 47 nurses attended and they received 4.5 continuing education credits.

Insulin and Glucagon, and the Paraprofessional training for RN's was held virtually and was offered to all nurses in this cooperative along with Wilbur D. Mills, Northeast and Crowley's Ridge Cooperatives.

Certified 28 students in CPR, AED and/or First Aid, meeting the certification needed as part of graduation requirements

Assisted with the scheduling of vaccination clinics in conjunction with ADH for school districts within the coop.

Provided student education about STD and Teen pregnancy prevention; this reached a total of over 550 students.

Educated students about the dangers of vaping, tobacco, stimulants, marijuana, Narcan and opioid use. Reaching over 2000 students in the Highland, Viola, Midland, Cave City, Izard County Consolidated, Southside, Sulphur Rock, Norfolk, Calico Rock and Salem districts, this year I added students at the Baxter Juvenile Center.

Continued and added several more districts for Corals Reef, vaping prevention presentations reaching over 450 students in grades K-3rd.

Initiated and conducted safety teams in 2 districts. This program is for 2nd and 4th graders. They completed training in hands only CPR, first aid, heimlich maneuver, fire safety, calling 911, including memorizing address and parents name and phone numbers.

Presented Distress Tolerance for 3 different school districts grades ranging from 5th -12th, reaching over 350 students. This presentation teaches students how to deal with stress in a positive manner.

I presented Suicide prevention in 5 different districts reaching over 400 students.

Systems Coordinator

Funding: 1.0 out of Systems
Competitive Grant: No
Grant Type: Non-Restricted

Districts Served:

| | | | |
|-------------|----------------|---------------|-------|
| Batesville | Highland | Mountain Home | Viola |
| Calico Rock | Izard County | Mountain View | |
| Cave City | Mammoth Spring | Norfork | |
| Cedar Ridge | Melbourne | Salem | |
| Concord | Midland | Southside | |

Personnel:

Mandy Blevins: Coordinator

MISSION: Transforming generations through learning

VISION: To facilitate positive student outcomes by leveraging partnerships between communities, education agencies and school districts.

CORE VALUES:

- We will build shared knowledge of systems processes through adult learning.
- We will provide the support needed for implementation of the Science of Reading.
- We will provide the support needed for districts to improve letter grades.
- We will celebrate successes

GOALS:

- By the end of the 2024-2025 school year, we will provide high-quality professional learning opportunities through the Communities of Practice Grant for district and school leaders and focus on using HQIM to accelerate learning at grade-level and beyond to 100% of our school districts.
- By the end of the 2024-2025 school year, we will provide support to implement systems using a professional learning communities model.

PROGRAM SUMMARY:

A Systems Coordinator for Professional Learning Communities (PLC). PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. It is a system to build effective practices within our school districts. The system has been referred to as Systems of Support.

- **School Board Level Leadership**
 - Met with School Board to discuss what a SMART Goal is and what area should be the focus
 - Met with the School Board to set a SMART Goal and benchmark goals for the next 3 years.
- **Superintendent Level Leadership**
 - Met with Cooperative Board (Superintendents) to have a focus on data.
 - Inform Superintendents of where they are in terms of state level and coop level based on their test scores.
 - Data Disaggregation
- **District Level Leadership**
 - Teacher Center Committee Meetings 3 times this year to discuss data, needs within their district, ATLAS Classroom Tool Training, and best instructional practices.
 - Met onsite with the district guiding coalition to discuss
 - data disaggregation
 - formative and summative assessments
 - curriculum support
 - classroom management
 - instructional practices that are the most effective
 - interim data 1 and 2
 - how to use AI with our focus standards
 - create sheets to organize our data

Major Highlights of the 2024-2025 School Year

- All Systems Schools have:
 - District Guiding Coalition
 - Building Guiding Coalition
 - Collaborative Teams
 - identified essential standards
 - have learning targets for essentials
 - have created assessments for the essentials
- Cooperative created a consortium for the Professional Learning Grant and 10 of our 16 districts participated.
- CoP Grant
 - 11 out of 16 school districts have participated in the communities of practice grant.

Impact on Student Performance

- In the 2024-25 school year, some districts involved in the PLC process improved their letter grade at the elementary and the high school.
- In the 2024-2025 school year, districts have made process and product goals to improve their letter grade.
- In the 2024-2025 school year, 11 of our 16 school districts participated in the CoP Grant focused on HQIM.
 - Districts were able to identify learning loss in literacy and math.
 - District leaders set goals based on needs.
 - District leaders participated in walk throughs with Bailey Education Group to address goals set.

Computer Science

Program: Computer Science
Funding Source: Arkansas Department of Education Grant – Act 220 of 2017
Competitive Grant: Yes
Restricted: Yes

Statewide

Personnel:

Name: Brian Lawhon
Position: Statewide CS Specialist
Degree:

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

Name: Ashley Kincannon
Position: Statewide CS Specialist
Degree: Ed.S.

Name: Joshua Rodgers
Position: Statewide CS Specialist
Degree:

Name: John Hart
Position: Statewide CS Specialist
Degree: MLIS

Name: Stacy Reynolds
Position: Statewide CS Specialist
Degree: MSE

Name: Zachary Spink
Position: Statewide CS Lead Specialist
Degree: MSE

Name: Tammy Glass
Position: Statewide CS Specialist
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.
 - 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.

Special Projects & Programs

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or state-wide. These projects or programs provided an opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents varied.

Program Name: Communities of Practice (CoP)

Funding Source: Arkansas Department of Education

X Restricted ___ Non-Restricted

Description:

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

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

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

We partnered with Bailey Education Group for professional services.

We had 11 out of our 16 school districts participate in some form of support from Bailey Education Group. In the fall of 2024 there was a kickoff session for leaders to learn more about the HQIM they are currently using in their districts. In the fall, winter and spring Bailey Education Group coaches, school principal, instructional facilitators and Coop Representatives participated in classroom walkthroughs with a “Look For” tool to examine instructional strategies in place. After classroom walkthroughs there was a debrief session. The teacher also received feedback from the principal. There were Professional Learning days at the Northcentral Coop for those leaders to make next step plans for their school. The grant ended on March 28th.

Program Name: ACT Prep

Competitive Grant: Yes ___ No X

Program Summary: The ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their students in taking the ACT. The grant included prep sessions with CW Prep for high school students and for any student taking the ACT.

Through this grant NAESC hosted an ACT Prep session for students to participate in prior to their ACT test. Each student spent 5 hours in a live session with representatives from CW Prep

working on strategies for taking the ACT as well as content review. NAESC had an additional session scheduled for Spring 2025. However, the grant ended at the end of March, so the session was cancelled.

Program Name: ARApp Support Initiative

Competitive Grant: Yes__ No X

Program Summary: 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 creating 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.

Roster Verification Training (RVS)

Competitive Grant: Yes__ No X

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.

Collaboration with State Education Service Cooperatives/Tailgate Topics: Just enough to PREP you for the game of Leadership Administrator Support Zoom Meetings

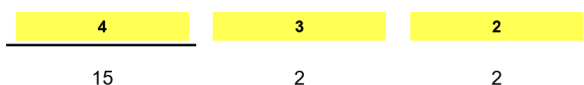
Competitive Grant: Yes No

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.

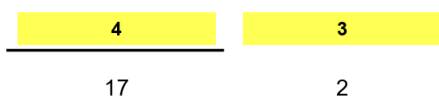
From the data collected from participants, requests of recordings, and which co-ops had participation from their educators, we were able to determine which sessions were more beneficial for our leaders. However, we found that administrators from around the state benefitted in some capacity from these 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.

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</p> <p>Meredith McCormack, Malvern Elementary</p> <p>Lisa Engebretson, Mountain Pine Elementary</p> <p>Kiley Simms, Hot Springs High School</p> | | | |
| <p>Tailgate Topics Meeting #4 January 28th 4:00-5:00</p> <p><u>Acceleration: What it means for your Students, Leaders, and Counselors</u></p> <p>Stacy Smith, Deputy Commissioner, ADE</p> <p>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</p> <p>ARESC</p> <p>DAWSON</p> <p>DEQUEEN MENA</p> <p>CROWLEY’S RIDGE</p> <p>ERZ-Roger Guevara</p> <p>GUY FENTER</p> <p>GREAT RIVERS</p> <p>NORTH CENTRAL</p> <p>NE</p> <p>NWAESC</p> <p>OUR</p> <p>SCSC</p> <p>SEARK</p> <p>SOUTHWEST</p> <p>WILBUR MILLS</p> |
| <p>Tailgate Topics Meeting #5 February 25th 4:00-5:00</p> <p><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</p> <p>ARESC</p> <p>CROWLEY’s RIDGE</p> <p>DAWSON</p> <p>DEQUEEN MENA</p> <p>GREAT RIVERS</p> <p>GUY FENTER</p> <p>NORTH CENTRAL</p> <p>NE</p> <p>NWAESC</p> <p>OUR</p> <p>SCSC</p> <p>SEARK</p> <p>SOUTH WEST</p> <p>WILBUR MILLS</p> |
| <p>Tailgate Topics Meeting #6 March 18th 4:00-5:00</p> <p><u>What is happening with Behavior?</u></p> | 16 | 1 | <p>ARESC</p> <p>DAWSON</p> <p>GREAT RIVERS</p> <p>NE</p> |

| | | | |
|---|---------------------------------|--|---|
| Arkansas Behavior Support Specialists Dr. Sheila Smith, Sonia Hartsfield | | | NWAESC SCSC SEARK |
| TOTAL SESSIONS: 6 | TOTAL PARTICIPANT S: 212 | TOTAL RECORDINGS REQUESTED: 198 | *Approximate Number of Individuals Reached: 410 This does not account for recording shown in group settings |

Program Name: Teacher Evaluation Support System (TESS)

Competitive Grant: Yes ___ No X

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). The Educator Effectiveness System (EES), developed by the Department of Elementary and Secondary Education was implemented based on Danielson's Framework for Teaching. The DESE provided continuous education and support on the framework through monthly Zoom sessions. This support will continue for administrators and teachers throughout the 2025-26 school year.

Program Name: Specialist's Unit Meetings

Competitive Grant: Yes ___ No X

Goals and Description: Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives convene 3 times throughout the year at a common location, then Zoom together once a month. Mathematics specialists receive professional development that is current, research based, and data driven.. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs. During the current 2023-24 school year we have focused on implementing the new AR math standards, creating the support documents that directly coincides with our standards, and a new fluency document.

Literacy Unit Meetings take place monthly for all state literacy specialists/coaches to convene as a professional learning community. This time is built by a state level team to share, execute, and receive professional development that is data-driven to impact student achievement and fulfill requirements of LEARNS. TNTP and Cognitive Coaching trainings have been completed throughout the year.

Science Unit meetings are organized so that K-12 Science Specialists from all cooperatives convene 3 times throughout the year at a common location, then Zoom together once a month.

Science Specialist Unit Meetings:

Unit meetings are organized so that K-12 science specialists from all cooperatives meet in person three times and virtually three times during the academic year.

ided: Support on ATLAS Classroom Tool, school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data. *In Person Unit Meetings:*

August 27-28, 2024 - During the initial meeting new specialists were introduced to the group. Grant Goals for 2024/25 were discussed and presented. The benefits and need for HQIM Science curriculum was discussed along with going over the science walk through tool that will be presented to districts throughout the year. Finally, chemical storage and clean up was discussed and specialists were to inquire from districts to determine what their chemical disposal needs might include to determine if they could be part of a pilot program on chemical waste disposal and cleanup.

December 17-18, 2024 - Specialists reviewed data collected from the science walk through tool and participated in TNTP Coaching training. Summer PD Topics were discussed and required PD topics were addressed.

May 12-13, 2025 - FUSE Summer PD Train the Trainer information was presented. Assessment and 3D Mastery PD updates were provided. Approved science curriculum and curriculum that is currently under review and release dates were provided.

Smithsonian Science In The Classroom - In the queue for review.

Experience Chemistry - Grades 9-12 Under Review

OpenScieEd Physics, Biology, and Chemistry - Grades 9-12 Under Review

Virtual Unit Meetings:

September 9, 2024, November 19, 2024, and March 18, 2025 - HQIM data, science walk through tool data, and ATLAS proficiency levels were discussed.

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant: Yes ☐ No ☒

Goals and Description: Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Northcentral Coop supports the needs of the individual districts and the implementation of LEADS.

Impact on Student Performance

Northcentral Arkansas Education Service Cooperative

Impact on Student Performance
2024-2025

| Program | Impact |
|---------------------|--|
| Systems Coordinator | <ul style="list-style-type: none"> • In the 2024-25 school year, some districts involved in the PLC process improved their letter grade at the elementary and the high school. • In the 2024-2025 school year, districts have made process and product goals to improve their letter grade. • In the 2024-2025 school year, 11 of our 16 school districts participated in the CoP Grant focused on HQIM. <ul style="list-style-type: none"> ◦ Districts were able to identify learning loss in literacy and math. ◦ District leaders set goals based on needs. ◦ District leaders participated in walk throughs with Bailey Education Group to address goals set. |
| CTE | <ul style="list-style-type: none"> • Industry certifications for CTE Concentrators was 72.61 which was above the State Target of 50.08 (Perkins funds were used to purchase certifications) • Awarded 4 State Start-Up Grants and 2 Modernization Grants (for the 2025-2026 school year) totaling \$250,894.26 for our CTE consortium member schools |
| Early Childhood | <ul style="list-style-type: none"> • Percentage of kindergarten eligible children dismissed from receiving special services went from 42% to 46% in the 2024 school year. • The December 1 enrollment saw an increase of 30 students compared to the 2024 school year. Despite this rise in student enrollment and a reduction in staff, we observed significant improvements in student performance, highlighted by a decrease in the percentage of children requiring special services upon transitioning to kindergarten. |
| Math/Science | <ul style="list-style-type: none"> • Provided technical assistance and training to districts that did not have HQIM. • Math Specialist provided coaching to classroom teachers to target support for launching or implementing HQIM. • Math Specialist supported the implementation of HQIM by offering training and utilizing the math Leadership Walkthrough and collected data using the tool. 84% of the administrators that received training |

| | |
|------------------|---|
| | <p>completed a math walk through. Increase in school buildings using HQIM science curriculum from 5 to 15 in the 2024-25 Academic year.</p> <ul style="list-style-type: none"> • 9 of our 16 school districts participated in the CoP Grant focused on HQIM. Specialists participated in walk-throughs with school leaders. • Science specialist provided coaching to classroom teachers in support of implementing HQIM. • Science specialist provided technical support in assisting school districts with implementing electronic version of HQIM curriculum. • Science specialist supported the implementation of HQIM by offering training training to administrators on the science walk through tool. Data was also collected using the science walk through tool. There was an increase in school buildings from 5 to 15 using HQIM curriculum during the 2024-25 academic school year. |
| Dyslexia | <ul style="list-style-type: none"> • Reviewed 100% of district dyslexia reports, identifying 2–3 key takeaways related to screening, identification, and intervention practices • Developed dyslexia-focused Technical Assistance Plans for 100% of districts to guide implementation and support • Provided all districts with professional learning and/or technical assistance specific to dyslexia and related reading disorders • Supported 100% of districts in identifying dyslexia-related priorities based on data gathered through the Technical Assistance Plan process, including ATLAS K–10 assessments, curriculum-based assessments, and other relevant data sources |
| Mentoring/Novice | <ul style="list-style-type: none"> • 89% of novices surveyed plan to return to a teaching position for the 25-26 school year • 370% increase in ArPep participation over the three years of existence. Linked below is evidence of our recruitment and retention processes at NAESC. • 24-25 Shortage Data https://dese-admin.ade.arkansas.gov/Files/24-25 Archive Doc for Webpage EEF.pdf |
| TCC | <ul style="list-style-type: none"> • The overall measurement for all our programs and |

| | |
|------------|--|
| | <p>services at NAESC is through a self assessed letter grade. This letter grade is an average of all 49 school buildings within our borders. The link below is a report of letter grade status and performance targets that have been reported to our member districts.</p> <ul style="list-style-type: none"> ○ Teacher Center NAESC Letter Grade |
| Technology | <ul style="list-style-type: none"> ● Provide monthly Security Awareness Insider for DESE statewide for technology personnel. ● Represented the state of Arkansas at state and national cyber conferences as an educator of technology. ● NAESC technology coordinator serves as the Assistant Director of the Cyber Incident Response Team. This team is a free resource for all Ar districts for educating their personnel along with assisting in cyber threats. ● 100% of uninterrupted student learning time due to cybersecurity measures in place by technology coordinator. |