

Arkansas River Education Service Cooperative



ANNUAL REPORT OPERATIONS 2023-2024

912 West Sixth Street

Pine Bluff, Arkansas 71601

Phone: 870-534-6129 Fax: 870-534-7162

Web page: <http://www.aresc.k12.ar.us>



From the Director's Desk.....

On behalf of the Arkansas River Education Service Cooperative's Governing Board and Staff, we present the 2023-2024 Annual Report on Operations. The services for 2023-2024 align with our vision of being the heart of learning, leadership, innovation, and prosperity. Our services have also aligned with the state vision of transforming Arkansas to lead the nation in student-focused education as well as the student centered visions of the school districts and communities we serve. The ARESC staff continued to exhibit a culture of high expectations, customer service, innovation, and collaboration. It is only through these mission driven efforts and effective partnerships with all stakeholders that ARESC can fulfill our vision to provide services to children, families, and schools that prepare them for a prosperous life.

In accordance with A.C.A. 6-13-120, we submit this 2023-2024 Annual Report as the condensed report of the programs, services, resources, and activities of our cooperative. This document will include information regarding professional development, technology, early childhood, career and technical education, direct student services of unique populations, the governance of our organization and other useful information.

ARESC strives to maintain quality impactful services and to connect our member districts and the community at large with resources to support education in Arkansas. Through our partnerships with local industry, institutions of higher education, the Division of Elementary and Secondary Education and other state agencies, we are proud to serve districts in Arkansas, Grant, Jefferson, Pulaski County and other counties of Arkansas for the betterment of the children of the great State of Arkansas.

Cathi Swan, Director
Arkansas River Education Service Cooperative



Mission Statement: Our mission is to deliver cooperative support services that foster learners for life.

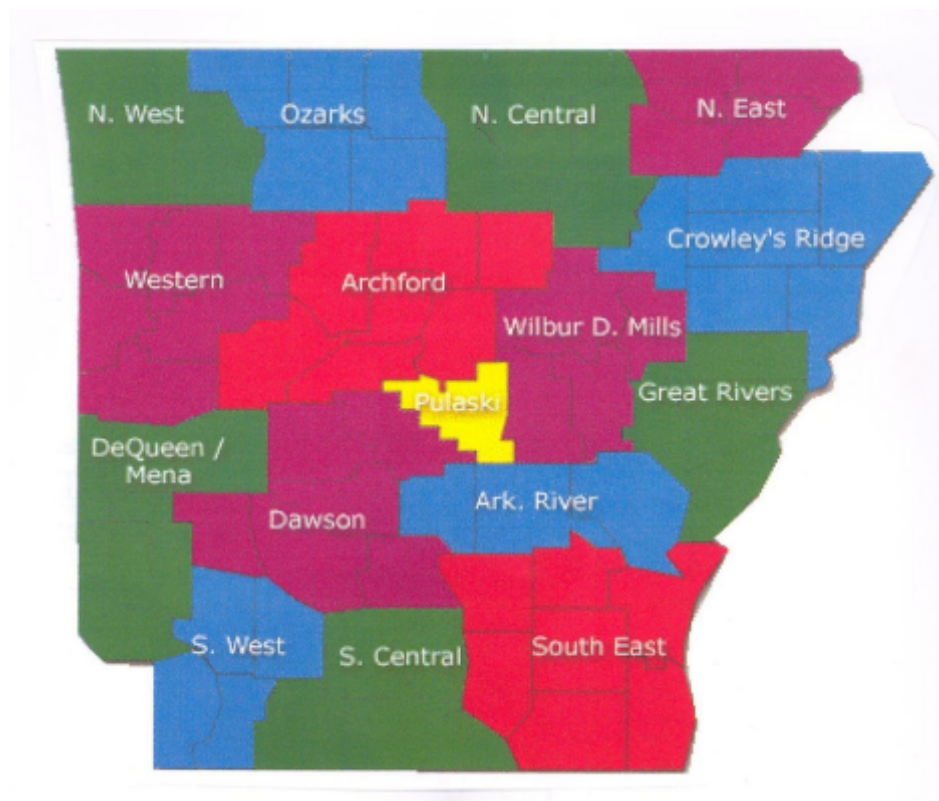
Vision Statement: We are the Heart of Learning, Leadership, Innovation, and Prosperity

Agency Goals with Collective Commitments:

- ★ Model and support a culture of high expectations and positive energy.
 - We will speak positively and provide solutions for challenges faced.
 - We will acknowledge and celebrate others.
 - We will persevere to reach our goals.
- ★ Model, support, and facilitate learners for life in all services.
 - We will strive for excellence and distinction in our own fields.
 - We will encourage and model a growth mindset.
- ★ Promote sharing of resources and services among stakeholders based on local, regional, state, and/or federal educational priorities.
 - We will use data to set priorities.
- ★ Provide assistance to schools in meeting or exceeding accreditation standards and equalizing educational opportunities.
 - We will focus on high levels of learning for all students and the systems that are necessary for this to occur.
 - We will maintain knowledge of evidence based best practices.
- ★ Encourage and facilitate innovative practices, strategies, and learning environments.
 - We will maintain knowledge of most effective evidence based practices, strategies, and learning environments.
- ★ Provide services to children, families, and schools that prepare them for a prosperous life.
 - We are committed to a system of support for students and adults.
- ★ Establish and maintain effective working relationships with all stakeholders of the community.
 - We are committed to quality communication and positive relationships with all stakeholders.

Arkansas River Education Service Cooperative

Proudly serving Arkansas, Grant, Jefferson, and Statewide

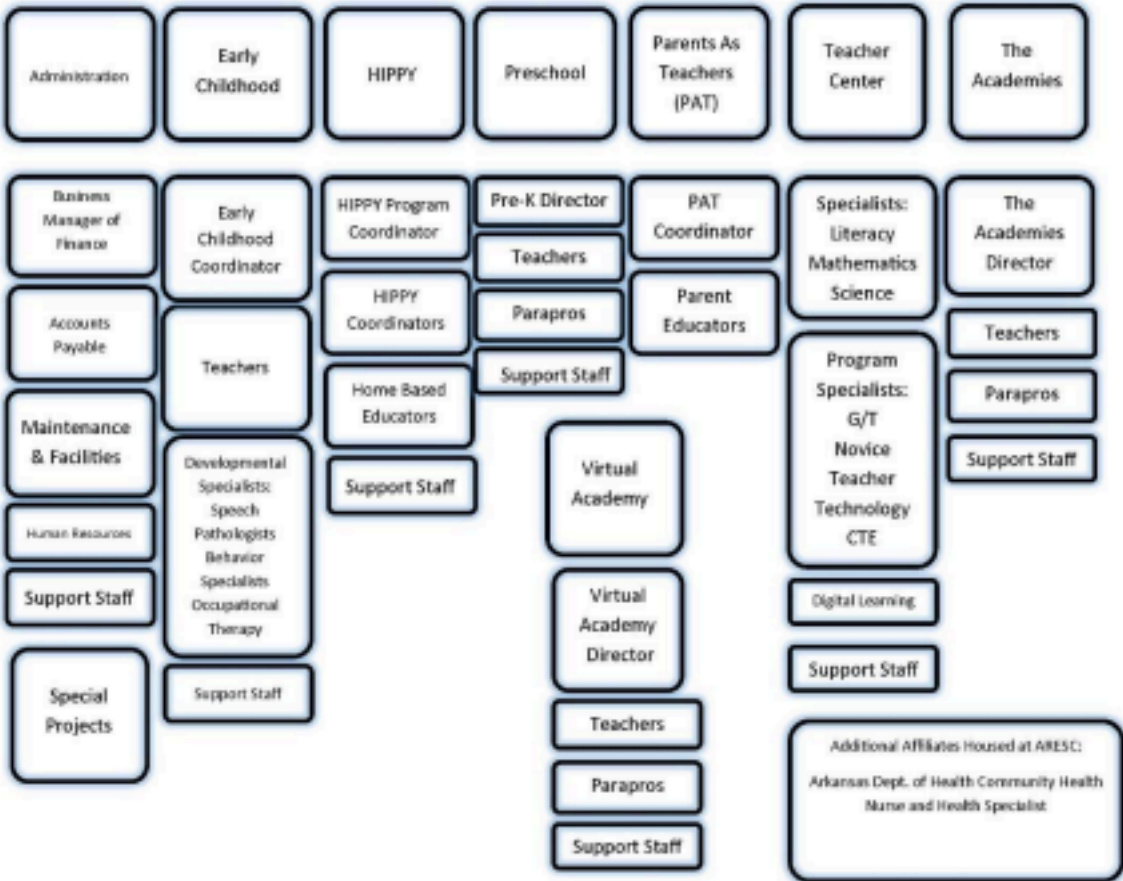


Arkansas River Education Service Cooperative

Board of Directors

Director

Assistant Director/TCC



**School District Members of
Arkansas River Education Service Cooperative**

Arkansas Correctional School System, Arkansas School for the Deaf, Pine Bluff School District, Sheridan School District, Stuttgart School District, Watson Chapel School District, White Hall School District

Officers of the Board of Directors for 2023-2024

Name	Position	School District
Mr. Gary Williams	President	White Hall School District
Mr. Jeff McKinney	Secretary	Stuttgart School District

Members of the Board of Directors for 2023-2024

Name	Position	School District
Dr. Tracy Dowell	Superintendent	AR Correctional Schools
Dr. Gretchen Cobb	Superintendent	AR School for the Deaf
Dr. Jennifer Barbaree	Superintendent	Pine Bluff
Dr. Karla Neathery	Superintendent	Sheridan
Mr. Jeff McKinney	Superintendent	Stuttgart
Mr. Tom Wilson	Superintendent	Watson Chapel
Mr. Gary Williams	Superintendent	White Hall

Teacher Center Committee Members for 2023-2024

Name	Position	School District
Larissa Davis	Teacher	Pine Bluff
Donna Vandevender	District Admin	AR School for the Deaf
Michelle Burchett	Teacher	White Hall
Sharon Whitaker	Teacher	AR Correctional Schools
Ryan Acker	Teacher	Watson Chapel
Marsha Saul	Teacher	Stuttgart
Abby Bristow	Teacher	Sheridan
Michael Walker	Asst. Director/TCC	ARESC

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report's Data Sheet

DATE: 6/30/2024 LEA#: 35-20 ESC#: 10

ADDRESS: 912 West Sixth Street, Pine Bluff, AR 71601 PHONE NUMBER: 870-534-6129

DIRECTOR: Mrs. Cathi Swan

ASSISTANT DIRECTOR/TEACHER CENTER COORDINATOR: Mr. Michael Walker

NAMES OF COUNTIES SERVED: Arkansas, Grant, Jefferson with two state-wide school districts (The following data does not include our Arkansas School For the Deaf or Arkansas Correctional School staff and students - APSCN)

NUMBER OF DISTRICTS: 7 NUMBER OF STUDENTS: 13,766

NUMBER OF TEACHERS: 1093 NUMBER OF ADMINISTRATORS: 126

I. GOVERNANCE:

A. How is the cooperative governed?

B. Board of Directors X or Executive Committee

How many members are on the Board? 7

Executive Committee? n/a

How many times did the Board meet? 9

Executive Committee? n/a

When is the regular meeting? 3rd Wednesday of each month

Date of current year's annual meeting: n/a

C. Does the co-op have a Teacher Center Committee? YES X NO _____

If yes, then: How many are on the Teacher Center Committee? 8

How many members are teachers? 6

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? Fall, Winter, Spring - other meetings as needed

D. When was the most recent survey or needs assessment conducted? Winter, 2023

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

Yes X No _____

STAFFING 2023-2024

Listed below are 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 source for the positions. Place an asterisk (*) beside those who are housed at the co-op and whose salary does not flow through the co-op's Arkansas River Education Service Cooperative 2023-2024 S=State, F=Federal, M=Medicaid, B=Base Funds, D=District Allocations

Name	Title	Funding Source
Celeste Alexander	Teacher Excellence Coordinator	S, F
Cody Knowlton	Math Specialist	S
Kelli Cypert	Career and Technical Education Coordinator	S, F
Elizabeth Hardin	Literacy Specialist	S
James Harris	Technology Coordinator	S
Dianna Herring	Science Specialist	S
Wendy James	Early Childhood Special Services Team Leader	S
Tammy Manning	K-8 Virtual Academy Principal	D
Lindsey Burkett	Preschool Coordinator	S
William Shelly	Gifted and Talented/Recruitment and Retention	S
Tammy Friend	Literacy Specialist	S
Carla Swan	Director	B
Vonda Taylor	Literacy Specialist	S
Mike Walker	Teacher Center Coordinator/Asst. Director	B
Steven Walker	Technology Initiatives Specialist	S*
Lisa Woodie	Behavior Support Specialist	D
Susan Brigham	Administrative Assistant	S
Kimberly Collins-Newton	HIPPY Coordinator	S
Dexter Miller	Technology Initiatives Specialist	S*

Gerard Newsom	Technology Initiatives Specialist	S*
Sherry Kennedy	Technology Initiatives Specialist	S*
Chad Davidson	Facilities Coordinator	D
Monique Lee	Safecare Provider	S
Maricha Walker	Safecare Provider	S
Jarvis Hale, Jr.	Behavioral Health Technician	S

Autra Dunn	Administrative Assistant	S
Antwinette Malakyah	Teacher	S
Judy Gordon	Administrative Assistant	B
Cristian Haynes	Digital Learning Support	D
Marcie Jacobs	Medicaid Clerk	S
Paula King	Secondary Teacher	S
Barbara Marbley	PAT Coordinator	S
Terry Martin	Custodian	B
Cynthia McDonald	Finance Manager	B
Sandi Metz	Administrative Assistant	B
Marguerite Norman	HIPPY Team Leader	S
Katherine Pye	Accounts Payable/Grant Manager	B
LaKesha Anderson	Administrative Assistant	B
Larry Williams	Custodian	B
Bradley Bateman	Campus Supervisor	D
George Davis	Teacher	D
Eric Elders	Campus Supervisor	D
Nicole Hadley	Behavioral Tech	D
Jarvis Hale	Campus Supervisor	D

Cheria Jackson	LPN/Registrar	D
Amanda Johnson	Behavior Specialist/JAG Coordinator	D
Oyungo Jones	Teacher	D
Heidi Rowland	Campus Supervisor	D
Rebecca Mincy	Teacher	D
Lasheena Hudson	Teacher	F
Phaedra Martin	Administrative Assistant	S
Sharon Jackson	Behavioral Health Associate	S
Kateshia Marshall	HIPPY Coordinator	S
Michael Owens	Behavioral Health Associate	S
Lynn Wright	Behavioral Health Technician/Resource Officer	S
Linda Yancy	Resource Officer	S
Phaedra Gipson	Administrative Assistant	F
Katrina Harroway	Paraprofessional	F
Azoria Lewis	Paraprofessional	F
Vickey Livingston	Paraprofessional	F
Rosalind Robinson	Paraprofessional	F
Amy Stuckey	Paraprofessional	S
Tess Akin	Teacher	S
Manda Anderson	Teaching Assistant	S
Darla Bailey	Teacher	S
Carla Bryant	Teacher	S
Mary Bush	Teacher	S
Russell Carnes	Teacher	S
Heather Carter	Teacher	S
Donna Depriest	Teacher	F

Seth Ellis	Teacher	S
Cindy Evans	Teacher	S
Dylan Harris	Teacher	S
Michaela Howard	Teacher	S
Alena Huett	Teacher	S
Blakelee Hyatt	Teacher	S
Debbie Moon	Teacher	F
Alicia Mosley	Teacher	S
Melissa Mosley	Teacher	S
Shelley Peyton	Teacher	F
Lindsay Reinert	Teacher	S
Sheryle Sandy	Teacher	S
Makala Saunders	Teacher	S
Krystle Summers	Teacher	S
Cassidy Vanhook	Teacher	S
Elizabeth Vansandt	Teacher	S
Lauren Wren	Teacher	S
Jessica Blasengame	Home Based Educator	S
Kristin Brown	Home Based Educator	S
Lakendra Cunningham	Home Based Educator	S
Daranishe Davis	Home Based Educator	S
Tequilla Freeman	Home Based Educator	S
Katherine McLemore	Home Based Educator	S
Pamela Russell	Home Based Educator	S
Betty Spinks	Home Based Educator	S
Stephani Zornek	Home Based Educator	S

Ashley Stone	Paraprofessional	F
Paula Archer	HIPPY Coordinator	S
Sharrika Ashley	HIPPY Coordinator	S
Andrea Camden	Teacher	S
Lauren Craine	Speech Therapist	S
Alicia Davidson	Speech Therapist	S
Sheryl Donham	Teacher	S
Meagan Fenters	Speech Therapist	S
LyDreana Howell	HIPPY Coordinator	S
Marquita Young	Teacher	S
Monya LaGrone	Teacher	S
Tumiga Livingston	Teacher	S
Shelby Lybrand	Speech Therapist	S
Cindy Murphy	Teacher	S
Jennifer Rice	Teacher	S
Asia Agee-Burnett	Home Based Educator	S
Kristi Allred	Home Based Educator	S
Regina Barnes	Administrative Assistant	S
Sarah Bowlin	Home Based Educator	S
Heather Bowman	Home Based Educator	S

Karissa Fryar	Home Based Educator	S
Yesenia Gutierrez	Home Based Educator	S
Latrenda Harris	Home Based Educator	S

Talenishe Hayes	Home Based Educator	S
Alisa Johnson	Home Based Educator	F
Amy Main	HIPPY Coordinator	F
Libby McGee	Teacher	S
Cheryl McNeil	Home Based Educator	S
Mely Mendoza	Home Based Educator	S
Lashanna Parks	Home Based Educator	S
Anja Spadoni	Home Based Educator	S
Cynthia Griffin	Home Based Educator	S
Dylan Harris	Teacher	S
Michael Turley	Teacher	S
Ryane Sorey	Arkansas AWARE	S*
Rachel Sowrheaver	Literacy Specialist	S*
Kenyatta Hicks	Literacy Specialist	S*
Christelle Haddox	APSCN Field Support	S*
Faseeia Preston	Community Health Nurse Specialist	S*
Rosemary Withers	Community Health Promotion Specialist	S*

Teacher Center

Below is a list of all in-service training/staff professional development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Included is a cumulative total of participants. See Professional Development Activities Report at the end of this document.

Does the co-op provide media services to schools? YES [X]

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

Does the co-op operate a "make-and-take" center for teachers? YES [X]

How many teacher visits have been made to the center?

- Number of Teacher Participants: 3,050 entered in ESCWorks
- Number of Other Participants: 864 not entered in ESCWorks

Administrative Services

Please check administrative services offered through the co-op:

- Cooperative Purchasing
- Conduct Annual Needs Assessments/Planning Assistance
- Special Education Services
- Gifted and Talented Assistance
- Grant Writing Assistance
- Personnel Application
- Assist with Evaluation/Monitoring Procedures
- Migrant Student Identification
- Bookkeeping Assistance
- Technology Training
- Curriculum Support
- Business Management training
- Computer Technician
- C.C.R.P.P. Administration/Collaboration
- E-Rate Applications
- Assessment Data Analysis
- Instructional Facilitator Training
- Math/Science/Literacy Specialists
- Reading Recovery
- Numerous professional development opportunities for teachers
- Administrators and local board members
- Perkins Consortium
- CTE Coordinator
- Professional Development
- Medicaid billing
- Psychological services
- School Health Nurse
- HIPPA
- APSCN Field and Financial Support

Direct Services to Students

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

- Student assessment program
- Itinerant teachers – please list areas: (ECSE, SPEC)
- Occupational therapy and physical therapy
- Transition Assistance
- Mentor programs (ex. Foster Grandparents)
- Gifted/Talented programs: 6 participating districts
- Digital instruction (ex. AR iTunes U, podcasts)
- Speech Pathology services
- HIPPY
- Low incidence handicapped (vision/hearing)
- Other (Please specify):
 - Parents as Teachers
 - Preschool
 - Alternative Education Academies (Tiered Support)
 - Early Childhood Special Education
 - Behavioral Intervention consultants
 - Virtual Academy for K-8 students and families
 - Summer Camps
 - Student Competitions

Anecdotal Reports

These are descriptions of activities which demonstrate partnerships, agreements or innovative ways that the cooperative has assisted local districts. The cooperative personnel may write the reports, or the descriptions may be written by local schools served by the cooperative. These reports may also include letters sent to the cooperative or evaluations of a cooperative activity.

ACT Prep Sessions- ARESC proudly collaborates with other agencies to host ACT Prep sessions at our cooperative or to arrange support at the participating school preference. 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 a subscription to On To College for high school students and prep sessions for any student taking the ACT.

261 school districts across the state opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district.

Through this grant cooperatives hosted ACT Prep sessions for students to participate in prior to their ACT test. Chad Cargill provided 9 sessions for 688 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review.

Cantrell and Waller Preparatory (CW Prep) provided 24 sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.

Virtual Academy at The River - Parents have choices regarding the education of their children and some demand a virtual option. As a result of this demand and in collaboration with area school districts, ARESC created K-6 Virtual Academy at the River. While our original focus was to serve schools within our cooperative region, we now partner and proudly serve twenty nine school districts from around the state.

During the 2023/2024 school year our enrollment was around 480 students. There is a staff of 12 that includes principal, teachers, and interventionists who work with parents and home districts to ensure learning. A content provider is utilized for the curriculum and additional resources are used to supplement the instruction to meet state standards and SoR instructional expectations. The students meet over Zoom for synchronous whole group instruction and small group instruction. Small group

instruction is focused on specific standards for students in math and literacy. Students also have asynchronous coursework to submit daily. With the asynchronous coursework, students have weekly proctored formative and summative assessments. Weekly team meetings occur for staff members to disaggregate student achievement data so that it may be utilized to drive instructional practices and RTI process. In addition to team times dedicated to processes of a Professional Learning Community, traditional staff meetings also occur weekly or as needed. Certified teachers delivered instruction synchronously and asynchronously. The feedback from the parent survey was overwhelmingly positive about the instruction and the platforms for students. 93% of all students showed growth in ELA and Math based on our data from the NWEA.

In addition to direct instructional services for students provided for parents and students who sought a virtual option, ARESC VA provided services to meet the needs of local districts with teacher shortage areas. We partnered with districts to provide instruction in shortage areas which also provided a cost savings alternative to a full-time employee.

Providing Praxis and Foundations for Reading Assessment

Support - Many of the new hires in our area schools experience difficulties and challenges associated with gaining necessary cut scores to obtain teacher licensure. Our team has developed and established a multi-tiered approach that customizes support based on individual needs. These strategies include one to one interventions, small group sessions and purchase of subscriptions such as 240 Tutoring and Study.com. Additional resources of study guides and practice tip books are available as needed. ARESC also contracts with retired educators to provide additional support for teachers that establishes a calendar of tasks and support and accountability. This additional support builds executive functioning capacity in participants.

Additional Praxis support provided by ARESC reaches beyond our service area to include all areas of the state. Dr. Celeste Alexander created tutorial videos and provided them to all Recruit and Retention specialists in the state. The strategies and tips in the videos helped them to save money when using Study.com to support their teachers.

Partnering With Districts, ADE, and NOLA Education Group to Provide Educational Opportunities Through a Tiered Approach

- ARESC partners with Pine Bluff, Stuttgart, Watson Chapel and White Hall School Districts to provide personalized education and support utilizing four different approaches to better meet individual needs.

- **Focus Academy** is a more traditional alternative setting and serves students in grades 5-12 who are identified with two or more characteristics from the list found in the ALE process guidelines and very often have exhibited severe behavior issues. These students often need intense support in multiple areas with an intent of transitioning back to a traditional setting for graduation.
- Our second academy is called **Flex Academy** and it serves students in grades 9-12

who are in need of a very personalized schedule and support. These students are often victims of circumstances such as pregnancy, financial crisis, or other situations that have left them short of required credits for graduation. Our staff works to create an individualized plan for each student that will provide necessary support and course a flexible schedule enabling completion of their high school diplomas.

- The third academy and newest addition is **Explore Academy**. ARESC has partnered with DESE, NOLA Education Group, Dollarway, Pine Bluff, and Watson Chapel during this past year to plan and develop a school for 7th and 8th grade students who are academically behind. Explore Academy is an accelerated learning program that utilizes a hands-on, STEM-focused curriculum to reach students hoping to improve their educational and social-emotional performance. Focused on helping students make the critical transition from middle school to high school, Explore Academy allows students to learn and apply their course objectives while accelerating them towards their proper grade level. Together, students participate in Math, Science, English Language Arts, and Social Studies coursework daily and Enrichment and Elective elements that will prepare them for future success in high school and beyond. Currently, 45 7th and 8th-grade students are enrolled in the program, who thrive in the personalized environment and hands-on lesson plans. Explore Academy implements the nationally-renowned curriculum of NOLA Education known as Star Academy (see: www.StarAcademyProgram.com). Star Academy is recognized as one of the most effective hands-on education programs in the country and a frequent recipient of the National Dropout Prevention Center's Crystal Star Award for its exemplary success rates.

The goals of this program are:

- 1) Reduce drop-out rate for students
- 2) Lower student attrition rates by providing an accelerated learning pathway
- 3) Deliver two years of curriculum in one year
- 4) Use hands-on, project-based learning activities
- 5) Foster individual student responsibility for learning and behavior
- 6) Provide workplace readiness and careers exposure with emphasis on soft skills

This approach has been well received by students and below are two quotes from students expressing their enthusiasm.

"My favorite day of the week is Monday because it's when I get to go back to school," said one student.

"This is way different than my old school – and I like everything about it. It's more hands-on, the teachers have more time to help us if we're struggling, and we're learning more. I'm glad this opportunity was available to me – I recommend every student try it!" said another student.

- The fourth academy is **After-Focus Academy**. This academy serves students from our area schools who, for whatever reason, have been expelled from the traditional educational setting. These students receive services during non-traditional school hours with one-to-one instruction. This is a blended learning environment for students that are in the court system and/or expelled from school for violations involving weapons, drugs, and or other actions that deem the student would be better served in an environment that does not include daily, all-day interaction with a school body. Students are provided digital lessons and tools to access during the school day with access to our teachers for ZOOM support or other digital means. We hold face-to-face classes from 3:30 - 5:30 throughout the week where we respond to interventions, check in with students' mental health, provide food, and other support.

Individualized and targeted wrap-around services are required and provided at each academy.

Service To Community - Service is in our name. Our mission is to be the heart of learning, leadership, innovation, and prosperity. ARESC partners in many community service initiatives.

- **HIPPY Family Fun Day** - ARESC staff members representing all teams collaborated to provide HIPPY Family Fun Day at the ARESC site. Children from birth to teenagers attended a carnival atmosphere in our parking lot. Children played games, visited booths, received books, and other educational materials.

- **Curious George Summer Camp** - ARESC The target population is 4-5 year olds that live in the Pine Bluff and Watson Chapel attendance zones of Jefferson County. Pine Bluff and Watson Chapel school districts are designated as Community Eligible Free and Reduced Lunch Program schools. The camp was a 12 day learning opportunity for qualifying children who are 4 or 5 years old with priority given to children entering Kindergarten in August of 2023. We served 100 total students this summer by holding one session in June and one in July. Two onsite classrooms serve 50 per session.

The goals of "Join Curious George to Learn About Your Community" camp were aligned to the domains found in the Brigance Screen III for 4 and 5 year olds: Academic/Cognitive in Literacy, Language Development, and Physical Development. We provided a high-quality, engaging learning camp that emphasized vocabulary development, provided real-life experiences, and fostered a love of reading. In addition, the camp provided opportunities to focus on mathematics, social skills, and social emotional development through the learning experiences of Curious George.

Students participated in a pre- and post- assessment to determine vocabulary enrichment activities and measure growth. Informal assessments were conducted daily by teacher interaction (guided discussion) and parental feedback (home activity and discussion).

The implementation of camp day included healthy snacks and lunch, auditory rest time, book walk, circle time, shared reading, guided physical activity, fine arts activity, role playing, teacher guided lessons (connecting, modeling, recalling, predicting, summarizing), and an off-campus community visit that included role-playing. Each day focused on a specific Curious George book and field trip adventure in the community.

- Curious George At the Fire Station (Visit local fire station, engage firefighter to read the book, tour fire station, learn Stop-Drop-Roll)
- Curious George Visits the Library (Visit local library, receive a library card, reading time with librarian, locate the Curious George section)
- Curious George at the Railroad Station (Visit Arkansas Railroad Museum, tour types of trains, ride a train, and conductor will read the book)
- Curious George Has a Birthday Party (Children plan and decorate for a birthday party and attend the birthday party.)

At the beginning of camp, students were given a backpack and community visit companion (Teach Me Curious George). The companion accompanied each student through the camp. At the end of each day, students read to the companion, and were responsible for caring for the companion. Students left each day with a copy of the book of the day, accompanying non fiction books, and supporting parental involvement activity.

- **ARESC Health Fair** - Every October, ARESC hosts a community health fair. The target audience is families enrolled in Parents as Teacher, HIPPIY, Early Childhood Special Services, and area Preschool Centers. We offer Flu shots, COVID vaccines, adult health screenings, blood pressure check stations, cholesterol and glucose check stations, height/weight checks, child health screenings for birth to 6 years of age, well-child health screening, vision screening, hearing screening, and health and nutrition information, and literacy materials for all participants. Our partners include the Arkansas Minority Health Commission, Jefferson County Health Dept., UAMS - AHEC, UAMS - Audiologist Dept., SEARK Nursing Dept., and the Sheridan Lions Club. We host an average of 400 attendees at ARESC each year.
- **Excelby8** - Excel by Eight is focused on building a reliable resource grid where all Arkansas families and communities have what they need to thrive. Excel by Eight communities are local models for change. Parents, educators, health professionals, and other community members identify gaps in their resource grids and develop strategies for improving child outcomes. ARESC led efforts to establish Jefferson County as an official Excelby8 Community. Jefferson County, E8's newest member community, is led by Cathi Swan at the Arkansas River Education Service

Cooperative. The steering committee has been formalized and includes representatives from K-12 education, health, home visiting, business, philanthropy, and higher education. In 2023, the local steering committee launched the research phase of the E8 process, gathering community input on priority areas by hosting data walk events and talking with parents, educators, service providers, and other stakeholders who work on behalf of families with children ages 0-8. Data walks are gallery-style presentations of statistics related to boxes on the E8 resource grid. Excel by Eight presents initial data to participants and asks them to react. This helps us better understand where children are excelling and where we may need to shore up local resources.

- Excelby8 Steering Committee for Jefferson County
Chair - Cathi Swan, Chair, Arkansas River Education Service cooperative
Committee Members

Peter Austin, Jefferson Regional Medical Center
Jennifer Barbaree, Pine Bluff School District
Dr. Steven Bloomberg, Southeast Arkansas College
Dr. Kimberly Davis, University of Arkansas at Pine Bluff
Jason Duren, United Way of Southeast Arkansas
Sherri James, Southeast Arkansas Behavioral Healthcare System
Angela Lopez, Arkansas Department of Human Services
Dr. Sarper Turker, Arkansas Lighthouse Charter Schools
Chad Pitillo, Simmons Bank
Allison Thompson, Jefferson County Alliance
Dr. Gary Williams, White Hall School District
Tom Wilson, Watson Chapel School District

Emergency Location for ADWS Rehabilitation Services - In January, the ice storm caused pipes to burst in the ADWS Rehabilitation Services building in another part of Pine Bluff. The entire team of 30 staff members was displaced. ARESC was asked to provide a temporary office space/hub for their services. We worked with their team to set up offices and hosted their staff until their building was repaired and ready for them again in April.

Summer Camp For Junior High Students

“Build a Better Future” is a two-week summer day program that occurred in July 2023 and was developed for students entering the 7th through the 9th grade who are interested in science, engineering, art, and innovation. Students explored how technology, engineering and mathematics are utilized in manufacturing from the design process, through the engineering cycle and on to fabrication. This camp was funded through an AEGIS grant.

Camp Objectives:

- Students will understand how STEAM subjects are

utilized in the field of manufacturing..

- Students will understand the steps in the engineering cycle.
- Students will utilize appropriate technology to plan and carry out an investigation, collect data and form conjectures.
- Students will engage in coding and programming to create 3-D products.
 - Students will utilize art/design concepts such as 3-D rendering and CAD to develop real world models from their designs.
- Students will obtain, evaluate, and communicate information using appropriate technology to communicate findings and learning.

Meeting Unique Needs - ARESC serves two non-traditional student populations.

- 1) ARESC serves a unique population at Arkansas Correctional School District (ACS). With recent emphasis on Science of Reading and Dyslexia, we continue to support a comprehensive plan to identify and provide interventions for adult learners in need. Further support for ACS has been customized SoR training through RISE 3-6 sessions scheduled and delivered specifically for their staff.
- 2) Another unique population served by ARESC is the Arkansas School for the Deaf (ASD). One barrier that has often prevented their staff from participating in events at ARESC has been the cost of interpreters. Our cooperative has worked with ADE to secure this funding which has allowed a huge increase in ASD participation in our services. Our specialists also work to schedule and customize sessions to meet their needs.

Human Capital Support - Human capital support continues to be a high priority in our region. One of the strategies being utilized by ARESC is regularly scheduled collaboratives that have a timely focus and support. These collaboratives are facilitated by Bill Shelly and Dr. Celeste Alexander.

Fingerprinting Services - Fingerprinting is a service that isn't considered a high profile service but is very important to our cooperative area and beyond. During the past year our staff has fingerprinted 622 individuals that work for and/or attend the following school districts and universities.

Arkansas Correctional School
Arkansas Virtual Academy
Benton School District
Brinkley School District
Camden School District
Clarendon School District
Cleveland County School District
Conway School District
Dewitt School District
Dumas School District
El Dorado School District
England School District
ESTEM Public Charter School
Fayetteville School District
Fordyce School District
Forrest City School District
Friendship Aspire Academy
Hazen School District
Hot Springs School District
Jacksonville School District
Lighthouse Charter Schools
Little Rock School District
Palestine-Wheatley School District
Pine Bluff School District
Pulaski County School District
Sheridan School District
Star City School District
Strong-Huttig School District
Stuttgart School District
Watson Chapel School District
White Hall School District
Woodlawn School District
University of Arkansas at Pine Bluff
University of Central Arkansas
Retired(lifetime)
Arkansas River Education Service Cooperative
Subs- SubTeach
Teach For America

Paraprofessional Testing for High School Students - While many parts of our state are experiencing teacher shortages for the first time, our area is in a crisis mode when it comes to attracting teachers. One promising solution is Educators Rising. Educators Rising is a career and technical student organization (CTSO) with intra curricular learning opportunities integrated into existing education and training programs. Educators Rising is a community-based movement that provides Grow Your Own programming through the Educators Rising Curriculum and supporting student activities. Chapters are provided classroom resources along with the opportunity to attend the National Conference where members, teacher leaders, and educators from around the nation come together to showcase the skills they have gained in their education and training programs. Area schools with this program bring their students to ARESC to take the ParaPro exam as part of their certification pathway. During the past year we proctored the exam for students from White Hall, Star City, Watson Chapel, and Cabot High School.

Para Testing for Adults- A total of 48 adults tested on location at Arkansas River Education Service Cooperative. Paras represented the following districts, colleges, and universities: Sheridan, PCSSD, Bearden, Star City, Delta State, Fayetteville, Bryant, Greenbrier, ESTEM, White Hall, Watson Chapel, and Pocahontas.

Title IX Investigation - The US Department of Education released Title IX requirements that became effective August 14, 2020. As a result of these requirements, area school districts requested that ARESC create an investigative team as well as a group of decision makers to be part of their required Title IX Personnel Team. Through partnerships with ADE and Bequette, Billingsley, & Kees, P.A. we have created cadres of investigators and decision makers with ongoing training and support. While this effort began prior to this past school year it is ongoing with recruitment of new investigators and decision makers along with necessary training.

EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2023- 2024 school year: 5 For this number, please provide the number in each of the following racial classifications: White 3

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2023- 2024 school year: 24

For this number, please provide the number in each of the following racial classifications: White 10

African American 14

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

TERMINATED or RELEASED by CHOICE

Number of males terminated by the cooperative during the 2023- 2024 school year: 5

For this number above, please provide the number in each of the following racial classifications: White 2

African American 3

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2023- 2024 school year: 18

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

White 5

African American 13

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2023-2024 school year: 4

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

White 2

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the
2023-2024 school year: 128

For this number above, please provide the number in each of the following
racial classifications: White 52

African American 72

Hispanic 3

Asian 1

American Indian 0

Alaskan Native 0

ARESC Program Descriptions

Program: ACT Prep

Funding Source: State

Competitive Grant: Yes **No**

Participating Districts: Statewide

Personnel: Michael Walker, Assistant Director, MSE

Re-Gina Barnes, Admin Assistant, BA

Program Summary:

The ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparation for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their students taking the ACT. The grant included a subscription to On To College for high school students and prep sessions for any student taking the ACT.

Two hundred and sixty one school districts across the state opted in to On To College. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an after school program or a summer bootcamp. Training was provided to each district.

Through this grant cooperatives hosted ACT Prep sessions for students taking the ACT. Chad Cargill provided nine sessions to six hundred eighty eight students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies as well as content review.

Cantrell and Waller Preparatory (CW Prep) provided twenty four sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students to utilize when taking the test. Students leave the training with a one year log-in to all the resources allowing for them to continue to prepare for the ACT.

PROGRAM: Accounting

FUNDING SOURCE: State and Local

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE

SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK Correctional School, Pine Bluff SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT ***We also support several statewide and regional initiatives that go beyond our Cooperative boundaries.**

PERSONNEL: Cynthia, McDonald, Business Manager, BS

Katherine Pye, Accounts Payable, BA

GOALS: To provide financial support to all programs and participating districts of the cooperative.

PROGRAM SUMMARY:

2022-2023 State Funding Source

Base Funding \$408,618

K-12 Content Specialist Grant \$450,000

Technology Center Grant \$80,000

Gifted/Talented Specialist Grant \$30,000

HIPPY \$1,601,250

Early Childhood Special Education \$1,084,863.58

Career & Technical-Workforce Education Grant \$55,000

Parents as Teachers \$105,000

ArPEP Grant \$32,500

Novice Teacher Grant \$236,490

Team Digital \$990,000

Civics \$154,450.30

Technology ARP \$150,000

AEGIS Build a Better Future 20,010.00

Digital Platform ARP \$60,000

2022-2023 Federal Funding Source

Medicaid \$45,483.27

HIPPY MIECHV \$242,460

PAT MIECHV \$111,000

Special Education Mentoring \$20,000 Drop

Prevention TANF \$10,575,000

CTE Virtual Reality Career Exploration \$76,560

Perkins Recruitment and Retention \$3,000

PROGRAM: ADE/APSCN Student Applications Field Analyst

FUNDING SOURCE: State

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE

COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF,
ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT,
SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT,
WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Linda Burt, APSCN Student Field Analyst, AA
Christelle Haddox, APSCN Student Field Analyst, BA
Carolynn Gunn, APSCN Financial Applications

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

PROGRAM SUMMARY:

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

PROGRAM: ArPEP

FUNDING SOURCE: State Grant

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE

SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF/DOLLARWAY SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Bill Shelly, Mentoring program Specialist, MSE

GOALS: To provide support and training to local school district ArPEP candidates. To maintain accurate records including attendance and grades in the Google Classroom platform. To communicate with DESE and provide consistent communication between DESE and the local ArPEP site.

PROGRAM SUMMARY: The ArPEP Site Facilitator facilitates the ArPEP Google Classroom site modules by retaining qualified instructors, maintaining accurate attendance records, grading assignments and maintaining accurate records of those grades and providing support and guidance to local ArPEP candidates. The Site Facilitator acts as a liaison between the Department of Education and local candidates.

Major Highlights of the 2023-2024 School Year -

Continued quality services through face-to-face meetings and 1-on-1 support.

Continued offering a "late cadre" (July) and served 16 local teachers in the Year 1 and Year 2 cadres.

100% of candidates were employed in local school districts during the program.

88% of candidates have already passed their Science of Reading pathway this school year.

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes No X

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

PERSONNEL:

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

Behavior Support Specialists:

Shana Bailey, M.S.

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

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	
Alma Intermediate School Asbell Elementary- Fayetteville Bald Knob High School Bryant Elementary Guy-Perkins Elementary Happy Hollow Elementary- Fayetteville	Horatio Elementary Hurricane Creek Elementary - Bryant McRae Elementary - Searcy Mena Middle School Mena High School Oscar Hamilton Elementary - Foreman Pottsville Jr High University Heights Elementary - Nettleton

BX3 Cohort 4 - Building level teams	
Caddo Hills High School Arkansas Arts Academy High School Magnolia Middle School Sidney Deener Elementary Westside Elementary - Searcy Southwest Middle School - Searcy Ahlf Jr High - Searcy Janie Darr Elementary - Rogers Arkadelphia High School Prairie Grove Elementary School Lake Hamilton New Horizons - Washington Elementary - Fayetteville Lincoln Middle School Cedarville Elementary Glen Rose Elementary Flippin Elementary	Bearden Elementary Trice Elementary - Texarkana Benton Jr High Elmdale Elementary-Springdale Louise Durham Elementary- Mena Manila Elementary Lakeside Middle Health, Wellness and Environmental Studies- Jonesboro Public Schools K-8 Connect - Springdale LISA Academy- Rogers & Bentonville Indian Hills Elementary - North Little Rock Newport Elementary East End Elementary Lakeside Primary - Oark Campus- Jasper

Beebe Elementary Bob Folsom Elementary - Farmington The Academies of West Memphis Rector Elementary School Westbrook Elementary - Harmony Grove Bayyari Elementary - Springdale North Heights Community School - Texarkana Beebe Middle School	Allbritton Elementary- Hamburg Earle High School Perritt Primary School - Arkadelphia Wonder Jr. High- West Memphis College Hills Harmony Leadership Academy- Texarkana Lafayette County Elementary
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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 support for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offers at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

MAJOR HIGHLIGHTS OF 2023-24:

- Cohort 3 continued with 14 building-level teams across the state
- Accepted Cohort 4 with 45 building-level teams across the state
- 99% of participants in Cohort 3 strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 4 strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3 strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 4 strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3 agreed strongly that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 99% of participants in Cohort 4 agreed strongly that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3 agreed strongly that they feel confident in carrying out the steps in their action plan.

- 99% of participants in Cohort 4 agreed strongly that the interactions with and methods used by BX3 coaches were positive and acceptable.

CIRCUIT 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 team on Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Provide professional learning opportunities on evidence-based interventions

MAJOR HIGHLIGHTS OF 2023-2024:

- Provided on-site coaching and consultation, student observation, records review, conference attendance, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 80 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 2023-2024:

- Offered 24 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 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participants

ADDITIONAL BSS HIGHLIGHTS OF 2023-2024:

- Partnered with DESE to support THRIVE Leadership Academy Cohorts 3, 4, 5, 6, and 7 through June 30, 2024 to improve the implementation of positive behavior

supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants

- Served on DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Presented Positive Behavior Supports: A Variety of Options and FBA Overview at SEAS Conference
- Presented THRIVE Arkansas: Promoting Positive Behavior Supports, Mental Health and Wellness with DESE at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Inclusive Education ToT: Behavior with DESE-OSE
- Presented Overview of Arkansas BSS with DESE-OSE as part of New LEA Training
- 4 BSS attended the Southeastern School Behavioral Health Conference
- 1 BSS attended the Midwest Symposium for Leadership in Behavior Disorders
- 1 BSS attended the 18th Annual Thompson Center Autism Conference
- 1 BSS attended the LRP Institute Convention

PROGRAM: Career and Technical

FUNDING SOURCE: Carl D Perkins Funding

Funding Amount: \$55,000.00

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE

SCHOOL DISTRICTS: ARK. SCHOOL FOR THE DEAF, PINE BLUFF SCHOOL DISTRICT

SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT

WHITE HALL SCHOOL DISTRICT

PERSONNEL: Kelli Cypert, Career & Technical Education Coordinator., BBA, M.ED, M.S.E.

GOALS: Arkansas Department of Education - Division of Career & Technical Education (ADE-DCTE) adopted a goal, which was developed by the National Association of State Directors of the Career and Technical Education Consortium (NASDCTEc) to emphasize the critical role that Career and Technical Education (CTE) plays in our nation's educational advancement and economic competitiveness. The theme goal is "Reflect. Transform. Lead." It is based the following five principles:

- CTE is critical to ensuring that the United States leads in global competitiveness.
- CTE prepares students to succeed in further education and careers.
- CTE is a results-driven system that demonstrates a positive return on investment.
- CTE is delivered through comprehensive programs of study aligned to The National Career Cluster framework.
- CTE actively partners with employers to design and provide high-quality, dynamic programs.

The goal for CTE charts an innovative and challenging path to ensure CTE will provide the education and training necessary to prepare the workforce for a global economy. Through strong CTE programs, our state and our nation are developing our most valuable resource—our people. The technical knowledge, workplace skills, and real-world experience gained through CTE prepare our current and future workforce for the high-skill, high-wage, and high-demand careers so vital in today’s economy.

Statistics including student proficiency in reading/language arts, mathematics, science, and CTE skill attainment including industry-recognized credentials, as well as graduation rate, graduate placement in the workforce, completion of a program of study, and non-traditional participation/completion in a program of study are indicators used as a guide to determine where to provide additional training for teachers and students.

PROGRAM SUMMARY: CTE Coordinators provide supporting resources to enable public schools to initiate and maintain quality.

Career & Technical Education programs align in accordance with the ADE-DCTE’s Strategic Plan, Goals, and Objectives. The Coordinators encourage the development, implementation, and improvement of CTE programs for all districts (consortia or single LEA).

The Career & Technical Education Coordinator for the Arkansas River Education Service Cooperative writes an annual Perkins Grant for the consortium, following the recommendations from participating districts and guidelines from the ADE-DCTE. If Perkins indicators for the consortium members do not meet the 90% threshold, a Perkins Improvement Plan for the district is also developed. Grant funded activities will be supported throughout the consortia member districts by projects. The CTE Coordinator is responsible to oversee and manage Perkins Grant funding at the cooperative level, which is associated with the approved activities, and to assist with approvable reimbursements to consortia member districts.

The CTE Coordinator assists in Perkins data collection and reporting for including student certification reports and placement reporting for CTE Concentrators that have not been included within ADE-DCTE database collaboration with the Arkansas Department of Commerce’s Division of Workforce Services and Arkansas Post Secondary (Higher Education) institutions. Based on current ADE-DCTE Perkins Manuals, Operational Guides, and Policy & Procedure Manuals, the CTE Coordinator works with regional workforce stakeholders including educators, business and industry representatives, parents, and others incorporating a Comprehensive Local Needs Assessment (CLNA) for cooperative school districts within the ARESC Perkins Consortia every two years.

The CTE Coordinator assists all districts associated with the cooperative with questions and guidance related to CTE programs based on information provided by Arkansas Department of Education’s Division of Career & Technical Education.

Major Highlights of the 2023-2024 School Year

The ARESC CTE Coordinator intently communicated the availability of supplemental curriculum resources, as well as individualized or small group instruction, to district-level and building-level administrators, and individual CTE teachers. Services were provided to administrators and CTE teachers within the most feasible means for the individuals and groups requesting the support, whether in-person or via online platforms.

CTE Online Materials & Lesson Plan Development Support: ADE-DCTE provided substantial assistance for all CTE teachers across the state through a CTE Playbook for each Program Area. The CTE Play Books were written through a collaborative effort between CTE Teachers and ADE-DCTE staff. They contain lesson plans as well as supplemental materials and online resources for the ADE-DCTE standards for each course. The Playbooks are available through the ADE-DESE website:

<https://dese.ade.arkansas.gov/Offices/special-projects/academic-playbook-unit-plans/career--technical-education>.

CTE Professional Development: ADE-DCTE continued to provide professional development to CTE teachers across the state for all program areas. The online professional development trainings were shared with CTE teachers through the ADE-DCTE website:

<https://dcte.ade.arkansas.gov/Page/CteProfessionalDevelopment>. CTE teachers were made aware of the sessions through their respective listservs, communication from the ARESC CTE Coordinator, by ADE-DCTE communications. Some ARESC CTE teachers were provided individualized or district-location small group instruction, technical assistance and professional development at their local site through the ARESC CTE Coordinator. Support was provided through both in-person and online venues, based on the district's, program's or individual teacher's needs.

Through an opportunity to serve Arkansas River Education Service Cooperative's districts in regional and state representations, ARESC's CTE Coordinator served on two state-wide recognized boards during the 2022-2023 year.

- Arkansas Association of Educational Administrators' (AAEA's) Arkansas Association of Career & Technical Education Administrators (AACTEA) State Board: Kelli Cypert was appointed to the AAEA-AACTEA State Board in August 2020 to serve as the Southeast Director, and was appointed in August 2022 to serve as the Secretary/Treasurer for the Board. In 2023, she was appointed as Vice President, and will begin a 2-year term as President for the association in summer 2024.
- Southeast Arkansas Economic Development District's (SEADD's) Southeast Arkansas Workforce Development District Board (SEAWDB): Kelli Cypert was

appointed to the SEADD-SEAWDB in March 2021. She has served as a member of the Youth Services and Disability Services Committee, as well as the General Board.

One of our consortia districts applied for New Program Start-up State Grants through ADE-DCTE. The grant applications were written through a collaborative effort with district administration, CTE classroom teachers and the ARESC CTE Coordinator. At this juncture, we are awaiting the conclusion of the Arkansas Legislative Session, after which ADE:DCTE will announce funding allocations. Funded New Programs may be reimbursed for expenditures initiated after July 1, 2024, related to minimum equipment standards for the specific program area approvals. The grant funding amounts are 85% of the estimated cost for minimum equipment for the new programs. The districts are responsible for the remaining 15% of the equipment cost.

ARESC supported a Carl Perkins Consortia for the 2023-2024 school year for five participating districts. The 2022-2023 school year was the first year ARESC has supported all of our cooperative districts through a single cooperative Perkins Consortia in two decades.

The Perkins project activities ranged from equipment purchases to software licensing subscriptions. Student certifications from the participating districts for FY23 included ASE, Microsoft Office Specialist, ServSafe Food Handler, ServSafe Manager, Quality Beef Certifications, OSHA, and others. Perkins project requests typically include professional development, student certifications, district-level career coaches, as well as supplemental equipment and curriculum.

The CTE Coordinator implemented the second year of a \$76,560 Virtual Reality grant for Career Development classrooms initially received in 2022-2023 through DCTE Guidelines. Career Development instructors were trained to utilize the VR systems. The CTE Coordinator met monthly with industry representatives to discuss the implementation of the devices and analyze the data of utilization by the teachers.

Additionally, DCTE initialed a Retention & Retainment Grant for CTE Teachers that included Face-to-Face In-Service for new CTE Teachers on August 8, 2023, as well as a Face-to-Face In-Service for CTE teachers about Google Platform Integration on August 2, 2023, following DCTE guidance for the grant.

The CTE Coordinator also attended DCTE training to serve as the regional mentor for all CTE instructors seeking the 410 (Keystone), 412 (Work-Based Learning) and 418 (Career Development) ADE Licensure Endorsements required for CTE courses. During the 2022-2023 and 2023-2024 school years, ADE licensure endorsement mentees were served for various districts within the cooperative area.

Program: Computer Science

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

Competitive Grant: Yes

Restricted: Yes

Participating Districts: Statewide

Personnel:

Name: Adam Musto

Position: Director of Computer Science

Degree: M.S. and M.A.T

Name: Alex Moeller

Position: Statewide CS Specialist

Degree:

Name: Ashley Kincannon

Position: Statewide CS Specialist

Degree:

Name: Jim Furniss

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 Specialist

Degree: MSE

Name: Tammy Glass

Position: Statewide CS Specialist

Degree:

Goals: The ADE DESE 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

Professional Development Offered:

- Computer Science: Teaching K-4
- Computer Science: Intro to Block Based Coding
- Computer Science: Teaching 5-8
- Computer Science: Transition to Text Based Coding
- Middle School Intro to Coding: Learn to Text Based Code (Formerly Coding Block)
- Teaching Middle School Intro to Coding (Former Coding Block Resources)
- High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - 4 days
- Physical Computing training (Raspberry, Arduino, etc.)
- App in A Day

- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Creating Embroidery Designs with Turtlestitch
- Intermediate Artificial Intelligence
- Intermediate Mobile Application Development
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Intermediate Networking
- Intermediate Data Science
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Data Science
- Advanced Artificial Intelligence
- Advanced Robotics
- Advanced Mobile Application Development
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

Conference Presentations:

- State TSA Conference
- Arkansas Association for Career and Technical Education

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2023
- CS Education Week Activities December 2023
- Solar Eclipse Data Hunt - January-April 2024
- TSA State Conference – March 2024
- Support of Robotics Competitions (VEX, FIRST) March 2024
- Great Arkansas History Video Game Coding Competition March 2024
- All-State Coding Competition April 2024

Major Highlights of the Year:

- Growth and Development in Accessibility in Computer Science
- 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 1595 education professionals and 7125 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 intermediate and advanced offerings as well as developed and will deliver 2 new trainings this summer. This is in addition to the other 25 training sessions to be taught 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.

PROGRAM: Digital Learning – Virtual Arkansas (2023-2024 Academic Year)

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Districts	Served (Yes or No)
ARK. CORRECTIONAL SCHOOL	No
ARK. SCHOOL FOR THE DEAF	Yes
PINE BLUFF/DOLLARWAY SCHOOL DISTRICT	Yes
SHERIDAN SCHOOL DISTRICT	Yes
STUTTGART SCHOOL DISTRICT	Yes
WATSON CHAPEL SCHOOL DISTRICT	Yes
WHITE HALL SCHOOL DISTRICT	Yes

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director; EdS, MS, BS

Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; Ed.D, MSE, BSE

Mindy Looney: Virtual Arkansas Interim 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

Tye Bibby: Concurrent Credit Campus Principal; MS, BA

Christie Lewis: CTE Campus Director; BBA, MS

Dr. Nic Mounts: Off-Campus and Fully Online Program Principal; Ed.D, 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	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - VA made courses available in all critical academic licensure shortage areas - VA provided access to 107 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 214 total courses; 151 courses with a VA teacher - These courses provided opportunities to 33,977 Content +

	Teacher enrollments and 7,506 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 95% 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 - 17,654 Content+Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 59% 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 - 85% 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
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 49 CTE Content + Teacher courses were provided to 6,218 CTE enrollments - VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs

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 through their local school.

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 2022-2023 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the third 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.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched 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.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

Virtual Arkansas Data (Based on 2022-2023 School Year)

- Have saved Arkansas school districts over \$71,000,000 over the last ten years
- Saved Arkansas school districts over \$9,000,000 during the 2023-2024 school year
- Have served over 282,000 enrollments over the last 10 years

- Virtual Arkansas Students had an 89% Pass Rate
- 14,907 Unique Arkansas Students Engaged in 33,977 Content + Teacher Enrollments
- 30,334 Credits Earned
- 75% of Virtual Arkansas teachers have Master's degree or above
- 151 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 8,132 College Concurrent Credit Hours
- 85% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,218 enrollments over two semesters
- 6 full completer CTE programs and 12 partial completer programs offered to Arkansas students
- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Local School Districts

Funding Amount: \$1,246,145.60

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE

SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT,

STUTT GART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Wendy James - E. C. Coordinator - jamesw@aresc.k12.ar.us

Susan Brigham, Medicaid/Budget Clerk - brighams@aresc.k12.ar.us Marcie Jacobs,

Records & Accountability Data Specialist - jacobsm@aresc.k12.ar.us Lindsey

Burkett, Behavior Specialist - burkettl@aresc.k12.ar.us

[Andrea Camden](mailto:camdena@aresc.k12.ar.us), Speech Therapist - camdena@aresc.k12.ar.us

[Alicia Davidson](mailto:davidsona@aresc.k12.ar.us), Speech Therapist - davidsona@aresc.k12.ar.us

[Meagan Fenters](mailto:fentersm@aresc.k12.ar.us), Speech Therapist - fentersm@aresc.k12.ar.us

Brooke Smith, Speech Therapist - smithb@aresc.k12.ar.us

Shelby Lybrand, Speech Therapist - lybrands@aresc.k12.ar.us

Lauren Craine, EC SPED Teacher - crainel@aresc.k12.ar.us

[Sheryl Donham](mailto:donhams@aresc.k12.ar.us), EC SPED Teacher - donhams@aresc.k12.ar.us

Marquita Huber, EC SPED Teacher - huberm@aresc.k12.ar.us

[Alyssa Hyatt](mailto:hyatta@aresc.k12.ar.us), EC SPED Teacher - hyatta@aresc.k12.ar.us

Tumiga Livingston, EC SPED Teacher - livingstont@aresc.k12.ar.us

Antwinette Malakyah, EC SPED Teacher - malakyaha@aresc.k12.ar.us

[Cindy Murphy](mailto:murphyc@aresc.k12.ar.us), EC SPED Teacher - murphyc@aresc.k12.ar.us

Jennifer Rice, EC SPED Teacher - ricej@aresc.k12.ar.us

Beth Vansandt, EC SPED Teacher - vansandtb@aresc.k12.ar.us

GOALS: The goal of the Early Childhood Division is to facilitate a system approach through a seamless delivery of services by monitoring the process from screening to the IEP design and implementation.

PROGRAM SUMMARY:

The Early Childhood Division envisions learners ages 3 to 5 who are physically, socially, and emotionally healthy and demonstrate academic readiness for future school success.

Major Highlights of the 2022-2023 School Year

- *Delivered Child Find Packets to current centers
- *Participated in multiple child find activities/mass screenings
- *Established relationships with new centers
- *Staff fully certified in Early Childhood SPED
- *Participated in multiple professional development opportunities
- *Participated in ARESC Fall Festival
- *Participated in ARESC Annual Health Fair
- *Participated in ASEP fall conference
- * The ARESC Early Childhood Special Services team provides the special education and related services for our traditional school district partners. We provide three SLIDE Classrooms that allow parents that have children with multiple service appointments to schedule one session and receive them all. ARESC Early Childhood Special Services has 90 slots for children in the SLIDE classrooms.
- *Coordinator served in the high school Science classrooms at Marvell-Elaine as a statewide effort of support for students.
- *Assisted with Jefferson County becoming an Excelby8 Community.

Program: ESCWorks

Funding Source: Local

Competitive Grant: No

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	

Purpose

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.

Goal

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 training 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 session.

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 training 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 training for new and veteran teachers on how to use the platform.
- Input training, meetings, and other events that participants can select to attend for yearly professional development.
- 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 FY23-24. Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was \$99,881.93 FY 23-24.

Program: English Language Learners (ESOL)

Funding Source: LEA Shared Services

Competitive Grant: No

Participating Districts:

Pine Bluff Watson Chapel
 Sheridan White Hall
 Stuttgart

Personnel

Name	Position	Degree
Abbey Ebarb	Regional EL Specialist, SE AR	M.Ed.
Maria Touchstone	ESOL Program Director	M.Ed.

Goal

The Division of Elementary and Secondary Education (DESE) English Learner (EL) support program is the result of collaboration between the Curriculum and Instruction sections and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary

- Provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery

- Assist, upon request, with school improvement and ESOL program planning for ELs
- Coordinate ESOL professional development training
- Convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas Learning Standards and implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- Provide on-site technical assistance addressing ESOL techniques and strategies

Major Highlights of the Year

- Conducted quarterly meetings designed for ESOL Coordinators to receive information and training to:
 - Understand districts' legal obligations to ELs and their parents/guardians
 - Identify and assess all potential ELs
 - Fully meet the demands of the Arkansas Academic Standards and the Next Generation Science Standards and ensure access to an equitable education for ELs
 - Provide support to ELs so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines
 - Plan for effective ESOL program design and delivery
 - Provide professional development of teachers and administrators in the implementation of effective ESOL program design and delivery
 - Meet the needs of and understand obligations to ELs who waive services
 - Monitor and exit ELs from districts' ESOL programs and services
 - Evaluate the effectiveness of districts' ESOL programs and services
 - Share questions and concerns
 - Network with neighboring districts.
- Conducted various individual virtual trainings for ESOL Coordinators
- Conducted various site visits to assist ESOL Coordinators in proper processes and procedures for their ESOL programs
- Conducted on-site classroom walk throughs and follow up conferences with teachers
- Developed a [ESOL video training hub](#)
- Offered [ESOL Power Hour: Teacher Edition](#) every Wednesday from 3-4 via zoom for teachers of English Learners to ask questions and receive guidance

Program Performance Data

- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas were informed of all professional learning opportunities, and 90% of districts served attended at least one meeting. The average attendance rate of the 13 ESOL Coordinator meetings held was 59%. The average attendance increased 13% from the previous year.
- Participants rated the PD provided by the Regional EL Specialist for Southeast Arkansas with an overall score of 4 on a scale of 1-4, with 4 being the highest score utilizing the Participant Feedback Survey for ESOL Coordinator Session and Participant Feedback Survey for ESOL PD Session.
- Eighty-four percent of participants who completed a survey reported increased knowledge and understanding of topics addressed and positively impacted EL student learning as measured by a Participant Feedback Survey for ESOL Coordinator Session and/or a quarterly Feedback/Evaluation of ESOL Programming Support & Technical Assistance.
- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas who requested technical assistance regarding the provision of ESOL services were provided technical assistance via email/telephone/virtual visits/in-person visits.
- Ninety-six percent of participants in PD sessions reported an increase in their knowledge and understanding of the topics addressed.
- The Regional EL Specialist for Southeast Arkansas compiled a spreadsheet of curriculum materials used for ELD instruction by grade span by district for 93% of high-risk districts in the region and 89% of remaining districts.
- The DESE ESOL Unit collaboratively developed the [ELD Classroom Observation Tool Draft- Field Work](#) that was utilized by each specialist in at least one at-risk district based on the DESE Public School Accountability Unit, Office of Standards of Accreditation monitoring list.

PROGRAM: Explore Academy

FUNDING SOURCE: Initial Program Cost: Temporary Assistance for Needy Families(TANF) Dropout Prevention Grant / Facilities,Staffing,Transportation Funding Source: Participating School Districts

COMPETITIVE GRANT: No

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL:

Brad Bateman, Campus Supervisor, MSE

Dylan Harris, Teacher

Monya LaGrone, Teacher

Michael Owens, Electives Facilitator

Rebecca Mincy, Teacher

Mary Bush, Teacher

GOALS: An Alternative Education that provides a personalized accelerated learning environment where students can engage the curriculum with project-based learning.

Major Highlights of the 2022-2023 School Year -

During the year, Explore Academy added a partnership with White Hall School District. Mr. Bateman will complete Professional Development in the District Wide PLC training.

Explore Academy had one student altercation the entire school year.

90% of the students in Mr. Harris' Math class showed improvement on the ACT Aspire

23 students who returned from the previous school year at Explore Academy that showed improvement on the ACT Aspire were recognized at the April 2023 ARESC board meeting.

A 9th grade student at Explore Academy, is the Star Academy student of the year for Explore Academy and will be in the running for the National Star Academy student of the year.

Students and staff from Explore Academy completed a field trip to the UAPB Aquaculture department and several students even got to catch their first fish.

Students and staff from Explore Academy participated in a "Fun Day" on May 19 with games and snacks throughout the day to celebrate the work they have done this school year..

Students and Staff from Explore held their end of the school year awards day on May 24. Many students were recognized from attendance to academics to most improved.

On May 24th Students, Staff, Parents and Visitors at Explore Academy were celebrated

with an award for the Star Academy National Program of the Year.

From Student Surveys 100% of the students felt the school was preparing them adequately, were satisfied with the quality of teaching, felt safe at Explore Academy, felt valued as a student at Explore Academy

From parent surveys 97% of parents felt the school was preparing their child adequately

100% of parents were satisfied with the quality of teaching, felt their child was safe at Explore Academy, and felt their child was valued as a student at Explore Academy.

Explore Academy received the National Site of the Year of all 70+ Star Academy models in the United States.

PROGRAM: Facilities and Maintenance and Transportation

FUNDING SOURCE: LEA's

Funding Amount: \$50,000

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:** ___

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

PINE BLUFF (& DOLLARWAY) SCHOOL DISTRICT; SHERIDAN SCHOOL DISTRICT; STUTTGART SCHOOL DISTRICT; WATSON CHAPEL SCHOOL DISTRICT; & WHITE HALL SCHOOL DISTRICT

PERSONNEL: Chad Davison, Facilities Compliance Coordinator, BS

GOALS: To assist school districts with the multi-year facilities plan / project planning and funding, as well as maintenance and transportation rules and regulations.

PROGRAM SUMMARY: Public School districts are required to have a minimum six (6) year facilities master plan. The coordinator of this program provides school districts in the Arkansas River Education Service Cooperative and Great Rivers Education Service Cooperative area with training, services, and site visits to support proper planning. This program coordinator typically drafts and compiles all of the data necessary for submission with the facilities master plans, as well as other facilities-related submissions. All submissions are sent to and all efforts are coordinated with the Arkansas Division of Public School Academic Facilities & Transportation.

Major Highlights of the 2023-2024 School Year -

Facilities Master Plan (& Training):

All public school districts had their facilities master plans submitted and approved, for the 2024 year (due 2/1/2024). For each public school district, all potentially eligible projects were identified, and applications were made to receive state assistance funding through the Partnership Program (due March 1). As needed, training continues to be

held for Facilities, & CMMS (now Operation Hero) for maintenance personnel, as well as annual Safety training, including Asbestos Awareness.

Partnership Funding:

23-25 Partnership Cycle - Three total ARESC projects (from two districts) for a total state share of \$3,220,580.68. With the last three Partnership funding programs, that's a total of \$42.7 million in facilities state share money for the public school districts of ARESC.48 47

PROGRAM: Flex Academy

FUNDING SOURCE: ADE, Local

COMPETITIVE GRANT: No

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL:

Eric Elders, Director, MSE

Heidi Rowland, Principal, MSE

Amanda Johnson, JAG Specialist, MS

George Davis, Teacher, MA

Michael Turley, Teacher, MA

GOALS: To provide a personalized academic plan for students unable to attend traditional school.

PROGRAM SUMMARY: The Flex Academy (Alternative Learning Environment) Under the direction of The Arkansas River Education Service Cooperative (ARESC); provides academic excellence for participating districts.

The students who entered this program, faced some life altering situation that otherwise may have caused them to drop out of school. The Flex Academy is designed to meet and adjust academic learning to assist him/her in their academic endeavor by creating a "success plan" for each student's unique situation.

Major Highlights of the 2022-2023 School Year -

Our staff worked diligently and were successful in supporting 17 students in reaching the 2023 Arkansas Graduation Requirements.

The Flex Academy Staff also created a hygiene supply cabinet and provided a weekend food bag for those students in need. This was done in conjunction with

the Delta Food Network.

A working relationship was established with the local office of The Arkansas Department of Human Services (DHS) for those Flex Academy students who may have childcare, food, and or housing issues.

The JAG Program successfully helped 5 students secure full-time employment post-graduation for the 2022-23 school year from the Flex Academy.

PROGRAM: Focus Academy

FUNDING SOURCE: ADE, Local

COMPETITIVE GRANT: No

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT
PERSONNEL:

Eric Elders, Director, MSE

Jarvis Hale, Onsite Coordinator (Focus), BA

Michaela Howard, Teacher, BS

Amanda Johnson, Behavioral Facilitator, MS

Cheria Jackson, Admin. Asst./LPN Nurse, LPN, BS

Sharon Jackson, Behavioral Health Associate, BS

Oyoungoo Jones, Teacher, MS

Jarvis Hale, JR, Behavioral Health Associate

Libby McGee - Teacher, BS

Nicole Hadley, Paraprofessional

Officer Yancy, SRO

Officer Wright, SRO and Facilitator

GOALS: To provide an alternative learning environment to help students succeed academically.

Major Highlights of the 2022-2023 School Year - During the year, the Focus Academy staff (Teachers, Behavior Interventionist, Therapist, Administrators, etc.) successfully transitioned 28 students back to the sending school districts.

Focus Academy Staff also created a hygiene supply cabinet and provided a weekend food bag for those students in need! This was done in conjunction with the Delta Food Network.

Focus Academy partnered with Delta Food Network and CityServe of Little Rock, AR to help distribute weekend food bags and holiday meals for students and their families.

Focus Academy successfully implemented life skills training for all students focusing on breathing techniques, coping skills, and time management.

PROGRAM: Gifted and Talented

FUNDING SOURCE: State Grant

Funding Amount: \$30,000.00

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Bill Shelly, GT Specialist, MSE

GOALS: To provide support and training to local school district Gifted and Talented (GT) personnel. To provide support for yearly Gifted and Talented program approval applications and DESE technical assistance visits. To support local school districts in Pre-Advanced Placement (Pre-AP)/Advanced Placement (AP) and other secondary programming offerings. To provide support and training in differentiation, critical thinking, Higher Order Thinking Skills (HOTS), project-based learning, creativity and other GT related topics to general education K-12 audiences. To provide competition opportunities to local school districts in Chess Tournaments, Quiz Bowl Tournaments and Jefferson County Spelling Bee. To provide training and support to reduce the identification gap in all subpopulations.

PROGRAM SUMMARY: The GT Specialist provides professional development in a number of key areas that support best practices and the Arkansas State Standards. He attends state-wide meetings and will be involved in state initiatives in order to provide the latest information to local school districts. The GT specialist will support district GT personnel in preparing for DESE technical assistance visits. He will offer opportunities for student competition to help prepare districts for regional, state and national tournaments.

Major Highlights of the 2023-2024 School Year:

Hosted fall and spring chess tournaments and Quiz bowl tournaments face-to-face in accordance with district requests.

Hosted the Jefferson County spelling bee face-to-face.

Supplied schools with virtual resources (such as Breakout EDU codes) and physical materials.

Provided training and support so services to students would be continuous.

Expanded a virtual library of high quality research-based materials for use by local teachers of the Gifted.

Hosted a summer AEGIS camp, Build a Better Future.

PROGRAM: HIPPY (Home Instruction for Preschool Youngers)

FUNDING SOURCE: Arkansas Better Chance and Maternal Infant Early Childhood Home Visiting

Funding Amount:: \$1,452,698.00 (ABC) \$164,000.00 (MIECHV)

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Pine Bluff School District

Sheridan School District

Stuttgart School District

Watson Chapel School District

White Hall Cleveland School District

Woodlawn School District

Star City School District

Fordyce School District

Spartman School District

Forrest City School District

Lee County School District

Brinkley School District

McCrary School District

August School District

Newport School District

Clarendon School District

Pulaski County School District

Jacksonville School District

Little Rock School District

North Little Rock School District

Sherwood School District

PERSONNEL:

Name	Position	Degree
Flannigan, Marguerite	Program Coordinator	MSE
Archer ,Paula	Field Coordinator	BSE
Ashley, Sharriaka	Field Coordinator	MSA
Howell, LyDreana	Field Coordinator	BSE
Newton, Kimberly	Field Coordinator	BSE
To be Hired (Pine Bluff)	Field Coordinator	BSE
To be Hired (White Hall)	Field Coordinator	BSE
Main,Amy	Field Coordinator	BSE
Marshall, Kateshia	Field Coordinator	BSE
Dunn ,Autra	Adm. Assistant - Financial	BSA
To be Hired	Adm. Assistant – Data	BS
To be Hired	Adm. Assistant - Curriculum Assistant	BS

Allred, Krisiti	Home Based Educator	HSD/CDA
Bowlin, Sara	Home Based Educator	AA
Bowman, Heather	Home Based Educator	CDA
Brown, Kristin	Home Based Educator	HSD
Burnett, Asia	Home Based Educator	MS
Cunningham, LaKendra	Home Based Educator	AA
Freeman, Tequila	Home Based Educator	HSD/CDA
Fryar, Karissa	Home Based Educator	CDA
Gutierrez, Yesenia	Home Based Educator	HSD
Harris, LaTrenda	Home Based Educator	HSD
Hayes, Talensihe	Home Based Educator	AA/CDA
Blasgenme, Jessica	Home Based Educator	HSD
Johnson, Alisa	Home Based Educator	HSD/CDA
Jones, Rosemary	Home Based Educator	AA/CDA
Spinks, Betty	Home Based Educator	AA/CDA
May, Leslie	Home Based Educator	HSD
McNeil, Cheryl	Home Based Educator	CDA
Mendoza, Manuela	Home Based Educator	AA/CDA

Welch, Debbie	Home Based Educator	AA
McLemore, Katherine	Home Based Educator	HSD
Russell, Pam	Home Based Educator	HSD
Parks, LaShanna	Home Based Educator	AA/CDA
Spadoni, Anja	Home Based Educator	HSD/CDA
Davis, Darnisha	Home Based Educator	AA
To be Hired (Pulaski County)	Home Based Educator	AA
To be Hired (Pulaski County)	Home Based Educator	AA
To be Hired (Pulaski County)	Home Based Educator	AA
To Be Hired (Eastern Arkansas)	Home Based Educator	CDA
To Be Hired (Eastern Arkansas)	Home Based Educator	CDA
To Be Hired (Eastern Arkansas)	Home Based Educator	CDA
To Be Hired (Eastern Arkansas)	Home Based Educator	CDA
To Be Hired (Pine Bluff)	Home Based Educator	CDA
To Be Hired (Pine Bluff)	Home Based Educator	CDA
To Be Hired (Pine Bluff)	Home Based Educator	CDA
To be Hired (Redfield)	Home Based Educator	BSA
To be Hired (Stuttgart)	Home Based Educator	HSD/CDA

To be Hired (Stuttgart)	Home Based Educator	HSD/CDA
To be Hired (Stuttgart)	Home Based Educator	HSD/CDA
To be Hired (Sheridan)	Home Based Educator	HSD/CDA
To be Hired (Lincoln County)	Home Based Educator	HSD/CDA

GOALS: The goal of the Arkansas River Education Service Cooperative HIPPY Program is to reach families in their familiar surroundings, empower parents in the educational role as their children's first teacher, assist the caregivers in better preparing their children for success in school, to refer families to community services as needed and to serve as a liaison between the home and the public schools.

PROGRAM SUMMARY: The ARESC- HIPPY Program served 1035 students, ages 2, 3, 4, and 5 within twenty-two (22) school districts during the 2023-2024 program year. The ARESC-HIPPY Program is staffed by one Program Coordinator, eight Coordinators, three Office Support Staff and forty-three (43) Home-based Educators administered the Ages and Stages Developmental Screening, Vision Initial Screening, and Hearing Initial Screening to each child. The Ages and Stages Developmental Screening and Family Map are used on MIECHV children as well as the other screenings. Families are then given references if needed for smoking cessation, mental health help and for low cost health insurance. The staff also assisted each family in acquiring the documentation necessary for the child to successfully enter school, such as birth certificate, social security card, health screening, and immunization records. The staff also enters each family and child into the state data system, ETO and COPA, which tracks monthly enrollment and Ages and Stages IED Assessment, which is the statewide assessment.

Major Highlights of the 2023-2024 School Year -

The ARESC-HIPPY holds an Annual Health Clinic each year for its families and children in October to help parents get their child's health screenings. All of the physicians and nursing volunteer their time for a great cause.

The ARESC-HIPPY Program had a successful audit with the AR Division of Child Care and Early Childhood Education with complimentary findings. Arkansas State HIPPY audited each field office, also with Stellar Ratings. It is the highest award available for the state. The HIPPY team was involved in creating an EXCELby8 Community for Jefferson County.

PROGRAM: K-12 Literacy

FUNDING SOURCE: State Grant

Funding Amount: \$270,000

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL:

Elizabeth Hardin, K-12 Literacy Specialist, MSE

Tammy Friend, K-12 Literacy Specialist, MSE

Vonda Taylor, K-12 Literacy Specialist, MAT

GOALS:

- Per the LEARNS ACT Literacy Coaches provide support to “D” & “F” schools to increase the knowledge of teachers through coaching cycles, and job-embedded professional development. Literacy Coaches receive training in order to perform coaching by TNTP and Cognitive Coaching.
- Literacy Coaches support the implementation of High Quality Instruction Materials within each assigned school, by attending training and supporting instruction in the classroom.

PROGRAM SUMMARY:

The ARESC Literacy Specialists supported districts this year through coaching cycles in our assigned districts. Two Literacy Specialists conducted RISE training for K-2 and 3-6 throughout the school year.

The Dyslexia Specialist provided support to districts through professional development opportunities addressing identification, screening procedures, and district planning. Individual support was given to interventionists by request, relating to specific dyslexia programs, assessment and planning.

Major Highlights of the 2023-2024 School Year -

- The last ARESC Cohort of 6 participants completed Year 2 of the Take Flight Dyslexia Program Training conducted by David Hanson.
- District Literacy/Dyslexia leaders met twice this year through Zoom for updates from state meetings.

- Dyslexia Collaborative Team Zooms were held four times this year to provide support for areas of concern from ARESC schools. Team members consisted of Dyslexia Interventionists and/or Dyslexia Coordinators.
- Days 1-6 of RISE 3-6 training were held throughout the 2023-2024 school year. Participants included educators from the area schools as well as the surrounding areas. Days 1-6 of K-2 RISE training were held throughout the 2023-2024 school year. Participants included educators from area schools as well as the surrounding areas.
- Multiple Science of Reading stand alone days were offered during the summer of 2023 and will also be offered in June of 2024.
- Tammy Friend conducted coaching cycles in Stuttgart at Park Avenue Elementary and assisted Watson Chapel School District with a presentation on Student Success Plans.
- Elizabeth Hardin conducted coaching cycles in Watson Chapel School District-LLowen/Coleman through September and was reassigned in October to Gandy Elementary.
- Vonda Taylor conducted coaching cycles in Stuttgart at Park Avenue Elementary through September and then was reassigned in October to LL Owen/Coleman Elementary. Coaching cycles were also conducted in Pine Bluff School District at Broadmoor Elementary for the 2023-2024 school year.
- K-2 Writing sessions were offered by Elizabeth Hardin during the summer of 2023 and in June of 2024.
- 3-6 & 7-12 Writing sessions were offered by Vonda Taylor and Tammy Friend during the summer of 2023 and in June of 2024.
- Sessions were held to introduce the new ELA standards for both K-5 and 6-12 in the summer of 2023.
- Elizabeth Hardin offered small group instruction training sessions during the summer of 2023. This training was also completed with Stuttgart School District's Park Avenue Elementary teachers as part of their back to school professional development.
- Elizabeth Hardin and Vonda Taylor met with White Hall School District during the summer of 2023 to develop a district assessment schedule.
- ARESC Literacy specialists met with the Watson Chapel School District team during the summer of 2023 to develop a back to school professional development plan.
- ARESC specialists introduced the new K-5 ELA standards to all Watson Chapel K-5 teachers, administrators, and specialists during a back to school professional development session.
- Vonda Taylor held a back to school professional development for Hardin Elementary-White Hall on the new K-5 standards.
- Tammy Friend and Vonda Taylor held a back to school training for Watson Chapel 6-12 ELA teachers, administrators and specialists to introduce the new ELA standards.
- Literacy Specialists provided back to school training for the ARESC Academies.
- The Literacy Team participated in the STAR Academy Boot Camp at ARESC. Two days were devoted to engaging in dynamic discussions, gaining valuable

insights, and forging meaningful connections with colleagues from around the state of Arkansas that participate in this project based learning experience.

PROGRAM: K-12 Math

FUNDING SOURCE:

Funding Amount: \$90,000

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Cody Knowlton, K-12 Math Specialist, BS

GOALS:

The goals of the ARESC Math Instructional Specialist Program are as follows:

1. To assist all participating education institutions in meeting goals and implementing grade level Arkansas Math State Standards
2. To enrich the curriculum base content knowledge and teaching strategies of math teachers.
3. To assist with the implementation of high quality instructional materials
4. To assist in mentoring novice teachers
5. To assist teachers in implementing research based practices to ensure all students receive equitable instruction and opportunities
6. To assist in the school improvement process (PLC)
 - a. Identifying essential standards
 - b. Unpacking essential standards
 - c. Writing formative assessments
 - d. Analyzing data from formative assessments
 - e. Planning and implementing interventions based on data
7. To provide training and support for the implementation of the ATLAS Classroom portal
8. To provide high quality coaching (TNTP and Cognitive) to build capacity in math educators
9. To provide support and resources that support math educators in the licensure process
10. Provide additional math professional development and coaching support that aligns with Arkansas K-12 Math Standards.

PROGRAM SUMMARY: The 2023-2024 math program primarily focused on increasing the knowledge and skills of math educators through job-embedded coaching cycles of support. The ARESC specialist met monthly with the DESE program manager to plan coaching support cycles based on quantitative and qualitative data, district needs assessment, and school improvement plans. The ESC specialist provided through-year

professional learning through a comprehensive coaching system to improve teacher efficacy and build instructional capacity targeted at increasing student outcomes. The ESC specialist also conducted a landscape analysis at each cooperative district on high quality instructional materials and high quality professional learning. Other areas of focus included:

- Ongoing building and strengthening of relationships with cooperative schools; professional development for administrators, teachers, and coaches
- Teacher and administrator conferences in order to evaluate and improve science teaching and learning through increased content understanding and improved instructional strategies
- Mentoring novice teachers (Cognitive coaching)
- Ongoing support in the work of Professional Learning Communities
- Math Content Coaching through TNTP

Specialist Training: ATLAS Classroom Tool, Cognitive Coaching Certification, Content Coaching through The New Teacher Project (TNTP), RTI at Work (Solution Tree), Standards Based Grading and Reporting

Cooperative Schools: Contact was made with every school district in the ARESC Cooperative area to continue to build and strengthen relationships, offer technical and material assistance, inform them of the professional learning opportunities and student learning opportunities, provide teacher professional development, support for Professional Learning Communities (PLCs), and any other support that can be provided by the Math Specialist. Coaching cycles of support were provided for target schools. Target schools included: Stuttgart Meekins Middle School (4 teacher, 3 coaching cycles), East End Middle School (1 teachers, 1 coaching cycles), Pine Bluff High (2 teachers, 2 coaching cycles), Watson Chapel Junior High (3 teacher, 3 coaching cycles).

Other support included: unwrapping standards, writing learning targets, writing common formative assessments, implementation of Effective Teaching strategies and Effective Instructional Practice, disaggregation of CFA data, facilitation of implementation of first grade standards based report cards.

Professional Development and Support: On-site and virtual support was provided for cooperative teachers and administrators through Math coaching cycles in the areas of: using the ATLAS Classroom Tool, identifying essential standards, unwrapping essential standards, writing learning targets, planning and implementing five act math lessons, discovery learning, writing formative assessments, analyzing data from formative assessments, constructing DOK questions, and Establishing Standards Based Report Cards.

Professional Development offered in 2023-2024:

Elevate Math Fluency: Embark on a six-hour professional learning journey to uncover the importance of math fluency and dispel common fluency fallacies. Participants will gain insight into related truths and acquire practical strategies, tasks, games, and routines for improving math fluency skills in their classrooms while learning how to

support Arkansas fluency standards. Secure your spot to unlock the keys to good beginnings for fluency.

Essential High School Math Standards: In this interactive session, participants will review the process of selecting essential math standards. Participants will also investigate best teaching practices of the essential standards at the appropriate rigor/DOK. Offered K-5, 6-8, and 9-12 grade bands

Math Focus: Instruction, Tasks, and Tier 1 Interventions: Elevate your Tier 1 math instruction and support all learners! This engaging session delves into effective instructional strategies, engaging tasks, and evidence-based Tier 1 interventions for K-12 mathematics. In this session, we will work to gain insights into designing high-quality math instruction that promotes conceptual understanding and procedural fluency by exploring a variety of engaging tasks that cater to diverse learning styles and deepen student understanding and practical Tier 1 interventions to proactively address potential difficulties and equip all students for success. Whether you're a new or experienced educator, this session will provide resources to create a dynamic and inclusive math learning environment for all your students. Offered K-5 and 6-12 grade bands

Major Highlights of the 2023-2024:

The Mathematics Department has assisted schools in a variety of ways including:

- Three 6 week science coaching cycles for level 4 and 5 schools
 - Pine Bluff High School
 - Watson Chapel Junior High School
 - Meekins Middle School
 - East End Middle
- Math Coaching Cycles-classroom observations, SMART goals, TNTP walkthrough tool, providing professional feedback, consultation for lesson planning and resources, model lessons, creating common formative assessments, creating common summative assessments, planning interventions, classroom behavior management strategies
- Facilitated completion of a standards based report cards for first grade in White Hall School District.
 - Establishment of collective commitments for the first grade team
 - Establishment of essential learning targets (Math, ELA, Science)
 - Pacing for essential learning targets (Math, ELA, Science)
 - Creation of common formative assessments for each essential learning target (Math, ELA, Science)
 - Creation of common summative assessments for each essential learning target (Math, ELA, Science)

- Creation of interventions for each essential learning target
- Facilitated the implementation of ATLAS science interim assessments at ARESC Focus Academy, Flex Academy, and Explore Academy
- Facilitated the implementation of ATLAS Classroom Tool in science classrooms (Park Avenue Elementary School, Watson Chapel Junior High School, Pine Bluff Junior High School)
- Cognitive Coaching to build capacity with novice teachers
- Team Meetings/Professional Learning Communities Support
 - Weekly/biweekly meetings with Pine Bluff High School, Watson Chapel Junior High School, White Hall Junior High School, Meekins Middle School
- Monthly CTM meetings-White Hall School District First Grade (Gandy Elementary, Hardin Elementary, Moody Elementary, Taylor Elementary)
- Offering professional development and collaboration among teachers through blended learning (Zoom, Google Meet)
- Collaboration with other content specialists to provide cross-curriculum units
 - STEM Model Lessons (Dianna Herring, Bill Shelly)
- Collaboration and support from DESE state math specialists for support for Level 5 school districts
- Elected to board position for Arkansas Council of Teachers of Mathematics.
 - Vice President of Middle Schools

PROGRAM: K-12 Science

FUNDING SOURCE: ADE State Grant

Funding Amount: \$90,000

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL

DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Dianna Herring, K-12 Science Specialist, BS

GOALS:

The goals of the ARESC Science Instructional Specialist Program are as follows:

1. To assist all participating education institutions in meeting goals and implementing grade level Arkansas Science State Standards
2. To enrich the curriculum base content knowledge and teaching strategies of science teachers.
3. To assist with the implementation of high quality instructional materials
4. To assist in mentoring novice teachers

5. To assist teachers in implementing phenomenal science to ensure all students receive equitable instruction and opportunities
6. To assist in the school improvement process (PLC)
 - a. Identifying essential standards
 - b. Unpacking essential standards
 - c. Writing formative assessments
 - d. Analyzing data from formative assessments
 - e. Planning and implementing interventions based on data
7. To provide training and support for the implementation of the ATLAS Classroom portal
8. To provide high quality coaching (TNTP and Cognitive) to build capacity in science educators
9. To provide support and resources that support science educators in the licensure process

PROGRAM SUMMARY:

The 2023-2024 science program primarily focused on increasing the knowledge and skills of science educators through job-embedded coaching cycles of support. The ARESC specialist met monthly with the DESE program manager to plan coaching support cycles based on quantitative and qualitative data, district needs assessment, and school improvement plans. The ESC specialist provided through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instructional capacity targeted at increasing student outcomes. The ESC specialist also conducted a landscape analysis at each cooperative district on high quality instructional materials and high quality professional learning. Other areas of focus included:

- Ongoing building and strengthening of relationships with cooperative schools; professional development for administrators, teachers, and coaches
- Teacher and administrator conferences in order to evaluate and improve science teaching and learning through increased content understanding and improved instructional strategies
- Mentoring novice teachers (Cognitive coaching)
- Ongoing support in the work of Professional Learning Communities
- Science Content Coaching through TNTP

Specialist Training: ATLAS Classroom Tool, Cognitive Coaching Certification, Content Coaching through The New Teacher Project (TNTP), RTI at Work (Solution Tree), Three-dimensional formative assessment writing, Standards Based Grading and Reporting, Providing Feedback to Promote Professional Growth Micro-credential, Collaboration with Professionals to Increase Student Success Micro-credential, Creating a Trauma Sensitive Classroom Micro-credential

Cooperative Schools: Contact was made with every school district in the ARESC Cooperative area to continue to build and strengthen relationships, offer technical and material assistance, inform them of the professional learning opportunities and student learning opportunities, provide teacher professional development, support for

Professional Learning Communities (PLCs), and any other support that can be provided by the Science Specialist. Coaching cycles of support were provided for target schools. Target schools included: Stuttgart High School (1 teacher, 4 coaching cycles), Park Avenue Elementary (2 teachers, 2 coaching cycles), White Hall High School (1 teacher, 1 coaching cycle), Broadmoor Elementary School (1 teacher, 1 coaching cycle), Pine Bluff Junior High (3 teachers, 4 coaching cycles), Watson Chapel Junior High (1 teacher, 4 coaching cycles), Meekins Middle School (2 teachers, 3 coaching cycles), Coleman Elementary School (1 teacher, 2 coaching cycles). Other support included: unwrapping standards, writing learning targets, writing common formative assessments, implementation of three-dimensional lessons, disaggregation of CFA data, facilitation of implementation of first grade standards based report cards.

Professional Development and Support: On-site and virtual support was provided for cooperative teachers and administrators through science coaching cycles in the areas of: using the ATLAS Classroom Tool, using morphology in the science classroom to support the science of reading, identifying essential standards, unwrapping essential standards, writing learning targets, planning and implementing three-dimensional lessons, science investigations, writing phenomenon, writing performance tasks, writing formative assessments, analyzing data from formative assessments, science journals, constructing DOK questions, laboratory experiments and materials. Other professional development provided included: GPS: Three-dimensional Assessment, Introduction to Arkansas K-12 Science Standards, GPS: Anchoring Phenomenon Routine, Morphology in the Math and Science Classroom, GPS: Physical Science/Chemistry, GPS: Biology, Establishing Standards Based Report Cards.

Major Highlights of the 2023-2024 School Year -

The Science Department has assisted schools in a variety of ways including:

- Four 6 week science coaching cycles for level 4 and 5 schools
 - Stuttgart High School
 - Park Avenue Elementary School
 - Broadmoor Elementary School
 - Pine Bluff Junior High School
 - Watson Chapel Junior High School
 - Meekins Middle School
 - Coleman Elementary School
- Support site visits to ARESC school districts
 - Arkansas School for the Deaf-3
 - Pine Bluff School District-68
 - Sheridan School District-12
 - Stuttgart School District-36
 - Watson Chapel School District-51
 - White Hall School District-36
- Coaching Hours for ARESC school districts
 - Pine Bluff School District

- 175 total coaching hours provided
 - 51 hours-ATLAS Assessment support
 - 23 hours-Arkansas Science Standards support
 - 11 hours-HQIM support
 - 90 hours-Unit/Lesson planning and CFA support
- Sheridan School District
 - 8 total coaching hours provided
 - 2 hours-ATLAS Assessment support
 - 1 hour-HQIM support
 - 5 hours-Unit/Lesson planning and CFA support
- Stuttgart School District
 - 74 total coaching hours provided
 - 23 hours-ATLAS Assessment support
 - 8 hours-Arkansas Science Standards support
 - 2 hours-HQIM support
 - 41 hours-Unit/Lesson planning and CFA support
- Watson Chapel School District
 - 105 total coaching hours provided
 - 24 hours-ATLAS Assessment support
 - 10 hours-Arkansas Science Standards support
 - 7 hours-HQIM support
 - 64 hours-Unit/Lesson planning and CFA support
- White Hall School District
 - 58 total coaching hours provided
 - 29 hours-ATLAS Assessment support
 - 5 hours-Arkansas Science Standards support
 - 4 hours-HQIM support
 - 20 hours-Unit/Lesson planning and CFA support
- Total Support Data:
 - Face to face Site Visits-206
 - Total Coaching Hours-420
 - Total ATLAS Assessment Support Hours-129
 - Total State Standards Support Hours-46
 - Total HQIM Support Hours-25
 - Total Unit/CFA Support Hours-220
- Science Coaching Cycles-classroom observations, SMART goals, TNTP walkthrough tool, providing professional feedback, consultation for lesson planning and resources, model lessons, creating common formative assessments, creating common summative assessments, planning interventions, classroom behavior management strategies
- Facilitated completion of a standards based report cards for first grade in White Hall School District.
 - Establishment of collective commitments for the first grade team
 - Establishment of essential standards (Math, ELA, Science)

- Pacing for essential learning targets based on essential standards(Math, ELA, Science)
- Creation of common formative assessments for each essential learning target (Math, ELA, Science)
- Creation of common summative assessments for each essential learning target (Math, ELA, Science)
- Training fo
- Creation of interventions for each essential learning target
- Facilitated the implementation of ATLAS science interim assessments at ARESC Focus Academy, Flex Academy, and Explore Academy
- Facilitated the implementation of ATLAS Classroom Tool in science classrooms (Park Avenue Elementary School, Watson Chapel Junior High School, Pine Bluff Junior High School)
- Assisted with science lab resources and materials (32 teachers)
- Cognitive Coaching to build capacity with novice teachers
- Novice teacher licensure support with micro-credentials through ALP (2 teachers)
- Team Meetings/Professional Learning Communities Support
 - Weekly/biweekly meetings with Pine Bluff High School, Broadmoor Elementary, Watson Chapel Junior High School, Coleman Elementary School, White Hall High School, Meekins Middle School, Pine Bluff Junior High School
- Monthly CTM meetings-White Hall School District First Grade (Gandy Elementary, Hardin Elementary, Moody Elementary, Taylor Elementary)
- Offering professional development and collaboration among teachers through blended learning (Zoom, Google Meet)
- Collaboration with other content specialists to provide cross-curriculum units
 - STEM Model Lessons (Cody Knowlton, Bill Shelly)
- Collaboration and support from DESE state science specialists for support for Level 5 school districts
- Implementation of the Science of Reading strategies in the science classroom
- Featured alongside Pine Bluff Junior High School teacher in the *Education Week Journal* highlighting the implementation of the Science of Reading in the middle school science classroom.
- Facilitated collaboration for Biology Integrated teachers across ARESC districts.
- Facilitated collaboration for Physical Science Integrated teachers across ARESC districts.
- Facilitated collaboration for district testing coordinators between Pine Bluff School District, Watson Chapel School District, Stuttgart School District and White Hall School District.
- Facilitated licensure success for two novice teachers through the micro-credential pathway.
- Specialist completed three micro-credentials:
 - Providing Feedback to Promote Professional Growth
 - Collaboration with Professionals to Increase Student Success
 - Creating a Trauma Sensitive Classroom Micro-credential

PROGRAM: Virtual Academy at The River

FUNDING SOURCE: Local - Participating School Districts

COMPETITIVE GRANT: No

RESTRICTED: **NON-RESTRICTED:** X

DISTRICTS Served

- Pine Bluff School District
- Alma School District
- Bentonville School District
- Booneville School District
- Bryant School District
- Calico Rock School District
- Cave City School District
- Cedarville School District
- Concord School District
- Highland School District
- Lakeside (Garland Co) School District
- Mammoth Spring School District
- Mansfield School District
- Mt Home School District
- Mt View School District
- Ozark School District
- Rosebud School District
- Sloan-Hendrix School District
- Two Rivers School District
- Wynne School District
- Southside School District
- Sheridan School District
- Stuttgart School District
- Atkins School District

Clarendon School District
Clinton School District
Dover School District
Fordyce School District
Guy-Perkins School District
Lafayette County School District
Blytheville School District
Earle School District
Flex Academy
Focus Academy

PERSONNEL:

Tammy Manning, Principal MSE/NBCT
Mandy Anderson, Administrative Assistant
Mikala Saunders, Administrative Assistant
Michelle Wren, Lead Teacher
Alicia Mosley, Teacher
Carla Bryant, Teacher
Melissa Mosley, Teacher
Krystal Summers, Lead Teacher
Cindy Evans, Teacher
Darla Bailey, Teacher
Amy Stuckey, Paraprofessional
Alena Huett, Teacher
Tess Akin, Teacher
Lindsay Reinart, Teacher
Cassidy Vanhook, Teacher
Sheryle Sandy, Teacher
Heather Carter, Teacher

PURPOSE: The mission of The Virtual Academy at The River is to prepare students to be lifelong learners by using an innovative approach and digital platforms to ensure the success of every student.

GOALS: The program's primary goal is to partner with districts to provide a virtual learning option for students.

- Deliver high-quality instruction
- synchronous/asynchronous
- Small group instruction
- One-to-one interventions

- Bridge learning gaps
- Wrap-around services

PROGRAM SUMMARY: Virtual Academy @ The River partners with local Arkansas school districts and Education Service Cooperatives to provide synchronous and asynchronous instruction for K-8th graders.

Major Highlights of the 2023-2024 School Year -

- Served **34 school districts**
- Provided instruction for approximately **1233 students**

Parent comments from the survey:

I love everything about this program! The staff is supportive, the teachers are great, and my kids are actually learning and thriving. Thanks for all you guys do. ❤️

We absolutely love this program and all the teachers!! Anna has completely excelled in virtual with the one-on-one interaction and more visual for her learning with her autism!! I am beyond proud of her and the hard work she does and how understanding each teacher has been with her.

I'm glad there is another option for kids who can't attend regular school.

PROGRAM: Technology

FUNDING SOURCE: State Grant

Funding Amount: \$80,000.00

COMPETITIVE GRANT: No

RESTRICTED: Yes NON-RESTRICTED: ____

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE

SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS, SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: David Harris, Technology Coordinator, BSE, MBA

GOALS: To provide quality technology support for the cooperative, its programs, and for the member school districts. Assist member school districts with implementation and assessment of cybersecurity best practices. Provide professional development on technology topics for school personnel with emphasis on security and data privacy.

PROGRAM SUMMARY:

Supporting districts in their efforts to provide technology for teaching and learning.

Provide Atlas Online Testing support to area school districts.

Provide quality professional development in technology software and hardware for technology coordinators, technology support staff, administrators and teachers.

Provide ongoing support to the cooperative staff: hardware/software/network maintenance and training.

Provide quality professional development in data privacy and security to school and coop personnel.

Instructing and assisting in teacher workshops, school board training, and superintendent training.

Host meetings with the member district technology coordinators at least four times a school year.

Aid with Technology Plan writing and assistance to the cooperative and member school districts.

Attend state Technology meetings with other co-op technology coordinators.

Attend Professional development (HSTI, ACOT, etc.) to provide districts with the most updated information/training opportunities.

Maintain equipment and software used in Coop operations.

Assist with inventory of technology equipment.

Maintain technical equipment used by participants and presenters at Coop training and events.

Assist with development and implementation of Coop computer security and usage policies.

Participate in the Cyber Incident Response Team for the State of Arkansas K-12 community.

PROGRAM: Recruitment & Retention (Novice Teacher Mentoring)

FUNDING SOURCE: State Grant

Funding Amount:

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL

DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Bill Shelly, Mentoring Program Specialist, MSE

GOALS: To train and support successful classroom teachers through a comprehensive mentoring, peer coaching, training system for Novice teachers.

- Become familiar with the Framework for Teaching (FFT) and the relationship between Novice Mentor training and TESS (Teacher Effectiveness Support System)
- District retention of fully trained teachers
Trained and supported teachers remain in the teaching profession

PROGRAM SUMMARY: The DESE provides grant funding to ESC's to provide training and support to Novice teachers. ARESC utilized that funding to provide face-to-face group meetings, mentoring for novice teachers, online support and resources, professional learning materials and individualized (1-on-1) support.

Major Highlights of the 2023-2024 School Year -

Provided virtual support and training through Zoom and other platforms.

Reduced the number of Year 3 novice teachers in the region due to retention efforts.

Continued the virtual Mentoring program for Novice Teachers.

Completed the third year of the Lead Teacher designation pilot program for local teachers to build mentoring capacity within districts.

Provided coaching training to potential mentor teachers.⁷⁶

PROGRAM: ParaProfessional Assessment

FUNDING SOURCE: Educational Testing Services (ETS)

Funding Amount: No Grant was required. ETS does not charge an educational agency to become a testing center and download technology requirements for testing. The candidates pay ETS \$55.00 online per testing session. ARESC does not charge the candidates any other amount (i.e. sitting/facility fees).

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL

DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, , PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

ARESC has also provided tests for candidates from **districts** state-wide in Arkansas.

PERSONNEL: Re-Gina Barnes, Testing Facilitator, BA

GOALS: To provide the opportunity for candidates to meet the qualification requirements for New Paraprofessionals hired after January 8, 2002.

PROGRAM SUMMARY: The qualification requirements for new federally funded instructional ParaPros are as follows:

- Completed two (2) years of study at an institution of higher education, or
- Obtained an associate's degree or higher, or Passed the ParaPro Assessment with a score of 457 for Arkansas. Other states may require a different passing score which is provided by ETS.

The ParaPro Assessment for prospective and practicing paraprofessionals measures skills and knowledge in reading, mathematics, and writing, as well as the ability to apply those skills and knowledge to assist in classroom instruction. The test consists of 90 multiple choice questions across the subject areas of reading, mathematics, and writing. Approximately two-thirds (2/3's) of the questions in each subject area focus on basic skills and knowledge. Approximately one third (1/3) of the questions in each subject area focus on the application of those skills and knowledge in the classroom context. Fifteen (15) of the questions in the test (five in each subject area) are pretest questions and do not count toward the test taker's score. The test questions are arranged by subject area, with reading first, then mathematics, then writing. If a candidate does not score the required score of 457 for Arkansas (or the required score for any other state), then ETS requires the candidate to wait at least 3 weeks before re-taking the assessment.

Major Highlights of the 2023-20232 School Year - For the 21/22 school year, ARESC has provided the ParaPro Assessment to 52 candidates. Of those tested, 44 passed with scores of 457-479 (or with passing scores required for their state). Watson Chapel, Star City, Cabot, Brinkley, and White Hall school districts brought their students that are interested in a teaching career to take the test.

PROGRAM: Parents as Teachers (PAT)

FUNDING SOURCE: ABC and MIECHV

Funding Amount: ABC 111,360.00 MIECHV 111,000.00

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:** ___

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

PINE BLUFF SCHOOL DISTRICT x

SHERIDAN SCHOOL DISTRICT

STUTTGART SCHOOL DISTRICT

WATSON CHAPEL SCHOOL DISTRICT x

WHITE HALL SCHOOL DISTRICT x

PERSONNEL:

Barbara Marbley, ABC/MIECHV Coordinator/Parent Educator, MSE \$44,260.00

Krystal Cosen, Parent Educator, BS \$24,705.00

Genia Barnes, Parent Educator, BS \$24,705.00

Angela McBride, Parent Educator, MSE \$24,811.00

GOALS: To encourage parent-child interaction through the use of PAT curriculum activities, personal visits and group meetings. To monitor child development through child assessments.

PROGRAM SUMMARY: PAT uses the research based curriculum developed by Parents As Teachers National Center in St. Louis, Mo. Independent research shows that at age 3, children who have participated in the PAT program score above the national norm in achievement.

Major Highlights of the 2021-2022 School Year - During this year we were able to keep our required number of families for each program. We kept our children active and engaged through home visits and participating with them in their activities. We continued our group meetings by doing them live on our Facebook page as well as face to face. We will have graduation face to face this year here at ARESC. The date is June 15, 2023. We have about 30 3 year olds graduating. MIECHV served and screened twice monthly

PROGRAM: Preschool

FUNDING SOURCE: Arkansas Better Chance / CCDF

Funding Amount: \$344,760.00

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

WATSON CHAPEL SCHOOL DISTRICT

PERSONNEL:

Wendy James, Director, M Ed Ldrshp

Lindsey Burkett, Coordinator, MSE

Donna DePriest, Teacher, MSE

Paula King, Teacher, AA

Debbie Moon, Teacher, BA

Shelley Peyton Teacher/ MSE

Crystal Wright Teacher/BA

LaSheena Hudson, Paraprofessional, CDA

Ashley Stone, Paraprofessional, BS

Phaedra Martin-Gipson, Paraprofessional, CDA

Vickey Livingston, Paraprofessional, CDA

Rosalind Robinson, Paraprofessional, AA

GOALS: Arkansas River Education Service Cooperative Preschool Program is committed to providing high-quality early childhood education to children ages 3-5 with qualifying household incomes.

PROGRAM SUMMARY: Arkansas River Education Service Cooperative Preschool Program currently has five center based learning environments located in Jefferson county. All programs must satisfy the requirements specified in The Child Care Licensing Act, teacher licensure requirements, Arkansas Better Chance policy, as well as annual professional development requirements. Arkansas Child Development and Early Learning Standards: Birth through 60 months are used to assist in the development of learning goals for preschool children.

PROGRAM: Star Academies of Arkansas

FUNDING SOURCE: TANF

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Dumas School District

Camden Fairview School District

Blytheville School District

Osceola School District

Pine Bluff School District through ARESC Consortium Sites

Watson Chapel School District through ARESC Consortium Sites

White Hall School District through ARESC Consortium Sites

Magnolia School District

Stuttgart School District

Strong-Huttig School District

El Dorado School District

Lake Village School District

PERSONNEL: ARESC Staff

Purpose: Arkansas Star Academy Sites are implemented to increase the graduation/retention rates, education, and skill levels of youth to prepare them for transition to college or employment. This type of proactive intervention in the lives of youth will make it more likely they will become independent and productive members of society. Studies support that project-based learning develops self-directed students who ultimately become self-directed, employable citizens. Employers and industry partners increasingly want employees who demonstrate initiative and skills when communicating, performing technical duties, and creatively solving unexpected problems. Students learn to drive their own progress, whether working individually, in peer-pairs, or with the whole class. The ownership they take over their course projects sets the foundation for the ownership they will take over their projects in high school and in their careers. Through the application of content via STEM-based projects, students transfer their knowledge and skills to other settings, including their self-determined career pathway(s) explored throughout the program. All core academics, even English and

writing, help students envision new career opportunities in science, technology, engineering and mathematics. ARESC partnered with NOLA, Inc. to provide this service. NOLA powers the Star Academy model of teaching and learning.

The ARESC Dropout Prevention Program addresses the following goals:

- End the dependence of needy parents by promoting job preparation, work, and marriage
- Prevent and reduce the incidence of out-of-wedlock pregnancies.
- Reduce the drop-out rate for over-age students
- Foster individual student responsibility for learning and behavior
- Provide workplace readiness and career exposure with emphasis on life/soft skills.
- Improve literacy and numeracy skills
- Improve attendance
- Decrease discipline issues

Program Goals - ARESC led an innovative learning setting for 7th-9th grade students from schools rated C, D or F by the State and with supporting community demographic information. The students were from districts that have 93 to 100% free and reduced lunch population. ARESC worked with local schools to identify the students and families that would benefit from this innovative new teaching and learning program. Students that needed an educational boost or new motivation for learning were targeted. There was an application/placement process where the student was the focus of the discussion and decision making process for placement.

Each program served up to eighty (80) students per academic year. Results will be based on academic, attendance, discipline, and personal growth data.

Current Status - All installed sites are operational and implementing programming with fidelity. Each site is implementing based on their local needs. Some are targeting 7th graders, some are targeting 8th graders, some are targeting 9th graders, and some are targeting a combination of each of the grade bands.

Pilot Site #1 installed in 2021-2022 - Explore Academy (Watson Chapel, Pine Bluff) finished its second year as a Star Academy Site. It was recognized as the National Star Academy Site of the Year. One of the students was a finalist in the National Star Academy Student of the Year.

Sites installed in 2022-2023 - Dumas, Magnolia, Strong-Huttig, Blytheville, Osceola, El Dorado Pine Bluff - Focus, and

Sites installed in 2023-2024 - Camden, Lakeside (Lake Village), and Stuttgart

Arkansas River ESC (ARESC) is providing email, phone, and on site support with quarterly checkpoints. ARESC staff is providing support to all sites by providing

supplemental professional development, storage and unpacking services, technology guidance, teacher support, inventory training/tagging visits, ribbon cutting planning, data compilation, data analysis, and overall implementation support.



**Map of current Star Academy Sites.*

Hope is not in this grant but we provide support and included them on the map.

**Arkansas River ESC Impact on Student Performance
Report to ARES Board of Directors - Act 802
2023-2024**

Program	Impact
Oakwood Preschool ABC/CCDF	Oakwood Preschool had a successful 2023-2024 school year. The staff utilized <i>Pearson's Work Study Software</i> to track the progression of their 100 students, comparing their growth to developmentally appropriate skills for each age group. The staff used the Adventures of Learning Curriculum, approved by the Arkansas State University Early Childhood Services, to instruct the students. Impressively, the students ended the school year with above 75% proficiency in all domains. This indicates a high level of effectiveness in both the curriculum and the teaching methods employed at Oakwood Preschool. .
PAT	During the 2023-2024 year, the ARES-PAT program served a total of 100 (60- ABC, 40 - MIECHV) individual families with target children aged to three years. PAT will have 18 children graduating from the PAT program and transition to the HIPPY program
HIPPY	ARES-HIPPY served 715 (607 -ABC, 108- MIECHV) families for the 2023-2024 school year. We serve the following communities: Arkansas, Jefferson, Grant, Saline, Monroe, Woodruff, St. Francis, Lee, Cross, Pulaski, Lincoln, Cleveland, and Dallas Counties. HIPPY children and families are assessed using the Ages and Stages Questionnaires, ASQ/SE, Family Map and every 10 week assessment skill sheet.
Early Childhood Special Services	We screened a total of 3,381 students, evaluated 1,010, and provided services for 373 students who qualified under IDEA. According to the Annual Performance Report, we scored a positive rate change in Indicator 06-A (percent of children with IEPs aged 3,4, and 5 who are enrolled in a preschool program attending a regular early childhood program receiving the majority of special education and related services in the regular early childhood program). Although our rate is still under the state rate, our current goal is 25%. We also had positive rate changes in all Early Childhood Outcomes rates, exceeding the state rate in 6 of the 7 areas. Our strongest indicators were Indicator 11, Child Find, Indicator 12, Transition, and Timely and Accurate Date, in which we scored 100% in all three. Again, higher than the state average. On the Early Childhood Family Outcomes Survey, 96.3% of parents reported school-facilitated improvement. Of the 135 surveys, 130 averaged an overall score of 5 or better.

<p>Curious George Summer Program - PreKindergarten</p>	<p>Summer Enrichment Camp: “Join Curious George to Learn About Your Community”</p> <p>Forty-four four- and five-year-olds in Jefferson County participated in a six-week summer enrichment camp focused on literacy, math, and social skills. The camp integrated Curious George books with real-life experiences, fostering holistic development. Pre- and post-testing using the Brigance Screening Tool revealed significant growth in physical, language, academic, and social-emotional skills, with 100% of students showing improvement.</p>
<p>The Virtual Academy at the River</p>	<p>The Virtual Academy saw significant student growth in both literacy and math using data from the NWEA tests in the fall, winter, and spring. Students grew by 90% in both math and literacy from the beginning of the school year. The Academy served over 1200 students and 40 school districts in either hybrid or fully online instruction.</p>
<p>Alternative Education - 9-12 Focus Academy - 5-8 Focus Academy - Flex Academy - Explore Academy</p>	<p>Number of students graduated, etc.</p> <p style="text-align: center;">5th-8th grade Focus Academy</p> <p>Academic Improvement on the ACT Aspire 2022-2023</p> <ul style="list-style-type: none"> 92% grew in at least one tested area 23% grew in one tested area 36% grew in two tested areas 32% grew in three tested areas 1% grew in all four tested areas <p>Highest Achievers: Trent and Jad grew a total of 15 points!</p> <p>Discipline Reduction</p> <p>90% of students had fewer discipline infractions than they did the previous year.</p> <p>Most Improved are Trent and Jad. They went from 13 and 12 infractions to only one each for 2022- 2023.</p> <p>Attendance Rate Increase</p> <p>100% of the students served at Focus Academy- Pine Bluff increased their attendance rate from the previous year.</p> <p>32% attended at least 10 more days than the previous year</p> <p style="text-align: center;">7-9th Grade Explore Academy</p> <p>Academic Improvement on the ACT Aspire 2022-2023</p> <ul style="list-style-type: none"> 100% grew in at least one tested area 24% grew in one tested area 31% grew in two tested areas 21% grew in three tested areas 24% grew in all four tested areas <p>Highest Achievers: Ada grew 24 points, Zach and Kensley grew 26 points, J.R. grew 30 points, and Aidan grew 33 points across all four tested areas!</p> <p>Attendance Rate Increase</p>

	83% of the students served at Explore Academy- Pine Bluff increased their attendance rate from the previous year.																																																																					
Arkansas Star Academy Initiative	Reporting on 2022-2023 SY, of the 392 middle school students in Desha, Union, Columbia, Jefferson, and Mississippi Counties, 78% increased their english/reading scores and 84% increased their math/science scores on the ACT Aspire. Reporting schools increased student attendance by 60% from the previous year and reduced discipline infractions by 32%.																																																																					
Career & Technical Education	<p>Based on the 2023 Career & Technical Education Consortium Report on Performance Measures for Concentrators, ARES CTE support for Career & Technical Education Programs had an overall positive impact on student achievement from FY2021 to FY2023. The data below reflects student achievement for CTE Concentrators well above the FY23 Targets.</p> <table border="0" data-bbox="527 730 1495 1083"> <thead> <tr> <th></th> <th>Score</th> <th>Score</th> <th>Score</th> <th>(Target)</th> </tr> <tr> <th><u>Perkins V Indicator for Concentrators</u></th> <th><u>Fy21</u></th> <th><u>FY22</u></th> <th><u>FY23</u></th> <th><u>(FY23)</u></th> </tr> </thead> <tbody> <tr> <td>• Four Year Graduation Rate</td> <td>95.13</td> <td>95.67</td> <td>>97</td> <td>(87.18)</td> </tr> <tr> <td>• Five-Year Graduation Rate</td> <td>96.24</td> <td>95.32</td> <td>96.42</td> <td>(90.40)</td> </tr> <tr> <td>• Academic Proficiency Reading/LA</td> <td>59.26</td> <td>61.22</td> <td>62.04</td> <td>(48.95)</td> </tr> <tr> <td>• Academic Proficiency Mathematics</td> <td>52.92</td> <td>56.54</td> <td>54.98</td> <td>(42.77)</td> </tr> <tr> <td>• Academic Proficiency in Science</td> <td>61.50</td> <td>63.28</td> <td>62.46</td> <td>(48.90)</td> </tr> <tr> <td>• Post program placement for CTE Concentrators 2023</td> <td colspan="4">was 78.73.</td> </tr> <tr> <td>• Attainment of Industry Certifications for CTE Concentrators for 2023</td> <td colspan="4">was 57.09.</td> </tr> </tbody> </table> <p><u>CTE Concentrators</u> are defined as ‘a student who has completed one foundational CTE credit and one additional CTE credit for a total of two CTE credits within the same approved CTE program of study’.</p> <p>As a contrast to the CTE Concentrator achievement for 2023, students that did <u>not</u> have a CTE Concentration (two completed CTE courses) achieved the following scores. The student group is referenced as ‘NON-Concentrators’. The data indicates a strong correlation between student academic achievement and CTE Concentration for students with ARES C support.</p> <table border="0" data-bbox="527 1476 1442 1793"> <thead> <tr> <th></th> <th colspan="2">NON-Concentrators</th> </tr> <tr> <th><u>Concentrators</u></th> <th><u>FY23 Score</u></th> <th><u>FY23</u></th> </tr> <tr> <th><u>Perkins V Indicator</u></th> <th><u>Score</u></th> <th><u>Score</u></th> </tr> </thead> <tbody> <tr> <td>• Four Year Graduation Rate</td> <td>77.98</td> <td>>97</td> </tr> <tr> <td>• Five-Year Graduation Rate</td> <td>72.92</td> <td>96.42</td> </tr> <tr> <td>• Academic Proficiency Reading/LA</td> <td>59.17</td> <td>62.04</td> </tr> <tr> <td>• Academic Proficiency Mathematics</td> <td>53.06</td> <td>54.98</td> </tr> <tr> <td>• Academic Proficiency in Science</td> <td>57.42</td> <td>62.46</td> </tr> </tbody> </table> <p>ARES C also supports districts through New CTE Program grants and expansions. Pine Bluff School District was awarded a FY25 CTE New Program Grant for the Business Finance Pathway. Non-funded new FY25 CTE Program approval was</p>		Score	Score	Score	(Target)	<u>Perkins V Indicator for Concentrators</u>	<u>Fy21</u>	<u>FY22</u>	<u>FY23</u>	<u>(FY23)</u>	• Four Year Graduation Rate	95.13	95.67	>97	(87.18)	• Five-Year Graduation Rate	96.24	95.32	96.42	(90.40)	• Academic Proficiency Reading/LA	59.26	61.22	62.04	(48.95)	• Academic Proficiency Mathematics	52.92	56.54	54.98	(42.77)	• Academic Proficiency in Science	61.50	63.28	62.46	(48.90)	• Post program placement for CTE Concentrators 2023	was 78.73.				• Attainment of Industry Certifications for CTE Concentrators for 2023	was 57.09.					NON-Concentrators		<u>Concentrators</u>	<u>FY23 Score</u>	<u>FY23</u>	<u>Perkins V Indicator</u>	<u>Score</u>	<u>Score</u>	• Four Year Graduation Rate	77.98	>97	• Five-Year Graduation Rate	72.92	96.42	• Academic Proficiency Reading/LA	59.17	62.04	• Academic Proficiency Mathematics	53.06	54.98	• Academic Proficiency in Science	57.42	62.46
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also awarded to Pine Bluff for a Banking Pathway and Watson Chapel for a Nutrition Science & Dietetics Pathway. Applications for CTE Modernization Grants are also underway for several districts for FY25. The CTE program expansions and modernization enable students to have a variety of CTE programs from which to choose as they explore and enhance academic integrations within CTE pathways.

ARESC has provided support for CTE license endorsement for nine (9) teachers during FY23 and FY24 that earned a 418 (Career Development) or 412 (Career Preparation) license endorsement. The licensure support and attainment may directly impact CTE instructor quality and student achievement.

Literacy, Math, & Science

In the 2022-2023 school year, there were 4 districts from the Arkansas River Educational Service Cooperative region that received targeted levels of **science** support.

Number of face to face site visits to Pine Bluff School District was increased to 67 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Science

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
5	72.9%	66.21%	6.69% reduction in students who are in need support
6	75.7%	70.98%	4.72% reduction in students who are in need of support

Science

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
5	10.6%	12.33%	1.73% increase in students who met benchmark
6	11.2%	13.33%	2.13% increase in students who met benchmark
7	8.10%	9.74%	1.64% increase in students who met benchmark

Science

<u>Grade Level:</u>	<u>Close 2021-2022</u>	<u>Close 2022-2023</u>	<u>Result:</u>
3	9.3%	12.8%	3.5% of students who moved from needs support to close
4	16.7%	18.86%	2.16% of students who moved from needs support to close
5	16.5%	21.4%	4.9% of students who moved from needs support to close
6	13.10%	15.69%	2.59% of students who moved from needs support to close
7	14%	17.23%	3.23% of students who moved from needs support to close

Number of face to face site visits to Stuttgart School District was increased to 25 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Science

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
3	65.8%	55.66%	10.14% reduction in students needing support
5	59.40%	49.51%	9.9% reduction in students needing support
7	45.8%	34.59%	11.21% reduction in students needing support

Science

<u>Grade Level:</u>	<u>Ready or Exceeding</u>	<u>Ready or Exceeding</u>	<u>Result:</u>
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	<u>2021-2022</u>	<u>2022-2023</u>	
3	17.1%	22.64%	5.54% increase in students who met benchmark
5	18.8%	22.33%	3.53% increase in students who met benchmark
7	34.4%	39.85%	5.45% increase in students who met benchmark
8	28.7%	31.65%	2.95% increase in students who met benchmark
10	25%	25.69%	.69% increase in students who met benchmark

Number of face to face site visits to Watson Chapel School District was increased to 42 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Science

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
4	62.10%	52.59%	9.51% reduction in students who need support
5	71.4%	69.71%	1.69% reduction in students who need support
7	72%	68%	4% reduction in students who need support
9	73.3%	72.78%	.52% reduction in students who need support

Science

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
4	17.10%	23.28%	6.18% increase in students who met benchmark
5	11.9%	13.95%	2.05% increase in students who met benchmark
7	10.2%	15.2%	5% increase in students who met benchmark
10	8.5%	10.23%	1.73% increase in students who met benchmark

Number of face to face site visits to White Hall School District was increased to 54 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Science

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
5	32.6%	26.78%	5.82% reduction in students who need support
6	41.7%	39.29%	2.41% reduction in students who need support
7	47.8%	35.59%	12.21% reduction in students who need support
9	49.4%	43.75%	5.65% reduction in students who need support

Science

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
3	38.7%	39.04%	.34% increase in students who met

			benchmark
5	38.3%	38.91%	.61% increase in students who met benchmark
7	33.9%	42.79%	8.89% increase in students who met benchmark
9	24.5%	33.46%	8.96% increase in students who met benchmark

In the 2022-2023 school year, there were 4 districts from the Arkansas River Educational Service Cooperative region that received targeted levels of Math support.

Number of face to face site visits to Pine Bluff School District was increased to 32 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Math

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
3	53.30%	48.98%	4.32% reduction in students needing support
4	47.2%	37.72%	9.48% reduction in students needing support
5	51.00%	41.55%	9.45% reduction in students needing support
6	46.30%	45.49%	0.81% reduction in students needing support
7	70.50%	65.17%	5.33% reduction in students needing support
9	84.20%	82.29%	1.91% reduction in students needing support

Math

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>

3	14.10%	19.39%	5.29% increase in students who met benchmark
4	8.60%	13.60%	5% increase in students who met benchmark
5	9.80%	10.05%	0.25% increase in students who met benchmark
7	4.30%	8.99%	4.69% increase in students who met benchmark
9	5.40%	5.56%	0.15% increase in students who met benchmark

Number of face to face site visits to Stuttgart School District was increased to 73 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Math

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
3	32.5%	28.97%	3.53% reduction in students needing support
7	34.40%	30.83%	3.57% reduction in students needing support
8	47.10%	46.04	1.06% reduction in students needing support

Math

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
4	17.10%	32.14%	15.04% increase in students who met benchmark

5	12.90%	22.33%	9.43% increase in students who met benchmark
8	22.10%	38.13%	16.03% increase in students who met benchmark

Number of face to face site visits to Watson Chapel School District was increased to 52 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Math

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
4	36.40%	26.72%	9.68% reduction in students needing support
5	45.20%	27.13%	18.07% reduction in students needing support
7	66.90%	59.20%	7.70% reduction in students needing support

Math

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
4	14.30%	27.59%	13.29% increase in students who met benchmark
5	7.10%	21.71%	14.61% increase in students who met benchmark
6	26.80%	32.33%	5.53% increase in students who met benchmark
7	7.60%	12.80%	5.20% increase in students who met benchmark
9	3.70%	6.51%	2.81% increase in

			students who met benchmark
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Math

Number of face to face site visits to White Hall School District was increased to 36 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

Math

<u>Grade Level:</u>	<u>Needs Support</u> <u>2021-2022 :</u>	<u>Needs Support</u> <u>2022-2023:</u>	<u>Result:</u>
3	13.60%	18.42%	4.82% reduction in students needing support
4	7.90%	12.02%	4.12% reduction in students needing support
6	16.60%	19.20%	2.60% reduction in students needing support
8	25.30%	44.53%	19.23% reduction in students needing support
10	55.20%	59.56%	4.36% reduction in students needing support

Math

<u>Grade Level:</u>	<u>Ready or Exceeding</u> <u>2021-2022</u>	<u>Ready or Exceeding</u> <u>2022-2023</u>	<u>Result:</u>
3	59.60%	50.88%	8.72% increase in students who met benchmark
4	47.10%	46.78%	0.32% increase in students who met benchmark
6	44.40%	40.63%	3.77% increase in students who met benchmark
8	43.50%	33.21%	10.29% increase in students who met benchmark

10	31.30%	19.56%	11.74% increase in students who met benchmark
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Number of face to face site visits to Pine Bluff School District was increased to 161 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

ELA - Pine Bluff

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
3	73.60%	72.45%	1.15% reduction in students needing support
4	76.80%	75.88%	0.92% reduction in students needing support
5	71.00%	61.64%	9.36% reduction in students needing support
6	74.50%	67.84%	6.66% reduction in students needing support
9	75.60%	67.01%	8.59% reduction in students needing support

ELA - Pine Bluff

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
4	11.60%	12.28%	0.68% increase in students who met benchmark
5	12.90%	15.07%	2.17% increase in students who met benchmark
6	11.60%	14.12%	2.52% increase in students who met benchmark
9	10.70%	17.71%	7.01% increase in students who met

			benchmark
10	10.60%	12.86%	2.26% increase in students who met benchmark

Number of face to face site visits to Stuttgart School District was increased to 57 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

ELA - Stuttgart

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
3	76.90%	57.97%	18.93% reduction in students needing support
5	76.20%	55.34%	20.86% reduction in students needing support
6	56.90%	53.55%	3.05% reduction in students needing support
7	45.00%	38.35%	6.65% reduction in students needing support
8	44.10%	42.45%	1.65% reduction in students needing support
10	49.10%	38.53%	10.57% reduction in students needing support

ELA - Stuttgart

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
3	10.30%	20.56%	10.26% increase in students who met benchmark
4	19.00%	19.64%	0.64% increase in students who met benchmark

5	5.90%	20.39%	14.49% increase in students who met benchmark
8	30.90%	38.85%	7.95% increase in students who met benchmark
10	33.60%	37.61%	4.01% increase in students who met benchmark

Number of face to face site visits to Watson Chapel School District was increased to 191 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

ELA - Watson Chapel

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
6	63.40%	44.36%	19.04% reduction in students needing support
7	68.20%	64.00%	4.20% reduction in students needing support
8	61.70%	60.90%	0.80% reduction in students needing support
9	64.60%	59.76%	4.84% reduction in students needing support
10	72.60%	70.45%	2.15% reduction in students needing support

ELA - Watson Chapel

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
4	7.80%	11.21%	3.41% increase in students who met benchmark

5	15.10%	15.50%	0.40% increase in students who met benchmark
6	15.40%	27.07%	11.67% increase in students who met benchmark
7	10.80%	13.60%	2.80% increase in students who met benchmark
8	16.70%	17.31%	0.61% increase in students who met benchmark
10	14.60%	16.48%	1.88% increase in students who met benchmark

Number of face to face site visits to White Hall School District was increased to 94 for the 2022-2023 school year. Student achievement data from the ACT Aspire Summative Assessment resulted in the following:

ELA - White Hall

<u>Grade Level:</u>	<u>Needs Support 2021-2022 :</u>	<u>Needs Support 2022-2023:</u>	<u>Result:</u>
7	33.90%	32.74%	1.16% reduction in students needing support
9	46.40%	40.81%	5.59% reduction in students needing support

ELA - White Hall

<u>Grade Level:</u>	<u>Ready or Exceeding 2021-2022</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Result:</u>
5	45.80%	47.70%	1.90% increase in students who met benchmark
9	32.80%	40.44%	7.64% increase in students who met

			benchmark
10	33.90%	35.84%	1.94% increase in students who met benchmark

Reading - Pine Bluff

<u>Grade Level:</u>	<u>Needs Support</u> <u>2021-2022 :</u>	<u>Needs Support</u> <u>2022-2023:</u>	<u>Result:</u>
ALL	65.18%	62.78%	2.40% reduction in students needing support

Reading - Pine Bluff

<u>Grade Level:</u>	<u>Ready or Exceeding</u> <u>2021-2022</u>	<u>Ready or Exceeding</u> <u>2022-2023</u>	<u>Result:</u>
ALL	13.51%	15.37%	1.86% increase in students who met benchmark

Reading - Stuttgart

<u>Grade Level:</u>	<u>Needs Support</u> <u>2021-2022 :</u>	<u>Needs Support</u> <u>2022-2023:</u>	<u>Result:</u>
ALL	45.47%	41.05%	4.42% reduction in students needing support

Reading - Stuttgart

<u>Grade Level:</u>	<u>Ready or Exceeding</u> <u>2021-2022</u>	<u>Ready or Exceeding</u> <u>2022-2023</u>	<u>Result:</u>
ALL	28.95%	31.55%	2.60% increase in students who met benchmark

Reading - Watson Chapel

<u>Grade Level:</u>	<u>Needs Support</u>	<u>Needs Support</u>	<u>Result:</u>

	<table border="1"> <tr> <td></td> <td><u>2021-2022 :</u></td> <td><u>2022-2023:</u></td> <td></td> </tr> <tr> <td>ALL</td> <td>58.70%</td> <td>57.92%</td> <td>0.78% reduction in students needing support</td> </tr> </table>		<u>2021-2022 :</u>	<u>2022-2023:</u>		ALL	58.70%	57.92%	0.78% reduction in students needing support
	<u>2021-2022 :</u>	<u>2022-2023:</u>							
ALL	58.70%	57.92%	0.78% reduction in students needing support						
Mentoring/Novice	<p>Number of Novices served in 2021-2022 - 248 Number of Novices Served in 2022-2023 - 216</p> <p>During the 2021-2022 and 2022-2023 school years, the mentoring program specialist conducted 389 site visits to novice teachers and building administrators. We conducted an additional 1,239 Zoom meetings, phone calls and emails to support novice teachers, mentors, building administrators and central office staff in Arkansas River ESC school districts.</p>								
GT Services	<p>In the 2021-2022 and 2022-2023 school years, 100% of the districts where the personnel participated in professional learning and received technical assistance from the Arkansas River ESC GT specialist have implemented promising practices; including utilizing blind evaluation to ensure unbiased placement of students; gathering, analyzing and disseminating quality data to determine appropriate programming options for students; and utilizing unbiased identification tools when assessing students as needing Gifted services.</p>								
GT Enrichment	<p>During the 2021-2022 and 2022-2023 school years, a total of 183 parents, coaches and students completed evaluations of student enrichment opportunities held at Arkansas River ESC. 98% of survey participants reported student growth in the evaluations of enrichment opportunities. 2,689 students in grades 3-12 participated in enrichment opportunities those 2 years.</p>								
Dyslexia	<p>ARESC Total Number of Students Receiving Dyslexia Intervention Services in grade K-12 during the 2022-2023 school year: 652</p> <p>Arkansas River ESC coordinated Take Flight training for Cohort 1 2020-2022- with 3 receiving CALT certification. Cohort 2- 2021-2023-with 1 receiving CALT certification. Cohort 3-2022-2024-2 will be sitting for the CALT exam. One interventionist began Cohort 4-Year 1 training and will join another group to complete training. Four quarterly interventionist support meetings and two district leadership support meetings were held in order to provide districts with the latest updates for the 2023-2024 school year, as it relates to the LEARNS Act. Emphasis has been placed on Early Interventions and parent communication.</p>								
Behavior Support	<p>The 2023-2024 behavior management program primarily focused on increasing the quality of instructional time using trauma informed practices, de-escalation strategies, social/behavioral interventions, and small group lessons by school personnel to influence students with and without assessment or documented special education needs. The program also concentrated on documentation of</p>								

	<p>behaviors, student needs and the effectiveness of interventions to make decisions in placement as well as reaching out to the Arkansas BSS Circuit for students not responding to interventions as well as expected. Support varied based on student needs as well as request by schools. There were eighteen students who were supported in small group sessions 1-3 times per week. Seven self contained classrooms were supported through periodic visits that included positive behavior supports that included rewards for good behavior. Additional students received Tier one supports through teacher coaching.</p>
<p>ACT Prep</p>	<p>There were 261 school districts across the state that opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district and the program will be provided for two years.</p> <p>Chad Cargill provided 6 sessions for 522 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review. Chad has written a book with all of his tips and strategies and every student received a copy of the book to study further.</p> <p>Cantrell and Waller Preparatory (CW Prep) is providing 16 sessions across the state to almost 400 students. In these sessions, students spend six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.</p>
<p>Fingerprinting Services</p>	<p>ARESC provided fingerprinting for 622 professionals during the 2023-2024 school year. Individuals were from the following districts: Pine Bluff, Stuttgart, Little Rock, Sheridan, Cleveland County, Crossett, Star City, White Hall, and Dewitt.</p>

Annual Statistical Report 2022/2023

County: JEFFERSON

Education Service Cooperatives
ARK. RIVER EDUC. SERVICE CNTR.

LEA: 3520000

	2022/2023 Actual	2023/2024 Budget		2022/2023 Actual	2023/2024 Budget
1 Area in Square Miles	0		CURRENT EXPENDITURES		
2 ADA	0		Instruction:		
4 4 Qtr ADM	0		49 Regular Instruction	1,210,839	1,434,793
5 Prior Year 3 Qtr ADM	0		50 Special Education	524,901	596,113
6 Assessment	0		51 Career Education	395,734	236,941
7 M&O Mills	0.00		52 Adult Education	0	0
8 URT Mills	0.00		53 Compensatory Education	76,352	83,265
9 M&O Mills in Excess of URT	0.00		54 Other	1,352,502	1,256,857
10 Dedicated M&O Mills	0.00		55 Total Instruction	3,560,327	3,607,970
11 Debt Service Mills	0.00		District Level Support:		
12 Total Mills	0.00		56 General Administration	780,723	611,418
13 Total Debt Bond/Non Bond	0		57 Central Services	1,148,107	687,436
State and Local Revenue			58 Maintenance & Operations Of Plant	217,098	90,400
14 Property Tax Receipts (Incl URT)	0	0	59 Student Transportation	0	0
15 Other Local Receipts	3,744,604	4,749,311	60 Othr District Level Support Service	1,991,932	404,601
16 Revenue From Intern Srcs	0	0	61 Total District Support Services	4,137,861	1,793,854
17.1 Foundation Funding (Excl URT)	0	0	School Level Support:		
17.2 98% of URT X Assessment less Net Revenues	0	0	62 Student Support Services	412,844	1,568,218
18 Student Growth Funding	0	0	63 Instructional Staff Support Service	11,034,030	1,543,340
19 Declining Enrollment Funding	0	0	64 School Administration	0	0
20 Consolidation Incentive/Assistance	0	0	65 Total District Support Services	11,446,874	3,111,557
21 Isolated Funding	0	0	Non-Instructional Services:		
22 Enhanced Transportation Funding	0	0	66 Food Service Operations	5,740	0
23 Other Unrestricted State Funding	0	0	67 Other Enterprise Operations	0	0
24 Total Unrestricted Revenue from State and Local Sources	3,744,604	4,749,311	68 Community Operations	2,024,992	1,779,978
Restricted Revenue from State Sources:			69 Other Non-Instructional Services	0	0
25 Adult Education	0	0	70 Total Non-Instructional Services	2,030,732	1,779,978
Regular Education:			71 Facilities Acquisition And Const.	50,221	0
26 Professional Development	0	0	72 Debt Service	0	0
27 Other Regular Education	476,467	269,100	75 Other Non-Programmed Costs	9,950	0
Special Education:			76 Total Expenditures	21,235,966	10,293,359
28 Gifted And Talented	50,010	30,000	77 Less: Capital Expenditures	(273,456)	-69,500
29 Alt. Learning Environment (ALE)	0	0	78 Less: Debt Service	0	0
30 English Language Learner (ELL)	0	0	79 Total Current Expenditures	20,962,510	10,223,859
31 Enhanced Student Achievement Funds (ESA)	0	0	80 Exclusions from Current Expenditures	(6,611,831)	-7,992,664
32 Other Special Education	370	1,763	81 Net Current Expenditures	14,350,679	2,231,195
33 Career Education	55,000	55,000	87.1 Legal Balance (funds 1-2-4)	4,177,769	4,559,478
34 School Food Service	0	0	87.2 Categorical Fund Balance	0	0
35 Educational Service Cooperatives	1,801,118	1,509,563	87.3 Deposits With Paying Agents (QZAB)	0	0
36 Early Childhood Programs	2,190,012	2,083,978	87.4 Net Legal Bal (Excl Cat & QZAB)	4,177,769	4,559,478
37 Magnet School Programs	0	0	88 Building Fund Balance (fund 3)	0	0
38 Other Non-Instructional Program Aid	14,000	0	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
39 Total Restricted Revenue from State Sources	4,586,977	3,949,404			
40 Total Restricted Revenue from Federal Sources	11,754,011	1,581,752	Lines 82-86 are not calculated for Education Co-Ops		
Other Sources of Funds:					
41 Financing Sources	0	0			
42 Balances Consol/Annexed District	0	0			
43 Indirect Cost Reimbursement	1,986,605	394,601			
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	0	0			
46 Other	0	0			
47 Total Other Sources of Funds	1,986,605	394,601			
48 Total Revenue and Other Sources of Funds from All Sources	22,072,197	10,675,067			