

DeQueen-Mena Education Service Cooperative



Annual Report 2024-2025

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DeQueen-Mena Education Service Cooperative
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Gillham, AR 71841
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TO: Arkansas' Educators

FROM: Benny Weston, Director
DeQueen-Mena Education Service Cooperative

SUBJECT: Annual Evaluation Report 2024-2025

Dear Arkansas Educators:

In accordance with A.C.A. 6-13-120, DeQueen-Mena Education Service Cooperative has completed the 2024-2025 Annual Report to provide information concerning the various programs and services provided for our member schools.

This document represents services and activities offered by DeQueen-Mena ESC. Emphasis is placed both on professional development and student involvement.

DeQueen-Mena ESC plays and integral part in the overall development of teachers and students and will continue to develop new ways to meet district needs when challenge arise.

DeQueen-Mena Education Service Cooperative

MISSION STATEMENT

The mission of the DMESC is to enhance teaching, learning, and leadership within member schools by providing high-quality support services targeted toward improving the achievement of all DMESC students.

SERVE, SUPPORT SUCCEED- THINK CO-OP FIRST!

DEQUEEN-MENA EDUCATION COOPERATIVE BOARD OF DIRECTORS

Officers of the Board

Name	Position	School District
Casey Nichols	President	Ashdown
Jason Sanders	Vice-President	DeQueen
Benny Weston	Director	DeQueen-Mena Education Cooperative
Jerry Strasner	Secretary	Ouachita River

Members of the Board

Name	Position	School District
Casey Nichols	Board member	Ashdown
Deric Owens	Board member	Caddo Hills
Sam Slott	Board member	Cossatot River
Jason Sanders	Board member	De Queen
Grover Hill	Board member	Dierks
Adam Matthews	Board member	Foreman
Gayla Youngblood	Board member	Horatio
Lee Smith	Board member	Mena
Jondavid Amerson	Board member	Mineral Springs
Ann Gardner	Board member	Mount Ida
Doug Graham	Board member	Nashville
Jerry Strasner	Board member	Ouachita River

Arkansas Department of Education

EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT

DATE: June 1, 2025 **LEA#** 67-20 **ESC#** 9
ESC NAME: DeQueen-Mena Education Service Cooperative
ADDRESS: PO Box 110, 305 South Hornberg Avenue, Gillham, AR 71841
PHONE NUMBER: 479-385-4319

DIRECTOR: Benny Weston
TEACHER CENTER COORDINATOR: Dana Ray

NUMBER OF COUNTIES SERVED: 5
NUMBER OF DISTRICTS SERVED: 12
NUMBER OF STUDENTS SERVED: 11,759
NUMBER OF TEACHERS SERVED: 1,024

GOVERNANCE

- A. How is the Co-op governed?
Board of Directors X or Executive Committee
How many members on the Board? 12
How many times did the Board meet? 12
When is the regular meeting? Third Thursday of each month
Date of current year's annual meeting: June 11, 2025
- B. Does the Co-op have a Teacher Center Committee? Yes X No
If yes, then:
How many are on the Teacher Center Committee? 12
How many members are teachers? 8
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Nov. 2024
- D. Have written policies been filed with the Arkansas Department of Education? Yes

STAFFING

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

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

NAME	POSITION	FUNDING SOURCE
Alexander, Kathryn	ABC Paraprofessional	S
Allen, Sarah	ABC Paraprofessional	S
Bass, Jeannie	ABC Teacher	S
Bates, Charlie	ABC Paraprofessional	S
Baxter, Tabitha	ABC Paraprofessional	S
Beck, Amanda	ABC Teacher	S
Belk, Lauren	ABC Teacher	S
Bickley, Shirley	ABC Paraprofessional	S
Blair, Amanda	ABC Paraprofessional	S
Blake, Meagan	Speech Pathologist	S
Bolanos, Cynthia	Home Based Educator	S
Bowren, Anita	Media Clerk	S
Burkhammer, Anne-Marie	ABC Paraprofessional	S
Bustos, Tabitha	ABC Paraprofessional	S
Carlton, Dana	ABC Paraprofessional	S
Cartwright, Tara	Business Manager	S
Carver, Betty	ABC Teacher/Site Director	S
Cearley, Heather	ABC Teacher	S
Chambers, Tanesha	ABC Paraprofessional	S
Cheyne, Kristie	ABC Paraprofessional	S

Cirkles, Wendy	ABC Paraprofessional	S
Clayton, LaRanda	Migrant REDS	S
Clayton, Marina	ABC Paraprofessional	S
Cogburn, Loretta	ABC Paraprofessional	S
Cortez, Karina	ABC Teacher	S
Cox, Michelle	ABC Teacher	S
Culp, Amanda	ABC Teacher/Site Director	S
Daniels, Jessica	ABC Paraprofessional	S
Dean, Hailey	Home Based Educator	S
Denson, Renee	ABC Teacher	S
Denton, Anna	ABC Teacher/Site Director	S
Dinger, Sherry	ABC Teacher/Site Director	S
Efird, Callie	Assistant Speech Therapist	S
Everett, Neely	ABC Paraprofessional	S
Ewing, Ashley	ABC Teacher	S
Fatherree, Paula	ABC Paraprofessional	S
Flint, Bonita	APSCN Rep	S
Foley, Crystal	ABC Paraprofessional	S
Frachiseur, Ann	FGP Secretary	F
Frachiseur, Kelsie	ABC Paraprofessional	S
French, Shonda	ABC Paraprofessional	S
Friend, April	ABC Paraprofessional	S
Fryar, Kallie	ABC Paraprofessional	S
Gallardo, Rosa	ABC Teacher	S
Garner, Karen	Local LEADS Captain	S
Gathright, April	ABC Paraprofessional	S

Gilchrist, Shelley	ESCE Itinerant/Teacher	S
Gragg, Bonny	ABC Paraprofessional	S
Green, Cheryl	Assistant ABC/HIPPY/EC Coordinator	S
Gregory, Lora	ABC Paraprofessional	S
Grubbs, Regina	ECSE Itinerant Teacher	S
Halcombe, Kayci	ABC Paraprofessional	S
Hamilton, Crystal	ABC Paraprofessional	S
Hankammer, Nicki	ABC Paraprofessional	S
Hardin, Teresa	ABC Teacher	S
Hawthorne, Hannah	ABC Paraprofessional	S
Hemphill, Camecia	ABC Paraprofessional	S
Hemphill, Tanesha	ABC Paraprofessional	S
Henderson, Ruthie	ABC Paraprofessional/Director	S
Hernandez, Alejandra	EC Administrative Assistant	S
Hernandez, Cecily	ABC Paraprofessional	S
Hernandez, Dalila	ABC Paraprofessional	S
Hernandez, Rosanna	ABC Paraprofessional	S
Hernandez, Hortencia	Home Based Educator	S
Herod, Ashton	ABC Teacher	S
Hobson, Tyra	Instructional Technology Coordinator	S
Hopkins, Nikita	ABC Paraprofessional	S
Hudson, Tammy	ABC Teacher/Site Director	S
Jenkins, Patricia	ABC Paraprofessional	S
Johnson, Eva	ABC Teacher	S
Jones, Debbie	ABC Teacher	S
Jones, Jessica	ECSE Itinerant Teacher	S

Jones, Kaylee	ABC Teacher	S
Keels, Kathy	ABC Paraprofessional	S
Kincaid, Dana	ABC Teacher	S
Lacefield, Leslie	ABC Teacher	S
Lott, Patricia	ABC Paraprofessional	S
McAdams, Sherri	ABC Teacher/ Site Director	S
McClure, Bridgett	ABC Paraprofessional	S
McKeever, Susan	ABC Paraprofessional/Site Director	S
Mears, Allison	Behavior Specialist K-12	F
Miller, Andria	System Support Specialist	S
Miller, Shannon	Math Specialist	S
Montgomery, Amy	Mentoring Programs Specialist/ArPEP	S
Mullins, LaQuita	ABC Paraprofessional	S
Nance, Christy	Hippy Director/ Local Leads Assistant	S
Nance, Morgan	ABC Paraprofessional	S
Neely, Darla	Migrant Specialist	S
Nieto, Luz	ABC Paraprofessional	S
Nobel, Sherry	ABC Paraprofessional	S
Nolen, Mary T	ECSE Itinerant/Teacher	S
Norman, Holly	ABC Paraprofessional	S
Nowlin, Lynne	ABC Teacher/Site Director	S
Ochello, Katie	ABC Teacher	S
Olalde, Tonya	ABC Paraprofessional	S
Owen, Dulce	ABC Paraprofessional	S
Pack, Makenzie	ABC Paraprofessional	S
Parker, Casey	ABC Paraprofessional	S

Parks, Kimberly	Psychological Examiner	S
Parson, Kelli	ABC Director/ EC Coordinator	S
Parsons, Wendy	LEA Supervisor	S
Peek, Jandy	ABC Paraprofessional	S
Platt, Barbara	ABC Paraprofessional	S
Pope, Samantha	ABC Teacher	S
Price, Brittany	ABC Teacher/Site Director	S
Ray, Dana	Assistant Director/Teacher Center Coordinator	S
Reeder, Kari	ABC Paraprofessional	S
Reel, Anne	ECSE Itinerant Teacher	S
Reid, Autumn	ECSE Itinerant Teacher	S
Roberts, Kaylee	ABC Paraprofessional	S
Robertson, Kimberly	ABC Teacher/Site Director	S
Russo, Veronica	Home Based Educator	S
Saldivar, Zara	Central Office Assistant	S
Sanchez, Diana	Migrant Recruiter	S
Schuller, Brian	Science Specialist	S
Schuller, Lisa	Dyslexia Specialist	S
Smedley, Britany	ABC Teacher	S
Smith, Emily	ECSE Itinerant Teacher	S
Smith, Haylie	ABC Paraprofessional	S
Soto, Brianna	Speech Therapist	S
Southerland, Stacey	CTE Coordinator	S
Stone, Elisha	Psychological Examiner	S
Stoval, Shelbie	ABC Paraprofessional	S
Strode, Jana	Speech Therapist	S

Taylor, Lisha	ABC Teacher/Site Director	S
Teague, Hailey	ABC Paraprofessional	S
Tena Castro, Cynthia	ABC Paraprofessional	S
Thomas, Crystal	ABC Paraprofessional	S
Thompson, Vanessa	ABC Paraprofessional	S
Tittel, Donald	Maintenance	S
Tomlinson, Misty	ABC Paraprofessional	S
Trinidad, Sandra	Assistant Bookkeeper/Accounts Payable	S
Victoriano, Damaris	ABC Paraprofessional	S
Villamil, Maricela	ABC Paraprofessional	S
Wagner, Lee	ABC Paraprofessional	S
Wallis, Linzi	ABC Teacher/Site Director	S
Ware, April	ECSE Developmental Assistant	S
Waren, Kaydee	ABC Paraprofessional	S
Watts, Jane	Occupational Assistant	S
Watts, Taylar	ABC Paraprofessional	S
Weston, Benny	Director	S
Wheeler, Rodney	Maintenance	S
Whisenhunt, Linda	ABC Paraprofessional	S
Willey, Crystal	Administrative Assistant/Technology	S
Williams, Stacey	ECSE Itinerant Teacher	S
Wise, Cynthia	ABC Paraprofessional	S
Wyatt, Amanda	Medicaid Clerk, ABC Secretary	S
Young, Terry	FGP Coordinator	F

DMESC TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants, and location of workshops. Include a cumulative total of participants. See attached form.

- A. Does the co-op provide media services to schools? YES X NO ____
- Does the co-op provide delivery to the districts? YES X NO ____
- How many districts participate in the media program? 12
- Do districts contribute dollars to the media services for teachers? YES X NO ____
- How are media charges per district determined (formal or per ADM)? Please describe: \$4.00 X ADM
- Does the co-op operate a “make-and-take” center for teachers? YES X NO ____
- How many teacher visits have been made to the center including duplicate visits? 630
- How many requests have been made for the Ellison Die Cuts? 3738
- How many districts use the co-op to copy and bind their teacher handbooks? 1
- How many districts use the co-op to copy and bind their Student handbooks? 5
- How many districts use the co-op for background checks? 12

ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Administrators and Local Board Member trainings
- ☒ Assessment data analysis
- ☒ Bookkeeping Assistance
- ☒ Business Management Training
- ☒ Computer Technician
- ☒ Cooperative Purchasing
- ☒ E-Rate Applications
- ☒ eSchool and eFinance Support
- ☒ Evaluation Procedures
- ☒ Math/Science Support
- ☒ Numerous Professional Development opportunities for teachers
- ☒ Paraprofessional Testing
- ☒ Personnel Application
- ☒ Print Shop/Media Services
- ☒ Special Education Services
- ☒ Technology Training
- ☒ Zoom License provided per district
- ☒ Carl Perkins Assistance
- ☒ Behavior Support Services
- ☒ Health Nurse Services
- ☒ Fingerprinting
- ☒ Dyslexia Support
- ☒ Novice Teacher Mentoring/ArPEP
- ☒ Migrant Education

DIRECT SERVICES TO STUDENTS

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

- ☒ Battle of the Books
- ☒ Chess Tournament
- ☒ Destination Science Challenge
- ☒ Quiz Bowl
- ☒ Reading Fair
- ☒ Virtual Arkansas
- ☒ Occupational Therapy and Physical Therapy
- ☒ Speech Therapist
- ☒ Behavior Support Services
- ☒ Early Childhood Special Education for Ages 3-5
- ☒ Foster Grandparents
- ☒ Gifted/Talented Programs: 12 participating districts
- ☒ Itinerant Teachers – please list areas: Early Childhood, Sp. Ed., Low Incidence Handicapped
- ☒ Nursing Services
- ☒ ARP Homeless II
- ☒ Educational Examiners

ANECDOTAL REPORTS

DeQueen Mena ESC STEM Challenge

The DMESC STEM Challenge is a one-day competition held annually by DMESC that provides teachers, students, and the community the opportunity to experience the importance of STEM education in the world around us. The DMESC STEM Challenge requires students to use creativity and imagination along with science, technology, mathematics and engineering to build or modify an apparatus that performs a practical function. The competition is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 14 different challenges and compete for best performance. FY25 saw the competition held on our co-op campus and it was a great success. Four DMESC districts and one out of consortium district participated with a total student participant number of 160 students.

Quiz Bowl

The DeQueen Mena Education Service Cooperative hosts three regional tournaments for elementary students along with one DMESC Champion's tournament each year. Students are able to apply their classroom hard work and studying and test against their peers. DMESC provides study questions, practice sessions, and tournament question sets for district competitions. The DMESC organizes and directs the tournaments for the member schools with the help of the district GT Coordinators. Students demonstrate their knowledge in all content areas including math, science, literacy, social studies and current events. We held five tournaments with a total of 320 students participating.

Chess

The DeQueen Mena Education Service Cooperative hosts four regional chess tournaments: one for elementary students (grades 3-4), one for elementary (grades 5-6), one for junior high (grades 7-8) and one for high school (grades 9-12) each school year. A chess master is called upon to assist in the competition, and medals are awarded to the grade band champion and to the grade band runner up. Students in both tournaments are able to apply critical thinking skills including: problem solving, abstract reasoning, calmness under pressure, patience, sportsmanship, creative thinking, pattern 16 recognition, and strategic thinking. DMESC hosted chess competitions this year with 183 3-12 grade student competing.

Reading Fair

The 13th Annual DMESC Reading Fair, as in the past, provided students with a forum in which to share a favorite fiction or non-fiction book creatively with a project utilizing technology. Students were asked to determine central ideas/themes of a text and analyze their development. They also summarized the key supporting details and ideas of the text. Choice presentation was offered to the

students. Creative use of technology has grown tremendously in the past few years. The competition was separated by grade-level competition bands. All levels of competition included an interview in which students were asked to talk about their book projects. Three DMESC school districts were represented in the FY24 competition, First, Second, Third place medals were awarded in each grade for each category (Fiction, Nonfiction) with 19 projects and 30 students.

Battle of the Books

In FY25, the Battle of the Books, students in grades 1-3 were given a list of books to read. Teachers encouraged their students to read, then selected students to compete on school teams. Students answered questions about the fiction and nonfiction books, identifying the book and author. Five consortium districts, represented by 28 teams and 112 students competed for First, Second, and Third place school trophies and individual medals for member of the placing teams.

Cubing

DMESC held a Cubing Camp in which 75 students participated to learn more about the cube solving algorithm. Later in the year 35 students from four schools participated in a cubing competition by demonstrating their critical thinking skills and solving speed cubes in record time.

DEQUEEN-MENA EDUCATION COOPERATIVE 2024-2025 SALARY SCHEDULE

Years of Experience	Bachelor's Degree	Master's Degree
0	36,000.00	40,650.00
1	36,500.00	41,150.00
2	37,000.00	41,650.00
3	37,500.00	42,150.00
4	38,000.00	42,650.00
5	38,500.00	43,150.00
6	39,000.00	43,650.00
7	39,500.00	44,150.00
8	40,000.00	44,650.00
9	40,500.00	45,150.00
10	41,000.00	45,650.00
11	41,500.00	46,150.00
12	42,000.00	46,650.00
13	42,500.00	47,150.00
14	43,000.00	47,650.00
15	43,400.00	48,150.00
16	43,800.00	48,550.00
17	44,200.00	48,950.00
18	44,600.00	49,350.00
19	45,000.00	49,750.00
20	45,400.00	50,150.00
21	45,800.00	50,550.00
22	46,200.00	50,950.00

DEQUEEN-MENA EDUCATION COOPERATIVE TEACHER CENTER COMMITTEE

Name	Position	District	Term
Janet Cook	Teacher	Mineral Springs Elem	2022-2025
Robyn Gross	Teacher	Foreman High	2022-2025
Tiffany Williamson	Teacher	DeQueen High	2022-2025
Lisa Daniels	Teacher	Ouachita River Acorn Elem	2022-2025
MiKayla McDowell	Teacher	Mount Ida High	2023-2026
Mallory Wharton	Teacher	Ashdown Elem	2023-2026
Craig Dodson	Principal	Dierks Elem	2023-2026
Liesa Green	Teacher	Cossatot River HS	2023-2026
Gayla Youngblood	Superintendent	Horatio School District	2024-2027
Jennifer Gordon	Librarian	Nashville Primary	2024-2027
Karmen Nolen	Teacher	Caddo Hills Elem	2024-2027
Tracy Floyd	Teacher	Mena Louise Durham	2024-2027

PROGRAM SUMMARIES

PROGRAM: ADH Tobacco Prevention and Cessation Program

FUNDING SOURCE: Tobacco Prevention and Cessation Program- Master Settlement Tobacco Funds

COMPETITIVE GRANT: Yes ____ No X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount. Ida, Nashville, Ouachita River, Cossatot River

PERSONNEL: Cheryl Byrd, BSN, RN, Community Health Nurse Specialist (CHNS)
Leigh Garner BSN, RN Community Health Nurse Specialist (CHNS)

FUNDING STATEMENT:

The Arkansas Department of Education and Arkansas Department of Health partnered to support the role of the Community Health Nurse Specialist. ADH funds the Community Health Nurse Specialist's salary, travel, and reimbursement for nurse's office space. DMESC provides the necessary office space, secretarial staff, office phone, internet, and printing/copying of educational materials, as well as classroom facilities for in-service. Various equipment, prevention materials, instructional aids, and promotional items have been funded.

PROGRAM GOALS:

The primary goal of the Community Health Nurse Specialist (CHNS) is to support schools and communities through technical assistance in tobacco prevention and cessation, health promotion, and disease prevention. CHNS also serves as a key resource for school wellness committees and provides guidance to school nurses on various health-related issues, including health screenings, immunizations, injury and disease prevention, and chronic disease management. The CHNS work to reduce health disparities by raising awareness and serve as a resource on child and public health issues within the community. CHNS inform schools and communities about available health resources, training opportunities, and grant funding. CHNS responsibilities include:

- Providing certification training to school nurses for required health screenings.
- Identifying and assessing training needs among school personnel.
- Planning, coordinating, and conducting health-related training for school nurses, school staff, students, DMESC personnel, local health units, and community members.

CHNS maintain ongoing communication with the Arkansas Department of Education – Division of Elementary and Secondary Education (ADE-DESE) staff, DMESC personnel, Hometown Health Improvement staff, local health units, healthcare providers, and other community partners. They also promote public health initiatives through media outreach and assist in local public health emergency response efforts.

PROGRAM SUMMARY:

The Community Health Nurse Specialist (CHNS) initiative is a collaborative, research-based effort between the Arkansas Department of Education-Division of Elementary and Secondary Education (DESE) and the Arkansas Department of Health. The program is designed to address students' health in a comprehensive way that enhances their ability to learn and succeed. By working together, we can implement and sustain effective health and wellness initiatives that foster a safe, healthy environment that support both the physical and emotional well-being of students. The CHNS program is guided by the Whole School, Whole Community, Whole Child (WSCC) model, which is an expansion of the Coordinated School Health (CSH) framework and places the student at the center and recognizes the critical role of community partnerships in supporting student success. The Arkansas Department of Health's Child and Adolescent Health-School Health Program includes the following components:

- Obesity Prevention/Act 1220 of 2003
- Arkansas State School Nurse Consultant
- School-Based Health Centers
- Coordinated School Health (CSH)

Key partners include DESE, Arkansas Educational Services Cooperatives, the Arkansas Center for Health Improvement, Arkansas Children's Hospital, and many others. CSH/WSCC promotes a coordinated set of health-related programs, policies, and services implemented at both the district and school levels. This integrated approach addresses major risk factors identified by the CDC that impact children and adolescents, such as:

- Inadequate physical activity
- Poor dietary habits
- Risky sexual behaviors (leading to STDs, HIV, and unintended pregnancies)
- Alcohol, tobacco, and drug use
- Behaviors leading to intentional and unintentional injuries

In addition, the program emphasizes the importance of managing acute and chronic health conditions in the school setting. Educating students and families about effective disease management supports better health outcomes and long-term wellness.

Major Highlights of the Year:

- Delivered student presentations across cooperative school districts on key health topics including nutrition, oral health, physical activity, hygiene, ATV safety, and tobacco/vape prevention.
- Provided oral health education and distributed dental hygiene kits to all DMESC preschool programs.
- Conducted training for school nurses and staff on topics such as Narcan administration, New School Nurse Orientation, CPR/First Aid, and Wellness Committee planning and compliance.
- Facilitated Medicaid in the Schools workshop focused on training and billing procedures for personal care services in the school setting.
- Offered hands-on support to school nurses by assisting with student health screenings.
- Assisted in the organization and delivery of Mandatory Screening Certification Training for school nurses.
- Helped coordinate the Polk County Next Gen Youth Conference in partnership with Bridging the Gaps.

Summer 2024 Workshops offered to School Nurses:

- DMESC CPR Local Leads
- Back to School Nurse Workshop 2024-2025
- DMESC Early Childhood CPR Training
- Supporting Students During Difficult Times
- DMESC School Nurse Workshop 2024
- New School Nurse Orientation DMESC

PROGRAM: Arkansas Better Chance Program (ABC) Home Instruction for Parents and Preschool Youngsters (HIPPY)

FUNDING AMOUNT: \$4,190,300.00

FUNDING SOURCE: Arkansas Department of Education, Administered by the Arkansas Department of Health and Human Services Division of Child Care and Early Childhood Education

COMPETITIVE GRANT: Yes X No

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

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Mena, Horatio, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kelli Parson, Early Childhood Coordinator
Cheryl Green, Assistant Early Childhood Coordinator
Amanda Wyatt, EC Program Assistant
Christy Nance, HIPPY Coordinator

GOALS:

- Provide quality ABC preschool programs on behalf of participating local school districts for identified at-risk, three-through five-year-old children
- Collaborate with local early childhood partners, including Head Start, private early childhood providers and Special Education in order to provide seamless services and information to families and the community and to serve children in the most appropriate environments
- Coordinate efforts with other early childhood and services providers to provide a comprehensive, quality, early childhood program in the Co-op region
- Provide developmentally appropriate and individualized program to meet the needs of each student enrolled
- Provide home-based early childhood education readiness program using the age and development appropriate HIPPY curriculum to 95 children in Howard, Polk and Sevier Counties to help children develop essential prerequisite learning skills

PROGRAM SUMMARY:

The ABC center-based preschool program provides free quality preschool services to 791 ABC funded three- and four-year-old children in the co-op region. We also offer tuition spots for students who do not meet ABC requirements for a total of 860 students. All programs operate as closely as possible with the local school calendar for a total of 178 student interaction days. ABC preschools meet the core quality components as outlined by the Division of Child Care and Early Childhood Education which includes qualified staff, low student to teacher ratio, developmental screening and child assessment, meaningful parent and community engagement activities, quality approved curriculum, and well-trained staff.

The ABC center-based program (ABC) employs 48 lead teachers, 42 paraprofessionals, four stand-alone directors, two administrative assistants, and one computer technician. The ABC program has 51 classrooms housed at 14 different sites on school campuses in Ashdown, Cossatot River (3), DeQueen, Dierks, Foreman, Horatio, Mena, Mount Ida, Nashville (2), Ouachita River (2).

ASSESSMENT:

Assessment data on every child is required for individual planning and for analysis of the long-term effect on children as they progress through entry into kindergarten and completion of the fourth grade. Each child is assessed using the Work Sampling System, the instrument specified by DCCECE.

The Work Sampling System (WSS) is designed to help teachers learn about a child's skills, behaviors, and academic achievements in school.

Work Sampling gives teachers the information they need to work effectively with their children, by building the child's motivation and self-confidence and for reporting student progress to parents.

The Work Sampling System focuses on seven areas of the curriculum:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

The Work Sampling System is composed of three interrelated parts:

Developmental Guidelines and Checklist – List of age or grade-level expectations that are used for guiding teachers' observations about child's achievements in school.

Portfolios – Collections of child's works to show progress and demonstrate special interest and talents as well as areas in need of development.

Summary Reports – A profile of a child's school performance based on the Checklist observations and Portfolio collection. It includes brief comments from the teacher about child's progress, strengths, and areas of concern and is sent home three times per year. The Summary Reports replaces report cards. 24/25 outcome reports for our 4 year olds showed more than 72 percent were proficient in all seven areas of the curriculum

All 51 ABC classrooms have met the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations and all staff have received the required training for their job title. We are pleased to report that 4 sites have achieved Better Beginnings (Quality) ratings of 5, 7 have ratings 4 and two with ratings of 3.

Professional Development provided during 2024-2025 school year included:

- PreK RISE Launchpad Implementation 9 hours
- PreK CDELS
- Two-Day Work Sampling initial training for new staff 12 hours
- Work Sampling refresher course for existing staff 3 hours
- Child Maltreatment and Mandated Reporter 3 hours
- Director Orientation classes for new directors and assistant directors 24 hours
- Early Childhood Inclusion: Every Child Belongs 15 hours
- Conscious Discipline 36 hours
- Book Study and Training on Early Childhood PLC – What About US?
- Early Childhood Orientation training covering all required areas of child care 8 hours
- CPR/First Aid
- I've Launched, Now What?
- DMESC Summer SPED Conference featuring Inclusion for All and Paula Kluth on Universal Design for Learning
- DMESC Summer Educator Wellness Conference
- Training on Individualized Education Plans
- Implementation of EC Collaborative Teams and PLC
- Implementation of the Pyramid Model multi-tiered behavior support – Pilot School in one region and Cheryl Green was recognized as a Pyramid Coach for the region
- Special Education Staff attended Pyramid Conference for behavior intervention
- Increase Learning & Engagement Through Promethean
- Frog Street Curriculum Implementation Training
- De-Escalation Techniques for Behavior
- Student Engagement
- Trainings with DMESC specialists regarding the PLC model and essential standards planning
- Director's Workshop
- Zoom for New Staff
- Guidance and Behavior Management
- Science of Reading
- PreK Math & Science
- 2024-2025 also brought several changes around assessment of our programs. We were pleased that 6 of our programs were chosen to be part of the CLASS implementation PILOT that will be used beginning year 26/27 as the program assessment tool that will determine Better Beginnings rating.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Home Instruction for Parents of Preschool Youngsters is a 2-year home-based educational enrichment program that builds on the natural bond between a parent and child. The home visiting model helps parents with limited formal education prepare their preschool-aged children for successful early school experiences and strengthens the bonds among schools, families, and communities.

Why HIPPY

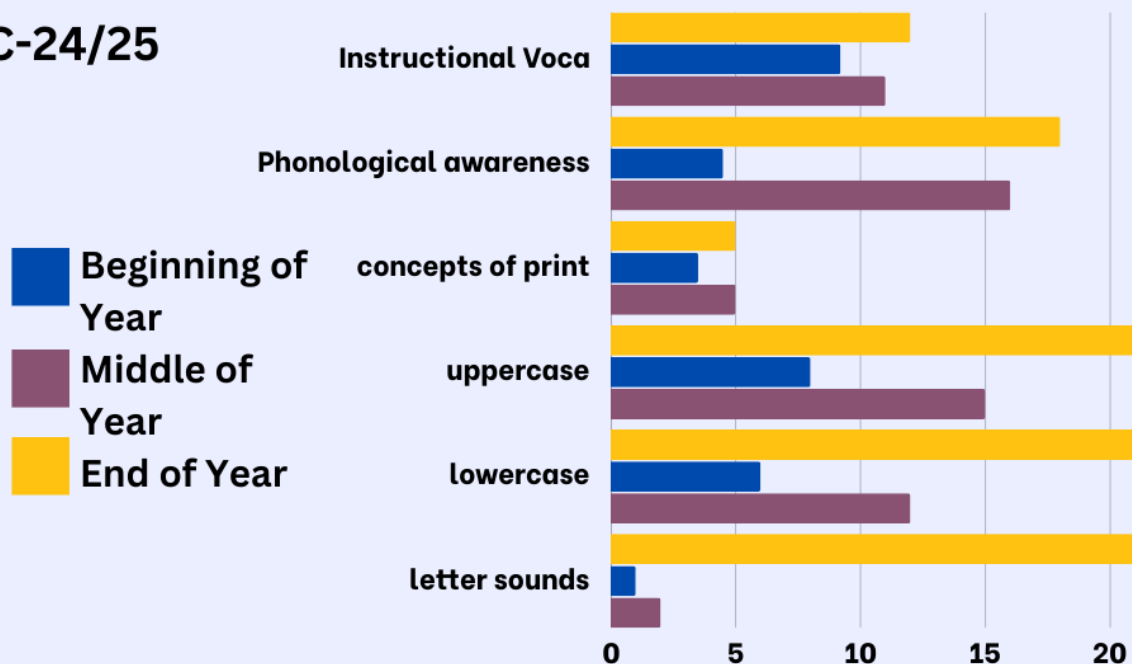
HIPPY offers parents support, training and materials so they can engage in effective, developmental and fun activities with their children in the comfort of their own homes. The HIPPY program works because it is based on a well-designed curriculum, parents learn by doing and children love the special time with their parents.

The DMESC HIPPY Program is staffed by a HIPPY Coordinator, and four well trained home-based educators and serves 95 families in three counties covering six school districts.

HIGHLIGHTS OF THE YEAR:

- PRE-K R.I.S.E. Launchpad
- DMESC ABC Program implemented the new Reading Initiative for Student Excellence PRE-K R.I.S.E Program at the beginning of 2021-2022 school year called Launchpad
- Launchpad Instruction is used to supplement some of the literacy portions of a full pre-kindergarten curriculum such as phonological awareness.
- The Launchpad curriculum developed by Really Great Reading is designed to be implemented the year before kindergarten. The lesson provided playful, developmentally appropriate, targeted instruction in: Oral Language Development, Concepts of Print, Instruction Vocabulary, Alphabet Knowledge, Phonological Awareness and Phonemic Awareness.
- Lessons are designed to be 15-20 minutes a day. These lessons can be broken down into smaller blocks of time throughout the day.
- Launchpad includes 6 hours of asynchronous professional development before implementation and 3 additional hours after 14 weeks of instruction.
- When programs commit to implementing Launchpad, they will receive a Launchpad technology license that includes professional development and implementation training, teacher manuals, materials to use with children, and technical assistance from regional early childhood specialists.
- Participating programs must commit to completing all training and instruction and providing ADE with data upon request.
- 519 Transition backpacks were distributed to students entering kindergarten.
- Launchpad student data was kept over the course of the year and shared with OEC and with the districts.
- Recently awarded 25 additional ABC funded spots to start an infant and toddler program on 5 of our campuses.
- Launchpad Data has been one of our biggest successes showing growth in all literacy areas needed for kindergarten readiness. The following chart illustrates the average data showing growth for our program.

LAUNCHPAD LITERACY ABC-24/25



- Twenty-seven Foster Grandparents volunteers have consistently worked in our ABC classrooms this year helping children who just need some extra one on one attention or need extra help with tasks and they also assist teachers with an extra set of hands to help out in the room or at meal times.
- We have continued to improve playgrounds and ensure a high-quality approved curriculum is used in each classroom.
- Twenty-two of our preschool paraprofessionals have participated in the T.E.A.C.H. Early Childhood ARKANSAS scholarship program this school year. Three of them have completed the program to earn an Associates of Applied Science in Early Childhood. This program is beneficial to our program because it allows students to attend classes while only paying 5% of the cost of tuition and fees each semester and it provides paid release time to the participants and provides a \$300 bonus to scholarship participants at the end of the contract. Once the participant has received their AA degree, their pay is increased to reflect the additional degree on their next year contract.

PROGRAM: **Arkansas Migrant Education
Title 1 – Part C**

FUNDING AMOUNT: Preliminary Allocation \$272,060.11
Final Allocation \$83,632.79
Total Allocation \$357,152.75

FUNDING SOURCE: Federal Funding / Office of Migrant Education through
Arkansas Department of Education, Administered by Arkansas
Migrant Education

COMPETITIVE GRANT: YES _____ NO X

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

PARTICIPATING DISTRICTS: Region 5 Southwest AR Migrant Education covers 3
cooperative areas (DeQueen-Mena Education Service Coop,
Dawson Education Service Coop, SouthWest Arkansas
Education Coop); including 15 counties: Polk, Montgomery,
Garland, Saline, Hot Spring, Grant, Clark, Pike, Howard,
Sevier, Little River, Miller, Hempstead, Nevada, and Lafayette
Project Schools: DeQueen, Cossatot River, Nashville,
Centerpoint
Non-Project Schools: Ashdown, Acorn/Ouachita River, Dierks,
South Pike County/Murfreesboro, Kirby, Mena, Horatio,
Mineral Springs, Hope, Spring Hill, Nevada, Mt. Pine, Hot
Springs, Lake Hamilton, Bismarck, Benton, Bryant, Gurdon,
Malvern, Arkadelphia, Glen Rose, Blevins, Prescott,
Texarkana, Foreman, Fountain Lake (Includes PreK and OSY
students)

PERSONNEL: Darla Neely, Title I, Part C Coordinator/Education Specialist
LaRanda Clayton, REDS
Diana Sanchez, Recruiter
Brandi Myrick, Student Support (resigned March 2025)
Cristal Perez, Nashville District Tutor/Recruiter
Molly Watson, Centerpoint District Tutor/Recruiter
Harlie Jackson, Part Time, Centerpoint District Tutor
Deantha Gibbons, Cossatot River District Tutor/Recruiter
Monique Angeles, DeQueen District Federal Programs Migrant
Clerk
Marcela Chavez, DeQueen District Tutor/Recruiter
Malissa Jackson-Hawkins, DeQueen Tutor/Recruiter
Aylin Martinez, DeQueen Tutor/Recruiter
(resigned May 2025)

GOALS:

- Ensure migratory student population completes High School graduation or GED through provision of quality services including: Instructional Support Services with a focus on 29 Mathematics and Literacy, Supplemental Support Services, Lifeskills, and necessary supplies/materials
- Ensure proper placement, records exchange, Inter and Intra State Tracking across the US, Identification and Recruitment of potential Migrant students
- Provide quality educational services and programs for the unique needs of migratory children through in-school and after-hours tutoring, summer term and supplemental programs, translation and transportation services, parental and family involvement
- Collaborate with community partners, ADE personnel/State Director, participating School District and Preschool staff and parents, Federal Programs Coordinators and ESL personnel, Universities and Higher Education Facilities, Third-party programs and venues, GED programs/providers, Private Schools when/if student participation appropriate
- Coordinate efforts with other Migrant Education State-wide providers and programs to ensure continuity for students' unique educational needs and provide beneficial services for the entire Region
- Provide developmentally appropriate and individualized programs and services to utilized resources and meet the needs of each qualifying student whether center-based or in-home services for all students between the ages of 3 years – 21 years (Pre-L through OSY – Out-of-School Youth)
- Utilize developmentally appropriate testing (Brigance) for preschool age students to ensure necessary instruction is provided in their native language, also high-interest book distributions throughout the school year and summer terms to bridge the gap of frequent educational interruptions and language barriers
- Engagement of Community and surrounding areas through Farmer's Market and Fair/Rodeo Migrant Education Informational Booths
- Create, practice, reflect upon, and modify differentiated grade-level curriculum for Summer School services
- Provide necessary community assistance and health/dental/vision services when families are unable to provide these for children as well as Health, Self-Help and Nutrition Presentations and resource packets / Delta Dental Student Tooth Hygiene Contest
- Provide opportunities of enrichment and leadership this population would not normally encounter through programs such as Close-Up/Washington, AMESLA and ExCel; a university experience through our MSAC and MSD programs, Advanced Reading Programs, opportunities to explore futuristic applications of technological advancements through our Technology/Robotics and Algorithm STEM Camps and DMESC STEM HUB, Credit Recovery assistance through Red Comet – as well as providing resources for parents to assist their children through PAC (Parent Advisory Council) and Regional Family Meetings
- Provide high-quality Professional Development opportunities for all Region staff to increase individual knowledge of Federal and State laws and regulations governing grant: IDRC training, ADE SUMMIT attendance and Migrant presentation, NASDME (National Migrant meeting held in various states annually) and IMEC (Interstate Migrant Education Council) as well as various other Regional and Local meetings, conferences, and workshops – also attend appropriate DMESC provided workshops

- Ensure that districts and non-projects are meeting targets for students' achievement by analyzing performance indicators and testing strategies and holding students accountable for attendance
- Offer assistance state-wide through participating in Regional SWEEPS, where a mass enlistment is sought benefiting the 6 AR regions
- Provide additional assistance to all Region 5 school districts/personnel in understanding MEP and qualifying students
- Annual Monitoring of all school districts within Region 5 by MEP Coordinator and reporting compliances to superintendents
- Offer Instructional and Supplemental support to all Region Private Schools seeking assistance for the benefit of Migrant student populations
- Provide valuable input and gain informative updates as a representative for the state of Arkansas for IMEC (Interstate Migrant Education Council)

PROGRAM SUMMARY:

The Region 5 Title 1, Part C Program (Migrant Education) provides free quality instructional and supplemental services to approx. 300 individuals, ages 3 years – 21 years. All programs operate on the various individual district school calendars for a total of 178 student interaction days, as well as providing supplemental summer programs and evening family-engagement opportunities. Migrant education meets the core quality components as outlined by the Office of Migrant Education and the Arkansas Department of Education which includes highly-qualified staff, one-on-one or small group instruction student/teacher ratio, developmental screenings and child assessment, meaningful parent community engagement activities, quality approved curriculum, and updates to knowledge of Federal and State laws and operating procedures.

For the FY24-25, the Title 1, Part C Program (Migrant Education) employs 4 cooperative personnel, 6 full-time and 1 part-time school district Tutor/Recruiters, and 1 Federal Programs Migrant Clerk.

Migrant Education student counts for Region 5 total 300 individuals: 44 PreK, 246 Kindergarten-12th graders, and 10 ISY (Out-of-School Youth). Out of these, the DeQueen Mena Education Service Cooperative districts alone account for 223 total individuals: 36 PreK, 178 Kindergarten-12th graders and 9 OSY (Out-of-School Youth).

ASSESSMENT:

Assessment data is obtained for individual planning purposes and for analysis of sustained effects on individuals that migrate between various school districts and states in order to obtain gainful employment. Each child is assessed through one-on-one interactions with district tutors and counselors, state and cooperative state, work samples, TRIAND assessment reports, TRANSCRIPTS and testing instruments specified by ADE/DESE and OME. This helps to offer insight into each individuals abilities through their skills, behaviors and work habits, personal academic achievements, as well as language barriers and any mental or physical inhibitions each may possess. This data gives tutors and administrators necessary information to work effectively with students and create quality instructional materials for their benefit by nurturing the child's engagement and motivating their confidence and leadership abilities. REDS Specialists report assessments and other pertinent data to capture a complete picture of each child's current status regarding academics and High School graduation projections.

MAJOR HIGHLIGHTS OF 2023-24:

- Successful School-Year Programs: Technology Camp hosted at the 4-H Vines Center in Little Rock – serving approx.. 28 male and female students, Summer School: total students served: 169: 22 non-project and 147 district students
- Successful School-Year Programs: MSAC (Migrant Student Advisory Council) at College of the Ozarks Hot Springs campus – serving approx. 30 male and female students and staff AMESLA (Arkansas Migrant Education Student Leadership Academy) hosted by ExCel Little Rock, serving approx. 25 students
- Migrant DMESC staff and other state staff at 4-H Vines Center, Little Rock: Fall and Spring sessions totaled over 55 male and female students and staff.
- Region 5 Family Meeting hosted at Nashville Public Schools by DMESC staff-presented in English and Spanish interpretation/translation on importance of finances, budgeting, money knowledge and resources – serving approx.. 50 male and female parents, students and staff
- Coordinated additional Christmas for approximately 75 male and female non-project children through collaboration with Community and Private donation resources.
- MEP Coordinator/Education Specialist trained and collaborated with new ADE Public School Program Advisor in order to create various State Initiative Programs for the benefit and advancement of migratory children and their families
- DMESC MEP Coordinator/Educational Specialist named AR Representative for IMEC (Interstate Migrant Education Council) by State Director and board and served on this council for the 24-25FY, as well as will be presenting for the state of Arkansas at the June 2025 Conference
- SMART Goal for Migrant created alongside PLC Specialist and DMESC
- Region sweeps for various AR areas produced over 310 new students added to the program Statewide
- MEP Coordinator/Education Specialist and REDS, along with MEP State Director and META Federal staff collaborated to create new CAN (Needs Assessment) and SDP (Service Delivery Plan) for next 3 years for Migrant staff and students for the educational excellence of each student serviced – finalized and approved May 2025

PROGRAM: Arkansas Professional Educator Pathway (ARPEP)

FUNDING SOURCE: \$39,000 Based upon number of ArPEP participants

COMPETITIVE GRANT: YES: _____ NO: X

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

PARTICIPATING DISTRICTS: Caddo Hills, Cossatot River, DeQueen, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Amy Montgomery, Mentoring Program Specialist/ArPEP Coordinator

GOALS:

- To prepare learner-ready teachers to meet the growing demand of the teacher pipeline.
- To train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning.

PROGRAM SUMMARY:

The Arkansas Professional Educator Pathway (ArPEP), a nontraditional licensure program, is an alternative route to teacher licensure administered by the Department of Elementary and Secondary Education. Enrollment in this program allows a candidate with a bachelor's degree or higher to be employed as a classroom teacher while completing the necessary requirements for a Standard Arkansas Teaching License. DMESC hosts ArPEP Year 1 and ArPEP Year 2 participants so that our schools can hire qualified candidates. Each teacher attends 10 days of training in the summer and five Saturdays during the school year at DMESC each year.

Each ArPEP Year 1 teacher received a copy of The First-Year Teacher's Survival Guide by Michelle Cummings and Julia G Thompson, The Classroom Management Book by Harry and Rosemary Wong, and The New Art and Science of Teaching by Marzano. They also received a copy of CliffsNotes Guide to the edTPA Assessment along with a binder containing their edTPA Handbook, Academic Vocabulary, and Understanding the Rubric Level Progressions. ArPEP Year 1 and Year 2 classroom teachers received individualized support from the Mentoring Program Specialist/ArPEP Coordinator.

Major Highlights of the Year:

- Year 1: 14 participants, Year 2: 15 participants

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: Sheila Smith, Ph.D., L.P., BCBA-D

Behavior Support Specialist:

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
Meagan Booe, M.Ed., BCBA
Carla Knight, M.S.E., BCBA

PARTICIPATING SCHOOLS: STATEWIDE

GOAL:

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

BX3 PROJECT

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

BX3 Cohort 3 – Building Level Teams

- | | |
|---|--|
| <ol style="list-style-type: none">1. Alma Intermediate2. Bryant Elementary3. Horatio Elementary4. Hurricane Creek Elementary5. McRae Elementary6. Mena Middle School | <ol style="list-style-type: none">7. Mena High School8. Oscar Hamilton Elementary9. Pottsville Junior High10. University Heights Elementary11. Asbell Elementary |
|---|--|

BX3 Cohort 4 – Building Level Teams

- | | |
|--|---|
| <ol style="list-style-type: none">1. Arkansas Arts Academy High School2. Magnolia Middle School3. Sidney Deener Elementary4. Westside Elementary – Searcy5. Southwest Middle School rcy-WDM6. Janie Darr Elementary7. Arkadelphia High School8. Lake Hamilton New Horizons9. Washington Elementary10. Lincoln Middle School11. Cedarville Elementary12. Glen Rose Elementary13. Flippin Elementary14. Beebe Elementary15. Bob Folsom Elementary16. The Academies of West Memphis17. Westbrook Elementary – Harmony Grove | <ol style="list-style-type: none">18. Elmdale Elementary – Springdale19. Louise Durham Elementary20. Manila Elementary21. K-8 Connect – Springdale22. Indian Hills Elementary23. Newport Elementary24. East End Elementary25. Lakeside Primary26. Allbritton Elementary27. Peak Elementary School28. Harmony Leadership Academy29. Rector Elementary School30. Wonder Jr. High31. Bayyari Elementary32. North Heights Community School33. Beebe Middle School34. Benton Jr High |
|--|---|

BX3 Cohort 5 – Building Level Teams

- | | |
|--|---|
| <ol style="list-style-type: none">1. Waldron Middle School2. Mountainburg Elementary3. Mountainburg Middle School4. Mountainburg High School5. King Elementary – Van Buren6. Fairview Elementary – Fort Smith7. East Side – Magnolia8. Central Elementary – Magnolia9. Smackover – Norphlet Elementary10. Hillcrest Elementary11. East End Middle – Sheridan | <ol style="list-style-type: none">12. Sheridan High School13. Eureka Springs Elementary14. Eureka Springs Middle School15. McCrory Elementary16. Augusta Elementary17. Augusta High School18. Jerry “Pop” Williams Elementary – Farmington19. Farmington High School20. Arkansas Arts Academy Elementary21. Clarendon Elementary |
|--|---|

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2024-25:

- Cohort 3 continued with 11 building-level teams across the state
- Cohort 4 continued with 34 building-level teams across the state
- Accepted Cohort 5 with 21 building-level teams across the state
- 99% of participants in Cohort 3,4, and 5 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3,4, and 5 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goals (s).
- 99% of participants in Cohort 3,4, and 5 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3,4, and 5 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.

CIRCUIT**GOAL:**

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2024-25:

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

PROFESSIONAL LEARNING OPPORTUNITIES

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2024-25:

- Offered 19 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Offered over 140 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2655 participants.

ADDITIONAL BSS HIGHLIGHTS OF 2024-25:

- Planning for the first annual Arkansas School Behavior Conference
- Partnered with DESE to support THRIVE Leadership Academy Cohorts 5, 6, and 7 and THRIVE Leadership Academy at DeQueen-Mena ESC, Dawson ESC, Southeast ESC, and Arch Ford ESC to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the BehaviorHelp Kindergarten Transition Support Planning group
- Served on committee DESE staff and AETN to develop modules on Crisis Management and MTSS-B for AR IDEAS
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Newsletter is reaching nationally and internationally (8 countries)
- Several states are accessing our online modules including California, Colorado, Nevada, and North Carolina
- Presented Multi-Tiered Behavior Support Resources at SEAS Conference

- Presented Mic Drop Sessions – Review of BSS Website at AAEA Conference
- Presented Increasing Student Behavior Supports at the Tier 2 Level: Student Intervention Matching (SIM) Form at the Transition Summit.
- Presented Charting the Path to Tier 2 Behavior Interventions: Intro. To the Student Intervention Matching Form at LEA Academy
- Presented Navigating Tier 1 and Tier 2 Behavior Supports in the Inclusive Classroom at LEA Academy
- Presented The BX3 Journey Awaits! Building Capacity in School-Wide Positive Behavior Supports at LEA Academy
- Presented The Behavior Side of RTI with DESE – OCSS for New Administrators
- Presented Meaningful Access ToT: Behavior with DESE-OSE
- Presented Behavior Strategies and Resources at the The Teaching & Partnerships in Juvenile Detention Centers Workshop
- Presenting Supercharging Student Success: An Overview of Multi-Tiered Behavior Support at the ArSCA & DESE School Counselor Conference
- 14 BSS attended the Association of Positive Behavior Supports International Conference in St. Louise, MO
- 1 BSS attended the 23rd Annual NWPBIS Conference in Portland, OR
- 1 BSS attended the LRP Institute Convention in Phoenix, AZ

PROGRAM: Career and Technical Education

FUNDING AMOUNT: \$252,003.91 Perkins

FUNDING SOURCE: Arkansas Department of Career Education (\$55,000)
Perkins Federal Funding (\$252,003.91)

COMPETITIVE GRANT: Yes: _____ No: X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Stacey Southerland, CTE Coordinator (MSE)

GOALS:

- To provide students with high quality Career & Technical Education exploration, guidance, support, and content knowledge through a sequence of courses in a career pathway that results in opportunities of diplomas of Merit and Distinction and that provides employability for students.
- To provide Career & Technical Education teachers access to high quality professional development, opportunities for CTE Pathway Improvement and support through Perkins Funding to enhance Post-Secondary and Industry partnerships.
- To ensure that the DeQueen-Mena Perkins Consortium is meeting targets for all Perkins Performance Indicators and implementing Arkansas Division of Career Education initiatives.

YEAR END NARRATIVE:

The Career & Technical Education program at DMESC supports CTE Education among Perkins consortium and non-consortium schools. This support is focused on high levels of student achievement, meeting Arkansas state plan Perkins Indicator goals, student and teacher growth, and the administration of consortia funding. In the 2024-25 FY DMESC was also awarded the statewide fiscal management of the Innovation Grant, Girl Power Goes State. This grant was awarded in addition to the annual Perkins grant award, and is available for submission on a voluntary basis by CTE Coordinators. The DMESC Coordinator managed this funding for 15 Education Cooperatives and purchased equipment and contest supplies for over 50 schools in the state. In addition to the local Girl Power Contest and management of the state Girl Power Contest, the DMESC CTE department hosted multiple meetings and school visits in conjunction with the Arkansas Division of Career & Technical Education to increase knowledge and preparation of the new Arkansas Career Pathways. Opportunities for students included participation in the UA Cossatot Be Pro Be Proud Career Exploration Day, Draft Day at Hempstead Hall and Explore Success held in collaboration with the economic development group SADA. These events promoted partnerships with regional businesses such as Nidec, Airgas, Domtar, Texarkana Chamber of Commerce and SADA (Southwest Arkansas Development Alliance). Participating CTE teachers were provided the opportunity for increased collaboration with Post-Secondary partners UA Cossatot and UA Rich Mountain. In

addition to these opportunities, the CTE Coordinator applied for and was awarded funding for multiple State Start-Up and Modernization grants for Perkins Consortia Districts.

GIRL POWER GOES STATE - \$520,000.00 Innovative Grant (Year 4 Award) The year four event included a total of 10 education cooperatives who held local contests for the participating students in their cooperative areas. Arkansas River, Arch Ford, Crowley's Ridge, Dawson, DeQueen-Mena, Guy Fenter, SouthCentral, Southeast, Southwest, and Wilbur Mills all held a local contest and then advanced winners to the state-wide competition. The majority of grant funds were used to purchase CNC equipment in schools who lack this type of machinery, each CTE Coordinator requested equipment for schools prioritizing by need.

The accountability for the schools and use of grant funds is for female students to create, design and produce a project using the equipment and enter it into the local cooperative contest. After the ten cooperative contests, a statewide contest was held at the Saline Co. Career & Technical Education campus in Benton. The top two winners in each division (CNC Lasering, CNC Metal Cutting, CNC Wood Cutting and Multi-machine) from each cooperative advanced to the state contest. Local businesses were invited to support the event through participation or by donations for student prizes. Ledwell, Southern Sportsmen, Sterling Machinery, Farm Credit, Ashdown Machine Shop, New Millennium, Southern Aluminum, Mayo Manufacturing, American Fidelity, Hydro, SADA, Amfuel, Lockheed Martin, Domtar, and American Fidelity were businesses who supported the contest held at DMESC, the Post-Secondary partners included UA Cossatot who presented their programs to their participants and awarded two \$500 tuition waivers to winners. UA Rich Mountain awarded a \$500 tuition waiver to a local winner as well. All cooperatives formed partnerships with the industry in their respective areas. State supporters included the Arkansas State Chamber of Commerce, Transfer VR, and Arkansas Electric Cooperatives, Southern Steel, and ABB. Equipment was placed in over 50 schools statewide and over 460 female students participated in the event.

DMESC also supports the Recruitment and Retention of CTE teachers with funding in the amount of \$10,000.00 from the Division of Career & Technical Education. Events this year include specialized training in PLC concepts in the summer where each consortia district was represented. These teachers formed a CTE Collaborative team where they attended 4 virtual meetings and 3 onsite meetings throughout the year. These teachers were trained as experts in CTE knowledge and communicated current information to CTE departments and Administration at their districts.

DMESC utilizes funding from DCTE to support teachers and students in high-quality certifications. Priority was given to H2 funding with remaining funds utilized to support certifications recognized by DCTE and regional Industry partners. 26 Paraprofessional exams, 43 CPR, and 15 National Retail certification were funded.

PROGRAM SUMMARY:

The Career & Technical Education (CTE) program at DMESC supports Career & Technical Education for participating member schools via the CTE coordinator. Perkins approved projects are written and implemented in accordance with Perkins law, DCTE initiatives are aligned with the required CLNA (Combined Local Need Assessment) document which is updated by the CTE Coordinator Annually. The CTE coordinator consults stakeholders which include teachers, parents, business and industry and local agencies who have a vested interest in workforce needs and Career & Technical Education. The CTE Coordinator collects and reports completers and placement data for consortium members, provides budgeting and allocation of funds, develops regional partnerships

with stakeholder groups, assists districts with new program start up grants, assists in maintaining approved programs of study and supports teachers with high quality professional development. Career Endorsement programs for 410, 412, and 418 are provided at no cost to districts.

Career and Technical assistance for CTE programs is provided to teachers and administrators in the areas of:

- New and expanded program development
- Start-up grant application assistance and submission
- Career pathway alignment between Secondary and Post-Secondary Partners
- Programs of study approvals
- Curriculum framework and mapping
- Crosswalk of core academics and CTE standards
- Innovation Grant applications and implementation of funded projects
- Planning and delivery of specialized professional development
- Planning and development of program area specific professional development
- Purchasing and tracking of program specific equipment
- Teacher licensure and support of novice CTE teachers
- Regional workforce partnerships
- Strong Business Community relationships
- DCTE Career Pathway Revisions
- CTE and accountability

Perkins Activities: Each fiscal year the implementation of the Perkins grant requires numerous stages. The CTE coordinator conducts a needs assessment, gathers data from teachers and provides resources for teachers using Perkins funds. The CLNA (Comprehensive Local Needs Assessment) is then constructed and submitted in LEA Insights. The CLNA document drives Perkins spending throughout the year. Projects that are written annually are those that support teachers with professional development, funding support for teachers in CTSO events, curriculum support for more rigorous instruction and support for student certifications which is the state indicator of program quality. In addition to the projects that support annual needs for CTE teachers, this year's projects include:

- Specialized printing and binding equipment for Pre-Educator pathways including, DeQueen, Mount Ida, Mena and Caddo Hills.
- Support equipment for student contests, Umpire, Oden, Dierks, Cossatot River High School, Horatio, and DeQueen received STEM/CNC related equipment.
- Animal Science pathways at Mena and DeQueen received equipment to advance their Vet Science instruction.
- The Management pathway at DeQueen received a laser, freeze dryers and a pulse welder for students to open new consumer products.
- Animal Science Pathways in Mount Ida and Caddo Hills were provided Hydroponic Grow Towers to explore nutrients for animals and to support new CTE instructors.
- The Marketing Pathway in Horatio received new printers to service multiple design options.
- Computer Science Pathway teachers received two VEX Workcell Robotic arms and will be supported by the state Computer Science Specialist with training and curriculum development. DeQueen, Nashville, Mena, Foreman, and Horatio received equipment with additional districts supported in the fall.

- Nashville Arts/AV Pathway received advanced computer equipment to promoted additional editing capabilities.
- Nashville Computer Science Pathway received and will incorporate a 3D printer into the curriculum.

The CTE Coordinator provides assistance to districts wishing to begin new program of study by writing Start-Up Grants to purchase equipment required to teach the program. Startup grants submitted were:

Dierks – Ag Modernization

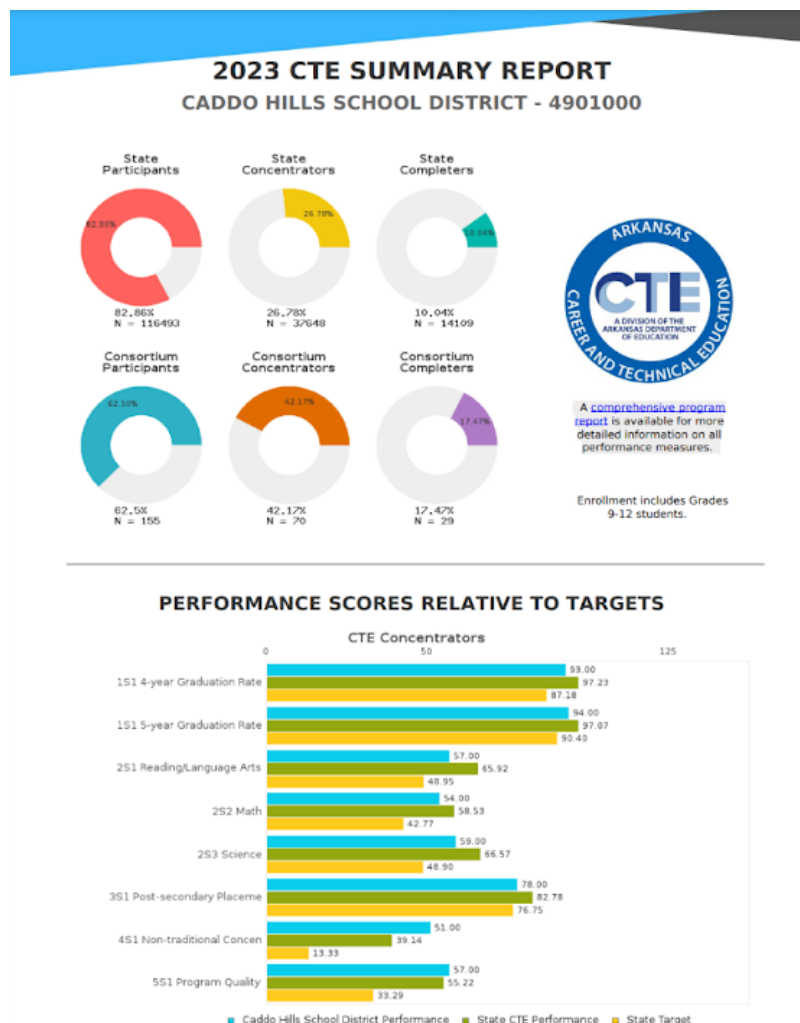
Umpire – Ag Modernization

Horatio – Computer Science Start-up grant award

Mount Ida – Automotive Technology

Announcements will be in late Spring after the Arkansas Legislative Fiscal Session. DMESC CTE Coordinator strives to grow professionally by being an active member of Professional Organizations representing DMESC as the ACTE Past President and AACTEA Secretary.

See following DMESC CTE Summary Report:



PROGRAM: Commercial Driver License Third Party Testing

FUNDING AMOUNT: \$0

FUNDING SOURCE: Local Funding

COMPETITIVE GRANT: Yes ____ No X

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

PARTICIPATING DISTRICTS: DMESC School Districts

PERSONNEL: James Davis, Bus Garage Manager, Mena Public Schools

GOAL: To reduce costs and travel of school districts when licensing bus drivers.

PROGRAM SUMMARY:

A need was identified by local school districts to provide a site and evaluator to conduct Commercial Driver License tests for public school bus drivers as required by law. A current Mena School District Employee received training and is now certified to perform as a Third Party Tester. After completing an application with the Arkansas State Police, DeQueen-Mena Education Service Cooperative now offers to its school districts a central location to conduct the driving portion of the CDL licensure at a reduced cost and travel time.

PROGRAM: Vector Solutions LMS

Online bus training and compliance management system for meeting the new federal requirements for potential beginning CDL drivers. This is a new federal mandated training which is a prerequisite for being able to take the CDL test.

GOAL: This program was acquired through a combined effort by all ESC's in Arkansas. This allowed for our districts to have a greatly reduced cost per district rather than if they would have purchased it themselves. DeQueen-Mena serves as the Administrator Site.

PROGRAM SUMMARY:

This program helps schools comply with the moving ahead for progress in the 21st Century Act (MAP-21) that impacts all new drivers who must have a class A or B commercial driver's license (CDL).

PROGRAM: Computer Science

FUNDING SOURCE: Arkansas Department of Education Grant – Act 220 of 2017

COMPETITIVE GRANT: Yes: X No:

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Statewide

PERSONNEL: Brian Lawhon, Statewide CS Specialist
Alex Moeller, Statewide CS Specialist
Ashley Kincannon, Ed.S., Statewide CS Specialist
Joshua Rodgers, Statewide CS Specialist
John Hart, MLIS, Statewide CS Specialist
Stacey Reynolds, MSE, Statewide CS Specialist
Zachary Spink, MSE, Statewide CS Lead Specialist
Tammy Glass, Statewide CS Specialist

GOALS:

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

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.

Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address 2024-2025.

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.

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.

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 specialist 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

2024-2025 PD OFFERED:

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

Conferenced Presented At:

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

Events/Committees/Projects Assisted with:

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

Major Highlights of the Year:

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

ONGOING SUPPORT:

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

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

FUNDING SOURCE: ADE Grant - Act

COMPETITIVE GRANT: Yes: ____ No: X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** ____

PARTICIPATING NORTHWEST ARKANSAS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Districts	Served (Yes or No)
ASHDOWN SCHOOL DISTRICT	Yes
CADDO HILLS SCHOOL DISTRICT	Yes
COSSATOT RIVER SCHOOL DISTRICT	Yes
DEQUEEN SCHOOL DISTRICT	Yes
DIERKS SCHOOL DISTRICT	Yes
FOREMAN SCHOOL DISTRICT	Yes
HORATIO SCHOOL DISTRICT	Yes
MENA SCHOOL DISTRICT	Yes
MINERAL SPRINGS SCHOOL DISTRICT	No
MOUNT IDA SCHOOL DISTRICT	Yes
NASHVILLE SCHOOL DISTRICT	No
OUACHITA RIVER SCHOOL DISTRICT	Yes

CENTRAL OFFICE PERSONNEL:

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

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

Mindy Looney: Virtual Arkansas Director of Operations; BS, MBA

Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS

Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS

Jason Bohler: Core Campus Principal; MA, BA

Samantha Carpenter: Core Campus Principal; EdS, MS, BS
 Tye Bibby: Concurrent Credit Campus Principal; MS, BA
 Christie Lewis: CTE Campus Director; BBA, MS
 Rachael Walston: Learn Anywhere Academy (LAA) Program Principal; MS, BS

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

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

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

GOALS:

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

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

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

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

Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> • 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural • VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural • 80% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> • All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts • This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	<ul style="list-style-type: none"> • Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

MAJOR HIGHLIGHTS OF THE 2023-2024 SCHOOL YEAR – VIRTUAL ARKANSAS

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

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

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

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

PROGRAM: DMESC Leadership Forum

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes - _____ No - X

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

PARTICIPATING DISTRICTS: Opportunity of Practicing Principals & Assistant Principals in each Cooperative

PERSONNEL: Dana Ray, Teacher Center Coordinator

PROGRAM SUMMARY:

After surveying principals in the coop, it was determined that a designated time was needed for principals and assistant principals to meet to discuss topics and issues in their buildings and districts. DMESC coordinated and funded this support for our leadership group/meetings as DMESC Leadership Forum. DMESC provided Zoom or face to face options for building level leaders to meet. Topics included VAM, SoR, pathways, professional development, student engagement, classroom walkthrough documents and training, RVS, TESS and teacher retention. Guest speakers included DMESC specialists, DESE leadership, John Wink among many other presenters throughout the year.

OVERARCHING GOALS: The DMESC Leadership Forum will provide opportunities for:

- networking with other principals around best practice and solving problems of practice
- improving knowledge and skill in a variety of leadership areas
- improving knowledge and skill around curriculum, instruction, and assessment

GOALS SPECIFIC TO 24/25 SESSIONS:

- HQIM/Leadership
- Student Engagement
- Teacher moral and retention
- SoR Coding for teachers/Dyslexia intervention
- RVS
- Classroom Walkthrough tools/training
- Data Driven Decision Making

PROGRAM: Dyslexia

FUNDING AMOUNT: \$225,000.00

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

COMPETITIVE GRANT: Yes - X No - _____

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Lisa Schuller, MLA

GOALS:

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

YEAR END NARRATIVE:

The goals of the DMESC dyslexia department this year was to provide clear guidance and support for evaluating systems and processes related to dyslexia screening and intervention in compliance with the Arkansas Dyslexia Law and Rules. This support consisted of, but was not limited to:

- Monthly face-to-face or virtual Dyslexia Coordinator Meetings
- Created a district profile for each of DMESC's 12 school districts
- Reviewed each district's cycle 7 website reporting
- Conducted BoY and EoY Strategic Planning Meetings with each district.
- Utilized a risk analysis assessment to prioritize districts in need of support.
- Provided professional learning and/or technical assistance to districts around the analysis of screening data (K-12)
- Provided professional learning and/or technical assistance to districts around the analysis of screening data (K-12)
- Provided technical assistance around data analysis of progress monitoring data to determine effectiveness of intervention (K-12) *this will increase with HQPL and DESE-supplied walk-through tool to be used by DMESC Dyslexia Specialist and building

administrators for SY 25-26.

- Held set virtual office hours minimum of three hours per week
- DMESC Dyslexia Specialist attended 100% of state dyslexia meetings
- DMESC Dyslexia Specialist developed a professional learning plan in collaboration with DESE Dyslexia Specialists (Vicki King) and DMESC Teacher Center Coordinator (Dana Ray)
- DMESC Dyslexia Specialist provided DMESC districts' dyslexia coordinators with monthly satisfaction surveys aligned with technical assistance and professional learning

MAJOR HIGHLIGHTS

Strategic Planning

- Districts began viewing their dyslexia program as a system of support for students and monitoring for RtI and data tracking students receiving dyslexia intervention.
- Protocols for initial screeners K-3 (ATLAS) and 4-12 (Encoding, ORF) ensure all students with risk are screened and level II assessed if protocols deem necessary.
- New dyslexia-focused professional development has been created and will be presented this summer to district personnel. The HQPL may be offered whole-group or district-specific. Format will be at the discretion of the district.

PROGRAM:

Dyslexia – Literacy

*SoR Literacy support for DMESC schools by L. Schuller was approved for SY24-25 by DESE.

GOALS:

- Increase the knowledge and skills of classroom teachers AND K-12 educators to skillfully implement the Science of Reading (SoR) through coaching, professional learning, and job-embedded support. Increasing knowledge and skills includes providing technical support or schools for screening any student exhibiting a substantial reading deficit; or indicating early signs consistent with characteristics of dyslexia.
- The dyslexia specialist supported the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators;
- Informed schools about High Quality Instructional Materials (HQIM) and adoption options.
- Supported teachers and leaders in the use of the HQIM.

YEAR END NARRATIVE

The literacy goal of the DMESC dyslexia department for SY 24-25 was to continue to increase the knowledge and skills of educators to skillfully implement the Science of Reading (SoR) through coaching, professional learning, and job-embedded support. The dyslexia specialist supported the Arkansas Initiative for Instructional Materials (AIIM) and the High Quality Professional Learning (HQPL).

Reading Initiative for Student Excellence (R.I.S.E.): Educators in Year 1 (K-2 R.I.S.E. Academy and 3-6 R.I.S.E. Academy) Year II (K-2 RISE Academy & 3-6 RISE Academy) of the training.

Science of Reading (SoR) Stand Alone Days: Professional Development Provided: Encoding, Content Area Reading Strategies, and Morphology.

Professional Learning: The dyslexia specialist at DMESC strived to continually reflect on current practices and grow professionally in order to meet yearly goals and support districts in the best way possible. The dyslexia specialist has participated in a two-day morphology training held at the Saline County Technical Center October 3 and 4, 2024.

SUPPORT AND SERVICES:

- Science of Reading (SoR) Instruction and Support
- Reading Interventions, K-12
- Response to Intervention
- Writing Instruction and Support
- Model Lessons
- Data Analysis/Diagnostic Assessments
- High Quality Instructional Materials (HQIM)

MAJOR HIGHLIGHTS:

R.I.S.E. 3-6

- Presented all six days of R.I.S.E. K-12
- Presented all six days of R.I.S.E. 3-6
- Presented three of the six Science of Reading Stand Alone Days

PROGRAM: Early Childhood – LOCAL LEADS

FUNDING AMOUNT: \$150,000

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes: X No:

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

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Mr. Benny Weston, Grant Recipient
Kelli Parson – Program Director
Karen Garner – Local Leads Captain
Tara Cartwright – Financial Manager

GOALS:

- Support access to early childhood programs
- Identify gaps in service
- Foster local partnership
- Collect data and provide reports to the Office of Early Childhood
- Create alignment among public and private providers and agencies within the community
- Establish a comprehensive locally supported plan for providing early childhood programs and services

Local Leads will work collaboratively within the area to ensure every child has quality childcare. The Local Leads Captain will act as the single entity responsible for oversight of the Local Early Childhood efforts, raise awareness of the benefits of Early Childhood in their community, and serve as the single point of contact for families and community partners. The strategic plan will include developing and generating support for a unified community plan that is aligned to the goals and vision of the state, while also accounting for the specific local context. The Local Leads Captain will coordinate and report an unduplicated count of children birth-to-five served by public-funded partners in the community to ADE as required. These measures are established to target all children in catchment areas to ensure all children are presented with the tools needed to succeed.

PROGRAM SUMMARY:

As a result of the LEARNS ACT, Local Leads is responsible for establishing a comprehensive locally-led plan for supporting early childhood programs and services. Local Leads will provide assistance to all area child care programs (that receive funding) to ensure that gaps and barriers are acknowledged and addressed. Local Leads will encourage the advancements of Better Beginnings to all child care centers. Conducting a community child count and a needs assessment will result in a follow-up to meet the needs of ALL children in the catchment areas. Launching an information campaign will include reaching area resources to ensure all children reap the benefits of Local Leads. Local Leads is THE program that will make quality education accessible to ALL children.

WHY LOCAL LEADS:

Local Leads stems from the LEARNS ACT to ensure that ALL children receive the quality education that is required to be educationally prepared. With a completion of Child Count followed by the Needs and Assessment...every child will be accounted for and then provided a quality education. Local Leads will provide access to needed training for teachers and paras for all funded centers. The focus of Local Leads will be to create highly trained child care centers that will provide needed tools for success. Finding and filling the gaps for all children will be a focus of Local Leads. Barriers will be addressed and removed in order for children to focus on learning. Local Leads will be the difference maker in today's educational system. Addressing, Assisting, Collaborating and Providing will be the tools used by Local Leads in order to reach every child to ensure that every child is equally receiving a quality child care program.

MAJOR HIGHLIGHT OF THE YEAR:

CLASS pilot implementation was the focus of the year as well as a huge highlight and accomplishment. The Local Leads Captain as well as the program director attended CLASS assessor training for both PreK and infant and toddler assessments. They followed that up with becoming affiliate trainers for the PreK version. 65 CLASS observations were completed by our Local Leads Captain and Program Director. These pilot observations will help the Arkansas Office of Early Childhood begin the groundbreaking work of devising a new Quality Rating System for Arkansas providers. In the spring of 2025, our Local Leads began the process of building local capacity for CLASS observers by holding the first training for PreK observers. Additionally, a highlight was work on the first Coordinated Funding Request (CFR) which is a tool used to help all child care providers request additional funding or slots for funded child care. The Child Count was completed in October which serves to provide an unduplicated count of children in child care centers in the 5 county area that we serve at DMESC. This spring, the Local Leads for DMESC provided transition backpacks to all children in child care centers in our area who are attending kindergarten readiness. This initiative was recognized by state leaders as an innovative program. The Local Lead organization sent a survey to local providers to determine their biggest needs for assistance. Responses varied but most programs are in need of High Quality Instructional materials in the form of an approved curriculum. Local Leads is working with these providers to ensure they are provided with these materials. A meeting is planned to introduce Launch Pad to private providers so that this program can be implemented area wide. DMESC Local Leads hosted a Town Hall meeting that was widely attended and provided great feedback for State and Local leaders. Chamber of Commerce meetings across the area were attended by the Local Lead captain and provided opportunities for local stakeholders to learn more about the program as well as provide input for their area's needs in the area of childcare. New child care centers in the start up phase requested assistance from our Local Lead in an effort to follow guidelines for child care centers to become licensed.

TRAINING OFFERED BY PROVIDERS:

- CPR-First Aid Certification
- Social Emotional Learning Training
- Essential Classroom Behavior Management
- Creating a Positive Classroom
- Parent Involvement Training
- PreK Math and Science

- Conscious Discipline 36 Hours
- Science of Reading
- CLASS Introduction

PROGRAM: Early Childhood - Special Education (ECSE)

FUNDING AMOUNT: \$1,257,361.83

FUNDING SOURCE: State, Federal, and Local Early Childhood Special Ed

COMPETITIVE GRANT: Yes - ____ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kelli Parson, EC Coordinator
Cheryl Green, Assistant Coordinator

GOALS:

- Locate, evaluate, and identify three through five year old that are suspected of having a disability on behalf of each school district in the co-op region
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality early childhood program in the coop region
- Collaborate in planning with the LEA's and superintendents in their districts for implementing activities to ensure the identification of eligible children
- Provide services to eligible children in accordance with individual education plans developed for children with the least restrictive environment being the primary concern
- Ensure that the provisions of a Free and Appropriate Public Education (FAPE) are met for eligible students, ages 3-5, with disabilities
- Provide a seamless system of transition services from Early Intervention into school district kindergarten programs
- Decrease the number of students requiring special education services upon entry to public school

PROGRAM SUMMARY:

- The Early Childhood Special Education Program (ECSE) employs eight itinerant preschool special education teachers, one part-time Early Childhood Behavior Specialist, Three developmental assistants, two Early Childhood Speech Pathologists, two full-time contracted Speech Pathologists, five contracted part-time Speech Pathologists, four part-time contracted OT's, two part-time contracted PT's and four development assistants to provide services across our coop region.
- EC Coordinator supervises ECSE staff, locates and sets up qualified related services providers to provide occupational, physical, and speech therapies, handles all state and federal reporting of special education data, provides technical assistance to staff, schedules relevant professional development to meet the needs of children served, and disseminates information to local agencies, districts, and private child care providers.
- Total number of children served with an individual education plan (IEP) for 2024-2025 was

285 children:

- Dierks 11
 - Mineral Springs 8
 - Nashville 40
 - Ashdown 12
 - Foreman 6
 - Caddo Hills 7
 - Mount Ida 7
 - Mena 39
 - Ouachita River 12
 - Cossatot River 11
 - DeQueen 74
 - Horatio 13
- Local ABC Programs served 66%, local Head Start Programs served 6%, licensed child care facilities served 6%, local DDS centers served 20% and appointments at various locations accounted for 2%
 - Children were eligible under the following Early Childhood categories:
56% non-categorical/preschool disabled, 35% speech language impaired, <1% vision impaired, orthopedic, Other Health Impaired and traumatic brain injury, 6% autism, Hearing Impaired 1%
 - ECSE teachers and speech pathologists hold transition conferences in the spring to plan for children with disabilities to ensure seamless services
 - Transition conferences were held in the spring to meet with public school administration and special education staff to ensure a continuation of services
 - Collaboration and coordination is on-going with the twelve participating districts and communities through school district visits and meetings with local education supervisors. Early Childhood staff provides developmental screenings at the beginning of each school year for 3-5 programs and upon request throughout the year from parents, physicians, Department of Human Services, licensed child care providers and other interested parties who suspect a child may have a disability

MAJOR HIGHLIGHTS OF THE YEAR:

- Conducted approximately 1100 developmental, speech language and hearing and vision screenings
- The December 1, 2024 child count was 285
- Children served with IEP's mastered 71% of their goals and objectives for the school year
- Contracted with Arkansas Children's Hospital for direct Audiology services for children including hearing screenings and evaluation
- Continued collaboration with all head starts, Arkansas Better Chance, HIPPIY programs, private child care providers, related service providers, mental health centers, public schools and Department of Human Services throughout our cooperative area
- Transition books/packets provided to 62 preschool children entering kindergarten
- ADE Special Education Update
- Parent Involvement
- Inclusion: Every Child Belongs
- ASEP-Featuring Danita Pitts (ADE)

PROGRAM: English for Speakers of Other Languages

FUNDING AMOUNT: \$90,000.00

FUNDING SOURCE: ADE – DESE

COMPETITIVE GRANT: YES: _____ NO: X

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

GOALS:

Goal 1: Provide support to district ESOL coordinators and ESOL teams to ensure: Language Minority Students are screened and identified appropriately as English Learners/Formal English Learners

Active ELs are placed in appropriate programming to provide for

Dedicated English Language Development

Meaningful access to core content of the full school curriculum

Former EL students are annually monitored until the completion of monitoring

Families are notified annually of services and annual reviews.

Goal 2: Support and/or provide professional development specifically addressing the implementation of the Arkansas English Language Proficiency (ELP) Standards in district delivery of Language Instruction Education Program (LIEP) Models providing meaningful access (CCP) to the full curriculum to English Learners AND dedicated English Language Development (ELD).

Goal 3: EL Specialist will work with the state ESOL Program Director to develop support for collaboration with content area specialists, DESE program advisors, educational entities, and EL specialists to support English Learners through professional development, job-embedded training, and educational initiatives provided by the state and/or educational cooperatives to classroom teachers, instructional support staff, and administrators.

YEAR END NARRATIVE:

DMESC regional ESOL support was developed in collaboration with the Division of Elementary and Secondary Education Learning Services Unit to improve the teaching and learning process for English learners and to assist with disseminating information regarding curricula choices and implementation. All 12 districts are invited and encouraged to participate in this work.

ESOL Coordinators met quarterly at the co-op or via Zoom to collaborate and discuss current issues, policies, updates, and significant trends related to ESOL programming and EL services. These sessions were designed as an added layer of support for districts in ensuring they are up to date regarding compliance with the Office of Civil Rights and Federal and State Laws pertaining to ESOL services. These sessions also included discussion of effective instructional models, practices, and curriculum for providing English learners with both English Language Development and Access to Core Content. Additionally, the DESE English Learner State Specialist, Rose Pope, worked collaboratively with district ESOL Coordinators to provide guidance, training, and helpful resources and tools to support specific needs identified.

PROGRAM: Foster Grandparent Program

FUNDING AMOUNT: \$445,183.00

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes - _____ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Booneville, Charleston, Clarksville, County Line, Cossatot River, DeQueen, Foreman, Horatio, M.A.C., Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River, Ozark, Rainbow Children’s Center, Scranton, Westside.

PERSONNEL: Terry Young, Project Director
Ann Frachiseur, Volunteer Coordinator

GOALS:

- Enable men and women 55 years and over to remain active and find ways to serve their community
- Enable children with special needs to improve academically, developmentally, and socially

PROGRAM SUMMARY:

The Foster Grandparent Program is federally funded program whose purpose is to offer senior citizens the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours of weekly service to community organizations such as schools and preschool programs.

MAJOR HIGHLIGHTS OF THE YEAR:

- Eight grandparents were added to our program this year for a total of 73. One new school station site was added for a total of 25. Five of our grandparents retired due to health issues.
- Seventy-three foster grandparents tutored and mentored 384 students from preschool to middle school.
- Eighty percent of our students in grades K-12 assigned to a foster grandparent showed improvement in their delayed areas.
- 61,779 volunteer service hours were served.
- Forty-eight hours of annual in-service training were provided to each foster grandparent enrolled in the program.
- All of our grandparents contributed non-perishable food items as part of their 9/11 Service Project in September. We contributed food to food pantries in six of the bigger towns we serve.
- Over 70 blankets were made by our foster grandparents and donated to cancer centers and

hospitals throughout Arkansas for Martin Luther King Service Day.

- Forty-one of our grandparents are signed up to attend our annual Foster Grandparent Summer Conference at DeGray State Park and Lodge with the other FGP programs from our state.
- Our grandparents receive additional training at the State FGP conference in everything from helping students with behavior modifications to helping students with math and science.
- Our grandparents are recognized for their years of service and contribution to their communities in our annual Recognition Service in December. Two of our current grandparents have over 20 years of service to the Foster Grandparent Program.
- Our project director, Terry Young, and Volunteer Coordinator, Ann Frachiseur, will be attending the National Americorps Seniors Conference this summer in Baltimore, MD for additional training in our volunteer program.
- According to the Americorps National Service Report, our DMESC program serves 33% of the participants in the Foster Grandparent Program in Arkansas and covers 38% of the locations in Arkansas.

*Student Performance Data

Foster Grandparent	For the 24-25 school year, 61,799 volunteer hours were served by foster grandparent volunteers directly to both school-age and preschool-age children within the DeQueen Mena service area. Our performance measures include tutoring, specifically in the area of school readiness and the performance measure of mentoring with a focus on K-12 success within this area. The children served are offered support in areas such as literacy, mathematics, life-skills, and general mentoring as recognized and assigned by local district personnel. The hours volunteered working with students/children for the present year, 61,779 is almost 12,000 more hours than were served a mere 2 years ago in 2023. Eighty percent of the students served this year made an improvement in end of year FAME codes compared to beginning of the year codes. Students were served in 25 different school locations.
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PROGRAM: Gifted and Talented Education

FUNDING AMOUNT: \$ 12,000.00

FUNDING SOURCE: Local Districts Consortium

COMPETITIVE GRANT: Yes: ____ No: X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

GOALS:

- Goal 1: Reduce the equity gap for students receiving gifted services
- Goal 2: Increase opportunities for students to participate in enrichment in various forms.
- Goal 3: Increase the capacity of districts to meet the needs of gifted learners.

YEAR END NARRATIVE:

DMESC and consortium member school districts, gifted and talented programs have strived to better identify traditionally underrepresented student populations that better match total district demographics and ensure greater equity as well as opportunities for enrichment. DMESC used local funds to provide quarterly professional development opportunities for its 12 GT Coordinators. These sessions were a combination of local educators sharing curriculum and instruction ideas as well as Bailey Education Group consultants providing sessions at each meeting. Topics included: Social Emotional Learning, Differentiated Instruction, Project-Based Learning and Technology Integration. DESE Office of Advanced Learning and Gifted Programs advisors were at two of the four meetings to provide professional development and program guidance.

PROGRAM: Instructional Technology

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division, Technology Department

COMPETITIVE GRANT: Yes: X No:

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Tyra Hobson, M.S.E.

GOALS:

- Positively impact student achievement by building capacity to respond to cyber incidents that could compromise instruction and student data.
- Conduct face-to-face or virtual meetings offered to co-op, district, or school technology staff.
- Meet additional technical and instructional technology needs of the co-op and area districts.

YEAR END NARRATIVE:

This year, the Technology Coordinator played a critical role in supporting cybersecurity awareness, strengthening district readiness, and enhancing communication and collaboration across DMESC and its member schools. Key objectives included equipped districts with the necessary training and resources to comply with Act 846 and Act 504, as well as ensuring that DMESC met the same requirements of the law. DMESC has modernized its on-campus technology infrastructure to ensure compliance with the new cyber laws, thereby creating a more accessible and secure environment. Through training, guidance, and resource development, the coordinator aimed to empower educators, co-op employees, and school technology teams with the knowledge and tools to safeguard systems and student data. The coordinator actively participated in numerous meetings, workshops, and professional development sessions to address diverse technology needs across the co-op and area districts.

CYBERSECURITY AWARENESS AND PREPAREDNESS

Significant progress was made in strengthening cybersecurity practices among DMESC districts. Efforts focused on training, planning, and resource development aligned with Arkansas Act 504 and Act 846. The Technology Coordinator actively engaged in initiatives to build awareness and readiness for cyber threats through:

- **Participation in Statewide Networks:** Represented DMESC in key state-level groups including ACTC, CIRT, and Tel-AR.
- **Cybersecurity Training:** Completed 14 days of cybersecurity-specific professional development.

- **Meetings Attended:** Participated in 37 statewide meetings (28 virtual, 9 in person) with DESE, DIS, CIRT, and other technology leaders.
- **ACTC (Arkansas Cooperatives Technology Coordinators):** Ongoing communication with the ACTC, both virtually and in person, helps maintain awareness of current technological developments, potential cybersecurity issues, and relevant legislative updates. This information is shared and reinforced through collaborative efforts with DESE, CIRT, DIS, and DMESC School Tech Coordinators, contributing to a coordinated network.
- **CIRT (Cyber Incident Response Team):** The Technology Coordinator actively participated in CIRT, disseminating cybersecurity awareness and best practices to districts. The CIRT Go-Bag reflects a proactive stance towards addressing cybersecurity challenges within K12 education in Arkansas.
- **Incidence Reporter:** DMESC schools report suspicious activity to the Technology Coordinator and, in turn, she reports the issue to CIRT and DIS. She was able to report issues from our districts and provide them with assistance this year.

DISTRICT TECHNOLOGY SUPPORT

Consistent collaboration with district technology coordinators ensured the timely exchange of information and hands-on support across various topics, focusing on new legislation, cyber laws, AI, Aruba training, patch management, cybersecurity awareness training, Google updates, COOP plans, vendors, and school technology policies. Collaboration sessions were dedicated to troubleshooting and mutual assistance with network, hardware, and software issues. The technology coordinator also manages the Skillset accounts for this team. Skillset is an excellent resource for seeking new certifications and a good resource for refreshing old skills.

- **Training:** The coordinator provided 7 face-to-face or virtual meetings for area school Technology Coordinators and their teams during the 2024-25 school year:
 - September 12, 2024 – Erate Training
 - September 26, 2024 – Fortinet and Knowbe4 Training
 - October 24, 2024 – AR Digital Sandbox Training
 - February 27, 2025 – Cisco Training
 - April 10, 2025 – Action1 Training
 - May 21, 2025 – Aruba Training
 - June 26, 2025 – Building Cybersecurity Training for Staff
- **Resource Hubs:** The Technology Coordinator developed a dedicated website serving as a comprehensive resource hub for school technology teams, including information on cybersecurity laws, DIS, Tech Talk, CIRT, and other relevant materials. The school techs continue to use the *DMESC School Techs Listserve*, managed by the coordinator, to push out important updates, and it has proven to be a safe place for them to reach out to each other for help and guidance.
- **Cybersecurity Policy Support:** The Technology Coordinator played a pivotal role in supporting schools with the implementation of Act 846 and Arkansas Act 504 Phase 1 by providing workshops exploring the ADE K12 Cybersecurity Policy. Participants learned about policy requirements as well as practical next steps for districts. The Technology Coordinator hosted 7 statewide, one being face-to-face at DMESC. These meetings examined Phase 1 NIST controls and provided district teams with resources to meet the requirements.
 - February 20, 2025

- March 4, 2025
- March 6, 2025
- March 11, 2025
- April 1, 2025
- April 3, 2025
- April 10, 2025 – hosted by DMESC

SOCIAL MEDIA AND WEBSITE MANAGEMENT

The Technology Coordinator significantly expanded DMESC’s online presence, using Facebook, Instagram, Twitter, and the DMESC website, facilitating efficient communication with the community, brand establishment, and staff attraction to our districts. The DMESC Technology Coordinator has increased social media presence to showcase the achievements of our coordinators, content coaches, school districts, preschools, and special services. This has been achieved by emphasizing important initiatives and events, providing a platform to celebrate and promote the exceptional work taking place at DMESC and its school districts. This strategy reinforced DMESC’s branding and mission through hashtags *#thinkcoop1st* and *#yourBESTsolution*, contributing to a strong and consistent public image. Social media has become a vital tool in attracting and retaining educators, encouraging outreach to DMESC for support, and drawing attention to Novice Teacher and ArPEP opportunities in our districts.

Social Media Impact (7/1/24 – 4/29/25):

- 350+ Facebook posts
- 350+ Instagram posts
- 315+ Twitter posts
- Facebook follower growth: +7.6%
- Facebook views: 434,000+
- Facebook reach: 52,000+
- Facebook engagement: 15,000+

PROFESSIONAL DEVELOPMENT

The Technology Coordinator leads customized professional development in instructional and informational technology. Additionally, they provide technology training for DMESC staff, emphasizing cybersecurity awareness and data security.

- **Asynchronous Professional Development:** Extended her infamous “PD in your PJs” and collaborated with 14 other ESC Technology Coordinators across the state to deliver this asynchronous professional development, serving 729 educators with accessible, on-demand learning, integrating technology into the classroom.
- **Technology Training and Integration:** The DMESC Technology Coordinator provided fifteen (15) technology-integrated professional development sessions during the summer and throughout the school year. These sessions focused on classroom technology integration, digital instructional tools, Google, AI, STEM, and data responsibility:
 - July 10, 2024 – DESE Summit: CyberSavvy Administrators
 - July 15, 2024 – PD in your PJs
 - July 17, 2024 – ACTE Conference – CyberPatriot Tech Caregiver
 - July 18, 2024 – AI for Educators
 - July 29, 2024 – NT AI Knowledge of Resources

- July 30, 2024 – Handy Dandy Google Guidebook
- August 1, 2024 – NTY2 – AI Knowledge of Resources
- August 21, 2024 – AI Intro
- August 26, 2024 – AI for Educators
- November 1, 2024 – ArPEP Digital Tools
- February 7, 2025 – CyberPatriot Techcaregiver Training
- June 16, 2025 – PD in your PJs
- June 26, 2025 – DMESC School Tech ADE Policy Faculty Training
- **DMESC Technology Coordinator Instructional Summer PD Survey Results:** The success of the professional development was further highlighted through the comprehensive Summer PD Survey results (Likert scale – 4 being positive to 1 being negative):
 - Overall, how would you rate this workshop? 80.2% (4), 16.3% (3), 2.5% (2), .1% (1)
 - How likely are you to use the information provided? 88.7% (4), 8.5% (3), 2.8% (2)
 - Before the workshop, did you have a good understanding of the digital tools provided? 63.1% No, 36.9% Yes
 - After the workshop, did you have a good understanding of the digital tools provided? 98.4% Yes 1.6% No
 - After this workshop, how likely are you to integrate more technology into your curriculum this next school year? 70.7% (4), 27.2% (3), 1.6% (2), .4% (1)

J. FRANK SCOTT STEM HUB

To further support and enhance the services we provide to our districts, the Technology Coordinator maintains the J. Frank Scott STEM Hub. The STEM Hub is a key resource for advancing STEM education in our districts. It provides hands-on, interactive professional development for educators and school technology teams, improving teacher skills and increasing student engagement.

SUPPORT AND SERVICES (including but not limited to):

- Positively impact student achievement by building the capacity to respond to cyber threats that could compromise both instruction and student data.
- Meet with DMESC School Technology Coordinators and their teams regularly to provide various technology resources, tools, and materials related to implementing the Arkansas Cyber Laws, Arkansas K-12 Standards, and the DESE initiatives.
- Meet with the ACTC (Arkansas Cooperative Technology Coordinators) regularly to stay up-to-date with DESE, CIRT, DIS, and state-wide technology initiatives.
- Maintain and utilize the DMESC J. Frank Scott STEM Hub for interactive professional development for educators and school technology teams, as well as for GT, CTE, and other instructional hands-on sessions.
- Maintain the DMESC School Tech and DMESC LMS Forum Listservs. Both provide a safe place for each group to collaborate and share.
- Maintain the DMESC Instructional Technology and DMESC Technology website (Resources available 24/7)
- Report suspicious cyberthreat activity submitted by DMESC districts to CIRT and DIS
- Collaborate with DMESC CTE Coordinator, Mentoring Specialist, and School Support Specialist on technology integration.
- Develop and provide synchronous and asynchronous PD using technology more effectively and meaningfully in the classroom, across the curriculum, K-12.

- Responsible for Multimedia (VR, Website, Innovative Project, and Video) in the annual DMESC STEM Challenge Competition.
- Provide training to Year 1 – Year 3 NT and ArPEP on integrating technology into the classroom.
- Zoom Licenses: Provide Zoom licenses to member schools and specialists, enabling online face-to-face discussions without travel expenses.
- Assist with checking out HOTT equipment to teachers in our districts.
- Supported the DMESC Cubing Competition and CS Capture the Flag Cybersecurity Event.

MAJOR HIGHLIGHTS

- Led the asynchronous statewide PD in your PJs professional development with 700+ participants across the state.
- Presented at HSTI, ACTE Summer Conference, ADE Summit, and ACOT
- Hosted 7 statewide Act 504 Cybersecurity Policy Regional Workshop Series
- Certified 50+ students as CyberPatriot TechCaregivers during the Girl Power event
- Collaborated with CTE Coordinator on Girl Power and STEM events statewide
- Created and distributed district resources for Act 504 and Act 846 implementation
- Modernized DMESC technology infrastructure to ensure compliance with new cyber laws.
- Hosted the CyberPatriot Awareness statewide contest during October (Ashdown won the contest of certifying the most students as CyberPatriot Techcaregivers)
- Attended the ArkaNSPRA Conference
- Updated the DMESC Dashboard
- Act 504 Cybersecurity Policy Workgroup's AT Awareness & Training Team
- DMESC Leadership Team Member
- Conference Presentations: Presented at key state and regional events including: HSTI, ADE Summit, ACTE Summer Conference, & ACOT
- Produced print and digital marketing to promote co-op services and initiatives
- Provided Cybersecurity training to DMESC Staff
- Submitted the May Security Awareness Insider

PROGRAM: **Mathematics**

FUNDING AMOUNT: \$90,000

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

COMPETITIVE GRANT: Yes – **X** No - _____

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Shannon Miller, (MSE)

GOALS:

- Increase the knowledge and skills of classroom teachers and K-12 educators to skillfully implement the evidence-based math instructional strategies through professional learning and job-embedded support. ESC Math Specialists will provide through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instruction capacity to increase student learning outcomes through DESE’s ELEVATE Math Initiative and Direct Coaching based on schools’ need assessments.
- ESC Specialist will support the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators. High Quality Professional Learning (HQPL) will be designed to address the following processes: 1) Adoption of HQIM for math 2) Launching a curriculum 3) Ongoing support for teachers and leaders.

YEAR END NARRATIVE:

As the Math Specialist as DeQueen-Mena Education Service Cooperative, I have made it a priority this year to empower educators in strengthening students’ mathematical literacy and application skills – ensuring they are prepared for future academic and career success.

Through my dedication, I have delivered high-quality professional learning (HQPL) in both mathematics content and pedagogy to all districts within our region. I’ve provided member schools with a variety of resources, tools, and materials aligned with the Arkansas Mathematics Standards, while actively supporting the Division of Elementary and Secondary Education (DESE) in implementing key state initiatives.

My efforts this year have centered on deepening instructional impact within my focus school as well as other schools. I engaged in two coaching cycles, providing personalized support to 1 cohort of teachers spanning grades 2 through Algebra 1, and one coaching cycle with a cohort of 3 teachers of grades 4 and 5. Along with these specific coaching cycles. I have been able to provide individual support to numerous teachers within our co-op area for mini coaching sessions. Our work has focused on refining instructional strategies, implementing

high-quality instructional materials (HQIM), and elevating student engagement.

In addition to coaching, I have facilitated monthly collaborative team meetings with math educators, emphasizing essential standards, collaborative planning, and effective pacing aligned to their newly adopted HQIM. I've spent approximately 64% of my time in district schools, with 44% of that time dedicated to coaching cycle participants and 56% focused on additional school support needs such as ATLAS data analysis, lesson planning and pacing, and working with leadership.

A major statewide initiative this year has been the rollout and implementation of the Math Leadership Walkthrough Tool. I have trained 50% of building principals in my region on this tool to promote the effective use of HQIM, enhance teaching practices, and improve student learning outcomes. Of those trained, I have completed walkthroughs with 94%, provided tailored feedback and follow-up support.

Alongside instructional coaching and leadership training, I've contributed to DESE's efforts to gather current data on HQIM and curriculum-based professional learning (CBPL) vendors being used across the region. I supported two schools in navigating the HQIM adoption process – one has completed adoption, and the other remains in the decision-making phase.

To further develop my own coaching and leadership capacities, I have actively participated in statewide professional learning opportunities, including TNTP coaching sessions, Cognitive Coaching training, and leadership meetings facilitated by NIET and Bailey Education Group through the Community of Practice Grant.

My commitment to continuous improvement is reflected in my participation in numerous high-quality professional learning experiences, including Cambium Item Writing and ATLAS Classroom Tool training, ATLAS data analysis sessions, screener and testlet webinars, and ELEVATE Math training. In addition to these I have worked to become a trainer for Emotional Poverty Vol. 1 and 2, in order to better serve our districts' needs. These experiences allow me to better support educators and ensure our schools are equipped to meet the diverse needs of all students.

SUPPORT AND SERVICES (including but not limited to):

- Coaching Cycles
- ELEVATE Math Fluency
- High Quality Instructional Materials
- Instructional Facilitator Support
- Model Lessons
- ATLAS Training
- Productive Mathematical Discourse
- Lesson Planning
- Essential Standards
- Novice Teacher Mentor
- Math Walk-Through Tool Training

MAJOR HIGHLIGHTS:

- Provided 2 coaching cycles to 6 teachers in our focus school
- Provided 1 coaching cycle to 3 teachers in a requested school
- Provided summer session for ELEVATE Math Fluency: Kickoff
 - Trained 11 teachers Year 1
- Trained 17 Building leaders in the use of the Math Leadership Walkthrough Tool
- Completed walkthroughs with 16 of those 17 leaders
- Completion of HQIM Data Analysis
- Provided technical support for school leaders' adoption of HQIM
- ATLAS Data Analysis
- Standards Training
- Lesson planning and pacing support

***Student Performance Data**

Literacy, Math, & Science	<p>During the 2024-2025 school year, approximately 33% of my coaching time was dedicated to supporting teachers at Mineral Springs Elementary. The school received an “F” letter grade in 2022-2023. Following a year in which I spend 56% of my time at the campus, the school’s simulated letter grade for 2023-2024 improved to a “C”.</p> <p>I also allocated 25% of my time to supporting Mena School District’s primary and elementary schools. These schools improved from a “C” in 2022-2023 to a simulated “B” in 2023-2024.</p> <p>Additionally, 14% of my time was devoted to coaching at Ashdown Elementary. While the school held a “C” letter grade in 2022-2023, the simulated grade for 2023-2024 had not yet been shared at the time of this request.</p>
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PROGRAM: Media Center

FUNDING AMOUNT: \$4 per ADM with a cap of \$2,500

FUNDING SOURCE: Local School Districts

COMPETITIVE GRANT: Yes - _____ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk

GOALS:

- To improve student achievement by providing quality instructional materials
- To provide prompt, friendly service to all educators in the co-op area

PROGRAM SUMMARY:

The DMESC Media Center provides quality support to educators and students. Instructional materials are updated every year to assure that the most current are available.

The media van delivers to 64 stops weekly. This count includes delivery to twelve administrative offices and sixteen co-op preschools. Private preschools and Head Starts pick up their deliveries at designated sites. Teachers and administrators order media items via telephone, fax, email, and on-line. Ordering supplies and Ellison cuts on-line is considered a favorite among teachers and staff. It saves time and the co-op does the cutting for free. In addition, the co-op furnishes three sets of Ellison letters and holiday die that rotate to each building during the school year.

The DMEC staff collaborates with the Arkansas Department of Education (ADE) and other agencies to distribute materials to schools at a cost savings and in a timely manner. Materials include:

- Content area materials (books, handouts, etc.)
- Pamphlets
- Newsletters
- Schedules

Media items provided by the ADE are housed in the media center. This provides easy access of instructional materials and supplies to our districts. The Co-op delivers requested items weekly to schools.

PROGRAM: Mentoring Program – Licensure Assessment Support

FUNDING SOURCE: \$20,000

COMPETITIVE GRANT: YES X NO:

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Amy Montgomery, Mentoring Program Specialist, MSE

GOALS:

- Teachers needing licensure assessment support will have access to support.
- Participating teachers will receive an assessment score that qualifies them for licensure.
- Teachers receiving an assessment exam voucher will actively participate in planned support and meet licensure score requirements.
- Teachers who participate in planned support will receive exam registration reimbursement for meeting licensure score requirements.

PROGRAM SUMMARY:

Praxis support was provided to all teachers, including those on alternative certification pathways. 240 Tutoring, Study.com, Mometrix Study Materials, and check-out materials were used by multiple pre-service, novice, and veteran teachers to assist in preparation for the Praxis exams. As part of the Praxis preparation session, DMESC offered both in-person and online Praxis support. DMESC reimbursed registration fees for any participants who passed their licensure exam after using study materials provided by DMESC. In-person tutoring sessions were provided for the Foundations of Reading test. 34 content area Praxis assessments were passed and fees reimbursed to the participants. 5 Foundations of Reading assessments were passed and fees reimbursed to the participants.

PROGRAM: Novice Teacher Mentoring Program

FUNDING SOURCE: \$85,825

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING :** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Amy Montgomery, Mentoring Program Specialist, MSE

GOALS:

- Communicate with supported districts and the state to ensure program fidelity for teacher retention;
- Provide training and support novice teachers in order to increase teacher retention;
- Establish norms of professionalism;
- Increase effective teacher performance which will lead to improved student achievement; and
- Provide licensure assessment support

PROGRAM SUMMARY:

The Novice Teacher Mentoring Program provides novice teachers with the support, guidance, and encouragement they need to become effective, knowledgeable teachers by providing them with the support, guidance, and encouragement they need. The DeQueen-Mena Education Service Cooperative provides a three-year mentoring program that addresses the needs of novice teachers in our cooperative area. Novice teachers utilized Google Classroom to disseminate information, share, and access resources. First-year Novice Teachers attended two days of face-to-face professional learning at DMESC during the summer. Year one Novice teachers were provided the textbook The First-Year Teacher's Survival Guide, a binder containing Charlotte Danielson's Framework for Teaching, and a copy of his/her content standards. Training during the Novice Teacher Bootcamp included sessions on Classroom Management, Knowledge of Resources, Behavior Management, and Ethics. Second-year Novice Teachers attended two days of face-to-face professional learning at the DMESC campus during the summer. Training included Establishing a Culture for Learning, Targeted Behavior Interventions, Engaging Students in Learning, and Using Assessment in Instruction during the Novice Teacher Bootcamp. Each novice received a folder containing Charlotte Danielson's Framework for Teaching, a Teacher Self-Assessment by Element, and a TESS Professional Growth Plan template. Year two novice teachers were given access to John Wink's TNT Academy for continued professional development in Professional Learning Communities during the Novice Teacher Bootcamp. Novices and mentors received monthly newsletters focused on TESS. Third-year novices attended one day of face-to-face learning in their content area at DMESC during the summer. The professional learning topics included: Classroom Management and Procedures, Behavior Management, Lesson Planning, Differentiation in Instruction, Data Bootcamp, TESS,

Trauma Informed Teaching, PGP development, and other needs as requested by the Novice Teachers. DMESC also provided year two novice teachers access to John Wink's app where novices were provided growth opportunities in the four domains of the Teacher Excellence Support System (TESS) to improve excellence in every classroom and self-care for teachers. Each first year novice teacher received "The First Year Teacher's Survival Guide by Michelle Cummings and Julia G. Thompson." Through face-to-face meetings, technical assistance on-site, supporting building mentors, and a variety of other means, novice teachers received personalized support to meet their individual needs.

Major Highlights of the Year:

- 167 Novice Teachers supported during the 2024-2025 school year. Each Year-One and Year-Two Novice Teacher was observed in the classroom at least one time each semester by the Mentoring Program Specialist. Year-Three Novice Teachers were supported by the Mentoring Program Specialist through in-person visits, zoom meetings, or email.
- Collaborated with building-level administrators to develop and implement Mentoring Plans, ensuring that all member schools provided targeted support to novice teachers and assigned qualified building mentors to guide their professional growth.
- Praxis support was provided to all teachers, including those on alternative certification pathways. 240 Tutoring, Study.com, Mometrix Study Materials, and check-out materials were used by multiple pre-service, novice, and veteran teachers to assist in preparation for the Praxis exams. As part of the Praxis preparation session, DMESC offered both in-person and online Praxis support. DMESC reimbursed registration fees for any participants who passed their licensure exam after using study materials provided by DMESC. In-person tutoring sessions were provided for the Foundations of Reading test.
- Supported building mentors through monthly newsletters and on-site visits.
- Arkansas Teacher Residency Apprenticeship-In partnership with the Arkansas Department of Education (DESE), Reach University, and participating member school districts, the Arkansas Teacher Residency Apprenticeship program supported for future educators in their pathway to the classroom. During the 2024-2025 school year, two apprentices filled critical vacancies, serving as the teacher of record under an Aspiring Teacher Permit. Three apprentices successfully completed their undergraduate degrees in education, were honored at the DESE Educator Commitment Signing Day held at the State Capitol, and have accepted teaching positions for the 2025-2026 academic year.
- To support the development of teacher leadership within our member school districts, DMESC provided each district the opportunity to nominate a teacher to participate in the NIET Lead Designation pathway. This initiative is designed to equip teacher leaders with the skills needed to effectively mentor and support novice educators. Information regarding both the Master and Lead Designations was shared with all member districts through various formats, including whole group presentations, individual meetings, and sessions held during the Teacher Center Coordinators' meeting. Additionally, DMESC offered Cognitive Coaching for National Board Certified Teachers interested in pursuing the Master Designation to their licensure.

PROGRAM: Professional Development/Teacher Center

FUNDING AMOUNT: \$125 Per Certified Staff Member

FUNDING SOURCE: Local School District

COMPETITIVE GRANT: Yes - _____ No - **X**

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, Teacher Center Coordinator (MSE)
Crystal Willey, Administrative Assistant

GOALS:

- To align professional development services with district needs for administrators, teachers, and other support staff in order to increase student achievement and help students graduate high school college and career ready
- To support the Arkansas Department of Education's school initiatives
- To provide school leadership with best practices of other achieving districts throughout the state

PROGRAM SUMMARY:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our twelve member districts. During the 2024-25 school year, DeQueen-Mena ESC offered professional development opportunities that aligned with district needs and state initiatives. A comprehensive list of professional development workshops is provided at the end of this report.

Each year DMESC provides a summer Administrator Institute for approximately 95 administrators. Required state training is presented at this three-day institute along with other leadership training. Featured speakers this summer included Dr. Eric Saunders-DESE, Andy Sullivan-DESE, Tammy Brewer and DMESC Specialists as well as Tier I training presented by Dr. Mike Hernandez, AAEEA and Legislative Updates presented by Harvie Nichols.

Link to Results: [2024 User Satisfaction Survey](#)

PROGRAM: Science

FUNDING AMOUNT: \$90,875.00

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

COMPETITIVE GRANT: Yes - X No -

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Brian Schuller, MSE

GOALS:

- Increase the knowledge and skills of classroom teachers AND K-12 educators to skillfully implement the Science Instruction through professional learning, and job-embedded support. Each ESC will identify schools that will receive support based on summative, formative, and school improvement data that will receive coaching support.
- Support the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators. High Quality Professional Learning (HQPL) will be designed to address the following processes: 1) Adoption of HQIM for science 2) Launching a curriculum 3) Ongoing support for teachers and leaders.

YEAR END NARRATIVE:

During the FY 24-25 school year, science teachers were supported in their knowledge and skills in implementing student-focused, three-dimensional science, and instructional strategies that impact student learning to help prepare them for college and/or careers.

Teachers in grades K-12 were assisted in engaging students in science by using a STEAM approach in which students were instructed using a planetarium and incorporating academic language and tier 3 vocabulary with hands-on activities.

Teachers were also instructed in the use of DMESC technology and guiding teachers in reviewing curriculum options.

The Science Specialist has offered several sessions on GPS professional development along with other professional development offering in the summer, with teacher follow up visits in the fall and spring semesters. This year the specialist has directly supported and coached several teachers to ensure the development and implementation of a guaranteed and viable science curriculum. Within the development and implementation of the curriculum the specialist has emphasized the development and implementation of the three dimensional assessments. The science specialist has also collaborated with colleagues from other cooperatives across the state and DESE science

specialists, creating professional learning opportunities for Arkansas teachers.

Targeted technical assistance was given to identified districts with onsite visits geared to the implementation of engaging HQIM and phenomenon based science lessons to increase student interest. Focused attention to science vocabulary acquisition and word knowledge in K-12 science classes ensured teachers had an improved understanding of student deficits and solutions. This technical assistance included on-site visits, virtual meetings, emails, texts, and follow-ups.

The DMESC STEM Challenge is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 13 different challenges and compete for best performance. Students and teachers were excited to come together and compete in person.

The goal of the DMESC science department this year is to increase the knowledge and skills of educators to skillfully implement the Science Instruction through coaching, professional learning, and job-embedded support. The Science coach supported the Arkansas Initiative for Instructional Materials (AIIM) and the High-Quality Professional Learning (HQPL).

Professional Learning:

The Science specialist at DMESC strives to continually reflect on his own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. The Science specialist has participated in TNTP Coaching, The Regulated Classroom.

- TNTP Coaching Cycle
- The Regulated Classroom
- Inclusive Practices
- HQIM (High Quality Instructional Materials)
- 3-10 Assessment Data

SUPPORT AND SERVICES (including but not limited to):

- Assisted with High Level Questioning
- Demonstrated lessons in area classrooms
- Facilitated implementation of Arkansas K-12 Science Standards along with Lesson Planning
- High Quality Instructional Materials
- Guided Formative/Summative Assessments
- Hosted regional STEM competition (DMESC) Implemented student-focused, three-dimensional science instructional strategies that impact student learning
- Atlas
- Partnered with other specialists in creating professional development
- Provided coaching support that aligns with Arkansas K-12 Science Standards
- Provided recommendations to enhance STEM education
- Supported the Instructional Facilitator

MAJOR HIGHLIGHTS

Hands on Tech Tools

- Offered Summer professional development to teachers
- Teachers this year have checked out materials that include – 3D Pens, Circuit Playground, Airblock Drones, Dot & Dash, Lego Mindstorm EV3, Snap Circuits, Ollie, Spheros Sprk, Spheros Mini, Heat Press, Cricut Maker, Makey Makey, Code and Go Robots, EVOBot Classroom Kit (12), Bee Bots, Lego Boost Robots, Codeapillars, and some Unplugged Resources. Several hundred students have had the opportunity to use these materials.

Starlab Portable Planetarium

- Offered Summer professional development to teachers
- Taken to schools
- Approximately 300 students, teachers, and parents/guardians

DMESC STEM Challenge

- Offered professional development to teachers
- Held the DMESC STEM Challenge with over 160 students, over 25 teachers, and support participants.

PROGRAM: Special Education

STAFF: Wendy Parsons, LEA Special Education Supervisor

FUNDING YEAR: 2024-2025

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

FUNDING STATEMENT:

State grant and district supplements are the primary funding sources allocated to pay the salary of one Special Education Supervisor serving 3 districts from the consortium. This Supervisor also plans and implements professional development geared for special education staff to all members of the consortium.

PROGRAM GOALS:

The special education supervisor's goal is to provide and facilitate consultative assistance in special education in the areas of: program standards, eligibility criteria, referral and placement procedures, evaluation and related services.

PROGRAM SUMMARY:

The DMESC employs one Special Education Supervisor serving 3 districts as well as the planning and implementing of special education PD for all consortium members. These consultative services include: technical assistance, due process records, instructional assistance, paraprofessional training, evaluation scheduling and information, in-service programs and training, budget preparation; including preparing bus purchase requests and stimulus packages for individual district's board approval, State and Federal reporting, development of advisory assistance to regular education teachers and modification suggestions for regular education classes for disabled and non-disabled students. Additionally, the LEA Special Education Supervisors locate and make arrangements for qualified related service personnel to provide Occupational, physical, and speech therapies as well as making arrangements for School Based Mental Health services. LEA Special Education Supervisors continue to be active participants on the districts' behalf regarding preschool transition conferences for students moving into kindergarten from a special education program at the preschool level. The Special Education Supervisors work closely with school administrators in matters of discipline, purchasing, and personnel. The Supervisors continue to attend conferences to offer advice and expertise to classroom teachers and search for and obtain curriculum and materials to enhance services for each district.

Districts Served	Teachers, Therapists and Paraprofessionals Served	Students Served
Dierks	10	88
Cossatot River	15	151
Foreman	6	81

COLLABORATION:

Special education reports for each individual district are submitted via APSCN at each appropriate data cycle. The ADE-Special Education Unit provides access to national downlinks providing in-service and training to administrators and special education teachers through satellite and Webinar technology. Child Find information, in collaboration with the Arkansas Special Education Resource Center, is disseminated to local agencies, districts, and private schools. A Child Find Committee has been established as a DMEC entity. Child Find web access has been established to reduce travel and personnel time spent away from duties and continues to meet the requirements of Child Find update activities to pursue locating unidentified and under identified students, in accordance with State Improvement Performance Goals, special emphasis has been highlighted in the area of Autism. Evaluation, programming, and in-service to both regular and special education administrators and staff was provided at no cost to each district. Additionally, summer professional development workshops have been set up and provide both free minimal costs to districts.

HIGHLIGHTS OF THE YEAR:

- Professional Development Offered:
- Inclusive Practices Training for Specialists
- Sped Track (Special Education Software)
- CEC Membership – Council for Exceptional Children
- Standards Based IEP Training
- New Due Process Paperwork Training
- Membership and Attendance to AAEEA and AASEA organizations and yearly conferences
- Special Olympics fundraising and participation
- Paraprofessional Core Module Training
- Participates in Arkansas Easter Seals Project Prepare Program
- Worked in conjunction with Easter Seals on the Project Prepare program to build quality special education programs at the district level.
- Membership and participation in the Regional AASEA meetings held monthly
- Attendance at over 400 due process conferences held on school campuses*Virtual supports and options for students with significant disabilities.

PROGRAM: Special Nutrition Program

FUNDING AMOUNT: \$653,994

FUNDING SOURCE: Child and Adult Care Food Program

COMPETITIVE GRANT: Yes ____ No X

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

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Chery Green, Program Director

PROGRAM GOALS:

- Provide nutritious meals at no cost to the family of the participating children
- Provide all children in attendance at ABC Preschool sites the same meals with no physical segregation or other discrimination because of race, sex, age, disability, color, or national origin.
- Provide breakfast, lunch, and afternoon supplemental meals that meet all requirements of meal patterns for young children in child care programs.

PROGRAM SUMMARY:

Nutritious meals and snack are supplied to approximately 830 children in eleven school districts at 14 physical sites across the cooperative service area. Food service contracts are signed between school districts and the cooperative stipulating costs, delivery times, and billing procedures. The Project Director maintains records, documents periodic visits, monitors compliance, and submits monthly reimbursement claims to the Special Nutrition Program. Cooperation between the SNP Director, Preschool Directors and school district's Food Service Directors is necessary to prepare and submit the grant each year. Eligibility of families for 2024-2025 totaled: free 60%, reduced 20% and paid 20%.

PROGRAM: Supplies

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen,
Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount
Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk
Zara Saldivar, Secretary

PROGRAM GOALS:

DeQueen-Mena Education Service Cooperative operates a successful supplies and materials service for school districts. These items are purchased from the Arch Ford Service Center where they solicit bids for the best prices, purchase in bulk, and pass the savings to other cooperatives. This allows the co-op to pass the savings to local school districts with the co-op attempting to break even on cost.

Supplies are delivered to schools via the media delivery service. Teachers and administrators continue to ask for this service and continue to be supportive. This is a major convenience that we offer to teachers. School personnel may order online and have supplies delivered on their weekly media delivery day.

SPECIAL PROJECTS AND PROGRAMS

Program Name: **ATLAS**

Competitive Grant **Yes - ____** **No - X**

Goals and Description:

DeQueen-Mena Cooperative technology coordinator and specialists have provided support to district testing and technology personnel to support teachers with ATLAS testing. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ATLAS updates, and hosting ATLAS workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problem and questions arose in districts. Support was also provided by DESE for classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ATLAS Assessment. In addition to ADE presenters, cooperative content specialists provided face to face training on the ATLAS Blueprint, New Standards and Classroom as well as DOK and ALD training/tools.

Program Name: **Supporting Districts Through PLCs and Instructional Quality Initiatives**

Competitive Grant **Yes - ____** **No - ____**

Goals and Description:

This year, the DeQueen-Mena Education Service Cooperative (DMESC) expanded its commitment to supporting districts in building and sustaining strong Professional Learning Communities (PLCs). In response to district needs, DMESC created a new position: the **Systems Support Specialist**. This role was developed to provide direct, hands-on support to districts in all aspects of the PLC process and to strengthen instructional systems at both the building and district levels.

The Systems Support Specialist works side-by-side with administrators and teacher teams to facilitate collaborative planning, support the implementation of high-quality instructional materials (HQIM), and help build leadership capacity for sustaining meaningful instructional change. By analyzing data, identifying priorities, and creating customized support plans, the specialist ensures that each district receives targeted, impactful support aligned to its unique context.

A key part of this role's success is its presence and visibility across our region. The System Support Specialist attends all DMESC board meetings, curriculum coordinator meetings, and principal meetings and has been invited to participate in many district-level leadership meetings. Being consistently involved in administrative conversations has strengthened our partnerships with districts and opened the door for our entire DMESC specialist team to lead a wide range of professional learning experiences across the region. This elevated presence ensures that our support is aligned, timely, and responsive to district needs.

In addition to this new role, DMESC launched a **Professional Learning Grant Consortium** in March of 2025 with six of its twelve districts. The focus of this initiative is on **Strengthening Instructional Quality (SIQ)** to improve student learning outcomes through high-impact professional learning and data-driven decision-making.

As part of the consortium, districts receive ongoing support through on-site visits, tailored professional learning, and collaborative planning. The Systems Support Specialist works closely with district leaders to conduct classroom walkthroughs, gather instructional data, and help guide strategic shifts in practice. These walkthroughs, combined with ongoing data analysis and reflection, help districts align instruction to student needs.

The consortium also supports schools in mapping out their building-level professional learning plans and leading **ATLAS data disaggregation days** to ensure that student data is used to inform instructional decisions and intervention planning. This collaborative approach not only strengthens teaching practices but also ensures that students have equitable access to high-quality instruction and learning materials.

Through the Systems Support Specialist and the Professional Learning Grant Consortium, DMESC continues to deepen its support for schools by building capacity, improving instructional quality, and empowering educators to create strong systems for continuous improvement.

SSS Output Data	<p>Throughout the year, the Systems Support Specialist (SSS) position has played a pivotal role in strengthening professional learning and leadership support across our region. A total of 20 professional learning sessions were led, with a strong focus on instructional improvement and teacher growth. In addition, 43 Professional Learning Communities (PLCs) were facilitated, providing ongoing, job-embedded support that aligns with the PLC process.</p> <p>To further build leadership capacity, 9 days of professional learning were provided specifically for administrators, along with 11 ATLAS Data Days that supported schools in analyzing student achievement and growth data to inform instruction. Six district leadership meetings were held to align efforts across systems and strengthen communication.</p> <p>Beyond scheduled sessions, countless phone calls and one-on-one conversations were held to guide administrators through the complexities of the Arkansas Educator Effectiveness System and Roster Verification System, ensuring they felt supported and confident throughout the process.</p> <p>As a result of these efforts, the SSS position has directly supported over 1,000 teacher participants and more than 100 administrators across the region, contributing meaningful to both classroom practice and district-wide systems improvement.</p>
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Project Name: Collaboration with State Education Service Cooperatives/escWorks

Competitive Grant: Yes: _____ No: X

Goals and Descriptions:

Since 2004, the escWorks platform has been used across the state to house professional development hours required by Arkansas law to renew and retain teaching licenses and certifications. escWorks is an event management software that can schedule and track professional development offerings online. It then produces reports to quickly and clearly communicate services provided or taken over time. The software is made up of multiple online modules designed to schedule events, manage data, and most importantly, keep track of educators professional development hours. Before escWorks was purchased, there was not a consistent and logistical platform to track educator professional development in Arkansas.

By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for school districts to easily verify employment history and trainings when they are interviewing and selecting high-quality educators for open positions.

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

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

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

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

Program Name: AR App

Competitive Grant: Yes - ____ No - ____

Goals and Descriptions:

The ESCs have developed a series of sessions to support the gradual completion of the AR App. This helped schools differentiate the process and produce a high-quality application. The timeline of this work began in January and concluded in May. Each month a different component of the AR App was the focus. The process was designed to support the comprehensive needs assessment, data collection, team formation, creation of SMART goals, and the development of goals that align with district data and LEARNS, all of which will be implemented through the district's strategic plan.

The two main purposes of this work were to support districts in high-quality completion of the AR App and the production of the district's strategic plan and to support the Arkansas Department of Education in the approval process as a result of high-quality submissions.

Each ESC provided a series of trainings throughout the Spring semester following the below imaged timeline.



Program Name: Act 1082 Support

Competitive Grant: Yes - ____ No - ____

Goals and Descriptions:

While literacy coaching is a part of the ESC literacy specialist' work, it is just one of many workstreams for these individuals. As a result, districts receive varying intensity of support from literacy specialists, based on their ADE Progressive Levels of Support classification, and the fact that not every school that needs support receives it. Arkansas has 5 levels of support (General, Collaborative, Coordinated, Directed, and Intensive) determined, in part, by a district's student reading outcomes on the state summative assessment. Arkansas literacy specialists support only Levels 3-5:

Level 5 – Intensive Support: ADE literacy specialists conduct weekly site-visits to provide coaching and feedback in schools. Arkansas currently has five districts at this level. The percent of students that met the ACT Aspire readiness benchmark in these districts is just 13.86%, compared to a statewide average of 35%. Of the Level 5 districts, 3 have adopted approved HQIM in K-3, 1 has adopted approved HQIM in K-2 but not grade three, and one district has not adopted HQIM.

Level 4 – Directed Support: ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 37 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 21.95%. Of the districts, all but one have adopted approved HQIM in K-3.

Level 3 – Coordinated Support: ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 67 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 27.91%. Of the Level 3 districts, 29 have adopted approved HQIM in K-2, 7 have partially adopted HQIM in K-3, and 1 has not adopted HQIM in K-3.

Act 1082 is designed to provide specific levels of support to public school districts based on reading score.

The goals of this support include helping schools deploy more powerful strategies, use resources more productively, and analyze the curriculum that is used. To that end, both Level 3 and Level 4 schools meet periodically with the Public School Program Advisor from the DESE and the co-op team either virtually or in-person. Level 3 schools are required to meet once every nine weeks and Level 4 schools meet monthly. During these meetings a spreadsheet is reviewed that includes the topics: Literacy Curriculum, Assessments, Science of Reading, Dyslexia, and Writing Revolution. This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

ESC Literacy specialists also provide regular support throughout the year to these schools. This support can be in the form of model teaching, professional development for teachers and/or paraprofessionals, classroom walkthroughs with principal, or anything that is identified by the school or in the coordinated meetings. The professional development opportunities are designed to provide personalized support to ensure that all teachers acquire the instructional expertise needed to educate all students and improve reading skills.

Program Name: Roster Verification Training (RVS)

Competitive Grant: Yes - _____ No - _____

Goals and Descriptions:

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

Program Name: Communities of Practice (CoP)

Competitive Grant: Yes - _____ No - _____

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

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

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

Professional Development Activities Report

DATE	WORKSHOP NAME	DISTRICTS ATTENDED	TEACHERS ATTENDED
June 3, 2024	K-2 RISE Academy Day 1: The Science of Reading Session # 522875	6	8
June 3, 2024	Making a STEMpact with Education in the Hub Session # 523498	3	4
June 3, 2024	RISE 3-6 Day 1: Science of Reading Basis in Phonology Session # 523807	4	4
June 3, 2024	Activities Galore! Session # 526932	4	5
June 3, 2024	DMESC Behavior Matrix, PBIS Session # 533003	2	19
June 3-7, 2024	High School Computer Science Certification and Preparation Session # 5118874	3	4
June 4, 2024	Antecedent Based Interventions (ABI) Session # 519292	8	12
June 4, 2024	Targeted Behavior Interventions (TBI) Session # 519318	7	13
June 4, 2024	Meddling Mamas and Prying Papas Session # 525213	3	27
June 4, 2024	DMESC CPR – Local LEADS Session # 529401	2	5
June 5, 2024	Sing Along, Play Songs, and Musicals Session # 526934	4	6
June 5, 2024	Functional Behavioral Assessment (FBA in a Day) Session # 519320	7	16
June 5-6, 2024	Unit Planning Session # 532940	2	39
June 6, 2024	DMESC Enhancing Social Studies Instruction with Engaging Lessons and Formative Assessments 7-12 Session # 528022	5	6
June 6, 2024	DMESC SWPBS: Component 4 – Rewards and Recognition Session # 532942	2	40

June 10, 2024	DMESC BREAK AWAY From Behavior – Make and Take! Session # 519322	8	29
June 10, 2024	DMESC PD in Your PJs (June 2024) Session # 520327	10	16
June 10, 2024	ATLAS Updates & Classroom Tool Training Session # 522574	10	38
June 10, 2024	Inclusion in the Math Classroom Session # 522625	5	5
June 10, 2024	3-6 RISE Day 2: Phonics Session # 523812	7	8
June 10, 2024	Reeling in the Outcast Student Session # 526159	2	3
June 11, 2024	Three-Dimensional Mastery: Science Instruction for Impactful Learning Session # 522464	6	11
June 11, 2024	Using IM Centers to Increase Fluency Session # 522631	6	11
June 11, 2024	K-2 RISE Academy Day 2: Oral Language and Phonological Awareness Session # 522883	6	9
June 11, 2024	3-6 RISE Day 3: Morphology and Etymology Session # 523817	4	5
June 11, 2024	Teaching Gifted in the Secondary Session # 526165	2	7
June 11, 2024	DMESC Cycle 8 and Salaries & FTEs Workshop Session # 528215	15	21
June 11, 2024	DMESC Administrators Institute District PLC Session # 533487	1	6
June 11, 2024	DMESC Administrators Institute District PLC Session # 533488	1	5
June 11, 2024	DMESC Administrators Institute District PLC Session # 533489	1	2
June 11, 2024	DMESC Administrators Institute District PLC Session # 533500	1	5
June 11, 2024	DMESC Administrators Institute DESE Updates Session # 533505	14	81
June 11-12, 2024	DMESC Administrators Institute District PLC Session # 533493	1	6

June 12, 2024	DMESC Administrators Institute Legislative Updates and Tier I Session # 533507	14	87
June 12, 2024	DMESC Administrators Institute Rotations Session # 533509	14	70
June 12-13, 2024	DMESC Literacy Camp for Kindergarten, 1st Grade, and 2nd Grade Session # 522087	7	15
June 13, 2024	Phenomenal Teaching: Unleashing Wonder in the Science Classroom Session # 8	8	10
June 13, 2024	Family & Consumer Science – Exploring Pathways Session # 526780	7	10
June 13, 2024	DMESC Administrators Institute Tammy Brewer and John Wink Session # 533511	13	79
June 17, 2024	DMESC – Using the PLC Process with Launchpad for PreK Session # 519017	5	51
June 17, 2024	Student Engagement Session # 519336	14	41
June 17, 2024	DMESC School Nurse Workshop 2024 Session # 526268	6	7
June 17-18, 2024	DMESC Literacy Camp for 3rd Grade, 4th Grade, and 5th Grade Session # 522090	8	20
June 18, 2024	DMESC – Using the PLC Process with Launchpad for PreK Session 519018	6	43
June 18, 2024	Elevate Math Fluency Session # 521136	8	12
June 18, 2024	Handy Dandy Google Guidebook Session # 521858	5	8
June 19, 2024	DMESC A4L Workday/Act 754	4	5
June 19-20, 2024	DMESC Literacy Camp for 6th Grade, 7th Grade, and 8th Grade Session # 522091	3	5
June 20, 2024	AI Essentials for Educators Session # 521866	6	12
June 20, 2024	Everyday Labs to Engage Educators in Three-Dimensional Science Performances Grades K-6 Session # 522541	6	7
June 20, 2024	The Social Emotional Alphabet – The ABCs of Making EVERY Day the BEST Day for EVERY Child Session # 526181	15	57

June 21, 2024	Classroom Management, Engagement, Reflecting & Teaching ArPEP Session # 533653	11	15
June 24, 2024	Trauma-Invested Classroom Session # 519490	11	37
June 24, 2024	Assessments: Driving Student Achievement & Growth Session # 522588	7	9
June 24, 2024	DMESC Using Biointeractive Resources and the Science Practices to Support Student Understanding of Molecular and Classical Genetics Session # 528166	4	4
June 24-25, 2024	DMESC Literacy Camp for 9th Grade, 10th Grade, 11th Grade, and 12th Grade Session # 522092	7	10
June 25, 2024	Everyday Labs to Engage Educators in Three-Dimensional Science Performance 7-12 Session # 522550	3	3
June 25, 2024	Number Talks and Beyond! Using Math Routines to Increase Student Engagement Session # 522658	5	5
June 25, 2024	Making a STEMpact with Education in the Hub Session # 522680	6	10
June 25, 2024	Making Music Fundamentals FUN Again! Session # 525758	7	9
June 26, 2024	Educator Wellness Session # 522595	11	32
June 26, 2024	Mozart's "The Magic Flute" Bringing the Magic Into Your Classroom Session # 525760	5	6
June 26, 2024	DMESC ArPEP Year 2 Session # 533657	10	15
June 26, 2024	Special Education Update Session # 535155	2	17
June 27, 2024	Planning, Curriculum Mapping and Resources for the Arkansas Social Studies and Disciplinary Literacy/ELA Standards Session # 519007	6	7
June 27, 2024	Educator's Guide to Wikipedia and Generative Artificial Intelligence Session # 519011	1	1

June 27, 2024	Active Learning Strategies for Social & Emotional Learning Session # 520188	6	6
June 27, 2024	Transitioning to Success: How to Develop Compliant Transition Plans for Positive Futures Session # 520371	8	9
June 27, 2024	Expect, Engage, Empower – Planning for Inclusion in Transition Session # 520374	4	5
June 27, 2024	STEAM Under the Stars Session # 522577	3	3
June 27, 2024	Unlocking Children’s Mathematical Minds Session # 522645	4	5
June 27, 2024	DMESC ArPEP Year 2 Session # 533659	10	14
July 8-9, 2024	DMESC Math Camp for Kindergarten, 1st Grade, and Second Grade Session # 522099	5	10
July 9, 2024	Morphology for Secondary Session # 523823	6	7
July 9, 2024	Meddling Mamas and Prying Papas Session # 525212	12	27
July 9-10, 2024	Science Curriculum Cohort 3-5 Session # 523437	3	3
July 10, 2024	Content Area Reading Strategies Session # 523828	8	10
July 10, 2024	DMESC – Essential Classroom Behavior Management Strategies (ECBMS) Session # 519340	11	51
July 10, 2024	De-escalation: Staying Cool When the Temperature Rises (K-12) Session # 519508	6	20
July 10-11, 2024	DMESC Math Camp for 3rd Grade, 4th Grade, and 5th Grade Session # 522100	7	13
July 11, 2024	Library Media Specialist Professional Learning Community Session # 522080	5	10
July 11, 2024	AI in the World Language Classroom: Wait! You Mean It Doesn’t Mean Academic Infarctions? Session # 523613	5	6
July 11, 2024	DMESC ArPEP Year 1 Session # 533669	7	11

July 11, 2024	ATLAS K-3 Updates and ATLAS CR Tool Session # 535405	5	20
July 12, 2024	DMESC ArPEP Year 1 Session # 536266	7	11
July 15, 2024	If You Give A Teacher A Science Book Session # 519541	4	5
July 15, 2024	DMESC PD in Your PJs (July 2024) Session # 520355	11	20
July 15, 2024	DMESC ArPEP Year 1 Session # 533670	7	11
July 16, 2024	Understanding Essential Standards: Grades 6-12 Session # 522604	4	6
July 16, 2024	Writing Instruction in a Kindergarten Classroom Session # 527463	9	30
July 16, 2024	DMESC GT Workday Session # 527164	7	7
July 16, 2024	DMESC ArPEP Year 1 Session # 533675	7	10
July 17, 2024	Conscious Discipline Scope of Work “Ignite and Excite” Training Session # 519351	9	43
July 17, 2024	Adverse Childhood Experiences Session # 519511	5	7
July 17, 2024	Resiliency for Educators Session # 519516	6	8
July 17, 2024	Section 504 & Dyslexia Session # 521307	10	23
July 17, 2024	Understanding Essential Standards: Grades 3-5 Session # 522613	4	6
July 17, 2024	Differentiated Instruction: Lessons Learned in Teaching the Young Sheldons of the World Session # 523615	2	2
July 17, 2024	DMESC ArPEP Year 1 Session # 536265	7	11
July 18, 2024	AI Essentials for Educators Session # 522181	8	13

July 18, 2024	DMESC – Understanding Essential Standards: PreK-2 Session # 522618	4	49
July 18, 2024	Characteristics of Dyslexia I Know...Now What?	4	6
July 18, 2024	eSchool Medical Training for New Nurses Session # 536270	1	2
July 19, 2024	DMESC Tier I Training Session # 532514	5	9
July 19, 2024	DMESC ArPEP Year 1 Session # 533676	6	9
July 22, 2024	AI For Educators Session # 521247	1	4
July 22, 2024	Pre-Educator, Creating a Pathway for Success! Session # 523868	4	4
July 22, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook, Session # 538581	2	18
July 22-23, 2024	DMESC Math Camp for 6th Grade, 7th Grade, and 8th Grade Session # 522102	6	8
July 23, 2024	Assessments: Driving Student Achievement & Growth Session # 522592	6	9
July 23, 2024	Frog Street Curriculum Implementation Session # 533053	7	57
July 23-24, 2024	Science Curriculum Cohort 6-8 Session # 523702	2	2
July 24, 2024	DMESC Early Childhood CPR Training Session # 527773	2	5
July 24, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session # 538584	3	7
July 24-25, 2024	DMESC Math Camp for Algebra & Geometry Session # 522104	5	7
July 25, 2024	DMESC Early Childhood CPR Training Session 527774	1	4
July 25, 2025	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session #538579	3	6
July 25-26, 2024	Middle School Intro to Coding: Learn Text-Based Code (Formerly Coding Block) Session # 518878	7	9

July 29-30, 2024	DMESC Novice Teacher Bootcamp – Year 1 Novices Session # 527829	11	47
July 29, 2024	DMESC Science Curriculum Cohort 6-8 Session # 538572	2	4
July 29, 2024	DMESC Science Curriculum Cohort 9-12 Session # 538574	3	4
July 29, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session # 538580	1	4
July 29, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session # 538586	1	17
July 30, 2024	Handy Dandy Google Guidebook Session # 521861	6	10
July 30, 2024	One Day Illustrative Mathematics Institute Session # 522635	8	15
July 30, 2024	Science of Reading – Encoding Session # 523792	4	5
July 30, 2024	DMESC eSchool Scheduling for Elementary Schools Session # 535463	3	3
July 30, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session # 538587	2	14
July 30-31, 2024	Science Curriculum Cohort 9-12 Session # 523447	3	3
July 31, 2024	DMESC – Do the IEP Basics Better – I “Love” the Basics Session # 520512	6	14
July 31, 2024	Exploring and Extending Young Children’s Mathematical Thinking Session # 522667	4	45
July 31, 2024	DMESC eSchool Registration Training for New Personnel Session # 535465	5	9
July 31, 2024	DMESC BOSS Training with Ken Trenholm Session # 536273	7	8
July 31-August 1, 2024	DMESC Cognitive Coaching Day 1 & 2 Session # 523847	6	15
July 31-August 1, 2024	DMESC Novice Teacher Bootcamp – Year 2 Novices Session # 527810	12	37
August 1, 2024	DMESC Survey of Business – Course Overhaul Session # 523842	12	12
August 1, 2024	Reading Strategies for Social Studies Teachers Session # 519013	4	8

August 1, 2024	Incorporating Writing into Social Studies Classes Session # 519014	4	8
August 1, 2024	Supporting Students During Difficult Times Session # 533605	7	10
August 2, 2024	DMESC Novice Teacher Bootcamp – Year 3 Novices Session # 527833	15	43
August 2, 2024	DMESC Dierks Elementary IM Day Session # 537002	2	11
August 2, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Staff Handbook, Session #	2	7
August 5, 2024	New School Nurse Orientation DMESC Session # 523452	5	6
August 5, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session # 538577	1	4
August 5, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session # 538578	2	11
August 6, 2024	Career Development & 410, 412, 418 Mentoring Program Session # 523945	6	9
August 6, 2024	Meddling Mamas and Prying Papas Session # 525214	3	6
August 6, 2024	DMESC eSchool Medical Training for New Nurses Session # 537444	4	5
August 7, 2024	DMESC Back to School Nurse Workshop Session # 527820	11	24
August 7, 2024	Being an Agile Educator Session # 538533	1	131
August 7, 2024	DMESC EC 24/25 Updates, Civil Rights, 504, Child Find, Screenings, Handbook Session # 538582	1	5
August 7, 2024	DMESC PCMA Recertification Session # 538847	2	7
August 8, 2024	CTE Collaborative Team Training Session # 525987	9	12
August 8, 2024	eSchool Scheduling Workday Session # 537717	2	5
August 8, 2024	DMESC District Day Horatio Session # 539132	1	66

August 9, 2024	DMESC VAM Scores & Teacher Merit Pay for Dierks Session # 539079	1	17
August 13, 2024	Mineral Springs ATLAS Updates & Classroom Tool Session # 537008	5	47
August 13, 2024	DMESC PCMA Recertification Session # 538846	2	5
August 14, 2024	Cycle 9 Workshop Session # 528216	5	7
August 14, 2024	DMESC Special Education Yearly Work Day and Update Session # 538627	3	13
August 14-15, 2024	Mineral Springs Unit Planning Session # 537025	2	38
August 15, 2024	DMESC Board of Directors Meeting Session # 539117	12	17
August 22, 2024	DMESC eSchool Registration Training Refresher Session # 538737	3	3
August 26, 2024	DMESC An Overview of CLASS Session # 540162	1	7
September 4, 2024	Navigating the Educator Effectiveness System Session # 539483	11	37
September 7, 2024	DMESC ArPEP Year 2 Session # 533662	9	11
September 7, 2024	DMESC ArPEP Year 1 Session # 533677	6	11
September 10, 2024	DMESC Fall Planning Meeting for 2024-2025 STEM Competition Session # 537430	6	7
September 10, 2024	DMESC Curriculum Coordinators Meeting Session # 540417	8	9
September 11, 2024	DMESC eSchool Required Fields for State Reporting 2024-25 SY Session # 540570	9	17
September 11-12, 2024	DMESC Cognitive Coaching Days 3 & 4 Session # 528053	8	18
September 18, 2024	Computer Science Impact Meeting Session # 538171	9	12
September 19, 2024	DMESC 3-6 RISE Day 1: The Science of Reading Session # 539048	4	4

September 19, 2024	DMESC Board of Directors Meeting Session # 541984	8	10
September 23, 2024	DMESC Staff Meeting Session # 542032	1	27
September 25, 2024	Empowering Administrators and Teacher Leaders to Foster Growth in New Educators Session # 536655	9	33
September 25, 2024	DMESC K-2 RISE Day 1: The Science of Reading Session # 538945	5	9
September 26, 2024	DMESC School Technology Coordinators Meeting 24-25 Session # 540145	11	18
October 1, 2024	DMESC GT Coordinators Meeting Session # 539244	10	10
October 8, 2024	DMESC K-2 RISE Day 2: Phonemic Awareness and Oral Language Session # 539030	5	10
October 8, 2024	DMESC Curriculum Coordinators Meeting Session # 540419	9	12
October 9, 2024	DMESC eSchool Progress and Report Card Training Session # 542486	5	6
October 9-10, 2024	DMESC Cognitive Coaching Days 5 & 6 Session # 528054	7	10
October 10, 2024	DMESC Quarterly ESOL Coordinator Meeting Session # 538450	4	4
October 12, 2024	DMESC ArPEP Year 2 Session # 533663	8	10
October 12, 2024	DMESC ArPEP Year 1 Session # 533678	5	9
October 15, 2024	DMESC Teacher Center Committee Meeting #1 Session # 539517	8	9
October 17, 2024	DMESC 3-6 RISE Day 2: Phonics Session # 539053	3	4
October 17, 2024	PLC & Safety Training Session # 542647	3	47
October 17, 2024	DMESC Board of Directors Meeting Session # 543028	12	14

October 22-23, 2024	“Mentoring” Foundations of Reading Tutoring Session # 542405	8	12
October 23, 2024	ATLAS 3-10 Summative Data Interpretation Workshop	14	47
October 23, 2024	ATLAS 3-10 Summative Data Interpretation Workshop Session # 540416	11	39
October 24, 2024	DMESC Principals Leadership Forum Secondary Day 3 Session # 539501	6	6
October 24, 2024	Dyslexia Coordinator’s Meeting Session # 541702	11	14
October 24, 2024	Planning Session for Battle of the Books and Reading Fair Session # 542851	7	7
October 29, 2024	DMESC Principals Leadership Forum Elementary Day 3 Session # 539496	4	7
October 29, 2024	DMESC Staff Meeting Session # 544385	1	22
November 2, 2024	DMESC ArPEP Year 2 Session # 533664	10	18
November 2, 2024	DMESC ArPEP Year 1 Session # 533679	6	8
November 4, 2024	CS Mentoring Session # 542124	4	4
November 4, 2024	DMESC eSchool Discipline Workday Session # 544637	1	1
November 5, 2024	DMESC K-2 RISE Day 3: Phonics Session # 539036	8	14
November 5-7, 2024	DMESC PMCA Initial Certification Session # 544537	2	8
November 7, 2024	Fall DMESC LMS Forum Meeting Session # 541973	7	14
November 7, 2024	PBIS Training Session # 544544	4	52
November 12, 2024	DMESC 3-6 RISE Day 3: Morphology Session # 539058	6	9
November 12, 2024	DMESC Curriculum Coordinators Meeting Session # 540422	8	9

November 13-14, 2024	DMESC Cognitive Coaching Days 7 & 8 Session # 528055	6	8
November 14, 2024	DMESC eSchool Transcript Training Session # 544635	3	4
November 15, 2024	DMESC Crio & Hotronix Training for Parent Involvement Session # 544943	1	9
November 18, 2024	DMESC Leadership Academy Session # 544984	1	8
November 19, 2024	DMESC Principals Leadership Forum Elementary Day 4 Session # 539503	5	12
November 20, 2024	DMESC State Representatives Meeting Session # 545194	9	22
November 22, 2024	DMESC Staff Meeting Session # 545196	1	22
December 3, 2024	DMESC GT Coordinators Meeting Session # 539247	4	4
December 3-4, 2024	DMESC Cognitive Coaching Days 1 & 2 Session # 541771	5	36
December 5, 2024	DMESC eSchool Workday Session # 545392	1	1
December 6, 2024	CS Mentoring Session # 542125	3	3
December 9, 2024	DMESC Early Childhood Special Education Child Count Review Session # 545119	2	8
December 10, 2024	DMESC Curriculum Coordinators Meeting Session # 540426	9	9
December 10, 2024	DMESC PCMA Recertification Session # 545121	2	10
December 11, 2024	Computer Science Impact Meeting Session # 538172	7	10
December 14, 2024	DMESC ArPEP Year 2 Session # 533665	11	17
December 17, 2024	DMESC Budget Prep Meeting Session # 546100	10	18
December 19, 2024	Alternate Assessment Participation Guidelines Session # 545449	3	6

December 19, 2024	DMESC Board of Directors Meeting Session # 545958	11	17
December 19, 2024	DMESC PLC Consortium Meeting Session # 545965	4	8
December 20, 2024	DMESC Staff Meeting Session # 546099	1	22
January 6, 2025	DMESC Targeted Behavior Intervention Session # 547080	1	25
January 14, 2025	DMESC PCMA Instructor Recertification Session # 545306	9	11
January 15, 2025	DMESC Take Flight Recalibration Training Session # 546098	3	4
January 16, 2025	DMESC 3-6 RISE Day 4: Vocabulary – Word Level Comprehension Session # 539060	4	7
January 22, 2025	DMESC Teacher Center Committee Meeting #2 Session # 539518	9	10
January 22, 2025	Dyslexia Coordinator’s Meeting Session # 541705	11	14
January 25, 2025	DMESC ArPEP Year 2 Session # 545398	6	7
January 27, 2025	DMESC Staff Meeting Session # 547543	2	24
January 27, 2025	DMESC Tier II Training Session # 547545	2	24
January 29, 2025	DMESC K-2 RISE Day 4: Fluency Session # 539039	4	9
January 29-30, 2025 February 24-26, 2025	AR THRIVE Leader Academy Session # 544771	7	38
January 31, 2025	DMESC AR App Monthly Work Session # 546907	11	32
February 4-5, 2025	“Mentoring” Foundations of Reading Tutoring Session # 542502	8	13
February 5, 2025	DMESC Spring STEM Planning Session # 546892	4	4
February 6, 2025	DMESC K-2 RISE Day 5: Oral Language, Vocabulary, and Morphology Session # 539044	5	10

February 11, 2025	DMEC Curriculum Coordinators Meeting Session # 540427	7	7
February 11, 2025	DMESC eSchool Next Year Database Setup Session # 548191	10	10
February 13, 2025	DMESC 3-6 RISE Day 5: Comprehension Session # 539062	4	7
February 20, 2025	DMESC Board Mentoring Session # 549786	4	4
February 20, 2025	DMESC Board of Directors Meeting Session # 549789	11	16
February 24, 2025	DMESC Staff Meeting Session # 549783	1	23
February 27, 2025	DMESC School Technology Coordinators Meeting 24-25 Session # 540146	8	14
February 27, 2025	DMESC AR App Monthly Work Session # 546911	10	15
February 28, 2025	DMESC Personal Care Training Session # 548036	6	14
March 3, 2025	DMESC eSchool Workday Session # 551912	1	1
March 10, 2025	Special Education Annual Transition Meeting Session # 551462	2	13
March 11, 2025	DMESC K-2 RISE Day 6: Comprehension Session # 539046	4	9
March 11, 2025	DMESC Curriculum Coordinators Meeting Session # 540428	9	21
March 11, 2025	Pathway Revision Meeting Session # 547897	13	36
March 11, 2025	**VIRTUAL WATCH PARTY** Act 504 K12 Cybersecurity Policy Regional Workshop Series Session # 548120	4	5
March 12, 2025	DMESC GT Coordinators Meeting Session # 539248	7	7
March 13, 2025	DMESC 3-6 Day 6: Putting It All Together Session # 539064	6	9

March 19, 2025	DMESC Principals Leadership Forum Secondary Day 6 Session # 539514	6	11
March 19, 2025	DMESC Next Year Scheduling for Secondary/Middle School Session #	5	9
March 20, 2025	DMESC AAEA Zoom Meeting Session # 552413	2	3
March 20, 2025	DMESC Board Mentoring Session # 552415	2	2
March 20, 2025	DMESC Board of Directors Meeting Session # 552417	12	16
March 21, 2025	DMESC AR App Monthly Work Session # 546912	8	15
April 1, 2025	DMESC Teacher Center Committee Meeting #3 Session # 539519	12	30
April 1, 2025	**VIRTUAL WATCH PARTY** Act 504 K12 Cybersecurity Policy regional workshop series Session # 548122	6	11
April 3, 2025	**VIRTUAL WATCH PARTY** Act 504 K12 Cybersecurity Policy regional workshop series Session # 548125	2	2
April 8, 2025	DMESC Curriculum Coordinators Meeting Session # 540430	9	10
April 9, 2025	DMESC LMS Forum Spring Meeting Session # 544691	5	11
April 9, 2025	Computer Science Impact Meeting Session # 538174	8	11
April 9, 2025	DMESC Roster Verification System Training (RVS) Virtual Session # 551670	11	38
April 10, 2025	School Technology Coordinators Meeting 24-25 Session # 540147	10	18
April 15-17, 2025	DMESC CLASS 2nd Edition Observer Certification Training Session # 544170	1	8
April 16, 2025	DMESC eSchool Next Year Scheduling Workday for Secondary Schools Session # 554187	1	1
April 17, 2025	DMESC AAEA Zoom Meeting Session # 555389	2	3

April 17, 2025	DMESC Board of Directors Meeting Session # 555390	10	15
April 23, 2025	DMESC AR APP Monthly Work Session # 546915	13	24
April 28, 2025	DMESC Specialists Meeting Session # 556379	1	7
April 29, 2025	Quarterly ESOL Coordinators Meeting Session # 538466	2	2
May 2, 2025	DMESC GT Coordinators Meeting Session # 539249	5	5
May 2, 2025	DMESC ABC Directors Meeting Session # 556804	2	14
May 13, 2025	DMESC Curriculum Coordinators Meeting Session # 540431	8	8
May 15, 2025	DMESC eSchool Year End Rollover Prep Workshop Session # 557419	5	5
May 15, 2025	DMESC AAEA Zoom Meeting Session # 558103	2	3
May 15, 2025	Dyslexia Coordinator's Meeting Session # 541706	8	10
May 15, 2025	DMESC Board of Directors Meeting Session # 558104	9	13
May 19-20, 2025	DMESC In-Person STAR 2-Day Workshop Session # 556807	3	13
May 22, 2025	DMESC AR APP Monthly Work Session # 546916	7	11
May 28, 2025	DMESC SWPBS – Components 1,3,4 – Cossatot River HS Session # 556093	1	34

DMESC Impact on Student Performance

2024-2025

Program	Impact
ABC PreK (Launchpad Data)	<div> <div> <div>LAUNCHPAD</div> <div>LITERACY</div> <div>ABC-24/25</div> </div> <div> <div> <div> <div>Beginning of Year</div> <div>Middle of Year</div> <div>End of Year</div> </div> <div> <div>Instructional Voca</div> <div>Phonological awareness</div> <div>concepts of print</div> <div>uppercase</div> <div>lowercase</div> <div>letter sounds</div> </div> </div> <div> <div> <div>0</div> <div>5</div> <div>10</div> </div> </div> </div> </div>

CTE	<div><div><div>2024 CTE CONSORTIUM REPORT ON PERFORMANCE MEASURES FOR CONCENTRATORS</div><div>DEQUEEN/MENA EDUCATION COOP</div><div>CONCENTRATORS' PERKINS V PERFORMANCE MEASURE SCORES</div><table><tr><th>PERFORMANCE MEASURES</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td>1S1: FOUR-YEAR GRADUATION RATE</td><td>> 95</td><td>> 95</td><td>> 95</td><td>> 97</td><td>> 97</td><td>97.53</td><td>96.22</td><td>96.59</td><td>97.23</td><td>97.63</td></tr><tr><td>1S2: FIVE-YEAR EXTENDED GRADUATION RATE</td><td>96.89</td><td>> 95</td><td>> 95</td><td>> 97</td><td>> 97</td><td>97.46</td><td>97.99</td><td>96.93</td><td>97.07</td><td>97.70</td></tr><tr><td>2S1: ACADEMIC PROFICIENCY SCORE IN READING LANGUAGE ARTS*</td><td>65.75</td><td></td><td>64.62</td><td>64.64</td><td>66.38</td><td>65.70</td><td></td><td>65.93</td><td>65.92</td><td>66.12</td></tr><tr><td>2S2: ACADEMIC PROFICIENCY SCORE IN MATHEMATICS*</td><td>58.95</td><td></td><td>57.58</td><td>56.70</td><td>58.26</td><td>59.94</td><td></td><td>59.53</td><td>58.53</td><td>59.44</td></tr><tr><td>2S3: ACADEMIC PROFICIENCY IN SCIENCE*</td><td>66.41</td><td></td><td>65.51</td><td>65.60</td><td>67.63</td><td>67.08</td><td></td><td>67.06</td><td>66.57</td><td>67.23</td></tr></table></div></div>	PERFORMANCE MEASURES	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	1S1: FOUR-YEAR GRADUATION RATE	> 95	> 95	> 95	> 97	> 97	97.53	96.22	96.59	97.23	97.63	1S2: FIVE-YEAR EXTENDED GRADUATION RATE	96.89	> 95	> 95	> 97	> 97	97.46	97.99	96.93	97.07	97.70	2S1: ACADEMIC PROFICIENCY SCORE IN READING LANGUAGE ARTS*	65.75		64.62	64.64	66.38	65.70		65.93	65.92	66.12	2S2: ACADEMIC PROFICIENCY SCORE IN MATHEMATICS*	58.95		57.58	56.70	58.26	59.94		59.53	58.53	59.44	2S3: ACADEMIC PROFICIENCY IN SCIENCE*	66.41		65.51	65.60	67.63	67.08		67.06	66.57	67.23
PERFORMANCE MEASURES	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024																																																									
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Virtual Arkansas	Virtual Arkansas Students had an 92% Pass Rate. 26,730 credits were earned. 9,284 college concurrent credit hours were earned. 1,952 students were enrolled in computer science courses. 2,007 students were enrolled in advanced placement courses.																																																																		
Early Childhood/Special Education	DeQueen Mena ESC Early Childhood Special Education Programs located in each of our 12 consortium districts have made progress in each of the three early childhood outcome areas, including social-emotional, knowledge and skills, and appropriate behaviors, as indicated on the annual performance report. Each state target for the outcome area was exceeded, indicating substantial progress from the time the student entered the program through age six or exit from the program.																																																																		
Foster Grandparent	For the 24-25 school year, 61,799 volunteer hours were served by foster grandparent volunteers directly to both school-age and preschool-age children within the DeQueen Mena service area. Our performance measures include tutoring, specifically in the area of school readiness and the performance measure of mentoring with a focus on K-12 success within this area. The children served are offered support in areas such as literacy, mathematics, life-skills, and general mentoring as recognized and assigned by local district personnel. The hours volunteered working with students/children for the present year, 61,779 is almost 12,000 more hours than were served a mere 2 years ago in 2023. Eighty percent of the students served this year made an improvement in end of year FAME codes compared to beginning of the year codes. Students were served in 25 different school locations.																																																																		
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) served 95 families in 3 counties for the 2024-2025 school year. HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school.																																																																		

Migrant	<p>In the 24-25 Program Year, there were 490* students enrolled in Region 5 Pre-k to OSY. This count includes 27 non-project service counties and 4 project school districts (in which an in-house tutor/recruiter is on staff to provide instructional and supplemental services to students throughout the school year and summer terms).</p> <p>Breakdown is:</p> <p>315* during the school year with 267 of those in Project schools and 48 in non-project districts</p> <p>175* during the Summer session with 151 of those served in Project schools and 24 served in the non-project areas</p> <p>(*duplicated totals- meaning, they may have moved in and out of districts within the region and requalified so some students may be counted more than once)</p>
Math, & Science	<p>During the 2024-2025 school year, approximately 33% of my coaching time was dedicated to supporting teachers at Mineral Springs Elementary. The school received an “F” letter grade in 2022-2023. Following a year in which I spend 56% of my time at the campus, the school’s simulated letter grade for 2023-2024 improved to a “C”.</p> <p>I also allocated 25% of my time to supporting Mena School District’s primary and elementary schools. These schools improved from a “C” in 2022-2023 to a simulated “B” in 2023-2024.</p> <p>Additionally, 14% of my time was devoted to coaching at Ashdown Elementary. While the school held a “C” letter grade in 2022-2023, the simulated grade for 2023-2024 had not yet been shared at the time of this request.</p> <p>In the 2024-2025 school year, the science specialist targeted technical assistance was given to identified districts with onsite visits geared to the implementation of engaging HQIM and phenomenon based science lessons to increase student interest. 40% of the time was spent at Ouachita River School District Acorn campus that was implementing new HQIM and 60% of the time was spent with the other school districts in the DeQueen Mena ESC region.</p> <p>The science specialist also worked with the districts for the STEM Challenge held at the DeQueen Mena Educational Service Cooperative campus. There was professional development offered to teachers and the DMESC STEM Challenge had over 160 students and over 25 teachers and support staff. We had ½ of our districts along with two school districts outside the coop area involved this year.</p>
Mentoring/Novice	<p>From 2021-2022 data to 2022-2023 data, the DMESC Novice Teacher Mentoring retention rate of teachers in the profession has increased from 76% to 88%.</p>
Dyslexia	<p>Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2024-25 school year: 613</p> <p>DMESC has partnered with DawsonESC to offer Level 11 Dyslexia assessment training this summer. Sonday 1 and Sonday 2 trainings will be offered this summer at DMESC. The DMESC Dyslexia specialist will hold 8 sessions of dyslexia</p>

	professional learning this summer. Differentiated sessions on site with districts are also being offered.
Local Leads	<p>In the five county area serviced by the DMESC – Local Leads has supported, assisted and collaborated with any/all childcare providers to reach 1,350 children. These children are ages birth to age four. Data was collected to reveal the urgent need for infant and toddler care. We are currently in the process of establishing infant/toddler rooms. This is a need, therefore we will continue to establish and fulfill this need. Local Leads will continue to see that child care centers are provided quality care to all children with a high quality curriculum. Early years are the most important years for developmental growth and Local Leads will continue to seek and find gaps so that these children will have a foundation that will prepare them for learning years.</p>

Cooperative Finance Overview

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

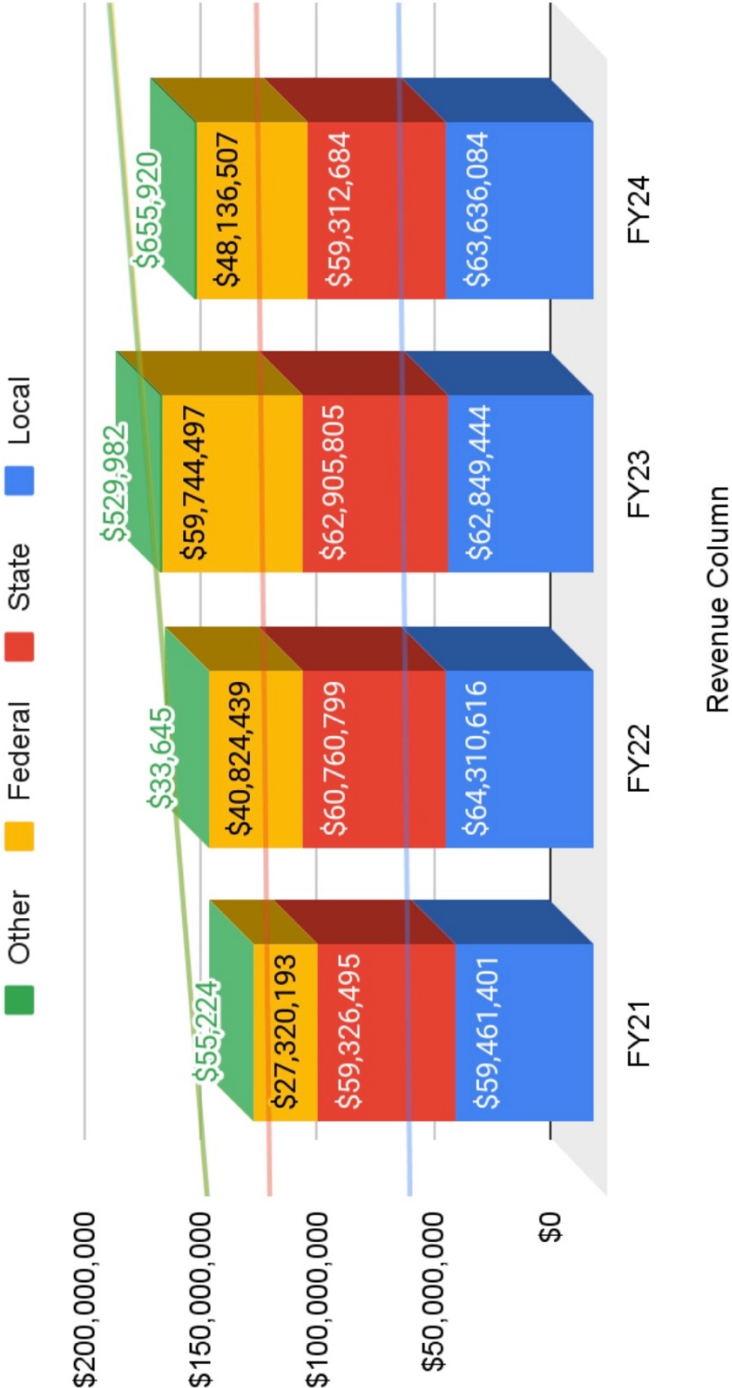
State funds are awarded to Educational Service Cooperatives through targeted grants. The grant budgets and goals originate from the Arkansas Department of Elementary and Secondary Education. Grant funds are reimbursed by DESE after program appropriate expenditures occur. The grants include targeted funds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

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

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

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

Local, State , Federal, Other and Total



SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL	NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
2008	MEDIA SERV.	26,378.21	47,508.10	.00	.00	50,816.32	23,069.99
2012	SUPPLIES	.00	.00	.00	.00	.00	.00
2020	SP-ED GRANTS	.00	249,124.00	.00	.00	249,124.00	.00
2022	STAFF DEVELOPMENT	80,922.96	138,251.24	.00	.00	145,475.37	73,698.83
2023	ED WELLNESS	50,250.00	.00	.00	.00	.00	250.00
2030	LOCAL 6-B	50,655.41	1,218,514.72	.00	.00	1,095,910.49	173,259.64
2040	LASER SHOP	423.71	184.00	.00	.00	17.59	405,948.87
2042	LOCAL TUITION	534,653.31	154,584.28	.00	.00	283,288.72	12,092.13
2052	LOCAL TECH COORD	.00	24,000.00	.00	.00	11,507.87	6,727.60
2060	STUDENT ENGAGEMENT	5,557.17	2,682.00	.00	.00	32,900.00	.00
2070	GENE HAWKS	.00	32,900.00	.00	.00	1,839.13	11,687.64
2072	LOCAL G-T	1,526.77	12,000.00	.00	.00	.00	.00
2096	DEST SCIENCE	.00	.00	.00	.00	.00	.00
2098	LOCAL ECH OPERATING	223,235.59	256,336.46	.00	.00	277,283.45	223,235.59
2099	WAREHOUSE	20,946.99	.00	.00	.00	.00	.00
2220	NBCT	.00	.00	.00	.00	.00	.00
2246	R & R MENTORING	.00	143,270.99	.00	.00	143,270.99	.00
2272	G/T COORD	.00	30,000.00	.00	.00	30,000.00	.00
2291	WKFORCE ED COORD	.00	55,000.00	.00	.00	55,000.00	.00
2353	TRANSFER TECH ARP	15,360.58	.00	.00	15,360.58	.00	.00
2355	NIET GRANT	.00	29,000.00	.00	.00	25,000.00	4,000.00
2360	BASE FUND	2,476,578.48	1,052,637.95	192,967.42	200,000.00	981,189.22	2,540,994.63
2362	TECH COORD	293.23	.00	.00	.00	80,000.00	293.23
2364	CONTENT/SPECIALIST	.00	360,000.00	.00	.00	360,000.00	.00
2365	ABC GRANT	11,591.01	3,995,509.40	.00	18,000.00	3,970,996.48	18,103.93
2373	HIPPY GRANT	.00	161,937.00	.00	.00	161,937.00	.00
2396	NURSE	.00	6,000.00	.00	6,000.00	.00	.00
2905	AR PEP	.00	22,221.30	.00	.00	22,221.30	.00
TOTAL	NO FUND GROUP TITLE	3,448,373.42	8,071,661.44	192,967.42	239,360.58	7,979,689.50	3,493,952.20
3000	DISASTER BLDG FUND	246,240.47	.00	200,000.00	.00	.00	446,240.47
3005	BLDG FUND	100,000.00	.00	.00	.00	.00	100,000.00
TOTAL	DISASTER BLDG FUND	346,240.47	.00	200,000.00	.00	.00	546,240.47
6461	FGP	.00	474,304.36	.00	2,500.00	471,804.36	.00
6502	MIGRANT GRANT	.00	455,397.50	.00	.00	455,397.50	.00
6552	ARP SUSTAINABILITY	522,317.26	.00	.00	.00	260,643.47	261,673.79
6563	CHILD CARE BILLING G	499,591.14	.00	.00	.00	63,563.25	529,227.89
6564	ARP OPERATIONAL FUND	61,189.12	.00	.00	.00	61,189.12	.00
6565	ARP QUALITY GRANT	582,258.27	.00	.00	.00	130,412.34	451,845.93
6570	CARL PERKINS	.00	246,949.72	.00	.00	246,949.72	.00
6574	PERKINS R & R	.00	10,000.00	.00	.00	10,000.00	.00
6577	CERTIFICATION GRANTS	.00	5,354.80	.00	.00	5,354.80	.00
6578	GIRL POWER/POP/BREAK	.00	305,000.00	.00	.00	305,000.00	.00
6579	BE A MODEL	.00	38,400.00	.00	.00	38,400.00	.00
6701	SP-ED MENTORING SUPP	30.00	-30.00	.00	.00	.00	.00
6749	PRESCHOOL MEDICAID	535,733.96	100,808.97	.00	.00	71,363.33	565,179.60

DEQUEEN-MENA EDUCATIONAL COOPERATIVE
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 24

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 06/25/2025
TIME: 08:23:19

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6752	ARMAC	121,324.08	48,765.35	.00	.00	17,279.47	152,809.96
6767	HOMELESS II	.00	49,064.77	.00	.00	49,064.77	.00
6788	LOCAL LEADS	.00	150,000.00	.00	.00	125,732.47	24,267.53
6802	TECHNOLOGY ARP	.00	.00	.00	.00	.00	.00
6809	LETRS GRANT	567.33	3,250.00	.00	.00	3,619.26	198.07
6812	ALIM GRANT	.00	175,920.00	.00	.00	175,920.00	.00
6882	ALIM GRANT	.00	2,156,385.47	.00	.00	2,491,693.86	1,985,202.77
TOTAL	FEDERAL GRANTS FUND	2,323,011.16			2,500.00		
7001	CANDY & FLOWER FUND	.00	1,448.00	.00	.00	352.22	1,095.78
7232	FGP ACTIVITY ACCOUNT	7,621.15	3,896.40	.00	.00	6,168.77	5,348.78
TOTAL	NO FUND GROUP TITLE	7,621.15	5,344.40	.00	.00	6,520.99	6,444.56
8057	CHILD NUTR EM OP	.00	653,995.18	.00	.00	653,995.18	.00
TOTAL	PS FOOD	.00	653,995.18	.00	.00	653,995.18	.00
TOTAL		6,125,246.20	10,887,386.49	392,967.42	241,860.58	11,131,899.53	6,031,840.00