



# *“Empowering Teachers to Empower Students”*

**Crowley’s Ridge Education Service Cooperative  
1606 Pine Grove Lane  
Harrisburg, Arkansas 72432  
(870) 578-5426**

**Register online for workshops on ESCWorks at  
[http://www.escweb.net/ar\\_esc/catalog/search.aspx](http://www.escweb.net/ar_esc/catalog/search.aspx)**

**Proudly serving the Armorel, Bay, Blytheville, Buffalo Island Central, Brookland, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, and Wynne School Districts.**

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Educational Service Cooperative (ESC)  
Annual Report

ARKANSAS  
DEPARTMENT OF EDUCATION



DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION

**2022-2023**

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To: Arkansas Educators  
From: Pamela Castor  
Subject: 2022-2023 Annual Evaluation Report

The Annual Report of the Crowley's Ridge Educational Service Cooperative provides an overview of Cooperative programs and grants provided to our member schools in the 2022-2023 school year. Collectively these programs represent the work of 129 total CRESC employees, as well as, that of additional State employees housed at the Cooperative. The total budgeted amount for 2022-2023 is approximately \$14,280,734. The cooperative base funding is \$408,618.00.

Efficient, effective operations are a hallmark of Cooperative operation. As part of promoting shared operations, school districts participate in the following programs through CRESC.

- Arkansas Better Chance
- Perkins Career and Technical Education
- Early Childhood Special Education
- Gifted and Talented Education
- ESVI (low vision) Services
- School Health Nurse Services
- Community Health Support Services
- Technology Support Services
- APSCN Student Information Support Services
- Special Education Transition Services
- Special Education Supervisor Services
- School Psychology Evaluation Services
- Professional Development Services
- Business Management Support
- Teacher Center Services and Background Check Support
- Literacy Support Services
- Mathematics Support Services
- Science Support Services
- Migrant Education Services
- Beginning Teacher Mentoring
- Alternate Licensure Program (ArPEP)

Crowley's Ridge Education Service Cooperative offers support to districts in regard to the Arkansas Curriculum Frameworks, as well as the Arkansas Standards of Accreditation. In Addition, the Cooperative supports districts' pursuit of improvement under the requirements of ESSA and ARLEARNs. CRESC also provides academic program support through content area specialists in reading, mathematics, and science. Other areas of support include Arkansas Better chance, technology, career & technical education, special education, and gifted & talented education. In addition, CRESC supports novice teachers and alternative licensure candidates. The Crowley's Ridge Educational Service Cooperative Board of Directors provides exemplary leadership and support to all Cooperative endeavors.

CRESC extends efforts to support schools by providing bus driver training, cafeteria staff training, ACT support training, and Take Flight training. In addition, the cooperative hosts regional competitions such as Quiz Bowl, chess tournaments, coding competitions, and physics events. Battle of the Books competition, robotics, and academic summer camps for migrant students are also CRESC student related events.

Crowley's Ridge Educational Service Cooperative collaborates with the Arkansas Department of Education to provide training on State initiatives and goals. These programs include Reading Initiative for Student Excellent (RISE), Science of Reading Assessor's Training, Qualitative Essentials for Students and Teachers (Quest) Mathematics, Grasping Phenomenal Science, Teacher R& R Praxis support. CRESC partners with other entities to enhance service provision such as Star Academy, PEER Initiative, and PLC Training.

Crowley's Ridge Educational Service Cooperative has begun to implements a systems approach to service provision, aligning with the State vision, which prioritizes, literacy, empowerment, accountability, readiness, networking, and school safety. Crowley's Ridge Educational Service Cooperative partners to promote excellence in education by improving educators to improve students.

Sincerely,

A handwritten signature in black ink, appearing to read "Pamela Castor". The signature is fluid and cursive, with the first name "Pamela" being more prominent than the last name "Castor".

Pamela Castor, Director

Crowley's Ridge Educational Service Cooperative

## Mission Statement

The purpose of the Crowley's Ridge Education Service Cooperative is to be of assistance to member schools in achieving more efficient use of their shared resources; to be of assistance in meeting or exceeding accreditation standards; and, to promote coordination between districts and the State Department of Education in order to provide services consistent with district needs.





## State Map of Cooperatives

The Crowley's Ridge Education Cooperative serves the area marked on the map below.

CRESC services public schools in:

**Craighead County:** Bay, Brookland, Buffalo Island Central, Jonesboro, Nettleton, Riverside, Valley View

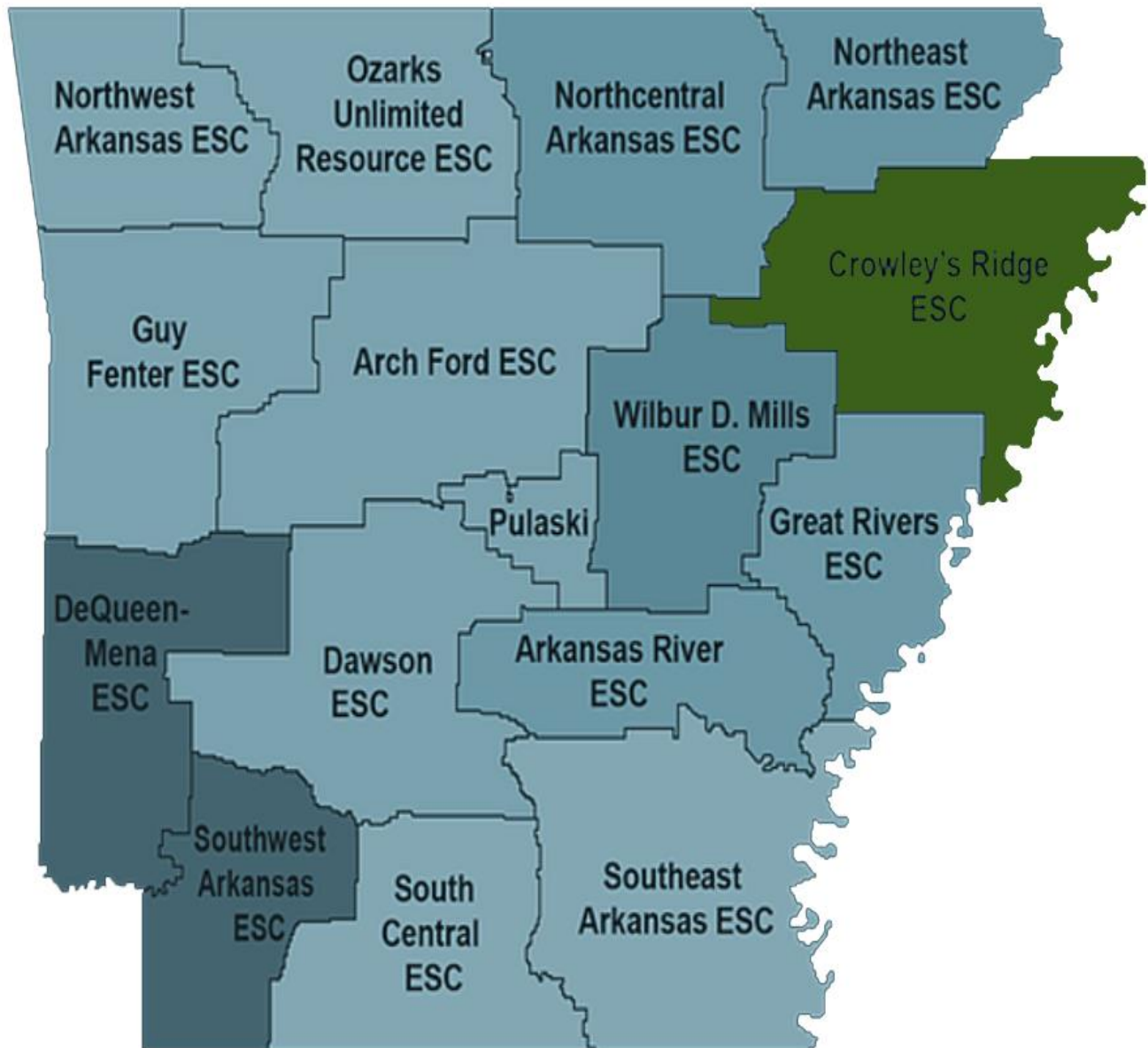
**Crittenden County:** Earle, Marion

**Cross County:** Cross County, Wynne

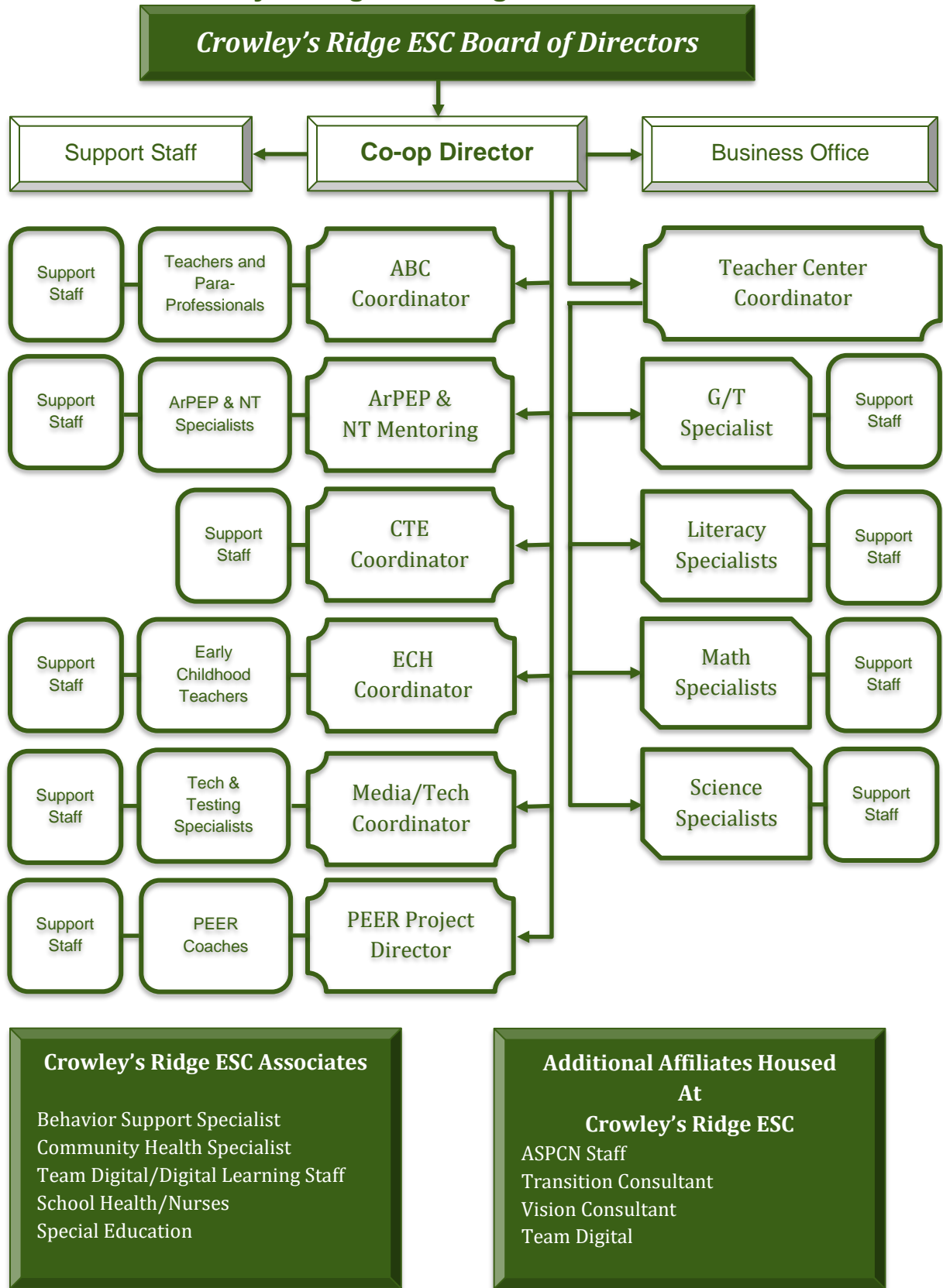
**Jackson County:** Newport

**Mississippi County:** Armorel, Blytheville, Gosnell, Manila, Osceola, South Mississippi County

**Poinsett County:** East Poinsett County, Harrisburg, Marked Tree, Trumann



## Crowley's Ridge ESC Organizational Chart





## Salary Schedules

CERTIFIED TEACHER SALARY SCHEDULE 190-DAY CONTRACT			
STEP	YRS EXP.	BSE	MSE
1	0	36,355	38,450
2	1	36,805	38,950
3	2	37,255	39,450
4	3	37,705	39,950
5	4	38,155	40,450
6	5	38,605	40,950
7	6	39,055	41,450
8	7	39,505	41,950
9	8	39,955	42,450
10	9	40,405	42,950
11	10	40,855	43,450
12	11	41,305	43,950
13	12	41,755	44,450
14	13	42,205	44,950
15	14	42,655	45,450
16	15	43,105	45,950
17	16	43,555	46,450
Increments: BSE = 450; MSE =500 [ACA 6-17-2403] July 6, 2021 - Revised amounts			

CLASSIFIED SALARY SCHEDULE 190-DAY CONTRACT		
Step	Yrs. Experience	
1	0	15,715
2	1	16,165
3	2	16,615
4	3	17,065
5	4	17,515
6	5	17,965
7	6	18,415
8	7	18,865
9	8	19,315
10	9	19,765
11	10	20,215
12	11	20,665
13	12	21,115
14	13	21,565
15	14	22,015
16	15	22,465
17	16	22,915
Increments: 450 Associate's Degree: 1 Increment BACHELOR'S's Degree: 2 Increments November 2020-Revised amounts		

COOPERATIVE CONTENT SPECIALIST SALARY SCHEDULE 240-Day Contract		
Step	YRS. EXPERIENCE	
1	0	62,515
2	1	63,015
3	2	63,515
4	3	64,015
5	4	64,515
6	5	65,015
7	6	65,515
8	7	66,015
9	8	66,515
10	9	67,015
11	10	67,515
12	11	68,015
13	12	68,515
14	13	69,515
15	14	70,515
16	15	71,515
17	16	72,515
Experience Increments: Yrs. 0 - 12 = 500 Yrs. 13-16 = 1000 [ACA 6-17-2403]		

## Members of the Board

Name	Position	School District
Ms. Tiffany Morgan	Board Member	Armored
Dr. Luke Lovins	Board Member	Bay
Dr. Veronica Perkins	Board Member	Blytheville
Mr. Brett Bunch	Board Member	Brookland
Mr. Gaylon Taylor	Board Member	Buffalo Island Central
Dr. Nathan Morris	Board Member	Cross County
Ms. Tish Knowles	Board Member	Earle
Mr. Michael Pierce	Board Member	East Poinsett County
Mr. Len Whitehead	Board Member	Gosnell
Mr. Chris Ferrell	Board Member	Harrisburg
Dr. Kim Wilbanks	Board Member	Jonesboro
Mr. Jason Evers	Board President	Manila
Dr. Glen Fenter	Board Member	Marion
Mr. Matt Wright	Board Member	Marked Tree
Dr. Karen Curtner	Board Member	Nettleton
Mr. Jon Bradley	Board Member	Newport
Dr. Toriano Green	Board Member	Osceola
Mr. Mike Cox	Board Member	Rivercrest
Mr. Jeff Priest	Board Member	Riverside
Ms. Brandie Williams	Board Secretary	Trumann
Mr. Roland Popejoy	Board Member	Valley View
Dr. Kenneth Moore	Board Vice President	Wynne

## Teacher Center Committee 2022-2023

Each participating school district in Crowley's Ridge ESC has one representative on the Teacher Center Committee. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each Committee member shall be elected for a term of three years.

	Position	District	Name	Term
<b>Elementary Teachers</b>	Teacher	Blytheville	Nicole Turney	Aug 2024
	Teacher	Brookland	Morgan Despain	Aug 2024
	Teacher	Riverside	Sherry Nichols	Aug 2024
	Teacher	Marked Tree	Tiffany Thrash	Aug 2023
<b>Middle or Jr High Teachers</b>	Teacher	Buffalo Island	Katherine Wren	Aug 2025
	Media Specialist	Trumann	Shannon Bruner	Aug 2023
	Teacher	Gosnell	Stephanie Hancock	Aug 2024
	Media Specialist	Newport	Jessica Stone	Aug 2024
<b>High School Teachers</b>	Media Specialist	Harrisburg	Tammy Shultz	Aug 2023
	Teacher	Bay	Tana Sanders	Aug 2023
	Inst. Facilitator	Wynne	Cheryl Parrish	Aug 2024
	Teacher	E. Poinsett Co.	Marla Blain	Aug 2025
	Inst. Facilitator	Marion	Heather Sorrells	Aug 2024
	Teacher	Earle	Aimee Randolph	Aug 2024
	Teacher	Manila	Ginger Baltimore	Aug 2023
	Support Staff	Osceola	Pam Senter	Aug 2025
<b>Administrators</b>	Asst. Principal	Rivercrest	John Burrow	Aug 2023
	Asst. Supt.	Jonesboro	Misty Doyle	Aug 2023
	Principal	Cross County	Stephen Prince	Aug 2023
	Principal	Armored	Tony Crowell	Aug 2023
	Asst. Principal	Valley View	Ryan Fletcher	Aug 2023
	Asst. Principal	Nettleton	Cara Greer	Aug 2025

# Crowley's Ridge Education Service Cooperative Annual Report

## 2022-2023

DATE: June 21, 2023      LEA# 56-20    ESC#: 3

ESC NAME: Crowley's Ridge Education Service Cooperative

ADDRESS: 1606 Pine Grove Lane, Harrisburg, AR 72432

PHONE NUMBER: 870.578.5426

DIRECTOR: Mrs. Pamela Castor

TEACHER CENTER COORDINATOR: Dr. Dawn Bessee

COUNTIES SERVED: Craighead, Crittenden, Cross, Jackson, Mississippi, & Poinsett

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 35,957

NUMBER OF TEACHERS: 2,810

### I. GOVERNANCE

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

How many members on the Board? **22**

How many times did the Board meet? **12**

Executive Committee? **N/A**

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

Date of current year's annual meeting: **June 21, 2023**

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

1. If yes, then:

How many are on the Teacher Center Committee? **22**

How many members are teachers? **14**

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

When is the regular meeting? **October 10, 2022; January 30, 2023;**

**April 18, 2023**

C. When was the most recent survey/needs assessment conducted? **December 12, 2022**

D. Have written policies been filed with the Arkansas Department of Education? **Yes**



## II. CRESC STAFF *Certified and Classified*

		Yrs	Degree
ALDRIDGE	STACY	23	MASTERS
ALEMAN	DORIS	02	
ALLEN	MERRY	30	BACHELORS
ALLEN	REBECCA	23	MASTERS
ALLEN	SOPHIE	01	BACHELORS
ANDERSON	LESLIE	20	
AUSTIN	ASHLEY	15	MASTERS
BALLARD	LISA	07	BACHELORS
BANDY	ANGIE	25	MASTERS
BARD	JESSICA	04	
BARNETT	ADELE	21	MASTERS
BEAL	ERICA	01	
BEARDEN	TINA	18	
BEAVERS	APRIL	10	BACHELORS
BEITH	KIMBERLY	05	
BELL	JENNY	7.5	MASTERS
BENNETT	SALLY	00	MASTERS
BESSEE	DAWN	32	DOCTORATE
BOLING	JENNIFER	5.5	MASTERS
BOLING	TIPTON	03	BACHELORS
BOOTH	APRIL	00	BACHELORS
BRASWELL	MELISSA	27	MASTERS
BROADWAY	AMBER	07	SPECIALIST
BROWN	DEBBIE	22	
BROWN	FREDA	03	
BROWN	JAMES	19	
BROWN	RIVER	02	
BRUMLEY	COURTINE	00	
BURNS	KATHRYN	02	BACHELORS
BURTON	NORMA	04	
CASBEER	KRISTIN	15	BACHELORS
CASTOR	PAMELA	43	MASTERS
CHERRY	GWENDOLYN	15	SPECIALIST
CHIPMAN	PAMELA	41	MASTERS
CLAYTON	ASHLEY	16	MASTERS
CLEVELAND	DAWN	05	
COBURN	SHARON	48	MASTERS
COLE	TONYA	00	BACHELORS
COLES	DANIELLE	04	BACHELORS
COMBS	CRYSTAL	12	BACHELORS
COTTON	EDNA	07	
COVEY	SHANNON	02	BACHELORS
COX	KERSTEN	00	

CROWELL	SHARON	07	
CUNNINGHAM	JAMIE	01	
DAMRON	MISTY	07	MASTERS
DILLINGER	PAIGE	28.5	MASTERS
DRISKILL	NATALIE	00	
EVANS	SHARMANE	00	SPECIALIST
EVERHART	CATHERINE	16	MASTERS
FARROW	SARA	00	
FOSTER	JEAN	21	MASTERS
FRYE	SHANNON	24	MASTERS
GARRETT	ANNIE	26	
GEORGE	LORI	27	MASTERS
GILLIS	EMILY	16	MASTERS
GOLDEN	CHARLOTTE	13	MASTERS
GREEN	WENDY	22	MASTERS
GRIMMER	CHRISTIE	26	BACHELORS
HANDWORK	JADA	22	MASTERS
HANEY	ELIZABETH	25	MASTERS
HARDCASTLE	BRANDI	16	MASTERS
HARRISON	CHERYL	00	
HICKS	JESSICA	00	BACHELORS
HILL	RACHEL	12	BACHELORS
HINDSLEY	MALLORY	13	MASTERS
HINSON	ANNIE	39	
HOLDEN	ANGELA	08	MASTERS
HONEY	CYNTHIA	19	MASTERS
HORN	KERI	26	SPECIALIST
HORN	RACHEL	15	SPECIALIST
HORSLEY	PEGGY	29	
HUNTINGTON	SEANA	00	
HURSEY	DEMETRIA	07	
JAMES	ANGELA	07	
JONES	KARLA	29	MASTERS
KAMMERER	CHRISTINA	09	SPECIALIST
KENNEDY	AMBER	01	BACHELORS
KIEFFNER	MELISSA	18	MASTERS
LEATHERWOOD	RANDA	11	BACHELORS
LEE	JAMES	24	MASTERS
LESTER	DOROTHY	14	MASTERS
LOGGAINS	BRIDGETTE	22	MASTERS
MABRY	REBA	40.5	MASTERS
MARTIN	VICKIE	01	
MARTINEZ	CARMEN	00	
MATHIS	SHERRY	14	
MCBRIDE	LAURA	21	BACHELORS
MILES	CANDACE	01	

MILLER	EDVETTE	09	SPECIALIST
MURRELL	BRANDEN	01	BACHELORS
MURRELL	CATHY	18	
NIEMEYER	SANDRA	13	MASTERS
PARHAM	KRISTAL	18.5	
PRICE	LEKERIA	04	MASTERS
PRINCE	STEPHANIE	28	BACHELORS
REDDMANN	BRYNN	02	
ROCKWELL	BRITTANY	06	MASTERS
SANDERS	JENNY	14	BACHELORS
SCHULZ	MINDY	24	MASTERS
SLOAS	KELSEY	04	MASTERS
SNYDER	JENNIFER	14	BACHELORS
SOUTH	ALLISON	17	MASTERS
TRUELOVE	JULIE	15	MASTERS
WALLS	MAKENZIE	01	
WALTERS	KATI	16	MASTERS
WEBBER	BRADLEY	14	MASTERS
WESTMORELAND	STACEY	00	
WILKINSON	SHARLA	09	BACHELORS
WILLBANKS	KIMBERLY	08	BACHELORS
WILLIAMS	BRANDI	20	MASTERS
WILLIAMS	CYDNI	07	BACHELORS
WILLIAMS	ELIZABETH	08	
WILLIAMS	JENNIFER	28	
WILLIAMS	KIMBERLY	22	MASTERS
WILSON	JEARLENE	22	
WILSON	MELANIE	15	BACHELORS
WINDERS	PAULA	10.5	
WINSLOW	TAMMY	29	MASTERS
WOODALL	MEGHAN	08	
WRINKLES	MARY	00	

### **CRESC ABC Certified Staff**

	Yrs	Degree	Job Title
COBURN, SHARON	45	MSE	Coord.
AUSTIN, ASHLEY	13	MSE	ABC Facilitator
ALLEN, SOPHIE	1	BS	Teacher
BALLARD, LISA	5	BSE	Teacher
BOOTH, APRIL	0	BS	Teacher
BRYANT, LATOYA	15	BPS	Teacher
COLE, TONYA	0	BS	Teacher
COLES, DANIELLE	2	BS	Teacher
COVEY, SHANNON	15	BSE	Teacher
GILLIS, EMILY	14	MSE	Teacher
HANEY, ELIZABETH	23	MSE	Teacher

HICKS, JESSICA	0	BS	Teacher
HILL, RACHEL	10	BSE	ABC Facilitator
KENNEDY, AMBER	1	BS	Teacher
LESTER, LEANNE	12	MSE	ABC Asst Coord
PRICE, LEKERIA	2	MSE	Teacher
SANDERS, JENNY	12	BSE	Teacher
WILKINSON, SHARLA	7	BSE	Teacher
WILLIAMS, KIMBERLY	20	MSE	Teacher

### **CRESC ABC Classified Staff**

	Yrs	Degree	Job Title
BARD, JESSICA	02		Para Professional
BEAL, ERICA	01		Para Professional
BEITH, KIMBERLY	03		Para Professional
BROWN, RIVER	00		Para Professional
BRUMLEY, COURTINE	02		Para Professional
BURTON, NORMA	02		Para Professional
CLEVELAND, ELECE	03		Para Professional
COTTON, EDNA	05		Para Professional
COX, KERSTEN	00		Para Professional
DRISKILL, NATALIE	00		Para Professional
FARROW, SARA	00		Para Professional
GARRETT, ANNIE	26		Para Professional
HARRISON, CHERYL	00		Para Professional
HURSEY, DEMETRIA	05		Para Professional
JAMES, ANGELA	05		Para Professional
WALLS, MAKENZIE	01		Para Professional
WESTMORELAND, STACEY	05		Para Professional
WILLIAMS, ELIZABETH	06	AA	Para Professional
WILSON, JEARLENE	22		Para Professional
WOODALL, MEGHAN	06		Para Professional
WRINKLES, MARY	00		Para Professional

### **CRESC Early Childhood Certified Staff**

	Yrs	Degree	Job Title
ALDRIDGE, STACY	21	MSE	Itinerant Teacher
BEAVER, APRIL	08	MSE	Itinerant Teacher
BELL, JENNY	5.5	MCD	Speech Pathologist
BOLING, J. RAGAN	3.5	MSE	Itinerant Teacher
BOLING, TIPTON	01	BA	Itinerant Teacher
BURNS, BRITTANY	04	MCD	Speech Pathologist
BURNS, KATHRYN	03	MSE	Itinerant Teacher
CASBEER, KRISTIN	13	BSE	Itinerant Teacher
CLAYTON, ASHLEY	14	MSE	Itinerant Teacher
COMBS, CRYSTAL	11		
DAMRON, MISTY	5	MSE	Itinerant Teacher
EVERHART, KATIE	14	MSE	Itinerant Teacher

FOSTER, JEAN	19	MCD	Speech Pathologist
FRYE, SHANNON	22	MCD	Speech Pathologist
GEORGE, LORI	25	MCD	Speech Pathologist
GOLDEN, RACHEL	11	MCD	Speech Pathologist
GRIMMER, CHRISTY	24	BSE	Itinerant Teacher
HANDWORK, JADA	20	MCD	Speech Pathologist
HINDSLEY, MALLORY	11	MCD	Speech Pathologist
HOLDEN, ANGIE	00	MCD	Speech Pathologist
HONEY, CYNTHIA	17	MSE	Itinerant Teacher
KIEFFNER, MELISSA	16	MCD	Speech Pathologist
LEATHERWOOD, RANDA	9	SE	Itinerant Teacher
LOGGAINS, BRIDGETT	20	MCD	ECH SP ED Supervisor
NIEMEYER, SANDRA	12	MCD	Speech Pathologist
PRINCE, STEPHANIE	26	BSE	Itinerant Teacher
SCHULZ, MINDY	23	BSE	Itinerant Teacher
SOUTH, ALLISON	15	MSE	Itinerant Teacher
TRUELOVE, JULIE	13	MSE	Itinerant Teacher
WALTERS, KATI	14	MSE	Itinerant Teacher
WILLIAMS, CYDNI	05	BSE	Itinerant Teacher
WILSON, MELANIE	13	BSE	Behavior Specialist
MABRY, REBA	17.5		Deaf Teacher

### CRESC Early Childhood *Classified Staff*

	Yrs	Job Title
ANDERSON, LESLIE	19	Screeners/Scheduler
BEARDEN, TINA	17	Screeners/Scheduler
HINSON, ANNIE	38	Screeners/Scheduler
HORSLEY, PEGGY	27	Administration Asst.
PARHAM, KRIS	16.5	Para Professional
WINDERS, PAULA	8.5	Para Professional

### III. TEACHER CENTER

*Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants, and location of workshops. Most sessions involve curriculum assistance. Include a cumulative total of participants (\*See Appendix A: Professional Development Activities Report).*

A. Does the co-op provide media services to schools? YES ☒ NO ☐

1. If yes, then:

Approximate the number of titles in the media center: 450

B. Does the co-op provide delivery to the districts? YES ☐ NO ☒

How many districts participate in the media program? 22

How many titles (including duplicate counts) were provided to schools during this current year? \*N/A

C. Do districts contribute dollars to the media services? YES ☒ NO ☐

1. If yes, then:

How are media/technology charges per district determined? \$3.00/ADM

D. Does the co-op operate a “make-and-take” center for teachers? YES ☒ NO ☐

1. If yes, then:

How many teacher visits have been made to the center? 35

#### IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative Purchasing

☒ Conduct Annual Needs Assessment /Planning assistance

☒ Special Education Services

☒ Gifted and Talented Assistance

☒ Grant Writing Assistance

☒ Personnel Application

☒ Assist/Support with Evaluation Procedures (OSR, ACSIP Monitoring, GT Program  
Evaluation, Special Education Monitoring, etc.)

☒ Bookkeeping Assistance

☒ Technology Training

☒ Curriculum Support

☒ Business Management Training

☒ Computer Technician

☒ E-Rate Applications

☒ Assessment Data Analysis

☒ Instructional Facilitator Training

☒ Math/Science/Literacy Specialists

☒ Numerous Professional Development Opportunities for Teachers

☒ Administrators and Local Board Members Training

☒ Other (please specify):

☒ Carl D. Perkins

☒ Bus Driver Training

☒ School Board Training

☒ Custodial/Asbestos/Maintenance

☒ Digital Learning Grant for Districts/Co-op through APSRC

☒ Paraprofessional Training



## V. DIRECT SERVICES TO STUDENTS

*Please check the student services provided through the cooperative:*

- ☒ Student Assessment Program
- ☒ Itinerant Teachers – Please list areas:
  - Early Childhood Special Education
- ☒ Occupational/Physical Therapy
- ☒ Transition Assistance
- ☒ Mentor Programs
- ☒ Gifted/Talented Programs: 22 participating districts
- ☒ Digital Instruction
- ☒ Speech Pathology Services
- ☒ Low Incidence Handicapped (vision/hearing)
- ☒ Early Childhood Special Education 3-5 years of age
- ☒ Digital Learning
- ☒ Behavioral Support Specialist
- ☒ Nursing Service

## VI. ANECDOTAL REPORTS

*Please attach three or four descriptions of activities demonstrating partnerships, agreements, or creative ways the co-op has assisted local districts. The co-op personnel may write the reports, or local schools served by the co-op may write the descriptions. These reports may also include letters sent to the co-op or evaluations of a co-op activity.*

### COOPERATIVE EVALUATION

Per Ark. Code Ann. § 6-13-1020 and [Rules Governing Education Service Cooperatives](#) Sections 21.00 and 22.00, all active Education Service Cooperatives must be evaluated at least once every five years and include the results in the annual report submitted to the Department of Education. The evaluation schedule is determined by the Commissioner of Education and conducted by an evaluation committee of no more than nine people. The committee is made up of local stakeholders, educators, representatives for higher education, and parents.

The evaluation process includes an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness. This information is shared with the committee via a cooperative [NARRATIVE SUMMARY](#) and [EVALUATION RUBRIC & LINKED DOCUMENTS](#). The evaluation committee reviews the

evidence for each component, as well as conducts interviews with a variety of stakeholder groups: administrators, cooperative employees, regional educators, and special focus groups determined by the cooperatives. The interviews allow regional districts the opportunity to express their satisfaction and concerns regarding the manner in which the cooperative is operating and fulfilling the needs of the schools.

At the conclusion of the on-site visit by the evaluation committee, the committee indicates the cooperative's levels of success in each category using the criteria outlined in the rubric found in Appendix 2 in the [Rules](#) document. Each section of the rubric is scaled from 1 ("in need of immediate support") to 5 (excellence"), and the cooperative is assigned an overall rating of 1 to 5. The final report of the evaluation is presented to the cooperative, region districts, and the State Board of Education.

The CRESC evaluation occurred on November 17, 2022. The cooperative received an overall rating of 5/Excellence. The CRESC [FINAL EVALUATION REPORT](#) was presented to the State Board of Education and [accepted](#) by the board on January 12, 2023.

## ***PARTNERSHIPS***

The ability to bring the CRESC mission to actualization is contingent, in part, upon partnerships with several educational organizations. The efforts of these entities often overlap in services and support that allow CRESC to serve and assist districts in meeting Standards for Accreditation (SFA), maintaining compliance with current legislation, and addressing prevalent issues (e.g., teacher shortages in high-need areas).

**Arkansas State University (ASU) and the ASU Educational Renewal Zone (ERZ)** Since the advent of Education Renewal Zones in 2004, the education cooperatives have played a vital, sustaining partnership role in their work. Notably, the Crowley's Ridge Education Service Cooperative (CRESC) had been a significant collaborator with the Arkansas State University Education Renewal Zone (ERZ).

The ASU ERZ routinely coordinates with the CRESC Teacher Center Coordinator (TCC) to plan and host annual meetings, such as the Principals Institute, and ERZ stakeholder meetings throughout the year ([Communications](#)). CRESC continued in 2022-23 to make meeting rooms available for the Arkansas Tutor Corp trainings, as they were needed. When virtual support meetings were scheduled, the TCC shared the [schedule and links](#) with

regional districts. Additionally, the ERZ joined the monthly principals meetings to provide updates on the tutor program. New meetings for 2022-23 included the Parent & Community Forum on the state of education in Arkansas. This particular meeting provided community stakeholders a forum by which to discuss educational concerns and potential ways to progress education in Arkansas.

The ERZ continued to collaborate with CRESC and provide opportunities for regional educators to attend fall and spring sessions for topics including High-Reliability Schools/Teachers, Data Pictures, RTI, Guaranteed and Viable Curriculum, and The New Art and Science of Teaching. These sessions were presented by leading educators in their field: Tina Boogren, Eric Twadell, Mike Mattos, Shellye Gies and Tim Brown.

CRESC and the ERZ began collaborating in 2020 to host an inaugural Region Three [Educators Rising](#) Conference, made possible by a grant from DESE via the Walton Foundation. Educators Rising establishes a pathway for pre-educator students in high school to assist districts in cultivating their next generation of highly skilled educators through a “grow your own” initiative. When students meet the criteria through their [Concurrent Credit CTE program of study](#), they have the opportunity to earn a Certified Teaching Assistant (CTA) credential. Students with this credential can then begin their pathway to becoming licensed teachers through the Arkansas Teacher Residency model and employment with their district. This is a priority for meeting the needs of districts with teacher shortages.

ASU's Department of Teacher Education joined the partnership this year as the 2022 [Region Three Conference](#) was held at the Cooper Alumni Center on the ASU campus again. Events, keynote speakers, and EPP Vendors were secured by the ERZ and CRESC. In addition, they worked together to coordinate the presenters' agendas, competition schedules and to secure evaluators. Sixty-two students from eight districts in the CRESC and Northeast AR ESC regions attended the conference, with several students competing in twelve categories. First-place winners in each category qualified to compete at the national Educators Rising Conference in Orlando, FL.

In addition to collaborating on Arkansas Tutoring Corps and Educators Rising initiatives, the ERZ and CRESC worked together to plan and host the CRESC Principals Institute at the Cooper Alumni Center on the campus of ASU (Agendas: [LINK](#)). An area of focus for the 2022 institute was *The Mental Well-Being of Your Teachers and Staff*. A highlight of the

2022 sessions included updates from Ms. Sandra Hurst, Office of Educator Effectiveness and Licensure, regarding the new [Educator Effectiveness System](#) that replaced EdReflect in the 2022-2023 academic year. Ms. Tiffani Grayer and Dr. Matthew Sutherlin, Office of Public School Accountability, shared information regarding the Timeline-Reporting Connection and Standards for Accreditation. Guest presenter Chris Williams spoke about the Arkansas Youth Challenge, and Dr. Donny Lee from Harding University spoke about parental and community engagement. Dr. Byron McClure, the founder of Mindsets Academy, provided the leading session, “Your Staff and Mental Health.”

The partnership between CRESC and the ERZ was instrumental in securing the facilities, scheduling speakers, and providing materials. Participants’ consensus regarding their approval of the event was 3.8 on a scale of 1 to 4. [Evaluation Responses: [LINK](#)]

### **Arkansas Department of Education (ADE) Division of Elementary and Secondary Education**

#### *TESS*

CRESC partnered with the ADE Division of Elementary and Secondary Education (DESE) to support all educators in analyzing teaching performance. The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System ([TESS](#)). The cooperative specialists supported administrators with their utilization of TESS. They offered additional training on the TESS components with personalized learning opportunities for novice teachers and new hires at the district or campus level. Participants in the ArPEP program received introductory training on TESS during the first week of their Summer Academy and revisit various TESS components as they apply to the modules of study. In conjunction with the Arkansas Association of Educational Administrators (AAEA), DESE provided TESS Credentialing and Ethics for Administrators via the Beginning Administrators Induction ([BAI](#)) program. [Rules [LINK](#)]

#### *CURRICULUM SUPPORT*

CRESC content specialists partnered with the DESE Division of Learning Services to write or further-develop statewide training, standards revisions, and item reviews of the new Arkansas Summative Assessments in English Language Arts, Mathematics, and Science for grades 3-10. Projects developed with CRESC committee members included *Science of Reading: Revisions of K-2 and 3-6 RISE; The Reading Comprehension Blueprint; The Writing Revolution; GPS: Unit Development, and GPS: Science Assessment.*

Additional curriculum support was made available through a variety of measures and funding opportunities. Content specialists and the TCC received training for High-Quality Instructional Materials ([HQIM](#)) and [Arkansas EdReports](#). In essence, HQIM helps ensure that students have equitable access to grade-level standards, quality resources, inclusive practices, and evidence-based instruction. Teachers are also assisted in the implementation of HQIM through an “Ecosystem of Support” that includes CRESC. The content specialists embedded HQIM information and support in their routine classroom support, and all administrators and building principals were provided with an overview of HQIM and EdReports. This information was also introduced in the ArPEP modules related to standards, curriculum, lesson planning, and assessments.

The co-op was awarded an “Acceleration through Communities of Practice” grant to develop and support the adoption and implementation of HQIM. CRESC collected data from districts regarding the curricula being used in math and literacy; all 22 districts responded. Based on specific curricula that has been identified as HQIM through EdReports, CRESC contacted vendors on the [Professional Learning Partner Guide](#) from [Rivet Education](#) who were vetted to support those curricula used in the CRESC region. Seven vendors submitted a Request for Proposal to support 11 curricula in literacy and math. Five vendors were selected, based on the proposed plans for implementation and support. Details can be found on pages 92-93 in the “Special Projects” section of the Programs summarized in this report.

#### *TEACHER RESIDENCY MODEL*

In an effort to address the teacher shortage in the area, CRESC and DESE partnered to promote the [AR Teacher Residency Model](#). Time was scheduled during board meetings throughout the year for presentations by DESE and DCTE personnel. Karli Saracini and Edie Stewart presented in October to provide an update on the steps and responsibilities of stakeholders involved in the residency program. This was a follow-up to the initial presentation by Dr. Ivy Pfeffer earlier in the year. Ross White, Director for the Division of Career and Technical Education (DCTE) joined Karli Saracini in November to roll-out the Arkansas Teacher Residency Apprenticeship program ([ATRA](#)), a journeyman + apprenticeship plan that will allow potential educators a pathway to a degree and license under the guidance and support of a mentor (journeyman). CRESC was one of four co-ops to receive a \$25,000 grant to assist teachers in getting their Lead Teacher designation in order to become a Journeyman for their districts. This grant covered the costs of training through the National Institute for Excellence in Teaching (NIET) for 12 teachers in the CRESC region. Details can be found on page 95 in the “Special Projects” section.

### *LITERACY SUPPORT*

Per [Act 1082 of 2019](#) and [Act 930](#), schools submit an annual improvement plan to their district that must include a literacy plan. The districts, in turn, may be required to submit a district-wide literacy plan if assessment data meets the criteria: ACT Aspire Summative Assessment scores in Reading that reflect a high percentage (40% or greater) of students scoring “In Need of Support” are used to identify those districts that receive Levelized support. 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.

The CRESC literacy specialists partnered with DESE personnel from the office of Public School Accountability in 2021 to provide Level 3 Coordinated Support or Level 4 Directed Support to identified districts in the region. This partnership continued during the 2022-23 academic year and built upon the work that had begun in 2021 [[Communications](#)].

Monthly or quarterly meetings were related to the districts’ identified priorities in their literacy programs: curriculum (core and supplementary), SoR credentials, assessments, dyslexia services, and writing. Detailed information about the literacy specialists’ tasks is addressed on page 29-31 under “Local District Assistance.”

### *MARVELL-ELAINE SUPPORT*

The Marvell-Elaine School District was placed on Level 5 in November 2022. Subsequently, their waiver for student enrollment size was denied in December 2022. With these two events, a report of a high percentage of teachers not being licensed in their teaching assignment, and a realization that the district was in need of high quality instruction for secondary students, the Office of Coordinated Support and Service requested for Cooperatives to provide direct instruction in the English Language Arts, Mathematics, Science, and Social Studies classrooms at Marvell-Elaine High School. The subject-area leads for the project were: Terri Guy, OCSS (ELA); John Hoy, OCSS (Math), Patrick Quattlebaum, Great Rivers (Science), Kelsey Riley, Great Rivers (Social Studies). The goal of this project was to provide high quality instruction to the seventh through twelfth grade students during the third and fourth nine weeks of the 2022-2023 school year.



Cooperative directors and teacher center coordinators were asked to commit to bringing a team of at least five individuals to provide instruction— two for ELA, one for Math, one for Science, and one for Social Studies. CRESC lent support on two occasions. During the week of February 13-17, 2023, several CRESC personnel volunteered to provide support in needed areas. Science specialists, Adelle Barnett and Tammy Winslow, taught various science lessons to 7<sup>th</sup>-12<sup>th</sup> grade students. The Teacher Center Coordinator, Dr. Dawn Bessee, and specialist, James Lee, divided the week and presented lessons in Arkansas History, U.S. History, and Psychology. They returned to Marvell-Elaine, along with Merry Allen (math), Rebecca Allen (ELA), Mrs. Pamela Castor (director), and Wendy Green (ELA) during the week of May 1-5, 2023, to provide a full week of high-quality instruction in the four core content areas.

### **Arkansas Public School Resource Center (APSRC)**

The Arkansas Public School Resource Center (APSRC) partnered with CRESC to facilitate the “Promoting Educator Effectiveness in Rural Arkansas” ([PEER](#)) model, made possible by a three-year Teacher and School Leader (TSL) discretionary grant from the U.S. Department of Education. CRESC was named as the a partner of the PEER grant and was subsequently in the position to employ a project director and three PEER coaches to help APSRC meet the priorities and goals articulated in the grant application.

The goals of the PEER model are to increase student outcomes, increase teacher effectiveness through improved instructional practice, and implement human capital management systems (HCMS) that grow organizational capacity and are sustainable beyond the life of the grant. The PEER model implemented an HCMS with performance-based compensation incentives to increase educator effectiveness in high-poverty, predominantly rural Arkansas schools. The partnership with CRESC and the work of the PEER program director and coaches set about to promote high-quality educators as *teacher leaders*, as well as retain and grow leadership capacity.

In its inaugural year, 61 schools in 20 districts were on-boarded to participate in the PEER model of support. Six of those districts are located in the CRESC region. The project director and coaches have used their cumulative decades of expertise in academics, leadership, and instructional practices to provide designated teacher leaders with job-embedded support and personalized performance management in those participating districts.

APSRC also coordinates annually with CRESC to provide the required six hours of School Board training each fall. Through this partnership, region school board members receive this training at no cost to the districts. The hours are provided on-site at the CRESC facilities, virtually through Zoom, or via recordings, depending on the preferences of each district.

### **Solution Tree & PLC Support**

In support of the DESE's PLC Initiative, Co-ops have been participating in the monthly "Boardroom to Classroom" trainings with Janel Keating from Solution Tree. As part of this process, Janel Keating guided educators in developing successful districtwide professional learning communities to ensure high levels of learning for every student. High-performing districts develop when collaborative teams at every level align their concepts, practices, and vocabulary. Aligning this work is a top-down, bottom-up cyclical process, starting with the district level and ending with collaborative teacher teams. This session provided district and school leaders with the tools and strategies needed to create a districtwide culture of continuous improvement. Co-ops are an integral part of this work, and have been supporting districts involved in these sessions through Specialist support, and working with administrators who are implementing PLC processes. CRESC Districts Blytheville, Nettleton, Jonesboro, Osceola, and Marked Tree participated in these trainings.

### **LOCAL DISTRICT ASSISTANCE**

*The staff at CRESC utilizes resources and facilitates local programs to fulfil the mission of the cooperative and support districts directly. These programs provide professional development services for faculty and staff in K-12 classrooms and make it possible to provide teachers and services for Pre-K-aged children, as well.*

### **Arkansas Better Chance (ABC) Program**

The CRESC Preschool Program is funded annually by state and federal grants. The Child Care and Development Fund (CCDF) provides resources that enable low-income parents to work or pursue education and training to better support their families while promoting their children's learning and development. CCDF provides funding to enhance the quality of child care for all children. Through the ABC and CCDF Grants, the program provides funding to improve the quality of childcare for all eligible children. CRESC provided services to 345 eligible preschool children three or four years of age. CRESC provides preschool services in eighteen licensed classrooms on eight school campuses in five counties.

The preschool program provides services to children who are three or four years old by

August 1<sup>st</sup> of each year. Preschool services include preparing children for kindergarten. Areas of focus include pre-reading (letter-sound recognition) and pre-mathematics (number recognition and counting activities). Science activities are related to the natural world through observation and experimentation. Free supportive services include speech therapy, specialized instructional services, and occupational and physical therapy.

### **Early Childhood Special Education Program**

In cooperation with 22 school districts, Crowley's Ridge Educational Service Cooperative provides an Early Childhood Special Education Program for 3-5-year-old children. This program operates under an itinerant service model to provide educational support to children under the requirements of IDEA. The staff collaborates with area preschools and day-treatment centers to conduct mass screenings for preschool children residing within the boundaries of our 22 member districts. These screenings aid in identifying students who may be at-risk for delays in development.

During the 2022-2023 school year, the Early Childhood Program provided preschool special education services to approximately 641 children. Approximately 440 children transitioned to kindergarten for continued services. The collaboration between the Early Childhood Special Education Program and the member districts allows a seamless transition into school as the student enters kindergarten.

### **Literacy & Dyslexia**

Literacy specialists provided support for curriculum, instruction, and leadership to assist member districts in meeting or exceeding literacy accreditation standards and equalizing educational opportunities. Specialists assisted with implementing district- and school-level literacy plans to help ensure a well-founded scope and sequence of literacy instruction and interventions that supported students' literacy development from grade to grade and across campuses. To that end, specialists aided with reviewing and adopting an [approved literacy curriculum](#) aligned with the Science of Reading (SoR). Once adopted, specialists assisted in ensuring the implementation of each curriculum with fidelity.

Specialists also helped schools meet the expectations of the Right To Read Act ([Act 489](#)) by providing professional development for proficiency pathways in the SoR, including RISE and

multiple stand-alone days required to complete Pathway D. In addition, the specialists met regularly with building administrators and designated SoR assessors to share fundamental expectations, phonological awareness, vocabulary, oral language/collaborative communication, phonics, morphology, comprehension, and related interventions, as well as the grade-specific “look-fors” pertaining to the principals’ responsibility to evaluate the teachers requiring a Proficiency Credential in the SoR.

While literacy coaching is a part of the ESC literacy specialists’ 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. Arkansas has five levels of support (General, Collaborative, Coordinated, Directed, and Intensive). CRESC literacy specialists, in conjunction with DESE, have provided targeted support to districts in 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. One of those districts is in the CRESC region, and the CRESC literacy specialists work in tandem with ADE as scheduling allows. 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. Three of those districts are in the CRESC region. 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. Six of those districts are in the CRESC region. 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.

CRESC Dyslexia Specialist provided multiple means of support to assist districts in providing services to their students with integrity and fidelity, as articulated in current legislation. The Dyslexia Specialist delivered Level II profile training and held five support meetings for dyslexia coordinators and administrators during the year. She also aided districts with dyslexia screening and program implementation and brought certified speakers to the area to provide 504 Law training.

## PROGRAMS

### **PROGRAM: Arkansas Better Chance (ABC) and Child Care Development Fund (CCDF)**

FUNDING AMOUNT: State ABC \$1,639,739.40  
Federal CCDF \$649,550.00 including American Rescue Plan Funds

COMPETITIVE GRANT: Yes\_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: Blytheville, Cross Co., Earle, Gosnell, Marked Tree, Riverside, and Marion

PERSONNEL:

#### CERTIFIED

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
COBURN, SHARON	48	MSE	Coordinator
ALLEN, SOPHIE	01	BSE	Teacher
AUSTIN, ASHLEY	15	MSE	Site Facilitator
BALLARD, LISA	07	BSE	Teacher
BOOTH, APRIL	01	BSE	Teacher
BRYANT, LAYOTA	17	MSE	Teacher
COLE, TONYA	01	BSE	Teacher
COLES, DANIELLE	04	BS	Teacher
COLLINS, MIROSLAVA	11	BSE	Teacher
COVEY, SHANNON	02	BSE	Teacher
GILLIS, EMILY	16	MSE	Teacher
HANEY, ELIZABETH	25	MSE	Teacher
HICKS, JESSICA	01	BSE	Teacher

HILL, RACHEL	12	BSE	Teacher
KENNEDY, AMBER	05	BSE	Teacher
LESTER, LEANNE	14	MSE	Site Facilitator
PRICE, LEKERIA	04	BSE	Teacher
SANDERS, JENNY	14	BSE	Teacher
WILKINSON, SHARLA	09	BSE	Teacher
WILBANKS, KIMBERLY	08	BSE	Teacher
WILLIAMS, KIMBERLY	22	MSE	Teacher

### CLASSIFIED

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
BARD, JESSICA	04		Paraprofessional
BEAL, ERICA	05		Paraprofessional
BEITH, KIMBERLY	05		Paraprofessional
BROWN, FRED A	03		Administrative Asst.
BROWN, RIVER	02		Paraprofessional
BRUMLEY, COURTINE	01	AA	Paraprofessional
CLEVELAND, ELECE	05		Paraprofessional
COTTON, EDNA	07		Paraprofessional
COX, KERSTEN	01		Paraprofessional
FARROW, SARA	01		Paraprofessional
GARRETT, ANNIE	28		Paraprofessional
HARRISON, CHERYL	01		Paraprofessional
HURSEY, DEMETRIA	07		Paraprofessional
JAMES, ANGELA	07		Paraprofessional
MARTIN, VICKIE	01		Paraprofessional
MIDDLEBROOK, VENECIA	13		Paraprofessional
MILES, CANDACE	01		Paraprofessional
WALLS, MAKENZIE	02		Paraprofessional
WESTMORELAND, S.	03		Paraprofessional
WILLIAMS, ELIZABETH	08	AA	Paraprofessional
WILSON, JEARLENE	24		Paraprofessional
WOODALL, MEGHAN	08		Paraprofessional
WRINKLES, MARY	01		Paraprofessional



## **GOALS:**

- To provide high-quality preschool services on behalf of the public school system.
- To provide access to stable, high-quality child care and early learning experiences to improve the odds of success for two generations – parents and children - who rely on child care across the country.

## **PROGRAM SUMMARY:**

The CRESC Preschool Program is funded annually by state and federal grants. The Child Care and Development Fund (CCDF) provides resources that enable low-income parents to work or pursue education and training to better support their families while promoting their children's learning and development. CCDF provides funding to enhance the quality of child care for all children. This year, CRESC provided services to 345 eligible preschool children in eighteen licensed classrooms on eight school campuses in five counties.

The **American Rescue Plan Act of 2021** included funding for child care stabilization grants for states. The goal of the stabilization grants is to give financial relief to child care providers to help them pay for unexpected business costs associated with the pandemic, and to help stabilize their operations so they can continue providing quality care to children.

The preschool program provides services to children who turn three or four years old by August 1<sup>st</sup> of each year. Preschool services include preparing children for kindergarten. Areas of focus include pre-reading (letter-sound recognition) and pre-mathematics (number recognition and counting activities). Science activities are related to the natural world through observation and experimentation. Free supportive services include speech therapy, specialized instructional services, and occupational and physical therapy.

## **MAJOR HIGHLIGHTS OF THE YEAR:**

CRESC ABC sites are located on school campuses. The Prek children, teachers, and parents enjoyed the opportunity to be back in person after the pandemic. Children were excited about going to Prek and making new friends.

The addition of new classrooms was also a major highlight of this year. We opened additional PreK classrooms at the following sites:

- Lake City - a second classroom was opened
- Blytheville - a third classroom was opened

- Cross County - a third classroom was opened
- Gosnell - a fourth classroom was opened

### **Academic Focus: Literacy**

This year's primary academic focus continued the implementation of the ABC-sponsored PreK RISE. PreK RISE brings the foundational elements of the Science of Reading to the ABC PreK classrooms. ABC encouraged Prek programs to implement PreK RISE within the *next three years*. The CRESC PreK staff quickly recognized the value of implementing a structured, age appropriate literacy program. CRESC Prek Teachers volunteered to be part of the initial training group for PreK RISE.

Phase I and Phase II PreK RISE: LETRS Training Prek RISE: Launchpad. The CRESC Preschool received training through the ABC sponsored Phase I LaunchPad PreK literacy Program. CRESC was also one of the first programs to implement the PreK RISE program. All ABC preschool teachers and paraprofessionals completed the Phase I and Phase II training. As a result, the children enjoyed the daily activities, including animated interactive lessons and review sessions. CRESC classrooms utilize large screen monitors so children could learn more easily from the activities. The children were eager to participate in the PreK RISE activities, and the teachers reported promising results for Pre-K children through the Science of Reading (SoR) activities.

### **Supplemental Literacy Support**

CRESC PreK classrooms also incorporated a supplemental literacy curriculum by including the Heggerty Phonological Awareness Preschool Program as a supplemental curriculum. Heggerty was selected because it is the Phonological Awareness program used in K-2 in all schools where CRESC has Pre-K sites. Teachers and paraprofessionals received training in the Heggerty program, and all CRESC PreK classrooms received the Heggerty materials in 2020-21. By using the same language, sequence, and materials as region K-2 teachers, CRESC PreK teachers can better prepare children for the transition to kindergarten and success in the primary grades.

### **Physical Site Improvement**

Each year the CRESC ABC program focuses on physical improvement at some of the PreK sites. This year, a new fence was installed around the playground area for the children at the Lake City School District site. The result was a playground that provided a healthier outdoor classroom for the children. A new trik-track was added at Cross County. Additionally, new blinds were added to the PreK classrooms at Blytheville, Gosnell, Lake City, and Caraway.

The CRESC preschool sites meet all ABC and Arkansas Licensing Standards for providing high quality childcare and early childhood experiences.

**PROGRAM: Arkansas Professional Educator Pathway (ArPEP)**

FUNDING AMOUNT: \$57,200

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes   X   No     

RESTRICTED GRANT: Yes   X   No     

PARTICIPATING DISTRICTS: Blytheville, Brookland, Earle, East Poinsett County, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, , Rivercrest, Trumann, and Wynne; Other districts served outside of the CRESC region include Pocahontas, Pulaski Academy, Sulphur Rock, and West Memphis

**PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
BESSEE, DAWN	32	EdD	Coordinator/Site Facilitator
COBURN, SHARON	46	MSE	Coordinator/Site Facilitator
ALLEN, MERRY	31	BS	Instructor
BAINE, BRAD	28	PhD	Instructor
BRASWELL, MELISSA	28	MSE	Instructor
EPHLIN, BETH	15	MA	Instructor
GATHRIGHT, DIAN	33	EdD	Instructor
GREEN, WENDY	22	MSE	Instructor
HENDRIX, LAUREN	16	BSE/NBCT	Instructor
HOLLOWAY, SANDRA	32.5	BSE	Instructor
LEE, JAMES	25	MSE	Instructor

**GOALS:**

- Teacher Recruitment
  - To recruit diverse candidates for low-income and high minority students
  - To recruit qualified candidates for critical shortage areas
  - To develop partnerships with local districts to assist with finding qualified candidates
  - To help candidates in finding employment for appropriate teaching positions
- Teacher Preparation and Instructional Delivery

- To support teachers with the Teacher Excellence and Support System (TESS)
- To provide Ethics Training
- To provide Science of Reading Training
- To provide Math Quest Training (when needed)
- To instruct teachers on how to use High-Quality Instructional Materials
- To provide Praxis Support (when needed)
- To support teachers with an Alternate Assessment Plan (when needed)
- To support teachers and help them create a scoreable edTPA portfolio
- To provide the required Professional Development needed for licensure

### **PROGRAM SUMMARY:**

The Arkansas Professional Educator Pathway (ArPEP) is an alternative preparation route to obtaining an Arkansas teaching license for college graduates holding at least a bachelor's degree. The program is administered under the direction of the Division of Elementary and Secondary Education (DESE). The DESE Office of Educator Effectiveness monitors it with the guidance of the 2022-2023 ArPEP Handbook.

Participants may be employed as part-time or full-time classroom teachers in an Arkansas school while completing the requirements for a Standard Arkansas teaching license. Qualifying participants receive a current, valid, two-year Arkansas Provisional Teaching License to work as a teacher of record, earning a salary with benefits while completing the program. Those who meet all program and licensure requirements receive their Arkansas Standard Teaching License.

The program is a two-year preparation track that includes Instructional Modules, appropriate employment as a classroom teacher, assessments, and on-the-job professional learning. Participants are mentored and receive focused feedback and evaluation via the state's mentoring and teacher evaluation models. ARPEP is a technology-rich program and requires skills related to using a computer or mobile device, software applications, and the Internet. Program administrators are dedicated to the focus of providing rigor and relevance in teacher preparation, as articulated in the ARPEP Mission.

The program's capstone experience is a submission to edTPA®. This pre-service teacher assessment process includes reviewing a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to teach their subject matter to all students effectively.

During 2022-2023, highly-qualified instructors delivered in-person ArPEP Instructional Modules. They offered valuable insight into current, evidence-based best practices in teaching and learning and effectively delivered instruction for ArPEP participants. Module work included classroom management strategies, standards analyses, lesson plan development, and assessments. The modules were comprised of pedagogical content designed for teaching in specific content/subject areas and grade levels. The module work helped prepare participants to be “Day-One-Ready” for the first year and edTPA work in the second year. Site facilitators revised many modules to include updated content and introduce current areas of interest (e.g., social-emotional learning and mental well-being). They also embedded practices highlighted in Marzano’s *The New Art & Science of Teaching* and Wong’s *The First Days of School* and *The Classroom Instruction Book*.

Two highly-qualified facilitators directed the CRESC site. All ArPEP personnel have multiple years of experience in their respective content areas and at least a graduate-level degree or a National Board Certified Teacher designation.

### **MAJOR HIGHLIGHTS OF THE YEAR:**

CRESC had its largest enrollment since becoming an ARPEP site four years ago: 31 teachers in Year 1 and 20 teachers in Year 2.

- Eighteen ArPEP participants were teachers of record in schools identified as high poverty (3 schools), high minority (4 schools), or both (6 schools).
- Eighteen ArPEP participants were teachers of record in critical shortage areas of mathematics, social studies, science, art, and music.
- One hundred percent of Year 1 participants met all completer criteria; 95% of Year 2 participants met all completer criteria.
- All Year 1 and Year 2 participants completed Phase 1 of a prescribed pathway for their Science of Reading Proficiency Credential or completed the Arkansas IDEAS modules for their Science of Reading Awareness Credential.

### **PROGRAM: Arkansas Public School Computer Network (APSCN)/Student Management Systems (SMS) Field Analyst**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Osceola, Rivercrest, Riverside, Success, Trumann, Valley View, Wynne.

**PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
RHOADS, PAM	20	BS	APSCN Student Field Analyst

**GOALS:**

- To provide end-user training and support to Arkansas public school districts using the statewide- networked eSchoolPlus Student Management System and the PowerSchool Enrollment program.
- To provide technical assistance to school districts on-site to evaluate and resolve end user problems using the Student Management System software, including state-required reporting.

**PROGRAM SUMMARY:**

The field analyst assists district users with the reporting program, eSchoolPlus, which all districts now use. The eSchoolPlus system focuses on student management, including demographics, medical, discipline, scheduling, all aspects of mark reporting, and attendance, as well as implementing a report writing tool called Cognos Analytics. Cognos Analytics reports articulate a school's effectiveness. eSchoolPLUS also streamlines communication for teachers, parents, and administrators via the Teacher Access Center and Home Access Center portals. The PowerSchool Enrollment Program has also begun to be utilized by the school districts in the CRESC area.

The Field Analyst provides user training and technical support on-site and at the educational cooperatives on all aspects of eSchoolPLUS and PowerSchool Enrollment. This service is vital for quality data management and accuracy in state reporting.

**PROGRAM: Behavior Support Specialist**

FUNDING SOURCE: Federal- Part B  
 COMPETITIVE GRANT: Yes \_\_\_ No X  
 RESTRICTED FUNDING: Yes X No \_\_\_  
 PARTICIPATING DISTRICTS: Statewide

**PERSONNEL:**

	<b>Degree</b>	<b>Job Title</b>
Shelia Smith	PhD	Behavior Support Specialist Coordinator-
Shana Bailey	MS	Behavior Support Specialists

Jennifer Brewer	Ed.S.	Behavior Support Specialist
Julie Butterworth	M.C.D	Behavior Support Specialist
Sandy Crawley	MSE	Behavior Support Specialist
Kelly Davis	MEd	Behavior Support Specialist
Sonia Hartsfield	MEd	Behavior Support Specialist
Audrey Kengla	MS	Behavior Support Specialist
Amanda Kirby	MSE	Behavior Support Specialist
Kat Lancaster	M.A	Behavior Support Specialist
Lindsey Lovelady	MS	Behavior Support Specialist
Allison Mears	LPC	Behavior Support Specialist
Sarra Petray	Ed.S.	Behavior Support Specialist
Nicheyta Raino	MEd	Behavior Support Specialist
Jenna Stapp	M.A.T.	Behavior Support Specialist
Connie Thomason	MEd	Behavior Support Specialist
Mary Walter	Ed.S.	Behavior Support Specialist

## **GOAL**

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

## ***BX3 PROJECT***

### **GOAL**

- BX3 is a capacity-building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior supports for all students. Cohort 3- Alma Intermediate-Alma, Asbell Elementary-Fayetteville, Beard Elementary- Fort Smith, Happy Hollow Elementary-Fayetteville, McNair Middle School - Fayetteville, Bald Knob High School, Cave City Elementary-Cave City, McRae Elementary - Searcy, University Heights Elementary - Nettleton, Holly Harshman Elementary - Mena, Horatio Elementary - Horatio, Mena Middle School- Middle, Mena High School- Mena, Oscar Hamilton Elementary - Foreman, Bryant Elementary- Bryant, Collegeville Elementary - Bryant, Guy-Perkins Elementary- Guy Perkins, Hurricane Creek Elementary - Bryant, Pottsville Jr High- Pottsville, Springhill Elementary - Bryant

## **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 at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

## **MAJOR HIGHLIGHTS OF 2022-23**

- Accepted Cohort 3 with 20 building-level teams across the state
- 97% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 96% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting our SMART goal(s).
- 98% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 94% of participants in Cohort 3 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 technical assistance and support to local school personnel in the identification and educational programming for students identified with autism
- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

## **PROGRAM SUMMARY:**

The Behavior Support Specialist (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 for the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

### **MAJOR HIGHLIGHTS OF 2022-2023**

Provided on-site coaching and consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 148 CIRCUIT referrals across all Education Service Cooperatives

### ***Professional Learning Opportunities***

#### **GOAL:**

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

### **PROGRAM SUMMARY:**

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

### **MAJOR HIGHLIGHTS OF 2022-2023:**

- Offered 25 of the 5 Essential Components of School-Wide Behavior Supports professional developments and trained 84 building-level teams. In June, Springdale will train all of their buildings (30+ teams) with approximately 300 participants.
- Added 13 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/>
- Provided over 170 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 3233 participants
- Scheduled 61 additional professional learning opportunities by the end of 6/30/23

### ADDITIONAL BSS HIGHLIGHTS OF 2022-2023:

- Presented at Arkansas School Psychology Association Conference
- Presented at SEAS Conference
- Presented at Arkansas Association of Alternative Educators Conference
- Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments
- Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2
- 9 BSS attended the PBIS Leadership Forum
- 2 BSS attended the LRP Institute Convention
- Served on DESE Leadership Team for Arkansas THRIVE
- Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)
- Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy 1/2023, 3/2022, 6/2022)

### PROGRAM: Career and Technical Education

FUNDING AMOUNT: Federal \$482,327.22 State \$55,000

FUNDING SOURCE: Federal - Carl D. Perkins

COMPETITIVE GRANT: Yes\_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: Armored, Bay, Brookland, Buffalo Island Central, Cross County, East Poinsett County, Earle, Gosnell, Harrisburg, Manila, Marked Tree, Nettleton, Osceola, Rivercrest, Riverside, and Valley View

### PERSONNEL:

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
SNYDER, JENNIFFER	14	BA	Career & Technical Ed. Coordinator
BROWN, FRED A	1.3		Administrative Assistant
MCDERMOTT, KRISTY	0.7		Administrative Assistant

### GOALS:

- To prepare a job-ready, career-bound workforce to meet the needs of Arkansas employers with a vision of being a workforce and career development model.
- To obtain ongoing stakeholder feedback through regularly-convened regional meetings to ensure program offerings are 1) aligned to local needs, and 2) to ensure students are

engaged in current and relevant learning.

- To promote innovation in education in ways that will cultivate and support teaching and learning
- To create a culture that will increase students' readiness for success in a continually changing college and career landscape
- To prepare ALL students for success in the workforce, post-secondary education, or the military.

### **PROGRAM SUMMARY:**

In Career and Technical Education, students are taught valuable technical skills in the areas of Agriculture, Business, Family & Consumer Sciences, STEM, Auto Mechanics, and Medical Professions. Students may also learn in the fields of trade and industry, including Construction, Drafting and Design, Medical Professions, Welding, and more. Measurable indicators are proficiency in literacy, mathematics, science, technical skill attainment (industry certifications), high school course completion and graduation, placement, and nontraditional participation and completion. In addition, students have the opportunity to earn industry-based certifications that will help with post-graduate placement in the workforce. Teacher instructor certifications were offered throughout the year so that they could certify more students. Schools must offer courses in a minimum of three programs of studies across three occupational areas to comply with state accreditation.

The Career and Technical Education (CTE) program of Crowley's Ridge Educational Service Cooperative coordinates the Carl D. Perkins Career and Technical Education Act of 2006 and the Arkansas Department of Career Education initiatives. This office serves as the liaison between member schools and the CTE staff at the DESE Division of Career and Technical Education (DCTE). DCTE works closely with secondary career centers and area colleges to ensure the Memorandums of Understanding (MOUs) they hold with CRESC consortia schools have approved programs of study. The program serves sixteen consortia districts: Armored, Bay, Brookland, Buffalo Island Central, Cross County, East Poinsett County, Gosnell, Harrisburg (including Weiner), Earle, Manila, Marked Tree, Nettleton, Osceola, Rivercrest, Riverside, and Valley View.

Technical assistance, as well as professional development opportunities, are offered to all non-consortia schools. This service includes serving as a resource for developing local Perkins projects, providing updates from the state office, improving programs, collaborating and planning

the Local Regional Advisory meetings, and providing career planning services as needed. The program also serves non-consortia schools in the CRESC area: Blytheville, Newport, Jonesboro, Marion, Trumann, and Wynne. In an effort to build PLCs within singletons, non-consortia teachers attended Collaborative PLC professional developments in the fall. Groups of various divisional areas came together to work on lesson plans, activities, project based learning, and CTSOs. Attendees received Teacher Instructor Certifications to certify more students in the classroom with industry-based certifications. Teachers were also encouraged to join their professional organizations and lead by example for their students in their CTSO. Perkins-funded memberships were allowed through ACTE; therefore, that became an option for CTE teachers.

### **MAJOR HIGHLIGHTS OF THE YEAR:**

- Ten competitive state startup grants were awarded for \$250,201.72.
- An Innovative Grant was awarded for \$85,125.00.
- Students participated and were recognized through district, regional, and national student organizations in virtual and face-to-face events.
- CRESC CTE presented the Manila CTE Showcase featuring seven programs of study to members from ADE, DCTE, DESE, CRESC, Manila City Officials, Industry partners, Manila School Board members, community partners, Manila staff, and students.
- The *Seamless* platform proved to be a smooth transition for teachers to upload student certifications into the system.
- Engaging and meaningful professional development has been designed and built with the teacher in mind. CTE Summer Conference will allow for one week of exclusive Perkins approvable professional development that will allow for equipment with training that can be brought back to the classroom for project based learning opportunities.
- Several bills were signed into law regarding Career and Technical Education.
  - SB294/ACT 237 - The AR LEARNS Act - This Act outlines the Governor's plan for Education in Arkansas. Career and Technical Education is mentioned several times throughout. One of the most interesting pieces of legislation is the Career-Ready Pathways to Diploma and the focus on career awareness as early as sixth grade. We are fortunate, as this is already something that CTE has been focused on for years. We are ahead of the game.
  - SB470/ACT 654 - An act concerning Career & Technical Education; to amend the law concerning weighted credit concerning Career & Technical Education courses; to amend the law concerning statewide student assessment systems used to measure college and career readiness; to amend the computer science education advancement act of 2021 to

include computer science -related career & technical related education courses as eligible for credit; and for other purposes

- HB1329/ACT237 - To create a means by which public school students may substitute comparable elective coursework in career and technical education for required for academic classes.
- HB1336/ACT 243 - To create an Agricultural Education Pilot program in public elementary schools.

#### **PROGRAM: Content Specialist: Literacy**

FUNDING AMOUNT: \$360,000 for total program operations  
 FUNDING SOURCE: AR Dept. of Education, Learning Services Division,  
 K-12 Literacy Unit

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

#### **PARTICIPATING DISTRICTS:**

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

#### **PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
ALLEN, REBECCA	22	M. Ed. (NBCT, CALT)	Literacy/Dyslexia Specialist
BANDY, ANGIE	24	MSE (NBCT)	Literacy Specialist
BRASWELL, MELISSA	28	MSE	Literacy Specialist
GREEN, WENDY	22	MSE	Literacy Specialist

#### **GOALS:**

- To support schools in implementing curriculum and instructional practices aligned to the Science of Reading and assist educators in meeting an appropriate Prescribed Pathway credential, as mandated by Act 1063, the Right to Read Act.
- To assist schools in their efforts to serve their dyslexic students and become fully compliant with Act 1268, the amended dyslexia law.
- To develop, provide, and support the implementation of scientific, research-based professional development for all schools in our cooperative region through staff development, technical assistance, and instructional support for all district educators.

- To assist schools in meeting state and federal standards through developing effective strategies, including explicit instruction, brain-based instructional strategies, differentiated instruction, formative assessments, and summative assessments.
- To assist schools and districts in articulating, designing, and implementing campus-wide and district-wide literacy goals through collaborative data disaggregation, professional learning communities/teams, effective planning strategies, and effective grading practices.
- To provide individual teacher and classroom support (as requested) through collaborative standards analysis, lesson planning, modeling, and pre- and post-lesson observations and conferences, as well as individual instructional support for teachers' and administrators' implementation of professional development with rigor and fidelity.

### **PROGRAM SUMMARY:**

The literacy program is designed to support the literacy needs of all schools and districts in the CRESC region. This support is accomplished through the delivery of scientific, research-based professional development, job-embedded training, and subsequent support for educators and administrators to implement effective literacy practices with fidelity and rigor. The Literacy specialists work with individual teachers, teams, and entire faculties as they work towards increased student achievement and meeting the developmental and cognitive needs of all learners. All trainings are based on the most current research available and correlate to the Arkansas English Language Arts Standards and core content-specific standards for Arkansas. Per schools' and districts' requests, the Literacy specialists also provide additional support for those campuses that the state has identified as needing improvement.

Professional development and on-site support are provided during the summer and throughout the school year. These trainings and support opportunities include, but are not limited to: ·

Dyslexia for Classroom Teachers

Dyslexia Screening Administration

- The Writing Revolution 3-12
- The Reading Comprehension BLUEPRINT 3-12
- Curriculum alignment and implementation
- Small-Group Reading Instruction
- Content Area Reading Strategies
- Morphology Instruction
- Vocabulary instruction
- Instructional Facilitator Training

- Science of Reading implementation
- Reading Initiative for Student Excellence Academy (RISE), K-2
- Reading Initiative for Student Excellence Academy (RISE), 3-6

## **MAJOR HIGHLIGHTS OF THE YEAR:**

### ***Literacy***

- CRESC Specialists worked alongside the DESE Office of Public School Accountability and District Support Team to support schools identified as needing literacy support. Eleven school districts in the CRESC region were designated to receive Level 3, 4, or 5 support. This collaborative team met quarterly or monthly with districts to implement the plan of support created by DESE for each district. Support included classroom visits with feedback, modeling, collaboration meetings, and professional development for staff and administrators. Additionally, co-op specialists guided districts in reviewing, selecting, and implementing approved literacy curricula.
- Multiple teachers implemented evidence-based literacy practices and interventions successfully. One hundred percent of the teachers who were part of the Critical Reading or Strategic Reading PD cohorts indicated successful implementation of Tier 2 Intervention Reading courses in their schools. Eighty-six percent of surveyed teachers indicated successful implementation of Science of Reading practices in grades 3-6, while eighty-nine percent of teachers surveyed indicated successful implementation of Science of Reading practices in grades K-2.
- The CRESC literacy specialists furthered their professional knowledge and growth regarding reading and writing proficiency by attending multiple sessions of “Comprehension Blueprint” and “The Writing Revolution” PDs. The specialists used their knowledge to support districts that opted to implement the Writing Revolution process.

### ***Dyslexia***

- The CRESC dyslexia specialist scheduled multiple opportunities for dyslexia contacts from each school district to meet via Zoom and in person. In addition to regular contact meetings, coordinators were offered two professional development trainings from DESE personnel, Vicki King (Utilizing the Dyslexia Characteristic Profile to Analyze Level II Dyslexia Screening Data) and Robin Stripling (The Evolution of the Arkansas SPED Model including Dyslexia Intervention). The CRESC dyslexia specialist also supported districts in determining and maintaining fidelity to program(s), securing appropriate training, analyzing data, and planning for future instruction.

- The specialist began the path to become a Take Flight Qualified Trainer. She attended 14 days of training, provided multiple lectures and book discussions, and demonstrated lessons for a new cohort of Take Flight trainees. Once her training is complete, she can provide Take Flight training for CRESC and other interested cooperatives.

**PROGRAM: Content Specialist: Mathematics**

FUNDING AMOUNT: \$180,000 for total program operations

FUNDING SOURCE: AR Dept. of Education, Learning Services Division,  
K-12 Math Unit

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

**PARTICIPATING DISTRICTS:**

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

**PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
LEE, JAMES	25	MSE	Math Specialist
ALLEN, MERRY	31	BS	Math Specialist

**GOALS:**

- To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement members, instructional assistants, mathematics interventionists, parents, special education, in the area of standards-based mathematics curricula, instruction, and assessment.
- To promote and lead change in mathematics education by facilitating conversation around the new Arkansas K-12 Mathematics Standards and assisting schools in meeting those standards by providing and modeling effective instructional strategies based on the five practices model.
- To develop and provide staff development training, technical assistance, and instructional support as requested by DESE and CRESC member schools.
- To provide training to teachers on selecting and using HQIM.
- To provide training and assistance to teachers on identifying and using essential standards.



- To provide support for the successful implementation of PLC practices.

### **PROGRAM SUMMARY:**

The mathematics program strives to anticipate and meet the continuing needs of the 22 public school districts in the Crowley's Ridge Education Service Cooperative area. The mathematics specialists work with districts, as requested, to develop, support, and promote effective research-based mathematics programs designed to encourage maximum achievement for all students. The Math Specialist organized and presented professional development and school support based on the needs of each district. The specialists used surveys and observations to collect data regarding the effectiveness and levels of implementation of the content of the professional development sessions. It is common practice for the specialists to use the data to revise plans and improve support.

Mathematics professional development opportunities are available to area schools throughout the year. Such mathematics professional development opportunities include but are not limited to:

- The Arkansas K-12 Mathematics Standards
- Math Content 3-5
- Instructional Practices
- Math QuEST
  - ICM
  - Illustrative Mathematics for K- 8 and High School
- Data and statistics
- Quantitative Literacy
- District Leadership Meetings
- Team meetings/ Professional Learning Communities

In addition to professional development opportunities, the CRESC math specialists support teachers with components of TESS (e.g., classroom observations for content knowledge, instructional strategies, student engagement, and classroom management; lesson planning and periodic assessments). They also support district leadership team meetings, campus/department meetings, and PLC meetings. The math specialists routinely collaborate and coordinate with DESE and the Mathematics Unit to create and provide many services. These services and goals are often related to state initiatives and reflect best practices that improve instruction and enhance student achievement:

- Mathematics content at all grade levels and all traditional high school courses
- Improve chances for students to be college and career ready

- Instructional Facilitation Training
- Assessment Preparation and Planning (formative and summative)
- Model Lessons for Instructors with Pre- and Post-Discussion
- Data Analysis
- Data Modeling
- Arkansas K-12 Mathematics Standards Understanding
- Understanding by Design Unit
- Introduction and Overview of Illustrative Mathematics

## **MAJOR HIGHLIGHTS OF THE YEAR:**

- Ninety-five percent of Instructional Strategy (aligned to AR Math QuEST) PD participants indicated an increase in their knowledge and skills needed to implement evidence-based instructional strategies. According to specialists' calendars and teacher reporting, one hundred percent of assigned ARMQ teachers received 2+ job-embedded support visits. Seventy-five percent of students' work showed that teachers gave rigorous mathematical tasks and assessments aligned to grade-level content standards.
- James Lee worked with teachers helping them increase their knowledge and understanding of High-Quality Instructional Materials (HQIM) and supported teachers who participated in Arkansas Math Quest (QuEST). He also worked with level 4 and 5 schools to help identify priority standards. With Mr. Lee's support, 22 teachers and coaches implemented what they had learned in the state Math QuEST professional development.
- Throughout the year, Merry Allen provided professional development opportunities emphasizing middle and secondary-level mathematics to area schools. During the school year, she supported teachers in implementing Arkansas Math QuEST in the classroom. This support involved working with 20 different teachers. She helped teachers with implementing Arkansas Math QuEST in lessons delivered at the school. As a follow-up, she observed the teachers leading the co-planned lessons. Finally, she collaborated, provided feedback, and offered further support to help the teacher successfully implement the Arkansas Math Quest.
- Both specialists participated in the review and revision of the Arkansas Academic Standards for Mathematics. The CRESC math specialists are committed to continued collaboration by facilitating conversations and learning opportunities around the Arkansas Mathematics Standards document.
- The math specialists designed professional development sessions and technical assistance opportunities to enhance teachers' content knowledge and content pedagogical knowledge

that translated into classroom practices. In addition, the CRESC specialists collaborated with other specialists across the state to develop and implement DESE Mathematics Professional Development opportunities for teachers.

**PROGRAM: Content Specialist: Science**

FUNDING AMOUNT: \$180,000 for total program operations  
FUNDING SOURCE: AR Dept. of Education, Learning Services Division,  
K-12 Science Unit  
COMPETITIVE GRANT: Yes \_\_\_ No X  
RESTRICTED GRANT: Yes X No \_\_\_

**PARTICIPATING DISTRICTS:**

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

**PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
BARNETT, ADELE	24	MSE	Science Specialist
WINSLOW, TAMMY	29.5	MSE	Science Specialist

**GOALS:**

- To foster and facilitate discussions on the implementation of the new Arkansas K-12 science standards and 3-dimensional learning, with the aim of promoting and leading change in science education.
- To promote effective, research-based science programs, including STEM, that enhance learning outcomes for all students, and to support their development and implementation.
- To provide professional development training, technical assistance, and instructional support to DESE and CRESC member schools as needed.
- To provide classroom management training, technical assistance, and support to CRESC member schools as requested.
- To assist schools in meeting the Arkansas K-12 Science Standards and Arkansas Disciplinary Standards by providing effective instructional strategies and modeling best practices.

**PROGRAM SUMMARY:**

The Science Program at Crowley's Ridge Educational Service Cooperative aims to meet the needs of twenty-two public school districts in the area. The science specialists collaborate with districts to design, support and promote research-based science programs to encourage maximum achievement for all students. They organize professional development sessions to enhance teachers' content knowledge and pedagogical skills that can be translated into classroom practices. The specialists also work with other specialists across the state to develop and implement DESE's Grasping Phenomenal Science (GPS) opportunities for teachers.

The Science professional development program is offered during the summer and throughout the school year. Science specialists also provide school support and offer various professional development opportunities to teachers. These opportunities include the GPS Continuum, NON-GPS Offerings, Technology, Disciplinary Literacy, and General support.

In conjunction with DESE and other Education Service Cooperatives, CRESC science specialists offer professional development focusing on science development for grades K-12. Science specialists provide technical assistance to schools as they continue aligning local curricula with the current Arkansas K-12 Science Standards and Arkansas Disciplinary Standards to increase student success in 3D science instruction and 3D assessments.

The mode of science professional development opportunities and school support include GPS Cadres professional development throughout the school year, Lesson Design Committees, Team Meetings/Professional Learning Communities on School Site, Classroom Observations with feedback and support, Classroom Walk-Throughs with administration, Instructional Facilitator Support, and Data Analysis.

**MAJOR HIGHLIGHTS OF THE YEAR:**

- CRESC science specialists collaborated with science specialists from Northeast Arkansas ESC, Wilbur D. Mills ESC, Northcentral Arkansas ESC, and Great Rivers ESC. The group designed and provided teachers with ongoing professional development sessions for creating standards-based, phenomenon-focused units of instruction.
- CRESC science specialists supported and coached multiple teachers during the school year to increase implementation of the Arkansas Academic Standards for Science, a guaranteed and viable curriculum, and three-dimensional assessments.

- CRESC science specialists provided targeted technical support and coaching to science teachers in schools identified as level 4 and 5 schools. Support included two or more job-embedded visits for five teachers.
- CRESC science specialists provided valuable support for a variety of programs and initiatives, such as First Robotics Competitions, Migrant STEM Camp, A-State Education Students, CRESC Gifted and Talented teachers, District Science Fairs, and the Congressional APP Challenge.
- Lastly, the CRESC science specialists provided support to Marvell-Elaine School district science students by teaching and providing grades for four science classes during the weeks of Feb. 13-17, 2023, and May 1-5, 2023, as directed by Stacy Smith.

### **PROGRAM: Digital Learning – AR Digital Learning Unit**

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, BIC, Cross County, Earle, EPC, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

#### **PERSONNEL:**

	<b>Degree</b>	<b>Job Title</b>
BAGSBY, RAINBOW	MAT	Digital Learning Specialist
HAYNES, CRISTIAN		Administrative Assistant
KENNEDY, SHERRY	MEd	Digital Learning Specialist
MILLER, DEXTER	BA	Digital Learning Specialist
NEWSOME, GERARD	MEd	Digital Learning Specialist
WALKER, STEVEN	MEd	Digital Learning Specialist

#### **Grant Goals**

Grant expectations include work plans and evidence for:

- Building capacity for digital learning in Arkansas schools through education, resources, training, and support
- Utilizing digital tools and best practices in digital education to develop enhanced learning environments in K-12 education
- Evaluating the role of high quality digital instructional materials and training educators to identify and select HQIM appropriate for digital education

- Preparation support for aspiring teachers and enhanced career opportunities for current educators
- Clear and consistent communication and cooperation with DESE designated leadership to ensure progress

## **PROGRAM SUMMARY:**

The Digital Learning Unit (DLU) is tasked to lead and coordinate digital learning in Arkansas. In order to accomplish this task, the DLU will provide professional learning, personalized support, and assistance to districts, cooperatives, and other stakeholders as they plan, implement, and evaluate digital learning. The DLU will evaluate statewide progress for meeting the digital learning demand in our state. The Digital Learning Unit will support the learning initiatives of the Division of Elementary and Secondary Education through the framework of digital learning

Grant expectations include work plans and evidence for:

- Building capacity for digital learning in Arkansas schools through education, resources, training, and support
- Utilizing digital tools and best practices in digital education to develop enhanced learning environments in K-12 education
- Evaluating the role of high quality digital instructional materials and training educators to identify and select HQIM appropriate for digital education
- Preparation support for aspiring teachers and enhanced career opportunities for current educators
- Clear and consistent communication and cooperation with DESE designated leadership to ensure progress
- Maintenance of budget parameters as outlined in the grant in coordination with DESE leadership
- Regular collaboration with Tech Outreach, Research and Technology, and other entities as prescribed by ADE-DESE

## **Major Highlights of the Year**

- Provided professional development throughout the region
  - Coop participation in total Training
    - Q1 – 93.3%
    - Q2 – 13.3%
    - Q3 – 33.3%
    - Q4 – 20%
- Conducted an analysis of a needs assessment report on technical support and professional learning. The technology needs ranged at an average of 83.2%, the highest need on every data chart. Professional Development needs ranged at an

average of 80.9%, remaining second to technology needs.

- Living in Beta Mode Podcast
  - Launched: 2/14/2022
- Provided technical support for Canvas L.M.S. integration
  - Total Course Shells – 170
  - Total Number of Users – 1411
- Launched virtual P.L.N. (Personal Learning Network) in 2022 for Virtual Educators.
  - Offered twice per month with 21 participating programs
  - Total participants: 198
  - Sessions: 16
  - Topics: 8
- Conducted and submitted a Literary Study of current national trends impacting digital learning in schools.
- Conducted and submitted a Research Study on Trends in K-12 Online Education.
- Provided support to educators for the Civics Exam course requirement.
  - Rosters Processed: 442
  - Student Enrollments: 36,163
  - Completed Exams: 39,719
  - Email Support: 1106
  - Phone Support/Calls logged: 1640
- DLU Coordinators completed the Principles of Instructional Design Course to design and develop content according to the Quality Matters Standards.
- Continued to host an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license offered through six Higher Ed master's programs.
- Offered support to schools in implementing Act 1280: Digital Learning Requirement.
- Developed and launched SMACTalk CyberBee, created to bring awareness to a new generation in learning how to navigate the fast-changing digital world. CyberBee's mission is to fly into libraries and classrooms across the state to read and talk to K-2 students about cyber safety. As students spend more time learning and socializing online, more is needed to keep students healthy and safe.
  - 22 Districts participated
  - 4000 students

- 106 Educators
  - Featured Books:
  - If You Give a Mouse An iPhone by Ann Droyd
  - Chicken Clicking by Jeanne Willis and Tony Ross
  - The Technology Tail by Julia Cook and Anita DuFalla
  - #Goldilocks by Jeanne Willis and Tony Ross
  - But It's Just A Game by Julia Cook
- Hosted and supported online modules for ArPEP with 13+ sites.
  - 400 support tickets
  - 6 face-to-face trainings for Canvas implementation
- Created and distributed a one-page hand-out for Digital Learning Day to all schools via email on the benefits of using Digital Sandbox. As a result, it was the highest single-day login activity on the Arkansas platform.
  - Digital Learning Day: March 15, 2023: Avg. 540 unique users to 808 = 66.8%
- D.E.A.L. Days - Drop Everything and Learn, every 2nd Wednesday @ 11:30. This was a quick lunch-and-learn-style networking opportunity for educators. Sessions were held monthly from September 2022 through May 2023.
  - Total registrations for all sessions – 601

### **PROGRAM: Digital Learning—Tri-Region Virtual Program**

FUNDING SOURCE: Participating Schools (per student)

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTIVE GRANT: Yes \_\_\_ No X

PARTICIPATING DISTRICTS: Blytheville, Buffalo Island Central, Cross County, Valley View, and Wynne

#### **PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
BOWLIN, KATHY			Tri-Region Coordinator/Principal
MOORE, CALLIE			Tri-Region Lead Teacher

**MISSION:** Our mission is to equip, engage, and empower students through a quality virtual opportunity.



**VISION:** To provide all Arkansas students access to a quality education.

**CORE VALUES:** Students, Relationships, Integrity, Collaboration, Innovation, Quality

**GOALS:**

- To provide equitable educational access and opportunity for all Arkansas students. ·

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 opportunities

**PROGRAM SUMMARY:**

Tri-Region is a supplemental State Virtual School (SVS) that partners with local Arkansas schools and the Arkansas Department of Education to provide K - 6th 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.

Tri-Region Virtual Program is a consortium of 3 Educational Cooperatives: ·

- Crowley's Ridge Educational Service Cooperative
- Northcentral Arkansas Educational Service Cooperative
- Northeast Arkansas Educational Service Cooperative

**MAJOR HIGHLIGHTS OF THE YEAR**

- Provided 100% virtual student options for local schools
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- All ten teachers are Arkansas certified.
- Teachers developed a curriculum for each content area based on Arkansas state standards.

**Tri-Region Data (Based on 2021-2022 School Year)**

- Tri-Region Virtual served 21 Districts
- Kindergarten students at or above grade level in reading: 12 of 12
- First-grade students at or above grade level in reading: 11 of 12
- K-6 graders engaged in and learning a viable curriculum: 140-210 (enrollment varied throughout the year)
- Demographic Information:
  - Percentage of participating districts with >70% poverty: 71%

- Percentage of participating districts with >15% of students with special needs: 86%
- Percentage of Tri-Region students with an IEP or 504: 16%
- Percentage of districts in consortium served by Tri-Region: 40%

### **PROGRAM: Digital Learning — Virtual Arkansas**

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED: Yes X No \_\_\_

PARTICIPATING CROWLEY’S RIDGE EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Armored, Bay, Blytheville, Brookland, BIC, Cross County, Earle, EPC, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

	<b>Degree</b>	<b>Job Title</b>
ASHWORTH, JOHN	MS+30	Executive Director
BENTON, BRANDIE	PhD	Deputy Superintendent of Curriculum and Instruction
LAR, MICHAEL	ABD	Director of Operations
McPHERSON, CANDICE	MS	Director of Design and Development
KIRKPATRICK, AMY	MS	Director of Technology
BOHLER, JASON	MA	Core Campus Director
HICKS, ELLORA	MS+30	Concurrent Credit Campus Director
LEWIS, CHRISTIE	MS	CTE Campus Director
MOUNTS, NIC	EdD	Off-Campus and Fully Online Program Principal

**MISSION:** Our mission is to equip, engage, and empower students through unique, digital opportunities.

**VISION:** We are the premier digital source delivering opportunities and building foundations for students achieving their dreams.

**CORE VALUES:** Students, Relationships, Integrity, Collaboration, Innovation, Quality

**GOALS:**

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students. According to *Act 2325 of 2005*, distance learning opportunities were employed:

- To help alleviate the teacher shortage
- To provide additional course-scheduling opportunities for students
- To provide an opportunity to access an enriched curriculum

- To develop and make available online professional development Virtual Arkansas has specific goals that drive its operations. These goals are outlined in the chart below, along with the most recent results:

Goals	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> <li>• Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers</li> </ul>
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> <li>• VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.</li> </ul>
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>• Virtual Arkansas made courses available to all high-poverty districts and was utilized by 93.3% of all Arkansas districts with a 70%-100% free and reduced lunch population.</li> <li>• 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.</li> </ul>
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> <li>• 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural</li> <li>• Virtual Arkansas had 21,671 enrollments from Districts designated as rural</li> <li>• VA provided educational options and opportunities to all rural districts and utilized by 99% of all districts designated as rural</li> <li>• 85% of all Concurrent Credit enrollments were from districts designated as rural</li> </ul>
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> <li>• All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts</li> </ul>

	<ul style="list-style-type: none"> <li>This is particularly important for smaller districts, as they have many courses only available during certain periods of the day</li> </ul>
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> <li>34 CTE courses were provided to 6,554 CTE enrollments</li> <li>VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs</li> </ul>
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> <li>In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students</li> </ul>

### 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](http://www.virtualarkansas.org)

Virtual AR is not an online high school or a diploma-granting institution, but a resource for supplementing education for students through their local school.

Virtual Arkansas is comprised of four 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

### Major Highlights of the 2022-2023 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.

- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement.
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

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

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 330 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- 251,324 enrollments served since 2013-2014
- Virtual Arkansas Students had a 90% Pass Rate
- 14,319 Unique Arkansas Students Engaged in 35,885 Content + Teacher Enrollments
- 32,274 Credits Earned
- 78% of Virtual Arkansas teachers have Master's degree or above
- 146 Content+Teacher courses available to students throughout Arkansas
- 2,728 Concurrent Credit Enrollments Earned 8,124 College Concurrent Credit Hours

- 85% of Concurrent Credit Enrollments From Rural Districts
- Career and Technical Education: 6,847 Enrollments Over Two Semesters in 34 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 2,049 Computer Science Enrollments from 190 Arkansas Schools
- 1,827 Advanced Placement Enrollments
- 99% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural

### **PROGRAM: Early Childhood Special Education**

FUNDING AMOUNT: State \$443,299.88 Federal \$1,248,474.25 Local \$423,400.90

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

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

#### **PERSONNEL:**

	<b>Yrs</b>	<b>Degree</b>	<b>Job Title</b>
<b><u>CERTIFIED</u></b>			
LOGGAINS, BRIDGETTE	22	MSE	ECH Special Ed Supervisor
ALDRIDGE, STACY	22	MSE	Itinerant Teacher
BEAVER, APRIL	09	MSE	Itinerant Teacher
BELL, JENNY	6.5	MCD	Speech Pathologist
BOLING, RAGEN	4.5	MSE	Itinerant Teacher
BOLING, TIPTON	02	BSE	Itinerant Teacher
BURNS, BRITTANY	05	MCD	Speech Pathologist
BURNS, KATHRYN	04	BA	Itinerant Teacher
CASBEER, KRISTIN	14	BSE	Itinerant Teacher
CLAYTON, ASHLEY	15	MSE	Itinerant Teacher
DAMRON, MISTY	06	MSE	Itinerant Teacher
EVERHART, KATIE	15	MSE	Itinerant Teacher
FOSTER, JEAN	20	MCD	Speech Pathologist
FRYE, SHANNON	23	MCD	Speech Pathologist
GEORGE, LORI	26	MCD	Speech Pathologist

GOLDEN, RACHEL	12	MCD	Speech Pathologist
GRIMMER, CHRISTY	25	BSE	Itinerant Teacher
HANDWORK, JADA	21	MCD	Speech Pathologist
HINDSLEY, MALLORY	12	MCD	Speech Pathologist
HOLDEN, ANGIE	07	MCD	Speech Pathologist
HONEY, CYNTHIA	18	MSE	Itinerant Teacher
KIEFFNER, MELISSA	17	MCD	Speech Pathologist
MAYBRY, REBA	39.5		T of the Deaf Teacher of the Deaf
NIEMEYER, SANDRA	12	MCD	Speech Pathologist
PRINCE, STEPHANIE	27	BSE	Itinerant Teacher
SCHULZ, MINDY	24	MSE	Itinerant Teacher
SOUTH, ALLISON	16	MSE	Itinerant Teacher
TRUELOVE, JULIE	14	MSE	Itinerant Teacher
WALTERS, KATI	15	MSE	Itinerant Teacher
WILLIAMS, CYDNI	06	BS	Itinerant Teacher
WILSON, MELANIE	14	BSE	Behavior Specialist

#### CLASSIFIED

ANDERSON, LESLIE	20		Paraprofessional
BEARDEN, TINA	18		Paraprofessional
COMBS, CRYSTAL	11	BSE	Paraprofessional
CROWELL, SHARON	06		Paraprofessional
HINSON, ANNIE	39		Paraprofessional
HORSLEY, PEGGY (6FTE)	28		Administrative Assistant
PARHAM, KRIS	17.5		Paraprofessional
WINDERS, PAULA	9.5		Paraprofessional

#### **GOAL:**

- To address the needs of children with disabilities through speech, occupational therapy, physical therapy, and teacher-facilitated direct instruction.

#### **PROGRAM SUMMARY:**

CRESC's Early Childhood Program provides special education services for preschoolers on behalf of the 22-member school districts in 6 counties. These services may begin at age three and continue until the child enters Kindergarten or turns six. Our program provides these services at no cost to families in our region. Per the Individuals with Disabilities Act (IDEA),

preschool special education services may include speech therapy, specialized instruction, occupational therapy, physical therapy, and behavior interventions. Preschool Disability Categories include autism, deaf/blindness, traumatic brain injury, visually impaired, orthopedically impaired, non-categorical, hearing impaired, other health impaired, multiple disabilities, and speech/language Impaired.

The initiation into the program begins with screening-- short tests of vision, hearing, speech, and general development. The results provide a small sample of a child's skills. Screenings do not determine if a child needs special education but rather aid in deciding whether or not further evaluation is necessary or required. Upon recommendation, a meeting is scheduled with the child's parent to discuss the evaluation procedure and the program's services. After eligibility is determined, children are placed and served in our program.

#### **MAJOR HIGHLIGHTS OF THE YEAR:**

- During the 2022-2023 school year, the Early Childhood Program provided preschool special education services to approximately 641 children. Approximately 440 children transitioned to Kindergarten for continued services.

#### **PROGRAM: Educators Rising: Region Three**

FUNDING AMOUNT: \$5,000

FUNDING SOURCE: Walton Foundation Grant

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTIVE GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: CRESC Districts included Blytheville, Gosnell, Jonesboro, and Wynne. Northeast AR ESC Districts included Paragould and Piggott.

#### **PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
SNYDER, JENNIFER	14	BA	Region Three Coordinator
KENNEDY, SHERRY	14	BA	Conference Collaborator
WILLIAMS, JENNIFER	28	MSE	Conference Collaborator
BESSEE, DAWN	32	EdD	Conference Collaborator

**MISSION:** Educators Rising is cultivating a new generation of highly skilled educators by guiding young people on a path from high school through college and into their teaching careers. Educators Rising is changing the face of teaching by working with aspiring educators who reflect the demographics of their communities and are passionate about serving those communities



through public education.

**VISION:** A clear pathway in every school district in America for young people who want to serve their communities as highly skilled educators.

**GOAL**

- To work with regional partners and school districts to strengthen the presence of Educators Rising in Arkansas

**PROGRAM SUMMARY:**

Educators Rising is a career and technical education (CTE) movement that aims to inspire high school and college students to serve their communities by entering the field of education. By establishing a pathway starting in high school, Educators Rising assists districts in cultivating their own next generation of highly skilled educators through a “grow your own” initiative. In addition, Educators Rising strives to diversify the educator workforce as future educators explore the necessary skills to teach equitably and add student voice to national discussions around education.

The Educators Rising program is a state affiliate of the national Educators Rising organization administered by Phi Delta Kappa International. As a state affiliate, schools with pre-educator programs have access to student micro-credentials, rigorous curriculum and standards, scholarship opportunities for students, EdRising Virtual Campus (resources, videos, and lesson plans), and opportunities to network through region, state, and national events.

Counties rather than ESC boundaries determine the EdRising regions. However, Region Three is composed of districts from the Crowley’s Ridge ESC and Northeast AR ESC.

**MAJOR HIGHLIGHTS OF THE YEAR**

Through collaboration between the Region Three Coordinator, CRESC facilitators, the AState Department of Teacher Education faculty, the 3rd annual Region Three Educators Rising Conference and Competitions took place on the campus of ASU on November 16, 2022. Over 100 students and guests from participating districts were present. Conference attendees heard the 2022 Arkansas Teacher of the Year, Jessica Saum, give the morning keynote address. The afternoon keynote speaker was Mr. Ross White, Director for DCTE. Interspersed throughout the day were presentations from experts in their fields with interactive sessions for student engagement, and visits to booths set up by various universities across the state. The conference concluded with awards presentations for the competition winners. Jennifer Snyder, CTE Coordinator, concluded the day’s events with the awards ceremony..

Students from participating districts competed in the categories of “Children’s Literature-Pre-K,” “Creative Lecture/Ted Talk,” “Impromptu Speaking,” “Project Visualize,” “Interactive Bulletin Board,” “Public Speaking,” “Educators Rising Moment,” “Ethical Dilemma,” “Lesson Planning and Delivery,” “Teacher Created Resources,” “Inside Our Schools,” and “Job Interview.” First place winners qualified to compete at the National Educators Rising Conference in Orlando, FL, in June 2023.

The Region Three Coordinator worked with a select committee of state and regional coordinators to plan the Arkansas Educators Rising State Conference, held at ASU in Jonesboro on March 28, 2023. Over 250 students from across the state attended the on-site conference, with several attending from Region Three. The 2023 Teacher of the Year, Capri Salaam, was the keynote speaker. Topics for conference sessions included Say Something!, Engage Your Brain!, Engaging and Including, and Brain Breaks. EdRising chapter sponsors and members attended sessions targeted to their needs. Those who placed first went on to compete in Orlando, FL during the national summer conference.

#### **PROGRAM: Gifted and Talented**

FUNDING AMOUNT:           \$30,000.00

COMPETITIVE GRANT:     Yes \_\_\_ No X

RESTRICTED GRANT:     Yes X No \_\_\_

PARTICIPATING DISTRICTS: Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

#### **PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
COBURN, SHARON	48	MSE	G/T Coordinator

#### **GOALS**

- To assist member districts in meeting the State’s Standards for Gifted and Talented Education and Advanced Placement.
- To assist with implementing state initiatives related to Gifted Students in the classroom.
- To encourage GT Coordinators and Teachers to be active in the state organizations and present at the state conference. Districts are also encouraged to attend the national conference.

## PROGRAM SUMMARY:

The G/T Specialist serves as a liaison between the ADE DESE and the districts by providing assistance and support to districts, assisting with pre-technical assistance visits (TAV), offering professional development training, and attending all TAV visits as a system of support to the region. The G/T Specialist is involved in regional-, state-, and national-level programs. She serves on several state-level committees, including Arkansans for Gifted and Talented Education (AGATE) and the Arkansas Association for Gifted Education Administrators (AAGEA). The specialist has served as the AGATE state Conference Chair, Conference Co-Chair, Conference Proposals Chair (twice), and the G/T State Student Showcase Chair (twice). She has also served on the proposal selection committee for the National Association for Gifted Children (NAGC) for five years.

The CRESC GT Specialist used formal and individual meetings to assist districts and GT Coordinators in meeting state standards as measured in the district program approval application in October 2022. All districts met GT program standards in the 2022-23 school year.

## MAJOR HIGHLIGHTS OF THE YEAR - *Student Activities Returned to Face-to-Face*

### Student Activities included:

- Elementary Quiz Bowl Tournament Grade 4-6
- Elementary Battle of the Books Grades 3-6
- Elementary Chess Tournament Grades 4-6

### State Level Participation

- Several CRESC GT Coordinators participated in the AGATE 2023 Conference
- Eighteen GT Coordinators and Facilitators attended the conference
- Five GT Coordinators presented at AGATE

## PROGRAM: Media

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes\_\_\_ No X

RESTRICTED GRANT: Yes \_\_\_ No X

PARTICIPATING DISTRICTS: Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

## PERSONNEL:

	<b>Yrs.</b>	<b>Job Title</b>
BROWN, DEBBIE	21	Teacher Center Clerk/Courier
MATHIS, SHERRY	13	Teacher Center Clerk/Custodian

## GOAL:

- To provide the CRESC Education Cooperative and our 22 school districts with media and courier services for preschool through the 12th grade.

## PROGRAM SUMMARY:

The Media room, which is part of the Teacher Center, has a catalog of over 450 items for check out available to the school districts in the CRESC service area. The Teacher Center provides a catalog for teachers to browse and check out materials. The media center has math, science, history, literacy, health, professional development DVDs, and educational resource kits available for check-out.

## MAJOR HIGHLIGHTS OF THE YEAR:

- The Teacher Center clerk continued purging and updating the check-out items. She is in the process of developing a library of resources for novice teachers to check out and use in their classrooms.
- After limited public access to the media center due to COVID-19 restrictions in previous years, the media center returned to full operational capacity during the 2022-23 year.

### **PROGRAM: Migrant Education Program**

FUNDING AMOUNT: \$1,021,858.50

FUNDING SOURCE: DESE Grant—Title 1 Part C

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: Amorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Trumann, Valley View, Wynne.

Additional cooperative regions served include Northeast Arkansas ESC and Northcentral Arkansas ESC.

## PERSONNEL:

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
MCBRIDE, MICHELLE	22	BSE	Migrant Program Specialist
ALEMAN, DORIS	12		Recruiter
CUNNINGHAM, JAMIE	22		Recruiter
FRENCH, ANNE	.5		Recruiter
MARTINEZ, CARMEN	01		Parent Liasion

## GOAL:

- To ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

## PROGRAM SUMMARY:

The purposes of the Migrant Education Program are to assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children. The program also ensures that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging academic standards. The program strives to ensure that migratory children receive complete and appropriate opportunities to meet the same rigorous state academic standards that all children are expected to meet. The Migrant Program personnel also help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their success in school. The program helps migratory children benefit from state and local systemic reforms. (See section [1301 of the ESEA](#).)

## MAJOR HIGHLIGHTS OF THE YEAR

### The Migrant Education Program:

- Contacted and assisted project schools with the migrant grant, including their Indistar information, suggested expenditures, agricultural surveys, and the mandatory training for tutors.
- Facilitated training for tutors/recruiters throughout the year. The training was held on August 24, September 7, 9, and 21, November 3, and April 12 at the Crowley's Ridge ESC. The training covered the Identification and Recruitment process and every day documentation.
- Collected and recorded Mass Enrollments, Needs Assessments, Students' Eligible for

Migrant Supplemental Services Forms, Daily Schedules, and on-track forms from each of the project tutors and the needed documentation from the non-project districts as well.

- Served 1,216 students in the Crowley's Ridge, Northeast, and Northcentral Cooperative areas. Of those, 514 were non-project students. These students were ages 3-21.
- Instructed migrant children ages 3-5 who are not enrolled in kindergarten or other preschool programs with home-based or site-based instruction using a SEA-approved preschool curriculum.
- Awarded high-interest books, school supplies, and information on community resources (dental care, food banks, healthcare, milestones for pre-k, fire safety, internet safety, sun safety, banking, etc.) to migrant students and families.
- Provided free resources. The CRESC migrant program staff is very passionate about students and goes above and beyond to help them with whatever needs migrant students have. Tutors and recruiters search for outside resources to share with migrant families. Recruiters have received sheets, towels, and blankets to distribute to needy families.
- Completed needs assessments on each non-project student to determine which students were a priority for service. PFS students received instructional services from the Specialist and Parent Liaison. Students received supplies and books multiple times throughout the school year, manipulatives, a nutritious snack, and numerous informational resources.
- Monitored high school seniors in the project and non-project schools to ensure they were working towards graduation; provided them with information about ACT and scholarships available to migrant students.
- Assisted project tutors with setting up PAC (Parent Advisory Council) meetings in their districts to discuss literacy, math, and graduation requirements with parents.
- Facilitated a Regional Parent Advisory Council Meeting for all parents across the tri-coop area.
- Met and established relationships with farmers and businesses. The staff worked closely with Onin to identify families moving in and out of our area.
- Delivered Zoom training for summer programs.
- Conducted phone surveys for non-project migrant students/families. Parents were given free eBooks, health information, and various other programs for their children. We inquired about virtual STEM Camp interest, internet capabilities, and what type of devices the students will have for summer school purposes. During phone calls, the specialist, parent liaison, and recruiter updated addresses and emails and inquired about recent moves.
- Collaborated with the state on Moving Up Arkansas. MUA is a Credit Accrual Summer Program offered to high school students of migrant families in Arkansas.
- Encouraged students to attend the Arkansas Migrant Education Student Leadership

Academy (AMESLA), where selected migrant students participate in an ExCEL Challenge Program.

- Facilitated two STEAM summer schools by collaborating with Adelle Barnett, the Science Specialist at CRESC, and Mrs. Washburn, who is a teacher at Pocahontas.
- Encouraged students to apply for migrant scholarships and the free one-year of college provided through CAMP.
- Provided credit recovery opportunities using Red Comet.
- Monitored project school districts.
- Collaborated with the Texas Migrant Education Program to ensure students and families were enrolled upon arrival and vice versa to ensure the child's education was not interrupted.
- Provided OSY with MP3 players that had downloaded IDRC lessons 1-5, plus the printed booklets for lessons 1 and 2, and provided workers with NIOSH fact cards on Heat Stress, Sun Exposure, Insects, Poisonous Plants, Ticks & Mosquitoes, sunscreen, individual first aid kits, and PPE packs.
- Worked with the IDRC for the third year and as part of the recruiter assessment Technical Support Team (TST). The TST team has developed a strength assessment tool to help recruiters reflect on their strengths and weaknesses and become better recruiters.
- Partnered with UMOS to help identify families that might qualify for the migrant program that have enrolled their children in the Migrant Head Start.
- Joined the Jonesboro Hispanic Center to help promote the Migrant Program in the Hispanic community and help migrant families become aware of the center's many helpful services.
- Collaborated with the area's Head Start and ABC Programs to find migrant preschoolers.
- Provided eBooks to all of the students in the program. They downloaded up to 30 books at a time to read them offline.
- Trained agricultural workers and pesticide handlers. Workers must receive training before they begin work and every 12 months. That training included information about pesticide residue, the potential health effects of pesticide exposure, and how to avoid bringing pesticide residues home. Jamie Cunningham received her Certified Pesticide Training license to provide this service to our farmers that needed this for their workers.
- Administered calculator workshops to migrant students in grades 9-12 and distributed TI NSPIRE calculators to these students.
- Partnered with CRESC science specialists to provide a virtual STEM camp for migrant students in the tri-coop area.

## **PROGRAM: Novice Teacher Mentoring Program**

FUNDING AMOUNT: \$214,981.00

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes\_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne.

### **PERSONNEL:**

	Yrs.	Degree	Job Title
COBURN, SHARON	48	MSE	NT Mentor Coordinator/R&R Specialist
BENNETT, SALLY	32	MSE	Recruitment & Retention (R&R) Specialist
CHIPMAN, PAM	43	MSE	Recruitment & Retention (R&R) Specialist
GRAHAM, MYRA	42	MSE	Recruitment & Retention (R&R) Specialist
HOLLAWAY, SANDRA	33	MSE	Recruitment & Retention (R&R) Specialist
YALES, GALE	36	MSE	Recruitment & Retention (R&R) Specialist

### **GOALS:**

- To help Novice Teachers (NTs) in the CRESC region make annual progress toward earning their teaching credentials
- To help NTs demonstrate competency by reaching the goals set in their Professional Growth Plan that corresponds to TESS Domains.
- To help NTs create an environment of respect and learning through managing classroom procedures and behaviors of students.
- To recruit teachers by attending and participating in at least three (3) area career fairs at higher education institutions
- To work with area schools to increase awareness, implementation, and provide support for Teacher Cadet programs.

### **PROGRAM SUMMARY:**

The CRESC Novice Teacher (NT) Mentoring and Teacher Recruitment and Retention Program is



composed of several components that serve our current novice teachers and recruit new teachers to our districts. CRESC has one of the largest groups of novice teachers in the state. There were 474 novice teachers in Years 1-3 in 2022-23. Each of the 22 school districts provided a district contact facilitating training, support, and information to the novice teachers while also serving as a liaison to the CRESC Mentoring Department.

#### Novice Teacher Mentoring (NTM)

The Novice Teacher Mentoring component of the program provides support to novice teachers through TESS components training, specific assistance, and encouragement needed to become effective in the classroom. The primary goal has been to provide support for TESS to NTs. To support that goal, all novice teachers received a copy of Charlotte Danielson's book, *Enhancing Professional Practice*. Additionally, the R & Rs host a summer "Bootcamp" for novice teachers so that they have the opportunity to learn more about resources and technology available to them, as well as

Pam Chipman, Sally Bennett, Sandra Holloway, Gale Yates, and Myra Graham were contracted for the 2022-23 school year to provide additional support to Novice Teachers.

**Alternative Programs** (e.g., *1240 Waivers*, *ETP*, *ARPEP*, *PPLT*, *MATs*, *ATC*) Teachers pursuing a license through non-traditional means must pass the content portion of the Praxis to earn a Provisional Teacher License and complete the requirements to obtain a Standard License. CRESC personnel provided Praxis support for teachers in the alternative program as needed.

#### Praxis Support

CRESC provided 240Tutoring resources to Novice Teachers preparing for Praxis exams. Novice Teachers had access to 240Tutoring at no charge for 60 days to prepare for exams. CRESC NT Mentoring also provides Study.com Praxis support free to teachers.

#### MAJOR HIGHLIGHTS OF THE YEAR:

##### **Teacher Recruitment and Retention (R&R): *ASU Teacher Education***

The R&R presented TESS 2.0 Training to ASU education students who are graduating from ASU in May and June. The CRESC R&R provided a sign-in sheet so that the Co-op will have documentation of teachers who completed TESS 2.0.

##### **Recruitment: *Become-A-Teacher Event***

The CRESC R&R partnered with the Department of Elementary and Secondary Education,

Arkansas River ESC, Great River ESC and to sponsor two virtual “Become A Teacher” events. The presentations consisted of *Overview of Non-Traditional Pathways*, *Pathways for Career Changers*, *ArPEP*, *Pathways for High School and Pre-Collegiate Individuals*, *From Paraprofessional to Licensed Teacher*, and *Praxis Information and Support*.

#### **PROGRAM: The PEER Network**

FUNDING AMOUNT: \$2,858,674  
 FUNDING SOURCE: Teacher and School Leader Incentive Grant,  
 U.S. Department of Education  
 COMPETITIVE GRANT: Yes   X   No \_\_\_\_  
 RESTRICTIVE: Yes   X   No \_\_\_\_

#### **PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
HORN, RACHEL	16	Ed.S.	PEER Project Director
HARDCASTLE, BRANDI	20	MSE	PEER Coach
WILLIAMS, BRANDI	21	MS	PEER Coach
JONES, KARLA	29	MSE	PEER Coach

#### **PROGRAM SUMMARY**

In the fall of 2021, the U.S. Department of Education awarded the Arkansas Public School Resource Center (APSRC) a Teacher and School Leader (TSL) grant. The purpose of the TSL grant is to assist states, local educational agencies (LEAs), and nonprofit organizations in developing, implementing, improving, or expanding comprehensive Performance-Based Compensation Systems (PBCS) or Human Capital Management Systems (HCMS). This grant supports teachers, principals, and other school leaders (especially for educators in High-Need Schools who raise student growth and academic achievement and close the achievement gap between high- and low-performing students). The APSRC TSL grant is enacted in partnership with Crowley’s Ridge Education Service Cooperative (CRESC) through Promoting Educator Effectiveness in Rural Arkansas, the PEER Network.

The PEER Network utilizes a Performance-Based Compensation System (PBCS) to support and promote educator effectiveness in rural Arkansas schools. The PEER network PBCS recognizes the skills and knowledge of teachers, principals, and other school leaders as demonstrated through student academic achievement, the successful fulfillment of additional responsibilities or job functions (such as teacher leadership roles), and evidence of professional achievement and

mastery of content knowledge. Since the implementation of the TSL grant, the PEER Network has provided more than \$1.7M in incentive funding to partner schools.

The PEER network selected partner schools based on several criteria, including schools that serve high-needs student populations, location within [Arkansas Economic Opportunity Zones](#), and geographic proximity to the Arkansas Public School Resource Center and the Crowley's Ridge Educational Service Cooperative. The PEER Network partners with 60 schools across 20 districts and charters to develop approximately 120 teacher leaders and support more than 2,200 teachers. Through its partnerships, the PEER Network serves over 24,000 students.

Schools in the PEER Network have access to National Board Certification support for any teachers wanting to complete the process. Arkansas State University is a partner for the support and training of those teachers.

**MAJOR HIGHLIGHTS OF THE YEAR**

- In addition to the \$1.7M awarded through incentives, the PEER Network has subgranted \$210,000 for local recruitment and retention projects.
  - Onboarding and mentoring programs
  - Certification of non-certified teachers
  - Additional certification of teachers teaching out of area
  - Employee referral programs
  - Retention bonuses
  - Grow-your-own programs
- The PEER Network worked alongside the Arkansas Leadership Academy (ALA) to support its Teacher Leader Program (TLP), Instructional Leader Empowerment (ILE), and Reach program. PEER Network teacher leaders and school leaders participated in this training to increase educator competencies aligned with PEER goals.
- PEER teacher leaders and school leaders will share their learning from 2022-2023 across the network through the 2023 PEER Summer Summit.

**PROGRAM: Professional Development**

FUNDING SOURCE:           Base and District Support  
COMPETITIVE GRANT:    Yes\_\_\_   No X  
RESTRICTED GRANT:     Yes \_\_\_   No X

## **PARTICIPATING DISTRICTS:**

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

## **PERSONNEL:**

	Yrs.	Degree	Job Title
BESSEE, DAWN	32	EdD	Teacher Center Coordinator
HUNTINGTON, SEANA	0.5		Administrative Assistant
MURRELL, CATHY	18	BS	Executive Administrative Assistant
WEBB, JENNIFER	15.5		Administrative Assistant

## **GOALS:**

- To align professional development services with district and school needs to build the capacity of all adult learners to provide a world-class education system that graduates college- and career-ready students.
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.
- To improve the learning of all students by providing resources to support adult learning and collaboration.
- To provide curriculum development assistance to schools.
- To support school improvement initiatives generated by DESE and enhance program integration through effective communication and technical support.

## **PROGRAM SUMMARY:**

The Teacher Center Coordinator is primarily responsible for planning and carrying out the professional development programs for member districts. The professional development programs are partly identified by the Needs Assessment survey results and in collaboration with the Teacher Center Committee. A wide variety of workshops are provided to teachers, administrators, school board members, and other staff throughout the year utilizing the expertise of regional, state, and national consultants to train school personnel to help them develop professionally.

During the summer, CRESC contracts with Teachers of Excellence in member districts to provide professional development to their peers. CRESC also collaborates with DESE as a training site for many state initiatives. Partnerships with DESE, ASU-ERZ, ASU College of Education, ASBA, APSRC, regional Cooperative Specialists, national presenters, Teachers of Excellence, and various DESE Units help provide professional development for all school personnel. The use of technology is supported through multiple training sessions at CRESC and member school sites.

## **MAJOR HIGHLIGHTS OF THE YEAR:**

- Over 600 teachers and administrators attended various Science of Reading (SoR)-related training, including RISE (K-2 and 3-6), Sound Walls, SoR Stand-alone Modules, Small Group Instruction, and SoR Assessors' Training. Attendance at these 80 PD events helped progress regional educators toward their Awareness or Proficiency Credentials as required by [Act 489 of 2021](#), and met the annual SoR professional development criteria, as required by [Act 83 of 2019](#).
- CRESC completed Year 2 of the Shelton School for Multisensory Structured Language Education training with the fourth cohort of teachers. This training aims to provide support for districts with students with specific language disabilities and intervention for students with dyslexia.
- The Teacher Center Committee and Curriculum Coordinators met three times during the year ([AGENDAS](#)). During the meetings, the committee members and curriculum coordinators worked collaboratively with the CRESC content specialists and R&R specialists to disaggregate the results from the [Needs Assessment Survey](#). Through this work, they were able to develop [recommendations](#) for future PD that would support the needs of the member districts. The TCC presented the recommendations to the Board of Directors.
- The Teacher Center Coordinator scheduled several PD sessions for behavior and behavior intervention plans per [Act 1084](#). [Behavior Support Specialists](#) and guest speakers presented the content. The TCC shared with the Board of Directors information about free behavior [PD options](#) available to their staff and paid consultant and trainer options.
- To meet the growing need for professional development in special education services in the general education classroom, CRESC collaborated with the DESE Special Education Unit to provide training for [Inclusive Practices](#) and [Co-Teaching](#). The TCC also contracted national presenters for behavior change, executive functions, and data-driven decision-making sessions.
- CRESC offered multiple professional development sessions for social-emotional learning and mental health first aid.

- At the height of summer PD offerings, many sessions were made available in a virtual format to help reduce the number of participants in confined spaces. Even with limited seating, CRESC saw over 5,000 PD attendees receiving approximately 47,000 hours of PD credit.
- Other highlights include scheduling required PR for the Superintendents' Retreat, the Principals Institute, and School Board Member training. A complete list of professional development can be found in Appendix A at the conclusion of this report.

#### **PROGRAM: School/Community Health**

FUNDING AMOUNT: \$6,000

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED GRANT: Yes ☒ No ☐

#### **PARTICIPATING DISTRICTS:**

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Riverside, South Mississippi County, Trumann, Valley View, Wynne, and KIPP Delta in Blytheville

#### **PERSONNEL:**

	Yrs.	Degree	Job Title
BARKER, JESSICA	03	AA	Community Health Nurse Specialist

#### **GOAL:**

- To focus on children's health care in tobacco prevention, physical activity, nutrition, and other child health issues. CHNS support school nurses with resources and technical assistance and also assist them with continuing education hours through training.

#### **PROGRAM SUMMARY:**

The Community Health Nurse Specialists (CHNS) are responsible for providing technical assistance, education and policy guidance to school district personnel, school nutrition, health committees, and community health coalitions. Updates from the Arkansas Department of Education and the Arkansas Department of Health are provided.

#### **MAJOR HIGHLIGHTS OF THE YEAR:**

- CHNS offers Continuing Nursing Education courses at the Educational Cooperatives for school nurses free of charge.

### **PROGRAM: School Psychology**

FUNDING AMOUNT: \$371,007.28

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes \_\_\_ No X

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Buffalo Island Central, Cross County, Earle, East Poinsett County, Harrisburg, Manila, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Wynne, Marion, and Trumann, along with Developmental Early Childhood

#### **PERSONNEL:**

	Yrs.	Degree	Job Title
HORN, KERI	26	Ed.S	School Psych. Specialist/Department Head
BROADWAY, AMBER	9	Ed.S	School Psychology Specialist
CHERRY, SHELLEY	26	Ed.S	School Psychology Specialist
MILLER, EDVETTE	11	Ed.S	School Psychology Specialist
SLOAS, KELSEY	6	Ed.S	School Psychology Specialist

#### **GOAL:**

- To provide timely, accurate, reliable, and valid special education evaluations, functional behavior assessments, and consultation for the school districts listed above, according to Special Education and IDEA guidelines.

#### **PROGRAM SUMMARY:**

The role of the School Psychology Specialist is varied in many aspects. Services include conducting more than 1,000 individual comprehensive evaluations per state and federal regulations to assist LEA Special Education Supervisors and school personnel in determining eligibility and how to best meet the needs of the students. The specialists also provide consultation services concerning curriculum-based measurement and progress monitoring related to Response to Intervention (RtI) efforts. Consulting or teaming with school personnel to assist in developing academic and behavioral interventions for struggling learners is another component of the role of the School Psychology Specialists. Specialized dyslexia training is provided to hundreds of teachers in the CRESC area and personalized training, as needed, at each of the specialists' designated schools.

School Psychology Specialists at CRESC also serve as Field Supervisors for School Psychology students from the National Association of School Psychologists (NASP)-approved Ed.S. School Psychology program at Arkansas State University. The specialists provide supervision for practicum students, as well as interns. Practicum students are supervised for a total of 600 hours. Interns are

supervised for 1200 hours. Supervisors have a valid state school psychologist credential for the setting in which they are employed and have a minimum of three years of full-time experience as practicing school psychologists. Education or experience in the supervision of school personnel is desirable. Typically, the more-experienced specialists guide the less-experienced supervisors so that all school psychologists have access to support throughout their careers.

The internship and practicum sites provide opportunities for a range of school psychological services consistent with the NASP Standards for graduate preparation of school psychologists and the NASP Model for comprehensive and integrated school psychological services. The internship includes an average of at least two hours of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focuses on developing the intern's competencies.

**MAJOR HIGHLIGHTS OF THE YEAR:**

- The School Psychology Specialists at CRESC assisted special education staff and teachers with behavior intervention plans. They provided professional development for teachers and helped school-based teams with Response to Intervention (RtI).
- The CRESC School Psychology Specialists provided consulting services for dyslexia screenings related to response to intervention efforts and aided other districts as requested.

**PROGRAM: Special Education--Arkansas Transition Services**

FUNDING AMOUNT: \$125,000.00

FUNDING SOURCE: Federal Grant

COMPETITIVE GRANT: Yes \_\_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_\_

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island, Cross County, Earle, East Poinsett, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, and Wynne.

*Areas outside CRESC include:*

Northeast Education Cooperative: Westside, Pocahontas, Sloan Hendrix, Hillcrest, Corning, Marmaduke, Greene County Tech, Hoxie, Lawrence County, Jackson County, Paragould, Piggott, Rector, Maynard

Great Rivers Education Cooperative: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, Hughes, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley,



West Memphis

**PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
WILLIAMS, JENNIFER	28	MSE	Transition Consultant

**GOAL:**

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

**PROGRAM SUMMARY:**

Arkansas Transition Services (ATS) is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Division of Elementary and Secondary Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. The mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. The Transition Consultants provide technical assistance, training, and consultations to special education teachers and other relevant staff, as well as to various agency personnel. These services are provided at no cost.

**MAJOR HIGHLIGHTS of 2021-2022:**

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

## **State Level**

- ATS is continuing to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films is continuing to partner to provide The Inclusion Film Camp for students with disabilities. The 2023 camp will be held on-site this year April 24-28 at University of Arkansas Pulaski Technical College in North Little Rock. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferrable work skills. The 2022 Camp had 27 students from across the state.
- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education.
- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) obtained a Federal Grant and ATS has been helping recruit more schools to participate in this program. Training will be held in June of 2023 for the participating schools who will begin implementing the program fall of 2023. The district leadership teams (Harrisburg, Rogers, and Magnolia) will attend to provide feedback and guidance in the implementation process. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes.
- College Bound Arkansas 2023 will be held June 26-28, 2023, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health, and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2022 had 12 students, 4 parents, and 2 professionals attend.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team are continuing to collaborate to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.

- ATS held its statewide Transition Summit for teams from across the state in conjunction with the Division of Career Development and Transition (DCDT) International Conference held in Little Rock November 2022. 83 attendees got to hear national speaker Dr. Zach Smith talk about Universal Design for Learning in Transition. Many of the participants stayed to participate in the conference.
- ATS held a Cadre in January and brought in nationally known speaker, Dr. Paula Kluth, to talk about Inclusion. 67 attendees from across the state came to the all-day presentation.
  - State Level Organizations Served:
    - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) – State President
    - Local Planning Team for DCDT International Conference in Little Rock, AR November of 2022.
    - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.
- ATS continues to collaborate with the Division of Career and Technical Education and has continued, with the help of the Arkansas Co-Teach Project, to partner with a high school in southeast Arkansas to implement a co-taught Agriculture class. This intervention allowed students with disabilities to participate in a general education class with the appropriate support needed to succeed. We are in the process of discussing this model with Southside High School in Ft. Smith.
- CASYI Pilot: Arkansas Transition Services partnered with the CASYI Project on a pilot program on improving Transition Planning for students who are Deaf/Blind. ATR have worked nine students and their IEP team from schools in Arkansas. They also provided additional training in the Discovery process which allows a team the strategies to really get to know students and their families in an effort to develop more meaningful plans for their future.
- ATS continues to support teachers in implementing the SDLMI (Self-Determined Learning Model of Instruction) within at least one class and then collect data to look at the effects of implementing the model. The SDLMI provides instruction and support for students to set a goal, act, and adjust their goal or plan, so they can successfully reach goals. Training of teachers was conducted by the University of Kansas staff and facilitated by Arkansas Transition Services in the summer of 2022, and implementation of the intervention continued in the Fall of 2022. Data collection and analysis is in process.

- Post School Outcomes Data Collection Pilot - In May 2022, Arkansas Transition Services recruited six school districts to participate in a three year pilot for post-school outcomes data collection. Students who left in May 2021 were surveyed last summer with an 84% response rate. The surveys will continue with an added district, Springdale School District, the remaining years, 2023, 2024. All participants have been trained and will be paid for their work. The hope is to show a better response rate when school personnel ask former students questions about what they are doing for work, training, and education one year after high school.

### **Co-op Level**

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
  - Jonesboro High School transition fair
  - Project Care transition fair with participants from Valley View, Nettleton, Brookland, Jonesboro, Bay, BIC, Harrisburg, Riverside
- Coop Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops:
  - “Secondary Transition Compliance Basics and Best Practices”
  - “Promoting Inclusive Practices through the PISA”
  - Additional Trainings: “Indicator 13 Walk-thru-“ was presented onsite for the following districts at their request: Earle, Clarendon, Westside, Marked Tree, East Poinsett County, Pocahontas, Paragould, Helena-West Helena, Palestine-Wheatley, and Lee County
- Technical Assistance was provided for Earle, Wynne, Marion, Marked Tree, East Poinsett County, Bay, Hillcrest, Barton-Lexa, Clarendon, Palestine-Wheatley, Westside, Pocahontas, Paragould, Marvell-Elaine, Barton-Lexa, Lee County, West Memphis
- Other presentations
  - SEAS State Conference-“Promoting Inclusive Practices Through the PISA”
  - Statewide “Executive Functioning Skills” trainings
  - DCDT International Conference- School Based Enterprise Exhibition
  - CAYSI
- Trainings/Conferences Attended:
  - Arkansas LEA Academy
  - Division of Career Development and Transition International Conference

**PROGRAM: Special Education--Educational Services for the Visually Impaired (ESVI)**

FUNDING AMOUNT: \$110,000

COMPETITIVE GRANT: Yes \_\_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_\_

**PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
DILLINGER, PAIGE	29.5	MSE	Consultant for Visually Impaired

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, and Wynne.

Areas served outside the CRESC region include the following counties: Clay, Cleburne, Crittenden, Fulton, Greene, Jackson, Lawrence, Lee, Monroe, Phillips, Prairie, Randolph, Sharp, St. Francis, and Woodruff.

**GOALS:**

- To provide consultation, direct services, and support services to blind or visually impaired students, their parents, the school, the center, and related staff.
- To collaborate with school districts, parents, and communities and provide the support that empowers them to remove educational and environmental barriers
- To create solutions that foster independence for all students with visual impairments.

**PROGRAM SUMMARY:**

The CRESC Educational Services for the Visually Impaired (ESVI) consultant serves a large portion of northeastern Arkansas for IDEA and 504. The ESVI consultant provides required assessments (Learning Media Assessment, Functional Vision Assessment, Orientation & Mobility Assessments, Assistive Technology Evaluations), consultations, direct Orientation and Mobility instruction, and makes recommendations for adaptations and modifications to meet the needs of students who are blind or visually impaired, ages 3 through 21, in an educational program, allowing access to the educational curriculum.

The program provides large print or Braille textbooks through the Instructional Resource Center; demonstrates, loans, and provides instruction and consultation in assistive technology and low vision

devices; provides direct instruction in Orientation and Mobility in the school and local communities. In addition, professional development opportunities are offered to parents, teachers, and related staff.

### **MAJOR HIGHLIGHTS OF THE YEAR:**

- During the 2022-2023 period of performance, the ESVI consultant continued to be housed at CRESC, which enabled continued communication between member districts, other counties served, CRESC, and LEA staff serving special populations.
- The ESVI consultant provided training across Arkansas to area preschools, school districts, TVI's and students.
- The ESVI consultant offered direct service to the school districts, consulted as needed, attended TEAM meetings/IEP meetings, etc, provided required LMA/FVA/O&M assessments, and direct instruction in Orientation and Mobility.
- The ESVI consultant provided schools/parents/TVI's with needed equipment/materials/resources for in-school and home instruction.
- Conferences and meetings attended throughout the school year included:
  - ACC Fall Convening
  - LEA Academy
  - AR-AER
  - American Printing House Annual Meeting
  - Texas Deafblind Consortium
  - Envision Conference West 2023
  - ESVI Training/staffing
  - AR-AER Board meetings
- ESVI provided training and meetings for the Teachers of the Visually Impaired and students with visual impairment throughout the state:
  - Paraprofessionals in Public Schools
  - APH new materials
  - TVI meetings
- The ESVI consultant collaborated with the northwest TVI's to provide several ECC and O&M activities for students with a visual impairment: White Cane Day and Crystal Bridges.
- ESVI consultants coordinated and hosted the 2023 Cane Quest for students with visual impairment.
- Additionally, the ESVI consultant collaborated with ACC agencies: Easter Seals and CAYSI. The agencies helped facilitate programming for students with multiple disabilities by providing

assessments, resources, strategies and teaching techniques, materials, and equipment for early childhood programs and school districts.

- The ESVI Consultant is serving on the Arkansas AER Board.

Regional vision consultants are funded through the following Education Service Cooperatives:

- Guy Fenter Education Service Cooperative
- Crowley's Ridge Education Service Cooperative
- Southwest Arkansas Education Service Cooperative
- Northwest Arkansas Education Service Cooperative

ESVI Central Office is located at:

1401 West Capitol Avenue, Victory Building, Suite 425

Little Rock, AR 72201

**PROGRAM: Special Education--LEA Supervisor**

FUNDING AMOUNT: \$93,859.92

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes X No \_\_\_

PARTICIPATING DISTRICTS: Bay and Earle

**PERSONNEL:**

	Yrs.	Degree	Job Title
KAMMERER, CHRISTINA	09	EdS	Special Education LEA Supervisor
MURRELL, CATHY	17	BS	Executive Administrative Assistant

**GOAL:**

- To provide Local Education Agency (LEA) supervisory special education services to three districts within Crowley's Ridge Coop area
- To provide ongoing training and support for district and school personnel, including certified teachers, administrators, central office staff, and paraprofessionals.

**PROGRAM SUMMARY:**

The purpose of the CRESC LEA is to supervise and administer district programs for children with disabilities under the Individuals with Disabilities Education Act (IDEA). He provides consultation to

special and general education personnel in the districts and designates appropriate professionals for appraisal, programming, and implementation activities as specified by state guidelines. He initiates and administers programs to locate, identify, and evaluate students with suspected disabilities. Additionally, the program is responsible for monitoring the operation of district programs for children with disabilities to ensure operation per state-approved policies, procedures, and guidelines. The CRESC LEA also provides consultative assistance to general education teachers serving students with disabilities.

The program maintains information and liaisons with other public and private agencies and individuals who provide services to students with disabilities in the districts. The LEA develops and monitors contacts with other districts, public and private agencies, and individuals providing services to students with disabilities in the district. In collaboration with the superintendent of each participating district, the LEA develops and recommends each district's special education plan and budget. He also assists in developing and administering the district's comprehensive system of personnel development for special education. Finally, he serves as a liaison with the DESE Special Education Unit in the education of children with disabilities, as well as a liaison with parents and professional organizations.

#### **MAJOR HIGHLIGHTS OF THE YEAR:**

- The Armorel School District high school special education class made significant progress in expanding its DELTA program (OWL). The classroom also conducted school-based business through the DELTA program. The students received Wal-Mart shopping lists from high school teachers and shopped for them. Other students assisted in sorting, completing receipts, and handling payments. Teachers expanded their ability to provide educational programming to students. They also improved their knowledge of due process requirements.
- The Buffalo Island Central School District has continued to see growth in the student population and to align special education with regular education instruction contact and has participated in Professional Learning Communities (PLCs) this year. Special education teachers have been included in this initiative. Research indicates that student outcomes improve with teacher participation in PLCs.
- The Earle School District fulfilled requirements set forth by the state and was determined to comply with state standards. Teachers expanded their ability to provide educational programming to students. They also improved their knowledge of due process requirements.



### **PROGRAM: Special Education--Teacher Mentoring**

FUNDING AMOUNT: \$20,000.00  
FUNDING SOURCE: FEDERAL  
COMPETITIVE GRANT: Yes\_\_\_ No X  
RESTRICTED GRANT: Yes X No \_\_\_  
PERSONNEL:

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
COBURN, SHARON	43	MSE	Teacher R&R Specialist

### **GOALS:**

- To establish current information on novice special education teachers' awareness of the percentage of students with disabilities in their school(s) included within the general education setting 80% or more of the school day, 40-79% of the school day, and less than 40% of the school day (IDEA Part B Indicator 5 - Least Restrictive Environment).
- To establish information on novice special education teachers' implementation and perceived effectiveness of High Leverage Practices (HLPs) for students with disabilities.
- To gather and report novice special education district and teacher participation rates.

### **PROGRAM SUMMARY:**

The R&R Specialists use this grant to specifically support the novice teachers in the CRESC region who teach special education. In addition to traditional novice teacher supports (e.g., lesson planning, classroom management), the specialists provide PD and plan work sessions to help the teachers properly document student information and procedures/protocols they must follow under IDEA mandates. The novice teachers also receive various resources and texts that they can use to serve their students better.

### **MAJOR HIGHLIGHTS OF THE YEAR:**

- Most participating novice teachers completed the required surveys throughout the year. These surveys addressed components of instruction (High-Leverage Practices) and student placement (least restrictive environment) specific to special education.
- All participating novice teachers received materials and resources for High-Leverage Practices.
- Teachers attended a series of virtual PD sessions throughout the year. Regional LEAs presented these sessions that addressed various topics related to special education student services documentation.

### **PROGRAM: Teacher Center (Make and Take)**

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes \_\_\_ No X

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

#### **PERSONNEL:**

	<b>Yrs.</b>	<b>Job Title</b>
BROWN, DEBBIE	22	Teacher Center Clerk/Courier
MATHIS, SHERRY	14	Part-time Teacher Center Clerk/Custodian

#### **GOAL:**

- To provide the Crowley's Ridge ESC and our 22 school districts with make-and-take services for preschool-12th grades.

#### **PROGRAM SUMMARY:**

The Teacher Center workroom is a source of materials teachers in the districts use regularly. Many supplies are available to teachers, including a laminating machine, button maker, and bookbinder. The center also consists of close to 600 various die cuts and eight cutting machines. One of the more popular items in the workroom is a poster maker. This machine is used by teachers, administrators, and co-op specialists when conducting workshops and showing examples of materials introduced in meetings and professional development training. The workroom also offers ready-made materials, such as letters and cut-out designs. All items can be purchased in the workroom or ordered by phone or online. The delivery system in place provides service as needed to member school districts.

#### **MAJOR HIGHLIGHTS OF THE YEAR:**

- The Teacher Center clerks continue to provide hands-on materials for classroom teachers to provide interactive instruction tools for the classroom.

### **PROGRAM: Technology**

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes \_\_\_ No X

RESTRICTED GRANT: Yes \_\_\_\_ No X

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

**PERSONNEL:**

	<b>Yrs.</b>	<b>Degree</b>	<b>Job Title</b>
BROWN, LEON	19	BS CBU-ITM	Computer Technology Coordinator

**GOAL:**

- To positively impact student achievement by building the capacity to respond to cyber-threats that could compromise instruction and student data.
- To conduct face-to-face or virtual meetings offered to co-op, district technology staff
- To meet additional technical and instructional technology needs of the co-op and area districts.

**PROGRAM SUMMARY:**

The CRESC Technology program works to support our districts in their efforts to provide technology for teaching and learning. This support includes coordinating with districts and schools to increase access to AR IDEAS, AR iTunesU, and AR Digital Sandbox and providing support to districts with network- or computer-related issues. We also host meetings with district technology coordinators and communicate directly with teachers and district technology personnel via email, site visits, phone calls, and technology-related meetings. This program's responsibility is to provide the Needs Assessment survey and reports for teachers and administrators across the cooperative region to determine all districts' needs for the upcoming year.

The technology coordinator provides eRater assistance and additional support for Continuity of Operations Planning for CRESC and member school districts. As the cooperative is highly reliant on technology, this program must maintain the cooperative and technology websites and keep the cooperative's computer network running at a high level. CRESC also utilizes various programs and applications to video and edit presentations for CRESC and Region 2 to enhance content delivery's effectiveness. These services are also available to support Computer Science Specialists across the state.

The CRESC technology program's role in state-level initiatives includes supporting the Arkansas ACT Aspire assessment platform, the Arkansas Student Intervention System, and the ADE's Cyber Security awareness campaign.

#### **MAJOR HIGHLIGHTS OF THE YEAR:**

- The CRESC Technology Coordinator works in collaboration and cooperation with DESE to provide services on the following topics:
  - ACT Aspire Assessments – Technology Ready
  - AR Digital Sandbox
  - AR IDEAS
  - AR Online Media Initiatives
  - AR Student Intervention System
  - Cyber Threat Response Team
  - Computer Science
  - Virtual Arkansas

#### **SPECIAL PROJECTS AND PROGRAMS**

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED: Yes X No    

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

#### **Acceleration through Communities of Practice**

GRANT AMOUNT: \$220,000.00

COMPETITIVE GRANT: Yes     No X

RESTRICTED: Yes X No    

Goals and Description:

In an effort to assist districts with the adoption and implementation of High Quality Instructional Materials, this grant was awarded to allow CRESC the means by which to partner with national vendors (vetted through River Education) for the purpose of training and through-year support with curricula. Partnerships were created with five vendors: ANet, Better Lesson, Great Minds, McGraw Hill, and Savvas. These partnerships will create training opportunities for districts utilizing ELA curricula (*CKLA*, *MyPerspectives*, *StudySync*, *Wit & Wisdom*, and *Wonders*) and math curricula (*Eureka Math*, *Illustrative Math*, and *Reveal*

*Math*). Twenty-four schools across 12 districts expressed an interest in participating in this additional layer of support. Top priority was given to districts receiving Level 3, 4, and 5 literacy support.

### **Arkansas Leadership Excellence and Development System (LEADS 2.0)**

Competitive Grant                      Yes\_\_\_ No **X**

#### **Goals and Description:**

DESE adopted the Professional Standards for Educational Leaders (PSEL) as the performance standards for education leaders. This transition from the Interstate School Leaders Licensure Consortium (ISLLC) standards to PSEL was piloted in 2018-19 and is now required for lead principal evaluations in all districts. CRESC and DESE have worked together to share this information with our region's districts, and this is part of the PPLC sessions that have been shared via the Arkansas Leadership Quest Journeys. Superintendents were also provided training as the rubrics for principals, assistant principals, and curriculum coordinators have been fully implemented.

### **CGI-Cognitively Guided Instruction & ECM-Extending Children's Math**

Competitive Grant                      Yes\_\_\_ No **X**

#### **Goals and Description:**

Cognitively Guided Instruction (CGI) is a teacher professional development program with teachers exploring a framework for how elementary school children learn number operations and early algebra concepts. Teachers use this knowledge to drive instruction. Years 2 & 3 of training builds upon the previous year's training—resulting in a real, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement curriculum or resource materials into their daily classroom instruction. ECM is for the upper elementary content math teachers. It includes fractions and fraction connections. The math specialists provide continued support for this who have completed the training.

### **Every Student Succeeds Act (ESSA)**

COMPETITIVE GRANT:              Yes \_\_\_ No **X**

#### **Goals and Description:**

As a result of the five-year evaluation process, DESE tasked cooperatives with preparing a plan to assist school districts in meeting the accountability challenges of the new ESSA. The Arkansas Department of Education visited each cooperative to share the new accountability requirements of ESSA. The department worked with school districts and cooperatives to understand their A-F scores and the ESSA

Index Scores. CRESC specialists and co-op team members worked with districts to assist with planning and will continue throughout the following year.

### **Fingerprinting**

Competitive Grant                      Yes\_\_\_ No X

#### **Goals and Description:**

To help districts with changes in the law in the area of fingerprinting employees, ADE provided fingerprinting machines and proper training to Cooperative staff. Crowley's Ridge began fingerprinting in the summer of 2014 and continues to provide fingerprinting to all districts and Arkansas State University pre-service teachers. There were more than 900 people fingerprinted this year.

### **High-Reliability Schools (HRS)**

Competitive Grant                      Yes\_\_\_ No X

As part of Arkansas's ESSA plan, DESE partnered with Marzano Research and Solution Tree and their work with High-Reliability Schools (HRS) to offer districts and schools an evidence-based approach to provide students with an educational experience that is "rigorous, challenging, and rewarding." The foundation for this work rests on the research-supported premise that PLCs are the cornerstone for achieving the desired experiences. This work has included providing each superintendent and principal with a copy of the two professional texts for HRS, multiple webinars with Dr. Marzano, Twitter chats, and the option to use HRS survey tools. CRESC supported these efforts by facilitating book studies and hosting zoom meetings to explain HRS processes and tools. The TCC communicated with area superintendents when the HRS surveys were available so that the superintendents could use them to gather perceptive data from their staff, students, and community members. The HRS process allows each school to tailor its areas of focus to the needs identified in the survey tools. CRESC will continue to support our region's schools in this process.

### **Lead Teacher Designation Training (NIET)**

GRANT AMOUNT:                      \$25,000

COMPETITIVE GRANT:              Yes \_\_\_ No X

#### **Goals and Description:**

To meet the increasing need of teachers who meet the Journeyman criteria for the apprenticeship model, this grant provides fund for interested teachers to attend training and gain the Lead Teacher designation. The training was provided by NIET. Four components of the virtual training occurred in asynchronous and

synchronous assignments over the course of approximately eight weeks. Twelve teachers from four districts participated in the training.

### **Professional Learning Communities (PLCs)**

Competitive Grant                      Yes\_\_\_ No X

#### **Goals and Description:**

It has been established that effective PLCs are a critical component of any plan to increase student achievement. CRESC worked with Solution Tree presenters to support implementing the PLC model in Inclusive Practices. Literacy, math, and science specialists attended several PLC PD sessions during unit meetings over the year. CRESC partnered with the ASU ERZ to host several PLC presenters from Solution Tree and Marzano Research.

### **Student Success Plan (SSP)**

COMPETITIVE GRANT:              Yes \_\_\_ No X

#### **Goals and Description:**

Per Act 930, beginning with the 2018-2019 school year, each student who enters the eighth (8th) grade shall have a student success plan developed by the end of the eighth grade. This plan is to be developed by school personnel in collaboration with parents and the student, and it is to be reviewed and updated annually. DESE personnel have conducted professional development sessions for the CRESC districts to clarify what is required by law and demonstrate the process for creating these plans. They provide multiple tools and examples that may be utilized in developing the plans for their students. CRESC will continue to support districts' efforts.

### **Teacher Excellence Support System (TESS)**

Competitive Grant                      Yes\_\_\_ No X

#### **Goals and Description:**

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). DESE and AAEA personnel provide TESS training for new principals as part of the Beginning Administrators Induction program. Crowley's Ridge Educational Service Cooperative offers annual sessions for novice teachers and teachers new to the region. Most of these additional sessions have been presented by Ms. Sharon Coburn in her capacity as the Novice Teacher Mentor facilitator.

## VII. Employment Policies and Practices

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

### **EMPLOYED**

Number of new males employed by the cooperative for the 2022-2023 school year:

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

White	3
African American	0
Hispanic	0
Asian	0
American Indian/Alaskan Native	0

Number of new females employed by the cooperative for the 2022-2023 school year: 15

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

White	9
African American	3
Hispanic	3
Asian	0
American Indian/Alaskan Native	0

### **TERMINATED**

Number of males terminated by the cooperative during the 2022-2023 school year: 0

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

White	0
African American	0
Hispanic	0
Asian	0
American Indian/Alaskan Native	0

Number of females terminated by the cooperative during the 2022-2023 school year: 0

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

White	0
African American	0
Hispanic	0
Asian	0
American Indian/Alaskan Native	0

### **SEEKING EMPLOYMENT**



Number of males seeking employment by the cooperative during the 2022-2023 school year: 5  
For this number above, please provide the number in each of the following racial classifications:

White	4
African American	1
Hispanic	0
Asian	0
American Indian/Alaskan Native	0

Number of females seeking employment by the cooperative during the 2022-2023 school year: 32

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

White	25
African American	4
Hispanic	3
Asian	0
American Indian/Alaskan Native	0

Crowley's Ridge Educational Service Cooperative shall not deny employment, reemployment, or advancement on the basis of race, color, creed, national origin, marital status, sex, or disability. Age shall be considered only with respect to minimums set by laws and retirement as specified by the state or policies of the board. Any person having inquiries concerning compliance with the regulation of 1972, Section 504 of the Rehabilitation ACT of 1973 or other State or Federal laws is directed to contact:

Crowley's Ridge Educational Service Cooperative  
Pamela Castor, Director  
1606 Pine Grove Lane  
Harrisburg, AR 72432  
870-578-5426

# APPENDIX A: Summary Attended

Printed Date: 6/20/2023

Last modified: 6/20/2023

## Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Search Parameter: **Start Date:** 2022-06-01-00-00-00  
**Start Date Less Than:** 2023-05-31-00-00-00  
**Events Entered By LEA Number:** 03  
**ESC Co- op Events Only:** on

Session	#Sessions	Credits	Districts	#Attended
<b>457995</b>				
<b>CRESC--GT Coordinators' and Facilitators' PD Training</b>				
457995 - Jun 7, 9, 2022 8:30 am - 3:30 pm		246	16	23
Curriculum Alignment				
<b>457997</b>				
<b>CRESC--GT Coordinators' and Facilitators' PD Training--Virtual</b>				
457997 - Jun 7, 9, 2022 8:30 am - 3:30 pm		66	6	6
Curriculum Alignment				
<b>460104</b>				
<b>CRESC--RISE 3-6 Day 1: The Science of Reading: Basis in Phonology</b>				
460104 - Jun 13, 2022 8:30 am - 3:30 pm		48	7	8
<b>460105</b>				
<b>CRESC--R.I.S.E 3-6 Day 2: Phonics</b>				
460105 - Jun 14, 2022 8:30 am - 3:30 pm		48	6	8
Arkansas Content Standards Frameworks,Curriculum Alignment,Data Disaggregation,K-12 Content				
<b>460106</b>				
<b>CRESC--R.I.S.E 3-6 Day 3 Morphology and Etymology</b>				
460106 - Jun 15, 2022 8:30 am - 3:30 pm		78	8	13
Arkansas Content Standards Frameworks,Curriculum Alignment,Data Disaggregation,Instructional Strategies,K-12 Content				
<b>460107</b>				
<b>CRESC--RISE 3-6 Day 4: Vocabulary-Level Comprehension</b>				
460107 - Jul 6, 2022 8:30 am - 3:30 pm		120	11	20
Common Core State Standards,Curriculum Alignment,Instructional Strategies				
<b>460108</b>				
<b>CRESC-- R.I.S.E 3-6 Day 5: Text-Level Comprehension</b>				
460108 - Jul 7, 2022 8:30 am - 3:30 pm		114	10	19
Arkansas Content Standards Frameworks,Instructional Strategies,K-12 Content				
<b>460109</b>				

## Summary Attended

Printed Date: 6/24/2023 Last modified: 6/24/2023

Session	#Sessions	Credits	Districts	#Attended
<b>CRESC-- RISE 3-6 Day 6 Putting it All Together</b> 460109 - Jul 14, 2022 8:30 am - 3:30 pm		60	6	10
Instructional Strategies				
<b>463491</b>				
<b>CRESC--Learning for All</b> 463491 - Jul 21, 2022 8:30 am - 3:30 pm		696	24	116
Instructional Strategies				
<b>464171</b>				
<b>CRESC--Mental Health First Aid</b> 464171 - Jun 6, 2022 8:00 am - 4:00 pm		160	10	20
Cognitive Research,Non-Curricular,Parental Involvement				
<b>464945</b>				
<b>CRESC-- Charlie Mae Simon and Arkansas Diamond book winners</b> 464945 - Jun 30, 2022 8:30 am - 11:30 am		51	10	17
K-12 Content				
<b>465553</b>				
<b>CRESC--GPS: Exemplar Science Units Supporting FIRST GRADE Literacy--VIRTUAL</b> 465553 - Jun 2, 2022 8:30 am - 3:30 pm		30	4	5
<b>465601</b>				
<b>CRESC-- GPS: Science Unit Development</b> 465601 - Jun 22, 23, 2022 8:30 am - 3:30 pm		72	4	6
Arkansas Content Standards Frameworks,Assessment				
<b>465603</b>				
<b>CRESC-- GPS: Science Assessment</b> 465603 - Jul 25, 2022 8:30 am - 3:30 pm		42	4	7
Assessment				
<b>465605</b>				
<b>CRESC--GPS: Engaging Students in Science Investigations in Grades 6-8</b> 465605 - Jul 27, 28, 2022 8:30 am - 3:30 pm		108	8	9
<b>465617</b>				
<b>CRESC--Heartsaver and BLS CPR Instructor Training</b> 465617 - Jun 14, 2022 9:00 am - 11:00 am		12	4	6
CPR				
<b>465619</b>				

## Summary Attended

Printed Date: 6/24/2023 Last modified: 6/24/2023

Session	#Sessions	Credits	Districts	#Attended
<b>CRESC-- GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning--VIRTUAL</b>				
465619 - Jun 7, 2022 8:30 am - 3:30 pm		48	6	8
<b>465623</b>				
<b>CRESC--GPS: Anchor Phenomenon for a Coherent Sequence of Science Lessons (Day 1)</b>				
465623 - Jul 20, 2022 8:30 am - 3:30 pm		12	2	2
<b>465626</b>				
<b>CRESC--Getting Our Investigations On in Grades 3-6 (Day 1)</b>				
465626 - Jun 28, 29, 2022 8:30 am - 3:30 pm		120	6	10
<b>465644</b>				
<b>CRESC--GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning</b>				
465644 - Jul 19, 2022 8:30 am - 3:30 pm		12	2	2
<b>465680</b>				
<b>CRESC--GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning</b>				
465680 - Jun 14, 2022 8:30 am - 3:30 pm		30	3	4
<b>465937</b>				
<b>CRESC--Where's that Magic Wand? Understanding, Preventing, and Responding Effectively to Challenging Behaviors</b>				
465937 - Jun 1, 2022 8:30 am - 3:30 pm		114	7	19
Classroom Management				
<b>465945</b>				
<b>CRESC--ESOL Programming Essentials and English Learner Instructional Practices that Work</b>				
465945 - Jun 20, 2022 8:30 am - 3:30 pm		54	6	8
Advocacy Leadership,Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages				
<b>465952</b>				
<b>CRESC--Meshing Content with ELP Standards</b>				
465952 - Jun 27, 2022 8:30 am - 12:00 pm		12	3	4
Advocacy Leadership,Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching,Systemic Change Process				
<b>466174</b>				
<b>CRESC--Real-Life Skills of ExecutiveFunctions: A growth Mindset Approach--VIRTUAL</b>				
466174 - Jun 21, 2022 8:30 am - 3:30 pm		240	12	40
Principles of Learning Developmental Stages				

## Summary Attended

Printed Date: 6/24/2023 Last modified: 6/24/2023

Session	#Sessions	Credits	Districts	#Attended
<b>466176</b>				
CRESC--Show me the Data: Your Guide to a Data-Driven Classroom-- VIRTUAL				
466176 - Jun 22, 2022 8:30 am - 3:30 pm		156	10	26
Data Disaggregation				
<b>466234</b>				
CRESC--K-4 Introduction to Computer Science--Online				
466234 - Jun 13, 14, 2022 8:30 am - 3:30 pm		45	3	5
<b>466235</b>				
CRESC--K-4 Introduction to Computer Science--Online				
466235 - Jul 7, 8, 2022 8:30 am - 3:30 pm		48	4	4
<b>466248</b>				
CRESC--Coding Block: Learn to Code--Online				
466248 - Jul 25, 26, 2022 8:30 am - 3:30 pm		24	2	2
<b>466250</b>				
CRESC--Coding Block Resources--Online				
466250 - Jun 22, 23, 2022 8:30 am - 3:30 pm		24	2	2
<b>466294</b>				
CRESC--Advanced Java Programming - High School CS Professional Development				
466294 - Jul 6, 7, 8, 11, 12, 2022 8:30 am - 3:30 pm		30	1	1
<b>466300</b>				
CRESC--5-8 Introduction to Computer Science--Online				
466300 - Jun 13, 14, 2022 8:30 am - 3:30 pm		48	3	4
<b>466302</b>				
CRESC--5-8 Introduction to Computer Science--Online				
466302 - Jul 18, 19, 2022 8:30 am - 3:30 pm		24	2	2
<b>466306</b>				
CRESC--5-8 Deeper Dive into Computer Science--Online				
466306 - Jun 15, 16, 2022 8:30 am - 3:30 pm		12	1	1
<b>466308</b>				

## Summary Attended

Printed Date: 6/24/2023 Last modified: 6/24/2023

Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--5-8 Deeper Dive into Computer Science--Online</b> 466308 - Jul 20, 21, 2022 8:30 am - 3:30 pm		35	3	3
<hr/>				
<b>466313</b> <b>CRESC-- Advanced Placement Computer Science A - High School CS Professional Development</b>				
466313 - Jul 18, 19, 20, 21, 22, 2022 8:30 am - 3:30 pm		30	1	1
<hr/>				
<b>466346</b> <b>CRESC--Science of Reading Assessors Training</b> 466346 - Jun 27, 2022 8:30 am - 3:30 pm		150	17	25
Supervision				
<b>467310</b> <b>CRESC--AR Math QuEST Year 1: Introduction to Ambitious</b> 467310 - Jun 13, 14, 15, 2022 8:30 am - 4:00 pm		367	4	33
Instructional Strategies				
<b>467312</b> <b>CRESC--3rd-6th Small Group, Day 1</b> 467312 - Jun 16, 2022 8:30 am - 3:30 pm		120	5	20
Data Disaggregation,Instructional Strategies,K-12 Content				
<b>467313</b> <b>CRESC--3rd-6th Small Group, Day 1</b> 467313 - Jun 20, 2022 8:30 am - 3:30 pm		138	2	23
Data Disaggregation,Instructional Strategies,K-12 Content				
<b>467317</b> <b>CRESC--Dyslexia Profile Creation Based on Data</b> 467317 - Jun 29, 2022 12:30 pm - 3:30 pm		12	4	4
Assessment,Data Disaggregation				
<b>467318</b> <b>CRESC--Dyslexia Profile Creation Based on Data</b> 467318 - Aug 4, 2022 12:30 pm - 3:30 pm		15	3	5
Assessment,Data Disaggregation				
<b>467320</b> <b>CRESC--AR Math QuEST Year 2: Going Deeper with Ambitious Teaching</b> 467320 - Jul 19, 20, 2022 8:30 am - 3:30 pm		234	4	20
Instructional Strategies				
<b>467322</b>				

## Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--AR Math QuEST: Introduction to Ambitious Teaching</b> 467322 - Jul 25, 26, 2022 8:30 am - 3:30 pm		60	5	5
Instructional Strategies				
<b>467323</b>				
<b>CRESC--AR Math QuEST: Introduction to Ambitious Teaching</b> 467323 - Jul 28, 29, 2022 8:30 am - 3:30 pm		84	6	7
Instructional Strategies				
<b>467325</b>				
<b>CRESC--RISE 3-6 Day 1: Science of Reading Overview</b> 467325 - Jul 25, 2022 8:30 am - 3:30 pm		30	5	5
Common Core State Standards, Curriculum Alignment, Instructional Strategies				
<b>467327</b>				
<b>CRESC--R.I.S.E 3-6 Day 2: Phonics</b> 467327 - Jul 26, 2022 8:30 am - 3:30 pm		30	5	5
Arkansas Content Standards Frameworks, Curriculum Alignment, Data Disaggregation, K-12 Content				
<b>467329</b>				
<b>CRESC--R.I.S.E 3-6 Day 3 Morphology and Etymology</b> 467329 - Jul 27, 2022 8:30 am - 3:30 pm		42	7	7
Arkansas Content Standards Frameworks, Curriculum Alignment, Data Disaggregation, Instructional Strategies, K-12 Content				
<b>467333</b>				
<b>CRESC--3rd-6th Small Group, Day 1</b> 467333 - Jun 21, 2022 8:30 am - 3:30 pm		78	3	13
Data Disaggregation, Instructional Strategies, K-12 Content				
<b>467334</b>				
<b>CRESC--3rd-6th Small Group, Day 1</b> 467334 - Jul 21, 2022 8:30 am - 3:30 pm		246	2	41
Data Disaggregation, Instructional Strategies, K-12 Content				
<b>467336</b>				
<b>CRESC--Lab Safety Refresher with Activities (Grades 7-12)</b> 467336 - Jun 16, 2022 8:30 am - 3:30 pm		72	5	12
Instructional Strategies				
<b>467338</b>				
<b>CRESC--K thru 6th Book Tasting--VIRTUAL</b> 467338 - Jul 18, 2022 8:30 am - 11:30 am		78	12	26
Instructional Strategies, K-12 Content				
<b>467340</b>				
<b>CRESC--The Writing Revolution Grades 3-6, Day 1</b> 467340 - Jun 27, 2022 8:30 am - 3:30 pm		132	3	22
Arkansas Content Standards Frameworks, Instructional Strategies, K-12 Content				

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Session	#Sessions	Credits	Districts	#Attended
<b>467342</b>				
<b>CRESC--The Writing Revolution for 3rd-6th, Day 1</b>				
467342 - Jun 22, 2022 8:30 am - 3:30 pm		84	3	14
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies, K-12 Content				
<b>467343</b>				
<b>CRESC--The Writing Revolution for 3rd-6th, Day 1</b>				
467343 - Jul 19, 2022 8:30 am - 3:30 pm		42	3	7
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies, K-12 Content				
<b>467345</b>				
<b>CRESC--Small Group 3-6 Day 2</b>				
467345 - Jun 23, 2022 8:30 am - 3:30 pm		60	2	10
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies, K-12 Content				
<b>467347</b>				
<b>CRESC--Critical Reading: 9-12 Tier II Intervention</b>				
467347 - Jun 1, 2, 2022 8:30 am - 3:30 pm		108	6	9
Arkansas Content Standards Frameworks, Instructional Strategies				
<b>467349</b>				
<b>CRESC--Strategic Reading: 6-8 Tier II Intervention</b>				
467349 - Jun 8, 9, 2022 8:30 am - 3:30 pm		72	3	6
Arkansas Content Standards Frameworks, Instructional Strategies				
<b>467356</b>				
<b>CRESC--Level II Dyslexia Screening Revisited</b>				
467356 - Jun 29, 2022 8:30 am - 11:30 am		12	4	4
Assessment				
<b>467357</b>				
<b>CRESC--Level II Dyslexia Screening Revisited</b>				
467357 - Aug 4, 2022 8:30 am - 11:30 am		15	3	5
Assessment				
<b>467737</b>				
<b>CRESC--Essential Behavior Classroom Management</b>				
467737 - Jul 12, 2022 9:00 am - 4:00 pm		72	9	12
Classroom Management				
<b>467983</b>				
<b>CRESC--High School Computer Science Certification and Preparation</b>				
467983 - Jun 20, 21, 22, 23, 24, 2022 8:30 am - 3:30 pm		150	5	5
<b>468105</b>				



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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--Investigating Children's Mathematics K-3</b> 468105 - Jun 21, 2022 8:30 am - 3:30 pm		18	3	3
K-12 Content				
<b>468338</b>				
<b>CRESC--TI-84 Plus CE Graphing Calculator</b> 468338 - Jun 22, 2022 8:30 am - 11:30 am		18	5	6
K-12 Content				
<b>468340</b>				
<b>CRESC--Using Nearpod/Peardeck in the Math Classroom</b> 468340 - Jun 30, 2022 8:30 am - 11:30 am		27	6	9
Instructional Strategies				
<b>468343</b>				
<b>CRESC-- Using DESMOS in the Math Classroom</b> 468343 - Jun 28, 2022 8:30 am - 11:30 am		27	7	9
Instructional Strategies				
<b>468347</b>				
<b>CRESC-- Using Fipgrid/Jamboard in the Math Classroom</b> 468347 - Jun 29, 2022 8:30 am - 11:30 am		24	6	8
Instructional Strategies				
<b>468966</b>				
<b>CRESC--Secondary Transition Compliance Basics and Best Practices</b> 468966 - Jul 26, 2022 8:30 am - 11:30 am		24	4	8
Advocacy Leadership,Assessment,Instructional Leadership,Instructional Strategies,Parental Involvement				
<b>468969</b>				
<b>CRESC--Promoting Inclusive Practices through the Predictor Implementation School/ District Self-Assessment (PISA)</b> 468969 - Jul 26, 2022 12:30 pm - 3:30 pm		39	8	13
Advocacy Leadership,Assessment,Instructional Leadership,Instructional Strategies				
<b>468982</b>				
<b>CRESC--Books, Books, and More Books! YA Book Talks</b> 468982 - Jul 12, 2022 12:30 pm - 3:30 pm		63	10	21
K-12 Content				
<b>468984</b>				
<b>CRESC--Tier I and Legislative Updates</b> 468984 - Jun 23, 2022 9:00 am - 12:00 pm		153	14	51
Non-Curricular				
<b>468986</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--Educational Resources from the Department of AR Heritage</b> 468986 - Jun 2, 2022 8:30 am - 3:30 pm		54	5	9
K-12 Content				
<b>469575</b>				
<b>CRESC--Science Of Reading Overview Stand-Alone Module for Pathways D, I, K, &amp; L--Virtual</b> 469575 - Jun 21, 2022 8:30 am - 3:30 pm		54	7	9
Instructional Strategies,K-12 Content				
<b>469577</b>				
<b>CRESC--Science of Reading-Phonological Awareness Stand-Alone Module for Pathways D, I, K, &amp; L--Virtual</b> 469577 - Jun 22, 2022 8:30 am - 3:30 pm		54	8	9
Instructional Strategies,K-12 Content				
<b>469579</b>				
<b>CRESC--Science of Reading-Decoding Stand-Alone Module for Pathways D, I, K, &amp; L--Virtual</b> 469579 - Jun 23, 2022 8:30 am - 3:30 pm		54	7	9
Instructional Strategies,K-12 Content				
<b>469595</b>				
<b>CRESC--K-2 Small Group Reading--VIRTUAL</b> 469595 - Jul 6, 2022 8:30 am - 3:30 pm		120	8	20
Instructional Strategies,K-12 Content				
<b>469610</b>				
<b>CRESC--Supporting Students with Sound Walls K-2--VIRTUAL</b> 469610 - Jul 21, 2022 8:30 am - 3:30 pm		144	7	24
Instructional Strategies,K-12 Content				
<b>469832</b>				
<b>CRESC--Calling ALL Math Teachers Part 1: ESTABLISHING Essential Standards and Vertical Alignment</b> 469832 - Jul 27, 2022 8:30 am - 11:30 am		21	4	7
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>469835</b>				
<b>CRESC-- Calling ALL Math Teachers Part 2: TEACHING strategies for Essential Standards and Vertical Alignment</b> 469835 - Jul 27, 2022 12:30 pm - 3:30 pm		18	3	6
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>469838</b>				
<b>CRESC--RISE K-2 (3 Days)</b> 469838 - Jul 25, 26, 27, 2022 8:30 am - 3:30 pm		438	11	25
K-12 Content				
<b>469860</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--Slide-A-Round Math Manipulatives to Solve Math Problems</b> 469860 - Jun 6, 2022 12:30 pm - 3:30 pm		24	7	8
K-12 Content				
<b>470363</b>				
<b>CRESC--A Year of Picture Books</b> 470363 - Jul 11, 2022 8:30 am - 3:30 pm		102	9	17
Educational Technology				
<b>470364</b>				
<b>CRESC--A Year of Picture Books</b> 470364 - Jun 13, 2022 8:30 am - 3:30 pm		78	6	13
Educational Technology				
<b>470375</b>				
<b>CRESC-- Classroom Grants, Civic Literacy and More: Free Resources from the Arkansas Humanities Council and the Clinton Presidential Library</b> 470375 - Jun 9, 2022 8:30 am - 3:30 pm		84	7	14
Instructional Strategies,K-12 Content				
<b>471325</b>				
<b>CRESC--Executive Function Supports for Students: Learning for All</b> 471325 - Jul 29, 2022 8:30 am - 3:30 pm		246	13	41
<b>471330</b>				
<b>CRESC--Instructional Coaching</b> 471330 - Jul 26, 2022 8:30 am - 3:30 pm		48	4	8
Mentoring Coaching				
<b>471493</b>				
<b>CRESC--Armored Science of Reading Implementation</b> 471493 - Jun 14, 15, 16, 2022 8:30 am - 3:30 pm		168	1	11
K-12 Content				
<b>471500</b>				
<b>CRESC--Cross County Science of Reading</b> 471500 - Jun 20, 21, 2022 8:30 am - 3:30 pm		120	2	10
K-12 Content				
<b>471507</b>				
<b>CRESC-- Osceola K Science of Reading</b> 471507 - Jun 28, 2022 8:30 am - 3:30 pm		24	1	4
K-12 Content				
<b>471513</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--Valley View Sound Walls</b>				
471513 - Jun 13, 2022 8:30 am - 3:30 pm		138	1	23
K-12 Content				
<b>471521</b>				
<b>CRESC--Valley View Sound Walls</b>				
471521 - Jun 23, 2022 8:30 am - 3:30 pm		108	3	18
K-12 Content				
<b>471527</b>				
<b>CRESC-- Osceola 1st grade Science of Reading</b>				
471527 - Jun 29, 2022 8:30 am - 3:30 pm		42	2	7
K-12 Content				
<b>471761</b>				
<b>CRESC--Osceola 2nd grade Science of Reading</b>				
471761 - Jun 30, 2022 8:30 am - 3:30 pm		30	1	5
K-12 Content				
<b>471764</b>				
<b>CRESC--Rivercrest Kindergarten Science of Reading</b>				
471764 - Jul 18, 2022 8:30 am - 3:30 pm		24	1	4
K-12 Content				
<b>471766</b>				
<b>CRESC--Rivercrest Science of Reading</b>				
471766 - Jul 19, 2022 8:30 am - 3:30 pm		24	2	4
K-12 Content				
<b>471769</b>				
<b>CRECS--Rivercrest 2nd grade Science of Reading</b>				
471769 - Jul 20, 2022 8:30 am - 3:30 pm		12	1	2
K-12 Content				
<b>471772</b>				
<b>CRESC--Rivercrest Sound Wall</b>				
471772 - Jul 21, 2022 8:30 am - 3:30 pm		54	2	9
K-12 Content				
<b>471778</b>				
<b>CRESC--Making the Connection Between Inclusion and Co-Teaching</b>				
471778 - Jul 13, 2022 8:30 am - 3:30 pm		102	5	17
Non-Curricular				
<b>471801</b>				
<b>CRESC--Argument-Driven Inquiry (ADI) (grades 3-5)</b>				
471801 - Jun 8, 9, 2022 8:30 am - 3:30 pm		24	2	2
Arkansas Content Standards Frameworks,K-12 Content				

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Session	#Sessions	Credits	Districts	#Attended
<b>471806</b> <b>CRESC--Argument Driven Inquiry (ADI) (grades 7-12)</b> 471806 - Jun 8, 9, 2022 8:30 am - 3:30 pm		36	3	3
<b>471808</b> <b>CRESC--Tips for Classroom Management</b> 471808 - Jun 16, 2022 8:30 am - 3:30 pm Classroom Management		120	10	20
<b>471814</b> <b>CRESC--Using Fiction and NonFiction Books to Enhance Investigations in the Science Classroom</b> 471814 - Jul 18, 2022 8:30 am - 3:30 pm Arkansas Content Standards Frameworks		96	9	16
<b>471816</b> <b>CRESC--The Physics of Archery</b> 471816 - Jul 21, 2022 8:30 am - 3:30 pm		60	5	10
<b>471962</b> <b>CRESC--Home School Laws and Online Data Entry Program</b> 471962 - Jul 5, 2022 9:00 am - 12:00 pm Non-Curricular		30	9	10
<b>472046</b> <b>CRESC--Southern Tenant Farmers Museum/Dyess Colony - A Farm to Table Event</b> 472046 - Jun 8, 2022 8:30 am - 3:30 pm Arkansas History,Building a Collaborative Learning Community		150	13	25
<b>472167</b> <b>CRESC-- Brookland Scheduling Workday</b> 472167 - Jun 1, 2022 9:00 am - 3:00 pm Non-Curricular		18	1	3
<b>474560</b> <b>CRESC--Making an Impact with Small Group Reading K-2</b> 474560 - Jun 20, 2022 8:30 am - 3:30 pm Instructional Strategies		108	2	18
<b>474563</b> <b>CRESC-- Supporting Students with Sound Walls K-3</b> 474563 - Aug 8, 2022 8:30 am - 3:30 pm Instructional Strategies		138	3	23
<b>474611</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC-- Brookland Scheduling Workday</b> 474611 - Jun 2, 2022 9:00 am - 3:30 pm		6	1	1
Non-Curricular				
<b>474773</b>				
<b>CRESC--SmartData: Making District Leaders "Smarter"</b> 474773 - Jul 15, 2022 8:30 am - 11:30 am		45	5	15
Non-Curricular				
<b>474785</b>				
<b>CRESC--Dive Deeper into SmartData</b> 474785 - Jul 15, 2022 12:30 pm - 3:30 pm		33	4	11
Non-Curricular				
<b>474790</b>				
<b>CRESC--High School Coaches Sports Medicine Seminar</b> 474790 - Jul 18, 19, 2022 8:30 am - 3:30 pm		78	5	7
Instructional Strategies				
<b>474823</b>				
<b>CRESC--EDPlan User Training</b> 474823 - Aug 9, 2022 8:30 am - 3:30 pm		234	3	39
Data Disaggregation,Educational Technology,Systemic Change Process				
<b>474824</b>				
<b>CRESC--EDPlan User Training</b> 474824 - Aug 10, 2022 8:30 am - 3:30 pm		90	5	15
Data Disaggregation,Educational Technology,Systemic Change Process				
<b>474826</b>				
<b>CRESC--EDPlan User Training</b> 474826 - Aug 11, 2022 8:30 am - 3:30 pm		216	6	36
Data Disaggregation,Educational Technology,Systemic Change Process				
<b>474829</b>				
<b>CRESC--Principals Institute Day 1</b> 474829 - Jun 23, 2022 8:00 am - 3:00 pm		234	13	39
Instructional Leadership,Non-Curricular,Supervision				
<b>474831</b>				
<b>CRESC-- Principals Institute Day 2</b> 474831 - Jun 24, 2022 8:00 am - 3:00 pm		24	10	24
Instructional Leadership,Non-Curricular,Supervision				
<b>475129</b>				
<b>CRESC--Academic Reading Forum</b> 475129 - Aug 3, 2022 8:30 am - 3:30 pm		54	5	10
Arkansas Content Standards Frameworks,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
<b>475157</b>				
<b>CRESC--Deconstructing Depth of Knowledge: A Method and Model for Deeper Teaching and Learning</b>				
475157 - Jul 28, 2022 8:30 am - 3:30 pm		36	4	6
Assessment,Instructional Strategies				
<b>475744</b>				
<b>CRESC--Project Prevent Chapter Advisor Summer Workshop</b>				
475744 - Jun 15, 2022 10:00 am - 1:00 pm		6	1	2
K-12 Content				
<b>475804</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475804 - Jun 2, 2022 9:00 am - 12:00 pm		3	1	1
Non-Curricular				
<b>475807</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475807 - Jun 6, 2022 8:30 am - 11:30 am		3	1	1
Non-Curricular				
<b>475809</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475809 - Jun 9, 2022 8:30 am - 11:30 am		3	1	1
Non-Curricular				
<b>475812</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475812 - Jun 13, 2022 8:30 am - 11:30 am		3	1	1
Non-Curricular				
<b>475813</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475813 - Jun 13, 2022 2:00 pm - 4:00 pm		3	1	1
Non-Curricular				
<b>475815</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475815 - Jun 14, 2022 8:30 am - 11:30 am		3	1	1
Non-Curricular				
<b>475816</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475816 - Jun 14, 2022 2:00 pm - 4:00 pm		3	1	1
Non-Curricular				
<b>475820</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--2021-2022 Rollover Workshop</b> 475820 - Jun 15, 2022 8:30 am - 11:00 am		3	1	1
Non-Curricular				
<b>475826</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475826 - Jun 15, 2022 2:00 pm - 4:00 pm		3	1	1
Non-Curricular				
<b>475827</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475827 - Jun 16, 2022 8:30 am - 11:00 am		3	1	1
Non-Curricular				
<b>475828</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475828 - Jun 16, 2022 11:00 am - 2:00 pm		3	1	1
Non-Curricular				
<b>475829</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475829 - Jun 16, 2022 2:00 pm - 4:00 pm		3	1	1
Non-Curricular				
<b>475830</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475830 - Jun 20, 2022 8:30 am - 11:00 am		3	1	1
Non-Curricular				
<b>475832</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475832 - Jun 20, 2022 11:00 am - 2:00 pm		3	1	1
Non-Curricular				
<b>475833</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475833 - Jun 20, 2022 2:00 pm - 4:00 pm		3	1	1
Non-Curricular				
<b>475834</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475834 - Jun 21, 2022 8:30 am - 11:30 am		6	2	2
Non-Curricular				
<b>475836</b>				
<b>CRESC--2021-2022 Rollover Workshop</b> 475836 - Jun 22, 2022 8:30 am - 11:00 am		3	1	1
Non-Curricular				



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Session	#Sessions	Credits	Districts	#Attended
<b>475837</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475837 - Jun 22, 2022 11:00 am - 2:00 pm		3	1	1
Non-Curricular				
<b>475847</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475847 - Jun 22, 2022 2:00 pm - 4:00 pm		6	1	2
Non-Curricular				
<b>475850</b>				
<b>CRESC--2021-2022 Rollover Workshop</b>				
475850 - Jun 23, 2022 8:30 am - 11:00 am		3	1	1
Non-Curricular				
<b>476552</b>				
<b>CRESC--PEER Teacher Leader Academy</b>				
476552 - Jun 27, 28, 2022 8:30 am - 3:30 pm		300	10	27
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Mentoring Coaching				
<b>476554</b>				
<b>CRESC--PEER Teacher Leader Academy</b>				
476554 - Jul 26, 27, 2022 8:30 am - 3:30 pm		1020	20	85
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Mentoring Coaching				
<b>476558</b>				
<b>CRESC--PEER Summer Summit</b>				
476558 - Jul 28, 2022 8:30 am - 3:30 pm		894	25	149
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Mentoring Coaching				
<b>476622</b>				
<b>Multisensory Structured Language Education (MSLE) Training, Year 2</b>				
476622 - Sep 15, 16, 2022 8:30 am - 4:00 pm		288	10	18
Assessment,Building a Collaborative Learning Community,Instructional Leadership				
<b>476623</b>				
<b>Multisensory Structured Language Education (MSLE) Training, Year 2</b>				
476623 - Nov 15, 16, 2022 8:00 am - 4:00 pm		272	9	17
Assessment,Building a Collaborative Learning Community,Instructional Leadership				
<b>476624</b>				
<b>Multisensory Structured Language Education (MSLE) Training, Year 2</b>				
476624 - Jan 12, 13, 2023 8:30 am - 4:00 pm		272	9	17
Assessment,Building a Collaborative Learning Community,Instructional Leadership				
<b>476625</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>Multisensory Structured Language Education (MSLE) Training, Year 2</b> 476625 - Mar 9, 10, 2023 8:30 am - 4:00 pm		272	9	17
Assessment, Building a Collaborative Learning Community, Instructional Leadership				
<b>476627</b>				
<b>Multisensory Structured Language Education (MSLE) Training, Year 2</b> 476627 - Apr 20, 21, 2023 8:30 am - 4:00 pm		272	9	17
Assessment, Building a Collaborative Learning Community, Instructional Leadership				
<b>476634</b>				
<b>CRESC--Medicaid in the Schools: ARMAC Program</b> 476634 - Aug 5, 2022 9:00 am - 12:00 pm		126	34	42
Non-Curricular				
<b>476662</b>				
<b>CRESC-- ESA Platform Workday for Federal Program Coordinators</b> 476662 - Jun 8, 2022 9:00 am - 12:00 pm		33	10	11
Fiscal Management				
<b>476974</b>				
<b>CRESC--FCCLA JumpStart</b> 476974 - Jun 7, 2022 8:30 am - 3:30 pm		54	8	9
Advocacy Leadership				
<b>477371</b>				
<b>CRESC-- Introduction into TPRS: Using Co-created Stories to Teach Language</b> 477371 - Jul 27, 2022 8:30 am - 3:30 pm		36	6	6
Instructional Strategies				
<b>477452</b>				
<b>CRESC--20.4 Elementary Attendance Training</b> 477452 - Jul 6, 2022 9:00 am - 12:00 pm		12	4	4
Non-Curricular				
<b>477455</b>				
<b>CRESC--20.4 Secondary Attendance Training</b> 477455 - Jul 6, 2022 1:00 pm - 4:00 pm		27	8	9
Non-Curricular				
<b>477462</b>				
<b>CRESC--20.4 Discipline Training</b> 477462 - Jul 7, 2022 9:00 am - 12:00 pm		24	4	6
Non-Curricular				
<b>477469</b>				
<b>CRESC--20.4 Entry/Withdrawal and Registration Review</b> 477469 - Jul 14, 2022 9:00 am - 4:00 pm		60	5	10
Non-Curricular				

**Summary Attended**

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Session	#Sessions	Credits	Districts	#Attended
<b>477612</b>				
<b>CRESC--American Heart Association Heartsaver First Aid and Adult/Child/Infant CPR AED Course</b>				
477612 - Jun 13, 2022 9:00 am - 2:00 pm		10	2	2
CPR				
<b>477723</b>				
<b>CRESC-- Resiliency for All</b>				
477723 - Jun 29, 2022 9:00 am - 11:00 am		12	5	6
K-12 Content				
<b>477730</b>				
<b>CRESC--Section 504 and IDEA Overview</b>				
477730 - Jun 7, 2022 9:00 am - 12:00 pm		30	7	10
Non-Curricular				
<b>477979</b>				
<b>CRESC-- PEER Teacher Leader Academy Make-up</b>				
477979 - Aug 2, 2022 8:30 am - 3:30 pm		60	3	5
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching				
<b>477983</b>				
<b>CRESC--PEER Summer Summit Make-up</b>				
477983 - Aug 4, 2022 8:30 am - 3:30 pm		48	5	8
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching				
<b>477992</b>				
<b>CRESC-- PEER Teacher Leader Academy Make-up</b>				
477992 - Aug 2, 2022 8:30 am - 3:30 pm		6	1	1
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching				
<b>478065</b>				
<b>CRESC--Plaster Gauze Relief-Sculpting</b>				
478065 - Aug 2, 2022 8:30 am - 3:30 pm		42	5	7
Instructional Strategies				
<b>478067</b>				
<b>CRESC--Artists: Back in Time</b>				
478067 - Aug 3, 2022 8:30 am - 3:30 pm		12	2	2
Instructional Strategies				
<b>478149</b>				
<b>CRESC- Superintendents' Meeting</b>				
478149 - Jun 15, 2022 10:00 am - 11:00 am		13	11	13
Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
<b>479065</b>				
<b>CRESC--Youth Mental Health First Aid</b>				
479065 - Aug 4, 2022 8:00 am - 4:00 pm		24	4	4
Non-Curricular				
<b>479370</b>				
<b>CRESC-- Resiliency for All--Virtual</b>				
479370 - Aug 10, 2022 9:00 am - 11:00 am		12	4	6
Non-Curricular				
<b>479458</b>				
<b>CRESC--Tips for Classroom Management</b>				
479458 - Jun 16, 2022 8:30 am - 3:30 pm		30	5	5
Classroom Management				
<b>479948</b>				
<b>CRESC--GT Coordinators Meeting Summer PD</b>				
479948 - Jun 20, 2022 8:30 am - 3:30 pm		54	7	9
Curriculum Alignment				
<b>479951</b>				
<b>CRESC--GT Coordinators' and Facilitators' PD Training--Virtual</b>				
479951 - Jun 20, 2022 8:30 am - 3:30 pm		72	10	12
Curriculum Alignment				
<b>480037</b>				
<b>CRESC--Cotton Sustainability Field Day</b>				
480037 - Jun 22, 2022 8:00 am - 4:00 pm		15	3	3
Building a Collaborative Learning Community				
<b>480042</b>				
<b>CRESC--Prep for Next Year 2022-2023</b>				
480042 - Jun 10, 2022 9:30 am - 1:30 pm		8	2	2
Non-Curricular				
<b>480308</b>				
<b>CRESC--Special Education Finance</b>				
480308 - Aug 12, 2022 8:00 am - 4:00 pm		231	26	33
Non-Curricular				
<b>480459</b>				
<b>CRESC-- Small Group Reading K-2 (Part 2) Zoom</b>				
480459 - Jul 7, 2022 8:30 am - 3:30 pm		42	3	7
Instructional Strategies				
<b>480658</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--GT Coordinators' Meeting - Annual Statewide GT Update</b> 480658 - Aug 26, 2022 8:30 am - 3:30 pm		102	14	17
K-12 Content				
<b>480660</b>				
<b>CRESC-- GT Coordinators' Meeting - Annual Statewide GT Update--Virtual</b> 480660 - Aug 26, 2022 8:30 am - 3:30 pm		84	11	14
K-12 Content				
<b>481039</b>				
<b>CRESC--ABC PreK Program, Staff Training</b> 481039 - Jul 18, 19, 20, 21, 2022 8:30 am - 3:30 pm		912	10	39
Classroom Management, Curriculum Alignment, Parental Involvement, Supervision				
<b>481248</b>				
<b>CRESC-- Principals Institute Day 2 Human Trafficking</b> 481248 - Jun 24, 2022 9:00 am - 9:30 am		11	11	22
Non-Curricular				
<b>481253</b>				
<b>CRESC-- Principals Institute Day 2 Parental Involvement</b> 481253 - Jun 24, 2022 9:30 am - 11:30 am		42	11	21
Non-Curricular				
<b>481262</b>				
<b>CRESC--Principal Institute Tier I</b> 481262 - Jun 24, 2022 1:00 pm - 4:00 pm		54	10	18
Non-Curricular				
<b>481302</b>				
<b>CRESC--Superintendent Retreat Board Meeting</b> 481302 - Jul 6, 2022 2:30 pm - 3:30 pm		18	15	18
Non-Curricular				
<b>481304</b>				
<b>CRESC--Superintendents' Retreat Tier I &amp; Legislative Updates</b> 481304 - Jul 6, 2022 8:30 am - 11:30 am		63	14	21
<b>481305</b>				
<b>CRESC--Superintendents Retreat Nabholz</b> 481305 - Jul 7, 2022 10:30 am - 11:30 am		26	10	13
<b>481308</b>				
<b>CRESC--Superintendents Retreat AR Teacher Retirement Updates</b> 481308 - Jul 7, 2022 2:30 pm - 3:30 pm		13	9	13

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Session	#Sessions	Credits	Districts	#Attended
<b>481461</b>				
<b>CRESC--How to Implement AAC with Young Learners using Language Acquisition and Motor Planning</b>				
481461 - Aug 4, 2022 8:30 am - 3:30 pm		192	3	32
Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages				
<b>481473</b>				
<b>CRESC--Ethics, Policies &amp; Procedures, Human Trafficking and Assessment</b>				
481473 - Aug 8, 2022 8:30 am - 3:30 pm		216	3	36
Assessment,Non-Curricular				
<b>481482</b>				
<b>CRESC-- Pivotal Practices in Early Childhood Special Education</b>				
481482 - Aug 17, 2022 8:30 am - 12:00 pm		105	3	30
Instructional Strategies				
<b>481485</b>				
<b>CRESC--Back to School Staff Meeting</b>				
481485 - Aug 16, 2022 9:00 am - 11:00 am		68	2	34
Non-Curricular				
<b>481490</b>				
<b>CRESC-- Back to School Specialist Meeting</b>				
481490 - Aug 17, 2022 9:00 am - 11:00 am		39	2	13
Non-Curricular				
<b>481492</b>				
<b>CRESC--Parental Involvement</b>				
481492 - Aug 18, 2022 9:30 am - 11:30 am		68	3	34
Non-Curricular				
<b>481493</b>				
<b>CRESC--Parental Involvement</b>				
481493 - Aug 18, 2022 12:30 pm - 2:30 pm		42	2	21
Non-Curricular				
<b>481498</b>				
<b>CRESC--Superintendent Retreat- ESSA, Reporting, Updates</b>				
481498 - Jul 6, 2022 12:30 pm - 2:00 pm		26	8	17
Non-Curricular				
<b>481504</b>				
<b>CRESC--Supporting Organizational Wellness</b>				
481504 - Jul 7, 2022 8:30 am - 10:00 am		40	11	16
Non-Curricular				
<b>481506</b>				

## Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--Superintendent Retreat Parental Engagement</b> 481506 - Jul 7, 2022 12:30 pm - 2:30 pm		26	9	13
Non-Curricular				
<b>481938</b>				
<b>CRESC--New User Training for Attendance</b> 481938 - Aug 3, 2022 9:00 am - 12:00 pm		24	7	8
Non-Curricular				
<b>481940</b>				
<b>CRESC--New User Training for Discipline</b> 481940 - Aug 3, 2022 1:00 pm - 4:00 pm		21	5	7
Non-Curricular				
<b>481943</b>				
<b>CRESC--New User Training for Registration</b> 481943 - Aug 4, 2022 9:00 am - 3:00 pm		40	5	8
Non-Curricular				
<b>482068</b>				
<b>CRESC--Migrant Tutor/Recruiter Training-Fall</b> 482068 - Aug 24, 2022 8:45 am - 4:00 pm		105	12	18
Advocacy Leadership,Instructional Strategies,Parental Involvement				
<b>482125</b>				
<b>CRESC--CTE New Teacher In-service</b> 482125 - Sep 1, 2022 8:30 am - 3:30 pm		87	9	16
Building a Collaborative Learning Community,Classroom Management,Instructional Strategies				
<b>482164</b>				
<b>CRESC--Behavior Help, EDPlan hands on training, annual ARMAC training</b> 482164 - Aug 10, 2022 8:30 am - 3:30 pm		240	3	40
Non-Curricular				
<b>482192</b>				
<b>CRESC--ATC-Welcome and Orientation</b> 482192 - Jun 1, 2022 8:00 am - 5:00 pm		60	4	7
Non-Curricular				
<b>482194</b>				
<b>CRESC--Arkansas Teaching Corps (ATC) Training</b> 482194 - Jun 2, 2022 8:00 am - 5:30 pm		60	4	7
Non-Curricular				
<b>482196</b>				
<b>CRESC--ATC Training</b> 482196 - Jun 3, 2022 8:00 am - 5:30 pm		56	4	7
Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
<b>482206</b>				
CRESC--ATC Training Day 5				
482206 - Jun 7, 2022 8:00 am - 5:30 pm		56	4	7
Non-Curricular				
<b>482208</b>				
CRESC--ATC Training Day 6				
482208 - Jun 8, 2022 8:00 am - 4:30 pm		53	4	7
Non-Curricular				
<b>482210</b>				
CRESC--ATC Training Day 7				
482210 - Jun 9, 2022 8:00 am - 4:00 pm		49	4	7
Non-Curricular				
<b>482212</b>				
CRESC--ATC Training Day 8				
482212 - Jun 10, 2022 8:00 am - 4:30 pm		49	4	7
Non-Curricular				
<b>482215</b>				
CRESC--ATC Training Day 9				
482215 - Jun 13, 2022 8:00 am - 4:30 pm		49	4	7
Non-Curricular				
<b>482226</b>				
CRESC--ATC Training Day 10				
482226 - Jun 15, 2022 8:00 am - 4:30 pm		280	4	7
Non-Curricular				
<b>482229</b>				
CRESC--ATC Training Day 11				
482229 - Jun 15, 2022 8:00 am - 4:30 pm		56	4	7
Non-Curricular				
<b>482231</b>				
CRESC--ATC Training Day 12				
482231 - Jun 16, 2022 8:00 am - 4:30 pm		53	4	7
Non-Curricular				
<b>482233</b>				
CRESC--ATC Training Day 13				
482233 - Jun 17, 2022 8:00 am - 4:30 pm		280	4	7
Non-Curricular				
<b>483397</b>				



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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--ATC Training Day 14</b> 483397 - Jun 20, 2022 8:00 am - 4:30 pm		56	4	7
Non-Curricular				
<b>483400</b>				
<b>CRESC--ATC Training Day 15</b> 483400 - Jun 21, 2022 8:00 am - 5:00 pm		60	4	7
Non-Curricular				
<b>483410</b>				
<b>CRESC--RISE K-2 Day 4</b> 483410 - Sep 19, 2022 8:30 am - 3:30 pm		156	10	26
Instructional Strategies				
<b>483411</b>				
<b>CRESC--RISE K-2 Day 5</b> 483411 - Oct 24, 2022 8:30 am - 3:30 pm		126	8	21
Instructional Strategies				
<b>483412</b>				
<b>CRESC--RISE K-2 Day 6</b> 483412 - Nov 7, 2022 8:30 am - 3:30 pm		132	10	22
Instructional Strategies				
<b>483420</b>				
<b>CRESC--ATC Training Day 16</b> 483420 - Jun 22, 2022 8:00 am - 4:00 pm		53	4	7
Non-Curricular				
<b>483425</b>				
<b>CRESC--ATC Training Day 17</b> 483425 - Jun 23, 2022 8:00 am - 4:30 pm		56	4	7
Non-Curricular				
<b>483430</b>				
<b>CRESC--ATC Training Day 18</b> 483430 - Jun 24, 2022 8:00 am - 4:30 pm		56	4	7
Non-Curricular				
<b>483436</b>				
<b>CRESC--ATC Training Day 19</b> 483436 - Jun 27, 2022 8:00 am - 4:00 pm		56	4	7
Non-Curricular				
<b>483439</b>				
<b>CRESC--ATC Training Day 20</b> 483439 - Jun 28, 2022 8:00 am - 5:00 pm		56	4	7
Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
<b>483441</b>				
CRESC--ATC Training Day 21				
483441 - Jun 29, 2022 8:00 am - 3:30 pm		280	4	7
Non-Curricular				
<b>483450</b>				
CRESC--ATC Training Day 22				
483450 - Jun 30, 2022 8:00 am - 4:30 pm		49	4	7
Non-Curricular				
<b>483452</b>				
CRESC--ATC Training Day 23				
483452 - Jul 1, 2022 8:00 am - 4:30 pm		48	3	6
Non-Curricular				
<b>483454</b>				
CRESC--ATC Training Day 24				
483454 - Jul 6, 2022 8:00 am - 4:00 pm		53	4	7
Non-Curricular				
<b>483457</b>				
CRESC--ATC Training Day 25				
483457 - Jul 6, 2022 8:00 am - 4:00 pm		53	4	7
Non-Curricular				
<b>483462</b>				
CRESC--ATC Training Day 26				
483462 - Jul 7, 2022 8:00 am - 4:00 pm		53	4	7
Non-Curricular				
<b>483467</b>				
CRESC--ATC Training Day 27				
483467 - Jul 8, 2022 8:00 am - 5:00 pm		53	4	7
Non-Curricular				
<b>483470</b>				
CRESC--ATC Training Day 28				
483470 - Jul 11, 2022 8:00 am - 3:30 pm		49	4	7
Non-Curricular				
<b>483477</b>				
CRESC--ATC Training Day 29				
483477 - Jul 12, 2022 8:00 am - 5:00 pm		60	4	7
Non-Curricular				
<b>483479</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--ATC Training Day 30</b> 483479 - Jul 13, 2022 8:00 am - 4:30 pm		53	4	7
Non-Curricular				
<b>483481</b>				
<b>CRESC--ATC Training Day 31</b> 483481 - Jul 14, 2022 8:00 am - 3:45 pm		49	4	7
Non-Curricular				
<b>483484</b>				
<b>CRESC--ATC Training Day 32</b> 483484 - Jul 15, 2022 8:00 am - 4:00 pm		53	4	7
Non-Curricular				
<b>483488</b>				
<b>CRESC--The Role of the RN in Training the Personal Care Paraprofessionals--VIRTUAL</b> 483488 - Aug 9, 2022 9:00 am - 12:00 pm		39	10	13
Health Physical Activity,Non-Curricular				
<b>483582</b>				
<b>CRESC--Required Tutor/Recruiter Training Certification</b> 483582 - Sep 7, 2022 8:30 am - 4:00 pm		150	14	20
Data Disaggregation				
<b>484231</b>				
<b>CRESC-- Staff Finance Meeting</b> 484231 - Aug 17, 2022 1:30 pm - 3:30 pm		30	2	15
Non-Curricular				
<b>484239</b>				
<b>CRESC--Human Trafficking</b> 484239 - Aug 16, 2022 12:30 pm - 1:00 pm		13	2	25
Non-Curricular				
<b>484245</b>				
<b>CRESC--Annual Staff -- Ethics</b> 484245 - Aug 16, 2022 1:00 pm - 3:00 pm		66	2	33
Non-Curricular				
<b>484275</b>				
<b>CRESC--Making Eligibility Determinations in School Year 22-23</b> 484275 - Aug 12, 2022 8:30 am - 11:30 am		9	2	3
Non-Curricular				
<b>484596</b>				
<b>CRESC-- GT Honors Differentiation Workshop</b> 484596 - Aug 2, 2022 8:30 am - 11:30 am		21	1	7
Arkansas Content Standards Frameworks				

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Session	#Sessions	Credits	Districts	#Attended
<b>484671</b>				
<b>CRESC--Personal Care Training--Medicaid in the Schools</b>				
484671 - Aug 23, 2022 9:00 am - 4:00 pm		132	8	22
Non-Curricular				
<b>484673</b>				
<b>CRESC-- 2nd grade Benchmark Workshop</b>				
484673 - Aug 2, 2022 8:30 am - 3:30 pm		30	1	5
Non-Curricular				
<b>484868</b>				
<b>CRESC-- eSchool Registration/Scheduling for Start of School for New Personnel</b>				
484868 - Aug 10, 2022 9:00 am - 12:00 pm		3	1	1
Non-Curricular				
<b>484878</b>				
<b>CRESC--eSchool Discipline Training for New Personnel</b>				
484878 - Aug 10, 2022 1:00 pm - 4:00 pm		12	3	4
Non-Curricular				
<b>484884</b>				
<b>CRESC--eSchool Attendance for New Personnel</b>				
484884 - Aug 11, 2022 9:00 am - 12:00 pm		6	2	2
Non-Curricular				
<b>485136</b>				
<b>CRESC--eSchool Medical Training for New Personnel</b>				
485136 - Aug 12, 2022 9:00 am - 12:00 pm		8	2	2
Non-Curricular				
<b>485736</b>				
<b>Manila High School (Online Professional Learning)</b>				
485736 - Aug 5, 2022 8:00 am - 2:00 pm		516	3	43
Advocacy Leadership,Bullying,Classroom Management,Code of Ethics for Arkansas Educators,Instructional Leadership				
<b>485922</b>				
<b>CRESC--Fall Counselors Meeting</b>				
485922 - Nov 1, 2022 8:30 am - 3:30 pm		156	9	26
Non-Curricular				
<b>485925</b>				
<b>CRESC--Fall Counselors Meeting</b>				
485925 - Nov 2, 2022 8:30 am - 3:30 pm		186	12	31
Non-Curricular				
<b>485949</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--RISE 3-6 Day 1: Science of Reading Overview</b> 485949 - Sep 9, 2022 8:30 am - 3:30 pm		66	3	11
Common Core State Standards, Curriculum Alignment, Instructional Strategies				
<b>485950</b>				
<b>CRESC--RISE 3-6 Day 2: Phonics</b> 485950 - Sep 23, 2022 8:00 am - 3:00 pm		78	4	13
Curriculum Alignment, Instructional Strategies				
<b>485951</b>				
<b>CRESC--RISE 3-6 Day 3: Morphology and Etymology</b> 485951 - Oct 14, 2022 8:00 am - 3:30 pm		84	5	14
Curriculum Alignment, Instructional Strategies				
<b>485953</b>				
<b>CRESC--RISE 3-6 Day 4: Vocabulary-Level Comprehension</b> 485953 - Nov 4, 2022 8:00 am - 3:00 pm		96	8	16
Common Core State Standards, Curriculum Alignment, Instructional Strategies				
<b>485966</b>				
<b>CRESC--RISE 3-6 Day 5 Comprehension/ RTI</b> 485966 - Nov 18, 2022 8:00 am - 3:30 pm		72	6	12
Common Core State Standards, Curriculum Alignment, Instructional Strategies				
<b>485975</b>				
<b>CRESC-- RISE 3-6 Day 6 Putting it All Together</b> 485975 - Dec 9, 2022 8:00 am - 3:30 pm		102	8	17
Instructional Strategies				
<b>486167</b>				
<b>CRESC--PEER Quarter 1 Training: Top of the Rope Literacy</b> 486167 - Sep 6, 2022 8:30 am - 10:30 am		20	4	10
Building a Collaborative Learning Community, Cognitive Research, Curriculum Alignment, Instructional Leadership, Instructional Strategies, K-12 Content, Mentoring Coaching				
<b>486178</b>				
<b>CRESC--PEER Quarter 1 Training: Evidence-Based Instruction</b> 486178 - Sep 6, 2022 1:30 pm - 3:30 pm		40	6	20
Building a Collaborative Learning Community, Cognitive Research, Curriculum Alignment, Instructional Leadership, Instructional Strategies, K-12 Content				
<b>486180</b>				
<b>CRESC-- PEER Quarter 1 Training: Bottom-of-the-Rope Literacy</b> 486180 - Sep 7, 2022 1:30 pm - 3:30 pm		8	2	4
Building a Collaborative Learning Community, Cognitive Research, Instructional Leadership, Instructional Strategies, K-12 Content, Mentoring Coaching				
<b>486190</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--PEER Quarter 1 Training: Evidence-Based Instruction</b> 486190 - Aug 29, 2022 1:30 pm - 3:30 pm		12	3	6
Cognitive Research,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching				
<b>486198</b>				
<b>CRESC--PEER Quarter 1 Training: Bottom-of-the-Rope Literacy</b> 486198 - Sep 1, 2022 1:30 pm - 3:30 pm		2	1	1
Cognitive Research,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching				
<b>486201</b>				
<b>CRESC--SMS Required Fields Training for the 2022- 2023 School Year--VIRTUAL</b> 486201 - Sep 1, 2022 9:00 am - 1:00 pm		68	14	17
Non-Curricular				
<b>486256</b>				
<b>CRESC--PEER Quarter 1 Training: Evidence-Based Instruction</b> 486256 - Sep 7, 2022 8:30 am - 10:30 am		34	7	17
Building a Collaborative Learning Community,Cognitive Research,Curriculum Alignment,Instructional Leadership,Instructional Strategies,K-12 Content				
<b>486266</b>				
<b>CRESC--PEER Quarter 1 Training: Top-of-the-Rope Literacy</b> 486266 - Aug 29, 2022 8:30 am - 10:30 am		10	3	5
<b>486396</b>				
<b>CRESC--PEER Quarter 1 Training: Evidence-Based Instruction</b> 486396 - Sep 1, 2022 8:30 am - 10:30 am		6	2	3
Building a Collaborative Learning Community,Cognitive Research,Curriculum Alignment,Instructional Leadership,Instructional Strategies,K-12 Content				
<b>486637</b>				
<b>CRESC-- Growing High Quality CTE</b> 486637 - Nov 2, 2022 9:00 am - 3:00 pm		55	9	11
Advocacy Leadership,Building a Collaborative Learning Community				
<b>486780</b>				
<b>CRESC--Personal Care Training--Medicaid in the Schools</b> 486780 - Aug 31, 2022 9:00 am - 3:30 pm		36	3	6
Non-Curricular				
<b>487032</b>				
<b>CRESC--Development of 3D Assessments</b> 487032 - Aug 11, 2022 9:00 am - 3:00 pm		6	1	1
Non-Curricular				
<b>487227</b>				

## Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--AGQBA Secondary Quiz Bowl Coaches' Meeting</b> 487227 - Sep 8, 2022 1:30 pm - 4:30 pm		42	11	14
K-12 Content				
<b>487232</b>				
<b>CRESC-- GT Coordinators' Meeting</b> 487232 - Sep 23, 2022 8:30 am - 3:30 pm		96	15	16
Educational Technology,Instructional Strategies				
<b>487236</b>				
<b>CRESC--GT Coordinators' Meeting</b> 487236 - Oct 11, 2022 8:30 am - 3:30 pm		66	11	11
Educational Technology,Instructional Strategies				
<b>487250</b>				
<b>CRESC--GT Coordinators' Meeting</b> 487250 - Feb 6, 2023 8:30 am - 3:30 pm		18	3	3
K-12 Content				
<b>487412</b>				
<b>CRESC--5 Essential Components of School Wide Positive Behavior System</b> 487412 - Oct 26, Nov 30, 2022 9:00 am - 3:00 pm		36	1	3
Classroom Management,K-12 Content				
<b>487415</b>				
<b>CRESC--Targeted Behavior Interventions</b> 487415 - Dec 13, 2022 8:30 am - 3:30 pm		54	5	9
Classroom Management,Instructional Strategies				
<b>487416</b>				
<b>CRESC--Targeted Behavior Interventions</b> 487416 - Feb 24, 2023 9:00 am - 4:00 pm		40	4	10
Classroom Management,Instructional Strategies				
<b>487419</b>				
<b>CRESC--Antecedent Based Interventions</b> 487419 - Jan 26, 2023 9:00 am - 4:00 pm		42	5	7
Classroom Management,Instructional Strategies,K-12 Content				
<b>487431</b>				
<b>CRESC-- Essential Behavior Concepts</b> 487431 - Apr 25, 2023 9:00 am - 4:00 pm		24	4	4
Classroom Management				
<b>487450</b>				
<b>CRESC-- Progress Report Procedures and Guidelines--VIRTUAL</b> 487450 - Sep 8, 2022 9:00 am - 12:00 pm		21	5	7
Non-Curricular				

**Summary Attended**

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Session	#Sessions	Credits	Districts	#Attended
<b>487456</b>				
<b>CRESC-- Report Card Procedures and Guidelines--VIRTUAL</b>				
<b>487456 - Sep 8, 2022 1:00 pm - 4:00 pm</b>		21	5	7
Non-Curricular				
<b>488040</b>				
<b>CRESC--Teacher Center Committee &amp; Curriculum Coordinators Meetings</b>				
<b>488040 - Oct 18, 2022 10:00 am - 12:00 pm</b>		48	18	24
Non-Curricular				
<b>488041</b>				
<b>CRESC--Teacher Center Committee &amp; Curriculum Coordinators Meetings</b>				
<b>488041 - Jan 30, 2023 10:00 am - 3:30 pm</b>		32	14	16
Non-Curricular				
<b>488042</b>				
<b>CRESC--Teacher Center Committee &amp; Curriculum Coordinators Meetings</b>				
<b>488042 - Apr 18, 2023 10:00 am - 12:00 pm</b>		26	11	13
Non-Curricular				
<b>488062</b>				
<b>CRESC-- Critical and Strategic Reading--Year 2--Day 1</b>				
<b>488062 - Sep 9, 2022 8:30 am - 3:30 pm</b>		42	5	7
Instructional Strategies,K-12 Content				
<b>488262</b>				
<b>CRESC--AP Coordinators meeting -2023-DESE-Arkansas Advanced Placement Coordinator Meeting - Virtual</b>				
<b>488262 - Sep 27, 2022 9:00 am - 12:00 pm</b>		48	15	16
Assessment				
<b>488307</b>				
<b>CRESC--Community Engagement Training for School-Level Facilitators</b>				
<b>488307 - Oct 21, 2022 1:00 pm - 3:00 pm</b>		48	10	24
Non-Curricular				
<b>488338</b>				
<b>CRESC-- PEER Q2 Training: Bottom of the Rope</b>				
<b>488338 - Nov 1, 2022 1:30 pm - 3:30 pm</b>		10	3	5
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488342</b>				
<b>CRESC-- PEER Q2 Training: Bottom of the Rope</b>				
<b>488342 - Nov 9, 2022 1:30 pm - 3:30 pm</b>		6	2	3
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488347</b>				



## Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--PEER Q2 Training: Top of the Rope</b> 488347 - Nov 2, 2022 8:30 am - 10:30 am		18	4	9
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488356</b>				
<b>CRESC--PEER Q2 Training: Top of the Rope</b> 488356 - Nov 10, 2022 8:30 am - 10:30 am		26	5	13
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488357</b>				
<b>CRESC--PEER Q2 Training: Evidence-Based Instruction</b> 488357 - Nov 2, 2022 1:30 pm - 3:30 pm		14	4	7
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488359</b>				
<b>CRESC--PEER Q2 Training: Evidence-Based Instruction</b> 488359 - Nov 9, 2022 8:30 am - 10:30 am		42	7	21
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488360</b>				
<b>CRESC--PEER Q2 Training: Evidence-Based Instruction</b> 488360 - Nov 10, 2022 1:30 pm - 3:30 pm		42	7	21
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488457</b>				
<b>CRESC--SoR Content Area Reading Strategies</b> 488457 - Nov 16, 2022 8:30 am - 3:30 pm		90	3	15
Instructional Strategies,K-12 Content				
<b>488459</b>				
<b>CRESC--Visual Supports &amp; Classroom Routines</b> 488459 - Dec 8, 2022 8:30 am - 11:30 am		69	9	23
Classroom Management				
<b>488461</b>				
<b>CRESC-- Literacy Skills for Students with Complex Learning Needs: Oral Language</b> 488461 - Dec 8, 2022 12:30 pm - 3:30 pm		54	8	18
Instructional Strategies				
<b>488558</b>				
<b>CRESC-- Dyslexia Contacts Meeting #1</b> 488558 - Sep 26, 2022 2:30 pm - 3:30 pm		19	8	19
Advocacy Leadership,Assessment,Instructional Strategies,Non-Curricular				
<b>488605</b>				
<b>CRESC--Learning for All</b> 488605 - Nov 28, 2022 8:30 am - 3:30 pm		198	8	33
Instructional Strategies				

**Summary Attended**

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Session	#Sessions	Credits	Districts	#Attended
<b>488709</b>				
<b>CRESC--New Teacher Mentorship Training</b>				
488709 - Sep 28, 2022 8:30 am - 3:30 pm		90	9	15
Building a Collaborative Learning Community,Supervision				
<b>488713</b>				
<b>CRESC-- Critical and Strategic Reading--Cohort 2--Day 3</b>				
488713 - Sep 30, 2022 8:30 am - 3:30 pm		54	4	9
Instructional Strategies				
<b>488864</b>				
<b>CRESC--Data Review Work Session</b>				
488864 - Oct 27, 2022 8:30 am - 11:30 am		54	5	18
Advocacy Leadership,Assessment,Data Disaggregation,Instructional Leadership,Systemic Change Process				
<b>488884</b>				
<b>CRESC-- PEER Q3 Training: Bottom of the Rope</b>				
488884 - Feb 2, 2023 8:30 am - 11:30 am		8	2	4
Instructional Leadership,Mentoring Coaching				
<b>488885</b>				
<b>CRESC-- PEER Q3 Training: Bottom of the Rope</b>				
488885 - Jan 25, 2023 8:30 am - 11:30 am		10	4	5
Instructional Leadership,Mentoring Coaching				
<b>488887</b>				
<b>CRESC-- PEER Q3 Training: Evidence-Based Instruction</b>				
488887 - Feb 1, 2023 8:30 am - 10:30 am		42	9	21
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488889</b>				
<b>CRESC-- PEER Q3 Training: Evidence-Based Instruction</b>				
488889 - Feb 2, 2023 1:30 pm - 3:30 pm		22	5	11
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488891</b>				
<b>CRESC-- PEER Q3 Training: Evidence-Based Instruction</b>				
488891 - Jan 25, 2023 1:30 pm - 3:30 pm		10	4	5
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488893</b>				
<b>CRESC-- PEER Q3 Training: Evidence-Based Instruction</b>				
488893 - Jan 26, 2023 8:30 am - 10:30 am		4	1	2
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>488897</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--PEER Q3 Training: Top of the Rope</b> 488897 - Feb 1, 2023 1:30 pm - 3:30 pm		18	6	9
Instructional Leadership,Mentoring Coaching				
<b>488898</b>				
<b>CRESC--PEER Q3 Training: Top of the Rope</b> 488898 - Jan 26, 2023 1:30 pm - 3:30 pm		20	4	10
Instructional Leadership,Mentoring Coaching				
<b>488914</b>				
<b>CRESC- Superintendents' Meeting</b> 488914 - Sep 21, 2022 10:30 am - 11:30 am		16	14	16
Non-Curricular				
<b>489089</b>				
<b>CRESC--Math Quest Year 2 Day 6</b> 489089 - Dec 1, 2022 8:30 am - 3:30 pm		114	3	19
<b>489093</b>				
<b>CRESC-- QuEST Year 1 Day 3</b> 489093 - Jan 12, 2023 8:30 am - 3:30 pm		36	5	6
Classroom Management,Instructional Strategies				
<b>489128</b>				
<b>CRESC-- Staff Meeting</b> 489128 - Sep 26, 2022 9:00 am - 11:00 am		28	2	14
<b>489129</b>				
<b>CRESC-- Staff Meeting</b> 489129 - Oct 31, 2022 9:00 am - 11:00 am		26	2	13
<b>489132</b>				
<b>CRESC-- Staff Meeting</b> 489132 - Jan 30, 2023 9:00 am - 11:00 am		24	2	12
<b>489181</b>				
<b>CRESC-- FACS Collaborative PLC</b> 489181 - Nov 3, 2022 8:30 am - 3:30 pm		102	11	17
Building a Collaborative Learning Community				
<b>489242</b>				
<b>CRESC-- Dyslexia Contacts Meeting #2</b> 489242 - Oct 13, 2022 8:30 am - 11:30 am		117	14	39
Advocacy Leadership,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
<b>489456</b>				
<b>CRESC - District Tech Meeting</b>				
489456 - Oct 7, 2022 9:00 am - 1:00 pm		48	10	12
<b>489458</b>				
<b>CRESC-- Personal Care Training- Medicaid In The Schools</b>				
489458 - Oct 20, 2022 8:30 am - 3:30 pm		72	7	12
Non-Curricular				
<b>489500</b>				
<b>CRESC-Region 1 Federal Coordinator Meeting</b>				
489500 - Nov 29, 2022 9:00 am - 12:00 pm		26	12	13
Advocacy Leadership,Fiscal Management				
<b>489702</b>				
<b>CRESC--Regional NEA ESOL Coordinators Meetings in person with Crowley's ESOL Coordinators. Zooming with Northcentral and Northeast Cooperative ESOL Coordinators.</b>				
489702 - Oct 12, 2022 8:30 am - 3:30 pm		60	10	10
Advocacy Leadership,Arkansas Content Standards Frameworks,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process				
<b>490006</b>				
<b>CRESC--PEER Q4 Training: Top of the Rope</b>				
490006 - Mar 6, 2023 1:30 pm - 3:30 pm		14	4	7
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>490206</b>				
<b>CRESC-- RISE K-2 Day 1</b>				
490206 - Nov 1, 2022 8:30 am - 3:30 pm		54	3	9
<b>490208</b>				
<b>CRESC-- RISE K-2 Day 2</b>				
490208 - Nov 11, 2022 8:30 am - 3:30 pm		48	3	8
<b>490211</b>				
<b>CRESC--RISE K-2 Day 3</b>				
490211 - Jan 31, 2023 8:30 am - 3:30 pm		48	3	8
<b>490213</b>				
<b>CRESC--RISE K-2 Day 5</b>				
490213 - Jan 11, 2023 8:30 am - 3:30 pm		54	3	9
Instructional Strategies				
<b>490214</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC--RISE K-2 Day 6</b> 490214 - Jan 18, 2023 8:30 am - 3:30 pm		48	3	8
Instructional Strategies				
<b>490260</b>				
<b>CRESC-- PEER Q4 Training: Evidence-Based Instruction</b> 490260 - Mar 6, 2023 8:30 am - 10:30 am		18	3	9
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies				
<b>490261</b>				
<b>CRESC-- PEER Q4 Training: Evidence-Based Instruction</b> 490261 - Mar 7, 2023 8:30 am - 10:30 am		4	2	2
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies				
<b>490262</b>				
<b>CRESC-- PEER Q4 Training: Evidence-Based Instruction</b> 490262 - Mar 8, 2023 1:30 pm - 3:30 pm		20	4	10
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies				
<b>490263</b>				
<b>CRESC-- PEER Q4 Training: Evidence-Based Instruction</b> 490263 - Mar 9, 2023 1:30 pm - 3:30 pm		30	6	15
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies				
<b>490264</b>				
<b>CRESC--PEER Q4 Training: Bottom of the Rope</b> 490264 - Mar 7, 2023 1:30 pm - 3:30 pm		10	3	5
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>490265</b>				
<b>CRESC--PEER Q4 Training: Bottom of the Rope</b> 490265 - Mar 9, 2023 8:30 am - 10:30 am		34	7	17
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>490266</b>				
<b>CRESC--RISE K-2 Day 4</b> 490266 - Dec 8, 2022 8:30 am - 3:30 pm		48	2	8
Instructional Strategies				
<b>490268</b>				
<b>CRESC--Transcript Training--Virtual</b> 490268 - Nov 8, 2022 9:00 am - 3:00 pm		70	8	14
Non-Curricular				
<b>490436</b>				
<b>CRESC- Superintendents' Meeting</b> 490436 - Oct 19, 2022 10:30 am - 11:30 am		18	16	18
Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
<b>490567</b>				
CFAM Training				
490567 - Nov 8, 2022 9:30 am - 12:00 pm		53	12	21
<b>490662</b>				
CRESC Master Scheduling: Putting Data First				
490662 - Dec 5, 2022 9:00 am - 3:00 pm		240	11	40
<b>491060</b>				
Strategic and critical Reading, Cohort 2, Year 1, Day 4				
491060 - Nov 15, 2022 8:30 am - 3:30 pm		42	4	7
<b>491171</b>				
CRESC--Dive Deeper into SmartData				
491171 - Jan 18, 2023 8:30 am - 12:30 pm		60	6	20
Non-Curricular				
<b>491175</b>				
Dive Deeper into SmartData				
491175 - Jan 18, 2023 12:30 pm - 3:30 pm		18	5	6
Data Disaggregation				
<b>491222</b>				
Scheduling Workshop for Blytheville School District				
491222 - Nov 30, 2022 9:00 am - 4:00 pm		36	1	6
Non-Curricular				
<b>491226</b>				
Mark Reporting Workshop for Blytheville School District				
491226 - Dec 1, 2022 9:00 am - 4:00 pm		18	1	3
Non-Curricular				
<b>491283</b>				
Superintendents' Meeting				
491283 - Nov 16, 2022 10:30 am - 1:00 pm		20	19	20
<b>491434</b>				
CRESC Critical and Strategic Reading: Cohort 1, Year 2, Day 4				
491434 - Jan 9, 2023 8:30 am - 3:30 pm		30	3	5
<b>491659</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - District Tech Meeting</b> 491659 - Dec 8, 2022 9:00 am - 2:00 pm		80	14	20
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<b>491739</b>				
<b>CRESC - Arkansas Teacher Residency Apprenticeship Training</b> 491739 - Jan 20, 2023 9:00 am - 12:00 pm		204	23	34
Non-Curricular				
<b>491742</b>				
<b>CRESC - Inclusive Practices: The Evolving Role of Special Educators</b> 491742 - Feb 7, 2023 8:30 am - 3:30 pm		186	11	31
Non-Curricular				
<b>491882</b>				
<b>CRESC - Superintendents Meeting</b> 491882 - Dec 2, 2022 11:00 am - 1:00 pm		34	14	17
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<b>492035</b>				
<b>CRESC - READ, CODE, CREATE</b> 492035 - Mar 15, 2023 8:30 am - 3:30 pm		96	11	16
Instructional Strategies				
<b>492392</b>				
<b>CRESC - Speech-Language Pathology, Occupational Therapy, and Physical Therapy in the MTSS Process: Why it Works, How to Start, and Considerations for Funding</b> 492392 - Jan 24, 2023 8:30 am - 11:30 am		15	4	5
Instructional Strategies				
<b>492396</b>				
<b>CRESC - Addressing Student Needs through the IEP Process and Least Restrictive Environment</b> 492396 - Jan 24, 2023 8:30 am - 3:30 pm		180	4	30
Data Disaggregation,Instructional Strategies				
<b>493116</b>				
<b>CRESC - 2nd Quarter REGIONAL NEA ESOL Coordinators Meeting</b> 493116 - Jan 27, 2023 8:30 am - 3:30 pm		30	4	5
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Mentoring Coaching,Parental Involvement,Systemic Change Process				
<b>493286</b>				
<b>CRESC EDPlan Special Education</b> 493286 - Mar 1, 2023 8:30 am - 3:30 pm		96	3	32
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<b>493290</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC EDPlan Special Education</b> 493290 - Mar 1, 2023 12:30 pm - 3:30 pm		39	4	13
<b>493296</b> <b>CRESC EDPlan Special Education</b> 493296 - Mar 2, 2023 8:30 am - 11:30 am		12	2	4
<b>493303</b> <b>CRESC EDPlan Special Education</b> 493303 - Mar 2, 2023 12:30 pm - 3:30 pm		48	4	16
<b>494022</b> <b>CRESC - Critical and Strategic Reading - Cohort 2 - Day 6</b> 494022 - May 15, 2023 8:30 am - 3:30 pm		36	3	6
Arkansas Content Standards Frameworks, Instructional Strategies				
<b>494158</b> <b>CRESC Superintendents Meeting</b> 494158 - Jan 18, 2023 10:30 am - 11:30 am		32	14	16
<b>494264</b> <b>CRESC PEER National Board Certification Overview</b> 494264 - Jan 30, 2023 4:30 pm - 5:30 pm		7	5	7
<b>494343</b> <b>CRESC - Determining Essential Standards</b> 494343 - May 18, 2023 8:30 am - 3:30 pm		156	8	26
Arkansas Content Standards Frameworks				
<b>494617</b> <b>CRESC - 3-6 R.I.S.E., Day 1</b> 494617 - Jan 18, 2023 8:30 am - 8:30 pm		12	1	2
Instructional Strategies, K-12 Content				
<b>495874</b> <b>CRESC Dyslexia Contact Meeting</b> 495874 - Feb 21, 2023 8:30 am - 11:30 am		102	18	34
K-12 Content				
<b>495877</b> <b>CRESC 5 Essential Components of School Wide Positive Behavior Supports</b> 495877 - May 2, 2023 9:00 am - 3:30 pm		114	6	19
Classroom Management				



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Session	#Sessions	Credits	Districts	#Attended
<b>497095</b>				
<b>CRESC Section 504 and Dyslexia</b>				
497095 - Mar 3, 2023 8:30 am - 11:30 am		330	22	110
Advocacy Leadership				
<b>497097</b>				
<b>CRESC Section 504 Deep Dive and Q&amp;A</b>				
497097 - Mar 3, 2023 12:00 pm - 3:30 pm		246	17	82
Advocacy Leadership				
<b>497218</b>				
<b>CRESC Ethics for Educators &amp; Human Trafficking</b>				
497218 - Feb 22, 2023 12:30 pm - 3:30 pm		9	1	3
Advocacy Leadership,Non-Curricular				
<b>497450</b>				
<b>CRESC Superintendent Meeting</b>				
497450 - Feb 15, 2023 10:30 am - 12:00 pm		36	15	18
<b>497715</b>				
<b>CRESC - Student Data Snapshots and HQIM</b>				
497715 - Mar 13, 2023 9:00 am - 11:00 am		36	10	18
Data Disaggregation				
<b>497768</b>				
<b>CRESC - Migrant Tutor Spring Workshop</b>				
497768 - Apr 12, 2023 9:00 am - 4:00 pm		78	10	13
Advocacy Leadership,Instructional Strategies,Parental Involvement				
<b>498002</b>				
<b>CRESC - 3D Media Assessment Application in the Classroom</b>				
498002 - Feb 28, 2023 8:30 am - 3:30 pm		6	1	1
<b>499213</b>				
<b>CRESC - Blytheville Elementary Scheduling Training</b>				
499213 - Mar 29, 2023 9:00 am - 4:00 pm		48	1	8
Non-Curricular				
<b>499216</b>				
<b>CRESC - Elementary Scheduling Training</b>				
499216 - Apr 11, 2023 9:00 am - 4:00 pm		54	5	9
Non-Curricular				
<b>499225</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - Secondary Scheduling Training for eSchool</b> 499225 - Apr 12, 2023 9:00 am - 4:00 pm		78	9	13
Non-Curricular				
<b>500088</b>				
<b>CRESC - Scheduling Workday for Secondary Scheduling</b> 500088 - Apr 26, 2023 9:00 am - 4:00 pm		6	1	1
Non-Curricular				
<b>501440</b>				
<b>CRESC - 4th Quarter Coordinator's Meeting</b> 501440 - Apr 18, 2023 9:00 am - 4:00 pm		30	5	5
Advocacy Leadership,Assessment,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,K-12 Content				
<b>503306</b>				
<b>CRESC - I've DIBELed... but why?</b> 503306 - Apr 27, 2023 8:00 am - 9:30 am		6	1	6
<b>503312</b>				
<b>CRESC - I've DIBELed... but why?</b> 503312 - Apr 27, 2023 9:30 am - 11:00 am		24	1	4
<b>503314</b>				
<b>CRESC - I'VE DIBELed... but why?</b> 503314 - Apr 27, 2023 12:00 pm - 1:30 pm		3	1	3
<b>503415</b>				
<b>CRESC - BEES PDees</b> 503415 - May 3, 2023 9:00 am - 12:00 pm		24	6	6
Building a Collaborative Learning Community				
<b>504506</b>				
<b>CRESC 2022-2023 Rollover Preparation Meeting (Via Zoom)</b> 504506 - May 25, 2023 9:00 am - 12:00 pm		63	20	21
Non-Curricular				
<b>505277</b>				
<b>CRESC - Superintendent's Meeting</b> 505277 - May 17, 2023 10:30 am - 1:00 pm		32	14	16
<b>505451</b>				

Summary Attended

Printed Date: 6/24/2023      Last modified: 6/24/2023

Session	#Sessions	Credits	Districts	#Attended
Monday Morning PD				
505451 - May 15, 2023 8:00 am - 12:00 pm		234	2	39
Advocacy Leadership,Instructional Strategies,K-12 Content				
GRAND TOTAL:	382	47947	109	5097