



Annual Report of Activities 2024 - 2025

Arch Ford Education Service Cooperative
<https://www.archford.org/>
101 Bulldog Drive
Plumerville, AR 72127

Approved by the Board on May 22, 2025

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Note from the Director

The Arch Ford Education Service Cooperative staff has prepared our Annual Report for the 2024-2025 year. We take great pride in the services we provide for our 26 districts. The report is a review for participating school district personnel, school board members, area legislators, Department of Elementary and Secondary Education personnel, and the Governor's office.

Our staff has attempted to capture a picture of the many services and activities that it provides to member districts through multiple program areas. The Arch Ford ESC region includes twenty-six districts in eight counties, including over 40,000 students and over 3000 teachers and administrators.

Arch Ford, like all Education Service Cooperatives, has grown to a place where member districts rely completely on certain services provided by the ESC. There are many times that personnel from the Department of Elementary and Secondary Education and other state-level education-related organizations look to Arch Ford and other co-ops for assistance with initiatives. This provides evidence of the commitment made to enhancing the quality of student-focused programs through collegial efforts, cost-saving measures, and partnerships with member districts. Co-ops bring statewide efforts to the regional level, resulting in cost and time savings for both the state and the local districts.

Dr. Mark Taylor, Director

ARCH FORD EDUCATION SERVICE COOPERATIVE

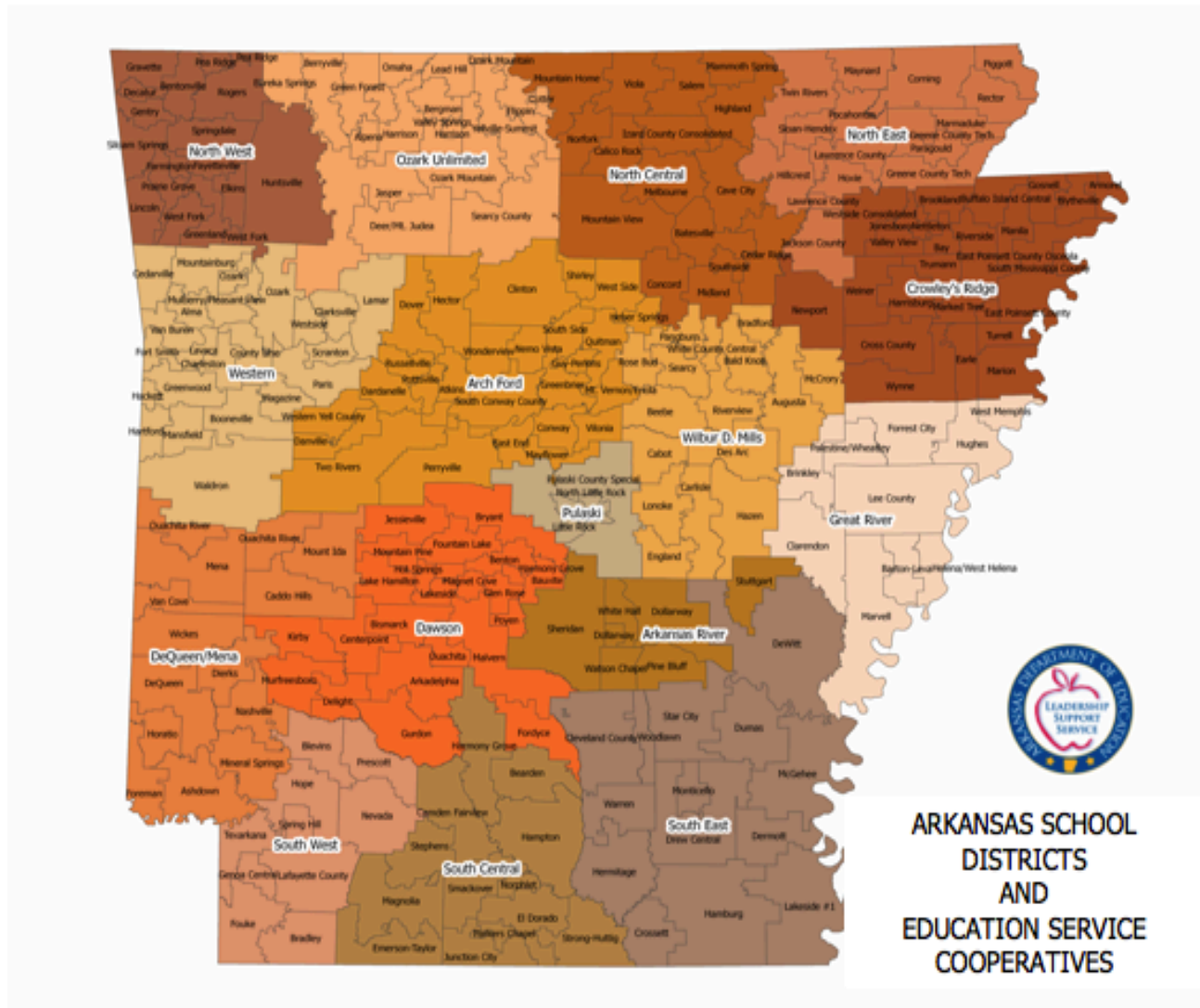
MISSION STATEMENT

Arch Ford Education Service Cooperative is committed to and strives toward academic excellence for all students by enhancing effective teaching, developing leadership, offering technical assistance, providing extensive support, and promoting state and regional initiatives to all 26 school districts.

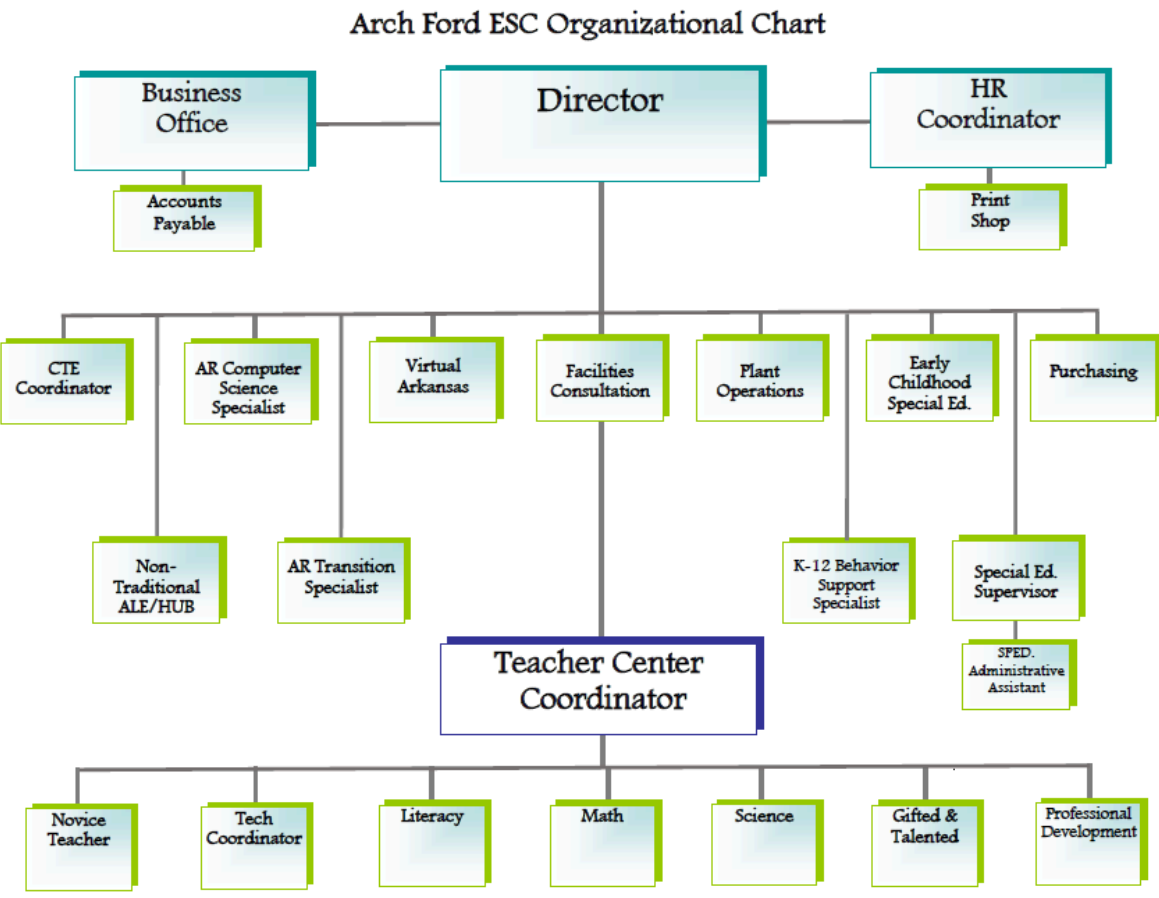
GOAL STATEMENTS

- To ensure that all teachers in the Arch Ford Education Service Cooperative are provided opportunities for professional growth in “Best Practices” of Teaching to expand their skill base.
- To provide administrative training opportunities for instructional leadership for current and prospective administrators.
- To offer technical assistance to teachers and administrators in areas of concern. They include technology, curriculum, fiscal management, behavior, safety, special education, federal programs, and crisis management.
- To partner with member schools in compliance with Act 999 to implement the accountability process.
- To support and assist our district schools in state and regional initiatives.

STATE MAP of COOPERATIVES



ORGANIZATIONAL CHART



Officers of the Board

Name	Position	School District
Dr. Mark Taylor	Director	Arch Ford Education Co-op
Shawn Halbrook	President	South Conway County
Dr. Andy Chisum	Secretary	Mayflower

Members of the Board

Name	Position	School District
Dr. Jeff Collum	Board member	Conway
Dr. Jamie Stacks	Board member	Wonderview
Dr. Jamie Burris	Board member	Dardanelle
Mandi Edwards	Board Member	Perryville
Dr. Brandi Wallace	Board member	West Side Greers Ferry
Dr. Ginni McDonald	Board member	Russellville
Larry Dugger	Board member	Pottsville
Scott Spainhour	Board member	Greenbrier
Dennis Truxler	Board member	Quitman
Dr. Harry Alvis	Board member	Two Rivers
Kim Foster	Board member	Danville
Scott Jennings	Board member	Heber Springs
Dr. Joe Fisher	Board member	Guy-Perkins
Greg Bradford/Jim Loyd	Board member	South Side Bee Branch
Dr. Doug Adams	Board member	Vilonia
Josh Daniels	Board member	Dover
Taunya Parsons	Board member	Western Yell County
Zeb Prothro	Board member	Mt. Vernon-Enola
Jay Chalk	Board member	Clinton
Dr. Lori Edgin	Board member	Atkins
Heidi Wilson	Board member	East End
Dr. Shawn Hettinga	Board member	Hector
Logan Williams	Board member	Nemo Vista
Aaron Wiggins	Board member	Shirley

Teacher Center Committee

Each participating school district in the Arch Ford Education Service Cooperative will have one representative on the Teacher Center Committee as required by law with a balance of elementary, middle school or junior high, and high school personnel and assure that at least one-half, but not more than two-thirds, of the members are classroom teachers. Each Committee member shall be elected for a term of three years.

SCHOOL DISTRICT	ROLE ASSIGNMENT	COMMITTEE MEMBER	TERM ENDS
DANVILLE SCHOOL DISTRICT	Administrator	Brittany Blankenship	2026
MT. VERNON/ENOLA SCHOOL DISTRICT	Administrator	Jennifer Raby	2026
NEMO VISTA SCHOOL DISTRICT	HS Teacher	Cindy Cunningham	2026
QUITMAN SCHOOL DISTRICT	Administrator	Halisha Stacy	2026
SHIRLEY SCHOOL DISTRICT	Administrator	Ann Clark	2026
AR SCHOOL FOR THE BLIND	Teacher Supervisor	Lori Cole	2026
SO. CONWAY CO. SCHOOL DISTRICT	MS/JH Teacher	Jennifer Koch	2026
HECTOR SCHOOL DISTRICT	Administrator	Ryan Riley	2026
PERRYVILLE SCHOOL DISTRICT	Administrator	Kevin Campbell	2026
GUY-PERKINS SCHOOL DISTRICT	Administrator	Susan McKinney	2027
RUSSELLVILLE SCHOOL DISTRICT	MS/JH Teacher	Megan Ramsey	2027
SOUTH SIDE SCHOOL DISTRICT	HS Teacher	Shelly Thorn	2027
ATKINS SCHOOL DISTRICT	Elementary Teacher	Kristi Babb	2027
WESTERN YELL CO. SCHOOL DIST.	Administrator	Zach Vest	2027
POTTSVILLE SCHOOL DISTRICT	Elementary Teacher	Donna Milligan	2027
MAYFLOWER SCHOOL DISTRICT	Administrator	Candie Watts	2027
VILONIA SCHOOL DISTRICT	MS/JH Teacher	Chandra Otts	2027
EAST END SCHOOL DISTRICT	Administrator	Jeff Gifford	2025
HEBER SPRINGS SCHOOL DISTRICT	Elementary Teacher	Lisa Capps	2025
CLINTON SCHOOL DISTRICT	Administrator	Tim Smith	2025
CONWAY SCHOOL DISTRICT	High School Teacher	Kim Penn	2025
TWO RIVERS SCHOOL DISTRICT	High School Teacher	Jennifer Garrison	2025
WONDERVIEW SCHOOL DISTRICT	Elementary Teacher	Laura Reynolds	2025
DARDANELLE SCHOOL DISTRICT	Elementary Teacher	Tiffany Alexander	2025
GREENBRIER SCHOOL DISTRICT	Elementary Teacher	Jennifer Lawrence	2025
WEST SIDE SCHOOL DISTRICT	Middle School/Jr. High Teacher	Robin Carlton	2025

DOVER SCHOOL DISTRICT	High School Teacher	Claire DeYoung	2025
ACADEMICS PLUS	Administrator	Tiffany Kent	2027
NORTH LITTLE ROCK	MS/JH Teacher	Marla Thompson	2027

2024-2025 Teacher Center Committee Meetings:

- [October 30, 2024](#)
- [January 21, 2025](#)
- [March 12, 2025](#)

Arch Ford Education Service Cooperative (ESC) Annual Report

DATE: May 22nd, 2025 LEA #: 15-20 ESC #: 1

ESC Name:	Arch Ford Education Service Cooperative
Address:	PO Box 6 Plumerville, Ar 72127
Phone Number:	501-354-2269
Director:	Dr. Mark Taylor
Teacher Center Coordinator:	Dr. Julie Workman
Names of Counties Served:	Cleburne, Conway, Faulkner, Perry, Pope, Van Buren, Yell
Number of Districts Served:	26
Number of Students:	41,471
Number of Teachers::	3,348

I. GOVERNANCE:

A.

How is the co-op governed?
☒ **Board of Directors** or ☐ Executive Committee
 How many members on the Board? **26**
 Executive Committee? **0**
 How many times did the Board meet? **10**
 Executive Committee? **0**
 When is the regular meeting? **4TH Thursday of the month**
 Date of current year's annual meeting: **September 27th, 2024**

B.

Does the co-op have a Teacher Center Committee? **Yes**
 If yes, then:
 How many are on the Teacher Center Committee? **28**
 How many members are teachers? **18**
 How many times did the Teacher Center Committee meet? **3**
 When is the regular meeting? **October, January, March**

C.

When was the most recent survey/needs assessment conducted? **Dec 2024**

D.

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

VII. STAFFING:

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

Arch Ford Employee List - 2024-2025

First Name	Last Name	Job Title	Hire Date
Corey	Adaire	Science Specialist	07/01/2019
Erica	Adkins	Certified Teacher-Assigned by Supervisor	08/08/2022
Rebecca	Anderson	VA Executive Admin Asst.	10/15/2012
Jenifer	Andrews	Asst. ECH Director	08/05/2019
John	Ashworth	VA Executive Director and Superintendent	06/30/2015
Stephanie	Atkinson	Arch Ford Business Manager	02/02/1998
Melanie	Bagsby	VA UX Design Specialist	07/01/2024
Shana	Bailey	ADE Behavior Support Specialist	07/06/2021
Luke	Bauman	Warehouse Support (summer)	07/05/2023
Robin	Baxter	Certified Teacher-Assigned by Supervisor	01/23/2020
Casey	Beavers	Career Coach-Pottsville	07/01/2024
Anita	Belew	Certified Teacher-Assigned by Supervisor	08/05/2020
Brandie	Benton	VA Deputy Superintendent of Curriculum & Instruction	07/01/2021
Shawna	Berry	Certified Teacher-Assigned by Supervisor	08/09/2021
James	Best	Certified Teacher-Assigned by Supervisor	08/05/2024
Jennifer	Bibel	ADE Transition Admin Asst.	07/01/2022
Ivan	Bibiano	Certified Teacher-Assigned by Supervisor	08/23/2021
Leann	Biehlich	Certified Teacher-Assigned by Supervisor	08/07/2023
Tonya	Bloodworth	Certified Teacher-Assigned by Supervisor	08/10/2015
Bonnie	Boaz	ADE Transition Coordinator	07/01/2022
Thomas	Bohler	VA Principal	08/08/2016
Meagan	Booe	ADE Behavior Support Specialist	07/01/2024
Briunna	Bradford	Certified Teacher-Assigned by Supervisor	01/06/2025
Heather	Branum-Kindy	Certified Teacher-Assigned by Supervisor	08/10/2015
Jennifer	Brewer	ADE Behavior Support Specialist	07/06/2021
Abigail	Bridge	EC Speech Pathologist	07/01/2024
Marcia	Brigham	Certified Teacher-Assigned by Supervisor	08/05/2024
Melanie	Brindley	Certified Teacher-Assigned by Supervisor	08/17/2015
Tabitha	Brock	Certified Teacher-Assigned by Supervisor	01/06/2025
Chaille	Brown	Certified Teacher-Assigned by Supervisor	08/08/2022
Magen	Brown	VA Proctor	08/05/2022
Tellisha	Brown	VA Proctor	01/27/2025
Peter	Burgin	AE Behavioral Intervention	10/06/2022

Marcus	Butler	DT Facilitator	08/08/2022
Jeremiah	Byrd	Certified Teacher-Assigned by Supervisor	08/07/2013
Samantha	Carpenter	VA Core Campus & Adjunct Principal	08/07/2013
Clay	Carpenter	Warehouse Support (summer)	07/10/2023
Jessica	Chapman	Certified Teacher-Assigned by Supervisor	08/07/2023
Sharon	Chuculate	AAEA Financial Services Coordinator	07/01/2022
Candace	Churchwell	Certified Teacher-Assigned by Supervisor	08/12/2020
Anna	Clark	Certified Teacher-Assigned by Supervisor	08/05/2020
Sandra	Cole	Special Ed Certified Teacher-Assigned by Supervisor	08/06/2018
Haley	Copeland	EC Speech Pathologist	08/07/2017
Susan	Corning	Sped Admin Asst	11/27/2006
John	Coussons	Certified Teacher-Assigned by Supervisor	08/07/2023
Debra	Cox	Certified Teacher-Assigned by Supervisor	08/07/2013
Sandra	Crawley	ADE Behavior Support Specialist	07/06/2021
Kelly	Davis	ADE Behavior Support Specialist	10/01/2022
Shelly	Davis	Business Office Assistant	07/01/2016
Daniel	Davis	Certified Teacher-Assigned by Supervisor	07/01/2013
Lindsay	Davis	HR Coordinator	01/09/2012
Alan	Davis	VA Lead Technology Support Specialist	07/25/2022
Angela	Drennan	VA Special Populations Coordinator	07/01/2022
Mary	Earnhart	Print Shop Manager	02/01/2005
Gianella	Edelen	Certified Teacher-Assigned by Supervisor	08/10/2015
Micah	Edwards	CTE Instructional Facilitator	07/01/2023
Timothy	Eubanks	Certified Teacher-Assigned by Supervisor	09/22/2020
Jonah	Farris	Certified Teacher-Assigned by Supervisor	08/07/2013
Leon	Fields	Certified Teacher-Assigned by Supervisor	08/07/2023
Dianna	Flippo	Certified Teacher-Assigned by Supervisor	08/07/2013
Bethany	Folsom-Hill	Mentoring Program Specialist (Novice)	07/01/2021
Mary	Foster	Certified Teacher-Assigned by Supervisor	08/08/2022
Ashley	Fox-Kelley	Certified Teacher-Assigned by Supervisor	07/01/2024
Keri	Francis	Certified Teacher-Assigned by Supervisor	08/06/2021
Melissa	Freeman	Certified Teacher-Assigned by Supervisor	08/08/1996
Heidi	Freeman	Certified Teacher-Assigned by Supervisor	08/06/2014
Amanda	Fulmer	VA Student Success Counselor	07/18/2022
Sarah	Galvez	Certified Teacher-Assigned by Supervisor	08/05/2022
Tyrene	Gardner	Certified Admin. Campus Supervisor	08/08/2022
Jacquelyn	Gardner	Certified Teacher-Assigned by Supervisor	08/05/2018
Jennie	Gardner	EC Speech Pathologist	07/01/2024
Melissa	Gasaway	School Support Specialist	07/01/2022
Erin	Gibson	Certified Teacher-Assigned by Supervisor	08/08/2022
Tammy	Glass	ADE Computer Science Specialist	07/01/2020
Brandi	Goforth	Novice Mentoring Specialists NLR	02/27/2025
Denise	Gonia	VA Content & Customer Service Specialist	07/07/2005
Lisa	Grant	VA Proctor	08/08/2022
Christina	Gray	Special Ed Certified Teacher-Assigned by Supervisor	09/04/2018

Cecilia	Gray	VA Course Design and Development Specialist	08/05/2020
Cynthia	Green	Certified Teacher-Assigned by Supervisor	07/01/2013
Beverly	Green	Certified Teacher-Assigned by Supervisor	08/15/2022
Robert	Greeson	Certified Admin. Campus Supervisor	08/01/2022
Megan	Greeson	Certified Teacher-Assigned by Supervisor	03/31/2025
Kristen	Griffin	Certified Teacher-Assigned by Supervisor	08/07/2023
Stephanie	Guyse	LEA Supervisor	07/01/2024
Tina	Hailey	Certified Teacher-Assigned by Supervisor	08/12/2020
Janice	Hamilton	Certified Teacher-Assigned by Supervisor	10/04/2021
Faith	Harness	Certified Teacher-Assigned by Supervisor	08/05/2020
Elizabeth	Harness	EC Director	05/31/1995
Terry	Harper	Warehouse Support (summer)	06/19/2023
Brooke	Harris	Certified Teacher-Assigned by Supervisor	08/09/2021
Leslie	Harris	EC Speech Pathologist	08/17/2020
John	Hart	ADE Computer Science Specialist	07/01/2020
Jeff	Hart	Regional Program Director	08/12/2013
Sonia	Hartsfield	ADE Behavior Support Specialist	07/06/2021
Micheal	Harvey	Custodian	09/03/2019
Catherine	Heard	Certified Teacher-Assigned by Supervisor	08/31/2020
Jil'Lana	Heard	VA Assessment Specialist	11/13/2023
Donna	Hill	Certified Teacher-Assigned by Supervisor	08/07/2013
Cassie	Hofford	Certified Teacher-Assigned by Supervisor	08/07/2023
Jeremy	Hogue	ADE Transition Consultant	08/01/2023
Camille	Holt	Certified Teacher-Assigned by Supervisor	08/28/2020
Stephanie	Howard	Long Term Sub	03/10/2025
Amanda	Howell	Certified Teacher-Assigned by Supervisor	08/01/2017
Justin	Howell	VA Course Design and Development Specialist	08/01/2017
Laura	Hunt	Long Term Sub	03/05/2025
Rachel	Ivy	Warehouse Support (summer)	06/19/2023
Cassandra	Jaqua	Certified Teacher-Assigned by Supervisor	08/05/2019
Tracy	Jeane	EC Speech Pathologist	08/10/2015
Tocara	Germany	Certified Teacher-Assigned by Supervisor	08/07/2024
Carolyn	Jester-McClure	Certified Teacher-Assigned by Supervisor	09/11/2023
Emily	Johnson	Novice Mentoring Specialists NLR	02/27/2025
Scottie	Johnson	Warehouse Office Support Specialist	02/01/2013
Ira	Jones	Classified Campus Supervisor	08/15/2016
Cheyenne	Jordan	LEA Supervisor	07/01/2022
Tara	Joslin	Certified Teacher-Assigned by Supervisor	07/01/2013
Angelea	Joyner	Behavioral Interventionist	08/01/2017
Jennifer	Keenan	Certified Teacher-Assigned by Supervisor	08/27/2020
Claudia	Kemp	Certified Teacher-Assigned by Supervisor	08/14/2023
Audrey	Kengla	ADE Behavior Support Specialist	07/06/2021
Ashley	Kincannon	ADE Computer Science Specialist	07/01/2022
Amanda	Kirby	ADE Behavior Support Specialist	07/06/2021
Amy	Kirkpatrick	VA Director of Technology	08/07/2013
Carla	Knight	ADE Behavior Support Specialist	07/01/2024
Fallon	Koontz	Administrative Secretary	06/01/2017

Brandon	Labat	Classified Campus Supervisor	08/06/2018
Ashleigh	Lamb	Certified Teacher-Assigned by Supervisor	08/05/2016
Kathleen	Lancaster	ADE Behavior Support Specialist	07/06/2021
Matthew	Law	Certified Teacher-Assigned by Supervisor	08/08/2022
Brian	Lawhon	ADE Computer Science Specialist	07/01/2024
Susan	Lee-Ward	LEA Supervisor	07/01/2002
Brandi	Lewis	Certified Teacher-Assigned by Supervisor	08/15/2022
Steven	Listopad	Certified Teacher-Assigned by Supervisor	09/23/2024
Mindy	Looney	VA Director of Operations	08/03/2017
Adrian	Love	DT Asst. to Special Program Supervisor	08/13/2018
Lindsey	Lovelady	ADE Behavior Support Specialist	07/06/2021
Sean	Lutz	Certified Teacher-Assigned by Supervisor	08/08/2022
Warren	Maddox	Certified Teacher-Assigned by Supervisor	08/06/2021
Mindy	Mann	Dyslexia Specialist	07/01/2023
Angela	Mannis	Certified Teacher-Assigned by Supervisor	01/12/2024
Rafeal	Marlow	AE Director	06/30/2014
Sarai	Martin	Certified Teacher-Assigned by Supervisor	08/07/2023
Gerald	Matella	Certified Teacher-Assigned by Supervisor	05/15/2024
Keisha	Mattox	AAEA Communications/Tech	03/29/2021
Rachel	McCoy	Certified Teacher-Assigned by Supervisor	08/07/2023
Paula	McDougald	VA Lead Course Design & Development Specialist	08/10/2015
Melinda	McFerron	EC Behavior Specialist	07/01/2024
Christine	McInerney	Certified Teacher-Assigned by Supervisor	08/07/2013
Tera	McInnis	VA Certified Technology Support Specialist	08/05/2022
Neil	McKnight	Sped School Psyc Spec	07/01/2023
Jennifer	McMahan	School Support Specialist	04/24/2024
Caylin	McMoran	Certified Teacher-Assigned by Supervisor	08/05/2019
Candice	McPherson	VA Director of Design & Development	08/08/2016
Allison	Mears	ADE Behavior Support Specialist	07/06/2021
Ludivine	Miles	Certified Teacher-Assigned by Supervisor	08/05/2020
Jennifer	Miller	DT Special Program Supervisor	08/13/2018
Patricia	Miller	Warehouse Manager	10/24/2000
Whitney	Milliken	Certified Teacher-Assigned by Supervisor	08/07/2013
Rebecca	Mills	VA Curriculum & Instruction Specialist/AP Coordinator	07/01/2004
Jennifer	Mobley	Certified Teacher-Assigned by Supervisor	08/08/2022
Alex	Moeller	ADE Computer Science Specialist	07/01/2020
Tonika	Mooney Wade	DT Behavioral Interventionist	08/02/2021
Kathleen	Mowery	Certified Teacher-Assigned by Supervisor	08/06/2021
Adam	Musto	ADE State Director of CS Education	07/01/2022
Linda	Myers	Certified Teacher-Assigned by Supervisor	08/09/2021
Craig	Myers	VA Course Design and Development Specialist	09/11/2017
Anna	Nabholz	Certified Teacher-Assigned by Supervisor	09/30/2024
Pamela	Nacke	Certified Teacher-Assigned by Supervisor	08/29/2024
Jennifer	Newton	Certified Teacher-Assigned by Supervisor	08/02/2019
William	Nolan	AE Cert Admin Campus Supv	11/27/2023
Karen	Norton	Mentoring and ArPEP Director	07/01/2019

Rhonda	Nosal	EC Speech Pathologist	08/01/2001
John	Pace	Certified Admin. Campus Supervisor	08/05/2019
Danesa	Page	Certified Teacher-Assigned by Supervisor	08/08/2022
Jennifer	Pense	VA Facilitator Coordinator	06/01/2008
Lindsey	Perez	Certified Teacher-Assigned by Supervisor	10/01/2024
Mandolynn	Perry	Behavioral Interventionist	08/15/2022
Gwan	Phifer	DT Behavioral Interventionist	12/05/2018
Lorita	Philips	School Psychology Specialist	08/01/2022
Johanna	Pillow	Certified Teacher-Assigned by Supervisor	08/07/2024
Elissa	Pitman	Lead School Psychology Specialist	08/08/2011
Stephanie	Plafcan	Certified Teacher-Assigned by Supervisor	08/07/2013
Stephen	Poor	Certified Teacher-Assigned by Supervisor	08/05/2024
Rachel	Poor	Special Ed Certified Teacher-Assigned by Supervisor	09/18/2023
Lex	Pruitt	Certified Teacher-Assigned by Supervisor	08/15/2016
Kitesy	Purtle	EC Speech Pathologist	07/01/2024
Tammy	Rainey	LEA Supervisor	02/03/2003
Kelli	Rainey	LEA Supervisor Manager	09/20/1999
Nicheyta	Raino	ADE Behavior Support Specialist	08/02/2018
Jessica	Ramsey	Certified Teacher-Assigned by Supervisor	07/01/2013
Amanda	Rauls	VA Content Partnership and Marketing Specialist	07/02/2012
Kristal	Reed	Long Term Sub	02/17/2025
Susan	Reid	Special Ed Certified Teacher-Assigned by Supervisor	09/04/2018
Stacy	Reynolds	ADE Computer Science Specialist	07/01/2022
Ashley	Rice	Behavioral Interventionist	08/02/2021
Lattie	Richardson	Certified Teacher-Assigned by Supervisor	08/06/2020
Priscilla	Riedel-Cohan	School Nutrition Specialist	01/08/2020
Jill	Roberts	Certified Teacher-Assigned by Supervisor	08/17/2015
Emily	Roberts-Smith	Certified Teacher-Assigned by Supervisor	07/01/2023
Lucinda	Robinett	Certified Teacher-Assigned by Supervisor	08/09/2021
Morgan	Roch	Certified Teacher-Assigned by Supervisor	08/05/2024
Joshua	Rodgers	ADE Computer Science Specialist	05/28/2024
Jody	Rogers	Special Ed Certified Teacher-Assigned by Supervisor	08/15/2022
Candace	Russell	EC Finance Manager	07/01/2021
Lisa	Russell	Technology Coordinator	05/21/2001
David	Russell	Warehouse Assistant	03/01/2021
John	Sage	Certified Teacher-Assigned by Supervisor	08/09/2021
Rachel	Sanders	Certified Teacher-Assigned by Supervisor	08/10/2015
Tara	Sanders	Math Specialist	07/01/2021
Amy	Sanders	School Psychology Specialist	08/01/2022
Anna	Sayan	Sped School Psyc Spec	07/01/2023
Shirley	Scarborough	Certified Teacher-Assigned by Supervisor	08/06/2014
Boris	Scott	Behavioral Interventionist	08/12/2015
Kimberly	Sexton	Special Ed Certified Teacher-Assigned by Supervisor	08/04/2014
Julie	Shalmy	Receptionist	07/25/2022

Sarah	Shamburger	AAEA Business Manager	11/15/2022
Kristy	Shaw	Special Ed Certified Teacher-Assigned by Supervisor	08/10/2020
Jennifer	Shock	School Psychology Specialist	07/01/2023
Jacob	Sisson	Mentoring and School Support Specialist	07/01/2019
Shelia	Smith	ADE Behavior Support Coordinator	08/05/2013
Ashlee	Smith	Certified Teacher-Assigned by Supervisor	08/07/2023
Candace	Smith	Communications & Engagement Specialist	07/01/2017
Diane	Smith	VA Course Design and Development Specialist	08/05/2016
Jessica	Sniff	Certified Teacher-Assigned by Supervisor	08/05/2019
Zackary	Spink	ADE Computer Science Specialist	07/01/2020
Bridget	Stahler	Certified Teacher-Assigned by Supervisor	08/05/2016
Jenna	Stapp	ADE Behavior Support Specialist	07/01/2022
Tara	Stevenson	EC Speech Pathologist	08/09/2006
Amanda	Stewart-Linn	Accounts Payable	11/01/1999
Maegan	Story	Certified Teacher-Assigned by Supervisor	08/03/2020
Sarah	Stratton	Literacy Specialist	08/05/2019
Randi	Suyal	VA Implementation Specialist	08/15/2016
Mark	Taylor	Director	07/01/2024
Darrell	Tessman	Facilities Coordinator	07/01/2020
Bonnie	Thomas	Certified Teacher-Assigned by Supervisor	08/07/2024
Connie	Thomason	ADE Behavior Support Specialist	07/06/2021
Lori	Thone	Warehouse Assistant	04/24/2019
Melanie	Thrasher	AAEA Business Analyst	09/01/2022
Angela	Toll	LEA Supervisor	07/01/2002
Deshannon	Tolliver	Quality Assurance Specialist	08/11/2014
Dean	Trautman	Print Shop Assistant	07/12/2022
Heather	Trusty	Certified Teacher-Assigned by Supervisor	08/02/2019
Nicky	Trusty	Regional Program Director	07/28/2014
Carla	Turner	Certified Teacher-Assigned by Supervisor	03/11/2024
Mallory	Turner	VA Asst. Director of Operations	04/01/2022
Carrie	Tuttle	ADE Transition Consultant	07/01/2013
Ashley	Varner	Certified Teacher-Assigned by Supervisor	07/01/2024
Kristy	Vickers	Certified Teacher-Assigned by Supervisor	08/07/2013
Jamie	Waddle	EC Medicaid/eSchool Manager	07/01/2016
Rachael	Walston	VA Principal	10/30/2023
Mary	Walter	ADE Behavior Support Specialist	07/06/2021
Joshua	Ward	Certified Teacher-Assigned by Supervisor	08/15/2024
Kristen	Weatherall	Local Leads Captain	01/06/2025
Lana	Webb	AAEA Administrative Specialist	06/14/2023
Thomas	Webb	Certified Teacher-Assigned by Supervisor	08/29/2022
Joy	Weindel	K-6 Curriculum Lead	08/15/2022
Jason	Wells	Certified Teacher-Assigned by Supervisor	08/07/2013
Kimberly	Wertenberger	Certified Teacher-Assigned by Supervisor	08/15/2016
Amy	Westerman	Certified Teacher-Assigned by Supervisor	08/07/2013
Shelly	Wheeler	Certified Teacher-Assigned by Supervisor	08/07/2024
Gay	Williams	Certified Teacher-Assigned by Supervisor	07/01/2024

Robert	Williams	Warehouse Assistant	07/20/2021
Lovail	Wilson	Certified Teacher-Assigned by Supervisor	08/07/2023
Ashley	Winfrey	Facilities & Event Coordinator	08/05/2013
Lori	Winfrey	PD Support Specialist	05/20/1994
Glenda	Workman	Certified Teacher-Assigned by Supervisor	08/06/2014
Julie	Workman	Teacher Center Coordinator	07/27/2018
Kyle	Yancey	Data Science Specialist	08/23/2021
Angela	Zimmerman	CTE Coordinator	08/01/2006

III. TEACHER CENTER

Please attach a list of all inservice training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. [Click here to access.](#)

A.

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

Approximate the number of titles in media center:

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

How many districts participate in the media program?

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

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

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

Please describe: _____

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

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once). A Teacher Center is available for teacher use in an open environment at our co-op. Teachers may access materials during regular co-op hours without formally signing in so there are no records of usage.

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- [X] Administrators and Local Board Members Training
- [X] Annual Needs Assessment / Planning Assistance
- [X] Assessment Data Analysis
- [X] Bookkeeping assistance
- [X] Business Management training
- [X] Computer Technician
- [X] Cooperative Purchasing
- [X] CTE Coordinations / Perkins Consortium Administration
- [X] Curriculum Support

- ☒ E-Rate Applications
- ☒ ESC Works Support
- ☒ Evaluation Procedures Assistance
- ☒ Fingerprinting
- ☒ Gifted and Talented assistance
- ☒ Grant writing assistance
- ☒ Instructional Facilitator Training
- ☒ Math/Science/Literacy/GT/Computer Science/Behavior Specialists
- ☐ Migrant program
- ☒ Novice Teacher Mentoring
- ☒ Numerous professional development opportunities for teachers
- ☒ Planning assistance
- ☒ Praxis Support
- ☒ Printing
- ☒ Systems Support Specialists; School Support Specialists
- ☒ Special Education Services
- ☒ Technology Training
- ☒ Other (please specify)
- ☒ Facilities Coordination

V. DIRECT SERVICES TO STUDENTS

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

- ☒ Gifted/talented programs: 26 participating districts
 - Quiz Bowl
 - Spelling Bee
 - Chess Tournament
- ☒ Coding Competition
- ☒ Itinerant teachers – please list areas: Early Childhood
- ☒ Occupational therapy and physical therapy
- ☒ Speech therapist
- ☒ Transition Assistance
- ☒ Digital Instruction (Ex. MySchoolInfo, Ar ITunes, etc.)
- ☒ Other (Please specify):
- ☒ Nursing Services
- ☒ ALE / Hub

VI. ANECDOTAL REPORTS

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

Registered Apprenticeship

Arch Ford has partnered with the Department of Education to implement the registered apprenticeship in two districts the past two years. Both Heber Springs School District and South Side Bee Branch had paraprofessionals who were in an educator preparation

program that participated in the registered apprenticeship. As part of the program, these apprentices were able to complete job-embedded activities under the direction of their journeyworker (mentor teacher), who was trained in the NIET Lead Teacher pathway. The apprentices and journey workers spent countless hours working together to grow the apprentices in the area of teaching by planning lessons, providing feedback, and working with students. Because of this partnership, one apprentice was hired in August 2024 under an Aspiring Teacher Permit to be the teacher of record for Seventh Grade English. The other apprentice completed the program in May and is eligible for a teaching position now.

Professional Learning Communities: Data Talks with Superintendents, Curriculum Coordinators, Principals, and Specialists

In support of LEARNS and the increased focus on outcomes, Arch Ford continued its focus this year on understanding and discussing student achievement data on a regular basis with leaders from districts. As part of the Superintendents' Round Table meetings summative and interim ATLAS data have been compiled from the region and shared as part of each meeting. This same process was repeated with the other job-like groups for leaders, creating coherence in the way data were being discussed and shared across the region. This resulted in deeper conversations of how to improve student learning, increased calls for onsite support, and increases in student achievement in the region.

Communities of Practice and HQIM Support

This year the CoP grant funded a series of leadership sessions for principals, curriculum leaders, instructional facilitators, and lead teachers to help them understand how to effectively utilize HQIM in their schools in both English Language Arts and Math. Sessions were held in person at the Co-op and also included onsite support for those leaders requesting it. Visits have included classroom walkthroughs, high-quality professional learning focused on what to look for in classrooms, and digging deeper into the programs and materials. Arch Ford worked directly with publishers such as Great Minds and SAVVAS to provide this high-quality professional learning for districts to support HQIM such as Wit and Wisdom, Eureka Math Squared, and My Perspectives.

As part of this work, Arch Ford specialists have also received training and been providing training for our local Educator Prep Programs, including Arkansas Tech and UCA. This training has focused on ensuring that novice teachers are exposed to the HQIM most often used in our area, understand the importance of utilizing their HQIM, and how to use the resources. By preparing our future teachers in this area, we are impacting their classrooms for years to come!

Virtual Arkansas

Virtual Arkansas had a number of notable accomplishments this year that proved to be innovative ways they support the schools in the Arch Ford region, including:

1. Completed the Design and Development of and deployed the Level I Military course, Military National Service and Security
2. Initiated the design and development of the level 2 and 3 Military courses
3. Released the Credit Recovery versions of 10 core courses
4. Selected to design and develop two college level Cybersecurity courses in partnership with the University of Arkansas at Little Rock
5. Initiated the design and development of the new Level I Introduction to Computer Science course for availability during the 2025-2026 school year
6. Engaged in the design and development of *Atlas Camps* to be placed in Atlas-tested subjects to enhance science of learning strategies in our courses and better prepare students for Atlas success
7. Selected to be a part of the *Arkansas Celebrates 250* by developing the dashboard of educational resources to be made available to teachers around the state during the 2025-2026 school year

PROGRAM REPORTS

PROGRAM: Accounting

FUNDING SOURCE: Base, District, Federal Grants, State Grants

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED: Yes ☐ No ☐

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

PERSONNEL: Stephanie Atkinson, Business Manager, BSE
Amanda Linn, Accounts Payable, High School Diploma
Shelly Davis, Business Office Assistant

GOAL:

- To provide financial support to all programs and participating districts of the Cooperative

Click here for the Financial Board Report Ending FY25.

PROGRAM: Arch Ford Non-Traditional Learning

FUNDING SOURCE: Participating Districts

COMPETITIVE GRANT: Yes _____ No X_____

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

PARTICIPATING DISTRICTS: Benton, Conway, Dover, East End, eStem, Guy Perkin, Heber Springs, Hector, Jacksonville North Pulaski, Little Rock, Mayflower, Mt. Vernon, Nemo Vista, North Little Rock, Perryville, Pine Bluff, Pottsville, Rosebud, Shirley, South Conway County, South Side Bee Branch, Vilonia, Westside, Wonderview

PERSONNEL:

ADKINS, ERIKA	Certified Teacher
BIEHSLICH, LEANN	Certified Teacher
BURGIN, PETER	Behavioral Interventionist
BUTLER, MARCUS	Day Treatment Facilitator
CHAPMAN, JESSICA	Certified Teacher
COLE, SANDRA	Certified Teacher
COUSSONS, JOHN	Certified Teacher
DANIEL, REBECCA	Certified Teacher
DURYEA, ASHLEE	Certified Teacher
FIELDS, LEON	Certified Teacher
GARDENER, TYRENE	Certified Teacher
GARRETT, MATTHEW	Certified Teacher
GRAY, CHRISTINA	Certified Teacher
GREEN, BEVERLY	Certified Teacher
GREESON, ROBERT	Certified Admin. Campus Supervisor
GRIFFIN, KRISTEN	Certified Teacher
HARALSON, BOBBI	Certified Teacher
HART, JEFF	Regional Program Director
HOFFORD, CASSIE	Certified Teacher
HOOD, TYRELL	Certified Teacher
HOWELL, AMANDA	Certified Teacher
JONES, IRA	Classified Campus Supervisor
JOYNER, ANGELEA	Behavioral Interventionist
KETCHERSIDE, DANNY	Certified Admin. Campus Supervisor
KRIESEL, TIM	Behavioral Interventionist
LABAT, BRANDON	Classified Campus Supervisor
LANE, JESSICA	Certified Teacher
LOVE, ADRIAN	Assistant to DT Special Program Supervisor
MARLOW, RAFAEL D.	Director of Non-Traditional Learning
MARTIN, JASON	Certified Admin. Campus Supervisor
MILLER, JENNIFER	Day Treatment Special Program Supervisor

MOONEY-WADE, TONIKA	Behavioral Interventionist
NOLAN, WILLIAM	Certified Admin. Campus Supervisor
PACE, JOHN	Certified Admin. Campus Supervisor
PEARCE, HAYDEN	Certified Teacher
PERRY, MANDOLYNN	Behavioral Interventionist
PHIFER, GWAN	Behavioral Interventionist
POOR, RACHEL	Certified Teacher
PRICE, KAREN	Certified Teacher
REID, SUSAN	Certified Teacher
RICE, ASHLEY	Behavioral Interventionist
ROGERS, JODY	Certified Teacher
SCOTT, BORIS	Behavioral Interventionist
SEXTON, KIMBERLY	Certified Teacher
SHAW, KRISTY	Certified Teacher
SOREY, LAURA	Certified Teacher
TOLLIVER, DESHANNON	Quality Assurance Specialist
TRUSTY, HEATHER	Certified Teacher
TRUSTY, NICK	Regional Program Director
WEBB, THOMAS	Certified Teacher
WEINDEL, JOY	K-6 Curriculum Lead/Behavior Lead
WHITLEY, HEATHER	Behavioral Interventionist
WILSON, LOVAIL	Certified Teacher

PROGRAM SUMMARY:

The Division of Alternative Learning Services operates Alternative Learning Centers (ALE), Hub Programs, and Day Treatment Centers to serve students referred by participating districts who require a non-traditional educational setting due to academic, behavioral, or social-emotional challenges.

- **ALE Programs** provide a structured, supportive environment with smaller class sizes and individualized instruction. These non-punitive settings help students overcome barriers to success and, when appropriate, transition back to traditional campuses.
- **Hub Programs** focus on career readiness through Jobs for Arkansas Graduates (JAG), offering flexible scheduling for students pursuing employment or career training opportunities.
- **Day Treatment Centers** partner with licensed mental health agencies to provide integrated academic and therapeutic services for students needing intensive emotional or behavioral support.

GOALS:

- Provide tailored intervention services for at-risk students referred to Alternative Learning, Hub, or Day Treatment programs.
- Create non-punitive, supportive environments that help students overcome academic, behavioral, or emotional barriers.
- Ensure consistent access to academic instruction, mental health support, and career readiness opportunities across all programs.
- Maintain small class sizes to support individualized learning, engagement, and relationship-building.
- Deliver high-impact, student-centered instruction using research-based strategies, including synchronous learning methods.
- Develop and implement customized student action plans that align with each student's academic, behavioral, emotional, and post-secondary goals.
- Support successful transitions—whether returning to a traditional school setting, entering the workforce, or completing graduation requirements.

MAJOR HIGHLIGHTS OF 2024-2025:

- Program-Wide Achievements
 - 79 students graduated across all sites.
 - 26 full student transitions and 9 partial transitions completed.
 - 8 community service projects were completed by students across multiple campuses.
 - 2 students received prestigious State Diamond Awards, and 1 student earned recognition in the Faulkner County Art Contest.
 - One campus produced its first-ever school musical, showcasing student creativity and collaboration.
 - High school students participated in college campus visits and partnered with Choosing to Excel to set career goals.
- Campus Highlights
 - Grades 9–12 Program: 5 full transitions, 2 partial transitions, 4 graduates, 2 community projects (Soul Food Missions Café and elementary student mentoring), and college visits.
 - Conway HUB: 50 graduating seniors and 1 community service project (The Linus Project—blankets for foster children).
 - River Valley: 4 student transitions, 3–5 students on track to graduate, 1 community service project (Thanksgiving food drive), and 1 Diamond Award recipient.
 - Horizons: 7 student transitions, 2 graduates, 1 community project (Childhood Cancer Fundraiser), and hosted their first school musical.
 - Quitman: 7 transitions, 1 C-Step participant, 4 graduates, 2 community service projects (Letters to Veterans and Christmas Outreach), and 1 Diamond Award recipient.
 - Grades 5–8: 1 community cleanup project, and 1 Faulkner County Art Contest winner.
- Heber Springs: 2 full transitions and 4 partial transitions.

STUDENT IMPACT DATA FROM 24-25:

- **Graduation:** 79 seniors graduated across all programs, with strong representation from Conway HUB (50 graduates) and Vilonia HUB (19 graduates).
- Academic Growth:
 - 68.3% of students demonstrated typical or better growth in Reading from Fall to Spring—up from 45.2% the previous year.
 - 72.5% of students showed typical or better growth in Math—a major improvement from last year's 36.8%.
- ACT WorkKeys (Vilonia HUB): Of the 18 seniors tested, 15 earned Platinum, Gold, Silver, or Bronze certifications, indicating workforce readiness.
- Community Engagement: Students participated in 10+ community service projects, fostering leadership and civic responsibility.
- Vilonia/Conway HUB graduated 98% of senior class.
- ALE Graduated 96% of seniors program wide.
- HUB/AE assisted students in recovering over 100+ credits.
- AE JAG program helps increase students enrolling in post secondary education certifications.

PROGRAM: Arch Ford Principal Prep Program

FUNDING SOURCE: Staff Development

COMPETITIVE GRANT: Yes___ No_x_

RESTRICTED FUNDING___ **NON-RESTRICTED FUNDING**x___

PARTICIPATING DISTRICTS: Opportunity for recommendations for participation from all districts in the region

PERSONNEL: Julie Workman, Ed.D.
Karen Norton, Ed.D.

PROGRAM SUMMARY:

Due to the anticipated need for additional building level administrators in the region in the near future and at the request of region superintendents, Arch Ford has continued to implement the Principal Prep Program for educators. Participants must be within 2 semesters of completion of a program of study in Educational Administration/Supervision. Region superintendents were given opportunity for input in the program design and intended outcomes. Superintendents from the Arch Ford region, principals from the region, Arch Ford Behavior Specialists and Co-op staff with backgrounds in administration facilitated the sessions. Sessions were held from September - March. Participation in this program is voluntary with superintendent recommendation. The AFPPP was created and continues to support aspiring administrators to become effective instructional leaders.

GOALS: The Principal Prep Program provides:

- Awareness of and ability to put into words through conversation what being an instructional leader looks like and sounds like and confidence to carry it through.
- Network of resources for support- includes people, programs, & other resources.
- Knowledge of how to develop culture in the school and build leadership capacity in others; shared/distributed leadership through well-developed PLCs.
- Knowledge of TESS and how to leverage TESS data for developing individual and school wide goals and providing individual and school wide professional development
- Awareness of the key levers for HQIM in Literacy, Math, and Science
- Understanding of the importance of the science of reading being demonstrated in all classrooms as well as a basic understanding of the LEARNS Act.
- How to look at data on LEA Insights, including teacher value-added measures
- Basic understanding of school finance at the building level
- Knowledge and skill at building resumes and interviewing for building level positions

MAJOR HIGHLIGHTS OF 2024-25:

- Eleven candidates participated in this year's program representing six districts from across the Arch Ford region.

- This group had the opportunity to visit a local school district as part of their training. The district allowed participants to observe in a variety of classrooms to practice scripting for observations via the Danielson framework.
- A panel of principals and assistant principals participated in a panel discussion of leadership and learning.
- A panel of superintendents held mock interviews to help participants hone their interview skills.

IMPACT DATA FOR 24-25:

- Currently, 1 participant from this year's AFPPP has been hired as an administrator for the 25-26 school year.
- Several others are in the process of interviewing for principal or assistant principal jobs.

[Arch Ford Principal Prep Program Overview and Dates](#)

PROGRAM: Behavior Support Specialists

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes_____ No__X__

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

PERSONNEL:

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

Behavior Support Specialists:

Shana Bailey, M.S., BCBA
Jennifer Brewer, Ed.S.
Sandy Crawley, M.S.E
Kelly Davis, M.Ed., BCBA
Sonia Hartsfield M.Ed.
Audrey Kengla, M.S., CCC-SLP
Amanda Kirby, M.S.E.
Kat Lancaster, M.A., CCC-SLP, BCBA
Lindsey Lovelady, M.S., BCBA
Allison Mears, LPC., BCBA
Nicheyta Raino, M.Ed., BCBA
Jenna Stapp, M.A.T.
Connie Thomason, M.Ed., BCBA
Mary Walter, Ed.S., SPS, BCBA
Meagan Booe, M. Ed, BCBA
Carla Knight, M.S.E., BCBA

PARTICIPATING SCHOOLS: Statewide

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

BX3 PROJECT

GOAL:

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

BX3 Cohort 3- Building level teams

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

BX3 Cohort 4 - Building level teams

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

BX3 Cohort 5 - Building level teams

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

4. Mountainburg High School 5. King Elementary-Van Buren 6. Fairview Elementary- Fort Smith 7. East Side- Magnolia 8. Central Elementary-Magnolia 9. Smackover-Norphlet Elementary 10. Hillcrest Elementary 11. East End Middle- Sheridan 12. Sheridan High School	16. Augusta Elementary 17. Augusta High School 18. Jerry "Pop" Williams Elementary-Farmington 19. Farmington High School 20. Arkansas Arts Academy Elementary 21. Clarendon Elementary
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PROGRAM SUMMARY:

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer 4- 6 coaching sessions (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 2024-25:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2024-2025:

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

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2024-2025:

- Offered 19 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>

- Offered over 140 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2655 participants

ADDITIONAL BSS HIGHLIGHTS OF 2024-2025:

- Planning for the first annual Arkansas School Behavior Conference
- Partnered with DESE to support THRIVE Leadership Academy Cohorts 5, 6, and 7 and THRIVE Leadership Academy at DeQueen-Mena ESC, Dawson ESC, Southeast ESC, and Arch Ford ESC to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the BehaviorHelp Kindergarten Transition Support Planning group
- Served on committee DESE staff and AETN to develop modules on Crisis Management and MTSS-B for AR IDEAS
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Newsletter is reaching nationally and internationally (8 countries)
- Several states are accessing our online modules including California, Colorado, Nevada and North Carolina
- Presented Multi-Tiered Behavior Support Resources at SEAS Conference
- Presented Mic Drop Sessions - Review of BSS Website at AAEA Conference
- Presented Increasing Student Behavior Supports at the Tier 2 Level: Student Intervention Matching (SIM) Form at the Transition Summit
- Presented Charting the Path to Tier 2 Behavior Interventions: Intro. to the Student Intervention Matching Form at LEA Academy
- Presented Navigating Tier 1 and Tier 2 Behavior Supports in the Inclusive Classroom at LEA Academy
- Presented The BX3 Journey Awaits! Building Capacity in School-Wide Positive Behavior Supports at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Meaningful Access ToT: Behavior with DESE-OSE
- Presented Behavior Strategies and Resources at the The Teaching & Partnerships in Juvenile Detention Centers Workshop
- Presenting Supercharging Student Success: An Overview of Multi-Tiered Behavior Support at the ArSCA & DESE School Counselor Conference
- 14 BSS attended the Association of Positive Behavior Supports International Conference in St. Louis, MO
- 1 BSS attended the 23rd Annual NWPBIS Conference in Portland, OR
- 1 BSS attended the LRP Institute Convention in Phoenix, AZ

PROGRAM: Career and Technical Education

FUNDING SOURCE: Division of Career and Technical Education and
District allocations of Carl D. Perkins Federal Funds

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING X **NONRESTRICTED FUNDING** ____

PERSONNEL: Angie Zimmerman, CTE Coordinator, M.S.E.
Micah Edwards, CTE Instructional Facilitator Specialist, M.S.E.

Participating Districts: 23

Atkins	Clinton	Danville
Dardanelle	Dover	East End
Greenbrier	Guy-Perkins	Heber Springs
Hector	Mayflower	Mt.Vernon/Enola
Nemo Vista	Perryville	Pottsville
Quitman	Shirley	South Side
South Conway County	Two Rivers	Western Yell County
West Side-Greers Ferry	Wonderview	

PROGRAM SUMMARY:

The Career and Technical Education Department has the responsibility to develop and coordinate the Carl D. Perkins Program. This includes proposal writing for consortium schools, managing the budget, and providing accountability information to the Division of Career and Technical Education. It is our goal to serve as a liaison between our member schools and the Career and Technical Education state staff in the collection of data; evaluation of programs; assistance to new instructors; and continuing staff development for all career and technical education instructors. Staff development includes such initiatives as; Best Practices in CTE, Student Motivation and Engagement, Meeting the Needs of All Learners, Classroom Management and Instructional Strategies in the CTE Classroom. The Career and Technical Education Department will continue to encourage the development, implementation, and improvement of Career and Technical Education Programs by supporting curriculum changes that move students along to current industry standards and purchasing equipment to teach the new-advanced technology.

GOALS:

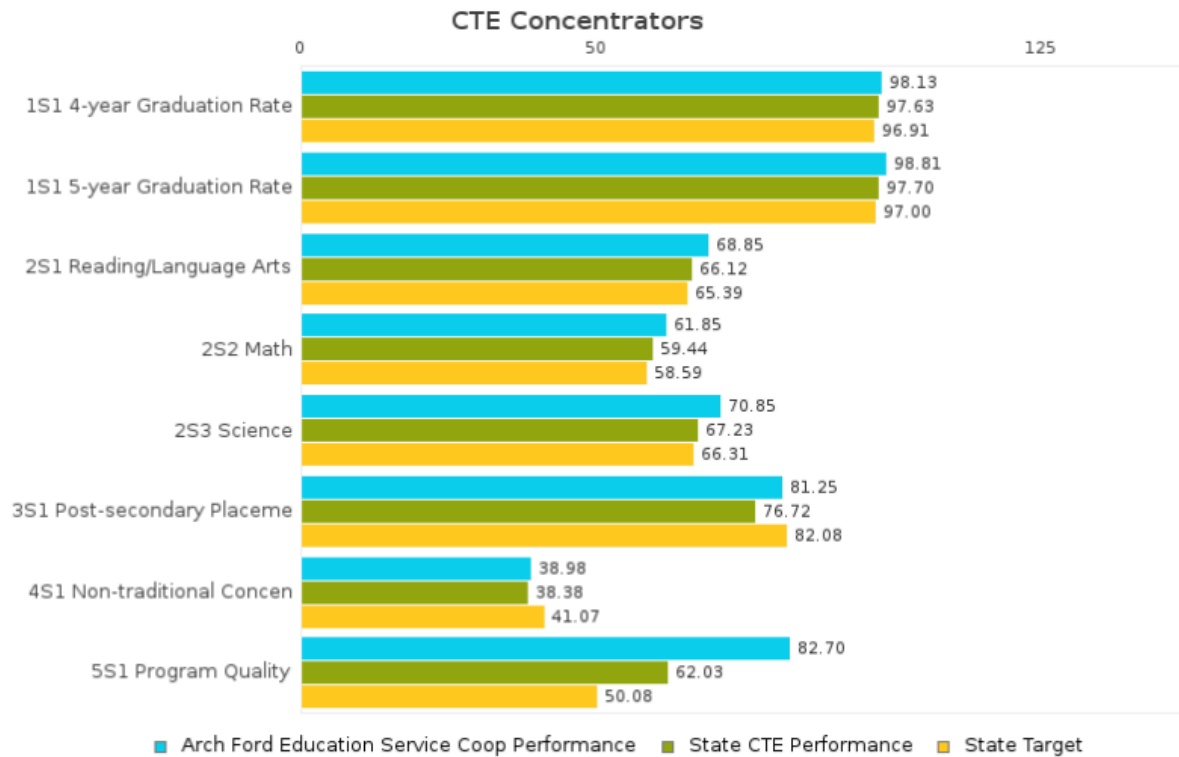
- To provide Career and Technical Education instructors quality staff development to enhance student achievement
- To encourage the development and implementation of advanced technologies in the improvement of Career and Technical Education Programs.

- To serve as a liaison between the Division of Career and Technical Education and our Perkins Consortium members, providing up-to-date information and providing CCTE accountability data for our member schools

Major Highlights and Student Impact Data of the 24-25 School Year:

- Our Perkins consortium performed above the State targets on the following Perkins V Performance Indicators:
 - Four- Year Graduation Rate – +1.22%
 - Five- Year Extended Graduation Rate – +1.81%
 - Reading Language Arts - +3.46%
 - Mathematics - +3.26%
 - Science - +4.5%
 - Industry Certifications - +32.62%
- Applied for New Program Start-up Grants for Hector CS Programming, Pottsville CS Programming, Guy-Perkins Retail Management, Shirley Retail Management, Heber Springs Criminal Justice, Nemo Vista Pre-Educator, Western Yell Retail Management, Perryville Pre-Educator, Clinton Nursing, Mount Vernon/Enola Retail Management, & West Side Banking. All were approved. \$189,052.07 in funding granted.
- Applied for and received a Perkins Innovation Grant in the amount of \$50,000 for Girl Power to purchase BOSS Laser machines for Bigelow, Clinton, Morrilton, Quitman, Shirley, and Two Rivers.
- Applied for and received Modernization Grants for Danville \$27,467.75, Greenbrier \$27,590.92, Heber Springs \$17,595.00, Nemo Vista \$13,812.50, South Side Bee Branch \$81,988.52, Western Yell \$13,940.00, Wonderview \$12,495.00, Pottsville \$23,375.00, Quitman \$31,025.00, Bigelow \$19,312.17, Clinton \$95,285.00, Heber Springs \$19,472.25, Morrilton \$14, 976.12, Mount Vernon/Enola \$48,237.50, Shirley \$54,538.55, South Side Bee Branch \$22,176.50. Grant total: \$503,815.53
- Obtained CTE Completer Data for 23 high schools and provided each Completer with a CTE Completer Certificate (1,152 CTE Completers)
- Provided professional development in the areas of Best Practices in the CTE Classroom, Instructional Strategies, Canva, Student Motivation and Engagement, Classroom Management, Agriculture Mechanics, CTE Novice Teacher, PLC in CTE, Technology Tools for CTE Instructors.
- 5 of our Family Consumer Science Programs qualified for FCCLA Nationals
- 14 of our Business Programs qualified for FBLA Nationals
- Prepared, budgeted and managed the Perkins Consortium with 23 member districts with a total allocation of \$455,462.79.

PERFORMANCE SCORES RELATIVE TO TARGETS



PROGRAM: Community Health Nurse and Promotion Specialists

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes _____ No X

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

PARTICIPATING DISTRICTS: ASB, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, Southside Bee Branch, Two Rivers, Vilonia, Westside Greers Ferry, Western Yell County, Wonderview. (*Lisa Academy, charter, and Conway Christian, Sacred Heart, and St Joseph private schools have attended nurse and health trainings at Arch Ford)

PERSONNEL: Tracy Starks, RN BSE, Community Health Nurse Specialist
(*Note: The Northwest Community Health Promotion Specialists (2) also cover all counties in Arch Ford, OUR, Guy Fenter, and NWAR ESCs)

PROGRAM SUMMARY: Provide technical assistance and resources to schools and communities to promote, improve, and support the health of students, staff, and community members.

GOALS:

- Provide tobacco prevention and cessation technical assistance and training to districts and communities.
- Assist districts in adopting tobacco -free policies and implement prevention and cessation best practices.
- Provide injury prevention resources and training.
- Assist districts in adopting policies for promoting and implementing best practices for nutrition and physical activity.
- Provide resources and training in the areas of nutrition, physical activity, mental health and wellness, and other emerging health issues.
- Provide assistance and resources to assist districts to meet state and federal mandates.
- Inform schools and communities of health issues and current public health policy.
- Certify school nurses and conduct mandated health screenings.
- Provide school nurses with required training, continuing education, and assistance related to school health.
- Inform schools and communities of school health resources, available training, and grant opportunities.
- Promote research-based, best practice comprehensive health education curriculum to school nurses and school staff.

- Provide presentations for students, staff and community members regarding health, tobacco, obesity prevention, injury prevention and related health issues.
- Provide information about health care resources.

MAJOR HIGHLIGHTS and IMPACT DATA OF 2024-2025

- Provided mandated training in the required area of professional development hours of Suicide Prevention and Mental Health, including Youth Mental Health First Aid, QPR and Youth Suicide Prevention Education, along with Resiliency Programs and Poverty Awareness and Education for educators, administrators, counselors, nurses, SROs, and ancillary staff in Arch Ford Schools.
- Collaborated with the Criminal Justice Institute and State Drug Director's office to provide Naloxone replacements kits for public access AEDs in four districts, and provided training for nurses and SROs related to this for compliance with Act 811.
- Provided over 160 health related presentations to over 3700 students in Arch Ford Districts.
- Provided oral health education, including toothbrushes and toothpaste, to over 1500 students in Arch Ford Schools.
- Offered state mandated and continuing education training to 98 school nurses. Provided required trainings and technical assistance for 14 new school nurses.
- Purchased two autorefractors for districts to use to provide vision screenings. Autorefractors reduce the amount of time required for screening and also reduces the number of referrals based on screening effectiveness compared to traditional screening techniques. 18 Arch Ford districts utilized this resource for screening this year.
- Provided CPR to over 90 school nurses, staff, and students.
- Collaborated with Arkansas Children's Hospital to host monthly professional development for nurses and staff around health topics, and was selected as a host site for the 2025 ACH School Nurse Academy.
- Collaborated with the Arkansas Dept of Health Injury and Violence Prevention office to provide training and resources in the area of opioid prevention, stop the bleed, and emergency rescue efforts for schools and communities.
- Certified in Youth Mental Health First Aid, QPR Suicide Prevention Education, Resiliency for All, NOT and In-depth Tobacco Cessation Programs, Poverty Coaching, CPR/First Aid, and Early Childhood Brush Curriculums training to offer professional development and resources for Arch Ford districts.
- Provided resources for administration and teachers in the areas of mental health, tobacco cessation, suicide prevention and crisis followup, opioid awareness, addiction, and eating disorders education.
- Provided technical assistance and resources to all districts in the Arch Ford Educational Cooperative related to health needs, implementation of health related mandates, and student specific assistance.
- Collaborated with UACCM to offer health related trainings to nursing students, who work with Arch Ford school nurses during clinical rotations.

Program: Computer Science

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

Competitive Grant: Yes

Restricted: Yes

Participating Districts: **Statewide**

Personnel:

Name: Brian Lawhon
Position: Statewide CS Specialist
Degree:

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

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

Name: Joshua Rodgers
Position: Statewide CS Specialist
Degree:

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

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

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

Name: Tammy Glass
Position: Statewide CS Specialist
Degree:

Goals:

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

1. Standards, Curriculum, and Pathways - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and

informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

3. Licensure - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.

4. Outreach and Promotion - Successful implementation of computer science education in Arkansas requires the active use of a broad range of mediums, digital tools, and human networks to properly communicate about the Arkansas Computer Science Education Initiative and respond to the needs and concerns of Arkansas students, educators, community members, and industry leaders.

5. Program Growth and Student Success - Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support using innovative programs and outreach initiatives.

Program Summary:

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administers the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; Middle School Introduction to Coding: Grades 5-8; and High School CS). In the interest of providing Arkansas educators with access to quality computer science (CS) professional development (PD), the Arkansas Department of Education (ADE) Office of Computer Science provided grants for ten Computer Science Specialists beginning in 2017. The computer science specialists each serve the CS PD needs state-wide for all ESCs, and Public School Districts. Assistance is provided to local school district educators through PD services including sessions (ADE developed & customized based on needs assessments) at the Cooperative as well as support on-site in living the mission and striving for the vision of Computer Science Instruction in Arkansas.

Vision

All Arkansas students actively engaging in a superior and appropriate computer science education

Mission

To facilitate Arkansas's transition to becoming and remaining a national leader in computer science education and technology careers

PD Offered:

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

Conferences Presented at:

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

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2025
- Regional Capture the Flag Events
- TSA State Conference – March 2025

- Support of Robotics Competitions (VEX, FIRST) March 2025
 - All-State Coding Competition April 2025
 - SkillsUSA April 2025
-

Major Highlights of the Year:

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

ONGOING SUPPORT:

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

PROGRAM: Consolidated Purchasing Services

FUNDING SOURCE: Base Fund: Local-Pass through participating districts

COMPETITIVE GRANT: Yes____ No ☒

RESTRICTED ____ **NON-RESTRICTED** ☒

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, S. Conway County, South Side, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell Co., Wonderview. All other schools in Arkansas are eligible, with most participating. Several other states also participate, including: Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Mississippi, Missouri, Tennessee, Texas, Washington and Wisconsin. (250+ Districts in all)

PERSONNEL: Tricia Miller	Purchasing Supervisor- Associate Degree/Business
Scottie Jo Johnson	Assistant Purchasing Supervisor- High School Diploma
Robert Williams	Delivery- BSE Degree/ Elementary
David Russell	Delivery Manager- High School Diploma
Lori Thone	Warehouse Manager- BSE Degree/ Mathematics

GOAL:

- To assist large and small school districts in increasing their purchasing power.
- To make the purchasing program accessible to all educators.
- To maintain warehouse inventory for purchases throughout the year.
- To assist schools in getting supplies in a timely manner.
- To continually increase buying power to provide schools with lowest possible prices year round.
- To provide easy shopping, either by fax, on-line or in-house.
- To provide superior delivery services other than common carriers

PROGRAM SUMMARY:

The Arch Ford Education Cooperative Purchasing Department was established in 1985 when 30 school districts pooled their resources in order to bid for quantity discounts on a few items. While consolidated purchasing is no longer a new concept, Arch Ford paved the way for Arkansas schools to reap the benefits of cooperative purchasing. Not only does this help in the area of monetary savings, but it also maintains the schools compliance with Arkansas

Bid Laws. Entire warehouse inventory is competitively bid, which allows smaller schools without purchasing personnel to benefit from quantity based pricing. Another advantage afforded to Arch Ford cooperative schools is free delivery. The purchasing department has scheduled deliveries at least twice a month to cooperative schools. The Arch Ford delivery staff is glad to take the supplies to any location within the school instead of dropping it at the front door like most common carriers.

The Purchasing Department has over 28,000 square feet of inventory storage space. This has allowed inventory expansion and the introduction of new products as they become available and requested. Given the current market on copy paper, this amount of space allows the purchase of enough paper, approximately 8400 cases, to provide Arch Ford cooperative schools with paper at a level price throughout the year. In addition, the Purchasing Department will deliver whatever amount of paper a facility is physically capable of storing, eliminating the schools' need for excess storage areas.

Major Department Highlights for 2024-2025

Updated catalog to include pictures, and sent letters about the addition and how to navigate the catalog to place an online order.

We offer curbside pickup for supplies.

Purchasing department delivers to schools, churches, and other non profits free of charge

Arch Ford Purchasing carries school, office, custodial and paper supplies.

The Purchasing Department supports schools in a variety of ways, including:

- Monetary savings on items ranging from 20% to 50%
- Will pack individual teacher orders or bulk campus orders.
- Will invoice orders to the district's specifications, either one "bulk" invoice and total, or individual invoices by teacher. This allows bookkeepers to monitor the individual teacher accounts more efficiently.
- Competitively bid all inventory annually to maintain compliance with Arkansas Bid Laws.
- All Back-to-School orders delivered before the first day of school
- Service continued to districts during the Covid 19 era.
- Eclipse glasses were made available for school districts to purchase.

Almost 800 letters were sent this fall to all schools in Arkansas, inviting them to check out our website. We would like to help them with needed supplies for the school year. We can pack and invoice per teacher or pack and invoice in bulk.

PROGRAM: Cooperative Print Shop

FUNDING SOURCE: Base Funds/Local Purchase of Services

COMPETITIVE GRANT: Yes____ No X

RESTRICTED FUNDING____ **NON-RESTRICTED FUNDING** X

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Hector, Heber Springs, Mayflower, Mount Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side Bee Branch, Two Rivers, Vilonia, Westside Greers Ferry, Western Yell County, Wonderview.

PERSONNEL: Mary Earnhart - Print Shop Manager

GOAL:

To equip the print shop with the latest printing technology and machinery available in order to provide more timely and cost effective printed materials for our school districts and community

PROGRAM SUMMARY:

Arch Ford Print Shop opened in August 1988 to provide timely and cost-effective printing services for education-based organizations within and outside the Arch Ford Cooperative region.

MAJOR HIGHLIGHTS OF 2024-2025:

- Printed and laminated educational learning materials for teachers.
- Printed Math and ELA spiral bound student workbooks.
- Printed and laminated numerous posters for classrooms, hallways and tournaments.
- Printed programs for Basketball, Baseball, Softball tournaments and Rialto Productions
- Upgraded several machines
- Printed handbooks and had them ready before the first day of school.
- Design and print special orders according to the customers needs.
- Fast and efficient turnaround times.

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

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

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

PARTICIPATING ARCH FORD EDUCATION SERVICE COOPERATIVE DISTRICTS:

Districts	Served (Yes or No)
ARK. SCHOOL FOR THE BLIND	Yes
ATKINS SCHOOL DISTRICT	Yes
CLINTON SCHOOL DISTRICT	Yes
CONWAY SCHOOL DISTRICT	Yes
DANVILLE SCHOOL DISTRICT	Yes
DARDANELLE SCHOOL DISTRICT	Yes
DOVER SCHOOL DISTRICT	Yes
EAST END SCHOOL DISTRICT	Yes
GREENBRIER SCHOOL DISTRICT	Yes
GUY-PERKINS SCHOOL DISTRICT	Yes
HEBER SPRINGS SCHOOL DISTRICT	Yes
HECTOR SCHOOL DISTRICT	Yes
MAYFLOWER SCHOOL DISTRICT	Yes

MT. VERNON/ENOLA SCHOOL DISTRICT	Yes
NEMO VISTA SCHOOL DISTRICT	Yes
PERRYVILLE SCHOOL DISTRICT	Yes
POTTSVILLE SCHOOL DISTRICT	Yes
QUITMAN SCHOOL DISTRICT	Yes
RUSSELLVILLE SCHOOL DISTRICT	Yes
SHIRLEY SCHOOL DISTRICT	Yes
SOUTH CONWAY COUNTY SCHOOL DISTRICT	Yes
SOUTH SIDE SCH DIST(VANBUREN)	Yes
TWO RIVERS SCHOOL DISTRICT	Yes
VILONIA SCHOOL DISTRICT	Yes
WEST SIDE SCHOOL DIST (CLEBURNE)	Yes
WESTERN YELL CO. SCHOOL DIST.	Yes
WONDERVIEW SCHOOL DISTRICT	Yes

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

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

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

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

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

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

Jason Bohler: Core Campus Principal; MA, BA

Samantha Carpenter: Core Campus Principal; EdS, MS, BS

Tye Bibby: Concurrent Credit Campus Principal; MS, BA

Christie Lewis: CTE Campus Director; BBA, MS

Rachael Walston: Learn Anywhere Academy (LAA) Program Principal; MS, BS

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

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

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

GOALS:

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

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

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

Goals	2023-2024 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none">- VA made courses available in all critical academic licensure shortage areas- VA provided access to 101 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for	<ul style="list-style-type: none">- VA provided access to 220 total courses; 160 courses with a VA teacher

Arkansas Students	<ul style="list-style-type: none"> - These courses provided opportunities to 29,121 Content + Teacher enrollments and 6,482 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - VA courses were made available to all high-poverty districts and were utilized by 88% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 80% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	<ul style="list-style-type: none"> - Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

Major Highlights of the 2024-2025 School Year - Virtual Arkansas

- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- After designing, developing, and launching the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state, saw a 65% growth in student enrollments within the concurrent credit program.
- Spearheaded and implemented the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Implemented a large-scale assessment improvement initiative that aligned course curriculum and assessments with the ATLAS assessment.
- Executive Director continues to serve the role of President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.
- Multiple Virtual Arkansas directors serve as national online learning workgroup chairs, demonstrating our commitment innovation and online learning leadership at the national level.
- Partnered with Arkansas Tech University to offer summer college courses
- Designed, developed, or enhanced 44 courses
- Designed and implemented 10 new Credit Recovery courses

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

- Have saved Arkansas school districts over \$72,500,000 in enrollment fees over the last eleven years
- Have served over 311,000 enrollments over the last 11 years

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

PROGRAM: Director's Office/Administration

FUNDING SOURCE: Base Funds

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

PERSONNEL: Mark Taylor, Ed.D.
Stephanie Atkinson, Business Manager, B.S.
Amanda Stewart-Linn, Accounts Payable
Lindsay Davis, HR Coordinator, B.S.
Ashley Pruitt, Facilities and Functions Coordinator, B.A.
Shelly Davis, Business Office Assistant, M.S.

PROGRAM SUMMARY:

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, program changes, new programs, and routine daily management and operations. A primary responsibility centers upon his attending statewide meetings for the purpose of keeping the school boards and superintendents informed on matters relating to the legislative, state board, or other policy making bodies. He serves as liaison to the State Department of Education for member districts.

FINANCES:

The program funds are divided into State, Local, and Federal Programs. State and Local Programs are those programs that are either funded by state grants or revenue received from local school districts. Each program's funding operation is expected to support the program activities.

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Federal and State Grant / ADE

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED X **NON-RESTRICTED** ____

PARTICIPATING DISTRICTS: Atkins, Clinton, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Shirley, South Conway County, South Side/Bee Branch, Two Rivers, Vilonia, Western Yell, Westside, Wonderview.

PERSONNEL:

Beth Harness Program Coordinator (M.S.E.)
Jenifer Andrews, Assistant Program Coordinator (M.S.E.)
Abby Bridge, Speech Pathologist (M.S. CF-SLP)
Melanie Brindley, Early Childhood Special Education Teacher (B.S.E.)
Haley Copeland, Speech Pathologist (M.S. CCC-SLP)
Melissa Freeman, Early Childhood Special Education Teacher (B.S.E.)
Jackie Gardner, Early Childhood Special Education Teacher (M.S.E.)
Jennie Gardner, Speech Pathologist (M.S. CCC-SLP)
Leslie Harris, Speech Pathologist (M.S. CCC-SLP)
Cassandra Jacqua, Early Childhood Special Education Teacher (B.S.E.)
Tracy Jeane, Speech Pathologist (M.S. CCC-SLP)
Brandi Lewis, Early Childhood Special Education Teacher (M.S.E.)
Sarai Martin, Early Childhood Special Education Teacher (B.S.E.)
Melinda McFerron, Early Childhood Behavior Specialist (M.S.E.)
Caylin McMoran, Early Childhood Special Education Teacher (M.S.E.)
Jennifer Newton, Early Childhood Special Education Teacher (M.S.E.)
Rhonda Nosal, Speech Pathologist (M.S. CCC-SLP)
Kitesy Purtle, Speech Pathologist (M.S. CCC-SLP)
Lattie Richardson, Early Childhood Special Education Teacher (M.S.E.)
Jill Roberts, Early Childhood Special Education Teacher (M.S.E.)
Morgan Roch, Early Childhood Special Education Teacher (M.S.E.)
Candi Russell, EC Finance Manager
Rachel Sanders, Early Childhood Special Education Teacher (B.S.E.)
Tara Stevenson, Speech Pathologist (M.S. CCC-SLP)
Maegan Story, Early Childhood Special Education Teacher (B.S.E.)
Ashley Varner, Early Childhood Special Education Teacher (M.S.E.)
LeAnne Waddle, EC Eschool/Medicaid Manager

GOALS:

- To identify children ages three to five in need of special education services
- To provide developmentally appropriate special education services for identified preschool children through an Individual Education Program in the Least Restrictive Environment
- To serve students in their natural environment to the greatest extent possible to encourage appropriate interactions with peers
- To enhance teacher awareness of current best practices through high quality professional development
- To provide supports for child care providers in the delivery of services for children with special needs

PROGRAM SUMMARY:

The Arch Ford Early Childhood Program is a mandated special education preschool program for children with disabilities who are aged three to five. The services are offered in accordance with the Individuals with Disabilities Education Act on behalf of the local school districts.

A child may be eligible for special services if he/she is experiencing difficulties which interfere with normal development in the following areas: speech/language, vision, hearing, motor skills, behavioral/social skills or cognition/readiness skills. Services include screenings, evaluations, specialized preschool instruction, speech/language therapy, physical/occupational therapy and other appropriate services. Services are provided and delivered through a Free and Appropriate Public Education (FAPE) and are delivered in public school based classrooms, public or private preschools or daycares, Head Start centers, itinerantly at the local school building or through home based instruction when necessary. This delivery model allows for interaction with peers who are developing normally as well as coordination with other agencies,

Special Education due process procedures are followed for all children in the Early Childhood Program. The program is monitored by the Arkansas Department of Education, Special Education Division. The Program receives state and federal funding based on December 1 Child Count. There is no cost to the family for services, however, Medicaid and private insurance are billed when appropriate.

Data from the 2024-2025 School Year:

Provided early childhood special education services for over 681 preschoolers. As of December 1 child count, disability categories were represented as follows:

- 399 Preschool Noncategorical / Developmental Delay
- 215 Speech Language Impairment
- 56 Autism
- 0 Hearing Impairments

- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 8 Other Health Impairments
- 1 Traumatic Brain Injury
- 1 Visual Impairment
- 9 Functional Behavior Analysis
- 18 Behavior/Safety Plans

Interagency Collaboration:

- Arkansas Better Chance (ABC)
- Head Start
- Early Intervention Day Treatment (EIDT) facilities
- Child care providers in privately owned facilities
- Related service providers
- School districts
- Mental Health Pediatric UAMS Project Play Behavior Help
- DESE Early Childhood Special Education
- Basic Inclusion Project for EC Special Education Inclusive Practices
- NCPMI Pyramid Model Behavior Support State Project

Partnerships / Memberships:

- ASEP (Arkansas Association of Special Education Professionals-Early Childhood)
- AASEA (Arkansas Association of Special Education Administrators)
- University of Arkansas Community College At Morrilton (UACCM) Advisory Board
- Welcome The Children partnership for Inclusive Practices Project
- Arkansas Children's Hospital EARS program for direct Audiology services for students
- Building Arkansas Strong Through Inclusive Classrooms (BASIC) Training and Coaching Project participation through DESE

MAJOR HIGHLIGHTS FOR 24-25:

- Welcomed new administrative staff to the program. Both the Program Coordinator and Assistant Coordinator were new to these roles this year.
- Participated in training and implementation of Fueling Brains program in eleven of our school district ABC programs.
- Participated in the DESE Pyramid Model project to build Arkansas EC Behavior Support strategies through training, coaching and providing national best practices using TPOT observation and Practice Based Coaching Strategies
- Participated in the DESE Inclusive Practices project for Building Arkansas Strong Through Inclusive Classrooms (BASIC) Training and Coaching Project. This project allowed us to encourage national best practice coaching and consulting strategies. Monthly meeting were held to discuss strategies for creating an inviting inclusive classroom and discuss with classroom staff how to build functional routines and procedures. Strategies for implementation of inclusive therapy services were

explored to encourage students with disabilities to be educated with their peers. Participating districts include Heber Springs, Vilonia, and Greenbrier School Districts.

- Implemented Inclusive Practices strategies in classrooms across the Cooperative by developing collaborative partnerships with our classroom teachers to deliver specialized preschool instruction and therapy services within the Least Restrictive Environment of the classroom when it is appropriate. We have developed systems to document student progress across their natural environments to include valuable input from their classroom teacher. By incorporating their individualized needs and instruction into their classroom, our students are included in all classroom activities and are encouraged to carry over their learned skills into their natural environment.
- Early Childhood section of the Arch Ford website was updated to include core program information for families to initiate the referral process.
- Facilitated a Kindergarten Transition Coordination meeting for all school districts to facilitate the process for students leaving preschool special education services and moving to the consideration of continued services in Kindergarten. This meeting offers collaboration between Early Childhood and school age special education professionals to discuss and schedule the transition process for our students
- Successfully completed the program monitoring process through DESE using the SMMS monitoring system to upload requested data.
- Purchased equipment for all staff to improve efficiency with technology.
- Updated to SEAS Attain, the most current version of due process software for special education paperwork

PROGRAM: Gifted and Talented

FUNDING SOURCE: Local and State Grants from DESE

PERSONNEL: Candace Smith, Gifted and Talented Specialist, Advanced Placement Specialist; Holds District III Director position for AAGEA Board

NON-RESTRICTED FUNDING X

Participating Districts:

Arkansas School for the Blind, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

PROGRAM GOALS:

- To deliver appropriate educational services to students in grades K-12 who possess talents and gifts evidenced by the interaction of above average intellectual ability, task commitment, motivation, and creative ability to help students realize their potential.
- To ensure the identification of gifted and talented students who possess high potential or ability and learning characteristics and educational needs which require qualitatively differentiated educational experiences and/or services in grades K-12.
- To ensure that G/T and AP teachers and Coordinators are provided with support and opportunities for professional growth.
- To provide administrative training for G/T Coordinators in instructional leadership.
- To offer technical assistance to G/T Teachers and Coordinators in areas of concern including curriculum, technology, and state standards for G/T education.
- To provide professional development to help schools meet the educational needs of gifted and talented students
- To be a liaison with the OGTA/DESE, schools, parent and professional groups, public and private agencies, and to conduct public awareness and advocacy programs.
- To organize student activities that will benefit all students in cooperative area schools.
- To provide Advanced Placement information and training to AP and Pre-AP teachers and Advance Placement coordinators.

PROGRAM SUMMARY: Assistance is provided to local school district administrators and gifted and talented district coordinators and teachers through consulting and training services including meetings at the Co-op, visits to schools, and staff development in-service training. Supervision is provided to assure that services to students are delivered, school records are accurate, and school GT Action plans are in compliance. The specialist serves as the liaison with ADE/OGTA office and works closely with the state AGATE (Arkansans for Gifted and Talented Education) and AAGEA (Arkansas Association of Gifted Educational Administrators) organizations to develop public awareness and student programs. The

Specialist provides professional learning opportunities to support the delivery of G/T services during the year including the following programs:

- DESE Required Secondary Course Content
- GT Coordinator Monthly Meetings
- AP Coordinator Training
- Quiz Bowl Coaches' Training
- Other training may include (as determined by district needs/requests):
 - Affective Needs of the Gifted
 - Differentiation
 - Gifted Identification
 - Curriculum writing
 - Poverty
 - Emotional Poverty (I & II)
 - Better Balance= Better Life
 - Trauma-Sensitive Classrooms
 - Growth Mindsets
 - Project-Based Learning
 - Social/Emotional Needs of the Gifted
 - Book Studies

Major Highlights of 2024-2025:

- G/T Coordinators met eight times this year for DESE updates and instructional leadership training. .
- Advanced Placement Coordinators met three times for DESE updates and exam planning/preparation.
- Provided Secondary Course Content trainings to provide certification to teachers to ensure compliance for GT Rules and Regulations for many school districts.
- Attended fall AAGEA and AGATE Conferences.
- Specialist holds an elected position as AAGEA Board District III Director.
- Coop Specialist held a practice tournament, regional tournament, and final Elementary Quiz Bowl Tournaments.
- Shared information to G/T teachers via emails, texts, calls, Facebook page and through the GT Arch Ford GT Coordinators shared drive..
- Provided resources and support for G/T teachers in meeting the needs of secondary G/T students.
- Provided Zoom meetings to allow GT coordinators more one-on-one time to collaborate and strengthen their program and curriculum.
- Promoted Accelerated options ie., College Board (AP), International Baccalaureate (IB), Cambridge.
- Held five ACT Prep “Boot Camps” for secondary students and three ACT Boot Camp trainings for teachers.
- Annual Elementary and secondary Chess Tournament and second annual Elementary and Secondary Chess Workshop in the Fall.
- WITS (Writers in the Schools) Poetry Workshop for 3-12th grade students.

PROGRAM: Homeless Consortium

FUNDING SOURCE: ARP II Funds

PERSONNEL: Candace Smith, Gifted and Talented Specialist, Advanced Placement Specialist

RESTRICTED FUNDING X **NON-RESTRICTED FUNDING**

Participating Districts: Bigelow, Danville, Nemo Vista, Perryville, Shirley, Western Yell County

PROGRAM GOALS:

- To deliver appropriate educational services to students in grades K-12 who are experiencing homelessness.
- To ensure that all districts receive up to date information in regards to the identification, requirements, and resources in order to support students and families who are experiencing homelessness.
- To ensure that district personnel are provided with support and opportunities for professional growth.
- To provide administrative training for Homeless Liaisons in instructional leadership.
- To provide professional development to help schools meet the educational needs of students experiencing homelessness.
- To be a liaison with the State Coordinator of Homeless Education/DESE, schools, parent and professional groups, public and private agencies, and to conduct public awareness and advocacy programs.
- To provide professional development and opportunities for Homeless Liaisons, educators, Administrators, and district personnel to learn about the characteristics, challenges, and resources available to students and families experiencing homelessness.

PROGRAM SUMMARY: Assistance is provided to local school district programs:

- DESE Required Monitoring
- Homeless Liaison Quarterly Meetings
- Needs assessment to determine how to structure the consortium and quarterly meetings
- Resources are provided to enhance support for Liaisons.
- Other training may include (as determined by district needs/requests):
 - Book Studies
 - Identification support
 - Community Resources

Major Highlights of 2024-2025:

- Specialists raised awareness of the definition of “homelessness” throughout the year and her other roles during mini conference breakout sessions and other venues.
- Homeless Liaisons met five times this year for DESE updates and instructional leadership training.

PROGRAM K-12 Mathematics Program

FUNDING SOURCE: Division of Elementary and Secondary Education, K-12 Mathematics Specialist Grant

COMPETITIVE GRANT: YES__ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Heber Springs, Quitman, West Side Greers Ferry, Nemo Vista, South Conway County, Wonderview, Conway, Greenbrier, Guy-Perkins, Mayflower, Mt. Vernon–Enola, North Little Rock, Vilonia, East End Bigelow, Perryville, Atkins, Dover, Hector, Pottsville, Russellville, Clinton, Shirley, South Side Bee Branch, Danville, Dardanelle, Two Rivers, Western Yell

PERSONNEL: Tara Sanders K-12 Mathematics Specialist, MSE

GOAL:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to math educators, leadership, and community stakeholders in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY:

Arch Ford Education Service Cooperative, in partnership with the Arkansas Division of Elementary and Secondary Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. The 2024-2025 professional learnings consist of:

- **CGI Years 1, 2, and 3:** This research based framework utilizes best teaching practices and is designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding math tasks and mathematical notation in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, mathematical understanding, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason and problem

solve about arithmetic, and build students' capacity for algebraic reasoning. CGI can be utilized independently or utilized alongside an HQIM because it also supports teacher in implementing high leverage teacher practices.

- Two (Year 1 and 3) Cohorts with Fall/Spring Follow Up (50 Participants)
 - 3 Summer Days, 2 Fall Days, 1 Spring Day
 - Embedded Days to Observe CGI Lessons
 - HQIM Support and connection
 - CGI Refreshers for Individual Districts that went through CGI previously
 - Fluency and Numeracy Concepts Embedded
- **HQIM and ALD Support:** Regional districts utilizing the high quality instructional materials were provided guidance and planning were provided throughout the year. Summer days concentrated on planning/pacing, vertical alignment, common formative assessment, accelerated learning and differentiated instruction opportunities. The following sessions were attended throughout the year.
 - Alignment of HQIM to AR standards
 - Using ALDs to support curriculum rigor
 - Using ALDs and HQIM to plan intervention and guide future instruction
 - Aligned HQIM pacing to 4 day weeks
 - Using the ALDs to assess student understanding
 - **Interventionist Institute** - For three days throughout the year, interventionists gathered to discuss and learn about intervention law in Arkansas and how to support students and other teachers. The 3 days included information and work on:
 - Interventionist Practices
 - Data gathering
 - Dyscalculia
 - Fluency and Computation
 - Representations and Connections
 - Scheduling
 - Key Lever Practices
 - Optional Book Study that met throughout the year
 - **Key Levers and Coaching Cycles** - Teachers participated in custom coaching cycles that included keylever data, current math teacher practices, student data collection, and classroom management
 - **ALP Support** - Achievement Level Descriptors were used with k-12 teachers to support rigor, align curriculum, design interventions, choosing tools and questions, and assess students more authentically.

- **Mathematics Content Professional Development:** The following is a list of PD opportunities outside of state initiatives and special projects provided by mathematics specialists. Content grade band PD was developed both as a statewide initiative (using targeted data) and from local cooperative (survey) needs.

K-12 PD Sessions:

- TOT ATLAS Assessment Overview for Math (70 participants)
- Decoding Dyscalculia (63 participants)
- Dyscalculia for Intervention (18 participants)
- Redefining Fluency: It's not just fast and accurate (19 participants)
- Engagement, Discussion, and Differentiation Strategies for Illustrative Math, Eureka, Reveal and Beyond! (20 Participants)
- Elevate Math Fluency (June 2024)
- Illustrative Centers Make and Take PD (30 participants)
- Custom HQIM PD and Support for school districts on centers, assessment, implementation, routines, and strategies.

MAJOR HIGHLIGHTS OF 2024-2025:

- Increased support and awareness to High Quality Instructional Materials (HQIM) with local schools and administrators.
- Coaching Cycles - Specialist provided ongoing coaching cycles using the TNTP model and Cognitive Coaching Strategies with regional schools throughout the year.
- Worked with multiple school districts to improve implementation of HQIM through key lever walk throughs, team meetings, coaching cycles, etc.
- Supported districts in disaggregating standards and choosing essential standards for math.
- Provided personalized on site PD to support content mastery in math for elementary teachers.
- Math Interventionist Institute - Interventionists came three times during the year to learn more about intervention practices, intervention law, dyscalculia, etc.
- Algebra and Geometry PLD/ALD Disaggregation and Work PD Days

Appointments & Publications

Tara Sanders

- President of the Arkansas Association of Math Leaders.
- ACTM Board of Directors
- CGI National Conference Speaker
- Wrote the ACTM Journal article called, "Numeracy: Making Math Usable, Doable and "Figureoutable"
- Wrote the ACTM Journal article called, "Leading Through Compassion."
- Planning Committee for ACTM State Conference
- Guest Speaker for ACTM over Intervention and Assessment
- National CGI Mentor and Facilitator

PROGRAM: Literacy

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

COMPETITIVE GRANT: Yes ____ No x

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

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End Bigelow, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side Bee Branch, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell County, Wonderview

PERSONNEL:

Mindy Mann, Dyslexia Specialist, MSE

GOALS:

- To ensure that all students in participating districts are meeting the state standards in literacy by:
 - enhancing teacher awareness and implementation of current best practices and scientific reading research through high quality professional development and support
 - helping participating secondary schools focus on close reading through in-house professional development and support.
 - supporting participating schools begin the Key Levers walk through process.
 - Support districts in implementing High Quality Instructional Materials (HQIM) through professional learning and on-site support.
 - Participate in coaching cycles with school leaders and teachers

PROGRAM SUMMARY:

All literacy professional development has shifted to focus on the science of reading, supporting teachers in deepening their understanding of foundational reading skills and development, as well as implementing the science of reading in daily instruction.

RISE K-2 is a professional development training that provides educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for all students.

RISE 3-6 is a professional development training designed specifically for educators of grades 3-6. This training offers participants the opportunity to learn about the science of reading and how

to provide effective core instruction, as well as how to support struggling readers through explicit and systematic instruction for word recognition, vocabulary, and comprehension.

SOR (Science of Reading) Trainings developed by DESE are provided in the topics of decoding, encoding, phonological awareness, morphology, and content-area reading.

HQIM (High Quality Instructional Materials) is the state's initiative to provide high quality materials for teachers to use aligned to the Science of Reading and legislation.

Writing has been another focus this year. Some participating school districts as well as individual teachers have read and begun using strategies from *Writing Revolution* in their classrooms.

Growing secondary readers has been a focus at the secondary level. Many participating schools have received professional development on the high impact strategies and have received ongoing support.

Coaching cycles were implemented with teachers based on individual needs. Observations, modeling, and planning were key components in the coaching cycles.

Major Highlights of 2024-2025:

The Literacy Department has supported schools in a variety of ways including:

- Curriculum Alignment
- Team Meetings/Professional Learning Communities
- Formative Assessments
- Summative Assessments
- Data Analysis
- Dyslexia informative meetings and disaggregation of district dyslexia data
- Provide support with understanding all dyslexia rules and regulations
- Purposeful Lesson Planning
- Research-Based Best Practices for Instruction
- Intervention Support
- Support for Administrators and School Leaders
- SOR (Science of Reading) Trainings (Pathway D)
- Facilitating and supporting teacher meetings
- High impact practices for grades 7-12
- HQIM support using DESE Key Levers Tool
- HQIM Professional Learning

PROGRAM: Local Facilities Partnership Funding

FUNDING SOURCE: Combined Participating Local School Districts

COMPETITIVE GRANT: Yes _____ No X

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

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side, Trumann, Two Rivers, West Side, Western Yell County, Wonderview

PERSONNEL:

<u>Position</u>	<u>Name</u>
Facilities Coordinator	Darrell E Tessman

PROGRAM SUMMARY:

The Facilities Coordinator primarily serves as the liaison between school districts and the Division of Public School Academic Facilities and Transportation to assist in preparing and submitting the six year Facilities Master Plan and Partnership Project Applications.

PROGRAM GOALS:

- Complete and submit the Facilities Master Plan for each district in even numbered years and update the Facilities Master Plan for each district in odd numbered years.
- Represent districts, when requested, during the Preliminary Master Plan Review with Facilities Division during odd numbered years.
- Process payment requests to the Facilities Division for partnership projects.
- Audit district's CMMS accounts for required state mandated inspections and notify districts of outstanding inspections before June 30th.
- Schedule competent asbestos and safety instructors in order for districts to meet OSHA requirements. Classes are provided during the summer.
- Provide technical support for CMMS corrective and preventative maintenance work orders.
- Assist districts in preparing/presenting partnership project appeals to the commission if needed.
- Assist districts with issues concerning local and state facility agencies.
- Understand and disseminate current/updated laws and regulations pertaining to school facilities.
- Assist districts in the construction, bidding and RFQ process.
- Assist districts in creating/submitting Safety Grant applications.

MAJOR HIGHLIGHTS OF 2024 - 2025:

- Continued success in submitting quality partnership project applications and master plans.
- Hosted asbestos training by Environmental Enterprise Group.
- Hosted Safety training by Risk Management for custodial and maintenance.
- Hosted CMMS training provided by Arkansas Division of Public School Academic Facilities and Transportation.
- Assisted legislators in facilities knowledge for bills.
- Involved more in the bidding and RFQ process with school districts.

PROGRAM: Local Lead Captain

FUNDING SOURCE: State Grant

COMPETITIVE GRANT: Yes X No ____

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

PARTICIPATING COUNTIES: Yell and Van Buren Counties

PERSONNEL: Kristen Weatherall, M.S.E. - Local Lead Captain

GOALS:

- Establish a comprehensive, locally supported plan for early childhood programs and services
- Serve as the designated early childhood lead (Local Lead Captain) for the community
- Engage stakeholders and strengthen local partnerships
- Coordinate a community-wide early childhood information campaign
- Collect and report required data, including an unduplicated count of children birth-to-five served by publicly funded programs
- Serve as the planning entity for additional early childhood grants released by ADE
- Conduct a community needs assessment
- Establish a local collaborative governance structure
- Identify and coordinate shared resources to improve access and quality
- Support streamlined enrollment processes for families

PROGRAM SUMMARY:

In January 2025, Arch Ford Education Service Cooperative appointed a Local Lead Captain to support early childhood programs in Yell and Van Buren Counties. Since then, efforts have focused on strengthening provider relationships, aligning local practices with state initiatives, and advancing high-quality early learning. Key accomplishments from January to May include the development of a Local Plan and Collaboration Plan, coordination of funding requests, and completion of required reporting such as the unduplicated child count and CLASS® classroom data. The Local Lead conducted a formal needs assessment, facilitated provider meetings, and participated in county-level coalition teams focused on community improvement. Additional highlights include support for CLASS® professional development, visits to 44 classrooms during Read Across America Week to promote literacy, and engagement in statewide Local Lead meetings and early learning committee work. The Local Lead also collaborated with Fueling Brains to promote executive function development. A community-wide early childhood information campaign is scheduled to launch in fall 2025.

HIGHLIGHTS for 2024-25:

- Developed and submitted both a Local Plan and a Collaboration Plan
- Completed unduplicated child count and CLASS® classroom data reporting

- Conducted a comprehensive needs assessment across Yell and Van Buren Counties
- Coordinated funding requests to support local early childhood programs
- Held regular meetings with providers to align practices and strengthen collaboration
- Participated in county-level coalition teams focused on broader community improvement
- Engaged in statewide Local Lead meetings and early learning committee discussions
- Partnered with Fueling Brains to promote executive function development in young children
- Scheduled the launch of a community-wide early childhood information campaign for fall 2025
- Promoted literacy and classroom engagement by reading to 44 classrooms during Read Across America Week

PROGRAM: Novice Teacher Mentoring System

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes___ No_x_

RESTRICTED FUNDING_X_ **NON-RESTRICTED FUNDING**_____

PARTICIPATING DISTRICTS: All with the exception of Quitman

PERSONNEL: Karen Norton, Ed.D.
Bethany Hill, M.Ed.
Jacob Sission, MSE (.5 FTE)
Jennifer McMahan, B.S. (.6 FTE)

PROGRAM SUMMARY:

Arch Ford's Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of multiple layers of support including access to a district assigned support person, District Project Director, principal, a Mentoring Director, a Mentoring Support Specialist and two School Support Specialists. The skill set of the specialist team include; understanding how to support HQIM implementation, identifying essential standards, supporting classroom management and behavior interventions. Each layer of support for the novice teacher provides opportunities for them to learn the skills he or she needs to become an effective, knowledgeable teacher.

There are 668 novice teachers in the Arch Ford Esc region for the 24-25 school year.

Year 1	Year 2	Year 3	TOTALS
201	241	226	668

Year 1 Novice Support:

Novice teachers in the first year of their career attended two days of summer professional development. The Summer Novice Teacher Institute was designed to help year 1 novices to be first day ready. Topics included classroom management plans, classroom procedures, TESS, professional growth plans and ethics. Novice support was continued throughout the year using check-in forms, contact with district level support persons and site visits when warranted.

Year 2 and 3 Novice Support:

Novice teachers in their second and third years were supported through school visits, the mentoring team reached out via phone, email or by scheduling a site visit to any novice when there was a need noted on the monthly heart check and/or when an administrator or their support person reached out for support.

Communication:

A novice teacher website was redesigned to provide current information for all stakeholders associated with novice teacher mentoring, including assigned support people, Project Directors, administrators and novice teachers. A private Facebook group was utilized to provide support and networking opportunities. A monthly newsletter developed by the Arch Ford Mentoring Team and was shared with all novice teachers and support persons through email and social media. A monthly heart check Google Form was shared with all novices to help ensure the mentoring team was aware of any needs or concerns. When a concern or need was noted, one of the mentoring team members reached out to the novice and developed a plan of support.

Types of Support:

Support was provided for novice teachers who needed help with passing a Praxis exam. This support included resources, small groups and one-on-one tutoring as well as providing a subscription to 240 Tutoring. Saturday study sessions were also held to provide additional support for the Foundations of Reading Test. The Mentoring Team conducted on-site visits, in districts, face-to-face trainings as well as virtual check-ins throughout the year to provide individual support and coaching for novice teachers and their identified persons of support.. Arch Ford Content Specialist also provided virtual and face-to-face support on an as needed basis. Individual coaching cycles were conducted with multiple teachers based on request either from the teacher or the principal.

GOALS:

- Provide training and support to novice teachers to increase teacher retention
- Establish norms of professionalism
- Increase effective teacher performance, which will lead to improved student achievement
- Provide licensure assessment support

On the Arch Ford mid-year novice teacher survey administered in December 2024, 93% of the novice teachers completing the survey were committed to staying in the profession.

MAJOR HIGHLIGHTS OF 24-25 and IMPACT DATA:

- There are **668** novice teachers in the mentoring program
- Mark McCleod provided professional development rooted in classroom management strategies
- Mentoring Team visited every school in the region to touch base with novice teachers
- Majority of novice teachers are returning to the profession in 25-26
- A two-day Year 1 Novice Teacher Institute was held to meet the diverse needs of our novice teachers
- Mentoring Specialists, School Support Specialist and the Mentoring Director served as guest lecturers in multiple undergraduate classes at regional EPPs to develop relationships with future teachers

- **12** teachers participated in the Lead Teacher Designation Program through NIET. Grant funds made this opportunity possible. By achieving this designation, these teachers will help support the Apprenticeship models and year long residencies in their schools.

PROGRAM: Professional Development/Teacher Center

FUNDING: Combined Local School Districts and ADE

PERSONNEL: Julie Workman, Ed.D., Teacher Center Coordinator
Melissa Gasaway, School Support Specialist, MSE
Jennifer McMahan, School Support Specialist, BS (.25 FTE)
Sarah Stratton, Secondary Literacy Support Specialist (.3 FTE)
Lori Winfrey, B.S., Professional Development Support Specialist

RESTRICTED FUNDING x **NON-RESTRICTED FUNDING**

PROGRAM GOALS:

- To provide professional development for administrators, teachers, and other district personnel to increase student achievement and effective school reform
- To support school improvement initiatives generated by the Arkansas Department of Education
- To enhance program integration through effective communication and technical support

PROFESSIONAL DEVELOPMENT/TEACHER CENTER

This office has the responsibility of looking at the “Big Picture” of K-12 professional development that supports and enhances school improvement for all 26 districts within our cooperative region and 3 additional districts who participate from outside our region.

MAJOR HIGHLIGHTS FOR 2024-25:

- **Summer PD 2024:** A Needs Assessment was conducted to determine what sessions and support needed to be offered during the summer. The first survey was given only to administrators in December of 2024. In addition to these surveys, Arch Ford specialists conducted their own surveys to determine needs for the summer. Based on the results of the Needs Assessment, sessions were planned for the summer of 2024. We provided over 78,400 hours of professional development credit in June and July. A summary of Summer 2024 can be [found here](#).
- **High Quality Instructional Materials (HQIM):** One of the DESE initiatives that has taken center stage this year has been to support districts as they purchase HQIM. Arch Ford Specialists have received training in EdReports, and are regularly called upon to lead districts through identifying a curriculum that meets their needs. As part of this initiative, specialists have also received training in some programs, including Illustrative Math and Wit and Wisdom, which are widely used by schools in the region. As part of this initiative, the Arch Ford Specialists will continue to grow their knowledge in HQIM to be able to support our schools effectively. All content specialists provided support in the area of HQIM this year in the areas of literacy, math, and science. To support this work, Arch Ford utilized the Communities of

Practice grant from DESE to provide additional support for leaders in the area of HQIM.

- **Phonics First, Structures and Take Flight:** To support the needs of districts utilizing certain programs, Arch Ford has hosted training sessions throughout the year for some programs. Three of those for literacy include Phonics First, Structures, and Take Flight. Phonics First and Structures are widely used as phonics, dyslexia intervention and word study programs in the region, and require a full week of onsite training for teachers. Arch Ford hosted three weeks of Phonics First this year and one week of Structures training to meet the needs of districts. Take Flight is a dyslexia intervention program from the DESE-approved list that is a two-year training process. Arch Ford hosted Year 1 and Year 2 of Take Flight in the summer of 2024 through the DESE-funded CALT program, and continued with the 4 follow-up dates during the year.
- **Handle with Care:** To meet the needs of districts and satisfy requirements of Act 1084 of 2022, Arch Ford hosted an additional 3 days of Handle with Care Training of Trainers in September 2024. This allowed districts who had lost their trainer or wanted to train additional staff to get trained and bring their districts into compliance with Act 1084.
- **Job Alike Groups:** To support personnel from districts in the Arch Ford region, meetings are regularly scheduled for staff to meet with others in similar positions. Groups include: Curriculum Coordinators, Federal Program Coordinators, G/T Coordinators, Technology Coordinators, ESOL Coordinators, HR Admins, Counselors, LMS, SpEd Supervisors, and Principals. These meetings provide an opportunity for Co-op staff to share updates relevant to the group as well as allow for time for school personnel to collaborate and network with others in similar positions. As needed, DESE staff are invited to the meetings to share updates, lead discussions, and answer questions. An important part of job alike groups this year has been incorporating data discussions into each meeting following the same protocol as superintendent meetings, and also working to support the implementation of LEARNS.

The Professional Development team at Arch Ford continues to support school improvement efforts through training in standards and assessment, Science of Reading, extensive math trainings such as Cognitive Guided Instruction (CGI), classroom management, high yield instructional strategies, instructional technology, TESS, LEADS, and instructional leadership.

PROGRAM Professional Learning Communities Support

FUNDING SOURCE: 0.5 Base Funds

COMPETITIVE GRANT: YES___ No X

RESTRICTED _ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Heber Springs, Quitman, West Side Greers Ferry, Nemo Vista, South Conway County, Wonderview, Conway, Greenbrier, Guy-Perkins, Mayflower, Mt. Vernon–Enola, North Little Rock, Vilonia, East End Bigelow, Perryville, Atkins, Dover, Hector, Pottsville, Russellville, Clinton, Shirley, South Side Bee Branch, Danville, Dardanelle, Two Rivers, Western Yell, Academics Plus

PERSONNEL: Jacob Sisson K-12 PLC and Mentoring Specialist, MSE

GOAL:

To promote and support effective, research-based systems of support for all students by providing professional learning opportunities and technical assistance to K-12 educators, leadership, and community stakeholders in the area of response to intervention and Tier 1 instruction.

PROGRAM SUMMARY:

Arch Ford Education Service Cooperative, in partnership with the Arkansas Division of Elementary and Secondary Education, administers the Professional Learning Communities for grades K-12, established by ACT 1392 of 1999 for the improvement of multi-levels systems of support. Assistance is provided to schools through professional learning programs, building and leadership meetings and training, onsite team support, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the response to intervention models of the district. Partnerships within and outside of the cooperative are utilized to provide training and technical support as needed. The 2024-2025 professional learnings and supports consist of:

- **Superintendent Data Focused Leadership Meetings**
 - Agenda items for each Superintendent meeting during 2024-2025 reflected laser focused analysis and collaboration on ATLAS student data K-8 Mathematics, Literacy, and Science. The focus areas were determined as critical in being outlined by AR LEARNS. Data points were collected each month by each district and disaggregated to examine regional trends and grade level growth.
 - 8 Collaborative Superintendent Meetings were held (8.22, 10.24, 11.21, 1.23, 2.27, 3.20, 4.24, and 5.22)
 - Average reporting of districts: 28
 - Regional Data Analysis Examples:

- [2024 Day 1 Ready Data](#)
 - [2024 Fall Interim Results](#)
 - [2025 Winter Interim Results](#)
- **District Level Leadership Data Meetings**
 - Regional district leadership meetings were provided to Arch Ford Curriculum/Federal Coordinators and Principals. Focused meetings consist of laser focused collaboration on math/literacy data collected from across the region. Tier 1 best practices, Valued Added Measure, and AR LEARNS topics related to instructional data were also discussed. Data points were collected regionally and disaggregated by the teams to examine regional trends and current grade level progress.
 - 9 Curriculum/Federal Coordinator Meetings with focused data conversations were held (9.17, 10.16, 11.20, 12.18, 1.15, 2.19, 3.19, 4.16, 5.21)
 - 5 Arch Ford Regional Data Focus Talks Meetings for Administrators held 9.11, 10.9, 11.12, 1.29, 3.13
 - Example: Regional Data Analysis: [2024 Data Analysis](#), [Fall Atlas Interim](#), [High Impact Strategies](#), [Spring Regional Interim Data Analysis](#)
- **Regional Professional Development**
 - Regional professional development was provided by Arch Ford Personnel. Sessions were extended to both regional and statewide emphasizing critical areas of focus for professional learning communities. The following sessions were provided within this calendar year.
 - From Theory to Practice: Applying Brain-Based Discipline Strategies that will Transform Your Classroom Learning Community 7.12.24
 - The Mastery Mindset: Nurturing Excellence through Rigorous Teaching 7.19.24
 - The Mastery Mindset: Nurturing Excellence through Rigorous Teaching 7.22.24
 - Make Your School the B.E.S.T (Behavioral Expectations Systems Training) 11.1.24
 - Reaching for Excellence Conference 11/15/2024
 - Brain Basics for Behavior: Tips for New Teachers 1.30.25
 - Arch Forward Learning Partners: Principal Meeting 2.4.25
 - [Regional PLC PD Data Results](#)

District Support

Professional Learning Communities School Based Support Data:

- 500 Educators received one or more on-site school based PLC support opportunities in the areas of curriculum alignment, team meetings, instructional planning, essential standards, formative assessment, data disaggregation regarding ACT Aspire and interim data, student engagement, accelerated learning, and intervention.

- School Districts Receiving onsite PLC support include: South Conway County, Conway, Dover, Pottsville, Two Rivers, Russellville, North LittleRock, Vilonia, Mt Vernon/Enola, Danville, Greenbrier, Guy Perkins and Nemo Vista. 40+ onsite PLC support visits were conducted in 2024-2025.

Arch Forward Learning Partners Consortium

- In January 2025, Arch Ford developed the Arch Forward Learning Partners Consortium dedicated to supporting regional needs of PLCS through strengthening instructional quality and building multi-tiered support systems for behavior. Two specialists (Bethany Hill and Jacob Sisson) were assigned partial work during the year to develop this consortium. Work for the PLC is funded through DESE PLC Grants and support is tailored and aligned to district participating.
- 17 Districts participating in Consortium with onsite district work to begin June 2025.
- [Arch Ford Learning Partners Consortium \(AFLP\)](#)

MAJOR HIGHLIGHTS OF 2024-2025:

- Arch Ford dedicated a part-time specialist position (Jacob Sisson) to the service of PLC.
- Development of the Arch Forward Learning Partners Consortium to begin in June 2025.
- Increased regional PLC support with multiple districts onsite.
- Superintendent and District Leadership data focused meetings utilized ongoing throughout the year.

PROGRAM: School Nutrition Services

FUNDING SOURCE: Local

COMPETITIVE GRANT: Yes___ No_X_

RESTRICTED FUNDING___ **NON-RESTRICTED FUNDING**_X_

PARTICIPATING DISTRICTS: Ashdown SD, Atkins SD, Clinton SD, Conway SD, East End SD, Greenbrier SD, Hector SD, Harrisburg SD, Jacksonville North Pulaski SD, Mount Vernon-Enola SD, Nemo Vista SD, Nettleton SD, Perryville SD, Pocahontas SD, South Conway County SD, South Side SD (Bee Branch), Two Rivers SD, Western Yell County SD, and Wynne SD.

PERSONNEL: Priscilla Riedel-Cohan, MS, RDN, LD, SNS

PROGRAM SUMMARY: A local consortium to provide operational support to Child Nutrition Programs in the Arch Ford service area as well as to other interested parties in the State of Arkansas. Service areas include compliance, finance, general management, menu management, procurement, staffing, and training.

GOALS:

- To encourage compliance with applicable federal, state, and local regulations.
- To support healthy financial management practices at the local level.
- To provide general management guidance and tools for the efficient and effective operation of the local Child Nutrition Program.
- To implement menu management resources for continued program innovation and improvement.
- To foster sound procurement practices through model processes and cooperative purchasing efforts.
- To support the professional development of Child Nutrition Program personnel through strategic and progressive quality training programs.

MAJOR HIGHLIGHTS AND IMPACT DATA FOR 2024-2025:

- Compliance Solutions. Provided support to Clinton SD, Mount Vernon-Enola SD, and Western Yell County SD for Arkansas Department of Education Child Nutrition Unit Administrative Reviews and Procurement Reviews where requested.
- Finance Solutions. Encouraged school districts to collaboratively evaluate with other district stakeholders, i.e. federal programs and technology coordinators, the feasibility of Community Eligibility Provision (CEP) and Provision 2 for feeding all students at no cost to families while maximizing funding through other grant programs. Supported the efforts of school districts interested in donating USDA Foods toward further processing to maximize those entitlement dollars toward

discounts on vendor invoices otherwise payable with cash from the non-profit school foodservice account. Assisted school districts in developing solicitation documents for competitive procurement activities.

- Management Solutions. Offered policies and procedures as well as job descriptions for school foodservice management. Provided templates for posting open position announcements in school foodservice, including technicians, managers, and directors. Supported school districts in transition between Child Nutrition Directors.
- Menu Management. Expanded on Mosaic Back-of-the-House (BOH) with updated menu templates and local recipes for use in menu management as well as production management on the day of food preparation at the local level. Trained and supported Atkins SD, East End SD, Mount Vernon-Enola SD, Nemo Vista SD, South Side (Bee Branch) School District, and Western Yell County SD in local implementation of Mosaic BOH with their own school district menus. Continued exploring opportunities using other menu management systems, including Health-e Pro and NutriStudents K-12, and menu marketing systems, such as Nutrislice. Purchased and licensed local branded concepts with themed menus and materials for implementation in school cafeterias.
- Procurement Solutions. Wynne SD was added to cooperative purchasing efforts as it relates to Further Processing of USDA Foods and Fresh Pizza Delivery. Assessed existing cooperative purchasing efforts for new solicitations scheduled to be placed for bid in May 2025 and June 2025, including, but not limited to, foodservice cleaning and sanitation supplies and retail snack foods and vending. Options to include other vendors in distribution of the solicitation for Milk Products and Fresh Juice was considered; Springfield Grocer Company was identified as a potential new vendor for milk distribution. Additional rollover agreements for cooperative purchasing to be completed in June 2025 include full-line distribution.
- Training Solutions. Coordinated the third annual Training, Networking, and Team Building (TNT) conference for school nutrition professionals throughout the Arch Ford service area and across the state. A total of over 100 individuals representing 13 different School Food Authorities (SFAs) participated in 13 different training topics in three training tracks–technician, manager, and director–over the 1-day event. Conducted no less than three 8-hour ServSafe Food Protection Manager Certification Trainings with certification testing. Trained six school districts on use of Mosaic BOH for local menu management, including the printing of daily food production records.
- Workforce Development Solutions. Continued the development of training materials and online Canvas courses for our Workforce Education and Development (WED) program. The new projected launch date is March 2026.

PROGRAM: Science K-12

FUNDING SOURCE: Arkansas Department of Education, K-12 Science Specialist Grant

COMPETITIVE GRANT: Yes _____ No X

Participating Districts: Academics Plus, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End Bigelow, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County Morrilton, South Side Bee Branch, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell County, and Wonderview.

RESTRICTED FUNDING X **Non-restricted Funding** _____

PERSONNEL: Corey Adaire, M.A.T, K-12 Science Instructional Specialist

GOAL:

The objective of the science program is to enhance teachers' content knowledge and professional practices through research-based professional development and classroom technical support, while promoting science literacy among all Arkansas students.

PROGRAM SUMMARY:

The science program at Arch Ford Education Service Cooperative provides professional development and in-classroom support for science educators. Training sessions aim to strengthen content knowledge, introduce effective teaching strategies, support unit planning aligned to Arkansas Science Standards, and improve instructional practice. The program partners with state specialists and agencies to deliver science and content literacy initiatives accessible to all teachers. Academic coaching includes on-site support such as co-teaching, lesson planning, and equipment guidance. Schools also benefit from targeted assistance through Professional Learning Communities, which engage teachers in regular training, collaboration, classroom visits, and implementation support. Standards-based lesson resources emphasize inquiry, integrate math and literacy connections, and foster student ownership of learning.

MAJOR HIGHLIGHTS OF 2024–2025:

Coaching:

Arch Ford's science specialists dedicated over 60% of their time to directly coaching teachers, with a strong focus on supporting novice educators and improving science instruction. This coaching emphasized 3-Dimensional Performance Expectations, which integrate crosscutting concepts, science and engineering practices, and disciplinary core ideas. Specialists provided individualized support, modeled effective instruction, and offered feedback to strengthen teaching.

Science specialists also worked with administrators, training them to identify key components of effective science instruction, recognize quality teaching in classrooms, and know when to involve the specialist for support.

The 3-D model promotes critical thinking, hands-on learning, and real-world application, building science literacy and preparing students to solve complex problems.

Curriculum Support and High-Quality Instructional Materials:

Supporting the evaluation, selection, and implementation of high-quality instructional materials (HQIM) continues to be a key component of district-level science support. With the rollout of the ATLAS assessment system, which aligns with Arkansas Science Standards and emphasizes 3-D learning, many schools are moving toward structured, standards-based curricula.

Science specialists have provided guidance throughout the adoption and classroom implementation process. Training and support included Amplify Science (K–5 and 6–8), BSCS Biology, and OpenSciEd (grades 6–8). These efforts also help teachers build confidence in facilitating inquiry-based, student-centered instruction.

Partnership with Arkansas Game and Fish:

FINS Program:

Through collaboration with the Arkansas Game and Fish Commission's FINS program, Arch Ford supports conservation and environmental education by helping schools establish fishing programs. Teachers receive training and grant access, while Arch Ford assists with local implementation.

Stream Team:

AFESC science specialists led professional development on water quality studies using macroinvertebrates and helped schools establish Stream Teams in partnership with Arkansas Game and Fish.

Partnership with Arkansas Geological Survey:

AFESC collaborated with the Arkansas Geological Survey to provide geology content training and field trips for teachers, continuing into summer 2025.

Support for VEX Robotics:

AFESC science specialists supported schools in launching and maintaining VEX Robotics teams. In partnership with Arkansas Tech University, Arch Ford helped host both local and state VEX championships, involving over 200 teams statewide.

Professional Development:

In 2024–25, Arch Ford delivered over 200 hours of professional development tailored to district needs, based on educator surveys and school requests. Sessions were evidence-based, aligned to Arkansas K–12 Science Standards, and included both state-led initiatives and locally developed trainings led by AFESC science specialists.

Paul Andersen:

In partnership with WDMESC, Arch Ford hosted science education consultant and YouTube

creator Paul Andersen for a regional professional development event in June 2024. Over 100 teachers attended the training, which focused on improving science instruction. Due to its success, Andersen will return to Arch Ford in summer 2025 for another full-day training for K–12 science educators.

PROGRAM: Special Education

Special Education Supervision
School Psychology Specialists/Educational Appraisal

FUNDING SOURCE: Local School districts

COMPETITIVE GRANT: Yes__ NO X

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

PERSONNEL:

Kelli Rainey	Sp.Ed. Supervisor, Coordinator/Manager, MSE
Angela Toll	Sp.Ed. Supervisor, MSE
Susan Ward	Sp.Ed. Supervisor, MSE
Tammy Rainey	Sp.Ed. Supervisor, MSE
Cheyenne Jordan	Sp.Ed. Supervisor, Ed.S
Stephanie Guyse	Sp.Ed. Supervisor, MSE
Susan Corning	Sp.ED./Appraisal-Sp.Ed. Administrative Assistant
Amy Sanders	School Psychology Specialist
Lorita Philips	School Psychology Specialist
Elissa Pitman	School Psychology Specialist
Neil McKnight	School Psychologist Specialist
Jennifer Shock	School Psychologist Specialist
Annie Sayan	School Psychology Specialist

SPED SUPERVISION & SCHOOL PSYCHOLOGY SPECIALISTS/APPRAISAL PARTICIPATING DISTRICTS:

Atkins, Bauxite, Clinton, Danville, Dardanelle, East End, Mt. Vernon, Nemo Vista, Perryville, Pottsville, Two Rivers, Western Yell County, Wonderview

PARTICIPATING DISTRICTS ONLY UTILIZING ARCH FORD SCHOOL PSYCHOLOGY SPECIALISTS/APPRAISAL SERVICES:

Quitman, West Side Greers Ferry, Heber Springs, Guy Perkins, Hector, Dover (special contract), Vilonia (special contract)

GOAL:**Special Education Supervisor Supervision:**

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluating special education programs and related services for the purpose of improving student achievement.
- Provide technical assistance and support to local school district administrators and staff in developing leadership skills.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities and in meeting state and federal mandates for services to these students.

School Psychology Specialists/Educational Appraisal

- To assist local districts in the identification of students with disabilities by conducting DESE/ADE required school psychological assessments/required evaluations.
- To provide local districts with support in identifying and programming for students in need of Behavior Intervention Plans.

PROGRAM SUMMARY:**Special Education Supervision**

Special Education Supervision provided to participating districts by Arch Ford Cooperative is designed to meet the DESE/ADE requirement of Local Education Agency (LEA) Special Education Supervisors on a service contract basis by allowing multiple districts to “share” the cost of personnel and support for the LEA Supervisor. All six (6) of the AFESC LEA Supervisors have individual areas of expertise and are accessible and available to all participating districts increasing district access to a range of quality and skill to support their students and staff. Each of the participating districts is assigned a “lead” LEA Special Education Supervisor who ensures that the district meets the DESE/ADE and Federal Special Education mandated requirements in the following: budgeting, financial reporting, child data submission, DESE/ADE SpEd Reporting, Program Evaluation and Development, Staff Development and Training, Student Assessment and Evaluation, Student Data Analysis, assist districts with Medicaid Eligibility and Billing, Child Find Activities, DESE/ADE SpEd Monitorings, Cycle/Personnel Reporting, Fiscal and Academic Distress support plus student achievement/improvement and parent involvement and intervention. Access to the SpEd Supervisory group is available to assist both the assigned supervisors and local district staff in the activities that are required.

School Psychology Specialists/Educational Appraisal

Participating School Districts have access to a School Psychology Specialist or a Licensed Psychological Examiner (an individual qualified to administer and interpret specific assessments) for conferences and evaluations, and to assist in developing and monitoring Behavior Intervention Plans. The AFESC employs six (6) school psychology specialists/psychological examiners to assist participating districts to control their costs through 'cooperative' interaction. District staff schedules needed services through a cooperative staff member who assigns a specialist to each case.

MAJOR HIGHLIGHTS AND IMPACT DATA FOR 2024-2025:

Special Education Supervision

- 2,365 identified students were served among the participating districts and Arch Ford's six (6) SpEd Supervisors.
- Successfully completed DESE/ADE Special Education Monitoring in five (5) districts.
- Conducted AFESC Service Area Provider Meetings for SpEd Supervisors to assist with networking around best practices for school districts and service providers for students with disabilities.
- Assisted paraprofessionals and school districts with the paraprofessional training Modules for participating school districts.
- Held the Annual Child Find Committee meeting on September 20th, 2024 for the participating school districts.
- Handle With Care "Trainer of Trainers" training was held at Arch Ford on September 16th through September 19th, 2024.
- The six (6) Special Education Supervisors made regular visits during the school year totaling more than 543 school site visits to the 13 participating districts. The supervisors met with a total of 264 staff to include district administrators, special education staff both certified and non-certified staff. The supervisors provided technical assistance, as needed, to the Special Education staff at the Arch Ford ALE campuses .
- The six (6) Special Education Supervisors have conducted a total of 39 staff development sessions over the course of the year to include Special Education Due Process 101 which assisted new teachers and existing teachers that needed a refresher on how to complete due process paperwork.

Five participating school districts (Dardanelle, Mt. Vernon, Pottsville, Western Yell, and Wonderview) received their official monitoring which was conducted by the Division of Elementary and Secondary Education, Office of Special Education (DESE-OSE). All the above districts were found in compliance with state and federal regulations governing special education programs. The Districts were found to be in compliance with state and federal regulations in the areas listed below

1. Child Find
2. Due Process
3. Protection in Evaluation Procedures
4. Individualized Education Programs
5. Free Appropriate Public Education
6. Least Restrictive Environment
7. Confidentiality of Information
8. Children with Disabilities in Private Schools

School Psychology Specialist/Educational Appraisal

- Conducted 865 Comprehensive Psychological Evaluations for local school districts.
- Conducted 96.5 Autism Evaluations.
- Conducted 62 Functional Behavior Assessments.
- Attended Conferences for 12 students.
- Consultations: 885
- Assisted with and helped develop Behavior Plans for students with behavioral issues, along with technical support for these students.
- Presented 1 staff development training Disability Awareness & Interpretation of Psycho- Educational Evaluations.
- Examiners attended a cumulative total of 12 professional development training sessions.
- Met with Local Special Education Supervisors and other service providers at AFESC on an as needed basis to discuss issues of mutual concern for the school districts.

PROGRAM: SPECIAL EDUCATION - Arkansas Transition Services

FUNDING SOURCE: Grant from the SEU of ADE

COMPETITIVE GRANT: Yes__ NO X

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

PERSONNEL:

Bonnie Boaz	Arkansas Transition Services: Transition Coordinator
Carrie E. Tuttle	Arkansas Transition Services: Transition Consultant
Jeremy Hogue	Arkansas Transition Services: Transition Consultant
Jennifer Bibel	Arkansas Transition Services: Administrative Analyst

PARTICIPATING DISTRICTS: **Arch Ford Co-op:** Academics Plus, Arkansas School for the Blind, Atkins, Bauxite, Clinton, Concord, Conway, Conway Human Development Center – Developmental Disabilities Services, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt.Vernon/Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side Bee Branch, South Conway County, Two Rivers, Vilonia, Western Yell County, West Side Greers Ferry, Wonderview
Northcentral Arkansas Co-op: Batesville, Calico Rock, Cave City, Cedar Ridge, Highland, IZARD County Consolidated, Mammoth Springs, Melbourne, Mountain Home, Mountain View, Norfolk, Salem, Southside – Batesville, Viola
Wilbur D. Mills Co-op: Augusta, Bald Knob, Bradford, Beebe, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Midland, Pangburn, Riverview, Rosebud, Searcy, White County Central

GOAL:

Transition Consultation

- Provide technical assistance and support to local school district administrators and staff in secondary transition assessments, development of compliant transition plans, implementation of meaningful transition plans and programs, and evaluation of transition plans and programs at public schools for the purpose of improving students' post-school outcomes.

PROGRAM SUMMARY:

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides training and technical assistance related to secondary transition to special education teachers, other relevant school staff, and relevant agency personnel in Arkansas. Our services are not only related to ensuring secondary transition requirements in the Individualized Education Program (IEP) are in place, but also include building capacity of

local transition teams, and information and assistance on research and evidence-based practices that improve transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

Our efforts to build capacity in the districts through thorough reviews of plans, followed up with report findings and recommendations for additional training are on-going as well as training and technical assistance offered in the virtual capacity. We have continued our Indicator 13 Checklist Walk-through that includes teachers reviewing plans as we take them through the Indicator 13 checklist, an interactive tool to meet compliance with Indicator 13. This has been an effective and proactive practice in which many districts have participated and we strongly believe played a factor in the state's increase in compliance for Indicator 13.

MAJOR HIGHLIGHTS of the 2024-2025:

Arkansas Transition Services Statewide Events:

State Level

- A priority for Arkansas Transition Services is to provide training and technical assistance in reaching compliance for Indicator 13. We not only provide professional learning on this at the Cooperatives, but consultants also provide transition plan reviews. Transition plans are reviewed and special education supervisors and teachers are provided with areas of need and recommendations for next steps and training.
- Arkansas Transition Services in partnership with Kansas University Center on Disabilities (KUCD, continues to participate in a study on CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students). CIRCLES is a transition planning model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Students present their goals, strengths, and preferences to community members who then work to help support those goals and provide next steps in reaching those goals. We have 33 schools participating in a CIRCLES study, with eighteen fully implementing CIRCLES and fifteen participating in an Assessment only group where they provide transition assessments. At the end of the study all schools will be trained in the CIRCLES model. Consultants provide support and technical assistance in establishing teams and organizing meetings.

- Arkansas Transition Services in partnership with Kansas University Center on Disabilities (KUCD), is participating in a study to compare the results of schools who implement two different types of self-determination practices, the Goal Setting Challenge App and the Self-Determined Learning Model of Instruction (SDLMI), versus schools who only implement self-determination assessments. Consultants work with schools to provide support and technical assistance and to record data essential to the study.
- Arkansas Transition Services, Career and Technical Education, University of Arkansas Pulaski Technical College, and Inclusion Films continue to partner to provide the ATS Short Film Camp for students with disabilities. We had 45 students participate in Film Camp this year. Students learned transferable work skills as they created three short films, three public service announcements, and attended animation and editing classes on a college campus. In October 2024, we held a premiere event to celebrate the students' three films and honor their talents as we watched the films in the CHARTS Auditorium at UAPTC.
- Arkansas Transition Services held the bi-annual conference, Arkansas Transition Services Summit. 48 school teams attended a wide variety of breakout sessions and team planning sessions in an effort to improve their transition programs and ultimately student outcomes. Consultants provide follow-up to these schools to offer technical assistance in meeting the goals of their team plan. All transition consultants presented sessions on a variety of secondary transition topics.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team 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.
- College Bound Arkansas 2025 will be held June 2-4, 2025, 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: organization/study skills, self-advocacy, assistive technology, social skills, 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 2025 has 35 students and 11 parents/professionals registered.
- Three Lunch and Learn sessions were held this year to provide educators, counselors, agency personnel, and families with information on attending post-secondary education programs and setting up financial planning for families of youth with disabilities.

- We will provide two professional learning opportunities this summer that we have been developing as a team: Planning for Successful Outcomes for ALL Students, and Strategies for Postsecondary Success for ALL Students.
- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. We continually update our resources on the website.

Education Cooperative Activities:

- Made on-site school visits to provide Technical Assistance and Support working directly with LEA's, designees, teachers and paraprofessionals.
- Provided materials for Transition Fairs that were attended by hundreds of educators, students, and service providers.
- Answer questions via phone/text and email on a daily basis
- Attended Local Special Education Supervisor meetings to discuss issues of mutual concern for the school districts and to offer training and Technical Assistance to my districts.
- Attended Early Childhood meetings to address the importance of raising awareness of applying for waiver programs upon diagnosis of a disability.
- Attended CTE Career Pathways revisions meeting to learn of upcoming changes.

Professional Development Activities:

- Attended regular Arkansas Transition Services staff meetings via Zoom
- Attended the Arkansas Collaborative Consultants Convening for updates on programs and initiatives among the different consultant groups.
- Attended the LEA Academy to attend breakout sessions, network with Special Education Supervisors, and to present information on Indicator 13.
- Attended the International Division on Career Development & Transition (DCDT) Conference in Baltimore, MD.
- Attended the National Technical Assistance Center on Transition, Collaborative (NTACT: C) Capacity Building Institute in Charlotte, NC with 47 other states. The CBI provides breakout sessions and allows state teams time to plan for improvement of interagency collaboration and improved transition programming.

PROGRAM: Technology

FUNDING SOURCE: Arkansas Department of Education Grant – Act 842 of 1995

COMPETITIVE GRANT: Yes X No

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS:

AR School for the Blind, Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell, and Wonderview.

PERSONNEL: Lisa Russell, Technology Coordinator (BSE)

GOAL:

The goals of the Arch Ford Technology Department include the following:

- Foster the implementation of student-focused education and the preparation of all students for college, career, and community engagement
- Create technology-infused learning spaces that serve as a model for educators
- Create a stable and robust infrastructure that supports the needs of the DESE and the cooperative
- Work with districts and schools to increase access, understand, and use digital resources
- Assist districts in preparations for cybersecurity and technology mandates
- Prioritize services for districts and schools identified as needing the most support

PROGRAM SUMMARY:

The Arch Ford Technology Coordinator provides professional development opportunities, supports the Arch Ford technology infrastructure, and assists member schools and educators in the use of technology, software, and resources. One of the goals of the coordinator is to support schools and specialists in the implementation of student-focused learning environments. This goal is accomplished by providing professional development that models online professional communities as well as demonstrating best practices for existing and emerging classroom technologies that can prepare students for college, career, and community engagement.

Professional Development would not be possible without the ongoing technological support of the cooperative; therefore, it is the coordinator's responsibility to maintain and support current technology, the local network infrastructure, and provide support for state testing requirements. The coordinator maintains the technology equipment for all departments, nine conference rooms, along with setup and shutdown of workshops,

Technology coordinators are members of the state's Cyber Incident Response Team to support and assist cooperatives and schools if/when a cyber incident should occur. In addition to implementing security measures, stakeholders are educated on data privacy, social media safety, digital literacy, and cyber incident responses.

2024-25 HIGHLIGHTS:

- The Technology Coordinators from Arch Ford member schools attended meetings that provided updates and resources from the Division of Elementary and Secondary Education (DESE), the Division of Information Systems (DIS), as well as other state entities. Training and information sessions were provided on the newest resources, current acts and laws related to technology, cybersecurity, tools, and technologies for school districts. Six training sessions were provided in cooperation with other cooperatives in providing Act 504 Cybersecurity regional workshops to prepare districts as they implement cybersecurity standards.
- Library Media Specialist workshops for Arch Ford member schools were held each semester. Agenda items included standards and law updates, resources, technology tools, and library best practices provided by representatives from Division of Elementary and Secondary Education, library resources providers, and the cooperative technology coordinator.
- Technology-infused professional development opportunities focused on the use of technology to support the student-focused classroom. Training included *PD in your PJs*, *Navigating the Social Sphere: Safeguarding Kids Online*, *Level Up Learning: Gamification*, *Mastering Google Slides*, *Help! My Google is a Hot Mess!*, and *TextHelp Technology Tools for Inclusive Practices* workshops.
- Maintained existing technology so that Arch Ford may continue to provide support to member school districts.
- Provided school support by troubleshooting technical issues and assisting local technology coordinators with e-rate.
- Provided data security emergency support for all Arch Ford member schools in the case of a data security breach.
- Provided training and support with an online learning management system for school transportation directors and bus drivers.
- Provided awareness training to teachers and students about social media safety and artificial intelligence.
- Provided training for using state-provided assistive technology tools.

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

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

Program Name: AR App

Competitive Grant

Yes ☐

No ☒

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

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

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



In addition to this work in support of the AR App, ESCs worked collaboratively on each of the following priorities: Safety, Mental Health, and Accelerated Learning. A Safety Summit is being hosted by Guy Fenter Education Service Cooperative July 8-9, 2025 in partnership

with the Criminal Justice Institute and the Arkansas Department of Education's Division of Elementary and Secondary Education.

Program Name: Arkansas Professional Educator Pathway (ArPEP)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based training, alternative education route to obtaining an Arkansas standard teaching license for college graduates or career changers holding at least a bachelor's degree. ArPEP's goal is to prepare learner-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. The primary objective of ArPEP is to train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning. The ArPEP facilitators will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

Arch Ford began this program in the summer of 2022 with 13 teachers in our Year 1 cohort. In the spring of 2024, 13 ArPEP Year 2 candidates submitted their edTPA portfolios. All 13 candidates received their standard teaching license in the summer/fall 2024.

In the summer of 2024 another round of year 1 candidates began the ArPEP journey. There are 30 candidates in this cohort and they will transition to year 2 in June, 2025. One candidate will join this group as a year 2 and two others are transferring from other ArPEP sites making the total number of this cohort 33 .

The ArPEP application is currently open for the 2025-26 year 1 cohort. Currently, there are 43 applications with 29 fully admitted to the year 1 program . Application deadline is May 31, 2025.

Program Name: Licensure Assessment Support

Competitive Grant Yes ☐ No ☒

Goals and Description: Arch Ford received a \$20,000 grant to provide Praxis and Foundations of Reading support for teachers who are struggling to pass their licensing exams. This grant provides a Licensure Assessment Coordinator, who maintains a database of all novices on a licensure pathway and conducts monthly check-ins with novices to ensure they have the materials needed to prepare for assessments. She also purchases licensure assessment resources, such as practice tests and sends out subscriptions to 240 Tutoring. As part of this grant, we provide reimbursement of test fees for those who attend study sessions or utilize the free materials and then pass their exam. Through this grant, 41 teachers have been reimbursed for successfully passing the Foundations of Reading test after attending an in-person session this year.

Program Name: NIET Lead Teacher Designation Cohort

Competitive Grant Yes ☐ No ☒

Goals and Description: Arch Ford received a grant from the Department of Education to pay for 12 teachers to complete the Lead Teacher Designation process through the National Institute for Excellence in Teaching. This is a rigorous, evidenced-based program that will prepare these teachers to serve as a Journeyman for the Apprenticeship Program should their district decide to participate. Completion of this program will also add the Lead Teacher Designation certification to their teaching license. The ultimate goal of this designation is to open up mentoring and leadership opportunities for these teachers and to build capacity within their school districts. Teachers chosen for the program were from the following Arch Ford schools: Atkins, Clinton, Dardanelle, Greenbrier, Mayflower, Pottsville and Two Rivers.

Program Name: District School Board Member Training

Competitive Grant Yes ☐ No ☒

Goals and Description: Each year Arch Ford ESC schedules and provides training for local district school board members. The sessions are scheduled in the fall of the school year and provide six hours of the mandated annual training required of school board members. Two evenings with 3 hours of training per evening are typically offered. Training topics range from audit issues, financial management of school districts, board-superintendent relations, board-community relations, legislative issues, state and federal mandates, curricular topics and student achievement. The trainings offered in conjunction with Arkansas School Board Association Conferences allow school board members to achieve the total hours of training mandated by Arkansas Statute. The session, held in November, focused on District finances. ArchFord ESC partnered with ASBA and Danny Paul Lovelady to give board members a district specific look at finances for each of their respective districts. In April, APSRC provided another Board Training session for districts with a focus on roles and responsibilities of board members.

Program Name: Roster Verification Training

Competitive Grant Yes ☐ No ☒

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

Program Name: Arkansas School Bus Driver Training

Competitive Grant Yes____ No X

Goals and Description: Recent Arkansas changes now require drivers who wish to drive a school bus add a school bus endorsement to their CDL/CLP. They must pass a special knowledge examination on safety considerations when transporting passengers in a school bus and must pass skills tests in a school bus. In cooperation with other regional cooperatives, AFESC purchased online training courses for the safety considerations knowledge exam as a service to our districts. With this program, we support the drivers and transportation directors with setting up accounts, enrolling in the courses, and overall technical assistance.

PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

[Click here](#) to access the Arch Ford 2024-25 Professional Development Activities Report.

[Arch Ford User Satisfaction Survey Results for 2024-2025](#)

ESC IMPACT ON STUDENT PERFORMANCE

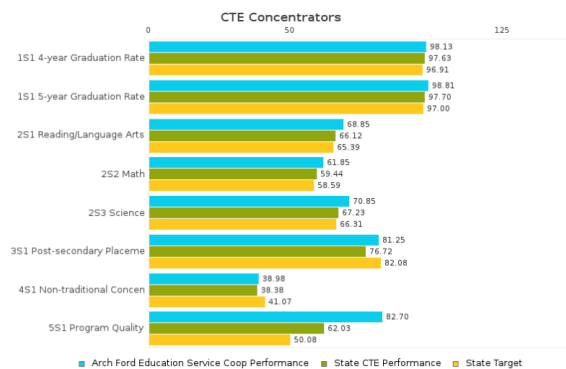
In accordance with Act 802, the following data have been collected from Arch Ford Districts regarding impact of the cooperative on student growth.

Program	Impact																																																																																						
<p>PROFESSIONAL DEVELOPMENT</p> <p>Data Tracking for Interim ATLAS assessments for the 24-25 school year (shared and with all superintendents, principals, and curriculum coordinators at monthly meetings)</p>	<p>Regional Data Analysis: 2025 Math, Literacy, and Science Interim Progress</p> <div><p>ATLAS 3-10 Interim Scores</p><table border="1"><thead><tr><th>Subject</th><th>Fall</th><th>Fall State</th><th>Winter</th><th>Winter State</th></tr></thead><tbody><tr><td>ELA</td><td>27</td><td>17</td><td>31</td><td>28.9</td></tr><tr><td>Math</td><td>25</td><td>27</td><td>29</td><td>25.9</td></tr><tr><td>Science</td><td>29</td><td>26</td><td>38</td><td>34.25</td></tr></tbody></table></div> <div><p>2024 ATLAS Regional Cooperative Performance</p><table border="1"><thead><tr><th>Subject</th><th>Arch Ford</th><th>State Coop Average</th></tr></thead><tbody><tr><td>ELA</td><td>36.1</td><td>31.4</td></tr><tr><td>Reading</td><td>37.6</td><td>31.7</td></tr><tr><td>Math</td><td>38.6</td><td>33.9</td></tr><tr><td>Algebra</td><td>31.5</td><td>24</td></tr><tr><td>Geometry</td><td>18.8</td><td>14.7</td></tr><tr><td>Science</td><td>40.1</td><td>32.9</td></tr><tr><td>Biology</td><td>36.1</td><td>33.2</td></tr></tbody></table></div> <div><p>2024 ATLAS Summative Arch Ford Regional Score by Levels</p><table border="1"><thead><tr><th>Subject</th><th>Level 4</th><th>Level 3</th><th>Level 2</th><th>Level 1</th></tr></thead><tbody><tr><td>ELA</td><td>12</td><td>26.1</td><td>39.1</td><td>22.8</td></tr><tr><td>Reading</td><td>12.4</td><td>25.2</td><td>38.5</td><td>23.9</td></tr><tr><td>Math</td><td>13</td><td>25.6</td><td>33.5</td><td>28</td></tr><tr><td>Algebra</td><td>12</td><td>19.5</td><td>28.6</td><td>39.9</td></tr><tr><td>Geometry</td><td>7.3</td><td>11.5</td><td>27.3</td><td>53.8</td></tr><tr><td>Science</td><td>14.7</td><td>25.4</td><td>35.5</td><td>24.4</td></tr><tr><td>Biology</td><td>13.2</td><td>24.9</td><td>39.5</td><td>22.4</td></tr></tbody></table></div> <tr><td>CTE</td><td><ul style="list-style-type: none">Our Perkins consortium performed above the State targets on the</td></tr>	Subject	Fall	Fall State	Winter	Winter State	ELA	27	17	31	28.9	Math	25	27	29	25.9	Science	29	26	38	34.25	Subject	Arch Ford	State Coop Average	ELA	36.1	31.4	Reading	37.6	31.7	Math	38.6	33.9	Algebra	31.5	24	Geometry	18.8	14.7	Science	40.1	32.9	Biology	36.1	33.2	Subject	Level 4	Level 3	Level 2	Level 1	ELA	12	26.1	39.1	22.8	Reading	12.4	25.2	38.5	23.9	Math	13	25.6	33.5	28	Algebra	12	19.5	28.6	39.9	Geometry	7.3	11.5	27.3	53.8	Science	14.7	25.4	35.5	24.4	Biology	13.2	24.9	39.5	22.4	CTE	<ul style="list-style-type: none">Our Perkins consortium performed above the State targets on the
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following Perkins V Performance Indicators:

- Four- Year Graduation Rate - +1.22%
- Five- Year Extended Graduation Rate - +1.81%
- Reading Language Arts - +3.46%
- Mathematics - +3.26%
- Science - +4.5%
- Industry Certifications - +32.62%

PERFORMANCE SCORES RELATIVE TO TARGETS



- Obtained CTE Completer Data for 23 high schools and provided each Completer with a CTE Completer Certificate (1,152 CTE Completers)
- Provided professional development in the areas of Best Practices in the CTE Classroom, Instructional Strategies, Canva, Student Motivation and Engagement, Classroom Management, Agriculture Mechanics, CTE Novice Teacher, PLC in CTE, Technology Tools for CTE Instructors.
- 5 of our Family Consumer Science Programs qualified for FCCLA Nationals

	<ul style="list-style-type: none"> • 14 of our Business Programs qualified for FBLA Nationals
VIRTUAL ARKANSAS	<ul style="list-style-type: none"> • Virtual Arkansas Students had an 92% Pass Rate • 26,730 Credits Earned • Concurrent Credit students Earned 9,284 College Concurrent Credit Hours • 80% of Concurrent Credit enrollments from rural districts • Career and Technical Education: 5,884 enrollments over two semesters • 1,952 Computer Science enrollments • 2,007 Advanced Placement Enrollments
EARLY CHILDHOOD/SPECIAL EDUCATION	LEA Annual Performance Report (APR) indicated 100% timely and accurate reporting, 100% timely evaluations, 100% Early Childhood transitions. 18.09% for inclusive early childhood special education service delivery, which is near the state target. 90.76% of parents indicated support on family surveys.
NOVICE MENTORING	94% of novices indicate they will remain teaching in the classroom
ALE/HUB/NON-TRADITIONAL LEARNING	<ul style="list-style-type: none"> • Program-Wide Achievements <ul style="list-style-type: none"> ○ 79 students graduated across all sites.

	<ul style="list-style-type: none"> ○ 26 full student transitions and 9 partial transitions completed. ○ 8 community service projects were completed by students across multiple campuses. ○ 2 students received prestigious State Diamond Awards, and 1 student earned recognition in the Faulkner County Art Contest.
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