

# Crowley's Ridge

*Educational Service Cooperative*  
**Educational Service Cooperative (ESC)**  
**Annual Report**



Approved by the CRESC Board of Directors on June 18, 2025

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

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

## 2024-2025

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To: Arkansas Educators  
From: Pamela Castor  
Subject: 2024-2025 Annual Evaluation Report

The Annual Report of the Crowley's Ridge Educational Service Cooperative (CRESC) provides an overview of Cooperative programs and grants provided to our member schools in the 2024-2025 school year. Collectively these programs represent the work of 132 total CRESC employees, as well as, that of additional State employees housed at the Cooperative. The total budgeted amount for 2024-2025 is approximately \$16,936,342.84. The cooperative base funding amount is \$408,618.00.

Efficient, effective systems of support are a hallmark of CRESC. As part of that support school districts are offered the following programs through CRESC:

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

Crowley's Ridge Education Service Cooperative offers support to districts in regard to the Arkansas Curriculum Frameworks, as well as the Arkansas Standards of Accreditation. In Addition, the Cooperative supports districts' pursuit of improvement under the requirements of ESSA and ARLEARNS. CRESC also provides academic program support through content area specialists who coach teachers. At CRESC direct instruction to early childhood students occurs in the Special Education Early Childhood Program, the Arkansas Better Chance Program, and the Migrant Program. Over 1,054 Students, aged 3-5 participate in these programs.

Technology support from CRESC helps ensure schools have access to cybersecurity staff to assist in the event of a system compromise. We also assist school-based technology coordinators as they navigate the issues of technology operations in their schools.

CRESC Career and Technical Education program supports schools as they build new CTE programs, implement courses, and promote student completers. The program also supports materials acquisition for approved programs of study. In 24-25 approximately \$758,650.19 in equipment was distributed to area schools.

CRESC pushes support service into districts to improve academic performance. Content area specialists provide coaching to both novice and veteran teachers. Coaching aids districts in aligning with education standards. It also provides opportunities to model techniques and strategies of instruction that lead to increased performance levels of teachers; thereby promoting increased achievement and academic growth of students.

CRESC extends efforts to support districts by providing bus driver training, custodian training, and cafeteria staff training. CRESC also provides ACT support training, and dyslexia training. APSCN cycle training is also provided.

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

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

Sincerely,

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

Pamela Castor, Director  
Crowley's Ridge Educational Service Cooperative

## Our Mission

The purpose of the Crowley's Ridge Education Service Cooperative is to prepare the educational community to develop and empower life-long learners who contribute to the greater good.

## Our Vision

To be an organization of educational excellence, resources, and support

## Our Values

- Content and Curriculum Knowledge
- Standards Progressions and Expectations
- SMARTE Goals Development
- Focused Data Disaggregation
- Data-to-Instruction Connections
- Effective Instructional Practices
- Effective Feedback
- Collective Commitments to build relationships, trust, credibility while maintaining agility and flexibility





## State Map of Cooperatives

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

CRESC services schools in:

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

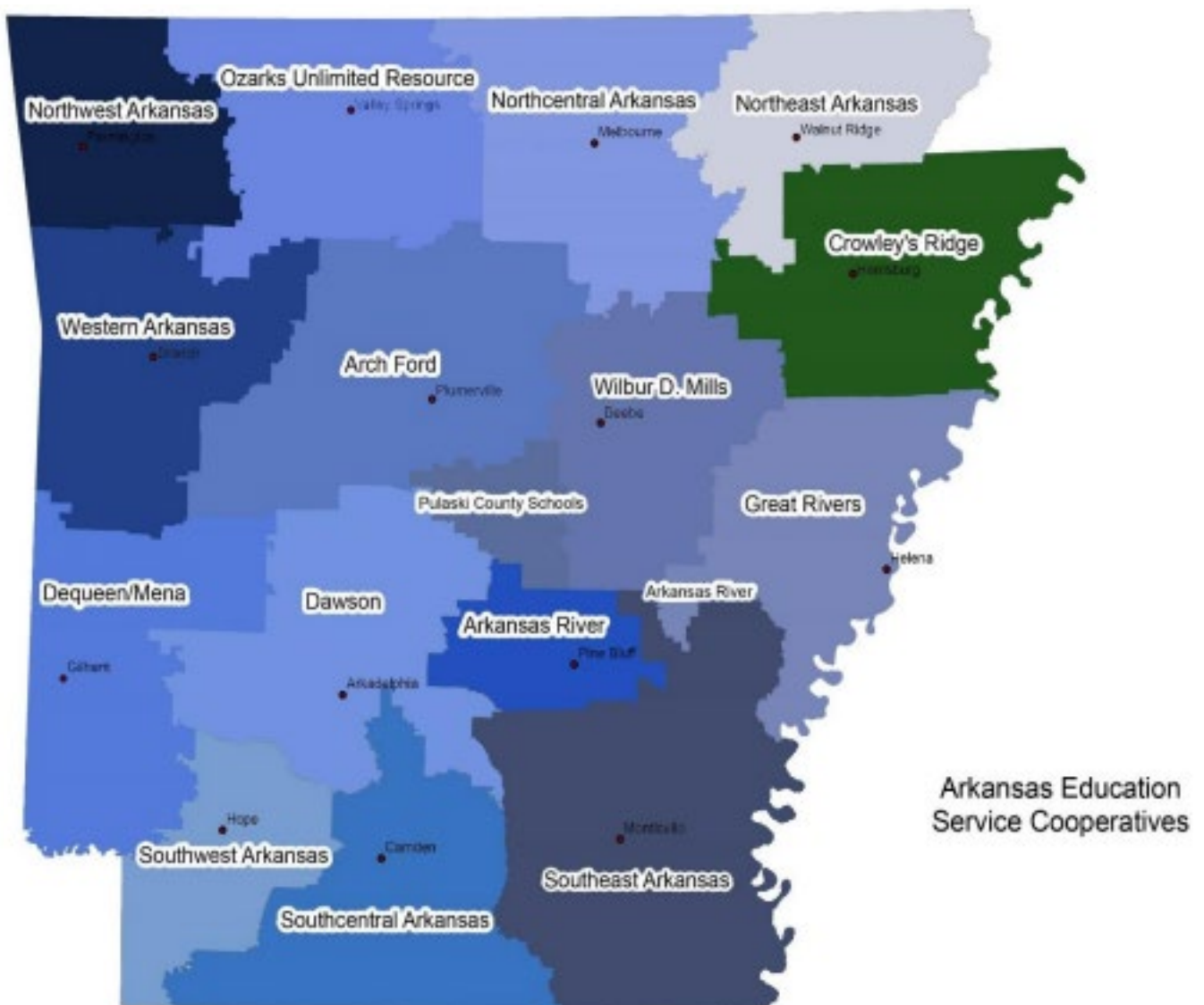
**Crittenden County:** Earle, Marion

**Cross County:** Cross County, Wynne

**Jackson County:** Newport

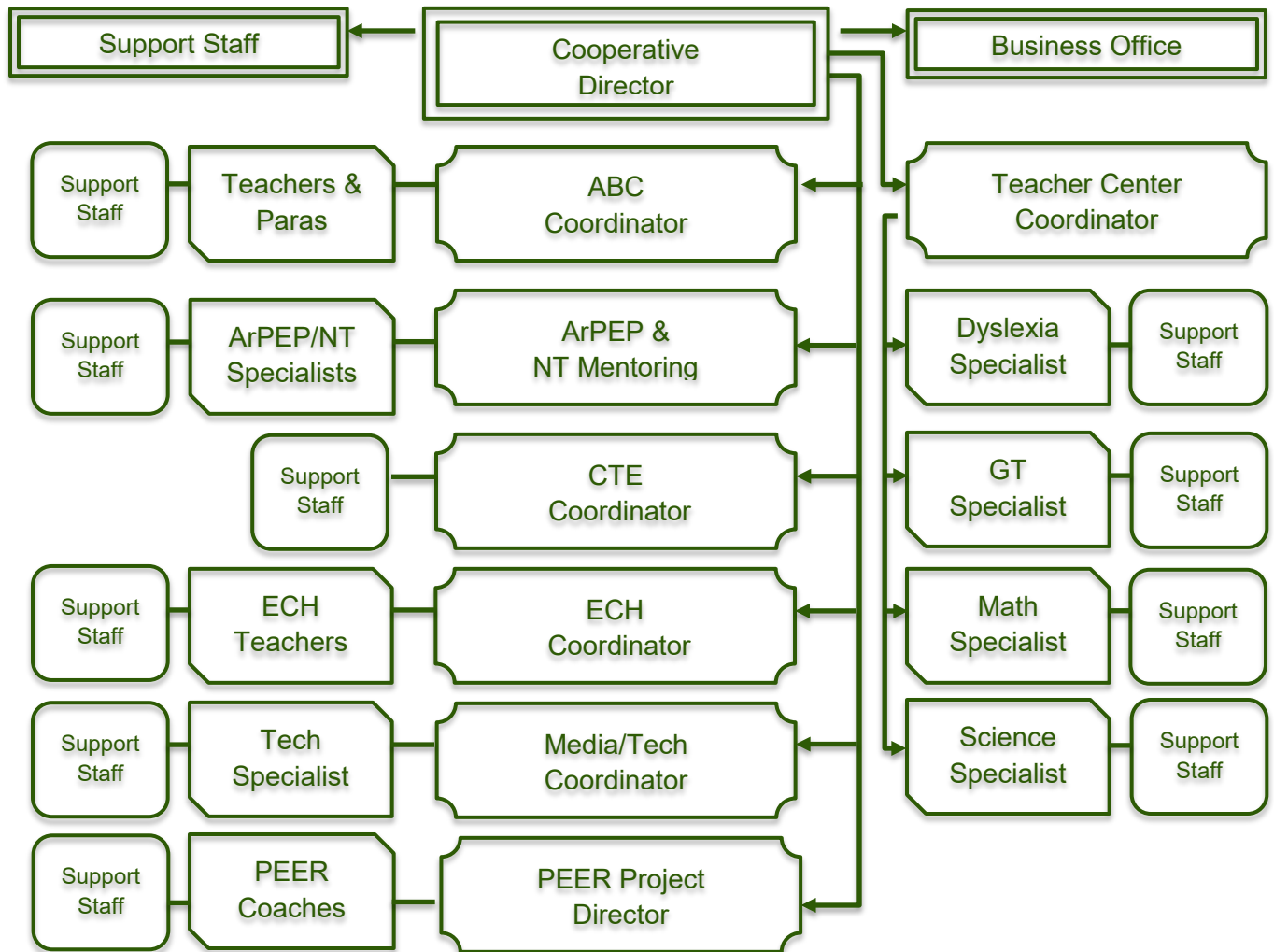
**Mississippi County:** Armorel, Blytheville, KIPP, Gosnell, Manila, Osceola, South Mississippi County

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



## Crowley's Ridge ESC Organizational Chart

### **Crowley's Ridge ESC Board of Directors**



### **Crowley's Ridge ESC Associates**

Community Health Nurse  
 School/Community Health Promotion Specialist  
 Special Education

### **Additional Affiliates Housed at CRESC**

APSCN Staff  
 Transition Specialist  
 Vision Consultant

## Salary Schedules

LICENSED TEACHER SALARY		
BSE	MSE	\$50,000
*CRESC maintains a list of salaries in accordance with ACA 6-13-1001. Included schedules serve as general guidelines for salary determination.		

NON-LICENSE/PRE K TEACHER SALARY SCHEDULE 190-DAY CONTRACT			
STEP	YRS EXP.	BSE	MSE
1	0	39,055	39,555
2	1	39,505	40,055
3	2	39,955	40,555
4	3	40,405	41,055
5	4	40,855	41,555
6	5	41,305	42,055
7	6	41,755	42,555
8	7	42,205	43,055
9	8	42,655	43,555
10	9	43,105	44,055
11	10	43,555	44,555
12	11	44,005	45,055
13	12	44,455	45,555
14	13	44,905	46,055
15	14	45,355	46,555
16	15	45,805	47,055
17	16	46,255	47,555
Increments: BSE = 450; MSE =500 [ACA 6-17-2403] July, 2024 - Revised amounts			



**CLASSIFIED SALARY SCHEDULE  
190-DAY CONTRACT**

<b>Step</b>	<b>Yrs. Experience</b>	
<b>1</b>	<b>0</b>	<b>18,215</b>
<b>2</b>	<b>1</b>	<b>18,665</b>
<b>3</b>	<b>2</b>	<b>19,115</b>
<b>4</b>	<b>3</b>	<b>19,565</b>
<b>5</b>	<b>4</b>	<b>20,015</b>
<b>6</b>	<b>5</b>	<b>20,465</b>
<b>7</b>	<b>6</b>	<b>20,915</b>
<b>8</b>	<b>7</b>	<b>21,365</b>
<b>9</b>	<b>8</b>	<b>21,815</b>
<b>10</b>	<b>9</b>	<b>22,265</b>
<b>11</b>	<b>10</b>	<b>22,715</b>
<b>12</b>	<b>11</b>	<b>23,165</b>
<b>13</b>	<b>12</b>	<b>23,615</b>
<b>14</b>	<b>13</b>	<b>24,065</b>
<b>15</b>	<b>14</b>	<b>24,515</b>
<b>16</b>	<b>15</b>	<b>24,965</b>
<b>17</b>	<b>16</b>	<b>25,415</b>

Increments: 450

Associate's Degree: 1 Increment

Bachelor's Degree: 2 Increments

July 2024–Revised amounts

### Members of the Board

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

## Teacher Center Committee 2021-2022

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

	Position	District	Name	Term
<b>Elementary Teachers</b>	Teacher	Blytheville	Nicole Turney	Aug 2027
	Teacher	Riverside	Sherry Nichols	Aug 2027
<b>Middle or Jr High Teachers</b>	Teacher	Buffalo Island	Katherine Wren	Aug 2025
	Media Specialist	Trumann	Chrystal Hamilton	Aug 2026
	Teacher	Gosnell	Stephanie Hancock	Aug 2027
	Media Specialist	Newport	Jessica Stone	Aug 2027
<b>High School Teachers</b>	Teacher	Armored	Brittany Hazelwood	Aug 2026
	Media Specialist	Harrisburg	Tammy Shultz	Aug 2026
	Teacher	Bay	Sonya HuffMaster	Aug 2026
	Inst. Facilitator	Wynne	Cheryl Parrish	Aug 2027
	Teacher	E. Poinsett Co.	Marla Blain	Aug 2025
	Inst. Facilitator	Marion	Heather Sorrells	Aug 2027
	Teacher	Earle	Carl Miller	Aug 2026
	Teacher	Rivercrest	David Diagostino	Aug 2027
	Media Specialist	Marked Tree	Dana Booth	Aug 2026
<b>Administrators</b>	Support Staff	Osceola	Pam Senter	Aug 2025
	School Improvement	Jonesboro	Mandy Zipfel	Aug 2026
	Principal	Manila	John Burrow	Aug 2026
	Principal	Cross County	Jessica Stacy	Aug 2026
	Asst. Principal	Valley View	Randy Coleman	Aug 2026
	Central Office	Nettleton	Dr. Latoshia Woods	Aug 2026
	Assistant Supt.	Brookland	George Kennedy	Aug 2026

**Crowley's Ridge Education Service  
Cooperative Annual Report  
2024-2025**

DATE: June 18, 2025      LEA# 56-20    ESC#: 3 ESC

NAME: Crowley's Ridge Education Service Cooperative

ADDRESS: 1606 Pine Grove Lane, Harrisburg, AR 72432

PHONE NUMBER: 870.578.5426

DIRECTOR: Pamela Castor

TEACHER CENTER COORDINATOR: Dr. Dawn Bessee

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

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 35,908

NUMBER OF TEACHERS: 2,892

**I. GOVERNANCE**

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

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

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

Executive Committee? **Yes**

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

Date of current year's annual meeting: **June 18, 2025**

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

**1. If yes, then:**

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

How many members are teachers? **14**

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

When is the regular meeting? **November 7, 2024; January 9, 2025, &  
April 17, 2025**

**C. When was the most recent survey/needs assessment conducted? December 3, 2024 (Administrators) and December 9, 2024 (Certified/Classified Staff)**

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

## II. CRESC STAFF *Certified and Classified*

Last name	First Name	Degree	Yrs.	Job Title
ALDRIDGE	STACY	MASTER'S	25	EC Itinerant Teacher
ALEMAN	DORIS		14	Migrant Recruiter
ALLEN	MERRY	BACHELOR'S	30	Math Specialist
ALLEN	REBECCA	MASTER'S	26	Dyslexia Specialist
ALLEN	SOPHIE	BACHELOR'S	13	Teacher
ALLEN	ALEXIA	BACHELOR'S	01	Teacher
ANDERSON	LESLIE		23	EC Paraprofessional
BARD	JESSICA		06	Paraprofessional
BARNETT	ADELE	MASTER'S	26	Novice Teacher Mentor/R&R Specialist
BASS	CLAIRE		0.5	Migrant Student Staff Support
BEARDEN	TINA		20	EC Paraprofessional
BEITH	KIMBERLY		07	Paraprofessional
BELL	JENNY	MASTER'S/MCD	10	EC Speech Pathologist
BESSEE	DAWN	DOCTORATE	35	Teacher Center Coord/ArPEP Facilitator
BOLING	JENNIFER	MASTER'S	8.5	EC Itinerant Teacher
BOLING	TIPTON	SPECIALIST	06	EC Itinerant Teacher
BOOTH	APRIL	BACHELOR'S	03	Teacher
BRASWELL	MELISSA	MASTER'S	30	Novice Teacher Mentor/R&R Specialist
BROADWAY	AMBER	MASTER'S	09	School Psychology Specialist
BROWN	DEBBIE		24	Admin. Asst.
BROWN	FREDA		5.5	Admin. Asst.
BROWN	JAMES	BACHELOR'S	22	Computer Tech/Maintenance
BRUMLEY	COURTINE		04	Paraprofessional
BURTON	NORMA		06	Paraprofessional
CASBEER	KRISTIN	BACHELOR'S	18	EC Itinerant Teacher
CASTOR	PAMELA	MASTER'S	45	Director
CHERRY	SHELLY	SPECIALIST	28	School Psychology Specialist
CHIPMAN	PAMELA	MASTER'S	45	Mentoring Support Consultant
CLAYTON	ASHLEY	MASTER'S	19	EC Itinerant Teacher
COBURN	SHARON	MASTER'S	50	ABC, Novice Teacher Mentor, ArPEP Facilitator

COLE	TONYA	BACHELOR'S	08	Teacher
COLES	DANIELLE	BACHELOR'S	06	Teacher
COMBS	CRYSTAL	MASTERS	3	EC Itinerant Teacher
COVEY	SHANNON	BACHELOR'S	04	Teacher
COX	KRESTEN		07	Paraprofessional
CROWELL	SHARON		09	Paraprofessional
CROUCH	CARLY			Admin. Asst.
DAMRON	MISTY	MASTER'S	10	EC Itinerant Teacher
DILLINGER	PAIGE	MASTER'S	31.5	Educational Service for the Visually Impaired
DRISKILL	NATALIE	AA	02	Paraprofessional
EASTON	TRACEY	SPECIALIST	12	SPECIAL EDUCATION SUPERVISOR
EDWARDS	LAUREN		.5	Migrant Recruiter/Student Staff Support
EVANS	SHARMANE	MASTER'S	1.5	ALA
EVERHART	CATHERINE	MASTER'S	19	EC Itinerant Teacher
FARROW	SARA		04	Paraprofessional
FRYE	SHANNON	MASTER'S/MCD	27	EC Speech Pathologist
GEORGE	LORI	MASTER'S/MCD	30	EC Speech Pathologist
GILLIS	EMILY	MASTER'S	18	Teacher
GIPSON	MELISSA	MASTER'S	20	TSL
GLASS	KENZIE	BACHELOR'S	.5	CTE TECHNICAL ASSISTANT
GRAHAM	MYRA	MASTER'S	43.5	Mentoring Support Consultant
GREEN	WENDY	MASTER'S	25	Local Lead Captain
GRIMMER	CHRISTIE	BACHELOR'S	29	EC Itinerant Teacher
HANDWORK	JADA	MASTER'S/MCD	24	EC Speech Pathologist
HANEY	ELIZABETH	MASTER'S	27	Teacher
HARDCASTLE	BRANDIE	MASTER'S	21	TSL Coach
HARRELL	LEE	MASTER'S	36.5	EDUCATIONAL EXAMINER
HARRISON	CHERYL		1.5	Paraprofessional
HENSLEY	MACEY		.5	Migrant Recruiter
HENRY	MEAGHAN	AA	11	Paraprofessional
HICKS	JESSICA	BACHELOR'S	02	Teacher
HILL	RACHEL	BACHELOR'S	14	Teacher
HINSON	ANNIE		44	EC Paraprofessional
HOLDEN	ANGELA	MASTER'S/MCD	07	EC Speech Pathologist



HOLLAWAY	SANDRA	MASTER'S	32.5	Mentoring Support Consultant
HONEY	CYNTHIA	MASTER'S	22	EC Itinerant Teacher
HORN	RACHEL	MASTER'S	17.5	TSL Director
HORSLEY	PEGGY	AA	32	EC Paraprofessional
HUNTINGTON	SEANA		1.5	Administrative Assistant
HURSEY	DEMETRIA		09	Paraprofessional
JONES	KARLA	MASTER'S	32	TSL Coach
KAMMERER	CHRISTINA	MASTER'S	12.5	LEA Supervisor
KENNEDY	AMBER	BACHELOR'S	07	Teacher
KIEFFNER	MELISSA	MASTER'S	22	EC Speech Pathologist
LANCASTER	ASHLEY		01	Paraprofessional
LEATHERWOOD	RANDA	BACHELOR'S	13	EC Itinerant Teacher
LESTER	DOROTHY	MASTER'S	16	ABC Site Facilitator
LOGGAINS	BRIDGETTE	MASTER'S	24	ECH SP ED Coordinator
LUCAS	KATIE		01	Migrant Recruiter
MARTIN	VICKIE		03	Paraprofessional
MARTINEZ	CARMEN	BACHELOR'S	3.25	Migrant Parent Liaison
MCBRIDE	LAURA	BACHELOR'S	24	Migrant Coordinator
MCGARITY	MALLORY	BACHELOR'S	12	EC Itinerant Teacher
MCNEELY	CAROLYN		43	Administrative Assistant
MCRAE-NEWBERN	TRACY		01	Paraprofessional
MEACHUM	STEPHANIE	BACHELOR'S	04	Teacher
MILLER	JENNIFER	MASTER'S	29	Transitions
MILLER	EDVETTE	SPECIALIST	12	School Psychology Specialist
MORGAN	CHRISTY	MASTER'S	22	TSL Coach
MURRELL	BRANDEN	BACHELOR'S	03	Business Manager
MURRELL	CATHY	BACHELOR'S	21	Executive Admin. Asst.
NIEMEYER	SANDRA	MASTER'S/MCD	16	EC Speech Pathologist
O'NEIL	KERI	SPECIALIST	27,25	School Psychology Specialist/Department Head
OWENS	TONYA		01	Paraprofessional
PARHAM	KRISTAL		20	EC Paraprofessional
PEOPLES	HALEY	SPECIALIST	1	School Psychology Specialist
PERIDORE	HALEY	BACHELOR'S	10	EC Itinerant Teacher

PRINCE	STEPHANIE	BACHELOR'S	31	EC Itinerant Teacher
PRYOR	AMY	MASTER'S	16.5	TSL Coach
REDDMANN	BRYNN	BACHELOR'S	21	Accounts Payable
ROCKWELL	BRITTANY	MASTER'S/MCD	09	EC Speech Pathologist
SANDERS	KELSEY	SPECIALIST	06	School Psychology Specialist
SCHULZ	MINDY	BACHELOR'S	29	EC Itinerant Teacher
SNYDER	JENNIFER	BACHELOR'S	17	Career and Technical Ed Coord
SOUTH	ALLISON	MASTER'S	20	EC Itinerant Teacher
SUTTON	AERIAL		0.5	ABC Admin. Asst.
THOMPSON	AMANDA	AA	01	Paraprofessional
TRUELOVE	JULIE	MASTER'S	18	EC Itinerant Teacher
TUCKER	CHARLOTTE		00	Custodial Staff
WALTERS	KATI	MASTER'S	19	EC Itinerant Teacher
WEBBER	BRADLEY	MASTER'S	16	Arkansas Leadership Academy
WESTMORELAND	STACEY		06	Paraprofessional
WILKINSON	SHARLA	BACHELOR'S	11	Teacher
WILLIAMS	BRANDIE	MASTER'S	22	TSL Coach
WILLIAMS	ELIZABETH	AA	10	Paraprofessional
WILLIAMS	JENNIFER	BACHELOR'S	02	Teacher
WILSON	LAUREN	MASTER'S	13	TSL Coach
WILSON	JEARLENE		26	Paraprofessional
WILSON	MELANIE	BACHELOR'S	18	Behavior Specialist
WINDERS	PAULA		13.5	EC Paraprofessional
WINSLOW	TAMMY	MASTER'S	32	Science Specialist
WOODALL	MEGHAN		10	Paraprofessional
WRINKLES	MARY		21.5	Paraprofessional
YATES	GAIL	MASTER'S	36	Mentoring Support Consultant

### **CRESC ABC Certified Staff**

Last Name	First Name	Degree	Yrs.	Job Title
ALLEN	SOPHIE	BACHELOR'S	13	Teacher
ALLEN	ALEXIA	BACHELOR'S	01	Teacher
BOOTH	APRIL	BACHELOR'S	03	Teacher
AUSTIN	ASHLEY	MASTER'S		ABC Site Facilitator
COBURN	SHARON	MASTER'S	50	ABC Coordinator
COLE	TONYA	BACHELOR'S	08	Teacher
COVEY	SHANNON	BACHELOR'S	04	Teacher
FRANKLIN	DIMPLE	BACHELOR'S	01	Teacher
GILLIS	EMILY	MASTER'S	18	Teacher
HANEY	ELIZABETH	MASTER'S	27	Teacher
HICKS	JESSICA	BACHELOR'S	02	Teacher
HILL	RACHEL	BACHELOR'S	14	Teacher
KENNEDY	AMBER	BACHELOR'S	07	Teacher
LESTER	DOROTHY	MASTER'S	16	ABC Site Facilitator
MAYFIELD	VICTORIA	BACHELOR'S	02	Teacher
VASSAR	CYNTHIA	BACHELOR'S	07	Teacher
WILKINSON	SHARLA	BACHELOR'S	11	Teacher
WILLIAMS	JENNIFER	BACHELOR'S	02	Teacher
WOODSON	TAMMY	BACHELOR'S	00	Teacher

### **CRESC ABC Classified Staff**

Last Name	First Name	Degree	Yrs.	Job Title
BARD	JESSICA		06	Paraprofessional
BEITH	KIMBERLY		07	Paraprofessional
BRUMLEY	COURTINE		04	Paraprofessional
BRYAN	CANAAN		00	Paraprofessional
BURTON	NORMA		06	Paraprofessional
CANNON	ALEXANDRIA		00	Paraprofessional
COTTON	EDNA			Paraprofessional
COX	KRESTEN		07	Paraprofessional

CROWELL	SHARON		10	Paraprofessional
DRISKILL	NATALIE		02	Paraprofessional
FARROW	SARA		04	Paraprofessional
HARRISON	CHERYL		1.5	Paraprofessional
HENRY	MEAGHAN		11	Paraprofessional
HURSEY	DEMETRIA		09	Paraprofessional
LANCASTER	ASHLEY		01	Paraprofessional
MARTIN	VICKIE		03	Paraprofessional
MCNEELY	CAROLYN	MASTER'S	43	Administrative Assistant
MCRAY-NEWBERN	TRACY		01	Paraprofessional
OWENS	TONYA		01	Paraprofessional
THOMPSON	AMANDA		01	Paraprofessional
WILLIAMS	ELIZABETH		10	Paraprofessional
WILSON	JEARLENE		26	Paraprofessional
WOODALL	MEGHAN		10	Paraprofessional
WRINKLES	MARY		21.5	Paraprofessional

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

Last Name	First Name	Degree	Yrs.	Job Title
ALDRIDGE	STACY	MASTER'S	25	Itinerant Teacher
BELL	JENNY	MASTER'S,MCD	10	Speech Pathologist
BOLING	JENNIFER	MASTER'S	8.5	Itinerant Teacher
BOLING	TIPTON	SPECIALIST	06	Itinerant Teacher
CASBEER	KRISTIN	BACHELOR'S	18	Itinerant Teacher
CLAYTON	ASHLEY	MASTER'S	19	Itinerant Teacher
COMBS	CRYSTAL	MASTERS	03	Itinerant Teacher
DAMRON	MISTY	MASTER'S	10	Itinerant Teacher
EVERHART	CATHERINE	MASTER'S	19	Itinerant Teacher
FRYE	SHANNON	MASTER'S/MCD	27	Speech Pathologist
GEORGE	LORI	MASTER'S/MCD	30	Speech Pathologist

GRIMMER	CHRISTIE	BACHELOR'S	29	Itinerant Teacher
HANDWORK	JADA	MASTER'S/MCD	24	Speech Pathologist
HOLDEN	ANGELA	MASTER'S/MCD	07	Speech Pathologist
HONEY	CYNTHIA	MASTER'S	22	Itinerant Teacher
KIEFFNER	MELISSA	MASTER'S	22	Speech Pathologist
LEATHERWOOD	RANDA	BACHELOR'S	13	Itinerant Teacher
LOGGAINS	BRIDGETTE	MASTER'S	24	Early Ch. Coordinator
MCGARITY	MALLORY	BACHELOR'S	12	Itinerant Teacher
NIEMEYER	SANDRA	SPECIALIST	16	Speech Pathologist
PERIDORE	HALEY	BACHELOR'S	10	Itinerant Teacher
PRINCE	STEPHANIE	BACHELOR'S	31	Itinerant Teacher
ROCKWELL	BRITTANY	MASTER'S/MCD	09	Speech Pathologist
SCHULZ	MINDY	MASTERS	29	Itinerant Teacher
SOUTH	ALLISON	MASTER'S	20	Itinerant Teacher
TRUELOVE	JULIE	MASTER'S	18	Itinerant Teacher
WALTERS	KATI	MASTER'S	19	Itinerant Teacher
WILSON	MELANIE	BACHELOR'S	18	Behavior Specialist

### **CRESC Early Childhood Classified Staff**

Last Name	First Name	Degree Title	Years	Job Title
ANDERSON	LESLIE		23	Paraprofessional
BEARDEN	TINA	BACHELOR'S	20	Paraprofessional
HINSON	ANNIE		44	Paraprofessional
HORSLEY	PEGGY	AA	32	Paraprofessional
PARHAM	KRISTAL		20	Paraprofessional
WINDERS	PAULA		13.5	Paraprofessional

### III. **TEACHER CENTER**

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

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

1. If yes, then:

Approximate the number of titles in the media center:

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

How many districts participate in the media program? \*N/A

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

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

1. If yes, then:

How are media/technology charges per district determined?

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

1. If yes, then:

How many teacher visits have been made to the center? 30

### IV. **ADMINISTRATIVE SERVICES**

Please check administrative services offered through the co-op:

[X] Cooperative Purchasing

[X] Conduct Annual Needs Assessment /Planning assistance

[X] Special Education Services

[X] Gifted and Talented Assistance

[X] Grant Writing Assistance

[X] Personnel Application

[X] Assist/Support with Evaluation Procedures (e.g., OSR, GT, Special Ed Monitoring)

[X] Bookkeeping Assistance

[X] Technology Training

[X] Curriculum Support

[X] Business Management Training

[X] Computer Technician

[X] E-Rate Applications

[X] Assessment Data Analysis

[X] Instructional Facilitator Training

[X] Math/Science/Literacy Specialists



- [X] Numerous Professional Development Opportunities for Teachers
- [X] Administrators and Local Board Members Training
- [X] Other (please specify):
  - [X] Carl D. Perkins
  - [X] Bus Driver Training
  - [X] School Board Training
  - [X] Custodial/Asbestos/Maintenance
  - [X] Digital Learning Grant for Districts/Co-op through APSRC
  - [X] Paraprofessional Training

## **V. DIRECT SERVICES TO STUDENTS**

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

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

## VI. ANECDOTAL REPORTS

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

### ESC WORKS

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

#### Goal

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

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

Additionally, after each training session, a professional development evaluation survey is sent to all participants. The surveys are identical in the platform and allow participants to share feedback about trainings that CRESC staff or guest presenters instruct. The cooperative staff and specialists use the data from these surveys to improve instruction and grow in methodology. The level of implementation of knowledge and skills participants had before and after attending the training is measured through the survey. The comment section at the end of the survey is another tool used to gain personal feedback from the teachers we support. It also allows CRESC to closely inspect practices and delivery methods.

Each Educational Cooperative assists their local school districts with escWorks in the following ways:

- Hosting trainings for new and veteran teachers on how to use the platform.

- Input trainings, meetings, and other events that participants can select to attend for yearly professional development.
- Check attendance records with district administration to make sure professional development requirements were met.
- Mark attendance in escWorks after a training is completed.
- Answer Help Desk questions that come from users of escWorks.
- Assist current and retired educators with obtaining records and reports.

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$6,767.73 was paid by each entity for site maintenance and support FY25. Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was \$101,515.95 for FY25.

## **PARTNERSHIPS**

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

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

### *AR App*

To better serve member districts, Education Service Cooperatives, in collaboration with the Department of Elementary and Secondary Education, recognized the need for targeted support in the development and submission of the AR Application (AR App). In response, a structured support initiative was launched to assist districts and improve the overall quality of AR App submissions and creating a district strategic plan.

Beginning in January and concluding each May, a series of monthly meetings were established to guide districts through each component of the AR App. These sessions were designed to provide differentiated support tailored to the specific needs of schools to ensure an effective and high-quality application process.

Each month, participating schools received training and guidance on a different element of the AR App. These components included:

- Conducting a comprehensive needs assessment
- Collecting and analyzing relevant data
- Forming an effective planning team
- Developing SMART goals
- Writing goals that align with both district-level data and the priorities outlined in LEARNS
- Aligning resource allocation with the goals identified in the district's strategic plan.

To ensure consistency and ease of implementation across all cooperatives, training modules and introductory communication materials were developed for shared use. This collaborative approach not only strengthened district capacity but also promoted alignment and accountability across the state. This initiative reflects the education cooperative's continued commitment to supporting schools in achieving meaningful improvement through strategic planning and data-driven goal setting.

### *CAREER & TECHNICAL EDUCATION INITIATIVE*

Be Pro Be Proud is a state-supported initiative. Through this support, CRESC CTE partnered with Nettleton School District to host the *Be Pro Be Proud Draft Day* on February 27, 2025, in Jonesboro. This career-focused hiring event provided a pivotal opportunity for high school seniors across Northeast Arkansas to connect with industry leaders. Students from 22 school districts had the chance to engage with industry partners, explore hands-on demonstrations in the Be Pro Be Proud mobile workshop, and participate in on-site interviews with top employers from the region. Continued collaboration with school districts, counselors, and career coaches is planned to ensure students are prepared and able to attend this impactful event on an annual basis. Draft Day 2024 outcomes and highlights can be viewed [HERE](#).

### *CURRICULUM SUPPORT*

CRESC was awarded an "Acceleration through Communities of Practice" grant in the spring of 2023 to develop and support the adoption and implementation of High Quality Instructional Materials (HQIM). CRESC collected data from districts regarding the curricula being used in math and literacy; all 22 districts responded. The Teacher Center Coordinator contacted vendors on the Professional Learning Partner Guide who had been vetted by Rivet Education to support those curricula used in the CRESC region. Nine vendors submitted a Request for Proposal to support 11 curricula in literacy and math. Seven vendors were selected, based on the proposed plans for implementation and support. Professional Development sessions began in earnest during the fall of 2023 and continued through the summer of 2025. Twelve districts participated in PDs aligned with the HQIM in math a literacy used on their campuses. Campuses reported positive results in perceptual data regarding HQIM implementation and gains in student achievement.

### *NIET LEAD PROFESSIONAL EDUCATOR DESIGNATION TRAINING*

The passage of the LEARNS Act highlighted a need for and new focus on educators with a Lead Professional Educator Designation. Teachers with this designation play a vital role in the support of novice teachers, apprentices, year-long residents completing a state-approved educator preparation program, and Aspiring teachers. Educators seeking this designation must complete a DESE-approved pathway, one of which is the National Institute for Excellence in Teaching (NIET) training.

Through DESE and a grant from the Walton Foundation, CRESC was awarded the opportunity to pilot this training with a cohort of 12 teachers from three cooperative-area districts. The response was such that an increased number of teachers requested to complete the training. A second cohort of 55 teachers from 12 CRESC districts completed the training in the fall of 2024. A third cohort of four teachers from one district with a high need for lead teachers completed the training in the spring of 2025. Feedback from the completers indicated a majority of the participants were satisfied with the quality of the training and felt they developed skills and knowledge that better prepared them to support their colleagues.

### *PROFESSIONAL LEARNING COMMUNITIES GRANT*

DESE released a Request for Qualifications to identify vendors to provide collaborative educational professional development services to assist districts in Arkansas. Four core areas were identified for vendors to submit proposals that directly support classrooms and educators: Foundational Literacy/Science of Reading; Strengthening Quality of Instruction; Strengthening Career Pathways; and Multi-tiered Systems of Support for Behavioral and Mental Health Services. Districts were encouraged to apply for this additional funding from DESE and partner with their local education service cooperative.

Eight districts in the CRESC region opted to form a PLG Consortium and combine their funds to develop summer and through-year professional development and support. A unified plan was created to utilize approved vendors' services that would address the needs of the consortium schools. The three main areas of focus were 1) strengthening foundational literacy instruction through the adoption, implementation, and support of High Quality Instructional Materials (HQIM) and coaching cycles; 2) improving the quality of instruction through differentiated practices, classroom management plans, and positive classroom climate; and 3) building teacher efficacy via pathways to Lead Professional Educator designations and coaching training from DESE-approved providers. This work began during the 2024-2025 academic year and will continue through the 2025-2026 academic year.

### *OFFICE OF COORDINATED SUPPORT (OCS)*

CRESC has worked in tandem with the OCS to focus on Level 4 support schools' needs in a concerted effort to prevent those schools from reaching Level 5 support. This support includes administrator guidance, curriculum implementation, professional development for staff, assessment and data disaggregation, and licensure pathways for teachers.

### *TEACHER RESIDENCY/APPRENTICESHIP MODEL & ASPIRING TEACHER*

Crowley's Ridge Educational Cooperative and its school districts have worked in conjunction with the Arkansas Department of Education to implement the Arkansas Teacher Registered Apprenticeship (ATRA). The goal of ATRA is to produce fully-licensed teachers who are immersed in the school district as current unlicensed employees.

Registered apprenticeships receive support from their current employing school district and an institution of higher education as they work toward degree completion and licensure. This support includes a district licensed journeyman mentor, licensure assessment support, financial aid guidance, and funding from the Department of Elementary and Secondary Education (DESE) that can be used for tuition as well as funds to provide stipends for the professional educator who serves as the journeyman.

Crowley's Ridge Educational Cooperative area currently has apprentices in two school districts: Harrisburg School District will complete Year 2 and Cross County School District will complete Year 1. In addition, Jonesboro School District has been approved for an apprentice to begin ATRA in the fall of 2025.

CRESC maintains a strategic partnership with DESE to facilitate the Arkansas Aspiring Teacher Permit Program. This initiative enables school districts to employ pre-educators as teachers of record in fields where they are completing traditional internships through approved Arkansas universities.

### **Program Requirements**

- Candidates must fulfill all internship/residency requirements at their Institute of Higher Education (IHE)
- Participants must demonstrate competency through required licensure assessments, including the Foundations of Reading assessment for K-6 elementary and K-12 Special Education positions
- Districts and IHEs must establish formal Memoranda of Understanding (MOUs) with detailed support plans
- Districts must provide mentorship through experienced educators



## Highlights

- Participation increased from three Aspiring Teachers in 2023-24 to seven in 2024-25 (133% growth).
- Current participants are employed across five partner districts.
- Participating IHEs include Arkansas State University, University of Arkansas at Little Rock, and the University of Central Arkansas.

CRESC provides comprehensive program support through a dedicated mentor, a highly qualified former superintendent who ensures consistent guidance for both Aspiring Teachers and their district mentors.

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

#### *LEADERSHIP SUPPORT & TRAININGS*

CRESC partners with APSRC to bring various trainings to the leadership groups of regional districts. Each fall, CRESC provides the facilities and technology for school board members while APSRC personnel presents the content required under Ark. Code Ann. § 6-1-10. For board members who wish to attend virtually or view the training asynchronously, links and recordings are shared.

APSRC provides annual Tier I training for superintendents during their retreat and principals during their summer institute. They also share legislative updates, when available, during these gatherings. Administrators and principals from 15 districts were in attendance.

#### *PEER*

APSRC and CRESC coordinate facilities, resources, and communications for the PEER group so that the PEER coaches are able to provide services to build teacher leaders at schools in central and northeast Arkansas. Details about the program are found on pages 72-74.

### **Arkansas State University (ASU) and the ASU Educational Renewal Zone (ERZ)**

#### *ARKANSAS PROFESSIONAL EDUCATOR PATHWAY (ArPEP)*

Each Year, the ArPEP program holds its Summer Academy for two weeks in June or July, depending on the schedules of presenters and available venues. This academy is crucial for Year 1 teachers, as it is their induction into the program, and Year 2 educators use the time to review critically important content and information related to the work they complete during the academic school year. It is vital to find a centrally-located venue large enough to accommodate two large groups for 8-10 days. With the ASU ERZ acting as the communication liaison between the ArPEP facilitators and ASU personnel, the program was secured a location on campus. This venue made it possible for all new and returning ArPEP teachers to complete their work.

## *PRINCIPALS INSTITUTE*

The annual Principals Institute, a collaborative endeavor between the Cooperative Regional Education Service Center (CRESC) and Arkansas State University's Education Renewal Zone (ASU ERZ), was successfully executed as a two-day professional development event during the summer of 2024. The ASU ERZ provided comprehensive logistical support, including securing appropriate facilities and procuring all necessary instructional materials.

Centered on the theme "Strengthening Your Leadership," this year's institute emphasized strategic approaches to teacher development and evaluation. A highlight of the program was Dr. Robin Finley's presentation, "AI for Administrators," which offered a nuanced analysis of artificial intelligence applications within educational leadership. Participants received practical implementation strategies and technological resources designed to enhance administrative efficiency through appropriate AI integration.

The institute's agenda also featured specialized Title I training delivered by Ken Rich of the Arkansas Public School Resource Center (APSRC). Representatives from the Department of Elementary and Secondary Education (DESE) provided critical updates regarding dyslexia intervention protocols, Section 504 compliance requirements, and Title IX implementation guidelines. The continued partnership with Arkansas State University and its Education Renewal Zone has proven instrumental in delivering this high-caliber professional development.

## *STANDARDS-BASED GRADING*

Based on needs assessment survey data, several schools indicated a desire to attend training and support in the area of standards-based grading. In partnership with the ASU ERZ, Dr. Mike Ruyle was contracted to present content and resources to interested educators in the CRESC, Northeast Arkansas ESC, and Northcentral Arkansas ESC regions. Leadership teams and administrators from nine districts were in attendance.

## **Arkansas State University-Jonesboro (ASUN)**

CRESC CTE worked closely with ASUN-Jonesboro throughout the year in a variety of ways. One of CRESC CTE's flagship events, **Girl Power**, was hosted on the ASUN-Jonesboro campus with generous support from the Workforce Training Consortium and scholarship opportunities provided by ASUN-Jonesboro for event winners. During the event, students participated in campus tours, offering valuable exposure to career pathways and postsecondary options.

In addition to hosting events, ASUN-Jonesboro provided professional development opportunities for educators and facilitated student certification programs. The majority of these offerings were provided

at no cost, underscoring ASUN–Jonesboro’s ongoing commitment to supporting our teachers and students.

The Crowley's Ridge Educational Service Cooperative (CRESC) Migrant Education Program established a valuable partnership with Arkansas State University-Newport (ASUN) to provide enrichment opportunities for migrant students. Through this collaboration:

- 48 migrant students participated in industry tours at Best Manufacturing, Camfil, Embassy Suites, and St. Bernard’s, gaining practical workplace insights
- Students explored ASUN's campus and academic programs, including Culinary Arts and Nursing pathways
- The ASUN Technical Center in Jonesboro hosted the Migrant Student Advisory Council (MSAC) meeting on November 8, 2024, which focused on leadership development, college readiness, and career exploration

This partnership supports our mission to broaden educational horizons for migrant students by connecting them with postsecondary opportunities and workforce development resources. The exposure to higher education pathways and industry environments helps inspire academic persistence and career aspirations among this student population.

### Education Service Cooperatives

*TAILGATE TOPICS:* Just enough to PREP you for the game of Leadership Administrator Support Zoom Meetings

In an effort to provide additional support to building administrators across the state, the Educational Cooperative Teacher Center Coordinators partnered together to offer virtual support on topics to assist leaders in understanding new laws, DESE requirements, and other topics relevant to education and their positions. These sessions were ongoing, continuous support for aspiring and existing building leaders, assistant principals, and deans of students. Sessions were held on the last Tuesday each month (except November and December). The topics were presenter-driven and were selected to help assist leadership. These sessions were intended to build the capacity of school leadership, offer support and continued learning, and establish network opportunities around district and state leaders. Each session lasted for a maximum time one hour, was recorded for flexibility, and offered feedback and questions through Zoom Chat and Mentimeter. Recordings were available by request, so that interest and needs of districts and cooperative areas could be tracked.

From the data collected from participants, requests of recordings, and co-op participation, it was determined which sessions were more beneficial for school leaders. However, administrators from around the state benefitted in some capacity from all sessions attended. Evaluation data indicated that

the level of implementation of the content prior to the trainings was a mixture of levels 4, 3, and 2 on a scale of 1-4 with 4 being the highest. Following the trainings, the planned level of implementation saw an increased number of level 4s (from 15 to 17) and an elimination of level 2s (from 2 to 0).

**TAILGATE TOPICS ADMINISTRATOR SUPPORT FY 25-25**

	TT #1 Merit Pay: What to know and do	TT #2 Phone- Free Schools	TT #3 How do I spend 50% of my time focused on instruction?	TT #4 Acceleration	TT #5 ANNUAL RATINGS	TT #6 What is happening with Behavior?
Arch Ford				X	X	
Arkansas River	X	X	X	X	X	X
CRESC				X	X	
Dawson	X	X	X	X	X	X
DeQueen Mena				X	X	
ERZ	X	X		X		
Great Rivers				X	X	X
Guy Fenter	X	X		X	X	
Northcentral				X	X	
North East	X	X	X	X	X	X
Northwest	X	X	X	X	X	X
OUR				X	X	
South Central	X	X	X	X	X	X
Southeast	X	X	X	X	X	X
Southwest				X	X	
Wilbur Mills				X	X	
Total Participants: 212		Total Recording Requests: 198		Approximate number of educators reached: 410		

**University of Arkansas Criminal Justice Institute**

The Criminal Justice Institute (CJI), a campus within the University of Arkansas System, offers specialized training and education programs for law enforcement professionals. Among its diverse curriculum, CJI places a particular emphasis on school safety initiatives.

In September of 2024, CJI brought in presenters from the “I Love You Guys Foundation” to provide the Standard Response Protocol (SRP) and Standard Reunification Methods (SRM) trainings for the CRESC region SROs. The Standard Response Protocol (SRP) is a proven enhancement to school safety planning. It rationally organizes tactics for response to weather events, fires, accidents, intruders, and other threats to student safety. The Standard Reunification Method (SRM) fills a critical void in school safety planning: How to reunite students with their parents after a crisis. The SRM provides school and district safety teams with proven methods for planning, practicing, and achieving a successful reunification during what are often chaotic, anxiety-filled scenes. A predetermined, practiced reunification method will help defuse emotion at the site. Thirty-eight SROs and school crisis response team members were in attendance for this training.

In October of 2024, CJI provided a two-day, 16-hour Refresher session for regional SROs. This training, which must be completed within five years of being hired and then revisited every five years thereon, provides SROs and their districts a critical pathway to ensuring they are up-to-date on a variety of current school safety topics. In compliance with The Learns Act Section 2.(d).(I)(B)(i) and the School Safety Rules 4.02.3, this training advances the school resource officers’ knowledge and skills as they work on the school campus.

Through targeted educational offerings, CJI equips School Resource Officers (SROs) and administrators with the knowledge and skills necessary to enhance security in K-12 educational environments. This focus on school safety contributes to CJI's broader mission of creating effectively addressing and mitigating potential security challenges within school settings, ultimately supporting a safer learning environment for students and staff across the state. This partnership makes it possible to bring this crucial information to our districts.

### **LOCAL DISTRICT ASSISTANCE**

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

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

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

children three or four years of age. CRESC provides preschool services in eighteen licensed classrooms on eight school campuses in five counties.

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

### **Early Childhood - Local Leads**

With the passing of the LEARNS Act in 2023, the Department of Education set about to establish a cohesive plan for early childhood learning that would seamlessly integrate early learning with kindergarten preparedness. The cornerstone of this plan is an alignment of comprehensive services among local providers, as well as the fostering of partnerships between the families, communities, and state.

CRESC Local Leads has coordinated with over 100 service providers in the five-county region assigned to the cooperative. This year was the pilot year for the implementation of the Classroom Assessment Scoring System (CLASS), a tool to be utilized as part of the accountability system that provides a rating “indicative of child outcomes.” CLASS measures the quality in teacher-student interactions, provides ratings on teacher performance, and creates a system of data collection and common language that providers can use to identify targeted areas. During the pilot and subsequent transition year (2025-2026), the CRESC Local Leads Captain is responsible for coordinating all CLASS observations and data collection. The goal for the state was to complete at least 500 CLASS observations in the pilot year. The goal was met, collectively among all regions, with CRESC completing more than 40 in total. The work of the Local Leads Captain, in coordination with local service providers, will ultimately result in families and children having access to comprehensive quality early childhood learning in compliance with the law.

### **Early Childhood- Special Education**

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



identifying students who may be at-risk for delays in development.

The collaboration between the Early Childhood Special Education Program and the member districts allows a seamless transition into school as the student enters kindergarten.

## PROGRAMS

**PROGRAM: Arkansas Better Chance (ABC) and**

FUNDING AMOUNT: \$1,757,243.10

FUNDING SOURCE: State-ABC

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

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

PARTICIPATING DISTRICTS: Blytheville, Cross County, Gosnell, Marked Tree, and Riverside (Caraway campus and Lake City campus)

**PERSONNEL:**

**CERTIFIED**

	Yrs.	Degree	Job Title
COBURN, SHARON	50	MSE	Coordinator
ALLEN, ALEXIA	01	BSE	Teacher
ALLEN, SOPHIE	13	BSE	Teacher
BOOTH, APRIL	03	BSE	Teacher
COLE, TONYA	08	BSE	Teacher
COVEY, SHANNON	04	BSE	Teacher
GILLIS, EMILY	18	MSE	Teacher
HANEY, ELIZABETH	27	MSE	Teacher
HICKS, JESSICA	02	BSE	Teacher
HILL, RACHEL	14	BSE	Teacher
KENNEDY, AMBER	07	BSE	Teacher
LESTER, LEANNE	16	MSE	Site Facilitator
WILKINSON, SHARLA	11	BSE	Teacher
WILLIAMS, JENNIFER	02	BSE	Teacher

**CLASSIFIED**

	Yrs.	Degree	Job Title
BARD, JESSICA	06		Paraprofessional
BEITH, KIMBERLY	07		Paraprofessional
BRUMLEY, COURTINE	04	AA	Paraprofessional
BURTON, NORMA		06	Paraprofessional
COX, KERSTEN	07		Paraprofessional
DRISKILL, NATALIE	02		Paraprofessional
FARROW, SARA	04		Paraprofessional

HARRISON, CHERYL	1.5		Paraprofessional
HURSEY, DEMETRIA	09		Paraprofessional
LANCASTER, ASHLEY	01		Paraprofessional
MARTIN, VICKIE	03		Paraprofessional
MCNEELEY, CAROLYN	44	MSE	Administrative Assistant
MCRAY-NEWBERN, TRACY	01		Paraprofessional
OWENS, TONYA	01		Paraprofessional
SUTTON, ARIEL	00		Administrative Assistant
WILLIAMS, ELIZABETH	10	AA	Paraprofessional
WILSON, JEARLENE	26		Paraprofessional
WOODALL, MEGHAN	10		Paraprofessional
WRINKLES, MARY	21.5		Paraprofessional

### **GOALS:**

- The goal of the *Arkansas Better Chance* (ABC) program is to prepare children for kindergarten. ABC focuses on Literacy and Math as well meeting Social Emotional needs of the students.

### **PROGRAM SUMMARY:**

The Arkansas Better Chance (ABC) program offers high-quality early education services to children birth to five exhibiting developmental and socio-economic risk factors. In 2003, the Arkansas Legislature made a commitment to expand early childhood education to serve low-income three and four-year old children in areas at high risk for academic failure with high quality Pre-K services.

The ABC program is structured within specific standards to ensure high-quality programs at all sites. Standards topics include the classroom environment, staff-to-child ratios, curriculum, child records, transition plans, and nutrition.

CRESC serves 345 funded slots, or “seats” in the ABC program. There are 20 Pre-K classrooms at 9 sites on 7 different school district campuses: Blytheville, Caraway (Riverside), Cross County, Gosnell, Lake City (Riverside), Marion, and Marked Tree. CRESC’s program primarily serves 3 and 4 year old students and utilizes a state-approved curriculum titled “Creative Curriculum.” Children also take part in a Play Based curriculum

All CRESC staff is trained in the Science of Reading and teaches the state-mandated Pre-K RISE Phonological Program known as “LaunchPad.” Teachers and Paraprofessional are also

trained in the LETRS Phonological Program.

### MAJOR HIGHLIGHTS OF THE YEAR:

- An Infant and Toddler program at Marked Tree Elementary was established this year. These two rooms are in addition to two Pre-K rooms on campus.

Student Impact Statement: CRESC ABC Preschool children make very good progress both in Literacy and Math growth. Children actively participate the PreK RISE program known as “LaunchPad,” which helps prepare them to transition to kindergarten.

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

FUNDING AMOUNT: \$76,700.00

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes X No    

RESTRICTED GRANT: Yes X No    

PARTICIPATING DISTRICTS: Armorel, Blytheville, Brookland, Buffalo Island Central, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Rivercrest, Valley View, Wynne. *Districts outside of CRESC region:* Blessed Sacrament, Crowley’s Ridge Academy, Paragould, Rector, Westside.

### PERSONNEL:

	Yrs.	Degree	Job Title
BESSEE, DAWN	35	EdD	Coordinator/Site Facilitator
COBURN, SHARON	50	MSE	Coordinator/Site Facilitator
BAINE, BRAD	29	PhD	Instructor
EPHLIN, BETH	17	MA	Instructor
FINLEY, ROBIN	36	EdD	Instructor
HENDRIX, LAUREN	17	BSE/NBCT	Instructor
HOLLOWAY, SANDRA	32.5	BSE	Instructor
MCCLUNG, CARIN	17	EdS	Instructor
WELCH, GROVER	11	MEd	Instructor

### GOALS:

- Teacher Recruitment
  - To recruit diverse candidates for low-income and high minority students
  - To recruit qualified candidates for critical shortage areas
  - To develop partnerships with local districts to assist with finding qualified candidates

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

### **PROGRAM SUMMARY:**

The Arkansas Professional Educator Pathway (ArPEP) is an 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 prepare educators to understand what accomplished beginning teaching looks like in a classroom and, more importantly, demonstrates how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

The facilitators also coordinate documentation and requirements for licensure, beginning with the ArPEP application to get into the program and concluding with the ArPEP teacher transitioning from their Provisional license to their Standard license. This includes ensuring Year 1 teachers complete the required professional development and ethics training, as well as training for their Science of Reading Awareness credential and Phase I of their Proficiency credential.

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

- The CRESC site had 60 teachers in Years 1 and 2 combined for 2024-2025, which is a continuing growth trend post-COVID;
- Ninety-seven percent (97%) of Year 1 participants found gainful employment as teachers of record;
- One hundred percent (100%) of Year 2 participants found or maintained gainful employment as

teachers of record;

- Six (6) ArPEP teachers were hired as teachers in “High Need” subject shortage areas of secondary science, secondary mathematics, and foreign language. High-need is designated by the US Department of Education and represents  $\leq 20\%$  need.
- Twenty-three (23) ArPEP teachers were hired as teachers in “Moderate Need” subject areas middle school science, middle school ELA, secondary ELA, middle school social studies, middle school mathematics, fine arts, and CTE. Moderate need represents  $\geq 15\%$  need.
- Twenty-one (21) ArPEP teachers were hired as teachers in “High-” or “Moderate-Need” geographic shortage areas. The designations are calculated on a 3-year average based on supply (education-preparation pipeline) and demand (unlicensed teachers and teacher attrition) during the previous three years.
- Three (3) ArPEP teachers from the previous totals were serving in both a High/Moderate Need subject and geographical shortage area.
- The Year 1 site facilitator completed two on-site classroom visits (one in the fall and one in the spring) and used the Aspiring Teacher rubric (TESS Domains 1-3) to give feedback to Year 1 ArPEP teachers.
- Eighteen (18) teachers have been hired in Title I schools with a high minority status, and twenty-one (21) teachers have been hired in Title I schools with a high poverty status. From the number of teachers given, thirteen (13) are in Title I schools with both high minority and high poverty status.
- The Year 2 site facilitator completed at least one on-site visit during the fall and a Zoom visit in the spring with Year 2 ArPEP teachers. The Zoom visits were scheduled to ensure all teachers understood the requirements to complete the ArPEP program and transition their provisional license to a standard license.

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

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

**PERSONNEL:**

	Yrs.	Degree	Job Title
RHOADS, PAM	20	BS	APSCN Student Field Analyst

**GOALS:**

- To provide quality training and support to all districts using the statewide student management system (SMS), Cognos, eSchoolPlus, PowerSchool Enrollment, and state reporting system.

#### **PROGRAM SUMMARY:**

The Field Analyst offers training and technical assistance for various state systems including eSchoolPLUS, Teacher Access Center, Home Access Center, Cognos, PowerSchool Enrollment, and state reporting to school districts and charter schools in their assigned areas. The analyst is responsible for providing software training (in-person and virtually), researching reported software problems for resolution, reporting software issues, and assisting , as needed, with testing software updates.

#### **PROGRAM: Behavior Support Specialists**

FUNDING SOURCE: Federal-Part B

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

RESTRICTED FUNDING: Yes X No \_\_\_\_

#### **PERSONNEL:**

	Degree	Job Title
SMITH, SHEILA	PhD, LP, BCBA-D	Behavior Support Specialist Coordinator
BAILEY, SHANA	MS, BCBA	Behavior Support Specialist
BREWER, JENNIFER	EdS	Behavior Support Specialist
CRAWLEY, SANDY	MSE	Behavior Support Specialist
DAVIS, KELLY	MEd, BCBA	Behavior Support Specialist
HARTSFIELD, SONIA	MEd	Behavior Support Specialist
KENGLA, AUDREY	MS, CCC-SLP	Behavior Support Specialist
KIRBY, AMANDA KIRBY	MSE	Behavior Support Specialist
LANCASTER, KAT	MA, CCC-SLP, BCBA	Behavior Support Specialist
LOVELADY, LINDSEY	MS, BCBA	Behavior Support Specialist
MEARS, ALLISON	LPC, BCBA	Behavior Support Specialist
RAINO, NICHEYTA	MEd, BCBA	Behavior Support Specialist
STAPP, JENNA	MAT	Behavior Support Specialist
THOMASON, CONNIE	MEd, BCBA	Behavior Support Specialist
WALTER, MARY	EdS, SPS, BCBA	Behavior Support Specialist
BOONE, MEAGAN	MEd, BCBA	Behavior Support Specialist
KNIGHT, CARLA	MSE, BCBA	Behavior Support Specialist

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"> <li>1. Alma Intermediate</li> <li>2. Bryant Elementary</li> <li>3. Horatio Elementary</li> <li>4. Hurricane Creek Elementary</li> <li>5. McRae Elementary</li> <li>6. Mena Middle School</li> </ol> | <ol style="list-style-type: none"> <li>7. Mena High School</li> <li>8. Oscar Hamilton Elementary</li> <li>9. Pottsville Junior High</li> <li>10. University Heights Elementary</li> <li>11. Asbell Elementary</li> </ol> |
|--|--|

**BX3 Cohort 4 - Building level teams**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Arkansas Arts Academy High School</li> <li>2. Magnolia Middle School</li> <li>3. Sidney Deener Elementary</li> <li>4. Westside Elementary - Searcy</li> <li>5. Southwest Middle School rcy- WDM</li> <li>6. Janie Darr Elementary</li> <li>7. Arkadelphia High School</li> <li>8. Lake Hamilton New Horizons</li> <li>9. Washington Elementary</li> <li>10. Lincoln Middle School</li> <li>11. Cedarville Elementary</li> <li>12. Glen Rose Elementary</li> <li>13. Flippin Elementary</li> <li>14. Beebe Elementary</li> <li>15. Bob Folsom Elementary</li> <li>16. The Academies of West Memphis</li> <li>17. Westbrook Elementary - Harmony Grove</li> </ol> | <ol style="list-style-type: none"> <li>18. Elmdale Elementary-Springdale</li> <li>19. Louise Durham Elementary</li> <li>20. Manila Elementary</li> <li>21. K-8 Connect - Springdale</li> <li>22. Indian Hills Elementary</li> <li>23. Newport Elementary</li> <li>24. East End Elementary</li> <li>25. Lakeside Primary</li> <li>26. Allbritton Elementary</li> <li>27. Peak Elementary School</li> <li>28. Harmony Leadership Academy</li> <li>29. Rector Elementary School</li> <li>30. Wonder Jr. High</li> <li>31. Bayyari Elementary</li> <li>32. North Heights Community School</li> <li>33. Beebe Middle School</li> <li>34. Benton Jr High</li> </ol> |
|---|---|

**BX3 Cohort 5 - Building level teams**



<ol style="list-style-type: none"> <li>1. Waldron Middle School</li> <li>2. Mountainburg Elementary</li> <li>3. Mountainburg Middle School</li> <li>4. Mountainburg High School</li> <li>5. King Elementary-Van Buren</li> <li>6. Fairview Elementary- Fort Smith</li> <li>7. East Side- Magnolia</li> <li>8. Central Elementary-Magnolia</li> <li>9. Smackover-Norphlet Elementary</li> <li>10. Hillcrest Elementary</li> <li>11. East End Middle- Sheridan</li> <li>12. Sheridan High School</li> </ol>	<ol style="list-style-type: none"> <li>13. Eureka Springs Elementary</li> <li>14. Eureka Springs Middle School</li> <li>15. McCrory Elementary</li> <li>16. Augusta Elementary</li> <li>17. Augusta High School</li> <li>18. Jerry "Pop" Williams Elementary-Farmington</li> <li>19. Farmington High School</li> <li>20. Arkansas Arts Academy Elementary</li> <li>21. Clarendon Elementary</li> </ol>
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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 for each BX3 team throughout the school year. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

### **MAJOR HIGHLIGHTS OF 2024-25:**

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

## *CIRCUIT*

### **GOAL:**

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

### **PROGRAM SUMMARY:**

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

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

### **MAJOR HIGHLIGHTS OF 2024-2025:**

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

## *Professional Learning Opportunities*

### **GOAL:**

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

### **PROGRAM SUMMARY:**

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

### **MAJOR HIGHLIGHTS OF 2024-2025:**

- Offered 19 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams

- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success.  
<https://arbss.org/behavior-breaks/>
- Offered over 140 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2655 participants

#### **ADDITIONAL BSS HIGHLIGHTS OF 2024-2025:**

- Planning for the first annual Arkansas School Behavior Conference
- Partnered with DESE to support THRIVE Leadership Academy Cohorts 5, 6, and 7 and THRIVE Leadership Academy at DeQueen-Mena ESC, Dawson ESC, Southeast ESC, and Arch Ford ESC to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the BehaviorHelp Kindergarten Transition Support Planning group
- Served on committee DESE staff and AETN to develop modules on Crisis Management and MTSS-B for AR IDEAS
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Newsletter is reaching nationally and internationally (8 countries)
- Several states are accessing our online modules including California, Colorado, Nevada and North Carolina
- Presented Multi-Tiered Behavior Support Resources at SEAS Conference
- Presented Mic Drop Sessions - Review of BSS Website at AAEA Conference
- Presented Increasing Student Behavior Supports at the Tier 2 Level: Student Intervention Matching (SIM) Form at the Transition Summit
- Presented Charting the Path to Tier 2 Behavior Interventions: Intro. to the Student Intervention Matching Form at LEA Academy
- Presented Navigating Tier 1 and Tier 2 Behavior Supports in the Inclusive Classroom at LEA Academy
- Presented The BX3 Journey Awaits! Building Capacity in School-Wide Positive Behavior Supports at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Meaningful Access ToT: Behavior with DESE-OSE
- Presented Behavior Strategies and Resources at the 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 AMOUNT: \$373,543.40

FUNDING SOURCE: Federal - Carl D. Perkins

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

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

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

### **PERSONNEL:**

	Yrs.	Degree	Job Title
SNYDER, JENNIFER	16	BA	Career & Technical Ed. Coordinator
GLASS, KENZIE	0.5	BA	Technical Assistant
BROWN, FRED A	24.5		Administrative Assistant

### **GOALS:**

- To prepare a job-ready, career-bound workforce to meet the needs of Arkansas employers with a vision of being a workforce and career development model.
- To obtain ongoing stakeholder feedback through regularly-convened regional meetings to ensure program offerings are 1) aligned to local needs, and 2) to ensure students are engaged in current and relevant learning.
- To promote innovation in education in ways that will cultivate and support teaching and learning.
- To create a culture that will increase students' readiness for success in a continually changing college and career landscape.
- To prepare ALL students for success in the workforce, post-secondary education, or the military.

**PROGRAM SUMMARY:** 63 pathways in Agriculture, Business, Computer Science/STEM, Family & Consumer Science, and Trade & Industry

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

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

Technical assistance, as well as professional development opportunities, are offered to all non-consortia schools. This service includes serving as a resource for developing local Perkins projects, providing updates from the state office, improving programs, collaborating and planning the Local Regional Advisory meetings, and providing career planning services as needed. The program also serves non-consortia schools in the CRESC area: Blytheville, Newport, Jonesboro, Marion, Trumann, and Wynne.

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

- With the LEARNS ACT implemented and in full rollout, committees were formed to establish rules to focus on the "R" (Readiness) in LEARNS. DCTE's [Success Ready Pathway Guide](#) continued to constantly update throughout the year, showing

requirements to reach Merit or Distinction Demonstration.

- Merit Demonstration can be earned when a student has completed a success ready pathway AND demonstrated one of the following:
  - Credential of Value in High Wage, High Demand (H2) Career Field
  - Earn a Certificate of Proficiency
  - Earn 12 or more Post-Secondary Credits with at least 9 being in academic core
  - Earn AP Scholar or AP Scholar with Honor
  - Earn the Seal of Biliteracy
- In January 2025, DCTE's [Pathway Revision Guide](#) was introduced which aligned pathways with AdvanceCTE's new career cluster framework, industry, and LEARNS. This reconfigured CTE and will take us from 63 pathways down to 42. In an effort to create a better alignment between these three entities and working together with OSD and post-secondary, DCTE will be developing new standards over the next three years. This revision will take four years to fully implement.
- Marion School District and Wynne School District both voted to join the consortia. The CTE Consortia board approved their request. July 1, 2025, Marion and Wynne will be the 17th and 18th school districts to join the consortia.
- Girl Power Goes State was a \$530,000 grant received by DCTE and dispersed to 10 ESCs, including CRESC. The purpose of the grant was to encourage females to get more involved in our non-traditional areas (like Agriculture and Advanced Manufacturing) and learn new skills in CNC machine technology. Funding purchased CNC equipment with advanced safety features. Recipients of the equipment were expected to participate in Girl Power Goes State on February 12, 2025. Winners advanced to the state finals held at Saline County Career Center on February 26, 2025. Pictures from this year's event can be found on our [CRESC CTE Webpage](#).
- CRESC CTE received a non-trad grant for \$5000 to partner with Project Care, turning their "transition fair" into an actual Job Fair. Students from 16 school districts came to talk with industry professionals about career opportunities. Many of the seniors filled out job applications, went through resume building classes, and interviewed with multiple companies. Students received personalized leather-bound portfolios, pens, phone tip sheets, and interview tip sheets. Schools also received time clocks for their programs.
- CRESC CTE presented the Rivercrest CTE Showcase featuring four programs of study to members from ADE, DCTE, DESE, CRESC, Mississippi County Officials, Industry partners, Rivercrest School Board members, community partners, Rivercrest staff, and students. [CTE Showcase pictures](#) can be found on our website.
- Two competitive state startup grants were awarded. Gosnell received approval for \$27,115.00

for Retail Business and Rivercrest received approval for \$62,905.27 for Ag Power, Structural & Technical Systems. Both pathways will begin implementation in the 2025-26 school year.

- CTE Summer Conference allowed for one week of exclusive Perkins approvable professional development that allows for equipment with training that can be taken back to the classroom for project-based learning opportunities. In addition, several trainings throughout the summer featured train-the-trainer opportunities, farm-to-table events on location, and state-required training.
- Pre-apprenticeships and work-based learning have become pivotal elements of Career and Technical Education (CTE). The CTE Coordinator collaborated with industry partners to establish partnerships with school districts. High school seniors, often having flexible schedules, can gain valuable knowledge and training in their chosen careers through these industry partnerships. This not only provides them with immediate job opportunities upon graduation but also benefits industry partners by supplying them with well-prepared candidates. Employers can access apprenticeship funding from the Office of Skills and Development if they choose to participate in this program, with the Apprenticeship Alliance assisting them in completing the necessary paperwork. Historically, apprenticeships were limited to trades like plumbing and electrical work, but they have now expanded to encompass nearly any occupation. If an employer is willing to train an individual, we are open to considering it as an apprenticeship opportunity. This initiative supports the "grow our own" approach, creating a mutually beneficial situation for students and industry partners alike.

### ***Student Impact Statement:***

At Crowley's Ridge Educational Service Cooperative (CRESC), we remain steadfast in our mission to prepare a job-ready, career-bound workforce that meets the evolving needs of Arkansas employers. Through our robust Career and Technical Education (CTE) program, we served over 16 school districts, with two more joining in 2025, offering 63 pathways in high-demand sectors such as Agriculture, Business, Family & Consumer Sciences, STEM, and Skilled Trades.

Our programs emphasize both academic and technical proficiency while ensuring students have access to real-world experiences through industry certifications, pre-apprenticeships, and work-based learning. This year, students gained direct access to employers, built professional portfolios, and even interviewed for full-time positions before graduation thanks to our enhanced transition-to-work initiatives like the Project Care Job Fair.

CRESC is proud to champion innovation and equity in CTE. With the support of non-traditional grants like *Girl Power Goes State*, we empowered more young women to explore non-traditional fields such as CNC machine technology, equipping them with skills and tools

that translate to immediate industry relevance. Our efforts to align with the new AdvanceCTE framework and Arkansas' LEARNS Act ensured students are on track for success-ready Merit and Distinction Demonstrations, giving them a competitive edge in post-secondary and career pathways.

This year, students also benefited from enriched learning through state startup grants, immersive professional development opportunities, and locally-hosted showcases that connected them with post-secondary institutions, industry leaders, and community stakeholders. Every initiative, training, and partnership advanced our goal of preparing all students, regardless of background or interest, for successful futures in college, careers, or the military.

**PROGRAMS: Computer Science**

FUNDING SOURCE: Arkansas Department of Education Grant – Act 220 of 2017  
COMPETITIVE GRANT: Yes   X   No         
RESTRICTED GRANT: Yes   X   No         
PARTICIPATING DISTRICTS: (CRESC) Bay, Gosnell, Jonesboro, Trumann, (Other ESC Regions) Arch Ford, Barton, Pangburn, and Westside  
PERSONNEL:

	Degree	Title
GLASS, TAMMY		Statewide CS Specialist
HART, JOHN	MLIS	Statewide CS Specialist
KINCANNON, ASHLEY	EdS	Statewide CS Specialist
LAWHORN, BRIAN		Statewide CS Specialist
MOELLER, ALEX		Statewide CS Specialist
REYNOLDS, STACY	MSE	Statewide CS Specialist
RODGERS, JOSHUA		Statewide CS Specialist
SPINK, ZACHARY	MSE	Statewide Lead CS Specialist

**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:

- **Standards, Curriculum, and Pathways** - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12



expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

- **Educator Development and Training** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address 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.
- **Licensure** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.
- **Outreach and Promotion** - Successful implementation of computer science education in Arkansas requires the active use of a broad range of mediums, digital tools, and human networks to properly communicate about the Arkansas Computer Science Education Initiative and respond to the needs and concerns of Arkansas students, educators, community members, and industry leaders.
- **Program Growth and Student Success** - Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support using innovative programs and outreach initiatives.

#### **Program Summary:**

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administers the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; Middle School Introduction to Coding: Grades 5-8; and High School CS). In the interest of providing Arkansas educators with access to quality computer science (CS) professional development (PD), the Arkansas Department of Education (ADE) Office of Computer Science provided grants for ten Computer Science Specialists beginning in 2017. The computer science 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: Content Specialist: Dyslexia**

FUNDING AMOUNT: \$90,000

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

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

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

**PARTICIPATING DISTRICTS:**

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

**PERSONNEL:**

	Yrs.	Degree	Job Title
ALLEN, REBECCA	26	MEd (NBCT, CALT)	Dyslexia Specialist

**GOALS:**

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

**PROGRAM SUMMARY:**

Under this new grant, the Dyslexia Specialist focused on ensuring that all students with characteristics of dyslexia receive timely, appropriate, and evidence-based support in the 22 districts supported by the Crowley's Ridge Cooperative. Through this role, the specialist delivered professional learning and technical support that strengthened district practices and promoted consistency in dyslexia

identification and intervention.

The first goal centered on building strong, collaborative relationships with school districts. By engaging with district leadership, dyslexia coordinators, educators, and interventionists, the specialist provided professional learning aligned with the Arkansas Dyslexia Law. These learning opportunities were designed to deepen understanding of dyslexia, streamline screening, improve instructional practices, and ensure compliance with state guidance. As part of this process, district profiles were developed to serve as a starting point and capture current practices, resources, and needs to then move toward evolutionary growth in dyslexia programs. The specialist also reviewed and analyzed initial reporting data to identify trends and inform future support strategies.

In the second goal, the specialist collaborated with each district to develop a customized Technical Assistance Plan tailored to the individual school or district's need. These plans outlined specific goals, timelines, and supports needed to strengthen dyslexia practices at the individual level. A risk assessment was also conducted for each district, helping to identify potential gaps or barriers and prioritize areas for targeted technical assistance.

To build lasting capacity, the specialist worked closely with districts to create and implement effective systems and processes for screening, identifying, and monitoring students with characteristics of dyslexia. A significant amount of time was spent working with districts on the implementation of the new ATLAS K-3 screeners as well as Level 2 screening for fourth through twelfth grade. Besides training staff in the use of state-approved tools, the Dyslexia Specialist also worked to ensure fidelity of multiple program implementations and helped districts integrate these tools within existing frameworks such as Response to Intervention (RTI).

Throughout the 2024-2025 year, the Dyslexia Specialist actively participated in and delivered professional learning and technical assistance across the Cooperative area and the state. These efforts included providing professional learning sessions at schools, cooperatives, and the APSRC conference; contributing to statewide dyslexia initiatives; and collaborating with other specialists to provide cohesive, research-based support.

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

- 100% of districts participated in District Dyslexia Strategic Planning Meetings
- Successful initial implementation of the ATLAS K-3 Screener
- Trained multiple participants in Level 2 Screeners to meet testing requirements
- Collaborated with other state specialists to create and deliver statewide professional learning
- Provided dyslexia technical support to 100% of districts

**PROGRAM: Content Specialist: Math**

FUNDING AMOUNT: \$90,000

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

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

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

**PARTICIPATING DISTRICTS:**

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

**PERSONNEL:**

	Yrs.	Degree	Job Title
ALLEN, MERRY	32	BS	Math Specialist

**GOALS:**

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

**PROGRAM SUMMARY:**

The mathematics program strives to anticipate and meet the continuing needs of the 22 public school districts in the Crowley's Ridge Education Service Cooperative area. The math specialist works with districts, as requested, to develop, support, and promote effective research-based mathematics

programs designed to encourage maximum achievement for all students.

The Math Specialist organized and presented professional development and school support based on the needs of each district. They used surveys and observations to collect data regarding the effectiveness and levels of implementation of the content of the professional development sessions. It is common practice for the specialists to use the data to revise plans and improve support.

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

- The Arkansas K-12 Mathematics Standards
- Math Content
- Instructional Practices
- ATLAS Classroom Tool
- Desmos Calculator use on ATLAS
- District Leadership Meetings
- Team meetings/ Professional Learning Communities
- TNTP Coaching

In addition to professional development opportunities, the CRESC math specialist supports teachers with components of TESS (e.g., classroom observations for content knowledge, instructional strategies, student engagement, and classroom management; lesson planning and periodic assessments). They also support district leadership team meetings, campus/department meetings, and PLC meetings.

The math specialist routinely collaborates and coordinates with DESE and the Mathematics Unit to create and provide many services. These services and goals are often related to state initiatives and reflect best practices that improve instruction and enhance student achievement:

- Mathematics content at all grade levels and all traditional high school courses
- Improve chances for students to be college and career ready
- Instructional Facilitation Training
- Assessment Preparation and Planning (formative and summative)
- Model Lessons for Instructors with Pre- and Post-Discussion
- Data Analysis
- Data Modeling
- Arkansas K-12 Mathematics Standards Understanding

## MAJOR HIGHLIGHTS OF THE YEAR:

- Increase of knowledge and skills needed to implement the New Arkansas Math Standards.
- Enhanced teachers' knowledge of using the ATLAS Classroom Tool.
- Engaged in coaching cycles with teachers to enhance classroom instruction.
- Enhanced teachers' knowledge of using the DESMOS calculator on the ATLAS.
- Designed professional development sessions and technical assistance opportunities to enhance teachers' content knowledge and content pedagogical knowledge that translated into classroom practices.
- Collaborated with other specialists across the state to develop and implement DESE Mathematics Professional Development opportunities for teachers.
- Supported the implementation of High-Quality Instructional Materials by offering training and utilizing the Math Leadership Walkthrough and collecting data using the Walkthrough Tool.

### ***Student Impact Statement:***

The Math Specialist has significantly impacted student learning by implementing targeted strategies that build foundational math skills, foster a deep understanding of mathematical concepts, and boost student confidence. Through differentiated instruction, data-driven interventions, and collaborative support with teachers, students not only improve their math proficiency but also develop a love for problem-solving and critical thinking. By creating a positive and engaging learning environment, students are empowered to achieve their full potential and overcome any challenges they face in mathematics.

### **PROGRAM: Content Specialist: Science**

FUNDING AMOUNT: \$90,000

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

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

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

#### **PARTICIPATING DISTRICTS:**

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

#### **PERSONNEL:**

	Yrs.	Degree	Job Title
WINSLOW, TAMMY	32	MSE	Science Specialist



**GOALS:**

- To promote and support effective, research-based science practices for all students by providing professional learning opportunities and technical assistance to science teachers, science leaders, curriculum specialists, and administrators, in the area of phenomenon-based three-dimensional high quality science curricula, instruction, and assessment.
- To promote and lead change in science education by facilitating conversation around the new Arkansas K-12 Science Standards and assisting schools in meeting those standards by providing and modeling effective instructional strategies based on three-dimensional instruction and assessment.
- To develop and provide staff development training, technical assistance, and instructional support as requested by DESE and CRESC member schools
- To provide training to teachers and administrators on selecting and using HQIM.
- To provide training and assistance to administrators in implementing and utilizing the DESE Science Classroom Walkthrough Tool.

**PROGRAM SUMMARY:**

The science program strives to anticipate and meet the continuing needs of the 22 public school districts in the Crowley's Ridge Education Service Cooperative area. The science specialist works with districts, as requested, to develop, support, and promote effective research-based three-dimensional science programs designed to encourage maximum achievement for all students.

The Science Specialist organized and presented professional development and school support based on the needs and requests of each district. Surveys and observations were used to collect data regarding the effectiveness and levels of implementation of the content presented during the professional development sessions. It is common practice for the specialists to use the data to revise plans and improve support.

Science professional development opportunities were available to area schools throughout the year. Such science professional development opportunities include but are not limited to:

- The Arkansas K-12 Science Standards
- Science Content
- 3-D Instructional Practices
- ATLAS Classroom Tool
- Team meetings/ Professional Learning Communities
- TNTP Coaching Cycles
- HQIM Information and Updates

- Science Walkthrough Tool for Administrators
- Fundamental Understanding of Science Education (FUSE)
- Three-Dimensional Mastery: Science Instruction for Impactful Learning
- Phenomenal Teaching: Unleashing Wonder in the Science Classroom
- Assessment Alchemy: Using 3D Assessment to Drive Science Instruction
- Science Curriculum Cohorts

In addition to professional development opportunities, the CRESC science specialist supported teachers with components of TESS (e.g., classroom observations for content knowledge, instructional strategies, student engagement, and classroom management; lesson planning and periodic assessments). They also support district leadership team meetings, campus/department meetings, and PLC meetings.

The science specialist routinely collaborated and coordinated with DESE and the Science Unit to create and provide many services. These services and goals are often related to state initiatives and reflect best practices that improve three-dimensional instruction and enhance student achievement:

- Improve teacher understanding of science content
- Improve teachers' ability to implement Arkansas K-12 Science Standards
- Assist in planning for assessment (formative and summative)
- Model lessons for instructors with pre- and post-discussion
- Analyze data to make informed decisions
- Conduct science classroom walkthroughs with and without administrators
- Provide opportunities for teachers and administrators to interact with HQIM state-approved options.

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

- Increase of knowledge and skills needed to implement the New Arkansas Science Standards.
- Enhanced teachers' knowledge of using the ATLAS Classroom Tool.
- Engaged in coaching cycles with teachers to enhance classroom instruction.
- Designed professional development sessions and technical assistance opportunities to enhance teachers' content knowledge and content pedagogical knowledge that translated into classroom practices.
- Collaborated with other specialists across the state to develop and implement DESE Science Professional Development opportunities for teachers.
- Supported the implementation of High-Quality Instructional Materials by offering training to administrators and teachers.
- Provided professional development opportunities and conducted science classroom walkthroughs

with school leaders to collect data using the Science Classroom Walkthrough Tool provided by DESE.

***Student Impact Statement:***

Through targeted support aimed at improving teacher understanding of science content and enhancing instructional practices aligned with the Arkansas K-12 Science Standards, students benefited from more engaging, rigorous, and standards-based science instruction. By assisting teachers in planning both formative and summative assessments, instruction becomes more responsive to individual learning needs, fostering deeper understanding and academic growth. Modeling effective science lessons and facilitating pre- and post-discussions equip educators with practical strategies to enhance student engagement and comprehension.

Additionally, ongoing data analysis supports instructional adjustments that meet diverse learner needs, while science classroom walkthroughs—with and without administrators—promote a culture of continuous improvement and accountability. Providing access to and interaction with high-quality instructional materials (HQIM) ensures that students experience consistent, evidence-based instruction across classrooms. These efforts collectively aim to improve student achievement in science and better prepare students for future academic and career opportunities in STEM fields.

**PROGRAM: Digital Learning — Virtual Arkansas**

FUNDING SOURCE: ADE Grant – Act

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

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

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Degree	Job Title
ASHWORTH, JOHN	EdS, MS, BS	Executive Director and Superintendent
BENTON, BRANDIE	Ed.D, MSE, BSE	Deputy Superintendent of Curriculum and Instruction
BIBBY, TYE	MS, BA	Concurrent Credit Campus Principal;
BOHLER, JASON	MA, BA	Core Campus Principal;
CARPENTER, SAMANTHA	EdS, MS, BS	Core Campus Principal

KIRKPATRICK, AMY	MS, BS	Director of Technology
LEWIS, CHRISTIE	BBA, MS	CTE Campus Director
LOONEY, MINDY	BS, MBA	Director of Operations
MCPHERSON, CANDICE	MS, BS	Director of Design and Development
WALSTON, RACHAEL	MS, BS	Learn Anywhere Academy (LAA) Program Principal

**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"> <li>- VA made courses available in all critical academic licensure shortage areas</li> <li>- VA provided access to 101 full-time Arkansas-certified teachers for local schools</li> </ul>
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> <li>- VA provided access to 220 total courses; 160 courses with a VA teacher</li> <li>- These courses provided opportunities to 29,121 Content + Teacher enrollments and 6,482 Content Partnership enrollments</li> </ul>
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>- 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</li> <li>- VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty</li> </ul>

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

## PROGRAM SUMMARY:

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

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

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

Virtual Arkansas is comprised of five campuses:

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

## Major Highlights of the 2023-2024 School Year - Virtual Arkansas

- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.

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

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

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

**PROGRAM: Early Childhood - Local Leads**

FUNDING AMOUNT: \$150,000

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes X No     RESTRICTIVE GRANT: Yes X No     

PARTICIPATING DISTRICTS: Craighead County, Cross County, Crittenden County, Jackson County, and Poinsett County.

**PERSONNEL:**

	Yrs.	Degree	Job Title
GREEN, WENDY	25	Masters	Local Lead Captain

**GOALS:**

- Establish a comprehensive, locally supported plan for providing early childhood programs and services within the community and develop a provider collaboration plan;
- Conduct an unduplicated count of children served through public funds;
- Develop a needs assessment and identify gaps in services;
- Foster Local partnerships to create alignment among public and private providers and agencies within the community to facilitate the development of local plans; and
- Coordinate enrollment processes for families support access to early childhood programs;

**PROGRAM SUMMARY:**

Local early childhood organizations (Local Lead) are organizations designated by ADE to serve as state-local implementation partners responsible for helping to develop and execute the state's early childhood plan. The State of Arkansas is establishing local leads to create a unified early childhood system that better prepares children for Kindergarten.

Local Lead coaches must complete

**MAJOR HIGHLIGHTS OF THE YEAR:**

- Promoted relationships with stakeholders by participating in the Early Childhood Education Subcommittee.
- Completed coordinated funding requests through collaborative outreach to facilities in the counties.
- Completed collaboration plan to share with providers to create a roadmap for collaboration

between all stakeholders in the community.

- Local Lead Captain has completed the Classroom Assessment Scoring System (CLASS) training for PreK, Toddler, and Infant observations.
- Local Lead Captain completed affiliate trainer certification for Pre-k, Toddler, and Infant.
- Brought CLASS Pre-K Observer training to CRESC twice, once in the Summer and Fall, resulting in thirteen Pre-K CLASS Observers.
- Local Lead Captain lead a Toddler training in the Spring, resulting in nine CRESC Toddler CLASS Observers.
- Completed a Child Count for the five-county area to identify gaps in services for all age groups.
- Completed a shared Local Lead Plan that included a detailed needs assessment and information campaign plan for the communities.
- Local Lead Captain completed over 25 observations in the Spring Semester to meet requirements for the CLASS Pilot.

**PROGRAM: Early Childhood - Special Education**

FUNDING AMOUNT: \$1,882,338.99

FUNDING SOURCE: 6710,2260,2262,2030

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

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

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

**PERSONNEL:**

	Yrs	Degree	Job Title
<u>CERTIFIED</u>			
LOGGAINS, BRIDGETTE	24	MCD	ECH Special Ed Coordinator
ALDRIDGE, STACY	25	MSE	Itinerant Teacher
BELL, JENNY	10	MCD	Speech Pathologist
BOLING, RAGEN	8.5	MSE	Itinerant Teacher
BOLING, TIPTON	06	BSE	Itinerant Teacher
CASBEER, KRISTIN	18	BSE	Itinerant Teacher
CLAYTON, ASHLEY	19	MSE	Itinerant Teacher
COMBS, CRYSTAL	03	BSE	Itinerant Teacher
DAMRON, MISTY	10	MSE	Itinerant Teacher
EVERHART, KATIE	19	MSE	Itinerant Teacher



FRYE, SHANNON	27	MCD	Speech Pathologist
GEORGE, LORI	30	MCD	Speech Pathologist
GRIMMER, CHRISTIE	29	BSE	Itinerant Teacher
HANDWORK, JADA	24	MCD	Speech Pathologist
HOLDEN, ANGIE	07	MCD	Speech Pathologist
HONEY, CYNTHIA	22	MSE	Itinerant Teacher
KIEFFNER, MELISSA	22	MCD	Speech Pathologist
MCGARITY, MALLORY	12	BSE	Itinerant Teacher
NIEMEYER, SANDRA	16	MCD	Speech Pathologist
PERIDORE, HALEY	10	BSE	Itinerant Teacher
PRINCE, STEPHANIE	31	BSE	Itinerant Teacher
ROCKWELL, BRITTANY	09	MCD	Speech Pathologist
SCHULZ, MINDY	29	MSE	Itinerant Teacher
SOUTH, ALLISON	20	MSE	Itinerant Teacher
TRUELOVE, JULIE	18	MSE	Itinerant Teacher
WALTERS, KATI	19	MSE	Itinerant Teacher
WILSON, MELANIE	18	BSE	Behavior Specialist

#### CLASSIFIED

ANDERSON, LESLIE	23	Paraprofessional
BEARDEN, TINA	20	Paraprofessional
HINSON, ANNIE	44	Paraprofessional
HORSLEY, PEGGY (6FTE)	32	Administrative Assistant
PARHAM, KRIS	20	Paraprofessional
WINDERS, PAULA	13.5	Paraprofessional

#### **GOAL:**

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

#### **PROGRAM SUMMARY:**

In cooperation with 22 school districts, Crowley's Ridge Educational Service Cooperative provides an Early Childhood Special Education Program for 3-5-year-old children. This program operates under an itinerant service model to provide educational support to children under the requirements of IDEA. The staff collaborates with area preschools and day-treatment centers to conduct mass screenings for preschool children residing within the

boundaries of our 22 member districts. These screenings aid in identifying students who may be at-risk for delays in development.

The collaboration between the Early Childhood Special Education Program and the member districts allows a seamless transition into school as the student enters kindergarten.

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

- During the 2024-2025 school year, the Early Childhood Program provided preschool special education services to approximately 670 children. Approximately 26 children were no longer in need of services and dismissed, and 399 children transitioned to Kindergarten for continued services.

### ***Student Impact Statement:***

The Early Childhood Special Education Program is a vital first step in ensuring that children with disabilities are able to reach their full potential.

### **PROGRAM: English for Speakers of Other Languages (ESOL)**

FUNDING SOURCE: LEA Shared Services

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTIVE GRANT: Yes ☒ No ☐

PARTICIPATING DISTRICTS: Statewide

### **PERSONNEL:**

	Degree	Job Title
TOUCHSTONE, MARIA	MLE	ESOL Program Director

### **GOAL:**

The Division of Elementary and Secondary Education (ADE) English Learner (EL) support program is the result of a collaboration among the Division of Learning Services' Curriculum and Instruction Unit and the Student Assessment Unit and the Division of Public School Accountability's Federal Programs Unit. This program's goal is to provide resources, support, and leadership to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

**PROGRAM SUMMARY:**

ADE works with schools and Education Service Cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with school improvement program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards
- implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

**PROGRAM: Migrant Education Program**

FUNDING AMOUNT: \$777,447.92

FUNDING SOURCE: DESE Grant—Title 1 Part C

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED GRANT: Yes ☒ No ☐

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

**PERSONNEL:**

	Yrs.	Degree	Job Title
MCBRIDE, MICHELLE	24	BSE	Migrant Program Specialist
CARMEN MARTINEZ	03	BSE	Parent Liaison
ALEMAN, DORIS	14		Recruiter
KATIE LUCAS	01		Recruiter
CLAIRE BASS	0.5		Student Staff Support
LAUREN EDWARDS	0.5		Recruiter/Student Support
MACEY HENSELY	0.5		Recruiter

**GOAL:**

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

## **PROGRAM SUMMARY:**

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

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

- **School Support & Compliance**
  - Assisted project schools with the migrant grant, including ARAPP information, suggested expenditures, and agricultural surveys.
  - Provided mandatory tutor training and facilitated additional training sessions on August 20, August 22, and March 11 at Crowley's Ridge Educational Service Cooperative, covering identification, recruitment, and documentation.
  - Collected and recorded Mass Enrollments, Needs Assessments, Students' Eligible for Migrant Supplemental Services Forms, Daily Schedules, and on-track forms from each of the project tutors and the needed documentation from the non-project districts as well.
- **Student Services & Instruction**
  - Served 1,348 students across Crowley's Ridge, Northeast, and North Central Cooperative areas, including 599 non-project students (ages 3-21).
  - Provided home- and site-based instruction to migrant children (ages 3-5) using a SEA-approved preschool curriculum.
  - Conducted needs assessments to identify priority-for-service (PFS) students, who received instructional support, educational materials, and nutritious snacks.
- **Resource Distribution & Family Support**
  - Distributed high-interest books, school supplies, and community resource information (dental care, food banks, healthcare, fire safety, internet safety, and more).
  - Secured additional support for migrant families, including sheets, towels, and blankets for those in need.

- Provided MP3 players with IDRC lessons, NIOSH fact cards, first aid kits, and PPE packs to out-of-school youth (OSY) and agricultural workers.
- **Parent & Community Engagement**
  - Assisted project tutors in establishing Parent Advisory Council (PAC) meetings to discuss literacy, math, and graduation requirements.
  - Hosted a Regional PAC meeting for parents across the tri-coop area.
  - Partnered with organizations like UMOS, Jonesboro Hispanic Center, and the Arkansas Department of Health to provide parent involvement meetings on mental health, tobacco and vaping, and banking.
- **Student Success & Post-Secondary Support**
  - Monitored high school seniors to ensure progress toward graduation, offering guidance on ACT prep and migrant scholarships.
  - Encouraged participation in RED COMET a credit accrual summer program for migrant high school students.
  - Promoted Arkansas Migrant Education Student Leadership Academy (AMESLA), where selected students participated in the ExCEL Challenge Program.
  - Offered credit recovery opportunities through Red Comet and supported students in applying for the CAMP program, which provides a free year of college.
- **Outreach & Recruitment**
  - Strengthened partnerships with farmers and businesses, working with Onin to track family movements in and out of the area.
  - Collaborated with Texas Migrant Education Program to ensure smooth transitions for migrant students.
  - Worked with IDRC for the third year as part of the Technical Support Team (TST), developing a recruiter strength assessment tool.
- **Summer & STEM Initiatives**
  - Facilitated two summer programs in partnership with Jonesboro School District and Pocahontas teacher Mrs. Washburn.
  - Hosted a virtual STEM camp for migrant students in the tri-coop area.
  - Delivered Zoom training for summer programs, ensuring accessibility for migrant families.
- **Parent Engagement & PAC Meetings**
  - Organized two parent engagement meetings: one on tobacco and vaping's impact on oral health (fall) and another on banking (spring).
  - Held two Parent Advisory Council meetings (fall & spring) to gather parent feedback and shape future programming.
- **Program Expansion & Innovation**

- MEP Specialist Michelle McBride served on the International Migrant Education Council (IMEC): which provides access to global resources, best practices, and a network of professionals dedicated to advancing the success of migrant students. This connection enhances our ability to deliver innovative educational strategies, stay informed on international policies affecting migrant families, and advocate for the unique needs of our students at the national level.
- Collaborated with Head Start and ABC programs to identify migrant preschoolers.
- Provided students with eBooks, allowing them to download and read up to 30 books offline.
- Expanded efforts to connect with Migrant Head Start families to identify eligible students.

Through these initiatives, the CRESC Migrant Education Program continues to go above and beyond to support migrant students and families, ensuring their academic and personal success.

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

FUNDING AMOUNT: \$356,200

FUNDING SOURCE: ADE Grant

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

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

PARTICIPATING DISTRICTS: Armorel, Blytheville, Buffalo Island Central, East Poinsett County, Gosnell, Manila, Marked Tree, Osceola, Rivercrest, Riverside, Trumann

#### **PERSONNEL:**

	Yrs.	Degree	Job Title
COBURN, SHARON	50	MSE	NT Mentor Coordinator/R&R Specialist
BARNETT, ADELE	26	MSE	Recruitment & Retention (R&R) Specialist
BRASWELL, MELISSA	30	MSE	Recruitment & Retention (R&R) Specialist
CHIPMAN, PAM	45	MSE	Recruitment & Retention (R&R) Specialist
GRAHAM, MYRA	43.5	MSE	Recruitment & Retention (R&R) Specialist
HOLLAWAY, SANDRA	32.5	MSE	Recruitment & Retention (R&R) Specialist
YATES, GALE	36	MSE	Recruitment & Retention (R&R) Specialist

#### **GOALS:**

- Provide assistance to CRESC school districts Novice Teachers as they complete their first three years of teaching.
- Support Novice Teachers in understanding and using TESS in their classrooms.
- Encourage Novice Teachers and encourage retention in teaching.

## **PROGRAM SUMMARY:**

The CRESC Novice Teacher (NT) Mentoring and Teacher Recruitment and Retention Program is composed of several components that serve our current novice teachers and recruit new teachers to our districts. CRESC has one of the largest groups of novice teachers in the state. There were 749 novice teachers in Years 1-3 in 2024-2025 (per LEA Insights). Each of the 22 school districts provided a district contact facilitating training, support, and information to the novice teachers while also serving as a liaison to the CRESC Mentoring Department.

### **Novice Teacher Mentoring (NTM)**

The Novice Teacher Mentoring component of the program provides support to novice teachers through TESS components training, specific assistance, and encouragement needed to become effective in the classroom. The primary goal has been to provide support for TESS to NTs. To support that goal, all novice teachers received a copy of Charlotte Danielson's book, *Enhancing Professional Practice*.

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

### **Praxis Support**

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

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

- CRESC had 749 Novice Teachers in 23 districts this year. Specialists provided services to all Novice Teachers and met with administrators.
- The Novice Teacher Mentor Coordinator presented TESS 2.0 training to education graduates from Arkansas State University in the fall of 2024 and spring of 2025.

### ***Student Impact Statement:***

CRESC Mentors have a wealth of experience in education and working with teachers. The relationships they establish with Novice Teachers is essential to the success of our Novice Teacher and their desire to remain in teaching.

**PROGRAM: The PEER Network**

FUNDING AMOUNT:       \$3,949,532  
FUNDING SOURCE:       Teacher and School Leader Incentive Fund, U.S. Depart. of Education  
COMPETITIVE GRANT: Yes   X         No \_\_\_\_  
RESTRICTIVE GRANT: Yes   X         No \_\_\_\_

**Participating Districts:** Batesville, Buffalo Island Central, Carlisle, Cedar Ridge, Greene County Tech, Jonesboro, LISA Academy, Lonoke, Pangburn, Southside (Independence), Trumann

**PERSONNEL:**

	Yrs.	Degree	Job Title
HORN, RACHEL	19	Ed.S.	PEER Project Director
GIPSON, MELISSA	23	Ed.S.	PEER Operations & Communications Coordinator
HARDCASTLE, BRANDI	22	MSE	PEER Lead Coach
JONES, KARLA	32	MSE	PEER Coach
PRYOR, AMY	19	MSE	PEER Coach
WILLIAMS, BRANDI	24	MS	PEER Coach

**PROGRAM SUMMARY**

Promoting Educator Effectiveness in Rural Arkansas, the PEER Network, has supported more than 100 schools in Arkansas. The network was established to support 60 schools in the fall of 2021 through funding from a three-year federal Teacher and School Leader Incentive Fund (TSL) grant awarded to the Arkansas Public School Resource Center (APSRC) and administered through Crowley’s Ridge Educational Service Cooperative (ESC). The network expanded to support an additional 45 schools in PEER 2.0 through a second TSL award in the fall of 2023. This report outlines the successes and challenges of PEER 2.0 in Year 1 of the 2023 grant award.

The purpose of the PEER Network is to build leadership capacity in teachers and utilize distributed leadership for school improvement. PEER school leaders and teacher leaders collaboratively cultivate and support the skillful use of evidence-based instruction to maximize student learning. The PEER Network leverages lessons learned across both grant awards to increase the effective support of partner schools.

The PEER Logic Model is organized around five key strategies:

- Establish PEER Network systems to support teachers and school leaders in the implementation of



a Human Capital Management System

- Establish systems of performance management for teacher leaders and school leaders to improve student achievement and growth
- Expand professional learning pathways for teachers and school leaders to increase competencies and credentials
- Establish systems of support for school leaders to recruit and retain diverse and highly qualified teachers
- Establish a Performance-Based Compensation System to promote educator effectiveness through compensation for educator competencies and student achievement and growth

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

## **MAJOR YEAR 1 HIGHLIGHTS**

- 81 school leaders and 1,369 teachers out of 1,608 (90%) earned performance-based compensation through meeting an interim assessment goal, increasing the value-added growth score, or obtaining a Master Professional Educator (MPE) or Lead Professional Educator (LPE) Designation.
  - Teachers earning an Interim Assessment Incentive:
    - Target: 50%
    - Actual: 54%
  - Teachers earning a Summative Student Growth Incentive:
    - Target: 50%
    - Actual: 64%
  - Teachers earning an MPE or LPE Designation:
    - Target: 30 by May 31, 2025
    - Actual: 36 by September 30, 2024
- Schools meet or exceed interim schoolwide interim assessment goals:
  - Target: 50%
  - Actual: 61%
- Schools increase the value-added growth score from the previous year
  - Target: 50%
  - Actual: 60%

- The PEER Network retained 90/93 (97%) of teacher leaders.
  - Of the three who were not retained, two left their schools and one was promoted to an Instructional Specialist in her school.
- Because they value the training and support provided by the PEER team, 17 of the 44 schools (39%) designated additional teacher leaders for Year 2.
  - The 3 teachers who left the program were replaced, and another 32 were added.
  - This brings the total number of teacher leaders from 93 in Year 1 to 125 in Year 2.
- Evidence-based practices from PEER training are present in **non-teacher-leader** classrooms. This metric is significant because these teachers do not have direct contact with the PEER team. Their implementation is a result of distributed leadership through PEER teacher leaders and school leaders.
  - Target: 50%
  - Actual: 79%
- The PEER Network funded the following in Year 1:
  - Summative Student Growth Incentive: \$523,900
  - Interim Assessment Incentive: \$387,000
  - Teacher Certification Incentive: \$72,000
  - Teacher Leader Stipends: \$356,520
  - School Leader Stipends: \$108,150
  - Subgrant for Pursuing the Master Professional Educator (MPE) or Lead Professional Educator (LPE) Designation: \$129,469
  - Staff Pipeline Subgrant for local recruitment and retention projects: \$126,245

**PROGRAM: Professional Development**

FUNDING SOURCE: Base and District Support

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

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

**PARTICIPATING DISTRICTS:**

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

**PERSONNEL:**

	Yrs.	Degree	Job Title
BESSEE, DAWN	35	EdD	Teacher Center Coordinator
CROUCH, CARLY	0.5		Administrative Assistant
HUNTINGTON, SEANA	1.5		Administrative Assistant

**GOALS:**

- To align professional development services with district and school needs, as determined by the annual needs assessment survey data
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards
- To support teachers and leadership teams with effective assessment and data disaggregation processes to develop a multi-tiered system of support for all students
- To improve the learning of all students by providing resources to support adult learning and collaboration.
- To support the adoption and implementation of High Quality Instructional Materials
- To support school improvement initiatives generated by DESE and enhance program integration through effective communication and technical support.

**PROGRAM SUMMARY:**

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

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

It is the responsibility of the TCC to monitor the most current curricular and technology issues that are of interest to districts in the region. Over the course of the year, several PD sessions relating to Artificial Intelligence (AI) were organized and presented to teachers and administrators, as well as CRESC staff. Cyber safety was also an important area of concern. The TCC also continued to coordinate with approved vendors to schedule through-year curricular support for those schools who participated in the Communities of Practice grant PD in 2023-2024.

This year, the scope of the work of the TCC expanded to include providing trainings and informational meetings with regional leadership teams, administrators, principals, and district office personnel. The content of these sessions addressed recent DESE initiatives: AR App, roster verification, merit pay qualifications, teacher growth model, and calculating school ratings.

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

- The Teacher Center Coordinator utilized the Accelerated Learning Communities of Practice grant to continue the support of HQIM implementation in math and literacy. Six approved vendors were contracted to work with 35 schools in the region. A seventh vendor provided training and coaching cycles for teachers who were newly designated as Lead Professional Educator or mentor teachers.
- Fourteen (14) CRESC region teachers completed the NIET Lead Teacher training and gained their Lead Teacher designation.
- The Teacher Center Committee and Curriculum Coordinators met three times during the year. During the meetings, the committee members and curriculum coordinators worked collaboratively with the CRESC content specialists to disaggregate the results from the Needs Assessment Survey. Through this work, they were able to develop recommendations for future PD that would support the needs of the member districts. The TCC presented the recommendations to the Board of Directors.
- The Teacher Center Coordinator scheduled several PD sessions for behavior and behavior intervention plans per Act 1084. Behavior Support Specialists and guest speakers presented the content.
- CRESC organized and hosted an inaugural Mental Health Symposium. Over 125 educators attended breakout sessions related to topics that had been identified on the Needs Assessment Surveys: ACEs, dealing with grief, resiliency, self-care, de-escalation, trauma-informed classrooms, empathy, and youth mental health first aid.
- To meet the growing need for professional development in special education services in the general education classroom, CRESC collaborated with the DESE Special Education Unit to provide training for Inclusive Practices and Co-Teaching. The TCC also contracted national presenters for behavior change, executive functions, and data-driven decision-making sessions.
- The Criminal Justice Institute provided Standard Response Protocol (SRP) and Standard Reunification Methods (SRM) training, as well as a 16-hour Refresher for School resource Officers (SROs). Over 50 SROs from CRESC districts attended these trainings.
- Over the course of the 2024-2025 academic year, 4,840 teachers attended professional development sessions and garnered 42,212 hours of PD credit.
- Other highlights include scheduling required PD for the Superintendents' Retreat, the Principals

Institute, and School Board Member training. A complete list of professional development can be found in Appendix C.

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

FUNDING AMOUNT: \$6,000

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED GRANT: Yes ☒ No ☐

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

**PERSONNEL:**

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

**GOAL**

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

**PROGRAM SUMMARY:**

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

**MAJOR HIGHLIGHTS OF THE YEAR:**

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

**PROGRAM:** **School/Community Health Promotion Specialist**

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED GRANT: Yes ☒ No ☐

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

**PERSONNEL:**

	Yrs.	Degree	Job Title
JAMES, TAYLOR	0.5	MPH	Community Health Promotion Specialist

**GOAL:**

- To support wellness committees in school and coordinated health efforts across the state

**PROGRAM SUMMARY**

Community Health Promotion Specialists were initially established to promote healthy eating and movement in children while also reducing the use of nicotine and tobacco. To work has evolved to include collaboration with schools, wellness committees, coalitions, and HHI to improve the health of Arkansas students and communities.

**MAJOR HIGHLIGHTS OF THE YEAR:**

- Provided several trainings across the region: Certified CPR, Resiliency, Stop the Bleed, SafeTALK, Distress Tolerance

**PROGRAM:** **School Psychology**

FUNDING AMOUNT: \$479,756.00

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

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

PARTICIPATING DISTRICTS: Nettleton, Bay, Armorel, Cross County, Wynne, Newport, EPC, Manila, Riverside, Rivercrest, Earle, BIC, Osceola, Marked Tree, Blytheville

**PERSONNEL:**

	Yrs.	Degree	Job Title
O'NEIL, KERI	27.25	Ed.S	School Psychology Specialist/Dept. Head
CHERRY, SHELLEY	28	Ed.S	School Psychology Specialist
HARRELL, LEE ANN	37	MSE	Educational Examiner
MILLER, EDVETTE	12	Ed.S	School Psychology Specialist
PEOPLES, HALEY	01	Ed.S	School Psychology Specialist
SANDERS, KELSEY	08	Ed.S	School Psychology Specialist

**GOAL:**

The Crowley's Ridge Educational Service Cooperative (CRESC) School Psychology Department collaborates with school personnel and parents, completes comprehensive evaluations and behavior assessments, and analyzes data to determine the appropriate intervention strategies and/or special services needed for students to be successful academically, socially, and behaviorally.

**PROGRAM SUMMARY:**

School psychologists provide direct support and interventions to students, consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services. They help schools successfully:

**Improve Academic Achievement**

- Promote student motivation and engagement
- Conduct psychological and academic assessments
- Individualize instruction and interventions
- Manage student and classroom behavior
- Monitor student progress
- Collect and interpret student and classroom data
- Reduce inappropriate referrals to special education.

**Promote Positive Behavior and Mental Health**

- Improve students' communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and group counseling
- Promote problem solving, anger management and conflict resolution
- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving
- Make referrals to and help coordinate community services provided in schools

**Support Diverse Learners**

- Assess diverse learning needs
- Provide culturally responsive services to students and families from diverse backgrounds
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to improve student engagement and learning
- Monitor and effectively communicate with parents about student progress

### **Create Safe, Positive School Climates**

- Prevent bullying and other forms of violence
- Support social-emotional learning
- Assess school climate and improve school connectedness
- Implement and promote positive discipline and restorative justice
- Implement school-wide positive behavioral supports
- Identify at risk students and school vulnerabilities
- Provide crisis prevention and intervention services

### **Strengthen Family-School Partnerships**

- Help families understand their child's learning and mental health needs
- Assist in navigating special education processes
- Connect families with community service providers when necessary
- Help effectively engage families with teachers and other school staff
- Enhance staff understanding and responsiveness to diverse cultures and backgrounds
- Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs

### **Improve School-Wide Assessment and Accountability Monitor individual student progress in academics and behavior**

- Generate and interpret useful student and school outcome data
- Collect and analyze data on risk and protective factors related to student outcomes
- Plan services at the district, building, classroom, and individual levels

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

- Completing approximately 865 comprehensive evaluations;
- assisting special education staff and teachers with behavior intervention plans;
- providing professional development for teachers; and
- aiding other districts, including Brookland and Marion, when called upon.

#### *Student Impact Statement:*

School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.



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

FUNDING AMOUNT: \$99,024.41

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED GRANT: Yes ☒ No ☐

PARTICIPATING DISTRICTS:

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

*Areas outside CRESC include:*

Corning, Greene County Tech, Hillcrest, Hoxie, Jackson County, Lawrence County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan-Hendrix, Westside Consolidated, Highland, Cave City

PERSONNEL:

	Yrs.	Degree	Job Title
MILLER, JENNIFER	10	MSE	Transition Consultant

**GOAL: Transition Consultation**

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluation of transition within special education programs for the purpose of improving student's 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 specialized training and technical assistance on secondary transition to special education teachers, school personnel, and relevant agency representatives throughout Arkansas. Our services extend beyond ensuring secondary transition requirements are effectively incorporated into the Individualized Education Programs (IEPs); they also encompass capacity-building for local transition teams, and the provision of information and support on research-based and evidence-based practices that enhance transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

**FILE REVIEWS PROVIDED TO:**

CRESC Districts - Brookland, Cross County, Marked Tree, Newport, Trumann, Valley View, Wynne

Outside CRESC - Cedar Ridge, Hillcrest, Paragould, Sloan-Hendrix, Rector, Walnut Ridge

**DISTRICT TRAININGS PROVIDED TO:**

CRESC Districts - Gosnell, Valley View, Harrisburg

Outside CRESC - Cedar Ridge

**CONSULTS PROVIDED TO:**

CRESC Districts: Harrisburg and Osceola: GSC App/SDLMI (observations, check-ins, checkpoints)

**PROFESSIONAL CONFERENCES/SESSIONS PRESENTED/ATTENDED:**

LEA Academy (Hot Springs in October 2024),

Arkansas Transition Services Summit (September 2024)

ACC Conference (September 2024)

**MEETINGS ATTENDED:**

AR Department of Special Education Unit Collaborative Meeting; Arkansas Transition Services Consultants' monthly meetings; CIRCLES Meetings (trainings, CLT meetings, SLT meetings); GSC App/SDLMI Project recruitment and monthly meetings; Project SEARCH Steering Committee meetings and Interview/Assessments, WOLF & WIN Check and Connects;

**SPECIAL EVENTS:**

Tour of Arkansas Career Development Center in Hot Springs (September 2024), Tour of Project SEARCH at Chi St. Vincent Hospital in Hot Springs (September 2024), Summit at Hot Springs Convention Center in October 2024, Film Camp at UAPTC in April of 2025, College Bound Arkansas at UCA in June 2025.

**PROFESSIONAL DEVELOPMENT TRAINING(S):**

Transition 101 was held at NEA Co-op in November 2024. This training was requested by LEAs in both Northeast and Crowley's Ridge Co-op areas. 38 attended from the following districts: Pocahontas, Marmaduke, Sloan-Hendrix, Westside Consolidated, Jackson County, Paragould, Walnut Ridge, Piggott, Hoxie, Maynard, Rector, Corning, and Hillcrest.

**SUMMER PROFESSIONAL DEVELOPMENT TRAINING(S):**

Transitioning to Success: How to develop compliant transition plans for positive futures (June 2024)  
Expect, Engage, Empower-Planning for Inclusion in Transition (June 2024)

- ❖ CRESC attendees: 24 - Buffalo Island Central, Gosnell, Harrisburg, Jonesboro, Manila, Nettleton, Newport, Osceola, Riverside, Valley View
- ❖ Outside CRESC: 19 - Greene County Tech, Marmaduke, Maynard, Paragould, Pocahontas, Walnut Ridge

Planning for Successful Outcomes for ALL students (June 2025)

Strategies for Postsecondary Success for ALL students (June 2025)

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

- Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. The 2025 camp was held on-site this year April 21-25 at University of Arkansas Pulaski Technical College in North Little Rock. We had a full camp for 2025 with 50 students registered. Students were divided into three groups in which each group wrote scripts, pitched proposals, casted characters, filmed, and produced a 7-10 minute short video and a public service announcement. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferable work skills.
- College Bound Arkansas 2025 was held June 2-4 on the campus of University of Central Arkansas. This is an on-campus experience that offers sessions for students, parents, and professionals focusing on several areas: self-advocacy, transitioning, assistive technology, 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. Up to thirty high school juniors and seniors can attend.
- Arkansas Transition Services continued its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need.
- ATS held a Summit in October 2024 where agencies and transition teams worked together to walk through the PISA tool and create Action Plans around postsecondary transition.
- ATS worked with adult service providers around the state to share concerns and

possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

- ATS consultants have worked to provide the best resources and training to allow for continued effective planning that leads to positive post-school outcomes. The ATS website ([www.arkansastransition.com](http://www.arkansastransition.com)) is continually updated with new resources throughout the year.
- Arkansas Transition Services continued to work with an OSEP funded project, the National Technical Assistance Center for Transition: the Collaborative, (NTACT: the C). NTACT: the C provides information, tools, and supports to assist multiple stakeholders provide effective services and instruction for students and out of school youth with disabilities. Each year, at least two ATS representatives attend the NTACT: the C sponsored Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, Career and Technical Education representatives, higher education representatives, and teacher representatives. As an intensive scaling up state with NTACT: the Collaborative, we continue our work as we build upon our knowledge, experiences, and efforts to scale up the number of evidence-based practices in schools around the state. One of those practices is using the PISA tool and another is implementing the Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES).
- Arkansas Transition Services in partnership with the University of Kansas, are still participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model 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. Training for new schools will be in August 2025. CRESC districts participating in CIRCLES: Marion.
- Arkansas Transition Services in partnership with the University of Kansas, are coordinating a project on self-determination. This study uses the Goal Setting Challenge (GSC) App or the Self-Determined Learning Model of Instruction (SDLMI) to discover the most effective and productive way to provide self-determination interventions that will enhance student outcomes. Recruitment for the 2024-25 school year has been successful with 2 districts from the CRESC area participating: Harrisburg and Osceola. Recruitment for the 2025-26 school year is still in process and Gosnell School District has already signed on to participate. Outside the CRESC: Paragould.

- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team have continued to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- Seamless Transitions in Arkansas (STAR) Grant- Arkansas Transition Services, in partnership with Arkansas Rehabilitation Services (ARS), University of Arkansas, and Centers for Independent living, are working toward improved outcomes for youth with disabilities and are well poised to make significant impact in ARS areas 3, 8, and 9. Disability Innovation grant funds were awarded to Arkansas and are available to support schools and communities to establish pre-employment transition services to increase career and college preparation experience opportunities for 600 Youth aged 16 and up with IEPs. This initiative will increase the knowledge, skills, and engagement of youth, families, providers, and others within Arkansas communities.

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

FUNDING AMOUNT:            \$115,000.00

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

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

PERSONNEL:

	Yrs.	Degree	Job Title
DILLINGER, PAIGE	31.5	MSE	Consultant for Visually Impaired/COMS

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

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

**GOALS:**

- To provide consultation, direct services, and support services to blind or visually impaired students, their parents, the school, the center, and related staff.

- To collaborate with school districts, parents, and communities and provide the support that empowers them to remove educational and environmental barriers
- To create solutions that foster independence for all students with visual impairments.

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

The program provides large-print or Braille textbooks through the Instructional Resource Center, demonstrates, loans, and provides instruction and consultation in assistive technology and low-vision devices. It also provides direct instruction in Orientation and Mobility in the school and local communities. Additionally, professional development opportunities are available to parents, teachers, and other related staff members.

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

- During the 2024-2025 performance period, the ESVI consultant remained housed at CRESC, which facilitated ongoing communication among member districts, other counties served, CRESC, and LEA staff serving special populations.
- The ESVI consultant provided training across Arkansas to area preschools, school districts, TVI's and students.
- The ESVI consultant offered direct services to the school districts, consulted as needed, attended TEAM meetings and IEP meetings, and provided required LMA, FVA, and O&M assessments, as well as direct instruction in Orientation and Mobility.
- The ESVI consultant provided schools/parents/TVIs with needed equipment/materials/resources for in-school and home instruction.
- The ESVI consultants provided a college campus tour, which included the admission process, financial aid procedures, disability services: benefits and qualifications, programs offered, and meeting professors. Students also independently ordered and paid for their lunches. A city bus trip was also facilitated.
- Conferences and meetings attended throughout the school year included:
  - ACC Fall Convening
  - LEA Academy

- AR-AER
- 2024 Arkansas Transition Services Summit
- 2025 International Orientation & Mobility Online Symposium
- AI, Magnification, and Speech in the Classroom
- Agency Collaboration
- TSBVI Coffee Hour and Tech Tea Time
- CRESC monthly meetings

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

FUNDING AMOUNT: \$185,035.00

FUNDING SOURCE: Local

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

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

PARTICIPATING DISTRICTS: Bay, Buffalo Island Central, Earle, Harrisburg, Riverside

PERSONNEL:

	Yrs.	Degree	Job Title
CROTTS, REBECCA	25	MSE	LEA Supervisor
EASTON, TRACEY	11	MSE	LEA Supervisor
MURRELL, CATHY	21	BS	Executive Administrative Assistant

#### GOALS:

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

#### PROGRAM SUMMARY:

The purpose of the CRESC LEAs is to supervise and administer district programs for children with disabilities under the Individuals with Disabilities Education Act (IDEA). They provide consultation to special and general education personnel in the districts and designate appropriate professionals for appraisal, programming, and implementation activities as specified by state guidelines. They initiate and administer programs to locate, identify, and evaluate students with suspected disabilities. Additionally, the program is responsible for monitoring the operation of district programs for children with disabilities to ensure operation per state-approved policies, procedures, and guidelines. The CRESC LEAs also provide consultative assistance to general education teachers serving students with disabilities.

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

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

RESTRICTED GRANT: Yes      No X

PERSONNEL:

**GOAL:**

- PROGRAM SUMMARY:**

Services include professional-grade lamination that help extend the lifespan of instructional materials, creating durable resources that withstand repeated classroom use. The center also maintains an on-



site workspace equipped with essential tools—scissors, adhesives, and design implements—allowing teachers to conceptualize and create customized educational materials in a supportive environment. Centralizing these resources enables educators to produce high-quality instructional materials while minimizing personal expenditure and preparation time.

## MAJOR HIGHLIGHTS OF THE YEAR

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

### PROGRAM: Technology

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED GRANT: Yes ☐ No ☒

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

### PERSONNEL:

	Yrs.	Degree	Job Title
BROWN, LEON	22	BS ITM	Computer Technology Coordinator

### GOALS:

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

### PROGRAM SUMMARY:

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

support for Continuity of Operations Planning for CRESC and member school districts. As the cooperative is highly reliant on technology, this program must maintain the cooperative and technology websites and keep the cooperative's computer network running at a high level. The CRESC technology program's role in state-level initiatives includes supporting the Arkansas Atlas assessment platform and the DESE's Cyber Security awareness campaign. The Technology Coordinator is a member of the Cyber Incident Response Team and actively participates in cyber trainings and responding to cyber incidents in school districts.

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

The CRESC Technology Coordinator works in collaboration and cooperation with DESE to provide services on the following topics:

- ATLAS Assessments
- AR Digital Sandbox
- AR IDEAS
- AR Online Media Initiatives
- Cyber Threat Response Team
- Computer Science
- Virtual Arkansas

### **SPECIAL PROJECTS AND PROGRAMS**

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED: Yes X No    

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

#### **ACT Preparation**

COMPETITIVE GRANT: Yes     No X

Goals and Description:

Teachers and students continued to benefit from a Special Projects grant to participate in ACT preparation sessions and professional development during the 2024-25 academic year. Personnel from Cantrell & Waller Preparatory Services provided summer professional development for high school teachers to better understand how to prepare students for the ACT in English, reading, math, and science subjects. During the school year, over 130 students across the region participated in an ACT Bootcamp prior to the December ACT. Arkansas State University provided the venue for that event.

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

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

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

DESE adopted the Professional Standards for Educational Leaders (PSEL) as the performance standards for education leaders and is now required for lead principal evaluations in all districts. CRESC and DESE have worked together to share this information with our region's districts. Superintendents were provided training as the rubrics for principals, assistant principals, and curriculum coordinators have been fully implemented.

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

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

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

As a result of the five-year evaluation process, DESE tasked cooperatives with preparing a plan to assist school districts in meeting the accountability challenges of the new ESSA. The Arkansas Department of Education visited each cooperative to share the new accountability requirements of ESSA. The department worked with school districts and cooperatives to understand their A-F scores and the ESSA Index Scores. CRESC specialists and co-op team members worked with districts to assist with planning and will continue throughout the following year.

### **Fingerprinting**

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

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

To help districts with changes in the law in the area of fingerprinting employees, ADE provided fingerprinting machines and appropriate training to cooperative staff. The machines were upgraded in the spring of 2025 to accommodate the newest software benign used by law enforcement agencies that review fingerprint submissions and clear educators and volunteers to work in schools. Crowley's Ridge began fingerprinting in the summer of 2014 and continues to provide fingerprinting to all districts and Arkansas State University pre-service teachers. Over 900 people were fingerprinted this year.

### **Gifted & Talented (GT)**

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

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

Advanced Learning and Gifted Specialists (ALGSs) from DESE took over the duties of ESC GT Coordinators across the state this year. In addition to supporting districts with their own GT plans and

programs, the ALGS assigned to CRESC also helped coordinate annual GT events for students: Chess Tournament, Quiz Bowl, and Battle of the Books. These events were hosted by Arkansas State University and utilized materials and equipment from CRESC.

### **Phone-Free School Pilot Program**

FUNDING AMOUNT: \$677,500.00

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

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

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

This program provided financial assistance to school districts participating in the Phone-Free Schools Pilot Program. The funding is intended to support the purchase of pouches or other locking mechanisms to store student cell phones securely during school hours. By accepting this grant, administrators, teachers, and staff agree to ensure students will place their phones in pouches or lockers at the start of each school day and keep them secure until the end of school hours. Cell phones will only be accessible for medical or emergency purposes. This initiative seeks to foster a phone-free environment, enabling an evaluation of its impact on student learning, engagement, and overall student health.

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

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

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

Per Act 930, each district is responsible for creating Student Success Plans by the end of eighth grade that are reviewed annually and must, at a minimum, include the following:

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

If a student's individualized education program (IEP) is to be used in place of the Student Success Plans, each of the four required components must still be included.

Additional requirements in LEARNS are now in place for Student Success Plans (SSPs) and include the following:

- Identification and listing of the recommended sequence of courses for successful completion of a diploma pathway selected by the student, with flexibility to change throughout high school and continue to ensure that the student will meet graduation requirements and leave high school qualified for their chosen career path, including admission into postsecondary training, if required.

- Annual collaborative review, acknowledged with a signature, from the 1) student, 2) student's parents/legal guardian, and 3) the school counselor.
- Annual review and revision to identify courses to be taken each year until all required courses in a student's selected pathway are completed.
- Revisions of the SSP impacting student's graduation requirements and postsecondary education goals shall also require review and approval in writing by the student's parents/legal guardian.

To support school and district implementation of enhanced expectations for Student Success Plans, the department, through the feedback and engagement of the LEARNS Career Readiness Work Groups, has developed a sample Student Success Plan Template that can be used to meet all requirements and provide comprehensive documentation and thoughtful review for student academic and career planning through middle and high school. Access the SSP template [HERE](#) (forced copy - *\*Requires a Google account\**). This template can be utilized in conjunction with district selected [CCR Tools](#).

Districts are encouraged to review the sample template and compare it with their existing Student Success Plan materials and supports. As needed, existing Student Success Plans should be updated to meet revised requirements as outlined in the LEARNS Act. The sample template includes options for selecting core general education courses and career-focused or content electives. These choices enable students to meet graduation requirements, earn postsecondary credits, obtain industry recognized credentials, and prepare for their personal goals.

### **Success-Ready Pathways**

COMPETITIVE GRANT:      Yes ☐              No ☒

Goals and Description:

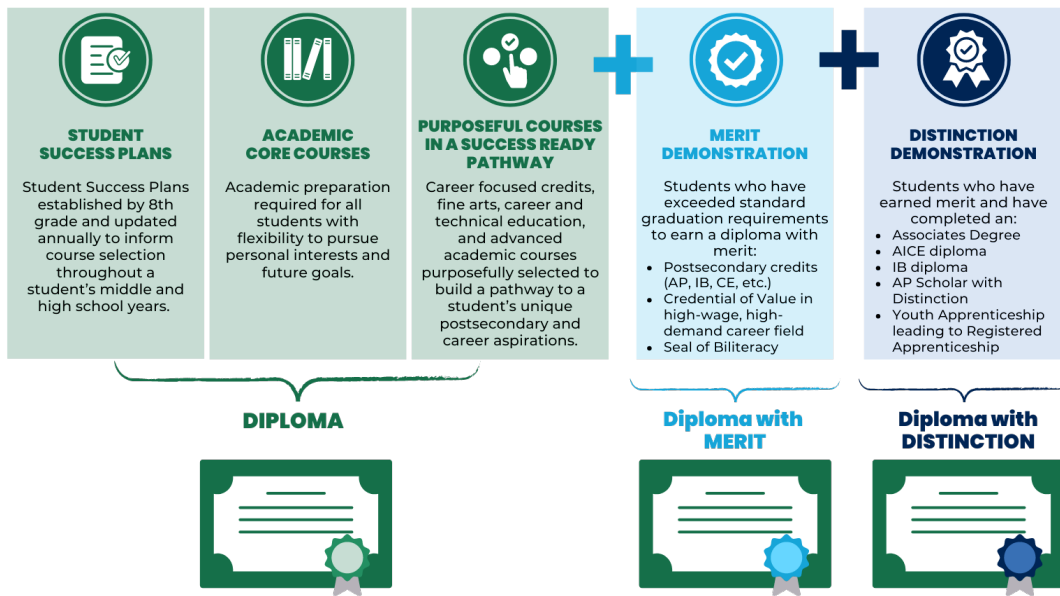
The Division of Career and Technical Education is proud to release the [Success Ready Pathway Guide](#)

This guide outlines what a success ready pathway looks like for all students in grades 9-12.

- Outlines each pathway course sequence.
- Identifies the merit and distinction demonstration for each pathway.
- Provides additional information regarding merit and distinction opportunities for students.

This tool should be used to assist connecting [Students Success Plans](#) to student goals post-graduation. Becoming a success ready graduate is a multi-year process that begins well before high school. As we continue to build career ready pathways and ensure all Arkansas graduates are success ready.

## GRADUATION REQUIREMENTS FOR ALL STUDENTS



## Teacher Excellence Support System (TESS)

Competitive Grant Yes \_\_\_ No X

Goals and Description:

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

## VII. Employment Policies and Practices

Ark. Code Ann. § 6-13-1020 requires that each educational service cooperative report the following information:

### RELATED EMPLOYEES

All CRESC staff and board members complete a survey each year to indicate their familial connections to other CRESC employees or board members. These surveys are collected to identify those who are related by blood or by marriage, and this information is reported to the Arkansas Department of Education. During 2024-2025, two employees who were related; however, they worked in separate departments with distinct functions and no professional overlap or reporting conflicts.

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

Crowley's Ridge Educational Service Cooperative

Pamela Castor, Director

1606 Pine Grove Lane

Harrisburg, AR 72432

870-578-5426

## **Appendix A**

### **Cooperative Finance Overview**

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

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

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

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

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



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DATE: 06/30/2025  
TIME: 14:29:26

CROWLEY'S RIDGE ED. CO-OP  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 12 OF 25

PAGE NUMBER: 1  
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISB FUND	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
2001	TEACHER CNT.	3,195.56	672.30	.00	.00	.00	3,867.86
2002	MACHINE REP.	.00	.00	.00	.00	.00	.00
2003	EDUCATOR RISING GRAN	71.67	.00	.00	.00	.00	71.67
2005	LINKS	93.78	.00	.00	.00	.00	93.78
2006	TESTING	18,630.03	.00	.00	.00	.00	18,630.03
2007	AUTISM	465.98	.00	.00	.00	.00	465.98
2009	QTL	1,362.35	.00	.00	.00	.00	1,362.35
2010	IN-SERVICE	369,803.74	177,418.01	.00	.00	223,727.29	323,494.46
2013	HEARING IMPAIRED	7,200.00	.00	.00	.00	.00	7,200.00
2014	SP ED LEA	50,444.39	217,307.12	.00	.00	177,688.93	90,062.58
2015	J SNYDER WORKSHOP	6,637.62	6,470.57	.00	.00	9,925.46	3,182.73
2017	GIFTED & TALENTED	1,205.09	.00	.00	.00	.00	1,205.09
2019	EFFECTIVE LITERACY	.00	.00	.00	.00	.00	.00
2020	ELLA	16,949.07	.00	.00	.00	.00	16,949.07
2021	EXAMINER	.00	451,548.00	.00	.00	451,548.00	.00
2022	EXAMINER II	.00	.00	.00	.00	.00	.00
2023	CGI MATH	.00	.00	.00	.00	.00	.00
2024	VIRTUAL ARKANSAS	.00	.00	.00	.00	.00	.00
2026	HIPPY ARCHILDREN HOS	.00	.00	.00	.00	.00	.00
2027	ERESOURCES DIGITAL P	.00	.00	.00	.00	.00	.00
2028	SREB SOUTHERN REG ED	1,766.71	.00	.00	.00	.00	1,766.71
2029	PLC PRINCIPAL LEADER	.00	.00	.00	.00	.00	.00
2030	VI-B ECHOOD	.00	1,887,369.70	.00	.00	1,882,338.99	5,030.71
2031	VIB HEAD START	22,047.14	.00	.00	.00	.00	22,047.14
2035	AR LEADERSHIP ACADEM	.00	150,790.85	.00	.00	150,790.85	.00
2036	ALA ASSISTANT/REACH	.00	70,454.25	.00	.00	70,454.25	.00
2050	NURSE GRANT	.00	.00	.00	.00	.00	.00
2051	SCHOOL NURSE L COOK	19.58	11,000.00	.00	.00	81.03	10,938.55
2055	APSRC TSL GRANT	.00	.00	.00	.00	.00	.00
2098	BASE GENERAL OPERATI	1,320,099.68	.00	.00	737,033.61	107,095.36	475,970.71
2099	INVESTMENTS	871,830.98	32,996.44	.00	.00	.00	904,827.42
2220	NBCT BONUS	.00	17,647.50	.00	1,500.00	16,147.50	.00
2223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
2225	TECHNOLOGY GRANT	.00	.00	.00	.00	.00	.00
2229	NBPTS NATIONAL BOARD	968.55	.00	.00	.00	.00	968.55
2240	SPEC. ED. LEA	.00	.00	.00	.00	.00	.00
2244	SP ED EXTENDED SCHOO	356.02	3,108.00	.00	.00	1,699.75	1,764.27
2246	NOVICE TEACHER MENTO	.00	389,794.13	.00	33,594.13	356,200.00	.00
2247	PRO LEARNING GRANT	.00	482,769.05	.00	.00	62,353.00	420,416.05
2260	EC ST	.00	.00	.00	.00	.00	.00
2262	EIDT SP ED ECHOOD	.00	.00	.00	.00	.00	.00
2270	GT	.00	.00	.00	.00	.00	.00
2271	PRE- AP WORKSHOPS	6,198.33	.00	.00	.00	.00	6,198.33
2272	GIFTED & TALENTED CO	.00	.00	.00	.00	.00	.00
2275	E.C. STATE	.00	.00	.00	.00	.00	.00
2291	TECH PREP COORD	.00	60,000.00	.00	.00	60,000.00	.00
2355	NIET LEAD TEACHER	1,000.00	77,000.00	.00	.00	78,000.00	.00

APSCN  
DATE: 06/30/2025  
TIME: 14:29:26

CROWLEY'S RIDGE ED. CO-OP  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 12 OF 25

PAGE NUMBER: 2  
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2360	BASE	2,755,459.38	786,023.37	854,211.83	.00	1,406,135.35	2,989,559.23
2361	DIST LEARNING	152.27	.00	.00	.00	.00	152.27
2362	COMPUTER TECH	595.04	80,000.00	.00	.00	80,595.04	.00
2363	IN-SERVICE	.00	.00	.00	.00	.00	.00
2364	SPECIALIST	27,401.71	270,000.00	.00	.00	291,958.84	5,442.87
2365	EC ABC	.00	1,757,243.10	.00	.00	1,757,243.10	.00
2373	HIPPY	.00	.00	.00	.00	.00	.00
2380	READING RECOVERY	.00	.00	.00	.00	.00	.00
2382	MATH SPECIALIST	.00	.00	.00	.00	.00	.00
2383	LIT PROF DEV	.00	.00	.00	.00	.00	.00
2384	RESPONSE TO INTERVEN	.00	.00	.00	.00	.00	.00
2390	PHONE FREE SCHL PILO	.00	.00	.00	.00	.00	.00
2903	AIMM TRAIN	.00	.00	.00	.00	.00	.00
2905	ARPEP GRANT	30,849.65	76,700.00	.00	.00	62,811.25	44,738.40
2931	BROADBAND PROJECT GR	.00	.00	.00	.00	.00	.00
2941	COMPUTER SCIENCE	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL FUNDS	5,514,804.32	7,006,312.39	854,211.83	772,127.74	7,246,793.99	5,356,406.81
6502	MIGRANT PROGRAM	.00	531,897.37	.00	21,000.00	510,897.37	.00
6509	STATE SET ASIDE	.00	196,941.07	.00	.00	196,941.07	.00
6527	APSRC TSL GRANT	625.00	2,611,073.40	.00	1,765,300.14	846,398.26	.00
6562	DHS ECHOOD ENHANCEME	689,801.15	.00	.00	.00	73,937.52	615,863.63
6563	DEPT HUMAN SERVICES	.00	.00	.00	.00	.00	.00
6570	VOC SP. NDS	.00	373,543.40	.00	.00	373,543.40	.00
6571	CAREER DEV FAC	.00	.00	.00	.00	.00	.00
6574	CARL PERKINS R & R	.00	10,000.00	.00	.00	10,000.00	.00
6575	CTE VIRTUAL REALITY	.00	.00	.00	.00	.00	.00
6576	CARL PERKINS MENTORI	.00	.00	.00	.00	.00	.00
6577	PERKINS CERTIFICATIO	.00	7,967.22	.00	.00	7,967.22	.00
6579	CARL PERKINS TRANSIT	.00	5,000.00	.00	.00	5,000.00	.00
6581	CARL PERKINS PD	.00	1,827.77	.00	.00	1,827.77	.00
6701	AREA SERVICES	.00	.00	.00	.00	.00	.00
6702	EC PASS THROUGH	.00	.00	.00	.00	.00	.00
6703	HEADSTART	.00	.00	.00	.00	.00	.00
6704	ARP IDEA	.00	.00	.00	.00	.00	.00
6705	VI-B ADM	.00	.00	.00	.00	.00	.00
6706	TRANSITION	.00	91,927.01	.00	3,000.00	88,927.01	.00
6707	ESVI VISUALLY IMPAIR	.00	114,354.42	.00	3,000.00	111,354.42	.00
6709	SPED PLC OSCEOLA	.00	.00	.00	.00	.00	.00
6710	FED ECH	.00	.00	.00	.00	.00	.00
6711	SPED PLC RIVERCREST	.00	.00	.00	.00	.00	.00
6715	EC MIGRANT/HEARING	.00	.00	.00	.00	.00	.00
6719	DIGITAL PROGRAM STUD	.00	.00	.00	.00	.00	.00
6749	MEDICAID REIMBURSEME	467,160.03	47,100.24	.00	.00	26,100.05	488,160.22
6752	MEDICAID ARMAC	340,443.71	67,335.55	.00	.00	30,032.37	377,746.89
6753	LEADERSHIP QUEST	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE	.00	.00	.00	.00	.00	.00
6756	MATH & SCIENCE GRANT	.00	.00	.00	.00	.00	.00
6767	ARP II HOMELESS	.00	.00	.00	.00	.00	.00
6770	HIPPY	.00	.00	.00	.00	.00	.00

APSCN  
DATE: 06/30/2025  
TIME: 14:29:26

CROWLEY'S RIDGE ED. CO-OP  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 12 OF 25

PAGE NUMBER: 3  
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6785	HIV ED	.00	.00	.00	.00	.00	.00
6788	EC LOCAL LEADS	.00	150,000.00	.00	.00	108,616.76	41,383.24
6802	TECHNOLOGY ARP	.00	.00	.00	.00	.00	.00
6804	ELC GRANT DEPT OF HE	.00	.00	.00	.00	.00	.00
6809	EC ABC PROFICIENCY S	.00	1,950.00	.00	.00	1,950.00	.00
6811	THRIVE STIPEND	.00	1,533.13	.00	.00	1,533.13	.00
6812	ACP	.00	332,378.80	.00	.00	332,378.80	.00
6834	PHONE FREE SCHOOL GR	.00	104,946.64	.00	104,946.64	.00	.00
6861	ABC DEVELOPMENT GRAN	.00	30,500.00	.00	.00	25,388.71	5,111.29
TOTAL NO FUND GROUP TITLE		1,498,029.89	4,680,276.02	.00	1,897,246.78	2,752,793.86	1,528,265.27
TOTAL		7,012,834.21	11,686,588.41	854,211.83	2,669,374.52	9,999,587.85	6,884,672.08

**Appendix B**  
**Student Impact Data Collection**

Program	Student Results		
Arkansas Better Chance ABC	Pre-K RISE Launchpad Foundational Skills Survey data for 170 students:		
	Assessed Skill	Beginning of Year Average score	End of Year Average Score
	Instructional Vocabulary	7	8.76
	Phonological & Phonemic Awareness	6.2	12.07
	Concepts of Print	2.08	3.91
	Uppercase Letter ID	10.6	16.26
	Lowercase Letter ID	8.14	12.85
	Letter Sounds	5.18	14.1
ArPEP	<ul style="list-style-type: none"><li>• Six (6) ArPEP teachers were hired as teachers in “High Need” subject shortage areas, and twenty-three (23) ArPEP teachers were hired as teachers in “Moderate Need” subject areas.</li><li>• Twenty-one (21) ArPEP teachers were hired as teachers in “High-” or “Moderate-Need” geographic shortage areas.</li><li>• Three (3) ArPEP teachers from the previous totals were serving in both a High/Moderate Need subject <i>and</i> a geographical shortage area.</li></ul>		
CTE	By the end of May 2025, there were a total of 706 completers in 36 pathways.		
Early Childhood	The Early Childhood Program provided preschool special		

	<p>education services to approximately 670 children. Approximately 26 children were no longer in need of services and dismissed, and 399 children transitioned to Kindergarten for continued services.</p>
PEER	<ul style="list-style-type: none"> <li>• 91% of the participating teachers were rated “Effective” or “Highly Effective” on the TESS rubric.</li> <li>• 67% of participating teachers showed improvement in student growth over the previous year</li> <li>• 68% of participating districts showed improvement in student growth over the previous year</li> <li>• 36 teachers were awarded the Professional Lead Educator designation</li> <li>• Implementation of evidence-based strategies increased to 78.61% over the previous year</li> </ul>
Transition	<p>Per Indicator 14 data for students with IEPs over the past five years:</p> <ul style="list-style-type: none"> <li>• 2 CRESC districts exceeded the state target percentage of students enrolled in higher education within one year of leaving high school (15.79% of students; 25% of students )</li> <li>• 7 CRESC districts exceeded the state target percentage of students enrolled in higher education <b>or</b> competitively employed within one year of leaving high school (range–55.56% to 100% of students).</li> <li>• 6 CRESC districts exceeded the state target percentage of students enrolled in higher education/post-secondary training programs <b>or</b> competitively employed <b>or</b> some other employment within one year of leaving high school (range–68.16% to 100% of students).</li> </ul>
Virtual Arkansas	<ul style="list-style-type: none"> <li>• Virtual Arkansas Students had a 92% Pass Rate</li> <li>• 26,730 Credits Earned</li> <li>• 9,284 College Concurrent Credit Hours earned</li> <li>• Career and Technical Education: 5,884 enrollments over two semesters</li> <li>• 1,952 Computer Science enrollments</li> <li>• 2,007 Advanced Placement Enrollments</li> </ul>

# Summary Attended

Printed Date: 6/12/2025

Last modified: 6/12/2025

## Report Description:

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

Search Parameter: **Start Date:** 2024-06-01-00-00-00  
**Start Date Less Than:** 2025-05-31-00-00-00  
**Events Entered By LEA Number:** 03  
**ESC Co- op Events Only:** on

Session	#Sessions	Credits	Districts	#Attended
<b>516753</b>				
<b>CRESC - GT Summer Professional Development</b>				
516753 - Jun 11, 12, 2024 8:30 am - 3:30 pm		336	13	18
K-12 Content				
<b>516977</b>				
<b>CRESC - Cycle 7 Workday</b>				
516977 - Jun 3, 2024 9:00 am - 2:00 pm		20	4	4
Non-Curricular				
<b>518403</b>				
<b>CRESC - PEER 2.0 Summer Summit</b>				
518403 - Jul 16, 17, 2024 9:00 am - 4:00 pm		1914	19	164
Data Disaggregation,Instructional Leadership,Instructional Strategies				
<b>518406</b>				
<b>CRESC - PEER Summer Summit</b>				
518406 - Jul 17, 18, 2024 9:00 am - 4:00 pm		762	17	72
Data Disaggregation,Instructional Leadership,Instructional Strategies				
<b>519239</b>				
<b>CRESC - Middle School Intro To Coding: Learn Text-based Code (formerly Coding Block)</b>				
519239 - Jun 6, 7, 2024 8:30 am - 3:30 pm		42	4	4
<b>519256</b>				
<b>CRESC - Cybersecurity for Year 1 - High School CS Professional Development</b>				
519256 - Jun 10, 11, 2024 8:30 am - 3:30 pm		84	6	7
<b>519259</b>				
<b>CRESC - Cybersecurity for Year 2 &amp; 3 - High School CS Professional Development</b>				
519259 - Jun 12, 13, 14, 2024 8:30 am - 3:30 pm		36	2	2
<b>519262</b>				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - High School Computer Science Certification and Preparation</b>				
519262 - Jun 24, 25, 26, 27, 28, 2024 8:30 am - 3:30 pm		282	5	11
<b>519267</b>				
<b>CRESC - Mobile Application Development for Year 1 - High School CS Professional Development</b>				
519267 - Jul 29, 30, 2024 8:30 am - 3:30 pm		6	1	1
<b>519900</b>				
<b>CRESC - ABC PreK Professional Development</b>				
519900 - Jul 15, 16, 17, 2024 8:30 am - 3:30 pm		684	8	38
Arkansas History,Bullying,Curriculum Alignment,Instructional Strategies				
<b>519902</b>				
<b>CRESC - Conscious Discipline Training</b>				
519902 - Jun 25, 26, 27, 2024 8:30 am - 3:30 pm		756	9	41
Classroom Management,Cognitive Research,Instructional Strategies				
<b>519981</b>				
<b>CRESC - Moss Mountain Farms with P. Allen Smith: An Immersive Industry Tour and Farm to Table Event</b>				
519981 - Jun 20, 2024 9:30 am - 3:30 pm		455	60	91
Building a Collaborative Learning Community				
<b>520269</b>				
<b>CRESC - Love Notes 4.0</b>				
520269 - Jun 25, 2024 8:30 am - 3:30 pm		78	12	12
K-12 Content,Principles of Learning Developmental Stages				
<b>520368</b>				
<b>CRESC_OSHA 10 Train-the-Trainer Teacher Certification (Part 1 of 2)</b>				
520368 - Jun 18, 19, 20, 21, 2024 8:30 am - 3:30 pm		336	13	14
<b>520382</b>				
<b>CRESC - OSHA 10 Train-the-Trainer Teacher Certification (Part 2 of 2)</b>				
520382 - Jun 25, 26, 27, 28, 2024 8:00 am - 4:00 pm		333	13	14
<b>520737</b>				
<b>CRESC - Mentoring All Teachers to Excellence</b>				
520737 - Jun 6, 2024 8:30 am - 3:30 pm		342	20	57
Mentoring Coaching				
<b>520742</b>				

## Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - PEER 2.0 Quarter 1 Training</b>				
520742 - Aug 26, 2024 8:30 am - 11:30 am		114	11	38
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520758</b>				
<b>CRESC - Disaster Science</b>				
520758 - Jul 11, 2024 8:30 am - 3:30 pm		36	4	6
Instructional Strategies				
<b>520762</b>				
<b>CRESC - If You Give a Teacher a Science Book</b>				
520762 - Jul 11, 2024 8:30 am - 3:30 pm		108	6	18
Instructional Strategies				
<b>520765</b>				
<b>CRESC - Applying Literacy Strategies using ChatGPT &amp; Other AI Sites</b>				
520765 - Jun 11, 2024 8:30 am - 11:30 am		87	17	29
Instructional Strategies				
<b>520776</b>				
<b>CRESC - So Many Picture Books, So Little Time</b>				
520776 - Jun 26, 2024 8:30 am - 3:30 pm		192	17	32
Instructional Strategies				
<b>520778</b>				
<b>CRESC - When Surviving Takes Precedence Over Learning</b>				
520778 - Jul 15, 2024 8:30 am - 3:30 pm		276	11	26
Classroom Management				
<b>520780</b>				
<b>CRESC - Where there is a WILL, There is a Way! Living Life with Autism</b>				
520780 - Jun 12, 2024 8:30 am - 3:30 pm		144	14	24
Classroom Management,Instructional Strategies				
<b>520784</b>				
<b>CRESC - Do the IEP Basics Better-- I "Love" the Basics</b>				
520784 - Jun 19, 2024 8:30 am - 3:30 pm		468	22	78
Instructional Strategies				
<b>520787</b>				
<b>CRESC - Executive Functioning Skills Training</b>				
520787 - Jul 12, 2024 8:30 am - 3:30 pm		300	10	50
Classroom Management,Instructional Strategies,K-12 Content				
<b>520792</b>				
<b>CRESC - Integrating Visual Arts with Colorful Content Connections for K-6</b>				
520792 - Jun 17, 2024 8:30 am - 3:30 pm		24	4	4
Instructional Strategies				



## Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>520799</b>				
<b>CRESC - Inspiring Learning by Engaging Learners for K-5</b>				
520799 - Jun 27, 2024 8:30 am - 3:30 pm		78	7	13
Instructional Strategies				
<b>520802</b>				
<b>CRESC - Virtual Wellness Chair/Committee Professional Development</b>				
520802 - Jun 12, 2024 8:30 am - 12:30 pm		76	14	19
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Health Physical Activity,Instructional Leadership,Instructional Strategies,K-12 Content				
<b>520857</b>				
<b>CRESC - PEER 2.0 Quarter 1 Training - Collaborative Team Time</b>				
520857 - Aug 26, 2024 12:30 pm - 3:30 pm		57	7	19
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520866</b>				
<b>CRESC - PEER 2.0 Quarter 1 Training</b>				
520866 - Aug 27, 2024 8:30 am - 11:30 am		90	6	30
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520875</b>				
<b>CRESC - PEER 2.0 Quarter 1 Training - Collaborative Team Time</b>				
520875 - Aug 27, 2024 12:30 pm - 3:30 pm		21	4	7
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520883</b>				
<b>CRESC - PEER 2.0 Quarter 1 Training</b>				
520883 - Aug 28, 2024 8:30 am - 11:30 am		144	8	48
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520888</b>				
<b>CRESC - PEER 2.0 Quarter 1 Training - Collaborative Team Time</b>				
520888 - Aug 28, 2024 12:30 pm - 3:30 pm		93	6	31
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520914</b>				
<b>CRESC - PEER 2.0 Quarter 2 Training</b>				
520914 - Oct 29, 2024 8:30 am - 11:30 am		91	3	31
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520930</b>				
<b>CRESC - PEER 2.0 Quarter 2 Training - Collaborative Team Time</b>				
520930 - Oct 29, 2024 12:30 pm - 3:30 pm		69	3	23
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>520932</b>				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
CRESC - PEER 2.0 Quarter 2 Training 520932 - Oct 30, 2024 8:30 am - 11:30 am		84	5	28
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520934				
CRESC - PEER 2.0 Quarter 2 Training - Collaborative Team Training 520934 - Oct 30, 2024 12:30 pm - 3:30 pm		33	3	11
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520939				
CRESC - PEER 2.0 Quarter 2 Training 520939 - Nov 6, 2024 8:30 am - 11:30 am		102	9	34
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520941				
CRESC - PEER 2.0 Quarter 2 Training - Collaborative Team Time 520941 - Nov 6, 2024 12:30 pm - 3:30 pm		33	3	11
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520947				
CRESC - PEER 2.0 Quarter 3 Training 520947 - Feb 4, 2025 8:30 am - 11:30 am		99	4	33
Instructional Leadership,Instructional Strategies				
520949				
CRESC - PEER 2.0 Quarter 3 Training - Collaborative Team Time 520949 - Feb 4, 2025 12:30 pm - 3:30 pm		54	2	18
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520951				
CRESC - PEER 2.0 Quarter 3 Training 520951 - Feb 5, 2025 8:30 am - 11:30 am		57	5	19
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520954				
CRESC - PEER 2.0 Quarter 3 Training - Collaborative Team Time 520954 - Feb 5, 2025 12:30 pm - 3:30 pm		33	2	11
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520975				
CRESC - PEER 2.0 Quarter 3 Training 520975 - Feb 13, 2025 8:30 am - 11:30 am		108	8	36
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
520978				
CRESC - PEER 2.0 Quarter 3 Training - Collaborative Team Time 520978 - Feb 13, 2025 12:30 pm - 3:30 pm		21	3	7
Instructional Leadership,Instructional Strategies,Mentoring Coaching				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
<b>521039</b>				
CRESC - VIRTUAL - PD in your PJs (June 2024)				
521039 - Jun 10, 2024 9:00 am - 4:00 pm		126	9	21
Educational Technology				
<b>521045</b>				
CRESC - VIRTUAL - PD in your PJs (July 2024)				
521045 - Jul 15, 2024 9:00 am - 6:00 pm		114	9	19
Educational Technology				
<b>521280</b>				
CRESC - Making the Shift to Transformational Coaching_CoP Grant				
521280 - Jun 13, 2024 12:30 pm - 3:30 pm		9	3	3
Advocacy Leadership,Instructional Leadership,Mentoring Coaching				
<b>521282</b>				
CRESC - Establishing a Culture of Continuous Improvement_CoP Grant				
521282 - Jun 13, 2024 8:30 am - 11:30 am		12	4	4
Mentoring Coaching				
<b>521401</b>				
CRESC - APSCN Rollovers for 2023-2024				
521401 - Jun 4, 2024 8:30 am - 11:30 am		3	1	1
Non-Curricular				
<b>523017</b>				
CRESC - Mental Health Symposium				
523017 - Jul 16, 2024 8:00 am - 9:45 am		56	10	28
<b>523020</b>				
CRESC - Mental Health Symposium				
523020 - Jul 16, 2024 10:00 am - 11:45 am		54	10	27
<b>523025</b>				
CRESC - Mental Health Symposium				
523025 - Jul 16, 2024 1:15 pm - 3:15 pm		64	12	32
<b>523027</b>				
CRESC - Mental Health Symposium				
523027 - Jul 16, 2024 8:00 am - 3:30 pm		42	4	7
<b>523029</b>				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
CRESC - Mental Health Symposium				
523029 - Jul 16, 2024 8:00 am - 3:15 pm		72	7	12
523031				
CRESC - Mental Health Symposium				
523031 - Jul 17, 2024 8:00 am - 9:45 am		30	4	15
523033				
CRESC - Mental Health Symposium				
523033 - Jul 17, 2024 10:00 am - 11:45 am		34	6	17
523044				
CRESC - Mental Health Symposium				
523044 - Jul 17, 2024 8:00 am - 3:15 pm		162	13	27
523046				
CRESC - Mental Health Symposium				
523046 - Jul 17, 2024 8:00 am - 9:45 am		28	8	14
523047				
CRESC - Mental Health Symposium				
523047 - Jul 17, 2024 10:00 am - 11:45 am		14	5	7
523048				
CRESC - Mental Health Symposium				
523048 - Jul 17, 2024 1:15 pm - 3:15 pm		44	7	22
523106				
CRESC - Antecedent-Based Interventions (Behavior)				
523106 - Jul 10, 2024 8:30 am - 11:30 am		57	12	19
Classroom Management				
523110				
CRESC - Targeted Behavior Interventions				
523110 - Jul 10, 2024 12:30 pm - 3:30 pm		57	12	19
Classroom Management				
523116				
CRESC - BREAK-AWAY from Behavior: MAKE-&-TAKE				
523116 - Jul 9, 2024 8:30 am - 3:30 pm		144	9	24
Classroom Management				

**Summary Attended**

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Session	#Sessions	Credits	Districts	#Attended
<b>523134</b>				
<b>CRESC - Essential Classroom Behavior Management</b>				
523134 - Jun 20, 2024 8:30 am - 3:30 pm		234	14	39
Classroom Management				
<b>523143</b>				
<b>CRESC - Essential Behavior Concepts</b>				
523143 - Jun 21, 2024 8:30 am - 3:30 pm		192	13	32
Classroom Management				
<b>523323</b>				
<b>CRESC - Booktalks: Let's Talk About Some Great Books</b>				
523323 - Jun 11, 2024 12:30 pm - 3:30 pm		60	14	20
Instructional Strategies				
<b>524053</b>				
<b>CRESC - Survey of Business State Training (Required)</b>				
524053 - Jul 23, 2024 8:30 am - 3:30 pm		108	14	18
Common Core State Standards				
<b>524136</b>				
<b>CRESC - Slide-A-Round Math Manipulatives to solve math problems</b>				
524136 - Jun 3, 2024 8:30 am - 11:30 am		12	4	4
K-12 Content				
<b>525284</b>				
<b>CRESC - K-12 Fluency DESE</b>				
525284 - Jun 14, 2024 8:30 am - 3:30 pm		18	3	3
K-12 Content				
<b>525321</b>				
<b>CRESC - Using DESMOS in the Math Classroom</b>				
525321 - Jul 2, 2024 8:30 am - 11:30 am		18	4	6
Instructional Strategies				
<b>525333</b>				
<b>CRESC - Transitioning to Success: How to develop compliant transition plans for positive futures (1/2-day session)</b>				
525333 - Jun 25, 2024 8:30 am - 11:30 am		60	10	19
Assessment,Instructional Strategies				
<b>525340</b>				
<b>CRESC - Expect, Engage, Empower - Planning for Inclusion in Transition (1/2-day session)</b>				
525340 - Jun 25, 2024 12:30 pm - 3:30 pm		69	9	20
Assessment,Instructional Strategies				
<b>525373</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - Three-Dimensional Mastery: Science Instruction for Impactful Learning</b>				
525373 - Jun 13, 2024 8:30 am - 3:30 pm		48	7	8
Common Core State Standards,Instructional Strategies				
<b>525387</b>				
<b>CRESC - Leveraging DESMOS Calculator for Enhanced Performance on the ATLAS Test</b>				
525387 - Jul 2, 2024 12:30 pm - 3:30 pm		9	3	3
Instructional Strategies				
<b>525399</b>				
<b>CRESC - 3rd-5th Grade Math Standards Collaboration Training</b>				
525399 - Jun 4, 2024 8:30 am - 3:30 pm		30	4	5
Common Core State Standards,Instructional Strategies,K-12 Content				
<b>525406</b>				
<b>CRESC - 6-8 Grade Math Standards Collaboration Training</b>				
525406 - Jun 5, 2024 8:30 am - 3:30 pm		54	5	7
Common Core State Standards,Instructional Strategies,K-12 Content				
<b>525409</b>				
<b>CRESC - Algebra 1 and Geometry Math Standards Collaboration Training</b>				
525409 - Jun 19, 2024 8:30 am - 3:30 pm		125	4	5
Common Core State Standards,Instructional Strategies,K-12 Content				
<b>525422</b>				
<b>CRESC - Formative Assessment &amp; Standards-Based Grading</b>				
525422 - Jul 15, 2024 8:30 am - 3:30 pm		162	6	27
Assessment				
<b>525431</b>				
<b>CRESC - Phenomenal Teaching: Unleashing Wonder in the Science Classroom</b>				
525431 - Jun 20, 2024 8:30 am - 3:30 pm		54	5	9
Common Core State Standards,Instructional Strategies				
<b>525545</b>				
<b>CRESC - PEER 2.0 Mid-Year Check-In</b>				
525545 - Dec 10, 2024 8:30 am - 11:30 am		24	5	8
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>525677</b>				
<b>CRESC - iReady for Leaders: Back to School Kickoff!</b>				
525677 - Jul 31, 2024 8:30 am - 3:30 pm		30	3	5
Curriculum Alignment,Instructional Strategies				
<b>525682</b>				
<b>CRESC - Special Education Law: Due Process and Other Big Ideas</b>				
525682 - Jun 11, 2024 8:30 am - 3:30 pm		228	15	38
Instructional Strategies,Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
<b>525685</b>				
<b>CRESC - Science of Reading Overview Stand-Alone Module for Pathways D, I, K, and L</b>				
<b>525685 - Jun 19, 2024 8:30 am - 3:30 pm</b>		<b>138</b>	<b>12</b>	<b>23</b>
Arkansas Content Standards Frameworks,Instructional Strategies,K-12 Content				
<b>525700</b>				
<b>CRESC - Science of Reading Decoding Stand-Alone Module for Pathways D, I, K, and L</b>				
<b>525700 - Jun 26, 2024 8:30 am - 3:30 pm</b>		<b>48</b>	<b>8</b>	<b>8</b>
Arkansas Content Standards Frameworks,Instructional Strategies,K-12 Content				
<b>525746</b>				
<b>CRESC - K-5 English Language Arts Standards Revision</b>				
<b>525746 - Jun 24, 2024 8:30 am - 3:30 pm</b>		<b>132</b>	<b>7</b>	<b>22</b>
Arkansas Content Standards Frameworks				
<b>526020</b>				
<b>CRESC - Writing Instruction in a Kindergarten Classroom</b>				
<b>526020 - Jun 25, 2024 8:30 am - 3:30 pm</b>		<b>54</b>	<b>5</b>	<b>9</b>
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>526021</b>				
<b>CRESC - What does 3D Science Instruction and Assessment Look Like in the Classroom?</b>				
<b>526021 - Jun 18, 2024 8:30 am - 3:30 pm</b>		<b>36</b>	<b>6</b>	<b>6</b>
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>526024</b>				
<b>CRESC - The Power of Using Literacy Strategies in the Science Classroom</b>				
<b>526024 - Jul 8, 2024 8:30 am - 3:30 pm</b>		<b>66</b>	<b>8</b>	<b>11</b>
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>526026</b>				
<b>CRESC - Science Curriculum Cohorts_K-8 McGraw/Hill Inspire</b>				
<b>526026 - Jul 9, 10, 2024 8:30 am - 3:30 pm</b>		<b>156</b>	<b>5</b>	<b>12</b>
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>526035</b>				
<b>CRESC - Science Curriculum Cohorts_6-8 Open SciEd</b>				
<b>526035 - Jul 22, 23, 2024 8:30 am - 3:30 pm</b>		<b>72</b>	<b>3</b>	<b>6</b>
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>526076</b>				
<b>CRESC - How to use the ATLAS Classroom Tool in the Classroom</b>				
<b>526076 - Jun 19, 2024 8:30 am - 3:30 pm</b>		<b>60</b>	<b>6</b>	<b>10</b>
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>526460</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - Writing in the 3-6 Classroom</b>				
526460 - Jun 6, 2024 8:30 am - 3:30 pm		48	4	8
Curriculum Alignment,Instructional Strategies,K-12 Content				
<b>526462</b>				
<b>CRESC - Reading Comprehension Series-Inference</b>				
526462 - Jun 17, 2024 8:30 am - 11:30 am		51	11	17
Curriculum Alignment,Instructional Strategies,K-12 Content				
<b>526466</b>				
<b>CRESC - Reading Comprehension Series-Syntax</b>				
526466 - Jun 17, 2024 12:30 pm - 3:30 pm		48	10	16
Instructional Strategies,K-12 Content				
<b>526798</b>				
<b>CRESC - Back to School Nurse Workshop</b>				
526798 - Aug 7, 2024 8:00 am - 4:00 pm		264	16	43
Advocacy Leadership,Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies,K-12 Content				
<b>526802</b>				
<b>CRESC - SoR Morphology</b>				
526802 - Jun 24, 2024 8:30 am - 3:30 pm		156	11	26
Instructional Strategies,K-12 Content				
<b>526814</b>				
<b>CRESC - SoR Content Area Reading</b>				
526814 - Jun 25, 2024 8:30 am - 3:30 pm		162	13	27
Arkansas Content Standards Frameworks,Instructional Strategies,K-12 Content				
<b>526818</b>				
<b>CRESC - Reading Comprehension Series-Background Knowledge</b>				
526818 - Jun 27, 2024 8:30 am - 11:30 am		33	5	11
Instructional Strategies,K-12 Content				
<b>526942</b>				
<b>CRESC - Golf Coaching Clinic</b>				
526942 - Jun 5, 2024 8:30 am - 11:30 am		36	6	11
Instructional Strategies				
<b>526945</b>				
<b>CRESC - Principals Institute Day 1: Improving Teacher Development and Evaluation for Leaders</b>				
526945 - Jun 17, 2024 8:30 am - 3:30 pm		258	16	43
Instructional Leadership				
<b>526949</b>				



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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - Principals Institute Day 2</b>				
526949 - Jun 18, 2024 8:30 am - 3:30 pm		154	16	41
Instructional Leadership				
<b>526953</b>				
<b>CRESC - Social Studies Standards for Grades 5-12</b>				
526953 - Jun 4, 2024 8:30 am - 3:30 pm		84	9	12
Arkansas Content Standards Frameworks,Instructional Strategies				
<b>526963</b>				
<b>CRESC - Comprehension Strategies in Social Studies for Grades 5-12</b>				
526963 - Jun 5, 2024 8:30 am - 3:30 pm		72	7	11
Instructional Strategies				
<b>526971</b>				
<b>CRESC - Writing in Social Studies</b>				
526971 - Jun 6, 2024 8:30 am - 3:30 pm		60	7	10
Instructional Strategies				
<b>527103</b>				
<b>CRESC - 7 Habits of Highly Effective People: Regional Event</b>				
527103 - Jul 8, 2024 8:30 am - 3:30 pm		54	6	9
Non-Curricular				
<b>527288</b>				
<b>CRESC - PEER 2.0 Mid-Year Check-In</b>				
527288 - Dec 10, 2024 12:30 pm - 3:30 pm		30	7	10
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
<b>527395</b>				
<b>CRESC - CTE New Teacher Training</b>				
527395 - Sep 11, 2024 8:30 am - 3:30 pm		132	15	22
Building a Collaborative Learning Community				
<b>527519</b>				
<b>CRESC - APSCN Cycle 9 Workshop</b>				
527519 - Aug 12, 2024 9:30 am - 3:30 pm		114	17	19
Non-Curricular				
<b>527546</b>				
<b>CRESC - FOR TEACHERS: ACT Prep for the Content Classroom- English/Reading</b>				
527546 - Jul 8, 2024 8:30 am - 3:30 pm		84	9	14
Assessment,Instructional Strategies				
<b>527557</b>				
<b>CRESC - FOR TEACHERS: ACT Prep for the Content Classroom- Math/Science</b>				
527557 - Jul 9, 2024 8:30 am - 3:30 pm		24	3	4
Assessment,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
<b>527585</b>				
<b>CRESC - eSchool New Personnel Training for Student Registration</b>				
527585 - Jul 29, 2024 9:00 am - 3:00 pm		90	10	18
Non-Curricular				
<b>527602</b>				
<b>CRESC - eSchool New Personnel Training for Attendance</b>				
527602 - Jul 30, 2024 9:00 am - 12:00 pm		48	7	16
Non-Curricular				
<b>527604</b>				
<b>CRESC - eSchool New Personnel Training for Discipline</b>				
527604 - Jul 30, 2024 1:00 pm - 4:00 pm		36	5	12
Non-Curricular				
<b>527709</b>				
<b>CRESC - Heartsaver K-12 CPR, First Aid, and Narcan Training</b>				
527709 - Jul 9, 2024 9:00 am - 4:00 pm		36	4	6
CPR				
<b>527711</b>				
<b>CRESC - Personal Care Aide Training</b>				
527711 - Aug 8, 2024 9:00 am - 3:30 pm		72	7	12
Non-Curricular				
<b>527720</b>				
<b>CRESC - New School Nurse Training</b>				
527720 - Aug 1, 2024 9:00 am - 3:00 pm		18	2	3
Non-Curricular				
<b>527729</b>				
<b>CRESC - Youth Mental Health First Aid</b>				
527729 - Aug 6, 2024 8:30 am - 3:30 pm		40	4	5
Non-Curricular				
<b>527739</b>				
<b>CRESC - ARKANSAS PUBLIC SCHOOLS School Chemistry Laboratory Safety for Teachers</b>				
527739 - Jun 26, 2024 9:00 am - 12:00 pm		48	8	15
Classroom Management,Supervision				
<b>527956</b>				
<b>CRESC - Cycle 8 Salaries &amp; FTE's Workshop</b>				
527956 - Jun 10, 2024 9:30 am - 3:30 pm		78	10	13
<b>528231</b>				

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Session	#Sessions	Credits	Districts	#Attended
CRESC - Launch Wit & Wisdom (CoP Grant) 528231 - Aug 13, 2024 8:30 am - 3:30 pm		192	4	32
Curriculum Alignment,Instructional Strategies				
528234				
CRESC - Wit & Wisdom Writing (CoP Grant) 528234 - Aug 14, 2024 8:30 am - 3:30 pm		114	3	19
Instructional Strategies				
528237				
CRESC - Testing and Wit & Wisdom (CoP Grant) 528237 - Sep 12, 2024 8:30 am - 11:30 am		42	2	14
Assessment				
528253				
CRESC - Writing in the K-2 Classroom 528253 - Jun 3, 2024 8:30 am - 3:30 pm		126	7	21
Common Core State Standards,Instructional Strategies,K-12 Content				
528257				
CRESC - K-2 Writing in the Classroom 528257 - Jun 4, 2024 8:30 am - 3:30 pm		144	5	24
Common Core State Standards,Instructional Strategies,K-12 Content				
528292				
CRESC - Writing in the 3-6 Classroom 528292 - Jun 4, 2024 8:30 am - 3:30 pm		54	5	9
Common Core State Standards,Instructional Strategies,K-12 Content				
528508				
CRESC - Tier I Training and Legislative Updates 528508 - Jun 27, 2024 9:00 am - 12:00 pm		96	14	32
Non-Curricular				
528515				
CRESC - Greek Art & Literature 528515 - Jun 10, 2024 9:00 am - 3:00 pm		10	2	2
Instructional Strategies				
528533				
CRESC - Literature to Art with Illuminated Manuscripts 528533 - Jun 13, 2024 9:00 am - 3:00 pm		20	3	4
Instructional Strategies				
528628				
CRESC - Texture Painting 528628 - Jun 12, 2024 9:00 am - 12:00 pm		12	4	4

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Session	#Sessions	Credits	Districts	#Attended
<b>528801</b>				
<b>CRESC - Build: A K-1 Early Reading Intervention</b>				
528801 - Jul 30, 2024 8:30 am - 3:30 pm		162	11	27
K-12 Content				
<b>529059</b>				
<b>CRESC - eSchool New Personnel Training for Entry/Withdrawal and Scheduling Review</b>				
529059 - Jul 31, 2024 9:00 am - 4:00 pm		84	9	14
Non-Curricular				
<b>529076</b>				
<b>CRESC - eSchool New Personnel Training for Entry/Withdrawal and Scheduling Review</b>				
529076 - Aug 7, 2024 9:00 am - 4:00 pm		6	1	1
Non-Curricular				
<b>529085</b>				
<b>CRESC - eSchool New Personnel Training for Attendance</b>				
529085 - Aug 6, 2024 9:00 am - 12:00 pm		21	4	7
Non-Curricular				
<b>529092</b>				
<b>CRESC - eSchool New Personnel Training for Discipline</b>				
529092 - Aug 6, 2024 1:00 pm - 3:00 pm		12	2	4
Non-Curricular				
<b>529489</b>				
<b>CRESC - Medicaid Billing Workshop</b>				
529489 - Jun 12, 2024 9:00 am - 4:00 pm		84	10	14
Non-Curricular				
<b>529990</b>				
<b>CRESC - Culinary Sustainability PD</b>				
529990 - Jun 10, 2024 10:00 am - 4:00 pm		65	8	12
Instructional Strategies				
<b>530577</b>				
<b>CRESC - Greenway Agri Networking Event</b>				
530577 - Jun 10, 2024 9:00 am - 4:00 pm		132	12	22
Advocacy Leadership,Building a Collaborative Learning Community				
<b>531044</b>				
<b>CRESC - Sound Wall</b>				
531044 - Jun 27, 2024 12:30 pm - 3:30 pm		39	5	13
Common Core State Standards,Curriculum Alignment,K-12 Content				
<b>531377</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - CERT Instructor Training (Community Emergency Response Team)</b>				
<b>531377 - Jul 30, 2024 12:30 pm - 2:30 pm</b>		6	3	3
Building a Collaborative Learning Community				
<b>531579</b>				
<b>CRESC - The Math and Science of Archery</b>				
<b>531579 - Jul 24, 2024 8:30 am - 3:30 pm</b>		66	5	9
Classroom Management,Instructional Strategies				
<b>531589</b>				
<b>CRESC - Inclusive Education/Meaningful Access ToT Days 3 and 4-PRIVATE SESSION</b>				
<b>531589 - Nov 4, 5, 2024 8:30 am - 3:30 pm</b>		552	9	49
Instructional Strategies				
<b>531788</b>				
<b>CRESC - PEER 2.0 Summer Summit - One Day Only</b>				
<b>531788 - Jul 16, 2024 9:00 am - 4:00 pm</b>		66	5	11
Instructional Leadership				
<b>531939</b>				
<b>CRESC - Bullying Prevention in School: Types and Effects_VIRTUAL</b>				
<b>531939 - Jul 18, 2024 8:30 am - 10:30 am</b>		8	4	4
Bullying				
<b>531950</b>				
<b>CRESC - Inclusive Education/Meaningful Access Training of Trainers, Days 5</b>				
<b>531950 - May 22, 2025 8:30 am - 3:30 pm</b>		96	6	16
Instructional Strategies,K-12 Content				
<b>531952</b>				
<b>CRESC - My Life is Worth Living Film Series (with a focus on Body Image)_VIRTUAL</b>				
<b>531952 - Jul 18, 2024 11:00 am - 1:00 pm</b>		4	2	2
K-12 Content				
<b>532532</b>				
<b>CRESC - Bullying Prevention in School: Types and Effects_VIRTUAL</b>				
<b>532532 - Jul 18, 2024 1:30 pm - 3:30 pm</b>		6	3	3
Bullying				
<b>532549</b>				
<b>CRESC - Athletic Coaches Required PD Session @ St. Bernards Auditorium</b>				
<b>532549 - Jun 14, 2024 8:00 am - 3:00 pm</b>		54	5	8
Health Physical Activity				
<b>532551</b>				
<b>CRESC - USTA PE Tennis Workshop: Teaching Tennis, The Sport for Life</b>				
<b>532551 - Jun 25, 2024 9:30 am - 12:30 pm</b>		30	6	10
Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
<b>532580</b>				
<b>CRESC - 504 for Administrators: Everything You Wanted to Know but Didn't Know Who to Ask</b>				
532580 - Jul 31, 2024 8:30 am - 3:30 pm		132	10	22
Advocacy Leadership				
<b>532781</b>				
<b>CRESC - District Tech Meeting</b>				
532781 - Jun 27, 2024 9:00 am - 1:00 pm		40	8	10
<b>533030</b>				
<b>CRESC - K-2 RISE Day 4: Fluency</b>				
533030 - Aug 5, 2024 8:30 am - 3:30 pm		42	7	7
Instructional Strategies				
<b>533055</b>				
<b>CRESC - K-2 RISE Day 5: Oral Language, Vocabulary, and Morphology</b>				
533055 - Aug 6, 2024 8:30 am - 3:30 pm		48	8	8
Instructional Strategies				
<b>533063</b>				
<b>CRESC - K-2 RISE: Comprehension</b>				
533063 - Aug 7, 2024 8:30 am - 3:30 pm		48	7	8
Instructional Strategies				
<b>533351</b>				
<b>CRESC - Migrant Fall Tutor Training</b>				
533351 - Aug 22, 2024 8:30 am - 3:30 pm		120	9	20
Building a Collaborative Learning Community,Data Disaggregation,Instructional Strategies				
<b>533386</b>				
<b>CRESC - Tier 1 Training</b>				
533386 - Jun 19, 2024 8:30 am - 10:30 am		38	12	19
<b>533388</b>				
<b>CRESC - Financial Transparency in Construction Projects: Description of How a Construction Project's Costs are Established by a General Contractor/Construction Manager</b>				
533388 - Jun 19, 2024 10:45 am - 11:30 am		18	12	18
<b>533390</b>				
<b>CRESC - Legislative Updates and Hot Topics in Education</b>				
533390 - Jun 19, 2024 12:30 pm - 3:30 pm		54	12	18
<b>533393</b>				

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Session	#Sessions	Credits	Districts	#Attended
CRESC- Required PD for 2024-25: Anti-Bullying				
533393 - Jun 20, 2024 8:00 am - 10:00 am		32	11	16
533395				
CRESC - DESE Updates				
533395 - Jun 20, 2024 10:15 am - 11:30 am		13	11	13
533397				
CRESC - Arkansas Teacher Retirement Updates				
533397 - Jun 20, 2024 12:30 pm - 1:30 pm		5	3	5
533472				
CRESC - Critical and Strategic Reading: The Final Meeting				
533472 - Jun 26, 2024 8:30 am - 3:30 pm		18	2	3
Common Core State Standards,Instructional Strategies				
533729				
CRESC - June 2024 Superintendent's Meeting				
533729 - Jun 19, 2024 10:00 am - 12:00 pm		30	12	15
533734				
CRESC - Principals Institute Day 2: Dyslexia Updates				
533734 - Jun 18, 2024 10:30 am - 11:30 am		65	14	37
533739				
CRESC - Principals Institute Day 2: AI for Administrators				
533739 - Jun 18, 2024 10:30 am - 12:30 pm		90	13	33
533743				
CRESC - Principals Institute Day 2: Title IX and 504 Updates				
533743 - Jun 18, 2024 1:30 pm - 2:30 pm		54	12	26
533821				
CRESC - Navigating Special Education Finance Obligations				
533821 - Sep 12, 2024 8:30 am - 3:30 pm		102	13	17
Non-Curricular				
533957				
CRESC - Mentorship Training (410/412/418 Endorsement)				
533957 - Sep 5, 2024 8:30 am - 3:30 pm		84	8	14
Building a Collaborative Learning Community				

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Session	#Sessions	Credits	Districts	#Attended
<b>534023</b>				
<b>CRESC - Accurate Administration and Scoring of Level II Assessments</b>				
534023 - Aug 15, 16, 2024 8:30 am - 3:30 pm		180	10	16
Assessment				
<b>535430</b>				
<b>CRESC - Inclusive Practices for SPED teachers</b>				
535430 - Aug 9, 2024 8:30 am - 3:30 pm		162	2	27
Classroom Management,Cognitive Research,Curriculum Alignment				
<b>535433</b>				
<b>CRESC - Where's That Magic Wand: Understanding, Preventing &amp; Responding Effectively to Challenging Behaviors</b>				
535433 - Aug 5, 2024 8:30 am - 3:30 pm		186	2	30
Classroom Management,Principles of Learning Developmental Stages				
<b>536575</b>				
<b>CRESC - Welcome Back EC Sp Ed! Ethics, Human Trafficking Awareness, and Anti-Bullying; Special Ed updates and policies/procedures</b>				
536575 - Jul 29, 2024 8:30 am - 3:30 pm		192	2	32
Bullying				
<b>537573</b>				
<b>CRESC_Wit &amp; Wisdom: Focus on Fluency_CoP Grant</b>				
537573 - Sep 12, 2024 12:30 pm - 3:30 pm		0	2	13
Instructional Strategies				
<b>538161</b>				
<b>CRESC - De-escalation: Staying Cool When the Temperature Rises</b>				
538161 - Aug 12, 2024 8:30 am - 3:30 pm		180	2	30
Classroom Management				
<b>538213</b>				
<b>CRESC - AGQBA Coaches Training Grades 7-12</b>				
538213 - Sep 6, 2024 1:00 pm - 3:00 pm		24	9	12
<b>538274</b>				
<b>CRESC - Dyslexia Updates and K-3 ATLAS Testing Informational Meeting</b>				
538274 - Aug 20, 2024 8:30 am - 11:30 am		186	18	62
Arkansas Content Standards Frameworks,Common Core State Standards,K-12 Content				
<b>538278</b>				
<b>CRESC - Dyslexia Updates and K-3 ATLAS Testing Informational Meeting</b>				
538278 - Aug 20, 2024 12:30 pm - 3:30 pm		87	11	29
Arkansas Content Standards Frameworks,Common Core State Standards,K-12 Content				
<b>538482</b>				



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Session	#Sessions	Credits	Districts	#Attended
CRESC - Leader & Mentor Teacher Coaches Training with John Wink				
538482 - Sep 17, 2024 8:30 am - 3:30 pm		270	17	45
538624				
CRESC_Back-to-School Staff Meeting				
538624 - Aug 13, 2024 9:00 am - 10:00 am		32	3	32
Non-Curricular				
538638				
CRESC_Anti-Bullying PD for Staff				
538638 - Aug 14, 2024 9:30 am - 11:30 am		44	3	22
Bullying				
538640				
CRESC_Ethics Training for Staff				
538640 - Aug 13, 2024 10:00 am - 11:30 am		51	4	33
Non-Curricular				
538649				
CRESC_Human Trafficking PD				
538649 - Aug 14, 2024 11:30 am - 12:00 pm		11	3	22
Human Traffic				
538875				
CRESC - ESOL Coordinators' Meeting				
538875 - Sep 10, 2024 9:00 am - 12:00 pm		27	9	9
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching,Parental Involvement				
539033				
CRESC - AI Updates				
539033 - Aug 15, 2024 1:30 pm - 2:30 pm		17	3	17
539054				
CRESC - Specialist Meeting				
539054 - Aug 13, 2024 1:30 pm - 2:30 pm		17	4	17
539074				
CRESC - GT Statewide Update				
539074 - Aug 29, 2024 8:30 am - 3:30 pm		63	11	11
Common Core State Standards,Instructional Leadership,K-12 Content				
539076				

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<b>CRESC - Principals Meeting for Student Success Plans and Success Ready Pathways</b>				
539076 - Aug 22, 2024 1:00 pm - 3:00 pm		74	18	37
Instructional Leadership				
<b>539253</b>				
<b>CRESC_MITS Personal Care Training (ADE)</b>				
539253 - Sep 30, 2024 9:00 am - 3:00 pm		35	5	7
Non-Curricular				
<b>539304</b>				
<b>CRESC - District Tech Meeting</b>				
539304 - Aug 28, 2024 9:30 am - 1:30 pm		32	6	8
<b>539323</b>				
<b>CRESC - New Tutor Training</b>				
539323 - Aug 20, 2024 8:30 am - 3:30 pm		36	5	5
Advocacy Leadership				
<b>539330</b>				
<b>CRESC - New School Nurse Training</b>				
539330 - Sep 3, 2024 9:00 am - 4:00 pm		24	3	4
Non-Curricular				
<b>539522</b>				
<b>CRESC_Principals Meeting: CoP Grant Updates, Dyslexia Updates, and Lead/Master Teacher Support Overview {VIRTUAL}</b>				
539522 - Sep 18, 2024 1:00 pm - 2:00 pm		0	11	16
Instructional Leadership				
<b>539665</b>				
<b>CRESC - eSchool Progress Report Card Training</b>				
539665 - Sep 11, 2024 1:00 pm - 4:00 pm		15	5	5
Non-Curricular				
<b>539669</b>				
<b>CRESC - eSchool Report Card Training</b>				
539669 - Sep 11, 2024 9:00 am - 12:00 pm		12	4	4
Non-Curricular				
<b>539691</b>				
<b>CRESC - AAFC Regional Federal Coordinators Quarterly Meeting</b>				
539691 - Oct 8, 2024 9:00 am - 11:00 am		18	9	9
Non-Curricular				
<b>539697</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - Relating to Related Services: the Role of OT, PT, and SLP in the School-Setting</b>				
539697 - Nov 12, 2024 8:30 am - 3:30 pm		132	9	22
Building a Collaborative Learning Community				
<b>539701</b>				
<b>CRESC - Math &amp; Science Software Training with NOLA Education/Star Academy</b>				
539701 - Sep 4, 2024 8:30 am - 3:30 pm		24	2	4
Educational Technology				
<b>539703</b>				
<b>CRESC - ELA &amp; Social Studies Software Training with NOLA Education/Star Academy</b>				
539703 - Sep 5, 2024 8:30 am - 3:30 pm		24	2	4
Educational Technology				
<b>539940</b>				
<b>CRESC - August Superintendent's Meeting</b>				
539940 - Aug 21, 2024 10:00 am - 12:00 pm		46	20	23
<b>539980</b>				
<b>CRESC - NOVA Advanced Community Crisis Response Team Training</b>				
539980 - Jan 22, 23, 24, 2025 8:00 am - 5:00 pm		144	6	7
Non-Curricular				
<b>540187</b>				
<b>CRESC - ATLAS 3-10 Summative Data Interpretation Workshop</b>				
540187 - Oct 23, 2024 8:30 am - 11:30 am		165	17	55
<b>540189</b>				
<b>CRESC - ATLAS 3-10 Summative Data Interpretation Workshop</b>				
540189 - Oct 23, 2024 12:30 pm - 3:30 pm		126	14	42
<b>540360</b>				
<b>CRESC_Handwriting for All: Supporting the Science of Reading through Transcription Instruction for All K-5 Learners</b>				
540360 - Sep 25, 2024 8:30 am - 3:30 pm		48	6	8
Instructional Strategies				
<b>540531</b>				
<b>CRESC - Superintendent's Meeting July 2024</b>				
540531 - Jul 17, 2024 10:00 am - 12:00 pm		28	13	14
<b>540536</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - Foundations of Literacy Instruction for Students with Extensive Support Needs</b>				
540536 - Dec 3, 2024 8:30 am - 3:30 pm		192	15	32
Instructional Strategies				
<b>540594</b>				
<b>CRESC - Math and Science Classroom Walkthrough Tool and HQIM Adoption for School Leaders (ZOOM)</b>				
540594 - Oct 3, 2024 9:00 am - 10:30 am		30	10	20
Instructional Leadership,Supervision				
<b>540598</b>				
<b>CRESC - Deepening Your Work as a Lead Teacher</b>				
540598 - Sep 25, 2024 9:00 am - 4:00 pm		54	4	9
Instructional Leadership				
<b>541764</b>				
<b>CRESC - Mentoring Point of Contact Meeting</b>				
541764 - Sep 19, 2024 9:00 am - 12:00 pm		45	12	15
Mentoring Coaching				
<b>541766</b>				
<b>CRESC - Mentoring Facilitators Meeting</b>				
541766 - Sep 13, 2024 9:00 am - 12:00 pm		18	2	6
Mentoring Coaching				
<b>541881</b>				
<b>CRESC - Superintendents' Meeting September 2024</b>				
541881 - Sep 18, 2024 10:00 am - 12:00 pm		46	19	23
<b>541883</b>				
<b>CRESC - Superintendents' Meeting October 2024</b>				
541883 - Oct 16, 2024 10:00 am - 12:00 pm		42	18	21
<b>541885</b>				
<b>CRESC - Superintendents Meeting November 2024</b>				
541885 - Nov 20, 2024 10:00 am - 12:00 pm		38	16	19
<b>541887</b>				
<b>CRESC - Superintendents Meeting December 2024</b>				
541887 - Dec 18, 2024 10:00 am - 12:00 pm		32	13	16
<b>541890</b>				

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Session	#Sessions	Credits	Districts	#Attended
CRESC - Superintendents Meeting January 2025				
541890 - Jan 15, 2025 10:00 am - 12:00 pm		34	15	17
541976				
CRESC: Cycle 2 Clean-up Workday				
541976 - Sep 26, 2024 9:00 am - 4:00 pm		30	5	5
Non-Curricular				
541980				
CRESC: Cycle 2 Clean-up Workday				
541980 - Sep 27, 2024 9:00 am - 4:00 pm		6	1	1
Non-Curricular				
542381				
CRESC - Accurate Administration of Level 2 Screeners				
542381 - Oct 7, 8, 2024 8:30 am - 11:30 am		234	10	26
Assessment,Data Disaggregation				
542492				
CRESEC - Science Classroom Walkthrough Tool For School Leaders				
542492 - Oct 15, 2024 9:00 am - 11:00 am		15	5	10
Advocacy Leadership,Instructional Leadership,Supervision				
542496				
CRESC - Science HQIM Adoption for School Leaders				
542496 - Oct 17, 2024 9:00 am - 10:30 am		15	7	10
Advocacy Leadership,Instructional Leadership,Supervision				
542656				
CRESC - Teacher Center Committee & Curriculum Coordinators Meeting				
542656 - Nov 7, 2024 10:00 am - 12:00 pm		56	11	14
Non-Curricular				
542664				
CRESC_Teacher Center Committee & Curriculum Coordinators Meeting				
542664 - Feb 13, 2025 10:00 am - 2:00 pm		76	12	18
Non-Curricular				
543007				
CRESC - 2024-2025 DESE CRESC GT Educator Work Session				
543007 - Oct 23, 2024 9:00 am - 3:00 pm		66	11	11
Common Core State Standards				
543013				
CRESC - MATH HQIM Adoption for School Leaders				
543013 - Oct 16, 2024 12:00 pm - 1:00 pm		4	3	4

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Session	#Sessions	Credits	Districts	#Attended
<b>544329</b>				
CRESC - PreK CLASS Observation Workshop				
544329 - Oct 30, 2024 8:30 am - 3:30 pm		24	2	4
Assessment				
<b>544481</b>				
CRESC_My Perspectives for High School: Implementation Essentials_CoP Grant				
544481 - Nov 7, 2024 8:30 am - 3:30 pm		0	2	2
Instructional Strategies				
<b>544484</b>				
CRESC - eSchool Transcript Training				
544484 - Nov 20, 2024 9:00 am - 3:00 pm		55	7	11
Non-Curricular				
<b>544495</b>				
CRESC - Science Classroom Walkthrough				
544495 - Oct 21, 2024 8:30 am - 10:00 am		6	2	4
<b>544594</b>				
CRESC - Monthly Principals Meeting				
544594 - Oct 16, 2024 1:00 pm - 2:00 pm		23	14	23
<b>544597</b>				
CRESC - Monthly Principals Meeting				
544597 - Nov 20, 2024 1:00 pm - 2:00 pm		9	8	9
<b>544680</b>				
CRESC - Math & Science - HQIM/Walkthrough				
544680 - Nov 7, 2024 8:30 am - 10:00 am		8	1	5
<b>544889</b>				
CRESC - BUDGET PREP PD: CROWLEY'S RIDGE EDUCATIONAL SERVICE COOPERATIVE				
544889 - Nov 20, 2024 9:30 am - 11:30 am		28	11	14
Non-Curricular				
<b>545000</b>				
CRESC - Functional Behavior Assessment Training				
545000 - Feb 26, 2025 8:30 am - 3:30 pm		168	16	28
Non-Curricular				
<b>545112</b>				

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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - Dyslexia Updates</b>				
545112 - Dec 5, 2024 8:30 am - 11:30 am		84	11	28
Assessment,Data Disaggregation				
<b>545115</b>				
<b>CRESC - Dyslexia Updates</b>				
545115 - Dec 5, 2024 12:30 pm - 3:30 pm		63	12	21
Assessment,Data Disaggregation				
<b>545216</b>				
<b>CRESC - Personal care Training</b>				
545216 - Jan 9, 2025 9:00 am - 3:30 pm		50	7	9
Non-Curricular				
<b>545240</b>				
<b>CRESC - AAFC Regional Federal Coordinators Quarterly Meeting</b>				
545240 - Dec 10, 2024 9:00 am - 11:00 am		20	9	10
Non-Curricular				
<b>545253</b>				
<b>CRESC - AAFC Regional Federal Coordinators Quarterly Meeting</b>				
545253 - May 12, 2025 9:00 am - 11:00 am		14	6	7
Non-Curricular				
<b>545309</b>				
<b>CRESC - Student Applications Training</b>				
545309 - Aug 28, 2024 9:00 am - 3:00 pm		9	1	2
<b>545424</b>				
<b>CRESC - ESOL State Coordinators' Meeting</b>				
545424 - Dec 11, 2024 12:30 pm - 3:30 pm		15	5	5
<b>545597</b>				
<b>CRESC - Fueling Brains for School District Administration &amp; or Preschool Directors</b>				
545597 - Jan 13, 2025 9:00 am - 12:00 pm		48	10	16
Mentoring Coaching,Principles of Learning Developmental Stages				
<b>545679</b>				
<b>CRESC - New Recruiter Training</b>				
545679 - Dec 18, 2024 8:00 am - 3:00 pm		30	3	5
Advocacy Leadership,Data Disaggregation				
<b>545686</b>				
<b>CRESC - ESOL State Coordinators' Meeting</b>				
545686 - Dec 11, 2024 8:00 am - 9:00 am		5	5	5

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Session	#Sessions	Credits	Districts	#Attended
<b>545688</b>				
<b>CRESC - ESOL State Coordinators' Meeting</b>				
545688 - Dec 11, 2024 11:00 am - 12:30 pm		8	5	5
<b>545781</b>				
<b>CRESC - GT Coordinators' Spring Meeting</b>				
545781 - Mar 18, 2025 8:30 am - 3:30 pm		72	11	12
Common Core State Standards,K-12 Content				
<b>545795</b>				
<b>CRESC - Take Flight Recalibration</b>				
545795 - Jan 15, 2025 8:30 am - 3:30 pm		174	12	29
Curriculum Alignment				
<b>545924</b>				
<b>CRESC_Take Flight Recalibration Training</b>				
545924 - Jan 15, 2025 8:30 am - 3:30 pm		126	11	21
Instructional Strategies				
<b>546231</b>				
<b>CRESC - Mentorship Training (410/412/418 Endorsement)</b>				
546231 - Jan 30, 2025 8:30 am - 3:30 pm		18	3	3
Building a Collaborative Learning Community				
<b>546922</b>				
<b>CRESC - Build: A K-1 Early Reading Intervention</b>				
546922 - Jan 29, 2025 8:30 am - 3:30 pm		138	7	23
Instructional Strategies				
<b>547031</b>				
<b>CRESC - 2025 Pathway Revision Meeting with DCTE (Virtual)</b>				
547031 - Mar 17, 2025 12:00 pm - 3:00 pm		204	22	68
Arkansas Content Standards Frameworks,Curriculum Alignment				
<b>547180</b>				
<b>CRESC - Post-Secondary Transition: A Review of Indicator 13</b>				
547180 - Feb 5, 2025 9:00 am - 12:00 pm		21	2	7
Non-Curricular				
<b>547193</b>				
<b>CRESC - Policies and Procedures of Special Education</b>				
547193 - Feb 5, 2025 12:30 pm - 3:30 pm		24	1	8
K-12 Content,Non-Curricular				
<b>547392</b>				



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Session	#Sessions	Credits	Districts	#Attended
<b>CRESC - PBL Sewing Labs for FCS</b>				
547392 - Mar 20, 2025 8:30 am - 3:30 pm		48	4	8
Building a Collaborative Learning Community				
<b>547412</b>				
<b>CRESC - The Standards and ATLAS Connections in Literacy for K-6 classrooms</b>				
547412 - Mar 3, 2025 8:30 am - 11:30 am		138	17	46
Arkansas Content Standards Frameworks				
<b>547420</b>				
<b>CRESC - The Standards and ATLAS Connections in Literacy for 7-12 classrooms</b>				
547420 - Mar 3, 2025 12:30 pm - 3:30 pm		78	13	26
Arkansas Content Standards Frameworks,Assessment				
<b>547492</b>				
<b>CRESC - Ready, Set, Go--to Kindergarten!</b>				
547492 - Feb 14, 2025 9:00 am - 12:00 pm		93	2	30
Data Disaggregation,Parental Involvement				
<b>547695</b>				
<b>CRESC - Attendance Training for Osceola</b>				
547695 - Jan 27, 2025 9:00 am - 3:00 pm		18	1	3
<b>547750</b>				
<b>Extreme Flight School</b>				
547750 - Feb 6, 2025 9:00 am - 3:00 pm		42	6	7
<b>548221</b>				
<b>** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series</b>				
548221 - Mar 4, 2025 9:00 am - 12:00 pm		21	7	7
Educational Technology				
<b>548224</b>				
<b>** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series</b>				
548224 - Mar 6, 2025 9:00 am - 12:00 pm		21	7	7
Educational Technology				
<b>548228</b>				
<b>** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series</b>				
548228 - Mar 11, 2025 9:00 am - 12:00 pm		24	7	8
Educational Technology				
<b>548230</b>				
<b>** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series</b>				
548230 - Apr 1, 2025 9:00 am - 12:00 pm		18	6	6
Educational Technology				

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Session	#Sessions	Credits	Districts	#Attended
<b>548231</b>				
<b>** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series</b>				
548231 - Apr 3, 2025 9:00 am - 12:00 pm		12	3	4
Educational Technology				
<b>548232</b>				
<b>** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series</b>				
548232 - Apr 10, 2025 9:00 am - 12:00 pm		15	5	5
Educational Technology				
<b>548636</b>				
<b>CRESC_AR-App Planning PD: Overview and Establishing Teams [VIRTUAL]</b>				
548636 - Feb 27, 2025 9:00 am - 12:00 pm		28	10	14
K-12 Content				
<b>548648</b>				
<b>CRESC_AR-App Planning PD: Priority 3-Quality Educational Workforce</b>				
548648 - Mar 14, 2025 9:00 am - 11:00 am		0	6	15
K-12 Content				
<b>548659</b>				
<b>CRESC_AR-App Planning PD: Priority 1 - Improving Academic Outcomes</b>				
548659 - Mar 31, 2025 9:00 am - 11:00 am		0	7	17
Curriculum Alignment				
<b>548679</b>				
<b>CRESC_AR-App Planning PD: Priority 2 - Safe and Healthy Schools</b>				
548679 - Apr 11, 2025 9:00 am - 11:00 am		0	6	12
<b>548701</b>				
<b>CRESC_AR-App Planning PD: State Programs</b>				
548701 - May 2, 2025 9:00 am - 11:00 am		18	4	9
Non-Curricular				
<b>548745</b>				
<b>CRESC_Spring Tutor Training 25</b>				
548745 - Mar 11, 2025 9:00 am - 4:00 pm		90	7	15
Non-Curricular				
<b>549893</b>				
<b>CRESC_Fundamentals of Bovine Science_OFF-SITE</b>				
549893 - May 19, 2025 9:00 am - 5:00 pm		16	1	1
Building a Collaborative Learning Community,Instructional Strategies				
<b>550372</b>				

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Session	#Sessions	Credits	Districts	#Attended
Superintendents' Meeting				
550372 - Feb 26, 2025 10:30 am - 1:00 pm		32	14	16
Supervision				
554093				
CRESC- Staff Development Scheduling Form: CRESC_ADE Personal Care Training				
554093 - Apr 25, 2025 9:00 am - 3:30 pm		78	4	12
554968				
Aruba Central - AP & Switch training				
554968 - Apr 2, 2025 9:00 am - 2:00 pm		25	4	5
556227				
CRESC - Superintendent's Meeting February 2025				
556227 - Feb 26, 2025 10:30 am - 1:00 pm		48	13	16
556235				
Superintendents' Meeting March 2025				
556235 - Mar 19, 2025 10:30 am - 1:30 pm		54	15	18
Non-Curricular				
556242				
CRESC- Superintendents' Meeting April 2025				
556242 - Apr 22, 2025 10:30 am - 1:30 pm		54	15	18
Non-Curricular				
GRAND TOTAL:	276	42324	149	4857