



Annual Report of Activities 2025-2026

Arch Ford Education Service Cooperative

<https://www.archford.org/>

101 Bulldog Drive
Plumerville, AR 72127

Approved by the Board on May 21, 2026.

TABLE OF CONTENTS

NOTE FROM THE DIRECTOR.....	1
MISSION STATEMENT.....	2
STATE MAP OF COOPERATIVES.....	3
ORGANIZATIONAL CHART.....	4
OFFICERS OF THE BOARD.....	5
MEMBERS OF THE BOARD	5
TEACHER CENTER COMMITTEE.....	6
ARCH FORD EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT	
I. GOVERNANCE:.....	7
II. STAFFING:.....	8
III. TEACHER CENTER.....	17
IV. ADMINISTRATIVE SERVICES.....	18
V. DIRECT SERVICES TO STUDENTS.....	18
VI. ANECDOTAL REPORTS.....	18
PROGRAM REPORTS	
Accounting.....	21
Arch Ford Non-Traditional Learning.....	22
Arch Ford Principal Prep Program.....	25
Behavior Support Specialist.....	26
Career And Technical Education.....	32
Community Health Nurse And Promotion Specialists.....	34
Computer Science.....	36
Consolidated Purchasing Services.....	40
Cooperative Print Shop.....	42
Digital Learning – Virtual Arkansas (2024-2025 Academic Year).....	43
Director’s Office/Administration.....	49
Early Childhood Special Education.....	50
Gifted And Talented.....	54
Homeless Consortium.....	56
K-12 Mathematics Program.....	57
Literacy.....	60
Local Facilities Partnership Funding.....	62
Local Lead.....	64
Novice Teacher Mentoring System.....	66

Professional Development/Teacher Center.....	69
Professional Learning Grant Support (Arch Forward Learning Partnership)...	71
School Nutrition Services.....	74
Science K-12.....	76
Special Education.....	78
Special Education Supervision:.....	79
School Psychology Specialists/Educational Appraisal.....	79
Transition Consultant	81
Technology.....	85
SPECIAL PROJECTS AND PROGRAMS.....	87
AR App.....	87
Arkansas Professional Educator Pathway (ArPEP).....	88
Licensure Assessment Support.....	88
NIET Lead Teacher Designation Cohort.....	89
District School Board Member Training.....	89
Roster Verification Training.....	89
Arkansas School Bus Driver Training.....	89
PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT.....	90
ESC Impact on Student Performance.....	90

Note from the Director

The Arch Ford Education Service Cooperative staff has prepared our Annual Report for the 2025-2026 school year. We take great pride in the services we provide for our 26 districts. The report is a review for participating school district personnel, school board members, area legislators, Department of Elementary and Secondary Education personnel, and the Governor's office.

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

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

Dr. Mark Taylor, Director

ARCH FORD EDUCATION SERVICE COOPERATIVE

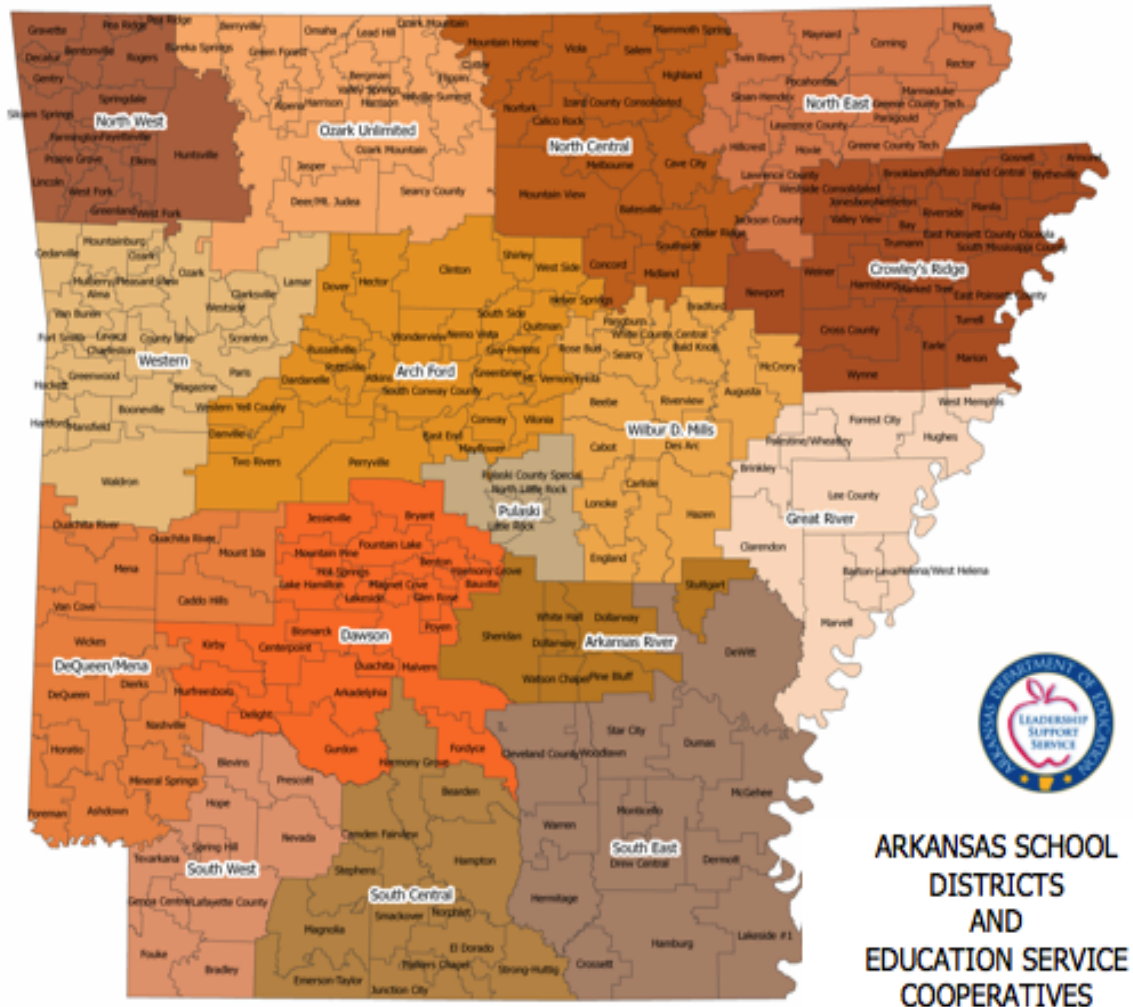
MISSION STATEMENT

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

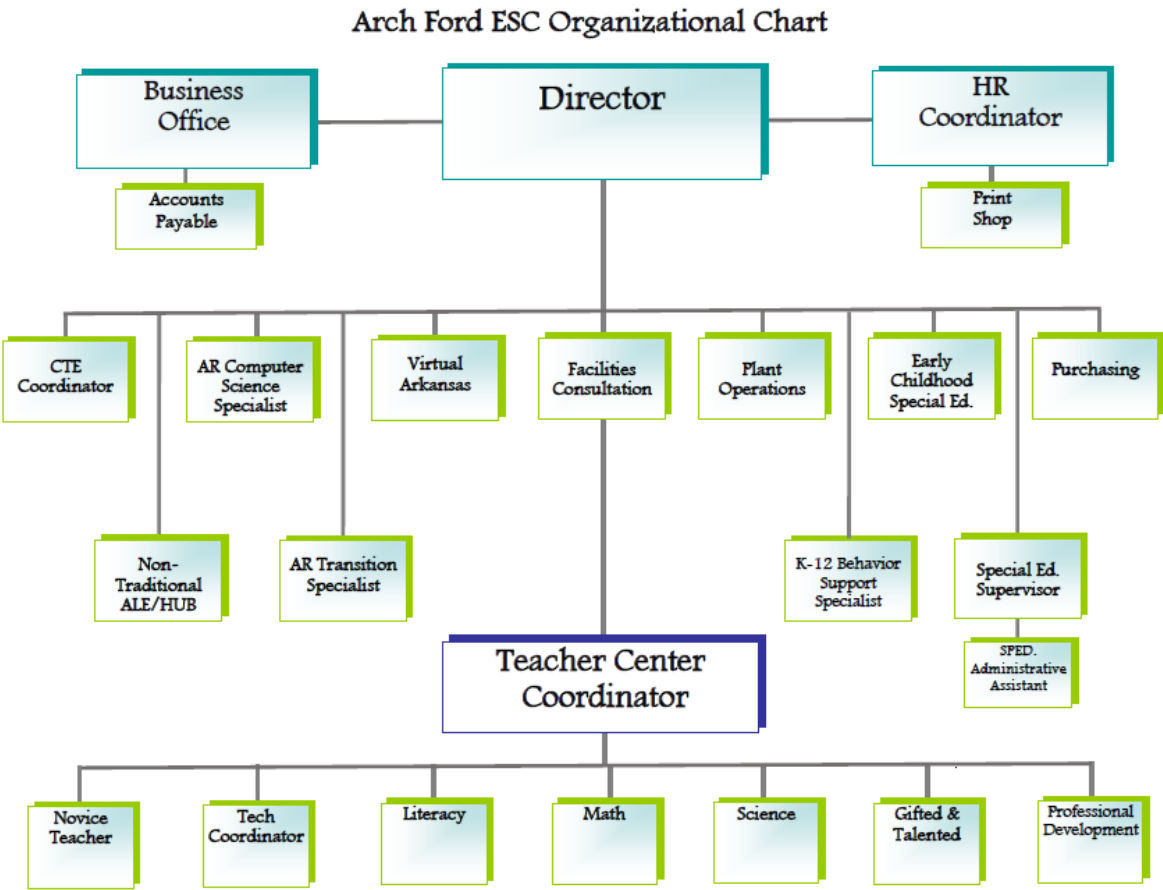
GOAL STATEMENTS

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

STATE MAP of COOPERATIVES



ORGANIZATIONAL CHART



Officers of the Board

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

Members of the Board

Name	Position	School District
Jason Black	Board member	Conway
Dr. Jamie Stacks	Board member	Wonderview
Dr. Jamie Burris	Board member	Dardanelle
Kevin Campbell	Board Member	Perryville
Dr. Brandi Wallace	Board member	West Side Greers Ferry
Dr. Luke Lovins	Board member	Russellville
Shane Thurman	Board member	Pottsville
Scott Spainhour	Board member	Greenbrier
Michael Stacks	Board member	Quitman
Dr. Harry Alvis	Board member	Two Rivers
Kim Foster	Board member	Danville
Joel Linn	Board member	Heber Springs
Susan McKinney	Board member	Guy-Perkins
Dr. Suzanne Lankford	Board member	South Side Bee Branch
Dr. Doug Adams	Board member	Vilonia
Josh Daniels	Board member	Dover
Taunya Parsons/James Galarza	Board member	Western Yell County
Braden Watson	Board member	Mt. Vernon-Enola
Tim Smith	Board member	Clinton
Chris Taylor	Board member	Atkins
Heidi Wilson	Board member	East End
Dr. Shawn Hettinga	Board member	Hector
Logan Williams	Board member	Nemo Vista
Aaron Wiggins	Board member	Shirley

Teacher Center Committee

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

SCHOOL DISTRICT	ROLE ASSIGNMENT	COMMITTEE MEMBER	TERM ENDS
DANVILLE SCHOOL DISTRICT	Administrator	Brittany Blankenship	2026
MT. VERNON/ENOLA SCHOOL DISTRICT	Administrator	Jennifer Raby	2026
NEMO VISTA SCHOOL DISTRICT	HS Teacher	Cindy Cunningham	2026
QUITMAN SCHOOL DISTRICT	Administrator	Halisha Stacy	2026
SHIRLEY SCHOOL DISTRICT	Administrator	Ann Clark	2026
SO. CONWAY CO. SCHOOL DISTRICT	MS/JH Teacher	Jennifer Koch	2026
HECTOR SCHOOL DISTRICT	Administrator	Ryan Riley	2026
PERRYVILLE SCHOOL DISTRICT	Administrator	Troy Denn	2026
GUY-PERKINS SCHOOL DISTRICT	Administrator	Susan McKinney	2027
RUSSELLVILLE SCHOOL DISTRICT	MS/JH Teacher	Megan Ramsey	2027
SOUTH SIDE SCHOOL DISTRICT	HS Teacher	Shelly Thorn	2027
ATKINS SCHOOL DISTRICT	Elementary Teacher	Nikki Lewis	2027
WESTERN YELL CO. SCHOOL DIST.	Administrator	Wendi Curtis	2027
POTTSVILLE SCHOOL DISTRICT	Elementary Teacher	Donna Milligan	2027
MAYFLOWER SCHOOL DISTRICT	Administrator	Candie Watts	2027
VILONIA SCHOOL DISTRICT	MS/JH Teacher	Glenn McKay	2027
ACADEMICS PLUS	Administrator	Laura Raney	2027
NORTH LITTLE ROCK	MS/JH Teacher	Marla Thompson	2027
EAST END SCHOOL DISTRICT	Administrator	Jeff Gifford	2028
HEBER SPRINGS SCHOOL DISTRICT	Elementary Teacher	Tiffany Ziegler	2028
CLINTON SCHOOL DISTRICT	Administrator	Michael Wells	2028
CONWAY SCHOOL DISTRICT	High School Teacher	Marilyn Junkin	2028
TWO RIVERS SCHOOL DISTRICT	High School Teacher	Mahgan Albright	2028
WONDERVIEW SCHOOL DISTRICT	Elementary Teacher	Bella Burkett	2028
DARDANELLE SCHOOL DISTRICT	Elementary Teacher	Tylee Peterson	2028
GREENBRIER SCHOOL DISTRICT	Elementary Teacher	Cody Harris	2028
WEST SIDE SCHOOL DISTRICT	Middle School/Jr. High Teacher	Robin Carlton	2028
DOVER SCHOOL DISTRICT	High School Teacher	Jon Sumners	2028

2025-2026 Teacher Center Committee Meetings:

- [October 21, 2025](#)
- [February 4, 2026](#)
- [April 1, 2026](#)

Arch Ford Education Service Cooperative (ESC) Annual Report

DATE: May 21, 2026 LEA #: 15-20 ESC #: 1

ESC Name:	Arch Ford Education Service Cooperative
Address:	PO Box 6 Plumerville, Ar 72127
Phone Number:	501-354-2269
Director:	Dr. Mark Taylor
Teacher Center Coordinator:	Dr. Julie Workman
Names of Counties Served:	Cleburne, Conway, Faulkner, Perry, Pope, Van Buren, Yell
Number of Districts Served:	26
Number of Students:	48614
Number of Teachers::	3457

I. GOVERNANCE:

A.

How is the co-op governed?

☒ **Board of Directors** or ☐ Executive Committee

How many members on the Board? **26**

Executive Committee? **0**

How many times did the Board meet? **10**

Executive Committee? **0**

When is the regular meeting? **4TH Thursday of the month**

Date of current year's annual meeting: **September 25, 2025**

B.

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

If yes, then:

How many are on the Teacher Center Committee? **28**

How many members are teachers? **18**

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

When is the regular meeting? **October, February, April**

C.

When was the most recent survey/needs assessment conducted? **Dec 2025**

D.

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

VII. STAFFING:

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

Arch Ford Employee List - 2025-2026

Last Name	First Name	Job Title	Hire Date
Adaire	Corey	Content Specialist, Science	07/01/2019
Allen	Mariah	Certified Teacher-Assigned by Supervisor	09/16/2025
Anderson	Rebecca	VA Executive Admin Asst.	10/15/2012
Andrews	Jenifer	EC Asst. Director	08/05/2019
Armstrong	Meridith	Certified Teacher-Assigned by Supervisor	08/04/2025
Ashworth	John	VA Director and Superintendent	06/30/2015
Atkinson	Stephanie	Business Manager	02/02/1998
Bagsby	Melanie	UX Design Specialist	07/01/2024
Bailey	Shana	ADE Behavior Support Specialist	07/06/2021
Barkhimer Jr.	Donnie	Certified Teacher-Assigned by Supervisor	09/18/2025
Baxter	Robin	Certified Teacher-Assigned by Supervisor	01/23/2020
Beavers	Casey	Career Coach-Pottsville	07/01/2024
Belew	Anita	Certified Teacher-Assigned by Supervisor	08/05/2020
Bentley	Sheila	Certified Teacher-Assigned by Supervisor	07/01/2025
Berry	Shawna	Certified Teacher-Assigned by Supervisor	08/09/2021
Bibel	Jennifer	ADE Transition Admin Asst.	07/01/2022
Bibiano	Ivan	Certified Teacher-Assigned by Supervisor	08/23/2021
Biehsllich	Leann	Certified Teacher-Assigned by Supervisor	03/02/2026
Biggers	Tori	LEA Supervisor	07/01/2025

Bloodworth	Tonya	Certified Teacher-Assigned by Supervisor	08/10/2015
Boaz	Bonnie	ADE Transition Coordinator	07/01/2022
Bohler	Thomas	VA Core Campus Principal	08/08/2016
Booe	Meagan	ADE Behavior Support Specialist	07/01/2024
Branum-Kindy	Heather	Certified Teacher-Assigned by Supervisor	08/10/2015
Brewer	Jennifer	ADE Behavior Support Specialist	07/06/2021
Bridge	Abigail	EC Speech Pathologist	07/01/2024
Brindley	Melanie	Certified Teacher-Assigned by Supervisor	08/17/2015
Brock	Tabitha	Certified Teacher-Assigned by Supervisor	01/06/2025
Brown	Chaille	Certified Teacher-Assigned by Supervisor	08/08/2022
Brown	Magen	VA Proctor, Classified	08/05/2022
Byrd	Jeremiah	Certified Teacher-Assigned by Supervisor	08/07/2013
Chapman	Jessica	Certified Teacher-Assigned by Supervisor	08/07/2023
Chen	Eden	Certified Teacher-Assigned by Supervisor	07/01/2025
Clemons	Jerry	AE Substitute	09/18/2025
Cole	Sandra	Certified Teacher-Assigned by Supervisor	08/06/2018
Cook	Bethany	Certified Teacher-Assigned by Supervisor	09/02/2025
Copeland	Haley	EC Speech Pathologist	08/07/2017
Corning	Susan	Sped Admin Asst	11/27/2006
Cox	Debra	Certified Teacher-Assigned by Supervisor	08/07/2013
Crawley	Sandra	ADE Behavior Support Specialist	07/06/2021
Davis	Kelly	ADE Behavior Support Specialist	10/01/2022
Davis	Daniel	Certified Teacher-Assigned by Supervisor	07/01/2013
Davis	Thomas	Certified Teacher-Assigned by Supervisor	09/03/2025
Davis	Lindsay	HR Coordinator	01/09/2012
Davis	Alan	Lead Technology Support Specialist Level 1	07/25/2022
Davis	Shelly	Payroll Specialist	07/01/2016

Drennan	Angela	VA Special Pop. Coordinator	07/01/2022
Earnhart	Mary	Print Shop Manager	02/01/2005
Edgin	Lori	Systems Support Specialist	05/28/2025
Edwards	Micah	CTE Instructional Facilitator	07/01/2023
Emitt	Kayla	Certified Teacher-Assigned by Supervisor	07/01/2025
Farris	Jonah	Certified Teacher-Assigned by Supervisor	08/07/2013
Fields	Leon	Certified Teacher-Assigned by Supervisor	08/07/2023
Flippo	Dianna	Certified Teacher-Assigned by Supervisor	08/07/2013
Folsom-Hill	Bethany	Systems Support Specialist	07/01/2021
Foster	Mary	Certified Teacher-Assigned by Supervisor	08/08/2022
Fox-Kelley	Ashley	Certified Teacher-Assigned by Supervisor	07/01/2024
Francis	Keri	Certified Teacher-Assigned by Supervisor	08/06/2021
Freeman	Heidi	Certified Teacher-Assigned by Supervisor	08/06/2014
Freeman	Melissa	Certified Teacher-Assigned by Supervisor	08/08/1996
Fulmer	Amanda	VA Counseling & Partner Support Specialist	07/18/2022
Galvez	Sarah	Certified Teacher-Assigned by Supervisor	08/05/2022
Gardner	Jacquelyn	Certified Teacher-Assigned by Supervisor	08/05/2018
Gardner	Jennie	EC Speech Pathologist	07/01/2024
Gasaway	Melissa	School Support Specialist	07/01/2022
Gentry	Kayli	Administrative Assistant	05/27/2025
Gibson	Erin	Certified Teacher-Assigned by Supervisor	08/08/2022
Glass	Tammy	ADE Computer Science Specialist	07/01/2020
Gonia	Denise	VA Content & Customer Support Specialist	07/07/2005
Grady	Courtney	DT Behavioral Interventionist	09/29/2025
Grant	Lisa	VA Proctor, Classified	08/08/2022
Gray	Christina	Certified Teacher-Assigned by Supervisor	09/04/2018
Gray	Cecilia	VA CTE Design & Development Specialist	08/05/2020

Green	Cynthia	Certified Teacher-Assigned by Supervisor	07/01/2013
Greeson	Robert	Certified Admin. Campus Supervisor	08/01/2022
Greeson	Megan	Certified Teacher-Assigned by Supervisor	03/31/2025
Griffin	Kristen	Certified Teacher-Assigned by Supervisor	08/07/2023
Guyse	Stephanie	LEA Supervisor	07/01/2024
Hailey	Tina	Certified Teacher-Assigned by Supervisor	08/12/2020
Hamilton	Janice	Certified Teacher-Assigned by Supervisor	10/04/2021
Harness	Faith	Certified Teacher-Assigned by Supervisor	08/05/2020
Harness	Elizabeth	EC Director	05/31/1995
Harris	Brooke	Certified Teacher-Assigned by Supervisor	08/09/2021
Hart	John	ADE Computer Science Specialist	07/01/2020
Hart	Jeff	Lead Certified Campus Supervisor	08/12/2013
Hartsfield	Sonia	ADE Behavior Support Specialist	07/06/2021
Harvey	Micheal	Custodian	09/03/2019
Heard	Catherine	Certified Teacher-Assigned by Supervisor	08/31/2020
Heard	Jil'Lana	VA Assessment Design Specialist	11/13/2023
Hill	Donna	Certified Teacher-Assigned by Supervisor	08/07/2013
Hofford	Cassie	Certified Teacher-Assigned by Supervisor	08/07/2023
Hogue	Jeremy	ADE Transition Consultant	08/01/2023
Holliman	Natalie	Novice Mentoring Specialists NLR	07/30/2025
Holt	Camille	Certified Teacher-Assigned by Supervisor	08/28/2020
Howell	Justin	VA Science Design & Development Specialist	08/01/2017
Jaqua	Cassandra	Certified Teacher-Assigned by Supervisor	08/05/2019
Jeane	Tracy	EC Speech Pathologist	08/10/2015
Jermany	Tocara	Certified Teacher-Assigned by Supervisor	08/07/2024
Jester-McClure	Carolyn	Certified Teacher-Assigned by Supervisor	09/11/2023
Johnson	Emily	NLR Mentoring Specialist	02/27/2025

Johnson	Scottie	Warehouse Office Support Specialist	02/01/2013
Jones	Ira	Certified Teacher-Assigned by Supervisor	08/15/2016
Jordan	Cheyenne	LEA Supervisor	07/01/2022
Joslin	Tara	Certified Teacher-Assigned by Supervisor	07/01/2013
Joyner	Angelea	Behavioral Interventionist	08/01/2017
Keenan	Jennifer	Certified Teacher-Assigned by Supervisor	08/27/2020
Kemp	Claudia	Certified Teacher-Assigned by Supervisor	08/14/2023
Kengla	Audrey	ADE Behavior Support Specialist	07/06/2021
Kincannon	Ashley	ADE Computer Science Specialist	07/01/2022
Kirby	Amanda	ADE Behavior Support Specialist	07/06/2021
Kirkpatrick	Amy	VA Technology Director	08/07/2013
Knight	Carla	ADE Behavior Support Specialist	07/01/2024
Labat	Brandon	Classified Campus Supervisor	08/06/2018
Lamb	Ashleigh	Certified Teacher-Assigned by Supervisor	08/05/2016
Lancaster	Kathleen	ADE Behavior Support Specialist	07/06/2021
Law	Matthew	Certified Teacher-Assigned by Supervisor	08/08/2022
Lawhon	Brian	ADE Computer Science Specialist	07/01/2024
Leeper	Beatrice	Fueling Brains Coach	07/01/2025
Lewis	Brandi	Certified Teacher-Assigned by Supervisor	08/15/2022
Linn	Jamie	EC Medicaid/eSchool Manager	07/01/2016
Looney	Mindy	VA Director of Operations	08/03/2017
Lord	Jennifer	Certified Teacher-Assigned by Supervisor	07/01/2025
Love	Adrian	DT Asst. to Special Program Supervisor	08/13/2018
Lovelady	Lindsey	ADE Behavior Support Specialist	07/06/2021
Lutz	Sean	Certified Teacher-Assigned by Supervisor	08/08/2022
Maddox	Warren	Certified Teacher-Assigned by Supervisor	08/06/2021
Mann	Mindy	Dyslexia Specialist	07/01/2023

Mannis	Angela	Certified Teacher-Assigned by Supervisor	01/12/2024
Marlow	Rafeal	AE Director	06/30/2014
Martin	Sarai	Certified Teacher-Assigned by Supervisor	08/07/2023
Matella	Gerald	Certified Teacher-Assigned by Supervisor	05/15/2024
McCoy	Rachel	Certified Teacher-Assigned by Supervisor	08/07/2023
McDougald	Paula	VA Asst. Director of Design & Development	08/10/2015
McFerron	Melinda	EC Behavior Specialist	07/01/2024
McInerney	Christine	Certified Teacher-Assigned by Supervisor	08/07/2013
McInnis	Tera	VA Certified Technology Support Specialist	08/05/2022
McKnight	Neil	School Psychology Specialist	07/01/2023
McMahan	Jennifer	School Support Specialist	04/24/2024
McMoran	Caylin	Certified Teacher-Assigned by Supervisor	08/05/2019
McPherson	Candice	VA Director of Design, Development & Project Management	08/08/2016
Mears	Allison	ADE Behavior Support Specialist	07/06/2021
Miles	Ludivine	VA Design & Development Specialist	08/05/2020
Miller	Sarah	Certified Teacher-Assigned by Supervisor	08/12/2025
Miller	Jennifer	DT Special Program Supervisor	08/13/2018
Miller	Patricia	Warehouse Manager	10/24/2000
Milliken	Whitney	Certified Teacher-Assigned by Supervisor	08/07/2013
Mills	Rebecca	VA Curriculum & Instruction Specialist	07/01/2004
Mobley	Jennifer	Certified Teacher-Assigned by Supervisor	08/08/2022
Moeller	Alex	ADE Computer Science Specialist	07/01/2020
Mowery	Kathleen	Certified Teacher-Assigned by Supervisor	08/06/2021
Musto	Adam	ADE State Director of CS Education	07/01/2022
Myers	Linda	Certified Teacher-Assigned by Supervisor	08/09/2021
Myers	Craig	VA SS Design & Development Specialist	09/11/2017
Nacke	Pamela	Certified Teacher-Assigned by Supervisor	08/29/2024

Nash	Vandy	Mentoring Program Specialist (Novice)	07/01/2025
Newton	Jennifer	Certified Teacher-Assigned by Supervisor	08/02/2019
Nolan	William	Certified Admin. Campus Supervisor	11/27/2023
Norton	Karen	Mentoring & ArPep Director	07/01/2019
Nosal	Rhonda	EC Speech Pathologist	08/01/2001
Page	Danesa	Certified Teacher-Assigned by Supervisor	08/08/2022
Pense	Jennifer	VA Facilitator Coordinator	06/01/2008
Perez	Lindsey	Certified Teacher-Assigned by Supervisor	10/01/2024
Perry	Mandolynn	Behavioral Interventionist	08/15/2022
Philips	Lorita	School Psychology Specialist	08/01/2022
Pillow	Johanna	Certified Teacher-Assigned by Supervisor	08/07/2024
Pitman	Elissa	School Psychology Specialist	08/08/2011
Plafcan	Stephanie	Certified Teacher-Assigned by Supervisor	08/07/2013
Pruitt	Lex	Certified Teacher-Assigned by Supervisor	08/15/2016
Purtle	Kitesy	EC Speech Pathologist	07/01/2024
Rainey	Tammy	LEA Supervisor Manager	02/03/2003
Raino	Nicheyta	ADE Behavior Support Specialist	08/02/2018
Ramsey	Jessica	Certified Teacher-Assigned by Supervisor	07/01/2013
Rauls	Amanda	VA Content Partnership and Marketing Specialist	07/02/2012
Reid	Susan	Certified Teacher-Assigned by Supervisor	09/04/2018
Rice	Ashley	Behavioral Interventionist	08/02/2021
Richardson	Lattie	Certified Teacher-Assigned by Supervisor	08/06/2020
Riddle	Roxanne	LEA Supervisor	07/01/2025
Riedel-Cohan	Priscilla	School Nutrition Specialist	01/08/2020
Roberts	Jill	Certified Teacher-Assigned by Supervisor	08/17/2015
Roberts-Smith	Emily	Certified Teacher-Assigned by Supervisor	07/01/2023
Robinett	Lucinda	Certified Teacher-Assigned by Supervisor	08/09/2021

Roch	Morgan	Certified Teacher-Assigned by Supervisor	08/05/2024
Rodgers	Joshua	ADE Computer Science Specialist	05/28/2024
Rogers	Jody	Certified Teacher-Assigned by Supervisor	08/15/2022
Russell	Ginger	AE Substitute	10/20/2025
Russell	Candace	EC Finance Manager	07/01/2021
Russell	David	Warehouse Assistant	03/01/2021
Sage	John	Certified Teacher-Assigned by Supervisor	08/09/2021
Sanders	Rachel	Certified Teacher-Assigned by Supervisor	08/10/2015
Sanders	Tara	Content Specialist, Math	07/01/2021
Sanders	Amy	School Psychology Specialist	08/01/2022
Sayan	Anna	PT School Psychology Specialist	07/01/2023
Scarborough	Shirley	Certified Teacher-Assigned by Supervisor	08/06/2014
Scott	Boris	Behavioral Interventionist	08/12/2015
Shaw	Kristy	Certified Teacher-Assigned by Supervisor	08/10/2020
Shock	Jennifer	School Psychology Specialist	07/01/2023
Sisson	Jacob	Systems Support Specialist	07/01/2019
Small	Joseph	Certified Teacher-Assigned by Supervisor	08/04/2025
Smith	Shelia	ADE Behavior Support Coordinator	08/05/2013
Smith	Ashlee	Certified Teacher-Assigned by Supervisor	08/07/2023
Smith	Candace	Engagement Specialist	07/01/2017
Smith	Diane	VA Design & Development Specialist	08/05/2016
Sniff	Jessica	Certified Teacher-Assigned by Supervisor	08/05/2019
Soto	Kenya	Certified Teacher-Assigned by Supervisor	07/01/2025
Spink	Zackary	ADE Computer Science Specialist	07/01/2020
Stahler	Bridget	Certified Teacher-Assigned by Supervisor	08/05/2016
Stapp	Jenna	ADE Behavior Support Specialist	07/01/2022
Stevenson	Tara	EC Speech Pathologist	08/09/2006

Stewart-Linn	Amanda	Accounts Payable	11/01/1999
Story	Maegan	Certified Teacher-Assigned by Supervisor	08/05/2019
Stratton	Sarah	Literacy Specialist	08/05/2019
Suyal	Randi	VA Implementation Specialist	08/15/2016
Taylor	Mark	Executive Director	07/01/2024
Tessman	Darrell	Facilities Coordinator	07/01/2020
Thomas	Bonnie	Certified Teacher-Assigned by Supervisor	08/07/2024
Thomason	Connie	ADE Behavior Support Specialist	07/06/2021
Thone	Lori	Warehouse Manager	04/24/2019
Trautman	Dean	Receptionist/Fingerprint Specialist	07/12/2022
Trusty	Heather	Certified Admin. Campus Supervisor	08/02/2019
Trusty	Nicky	Lead Certified Campus Supervisor	07/28/2014
Turner	Carla	Certified Teacher-Assigned by Supervisor	03/11/2024
Turner	Mallory	VA Operations Support Specialist	04/01/2022
Tuttle	Carrie	ADE Transition Consultant	07/01/2013
Vickers	Kristy	Certified Teacher-Assigned by Supervisor	08/07/2013
Walston	Rachael	VA Principal OCFO DYS	10/30/2023
Walter	Mary	ADE Behavior Support Specialist	07/06/2021
Ward	Joshua	Certified Teacher-Assigned by Supervisor	08/15/2024
Watford	Laura	Systems Support Specialist for SPED	07/01/2025
Weatherall	Kristen	Local Leads Captain	01/06/2025
Webb	Thomas	Certified Teacher-Assigned by Supervisor	08/29/2022
Webb	Noble	Technology Coordinator	06/16/2025
Wells	Jason	Certified Teacher-Assigned by Supervisor	08/07/2013
Wertenberger	Kimberly	Certified Teacher-Assigned by Supervisor	08/15/2016
West	Courtney	Certified Teacher-Assigned by Supervisor	07/01/2025
Westerman	Amy	Certified Teacher-Assigned by Supervisor	08/07/2013

Wheeler	Shelly	Certified Teacher-Assigned by Supervisor	08/07/2024
Williams	Gay	Certified Teacher-Assigned by Supervisor	07/01/2024
Williams	Robert	Warehouse Assistant	07/20/2021
Wilson	Lovail	Certified Teacher-Assigned by Supervisor	08/07/2023
Winfrey	Ashley	Facilities & Event Coordinator	08/05/2013
Winfrey	Lori	SDV Office Support Specialist	05/20/1994
Wofford	Logan	Office Support Specialist	05/27/2025
Workman	Julie	Teacher Center Coordinator	07/27/2018
Yancey	Kyle	VA Data Science Specialist	08/23/2021
Zimmerman	Angela	CTE Coordinator	08/01/2006

III. TEACHER CENTER

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

A.

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

Approximate the number of titles in media center:

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

How many districts participate in the media program?

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

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

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

Please describe: _____

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

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

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Administrators and Local Board Members Training
- ☒ Annual Needs Assessment / Planning Assistance
- ☒ Assessment Data Analysis
- ☒ Bookkeeping assistance
- ☒ Business Management training
- ☒ Computer Technician
- ☒ Cooperative Purchasing
- ☒ CTE Coordinations / Perkins Consortium Administration
- ☒ Curriculum Support
- ☒ E-Rate Applications
- ☒ ESC Works Support
- ☒ Evaluation Procedures Assistance
- ☒ Fingerprinting
- ☒ Gifted and Talented assistance
- ☒ Grant writing assistance
- ☒ Instructional Facilitator Training
- ☒ Math/Science/Literacy/GT/Computer Science/Behavior Specialists
- ☐ Migrant program
- ☒ Novice Teacher Mentoring
- ☒ Numerous professional development opportunities for teachers
- ☒ Planning assistance
- ☒ Praxis Support
- ☒ Printing
- ☒ Systems Support Specialists; School Support Specialists
- ☒ Special Education Services
- ☒ Technology Training
- ☒ Other (please specify)
- ☒ Facilities Coordination

V. DIRECT SERVICES TO STUDENTS

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

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

VI. ANECDOTAL REPORTS

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

Fueling Brains Coaching and Support

Arch Ford partnered with 15 districts in the region this year to assist them with the implementation and coaching for a supplemental program focused on building executive functioning in PreK and Kindergarten students. As part of the partnership, Arch Ford negotiated Co-op pricing for our region, resulting in discounts for the districts. We also hired a specialist who has been trained as a Brain Coach by Fueling Brains and worked alongside their team to coach and support teachers and administrators implementing the program. Through this unique partnership, our teachers have been able to support their students in developing valuable learning skills that lead to increased achievement and academic success in the classroom.

F District Support

This year was the first year that districts received letter grades, due to a requirement in recent legislation. When district letter grades were calculated and assigned, all 26 Arch Ford districts earned a letter grade of A, B, or C, with the majority of districts receiving a B rating. One district that has paid into the Arch Ford professional development consortium for many years is North Little Rock, and they received an F rating. There were seven districts in the state with an F rating, and DESE asked for Arch Ford to provide intensive support to North Little Rock, since they officially do not have a Cooperative assigned.

As part of this partnership, the Arch Ford Director, Teacher Center Coordinator, and Systems Support Specialist for School Improvement have worked closely with the Superintendent, Assistant Superintendents, Principals, and teachers to focus on grade level instruction and build effective systems. Weekly walkthroughs in buildings have been conducted and Arch Ford specialists have provided intensive support to over 80 teachers as requested by principals in the spring semester. Training focused on engaging students, understanding data, and building systems to support grade level instruction. Work will be ongoing in the 26-27 school year.

District Audits

Starting in the Spring of 2025, Arch Ford began offering school audits to districts as part of the Arch Forward Learning Partnership. Essentially, a team of experts from Arch Ford comes to a school and does a sweep of all classrooms, collecting data using a common tool focused on critical indicators of learning. Areas observed include learning targets, teacher/student

location and task, engagement type, use of technology, and if the targets are on grade level. After data is collected, a report is created for the superintendent and principals of each building. This has served as a great resource for districts, and has moved beyond schools that chose to be part of the AFLP program this year. Other schools and districts have also requested audits, and are using the opportunity to get another set of eyes on their district to determine next steps. At this time, 19 of our 26 districts have had at least one district audit in the past year.

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.

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

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

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

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

- Hosting 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 \$7,118.89 was paid by each entity for site maintenance and support FY25-26. 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 \$113,902.24 FY 25-26.

Virtual Arkansas

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

- 1.
2. Completed the Design and Development of and deployment the Level I, II, and III Military courses (Arkansas Military Service and Security).
3. Initiated the design and development of the level 2 and 3 Military courses
4. Selected to design and develop two college level Cybersecurity courses in partnership with the University of Arkansas at Little Rock
5. Engaged in the design and development of *Atlas Camps* to be placed in Atlas-tested subjects to enhance science of learning strategies in our courses and better prepare students for Atlas success
6. Provided 100% virtual student options for local schools through the Learn Anywhere Academy (LAA).
7. Provided parent orientation webinars and informational webinars throughout the school year.
8. Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation for state virtual programs.
9. Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
10. Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future. Had over 170% enrollment growth between year 1 and year 2.
11. Executive Director completed his role as Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning, after 6 years of service.
12. Designed and developed the America 250 teaching and learning resources utilized by schools, families, and students throughout the state.
13. Partnered with the Arkansas Department of Education to design and develop facilitator materials for the ArPEP program.
14. Supported DESE in the launch of the Course Choice program.
15. Virtual Arkansas offers 5 full H2 pathways and an additional 6 H2 pathways with at least 2 levels of courses

PROGRAM REPORTS

PROGRAM: Accounting

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

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED: Yes ☐ No ☐

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

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

GOAL:

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

Click Here: for the Financial Board Report Ending FY 26 (will be added after fiscal year ends)

PROGRAM: Arch Ford Non-Traditional Learning

FUNDING SOURCE: Participating Districts

COMPETITIVE GRANT: Yes _____ No X_____

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

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

PERSONNEL:

BIEHSLICH, LEANN	Certified Teacher
CHAPMAN, JESSICA	Certified Teacher
COLE, SANDRA	Certified Teacher
DURYEA, ASHLEE	Certified Teacher
FIELDS, LEON	Certified Teacher
GRAY, CHRISTINA	Certified Teacher
GREESON, ROBERT	Campus Supervisor
GRIFFIN, KRISTEN	Certified Teacher
HART, JEFF	Site Lead
HOFFORD, CASSIE	Certified Teacher
JONES, IRA	Behavioral Interventionist
JOYNER, ANGELEA	Behavioral Interventionist
LABAT, BRANDON	Campus Supervisor
LOVE, ADRIAN	Assistant to DT Special Program Supervisor
MARLOW, RAFAEL D.	Director of Non-Traditional Learning
MILLER, JENNIFER	Day Treatment Special Program Supervisor
NOLAN, WILLIAM	Campus Supervisor
PERRY, MANDOLYNN	Behavioral Interventionist

REID, SUSAN
RICE, ASHLEY
ROGERS, JODY
SCOTT, BORIS
SHAW, KRISTY
TRUSTY, HEATHER
TRUSTY, NICK
WEBB, THOMAS
WILSON, LOVAIL

Certified Teacher
Behavioral Interventionist
Certified Teacher
Behavioral Interventionist
Certified Teacher
Campus Supervisor
Site Lead
Certified Teacher
Certified Teacher

PROGRAM SUMMARY:

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

- **ALE Programs** offer a structured, supportive learning environment featuring reduced class sizes and individualized instruction. These non-punitive settings are designed to help students address and overcome barriers to academic success, with the goal of transitioning students back to their home campuses when appropriate.
- **Hub Programs** emphasize career readiness through Jobs for Arkansas Graduates (JAG), providing flexible scheduling options for students actively pursuing employment, credentialing, or career pathway opportunities.
- **Day Treatment Centers** operate in partnership with licensed mental health agencies to deliver fully integrated academic and therapeutic services for students requiring intensive emotional or behavioral intervention.

GOALS:

- Deliver targeted intervention services for at-risk students referred to Alternative Learning, Hub, or Day Treatment programs.
- Cultivate non-punitive, student-centered environments that empower learners to overcome academic, behavioral, and emotional barriers.
- Ensure equitable access to rigorous academic instruction, mental health support, and career readiness programming across all sites.
- Maintain intentionally small class sizes that foster individualized learning, meaningful engagement, and strong student-staff relationships.
- Provide high-impact, research-based instruction – including synchronous learning methods – that prioritizes student growth and achievement.
- Develop and implement individualized student action plans aligned with each learner's academic, behavioral, social-emotional, and post-secondary goals.
- Facilitate successful student transitions – whether returning to a traditional campus, entering the workforce, or fulfilling graduation requirements.

MAJOR HIGHLIGHTS OF 2025-2026:

Program-Wide Achievements

- 79 students graduated across all program sites.
- 31 full student transitions and 8 partial transitions were successfully completed.
- Students completed 8 community service projects across multiple campuses.
- One campus staged its first-ever school musical, highlighting student creativity and collaboration.
- High school students participated in college campus visits and partnered with Choosing to Excel to establish personal career goals.

Campus Highlights

- **Conway K-4** - 100% of students with comparable scores demonstrated measurable STAR growth, with every student improving in at least one tested area. Three students achieved growth across all three assessments.
- **Conway 5–8**: 9 full transitions, 3 partial transitions. 58% of students demonstrated STAR Reading growth from BOY to MOY or scored at grade level. 42% demonstrated STAR Math growth from BOY to MOY or scored at grade level. **Conway 9–12 Program**: 9 full transitions, 2 partial transitions, 4 graduates, 1 community service project (elementary student mentoring), and college campus visits.
- **Conway HUB**: 50 graduating seniors; highest course completion rate among all sites at 91.76%.
- **River Valley**: 6 student transitions, 5 students on track for graduation, and 1 community service project (Thanksgiving food drive).
- **Horizons**: 7 student transitions, 5 graduates, 50% growth in Math, 45% growth in Literacy. Produced an art contest winner. Implemented "soft starts" to improve daily transitions for elementary students. CVC word recognition increased from 48% to 84%.

STUDENT IMPACT DATA — 2025–2026:

- **Graduation**: 79 seniors graduated across all programs, with Conway HUB contributing 50 of those graduates. Conway HUB graduated 97% of its senior class. ALE programs graduated 95% of seniors program-wide.
- **Academic Growth**:
 - 68.3% of students demonstrated typical or above-typical growth in Reading from Fall to Spring — a significant increase from 45.2% the prior year.
 - 72.5% of students demonstrated typical or above-typical growth in Math — a substantial improvement over the prior year's 36.8%.
- **Credit Recovery**: HUB and ALE programs assisted students in recovering more than 175 credits.

- **Course Completion:** Over 250 active learners completed more than 1,200 courses through our HQIM-aligned digital platform.
- **Community Engagement:** Students participated in more than 10 community service projects, building leadership skills and fostering civic responsibility.

PROGRAM: Arch Ford Principal Prep Program

FUNDING SOURCE: Staff Development

COMPETITIVE GRANT: Yes___ No x

RESTRICTED FUNDING___ **NON-RESTRICTED FUNDING** x___

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

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

PROGRAM SUMMARY:

In response to the anticipated need for additional building-level administrators in the region, and at the request of area superintendents, Arch Ford has continued to implement the Principal Prep Program for educators. This program is designed for participants who are within two semesters of completing a degree in Educational Administration or Supervision.

Regional superintendents contributed input on the program's design and intended outcomes. Sessions were facilitated by Arch Ford superintendents and principals, Behavior Specialists, and co-op staff with administrative experience. The program ran from September through March, and participation is voluntary with a superintendent's recommendation.

The Arch Ford Principal Prep Program (AFPPP) was created to support aspiring administrators in becoming effective instructional leaders and continues to serve as a key component in leadership development across the region.

Program Goals and Outcomes

The Principal Prep Program provides participants with:

- The ability to clearly articulate what effective instructional leadership looks and sounds like, along with the confidence to lead accordingly
- A network of support, including access to experienced professionals, programs, and additional resources
- Knowledge of how to build a positive school culture and develop leadership capacity in others through shared and distributed leadership, including strong Professional Learning Communities (PLCs)
- An understanding of the Teacher Excellence and Support System (TESS) and how to use TESS data to inform individual and schoolwide goals, as well as professional development
- Awareness of key drivers of high-quality instructional materials (HQIM) in literacy, math, and science
- An understanding of the importance of the science of reading in all classrooms, along with a foundational knowledge of the LEARNS Act
- The ability to analyze data using LEA Insights, including teacher value-added measures
- A basic understanding of school finance at the building level
- Skills for developing strong resumes and successfully interviewing for building-level administrative positions

MAJOR HIGHLIGHTS OF 2025-26:

- Eleven candidates participated in this year's program representing seven districts from across the Arch Ford region.
- This group had the opportunity to visit a local school district as part of their training. The district allowed participants to observe in a variety of classrooms to explore Nurturing Minds and the implementation of HQIM.
- A panel of principals and assistant principals participated in a panel discussion of leadership and learning.
- A panel of superintendents held mock interviews to help participants hone their interview skills.

IMPACT DATA FOR 25-26:

- Currently, 1 participant from this year's AFPPP has been hired as an administrator for the 26-27 school year.
- Several others are in the process of interviewing for principal or assistant principal jobs.

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

PROGRAM: Behavior Support Specialists

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes_____ No X

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

PERSONNEL:

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

Behavior Support Specialists:

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

PARTICIPATING SCHOOLS: Statewide

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

BX3 PROJECT

GOAL:

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

BX3 Cohort 3- Building level teams	
1. Bryant Elementary- Dawson 2. Hurricane Creek Elementary-Bryant-Dawson 3. McRae Elementary-Searcy- WDM 4. Mena Middle School- DQM 5. Mena High School- DQM 6. Oscar Hamilton Elementary-Foreman-DQM 7. Pottsville Junior High- AF 8. Asbell Elementary Fayetteville	

BX3 Cohort 4 - Building level teams	
1. Magnolia Middle School 2. Westside Elementary - Searcy 3. Southwest Middle School - Searcy 4. Janie Darr Elementary - Rogers 5. Arkadelphia High School 6. Lake Hamilton New Horizons - 7. Washington Elementary - Fayetteville 8. Lincoln Middle School 9. Cedarville Elementary 10. Glen Rose Elementary 11. Flippin Elementary 12. Beebe Elementary 13. Bob Folsom Elementary - Farmington	14. Westbrook Elementary - Harmony Grove 15. Bayyari Elementary - Springdale 16. North Heights Community School - Texarkana 17. Beebe Middle School 18. Louise Durham Elementary- Mena 19. Manila Elementary 20. Indian Hills Elementary - North Little Rock 21. East End Elementary 22. Lakeside Primary 23. Peake Elementary - Arkadelphia 24. Harmony Leadership Academy- Texarkana 25. Rector Elementary School

BX3 Cohort 5 - Building level teams	
1. Waldron Middle School 2. Mountainburg Elementary 3. Mountainburg Middle School 4. Mountainburg High School 5. King Elementary-Van Buren 6. Fairview Elementary- Fort Smith 7. East Side- Magnolia 8. Central Elementary-Magnolia 9. Hillcrest Elementary 10. East End Middle- Sheridan	11. Sheridan High School 12. Eureka Springs Elementary 13. Eureka Springs Middle School 14. McCrory Elementary 15. Jerry "Pop" Williams Elementary-Farmington 16. Farmington High School 17. Arkansas Arts Academy Elementary 18. Clarendon Elementary

BX3 Cohort 6 - Building level teams	
1. Arkansas High School 2. Arkansas Middle School 3. Kilpatrick Academy of Public Service 4. Beryl Henry Elementary 5. Beebe Early Childhood (K-1) 6. Cabot Eastside Elementary 7. Dierks High School 8. eStem Downtown Elementary 9. Sheridan Middle School 10. Sheridan Intermediate School	11. Sheridan Alternative Learning Academy 12. Sylvan Hills Elementary 13. Davis Elementary (Bryant) 14. Angie Grant Elementary 15. Park Elementary (Corning) 16. Trumann Elementary 17. Trumann Middle School 18. John L Colbert Middle School 19. Lavaca Elementary

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-26:

- Cohort 3 continued with 8 building-level teams across the state
- Cohort 4 continued with 25 building-level teams across the state
- Cohort 5 continued with 18 building-level teams across the state
- Accepted Cohort 6 with 19 building-level teams across the state
- 98% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 98% of participants in Cohort 3, 4, 5 and 6 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, 5 and 6 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 97% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2025-2026:

- Provided coaching and consultation, student observation, records review, coaching with functional behavior assessment, or safety and behavior intervention planning for student teams for 150 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 2025-2026:

- Offered 6 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 6 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 143 professional learning opportunities in person to school districts in all Education Service Cooperatives with over 2392 participants

ADDITIONAL BSS HIGHLIGHTS OF 2025-2026:

- Held the first annual Arkansas School Behavior Conference on July 23 with over 450 attendees from across the state
- Partnered with DESE to support THRIVE Leadership Academy at Northeast Arkansas, Wilbur D. Mills ESC, OUR ESC, Crowley's Ridge ESC, Guy Fenter ESC, Arkansas River, and Southwest ESC to improve the implementation of positive behavior supports in school buildings.
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the DDS Autism Work Group
- Served on the Autism Legislative Task Force
- 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
- Reached national and international audiences with newsletter
- Provided online modules for Special Education Apprenticeship Program for 2 Cohorts thus far
- Reached educators and University Educator Programs in Arkansas as well as nationally and internationally audiences with online modules
- Presented Level Up at East End Middle: Implementing Tier1/2 Strategies at AAEA Conference
- Presented the Student Intervention Matching Form at the APRSC Virtual Conference
- Presented Building Capacity in School-Wide Positive Behavior Supports: The Journey from THRIVE to BX3 and Behavior Boost: Practical Tools to Empower Every Educator at the ADE Summit
- Presented Break Away from Behavior at the ASEP Conference
- Presented Quick Tips for Positive Behavior at the ArSCA Southwest Fall Meeting
- Presented ACC: Supporting Schools, Supporting Students as part of the ACC panel at Arkansas Children's Hospital

- Presented at Arkansas Association of Alternative Educators Conference
- Presented What to Do When Students Behave and Misbehave! and Approaches for Managing Student Behaviors at the Fall ARMEA Conference
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Myth-Busting Behavior: What School Teams Often Get Wrong (and How to Get It Right) and Effective Approaches for Managing Student Behavior: Tier 1 and Tier 2 at the 2026 Forum on School Behavior and Mental Health
- Attended the Midwest Symposium for Leadership in Behavior Disorders (1 BSS)
- Attend Southeastern School Behavioral Health Conference in April (2 BSS)
- Attended Verbal Behavior Conference in March (1 BSS)
- Attend Association for Behavior Analysis International Conference in May (3 BSS)

PROGRAM: Career and Technical Education

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

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING X **NONRESTRICTED FUNDING** ____

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

Participating Districts: 23

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

PROGRAM SUMMARY:

The Career and Technical Education Department has the responsibility to develop and coordinate the Carl D. Perkins Program. This includes proposal writing for consortium schools, managing the budget, and providing accountability information to the Division of Career and Technical Education. It is our goal to serve as a liaison between our member schools and the Career and Technical Education state staff in the collection of data; evaluation of programs; assistance to new instructors; and continuing staff development for all career and technical education instructors. Staff development includes such initiatives

as; Best Practices in CTE, Student Motivation and Engagement, Meeting the Needs of All Learners, Classroom Management and Instructional Strategies in the CTE Classroom. The Career and Technical Education Department will continue to encourage the development, implementation, and improvement of Career and Technical Education Programs by supporting curriculum changes that move students along to current industry standards and purchasing equipment to teach the new-advanced technology.

GOALS:

- To provide Career and Technical Education instructors quality staff development to enhance student achievement
- To encourage the development and implementation of advanced technologies in the improvement of Career and Technical Education Programs.
- To serve as a liaison between the Division of Career and Technical Education and our Perkins Consortium members, providing up-to-date information and providing CCTE accountability data for our member schools

Major Highlights and Student Impact Data of the 25-26 School Year:

- Our Perkins consortium performed above the State targets on the following Perkins V Performance Indicators:
 - English Language Arts – +4.4%
 - Math – +2.6%
 - Science - +4%
 - Placement - +4.9%
 - Non Traditional - +3.8%
- Applied for New Program Start-up Grants and received for Atkins Pre-Educator \$28,000.00, Clinton Pre-Educator \$28,000.00, Dardanelle Pre-Educator \$28,000.00, and South Conway County Pre-Educator \$28,000.00.
- Applied for and received a Perkins Innovation Grant in the amount of \$36,000 for Girl Power to purchase BOSS Laser machines for Greenbrier, South Side, Danville and Portable CNC Machines for Hector and Pottsville and an XTool for Bigelow.
- Applied for and received Modernization Grants for Wonderview \$14,152.50, Pottsville \$62,898.30, Hector \$9,720.60, and Two Rivers \$32,999.54.. Grant total: \$503,815.53
- Obtained CTE Completer Data for 23 high schools and provided each Completer with a CTE Completer Certificate (1,149 CTE Completers)
- Provided professional development in the areas of Best Practices in the CTE Classroom, Instructional Strategies, Canva, Student Motivation and Engagement, Classroom Management, Agriculture Mechanics, CTE Novice Teacher, PLC in CTE, Technology Tools for CTE Instructors.
- 5 of our Family Consumer Science Programs qualified for FCCLA Nationals
- 9 of our Business Programs qualified for FBLA Nationals
- Prepared, budgeted and managed the Perkins Consortium with 23 member districts with a total allocation of \$373,456.13.

PROGRAM: Community Health Nurse and Promotion Specialists

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes _____ No X_____

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

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

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

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

GOALS:

- Provide tobacco prevention and cessation technical assistance and training to districts and communities.
- Assist districts in adopting tobacco -free policies and implement prevention and cessation best practices.
- Provide injury prevention resources and training.
- Implemented a sexual risk avoidance education (abstinence promotion) program for districts which includes communication skills, setting goals, identifying values, and healthy relationships.
- Assist districts in adopting policies for promoting and implementing best practices for nutrition and physical activity.

- Provide resources and training in the areas of nutrition, physical activity, mental health and wellness, and other emerging health issues.
- Provide assistance and resources to assist districts to meet state and federal mandates.
- Inform schools and communities of health issues and current public health policy.
- Certify school nurses and conduct mandated health screenings.
- Provide school nurses with required training, continuing education, and assistance related to school health.
- Inform schools and communities of school health resources, available training, and grant opportunities.
- Promote research-based, best practice comprehensive health education curriculum to school nurses and school staff.
- Provide presentations for students, staff and community members regarding health, tobacco, obesity prevention, injury prevention and related health issues.
- Provide information about health care resources.

MAJOR HIGHLIGHTS and IMPACT DATA OF 2025-2026

- Offered state mandated and continuing education training to 98 school nurses. Provided required training and technical assistance for 20 new school nurses.
- Purchased two autorefractors for districts to use to provide vision screenings. Autorefractors reduce the amount of time required for screening and also reduces the number of referrals based on screening effectiveness compared to traditional screening techniques. 14 Arch Ford districts utilized this resource for screening this year.
- Provided CPR to over 100 school nurses, staff, and students.
- Provided mandated training in the required area of professional development hours of Suicide Prevention and Mental Health, including Youth Mental Health First Aid, QPR and Youth Suicide Prevention Education, along with Resiliency Programs and Poverty Awareness and Education for educators, administrators, counselors, nurses, SROs, and ancillary staff in Arch Ford Schools.
- Provided over 80 health related presentations to over 2000 students in Arch Ford Districts.
- Provided oral health education, including toothbrushes and toothpaste, to over 600 students in Arch Ford Schools.
- Collaborated with the Criminal Justice Institute, State Drug Director's office, and Regional Prevention partners to provide Naloxone replacements kits for public access AEDs in several districts, and provided training for nurses and SROs related to this for compliance with Act 811.
- Collaborated with Arkansas Children's Hospital to host monthly professional development for nurses and staff around health topics, and was selected as a host site for the 2025 ACH School Nurse Academy.
- Collaborated with the Arkansas Children's Hospital to provide technical assistance in the development of Cardiac Emergency Response Programs in districts per Act 352
- Certified in Youth Mental Health First Aid, QPR Suicide Prevention Education, Resiliency for All, NOT and In-depth Tobacco Cessation Programs, Poverty Coaching,

CPR/First Aid, and Early Childhood Brush Curriculums training to offer professional development and resources for Arch Ford districts.

- Provided resources for administration and teachers in the areas of mental health, tobacco cessation, suicide prevention and crisis followup, opioid awareness, addiction, and eating disorders education.
- Provided technical assistance and resources to all districts in the Arch Ford Educational Cooperative related to health needs, implementation of health related mandates, and student specific assistance.
- Collaborated with UACCM and UCA to offer health related training to nursing students, who work with Arch Ford school nurses during clinical rotations, and health education students.

Program: Computer Science

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

Competitive Grant: Yes

Restricted: Yes

Statewide

Personnel:

Name: Brian Lawhon
Position: Statewide CS Specialist
Degree: MSE

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

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

Name: Joshua Rodgers
Position: Statewide CS Specialist
Degree:

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

Name: Tammy Glass
Position: Statewide CS Specialist
Degree:

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

Name:
Position:
Degree:

Goals:

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

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

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

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

Program Summary:

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

PD Offered:

- Computer Science Impact Meeting
- AI for ARPEP Teachers
- Applied Cryptography
- Bit by Bit
- Build a Game Pygame
- Business Intelligence
- Circuit Playground Training
- Code to Cultivation
- Coding with Circuit Playground
- Coding with Raspberry Pi
- Cryptography
- CS Planning with the New Standards
- Cybersecurity and Networking with Raspberry Pi
- Data Analysis and Visualization
- Data Science: Collect, Clean, Analyze
- Data Science: SQL, Spreadsheets, Python
- Fundamentals of Cyber
- Hardware Interactions
- High School Computer Science Certification and Preparation
- Networking: Packet Tracing
- K6 Robot Roundup
- Mobile App Development
- Organizational Security
- Precision AG
- Project Based Sewing Lab
- Sensor Exploration
- Soldering
- Visual Applications
- Web Application Development with Python

Conferences Presented at:

- State TSA Conference
- Arkansas Association for Career and Technical Education (ArACTE)
- ADE Summit
- AEA PD Conference
- ISTE - Raspberry Pi Escape room
- HSTI - K8 Computer Science
- Cyber.org - National Conference
- NICE K-12 Preconference Session

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2025
- Regional Capture the Flag Events - throughout the 2025-2026 school year

- DECA Conference - February 2026
 - TSA State Conference – March 2026
 - Support of Robotics Competitions (VEX, FIRST) March 2026
 - Regional and State Girl Power - February 2026
 - All-State Coding Competition March 2026
 - Girls of Promise - March 2026
 - SkillsUSA April 2026
-

Major Highlights of the Year

- Standards Development: Developed and launched five new courses (four middle school and one high school).
- Standards Modernization: Updated the Introduction to Computer Science standards to integrate a stronger emphasis on Artificial Intelligence (AI).
- Statewide Training Impact: Delivered targeted CS training to 2,287 education professionals and 5,118 students.
- State Coding Competition: Designed and delivered the first open invitation Arkansas State Coding Competition.
- Interactive Cybersecurity: Hosted digital Capture the Flag (CTF) events at schools and educational cooperatives statewide.
- Student Mentorship: Mentored students across the state in Unity game development.
- CTSO Support: Continued the growth, development, and support of Career and Technical Student Organizations.
- Student Recognition: Distributed Computer Science Completer Cords to schools to honor students finishing their CS Pathways.
- National Advocacy & Representation: Represented Arkansas on the national stage with the Expanding Computing Education Pathways (ECEP) alliance and collaborated on the Code.org State of Computer Science Education report.

Ongoing Support & Initiatives

- Summer Training Prep: Creating and revamping professional development sessions for the upcoming summer.
- CS Summit: Coordinating the first Computer Science Summit at the ACTE Summer Conference.
- Classroom AI Integration: Developing training and resources for guided AI implementation in K-12 classrooms.

PROGRAM: Consolidated Purchasing Services

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

COMPETITIVE GRANT: Yes____ No X

RESTRICTED ____ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

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

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

GOAL:

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

PROGRAM SUMMARY:

The Arch Ford Education Cooperative Purchasing Department was established in 1985 when 30 school districts pooled their resources in order to bid for quantity discounts on a few items. While consolidated purchasing is no longer a new concept, Arch Ford paved the way for Arkansas schools to reap the benefits of cooperative purchasing. Not only does this help in the area of monetary savings, but it also maintains the schools compliance with Arkansas Bid Laws. Entire warehouse inventory is competitively bid, which allows smaller schools without purchasing personnel to benefit from quantity based pricing.

Another advantage afforded to Arch Ford cooperative schools is free delivery. The purchasing department has scheduled deliveries at least twice a month to cooperative schools. The Arch Ford delivery staff is glad to take the supplies to any location within the school instead of dropping it at the front door like most common carriers.

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

Major Department Highlights for 2025-2026

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

We offer curbside pickup for supplies.

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

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

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

- Monetary savings on items ranging from 20% to 40%.
- Will pack individual teacher orders or bulk campus orders.
- Will invoice orders to the district's specifications, either one "bulk" invoice and total, or individual invoices by teacher. This allows bookkeepers to monitor the individual teacher accounts more efficiently.
- Competitively bid all inventory annually to maintain compliance with Arkansas Bid Laws.
- All Back-to-School orders delivered before the first day of school
- Service continued to districts during the Covid 19 era.
- Eclipse glasses were made available for school districts to purchase.

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

Our goal is to provide students with the needed supplies such as art, reading and writing and manipulatives to advance their learning experience.

PROGRAM: Cooperative Print Shop

FUNDING SOURCE: Base Funds/Local Purchase of Services

COMPETITIVE GRANT: Yes No X

RESTRICTED FUNDING **NON-RESTRICTED FUNDING** X

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

PERSONNEL: Mary Earnhart - Print Shop Manager

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-2026:

- Printed and laminated educational learning materials for teachers.
- Printed spiral bound student workbooks.
- Printed and laminated numerous posters for classrooms, hallways and tournaments.
- Printed programs for Basketball, Baseball, Softball tournaments, Rialto Productions and Jr. Rising Ring Day.
- Upgraded laminating machine.

- Printed handbooks and had them ready before the first day of school.
- Design and print special orders according to the customers needs.
- Fast and efficient turnaround times.

PROGRAM: Digital Learning – Virtual Arkansas (2025-2026 Academic Year)

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARCH FORD EDUCATION SERVICE COOPERATIVE DISTRICTS:

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

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

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

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

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

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

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

Jason Bohler: Core Campus Principal; MA, BA

Samantha Carpenter: Concurrent Credit Campus Principal; EdS, MS, BA

Christie Lewis: CTE Campus Director; BBA, MS

Rachael Walston: Learn Anywhere Principal; MS, BS

MISSION: 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 students 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	2024-2025 Results
Help Address the Arkansas Teacher Shortage	- VA made courses available in all critical academic licensure shortage areas - VA provided access to 97 full-time Arkansas certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	- VA provided access to 214 total courses; 151 courses with a VA teacher - These courses provided opportunities to 29,170 Content + Teacher enrollments and 16,500 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	- VA courses were made available to all high-poverty districts and were utilized by 90% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that

	submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational Options for Rural Students	- 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 79% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	- All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	- Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

PROGRAM SUMMARY:

Virtual Arkansas is a supplemental state virtual program that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 6th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

Major Highlights of the 2025-2026 School Year - Virtual Arkansas

- Provided 100% virtual student options for local schools through the Learn Anywhere Academy (LAA).

- 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 for state virtual programs.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future. Had over 170% enrollment growth between year 1 and year 2.
- Executive Director completed his role as Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning, after 6 years of service.
- Designed and developed the America 250 teaching and learning resources utilized by schools, families, and students throughout the state.
- Partnered with the Arkansas Department of Education to design and develop facilitator materials for the ArPEP program.
- Supported DESE in the launch of the Course Choice program.
- Virtual Arkansas offers 5 full H2 pathways and an additional 6 H2 pathways with at least 2 levels of courses

Virtual Arkansas Data (Based on 2024-2025 School Year)

- Helped Arkansas school districts and programs save over \$78,000,000 since 2014
- Saved Arkansas school districts over \$5.2 million during the 2024-2025 school year in its Content + Teacher and Content Partnership services
- Have served over 360,000 Content + Teacher enrollments since 2013
- Virtual Arkansas Students had a 93% Pass Rate
- 12,485 Unique Arkansas Students served by Virtual Arkansas
- 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 8,283 College Concurrent Credit Hours
- 80% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,460 enrollments
- 2,510 Computer Science enrollments
- 2,589 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

PROGRAM: Director's Office/Administration

FUNDING SOURCE: Base Funds

RESTRICTED FUNDING X **NON-RESTRICTED FUNDING**

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

PROGRAM SUMMARY:

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

FINANCES:

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

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Federal and State Grant / ADE

COMPETITIVE GRANT: Yes No X

RESTRICTED X **NON-RESTRICTED**

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

PERSONNEL:

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

Tara Stevenson, Speech Pathologist (M.S. CCC-SLP)
Maegan Story, Early Childhood Special Education Teacher (B.S.E.)
LeAnne Waddle, EC Eschool/Medicaid Manager
Courtney West, Early Childhood Special Education Teacher (B.S.E.)

GOALS:

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

PROGRAM SUMMARY:

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

A child may be eligible for special services if he/she is experiencing difficulties which interfere with normal development in the following areas: speech/language, vision, hearing, motor skills, behavioral/social skills or cognition/readiness skills. Services include screenings, evaluations, specialized preschool instruction, speech/language therapy, physical/occupational therapy when indicated, and other appropriate services. Services are provided and delivered through a Free and Appropriate Public Education (FAPE) and are delivered in the child's natural preschool environment. The delivery model allows for interaction with peers who are typically developing and also allows for coordination with other agencies to ensure that the most educationally appropriate services are provided.

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

Data from the 2025-2026 School Year:

Provided early childhood special education services for 701 preschoolers according to the December 1, 2025 child count. A breakdown of students by disability categories is represented as follows:

- 411 Preschool Noncategorical / Developmental Delay
- 235 Speech Language Impairment
- 47 Autism
- 0 Hearing Impairments
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impairments
- 1 Traumatic Brain Injury
- 0 Visual Impairment

Interagency Collaboration:

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

Partnerships / Memberships:

- ASEP (Arkansas Association of Special Education Professionals-Early Childhood)
- AASEA (Arkansas Association of Special Education Administrators)
- ARMEA (Arkansas Mental Health in Education Association)
- University of Arkansas Community College At Morrilton (UACCM) Advisory Board
- Welcome The Children partnership for Inclusive Practices Project
- Arkansas Children's Hospital EARS program- direct Audiology services for students

Student Growth:

- 26 students were dismissed satisfactorily from the Early Childhood special education program and were not transitioned for consideration of special education services in Kindergarten.
- Student growth in Early Childhood Special Education is measured through a system of Early Childhood Outcomes.

Of those preschool children who entered the preschool program below age expectations in the outcome areas, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program is as follows:

<u>Preschool Outcome Area</u>	<u>Percent of Students Experiencing Growth</u>
Social Emotional	87.36%
Knowledge and Skills	84.38%
Appropriate Behaviors	87.50%

MAJOR HIGHLIGHTS FOR 25-26:

- Welcomed new staff to our program to effectively provide services for students in all of our 24 school districts.
- Continued to support the implementation of the Fueling Brains program in our school district ABC programs.
- Received in-depth training from the EARS program on identifying and treating hearing loss in preschoolers.
- Held monthly PLC meetings, which afforded teachers and speech pathologists the opportunity to collaborate and discuss effective instructional strategies, data collection methods and evaluation procedures.
- Implemented Inclusive Practices strategies in classrooms across the Cooperative by developing collaborative partnerships with our classroom teachers to deliver specialized preschool instruction and therapy services within the Least Restrictive Environment of the classroom when it is appropriate.
- Early Childhood section of the Arch Ford website was updated to include core program information for families to initiate the referral process.
- Facilitated a Kindergarten Transition Coordination meeting for all school districts to facilitate the process for students leaving preschool special education services and moving to be considered for continued special education services in Kindergarten. This meeting offers collaboration between Early Childhood and school age special education professionals to discuss and schedule the transition process for our students
- Updated Kindergarten Transition information for parents to include an informative video, as well as pamphlets and handouts which are available in English and Spanish.
- All staff attended the state-wide ASEP conference where we received training on serving students with significant behavior needs.
- Purchased equipment for all staff to improve efficiency with technology.
- Used SEAS Attain, the most current version of due process software for special education paperwork, to reduce the amount of paper in our files.
- Updated and assessed Medicaid billing procedures to ensure that all available funds are being accessed.

PROGRAM: Gifted and Talented

FUNDING SOURCE: District Funding

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

NON-RESTRICTED FUNDING X

Participating Districts:

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

PROGRAM GOALS:

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

PROGRAM SUMMARY: Assistance is provided to local school district administrators and gifted and talented district coordinators and teachers through consulting and training services including meetings at the Co-op, visits to schools, and staff development in-service training. Supervision is provided to assure that services to students are delivered, school

records are accurate, and school GT Action plans are in compliance. The specialist serves as the liaison with ADE/OGTAP office and works closely with the state AGATE (Arkansans for Gifted and Talented Education) and AAGEA (Arkansas Association of Gifted Educational Administrators) organizations to develop public awareness and student programs. The Specialist provides professional learning opportunities to support the delivery of G/T services during the year including the following programs:

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

Major Highlights of 2025-2026:

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

- Annual Elementary and secondary Chess Tournament and second annual Elementary and Secondary Chess Workshop in the Fall.
- WITS (Writers in the Schools) Poetry Workshop for 3-12th grade students.

PROGRAM: Homeless Consortium

FUNDING SOURCE: District Funding

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

RESTRICTED FUNDING____ **NON-RESTRICTED FUNDING**X____

Participating Districts:

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

PROGRAM GOALS:

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

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

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

Major Highlights of 2025-2026:

- Specialists raised awareness of the definition of “homelessness” throughout the year and her other roles during mini conference breakout sessions and other venues.

PROGRAM K-12 Mathematics Program

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

COMPETITIVE GRANT: YES___ No ☒

RESTRICTED ☒ **NON-RESTRICTED**___

PARTICIPATING DISTRICTS:

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

PERSONNEL: Tara Sanders K-12 Mathematics Specialist, MSE

GOAL:

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

PROGRAM SUMMARY:

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

- **HQIM and ALD Support:** Regional districts utilizing the high quality instructional materials were provided guidance and planning were provided throughout the year. Summer days concentrated on planning/pacing, vertical alignment, common formative assessment, accelerated learning and differentiated instruction opportunities. The following sessions were attended throughout the year.
 - Alignment of HQIM to AR standards
 - Using ALDs to support curriculum rigor

- Using ALDs and HQIM to plan intervention and guide future instruction
 - Aligned HQIM pacing to 4 day weeks
 - Using the ALDs to assess student understanding
- **Math Leadership Collaborative** - For three days throughout the year, math leaders gathered to discuss and learn about intervention law in Arkansas and how to support students and other teachers. The 3 days included information and work on:
 - Intervention and Remediation Library for AFESC Region
 - MIP Goal Setting
 - Dyscalculia
 - Fluency and Computation
 - Key Lever Practices
- **Key Levers and Coaching Cycles** - Teachers participated in custom coaching cycles that included key level data, current math teacher practices, student data collection, and classroom management
- **ALD Support** - Achievement Level Descriptors were used with k-12 teachers to support rigor, align curriculum, design interventions, choosing tools and questions, and assess students more authentically.
- **Mathematics Content Professional Development:** The following is a list of PD opportunities outside of state initiatives and special projects provided by mathematics specialists. Content grade band PD was developed both as a statewide initiative (using targeted data) and from local cooperative (survey) needs.

K-12 PD Sessions:

- ATLAS Assessment Overview for Math
- Decoding Dyscalculia
- CGI Year 2
- Elevate Fluency Kick Off
- Elevate Fluency: Addition/Subtraction
- Elevate Fluency: Multiplication and Division
- Do the Math: Content for Elementary Novices
- Algebra and Geometry Content Boot Camp
- Middle School Content Boot Camp
- It's Not Just for Elementary: HS Intervention
- Planning for Achievement: HQIM, PLDs, and Alignment
- Algebra 1 and Geometry Standards and HQIM Support
- Engagement, Discussion, and Differentiation Strategies for Illustrative Math, Eureka, Reveal and Beyond! (20 Participants)
- Geometry: A Visual Pathway to Computational Fluency
- Read, Set, Grow! Intervention for K-2

- Custom HQIM PD and Support for school districts on centers, assessment, curriculum alignment, unit internalization, implementation, routines, and strategies.

MAJOR HIGHLIGHTS OF 2025-26

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

Appointments & Publications

Tara Sanders

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

PROGRAM: Literacy

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

COMPETITIVE GRANT: Yes ____ No x

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

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

PERSONNEL:

Mindy Mann, Dyslexia Specialist, MSE

GOALS:

- To ensure that all students in participating districts are meeting the state standards in literacy by:
 - enhancing teacher awareness and implementation of current best practices and scientific reading research through high quality professional development and support
 - helping participating secondary schools focus on close reading through in-house professional development and support.
 - supporting participating schools begin the Key Levers walk through process.
 - Support districts in implementing High Quality Instructional Materials (HQIM) through professional learning and on-site support.
 - Participate in coaching cycles with school leaders and teachers
 - To improve literacy outcomes across participating districts by providing targeted coaching and professional development for 100% of assigned dyslexia interventionists, ensuring the consistent implementation of evidence-based screening protocols and multi-sensory instructional strategies in alignment with the Science of Reading.

PROGRAM SUMMARY:

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

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

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

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

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

Dedicated dyslexia support within the K-12 Literacy Unit focuses on the systematic identification and instruction of students with characteristics of dyslexia. By providing specialized technical assistance to participating districts, we ensure that screening processes are diagnostic and that intervention programs are evidence-based, multisensory, and aligned with the Science of Reading. Our work bridges the gap between general classroom instruction and intensive intervention, empowering educators to meet the diverse needs of all learners through targeted coaching and fidelity of program implementation.

Major Highlights of 2025-2026:

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

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

PROGRAM: Local Facilities Partnership Funding

FUNDING SOURCE: Combined Participating Local School Districts

COMPETITIVE GRANT: Yes _____ No **X**

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

PARTICIPATING DISTRICTS:

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

PERSONNEL:

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

PROGRAM SUMMARY:

The Facilities Coordinator provides regional facilities planning, compliance, training, and technical assistance services to participating school districts. Primary responsibilities include serving as liaison between school districts and the Arkansas Division of Public School Academic Facilities and Transportation; assisting districts with preparation and submission of Facilities Master Plans, Master Plan updates, and Partnership Project applications; supporting CMMS compliance and required inspections; and advising districts on facilities-related laws, regulations, bidding, RFQ processes, and project coordination.

This program helps districts maintain compliance, improve planning quality, strengthen project submissions, and respond effectively to facility-related operational and capital needs. It also provides specialized facilities expertise that many districts do not have in-house, helping superintendents and district staff navigate complex facilities requirements more efficiently and accurately.

PROGRAM GOALS:

- Complete and submit Facilities Master Plans for participating districts in even-numbered years and Master Plan updates in odd-numbered years.
- Represent districts, when requested, during Preliminary Master Plan Reviews with the Facilities Division in odd-numbered years.
- Assist districts with preparation, submission, and follow-up of Partnership Project applications.
- Process and monitor payment requests submitted to the Facilities Division for partnership projects.

- Audit district CMMS accounts for required state-mandated inspections and notify districts of outstanding inspections before June 30.
- Provide technical support for corrective and preventive maintenance work orders within the CMMS.
- Coordinate asbestos and safety training opportunities so districts can meet applicable OSHA-related requirements.
- Assist districts in preparing and presenting partnership project appeals, when needed.
- Support districts with issues involving local and state facilities agencies.
- Monitor, interpret, and disseminate current laws, rules, and regulations pertaining to public school facilities.
- Assist districts with facilities-related construction planning, bidding, and RFQ processes.
- Develop improved systems and tools, including AI-assisted resources, to increase accuracy, consistency, and access to facilities guidance for participating districts.

MAJOR HIGHLIGHTS OF 2025–2026:

- Continued successful support of participating districts in the development and submission of quality Partnership Project applications and Facilities Master Plans.
- Hosted asbestos training provided by Environmental Enterprise Group.
- Hosted safety and asbestos training for custodial and maintenance personnel provided by Arkansas Occupational Safety and Health
- Hosted CMMS training provided by the Arkansas Division of Public School Academic Facilities and Transportation.
- Provided facilities-related information and technical assistance regarding legislative matters.
- Expanded support to school districts in bidding and RFQ processes.
- Continued development of an AI-assisted facilities knowledge tool to help organize rules, procedures, district data, and process guidance in a way that can improve response time, consistency, staff support, and long-term program continuity.

PROGRAM: Local Lead Captain

FUNDING SOURCE: State Grant

COMPETITIVE GRANT: Yes X No ____

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

PARTICIPATING COUNTIES: Yell and Van Buren Counties

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

GOALS:

- Strengthen regional early childhood partnerships and collaboration
- Improve classroom quality through CLASS implementation and professional development
- Support kindergarten readiness and family engagement efforts
- Coordinate child count, funding, and required state reporting
- Expand access to high-quality early childhood supports across the Arch Ford region
- Build local capacity through leadership development and CLASS observer training

PROGRAM SUMMARY:

During the 2025–2026 school year, Arch Ford Education Service Cooperative expanded and strengthened early childhood supports across the region through collaboration, coaching, and quality improvement initiatives. As an extension of the Office of Early Childhood, the Local Lead serves as a regional liaison between the state and local early childhood programs, helping coordinate services, support providers, strengthen partnerships, and improve access to high-quality early learning opportunities for children and families. The Local Lead also assists with state initiatives, data collection, coordinated funding, and implementation of quality improvement efforts across the region.

Key accomplishments included completion of the unduplicated child count and coordinated funding processes, expansion into Pope County and North Little Rock through the statewide Local Lead recomplete process, and implementation of CLASS observations across the catchment area. By June 12, 2026, all classrooms will have received at least one CLASS observation, with data used to guide professional development and coaching efforts. Regional CLASS observer capacity also expanded from 1 certified observer to 11. Additional highlights included launching the LENA Grow initiative to strengthen teacher-child interactions, securing a Foundational Support Grant to expand professional development and job-embedded coaching, presenting at the ADE Summit, serving on the OEC Curriculum Review Committee, and leading regional kindergarten readiness efforts through the OEC team lead structure.

HIGHLIGHTS for 2025-26:

- Completed the unduplicated child count process
- Coordinated funding requests for regional early childhood programs
- Expanded Local Lead services into Pope County and North Little Rock
- Ensured all classrooms received at least one CLASS® observation
- Used CLASS® data to develop targeted professional development
- Increased certified CLASS® observers from 1 to 11
- Launched the LENA Grow initiative to improve teacher-child interactions
- Awarded a Foundational Support Grant to expand coaching and professional development
- Presented at the ADE Summit
- Served on the OEC Curriculum Review Committee
- Currently leading regional kindergarten readiness initiatives through the OEC team lead structure

PROGRAM: Novice Teacher Mentoring System

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes___ No_x

RESTRICTED FUNDING_X **NON-RESTRICTED FUNDING**____

PARTICIPATING DISTRICTS: All with the exception of Quitman

PERSONNEL: Karen Norton, Ed.D.
Vandy Nash, M.Ed.
Jennifer McMahan, B.S.
Laura “Nicki” Watford, M.Ed. (.5 FTE)

PROGRAM SUMMARY:

The Mentoring Program is designed to provide novice teachers with comprehensive support, assistance, and encouragement through multiple layers of guidance. This includes access to a district-assigned support person, District Project Director, principal, Mentoring Director, Mentoring Support Specialist, two School Support Specialists, and trained supporting mentors who work closely with the novice teacher.

The specialist and mentor team brings expertise in key areas such as supporting HQIM implementation, identifying essential standards, and strengthening classroom management and behavior interventions. Together, these layers of support create meaningful opportunities for novice teachers to build the knowledge, skills, and confidence needed to become effective and successful educators.

There are 622 novice teachers in the Arch Ford Esc region for the 25-26 school year.

Year 1	Year 2	Year 3	TOTALS
207	219	196	622

Year 1 Novice Support:

First-year novice teachers participated in a two-day Summer Novice Teacher Institute designed to ensure they were ready for the first day of school. The training focused on essential areas such as classroom management plans, classroom procedures, TESS, professional growth plans, and ethics.

Support continued throughout the school year through regular check-in forms, ongoing communication with district-level support personnel, and site visits as needed to provide

additional guidance. Novice and mentor newsletters were also used to provide timely updates, resources, and ongoing support.

Year 2 and 3 Novice Support:

Second- and third-year novice teachers were supported through school visits and ongoing outreach from the mentoring team. When a need was identified through the monthly heart check or communicated by an administrator or support person, the team responded through phone calls, email, or by scheduling a site visit to provide targeted support.

Communication:

The Arch Ford novice teacher website served as a central hub of current information for all stakeholders involved in mentoring, including assigned support personnel, Project Directors, administrators, and novice teachers. A private Facebook group was also used to provide ongoing support and opportunities for networking.

The Arch Ford Mentoring Team developed and shared a monthly newsletter with novice teachers and support personnel through email and social media, along with detailed newsletters specifically for novices and mentors. A monthly Heart Check Google Form was distributed to all novices to identify any needs or concerns. When a concern was noted, a member of the mentoring team followed up and worked with the novice to develop a plan of support. In addition, mentors received a suggested monthly check-in idea sheet to guide their ongoing work with novice teachers.

Types of Support:

Support was provided to novice teachers who needed assistance passing Praxis exams through access to targeted resources, small group sessions, individualized tutoring, and subscriptions to 240 Tutoring. Saturday study sessions were also offered to support preparation for the Foundations of Reading and Special Education licensure assessments.

The Mentoring Team delivered ongoing support through on-site district visits, face-to-face trainings, and virtual check-ins throughout the year. These efforts were designed to provide individualized coaching and support for novice ArPEP teachers and their designated support personnel. Arch Ford Content Specialists also provided both virtual and in-person assistance as needed. In addition, individualized coaching cycles were implemented based on requests from teachers or principals.

The team also facilitated on-site mentoring sessions in larger districts to train and support those working directly with novice teachers. Quarterly, on-site sessions at Arch Ford were offered specifically for mentors to strengthen their capacity to support new teachers.

Goals:

- Provide training and support to novice teachers to increase teacher retention
- Establish norms of professionalism

- Increase effective teacher performance, leading to improved student achievement
- Provide support for licensure assessments

According to the Arch Ford mid-year novice teacher survey administered in March 2026, 97% of responding novice teachers indicated they were committed to remaining in the teaching profession.

MAJOR HIGHLIGHTS OF 25-26 and IMPACT DATA:

- There are **622** novice teachers in the mentoring program
- Mark McLeod provided professional development rooted in classroom management strategies
- Mentoring Team visited every building and district leaders to ensure any teacher on a TLP was on track.
- Majority of novice teachers are returning to the profession in 26-27
- A two-day Year 1 Novice Teacher Institute was held to meet the diverse needs of our novice teachers
- Mentoring Specialists, School Support Specialist and the Mentoring Director served as guest lecturers in multiple undergraduate classes at regional EPPs to develop relationships with future teachers
- Mentoring team worked with large districts to develop a system of mentoring support across buildings.
- **10** teachers participated in the Lead Teacher Designation Program through NIET. Grant funds made this opportunity possible. By achieving this designation, these teachers will help support the Apprenticeship models and year long residencies in their schools.

PROGRAM: Professional Development/Teacher Center

FUNDING: Combined Local School Districts and ADE

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

RESTRICTED FUNDING x **NON-RESTRICTED FUNDING**

PROGRAM GOALS:

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

PROFESSIONAL DEVELOPMENT/TEACHER CENTER

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

MAJOR HIGHLIGHTS FOR 2025-26:

- **Summer PD 2025:** A Needs Assessment was conducted to determine what sessions and support needed to be offered during the summer. The first survey was given only to administrators in December of 2025. In addition to these surveys, Arch Ford specialists conducted their own surveys to determine needs for the summer. Based on the results of the Needs Assessment, sessions were planned for the summer of 2025. We provided over 74,000 hours of professional development credit in June and July. A summary of Summer 2025 can be [found here](#).
- **Systems Support Specialist for Special Education:** This past year Arch Ford hired a specialist who is focused on supporting special education teachers and providing training on Inclusive Practices. As part of this role, more sessions have been provided to support students with disabilities, including a Bottom Quartile 4-day series. This role has been a beneficial experience for all districts and is now filling a need that has existed for many years. Funding for this role was made possible by the Professional Learning Grant funds and the Novice Mentoring grant, as many of our special education teachers are novices.
- **Phonics First, Structures, Build, Rite Flight, and Take Flight:** To support the needs of districts utilizing certain programs, Arch Ford has hosted training sessions throughout the year for some programs. Three of those for literacy include Phonics

First, Structures, and Take Flight. Phonics First and Structures are widely used as phonics, dyslexia intervention and word study programs in the region, and require a full week of onsite training for teachers. Arch Ford hosted three weeks of Phonics First this year and one week of Structures training to meet the needs of districts. Take Flight is a dyslexia intervention program from the DESE-approved list that is a two-year training process. Arch Ford hosted Year 1 and Year 2 of Take Flight in the summer of 2025 through the DESE-funded CALT program, and continued with the 4 follow-up dates during the year. As part of our ongoing support, Melissa Gasaway has now been credentialed as a Phonics First trainer who can offer all the PF session trainings needed. As a result, districts now only have to pay for materials, resulting in cost savings per teacher of 50% (\$800 each). Arch Ford also continues to offer Build, Rite Flight, and Jet training to region teachers and interventionists to support their dyslexia programs.

- **Handle with Care:** To meet the needs of districts and satisfy requirements of Act 1084 of 2022, Arch Ford hosted an additional 3 days of Handle with Care Training of Trainers in September 2025. This allowed districts who had lost their trainer or wanted to train additional staff to get trained and bring their districts into compliance with Act 1084.
- **Job Alike Groups:** To support personnel from districts in the Arch Ford region, meetings are regularly scheduled for staff to meet with others in similar positions. Groups include: Curriculum Coordinators, Federal Program Coordinators, G/T Coordinators, Technology Coordinators, ESOL Coordinators, HR Admins, Counselors, LMS, SpEd Supervisors, and Principals. These meetings provide an opportunity for Co-op staff to share updates relevant to the group as well as allow for time for school personnel to collaborate and network with others in similar positions. As needed, DESE staff are invited to the meetings to share updates, lead discussions, and answer questions. An important part of job alike groups this year has been incorporating data discussions into each meeting following the same protocol as superintendent meetings, and also working to support the implementation of LEARNS.

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

PROGRAM Professional Learning Grant Support (Arch Forward Learning Partnership)

FUNDING SOURCE: Professional Learning Grant

COMPETITIVE GRANT: YES__ No X

RESTRICTED __ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Atkins, Clinton, Danville, Dover, East End (Bigelow), Guy Perkins, Mt. Vernon/Enola, Nemo Vista, Perryville, Russellville, Shirley, South Conway, South Side (Bee Branch), Two Rivers, Vilonia, West Side (Greers Ferry), Western Yell, Wonderview

PERSONNEL: System Support Specialists: Dr. Julie Workman, Dr. Lori Edgin, Jacob Sisson, Laura Watford, and Bethany Hill

GOAL:

To promote and support effective, research-based systems of support for all students by providing professional learning opportunities and technical assistance to K-12 educators, leadership, and community stakeholders in the area of response to intervention and Tier 1 instruction. Support is customized and systemic in the areas of behavior and improving instructional quality as related to district need.

PROGRAM SUMMARY:

Arch Ford Education Service Cooperative, in partnership with the Arkansas Division of Elementary and Secondary Education, administers the Professional Learning Grant Consortium (Arch Forward Learning Partnerships) for grades K–12. This initiative was established by Act 1392 of 1999 to support the improvement of multi-level systems of support.

Assistance is provided to schools through a variety of services, including professional learning programs; leadership team meetings and training; on-site team support; teacher observations and audits; data disaggregation; technical assistance; and teacher and administrator conferences. These efforts are designed to strengthen district response-to-intervention (RTI) models.

Partnerships both within and beyond the cooperative are leveraged to deliver training and technical support as needed.

The 2025–2026 professional learning opportunities and supports include:

- **Summer Principal Institute June 2-4**
 - Principal Attendance: 44 [Principal Institute Program](#)
 - Arch Forward Principals Institute focused on developing systems around safe and supportive learning environments, maximizing student engagement, and developing instructional models as framework for building wide learning.

- Partnership with *Education Walkthrough* as a database for designing classroom walkthrough services and instructional data disaggregation provided to all Arch Forward schools.
- Customized support throughout the school year provided to leaders through campus wide walkthroughs, onsite professional development, and technical assistance.
- **District Wide and Technical Support**
 - School Districts receiving onsite districtwide/technical support: Atkins, Clinton, Danville, Dover, East End (Bigelow), Guy Perkins, Mt. Vernon/Enola, Nemo Vista, Perryville, Russellville, Shirley, South Conway, South Side (Bee Branch), Two Rivers, Vilonia, West Side (Greers Ferry), Western Yell, Wonderview
 - ***Buildingwide Audits:*** Spring 2025 baseline buildingwide instructional audits were conducted with each campus to establish a foundation for consortium work. Campuses used this data to develop comprehensive support plans for the year. Optional Spring 2026 campus instructional audits were offered for districts interested in measuring growth over time.
 - ***Behavior Support: 60 Campus Visits*** Focused on developing building-level behavior matrices and establishing behavior teams to monitor Tier 1 systems. Emphasis was placed on creating consistent, common language for expectations across buildings and classrooms. Teams also designed Tier 2 supports to better serve identified students.
 - ***Instructional Support: 323 Campus Visits*** Campus teams developed collaborative structures (PLCs), implemented data walls, and strengthened intervention practices using HQIM and aligned resources (including ATLAS). Efforts included targeted support for bottom quartile students, micro-PD on data use through responsive walkthroughs, and strengthening Tier 1 and Tier 2 instruction across all disciplines. Additional work included supporting guiding coalitions, progress monitoring through L.E.A.R.N.S., data disaggregation, PGP action planning, and enhancing instructional leadership through classroom walkthroughs.
 - [**AFLP Support Statistics and Service 25-26**](#)

MAJOR HIGHLIGHTS OF 2025-2026:

- Arch Ford dedicated multiple 5 specialists to service the Arch Forward Learning Partnerships Consortium.
- Intensive districtwide support provided to 17 districts throughout the 2025-2026 school year.
- Superintendent and District Leadership data focused meetings utilized ongoing throughout the year.
- Increased regional classroom walkthroughs throughout all districts.
- Data walls outlining strong ATLAS connections and local district data

PROGRAM: School Nutrition Services

FUNDING SOURCE: Local

COMPETITIVE GRANT: Yes____ No_X_

RESTRICTED FUNDING____ **NON-RESTRICTED FUNDING**_X_

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

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

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

GOALS:

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

MAJOR HIGHLIGHTS AND IMPACT DATA FOR 2025-2026:

- Compliance Solutions. Provided support to Ashdown SD, Mount Vernon-Enola SD, and Nemo Vista SD for Arkansas Department of Education Child Nutrition Unit Administrative Reviews and Procurement Reviews where requested.
- Finance Solutions. Encouraged school districts to collaboratively evaluate with other district stakeholders, i.e. federal programs and technology coordinators, the feasibility of Community Eligibility Provision (CEP) and Provision 2 for feeding all students at no cost to families while maximizing funding through other grant programs. Performed a financial feasibility assessment for Perryville SD as they considered options for transitioning to a non-pricing feeding program. Supported the

efforts of school districts interested in donating USDA Foods toward further processing to maximize those entitlement dollars toward discounts on vendor invoices otherwise payable with cash from the non-profit school foodservice account. Assisted school districts in developing solicitation documents for competitive procurement activities.

- Management Solutions. Offered policies and procedures as well as job descriptions for school foodservice management. Provided templates for posting open position announcements in school foodservice, including technicians, managers, and directors. Supported school districts in transition between Child Nutrition Directors and in transition from food service management back to a self-operated program.
- Menu Management. Offered Mosaic Back-of-the-House (BOH) with menu templates and local recipes for use in menu management as well as production management for the day of food preparation at the local level. Secured Health-e Pro menu planning software for more visible disclosure of daily menus and menu item attributes, i.e. gluten-free options. Health-e Pro available to Arch Ford school districts with regular menu planning support for SY 2026-2027. Purchased and licensed local branded concepts with themed menus and materials for implementation in school cafeterias remains available.
- Procurement Solutions. Initiated rollover contracts for Fresh Fruits and Vegetables Program (FFVP) grant foods, Fresh Pizza Delivery, Further Processing of USDA Foods, Full-Line Distribution, and Milk Products and Fresh Juice. Solicited a new agreement for Ice Cream and Ice Cream Novelties secondary to Hiland Dairy's abandonment of their SY 2025-2026 agreement with Arch Ford as of December 31, 2025. Initiated new solicitations for Farm Fresh Beef, Poultry, and Pork as well as Pre-Packaged School Meal Kits for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO).
- Training Solutions. Coordinated the fourth annual Training, Networking, and Team Building (TNT) conference for school nutrition professionals throughout the Arch Ford service area and across the state. Approximately 100 individuals representing 12 different School Food Authorities (SFAs) participated in 12 different training topics in a variety of domains over the two-day event. Trained and tested approximately 20 individuals for ServSafe Food Protection Manager certification.
- Workforce Development Solutions. Continued the development of training materials and online Canvas courses for our Workforce Education and Development (WED) program. The new projected launch date is July 1, 2027.

PROGRAM: Science K-12

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

COMPETITIVE GRANT: Yes _____ No X

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

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

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

GOAL:

The science program is designed to strengthen educators' content expertise and instructional practices through research-based professional learning and classroom support. At the same time, it aims to advance science literacy for all students across Arkansas.

PROGRAM SUMMARY:

Arch Ford Education Service Cooperative's science program offers both professional learning opportunities and in-classroom support for science teachers. Training sessions focus on deepening content knowledge, introducing effective instructional strategies, supporting unit planning aligned with Arkansas Science Standards, and enhancing overall teaching practice.

The program collaborates with state specialists and partner agencies to provide science and literacy-focused initiatives that are accessible to all educators. Ongoing academic coaching includes on-site assistance such as co-teaching, lesson development, and guidance on instructional resources and equipment.

Additionally, schools receive targeted support through Professional Learning Communities (PLCs), where teachers participate in continuous training, collaborative planning, classroom observations, and implementation support. Instructional resources emphasize standards-based, inquiry-driven learning, incorporate connections to math and literacy, and encourage students to take an active role in their learning.

MAJOR HIGHLIGHTS OF 2025–2026:

Coaching:

Science specialists at Arch Ford dedicated more than 60% of their time to direct teacher support, with particular attention given to new educators and strengthening science

instruction overall. Coaching efforts centered on 3-Dimensional Performance Expectations, integrating science and engineering practices, crosscutting concepts, and disciplinary core ideas. Specialists provided individualized support, modeled effective instructional strategies, and delivered targeted feedback to improve classroom practice.

In addition, specialists partnered with school administrators to build their capacity to recognize high-quality science instruction, identify key components of effective teaching, and determine when additional support is needed.

This three-dimensional approach promotes critical thinking, hands-on engagement, and real-world application, helping students develop strong science literacy skills and the ability to tackle complex challenges.

Curriculum Support and High-Quality Instructional Materials:

Assisting districts with the review, selection, and implementation of high-quality instructional materials (HQIM) remains a central focus of science support. With the introduction of the ATLAS assessment system—aligned to Arkansas Science Standards and emphasizing three-dimensional learning—many schools are transitioning to more structured, standards-based curricula.

Science specialists have supported districts throughout both the adoption process and classroom implementation. This has included training on programs such as Amplify Science (K–5 and 6–8), BSCS Biology, and OpenSciEd (grades 6–8). These efforts have also helped build teacher confidence in delivering inquiry-based, student-centered instruction.

Partnership with Arkansas Game and Fish Commission:

FINS Program:

Through collaboration with the Arkansas Game and Fish Commission’s FINS program, Arch Ford supports conservation and environmental education by assisting schools in developing fishing programs. Teachers receive training and access to grant opportunities, while Arch Ford provides guidance for local implementation.

Stream Team:

Science specialists facilitated professional learning focused on water quality monitoring using macroinvertebrates and supported schools in establishing Stream Teams in partnership with Arkansas Game and Fish.

Partnership with Arkansas Geological Survey:

Arch Ford partnered with the Arkansas Geological Survey to provide educators with geology-focused professional learning and field-based experiences.

Professional Development:

During the 2024–2025 school year, Arch Ford delivered more than 200 hours of professional development tailored to district needs. Topics were determined through educator feedback and district requests. All sessions were evidence-based, aligned with Arkansas K–12

Science Standards, and included both state-led initiatives and locally developed training facilitated by Arch Ford science specialists.

Paul Andersen Partnership:

In collaboration with WDMESC, Arch Ford hosted science educator and content creator Paul Andersen for a regional professional development event in June 2025. The session, attended by over 100 teachers, focused on strengthening science instruction.

PROGRAM: Special Education

Special Education Supervision
School Psychology Specialists/Educational Appraisal

FUNDING SOURCE: Local School districts

COMPETITIVE GRANT: Yes__ NO X

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

PERSONNEL:

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

SPED SUPERVISION & SCHOOL PSYCHOLOGY SPECIALISTS/APPRAISAL PARTICIPATING DISTRICTS:

Atkins, Clinton, Danville, Dardanelle, East End, Mt. Vernon, Nemo Vista, Perryville, Pottsville, Two Rivers, Western Yell County, Wonderview, Southside Bee Branch, Heber Springs

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

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

GOAL:

Special Education Supervisor Supervision:

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluating special education programs and related services for the purpose of improving student achievement.

- Provide technical assistance and support to local school district administrators and staff in developing leadership skills.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities and in meeting state and federal mandates for services to these students.

School Psychology Specialists/Educational Appraisal

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

PROGRAM SUMMARY:

Special Education Supervision

Special Education Supervision provided to participating districts by Arch Ford Cooperative is designed to meet the DESE/ADE requirement of Local Education Agency (LEA) Special Education Supervisors on a service contract basis by allowing multiple districts to “share” the cost of personnel and support for the LEA Supervisor. All five (5) of the AFESC LEA Supervisors have individual areas of expertise and are accessible and available to all participating districts increasing district access to a range of quality and skill to support their students and staff. Each of the participating districts is assigned a “lead” LEA Special Education Supervisor who ensures that the district meets the DESE/ADE and Federal Special Education mandated requirements in the following: budgeting, financial reporting, child data submission, DESE/ADE SpEd Reporting, Program Evaluation and Development, Staff Development and Training, Student Assessment and Evaluation, Student Data Analysis, assist districts with Medicaid Eligibility and Billing, Child Find Activities, DESE/ADE SpEd Monitorings, Cycle/Personnel Reporting, Fiscal and Academic Distress support plus student achievement/improvement and parent involvement and intervention. Access to the SpEd Supervisory group is available to assist both the assigned supervisors and local district staff in the activities that are required.

School Psychology Specialists/Educational Appraisal

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

MAJOR HIGHLIGHTS AND IMPACT DATA FOR 2025-2026:

Special Education Supervision

- 2,364 identified students were served among the participating districts and Arch Ford's five (5) SpEd Supervisors.
- Successfully completed DESE/ADE Special Education Monitoring in one (1) district.
- Conducted AFESC Service Area Provider Meetings for SpEd Supervisors to assist with networking around best practices for school districts and service providers for students with disabilities.
- Assisted paraprofessionals and school districts with the paraprofessional training Modules for participating school districts.
- Held the Annual Child Find Committee meeting on September 18th, 2025 for the participating school districts.
- Handle With Care "Trainer of Trainers" training was held at Arch Ford on September 16th through September 18th, 2025.
- The five (5) Special Education Supervisors made regular visits during the school year totaling more than 540 school site visits to the 14 participating districts. The supervisors met with a total of 375 staff to include district administrators, special education staff both certified and non-certified staff. The supervisors provided technical assistance, as needed, to the Special Education staff at the Arch Ford ALE campuses .
- The five (5) Special Education Supervisors have conducted a total of 30 staff development sessions over the course of the year to include Special Education Due Process 101 which assisted new teachers and existing teachers that needed a refresher on how to complete due process paperwork.

One participating school district (Perryville) received their official monitoring which was conducted by the Division of Elementary and Secondary Education, Office of Special Education (DESE-OSE). All the above districts were found in compliance with state and federal regulations governing special education programs.

The Districts were found to be in compliance with state and federal regulations in the areas listed below

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

School Psychology Specialist/Educational Appraisal

- Conducted 935 Comprehensive Psychological Evaluations for local school districts.

- Conducted 83 Autism Evaluations.
- Conducted 73 Functional Behavior Assessments.
- Attended Conferences for 8 students.
- Consultations: 834
- Assisted with and helped develop Behavior Plans for students with behavioral issues, along with technical support for these students.
- Presented 2 staff development training Disability Awareness & Interpretation of Psycho- Educational Evaluations.
- Examiners attended a cumulative total of 16 professional development training sessions.
- Met with Local Special Education Supervisors and other service providers at AFESC on an as needed basis to discuss issues of mutual concern for the school districts.

PROGRAM: SPECIAL EDUCATION - Arkansas Transition Services

FUNDING SOURCE: Grant from the SEU of ADE

COMPETITIVE GRANT: Yes__ NO X

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

PERSONNEL:

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

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

GOAL:

Transition Consultation

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

PROGRAM SUMMARY:

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides training and technical assistance related to secondary transition to special education teachers, other relevant school staff, and relevant agency personnel in Arkansas. Our services are not only related to ensuring secondary transition requirements in the Individualized Education Program (IEP) are in place, but also include building capacity of local transition teams, and information and assistance on research and evidence-based practices that improve transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

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

MAJOR HIGHLIGHTS of the 2025-2026

Arkansas Transition Services Statewide Events:

State Level

- Arkansas Transition Services' highest priority is to help increase the compliance rate for Indicator 13, the compliance indicator related to transition plans with specific requirements that Arkansas must report on every year. Arkansas' target is 100% compliance. Our goal is to contact school districts to review their transition plans for compliance at least two years in advance. This allows time for training based on those reviews, follow-up, and additional reviews to ensure compliance. Providing ongoing technical assistance to schools is also a priority. Additionally, professional learning opportunities are provided at Arch Ford Education Service Cooperative.
- Arkansas Transition Services is participating in its final year of a study with Kansas University Center on Disabilities (KUCD), on CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students). CIRCLES is a model for transition planning that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Students present their goals, strengths, and preferences to community members who then work to help support those goals and provide next steps in reaching those goals. We have 38 schools participating in a CIRCLES study, with eighteen fully implementing CIRCLES and eighteen participating in an Assessment only group where they provide transition assessments. As we approach the final year of the study all schools will be trained in the CIRCLES model, plus two – three additional schools outside the study. In addition to schools in the study we have seven schools who are currently implementing CIRCLES. Consultants provide support and technical assistance in establishing teams, organizing meetings, and attending meetings. Anecdotal data shows successes across the state from CIRCLES.

- A CIRCLES Capacity Building Institute was held to bring all current schools implementing CIRCLES together with schools participating in Career and Technical Education's Perkins Innovation and Modernization grant. These PIM schools were trained in CIRCLES implementation and benefitted from learning from current CIRCLES schools.
- Arkansas Transition Services in partnership with Kansas University Center on Disabilities (KUCD), is participating in a study to compare the results of schools who implement two different types of self-determination practices, the Goal Setting Challenge App and the Self-Determined Learning Model of Instruction (SDLMI), now referred to as Goal Time, versus schools who only implement self-determination assessments. Consultants work with schools to observe lesson implementation, provide support and technical assistance and to record data essential to the study. In the Arch Ford Coop there are four schools implementing the GSC App, one school implementing Goal Time, and two participating in providing self-determination assessments as part of the study.
- Arkansas Transition Services, Career and Technical Education, University of Arkansas Pulaski Technical College, and Inclusion Films continue to partner to provide the ATS Short Film Camp for students with disabilities. We had 48 students participate in the 10th annual Film Camp this year. Students learned transferable work skills as they created three short films, three public service announcements, and attended animation and editing classes on a college campus. In October 2025, we held a premiere event to celebrate the students' three films from the April 2025 camp. We celebrated and honored their talents as we watched the films in the CHARTS Auditorium at UAPTC.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team continue to collaborate to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- College Bound Arkansas 2025 was held June 2-4, 2025, on the University of Central Arkansas Campus. The on-campus experience offered sessions for students, parents, and professionals, that focused on the following areas: organization/study skills, self-advocacy, assistive technology, social skills, mental health and college survival. It provided students an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2025 had 35 students and 11 parents/professionals registered.
- Quarterly Lunch and Learn sessions were held this year to provide educators, counselors, agency personnel, and families with information on transition planning, post-secondary education and program options, agency services, and on the ATS website. A survey was provided to assess future needs.

- Because Indicator 13 is our top priority our professional learning opportunities this summer that will be provided at all coops is No Missing Pieces: Putting Indicator 13 Together for Student Success. This will be an all-day training with hands on activities to apply knowledge.
- Two schools were awarded with the Excellence in Transition Programming Award at the LEA Academy in October 2025. Southside High School from the Arch Ford Coop area received one of the awards for their innovative ways of providing transition services and work-based learning in their transition program.
- ATS continues update resources on our website.

Education Cooperative Activities:

- Made on-site school visits to provide Technical Assistance and Support working directly with LEA's, designees, teachers and paraprofessionals.
- Provided materials for Transition Fairs that were attended by hundreds of educators, students, and service providers.
- Answer questions via phone/text and email on a daily basis
- Attended Local Special Education Supervisor meetings to discuss issues of mutual concern for the school districts and to offer training and Technical Assistance to my districts.
- Provided Co-op level trainings in Transition

Professional Development Activities:

- Attended regular Arkansas Transition Services staff meetings
- Attended the Arkansas Collaborative Consultants Convening for updates on programs and initiatives among the different consultant groups.
- Attended the LEA Academy to attend breakout sessions, network with Special Education Supervisors, and to present information on Indicator 13.
- Attended the International Division on Career Development & Transition (DCDT) Conference in Denver, CO.
- Completed the Teaming 4 Transition program at the University of Arkansas – Fayetteville earning an additional Master's degree in Special Education with a Professional Certificate in Transition, May 8, 2026.

PROGRAM: Technology

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

COMPETITIVE GRANT: Yes X No

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS:

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

PERSONNEL: Noble Webb, Technology Coordinator (BSE)

GOAL:

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

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

PROGRAM SUMMARY:

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

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

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

2025-26 HIGHLIGHTS:

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

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

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

Program Name: AR App

Competitive Grant

Yes ☐

No ☒

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

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

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

Program Name: Beginning Superintendent and Principal Mentoring

Competitive Grant

Yes ☐

No ☒

Educational Service Cooperatives will provide the required New Superintendent Training & Mentoring support beginning in July and occur monthly through May. This comprehensive, year-long induction experience includes professional development, collaboration, mentoring, and on-site support. The program is a comprehensive, year-long induction experience for new superintendents and principals. It combines structured professional development, small-group collaboration, personalized mentoring, and frequent on-site technical support to ensure that first-year superintendents and principals are successful in leading their districts while building a professional network of support and resources.. The program addresses leadership, finance, instruction, evaluations and observations, coaching, safety, board relations, compliance, and strategic planning.

Program Name: Arkansas Professional Educator Pathway (ArPEP)

Competitive Grant

Yes ☒

No ☐

Goals and Description: The Arkansas Professional Educator Pathway (ArPEP) is a cost-effective, two-year, work-based alternative route to earning a standard Arkansas teaching license. It is designed for college graduates and career changers who hold at least a bachelor's degree. ArPEP aims to prepare classroom-ready educators who can help meet the growing demand for teachers across the state.

The program focuses on equipping future teachers with the skills needed to build strong classroom communities, develop effective lesson plans, apply evidence-based instructional strategies, and use assessments to support student learning. ArPEP facilitators work to ensure participants understand what effective beginning teaching looks like and can confidently design instruction, engage students, and foster meaningful learning environments.

The 2025–2026 Year 1 cohort was the largest to date, with 48 candidates enrolled. The Year 2 cohort recently completed their edTPA portfolios, achieving a 94% first-time pass rate, with three candidates still awaiting scores. By the end of this cohort, the Arch Ford program will have supported an additional 33 teachers in earning their five-year standard teaching licenses.

In the spring, the statewide ArPEP program underwent an Education Preparation Program Review. The results are guiding collaboration between ArPEP site facilitators and the Arkansas Department of Education to develop a more comprehensive and consistent curriculum. This updated curriculum will be implemented beginning in June with the Year 2 cohort.

The ArPEP application is currently open for the 2026-27 year 1 cohort. Currently, there are 27 applications with 15 fully admitted to the year 1 program . Application deadline is May 31, 2026.

Program Name: Licensure Assessment Support

Competitive Grant Yes ☐ No ☒

Goals and Description: Arch Ford has continued to support teachers who are working to pass their licensing exams, including the Praxis exams for Special Education and Foundations of Reading assessments. As part of this support, full-day Saturday sessions are provided, where Arch Ford personnel review key content and work with teachers to ensure they are successful in passing their licensure exams. Through this initiative this year, 51 teachers have received reimbursement for passing their Praxis or Foundations of Reading exam after attending an in-person support session. Although this grant is no longer available separately, Arch Ford continues to provide the services through the Novice Mentoring grant.

Program Name: NIET Lead Teacher Designation Cohort

Competitive Grant Yes ☐ No ☒

Goals and Description: Arch Ford received a grant from the Department of Education to pay for 14 teachers to complete the Lead Teacher Designation process through the National Institute for Excellence in Teaching beginning in the Summer of 2025. Arch Ford was also able to use remaining Novice Mentoring grant funds to pay for an additional 9 teachers, resulting in a cohort of 25 teachers being selected to attend. This is a rigorous, evidenced-based program that will prepare these teachers to serve as a Journeyman for the Apprenticeship Program should their district decide to participate. Completion of this

program will also add the Lead Teacher Designation certification to their teaching license. The ultimate goal of this designation is to open up mentoring and leadership opportunities for these teachers and to build capacity within their school districts. Teachers chosen for the program were from 21 different Arch Ford Schools. The full list can be [found here](#).

Program Name: NIET Master Teacher Designation Cohort

Competitive Grant Yes ☐ No ☒

Goals and Description: Arch Ford received a grant from the Department of Education to pay for 15 teachers to complete the Master Teacher Designation process through the National Institute for Excellence in Teaching beginning in the fall of 2026. Arch Ford was also able to use remaining Novice Mentoring grant funds to pay for an additional 10 teachers, resulting in a cohort of 25 teachers being selected to attend. This is a rigorous, evidenced-based program that will prepare these teachers to serve as master teachers for placement of students needing additional support in ELA in 3rd and 4th grade to fulfill the requirements for LEARNS and the Right to Read Act. Priority was given to ELA and Math Teachers with positive VAM scores to ensure those selected were masters in the content areas. Teachers chosen for the program were from 21 different Arch Ford Schools. The full list can be [found here](#).

Program Name: Roster Verification Training

Competitive Grant Yes ☐ No ☒

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

Program Name: Arkansas School Bus Driver Training

Competitive Grant Yes ☐ No ☒

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

PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

[Click here](#) to access the Arch Ford 2025-26 Professional Development Activities Report.
[Arch Ford User Satisfaction Survey Results for 2025-2026](#)

ESC IMPACT ON STUDENT PERFORMANCE

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

Program	Impact
PROFESSIONAL DEVELOPMENT Data Tracking for Interim ATLAS assessments for the 25-26 school year (shared and with all superintendents, principals, and curriculum coordinators at monthly meetings)	Regional Data Analysis: 2025-2026 Math, Literacy, and Science Interim Progress
CTE	Our Perkins consortium performed above the State targets on the following Perkins V Performance Indicators: - English Language Arts – +4.4% - Math – +2.6% - Science - +4% - Placement - +4.9% - Non Traditional - +3.8%
VIRTUAL ARKANSAS	● Helped Arkansas school districts and programs save over \$78,000,000 since 2014 ● Saved Arkansas school districts over \$5.2 million during the 2024-2025 school year in its Content + Teacher and Content Partnership services ● Have served over 360,000 Content + Teacher enrollments since 2013 ● Virtual Arkansas Students had a 93% Pass Rate ● 12,485 Unique Arkansas Students served by Virtual Arkansas ● 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 8,283 College Concurrent Credit Hours • 80% of Concurrent Credit enrollments from rural districts • Career and Technical Education: 6,460 enrollments • 2,510 Computer Science enrollments • 2,589 Advanced Placement Enrollments • 97% of all Arkansas Rural Districts Served by Virtual Arkansas • 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural • 94% of all Arkansas public school districts served
EARLY CHILDHOOD/SPECIAL EDUCATION	Student Growth Data: 26 students were dismissed satisfactorily from the Early Childhood special education program and were not transitioned for consideration of special education services in Kindergarten. Student growth in Early Childhood Special Education is measured through a system of Early Childhood Outcomes. Of those preschool children who entered the preschool program below age expectations in the outcome areas, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program is as follows: <u>Preschool Outcome Area Percent of Students Experiencing Growth:</u> Social Emotional - 87.36% Knowledge and Skills - 84.38% Appropriate Behaviors - 87.50%
NOVICE MENTORING	The majority of novice teachers indicate they will remain teaching in the classroom

	next year
ALE/HUB/NON-TRADITIONAL LEARNING	STUDENT IMPACT DATA – 2025–2026: ● Graduation: 79 seniors graduated across all programs, with Conway HUB contributing 50 of those graduates. Conway HUB graduated 97% of its senior class. ALE programs graduated 95% of seniors program-wide. ● Academic Growth: ○ 68.3% of students demonstrated typical or above-typical growth in Reading from Fall to Spring – a significant increase from 45.2% the prior year. ○ 72.5% of students demonstrated typical or above-typical growth in Math – a substantial improvement over the prior year's 36.8%. ● Credit Recovery: HUB and ALE programs assisted students in recovering more than 175 credits. ● Course Completion: Over 250 active learners completed more than 1,200 courses through our HQIM-aligned digital platform. ● Community Engagement: Students participated in more than 10 community service projects, building leadership skills and fostering civic responsibility.