

Crowley's Ridge

Educational Service Cooperative

Educational Service Cooperative (ESC) Annual Report



Board Approved Wednesday, June 17, 2026

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

Register online for workshops on ESCWorks at
http://www.escweb.net/ar_esc/catalog/search.aspx

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

2025-2026

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

The Annual Report of the Crowley's Ridge Educational Service Cooperative (CRESC) provides an overview of Cooperative programs and grants provided to our member schools in the 2025-2026 school year. Collectively these programs represent the work of 132 total CRESC employees, as well as, that of additional State employees housed at the Cooperative. The total budgeted amount for 2025-2026 is approximately \$10,657,738.40. The cooperative base funding amount is \$408,618.00. Efficient, effective systems of support are a hallmark of CRESC. As part of that support school districts are offered the following programs through CRESC:

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

Crowley's Ridge Education Service Cooperative offers support to districts in regard to the Arkansas Curriculum Frameworks, as well as the Arkansas Standards of Accreditation. In addition, the Cooperative supports districts' pursuit of improvement under the requirements of ESSA and AR LEARNS. There is a coaching emphasis for those districts in D or F accountability status. CRESC also provides academic program support through content area specialists who coach teachers. At CRESC direct instruction to early childhood students occurs in the Special Education Early Childhood Program, the Arkansas Better Chance Program, and the Migrant Program. Over 1,054 Students, aged 3-5 participate in these programs. CRESC is also a RIVET approved staff development provider.

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

CRESC Career and Technical Education program supports schools as they build new CTE programs, implement courses, and promote student completers. The program also supports materials acquisition for approved programs of study. In 25-26 approximately amount in equipment was distributed to area schools.

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Pamela Castor", written in a cursive style.

Pamela Castor, Director
Crowley's Ridge Educational Service Cooperative

Our Mission

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

Our Vision

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

Our Values

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



State Map of Cooperatives

The Crowley's Ridge Education Cooperative serves the area marked on the map below. CRESC services schools in:

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

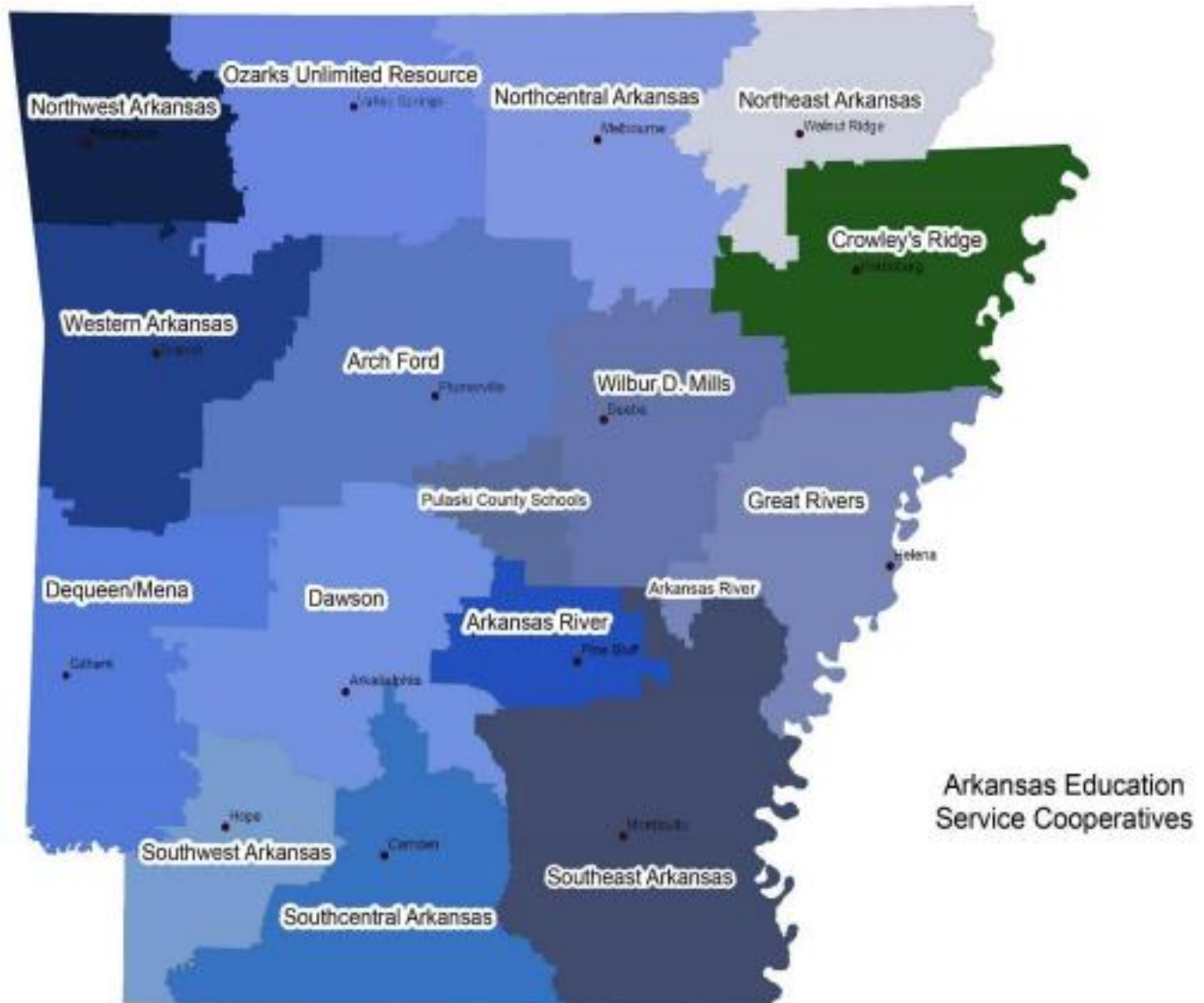
Crittenden County: Earle, Marion

Cross County: Cross County, Wynne

Jackson County: Newport

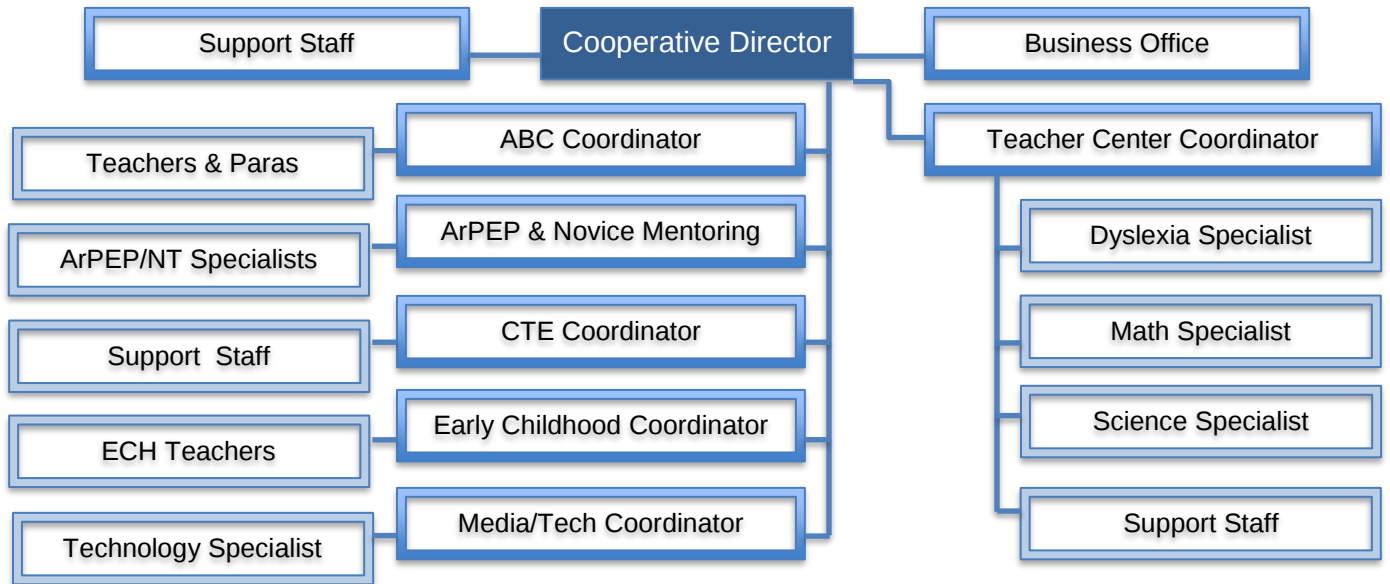
Mississippi County: Armorel, Blytheville, KIPP, Gosnell, Manila, Osceola, South Mississippi County

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



Crowley's Ridge ESC Organizational Chart

Crowley's Ridge Board of Directors



Crowley's Ridge ESC Associates

Community Health Nurse
Special Education

Affiliates Housed at CRESC

APSCN Staff
Transition Specialist
Vision Consultant

Salary Schedules

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

NON-LICENSE/PRE K SALARY SCHEDULE (190 Days)			
STEP	YRS	BSE	MSE
1	00	39,055	39,555
2	01	39,505	40,055
3	02	39,955	40,555
4	03	40,405	41,055
5	04	40,855	41,555
6	05	41,305	42,055
7	06	41,755	42,555
8	07	42,205	43,055
9	08	42,655	43,555
10	09	43,105	44,055
11	10	43,555	44,555
12	11	44,005	45,055
13	12	44,455	45,555
14	13	44,905	46,055
15	14	45,355	46,555
16	15	45,805	47,055
17	16	46,255	47,555
Increments: BSE = 450; MSE =500 [ACA 6-17-2403] July, 2024 - Revised amounts			

CLASSIFIED SALARY SCHEDULE 190-DAY CONTRACT		
Step	Yrs.	
1	00	18,215
2	01	18,665
3	02	19,115
4	03	19,565
5	04	20,015
6	05	20,465
7	06	20,915
8	07	21,365
9	08	21,815
10	09	22,265
11	10	22,715
12	11	23,165
13	12	23,615
14	13	24,065
15	14	24,515
16	15	24,965
17	16	25,415
Increments: 450 Associate's Degree: 1 Increment Bachelor's Degree: 2 Increments July 2024–Revised amounts		

Members of the Board

Name	Position	School District
Ms. Tiffany Morgan	Board Secretary	Armored
Mr. Keith McDaniel	Board Member	Bay
Ms. Vanessa Hopkins	Board Member	Blytheville
Mr. George Kennedy	Board Member	Brookland
Mr. Gaylon Taylor	Board Member	Buffalo Island Central
Dr. Nathan Morris	Board Member	Cross County
Mr. Ryan Burgess	Board Member	Earle
Mr. Michael Pierce	Board Member	East Poinsett County
Mr. Len Whitehead	Board Member	Gosnell
Ms. Julie Isball	Board Member	Harrisburg
Dr. Misty Doyle	Board Member	Jonesboro
Mr. Jason Evers	Board Member	Manila
Dr. Glen Fenter	Board Member	Marion
Mr. Matt Wright	Board Member	Marked Tree
Dr. Karen Curtner	Board Member	Nettleton
Mr. Jon Bradley	Board Member	Newport
Dr. Gregory Hodges	Board Member	Osceola
Mr. Mike Cox	Board Member	Rivercrest
Mr. Jeff Priest	Board Member	Riverside
Ms. Brandie Williams	Board Member	Trumann
Mr. Roland Popejoy	Board Vice President	Valley View
Dr. Kenneth Moore	Board President	Wynne

Teacher Center Committee 2025-2026

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

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

Crowley's Ridge Education Service Cooperative Annual Report 2025-2026

DATE: June 17, 2026 LEA# 56-20 ESC#: 3 ESC

NAME: Crowley's Ridge Education Service Cooperative

ADDRESS: 1606 Pine Grove Lane, Harrisburg, AR 72432

PHONE NUMBER: 870.578.5426

DIRECTOR: Pamela Castor

TEACHER CENTER COORDINATOR: Dr. Dawn Bessee

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

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 35,908

NUMBER OF TEACHERS: 2,892

I. GOVERNANCE

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

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

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

Executive Committee? **Yes**

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

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

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

1. If yes, then:

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

How many members are teachers? **14**

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

When is the regular meeting? **November 13, 2025, January 23, 2026, and
April 30, 2026**

C. When was the most recent survey/needs assessment conducted? **December 1,
2025, (Administrators) and December 8, 2024 (Certified/Classified Staff)**

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

II. CRESC STAFF *Certified and Classified*

Last name	First Name	Degree	Yrs.	Job Title
Aldridge	Stacy	Master's	26	EC Itinerant Teacher
Aleman	Doris		15	Migrant Recruiter
Allen	Merry	Bachelor's	32	Math Specialist
Allen	Rebecca	Master's	27	Dyslexia Specialist
Allen	Sophie	Bachelor's	14	Teacher
Allen	Alexia	Bachelor's	02	Teacher
Anderson	Leslie		24	EC Paraprofessional
Bard	Jessica		06	Paraprofessional
Barnett	Adele	Master's	27	Novice Teacher Mentor/R&R Specialist
Bass	Claire	Bachelor's	1.5	Migrant Student Staff Support
Bearden	Tina		21	EC Paraprofessional
Beith	Kimberly		07	Paraprofessional
Bell	Jenny	Master's/Mcd	11	EC Speech Pathologist
Bessee	Dawn	Doctorate	36	Teacher Center Coord/ArPEP Facilitator
Boling	Jennifer R.	Master's	9.5	EC Itinerant Teacher
Boling	Tipton	Specialist	07	EC Itinerant Teacher
Booth	April	Bachelor's	04	Teacher
Braswell	Melissa	Master's	31	Novice Teacher Mentor/R&R Specialist
Brown	Debbie		26	Admin. Asst.
Brown	James	Bachelor's	23	Computer Tech/Maintenance
Brumley	Courtine	AA	04	Paraprofessional
Burton	Norma		06	Paraprofessional
Casbeer	Kristin	Bachelor's	19	EC Itinerant Teacher
Castor	Pamela	Master's	46	Director
Cherry	Shelley	Specialist	28	School Psychology Specialist
Chipman	Pamela	Master's	47	Mentoring Support Consultant
Clayton	Ashley	Master's	20	EC Itinerant Teacher
Clegg	Lanissa		1	Paraprofessional
Coburn	Sharon	Master's	51	ABC, Novice Teacher Mentor, ArPEP Fac.
Cole	Tonya	Bachelor's	09	Licensed Teacher
Coles	Danielle	Bachelor's	06	Teacher

Combs	Crystal	Masters	04	EC Itinerant Teacher
Covey	Shannon	Bachelor's	05	Teacher
Cox	Kersten		07	Paraprofessional
Crotts	Rebecca	Master's	25	
Crowell	Sharon		10	Paraprofessional
Crouch	Carly		01	Admin. Asst.
Cunningham	Jamie		23.25	Migrant Staff
Damron	Misty	Master's	11	EC Itinerant Teacher
Dillinger	Paige	Master's	32.5	Educational Service for the Visually Impaired
Driskill	Natalie	AA	03	Paraprofessional
Easton	Tracey	Specialist	12	Special Education Supervisor
Edwards	Lauren		1.5	Migrant Recruiter/Student Staff Support
Evans	Sharmane	Specialist	21	Arkansas Leadership Academy
Everhart	Catherine	Master's	20	EC Itinerant Teacher
Farrow	Sara		05	Paraprofessional
Frye	Shannon	Master's/Mcd	28	EC Speech Pathologist
Gillis	Emily	Master's	19	Teacher
Glass	Kenzie	Master's	1.5	Cte Technical Assistant
Graham	Myra	Specialist	45.5	Mentoring Support Consultant
Green	Wendy	Master's	26	Local Lead Captain
Grimmer	Christie	Bachelor's	30	EC Itinerant Teacher
Handwork	Jada	Master's/Mcd	26	EC Speech Pathologist
Haney	Elizabeth	Master's	27	Teacher
Harrell	Lee Ann	Master's	38.5	Educational Examiner
Harrison	Cheryl		2.5	Paraprofessional
Hensley	Macey		.75	Migrant Recruiter
Henry	Meaghan	AA	12	Paraprofessional
Hicks	Jessica	Bachelor's	03	Teacher
Hill	Rachel	Bachelor's	16	Teacher
Holden	Angela	Master's/Mcd	08	EC Speech Pathologist
Hollaway	Sandra	Master's	36	Mentoring Support Consultant
Honey	Cynthia	Master's	23	EC Itinerant Teacher
Horsley	Peggy	AA	33	EC Paraprofessional
Huntington	Seana		1.5	Administrative Assistant

Hursey	Demetria		10	Paraprofessional
Kennedy	Amber	Bachelor's	07	Teacher
Kieffner	Melissa	Master's	22	EC Speech Pathologist
Lancaster	Ashley		01	Paraprofessional
Leatherwood	Randa	Bachelor's	14	EC Itinerant Teacher
Lester	Dorothy L.	Master's	16	ABC Site Facilitator
Loggains	Bridgette	Master's	25	ECH SP ED Coordinator
Lucas	Katie		1.1	Migrant Recruiter
Martin	Vickie		03	Paraprofessional
Martinez	Carmen	Bachelor's	4.25	Migrant Parent Liaison
Mayfield	Victoria	Bachelors	2	Teacher
McBride	Laura M.	Bachelor's	25	Migrant Coordinator
McGarity	Mallory	Bachelor's	13	EC Itinerant Teacher
McRay-Newberry	Tracy		02	Paraprofessional
Miller	Jennifer	Master's	12.5	Transition Consultant
Miller	Edvette	Specialist	12	School Psychology Specialist
Murrell	Branden	Bachelor's	04	Business Manager
Murrell	Cathy	Bachelor's	21	Executive Admin. Asst.
Niemeyer	Sandra	Specialist	16	EC Speech Pathologist
Parham	Kristal		21	EC Paraprofessional
Peoples	Haley	Specialist	3	School Psychology Specialist
Peridore	Haley	Bachelor's	11	EC Itinerant Teacher
Prince	Stephanie	Bachelor's	32	EC Itinerant Teacher
Reddmann	Brynn	Bachelor's	21	Accounts Payable
Rice	Breanna	Bachelor's	0.5	Local Lead Support Team
Rockwell	Brittany	Master's/Mcd	10	EC Speech Pathologist
Rowe	Madison	Bachelor's	1	EC Itinerant Teacher
Sanders	Kelsey	Specialist	08	School Psychology Specialist
Schulz	Mindy	Bachelor's	29	EC Itinerant Teacher
Snyder	Jennifer	Bachelor's	19	Career and Technical Ed Coord
South	Allison	Master's	21	EC Itinerant Teacher
Sutton	Ariel		0.5	ABC Admin. Asst.
Truelove	Julie	Master's	19	EC Itinerant Teacher
Tucker	Charlotte		01	Custodial Staff
Walters	Kati	Master's	20	EC Itinerant Teacher

Webber	Bradley	Master's	18	Arkansas Leadership Academy
Wilkinson	Sharla	Bachelor's	13.5	Teacher
Williams	Elizabeth	AA	11	Paraprofessional
Williams	Jennifer	Bachelor's	02	Teacher
Wilson	Jearlene		31	Paraprofessional
Wilson	Melanie	Bachelor's	18	Behavior Specialist
Winders	Paula		14.5	EC Paraprofessional
Winslow	Tammy	Master's	33	Science Specialist
Woodall	Meghan		11	Paraprofessional
Wrinkles	Mary		22.5	Paraprofessional
Yates	Gale	Master's	40	Mentoring Support Consultant
Martinez	Jaylee	Specialist	02	School Psychology Specialist

CRESC ABC Certified Staff

Last Name	First Name	Degree	Yrs.	Job Title
Allen	Sophie	Bachelor's	13	Teacher
Allen	Alexia	Bachelor's	01	Teacher
Booth	April	Bachelor's	03	Teacher
Coburn	Sharon	Master's	50	ABC Coordinator
Gillis	Emily	Master's	18	Teacher
Haney	Elizabeth	Master's	27	Teacher
Hicks	Jessica	Bachelor's	02	Teacher
Hill	Rachel	Bachelor's	16	Teacher
Kennedy	Amber	Bachelor's	07	Teacher
Lester	Dorothy	Master's	16	ABC Site Fac.
Mayfield	Victoria	Bachelor's	02	Teacher
Vassar	Cynthia	Bachelor's	07	Teacher
Wilkinson	Sharla	Bachelor's	11	Teacher

CRESC ABC Classified Staff

Last Name	First Name	Yrs	Job Title
Bard	Jessica	06	Paraprofessional
Beith	Kimberly	07	Paraprofessional
Brumley	Courtine	04	Paraprofessional
Burton	Norma	06	Paraprofessional
Crowell	Sharon	10	Paraprofessional
Driskill	Natalie	02	Paraprofessional
Farrow	Sara	04	Paraprofessional
Harrison	Cheryl	1.5	Paraprofessional
Henry	Meaghan	11	Paraprofessional
Hursey	Demetria	10	Paraprofessional
Lancaster	Ashley	01	Paraprofessional
Martin	Vickie	03	Paraprofessional
McRay-Newberry	Tracy	03	Paraprofessional
Williams	Elizabeth	11	Paraprofessional
Wilson	Jearlene	31	Paraprofessional
Woodall	Meghan	10	Paraprofessional
Wrinkles	Mary	21.5	Paraprofessional

CRESC Early Childhood *Certified Staff*

Last Name	First Name	Degree	Yrs	Job Title
Aldridge	Stacy	Master's	26	IT
Bell	Jenny	Master's,Mcd	11	SP
Boling	Jennifer	Master's	9.5	IT
Boling	Tipton	Specialist	07	IT
Casbeer	Kristin	Bachelor's	19	IT
Clayton	Ashley	Master's	20	IT
Combs	Crystal	Masters	04	IT
Damron	Misty	Master's	11	IT
Everhart	Catherine	Master's	20	IT
Frye	Shannon	Master's,Mcd	28	SP
Grimmer	Christie	Bachelor's	30	IT
Handwork	Jada	Master's,Mcd	26	SP
Holden	Angela	Master's,Mcd	08	SP
Honey	Cynthia	Master's	23	IT
Kieffner	Melissa	Master's	23	SP
Leatherwood	Randa	Bachelor's	14	IT
<i>Admin. Asst. = Administrative Assistant</i> <i>BS = Behavior Specialist</i> <i>IT = Itinerate Teacher</i> <i>Para = Paraprofessional</i> <i>SP = Speech Pathologist</i>				

Last Name	First Name	Degree	Yrs	Job Title
Loggains	Bridgette	Master's	25	EC Coordinator
Mcgarity	Mallory	Bachelor's	13	IT
Niemeyer	Sandra	Specialist	16	SP
Peridore	Haley	Bachelor's	11	IT
Prince	Stephanie	Bachelor's	32	IT
Rockwell	Brittany	Master's,Mcd	10	SP
Rowe	Madison	Bachelor's	1	IT
Schulz	Mindy	Masters	29	IT
South	Allison	Master's	21	IT
Truelove	Julie	Master's	19	IT
Walters	Kati	Master's	20	IT
Wilson	Melanie	Bachelor's	18	BS

CRESC Early Childhood <i>Classified Staff</i>				
Anderson	Leslie		24	Admin. Asst.
Bearden	Tina	Bachelor's	21	Para
Clegg	Lanissa		12	Para
Horsley	Peggy	AA	33	Admin. Asst.
Parham	Kristal		21	Para
Winders	Paula		14.5	Para

III. TEACHER CENTER

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

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

1. If yes, then:

Approximate the number of titles in the media center:

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

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

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

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

1. If yes, then:

How are media/technology charges per district determined?

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

1. If yes, then:

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

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

[X] Cooperative Purchasing

[X] Conduct Annual Needs Assessment /Planning assistance

[X] Special Education Services

[X] Gifted and Talented Assistance

[X] Grant Writing Assistance

[X] Personnel Application

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

[X] Bookkeeping Assistance

[X] Technology Training

[X] Curriculum Support

[X] Business Management Training

[X] Computer Technician

[X] E-Rate Applications

[X] Assessment Data Analysis

[X] Instructional Facilitator Training

[X] Math/Science/Literacy Specialists

[X] Numerous Professional Development Opportunities for Teachers

- ☒ Administrators and Local Board Members Training
- ☒ Other (please specify):
 - ☒ Carl D. Perkins
 - ☒ Bus Driver Training
 - ☒ School Board Training
 - ☒ Custodial/Asbestos/Maintenance
 - ☒ Digital Learning Grant for Districts/Co-op through APSRC
 - ☒ Paraprofessional Training

V. DIRECT SERVICES TO STUDENTS

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

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

VI. ANECDOTAL REPORTS

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

ESC WORKS

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

Goal

By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for school districts to easily verify employment history and training 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 session.

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 training that CRESC staff or guest presenters instruct. The cooperative staff and specialists use the data from these surveys to improve instruction and grow in methodology. The level of implementation of knowledge and skills participants had before and after attending the training is measured through the survey. The comment section at the end of the survey is another tool used to gain personal feedback from the teachers we support. It also allows CRESC to closely inspect practices and delivery methods. Each Educational Cooperative assists their local school districts with escWorks in the following ways:

- Hosting training for new and veteran teachers on how to use the platform.
- Input training, 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.

PARTNERSHIPS

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

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

AR App

The Arkansas Department of Education (ADE) developed a streamlined planning process and platform to align resources behind a single, clear, and coherent set of priorities guiding the work of student growth. This plan, the AR App, consolidated 8 grants and 9 separate applications into one unified process, fulfilling both the federal ESSA planning requirement and the planning mandates outlined in Arkansas statute.

CRESC, in partnership with ADE, continued to provide structured support to districts throughout the year, helping strengthen the overall quality and consistency of AR App submissions.

From January through May, CRESC hosted a series of monthly sessions guiding districts through each component of the AR App and its new platform. These sessions offered differentiated, district-specific support to ensure an effective, high-quality application process, with this year's focus centered on the fiscal connections between district decisions and goals.

Each month, participating schools received targeted training on a different element of the AR App process, including:

- Conducting a comprehensive needs assessment
- Forming an effective planning team
- Collecting and analyzing relevant data
- Developing SMART goals aligned with both district-level data and LEARNS priorities
- Aligning resource allocation with goals identified in the district's strategic plan
- Completing new content for each of the three Priorities and State Programs

To promote consistency and ease of implementation statewide, CRESC developed shared training modules and introductory communication materials for use across all education cooperatives. This collaborative approach strengthened district capacity while reinforcing alignment and accountability statewide. In turn, each district submitted its AR App plan to the cooperative for review and feedback. After incorporating recommended revisions, districts submitted their finalized plans directly to ADE ahead of the June 30th deadline.

This initiative reflects CRESC's continued commitment to helping districts achieve meaningful, lasting improvement through strategic planning and data-driven goal setting.

BAILEY EDUCATION GROUP - MASTER PROFESSIONAL EDUCATOR DESIGNATION

DESE and the Walton Foundation funding made it possible to continue providing Master Teacher Designation training with Bailey Education Group. Several teachers in the region expressed interest in participating. Priority was given to districts with the fewest master teachers, and a secondary priority was given to ELA teachers in 3rd and 4th grades, as well as 3-8 math teachers. In total, 33 teachers completed the training and gained their designation in the spring, bringing the total number of teachers to gain this designation since 2024 to over 90.

BEGINNING ADMINISTRATORS

Beginning the summer of 2026, ESCs assumed the responsibility of the Beginning Administrators Induction. The statewide launch took place at the ADE Summit, followed by monthly cooperative Zoom meetings with beginning principals that targeted specific targets each time: ethics, school safety, mentoring basics, TESS, etc. Beginning CRESC superintendents met each month prior to the Board of Directors meeting. A different veteran superintendent met with the superintendents each month to address specific topics that were their areas of expertise.

CAREER & TECHNICAL EDUCATION INITIATIVE

Be Pro Be Proud is a state-supported initiative. Through this support, CRESC CTE partnered with Arkansas Northeastern College to host the *Be Pro Be Proud Draft Day* on March 18, 2026, in Blytheville. This career-focused hiring event provided a pivotal opportunity for high school seniors across Northeast Arkansas to connect with industry leaders. Students from 22 school

districts had the chance to engage with industry partners, explore hands-on demonstrations in the Be Pro Be Proud mobile workshop, and participate in on-site interviews with top employers from the region. Continued collaboration with school districts, counselors, and career coaches is planned to ensure students are prepared and able to attend this impactful event on an annual basis. Draft Day 2025 outcomes and highlights can be viewed [HERE](#).

Since *Be Pro Be Proud Draft Day* moved from Craighead County, Jonesboro Chamber of Commerce with Jonesboro Unlimited wanted to continue the tradition of this event. CRESC CTE partnered with the Chamber to host the first annual HERE2HIRED at Nettleton High School on March 12, 2026. Much like the traditional Draft Day, this event highlighted local business and industry partners in Craighead (and surrounding) counties who talked about the multiple career opportunities within their company. After the initial meet and greet with industry representatives, formal interviews were set up with potential employers. On April 9th, we held a “signing day” for all students who secured careers after graduation. Highlights from this event can be found [HERE](#).

PROFESSIONAL LEARNING GRANT CONSORTIUM

Seven districts in the CRESC region opted to create a Professional Learning Community consortium with Crowley’s Ridge ESC using PLG funds. Beginning in June of 2025, the Teacher Center Coordinator collaborated with participating districts to prioritize and schedule professional development around three areas of focus: K-4 foundational literacy and science of reading, strengthening instructional quality, and MTSS/behavioral and mental health.

Bailey Education Group was contracted to work with districts to strengthen instruction and improve foundational literacy practices. Consultants met with teachers and grade-level teams to review preliminary student data and develop action steps to ensure districts’ HQIM were implemented with fidelity. They continued to collect data (BOY, MOY, and EOY) and observe classroom teachers, followed by on-site coaching support throughout the year. Bailey Education Group consultants were also used in a leadership capacity to coach building principals and administrators as they strengthened their roles as instructional leaders.

Classroom management training sessions were scheduled throughout the summer using the Center for Responsive Classrooms personnel, Larry Thompson with Responsibility-Centered Discipline, and Patrick Jones with Tools for Teaching. These sessions are aligned to the focus around MTSS for behavioral and mental health support for students and teachers.

In addition to Bailey Education Group consultants supporting improved instructional practices, several teachers completed pathways to gain Master Professional Educator and Lead Professional Educator designations. They, and others who will be used in a leadership capacity attended a DESE-approved

training through Jim Knight Coaches Training. These steps prepared multiple educators to step into roles of mentorship and team leaders.

OFFICE OF COORDINATED SUPPORT (OCS)

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

TARGETED SUPPORT

Education Service Cooperatives, in partnership with the Arkansas Department of Education, provided support for D/F rated school districts for the 2025-2026 school year. Crowley's Ridge ESC had three D rated districts and two F rated districts in 2025-2026. CRESC provided support in the following areas: instructional focus walks, debriefs with district administrative team, intentional support from content specialists, review of ATLAS data, and support in the requirements to obtain a diploma of merit and/or distinction. Collectively, CRESC personnel supported the districts over 200 times in the spring, and every campus of every district was visited.

TEACHER RESIDENCY/APPRENTICESHIP MODEL & ASPIRING TEACHER

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

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

Program Requirements

- Candidates must fulfill all internship/residency requirements at their Institute of Higher Education (IHE)
- Participants must demonstrate competency through required licensure assessments, including the Foundations of Reading assessment for K-6 elementary and K-12 Special Education positions

- Districts and IHEs must establish formal Memoranda of Understanding (MOUs) with detailed support plans
- Districts must provide mentorship through experienced educators

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

Arkansas Public School Resource Center (APSRC)

LEADERSHIP SUPPORT & TRAININGS

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

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

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

PRINCIPALS INSTITUTE

The annual Principals Institute, a collaborative endeavor between the Cooperative Regional Education Service Center (CRESC) and Arkansas State University's Education Renewal Zone (ASU ERZ), was successfully executed as a two-day professional development event during the fall of 2025. The ASU ERZ provided comprehensive logistical support, including securing appropriate facilities and procuring all necessary instructional materials.

Centered on the theme, "Growing as an Instructional Leader," this year's institute emphasized recognizing true learning as opposed to "being taught," how learning is reflected in student data, and a principal's impact on classroom instruction.

Arkansas State University-Jonesboro (ASUN)

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

In addition to hosting events, ASUN–Jonesboro provided professional development opportunities for educators, offered concurrent credit courses, and facilitated student certification programs. The majority of these offerings were provided at no cost, underscoring ASUN–Jonesboro’s ongoing commitment to supporting our teachers and students.

An intensive welding PD for CRESC CTE Agri teachers was offered on ASUN-Jonesboro’s campus where educators were trained to offer 6 hours of concurrent credit welding instruction within their Agri Metals courses. Not only will the course allow students to earn concurrent credit but it will train them to take the H2 certification test for AWS.

Arkansas State University Newport At Jonesboro (ASUN)/ Workforce Training Center/ University Of Arkansas

The Crowley’s Ridge Educational Service Cooperative (CRESC) Migrant Education Program established a strong and valuable partnership with Arkansas State University-Newport and the Workforce Training Center to provide meaningful enrichment opportunities for migrant students.

On November 13, 2025, the Migrant Education Program hosted a Migrant Student Advisory Council (MSAC) Career Day at the Workforce Training Center, with 63 migrant students in attendance. The event featured hands-on learning experiences facilitated by various departments from ASUN and the Workforce Training Center, allowing students to actively engage in career-focused activities. Representatives from the Culinary, Health Professions, Electrical, Robotics, Welding, and CNC programs provided valuable insight into their respective fields, including daily responsibilities and career pathways.

This partnership supports the program’s mission to expand educational opportunities for migrant students by connecting them with postsecondary education options and workforce development resources. Exposure to higher education environments and industry-based learning experiences fosters academic persistence and encourages long-term career aspirations among our students.

Additionally, the Migrant Education Program partnered with the University of Arkansas to deliver an engaging and informative session for parents. Pam Faulkenberry-Fowlkes, College Access Coordinator, facilitated an interactive presentation based on the *Designing Your Life* framework. Parents and students were guided through reflective exercises to identify their values, goals, and priorities, ultimately narrowing their focus to their most important life priorities.

Ms. Faulkenberry-Fowlkes emphasized the importance of exploring multiple pathways and utilizing strategies such as mind mapping rather than committing to a single initial plan. She also provided parents with two valuable resources: *Financial Aid 101* from the College Access Initiative and *9 Actions to Help You Get to College*.

LOCAL DISTRICT ASSISTANCE

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

Arkansas Better Chance (ABC) Program

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

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

Early Childhood - Local Leads

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

CRESC Local Leads has coordinated with over 100 service providers in the five-county region assigned to the cooperative. This year was the pilot year for the implementation of the Classroom Assessment Scoring System (CLASS), a tool to be utilized as part of the accountability system that provides a rating "indicative of child outcomes." CLASS measures the quality in teacher-student interactions, provides ratings on teacher performance, and creates a system of data collection and common language that providers can use to identify targeted areas. During the pilot and subsequent transition year, the CRESC Local Leads Captain is responsible for coordinating all CLASS observations and data collection. The goal

for the state was to complete at least 1 CLASS observation in each of the 794 classrooms in the pilot year. CRESC completed more than 200 CLASS observations in total. The work of the Local Leads Captain, in coordination with local service providers, will ultimately result in families and children having access to comprehensive quality early childhood learning in compliance with the law.

Early Childhood- Special Education

In cooperation with 22 school districts, Crowley's Ridge Educational Service Cooperative provides an Early Childhood Special Education Program for 3-5-year-old children. This program operates under an itinerant service model to provide educational support to children under the requirements of IDEA. The staff collaborates with area preschools and day-treatment centers to conduct mass screenings for preschool children residing within the boundaries of our 22 member districts. These screenings aid in identifying students who may be at-risk for delays in development. Once identified, the students receive specially designed instruction from certified special education teachers and/or speech-language pathologists to assist in achievement of skills within all 5 areas of childhood development. The collaboration between the Early Childhood Special Education Program and the member districts allows a seamless transition into school as the student enters kindergarten.

PROGRAMS

PROGRAM: Arkansas Better Chance (ABC) and

FUNDING AMOUNT: \$1,761,225

FUNDING SOURCE: State-ABC

COMPETITIVE GRANT: Yes___ No X

RESTRICTED GRANT: Yes X No ___

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

Private Preschool: Harrisburg Playschool PreK Program

PERSONNEL:

CERTIFIED

	Yrs.	Degree	Job Title
COBURN, SHARON	50	MSE	Coordinator
ALLEN, ALEXIA	01	BSE	Teacher
ALLEN, SOPHIE	13	BSE	Teacher
BOOTH, APRIL	03	BSE	Teacher
COLE, TONYA	09	BSE	Teacher
COVEY, SHANNON	04	BSE	Teacher
GILLIS, EMILY	18	MSE	Teacher
HANEY, ELIZABETH	27	MSE	Teacher
HICKS, JESSICA	02	BSE	Teacher
HILL, RACHEL	14	BSE	Teacher
KENNEDY, AMBER	07	BSE	Teacher
LESTER, DOROTHY L.	16	MSE	Site Facilitator
WILKINSON, SHARLA	11	BSE	Teacher
WILLIAMS, JENNIFER	02	BSE	Teacher

CLASSIFIED

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

HARRISON, CHERYL	1.5		Paraprofessional
HURSEY, DEMETRIA	09		Paraprofessional
LANCASTER, ASHLEY	01		Paraprofessional
MARTIN, VICKIE	03		Paraprofessional
MCRAY-NEWBERRY, T.	01		Paraprofessional
OWENS, TONYA	01		Paraprofessional
SUTTON, ARIEL	00		Administrative Assistant
WILLIAMS, ELIZABETH	11	AA	Paraprofessional
WILSON, JEARLENE	31		Paraprofessional
WOODALL, MEGHAN	10		Paraprofessional
WRINKLES, MARY	21.5		Paraprofessional

GOALS:

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

PROGRAM SUMMARY:

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

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

CRESC serves 345 funded slots in the ABC program. There are 19 Pre-K classrooms at 9 sites on 7 different school district campuses: Blytheville, Caraway (Riverside), Cross County, Gosnell, Lake City (Riverside), Marion, and Marked Tree. There is one Infant Classroom and one Toddler classroom both at the Marked Tree ABC Site.

CRESC's program primarily serves 3 and 4 year old students and utilizes a state-approved curriculum titled "Creative Curriculum." Children also take part in a Play Based curriculum

All CRESC staff is trained in the Science of Reading and teaches the state recommended Pre-K RISE Phonological Program known as "LaunchPad." Teachers and Paraprofessionals are also trained in the LETRS Phonological Program.

MAJOR HIGHLIGHTS OF THE YEAR:

Dorothy Leann Lester, Emily Gillis, and Ashley Austion serve as ABC Facilitators and manage our 9 sites. All three are trained as Certified *CLASS Observers*. All PreK staff have been trained in *CLASS* strategies. Our three ABC Facilitators are also trained as certified *LENA* Coaches.

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

PROGRAM: Arkansas Professional Educator Pathway (ArPEP)

FUNDING AMOUNT: \$75,100.00

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes ☒ No ☐

RESTRICTED GRANT: Yes ☒ No ☐

PARTICIPATING DISTRICTS: Bay, Blytheville, Brookland, Buffalo Island Central, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Rivercrest, Trumann, Valley View, Wynne. *Districts outside of CRESC region:* Barton, Blessed Sacrament, Brinkley, Crowley's Ridge Academy, Marmaduke, Paragould, Pocahontas, Rector, West Memphis, Westside.

PERSONNEL:

	Yrs.	Degree	Job Title
BESSEE, DAWN	36	EdD	Coordinator/Site Facilitator
COBURN, SHARON	51	MSE	Coordinator/Site Facilitator
BAINE, BRAD	29	PhD	Instructor
EPHLIN, BETH	17	MA	Instructor
FINLEY, ROBIN	36	EdD	Instructor
HENDRIX, LAUREN	17	BSE/NBCT	Instructor
HOLLAWAY, SANDRA	32.5	BSE	Instructor
MCCLUNG, CARIN	17	EdS	Instructor
WELCH, GROVER	11	MEd	Instructor

GOALS:

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

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

PROGRAM SUMMARY:

The Arkansas Professional Educator Pathway (ArPEP) is an affordable, two-year, work-based alternative route to an Arkansas standard teaching license, designed for college graduates and career changers who hold at least a bachelor's degree. ArPEP's goal is to prepare classroom-ready teachers who can meet the growing demand within Arkansas's teacher pipeline, training future educators to build strong classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessment data to drive student learning.

ArPEP facilitators help candidates understand what accomplished beginning teaching looks like in practice, modeling how effective teachers design instruction, manage their classrooms, and use assessment to inform their teaching. Facilitators also guide candidates through every licensure milestone, from the initial ArPEP application through the transition from a Provisional to a Standard license. This includes ensuring Year 1 teachers complete required professional development and ethics training, along with earning their Science of Reading Awareness credential and completing Phase I of their Proficiency credential.

MAJOR HIGHLIGHTS OF THE YEAR:

- The CRESC site had 57 teachers in Years 1 and 2 combined for 2025-2026, which is a continuing growth trend post-COVID;
- One hundred percent (100%) of Years 1 and 2 participants found or maintained gainful employment as teachers of record;
- The Year 1 site facilitator completed two on-site classroom visits (one in the fall and one in the spring) and used the Aspiring Teacher rubric (TESS Domains 1-3) to give feedback to Year 1 ArPEP teachers; and
- The Year 2 site facilitator completed at least one on-site visit during the fall and a Zoom visit in the spring with Year 2 ArPEP teachers. The Zoom visits were scheduled to ensure all teachers understood the requirements to complete the ArPEP program and transition their provisional to a standard license.

ArPEP Teacher Shortage Area Analysis, 2025-2026

Subject-Area Shortage	Count	Cohort
High Need ($\geq 20\%$) — Secondary Science, Foreign Language, Secondary Math	4	7.0%
Moderate Need ($\geq 15\%$) — 4-8 ELA, Math, Social Studies, Science; 7-12 ELA, Fine Arts, CTE	21	36.8%
Combined (High + Moderate)	25	43.9%

Geographic Shortage Area (as identified on the 2025-2026 Geographic Shortage Districts map)

Category	Count	Cohort
High Need ($\geq 20\%$) — Rector, Blytheville, Earle, Osceola, Trumann, Marked Tree, West Memphis	22	38.6%

Overlap: Subject-Area and Geographic Shortage

Category	Count	Cohort
High-Need Geographic Area AND Any Subject-Area Shortage (High or Moderate)	10	17.5%
High-Need Geographic Area AND High-Need Subject Area (both $\geq 20\%$)	1	1.8%

Title I and High-Minority District Placement

Category	Count	Cohort
Title I District (district-wide, or schoolwide building at relevant grade level)	54	94.7%
High-Minority District — Blytheville, Marion, Jonesboro, Nettleton, Brinkley, Earle, West Memphis	18	31.6%
Both Title I AND High-Minority District	18	31.6%

Note: Title I status reflects 2025-26 ADE Title I designations (Schoolwide/SW, Targeted Assistance/TA, or Not Applicable/NA) at the district and building level. High-minority district classification based on cooperative-identified districts. Two candidates placed at a private school (Blessed Sacrament) are not part of the public Title I LEA list and are excluded from the Title I count.

PROGRAM: **Arkansas Public School Computer Network (APSCN)/Student Management Systems (SMS) User Support Coordinator**

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

PERSONNEL:

	Yrs.	Degree	Job Title
RHOADS, PAM	21	BS	APSCN User Support Coordinator

GOALS:

- To provide quality training and support to school districts using the Student Management System (SMS), Cognos, eSchoolPlus, PowerSchool Enrollment, and to ensure correct cycle reporting through the Statewide Information System (SIS).

PROGRAM SUMMARY:

The User Support Coordinator offers training and technical assistance for various state systems including eSchoolPLUS, Teacher Access Center, Home Access Center, Cognos, PowerSchool Enrollment, and state reporting to school districts and charter schools in their assigned areas. The coordinator is responsible for providing software training (in-person and virtually), researching reported software problems for resolution, reporting software issues, and assisting , as needed, with testing software updates. The program now falls under the office of Public School Accountability to help assure that data quality and accuracy is consistent statewide.

PROGRAM: **Behavior Support Specialists**

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: Yes X No ____

PERSONNEL:

	Degree	Job Title
SMITH, SHEILA	PhD, LP, BCBA-D	Behavior Support Specialist Coordinator
BAILEY,SHANA	MS, BCBA	Behavior Support Specialist
BOONE, MEAGAN	MEd, BCBA	Behavior Support Specialist
BREWER, JENNIFER	EdS	Behavior Support Specialist
CRAWLEY, SANDY	MSE	Behavior Support Specialist

DAVIS, KELLY	MEd, BCBA	Behavior Support Specialist
HARTSFIELD, SONIA	MEd	Behavior Support Specialist
KENGLA, AUDREY	MS, CCC-SLP	Behavior Support Specialist
KIRBY, AMANDA KIRBY	MSE	Behavior Support Specialist
KNIGHT, CARLA	MSE, BCBA	Behavior Support Specialist
LANCASTER, KAT	MA, CCC-SLP, BCBA	Behavior Support Specialist
LOVELADY, LINDSEY	MS, BCBA	Behavior Support Specialist
MEARS, ALLISON	LPC, BCBA	Behavior Support Specialist
RAINO, NICHEYTA	MEd, BCBA	Behavior Support Specialist
STAPP, JENNA	MAT	Behavior Support Specialist
THOMASON, CONNIE	MEd, BCBA	Behavior Support Specialist
WALTER, MARY	EdS, SPS, BCBA	Behavior Support Specialist

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

BX3 Cohort 4 - Building level teams	
1. Magnolia Middle School	14. Westbrook Elementary - Harmony Grove
2. Westside Elementary - Searcy	15. Bayyari Elementary - Springdale
3. Southwest Middle School - Searcy	16. North Heights Community School -
4. Janie Darr Elementary - Rogers	Texarkana

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	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
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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
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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
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PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 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 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 AMOUNT: \$492,230.58

FUNDING SOURCE: Federal - Carl D. Perkins

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED GRANT: Yes X No ___

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

PERSONNEL:

	Yrs.	Degree	Job Title
SNYDER, JENNIFER	19	BA	Career & Technical Ed. Coordinator
GLASS, KENZIE	1.5	BA	Technical Assistant

GOALS:

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

PROGRAM SUMMARY: 46 pathways across new career clusters defined by Advance CTE. These new clusters are: Advanced Manufacturing, Agriculture, Arts, Entertainment, & Design, Construction, Digital Technology (Computer Science), Education, Energy & Natural Resources, Financial Services, Healthcare & Human Services, Hospitality, Events, & Tourism, Management & Entrepreneurship, Marketing & Sales, Public Service & Safety, and Supply Chain & Transportation.

In Career and Technical Education, students are taught valuable technical skills in the areas of Agriculture, Business, Family & Consumer Sciences, STEM, Auto Mechanics, and Medical Professions. Students may also learn in the fields of trade and industry, including Construction, Drafting and Design, Medical Professions, Welding, and more. Measurable indicators are

proficiency in literacy, mathematics, science, technical skill attainment (industry certifications), high school course completion and graduation, placement, and nontraditional participation and completion. In addition, students have the opportunity to earn industry-based certifications that will help with post-graduate placement in the workforce. Teacher instructor certifications were offered throughout the year so that they could certify more students. Schools must offer courses in a minimum of three pathways across three occupational areas to comply with state accreditation. In compliance with the LEARNS Act, students must complete the pathway in sequential order.

The Career and Technical Education (CTE) program of Crowley's Ridge Educational Service Cooperative coordinates the Carl D. Perkins Career and Technical Education Act of 2006 and the Arkansas Department of Career Education initiatives. This office serves as the liaison between member schools and the CTE staff at the DESE Division of Career and Technical Education (DCTE). DCTE works closely with secondary career centers and area colleges to ensure the Memorandums of Understanding (MOUs) they hold with CRESC consortia schools have approved programs of study. This year, CRESC welcomed back 3 districts into the consortia, increasing our reach to nineteen districts: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, East Poinsett County, Gosnell, Harrisburg (including Weiner), Earle, Manila, Marion, Marked Tree, Nettleton, Osceola, Rivercrest, Riverside, Valley View, and Wynne.

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

MAJOR HIGHLIGHTS OF THE YEAR:

- With the LEARNS ACT implemented and in full rollout, committees were formed to establish rules to focus on the "R" (Readiness) in LEARNS. DCTE's [Success Ready Pathway Guide](#) continued to constantly update throughout the year, showing requirements to reach Merit or Distinction Demonstration.
 - Merit Demonstration can be earned when a student has completed a success ready pathway with three sequential credits AND demonstrated one of the following:
 - [Credential of Value in High Wage, High Demand \(H2\) Career Field](#)
 - Earn 12 or more Post Secondary Credits
 - AR Certified Pre-Apprenticeship leading to a Registered Apprenticeship
 - AP Scholar Designation

- AP Scholar with Honor Designation
 - ASVAB Score of 31 and completion of an approved Enlistment pathway
 - Cambridge Scholar
 - IB Career-related Programme Certificate
 - IB Scholar
 - [Seal of Biliteracy](#)
- In March 2026, DCTE's [Pathway Revision Guide](#) was introduced which aligned pathways with AdvanceCTE's new career cluster framework, industry, and LEARNS. This reconfigured CTE and took us from 63 pathways down to 46. In an effort to create a better alignment between these three entities and working together with OSD and post-secondary, DCTE, along with industry partners and educator experts, developed new standards for all courses. All standards training is expected to take place during the summer of 2026 at multiple venues across the state.
 - Blytheville, Marion, and Wynne School Districts joined the CTE Consortia. Jennifer Snyder, CTE Coordinator, has worked closely with each district to ensure a seamless transition while continuing to build pathways that will benefit each school.
 - Girl Power Goes State was a \$180,000 grant received by DCTE and dispersed to 5 ESCs, including CRESC. The purpose of the grant was to encourage females to get more involved in our non-traditional areas (like Agriculture and Advanced Manufacturing) and learn new skills in CNC machine technology. Funding purchased CNC equipment with advanced safety features. Recipients of the equipment were expected to participate in Girl Power Goes State on February 6, 2026. Winners advanced to the state finals held at Saline County Career Center on February 26, 2026. Pictures from this year's event can be found on our [CRESC CTE Webpage](#).
 - Two competitive state startup grants were awarded. East Poinsett County received approval for \$37,507.97 for Animal Systems and Harrisburg received approval for \$20,537.21 for Health Care Service (CNA). A Modernization Grant for Osceola was approved for \$42,132.80 for Ag Power, Structural & Technical Systems.
 - CTE Summer Conference allowed for one week of exclusive Perkins approvable professional development that allows for equipment with training that can be taken back to the classroom for project-based learning opportunities. In addition, several trainings throughout the year featured train-the-trainer opportunities, farm-to-table events on location, and state-required training. Such trainings included:
 - Introduction to Business Workshop
 - RSD-CTE with Jennifer Snyder
 - CTE New Teacher Training
 - Mentorship Training (Fall and Spring Sessions)
 - Harvest to Home: A Hand-On FCS Experience

- DCTE Pathway Revision Training
- Hunter's Ed/Boater's Ed Train-the-Trainer
- CTSO Training
- ACTE WorkKeys Training and Implementation
- WorkKeys Training with Kids First
- CTE Connections: Sustainability, Design, & Product Development
- Coding with Python & the Circuit Playground
- ASUN Concurrent Credit for Welding Seminar
- Business Intelligence
- Counselor Compass: Inspiring & Guiding Student Success
- Pre-Educator Program Quality
- Durable Skills Integration
- Teaching for Tomorrow: Practical Strategies for Delivering High-Impact Career Courses
- From Zero to Job-Ready
- Coding with Python and Raspberry Pi
- Intro to CS: Python, More than a Snake
- Navigating the Digital World: Developing Tomorrow's Digital Citizens in the Age of AI
- Agri Innovations 2.0: Leatherworking, AI Design, and CNC Integration
- Intro to CS: Domain 4
- Intro to CS: Domain 5
- MS Intro to Code: Game Development
- Pre-apprenticeships and work-based learning have become pivotal elements of Career and Technical Education (CTE). The CTE Coordinator collaborated with industry partners to establish partnerships with school districts. High school seniors, often having flexible schedules, can gain valuable knowledge and training in their chosen careers through these industry partnerships. This not only provides them with immediate job opportunities upon graduation but also benefits industry partners by supplying them with well-prepared candidates. Employers can access apprenticeship funding from the Office of Skills and Development if they choose to participate in this program, with the Apprenticeship Alliance assisting them in completing the necessary paperwork. Historically, apprenticeships were limited to trades like plumbing and electrical work, but they have now expanded to encompass nearly any occupation. If an employer is willing to train an individual, we are open to considering it as an apprenticeship opportunity. This initiative supports the "grow our own" approach, creating a mutually beneficial situation for students and industry partners alike.

Student Impact Statement:

At Crowley's Ridge Educational Service Cooperative (CRESC), we remain steadfast in our mission to prepare a job-ready, career-bound workforce that meets the evolving needs of Arkansas employers.

Through our robust Career and Technical Education (CTE) program, we served over 19 school districts, offering 46 pathways in high-demand sectors.

Our programs emphasize both academic and technical proficiency while ensuring students have access to real-world experiences through industry certifications, pre-apprenticeships, and work-based learning. This year, students gained direct access to employers, built professional portfolios, and even interviewed for full-time positions before graduation thanks to our enhanced transition-to-work initiatives like Be Pro Be Proud Draft Day and Here2Hired.

CRESC is proud to champion innovation and equity in CTE. With the support of non-traditional grants like *Girl Power Goes State*, we empowered more young women to explore non-traditional fields such as CNC machine technology, equipping them with skills and tools that translate to immediate industry relevance. Our efforts to align with the new AdvanceCTE framework and Arkansas' LEARNS Act ensured students are on track for success-ready Merit and Distinction Demonstrations, giving them a competitive edge in post-secondary and career pathways.

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

PROGRAM: Computer Science

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

Competitive Grant: Yes

Restricted: Yes

Statewide

Name: Brian Lawhon

Position: Statewide CS Specialist

Degree: MSE

Name: Alex Moeller

Position: Statewide CS Specialist

Degree:

Personnel:

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

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: **Content Specialist: Dyslexia**

FUNDING AMOUNT: \$90,000

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

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED GRANT: Yes X No ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs.	Degree	Job Title
ALLEN, REBECCA	27	MEd (NBCT, CALT)	Dyslexia Specialist

GOALS:

- Build relationships with districts and provide professional learning around the Dyslexia Resource Guide; develop district profiles and begin analyzing initial reporting data

- Develop a Technical Assistance Plan for each district and conduct a risk assessment for assigned districts
- Build the capacity of assigned districts to effectively implement processes and systems for utilizing tools approved for screening, identifying, and monitoring students with characteristics of dyslexia
- Participate in and provide professional learning and technical assistance around dyslexia and related disorders

PROGRAM SUMMARY:

Under this evolving grant, the Dyslexia Specialist focused on ensuring that all students with characteristics of dyslexia receive timely, appropriate, and evidence-based support in the 22 districts supported by the Crowley's Ridge Cooperative. Through this role, the specialist delivered professional learning and technical support that strengthened district practices and promoted consistency in dyslexia identification and intervention. An additional facet of the grant this year focused on delivering timely information and support to districts about all of the components of the Third Grade Promotion Law that goes into effect at the end of the 2025-2026 school year.

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

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

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

tool.

Throughout the 2025-2026 year, the Dyslexia Specialist actively participated in and delivered professional learning and technical assistance across the Cooperative area and the state. These efforts included providing professional learning sessions at schools and cooperatives; contributing to statewide dyslexia initiatives; and collaborating with other specialists to provide cohesive, research-based support.

MAJOR HIGHLIGHTS OF THE YEAR:

- 100% of districts participated in District Dyslexia Strategic Planning Meetings
- Successful continued implementation of the ATLAS K-3 Screener
- Trained multiple participants in Level 2 Screeners to meet testing requirements
- Collaborated with other state specialists to create and deliver statewide professional learning
- Provided dyslexia technical support to 100% of districts with an emphasis on priority districts
- Gave training and support to all districts concerning Third Grade Promotion Law expectations and requirements.

PROGRAM:

Content Specialist: Math

FUNDING AMOUNT: \$90,000

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

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED GRANT: Yes X No ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

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

GOALS:

- To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement members, instructional assistants, mathematics interventionists, parents, special education, in the area of standards-based mathematics curricula, instruction, and assessment.

- To promote and lead change in mathematics education by facilitating conversation around the Arkansas K-12 Mathematics Standards and assisting schools in meeting those standards by providing and modeling effective instructional strategies based on the five practices model.
- To develop and provide staff development training, technical assistance, and instructional support as requested by DESE and CRESC member schools
- Support HQIM implementation through coaching and professional learning.
- Strengthen instructional leadership by providing targeted training to new building and district-level leaders on the Mathematics Leadership Walkthrough Tool.

PROGRAM SUMMARY:

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

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

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

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

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

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

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

MAJOR HIGHLIGHTS OF THE YEAR: bullets

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

Student Impact Statement:

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

PROGRAM: **Content Specialist: Science**

FUNDING AMOUNT: \$90,000

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

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED GRANT: Yes X No ___

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs.	Degree	Job Title
WINSLOW, TAMMY	33	MSE	Science Specialist

GOALS:

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

PROGRAM SUMMARY:

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

The Science Specialist organized and presented professional development and school support

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

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

- The Arkansas K-12 Science Standards
- Science Content
- 3-D Instructional Practices
- ATLAS Classroom Tool
- Team meetings/ Professional Learning Communities
- TNTP Coaching Cycles
- HQIM Information and Updates
- Science Walkthrough Tool for Administrators
- Fundamental Understanding of Science Education (FUSE)
- Three-Dimensional Mastery: Science Instruction for Impactful Learning
- Phenomenal Teaching: Unleashing Wonder in the Science Classroom
- Assessment Alchemy: Using 3D Assessment to Drive Science Instruction
- Science Curriculum Cohorts

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

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

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

MAJOR HIGHLIGHTS OF THE YEAR:

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

Student Impact Statement:

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

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

PROGRAM: Early Childhood - Local Leads

FUNDING AMOUNT: \$150,000

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes X No

RESTRICTIVE GRANT: Yes X No

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

PERSONNEL:

	Yrs.	Degree	Job Title
GREEN, WENDY	26	Masters	Local Lead Captain
RICE, BREANNA	.5	BS	Local Lead Team Support

GOALS:

- Establish a comprehensive, locally supported plan for providing early childhood programs and services within the community and develop a provider collaboration plan;
- Conduct an unduplicated count of children served through public funds;
- Develop a needs assessment and identify gaps in services;
- Foster Local partnerships to create alignment among public and private providers and agencies within the community to facilitate the development of local plans; and
- Coordinate enrollment processes for families support access to early childhood programs;
- Pilot CLASS observation in each classroom within 6 counties, 795 classrooms.

PROGRAM SUMMARY:

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

Local Lead coaches must complete

MAJOR HIGHLIGHTS OF THE YEAR:

- Built on-going building-site relationships with stakeholders by participating in the Early Childhood Education Subcommittee.
- Completed coordinated funding requests through collaborative outreach to facilities in the counties.
- Completed collaboration plan to share with providers to create a roadmap for collaboration between all stakeholders in the community.

- Local Lead Captain has completed the Classroom Assessment Scoring System (CLASS) training and completed Train The Trainer (TTT) for CLASS Second Edition Pre-K, and Second Edition Infant & Toddler observations.
- Local Lead Captain completed affiliate trainer certification for Second Edition Pre-k, and Second Edition Infant & Toddler.
- Brought CLASS Pre-K Observer training to CRESC three times, once in the Summer, once in the Fall, and once in the Spring, resulting in twenty Pre-K CLASS Observers.
- Local Lead Captain led two Second Edition Infant & Toddler training in January and February of 2026, resulting in 21 CRESC Infant & Toddler CLASS Observers.
- Completed a Child Count for the five-county area to identify gaps in services for all age groups.
- Completed a shared Local Lead Plan that included a detailed needs assessment and information campaign plan for the communities.
- Local Lead Captain completed over 200 observations in the Spring Semester to attempt meet requirements for every classroom to receive one Class observation during the CLASS Pilot.

PROGRAM: Early Childhood - Special Education

FUNDING AMOUNT: \$1,882,338.99

FUNDING SOURCE: 6710,2260,2262,2030

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED GRANT: Yes X No ___

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

PERSONNEL:

	Yrs	Degree	Job Title
<u>CERTIFIED</u>			
LOGGAINS, BRIDGETTE	25	MCD	ECH Special Ed Coordinator
ALDRIDGE, STACY	26	MSE	Itinerant Teacher
BELL, JENNY	11	MCD	Speech Pathologist
BOLING, JENNIFER R.	9.5	MSE	Itinerant Teacher
BOLING, TIPTON	07	BSE	Itinerant Teacher
CASBEER, KRISTIN	19	BSE	Itinerant Teacher
CLAYTON, ASHLEY	20	MSE	Itinerant Teacher
COMBS, CRYSTAL	04	BSE	Itinerant Teacher
DAMRON, MISTY	11	MSE	Itinerant Teacher
EVERHART, CATHERINE	20	MSE	Itinerant Teacher
FRYE, SHANNON	28	MCD	Speech Pathologist

GRIMMER, CHRISTIE	30	BSE	Itinerant Teacher
HANDWORK, JADA	26	MCD	Speech Pathologist
HOLDEN, ANGELA	08	MCD	Speech Pathologist
HONEY, CYNTHIA	23	MSE	Itinerant Teacher
KIEFFNER, MELISSA	23	MCD	Speech Pathologist
MCGARITY, MALLORY	13	BSE	Itinerant Teacher
NIEMEYER, SANDRA	16	MCD	Speech Pathologist
PERIDORE, HALEY	11	BSE	Itinerant Teacher
PRINCE, STEPHANIE	32	BSE	Itinerant Teacher
ROCKWELL, BRITTANY	10	MCD	Speech Pathologist
SCHULZ, MINDY	29	MSE	Itinerant Teacher
SOUTH, ALLISON	21	MSE	Itinerant Teacher
TRUELOVE, JULIE	19	MSE	Itinerant Teacher
WALTERS, KATI	20	MSE	Itinerant Teacher
WILSON, MELANIE	18	BSE	Behavior Specialist

CLASSIFIED

ANDERSON, LESLIE	24	Paraprofessional
BEARDEN, TINA	21	Paraprofessional
CLEGG, LANISSA	12	Paraprofessional
HORSLEY, PEGGY (6FTE)	33	Administrative Assistant
PARHAM, KRISTAL	21	Paraprofessional
WINDERS, PAULA	14.5	Paraprofessional

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2025-2026 school year, the Early Childhood Program provided preschool special education services to approximately 643 children. Approximately 27 children were no longer in need of services and dismissed, and 439 children transitioned to Kindergarten for continued services.

Student Impact Statement:

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

PROGRAM: English for Speakers of Other Languages (ESOL)
FUNDING SOURCE: LEA Shared Services
COMPETITIVE GRANT: Yes ___ No X
RESTRICTIVE GRANT: Yes X No ___
PARTICIPATING DISTRICTS: Statewide

PERSONNEL:

	Degree	Job Title
TOUCHSTONE, MARIA	MLE	ESOL Program Director

GOAL:

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

PROGRAM SUMMARY:

- ADE works with schools and Education Service Cooperatives to:
- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
 - assist, upon request, with school improvement program planning for ELs
 - coordinate ESOL professional development training
 - convene regional meetings of ESOL personnel to discuss strategies and share resources used to

instruct ELs under the Arkansas State Standards

- implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

PROGRAM: Migrant Education Program

FUNDING AMOUNT: \$628,926.40

FUNDING SOURCE: DESE Grant—Title 1 Part C

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED GRANT: Yes X No ___

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

EDUCATIONAL SERVICE COOPERATIVES SERVED: Crowley's Ridge, Northeast, and North Central (52 school districts total)

PERSONNEL:	Yrs.	Degree	Job Title
MCBRIDE, LAURA M.	25	BSE	Migrant Program Specialist
MARTINEZ, CARMEN	4.25		Parent Liaison
ALEMAN, DORIS	15		Recruiter
CUNNINGHAM, JAMIE	23.25		Migrant Staff
BASS, CLAIRE	1.5	BA HIS	Student Support Staff
EDWARDS, LAUREN	1.5		Recruiter/St Support
HENSELY, MACEY	0.75		Recruiter
LUCAS, KATIE	1.1		Recruiter

GOAL:

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

PROGRAM SUMMARY:

The purposes of the Migrant Education Program are to assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children. The program also ensures that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation

requirements, and challenging academic standards. The program strives to ensure that migratory children receive complete and appropriate opportunities to meet the same rigorous state academic standards that all children are expected to meet. The Migrant Program personnel also help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their success in school. The program helps migratory children benefit from state and local systemic reforms. (See section 1301 of the ESEA.)

MAJOR HIGHLIGHTS OF THE YEAR:

- **School Support & Compliance**

- Assisted project schools with the migrant grant process, including ARAPP information, suggested expenditures, agricultural surveys, and the mandatory training for tutors
- Provided mandatory tutor/recruiter training and facilitated additional training sessions on August 20, August 21, and March 12 at Crowley's Ridge Educational Service Cooperative, covering identification, recruitment, and all required documentation.
- Collected and recorded Mass Enrollments, Needs Assessments, Students' Eligible for Migrant Supplemental Services Forms, Daily Schedules, and On-track forms from each of the project tutors and the needed documentation from the non-project districts as well.
- Served as a liaison between the districts, families, and health providers
- Provided districts with translation services during P/T conferences
- Monitored the project districts for compliance using the FSI

- **Student Services & Instruction**

- Served 1,268 students across Crowley's Ridge, Northeast, and North Central Cooperative areas, including 608 non-project students (ages 3-21). (March 26)
- Provided home-based instruction to migrant children (ages 3-5) using a SEA-approved preschool curriculum
- Administered Brigance testing to preschool students who were not enrolled in a program
- Conducted needs assessments on each non-project student to identify priority-for-service (PFS) students, who received instructional support, educational materials, and other resources.
- Facilitated literacy and math instruction to PFS students.

- **Resource Distribution & Family Support**

- Distributed high-interest books, school supplies, and community resource information (dental care, food banks, healthcare, fire safety, internet safety, and more). Supplied a list of coordinating organizations/individuals, such as food banks, clothing closets, etc., to migrant families

- Secured additional support for migrant families, including sheets, towels, and blankets for those in need. We have tutors and recruiters who search for outside resources to share with our migrant families.
- Assisted parents/students with school registration
- Served as a liaison between the districts, families, and health providers
- Provided MP3 players with IDRC lessons, NIOSH fact cards, first aid kits, and PPE packs to out-of-school youth (OSY) and agricultural workers
- Parents with the curriculum guides for grades K-8,
- **Parent Engagement and Parent Advisor Council**
 - Assisted project tutors in establishing Parent Advisory Council (PAC) meetings to discuss literacy, math, and graduation requirements.
 - Regional PAC meeting for parents across the tri-coop area
 - Partnered with organizations such as the University of Arkansas to provide parents and high school students opportunities to learn about financial aid and how to plan their futures.
 - Parent Liaison has been an active member of the IMPACT, team. collaborating to implement toolkits that support parents in navigating high school graduation, college planning, and career readiness, to strengthen student academic achievement
 - Organized parent engagement meetings: on planning your future and financial aid.
 - Parent Advisory Council meetings to gather parent feedback and shape future programming.
- **Student Success & Post-Secondary Support**
 - MSAC
 - Monitored high school seniors to ensure progress toward graduation, offering guidance on ACT prep and migrant scholarships.
 - Encouraged participation in RED COMET, a credit accrual summer program for migrant high school students.
 - Promoted the Arkansas Migrant Education Student Leadership Academy (AMESLA), where selected students participated in the ExCEL Challenge Program
 - Calculator workshops (Calculator provided)
- **Outreach & Recruitment**
 - **Strengthened community partnerships:** Collaborated with local schools, agricultural employers, and faith-based groups to identify and connect with migrant families. Engagement efforts were enhanced through coordination with the IDR Consortium, improving referral pathways and identification practices.
 - **Expanded culturally responsive outreach:** Increased access for families by providing multilingual materials, utilizing bilingual staff, and implementing outreach strategies aligned with guidance and resources from the IDR Consortium. Staff also utilized the Agriculture Information

Portal to gain a better understanding of crop cycles and local agricultural activities, enabling timelier and more targeted outreach.

- **Enhanced visibility and access to services:** Conducted flexible, mobile outreach through home and worksite visits. Collaborated with the IDR Consortium and participated in training seminars to support more consistent and effective identification of eligible families and youth.
- **Summer & STEM Initiatives**
 - Facilitated two summer programs: one in partnership with Jonesboro School District, and the other program was Home-based Project Smart (Math and Lit) instruction given in the homes.
- **Program Expansion & Innovation**
 - MEP Specialist Laura Michelle McBride served on the Interstate Migrant Education Council (IMEC): which provides access to resources, best practices, and a network of professionals dedicated to advancing the success of migrant students. This connection enhances our ability to deliver innovative educational strategies, stay informed on national policies affecting migrant families, and advocate for the unique needs of our students at the national level.
 - Collaborated with Head Start and ABC programs to identify migrant preschoolers.
 - Expanded efforts to connect with Migrant Head Start families to identify eligible students.
 - Parent Liaison became an Eyes of the Champion Advocate for the Burlesworth Foundation to help migrant students who need eye exams and eye glasses.

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

PROGRAM: Novice Teacher Mentoring Program

FUNDING AMOUNT: \$356,200

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED GRANT: Yes X No ___

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central,

Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, and Wynne School District.

PERSONNEL:

	Yrs.	Degree	Job Title
COBURN, SHARON	51	MSE	Mentoring Program Specialist
BARNETT, ADELE	28	MSE	Mentoring Program Facilitator
BRASWELL, MELISSA	31	MSE	Mentoring Program Facilitator
CHIPMAN, PAMELA	46	MSE	Mentoring Program Facilitator
GRAHAM, MYRA	46.5	EdS	Mentoring Program Facilitator

HOLLOWAY, SANDRA	33.5	MSE	Mentoring Program Facilitator
YATES, GALE	37	MSE	Mentoring Program Facilitator

GOALS:

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

PROGRAM SUMMARY:

The CRESC Novice Teacher (NT) Mentoring and Teacher Recruitment and Retention Program is composed of several components that serve our districts' Mentors and Novice Teachers. There are 507 novice teachers in Years 1-3. Each of the 22 school districts provided a district contact facilitating training, support, and information to the Mentors and Novice Teachers while also serving as a liaison to the CRESC Mentoring Department.

Novice Teacher Mentoring

The Novice Teacher Mentoring component of the program provides support to novice teachers through TESS components training, specific assistance, and encouragement needed to become effective in the classroom. The primary goal has been to provide support for TESS to NTs.

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

Praxis Support

CRESC provided 240Tutoring resources to Novice Teachers preparing for Praxis exams. Novice Teachers had access to 240 Tutoring at no charge for 30 days to prepare for exams.

MAJOR HIGHLIGHTS OF THE YEAR:

- CRESC had 507 Novice Teachers in 22 districts and the KIPP Blytheville District this year. Specialists provided services to all Novice Teachers and met with administrators.
- The Mentor Specialist presented TESS Overview training to education majors from all Arkansas State University programs in the fall of 2025 and spring of 2026. She also provided TESS training to the MAT graduates in the fall and spring.

Student Impact Statement:

CRESC Mentors have a wealth of experience in education and working with teachers. The

relationships they establish with district Mentors and Novice Teachers is essential to the success of our Novice Teachers and their desire to remain in teaching.

PROGRAM: Professional Development

FUNDING SOURCE: Base and District Support

COMPETITIVE GRANT: Yes___ No X

RESTRICTED GRANT: Yes ___ No X

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs.	Degree	Job Title
BESSEE, DAWN	36	EdD	Teacher Center Coordinator
CROUCH, CARLY	0.5		Administrative Assistant
HUNTINGTON, SEANA	1.5		Administrative Assistant
MURRELL, CATHY	21	BS	Executive Administrative Assistant

GOALS:

- Align professional development with district and school needs identified through the annual Needs Assessment Survey
- Provide adult learners with content knowledge and research-based instructional strategies to help students meet rigorous academic standards
- Support teachers and leadership teams with effective assessment and data disaggregation processes to build a multi-tiered system of support
- Improve student learning by resourcing adult learning and collaboration
- Support the adoption and implementation of High-Quality Instructional Materials
- Support DESE-driven school improvement initiatives through effective communication and technical assistance

PROGRAM SUMMARY:

The Teacher Center Coordinator (TCC) plans and carries out professional development for member districts, guided by Needs Assessment survey results and the Teacher Center Committee. Throughout the year, CRESC offers workshops for teachers, administrators, school board members, and other staff, drawing on regional, state, and national experts.

During the summer, CRESC contracted with Teachers of Excellence in member districts to provide peer-led PD and served as a training site for several state initiatives. Partnerships with DESE, ASU-ERZ, ASU College of Education, APSRC, regional cooperative specialists, national presenters, Teachers of Excellence, and various DESE units supported professional development across the region. Additionally, seven districts formed a Professional Learning Consortium with CRESC, using PLC grant funds to focus on four areas: Foundational Literacy/Science of Reading, Strengthening Quality of Instruction, Strengthening Career Pathways, and Multi-Tiered Systems of Support for Behavioral and Mental Health Services.

The TCC's role also expanded to include trainings and informational meetings for ESOL coordinators, administrators, principals, and district office personnel, covering recent DESE initiatives such as the AR App, roster verification, merit pay qualifications, the teacher growth model, and school rating calculations.

MAJOR HIGHLIGHTS OF THE YEAR:

- 47 CRESC region teachers earned their Lead Teacher designation through the NIET-led Lead Professional Educator Designation training.
- 10 CRESC region teachers received their Master Professional Educator designation through Bailey Education Group training.
- The Teacher Center Committee and Curriculum Coordinators met three times to disaggregate Needs Assessment Survey results with CRESC content specialists, developing PD recommendations that the TCC presented to the Board of Directors.
- The TCC scheduled multiple PD sessions on behavior and behavior intervention plans per Act 1084, presented by Behavior Support Specialists and guest speakers.
- CRESC hosted its 2nd Annual Mental Health Symposium, with Pre-K through high school educators attending breakout sessions on resiliency, self-care, de-escalation, trauma-informed classrooms, empathy, and other Needs Assessment-identified topics.
- CRESC partnered with DESE to offer multiple PD sessions on K-3 ELA topics and using ATLAS data, addressing the growing need for support with ATLAS and K-2 assessments.
- Over the 2025-2026 academic year, 2,544 teachers attended PD sessions and earned 17,371 hours of PD credit.

PROGRAM: School/Community Health

FUNDING AMOUNT: \$6,000

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED GRANT: Yes X No ____

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

PERSONNEL:

	Yrs.	Degree	Job Title
LEE, JESSICA	06	AA	Community Health Nurse Specialist

GOAL

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF THE YEAR:

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

PROGRAM: School Psychology

FUNDING AMOUNT: \$479,756.00

COMPETITIVE GRANT: Yes___ No X

RESTRICTED GRANT: Yes___ No X

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

PERSONNEL:

	Yrs.	Degree	Job Title
CHERRY, SHELLEY	28	Ed.S	School Psychology Specialist
HARRELL, LEE ANN	37	MSE	Educational Examiner
MARTINEZ, JAYLEE	02	Ed.S	School Psychology Specialist
MILLER, EDVETTE	12	Ed.S	School Psychology Specialist
PEOPLES, HALEY	03	Ed.S	School Psychology Specialist
SANDERS, KELSEY	08	Ed.S	School Psychology Specialist

GOAL:

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

PROGRAM SUMMARY:

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

Improve Academic Achievement

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

Promote Positive Behavior and Mental Health

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

Support Diverse Learners

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

Create Safe, Positive School Climates

- Prevent bullying and other forms of violence
- Support social-emotional learning

- Assess school climate and improve school connectedness
- Implement and promote positive discipline and restorative justice
- Implement school-wide positive behavioral supports
- Identify at risk students and school vulnerabilities
- Provide crisis prevention and intervention services

Strengthen Family-School Partnerships

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

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

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

MAJOR HIGHLIGHTS OF THE YEAR:

- Completing approximately 980 comprehensive evaluations;
- assisting special education staff and teachers with behavior intervention plans;
- providing professional development for teachers; and
- aiding other districts, including Harrisburg and Marion, when called upon.

Student Impact Statement:

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

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

FUNDING AMOUNT: \$102,510.59

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED GRANT: Yes X No ____

PARTICIPATING DISTRICTS:

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

Areas outside CRESC include:

NEA Coop: Corning, Greene County Tech, Hillcrest, Hoxie, Jackson County, Lawrence County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan-Hendrix, Westside Consolidated
Northcentral Coop: Cave City, Cedar Ridge, Highland

PERSONNEL:

	Yrs.	Degree	Job Title
MILLER, JENNIFER	12.5	MSE	Transition Consultant

GOAL: Transition Consultation

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluation of transition within special education programs for the purpose of improving student’s post-school outcomes.

PROGRAM SUMMARY:

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides specialized training and technical assistance on secondary transition to special education teachers, school personnel, and relevant agency representatives throughout Arkansas. Our services extend beyond ensuring secondary transition requirements are effectively incorporated into the Individualized Education Programs (IEPs); they also encompass capacity-building for local transition teams, and the provision of information and support on research-based and evidence-based practices that enhance transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

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.

FILE REVIEWS PROVIDED TO:

CRESC Districts - Bay, Earle, Manila, Marion, Nettleton, Osceola, Rivercrest, Riverside, Valley View
Outside CRESC - Corning, Greene County Tech, Lawrence County, Marmaduke, Maynard, Pocahontas

ON-SITE DISTRICT TRAININGS PROVIDED TO:

CRESC Districts - Bay, Marion, Nettleton, Osceola,
Outside CRESC - Cedar Ridge, Corning, Greene County Tech, Lawrence County, Pocahontas

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 students, educators, and service providers.
- Answer questions via phone and email on a daily basis.
- Provided Co-op level trainings in Transition
- Attended Local Special Education Supervisor meetings to discuss issues of mutual concern for the school districts and to offer training and technical assistance to districts.

PROFESSIONAL CONFERENCES/SESSIONS PRESENTED and/or ATTENDED:

- CTE Summer Conference (July 2025)
- STAR Summer Institute (July 2025)
- Coaching for Meaningful Access & Participation (August 2025)
- Arkansas Collaborative Consultants Convening (September 2025)
- Cognitive Coaching (Sessions 1-4)
- International Division on Career Development & Transition (DCDT) Conference in Denver, CO (October 2025)
- LEA Academy (October 2025)
- Center for Exceptional Children (CEC) Convention (March 2026)

MEETINGS ATTENDED:

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

SPECIAL EVENTS:

- Project CARE Transition Fair (November 2025)
- Project SEARCH tour with Brookland School District (January 2026)
- CTE Regional and State Girl Power Events (February 2026)
- Gosnell WOLF and GSC Project Celebration (April 2026)
- Nettleton Career Expo (April 2026)
- Mock Stop Event: Blue Envelope Initiative at ASU (May 2026)

PROFESSIONAL DEVELOPMENT TRAINING(S):

In March and April of 2026, a session titled “Transition Tune-up: Getting IEP Transition Plans Conference-Ready” was held at Crowley’s Ridge and NEA Cooperatives and attended by 21 teachers/LEAs in preparation for the Annual Review season. This simulation-based training was designed to help teachers practice assessments, goal writing, transition activities, and courses of study planning through a real-world application model, promoting a deeper understanding of post-secondary planning requirements for students.

SUMMER PROFESSIONAL DEVELOPMENT TRAINING(S):

Strategies for Postsecondary Success for ALL Students (June/July 2025)

Planning for Successful Outcomes for ALL Students (June/July 2025)

- CRESC attendees: 26 - Valley View, Manila, Gosnell, Harrisburg, Blytheville, Wynne, Trumann, Osceola, Riverside,
- Outside CRESC: 23 - Newport, Paragould, Marvell/Elaine, Marmaduke, McCrory, Corning, Greene County Tech, Hoxie, Piggott, Westside, Lawrence County

Summer 2026 training “No Missing Pieces: Putting Indicator 13 Together for Student Success is scheduled in June.

PROFESSIONAL LEADERSHIP AND COMMITTEE SERVICE

Project SEARCH

- Steering Committee member - monthly meetings
- Yearly Interview and Assessments for applicants

Project CARE

- Committee Member - monthly meetings

MAJOR HIGHLIGHTS OF THE YEAR:

- 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 CRESC and the other two cooperatives served.

- 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 the CIRCLES study, with eighteen fully implementing 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 of 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 Crowley's Ridge Coop there are two schools implementing Goal Time, one school implementing the GSC App, and one school participating in the self-determination assessments. Additionally, there are two schools also participating within the NEA Cooperative. CRESC schools participating: Gosnell,

Harrisburg, Osceola, Wynne. Outside CRESC schools: Piggott.

- Arkansas Transition Services, Career and Technical Education, University of 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 of 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.
- ATS worked with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.
- ATS consultants have worked to provide the best resources and training to allow for continued effective planning that leads to positive post-school outcomes. The ATS website (www.arkansastransition.com) is continually updated with new resources throughout the year.
- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- 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.
- ATS Continues to update resources on the website.

- 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 of 2025.

Student Impact Statement

Training and support provided by the Arkansas Transition Services consultant strengthens the educators' ability to create individualized, student-centered transition plans, helping students identify goals, explore career pathways, and build the skills necessary for successful postsecondary outcomes.

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

FUNDING AMOUNT: \$115,000.00

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED GRANT: Yes X No ____

PERSONNEL:

	Yrs.	Degree	Job Title
DILLINGER, PAIGE	32.5	MSE	Consultant for Visually Impaired/TVI/COMS

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

Areas served inside and outside the CRESC region by counties: Arkansas, Clay, Craighead, Crittenden, Cross, Desha, Greene, Jackson, Lawrence, Lee, Lincoln, Lonoke, Mississippi, Monroe, Phillips, Poinsett, Prairie, Pulaski, Randolph, Sharp, Saline, St. Francis, and Woodruff.

GOALS:

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

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

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

MAJOR HIGHLIGHTS OF THE YEAR:

- During the 2025-2026 performance period, the ESVI consultant remained housed at CRESC, which facilitated ongoing communication among member districts, other counties served, CRESC, and LEA staff serving special populations.
- The ESVI consultant provided training across Arkansas to area preschools, school districts, TVI's, and students.
- The ESVI consultant offered direct services to the school districts, consulted as needed, attended TEAM meetings and IEP meetings, and provided required LMA, FVA, and O&M assessments, as well as direct instruction in Orientation and Mobility.
- The ESVI consultant provided schools/parents/TVIs with needed equipment/materials/resources for in-school and home instruction.
- Conferences and meetings attended throughout the school year included:
 - ACC Fall Convening
 - LEA Academy
 - AR-AER Conference
 - AR-AER Board Meetings
 - 2026 International Orientation & Mobility Online Symposium
 - Agency Collaboration
 - TSBVI Coffee Hour and Tech Tea Time
 - CRESC monthly meetings
 - 2026 MOKA Conference

PROGRAM: Special Education--LEA Supervisor

FUNDING AMOUNT: \$185,035.00

FUNDING SOURCE: Local

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED GRANT: Yes ☒ No ☐

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

PERSONNEL:

	Yrs.	Degree	Job Title
CROTTS, REBECCA	25	MSE	LEA Supervisor
EASTON, TRACEY	12	EdS	LEA Supervisor
MURRELL, CATHY	21	BS	Executive Administrative Assistant

GOALS:

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

PROGRAM SUMMARY:

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

The program maintains information and liaisons with other public and private agencies and individuals who provide services to students with disabilities in the districts. The LEAs develop and monitor contacts with other districts, public and private agencies, and individuals providing services to students with disabilities in the district. In collaboration with the superintendent of each participating district, the LEAs develop and recommend each district's special education plan and budget. They also assist in developing and administering the district's comprehensive system of personnel development for special education. Finally, they serve as liaisons with the DESE Special Education Unit in the education of children with disabilities, as well as liaisons with parents and professional organizations.

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

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED GRANT: Yes ____ No X

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

PERSONNEL:

	Yrs.	Job Title
BROWN, DEBBIE	22	Teacher Center Clerk

GOAL:

- To make available requested services and materials to certified and classified personnel in the CRESC region.

PROGRAM SUMMARY:

The CRESC Teacher Center serves as a vital resource hub for educators across our region. The center provides access to a comprehensive array of instructional materials and services designed to enhance classroom engagement and learning outcomes. Educators can utilize the center's extensive collection of bulletin board supplies, project papers in various weights and colors, and precision-cut letter and number sets that facilitate clear visual communication in the classroom.

Services include professional-grade lamination that help extend the lifespan of instructional materials, creating durable resources that withstand repeated classroom use. The center also maintains an on-site workspace equipped with essential tools—scissors, adhesives, and design implements—allowing teachers to conceptualize and create customized educational materials in a supportive environment. Centralizing these resources enables educators to produce high-quality instructional materials while minimizing personal expenditure and preparation time.

MAJOR HIGHLIGHTS OF THE YEAR

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

PROGRAM: **Technology**

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED GRANT: Yes ____ No X

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

PERSONNEL:

	Yrs.	Degree	Job Title
BROWN, JAMES L.	23	BS /ITM	Computer Technology Coordinator

GOALS:

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

PROGRAM SUMMARY:

The CRESC Technology program works to support our districts in their efforts to provide technology for teaching and learning. This support includes coordinating with districts and schools to increase access to AR IDEAS and AR Digital Sandbox and providing support to districts with network or computer-related issues. The Technology Coordinator hosts meetings with district technology coordinators and communicates directly with teachers and district technology personnel via email, site visits, phone calls, and technology related meetings. This program's responsibility is to provide the Needs Assessment survey and reports for teachers and administrators across the cooperative region to determine all districts' needs for the upcoming year. The technology coordinator provides e-Rate assistance and additional support for Continuity of Operations Planning for CRESC and member school districts. As the cooperative is highly reliant on technology, this program must maintain the cooperative and technology websites and keep the cooperative's computer network running at a high level. The CRESC technology program's role in state-level initiatives includes supporting the Arkansas Atlas assessment platform and the DESE’s Cyber Security awareness campaign. The Technology Coordinator is a member of the Cyber Incident Response Team and actively participates in cyber trainings and responding to cyber incidents in school districts.

MAJOR HIGHLIGHTS OF THE YEAR:

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

- Act 846 Compliance
- Act 504 Compliance - Phase 1 and Phase 2
- ATLAS Assessments
- AR Digital Sandbox

- AR IDEAS
- AR Online Media Initiatives
- Cyber Threat Response Team
- Computer Science
- Virtual Arkansas

SPECIAL PROJECTS AND PROGRAMS

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

Arkansas Leadership Excellence and Development System (LEADS 2.0)

Competitive Grant Yes____ No **X**

Goals and Description: Beginning in spring 2026, DESE launched a statewide calibration and credentialing initiative to ensure administrators have a strong working knowledge of the LEADS rubric and can use it effectively to observe and evaluate building principals and assistant superintendents. Delivered through NIET, the initiative is structured in three waves: a spring 2026 pilot cohort, a summer 2026 rollout open to all administrators statewide, and a final wave in 2027-2028, when training and credentialing will become a requirement for all administrators.

CRESC hosted the state's first LEADS training session. Both the Teacher Center Coordinator and the Novice Teacher Mentor Specialist completed the training and earned their credentials.

Project Name: Beginning Superintendent and Principal Mentoring

Competitive Grant: Yes____ No **X**

Goals and Description: Education Service Cooperatives began mentoring beginning superintendents and principals in the 2025-2026 school year. Crowley's Ridge ESC supported 3 beginning superintendents and 2 beginning principals through the Beginning Administrator Mentoring Program.

This two-year, statewide initiative supports first- and second-year superintendents and building principals through structured leadership training aligned with the Arkansas LEADS framework. Administered regionally by the ESCs, the program equips Arkansas's newest leaders with the tools, habits, and mindsets needed to build strong school climates, strengthen instructional leadership, and improve student outcomes. Its flexible design ensures consistency statewide while allowing for regional customization based on local needs.

Year 1: Foundational Leadership Development

Focus: Climate, communication, coaching, and commitment, with emphasis on LEADS Domain 2 (School Climate).

Key Components: Summer statewide kickoff training, on-site school visits, quarterly climate-focused walks, regional meetings, six annual hybrid training modules, and a foundational coaching course.

Training Topics: TESS, ethics, professional growth plans, relationship building, interpreting test data, school safety, discipline, special education, 504, dyslexia, mentoring basics, standards for accreditation, communication, conducting hard conversations, building visibility, using interim data, student voice, telling your school's story, conducting needs assessments, classroom walkthrough practices, introduction to coaching, EES overview, hiring basics, professional development planning, roster verification, and preparing for annual teacher ratings.

Year 2: Advanced Instructional Leadership

Focus: Instructional leadership and high-quality instructional materials (HQIM).

Key Components: Summer statewide two-day training, on-site school visits, regional meetings, and focus walks centered on instruction and HQIM.

Training Topics: Building an instructional model, classroom walkthroughs, and the profile of a highly effective teacher.

Every Student Succeeds Act (ESSA)

COMPETITIVE GRANT: Yes ☐ No ☒

Goals and Description:

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

Fingerprinting

Competitive Grant Yes ☐ No ☒

Goals and Description:

To help districts with changes in the law in the area of fingerprinting employees, ADE provided fingerprinting machines and appropriate training to cooperative staff. The machines were upgraded in the spring of 2025 to accommodate the newest software benign used by law enforcement agencies that review

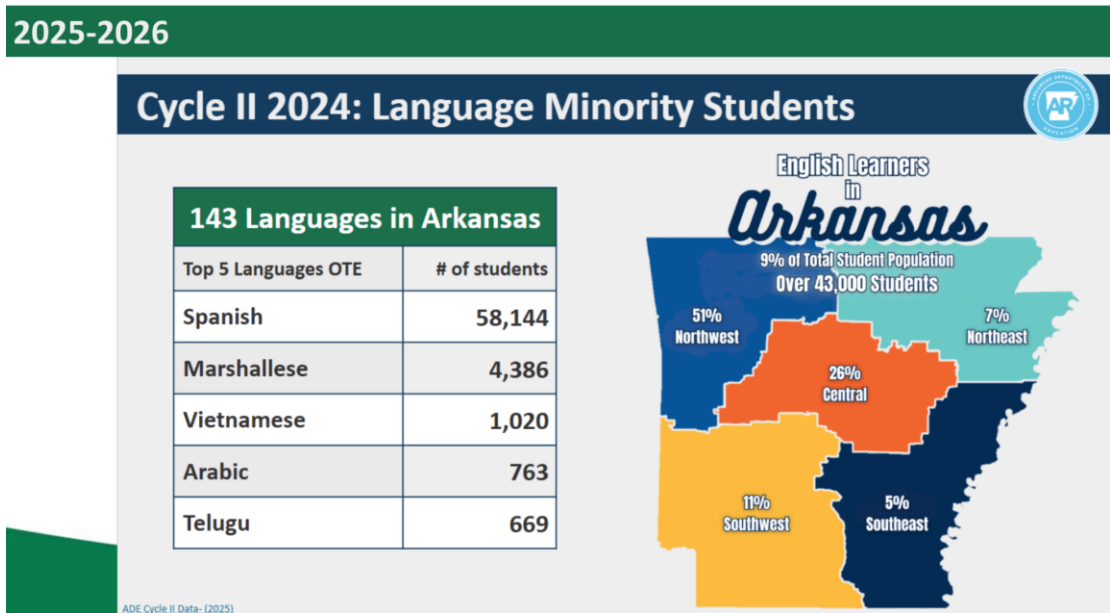
fingerprint submissions and clear educators and volunteers to work in schools. Crowley’s Ridge began fingerprinting in the summer of 2014 and continues to provide fingerprinting to all districts and Arkansas State University pre-service teachers. Over 900 people were fingerprinted this year.

Strategic Support Plan for Educators of ELs in Arkansas (ELL Grant)

Competitive Grant: Yes _____ No X

Goal:

To transform every classroom to foster a learning community where language and content learning are harnessed to create a vibrant space where ELs' linguistic and academic assets are celebrated and leveraged to guarantee student learning; for educators to become reflective practitioners and leaders who empower every student by skillfully and intentionally using on-grade-level HQIM to instruct and make data-informed instructional practices.



Action Steps

1. **Engagement:** Landscape Analysis—Consult with personnel at the educational cooperatives to validate regional data-based needs and define localized priorities for districts based on EL population density. Priorities include the extent of student needs for English Language Development (ELD) and meaningful access to core content instruction.

Crowley's Ridge ESC				
#	District	Population	ELD	MACC
1	Bay	4	CKLA, Common Lit, Mango	Assis.tech, ESOL Inst. Co-teach
2	Brookland	43		
3	Buffalo Island Central	52	Study Sync, ESOL	Coaching, accomm. Assist.tech
4	Jonesboro	594		
5	Nettleton	327	n/a	HQPL, UDL, PD
6	Riverside	13	Rosetta Stone K-12	Coaching, accomm. Assis. tech
7	Valley View	88	Phonics First	PD, coaching
8	Earle	2	ELD Push in	Assistive technology
9	Marion	124		Coaching accomm.
10	Cross County	5	Lexia Learning	Coaching accomm.
11	Wynne	27	Propio TransAct	Coaching accomm.
12	Newport	18		HQPL PD coaching
13	Armored	20		Coaching, accomm.
14	Blytheville	67	Rosetta Stone	Coaching, accomm.
15	Gosnell	34		
16	Manila	12		Coaching accomm.
17	Osceola	24	Rosetta Stone K-12	Coaching accomm.
18	South Miss. County			
19	East Poinsett County	14	none	PD, coaching
20	Harrisburg	42	None	Coaching accomm.
21	Marked Tree	18	Hands on English	Coaching accomm.
22	Trumann	84	None	Assist. Technology

MACC

Priority 1.5 --supports to Gen Ed teachers

- Access to HQPL that will bolster educators' content knowledge and pedagogy skills in ELA and Math
- Universal Design for Learning (UDL) professional development
- Professional development on inclusive practices for students with disabilities
- District coaching and support for accessibility and appropriate accommodations
- Push-in related services model
- Assistive technology (uPAR, Read & Write, Equatio, Sound Field Systems, etc...)
- General Ed teachers participating in ESOL Institute
- Sheltered Instruction Observation Protocol (SIOP) training
- Co-teaching for ELD
- Other

Personnel State Programs 1.2

- Licensed Educators WITH English as a Second Language (ESL) Endorsement
- Licensed Educators with NO ESL Endorsement
- Educators without a License (paraprofessionals, waivers, etc.)
- Total personnel paid from local and state funds providing LIEP services

Image: Landscape Analysis for CRESC districts based on AR App data.

2. **Vendor Selection:** Use the AR Professional Learning Partner Guide and previous relationships/knowledge of EL-centered PL vendors to select partners that demonstrate both successful past performance in working with educators of ELs in urban and rural settings.

High Quality Professional Learning Vendors

2025-2026

1. EL Achieve
2. SAVVAS/SIOP
3. ED Northwest
4. Literacy Solutions

3. **Monitor and Evolve:** Analyze existing monitoring systems (i.e. ATLAS and ELPA21 performance data) to determine EL-specific indicators for monitoring EL outcomes and professional learning impacts to fuel improvement cycles for short- and long-term educational cooperative support plan development.

Strategic Goals

1. Responsive Vendor-Led Through-Year Professional Learning
2. Selective, Impactful Partnerships
3. Data-Informed Resource Allocation

Funding

DESE leveraged existing categorical funds to provide grants to Education Service Cooperatives (ESCs) in each region. Categorical funding for professional learning was allocated at a rate of \$45.00 per pupil.

Region	ESC	Number of ELs	% of ELs in Arkansas
Northeast	Crowley's Ridge ESC	1,642	3.8%

CRESC received \$49,260. The Teacher Center Coordinator met virtually with districts' ESOL Coordinators to review the various vendor options and their programs. The group determined that SLOP through Savvas offered the best series of trainings to meet the needs of their teachers. Per the grant stipulations, Crowley's Ridge collaborated with Savvas to schedule a virtual training in the spring, and two blended 4-day training sessions in June.

Student Success Plan (SSP)

COMPETITIVE GRANT: Yes ____ No X

Goals and Description: Per Act 930, each district must create Student Success Plans (SSPs) for students by the end of eighth grade, reviewed annually. At minimum, SSPs must:

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

If a student's IEP is used in place of an SSP, it must still include all four components above.

LEARNS adds the following requirements for SSPs:

- A recommended course sequence for the student's selected diploma pathway, with flexibility to revise it throughout high school while ensuring graduation requirements are met and the student remains qualified for their chosen career path, including postsecondary admission if required
- An annual collaborative review, signed by the student, parent/guardian, and school counselor
- Annual revision to identify courses needed each year until the pathway is complete
- Written parent/guardian approval for any SSP revision affecting graduation requirements or postsecondary goals

To support implementation, DESE—with input from the LEARNS Career Readiness Work Groups—developed a sample SSP template that meets all requirements and supports comprehensive academic and

career planning through middle and high school. Access the template [HERE](#) (forced copy; requires a Google account). The template can be used alongside district-selected [CCR Tools](#).

Districts should review the sample template against their current SSP materials and update existing plans as needed to meet LEARNS requirements. The template includes options for core courses and career-focused electives, helping students meet graduation requirements, earn postsecondary credit, obtain industry-recognized credentials, and pursue personal goals.

Success-Ready Pathways

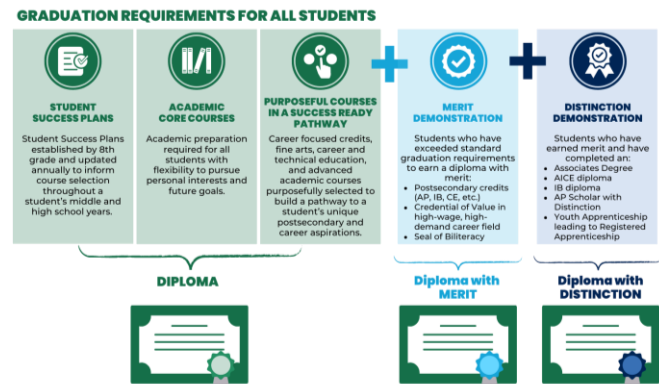
Competitive Grant: Yes ☐ No ☒

Goals and Description: To build career-ready pathways and ensure all Arkansas graduates are success ready.

The Division of Career and Technical Education (DCTE) released the most recent version of the [Success Ready Pathway Guide](#) in May. This guide outlines what a success-ready pathway looks like for all students in grades 9-12.

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

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



Teacher Excellence Support System (TESS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). DESE personnel deliver TESS training for new principals as part of the Beginning Administrators Induction program, while Crowley's Ridge Education

Service Cooperative offers annual TESS sessions for novice teachers and teachers new to the region, most often led by Ms. Sharon Coburn in her role as Novice Teacher Mentor Facilitator.

As with LEADS, DESE has launched a parallel calibration and credentialing initiative for TESS, following the same three-wave timeline through NIET. The training consists of a three-day session followed by an assessment that principals must pass to become credentialed. CRESC's Director, Teacher Center Coordinator, and Novice Teacher Mentor Specialist attended the spring training at Wilbur D. Mills Education Service Cooperative, and all three earned their credentials.

VII. Employment Policies and Practices

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

RELATED EMPLOYEES

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

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

Crowley's Ridge Educational Service Cooperative

Pamela Castor, Director

1606 Pine Grove Lane (870)-578-5426

Harrisburg, AR 72432

APPENDIX A

Cooperative Finance Overview

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

State funds are awarded to Educational Service Cooperatives through targeted grants. The grant budgets and goals originate from the Arkansas Department of Elementary and Secondary Education. Grant funds are reimbursed by DESE after program appropriate expenditures occur. The grants include targeted funds for reading specialists/coaches, math specialists, dyslexia specialists, science specialists, technology specialists, special education, curriculum training, and other grants as determined by DESE. The funds are not carried over. DESE also provides \$408,000 annually to each cooperative for general operations. State funds represented 33.81% of all cooperative revenues in FY25 or \$62,905,805.

Local revenue is money that comes to a cooperative from local school districts by agreement. The services associated with these agreements include staff shared between districts, professional development services, special education testing, interest income, cooperative operations, repair services, and other special projects as determined by participating districts and the cooperative. Local funds accounted for 33.39% of cooperative revenue or \$62,123,261 in FY25.

Federal funds are governed by federal & state laws and rules for each program. They are reimbursed by DESE after program appropriate expenditures are made. Balances are regulated by federal rules. Federal Programs operated through cooperatives include the Migrant program, Arkansas Better Chance, the Perkins Program, and Special Education ages 3-5. For the fiscal year 2025, the cooperative Federal revenue total was \$59,473,048 or 31.97% of all FY25 revenue.

Total revenue for 24-25 was \$186,029,728. This includes the broad categories above, plus revenue of \$1,527,614. Additional revenue occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

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Report Description:

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

Search Parameter: **Start Date:** 2025-06-01-00-00-00
Start Date Less Than: 2026-05-31-00-00-00
Events Entered By LEA Number: 03
ESC Co- op Events Only: on

Session	#Sessions	Credits	Districts	#Attended
547090				
CRESC - Cybersecurity and Networking with the Raspberry Pi				
547090 - Jun 19, 20, 2025 8:30 am - 3:30 pm		96	8	8
547092				
CRESC - High School Computer Science Certification and Preparation				
547092 - Jul 7, 8, 9, 10, 11, 2025 8:30 am - 3:30 pm		240	6	8
547094				
CRESC - CS Planning with the New Standards				
547094 - Jul 18, 2025 8:30 am - 3:30 pm		60	9	10
547096				
CRESC - Coding with Python and the Circuit Playground				
547096 - Jul 28, 29, 2025 8:30 am - 3:30 pm		192	8	16
547100				
CRESC - Business Intelligence				
547100 - Jul 30, 31, 2025 8:30 am - 3:30 pm		84	6	7
548807				
CRESC_2025 Back to School Nurse Workshop				
548807 - Jul 30, 2025 8:00 am - 4:00 pm		266	17	38
Non-Curricular				
549057				
CRESC_3-6 RISE Day 1: Inclusive Practices for Intervention				
549057 - Jun 2, 2025 8:30 am - 3:30 pm		78	9	13
Instructional Strategies				
549059				

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Session	#Sessions	Credits	Districts	#Attended
CRESC_3-6 RISE Day 2: Phonics				
549059 - Jun 3, 2025 8:30 am - 3:30 pm		84	9	14
Instructional Strategies				
549061				
CRESC_3-6 RISE Day 3: Morphology and Etymology				
549061 - Jun 4, 2025 8:30 am - 3:30 pm		84	9	14
Instructional Strategies				
549063				
CRESC_3-6 RISE Day 4: Vocabulary: Word-Level Comprehension				
549063 - Jul 7, 2025 8:30 am - 3:30 pm		96	12	16
Instructional Strategies				
549065				
CRESC_3-6 RISE Day 5: Comprehension				
549065 - Jul 8, 2025 8:30 am - 3:30 pm		66	8	11
Instructional Strategies				
549067				
CRESC_3-6 RISE Day 6: Putting it All Together				
549067 - Jul 9, 2025 8:30 am - 3:30 pm		60	7	10
Instructional Strategies				
551687				
CRESC_Planning for Successful Outcomes for ALL Students (Compliance Training)				
551687 - Jun 18, 2025 8:30 am - 11:30 am		48	10	16
Assessment				
551691				
CRESC_Strategies for Postsecondary Success for ALL Students (Transition)				
551691 - Jun 18, 2025 12:30 pm - 3:30 pm		45	9	15
Assessment, Parental Involvement				
553836				
CRESC- Ignite the spark: How Engagement drives positive behavior				
553836 - Jun 11, 2025 8:30 am - 3:30 pm		162	12	27
Classroom Management				
553839				
CRESC - Accurate Administration of Level 2 Screeners				
553839 - Jul 7, 2025 8:30 am - 3:30 pm		132	10	15
Assessment, Data Disaggregation				
553849				

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Session	#Sessions	Credits	Districts	#Attended
CRESC- Behavior intervention plans: Moving Forward After a Functional Behavior Assessment				
553849 - Jul 14, 2025 8:30 am - 3:30 pm		174	10	29
Classroom Management				
553857				
CRESC-Picture Books, Literacy Strategies & Interventions				
553857 - Jun 9, 2025 8:30 am - 3:30 pm		126	8	21
Instructional Strategies,Parental Involvement				
553871				
CRESC Dyslexia Intervention Progress Monitoring and Data Tracking				
553871 - Jun 17, 2025 8:15 am - 3:30 pm		60	9	10
Data Disaggregation				
553889				
CRESC- Dyslexia intervention progress monitoring and data tracking				
553889 - Jun 23, 2025 8:30 am - 3:30 pm		144	12	24
Data Disaggregation				
553904				
CRESC-Dyslexia Updates and Workday				
553904 - Jun 30, 2025 8:30 am - 3:30 pm		138	10	23
Data Disaggregation,K-12 Content				
554272				
CRESC- New School Nurse Training- Required Screenings trainings				
554272 - Jun 25, 2025 8:30 am - 3:30 pm		12	2	2
Non-Curricular				
554277				
CRESC - Heartsaver K-12 CPR, First Aid, and Narcan Training				
554277 - Jul 1, 2025 9:00 am - 3:30 pm		40	7	8
CPR				
554283				
CRESC- Resiliency for All/QPR suicide prevention training				
554283 - Jul 2, 2025 9:00 am - 3:30 pm		25	6	7
Non-Curricular				
554452				
CRESC-THRIVE Arkansas Cohort 13: Days 1 & 2				
554452 - Jul 28, 29, 2025 8:30 am - 3:30 pm		492	10	41
Classroom Management,Data Disaggregation,Non-Curricular				
554618				

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Session	#Sessions	Credits	Districts	#Attended
CRESC-Picture Books, Literacy Strategies & Interventions				
554618 - Jul 14, 2025 8:30 am - 3:30 pm		102	6	17
Instructional Strategies,Parental Involvement				
554725				
CRESC- Cycle 8 And Salaries & FTE's Workshop				
554725 - Jun 13, 2025 8:30 am - 3:30 pm		0	11	14
Non-Curricular				
554731				
CRESC- Cycle 9 Workshop				
554731 - Aug 8, 2025 8:30 am - 3:30 pm		0	7	7
Non-Curricular				
554878				
2025 CRESC PD in your PJs June Session				
554878 - Jun 16, 2025 9:00 am - 4:00 pm		90	10	15
Educational Technology				
554883				
2025 CRESC PD in your PJs July Session				
554883 - Jul 15, 2025 9:00 am - 4:00 pm		114	13	19
Educational Technology				
555050				
CRESC- GT Coordinators and Facilitators Workshop				
555050 - Jun 16, 2025 8:30 am - 3:30 pm		60	9	10
Instructional Strategies,K-12 Content				
555066				
CRESC- Engi-Nerds				
555066 - Jun 19, 2025 8:30 am - 3:30 pm		12	2	2
Instructional Strategies				
555078				
CRESC-The Very Colorful Workshop				
555078 - Jun 18, 2025 8:30 am - 3:30 pm		12	2	2
Instructional Strategies				
555100				
CRESC- Using Artificial Intelligence Sites to Prepare Writing Lesson and Guide Students in the Use of Artificial Intelligence in Writing Assignments				
555100 - Jun 12, 2025 8:30 am - 11:30 am		72	9	24
Instructional Strategies				
555103				

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Session	#Sessions	Credits	Districts	#Attended
CRESC- Booktalks: Books. Books, Books, and More Books!				
555103 - Jun 12, 2025 12:30 pm - 3:30 pm		66	14	22
Instructional Strategies				
555120				
CRESC- Managing the Learning Environment				
555120 - Jul 30, 2025 8:30 am - 3:30 pm		78	8	13
Classroom Management,Principles of Learning Developmental Stages				
555204				
CRESC- Utilizing 3-10 ATLAS Data and Resources to Support Instruction: ALD's, Classroom Tools, DOK, and Writing				
555204 - Jul 10, 2025 8:30 am - 3:30 pm		258	12	43
Data Disaggregation,Instructional Strategies				
555237				
CRESC- Universal Design for Learning: Because one size fits all actually fits NO ONE				
555237 - Jun 11, 2025 8:30 am - 3:30 pm		18	1	3
Instructional Strategies				
555318				
CRESC- Math and Science Of Archery				
555318 - Jun 11, 2025 8:30 am - 3:30 pm		60	5	10
Arkansas Content Standards Frameworks,Classroom Management,Instructional Strategies				
555677				
CRESC- Using the ATLAS Classroom Tool in Math: A Hands-On Guide				
555677 - Jun 19, 2025 8:30 am - 3:30 pm		108	8	18
Arkansas Content Standards Frameworks,Assessment,Instructional Strategies				
555681				
CRESC- FUSE: Fundamental Understanding of Science Education				
555681 - Jul 16, 17, 2025 8:30 am - 3:15 pm		60	5	5
Arkansas Content Standards Frameworks,Curriculum Alignment				
555694				
CRESC- Assessment Alchemy: Using Assessment to Drive Science Instruction: Using Assessment to Drive Science Instruction (Grades k-12)				
555694 - Jul 28, 2025 8:30 am - 3:30 pm		30	4	5
Arkansas Content Standards Frameworks,Curriculum Alignment,Instructional Strategies				
555699				
CRESC-Phenomenal Teaching: Unleashing Wonder in the Science Classroom (Grades K-12)				
555699 - Jul 1, 2025 8:30 am - 3:30 pm		60	6	10
Arkansas Content Standards Frameworks,Curriculum Alignment,Instructional Strategies				
555708				

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Session	#Sessions	Credits	Districts	#Attended
CRESC- Three-Dimensional Mastery: Science Instruction for Impactful Learning (Grades K-12)				
555708 - Jun 19, 2025 8:30 am - 3:30 pm		24	4	4
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies				
555711				
CRESC-HQIM- Amplify-Science Curriculum-Grades K-5				
555711 - Jun 25, 2025 8:30 am - 3:30 pm		54	4	9
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies				
555715				
CRESC-HQIM-Amplify-Science Curriculum -Grades 6-8				
555715 - Jun 26, 2025 8:30 am - 3:30 pm		36	3	6
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies				
555722				
CRESC-HQIM Open SciEd Science Curriculum-Grades 6-8				
555722 - Jun 23, 24, 2025 8:00 am - 3:00 pm		108	6	9
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies				
555729				
CRESC-Open SciEd Science Curriculum Cohort-Grades K-5				
555729 - Jul 9, 10, 2025 8:30 am - 3:30 pm		132	7	11
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies				
555742				
CRESC-Leveraging DESMOS Calculator for Enhanced Performance on the Algebra and Geometry ATLAS Test				
555742 - Jun 26, 2025 8:30 am - 3:30 pm		30	3	5
Arkansas Content Standards Frameworks, Assessment, Instructional Strategies				
555745				
CRESC- Elevate Math: 6-12 Standards & Support Document				
555745 - Jun 24, 2025 8:30 am - 3:30 pm		42	4	7
Arkansas Content Standards Frameworks				
555748				
CRESC-Teaching Mathematics with Purpose: Mastering the Small Group Approach				
555748 - Jul 24, 2025 8:30 am - 3:30 pm		102	10	17
Arkansas Content Standards Frameworks, Classroom Management, Instructional Strategies				
555750				
CRESC-Elevate Math Fluency: Kick-off Session				
555750 - Jul 22, 2025 8:30 am - 3:30 pm		84	6	14
Arkansas Content Standards Frameworks, Classroom Management, Mentoring Coaching				
555752				

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Session	#Sessions	Credits	Districts	#Attended
CRESC-Elevate Math Fluency: Addition/Subtraction of Whole Numbers				
555752 - Jul 29, 2025 8:30 am - 3:30 pm		42	7	7
Arkansas Content Standards Frameworks,Instructional Leadership,Instructional Strategies				
555828				
CRESC-Science Classroom Walkthrough Tool for School Leaders (ZOOM)				
555828 - Jul 14, 2025 9:00 am - 11:00 am		2	1	1
Instructional Leadership,Mentoring Coaching,Supervision				
555906				
CRESC-Jim Knight Instructional Coaching. Two day training.				
555906 - Jun 5, 6, 2025 8:30 am - 3:30 pm		756	15	63
Instructional Leadership,Mentoring Coaching				
556341				
CRESC-Introduction to Business Workshop				
556341 - Aug 5, 2025 8:30 am - 3:30 pm		66	10	11
Arkansas Content Standards Frameworks				
556559				
CRESC-Next Generation in the Garden for Grades K-5				
556559 - Jun 2, 2025 9:00 am - 3:00 pm		22	3	4
Instructional Strategies				
556802				
CRESC-Cognitive Coaching Days 1 & 2				
556802 - Sep 9, 10, 2025 8:30 am - 3:30 pm		72	3	6
Cognitive Research				
556808				
CRESC-Cognitive Coaching Days 3 & 4				
556808 - Oct 28, 29, 2025 8:30 am - 3:30 pm		84	6	7
Cognitive Research				
556810				
CRESC-Cognitive Coaching Days 5 & 6				
556810 - Dec 3, 4, 2025 8:30 am - 3:30 pm		48	3	4
Cognitive Research				
556836				
CRESC-Cognitive Coaching Days 7 & 8				
556836 - Mar 30, 31, 2026 8:30 am - 3:30 pm		72	5	6
Cognitive Research				
556839				

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Session	#Sessions	Credits	Districts	#Attended
CRESC-HQIM Open SciEd (Biology) 556839 - Jun 16, 17, 18, 2025 8:30 am - 3:30 pm		150	4	5
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment,Educational Technology,Instructional Strategies,K-12 Content				
556848				
CRESC- Master Scheduling to Enhance School Letter Grades 556848 - Jun 11, 2025 8:30 am - 11:30 am		66	13	22
Advocacy Leadership,Instructional Leadership				
556911				
CRESC- Personal Care Training 556911 - Aug 4, 2025 8:30 am - 3:30 pm		48	4	8
Non-Curricular				
557091				
CRESC- 2025 Golf Coaches Clinic @ Sage Meadows 557091 - Jun 4, 2025 8:30 am - 11:30 am		12	2	3
Instructional Leadership				
557198				
CRESC- Greenway Agri Networking Event 2025 557198 - Jun 16, 2025 8:00 am - 3:30 pm		198	12	33
Building a Collaborative Learning Community				
557619				
CRESC- Second Languages Instruction and Technology 557619 - Jun 23, 2025 8:30 am - 3:30 pm		48	8	8
Instructional Strategies				
557661				
CRESC-Heritage Sites Programs for General Education and Music 557661 - Jul 8, 2025 8:30 am - 11:30 am		18	5	6
Instructional Strategies				
557680				
CRESC-The Impact Cycle: Instructional Coaching Training 557680 - Jul 8, 9, 2025 8:30 am - 3:30 pm		264	9	22
Advocacy Leadership				
557685				
CRESC- Classroom Management with Patrick Jones 557685 - Jul 21, 22, 2025 8:30 am - 3:30 pm		360	13	30
Classroom Management				
557805				

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Session	#Sessions	Credits	Districts	#Attended
CRESC-World Languages: Using AI for Language Class Planning				
557805 - Jun 25, 2025 8:30 am - 3:30 pm		24	4	4
Educational Technology				
557822				
CRESC- Principals Institute Day 1				
557822 - Sep 23, 2025 8:30 am - 3:30 pm		60	7	10
Advocacy Leadership				
557828				
CRESC- Principals Institute Day 2: Growing as an Instructional Leader				
557828 - Sep 24, 2025 8:30 am - 3:30 pm		54	6	9
Advocacy Leadership,Data Disaggregation				
557833				
CRESC-Stream Habitat-Water Quality (Arkansas Game and Fish)				
557833 - Jul 8, 2025 8:30 am - 3:30 pm		96	8	16
Arkansas Content Standards Frameworks,K-12 Content				
557884				
CRESC-Arkansas Teen Book Award				
557884 - Jun 17, 2025 8:30 am - 3:30 pm		24	4	4
Instructional Leadership				
558008				
CRESC-The Standards and ATLAS Connections in the Math Classroom				
558008 - Jun 23, 2025 8:30 am - 11:30 am		36	9	12
Arkansas Content Standards Frameworks,Instructional Leadership				
558010				
CRESC-The Standards and ATLAS Connections in the Science Classroom				
558010 - Jun 23, 2025 12:30 pm - 3:30 pm		12	3	4
Instructional Strategies				
558136				
CRESC-Educator Intro. To Interactions for Pre-K Staff				
558136 - Jun 14, 2025 8:30 am - 11:30 am		75	11	25
Instructional Strategies				
558140				
CRESC-Educator Intro To Interactions for Pre-K Staff				
558140 - Jul 28, 2025 12:30 pm - 3:30 pm		84	11	28
Instructional Strategies				
558309				
CRESC- Autism: Where there is a Will there is a Warrior				
558309 - Jul 31, 2025 8:30 am - 3:30 pm		30	4	5
Instructional Strategies,K-12 Content				

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Session	#Sessions	Credits	Districts	#Attended
559077				
CRESC-K-2 Testlest and IRPs				
559077 - Jun 16, 2025 8:30 am - 3:30 pm		354	21	59
Assessment,Data Disaggregation,Instructional Strategies				
559131				
CRESC-Teacher Licensure Plan Meeting for TLP-Eligible Teachers				
559131 - Jun 9, 2025 8:30 am - 3:30 pm		10	6	10
Non-Curricular				
562263				
CRESC- New Personnel Training - eSchool Registration Training				
562263 - Jul 23, 2025 9:00 am - 2:00 pm		40	5	8
562267				
CRESC-New Personnel Training - eSchool Registration Training				
562267 - Aug 4, 2025 9:00 am - 2:00 pm		5	1	1
Non-Curricular				
562269				
CRESC-New Personnel Training - eSchool Attendance Training				
562269 - Jul 24, 2025 9:00 am - 12:00 pm		30	5	10
Non-Curricular				
562287				
CRESC-New Personnel Training - Discipline Training				
562287 - Jul 24, 2025 1:00 pm - 3:30 pm		10	3	4
Non-Curricular				
562309				
CRESC-New Personnel Training - Entry/Withdrawal & Scheduling Review Training				
562309 - Jul 30, 2025 9:00 am - 3:00 pm		16	3	4
Non-Curricular				
562323				
CRESC-New Personnel Training - Entry/Withdrawal & Scheduling Review Training				
562323 - Aug 7, 2025 9:00 am - 1:00 pm		4	1	1
Non-Curricular				
562334				
CRESC-New Personnel Training - Medical Training				
562334 - Aug 8, 2025 9:00 am - 3:00 pm		24	3	4
Non-Curricular				
562516				

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Session	#Sessions	Credits	Districts	#Attended
CRESC-Ignite the SPARK: How Engagement Drives Positive Behavior				
562516 - Jul 31, 2025 8:30 am - 3:30 pm		77	2	11
Classroom Management				
564078				
CRESC - Mentorship Training (410/412/418 Endorsement)				
564078 - Aug 28, 2025 8:30 am - 3:30 pm		78	11	13
Building a Collaborative Learning Community				
564080				
CRESC - CTE New Teacher Training				
564080 - Aug 26, 2025 8:30 am - 3:30 pm		138	14	23
Building a Collaborative Learning Community				
564372				
CRESC-CH-CH-Changes in SPED finance				
564372 - Sep 25, 2025 8:00 am - 12:00 pm		156	25	39
Non-Curricular				
564403				
CRESC-IDEA Data Retreat				
564403 - Feb 26, 2026 8:30 am - 3:30 pm		96	11	16
Non-Curricular				
565310				
CRESC-ArPEP Ethics Training				
565310 - Jul 17, 2025 9:00 am - 11:00 am		20	8	10
Non-Curricular				
565473				
CRESC-New School Nurse Training- Required Screenings trainings				
565473 - Aug 4, 2025 8:30 am - 3:30 pm		24	3	4
Non-Curricular				
565571				
CRESC-Secondary Quiz Bowl Coaches Meeting				
565571 - Sep 12, 2025 1:00 pm - 3:00 pm		26	10	13
Private Events				
566530				
CRESC- GT Coordinators Annual Statewide Update and Planning Session				
566530 - Aug 27, 2025 8:30 am - 3:30 pm		90	12	15
K-12 Content				
566533				
CRESC-Mentoring Workshop				
566533 - Jul 29, 2025 8:30 am - 11:30 am		18	3	6
Instructional Strategies,K-12 Content				

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Session	#Sessions	Credits	Districts	#Attended
567058				
CRESC-New School Nurse Training- Required Screenings trainings				
567058 - Aug 11, 2025 8:30 am - 3:30 pm		24	3	4
Non-Curricular				
567070				
CRESC- Beginning Principal HQIM Coaching				
567070 - Mar 10, 2026 8:30 am - 3:30 pm		48	8	8
Instructional Leadership				
567076				
CRESC-Mandated Reporter				
567076 - Jun 18, 2025 8:30 am - 10:30 am		42	12	21
Non-Curricular				
567086				
CRESC-Facilities and the Impact of Tariffs				
567086 - Jun 18, 2025 11:00 am - 12:00 pm		18	10	18
Non-Curricular				
567099				
CRESC-Arkansas Teacher Retirement				
567099 - Jun 18, 2025 1:00 pm - 2:00 pm		18	10	18
Non-Curricular				
567121				
CRESC- June Board Meeting				
567121 - Jun 18, 2025 2:00 pm - 3:00 pm		18	10	18
Non-Curricular				
567124				
CRESC-Tier I Updates				
567124 - Jun 19, 2025 8:30 am - 10:30 am		36	10	18
Non-Curricular				
567130				
CRESC-Video Security and HVAC				
567130 - Jun 19, 2025 10:30 am - 11:30 am		18	10	18
Non-Curricular				
567194				
CRESC-BPM Monthly Module: School Safety & Discipline Systems				
567194 - Oct 30, 2025 9:00 am - 11:00 am		14	5	7
Advocacy Leadership,Classroom Management,Instructional Strategies				
567196				

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Session	#Sessions	Credits	Districts	#Attended
CRESC-BPM Monthly Module: Communication Skills and Interim Data				
567196 - Nov 19, 2025 9:00 am - 11:00 am		10	4	5
Advocacy Leadership,Assessment,Data Disaggregation,Instructional Strategies				
567200				
CRESC-BPM Monthly Module: Coaching for Instructional Improvement				
567200 - Feb 25, 2026 9:00 am - 11:00 am		6	3	3
Instructional Leadership,Mentoring Coaching,Non-Curricular				
567204				
CRESC-BPM Monthly Module: Preparing for Annual Teacher Ratings & Planning Summer PD				
567204 - Mar 17, 2026 9:00 am - 11:00 am		8	4	4
Instructional Leadership,Non-Curricular				
567272				
CRESC-Migrant Fall Tutor/Recruiter Training				
567272 - Aug 21, 2025 9:00 am - 4:00 pm		102	6	17
Advocacy Leadership,Assessment,Data Disaggregation,Instructional Strategies,Parental Involvement				
567297				
CRESC-Migrant New Tutor Training				
567297 - Aug 20, 2025 9:00 am - 4:00 pm		21	3	3
Advocacy Leadership				
568048				
CRESC-Harvest to Home: A Hands-On FCS Experience				
568048 - Sep 24, 2025 8:30 am - 3:30 pm		90	10	15
Building a Collaborative Learning Community				
568155				
CRESC-DCTE Pathway Revision Training				
568155 - Oct 9, 2025 8:30 am - 3:30 pm		456	23	76
Building a Collaborative Learning Community				
568159				
CRESC-CTSO Training				
568159 - Nov 6, 2025 8:30 am - 3:30 pm		360	20	60
Advocacy Leadership,Building a Collaborative Learning Community				
568217				
CRESC-Federal Programs Coordinators Quarterly Meeting				
568217 - Oct 7, 2025 9:00 am - 12:00 pm		24	8	8
Non-Curricular				
568221				
CRESC-Federal Programs Coordinators Quarterly Meeting				
568221 - Dec 2, 2025 9:00 am - 11:00 am		30	9	10
Non-Curricular				

Summary Attended

Printed Date: 6/16/2026

Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
568224				
CRESC-Federal Programs Coordinators Quarterly Meeting				
568224 - Feb 10, 2026 9:00 am - 12:00 pm		15	4	5
Non-Curricular				
568226				
CRESC-Federal Programs Coordinators Quarterly Meeting				
568226 - Apr 14, 2026 12:30 pm - 3:30 pm		24	7	8
Non-Curricular				
568610				
CRESC-SMS Required Fields Training - HIGH PRIORITY TRAINING				
568610 - Sep 9, 2025 9:00 am - 3:00 pm		78	11	13
Non-Curricular				
568613				
CRESC-Cycle 2 Clean-up Day				
568613 - Sep 24, 2025 9:00 am - 3:00 pm		36	4	6
Non-Curricular				
568895				
CRESC-Cycle 2 Clean-up Day				
568895 - Sep 25, 2025 9:00 am - 3:00 pm		60	3	10
Non-Curricular				
568898				
CRESC-SMS Required Fields Training - HIGH PRIORITY TRAINING				
568898 - Sep 10, 2025 9:00 am - 3:00 pm		48	7	8
Non-Curricular				
568986				
CRESC-ESOL Programming Support				
568986 - Nov 7, 2025 9:00 am - 3:00 pm		24	4	4
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching,Parental Involvement,Principles of Learning Developmental Stages				
568988				
CRESC-ESOL Programming Support				
568988 - Jan 9, 2026 9:00 am - 3:00 pm		30	5	5
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching,Parental Involvement,Principles of Learning Developmental Stages				
568996				

Summary Attended

Printed Date: 6/16/2026

Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
CRESC-ESOL Programming				
568996 - Apr 10, 2026 9:00 am - 3:00 pm		12	2	2
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership,Instructional Strategies,K-12 Content,Mentoring Coaching,Parental Involvement,Principles of Learning Developmental Stages				
569094				
CRESC-CS Impact Meeting				
569094 - Oct 14, 2025 8:30 am - 3:30 pm		54	7	9
Instructional Strategies,K-12 Content				
569096				
CRESC-CS Impact Meeting				
569096 - Mar 17, 2026 8:30 am - 3:30 pm		12	2	2
Instructional Strategies,K-12 Content				
569130				
CRESC - Mentorship Training (410/412/418 Endorsement)				
569130 - Jan 14, 2026 8:30 am - 3:30 pm		78	8	13
Building a Collaborative Learning Community				
569190				
CRESC-Hunter's Ed/Boater's Ed Train-the-Trainer				
569190 - Oct 24, 2025 9:00 am - 12:00 pm		15	5	5
Building a Collaborative Learning Community				
569247				
CRESC-New School Nurse Training- Required Screenings trainings				
569247 - Sep 25, 2025 10:00 am - 3:00 pm		15	3	3
Non-Curricular				
569849				
CRESC - District Tech Meeting				
569849 - Oct 9, 2025 9:30 am - 2:00 pm		52	10	13
569851				
CRESC-ESOL Coordinators Zoom for EL Grant Information				
569851 - Oct 1, 2025 10:00 am - 11:00 am		8	7	8
Non-Curricular				
569864				
CRESC-Leading with Clarity: Understanding Arkansas's New Letter Grade Calculation (a.m. session)				
569864 - Nov 11, 2025 8:30 am - 11:30 am		60	8	20
Non-Curricular				
569866				

Summary Attended

Printed Date: 6/16/2026

Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
CRESC-Leading with Clarity: Understanding Arkansas's New School Letter Grade Calculation (p.m. session)				
569866 - Nov 11, 2025 12:30 pm - 3:30 pm		42	6	14
Non-Curricular				
570413				
CRESC_Third Grade Promotion PD (a.m.)				
570413 - Nov 10, 2025 8:30 am - 11:30 am		120	15	40
Assessment,Non-Curricular				
570415				
CRESC_Third Grade Promotion PD (p.m)				
570415 - Nov 10, 2025 12:30 pm - 3:30 pm		63	10	21
Assessment,Data Disaggregation,Non-Curricular				
570526				
ACT WorkKeys Training and Implementation				
570526 - Nov 20, 2025 8:30 am - 3:30 pm		138	11	23
Building a Collaborative Learning Community				
570533				
CRESC_Teacher Center Committee Meeting				
570533 - Nov 13, 2025 10:30 am - 12:30 pm		24	12	12
Non-Curricular				
570535				
CRESC-Teacher Center Committee Meeting				
570535 - Feb 27, 2026 9:30 am - 12:00 pm		32	9	16
Non-Curricular				
570538				
CRESC_Teacher Center Committee Meeting				
570538 - Apr 30, 2026 10:30 am - 12:30 pm		16	8	8
Non-Curricular				
570573				
CRESC-eSchool Transcript Training (Secondary staff only)				
570573 - Nov 20, 2025 9:00 am - 3:00 pm		102	11	17
Non-Curricular				
570738				
CRESC-10 Critical Components to Consider for a Successful SPED Classroom				
570738 - Dec 5, 2025 8:30 am - 3:30 pm		192	15	32
Classroom Management				
571098				

Summary Attended

Printed Date: 6/16/2026

Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
CRESC-CLASS Pre-K for Staff				
571098 - Dec 11, 2025 12:00 pm - 2:00 pm		54	5	27
Data Disaggregation,Instructional Strategies,Mentoring Coaching				
571894				
CRESC_Aligning Instruction and Access: Special Education Updates				
571894 - Mar 19, 2026 8:30 am - 11:30 am		132	29	44
Assessment				
571897				
CRESC_Budget Prep: Understanding the School Budget				
571897 - Feb 24, 2026 9:30 am - 11:30 am		16	6	8
Non-Curricular				
572254				
CRESC-New School Nurse Training- Required Screenings trainings				
572254 - Apr 1, 2026 8:30 am - 3:30 pm		24	4	4
Non-Curricular				
572308				
CRESC_AR App Year 2 Overview/Launch				
572308 - Jan 13, 2026 9:00 am - 11:00 am		46	15	23
Curriculum Alignment,Data Disaggregation,Instructional Leadership,K-12 Content				
572496				
CRESC_Elementary Assistant Principals Cohort: Beyond Survival--Using Discipline Data to Lead with Confidence				
572496 - Feb 5, 2026 9:30 am - 10:30 am		10	7	10
Instructional Leadership				
572498				
CRESC_Middle School/Secondary Assistant Principals Cohort: Beyond Survival - Using Discipline Data to Lead with Confidence				
572498 - Feb 5, 2026 1:00 pm - 2:00 pm		5	5	5
Instructional Strategies				
572946				
CRESC-WorkKeys Training with KidsFirst				
572946 - Apr 1, 2026 8:30 am - 3:30 pm		252	16	42
Building a Collaborative Learning Community,Curriculum Alignment				
573304				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2				
573304 - Feb 12, 2026 9:00 am - 12:00 pm		18	5	6
573313				

Summary Attended

Printed Date: 6/16/2026

Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2				
573313 - Feb 26, 2026 9:00 am - 12:00 pm		39	10	13
573315				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2				
573315 - Mar 5, 2026 9:00 am - 12:00 pm		24	6	8
573329				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2				
573329 - Mar 19, 2026 9:00 am - 12:00 pm		27	7	9
573333				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2				
573333 - Apr 2, 2026 9:00 am - 12:00 pm		21	6	7
573334				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2				
573334 - Apr 9, 2026 9:00 am - 12:00 pm		30	8	10
573398				
CRESC-Migrant Spring Tutor Training				
573398 - Mar 12, 2026 9:00 am - 3:00 pm		90	8	15
Advocacy Leadership,Assessment,Building a Collaborative Learning Community,Instructional Leadership,K-12 Content,Parental Involvement				
573963				
CRESC_AR App Year 2 Module 2: Priorities 1-3				
573963 - Mar 11, 2026 9:00 am - 11:00 am		50	12	25
Non-Curricular				
573965				
CRESC_Ar App Module 3				
573965 - Mar 11, 2026 12:00 pm - 2:00 pm		50	11	25
Non-Curricular				
573967				
CRESC_AR App Module 4				
573967 - Apr 14, 2026 9:00 am - 11:00 am		18	6	9
Non-Curricular				

Summary Attended

Printed Date: 6/16/2026

Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
573971				
CRESC_Elementary Assistant Principals Cohort Day 2: Know Your Building - Understanding Context Through Policies, Data, & Trends				
573971 - Feb 24, 2026 9:30 am - 10:30 am		8	5	8
Advocacy Leadership,Instructional Leadership				
575285				
CRESC-Take Flight				
575285 - Feb 13, 2026 8:30 am - 3:30 pm		96	11	16
Dyslexia Awareness				
575698				
Open SciEd Overview (New Teacher hire)				
575698 - Feb 9, 2026 9:00 am - 12:00 pm		6	2	2
576009				
CRESC-Transition Tune-Up: Getting IEP Transition Plans Conference-Ready				
576009 - Apr 2, 2026 8:30 am - 3:30 pm		36	3	6
Assessment				
576157				
CRESC-eSchool Course Catalog and Master Schedule Clean-up and Maintenance Training for Secondary Schools in preparation for the next School Year.				
576157 - Mar 11, 2026 9:00 am - 3:00 pm		60	7	12
Non-Curricular				
576159				
CRESC-eSchool Elementary Scheduling Procedures using Blocks Training				
576159 - Mar 18, 2026 9:00 am - 3:00 pm		20	4	4
Non-Curricular				
576224				
CRESC-Strengthening Compliance: Business Office Financials & Federal Programs				
576224 - Mar 12, 2026 8:30 am - 11:30 am		18	3	6
Non-Curricular				
576563				
CRESC-eSchool Course Catalog and Master Schedule Clean-up and Maintenance Training for Secondary schools in preparation for the next school year.				
576563 - Mar 12, 2026 9:00 am - 3:00 pm		66	6	11
Non-Curricular				
576575				
CRESC-eSchool Elementary Scheduling Procedures using Blocks Training				
576575 - Mar 19, 2026 9:00 am - 3:00 pm		30	5	5
Non-Curricular				
577063				

Summary Attended

Printed Date: 6/16/2026

Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
CRESC_Aligning Instruction and Access: Special Education Updates(AFTERNOON)				
577063 - Mar 19, 2026 12:30 pm - 3:30 pm		33	7	11
Assessment				
577752				
March 2026 Superintendents' Meeting				
577752 - Mar 18, 2026 10:30 am - 12:30 pm		36	15	18
577919				
CRESC-Part 2 of Secondary Scheduling Training				
577919 - Apr 8, 2026 9:00 am - 3:00 pm		36	5	6
Non-Curricular				
577924				
CRESC-Part 2 of Secondary Scheduling Training				
577924 - Apr 9, 2026 9:00 am - 3:00 pm		18	3	3
Non-Curricular				
577960				
CRESC-Dyslexia End of Year Updates--K-3(MORNING)				
577960 - Apr 10, 2026 8:30 am - 11:30 am		45	10	15
Assessment				
577964				
CRESC-Dyslexia End-of-Year Guidance--4-12				
577964 - Apr 10, 2026 12:30 pm - 3:30 pm		33	9	11
Assessment				
577969				
CRESC-Dyslexia End of Year Updates--K-3				
577969 - Apr 13, 2026 8:30 am - 11:30 am		162	15	54
Assessment				
577972				
CRESC-Dyslexia End-of-Year Guidance--4-12				
577972 - Apr 13, 2026 12:30 pm - 3:30 pm		132	13	44
Assessment				
579125				
CRESC-CTE Connections: Sustainability, Design, and Product Development				
579125 - May 7, 2026 9:30 am - 3:30 pm		60	8	10
Building a Collaborative Learning Community				
581518				
CRESC-Data with Purpose: Equipping Leaders to Coach for Continuous Improvement				
581518 - May 20, 21, 2026 8:30 am - 3:30 pm		120	3	10
Data Disaggregation				

Summary Attended

Printed Date: 6/16/2026 Last modified: 6/16/2026

Session	#Sessions	Credits	Districts	#Attended
581632				
CRESC-Jet CALP Training--Day 8				
581632 - May 15, 2026 8:30 am - 3:30 pm		96	6	16
Instructional Strategies				
GRAND TOTAL:	182	17371	86	2544

APSCN
DATE: 06/30/2026
TIME: 15:39:08

CROWLEY'S RIDGE ED. CO-OP
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 26

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISB FUND	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
2001	TEACHER CNT.	3,867.86	.00	.00	.00	.00	3,867.86
2002	MACHINE REP.	.00	.00	.00	.00	.00	.00
2003	EDUCATOR RISING GRAN	71.67	.00	.00	.00	.00	71.67
2005	LINKS	93.78	.00	.00	.00	.00	93.78
2006	TESTING	18,630.03	.00	.00	.00	.00	18,630.03
2007	AUTISM	465.98	.00	.00	.00	.00	465.98
2009	QTL	1,362.35	.00	.00	.00	.00	1,362.35
2010	IN-SERVICE	323,494.46	181,249.88	.00	.00	196,665.14	308,079.20
2013	HEARING IMPAIRED	7,200.00	.00	.00	.00	.00	7,200.00
2014	SP ED LEA	90,062.58	142,870.54	.00	.00	178,234.19	54,698.93
2015	J SNYDER WORKSHOP	3,182.73	16,780.43	.00	.00	13,677.71	6,285.45
2016	W GREEN WORKSHOP	.00	20,752.50	11,900.01	.00	32,113.68	538.83
2017	GIFTED & TALENTED	1,205.09	.00	.00	.00	.00	1,205.09
2018	ABC COBURN WORKSHOP	.00	56,500.00	.00	.00	48,993.81	7,506.19
2019	EFFECTIVE LITERACY	.00	.00	.00	.00	.00	.00
2020	ELLA	16,949.07	.00	.00	.00	.00	16,949.07
2021	EXAMINER	.00	422,789.80	.00	.00	422,789.80	.00
2022	EXAMINER II	.00	.00	.00	.00	.00	.00
2023	CGI MATH	.00	.00	.00	.00	.00	.00
2024	VIRTUAL ARKANSAS	.00	.00	.00	.00	.00	.00
2026	HIPPY ARCHILDREN HOS	.00	.00	.00	.00	.00	.00
2027	ERESOURCES DIGITAL P	.00	.00	.00	.00	.00	.00
2028	SREB SOUTHERN REG ED	1,766.71	.00	.00	.00	.00	1,766.71
2029	PLC PRINCIPAL LEADER	.00	.00	.00	.00	.00	.00
2030	VI-B ECHOOD	5,030.71	2,055,218.15	.00	.00	2,025,943.12	34,305.74
2031	VIB HEAD START	22,047.14	.00	.00	.00	.00	22,047.14
2035	AR LEADERSHIP ACADEM	.00	151,463.61	.00	.00	151,463.61	.00
2036	ALA ASSISTANT/REACH	.00	72,614.07	.00	.00	72,614.07	.00
2050	NURSE GRANT	.00	.00	.00	.00	.00	.00
2051	SCHOOL NURSE L COOK	10,938.55	.00	.00	.00	597.82	10,340.73
2055	APSRC TSL GRANT	.00	.00	.00	.00	.00	.00
2098	BASE GENERAL OPERATI	475,970.71	.00	.00	.00	3,094.94	472,875.77
2099	INVESTMENTS	907,182.92	30,903.84	.00	.00	.00	938,086.76
2220	NBCT BONUS	.00	.00	.00	.00	.00	.00
2223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
2225	TECHNOLOGY GRANT	.00	.00	.00	.00	.00	.00
2229	NBPTS NATIONAL BOARD	968.55	.00	.00	.00	.00	968.55
2240	SPEC. ED. LEA	.00	.00	.00	.00	.00	.00
2244	SP ED EXTENDED SCHOO	1,764.27	592.00	.00	.00	1,558.10	798.17
2246	NOVICE TEACHER MENTO	.00	354,000.00	.00	.00	354,000.00	.00
2247	PRO LEARNING GRANT	420,416.05	.00	.00	.00	358,800.06	61,615.99
2260	EC ST	.00	.00	.00	.00	.00	.00
2262	EIDT SP ED ECHOOD	.00	.00	.00	.00	.00	.00
2270	GT	.00	.00	.00	.00	.00	.00
2271	PRE- AP WORKSHOPS	6,198.33	72,922.16	.00	.00	79,120.49	.00
2272	GIFTED & TALENTED CO	.00	.00	.00	.00	.00	.00
2275	E.C. STATE	.00	.00	.00	.00	.00	.00

Appendix C
CRESC FY26 Board Report

APSCN
DATE: 06/30/2026
TIME: 15:39:08

CROWLEY'S RIDGE ED. CO-OP
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 26

PAGE NUMBER: 2
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2291	TECH PREP COORD	.00	65,000.00	.00	.00	65,000.00	.00
2355	NIET LEAD TEACHER	.00	.00	.00	.00	.00	.00
2358	EL PROGRAM SUPPORT	.00	49,260.00	.00	.00	49,260.00	.00
2360	BASE	3,019,513.71	877,854.12	147,465.11	12,734.59	549,170.56	3,482,927.79
2361	DIST LEARNING	152.27	.00	.00	.00	.00	152.27
2362	COMPUTER TECH	.00	80,000.00	.00	.00	80,000.00	.00
2363	IN-SERVICE	.00	.00	.00	.00	.00	.00
2364	SPECIALIST	5,442.87	270,000.00	.00	.00	266,028.68	9,414.19
2365	EC ABC	.00	1,756,324.20	.00	.00	1,756,324.20	.00
2373	HIPPY	.00	.00	.00	.00	.00	.00
2380	READING RECOVERY	.00	.00	.00	.00	.00	.00
2382	MATH SPECIALIST	.00	.00	.00	.00	.00	.00
2383	LIT PROF DEV	.00	.00	.00	.00	.00	.00
2384	RESPONSE TO INTERVEN	.00	.00	.00	.00	.00	.00
2388	BEGINNING ADMIN GRAN	.00	.00	3,500.00	.00	.00	3,500.00
2390	PHONE FREE SCHL PILO	.00	.00	.00	.00	.00	.00
2903	AIMM TRAIN	.00	.00	.00	.00	.00	.00
2905	ARPEP GRANT	44,738.40	70,638.14	.00	.00	115,376.54	.00
2931	BROADBAND PROJECT GR	.00	.00	.00	.00	.00	.00
2941	COMPUTER SCIENCE	.00	.00	.00	.00	.00	.00
2942	CS INNOVATION GRANT	.00	45,015.59	.00	.00	45,015.59	.00
TOTAL	GENERAL FUNDS	5,388,716.79	6,792,749.03	162,865.12	12,734.59	6,865,842.11	5,465,754.24
6502	MIGRANT PROGRAM	.00	419,132.54	.00	21,000.00	398,132.54	.00
6509	STATE SET ASIDE	.00	.00	.00	.00	.00	.00
6527	APSRC TSL GRANT	.00	.00	.00	.00	.00	.00
6562	DHS ECHOOD ENHANCEME	615,863.63	.00	.00	.00	708.83	615,154.80
6563	DEPT HUMAN SERVICES	.00	.00	.00	.00	.00	.00
6570	VOC SP. NDS	.00	492,230.58	.00	.00	492,230.58	.00
6571	CAREER DEV FAC	.00	.00	.00	.00	.00	.00
6574	CARL PERKINS R & R	.00	7,902.37	.00	.00	7,902.37	.00
6575	CTE VIRTUAL REALITY	.00	.00	.00	.00	.00	.00
6576	CARL PERKINS MENTORI	.00	.00	.00	.00	.00	.00
6577	PERKINS CERTIFICATIO	.00	6,024.58	.00	.00	6,024.58	.00
6579	CARL PERKINS TRANSIT	.00	.00	.00	.00	.00	.00
6581	CARL PERKINS PD	.00	.00	.00	.00	.00	.00
6701	AREA SERVICES	.00	.00	.00	.00	.00	.00
6702	EC PASS THROUGH	.00	.00	.00	.00	.00	.00
6703	HEADSTART	.00	.00	.00	.00	.00	.00
6704	ARP IDEA	.00	.00	.00	.00	.00	.00
6705	VI-B ADM	.00	.00	.00	.00	.00	.00
6706	TRANSITION	.00	102,248.35	.00	3,000.00	99,248.35	.00
6707	ESVI VISUALLY IMPAIR	.00	113,939.62	.00	3,000.00	110,939.62	.00
6709	SPED PLC OSCEOLA	.00	.00	.00	.00	.00	.00
6710	FED ECH	.00	.00	.00	.00	.00	.00
6711	SPED PLC RIVERCREST	.00	.00	.00	.00	.00	.00
6715	EC MIGRANT/HEARING	.00	.00	.00	.00	.00	.00
6719	DIGITAL PROGRAM STUD	.00	.00	.00	.00	.00	.00
6749	MEDICAID REIMBURSEME	488,160.22	40,341.58	.00	.00	11,990.96	516,510.84
6752	MEDICAID ARMAC	377,746.89	59,829.07	.00	.00	28,057.64	409,518.32

APSCN
DATE: 06/30/2026
TIME: 15:39:08

CROWLEY'S RIDGE ED. CO-OP
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 26

PAGE NUMBER: 3
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6753	LEADERSHIP QUEST	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE	.00	.00	.00	.00	.00	.00
6756	TEACHER SUPT & LEAD	.00	375,620.00	.00	.00	375,620.00	.00
6767	ARP II HOMELESS	.00	.00	.00	.00	.00	.00
6770	HIPPY	.00	.00	.00	.00	.00	.00
6785	HIV ED	.00	.00	.00	.00	.00	.00
6788	EC LOCAL LEADS	41,383.24	232,222.70	.00	.00	273,605.94	.00
6802	TECHNOLOGY ARP	.00	.00	.00	.00	.00	.00
6804	ELC GRANT DEPT OF HE	.00	.00	.00	.00	.00	.00
6809	EC ABC PROFICIENCY S	.00	.00	.00	.00	.00	.00
6811	THRIVE STIPEND	.00	.00	.00	.00	.00	.00
6812	ACP	.00	.00	.00	.00	.00	.00
6834	PHONE FREE SCHOOL GR	.00	.00	.00	.00	.00	.00
6861	ABC DEVELOPMENT GRAN	5,111.29	.00	.00	.00	5,111.29	.00
6863	PRESCHOOL DEV GRANT	.00	77,000.00	.00	.00	.00	77,000.00
TOTAL NO	FUND GROUP TITLE	1,528,265.27	1,926,491.39	.00	27,000.00	1,809,572.70	1,618,183.96
TOTAL		6,916,982.06	8,719,240.42	162,865.12	39,734.59	8,675,414.81	7,083,938.20