

DeQueen-Mena Education Service Cooperative



Annual Report 2025-2026

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DeQueen-Mena Education Service Cooperative
305 South Hornberg Avenue
P O Box 110
Gillham, AR 71841
Ph (479)385-4319 Fax (870)386-7731

TO: Arkansas' Educators

FROM: Benny Weston, Director
DeQueen-Mena Education Service Cooperative

SUBJECT: Annual Evaluation Report 2025-2026

Dear Arkansas Educators:

In accordance with A.C.A. 6-13-120, DeQueen-Mena Education Service Cooperative has completed the 2025-2026 Annual Report to provide information concerning the various programs and services provided for our member schools.

This document represents services and activities offered by DeQueen-Mena ESC. Emphasis is placed both on professional development and student involvement.

DeQueen-Mena ESC plays an integral part in the overall development of teachers and students and will continue to develop new ways to meet district needs when challenges arise.

DeQueen-Mena Education Service Cooperative

MISSION STATEMENT

The mission of the DMESC is to enhance teaching, learning, and leadership within member schools by providing high-quality support services targeted toward improving the achievement of all DMESC students.

SERVE, SUPPORT SUCCEED- THINK CO-OP FIRST!

DEQUEEN-MENA EDUCATION COOPERATIVE BOARD OF DIRECTORS

Officers of the Board

Name	Position	School District
Jason Sanders	President	DeQueen
Jerry Strasner	Vice-President	Ouachita River
Benny Weston	Director	DeQueen-Mena Education Cooperative
Lee Smith	Secretary	Mena

Members of the Board

Name	Position	School District
Robert Poole	Board member	Ashdown
Deric Owens	Board member	Caddo Hills
Sam Slott	Board member	Cossatot River
Jason Sanders	Board member	De Queen
Grover Hill	Board member	Dierks
Adam Matthews	Board member	Foreman
Michael Odom	Board member	Horatio
Lee Smith	Board member	Mena
Jondavid Amerson	Board member	Mineral Springs
Ann Gardner	Board member	Mount Ida
Doug Graham	Board member	Nashville
Jerry Strasner	Board member	Ouachita River

Arkansas Department of Education

EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT

DATE: June 1, 2026 **LEA#** 67-20 **ESC#** 9
ESC NAME: DeQueen-Mena Education Service Cooperative
ADDRESS: PO Box 110, 305 South Hornberg Avenue, Gillham, AR 71841
PHONE NUMBER: 479-385-4319

DIRECTOR: Benny Weston
TEACHER CENTER COORDINATOR: Dana Ray

NUMBER OF COUNTIES SERVED: 5
NUMBER OF DISTRICTS SERVED: 12
NUMBER OF STUDENTS SERVED: 11,455
NUMBER OF TEACHERS SERVED: 1,010

GOVERNANCE

- A. How is the Co-op governed?
Board of Directors X or Executive Committee
How many members on the Board? 12
How many times did the Board meet? 12
When is the regular meeting? Third Thursday of each month
Date of current year's annual meeting: June 10, 2026
- B. Does the Co-op have a Teacher Center Committee? Yes X No
If yes, then:
How many are on the Teacher Center Committee? 12
How many members are teachers? 8
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Nov. 2025
- D. Have written policies been filed with the Arkansas Department of Education? Yes

STAFFING

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

(S=State, F=Federal, H=Head Start, M=Medicaid, P=Private, B=Base Funds, D=District)

NAME	POSITION	FUNDING SOURCE
Alexander, Kathryn	ABC Paraprofessional	S
Allen, Chantel	ABC Paraprofessional	S
Allen, Sarah	ABC Paraprofessional	S
Anderson, Reina	ABC Paraprofessional	S
Arnett, Danielle	ABC Paraprofessional	S
Bass, Jeannie	ABC Teacher	S
Baxter, Tabitha	ABC Paraprofessional	S
Beck, Amanda	ABC Teacher	S
Belk, Lauren	ABC Teacher	S
Bickley, Shirley	ABC Paraprofessional	S
Blair, Amanda	ABC Paraprofessional	S
Bohlman, Ashlee	ABC Paraprofessional	S
Bolanos, Cynthia	Home Based Educator	S
Bowren, Anita	Media Clerk	S
Buchannon, Marina	ABC Paraprofessional	S
Bunyard, Whitney	ABC Paraprofessional	S
Burkhammer, Anne-Marie	ABC Paraprofessional	S
Bustos, Tabitha	ABC Paraprofessional	S
Carlton, Dana	ABC Paraprofessional	S
Carreon, Nohemi	ABC Paraprofessional	S

Cartwright, Tara	Business Manager	B
Carver, Betty	ECSE Itinerant Teacher/Site Director	S
Cearley, Heather	ABC Teacher	S
Chambers, Tanesha	ABC Paraprofessional	S
Chapa, Kimberly	ABC Paraprofessional	S
Cheyne, Kristie	ABC Paraprofessional	S
Christiana, Lee	ABC Paraprofessional	S
Cirkles, Wendy	ABC Paraprofessional	S
Clayton, LaRanda	Migrant REDS	F
Cogburn, Loretta	ABC Paraprofessional	S
Cortez, Karina	ABC Teacher	S
Cox, Michelle	ABC Teacher	S
Culp, Amanda	ABC Teacher/Site Director	S
Daniels, Jessica	ABC Paraprofessional	S
Denson, Renee	ABC Teacher	S
Denton, Anna	ABC Teacher/Site Director	S
Dinger, Sherry	ABC Teacher/Site Director	S
Dixon, Kristina	Infant/Toddler Teacher	S
Edge, Jesse	Math Specialist	S
Efird, Callie	Assistant Speech Therapist	S
Everett, Neely	ABC Paraprofessional	S
Ewing, Ashley	ABC Teacher	S
Fatherree, Paula	ABC Paraprofessional	S
Ferguson, Sarah	ABC Paraprofessional	S
Fleming, Sara	ABC Paraprofessional	S
Flint, Bonita	APSCN Rep	S

Floyd, Makaya	ABC Paraprofessional	S
Frachiseur, Ann	FGP Secretary	F
Frachiseur, Kelsie	ABC Paraprofessional	S
French, Shonda	ABC Paraprofessional	S
Friend, April	ABC Paraprofessional	S
Fryar, Kallie	ABC Paraprofessional	S
Gallardo, Rosa	ABC Teacher	S
Garner, Karen	Local LEADS Captain	S
Gathright, April	ABC Paraprofessional	S
Gilchrist, Shelley	ESCE Itinerant/Teacher	S
Gragg, Bonny	ABC Paraprofessional	S
Green, Cheryl	Assistant ABC/HIPPY/EC Coordinator	S
Gregory, Lora	ABC Paraprofessional	S
Grubbs, Regina	ECSE Itinerant Teacher	S
Hackney, Sarah	ABC Paraprofessional	S
Hamilton, Crystal	ABC Paraprofessional	S
Hankammer, Nicki	ABC Paraprofessional	S
Hardin, Teresa	ABC Teacher	S
Hemphill, Camecia	ABC Paraprofessional	S
Hemphill, Tanesha	ABC Paraprofessional	S
Henderson, Ruthie	ABC Paraprofessional/Director	S
Hendricks, Rhyen	Infant/Toddler Paraprofessional	S
Hernandez, Alejandra	EC Administrative Assistant	S
Hernandez, Cecily	ABC Paraprofessional	S
Hernandez, Dalila	ABC Paraprofessional	S
Hernandez, Rosanna	ABC Paraprofessional	S

Hernandez, Hortencia	Home Based Educator	S
Hobson, Tyra	Instructional Technology Coordinator	S
Hopkins, Nikita	ABC Paraprofessional	S
Hudson, Tammy	ABC Teacher/Site Director	S
Jenkins, Patricia	ABC Paraprofessional	S
Jones, Debbie	ABC Teacher	S
Jones, Jessica	ECSE Itinerant Teacher	S
Jones, Kaylee	ABC Teacher	S
Keels, Kathy	ABC Paraprofessional	S
Kincaid, Dana	ABC Teacher	S
Lacefield, Leslie	ABC Teacher	S
Lawrence, Morgan	ABC Paraprofessional	S
Lott, Patricia	ABC Paraprofessional	S
Markle, Melanie	ABC Paraprofessional	S
McAdams, Sherri	ABC Teacher/ Site Director	S
McCastlain, Beau	CTE Coordinator	S
McClure, Bridgett	ABC Paraprofessional	S
McKeever, Susan	ABC Paraprofessional/Site Director	S
Mears, Allison	Behavior Specialist K-12	F
Miller, Andria	System Support Specialist	B
Miller, Katelynn	ABC Paraprofessional	S
Miller, Shannon	Mentoring Program Specialist/ArPEP	S
Moore, Eva	ABC Teacher	S
Mullins, LaQuita	Infant/Toddler Paraprofessional	S
Nance, Christy	Hippy Director/ Local Leads Assistant	S
Nance, Morgan	ABC Paraprofessional	S

Neely, Darla	Migrant Specialist	F
Nieto, Luz	ABC Paraprofessional	S
Nobel, Sherry	ABC Paraprofessional	S
Nolen, Mary T	ECSE Itinerant/Teacher	S
Norman, Holly	ABC Paraprofessional	S
Nowlin, Lynne	ABC Teacher/Site Director	S
Ochello, Katie	ABC Teacher	S
Olalde, Tonya	ABC Paraprofessional	S
Owen, Dulce	ABC Paraprofessional	S
Pack, Makenzie	ABC Paraprofessional	S
Parker, Casey	ABC Paraprofessional	S
Parks, Kimberly	Psychological Examiner	S
Parson, Kelli	ABC Director/EC Coordinator	S
Peek, Jandy	ABC Paraprofessional	S
Platt, Barbara	ABC Paraprofessional	S
Pope, Samantha	ABC Teacher	S
Price, Brittany	ABC Teacher/Site Director	S
Qualls, Sarah	ABC Paraprofessional	S
Ray, Dana	Assistant Director/Teacher Center Coordinator	S
Reeder, Kari	ABC Paraprofessional	S
Reel, Anne	ECSE Itinerant Teacher	S
Robertson, Kimberly	ABC Teacher/Site Director	S
Rogers, Morgan	Migrant Student Services	S
Sanchez, Diana	Migrant Recruiter	S
Schuller, Brian	Science Specialist	S
Schuller, Kristie	Home Based Educator	S

Schuller, Lisa	Dyslexia Specialist	S
Simmons, Samantha	ABC Paraprofessional	S
Smedley, Britany	ABC Teacher	S
Smith, Emily	ECSE Itinerant Teacher	S
Smith, Haylie	ABC Paraprofessional	S
Soto, Brianna	Speech Therapist	S
Stockman, Tabatha	ABC Paraprofessional	S
Stone, Elisha	Psychological Examiner	S
Stovall, Shelbie	ABC Paraprofessional	S
Strode, Jana	Speech Therapist	S
Strother, Brittany	ABC Paraprofessional	S
Taylor, Lisha	ABC Teacher/Site Director	S
Teague, Hailey	ABC Paraprofessional	S
Tena Castro, Cynthia	ABC Paraprofessional	S
Thomas, Crystal	ABC Paraprofessional	S
Thompson, Vanessa	ABC Paraprofessional	S
Tittel, Donald	Maintenance	S
Tomlinson, Misty	ABC Paraprofessional	S
Trinidad, Sandra	Assistant Bookkeeper/Accounts Payable	S
Trinidad, Xitlali	Central Office Assistant	S
Victoriano, Damaris	ABC Paraprofessional	S
Villamil, Maricela	ABC Paraprofessional	S
Wallis, Linzi	ABC Teacher/Site Director	S
Ware, April	ECSE Developmental Assistant	S
Waren, Kaydee	ABC Paraprofessional	S
Watts, Jane	Occupational Assistant	S

Watts, Tylar	ABC Paraprofessional	S
Weston, Benny	Director	S
Wheeler, Rodney	Maintenance	S
Whisenhunt, Linda	ABC Paraprofessional	S
Willey, Crystal	Administrative Assistant/Technology	S
Williams, Stacey	ECSE Itinerant Teacher	S
Wise, Cynthia	ABC Paraprofessional	S
Wyatt, Amanda	Medicaid Clerk, ABC Secretary	S
Young, Terry	FGP Coordinator	F

DMESC 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. Include a cumulative total of participants. **See attached form.**

- A. Does the co-op provide media services to schools? YES X NO ____
- Does the co-op provide delivery to the districts? YES X NO ____
- How many districts participate in the media program? 12
- Do districts contribute dollars to the media services for teachers? YES X NO ____
- How are media charges per district determined (formal or per ADM)? Please describe: \$4.00 X ADM
- Does the co-op operate a “make-and-take” center for teachers? YES X NO ____
- How many teacher visits have been made to the center including duplicate visits? 537
- How many requests have been made for the Ellison Die Cuts? 1912
- How many districts use the co-op to copy and bind their teacher handbooks? 0
- How many districts use the co-op to copy and bind their Student handbooks? 2
- How many districts use the co-op for background checks? 12

ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Administrators and Local Board Member trainings
- ☒ Assessment data analysis
- ☒ Bookkeeping Assistance
- ☒ Business Management Training
- ☒ Computer Technician
- ☒ Cooperative Purchasing
- ☒ E-Rate Applications
- ☒ eSchool and eFinance Support
- ☒ Evaluation Procedures
- ☒ Math/Science Support
- ☒ Numerous Professional Development opportunities for teachers
- ☒ Paraprofessional Testing
- ☒ Personnel Application
- ☒ Print Shop/Media Services
- ☒ Special Education Services
- ☒ Technology Training
- ☒ Zoom License provided per district
- ☒ Carl Perkins Assistance
- ☒ Behavior Support Services
- ☒ Health Nurse Services
- ☒ Fingerprinting
- ☒ Dyslexia Support
- ☒ Novice Teacher Mentoring/ArPEP
- ☒ Migrant Education

DIRECT SERVICES TO STUDENTS

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

- ☒ Battle of the Books
- ☒ Chess Tournament
- ☒ Destination Science Challenge
- ☒ Quiz Bowl
- ☒ Reading Fair
- ☒ Virtual Arkansas
- ☒ Occupational Therapy and Physical Therapy
- ☒ Speech Therapist
- ☒ Behavior Support Services
- ☒ Early Childhood Special Education for Ages 3-5
- ☒ Foster Grandparents
- ☒ Gifted/Talented Programs: 12 participating districts
- ☒ Itinerant Teachers – please list areas: Early Childhood, Sp. Ed., Low Incidence Handicapped
- ☒ Nursing Services
- ☒ ARP Homeless II
- ☒ Educational Examiners

ANECDOTAL REPORTS

DeQueen Mena ESC STEM Challenge

The DMESC STEM Challenge is a one-day competition held annually by DMESC that provides teachers, students, and the community the opportunity to experience the importance of STEM education in the world around us. The DMESC STEM Challenge requires students to use creativity and imagination along with science, technology, mathematics and engineering to build or modify an apparatus that performs a practical function. The competition is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 14 different challenges and compete for best performance. FY26 saw the competition held on our co-op campus and it was a great success. Four DMESC districts and one out of consortium district participated with a total student participant number of 240 students.

Quiz Bowl

The DeQueen Mena Education Service Cooperative hosts three regional tournaments for elementary students along with one DMESC Champion's tournament each year. Students are able to apply their classroom hard work and studying and test against their peers. DMESC provides study questions, practice sessions, and tournament question sets for district competitions. The DMESC organizes and directs the tournaments for the member schools with the help of the district GT Coordinators. Students demonstrate their knowledge in all content areas including math, science, literacy, social studies and current events. We held five tournaments with a total of 270 students participating.

Chess

The DeQueen Mena Education Service Cooperative hosts four regional chess tournaments: one for elementary students (grades 3-4), one for elementary (grades 5-6), one for junior high (grades 7-8) and one for high school (grades 9-12) each school year. A chess master is called upon to assist in the competition, and medals are awarded to the grade band champion and to the grade band runner up. Students in both tournaments are able to apply critical thinking skills including: problem solving, abstract reasoning, calmness under pressure, patience, sportsmanship, creative thinking, pattern recognition, and strategic thinking. DMESC hosted chess competitions this year with 160 3-12 grade student competing.

Reading Fair

The 14th Annual DMESC Reading Fair, as in the past, provided students with a forum in which to share a favorite fiction or non-fiction book creatively with a project utilizing technology. Students were asked to determine central ideas/themes of a text and analyze their development. They also summarized the key supporting details and ideas of the text. Choice presentation was offered to the students. Creative use of technology has grown tremendously in the past few years. The competition was separated by grade-level competition bands. All levels of competition included an interview in which students were asked to talk about their book projects. Three DMESC school districts were represented in the FY 26 competition, First, Second, Third place medals were awarded in each grade for each category (Fiction, Nonfiction) with 25 projects and 49 students.

Battle of the Books

In FY26, the Battle of the Books, students in grades 1-3 were given a list of books to read. Teachers encouraged their students to read, then selected students to compete on school teams. Students answered questions about the fiction and nonfiction books, identifying the book and author. Five consortium districts, represented by 28 teams and 60 students competed for First, Second, and Third place school trophies and individual medals for member of the placing teams.

Cubing

DMESC held a Cubing Camp in which 40 students from four schools participated by demonstrating their critical thinking skills and solving speed cubes in record time.

DEQUEEN-MENA EDUCATION COOPERATIVE 2025-2026 SALARY SCHEDULE

Years of Experience	Bachelor's Degree	Master's Degree
0	36,000.00	40,650.00
1	36,500.00	41,150.00
2	37,000.00	41,650.00
3	37,500.00	42,150.00
4	38,000.00	42,650.00
5	38,500.00	43,150.00
6	39,000.00	43,650.00
7	39,500.00	44,150.00
8	40,000.00	44,650.00
9	40,500.00	45,150.00
10	41,000.00	45,650.00
11	41,500.00	46,150.00
12	42,000.00	46,650.00
13	42,500.00	47,150.00
14	43,000.00	47,650.00
15	43,400.00	48,150.00
16	43,800.00	48,550.00
17	44,200.00	48,950.00
18	44,600.00	49,350.00
19	45,000.00	49,750.00
20	45,400.00	50,150.00
21	45,800.00	50,550.00
22	46,200.00	50,950.00

DEQUEEN-MENA EDUCATION COOPERATIVE TEACHER CENTER COMMITTEE

Name	Position	District	Term
MiKayla McDowell	Teacher	Mount Ida High	2023-2026
Mallory Wharton	Teacher	Ashdown Elem	2023-2026
Beth Shelton	Principal	Dierks Elem	2023-2026
Bethany Brantley	Teacher	Cossatot River HS	2023-2026
Dr Michael Odom	Superintendent	Horatio School District	2024-2027
Jennifer Gordon	Librarian	Nashville Primary	2024-2027
Abigail Duncan	Teacher	Caddo Hills Elem	2024-2027
Tracy Floyd	Teacher	Mena Louise Durham	2024-2027
Amanda Shanks	Teacher	Mineral Springs Elem	2025-2028
Tyler Matthews	Teacher	Foreman High	2025-2028
Tiffany Williamson	Teacher	DeQueen High	2025-2028
Kim Posey	Teacher	OR – Acorn High	2025-2028

PROGRAM SUMMARIES

PROGRAM: ADH Tobacco Prevention and Cessation Program

FUNDING SOURCE: Tobacco Prevention and Cessation Program- Master Settlement Tobacco Funds

COMPETITIVE GRANT: Yes ____ No X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount. Ida, Nashville, Ouachita River, Cossatot River

PERSONNEL: Leigh Garner BSN, RN Community Health Nurse Specialist (CHNS)

FUNDING STATEMENT:

The Arkansas Department of Education and Arkansas Department of Health partnered to support the role of the Community Health Nurse Specialist. ADH funds the Community Health Nurse Specialist's salary, travel, and reimbursement for nurse's office space. DMESC provides the necessary office space, secretarial staff, office phone, internet, and printing/copying of educational materials, as well as classroom facilities for in-service. Various equipment, prevention materials, instructional aids, and promotional items have also been funded.

PROGRAM GOALS:

The primary goal of the Community Health Nurse Specialist (CHNS) is to support schools and communities through technical assistance in tobacco prevention and cessation, health promotion, and disease prevention. CHNS also serves as a key resource for school wellness committees and provides guidance to school nurses on various health-related issues, including health screenings, immunizations, injury and disease prevention, and chronic disease management. The CHNS work to reduce health disparities by raising awareness and serve as a resource on child and public health issues within the community. CHNS inform schools and communities about available health resources, training opportunities, and grant funding. CHNS responsibilities include:

- Providing certification training to school nurses for required health screenings.
- Identifying and assessing training needs among school personnel.
- Planning, coordinating, and conducting health-related training for school nurses, school staff, students, DMESC personnel, local health units, and community members.

CHNS maintain ongoing communication with the Arkansas Department of Education – Division of Elementary and Secondary Education (ADE-DESE) staff, DMESC personnel, Hometown Health Improvement staff, local health units, healthcare providers, and other community partners. They also promote public health initiatives through media outreach and assist in local public health emergency response efforts.

PROGRAM SUMMARY:

The Community Health Nurse Specialist (CHNS) initiative is a collaborative, research-based effort between the Arkansas Department of Education-Division of Elementary and Secondary Education (DESE) and the Arkansas Department of Health. The program is designed to address students' health in a comprehensive way that enhances their ability to learn and succeed. By working together, we can implement and sustain effective health and wellness initiatives that foster a safe, healthy environment that support both the physical and emotional well-being of students. The CHNS program is guided by the Whole School, Whole Community, Whole Child (WSCC) model, which is an expansion of the Coordinated School Health (CSH) framework and places the student at the center and recognizes the critical role of community partnerships in supporting student success. The Arkansas Department of Health's Child and Adolescent Health-School Health Program includes the following components:

- Obesity Prevention/Act 1220 of 2003
- Arkansas State School Nurse Consultant
- School-Based Health Centers
- Coordinated School Health (CSH)

Key partners include DESE, Arkansas Educational Services Cooperatives, the Arkansas Center for Health Improvement, Arkansas Children's Hospital, and many others. CSH/WSCC promotes a coordinated set of health-related programs, policies, and services implemented at both the district and school levels. This integrated approach addresses major risk factors identified by the CDC that impact children and adolescents, such as:

- Inadequate physical activity
- Poor dietary habits
- Risky sexual behaviors (leading to STDs, HIV, and unintended pregnancies)
- Alcohol, tobacco, and drug use
- Behaviors leading to intentional and unintentional injuries

In addition, the program emphasizes the importance of managing acute and chronic health conditions in the school setting. Educating students and families about effective disease management supports better health outcomes and long-term wellness.

Major Highlights of the Year:

- Delivered student presentations across cooperative school districts on key health topics including nutrition, oral health, physical activity, hygiene, ATV safety, and tobacco/vape prevention.
- Delivered the Sexual Risk Avoidance program, *Love Notes*, to high school students and translated all required materials from English to Spanish.
- Assisted in the planning, organization, and delivery of the CHNS new Novice School Nurse training program.
- Supported the training of SAU nursing students in assisting school nurses with required school screenings, flu vaccination clinics, and obtaining Stop the Bleed certification.
- Provided oral health education and distributed dental hygiene kits to the majority of DMESC preschool programs and elementary students.
- Presented Nutrition, Physical and Mental Health education to the Foster Grandparents.
- Conducted training for school nurses and staff on topics such as Narcan administration, New School Nurse Orientation, CPR/First Aid, Mandatory Screening and Wellness Committee planning and compliance.

- Assisted in the certification of school and DMESC staff becoming AHA CPR/First Aid Instructors.
- Offered hands-on support to school nurses by assisting with student health screenings.
- Assisted in the organization and delivery of Medicaid in the Schools workshop focused on training and billing procedures for personal care services in the school setting.

2025-2026 School Year Professional Development provided included:

- DMESC Special Health Care Needs Paraprofessional Training
- DMESC Wellness Workshop
- DMESC Novice School Nurse Workshops
- DMESC PreK CPR/AED/First Aid Classes
- DMESC Novice School Nurse Workshops
- DMESC AHA CPR Instructor Trainings
- DMESC Mandatory Screening Training for New School Nurses
- DMESC MITS Personal Care Trainings
- DMESC Resiliency for ALL
- DMESC 2025 Back to School Nurse Workshop
- DMESC Nurses: Supporting Students with Disabilities
- DMESC Wellness Committee Workshop

PROGRAM: Arkansas Better Chance Program (ABC) Home Instruction for Parents and Preschool Youngsters (HIPPY)

FUNDING AMOUNT: \$4,345,610.00

FUNDING SOURCE: Arkansas Department of Education, Administered by the Arkansas Department of Health and Human Services
Division of Child Care and Early Childhood Education

COMPETITIVE GRANT: Yes X No

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

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Mena, Horatio, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kelli Parson, Early Childhood Coordinator
Cheryl Green, Assistant Early Childhood Coordinator
Amanda Wyatt, EC Program Assistant
Christy Nance, HIPPY Coordinator

PROGRAM GOALS:

The DMESC Early Childhood Program is committed to providing high-quality early childhood education services that support school readiness, child development, and family engagement throughout the cooperative region. Program goals for the 2026-2027 school year include continuing to provide high-quality Arkansas Better Chance (ABC) preschool services on behalf of participating local school districts for identified at-risk children ages six weeks through five years old through both preschool and newly expanded infant and toddler classrooms.

DMESC will continue collaborating with local early childhood partners, including Head Start, private early childhood providers, public school districts, Early Childhood Special Education programs, healthcare providers, and community agencies in order to provide seamless services, coordinated resources, and comprehensive support for children and families. These partnerships help ensure children are served in the most appropriate and least restrictive learning environments while supporting smooth transitions into kindergarten and other education settings.

The program remains committed to coordinating efforts with community stakeholders and service providers to strengthen access to comprehensive, high-quality early childhood services throughout the cooperative region. DMESC strives to ensure all children have opportunities to develop academically, socially, emotionally, physically, and developmentally through safe, nurturing, and developmentally appropriate learning environments.

Another primary goal of the program is to provide individualized, developmentally appropriate instruction and support services that meet the unique needs of each child enrolled. Through the implementation of the Frog Street Curriculum, Launchpad Early Literacy Program, developmental

screenings, ongoing assessment practices, and collaborative support services, teachers and staff work to ensure every child is supported in reaching their full potential and entering kindergarten prepared for success.

The DMESC Hippy Program will continue providing home-based early childhood school readiness services using the age-appropriate and developmentally appropriate HIPPOY curriculum to families across four counties within the cooperative region. Through the support of one full-time HIPPOY Coordinator and four trained home-based educators serving 95 families, the program aims to strengthen parent involvement, support parents as their child's first teacher, and help children develop essential foundational learning skills necessary for future academic success.

Additional program goals include strengthening family engagement opportunities, expanding community partnerships, supporting staff through high-quality professional development, maintaining strong program quality standards through CLASS implementation and Better Beginnings requirements, and continuing to promote positive outcomes for children and families across all DMESC early childhood programs.

PROGRAM SUMMARY:

For the 2025-2026 school year, the DMESC Early Childhood Program continued to expand high-quality early learning opportunities across the region and now serves 816 children ages six weeks through five years old. This year marked a significant expansion of services with the addition of infant and toddler classrooms on multiple campuses, allowing DMESC to provide comprehensive early childhood services beginning in infancy and continuing through preschool. Programs continue to operate in alignment with the local school calendars while emphasizing developmentally appropriate practices, strong instructional support, and positive child outcomes.

The DMESC early childhood program currently operates 56 classrooms staffed by 32 certified teachers, 24 highly trained classroom teachers with a minimum of an Associate degree, and 50 paraprofessionals dedicated to supported student learning and development. DMESC continues to prioritize highly qualified staff, low student-to-teacher ratios, meaningful parent and community engagement, developmental screening and assessment practices, and high-quality curriculum implementation across all classrooms.

All classrooms utilize the Frog Street Curriculum to provide research-based, developmentally appropriate instruction aligned to Arkansas Early Learning Standards. In addition, all classrooms are implementing the Launchpad Early Literacy Program to strengthen foundational literacy skills and support kindergarten readiness through intentional instruction and ongoing data collection. Launchpad instruction focuses on oral language development, concepts of print, vocabulary, alphabet knowledge, phonological awareness, and phonemic awareness through playful, targeted instruction designed specifically for prekindergarten learners. Student data collected through Launchpad is used to monitor growth, guide instruction, and support continuous program improvement.

Assessment continues to play an important role in supporting individual student growth and instructional planning. Programs utilize developmental screening and ongoing child assessment practices to monitor student progress and identify strengths and areas needing additional support. Teachers use assessment data to individualize instruction, communicate progress with families, and

ensure children are developing the skills necessary for kindergarten readiness and long-term academic success.

During the 2025-2026 school year, all DMESC early childhood classrooms completed CLASS assessments as part of the Arkansas Office of Early Childhood CLASS Pilot initiative. Data gathered through the CLASS observation process is being utilized by the state as part of the ongoing pilot implementation designed to strengthen program quality and support future statewide assessment and accountability measures for early childhood programs. DMESC is proud to participate in this initiative as part of its continued commitment to high-quality instruction, continuous improvement, and positive outcomes for young children and families.

Professional development remains a major focus throughout the program. Staff members participate in ongoing training opportunities related to early literacy, curriculum implementation, behavior supports, inclusion practices, science of reading, early childhood special education, classroom management, and social-emotional development. DMESC also continues to support staff pursuing higher education and credentialing opportunities through programs such as the T.E.A.C.H. Early Childhood Arkansas scholarship initiative.

The DMESC HIPPY Program continues to provide valuable home-based educational services to families across the region. The program is staffed by one full-time HIPPY Coordinator and four highly trained home-based educators who currently serve 95 families and students across four of the cooperative's five counties. HIPPY supports parents as their child's first teacher by providing educational materials, developmental activities, and ongoing support that strengthen school readiness skills and family engagement. Through regular home visits and parent education, HIPPY promotes early literacy, positive parent-child interactions, and kindergarten readiness while helping families build confidence in supporting their child's learning at home.

Additional program highlights include continued collaboration with Foster Grandparent volunteers who provide individualized support and positive interactions for students within classrooms, ongoing improvements to playgrounds and learning environments, and strengthened partnerships with families and community stakeholders to support school readiness and whole-child development.

Assessment and Program Quality

Assessment data is collected on every child to support individualized instruction and to analyze long-term student outcomes as children transition into kindergarten and continue through later academic years. DMESC early childhood programs utilize ongoing developmental screening and child assessment practices to help teachers better understand each child's skills, behaviors, developmental progress, and academic growth.

The Work Sampling System (WSS), the assessment instrument specified by the Arkansas Office of Early Childhood, continues to be utilized to guide instructional planning and monitor student progress. The Work Sampling System provides teachers with meaningful information that supports effective instruction, builds student confidence and motivation, and strengthens communication with families regarding developmental progress.

The Work Sampling focuses on seven areas of child development and learning, including Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development and Health. Assessment practices include developmental guidelines and checklists, student portfolios demonstrating growth and achievement, and summary reports that provide families with information regarding student progress, strengths, and areas needing additional support. Summary reports are shared with families throughout the school year as part of ongoing parent communication and engagement efforts.

Outcome data from the 2025-2026 school year demonstrated strong student achievement, with more than 72 percent of four-year-old students performing proficiently in all seven developmental domains measured through the Work Sampling System. Assessment data continues to guide instructional decision-making, intervention planning, and continuous program improvement efforts across all classrooms.

For the 2025-2026 school year, all DMESC early childhood classrooms completed CLASS assessments as part of the Arkansas Office of Early Childhood CLASS Pilot initiative. The CLASS observation tool focuses on the quality of teacher-child interactions and instructional practices within early childhood classrooms. Data collected through this pilot initiative will be utilized by the state as part of the continued implementation of CLASS as the future assessment and accountability tool connected to Better Beginnings program ratings beginning in the 2026-2027 school year. Participation in this statewide pilot reflects DMESC's commitment to continuous quality improvement, strong instructional practices, and positive outcomes for young children and families.

All DMESC ABC classrooms continue to meet the criteria required to maintain approved Early Childhood Program status under the Arkansas Child Care Approval System Rules and Regulations. Programs continue to maintain strong Better Beginnings quality ratings across multiple sites, reflecting the program's commitment to high-quality early childhood education, safe learning environments, qualified staff, and developmentally appropriate instructional practices.

PROFESSIONAL DEVELOPMENT

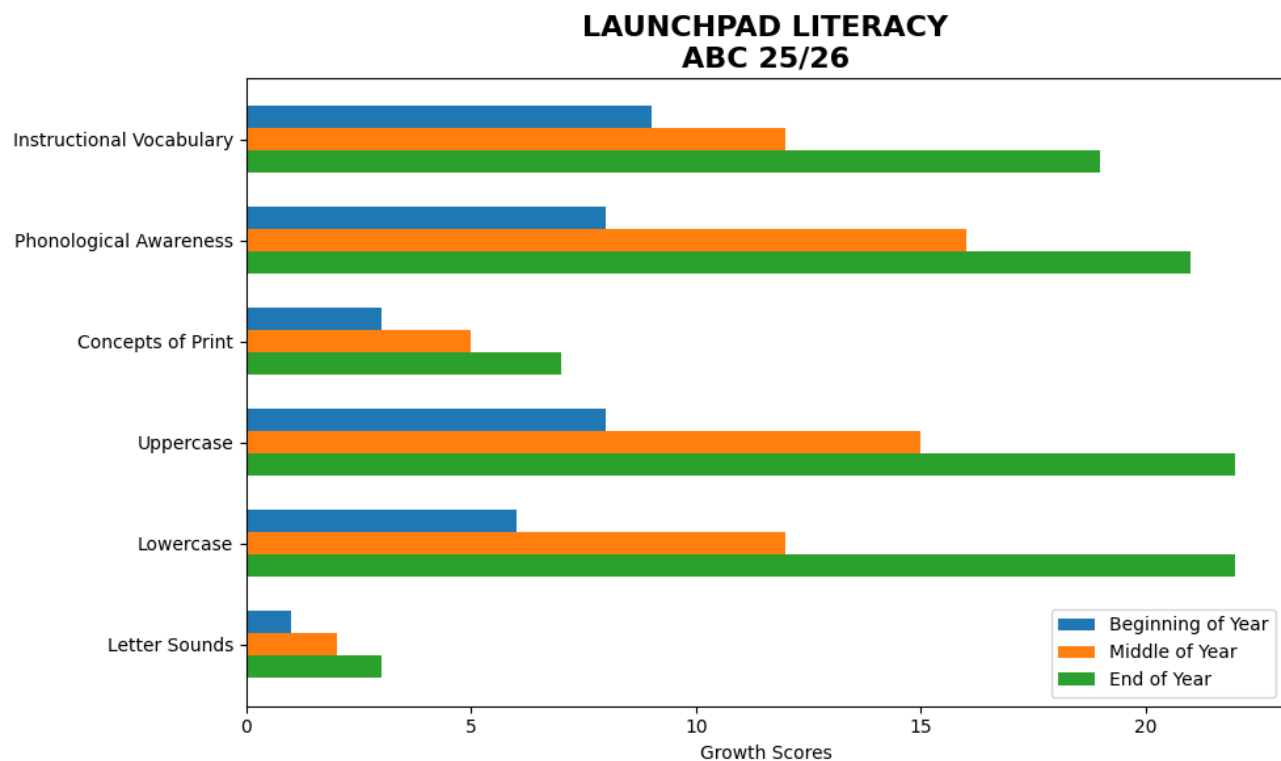
Professional development remains a major focus throughout DMESC early childhood programs. Staff members participate in ongoing training opportunities designed to strengthen instructional quality, support child development, and improve classroom practices. Training topics during the 2025-2026 school years have included:

- PreK RISE
- Launchpad Implementation
- Work Sampling Assessment Training
- Conscious Discipline
- Early Childhood Inclusion Practices
- Science of Reading
- Frog Street Curriculum Implementation
- Guidance and Behavior Management
- De-escalation Strategies
- Child Maltreatment and Mandated Reporter Training
- PLC Implementation

- Classroom Engagement Strategies
- Special Education Supports

Additional professional learning opportunities have included participation in the Pyramid Model for multi-tiered behavioral supports, Universal Design for Learning training, Early Childhood wellness initiatives, CPR and First Aid certification, and collaboration with DMESC specialists regarding curriculum alignment and essential standards planning. Staff members continue to engage in ongoing coaching, collaborative learning communities, and specialized training opportunities to ensure high-quality instruction and positive learning outcomes for all children.

Launchpad Literacy Data for 25/26 continues to show high levels of growth in literacy skills.



PROGRAM: **Arkansas Migrant Education
Title 1 – Part C**

FUNDING AMOUNT:	Preliminary Allocation	\$306,807.33
	Final Allocation	\$ 65,360.13
	Total Allocation	\$372,167.46
	Carry Over	\$ 74,359.98
	Total Budgeted for FY2025-2026	\$446,527.44

FUNDING SOURCE: Federal Funding / Office of Migrant Education through
Arkansas Department of Education, Administered by Arkansas
Migrant Education (Title 1 – Part C)

COMPETITIVE GRANT: YES____ NO **X**

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

PARTICIPATING DISTRICTS: Region 5 Southwest AR Migrant Education covers 3 cooperative areas (DeQueen-Mena Education Service Coop, Dawson Education Service Coop, SouthWest Arkansas Education Coop); including 15 counties: Polk, Montgomery, Garland, Saline, Hot Spring, Grant, Clark, Pike, Howard, Sevier, Little River, Miller, Hempstead, Nevada, and Lafayette
Project Schools: DeQueen, Cossatot River, Nashville, Centerpoint
Non-Project Schools: Ashdown, Acorn/Ouachita River, Dierks, South Pike County/Murfreesboro, Kirby, Mena, Horatio, Mineral Springs, Hope, Spring Hill, Nevada, Mt. Pine, Hot Springs, Lake Hamilton, Bismarck, Benton, Bryant, Gurdon, Malvern, Arkadelphia, Glen Rose, Blevins, Prescott, Texarkana, Foreman, Fountain Lake (Includes PreK and OSY students)

PERSONNEL: Darla Neely, Title I, Part C Coordinator/Education Specialist
LaRanda Clayton, REDS
Diana Sanchez, Recruiter
Morgan Rogers, Student Support
Esmeralda Perez, Nashville District Tutor/Recruiter
Molly Watson, Centerpoint District Tutor/Recruiter
Janet Tena, Cossatot River District Tutor/Recruiter
Monique Angeles, DeQueen District Federal Programs Migrant Clerk
Marcela Chavez, DeQueen District Tutor/Recruiter
Malissa Jackson-Hawkins, DeQueen Tutor/Recruiter

GOALS:

- Ensure migratory student population completes High School graduation or GED through provision of quality services including: Instructional Support Services with a focus on Mathematics and Literacy, Supplemental Support Services, Lifeskills, and necessary supplies/materials
- Ensure proper placement, records exchange, Inter and Intra State Tracking across the US, Identification and Recruitment of potential qualifying Migratory families/students.
- Provide quality educational services and programs for the unique needs of migratory children through in-school and after-hours tutoring, summer term and supplemental programs, translation/interpretation and transportation services, parental and family involvement.
- Collaborate with community partners, ADE personnel/State Director, participating School District and Preschool staff and parents, District administrators, Federal Programs Coordinators and ESL personnel, Universities and Higher Education Facilities, Third-party programs and venues, GED programs/providers, Private Schools when/if student participation appropriate
- Coordinate efforts with other Migrant Education State-wide providers and programs to ensure continuity for students' unique educational needs and provide beneficial services for the entirety of Region 5.
- Provide developmentally appropriate and individualized programs and services that utilize resources and meet the needs of each qualifying student, whether center-based or in-home services, for all students between the ages of 3 years – 21 years (PreK through OSY – Out-of-School Youth)
- Utilize developmentally appropriate testing (Brigance) for preschool age students to ensure necessary instruction is provided in their native language, also high-interest book distributions throughout the school year and summer terms to bridge the gap of frequent educational interruptions and language barriers
- Engagement of Community and surrounding areas through Farmer's Market and Fair/Rodeo Migrant Education Informational Booths
- Create, train/model, practice, reflect upon, and modify differentiated grade-level curriculum for Summer School services PreK -11th grades
- Provide necessary community assistance and health/dental/vision services when families are unable to provide these for children as well as Health, Self-Help and Nutrition Presentations and resource packets / annual Delta Dental Student Tooth Hygiene Contest
- Provide opportunities of enrichment and leadership that this population would not normally encounter through programs such as Close-up/Washington, AMESLA and ExCel: a university experience through our MSAC and MSD programs, Advanced Reading Programs, opportunities to explore futuristic application of technological advancements through our Technology/Robotics and Algorithm STEM Camps and DMESC STEM HUB (when available), Credit Recovery assistance through Red Comet – as well as providing resources for parents to assist their children through PAC (Parent Advisory Council) and Regional Family Meetings
- Provide high-quality Professional Development opportunities for all Region 5 staff to increase individual knowledge of Federal and State laws and regulations governing grant: IDRC training, (previous) ADE SUMMIT attendance and Migrant presentation (now replaced with our Annual Migratory State Conference held in Searcy at Harding University),

NASDME (National Migrant meeting held in various states annually – virtual this year) and IMEC (Interstate Migrant Education Council) as well as various other Regional and Local meetings, conferences, and workshops – also attend appropriate DMESC provided workshops

- Ensure that districts and non-projects are meeting targets for students' achievement by analyzing performance indicators, testing strategies and holding students accountable for attendance
- Offer assistance state-wide through participating in Regional SWEEPS and re-interview processes, where a mass enlistment is sought benefiting the 6 AR regions
- Provide additional assistance to all Region 5 school districts/personnel in understanding MEP and qualifying students
- Annual Monitoring of all school districts within Region 5 by MEP Coordinator and reporting compliances to superintendents
- Offer Instructional and Supplemental support to all Region Private Schools seeking assistance for the benefit of Migrant student populations
- Provide valuable input and gain informative updates as a State Chair Representative for Arkansas with IMEC (Interstate Migrant Education Council)

PROGRAM SUMMARY:

The Region 5 Title 1, Part C Program (Migrant Education) provides free quality instructional and supplemental services to approx. 315 individuals, ages 3 years – 21 years. All programs operate on the various individual district school calendars for a total of 178 student interaction days, as well as providing supplemental summer programs and evening family-engagement opportunities. Migrant education meets the core quality components as outlined by the Office of Migrant Education and the Arkansas Department of Education which includes highly-qualified staff, one-on-one or small group instruction student/teacher ratio, developmental screenings and child assessment, meaningful parent community engagement activities, quality approved curriculum, and updates to knowledge of Federal and State laws and operating procedures.

For the FY25-26, the Title 1, Part C Program (Migrant Education) employs 3 full-time cooperative personnel, 1 part-time cooperative personnel, 5 full-time school district Tutor/Recruiters, and 1 Federal Programs Migrant Clerk.

Migrant Education student counts for Region 5 total 315 individuals: 30 PreK, 275 Kindergarten-12th graders, and 10 OSY (Out-of-School Youth). Out of these, the DeQueen-Mena Education Service Cooperative districts alone account for 198 total individuals: 18 PreK, 175 Kindergarten-12th graders and 5 OSY (Out-of-School Youth).

ASSESSMENT:

Assessment data is obtained for individual planning purposes and for analysis of sustained effects on individuals that migrate between various school districts and states in order to obtain gainful employment. Each child is assessed through one-on-one interactions with district tutors and counselors, state and cooperative state, work samples, TRIAND assessment reports, TRANSCRIPTS and testing instruments specified by ADE/DESE and OME. This helps to offer insight into each individual's abilities through their skills, behaviors and work habits, personal academic achievements, as well as language barriers and any mental or physical inhibitions each may possess. This data gives tutors and administrators necessary information to work effectively with students and create quality instructional materials for their benefit by nurturing the child's engagement and

motivating their confidence and leadership abilities. REDS Specialists report assessments and other pertinent data to capture a complete picture of each child's current status regarding academics and High School graduation projections.

MAJOR HIGHLIGHTS OF 2025-26:

- Successful School-Year Programs: Technology Camp hosted at the 4-H Vines Center in Little Rock – serving approx.. 30 male and female students, Summer School: total students served: 104: 32 non-project and 72 district students
- Successful School-Year Programs: MSAC (Migrant Student Advisory Council) at National Park College, Hot Springs campus – serving approx. 30 male and female students and staff AMESLA (Arkansas Migrant Education Student Leadership Academy) hosted by ExCel Little Rock, serving approx. 30 students - Migratory DMESC staff and other state staff at 4-H Vines Center, Little Rock: Fall and Spring sessions totaled over 55 male and female students and staff.
- Region 5 Family Meeting hosted at Dawson Education Cooperative, Arkadelphia by DMESC staff-presented in English and Spanish interpretation/translation on importance of college/career readiness – serving approx. 60 male and female parents, students and staff
- Coordinated additional Christmas for approximately 85 male and female non-project children through collaboration with Community and Private donation resources.
- MEP Coordinator/Education Specialist trained and collaborated with new ADE Public School Program Advisor in order to create various State Initiative Programs for the benefit and advancement of migratory children and their families
- DMESC COOP MEP Coordinator and REDS trained new staff in various school districts to be better prepared to assist students of varying ages and ability levels.
- DMESC MEP Coordinator/Educational Specialist remained AR Representative for IMEC (Interstate Migrant Education Council) by approval of State Director and board and served on this council for the 25-26FY, as well as will be presented in Rogers for the state of Arkansas at the June 2025 Conference
- SMART Goal for Migrant created alongside PLC Specialist and DMESC
- Region sweeps for various AR areas produced over 166 new students added to the program Statewide
- MEP Coordinator/Education Specialist and REDS, along with MEP State Director and META Federal staff collaborated to create new CNA (Needs Assessment) and SDP (Service Delivery Plan) for next 3 years for Migrant staff and students for the educational excellence of each student serviced – finalized and approved summer 2025

PROGRAM: Arkansas Professional Educator Pathway (ARPEP)

FUNDING SOURCE: \$33,800 Based upon number of ArPEP participants

COMPETITIVE GRANT: YES: _____ NO: X

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

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mount Ida, Nashville

PERSONNEL: Shannon Miller, Mentoring Program Specialist/ArPEP Coordinator

GOALS:

- To prepare learner-ready teachers to meet the growing demand of the teacher pipeline.
- To train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning.

PROGRAM SUMMARY:

The Arkansas Professional Educator Pathway (ArPEP), a nontraditional licensure program, is an alternative route to teacher licensure administered by the Department of Elementary and Secondary Education. Enrollment in this program allows a candidate with a bachelor's degree or higher to be employed as a classroom teacher while completing the necessary requirements for a Standard Arkansas Teaching License. DMESC hosts ArPEP Year 1 and ArPEP Year 2 participants so that our schools can hire qualified candidates. Each teacher attends 10 days of training in the summer and six Saturdays during the school year at DMESC each year.

Each ArPEP Year 1 teacher received a copy of The First-Year Teacher's Survival Guide by Michelle Cummings and Julia G Thompson, The Classroom Management Book by Harry and Rosemary Wong, and The New Art and Science of Teaching by Marzano. They also received a binder containing their state content standards, ATLAS Blueprints if teaching in a tested area, ArPEP Handbook, and dates of upcoming meetings. ArPEP Year 1 and Year 2 classroom teachers received individualized support from the Mentoring Program Specialist/ArPEP Coordinator.

Major Highlights of the Year:

- Year 1: 11 participants, Year 2: 14 participants, with twelve of fourteen candidates having passed the edTPA portfolio, the culminating assessment required for licensure eligibility.

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal – Part B

COMPETITIVE GRANT: YES_____ NO___X___

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

PERSONNEL:

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

Behavior Support Specialist:

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

PARTICIPATING SCHOOLS: STATEWIDE

GOAL:

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

BX3 PROJECT

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

BX3 Cohort 3 – Building Level Teams

- | | |
|--|---|
| <ol style="list-style-type: none">1. Bryant Elementary – Dawson2. Hurricane Creek Elementary – Bryant – Dawson3. McRae Elementary – Searcy – WDM4. Mena Middle School – DQM5. Mena High School – DQM | <ol style="list-style-type: none">6. Oscar Hamilton Elementary – Foreman – DQM7. Pottsville Junior High – AF8. Asbell Elementary - Fayetteville |
|--|---|

BX3 Cohort 4 – Building Level Teams

- | | |
|---|--|
| <ol style="list-style-type: none">1. Magnolia Middle School2. Westside Elementary – Searcy3. Southwest Middle School–Searcy-WDM4. Janie Darr Elementary - Rogers5. Arkadelphia High School6. Lake Hamilton New Horizons7. Washington Elementary - Fayetteville8. Lincoln Middle School9. Cedarville Elementary10. Glen Rose Elementary11. Flippin Elementary12. Beebe Elementary13. Bob Folsom Elementary - Farmington14. Westbrook Elementary – Harmony Grove | <ol style="list-style-type: none">15. Elmdale Elementary – Springdale16. Bayyari Elementary – Springdale17. North Heights Community School – Texarkana18. Beebe Middle School19. Louise Durham Elementary – Mena20. Indian Hills Elementary – North Little Rock21. East End Elementary22. Lakeside Primary23. Peake Elementary – Arkadelphia24. Harmony Leadership Academy – Texarkana25. Rector Elementary School |
|---|--|

BX3 Cohort 5 – Building Level Teams

- | | |
|--|--|
| <ol style="list-style-type: none">1. Waldron Middle School2. Mountainburg Elementary3. Mountainburg Middle School4. Mountainburg High School5. King Elementary – Van Buren6. Fairview Elementary – Fort Smith7. East Side – Magnolia8. Central Elementary – Magnolia9. Hillcrest Elementary10. East End Middle - Sheridan | <ol style="list-style-type: none">11. Sheridan High School12. Eureka Springs Elementary13. Eureka Springs Middle School14. McCrory Elementary15. Jerry “Pop” Williams Elementary – Farmington16. Farmington High School17. Arkansas Arts Academy Elementary18. Clarendon Elementary |
|--|--|

PROGRAM SUMMARY:

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary Education (DESE) – Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 – Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer 4- 6 coaching sessions 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 agree to strongly agree that the coaching session on the topic covered was beneficial.
- 98% of participants in Cohort 3, 4, 5, and 6 agree to strongly agree that the BX3 Coaches helped their team plan action steps toward meeting their SMART goals (s).
- 99% of participants in Cohort 3, 4, 5, and 6 agree to strongly agree that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 97% of participants in Cohort 3, 4, 5, and 6 agree to strongly agree 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 2025-26:

- 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 administrations 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 2025-26:

- 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 2025-26:

- 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 Tier 1/2 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 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 Behavior 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: \$289,157.26 Perkins

FUNDING SOURCE: Arkansas Department of Career Education (\$77,626.80)
Perkins Federal Funding (\$214,699.20)

COMPETITIVE GRANT: Yes: _____ No: X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Beau McCastlain, DMESC CTE Coordinator

GOALS:

- Support districts in providing students with high-quality Career & Technical Education exploration, guidance, support, and content knowledge through a sequence of Success Ready Pathways that result in opportunities for diplomas of Merit and Distinction and lead to employment, enrollment, and enlistment.
- Provide Career & Technical Education teachers access to high-quality professional development, opportunities for CTE Pathway Improvement, and support through Perkins Funding to enhance Post-Secondary and Industry partnerships. Provide technical assistance and professional development to administrators, counselors, teachers, and Work-Based Learning coordinators
- Support districts in building Industry and Post-Secondary partnerships, CTE pathways, and Career Learning opportunities that align with DCTE’s highest standard of size, scope, and quality. These standards include early career exploration, pathways aligned to state and regional workforce needs, a strong focus on Durable Skills and H2 Industry Recognized Credentials, concurrent credit opportunities, CTSOs, and Work-Based Learning experiences.
- Ensure that the DeQueen-Mena Perkins Consortium is meeting targets for all Perkins Performance Indicators and Perkins-funded activities align with the Arkansas Perkins V State Plan.

YEAR END NARRATIVE:

The Career & Technical Education program at DMESC supports CTE Education among Perkins consortium and non-consortium schools. This support is focused on high levels of student achievement, meeting the Arkansas state plan Perkins Indicator goals, student and teacher growth, and the administration of consortia funding.

During the 2025-2026 school year, DMESC continued to support districts through statewide pathway revisions and implementation updates related to the Arkansas Success Ready Pathways and Arkansas LEARNS initiatives. Support was provided to administrators, counselors, teachers, and Work-Based Learning coordinators as districts navigated pathway transitions, graduation readiness requirements, and new pathway opportunities.

The CTE Coordinator worked directly with district leadership teams to strengthen pathway alignment with local workforce needs, regional economic development opportunities, and student career interests. Special emphasis was placed on expanding High Wage, High Demand (H2) pathways, increasing industry credential attainment, strengthening Work-Based Learning opportunities, and improving student readiness outcomes connected to school accountability measures.

DMESC also continued serving as the fiscal agent for the DMESC Perkins Consortium, supporting districts with Perkins budgeting, allowable expenditures, compliance requirements, program improvement planning, and alignment to the Arkansas Perkins V State Plan.

The cooperative supported districts through Success Ready Pathway planning and implementation support, Perkins V technical assistance, CTSO support, Work-Based Learning guidance, industry credential planning, Diploma of Merit and Distinction guidance, pathway approval support, career exploration initiatives, and regional collaboration between K-12 education, higher education, workforce partners, and industry.

DMESC also supports the Recruitment and Retention of CTE teachers through \$10,000.00 in funding from the Division of Career & Technical Education. Events this year included monthly meetings with the DMESC CTE Collaborative team. These teachers are trained as experts in CTE and communicate current information to CTE departments and the Administration in their districts. Recruitment and Retention funds were also utilized to provide supplies and expert on-site BOSS Laser training for CTE teachers at six DMESC districts.

DMESC utilized funding from DCTE to support teachers and students in preparing and obtaining the H2 Industry Recognized Credentials (IRC's) that qualify for Diplomas of Merit and Distinction, while continuing to support Non-H2 IRC's and certifications recognized by DCTE and regional Industry partners. In partnership with the United Welding Institute, South Central Service Cooperative, and Southern Arkansas University, DMESC organized AWS Certification Events for 44 students from Acorn, Dierks, DeQueen, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, and Nashville. AWS (American Welding Society) is an H2 IRC for the Ag Power Pathway. The certification events resulted in 43 students successfully passing the AWS assessment and acquiring the "demonstration requirement" needed for Diplomas of Merit.

The DMESC Consortia utilized funding for the following industry-recognized credentials:

AWS: 44

Para Pro Exams: 38

CPR: 152

ServSafe: 139

Total: 373

GIRL POWER: DMESC, in collaboration with local industries and organizations, as well as eight other Educational Cooperatives (Arch Ford, Crowley's Ridge, South Central, Guy Fenter, Southwest, Southeast, NorthWest, and Wilbur D. Mills), proudly hosted the fifth annual *Girl Power* event. This initiative was created to promote female participation in non-traditional occupational fields. Female students in grades -12, attending public schools within the respective Cooperative Regions, were invited to compete. Participants engaged in hands-on competitions focused on CNC Cutting and

CNC laser technology projects, utilizing advanced equipment in the areas of Welding and Power Structural Systems.

The event aimed to develop and refine student skills in high-need, high-wage, and high-demand nontraditional occupations, while also encouraging creativity and innovation. Each cooperative hosted a local qualifying event, with top performers in categories such as CNC Cutting, CNC Lasering, CNC Wood, and Multitool advancing to the state competition. The state-level competition was held at the Saline County Career and Technical Center in Benton, Arkansas. Student projects were evaluated based on creativity, design, technical proficiency, and interview performance.

To support this initiative, the Arkansas Division of Career and Technical Education awarded Innovation Grant funding to fiscal agent SCSC. These funds enabled the 9 participating Educational Cooperatives \$30,000 to budget for equipment for districts according to need and to organize regional events while enhancing their respective Career and Technical Education (CTE) programs. Additional contributions from regional industry partners further supported student prizes and essential supplies. The innovation funds were used to procure CNC plasma-cutting systems, CNC laser-engraving technology, and other materials essential to advancing public school CTE programs.

A key takeaway from these events, as noted by coordinators, is the strengthened connection between educational institutions and industry. Collaborations with regional businesses and cooperation among Educational Cooperatives statewide have significantly expanded the scope and impact of the competition, enabling more than 1,000 girls to participate, fostering valuable real-world experiences for students, and helping to bridge the skills gap in the workforce.

The DMESC CTE department hosted multiple meetings and school visits in conjunction with the Arkansas Division of Career & Technical Education to increase knowledge and preparation of the new career pathway revisions and a stronger focus on career exploration for students. Opportunities for students included participation in Draft Day at Hempstead Hall and Explore Success held in collaboration with the economic development group SADA. These events promoted partnerships with regional businesses, including Nidec, Airgas, Domtar, Bristow Custom Metals, Horatio State Bank, Lonestar Truck Group, Southern Council of Carpenters, Amfuel, Arkansas Game and Fish, the Texarkana Chamber of Commerce, and SADA (Southwest Arkansas Development Alliance). Participating CTE teachers were provided the opportunity for increased collaboration with Post-secondary partners UA Cossatot and UA Rick Mountain. In addition to these opportunities, the CTE Coordinator assisted Perkins Consortia Districts in applying for multiple State Start-Up and Modernization grants.

PROGRAM SUMMARY:

The Career & Technical Education (CTE) program at DMESC supports CTE for participating member schools through the CTE coordinator. Perkins-approved projects are written and implemented in accordance with Perkins law, DCTE initiatives are aligned with the required CLNA (Combined Local Need Assessment) document, which the CTE Coordinator updates annually. The CTE coordinator consults stakeholders, including teachers, parents, business and industry and local agencies, who have a vested interest in workforce needs and Career & Technical Education. The CTE Coordinator collects and reports completers and placement data for consortium members, provides budgeting and allocation of funds, develops regional partnerships with stakeholder groups, assists districts with new program start up grants, assists in maintaining approved programs of study

and supports teachers with high quality professional development. Career Endorsement programs for 410, 412, and 418 are provided at no cost to districts.

Career and Technical assistance for CTE programs is provided to teachers and administrators in the areas of:

- New and expanded program development
- Start-up grant application assistance and submission
- Career pathway alignment between Secondary and Post-Secondary Partners
- Programs of study approvals
- Curriculum framework and mapping
- Crosswalk of core academics and CTE standards
- Innovation Grant applications and implementation of funded projects
- Planning and delivery of specialized professional development
- Planning and development of program area specific professional development
- Purchasing and tracking of program specific equipment
- Teacher licensure and support of novice CTE teachers
- Regional workforce partnerships
- Strong Business Community relationships
- DCTE Career Pathway Revisions
- CTE and accountability

PROFESSIONAL DEVELOPMENT PROVIDED:

- CTE Pathway Revision Training
- Success Ready Pathways Training
- Perkins V Compliance and Fiscal Guidance
- Work-Based Learning Training and Support
- CTSO Advisor Training
- Industry Credential Planning Sessions
- Career Pathways Planning Meetings
- Diploma of Merit and Distinction Guidance Sessions
- District Technical Assistance Visits
- Career Exploration Planning Support

WORK-BASED LEARNING AND INDUSTRY PARTNERSHIPS;

DMESC continued emphasizing the importance of high-quality Work-Based Learning opportunities that connect students with real-world experiences aligned to career pathways and workforce needs. Districts were encouraged to strengthen partnerships with local businesses, industry leaders, healthcare organizations, skilled trades, agriculture, manufacturing, education partners, and postsecondary institutions.

The cooperative also assisted districts in identifying opportunities to expand career practicums, internships, student-based enterprises, industry tours, guest speakers, and credential opportunities that enhance student readiness and support long-term workforce development throughout Southwest Arkansas.

Perkins Activities: Each fiscal year the implementation of the Perkins grant involves numerous stages. The CTE coordinator conducts a needs assessment, gathers data from teachers, and provides resources for teachers using Perkins funds. The CLNA (Comprehensive Local Needs Assessment) is then constructed and submitted in LEA Insights. The CLNA document drives Perkins' spending throughout the year. Projects written annually include support for teachers' professional development, funding for teachers in CTSO events, curriculum support for more rigorous instruction and support for student obtaining H2 and Non-H2 industry-recognized certifications.

In addition to the projects that support annual needs for CTE teachers, this year's projects include:

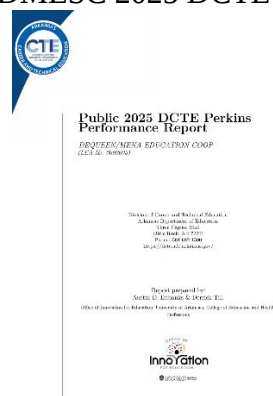
- Specialized printing and binding equipment for Pre-Educator pathways including, Dierks, DeQueen, Mount Ida, Mena, Foreman, Horatio, Nashville, Cossatot River, and Caddo Hills.
- Support equipment for student contests, Mena, Horatio, Foreman, Nashville and DeQueen received STEM/CNC-related equipment and training.
- Animal Science pathways at Mena received equipment and supplies to advance their Vet Science instruction.
- Computer Science Pathways at Nashville, DeQueen, Mena, Horatio, and Foreman received Mobile Technology Labs for Project-Based Learning.
- Animal Science Pathways in Mount Ida and Foreman were providing funding for CASE Curriculum training.
- Supplemental Curriculum for multiple pathways at Nashville, DeQueen, Horatio, Foreman, Mineral Springs, and Acorn.

The CTE Coordinator provides assistance to districts wishing to begin a new program of study by writing Start-Up Grants to purchase equipment required to teach the program. Startup grants submitted were:

Dierks – Pre Educator Modernization
 Horatio – Retail Management Start Up
 Mount Ida – Ag Modernization
 Foreman – Ag Modernization

Announcements will be in late Spring after the Arkansas Legislative Fiscal Session. DMESC CTE Coordinator strives to grow professionally by being an active member of Professional Organizations representing DMESC as the ACTE Past President and AACTEA Secretary.

Click the image to view the full 2025 DMESC 2025 DCTE Perkins Performance Report



PROGRAM: Commercial Driver License Third Party Testing

FUNDING AMOUNT: \$0

FUNDING SOURCE: Local Funding

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED FUNDING: ☒ **NON-RESTRICTED FUNDING:** ☐

PARTICIPATING DISTRICTS: DMESC School Districts

PERSONNEL: James Davis, Bus Garage Manager, Mena Public Schools

GOAL: To reduce costs and travel of school districts when licensing bus drivers.

PROGRAM SUMMARY:

A need was identified by local school districts to provide a site and evaluator to conduct Commercial Driver License tests for public school bus drivers as required by law. A current Mena School District Employee received training and certified to perform as a Third Party Tester. After completing an application with the Arkansas State Police, DeQueen-Mena Education Service Cooperative now offers to its school districts a central location to conduct the driving portion of the CDL licensure at a reduced cost and travel time.

PROGRAM: Vector Solutions LMS

Online bus training and compliance management system for meeting the new federal requirements for potential beginning CDL drivers. This is a new federal mandated training, which is a prerequisite for being able to take the CDL test.

GOAL: This program was acquired through a combined effort by all ESC's in Arkansas. This allowed our districts to have a greatly reduced cost per district rather than if they would have purchased it themselves. DeQueen-Mena serves as the Administrator Site.

PROGRAM SUMMARY:

This program helps schools comply with the moving ahead for progress in the 21st Century Act (MAP-21) that affects all new drivers who must have a class A or B commercial driver's license (CDL).

PROGRAM: Computer Science

FUNDING SOURCE: Arkansas Department of Education Grant – Act 220 of 2017

COMPETITIVE GRANT: Yes: X No:

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Statewide

PERSONNEL: Brian Lawhon, MSE, Statewide CS Specialist
 Alex Moeller, Statewide CS Specialist
 Ashley Kincannon, Ed.S., Statewide CS Specialist
 Joshua Rodgers, Statewide CS Specialist
 John Hart, MLIS, Statewide CS Specialist
 Zachary Spink, MSE, Statewide CS Lead Specialist
 Tammy Glass, Statewide CS Specialist

GOALS:

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

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
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 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 statewide 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 classroom.

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

FUNDING SOURCE: ADE Grant - Act

COMPETITIVE GRANT: Yes: ____ No: X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** ____

PARTICIPATING DEQUEEN-MENA EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Districts	Served (Yes or No)
ASHDOWN SCHOOL DISTRICT	Yes
CADDO HILLS SCHOOL DISTRICT	Yes
COSSATOT RIVER SCHOOL DISTRICT	Yes
DEQUEEN SCHOOL DISTRICT	Yes
DIERKS SCHOOL DISTRICT	Yes
FOREMAN SCHOOL DISTRICT	Yes
HORATIO SCHOOL DISTRICT	Yes
MENA SCHOOL DISTRICT	Yes
MINERAL SPRINGS SCHOOL DISTRICT	No
MOUNT IDA SCHOOL DISTRICT	Yes
NASHVILLE SCHOOL DISTRICT	No
OUACHITA RIVER SCHOOL DISTRICT	Yes

CENTRAL OFFICE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director and Superintendent; EdS, MS, BS
Mindy Looney: Virtual Arkansas Interim Director of Operations; BS, MBA
Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS
Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS
Jason Bohler: Core Campus Principal; MA, BA
Samantha Carpenter: Concurrent Credit Campus Principal; EdS, MS, BS
Christie Lewis: CTE Campus Director; BBA, MS
Rachael Walston: Learn Anywhere Principal; MS, BS

MISSION: Equip, engage, and empower Arkansas schools, students, and teachers by providing equitable access to superior online education.

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

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

GOALS:

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

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

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

Goals	2024-2025 Results
Help Address the Arkansas Teacher Shortage	• VA made courses available in all critical academic licensure shortage areas • VA provided access to 97 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	• VA provided access to 214 total courses; 151 courses with a VA teacher • These courses provided opportunities to 29,170 Content + Teacher enrollments and 16,500 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	• VA courses were made available to all high-poverty districts and were utilized by 90% of all Arkansas school districts with a 70% or higher FRL population • VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational Options for Rural Students	• 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural • VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural

	79% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	- All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

MAJOR HIGHLIGHTS OF THE 2025-2026 SCHOOL YEAR – VIRTUAL ARKANSAS

- Provided 100% virtual student options for local schools through the Learn Anywhere Academy (LAA).
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation for state virtual programs.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future. Had over 170% enrollment growth between year 1 and year 2.
- Executive Director completed his role as Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning, after 6 years of service.

- Designed and developed the America 250 teaching and learning resources utilized by schools, families, and students throughout the state.
- Partnered with the Arkansas Department of Education to design and develop facilitator materials for the ArPEP program.
- Supported DESE in the launch of the Course Choice program.
- Virtual Arkansas offers 5 full H2 pathways and an additional 6 H2 pathways with at least 2 levels of courses.

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

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

PROGRAM: DMESC Leadership Forum

FUNDING SOURCE: PDC

COMPETITIVE GRANT: Yes - _____ No - X

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

PARTICIPATING DISTRICTS: Opportunity of Practicing Principals & Assistant Principals in each Cooperative

PERSONNEL: Dana Ray, M. Ed.
Andria Miller, M. Ed.

PROGRAM SUMMARY:

After surveying principals in the coop, it was determined that a designated time was needed for principals and assistant principals to meet to discuss topics and issues in their buildings and districts. DMESC coordinated these meetings along with our BPM program so that novice administrators could network with experienced administrators. DMESC funded this support for our leadership group/meetings. DMESC provided Zoom or face to face options for building level leaders to meet. Topics included TESS, VAM, RVS, Climate/Culture, Data Literacy, professional development, student engagement, classroom walkthrough documents and training, teacher retention and many other topics.

OVERARCHING GOALS: The DMESC Leadership Forum will provide opportunities for:

- networking with other principals around best practice and solving problems of practice
- improving knowledge and skill in a variety of leadership areas
- improving knowledge and skill around curriculum, instruction, and assessment

GOALS SPECIFIC TO 25/26 SESSIONS:

- HQIM/Leadership
- Student Engagement
- Teacher morale and retention
- SoR Coding for teachers/Dyslexia intervention
- RVS
- Classroom Walkthrough tools/training
- Data Driven Decision Making

PROGRAM: Dyslexia

FUNDING AMOUNT: \$225,000.00

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

COMPETITIVE GRANT: Yes - X No - _____

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Lisa Schuller, MLA

GOALS:

- Build collaborative relationships with DMESC districts.
- Build the capacity of assigned districts to effectively implement processes and systems for utilizing tools approved for screening, identifying, and monitoring students with risk or characteristics of dyslexia.
- Provide professional learning around the Dyslexia Resource Guide/other needs.
- Support development of risk/CoD profiles.
- Analyze BoY, MoY, and EoY reporting Data.
- Conduct a risk assessment for all districts to ascertain urgency of needed support.
- Develop a Technical Assistance Plan for each district.
- Participate in and provide professional learning and technical assistance around dyslexia and related orders.
- Analyze reporting data – Cycle 4 & Cycle 7 pulls – Dyslexia.
- Work with districts to ensure fidelity of dyslexia program interventions.
- Act as a liaison between DESE and ESC districts with evolving protocols and interpretations.
- Act as designated point person – 3rd Grade Promotion.

YEAR END NARRATIVE:

The goals of the DMESC dyslexia department this year was to provide clear guidance and support for evaluating systems and processes related to dyslexia screening and intervention in compliance with the Arkansas Dyslexia Law and Rules. This support consisted of, but was not limited to, The DMESC Specialist:

- Conducted monthly face-to-face or virtual Dyslexia Coordinator Meetings.
- Created a district profile for each of DMESC's 12 school districts.
- Reviewed each district's Cycle 4 and Cycle 7 reporting data.
- Conducted BoY and EoY Strategic Planning Meetings with each district.

- Utilized a risk analysis assessment to prioritize districts in need of support.
- Provided professional learning and/or technical assistance to districts around the analysis of screening data (K-12)
- Provided professional learning and/or technical assistance to districts around the analysis of screening data (K-12)
- Conducted observations for fidelity with administration in all 12 DMESC districts.
- Held set virtual office hours minimum of three hours per week.
- Attended 100% of state dyslexia meetings.
- Provided DMESC districts' dyslexia coordinators with satisfaction surveys aligned with technical assistance and professional learning.

MAJOR HIGHLIGHTS

Fidelity Observations w/Administration

- The fidelity observation of dyslexia interventions was introduced this year in each district with administration in attendance. An observation tool was used to collect data regarding effective delivery and use of the adopted dyslexia program. Not all 12 DMESC districts utilize the same program, but only one observation tool was used. For the 26-27 SY, the observation tool used will be the one reflective of the district's dyslexia intervention program choice. The tool will allow more cohesion with observation of the lessons and the resulting data.

Screening and Intervention – Required Professional Learning

- DMESC partnered with Dawson ESC to offer Dyslexia Level II Screening training at no-cost to districts.
- DMESC on-site Sunday 1 and Sunday 2 training at no cost to districts and the accompanying SoR Days 1-3 at a shared cost.

Continued Strategic Planning

- Districts view their dyslexia program as a system of support for students and monitoring for RtI and data tracking students receiving dyslexia intervention.
- Protocols for initial screeners K-3 (ATLAS) and 4-12 (Encoding, ORF) ensure all students with risk are screened and level II assessed if protocols deem necessary.
- New dyslexia-focused professional development has been created and last year's presentations were revised based on the newest guidance from DESE. Professional learning will be presented this summer to district personnel either in house at DMESC or on site for districts as requested. The HQPL may be offered whole-group or district specific. Format will be at the discretion of the district.

PROGRAM: Dyslexia – Literacy

- This program component was discontinued by DESE. State literacy specialists now present the requested professional learning conditional upon registration of a minimum of 15 participants per session for the training to be held at DMESC.

PROGRAM: Early Childhood – LOCAL LEADS

FUNDING AMOUNT: \$150,000

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes: X No:

RESTRICTED FUNDING: **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Mr. Benny Weston, Grant Recipient
Kelli Parson – Program Director
Karen Garner – Local Leads Captain
Tara Cartwright – Financial Manager

GOALS:

The goal of the DMESC Local Leads initiative is to support access to high-quality early childhood programs and services for all children within the cooperative region. Local Leads work to identify gaps in childcare services and barriers that may prevent families from accessing quality care while fostering strong partnerships among public schools, private childcare providers, Head Start programs, community agencies, and other early childhood stakeholders.

Additional goals include collecting and reporting data to the Arkansas Office of Early Childhood, creating alignment among public and private providers and agencies within the community, and establishing a comprehensive locally supported plan for delivering coordinated early childhood programs and services throughout the region.

Local Leads works collaboratively across the service area to help ensure every child has access to quality childcare and early learning opportunities. The Local Leads Captain serves as the primary point of contact for local early childhood efforts by coordinating partnerships, increasing awareness regarding the importance of early childhood education, and connecting families and community partners with available resources and services.

The strategic planning process focuses on developing a unified community plan aligned with the goals and vision of the Arkansas LEARNS Act while also addressing the unique needs of the local communities served by DMESC. The Local Leads initiative also coordinates and reports and unduplicated count of children birth through age five served by publicly funded partners within the cooperative region, as required by the Arkansas Department of Education. These efforts help ensure all children are identified, supported, and provided access to the resources necessary for school readiness and future success.

PROGRAM SUMMARY:

As part of the Arkansas LEARNS Act, the DMESC Local Leads initiative is responsible for

establishing and implementing a comprehensive, locally driven plan that supports early childhood programs and services across the cooperative region. Local Leads provides assistance to publicly funded childcare programs and early childhood providers to help identify and address service gaps, barriers to access, and quality improvement needs within the community.

The initiative promotes the advancement of Better Beginnings quality standards among childcare providers and works to strengthen access to high quality instructional materials, professional development opportunities, and developmentally appropriate curriculum resources. Through community child counts, needs assessments, stakeholder engagement, and coordinated planning efforts. Local Leads helps ensure that the needs of all children and families within the service area are recognized and addressed.

Local Leads also focuses on increasing public awareness regarding the importance of early childhood education and expanding collaboration among schools, childcare providers, healthcare agencies, businesses, and community organizations. These coordinated efforts help strengthen regional early childhood systems and improve access to high quality care and educational opportunities for young children.

WHY LOCAL LEADS

The DMESC Local Leads initiative was established through the Arkansas LEARNS Act to help ensure all children have access to high quality early childhood education and are prepared for future academic success. Through coordinated child counts, needs assessments, community partnerships, and strategic planning. Local Leads works to identify gaps in childcare availability, remove barriers to access, and strengthen the quality of early childhood programs across the region.

A major focus of Local Leads is supporting childcare providers through professional development, training opportunities, technical assistance, and access to quality instructional resources. By investing in highly trained educators and high-quality learning environments. Local Leads helps ensure children receive the foundational skills and support necessary for long-term educational success.

The initiative also emphasizes collaboration, problem-solving, and community engagement to strengthen local early childhood systems. Through ongoing communication with providers, families community leaders and stakeholders. Local Leads continues working to improve access to quality childcare and early learning opportunities for all children within the DMESC service area.

MAJOR HIGHLIGHT OF THE YEAR:

One of the major highlights of the year was participation in the Arkansas Office of Early Childhood CLASS Pilot initiative. The Local Leads Captain and DMESC Program Director successfully completed CLASS assessor training for both PreK and Infant/Toddler assessments and later became affiliate trainers for the PreK CLASS assessment process. Together, they completed 125 CLASS observations throughout the cooperative region as part of the statewide pilot initiative designed to support the development of Arkansas's future Quality Rating System for early childhood providers.

DMESC Local Leads continued building local capacity for future CLASS observers by hosting PreK CLASS observer training. Additional accomplishments included completing the Coordinated

Funding Request (CFR) process to assist childcare providers in requesting additional funding opportunities and childcare slots for publicly funded programs.

The annual Child Count was completed in October to provide an unduplicated count of children receiving services in childcare centers across the five-county DMESC region. During the spring semester, DMESC Local Leads also distributed kindergarten transition backpacks to children attending kindergarten readiness programs throughout the region. This initiative received recognition from state leaders as an innovative strategy supporting school readiness and family engagement.

Local providers also participated in surveys designed to identify the greatest areas of need for support and technical assistance. Survey results indicated a significant need for high-quality instructional materials and approved curriculum resources. As a result, DMESC Local Leads began working collaboratively with providers to increase access to these resources and provide additional support for curriculum implementation. Plans were also initiated to expand Launchpad early literacy opportunities to private childcare providers throughout the service area.

The Local Leads Captain also participated in Chamber of Commerce meetings and community stakeholder events throughout the area to increase awareness of Local Leads initiatives and gather input regarding childcare needs and barriers within local communities. Local childcare centers in the startup phase also received technical assistance and guidance related to licensing requirements and quality program development. A professional development highlight was the sponsorship of Conscious Discipline, a 6 day social and emotional training brought to local providers at no cost to them.

TRAINING OFFERED BY PROVIDERS:

Professional development and training opportunities offered through DMESC Local Leads included:

- CPR/First Aid
- Social-Emotional Learning
- Essential Classroom Behavior Management
- Creating Positive Classroom Environments
- Parent Involvement Training
- PreK Math and Science
- Conscious Discipline
- Science of Reading
- CLASS Instruction Training

These training opportunities continue to strengthen instructional quality, classroom management practices and overall program effectiveness across the region's early childhood programs.

PROGRAM: Early Childhood - Special Education (ECSE)

FUNDING AMOUNT: \$1,257,361.83

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

COMPETITIVE GRANT: Yes - ____ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kelli Parson, EC Coordinator
Cheryl Green, Assistant Coordinator

GOALS:

- Locate, evaluate, and identify three through five year old that are suspected of having a disability on behalf of each school district in the co-op region
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality early childhood program in the coop region
- Collaborate in planning with the LEA's and superintendents in their districts for implementing activities to ensure the identification of eligible children
- Provide services to eligible children in accordance with individual education plans developed for children with the least restrictive environment being the primary concern
- Ensure that the provisions of a Free and Appropriate Public Education (FAPE) are met for eligible students, ages 3-5, with disabilities
- Provide a seamless system of transition services from Early Intervention into school district kindergarten programs
- Decrease the number of students requiring special education services upon entry to public school

PROGRAM SUMMARY:

- The Early Childhood Special Education Program (ECSE) employs nine itinerant preschool special education teachers, one full-time speech pathologist, one developmental assistant, two full-time contracted Speech Pathologists, five contracted part-time Speech Pathologists, four part-time contracted OT's, two part-time contracted PT's
- EC Coordinator supervises ECSE staff, locates and sets up qualified related services providers to provide occupational, physical, and speech therapies, handles all state and federal reporting of special education data, provides technical assistance to staff, schedules relevant professional development to meet the needs of children served, and disseminates information to local agencies, districts, and private child care providers.
- Total number of children served with an individual education plan (IEP) for 2025-2026 was 319 children:
 - Dierks 12

- Mineral Springs 5
- Nashville 65
- Ashdown 15
- Foreman 7
- Caddo Hills 7
- Mount Ida 7
- Mena 81
- Ouachita River 14
- Cossatot River 13
- DeQueen 80
- Horatio 13
- Local ABC Programs served 66%, local Head Start Programs served 6%, licensed child care facilities served 6%, local DDS centers served 20% and appointments at various locations accounted for 2%
- Children were eligible under the following Early Childhood categories:
56% non-categorical/preschool disabled, 35% speech language impaired, <1% vision impaired, orthopedic, Other Health Impaired and traumatic brain injury, 6% autism, Hearing Impaired 1%
- ECSE teachers and speech pathologists hold transition conferences in the spring to plan for children with disabilities to ensure seamless services
- Transition conferences were held in the spring to meet with public school administration and special education staff to ensure a continuation of services
- Collaboration and coordination is on-going with the twelve participating districts and communities through school district visits and meetings with local education supervisors. Early Childhood staff provides developmental screenings at the beginning of each school year for 3-5 programs and upon request throughout the year from parents, physicians, Department of Human Services, licensed child care providers and other interested parties who suspect a child may have a disability

MAJOR HIGHLIGHTS OF THE YEAR:

- Conducted approximately 1100 developmental, speech language and hearing and vision screenings
- The December 1, 2025 child count was 319
- Children served with IEP's mastered 71% of their goals and objectives for the school year
- Contracted with Arkansas Children's Hospital for direct Audiology services for children including hearing screenings and evaluation
- Continued collaboration with all head starts, Arkansas Better Chance, HIPPIY programs, private child care providers, related service providers, mental health centers, public schools and Department of Human Services throughout our cooperative area
- Transition books/packets provided to 100 preschool children entering kindergarten
- ADE Special Education Update
- Parent Involvement
- Inclusion: Every Child Belongs
- ASEP-Featuring Danita Pitts (ADE)

PROGRAM: Foster Grandparent Program

FUNDING AMOUNT: \$453,683.00

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes - _____ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Booneville, Charleston, Clarksville, County Line, Cossatot River, DeQueen, Foreman, Horatio, M.A.C., Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River, Ozark, Rainbow Children's Center, Scranton, Westside.

PERSONNEL: Terry Young, Project Director
Ann Frachiseur, Volunteer Coordinator

GOALS:

- Enable men and women 55 years and over to remain active and find ways to serve their community
- Enable children with special needs to improve academically, developmentally, and socially

PROGRAM SUMMARY:

The Foster Grandparent Program is federally funded program whose purpose is to offer senior citizens the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours of weekly service to community organizations such as schools and preschool programs.

MAJOR HIGHLIGHTS OF THE YEAR:

- Ten grandparents were added to our program this year for a total of 77. One new school station site was added for a total of 27. Six of our grandparents left the program this year, two of which passed away.
- Seventy-seven foster grandparents tutored and mentored 378 students from preschool to middle school.
- Seventy-nine percent of our students in K-12 assigned to a foster grandparent showed improvement in their delayed areas. Ninety-one percent of our students in Pre-school showed improvement for an average of 80%.
- 64,430 volunteer service hours were served.
- Forty-eight hours of annual in-service training were provided to each foster grandparent enrolled in the program.
- All of our grandparents contributed non-perishable food items as part of their 9/11 Service Project in September. We contributed food to food pantries in six of the bigger towns we serve.
- Over 70 blankets were made by our foster grandparents and donated to cancer centers and hospitals throughout Arkansas for Martin Luther King Service Day.

- Our grandparents were recognized for their years of service and contribution to their communities in our annual Recognition Service in December. Two of our current grandparents have over 20 years of service to the Foster Grandparent Program.
- Our project director, Terry Young, attended the Leadership Academy for the Americorps Senior Professional Network in order to learn new innovative approaches to recruitment, retention, and impact measurement.
- According to the Americorps National Service Report, our DMESC program serves 33% of the participants in the Foster Grandparent Program in Arkansas and covers 38% of the locations in Arkansas.

*Student Performance Data

Foster Grandparent	Student Performance Data Foster Grandparent for the 25-26 school year, 64,430 volunteer hours were served by foster grandparent volunteers directly to both school age and preschool-age children within the DeQueen-Mena service area. Our performance measures include tutoring, specifically in the area of school readiness and the performance measure of mentoring with a focus on K-12 success within the area. The children served are offered support in areas such as literacy, mathematics, life-skills, and general mentoring as recognized and assigned by local district personnel. The hours volunteered working with students/children for the present year, 64,430 is 2,631 more hours than were served last year in 24-25. Eighty percent of the students served this year made an improvement in end of year FAME codes compared to beginning of the year codes. Students were served in 27 different school locations.
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PROGRAM: Gifted and Talented Education

FUNDING AMOUNT: \$ 12,000.00

FUNDING SOURCE: Local Districts Consortium

COMPETITIVE GRANT: Yes: ____ No: X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen,
Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida,
Nashville, Ouachita River

GOALS:

- Goal 1: Reduce the equity gap for students receiving gifted services
- Goal 2: Increase opportunities for students to participate in enrichment in various forms.
- Goal 3: Increase the capacity of districts to meet the needs of gifted learners.

YEAR END NARRATIVE:

DMESC and consortium member school districts, gifted and talented programs have strived to better identify traditionally underrepresented student populations that better match total district demographics and ensure greater equity as well as opportunities for enrichment. DMESC used local funds to provide quarterly professional development opportunities for its 12 GT Coordinators. These sessions were a combination of local educators sharing curriculum and instruction ideas as well as Karen Grady, consultant, providing sessions at each meeting. Topics included: Social Emotional Learning, Differentiated Instruction, Project-Based Learning and Technology Integration. DESE Office of Advanced Learning and Gifted Programs advisors were at two of the four meetings to provide professional development and program guidance.

PROGRAM: Instructional Technology

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services
Division, Technology Department

COMPETITIVE GRANT: Yes: X No:

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen,
Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida,
Nashville, Ouachita River

PERSONNEL: Tyra Hobson, M.S.E.

GOALS:

- Positively impact student achievement by building capacity to respond to cyber incidents that could compromise instruction and student data.
- Conduct face-to-face or virtual meetings offered to co-op, district, or school technology staff.
- Meet additional technical and instructional technology needs of the co-op and area districts.

YEAR END NARRATIVE:

This year, the Technology Coordinator played a critical role in supporting cybersecurity awareness, strengthening district readiness, and enhancing communication and collaboration across DMESC and its member schools. Key objectives included equipping districts with the training and resources needed to comply with Arkansas Act 504, while also ensuring DMESC met the same requirements of the law.

DMESC continued to modernize on-campus technology infrastructure to create a more secure and accessible environment. Through training, guidance, and resource development, the coordinator worked to empower educators, co-op employees, and school technology teams with the knowledge and tools needed to protect systems and student data.

The coordinator also actively participated in meetings, workshops, and professional development sessions designed to address the diverse technology needs of the co-op and area districts while fostering collaboration and continuous growth.

KEY ACCOMPLISHMENTS:
CYBERSECURITY LEADERSHIP

- Guided districts in meeting the requirements of the Arkansas Act 504 and Act 846.
- Hosted and supported regional cybersecurity workshop series for school technology teams.
- Assisted districts with cyber incident reporting, response coordination, and readiness planning by reporting to CIRT and OST.

- Modernized DMESC technology systems to align with current security expectations.
- Served in statewide leadership teams including ACTC, CIRT, and Tel-AR.
- Earned FEMA certifications: ICS 100, ICS 200, and ICS 700, strengthening emergency preparedness and incident response leadership.
- Submitted Awareness training to DESE's monthly enewletter, Security Awareness Insider.

DISTRICT TECHNOLOGY SUPPORT

- Provided ongoing support to district technology coordinators through meetings, training, and troubleshooting.
- Supported areas focusing on new legislation, cyber laws, AI, Aruba training, patch management, cybersecurity awareness training, Google updates, COOP plans, vendors, and school technology policies.
- Managed the DMESC School Techs Listserv to push out important updates.

PROFESSIONAL DEVELOPMENT

- Delivered customized training for educators, staff, and district teams in instructional technology and cybersecurity.
- Led the statewide PD in Your PJs asynchronous PD, collaborating with 14 other ESCs across the state, expanding this opportunity to educators across Arkansas.
- Presented at numerous state conferences.

SOCIAL MEDIA AND WEBSITE MANAGEMENT

- Managed DMESC's website and social media presence to highlight district success stories, services, events, and opportunities.
- Strengthened organizational branding and outreach through consistent digital communication strategies.

STEM & INNOVATION

- Maintained the J. Frank Scott STEM Hub as a center for hands-on learning, educator training, and student engagement.
- Supported innovative events, including Girl Power, CS CTF, and STEM competitions.

SUPPORT AND SERVICES (including but not limited to):

- Strengthened student achievement and district readiness by building capacity to prevent and respond to cyber threats that could impact instruction and student data.
- Provided ongoing support to DMESC school technology coordinators through resources, tools, training, and guidance related to Arkansas Cyber Laws and DESE initiatives.
- Maintained active collaboration with ACTC, DESE, CIRT, OST, and statewide partners to stay informed on emerging technology initiatives and best practices.
- Led DMESC's digital communications by creating media and maintaining an active presence across platforms (Facebook, Twitter, Instagram, and website Live Feed), publishing 550+

- posts per platform to enhance outreach, engagement, and DMESC visibility.
- Managed and supported the DMESC J. Frank Scott STEM Hub for professional development, hands-on instructional sessions, and innovative learning opportunities for educators, GT, and CTE programs.
- Maintained communication systems, including the DMESC School Tech and LMS Forum Listservs, along with 24/7 online resources through the DMESC technology websites.
- Supported districts by reporting suspicious cyber activity to CIRT and OST
- Collaborated with DMESC coordinators and specialists on technology integration
- Designed and delivered synchronous and asynchronous professional development for K-12 educators, NoviceTeacher, ArPEP participants, and Early Childhood, focused on meaningful classroom technology integration and data security.
- DMESC STEM Challenge multimedia division – including VR, Website, Innovative Project, and Video competitions.
- Zoom Licenses: Provided Zoom licenses to member schools and specialists, enabling virtual face-to-face meetings while reducing travel costs and increasing access to collaboration opportunities.

MAJOR HIGHLIGHTS

- Led the asynchronous statewide PD in your PJs professional development with participants across the state.
- Earned FEMA certifications: ICS 100, ICS 200, and ICS 700, strengthening emergency preparedness and incident response leadership.
- Led DMESC's digital communications strategy, producing and publishing 550+ posts per platform (Facebook, Twitter, Instagram, and website Live Feed) to significantly expand outreach, engagement, and promotion of DMESC programs, services, and district achievements.
- Presented at statewide conferences.
- Actively participated in the statewide Act 504 cybersecurity Policy team, contributing to the development of the Arkansas Cybersecurity Rubric.
- Hosted statewide Act 504 Cybersecurity Policy Regional Workshop Series.
- Collaborated with CTE Coordinator on Girl Power and STEM events statewide.
- Created and distributed district resources for Act 504 implementation.
- Modernized DMESC technology infrastructure to ensure compliance with new cyber laws.
- Produced print and digital marketing to promote co-op services and initiatives, including designing a new EC logo.
- Created statewide Cybersecurity Awareness & Training materials for districts to use to be Act 504 compliant and provided Cybersecurity training to DMESC staff.

PROGRAM: **Mathematics**

FUNDING AMOUNT: \$90,000

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

COMPETITIVE GRANT: Yes – X No - _____

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Jesse Edge, (Ed.S.)

GOALS:

- Promote adoption of High-Quality Instructional Materials (HQIM) through targeted professional learning, follow-up support, and collaboration with Curriculum-Based Professional Learning (CBPL) vendors to ensure access to quality materials and support, streamline the adoption of HQIM, and recognize the CBPL vendors across the region.
- Support HQIM implementation through coaching and professional learning. Schools launching or implementing HQIM.
- The ESC Math Specialists will strengthen instructional leadership by providing targeted training to new building and district-level leaders on the Mathematics Leadership Walkthrough Tool. In addition, they will offer a suite of system-building training that address various components of system coherence, such as the follow-up walkthrough tool, system coherence development, and intervention planning. These trainings will be designed to support district leaders in creating sustainable systems that improve math instruction and student outcomes.
- ESC Math Specialists will deepen their understanding and implementation of DESE STEM Initiatives through collaboration, professional learning, training, and participation in workgroups. They will support districts with initiative updates by providing job-embedded assistance, including but not limited to state-led professional development and technical support.

YEAR END NARRATIVE:

As the Math Specialist at DeQueen-Mena Education Service Cooperative, I had four goals in alignment with my grant to complete this fiscal year. Following the hard work from last year's math specialist in my role, I was able to focus on coaching and mentoring more than adoption.

Goal 1 was 92% completed last year, with eleven of twelve districts adopting an HQIM. Working with our final district, we have decided to implement an HQIM for 6-8 and try it out. The Algebra 1 teacher joined the Algebra 1 Statewide PD, presented by DESE. This PD

focuses on unit and lesson internalization, so it directly aligns with our goals as math specialists.

My primary focus was implementation of HQIM within my low-performing schools. I completed a coaching cycle with 4 teachers, grade 3-6, another cycle with 5 teachers for third grade, and finally, a coaching cycle with 3 teachers for 7-Geometry. These coaching cycles primarily focused on lesson internalization, although 4 of the teachers also completed unit internalizations as well. These internalizations followed the guidelines of TNTP. These coaching cycles each had an initial walkthrough and a follow-up walkthrough, recorded in a DESE tracker utilizing the Classroom Walkthrough Tool. Although I completed more than 75 walkthroughs, 49 were documented in the DESE tracker for the coaching cycles. Through these coaching cycles, several of the schools saw improvement in their ATLAS scores.

Ashdown Elementary third grade grew 17 points from the Fall Interim to the Summative, which was a 5-point increase from last year's summative scores. Dierks School District saw an increase of 13 points from fall interim to this year's summative for 5th grade, which was a 9 point increase from last year's scores. Mineral Springs High School saw an increase of 8 points from interim to summative, which was also an 8-point increase from last year. Algebra 1 increased 8 points from interim to summative, which was a 6-point increase from last year's summative. All teachers that received a coaching cycle performed higher than the previous two years of ATLAS testing.

Along with these specific coaching cycles, I have spent extensive time going through last year's summative data and this year's interim data to help teachers hone in on low-performing standards. After identifying these standards with teachers, we make a pacing guide to implement a reteach or intervention for skills that were still not proficient after it has been taught. Along with the low-performing standards pacing. I also did informal unit internalizations as a school wide professional development for teachers to assess how well their HQIM addresses the state standards and where to supplement where necessary. From doing these professional developments and data aggregation, I have noticed that our Geometry scores across the cooperative are significantly lower than other subjects/grades. This led me to create a professional development that I will be hosting during the summer to help teachers create supplements for their HQIMs. Throughout the year, I have also attended numerous PLC meetings addressing curriculum, coaching, and helping through the data protocol process.

Although the professional developments have not been completed yet, I will also host three sessions, focusing on the statewide initiative of increasing mathematical fluency. These sessions focus on understanding fluency, addition and subtraction, and multiplication and division. Throughout the year, I have attended several professional development sessions, including Capturing Kids Hearts, NCTM Conference, Outdoor Education, CPRL Research, and our Math Unit Meetings. I also attended a TNTP Learning Walk, which helped improve my coaching and calibrated my walkthrough observations utilizing the Classroom Walkthrough Tool. I also created 10 questions in the ATLAS Classroom Tool to be used towards a beginning of the year diagnostic for 8th graders.

SUPPORT AND SERVICES (including but not limited to):

- Coaching Cycles
- ELEVATE Math Fluency
- High Quality Instructional Materials
- Instructional Facilitator Support
- Model Lessons
- ATLAS Training
- Productive Mathematical Discourse
- Lesson Planning
- Essential Standards
- Math Walk-Through Tool Training

MAJOR HIGHLIGHTS:

- 100% Adoption Success: Facilitated HQIM implementation for the final remaining district (Grades 6-8), reaching full regional participation.
- Intensive Coaching: Completed 3 coaching cycles for 12 teachers (Grades 3-Geometry), focusing on TNTP-aligned lesson and unit internalization.
- Data-Driven Growth: 100% of coached teachers outperformed their previous two years of ATLAS results, with notable growth in Ashdown (+17 pts) and Dierks (+13 pts).
- Fidelity Monitoring: Conducted 75+ walkthroughs, documenting 49 formal observations via the DESE Classroom Walkthrough Tool.
- Strategic Intervention: Developed a specialized Geometry Summer PD and an 8th Grade ATLAS diagnostic to address regional proficiency gaps identified through data analysis.
- Professional Calibration: Attended a TNTP Learning Walk to align coaching practices with state standards and participated in NCTM and Math Unit Meetings.
- Statewide Initiative Support: Developed 3 summer sessions on Mathematical Fluency and supported the Algebra 1 Statewide PD rollout.

***Student Performance Data**

Literacy, Math, & Science	During the 2024-2025 school year, approximately 33% of my coaching time was dedicated to supporting teachers at Mineral Springs Elementary. The school received an “F” letter grade in 2022-2023. Following a year in which I spend 56% of my time at the campus, the school’s simulated letter grade for 2023-2024 improved to a “C”. I also allocated 25% of my time to supporting Mena School District’s primary and elementary schools. These schools improved from a “C” in 2022-2023 to a simulated “B” in 2023-2024. Additionally, 14% of my time was devoted to coaching at Ashdown Elementary. While the school held a “C” letter grade in 2022-2023, the simulated grade for 2023-2024 had not yet been shared at the time of this request.
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PROGRAM: Media Center

FUNDING AMOUNT: \$4 per ADM with a cap of \$2,500

FUNDING SOURCE: Local School Districts

COMPETITIVE GRANT: Yes - _____ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk

GOALS:

- To improve student achievement by providing quality instructional materials
- To provide prompt, friendly service to all educators in the co-op area

PROGRAM SUMMARY:

The DMESC Media Center provides quality support to educators and students. Instructional materials are updated every year to assure that the most current are available.

The media van delivers to 64 stops weekly. This count includes delivery to twelve administrative offices and sixteen co-op preschools. Private preschools and Head Starts pick up their deliveries at designated sites. Teachers and administrators order media items via telephone, fax, email, and on-line. Ordering supplies and Ellison cuts on-line is considered a favorite among teachers and staff. It saves time and the co-op does the cutting for free. In addition, the co-op furnishes three sets of Ellison letters and holiday die that rotate to each building during the school year.

The DMEC staff collaborates with the Arkansas Department of Education (ADE) and other agencies to distribute materials to schools at a cost savings and in a timely manner. Materials include:

- Content area materials (books, handouts, etc.)
- Pamphlets
- Newsletters
- Schedules

Media items provided by the ADE are housed in the media center. This provides easy access of instructional materials and supplies to our districts. The Co-op delivers requested items weekly to schools.

PROGRAM: **Mentoring Support Program**

FUNDING SOURCE: \$85,825

COMPETITIVE GRANT: YES _____ NO: X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Shannon Miller, Mentoring Program Specialist, MSE

GOALS:

- Communicate with supported districts and the state to ensure program fidelity for teacher retention;
- Provide training and support novice teachers in order to increase teacher retention;
- Establish norms of professionalism;
- Increase effective teacher performance which will lead to improved student achievement; and
- Provide licensure assessment support

PROGRAM SUMMARY:

The Mentoring Program supports novice teachers in becoming effective, knowledgeable educators by providing consistent guidance, encouragement, and targeted professional support. The DeQueen-Mena Education Service Cooperative (DMESC) implements a comprehensive three-year mentoring model designed to meet the evolving needs of novice teachers across our cooperative area. By partnering with districts to build the capacity of experienced mentor teachers and lead/master teachers, the program strengthens support systems and contributes to increased teacher retention.

Novice Teachers attended two days of face-to-face professional learning at DMESC during the summer. Training during the Novice Teacher Institute included sessions on TESS, Technology in the Classroom, Behavior Management, Ethics, as well as *A Teacher's Guide to Excellence in Every Classroom* led by John Wink.

Novices and mentors received monthly newsletters focused on TESS.

DMESC also provided monthly zoom meetings for Novice teachers focusing on 2-3 different TESS elements each month.

DMESC conducted monthly check-ins for both novice teachers and mentors to quickly check the pulse of how teachers were doing.

Mentor teachers were given access to a Google site with resources they could use as needed to support their novice teachers.

Major Highlights of the Year:

- 146 Novice Teachers supported during the 2025-2026 school year by being assigned a mentor teacher within their district and receiving monthly newsletters, zooms, and email check-ins from the Mentoring Program Specialist.
- Collaborated with building-level administrators to develop and implement Mentoring Plans,

ensuring that all member schools provided targeted support to novice teachers and assigned qualified building mentors to guide their professional growth.

- Praxis support was provided to all teachers, including those on alternative certification pathways. 240 Tutoring, Mometrix Study Materials, and checkout materials were used by multiple pre-service, novice, and veteran teachers to assist in preparation for the Praxis exams. DMESC reimbursed registration fees for any participants who passed their licensure exam after using study materials provided by DMESC. In-person tutoring sessions were provided for the Foundations of Reading test.
- Supported building mentors through monthly newsletters, emails, and on-site visits.
- Arkansas Teacher Residency Apprenticeship-In partnership with the Arkansas Department of Education (DESE), Reach University, and participating member school districts, the Arkansas Teacher Residency Apprenticeship program supported for future educators in their pathway to the classroom. During the 2025-2026 school year, one apprentice filled a critical vacancy, serving as the teacher of record under an Aspiring Teacher Permit.
- To support the development of teacher leadership within our member school districts, DMESC provided each district the opportunity to send 2 teachers to participate in the NIET Lead Designation pathway, as well as the NIET Master Designation Pathway. These initiatives are designed to equip teacher leaders with the skills needed to effectively mentor and support novice educators. Information regarding both the Master and Lead Designations was shared with all member districts through various formats, including whole group presentations, individual meetings, and sessions held during the Teacher Center Coordinators' meeting. Due to these initiatives, the total number of mentor teachers with Lead/Master designation rose from 46 in June 2025, to 153 in May 2026.

PROGRAM: Professional Development/Teacher Center

FUNDING AMOUNT: \$125 Per Certified Staff Member

FUNDING SOURCE: Local School District

COMPETITIVE GRANT: Yes - _____ No - X

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, Teacher Center Coordinator (MSE)
Crystal Willey, Administrative Assistant

GOALS:

- To align professional development services with district needs for administrators, teachers, and other support staff in order to increase student achievement and help students graduate high school college and career ready
- To support the Arkansas Department of Education’s school initiatives
- To provide school leadership with best practices of other achieving districts throughout the state

PROGRAM SUMMARY:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our twelve member districts. During the 2025-26 school year, DeQueen-Mena ESC offered professional development opportunities that aligned with district needs and state initiatives. A comprehensive list of professional development workshops is provided at the end of this report.

Each year DMESC provides a summer Administrator Institute for approximately 120 administrators. Required state training is presented at this three-day institute along with other leadership training. Featured speakers this summer included Katherine Martinko, Dr. Tina Moore, Dr. Robin Finley, Dr. Eric Saunders, and DMESC Specialists as well as Tier I training presented by Dr. Kayla Neathery, AAEA, and Legislative Updates presented by Harvie Nichols.

Link to Results: [2025-2026 User Satisfaction Survey](#)

PROGRAM: Science

FUNDING AMOUNT: \$90,875.00

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

COMPETITIVE GRANT: Yes - X No -

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Brian Schuller, MSE

GOALS:

- Increase the knowledge and skills of classroom teachers AND K-12 educators to skillfully implement the Science Instruction through professional learning, and job-embedded support. DMESC will identify schools that will receive support based on summative, formative, and school improvement data that will receive coaching support.
- Support the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators. High Quality Professional Learning (HQPL) will be designed to address the following processes: 1) Adoption of HQIM for science 2) Launching a curriculum 3) Ongoing support for teachers and leaders.
- Increase the knowledge and skills of educators in using the ATLAS platform to utilize the classroom tool to create questions, create tests, and utilize the digital library. Educators will also use the platform to data track students and create trajectories and identify needed support.

YEAR END NARRATIVE:

During the FY 25-26 school year, science teachers were supported in their knowledge and skills in implementing student-focused, three-dimensional science, and instructional strategies that impact student learning to help prepare them for college and/or careers.

Teachers were also instructed in the use of DMESC technology and guiding teachers in reviewing curriculum options.

The ATLAS platform was used to prepare students for using the technology used for testing. The classroom tool and library were utilized by teachers to draw upon and write assessment questions. Data reporting allowed teachers to identify needs and address them.

The Science Specialist has offered several sessions on professional development along with other professional development offerings in the summer, with teacher follow up visits in the fall and spring semesters. This year the specialist has directly supported and coached several teachers to ensure the development and implementation of a guaranteed and viable science curriculum. Within the

development and implementation of the curriculum, the specialist has emphasized the development and implementation of the three dimensional assessments. The science specialist has also collaborated with colleagues from other cooperatives across the state and DESE science specialists, creating professional learning opportunities for Arkansas teachers.

Targeted technical assistance was given to identified districts with onsite visits geared to the implementation on engaging HQIM and phenomenon based science lessons to increase student interest. Focused attention to science vocabulary acquisition and word knowledge in K-12 science classes ensured teachers had and improved understanding of student deficits and solutions. This technical assistance included on-site visits, virtual meetings, emails, texts, and follow-ups.

The DMESC STEM Challenge is open to all students in grades 3-12 that want to experience STEM (Science, Technology, Engineering, Mathematics) through exciting challenges and problem-solving situations. All DMESC school districts have the opportunity to participate by sending individuals or teams that may choose from 13 different challenges and compete for best performance. Students and teachers were excited to come together and compete in person.

The goal of the DMESC science department this year is to increase the knowledge and skills of educators to skillfully implement the Science Instruction through coaching, professional learning, and job-embedded support. The Science coach supported the Arkansas Initiative for Instructional Materials (AIIM) and the High-Quality Professional Learning (HQPL).

Professional Learning:

The Science specialist at DMESC strives to continually reflect on his own practices and grow professionally in order to meet yearly goals and support districts in the best way possible. The Science specialist has participated in TNTP Coaching.

- TNTP Coaching Cycle
- Inclusive Practices
- HQIM (High Quality Instructional Materials)
- 3-10 Assessment Data

SUPPORT AND SERVICES (including but not limited to):

- Assisted with High Level Questioning
- Demonstrated lessons in area classrooms
- Facilitated implementation of Arkansas K-12 Science Standards along with Lesson Planning
- High Quality Instructional Materials
- Guided Formative/Summative Assessments
- Hosted regional STEM competition (DMESC) Implemented student-focused, three-dimensional science instructional strategies that impact student learning
- Atlas
- Partnered with other specialists in creating professional development
- Provided coaching support that aligns with Arkansas K-12 Science Standards
- Provided recommendations to enhance STEM education
- Supported the Instructional Facilitator

MAJOR HIGHLIGHTS

Hands on Tech Tools

- Offered Summer professional development to teachers
- Teachers this year have checked out materials that include – 3D Pens, Circuit Playground, Airblock Drones, Dot & Dash, Lego Mindstorm EV3, Snap Circuits, Ollie, Spheros Sprk, Spheros Mini, Heat Press, Cricut Maker, Makey Makey, Code and Go Robots, EVOBot Classroom Kit (12), Bee Bots, Lego Boost Robots, Codeapillars, and some Unplugged Resources. Several hundred students have had the opportunity to use these materials.

Starlab Portable Planetarium

- Taken to schools
- Approximately 150 students, teachers

DMESC STEM Challenge

- Offered professional development to teachers
- Held the DMESC STEM Challenge with over 260 students, over 25 teachers, and support participants.

***Student Performance Data**

In the 2025-2026 school year, the science specialist targeted technical assistance was given to identified districts with onsite visits geared to the implementation of engaging HQIM and phenomenon based science lessons to increase student interest. 34% of the time was spent at school districts that were implementing new HQIM and 66% of time was spent with the other school districts in the DeQueen Mena ESC region.

The Science specialists also worked with the districts for the STEM challenge held at the DeQueen Mena Educational Cooperative campus. There was professional development teachers and support staff. We had four of our districts along with two school districts outside the coop area involved this year.

PROGRAM: Special Nutrition Program

FUNDING AMOUNT: \$758,402

FUNDING SOURCE: Child and Adult Care Food Program

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED FUNDING: ☒ **NON-RESTRICTED FUNDING:** ☐

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Cheryl Green, Program Director

PROGRAM GOALS:

- Provide nutritious meals at no cost to the family of the participating children
- Provide all children in attendance at ABC Preschool sites the same meals with no physical segregation or other discrimination because of race, sex, age, disability, color, or national origin.
- Provide breakfast, lunch, and afternoon supplemental meals that meet all requirements of meal patterns for young children in child care programs.

PROGRAM SUMMARY:

Nutritious meals and snack are supplied to approximately 830 children in eleven school districts at 14 physical sites across the cooperative service area. Food service contracts are signed between school districts and the cooperative stipulating costs, delivery times, and billing procedures. The Project Director maintains records, documents periodic visits, monitors compliance, and submits monthly reimbursement claims to the Special Nutrition Program. Cooperation between the SNP Director, Preschool Directors and school district's Food Service Directors is necessary to prepare and submit the grant each year. Eligibility of families for 2025-2026 totaled: free 60%, reduced 20% and paid 20%.

PROGRAM: Strategic Support Plan for Educators of ELs in Arkansas

FUNDING AMOUNT: \$43,590.00

FUNDING SOURCE: ADE – DESE

COMPETITIVE GRANT: YES: ____ NO: X

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

VISION

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. This plan envisions educators becoming 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

Engagement: Landscape Analysis Consult with personnel at the educational cooperatives to validate 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.

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

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

Responsive Vendor-Led Through-Year Professional Learning: Tailor professional learning pathways based on educational cooperative EL population density. For instance, districts with high EL enrollments (e.g., Northwest at 51%) require scalable, intensive interventions for district and school-level leaders, whereas districts with lower concentrations (e.g., Southeast at 5%) benefit from focused, integrative communities of practice and teacher-level support.

Selective, Impactful Partnerships: Engage vendors and professional learning partners who demonstrate expertise in EL pedagogies for sustainable practice through direct teacher support in the classroom or, for high-density districts, building system and instructional support at the district, school, and classroom level.

Past partners such as E.L. Achieve and ED Northwest serve as models for these critical collaborations. Review existing CBPL partnerships (AR Professional Learning Partner Guide) to determine where PL can be extended to an ELD-specific focus using existing school HQIM as the core content.

Data-Informed Resource Allocation: Use language proficiency (ELPA21), academic performance data (ATLAS or other), and EL population density information to drive strategic decisions for vendor support. This includes conducting targeted landscape analyses and setting up feedback loops that allow educational cooperatives to monitor progress against measurable outcomes.

Funding

Leverage existing categorical funds to provide grants to Educational Service Cooperatives (ESCs) in each region. These ESCs will collaborate with DESE-approved vendors to deliver direct support to districts and schools. Funding distribution will be based on student density, academic performance (ATLAS), and language development data (ELPA21) [see data/demographics information below]. Categorical funding for professional learning will be allocated at a rate of \$45.00 per pupil.

YEAR END NARRATIVE:

DMESC regional ESOL support was developed in collaboration with the Division of Elementary and Secondary Education Learning Services Unit to improve the teaching and learning process for English learners and to assist with disseminating information regarding curricula choices and implementation. All 12 districts are invited and encouraged to participate in this work. ESOL coordinators met once per semester via Zoom to collaborate and discuss current issues, policies, updates, and significant trends related to ESOL programming and EL services. These sessions were designed as an added layer of support for districts in ensuring they are up to date regarding compliance with the Office of Civil Rights and Federal and State Laws pertaining to ESOL services. These sessions also included discussion of effective instructional models, practices, and curriculum for providing English learners with both English Language Development and Access to Core Content. Additionally, the DESE English Learner State Specialist, Maria Touchstone, worked collaboratively with district ESOL Coordinators to provide guidance, training, and helpful resources and tools to support specific needs identified. In addition to these supports, DMESC offered a week long SAVVAS/SIOP Capacity Builders training on-site at DMESC through a grant from DESE. All participants received all resources through the grant. All 12 DMESC districts participated in this training.

PROGRAM: **Supplies**

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

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Anita Bowren, Media Clerk
Xitlali Trinidad, Secretary

PROGRAM GOALS:

DeQueen-Mena Education Service Cooperative operates a successful supplies and materials service for school districts. These items are purchased from the Arch Ford Service Center where they solicit bids for the best prices, purchase in bulk, and pass the savings to other cooperatives. This allows the co-op to pass the savings to local school districts with the co-op attempting to break even on cost.

Supplies are delivered to schools via the media delivery service. Teachers and administrators continue to ask for this service and continue to be supportive. This major convenience is offered to teachers. School personnel may order online and have supplies delivered on their weekly media delivery day.

SPECIAL PROJECTS AND PROGRAMS

Program Name: ATLAS

Competitive Grant Yes - ____ No - X

Goals and Description:

DeQueen-Mena Cooperative System Support Specialist and content specialists have provided support to district testing and technology personnel to support teachers with ATLAS testing and data disaggregation. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ATLAS updates, and hosting ATLAS workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts. Support was also provided by DESE for classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ATLAS Assessment. In addition to ADE presenters, cooperative content specialists provided face-to-face training on the ATLAS Blueprint, Standards, and Classroom tool, as well as, DOK and ALD training/tools.

Program Name: Supporting Districts Through PLCs and Instructional Quality Initiatives

Competitive Grant Yes - ____ No - ____

Goals and Description:

In response to the growing need for targeted, high-impact district support, the DeQueen-Mena Education Service Cooperative (DMESC) expanded its service model to include the Systems Support Specialist (SSS) role. Originally designed to strengthen and sustain Professional Learning Communities (PLCs), the role has evolved into a comprehensive, systems-level position focused on improving instructional quality, leadership capacity, and student outcomes.

As district needs have grown more complex, the SSS has shifted from primarily facilitating PLCs to serving as a strategic partner in school improvement, working across all levels of the system, from boardroom planning to classroom instruction.

This evolution reflects a core belief:

Sustainable improvement requires aligned systems, strong instructional leadership, and a relentless focus on high-quality Tier 1 instruction.

Expand Scope of Work

1. Instructional Systems Leadership

Beyond PLC facilitation, the SSS supports the development of cohesive, district-wide instructional systems by:

- Aligning standards, curriculum, instruction, and assessment
- Ensuring collaboration leads to measurable instructional impact

2. Leadership Development

The SSS builds administrator capacity as instructional leaders by supporting:

- Identification of high-quality, standards-aligned instruction
- Purposeful walkthroughs and actionable feedback
- Data conversations focused on improving instruction

This work supports a critical shift from managing buildings to leading instruction.

3. Data-Driven Instruction

The SSS provides targeted support using ATLAS data to:

- Disaggregate data across district, building, and classroom levels
- Identify priority standards and trends
- Distinguish between Tier 1 gaps and intervention needs
- Drive specific instructional adjustments

4. Strengthening Tier 1 Instruction

Action plans consistently prioritize:

- HQIM implementation and alignment to standards
- Unit and lesson internalization
- Closing instructional gaps
- Ensuring rigor through ALDs

This ensures all students have access to grade-level, standards-aligned instruction.

5. Walkthrough-Driven Improvement

The SSS uses walkthrough data and principal input to drive school improvement by:

- Identifying trends and areas for growth
- Developing targeted, actionable plans

In partnership with DMESC content specialists, this includes:

- Content-specific walkthroughs using the DESE Key Levers Tool
- Timely, actionable feedback
- Coaching through lesson and unit internalization

This ensures instructional changes are implemented, monitored, and sustained.

6. Alignment to Accountability & MTSS

The SSS supports alignment to state accountability measures (Achievement, Growth of All, and Growth of Lowest Quartile) by:

- Strengthening Tier 1 instruction
- Supporting targeted interventions
- Monitoring MTSS effectiveness

The Systems Support Specialists role has evolved into a critical driver of school improvement, striving to ensure that leadership, data, curriculum, and instruction are fully aligned and working together.

Through intentional analysis, strategic planning, and coordinated support, the SSS strives to ensure that:

- Data leads to action
- Leadership drives instruction
- Systems translate into classroom practice

As a result, districts are not only implementing stronger systems, but they are also building the internal capacity to sustain high-quality instruction and continuously improve student outcomes over time.

SSS Output Data	The Systems Support Specialists (SSS) position has played a pivotal role in strengthening professional learning and leadership support across the region. The SSS leads districts in school improvement efforts with a clear focus on building strong instructional leadership and maintaining a relentless commitment of high-quality Tier 1 instruction. Through ongoing observations and collaboration with administrators, the SSS develops targeted action plans to strengthen instructional practices across member districts. While each plan is tailored to district needs, several priorities remain consistent: effective implementation of high-quality instructional materials (HQIM), alignment of curriculum to standards, ensuring appropriate rigor through the use of ALDs, and using assessment data to drive instruction. To further build leadership capacity, 16 days of professional learning were provided specifically for administrators, along with 28 ATLAS Data Days that supported schools in analyzing student achievement and growth data to inform instruction. Five district leadership meetings were held to align efforts across systems and strengthen communication. Beyond scheduled sessions, countless phone calls and one-on-one conversations were held to guide administrators through the complexities of the Arkansas Educator Effectiveness System and Roster Verification System, ensuring they felt supported and confident throughout the process. As a result of these efforts, the SSS position has directly supported over 1,000 teacher participants and more than 100 administrators across the region, contributing meaningfully to both classroom practice and district-wide systems improvement.
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Project Name: **Beginning Superintendent and Principal Mentoring**

Competitive Grant: Yes: _____ No: X

Goals and Descriptions:

Education Service Cooperatives began mentoring beginning superintendents and principals in the 2025-2026 school year. DMESC supported 1 beginning superintendent and 1 beginning principal in the Beginning Administrator Mentoring program.

The Beginning Superintendent/Principal Mentoring Program is a two-year initiative designed to support first-year and second-year superintendents/building principals across Arkansas. Administered regionally through the state's Education Service Cooperatives (ESCs), this program provides structured leadership training aligned with the Arkansas LEADS framework. It emphasizes building a positive school climate and strengthening instructional leadership. The Beginning Superintendent/Principal Mentoring Program is designed to equip Arkansas' newest educational leaders with the essential tools, habits, and mindsets they need to foster strong climates, improve instruction, and ultimately improve student outcomes. Its flexible design ensures statewide consistency while allowing for regional customization based on local leads:

Year 1: Foundational Leadership Development Focus:

Climate, Communication, Coaching, Commitment

LEADS, especially Domain 2 (school climate)

Key Components: Summer statewide kickoff training, on-site school visits, quarterly climate-focused focus walks, regional meetings, 6 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 Teaching Ratings.

Year 2: Advanced Instructional Leadership Focus:

Instructional Leadership

High-Quality Instructional Materials (HQIM)

Key Components: Summer statewide 2-day training, on-site school visits, regional meetings, focus walks (focused on instruction and HQIM)

Training Topics: Building and Instructional Model, Classroom Walkthroughs, Profile of a Highly Effective Principal and Teacher, Data Collection, HQIM

Project Name: **Collaboration with State Education Service Cooperatives/escWorks**

Competitive Grant: Yes: _____ No: X

Goals and Descriptions:

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

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

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

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

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

- Hosting trainings for new and veteran teachers on how to use the platform.
- Input trainings, meetings, and other events that participants can select to attend for yearly professional development.
- Indicating required DESE professional development trainings for teacher license renewal in the platform.
- 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 25-25.

Program Name: **D/F District Support-School Improvement**

Goals and Descriptions:

This year was the first year that districts received letter grades, due to a requirement in recent legislation. When district letter grades were calculated and assigned, all 12 DMESC districts earned a letter grade of A, B, C, or D with the majority of districts receiving a B rating. There were seven districts in the state with an F rating.

As part of this partnership, the DMESC Director, Assistant Director/TCC, and Systems Support Specialist for School Improvement have worked closely with the Superintendent, Assistant Superintendents, Principals, and teachers to focus on grade level instruction and build effective systems. Monthly walkthroughs in buildings have been conducted and DMESC specialists have provided intensive support and targeted professional development. Training focused on lesson internalization, engaging students, understanding data, and building systems to support grade level instruction. Work will be ongoing in the 26-27 school year.

Program Name: **Roster Verification Training (RVS)**

Competitive Grant: **Yes - _____ No - _____**

Goals and Descriptions:

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

Program Name: **Either Scope Project**

In an effort to assist schools in preparation for ongoing online testing in 2025-2026, DMESC offered the use of an Either Scope to evaluate schools in the cooperative to see if their networks are adequate for online testing as well as general network health and security. When a school requests a check, Either Scope reports are provided to the school and to the school's technology coordinator of their findings.

Program Name: **Communities of Practice (CoP)**

Competitive Grant: **Yes - _____** **No - _____**

Goals and Descriptions: Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice will explore the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals.

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM.

Grantee will select vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM.

Professional Development Activities Report

DATE	WORKSHOP NAME	DISTRICTS ATTENDED	TEACHERS ATTENDED
June 2, 2025	DMESC Ignite the SPARK: How Engagement Drives Positive Behavior Session # 546546	10	15
June 2, 2025	DMESC ArPEP Year 2 Session # 549101	4	11
June 2, 2025	DMESC eSchool Workday Session # 562919	1	2
June 2-3, 2025	DMESC “Mentoring” Foundations of Reading Tutoring Session # 558423	4	6
June 3, 2025	DMESC ArPEP Year 2 Session # 555382	5	14
June 3, 2025	DMESC eSchool Workday Session # 562917	1	2
June 4, 2025	DMESC Developing Tier 2 Systems for School-Wide Positive Behavior Supports Session # 556047	3	9
June 4, 2025	DMESC ArPEP Year 2 Session # 549102	4	14
June 4, 2025	DMESC High Impact Teaching: Non-Negotiables for Student Growth and Achievement Session # 551725	8	53
June 4, 2025	DMESC Developing Creativity in Your Already-Creative Classroom Session # 550775	6	8
June 4, 2025	Cycle 8 and Salaries & FTEs Workshop Session # 554786	6	9
June 5, 2025	DMESC ArPEP Year 2 Session # 558610	5	14
June 5, 2025	DMESC Kicking the Year Off Right Session # 550785	5	7
June 5, 2025	DMESC Inclusive Practices for All Teachers...Real Solutions to Real Problems...From the Real World Session # 546869	8	11
June 5, 2025	DMESC Axiom CNC & VCarve Training Session # 554148	5	7
June 6, 2025	DMESC ArPEP Year 2 Session # 549105	4	14
June 9, 2025	DMESC Root Issues of Student Behavior Problems Session # 546679	6	14
June 9, 2025	DMESC The Other Bullies in the School Environment Session # 546680	6	11
June 9, 2025	DMESC Elevate Math Fluency: Kick Off Session # 547019	7	10
June 9-10, 2025	DMESC FUSE: Fundamental Understanding of Science Education Session # 548687	5	7

June 10, 2025	DeGray Administrators Institute – Katherine Martinko – Dr. Tina Moore Session # 563610	17	85
June 10, 2025	DMESC Exploring the ADD/ADHD Dilemma: Help for Educators and Parents Session # 546681	7	11
June 10, 2025	DMESC A Perspective on Cutting: The Most Prevalent Form of Non-Suicidal Self-Injury Session # 546682	3	4
June 10, 2025	DMESC The ABCs of Behavior: Going back to the Basics to Gain Strategies Session # 546864	3	6
June 10, 2025	DMESC 4-12 Initial Screeners: Effective Use of ORF and Encoding Measures Session # 552466	9	26
June 10, 2025	DeGray Administrators Institute – Katherine Martinko – Dr Tina Moore Session # 563610	17	85
June 10, 2025	DMESC District Leadership Team Meeting Session # 563661	1	4
June 10, 2025	DMESC District Leadership Team Meeting Session # 563678	1	6
June 10, 2025	DMESC District Leadership Team Meeting Session # 563679	1	9
June 11, 2025	DeGray Administrators Institute – Legislative Updates and Tier I Session # 563613	18	91
June 11, 2025	DeGray Administrators Institute – Rotations 1-3, Principals Roundtable Session # 563616	18	81
June 11, 2025	DMESC Differentiated Instruction: Meeting the Needs of All Learners Session # 550527	8	23
June 11, 2025	DMESC Teaching History in Today’s World Session # 549077	7	7
June 12, 2025	DeGray Administrators Institute – Dr Robin Finley, Dr. Eric Saunders Session # 563620	18	85
June 12, 2025	DMESC eSchool Workday Session # 563671	1	1
June 12, 2025	DMESC Three-Dimensional Mastery: Science Instruction for Impactful Learning Session # 548737	7	8
June 12, 2025	DMESC Cultivating Inclusive Classrooms/Emotional Regulation (VIRTUAL) Session # 550120	27	39
June 13, 2025	DMESC You Want Me to Do What: Modifications and Accommodations in the Classroom Session #546872	8	17
June 16, 2025	DMESC ArPEP Year 2 Session # 549106	4	11
June 16, 2025	DMESC 2025 PD in Your PJs Session # 551992	10	27
June 16, 2025	DMESC Empowering the Future: Best Practices in Pre-Education, Nutrition Science & FACS Session # 554941	5	7
June 16, 2025	DMESC The AI Teacher Playbook Virtual Summit Session # 550329	7	20

June 16-17, 2025	DMESC Elevating Math Rigor: Deep Diving into Standards with DOK and AI-Enhanced Questioning Session # 547771	9	43
June 16-17, 2025	DMESC Build-A-Game with Pygame Session # 546541	4	4
June 17, 2025	DMESC ArPEP Year 2 Session # 549108	4	14
June 17, 2025	DMESC Phenomenal Teaching: Unleashing Wonder in the Science Classroom Session # 548741	3	5
June 17, 2025	DMESC Using AI Tools as an Administrator or Counselor Session # 555691	3	5
June 17, 2025	DMESC Kindergarten Writing Session # 550346	2	8
June 17, 2025	DMESC Introduction to XTool Lasering Session # 551869	7	7
June 18, 2025	DMESC ArPEP Year 2 Session # 549109	4	14
June 18, 2025	DMESC Thriving Beyond Survival: Creating Space for Learning Session # 546865	5	10
June 18-19, 2025	DMESC Elevating ELA Rigor: Deep Diving into Standards with DOK and AI-Enhanced Questioning Session # 547768	7	62
June 18-20, 2025	DMESC Visual Applications with Python Session # 546542	3	3
June 19, 2025	DMESC ArPEP Year 2 Session # 549110	4	15
June 19, 2025	DMESC Planning for Successful Outcomes for ALL Students Session # 548407	3	6
June 19, 2025	DMESC Planning for Successful Outcomes for ALL Students Session # 548419	3	6
June 19, 2025	DMESC Elevate Math Fluency: Multiplication/Division of Whole Numbers Session # 547024	8	8
June 19, 2025	DMESC BOSS Laser Training Session # 563953	5	5
June 20, 2025	DMESC ArPEP Year 2 Session # 549112	4	12
June 23, 2025	DMESC Using Artificial Intelligence Sites to Prepare Writing Lessons and Guide Students in the Use of Artificial Intelligence in Writing Assignments Session # 555402	5	11
June 23, 2025	DMESC Booktalks: Books, Books, and More Books! Session # 555406	5	11
June 23, 2025	DMESC How to Address Sensory Needs in the Classroom Session # 546879	8	15

June 23-24, 2025	DMESC Elevating Science Rigor: Deep Diving into Standards with DOK and AI-Enhanced Questioning Session # 547765	10	25
June 24, 2025	DMESC Math Fluency: Addition/Subtraction of Whole Numbers Session # 547022	4	8
June 24, 2025	DMESC Staging and Costumes and Sets, Oh My! Session # 553997	4	6
June 24, 2025	DMESC Navigating Digital Culture: Helping Students Find Balance in a Tech-Driven World Session # 553667	7	8
June 25, 2025	DMESC Resiliency for Educators Session # 547427	5	5
June 25, 2025	Enneagram: Team Building and Working Well with Others Session # 547431	5	5
June 25, 2025	DMESC Tchalkovsky's Nutcracker Ballet – Here to Save Your Holiday Lesson Plans! Session # 553998	4	5
June 25, 2025	DMESC The Very Colorful Workshop Session # 547312	2	3
June 25, 2025	DMESC School Technology Coordinators Work Day Session # 551991	6	8
June 26, 2025	DMESC Maintaining Balance: Prioritizing Teacher Well-Being Session # 548439	5	13
June 26, 2025	DMESC HOTT Conference – Hands-On Tech Tools Session # 548750	4	4
June 26-27, 2025	DMESC United Welding Institute – Ag Teacher Inservice Session # 551883	1	1
June 30, 2025	DMESC Empowering SPED Teachers with AI Tools to Support Individualized Instruction Session # 555692	5	5
June 30, 2025	DMESC ESOL 101: The Basics Session # 551475	3	7
June 30, 2025	DMESC SONDAY System 1 Session # 553684	15	41
July 1, 2025	DMESC ESOL 2.0 A Deep Dive into Best Practices for Working with English Learners Session # 551485	4	8
July 1, 2025	DMESC SONDAY System 2 Session # 553685	14	38
July 2, 2025	DMESC District Learning Coaches Session # 561399	4	10
July 7, 2025	DMESC ArPEP Year 1 Session # 549113	8	10
July 7, 2025	DMESC Cyberbullies in Our AI World Session # 549795	1	3
July 7, 2025	DMESC AI Showcase Session # 549796	3	7
July 7-11, 2025	DMESC High School Computer Science Certification and Preparation Session # 546514	5	5

July 8, 2025	DMESC EIE Engineering is Elementary Session # 548772	1	1
July 8, 2025	DMESC AI in Education Session # 549797	2	7
July 8, 2025	DMESC Conducting Observations of Dyslexia: Walkthrough Tool Session # 564008	2	3
July 8, 2025	DMESC Small Group Instruction in the Math Classroom-Making Interventions Work Session # 551640	6	12
July 9, 2025	DMESC Managing with Purpose: Building a Classroom That Thrives Session # 547764	11	25
July 9, 2025	DMESC LMS Forum Summer 25 Session # 549463	8	14
July 9, 2025	DMESC Social Media: What Do Educators Need to Know to Protect Themselves Online? Session # 550350	3	3
July 9, 2025	DMESC Keeping Kids Safe Online Session # 550352	3	4
July 9, 2025	DMESC Conducting Observations of Dyslexia: Walkthrough Tool Session # 567872	2	7
July 9, 2025	DMESC Interactive Language Arts File Folder Activities MAKE AND TAKE Session # 550325	5	5
July 10, 2025	DMESC Nurses: Supporting Students with Disabilities Session # 550323	4	4
July 10, 2025	DMESC From Chaos to Calm: Understanding, Preventing & Responding Effectively to Challenging Behaviors Session # 546863	9	15
July 10, 2025	DMESC Navigating Digital Culture: Helping Students Find Balance in a Tech-Driven World Session # 553674	3	4
July 14, 2025	DMESC ArPEP Year 1 Session # 549127	8	10
July 14, 2025	DMESC GT Workday Session # 553737	8	8
July 14, 2025	DMESC Inclusion in the Math Classroom, but how? Session # 551644	6	12
July 14-15, 2025	DMESC Coding with Python and the Circuit Playground Session # 546528	7	8
July 15, 2025	DMESC ArPEP Year 1 – Creating a Trauma Classroom Session # 552048	8	10
July 15, 2025	DMESC Everyday Labs to Engage Educators in Three- Dimensional Science Performance Grades K-6 Session # 548819	1	1
July 15, 2025	DMESC 2025 PD in Your PJs Session # 551993	10	26
July 15, 2025	DMESC Dyslexia Overview Session # 552517	5	9
July 16, 2025	DMESC CS Planning with the New Standards Session # 546532	9	11

July 16, 2025	DMESC Engagement; the Key to Effective Teaching in the Social Studies Classroom Session # 549078	6	11
July 16, 2025	DMESC Empowering Partnerships: Teachers and Parents United Session # 546866	8	13
July 16, 2025	DMESC Conducting Observations of Dyslexia: Walkthrough Tool Session # 564009	2	4
July 17, 2025	DMESC Everyday Labs to Engage Educators in Three-Dimensional Science Performance 7-12 Session # 548830	1	1
July 17, 2025	DMESC Cultivating Kindness as a School Culture/Trauma Sensitive Environments (VIRTUAL) Session # 550129	8	14
July 17, 2025	The Social Emotional Alphabet: The ABCs of Making EVERY Day the BEST Day for EVERY Child Session # 550358	9	14
July 17, 2025	DMESC Inclusive Practices for SPED Teachers Session # 546878	8	12
July 17, 2025	DMESC BoY District Dyslexia Strategic Planning Meeting Session # 565939	2	3
July 17-18, 2025	DMESC Coding with Python and the Raspberry Pi Session # 546536	4	4
July 21, 2025	DMESC ArPEP Year 1 Session # 549130	7	9
July 21, 2025	DMESC 1st Annual Summit on Early Childhood - Early Education Rocks! Session # 549645	16	145
July 21, 2025	DMESC Conducting Observations of Dyslexia: Walkthrough Tool Session # 564010	2	8
July 21, 2025	DMESC Tier I Training Session # 564531	6	10
July 22, 2025	DMESC ArPEP Year 1 Session # 549131	8	10
July 22, 2025	DMESC EC Discrete Trial and Pivotal Response for Beginners Session # 565904	2	13
July 22, 2025	DMESC EC Calming Techniques Session # 565936	14	110
July 22, 2025	DMESC EC CLASS Positive and Negative Climate/Early Childhood Summit Session # 565920	12	118
July 22, 2025	DMESC EC Using Data to Drive Instruction and Intervention Session # 565906	5	9
July 22, 2025	DMESC EC Infant and Toddler Rooms – Licensing Overview Session # 565908	7	19
July 22, 2025	DMESC EC Recognizing and Understanding Mental Health Issues in Children Session # 565924	14	113
July 22, 2025	DMESC EC Regard for Child Perspectives Session # 565926	12	121
July 22, 2025	DMESC Conducting Observations of Dyslexia: Walkthrough Tool Session # 567874	3	7
July 23, 2025	DMESC EC AAC with Easter Seals Session # 566006	2	12

July 22, 2025	DMESC EC De-escalation Strategies Session # 565930	14	115
July 22, 2025	DMESC EC Educator Sensitivity Session # 565933	14	122
July 23, 2025	DMESC EC Planning and Facilitating Group Meetings Session # 566002	3	5
July 23, 2025	DMESC EC Group Meeting Make and Take Session # 566004	3	5
July 23, 2025	DMESC Utilizing ATLAS Data and Resources to Support Instruction: ALDs, Classroom Tools, and Summative Reports Session # 550555	11	41
July 23, 2025	DMESC EC CLASS Productivity Session # 566015	12	128
July 23,2025	DMESC EC Math Strategies For K-3 Session # 566000	4	8
July 23, 2025	DMESC EC AAC with Easter Seals Session # 566006	2	12
July 23, 2025	DMESC EC CLASS Behavior Management Session # 566009	12	128
July 23, 2025	DMESC EC CLASS Instructional Learning Formats Session # 566013	12	128
July 23, 2025	DMESC EC Behavior Session # 566018	12	104
July 23, 2025	DMESC EC Data and Planning Session # 566021	5	43
July 23, 2025	DMESC EC Launch Pad and Google Slides Session # 5023	10	96
July 23, 2025	DMESC EC Student Engagement Session # 566025	13	110
July 23, 2025	DMESC EC Data and Planning Session # 566625	3	7
July 24, 2025	DMESC EC ABC Directors Meeting Session # 566541	2	16
July 24, 2025	DMESC EC Expressive and Dialogic Reading How to Do a Book Wall Session # 566544	3	5
July 24, 2025	DMESC EC Inclusion Strategies in the Early Years Session # 566535	2	12
July 24, 2025	DMEC EC CLASS Quality of Feedback Session # 566551	11	118
July 24, 2025	DMESC EC CLASS Language Modeling Session # 566537	11	119
July 24, 2025	DMESC EC Executive Function Session # 566539	13	109
July 24, 2025	DMESC EC Canva and AI Session # 566547	5	10
July 24, 2025	DMESC EC CLASS Concept Development Session # 566549	11	118

July 24, 2025	DMESC EC Vocabulary Building Session # 566555	13	109
July 24, 2025	DMESC EC Math Strategies That Work Session # 566557	11	105
July 25, 2025	DMESC From Scribble to Success Session # 566631	2	6
July 25, 2025	DMESC EC PreK Nutrition, Civil Rights, Child Find Session # 566629	9	122
July 25, 2025	DMESC EC AHUN Online Trainings and Work Day HIPPPY Session # 566865	3	5
July 28, 2025	DMESC PreK CPR/AED/First Aid Session # 564001	4	10
July 28, 2025	DMESC Emotional Poverty Session # 551658	3	8
July 29, 2025	DMESC Evaluation Bootcamp Session # 549802	9	48
July 29, 2025	DMESC Utilizing Screening Data for School Based- Identification of Dyslexia 4-12 Session # 552479	8	9
July 30, 2025	DMESC Back to School Nurse Workshop Session # 547621	13	27
July 30, 2025	DMESC eSchool Elementary Scheduling Workday Session # 564799	2	2
July 30, 2025	DMESC Special Education Update/Child Find/Confidentiality Session # 548767	4	18
July 31-August 1, 2025	DMESC Novice Teacher Institute Session # 550565	14	85
August 4, 2025	DMESC PreK CPR/AED/First Aid Session # 564002	3	6
August 6, 2025	DMESC Acorn Elem – School Wide Positive Behavior Supports Review Session # 556223	4	27
August 6, 2025	DMESC Conducting Observations of Dyslexia: Walkthrough Tool Session # 567875	3	5
August 8, 2025	DMESC Resiliency for ALL Session # 564429	1	21
August 8, 2025	DMESC eSchool Registration Training for New Users Session # 566657	4	11
August 11, 2025	DMESC Staff Meeting Session # 567718	1	24
August 12, 2025	DMESC eSchool Workday Session # 568040	1	1
August 12, 2025	DMESC Conducting Observations of Dyslexia: Walkthrough Tool Session # 567876	2	10
August 13, 2025	DMESC BoY District Dyslexia Strategic Planning Meeting Session # 568042	3	8
August 14, 2025	DMESC eSchool Workday Session # 568041	1	1
August 15, 2025	DMESC eSchool Workday Session # 568101	1	1

August 20, 2025	DMESC EC Special Education Updates Session # 568386	1	10
August 20, 2025	DMESC SPED PLC Session # 568236	2	12
August 21, 2025	DMESC Board of Directors Meeting Session # 568387	12	18
August 27, 2025	DMESC GT Workday Session # 565378	8	8
August 28, 2025	DMESC eSchool Attendance for New Personnel/Refresher Session # 568021	5	11
August 28, 2025	DMESC eSchool Behavior (Discipline) for New Users/Refresher Training Session # 568023	4	7
August 28, 2025	DMESC Dyslexia Coordinators Meeting Session # 564801	13	16
September 5, 2025	DMESC MITS Personal Care Training Session # 564054	4	8
September 9-10, 2025	DMESC Introduction to Work Sampling Session # 57995	3	6
September 9-11, 2025	DEMESC Imagine Learning – Science of Reading Session # 568830	12	30
September 10, 2025	DMESC John Wink – Coaching & Mentoring Session # 567859	5	20
September 10, 2025	DMESC Computer Science Impact Meeting Session # 565056	11	13
September 10, 2025	DMESC eSchool SMS Required Fields For State Reporting Session # 568742	10	14
September 11, 2025	DMESC Mandatory Screening Training for New School Nurses Session # 555388	4	4
September 11, 2025	DMESC School Technology Coordinators Meeting Session # 568257	9	16
September 13, 2025	DMESC ArPEP Year 2 25-26 Session # 569487	5	14
September 13, 2025	DMESC ArPEP Year 1 25-26 Session # 569489	9	11
September 15, 2025	DMESC AHA CPR Instructor Training Session # 564433	5	6
September 17, 2025	DMESC eSchool Workday Session # 569656	1	1
September 18, 2025	DMESC Board of Directors Meeting Session # 569575	12	16
September 19, 2025	DEMESC Entry/Withdrawal and Scheduling Review Session # 569483	5	6
September 22, 2025	DMESC Enhancing School Attendance – Combating Chronic Absenteeism Session # 569010	3	8
September 23, 2025	DMESC eSchool Cycle 2 Review and Prep – Clean Up Workday Session # 569537	4	5
September 24, 2025	DMESC Curriculum Coordinators Meeting Session # 568514	9	10

September 24, 2025	DMESC All Things CTE Session # 567900	10	26
September 24, 2025	DMESC LMS Forum – 2025 Fall Meeting Session # 568900	8	15
September 30, 2025	DMESC Principal Meeting Session # 567975	12	23
September 30, 2025	DMESC Fall STEM Planning Meeting Session # 569186	6	8
September 30, 2025	DMESC AGQBA Quiz Bowl Coaches Meeting Session # 569182	9	9
October 1, 2025	DMESC Special Health Care Needs Paraprofessional Training Session # 569847	1	3
October 2, 2025	DMESC PCMA Recertification Session # 569327	1	6
October 7, 2025	DMESC Third Grade Promotion Training for Building Leaders Session # 569641	14	27
October 7-8, 2025 December 15-16, 2025 February 2-3, 2026	DMESC Conscious Discipline Session # 567652	8	28
October 8, 2025	DMESC eSchool Progress and Report Card Training Session # 569848	3	5
October 9, 2025	DMESC PCMA Recertification Session # 569328	2	4
October 9, 2025	DMESC Interpreting the Eval Report Session # 570240	2	4
October 11, 2025	DMESC ArPEP Year 2 25-26 Session # 569490	6	11
October 11, 2025	DMESC ArPEP Year 1 25-26 Session # 569491	9	11
October 14-15, 2025	DMESC Foundations of Reading Test Study Session Session # 569485	7	15
October 15, 2025	DMESC Curriculum Coordinators Meeting Session # 568515	10	11
October 16, 2025	DMESC Board of Directors Meeting Session # 570362	12	18
October 16, 2025	DMESC School Technology Coordinator's Meeting Session # 568259	8	16
October 18, 2025	DMESC CTE Pathways Revision Training Session # 568037	15	56
October 21, 2025	DMESC Teacher Center Coordinator Meeting #1 Session # 569631	10	13
October 24, 2025	DMESC Staff Meeting Session # 570545	1	24
October 28, 2025	DMESC Planning Meeting for Battle of the Books and Reading Fair Session # 570072	4	4
October 28, 2025	DMESC CTE Pathways Revisions Training Session # 568037	15	56

October 30, 2025	DMESC Principal Meeting Session # 565871	12	22
November 1, 2025	DMESC ArPEP Year 2 25-26 Session # 569492	6	11
November 1, 2025	DMESC ArPEP Year 1 25-26 Session # 569493	7	10
November 6, 2025	DMESC eSchool Transcript Training (Secondary Staff) Session # 570605	6	7
November 12, 2025	DMESC Curriculum Coordinators Meeting Session # 568516	5	7
November 12, 2025	DMESC Computer Science Impact Meeting Session # 565058	12	17
November 13, 2025	DMESC School Technology Coordinator's Meeting Session # 568260	5	6
November 18, 2025	DMESC Principal Meeting Session # 565873	9	16
November 18, 2025	DMESC Leading with Clarity: Understanding Arkansas' New School Letter Grade Calculation Session # 569870	14	39
November 20, 2025	DMESC Board Mentoring Session # 571480	7	7
November 20, 2025	DMESC Board of Directors Meeting Session # 571481	12	16
November 21, 2025	DMESC Staff Meeting Session # 571478	1	22
December 3, 2025	DMESC GT Workday Session # 565380	6	6
December 5, 2025	DMESC Evaluation Bootcamp Session # 571847	1	5
December 8, 2025	DMESC Computer Science Praxis Review Day Session # 571074	3	3
December 9, 2025	DMESC eSchool Transcript Workday Session # 571413	3	3
December 11, 2025	DMESC School Technology Coordinator's Meeting Session # 568263	7	12
December 18, 2025	DMESC BOSS Laser Training Session # 571371	3	4
December 18, 2025	DMESC Board Mentoring Session # 572256	6	6
December 18, 2025	DMESC Board of Directors Meeting Session # 572258	12	18
December 19, 2025	DMESC Staff Meeting Session # 572242	1	25
January 8, 2026	DMESC Budget Prep Meeting Session # 572732	13	21
January 12, 2026	DMESC eSchool Next Year Database Setup Session # 572830	1	1
January 14, 2026	DMESC Wellness Committee Workshop Session # 572646	2	3

January 14, 2026	DMESC AAEA Zoom Meeting Session # 573076	9	12
January 14, 2026	DMESC Board Mentoring Session # 573077	7	7
January 14, 2026	DMESC Board of Directors Meeting Session # 573078	11	13
January 20, 2026	DMESC Programming Basics Session # 573082	2	2
January 20, 2026	DMESC Teacher Center Committee Meeting Session #	12	14
January 20-22, 2026	DMESC CLASS 2 nd Edition Observer Certification Training PreK-3 rd (Facilitated) Session # 572465	5	7
January 21, 2026	DMESC eSchool Workday Session # 572994	1	1
January 22, 2025	DMESC School Technology Coordinators Meeting Session # 568265	8	15
January 24, 2026	DMESC ArPEP Year 1 Lesson Internalization Session # 572012	7	9
January 24, 2026	DMESC ArPEP Year 2 25-26 Session # 572014	5	9
February 5-6, 2026	DMESC Professional Crisis Management Instructor Recertification Session # 571425	5	6
February 10, 2026	DMESC Spring Planning Session for STEM Session # 570074	5	6
February 11, 2026	DMESC Curriculum Coordinators Meeting Session # 568518	4	6
February 11, 2026	DMESC eSchool Next Year Database Setup Session # 572999	10	10
February 11, 2026	DMESC EC Spring Directors Meeting Session # 575271	2	14
February 12, 2026	**VIRTUAL WATCH PARTY** Act 504 K12 Cybersecurity Policy Regional Workshop Series Phase 2 Session # 571280	8	11
February 12, 2026	DMESC Dyslexia Coordinators Meeting Session # 564804	8	10
February 18, 2026	DMESC Computer Science Impact Meeting Session # 565062	9	13
February 19, 2026	DMESC Board of Directors Meeting Session # 575632	13	19
February 20, 2026	DMESC eSchool Next Year Database Setup Session # 575674	1	1
February 21, 2026	DMESC ArPEP Year 1 25-26 Session # 572018	8	11
February 21, 2026	DMESC ArPEP Year 2 25-26 Session # 572019	6	11
February 24, 2026	DMESC 2026 AR APP Virtual Session Session # 572051	12	24

February 25, 2026	DMESC Principal Meeting Session # 565877	13	34
February 26, 2026	DMESC eSchool Workday\ Session # 576165	1	1
February 26, 2026	**VIRTUAL WATCH PARTY** Act 504 K12 Cybersecurity Policy Regional Workshop Series Phase 2 Session # 571283	6	7
March 10, 2026	DMESC GT Workday Session # 565383	7	7
March 12, 2026	DMESC eSchool Workday Session # 577795	1	1
March 14, 2026	DMESC ArPEP Year 1 25-26 Session # 572020	5	7
March 14, 2026	DMESC ArPEP Year 2 25-26 Session # 572021	3	6
March 17, 2026	DMESC Principals Meeting Session # 565878	11	25
March 18, 2026	DMESC 2026 AR App Virtual Session Session # 572052	9	12
March 18, 2026	DMESC eSchool Next Year Scheduling For Secondary School Session # 577052	5	6
March 19, 2026	DMESC Board Mentoring Session # 577912	3	3
March 19, 2026	DMESC Board of Directors Meeting Session # 577914	13	17
April 2, 2026	**VIRTUAL WATCH PARTY** Act 504 K12 Cybersecurity Policy Regional Workshop Series Phase 2 Session # 571304	8	9
April 8, 2026	DMESC Curriculum Coordinators Meeting Session # 568522	5	8
April 8, 2026	DMESC Computer Science Impact Meeting Session # 565064	4	5
April 9, 2026	DMESC eSchool Next Year Scheduling for Secondary Schools Session # 577952	5	5
April 9, 2026	**VIRTUAL WATCH PARTY** Act 504 K12 Cybersecurity Policy Regional Workshop Series Phase 2 Session # 571291	8	11
April 9, 2026	DMESC Teacher Center Committee Meeting #3 Session #	14	41
April 11, 2026	DMESC ArPEP Year 2 25-26 Session # 578953	4	4
April 15, 2026	DMESC ARMEP Spring Staff Training Session # 578531	5	13
April 16, 2026	DMESC Board Mentoring Session # 579725	2	2
April 16, 2026	DMESC Board of Directors Meeting Session # 579729	11	17

April 21, 2026	DMESC 2026 AR APP Virtual Session Session # 572053	9	14
May 6, 2026	DMESC eSchool Next Year Scheduling for Elementary Schools Session # 580562	2	3
May 11, 2026	DMESC PreK CPR/AED/First Aid Session # 578555	2	9
May 14, 2026	DMESC School Technology Coordinators Meeting Session # 580451	6	13
May 14, 2026	DMESC eSchool Year End Rollover Prep Workshop/Cycle 7 Presentation Session # 581187	9	10
May 14, 2026	DMESC AHA CPR Instructor Training Session # 578163	5	7
May 20, 2026	DMESC Board of Directors Meeting Session # 583893	11	16
May 20, 2026	DMESC Board Mentoring Session # 583898	5	5
May 21, 2026	DMESC Dyslexia Coordinators Meeting Session # 564857	9	11
May 22, 2026	DMESC Staff Meeting Session # 584409	2	22

DMESC Impact on Student Performance

2025-2026

Program	Impact																												
ABC PreK (Launchpad Data)	LAUNCHPAD LITERACY ABC 25/26 <table><thead><tr><th>Category</th><th>Blue Bar (Growth Score)</th><th>Orange Bar (Growth Score)</th><th>Green Bar (Growth Score)</th></tr></thead><tbody><tr><td>Instructional Vocabulary</td><td>9</td><td>12</td><td>18</td></tr><tr><td>Phonological Awareness</td><td>8</td><td>16</td><td>18</td></tr><tr><td>Concepts of Print</td><td>3</td><td>5</td><td>7</td></tr><tr><td>Uppercase</td><td>8</td><td>15</td><td>18</td></tr><tr><td>Lowercase</td><td>6</td><td>12</td><td>18</td></tr><tr><td>Letter Sounds</td><td>1</td><td>2</td><td>3</td></tr></tbody></table>	Category	Blue Bar (Growth Score)	Orange Bar (Growth Score)	Green Bar (Growth Score)	Instructional Vocabulary	9	12	18	Phonological Awareness	8	16	18	Concepts of Print	3	5	7	Uppercase	8	15	18	Lowercase	6	12	18	Letter Sounds	1	2	3
	Category	Blue Bar (Growth Score)	Orange Bar (Growth Score)	Green Bar (Growth Score)																									
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Letter Sounds	1	2	3																										

CTE

Table 2.1: State and consortium performance at-a-glance

Indicator	2025 SDPL	Perkins 2025	LEARNS 2025
Arkansas			
1S1 ACGR	82.00	98.4% (24,347 / 24,732)	98.3% (21,763 / 22,129)
2S1 ELA	53.75	44.1% (25,565 / 57,979)	42.7% (21,358 / 49,965)
2S2 Math	11.00	29.5% (17,038 / 57,807)	28.1% (13,985 / 49,844)
2S3 Sci	41.00	46.3% (26,735 / 57,775)	45.0% (22,415 / 49,840)
3S1 Placement	80.00	93.0% (19,979 / 21,475)	93.1% (19,966 / 21,456)
4S1 Non-trad	39.00	89.2% (51,274 / 57,488)	88.0% (43,412 / 49,331)
5S1 Certs	5.00	5.3% (1,281 / 24,347)	5.5% (1,195 / 21,763)
5S4 Merit/Distinction	5.00	29.8% (3,776 / 12,669)	29.8% (3,776 / 12,669)
DEQUEEN/MENA EDUCATION COOP			
1S1 ACGR	82.00	> 97.00% (RV / 695)	> 97.00% (RV / 674)
2S1 ELA	53.75	43.7% (783 / 1,791)	42.8% (687 / 1,606)
2S2 Math	11.00	28.1% (503 / 1,791)	27.5% (441 / 1,606)
2S3 Sci	41.00	46.5% (832 / 1,790)	45.5% (730 / 1,605)
3S1 Placement	80.00	94.0% (358 / 381)	94.0% (358 / 381)
4S1 Non-trad	39.00	97.1% (1,742 / 1,794)	96.2% (1,545 / 1,606)
5S1 Certs	5.00	< 3.00% (RV / 689)	< 3.00% (RV / 668)
5S4 Merit/Distinction	5.00	26.3% (134 / 510)	26.3% (134 / 510)

Notc. The parentheticals under the percentages show (numerator/denominator) for the given LEA/indicator. Beginning in 2025, only "high-demand, high-wage" (H2) credentials count towards 5S1; this change is expected to result in a substantially smaller number of qualifying credentials. The 3S1 indicator is lagging, e.g., the data in the 2025 report are based on the graduating class of 2024. The 5S4 indicator counts CTE completers who earn merit or distinction, whether it's through their CTE pathway, or e.g., via sufficient AP, IB, or concurrent credit coursework outside of their CTE program. SDPL = "State Determined Performance Level," i.e., performance target.

Virtual Arkansas

Virtual Arkansas Students had an 92% Pass Rate. 26,730 credits were earned. 9,284 college concurrent credit hours were earned. 1,952 students were enrolled in computer science courses. 2,007 students were enrolled in advanced placement courses.

Early Childhood/Special Education

DeQueen Mena ESC Early Childhood Special Education Programs located in each of our 12 consortium districts have made progress in each of the three early childhood outcome areas, including social-emotional, knowledge and skills, and appropriate behaviors, as indicated on the annual performance report. Each state target for the outcome area was exceeded, indicating substantial progress from the time the student entered the program through age six or exit from the program.

Foster Grandparent

For the 25-26 school year, 64,430 volunteer hours were served by foster grandparent volunteers directly to both school-age and preschool-age children within the DeQueen Mena/Guy Fenter service area. Our performance measures include tutoring, specifically in the area of school readiness and the performance measure of mentoring with a focus on K-12 success within this area. The children served are offered support in areas such as literacy, mathematics, life-skills, and general mentoring as recognized and assigned by local district personnel. The hours volunteered working with students/children for the present year, 64,430 in 2,631 more hours than were served

	last year in 24-25. Eighty percent of the students served this year made an improvement in end of year FAME codes compared to beginning of the year codes. Students were served in 27 different school locations.
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) served 95 families in 3 counties for the 2025-2026 school year. HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school.
Migrant	In the 25-26 Program Year there were 315 students enrolled in Region 5 Pre-K to OSY. This count includes 27 non-project service counties and 4 project school districts (in which an in-house tutor/recruiter is on staff to provide instructional and supplemental services to students throughout the school year and summer terms). Breakdown is: 315 during the school year, with 205 of those in Project schools and 110 in non-project districts. 104 during the Summer session with 72 of those served in Project schools and 32 served in the non-project areas.
Math, & Science	During the 2025-2026 school year, my primary coaching focus was on supporting the implementation of High-Quality Instructional Materials (HQIM) within low-performing schools. At Ashdown Elementary, my intensive coaching cycles with third-grade teachers resulted in significant growth, with student ATLAS scores increasing 17 points from the Fall Interim to the Summative, a 5-point jump over last year's summative data. I also dedicated a substantial portion of my time to coaching and data aggregation within the Dierks School District. Through targeting lesson and unit internalizations with fifth-grade teachers, student scores grew 13 points from the interim to the summative, marking a 9-point increase compared to the previous year. Additionally, I continued my dedicated support at Mineral Springs, focusing heavily on the high school level. Following these coaching cycles, Mineral Springs High School saw an 8-point increase from interim to summative ATLAS scores, while Algebra 1 specifically achieved an 8-point interim-to-summative increase, outperforming last year's summative scores by 6 points. Overall, 100% of the teachers who participated in my coaching cycles achieved higher student performance than in the previous two years of state testing. During the 2025-2026 school year, the science specialist provided targeted onsite assistance and coaching to selected districts. These visits focused on implementing engaging High Quality Instructional Materials (HQIM) and phenomenon-based lessons to spark student interest. Time in the DeQueen-Mena ESC region was strategically split: 34% was dedicated to intensive coaching for districts implementing new HQIM, while the remaining 66% focused on targeted science support and coaching for the region's other school districts. To support the annual STEM Challenge at the DeQueen-Mena Educational Service Cooperative (DMESC) campus, the science specialist provided foundational

	professional development for participating teachers. The event successfully brought together over 260 students and 25 teachers and support staff, drawing participation from four local member districts as well as two guest districts from outside the cooperative area.
Mentoring/Novice	From 2024-2025 data to 2025-2026 data, the DMESC Novice Teacher Mentoring retention rate of teachers in the profession has increased from 83% to 86%.
Dyslexia	Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2025-2026 school year: 787. This is an increase of 28.38% from the 2024-2025 school year with a total number of students receiving dyslexia intervention services in grades K-12 of 613. Revisions in screening and placement can be attributed to locating and serving students who exhibit the characteristics of dyslexia. DMESC has partnered with DawsonESC to offer Level 11 Dyslexia assessment training this summer. Sonday 1 and Sonday 2 trainings will be offered this summer at DMESC. The DMESC Dyslexia specialist will hold 8 sessions of dyslexia professional learning this summer. Differentiated sessions on site with districts are also being offered.
Local Leads	In the five county area serviced by the DMESC – Local Leads has supported, assisted and collaborated with all childcare providers to reach 2001 children. These children are ages birth to age four. Data was collected to reveal the urgent need for infant and toddler care. Local Leads assisted to provide 6 new infant/toddler classrooms in the 5 county region. Kindergarten Readiness also remains a focus therefore, HQIM has been provided to all childcare centers to ensure that children are being prepared in an age appropriate manner for Kindergarten. The CLASS evaluation tool has been implemented as a pilot with Local Leads scheduling, training and conducting each observation in every classroom within the 5 counties. The CLASS tools encourages interaction between teacher and child as this proves very important in early learning years. Local Leads is the main implementer of the above listings. Early years are the most important years for developmental growth. Local Leads will continue to seek and find gaps so that these children will have a foundation that will prepare them for learning years.

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 32.97% of all cooperative revenues in FY25 or \$60,189,375.

Local revenue is money that comes to a cooperative from local school districts by agreement. The services associated with these agreements include staff shared between districts, professional development services special education testing, interest income, cooperative operations, repair services, and other special projects as determined by participating districts and the cooperative. Local funds accounted for 37.26% of cooperative revenue or \$68,023,523 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 \$51,875,729 or 28.42% of all FY25 revenue.

Total revenue for 24-25 was \$182,553,219. This includes the broad categories above, plus additional revenues of \$2,464,592. The additional revenues occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 07/23/2026
TIME: 07:49:54

DEQUEEN-MENA EDUCATIONAL COOPERATIVE
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 26

PAGE NUMBER: 1
MODULE NAME: STATHM9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG. BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
2008	MEDIA SERV.	4,275.69	32,687.50	.00	.00	23,237.43	13,725.76
2020	SP-ED GRANTS	.00	199,410.22	.00	.00	171,308.50	28,101.72
2022	STAFF DEVELOPMENT	58,652.59	149,215.00	.00	.00	139,854.19	68,013.40
2023	ED WELLNESS	.00	.00	.00	.00	.00	250.00
2027	GIRL POWER DONATIONS	4,190.88	700.00	.00	.00	2,747.42	2,143.46
2030	LOCAL 6-B	195,833.65	1,031,048.55	.00	.00	964,639.80	262,242.40
2040	LASER SHOP	630.12	82.00	.00	.00	35.58	702.54
2042	LOCAL TUITION	328,484.55	82,858.82	.00	.00	212,850.35	198,493.02
2052	LOCAL TECH COORD	18,494.15	24,000.00	.00	.00	22,518.23	19,975.92
2060	STUDENT ENGAGEMENT	7,955.66	6,872.00	.00	.00	4,049.37	10,778.29
2072	LOCAL G-T	15,162.64	12,000.00	.00	.00	10,169.15	16,993.49
2081	CLASS STIPEND/LOCAL	7,100.00	6,037.50	.00	.00	12,188.50	949.00
2098	LOCAL ECH OPERATING	223,235.59	.00	.00	.00	50,406.81	172,828.78
2099	WAREHOUSE	.00	204,656.87	.00	.00	204,656.87	.00
2246	R & R MENTORING	.00	88,386.97	.00	.00	88,386.97	.00
2291	CTE COORD	.00	65,000.00	.00	.00	65,000.00	.00
2335	NIET GRANT	.00	.00	.00	.00	.00	.00
2356	LICENSEURE SUPPORT	.00	.00	.00	.00	.00	.00
2358	ELL GRANT	.00	43,589.50	.00	.00	42,665.04	924.46
2360	BASE FUND	2,585,002.31	1,141,983.24	163,888.96	.00	1,377,722.39	2,513,152.12
2362	TECH COORD	293.23	80,000.00	.00	.00	80,000.00	293.23
2364	CONTENT/SPECIALIST	.00	270,000.00	.00	.00	270,000.00	.00
2365	ABC GRANT	.00	4,160,472.90	.00	18,000.00	4,142,472.90	.00
2373	HIPPY GRANT	.00	179,930.00	.00	.00	177,930.00	2,000.00
2388	BEGINNING SUPERINTEN	.00	.00	1,400.00	.00	1,400.00	.00
2396	NURSE	.00	6,000.00	.00	6,000.00	.00	.00
2905	AR PEP	22,001.12	16,900.00	.00	.00	22,000.76	16,900.36
2942	COMPUTER SCIENCE	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		3,471,588.18	7,801,831.07	165,288.96	24,000.00	8,086,240.26	3,328,467.95
3000	DISASTER BLDG FUND	446,240.47	.00	.00	.00	.00	446,240.47
3005	BLDG FUND	95,300.00	.00	.00	.00	.00	95,300.00
TOTAL DISASTER BLDG FUND		541,540.47	.00	.00	.00	.00	541,540.47
6203	CHILD CARE BLOCK GRA	11,000.00	.00	.00	.00	11,000.00	.00
6461	FGP	48,715.69	446,985.52	.00	.00	457,413.52	33,287.69
6502	MIGRANT GRANT	.00	337,394.08	.00	5,000.00	337,394.08	.00
6552	ARP SUSTAINABILITY	41,580.70	.00	.00	.00	41,580.70	.00
6563	CHILD CARE BILLING G	522,594.59	.00	.00	.00	440,566.15	82,028.44
6570	CARL PERKINS	.00	206,292.81	.00	.00	206,292.81	.00
6574	PERKINS R & R	.00	10,000.00	.00	.00	10,000.00	.00
6577	CERTIFICATION GRANTS	130.00	2,996.80	.00	.00	2,626.80	.00
6578	GIRL POWER/POP/BREAK	.00	.00	.00	.00	.00	.00
6581	CARL PERKINS PRO DEV	.00	.00	.00	.00	.00	.00
6749	PRESCHOOL MEDICAID	528,853.97	90,368.07	.00	.00	266,792.20	352,429.84
6752	ARMAC	138,298.40	28,501.14	.00	.00	8,727.11	158,072.43
6767	HOMELESS IT	.00	.00	.00	.00	.00	.00

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DEQUEEN-MENA EDUCATIONAL COOPERATIVE
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 26

PAGE NUMBER: 2
 MODULE NUM: STAT99EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6788	LOCAL LEADS	.00	150,000.00	.00	.00	150,000.00	.00
6809	LETTRS GRANT	.00	.00	.00	.00	.00	.00
6812	ALIM GRANT	.00	49,556.56	.00	.00	49,556.56	.00
6832	HIGH IMPACT TUTORING	.00	18,136.03	.00	.00	18,136.03	.00
6861	PS DEV GRANT	50,000.00	40,000.00	.00	.00	50,000.00	1,072.00
6862	PRE-K DEV SUPPLY BUT	.00	41,000.00	.00	.00	38,927.78	41,000.00
6863	PS DEV GRANT CLASS	.00	41,000.00	.00	.00	.00	41,000.00
	TOTAL FEDERAL GRANTS FUND	1,341,173.35	1,420,731.01	.00	23,136.03	2,070,877.71	667,890.62
7001	COOP STORE	1,578.52	5,180.00	.00	.00	4,258.50	2,500.02
7232	FGP ACTIVITY ACCOUNT	5,101.98	1,475.50	.00	.00	3,755.30	1,822.18
	TOTAL NO FUND GROUP TITLE	6,680.50	5,655.50	.00	.00	8,013.80	4,322.20
8057	CHILD NUTR EM OP	270.00	675,872.69	.00	.00	650,270.00	25,872.69
	TOTAL NO FUND GROUP TITLE	270.00	675,872.69	.00	.00	650,270.00	25,872.69
	TOTAL	5,361,252.50	9,904,090.27	165,288.96	47,136.03	10,815,401.77	4,568,093.93