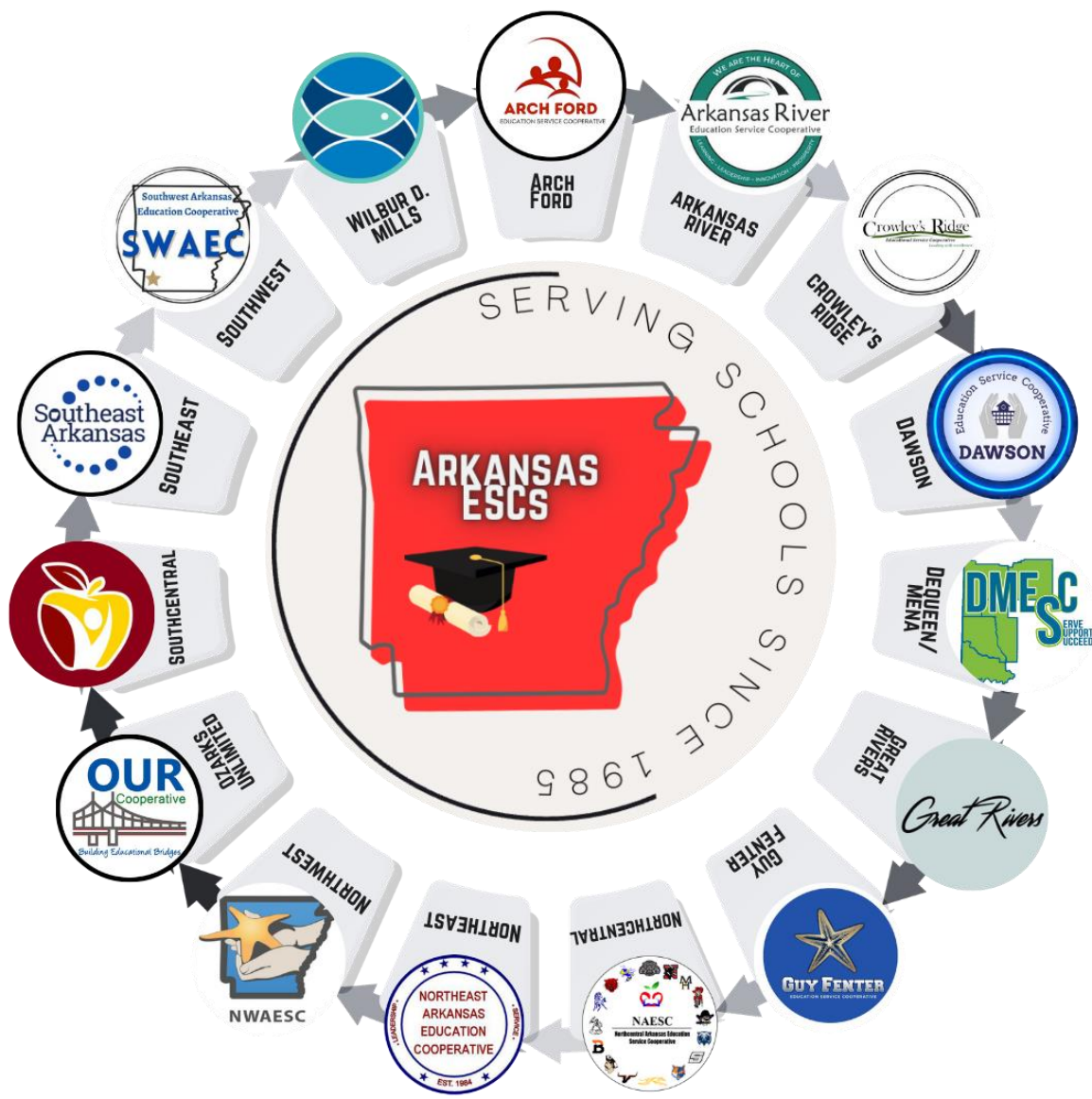


GUY FENTER EDUCATION SERVICE COOPERATIVE

Annual Report of Activities 2025-2026



GUY FENTER EDUCATION SERVICE COOPERATIVE

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GUY FENTER EDUCATION SERVICE COOPERATIVE

Message from the Director

I am pleased to present the Guy Fenter Education Service Cooperative's Annual Report for the 2025-2026 year. We take great pride in the services we provide to our 21 school districts, charter schools, private schools, and all student populations within our six-county region of Western Arkansas. This report is prepared for school district personnel, school board members, area legislators, Department of Elementary and Secondary Education personnel, and the Governor's office.

Our team has worked diligently to capture a comprehensive overview of the many services and activities we offer to member districts across various program areas. The Guy Fenter ESC region encompasses six counties, 21 districts, 98 schools, over 40,000 students, and more than 4,000 teachers and administrators.

Guy Fenter ESC, like all Education Service Cooperatives, has grown significantly, with member districts increasingly relying on the services we provide. Personnel from the Department of Elementary and Secondary Education and other state-level education organizations frequently seek assistance from Guy Fenter ESC and other co-ops for their initiatives. This underscores our commitment to enhancing student-focused programs through collaborative efforts, cost-saving measures, and partnerships with member districts. By bringing statewide efforts to the regional level, co-ops contribute to significant cost and time savings for both the state and local districts, ultimately enhancing student outcomes.

Jim Ford, Director

GUY FENTER EDUCATION SERVICE COOPERATIVE

Mission Statement

The mission of the Guy Fenter Education Service Cooperative is to assist the member schools in more effective and more equitable use of their shared resources and to provide shared services for the better education of their children and youth.

General Goals

Service desires of the local school districts shall be the paramount influence on the design of the cooperative's services programs. Such programs will also be influenced by the State Department of Education's desire to make services available to local districts through the cooperative.

The cooperative shall endeavor to provide requested services more economically and/or more effectively than the same services could be provided on an individual district basis.

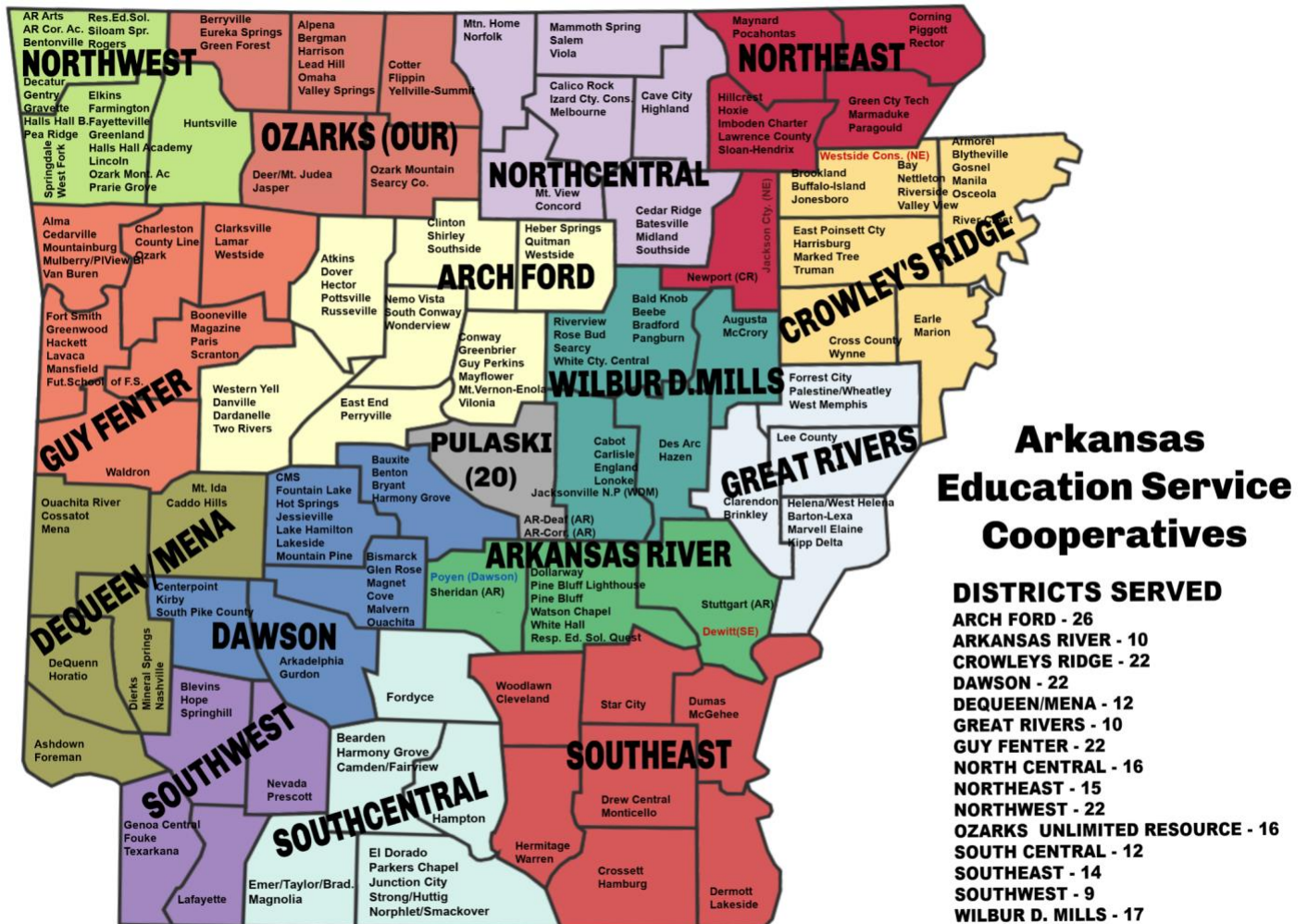
The cooperative shall strive to make services to all interested districts as equally accessible as possible.

Communications and Coordination

The cooperative shall work with its local school districts, with other cooperatives and the State Department of Education to improve communication and coordination through the Arkansas network of local school districts.

This cooperative shall constantly strive to reflect the wishes of the local districts' representatives in its operation, consistent with the applicable provisions of statutes and state regulations.

GUY FENTER EDUCATION SERVICE COOPERATIVE

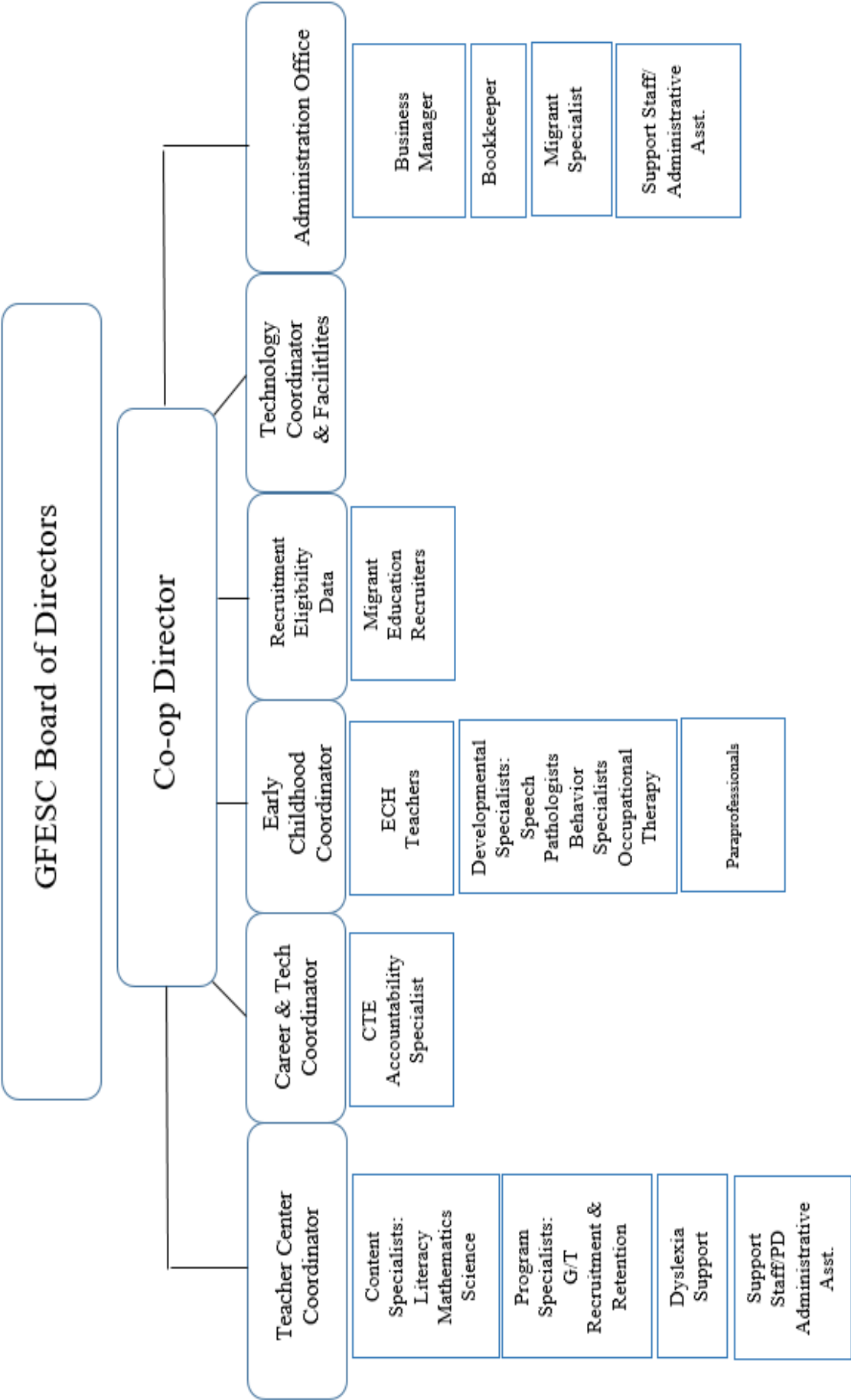


The Guy Fenter Education Service Cooperative serves the following counties:

Crawford
Franklin
Johnson
Logan
Scott
Sebastian

GFESC Organizational Chart

GUY FENTER EDUCATION SERVICE COOPERATIVE



GUY FENTER EDUCATION SERVICE COOPERATIVE

School Districts served in the Guy Fenter Education Service Cooperative

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Future School of FS, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/PV, Ozark, Paris, Scranton, Van Buren, Waldron, Westside.

Board of Directors

Name	Position	School District
Dr. Bryan Duffie	Board Member	Alma
Trent Goff	Board Member	Booneville
Dr. Kerry Schneider	Board Member	Cedarville
Missy Moore	Board Member	Charleston
Dr. David Hopkins	Board Member	Clarksville
Taylor Gattis	Board Member - Chair	County Line
Marty Mahan	Board Member	Fort Smith
John Ciesla	Board Member	Greenwood
Michael Freeman	Board Member	Hackett
Mario Beshears	Board Member	Lavaca
Clint Jones	Board Member	Lamar
Dr. Beth Shumate	Board Member - Vice Chair	Magazine
Joe Staton	Board Member	Mansfield
Jason Reeves	Board Member	Mountainburg
Dr. Lonnie Myers	Board Member	Mulberry/Pleasant View
Zane Vanderpool	Board Member	Ozark
Brad Culver	Board Member	Paris
Toby Cook	Board Member	Scranton
Dr. Harold Jeffcoat	Board Member	Van Buren
Daniel Fielding	Board Member	Waldron
Brad Kent	Board Member	Westside

GUY FENTER EDUCATION SERVICE COOPERATIVE

Teacher Center Committee

Guy Fenter Teacher Center Committee 2025-2026			
Committee Member	District	Position	Expires
Chasta Parker	Alma	Elementary Teacher	Aug-27
Jessica Rogers	Booneville	Junior High Teacher	Aug-27
Rhonda Brown	Cedarville	Elementary School Teacher	Aug-26
Rachel Fisher	Charleston	Administration, High School	Aug-26
Katina Vaughn	Clarksville	High School Teacher	Aug-28
Tara Law	County Line	High School Teacher	Aug-27
Courtney Eckles	Future School of Fort Smith	High School Teacher	Aug-26
Nicole Franklin	Fort Smith	Elementary School Teacher	Aug-26
Ashley McCombs	Greenwood	Elementary School Teacher	Aug-28
Suzanne Neal	Hackett	Elementary School Teacher	Aug-28
Melanie Day	Lamar	Elementary School Teacher	Aug-28
Rachel Peevehouse	Lavaca	Elementary School Teacher	Aug-27
Deidera Davis	Magazine	Elementary School Teacher	Aug-28
Michelle Johnson	Mansfield	High School Teacher	Aug-28
Jason Reeves	Mountainburg	Superintendent	Aug-26
Sean Cline	Mulberry/PV	Middle/Junior High Teacher	Aug-26
Brad Ray	Ozark	Administration, Principal	Aug-27
Trey Prieur	Paris	Middle/Junior High Teacher	Aug-28
Lakaen Schluterman	Scranton	Administration, Elementary	Aug-27
Monika Berry	Van Buren	High School Teacher	Aug-27
Kim Soloman	Waldron	Administration, High School	Aug-26
Kasey Sisk	Westside	Elementary Teacher	Aug-27

Guidelines:

- 1 representative from each school district must be on the committee
- Balance of Elementary, Middle/JH, and High School personnel
- 1/2 to 2/3 of members must be classroom teachers
- Members serve a 3 - year term, with the exception of the Superintendents that serve a 1 - year term

GUY FENTER EDUCATION SERVICE COOPERATIVE

Arkansas Department of Education Education Service Cooperative (ESC) Annual Report

Date: May 30, 2026 **LEA#** 24-20 **ESC#** 14

ESC Name: Guy Fenter Education Service Cooperative

Address: 3010 East Hwy 22, Branch, AR 72928

Phone Number: 479-965-2191

Director: Mr. Jim Ford

Teacher Center Coordinator: Angela Miller

Names of Counties served: Crawford, Franklin, Johnson, Logan, Scott, Sebastian

Number of Districts: 21 & 1 charter school **Number of Students:** 42,163

Number of Teachers: 3,137

District	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Staff	Certified Classroom Teachers	Classified Staff
Alma	3,000	46	60	211	176
Booneville	1,257	72	27	113	83
Cedarville	731	72	17	75	50
Charleston	875	45	15	64	47
Clarksville	2,504	75	60	189	167
County Line	536	70	17	42	29
Fort Smith	13,683	72	321	967	1,031
Greenwood	3,850	29	67	252	216
Hackett	764	71	15	66	47
Lamar	1,196	70	15	105	82

GUY FENTER EDUCATION SERVICE COOPERATIVE

District	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Staff	Certified Classroom Teachers	Classified Staff
Lavaca	729	40	15	67	49
Magazine	449	72	22	45	49
Mansfield	751	69	13	64	65
Mountainburg	615	74	18	63	56
Mulberry/ Pleasant View	402	73	16	55	33
Ozark	1,633	58	37	137	103
Paris	933	74	23	90	68
Scranton	449	51	11	38	26
Van Buren	5,603	64	115	402	351
Waldron	1,354	71	44	112	102
Westside	565	74	29	49	39

Charter Schools	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Staff	Certified Classroom Teachers	Classified Staff
Future School of Fort Smith	235	73	22	17	10
Institute for the Creative Arts	49	35	17	14	11

Totals	42,163	1,450	996	3,137	2,890
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Governance:

How is the co-op governed? Board of Directors

Executive Committee? No

How many members are on the Board? 21

Executive Committee? 0

How many times did the Board meet? 11

GUY FENTER EDUCATION SERVICE COOPERATIVE

Executive Committee? 0

When is the regular meeting?

August 14, 2025
Sept. 18, 2025
Oct. 8, 2025
Nov. 20, 2025
Dec. 18, 2025
Jan. 15, 2026
Feb. 19, 2026
March 12, 2026
April 16, 2026
May 14, 2026
June 11, 2026

Date of current year's annual meeting: October 8-10, 2025 (Superintendent's Fall Conference)

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

If yes, then:

How many are on the Teacher Center Committee? 22

How many members are teachers? 17

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? As scheduled (three times per year)

November 19, 2025

February 17, 2026

April 14, 2026

When was the most recent survey/needs assessment conducted? November 2025 - January 2026

Have written policies been filed with the ADE? Yes

GUY FENTER EDUCATION SERVICE COOPERATIVE

Staffing 2025-2026

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 Funding, B=Base Funds, D=District Allocations

* Last Name	First Name	Position	Funding Source	New Hire	Resigned
Atchely	Kristen	Career Coach – CTE	S/D		
Ballard	Rebecca	Early Childhood Behavior Intervention Specialist	D		
Battles	Leslie	PLG Foundation Literacy & SOR Specialist	D	07/01/2025	
Beavers	Evan	AEM Technology Coordinator	F		
Bradley	Treva	Administrator Analyst	F		
Bradford	Marc	Career Coach – CTE	S/D		06/30/2026
Brown	Jennifer	Early Childhood Teacher	D		
Bullard	Erica	Early Childhood Speech Pathologist	D		
Burns	Kelly	PLG – IIO Specialist	D	07/01/2025	
Camp	Yadira	Migrant Recruiter	F		
Carter	Angela	Early Childhood Speech Pathologist Assistant	D		
* Chambers	Katelyn	Community Health Nurse			
Churchman	Elizabeth	Early Childhood Teacher	D		
Cobb	Amber	Science Specialist	S		
Couthren	Gwen	Early Childhood Coordinator	D		
Cruz	Lidia	Early Childhood Paraprofessional	F	08/01/2025	
Cumbie	Candice	Math Specialist	S		
Dawson	Robyn	UA Fort Smith ERZ Director	S		06/30/2026
Dean	Melanie	Career Coach - CTE	S/D		
Debes	Ashley	Early Childhood Teacher	D		06/30/2026
Euston	Elizabeth	Early Childhood Speech Pathologist	D		
* Featherston	Debbie	APSCN Field Analyst			

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Floyd	Brittany	Early Childhood Teacher	D		
Ford	James	Director	B		
Freeman	Laura	Career Coach – CTE	S/D		
Frias	Millie	Migrant Recruiter	F	10/06/2025	
Fritsche	Shannon	Career Coach – CTE	S/D	07/01/2024	
Fulmer	Anna	Migrant Program Specialist	F	09/04/2025	
Goff	Candy	PLG Foundation Literacy & SOR Specialist	D	07/01/2025	
Grady	Karen	Acceleration, student events, & special projects	D	07/01/2025	
Handy	Rodney	DCE/ARKREHAB Instructor	S		
Hays	Hannah	Career Coach – CTE	S/D		
Haynes	Gina	Migrant Support/Tech Support	B/S/F		
Hertlein	Trena	Early Childhood Teacher	D		
Heydenreich	Kayla	Early Childhood Teacher	D		
Higby	Anna	Career Coach – CTE	S/D	07/01/2025	
Holland	Kaylynn	Career Coach – CTE	S/D	07/01/2025	
Howard	Kandis	Career Coach – CTE	S/D	07/01/2025	
Huff	Elizabeth	Early Childhood Teacher	D		06/30/2026
Huffmaster	Lisa	Inclusive Education Specialist	F		06/30/2025
Hulan	Ashley	Migrant REDS	F		
Irby	Candace	Early Childhood Teacher	D		
James	Mindy	Early Childhood Speech Pathologist	D		
Johnson	Lindsey	Career Coach – CTE	S/D		
Joy	Christena	Early Childhood Teacher	D		
Jumper	Lindsey	Systems Specialist	F		06/30/2025
Kengla	Audrey	Behavior Support Specialist			
King	Jennifer	Novice – ArPep Specialist	S	07/01/2024	
Laird	Kelsie	Early Childhood Teacher	D	07/01/2024	
Lamb	Patricia	Early Childhood Support Staff	D		
Lee	Ashley	ESVI Administrative Analyst	F		

GUY FENTER EDUCATION SERVICE COOPERATIVE

Lyle	Rebekah	Early Childhood Speech Pathologist	D		
Lyons	Stefan	Migrant Program Director	F		06/30/2025
McClure	Melinda	Bookkeeper	B		
McIver	Becky	SSIP Program Coordinator	F		
McLendon	Melissa	Systems Specialist	F	07/01/2024	06/30/2025
Mendez	Cindy	Early Childhood Support Staff/Interpreter	F		
Miller	Angela	Teacher Center Coordinator	B		
Molton	Randa	Administrative Assistant – Fingerprinting Tech	B	07/01/2025	
Musick	Whitney	ESVI Consultant	F		06/30/2025
Mummey	Robert	Career Coach – CTE	S/D	07/01/2025	
Nichols	Harvie	Information & Consultation Specialist	D		
Nicklin	Christi	Early Childhood Speech Pathologist	D		
Niemczyk	Sharon	ESVI Consultant	F		06/30/2025
Osborne	Desire	Early Childhood Speech Pathologist	D		
Pearson	Julaine	Early Childhood Speech Pathologist	D		
Pipkins	Matthew	Technology Coordinator	S		
Price	Cristin	Specialists/PD Administrative Assistant	S		
Reeves	Elizabeth		D		
Riendeau	Tabitha	Inclusive Education Specialist	S	07/01/2024	
Rose	Tammie	Career Coach – CTE	S/D	07/01/2024	
Rowe	Caroline	Migrant Recruiter	F	11/01/2024	
Sanders	Sherrie	Business Manager	B		
Schluterman	Olivia	Early Childhood Speech Pathologist	D	07/01/2025	
Schluterman	Rachael	Early Childhood Speech Pathologist	D		
Shotzman	Holly	Career Coach – CTE	S/D		
Smart	Cathy	Early Childhood Speech Pathologist	D		
Smith	Stephanie	ESVI Consultant/AT Specialist/Transition Coord.	F		
Strozier	Crystal	Early Childhood Teacher	D		

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	Tate	Jennifer	Early Childhood Paraprofessional	D		
*	Tomlison	Damaris	Migrant State Director			
	Turner	Jennifer	Career & Technical Ed Coordinator	S/F		
	Whitman	John	CTE Accountability Specialist	F		
*	Whitman	Sarah	Migrant Parent Engagement Liaison			

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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. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. **Does the co-op provide media services to schools?** No

Do districts contribute dollars to the media services? No

Does the co-op operate a “make-and-take” center for teachers? Yes

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once. 65

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Administrative Services

Listed below are examples of the programs offered by the Co-op in partnership with our districts:

Administrators and Local School Board Members Training
Assessment Data Analysis and Support
APSCN Field Support
Assist/Support with Evaluation procedures (OSR, Federal/Categorical Monitoring, GT Program evaluation, etc.)
Behavior Support Services
Bookkeeping Assistance
Business Management Training
Career and Technical Education/Perkins Consortium
Community School Health Nurse Services
Computer Science Support
Conduct Annual Needs Assessment/Planning assistance
Cooperative Purchasing
Curriculum Support
Dyslexia Support Services
Early Childhood Special Education
Education ESVI Services
English Language Support
E-Rate Applications
ESC Works Support
eSchool and eFinance Support
ESOL Support/Migrant Education
Federal Programs Support
Evaluation Procedures
Fingerprinting Services
Gifted and Talented Support
Grant Writing Assistance
Instructional Facilitator Training
Instructional Leadership
Literacy/Science/Math Support Services
Medicaid Billing
Novice Teacher/Recruitment and Retention/Mentoring
Migrant Student Identification
Principal's Leadership Cohort
Professional Development Opportunities for Teachers
Special Education Services
Teacher Center Services
Teacher Evaluation and Support System (TESS)
Technology Support and Training Services

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Direct Services to Students

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

Battle of the Books

Behavior Intervention Support Services – Behavior Support Specialist

Chess Tournaments

Computer Science Competitions

Debate Competition

GFESC Early Childhood

Foster Grandparent Mentoring Program

Gifted/Talented Programs: 21 participating districts

Itinerant Teachers – please list areas: Early Childhood Special Education ages 3-5 year olds

Low Incidence Handicapped (vision/hearing)

Migrant Education Services

Nursing Services

Occupational Therapy

Physical Therapy

Quiz Bowl

Rubik's Cube Competition

Speech Therapist

Transition Assistance

Other (Please specify):

GUY FENTER EDUCATION SERVICE COOPERATIVE

Anecdotal Reports

Strategic Support Plan for Educators of ELs in Arkansas Grant

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

1. **Engagement:** Landscape Analysis Consult with personnel at the educational cooperatives to validate regional data-based needs and define localized priorities for districts based on EL population density. Priorities include the extent of student needs for English Language Development (ELD) and meaningful access to core content instruction.
2. **Vendor Selection:** Use the AR Professional Learning Partner Guide and previous relationships/knowledge of EL-centered PL vendors to select partners that demonstrate both successful past performance in working with educators of ELs in urban and rural settings.
3. **Monitor and Evolve:** Analyze existing monitoring systems (i.e. ATLAS and ELPA21 performance data) to determine EL-specific indicators for monitoring EL outcomes and professional learning impacts to fuel improvement cycles for short- and long-term educational cooperative support plan development.

Strategic Goals

- **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.

GFESC Dyslexia Contacts Meetings

Guy Fenter Education Service Cooperative Dyslexia Contact meetings were developed in collaboration with the Arkansas Department of Education to support our GFESC member districts with their dyslexia needs. Each district selected a Dyslexia contact to attend quarterly sessions at GFESC. The Dyslexia sessions included guest speakers from ADE and other state agencies and focused on improving student learning by identifying and meeting the needs of students with characteristics of dyslexia, collaborating and training for the administration, analysis, and interpretation of initial screeners, level 1 screeners, and level 2 assessments including using various assessment tools. We believe that building capacity is crucial to providing appropriate learning experiences for all students. GFESC offered four F2F meetings during the 2025-2026 school year. GFESC will be hosting Dyslexia specific training during the summer of 2026.

GUY FENTER EDUCATION SERVICE COOPERATIVE

GFESC Federal Programs and Curriculum Coordinators' Meetings

The Guy Fenter Education Service Cooperative Federal Programs and Curriculum Coordinators' meetings in collaboration with the Arkansas Department of Education were established as a way to disseminate information regarding Federal Program guidelines and Curricula choices and implementation. The meetings provide opportunities for leaders to share and discuss various topics with their colleagues from other member districts. All 21 of the GFESC school districts participate in the monthly meetings. Federal Programs and Curriculum Coordinators' meetings serve as a venue for ADE to communicate new requirements, explain initiatives, rules, and the implementation of new guidelines and/or curriculum through the Teacher Center Coordinator and other school leaders. We use these meetings to provide support to the leaders in our area schools and to build capacity within our districts. GFESC offered all meetings face to face.

GFESC Principals' Leadership Cohort and Monthly Meetings

The Guy Fenter Education Service Cooperative Principals' PLC includes monthly scheduled Principals' meetings that are designed to provide updates and explanation/clarification of current educational initiatives for the principals in the GFESC region. Meetings are split into Elementary (K-6) and Secondary (7-12) sessions, and give an opportunity for principals and assistant principals to share information and/or suggestions with colleagues across the region. This allows for building leaders to stay informed and to build a better capacity for leading the teachers in new and innovative instructional practices. The focus of the 2025- 2026 meetings was ATLAS data, specifically LEA Insights, Classroom Walkthrough/Learning Walks, and Building-level student growth per subject. GFESC district principals brought data to each meeting to discuss and determine best practices. The data shared with Superintendents each month was also reported at each principals meeting and principals had the opportunity to discuss patterns, trends, and set goals. Topics of the 2024-2025 Principals meetings included Data, CWs, LEARNs ACT, Title IX, ATLAS, CTE, LEADS, RTI, Master Scheduling, etc.

GFESC Annual Leadership Conference

The Guy Fenter Education Service Cooperative provides specialized professional development to Superintendents and Assistant Superintendents in the areas of Data Disaggregation, Ethics, Instructional Leadership, ESSA Score Report, Curriculum Updates, Facility Issues, Legislative Issues/Updates, and Acts 61 and 730 Fiscal Management Training. This Conference provides an opportunity for Superintendents from all member districts to collaborate and discuss current education trends/issues. School leaders from all twenty-one districts, AAEA, DESE, Western Arkansas Technical Center, Rural Education Association, etc. attend this conference to provide information and updates for the school district leaders in the GFESC region. The GFESC Leadership Conference was held October 8-10, 2025.

GFESC and University of Arkansas Partnership - Teacher Recruitment/Pre-Service

GFESC and the University of Arkansas at Fort Smith partnered in both the fall of 2025 and the spring of 2026 to bring pre-service/intern students to the GFESC campus. The Pre-Service/Intern Students learned about the Early Career Educator Program and how the GFESC is able to support educators. The GFESC Novice Teacher Mentoring Specialist provided the future educators the opportunity to engage in an Administrative Roundtable with different administrators from GFESC districts to hear tips on best interview practices, professional development, professionalism, social media Do's and Don'ts, PLC/Collaboration, etc. The Pre-Service/Intern students were able to leave resumes to be shared with GFESC districts during these events. GFESC will also host a Pre-Service Teacher Recruitment event at our 3rd Annual Novice Teacher Conference in July 2026. Participants will have the opportunity to hear about programs for paraprofessional certification, paraprofessional to classroom teacher licensure pathways, and even Masters degree program options available.

GUY FENTER EDUCATION SERVICE COOPERATIVE

GFESC Beginning Superintendent and Principal Mentoring

Education Service Cooperatives began mentoring beginning superintendents and principals in the 2025-2026 school year. NWAESC supported one (1) beginning superintendent and eight (8) beginning principals 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. This 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 needs.

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 Teacher 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 an Instructional Model, Classroom Walkthroughs, Profile of a Highly Effective Principal and Teacher, Data Collection, HQIM

GUY FENTER EDUCATION SERVICE COOPERATIVE

ESCWorks

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 session.

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

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

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

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$7,118.89 was paid by each entity for site maintenance and support FY25-26. Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was \$113,902.24 FY 25-26.

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Accounting 2025-2026

Funding Source: Base

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Future School of Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel

Name	Position	Degree
Sherrie Sanders	Business Manager	HSD/CASBO Certified
Melinda McClure	Bookkeeper	HSD
Randa Molton	Administrative Assistant	HSD

Goal

To provide financial support to all programs and participating districts of the cooperative.

Program Summary

2025-2026 State Funding Source:

TEACHER CENTER - 4,924.41

SSIP COTEACH - 6,296.05

CAREER COACH LOCAL - 418,614.88

CAREER COACH GRANT - 471,465.99

LEADS WATERSHED GRANT - 5, 070.00

PRO LEARNING GRANT - 296,530.89

STAFF DEVELOPMENT WS - 302,725.00

APSCN - 3,600.00

PERKINS WS - 15,856.60

INFORMATION SPECIALIST - 47,250.00

GT LOCAL - 37,800.00

SCIENCE WS - 5,886.70

EARLY CHILDHOOD LEA - 2,076,362.00

DCE ARK REHAB SVCS - 67,127.00

SCHOOL PSYCHOLOGIST - TESTING - 126,656.50

UA FORT SMITH - ERZ - 109,350.00

ADE NBCT SUPPLEMENTAL - 5,382.50

PROF QUALITY ENHANCEMENT - 260.000.00

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WORKFORCE ED COORDINATOR - 65,000.00
ENGLISH LANGUAGE SUPPORT GRANT - 138,030.00
EDUC SVC COOPERATIVE - 408,618.00
TECH STATE - 80,000.00
CONTENT SPECIALISTS - 270,000.00
BEGINNING SUPERINTENDENT GRANT - 11,200.00
NONTRAD LICENSURE (AR PEP) - 89,700.00

2025-2026 Federal Funding Source:

MIGRANT - 800,962.58
CARL PERKINS - 457,173.61
CP RECRUITMENT & RET - 12,250.00
CP CERTIFICATION - 5,677.32
CP INNOVATION - 180,000.00
VI-B ESVI GRANT - 420,714.00
VI-B SYSTEMIC IMPROVEMENT - 382,926.08
AEM GRANT - 202,029.17
STATE PERSONNEL DEVELOPMENT GRANT - 819,425.60
MEDICAID PRESCHOOL 275,471.00
ARMAC 36,363.70
EC LOCAL LEAD -OEC 150,000.00
ACEL COMMUNITIES - 162,822.67

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: ADE/APSCN Student Field Analyst

Funding Source: Arkansas Department of Education

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Future School of Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside, and Institute of Creative Arts

Personnel:

Name	Position	Degree
Debbie Featherston	APSCN Student Field Analyst	AS

Goal:

To provide end-user support to district personnel using the statewide student management system (SMS), Cognos BI Tool, PowerSchool Enrollment, and state-reporting system.

Program Summary:

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

Major Highlights of the Year:

- Training of the eSchool Software

- 28 Total Training/Workshop F2F or Virtual Days at Guy Fenter Co-op with a total of 551 participants

- Facilitate and implement eSchool trainings for new and/or existing users

- Implementation of eSchool (student management system) upgrade and PowerSchool Enrollment

- Kept all districts updated with new reporting changes

Program: Arkansas Transition Services

GUY FENTER EDUCATION SERVICE COOPERATIVE

Funding Source: Federal Grant

Competitive Grant: No

Restricted: Yes

Participating Districts:

NWAESC – Arkansas Arts Academy, Arkansas Connections Academy, Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall Academy, Huntsville, Lincoln, NWA Classical Academy, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

OUR – Alpena, Bergman, Berryville, Cotter, Deer/Mt. Judea, Eureka Springs, Flippin, Green Forest, Harrison, Jasper, Lead Hill, Omaha, Ozark Mountain, Searcy County, Valley Springs, Yellville/Summit

GFESC – Alma, Booneville, Cedarville, Charleston, County Line, Fort Smith, Future School of Fort Smith, Greenwood, Hackett, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry, Ozark, Paris, Premier High School - Fort Smith, Van Buren, Waldron

Personnel:

Name	Position	Degree
Mary Caldwell	Transition Consultant	MM, BSE, AAS

Goal:

To provide district, regional, and state-wide trainings throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

Program Summary:

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

Major Highlights of the Year:

Arkansas Transition Services (ATS) has been spending this year out in schools consulting and providing on-site statewide and regional professional learning opportunities. ATS also has a YouTube channel and a website (www.arkansastransition.com) as a resource to get our information out across the state.

State Level

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- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferable work skills.
- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need..
- Arkansas Transition Services in partnership with the University of Kansas, are participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Follow up trainings were held this year.
- Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS held its statewide Transition Summit for teams from across the state in Hot Springs. The Summit is a chance for Transition Teams from across the state to work on plans to improve transition at their respective districts and attend breakout sessions on Transition.
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

○ State Level Organizations Served:

- Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President

Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
- Technical Assistance was provided on a variety of Transition related subjects to teachers/staff in districts across the 3 co-op areas.
- Meetings regularly attended

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- AASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - Project Search
- Trainings/Conferences Attended

Program: ArPEP - Arkansas Professional Educator Pathway

GUY FENTER EDUCATION SERVICE COOPERATIVE

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside (public schools), Future School of Fort Smith (charter school), and Union Christian Academy and Subiaco Academy (private schools).

Personnel:

Name	Position	Degree
Jennifer King	ArPEP Year 1 Facilitator	MED +
Angela Miller	ArPEP Year 2 Facilitator	MED +

GOALS:

Teacher Recruitment

- Develop and strengthen partnerships with school districts to identify workforce needs and support the preparation of highly qualified educator candidates.
- Recruit a diverse pool of teacher candidates to promote equity, inclusion, and representation within the educator workforce.
- Increase recruitment efforts in critical teacher shortage areas to address staffing needs and improve access to qualified educators.
- Prepare Year One Ready teachers who are equipped to meet the evolving demands of the educator workforce and contribute to student success from the beginning of their careers.
- Provide training and support for future educators in establishing positive classroom communities that foster student engagement, belonging, and achievement.
- Develop candidates' capacity to design and deliver effective, standards-aligned instruction that meets the diverse learning needs of students.
- Equip teacher candidates to implement evidence-based instructional strategies that promote academic growth and improve student outcomes.
- Strengthen candidates' ability to use assessment data to inform and drive instruction, ensuring continuous improvement in teaching practices and student learning.
- Support the successful transition of teacher candidates into the profession by ensuring they possess the knowledge, skills, and dispositions necessary for long-term effectiveness and success in the classroom.

Teacher Candidate Preparation

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- Provide comprehensive training on the Teacher Excellence and Support System (TESS) to prepare teacher candidates for effective instructional practice and professional growth.
- Support candidates in understanding and applying the Aspiring Teacher Rubric to develop the knowledge, skills, and dispositions expected of effective educators.
- Ensure teacher candidates demonstrate knowledge of the Arkansas Code of Ethics for Educators and understand their professional responsibilities and ethical obligations.
- Prepare candidates in the Science of Reading to strengthen evidence-based literacy instruction and improve student reading outcomes.
- Develop candidates' capacity to effectively implement High-Quality Instructional Materials (HQIM) to support rigorous, standards-aligned teaching and learning.
- Provide preparation and support for required licensure assessments, including the Praxis examinations, edTPA, and the Foundations of Reading Assessment.
- Guide candidates through the Alternate Assessment Plan requirements, ensuring they understand available pathways to licensure and associated expectations.
- Support successful completion of the edTPA Portfolio Assessment through targeted training, feedback, and coaching.
- Facilitate participation in required professional development activities that support candidate growth and fulfillment of initial teacher licensure requirements.
- Prepare teacher candidates to successfully meet all state requirements for initial teacher licensure and enter the profession as effective, classroom-ready educators.

PROGRAM SUMMARY:

The Arkansas Professional Pathway to Educator Licensure (ArPEP) provides an alternative route to teacher licensure for individuals who hold a bachelor's degree and seek to enter the teaching profession.

Administered under the direction of the Arkansas Division of Elementary and Secondary Education (DESE) and monitored by the DESE Office of Educator Effectiveness, the program addresses educator workforce needs by preparing qualified candidates to serve as effective classroom teachers while completing licensure requirements.

ArPEP participants are eligible to receive a two-year Arkansas Provisional Teaching License, allowing them to serve as teachers of record in Arkansas schools while earning a salary and benefits. Through a comprehensive two-year preparation model, candidates engage in rigorous professional learning, on-the-job training, mentoring, and continuous performance feedback aligned with state mentoring and teacher evaluation systems.

The program emphasizes the development of highly effective educators through training in instructional planning, classroom management, assessment practices, professional ethics, and research-based instructional strategies. Participants receive targeted support in key licensure and educator effectiveness components, including the Teacher Excellence and Support System (TESS), the Aspiring Teacher Rubric, the Arkansas Code of Ethics for Educators, Science of Reading practices, High-Quality Instructional Materials (HQIM), Praxis and Foundations of Reading assessment preparation, alternate assessment pathways, and the edTPA portfolio assessment process.

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A cornerstone of the program is the successful completion of the edTPA assessment, a performance-based evaluation that measures a candidate's ability to plan, instruct, assess, and reflect on teaching practices to support learning for all students. Throughout the program, candidates are guided by experienced educators and skilled practitioners who provide instruction grounded in current research and best practices in teaching and learning.

GFESC supports candidates through technology-rich learning environments. GFESC ArPEP is committed to providing rigorous, relevant, and accessible teacher preparation experiences. The program continues to strengthen the educator pipeline by recruiting, preparing, and supporting qualified teacher candidates who are equipped to meet the diverse needs of Arkansas students and schools.

MAJOR HIGHLIGHTS OF THE YEAR:

- GFESC site had 62 teachers in year 1 and year 2 ArPEP
- 93% of Year 1 participants are employed (2 candidates On Hold)
- 100 % of Year 2 participants are employed
- 10 teachers were hired in “high need” subject shortage areas: secondary science, secondary mathematics, and foreign language
- The Year 1 Site Facilitator completed four on-site visits, one per quarter, for each Year 1 and Year 2 candidate
- The Year 1 Site Facilitator provided a weekly open Google Meet link on most Fridays for all Year 1 and Year 2 and their mentors
- The Year 1 Site Facilitator provided a monthly Google Form link for all Year 1 and Year 2 and their mentors to communicate needs for support and response

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: K-12 Behavior Specialist

Funding Source: Federal-Part B

Competitive Grant: No

Restricted: Yes

Participating Districts: Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel:

Name	Position	Degree
Dr. Shelia Smith	Behavior Support Director	Ph.D., L.P., BCBA-D
Shanna Bailey	Behavior Support Specialist	M.S, BCBA
Jennifer Brewer	Behavior Support Specialist	Ed.S.
Sandy Crawley	Behavior Support Specialist	M.S.E.
Kelly Davis	Behavior Support Specialist	M.Ed., BCBA
Sonia Harsfield	Behavior Support Specialist	M.Ed.
Audrey Kengla	Behavior Support Specialist	BSE, M.S.,CCC-SLP
Amanda Kirby	Behavior Support Specialist	M.S.E.
Kat Lancaster	Behavior Support Specialist	M.A., CCC-SLP, BCBA
Lindsey Lovelady	Behavior Support Specialist	M.S., BCBA
Allison Mears	Behavior Support Specialist	LPC., BCBA
Nicheyta Raino	Behavior Support Specialist	M.Ed., BCBA
Jenna Stapp	Behavior Support Specialist	M.A.T.
Connie Thomason	Behavior Support Specialist	M.Ed., BCBA
Mary Walter	Behavior Support Specialist	Ed.S, SPS, BCBA
Meagan Booe	Behavior Support Specialist	M.Ed., BCBA
Carla Knight	Behavior Support Specialist	M.S.E., BCBA

Goal:

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

BX3 PROJECT

Goal:

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

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BX3 Cohort 3- Building level teams

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Bryant Elementary- Dawson 2. Hurricane Creek Elementary-Bryant-Dawson 3. McRae Elementary-Searcy- WDM 4. Mena Middle School- DQM 5. Mena High School- DQM 6. Oscar Hamilton Elementary-Foreman-DQM 7. Pottsville Junior High- AF 8. Asbell Elementary Fayetteville | |
|--|--|

BX3 Cohort 4 - Building level teams

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Magnolia Middle School 2. Westside Elementary - Searcy 3. Southwest Middle School - Searcy 4. Janie Darr Elementary - Rogers 5. Arkadelphia High School 6. Lake Hamilton New Horizons - 7. Washington Elementary - Fayetteville 8. Lincoln Middle School 9. Cedarville Elementary 10. Glen Rose Elementary 11. Flippin Elementary 12. Beebe Elementary 13. Bob Folsom Elementary - Farmington | <ol style="list-style-type: none"> 1. Westbrook Elementary - Harmony Grove 2. Bayyari Elementary - Springdale 3. North Heights Community School - Texarkana 4. Beebe Middle School 5. Louise Durham Elementary- Mena 6. Manila Elementary 7. Indian Hills Elementary - North Little Rock 8. East End Elementary 9. Lakeside Primary 10. Peake Elementary - Arkadelphia 11. Harmony Leadership Academy- Texarkana 12. Rector Elementary School |
|--|---|

BX3 Cohort 5 - Building level teams

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Waldron Middle School 2. Mountainburg Elementary 3. Mountainburg Middle School 4. Mountainburg High School 5. King Elementary-Van Buren 6. Fairview Elementary- Fort Smith 7. East Side- Magnolia 8. Central Elementary-Magnolia | <ol style="list-style-type: none"> 1. Sheridan High School 2. Eureka Springs Elementary 3. Eureka Springs Middle School 4. McCrory Elementary 5. Jerry "Pop" Williams Elementary- Farmington 6. Farmington High School 7. Arkansas Arts Academy Elementary |
|--|---|

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9. Hillcrest Elementary 10. East End Middle- Sheridan	8. Clarendon Elementary
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PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-26:

- Cohort 3 continued with 8 building-level teams across the state
- Cohort 4 continued with 25 building-level teams across the state
- Cohort 5 continued with 18 building-level teams across the state
- Accepted Cohort 6 with 19 building-level teams across the state
- 98% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 98% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 97% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2025-2026:

- Provided coaching and consultation, student observation, records review, coaching with functional behavior assessment, or safety and behavior intervention planning for student teams for 150 CIRCUIT referrals across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-2026:

- Offered 6 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 6 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success.
<https://arbss.org/behavior-breaks/>
- Offered over 143 professional learning opportunities in person to school districts in all Education Service Cooperatives with over 2392 participants

ADDITIONAL BSS HIGHLIGHTS OF 2025-2026:

- Held the first annual Arkansas School Behavior Conference on July 23 with over 450 attendees from across the state
- Partnered with DESE to support THRIVE Leadership Academy at Northeast Arkansas, Wilbur D. Mills ESC, OUR ESC, Crowley's Ridge ESC, Guy Fenter ESC, Arkansas River, and Southwest ESC to improve the implementation of positive behavior supports in school buildings.
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the DDS Autism Work Group
- Served on the Autism Legislative Task Force
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Reached national and international audiences with newsletter
- Provided online modules for Special Education Apprenticeship Program for 2 Cohorts thus far
- Reached educators and University Educator Programs in Arkansas as well as nationally and

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internationally audiences with online modules

- Presented Level Up at East End Middle: Implementing Tier1/2 Strategies at AAEA Conference
- Presented the Student Intervention Matching Form at the APRSC Virtual Conference
- Presented Building Capacity in School-Wide Positive Behavior Supports: The Journey from THRIVE to BX3 and Behavior Boost: Practical Tools to Empower Every Educator at the ADE Summit
- Presented Break Away from Behavior at the ASEP Conference
- Presented Quick Tips for Positive Behavior at the ArSCA Southwest Fall Meeting
- Presented ACC: Supporting Schools, Supporting Students as part of the ACC panel at Arkansas Children's Hospital
- Presented at Arkansas Association of Alternative Educators Conference
- Presented What to Do When Students Behave and Misbehave! and Approaches for Managing Student Behaviors at the Fall ARMEA Conference
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Myth-Busting Behavior: What School Teams Often Get Wrong (and How to Get It Right) and Effective Approaches for Managing Student Behavior: Tier 1 and Tier 2 at the 2026 Forum on School Behavior and Mental Health
- Attended the Midwest Symposium for Leadership in Behavior Disorders (1 BSS)
- Attend Southeastern School Behavioral Health Conference in April (2 BSS)
- Attended Verbal Behavior Conference in March (1 BSS)
- Attend Association for Behavior Analysis International Conference in May (3 BSS)

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Career & Technical Education 25-26

Funding Source: Carl D Perkins Funding

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Waldron, Westside, and Van Buren.

Personnel:

Name	Position	Degree
Jennifer Turner	CTE Coordinator	MSE
John Whitman	CP Accountability Specialist	BS

Goal:

The GFESC Carl Perkins Program promotes reform, innovation, and continuous improvement in career and technical education to ensure that students acquire the skills and knowledge they need to meet challenging State academic standards and industry-recognized skill standards, and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers.

Program Summary:

The GFESC Carl Perkins Program addresses and provides assistance to develop high-quality programs that:

- integrate academic and vocational education
- promote student attainment of challenging academic and vocational and technical standards
- provide students with strong experience in, and understanding of all aspects of an industry
- address the needs of individuals who are members of special populations
- involve parents and employers
- provide strong linkages between secondary and postsecondary education
- develop, improve and expand the use of technology
- provide professional development for teachers, counselors, and administrators

The CTE Coordinator is required to write the annual application and distribute/spend the funding for area schools on indicator projects approved by the Arkansas Department of Career Education. Required reports, technical assistance, professional development, state start up grant writing, and administrative assistance are other duties provided by the program.

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Major Highlights of the Year:

GFESC CTE teachers came together for our third annual Girl Power Competition, showcasing female design concepts related to CNC technologies. 150 girls registered from 15 school districts in our consortia. Local Industry partners sent female representatives to judge (ABB, Farm Credit, Rheem) and talk to the girls about their non-traditional occupations. The girls rotated through educational stations and learned about Personality styles, aptitudes and programs related to those. Winners were selected and attended the second- state Girl Power takes State competition held at Saline County Career Center. GFESC had 6 state competition winners!

The GFESC Carl Perkins Consortium hosted a FFA Sub Area Leadership Career Development Event for students and teachers to explore the opportunities in Career and Technical Student Organizations. The event was located at GFESC with over 90 students participating and cooperatively working together. Industry partners judged and worked with the students to be prepared for FFA NW District competitions. Schools participating: Alma, Booneville, Cedarville, County Line, Greenwood, Hackett, Lavaca, Magazine, Mountainburg, Mulberry, Ozark, Paris, Scranton, Van Buren and Waldron. All participating students and teachers felt a special connection and asked to participate again in the future. An Advanced Leadership FFA Chapter Conduct Management was held with schools participating from several areas of Arkansas including: Siloam Springs, Lincoln, Cedarville, Huntsville, Vilonia, Jasper, County Line.

GFESC CTE and other Coop Specialists facilitated a Reverse Career Fair and Get Real-Here's the Deal life training event with the Magazine, Mountainburg, Mulberry, Waldron and Paris School district juniors and seniors at each school separately. All students prepared resumes with over 100 Business/Industry representatives attending. A Reverse Career Fair has the students prepare individually and are stationed by areas of interest. Representatives choose who they want to talk to/interview based on resumes submitted. 271 students received at least one job offer and several had multiple interviews. All schools were also invited to the state chambers "Be Pro Be Proud" Draft day with 75 employers attending to meet and interview prospective employees. A Draft day signing event

One of GFESC Carl Perkins Schools was chosen by DCTE to "Showcase" their model CTE programs during CTE month.

GFESC hosted CTE teams from all coop schools, counselors and Administrators with an intense PD for educators with a Deep data dive into CTE data on how to help support every student to achieve an education they deserve. Each school team disaggregated their own data and developed action plans for their schools. Stakeholder Engagement with local Business and industry were brought in to engage with the CTE teams. With the implementations of LEARNS, school teams developed implementation plans and schedules to be able to identify students.

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GFESC in partnership with Ft Smith Schools and Peak Innovations Center hosted our own Draft Day experience called LAUNCH Career Event. We had employers from over 60 different areas interviewing and visiting with students about career opportunities. Over 250 interviews were conducted with our students.

Program: Computer Science

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

Competitive Grant: Yes

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Name	Position	Degree
Alex Moeller	Statewide CS Specialist	
Ashley Kincannon	Statewide CS Specialist	Ed.S.
Joshua Rodgers	Statewide CS Specialist	
John Hart	Statewide CS Specialist	MLIS
Tammy Glass	Statewide CS Specialist	
Zachary Spink	Statewide CS Lead Specialist	MSE
Brian Lawhon	Statewide CS Specialist	MSE

Goals:

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

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

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

3. Licensure - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards

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to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.

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

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

Program Summary:

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

PD Offered:

- Computer Science Impact Meeting
- AI for ARPEP Teachers
- Applied Cryptography
- Bit by Bit
- Build a Game Pygame
- Business Intelligence
- Circuit Playground Training
- Code to Cultivation
- Coding with Circuit Playground
- Coding with Raspberry Pi
- Cryptography
- CS Planning with the New Standards
- Cybersecurity and Networking with Raspberry Pi
- Data Analysis and Visualization
- Data Science: Collect, Clean, Analyze
- Data Science: SQL, Spreadsheets, Python
- Fundamentals of Cyber
- Hardware Interactions
- High School Computer Science Certification and Preparation

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- 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.

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- CTSO Support: Continued the growth, development, and support of Career and Technical Student Organizations.
- Student Recognition: Distributed Computer Science Completer Cords to schools to honor students finishing their CS Pathways.
- National Advocacy & Representation: Represented Arkansas on the national stage with the Expanding Computing Education Pathways (ECEP) alliance and collaborated on the Code.org State of Computer Science Education report.

Ongoing Support & Initiatives

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

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Consolidated Purchasing Services

Funding Source: Member Districts

Participating Districts (Paper):

Alma, Cedarville, Charleston, County Line, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel:

Name	Position	Degree
Jim Ford	Director	MED +

Goals:

The goal of Consolidated Purchasing Service is to save money for member schools, to provide convenience and save time for member districts.

Program Summary:

The GFESC seeks bids on instructional material, specifically types of paper, to provide member districts with savings on the materials that they would have to order from other sources.

Major Highlights of the Year:

17 member districts participated, along with GFESC, in the Consolidated Purchasing Services and secured materials from successfully bidding vendors.

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Digital Learning – Virtual Arkansas

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

PARTICIPATING GUY FENTER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Future School of Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Westside

Personnel:

Name	Position	Degree
John Ashworth	Executive Director	EdS, MS, BS
Mindy Looney	Director of Operations	BS, MBA
Candice McPherson	Director of Design and Development	MS, BS
Jason Bohler	Core Campus Principal	MA, BA
Samantha Carpenter	Core Campus Principal	EdS, MS, BS
Christie Lewis	CTE Campus Director	BBA, MS
Rachael Walston	Learn Anywhere Academy (LAA) Program Principal	MS, BS

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

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

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

GOALS:

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

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

GUY FENTER EDUCATION SERVICE COOPERATIVE

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.

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PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

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

1. Provided 100% virtual student options for local schools through the Learn Anywhere Academy (LAA).
 2. Provided parent orientation webinars and informational webinars throughout the school year.
 3. 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.
 4. Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
 5. 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.
 6. 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.
 7. Designed and developed the America 250 teaching and learning resources utilized by schools, families, and students throughout the state.
 8. Partnered with the Arkansas Department of Education to design and develop facilitator materials for the ArPEP program.
 9. Supported DESE in the launch of the Course Choice program.
 10. Virtual Arkansas offers 5 full H2 pathways and an additional 6 H2 pathways with at least 2 levels of courses
-

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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

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Dyslexia

Funding: Arkansas Department of Education- Division of Elementary & Secondary Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Mansfield, Magazine, Mountainburg, Mulberry Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel

Name	Position	Degree
Elizabeth Reeves	Dyslexia Specialist	MED

Goal:

The dyslexia support component consists of specialists who provide services to the Guy Fenter Cooperative school districts with the goal of improving instruction for students with dyslexia and other reading difficulties. These services include: on-site technical assistance, demonstration and guidance of evidence based practices for dyslexia intervention, observation and coaching of instructional facilitators and/or teachers, support in developing and aligning dyslexia specific curriculum, analysis and alignment of assessments for early identification and progress monitoring, professional development focused on dyslexia, and leadership in creating dyslexia-friendly learning environments. Dyslexia specialists maintain up to date knowledge of current research and effective practices in dyslexia identification, instruction, intervention and professional learning. They also gather input from educators through formal and informal surveys and provide targeted, prescriptive training and support based on identified needs.

Program Summary:

The dyslexia support component consists of specialists who provide services to the Guy Fenter Cooperative school districts with the goal of improving instruction for students with dyslexia and other reading difficulties. The specialist analyzes key components of screening, identification, and the intervention of students with characteristics of dyslexia. The specialist provides targeted and specific support focused on district needs. These services include: on-site technical assistance, demonstration of evidence based practices for dyslexia intervention, observation and coaching of instructional facilitators and/or teachers, support in developing and aligning dyslexia specific curriculum, analysis and alignment of assessments for early identification and progress monitoring, professional development focused on dyslexia, and leadership in creating dyslexia-friendly learning environments. Dyslexia specialists maintain up to date knowledge of current research and effective practices in dyslexia identification, instruction, intervention and professional

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learning. They also gather input from educators through formal and informal surveys and provide targeted, prescriptive training and support based on identified needs.

Dyslexia Training and Support

The dyslexia support program provides specialized services to school districts in the Guy Fenter Cooperative area to enhance instruction and support for students with dyslexia and related reading difficulties. Led by trained dyslexia specialists, the program focuses on delivering evidence-based practices through on-site coaching, modeling of effective strategies, and targeted professional development.

Key components include:

- Technical assistance for implementing dyslexia specific instruction
- Coaching and support for teachers and instructional staff
- Curriculum development and alignment for dyslexia interventions
- Early identification through assessment analysis and progress monitoring
- Leadership in fostering dyslexia inclusive practices and environments
- Ongoing professional learning based on educator feedback
- Data analysis support to guide instructional decisions and monitor student growth

By staying current with dyslexia research and best practices, the program ensures that schools are equipped to meet the needs of all learners through targeted, data driven support.

Major Highlights of the Year: 2025-2026

- Establish and strengthen relationships with member districts
- Provide professional learning aligned with the Dyslexia Resource Guide to support consistent understanding and implementation

Data Collection & Analysis

- Developed district profiles
- Began analyzing initial reporting data to inform targeted support

Technical Assistance & Risk Assessment

- Created individualized Technical Assistance Plans for each assigned district
- Developed and completed a risk analysis to identify areas of need and prioritize support efforts

Capacity Building for Dyslexia Screening & Intervention

- Supported districts in implementing systems and processes for using state-approved tools to screen, identify, and monitor students with characteristics of dyslexia

Professional Learning & Technical Support

- Delivered ongoing professional learning and technical assistance focused on dyslexia and related disorders

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Early Childhood

Funding Source: Federal Grant, State Grant, Local School Districts

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Waldron, Westside.

Personnel:

Name	Position	Degree
Gwen Couthren	Early Childhood Coordinator	MED
Elizabeth Churchman	Early Childhood Teacher	BSE
Trena Hertlein	Early Childhood Teacher	MED
Mindy James	Speech-Language Pathologist	MED
Jennifer Brown	Early Childhood Teacher	BSE
Trish Lamb	Paraprofessional	BS
Christi Nicklin	Speech-Language Pathologist	MSE
Erica Bullard	Speech-Language Pathologist	MSE
Cathy Smart	Speech-Language Pathologist	MSE
Ashley Debes	Early Childhood Teacher	MED
Beth Euston	Speech-Language Pathologist	MED
Cindy Mendez	Paraprofessional	HSD
Kayla Heydenreich	Early Childhood Teacher	BSE
Brittany Floyd	Early Childhood Teacher	BSE
Jennifer Tate	Paraprofessional	HSD
Julainne Pearson	Speech-Language Pathologist	MSE
Olivia Schluterman	Speech-Language Pathologist	MSE
Rebekah Lyle	Speech-Language Pathologist	MSE
Candace Irby	Early Childhood Teacher	BSE
Angie Carter	Speech-Language Pathology Asst.	BSE
Christena Joy	Paraprofessional	HSD
Crystal Strozier	Early Childhood Teacher	MSE
Liz Huff	Early Childhood Teacher	BSE
Kelsey Laird	Early Childhood Teacher	MED
Desire Osborne	Speech-Language Pathologist	MED
Rachael Schluterman	Speech-Language Pathologist	MED
LaTonya Summers	Paraprofessional	HSD

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Goal:

- To provide special education and related services for children with disabilities from age three to six.
- To provide transition services from Early Intervention Services to Early Childhood Services, and from Early Childhood to School Age programs.
- To participate in a local interagency coordination council (ICC), and a special education advisory committee.

Program Summary:

The Guy Fenter Education Service Cooperative Early Childhood Program provides special education and related services to eligible children, ages three to six, under Individuals with Disabilities Education Act (IDEA).

Early childhood special education services are provided on an individual basis so that their developmental/educational needs are met. Services may include screening, evaluations, speech-language therapy, direct/consultative developmental instruction, behavior intervention, physical therapy, occupational therapy, and counseling. Special education services must be provided in the least restrictive environment. Services may be provided in homes, preschools, Head Start centers, early childhood operated classrooms, or on local school district campuses. All services are provided through a written Individualized Education program that details what each child's specific needs are, with the ultimate goal being to prepare that child for Kindergarten by bringing skills up to age level.

Major Highlights of the Year:

- The GFESC Early Childhood Program has grown from a child count of 150 in 1999, to serving 699 in 2024
- 373 students returned in August 2025.
- December 1 Child Count was 674 students.
- Transitioned more than 350 students to Kindergarten with special education services recommended.
- More than 180 students received developmental screenings (by Coop employees)
- More than 585 developmental and/or speech evaluations completed.
- Served on Interagency Coordinating Council to ensure child find and preschool students are linked to community resources.
- Served on River Valley Head Start Health Services Advisory Committee to ensure students have access to health services needed so they are ready to learn.
- Served on the Local LEADS Committee
- Served as the Arkansas Special Education Professionals Council - President
- Results from the 2024-2025 Annual Performance Report indicate that the GFESC Early Childhood Program meets expectations.
- Created a new website and facebook page to reach more parents, teachers, and outside providers.

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Early Childhood Local Leads

Funding Source:

Arkansas Dept. of Education

Competitive Grant: Yes

Restricted: Yes

Counties Served: Crawford, Franklin, Logan

Participating Districts: Alma, Booneville, Cedarville, Charleston, County Line, Magazine, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Van Buren

Personnel:

Jim Ford	ESC Director/Grant Recipient
Gwen Couthren	Program Director
Elizabeth Churchman	Local Leads Captain
Sherrie Sanders	Business Manager

Goal:

Local Leads will work collaboratively within the area to ensure every child has quality childcare. The Local Leads Captain, in collaboration with the Lead Team, will act as oversight of the Local Early Childhood efforts, raise awareness of the benefits of Early Childhood in their community, and serve as the point of contact for families and community partners. The strategic plan will include developing and generating support for a unified community plan that is aligned to the goals and vision of the state, while also accounting for the specific local context. The Local Leads Captain will coordinate and report an unduplicated count of children birth-to-five served by public-funded partners in the community to ADE as required. These measures are established to target all children in catchment areas to ensure all children are presented with the tools needed to succeed.

Program Summary: As a result of the LEARNS ACT, Local Leads are responsible for establishing a comprehensive locally-led plan for supporting early childhood programs and services. The Local Lead will provide assistance to all area child care programs (regardless of funding) to ensure that gaps and barriers are acknowledged and addressed. The Local Lead will encourage the advancements of high quality programs to all child care centers. Conducting a community child count and a needs assessment will result in a follow up to meet the needs of all children in the catchment areas. Launching an information campaign will include leveraging area resources to ensure all children reap the benefits of Local Lead.

Major Highlights of the Year:

Throughout the year, providers have been engaged with the Local Lead through monthly newsletters, monthly virtual meetings, quarterly in person meetings, and additional professional development opportunities- including the Early

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Childhood Summer Conference. Twice during the year, a Resource Exchange was included with the in-person meetings. Another highlight was work on the first Coordinated Funding Request (CFR) which is a tool used to help all child care providers request additional funding or slots for funded child care. The Child Count was completed in October which serves to provide an unduplicated count of children in child care centers in the 3 county area that we serve at GFESC. All providers receiving public funds participated. Many private providers opted in to participate as well.

CLASS pilot transition was the priority focus of the year as well as a significant highlight and accomplishment. Over 100 CLASS observations have been conducted through the pilot and pilot transition year across all publicly funded classrooms in the catchment area. Multiple observer measurement trainings were offered for directors and other leaders to become trained observers within their facilities.

This year, the Local Lead launched an Early Childhood Substitute Portal at no cost to providers. The Local Lead ensures all substitutes in the portal meet minimal licensing qualifications. This resource helps providers expand access to qualified staff, address workforce shortages, and reduce unnecessary duplicate background checks.

Multiple professional development opportunities have been shared, including the upcoming 5-Day Summer Conference.

The Local Lead has joined several coalitions focused on strengthening the network for families and providers including the ARRAY Hub, 100 Families of Crawford and Sebastian Counties, 100 Families of Franklin and Johnson Counties, and the Logan County Citizens Panel.

In partnership with the River Valley Regional and Crawford County Library Systems, several Little Free Libraries were established in rural areas to increase access to literacy experiences for families with young children who may not have access to a local library.

The Local Lead participated in multiple community events throughout the year to increase awareness of the importance of early childhood and availability of child care options in each community. Book and family friendly activities were also shared with families.

During the winter season, GFESC Local Lead provided "The Mitten" with an accompanying activity to each child attending a licensed child care center. 300 Kindergarten Readiness backpacks were created and shared with children to help prepare for the transition to kindergarten. These kits included 3 high quality books, manipulative and materials, and the 'Getting Ready for Kindergarten Calendar'.

GFESC Local Lead was selected as a Professional Services Grantee through the Office of Early Childhood to provide Foundational Support to providers. Through this grant, the Local Lead is able to onboard Early Childhood Specialists who will provide professional development, job embedded coaching, and technical assistance to support local providers in increasing quality childcare.

WHY LOCAL LEADS: Local Leads stems from the LEARNS ACT to insure that ALL children receive the quality education that is required to be educationally prepared. With a completion of Child Count followed by the Needs Assessment ... every child enrolled in an early childhood setting will be accounted for and then provided a quality education. Local Leads will provide access to needed training for teachers and paras of all centers. The focus of Local Leads will be to connect providers to high quality training that will provide

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needed tools for success. Finding and filling the gaps for all children will be a focus of Local Leads. Barriers will be identified and addressed through community support. Local Leads will be the difference maker in today's educational system. Addressing, Assisting, Collaborating and Providing will be the tools used by Local Leads in order to reach every child to ensure that every child is equally receiving quality child care and increase overall kindergarten readiness.

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Program: Educational Services for the Visually Impaired (ESVI) and The Arkansas Project-Children and Youth with Sensory Impairments and additional disabilities (CAYSI)

Funding:

ESVI is a statewide educational consultative service program administered by the Arkansas Department of Education, Special Education Unit. CAYSI is funded by the Arkansas Department of Education, Special Education Unit

Competitive Grant: No

Restricted: Yes

ESVI's regional vision consultants are funded through the following Education Service Cooperatives:

Personnel:

Name	Position
Ashley Lee	ESVI Administrative Analyst
Evan Beavers	Access Technology Specialist
Marsha Holder	TVI/COMS, ESVI Educational Vision Consultant
Cynthia White	TVI/COMS, ESVI Educational Vision Consultant
Stephanie Smith	TVI/AT, Specialist
Melanie Birthright	TVI/COMS, ESVI Educational Vision Consultant
Paige Dillinger	TVI/COMS, ESVI Educational Vision Consultant

Goal:

Educational Services for the Visually Impaired collaborates with school districts, parents, and communities to provide support that empowers them to remove educational and environmental barriers and to create solutions that foster independence for all students with visual impairments.

Program Summary:

Educational Services for the Visually Impaired Consultants provide recommendations for accommodations to enhance the student's opportunities for learning: develop district building level support teams to meet the needs of students who are blind or visually impaired ages 3 through 21 in educational programs; conduct Learning Media and Functional Vision Assessments; make recommendations for individual student access to educational curriculum; provide large print or Braille textbooks through the Instructional Materials Center; demo, loan, and provide instruction and consultation in the use of assistive technology and low vision devices; provide direct instruction in Orientation and Mobility in the school and local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Regional vision consultants are funded through the following Education Service Cooperatives:

- Guy Fenter Education Service Cooperative
- Crowley's Ridge Education Service Cooperative
- Southwest Arkansas Education Service Cooperative
- Northwest Arkansas Education Service Cooperative

GUY FENTER EDUCATION SERVICE COOPERATIVE

ESVI's Central Office is located at:

1401 West Capitol Avenue
Victory Building, Suite 425
Little Rock, AR 72201

Major Highlights of the Year:

- ESVI staff presented on a variety of topics for Teachers of the Visually Impaired and Certified Orientation and Mobility Specialists for students with visual impairments to the state AER members.
- ESVI hosted 2 professional development meetings/training sessions for Teachers of the Visually Impaired.
- Public school students with visual impairments and blindness participated in the Arkansas Braille Challenge and Cane Quest.
- ESVI staff provided special education information during workshops to several coops throughout the state and at the LEA Academy in Hot Springs.
- ESVI provided information, embossers and support to districts that have students with Visual Impairment for the ATLAS testing. ESVI also provided technical assistance for many school districts across the state to help administer the tests. Paper, embossers and Windows computers were provided to assist school administrators in the testing process.
- ESVI and NanoPac coordinated a group technology training for staff of the blind and visually impaired students in Little Rock.
- ESVI participated and presented in the AER conference in Little Rock at World Services for the blind.
- Collaborative meetings with building district capacity regarding safety procedures for students with visual impairments was also addressed.
- Collaboration with ESRSS in supporting districts.

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Foster Grandparent Program

Funding Source: Corporation for National and Community Service (AmeriCorps)

Competitive Grant: No

Restricted: Yes

Participating Districts: Ashdown, Booneville, Charleston, Clarksville, Cossatot River, County Line, DeQueen, Foreman, Horatio, IBCEC, M.A.C. Mena, Mineral Springs, Nashville, Nashville, Ouachita River, Ozark, Polk County Development Center, Scranton, Van Buren, Westside.

Personnel:

Name	Position
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 a 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.

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- 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 are 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 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 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.

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Gifted and Talented

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel:

Name	Position	Degree
Karen Grady	GT Specialist	MAT, MSE

Goal:

- 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.

Program Summary:

Provided student activities: Quiz Bowl (Grades 4-12), Chess Tournaments (3-12), Battle of the Books (Grades 3-6), Cube Competition x 2 (Grades 3-12), TheatreSquared (6-12). Provided professional development Summer 2025, including K-2 Primary Enrichment & Differentiation & Growth Mindset, Teaching Gifted in the Secondary, Common Obstacles and Practical Solutions to Differentiation in Secondary, Verbal and Non-Verbal Strategies for Preventing or De-escalating Situation, Gifted Characteristics, Reeling in the Outcast Student, Elevating Elementary Instruction with AI Tools, Utilizing AI tools as an Administrator or Counselor, Differentiation: Not All Students Learn the Same Way, Empowering SPED Teachers with AI Tools to Support Individualized Instruction, Enhancing Fine Arts Instruction with AI Tools, and Leveraging AI Tools to Enhance Secondary Instruction.

Major Highlights of the Year:

- GT Specialist served as the Conference and Public Relations Chair for AAGEA
- Served over 1600 students through various competitions and enrichment opportunities.
- GT Specialist attended professional development virtually at AGATE, AGEAA and various state meetings throughout the year.
- GT Specialist was selected to present two sessions at ASMSA IGNITE for 8th grade Students
- For the fourth consecutive year, one of Guy Fenter GT Programs was selected as the ACT 56 Award Recipient for small schools.
- One GT Coordinator from a member district was selected to receive a GT Educator Award.
- GT Specialist brought in-person and virtual professional development opportunities to the region on gifted characteristics, identification measures, differentiation, student enrichment programs, and curriculum.

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- GT Specialist selected as a Trailblazer for Expeditions in Education Program
- GT Specialist selected to attend Steam in the Park, Great Smoky Mountains
- GT Specialist served on the selection committee for AEGIS Programs
- GT Specialist served as a reviewer for NAGC Conference session submissions
- Coordinated/Facilitated monthly meetings with all GT Coordinators in the GFESC region
- GT Specialist moderated Regional Quiz Bowl tournament
- GT Specialist served as mentor for 3 new GT Coordinators through Arkansas State

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Mathematics

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel:

Name	Position	Degree
Candice Cumbie	Mathematics Specialist	BSE

Goals:

Goal 1 HQIM Adoption Phase: Promote adoption of High Quality Instructional Materials 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.

Goal 2 Implementation Support: Support HQIM implementation through coaching and professional learning. Schools launching or implementing HQIM will receive focused support to strengthen content instructional practices, with coaching and data used to identify and address areas for improvement.

Goal 3 System & Leadership Support: Strengthen instructional leadership by providing targeted training to new building and district-level leaders on the Mathematics Leadership Walkthrough tool. In addition, the math specialist will offer a suite of system-building trainings that address various components of the system coherence, such as the follow-up walk-through 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.

Goal 4 DESE STEM Initiatives and Support: The 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.

Program Summary:

Guy Fenter Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by Act 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional

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learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of Mathematics through increased understanding of content and improved instructional strategies across the curriculum. Professional Development offered during the 25-26 school year included: Illustrative Mathematics Curriculum and Instruction Training, Elevate Math Fluency training-Kick-Off, Addition/Subtraction and Multiplication/Division, Curriculum/Unit and Lesson Internalization, Arkansas State Math Standards/Support Document/Fluency Document, Math Interventions, Targeting Foundational Math Skills training for building leaders. In addition, classroom observations, lesson planning support, model lessons, school site team meetings, PLC support, and school-based professional development linked to local school data were provided.

Major Highlights of the Year:

The Mathematics Specialists:

- Supported schools through classroom observations, lesson planning, curriculum alignment and pacing, understanding the Arkansas Math Standards and support documents, ATLAS support, planning for interventions, novice teacher support, etc.
- Provided training and support for the districts looking to adopt HQIM **(Goal 1)**
- Completed the Fall Coaching Cycle with a focus on Lesson Internalization with 3 teachers (2nd grade) as well as a building that adopted HQIM this year **(Goal 2)**
- Participated in a learning walk experience with a district adopting HQIM **(Goal 2)**
- Provided *Targeting Foundational Math Skills* training with all beginning admin. **(Goal 3)**
- Completed over 50 walk-throughs to monitor implementation of HQIM **(Goal 2)**
- Provided intervention training with districts **(Goal 3)**
- Provided Math professional development for over 100 novice teachers at the GFESC Novice Conference
- Attended all DESE math unit meetings throughout the year **(Goal 4)**
- Spent just under 500 hours in schools supporting teachers and administrators
- Participated in all 5 virtual Algebra 1 training sessions **(Goal 4)**
- Participated in the CICF (IM Implementation Progression) training (Goal 4)

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Migrant Education Program (MEP)

Funding Source: Title I, Part C-Education of Migratory Children

Competitive Grant: No

Formula: Yes

Restricted: Yes

Participating Districts:

The Guy Fenter Migrant Education Program provides technical support to the following districts:

GFESC

Clarksville (Johnson Co.)

Fort Smith (Sebastian Co.)

Van Buren (Crawford Co.)

AFESC

None

Non Participating Districts

Migrant Program eligible students in the following districts are provided services by the Guy Fenter Migrant Education Program staff.

GFESC

Mountainburg, Cedarville, Alma, Mulberry/Pleasant View (Crawford Co.)

Hackett, Mansfield, Greenwood, Future School of Fort Smith (Sebastian Co.)

Booneville, Magazine, Scranton, Paris, (Logan Co.)

Charleston, County Line, Ozark, (Franklin Co.)

Lamar, (Johnson Co.), Waldron (Scott Co.)

AFESC

Western Yell, Two Rivers, Dardenelle, Danville (Yell Co.)

Perryville, East End, Bigelow (Perry Co.)

Pottsville, Atkins, Dover, Hector, (Pope Co.)

Guy Perkins, Greenbrier, Mayflower, Vilonia, Conway (Faulkner Co.)

Quitman, West Side Greers Ferry, Heber Springs (Cleburne Co.)

Wonderview, Nemo Vista, South Conway, (Conway Co.)

Shirley, Clinton (Van Buren Co.)

Personnel:

Name	Position	Degree
Anna Fulmer	Migrant Education Specialist	MS
Ashley Hulan	REDS	BS

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Caroline Rowe	Recruiter/Advocate/OSY Student Support	AAS
Yadira Camp	Recruiter/Advocate	NA
Misty Kesterson Migrant	Student Support Specialist/Recruiter	AAS
Millie Frias	Recruiter	BS

Goal:

The goal of the Education of Migratory Children is to ensure that all qualifying students:

- Achieve challenging academic standards
- Overcome difficulties related to the migratory lifestyle
- Develop self-confidence and self-esteem
- Graduate with a high school diploma or complete a General Equivalency Diploma
- Develop skills that prepare them for responsible citizenship, further learning, and productive employment

Program Summary:

During the 2025-2026 school year, approximately 875 children and youth ages zero through twenty-one were recruited and/or served in the Guy Fenter Education Service Cooperative by the Migrant Education Program.

Technical Assistance is provided by MEP staff in the three project schools.

Services provided include:

- Identification and Recruitment
- Advocacy for MEP families, including health referrals
- Provide parents with information to help their child prepare for kindergarten with readiness skills, and to support their child with graduation from high school/ prepare for college or enter the workforce.
- In home Pre-K Lessons for 3-5 year old MEP children not enrolled in a preschool
- Tutoring/Mentoring students during the regular school term
- Supplying students with supplemental books and magazines to read for pleasure
- Availability of free Red Comet online credit recovery courses
- ExCEL Challenge - AMESLA - 4-H Center Ferndale, AR
- High School students visit colleges and explore post-secondary opportunities
- Provide students with transportation to MEP sponsored activities
- Provide MEP staff with professional development (math, ELA, School Readiness, and ID&R)
- Provide student STEM activity days
- School supplies for new enrollments, and upon request
- Stem Camps and Trade School Camp for grades 9-12
- Summer reading program
- One on One summer instruction

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Novice Teacher Mentoring Program

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside, Future School of Fort Smith (Charter School), and Union Christian and Subiaco Academy (Private Schools)

Personnel:

Name	Position	Degree
Jennifer King	Mentoring Program Specialist	MED +

Goal:

Our goal is to provide instruction and support during the formative years of a novice teacher's career and to focus on supporting and building the capacity of experienced mentor teachers.

The purpose is to provide all Early Career Professionals (Novice Teachers) with the foundational information and support to enable Early Career Professionals to become effective first-year teachers, to grow and develop as second-year teachers, and to empower third-year teachers to be teacher leaders, to build the capacity of licensed teachers, and to provide support and training for experienced mentor teachers.

Program Summary:

Guy Fenter Education Service Cooperative, in partnership with the Arkansas Department of Education, all Early Career Professionals are assigned to a cohort led by the Mentoring Program Specialist who has expertise in the Novice Teacher's content area or pedagogy area. Early Career Teaching Professionals attended 2-3 days of face-to-face professional learning at a conference hosted by the cooperative. The professional learning topics included: Classroom Management, Growth Mindset, Behavior Support, Lesson Planning, Ethics/Professionalism, Special Education Law, Dyslexia and Science of Reading Overview, TESS, and other needs as requested by the Novice Teacher or building principal.

Teachers needing licensure assessment support were assisted with a library of study materials at the cooperative, and Mometrix study materials are delivered to schools by a Mentoring Support Specialist at the teachers' requests. Quarterly onsite Saturday study sessions were provided for Early Career Professionals with additional protected time and support, and [240tutoring.com](https://www.240tutoring.com) and/or [Study.com](https://www.study.com) self-paced online Praxis study support at the teachers' requests. Teachers who participated in the ESC planned on-site sessions received exam reimbursement for meeting licensure score requirements.

The Mentoring Program Specialist worked in member districts to support Novice Teachers through on-site coaching, modeling, observation/reflection, lesson planning, and virtual office hours.

Mentor teachers in school districts were offered training on how to support the Early Career Teachers in their district, such as classroom walk-through tools through onsite team support. Mentor teachers were offered the

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opportunity to attend Cognitive Coaching at the cooperative and have access to the cooperative Mentoring Support Specialist in person, by email, by phone, open weekly Zoom session each Friday, access to the Novice Monthly Newsletter, and an End-of-Month Check-in.

Major Highlights of the Year:

During the 2025-2026 school year, 467 Early Career Professionals were supported through the GFESC Novice Teacher Mentoring Program. This was a decrease of 28 teachers from the previous year. On-site visits provided necessary assistance on an individualized basis, and all requests for support were provided. Also provided were monthly newsletters, end-of-the-month check-ins, and open Zooms each Friday for all of Novice and assigned Mentor teachers.

Recruitment: Our Mentoring Program Specialist worked closely with districts to support the teacher preparation programs, especially grow-your-own initiatives.

Education interns from the University of Arkansas at Fort Smith met at the Cooperative campus for Ethics Training and a carousel of Administrator round table discussions. Administrators from various districts and Cooperative personnel were there to answer questions and for networking opportunities.

Praxis Test Reimbursement- Teachers who need Praxis support have a variety of options from the Co-op, including Saturday Praxis Study Sessions, Mometrix Study Resources, and 240Tutoring. The Mentoring Specialist delivered Mometrix flashcards to 15 teachers and provided 240 tutoring (an online study guide) to 49 teachers requesting those aids. For the year 2025-2026, a total of 77 Praxis resources were sent to teachers. Additionally, if teachers came to one of the Saturday Praxis study sessions, they were placed on Study.com. If a teacher passed their test within one month of the study session, the novice program grant reimbursed them for the costs of the test. Over 41 teachers took advantage of these Saturday sessions. These study sessions received outstanding feedback from participants and will continue. The program received an additional \$10,000 in grant funding specifically for Praxis assistance. Fifteen teachers to date have been reimbursed for Praxis registration for meeting the licensing requirements.

John Wink (Consultant)- Mr. Wink worked with both novice teachers and mentors during Summer 2025 and throughout the 25-26 school year. Mr. Wink provided support at all levels to ensure that novice teachers effectively met students' needs and to help mentors work collaboratively with novice teachers to increase teacher effectiveness to promote student achievement. 76.5% of the enrolled Novice Teachers completed the John Wink Academy. This was offered to both Novice Year 1 and Year 2 teachers and their mentors, along with all building administrators in the GFESC region. Mentors were also provided the opportunity to attend the Mentoring all Teachers to Excellence Coaching training.

Mentors- The voluntary mentoring group had 263 mentors that worked with new teachers. They were given monthly checklists and tasks to complete with their novice teacher. Mentors completed End-of-the-Month Check-ins with the GFESC Mentor Program Specialist to indicate the needed level of support.

Our Mentoring Program Specialist, Jennifer King was part of the Guiding Coalition for PLCs team for GFESC. She also was on the advisory team for the updating the 2025-2026 Mentoring Manual updates.

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Program: School Health and Wellness - Tobacco Prevention, Nutrition, Physical Activity

Funding Source: Arkansas Department of Health

Competitive Grant: No

Restricted: No

Participating Districts: Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Charter Schools: Future School of Fort Smith

Private Schools: Subiaco Academy, Immaculate Conception, Trinity Jr. High, Union Christian Academy

Personnel:

Name	Position	Degree
Katelyn Chambers	Community Health Nurse Specialist	MSN, RN
Meggi Augustoksy	Community Health Promotion Specialist	MPH, RRT

Goal:

This program provides:

This program provides:

- Assistance with grant writing for school grants and community coalition grants
- Linkage for school-based tobacco prevention and other health efforts with local community coalitions
- Serves as an advocate for school health needs to community coalitions
- Linkage of resources for schools, community coalitions and others in the community to promote healthy communities
- Provides technical assistance on public health practices to schools and community
- Provides technical assistance and collaborates with school nurses to identify appropriate resources and continuing education offerings that will help meet the requirements for nursing licensure
- Works with State School Nurse Consultant to disseminate information as needed
- Technical assistance with school districts on all School Health issues
- Provides Technical Assistance in policy development for tobacco and school-based enforcement of tobacco related policies
- Provides Technical assistance with evidenced based curricula for tobacco, nutrition, teen dating, suicide prevention, teen pregnancy, and physical activity
- Provides training to school nurses and others
- Provides technical assistance to school districts with communicable disease outbreaks
- Provides training and technical assistance on School Health Index
- Provides technical assistance to Coordinated School Health grantees
- Provides technical assistance to tobacco prevention grantees
- Provides technical assistance and guidance to schools for wellness initiatives

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- Provides technical assistance to schools for implementation of best practices for nutrition and physical activity, Coordinated School Health and other public health issues
- Provides technical assistance to school wellness committees regarding state and federal mandates
- Provides technical assistance on nutrition and physical activity via evidenced based curricula
- Provides technical assistance to communities regarding school health issues and current public health policy
- Maintains current knowledge of research, resources, and best practices related to school health issues
- Informs schools and communities of available trainings and grant opportunities
- Addresses training needs related to school health issues and organizes and conducts trainings based on those needs
- Coordinates and provides trainings to school personnel, ADH colleagues, and community members
- Informs schools and communities of available trainings and grant opportunities
- Serves as an advocate for school and community health needs
- Establishes communication links with communities to keep them informed of public health policy
- Compiles and distributes necessary reports and other information
- Participates in data collection and evaluation of community and school health interventions
- Serves on committees and work groups and works on special projects
- Attends, participates in, and distributes updates from regional and state meetings to schools, ADH colleagues, and community members
- Attends CHAC meetings and reports outcomes to Wellness Committees

Major Highlights of the Year:

- Annual Back to School Nurse Workshop held in person, but in a virtual format, 51 participants. Cheria McDonald, MSN, APRN, FNP-BC, NCSN - State School Nurse Consultant, presented new laws and rules and regulations for school nurses.
- Presented R.I.S.K (Recognition of Impairment from Substances in K-12) at the state-wide School Nurse Conference and the Annual Back to School Nurse Workshop.
- Became an American Heart Association Training Faculty under my training center and held AHA Instructor classes.
- Sat on a committee to create a state-wide standardized Novice School Nurse 2-day training course to be held at least two times year.
- Collaborated with Tracy Stark, CHNS to create a professional development, "Teen Health Unfiltered" for all school staff discussing emerging trends among teens and resources that are offered and align with DESE Health & PE standards.

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- Sexual Risk Avoidance Education (SRAE), “Love Notes” was implemented in schools. This curriculum is 13 lessons and requires fidelity logs to be completed for ongoing evidence-based research.
- Renewed Child Passenger Safety Technician.

Other Highlights of the Year:

- Tobacco prevention education, suicide prevention education, healthy relationship education, distress tolerance education, internet safety education, dental health education, nutrition education, opioid use prevention education, and teen pregnancy/STI prevention education for students are presented on request.
- Vision Certification Training for all new school nurses
- Hearing Certification Training for all new school nurses
- Scoliosis Certification Training for all new school nurses
- BMI Certification Training for all new school nurses
- Special Healthcare needs train the trainer class for all new nurses billing for Medicaid.
- Diabetes/Adrenal Insufficiency train the trainer class for all new nurses.
- Facilitated Medicaid in the Schools workshop on training and billing for personal care done in the school setting.
- Assisted districts with Wellness Committee planning and requirements.

GUY FENTER EDUCATION SERVICE COOPERATIVE

Program: Science

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Clarksville, Booneville, Cedarville, Charleston, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel:

Name	Position	Degree
Amber Cobb	Science Specialist	BS, MED

Goals:

- provide awareness/ implementation support for district adoption of high quality instructional materials
- train and support administrations in use of the Science Classroom Walkthrough Tool
- act as a liaison between science teachers and DESE, including dissemination of information
- partner with local agencies to offer STEM engagement events for students/teachers
- host professional development tied to DESE science initiatives
- support teachers in preparation for the ATLAS via trainings and classroom visits

Program Summary:

The science program at the GFESC is based on the identified needs of teachers in the GFESC school districts. The GFESC Science Specialist is responsible for assisting local districts and teachers in improving the quality of science education throughout the region include supporting the growth of teachers' content knowledge and pedagogy, facilitating collaboration among districts, assisting with data-driven decision making, researching and developing supplemental teaching resources, implementation of high quality instructional materials, and supporting Fundamental Understanding of Science Education, the Division of Elementary and Secondary Education's science initiative. The specialist is continuing to build relationships with districts in order to best support schools in the region.

Major Highlights of the Year:

- Collaborated with multiple school districts this year to provide ongoing professional development and curriculum support for science teachers in the district
- Met with building principals that have not yet implemented HQIM in their buildings
- Trained building principles on the Science Walkthrough Tool
- Collaborated with districts to provide training for HQIM curriculum implementation
- Offered 21 training sessions for teachers, including HQIM
- Assisted classroom teachers with ATLAS preparation
- Carried out DESE science initiatives including unit/lesson internalization, Arkansas School of Conservation Leadership support, curriculum coaching, and ATLAS classroom tool question writing

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- Partnered with the Arkansas Game and Fish, Mount Magazine State Park, Fort Smith National Historic Site, Fort Smith State Park, Devil's Den State Park, Petit Jean State Park, University of Arkansas Archeological Survey, Air and Military Museum, Fort Smith Landfill, and the National Energy Foundation to provide STEM opportunities for students and teachers

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Program: Teacher Center (Professional Development; Curriculum Development Assistance; Resources)

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Private Schools:

St. Joseph's, Subiaco Academy, Union Christian Academy

Charter Schools:

Future School of Fort Smith

Institute for the Creative Arts

Participating Universities:

University of Arkansas Fort Smith

University of the Ozarks

Arkansas Tech University

Grand Canyon University

REACH University

Personnel:

Name	Position	Degree
Angela Miller	Teacher Center Coordinator	MED +
Cristin Price	Administrative Assistant	HSD

Goal:

To provide teachers, administrators, and support staff with professional growth opportunities in order to expand knowledge, enhance skills, and develop new strategies and techniques is the major focus. Professional Development and the Teacher Learning Center are the primary responsibilities of this program.

Program Summary:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our twenty-one member districts. During the 2025-2026 school year, Guy Fenter 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.

The Guy Fenter Education Service Cooperative and the Division of Elementary and Secondary Education continue to work together to support districts in the state initiatives and mandates, particularly those related to the Arkansas State Standards implementation process, the ATLAS assessment and other assessment

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systems, Teacher Excellence Support System (TESS) and Leader Excellence And Development System (LEADS 2.0). These initiatives continue to be the driving forces for increasing student achievement. All GFESC districts have been involved in various professional development opportunities provided at the state and local levels. With the support of the Arkansas legislature, the Division of Elementary and Secondary Education, other education cooperatives, and the local districts, K-12 educators now have the resources to align their curriculum to the Arkansas content standards and to increase student achievement to meet these standards.

Major Highlights of the Year:

These opportunities include, but are not limited to, trainings such as:

- **Leadership/Collaborative Meetings:** GFESC continued to host K-12 Administrators, Curriculum Leaders and Federal Programs Coordinators. K-12 Administrators, Curriculum Leaders, and Federal Programs Coordinators met monthly for DESE updates and GFESC served as a liaison between DESE and districts. Topics for these groups were on an “as needed basis” due to the ongoing topics.
- **Dyslexia Intervention:** GFESC provided regular support services and training to area districts. GFESC hosted Sonday I, II, and Arkansas specific SoR training during the 2025-26 school year. GFESC also hosted Quarterly Contact Meetings for district Dyslexia Coordinators, Interventionists, etc.
- **Novice Teacher and Mentoring Training Programs:** GFESC Mentoring Program Specialist(s) provided on-site and in-school support of all Year 1, 2, and 3 Novice Teachers and Mentors. GFESC hosted over 470 Novice Teachers at the 3rd Annual Novice Teacher Conference in July 2026. Cognitive Coaching and Mentoring All Teachers to Excellence were coaching options for mentors that GFESC hosted during the 2025-26 school year.
- **Math:** GFESC Math Specialist(s) provided support of HQIM implementation through coaching and professional development. Schools launching or implementing HQIM will receive targeted support, which includes coaching. Professional Development offered during the 2025-26 school year included: Illustrative Mathematics Curriculum and Instruction Training, Understanding Centers, Elevate Math Fluency training, Curriculum/Unit and Lesson Internalization, Arkansas State Math Standards/Support Document/Fluency Document, Targeting Foundational Math Skills training for building leaders and Building Pathways to HQIM. In addition to the summer training, the specialists conducted coaching cycles, classroom observations, lesson planning support, model lessons, school site team meetings, and school-based professional development linked to local school data.
- **Literacy:** R.I.S.E. Academy and other R.I.S.E. related training such as the Science of Reading Stand-alone training days were held on-site at GFESC during the 2025-2026 school year. GFESC is hosting Literacy Camp for K-2, 3-5, 6-8 and 9-12 grade bands in Summer 2026 in partnership with DESE SoR specialists. Workshops/trainings were held at both GFESC and on-site in districts on requested topics such as HQIM/Curriculum Implementation, RTI process, model lessons, etc. Specialists made site visits to schools to provide targeted assistance in the areas of reading and writing, dyslexia awareness, and the science of reading.
- **Science:** Grasping Phenomenal Science, This is Arkansas, Science Assessment, NASCAR, NASA, AR Game and Fish, NOAA Fish Hatcheries partnered with GFESC and area districts to provide virtual field trips, STEM challenges, etc. for teachers and students. Science Specialists provided training for integrating literacy in the content area for science teachers, unit planning, lesson writing and examination of the Arkansas State Standards with embedding Next Generation Science Standards both on-site and virtually as requested. Specialists worked both on-site and virtually with schools.
- **Specific Groups:** The Library Media Group, Counselor’s, LEA’s, etc. and all meet regularly to bring district leaders together to discuss common professional development needs, share concerns and

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suggestions and to collaborate in a way that benefits all districts in the Guy Fenter ESC region. These groups were led and supported by content specialists in their specific areas, held both on-site and virtually. Specialists worked with Computer Science, Special Education Services, Social Studies/Arkansas History, Career and Technical Education, Health and Wellness etc. Additionally GFESC District and Building level Leaders met monthly for collaborative discussions and information updates, as well as listening to guest speakers of interest. These sessions were led by the Teacher Center Coordinator and an area Federal Programs Coordinator/Director.

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Program: Technology

Funding Source: Arkansas Department of Education

Competitive Grant: No

Restricted: Yes

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel:

Name	Position	Degree
Matt Pipkins	Technology Coordinator	BSE, MSIT

Goal:

The goal of the Technology Program is to provide technology information and support throughout our member district area. The Technology Coordinator administers and supports the computer network, a computer training lab, Device Carts, over 150 PC's, servers, and other devices at GFESC. It is a further goal of the Technology Department to provide training and support for member district staff and internal GFESC staff.

Program Summary:

The Technology Coordinator is a resource for districts to utilize as needed. The Technology Coordinator supplies pertinent information on new technologies, statewide initiatives, and training opportunities. Support for the GFESC LAN including file server administration, desktop support and staff development training for Co-op staff is provided. In addition to the LAN the Technology Coordinator oversees phone systems, Wi-Fi, and cellular data service including Mifis. Duties also include supporting the Co-op website. Another primary role of the Technology Coordinator is to support the hundreds of workshops held at the cooperative during the year. This includes supporting workshop presenters, loading specific software required for workshops, providing necessary hardware for participants, and resolving technical issues as they arise.

Major Highlights of the Year:

- Supported GFESC staff with on site meetings and PD offerings
- Member of DESE's Cyber Response Task Force.
- Provided assistance to districts affected by Cyber Attacks. Examples include:
 - * Cyber Incident Response: During the year, I have assisted with cyber incidents at area schools. Part of my role involves processing and analyzing data from these events. This assistance not only helps identify the source of the compromise during the incident but also aids in determining measures to prevent reinfection. Lessons learned from the incidents are shared with other schools to enhance their security posture.
 - * Cyber First Responder software: During the year, I have modified the KAPE_Menu program that I created the previous year to allow for collecting and processing more data during and after cyber incidents. Throughout the year, I have continuously updated the program, incorporating many new features as I uncover new methods and techniques in Cyber Incident Response. The program is now

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utilized statewide during K-12 cyber events that require data collection and has been showcased at many events statewide when discussing Cyber Incident Response.

* Troubleshooting area school technology issues: During the year, I have answered questions and helped with troubleshooting problems dealing with cybersecurity, networking, and VoIP issues for multiple school technology coordinators in our co-op as well as across the state. This assistance was provided virtually as well as on site in some instances.

* Email Security Auditor: After repeatedly hearing at conferences and webinars that email is the primary vector for cybersecurity infections, I decided to evaluate our co-op's implementation of basic email security measures. Upon discovering and resolving several issues, I expanded my assessment to examine email security protocols at other schools in our area. Since this process proved tedious and time-consuming, I developed a program that automatically scans, parses, and scores various email security factors for any specified domain. The program generates comprehensive reports with targeted recommendations for improvement. With this tool, I've successfully helped numerous schools in our district enhance their email security posture. The application is now being utilized by many technology coordinators at other co-ops to strengthen email security at their respective schools.

- Assisted in providing training, support and vendor demos for Technology Coordinators.
- Hosted six on-site training sessions for District Technology Coordinators
- GFESC Technology Coordinator attended 27 face-to-face or virtual meetings with other co-op Technology Coordinators and representatives from ADE, DIS, and/or other state agencies.
- Maintained groups for area school administrators to increase communication with the cooperative and between the member schools.
- Improved labs and conference facilities for participants attending sessions.
- Provided assistance to districts in the following areas: VoIP, Networking, and Cyber Security.
- Attended all State Technology Coordinator Meetings to keep informed about emerging Technology for the K-12 environment.
- Assisted in the evaluation and purchase of new equipment for our employees.
- GFESC Technology Coordinator facilitated 8 training opportunities focused on Cyber Security and Cybersecurity Legislation that helped to build capacity of technology coordinators, teachers, and administrators on topics in cybersecurity that will help them protect themselves and their networks against cyber threats
- GFESC Technology Coordinator presented at the Arkansas Conference of Technology (ACOT) in Nov. 2025, WRS Security Summit March 2026, and CIRT Training April 2026

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Special Projects and Programs

Detailed below are special projects or programs in which state funding provided services regionally or statewide, give the Guy Fenter Education Service Cooperative an opportunity to participate.

Program Name: AR Application (ArAPP)

Description:

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

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

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

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

To ensure consistency and ease of implementation across all cooperatives, training modules and introductory communication materials were developed for shared use. This collaborative approach not only strengthens district capacity but also promotes alignment and accountability across the state.

This initiative reflects the education cooperative's continued commitment to supporting schools in achieving meaningful improvement through strategic planning and data-driven goal setting.

Lastly, in regard to recent legislation, education service cooperatives provided feedback on each district's AR App prior to the district's submission.

Program Name: Roster Verification (RVS)

Description:

The ESCs in partnership with DESE, developed training to support building and district level administrators with the Roster Verification Process. The primary purpose of this work was to support DESE and districts with the accurate coding of students to teachers for ATLAS testing. As part of the training, districts were trained in matching teachers to students for the purposes of tracking student growth and progress in tested areas. The matching period for RVS took place in April through May, and included three levels of verification: teacher, principal, and superintendent. Co-ops also took the lead on troubleshooting and answering questions related to RVS in their region.

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Program Name: Arkansas Professional Educator Pathway (ArPEP)

Number Trained: 30 ArPEP participants in Cohort 1

Number Trained: 33 ArPEP participants in Cohort 2

Number Trained: 34 ArPEP participants in Cohort 3

Number Trained: 25 ArPEP participants in Cohort 4 (to date)

Description:

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

The ArPEP facilitator will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

Program Name: Communities of Practice Grant (CoP) - Year 3

Description:

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 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. GFESC collaborated with the vendor The Bailey Group as a partner in this grant for 2025-2026. Twelve GFESC districts participated in the work with The Bailey Group during the 2025-2026 school year.

Program Name: Praxis Study Sessions

Description:

The GFESC Mentoring Specialist offers Saturday Praxis Study Sessions for any pre-service, paraprofessional, or veteran teacher needing to pass an initial Praxis exam or an exam to add an endorsement to a standard teaching license. Participants are given the option to study using Mometrix, 240tutoring, or Study.com resources. The participants are given the opportunity to submit their passing Praxis exam scores for reimbursement from a grant provided through DESE. GFESC has hosted more than 100 participants in the Saturday Praxis Study sessions. Summer 2026 will offer 2 sessions this summer as well.

Program Name: Special Education Novice Teacher Training

Description:

The GFESC Behavior Support Specialist and local district LEA's provide targeted professional development for any teacher that is new to special education, or may need a refresher to special education instruction. This training includes topics such as Essential Behavior Concepts, Antecedent and Targeted Behavior

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Intervention, Zoning plans, Due Process from pre-referral to evaluation programming/placement, IEPs, Notice of Action, Exciting Data Review, Re-evaluation, Annual Review Process, ESY, and Transition. GFESC has provided support for more than 100 novice special educators through the Special Education Novice Teacher Training program.

Program Name: Electronic Fingerprinting

Description:

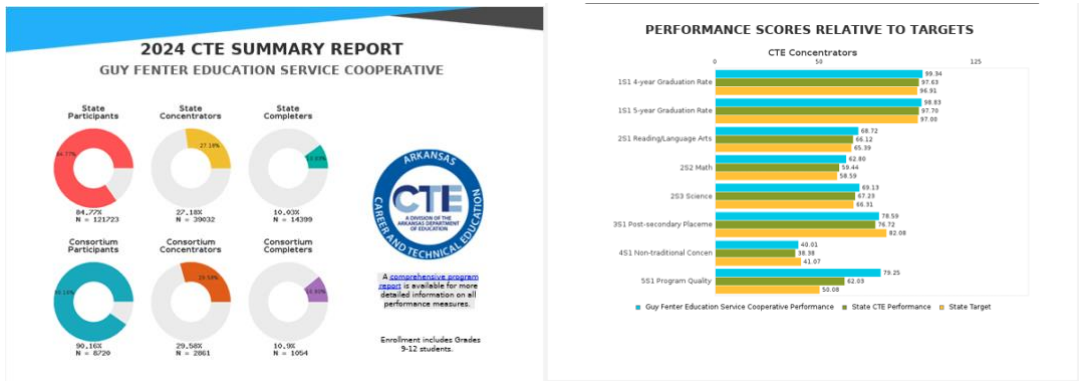
Arkansas State, FBI and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in public schools, charter schools or education service cooperatives. The Arkansas Department of Education deemed that the Arkansas Education Cooperatives would perform all fingerprints needed.

- GFESC has one Live Scan unit in the main office for scheduled appointments (every 15-30 minutes). We also have a portable Live Scan that we take into the districts to do onsite prints.
- Currently, we have three employees trained to conduct fingerprints. This employee must work fingerprinting into their already full-time position. (i.e. Mentoring Program & Teacher Center Administrative Assistant).
- GFESC performed a total of **900** electronic fingerprints from **July 1, 2025 - June 15, 2026**

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Guy Fenter ESC Impact on Student Performance 2025-2026

In accordance with Act 802 (2023), the following data have been collected from GFESC Districts regarding the impact of the cooperative on student growth

Program	Impact
Migrant Program	The Guy Fenter Migrant Education Program has made progress in all three of the target areas (ELA and Math, School Readiness (PreK), and High School Graduation/OSY Services), as indicated on the annual FSI report. Each target area goal was exceeded for the performance period. We tutored and provided supplemental services to 100% of the Priority for Service migrant students, which indicates large gains and invested interest in our migrant students.
CTE	CTE Consortium scores include graduation rates of 99.2% with 10.6% of concentrators earning an industry recognized H2 pathway credential. All performance scores exceeded state and federal targets. No improvement plans were required.  2024 CTE SUMMARY REPORT GUY FENTER EDUCATION SERVICE COOPERATIVE The summary report includes six donut charts showing participation and completion rates for State Participants, State Concentrators, State Completers, Consortium Participants, Consortium Concentrators, and Consortium Completers. It also features the Arkansas CTE logo and a note about the availability of detailed information on all performance measures. PERFORMANCE SCORES RELATIVE TO TARGETS This bar chart compares Guy Fenter Education Service Cooperative Performance (blue), State CTE Performance (green), and State Target (yellow) across various metrics. The metrics include 151 4-year Graduation Rate, 151 5-year Graduation Rate, 251 Reading/Language Arts, 252 Math, 253 Science, 351 Post-secondary Placement, 451 Non-traditional Careers, and 551 Program Quality. The chart shows that the cooperative's performance consistently exceeds both the state performance and the state target across all metrics.
Early Childhood/Special Education	The Guy Fenter Early Childhood Special Education Program has 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. The GFESC Early Childhood Program has grown from a child count of 150 in 1999, to serving 699 in 2025. The Early Childhood/Special Education has satellite offices to serve families and schools throughout the River Valley region with the home base in Branch.
Foster Grandparent	For the 2025-26 school year, Seventy-seven foster grandparents tutored and mentored 378 students from preschool to middle school, Seventy-nine percent of our students in grades K-12 assigned to a foster grandparent showed improvement in their delayed areas, 64,430 volunteer service areas were served, and Forty-eight hours of annual in-service training were provided to each foster grandparent enrolled

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	in the program. The foster grandparents volunteers work directly with both school-age and preschool-age children within the GFESC service area for the performance measure of 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.
ArPEP	In 2025-26, GFESC had a cohort of 65 ArPEP teachers: 32 first-year and 33 second-year. All received at least 2 classroom observations with coaching in Domains 2 and 3 of TESS. 30i second-year teachers met their licensure requirements on time and received a standard license, graduating from the program.
Math, Science, & Dyslexia Specialists	The GFESC Math Specialist provided professional development to all districts/schools that included: Illustrative Mathematics Curriculum and Instruction Training, Understanding Centers, Elevate Math Fluency training, Curriculum/Unit and Lesson Internalization, Arkansas State Math Standards/Support Document/Fluency Document, Targeting Foundational Math Skills training for building leaders and Building Pathways to HQIM. The GFESC Math Specialist completed multiple Coaching Cycles in districts, Targeted Foundational Math Skills Training with 45 building administrators, Math Walk-throughs with 50 building principals, and updated the Math Curriculum used in all 22 of the GFESC districts. The GFESC Science Specialist provided professional development to all districts/schools that focused on HQIM curriculum implementation, ATLAS preparation, Science Classroom Walk-through too, etc. The GFESC Science Specialist also partnered with Arkansas Game and Fish, University of Arkansas Food Science, Henderson University, Mount Magazine State Park, Air and Military Museum, Fort Smith National Historic Site, Massard WasteWater Treatment Plant, Fort Smith Landfill, and the National Energy Foundation to provide STEM opportunities for teachers and students.
Mentoring/Novice	In 2024-2025, 495 teachers were identified as year 1, 2, or 3 novice teachers. In 2025-2026, 474 teachers were identified as novice teachers. This is a decrease of 21 novice teachers over one year who were supported by the GFESC Mentoring Specialist. The decrease of 21 novice teachers in the GFESC region was due to the novice teachers returning to their current positions in the GFESC region of Arkansas. The GFESC Novice Program retention rate of teachers in the profession is 98%.
Dyslexia	Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2025-2026 school year: 3,273 GFESC Dyslexia Specialist, Elizabeth Reeves, worked diligently to support the GFESC school districts. GFESC hosted training for Sonday System 1 and Sonday System 2, as well as the 3-day SoR Sonday training specific to Arkansas. GFESC also hosted training for Level 2 Screeners and School Based ID. All twenty-one (21) districts have participated in Dyslexia training through GFESC. The GFESC

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	Dyslexia Specialist established and strengthened relationships with member districts ● Provided professional learning aligned with the Dyslexia Resource Guide to support consistent understanding and implementation Data Collection & Analysis ● Developed district profiles ● Began analyzing initial reporting data to inform targeted support Technical Assistance & Risk Assessment ● Created individualized Technical Assistance Plans for each assigned district ● Developed and completed a risk analysis to identify areas of need and prioritize support efforts Capacity Building for Dyslexia Screening & Intervention ● Supported districts in implementing systems and processes for using state-approved tools to screen, identify, and monitor students with characteristics of dyslexia Professional Learning & Technical Support ● Delivered ongoing professional learning and technical assistance focused on dyslexia and related disorders
Data Tracking for Boardroom to Classroom work	In 2025-2026, all Superintendents, Principals, Federal Programs, and Curriculum Coordinators monthly meetings have included a Data Component with an emphasis in Literacy and Math achievement on the ATLAS Interim assessments. <u>GFESC ATLAS Fall/Spring Interim DATA 2025</u> <u>GFESC ATLAS Summative DATA - Spring 2026</u>

**Professional Development
Summary Report
2025-2026
[HERE](#)**

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