

Annual Report 2025-2026



Northcentral Arkansas Education Service Cooperative
PO Box 739
99 Haley Street
Melbourne, AR 72556

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Message From the Director

The Northcentral Arkansas Education Service Cooperative (NAESC) was established in 1985 through Act 349 of 1985, alongside 14 other education service cooperatives across the state. Since their inception, these cooperatives have played a vital role in Arkansas's education delivery system. Over time, they have become the essential third leg of the stool, complementing the work of the Arkansas Department of Education and individual school districts. A recent radio interview with Klove's ["Closure Look"](#) program summarizes NAESC's role and purpose.

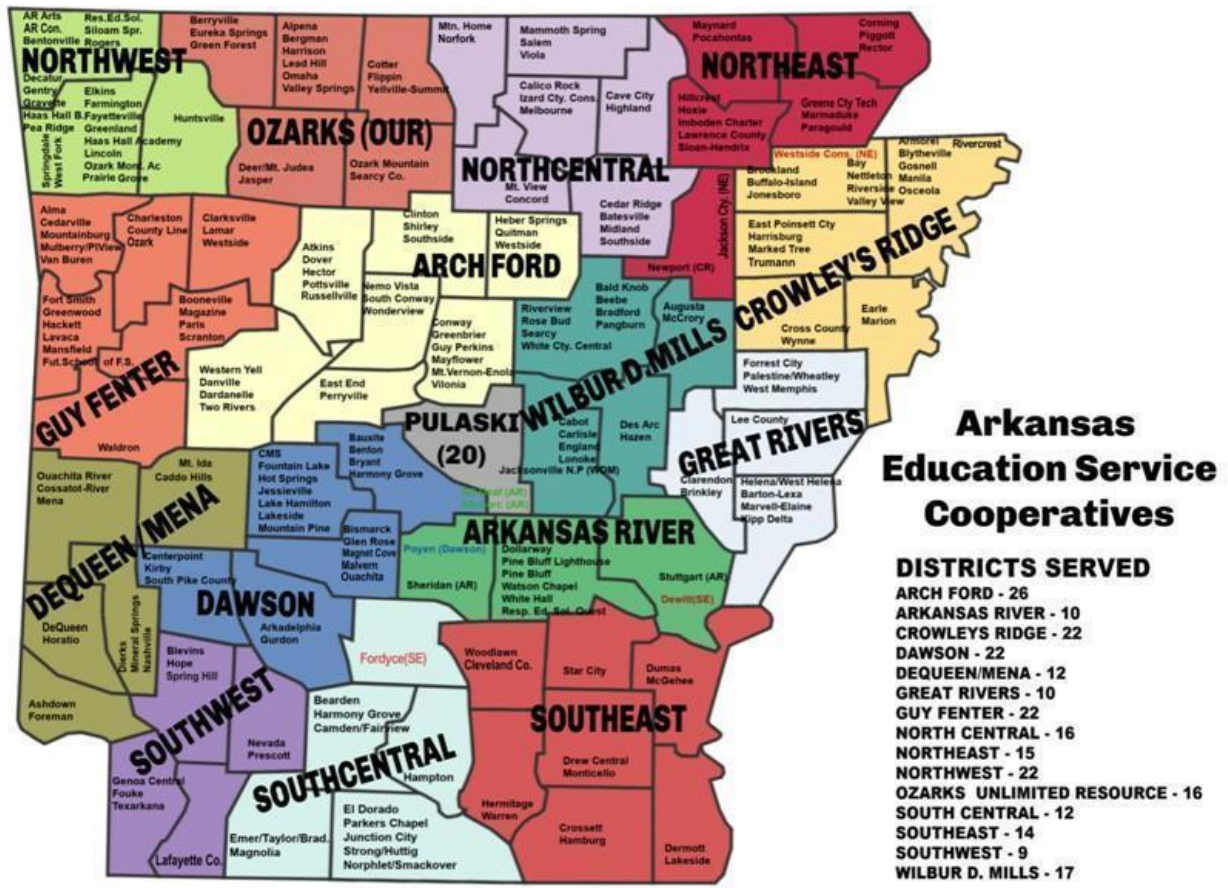
Every cooperative proudly includes the word *Service* in its name, and service remains at the heart of our mission. I deeply value the support NAESC provides to our districts by empowering teachers, supporting staff, and, most importantly, improving outcomes for students.

Today, NAESC continues to operate with that same commitment to service while embracing an enhanced focus on a quality systems approach. This approach ensures that all services we provide—whether in instruction, operations, or support—are delivered with intentionality, consistency, and accountability.

Through data-driven decision-making, stakeholder feedback, and continuous improvement cycles, we work to ensure our programs effectively meet the evolving needs of our districts and schools. Our processes are aligned with clearly defined goals and performance measures that help us identify successful practices, make timely adjustments, and sustain meaningful impact.

Our staff embraces this responsibility with purpose and dedication. Every service provided by NAESC is designed not as an end in itself, but as a strategic tool to help students lead successful and productive lives. We remain committed to supporting our districts in every way possible, guided by principles of quality, equity, and measurable impact.

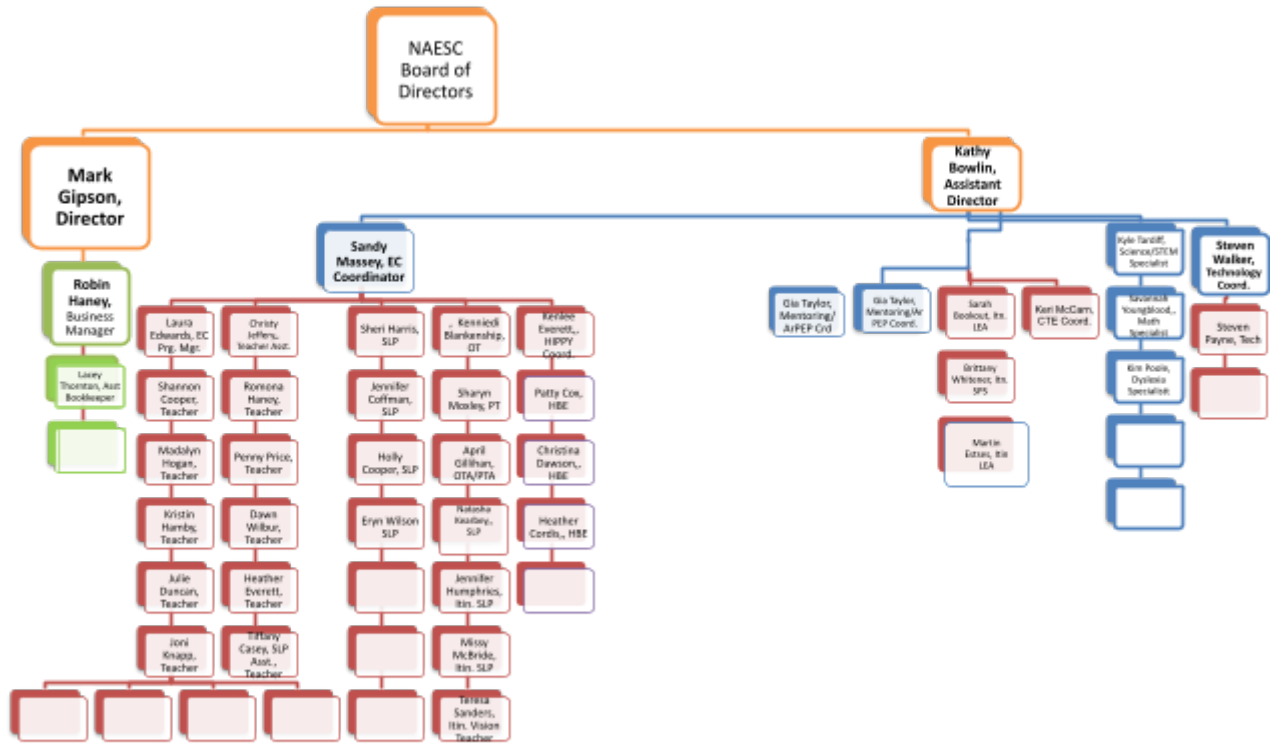
The following 2025–2026 Report of Activities was prepared by our staff to inform our member school districts, the Arkansas Department of Education, members of the Arkansas General Assembly, and the Governor's Office about the comprehensive, high-quality services NAESC provides through this quality systems framework.



MISSION

The mission of the Northcentral Arkansas Education Service Cooperative is to transform generations through learning.

Organizational Chart



Board Members for Districts in Northcentral Education Service Cooperative

Batesville, Calico Rock, Cave City, Cedar Ridge, Concord, Highland, IZARD County, Mammoth Spring, Melbourne, Midland, Mountain Home, Mountain View, Norfolk, Salem, Southside, Viola

Officers of the Board

Mr. Dion Stevens	President	Southside
Ms. Alyson Dewey	Vice-President	Mountain Home
Mr. Rick Green	Secretary	Calico Rock

Members of the Board

Mr. David Campbell	Member	Batesville
Mr. Rick Green	Member	Calico Rock
Mr. Steven Green	Member	Cave City
Mr. Roger Ried	Member	Cedar Ridge
Mr. Mark Wallace	Member	Concord
Mr. Jeremy Lewis	Member	Highland
Mr. Fred Walker	Member	IZARD County
Mr. Mark Taylor	Member	Mammoth Spring
Mr. Tim Massey	Member	Melbourne
Mr. Toby Crosby	Member	Midland
Mr. Dusty Mitchell	Member	Mountain View
Mr. Richard Blevins	Member	Norfolk
Mr. Wayne Guiltner	Member	Salem
Mr. Kyle McCarn	Member	Viola

Each participating school district in the Northcentral Educational Service Cooperative will have one representative on the **Teacher Center Committee**. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each committee member shall be elected for a term of three years.

<u>Member</u>	<u>Member Email</u>	<u>District</u>	<u>Term Expires</u>
Carmen McDonald	cmcdonald@gobsd1.org	Batesville	2027-28
Ashley Coley	coleya@calico.k12.ar.us	Calico Rock	2026-27
Nikki Amos	nikki.amos@cavecity.ncsc.k12.ar.us	Cave City	2027-28
Abbi Limbaugh	abbi.limbaugh@cedarwolves.org	Cedar Ridge	2027-28
Stephanie Langley	stephanie.langley@concordschools.org	Concord	2027-28
Ashley Lewis	ashley.lewis@highlandrebels.org	Highland	2027-28
Courtney Selph	courtney.selph@iccougars.org	Izard County	2025-26
Pam Savage	psavage@mssd.us	Mammoth Spring	2025-26
Erin Wortham	erin.wortham@melbourneschools.org	Melbourne	2026-27
Allison Martin	amartin@midlandschools.org	Midland	2027-28
Judy Lawrence	jlawrence@mhbombers.com	Mountain Home	2027-28
Carrie Reading	creading@mvschools.net	Mountain View	2027-28
Mandy Bennett	kathleen.bennett@norfork.k12.ar.us	Norfork	2026-27
Vicki Ragan	vicki.ragan@salemschools.net	Salem	2025-26
Mandy Blevins	mandy.blevins@southsideschools.org	Southside	2027-28
Jurlene Richmond	jurlene@violalonghorns.org	Viola	2027-28

Education Service Cooperative (ESC) Annual Report

LEA#: 3320

ESC#:

ESC Name: Northcentral Arkansas Education Service Cooperative

Address: 99 Haley Street, P.O. Box 739, Melbourne, AR 72556

Director: Mr. Mark Gipson

Teacher Center Coordinator: Ms. Kathy Bowlin

Names of Counties Served: Baxter, Fulton, Sharp, Izard, Stone, Independence, Cleburne

Number of Districts: 16

Number of Students: 18,036

Number of Teachers: 1537 FTE

I. GOVERNANCE

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

How many members on Board? **16**

Executive Committee? **No**

How many times did Board meet: **12**

When is regular meeting? **The second Wednesday of each month**

Date of current year's annual meeting: **June 16, 2026**

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

If yes, then:

How many members on Teacher Center Committee? **16**

How many members are teachers? **10**

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

When is regular meeting: **The day after IL meetings**

C. When was the most recent survey/needs assessment conducted? **12/3/25**

D. Have written policies been filed with the ADE: **Yes**

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions.

Northcentral Arkansas Educational Service Cooperative Employees 2025/2026

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

Name	Position	Funding Source	New Hire	Resigned
Sarah Bookout	Itinerant LEA/SPS	D		
Kathy Bowlin	Teacher Center Coordinator/Assistant Director	B		
Kennedi Blankenship	EC Occupational Therapist	D		
Tiffany Casey	Speech Language Pathology Assistant	D		
Jennifer Coffman	EC Speech Language Pathologist	D		
Holly Cooper	EC Speech Language Pathologist	D		
Shannon Cooper	EC Special Education Teacher	D		
Heather Cordis	HIPPY HBE	F	X	
Patricia Cox	HIPPY HBE	F		
Christina Dawson	HIPPY HBE	F	X	
Julie Duncan	EC Sp Ed Teacher/LEADS Cohort	D/F		
Laura Edwards	EC Sp Education Teacher/EC Mgr.	D		
Martin Estes	Itinerant LEA	D		
Heather Everett	EC Sp Ed/LEADS Cohort	D/F		
Kenlee Everett	HIPPY Coordinator	F	X	
Aprill Garner	OTA/PTA	D		
Mark Gipson	Director	B		
Kristin Hamby	EC Special Education Teacher	D		
Robin Haney	Business Manager/Bookkeeper	B		
Romona Haney	EC Special Education Teacher	D	X	
Sheri Harris	EC Speech Language Pathologist	D		
Madalyn Hogan	EC Special Education Teacher	D	X	
Jennifer Humphries	Itinerant Certified Employee- SLP	D		

Christy Jeffrey	EC Teaching Assistant	D		
Natasha Kearbey	EC Speech Language Pathologist	D		
Joni Knapp	EC Special Education Teacher	D		
Sandy Massey	EC Coordinator/LEADS Cohort	D/F		
Missy McBride	Itinerant Certified Employee-SLP	D		
Keri McCarn	CTE Coordinator	S/F		
Sharyn Moxley	EC Physical Therapist	D		
Stephan Payne	Itinerant Computer Technician	D		
Kim Poole	Dyslexia Specialist	S		
Penny Price	EC Special Education Teacher	D		
Teresa Sanders	Itinerant Certified Employee-Vision	D		
Kyle Tardiff	Science/STEM Specialist	S		
Gia Taylor	Mentoring/ArPEP	S		
Lacey Thornton	Assistant Bookkeeper	S/B		
Steven Walker	Systems Tech Coordinator	S	X	
Brittany Whitener	Itinerant-SPS	D		
Dawn Wilbur	EC Special Education Teacher	D		
Eryn Wilson	EC Speech Language Pathologist	D	X	
Savannah Youngblood	Math Specialist	S	X	

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those that provided curriculum assistance. Include a cumulative total of participants. See attached form.

[Training provided by NAESC 2025-26](#)

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

If yes, then:

Approximate the number of titles in media center:

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

How many districts participate in the media program?

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

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

If yes, then:

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

Please describe:

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

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.

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

☒ Conduct Annual Needs Assessment /Planning assistance

☒ Special education services

☒ Gifted and talented assistance

☒ Grant writing assistance

☒ Personnel application

☒ Assist/support with Evaluation procedures (OSR, Federal and Categorical Monitoring, GT Program evaluation, etc.)

☐ Migrant student Identification

☒ Bookkeeping assistance

☒ Technology training

☒ Curriculum support (HQIM/AR State Standards)

☒ Business Management training

☒ Computer technician

☒ E-Rate applications

☒ Assessment data analysis

☒ Instructional facilitator training

☒ Math/Science/Literacy/Dyslexia specialists

☒ Numerous professional development opportunities for teachers

☒ Administrators and Local Board Members Training

☐ Other (please specify) Live Scan Fingerprinting Services

V. DIRECT SERVICES TO STUDENTS

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

☐ Student assessment program

☒ Itinerant teachers – please list areas: (ECSE, SPED, SLP, Visually Impaired, Psych Examiner)

☒ Occupational therapy and physical therapy

☒ Transition Assistance

☒ Mentor programs (Teacher Mentoring Program)

☒ Gifted/talented programs: 16 participating districts

☐ Digital instruction (Ex. AR iTunes U, podcasts)

☒ Speech Pathology Services

☒ HIPPY

☒ Low incidence handicapped (vision/hearing)

☐ Other (Please specify):

VI. COOPERATIVE FINANCE OVERVIEW

Arkansas Educational Funding Cooperatives are funded from three primary sources: state, local, and federal. State funds are awarded to Educational Service Cooperatives through targeted grants. The grant budgets and goals originate from the Arkansas Department of Elementary and Secondary Education. Grant funds are reimbursed by DESE after program appropriate expenditures occur. The grants include targeted funds for reading specialists/coaches, math specialists, dyslexia specialists, science specialists, technology specialists, special education, curriculum training, and other grants as determined by DESE. The funds are not carried over. DESE also provides \$408,000 annually to each cooperative for general operations. State funds represented 32.97% of all cooperative revenues in FY25 or \$60,189,375.

Local revenue is money that comes to a cooperative from local school districts by agreement. The services associated with these agreements include staff shared between districts, professional development services, special education testing, interest income, cooperative operations, repair services, and other special projects as determined by participating districts and the cooperative. Local funds accounted for 37.26% of cooperative revenue or \$68,023,523 in FY25. Federal funds are governed by federal & state laws and rules for each program. They are reimbursed by DESE after program appropriate expenditures are made. Balances are regulated by federal rules. Federal Programs operated through cooperatives include the Migrant program, Arkansas Better Chance, the Perkins Program, and Special Education ages 3-5. For the fiscal year 2025, the cooperative Federal revenue total was \$51,875,729 or 28.42% of all FY25 revenue. Total revenue for 24-25 was \$182,553,219. This includes the broad categories above, plus additional revenues of \$2,464,593. The additional revenues occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

NAESC Board Report - July 1, 2026

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 07/01/2026
TIME: 09:56:50

NORTHCENTRAL ARK ED SERVICE COOPERATIVE
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 12 OF 26

PAGE NUMBER: 2
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2388	BEG ADMIN MENTORING	.00	.00	5,600.00	.00	5,600.00	.00
2390	PHONE-FREE SCHOOLS	.00	.00	.00	.00	.00	.00
2396	ADHHS/NURSE	1,837.01	6,000.00	.00	.00	2,285.98	5,551.03
2902	HEALTH SERVICES	.00	.00	.00	.00	.00	.00
2903	PATWISE	.00	.00	.00	.00	.00	.00
2905	ARPEP	21,928.24	15,000.00	.00	.00	36,872.16	56.08
2940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
2941	COMPUTER SCIENCE GRA	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	1,234,931.32	2,929,626.57	120,185.74	.01	2,943,311.19	1,341,432.43
3000	BUILDING FUND	509,743.74	.00	.00	.00	50,943.95	458,799.79
TOTAL	BUILDING FUND	509,743.74	.00	.00	.00	50,943.95	458,799.79
6570	PERKINS GRANT	.00	196,297.38	.00	.00	196,297.38	.00
6574	PERKINS R&R	.00	10,000.00	.00	.00	10,000.00	.00
6575	CTE VIRTUAL REALITY	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION	.00	2,348.69	.00	.00	2,348.69	.00
6578	PERKINS-RESERVE FUND	115.93	.00	.00	.00	.00	115.93
6581	PERKINS PD GRANT	.00	.00	.00	.00	.00	.00
6701	SP ED CONSULTANT SER	.00	.00	.00	.00	.00	.00
6705	BEHAVIOR SUPPORT SPE	.00	.00	.00	.00	.00	.00
6707	ESVI CONSULTANT	.00	.00	.00	.00	.00	.00
6710	PRESCHOOL/619	.00	.00	.00	.00	.00	.00
6719	ESSER GRANT	.00	.00	.00	.00	.00	.00
6749	MEDICAID	68,804.98	31,393.79	.00	.00	26,194.30	74,004.47
6752	ARMAC/ADMIN REIMB ME	98,103.20	50,193.05	.00	.00	63,931.94	84,364.31
6753	LEADERSHIP QUEST JOU	.00	.00	.00	.00	.00	.00
6767	ARP HOMELESS II	.00	.00	.00	.00	.00	.00
6787	PHYSICAL ACT STENCIL	.00	.00	.00	.00	.00	.00
6788	EC-LEADS	21,572.92	149,222.78	.00	.00	170,912.65	-116.95
6793	DEPT OF EMERGENCY MG	.00	.00	.00	.00	.00	.00
6799	MIECHV/HIPPY PROG	.00	93,033.98	.00	.00	116,804.12	-23,770.14
6801	COVID-19 VACCINE INC	.00	.00	.00	.00	.00	.00
6802	ARP TECHNOLOGY GRANT	.00	.00	.00	.00	.00	.00
6804	ELC GRANT	.00	.00	.00	.00	.00	.00
6809	PREK LETRS-EC	36.75	.00	.00	36.75	.00	.00
6812	ACCEL THU COMM OF PR	.00	56,003.68	.00	.00	56,003.68	.00
6817	MIECHV/HIPPY (ACH)	.00	35,334.21	.00	.00	35,334.21	.00
6832	LEADS PASS-THRU	.00	7,500.00	.00	7,500.00	.00	.00
6834	PHONE-FREE SCHOOLS	.00	.00	.00	.00	.00	.00
6863	CLASS TRANS QUALITY	.00	15,000.00	.00	.00	.00	15,000.00
TOTAL	FEDERAL GRANTS FUND	188,633.78	646,327.56	.00	7,536.75	677,826.97	149,597.62
7001	SCIENCE FAIR ACTIVIT	.00	.00	.00	.00	.00	.00
7002	HIPPY ACTIVITY FUND	.00	.00	.00	.00	.00	.00
TOTAL	ACTIVITY FUND	.00	.00	.00	.00	.00	.00
TOTAL		1,933,308.84	3,575,954.13	120,185.74	7,536.76	3,672,082.11	1,949,829.84

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FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
2001	CTQ & BLOOMBOARD GRA	.00	.00	.00	.00	.00	.00
2002	STEM COORD	60,833.06	17,442.05	.00	.00	.00	78,275.11
2003	HEALTH SERVICES GRAN	16.41	.00	.00	.00	.00	16.41
2010	PSYCH TESTING	.00	49,561.20	.00	.00	49,561.20	.00
2011	ITINERANT SPS	.00	67,869.64	.00	.00	70,909.19	-3,039.55
2020	SPECIAL ED SUPERVISO	.00	87,770.22	.00	.00	87,939.74	-169.52
2024	ICC ITINERANT	.00	65,799.05	.00	.00	65,799.05	.00
2030	EC/COOP-VIB	234,323.62	302,070.00	.01	.00	368,303.97	168,089.66
2031	SREB PRINCIPAL GRANT	.00	.00	.00	.00	.00	.00
2040	COMPUTER TECHNICIAN	.00	53,752.57	.00	.00	53,917.93	-165.36
2041	APSCN & FTSCAL SUPPO	.00	.00	.00	.00	.00	.00
2047	TRI REGION VIRTUAL P	83,306.47	.00	.00	.00	10,623.00	72,683.47
2052	EC GRANTS	56,772.25	1,081,863.85	.00	.00	1,004,055.59	134,580.51
2055	PROF DEVELOPMENT	77,048.14	60,230.00	.00	.00	59,681.31	77,596.83
2056	PR PROGRAM COORDINAT	.00	.00	.00	.00	.00	.00
2057	CCSSM PROFESSIONAL D	.00	.00	.00	.00	.00	.00
2060	CALICO ROCK ITIN	.00	106,920.99	.00	.00	117,310.61	-10,389.62
2061	MELBOURNE ITIN	.00	.00	.00	.00	.00	.00
2065	CONCORD ITIN	.00	.00	.00	.00	.00	.00
2081	PERKINS CONT SERV	768.48	.00	.00	.00	550.03	218.45
2082	MATH COACH/CGI	.00	.00	.00	.00	.00	.00
2083	LOCAL LIT TRAININGS	.00	.00	.00	.00	.00	.00
2088	EC LEADS PASS-THRU	6,092.92	4,305.00	.00	.00	10,049.17	348.75
2096	NURSE CONFERENCE	29.71	.00	.00	.00	.00	29.71
2099	EDGENUITY	.00	.00	.00	.00	.00	.00
2160	ITINERANT PT/OT	.00	.00	.00	.00	.00	.00
2239	RISE GRANT	.00	.00	.00	.00	.00	.00
2244	EXTENDED SCH YEAR	.00	3,300.05	.00	.00	3,164.92	135.13
2246	NOVICE/MENTOR PROG	.00	132,788.86	.00	.00	132,788.86	.00
2260	EC/STATE GRANT	.00	.00	.00	.00	.00	.00
2262	EIDT	.01	.00	.00	.01	.00	.00
2272	GIFTED/TALENTED	.00	.00	.00	.00	.00	.00
2291	WORKFORCE ED COORD	.00	64,999.96	.00	.00	64,999.96	.00
2300	CTE SPECIAL NEEDS	.00	.00	.00	.00	.00	.00
2340	CAREER ED	.00	.00	.00	.00	.00	.00
2350	EMPOWERING WRITERS	.00	.00	.00	.00	.00	.00
2351	FINGERPRINT MACHINE	.00	.00	.00	.00	.00	.00
2353	MATCH ARP TECHNOLOGY	.00	.00	.00	.00	.00	.00
2355	MASTER/LEAD TEACHER	.00	.00	.00	.00	.00	.00
2358	EL PROG	.00	25,770.00	.00	.00	25,770.00	.00
2360	OPERATING FUND	691,975.00	434,183.13	114,585.73	.00	423,128.52	817,615.34
2361	COOP DIST LEARNING G	.00	.00	.00	.00	.00	.00
2362	TECHNOLOGY CENTER	.00	80,000.00	.00	.00	80,000.00	.00
2364	CONTENT SPECIALIST	.00	270,000.00	.00	.00	270,000.00	.00
2381	SS/LITERACY SPEC	.00	.00	.00	.00	.00	.00
2382	SS/MATH SPEC	.00	.00	.00	.00	.00	.00
2383	SS/LIT TRAINING	.00	.00	.00	.00	.00	.00

VII. ANECDOTAL REPORTS

ESC WORKS

Funding Source: **Arkansas Educational Service Cooperatives,
Arkansas Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Entities

Arch Ford Education Service Cooperative	Northcentral Arkansas Educational Service Cooperative	Wilbur D. Mills Education Service Cooperative
Arkansas River Education Service Cooperative	Northeast Arkansas Educational Cooperative	Arkansas Department of Elementary and Secondary Education
Crowley's Ridge Education Service Cooperative	Northwest Arkansas Education Service Cooperative	
Dawson Education Service Cooperative	Ozarks Unlimited Resources Education Service Cooperative	
DeQueen/Mena Education Service Cooperative	South Central Service Cooperative	
Great Rivers Education Service Cooperative	Southeast Service Cooperative	
Guy Fenter Education Service Cooperative	Southwest Arkansas Education Cooperative	

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

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

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

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

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

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

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

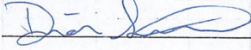
SALARY SCHEDULE

2025-2026 Salary Schedule

YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
CERTIFIED/SUPERVISOR																					
LEA SPED Supervisor	57388	57988	58588	59188	59788	60388	60988	61588	62188	62788	63388	63988	64588	65188	65788	66388	66988	67588	68188	68788	69388
Program Coordinator	57388	57988	58588	59188	59788	60388	60988	61588	62188	62788	63388	63988	64588	65188	65788	66388	66988	67588	68188	68788	69388
Systems Coordinator	60259	60559	61159	61759	62359	62959	63559	64159	64759	65359	65959	66559	67159	67759	68359	68959	69559	70159	70759	71359	71959
Early Childhood Coord.	63182	63782	64382	64982	65582	66182	66782	67382	67982	68582	69182	69782	70382	70982	71582	72182	72782	73382	73982	74582	75182
CERTIFIED/NON-SUPER																					
Literacy Specialist	54655	55255	55855	56455	57055	57655	58255	58855	59455	60055	60655	61255	61855	62455	63055	63655	64255	64855	65455	66055	66655
Math Specialist	54655	55255	55855	56455	57055	57655	58255	58855	59455	60055	60655	61255	61855	62455	63055	63655	64255	64855	65455	66055	66655
Science Specialist	54655	55255	55855	56455	57055	57655	58255	58855	59455	60055	60655	61255	61855	62455	63055	63655	64255	64855	65455	66055	66655
NON 12 MONTH																					
Speech Pathologist 195 days	50000	50000	50827	51427	52027	52627	53227	53827	54427	55027	55627	56227	56827	57427	58027	58627	59227	59827	60427	61027	61627
Certified Speech Assistant	50000	50000	50000	50000	50000	50000	50000	50000	50108	50708	51308	51908	52508	53108	53708	54308	54908	55508	56108	56708	57308
Teachers 195 days	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50020	50620	51220	51820	52420
Teachers/MSE 195 days	50000	50000	50000	50000	50000	50000	50000	50000	50600	50708	51308	51908	52508	53108	53708	54308	54908	55508	56108	56708	57308
SPS 200 days Cert	50000	50600	51200	51800	52400	53000	53600	54200	54800	55400	56000	56600	57200	57800	58400	59000	59600	60200	60800	61400	62000
BSS 200 day class	58530	59130	59730	60330	60930	61530	62130	62730	63330	63930	64530	65130	65730	66330	66930	67530	68130	68730	69330	69930	70530
Physical/Occup Therapist	69095	69695	70295	70895	71495	72095	72695	73295	73895	74495	75095	75695	76295	76895	77495	78095	78695	79295	79895	80495	81095
PT & OT Ass't 180 days	54597	55197	55797	56397	56997	57597	58197	58797	59397	59997	60597	61197	61797	62397	62997	63597	64197	64797	65397	65997	66597
Itinerant Vision Teacher	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50363	50963	51563	52163	52763	53363	53963	54563
Itinerant Vision Teacher/MSE	50000	50000	50000	50000	50000	50826	51426	52026	52626	53226	53826	54426	55026	55626	56226	56826	57426	58026	58626	59226	59826

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. Approved Stipends: *HIPPIY Supervisor Stipend \$2,500.00/per year Medicaid Billing Clerk/Stipend \$2,500.00/per year
 *Coordinator Stipend \$2,500.00/per year, *EC Manager Stipend \$2,000.00/per year. 4. Assistant Director/Teacher Center Coordinator Salary - \$92,515.00

BOARD PRESIDENT



BOARD SECRETARY



DATE APPROVED:

April 11, 2025

2025-2026 Salary Schedule

CLASSIFIED (12 MONTHS IF NOT OTHERWISE NOTED)

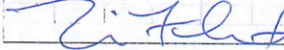
YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Bookkeeper/Business Mgr.	41567	42167	42767	43367	43967	44567	45167	45767	46367	46967	47567	48167	48767	49367	49967	50567	51167	51767	52367	52967	53567
Admin/Bkpg Ass't	28872	29472	30072	30672	31272	31872	32472	33072	33672	34272	34872	35472	36072	36672	37272	37872	38472	39072	39672	40272	40872
EC Teaching Ass't 190 days	20594	21194	21794	22394	22994	23594	24194	24794	25394	25994	26594	27194	27794	28394	28994	29594	30194	30794	31394	31994	32594
Sec/Parapro-Degree	24296	24896	25496	26096	26696	27296	27896	28496	29096	29696	30296	30896	31496	32096	32696	33296	33896	34496	35096	35696	36296
Sec/Parapro-Non Degree	22656	23256	23856	24456	25056	25656	26256	26856	27456	28056	28656	29256	29856	30456	31056	31656	32256	32856	33456	34056	34656
Interpreter 195 days	27161	27761	28361	28961	29561	30161	30761	31361	31961	32561	33161	33761	34361	34961	35561	36161	36761	37361	37961	38561	39161
Computer Tech level 1	33589	34189	34789	35389	35989	36589	37189	37789	38389	38989	39589	40189	40789	41389	41989	42589	43189	43789	44389	44989	45589
Computer Tech level 2	40150	40750	41350	41950	42550	43150	43750	44350	44950	45550	46150	46750	47350	47950	48550	49150	49750	50350	50950	51550	52150
Computer Tech level 3/BS	42336	42936	43536	44136	44736	45336	45936	46536	47136	47736	48336	48936	49536	50136	50736	51336	51936	52536	53136	53736	54336
Computer Tech level 4/MS	44524	45124	45724	46324	46924	47524	48124	48724	49324	49924	50524	51124	51724	52324	52924	53524	54124	54724	55324	55924	56524
Program Coordinator	56738	57338	57938	58538	59138	59738	60338	60938	61538	62138	62738	63338	63938	64538	65138	65738	66338	66938	67538	68138	68738

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. Approved Stipends: *HIPPIY Supervisor Stipend \$2,500.00/per year Medicaid Billing Clerk/Stipend \$2,500.00/per year
 *Coordinator Stipend \$2,500.00/per year, *EC Manager Stipend \$2,000.00/per year. 4. Assistant Director/Teacher Center Coordinator Salary - \$92,515.00

BOARD PRESIDENT



BOARD SECRETARY



DATE APPROVED:

April 11, 2025

Teacher Center (Professional Development, Curriculum Development)

Funding: Base Funds
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfork
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Kathy Bowlin
Position: Associate Director for Professional Development
Degree: M.S.E.

Name:
Position:

Goal:

The Teacher Center (Professional Development) program is designed to provide prompt, friendly service to all our schools; to improve student achievement by providing access to quality instructional materials; to provide high quality professional development opportunities for all educators across our region in order to build content knowledge and research -based instructional strategies to assist students in meeting rigorous academic standards that prepare them to be college and career ready. The Teacher Center program is focused on building leadership, building strong systems, and conducting a landscape analysis to implement high-quality professional learning. The Teacher Center program is supporting school districts in the alignment of their HQIM to the new Arkansas State Standards.

Program Summary:

Professional Development: Professional Development opportunities target focus areas as outlined by the Arkansas Department of Education to meet the requirements of the law regarding the required 36 hours as well as meeting the needs of schools based upon needs assessment survey results from the 16 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. The Teacher Center Coordinator

has the primary responsibility for planning and implementing the Professional Development for member school districts. All cooperative districts as well as other educators from across the state have access to participate in a wide number of professional development opportunities offered at NAESC throughout the year. During the 2025-2026 Professional Development year, NAESC offered 136 workshops with over 2615 people attending. In addition to the summer professional development offerings, NAESC offered a wide variety of long term systemic professional development offerings throughout the year. These sessions were designed to help educators with implementation of programs back at their districts. The Teacher Center Coordinator works with districts, co-op curriculum specialists, and the Arkansas Department of Education to arrange such services. Schools interested in receiving campus based professional development must contact the cooperative specialists to arrange these services. Campus based professional learning for principals along with teachers was consistently implemented by all programs throughout the school year. The Teacher Center Coordinator produces an electronic annual summer catalog. All events are placed on the Cooperative's website, NAESC's social media pages, and in escWorks for online registration. The link to summer professional development is sent to districts in February. This allows building principals to work with individual teachers to develop professional growth plans as required by law.

Major Highlights of the Year: 2025-2026

NAESC TCC, program coordinators, and content specialists spent the majority of their time working on site with districts to include a more intentional approach to professional learning. However, summer months provided opportunities for educators from our 16 districts to come to the coop to learn and collaborate with colleagues. Some highlights include a deep dive into the Arkansas standards along with the Achievement Level Descriptors, Analysis of Interim data from ATLAS and guidance on next steps, how to use the Classroom Tools, and creating assessment questions were provided and much needed. Building administrators went through LETRS for Administrators; The Math and Science specialists spent several days in districts with administrators using the classroom tools provided by DESE. These specialists also worked closely with administrators and teachers to understand why some test scores were so low. In both Math and Science, the classrooms that were worked in the most by the specialists saw significant growth in their ATLAS Summative. Several sessions were offered and well attended by districts on Response to Intervention, addressing student behavior, and recognizing the level of rigor expected from the standards; Monthly work sessions with districts on completing their AR App were implemented by Coop TCC from January through May; The Coop TCC trained district and building administrators on new rules regarding 3rd grade promotion, Roster Verification System, and Teacher Evaluations. TCC, math, science, mentoring, and Dyslexia specialists went through the pilot TESS and LEADS calibration. Coops received a grant to provide training to Beginning Principals and Superintendents. TCC worked closely at the coop as well as onsite with the new principals while the Director worked closely with the new superintendents.

2025-2026 NAESC Survey Results:

[2025-2026 Needs Assessment Survey Results](#)

[User Satisfaction Survey - 2026](#)

[Professional Development Summary Report](#)

Dyslexia

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

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name:	Kim Poole
Position:	Dyslexia Specialist
Degree:	M. Ed- Elementary Administration, K-12 Reading Specialist

Goal:

Strengthen district support for dyslexia identification and intervention through ongoing coaching, technical assistance, and implementation of evidence-based instructional practices.

Improve consistency and effectiveness of dyslexia services by supporting districts with curriculum alignment, assessment practices, progress monitoring, and the integration of assistive technology.

Expand professional learning opportunities and foster dyslexia-friendly learning environments by providing targeted training, collaborative support, and current research-based resources to educators.

Program Summary:

Dyslexia Unit Meetings are designed to provide ongoing collaboration and professional learning opportunities for K-12 Dyslexia Specialists from all Education Service Cooperatives. Specialists meet three times each year at a central location and also participate in monthly virtual meetings throughout the year. These meetings offer current, research-based, and data-informed professional learning while providing opportunities for specialists to collaborate on statewide priorities, plan and coordinate professional development opportunities, and reflect on the

effectiveness of existing programs and initiatives. During the 2025–2026 school year, the Dyslexia Unit focused on evidence-based dyslexia intervention practices, student data analysis and progress monitoring, beginning-of-year screening and diagnostic supports, and DESE literacy initiatives.

Dyslexia Support

Strengthened district support for dyslexia identification and intervention through ongoing coaching, technical assistance, and implementation of evidence-based instructional practices.

- Provided on-site coaching, modeled intervention strategies, observed instruction, and offered feedback to instructional facilitators and teachers to improve student outcomes.

Improved consistency and effectiveness of dyslexia services by supporting districts with curriculum alignment, assessment practices, progress monitoring, and the integration of assistive technology.

- Assisted districts with the selection and alignment of dyslexia-specific curriculum and assessments, analyzed student data, recommended instructional adjustments, and supported staff in effectively utilizing assistive technology tools.

Expanded professional learning opportunities and fostered dyslexia-friendly learning environments by providing targeted training, collaborative support, and current research-based resources to educators.

- Delivered professional development, shared current dyslexia research and best practices, gathered educator feedback to identify needs, and provided prescriptive training and resources tailored to district goals.

Dyslexia Training & Support

- 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
- Integration of assistive technology tools
- 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

Major Highlights of the Year: 2025-2026

- Provided ongoing coaching and technical assistance to member districts to strengthen dyslexia identification and intervention practices.
- Assisted districts with aligning dyslexia curriculum, assessments, and progress-monitoring practices to improve consistency and student support.
- Delivered targeted professional development based on district needs and current dyslexia research and best practices.
- Promoted dyslexia-friendly learning environments through collaboration, training, and leadership across member districts.

District Engagement & Relationship Building

- 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

- Risk Analysis

Technical Assistance & Risk Assessment

- Created individualized Technical Assistance Plans for each assigned district
- Conducted risk assessments 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

Mathematics

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

Competitive Grant: No

Grant Type: Restricted

-

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

-

Personnel:

Name: Savannah Youngblood
Position: Math Specialist
Degree: BA: Elementary Ed.; MSE: Ed. Theory and Practice; EdS.: Ed.
Leadership-Principalship; Graduate Certificate: Curriculum Program Admin.

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Goal:

The Mathematics Department strives to increase teachers' knowledge and implementation of current evidence-based practices through high quality professional development and provide direct technical assistance to support educators with curriculum planning and/or instructional strategies.

-

Program Summary:

The Northcentral Arkansas Education Service Cooperative Math Department provides services designed to strengthen the quality of mathematics instruction across districts through ongoing support for the implementation and utilization of High-Quality Instructional Materials (HQIM), coaching cycles, professional development, instructional leadership, and data-informed decision-making. Services include on-site technical assistance, support for lesson internalization and high-quality instructional practices, collection and analysis of student work samples, and

assessment analysis. Effective communication and collaboration are maintained with district and school stakeholders to ensure continuous improvement and student-focused mathematics instruction aligned to state standards and best practices.

Major Highlights of the Year: 2025-2026

HQIM: The Math Specialist developed an updated regional dashboard to monitor districts' and schools' adoption and utilization of HQIM. In addition, the Specialist provided ongoing implementation support to districts and schools that have adopted HQIM to ensure effective and sustainable use of the materials. For districts/schools that have yet to adopt an HQIM, the Specialist made targeted visits to share the necessity of future adoption.

Coaching: The Math Specialist provided coaching, based on TNTP's content coaching model, for classroom teachers based on districts' requests. Coaching and feedback was focused on the K-12 Math Walkthrough Tool and lesson internalization practices.

K-12 Math Walkthrough Tool: The Math Specialist offered training to district and building leaders for effective implementation of the tool. Likewise, the specialist completed fifty classroom walkthroughs within the respective region and participated in calibration of the tool among DESE Specialists, ESC Math Specialists, and various administrators.

TNTP: The Math Specialist participated in DESE Coaching Labs outside of the cooperative region to become familiar with the coaching cycle model and calibrate observation and feedback with DESE Specialists.

ATLAS: The Math Specialist assisted districts with best practices for implementation and continuous usage of the ATLAS Classroom Tool. Specific focuses included integration of the tool into daily instruction, alignment with the ATLAS Blueprint, and continual assessment based on grade-level rigor.

Likewise, the specialist partnered with districts to analyze data from the previous year's summative assessment and current year's interim assessments to make instructional decisions.

Content PD: Math Professional Development was provided in the Summer of 2025. PDs included: Elevate Math Fluency: Kickoff Session, Elevate Math Fluency: Addition/Subtraction of Whole Numbers, Elevate Math Fluency: Multiplication/Division of Whole Numbers, and Interventions and Small Groups in the Math Classroom.

Name of PD	# of participants
Elevate Math Fluency: Kickoff Session	21

Elevate Math Fluency: Addition/Subtraction	12
Elevate Math Fluency: Multiplication/Division	10
Interventions and Small Groups in the Math Classroom	40

Other: Beyond providing the above services, the Math Specialist participated in the TESS and LEADS Pilot trainings, collaborated with the ESC Science Specialist to promote STEM activities within the region, participated in DESE STEM Activities, such as STEM Model Site Visits, and supported schools in professional learning based on local district and school data.

Science

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education
Competitive Grant: No
Grant Type: Restricted

-

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

-

Personnel:

Name:	Kyle Tardiff
Position:	Science Specialist
Degree:	BA Speech Communication; MS in Ed. Leadership/MATS

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Introduction

The FY26 Science Specialist Program has been strategically designed to support the implementation of the Arkansas K–12 Science Standards with the overarching goal of increasing student proficiency in science across the state. Through the adoption and implementation of the Arkansas Initiative for Instructional Materials (AIIM), the program emphasizes the importance of providing high-quality professional development and targeted support to school districts within the educational service cooperative.

A core element of this initiative is the promotion of three-dimensional (3D) learning, which integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts to enhance instructional quality and deepen student understanding of scientific content.

Throughout the fiscal year, the Science Specialist Program has focused on four key areas:

1. Supporting the Arkansas Initiative for Instructional Materials: Adoption Phase – Facilitating the collection, analysis, and application of curriculum selection data to inform the adoption

of high-quality instructional materials (HQIM) and provide data-driven support to districts.

2. Launch and Ongoing High-Quality Professional Learning – Delivering coaching and professional development aligned to HQIM Implementation I, ensuring educators are equipped to effectively implement new instructional resources.
3. Systems Design and Leader Support – Supporting district and school leaders through the use of the Science Leadership Walkthrough Tool (SLWT) and other capacity-building strategies to promote systemic implementation of best practices in science instruction.
4. DESE Initiatives and STEM Support – Building regional capacity for STEM education through participation in a statewide community of practice, delivering professional development, and supporting engagement in STEM initiatives and events across Arkansas.

In addition to these focus areas, the Science Specialist has provided responsive professional development tailored to the specific academic and career-based needs of schools and districts, further supporting the shared mission of enhancing science education across the region.

This final report outlines the activities, accomplishments, and impact of the FY26 Science Specialist Program within these focus areas, highlighting the ongoing commitment to excellence in science instruction and student achievement.

Major Highlights of the Year: 2025-2026

Science Specialist Unit Meetings:

Unit meetings are organized so that K-12 science specialists from all cooperatives meet in person three times and virtually three times during the academic year.

Guided: Support on ATLAS Classroom Tool, school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data. *In Person Unit Meetings:*

August 26-27, 2025 - During the initial meeting new specialists were introduced to the group. Grant Goals for 2025/26 were discussed and presented. The benefits and need for HQIM Science curriculum was discussed along with going over the science walk through tool that will be presented to districts throughout the year. Utilization of the ATLAS classroom tool and for using the data collected from the ATLAS assessments to drive instruction was discussed. School chemical and storage continues to be a discussion and funding was made available through the school safety funds to help with clean up. Finally, TNTTP trained on coaching processes that will be followed up with Coaching clinics around the state to support teacher improvement.

December 10-11, 2025 - Specialist discussed using AI generated assessment prompts and shared small group examples. Honors courses and alignment were discussed and previewed for the upcoming PD that is being offered in the summer from ADE. Data that had been collected during the first semester was reviewed and specialist goals were adjusted.

May 5-6, 2026 - Specialist discussed and reflected on statewide HQIM Curriculum internalization. Training on planning for intentional coaching was provided by TNT. Training the trainer was provided for the new Honors Science Courses PD that is being pushed out in summer 2026.

For the upcoming school year 4 science curriculums are approved for the high school level. They include the following:

- BSCS Biology: Understanding Life
- OpenSciEd Biology
- OpenSciEd Chemistry
- OpenSciEd Physics

For the elementary grades choices available include:

- Amplify Science K-5th Grades available.
- Smithsonian Science for the Classroom K-5 Grades available.

Grades 6-8:

- Activate Learning Certified Version Of OpenSciEd 6th-8th grade.
- Amplify Science 5th-8th grade
- Carolina Certified Version of OpenSciEd 5th-8th
- Issues and Science, Third Edition Revised 5th - 8th
- Kendall Hunt Certified Version of OpenSciEd 5th - 8th
- OpenSciEd 5th - 8th

Virtual Unit Meetings:

September 24, 2025, October 22, 2025, January 14, 2026, February 11, 2026, March 12, 2026, and April 4, 2026 - HQIM data, science walk through tool data, and ATLAS proficiency levels were discussed.

District Support/Focus Schools: In accordance with the [Science Goals](#) for the 2025-26 school year the Science Specialists will focus on schools that are implementing HQIM curriculum and schools in need of support based on student performance from the previous year.

Data/Evidence Collection: Data was collected throughout FY26 to determine how HQIM is being implemented throughout the coop school districts, Data was collected to determine and measure progress towards Science Specialist grant goals ([Grant Goals Data](#)).

Professional Development Options: The following professional developments were offered throughout the school year as required by DESE. The required PD includes FUSE: Fundamental

Understanding of Science Education, Phenomenal Teaching: Unleashing wonder in the Science Classroom, Assessment Alchemy: Using Assessment to Drive Science Instruction, and Three-Dimensional Mastery: Science Instruction for Impactful Learning. In addition to the professional development that is state-required, other professional development opportunities were provided to teachers to meet their specific needs.

Direct Coaching: Science Specialists provide through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instructional capacity to increase student learning outcomes through Direct Coaching based on needs identified by building administration.

Beyond providing the instruction for the professional development programs listed above, the Science department also prov

Content PD was provided in the summer of 2025. The PDs included:

Name of PD	
State Required:	# of participants
546245 - NAESC - Three-Dimensional Mastery: Science Instruction for Impactful Learning	4
546251 - NAESC - Assessment Alchemy: Using Assessment to Drive Science Instruction	15
546249 - NAESC - Phenomenal Teaching: Unleashing Wonder in the Science Classroom	19
546243 - NAESC - FUSE: Fundamental Understanding of Science Education	8

Name of PD	
HQIM-HQPL	# of participants
549624 - NEA - Utilizing BioInteractive Resources and the Science Practices to Enhance Classroom Exploration of Evolution by Natural Selection	8
525245 - NAESC - Science Curriculum Cohort 1: Days 1 and 2	2
525247 - NAESC - Science Curriculum Cohort 2	2

Content PD being offered Summer 2026

Name of PD	
State Required	Dates Offered
575050 - NAESC-Science Acceleration: Teaching Honors Science for 5th, 6th, & 7th Grade	06/08/2026
575125 - NAESC-Science: Using Assessment to Drive Science Instruction	6/17/2026
575046 - NAESC-F.U.S.E. Fundamental Understanding of Science Education	6/22/2026
75117 - NAESC- Phenomenal Teaching: Unleashing Wonder in the Science Classroom	6/30/2026
Optional PDs Offered	Dates Offered
577664 - NAESC - NGSS in the Garden	6/4/2026
76284 - NEA - Models in Ecology: Using BioInteractive Resources to Make Student Thinking Visible	6/13/2026
578280 - NAESC - Using ATLAS Data to Drive Instruction	6/29/2026
573021 - NAESC-Intro to CS: Domain 4	6/29/2026
573026 - NAESC-Intro to CS: Domain 5	6/30/2026

ATLAS Science specialist went to districts to meet with science teams to support engagement with the ATLAS classroom tools as needed. Specialist met with teachers and examined data and discussed how to utilize it to drive instruction. In addition, Specialist worked with teachers to utilize the ATLAS classroom tool to help with student learning and to increase rigor in both formative and summative assessments.

STEM Model Program: Izard County Consolidated Elementary School and Preschool continued as a STEM Model School with the state. The rubric to achieve model status was provided to the teachers, and specialists offered support to achieve model status. This involved providing community support, collaborating across curricular areas, and brainstorming units and developing plans.

Melbourne Breatkatz Academy was recognized as a STEM Model program this year.

PLTW Schools:

For the 2025-26 Grant goal cycle there were no schools from the Northcentral Co-op region that applied for the grant

AGFC Outdoor Education and School of Conservation Leadership Schools:

Pinkston Middle school in the Mountain Home School District is a School of Conservation Leadership. ICC PreK, ICC Elementary School, Calico Rock High School, Melbourne High School, Mammoth Spring High School, and Norfolk High School are all in their first year as AGFC schools. All of the new schools are also seeking the designation as a School of Conservation Leadership for the first time in 2025-26.

STEM Support:

- Hosted 4 Co-op wide eSports Tournaments in the game lab at NAESC in Melbourne on 10/14/2025, 12/9/2025, 2/4/2026, and 4/27/2026. Norfolk High School began launching an eSports team during the 2025/26 school year.
- Hosted fall and spring code-a-thon events open to the schools in the co-op region. The 10/21/2025 event was for high school students, and the event on 4/10/2026 was open to middle school students.
- The Science Specialist hosted a co-op wide regional science fair for students grades K-6. The event was held 3/31/2026 on the Ozarka campus in Melbourne. Students from Calico Rock, ICC, and Concord schools participated in the event after winning in their school science fairs. Students from the Melbourne High School AP Science classes served as judges for the event. Students were judged on their experiments, boards, and interviews with the judging panel to determine overall winners.
- April 6, 2026 The Science/STEM Specialist assisted with the regional elementary chess tournament at the UACCB campus. The specialist provided extra boards and managed the software for the tournament bracket and match schedule.
- GBCCA ALE Reward day 4/28/2026. Students from the ALE program in Mountain Home were hosted in the gaming lab for a day as an incentive for improving on their Summative testing.

Impact on Student Performance - Content Specialists

- Specialists spent much of their time in schools adopting HQIM to assist in implementation of HQIM Curriculum and practices. [Grant Goals Support Data](#)
- Specialists spent their time coaching/supporting teachers and leaders in D schools in the NAESC coop region and assisting novice teachers that were involved in the ARpep program.

- Specialists spent time coaching teachers that were starting with HQIM curriculum and helped with lesson internalization.

Early Childhood

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Cave City	Concord	Cedar Ridge	Mammoth Spring
Mountain View	Calico Rock	Melbourne	Norfolk
Viola	Highland	Salem	

Personnel:

Name:	Sandy Massey
Position:	Early Childhood Program Coordinator
Degree:	MCD, CCC-SLP; BSE, Curriculum/Program Administration

Goal:

The goal of the Early Childhood Program is to provide the best Early Childhood Special Education services to eligible 3-5-year-old students of participating districts wherever they attend preschool. These services will prepare the children for kindergarten and help them to be age appropriate with their peers.

Program Summary:

The NAESC Early Childhood Program provides special education and related services for children with disabilities ages 3 to 5 years. The services are offered in accordance with the Individuals with Disabilities Education Act, 2004 (IDEA), on behalf of the public schools. Early Childhood Special Education Services are designed to enhance the development of the preschool child and provide experience in one or more of the following areas: communication, cognition, hearing, vision, motor skills, behavior, social skills, self-help, and problem solving. A child may be eligible for these services if he/she is age 3 to 5 years and is experiencing difficulties which interfere with normal development in any of these areas. Services, which are provided at no cost to the family may include: screenings, evaluation, preschool instruction, speech language therapy, physical therapy, occupational therapy, family training, preschool teacher in-service, and behavior intervention. A few examples of ways we provide these services are as follows: in classrooms with nondisabled peers; in coordination with other agencies; in public school-based classrooms; in public or private preschool; itinerant based; early intervention day treatment centers; home based instruction or hospital/residential instruction. All of the ECSE teachers hold an Arkansas Department of

Education Educator's license and many belong to professional organizations. Speech Language Pathologists are the professionals in our program concerned with the evaluation, diagnosis, and treatment of communication and its disorders. They evaluate, diagnose and treat communication disorder including articulation deficit, language delay, stuttering, and disfluency. The occupational therapists help students who are recuperating from physical or mental deficits by encouraging rehabilitation through the performance of activities required in daily life. While the physical therapist assists in the treatment of disease, injury or deformity by physical methods such as exercise.

Major Highlights of the Year: 2025-2026

*December 1 Child Count: 428

* The early childhood program child count was down 29 students this year. This decrease is partially due to the closure of some headstart programs and 2 preschool centers. We employed 1 occupational therapist, 1 physical therapist, and 1 occupational & physical therapy assistant. The EC department had 5 speech language pathologists, 1 speech language pathology assistant and 9 early childhood special education teachers. The EC program also has one teaching assistant. The early childhood staff as a whole traveled over 20,000 miles a month in order to meet the needs of both the students we serve and the districts as well. NAESC early childhood staff provided services in over 80 different locations across the NAESC service area in Baxter, Cleburne, Fulton, Independence, Izard, Sharp, and Stone Counties as well as centers outside our service area. We have students who live in our service area but attend preschools in White, Jackson, and Randolph counties. Services were provided for these students either by our staff or contracted to other providers.

*During the 25/26 school year, the early childhood program screened approximately 750 children between the ages of 33 months and 5 years old. Areas screened include, cognition, fine motor, gross motor, self help, social emotional, speech/language, hearing and vision. Of those 650 children, 208 did not pass the screening in one or more areas and were evaluated to determine if there was a need for specialized services. The process of screen/evaluate/place/serve continues throughout the school year. In the spring of the school year, NAESC early childhood transitioned approximately 120 children to the school districts with a recommendation of consideration for specialized services in kindergarten. Any child who was kindergarten eligible was either recommended for services or determined to be age appropriate.

Arkansas K-12 Behavior Support Specialists

PROGRAM: Behavior Support Specialists

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes___ No_X_

RESTRICTED FUNDING: _X___ NON-RESTRICTED FUNDING:___

PERSONNEL:

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

Behavior Support Specialists:

Shana Bailey, M.S., BCBA

Jennifer Brewer, Ed.S.

Sandy Crawley, M.S.E

Kelly Davis, M.Ed., BCBA

Sonia Hartsfield M.Ed.

Audrey Kengla, M.S., CCC-SLP, BCBA

Amanda Kirby, M.S.E.

Kat Lancaster, M.A., CCC-SLP, BCBA

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S., SPS, BCBA

Meagan Booe, M. Ed, BCBA

Carla Knight, M.S.E., BCBA

PARTICIPATING SCHOOLS: Statewide

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

BX3 PROJECT

GOAL:

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

BX3 Cohort 3- Building level teams

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

BX3 Cohort 4 - Building level teams

- | | |
|--|---|
| <ol style="list-style-type: none">1. Magnolia Middle School2. Westside Elementary - Searcy3. Southwest Middle School - Searcy4. Janie Darr Elementary - Rogers5. Arkadelphia High School6. Lake Hamilton New Horizons -7. Washington Elementary - Fayetteville8. Lincoln Middle School9. Cedarville Elementary10. Glen Rose Elementary11. Flippin Elementary12. Beebe Elementary13. Bob Folsom Elementary - Farmington | <ol style="list-style-type: none">14. Westbrook Elementary - Harmony Grove15. Bayyari Elementary - Springdale16. North Heights Community School -
Texarkana17. Beebe Middle School18. Louise Durham Elementary- Mena19. Manila Elementary20. Indian Hills Elementary - North Little Rock21. East End Elementary22. Lakeside Primary23. Peake Elementary - Arkadelphia24. Harmony Leadership Academy- Texarkana25. Rector Elementary School |
|--|---|

BX3 Cohort 5 - Building level teams

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

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-26:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2025-2026:

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

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-2026:

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

ADDITIONAL BSS HIGHLIGHTS OF 2025-2026:

- Held the first annual Arkansas School Behavior Conference on July 23 with over 450 attendees from across the state
- Partnered with DESE to support THRIVE Leadership Academy at Northeast Arkansas, Wilbur D. Mills ESC, OUR ESC, Crowley's Ridge ESC, Guy Fenter ESC, Arkansas River, and Southwest ESC to improve the implementation of positive behavior supports in school buildings.
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the DDS Autism Work Group
- Served on the Autism Legislative Task Force
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Reached national and international audiences with newsletter
- Provided online modules for Special Education Apprenticeship Program for 2 Cohorts thus far
- Reached educators and University Educator Programs in Arkansas as well as nationally and internationally audiences with online modules
- Presented Level Up at East End Middle: Implementing Tier1/2 Strategies at AAEA Conference
- Presented the Student Intervention Matching Form at the APRSC Virtual Conference
- Presented Building Capacity in School-Wide Positive Behavior Supports: The Journey from THRIVE to BX3 and Behavior Boost: Practical Tools to Empower Every Educator at the ADE Summit
- Presented Break Away from Behavior at the ASEP Conference
- Presented Quick Tips for Positive Behavior at the ArSCA Southwest Fall Meeting
- Presented ACC: Supporting Schools, Supporting Students as part of the ACC panel at Arkansas Children's Hospital
- Presented at Arkansas Association of Alternative Educators Conference
- Presented What to Do When Students Behave and Misbehave! and Approaches for Managing Student Behaviors at the Fall ARMEA Conference
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Myth-Busting Behavior: What School Teams Often Get Wrong (and How to Get It Right) and Effective Approaches for Managing Student Behavior: Tier 1 and Tier 2 at the 2026 Forum on School Behavior and Mental Health
- Attended the Midwest Symposium for Leadership in Behavior Disorders (1 BSS)
- Attend Southeastern School Behavioral Health Conference in April (2 BSS)
- Attended Verbal Behavior Conference in March (1 BSS)
- Attend Association for Behavior Analysis International Conference in May (3 BSS)

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

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:** ____

**PARTICIPATING NORTH CENTRAL ARKANSAS EDUCATION SERVICE COOPERATIVE
SCHOOL DISTRICTS:**

Districts	Served (Yes or No)
BATESVILLE SCHOOL DISTRICT	Yes
CALICO ROCK SCHOOL DISTRICT	Yes
CAVE CITY SCHOOL DISTRICT	Yes
CEDAR RIDGE SCHOOL DISTRICT	Yes
CONCORD SCHOOL DISTRICT	Yes
HIGHLAND SCHOOL DISTRICT	Yes
IZARD COUNTY SCHOOL DISTRICT	Yes
MAMMOTH SPRING SCHOOL DISTRICT	No
MELBOURNE SCHOOL DISTRICT	Yes
MIDLAND SCHOOL DISTRICT	Yes
MOUNTAIN HOME SCHOOL DISTRICT	Yes
MOUNTAIN VIEW SCHOOL DISTRICT	Yes
NORFOLK SCHOOL DISTRICT	Yes
SALEM SCHOOL DISTRICT	Yes
SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE CO)	Yes
VIOLA SCHOOL DISTRICT	Yes

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

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

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

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

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

Jason Bohler: Core Campus Principal; MA, BA

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

Christie Lewis: CTE Campus Director; BBA, MS

Rachael Walston: Learn Anywhere Principal; MS, BS

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

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

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

GOALS:

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

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

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

Goals	2024-2025 Results
Help Address the Arkansas Teacher Shortage	- VA made courses available in all critical academic licensure shortage areas - VA provided access to 97 full-time Arkansas certified teachers for local schools

Provide a Wide Range of Courses for Arkansas Students	- VA provided access to 214 total courses; 151 courses with a VA teacher - These courses provided opportunities to 29,170 Content + Teacher enrollments and 16,500 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	- VA courses were made available to all high-poverty districts and were utilized by 90% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational Options for Rural Students	- 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 79% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	- All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	- Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

PROGRAM SUMMARY:

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

www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

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

- Provided 100% virtual student options for local schools through the Learn Anywhere Academy (LAA).
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation for state virtual programs.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future. Had over 170% enrollment growth between year 1 and year 2.
- Executive Director completed his role as Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning, after 6 years of service.
- Designed and developed the America 250 teaching and learning resources utilized by schools, families, and students throughout the state.
- Partnered with the Arkansas Department of Education to design and develop facilitator materials for the ArPEP program.
- Supported DESE in the launch of the Course Choice program.
- Virtual Arkansas offers 5 full H2 pathways and an additional 6 H2 pathways with at least 2 levels of courses

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

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

- 2,510 Computer Science enrollments
- 2,589 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

Career and Technical Education

Funding: Arkansas Department of Education-Division of Elementary
& Secondary Education
Competitive Grant: No
Grant Type: Restricted

-

Districts Served:

Calico Rock	Concord	Melbourne	Norfolk	
Cave City	Izard County	Midland	Salem	
Cedar Ridge	Mammoth Spring	Mountain View	Southside	Viola

-

Personnel:

Name:	Keri McCarn
Position:	Career and Technical Education Coordinator
Degree:	B.S.E. Business Education, M.S.E. Special Education Instructional Specialist

-

Goal:

CTE Coordinators provide supporting resources to enable public schools to initiate and maintain quality Career and Technical Education programs in accordance with the Arkansas Department of Career Education Strategic Plan, Goals, and Objectives.

-

Program Summary:

The coordinator encourages the development, implementation, and improvement of CTE programs for all districts, and performs the following job tasks for the member districts of the Perkins Consortia:

Administration

- Comprehensive Local Needs Application (CLNA)
- Perkins V Annual Budget
- Perkins Records
- Grant Management System

- Consortia Management
- Attend Required Meetings
- Local Partnerships
- Secondary Career Centers

Data Collection and Reporting

- Collect Perkins V State Determined Performance Levels
- Improvement Plans for Schools
- Provide completer certificates and seals
- Ensure student data for Merit and Distinction are collected

Program Development

- Annual Program Review
- Program Enrollment
- Standards for Accreditation
- High Demand High Wage (H2) Alignment

Program Implementation

- State Start-Up Applications
- Modernization Grant Applications
- Innovation and Non-Traditional Grant Applications

Program Improvement

- Data Review
- Program Improvement Funding
- Training

Technical Assistance

- Professional Development
- New Educator Training
- Provide Career Readiness Endorsement Training as requested by school districts in your education cooperative area
- Engage and assist with Career and Technical Student Organizations (CTSO)
- Assist educators and districts with licensure

-

Major Highlights of the Year: 2025-2026

- Awarded 5 State Start-Up Grants and 1 Modernization Grant (for the 2026-2027 school year) totaling \$268,675.78 for our CTE consortium member schools
- Provided Professional Development for all CTE teachers in our co-op area including New CTE Teacher Training, Pathway Revision Training, CTSO Training, AI, WorkKeys, and Career Mentorship Training

[2025 CTE Summary Report-Northcentral](#)

[2025 CTE Consortium Report on Performance Measures for Concentrators](#)

Impact on Student Performance

- Hosted a Mock Interview Event with Ozarka College for high school students to practice interview skills. Nine schools and 75 students participated.
- Awarded 5 State Start-Up Grants and 1 Modernization Grant (for the 2026-2027 school year) totaling \$268,675.78 for our CTE consortium member schools that allows students to learn skills on the most up to date equipment and technology.

Technology Coordinator

Funding: Research and Technology Division of DESE
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Steven Walker
Position: Technology Coordinator

Goal:

The Technology Coordinator will provide administration, specialists, and staff of the Northcentral Co-op with appropriate technology infrastructure and support to provide excellent services to the member districts, as well as other education related entities in the state of Arkansas. He will also be working closely with member school districts to facilitate communication between districts and state agencies such as the Department of Elementary and Secondary Education and the Department of Information Systems.

Program Summary:

The Technology Coordinator works with co-op staff to ensure all have current technology to utilize in their positions, as well as supporting all technology owned by the co-op. He also provides school districts with information and training concerning technology and cyber awareness. This information is coordinated with DESE, DIS, and the P-12 cyber team. The Technology Coordinator also works closely with school tech staff to assist them with determining hardware and software needs, and assists them with creating specifications and acquiring quotes as needed.

Major Highlights of the Year: 2025-2026

100% (6 of 6) of the technology needs were met both local and state wide by providing physical support and training.

- NAESC Technology Coordinator is managing all users in Skillsets Online for the state of Arkansas.
- Facilitating PD in your PJs to NAESC teachers
- Facilitating PD for Phase 2 of ACT 504 to NAESC Technology Coordinators
- Hosted the cyber panel for the CIO/CTO security panel at the ACOT conference.

Student Data Security:

BUILD THE CAPACITY OF EDUCATORS AND TECHNOLOGISTS TO KEEP
THEIR SYSTEMS AND STUDENT INFORMATION SAFE.

[MEASURABLE AND EFFECTIVENESS DATA LINK](#)

Impact on Student Performance

- Provide monthly Security Awareness Insider for DESE statewide for technology personnel.
- Represented the state of Arkansas at state and national cyber conferences as an educator of technology.
- NAESC technology coordinator serves as the Assistant Director of the Cyber Incident Response Team. This team is a free resource for all Ar districts for educating their personnel along with assisting in cyber threats.
- 100% of uninterrupted student learning time due to cybersecurity measures in place by technology coordinator.
- Serves on the planning committee for the State Center of Excellence training program.

Mentoring Support Program

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

Competitive Grant: No

Grant Type: Restricted

-

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

-

Personnel:

Name: Gia Taylor

Position: Mentoring Program Coordinator

Degree: BSE, Master's in Special Education, National Board Certification, Specialist in Education-Educational Leadership/Curriculum,

Building Level Principal Credentials

-

Goal:

To increase teacher awareness, build content knowledge, and provide strategies of best practices concerning classroom management, pedagogy, and curriculum through high quality professional development opportunities and to provide learning opportunities and professional conversations and discussions regarding educational practices that will impact students, teachers, administrators, and districts. Most of all, to be an invaluable resource for school districts' building administrators, mentor teachers, and novice teachers and provide any support that may be needed. All of this to build capacity within our school districts to support and retain high quality teachers.

-

Program Summary:

The Mentoring Program Coordinator provides technical assistance to administrators and mentor teachers to ensure systems are in place to support novice teachers in their districts. The Mentoring Program Coordinator also provides support for novice teachers in years 1-3 as well as provides opportunities for those interested in the profession to gain knowledge of pathways to become teachers. This includes assistance with novice teachers in the first 3 years of teaching. We will offer a year 1 classroom management plan, a year 2 plan for effective teaching or pedagogy, and a year 3 plan for preparing for a successful summative evaluation in the 4th year of teaching with all information being based upon the Framework for Teaching. We also offer Praxis support, licensure support, and other support needed by districts including serving as an ArPEP site to provide a Non-Traditional Pathway for aspiring teachers.

25-26 Shortage Data

https://drive.google.com/file/d/1uycrsrZrFixN-7xEmzhotAtGsSBG_yFn/view

-

Major Highlights of the Year: 2025-2026

Assessment support: This year, we offered more Praxis support than ever before for our teachers and purchased additional online support. We also offered 3 Foundations of Reading study sessions.

Lead teacher designations: This year we hosted one NIET cohort to allow more teachers the opportunity to receive Lead Teacher Designations (totalling 4 cohorts over the last 3 years), thus enabling school districts to adopt the Arkansas Teacher Residency Apprenticeship model and to increase the number of Experienced Mentor Teachers to be in compliance with Executive Order 23-08 Section 3e. We also have provided informational sessions to the staff of each school district about the various pathway opportunities.

ArPEP: This was our fourth year to be an ArPEP site. We hosted 20 Year 1 participants and 18 Year 2 participants.

Impact on Student Performance

- 91% of novices surveyed plan to return to a teaching position for the 25-26 school year
- 442.9% increase in ArPep participation over the three years of existence. Linked below is evidence of our recruitment and retention processes at NAESC.
- 25-26 Shortage Data
https://drive.google.com/file/d/1uycrsrZrFixN-7xEmzhotAtGsSBG_yFn/view

Community Health Nurse Specialist

Funding: Arkansas Department of Education
Competitive Grant: No
Grant Type: Restricted

-

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

-

Personnel:

Name: Megan Kulczycki, RN
Position: Community Health Nurse Specialist (CHNS)
Degree: RN, ADN

-

Goal:

To be a trainer and resource person for the school nurses. Educate school staff and students in the areas of health and wellness.

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Program Summary:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH) but housed in the education cooperative. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS is under the supervision of the North CHNS Supervisor, Libby Seftar, for ADH. The education cooperative provides administrative support and housing.

The CHNS works with schools, day cares, community coalitions, health care providers, and local health unit administrators in the counties the co-op serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for implementation of nicotine and tobacco-free policies, best practices for nicotine and tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provides education, technical assistance, and staff development for school staff and continuing education for school nurses on the health issues such as the COVID-19 pandemic, consequences of nicotine and tobacco use, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity, teen pregnancy prevention, sexually transmitted infection prevention and nutrition. As a CPR and Stop the Bleed instructor, I train school nurses, staff, students and community members in American Heart Association CPR, First Aid, AED use and the Stop the Bleed course as required for student graduation.

The CHNS assists schools in implementation of laws that affect the health and wellness in the school setting. I offered assistance and guidance to school nurses and administrative staff who are/were the Point of Contact for the district for positive cases and quarantined individuals. Assistance to schools on developing and maintaining wellness committees as required by Act 1220. Keeping districts abreast of new nicotine and tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and training school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).

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Major Highlights of the Year: 2025-2026

State Mandated Hearing, Vision, and Obesity/BMI, Scoliosis training were held as blended learning or as individual training with each new school nurse. I trained 7 new school nurses for the 24/25 school year.

Hosted a Back to School Nurse Workshop in July for all nurses in the 16 school districts. 48 nurses attended and they received 4.5 continuing education credits.

Insulin and Glucagon, and the Paraprofessional training for RN's was held virtually and was offered to all nurses in this cooperative along with Wilbur D. Mills, Northeast and Crowley's Ridge Cooperatives.

Implemented a new program Love Notes in 6 different districts. This program focuses on health relationships and planning for students' futures.

Assisted with the scheduling of vaccination clinics in conjunction with ADH for school districts within the coop.

Provided student education about STD and Teen pregnancy prevention; this reached a total of over 1000 students.

Educated students about the dangers of vaping, tobacco, stimulants, marijuana, Narcan and opioid use. Reaching over 2000 students in the Highland, Viola, Midland, Melbourne, Mountain Home (Guy Berry) Cave City, Izard County Consolidated, Mountain View, Rural Special, Sulphur Rock, Norfolk, Calico Rock and Baxter Juvenile Center.

Continued and added several more districts for Corals Reef, vaping prevention presentations reaching over 450 students in grades K-3rd.

Participated in the nurses academy in Beebe, Education for school nurses.

As part of a committee we have designed training for new school nurses. "Novice School Nurse Training" We will implement this for the new school nurses starting in the summer of 2026

Computer Science

Program: Computer Science
Funding Source: Arkansas Department of Education Grant – Act 220 of 2017
Competitive Grant: Yes
Restricted: Yes

Statewide

Personnel:

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

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

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

Name: Joshua Rodgers
Position: Statewide CS Specialist
Degree:

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

Name: Tammy Glass
Position: Statewide CS Specialist
Degree:

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

Name:
Position:
Degree:

Goals:

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

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

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address

the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

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

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

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

Program Summary:

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

PD Offered:

- Computer Science Impact Meeting
- AI for ARPEP Teachers
- Applied Cryptography
- Bit by Bit
- Build a Game Pygame
- Business Intelligence
- Circuit Playground Training

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

Conferences Presented at:

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

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2025
- Regional Capture the Flag Events - throughout the 2025-2026 school year
- DECA Conference - February 2026
- TSA State Conference – March 2026
- Support of Robotics Competitions (VEX, FIRST) March 2026
- Regional and State Girl Power - February 2026
- All-State Coding Competition March 2026
- Girls of Promise - March 2026
- SkillsUSA April 2026

Major Highlights of the Year

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

Ongoing Support & Initiatives

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

Special Projects & Programs

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

Project Name: Beginning Superintendent and Principal Mentoring

Competitive Grant: No

Goals and Description: Education Service Cooperatives began mentoring beginning superintendents and principals in the 2025-2026 school year. Northcentral ESC supported 4 beginning superintendents and 4 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

Project Name: Early Childhood Local Leads

Funding: Federally funded grant - Arkansas Department of Education-Office of Early Childhood

Competitive Grant: Yes

Grant Type: Restricted

Districts/Counties Served:

Stone County, Izard County, Sharp County, Fulton County

Personnel:

Name: Julie Duncan

Position: Early Childhood Local Lead Captain

Degree: MAT, Birth-five Education

Name: Heather Everett

Position: Early Childhood Local Leads Team Member

Degree: MSE, Special Education Emphasis

Goal:

The goal of the Early Childhood Local Lead Program is to strengthen and expand access to high-quality early childhood services for children birth to five and their families through community collaboration, provider support, professional development, resource coordination, and public awareness efforts. The program works to improve kindergarten readiness outcomes and support the overall development and success of young children across our catchment area.

Program Summary:

The NAESC Early Childhood Local Lead Program serves as a regional support system for early childhood providers, families, and community partners across Stone, Izard, Sharp, and Fulton Counties. The program works collaboratively with childcare centers, public schools, Head Start

programs, home visiting programs, and community organizations to improve access to quality early childhood experiences and resources for children birth to five.

Major areas of focus include supporting kindergarten readiness initiatives, coordinating professional development opportunities for early childhood educators, assisting providers with quality improvement efforts, strengthening community partnerships, increasing public awareness of the importance of early childhood education, and connecting families with local resources and services. The program also assists with implementation of statewide initiatives related to classroom quality, workforce development, and early childhood systems building. Throughout the year, the Local Leads program coordinated community engagement activities, provider supports, collaborative planning efforts, and regional networking opportunities designed to strengthen the early childhood infrastructure within our catchment area.

Major Highlights of the Year: 2025-2026

During the 2025-2026 school year, the NAESC Early Childhood Local Lead Program hosted the first annual Early Childhood Family Fun Fairs in Stone, Izard, Sharp, and Fulton Counties. These events were the first of their kind in the state and received recognition at OEC's statewide local leads meeting. The events provided families with information about local early childhood resources, kindergarten readiness, developmental supports, and community services. More than 350 participants attended across the four events. Approximately 175 preschool-aged children received kindergarten readiness backpacks and younger children received developmental activity materials to support learning at home.

The Local Lead program continued expanding community partnerships and coalition-building efforts across the service area. Partnerships included local schools, libraries, healthcare providers, early intervention programs, childcare centers, businesses, and community organizations. Monthly coalition meetings were piloted in one of our counties. In this county, the coalition participated in community events and worked to improve literacy by supporting a take home book bag program in an area preschool.

One of the biggest successes of our local lead agency was coordinating and supporting CLASS observation efforts throughout the region as part of Arkansas's statewide transition year initiative. Local Leads staff worked with providers to assist with scheduling, observer coordination, communication, and support related to classroom observations and continuous improvement efforts.

The Local Lead program also supported providers through professional development opportunities. We hosted trainings that focused on adult-child interactions, classroom quality, foundational early childhood practices, and educator effectiveness.

During the 2025-2026 school year, the Local Leads program continued collaboration efforts related to the Early Development Instrument (EDI) initiative. We began with only one school district participating, but was able to expand to five school districts within the NAESC service area committed to participation in the project, which will assist communities in identifying strengths and gaps related to kindergarten readiness and early childhood supports.

Program Name: Communities of Practice (CoP)

Funding Source: Arkansas Department of Education

X Restricted ___ Non-Restricted

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 the acceleration of learning using HQIM.

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

We partnered with Bailey Education Group for professional services.

We had 11 out of our 16 school districts participate in some form of support from Bailey Education Group. In the fall and winter Bailey Education Group coaches, school principal, instructional facilitators and Coop Representatives participated in classroom walkthroughs with a “Look For” tool to examine instructional strategies in place. After classroom walkthroughs there was a debrief session. The teacher also received feedback from the principal. The grant was extended from the year before so we were able to use the remaining funds to continue through January of 2026.

Program Name: ARApp Support Initiative

Competitive Grant: Yes___ No X

Program Summary: 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 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 prior to the district's submission. Districts were required to submit their plan to their cooperative for review prior to submitting it to the DESE.

Roster Verification Training (RVS)

Competitive Grant: Yes__ No X

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

Collaboration with State Education Service Cooperatives/Tailgate Topics: Just enough to PREP you for the game of Leadership Administrator Support Zoom Meetings

Competitive Grant: Yes No

In an effort to provide additional support to building administrators across the state, the Educational Cooperative Teacher Center Coordinators partnered together to offer virtual support on topics that we felt could assist in understanding new laws, DESE requirements, and other topics relevant to education and their positions. These sessions were ongoing, continuous support for aspiring and existing building leaders, assistant principals, and deans of students. Sessions were held on the last Tuesday each month (except November and December). The topics were presenter driven and were selected to help assist leadership. These sessions were intended to build the capacity of school leadership, offer support and continued learning, and establish network opportunities around district and state leaders.

Each session lasted for a maximum time one hour or less, was recorded for flexibility, and offered feedback and questions through Zoom Chat and Mentimeter. Recordings were available by request, so that we could track interest and needs of our districts and cooperative areas.

From the data collected from participants, requests of recordings, and which co-ops had participation from their educators, we were able to determine which sessions were more beneficial for our leaders. However, we found that administrators from around the state benefitted in some capacity from these sessions.

In addition, in looking at the participant evaluations from each session, we found that we were assisting our leaders in gaining knowledge on topics. For example, after the session on Acceleration, the knowledge of level of implementation grew.

Below are the sessions listed.

Tailgate Topics For Administrators 2025-2026 State Education Service Cooperatives

Topic	Date for Session	Presenter	Registration and Zoom Link	Audience
E-School Updates	October 7 @ 4:00 p.m.	Carmen Jordan	Register here: https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=567998 Zoom link: https://scscoop-org.zoom.us/j/93658817598?pwd=ekplbzE1attls7Y2Fje1uUjH3K1XED.1 Meeting ID: 936 5881 7598 Passcode: 494792	Various School Administrators & School Counselors
Value Added Measure (VAM)/LEA Insights/School Rating System	December 3 @ 4:00 p.m.	Sharlee Crowson	Register here: https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=568000 Zoom link: https://scscoop-org.zoom.us/j/92717907067?pwd=AWW6AlmNKG008GcXgDcfeilqRbuyWq.1 Meeting ID: 927 1790 7067 Passcode: 883630	Various School Administrators
Master Schedule	January 21 @ 4:00 p.m.	Various principals	Register here: https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=568001 Zoom link: https://scscoop-org.zoom.us/j/93348995695?pwd=0LDfdXy50DZXZFbZjf2OxPxAgpJOUT.1 Meeting ID: 933 4899 5695 Passcode: 049467	Various School Administrators & School Counselors

Topic	Date for Session	Presenter	Registration and Zoom Link	Audience
Merit Pay	March 4 @ 4:00 p.m.	Dr. Brandie Benton	Register here: https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=568004 Zoom link: https://scscoop-org.zoom.us/j/96074061693?pwd=FDZkYrhxfU5jGmHP13mQbx9FaLwCz.1 Meeting ID: 960 7406 1693 Passcode: 571607	Various School Administrators

Program Name: Teacher Evaluation Support System (TESS)

Competitive Grant: Yes ___ No X

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). The Educator Effectiveness System (EES), developed by the Department of Elementary and Secondary Education was implemented based on Danielson's Framework for Teaching. The DESE provided continuous education and support on the framework through monthly Zoom sessions. This support will continue for administrators and teachers throughout the 2025-26 school year. All administrators who evaluate teachers will be required to complete a recalibration of TESS training by the 2027-28 school year.

Program Name: Specialist's Unit Meetings

Competitive Grant: Yes ___ No X

MATH: Math Unit Meetings are structured to provide ongoing collaboration and professional learning opportunities for K-12 Mathematics Specialists from all Education Service Cooperatives. Specialists convene three times annually at a shared location and participate in monthly virtual meetings throughout the year. These meetings provide current, research-based, and data-driven professional learning while also creating space for specialists to collaborate on statewide goals, develop and organize professional development opportunities, and evaluate the impact of existing programs and initiatives. During the 2025-2026 school year, the Math Unit has focused on TNTP's content coaching and student work analysis frameworks, beginning-of-year grade-level diagnostics, and DESE STEM initiatives.

SCIENCE: Science Unit meetings are organized so that K-12 Science Specialists from all cooperatives convene 3 times throughout the year at a common location, then Zoom together once a month.

Science Specialist Unit Meetings:

Unit meetings are organized so that K-12 science specialists from all cooperatives meet in person three times and virtually three times during the academic year.

Guided: Support on ATLAS Classroom Tool, school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data. *In Person Unit Meetings:*

August 26-27, 2025 - During the initial meeting new specialists were introduced to the group. Grant Goals for 2025/26 were discussed and presented. The benefits and need for HQIM Science curriculum was discussed along with going over the science walk through tool that will be presented to districts throughout the year. Utilization of the ATLAS classroom tool and for using the data collected from the ATLAS assessments to drive instruction was discussed. School chemical and storage continues to be a discussion and funding was made available through the school safety funds to help with clean up. Finally, TNTP trained on coaching processes that will be followed up with Coaching clinics around the state to support teacher improvement.

December 10-11, 2025 - Specialist discussed using AI generated assessment prompts and shared small group examples. Honors courses and alignment were discussed and previewed for the upcoming PD that is being offered in the summer from ADE. Data that had been collected during the first semester was reviewed and specialist goals were adjusted.

May 5-6, 2026 - Specialist discussed and reflected on statewide HQIM Curriculum internalization. Training on planning for intentional coaching was provided by TNTP. Training the trainer was provided for the new Honors Science Courses PD that is being pushed out in summer 2026.

For the upcoming school year 4 science curriculums are approved for the high school level. They include the following:

- BSCS Biology: Understanding Life
- OpenSciEd Biology
- OpenSciEd Chemistry
- OpenSciEd Physics

For the elementary grades choices available include:

- Amplify Science K-5th Grades available.
- Smithsonian Science for the Classroom K-5 Grades available.

Grades 6-8:

- Activate Learning Certified Version Of OpenSciEd 6th-8th grade.
- Amplify Science 5th-8th grade
- Carolina Certified Version of OpenSciED 5th-8th
- Issues and Science, Third Edition Revised 5th - 8th
- Kendall Hunt Certified Version of OpenSciEd 5th - 8th
- OpenSciEd 5th - 8th

Virtual Unit Meetings:

September 24, 2025, October 22, 2025, January 14, 2026, February 11, 2026, March 12, 2026, and April 4, 2026 - HQIM data, science walk through tool data, and ATLAS proficiency levels were discussed.

DYSLEXIA: Dyslexia Unit Meetings are designed to provide ongoing collaboration and professional learning opportunities for K–12 Dyslexia Specialists from all Education Service Cooperatives. Specialists meet three times at a central location and also participate in monthly virtual meetings throughout the year. These meetings offer current, research-based, and data-informed professional learning while providing opportunities for specialists to collaborate on statewide priorities, plan and coordinate professional development opportunities, and reflect on the effectiveness of existing programs and initiatives. During the 2025–2026 school year, the Dyslexia Unit focused on evidence-based dyslexia intervention practices, student data analysis and progress monitoring, beginning-of-year screening and diagnostic supports, and DESE literacy initiatives.

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant: Yes ___ No X

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Northcentral Coop supports the needs of the individual districts and the implementation of LEADS.

Impact on Student Performance

Northcentral Arkansas Education Service Cooperative

Impact on Student Performance

2025-2026

Program	Impact
CTE	• Hosted a Mock Interview Event with Ozarka College for high school students to practice interview skills. Nine schools and 75 students participated. • Awarded 5 State Start-Up Grants and 1 Modernization Grant (for the 2026-2027 school year) totaling \$268,675.78 for our CTE consortium member schools that allows students to learn skills on the most up to date equipment and technology.
Early Childhood	• Percentage of kindergarten eligible children dismissed from receiving special services went from 46% to 61% in the 2025 school year. • The December 1 enrollment saw a decrease of 29 students compared to the 2024 school year. We observed significant improvements in student performance, highlighted by a decrease in the percentage of children requiring special services upon transitioning to kindergarten.
Math	• 100% (16/16) of districts have adopted HQIM for implementation in multiple grade levels • 100% (7/7) of new administrators received training on the K-12 Math Walkthrough Tool • Math Specialist collaborated with six CBPL vendors to support HQIM implementation and advancement in districts • Math Specialist completed 100% (48/48) of classroom walkthroughs using the K-12 Math Walkthrough Tool to provide targeted feedback to teachers • Math Specialist completed content coaching cycles with multiple teachers, resulting in growth from fall interim to spring summative assessments. See specific data from unnamed districts below: ○ 3rd Grade - 0% to 30%

	○ 4th Grade - 3% to 39% ○ 5th Grade - 9% to 31% ○ 6th Grade - 6 to 36% ○ 8th Grade - 8% to 52% ○ Algebra I - 10% to 37%
Science	● Provided technical assistance and training to districts that did not have HQIM. ● Science Specialist provided coaching to classroom teachers to target support for launching or implementing HQIM. ● Increase in school buildings using HQIM science curriculum from 15 to 23 in the 2025-26 Academic year. ● Science specialist provided coaching to classroom teachers in support of implementing HQIM. ● Science specialist provided technical support in assisting school districts with implementing electronic version of HQIM curriculum. ● Science specialist supported the implementation of HQIM by offering training to administrators on the science walk through tool. Data was also collected using the science walk through tool. There was an increase in school buildings from 15 to 23 using HQIM curriculum during the 2025-26 academic school year. ● Science specialist provided support to schools in ATLAS Classroom tools and data interpretation through coaching and modeling with teachers. ● Science specialist provided STEM opportunities for co-op schools throughout the school year. ● School where HQIM coaching was provided and teacher support was given saw improvement in ATLAS scores from Fall interim to Spring Summative assessments. See specific data from unnamed districts below: ○ Biology - increase from 28% proficient to 50% proficient ○ 7th grade - summative increased from 24% to 27% proficient. ○ 8th grade - increase from 38% proficient to 46% proficient.
Dyslexia	● Reviewed 100% of district dyslexia reports,

	identifying 2–3 key takeaways related to screening, identification, and intervention practices • Developed dyslexia-focused Technical Assistance Plans for 100% of districts to guide implementation and support • Provided 100% of districts with professional learning and/or technical assistance specific to dyslexia and related reading disorders • Supported 100% of districts in identifying dyslexia-related priorities based on data gathered through the Technical Assistance Plan process, including ATLAS K–10 assessments, curriculum-based assessments, and other relevant data sources • Satisfaction Survey- ○ Mid-Year: On a scale of 1 to 5, with 5 being the highest rating, 76% of participants rated me a 5, while the remaining 24% rated me a 4. ○ EOY: • Risk Analysis ○ Beginning of Year % of Districts: ■ Low Risk- 35% ■ Needs Improvement- 20% ■ At Risk- 43% ○ EOY % of Districts: ■ Low Risk- ■ Needs Improvement- ■ At Risk-
Mentoring/Novice	• 91% of novices surveyed plan to return to a teaching position for the 25-26 school year • 442.9% increase in ArPep participation over the three years of existence. Linked below is evidence of our recruitment and retention processes at NAESC. • 25-26 Shortage Data https://drive.google.com/file/d/1uycrsrZrFixN-7xE mzhotAtGsSBG_yFn/view

Technology	● Provide monthly Security Awareness Insider for DESE statewide for technology personnel. ● Represented the state of Arkansas at state and national cyber conferences as an educator of technology. ● NAESC technology coordinator serves as a member of the Cyber Incident Response Team. This team is a free resource for all AR districts for educating their personnel along with assisting in cyber threats. ● 100% of uninterrupted student learning time due to cybersecurity measures in place by technology coordinator.
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