



2025 – 2026
Annual Report



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NOTE FROM SOUTHEAST ESC ADMINISTRATION

The Southeast Education Service Cooperative is pleased to present its Annual Report for the 2024-2025 academic year. This report details our dedication to serving the educational needs of 15 districts, encompassing 46 schools, 1,321 educators, and 15,144 students across the eight counties of the Southeast region.

This report is provided for the review of participating school district personnel, school board members, legislators, Arkansas Department of Education personnel, and the Governor's Office. It outlines the range of services and activities delivered to member districts and provides evidence of their impact on professional practice and student achievement.

In alignment with our mission, the Cooperative supports districts in achieving their individual missions by providing programs, shared services, professional development, and collaborative opportunities with greater effectiveness and efficiency than they could achieve independently. While the Southeast region faces unique challenges, we recognize the power of collective action.

Though districts may compete in extracurricular activities, we foster a collaborative environment of shared learning and mutual support in academics. We value the reliance of our districts on the services provided by the Cooperative and embrace the responsibility to assist the Arkansas Department of Education and other state-level educational entities in the implementation of initiatives, communication, and strategic planning.

Best,

Nathan White
Director

Emilee Dutton
Asst. Director/TCC

[illegible]

Arkansas Education Service Cooperatives

DISTRICTS SERVED

ARCH FORD - 26
ARKANSAS RIVER - 10
CROWLEYS RIDGE - 22
DAWSON - 22
DEQUEEN/MENA - 12
GREAT RIVERS - 10
GUY FENTER - 22
NORTH CENTRAL - 16
NORTHEAST - 15
NORTHWEST - 22
OZARKS UNLIMITED RESOURCE - 16
SOUTH CENTRAL - 12
SOUTHEAST - 15
SOUTHWEST - 9
WILBUR D. MILLS - 17

SOUTHEAST ESC MISSION

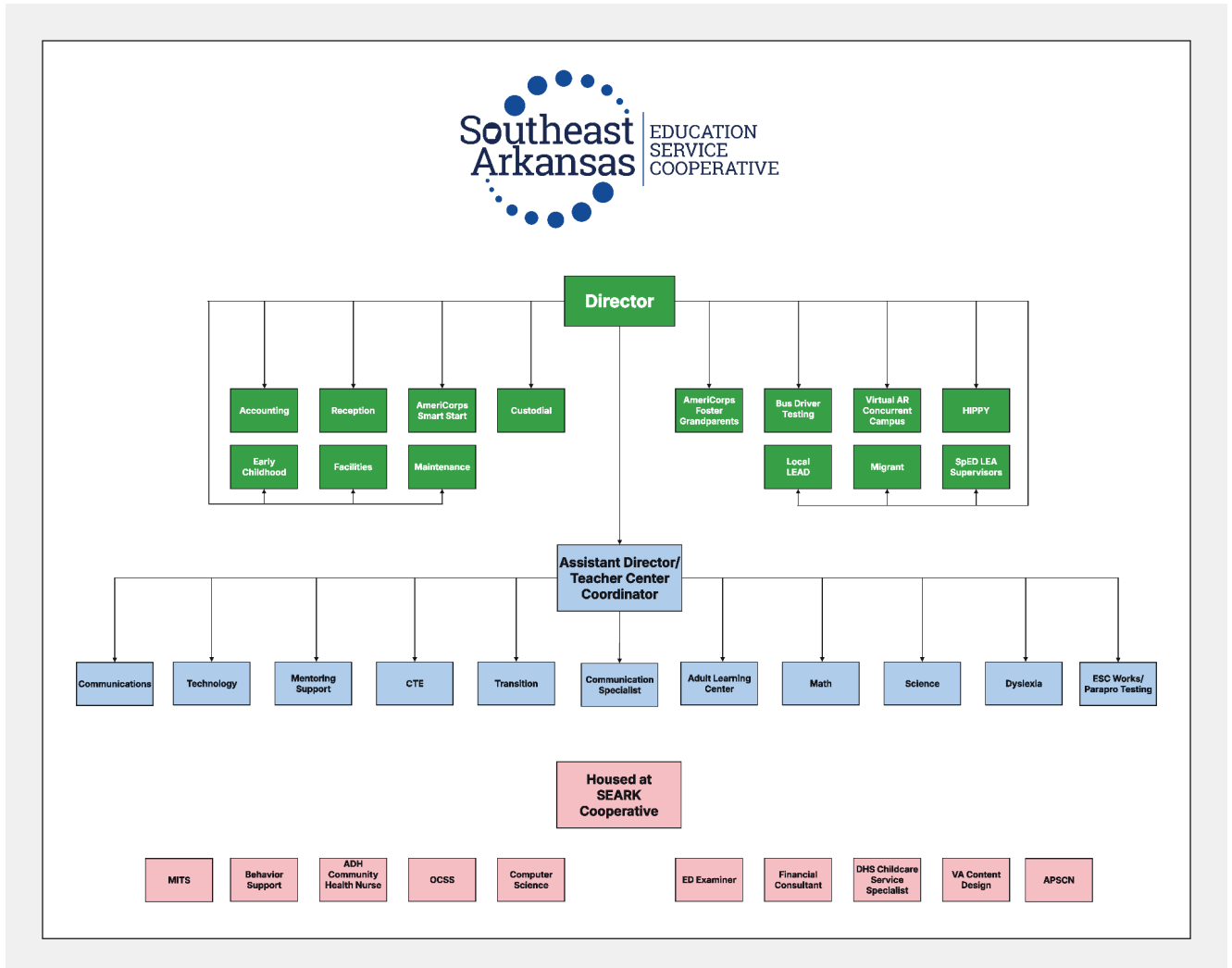
The mission of the Southeast Arkansas Education Service Cooperative is to support the schools in their mission to provide students with a world class education by providing the member schools with programs, shared services, professional development, and opportunities for collaboration in a more effective and efficient manner than they could provide independently.

GOALS:

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



ORGANIZATIONAL CHART





SOUTHEAST ESC BOARD

OFFICERS OF THE BOARD

NAME	POSITION	SCHOOL DISTRICT
Dr. Nathan White	Director	Southeast ESC
Jordan Frizzell	President	Star City
Rhonda Lawson	Vice President	Fordyce
Sandra Lanehart	Secretary	Monticello

MEMBERS OF THE BOARD

NAME	POSITION	SCHOOL DISTRICT
Davy King	Superintendent	Cleveland County
Anthony Boykin	Superintendent	Crossett
Kristi Ridgell	Superintendent	Dermott
Craig Dupuy	Superintendent	DeWitt
Nancy Chapman	Superintendent	Drew Central
Dr. Camille Sterrett	Superintendent	Dumas
Rhonda Lawson	Superintendent	Fordyce
Nathan Sullivan	Superintendent	Hamburg
LaDonna Spain	Superintendent	Hermitage
Dr. Billy Adams	Superintendent	Lakeside
Linda Tullos	Superintendent	McGehee
Sandra Lanehart	Superintendent	Monticello
Jordan Frizzell	Superintendent	Star City
Bryan Cornish	Superintendent	Warren
Dr. Kevin Hancock	Superintendent	Woodlawn



TEACHER CENTER COMMITTEE

Southeast Arkansas Education Service Cooperative
2025-2026

Group 1 Rotates off August 1, 2026			
DISTRICT	NAME	EMAIL	POSITION
Crossett	Melissa Clayton	melissa.clayton@crossettschools.org	Elem Teacher
Drew Central	Samantha Mann	samantha.mann@drewcentral.org	Admin
Lakeside	Valarie Riley	riley@lsschool.org	Secondary Teacher
Warren	Kathy Cornish	kathy.cornish@warrensd.org	Admin
Group 2 Rotates Off August 1, 2027			
DISTRICT	NAME	EMAIL	POSITION
Dermott	Arneice Garner	arneice.gardner@dermott.k12.ar.us	Admin
Woodlawn	Penny Davis	penny.davis@whsbears.org	Elem Teacher
Monticello	Lacey Hackett	lacey.hackett@billies.org	MS/JrH
Hermitage	Mistie McGhee	mistie.mcgee@hermitageschools.org	Admin
Dumas	Yolander Brown	yolander.brown@dumask12.org	Central Office Admin
McGehee	Stacy Baker	stacy.baker@mcgeheeschools.org	MS/JrH
Group 3 Rotates Off August 1, 2028			
DISTRICT	NAME	EMAIL	POSITION
Hamburg	Randi Burchfield	randi.burchfield@hstdlions.org	Secondary Teacher
Cleveland County	Angie Hudson	angela.hudson@ccsl.org	Administrator
Star City	Amanda Terry	amanda.terry@starcityschools.org	Middle/Jr High Teacher
DeWitt	Traci Davis	tdavis@dewittdragons.net	Elementary Teacher
Fordyce	Kayla Valentine	valentinek@fordyceschools.org	Secondary Teacher

Classroom teachers will represent $\frac{1}{2}$ (50%), but not more than $\frac{2}{3}$ (67%) of the committee with an even distribution of elementary, middle school/junior high, and high school teachers.

Elementary Teachers -	3	21%
Middle School/Jr. High Teachers -	3	21%
High School	3	21%
TOTAL	9	63%
Administrative	6	43%

MEETINGS:
September 24, 2025
January 21, 2026
April 8, 2026



ANNUAL REPORT

DATE: June 2, 2026

LEA#: 2220

ESCH: 220

ESC NAME: Southeast Arkansas Education Service Cooperative

Address: 1022 Scogin Drive, Monticello, AR 71655

Phone Number: 870-367-6848

Director: Dr. Nathan White

Teacher Center Coordinator: Emilee Dutton

Names of Counties Served: Arkansas, Ashley, Bradley, Chicot, Cleveland, Dallas, Desha, Drew, Lincoln

Number of Districts: 15

Number of Students: 14,201

Number of Teachers: 1,284

GOVERNANCE

- A. How is the cooperative governed? Board of Directors
How many members are on the Board? 15
How many times did the board meet? 10
When is the regular meeting? 3rd Wednesday of the month
Date of current year's annual meeting: July 31, 2025
- B. Does the cooperative have a Teacher Center Committee? Yes
If yes, then:
How many are on the Teacher Center Committee? 15
How many members are teachers? 9
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? 1 Fall, 2 Spring
- C. When was the most recent survey/needs assessment conducted? November 2024
- D. Have written policies been filed with the Arkansas Department of Education? Yes



STAFFING

This is a list of all staff members, throughout the 2025-2026 fiscal year, 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. An asterisk (*) is placed beside those who are housed and the co-op, but their salary does not flow through the Co-op's budget.

Southeast Arkansas Education Service Cooperative Employees 2025-2026

S=State, F=Federal, M=Medicaid, B=Base Funding, D=Districts

Name	Position	Funding Source
AIKEN, STEPHANIE	ECH PARAPRO	D
ALLEN, BROOK	ECH PARAPRO	D
AMSTUTZ, JULIE	OCSS STATE SPECIAL ED DEV COACH	F
ATKINS, LATANZA	DYSLEXIA SPECIALIST	S
BARNES, CHRISTOPHER	OCSS LEADERSHIP DEV COACH	S
BELL, JAMES	METHODS OF ADMINISTRATION PROGRAM COORDINATOR	S
BELVEDRESI, CYNTHIA	VIR ARK PROG. ASST./REGISTRAR	S
BENNETT, DANA	MIT'S PROGRAM ADVISOR	S
BERRY, RENEE	HIPPY HOMEBASED EDUCATOR	S
BODIFORD, LEIGH	ACCOUNTS RECEIVABLE/HR	B
BOLIN, TONIA	ECH SPED ASST COORDINATOR	D
BOONE, LACHELLE	ECH INTERVENTION SPECIALIST	D
BOYD, TRACI	HIPPY HOMEBASED EDUCATOR	S
BRANTLEY, JENNIFER	ECH INTERVENTION SPECIALIST	D
BRIGGS, BRITTANY	ECH INTERVENTION SPECIALIST	D
BROWN, HOLLY	EDUCATIONAL EXAMINER	D
BROWN, KAYLON	CAREER COACH PROGRAM COORD	F
BROWN, ANDRA	P/T FGP ASSISTANT	F
BROWN, MEG *	STATE GT SPECIALIST	
BRYANT, WENDYLIN	AALRC DISABILITIES & ONLINE COORD	S
BURGEIS, MEGAN	ECH PARAPRO	D
BURT, LYNDIA *	APSCN STUDENT FIELD ANALYST	
BUTLER, DENNIS	CAREER ED JAG TECH ASST COORD	S
CAMERON, KATHY	BUSINESS MANAGER/PAYROLL	B
CARPENTER, SAMANTHA	VIR ARK CONCURRENT CAMPUS PRINCIPAL	S
CASTLEBERRY, DAWN	ECH INTERVENTION SPECIALIST	D
CATER, KERI	HIPPY HOMEBASED EDUCATOR	S
CAUSEY, LISA	HIPPY OFFICE ASSISTANT	S
CAVANESS, KATRINA	HIPPY COORDINATOR	S
COLBURN, BRIANA	MEDIA/PRINT SHOP COORDINATOR	B
COOK, STACEY	MIT'S SPECIALIST	F
COURSON, BIANCA	ECH INTERVENTION SPECIALIST	D
COX, KRISTOPHER	VIRTUAL AR HS INSTRUCTOR	S
DALE-WARREN, LATASHA	ADULT ED CAREER COACH	S
DANIEL, LYNDSEY	VIRTUAL AR HS INSTRUCTOR	S
DANIEL, RHONDA	SP ED LEA SUPERVISOR	D



DAVIS, ASHLEY	AALRC RECEPTIONIST	S
DAVIS, ERIC	P/T MAINTENANCE	B
DAVIS, JESSICA	LEA SUPERVISOR SECRETARY	D
DAVIS, QUANTARRIOUS	CUSTODIAN	B
DUTTON, EMILEE	ASSISTANT DIRECTOR/TCC	B
ESTES, JANE	VIRTUAL AR HS ADJUNCT INSTRUCTOR	S
EVERETT, BRANDIE	MENTORING PROGRAM SPECIALIST	S
FRISBY, KAREN	SP ED LEA SUPERVISOR	D
GIFFORD, WHITNEY	MIT'S PROGRAM ADVISOR	F
GILBERT, ANGELA	HIPPY HOMEBASED EDUCATOR	S
GOMEZ, ERBEY	MIT'S PROGRAM ADVISOR	F
GORMAN, MARILYN	EARLY CHILDHOOD SECRETARY	D
GRIFFIN, KATY	ECH INTERVENTION SPECIALIST	D
GRIFFIN, JESSICA	LOCAL LEADS SPECIALIST	F
GRIFFIN, KELLY *	ADE SPECIAL ADVISOR	
HAMMOCK, KATRINA	HIPPY HOMEBASED EDUCATOR	S
HANCOCK, SHANDA	SP ED ASSISTANT LEA SUPERVISOR	D
HART-ORRELL, ASHLEE	ASSISTANT BUSINESS MGR	B
HEMBREE, JAYE	ECH INTERVENTION SPECIALIST	D
HERNANDEZ, LUCILA	MIGRANT TUTOR	F
HILL, PAMELA	SPECIAL EDUCATION SECRETARY	D
HOGUE, KATLIN	MATH SPECIALIST	S
HOLDERFIELD, SCOTTY	FACILITIES COORDINATOR	D
HOLLAND, J. RENEE	OCSS EXECUTIVE ADMIN ASST	S
HOLLIS, STEPHANIE	AMERICORPS ASSISTANT COORD	F
HOYT, MICHELE	ECH COORDINATOR	D
HUITT, AMARI	HIPPY HOMEBASED EDUCATOR	S
JACKSON, KAYLA	ECH INTERVENTION SPECIALIST	D
JOHNSON, CHRISTY	ESC WORKS COORD/CLERICAL ASST	B/S
JOHNSON, HEATHER	CUSTODIAN	B
KELLEY, JANET	HIPPY HOMEBASED EDUCATOR	S
KIRTLEY, JADA	HIPPY HOMEBASED EDUCATOR	S
LAWHON, DASHA	ECH PARAPRO	D
LAWSON, TERESA	ECH PARAPRO	D
LEDBETTER, KRISTA	ECH INTERVENTION SPECIALIST	D
LEGGETT, KAREN	ECH INTERVENTION SPECIALIST	D
LEONARD, REBECCA	ECH SPEECH THERAPIST	D
LEWIS, LAKESHA	ABC PREK TEACHER	S
LINN, MARSHA	AALRC DIRECTOR	S
LOGUE, CASSI	HIPPY HOMEBASED EDUCATOR	S
LONG, SARAH	ADMINISTRATIVE ASST	B
LONGING, TERRI	HIPPY FIELD COORDINATOR	S
LUCAS, MARY	HIPPY HOMEBASED EDUCATOR	S
LUNDY, MARGIE *	CHILD CARE SERVICE SPECIALIST	
LYTLE, DARBY	VIRTUAL AR HS INSTRUCTOR	S
MANN, JANA	ECH PARAPRO	D
MARTINEZ, ANABEL	MIGRANT OSY/ASSISTANT	F
MCDONALD, MELANIE	ECH SPEECH THERAPIST	D



MCKOIN, LARA	ECH SPEECH & LANG. COORDINATOR	D
MEEKS, STACEY	ECH INTERVENTION SPECIALIST	D
MENDIOLA, CLAUDIA	ECH PARPRO	D
MILLER, BRENT	LEADERSHIP DEV COACH	F
MILLER, JASON	LEADERSHIP DEV COACH	F
MONTGOMERY, LEIGH	ECH SPEECH THERAPIST	D
MORMAN, KATHY	ECH SPEECH THERAPIST	D
MURPHY, SARA	ECH PARAPRO	D
NORRIS, STEPHANIE	ECH INTERVENTION SPECIALIST	D
ORTIZ, CLARE	MIGRANT RECRUITER	F
OUTLAW, KAYLA	ECH INTERVENTION SPECIALIST	D
PALMER, JANICE	ECH PARAPRO	D
PASCHALL, MISTY	VIRTUAL AR HS ADJUNCT INSTRUCTOR/DRUG TESTING & BUS DRIVER COORD	S/D
PATRICK, EVAN	DIGITAL LEARNING & TECH COORD	S/B
PEARSON, TOCCARA	AALRC ADMINISTRATIVE ASSISTANT	S
PENNINGTON, ANDEE	ECH INTERVENTION SPECIALIST	D
PERRY, AIMIE	ECH SPEECH THERAPIST	D
PINKUS, KRYSTAL	ECH SPEECH THERAPIST	D
POLLAN, ROBERT	AALRC COMP TECH	S
PRINCE, MELISSA	CAREER ED ADMINISTRATIVE ASST	F
PRITCHARD, PAIGE	VIRTUAL AR HS INSTRUCTOR	S
PROCELL, BRITTANY	FGP VOLUNTEER COORDINATOR	F
PRUITT, ANDY	FOSTER GRANDPARENT COORD	F
RAGAN, BRENDA	CAREER COACH PROG. ADVISOR	S
RAMIREZ, JAIRO	MIGRANT SPECIALIST	F
RAMOS, KARLA	HIPPY HOMEBASED EDUCATOR	S
RANDOLPH, KAREN	TRANSITION CONSULTANT	F
RAY, ALLISON	CAREER ED COORDINATOR	S/F
RHODES, SHANIQUE	HIPPY HOMEBASED EDUCATOR	S
RIDENOUR, ANNA	EARLY COLLEGE HS INSTRUCTOR	S
ROBERTS, MICHELE	COMMUNICATIONS SPECIALIST	B
ROBINSON, GWEN *	COMMUNITY HEALTH NURSE	
ROGERS, JOSH *	COMPUTER SCIENCE SPECIALIST	
SADOVSKY, ADRIENNE	VIRTUAL AR HS INSTRUCTOR	S
SAFFOLD, MISTYE	ECH INTERVENTION SPECIALIST	D
SATTERLEE, JENNY	AMERICORPS SS COORDINATOR	F
SCOTT, RONNIE	MIT'S ARMAC SPECIALIST	F
SHERRILL, RUSSELL	LEADERSHIP DEVELOPMENT COACH	S
SIMS, MONICA	SCIENCE SPECIALIST	S
SINGLETON, BRIT	VIRTUAL AR HS INSTRUCTOR	S
SINKS, WHITNIE	HIPPY HOMEBASED EDUCATOR	S
SKAGGS, JONATHAN	VIRTUAL AR HS INSTRUCTOR	S
SMITH, DAVID	VIRTUAL AR HS INSTRUCTOR	S
SMITH, KEENA	MIT'S PROGRAM ADVISOR	F
SPURLOCK, LAURIEL	ABC PREK TEACHER	S
STAPP, JENNA *	BEHAVIOR INTERVENTION SPECIALIST	



STARNES, CRYSTAL	HIPPY HOMEBASED EDUCATOR	S
STELL, LAURA	HIPPY FIELD COORDINATOR	S
TAYLOR, HOUSTON	MIT'S PROGRAM ADVISOR	F
TINDLE, STACEY	ABC PREK PARAPRO	S
TOSTON, CASSANDRA	HIPPY HOMEBASED EDUCATOR	S
TRANHAM, NANCY	SPEECH CLERICAL ASSISTANT	D
TRUSSELL, ANGELYNE	HIPPY FIELD COORDINATOR	S
TUCKER, SHEENA	ECH PARAPRO	D
TYSON, PATRICIA	ECH INTERVENTION SPECIALIST	D
WATSON, MICHAEL	OCSS BEHAV LEADERSHIP SUPP COACH	F
WEST, JOHN	LEADERSHIP DEV COACH	S
WHITE, ALISA	ECH INTERVENTION SPECIALIST	D
WHITE, EMILI	HIPPY HOMEBASED EDUCATOR	S
WHITE, JENNIFER	VIRTUAL AR HS ADJUNCT INSTRUCTOR	S
WHITE, NATHAN	COOPERATIVE DIRECTOR	B
WHITLOCK, LATRESIA	HIPPY HOMEBASED EDUCATOR	S
WILLIAMSON, AMANDA	ECH PARAPRO	D
WILMOTH, ASHLEY	HIPPY OFFICE MGR/ABC PREK DIR	S
WILSON, REGINA	ABC PREK PARAPRO	S
WILSON, UYOLANDA	LEADERSHIP DEV COACH	S
WIMBERLY, KARA	VIRTUAL AR HS ADJUNCT INSTRUCTOR	S
ZAVALA, ROCIO CERVANTES	HIPPY HOMEBASED EDUCATOR	S

TEACHER CENTER

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

- A. Does the co-op provide media services to schools? Yes
 Approximate the number of titles in the media center: 0
 Does the co-op provide delivery to the districts? No
 How many districts participate in the media program? 15
 How many titles (including duplicate counts) were provided to schools during this current year?
 0
 Do districts contribute dollars to the media services? No
 How are media charges per district determined? Services are charged according to a price list.
 Does the co-op operate a "make-and-take" center for teachers? Yes
 If yes, then:
 How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 27



ADMINISTRATIVE SERVICES

Please check the administrative services offered through the cooperative:

x	Administrators and Local Board Member Training
x	Assessment Data Analysis
x	Bookkeeping Assistance
x	Business Manager Training and Support
x	Cooperative Purchasing
x	Curriculum Alignment (to include: essential standards, learning targets, CFAs, CSAs, learning progressions, proficiency scales, and HQIM selection and implementation)
x	Early Childhood Local LEADS
x	Evaluation Procedures (to include: TESS Training & Support, SoR Assessor Training & Support, HQIM Lookfors)
x	Gifted and Talented Support
x	Grant Writing Assistance
x	Instructional Facilitator Training & Support
x	Instructional Supports (to include: Math/Science/Literacy/ESOL/Migrant/Mentoring/Transition/Behavior/Computer Science)
x	Numerous PD opportunities for teachers and admins
x	Planning Assistance
x	Special Ed Services (LEA Supervisors, Training, Early Childhood SpEd)
x	Technology Training & Support
x	Other (please specify) • Bus Driver Training • Custodian/Maintenance Training • Cyber Security Training and Support • Digital Fingerprinting • Facilities Coordination • Financial Consulting & Planning • Parapro Testing • Print Shop



DIRECT SERVICES TO STUDENTS

Please check the student services provided through the cooperative.

x	ACT PREP
x	HIPPY
x	Itinerant teachers (to include: Early Childhood Special Education)
x	Low incidence Handicapped (Vision/Hearing)
x	Mentor Programs (Foster Grandparents, AmeriCorps Future Teachers, AmeriCorps Smart Start, Behavior Supports, Migrant)
x	Occupational Therapy and Physical Therapy
x	Speech Pathology Services
x	Transition Services
x	Other Please Specify) • AmeriCorps Tutoring (Smart Start & Future Teachers) • Foster Grandparent Instructional Supports • HIPPY Home-based Educators • Educational Examiner Student Assessments • Chess Tournaments (Grades 3-4; 5-6; 7-12) • Computer Science Opportunities (i.e. Coding Competitions etc.) • Capture the Flag • Girl Power • Nursing Services • Quiz Bowl Elementary and Jr. High • Rubik's Cube Competition • Service Days • Theater Squared Grades 4-12 • Young Voter's Day • ASMSA Project • Engineering Day (Grades 3-4; 5-6) • STEAM Day

ANECDOTAL REPORTS

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

FREE FURNITURE FOR DISTRICTS

Southeast ESC has been in a remodeling project which includes replacing furniture, podiums, cabinets, and shelving. Many of the items replaced are still serviceable, so pictures were posted on a spreadsheet and sent to administrators to claim for use in their districts. The recipients were very appreciative of the items.

SAFETY CONSORTIUM

To properly establish a safety plan for a school and district, and to meet state requirements, it is paramount that a school safety assessment is conducted on each school on an annual basis. In order to meet this need, a safety consortium was established with the cooperative making arrangements with Dixon Safety Consultants.

Cooperative Responsibilities for Participating Districts:

- Secure services at the best price possible for the consortium
- Serve as the liaison between the school districts joining the consortium and the service provider
- Pay for services rendered, invoicing each district for the cost of the service upon completion of the service

The analysis, assessments and recommendations were compiled in a specific report, itemized by each school and /or site. Evaluations, assessments and recommendations were based upon applicable State and Federal laws and codes, as well as maintaining compliance with all local governing authorities and Regulations. Districts were reminded of the importance of the district's Policy Manual and Student Handbook reflecting the practices of the staff, faculty, students and stakeholders and that they have the approval of the School Board.

UNIVERSITY OF ARKANSAS AT MONTICELLO

- Girl Power partner (See Girl Power description below.)
- The Partnership Coordinator of UAM attends the Southeast ESC Board Meetings to stay informed and also provides updates from UAM.
- Chancellor, Dr. Peggy Doss presented at a Southeast ESC Board Meeting to give updates and answer questions from the board.
- Two science professors are part of a science consortium.
- One math professor is part of the math consortium and provides assistance and PD to secondary math teachers.
- Participated in the Regional STAR event at UAM as guest judges.



GIRL POWER

SE ESC proudly hosted the 2026 Girl Power competition in February 2026. This event brought together schools from across the region to showcase the talents of exceptional female high school students in four different categories. The Girl Power Goes State initiative is a partnership between 7 Education Service Cooperatives and a Division of Career and Technical Education Innovation Grant aiming to promote female participation and refine skills in high-need, high-wage, and high-demand areas. Female high school students showcase their talents using advanced CNC technology equipment for wood cutting, metal cutting, or lasering. Local industries and stakeholders were present to offer judging and insight into potential careers in the area. These students gain valuable H3 skills, preparing them for non-traditional careers in our future workforce.

SAVE THE CHILDREN

HIPPY has a partnership with the Save the Children organization. They donate items to the HIPPY program and HIPPY staff distribute them to families served within the 10 districts who participate in HIPPY. Examples of items donated include: books, bombas socks, action figures, learning toys, coats, interactive electronic game boards, etc.

MONTHLY & WEEKLY UPDATES

The TCC and Director provide a monthly (virtual) & weekly (document) update for all administrative groups that includes information from various sources to keep administrators up to date on curriculum, assessment, instruction, fiscal, leadership, and legal matters. These updates are also included in the Board's electronic packet and are the source for round table discussions.

JOB ALIKE

Monthly curriculum meetings were held to allow district and building leaders to come together to discuss current HOT TOPICS and trends that affect their districts. Special guest speakers were brought in to answer questions and provide valuable information. The federal program group also met several times throughout the year, as requested.



PROGRAMS

ABC PRESCHOOL

PROGRAM: ABC Preschool

FUNDING SOURCE: Arkansas Better Chance

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

McGehee

PERSONNEL:

Name: Katrina Cavaness

Position: Admin Coordinator

Degree: B.S. Psychology

Name: Ashley Wilmoth

Position: Office Manager/Asst. Coordinator

Degree: B.S. Education Studies; M.S. Early Childhood

GOALS: Provide high quality preschool to children in the McGehee School district using Arkansas Better Chance funding.

PROGRAM SUMMARY:

This ABC funded center-based program is funded for 40 children in the McGehee School District area. All enrolled students must meet the Arkansas Better Chance eligibility requirements. The families are served by:

1 Administrative Coordinator

1 Office Manager

1 On-site Director

2 Teachers (Both holding a bachelor's degree or higher)

2 Paraprofessionals

MAJOR HIGHLIGHTS OF THE YEAR:

The program expanded from one classroom serving 20 children to 2 classrooms serving a total of 40 children.

The program remained at full enrollment from October- May.

One lead teacher obtained her Bachelor's of Science in Education degree from the University of Arkansas.

CLASS observations held by on-site director and external evaluator

PROGRAM PERFORMANCE DATA:

The on-site director monitors student progress using work sampling used to build student portfolios, which then are evaluated by the regional work sampling trainer/ observer.



ACCOUNTING

Program: Accounting
Funding Source: Base
Competitive Grant: No
Restricted: No

Participating Districts:

Cleveland Co.	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

Personnel:

Name: Kathy Cameron	Name: Ashlee Orrell
Position: Business Manager/Payroll	Position: Assistant Business Manager
Degree: High School/CASBO Cert.	Degree: Bachelors/CASBO Cert.
Name: Leigh Bodiford	
Position: Accounts Receivable/HR	
Degree: High School/CASBO Cert.	

Goals:

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

Program Summary:

Southeast Cooperative has a total of 61 grant programs and runs 17 statewide programs. The ADE base funding to the Cooperative is \$408,618.00 and the approximate total budget is \$19 million dollars.

Click [here](#) for the Financial Board Report Ending FY26. (Report will be added after period 13).

[Cooperative Finance Overview 2025](#)



ADE/APSCN STUDENT APPLICATIONS FIELD ANALYST

PROGRAM: ADE/APSCN Student Information Business Analyst

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland Co	Drew Central	Hermitage	Star City
Crossett	Dumas	Lakeside	Warren
Dermott	Fordyce	McGehee	Woodlawn
DeWitt	Hamburg	Monticello	SECOOP Early Childhood

PERSONNEL:

Name: Lynda Burt

Position: APSCN Information Business Analyst

Degree: N/A

GOALS:

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

PROGRAM SUMMARY:

The Student Information Systems Business Analyst offers training and technical assistance for various state systems, including eSchoolPLUS, Teacher Access Center, Home Access Center, Cognos, PowerSchool Enrollment, and state reporting to school districts and charter schools in their assigned areas. The analyst is responsible for providing software training (in-person and virtually), researching reported software problems for resolution, reporting software issues, testing software updates, and testing state reporting cycles. To create/edit documentation on processes and training guides. Various training offered throughout the year include but are not limited to SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Transcripts Review, Next Year Scheduling, and Year End Rollover.

MAJOR HIGHLIGHTS OF THE YEAR:

State Reporting training and new personnel training. Next year's database setup and year-end rollovers are processed yearly to update a district's database to a new school year.

PROGRAM PERFORMANCE DATA:

Training Item	Percent of Districts Trained
New Personnel	80 %
SMS Fields for State Reporting	100 %
Next Year Setups/Training	100 %
Year End Procedures	100 %



AMERICORPS - SMART START

PROGRAM: SMART START AMERICORPS

FUNDING SOURCE: FEDERAL

COMPETITIVE GRANT: NO

RESTRICTED: Yes

PARTICIPATING DISTRICTS: Drew Central School District, Warren School District, Hermitage School District, Hampton School District, Fordyce School District, Crossett School District, Lakeside School District, McGehee School District, Star City School District and El Dorado School District

PERSONNEL:

Name: Jenny Satterlee

Position: Program Director

Degree: BA Elementary Education 1-6

Name: Stephanie Hollis

Position: Program Officer

Degree: Master of Arts in Teaching

GOALS: The goal of the Smart Start AmeriCorps Program is to provide intense one-on-one and small group tutorial reading and math assistance for increased risk for academic failure students in grades K-5. Helping children through one-on-one and small group tutoring is a major service SEARK AmeriCorps members provide. Members complete service projects, help with parent involvement sessions, assist with daily activities, are positive role models for children, gain experience in the education field and attend required trainings. Each member is required to serve a minimum number of hours of service with the host site. Members may choose which hour slot they are able to complete based on their class schedules.

PROGRAM SUMMARY: Arkansas Smart Start AmeriCorps Program provides a multi-faceted initiative that has diverse people in service; provides K-fifth grade students with strong role models, mentors, and tutors; and increases opportunities for teacher training and volunteering in the economically depressed Delta area of Southeast Arkansas. Members tutor students at risk of failure in areas of reading and mathematics. They provide one on one and small-group tutoring interventions to these students.

Members gain professional work experience and essential skills that all employers value, such as leadership, teamwork, and problem-solving. Members earn monthly stipends and an educational award/scholarship once their term of service is completed.

Members may serve in an AmeriCorps program for up to four terms.

The Smart Start AmeriCorps program was a competitive grant that started in July 2006. It is currently in its 20th year of operation and is now receiving funding through EngageAR's formula funds. Over the past year, the program has provided 80 members an opportunity to provide tutoring and mentoring services and give back to their communities through service projects.

MAJOR HIGHLIGHTS OF THE YEAR:

The program received ARP funds which was allowed for members completing their service term to receive the funds as a "completion incentive." This is the first year the program/members received this award.



PROGRAM PERFORMANCE DATA:

Number of SS members enrolled.....	80
Number of children served	425
Number of SS members who returned to serve another term of service.....	11
Number of SS members who participated in 9/11 Day of Service	58
Number of SS members who participated in MLK Day of Service.....	28
Number of SS members who participated in AmeriCorps Week.....	30
Number of external volunteers recruited for National Days of Service	115
Number of hours served by external volunteers during National Days of Service.....	245

ANALYSIS OF IMPACT:

The program participated in each National Day of Service to promote community awareness and engagement throughout the year. During the 9/11 Day of Service, members interviewed and visited with older family members and friends to discuss their recollections of September 11th. Several members also read related books to students and incorporated journal writing activities into their classrooms.

The Smart Start Program hosted a large event in October called Opening Ceremonies inviting host site supervisors, superintendents, staff from the senator's office, Engage staff and other program directors. During the Opening Ceremony Day of Service, members partnered with The CALL in Arkansas to clean and organize the organization's supply room in support of local children and families. Members also packed 440 bags of food items for the Drew County Feed the Kids program to help provide meals for children in the community. Activities throughout the event promoted community engagement and volunteer service awareness. Our local Mayor, Jason Akers, spoke to all the attendees about what service means and how it can benefit each.

Each participating site hosted National AmeriCorps Week activities. Presentations provided to junior and senior students generated interest from potential applicants, and the program successfully recruited more than 65 members for the upcoming school year through outreach efforts, presentations, and community engagement activities conducted throughout the year.

The program also successfully recruited an additional service site for the upcoming program year and will partner with The Learning Lounge. The new partnership will include the placement of three members to support program services and community outreach efforts.

The Smart Start Programs collaborated with county extension agents from Southeast Arkansas counties to provide a budget simulation activity focused on preparing members for future employment and financial responsibilities.

On March 13, the Engage office brought all programs across Arkansas together for the annual Member Retreat at the Kiwanis Phiefer Camp in Ferndale, Arkansas. The Smart Start program had three outstanding members recognized for their year of service. Six members were able to attend and all participated in a service project at the camp.

Smart Start members were assigned at-risk students throughout their service term. Students were referred by classroom teachers and administrators based on individual test scores and

grades. Members conducted pre- and post-assessments related to tutoring services, and all testing data was submitted to and analyzed by the program consultant/data specialist. The data specialist closely monitored student records to ensure no student was tested multiple times.

At the beginning of the program year, all site supervisors and members received handbooks and orientation training. Site supervisors met with program staff prior to the start date to review prohibited activities and member monitoring expectations. Members completed two days of orientation and paperwork review before beginning service to ensure understanding of program requirements.

Each participating site received a minimum of two site visits during the year, with some sites receiving additional visits due to larger member numbers or scheduling differences. Program staff also provided ongoing monitoring of member hours and program requirements. Weekly communication, including phone calls, text messages, and emails, was conducted with members who maintained high hour balances. Quarterly conferences were held with members to review duties and responsibilities. Members logged service hours through OnCorps and recorded tutoring hours using Google Classroom spreadsheets.



ARKANSAS ADULT LEARNING RESOURCE CENTER

PROGRAM: Arkansas Adult Learning Resource Center
FUNDING SOURCE: Adult Education Section Federal Leadership Funds
Adult Education Section State Special Projects
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:
Adult Education Programs and Literacy Councils Statewide

PERSONNEL:

Name: Marsha Taylor	Name: Toccara Pearson
Position: Director	Position: Event and Office Manager
Degree: Ed D; M Ed; BA, CDF	Degree: BSW, CSP
Name: Wendy Bryant	
Position: Learning & Development Coordinator	
Degree: MS Ed, BA	
Name: Rob Pollan	Name: Ashley Davis
Position: Information Technology Specialist	Position: Administrative Assistant
Degree: BSE	Degree: HSD

GOALS:

The Arkansas Adult Learning Resource Center (AALRC) provides services in order that Arkansas Adult Education and Literacy Providers can access needed information and resources to enable Arkansas' adult learners to reach their full educational and economic potential. Staff strive to meet this goal by operating an enhanced network of communication and coordination that provides information, resources, research, professional development, and technical assistance to Arkansas Adult Education and Literacy Providers.

PROGRAM SUMMARY:

The AALRC was established in 1990 to provide a service of identifying, evaluating, and disseminating materials and information to the field of adult education and literacy in Arkansas. The AALRC is funded through the Southeast Arkansas Education Service Cooperative by the Division of Workforce Service, Adult Education Section (DWS/AES) with federal and state adult education funds.

The center has grown from one employee in 1990 housed in Monticello to seven full-time employees with offices and a training center at 124 West Capitol Suite 1000 in Little Rock. Positions include a Director, Professional Development Coordinator, Disabilities and Online Learning Coordinator, Information Technology Specialist, Media Coordinator, Administrative Assistant, and Receptionist.

The AALRC working in conjunction with DWS/AES, strives to create and implement level-appropriate training programs tailored specifically to adult learners, with an end goal of

increasing student achievement that leads to gainful employment. The AALRC and DWS/AES work with required one-stop partners regularly to ensure that a comprehensive program of adult education services that meet the needs of its students are being provided. Collaborating with our required one-stop partners allows input from all involved – teachers, directors, administrators, and other AALRC DWS/AES staff.

The AALRC administers all professional development services. The AALRC coordinates and presents professional development training events that incorporate an in-depth focus on strategies demonstrating how to prepare engaging and interactive lessons relevant to students. It still continues to serve as the resource responsible for identifying, evaluating, and disseminating materials and information to adult education and literacy programs. In addition, the AALRC consistently monitors and evaluates the effectiveness of professional development services and provides any new software, materials, or resources as necessary to accommodate the changing needs of teachers and staff.

The AALRC has found it necessary to continue to implement a more advanced method of online learning. This included purchasing meeting software and programs adapted for meeting/teaching in a virtual setting, such as Zoom. Training programs that taught teachers how to communicate and provide effective online learning strategies for their students were purchased and made available to all teachers; one example is our Canvas program. It offers teachers a completely online platform to utilize for training purposes. Additionally, our resource center contracted with Arkansas PBS to develop training courses for teachers through a teacher portal similar to Arkansas Ideas. Each course allows teachers to work at their own pace and convenience.

The AALRC works with the Adult Education Section to set priorities for professional development. Needs assessments of local program administrators, instructors, and other staff are conducted to determine needs for professional development.

The AALRC continues to use the ESC Works system to track the professional development activities of participants. Educators in the State of Arkansas must register and track professional development events via this online system. Participants can manage their transcript of courses completed through outside sources (i.e. state conference and national conferences) in ESCWorks.

The AALRC Disabilities and Online Learning Coordinator conducts the disabilities portion of the Program Reviews for the Adult Education Division. The Director and Professional Development Coordinator serve on 1 program review team per year.

The AALRC disseminates information through email, a quarterly newsletter, and discussion lists and provides Zoom for webinars. Google Forms are used for professional development evaluations.



MAJOR HIGHLIGHTS OF THE YEAR

AALRC Staff continue to serve on Workforce Alliance for Growth in the Economy (WAGE™) program committees. The WAGE™ program now includes basic skills, workforce preparation, and industry-recognized certificates to make it a statewide model for Integrated Education and Training (IET). Career Pathways continue to be developed to allow students to earn certificates in Workforce Preparation, Hospitality, and Tourism, Health Science, Business Management, Education and Training, or Manufacturing. AALRC processes scholarships for students.

537 professional development (PD) opportunities were offered to the field
(Reporting for July 1 – March 31, 2026):

94 Meetings and Events were attended by the AALRC Staff

375 Students were awarded WAGE™ Scholarships for a total of \$272,293.14

PROGRAM PERFORMANCE DATA:

MEASURABLE OBJECTIVE	STRATEGY	2025-26 Targets	Q1	Q2	Q3
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GOAL 3: Provide targeted professional development training to improve teacher effectiveness and student learning outcomes. (PROFESSIONAL DEVELOPMENT) ~Aligns with Arkansas State Strategy Goals: Grow, Educate and Quality of Life

3.1 Increase the number of professional development training for service providers by 3%.	3.1.1 Increase access to a variety of professional development training methods including webinars both externally and internally.	789	145	310	533
3.2 Increase the number of individuals participating in professional development opportunities by 3%.	3.2.1 Send recurring emails about upcoming training to the field. 3.2.2 Provide diverse training topics that appeal to staff at all levels. 3.2.3. Provide a needs assessment to Directors and staff at local programs.	2005	773	1421	2314
3.3 Ensure at least 40% of all participants complete an evaluation form after each training event.	3.3.1 Provide training that will contribute to and improve participant's knowledge base in the areas of content, instruction, and assessment strategies. 3.3.2 Assure training align with national college and career initiatives as well as state and local goals as determined/established by The Office of Adult Education. 3.3.3. Provide an incentive for evaluation completion at each professional development event.	40%	38%	34%	48%



3.4Conduct at least six (s) follow-up workshop surveys (qualitative and quantitative) on how participants incorporated the content of the training at their adult education center or classroom.	3.4.1 Conduct follow-up workshop surveys to determine how participants are using the information learned. 3.4.2 Review instructors' NRS Table 4 to determine Measurable Skill Gains increases.	6	0	0	6
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ARKANSAS K-12 BEHAVIOR SUPPORT SPECIALISTS

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes _____

No X

RESTRICTED FUNDING: X

NON-RESTRICTED FUNDING: _____

PERSONNEL:

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

Behavior Support Specialists:

Shana Bailey, M.S., BCBA

Sandy Crawley, M.S.E

Sonia Hartsfield M.Ed.

Amanda Kirby, M.S.E.

Lindsey Lovelady, M.S., BCBA

Nicheyta Raino, M.Ed., BCBA

Connie Thomason, M.Ed., BCBA

Meagan Booe, M. Ed, BCBA

Jennifer Brewer, Ed.S.

Kelly Davis, M.Ed., BCBA

Audrey Kengla, M.S., CCC-SLP

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

Allison Mears, LPC., BCBA

Jenna Stapp, M.A.T.

Mary Walter, Ed.S., SPS, 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	5. Mena High School
2. Hurricane Creek Elementary-Bryant	6. Oscar Hamilton Elementary
3. McRae Elementary - Searcy	7. Pottsville Junior High
4. Mena Middle School	8. Asbell Elementary

BX3 Cohort 4 - Building level teams	
1. Magnolia Middle School	15. Bayyari Elementary
2. Westside Elementary - Searcy	16. North Heights Community School
3. Southwest Middle School rcy- WDM	17. Beebe Middle School
4. Janie Darr Elementary	18. Louise Durham Elementary
5. Arkadelphia High School	19. Manila Elementary
6. Lake Hamilton New Horizons	20. Indian Hills Elementary
7. Washington Elementary	21. East End Elementary
8. Lincoln Middle School	22. Lakeside Primary
9. Cedarville Elementary	23. Peake Elementary
	24. Harmony Leadership Academy



10. Glen Rose Elementary 11. Flippin Elementary 12. Beebe Elementary 13. Bob Folsom Elementary 14. Westbrook Elementary - Harmony Grove	25. Rector Elementary
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BX3 Cohort 5 - Building level teams	
1. Waldron Middle School 2. Mountainburg Elementary 3. Mountainburg Middle School 4. Mountainburg High School 5. King Elementary-Van Buren 6. Fairview Elementary- Fort Smith 7. East Side- Magnolia 8. Sheridan High School	9. Eureka Springs Elementary 10. Eureka Springs Middle School 11. McCrory Elementary 12. Jerry "Pop" Williams Elementary-Farmington 13. Farmington High School

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

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)



ARKANSAS TRANSITION SERVICES

Program: Arkansas Transition Services
Funding Source: Federal Grant
Competitive Grant: No
Restricted: Yes

Participating Districts:

SEARK Districts:

Cleveland County	Crossett	Dermott
DeWitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Warren	Woodlawn

ARESC Districts:

Friendship Aspire	Pine Bluff	Sheridan
Stuttgart	Watson Chapel	White Hall

SCSC Districts:

Bearden	Bradley	Camden-Fairview
El Dorado	Emerson	Hampton
Harmony Grove	Junction City	Magnolia
Norphlet	Parkers Chapel	Smackover
Strong	Taylor	

GRESK

Barton-Lexa	Clarendon	Helena-West Helena
KIPP Delta PS	Marvel-Elaine	

Personnel:

Name: Karen Randolph
Position: Transition Consultant
Degree: MA SPED

Goal:

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

Program Summary:

Arkansas Transition Services is a consultant group in affiliation with the Arkansas Department of Education, Division of Secondary and Elementary Education, Office of Special Education, that provides training and technical assistance related to secondary transition to special education teachers, other relevant school staff, and relevant agency personnel in Arkansas. Our services are not only related to ensuring secondary transition requirements in the Individualized Education Program (IEP) are in place, but also include building capacity of local transition teams, and



information and assistance on research and evidence-based practices that improve transition programs and post-school outcomes for students with disabilities. We are available to assist at no cost to public schools in Arkansas.

Major Highlights of the Year:

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

State Level

- ATS continues to produce videos that are housed on both our YouTube channel and website, which focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. The 2026 camp was held on-site this year April 27- May 1, at the University of Arkansas Pulaski Technical College in North Little Rock. We had a full 50 students registered. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10-minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferable work skills.
- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need.
- Arkansas Transition Services in partnership with the University of Kansas, are recruiting for research project on self-determination. This study will use the Goal Setting Challenge (GSC) App or the Self-Determined Learning Model of Instruction (SDLMI) to discover the most effective and productive way to provide self-determination interventions that will enhance student outcomes. Recruitment for this project has begun and the third cohort will begin in the fall of 2026. The following schools, in my Co-op areas, have committed to this research: Monticello HS and Crossett HS who will start in the fall of 2026. Woodlawn HS, whose students will graduate on May 6, 2026, from the research study.
- Arkansas Transition Services in partnership with the Arkansas Department of Education, Arkansas Rehabilitation Services, Arkansas Centers for Independent Living, and the University of Arkansas has won a 10-million-dollar grant- The Seamless Transition for Arkansas (STAR). This grant will impact positive post school success for Arkansas' youth with disabilities, including competitive integrated employment. The schools in my Co-op areas who have committed to this grant include Pine Bluff, Marvel-Elaine, Smackover, Star City, Warren, Woodlawn, and Crossett.
- Arkansas Transition Services supports Project SEARCH by being a Steering Committee Member and attending virtual meetings to assist in promoting a work internship program for graduating seniors who have a disability. Project SEARCH in my Co-op areas are located in Pine Bluff and in Camden.



- Arkansas Transition Services in partnership with the University of Kansas, are participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Training was held in June of 2025 and follow-up training as been conducted through virtual training sessions throughout the school year for the participating schools. SEARK school participating in CIRCLES is McGehee HS. ARESC schools are Pine Bluff HS and Stuttgart HS. SCSC school is El Dorado HS and as well as Clarendon HS from the GRESC Co-op.
- College Bound Arkansas 2026 will be held June 3-5, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed.
- Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition-related indicators through reviewing state and federal requirements. In-person Training was completed with ATS and the monitoring team on 1-27-26.
- ATS has begun its statewide Summit planning for teams from across the state to attend the Summit in Hot Springs on October 28th-29th. This meeting is a collaboration among Arkansas Transition Services, the Office of Special Education, the Finance Department, Arkansas Rehabilitation Services, Division of Career and Technical Education. All schools are encourage to bring a Transition Team.
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

o State Level Organizations Served:

- Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
- Member of the State Core Team for the National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can assist.
 - o El Dorado Transition College & Career Fair February 10, 2026
 - o White Hall College and Career Fair April 9 2026
 - o Pine Bluff Career Council Transition Fair May 7, 2026
- Coop Trainings – 1 day of training (2 half day sessions) were offered at all 4 Co-ops.
 - o “Planning for Successful Outcomes for ALL Students”



- 45 attendees
 - ARESC- Pine Bluff, Stuttgart and Watson Chapel
 - SCSC- Bearden, Camden-Fairview, Emerson-Taylor-Bradley, Magnolia, Smackover and Strong
 - SEARK – Monticello, Dumas, Hamburg, DeWitt, Dermott, Rison, Star City, Warren, and Woodlawn
 - GREC – Helena-West Helena, KIPP Delta, and Palestine Wheatley
- o “Strategies for Postsecondary Success for ALL Students”
 - 39 attendees
 - ARESC –Pine Bluff and Stuttgart
 - SCSC –Bearden, Camden-Fairview Emerson-Taylor-Bradley, Magnolia, Smackover and Strong
 - SEARK – Monticello, Dumas, Hamburg, DeWitt, Dermott, Rison, Star City, Warren, and Woodlawn
 - GREC – Helena-West Helena, KIPP Delta, and Palestine WE
- o Additional Trainings
 - “Indicator 13 Walkthrough”- 32 attendees: Helena-West Helena Rison, DeWitt, KIPP Delta, Pine Bluff, Rison, Clarendon, Dumas, Drew Central, and Drew Central
 - “Monitoring Follow-Up Training “-5 attendees: Marvell- Elaine, and Dermott
 - “Indicator 13 Component(s) File Review Follow-Up Training” -38 attendees: Rison, Dermott, Stuttgart, Drew Central, Harmony Grove, Junction City, Strong, Camden-Fairview, Fordyce, Monticello, and El Dorado
- Other presentations
 - o CIRCLES CLT meetings Stuttgart 10-31-25, White Hall 1-14-26, Marvell-Elaine 1/20/26, McGehee 11/20/25
 - o CIRCLES SLT meetings White Hall 3-10-26, Stuttgart 4-11-25, Marvell-Elaine 3/31/26, McGehee 4/21 and 5/8/26
- Meetings regularly attended
 - o LEA Monthly meetings (Special Education Supervisors)
 - o Project Search UAPB – virtual
 - o STAR Career Council Meetings monthly with Pine Bluff SD
 - o STAR Career Council Planning meetings with Tri-County and Marvell-Elaine
- Trainings/Conferences Attended:
 - o Arkansas LEA Academy
 - o Arkansas Collaborative Consultants Convening
 - o SEARK “Road to Rally” and “The 13 Annual Disability Resources expo & Family Bistro Conference – presenter for both conferences
 - o CIRCLES CBI
 - o DCDT International Conference– Denver presenter
 - o BSS Conference
 - o GSC Training

BEGINNING SUPERINTENDENT AND PRINCIPAL MENTORING

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. Southeast ESC supported one beginning superintendent and 5 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



BUS DRIVER TESTING

PROGRAM: Bus Driver Testing Program

FUNDING SOURCE: Individual School Districts

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Fordyce	Monticello
Crossett	Hamburg	Star City
Dermott	Hampton	Univ. of Arkansas at Monticello
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn
Dumas	McGehee	

PERSONNEL:

Name: Misty L. Paschall

Position: Program Coordinator

Degree: MAEd, MPH

GOALS:

Ensure that all participating districts follow the State and DOT requirements regarding alcohol and drug testing.

PROGRAM SUMMARY:

Program Coordinator worked with Baptist Health Occupational Health to ensure random drug and alcohol testing names were passed on to school districts, and that all school districts were provided with appropriate and timely supplies.

Program Coordinator also worked with Arkansas Mobile Drug Testing to ensure all nurses in school districts were provided opportunities for training and training updates.

All participating school districts followed DOT drug and alcohol testing requirements.

MAJOR HIGHLIGHTS OF THE YEAR:

New policies regarding "NegativeSafetyConcern" tests was shared with districts who received this test result.

PROGRAM PERFORMANCE DATA:

Random Drug Tests - 140 complete *37 tests are scheduled to be completed by 5/22/26

Random EBT (alcohol) Tests - 37

Other Tests (Random, Pre-Employment, Post Accident, Other) - 51 complete *Others may occur before the end of the quarter.



CAREER AND TECHNICAL EDUCATION

PROGRAM: Career and Technical Education
FUNDING SOURCE: Carl D. Perkins Federal Funds and DCTE State Funds
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Crossett	Dermott
DeWitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Strong-Huttig	Warren
Woodlawn		

PERSONNEL:

Name: Allison Ray	Name: Melissa Prince
Position: CTE Coordinator	Position: CTE Assistant
Degree: Bachelor of Business Admin.	Degree: Bachelor of Science - Wildlife Man.

GOALS:

Career and Technical Education (CTE) serves as a vital bridge for secondary students, equipping them with the skills and knowledge to seamlessly transition into the workforce or pursue further education after high school. Formerly known as vocational education, CTE offers a range of technical disciplines, including agriculture, business, family & consumer sciences, automotive mechanics, medical professions, construction, welding, and more. Our overarching objective is to empower every student to confidently embark on their chosen path, whether entering the workforce, pursuing higher education, or serving in the military. To gauge our effectiveness, we focus on performance indicators such as CTE students' proficiency in standardized tests, high school graduation rates, post-graduation placement success, engagement in nontraditional fields, and attainment of industry-recognized credentials.

PROGRAM SUMMARY:

As coordinator of the Southeast Arkansas Career and Technical Education Consortium, I oversee the annual grant application process and allocate funds to area schools for projects aligned with the Arkansas Division of Career Education performance indicators. Our office also supports schools through start-up grant submissions, completion and placement reporting, technical assistance, and professional development opportunities.

For the 2025–26 school year, the consortium received \$340,444.11 in annual Perkins grant funding. Key allocations included:

- \$20,810.06 for professional development and travel



- \$20,180.75 for student industry-recognized certifications
- \$103,740.95 for web-based curriculum and certification-preparation software
- \$97,665.34 for classroom equipment and supplies across Southeast Arkansas

Remaining funds supported program management and administrative operations.

Major Highlights of the Year

In addition to annual grant funding, the consortium successfully secured multiple competitive grants for area schools and programs:

- Two start-up grants were approved by the Arkansas Division of Career and Technical Education:
 - Hermitage High School received \$51,954.98 to support its new Agricultural Power, Structural, and Technical Systems program.
 - Woodlawn High School received \$41,735.00 for its Animal Science program.
- Hamburg High School received funding during the 2025–26 school year for its new Banking and Finance pathway. Funding for Hermitage and Woodlawn High Schools will be distributed on July 1, 2026.
- Competitive innovation grants totaling \$50,450.00 were also awarded:
 - Star City High School received \$8,450.00 to enhance its Biomedical Sciences program.
 - Southeast Arkansas Education Service Cooperative received \$42,000.00 to support its Girl Power Event initiative.
- The consortium secured an additional \$4,164.25 grant to reimburse high schools for student industry certification costs.
- A \$10,000.00 professional development grant funded new teacher training, CTE teacher retention activities, Careers teacher licensure endorsement training, and AWS certification training for Agriculture and Welding teachers through the American Welding Society.
- A \$65,000.00 state coordination grant supported consortium-level coordination efforts through the Arkansas Division of Career and Technical Education, strengthening regional CTE initiatives and collaboration.

PROGRAM PERFORMANCE DATA

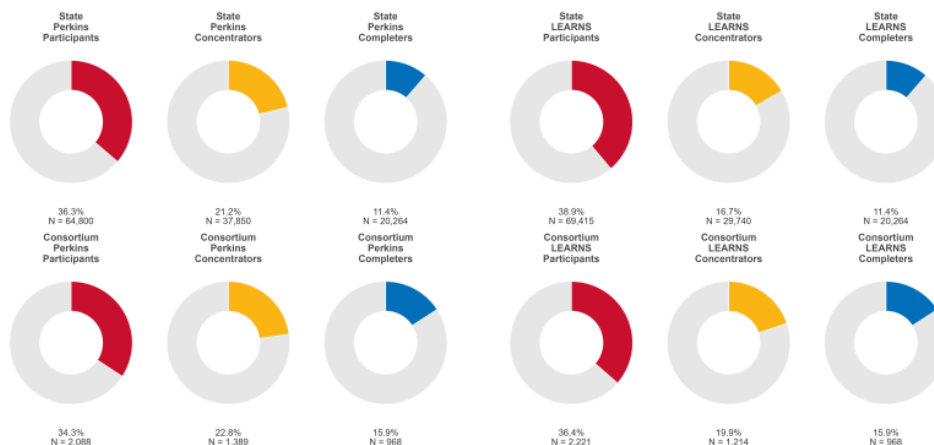
[2025 Perkins Performance Report](#)

[2025 Perkins Summary Report](#)



2025 CTE SUMMARY REPORT

SOUTHEAST SERVICE COOP



Four-Year Adjusted Cohort Graduation Rate (ACGR): Averaging greater than 98 percent indicates high success in ensuring CTE students graduate within the expected time frames. This reflects well on the effectiveness of support systems and interventions to help students stay on track academically. The state determined performance level, or performance target, was 82%, and the Southeast Perkins Consortium had 98.8% of CTE concentrators graduate on time.

Academic Proficiency Scores in Reading Language Arts: 32.4% of CTE concentrators demonstrate commendable proficiency in literacy skills, compared with 42.7% of CTE students statewide and a performance target of 53.75% proficient. This suggests that effective instructional strategies and interventions to enhance reading and language arts proficiency are needed in our CTE pathways.

Academic Proficiency Scores in Mathematics and Science: Performing at 18.5% in mathematics, compared to a goal of 11%, and 35% in science, indicate a positive trajectory in STEM subjects. The goal for science proficiency is 41%. Continued efforts to strengthen mathematics proficiency and sustain growth in science are essential for ensuring well-rounded academic preparation.

Post-Graduation Transitions: 96.5% of CTE graduates are enrolled in postsecondary education, the military, or the workplace after graduation, reflecting the effectiveness of CTE programs in preparing students for various pathways beyond high school. The performance target was 80%.

Nontraditional Student Enrollment: 84.9% of nontraditional students signifies a growing diversification of CTE program participation, which is essential for promoting inclusivity and

meeting the needs of a diverse student population. The state determined performance level, or performance target, was 39%.

Industry Certification Attainment: 4.8% of students receiving an H2 industry certification reflects the strong alignment of CTE programs with workforce needs and the emphasis on providing students with tangible skills and credentials for career readiness. Considering this is the first year H2 certifications are used as the measurement tool, rather than all industry-recognized certifications, we are satisfied with 4.8% against the target of 5%.

Merit and Distinction: This is the first year that merit and distinction demonstration has been counted as a Perkins state-determined performance level. The target set for all consortia was 5%, and 17.3% of our CTE graduates met it. Remember, the formal (full) merit/distinction business rules will not be fully implemented until the graduating class of 2028.



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.



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

PROGRAM: Digital Learning – Virtual Arkansas (2024-2025 Academic Year)
FUNDING SOURCE: ADE Grant – Act
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING SOUTHEAST ARKANSAS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

District	Served (Yes or No)
CLEVELAND COUNTY SCHOOL DISTRICT	Yes
CROSSETT SCHOOL DISTRICT	Yes
DERMOTT SCHOOL DISTRICT	Yes
DEWITT SCHOOL DISTRICT	Yes
DREW CENTRAL SCHOOL DISTRICT	Yes
DUMAS SCHOOL DISTRICT	Yes
FORDYCE SCHOOL DISTRICT	Yes
HAMBURG SCHOOL DISTRICT	Yes
HERMITAGE SCHOOL DISTRICT	Yes
LAKESIDE SCHOOL DISTRICT (Chicot County)	Yes
MCGEHEE SCHOOL DISTRICT	Yes
MONTICELLO SCHOOL DISTRICT	Yes
STAR CITY SCHOOL DISTRICT	Yes
WARREN SCHOOL DISTRICT	Yes
WOODLAWN 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



DIRECTOR'S OFFICE/ADMINISTRATION

PROGRAM:	Director's Office/Administration
FUNDING SOURCE:	Base Funds
COMPETITIVE GRANT:	No
RESTRICTED:	Yes
PERSONNEL:	Nathan White, Director - BA, MA, Ed.S, EDD Sarah Long, Administrative Assistant to the Director, Facilities & Functions Coordinator - High School Kathy Cameron, Business Manager, Payroll - High School Ashlee Orrell, Assistant Business Manager - BA Leigh Bodiford, Accounts Receivable / HR - High School

PROGRAM SUMMARY:

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

FINANCES:

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



DYSLEXIA

PROGRAM: Literacy Supports

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

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland Co.	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Latanza Atkins

Position: K-12 Dyslexia Specialist

Degree: Bachelor of Arts in English; Master of Arts and Science of Teaching

GOALS:.

The dyslexia specialist shall provide technical support to districts by:

- Building relationships with districts and providing professional learning around the Dyslexia Resource Guide; creating district profiles and analyzing initial reporting data.
 - Develop a Technical Assistance Plan for each district and conduct a risk assessment for assigned districts based on Cycle 7 reporting.
 - Build the capacity of districts to effectively implement processes and systems for utilizing tools approved for screening, identifying, and monitoring students with characteristics of dyslexia.
 - Provide technical assistance and professional learning around Third Grade Promotion,
 - Participate in and provide professional learning and technical assistance around dyslexia and related disorders.
 - Provide technical assistance around data analysis of progress monitoring data to determine effectiveness of interventions.
-

PROGRAM SUMMARY:

The dyslexia specialist is instrumental in enhancing literacy education across multiple school districts, as mandated by the LEARNS Act. The specialist provides comprehensive support, including data collection, professional development facilitation, and intervention implementation. The dyslexia specialist's activities span from fidelity checks, supporting new interventionists, modeling, assisting with level 1 and level 2 screening, and assisting with creating or refining district dyslexia protocols and procedures.



MAJOR HIGHLIGHTS OF THE YEAR:

The Dyslexia Specialist supported schools in a variety of ways, including:

- Encouraging districts to create and adopt a district dyslexia screening protocol/procedures
- Had 80% attendance from districts at all job alike meetings
- Attended all virtual and face to face DESE Unit Meetings
- Met with D and F districts monthly
- Conducted monthly job-alike meetings for dyslexia interventionists and contacts
- Provided continuing education units (CEU) for CALP and CALT distinction
- Supported new interventionists with organization, program delivery, and progress monitoring
- Conducted risk assessments of at-risk districts regularly
- Provided professional learning for paraprofessional

The dyslexia specialist continues professional learning and growth by:

- Participated in book study with cooperative team- *Reset* by Dan Heath
- Completed online professional learning for UFLI
- Completed online professional learning with Keys for Literacy
- Continuous research and study about reading difficulties, dyslexia, and intervention
- Actively seeks feedback from administrators, interventionists, and direct supervisor

PROGRAM PERFORMANCE DATA:

- Risk Analysis
- Professional Development Attendance



EARLY CHILDHOOD SPECIAL EDUCATION

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Federal and State Grant / ADE

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
DeWitt	Fordyce	Monticello
Drew Central	Hamburg	Star City
Crossett	Hermitage	Warren
Dermott	Lakeside	Woodlawn

PERSONNEL:

Name: Michele Hoyt
Position: Coordinator
Degree: Masters

Name: Marilyn Gorman
Position: Admin. Assistant
Degree: HSD

Name: Tonia Bolin
Position: Assistant Coordinator
Degree: Masters

Name: Sheena Tucker
Position: EC Parapro/Office Clerk
Degree: HSD

Name: Nancy Trantham
Position: Speech Clerical Assistant
Degree: Business Tech Technology Certificate

GOALS:

It is the goal of the Early Childhood program to address the needs of children with disabilities through speech, occupational therapy, physical therapy, and teacher – facilitated direct instruction. We strive to offer districts support to ensure that all children with disabilities have the ability to participate with their peers.

PROGRAM SUMMARY:

The Early Childhood program serves children with disabilities aged three to five. The program includes the following delivery options: public school classroom, itinerant, integrated preschool, and homebound. Services provided include screening, diagnostic services, and preschool instruction in the following domains: social-emotional, self-help, motor, language and cognition, speech therapy/language development, and physical and occupational therapy. The program is funded by a federal and state grant through the Arkansas Department of education in accordance with IDEA 1997.



MAJOR HIGHLIGHTS OF THE YEAR:

- Child Find
- Developmental/Speech Screenings
- Hearing/Vision Screenings
- Developmental Assessments
- Speech Assessments
- Conferences w/Parents
- Quarterly Progress Reporting
- Yearly Progress Reporting
- Summer Services
- EIDT Services

PROGRAM PERFORMANCE DATA:

School District	Total Screenings	Dec 1 Count 2025	Children Transitioned needing services 24-25 school year	Dismissed not needing services 24-25 school year
Cleveland County	87	24	8	4
Crossett	153	85	16	27
Dermott	42	37	3	20
DeWitt	77	49	7	23
Drew Central	69	37	9	17
Dumas	75	49	4	24
Fordyce	58	34	2	9
Hamburg	139	69	15	30
Hermitage	50	19	3	8
Lakeside	86	40	4	11
McGehee	115	83	8	25
Monticello	182	85	13	25
Star City	89	49	11	11
Warren	179	74	19	16
Woodlawn	35	14	4	4
Out of coop area	23	8	1	2
Total	1,459	748	127	256



EDUCATIONAL EXAMINER

Program: Educational Examiner
Funding Source: LEA Shared Service
Competitive Grant: No
Restricted: Yes

Participating Districts:

Cleveland County
Hermitage
Warren
Woodlawn

Personnel:

Name: Holly Brown
Position: Educational Examiner
Degree: Master of Science

Goals:

To provide diagnostic information to the appropriate programs for students with disabilities.

Program Summary:

Implement the special education appraisal process. Assess the educational, learning styles, and program needs of students referred for special education services. Provide diagnostic information and work cooperatively with instructional personnel to provide the most appropriate programs for students with disabilities.

Major Highlights of the Year:

- This year, I have been able to evaluate and re-evaluate students so they may be able to receive the proper education services needed.
- The LEAs for my districts and I have worked closely together to ensure the proper testing is completed so that students have the support and tools needed to succeed.
- The districts I work for have provided new, updated testing kits for the 2025-2026 school year to ensure the most accurate assessment results are achieved during the evaluation process.



ENGLISH for SPEAKERS OF OTHER LANGUAGES (ESOL)

Program: ESOL
Funding Source: LEA Shared Services
Competitive Grant: No
Restricted: Yes

Participating Districts: Statewide

Personnel:

Name	Position	Degree
Maria Touchstone	ESOL Program Director	M.Ed.

Goal:

The Division of Elementary and Secondary Education (DESE) English Learner (EL) support program is the result of collaboration between the Curriculum and Instruction sections and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary

ADE works with schools and Education Service Cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with school improvement program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards
- implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

FACILITIES CONSORTIUM

PROGRAM: Facilities Consortium

FUNDING SOURCE: Co-op Consortium

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Scotty Holderfield

Position: Facilities Coordinator

Degree: Masters

GOALS:

Our goal is to provide accurate and timely information and assistance to districts in all matters related to facilities. We advise district administrators and file applications and agreements for partnership projects. Throughout the life of a project we consult with the superintendent or her/his designee. We provide required training for maintenance and custodial employees annually. We assist district personnel with *Operationshero* issues. We are members of the Arkansas Association of School Facilities Planners, and actively participate in the organization. We advocate the issues of concern to our local districts concerning the partnership program. We maintain regular and, we believe, effective communication with personnel from the division, assisting district personnel as needed in following Division requirements as to construction processes and requirements including fund reimbursement processes.

PROGRAM SUMMARY:

We serve as the major advisor and resource for the 15 districts of Southeast Education Service Cooperative in matters related to facilities and related funding opportunities for partnership projects. We assist district personnel as needed in following Facilities Division requirements as to construction processes and procedures including fund reimbursement processes. Further, based upon experience as a school district superintendent, we assist and/or advise superintendents and other district personnel in any matter of concern upon request. We provide annual training opportunities for maintenance and custodial employees. We also provide guidance and assistance to district personnel who deal with the operation and supervision of *Operationshero.com* software.



MAJOR HIGHLIGHTS OF THE YEAR:

- We submitted partnership project applications. We assisted districts in carrying out the requirements of the Division related to executing both partnership and locally funded projects. Services included advisement to district administrators, filing of necessary forms, assisting with project reimbursement requests, and serving as liaison between the district and the Division.
 - We worked with each district to submit the 2026 facilities master plan update.
 - We provided training for approximately 175 custodial and maintenance employees during June and July of 2025.
 - We provided information and advice regarding facilities issues to the 15 districts of the consortium.
 - Upon request, we provided training and support for district employees who use OperationsHero.
-

PROGRAM PERFORMANCE DATA:

- Successfully filed new facilities master plan updates for all 15 districts of Southeast Education Co-op.
- Trained 175 custodial and maintenance staff of co-op districts in topics required by the state.
- Filed Construction Approval Forms with the facilities division for the districts of Southeast Education Co-op, each form representing a locally funded or partnership construction project.
- Attended meetings of the Southeast Education Co-op board of directors to share information regarding facilities issues.
- Communicated with superintendents by phone, email and in person to provide counsel regarding facilities issues.



FINANCIAL ADVISOR

PROGRAM: Financial Advisor
FUNDING SOURCE: Co-op Consortium
COMPETITIVE GRANT: No
RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Crossett	Dermott
Dewitt	Drew Central	Dumas
Fordyce	Hamburg	Hermitage
Lakeside	McGehee	Monticello
Star City	Warren	Woodlawn

PERSONNEL:

Name: Norman Hill
Position: Financial Advisor
Degree: MEd

GOALS:

To provide districts within the cooperative region with financial assistance.

PROGRAM SUMMARY:

Norman Hill consults with districts to provide financial assistance during the year. He also attends board and community meetings and provides professional development sessions as requested.

MAJOR HIGHLIGHTS OF THE YEAR:

The major highlights of the 2025-26 school year include working with school districts with financial issues connected to the LEARNS Act as well as providing guidance to school districts in cutting expenses to offset the loss of funds due to student loss.. Also helping in planning for the 2026-27 school year with all of the uncertainty of funding.

PROGRAM PERFORMANCE DATA:

100% of the districts in the region have opportunities for financial assistance and 100% of the districts take advantage of these opportunities.



FINGERPRINTING

PROGRAM: Fingerprinting

FUNDING SOURCE: Base

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Briana Colburn

Position: Media/Print/Fingerprinting Coordinator

Degree: High School

GOALS:

Our goal is to fingerprint individuals in order to complete the background check needed for educational employment.

PROGRAM SUMMARY:

Provide fingerprinting for teachers and staff renewing their licenses, transferring employment and new hires, usually within our 15 districts. Also, provide fingerprinting for ESS substitute hires.

MAJOR HIGHLIGHTS OF THE YEAR & PROGRAM PERFORMANCE DATA:

There were over 805 employability checks administered to teachers, administrators, staff and those seeking to substitute teach, in the past year. We were able to take our portable machine to some of our districts and offer on-site fingerprinting. This helped our districts with all of their new hire employees as well as license renewals for current employees. 100% of our districts take advantage of the opportunities for fingerprinting as well as community members.



HIPPY (Home Instruction for Parents of PreSchool Youngsters)

PROGRAM: HIPPY

FUNDING SOURCE: Arkansas Better Chance

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Crossett	Hermitage
DeWitt	Lakeside
Drew Central	McGehee
Dumas	Monticello
Hamburg	Warren

PERSONNEL:

Name: Katrina Cavaness
Position: Admin Coordinator
Degree: B.S. Psychology

Name: Ashley Wilmoth
Position: Office Manager/Asst. Coordinator
Degree: B.S. Education Studies; M.S. Early Childhood

GOALS:

The goal of the SEARK HIPPY program is to reach families in their home setting; empower parents in the educational role as their child's first teacher; assist parents to better prepare their child for success in school; and to serve as a liaison between the home and the public schools.

PROGRAM SUMMARY:

The HIPPY (Home Instruction for Parents of Preschool Youngsters) program is funded for 452 children in Southeast Arkansas. We work with the parents of children aged 2-5 (non-kindergarten eligible) residing in ten school districts within the Cooperative area who meet Arkansas Better Chance eligibility requirements. The families are served by:

1 Administrative Coordinator
1 Office Manager/ Asst. Coordinator
2 Field Coordinators (all have Master's degrees in Early Childhood Education)
20 Home Based Educators (CDA or A.A. in Early Childhood Education or higher)

- HIPPY staff members deliver the HIPPY model program curriculum, books, and supplies to parents on a weekly basis for up to 30 weeks per school year. The curriculum for non-kindergarten eligible 5 year olds is delivered every two weeks per HIPPY protocol.
- HIPPY staff at each program site host a monthly group meeting with fun learning activities for parents and children. The group meetings are designed to provide information on topics of interest to parents, increase socialization of parents/children, and to facilitate school familiarity as most meetings are held on school property.
- HIPPY staff are trained each week on the curriculum using role play techniques so they are better prepared to work one-on-one with the parent. A sample of the child's work is obtained each week for inclusion in the child's case record.

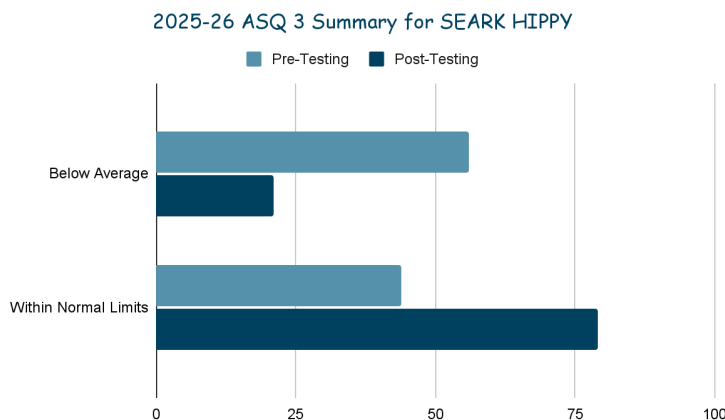
- HIPPY staff members are highly trained in the program implementation to ensure adherence to HIPPY model program standards. Arkansas Better Chance requires at least 30 hours of additional training each year in early childhood development for all front-line staff members.
- The Ages and Stages (ASQ) developmental screening is administered at least twice per year to identify developmental delays and make appropriate referrals for services. We also use this data as a pre/post assessment to measure growth during the program year.

MAJOR HIGHLIGHTS OF THE YEAR:

- 365 families were served by the HIPPY program during the 2025-26 school year.
 - 61 HIPPY group meetings were held during the program year serving 3296 attendees.
 - Program completed 5- year endorsement visit. Visit included staff meeting observation and role play, home visits, reviewing records and data, evaluating program management and exit interviews with field coordinators. The program was granted endorsement while in many areas exceeding the required standard.
 - One staff member who is a T.E.A.C.H. Scholarship recipient, obtained an Associates of Applied Science in Early Childhood in August 2025.
 - One staff member is a T.E.A.C.H. Scholarship recipient working towards an A.A. in Early Childhood Education. She was awarded the scholarship in March to start working toward that goal in Fall 2026.
 - Several staff members were recognized at the state AHVN conference for their years of service to the HIPPY program.
-

PROGRAM PERFORMANCE DATA:

For more information about the [ASQ Data](#) outcome click here.





LOCAL LEAD

PROGRAM: EARLY CHILDHOOD LOCAL LEAD
FUNDING SOURCE: Arkansas Department of Education
COMPETITIVE GRANT: YES
RESTRICTED PARTICIPATING ORGANIZATIONS:

This year our catchment area includes Ashley, Bradley, and Drew Counties.

The following early childhood providers participate on a regular basis: Crossett ABC, Hamburg ABC, Portland ABC, Kids Korner, Carousel School, Head Start Hamburg, Discovery Center, Hermitage ABC, Warren ABC, FPC Childcare Center and ABC, Head Start Warren, Monticello ABC, Drew Central ABC, Head of the Class, Jelly Bean Junction, and Ladders for Learning.

PERSONNEL:

Jessica Griffin, MSE, Local Lead Captain

GOALS:

The LEARNS Act is set in place to improve the experiences of families and providers by establishing local early childhood lead organizations for a more unified system that ensures children enter kindergarten ready to learn.

The mission of the Southeast Arkansas Education Service Cooperative Local Early Childhood Lead Agency is to advance quality early care and education in our community through mutual partnerships with providers, families and stakeholders, in accordance to the Arkansas Learns Act.

OBJECTIVES:

- Support families by connecting them to quality programs and resources, through family centered events and opportunities for parent voice.
- Support providers and staff with quarterly meetings, connections to quality resources, supportive local training and maintaining a local connection to the state.
- Identify gaps in services, collect data and report to the Office of Early Childhood while establishing a comprehensive, locally supported plan.

PROGRAM SUMMARY:

The LEARNS Act stipulates that the local lead organizations serve as partners to execute the state's early childhood plan on using available resources to prepare children for Kindergarten. In this year, Jessica Griffin is the public-facing captain to oversee the local childhood efforts, raise awareness of the benefits of early childhood and serve as the single point of contact for families and community partners. The program has completed an unduplicated child count of children ages birth- 5 within each of the counties who receive public funds. A needs assessment for early childhood has been completed and a local plan has been developed to meet those needs. A coordinated funding report was also completed in the fall showing the number of children in funded seats and the request for additional funding for the next school year.

This year, the Office of Early Childhood has requested that each publicly funded classroom receive a CLASS observation by a certified observer. These observations will wrap up on June 12, 2026 for the school year with promising data to lead training and growth in kindergarten readiness for the 2026-2027 school year.



Through this program Jessica has also been able to secure the Professional Services Grant for early childhood to support foundational training and support for program providers in all of SE Arkansas. This will also require an assistant to be hired to help with the additional duties that will start with a hire date of Jul 1, 2026 .



MATH SPECIALIST

PROGRAM: Math Specialist

FUNDING SOURCE: Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Katlin Hogue

Position: Specialist

Degree: Bachelors in K-6 Elementary Education; Masters in K-12 Special Education

GOALS:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, parents, SPED, and Title 1 math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY:

SEARK Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics program for grades K-12, established by ACT 1392 of 1999 for improving mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration of lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum.

MAJOR HIGHLIGHTS OF THE YEAR:

Professional Development:

Elevate Math Fluency: Kick-off Session

Blurb: A six-hour professional learning journey to uncover the importance of math fluency and dispel common fluency fallacies. Participants gained insight into related truths and acquired practical strategies, tasks, games, and routines for improving math fluency skills in their classrooms while learning how to support Arkansas fluency standards.

Elevate Math Fluency: Addition/Subtraction of Whole Numbers

A dynamic session designed to empower educators with innovative strategies for building fluency in addition and subtraction of whole numbers. Teachers explored engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence.

Elevate Math Fluency: Multiplication/Division of Whole Numbers

A dynamic session designed to empower educators with innovative strategies for building fluency in multiplication and division of whole numbers. Teachers explored engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence.

SE Aligning Curriculum to Achievement: A K–5 Deep Dive

Join us for a two-day professional learning experience designed to bring clarity and purpose to your instruction. This session will focus on unpacking K-5 Arkansas State Standards and examining how they align with your current curriculum and daily instructional practices.

Together, we will:

- Develop a shared understanding of what proficiency and growth look like
- Analyze curriculum materials through the lens of achievement expectations
- Identify gaps, strengths, and opportunities to better align instruction to student outcomes
- Collaborate with colleagues to strengthen planning and instructional decision-making

This hands-on, collaborative PD is designed to support teachers in making intentional instructional choices that directly impact student achievement. Participants will leave with a clearer vision of expectations, practical alignment strategies, and tools they can immediately apply in the classroom.

SE Building K-12 Thinking Classrooms

This professional learning will focus on helping K-12 teachers create classrooms that foster deeper mathematical thinking among their students. Peter Lilledahl's book, *Building Thinking Classrooms in Mathematics (Grades K-12): 14 Teaching Practices for Enhancing Learning*, offers strategies for engaging students in meaningful math activities that promote critical thinking, problem-solving, and collaboration. Not only will participants learn about the 7 essential strategies based on his research to start the process of engaging students in thinking for longer periods of time, but also ways to begin setting up conditions in the classroom to promote mathematical thinking.

SE K-5 Closing the Gaps: Building Effective Math Intervention Systems

Join us for a hands-on, collaborative session designed to strengthen math intervention systems and ensure every student has access to the support they need to succeed. Participants will explore the key components of strong intervention systems and examine real-world examples of systems, structures, and schedules that work. Through guided reflection, discussion, and planning, educators will move from insight to action; identifying concrete next steps they can implement immediately.

A significant portion of the session will be dedicated to organizing, researching, and preparing resources for the 2026–2027 school year, giving participants valuable protected time to plan intentionally, align supports, and leave with tools and plans they can actually use.

If you're ready to move beyond compliance and build meaningful, sustainable math interventions that close learning gaps, this session is for you. Come ready to collaborate, reflect, and plan for impact!

SE Aligning Curriculum to Achievement: A 6-12 Deep Dive

Join us for a two-day professional learning experience designed to bring clarity and purpose to your instruction. This session will focus on unpacking 6-12 Arkansas State Standards and examining how they align with your current curriculum and daily instructional practices.

Together, we will:

- Develop a shared understanding of what proficiency and growth look like
- Analyze curriculum materials through the lens of achievement expectations
- Identify gaps, strengths, and opportunities to better align instruction to student outcomes
- Collaborate with colleagues to strengthen planning and instructional decision-making

This hands-on, collaborative PD is designed to support teachers in making intentional instructional choices that directly impact student achievement. Participants will leave with a clearer vision of expectations, practical alignment strategies, and tools they can immediately apply in the classroom.

SE 6-12 Closing the Gaps: Building Effective Math Intervention Systems

Join us for a hands-on, collaborative session designed to strengthen math intervention systems and ensure every student has access to the support they need to succeed. Participants will explore the key components of strong intervention systems and examine real-world examples of systems, structures, and schedules that work. Through guided reflection, discussion, and planning, educators will move from insight to action; identifying concrete next steps they can implement immediately.

A significant portion of the session will be dedicated to organizing, researching, and preparing resources for the 2026–2027 school year, giving participants valuable protected time to plan intentionally, align supports, and leave with tools and plans they can actually use.

If you're ready to move beyond compliance and build meaningful, sustainable math interventions that close learning gaps, this session is for you. Come ready to collaborate, reflect, and plan for impact!

Highlights with the following districts:

Cleveland County- Zoomed with Mrs. Walker and staff reviewing/receiving an overview of 3 different curriculums from December-March. Had a final zoom meeting with Mrs. Walker in May to discuss plans for adoption of an HQIM.

Crossett- Presented the Math Leadership Walkthrough tool to the middle school principal, assistant principal, and instructional facilitator. We then observed and provided purposeful feedback for 5-8 teachers using the math learning walkthrough tool over multiple occasions. Coached teachers in implementation of Eureka Math and Illustrative math and assisted in

classroom management beginning in January. Looked over data with the math instructional facilitator.

Dermott- Presented the math learning walkthrough tool to the principal and instructional facilitator. We then observed and provided purposeful feedback for 4th-10th grade teachers using the math learning walkthrough tool over multiple occasions. Provided support in implementation of the HQIM adopted by Dermott Schools. (Kendall Hunt's Illustrative Mathematics) Conducted coaching cycles and support with a 4th grade teacher and 5th and 6th grade teacher throughout the school year over curriculum implementation. Modeled lessons in 4th grade. Assisted the HS teacher in implementing the district adopted HQIM and discussed data with each campus.

Dewitt- Zoomed with the instructional facilitator at DES to discuss trends they were seeing before testing began.

Dumas- Presented the math learning walkthrough tool to the principal, instructional facilitator, and district curriculum specialist. We then observed and provided purposeful feedback for K-8 teachers using the math learning walkthrough tool over multiple occasions. Presented PLCs monthly over data disaggregation, internalization, and the progression of learning across grade levels at the Elementary School. Attended a zoom session with the 8th grade Algebra 1 teacher provided through the state over internalization and becoming better Algebra 1 teachers using the district adopted HQIM (Kendall Hunt Illustrative Mathematics)

Fordyce- Conducted learning walks with the instructional facilitator in the 5th-Geometry math teachers rooms. Modeled lessons in 5th and 6th grade and conducted a coaching cycle and support with the 5th/6th grade teacher throughout the school year over curriculum internalization and ensuring implementation is occurring. Also Modeled a lesson in 7th and 8th grade and conducted a coaching cycle and support with the 7th/8th grade teacher throughout the school year over curriculum internalization and ensuring implementation is occurring. Collaborated with Lura Cooper to model a lesson for Geometry. Reviewed summative data with the high school campus and Mrs. Lawson.

Hamburg- Did a PD session with the middle school teachers looking at summative data over a 3 year period and aligning their standards to their curriculum. Began identifying standards that showed a lack of student growth/progress and teachers were going to be looking at this in preparing for the next year. Also shared a pacing guide digitally that could be used if they wanted.

Hermitage- Zoomed with Mrs. McGehee reviewing/receiving an overview of 3 different curriculums from December-March.

Lakeside- Presented the Math Leadership Walkthrough tool to the principal and instructional facilitator and observed and provided purposeful feedback for K-5 teachers using the tool. Conducted coaching cycles from September-May with one 3rd grade teacher, one 4th grade teacher, and one 5th grade teacher. Modeled lessons in 3rd and 4th grade.

McGehee- Presented the Math Leadership Walkthrough tool to all administration and observed and provided purposeful feedback districtwide in the fall and spring.

Monticello- Presented the Math Leadership Walkthrough tool to the assistant principal at the Middle School and conducted walkthroughs and provided purposeful feedback to 6th-Algebra 1 teachers using the tool in the fall and spring. Presented to their afterschool program how to look at their interim data to assist with interventions and homework time so work completed was directly tied to their performance on the ATLAS. I looked at data with Mrs. Rodriguez.



Star City- Supported the new Geometry teacher that was hired in January. Observed her teach two times and provided feedback during her planning period.

Warren- Presented the Math Leadership Walkthrough tool to the principal (Brunson). Zoomed with the Middle Schools team to discuss data usage to prepare for the upcoming summative testing. Training held in June and August over intervention.

Other Highlights:

- Arkansas State Math Standards overview & implementation
- Instructional Facilitator Support
- Classroom observations using the Math Leadership Walkthrough tool were conducted with several instructional facilitators at multiple school districts.
- Data Analysis of interim and summative assessments
- Lesson Planning
- Model Lessons

I modeled Illustrative Mathematics lessons and I-ready lessons in the following schools: Dermott, Dumas, and Lakeside.

- I modeled Envision and Eureka Math squared lessons in Fordyce schools.
- Supporting the Novice Teacher Program
- Supporting the implementation of curriculums for several districts.
- TESS observer certification obtained.

Math Specialists also worked with teachers throughout the year using the TNTP Coaching Cycle. There were 7 Math teachers coached in grades 3-6 at Lakeside, Dermott, Fordyce Elementary schools and 7th-Geometry at Fordyce High School.

PROGRAM PERFORMANCE DATA:

[Specialist Log](#)



MEDIA/PRINTING

PROGRAM: Media/Printing

FUNDING SOURCE: Base

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Briana Colburn

Position: Media/Print Coordinator

Degree: High School

GOALS:

The goal of the Media/Print Department is to provide materials for our instructors of professional development workshops within the cooperative. We also provide printing services for the schools within our 15 districts as well as teachers.

PROGRAM SUMMARY:

The Media/Printing Department provides printing for professional development workshops and meetings for cooperative coordinators and for our schools and teachers. We provide a variety of services including printing, laminating, poster printing and vinyl projects. We can print school handbooks, NCR forms (2, 3 and 4 part), as well as any other requests made by our districts. We also process all of the mail for each of our various programs within the cooperative when funding is available. Luncheons are also facilitated by this department.

MAJOR HIGHLIGHTS OF THE YEAR and PROGRAM PERFORMANCE DATA:

The print department has produced 236 school handbooks as well as 300 Parents' Rights handbooks. There were 10,500 NCR forms printed for several of our school districts. We produced 2,000 return addressed envelopes to a few of our school districts as well as 1,500 brochures. Teachers came in for printing and laminating in order to get their classrooms ready for the school year. There were about 136 posters and banners printed for our school districts and more for people and organizations within our community. 100% of our districts and their community members are eligible for services. 93% (14/15) of our districts took advantage of the services.



MENTORING

PROGRAM: Mentoring Program

FUNDING SOURCE: ADE, Mentoring Grant

COMPETITIVE GRANT: No

RESTRICTED:No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Brandie Everett

Position: Mentoring Program Specialist, ArPEP Site Facilitator

Degree: EdS in Ed Leadership, MSE in Educational Theory & Practice

GOALS:

- Provide novice teachers onsite and virtual assistance in order to differentiate and provide individualized support.
- Ensure that all novice teachers are assigned a teacher support person
- Provide licensure support to novice teachers
- Provide support to support teachers and experienced mentor teachers
- Establish norms of professionalism by providing code of ethics training to Year 1 novice teachers.
- Survey novice teachers regarding their plan to return to their teaching role.
- Novice teachers will complete surveys required by the novice mentoring program and DESE as required.

PROGRAM SUMMARY:

The Southeast Education Service Cooperative hosted a three-day summer professional development series tailored for novice teachers. The training focused on essential topics including Classroom Management, Student Engagement, the Code of Ethics, Family and Community Engagement, Professional Growth Plans (PGPs), and the Teacher Excellence and Support System (TESS).

To support educators preparing for the Praxis exam, Southeast ESC provided access to 240 Tutoring resources, [study.com](https://www.study.com), and Praxis study materials.

In partnership with TNTP, Southeast ESC actively supported the recruitment of both current and prospective educators into the Arkansas Professional Educator Pathway (ArPEP) alternative licensure program. The 2024–2025 school year marked the launch of Southeast ESC’s first year



implementing the ArPEP program, in collaboration with TNTTP and site facilitator, Brandie Satterlee.

Mentoring provided DESE's approved John Wink "Mentoring All Teachers to Excellence" training four days throughout the year.

MAJOR HIGHLIGHTS OF THE YEAR:

- All mentor teachers and novice teachers were provided on site or virtual support as needed.
- Provided praxis reimbursements for novice teachers that received support and passed their test.
- Implemented a monthly zoom meeting for Points of Contact and Mentor teachers to further enhance communication.
- Praxis coaching, 240 Tutoring, and praxis study books were available for novices needing praxis support.
- Sent check-ins to differentiate support
- Sent monthly checklist ideas to support teachers and experienced mentor teachers

PROGRAM PERFORMANCE DATA:

LICENSURE

- 210 novice teachers
- 45% standard license
- 28% provisional license
- 22% non-licensed
- 5% on Aspiring Teacher Permit
(As of May 13, 2026)

MAY SURVEY

Looking Ahead: Novice Teacher Plans for Next School Year

- 79% intend on teaching in the same district
- 7% are teaching at a different district
- 7% are looking for a position at a different district
- 7% are unsure



MIGRANT

PROGRAM: Migrant

FUNDING SOURCE: Migrant Education

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS: Statewide

PARTICIPATING DISTRICTS SE ESC:

Services are provided to all the school districts that have qualifying migrant students/families in the Southeast region. Migrant paraprofessionals/tutors work in the Dumas, Hamburg, Warren, and Hermitage school districts. School districts that have migrant students and/or out-of-school youth (OSY) which include school districts in Ashley, Bradley, Calhoun, Chicot, Cleveland, Columbia, Dallas, Desha, Drew, Lincoln, Ouachita, and Union County are also served.

PERSONNEL:

Name: Anabel Martinez

Position: Migrant/OSY Assistant

Degree: N/A

Name: Jairo Ramirez

Position: Migrant Specialist

Degree: AA/BS

GOALS:

The primary goal of the Migrant Program is to help migratory students meet the same challenging academic content and student academic achievement standards that are expected of all students.

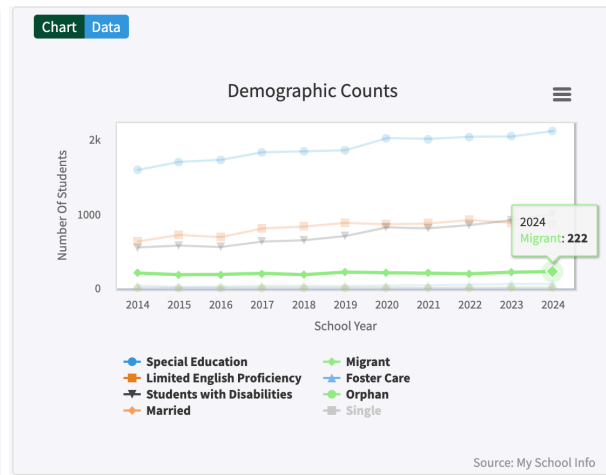
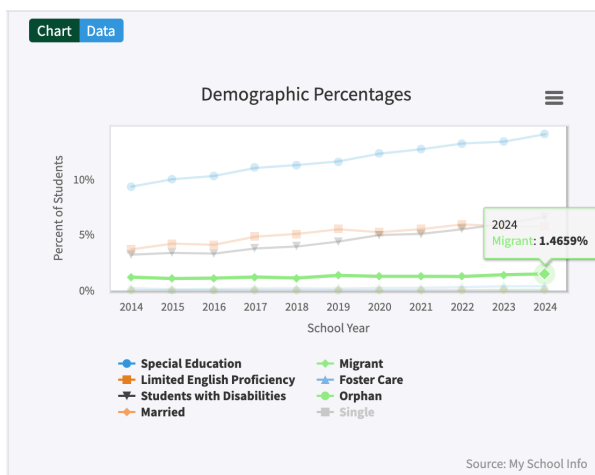
PROGRAM SUMMARY:

The Title I Part C - Arkansas Migrant Education Program is a federally funded program that provides services to the children of families who move seeking temporary or seasonal work in Arkansas's agricultural and fishing industries. The program is designed to help children ages three (3) through twenty (21), who are uniquely affected by the combined effects of poverty, language, cultural barriers, and difficulties pertaining to the migratory lifestyle.

MAJOR HIGHLIGHTS OF THE YEAR:

- Our coop is in the 7th year of the program, and we have learned a lot about the migrant program. As a team, we have accomplished the task of:
 - Writing and submitting a grant for the migrant program.
 - Providing our students from non-project schools with books, school supplies, and instructional assistance to help them succeed in school.

- Develop a schedule of meetings, establish purpose and goals of each meeting, and set agenda items to provide our district staff members with training and resources to increase work efficiency.
- The OSY were provided with the following aid and training:
 - Hydration training
 - Safety training
 - Health training
 - Pesticide training
 - Hygiene packets
 - PPE kits
- In our annual Regional PAC meeting this year, we had over 100 parents and students participate!!





OFFICE OF COORDINATED SUPPORT AND SERVICE

PROGRAM: Office of Coordinated Support & Service

FUNDING SOURCE: Smart Start/Title IIA/SPED/Title IV

COMPETITIVE GRANT: NO

RESTRICTED:

PARTICIPATING DISTRICTS: State Authority Districts, Districts Receiving Level 4 and Level 5 Support

PERSONNEL:

Name: Dr. Christopher Barnes
Position: Leadership Development Coach
Degree: BSE, MSE, EdD Curr & Inst Leadership

Name: Dr. Brent Miller
Position: Leadership Development Coach
Degree: BSE, MSE, EdD Leadership

Name: Julie Amstutz
Position: SPED Leadership Development Coach
Degree: BSE, MSE-Ed., MSE-EC SPED, EdS, Leadership

Name: Russ Sherrill
Position: THRIVE AR Director
Degree: BSE, MSE, EdS, Leadership

Name: Jason Miller
Position: Leadership Development Coach
Degree: BSE, MSE, Leadership

Name: Dr. Michael Watson
Position: State Behavioral Coach
Degree: PhD, School & Counseling Psych

Name: Dr. John West
Position: Leadership Development Coach
Degree: BA, M Div, EdD Leadership

Name: Uyolanda Wilson
Position: Leadership Development Coach
Degree: BA, BSE, MSE Leadership

Name: Renee' Holland
Position: Executive Assistant/Administrative Organizational Coach
Degree: BGS

GOALS: The Office of Coordinated Support and Service (OCSS) aims to provide assistance to any school or district for which the State Board of Education has assumed administrative authority under Arkansas law, including those that have been classified under Academic, Fiscal, or Facilities Distress by the State Board of Education, or those identified by the Division of Elementary and Secondary Education (DESE) as needing Level 4 Directed Support or Level 5 Intensive Support as outlined in Act 930 of 2017. To serve that purpose, the OCSS will provide on-site dedicated support in order to bolster the quality of the education program for identified districts as directed by the Secretary of Education. The OCSS will collaborate with district leaders and educational partners to enhance capacity for organizational change among the systems served. The OCSS will also generate quarterly reports to the Secretary of Education and the State Board of Education, which will detail the progress made by identified districts in improving their educational systems.



PROGRAM SUMMARY:

The primary function of the OCSS is to serve as a bridge to facilitate coordinated support efforts between the state-appointed superintendent and DESE under the direction of the Secretary of Education and the State Board of Education. In order to develop a plan for support, the OCSS conducts district needs assessments that identifies interventions and services needed to increase student achievement in all six systems of school operation: Academics, District Operations and Fiscal Governance, Human Capital, Facilities and Transportation, Student Support, Stakeholder Communication/Family and Community Engagement. Once the support plan is developed, the OCSS team partners with DESE, Education Service Cooperatives, and other external providers as needed to broker services and support in order to meet the prioritized needs of the district as directed by the Associate Deputy Commissioner of Education. The OCSS collaborates with schools and districts served to address identified needs in the following ways:

- Guides school and district leadership on curriculum alignment, instructional best practices, and data-driven decision-making to ensure that all students met or exceeded state academic standards;
- Assists school and district leadership in building comprehensive systems that address the academic, behavioral, and social-emotional needs of all students, including those requiring specialized services;
- Strengthens school capacity by supporting effective recruitment, development, and retention of qualified educators and leaders;
- Promotes sound operations and fiscal responsibility through oversight, technical assistance, and training in financial management and governance practices;
- Provides guidance to ensure school facilities are safe, compliant, and supportive of learning, while assisting with effective transportation and technology planning; and
- Aides school and district leadership in fostering meaningful partnerships with families and communities to support student success and shared accountability.

The quarterly reports submitted to the State Board of Education and the Secretary of Education outlined the successes and challenges of the districts in implementing organizational change efforts.

MAJOR HIGHLIGHTS OF THE YEAR:

Building Operational Autonomy & Academic Growth Through targeted engagement with OCSS leadership coaches, district and school leaders are coordinated with external providers as results of a comprehensive needs assessment, ensuring that services and support are coordinated in the areas of greatest impact. Building leaders are also strongly encouraged to exercise their professional autonomy—applying best practices in leadership, instructional supervision, and relationship-building—to cultivate an environment that promotes optimal academic and professional growth.

Because there is no pre-sculpted, universal model for effective leadership, OCSS partners with leaders to design systemic, customized frameworks grounded in six core systems: academics; student support and services; operations and fiscal governance; human capital; facilities and transportation; and community engagement.



While leadership teams often feel overwhelmed by the “big picture” and the complexity of navigating these interconnected systems, many districts continue to struggle with doing so independently and frequently default to OCSS for direct guidance. OCSS’s goal is to shift this pattern by strengthening leaders’ capacity to confidently manage these systems, make informed decisions, and sustain progress over time.

The Coaching Intervention To bridge this gap and cultivate long-term independence, OCSS coaches employ **targeted problem-solving and structured reflection**. This approach creates space for candid dialogue, examination of best practices, and clear rationalization of decision-making processes.

These structured reflection moments enable building leaders to accurately assess their specific support needs and move away from any notion of a *one-size-fits-all* or *cookie-cutter* models. Instead of OCSS coaches supplanting leadership responsibilities, this process reinforces the leader’s autonomy and professional judgment.

This hands-on, capacity-building model systematically strengthens internal leadership effectiveness and ensures sustainable growth within the school.

Strengthening Fiscal Oversight & Capacity OCSS significantly enhanced collaboration with external fiscal agents and district staff, establishing a more consistent, coordinated, and accountable framework for fiscal support. By implementing structured monthly and quarterly review processes, OCSS successfully improved districts’ visibility into their financial positions, reporting expectations, and critical deadlines.

Key Interventions & Support Areas

- **Fiscal Accuracy & Compliance:** Provided targeted guidance to improve budget accuracy, ensure appropriate fund utilization, and strictly align expenditures with allowable uses.
- **Operational Efficiency:** Facilitated strategic reviews of staffing efficiency and master schedule alignment, helping districts better match human resources to actual enrollment and available funding.
- **Internal Capacity Building:** Standardized internal OCSS processes and deepened team expertise regarding fiscal distress requirements to ensure high-quality, consistent coaching.

Impact and Accountability

Driving Measurable Improvement: All progress was rigorously documented within **Fiscal Distress and Early Intervention plans**. This systematic tracking ensures robust accountability, clear transparency, and continuous monitoring of district improvement efforts.

Cultivating Instructional Leadership for Literacy Growth This targeted coaching initiative focuses on strengthening principals’ instructional supervision and coaching capabilities to maximize teacher effectiveness. By leveraging baseline data from initial classroom visits to track ongoing growth, OCSS coaches collaborate seamlessly with local educational cooperative specialists and DESE RISE literacy coaches to deepen building-level support.



The Coaching Approach

- **Data-Driven Observations:** Scheduled classroom visits are paired with structured debriefs and actionable next steps to diagnose teaching skill gaps and embed high-yield instructional practices.
- **Cross-Curricular Strategy:** Principals are coached to lead the consistent implementation of campus-wide writing strategies drawn from **High-Quality Instructional Materials (HQIM)**.

[Atlas Summative Assessment Link](#)

Support efforts to designated Level 4 schools included the following:

- Conducted comprehensive reviews of school and district programming to ensure compliance and integrity among the six school systems;
- Provided targeted support and strategic guidance to school and district leadership to promote instructional effectiveness and enhance overall system efficiency;
- Conducted analyses of special education (SPED), Section 504, and disciplinary referral processes across multiple schools, advocating for clearly defined Multi-Tiered Systems of Supports (MTSS) to promote structured, collaborative, and data-informed decision-making;
- Organized and facilitated professional development to address disproportionality in identification of students in special education and disciplinary referrals;
- Collaborated with DESE officials to equip school and district leaders with tools to evaluate the quality of its human capital, including utilizing the Educator Effectiveness System (EES) and conducting licensure analyses to confirm appropriate licensure or approved pathways in order to accurately assess staffing needs;
- Provided technical assistance to school and district leaders in effectively managing school budgets by aligning financial resources with instructional priorities and guiding business personnel in implementing strong fiscal oversight practices and procedures; and,

PROGRAM PERFORMANCE DATA:

Implementation of Instructional Improvement Efforts:

This coaching cycle focused on leveraging classroom observations to establish baseline data, calibrate leadership feedback, and ensure compliance with state evaluation systems across participating districts.

Dumas Middle & High School

- **Coverage:** 100% of core classrooms were observed by both building administrators and OCSS to establish strict baseline growth data.
- **Focus Areas:** Weekly walkthroughs targeted classroom management, grade-level rigor, teacher pedagogy, high-level questioning, and student engagement.
- **Impact:** Principals shared data directly with teachers as a growth tool, while the combined leadership team utilized the walkthroughs to identify systemic strengths and areas for improvement.

Helena-West Helena (Central High & JF Wahl Elementary)

- **Frequency:** Averaged 8 observations per week in each building.
- **Evaluation Compliance:** All observation data was collected in EES to fulfill annual ratings, summative ratings, and Professional Growth Plan (PGP) requirements.



- **Calibration:** The district administrative team conducted weekly walkthroughs to calibrate observation data on identified areas of need, align feedback and support, and track progress via district spreadsheets.

Earle School District

- **Earle K-8 Academy:** Averaged **7 observations per week** collected in EES. Teachers were rigorously evaluated using the TESS rubric according to their specific cycles (annual ratings, summative ratings, and PGPs).
- **Earle High School:** Served entirely by a third-party virtual provider. Because all teachers of record were virtual, no observations were recorded in EES.

Implementation of developing a system to monitor teacher licensure that includes identifying specific people in the district responsible for the documentation and support of teacher licensure:

To ensure seamless compliance and operational alignment, each school district receiving support from OCSS leadership coaches has designated a specific licensure point of contact whose responsibilities are clearly outlined in their job descriptions, roles, and responsibilities. These individuals are responsible for the comprehensive documentation and support of teacher licensure, which includes creating and maintaining both physical files and electronic summaries for all licenses, temporary licensure plans (TLPs), and renewal deadlines. Through this structured system, these points of contact have successfully ensured that all necessary TLPs are verified and on file, while keeping OCSS closely abreast of personnel milestones, including who is actively obtaining a license and who is no longer on a temporary plan.

Furthermore, this partnership establishes regular checkpoints and progress evaluations to monitor staff advancement toward earning an initial license or maintaining a valid existing one within current laws, rules, and regulations. Every checkpoint is accompanied by clear, written documentation that accurately reflects the law and provides a curated list of supportive resources for staff. Crucially, while this system provides robust administrative oversight and coaching support, the written documentation explicitly identifies the individual staff member as the one ultimately responsible for earning and maintaining their professional licensure.

The collaboration between OCSS leadership coaches and participating districts is anchored by a structured accountability system where designated personnel are formally tasked with managing and supporting teacher licensure. This framework embeds specific compliance duties directly into staff job descriptions, mandating the maintenance of both physical and electronic records for all licenses, Temporary Licensure Plans (TLPs), and upcoming renewal deadlines. By formalizing these roles, districts effectively ensure that all necessary TLPs are securely on file while keeping OCSS continuously updated as educators successfully transition from temporary plans to full, professional licensure.

To maintain strict alignment with current legal regulations, the system utilizes routine evaluation checkpoints to track educators' progress toward earning or renewing their credentials. Each checkpoint is supported by clear written documentation that references state regulations and connects staff with essential compliance resources. Ultimately, while this system provides robust administrative tracking and OCSS coaching support, the formal documentation explicitly reinforces that the primary responsibility for achieving and maintaining valid licensure remains with the individual educator.

Implementation of evaluation and establishing clear guidance, communication and practices on licensed staff evaluation:

We successfully audited and updated the EES data prior to the evaluation cycle to ensure complete compliance and prevent mid-year corrections.

- **Roster Reconciliation:** Cross-referenced the district's Human Resources database with active EES user accounts. All newly hired, transferred, and returning licensed staff members were accurately reflected, and accounts for departed staff were deactivated.
- **Rubric Assignment Mapping:** Matched each licensed role to its specific state-approved or district-mandated evaluation rubric. Classroom teachers were assigned standard instructional rubrics, while specialized staff (counselors, speech-language pathologists, coaches) were aligned with their respective specialized frameworks.
- **Evaluator Assignment Pairing:** Paired every licensed staff member with a credentialed, qualified evaluator. Evaluator-to-staff ratios were monitored and maintained to ensure high-quality feedback throughout the cycle.

The "District Evaluation Guidebook" was formally codified and distributed, establishing clear expectations for cycles, rotations, and compliance metrics.

Processed and finalized annual performance tier ratings for all active licensed educators based on their professional practice, growth goals, and student metrics.

Comprehensive training and targeted support were delivered to ensure transparency and consistency across the district.

- **Administrator Calibration Training:** Conducted pre-service training for all evaluators focusing on inter-rater reliability, evidence-based feedback, and EES system navigation.
- **Licensed Staff Orientation:** Held mandatory orientation sessions during back-to-school professional development days to walk staff through rubric expectations, timelines, and evidence-submission processes.
- **On-Demand Support:** Maintained a centralized digital repository of video tutorials, goal templates, and artifact examples, providing continuous troubleshooting and technical assistance throughout the year.

A secure, dual-system archiving process was executed to ensure total compliance and audit readiness.

- **EES Digital Management:** Captured and verified all required digital signatures from both evaluators and staff on all observation notes, growth plans, and final ratings. Run-out reports confirmed that 100% of evaluations were successfully finalized in the system.
- **Physical Personnel Files:** Printed, signed, and filed hard copies of all final Annual Rating Sheets and Summative Evaluation Summaries within the employees' official HR personnel files.
- **Data Retention & Security:** Secured all physical records in locked storage and restricted digital access to authorized HR and administrative personnel, ensuring compliance with state record retention schedules.

Implementation in Student Support:

The OCSS Team provided direct guidance, onsite support, and coordination of various external resources to ensure consistency in student support efforts. The team worked closely with district leadership, school staff, and external partners to enhance student support systems, including academic interventions, behavioral supports, and mental health services.



In Earle School District, OCSS Behavior Support Lead focused on building the district's capacity to implement a sustainable Multi-Tiered System of Support (MTSS), emphasizing behavior systems, leadership development, and instructional support. He collaborated with district leaders to establish a shared understanding of MTSS, supported data collection through tools like the District Systems Fidelity Inventory (DSFI), and helped develop systems for long-term improvement.

OCSS coached administrators on using data, including the Benchmarks of Quality (BOQ), to identify priorities and strengthen Tier I, II, and III supports. Through site visits, leadership meetings, and classroom observations, he guided the development of actionable plans to improve instruction, student engagement, and support for students with complex needs.

OCSS also supported leaders in responding to behavioral incidents and improving evaluation practices, ensuring alignment with policy and MTSS frameworks. He worked with staff to strengthen evaluation processes and provided resources to support teacher development, while also collaborating with special education teams to improve services for students with significant needs.

Additionally, the team helped strengthen communication systems, including improving family engagement through PBIS Rewards. His work supported more consistent use of data, clearer leadership roles, improved evaluation practices, and a more cohesive approach to instruction and behavior across the district.

In Helena–West Helena School District, OCSS supported district leadership in strengthening MTSS implementation by introducing tools such as the District Systems Fidelity Inventory (DSFI) and Benchmarks of Quality (BOQ). He worked with leaders to assess current practices, review progress on prior goals, and plan for the 2025–2026 school year, noting gains at the secondary level and ongoing needs at the elementary level.

At the school level, OCSS Behavioral Support Lead conducted site visits, classroom walkthroughs, and meetings with staff to observe practices and provide feedback on intervention systems, particularly Tier II behavioral supports. He also participated in district-wide professional learning, focus walks, and planning sessions to help build alignment and capacity across schools.

Overall, the team helped strengthen leadership capacity, improve alignment between district and school practices, and support the development of a more consistent, data-driven MTSS framework.

In Lee County School District, focus was on strengthening behavior support systems, crisis response, and MTSS implementation across general and special education. OCSS partnered with leadership teams to complete and analyze the Benchmarks of Quality (BOQ), review past data, and establish timelines to guide continuous improvement.

OCSS Behavioral Support Lead also supported the district in responding to crisis events by observing, debriefing, and coaching staff, with an emphasis on clear roles, structured systems, and proactive planning to improve safety and coordination.

Additionally, the team worked with administrators and staff to build a more proactive, data-driven MTSS framework, emphasizing early identification of student needs, stronger Tier I



and II supports, and better alignment of academic and behavioral interventions. OCSS provided targeted support to special education teams, helping address the needs of students with significant behavioral and communication challenges.

Finally, the team assisted leadership in planning for future implementation by identifying students needing intensive support, strengthening intervention teams, and improving coordination across services, helping the district move toward a more systematic and data-informed approach.

Implementation of SPED Tiered Supports:

Actual performance data indicates that Tier 1 supports were implemented consistently throughout the grant period through the use of key resources including the DESE website, OSE website, and the Arkansas Special Education Process Guide. Beginning, middle, and end-of-year checklist data, along with the Finance 3-Month Snapshot resource, were utilized to monitor systems, compliance, fiscal management, and procedural reminders and practices from August 2025 through May 2026.

Within the Tier 2 supports, Earle School District demonstrated growth in several compliance and procedural areas over the course of the year. Child Find, IEP development, and Surrogate Parent procedures improved from the “Progressing” level at the beginning of the year to “Fully Functioning” by the end of the year. Transfer Students, Progress Monitoring, Health and Safety, Related Services, Data Collection, and Confidentiality remained “Fully Functioning” throughout the year. Areas including Qualified Providers, Teacher Training, Fiscal Management, Teaming, Transition, Family and Community Engagement, and Least Restrictive Environment (LRE) remained at the “Progressing” level, reflecting continued implementation and ongoing improvement efforts.

Additionally, in Tier 2 support, Lee County School District demonstrated progress in several compliance and procedural areas throughout the year. Child Find and Qualified Providers improved from the “Progressing” level at the beginning of the year to “Fully Functioning” by the end of the year. Surrogate Parent procedures, IEP development, Transfer Student processes, and Confidentiality improved from the “Not Attempting” category at the beginning of the year to “Progressing” at the end of the year. Progress Monitoring, Health and Safety, and Related Services remained “Fully Functioning” throughout the year. Areas including Teacher Training, Fiscal Management, Teaming, Transition, Family and Community Engagement, and Least Restrictive Environment (LRE) remained at the “Progressing” level, reflecting continued systems development and implementation efforts.

Blytheville School District in Tier 3 supports demonstrated strong performance across multiple compliance and procedural areas throughout the year. Child Find, Transfer Students, Confidentiality, Health and Safety, and Progress Monitoring remained “Fully Functioning” throughout the year. Qualified Providers, Surrogate Parent procedures, and IEP development improved from the “Progressing” level at the beginning of the year to “Fully Functioning” by the end of the year. Teacher Training, Teaming, Family and Community Engagement, Least Restrictive Environment (LRE), and Transition remained at the “Progressing” level, reflecting continued implementation and growth efforts. Related Services and Fiscal Management began the year at the “Fully Functioning” level and progressed to the “Sustaining” level by the end of the year.

Under Tier 3 support, the Lee County School District LEA Supervisor participated in the Arkansas Association of Educational Administrators (AAEA) Special Education Beginning Administrator

Program. The supervisor attended bi-monthly mentor/mentee meetings throughout the year, with the exception of December and March, and also participated in three face-to-face meetings with beginning administrators enrolled in the program. Additionally, LEA Supervisors from all three districts exceeded the requirement of attending at least three Educational Cooperative Special Education Supervisor monthly meetings. Blytheville School District and Earle School District administrators attended Crowley's Ridge Educational Service Cooperative (CRESC) meetings, while Lee County School District attended Great Rivers Educational Service Cooperative (GRESA) meetings throughout the year. Both districts also participated in the Data Institute in response to identify disproportionality concerns and to strengthen data review and improvement practices.

Implementation that the OCSS Special Education Leadership Coach will coordinate and implement a Special Education Beginning Administrator Program that delivers structured mentorship, professional learning, and virtual support to identified first-, second-, and third-year special education administrators:

The Special Education Beginning Administrator Program provided structured mentorship, professional learning, and networking opportunities to 47 beginning special education administrators representing 44 districts, educational cooperatives, and charter schools. Four experienced mentors facilitated mentor/mentee groups throughout the fall and spring semesters, with regular meetings documented through timesheets. All participants were assigned to a mentor group within seven days of enrollment, exceeding the target timeline for placement.

Participants were also provided access to a variety of resources and support tools, including the ESRSS webpage, data and accountability resources, and funding and finance guidance materials. Ongoing virtual sessions, peer networking opportunities, and mentor support helped strengthen collaboration, problem-solving, and leadership development among participating administrators throughout the program year.

100% of participants who attended the third face-to-face meeting completed the three-question interest survey. Post-training evaluations reflected a 100% satisfaction rate, with participants indicating that all the training were relevant and useful. Additionally, all participants were assigned a mentor within 30 days of enrolling in the program and reported that their participation in the program was beneficial.

Implementation of Fiscal and District Operations Support Efforts:

The OCSS Team provided targeted fiscal governance and school finance support designed to build sustainable financial practices and operational efficiency. The following areas were prioritized:

- **Staffing and Human Resource Efficiency**
 - OCSS collaborated with district leadership to assess staffing allocations and align personnel resources with student needs and enrollment trends. This included evaluating certified and classified staffing ratios, identifying inefficiencies, and recommending adjustments to ensure fiscal sustainability.
- **Fund Balance Management**
 - Districts received guidance on maintaining healthy fund balances in compliance with state requirements. This included support in forecasting year-end balances, identifying structural deficits, and implementing corrective actions to avoid fiscal distress.
- **Standard Operating Procedures (SOPs)**
 - Support included the development and implementation of SOPs for key financial and operational processes. These procedures were designed to promote



consistency, transparency, and accountability in areas such as purchasing, payroll, and budget monitoring.

- **Building and Operating Within a Balanced Budget**
 - OCSS provided technical assistance in constructing balanced budgets that reflect district priorities while remaining within available revenue limits. This included multi-year budget planning, scenario modeling, and expenditure tracking to ensure districts operate within their means.
- **Professional Development on Budgeting and Fund Utilization**
 - Districts were offered professional development sessions focused on budgeting fundamentals, with an emphasis on maximizing the use of categorical and Title funds. These sessions aimed to build internal capacity for strategic financial planning and compliance.
- **Monthly Finance Meetings and Budget Monitoring**
 - OCSS facilitated monthly finance meetings with district leadership to review budget performance, address emerging concerns, and ensure alignment with financial goals. These meetings served as a platform for continuous improvement and accountability.
- **Hands-On Support Through Staffing Work Sessions**
 - Districts received direct support through staffing work sessions, where OCSS staff worked alongside district teams to analyze staffing patterns, project costs, and align personnel decisions with budgetary constraints.
- **Training on Classroom Efficiency**
 - Training was provided to help districts evaluate classroom efficiency, including student-teacher ratios, instructional scheduling, and resource allocation. These efforts were aimed at optimizing instructional delivery while maintaining fiscal responsibility.
- **Ongoing Budget Support**
 - OCSS maintained regular communication with district finance teams to provide ongoing support, troubleshoot challenges, and reinforce best practices in budget management.

Implementation of THRIVE AR in Regional Cooperatives:

The THRIVE Academy initiative underwent a significant structural evolution designed to optimize participant engagement, retention, and operational feasibility. Transitioning from a rigorous nine-day training model to a condensed, high-impact five-day format, the initiative sought to maintain deep content fidelity while respecting the intense scheduling demands of regional educators.

Early evaluation data strongly supports this structural shift. Across the completed training cohorts, the academy maintained exceptionally high participant retention, suggesting a strong correlation between the revised format, the high quality of the instructional content, and sustained participant engagement.

Performance Analysis by Objective

Objective A: Regional Educational Cooperative Participation

- **Target Metric:** 100% total cooperative participation (all 15 state cooperatives hosting the academy). To achieve this, a minimum baseline enrollment of 10 participants per site was required.
- **Milestone Benchmark:** 12 of 15 cooperatives successfully trained by June 2026.



- **Actual Performance Level: 11 of 15 cooperatives** actively engaged or completed.

As of June 2026, nine cooperatives have fully executed the complete five-day training series. An additional two cooperatives are currently completing their final "Block 2" training sessions before the end of the month, bringing the active total to 11.

While this falls exactly one site short of the ambitious June milestone of 12, the variance was entirely due to an uncontrollable weather event (a regional snow-out). A make-up sequence has already been finalized for October and November. The project remains fully on track to achieve 100% statewide cooperative completion by the final November 2026 deadline.

Objective B: Participant Completion and Retention Rate

- **Target Metric:** 80% of participants who begin Day One will complete the entire required course sequence. *(Note: Participants with active Youth Mental Health First Aid certification were exempted from Day One, requiring a 4-day completion path; all others required the full 5 days).*
- **Actual Performance Level: 83.9% Cumulative Completion Rate.**

Out of 261 total educators who enrolled across the first nine fully completed cooperative cycles, 219 successfully fulfilled all of their required training days. This outpaces the project's baseline retention goal by nearly four percentage points, validating the accessibility and perceived value of the compressed five-day framework.

1. Arch Ford	87%
2. Crowley's Ridge	87%
3. Dawson	100%
4. DeQueen Mena	90%
5. Guy Fenter	100%
6. Mills	83%
7. Northeast	87%
8. OUR	52%
9. Southeast	61%

A core long-term objective of the THRIVE Leadership Academy is to translate intensive professional development into verifiable campus-level action. Within one year of course completion, participants are expected to design, implement, and provide documented evidence of robust Multi-Tiered System of Support (MTSS) frameworks on their respective campuses. This portfolio of evidence serves as the gateway for school leaders to secure an official **MTSS Endorsement in Behavior and Mental Health** on their state educator licenses.

Performance Against Target Metric

Endorsement Completion Rates

- **Target Milestone:** 75% of all participants who complete the THRIVE Leadership Academy will successfully add the MTSS Behavior and Mental Health endorsement to their licensure within one year.
- **Current Cohort Pool:** 116 total participants have completed the prerequisite training and reached the eligibility window (representing four regional educational cooperatives equipped to submit at this stage).



- **Actual Performance Level: 15% total engagement** (8% fully certified; 7% in progress).

Currently, the rate of licensure endorsement acquisition is tracking significantly below the anticipated 75% benchmark. A data breakdown of the 116 eligible participants reveals the following progress:

- **Certification Acquired: 8%** (9 participants have successfully finalized their portfolios and officially added the endorsement to their licenses).
- **Submission Process Begun: 7%** (8 participants have formally initiated the portfolio submission process and are actively working toward completion).
- **Inactive/Pending: 85%** (99 participants have completed the training but have not yet initiated the portfolio submission process).

Quarterly Reports Submitted to the State Board of Education and the Secretary of Education:

The OCSS team documented the success of efforts to elevate the quality of systems within the districts through quarterly reports to the State Board of Education and the Secretary of Education. These reports, which are linked in the following section, provided an ongoing record of school performance in each of the six school systems. Moreover, the reports analyzed student performance data from interim assessments in reading and math. Each district showed overall positive progress in student growth from one assessment to the next. However, the recorded growth was insufficient to close the achievement gap in many areas. Efforts to enhance the integrity of instruction and to foster a culture of continuous assessment show promise for closing achievement gaps.

[Quarterly SBE Reports](#)



SCHOOL HEALTH SERVICES

PROGRAM: School Health Services
FUNDING SOURCE: Arkansas Master Tobacco Settlement
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Gwen Robinson, RN
Position: Community Health Nurse Specialist
Degree: BS Biology, Diploma of Nursing

GOALS:

The goal of the Community Health Nurse Specialist (CHNS) is to provide schools and communities with assistance and resources that will improve the health of the students as well as the community as a whole in Arkansas with the primary focus on the school nurses. Also to aid in providing and to provide technical assistance, education, training and policy guidance to school district nurses and community health coalitions.

PROGRAM SUMMARY:

The Community Health Nurse Specialists (CHNS) are employees of the Arkansas Department of Health (ADH) and partner with the education cooperatives. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS are under the supervision of the CHNS/CHPS Supervisor for the Central, SW, and SE Region with ADH. The Education Cooperatives, as partners with ADH, provide administrative support, office space, and other office supplies. ADH and SCSC have a contract and have been partners since 2003. There are 15 CHNS, 6 CHPS (Community Health Promotion Specialist), and 2 CHNS/CHPS supervisors in the state.

The CHNS work with schools, wellness committees, daycares, community coalitions, health care providers, and local health unit administrators in the counties the South Central Service Cooperative serves to improve the health of the community.

The CHNS assist schools in the implementation of laws that affect the health and wellness in the school setting, and offer assistance to schools on developing and maintaining wellness committees as required by Act 1220. The CHNS offer assistance with new tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).



Under the ADH, CHNS are able to offer free NCPD (Nursing Continuing Professional Development) on certain workshops to school nurses to maintain their professional licenses. CHNSs survey school nurses and school staff to offer training and workshops that meet the needs of school health.

CHNS offer programs and presentations to the students on school campuses in an assembly or classroom setting and are available as presenters and can assist in finding presenters to meet the schools' needs. The SEARK CHNS has planned and will facilitate, and /or will present at several workshops this summer for school staff, wellness committees, and nurses both at SEARK and at other co-ops in the SE Region.

Provide technical assistance to the community and schools:

- Provide technical assistance to schools to prevent youth initiation of tobacco and promote cessation efforts.
- Provide technical assistance to schools for health promotion and disease prevention.
- Provide technical assistance to school wellness committees.
- Support School Health initiatives.
- Provide technical assistance to school nurses for health screenings, immunizations, and other school health issues.
- Serves as a resource to communities for child health and current public health issues.
- Maintaining awareness of health disparity issues and assisting schools in developing targeted approaches to reduce disparities.
- Provide technical assistance to communities and coalitions on injury prevention.
- Serve as a resource to schools and communities for Naloxone training.

Provide Education and Training:

- Maintaining current knowledge of child health issues.
- Informing schools and communities of school health resources, available trainings and grant opportunities.
- Providing certification training to school nurses for mandated health screenings.
- Identifying and evaluating training needs of school personnel.
- Developing, coordinating, facilitating and conducting health trainings for school personnel, LHU and community members.

MAJOR HIGHLIGHTS OF THE YEAR:

Providing technical assistance to all of the school nurses in our area including training 3 new school nurses along with working with CHAC and CSH on school health and policies. Successful school integration of working with the Health teachers to provide curriculum training through Love Notes in the areas of Healthy Relationships, Healthy Communication, Behaviors related to alcohol and drug use, Personal health and safety along with Mental Health in relationships, the impact of growing up with trauma and abuse in the home, Reproductive systems, recognizing early warning signs of abusive behaviors in relationships, and the dangers of social media and the internet.. Working with Arkansas Children's Hospital to get our school nurses and staff CERP training/certification to support ACT 352.



PROGRAM PERFORMANCE DATA:

- Worked with the Novice to provide teachers with Mandated Reporting Training.
- Provided General health and nutrition education to both the Migrant team and their parents and students.
- Successfully initiated Love Notes (Sexual Risk Reduction Education) into two of our co-op school districts to reach 8 different classes at Drew Central High School and 2 middle school classes at Monticello.
- Certified over 100 people in our area in CPR/First Aid
- Worked with ACH to be a local housing unit for moms to complete a Safe Start program and receive free Pack-n-Plays and Sleep sacks from the Co-op
- Offered several PD trainings at the Co-op for Staff, teachers and community members to attend. Such as School nurse screening training, Distress Tolerance and Resiliency.
- Arranged for Hearing machine calibrations to be done for all of the area schools, ECH and HIPPY here at the Co-op



SCIENCE SPECIALIST

PROGRAM: Science Specialist
FUNDING SOURCE: ADE
COMPETITIVE GRANT: No
RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Monica Sims
Position: Science Specialist
Degree: M.Ed in Curriculum and Instruction

GOALS:

To promote and support effective, research-based, equitable science practices for all students by providing professional learning opportunities and technical assistance to teachers, science coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, science interventionists, SPED, and Title 1 science teachers in the area of standards-based science curricula, instruction, and assessment.

PROGRAM SUMMARY:

As the Cooperative Science Specialist, my role was to support teachers and schools in planning and implementing curricula aligned to the K–12 Arkansas Science Standards, which emphasize three-dimensional learning through the integration of the eight Science and Engineering Practices, seven Crosscutting Concepts, and Disciplinary Core Ideas.

The Science Specialist program provided training and support in three-dimensional science instruction through model teaching, curriculum development and alignment, assessment writing, unit development, and other requested services for districts and schools.

Content coaching remained a major focus during the 2025–26 school year. This involved working one-on-one with teachers over an extended period to support the implementation of High-Quality Instructional Materials (HQIM) or to strengthen existing curriculum materials by making instruction more three-dimensional.

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2025–26 academic year, the cooperative's Science Specialist provided curriculum and instructional support to 14 districts across Southeast Arkansas. Support was tailored to meet the unique needs of each district and teacher. Through a variety of services and professional support

opportunities, more than 320 hours of science support were provided to SEARK Educational Service Cooperative school districts.

Summer Professional Development:

During the summer of 2025, the Science Specialist facilitated eleven one- to two-day professional development sessions. Teachers from ten cooperative school districts, along with one district outside the cooperative area, participated in the trainings. There were 50 participants in total.

Content Support:

The Science Specialist reached out to all 15 school districts to offer science support. Seven districts responded to the opportunity, citing needs such as low ATLAS science scores, new or novice science teachers, and/or the implementation of new HQIM. Sixteen teachers across those seven districts received individualized support. In addition, three districts requested more intensive, face-to-face assistance for specific teachers through an ongoing science coaching model.

High Quality Instruction Material (HQIM) Support:

The SEARK Co-op area has seen an increase in science HQIM implementation, with 18 schools now utilizing high-quality instructional materials. One district requested specific support for their teachers following the adoption of a new HQIM for the 2025-26 school year. To assist, the science specialist modeled an *Anchoring Phenomenon Routine* over two days before returning to conduct a science walkthrough to measure implementation success. Additionally, two districts requested support for new teachers; in these cases, I conducted walkthroughs and met with the educators to analyze data, address questions, and assist with investigation setups.

The Science Specialist organized a one-day professional learning session for middle schools that do not currently have a science HQIM. During the training, representatives from Lab-Aids—which recently earned an “All Green” rating from EdReports—led teachers through multiple hands-on activities designed to immerse them in the student experience. The session also included an overview of the teacher-facing components of the curriculum. Four of the seven middle schools without an HQIM were represented at the training. Teachers left with several ready-to-use activities that can be incorporated into their current curriculum.

Indirect Support:

Ongoing support was also provided through the curation and delivery of instructional resources, including lesson plans and classroom activities tailored to specific teacher needs, as well as the delivery of requested resources from the Science Resource Room.

School Site Professional Development:

Two schools requested full-day support during scheduled professional development days throughout the school year. The focus of the support was on assessments within their science HQIM, specifically how to effectively integrate those assessments into the district grading system. Discussions also centered on strategies to reduce the grading burden associated with open-response assessments while still maintaining the rigor and integrity of the HQIM.



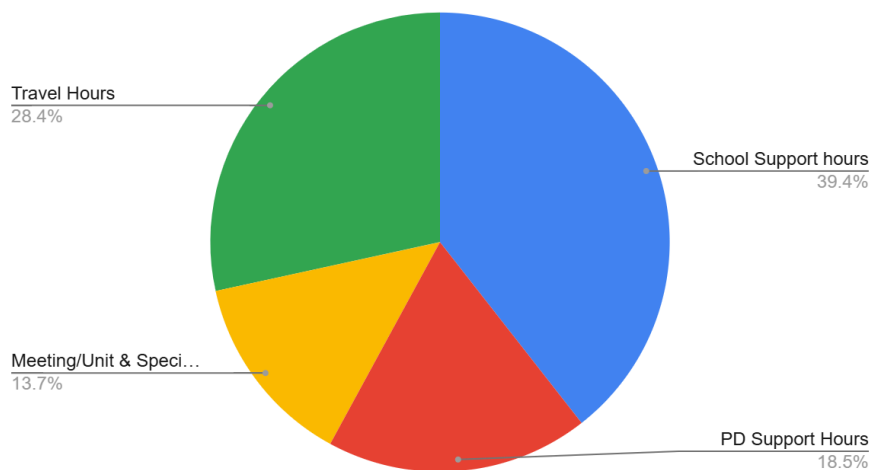
Partnership:

In a collaborative effort to support local high school science educators, SEARK Co-op partnered with the UAM Science Department to provide specialized content expertise. Through this partnership, Dr. John Hunt and Dr. Morris Bramlett served as High School Content Consultants, offering targeted support in Life Science and Physical Science, respectively.

To support the UAM Regional Science and Engineering Fair, the SEARK Science Specialist coordinated a multi-regional outreach effort. By partnering with two additional regional science specialists, we successfully disseminated event information not only within the SEARK service area but also to surrounding districts, expanding the fair's reach and impact.

PROGRAM PERFORMANCE DATA:

Science Specialist Hours





SEARK FOSTER GRANDPARENT PROGRAM

Program: SEARK Foster Grandparent Program
Funding Source: Coop Consortium – CNCS Federal Grant
Competitive Grant: Yes
Restricted: No

Participating Districts:

Crossett	Dermott	Woodlawn
Dumas	Fordyce	Hamburg
Hermitage	Lakeside	Monticello
Star City	Drew Central	Warren

We also serve CB King centers in McGehee and Eudora as well as Discovery Children's Center in Monticello.

Personnel:

Name:	Andrea Pruitt	Name:	Brittany Procell
Position:	Program Coordinator	Position:	FGP Volunteer Coordinator/ Administrative Assistant
Degree:	BSN		

Goals:

- Connect senior volunteers with children who need additional educational support, particularly in preschool and early elementary settings, to help strengthen school readiness and build a foundation for lifelong learning.
- Enhance learning environments in childcare centers, preschools, and elementary schools by placing dedicated Foster Grandparent volunteers who provide individualized support and encouragement to children.
- Increase opportunities for older adults in southeast Arkansas to engage in meaningful service, strengthen community connections, and improve quality of life through volunteerism.
- Foster positive intergenerational relationships that benefit both children and senior volunteers while creating lasting impacts within local schools and communities.

Program Summary:

The Foster Grandparent Program is an initiative of AmeriCorps Seniors, funded through the federal Corporation for National and Community Service (CNCS), now operating as AmeriCorps. The program provides meaningful service opportunities for adults age 55 and older while supporting children who benefit from additional academic and developmental assistance through mentoring and individualized support.

Foster Grandparent volunteers serve 12 to 40 hours per week in schools, preschools, and childcare centers throughout southeast Arkansas, providing encouragement, guidance, and individualized attention to children who benefit from additional support. Volunteers typically work with one to five children daily, dedicating a minimum of 30 minutes to each child to foster meaningful relationships and support educational, social, and emotional growth.

To help offset the costs associated with service, eligible volunteers receive a modest, non-taxable stipend of \$4.00 per hour through federal grant funding. The stipend is not considered income and does not impact other qualifying benefits. In addition to direct service, volunteers participate



in ongoing training focused on educational strategies, child development, and quality-of-life topics to strengthen their effectiveness in supporting children and classrooms.

Since 1990, the program has proudly operated under the sponsorship of the Southeast Arkansas Education Service Cooperative, strengthening educational environments, supporting children, and creating meaningful opportunities for senior volunteers throughout the region.

Major Highlights of the Year:

Program Strengths

The SEARK Foster Grandparent Program continues to benefit from longstanding partnerships with schools and districts throughout southeast Arkansas. Foster Grandparent volunteers are highly valued for the meaningful support they provide to students and teachers, strengthening both classroom environments and student success.

Each spring, teachers and site staff have nominated exceptional volunteers for the Volunteer of the Year Award, recognizing those who demonstrate outstanding service and dedication. This year's nominations highlighted both academic growth and the nurturing relationships volunteers build with children. Teachers shared examples of measurable student progress resulting from volunteer support. One nominee, Ms. Vera, helped students strengthen spelling skills by teaching foundational concepts rather than memorization, leading to improved classroom performance and greater independence. JoAnne was recognized for helping students develop counting, number recognition, and sight-word skills, with several students progressing to independent mastery. In addition to academic support, teachers emphasized the positive relationships Foster Grandparents build with students and staff. Volunteers were described as patient, dependable, and deeply invested in student success. One teacher shared that Mrs. Rose "makes students feel seen," noting how children eagerly greet her each morning and affectionately call her "Mrs. Rosie Bear."

Performance Data:

As of April 30, 2026, 70 SEARK Foster Grandparent volunteers have contributed more than 55,000 volunteer service hours in schools, preschools, and childcare centers throughout southeast Arkansas. Volunteers provide individualized support to children facing a variety of challenges, including literacy delays, developmental disabilities, language barriers, foster care placement, emotional impairments, and other barriers to educational success.

In addition to directly supporting assigned students, Foster Grandparents positively impact classrooms through daily mentorship, encouragement, and individualized attention. Historically, a high percentage of children served by Foster Grandparents demonstrate measurable improvement in academic performance, as well as social and emotional growth. Final outcome data for the current school year will be available following completion of end-of-year reporting.

The impact of the program also extends to the volunteers themselves. Through meaningful service, Foster Grandparents remain active and engaged in their communities while building relationships and finding purpose through supporting local children and schools.

Program Highlights:

9/11 Remembrance Event: FGP volunteers participated in 9/11 Project Read at their assigned station. Volunteers read an age-appropriate book about first responders to children in their classroom.

MLK Day of Service: Prior to MLK Day of Service, Foster Grandparents, made blankets to be given to newly placed foster children in partnership with The Call.



Partnership/Collaboration Development

Community Partnerships and Collaborative Efforts

The SEARK Foster Grandparent Program continues to cultivate strong partnerships throughout southeast Arkansas, many of which have enhanced training opportunities and support services for volunteers throughout the year.

Community and Health Partnerships

The program collaborates with a variety of local organizations to provide educational resources, wellness information, and specialized in-service training opportunities for volunteers. Key community partners include:

- Drew, Ashley, Chicot, and Desha County Extension Services
- Local Health Departments
- Arkansas Senior Medicare Patrol

These partnerships strengthen volunteer support by providing valuable educational materials, health information, and training opportunities that enhance volunteers' ability to serve children and communities effectively.

Statewide Program Collaboration

The SEARK Foster Grandparent Program maintains strong collaborative relationships with other AmeriCorps Seniors programs across Arkansas, including:

- DeQueen-Mena Education Service Cooperative
- Dawson Education Service Cooperative
- White River Area Agency on Aging
- Area Agency on Aging of West Central Arkansas, Inc.

Program staff meet periodically and maintain ongoing communication to share resources, discuss program operations, collaborate on solutions, and strengthen service delivery statewide.

The program also collaborates with Engage Arkansas, the statewide agency that coordinates AmeriCorps State and National programs in Arkansas, to support program development and statewide service initiatives.

Overall, the Foster Grandparent Program continues to complement the mission of the Southeast Arkansas Education Service Cooperative by providing meaningful support to participating school districts, volunteers, and the broader community.



SPECIAL EDUCATION – LEA SUPERVISORS

PROGRAM: Special Education – LEA Supervisors

FUNDING SOURCE: VI-B

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS:

Cleveland County

Hamburg

Woodlawn

Hermitage

Crossett

Dumas

Warren

PERSONNEL:

Name: Rhonda Daniel

Name: Dr. Yolanda Thomas

Position: LEA Supervisor

Position: LEA Supervisor

Degree: BA, MSE

Degree: BS, MA, EdS, EdD

Name: Karen Frisby

Position: LEA Supervisor

Degree: BS, MSE

GOALS:

- Provide technical assistance and support to local school district administrators and staff of participating districts in assessing, developing, implementing and evaluating special education programs and related services for the purpose of improving student achievement.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities, and in meeting state and federal mandates for services to these students.

PROGRAM SUMMARY:

Special Education Supervisors provide services to cooperating districts in all areas relating to special education. Services to regular education include advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for DESE monitoring, and various types of professional development and training.

MAJOR HIGHLIGHTS OF THE YEAR & PROGRAM PERFORMANCE DATA:

All compliance areas have been met. Budgets and other reports have been submitted in a timely manner. 100% of participating districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. 100% of the districts have procedures for child find in place to ensure compliance.



TEACHER CENTER – PD

PROGRAM: Teacher Center – Professional Development
FUNDING SOURCE: Base Funds
COMPETITIVE GRANT: No
RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Emilee Dutton
Position: Teacher Center Coordinator/Assistant Director
Degree: BA, MEd, EdS

Name: Christy Johnson
Position: escWorks Coordinator, Clerical, ParaPro Test Administrator
Degree: n/a

GOALS:

- To provide administrators, teachers, and other district personnel professional growth opportunities in order to increase knowledge and skills and ultimately positively impact student achievement.
 - To support school improvement initiatives and programs
 - To keep district personnel informed of regional, state-wide, and national information, initiatives, and best practices
-

PROGRAM SUMMARY:

The Teacher Center Coordinator has the primary responsibility for planning and carrying out professional development programs for member districts. The professional development programs are identified by the results of needs assessment surveys developed by the TCCs of the state, as well as needs assessments developed locally, by school and district site visits, by DESE initiatives, by local district initiatives, and in collaboration with the Teacher Center Committee. A wide variety of workshops are provided for teachers, administrators, support staff, and school board members throughout the year and in the summer utilizing the expertise of cooperative staff as well as regional, state, and national consultants. The TCC collaborates with DESE, ERZ, UAM, ASBA, and AAEEA in providing professional development for member districts.



MAJOR HIGHLIGHTS OF THE YEAR and PROGRAM PERFORMANCE DATA:

These opportunities include, but are not limited to, professional development sessions such as:

- We hosted a Virtual Leadership Organization Webinar series: Excellent Leadership in Half the Time with John Wink Ed Consulting over a span of 8 months. Each month we participated in a one hour webinar over the following topics: mastering email, optimizing time with calendars and tasks, developing routines for meetings and organization, streamlining communication to be more proactive and less reactive, supporting all teachers with systems of professional learning, collaboration, and individualized coaching. We had 45 participants participate.
- Monthly, we hosted SEARK Administrative Updates designed to keep you up-to-date on the latest policies, procedures, and best practices in school administration. These sessions were an invaluable opportunity to network with peers, share insights, and ensure our administrators had all the information needed to lead school effectively. We had over 80 administrators participate throughout the year.
- We had 87 teacher leaders complete the NIET LEADs Professional Educator pathway over the course of the year utilizing the Walton grant, cooperative, and Mentoring funds. Teachers from 12 of our 15 districts participated in this work.
- One ACT Prep session was offered this year. All districts were offered the opportunity. Ten of our fifteen districts participated and this impacted 134 students.
- APSRC provided School Board Member Training during the 25/26 school year. 100% of districts were offered the opportunity for their board members to be trained. All but five districts participated for a 66% participation rate. Twenty-six school board members were trained in October 2024, 46 in November, and 9 in December 2024.
- Five districts created a cohort utilizing their Professional Learning Grant funds and collaborated with Kid's First to focus their learning on "Strengthening Tier 1 Instruction" and the "Foundational Literacy/Science of Reading" across all grade levels. This work is ongoing and continued into Fall 2025.
- SEARK Cooperative collaborated with ERZ and the Mentoring Specialist to support 25 teachers from in the LEAD Professional Educator pathway with TNTP which began in July 2025 and lasted throughout the school year. Teachers from 11 of our 15 member districts participated.
- We held monthly Curriculum Coordinators meetings each month where we had special guest speakers discuss Third Grade Promotion, Course Choice and Acceleration, and Building an A+ School.



TECHNOLOGY

PROGRAM: Technology

FUNDING SOURCE: Department of Elementary and Secondary Education

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
DeWitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

PERSONNEL:

Name: Evan Patrick

Position: Technology Coordinator

Degree: BS CIS

GOALS:

To empower Arkansas school districts and the Southeast Cooperative with the technological resources and expertise to create a secure and innovative learning environment for all students and staff. To foster strong partnerships with the ADE, DIS, educational technology vendors, and professional organizations to share best practices, leverage resources, and stay informed about emerging technologies and cybersecurity threats. To support the district technology coordinators and school district staff in protecting and equipping them to prevent cyber incidents. To positively impact student achievement by building the capacity to respond to cyber-incidents that could compromise both instruction and student data. The Technology Coordinator will conduct face-to-face or virtual meetings, offered to co-op, district, or school technology staff.

PROGRAM SUMMARY:

- Support districts in their efforts to provide technology for teaching and learning
- Provide quality professional development for district tech coordinators
- Provide ongoing support to the cooperative: network maintenance and training
- Host monthly meetings with the district technology coordinators
- Provide E-Rate assistance for the cooperative and member school districts
- Provide an off-site location for emergency use for eSchool/eFinance needs
- Foster the implementation of student-focused education and the preparation of all students for college, career, and community engagement
- Create technology-infused learning spaces that serve as a model for educators
- Create a stable and robust infrastructure that supports the needs of the ADE and the cooperative
- Work with districts and schools to increase access, understanding, and utilization of digital resources
- Assist districts in preparations for online state assessments



- Prioritize services for districts and schools identified as needing the most support
- Increase awareness and preparedness for cybersecurity events/issues
- The technology coordinator works closely with the Department of Information Systems, the Department of Elementary and Secondary Education, and the other Education Cooperatives regarding technology initiatives and cybersecurity awareness to help the Southeast Co-op staff and member districts remain informed and compliant with technology requirements. The technology coordinator is the Director of the State Cyber Incident Response Team.
- The technology coordinator supports schools in meeting all of the Cybersecurity Laws

MAJOR HIGHLIGHTS OF THE YEAR:

- Served on the P12 Cyber Incident Response Team to plan and prevent future cybersecurity breaches
- Served as the Director of the Statewide Cyber Incident Response Team
- Served on the Global K12 Council for Zoom
- Served on the EdTech Cooperative for SREB
- Served on the AAEA TEL-AR Board of Directors
- Planned and coordinated training with DESE and DIS for building capacity for CIRT members
- Planned and coordinated training with DESE and DIS for building capacity for school district techs statewide
- Responded onsite to two different ransomware events in large school districts in the state of Arkansas.
- Worked with DIS and DESE to provide vulnerability threat scanning training to all co-op tech coordinators
- Coordinated with White River, DESE, and DIS to provide a Security Summit for school techs statewide.
- Coordinated with DIS to provide training for cyber threat hunting tools and incident response for co-op techs
- Provided Cyber Threat Hunting Tools Session with DIS for Southeast Co-op Tech Coordinators
- Provided synchronous statewide PD in your PJs professional development with 700+ participants across the state.
- Tech support at DESE Summit
- Hosted 7 statewide Act 504 Cybersecurity Policy Regional Workshop Series
- Created and distributed district resources for Act 504 and Act 846 implementation
- Modernized SEARK technology infrastructure to ensure compliance with new cyber laws.
- Act 504 Cybersecurity Policy Workgroup's SC (System & Communication) Team
- Conference Presentations: Presented at key state and regional events including: HSTI, Tel-AR & ACOT.
- Provided Cybersecurity training to SEARK Staff
- Security Awareness Insider submission



PROGRAM PERFORMANCE DATA:

Arkansas is leading the way and setting the bar with ACTC, DIS, and ADE working together. The Southeast Co-op Technology Coordinator attended 38 total meetings with ADE, DIS, TEL-AR, and other Co-op Technology Coordinators.

The technology coordinator hosted 9 onsite meetings with an Act 504 to equip the local school district techs to meet ACT 504 Cyber Policy.

The technology coordinator participated in 13 days of Cybersecurity Training:

September 15 - 16, 2025 - Cyber Incident Response Team Training

November 4 - 7, 2025 - ACOT Conference

February 18 - 19, 2026 - Tel-AR Conference

February 25, 2026 - SCUBA Google Training

March 11 - 13, 2026 - WRS Summit

April 13 - 14, 2026 - Cyber Incident Response Team Training

June 16, 2026 - HSTI CIO Summit - OST Cyber Day

Provided a Cybersecurity Training for CTE Teachers - 27

Provided a training for co-op staff on Cybersecurity - 24

Provided a training for co-op staff on Zoom and it's tools - 23

Provided a Cybersecurity Training Day for school techs at ACOT - 200

100% of districts are served.



VIRTUAL ARKANSAS CONCURRENT CAMPUS

PROGRAM: Virtual Arkansas Concurrent Campus (AECHS)

FUNDING SOURCE: DESE

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS: Statewide

PERSONNEL:

Name: Tish Carter

Position: Pre-Educator Instructor

Degree: M.S., Ed.S.

Name: Kristopher Cox

Position: English Instructor

Degree: MFA

Name: Jane Estes (adjunct)

Position: Science Instructor

Degree: MS

Name: Jennifer White (adjunct)

Position: Public Speaking Instructor

Degree: MA

Name: Brit Singleton

Position: Math Instructor

Degree: MS

Name: Samantha Carpenter

Position: Program Coordinator/Campus Principal

Degree: M.A., Ed.S.

Name: Anna Ridenour

Position: Math Instructor

Degree: MEd

Name: Adrienne Sadovsky

Position: History Instructor

Degree: MA

Name: Jonathan Skaggs

Position: History Instructor

Degree: PhD

Name: David Smith

Position: Art Instructor

Degree: MAT

Name: Darby Lytle

Position: English Instructor

Degree: MA

Name: Kara Wimberly (adjunct)

Position: Public Speaking Instructor

Degree: MA

Name: Lyndsey Daniel

Position: English Instructor

Degree: MA

GOALS:

1. To provide advanced curricular opportunities to Arkansas high school students and prepare them for the rigor of college courses
2. To increase the number of Arkansas citizens with a post-secondary degree by providing educational opportunities to all students



3. To provide college credits to Arkansas high school students that correlate high school graduation requirements with college core graduation requirements
-

PROGRAM SUMMARY:

The early college initiative, housed at Southeast ESC with coordination through Virtual Arkansas, provides concurrent high school/college course opportunities for high school students through state grant funding. The courses are taught by highly qualified instructors who meet secondary and post-secondary licensing requirements. Using a blended learning model, the classes are online, with two days of live feedback provided to students via Zoom. The concurrent program gives high school students an opportunity to experience the rigor and challenge of collegiate work before entering the college arena. The following courses are offered through this program: Comp I and II, World History to 1500, World History since 1500, U.S. History to 1877, U.S. History since 1877, College Math, College Algebra, Public Speaking, Experiencing Art, Beginning Spanish I and II, Introduction to Education, Human Development and Learning Theories, Integrating Instructional Technology, Personal Health and Wellness, and Introduction to Biological Science. Next year, General Psychology will be offered.

MAJOR HIGHLIGHTS OF THE YEAR:

- Virtual Arkansas's Concurrent Credit program continues to expand access to college-level coursework for students across the state, generating a total estimated \$1,613,091 in enrollment savings for families and districts.
 - During FY25, the program supported 2,861 concurrent credit enrollments, providing students with valuable opportunities to earn college credit while still in high school.
 - The program served 90 school districts statewide, including a strong rural presence, with 79% of enrollments coming from rural districts, reinforcing Virtual Arkansas's commitment to increasing educational access in underserved areas.
 - Students earned a total of 8,283 college credit hours, further accelerating their progress toward postsecondary goals and reducing future college costs.
 - Additionally, Virtual Arkansas continued to expand opportunities beyond the traditional school year by offering summer concurrent credit courses in partnership with Arkansas Tech University, maintaining access to courses such as Composition I/II, College Algebra, Public Speaking, Spanish I/II, U.S. History, and World History.
-

PROGRAM PERFORMANCE DATA:

[Outcome data for the Teacher Residency Program](#)



SPECIAL PROJECTS AND PROGRAMS

Funding Source: Arkansas Department of Education and Southeast Cooperative

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

AR App Support Initiative

PROGRAM NAME: AR App

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

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

ArPEP

PROGRAM NAME: ArPEP

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based training, alternative education route to obtaining an Arkansas standard teaching license for



college graduates or career changers holding at least a bachelor's degree. ArPEP's goal is to prepare learner-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. The primary objective of ArPEP is to train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning.

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

Southeast ESC has spent the year working with TNTF in planning an ArPEP program which will begin June 2024. This is especially important in the Southeast region where there is a shortage of teachers and teachers hired under 1240 waivers need a pathway.

COMMUNICATION SPECIALIST

PROGRAM NAME: Communications Specialist
COMPETITIVE GRANT: No
GOALS AND DESCRIPTION:

The Communication Specialist position encompasses diverse responsibilities centered around professional development, communications, and operations. The role involves developing and delivering technology-focused professional development for educators, managing the cooperative's online presence (website and social media), overseeing the Print/Media Shop, and providing technology support for meetings. Additionally, the position supports member districts with their online presence, plans public relations events, represents the cooperative at recruitment events, cultivates partnerships for sponsorships, manages cooperative events, handles promotional materials, and assists with board meetings.

This year, the Communications Specialist planned and coordinated the Cooperative's Annual Meeting, organized a Cooperative-wide Teacher Appreciation initiative, and supported scholarship fundraising efforts for the Norman Hill Scholarship. Workflow and production processes within the Print Shop were improved to increase efficiency and enhance service delivery. The Communications Specialist designed a variety of print and promotional materials for schools, Cooperative programs, and community partners. Strategic branding, social media management, and content creation efforts contributed to increased Facebook followers, engagement, and overall visibility of the Cooperative. Professional development opportunities were promoted through communication campaigns, helping increase awareness and participation among educators. To strengthen communication services provided to member districts, the Communications Specialist attended the Communications Academy and is a member of ArkSPRA, gaining current knowledge, best practices, and resources in school communications to share with districts throughout the summer and upcoming school year. In addition, professional development sessions were planned and will be presented this summer for member districts, providing training in technology integration, communication tools, and other educational initiatives. Each cooperative school district website was reviewed with each deadline to ensure compliance with state standards and assist districts with state compliance. The Communications Specialist represented the Cooperative and its member districts at job fairs promoting employment opportunities. As a member of the Cooperative Leadership Team, the Communications Specialist contributed to organizational community engagement initiatives, including the Cooperative's participation in a UAM Football Tailgate and Drew County Christmas



Parade, helped strengthen the Cooperative's presence throughout the region. Staff events and activities were also planned to encourage collaboration, strengthen relationships, and foster camaraderie among employees. Collectively, these efforts enhanced communication, increased community awareness, strengthened support for member districts, improved organizational effectiveness, and contributed to a more connected and engaged Cooperative culture.

STRATEGIC SUPPORT PLAN - EDUCATORS of ELs IN ARKANSAS (ELL Grant)

Vision

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

Action Steps

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

Strategic Goals

1. **Responsive Vendor-Led Through-Year Professional Learning:** Tailor professional learning pathways based on educational cooperative EL population density. For instance, districts with high EL enrollments (e.g., Northwest at 51%) require scalable, intensive interventions for district and school-level leaders, whereas districts with lower concentrations (e.g., Southeast at 5%) benefit from focused, integrative communities of practice and teacher-level support.
2. **Selective, Impactful Partnerships:** Engage vendors and professional learning partners who demonstrate expertise in EL pedagogies for sustainable practice through direct teacher support in the classroom or, for high-density districts, building system and instructional support at the district, school, and classroom level.
 - Past partners such as E.L. Achieve and ED Northwest serve as models for these critical collaborations.
 - Review existing CBPL partnerships (AR Professional Learning Partner Guide) to determine where PL can be extended to an ELD-specific focus using existing school HQIM as the core content.
3. **Data-Informed Resource Allocation:** Use language proficiency (ELPA21), academic performance data (ATLAS or other), and EL population density information to drive strategic decisions for vendor support. This includes conducting targeted landscape analyses and setting up feedback loops that allow educational cooperatives to monitor progress against measurable outcomes.



Funding

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

ESCWORKS

PROGRAM NAME: Collaboration with State Education Service Cooperatives/escWorks

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

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.
- Indicating required DESE professional development trainings for teacher license renewal in the platform.



- Check attendance records with district administration to make sure professional development requirements were met.
- Mark attendance in escWorks after a training is completed.
- Answer Help Desk questions that come from users of escWorks.
- Assist current and retired educators with obtaining records and reports.

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$6,242.62 was paid by each entity for site maintenance and support FY24.

F DISTRICT SUPPORT

This year was the first year that districts received letter grades, due to a requirement in recent legislation. When district letter grades were calculated and assigned, there were two SEARK Cooperative districts with an F rating, and DESE asked for SEARK Cooperative to provide intensive support to Crossett and Fordyce.

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

GIFTED AND TALENTED

PROGRAM: Gifted and Talented

FUNDING SOURCE: Local Districts Consortium

COMPETITIVE GRANT: No

RESTRICTED: No

PARTICIPATING DISTRICTS:

Cleveland County	Dumas	McGehee
Crossett	Fordyce	Monticello
Dermott	Hamburg	Star City
Dewitt	Hermitage	Warren
Drew Central	Lakeside	Woodlawn

GOALS:

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

YEAR END NARRATIVE:

SEARK and consortium member school districts, gifted and talented programs have strived to better identify traditionally underrepresented student populations that better match total district demographics and ensure greater equity as well as opportunities for enrichment. SEARK used



local funds to provide quarterly professional development opportunities for its 15 GT Coordinators. Coordinator meetings were held every six weeks throughout the school year. These sessions were a combination of local educators sharing curriculum and instruction ideas as well as DESE Office of Advanced Learning and Gifted Programs advisors providing professional development and program guidance.

Activities held throughout the school year in which students came together to enhance their learning include:

- Elementary, Junior High and Senior High Chess
- Theatre Squared
- ASMSA Project
- Rubik Cube
- Elementary Quiz Bowl
- STEAM Day with VFT
- Jr. High Quiz Bowl
- Engineering Days

JOB-ALIKE MEETINGS

PROGRAM NAME: Job-Alike Meetings

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

In order to support personnel from SEARK's member schools who serve in positions that may be more isolated than that of the classroom teacher, job-alike groups exist for gifted and talented coordinators, building principals, technology coordinators, federal program coordinators, counselors, transportation directors, and district curriculum leaders. The meetings provide an opportunity for co-op staff to share updates relevant to the groups and allow for networking and collaboration time. These job-alike groups are also used for job-specific training when applicable.

ROSTER VERIFICATION TRAINING

PROGRAM NAME: Roster Verification Training

COMPETITIVE GRANT: No

GOALS AND DESCRIPTION:

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

[Click here](#) to access the professional development activities report for June 2025-May 2026.

[Click here](#) to access the professional development activities that were not listed in escWorks.

[User Satisfaction Survey Results](#)

TEACHER TALENT COHORT

The Teacher Talent Strategy Cohort is a fully grant-funded opportunity designed to help Arkansas school districts in the Southeast and South Central Education Service Cooperatives tackle the pressing challenge of teacher recruitment and retention. Led by the national education non-profit TNTP, this entirely free program aims to eliminate vacancies and reduce the number of unlicensed teachers, ensuring every classroom starts the school year with a certified, effective educator. Participating districts will gain access to actionable best practices, practical resources, and invaluable 1:1 talent management support tailored to their unique local needs.

Open to superintendents, HR directors, hiring managers, and recruiters, the cohort encourages multi-person district teams to collaborate and network with regional peers. Over approximately six flexible sessions during the 2025-26 school year—beginning with an in-person kickoff in September—the cohort will focus on executing data-driven recruitment strategies, maximizing teacher retention, and leveraging sustainable certification pathways like ArPEP.

SOUTHEAST ESC IMPACT ON STUDENT PERFORMANCE

2025-2026

In accordance with Act 802, the following data have been collected regarding the impact of Southeast Cooperative on student growth. This information is also shared within the program reports in this document.

Program	Impact
AmeriCorps Future Teacher Initiative	Current Statistics- Results are not finalized until mid June. The results from the 2022-2023 Kindergarten Readiness Checklist (KRIC) student assessment tool indicated an average growth of 96%. We are currently on target to reach similar outcomes this program year. <u>2025-2026:</u> Number of SS members enrolled.....80 Number of children served425 Number of SS members who returned to serve another term of service.....11
CTE	Four-Year Adjusted Cohort Graduation Rate (ACGR): Averaging greater than 98 percent indicates high success in ensuring CTE students graduate within the expected time frames. This reflects well on the effectiveness of support systems and interventions to help students stay on track academically. The state determined performance level, or performance target, was 82%, and the Southeast Perkins Consortium had 98.8% of CTE concentrators graduate on time. Academic Proficiency Scores in Reading Language Arts: 32.4% of CTE concentrators demonstrate commendable proficiency in literacy skills, compared with 42.7% of CTE students statewide and a performance target of 53.75% proficient. This suggests that effective instructional strategies and interventions to enhance reading and language arts proficiency are needed in our CTE pathways. Academic Proficiency Scores in Mathematics and Science: Performing at 18.5% in mathematics, compared to a goal of 11%, and 35% in science, indicate a positive trajectory in STEM subjects. The goal for science proficiency is 41%. Continued efforts to strengthen mathematics proficiency and sustain growth in science are essential for ensuring well-rounded academic preparation. Post-Graduation Transitions: 96.5% of CTE graduates are enrolled in postsecondary education, the military, or the workplace after graduation, reflecting the effectiveness of CTE programs in preparing students for various pathways beyond high school. The performance target was 80%. Nontraditional Student Enrollment: 84.9% of nontraditional students signifies a growing diversification of CTE program participation, which is essential for promoting inclusivity and meeting the needs of a diverse student population. The state determined performance level, or performance target, was 39%. Industry Certification Attainment: 4.8% of students receiving an H2 industry certification reflects the strong alignment of

	CTE programs with workforce needs and the emphasis on providing students with tangible skills and credentials for career readiness. Considering this is the first year H2 certifications are used as the measurement tool, rather than all industry-recognized certifications, we are satisfied with 4.8% against the target of 5%. Merit and Distinction: This is the first year that merit and distinction demonstration has been counted as a Perkins state-determined performance level. The target set for all consortia was 5%, and 17.3% of our CTE graduates met it. Remember, the formal (full) merit/distinction business rules will not be fully implemented until the graduating class of 2028.
Virtual Arkansas	For the 2025-2026 School Year: 1. Pass Rate for Southeast Arkansas Education Service Cooperative VA Students: 88% 2. Average Grade: 80.3% 3. Number of Enrollments: 2,842
Foster Grandparent	During the 2024-25 grant year, volunteers with the SEARK Foster Grandparent Program have completed more than 55,000 service hours. While student outcome data for the current year is still being compiled, past years have consistently shown that over 90% of children served by SEARK Foster Grandparents demonstrate improved academic performance and notable gains in social and emotional development. Early indicators suggest these positive trends are continuing, particularly in areas such as academic achievement, attention, and social-emotional growth. These consistent outcomes highlight the meaningful, long-term impact of the program in local schools and child development centers.
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) served 365 families for the 2025-2026 school year. 61 HIPPY group meetings were held serving 3,296 attendees. HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school.
Literacy, Math, & Science	IMPACT ON STUDENT PERFORMANCE: In the 2022-2023 school year, the school ratings for schools in the SEARK region were as follows: A-0, B-2, C-20, D-21, F-2. For the 2023-2024 school year, the districts were held harmless for school ratings, but the state released simulated school ratings. Those simulated school ratings for the schools in the SEARK region are as follows: A-1, B-10, C-23, D-4, F-7. The number of schools with A, B, C increased, and the number with D/F decreased. Under ACT 1082: • Districts where 40% to 50% of students are identified in the lowest performance level on the prior year's state summative assessment for reading receive Coordinated Support (Level 3). • Districts where 50% or more of students are identified in the lowest performance level are assigned Directed Support (Level 4). Based on the most recent data, the following districts in your co-op have been assigned these support levels: • One school district: Coordinated Support (Level 3) - Still receiving OCSS as needed.



	For the 2024-2025 school year, some districts were held harmless for school ratings, but the state released updated school ratings as well as district ratings. Of the 15 districts that are served by the SEARK region the ratings were: A-0, B-1, C-11, D-1, F-2. The individual school ratings for the schools in the SEARK region are as follows: A-0, B-10, C-15, D-9, F-7 and 4 schools were held harmless. There was some fluctuation in the scores. The changes from the year before were a decrease in the A schools, the number of B schools stayed the same, the number of C schools decreased, but the number of D schools increased. The number of F schools stayed consistent. The 4 schools that were held harmless were due to a drop in scores and letter grades, it was a one time adjustment. Under ACT 1082: • Districts where 40% to 50% of students are identified in the lowest performance level on the prior year's state summative assessment for reading receive Coordinated Support (Level 3). • Districts where 50% or more of students are identified in the lowest performance level are assigned Directed Support (Level 4). Based on the most recent data, the following districts in your co-op have been assigned these support levels: • One school district: Coordinated Support (Level 3) - Still receiving OCSS as needed.
Early Childhood/ Special Education	Updated data linked
Mentoring/ Novice	At the start of the 2025-2026 school year, more than 41% of Southeast novices began without a provisional or standard teaching license. By May 13, 2026, that number had decreased to 22%, but does not include the teachers gaining their license after May's MAT graduation. While there is still progress to be made, this marks an important step forward and is certainly cause for celebration. On the DESE Mentoring End-of-Year Survey, 86% of Southeast novices responded. Of those respondents, 89% indicated they intend to return to the same position for the 2025-2026 school year. Southeast novices rated their mentoring experience equal to or above the state average in 8 out of 11 survey categories. Most notably, 100% reported that mentoring supported them in establishing professional norms and 94% reported that mentoring supported them in making meaningful progress on their Professional Growth Plan (PGP) goals.



Dyslexia	Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2025-26 school year: 1,106 Dyslexia Contact Support Meetings Held FY 24-25: 7 SEARK FY 24-25 Take Flight Cohort Participants: 4 SEARK FY 24-25 Participants outside of our cooperative area: 0
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