



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

*“Empowering Teachers
To
Empower Students”*

Crowley's Ridge Educational Service Cooperative

1606 Pine Grove Lane

Harrisburg, Arkansas 72432

(870) 578-5426

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Educational Service Cooperative (ESC)

Annual Report



Arkansas Department of Education



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Crowley's Ridge Educational Service Cooperative

2019-2020

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To: Arkansas Educators

From: Pamela Castor

Subject: 2019-2020 Annual Evaluation Report

Crowley's Ridge Education Service Cooperative (CRESC) has offered support to districts in regard to the Arkansas Curriculum Frameworks, as well as the Arkansas Standards of Accreditation. In addition, the cooperative has supported districts' pursuit of improvement under the requirements of ESSA. CRESC has also provided new direction through the content area specialists in reading, mathematics, and science. Other areas of support have included Arkansas Better Chance, technology, Career & Technical Education, Special Education, and Gifted & Talented education. In addition, CRESC has expanded support to novice teachers and alternative licensure teachers. In the ever-changing landscape of educational improvement, the Crowley's Ridge Educational Service Cooperative Board of Directors has provided exemplary leadership and support to all Cooperative endeavors.

The Annual Report of the Crowley's Ridge Educational Service Cooperative provides an overview of Cooperative Programs and grants provided to our member schools in the 2019-2020 school year. Collectively these programs represent the work of 137 total CRESC employees, as well as that of additional State employees housed at the Cooperative. The total budgeted amount for 2019-20 was approximately \$3,939,873.00. The cooperative base funding was \$408,618.00.

Efficient, effective operations are a hallmark of Cooperative operation. As part of promoting shared operations, school districts participate in the following programs through CRESC:

- Arkansas Better Chance
- Perkins Career and Technical Education
- Early Childhood Special Education
- Gifted and Talented Education
- ESVI (low vision) Services
- School Health Nurse Services
- Technology Support Services
- APSCN Student Information Support Services
- Behavior Support Services
- Special Education Transition Services
- Special Education Supervisor Services
- School Psychology Services & Evaluation
- Professional Development Services
- Business Management Support
- Teacher Center Services
- Literacy Services
- Mathematics Services
- Science Services
- Distance Learning - Team Digital Support

Crowley's Ridge Educational Service Cooperative has collaborated with the Arkansas Department of Education to provide training on State initiatives and goals. These programs have included Reading Initiative for Student Excellence (RISE), Science of Reading Assessor's Training, Qualitative Essentials for Students and Teachers (QuEST) Mathematics, Grasping Phenomenal Science (GPS), Teacher Recruitment and Retention, Arkansas Professional Pathway to Educator Licensure (APPEL), and other trainings. In addition, Crowley's Ridge Educational Service Cooperative has implemented a systems approach to service provision, aligning with State visioning of transforming Arkansas to lead the nation in student-focused education.

Crowley's Ridge Educational Service Cooperative has partnered to promote excellence in education by improving educators to improve students. This work has been and will continue to be the focus of CRESC.

Sincerely,

A handwritten signature in dark ink, appearing to read "Pamela Castor", is positioned above the printed name.

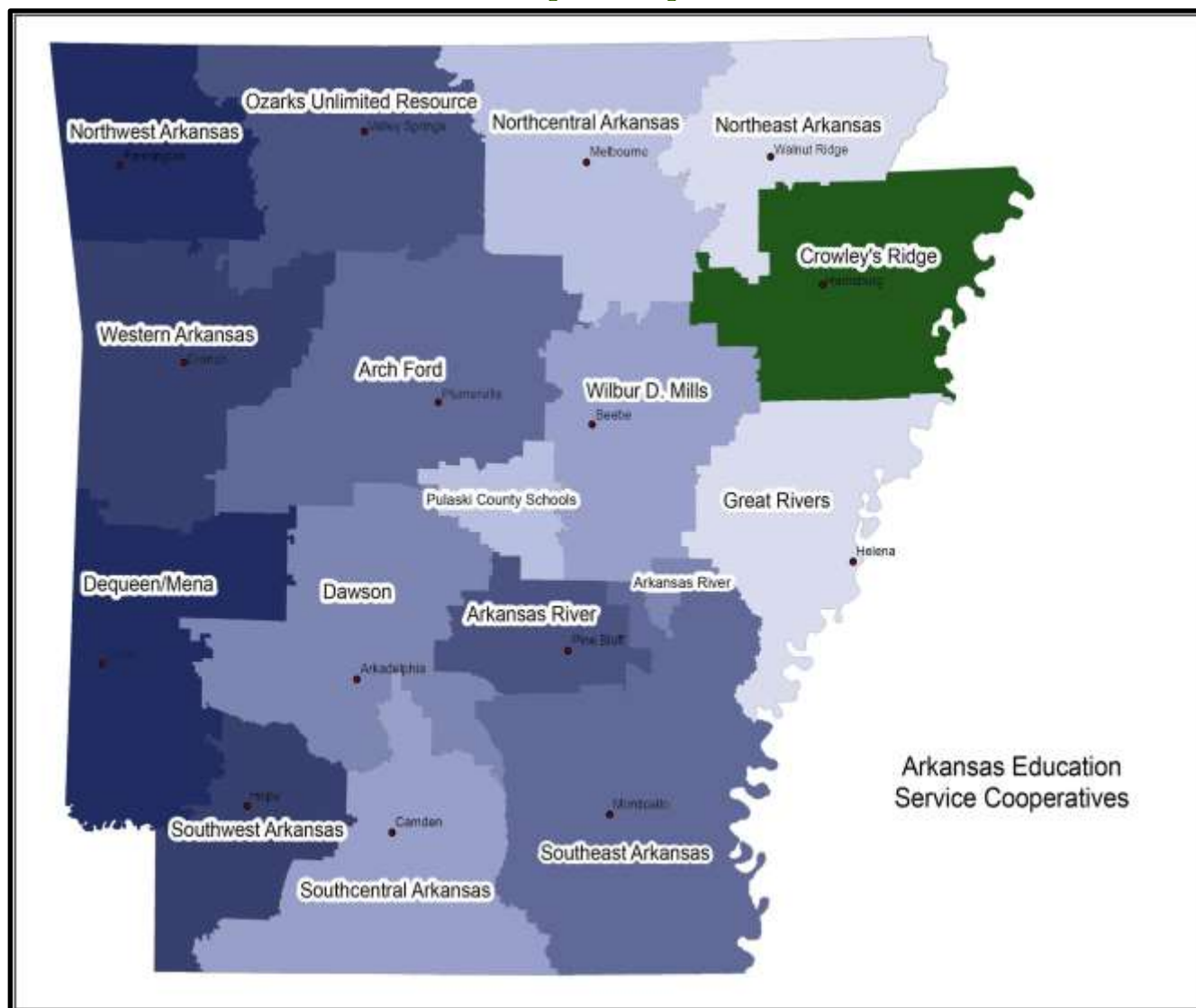
Pamela Castor, Director

Crowley's Ridge Educational Service Cooperative

Mission Statement:

The purpose of this Cooperative is to be of assistance to member schools in achieving more efficient use of their shared resources; to be of assistance in meeting or exceeding accreditation standards; and, to promote coordination between districts and the State Department of Education in order to provide services consistent with district needs.

State Map of Cooperatives



The Crowley's Ridge Educational Cooperative serves the area marked on the map above.

CRESC services public schools in:

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

Crittenden County: Earle, Marion

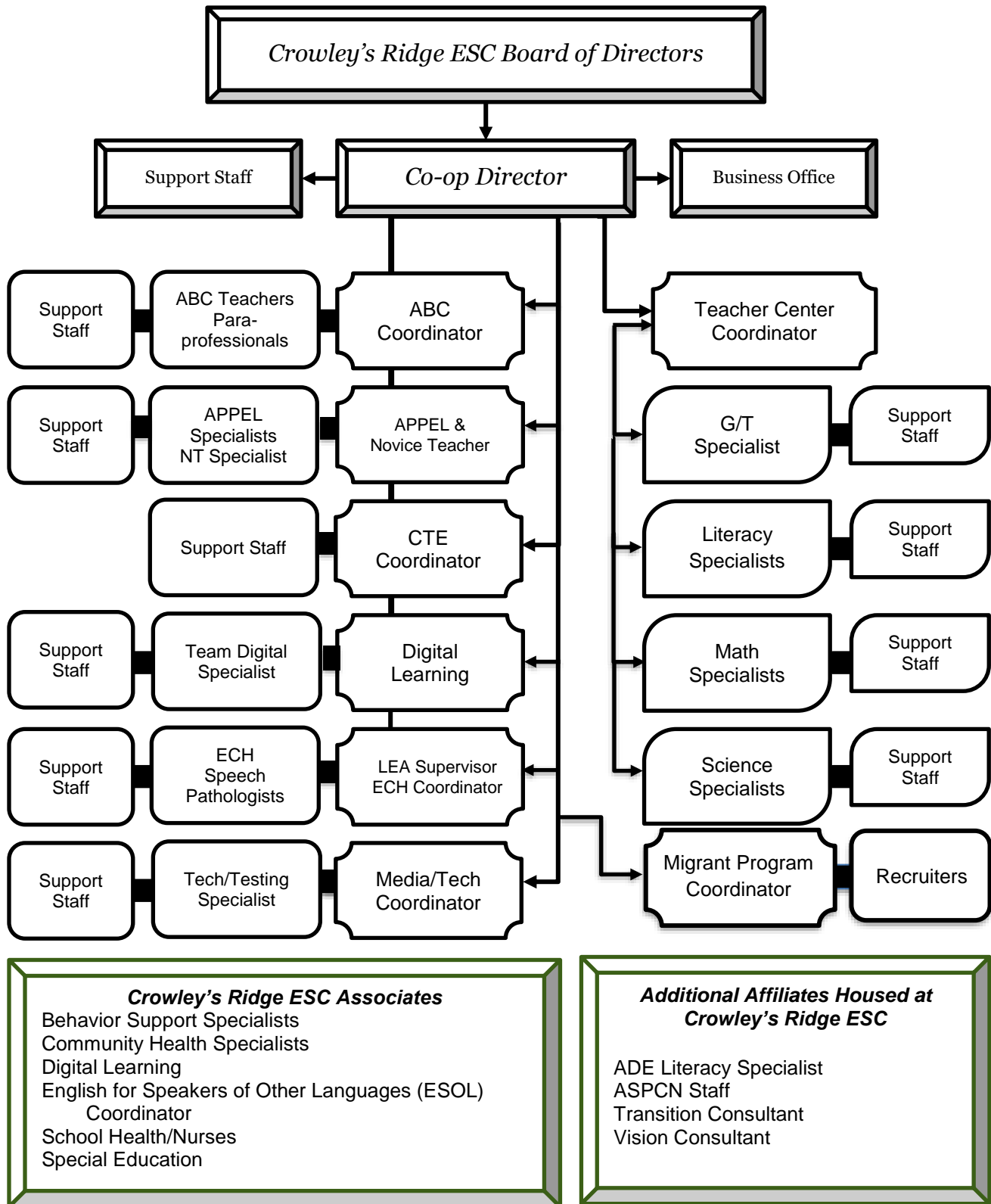
Cross County: Cross County, Wynne

Jackson County: Newport

Mississippi County: Armorer, Blytheville, Gosnell, Manila, Osceola, South Mississippi County

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

Crowley's Ridge ESC Organizational Chart



Salary Schedules

CERTIFIED TEACHER SALARY SCHEDULE 190-DAY CONTRACT			
STEP	YRS EXP.	BSE	MSE
1	0	35,240	37,335
2	1	35,690	37,835
3	2	36,140	38,335
4	3	36,590	38,835
5	4	37,040	39,335
6	5	37,490	39,835
7	6	37,940	40,335
8	7	38,390	40,835
9	8	38,840	41,335
10	9	39,290	41,835
11	10	39,740	42,335
12	11	40,190	42,835
13	12	40,640	43,335
14	13	41,090	43,835
15	14	41,540	44,335
16	15	41,990	44,835
17	16	42,440	45,335

Increments: BSE = 450; MSE =500

ACA 6-17-2403

March 28, 2019 - Revised amounts

CLASSIFIED SALARY SCHEDULE 190 Day Contract		
STEP	YRS EXP.	
1	0	15,200
2	1	15,650
3	2	16,100
4	3	16,550
5	4	17,000
6	5	17,450
7	6	17,900
8	7	18,350
9	8	18,800
10	9	19,250
11	10	19,700
12	11	20,150
13	12	20,600
14	13	21,050
15	14	21,500
16	15	21,950
17	16	22,400

Increment: 450

Associate's Degree: 1 increment

Bachelor's Degree: 2 increments

**COOPERATIVE CONTENT SPECIALIST SALARY SCHEDULE
240 Day Contract**

Step	YRS. EXPERIENCE	
1	0	62,000
2	1	62,500
3	2	63,000
4	3	63,500
5	4	64,000
6	5	64,500
7	6	65,000
8	7	65,500
9	8	66,000
10	9	66,500
11	10	67,000
12	11	67,500
13	12	68,000
14	13	69,000
15	14	70,000
16	15	71,000
17	16	72,000

Experience Increments:

Yrs 0 - 12 = 500

Yrs 13-16 = 1000

ACA 6-17-2403

Districts Served: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Riverside, South Mississippi County, Trumann, Valley View, and Wynne

Members of the Board

Name	Position	School District
Tiffany Morgan	Board Member	Armored
Bobby Hutchison	Board Member	Bay
Bobby Ashley	Board Member	Blytheville
Keith McDaniel	Board Vice President	Brookland
Gaylon Taylor	Board Member	Buffalo Island Central
Nathan Morris	Board Member	Cross County
Tish Knowles	Board Member	Earle
Michael Pierce	Board Member	East Poinsett County
Bonard Mace	Board Member	Gosnell
Doug Worley	Board Member	Harrisburg
Dr. Kim Wilbanks	Board Member	Jonesboro
Jason Evers	Board Secretary	Manila
Dr. Glen Fenter	Board Member	Marion
Matt Wright	Board Member	Marked Tree
James Dunivan	Board Member	Nettleton
Brett Bunch	Board Member	Newport
Alfred Hogan	Board Member	Osceola
Sally Bennett	Board Member	Rivercrest
Jeff Priest	Board President	Riverside
Myra Graham	Board Member	Trumann
Bryan Russell	Board Member	Valley View
Carl Easley	Board Member	Wynne

Teacher Center Committee 2019-2020

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

	Position	District	Name	Term
Elementary Teachers	Teacher	Blytheville	Tracy Plunkett	Aug 2021
	Teacher	Brookland	Amanda Brewer	Aug 2021
	Teacher	Riverside	Kim Hurst	Aug 2021
	Teacher	Marked Tree	Rebekah Routon	Aug 2022
Middle/ Jr High Teachers	Teacher	Buffalo Island	Katherine Wren	Aug 2022
	Media Specialist	Trumann	Chrystal Hamilton	Aug 2020
	Teacher	Gosnell	Stephanie Hancock	Aug 2021
	Media Specialist	Newport	Denise Jiles	Aug 2021
High School Teachers	Media Specialist	Harrisburg	Anita Toney	Aug 2020
	Teacher	Bay	Casey Newman	Aug 2020
	Teacher	Wynne	Tammy Taegmeyer	Aug 2021
	Teacher	East Poinsett Co	Ashley Howard	Aug 2022
	Instructional Facilitator	Marion	Heather Sorrells	Aug 2021
	Teacher	Armored	Debra Harms	Aug 2020
	Teacher	Earle	Terri Sturghill	Aug 2021
	Media Specialist	Nettleton	Danna Williams	Aug 2021
	Teacher	Manila	Ginger Baltimore	Aug 2020
Administrator	Assistant Principal	Valley View	Michelle Crain	Aug 2020
	Support Staff	Osceola	Jeannette Walker	Aug 2022
	Principal	Rivercrest	Dixie Baker	Aug 2022
	School Improvement	Jonesboro	Misty Doyle	Aug 2020
	Principal	Cross County	Stephen Prince	Aug 2020

Crowley's Ridge Educational Service Cooperative

Annual Report

2019-2020

DATE: May 29, 2020 LEA# 56-20 ESC#: 3

ESC NAME: Crowley's Ridge Educational Service Cooperative

ADDRESS: 1606 Pine Grove Lane, Harrisburg, AR 72432

PHONE NUMBER: 870.578.5426

DIRECTOR: Pamela Castor

TEACHER CENTER COORDINATOR: Dr. Dawn Bessee

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

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 24,361

NUMBER OF TEACHERS: 2836

I. GOVERNANCE

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

How many members on the Board? 22

How many times did the Board meet? 10

Executive Committee? N/A

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

Date of current year's annual meeting: June 19, 2020

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

If yes, then:

How many are on the Teacher Center Committee? 22

How many members are teachers? 17

How many times did the Teacher Center Committee meet? 4

When is the regular meeting? 2 Fall Semester, 2 Spring Semester –September 19, 2019; October 23, 2019; January 16, 2020; April 16, 2020 [*canceled due to COVID-19]

C. When was the most recent survey/needs assessment conducted? December 20, 2019

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

II. CRESC STAFF and CERTIFIED STAFF

Crowley's Ridge ESC Staff

2019-20	YRS	Degree	Job Title
ABBOTT, LESLIE	14	BSE	Teacher
ALDRIDGE, STACY	20	MSE	Itinerant Teacher
ALEMAN, DORIS	01		Migrant Recruiter
ALLEN, JOYCE	14		Para Professional
ALLEN, MERRY	28	BS	Math Specialist
ALLEN, REBECCA	20	MSE	Literacy Specialist
ANDERSON, LESLIE	18		Para Professional
BALLARD, LISA	04	BSE	Teacher
BANDY, ANGIE	22	MSE	Literacy Specialist
BARD, JESSICA	01		Para Professional
BARNETT, ADELE	21	MSE	Science Specialist
BEARDEN, TINA	16		Para Professional
BEAVERS, APRIL	07	MSE	Itinerant Teacher
BEITH, KIMBERLY	02		Para Professional
BELL, JENNY	4.5	MCD	Speech Pathologist
BESSEE, DAWN	29	Ed.D	Teacher Center Coordinator APPEL Facilitator
BOLING, J. RAGAN	2.5	MSE	Itinerant Teacher
BOLING, TIPTON	00	BA	Itinerant Teacher
BRASWELL, MELISSA	24	MSE	Reading Recovery. Specialist
BROADWAY, AMBER	05	Ed.S	School Psychology Specialist
BROWN, DEBBIE	19		Administrative Asst.
BROWN, FRED A	00		Administrative Asst.
BROWN, JAMES	16	BS	Computer Tech
BROWN, JAMES	16	BS	Maintenance
BROWN, VALERIE	21		Para Professional
BRYANT, LATOYA	14	BPS	Teacher
BURNS, BRITTANY	03	MCD	Speech Pathologist
BURNS, KATHRYN	02	MSE	Itinerant Teacher

BURTON, NORMA	01		Para Professional
BUTTERWORTH, JULIE	23	MCD, BCBA	Behavior Support Specialist
CASBEER, KRISTIN	12	BSE	Itinerant Teacher
CASTOR, PAMELA	40	MSE	Co-op Director
CHIPMAN, PAM	40	MSE	Mentoring Support Consultant
CISSELL, TAMMY	04		Para Professional
CLAYTON, ASHLEY	13	MSE	Itinerant Teacher
CLEVELAND, ELECE	02		Para Professional
COBURN, SHARON	46	MSE	ABC GT NOVICE TEACHER Mentor APPEL Facilitator
COMBS, CRYSTAL	04		Para Professional
COLE, DANIELLE	01	BSE	Teacher
COOK, LIZANNE	27		Teacher Center Clerk/Migrant Recruiter
COTTON, EDNA	04		Para Professional
CROWELL, SHARON	04		Para Professional
CUNNINGHAM, JAMIE	00		Migrant Recruiter
DAMRON, MISTY	04	MSE	Itinerant Teacher
DILLINGER, PAIGE	26.6	MSE	Educational Services for the Visually Impaired (ESVI)
DOOLITTLE, TICARA	00		Para Professional
ELDRIDGE, SHAUNA	01	MSE	Para Professional
EMMERT, JODI	01		Para Professional
EVERHART, KATIE	13	MSE	Itinerant Teacher
FOSTER, JEAN	18	MCD	Speech Pathologist
FRYE, SHANNON	21	MCD	Speech Pathologist
GARRETT, ANNIE	25		Para Professional
GAVIN, VERONICA	09	MSE	SP ED LEA Supervisor
GEORGE, LORI	24	MCD	Speech Pathologist
GILLIS, EMILY	13	MSE	Teacher
GIPSON, NIKKI	02		Para Professional
GIST, NICOLE	00		Para Professional-DEAF
GRIMES, DANA	17		Para Professional
GOLDEN, RACHEL	10	MCD	Speech Pathologist
GREEN, WENDY	19	MSE	Literacy Specialist

GRIMMER, CHRISTY	23	BSE	Itinerant Teacher
HANDWORK, JADA	19	MCD	Speech Pathologist
HANEY, ELIZABETH	22	MSE	Teacher
HARMON, LEE ANN	8.5	MCD	SP ED LEA Supervisor
HERRON, TIFFANY	01		Para Professional
HERRON, WHITNEY	01		Para Professional
HINDSLEY, MALLORY	10	MCD	Speech Pathologist
HINSON, ANNIE	37		Para Professional
HIVELY, RACHEL	09	BSE	ABC Site Facilitator
HOLDEN, ANGIE		MCD	Speech Pathologist
HONEY, CYNTHIA	16	MSE	Itinerant Teacher
HORN, KERI	24	Ed.S	School Psychology Specialist/Department Head
HORSLEY, PEGGY .6FTE/144 days	26		Administrative Asst.
HOWARD, ASHLEY	12	MSE	ABC Site Facilitator
HUFFMASTER, WENDY	22	Ed.S	School Psychology Specialist
HURSEY, DEMETRIA	06		Para Professional
JAMES, ANGELA	04		Para Professional
JARRETT, PATRICIA	17		Para Professional
JONES, KARLA	26	MSE	Recruitment & Retention
KENNEDY, SHERRY	12	AA	Team Digital
KIEFFNER, MELISSA	15	MCD	Speech Pathologist
LANGSTON, REBECCA	10	BSE	SP ED LEA Supervisor
LANSDELL, CINDY	23		Para Professional
LEE, JAMES	22	MSE	Math Specialist
LESTER, LEANNE	11	MSE	ABC Asst. Coord
LOGGAINS, BRIDGETT	19	MSE	ECH SP ED Supervisor
MARQUIS, SHANNON	14		Para Professional
MATHIS, SHERRY	11		Custodian
MABRY, REBA	37.5		Teacher of the Deaf
McBRIDE, MICHELLE	18	BSE	Migrant Specialist
McELHANON, JANEE	17	MSE	SP ED LEA Supervisor
McNEELY CAROLYN	40	MSE	Workforce Ed Coord
MILLER, EDVETTE	07	Ed.S	School Psychology Specialist

MILOW -WILSON, OLIVIA	00		Teacher
MOORE, JILL	03		Para Professional
MORRISON, KANDIE	23.75	MSE	Early Childhood Coord.
MURRELL, CATHY	15	BSE	Executive Administrative Asst.
NIEMEYER, SANDRA	10	MCD	Speech Pathologist
OWENS, CARLY	01		Para Professional
PARHAM, KRIS	15.5		Para Professional
PEELER, TERI	00		Para Professional
PERKINS, MACHELLE	03		Para Professional
PHIPPS, KATHY	14.5		Asst Bookkeeper
POTIGIAN, BRENDA J	17		Screener/Scheduler
PRICE, LEKERIA	01		Teacher
PRINCE, STEPHANIE	25		Itinerant Teacher
ROGERS, ERICA	02		Teacher
SANDERS, JENNY	11	BSE	Teacher
SCHLUETER, KRISTA	04	BSE	Teacher
SCHULZ, MINDY	22	MSE	Itinerant Teacher
SLOAS, KELSEY	02	Ed.S	School Psychology Specialist
SMITH, SHANIQUE	01		Para Professional
SOUTH, ALLISON	14	MSE	Itinerant Teacher
TEAGUE, JESSICA	02		Para Professional
TEETER, CHELSEA	01		Para Professional
TROUP, ALLISON	01	BGS	Teacher
TRUELOVE, JULIE	12	MSE	Itinerant Teacher
WALTERS, KATI	13	MSE	Itinerant Teacher
WALTON, LISA	19		Para Professional
WATSON, VALERIE	14		Para Professional
WEBB, JENNIFER	13		Administrative Asst.
WILKINSON, SHARLA	06	BSE	Teacher
WILLBANKS, KIMBERLY	05	MSE	Itinerant Teacher
WILLIAMS, CYDNI	04	BS	Itinerant Teacher
WILLIAMS, ELIZABETH	05		Para Professional
WILLIAMS, JEAN	02		Para Professional

WILLIAMS, JENNIFER	25	BSE	Transition
WILLIAMS, KIMBERLY	19	MSE	Teacher
WILSON, JEARLENE	21		Para Professional
WILSON, KAY	15.5		Bookkeeper
WILSON, MELANIE	12	BSE	Behavior Specialist
WINDERS, ALYSSA	00		Para Professional
WINDERS, PAULA	7.5		Para Professional
WINSLOW, TAMMY	26	MSE	Science Specialist
WOODALL, MEGHAN	05		Para Professional
WRIGHT, SHARON	11	BSE	Teacher
YOCUM, LINDA	20	BSE	Teacher
YOUNG, DEBORAH	03		Para Professional

Crowley's Ridge Educational Staff

2019-20	YRS	Degree	Job Title
ALLEN, MERRY	28	BS	Math Specialist
ALLEN, REBECCA	20		Literacy Specialist
BANDY, ANGIE	22	MSE	Literacy Specialist
BARNETT, ADELE	18	MSE	Math Specialist
BESSEE, DAWN	29	Ed.D	Teacher Center Coordinator APPEL
BRASWELL, MELISSA	24	MSE	Reading Recovery. Specialist
BROADWAY, AMBER	04	MSE	Evaluator
BROWN, DEBBIE	19		Administrative Asst.
BROWN, FREDA			Administrative Asst.
BROWN, JAMES	16	BS	Computer Tech
BUTTERWORTH, JULIE	23	MSE	Behavior Specialist
CASTOR, PAMELA	40	MSE	Co-op Director
CHIPMAN, PAM	40	MSE	Mentoring Support Consultant
COBURN, SHARON	46	MSE	ABC/GT/NOVICE COACH APPEL
DILLINGER, PAIGE	25.5	MSE	ESVI
GAVIN, VERONICA	09	MSE	SP ED LEA Supervisor
GREEN, WENDY	19	MSE	Literacy Specialist
HARMON, LEE ANN	8.5	MCD	SP ED LEA Supervisor
HORN, KERI	23	Ed.S	Evalutor/Dept Head
HUFFMASTER, WENDY	21	MSE	Evaluator
JONES, KARLA	26	MSE	Recruitment & Retention
KENNEDY, SHERRY	12	AA	Distance Learning Coord
LANGSTON, REBECCA	10	BSE	SP ED LEA Supervisor
LEE, JAMES	21	MSE	Math Specialist
MATHIS, SHERRY	11		Custodian
McELHANON, JANE	17	MSE	SP ED LEA Supervisor
McNEELY CAROLYN	40	MSE	Workforce Ed Coord
MILLER, EDVETTE	06	MSE	Evaluator
MURRELL, CATHY	15	BSE	Administrative Asst.
PHIPPS, KATHY	14.5		Asst Bookkeeper
SLOAS, KELSEY	01	EDS	Evaluator
WEBB, JENNIFER	13		Administrative Asst.
WILLIAMS, JENNIFER	25	BSE	Transition
WILSON, KAY	15.5		Bookkeeper
WINSLOW, TAMMY	26	MSE	Science Specialist

ABC

ABC CERTIFIED			
2019-20	YRS	Degree	Job Title
COBURN, SHARON	44	MSE	Coordinator
ABBOTT, LESLIE	14	BSE	Teacher
BALLARD, LISA	04	BSE	Teacher
BRYANT, LATOYA	14	BPS	Teacher
COLES, DANIELLE	01	BS	Teacher
GILLIS, EMILY	13	MSE	Teacher
HANEY, ELIZABETH	22	MSE	Teacher
HIVELY, RACHEL	09	BSE	ABC Facilitator
HOWARD, ASHLEY	12	BSE	ABC Facilitator
LESTER, LEANNE	11	MSE	ABC Assistant Coordinator
MILOW, OLIVER	00	MSE	Teacher
PRICE, LEKERIA	01	MSE	Teacher
ROGERS, ERICA	02	MSE	Teacher
SANDERS, JENNY	11	BSE	Teacher
SCHLUETER, KRISTA	04	BSE	Teacher
TROUP, ALLISON	01	BGS	Teacher
WILKINSON, SHARLA	06	BSE	Teacher
WILLIAMS, KIMBERLY	19	MSE	Teacher
WRIGHT, SHARON	11	BSE	Teacher
YOCUM, LINDA	20	BSE	Teacher

ABC CLASSIFIED			
2019-20	YRS	Degree	Job Title
ALLEN, JOYCE	14		Para-Professional
BARD, JESSICA	01		Para-Professional
BEITH, KIMBERLY	02		Para-Professional
BROWN, VALERIE	21		Para-Professional
BURTON, NORMA	01		Para-Professional
CISSELL, TAMMY	04		Para-Professional
CLEVELAND, ELECE	02		Para-Professional
COTTON, EDNA	04		Para-Professional

DOOLITTLE, TICARA	00		Para-Professional
ELDRIDGE, SHAUNA	01		Para-Professional
GARRETT, ANNIE	25		Para-Professional
GIPSON, NIKKI	02		Para-Professional
HERRON, TIFFANY	01		Para-Professional
HERRON, WHITNEY	01		Para-Professional
HURSEY, DEMETRIA	04		Para-Professional
JAMES, ANGELA	04		Para-Professional
MARQUIS, SHANNON	14		Para-Professional
MOORE, JILL	03		Para-Professional
OWENS, CARLY	01		Para-Professional
PERKINS, MACHELLE	03		Para-Professional
SMITH, SHANIQUE	01		Para-Professional
TEAGUE, JESSICA	02		Para-Professional
TEETER, CHELSEA	01		Para-Professional
WATSON, VALERIE	14		Para-Professional
WILLIAMS, ELIZABETH	05		Para-Professional
WILLIAMS, WILLIE JEAN	02		Para-Professional
WILSON, JEARLENE	21		Para-Professional
WOODALL, MEGHAN	05		Para-Professional
YOUNG MEEKS, DEBORAH	03		Para-Professional

Early Childhood Special Education

ECH SPED CERTIFIED			
2019-20	YRS	Degree	Job Title
MORRISON, KANDIE	23.75	MSE	ECH Special Education Coordinator
ALDRIDGE, STACY	20	MSE	Itinerant Teacher
BEAVER, APRIL	07	MSE	Itinerant Teacher
BELL, JENNY	4.5	MCD	Speech Pathologist
BOLING, J. RAGAN	2.5	MSE	Itinerant Teacher
BOLING, TIPTON	00	BA	Itinerant Teacher
BURNS, BRITTANY	03	MCD	Speech Pathologist
BURNS, KATHRYN	02	MSE	Itinerant Teacher
CASBEER, KRISTIN	12	BSE	Itinerant Teacher
CLAYTON, ASHLEY	13	MSE	Itinerant Teacher
DAMRON, MISSY	04	MSE	Itinerant Teacher
EVERHART, KATIE	13	MSE	Itinerant Teacher
FOSTER, JEAN	18	MCD	Speech Pathologist
FRYE, SHANNON	21	MCD	Speech Pathologist
GEORGE, LORI	24	MCD	Speech Pathologist
GOLDEN, RACHEL	10	MCD	Speech Pathologist
GRIMMER, CHRISTY	23	BSE	Itinerant Teacher
HANDWORK, JADA	19	MCD	Speech Pathologist
HINDSLEY, MALLORY	10	MCD	Speech Pathologist
HOLDEN, ANGIE	06	MCD	Speech Pathologist
HONEY, CYNTHIA	16	MSE	Itinerant Teacher
KIEFFNER, MELISSA	15	MCD	Speech Pathologist
LOGGAINS, BRIDGETT	19	MCD	ECH Special Education/LEA Supervisor
NIEMEYER, SANDRA	11	MCD	Speech Pathologist
PRINCE, STEPHANIE	25	BSE	Itinerant Teacher
SCHULZ, MINDY	22	BSE	Itinerant Teacher
SOUTH, ALLISON	14	MSE	Itinerant Teacher
TRUELOVE, JULIE	12	MSE	Itinerant Teacher
WALTERS, KATI	13	MSE	Itinerant Teacher
WILLBANKS, KIMBERLY	05	MSE	Itinerant Teacher
WILLIAMS, CYDNI	04	BSE	Itinerant Teacher
WILSON, MELANIE	12	BSE	Behavior Specialist
MABRY, REBA	37.5	MSE	Deaf Teacher

ECH CLASSIFIED			
2019-2020	YRS	Degree	Job Title
ANDERSON, LESLIE	18		Screeener/Scheduler
BEARDEN, TINA	16		Screeener/Scheduler
COMBS, CRYSTAL	10		Para-Professional
CROWELL, SHARON	04		Para-Professional
EMMERT, JODIE	01		Para-Professional
GIST, R NICOLE	00		Para-Professional
GRIMES, DANA	17		Para-Professional
JARRETT, PATRICIA	17		Para-Professional
HINSON, ANNIE	37		Screeener/Scheduler
HORSLEY, PEGGY	26		Administration Asst.
LANSDALL, CINDY	23		Para-Professional
PARHAM, KRIS	15.5		Para-Professional
PEELER, TERI	00		Para-Professional
POTIGIAN, B. JEANNIE	17		Screeener/Scheduler
WALTON, LISA	19		Para-Professional
WINDERS, ALYSSA	00		Para-Professional
WINDERS, PAULA	7.5		Para-Professional

MIGRANT			
2019-20	YRS	Degree	Job Title
McBRIDE, MICHELLE	18	BSE	Migrant Specialist
ALEMAN, DORIS	00		Migrant Recruiter
CUNNINGHAM, JAMIE	00		Migrant Recruiter
COOK, LIZANNE	27		Migrant Recruiter

Additional Personnel Housed at CRESC			
2019-2020	YRS	Degree	Job Title
BARKER, JESSICA	00	BSN	Community Health Nurse Specialist
COOK, LAURA	27	BSN	Community Health Nurse Specialist
NAYLOR, REBECCA	39	MSE	ADE Literacy Specialist
RHOADS, PAM	16	BS	APSCN Student Field Analyst

III. TEACHER CENTER

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

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

If yes, then:

Approximate the number of titles in the media center: 450

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

How many districts participate in the media program? 22

How many titles (including duplicate counts) were provided to schools during this current year? 1295

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

If yes, then:

How are media/technology charges per district determined? \$3.00/ADM

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

If yes, then:

How many teacher visits have been made to the center? 350

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Cooperative Purchasing
- ☒ Conduct Annual Needs Assessment /Planning assistance
- ☒ Special Education Services
- ☒ Gifted and Talented Assistance
- ☒ Grant Writing Assistance
- ☒ Personnel Application
- ☒ Assist/Support with Evaluation Procedures (OSR, ACSIP Monitoring, GT Program Evaluation, Special Education Monitoring, etc.)
- ☒ Bookkeeping Assistance
- ☒ Technology Training
- ☒ Curriculum Support
- ☒ Business Management Training
- ☒ Computer Technician
- ☒ E-Rate Applications
- ☒ Assessment Data Analysis
- ☒ Instructional Facilitator Training
- ☒ Math/Science/Literacy Specialists
- ☒ Numerous Professional Development Opportunities for Teachers
- ☒ Administrators and Local Board Members Training
- ☒ Other (please specify):

- ☒ Carl D. Perkins
- ☒ Bus Driver Training
- ☒ School Board Training
- ☒ Custodial/Asbestos/Maintenance
- ☐ Digital Learning Grant for Districts/Co-op through APSRC
- ☒ Paraprofessional Training

V. DIRECT SERVICES TO STUDENTS

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

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

VI. ANECDOTAL REPORTS

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

CRESC partners with Arkansas State University (ASU) Education Renewal Zone (ERZ) and the College of Education to provide professional development opportunities to member districts, support pre-service teachers, and co-host events with national speakers. Cooperative specialists assist in delivering training to college groups, as deemed necessary by the university.

The cooperative also partners with the ADE Division of Elementary and Secondary Education (DESE) to support all educators in the analyses of teaching performance. The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Software is provided by DESE to consistently apply the Danielson rubric for teaching performance. The cooperative specialists support administrators with their utilization of TESS and provide additional training of the TESS components, either by open-enrollment PD sessions or personalized learning opportunities with novice teachers and new hires at the district or campus level. DESE provides training for administrators at each cooperative on the Summative Evaluation Process and Professional Growth Plans.

Leadership Excellence and Development System ([LEADS 2.0](#)) is utilized to support, communicate, and document our educational leaders. The rubrics for LEADS 2.0 are based on the Professional Standards for Educational Leaders ([PSEL](#)) from 2015. LEADS 2.0 is used as Arkansas's evaluation and support system for all Arkansas administrators except superintendents. This year, the [LEADS 2.0 Principal Rubric](#) was implemented, and the rubrics for assistant principals and curriculum program administrators were developed and presented to stakeholders for feedback and revisions. Training for the LEADS 2.0. Rubrics were made available to administrators during the Superintendents' Retreat, through the Principals' Professional Learning Community (PPLC), Arkansas Leadership Quest, and Beginning Administrator Journeys (BA) quarterly meetings, as well as additional training at Arkansas State University. As administrators were trained in the new standards, explicit connections were drawn between the four domains of the LEADS 2.0 rubric and High-Reliability Schools (HRS) Level 1. EdReflect is now being used to collect and store all LEADS 2.0 rubrics and artifacts/evidence.

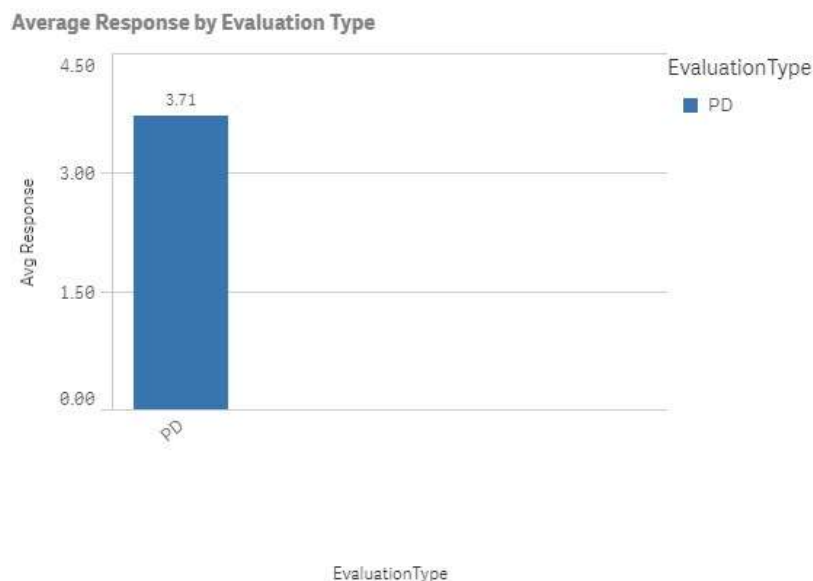
CRESC partnered with DESE, Marzano Resources, and the ASU ERZ to introduced and provided materials and training for High-Reliability Schools components for Levels 1, 2, and 3. Presenters from Marzano Resources shared more in-depth information about HRS Levels at local-, regional-, and state-level events. CRESC staff were also trained to help facilitate data disaggregation from the survey results for each level administered.

CRESC content specialists partnered with the DESE Division of Learning Services to write or further-develop statewide-initiated trainings. Projects developed with CRESC committee members include *Science of Reading: Small Group Instruction*; *AR Math QuEST: Ambitious Teaching*; and *GPS: Introduction to Arkansas K-12 Science Standards*. As a result of the COVID-19 pandemic and subsequent remote-learning mandates, CRESC specialists continued to collaborate with the Division of Learning Services to develop Alternative Methods of Instruction (AMI) tasks in conjunction with PBS programming. CRESC staff also assisted in transitioning face-to-face professional development units to virtual delivery options and facilitated content-specific sessions online. Also, cooperative specialists assisted in applying DESE Science of Reading rubrics to reading programs that had been submitted for approval

ACT Aspire Assessment – the CRESC technology coordinator and staff have provided support to district testing and technology personnel as preparations were made for the administration of the ACT Aspire in the spring. Support included visiting districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, the cooperative technology coordinator provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

CRESC staff provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students.

Evaluations for all professional development sessions indicated that educators were satisfied with the services and training provided by the cooperative:



The Crowley's Ridge Co-op Preschool Program is funded by the Arkansas Better Chance (ABC) Program and the Federal Pre-K program through the federal Child Care Development Fund (CCDF). CRESC partners with seven school districts: Blytheville, Cross County, Earle, Gosnell, Marion, Marked Tree, and Riverside, to serve 325 children in 19 classrooms at eight sites in five counties. The preschool program is primarily for low-income children but also helps other at-risk children. The program works in partnership with Arkansas State University to maintain high-quality child care at each site. The CRESC ABC Preschool Program is funded with Arkansas Better Chance state funds and CCDF federal funds.

Special Education services are provided free of charge to children in need of Developmental Services, Speech Therapy, and Physical or Occupational Therapy. Special Education early-identification and preventative services enable children to be ready for school.

In cooperation with 22 school districts, Crowley's Ridge Educational Service Cooperative provides an Early Childhood Special Education Program for 3-5-year-old children. This program operates under an itinerate service model to provide educational support to children under the requirements of IDEA.

PROGRAMS

PROGRAM: **Arkansas Better Chance (ABC) and Child Care Development Fund (CCDF)**

FUNDING AMOUNT: State: ABC \$1,241,500.00 + Credential Grant \$24,406.20
Federal CCDF: \$79501.80 (as of 5/11/2020)

COMPETITIVE GRANT: Yes____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS: Cross County, Gosnell, Marked Tree, Riverside, and Marion

PERSONNEL:

CERTIFIED

	Yrs	Degree	Job Title
COBURN, SHARON	44	MSE	Coordinator
BALLARD, LISA	03	BSE	Teacher
COLES, DANIELLE	00	BS	Teacher
GILLIS, EMILY	12	MSE	Teacher
HIVELY, RACHEL	09	BSE	Teacher
LESTER, LEANNE	10	MSE	Asst. Coord
SANDERS, JENNY	10	BSE	Teacher
SCHLUETER, KRISTA	03	BSE	Teacher
WILKINSON, SHARLA	05	BSE	Teacher
WRIGHT, SHARON	10	BSE	Teacher
YOCUM, LINDA	19	BSE	Teacher
HOWARD, ASHLEY	11	MSE	ABC Facilitator
ABBOTT, LESLIE	12	BSE	Teacher

ROGERS, ERICA	8	BSE	Teacher
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CLASSIFIED

	Yrs	Job Title
BARD, JESSICA	00	Paraprofessional
BEITH, KIMBERLY	01	Paraprofessional
CLEVELAND, ELECE	01	Paraprofessional
HERRON, WHITNEY	00	Paraprofessional
JAMES, ANGELA	03	Paraprofessional
MARQUIS, SHANNON	13	Paraprofessional
MEEKS, DEBORAH YOUNG	02	Paraprofessional
MOORE, JILL	02	Paraprofessional
OWENS, CARLY	00	Paraprofessional
SMITH, SHANIQUE	00	Paraprofessional
WILLIAMS, ELIZABETH	04	Paraprofessional
WILLIAMS, JEAN	01	Paraprofessional
WOODALL, MEGHAN	04	Paraprofessional
TEETER, CHELSEA	00	Paraprofessional
WATSON, VALERIE	15	Paraprofessional
PERKINS, MACHELL	02	Paraprofessional

GOALS:

To provide high-quality preschool services on behalf of the public school system.

To provide access to stable, high-quality child care and early learning experiences to improve the odds of success for two generations – parents and children - who rely on child care across the country.

PROGRAM SUMMARY:

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

The preschool program provides services to children who are three or four years old by August 1st of each year. Preschool services include preparing children for kindergarten. Areas of focus include pre-reading (letter- and sound-recognition) and pre-mathematics (number recognition and counting activities). Science activities are related to the natural world through observation and experimentation. We also use Engineering is Elementary (EiE) preschool units, designed by the Boston Museum of Science, for engineering exploration throughout the year. Free supportive services include speech therapy and specialized instructional services, as well as occupational and physical therapy.

MAJOR HIGHLIGHTS OF THE YEAR:

The number of personnel and enrolled children has grown this year. The preschool program now employs a team of 49 teachers and paraprofessionals. We were granted 135 new slots for children, increasing from 210 slots in 2018-19 to 345 this year. We received 40 more slots for the Marion School District, which enabled us to expand to five classrooms serving children in that district. We were pleased to welcome two new school districts to the CRESC Preschool program this year as well. The Earle School District Preschool joined CRESC with three classrooms and 51 slots. The Blytheville School District also joined CRESC with two classes and 40 slots.

CRESC Preschool is pleased to offer increased support to our Pre-K children through the Science of Reading (SoR). We hired a new ABC Facilitator who is RISE trained, and we added the Heggerty Phonological Awareness Preschool Program as a supplemental curriculum. Heggerty materials were added to all 19 classrooms, and teachers and paraprofessionals were trained in the Heggerty program. Heggerty was chosen because it is the Phonological Awareness program used in K-2 in all of the schools in which we have Pre-K sites. By using the same language, sequence, and materials as our K-2 teachers, we can better prepare our children for kindergarten and primary grades.

The entire CRESC Preschool Staff participated in a University of Arkansas Early Childhood Education Pilot for the online training in Pre-K Standards. After completing the pilot program, CRESC staff enrolled in two additional online courses: Pre-K ELLA and Social and Emotional Learning (SEL).

CCDF Preschool Programs receive consistently high ratings in all areas of childcare based on annual monitoring by the Arkansas Early Childhood Environmental Rating Scale (ECERS). The Preschool program has earned and maintained the highest Better Beginnings rating of Level 3. A Level 3 designation recognizes several factors: providing high-quality staff development (delivered at a minimum of twice monthly on each site), retaining high-quality, certified teachers in all classrooms, and employing

paraprofessionals with CDA certification. The preschool staff and administrators are actively involved with several organizations, including the Arkansas Department of Human Services (DHS), the Arkansas State University Early Childhood Services, and the National Association for the Education of Young Children (NAEYC).

PROGRAM: **Arkansas Professional Pathway to Educator Licensure (APPEL)**

FUNDING AMOUNT: \$55,218.40

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes **X** No____

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS: Cross County, Earle, East Poinsett County, Jonesboro, Manila, Marion, Nettleton, Newport, Osceola, Rivercrest, Trumann, Valley View, and Wynne; Other districts served outside of the CRESC region include West Memphis.

PERSONNEL:

	Yrs	Degree	Job Title
BANDY, ANGIE	21	MSE	Instructor
BAINE, BRAD		PhD	Instructor
BESSEE, DAWN	29	EdD	Coordinator/Site Facilitator
CAMPBELL, NIKKI	18	MSE	Instructor
COBURN, SHARON	45	MSE	Coordinator/Site Facilitator
INMAN, MARY	23	MSE	Instruction
JONES, KARLA	26	MSE	Instructor
MOORE, MELISSA		MSE	Instructor
RAPER, SHANTELE	16	EdS	Instructor

GOALS:

To help future educators understand what accomplished beginning teaching looks like in a classroom and, more importantly, to demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

To prepare learner-ready teachers. The program defines a learner-ready teacher as one who is ready on day one of his or her career, to model and develop in students, the knowledge and skills they need to succeed today including the ability to:

- think critically and creatively,
- apply content to solving real-world problems,
- be literate across the curriculum,
- collaborate and work in teams, and
- take ownership of their continuous learning.

PROGRAM SUMMARY:

The Arkansas Professional Pathway to Educator Licensure (APPEL) is an alternative preparation route to obtaining an Arkansas teaching license for college graduates who hold at least a bachelor's degree. The program is administered under the auspices of the Arkansas Department of Education (ADE) and is monitored by the ADE Office of Educator Preparation.

Participants may be employed as a part-time or full-time classroom teacher in an Arkansas school while completing requirements for a Standard Arkansas teaching license. Qualifying participants receive a current, valid, two-year Arkansas Provisional Teaching License to work as a teacher of record, earning a salary with benefits, while completing the program. Those who complete all program and licensure requirements receive the final, Arkansas Standard Teaching License.

The program is a two-year preparation track that includes Instructional Modules, appropriate employment as a classroom teacher, assessments, and on-the-job professional learning. Participants are mentored and receive focused feedback and evaluation via the state's mentoring and teacher evaluation models. The program's capstone experience is a submission to edTPA®. This pre-service teacher assessment process includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to teach his/her subject matter to all students effectively.

During this 2-year program, APPEL Instructional Modules are offered at satellite sites throughout the state for fifteen days each summer and eight monthly modules each school year. All face-to-face modules for both years are delivered at the regional site. The modules do include pedagogical content and are designed specifically for teaching in the content/subject area and grade level. Four modules each year are delivered entirely online.

We have two highly-qualified facilitators to direct our site, as well as highly-qualified instructors who present all face-to-face learning modules. They are able to offer valuable insight into current, research-based best practices in teaching and learning and effectively deliver instruction for APPEL participants. This is a technology-rich program and requires skills related to using a computer or mobile device, software applications, and the Internet. Program administrators are dedicated to the focus of providing rigor and relevance in teacher preparation, as articulated in the APPEL Mission.

MAJOR HIGHLIGHTS OF THE YEAR:

We added a second cohort of APPEL participants this year. Of the 22 beginning Year 1 participants, 19 completed the training with CRESC. All Year 1 participants were employed as teachers of record with eight districts in our cooperative region and two districts in neighboring regions. We had 24 participants who completed Year 2, with 22 maintaining gainful employment with schools in the CRESC districts.

Ninety-five percent of Year 1 candidates completed and submitted the required work for their Culturally-Responsive Instruction micro-credential. Four candidates earned their micro-credential on their first attempt.

One hundred percent of Year 2 candidates submitted their required work for the edTPA® portfolio.

CRESC utilized the services of 10 presenters who were either CRESC employees or highly-qualified educators from districts in the CRESC region.

PROGRAM: **Arkansas Public School Computer Network (APSCN)/Student Management Systems (SMS) Field Analyst**

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

PERSONNEL:

	Yrs	Degree	Job Title
RHOADS, PAM	16	BS	APSCN Student Field Analyst

GOAL:

To provide end-user training and support to Arkansas public school districts using the statewide-networked eSchoolPlus Student Management System and provide technical assistance to school districts on-site to evaluate and resolve end-user problems in using the Student Management System software including state-required reporting.

PROGRAM SUMMARY:

The field analyst assists district users with the reporting program, eSchoolPlus, which all districts now use. The eSchoolPlus system focuses on student management, including demographics, medical, discipline, scheduling, all aspects of mark reporting, and attendance, as well as implementing a report writing tool called Cognos. Cognos reports articulate a school's effectiveness. eSchoolPLUS also streamlines communication for teachers, parents, and administrators via the portals of Teacher Access Center and Home Access Center. This year the PowerSchool Online Registration Program has begun to be phased into the school districts in the CRESC area.

The Field analysts provide user training and technical support on-site as well as at the educational cooperatives on all aspects of eSchoolPLUS and PowerSchool Online Registration. Due to COVID-19, training has been implemented using Virtual training sessions instead of group or one-on-one assistance.

PROGRAM: Career and Technical Education

FUNDING AMOUNT: Federal \$307,233.00 State \$50,000

FUNDING SOURCE: Federal - Carl D. Perkins

COMPETITIVE GRANT: Yes___ No X

RESTRICTED GRANT: Yes X No ___

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

PERSONNEL

	Yrs	Degree	Job Title
BROWN, DEBBIE	21		Administrative Assistant
MCNEELY, CAROLYN	41	MSE	Career and Technical Education Coordinator

GOALS:

To prepare a job-ready, career-bound workforce to meet the needs of Arkansas employers with a vision of being a model for workforce and career development.

To receive input from regional stakeholders to ensure our students are engaged in current and relevant learning.

To prepare ALL students for the workforce, post-secondary education, or military.

PROGRAM SUMMARY:

In the CTE Program, formerly known as Vocational Education, students are taught valuable technical skills in the areas of Agriculture, Business, Family & Consumer Sciences, STEM, Auto Mechanics, Medical Professions, as well as Trade and Industry fields including Construction, Drafting and Design, and Welding. Measurable indicators are proficiency in literacy, mathematics, and technical skill attainment (industry certifications), high school course completion and graduation, placement, and nontraditional participation and completion.

The Career and Technical Education program of Crowley's Ridge Educational Service Cooperative coordinates the Carl D. Perkins Career and Technical Education Act of 2006 and the Arkansas Department of Career Education initiatives. This office serves as the liaison between member schools and the Career and Technical Education staff at the ADE Division of Career and Technical Education. The program serves sixteen consortia districts: Armorel, Bay, Brookland, Buffalo Island Central, Cross County, East Poinsett County, Gosnell, Harrisburg (including Weiner), Earle, Manila, Marked Tree, Nettleton, Osceola, Rivercrest, Riverside, and Valley View. Technical assistance, as well as professional development opportunities, are offered to all non-consortia schools. This service includes developing local Perkins projects, preparation for technical assistance visits, program improvement, and career planning services. The program also serves the following non-consortia schools in the cooperative area: Blytheville, Newport, Jonesboro, Marion, Trumann, and Wynne.

MAJOR HIGHLIGHTS OF THE YEAR:

- Students were recognized through district, regional, and national student organization events this year.
- Competitive state startup grants were awarded in the amount of \$68,763.54.
- 2019-20 served as a transition year from Perkins IV to the newly reauthorized Perkins V Law. The Crowley's Ridge Educational Service Cooperative hosted a Regional Stakeholders' meeting for the state level, which included a Needs Assessment survey and later surveyed local Stakeholders to provide a Needs Assessment. Results from these surveys will be used for creating the State and Local Perkins Plans, respectively.
- 2019-20 served as a restructuring year for Career and Technical Education as a result of Governor Hutchinson's action. Career and Technical Education became a Division of the Arkansas Department of Education.
- Covid-19 affected year-end activities. Many local, state, and national student conferences and events were conducted virtually. CTE teachers and trainers were tasked with immediately converting to virtual instruction. Professional development opportunities were canceled, rescheduled, or offered virtually. Covid-19 changed the last three months of the school year for everyone and will continue to affect summer professional development.

PROGRAM: Content Specialist: Literacy

FUNDING AMOUNT: \$360,000 for total program operations

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

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs.	Degree	Job Title
ALLEN, REBECCA	21	M. Ed.	(NBCT) Literacy/Dyslexia Specialists
BANDY, ANGIE	22	MSE	(NBCT) Literacy Specialist
BRASWELL, MELISSA	25	MSE	Literacy Specialist
GREEN, WENDY	19	MSE	Literacy Specialist
NAYLOR, REBECCA	39	MSE	ADE Literacy Specialist housed at CRESC

GOALS:

- To support schools in the implementation of curriculum and instructional practices aligned to the Science of Reading and assist educators in meeting an appropriate Prescribed Pathway credential, as mandated by Act 1063, the Right to Read Act.
- To assist schools in their efforts to serve their dyslexic students and become fully compliant with Act 1268, the amended dyslexia law.
- To develop, provide, and support the implementation of scientific, research-based professional development for all schools in our cooperative region through staff development, technical assistance, and instructional support for all district educators.
- To assist schools in meeting state and federal standards through the development of effective strategies including explicit instruction, brain-based instructional strategies, differentiated instruction, formative assessments, and summative assessments.

- To assist schools and districts in the articulation, design, and implementation of campus-wide and district-wide literacy goals through collaborative data disaggregation, professional learning communities/teams, effective planning strategies, and effective grading practices.
- To provide individual teacher and classroom support (as requested) through collaborative standards analysis, lesson planning, modeling, and pre- and post-lesson observations and conferences, as well as individual instructional support for teachers' and administrators' implementation of professional development with rigor and fidelity.

PROGRAM SUMMARY:

The literacy program is designed to support the literacy needs of all schools and districts in our region. This is accomplished through the delivery of scientific, research-based professional development, job-embedded training, and subsequent support for educators and administrators to implement effective literacy practices with fidelity and rigor. The Literacy specialists work with individual teachers, teams, and entire faculties as they work towards increased student achievement and meeting the developmental and cognitive needs of all learners. All trainings are based on the most current research available and are correlated to the state and federal learning standards with regards to the Arkansas English Language Arts Standards, as well as core content-specific standards for Arkansas. As per schools' and districts' requests, the Literacy specialists also provide additional support for those campuses that have been identified by the state as needing improvement.

Professional development and on-site support are provided during the summer and throughout the school year. These trainings and support opportunities include, but are not limited to:

- Dyslexia training
- Content Literacy instruction
- Curriculum mapping and alignment
- Differentiated Instruction
- Argumentative/Expository Writing across the disciplines
- Close Reading
- Vocabulary instruction
- Disciplinary Literacy
- Instructional Facilitator
- Language Essentials for Teachers of Reading and Spelling (LETRS), K-2
- Reading Initiative for Student Excellence Academy (R.I.S.E.), K-2

- Reading Initiative for Student Excellence Academy (R.I.S.E.), 3-6

MAJOR HIGHLIGHTS OF THE YEAR:

Literacy Specialists worked alongside teachers and administrators in planning and implementing AMI instruction during the Coronavirus Pandemic.*

DESE Services, Cooperation, and Collaboration:

DSES, in conjunction with the Education Service Cooperatives, offers professional development that focuses upon the development of effective literacy practices in grades K-12. The current state initiatives being supported through the cooperative are as follows: R.I.S.E. Academy K-2, R.I.S.E. Academy 3-6, LETRS K-2, and Content Literacy. The Literacy specialists provide additional support to schools as they implement these state initiatives, as well as provide technical assistance for schools with regards to aligning their curriculum to the state standards. The Literacy specialists with Crowley's Ridge Educational Service Cooperative (CRESC) consistently make a concerted effort to communicate with all educators and administrators regarding the availability of these school support services and staff development.

- Over 400 teachers began or completed Phase 1 (content) of the RISE and LETRS prescribed pathways
- Schools identified as Level 3, 4, and 5 have received priority and targeted support.
- Regional administrators received 3-6 RISE training (Phase I)
- Regional administrators received Science of Reading Assessor Training

Dyslexia:

Dyslexia contacts from each school district were provided with the six dates for meetings at the first meeting in Aug. However, due to COVID-19 the last two meetings were changed to virtual meetings and individual help as needed. In addition to meetings, support was also provided to districts to help determine and maintain fidelity to program(s), secure appropriate training, analyze data, and plan for future instruction.

PROGRAM: **Content Specialist: Math**

FUNDING AMOUNT: \$180.00 for total program operations

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

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs	Degree	Job Title
LEE, JAMES	22	MSE	Math Specialist
ALLEN, MERRY	28	BS	Math Specialist

GOALS:

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

To promote and lead change in mathematics education by facilitating conversation around the new Arkansas K-12 Mathematics Standards and assisting schools in meeting those standards by providing and modeling effective instructional strategies.

To develop and provide staff development training, technical assistance, and instructional support as requested by DESE and CRESC member schools.

PROGRAM SUMMARY:

The mathematics program strives to anticipate and meet the continuing needs of the twenty-two public school districts in the Crowley's Ridge Education Service Cooperative area. The mathematics specialists work with districts, as requested, to develop, support, and promote effective research-based mathematics programs designed to encourage maximum achievement for all students. Professional development sessions and technical assistance opportunities are designed to enhance teachers' content knowledge and content pedagogical knowledge that will translate into classroom practices. In addition, mathematics specialists collaborate with other specialists across the state to develop and implement DESE Mathematics Professional Development opportunities for teachers.

MAJOR HIGHLIGHTS OF THE YEAR:

James Lee worked with teachers helping them increase DOK rigor in their classrooms and develop proficiency scales. He worked with math coaches and math leaders using the Understanding by Design

(UbD) model. He also worked with 50 teachers and coaches to help them implement what they learned in the state Math QuEST professional development.

Merry Allen received training in the new state implemented professional development, QuEST. She used that training to provide professional development opportunities with an emphasis on middle and secondary level mathematics to area schools throughout the year. During the school year, she supported teachers in implementing Arkansas Math QuEST in the classroom. This involved visiting 50 different teachers and classrooms. She helped teachers with implementing Arkansas Math QuEST in lessons delivered at the school. As a follow-up, she observed the teacher leading the co-planned lesson. Finally, she would collaborate, provide feedback, and offer further support to help the teacher successfully implement the Arkansas Math Quest.

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

- The Arkansas K-12 Mathematics Standards
- Math QuEST
- CGI Support
- ICM
- Math Content 3-5
- Data and statistics
- Illustrative Mathematics for 6 - 8 and High School
- Quantitative Literacy
- Periodic assessment/Act Aspire
- Depth of Knowledge

DESE Services, Cooperation, and Collaboration:

- Cognitively Guided Instruction (CGI)
- Extending Children's Mathematics
- Mathematics content at all grade levels and all traditional high school courses
- Improve chances for students to be college and career ready
- Instructional Facilitation Training
- Assessment Preparation and Planning (formative and summative)
- Model Lessons for Instructors with Pre- and Post- Discussion
- Data Analysis

- Data Modeling
- Arkansas K-12 Mathematics Standards Understanding
- Understanding by Design Unit
- Introduction and Overview of Illustrative Mathematics

In addition, we are committed to continued collaboration by facilitating conversations and learning opportunities around the Arkansas Mathematics Standards document.

Mathematics Department areas of support:

- District Leadership Meetings
- Lesson Planning
- Team meetings/ Professional Learning Communities
- Classroom observations for content knowledge, instructional strategies, student engagement, and classroom management
- Providing feedback and support
- Teacher support with TESS
- Depth of Knowledge
- ACT Aspire

PROGRAM: **Content Specialist: Science**

FUNDING AMOUNT: \$180,000 for total program operations

FUNDING SOURCE: Arkansas Department of Education, Learning Services

Division, K-12 Science Unit

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs	Degree	Job Title
BARNETT, ADELE	21	MSE	Science Specialist
WINSLOW, TAMMY	26	MSE	Science Specialist

GOALS:

- To promote and lead change in science education by facilitating conversations around the new Arkansas K-12 science standards and 3-dimensional learning.
- To develop, support, and promote effective, scientifically researched-based science programs, including STEM, which will impact learning for all students.
- To develop and provide professional development training, technical assistance, and instructional support as requested by DESE and CRESC member schools.
- To develop and provide classroom management training, technical assistance, and support, as requested by DESE and CRESC member schools.
- To assist schools in meeting Arkansas K-12 Science Standards and Arkansas Disciplinary Standards by providing and modeling effective instructional strategies.

PROGRAM SUMMARY:

The science program strives to anticipate and meet the continuing needs of the twenty-two public school districts in the Crowley's Ridge Educational Service Cooperative area. The science specialist works with districts as requested to develop, support, and promote effective research-based science programs designed to encourage maximum achievement for all students. Professional development sessions and technical assistance opportunities are designed to enhance teachers' content knowledge and content pedagogical knowledge that will translate into classroom practices. In addition, Science Specialists collaborate with other specialists across the state to develop and implement DESE's Grasping Phenomenal Science (GPS) opportunities for teachers.

Science professional development is provided during the summer and throughout the school year, with additional school support throughout the year. During the Coronavirus Pandemic, science specialists have worked on transferring face-to-face professional development sessions to virtual sessions. The science specialists offer the following professional development opportunities and school support:

- Grasping Phenomenal Science (GPS):
 - GPS 101
 - Phenomenon Based Learning and 3-Dimensional Learning
 - GPS: STEM Integration in K-5 Literacy

- GPS: Formative Assessment for 3-Dimensional Learning (Pre-AP certification)
- Interpretation of Data (Pre-AP certification)
- Science Investigations (Pre-AP certification)
- Evaluating Models, Inferences and Experimental Results (Pre-AP certification)
- GPS: Unit Development (Pre-AP certification)
- Engineering Design
- ACT Aspire Content/Strategies
- Depth of Knowledge- Science (DOK)
- Lesson/Unit Planning for Instruction and Assessment Cadres
- 5E Model of Instruction
- Picture-Perfect Science

Technology

- Digital Formats: Zoom, Nearpod, PearDeck, SeeSaw, Google Classroom, Padlet, Kahoot
- Google Suite
- Excel
- Ozobots
- 3-D printers
- Vernier Probes

Disciplinary Literacy

- SIM: Strategic Instructional Model
- Argument Writing - Claim, Evidence, Reasoning, Rebuttal (CERR)
- Summarizing
- Write to Learn
- Close Reading
- Vocabulary Strategies
- Questioning Strategies

Non-Grasping Phenomenal Science (GPS):

- Argument-Driven Inquiry (ADI)
- Talk Science

- AIMS: Activities Integrating Math and Science
- Notebooking
- Quirkles: Exploring Phonics Through Science
- Writing Science Mini-Grants

General

- Classroom Management
- Cooperative Learning Structures

MAJOR HIGHLIGHTS OF THE YEAR:

Science Specialists provided the following school support during the Coronavirus Pandemic:

- Worked alongside teachers and administrators in planning and implementing AMI instruction
- Created activities for PBS AMI support to be accessed by teachers and students.
- Provided elementary teachers with weekly opportunities to zoom for brainstorming and sharing ideas for AMI.
- Provided secondary teachers weekly opportunities to zoom for brainstorming and sharing ideas for AMI.
- Worked alongside state Science Specialists in planning and designing virtual professional development opportunities for science teachers to attend during summer 2020.

Science Specialists worked in conjunction with other Science Specialists from Northeast Arkansas ESC, Wilbur D. Mills ESC, Northcentral Arkansas ESC, and Great Rivers ESC. We designed and provided teachers with ongoing professional development sessions for creating standards-based, phenomenon-focused units of instruction. We offered the following science sessions:

- Elementary Cadre (3 days with the 4th day canceled due to COVID-19 pandemic)
- Physical Science Cadre (3 days with the 4th day canceled due to COVID-19 pandemic)
- Biology Cadre (3 days with the 4th day canceled due to COVID-19 pandemic)
- Chemistry (3 days with the 4th day canceled due to COVID-19 pandemic)

Arkansas DESE, Services, Cooperation, and Collaboration:

The **DESE**, in conjunction with the Education Service Cooperatives, offers professional development focusing on science development for grades K-12. Science Specialists provide technical assistance to schools as they continue aligning local curriculum with the current Arkansas K-12 Science Standards and Arkansas Disciplinary Standards to increase student success in science assessments.

Also, we are committed to continued collaboration by facilitating conversations and learning opportunities around the Arkansas K-12 Science Standards and resources needed to implement successfully.

The mode of science professional development opportunities and school support include, but are not limited to:

- GPS Cadres Professional Development throughout the school year.
- Lesson Design Committees or one-to-one
- Team Meetings / Professional Learning Communities
- Classroom Observations with feedback and support for:
 - Content knowledge
 - Instructional strategies
 - Student engagement
 - Classroom management
- Classroom Walk-Through with administration
- Instructional Facilitator Support
- Data Analysis
- Teacher Support with TESS

Technology professional development opportunities are available to area schools throughout the year. Such technology professional development opportunities include but not limited to: Digital Formats; Zoom; Nearpod; PearDeck; SeeSaw; Google Classroom; Padlet; Kahoot; Google Suite; Dropbox; Wikis; Vernier Tools; Ozobots; Speros; Robots; Arkansas Ideas; Arkansas Sandbox; and iPads in the science classroom

PROGRAM: **Digital Learning – Team Digital, Arkansas Connect2Digital**

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, BIC, Cross County, Earle, EPC, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

	Degree	Job Title
KENNEDY, SHERRY	BSE	Team Digital Member
MANNING, TAMMY	BS, MSE	Team Digital Member
MILLER, DEXTER	BS	Team Digital Member
NEWSOM, GERARD	BA	Team Digital Member
PATRICK, EVAN	BS	Team Digital Lead
PERRY, AMANDA	BA, MED, EDS	Team Digital Member
RUSSLE, LISA	BSE	Team Digital Lead
WALKER, STEVEN	BES, MSE	Team Digital Member

GOAL:

To provide expertise in personalized lesson design and innovative school models while helping educators transform system-centered practices into student-focused practices.

PROGRAM SUMMARY:*Team Digital:*

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging, online teaching and learning practices that allow for active learning, as well as effective content-authoring and lesson-design methods that best serve digital education. Additionally, we are experts when it comes to strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional learning. It supports 20,000 users and is managed by Team Digital. In addition to professional learning, the Connect2Digital.org platform is used to deliver the Arkansas Civics Exam. This platform supports over 100,000 users, including administrators, teachers, and students.

MAJOR HIGHLIGHTS OF THE YEAR:

- Development and hosting of an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license.
- Held statewide school consultations on the planning and implementation of Blended Learning.
- Offer daily support to schools in the implementation of Act 1280: Digital Learning Requirement.
- Hosted Zoom webinars for Arkansas educators - 122 total webinars hosted for DESE with 6,320 total participants.
- Representative on the state Cyber Response Team.
- Redesign of professional learning sessions to optimize a blended learning format with 500 educators attending.
- Host and support online training modules for 5 DESE initiatives with over 2,000 users.
- Contributed to the development of an elective credit student success blended course. The goal is for students to find the motivation to succeed and look to the future with a plan.
- Showcased Pangburn District for Digital Learning Day with captured video of their digital learning program.
- In response to the COVID-19 pandemic, our team provided remote learning resources, support, and training to schools, cooperatives, and educators. Resources developed included Choosing Digital Content, Communicating with Students, G Suite - Google Apps, Home Access for Internet Solutions, Using Hyperdocs, Using Nearpod, and Tips for Teaching Remotely. The Digital Learning Specialists were available by phone, email, text, and Zoom. Team Digital hosted the following virtual workshops and implemented website components from March-May:
 - Zoom 101 - 3,500 participants
 - Google Classroom 101 - 736 participants
 - Google Meet - 300 participants
 - “How to Transition Your Professional Learning Online” workshop for DESE staff and cooperative specialists - 250+ participants
- Piloted “Wifi on the Bus” to nine (9) area schools at Great Rivers Educational Cooperative.
- CDC 1801 School Health training - School health representatives of 11 states, in coordination with the CDC, were trained on how to transition to blended/online professional learning sessions.
- Emergency Preparedness page with Arkansas Covid-19 resources was created on teamdigital.org, resulting in over 900% increase in website traffic since February 2020, and the reach of Twitter went up 2838%.

PROGRAM: Digital Learning – Virtual Arkansas

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS:

Armored, Bay, Brookland, BIC, Earle, EPC, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Wynne

PERSONNEL:

	Degree	Job Title
ASHWORTH, JOHN	BS,MSE	Director
BOHLER, JASON	MA, MAT	Director of Academics
McPHERSON, CANDACE		Director of Development and Design
LAR, MICHAEL	BS, MBA, EDD, ABD	Director of Operations
WILSON, KIRSTEN	BS, MSE	Director of Curriculum and Instruction
WOODWARD, JEREMY	BA	Director fo Technology

MISSION: Our mission is to equip, engage, and empower students through unique digital opportunities.

VISION: We are the premier digital source delivering opportunities and building foundations for students achieving their dreams.

CORE VALUES: Students, Relationships, Integrity, Collaboration, Innovation, Quality

GOALS:

To equip, engage, and empower students by providing equitable, efficient, and effective online learning opportunities for students and school districts throughout the state of Arkansas. These opportunities are offered to utilize digital solutions to extend learning where local access may not exist.

To provide relief for schools experiencing teacher shortages.

To provide students a wide range of courses in all areas of the state.

To ensure educational options for economically disadvantaged students.

To provide educational options for students with scheduling conflicts.

To provide equitable educational opportunities for rural schools throughout Arkansas.

PROGRAM SUMMARY:

Virtual Arkansas is nationally classified as a State Virtual School (SVS) and partners with schools throughout Arkansas to provide course access and opportunities to students who may not otherwise be offered those opportunities with local resources. We are not an online high school or a diploma-granting institution, but we are a resource for supplementing education for students through their local public schools by providing a variety of services and online course options. The program is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

Major Highlights of the 2019-2020 School Year - Virtual Arkansas

- Trained over 250 High School counselors and administrators around the state during the Virtual Arkansas Annual Update and registration process
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- Partnered with ADE, the University of Arkansas at Little Rock, and the University of Central Arkansas to design and develop six semesters of state of the art Cybersecurity courses
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Multiple staff members engaged in intensive training on the Quality Matters K-12 online course rubric to increase quality assurance measures
- Nine courses submitted and approved for certified Quality Matters course status
- Doubled the number of Advanced Placement courses offered
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Partnered with Triand to simplify and enhance the upload of student data, making the enrollment process more efficient for the schools of Arkansas
- Virtual Arkansas served on the revision team for Quality Matters K-12 Online Course rubric (5th Edition)
- Spearheaded national Twitter chat with Quality Matters #Quality4All
- Partnered with Arkansas Tech University to internally review Concurrent Credit courses and train VA teachers in the QM Higher Ed rubric for summer 2020
- Initiated live virtual trips with a live tour of the Little Rock Zoo
- Teacher Jason Wells one of sixty teachers in the nation invited to and participated in the White House Historical Association's 2019 Teacher Institute
- Unveiled the Virtual Arkansas Instructional Model for Online Learning
- Started parent informational and support webinars
- Trained 592 facilitators

- Supported schools across the state during the COVID-19 national health crisis, including providing free content only courses and access
- Launched the Virtual Arkansas Learning Object Repository as an open and free resource, included AMI resources
- Five Virtual Arkansas staff members led and participated in seven national conference professional developments sessions, providing expert insights on topics including course design and development, instructional models, effective professional development, quality online learning programs, systemic change, rural education, and state policy

Virtual Arkansas Data (Based on 2018-2019 School Year)

- 217 Districts and 9 charter schools served by Virtual Arkansas
- 281 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- Virtual Arkansas Students had a 92.9% Pass Rate and 97.3% Completion Rate
- 19,104 Unique Arkansas Students Engaged in 36,287 Enrollments
- 29,724 Credits Earned, Not Including the 4,277 Content Only Course Enrollments
- 1,344 Students Earned 9,279 College Concurrent Credit Hours
- 84.4% of Concurrent Credit Enrollments From Rural Districts
- Career and Technical Education: 6,486 Enrollments Over Two Semesters in 30 Courses; 7 Full Completer Programs and 3 Partial Completer Programs Offered to Arkansas Students
- 1,272 Computer Science Enrollments: 700 Unique Students from 125 Arkansas Schools
- 756 Advanced Placement Enrollments from 98 Different Schools
- 98 Different Courses Accessed by Arkansas Students
- 53 Virtual Arkansas Teachers Supported Schools in the Critical Academic Shortage Areas
- 95.8% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Enrollments From Districts Classified as Rural Schools
- 91.7% of all Arkansas Districts between 80-100% Free and Reduced Student Population Utilized Virtual Arkansas in Some Capacity

PROGRAM: **Early Childhood Special Education**

FUNDING AMOUNT: State \$1,407,976.20 Federal \$418,409.29 Local \$423,950.00

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

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED GRANT: Yes X No ____

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

PERSONNEL:

	Yrs	Degree	Job Title
<u>CERTIFIED</u>			
MORRISON, KANDIE	22.75	EDS	ECH Special Ed Co-ord.
ALDRIDGE, STACY	20	MSE	Itinerant Teacher
BEAVER, APRIL	06	MSE	Itinerant Teacher
BELL, JENNY	3.5	MCD	Speech Pathologist
BOLING, RAGEN	2.5	MSE	Itinerant Teacher
BOLING, TIPTON	00	BA	Itinerant Teacher
BURNS, BRITTANY	02	MCD	Speech Pathologist
BURNS, KATHRYN	01	BA	Itinerant Teacher
CASBEER, KRISTIN	11	BSE	Itinerant Teacher
CLAYTON, ASHLEY	12	MSE	Itinerant Teacher
DAMRON, MISSY	03	MSE	Itinerant Teacher
EVERHART, KATIE	12	MSE	Itinerant Teacher
FOSTER, JEAN	17	MCD	Speech Pathologist
FRYE, SHANNON	20	MCD	Speech Pathologist
GEORGE, LORI	23	MCD	Speech Pathologist
GOLDEN, RACHEL	09	MCD	Speech Pathologist
GRIMMER, CHRISTY	22	BSE	Itinerant Teacher
HANDWORK, JADA	18	MCD	Speech Pathologist
HINDSLEY, MALLORY	10	MCD	Speech Pathologist

HOLDEN, ANGIE	06	MCD	Speech Pathologist
HONEY, CYNTHIA	15	MSE	Itinerant Teacher
KIEFFNER, MELISSA	15	MCD	Speech Pathologist
LOGGAINS, BRIDGETTE	19	MSE	Special Ed Supervisor
NIEMEYER, SANDRA	09	MCD	Speech Pathologist
PRINCE, STEPHANIE	25	BSE	Itinerant Teacher
SCHULZ, MINDY	22	MSE	Itinerant Teacher
SOUTH, ALLISON	13	MSE	Itinerant Teacher
TRUELOVE, JULIE	11	MSE	Itinerant Teacher
WALTERS, KATI	12	MSE	Itinerant Teacher
WILLIAMS, CYDNI	04	BS	Itinerant Teacher
WILLBANKS, KIMBERLY	04	MSE	Itinerant Teacher
WILSON, MELANIE	11	BSE	Behavior Specialist

CLASSIFIED

ANDERSON, LESLIE	17	Paraprofessional
BEARDEN, TINA	15	Paraprofessional
COMBS, CRYSTAL	00	Paraprofessional
EMMERT, JODIE	00	Paraprofessional
HINSON, ANNIE	36	Paraprofessional
HORSLEY, PEGGY .6FTE	25	Administrative Assistant
JARRETT, PATRICIA	17	Paraprofessional
LANSDALL, CINDY	22	Administrative Assistant
PARHAM, KRIS	14.5	Paraprofessional

PEELER, TERI	00	Paraprofessional
WALTON, LISA	18	Paraprofessional
WINDERS, ALYSSA	00	Paraprofessional
WINDERS, PAULA	6.5	Paraprofessional

GOAL:

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

PROGRAM SUMMARY:

CRESC's Early Childhood Program provides special education services for preschoolers on behalf of the 22 member school districts in 6 counties. These services may begin at age three and continue until the child enters Kindergarten or turns six years of age. Our program provides these services at no cost to families in our region. Per the Individuals with Disabilities Act (IDEA), preschool special education services may include speech therapy, specialized instruction, and occupational therapy, physical therapy, and behavior interventions.

Preschool Disability Categories include autism, deaf/blindness, traumatic brain injury, visually impaired, orthopedically impaired, non-categorical, hearing impaired, other health impaired, multiple disabilities, and speech/language Impaired.

The initiation into our program begins with screening-- short tests of vision, hearing, speech, and general development. The results provide a small sample of a child's skills. Screenings do not determine if a child needs special education, but rather aid in deciding whether or not further evaluation is necessary or required. Upon recommendation, a meeting is scheduled with the child's parent to discuss the evaluation procedure and the program's services. After eligibility is determined, children are placed and served in our program.

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2019-20 school year, the Early Childhood Program interacted with more than 2000 families. There were approximately 870 children provided with preschool special education services. Over forty children were dismissed after a year or more of services under an IEP. Approximately 490 children transitioned to kindergarten for continued services.

PROGRAM: Gifted and Talented

FUNDING AMOUNT: \$30,000.00 PD & Materials Grant: \$50,000

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

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

PERSONNEL:

	Yrs	Degree	Job Title
COBURN, SHARON	45	MSE	G/T Specialist

GOALS:

To assist member districts in meeting the State's Standards for Gifted and Talented Education and Advanced Placement.

To assist with the implementation of state initiatives related to Gifted Students in the classroom.

To encourage GT Coordinators and Teachers to be active in the state organizations and present at the state conference. Districts are also encouraged to attend the national conference, if possible.

PROGRAM SUMMARY:

The G/T Specialist serves as a liaison between the ADE DESE and the districts by providing assistance and support to districts, assisting with pre- technical assistance visits (TAV), offering professional development training, and attending all TAV visits as a system of support to our region. Our G/T Specialist is involved in regional-, state-, and national-level programs. She also serves on several state-level committees, including Arkansans for Gifted and Talented Education (AGATE) and the Arkansas Association for Gifted Education Administrators (AAGEA). Our Specialist has served as the AGATE state Conference Chair, Conference Co-Chair, Conference Proposals Chair (twice), and the G/T State Student Showcase Chair (twice). Our specialist has also served for three years on the proposal selection committee for the National Association for Gifted Children (NAGC). According to ADE DESE, significant improvement was demonstrated in multiple G/T Programs in our cooperative this year.

MAJOR HIGHLIGHTS OF THE YEAR:

We were pleased to receive a \$50,000 Professional Development and Enhancement Grant. These funds allowed us to provide professional development training through The College Board for Pre-AP English and Pre-AP Social Studies. These funds made it possible to establish a library for G/T

coordinators and teachers. Professional texts, STEM materials, board games, books for students, and a set of *Blueprints for Biographies* - the STEM Series texts from the Jodie Mahoney Center for Gifted Education are available for check-out. We also purchased materials to support differentiation, including *Using Learning Menus to Support Learning* for grades K-2, 3-5, and 6-8. These materials are used in Pre-AP and AP classes, as well as in G/T Classroom. We were able to conduct a book study of *The New Art and Science of Teaching* and explore Marzano's design areas and strategies as they relate to G/T instruction.

Other items purchased with a portion of the GT materials funds were ACT Prep books. Sharon Coburn visited high schools and provided training for GT Teachers and students in preparing for the ACT exam. GT Coordinators checked out the ACT Prep books, which were then checked out to juniors and seniors. Students' responses to the ACT Prep materials and activities were favorable.

Special guests to our GT Coordinators Meetings included Dr. Christine Deitz and Ms. Kristy Kidd, both from the University of Arkansas at Little Rock's (UALR) Jodie Mahony Center for Gifted Students. Dr. Deitz demonstrated how to use the *Blueprints for Biographies* series and explained how they support gifted children. Ms. Kidd, who trained in EiE at the Boston Museum of Science, presented information regarding the use of Engineering is Elementary (EiE) with whole-group enrichment classes for children in grades K-3.

Other special guests included Krystal Nail, DESE GT/AP Director, and Amanda Peebles, DESE Regional GT Supervisor. They visited us on the last day of CRESC's annual three-day summer G/T PD in July, where they assisted G/T coordinators in determining the coordinators' district's G/T Risk Analysis. The Risk Analysis examined the percentage of identified G/T students based on socio-economic level, race, and gender. Discussions followed on how to close any gaps found.

The closing of Arkansas schools for the Covid-19 Pandemic changed many of our spring plans, including the cancellation of our highly-anticipated Elementary Chess Tournament. However, we have plans to make it even better next year. As a result of the schools closing, we had many firsts, including students taking AP Exams online at home and the cancelations of the ACT in April and June. Our G/T teachers experienced a time of growth as they worked diligently to continue to provide challenging projects for students at home. Many found they needed to learn new technology skills. Sharon Coburn, G/T Specialist, provided online training on how to use the *Zoom* online platform for the G/T coordinators and G/T teachers. The training included helping participants set up their Zoom accounts, learning to host a Zoom meeting, and participants scheduling and hosting three Zoom meetings on their own.

During the school closings, teachers continued to offer projects to bring students together—virtually—including online Quiz Bowl, virtual chess, and the integration of the arts through technology.

The CRESC Gifted and Talented Specialist provides a professional avenue for district G/T coordinators to become involved in regional and state functions. This year, three G/T coordinators from our districts were selected to present at the annual Arkansas for Gifted and Talented Education (AGATE) state conference. Our Specialist is actively involved with *Engineering is Elementary* (EiE) program and was trained as a national trainer at the Boston Museum of Science. She provides training for our districts and

makes available EiE materials than can be checked out from Crowley's Ridge ESC. She encouraged and helped prepare a G/T coordinator to present on EiE at AGATE. She also designed a six-hour coding training for our G/T coordinators to use for G/T whole-group enrichment in grades. K-3. Our newest project is incorporating Computer Science Standards into the G/T classroom by utilizing Code.org.

PROGRAM: **Media**

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes____ No **X**

RESTRICTED GRANT: Yes ____ No **X**

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

PERSONNEL:

	Yrs	Job Title
BROWN, DEBBIE	20	Teacher Center Clerk/Courier
COOK, LIZANNE	27	Teacher Center Clerk/Courier
MATHIS, SHERRY	10	Teacher Center Clerk/Custodian

GOAL:

To provide the CRESC Education Cooperative and our 22 school districts with media and courier services for preschool through the 12th grade.

PROGRAM SUMMARY:

The Media room, which is part of the Teacher Center, has a catalog of over 450 items for check-out and delivery available to the school districts in our service area. We provide a catalog for teachers to browse and check out materials. The media center has math, science, history, literacy, health and professional development DVDs, and educational resource kits available for check-out.

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2019-20 school year, the media clerk has continued to purge and update the items for checkout. We are in the process of developing a library of resources for novice teachers to check out and use in their classrooms.

PROGRAM: **Migrant Education Program**

FUNDING AMOUNT:

FUNDING SOURCE: DESE Grant—Title 1 Part C

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS: Amorel, Bay, Blytheville, Brookland, BIC, Cross County, Earle, EPC, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Trumann, Valley View, Wynne. Additional cooperative regions served include Northeast Arkansas ESC and Northcentral Arkansas ESC.

PERSONNEL:

	Degree	Job Title
McBRIDE, MICHELLE	BSE	Migrant Program Specialist
ALEMAN, DORIS		Recruiter
COOK, LAURA		Recruiter
CUNNINGHAM, JAMIE		Recruiter

GOAL:

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

PROGRAM SUMMARY:

The purposes of the Migrant Education Program are to assist states in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children. The

program also works to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging academic standards. We strive to ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet. We also help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school. The program helps migratory children benefit from state and local systemic reforms. (See section 1301 of the ESEA.)

MAJOR HIGHLIGHTS OF THE YEAR:

- Contacted and assisted project schools with the migrant grant, including their Indistar® information, suggested expenditures, agricultural surveys, and the mandatory training for tutors.
- Provided training for tutors on August 21, 22, & 28th and October 22, 23, and 29th at the Crowley's Ridge Educational Service Cooperative. This included the Identification and Recruitment portion as well as everyday documentation.
- Coordinated an educational, interactive, and resource enriched MSAC (Migrant Student Advisory Council) meeting at ASUN-Jonesboro on November 7th, 2019. Professors presented from each of the departments. Students were given a tour of the campus and were able to participate in "live" classes that were in session. The Financial Aid Advisor instructed on completing and accepting the financial aid documents. The chef gave them each a whisk and pie serving utensil. Students seemed to enjoy the getting to know you activities and meeting other migrant students from other districts.
- Collected and recorded Mass Enrollments, Needs Assessments, Students' Eligible for Migrant Supplemental Services Forms, Daily Schedules, and on track forms from each of the project tutors and the needed documentation from the non-project districts as well.
- Served 1,013 students in the Crowley's Ridge, Northeast, and Northcentral ESCs. Of those, 239 were non-project students. These students were ages 3-21.
- Provided migrant children ages 3-5 who are not enrolled in kindergarten or other preschool programs with home-based or site-based instruction using a SEA-approved preschool curriculum.
- Provided high-interest books, school supplies, and information on community resources (dental care, food banks, healthcare, milestones for pre-k, safety (fire, internet, sun), banking, etc.) to migrant students and families.
- Provided free resources. Our staff is very passionate about our students and goes above and beyond to help them with whatever needs the migrant students have. We have tutors and recruiters that search for outside resources to share with our migrant families. Recruiters have received sheets, towels, and blankets to distribute to families in need.
- Completed needs assessments on each non-project student to determine which students were a priority for service. Students received supplies and books multiple times throughout the school year.

- Monitored high school seniors in the project and non-project schools to ensure they are working towards graduation. Provided them with information about ACT and scholarships available to migrant students.
- Assisted project tutors with setting up PAC (Parent Advisory Council) meetings in each of their districts to discuss literacy, math, and graduation requirements with parents.
- Planned a Regional Parent Advisory Council Meeting for all parents across the tri-ESC area.
- Met and established relationships with farmers and businesses.
- Provided Zoom training for summer programs.
- Conducted phone surveys for nearly 240 non-project migrant students/families. The recruiters and the specialist called all parents and gave out free ebooks, health information, and various other programs. We inquired about student AML packets, internet capabilities, and what type of devices they will have for summer school purposes. During the phone call, we made sure we have updated all addresses, emails, and inquired about recent moves.
- Collaborated with the state on Moving Up Arkansas. MUA is a Credit Accrual Summer Program offered to high school students of migrant families in Arkansas.
- Encouraged students to attend the Arkansas Migrant Education Student Leadership Academy (AMESLA) were selected migrant students participate in an ExCEL Challenge Program.
- Offering a virtual summer school (Camp Connect and Brain Stem) by collaborating with the Pennsylvania Migrant Education Program.
- Encouraged students to apply for migrant scholarships and the free one year of college provided through CAMP.
- Provided credit recovery opportunities through Moving Up Arkansas in Russellville at Arkansas Tech using Red Comet.
- Monitored the project school districts.
- Collaborate with the Texas Migrant Education Program to ensure students and families are enrolled upon arrival and visa versa so we can make sure there is no interruption of the child's education.

PROGRAM: Novice Teacher Mentoring Program

FUNDING SOURCE: ADE Grant \$214,162.00

COMPETITIVE GRANT: Yes____ No **X**

RESTRICTED GRANT: Yes **X** No ____

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

PERSONNEL:

	Yrs	Degree	Job Title
COBURN, SHARON	45	MSE	Novice Teacher Mentor Coordinator and Teacher Recruitment and Retention (R&R) Specialist
CHIPMAN, PAM	40	MSE	Teacher Recruitment and Retention (R & R) Specialist
JONES, KARLA	26	MSE	Teacher Recruitment and Retention (R & R) Specialist

GOALS:

To help Novice Teachers (NT) become familiar with the Framework for Teaching (FfT), understand the relationship between the Novice Teacher Mentoring Program and the Teacher Excellence & Support System (TESS), and develop professional growth and knowledge throughout the three-year mentoring process.

To provide ongoing support to districts that have employed teachers with zero to two years of experience and aid in the recruitment of new teachers.

PROGRAM SUMMARY:

The CRESC Novice Teacher (NT) Mentoring and Teacher Recruitment and Retention Program is composed of several components that serve our current novice teachers and recruit new teachers to our districts.

CRESC has one of the largest groups of novice teachers in the state. In 2018-19, our Co-op had 200 Year 1 Novice Teachers, as well as 240 Year 2 and 3 Novice Teachers. Those numbers have increased during the 2019-2020 year to nearly 500 NTs. To provide better support for our novice teachers, CRESC has included a component for on-site support in the NTM grant. The grant provided stipends for 22 District Contacts and up to 80 Building Facilitators.

Novice Teacher Mentoring (NTM)

The Novice Teacher Mentoring component of the program provides support to novice teachers through TESS components training, specific assistance, and encouragement needed to become effective in the classroom. Our primary goal has been to provide support for TESS to NTs. The CRESC NTM grant provided each NT with a copy of Charlotte Danielson's book, *Enhancing Professional Practice*, to support that goal.

NT District Contacts and Building Facilitators

This year, the CRESC program included 22 district contacts and 75 building facilitators. The district contacts maintained communications with the NTM Coordinator and disseminated information, as well as appointed NTM building facilitators—as needed—to work with the novice teachers in their district. The building facilitators worked directly with the NTs assigned to them to provide daily support. Building facilitators also worked with NTs in their PLC meetings.

Due to COVID-19 and the schools closing in mid-March, support to NTs was still critical and necessary. District and building facilitators were to continue to support NTs through emails, texts, calls, and Zoom meetings. CRESC specialist, Karla Jones, was to be included on correspondence to validate the support. CRESC also implemented a Facebook group dedicated to Novice Teachers and provided updates from accredited sources and information pertinent to novice teachers. Pam Chipman, a part-time NT Specialist, conducted exit conferences on Zoom with 40 teachers. She worked with each teacher to help them self-assess on TESS, reviewed their growth throughout the year, wrote goals for the 2020-2021 school year, discussed the mentoring process and systems used during the year, and discussed their plans for the beginning of the next school year. Mrs. Chipman also met with 20 administrators and district contact personnel using Zoom to conduct exit conferences. R&R Specialists discussed each teacher's growth asked for feedback concerning this year's mentoring process and possible improvements.

Alternative Programs: 1240 Waivers, ETP, APPEL, PPLT, MATs, ATC, etc.

Alternative teachers must pass the content portion of the Praxis to earn a Provisional Teacher License (PLT), and they must have the PLT to obtain a Standard License. CRESC personnel provided Praxis support for teachers in the alternative program as needed, including giving free Praxis practice information that had been provided by ADE. Our R&Rs also provided individual- and group- support sessions for the Praxis. Various districts hosted evening sessions for those who were unable to meet during the school day.

The Educational Testing Service (ETS) suspended Praxis testing, as a result of COVID-19. CRESC was able to obtain free access to 240Tutoring and provide the resources and study guides from 240Tutoring to NTs who were interested. The free online access to 240Tutoring was initially available through May 31st and then extended to July 31st.

MAJOR HIGHLIGHTS OF THE YEAR:

Teacher Recruitment and Retention (R&R)

ASU Teacher Education

- The R&R presented TESS 2.0 Training to over 100 ASU education students who are graduating from ASU in May and June. Participants will not need the training again when they become school district employees. Our R&R provided a sign-in sheet so that the Co-op will have documentation of teachers who completed TESS 2.0. The sign-in sheet gathered

the following information: Name, email address, city of residence, degree, major, the level they want to teach (E, M, S), and which certification for which they will apply. Participants knew that CRESC's 22 Districts would receive copies of the sign-in sheets.

- The superintendents at all the CRESC districts received the sign-in sheets with 97 May and June education graduates.
- The R&R also provided names and contact information for December 2018 Education graduates of ASU to all CRESC districts.
- The R&R provided TESS 2.0 training to the ASU Teacher Education Faculty, along with information about the teacher shortage, and contact information for each of our 22 districts.

Recruitment: *College Educational Career Fairs*

The CRESC R&R represented the CRESC districts by providing a CRESC table with information packets, including contact information for each of our districts, at the following Career Expo events:

- ASU Education & Health Exp
- ASU All Career Expo
- ASU Mid-South Career Expo
- ANC Career Expo

Due to COVID-19, the ASU MID-South Career Expo and ANC Career Expo were cancelled.

Recruitment: *Becoming-A-Teacher Events*

The CRESC R&R partnered with local colleges and DESE to organize events for high school and college students to provide information about the colleges' Teacher Education Programs. The R&R also provided information regarding Arkansas' Alternative Routes to Educator Licensure Programs to attendees who held at least a Bachelor's degree. The planned events and partnerships were as follows:

- ASU Mid-South - CRESC partnered with Great Rivers Cooperative and DESE
- ASU Jonesboro- CRESC partnered with ASU ERZ, ASU Student Services, and DESE
- ANC Blytheville- CRESC partnered with ANC Teacher Education and DESE

Due to COVID-19, we had to cancel these events.

PROGRAM: Principal Professional Learning Community/Leadership Quest

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes ____ No **X**

PERSONNEL:

BESSEE, DAWN

CARR, JOEY

MURREL, CATHY

GOALS:

To develop the instructional leadership skills of public school principals and assistant principals at the building level.

To use research-based and proven strategies to develop a 3-tiered support system involving access to a leadership development coach, regional support coaches, and a practicing lead principal.

PROGRAM SUMMARY:

Principal PLC time is hosted at each cooperative in the state with three “journeys” designed to build capacity of building principals. Under the guidance from DESE, lead principals of each cooperative region work together to establish the intended results and learning activities around purposeful, timely topics for each of the one-day journeys.

Support for administrators is provided using a 3-tiered system. Tier 1 support is provided via PLCs with discussions about best practices, while Tier 2 support focuses on personalized learning and micro-credential opportunities. Tier 3 support utilizes technology tools and is targeted to support and administrative task improvement.

MAJOR HIGHLIGHTS OF THE YEAR:

Principals who attended the journeys during the academic year learned about Levels 1-3 of High-Reliability Schools and LEADS 2.0.

PROGRAM: Professional Development

FUNDING SOURCE: Base and District Support

COMPETITIVE GRANT: Yes___ No **X**

RESTRICTED GRANT: Yes ___ No **X**

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs.	Degree	Job Title
BESSEE, DAWN	29	EDD	Teacher Center Coordinator
MURRELL, CATHY	16	BS	Executive Administrative Assistant
WEBB, JENNIFER	14		Administrative Assistant

GOALS:

To align professional development services with district and school needs to build capacity of all adult learners to provide a world-class education system that graduates students who are college- and career-ready.

To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.

To improve the learning of all students by providing resources to support adult learning and collaboration.

To provide curriculum development assistance to schools.

To support school improvement initiatives generated by DESE and enhance program integration through effective communication and technical support.

PROGRAM SUMMARY:

The Teacher Center Coordinator has the primary responsibility for planning and carrying out the professional development programs for member districts. The professional development programs are, in part, identified by the results of the Needs Assessment survey and in collaboration with the Teacher

Center Committee. A wide variety of workshops are provided for teachers, administrators, school board members, and other staff throughout the year utilizing the expertise of regional, state, and national consultants to train school personnel to help them develop professionally. In the summer, we contract with Teachers of Excellence in our member districts to provide professional development to their peers. CRESC is in collaboration with DESE as a training site for many state initiatives. Partnership with the DESE, ASU-ERZ, ASU College of Education, ASBA, APSRC, regional Cooperative Specialists, national presenters, Teachers of Excellence, and various DESE Units help provide professional development for all school personnel. Technology is supported through a variety of training sessions at CRESC and member school sites.

MAJOR HIGHLIGHTS OF THE YEAR:

Over 400 teachers and administrators attended various Science of Reading (SoR)-related training, including RISE, LETRS, SoR Stand-alone Modules, and SoR Assessors' Training. Attendance at these events helped progress regional educators toward their awareness or proficiency credentials, as required by the Right to Read Act of 2017.

CRESC continued the first year of the Shelton School for Multisensory Structured Language Education training with our third cohort of teachers. The purpose of this training is to provide support for districts with students with specific language disabilities and intervention for students with dyslexia. This cohort will complete their training in the spring of 2021.

The TCC was able to schedule national speakers from Marzano Resources to guide CRESC district educators through the components of High-Reliability Schools Levels 1-3. Dr. Phil Warrick, Toby Boss, and Ben Tilley shared their expertise with school leadership teams, CRESC content specialists, and district leaders.

This year, the TCC began to communicate with member districts via a [monthly newsletter](#). The newsletter included updates from Commissioner's Memos (CM), upcoming professional development related to CMs and legislation, and district celebrations and recognitions.

The Teacher Center Committee and Curriculum Coordinators met three times this year ([September](#), [October](#), and [January](#) agendas). During the meetings, the committee members and curriculum coordinators worked collaboratively with the CRESC content specialists and R&R specialists to disaggregate the results from the [Needs Assessment survey](#). Through this work, they were able to develop [a list of recommendations](#) for future PD that would support the needs of the member districts.

The other highlights include the Superintendents' Professional Development Institute, the Leadership Conference for administrators, and School Board Member training. A full list of professional development has been included in this report.

Due to the COVID-19 pandemic and subsequent guidance from Governor Asa Hutchinson and the Arkansas Department of Health, the Teacher Center Coordinator was responsible for rescheduling and communicating any changes regarding planned events in the spring. Technology became a critical resource for continuing professional development and meetings, as we utilized Zoom, Connect2Digital,

and Google platforms to deliver information to the CRESC member schools. In conjunction with Team Digital personnel, the CRESC content specialists, R&R specialists, and TCC learned the process for converting face-to-face professional development to virtual PD sessions. In addition to the resources shared by Team Digital, the TCC also summarized and shared with specialists the vital content for developing online professional development based on the [book by John D. Ross](#).

PROGRAM: **School/Community Health**

FUNDING AMOUNT: \$6,000

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS:

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

PERSONNEL:

	Yrs	Degree	Job Title
COOK, LAURA	27	BSN	Community Health Nurse Specialist

GOAL:

To focus on the health care of children in tobacco prevention, physical activity, and nutrition, as well as other child health issues. CHNS support school nurses with resources and technical assistance and also assist them with continuing education hours through trainings. We provided updates from both the Arkansas Department of Education and the Arkansas Department of Health.

PROGRAM SUMMARY:

The Community Health Nurse Specialists (CHNS) are responsible for providing technical assistance, education and policy guidance to school district personnel, school nutrition, and health committees, and community health coalitions.

MAJOR HIGHLIGHTS OF THE YEAR:

CHNS offers Continuing Nursing Education courses at the Educational Cooperatives for school nurses free of charge. Between July 1, 2018, and May 30, 2019, 1960 learners were recorded (most taking multiple courses), earning a total of 8065 contact hours. This is just one of the many services that the CHNS offers to the schools.

PROGRAM: School Psychology

FUNDING AMOUNT: \$354,497.00

COMPETITIVE GRANT: Yes____ No **X**

RESTRICTED GRANT: Yes ____ No **X**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Buffalo Island Central, Cross County, Earle, East Poinsett County, Harrisburg, Manila, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, and Trumann, along with Developmental Early Childhood

PERSONNEL:

	Yrs	Degree	Job Title
BROADWAY, AMBER	05	Ed.S	School Psychology Specialist
HORN, KERI	24	Ed.S	School Psychology Specialist
HUFFMASTER, WENDY	22	Ed.S	School Psychology Specialist
MILLER, EDVETTE	07	Ed.S	School Psychology Specialist
SLOAS, KELSEY	02	Ed.S	School Psychology Specialist

GOAL:

To provide timely, accurate, reliable, and valid special education evaluations, functional behavior assessments, and consultation for the school districts listed above, according to Special Education and IDEA guidelines.

PROGRAM SUMMARY:

The role of the School Psychology Specialist is varied in many aspects. Services include conducting more than 1,000 individual comprehensive evaluations per state and federal regulations to assist LEA Special Education Supervisors and school personnel in determining eligibility and how to meet the needs

of the students best. We also provide consultation services concerning curriculum-based measurement/progress monitoring as it relates to Response to Intervention (RtI) efforts. Consulting/teaming with school personnel to assist in the development of academic and behavioral interventions with struggling learners is another component of the role of the School Psychology Specialists. Specialized dyslexia training is provided to hundreds of teachers in the CRESC area, in addition to personalized training, as needed, at each of our schools. Training was provided on-line during the COVID-19 pandemic.

School Psychology Specialists at CRESC also serve as Field Supervisors for School Psychology students from the National Association of School Psychologists (NASP)-approved Ed.S. School Psychology program at Arkansas State University. Supervision is provided for both practicum students, as well as interns. Practicum students are supervised for a total of 600 hours. Interns are supervised for 1200 hours. Supervisors have a valid state school psychologist credential for the setting in which they are employed and have a minimum of three years of full-time experience as practicing school psychologists. Education or experience in the supervision of school personnel is desirable. Typically, supervision for less-experienced supervisors is provided by those with more experience, so that all school psychologists have access to guidance throughout their careers.

The internship site and practicum sites provide opportunities for a range of school psychological services consistent with the NASP Standards for graduate preparation of school psychologists and NASP Model for comprehensive and integrated school psychological services. The internship includes an average of at least two hours of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focuses on the development of the intern's competencies.

MAJOR HIGHLIGHTS OF THE YEAR:

The School Psychology Specialists at CRESC spent the year assisting special education staff and teachers with behavior intervention plans, as well as providing professional development for teachers, leading and helping school-based teams with Response to Intervention (RtI), consulting services for Curriculum-Based Measurement/Progress Monitoring (CBM/PM) as it relates to response to intervention efforts, and aiding other districts when called.

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

FUNDING AMOUNT: \$125,000.00

COMPETITIVE GRANT: Yes____ No X

RESTRICTED GRANT: Yes X No ____

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

Areas outside CRESC include:

Northeast Education Cooperative: Westside, Pocahontas, Sloan Hendrix, Hillcrest, Corning, Marmaduke, Greene County Tech, Hoxie, Lawrence County, Jackson County, Paragould, Piggott, Rector, Maynard

Great Rivers Education Cooperative: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, Hughes, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

	Yrs	Degree	Job Title
WILLIAMS, JENNIFER	24	BSE	Transition Consultant

GOAL:

To effectively assist students with disabilities, educators, parents, agency personnel, and community members in preparing students to transition from school to adult life and reach positive post-school outcomes.

PROGRAM SUMMARY:

The DESE Special Education Unit funds a grant by which the consultant group, Arkansas Transition Services (ATS), works to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes, as mandated by the Individuals with Disabilities Education Act.

ATS consists of six transition consultants across the state, including a State Transition Coordinator. Based on federal mandates and the needs of school districts and transition teams, all consultants provide district, regional and state-wide trainings and technical assistance throughout the year. We established a Core Team when our application to be an “Intensive State” with the National Technical Assistance Center on Transition,” was accepted. As a Core Team, we developed a Technical Assistance Plan based, in part, on the needs of districts and teams.

Trainings provided this year included developing transition classes (including a work component), administering transitions assessments, involving the student in transition planning, being in compliance with transition indicators, including evidence-based practices in the classroom, training on the CIRCLES program, gaining parental participation, and establishing local transition teams. Our efforts to build capacity in the districts through thorough reviews of transition plans, followed up with report findings and recommendations for additional training, continued as well. These efforts



have been an effective and proactive practice that districts have participated in before being monitored by the Special Education Unit.

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 to hold Transition Fairs to increase the knowledge of agency services around the state. Agencies have also been invited to participate in IEP meetings and with local transition teams. ATS also maintains a leadership role in the Arkansas Interagency Transition Partnership, which works to bring agencies together to discuss issues and develop strategies to serve schools and students better.

Arkansas Transition Services has an agreement with an OSEP funded project, the National Technical Assistance Center for Transition (NTACT). NTACT is focused on improving transition outcomes. Each year, at least two ATS representatives attend the NTACT-sponsored Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, teacher representatives, and IDEA Data and Research representatives. In 2016, we were notified that Arkansas had been selected to be an “Intensive State” with NTACT. We are entering year four of receiving assistance with the development and implementation of technical assistance/professional development plan based on the goals and outcomes we identified in our application. The goals within our updated technical assistance plan have been accomplished, but we continue to increase our numbers as they relate to the objectives below:

- By June 2018, we will increase, above baseline, the number of school personnel and agency staff (i.e., SPED, CTE, VR) with knowledge of current transition initiatives across agencies, including employment predictors and EBPPs to improve employment training opportunities for students with disabilities.
 - Tasks for this goal:
 - Develop a collaborative survey (i.e., ADE, ATS, ARS, CTE, DSB) to collect baseline data on areas of transition service strengths and needs for school personnel, VR counselors, CTE Career Coaches, and DSB personnel, including the types of employment opportunities (e.g., sheltered workshops, enclaves, competitive integrated employment) that schools and agencies are providing to students with disabilities
 - Jointly develop guidelines for LEAs, VR counselor, CTE working with students with disabilities to implement WIOA Implementation FAC
 - Jointly develop language across agencies
 - Develop a workflow of how Pre-ETS will be provided
 - Jointly create VR WIOA professional development for educators, building administrators, and agency staff to deliver during in-service trainings
 - Create cross-agency professional development on school-based transition programs, employment predictors and EBPPs

- By June 2018, we will increase, above baseline, the number of teachers, VR, and adult service providers with knowledge of effective collaboration and the CIRCLES process by using the following resources and material: CIRCLES training, including related resources and materials, and TA support.
 - Task for this goal:
 - Implement CIRCLES in one local intensive district (Harrisburg) to establish a model of interagency collaboration (initial implementation complete, but CIRCLES program is ongoing).

There are have four district leadership teams who have agreed to work within a local secondary transition interagency team. Their purpose is to implement and scale-up evidence-based and promising practices and predictors of post-school success that are focused on improving secondary transition services for students with disabilities. All four of these districts have begun implementing the CIRCLES program.

The CORE team attended the Capacity Building Institute in 2019. We continued working on our state plan that now includes strategies to support Career and Technical Education in providing accommodations for special education students within their classes and to collaborate current programs within three agencies to better support students. Members of the CORE Team will again present at the national Capacity Building Institute regarding the ongoing collaboration among Arkansas Transition Services, Arkansas Rehabilitation Services, and Career and Technical Education, and on the Arkansas Transition Services Summit and Cadre meetings. The State Implementation Team will continue to work with the CORE team to build upon and carry out the Technical Assistance Plan.

School districts within the Crowley's Ridge Educational Services Cooperative area received the following services:

- *Toolkit Training*: Osceola, E.P.C., Gosnell
- *Evidence-Based Practices Training*: Marion, Rivercrest, Earle, Valley View, Gosnell, Wynne, Riverside
- *OWL (Opportunities for Work-Based Learning)*- Wynne, Valley View, Gosnell, Brookland, Armorell, Harrisburg
- *CIRCLES*: Harrisburg
- *Transition/SOP requirements review*: E.P.C., Earle, Nettleton, Trumann
- *Transition Classes*: Marion, E.P.C.
- *New teacher consultation*: Nettleton, Riverside, E.P.C.

MAJOR HIGHLIGHTS OF THE YEAR:

The new school year began with a CIRCLES training attended by four districts, three of whom are now implementing CIRCLES. A second training was held in January 2020 in which teams attended. We will continue to provide CIRCLES training when on-site trainings are allowed again so that we can continue to scale-up these efforts.

In preparation for the 2019-2020 school year, the following training sessions were offered this past summer for the Great Rivers Education Cooperative, Crowley's Ridge Educational Services Cooperative, and Northeast Education Cooperative: Updated Toolkit Training, Transition Assessments: The Who, What, When, Where, Why & How (*Also includes information on the Summary of Performance*), and Evidence-Based Practices for Secondary Students in Special Education.

The Arkansas Interagency Transition Partnership (AITP) held the seventh annual AITP Summer Connections in July 2019, as a way for district personnel around the state to learn about a variety of agency services. The event focused on services and programs for students with significant/multiple disabilities. General sessions included a panel of students who shared the work experiences and what helped them be successful, the CAYSI program, and the Transition Assessment and Goal Generator-Alternate (TAGG-A), an assessment tool for students with intellectual/cognitive disabilities.

Updates were made to the transition class training to help more districts include work experience in their transition classes. One small training was provided in the northern part of the state with plans to offer more when on-site trainings are allowable. A Meeting of the Minds was held with districts that currently have Opportunities for Work-based Learning (OWL) programs to expand information and resources for districts that do not have OWL programs but want to include work experiences in their programs.

Arkansas Transition Services also participated in training to help support individuals who have deaf-blindness. Representatives from agencies such as Division of Services for the Blind, Arkansas Rehabilitation Services and Goodwill also attended and participated in discussions of how our efforts can be coordinated to help improve outcomes for individuals who are deaf/blind.

Arkansas Transition Services presented three sessions at the LEA Academy in Hot Springs. We were able to share valuable information on CIRCLES, assessing for predictors and evidence-based practices, and a comprehensive session on all the services available from our group. These sessions allowed us to reach many districts in one setting and to meet some new LEA supervisors in person. The Predictors Implementation Self-Assessment (PISA) tool is one that each consultant is working to implement in more schools within their areas. This tool allows schools and districts to take a closer look at their transition programs and identify strengths that include evidence-based practices, and where there might be a greater need.

The Universal Design for Learning training was held in September 2019. It included presenters from Arkansas Rehabilitation Services, the Division of Career and Technical Education, the Division of Elementary and Secondary Education, Special Education Unit, and the National Technical Assistance

Center on Transition. The training was well attended, and another training was held in February 2020. Both trainings provided districts the opportunity to learn strategies and resources that will give all students more opportunities to learn.

Most of the Arkansas Transition Services team was able to attend the Division of Career Development and Transition (DCDT) International Conference in Seattle, WA in October 2019. This conference had a variety of sessions from transition assessments to evidence-based practices and work experience programs, to self-determination. This opportunity also allowed us a chance to begin working with the DCDT Conference planners, as the 2020 DCDT Conference will be in Little Rock, Arkansas, in October, 2020.

A Film Premiere was held in November 2019 to share the three short films created by fifty students with disabilities. Many students attended along with their families and teachers. This camp, which has been jointly funded over the last four years by Arkansas Rehabilitation Services, Division of Career and Technical Education, and Arkansas Transition Services, was planned for April 2020, but due to COVID-19 was postponed. We are currently discussing the possibility of providing online film camp sessions.

In December 2019, we provided professional development on High Leverage Practices, Inclusive Practices, and using the Predictors Implementation School District Self-Assessment Tool (PISA) to help determine strengths and needs in inclusive practices. The Children and Youth with Sensory Impairments (CAYSI) Project and the Co-teach Project also shared information on their programs as teams considered more inclusive practices. Many districts also shared success stories.

The Cadre met again in February 2020, and the focus was on transition assessments. Attendees learned about a variety of online, free, and for-purchase assessments, and they spent some time planning the implementation of assessments. They also received more information on high-leverage practices and assessment tools and resources for students with more severe disabilities. Each team received an assessment packet to take back to their schools and use it with their students.

We have planned one of our newest initiatives around increasing the knowledge and use of self-determination skills—namely setting goals and taking action to reach those goals. In December 2019, we received training on the Self-Determined Learning Model of Instruction (SDLMI). We planned to recruit one school for each consultant's area, provide training to the appropriate teachers to implement the SDLMI within at least one class, and then collect some data to look at the effects of implementing the model.

As the COVID-19 pandemic began, our efforts have changed to providing technical assistance and training in online formats. We have been working to provide the best resources and training to work through these unprecedented times to allow for continued effective planning that leads to positive post-school outcomes. We continually update our website (www.arkansastransition.com) with new resources, including a new section for COVID-19 resources for students, families, and schools. We are working to provide online summer trainings, as well as offer online sessions of the Film Camp and College Bound Arkansas.

PROGRAM: Special Education--Behavior Support Specialist

FUNDING AMOUNT: \$110,000

COMPETITIVE GRANT: Yes___ No **X**

RESTRICTED GRANT: Yes **X** No ___

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

PERSONNEL:

	Yrs	Degree	Job Title
BUTTERWORTH, JULIE	24	MCD, CCC-SLP, BCBA	Behavior Support Specialist

GOAL:

To increase the local capacity to implement research-based interventions when addressing programming for behavior and autism.

PROGRAM SUMMARY:

During the 2019-2020 period of performance, the Arkansas Behavior Support Specialists (BSS) continued the BX3 (Behavior eXtreme 3 – Training, Coaching, Empowering) Project to align with ADE-SEU initiatives regarding building local capacity. The BX3 project strengthens the local capacity of districts in working effectively with students with challenging behaviors and is aligned to the Arkansas State Systemic Improvement Plan.

This multi-year initiative aims to increase the knowledge base and capacity of educators regarding the development of legally defensible Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) based on evidence-based practices. The initiative provides district BX3 teams with professional development around effective supports for students exhibiting moderate and severe behaviors, followed by on-site coaching opportunities.

The Behavior Support Specialist (BSS) will also offer professional development related to Evidence-Based Behavior Interventions for moderate target behaviors. School districts needing assistance with severe target behaviors will receive specific training and on-site consultation.

MAJOR HIGHLIGHTS OF THE YEAR:

Four Cohort One, Year Two BX3 Team Trainings were offered between September 10, 2019, and March 12, 2020. Three out of the four trainings have post-test results.

- BX3 Training #1: *The Party Continues- Intro* training with no pre/post-assessment. (9/2019)

- BX3 Training #2: *Replacement Behavior/Systematic Instruction*- 71% of the participants obtained a score of 80% or above on the post-assessment (11/2019)
- BX3 Training #3: *Consequence Strategies*- 90% of the participants obtained a score of 80% or above on the post-assessment. (2/2020)
- BX3 Training #4: *Antecedent Strategies*- 94% of the participants obtained a score of 80% or above on the post-assessment. (3/2020)

Districts received at least three on-site coaching sessions between September 10, 2019, and March 13, 2020. One hundred percent of participants gave the coaching sessions a rating of 4 (very beneficial) or 5 (extremely beneficial) on each coaching review.

Six Cohort Two, Year One BX3 Team Trainings were offered between August 29, 2019, and February 20, 2020. Five out of the Six trainings have post-test results.

- BX3 Training #1 (8/29/19): *The Party Continues*—Overall pre-test is given; post-test will be given at the last training
- BX3 Training #2 (9/26/19): *Past, Present & Future* —85% of the participants, obtained a score of 80% or above on the post-assessment
- BX3 Training #3 (10/29/19): *Data, Data Everywhere Part 1*—90% of the participants obtained a score of 80% or above on the post-assessment
- BX3 Training #4 (11/21/19): *Data, Data Everywhere Part 2*—94% of the participants obtained a score of 80% or above on the post-assessment
- BX3 Training #5 (1/16/20): *When It Comes to Data, We Excel*—85% of the participants obtained a score of 80% or above on the post-assessment
- BX3 Training #6 (2/20/20): *Failing to Plan is Planning to Fail*—66% of the participants obtained a score of 80% or above on the post-assessment

Each district was offered at least five on-site coaching sessions between August 29, 2019, and March 13, 2020. 100% of participants gave the coaching sessions a rating of 3 (beneficial) to 5 (extremely beneficial) on each coaching review.

The BSS website <https://arbss.org/covid-19-resources/> has been updated with COVID-19 resources, including:

1. State information related to COVID-19, including up to date information provided by DESE and Guidance for SPED.
2. Links to Educational Service Cooperatives and their resource pages
3. Parent resources with behavior strategy videos to help facilitate instruction at home
4. Professional development resources and opportunities for teachers, paraprofessionals and parents

The BSS emailed all Special Education Supervisors resources on behavior strategies for teachers and parents to use to continue to meet student needs and assisted Special Education Supervisors with accessing free 40-hour RBT training for professional development for special education paraprofessionals and teachers.

We developed two online training courses—Antecedent Based Interventions and Targeted Behavior Interventions. These sessions are available through the BSS website and CRESC ESC Works to provide professional development opportunities for all teachers, administrators, school psychology specialists, counselors, paraprofessionals, and other district personnel working with students with behavior concerns.

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

FUNDING AMOUNT: \$110,000

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PERSONNEL:

	Yrs	Degree	Job Title
DILLINGER, PAIGE	26.5	MSE	Consultant for Visually Impaired

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

Areas served outside the CRESC region include the following counties: Clay, Crittenden, Greene, Lawrence, Randolph, Jackson County, St. Francis, and Lee County.

GOALS:

To provide consultation, direct services, and support services to students who are blind or visually impaired, to their parents, and to school, center, and related staff.

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

PROGRAM SUMMARY:

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

The CRESC Vision Consultant serves a large portion of northeastern Arkansas for IDEA and all the eastern counties for 504 to provide assessments, consultations, and recommendations for adaptations and modifications to meet the needs of students who are blind or visually-impaired ages 3 through 21 in an educational program. The ESVI Consultant also loans adaptive equipment to students in school districts and provides large print/braille textbooks through our Instructional Resource Center. Schools and local communities are provided with consultation, assessment, recommendations, and instruction in the area of orientation and mobility. Also, professional development opportunities are offered to parents, teachers, and related staff.

PARTICIPATING COUNTIES: Clay, Craighead, Cross, Greene, Jackson, Lawrence, Mississippi, Poinsett, Randolph, Sharp, St. Francis, Woodruff *504 for eastern counties (areas are fluid).

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2019-20 period of performance, the ESVI consultant continued to be housed at the CRESC, which enabled continued communication between member districts, other counties served, CRESC, and LEA staff serving special populations. The ESVI consultant provided training to districts across northeast Arkansas and attended numerous trainings to gain information and knowledge in skilled areas. This included attending conferences and workshops, such as ESVI NWA Educational and Expanded Core Curriculum Activity, ESVI Orientation and Mobility and Post-Secondary Transition, Braille Challenge, Cane Quest, ADE-SEU Arkansas Collaborative Consultant Fall Convening, 2019 AR-AER, LEA Academy, 2019 Council for Exceptional Children, Literacy for All [provided by CAYSI], Moving Mountains [provided by CAYSI], college courses, and ESVI Training/staffings.

The ESVI consultant took part in a professional internship involving direct instruction in the area of Orientation and Mobility, which progressed her toward the completion of her national certification as a Certificated Orientation and Mobility Specialist.

O/M outings were planned for students from rural areas to teach them residential and small business travel skills. This included ECC skills in the area of restaurant etiquette, age-appropriate peer socialization, and money management.

Due to CDC guidelines concerning the Coronavirus pandemic, the ESVI consultant provided virtual professional development. During the spring, the ESVI consultant collaborated with TSVIs and LEAs concerning ways to provide braille lessons and low vision accommodations for virtual instruction, as well as providing schools/TSVI's with needed equipment/materials/resources for home instruction. The ESVI consultant attended trainings, meetings, and conferences using Zoom and conference calls.

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

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

ESVI Central Office is located at:

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

PROGRAM: Special Education--LEA Supervisor

FUNDING AMOUNT: \$298,272.00

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED GRANT: Yes **X** No ____

PARTICIPATING DISTRICTS: Armorel, Buffalo Island Central, Earle, Manila, Nettleton, Osceola, and Riverside

PERSONNEL:

	Yrs	Degree	Job Title
GAVIN, VERONICA	08	MSE	Special Ed LEA Supervisor
HARMON, LEE ANN	04	MCD	Special Ed LEA Supervisor
McELHANON, JANE	16	MSE	Special Ed LEA Supervisor
MURRELL, CATHY	15	BS	Executive Administrative Assistant

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF THE YEAR:

The Armorel School District added a new special education teaching position for the Jr./Sr. High School this year. The position allowed for a reduction in teacher/student ratios and assisted with the growing dyslexia needs. The high school special education class made significant progress in expanding its D.E.L.T.A. program (O.W.L.) with two students working at multiple local businesses. The classroom also piloted its first school-based business through the D.E.L.T.A. program. The students received Wal-Mart shopping lists from high school teachers and shopped for them. Other students assisted in sorting, completing receipts, and handling payments. During the school closure due to the COVID-19 pandemic, special education students participated in a variety of distance learning programs, including Public Broadcasting System (PBS) Alternative Methods of Instruction (AMI), Google Classroom, Zoom meetings, online programs, and additional AMI packets. Teachers also posted YouTube videos to enhance student learning.

The Buffalo Island Central School District has continued to see growth in the student population and has begun to participate in Professional Learning Communities (PLCs) this year. Special education teachers have been included in this initiative. Research indicates that student outcomes improve with teacher participation in PLCs. During the school closure due to the COVID-19 pandemic, special education

students participated in a variety of distance learning programs, including PBS AMI, Google Classroom, Zoom, online programs, and AMI packets.

The Earle School District fulfilled requirements set forth by the state and was determined to be in compliance with state standards.

The Nettleton School District is utilizing a behavior support specialist within the special education program. The specialist to help administrators, general education teachers, special education teachers, and parents understand multiple aspects of behavior: the functions, data collection, development of behavior plans, and successful implementation of those plans. Through a transition program, students in high school self-contained classrooms participated in a work program that allowed the students to go out into the community to work. The work-study program occurred during the spring semester, before the extended COVID-19 break.

During the COVID-19 break, the special education students participated in the PBS AMI activities, Google Classroom, and Zoom sessions. Alternative AMI packets were provided for those students whose cognitive disabilities were such that the PBS AMI work was inappropriate. Through alternate means, students also received services related to physical therapy, occupational therapy, and speech therapy. Participation rates for these additional services were adequate.

The Nettleton School District participated in the self-monitoring process during the fall of 2019. Monitoring has concluded with no findings. Nettleton participated in the Arkansas Co-Teaching Project with three buildings participating: Fox Meadow School of Creative Media, Nettleton Jr. High, and University Heights School of Medical Arts. Co-teaching is allowing students who have received resource services in the past to receive specialized instruction from a general education teacher and special education teacher at the same time, therefore allowing students to remain in the general education setting. This improves student morale and provides students with more opportunities to stay with their peers.

The Osceola School District went into its first phase with the Easter Seals “Project Prepare” in two buildings. Carroll Smith Elementary and STEM buildings participated in team-building meetings and activities. Project Prepare assisted with strengthening the two campuses' co-teaching model. The first and second grades implemented co-teaching in the 2018-2019 school year. Data indicated student growth, a decline in disciplinary incidents in those grades, and an increase in students' confidence. As a result, the district chose to expand the model to other grade levels. For the 2019-2020 school year, Project Prepare assisted the schools in implementing a plan for the co-teaching model for grades 1-8. North Elementary and Carroll Smith utilized a behavior support specialist to help with kindergarten through 4th grade. The teachers were very receptive. They implemented the suggested strategies both in and out of the classroom, resulting in a noticeable improvement in student's behavior across all grade levels.

Osceola High School participated in a Pre-Employment Transition Services Program. The work-based learning opportunity is usually conducted from January to May, depending on the student's age and if the student is ready to engage in work-based learning paid experiences. If the student is not at a point of

readiness, the following scenarios will be applied: service-learning, student-led enterprises, simulated workplace experiences, job shadowing, career mentorship, career-related competitions, informational interviews, and workplace tours/field trips.

Osceola High School has continued co-teaching instruction. Osceola's self-contained middle school students who were identified as being appropriate for attending science classes began attending those classes with general education students. An eighth-grade self-contained student received the Science Award for most improved. The Osceola special education students who received dyslexia intervention showed growth with some reaching grade level.

The Riverside School District implemented a new online program in the high school called Riverside Online Classroom (ROC). The special education students are eligible to participate in this program, increasing their opportunities for diversity in instruction and expanding their experiences. During the school closure due to the COVID-19 pandemic, special education students participated in a variety of distance learning programs, including PBS AML, google classroom, zoom, online programs, and AML packets.

During the COVID-19 break, the students participated in Zoom sessions with classroom teachers, telephone conferences, Google Classroom, MobyMax, AML packets, or APEX (for high school students). Students who receive related services (speech therapy, occupational therapy, or physical therapy) were able to continue those services via Tele-med. Tele-med services allowed the students to continue to receive therapy and prevent regression during this pandemic. Summer therapy is being provided to the students as well.

PROGRAM: Special Education--Teacher Mentoring

FUNDING AMOUNT: \$20,000.00

FUNDING SOURCE: FEDERAL

COMPETITIVE GRANT: Yes___ No **X**

RESTRICTED GRANT: Yes **X** No ___

PERSONNEL:

	Yrs.	Degree	Job Title
KARLA JONES	26	MSE	Teacher Recruitment and Retention Specialist

Goals:

To support Special Education NTs in their first three years of teaching.

To retain special education NTs in their current positions, as well as recruiting for CRESC 22 school districts who need Special Education teachers.

PROGRAM SUMMARY:

This inaugural program provides support specifically designed to meet the needs of novice teachers in special education classrooms. In addition to training and support regarding documentation required for special education students, this program helps teachers align classroom practices with general education standards and grade-level learning objectives. We focus on a multi-tiered system of support (MTSS), or Response to Intervention (RtI), and how that is addressed in the special education classroom or co-taught classroom.

MAJOR HIGHLIGHTS OF THE YEAR:

CRESC provided professional development for NT special education instructors in grades K-12. Dr. George Batsche met with a cohort of 21 teachers who were in their first three years of teaching special education through five days of Face-to-Face training and three Zoom meetings. Participants received multiple resources, including professional texts: *Universal Design Daily*, *The Inclusion Toolbox*, and *The Educator's Handbook for Inclusive School Practices*. Cohort 1 will continue with the second year of professional development, and a new cohort will begin in the 2020-2020 school year.

Administrators of teachers in Cohort 1 received a copy of a profession text, *The Principal's Handbook for Leading Inclusive Schools*, that supplements the books given to Cohort 1 teachers.

All novice special education teachers in the CRESC region received a copy of the professional text, *High-Leverage Practices in Special Education*.

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

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes___ No **X**

RESTRICTED GRANT: Yes ___ No **X**

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

PERSONNEL:

	Yrs	Job Title
BROWN, DEBBIE	20	Teacher Center Clerk/Courier

COOK, LIZANNE	27	Teacher Center Clerk/Courier
MATHIS, SHERRY	12	Part-time Teacher Center Clerk/Custodian

GOAL:

To provide the Crowley's Ridge ESC and our 22 school districts with make-and-take services for preschool-12th grades.

PROGRAM SUMMARY:

The Teacher Center workroom is a source of many materials which teachers in the districts use regularly. Many supplies are available to teachers, including a laminating machine, button maker, and bookbinder. The center also consists of close to 600 various die cuts and eight cutting machines. One of the more popular items in the workroom is a poster maker. This machine is used by teachers, administrators, and co-op specialists when conducting workshops and showing examples of materials introduced in meetings and professional development trainings. The workroom also offers ready-made materials, such as letters and cut out designs. All items can be purchased in the workroom or can be ordered by phone or online. The delivery system in place provides service as needed to member school districts.

MAJOR HIGHLIGHTS OF THE YEAR:

The Teacher Center clerks continue to provide hands-on materials for classroom teachers to provide interactive instruction tools for the classroom. We made over 250 posters for teachers in the RISE Academy to use in their classrooms.

PROGRAM: Technology

FUNDING AMOUNT: \$80,000.00

FUNDING SOURCE: State

COMPETITIVE GRANT: YES ___ NO **X**

RESTRICTED GRANT: YES ___ NO **X**

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

PERSONNEL:

	Yrs.	Degree	Job Title
BROWN, LEON	16	BS CBU-ITM	Computer Technology Coordinator

GOAL:

To provide quality technology support for CRESC and member schools.

PROGRAM SUMMARY:

The CRESC Technology program works to support our districts in their efforts to provide technology for teaching and learning. This includes coordinating with districts and schools to increase access to AR IDEAS, AR iTunesU, and AR Digital Sandbox, as well as providing support to districts with network- or computer-related issues. We also host meetings with district technology coordinators and communicate directly with teachers and district technology personnel via email, site visits, phone calls, and technology-related meetings. It is the responsibility of this program to provide the Needs Assessment survey and reports for teachers and administrators across the cooperative region to determine all districts' needs for the upcoming year.

The technology coordinator provides Erate assistance and additional support for Continuity of Operations Planning for both CRESC and member school districts. As the cooperative is highly reliant on technology, this program must maintain both the cooperative and technology websites and keep the cooperative's computer network running at a high level. We also utilize various programs and applications to video and edit presentations for CRESC and Region 2 as a means to enhance the effectiveness of content delivery. Our services are also made available to support the Computer Science Specialists across the state.

Our role in state-level initiatives includes providing support for the Arkansas ACT Aspire assessment platform, the ADE rollout of Oculus equipment to qualifying districts, and the ADE's Cyber Security awareness campaign.

MAJOR HIGHLIGHTS OF THE YEAR:

ADE Services, Cooperation, and Collaboration:

- AR IDEAS
- AR iTunesU
- AR Digital Sandbox.
- Virtual Arkansas
- ACT Aspire Assessments – Technology Ready
- Oculus - Virtual Reality
- Computer Science

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED: Yes X No ____

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

Every Student Succeeds Act (ESSA)

COMPETITIVE GRANT: Yes ____ No X

Goals and Description:

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

Student Success Plan (SSP)

COMPETITIVE GRANT: Yes ____ No X

Goals and Description:

In accordance with Act 930, beginning with the 2018-2019 school year, each student who enters the eighth (8th) grade shall have a student success plan developed by the end of the eighth grade. This plan is to be developed by school personnel in collaboration with parents and the student, and it is to be reviewed and updated annually. DESE personnel have conducted professional development sessions for the CRESC districts to clarify what is required by law, demonstrate the process for creating these plans, and provide multiple tools and examples that may be utilized in developing the plans for their students. CRESC will continue to support districts' efforts.

Professional Learning Communities (PLCs)

Competitive Grant Yes ____ No X

Goals and Description:

It has been established that effective PLCs are a critical component of any plan to increase student achievement. CRESC worked with Dr. Phil Warrick from Marzano Research to provide PLC training to school-based leadership teams. Judy Elliott has also partnered with CRESC to help leadership teams develop effective Rtl plans through multiple on-site trainings in PLCs, and Dr. Warrick to continue a PLC development component throughout the year. Mike Mertens, with AAEA, has presented professional development for PLCs, as well.

High-Reliability Schools (HRS)

Competitive Grant Yes____ No **X**

As part of Arkansas's ESSA plan, DESE partnered with Marzano Research and Solution Tree and their work with High-Reliability Schools (HRS) to offer districts and schools an evidence-based approach to provide students with an educational experience that is "rigorous, challenging and rewarding." The foundation for this work rests on the research-supported premise that PLCs are the cornerstone for achieving the desired experiences. This work has included providing each superintendent and principal with a copy of the two professional texts for HRS, as well as multiple webinars with Dr. Marzano, twitter chats, and the option to use HRS survey tools. CRESC has begun to support these efforts by facilitating book studies and hosting zoom meetings to explain the HRS process and tools. Dr. Phil Warrick, one of the co-authors of the professional texts, has included HRS Level 3 work in his leadership presentations. The HRS process allows for each school to tailor their areas of focus to the needs that have been identified in the survey tools. CRESC will continue to support our region's schools in this process.

Fingerprinting

Competitive Grant Yes____ No **X**

Goals and Description:

To help districts with changes in the law in the area of fingerprinting employees, ADE provided fingerprinting machines, along with proper training to Cooperative staff. Crowley's Ridge began fingerprinting in the summer of 2014 and continues to provide fingerprinting to all districts and Arkansas State University pre-service teachers. There were more than 850 people fingerprinted this year.

CGI-Cognitively Guided Instruction & ECM-Extending Children's Math

Competitive Grant Yes____ No **X**

Goals and Description:

Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 & 3 of training builds upon the previous year's training—resulting in a real, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into

their daily classroom instruction. ECM is for the upper elementary content math teachers. It includes fractions and fraction connections.

Teacher Excellence Support System (TESS)

Competitive Grant Yes____ No **X**

Goals and Description:

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). The Arkansas Department of Education has provided training at each co-op for districts that opted in for premium services. Crowley's Ridge Educational Service Cooperative scheduled additional sessions to extend the learning and support to administrators and teachers as they continue to implement TESS. The majority of these additional sessions have been presented by Ms. Sharon Coburn, in her capacity as the Novice Teacher Mentor facilitator

Arkansas Leadership Excellence and Development System (LEADS 2.0)

Competitive Grant Yes____ No **X**

Goals and Description:

DESE adopted the Professional Standards for Educational Leaders (PSEL) as the performance standards for education leaders. This transition from the Interstate School Leaders Licensure Consortium (ISLLC) standards to PSEL was piloted in 2018-19 and is now required for lead principal evaluations in all districts. CRESC and DESE have worked together to share this information with our region's districts, and this is part of the PPLC sessions that have been shared via the Arkansas Leadership Quest Journeys. Superintendents were also provided with training during the Superintendents' Retreat. The rubrics for assistant principals and curriculum program administrators will be piloted in the 2020-21 academic year.

VII. Employment Policies and Practices

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2019-20 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White	112
African American	22
Hispanic	1
Asian	0
American Indian/Alaskan Native	0

Number of new females employed by the cooperative for the 2019-20 school year: 16

For this number above, please provide the number in each of the following racial classifications:

White	33
African American	15
Hispanic	1
Asian	0
American Indian/Alaskan Native	0

TERMINATED

Number of males terminated by the cooperative during the 2019-20 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White	0
African American	0
Hispanic	0

Asian 0

American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2019-20 school year: 0

For this number above, please provide the number in each of the following racial classifications

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2019-20 school year: 2

For this number above, please provide the number in each of the following racial classifications:

White 1

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2019-20 school year: 55

For this number above, please provide the number in each of the following racial classifications:

White 52

African American 2

Hispanic 1

Asian 0

American Indian/Alaskan Native 0

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

Crowley's Ridge Educational Service Cooperative

Pamela Castor, Director

1606 Pine Grove Lane

Harrisburg, AR 72432

870-578-5426

Summary Attended

Printed Date: 6/15/2020

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Report Description:

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

Search Parameter: **Start Date:** 2019-06-02-00-00-00
Start Date Less Than: 2020-05-31-00-00-00
Events Entered By LEA Number: 03
ESC Co- op Events Only: on

Session	#Sessions	Credits	Districts	#Attended
370191				
CRESC - High School Computer Science and Certification Preparation				
370191 - Jul 15, 16, 17, 18, 19, 2019 8:30 am - 3:30 pm		150	5	5
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies				
370734				
CRESC - Arkansas K-8 Lead Teacher Training and Stipend Program				
370734 - Jul 22, 23, 24, 25, 26, 2019 8:30 am - 3:30 pm		390	6	13
Instructional Strategies				
371500				
CRESC - Using ACT Score Reports to Inform Instructional Decisions				
371500 - Jun 11, 2019 8:30 am - 11:30 am		48	11	16
Assessment,Instructional Strategies				
371505				
CRESC - Alternate Pathway to Graduation for Students with Significant Cognitive Disabilities				
371505 - Jul 11, 2019 8:30 am - 11:30 am		129	18	43
Instructional Strategies,Principles of Learning Developmental Stages				
371514				
CRESC - DLM Basics				
371514 - Jul 11, 2019 12:30 pm - 3:30 pm		117	17	39
Advocacy Leadership,Assessment				
371523				
CRESC - Pearson Access Next Training				
371523 - Jul 24, 2019 8:30 am - 11:30 am		60	13	20
Assessment				
371528				
CRESC - Pearson Access Next Training				
371528 - Jul 24, 2019 12:30 pm - 3:30 pm		78	14	26
Assessment				
372064				

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Session	#Sessions	Credits	Districts	#Attended
CRESC Tier 1 Annual Update (CASBO Class SF 401A) and Legislative Updates				
372064 - Jul 16, 2019 9:00 am - 12:00 pm		336	25	112
Fiscal Management				
372258				
Grasping Phenomenal Science: STEM Integration in K-2 Literacy				
372258 - Jun 3, 2019 8:30 am - 3:30 pm		72	5	12
Arkansas Content Standards Frameworks,Instructional Strategies				
372264				
Grasping Phenomenal Science: STEM Integration in Grades 3-4				
372264 - Jun 5, 2019 8:30 am - 3:30 pm		42	4	7
Arkansas Content Standards Frameworks,Instructional Strategies				
372307				
Grasping Phenomenal Science: Introduction (Pre-AP certification)				
372307 - Jun 10, 2019 8:30 am - 3:30 pm		30	5	5
Arkansas Content Standards Frameworks,Instructional Strategies				
372310				
Grasping Phenomenal Science: Interpretation of Data (Pre-AP certification)				
372310 - Jun 25, 2019 8:30 am - 3:30 pm		126	16	21
Arkansas Content Standards Frameworks,Instructional Strategies				
372320				
Grasping Phenomenal Science: Science Investigations (Pre-AP certification)				
372320 - Jun 26, 2019 8:30 am - 3:30 pm		156	21	26
Arkansas Content Standards Frameworks,Instructional Strategies				
372327				
Grasping Phenomenal Science: Unit Development (Pre-AP certification)				
372327 - Jun 27, 28, 2019 8:30 am - 3:30 pm		390	22	33
Arkansas Content Standards Frameworks,Instructional Strategies				
372617				
Grasping Phenomenal Science: Formative Assessment (Pre-AP certification)				
372617 - Jul 24, 2019 8:30 am - 3:30 pm		84	11	14
Arkansas Content Standards Frameworks,Assessment,Instructional Strategies				
372628				
Classroom Management: A Proactive Approach				
372628 - Jul 1, 2, 2019 8:30 am - 3:30 pm		342	13	29
Classroom Management				
372692				
Registration Workshop for New Personnel				
372692 - Jul 30, 2019 9:00 am - 12:00 pm		60	13	20
Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
372696				
Scheduling Overview for New Personnel				
372696 - Jul 30, 2019 1:00 pm - 4:00 pm		51	11	17
Non-Curricular				
372702				
eSchool 4.0 Attendance Training for New Personnel				
372702 - Aug 1, 2019 9:00 am - 12:00 pm		18	3	6
Non-Curricular				
372705				
eSchool 4.0 Attendance Training for New Personnel				
372705 - Jul 31, 2019 9:00 am - 12:00 pm		39	8	13
Non-Curricular				
372708				
eSchool 4.0 Discipline Training for New Personnel				
372708 - Aug 1, 2019 1:00 pm - 4:00 pm		12	3	4
Non-Curricular				
372711				
eSchool 4.0 Discipline Training for New Personnel				
372711 - Jul 31, 2019 1:00 pm - 4:00 pm		21	5	7
Non-Curricular				
373489				
Argument-Driven Inquiry (ADI)				
373489 - Jun 13, 2019 8:30 am - 3:30 pm		60	8	10
Arkansas Content Standards Frameworks				
373494				
Grasping Phenomenal Science: Evaluating Models, Inferences and Experimental Results (Pre-AP certification)				
373494 - Jul 25, 2019 8:30 am - 3:30 pm		72	9	12
Arkansas Content Standards Frameworks				
374155				
CRESC - Supporting English Learners with Disabilities: A Team Approach				
374155 - Aug 5, 2019 8:30 am - 11:30 am		51	8	17
Instructional Strategies				
374897				
The Year's Best in Young Adult Literature				
374897 - Jul 18, 2019 8:30 am - 3:30 pm		240	19	40
Curriculum Alignment				
374957				

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Session	#Sessions	Credits	Districts	#Attended
Charlie May Simon Book Award (4-6) and Arkansas Diamond Primary Book Award (K-3)				
374957 - Jul 8, 2019 9:00 am - 12:00 pm		42	10	14
Curriculum Alignment				
374961				
AGFC Fishing In the Natural State Program				
374961 - Aug 27, 2019 8:30 am - 3:30 pm		36	5	6
Health Physical Activity,Mentoring Coaching				
375056				
ADE Science of Reading Pathway D Module: Content-Based Morphology				
375056 - Jun 24, 2019 8:30 am - 3:30 pm		150	4	25
Instructional Strategies				
375070				
ADE Science of Reading Pathway D Module: Content-Area Reading Strategies				
375070 - Jun 25, 2019 8:30 am - 3:30 pm		210	6	35
Instructional Strategies				
375100				
CRESC - Science of Reading Phonics - Decoding				
375100 - Jun 26, 2019 8:30 am - 3:30 pm		186	6	31
Arkansas Content Standards Frameworks,Instructional Strategies				
375115				
CRESC - Science of Reading Phonics - Encoding				
375115 - Jun 27, 2019 8:30 am - 3:30 pm		114	7	19
Arkansas Content Standards Frameworks,Instructional Strategies				
375306				
CRESC - CTE--Perkins Updates and 2019-20 TAV				
375306 - Jun 4, 2019 8:30 am - 3:30 pm		303	20	55
Arkansas Content Standards Frameworks,Assessment,Instructional Strategies				
375425				
CRESC - Social Studies Best Practices				
375425 - Jul 15, 2019 8:30 am - 3:30 pm		144	15	24
Instructional Strategies				
375436				
CRESC - Assigning to Assessing in the Art Room!				
375436 - Jun 12, 2019 9:00 am - 4:00 pm		78	10	13
Instructional Strategies				
375438				
CRESC - Choral Music				
375438 - Jul 1, 2019 8:30 am - 3:30 pm		54	7	9
Curriculum Alignment,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
375441				
CRESC - 'A Day of Play' for Elementary Music Educators				
375441 - Jul 11, 2019 8:30 am - 3:30 pm		60	8	10
Curriculum Alignment,Instructional Strategies				
375474				
CRESC - K-8 Launch Into Coding				
375474 - Jul 15, 16, 2019 8:30 am - 3:30 pm		102	7	11
Arkansas Content Standards Frameworks,Instructional Strategies				
375499				
CRESC - Coding Block Resources				
375499 - Jul 17, 2019 8:30 am - 3:30 pm		30	5	5
Arkansas Content Standards Frameworks,Instructional Strategies				
375544				
CRESC - #ARKidsCanCode: Discover Computer Science (Grades 5-8)				
375544 - Jul 18, 2019 8:30 am - 3:30 pm		3	1	1
Arkansas Content Standards Frameworks,Instructional Strategies				
375557				
CRESC - #ARKidsCanCode: Exploring Computer Science (Grades K-4)				
375557 - Jul 19, 2019 8:30 am - 3:30 pm		42	7	7
Arkansas Content Standards Frameworks,Instructional Strategies				
375664				
Northeast Arkansas Archeology Workshop				
375664 - Jul 10, 2019 8:30 am - 3:30 pm		108	10	18
Arkansas Content Standards Frameworks,Arkansas History,Classroom Management,Instructional Strategies				
375991				
Behavior Essentials Training				
375991 - Jul 15, 16, 17, 18, 2019 8:30 am - 3:30 pm		192	5	8
Classroom Management				
376320				
Are you Ready to Advance your Classroom to Student-Focused Learning?				
376320 - Jun 10, 2019 8:30 am - 3:30 pm		114	12	19
Advocacy Leadership,Instructional Strategies,Principles of Learning Developmental Stages				
376411				
CRESC - Tier II Training				
376411 - Jul 24, 2019 10:00 am - 12:30 pm		8	3	3
Fiscal Management				
376443				

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Session	#Sessions	Credits	Districts	#Attended
The Modern Workplace--Not What One Expects				
376443 - Jun 5, 6, 2019 8:30 am - 3:30 pm		153	9	15
Arkansas Content Standards Frameworks,Assessment,Educational Technology				
376877				
CRESC - Security Awareness Workshop				
376877 - Oct 15, 2019 9:00 am - 3:00 pm		48	6	8
Educational Technology				
376957				
CRESC - ADE Science of Reading Overview				
376957 - Jun 24, 2019 8:30 am - 3:30 pm		120	6	20
Instructional Strategies				
376958				
CRESC - ADE Science of Reading Overview				
376958 - Jun 27, 2019 8:30 am - 3:30 pm		30	4	5
Instructional Strategies				
376960				
CRESC - ADE Science of Reading Phonological Awareness				
376960 - Jun 25, 2019 8:30 am - 3:30 pm		108	7	18
Instructional Strategies				
377020				
CRESC Leadership Conference: High Reliability Schools				
377020 - Jul 17, 18, 2019 8:30 am - 3:30 pm		708	13	64
Instructional Leadership				
377059				
Dyslexia: What the Classroom Teacher Needs to Know				
377059 - Jul 8, 2019 8:30 am - 3:30 pm		162	13	27
Assessment,Data Disaggregation,Instructional Strategies				
378134				
Evidence-Based Practices for Secondary Students in Special Education				
378134 - Jul 9, 2019 8:30 am - 11:30 am		27	7	9
Assessment,Instructional Strategies				
378157				
Transition Toolkit Training				
378157 - Jun 26, 2019 8:30 am - 11:30 am		18	3	6
Assessment				
378161				
Transition Assessments: The Who, What, When, Where, Why & How				
378161 - Jun 26, 2019 12:30 pm - 3:30 pm		15	4	5
Assessment				

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Session	#Sessions	Credits	Districts	#Attended
378193				
Illustrative Mathematics 6-8 Year 1 Curriculum Training				
378193 - Jun 26, 27, 2019 8:30 am - 3:30 pm		30	2	3
Instructional Strategies				
378199				
Illustrative Mathematics High School Curriculum Year 1 for Algebra I, Geometry, and Algebra II				
378199 - Jul 24, 25, 2019 8:30 am - 3:30 pm		258	13	24
Instructional Strategies				
378263				
CRESC - Teacher Resources from the Department of Arkansas Heritage				
378263 - Jul 29, 2019 8:30 am - 3:30 pm		66	7	11
Arkansas History				
378268				
Investigating Children's Mathematics K-3				
378268 - Jun 12, 13, 2019 8:30 am - 3:30 pm		114	6	11
Assessment,Cognitive Research,Instructional Strategies				
378341				
The Amazing Technology Race				
378341 - Jun 3, 2019 8:30 am - 3:30 pm		30	2	5
Educational Technology				
378350				
The Amazing Technology Race				
378350 - Jun 6, 2019 8:30 am - 3:30 pm		78	5	13
Educational Technology				
378353				
Passport to Efficiency - Let Us Be Your Google Guides				
378353 - Jun 4, 2019 8:30 am - 3:30 pm		108	6	18
Educational Technology				
378359				
Passport to Student Learning - Let Us Be Your Google Guides				
378359 - Jun 5, 2019 8:30 am - 3:30 pm		144	6	24
Educational Technology				
378825				
CRESC - Arkansas Farm to School Toolkit Training				
378825 - Jun 13, 2019 8:30 am - 3:30 pm		66	7	11
Instructional Strategies				
379059				

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Session	#Sessions	Credits	Districts	#Attended
Bringing Techy Back!				
379059 - Jun 10, 2019 8:30 am - 3:30 pm		114	4	19
Educational Technology,Instructional Strategies				
379122				
CRESC - Arkansas Learning Standards for School Libraries: a New Beginning				
379122 - Jun 12, 2019 8:30 am - 3:30 pm		174	13	29
Instructional Strategies				
379131				
CRESC - Object-Based Learning 101				
379131 - Jul 30, 2019 8:30 am - 3:30 pm		72	5	12
Instructional Strategies				
379164				
Don't Sweat the Tech				
379164 - Jun 11, 2019 8:30 am - 3:30 pm		102	5	17
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies				
379165				
Don't Sweat the Tech				
379165 - Jun 17, 2019 8:30 am - 3:30 pm		54	4	9
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies				
379175				
Diary of a Technology Teacher				
379175 - Jun 12, 2019 8:30 am - 3:30 pm		60	2	10
Educational Technology,Instructional Strategies				
379180				
If You Give a Teacher Technology				
379180 - Jun 13, 2019 8:30 am - 3:30 pm		66	3	11
Educational Technology,Instructional Strategies				
379365				
Picture This! Teaching with Picture Books				
379365 - Jun 20, 2019 8:30 am - 3:30 pm		102	9	17
Instructional Strategies				
379371				
Picture This! Teaching with Picture Books				
379371 - Jul 9, 2019 8:30 am - 3:30 pm		48	7	8
Instructional Strategies				
379685				
A Little Bit of Technology - A Lot of Learning				
379685 - Jun 10, 2019 8:30 am - 3:30 pm		78	7	13
Educational Technology				

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Session	#Sessions	Credits	Districts	#Attended
379744				
Number Talks K-5 Book Study				
379744 - Jul 30, 2019 8:30 am - 3:30 pm		102	8	17
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community				
379752				
Number Talks with Fractions and Decimals Book Study				
379752 - Jul 31, 2019 8:30 am - 3:30 pm		78	9	13
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community				
379997				
Science Fun and Fabulous				
379997 - Jul 22, 2019 8:30 am - 3:30 pm		48	5	8
Arkansas Content Standards Frameworks				
380008				
Mini Grant Writing				
380008 - Jul 25, 2019 8:30 am - 3:30 pm		48	6	8
Arkansas Content Standards Frameworks				
380022				
Reading Rules....The Basics: How to teach reading and spelling rules using a multi-sensory approach				
380022 - Jun 3, 2019 8:30 am - 3:30 pm		84	7	14
Arkansas Content Standards Frameworks,Instructional Strategies				
380059				
CTE--MIG and TIG Welding and CNC Training				
380059 - Jun 10, 2019 8:30 am - 3:30 pm		36	6	6
Arkansas Content Standards Frameworks				
380066				
Reading Rules....Beyond the Basics: How to support reading and spelling development				
380066 - Jun 13, 2019 8:30 am - 3:30 pm		84	12	14
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies				
380135				
CTE--The Ins and Outs of Video Production				
380135 - Jun 11, 2019 8:30 am - 3:30 pm		36	6	6
Arkansas Content Standards Frameworks				
380193				
CRESC - Arkansas Digital Sandbox Summit				
380193 - Jan 22, 2020 9:00 am - 2:00 pm		42	4	7
Educational Technology				
380392				

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CRESC - APSCN Cycle 9				
380392 - Jul 9, 2019 9:00 am - 12:00 pm		42	11	14
Non-Curricular				
380419				
CRESC - Athletic Coaches Institute				
380419 - Jul 22, 23, 2019 8:30 am - 3:30 pm		300	13	29
Health Physical Activity,Instructional Strategies				
380455				
CRESC - Teaching the Teacher How to Teach Costume Design				
380455 - Jun 7, 2019 9:00 am - 4:00 pm		54	7	9
Instructional Strategies				
380533				
WorkKeys 2.0 Explained				
380533 - Aug 27, 2019 10:00 am - 3:30 pm		132	19	22
Arkansas Content Standards Frameworks				
380598				
Finance--Free Resources for the Classroom Teacher				
380598 - Jun 10, 2019 8:30 am - 3:30 pm		33	6	6
Arkansas Content Standards Frameworks				
380804				
CATCH-Coordinated Approach To Child Health				
380804 - Jun 17, 2019 8:30 am - 3:30 pm		84	6	14
Health Physical Activity				
380811				
Escape the Classroom!				
380811 - Jun 12, 2019 8:30 am - 3:30 pm		108	7	18
Instructional Strategies				
380815				
Escape the Classroom!				
380815 - Jun 13, 2019 8:30 am - 3:30 pm		75	6	13
Instructional Strategies				
380857				
Historical Thinking in Arkansas History				
380857 - Jun 5, 2019 8:30 am - 3:30 pm		96	10	16
Arkansas Content Standards Frameworks,Arkansas History,Instructional Strategies				
380972				
Unplugged and Off the Worksheet- High Engagement with Low Stress for You				
380972 - Jun 10, 2019 8:30 am - 3:30 pm		72	8	12
Classroom Management,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
380983				
The Marshmallow Queen's Guide to Classroom Management				
380983 - Jun 11, 2019 8:30 am - 3:30 pm		120	9	20
Classroom Management				
381417				
Text Dependent Questions/Close Reading				
381417 - Jun 12, 2019 8:30 am - 3:30 pm		30	4	5
Instructional Strategies				
381793				
CRESC - Istation: Take A Ride Down Easy Street...Designing Instruction Driven by Data				
381793 - Oct 17, 2019 9:00 am - 1:30 pm		23	3	5
Assessment				
381833				
CRESC - 2019 Fall School Counselor Collaborative Meeting				
381833 - Sep 19, 2019 8:30 am - 3:30 pm		336	17	56
Advocacy Leadership,Building a Collaborative Learning Community,Parental Involvement				
381838				
CRESC - 2019 Fall School Counselor Collaborative Meeting				
381838 - Sep 20, 2019 8:30 am - 3:30 pm		216	14	36
Advocacy Leadership,Building a Collaborative Learning Community,Parental Involvement				
382070				
Classroom Management for the Novice Junior High/High School Teacher				
382070 - Jul 8, 2019 8:30 am - 3:30 pm		114	14	19
Classroom Management				
382093				
ACT ASPIRE WRITING for the ELA Classroom: Grades 7-10				
382093 - Jul 9, 2019 8:30 am - 3:30 pm		66	6	11
Instructional Strategies				
382800				
CRESC - Introduction to Home School Online Data Entry Program				
382800 - Jul 8, 2019 12:30 pm - 3:30 pm		51	14	17
Non-Curricular				
382855				
CRESC Principals and Assistant Principals – PPLC – Day 1 Professional Standards for Educational Leaders Transition to LEADS/EdReflect				
382855 - Jul 19, 2019 8:30 am - 3:30 pm		36	5	6
Advocacy Leadership,Building a Collaborative Learning Community,Fiscal Management				
382868				

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Session	#Sessions	Credits	Districts	#Attended
CRESC "Leadership Quest" Principals and Assistant Principals – PPLC Day 2 – HRS Level 1 - The Critical Condition – Collaborative Teams of the PLC				
382868 - Sep 12, 2019 8:30 am - 3:30 pm		30	3	5
Advocacy Leadership,Building a Collaborative Learning Community,Fiscal Management				
383001				
Argumentative Writing				
383001 - Jun 10, 2019 8:30 am - 3:30 pm		54	8	9
Instructional Strategies				
383012				
Informational/Expository Writing				
383012 - Jun 11, 2019 8:30 am - 3:30 pm		54	7	9
Instructional Strategies				
383080				
Pre-AP Social Studies: College Board Authorized Workshop				
383080 - Jul 23, 2019 8:30 am - 3:30 pm		42	6	7
383088				
Pre-AP ELA Writing: College Board Authorized Workshop				
383088 - Jul 24, 2019 8:30 am - 3:30 pm		90	10	15
383107				
CRESC GT Coordinators' and Facilitators' Meeting				
383107 - Jul 23, 24, 25, 2019 8:30 am - 3:30 pm		318	16	21
Curriculum Alignment				
383390				
AHA CPR/AED Certification Training				
383390 - Jun 10, 2019 12:30 pm - 4:00 pm		4	1	1
CPR				
383392				
AHA CPR/AED Certification Training				
383392 - Jun 12, 2019 8:30 am - 12:00 pm		28	4	8
CPR				
383396				
AHA CPR/AED Certification Training				
383396 - Jun 13, 2019 12:30 pm - 4:00 pm		7	1	2
CPR				
383398				

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AHA CPR/AED Certification Training 383398 - Jun 18, 2019 8:30 am - 12:00 pm		21	5	6
CPR				
383413				
AHA CPR/AED Certification Training 383413 - Jun 19, 2019 8:30 am - 12:00 pm		7	2	2
CPR				
383433				
AHA CPR/AED and First Aid Certification Training 383433 - Jun 25, 2019 8:30 am - 1:30 pm		15	3	3
CPR				
383440				
AHA CPR/AED and First Aid Certification Training 383440 - Jun 26, 2019 8:30 am - 1:30 pm		25	4	5
CPR				
383543				
CRESC-- RISE Follow Up 383543 - Jul 24, 25, 2019 8:30 am - 3:30 pm		60	1	5
Instructional Strategies				
383639				
Indistar and School Health Indicator Updates 383639 - Jun 6, 2019 10:00 am - 12:00 pm		24	6	12
Non-Curricular				
384605				
eSchool 4.0 Medical Training 384605 - Aug 22, 2019 9:00 am - 4:00 pm		78	11	13
Non-Curricular				
384612				
eSchool 4.0 Progress Report Training 384612 - Aug 28, 2019 9:00 am - 12:00 pm		57	11	19
Non-Curricular				
384624				
eSchool 4.0 Report Card Procedures 384624 - Aug 28, 2019 1:00 pm - 4:00 pm		51	10	17
Non-Curricular				
384639				
SMS Required Fields Training 384639 - Sep 11, 2019 9:00 am - 4:00 pm		96	11	16
Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
384645				
SMS Required Fields Training				
384645 - Sep 12, 2019 9:00 am - 4:00 pm		78	9	13
Non-Curricular				
386146				
TESS 2.0 and EdReflect				
386146 - Jul 29, 2019 8:30 am - 3:30 pm		78	7	13
386334				
CRESC - Addressing Student Needs Through the IEP Process				
386334 - Jul 17, 2019 8:30 am - 3:30 pm		204	14	34
386686				
Math ACT Aspire Preparation: One step at a time				
386686 - Jul 18, 2019 8:30 am - 3:30 pm		36	4	6
Assessment,Classroom Management,Curriculum Alignment,Instructional Strategies				
386703				
Alternate Pathway to Graduation for Special Education Students--Follow-up				
386703 - Sep 30, 2019 8:30 am - 3:30 pm		126	12	21
Instructional Strategies				
386708				
Making Science Real Life: Helping Students See Science in Around Them Everyday!				
386708 - Jul 10, 11, 2019 8:30 am - 3:30 pm		48	4	4
Arkansas Content Standards Frameworks				
387022				
Arkansas Migrant Education Program Federal Grant Process Overview				
387022 - Jun 12, 2019 1:00 pm - 4:00 pm		21	7	7
Non-Curricular				
387095				
August 23 -- Statewide ADE GT ZOOM 8:30-11:30				
GT Coordinator Meeting 12:30-3:30				
387095 - Aug 23, 2019 8:30 am - 3:30 pm		138	17	23
387112				
AP Coordinator's Zoom				
387112 - Aug 5, 2019 8:30 am - 11:30 am		9	2	3
387119				

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AP Coordinator's Zoom				
387119 - Aug 5, 2019 12:30 pm - 3:30 pm		18	6	6
<hr/>				
387129				
AP Coordinator's Zoom - Arkansas AP Information Update				
387129 - Aug 27, 2019 8:30 am - 11:30 am		27	9	9
<hr/>				
387295				
Discussing Dysgraphia				
387295 - Jun 26, 2019 8:30 am - 11:30 am		57	8	19
Cognitive Research,Instructional Strategies				
387310				
The Case for Cursive				
387310 - Jun 26, 2019 12:30 pm - 3:30 pm		39	5	13
Cognitive Research,Instructional Strategies				
387506				
CRESC - Pearson Access Next Training				
387506 - Jul 25, 2019 8:30 am - 11:30 am		66	9	22
Assessment				
387539				
ATRS Updates for Bookkeepers				
387539 - Sep 19, 2019 10:00 am - 12:00 pm		28	11	14
Non-Curricular				
387680				
Dyslexia: What the Classroom Teacher Needs to Know				
387680 - Jul 25, 2019 8:30 am - 3:30 pm		54	5	9
Cognitive Research,Data Disaggregation,Instructional Strategies				
388061				
Professional Learning Series for New Special Education Teachers: Improving Academic and Behavior Outcomes for Students with Disabilities.				
388061 - Jul 11, 12, 2019 8:30 am - 3:30 pm		168	9	15
Instructional Strategies				
388852				
APSCN Cycle One Training				
388852 - Aug 9, 2019 9:00 am - 12:15 pm		0	9	12
Non-Curricular				
388870				

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Session	#Sessions	Credits	Districts	#Attended
Cycle 2 Workday				
388870 - Sep 26, 2019 9:00 am - 3:30 pm		24	3	4
Non-Curricular				
388872				
Cycle 2 Workday				
388872 - Sep 27, 2019 9:00 am - 3:30 pm		0	5	7
Non-Curricular				
389634				
CRESC Annual Arkansas Governor's Quiz Bowl Association Meeting				
389634 - Sep 6, 2019 1:00 pm - 3:00 pm		39	11	13
Non-Curricular				
389746				
Transcript Training and Workday				
389746 - Nov 20, 2019 8:30 am - 3:30 pm		54	7	9
Non-Curricular				
389756				
CRESC--Area ESOL Coordinators Fall Meeting				
389756 - Aug 19, 2019 8:30 am - 11:30 am		60	17	20
Non-Curricular				
390025				
CRESC IF Training for Math QuEST				
390025 - Sep 10, 11, 2019 8:30 am - 3:30 pm		120	7	11
Instructional Strategies				
390939				
Back to School Special Education Staff Development				
390939 - Aug 8, 2019 8:00 am - 3:00 pm		0	1	8
Data Disaggregation				
391165				
2020: MMS Growing and Glowing				
391165 - Aug 5, 6, 7, 8, 9, 12, 2019 8:00 am - 3:00 pm		1152	3	32
Advocacy Leadership,Assessment,Building a Collaborative Learning Community,Classroom Management,Data Disaggregation,Educational Technology,Instructional Leadership,Parental Involvement				
391174				
2020 MMS Growing and Glowing				
391174 - Jun 6, 2019 8:00 am - 3:00 pm		48	2	8
Instructional Leadership				
391178				

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Session	#Sessions	Credits	Districts	#Attended
2020 MMS Instruction Planning Time				
391178 - Aug 1, 2019 8:00 am - 12:00 pm		348	3	29
Instructional Strategies				
391601				
CRESC: K-8 Science Cadre (Day 1 of 4)				
391601 - Sep 24, 2019 8:30 am - 3:30 pm		96	9	16
Arkansas Content Standards Frameworks,Instructional Leadership				
391603				
CRESC: K-8 Science Cadre (Day 2 of 4)				
391603 - Oct 24, 2019 8:30 am - 3:30 pm		84	9	15
Arkansas Content Standards Frameworks,Instructional Strategies				
391605				
CRESC: K-8 Science Cadre (Day 3 of 4)				
391605 - Jan 23, 2020 8:30 am - 3:30 pm		72	9	12
Arkansas Content Standards Frameworks,Instructional Strategies				
391609				
CRESC: K-8 Science Cadre (Day 4 of 4)				
391609 - Mar 12, 2020 8:30 am - 3:30 pm		42	7	7
Arkansas Content Standards Frameworks,Instructional Strategies				
391613				
CRESC: Physical Science Cadre (Day 1 of 4)				
391613 - Oct 3, 2019 8:30 am - 3:30 pm		42	6	7
Arkansas Content Standards Frameworks,Instructional Strategies				
391616				
CRESC: Physical Science Cadre (Day 2 of 4)				
391616 - Nov 7, 2019 8:30 am - 3:30 pm		36	5	6
Arkansas Content Standards Frameworks,Instructional Strategies				
391619				
CRESC: Physical Science Cadre (Day 3 of 4)				
391619 - Feb 12, 2020 8:30 am - 3:30 pm		54	7	9
Arkansas Content Standards Frameworks,Instructional Strategies				
391625				
CRESC: Biology Cadre (Day 1 of 4)				
391625 - Oct 11, 2019 8:30 am - 3:30 pm		0	8	8
Arkansas Content Standards Frameworks,Instructional Strategies				
391630				
CRESC: Biology Cadre (Day 2 of 4)				
391630 - Nov 13, 2019 8:30 am - 3:30 pm		6	9	10
Arkansas Content Standards Frameworks,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
391632				
CRESC: Biology Cadre (Day 3 of 4)				
391632 - Feb 19, 2020 8:30 am - 3:30 pm		6	10	11
Arkansas Content Standards Frameworks,Instructional Strategies				
391640				
CRESC: Chemistry Cadre (Day 1 of 4)				
391640 - Oct 15, 2019 8:30 am - 3:30 pm		12	13	14
Arkansas Content Standards Frameworks,Instructional Strategies				
391644				
CRESC: Chemistry Cadre (Day 2 of 4)				
391644 - Nov 20, 2019 8:30 am - 3:30 pm		6	11	12
Arkansas Content Standards Frameworks,Instructional Strategies				
391648				
CRESC: Chemistry Cadre (Day 3 of 4)				
391648 - Feb 26, 2020 8:30 am - 3:30 pm		12	9	9
Arkansas Content Standards Frameworks,Instructional Strategies				
391833				
ADE New Superintendent Boot Camp				
391833 - Aug 27, 2019 9:00 am - 2:00 pm		20	4	4
Fiscal Management				
391982				
Student Success Plans: Year Two				
391982 - Oct 28, 2019 8:30 am - 3:30 pm		336	15	56
Mentoring Coaching				
392023				
Superintendents' Meeting				
392023 - Aug 21, 2019 10:30 am - 12:30 pm		0	16	19
Non-Curricular				
392449				
Professional Learning Series for New Special Education Teachers: Day Three				
392449 - Sep 17, 2019 8:30 am - 3:30 pm		120	9	20
Instructional Strategies				
392455				
Professional Learning Series for New Special Education Teachers:Day 4				
392455 - Oct 22, 2019 8:30 am - 2:30 pm		90	8	15
Instructional Strategies				
392458				

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Session	#Sessions	Credits	Districts	#Attended
Professional Learning Series for New Special Education Teachers: Day 5				
392458 - Jan 13, 2020 8:30 am - 2:30 pm		60	5	10
Instructional Strategies				
392849				
CRESC- Asbestos Awareness Training				
392849 - Sep 11, 2019 8:00 am - 10:00 am		14	4	7
393003				
CRESC - District Tech Meeting				
393003 - Aug 29, 2019 9:00 am - 2:00 pm		70	13	14
393153				
CRESC GT Coordinators' and Facilitators' Meeting				
393153 - Sep 24, 2019 8:30 am - 3:30 pm		54	9	9
Arkansas Content Standards Frameworks				
393156				
CRESC GT Coordinators' and Facilitators' Meeting				
393156 - Oct 22, 2019 8:30 am - 3:30 pm		114	16	19
Arkansas Content Standards Frameworks				
393162				
CRESC GT Coordinators' and Facilitators' Meeting				
393162 - Nov 19, 2019 8:30 am - 3:30 pm		6	1	1
Arkansas Content Standards Frameworks				
393168				
CRESC GT Coordinators' and Facilitators' Meeting				
393168 - Jan 14, 2020 8:30 am - 3:30 pm		48	8	8
Arkansas Content Standards Frameworks				
393206				
Dyslexia Coordinators' Meeting				
393206 - Sep 16, 2019 8:30 am - 12:00 pm		108	20	36
Advocacy Leadership				
393509				
CRESC- Level 2 Dyslexia Reports				
393509 - Sep 16, 2019 12:30 pm - 3:30 pm		111	20	37
Assessment				
393554				
Paraprofessional Training for Unlicensed Assistive Personnel in the School Setting				
393554 - Sep 6, 2019 1:00 pm - 4:00 pm		12	1	4
Health Physical Activity				

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Session	#Sessions	Credits	Districts	#Attended
393770				
APSCN Cycle 1 & Cycle 2 Workshop				
393770 - Sep 13, 2019 9:00 am - 12:00 pm		27	7	9
Non-Curricular				
393905				
CRESC ESOL September Meeting/ Workday				
393905 - Sep 25, 2019 8:30 am - 2:30 pm		60	9	10
Advocacy Leadership,Building a Collaborative Learning Community				
393963				
Superintendents' Meeting				
393963 - Sep 18, 2019 10:30 am - 2:30 pm		54	17	18
Non-Curricular				
394298				
Grasping Phenomenal Science				
394298 - Sep 4, 2019 8:30 am - 12:00 pm		24	3	8
394375				
AR Math QuEST: Coaching Ambitious Teaching Day 1 (Math Instructional Facilitators ONLY)				
394375 - Dec 5, 2019 8:30 am - 3:30 pm		30	4	5
Assessment,Curriculum Alignment				
394404				
CRESC-Tier I Annual Updates				
394404 - Sep 26, 2019 8:30 am - 11:30 am		9	2	3
Non-Curricular				
394438				
Dyslexia Law with Vicki King				
394438 - Oct 21, 2019 8:30 am - 11:30 am		168	25	56
Instructional Strategies				
394442				
Dyslexia Law with Vicki King				
394442 - Oct 21, 2019 12:30 pm - 3:30 pm		93	11	31
Instructional Strategies				
395357				
RTI Overview Training				
395357 - Feb 24, 2020 8:30 am - 3:30 pm		57	4	10
Assessment,Curriculum Alignment,Data Disaggregation				
395428				

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Session	#Sessions	Credits	Districts	#Attended
Brainspring Video Components for Dyslexia Therapy Services				
395428 - Oct 23, 2019 8:30 am - 3:30 pm		72	3	12
Assessment,Instructional Strategies				
395429				
Brainspring Video Components for Dyslexia Therapy Services				
395429 - Oct 24, 2019 8:30 am - 3:30 pm		102	4	17
Assessment,Instructional Strategies				
395493				
ESOL Quarterly Meeting				
395493 - Nov 5, 2019 8:30 am - 3:30 pm		36	6	6
395494				
ESOL Quarterly Meeting				
395494 - Jan 15, 2020 8:30 am - 3:30 pm		78	12	13
395495				
ESOL Quarterly Meeting				
395495 - Apr 1, 2020 8:30 am - 3:30 pm		84	14	14
395584				
CLEANING UP THE DATABASE				
395584 - Oct 31, 2019 9:00 am - 1:00 pm		96	15	24
Non-Curricular				
395944				
RISE 3-6: Day 6 Putting it All Together				
395944 - Mar 2, 2020 8:30 am - 3:30 pm		162	10	27
Instructional Strategies				
395945				
RISE 3-6: Day 6 Putting it All Together				
395945 - Mar 3, 2020 8:30 am - 3:30 pm		180	9	30
Instructional Strategies				
395947				
RISE 3-6: Day 6 Putting it All Together				
395947 - Mar 4, 2020 8:30 am - 3:30 pm		36	4	6
Instructional Strategies				
395948				
RISE 3-6: Day 6 Putting it All Together				
395948 - Mar 5, 2020 8:30 am - 3:30 pm		252	9	42
Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
395959				
RISE 3-6 Day 1 for Administrators: Science of Reading--Basis on Phonology				
395959 - Feb 11, 2020 8:30 am - 3:30 pm		138	14	23
Assessment,Supervision				
395965				
RISE 3-6 Day 2 for Administrators: Phonics				
395965 - Feb 12, 2020 8:30 am - 3:30 pm		132	13	22
Assessment,Supervision				
395968				
RISE 3-6 Day 3 for Administrators: Morphology and Etymology				
395968 - Mar 11, 2020 8:30 am - 3:30 pm		108	12	18
Assessment				
395972				
3-6 RISE Day 4 for Administrators: Word-Level Comprehension				
395972 - Mar 12, 2020 8:30 am - 3:30 pm		144	10	24
Assessment,Supervision				
396409				
Cycle 3 Workday				
396409 - Nov 6, 2019 9:00 am - 3:00 pm		45	2	3
Non-Curricular				
396677				
Calendar Year End				
396677 - Dec 3, 2019 9:00 am - 1:00 pm		108	17	27
396737				
TESS 2.0				
396737 - Oct 28, 2019 9:00 am - 12:00 pm		12	1	4
397282				
Dyslexia Coordinators' Meeting				
397282 - Dec 6, 2019 8:30 am - 11:30 am		90	19	30
Advocacy Leadership,Assessment,Instructional Strategies				
397342				
LEADS 2.0 Work Session				
397342 - Dec 3, 2019 9:00 am - 12:00 pm		6	2	2
Non-Curricular				
397535				

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Session	#Sessions	Credits	Districts	#Attended
Superintendents' Meeting				
397535 - Nov 20, 2019 10:00 am - 12:00 pm		57	18	19
Non-Curricular				
397796				
Attendance Works Training for School Teams				
397796 - Dec 12, 2019 8:30 am - 11:30 am		49	6	14
Non-Curricular				
398081				
CRESC "Leadership Quest" Principals and Assistant Principals – PPLC Day 3 – HRS Level 2				
398081 - Feb 5, 2020 8:30 am - 11:30 am		9	2	3
Non-Curricular				
398445				
APSCN Bookkeepers ACA Workshop				
398445 - Jan 17, 2020 9:00 am - 1:00 pm		80	16	20
Non-Curricular				
398586				
Federal Coordinators Meeting				
398586 - Jan 22, 2020 8:30 am - 11:30 am		15	5	5
Non-Curricular				
398728				
District Testing Coordinators Workday				
398728 - Feb 18, 2020 8:30 am - 3:30 pm		24	2	4
Non-Curricular				
398729				
District Testing Coordinators Workday				
398729 - Feb 19, 2020 8:30 am - 3:30 pm		18	1	3
Non-Curricular				
398730				
District Testing Coordinators Workday				
398730 - Feb 20, 2020 8:30 am - 3:30 pm		96	6	16
Non-Curricular				
398731				
District Testing Coordinators Workday				
398731 - Feb 26, 2020 8:30 am - 3:30 pm		90	5	15
Non-Curricular				
398732				
District Testing Coordinators Workday				
398732 - Feb 27, 2020 8:30 am - 3:30 pm		30	3	5
Non-Curricular				

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Session	#Sessions	Credits	Districts	#Attended
398733				
District Testing Coordinators Workday				
398733 - Feb 28, 2020 8:30 am - 3:30 pm		24	4	4
Non-Curricular				
398743				
Personal Care Training				
398743 - Jan 21, 2020 9:00 am - 2:00 pm		210	10	42
Non-Curricular				
399147				
APSRC Grant Information for UPSKILL at ASU				
399147 - Feb 3, 2020 10:00 am - 11:00 am		19	12	19
Non-Curricular				
399174				
Dyslexia Coordinators' Meeting				
399174 - Jan 14, 2020 8:30 am - 11:30 am		54	14	18
Instructional Strategies				
399541				
2019/2020 Annual Review Professional Development				
399541 - Jan 17, 2020 11:30 am - 3:30 pm		60	1	10
Building a Collaborative Learning Community				
400369				
Introduction to Physical Coding with the Raspberry Pi				
400369 - Mar 11, 2020 8:30 am - 3:30 pm		18	3	3
Instructional Strategies				
400600				
LEA Meeting--Updates on special education and early childhood				
400600 - Jan 30, 2020 9:00 am - 11:00 am		30	12	15
400781				
Elementary Scheduling Training				
400781 - Mar 10, 2020 9:00 am - 3:30 pm		120	13	20
Non-Curricular				
400791				
Secondary Scheduling Training				
400791 - Mar 11, 2020 9:00 am - 3:30 pm		90	10	15
Non-Curricular				
401408				

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Session	#Sessions	Credits	Districts	#Attended
APSCN Cycle 6				
401408 - Feb 20, 2020 8:30 am - 3:30 pm		44	10	11
<hr/>				
401760				
CRESC - District Tech Meeting				
401760 - Jan 16, 2020 9:00 am - 2:00 pm		40	8	8
<hr/>				
403531				
00 - WIFI Training - ARUBA				
403531 - Mar 5, 2020 9:00 am - 2:00 pm		40	7	8
<hr/>				
404322				
APSCN Training				
404322 - Mar 9, 2020 9:00 am - 1:00 pm		76	15	19
<hr/>				
Non-Curricular				
405031				
Secondary Scheduling Training				
405031 - Mar 12, 2020 8:30 am - 3:30 pm		78	8	13
<hr/>				
Non-Curricular				
GRAND TOTAL:	229	31556	94	3500