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Ozarks Unlimited Resources

Education Service Cooperative

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MEMBERSHIP

BAXTER COUNTY

Cotter S.D.

BOONE COUNTY

Alpena S.D.

Bergman S.D.

Harrison S.D.

Lead Hill S.D.

Omaha S.D.

Valley Springs S.D.

CARROLL COUNTY

Berryville S.D.

Eureka Springs S.D.

Green Forest S.D.

JOHNSON COUNTY

Jasper S.D.

Oark Campus

MADISON COUNTY

Jasper S.D.

Kingston Campus

MARION COUNTY

Flippin S.D.

Ozark Mountain S.D.

Bruno-Pyatt Campus

Yellville-Summit S.D.

NEWTON COUNTY

Deer/Mt. Judea S.D.

Director's Annual Memo

As a record for the 2023-24 year, the staff of Ozarks Unlimited Resources Education Cooperative presents the following annual report. The O.U.R. Education Cooperative brings immense value to the districts in our area. We are focused on our Mission which is, ***“Building Educational Bridges through Professionalism, Collaborative Relationships, and Responsive Service”*** and our Vision is to provide, ***“Quality Educational Services through Resourceful Partnerships”***.

Included in this annual memo is information related to the programs and activities that are administered by the cooperative on behalf of the 16 school districts and other educational partners across the state of Arkansas. The cooperative has 124 employees, and the administrative and conference room building is located five miles south of Harrison on Highway 65. The annual expenditures for the year totaled \$8,754,002. The O.U.R. Cooperative area encompasses all or part of seven counties, spanning 3,731 square miles. Our sixteen member school districts are predominantly rural and sparsely populated, resulting in higher-than-average poverty rates. Remarkably, 64.48% of OUR Co-op students live in poverty, surpassing the Arkansas state average of 58.55%. However, despite these challenges, our achievement scores last year outperformed state averages in all tested areas at all grade levels. This success is attributed to the high-level Teacher Center Support and collaborative commitment to the success of all 18 programs offered by the OUR Co-op.

The OUR Co-op takes great pride in being one of the largest providers of Early Childhood Educational programs in Northern Arkansas. Furthermore, we have been chosen by the Office of Early Childhood as one of the ten pilots in the first cohort for the LEARNS Act Local Leads Captain, which encompasses eight counties. Highlights of the early childhood program include 411 ABC slots in 14 schools, 146 HIPPIY slots in seven counties, 105 Parents as Teachers slots in four counties and our Early Childhood Special Education program serves 236 special needs children in 15 districts while also operating two special needs preschool classrooms.

Next, the OUR Cooperative's Career and Technical Education Program maintains close partnerships with organizations such as the Boone County Economic Development Corporation and the Harrison Regional Chamber of Commerce to operate the Workforce Initiative Network (WIN). This collaborative endeavor serves as a vital bridge between education and the business world, equipping our students with the essential skills for career success while actively contributing to the development of a robust and highly skilled local workforce.

Additionally, the OUR Co-op has taken on the role of mentoring new teachers in our area since 2017. Our approach is comprehensive and tailored to individual needs, extending over a three year period. We work closely with building leaders to assess the support required to ensure success of these new educators. Since the start of this initiative, we have provided guidance for 592 new teachers. Out of the 592 teachers

we've supported, only 70 have relocated outside our cooperative area and a mere six of them have been verified as leaving the teaching profession altogether. This achievement demonstrates a success rate of over 99%, underlying the positive impact of our mentoring program.

Additional areas of major focus for our co-op this year have been supporting district and building administrators as they continue to implement and focus on the use of high quality instructional materials(HQIM). Through the Acceleration of Learning, Communities of Practice Grant we developed and advertised an RFQ to choose and contract with a vendor to assist in this important project. Through our collaboration, the majority of our local districts understood the value of this work, as fifteen out of sixteen chose to participate. Furthermore, we have focused on collaborative teaming with early childhood and K-12 to assist with implementing systems of support and enhance student learning. Finally, we have supported the first year of ATLAS implementation, supported the implementation of the newly revised math and ELA standards, and worked with our districts on implementing the priorities of the LEARNS act.

We are pleased to share this information, and look forward to future years of serving Arkansas students and educators in the changing and challenging work of early childhood and K-12 education. A quick overview of the shared programs between the Ozarks Unlimited Resources Cooperative, Department of Education, and the school districts of our area during the 2023-24 year is noted below.

- ABC Preschools
- Accounting
- ADE/Financial Field Analyst
- ADE/APSCN Student Applications Field Analysts
- Arkansas Department of Health ELC/POC Grant Administration
- Arkansas Project AWARE (Advancing Wellness and Resiliency in Education)
- Arkansas Transition Services
- Behavior Support Specialist
- Copy Program
- Career Technical Education
- Early Childhood Special Education
- Gifted/Talented Specialist
- HIPPPY
- Arkansas Online Media Initiative
- Literacy Specialists
- Local LEAD Captain
- Mathematics Specialist
- Media
- Medicaid in the Schools
- Novice Teacher Mentoring Program, Including Special Education Mentoring
- Science Specialist
- School Health Services
- Special Education Supervisor Administration
- Teacher Center: Professional Development
- Teacher Center: Curriculum Assistance
- Technology
- Science Fair
- Math Carnival
- Chess
- Quiz Bowl

Jeff Cantrell
Director, O.U.R. Cooperative

OUR Cooperative Impact on Student Performance 2023-2024

OUR Cooperative Annual Program Impact Reports

Program	Impact																												
ABC PreK (Launchpad Data) - OUR Cooperative PreK Overall	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Component</th> <th style="width: 15%;">Beginning of Year</th> <th style="width: 15%;">End of Year</th> <th style="width: 40%;">Overall Growth</th> </tr> </thead> <tbody> <tr> <td>Instructional Vocabulary (12)</td> <td style="text-align: center;">7.6</td> <td style="text-align: center;">10.9</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>Phonemic/Phonological Awareness (20)</td> <td style="text-align: center;">6.1</td> <td style="text-align: center;">14.8</td> <td style="text-align: center;">143%</td> </tr> <tr> <td>Concepts of Print (5)</td> <td style="text-align: center;">2.9</td> <td style="text-align: center;">4.4</td> <td style="text-align: center;">52%</td> </tr> <tr> <td>Uppercase Letter Identification (26)</td> <td style="text-align: center;">8.4</td> <td style="text-align: center;">16.8</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Lowercase Letter Identification (26)</td> <td style="text-align: center;">6.3</td> <td style="text-align: center;">15.6</td> <td style="text-align: center;">148%</td> </tr> <tr> <td>Letter Sounds (31)</td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">14.2</td> <td style="text-align: center;">373%</td> </tr> </tbody> </table>	Component	Beginning of Year	End of Year	Overall Growth	Instructional Vocabulary (12)	7.6	10.9	43%	Phonemic/Phonological Awareness (20)	6.1	14.8	143%	Concepts of Print (5)	2.9	4.4	52%	Uppercase Letter Identification (26)	8.4	16.8	100%	Lowercase Letter Identification (26)	6.3	15.6	148%	Letter Sounds (31)	3.0	14.2	373%
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ABC PreK	The ABC program serves 11 school districts in 7 counties. 365 students are enrolled, serving 52 tuition students, and 174 returning students. 182 parent survey results were collected. Parent survey results show 95% growth in student academics, 94.5% growth in student social skills, 91.2% growth in student emotion skills, 97.8 growth in student needs being met, and 95.05% growth in students being better prepared for kindergarten.																												
CTE	Number of CTE Concentrators earning certifications was 9% in 2021, 44% in 2022, and 66% in 2023. 85 students were impacted by the OUR Cooperative CTE Coordinator being Chair of NWAEDD Youth Committee that led to the “See It AND Be It” Career Fair. 1.67k students were impacted by the accessibility of VR headsets with OUR Cooperative ranking 2nd in the state for usage since 2022. 6 schools impacted by addition of Pre-Educator programs. 96 educators and 87 business partners joined a collaborative effort called WIN (Workforce Initiative Network) that led to a WIN Leadership Academy (aligning educational practices with industry demands), WIN Spring Book Study, WIN Industry Tours, and WIN Summit (annual or biennial summits to bring industry partners and educators together).																												
Early Childhood/Special Education	Started the 2023-2024 school year with 121 returning students. 142 students were placed by December 1, 2023 and 35 after December 1, 2023. 151 students with disabilities transition to kindergarten for the 2023-2024 school year. 2,444 goals/objectives were initiated and 1,540 goals/objectives which is 63% mastery. 240 children were evaluated and 868 were screened. For the 2022-2023 school year, 37.75% were served in the regular classroom (state target - 22.83%). For the 2022-2023 school year, by the time they turned six, 83.33% of students substantially increased their rate of growth of social/emotional development, 77.05% substantially increased their rate of growth in knowledge of skills, and 89.09% substantially increased their rate of growth in the area of appropriate behaviors.																												
Gifted and Talented Student Events	Several opportunities including chess workshops and tournaments, leadership workshops, guest speakers, etc were provided during the 2023-2024 school year to students to develop self-efficacy, effort, persistence, concentration, engagement, and communication skills and strategies. A total of 898 students across our 16 districts attended at least one or more of the 9 events held.																												
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) serves 16 school districts in 7 counties. 41 children returned and 72 new children were enrolled for the 2023-2024 program year. Developmental screenings were conducted on 113 children and 18 referrals were made to early childhood special education services for further screening. Group meetings planned were based on parent results and included a focus on community services, science, and arts/crafts as the top three topics. Books were given to every child that attended a HIPPY Group Meeting. Parent surveys for Group Meetings were at 100% satisfaction. HIPPY performed 2,3665 home visits during the program year. 52 children completed weeks 26-30 of our 30-week curriculum. There are 59 children returning for the 2024-2025 school year.																												
Literacy, Math and Science	<p>Based on Spring 2022 assessment results, the OUR Co-op had four districts that were eligible for Level 3: Coordinated Support. The literacy specialists made a priority to be in these districts at least monthly during the 2022-2023 year. Of those four, one of them showed an increase in performance and was removed from that category based on Spring 2023 assessment results. Based on the Spring 2023 results, an additional district was added to this group.</p> <p>Based on Spring 2022 assessment results, there were 46 buildings out of 51 that had a school rating of A, B, or C. Specialists made a priority to be in the schools with a rating of D or F regularly. One of them was the only school in the state that showed a growth of two letter grades.</p>																												

Mentoring/Novice	For the 2023-2024 school year, OUR Cooperative supported 61 year one novices, 73 year two novices, and 56 year three novices for a total of 190 novice teachers. The overall retention rate is 95.26%. Year one novice teacher retention rate is 93.44%. Year two novice teacher retention rate is 94.52%. Year three novice teacher retention rate is 98.21%.																		
Local Behavior Consortium	Our local behavior consortium 10 school districts and the OUR Cooperative. For the 2023-2024 school year, there were 53 requests for behavior support. 27 students are currently being served. 26 students have exited. 10 FBAs, 9 BIPs, and 6 Crisis Plans were completed. 17 professional learning opportunities were provided. 20 behavior support kits were provided. 7 teachers received Tier 1 support.																		
Professional Learning Support and User Satisfaction Survey	During the 2023-2024 school year, a cumulative total of 4,727 participants earned a total of 28,652.75 hours through sessions scheduled by the OUR Cooperative. Participants are provided an evaluation survey for each session attended. For sessions during the 2023-2024 school year, the overall summary evaluation score was 3.95 out of a total possible of 4.00. The OUR Cooperative distributed a User Satisfaction Survey in spring of 2024. Results showed a 98% rate of users being very satisfied or satisfied.																		
Special Education Consortium	<p>Eight districts participate in the OUR Cooperative Special Education Consortium. Across all participating districts, of the total graduates, 13 are going into the workforce, 5 to assisted living/special services, 9 to college, and 12 to trade. During the 2023-2024 school year, 656 students were in the regular classroom 80% or more, 107 were in the regular classroom 40% to 79%, 41 were in the regular classroom less than 40%, 5 were hospital homebound, and 1 was in private school. Dismissals were as follows - 67 students returned to the regular classroom and 39 graduated.</p> <table border="1" data-bbox="581 594 1339 1083"> <thead> <tr> <th data-bbox="581 594 946 648">District</th> <th data-bbox="946 594 1339 648">SPED Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="581 648 946 703">District 1</td> <td data-bbox="946 648 1339 703">14%</td> </tr> <tr> <td data-bbox="581 703 946 758">District 2</td> <td data-bbox="946 703 1339 758">14%</td> </tr> <tr> <td data-bbox="581 758 946 812">District 3</td> <td data-bbox="946 758 1339 812">20%</td> </tr> <tr> <td data-bbox="581 812 946 867">District 4</td> <td data-bbox="946 812 1339 867">20%</td> </tr> <tr> <td data-bbox="581 867 946 921">District 5</td> <td data-bbox="946 867 1339 921">15%</td> </tr> <tr> <td data-bbox="581 921 946 976">District 6</td> <td data-bbox="946 921 1339 976">11%</td> </tr> <tr> <td data-bbox="581 976 946 1031">District 7</td> <td data-bbox="946 976 1339 1031">23%</td> </tr> <tr> <td data-bbox="581 1031 946 1083">District 8</td> <td data-bbox="946 1031 1339 1083">12%</td> </tr> </tbody> </table>	District	SPED Rate	District 1	14%	District 2	14%	District 3	20%	District 4	20%	District 5	15%	District 6	11%	District 7	23%	District 8	12%
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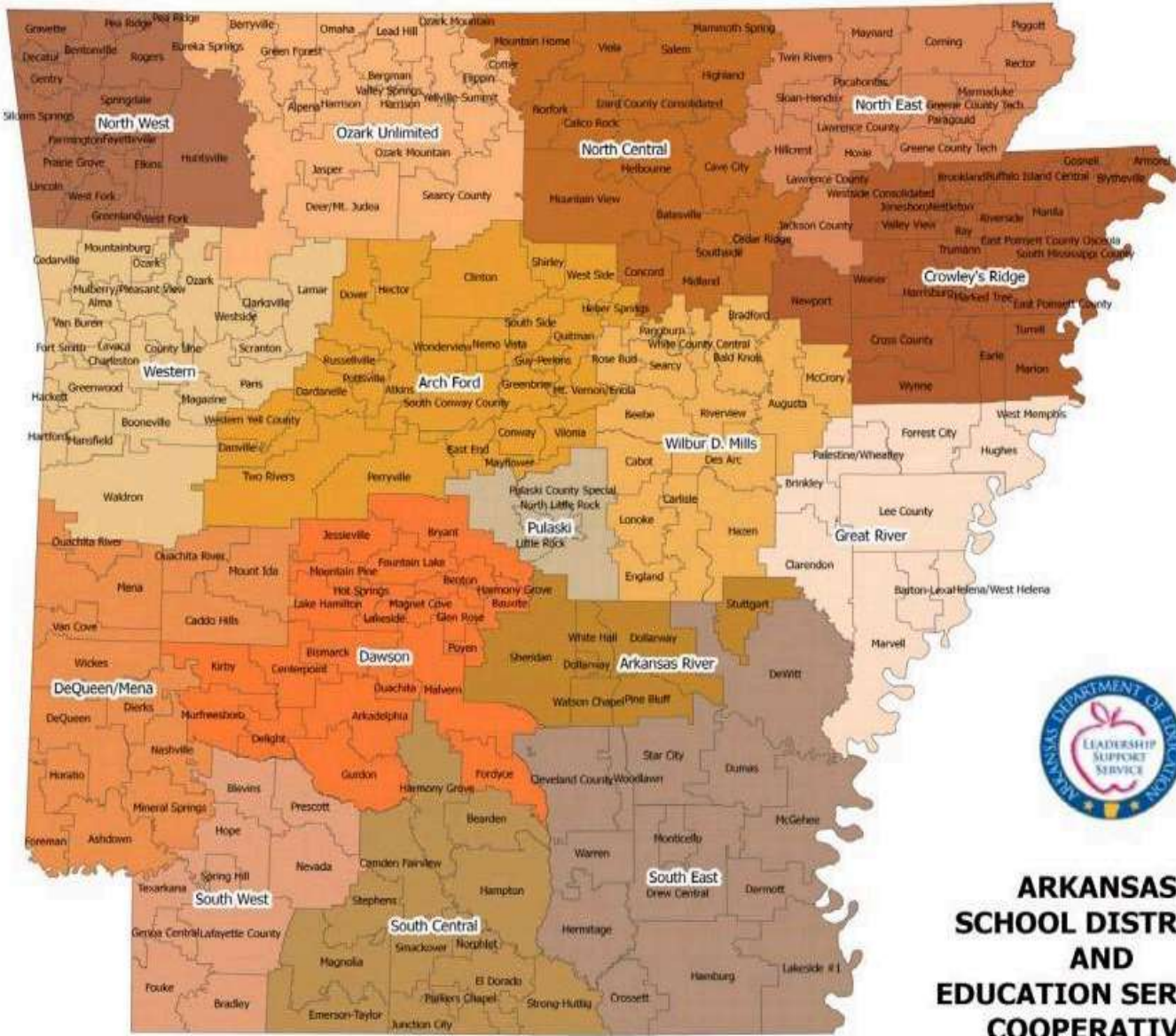
Ozarks Unlimited Resources Cooperative

Mission Statement

**Building Educational Bridges Through
Professionalism, Collaborative Relationships, and
Responsive Service**

Vision Statement

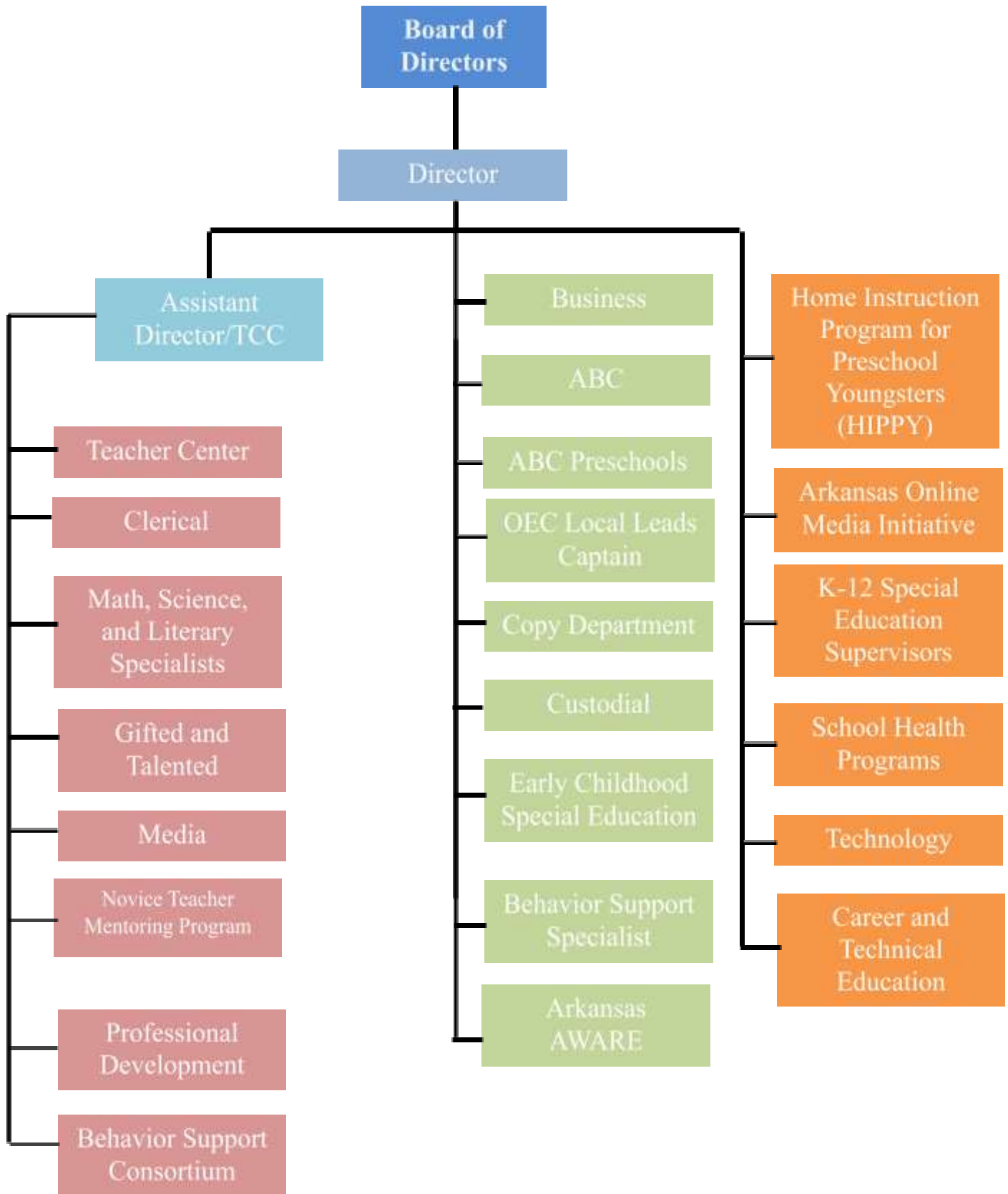
**Quality Educational Services Through Resourceful
Partnerships**



ARKANSAS SCHOOL DISTRICTS AND EDUCATION SERVICES COOPERATIVES

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

Ozarks Unlimited Resources Education Service Cooperative Organizational Chart



School Districts Served by Ozarks Unlimited Resources Cooperative

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

Officers of the Board

Name	Position	School District
Wes Henderson	President	Yellville-Summit
Candra Brasel	Vice President	Jasper
Kyle Mallett	Secretary	Valley Springs

Members of the Board

Name	Position	School District
Anthony Dowdy	Superintendent	Alpena
Sarah Alexander	Superintendent	Bergman
Owen Powell	Superintendent	Berryville
Jayne Jones	Superintendent	Cotter
Bill Mizaur	Superintendent	Deer/Mt. Judea
Bryan Pruitt	Superintendent	Eureka Springs
Kelvin Hudson	Superintendent	Flippin
Dr. Matt Summers	Superintendent	Green Forest
Dr. Stewart Pratt	Superintendent	Harrison
Tami Richey	Superintendent	Lead Hill
Dr. Ryan Huff	Superintendent	Omaha
Jeff Lewis	Superintendent	Ozark Mountain
Valorie McCleary	Superintendent	Searcy County

Teacher Center Committee

Each participating district in the Ozarks Unlimited Resources Education Service Cooperative has one representative on the Teacher Center Committee. Each Committee member is elected for a term of three years.

Elementary Teacher Positions	Name	District	Term Expires
	Contessa Tramell	Ozark Mountain	Aug-25
	Laura King	Omaha	Aug-26
	Reanell Birrer	Yellville-Summit	Aug-26
Middle/Jr. High Teacher Positions	Name	District	Term Expires
	Gideon Keas	Eureka Springs	Aug-24
	Ginger Armington	Alpena	Aug-25
	LaDonna Mendleski	Cotter	Aug-26

HS Teacher Positions	Name	District	Term Expires
	Melanie Middleton	Valley Springs	Aug-24
	Tracie Thomas	Harrison	Aug-5
Admin Positions	Name	District	Term Expires
	Debbie Atkinson	Bergman	Aug-24
	Tim Booth	Green Forest	Aug-24
	Misty Tabor	Searcy County	Aug-24
	Donnell Armstrong	Berryville	Aug-25
	Courtney Farmer	Jasper	Aug-25
	Lindsey Graham	Deer/Mt. Judea	Aug-26
	Gregg Yarbrough	Flippin	Aug-26
	Andy Munday	Lead Hill	Aug-26

Education Service Cooperative (ESC) Annual Report

Date: 6/30/2024 LEA#: 5-20-000 ESC#: 10

ESC Name: Ozarks Unlimited Resources Education Service Cooperative

Physical Address: 5823 Resource Drive, Harrison, AR

Phone Number: 870-302-3100

Director: Jeff Cantrell

Teacher Center Coordinator: Kim Fowler

Names of Counties Served: Baxter, Boone, Carroll, Johnson, Madison, Marion, Newton, and Searcy.

Number of Districts: 16 Number of Students: 14,419

Number of Teachers: 1,317

I. Governance

A. How is co-op governed? Board of Directors Or Executive Committee

How many members on Board? 16

Executive Committee? N/A

How many times did the Board meet? 11

Executive Committee? N/A

When is the regular meeting? 3rd Friday of the month

Date of current year's annual meeting: June 21, 2024

B. Does the co-op have a Teacher Center Committee? Yes No

If yes, then:

How many members on the Teacher Center Committee? 16

How many members are teachers? 8

How many times did the Teacher Center Committee meet? 3

When is regular meeting? December 14, 2023, February 8, 2024, and April 5, 2024

C. When was most recent survey/needs assessment conducted? January 2024

[2024 OUR Co-op PD Needs Survey Results](#)

[2024 OUR Co-op Other Teaching Areas PD Needs Responses](#)

D. Have written policies been filed with the Arkansas Department of Education? Yes No

II. Staffing

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

O.U.R Cooperative Employees 2023-2024
 S=State, F=Federal, B=Base Funding, D=District Allocation

M=Male, F=Female

White=W, Hispanic=H

2023-2024 Employees								
Last Name	First Name	Position	Funding Source	New Hire	Resigned	Race	Sex	
ADKINS	TILLMAN	Business Manager	S	X		W	M	
AUMAN	ALICIA	Assistant Speech Pathology	S	X		W	F	
BAGBY	SHEILA	Hippy Home Visitor	S			W	F	
BARKSDALE	LESA	Special Ed Supervisor	D			W	F	
BEYEN	HEATHER	Paraprofessional	S			W	F	
BIDDLE	JESSE	Paraprofessional	S			W	F	
BRASEL	KATHY	Preschool Teacher	S			W	F	
BROWN	JANETTE	Speech Pathologist	S			W	F	
BULLINGTON	HILARY	Cook	S			W	F	
BULLINGTON	LANNA	EC Special ED Coordinator	S			W	F	
BUNTING	AMANDA	Paraprofessional	S			W	F	
CAMPBELL	CYNTHIA	Special Needs Teacher	S			W	F	
CANTRELL	JEFF	Director	B			W	M	
CANTRELL	TAMMIE	Behavior Coach	S			W	F	
CARNEY	REBECCA	Paraprofessional	S			W	F	
CARTER	JANAH	Paraprofessional	S			W	F	
CASTANEDA	ZAIRA	Paraprofessional	S			W	F	
CIMINO	LISA	Special Needs Teacher	S			W	F	
CLEMONS	PHAEDRA	Paraprofessional	S			W	F	
CLINE	NATHAN	Technology Coordinator	S			W	M	
CLOUSE	GREER	Paraent as Teacher	S	X		W	F	
COLLINS	ALANNA	Paraprofessional	S			W	F	
CONDERY	TAMMIE	Paraprofessional	S			W	F	
COTHRAN	BEVERLY	Hourly Teacher Mentor Advisor	S			W	F	
CROW	HAYLIE	Paraprofessional	S			W	F	
DECATOR	SAMANTHA	Paraprofessional	S			W	F	
DENHAM	HEATHER	Paraprofessional	S			W	F	
DICKARD	DANA	Administrative Secretary	S			W	F	
DUNCAN	ELIZABETH	Paraprofessional	S			W	F	
EPPERLY	SHELLY	Paraprofessional	S			W	F	
FAIRCHILD	NICOLE	AWARE Behavior Support Specialist	S			W	F	
FANCHER	CRYSTAL	Special Education Supervisor	S			W	F	
FIELDS	ALISHA	Paraprofessional	S			W	F	
FITZPATRICK	KIMBERLY	Preschool Teacher	S			W	F	
FLUD	SHANE	Math Specialist	S			W	M	
FORTNER	ANDREA	Aware 2.0 Regional Trainer	F	X		W	F	
FOWLER	KIMBERLY	Teacher Center/Asst. Director	S			W	F	
FREEMAN	VESTINA	Paraprofessional	S			W	F	
GAHLBECK	KAYLA	Administrative Secretary	S			W	F	
GAHLBECK	STEFANEE	Paraprofessional	S			W	F	
GERTS	SARAH	Paraprofessional	S	X		W	F	
GRANT	SHARON	Literacy Specialist	S			W	F	

	GROZIS	PAULA	Paraprofessional	S			W	F
	HAGOOD	BARBARA	Hippy Home Visitor	S			W	F
	HARDERSON	MAKAYLA	Paraprofessional	S			W	F
	HARRIS	AMBER	Aware 2.0 Behavior Coach	F	X		W	F
	HEAD	SARAH	Paraprofessional	S			W	F
	HELMLINGER	ADRIENNE	Paraprofessional	S	X		W	F
	HENDON	AMY	Preschool Teacher	S			W	F
	HINSON	CALLIE	Paraprofessional	S			W	F
	HONEYCUTT	LACHELLE	Paraprofessional	S			W	F
	HORN	LAURA	Preschool Teacher	S			W	F
	HOWIE	MERICA	Literacy Specialist	S			W	F
	HUEBNER	THERESA	Paraprofessional	S			W	F
	HUTCHISON	TASHA	Preschool Teacher	S			W	F
	JEFFERSON	LESLIE	Speech Pathologist	S			W	F
	JOHNSON	SANDRA	Hourly Teacher Mentor Advisor	S			W	F
	JOHNSON	STEPHEN	AWARE Behavior Support Specialist	S			W	M
	JUDY	BRITTNEY	Paraprofessional	S	X		W	F
	KELLEY	LORI	Hippy Home Visitor	S			W	F
	KELLEY-HAWORTH H	KAILEY	Preschool Teacher	S			W	F
	KELLY	AMANDA	Aware 2.0 Regional Trainer	F	X		W	F
	KING	AMBER	Preschool Teacher	S			W	F
	KING	CRYSTAL	Behavior Coach	S			W	F
	LACKEY	PAMELA	Paraprofessional	S	X		W	F
	LAMBE	CINDY	ABC/Hippy Coordinator	S			W	F
	LANGLEY	BROOKLYN	Paraprofessional	S			W	F
	LANGSTON	RITA	Hippy Home Visitor	S			W	F
	LEDBETTER	KRISTE	Hippy Home Visitor	S			W	F
	LEMLEY	JAMIE	Paraprofessional	S			W	F
	LOCKWOOD	EMILY	Paraprofessional	S			W	F
	LOVE	LADONNA	Paraprofessional	S			W	F
	LOVELACE	MINDY	Preschool Teacher	S			W	F
	MAGEE	JACQUELINE	Paraprofessional	S			W	F
	MATHYS	KAREN	Aware Regional Teacher	S			W	F
	MCAFEE	JAMIE	Aware Service Coordinator	S			W	F
	MCCLOUD	ASHLEY	Paraprofessional	S			W	F
	MCCRACKEN	COLLEEN	Paraprofessional	S			W	F
	MOENNING	JODI	Preschool Teacher	S			W	F
	MONTELEONE	CHRISTY	Paraprofessional	S	X		W	F
	MONTGOMERY	CORA	Paraprofessional	S			W	F
	MORGAN	AMANDA	Preschool Teacher	S			W	F
	MORRISON	SHEILA	Administrative Secretary	S			W	F
	NICHOLS	GARY	Custodian/Maintenance	B			W	M
	NORTON	CHRISTY	Business Manager	B			W	F
	OWENS-SOREY	ANDREA	Aware Regional Trainer	S			W	F
	PARTON	DANIELLE	Preschool Teacher	S			W	F
	PARTON	TIFFANY	Paraprofessional	S			W	F
	PAYNE	LARUE	Paraprofessional	S			W	F
	PLEDGER	LINDA	Hourly Teacher Mentor Advisor	S			W	F
	PRIVITT	ROBIN	Hippy Home Visitor	S			W	F
	RAINS	GWENDOLYN	Science Specialist	S	X		W	F

	RAMSEY	TRISHA	Paraprofessional	S			W	F
	RANDALL	BOBBIE	Paraprofessional	S			W	F
	REED	DEANA	Special Needs Teacher	S			W	F
	RICHARDSON	DEBRA	Preschool Teacher	S	X		W	F
	RICHARDSON	KATELYNN	Paraprofessional	S			W	F
	RICKETTS	CINDY	Hippy Home Visitor	S			W	F
	RICKETTS	JANET	Paraprofessional	S			W	F
	ROBERTS	ANNABELLA	Hippy Home Visitor	S			W	F
	ROCHOW	AMY	Preschool Teacher	S			W	F
	ROMERO	AMY	Aware 2.0 Behavior Coach	F	X		W	F
	SALE	KAREN	Paraprofessional	S			W	F
	SANDERS	ALICIA	Special Needs Teacher	S	X		W	F
	SANTELLA	ASHLEY	Paraprofessional	S			W	F
	SHAW	KYLEE	Paraprofessional	S			W	F
	SHARP	ASHLEY	Aware 2.0 Project Site Mgr	F	X		W	F
	SLAPE	GAYLE	Assistant Hippy Coordinator	S			W	F
	SMITH	BRENDA	Paraprofessional	S			W	F
	SOOTER	ALECIA	Asst. Bookkeeper	B			W	F
	SPRINGFIELD	MONICA	GT Specialist/Mentoring Coordinator	S			W	F
	STARNES	RACHELLE	Paraprofessional	S			W	F
	TARDIFF	EYVETTE	Special Needs Teacher	S			W	F
	TAYLOR	PATRICIA	Administrative Secretary	B			W	F
	TILLERY	JAMIE	Paraprofessional	S			W	F
	TREADWELL	JEFFERY	Special Education Supervisor	S	X		W	M
	TUCKER	EMILEE	Career & Technical Ed	S			W	F
	TURNER	RACHEL	Preschool Teacher	S			W	F
	UBER	CHRISTINA	Paraprofessional	S			W	F
	WALKER	KIM	Preschool Teacher	S	X		W	F
	WHEELER	PATTIE	Literacy Specialist	S			W	F
	WHITE	REBECCA	Preschool Teacher	S			W	F
	WILLIAMS	EMILY	Preschool Teacher	S			W	F
	WILLIS	BARBARA	Paraprofessional	S			W	F
	WINKLE	PHILLIP	Administrative Secretary	B			W	M
	WISE	ELIZABETH	Asst. Speech Pathology	S			W	F
	WOODS	MELISSA	Special Needs Teacher	S	X		W	F
	WYAS	APRIL	Preschool Teacher	S			W	F
	YEAGER	JENNIFER	Special Needs Teacher	S			W	F
	YOUNGER	GWENDOLYN	Preschool Teacher	S			W	F
	ZUMALT	ERICA	Paraprofessional	S			W	F

Employees Related by Blood / Marriage

Name	Position	Supervisor	Relationship
Hilary Bullington	Cook/Custodian	LaRue Payne	Daughter-In-Law
Lanna Bullington	ECSE Supervisor	Jeff Cantrell	Mother-In-Law
Gwen Younger	ABC Preschool Teacher	Cindy Lambe	Mother
Lanna Bullington	ECSE Supervisor	Jeff Cantrell	Daughter
Tammie Cantrell	Behavior Program Coach	Kim Fowler	Wife
Jeff Cantrell	Director	Board of Directors	Husband
Sue Willis	ABC Preschool Paraprofessional	Cindy Lambe	Aunt
Lanna Bullington	ECSE Supervisor	Jeff Cantrell	Niece

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. During the 2023-2024 year, a cumulative total of 4,727 participants earned a total of 28,652.75 hours through sessions scheduled by the co-op. Participants are provided an evaluation survey for each session attended. For sessions during the 2023-2024 year, the overall summary evaluation was 3.95 out of a possible total of 4.00.

[OUR Co-op PD Summary Attended 2023-2024](#)

[OUR Co-op PD Summary 2023-2024](#)

[OUR Co-op 2023-2024 Overall PD Evaluation Summary](#)

In addition, the co-op distributed a User Satisfaction Survey during the spring 2024. Results showed a 98% rate of users being very satisfied or satisfied.

[OUR Co-op Disaggregation of 2023-2024 User Satisfaction Survey Results](#)

[OUR Co-op 2023-2024 User Satisfaction Survey Results](#)

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

Approximate the number of titles in media center 295

Does the co-op provide delivery to the districts? Yes No

How many districts participate in the media program? 16

How many titles (including duplicate counts) were provided to schools during this current year? 5

Do districts contribute dollars to the media services? Yes No

If yes, then:

How are media / technology charges per district determined (formal or per ADM)? Please describe: N/A

Does the co-op operate a “make-and-take” center for teachers? Yes No

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 43

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, GT Program Evaluation, Special ED Evaluation etc.)

Bookkeeping assistance

Technology training

- Curriculum support (Arkansas Standards)
- Business Management training
- CTE Coordinator/Perkins Consortium Administration
- 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)
- Fingerprinting
- Behavior Support Program
- Job Alike Collaboration Sessions
- Arkansas Online Digital Media
- ESC Works Support
- Novice Teacher Mentoring
- ParaPro Testing

V. Direct Services to Students

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

- Student assessment program
- Itinerant teachers – please list areas: (ECSE, SPED)
- Occupational therapy and physical therapy
- Transition Assistance
- Mentor programs (Ex. Parents as Teachers)
- Gifted/Talented programs: 16 participating districts
- Digital instruction (Ex. Arkansas Online Media Initiative, podcasts)
- ECSE Speech Pathology Services
- HIPPI
- Low incidence handicapped (vision/hearing)
- ABC Preschool Centers
- Other (Please specify):
- Early Childhood Special Education 3-5 years of age
- BX3 Behavior Support Services
- Quiz Bowl
- Chess Tournament
- Math Carnival
- Science Fair
- Summer AEGIS CAVES Camp Project
- Makerspace
- Seminars for G/T Students on Managing Perfectionism
- Workshop for G/T Students on Creative Thinking Held in the Schools
- HS Beyond Civility Workshop Grades 10-12
- Workforce Initiative Network
- AWARE (Advancing Wellness and Resilience in Education)
- OUR Behavior Support Consortium

VI. Anecdotal Reports

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

Workforce Initiative Network (WIN)

WIN was established by the Boone County Economic Development Corporation and Harrison Chamber of Commerce. Key partners in the work of this network include O.U.R. Education Cooperative and North Arkansas College. The purpose of WIN is to educate and promote local career opportunities to students in 8th – 12th grade within the O.U.R. Co-op area with all work housed on [the WIN website](#).

- **WIN Economics Arkansas Summit:** This event was held on June 12, 2024 and involved participation of local educators and various industry representatives. It included a panel of industry leaders, a chance to learn more about the Be Pro Be Proud Initiative, a tour of local industries and resources for the classroom. Key partners included: Economics Arkansas, Federal Reserve Bank of St. Louis, Harrison Regional Chamber of Commerce, North Arkansas College, and OUR Co-op.
- **WIN Leadership Academy:** In partnership with the Harrison Regional Chamber of Commerce, the CTE Coordinator hosted the third edition of the WIN Leadership Academy, a 5-session program aimed at aligning educational practices with industry demands. Educators and local industry leaders participated in a book study, discussions, data analysis, and industry tours, fostering collaboration and identifying best practices for student workforce preparation. The program's success is evident in ongoing collaborations between educators and industries, leading to career fairs, mock interviews, and student tours within schools. Participants included 7 CTE teachers, 4 counselors, 1 science/STEM teacher, 1 Library Media Specialist, Dyslexia Interventionist, and Parental Engagement, 2 Career Coaches, and 13 business partners.
- **WIN Book Study:** The CTE Coordinator conducted a book study on "Answering Why" for educators, exploring industry needs and addressing barriers to student success in the workplace. This facilitated strategic planning to enhance career exploration, preparation, and workforce placement at individual districts and culminated in a review of local data with DCTE and a Q & A session with the author. Participants included the Harrison Regional Chamber of Commerce, 5 CTE teachers, 4 counselors, 2 principals, and 3 business partners.

Parapro Testing

O.U.R. Education Service Cooperative provides a proctor and testing machines for the online Parapro Praxis test. During the 2023-2024 year, the co-op administered the assessment to twenty-nine (29) individuals.

Fingerprinting

Arkansas State, FBI, and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in a public school, charter school, or education service cooperative including classified personnel and substitutes. The Arkansas State and FBI checks require fingerprinting of the individual. The O.U.R. Co-op provides digital fingerprinting services for any education personnel in the area needing this service to meet the background check requirements. A fingerprinting fee is not charged. During the 2023-2024 year, co-op staff completed fingerprinting for approximately 900 education personnel.

Makerspace

The O.U.R. Co-op Technology Coordinator maintains a "Maker Space Lab" that contains STEAM and Robotics kits that teachers can check out to try in their classroom before deciding on major purchases. The lab contains larger items that can't be checked out but are available for class field trips or other use including but not limited to; a high end dual extruding 3D printer, a 100W laser

etching machine, DJI Phantom quadcopter, Occipital Sensor unit and others. Six teachers from four districts checked out more than 60 separate items during the 2023-2024 school year.

Routine Meetings for Various Job-Alike Groups

To support personnel from co-op area districts, meetings are scheduled for various staff to meet with those who hold similar positions. Groups include gifted and talented coordinators, curriculum and testing coordinators, federal programs coordinators, dyslexia interventionists, English as Second Language coordinators, special education supervisors, and instructional leaders which includes principals and other administrators. These meetings provide an opportunity for co-op staff to share updates relevant to the group as well as allow time for school personnel to collaborate and network with others in similar positions.

As an additional support to these groups, co-op personnel periodically schedule virtual meetings with these groups. The purpose of these meetings has been to share time sensitive updates from DESE, allow school personnel to have the opportunity to collaborate with their peers, and to determine possible ways for co-op staff to support school personnel. As the state transitioned to the ATLAS assessment this year, the district and building testing coordinators have focused on the processes necessary for successful administration of this assessment.

OUR Co-op Behavior Support Consortium

The Behavior Support Consortium (BSC) provides multilevel behavior support to participating districts within the O.U.R. Educational Cooperative area. The BSC provides classroom level support with observations, recommendations, and resources. The BSC also aids with Tier II behavior supports, school team assistance with problem solving and data processes, and assistance with functional behavior assessments (FBA) and behavior intervention plans (BIP) if warranted by the school team. The BSC provides districts with consulting and training workshops through meetings at the Cooperative, via Zoom, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, Classroom Management for the Elementary/Secondary Classroom, De-escalation, Tier II Interventions, Student Support Teams, Paraprofessional Training, Alternative Learning Environment. Staff holding these positions are at the cooperative on a regular basis to assist personnel from the school districts. Eleven of the 16 co-op area districts participate in this locally funded program.

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 2023-2024 school year:

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

 0 White

 0 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2023-2024 school year:

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

 6 White

 0 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

Terminated

Number of males terminated by the cooperative during the 2023-2024 school year:

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

 0 White

 0 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2023-2024 school year:

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

 0 White

 0 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

Seeking Employment

Number of males seeking employment by the cooperative during the 2023-2024 school year:

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

 3 White

 2 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2023-2024 school year:

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

 34 White

 0 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

Program Accounting
Funding Source Base

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Randy Adkins	Business Manager	BSBA-Accounting
Alecia Sooter	Assistant Bookkeeper	

Goal

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

OUR Financial Statement as of 6-30-2024		BOARD REPORT JUNE 30, 2024		
FUND/SOF	JULY 1, 2023 BEGINNING BAL	YTD REVENUES	YTD EXPENDITURES	JUN 30, 2024 ENDING BALANCE
2014 SPECIAL EDUCATION	33,636.51	262,191.00	266,879.69	29,947.82
2015 TECHNOLOGY / BASE	33,129.49	0.00	2,408.79	30,720.70
2020 MATH CARNIVAL	0.00	1,527.77	0.00	1,527.77
2024 WATERSHED	0.00	2,500.00	213.51	2,286.49
2030 E C SP ED 6B (6702 sch)	561,927.23	916,139.37	946,237.02,	531,829.8
2033 COST PER COPY	31,576.38	3,995.79	10,395.26	25,176.91
2035 SCIENCE FAIR	1,144.43	1,200.00	799.81	1,544.62
2041 EC SP ED CHILD CARE	62,874.05	44,329.30	55,972.10	51,231.25
2042 CHILD CARE	38,347.50	133,551.86	171,899.36	0.00
2055 GT STUDENT ACTIVITIES	9,995.81	3,420.00	7,671.93	5,743.88
2099 BEHAVIOR SUPPORT	11,975.22	249,045.00	173,938.07	87,082.15

2101 MATH CARNIVAL	2,058.45	2,963.23	5,021.68	0.00
2246 PATHWISE MENTORING	0.00	162,949.71	162,949.71	0.00
2272 GIFTED/TALENTED	0.00	30,000.00	30,000.00	0.00
2291 WORKFORCE COOR	0.00	52,643.59	52,643.59	0.00
2355 NIET LEAD TEACHER	0.00	25,000.00	25,000.00	0.00
2360 OPERATING FUND	575,000.00	1,301,069.51	1,201,069.51	675,000.00
2362 TECHNOLOGY CENTER	0.00	80,000.00	80,000.00	0.00
2364 CONTENT SPECIALISTS	0.00	360,000.00	360,000.00	0.00
2365 ABC	0.00	2,074,846.80	2,074,846.80	0.00
2373 HIPPY	0.00	276,524.00	276,524.00	0.00
2374 PARENT AS TEACHERS	0.00	151,520.00	151,520.00	0.00
TOTAL OPERATING FUND	1,361,665.07	6,135,416.93	6,055,990.83	1,441,091.17
FUND/SF	JULY 1, 2023 BEGINNING BAL	YTD REVENUES	YTD EXPENDITURES	JUN 30, 2024 ENDING BALANCE
3000 BUILDING FUND	1,321,011.43	278,487.67	61,484.65	1,538,014.45
3001 TORNADO CONSTRUCTION	0.00	13,079.19	13,079.19	(0.00)
6563 AR DEPT OF HUMAN SERVICES	1,784,782.79	203,070.16	499,751.88	1,488,101.07
6570 WORKFORCE ED	0.00	272,577.57	272,577.57	0.00
6574 PERKINS R&R GRANT	0.00	9,967.68	9,967.68	0.00
6577 PERKINS PLAN GRANT	0.00	5,965.54	5,965.54	0.00
6749 PS MEDICAID	32,898.30	16,789.52	49,687.10	0.72
6752 ARMAC	32,233.11	54,759.87	8,148.67	78,844.31
6777 AWARE 2.0	0.00	1,162,665.19	1,162,665.19	0.00
6778 AWARE	0.00	205,334.64	205,334.64	0.00
6788 EC LOCAL LEAD	0.00	55,551.36	43,073.29	10,478.07
6799 ACA INFANT HOME VISITING	0.00	60,569.37	60,569.37	0.00
6804 ELC HEALTH GRANT	100,000.00	0.00	100,000.00	0.00
6809 APR ESSER	396.00	0.00	0.00	396.00

6811 ARKANSAS THRIVE	0.00	3,449.67	3,449.67	0.00
6812 ACCEL THRU COMM OF P	0.00	153,413.56	153,413.56	0.00
TOTAL FEDERAL GRANTS FUND	1,950,310.20	2,202,114.13	2,574,604.16	1,577,820.17
8000 SNACK REIMBURSEMENT	44,837.74	-44,837.71	0.00	0.03
8057 CACFP SNACK REIMBURSEMENT	0.00	87,728.83	48,843.07	38,885.76
TOTAL FUND BALANCES	4,677,824.44	8,671,989.04	8,754,001.90	4,595,811.58
BANK BALANCE	2,448,418.67			
LESS O/S CHECKS	295,548.55			
DEPOSIT IN TRANSIT	0.00			
CD INVESTMENTS	2,212,698.63			
ADJ BANK BALANCE	4,365,568.75			
Current Month Revenue:	1,305,281.77			
Current Month Expense	1,987,708.35			
		BK BAL + CD		
Bank Balance as of JUNE 30, 2024	2,448,418.67	4,661,117.30		
Less FDIC insurance amount	250,000.00	250,000.00		
Deposits required to be collateralized	2,198,418.67	4,411,117.30		
Collateralization Amt as of JUNE 30, 2024	5,804,612.48	5,804,612.48		

Program ACT Prep
Funding Source State

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
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Program Summary

This grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Many students lost valuable instructional time during the pandemic, causing them to perform lower on the ACT. During the pandemic, the ACT was not given as often as in a non-pandemic year. Research proves that the more a student is exposed to the ACT the better they perform.

This program allows for all districts in Arkansas to opt-in for additional support for their students in taking the ACT. The support is intended to be implemented school-wide, allowing all students access and resources to improve ACT scores. The increased ACT scores could lead to additional financial and educational benefits for the students. There were 261 school districts across the state that opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district and the program will be provided for two years.

Cantrell and Waller Preparatory (CW Prep) has provided sessions across the state to almost 400 students. In these sessions, students spend six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT. OUR Co-op has provided two of these sessions with CW Prep to all high school students in the co-op area at no cost.

Program **ADE/APSCN Financial Applications Manager**

Competitive Grant

Funding Source Division of Elementary and Secondary Education Public School Fund

Yes

No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Jennifer Barrett	APSCN Applications Manager	Business Administration

Goal

To provide end-user support to district financial users of the FMS statewide Financial Management System, COGNOS reports and to provide support in the area meeting state financial coding guidelines.

Program Summary

The Financial Applications Manager provides services to districts within Arkansas that utilize the FMS statewide Financial Management System software. Financial Management Systems Applications computer software is used primarily to process and record financial transactions. The PowerSchool financial management systems applications (eFinance) provided by APSCN include the following integrated modules: Fund Accounting, Human Resources, Fixed Assets Personnel Budgeting, Budget Prep, Purchasing, Warehouse, and Employee Access Center (EAC). The Financial Application Manager provides technical, and accounting assistance for all of the modules as well as APSCN Applications fields. The Analyst also provides technical and practical assistance for the Statewide Reporting Cycles. Various training offered throughout the year include, but are not limited to FMS Required Fields for State Reporting, New Personnel, COGNOS Report Writing, Fixed Asset, Fiscal Year End, Calendar Year End, and Budgeting.

Major Highlights of the Year:

Statewide database training and documentation offered.

Program ADE/APSCN Student Applications Field Analyst

Funding Source Arkansas Department of Education

Competitive Grant

Yes

No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Mary Heginger	APSCN Student Field Analyst	

Goal

To provide end-user support to district student users of the statewide Student Management System (SMS) and Cognos reports and to provide support in meeting statewide reporting guidelines.

Program Summary

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS software. SMS Applications is computer software used primarily to process and maintain student records. The Powerschool Eschool student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. Through the nine required cycle reports, districts electronically submit data to the ADE throughout the school year at designated times. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, via Zoom, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, E-School, Next Year Scheduling, and Year End Rollover. Mary Heginger is the Student Applications Field Analyst who is assigned to O.U.R. Education Cooperative Schools. Staff holding these positions are at the cooperative on a regular basis to assist personnel from the school districts.

Major Highlights of the Year:

- State Reporting training
- E-School Training
- SFA Support Workdays

Program ADE School Based Health Services
Funding Source State; Act 180 Tobacco Excise Fund

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Elizabeth "Betsy" Kindall	ADE Employee (housed at OUR)	Ed.D.

Goal

To work statewide in assisting school districts with the development, implementation, and monitoring of school based mental health services via ADE Office of School Health Services and the School Based Health Center Initiative. To coordinate with the Arkansas AWARE project goals and oversee the Arkansas AWARE headquarters/program housed at OUR.

Program Summary

Overview:

- Provide professional development and training to state and local personnel in order to provide best practice techniques on school based mental health service programming.
- Develop, implement, and monitor school based mental health programs within school based health centers and to those participating districts statewide.
- Increase the ability to access mental health services within the educational environment to provide students the tools to make academic progress.
- Evaluate and assess the impact of these programs and activities through data collection, site visits, and ongoing technical assistance.
- Provide technical assistance, training, and monitoring as school districts work to develop school based health centers across the state.

Hot Topics:

- Ensure schools and providers are aware of changes relative to changes in Behavioral Health.
- Increase academic achievement by addressing the whole child within educational settings by providing access to necessary services. Schools continue to need technical assistance as they develop and implement programs.
- Improving the collaboration between the Department of Behavioral Health, Department of Health, Medicaid, and other vested parties to move toward best practice approaches to school based mental health in Arkansas.
- Expand and Improve data collection and assessment relative to services.

All school districts statewide have access to technical assistance for School Based Mental Health Services. As of 2023, there are 40+ funded School-Based Health Centers (SBHC).

Program Arkansas AWARE
(Advancing Wellness & Resiliency in Education)

Funding Source SAMHSA SEA AWARE Federal Grant Funds

Competitive Grant

Yes No

Restricted Non-restricted

Participating Districts

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

Personnel

Name	Position	Degree
Elizabeth “Betsy” Kindall	ADE Employee (housed at OUR) State Project Director	Ed.D.
Nicole Fairchild	Site Training Lead	MA, LPC
Beth Mathys	Regional Trainer	MSE
Ryane Owens-Sorey	Regional Trainer	MA, LCSW
Jamie McAfee	Service Coordinator	AA
Ashley Sharp	Berryville Program Manager (housed at Berryville)	MSE
Amy Romero	Berryville Behavior Specialist (housed at Berryville)	MSE
Amber Harris	Berryville Behavior Specialist (housed at Berryville)	MS

Arkansas AWARE 2.0 was funded in October 2022. This grant focuses on a state-wide training model (with a state team of trainers) and the Berryville School District as a best practice pilot site (with three on-site staff members).

Goals

The specific goals of Arkansas AWARE 2022 are as follows:

Goal 1: Increase resilience and mental health well-being for school-aged youth in Arkansas, starting with the Berryville School District by (a) increasing access to direct mental health services for students, (b) increasing staff and student knowledge of resilience and mental health well-being, and (c) developing a school safety and threat/violence prevention plan.

Goal 2: Increase knowledge in those who interact with school-aged youth in Arkansas to understand and detect the signs and symptoms of mental health, substance use, and co-occurring disorders by (a) establishing a statewide training model, (b) ensuring all trainers have appropriate certifications, (c) providing trainings to teachers and community members.

Goal 3: Increase and improve access to culturally relevant, developmentally appropriate, and trauma informed school and community-based services, starting with Berryville School District by (a) developing a collaborative partnership/Advisory Board to guide and support project efforts, (b) conducting a needs assessment of the Berryville

District (leading to both implementation and sustainability plans based on the results), (c) developing a three-tiered public health model, and (d) developing screening and referral processes, including training for teachers and paraprofessionals on the procedures.

Program Summary

Overview:

- The AWARE team coordinates professional development and training to OUR targeted districts that include Positive Behavior Interventions and Supports (PBIS), Mental Health First Aid (MHFA), and other relevant training on mental health awareness.
- AWARE Behavior Specialists at the targeted site provide classroom observations, teacher support, and additional technical assistance.
- The AWARE grant contracts for Direct Mental Health expanded services in the targeted schools.
- The AWARE Site Project Manager oversees all programming in the targeted districts to ensure quality of service delivery as well as program effectiveness.
- The AWARE State Project Director ensures all sites are effective in meeting the goals as outlined in the SEA-AWARE program description across the state of Arkansas as well as reporting requirements to both ADE and SAMHSA.
- The AWARE team also provides technical assistance, training, and monitoring as school districts work to develop and enhance school based mental health services.

Arkansas AWARE 2022 will impact educators, students, and community stakeholders by developing sustainable infrastructure for school-based mental health programs, including implementing a best practice public health model site and a statewide training model. Both efforts will promote healthy social and emotional development of school-age youth, prevent youth violence in school settings, and support educator wellness across the state of Arkansas.

The **best practice public health model** component of the project will focus on, and serve, the entire Berryville School District, which includes 4 schools with a total enrollment of 1,832 students, many of whom indicate significant risk factors for mental health issues based on an annual needs assessment survey conducted. The work at the Berryville School District will inform efforts in other Arkansas schools as best practice models are developed. The **state-wide training model** component of the project will focus on 261 districts across the state (1042 schools) that employ over 34,000 certified teachers, approximately 37,000 other support staff, and close to 475,000 students. The state currently ranks 47th in the prevalence of youth mental illness (and has one of the highest rates of traumatized youth). In addition, Arkansas is 42nd in access to mental health services; thus this state-wide approach is expected to help address those deficiencies by equipping those who work with school-age youth to be able to better assist the youth. As part of this component, 6,000 individuals are expected to be trained per year (200 training sessions with at least 30 people attending each session), with 30,000 being trained across the entire project period.

Arkansas AWARE Activities:

- A comprehensive AWARE Implementation Plan was submitted to SAMHSA in March 2023. This plan can be provided upon request.
- The Berryville Site utilizes the RAAPS mental health screening.
- Just in Year 1, the statewide training team trained well over 3,000 individuals.
- Through this grant, a **Training Request System** has been established where districts can request training through a link on the AWARE site along with a menu of options, which currently includes the following trainings.

Current AWARE training offerings:

- **Youth Mental Health First Aid** – This course from the National Council for Mental Wellbeing covers how to identify, understand, and respond to mental illness and substance use disorders. This is a required course for School Counselors and SROs. (6 hours of PD)
- **Trauma Invested Classrooms** – Learn what trauma-invested teachers do and how a trauma-invested classroom functions. (6 hours of PD)

- **Working with Difficult Students:** Motivational Interviewing for School Professionals – MI is a conversational style used to motivate individuals to change behaviors and develop healthy habits that align with their values. MI is useful for school counselors, nurses, administrators and ALE staff to help young people (grades 7th and up) achieve goals and build a growth mindset. (6 hours of PD)
- **Adverse Childhood Experiences (ACEs)** – Early trauma impacts the brain and bodies of children. How can we help and how can we effectively educate students who have experienced adversity? (3 hours of PD)
- **Resiliency for Educators** – A dysregulated adult cannot regulate a dysregulated child. As a result, the self-care practices of educators are a critical component to teacher effectiveness. (3 hours of PD)
- **Enneagram:** Team Building – Gain insight into the motivations behind behavior and examine how it impacts communication, relationships, and self-care practices. (3 hours of PD)
- **Resiliency for All** – This course prepares adults to build resiliency in themselves and in youth. (2-3 hours of PD)
- **School Climate:** How is the Weather Over There? - This training requires a team of at least 3 people from the same building. We discuss the building blocks of a positive school climate, introduce an assessment, and empower the team to use data and resources to make improvements. (6 hours of PD).
- **De-escalation - Staying Cool When the Temperature Rises -** De-escalation strategies are critical in the management of challenging student behavior. This training is applicable to all ages and is a key skill set that every educator needs. (6 hours of PD)
- **Distress Tolerance** - This training is for the student population. It focuses on their ability to build up, and effectively use, coping skills to help them manage the inevitable discomforts and challenges of life. (Can be done in a normal class period. We are willing to train local educators and staff to provide this training to their students).

Note: Individuals from any Arkansas school can request training through a portal found here:

<https://dese.ade.arkansas.gov/Offices/learning-services/school-health-services/arkansas-aware-training>.

Arkansas AWARE reports annually to SAMHSA. Those reports can be provided upon request showing a breakdown of specific data. In addition, Arkansas State University is the third party evaluator for this project. Every training includes outcome data. Any questions can be forwarded to Dr. Betsy Kindall at elizabeth.kindall@ade.arkansas.gov

Program Computer Science
Funding Source Arkansas Department of Education

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Adam Musto	CS Director	MS and MAT
Alex Moeller	CS Specialist	
Ashley Kincannon	CS Specialist	
Jim Furniss	CS Specialist	
John Hart	CS Specialist	MLIS
Stacy Reynolds	CS Specialist	MSE
Tammy Glass	CS Specialist	
Zachary Spink	CS Specialist	MSE

Goals:

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

- 1. Standards, Curriculum, and Pathways** - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.
- 2. Educator Development and Training** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.
- 3. Licensure** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.

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

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

Program Summary:

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

Vision

All Arkansas students actively engaging in a superior and appropriate computer science education

Mission

To facilitate Arkansas's transition to becoming and remaining a national leader in computer science education and technology careers

PD Offered:

- Computer Science: Teaching K-4
- Computer Science: Intro to Block Based Coding
- Computer Science: Teaching 5-8
- Computer Science: Transition to Text Based Coding
- Middle School Intro to Coding: Learn to Text Based Code (Formerly Coding Block)
- Teaching Middle School Intro to Coding (Former Coding Block Resources)
- High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - 4 days
- Physical Computing training (Raspberry, Arduino, etc.)
- App in A Day
- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Creating Embroidery Designs with Turtlitch
- Intermediate Artificial Intelligence
- Intermediate Mobile Application Development
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python

- Intermediate Game Design
- Intermediate Java
- Intermediate Networking
- Intermediate Data Science
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Data Science
- Advanced Artificial Intelligence
- Advanced Robotics
- Advanced Mobile Application Development
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

Conferences Presented at:

- State TSA Conference
- Arkansas Association for Career and Technical Education

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2023
- CS Education Week Activities December 2023
- Solar Eclipse Data Hunt - January-April 2024
- TSA State Conference – March 2024
- Support of Robotics Competitions (VEX, FIRST) March 2024
- Great Arkansas History Video Game Coding Competition March 2024
- Allstate Coding Competition April 2024

Major Highlights of the Year:

- Growth and Development in Accessibility in Computer Science
- Mentoring students across the state in Unity game development.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions
- Provided CS training to over 1595 education professionals and 7125 students.
- Lead Judge and Coding Challenge Creator for All-Region and Allstate Coding Competition.
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org
- Partnered in the creation of new computer science related CTE courses

ONGOING SUPPORT:

- Specialists are in the process of revamping trainings for the upcoming summer
- Specialists have increased the number of intermediate and advanced offerings as well as developed and will deliver 2 new trainings this summer. This is in addition to the other 25 trainings to be taught this summer.
- Specialists are currently working to visit all 260 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer.
 - For districts who already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.

Program ADE Communications Team
Funding Source DESE Grant from Division of Technology

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Donnie Lee	Production Artist	AAS

Goal

The Office of Communications provides information and resources regarding Arkansas Department of Education operations, events, and programs. The office uses multiple popular online outlets for media distribution including, but not limited to: YouTube, Arkansas Digital Sandbox, podcast outlets and/or any other useful online media outlet approved by ADE. Although the resources of this initiative are available to the public, its content is targeted toward statewide growth in student achievement and developmental resources for students and educators. See <https://dese.ade.arkansas.gov/Offices/communications> for full details.

Program Summary

ADE Communications is staffed by one full time production artist from the SWAEC team that is housed at OUR Educational Cooperative.. This program provides support for Arkansas Digital Sandbox, creation and production of audio and video for various projects within DESE, production of podcast audio (and related media), and audio/video production support and training for statewide educational initiatives.

Program **BX3 Behavior Support Specialist**
Funding Source Federal-Part B

Competitive Grant

Yes No

Restricted Non-restricted

Participating Districts

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

Personnel

Name	Position	Degree
Jennifer Brewer	Behavior Support Specialist	Ed.S.

STATE LEVEL INITIATIVE: BX³ PROJECT

PARTICIPATING DISTRICTS:

Statewide

Goal

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

Program Summary

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

Major Highlights of the Year (2023-2024)

- Cohort 3 continued with 14 building-level teams across the state
- Accepted Cohort 4 with 45 building-level teams across the state
- 99% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 4 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 4 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3 agreed to strongly agreed that the interactions

- with and methods used by BX3 coaches were positive and acceptable.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2023-2024:

- Provided on-site coaching and consultation, student observation, records review, conference attendance, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 80 CIRCUIT referrals across all Education Service Cooperatives

PROFESSIONAL LEARNING OPPORTUNITIES

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2022-2023:

- Offered 24 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>

- Offered over 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participant

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

- Partnered with DESE to support THRIVE Leadership Academy Cohorts 3, 4, 5, 6, and 7 through June 30, 2024 to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Presented Positive Behavior Supports: A Variety of Options and FBA Overview at SEAS Conference
- Presented THRIVE Arkansas: Promoting Positive Behavior Supports, Mental Health and Wellness with DESE at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Inclusive Education ToT: Behavior with DESE-OSE
- Presented Overview of Arkansas BSS with DESE-OSE as part of New LEA Training
- 4 BSS attended the Southeastern School Behavioral Health Conference
- 1 BSS attended the Midwest Symposium for Leadership in Behavior Disorders
- 1 BSS attended the 18th Annual Thompson Center Autism Conference
- 1 BSS attended the LRP Institute Convention

Program Behavior Support Consortium
Funding Source Participating Districts

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Crystal King	Behavior Coach	M.Ed.
Tammie Cantrell	Behavior Coach	MSE

Goal

To provide participating districts with strategies and interventions to promote the academic and behavioral success of students.

Program Summary

The Behavior Support Consortium (BSC) provides multilevel behavior support to participating districts within the O.U.R. Educational Cooperative area. The BSC provides classroom level support with observations, recommendations, and resources. The BSC also aids with Tier II behavior supports, school team assistance with problem solving and data processes, and assistance with functional behavior assessments (FBA) and behavior intervention plans (BIP) if warranted by the school team. The BSC provides districts with consulting and training workshops through meetings at the Cooperative, via Zoom, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, Classroom Management for the Elementary/Secondary Classroom, De-escalation, Tier II Interventions, Student Support Teams, Paraprofessional Training, Alternative Learning Environment. Staff holding these positions are at the cooperative on a regular basis to assist personnel from the school districts.

Major Highlights of the Year:

53 requests for behavior support for the 2023-2024 school year

Assistance with 10 FBAs, 9 BIPs, and 6 Crisis Plans

Provided 17 different professional development sessions (onsite and at districts)

Provided 20 Behavior Support Kits and numerous amounts of resources for teachers and students

Program Career and Technical Education
Funding Source Carl D. Perkins Funding

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Emilee Tucker	Career and Technical Education	MS/BS

Executive Summary

The O.U.R. Education Cooperative CTE Department successfully fulfilled its mission to support 16 school districts in preparing a job-ready workforce. This report highlights achievements in program improvement, professional development, industry collaboration, and grant procurement, resulting in a total of **\$296,521.83** secured funds for the consortium.

Goal

The CTE Coordinator strives to provide comprehensive services for Career and Technical Education (CTE) programs across 16 school districts. This includes assisting with program development, facilitating student placement after graduation, offering professional development opportunities, assisting new teachers, enhancing collaboration among CTE teachers, assisting with policy and procedure interpretation, and fostering relationships with local industries to bridge the gap between education and workforce needs. The CTE Coordinator also actively collaborates with local and state leaders to advocate for our CTE programs.

Program Highlights

- **WIN Economics Arkansas Summit:** This event was held on June 12, 2024 and involved participation of local educators and various industry representatives. It included a panel of industry leaders, a chance to learn more about the Be Pro Be Proud Initiative, a tour of local industries and resources for the classroom. Key partners included: Economics Arkansas, Federal Reserve Bank of St. Louis, Harrison Regional Chamber of Commerce, North Arkansas College, and OUR Co-op.
- **WIN Leadership Academy:** In partnership with the Harrison Regional Chamber of Commerce, the CTE Coordinator hosted the third edition of the WIN Leadership Academy, a 5-session program aimed at aligning educational practices with industry demands. Educators and local industry leaders participated in a book study, discussions, data analysis, and industry tours, fostering collaboration and identifying best practices for student workforce preparation. The program's success is evident in ongoing collaborations between educators and industries, leading to career fairs, mock interviews, and student tours within schools. Participants included 7

CTE teachers, 4 counselors, 1 science/STEM teacher, 1 Library Media Specialist, Dyslexia Interventionist, and Parental Engagement, 2 Career Coaches, and 13 business partners.

- **WIN Book Study:** The CTE Coordinator conducted a book study on "Answering Why" for educators, exploring industry needs and addressing barriers to student success in the workplace. This facilitated strategic planning to enhance career exploration, preparation, and workforce placement at individual districts and culminated in a review of local data with DCTE and a Q & A session with the author. Participants included the Harrison Regional Chamber of Commerce, 5 CTE teachers, 4 counselors, 2 principals, and 3 business partners.
- **Local Engagement:** The CTE Coordinator played a key role in various collaborative initiatives:
 - **Chairing the NWAEDD Youth Committee:** This role led to targeted aid for disadvantaged seniors including hosting a successful career fair ("**See It AND Be It**" - 85 students, 30 businesses) and planning an "**Adulthood 101**" event (107 students registered, 60 business partners - canceled due to last-minute school cancellations).
 - **Presenting at the DCTE Fall CTE Coordinator meeting:** The presentation focused on strategies for local engagement with business and industry partners.
- **Grant Procurement:** The CTE Coordinator oversaw significant grant funding for the consortium:
 - Successfully managed and processed payments for all consortium Perkins grants (**\$275,226.29**) and oversaw spending of a Certification grant (**\$6,544.90**) and Recruitment & Retention grant (**\$10,000**) as well as managed the Co-Op CTE Coordinator salary grant provided by DCTE (**\$55,000**)
 - Facilitated the submission of **9 startup grants**
 - Secured 1 out of 29 competitive startup grants statewide for Ozark Mountain High School - Plant Systems (**\$90,534.52**)
 - Secured 1 out of 17 competitive **innovation/non-traditional grants** statewide (**\$4,750.64**).
- **Professional Development & Support:** The CTE Coordinator played a pivotal role in:
 - Exceeding DCTE's goal for virtual reality headset usage in schools, **ranking OUR Co-Op second in the state for two consecutive years.**
 - Allocating and managing a Recruitment & Retention grant to fund relevant professional development for educators including funding **mentor teachers** for each program area and securing trainings for **relevant PD** such as FACS retention, makerspace, hands-on activities, AI, photography, social media safety, and tours of agriculture research stations
 - Training, mentoring, and providing resources to over **7 new CTE teachers.**
 - **Mentoring 4 CTE Coordinators** from other co-ops, including the 2023-24 mentee Tameka Anderson from Great Rivers ESC which she Zooms with bi-weekly.
 - **Collaborating with the OUR Recruitment and Retention specialist** to host a Jon Harrison Youth Leadership Workshop for 150 students on soft skills and employer expectations.
- **Technical Assistance:**
 - **Visited each consortium district** to offer program implementation support, conduct inventory checks, and provide on-site technical assistance.
 - Assisted new teachers with VR headsets
 - Aided districts with **new program startups and meeting H2 requirements.**
 - Provided training, resources, and technical assistance to educators seeking **410 (College & Career Readiness), 412 (WBL) , and 418 (Career Development) endorsements**, resulting in successful recommendations for 4 teachers.

Financial Impact

The CTE Coordinator's efforts directly contributed to securing **\$387,056.35** in funding for the OUR Consortium in the 2023-24 school year. These funds allow for continued program improvement, professional development opportunities, and industry collaboration, ultimately leading to a better-prepared workforce for our region.

Major Highlights of the Year:

Number of CTE Concentrators earning certifications was 9% in 2021, 44% in 2022, and 66% in 2023. 85 students were impacted by the OUR Cooperative CTE Coordinator being Chair of NWAEDD Youth Committee that led to the "See It AND Be It" Career Fair. 1.67k students were impacted by the accessibility of VR headsets with OUR Cooperative ranking 2nd in the state for usage since 2022. 6 schools impacted by addition of Pre-Educator programs. 96 educators and 87 business partners joined a collaborative effort called WIN(Workforce Initiative Network) that led to a WIN Leadership Academy(aligning educational practices with industry demands), WIN Spring Book Study, WIN Industry Tours, and WIN Summit(annual or biennial summits to bring industry partners and educators together).

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position
John Ashworth	Executive Director
Dr. Brandie Benton	Deputy Superintendent of Curriculum and Instruction
Mindy Looney	Interim Director of Operations
Candice McPherson	Director of Design and Development
Amy Kirkpatrick	Director of Technology
Jason Bohler	Core Campus Principal
Tye Bibby	Concurrent Credit Campus Principal
Christie Lewis	CTE Campus Director
Dr. Nic Mounts	Off-Campus and Fully Online Program Principal

Mission

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

Vision

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

Core Values

Teamwork, Relationships, Integrity, Quality, Innovation

Goals

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students. According to *Act 2325 of 2005*, distance learning opportunities were employed:

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

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

Goals	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - VA made courses available in all critical academic licensure shortage areas - VA provided access to 107 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 214 total courses; 151 courses with a VA teacher - These courses provided opportunities to 33,977 Content + Teacher enrollments and 7,506 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - VA courses were made available to all high-poverty districts and were utilized by 95% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered - 17,654 Content+Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 49 CTE Content + Teacher courses were provided to 6,218 CTE enrollments - VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs
Goals	- 2022-2023 Results

Program Summary

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning. www.virtualarkansas.org

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

Virtual Arkansas is comprised of five campuses:

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

Major Highlights of the 2022-2023 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the third highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

Virtual Arkansas Data (Based on 2022-2023 School Year)

- Have saved Arkansas school districts over \$71,000,000 over the last ten years
- Saved Arkansas school districts over \$9,000,000 during the 2023-2024 school year
- Have served over 282,000 enrollments over the last 10 years
- Virtual Arkansas Students had an 89% Pass Rate
- 14,907 Unique Arkansas Students Engaged in 33,977 Content + Teacher Enrollments
- 30,334 Credits Earned
- 75% of Virtual Arkansas teachers have a Master's degree or above
- 151 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 8,132 College Concurrent Credit Hours
- 85% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,218 enrollments over two semesters

- 6 full completer CTE programs and 12 partial completer programs offered to Arkansas students
- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

Program Director's Office/Administration
Funding Source Base Funds

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Jeff Cantrell	Director	BS/MS
Randy Adkins	Business Manager	BSBA with Emphasis in Accounting
Alecia Sooter	Administrative Secretary	

Program Summary

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, programs, and operations. He is specifically charged with leading the cooperative staff to accomplish program goals and to meet the program and service expectations of all funding agencies and stakeholders. He serves as a liaison for member districts to the Department of Education, the State Board of Education, the legislature, and other policy making agencies.

Both the director and business manager are bonded representatives with fiduciary responsibility for receiving and expending all funds. Because the Arkansas Public School Network (APSCN) accounting system is required of all state education agencies and because that system loosely fits such agencies as cooperatives where funding comes from many and varied sources, the bookkeeping procedures are complicated. The result is that much attention is paid to internal fiscal control. Each cooperative program coordinator is responsible for that program budget and is required to maintain a program account consistent with the APSCN coding procedures established by the central office and to work closely with the director and business manager in all fiscal decisions.

Program Early Childhood
Funding Source Arkansas Better Chance

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

- Alpena Deer/Mt. Judea Harrison Ozark Mountain Statewide—Mtn. Home School District
 Bergman Eureka Springs Jasper/Kingston/Oark Searcy County
 Berryville Flippin Lead Hill Valley Springs
 Cotter Green Forest Omaha Yellville-Summit

Personnel

Cindy Lambe	Coordinator	BSE-ASU, MSE-UCA
Dana Dickard	Administrative Assistant	Associates of Accounting
Sheila Morrison	Administrative Assistant	Associates of Art

Director/Teachers	Danielle Talley	Amy Hendon
	Amy Rochow	April Wyas
	Bobbie Jo Randall	Amanda Morgan
	Kathy Brasel	Jodi Moenning
	Gwen Younger	Christy Tibbets
	Callie Ramer	Kailey Haworth
	Rachelle Starnes	Mindy Lovelace
	Laura Horn	Amber King
	Kim Fitzpatrick	Heather Beyen
	Jamie Tillery	Rebecca White
	Rachel Turner	Trisha Ramsey
	Tasha Hutchison	Kim Walker
	Debbie Richardson	Tawnya Collins

Position	Name	Name
Paraprofessionals/Aids	Erica Zumalt	Tiffany Parton
	Jackie McGee	Elizabeth Duncan
	Karen Sale	Kylee Shaw
	Sarah Head	LaDonna Love
	Paula Grozis	Alisha Fields
	Darcie King	Haylie Crow
	Rebecca Dodson	Brooklyn Langley
	Heather Denham	Shelly Epperly
	Makayla Harderson	Alanna Collins
	Amanda Bunting	Katie Richardson
	Janah Carter	Jamie Lemley
	Samantha Decator	Theresa Huebner
	Samantha Sparks	Phaedra Clemons
	Tammi Condery	Brenda Smith
	Ashley McCloud	Christina Uber
	Brooklyn Dodson	Ashley Santella
	Vestina Freeman	Barbara Sue Willis

	Stefanee Gahlbeck	LaChelle Honeycutt
	Brittany Judy	Zaira Castaneda
	Adrienne Helmlinger	Pam Lackey
	Cora Montgomery	Sarah Gerts

Goal

The OUR Cooperative ABC Preschool Program goal is to provide quality preschool services to 411 children and 40 private pay children ages 3,4, and 5 years of age in 11 school districts.

Program Summary

Funding for these preschool programs is obtained through the Arkansas Better Chance and Arkansas Better Chance for School Success grant in the amount of \$2,083,770.00

Each ABC classroom provides students with a low teacher/child ratio of 1:10, an Arkansas Licensed P-4 teacher, a paraprofessional with a CDA and an early childhood curriculum approved by the state. Each classroom is quality approved and provides a developmentally appropriate environment to ensure that all children have the opportunity to thrive. ABC staff work closely with the public school staff to ensure that the children and their families have a smooth transition to public school kindergarten. Parent meetings are held monthly to provide parents information on topics of interest to them such as parenting skills, literacy, discipline, nutrition, school readiness, etc...

Major Highlights of the Year:

- * **Continue using Pre-K RISE in our classrooms and using Launchpad for Pre-K Literacy**
- * **Lead Hill ABC Preschool moved into a newly renovated building on the Lead Hill School Campus**
- * **All ABC classrooms received a 3-star or better rating in Arkansas's Better Beginnings Quality Rating Scale, with two classrooms receiving the highest rating, a 6-star.**
- * **ABC Classrooms passed Arkansas Better Chance Compliance Review**

Component	Beginning of Year	End of Year	Overall Growth
Instructional Vocabulary (12)	7.6	10.9	43%
Phonemic/Phonological Awareness (20)	6.1	14.8	143%
Concepts of Print (5)	2.9	4.4	52%
Uppercase Letter Identification (26)	8.4	16.8	100%
Lowercase Letter Identification (26)	6.3	15.6	148%
Letter Sounds (31)	3.0	14.2	373%

The ABC program serves 11 school districts in 7 counties. 365 students are enrolled, serving 52 tuition students, and 174 returning students. 182 parent survey results were collected. Parent survey results show 95% growth in student academics, 94.5% growth in student social skills, 91.2% growth in student emotion skills, 97.8 growth in student needs being met, and 95.05% growth in students being better prepared for kindergarten.

Program Early Childhood Special Education
Funding Source Federal and State Funding

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Lanna Bullington	Early Childhood Special Ed. Coord.	MSE/BSE
Kayla Gahlbeck	Coordinator Assistant	AA
Jesse Biddle	ECSE Teacher Aide	AA Early Childhood
Alicia Auman	Speech Assistant	
Hilary Bullington	Food Manager	ServSafe Certified
Janet Ricketts	Paraprofessional	High School Diploma
Cyndi Campbell	Behavior Specialist	Masters P-12, Guidance Co.
Lisa Cimino	ECSE Teacher	Masters Sp.Ed. P-4
Deana Reed	ECSE Teacher	Masters Sp.Ed. P-4
Alicia Sanders	ECSE Teacher	
Jennifer Yeager	ECSE Teacher	Masters Sp.ed
Colleen McCracken	Paraprofessional	CDA
Melissa Woods	ECSE Teacher	
LaRue Payne	Preschool Teacher	AA, CDE
Leslie Jefferson	Speech Pathologist	Masters
Eyvette Tardiff	ECSE Teacher	Masters Elem., Sp.Ed., P-12
Elizabeth Wise	Speech Assistant	BA Communication Disorders
Emily Lockwood	Paraprofessional	High School Diploma

Goal

It is the goal of the Early Childhood program to address the needs of children with disabilities through speech therapy, occupational therapy, physical therapy, behavior intervention, and teacher facilitated instruction.

Program Summary

The O.U.R. Educational Cooperative’s Early Childhood Special Education Program provides a number of free services for preschool children ranging between three and five years of age. In addition to the thirteen districts that we serve within our service cooperative area we also serve the Mountain Home School District. For the 2023-2024 school year we served 263 special needs children and screened 924 children for possible delays. The services that we provide include: speech evaluations/therapy, developmental evaluations/therapy, occupational therapy, physical therapy, behavior services, and preschool services. The Early Childhood Special Education staff is available to provide screenings to all three, four, and five year old children at no cost to the family. These screenings indicate which children may be eligible for additional evaluations.

The Early Childhood Special Education Program operates two preschool classrooms, one in Harrison and one in Mountain Home. These preschool classrooms provide services to children with special needs in an integrated setting with typically developing students.

The Early Childhood Special Education program utilizes four classroom teachers, three speech pathologists, one speech assistant, six developmental therapists, one developmental paraprofessional, one behavior specialist, one administrative secretary, one program coordinator, and a host of private service providers to carry out the prescribed services.

This program receives funding from a variety of sources. Included in our funding sources are local dollars, state funding, Medicaid, ARMAC, and tuition income. To date for the 2023-2024 school year the revenue received from these funding sources totaled \$1,001,138.59.

SCHOOL	DEC.1 CHILD COUNT
ALPENA	8
BERGMAN	13
BERRYVILLE	23
COTTER	12
DEER/MT.JUDEA	5
EUREKA SPRINGS	13
FLIPPIN	20
GREEN FOREST	20
JASPER	8
LEAD HILL	1
MTN HOME	88
OMAHA	4
OZARK MTN	16
VALLEY SPRINGS	7
YELLVILLE	25
TOTAL	263

Major Highlights of the Year:

Started the 2023-2024 school year with 121 returning students. 142 students were placed by December 1, 2023 and 35 after December 1, 2023. 151 students with disabilities transition to kindergarten for the 2023-2024 school year. 2,444 goals/objectives were initiated and 1,540 goals/objectives which is 63% mastery. 240 children were evaluated and 868 were screened.

For the 2022-2023 school year, 37.75% were served in the regular classroom(state target - 22.83%). For the 2022-2023 school year, by the time they turned six, 83.33% of students substantially increased their rate of growth of social/emotional development, 77.05% substantially increased their rate of growth in knowledge of skills, and 89.09% substantially increased their rate of growth in the area of appropriate behaviors.

Program Fingerprinting
Funding Source Base

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Phillip Winkle	Technology Assistant	BA

Program Summary

Arkansas State, FBI, and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in a public school, charter school, or education service cooperative including classified personnel and substitutes. The Arkansas State and FBI checks require fingerprinting of the individual. The O.U.R. Co-op provides digital fingerprinting services for any education personnel in the area needing this service to meet the background check requirements. A fingerprinting fee is not charged. During the 2023-2024 year, co-op staff completed fingerprinting for approximately 900 education personnel.

Program Gifted and Talented
Funding Source ADE GT Office and Base

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Monica Springfield	Gifted/Talented Specialist	M.Ed./BA

Goals

- Assist member districts to meet Arkansas State Standards for Gifted and Talented Education and Advanced Placement
- Serve as a liaison with the Arkansas Department of Education, Office of Gifted and Talented and Advanced Placement, parent and professional organizations, and other public and private agencies
- Promote gifted education through public awareness and advocacy
- Create awareness and help districts in addressing reduction of the equity gap for students receiving gifted services
- Increase opportunities for students to participate in enrichment in various formats
- Increase the capacity of districts to meet the needs of gifted learners.

Program Summary

Including Major Highlights of the Year: The O.U.R. Cooperative Gifted Specialist provided assistance to member districts through: quarterly gifted coordinator meetings, campus visits, providing onsite pre-technical assistance visits, updating curriculum, providing a library of resources, and providing appropriate staff development including a session on differentiation as needed, a program approval application work session, documentation of meeting standards, program evaluations, technology, quiz bowl coaches/judges training, etc. The Gifted Specialist, at the request of districts, offered differentiation training to help districts fulfill secondary content requirements according to the ADE Gifted Program Standards and offer differentiation techniques to be used with students in the classroom. The Gifted Specialist was a presenter for the New GT Coordinator’s Workshop at the state Fall AAGEA Conference and served as a mentor for AAGEA’s New Coordinator Mentoring Program. The OUR Gifted Specialist serves on state and national boards to support gifted education such as AAGEA(Past President) and AGATE (Vice President of Membership). Several student opportunities were hosted by the OUR Gifted Specialist for the 2023-2024 year including two chess tournaments for elementary and two chess tournaments for Jr High and Sr High, two 3rd/4th Grade Quiz Bowl tournaments, two 5th/6th Grade Quiz Bowl tournaments and two chess workshops(elementary 3rd-6th and middle school/high school 7th-12th). The Gifted Specialist at OUR also hosted a leadership session for 10th-12th graders. The Gifted Specialist also traveled to several schools for student workshops.

Several opportunities including chess workshops and tournaments, leadership workshops, guest speakers, etc were provided during the 2023-2024 school year to students to develop self-efficacy, effort, persistence, concentration, engagement, and communication skills and strategies. A total of 898 students across our 16 districts attended at least one or more of the 9 events held.

Program HIPPY
Funding Source Arkansas Better Chance Grant

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Cindy Lambe	HIPPY Coordinator	MSE/BSE
Gayle Slape	Assistant Coordinator	CDA, BS
Shelia Bagby	Home-Based Educator	CDA
Barbara Hagood	Home-Based Educator	CDA
Kriste Ledbetter	Home-Based Educator	CDA
Michelle Kelley	Home-Based Educator	CDA
Robin Privitt	Home-Based Educator	Associate
Cindy Ricketts	Home-Based Educator	CDA, Associate
Annabella Roberts	Home-Based Educator	CDA

Program Summary

HIPPY is the Home Instruction for Parents of Preschool Youngsters Program. HIPPY is a home-based, family focused program that helps parents provide educational enrichment for their preschool child. Believing that parents play a critical role in their children's education, the HIPPY program seeks to support parents in preparing their children for school success. HIPPY is designed for parents. It gives parents the tools and support they need to help their children learn in their own homes. HIPPY ensures children are prepared for success when they enter kindergarten with parents ready to support them throughout their educational journey.

Major Highlights of the Year:

In 2023-2024 HIPPY was available to families in Baxter (Cotter and Mtn. Home School Districts), Boone, Carroll, Marion, Newton (Deer/Mt Judea and Jasper School Districts), Madison (Jasper School District-Kingston Campus) and Searcy Counties. Approximately 146 families participated in the program. The total budget was \$276,524.00

Home Instruction for Parents of Preschool Youngsters (HIPPY) serves 16 school districts in 7 counties. 41 children returned and 72 new children were enrolled for the 2023-2024 program year. Developmental screenings were conducted on 113 children and 18 referrals were made to early childhood special education services for further screening. Group meetings planned were based on parent results and included a focus on community services, science, and arts/crafts as the top three topics. Books were given to every child that attended a HIPPY Group Meeting. Parent surveys for Group Meetings were at 100% satisfaction. HIPPY performed 2,3665 home visits during the program year. 52 children completed weeks 26-30 of our 30-week curriculum. There are 59 children returning for the 2024-2025 school year.

Program Literacy
Funding Source ADE Learning Services Division, K-12 Literacy Unit

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Merica Howie	Literacy Specialist	M.Ed./BA
Pattie Wheeler	Literacy Specialist	M.Ed./BS

Program Summary

The mission of the literacy program is to develop, support, and promote effective instructional practices through a network of professional development and technical assistance to teachers, administrators, and parents. The goals of the program are to assist schools with meeting state standards at all levels and to develop effective K-12 literacy programs that encourage maximum achievement for all students. These goals are accomplished through professional development and consultation with teachers and instructional leaders. Intensive summer training is conducted for literacy and content area teachers with follow-up sessions and support for implementation during the year. Special projects and grant programs are cooperatively conducted with the Arkansas Department of Education, such as:

RISE K-2 and RISE 3-6

R.I.S.E. (Reading Initiative for Student Excellence) Arkansas encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. OUR Literacy Specialists will provide training and support to increase the depth of knowledge for teachers in the areas of phonics and phonological awareness as well as how that knowledge impacts fluency, vocabulary, and comprehension. This instruction will provide teachers with the knowledge and skills needed to teach reading consistent with Science of Reading (SoR) best practices.

Administrator Support for Science of Reading

Specialists will provide support for administrators in their work as Science of Reading assessors gathering the evidence needed to document proficiency in the Science of Reading. Specialists will provide support and work closely with administrators to increase their knowledge of the Science of Reading. The K-2 and 3-6 Smart Cards are used as a tool to guide teacher observations to determine if a teacher has demonstrated knowledge and skills of the Science of Reading (SoR). This work with administrators focuses on gathering evidence over a period of time rather than a one-time observation.

Literacy Coaching for Schools Identified Through the LEARNS Act

Literacy Specialists were assigned as literacy coaches through the LEARNS Act to four school buildings with D/F ratings. Three buildings served kindergarten through third grade and one building served fifth through eighth grades. Literacy coaches supported schools in collecting and analyzing data, providing classroom walk-throughs with principals, modeling lessons, providing professional development, identifying students in need of additional support, leading professional learning communities, and aligning curriculum.

Strategic Reading (for middle school) and Critical Reading (for high school) Support:

The Strategic and Critical Reading courses are designed to offer students extra support in fluency, motivation, vocabulary, and comprehension to ensure success in core English classes, as well as other content area courses. Literacy specialists provide training, feedback, and coaching to teachers in implementing the Critical Reading standards in four domains: Engaging the Reader, Comprehension Strategies, Response to Reading (including discussion and writing), and Vocabulary/Word Study.

Targeted Literacy Topics

Targeted Literacy training is available on a variety of topics based on state initiatives and school needs, such as high quality instructional materials, work with new literacy standards, close reading, foundational skills, phonemic awareness, phonics, speech to print, vocabulary, morphology, comprehension, text analysis, small group instruction, text dependent questioning, writing, differentiation, disciplinary literacy, and literacy assessments.

Dyslexia Interventionist and Instructional Facilitation K-12

The dyslexia interventionist program and instructional facilitation program provides ongoing training and assistance to districts with dyslexia interventionists and instructional facilitators. Quarterly professional learning and book study meetings are organized and conducted based on a needs assessment survey and goals of the participating members. Site-based training is based on the latest research in dyslexia and instructional coaching.

School Improvement Support K-12

Literacy specialists are available to assist in the school improvement process. Support might include meeting with the school support team, revision and implementation of the professional development plan, data analysis, RTI, scheduling, and other targeted support as needed.

School-Based Training

Literacy Specialists are available for assistance to individual schools, including customized professional development sessions, classroom support and demonstrations, data-driven instructional planning or other services as needed.

Literacy Support of Districts Qualifying for Additional Support Under Act 1082

Four districts in the cooperative service area met the criteria for Level 3 Support as prescribed by Act 1082.

Literacy Specialists work closely with these districts to build relationships and provide support to teachers and administrators, according to the specific needs and goals of the school. This work may include the following:

- Data Meetings (checking on progress and looking for trends)
- Data Resources (spreadsheets for tracking progress by student, training to administer assessments and use the data, progress monitoring, key assessments, data teams)
- Classroom Observations with a clear focus
- Support for SoR implementation in content area classes
- Debriefing lessons with feedback to teachers and administrators
- Modeling lessons for teachers
- Coaching teachers and administrators (SOR Smart Cards)
- Providing access to additional resources through a Shared Google Drive
- Writing model lessons for teachers
- Helping with new curriculum implementation to match the SoR and providing professional development to support high quality instruction
- Supporting interventions for specific needs, including special education and ELL inclusion support
- Utilizing the RISE Regional Support Specialist to provide additional feedback and support
- Providing clear goals and next steps

Major Highlights of the Year:

Based on Spring 2022 assessment results, the OUR Co-op had four districts that were eligible for Level 3: Coordinated Support. The literacy specialists made a priority to be in these districts at least monthly during the 2022-2023 year. Of those four, one of them showed an increase in performance and was removed from that category based on Spring 2023 assessment results. Based on the Spring 2023 results, an additional district was added to this group.

Based on Spring 2022 assessment results, there were 46 buildings out of 51 that had a school rating of A, B, or C. Specialists made a priority to be in the schools with a rating of D or F regularly. One of them was the only school in the state that showed a growth of two letter grades.

Program Mathematics
Funding Source ADE Learning Services Division, K-12 Mathematics Unit

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Shane Flud	Math Specialist	MSE/BSE

Goal

- Support and base decisions on the K-12 Standards set forth by and outlined in the Arkansas Curriculum Standards, Collaborate with and/or provide technical assistance to district leadership teams, giving priority to districts in school improvement in the form of:
 - Supporting the school improvement process
 - Analyzing data (student achievement, school process, perceptual, and demographic)
 - Planning for and providing professional development
 - Monitoring and planning for core instruction
 - Providing instructional coaching and/or assisting district instructional coaches
 - Participating in focused observations based on the needs of the teacher(s)
 - Identifying, implementing, monitoring and reflecting on the district’s plan of action
- Collaborate with the Arkansas Department of Education during unit meetings, regional meetings, and other opportunities
- Collaborate with Northwest Arkansas Educational Cooperative & Guy Fenter Educational Cooperative in preparing/delivering professional development and supporting OUR Cooperative school districts
- Support, empower, and build capacity with district leaders and instructional coaches through Math Quest
- Provide quality professional development in mathematics to teachers, instructional coaches, and administrators as they determine the essential standards of the Arkansas curriculum standards
- Continue leadership support for Cognitively Guided Instruction
- Promote Arkansas IDEAS to district leaders, instructional coaches, teachers, and other support staff throughout the OUR Cooperative area
- Make the OUR Cooperative Math Carnival a very successful event for our 3rd-8th grade math students (We are the only cooperative in the state that has this academic event.)
- Collaborate with other math specialists to offer the IM/OUR Curriculum training and support for K-8th grade, Algebra I, Geometry, & Algebra II teachers.

Program Summary:

OUR Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics’ Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics’ instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning

of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning & coaching opportunities in 2023-24 included:

IM/OUR Curriculum Training Kindergarten-Geometry: This statewide initiative utilizes a research-based framework designed to delve deep into elementary, middle school, & high school math concepts including proportional reasoning, geometry, & algebra. The goal of this training is for teachers to learn how to utilize this curriculum to inform their mathematics instruction. Teachers learn to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason, and build students' capacity for algebraic reasoning.

Math QuEST (Math Quantitative Essentials for Students and Teachers) is a state initiative focused on research-based mathematics practices for both students and teachers. Together these practices promote a student-centered pedagogy that fosters reasoning and problem solving, meaningful mathematical discourse, and building procedural fluency from conceptual understanding. With established goals for learning, ongoing formative assessment is used to elicit student thinking and inform instruction. Students use and connect mathematical representations and engage in rich tasks that increase classroom rigor and cognitive demand. STEM-related applications support the relevance of mathematics in our world and student learning of those disciplines. Schools were supported in person & on zoom as needed for this professional development this year.

Math Coaching: This school year math coaching was the primary focus. Math coaching was focused in two OUR Cooperative schools: Flippin School District & Lead Hill School District. Math coaching was primarily focused in 3rd grade through Algebra I. The math specialist collaborated with these school districts on implementing research based strategies including Building Thinking Classrooms strategies and Formative Assessment strategies.

Major Highlights of the Year:

The math specialist was a part of the TNTP coaching cycle with Flippin School District & Lead Hill School District this school year. The math specialist and these schools collaborated to apply research based strategies in the math classroom. The math specialist plans to continue this collaboration and add Cognitive Coaching strategies during the school year 2024-25.

The OUR Cooperative Math Carnival had 13 of 16 school districts compete in the event at North Arkansas College. It was a very successful day of math celebration for OUR Cooperative area students!

Major Highlights of the Year:

Based on Spring 2022 assessment results, the OUR Co-op had four districts that were eligible for Level 3: Coordinated Support. The literacy specialists made a priority to be in these districts at least monthly during the 2022-2023 year. Of those four, one of them showed an increase in performance and was removed from that category based on Spring 2023 assessment results. Based on the Spring 2023 results, an additional district was added to this group.

Based on Spring 2022 assessment results, there were 46 buildings out of 51 that had a school rating of A, B, or C. Specialists made a priority to be in the schools with a rating of D or F regularly. One of them was the only school in the state that showed a growth of two letter grades.

Program Media
Funding Source Base

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Phillip Winkle	Administrative Assistant	BA

Goal

To provide the O.U.R. Education Cooperative and our 16 school districts with media services for preschool through 12th grade.

Program Summary

Provide professional development videos, professional texts, and guidance toward appropriate websites for all school staff. In addition, laminating services, Ellison Dies, and poster making for the use of the education cooperative staff and the teachers in our districts are available.

Major Highlights of the Year:

Approximately 43 visits to the media center.

Program Novice Teacher Mentoring Program

Competitive Grant

Funding Source ADE Office of Teacher Quality

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Monica Springfield	G.T. Specialists/Mentoring Program Specialist	M.Ed./BA
Suzanne Grant	Mentoring Support Specialist	M.Ed./BA

PROGRAM SUMMARY:

The purpose of the Novice Teacher Mentoring Program at Ozarks Unlimited Resources Education Service Cooperative (OUR Co-op) is to assist the Arkansas Department of Education in transforming Arkansas to lead the nation in student-focused education by providing personalized support to educators in the cooperative area who are in their first three years in the teaching profession. The mentoring program served approximately 187 novice teachers during the 2023–2024 school year. Support is provided for three years and includes both individual and group opportunities. This support includes face-to-face and/or virtual professional development sessions, on-site support, coaching, Praxis resources and support, etc. With Praxis support and resources, 52 teachers have passed their Praxis exams, and they have received reimbursement for the cost of the exam. We had 21 teachers attend NIET training to identify and develop teacher leaders in each of the school districts we serve through on-site and online coaching and support. Our goal is to build capacity for mentor teachers in each building. OUR Co-op is available to offer additional professional development support sessions, which can include Framework for Teaching, classroom management, instruction, etc if needed and/or requested by a district.

GOALS:

- To provide training and support to novice teachers to increase retention and remain in the education profession, and teachers will make annual progress toward earning their Career Educator license. The mentoring program provides relevant/needed support.
- To establish norms of professionalism by ensuring that all novice teachers complete code of ethics training within the first month of student facing work.
- To increase effective teacher performance, which will lead to improved student achievement through quality professional development opportunities, which can include face-to-face training, coaching support provided in person and/or virtually, online professional development, etc.

Major Highlights of the Year:

For the 2023-2024 school year, OUR Cooperative supported 61 year one novices, 73 year two novices, and 56 year three novices for a total of 190 novice teachers. The overall retention rate is 95.26%. Year one novice teacher retention rate is 93.44%. Year two novice teacher retention rate is 94.52%. Year three novice teacher retention rate is 98.21%.

Program OEC Local Leads
Funding Source Federal and State Funding

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Anne M. Cowie	Early Childhood Local Lead Captain	Bachelors, Masters, and EdS

Goal

In this pilot year, local early childhood lead organizations must:

- Establish a comprehensive, locally supported plan for supporting early childhood programs and services within the community
- Serve as the designated early childhood captain for the community
- Conduct stakeholder engagement and support local partnerships
- Coordinate an early childhood information campaign in the community
- Coordinate and report required data including an unduplicated count of children birth-to-five served by publicly-funded partners in the community
- Serve as the planning entity for any additional early childhood grants released by the ADE

A complete list of assurances that details the requirements of this work can be found in Part 4 of the application.

Program Summary

In order to address challenges in access and quality for early care and education, The Arkansas LEARNS Act set a vision for a unified early childhood system that ensures every young Arkansan enters kindergarten ready to learn. To build a system that works for children, families, providers, and the workforce, the LEARNS Act stipulates that the Arkansas Department of Education (ADE) appoint and partner with local early childhood lead organizations. These local organizations will serve as the formal state-local implementation partners to execute the state’s early childhood plan in a manner that responds to local context.

In the fall of 2023, OUR Co-op responded to the RFP released by the Office of Early Childhood and was chosen to be a pilot local early childhood lead organization. The catchment area includes the following counties: Baxter, Boone, Carroll, Johnson, Madison, Marion, Newton and Searcy.

Milestones for this pilot year

- Developed Provider Collaboration Plan
- Conducted Child Count within the Eight County Catchment Area
- Submitted Needs Assessment Results
- Information Campaign Plan Submitted
- Local Plan Submitted

Program School Health Services
Funding Source Arkansas Master Tobacco Settlement

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Lana Boggs	Community Health Nurse Specialist	ADN from North Arkansas College
Sarah Brisco	Community Health Promotion Specialist	Bachelor

Goal

To provide area schools with assistance and resources that will improve student health.

Program Summary

Provide technical assistance to area schools to:

- Adopt tobacco-free policies and implement best practices for tobacco prevention and cessation.
- Adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School
- Health and emerging public health issues.
- Establish school wellness committees and fulfill state and federal mandates by partnering with the School Health Team (DESE) to review the health and wellness plans that are submitted in Indistar.
- Inform communities of school health issues and current public health policy.
- Provide parent education on health issues.

Provide Education and Training to:

- Certify school nurses to conduct mandated health screenings
- Provide school nurses with professional continued education related to school health.
- Inform schools and communities of school health resources, available trainings, and grant opportunities.
- Inform schools about the flu and vaccines available and the importance of compliance to State Law. Ark. Code Ann. § 20-7-109, Ark. Code Ann. § 6-18-702, Ark. Code Ann. §§ 6-60-501 - 504, and Ark. Code Ann. § 20-78-206.
- Identify needs for health related training for school personnel.
- Coordinate and provide school health trainings to school personnel and community members.

Provide prevention education about health topics including but not limited to tobacco prevention, suicide prevention, healthy relationships, oral health, std/teen pregnancy prevention, distress tolerance, and resilience

Provide continuing education for school staff including but not limited to emerging health topics, CPR/First Aid Instructor course, poverty, Youth Mental Health First Aid

Program Science
Funding Source Arkansas Department of Education

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Gwen Rains	Science Specialist	Masters/Bachelors

Goal

Conduct landscape analysis surveys to determine the number of teachers trained in three dimensional science instruction and to determine the number of districts using HQIM for science. Provide job-embedded training for three dimensional science instruction and implementation of HQIM. Seventy percent of time to be spent in D and F schools providing coaching utilizing the TNTP and cognitive coaching models to develop SMART goals, collect data, and grow teachers in their capacity to teach science through inquiry and student sense-making. Attend monthly meetings with DESE to report on coaching efforts, collaborate on coaching strategies, and receive TNTP and cognitive coaching training. Attend HQPL for HQIM for science and develop HQPL plan alongside districts in need of HQIM for science. Through-year job embedded support provided through coaching services which included training in inquiry-based science, formative assessment, teacher mentoring, model teaching, curriculum development/selection and alignment, and ATLAS classroom tool training and launch for formative assessments.

Program Summary

Provide coaching in inquiry-based science, formative assessment, alignment of standards to curriculum, development of scope and sequence that complimented ATLAS blueprint, HQIM implementation and alignment to NGSS standards, and techniques to prepare for transitions in science education and testing including modeling effective use of the ATLAS classroom tool for formative assessments. Provide support for HQIM selection and implementation. Attend HQPL and develop HQPL plans to support the implementation of HQIM.

Major Highlights of the Year:

Collection of HQIM and HQPL information. In the fall of 2023, DESE began a project which involved collecting information about the use (or lack thereof) of HQIM. Gwen Rains conducted the surveys and used the data to encourage the use of HQIM for districts within her region. The results of this survey indicated that only one district was utilizing HQIM for science, and that no districts were engaged in HQPL, at the beginning of the 2023-2024 school year.

Implementation of HQIM. Gwen’s coaching efforts led to the implementation of HQIM for two districts. One district elected to use OpenSciEd for grades 6-8 and the other district implemented its use for grade 6. Gwen is in the process of developing plans with the former district to implement the use of OSE for high school biology for the upcoming 2024-2025 school year. Gwen’s support of the implementation process included job-embedded curriculum training, modeling, provision of HQPL opportunities, and providing and/or loaning of resources for hands-on activities.

Planning for HQIM. Training led by Gwen Rains, OUR Science Specialist led to the development of plans for HQIM implementation for the upcoming 2024-2024 school year for two additional districts.. One district has committed to the purchase of Amplify for K-8 and has begun developing HQPL plans (including plans for Gwen’s provision of job-embedded support) that will fortify the implementation of the curriculum. The other district is, at the time of this writing, in the beginning stages of planning for implementation for the upcoming school year (including selection of curriculum, grade levels for implementation, HQPL, etc.).

OUR K-6 Regional Science and Engineering Fair: The Science Fair was held again this year at the Coop. The number of participants increased from 54 during 2022-2023 to 74 for the 2023-2024 school year. Similarly, the number of districts represented increased from four (2022-2023) to five (2023-2024). For the coming year, we will continue to emphasize growing both the number of participants and the number of districts represented.

PLC Support. Gwen supported the PLC efforts of two different districts. PLC time was used to align HQIM curricula to NGSS standards (both horizontally and vertically), develop formative assessments, and to develop scope and sequences that aligned with the ATLAS testing blueprints. PLC work also included exploring HQIM options for science followed by the implementation of selected curricula where possible and practicable.

Coaching: Coaching support was provided to teachers in two school districts (one D and one F) and included support for eleven teachers. Five teachers (grade 3, 4, 5, 6, 7, & 8) received intensive support throughout the entire school year (four complete coaching cycles). Rains entered into the relationship building process and beginning stages of the coaching process with the remaining six teachers towards the latter part of the 2023-2024 school year (one coaching cycle); she has established agreements to continue coaching cycles with these teachers at the onset of the upcoming school year. She has enlisted the participation of 5 of her 11 coachees in instructional planning workshops during the summer of 2024 to support a launch of coaching cycles on day one of the upcoming 2024-2025 school year. Her coaching efforts during the 2023-2024 school year included the collaborative development of SMART goals with coachees. During classroom observations, relevant SMART goal data was collected and used to drive reflection conversations with teachers so as to encourage growth in praxis and in student achievement. Coachee interim data from the spring of 2024 demonstrated student growth as compared to interim data collected in the fall of 2023. All coachees were aided in the selection and implementation of HQIM through job-embedded training and modeling.

Major Highlights of the Year:

Based on Spring 2022 assessment results, the OUR Co-op had four districts that were eligible for Level 3: Coordinated Support. The literacy specialists made a priority to be in these districts at least monthly during the 2022-2023 year. Of those four, one of them showed an increase in performance and was removed from that category based on Spring 2023 assessment results. Based on the Spring 2023 results, an additional district was added to this group.

Based on Spring 2022 assessment results, there were 46 buildings out of 51 that had a school rating of A, B, or C. Specialists made a priority to be in the schools with a rating of D or F regularly. One of them was the only school in the state that showed a growth of two letter grades.

Program Special Education
Funding Source District Allocations

Competitive Grant
 Yes No

Restricted Non-restricted

Participating Districts

- Alpena Deer/Mt. Judea Harrison Ozark Mountain Statewide
 Bergman Eureka Springs Jasper Searcy County
 Berryville Flippin Lead Hill Valley Springs
 Cotter Green Forest Omaha Ilville-Summit

Personnel

Jeff Treadwell	Special Education Supervisor	MSE+30
Lesla Barksdale	Special Education Supervisor	MSE+15
Crystal Fancher	Special Education Supervisor	MSE+30

Goal
 Supervise, plan, and maintain compliance in special education programs for assigned districts.

Program Summary
 Special Education Supervisors provide services to districts in areas relating to special education. Such services include preparation for Arkansas Department of Education monitoring and reporting; budget planning, preparation, and amendments; preparation of purchase service contracts; coordination of interagency resources like vision, hearing, behavior, and transition consultants; coordination of psychological testing; technical assistance with due process; professional development for administrators, regular education, and special education staff; child find activities; advisory assistance in parent conferences; and consultation for student specific difficulties, as well as classroom curriculum, materials, and methods.

Jeff Treadwell: Searcy County, Valley Springs, Lead Hill
 Lesa Barksdale: Bergman, Deer/Mt. Judea, Cotter
 Crystal Fancher Flippin, Alpena

Major Program Highlights:
 All compliance areas were met, budget and reporting mandates were completed in a timely manner, and districts maintained necessary programs and procedures to ensure the needs of students are being met. Professional development in areas of disability, special education law, assessment, teaching/therapy strategies, behavior, preschool transition, secondary transition, due process, and others were offered to special education teachers, general education teachers, administrators, and paraprofessionals. Conversations were started during this year with district personnel regarding inclusion of special education students in the general education classroom. Support was provided to district personnel as they began planning on how to increase inclusion for students with IEPs.

8 districts participate in the OUR Cooperative Special Education Consortium. Across all participating districts, of the total graduates, 13 are going into the workforce, 5 to assisted living/special services, 9 to college, and 12 to trade. During the 2023-204 school year, 656 students were in the regular classroom 80% or more, 107 were in the regular classroom 40% to 79%, 41 were in the regular classroom less than 40%, 5 were hospital homebound, and 1 was in private school. Dismissals were as follows - 67 students returned to the regular classroom and 39 graduated.

District	SPED Rate
District 1	14%
District 2	14%
District 3	20%
District 4	20%
District 5	15%
District 6	11%
District 7	23%
District 8	12%

Program Arkansas Transition Services
Funding Source Federal Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Paul Johnston	ADE Transition Consultant	MM, BSE, AAS
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Goals

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

Program Summary

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

MAJOR HIGHLIGHTS OF THE YEAR:

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

State Level

- ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. The 2024 camp will be held on-site this year April 22-26 at University of Arkansas Pulaski Technical College in North Little Rock. We have a full camp for 2024 with 50 students registered. Students write scripts, pitch proposals, cast characters, film,

and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills. The skills they learn and practice at camp are all transferable work skills. The 2023 Camp had 33 students from across the state.

- Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need..
- Arkansas Transition Services in partnership with the University of Kansas, are participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Training was held in June of 2023 and follow-up training in February 2024 for the participating schools who began implementing the program fall of 2023. NWAESC schools participating in CIRCLES are Bentonville HS and Bentonville West HS, Fayetteville, Pea Ridge, and Siloam Springs. Guy Fenter schools are Future School of Fort Smith and Hackett as well as Eureka Springs from the OUR Co-op.
- College Bound Arkansas 2024 will be held June 3-5, 2024, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2023 had 17 students and 9 parents/professionals attend.
- Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS held its statewide Transition Cadre for teams from across the state in Little Rock on February 28th, 2024. The meeting was a collaboration among Arkansas Transition Services, the Office of Special Education, Finance Department, Arkansas Rehabilitation Services, Division of Career and Technical Education and presenting school districts, Greenwood, Springdale, Wynne and Benton. 95 participants from across the state came to learn more about Work Based Learning and build action plans to improve or establish these programs at their schools.
- ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.
 - State Level Organizations Served:
 - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
 - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Co-op Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. The fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - NWAESC: Premier HS of Springdale held a Transition Fair April 4th, 2024
 - NWAESC: Fayetteville will hold a Transition Fair May 8th, 2024
- Co-op Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops.
 - “Indicator 13 Cross Reference Tool: How to Use It to Review a Transition Plan for Compliance”
 - 13 attendees
 - NWAESC-Springdale, Huntsville, St. Paul
 - Guy Fenter-Fort Smith, Clarksville, Booneville, Waldron
 - OUR-Marshall, Cotter, Eureka Springs, Lead Hill, Ozark Mountain
 - “Promoting Inclusive Practices through the PISA”
 - 19 attendees
 - NWAESC-Rogers, Gravette, Farmington, Springdale, Huntsville
 - Guy Fenter-Paris, Waldron, Boonville, Clarksville
 - OUR-Marshall, Valley Springs, Eureka Springs, Bergman, Lead Hill, Ozark Mountain, Cotter
 - Additional Trainings
 - ”Secondary Transition Compliance Basics and Best Practices”-9 attendees-Siloam Springs and 8 attendees-Berryville
 - “Indicator 13 Walkthrough”-72 attendees-Mountainburg, Pea Ridge, Siloam Springs Jr. High, Gentry, Arkansas Arts Academy, Decatur, Huntsville, Fayetteville, Van Buren Jr. Highs, Flippin, Springdale Premier HS, Harrison, Alma.
- Technical Assistance was provided on a variety of Transition related subjects to teachers/staff in districts across the 3 co-op areas.
 - NWAESC – Bentonville, Arkansas Arts Academy, Farmington, Bentonville, Springdale
 - OUR – Eureka Springs, Green Forest, Lead Hill, Alpena, Harrison, Ozark Mountain
 - GFESC – Mountainburg, Lavaca, Hackett, Fort Smith, Magazine
- Other presentations
 - AER Conference w/Jacob Grace from Division of Services for the Blind-October 26, 2023
 - Hands and Voices Conference-February 10, 2024
 - AIM Parent Night-April 30, 2024
- Presentations to Students
 - NWAESC –
 - UARK Undergraduate Transition Class
- Meetings regularly attended
 - AASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - Project Search Fort Smith-Mercy Hospital
 - Project Search Rogers-Embassy Suites
 - Project Search-Springdale Arkansas Children’s NW
- Trainings/Conferences Attended:
 - Arkansas LEA Academy

- Arkansas Collaborative Consultants Convening
- CERT Train the Trainer
- NWAESC-All in for Students with Complex Needs
- DCDT International Conference-October 2023
- New LEA Training

Program Teacher Center
Funding Source Base Funds

Competitive Grant
 Yes No

Restricted Non-restricted

Participating Districts

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

Personnel

Kim Fowler	TCC/Asst. Director	Ed.D/MSE/BS
Phil Winkle	Technology Assistant	BA

Goal

- **To align** professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which 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 as schools implement the Arkansas State Standards.
- **To provide** support to schools with selection of high quality instructional materials through the Arkansas Initiative for Instructional Materials.
- **To support** school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support.

Program Summary

PD opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of law regarding the required hours of PD, as well as meeting the needs of schools based upon needs assessment survey results and input from the 16 districts served. The 2022-2023 needs assessment results can be accessed [HERE](#). The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. O.U.R. Co-op worked with schools in the co-op area that qualified for comprehensive support and schools that qualified for additional targeted support from ADE. Co-op staff prioritized providing services to these schools.

Major Highlights of the Year:

- The teacher center coordinator along with specialists continued information sharing with various groups regarding the Arkansas Initiative for Instructional Material (AIIM) and the importance of having High Quality Instructional Materials (HQIM). The Arkansas Specific EdReports site as well as EdReports were highlighted as key resources for determining HQIM for use in Arkansas schools.

- In coordination with DESE, the content specialists and teacher center coordinator collected information during the previous year from each school/district in the co-op area regarding the current curriculum resources used in schools for English/Language Arts, Math and Science. Staff worked to ensure that these listings were updated to reflect any changes districts had made with regards to curriculum.
- The Teacher Center Coordinator has continued to support districts in the implementation of Arkansas State Standards. Districts were provided with newly revised English/Language Arts and Math standards for full implementation in the 2023-2024 year. New Social Studies standards were provided for pilot implementation during the 2023-2024 and full implementation in the 2024-2025 year. Co-op personnel have provided sessions at the co-op and on-site assistance to support implementation.
- Districts transitioned to the new Arkansas Teaching and Learning Assessment System (ATLAS) during the 2023-2024 year. Sessions to assist in this transition as well as on-site assistance were provided with a focus on the interim assessments in Science and Classroom Assessments in English/Language Arts, Math and Science.
- Information related to various pieces of legislation from the 2023 General Session and related rules were provided to groups during the 2023-2024 .
- Appropriate assistance was provided to school personnel during the year to further the implementation of the various aspects of the LEARNS legislation.
- DESE provided each co-op a grant with the focus on Acceleration of Learning--Communities of Practice. The co-op issued a Request for Quotes and selected a vendor from the RIVET approved list. The goal of this grant has been to provide a process for teams to analyze core curriculum being used in English/Language Arts and Math to determine if High Quality Instructional Materials are being used with next steps being providing training and support with regards to effective implementation of the curriculum programs.
- Training sessions and assistance were provided during the year related to use of TESS, LEADS, and the Educator Effectiveness System.
- During the 2023-2024 year, a team from the co-op continued participation in the monthly Districtwide PLC work coordinated by DESE. Through this process, the co-op team established specific goals for our work with districts revolving around identification of essential standards in English Language Arts and increased student achievement in literacy.
- The teacher center coordinator provided a session presented by Dr. Denise Airola on the Value Added Model used in Arkansas to show growth in the aggregate for schools and for teachers as well as for individual students.
- The teacher center coordinator met quarterly with personnel from DESE and the four districts that qualify for Level 3 Support under Act 1082.
- Continued professional development and assistance has been provided related to Marzano's High Reliability Schools Framework (HRS)—particularly Level 1—Safe, Supportive and Collaborative Culture and Level 2—Effective Teacher in Every Classroom, Professional Learning Communities (PLC), Response to Intervention (RTI), TESS/LEADS, EdReflect/Bloomboard, etc. In supporting the focus of HRS Level 2, the co-op has utilized resources from Marzano's The New Art and Science of Teaching professional work as well as research centered on High Leverage Practices. Assistance in the implementation of the topics mentioned above was provided on an individual basis to schools and districts as requested.
- The teacher center coordinator scheduled multiple sessions focusing on inclusion with regards to integrating special education students into the general education classroom setting. The purpose of this work was to encourage consideration of options other than pull out for the delivery of special education services.
- She collaborated with the two literacy specialists in ensuring that all teachers who needed RISE training had multiple opportunities to participate in necessary training.

- The teacher center coordinator has assisted the Recruitment and Retention Facilitator with the administration of that program.
- The teacher center coordinator has served on the Arkansas Association for Curriculum and Instruction (AACIA) Board for a number of years and is currently Past President of that organization. She served on the AAEA Legislative Curriculum Committee representing AACIA during the 2023 General Session of the Arkansas Legislature. In addition, she was asked by DESE to participate in the following groups: Educator Preparation Program State Review Task Force and the Novice Teacher Mentoring Working Group.
- On the morning of May 26, 2024, the O.U.R. Co-op facility was impacted by a tornado and sustained considerable damage. Plans had to be made to move these sessions to alternate locations. The majority of sessions were moved to Valley Springs High School and summer professional development continued with no interruption.
- The co-op administered the Annual Professional Development Needs Assessment in January 2024. OUR Co-op Needs Assessment Results/Information.

[2024 OUR Co-op PD Needs Survey Results](#)

[2024 OUR Co-op Other Teaching Areas PD Needs Responses](#)

- The summary of PD offerings as well as summary attended can be found within these links: [OUR Co-op PD Summary Attended 2023-2024](#) and [OUR Co-op PD Summary 2023-2024](#).
- Following attendance at professional development sessions, participants receive an evaluation survey related to the session attended. The overall summary evaluation was 3.95 out of a possible total of 4.00. [OUR Co-op 2023-2024 Overall PD Evaluation Summary](#)
- In addition, the co-op distributed a User Satisfaction Survey during the Spring of 2023. Results showed a 96% rate of users being very satisfied or satisfied.
[OUR Co-op Disaggregation of 2023-2024 User Satisfaction Survey Results](#)
[OUR Co-op 2023-2024 User Satisfaction Survey Results](#)

Program Technology
Funding Source Arkansas Department of Education Grant

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Nathan Cline	Technology Coordinator	Associate's in Applied Science & Arts (CET & CS)
Phil Winkle	Technology Assistant	BA

Goal

The goal of the OUR Technology Center is to provide quality support for the facility and staff of the OUR Educational Co-op as well as Co-op area schools. This support is necessary due to the ever-changing infrastructure and technology required for true technology integration in the classroom.

Program Summary

The Ozarks Unlimited Resources Educational Services Cooperative Technology Center Coordinator is funded by a \$80,000.00 competitive grant issued by the Arkansas Department of Education.

The Technology Center Coordinator fills many roles at the OUR Co-op. These roles have changed a great deal over the last several years.

The role of the TCC started out with a real emphasis on aiding and doing network and computer repair at the participating districts. The complexity of networks and sheer quantity of computers added to each campus has required the districts to hire school level technology coordinators. These school technology coordinators handle most of the computer repair and network diagnostics at the campus level.

The co-op TCC roles have shifted to more directly impact student learning. There are five major roles and many minor roles that the co-op TCC currently fills in order to keep the OUR Educational Co-op's day-to-day operations running smoothly.

First is the role of coordinating and providing professional development for classroom teachers and administrators in the areas of integrating technology into the classroom. The 2023-2024 school year saw eight technology integration trainings offered during the summer. The OUR TCC provides technology support for all of the trainings and sessions that take place at the Co-op. The TCC also provides technical and software training as needed to OUR Co-op staff members.

Second and closely aligned with coordinating PD is maintaining appropriate training facilities at the OUR Co-op. The co-op TCC maintains three mobile laptop labs made up of laptops that can make any room in the co-op a computer lab.

One mobile cart has 30 Windows laptops, one of the mobile carts contains 25 convertible 2 in 1 Chromebooks, and another contains 13 Microsoft Surface Pros.

Third, the co-op TCC maintains a “Maker Space Lab” that contains STEAM and Robotics kits that teachers can check out to try in their classroom before deciding on major purchases. The lab also contains larger items that can’t be checked out but are available for class field trips or other use including but not limited to; a high end dual extruding 3D printer, a 100W laser etching machine, DJI Phantom quadcopter, Occipital Sensor unit and others. This resource saw significant use during the 2023-2024 school year.

Fourth, the co-op TCC maintains the complex network infrastructure that allows all of the content specialists to provide current professional development to area teachers while seamlessly integrating technology such as interactive whiteboards, personal devices (such as tablets and handhelds) and current web content and tools. In addition the TCC is responsible for maintaining computers, printers, projectors and other devices too numerous to mention.

Fifth, the TCC is a liaison between the Arkansas Department of Education (ADE) and the Department of Information Services (DIS) and local schools and local technology coordinators. The TCC attends monthly meetings at the state level with other co-op TCCs from around the state with representatives from ADE, DIS and other state departments in order to stay abreast of the latest in order to pass this information on to the OUR Co-op staff and or the local school district personnel. The co-op TCC holds semi monthly meetings for the local school technology coordinators in order to make sure that they are aware and onboard with current ADE initiatives. The TCC coordinates and or provides local trainings for the school TCs to help make sure that they remain up to speed with the latest technology and requirements from DIS.

The OUR Co-op TCC also has a key role in supporting other ADE initiatives such as Arkansas Ideas, Skillsets, ESCWorks, and many others as they become available. The OUR TCC is also a member of the Arkansas Cyber Incident Response Team created to assist schools in the event of a cyber attack.

Major Highlights of the Year:

- Continued participation, training and preparedness for the Arkansas CIRT (Cyber Incident Response Team) in order to be ready to assist should any of our local or regional schools find themselves in the unfortunate circumstance of a cyber event
- Assisting districts as they navigate the technology related laws passed by the legislature this last year such as Act 504 relating to required technology and cybersecurity policies and Act 754 relating to vendors that house or retain student data that directly affect the districts and how they perform certain tasks

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED

NON-RESTRICTED

Detailed below are descriptions of special projects or programs some of which involved state funding that provided services regionally or statewide-giving opportunity for this cooperative to participate. Some projects discussed do not involve DESE funding specific to the project but are needed supports for the co-op member district personnel.

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

Competitive Grant Yes No

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

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM. Fifteen of the 16 districts in the co-op area opted to participate in this grant.

Through the use of a vendor listed on Rivet Education selected based on a Request for Quotes that we issued, five face to face sessions have been held. A sixth will be held in the fall 2024. In addition to face to face sessions, on-site visits have been provided to districts with a focus being on effective implementation of HQIM in ELA and Math through strong instructional practices. A focus has been on coaching building leaders in recognizing the use effective instruction to deliver the content of the HQIM. If the district is using a curriculum which is not considered HQIM, an additional focus of the on-site work is assisting in reviewing HQIM options in that content area.

Program Name: *Professional Learning Communities: Boardroom to Classroom*

Competitive Grant Yes No

Goals and Description: In support of the DESE's PLC Initiative, a team from the OUR Co-op has participated for the second year in the Boardroom to Classroom trainings held monthly with Janel Keating from Solution Tree. As part of this process, Janel Keating guided educators in developing successful districtwide professional learning communities to ensure high levels of learning for every student. High-performing districts develop when collaborative teams at every level align their concepts, practices, and vocabulary. Aligning this work is a top-down, bottom-up cyclical process, starting with the district level and ending with collaborative teacher teams. This session provided district and school leaders with the tools and strategies needed to create a districtwide culture of continuous improvement. Co-ops are an integral part of this work, and have been supporting districts involved in these sessions through co-op personnel support, and working with administrators who are implementing PLC processes.

To further this work, the co-op developed a dashboard to house work completed by our districts including Essential Standards Identified and Learning Targets related to those standards, proficiency scales, pacing guides, common formative assessments, etc.

Act 425 of 2023 requires that local school boards include an agenda item related to student achievement each month. As a model for this requirement, the co-op leadership has provided a similar agenda item for the cooperative monthly board meetings focusing on co-op student learning data. This practice meshes well with the data driven aspect of the collaborative team work.

Program Name: *Education Service Cooperative Five Year Evaluation*

Competitive Grant Yes No

Goals and Description: Per Ark. Code Ann. § 6-13-1020 and [Rules Governing Education Service Cooperatives](#) Sections 21.00 and 22.00, all active Education Service Cooperatives must be evaluated at least once every five years and include the results in the annual report submitted to the Department of Education. The evaluation schedule is

determined by the Commissioner of Education and conducted by an evaluation committee of no more than nine people. The committee is made up of local stakeholders, educators, representatives for higher education, and parents.

The evaluation process includes an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness. This information is shared with the committee via a cooperative [NARRATIVE SUMMARY and EVALUATION RUBRIC & LINKED DOCUMENTS](#). The evaluation committee reviews the evidence for each component, as well as conducts interviews with a variety of stakeholder groups: administrators, cooperative employees, regional educators, and special focus groups determined by the cooperatives. The interviews allow regional districts the opportunity to express their satisfaction and concerns regarding the manner in which the cooperative is operating and fulfilling the needs of the schools.

At the conclusion of the on-site visit by the evaluation committee, the committee indicates the cooperative's levels of success in each category using the criteria outlined in the rubric found in Appendix 2 in the Rules document. Each section of the rubric is scaled from 1 ("in need of immediate support") to 5 (excellence"), and the cooperative is assigned an overall rating of 1 to 5. The final report of the evaluation is presented to the cooperative, region districts, and the State Board of Education.

The OUR Education Co-op evaluation occurred on October 27, 2023. Our cooperative received an overall rating of 5. Our [FINAL EVALUATION REPORT](#) was presented to the State Board of Education and accepted by the board on December 8, 2022.

Program Name: *Act 1082 Support*

Competitive Grant Yes No

Goals and Description:

Act 1082 sets in place a system by which districts become eligible for support based on aggregate reading performance data. Districts which have 40%--49% or more of total students scoring at the lowest level per the state assessment are eligible for Level 3 - Coordinated Support. Districts which have 50% or more of total students scoring at the lowest level per the state assessment are eligible for Level 4: Directed Support.

The goals of this support include helping schools deploy more powerful strategies, use resources more productively, and analyze the curriculum that is used. To that end, both Level 3 and Level 4 schools meet periodically with the Public School Program Advisor from the DESE and the co-op team either virtually or in-person. Level 3 schools are required to meet once every nine weeks and Level 4 schools meet monthly. During these meetings a spreadsheet is reviewed that includes the topics: Literacy Curriculum, Assessments, Science of Reading, Dyslexia, and Writing Revolution. This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

During the 2023-2024 school year, this support consisted of district teams meeting with DESE literacy support and the OUR Co-op teacher center coordinator to review the literacy plan as described above. Meetings occurred two-three times throughout the remainder of the year to monitor implementation and effectiveness of the plans. Within the O.U.R. Co-op area, there are four districts that met the criteria for Level 3: Coordinated Support and none that met the criteria for Level 4: Directed Support.

Program Name: *Marvell-Elaine High School Instructional Support*

Competitive Grant Yes No

Goals and Description: The Marvell-Elaine School District was placed on Level 5 in November 2022. Subsequently, their waiver for student enrollment size was denied in December 2022. With these two events, a report of a high percentage of teachers not being licensed in their teaching assignment, and a realization that the district was in need of high quality instruction for secondary students, the Office of Coordinated Support and Service requested for Cooperatives to provide direct instruction in the English Language Arts, Mathematics, Science, and Social Studies classrooms at Marvell-Elaine High School. The subject-area leads for the project were: Terri Guy, OCSS (ELA); John Hoy, OCSS (Math), Patrick Quattlebaum, Great Rivers (Science), Kelsey Riley, Great Rivers (Social Studies). The goal

of this project was to provide high quality instruction to the seventh through twelfth grade students during the third and fourth nine weeks of the 2022-2023 school year.

Cooperative directors and teacher center coordinators were asked to commit to bringing a team of at least five individuals to provide instruction— two for ELA, one for Math, one for Science, and one for Social Studies. For the week of February 21-24, 2023, the following staff members were teaching at the school: Pattie Wheeler (English/Language Arts), Suzanne Grant (Social Studies), Shane Flud (Math), Kim Fowler (Science) and Jeff Cantrell (Provided at large support where needed).

Program Name: *School Board Training*

Competitive Grant Yes No

Goals and Description: The O.U.R. Co-op held a total of five three hour school board trainings during the 2023-2024 year. Personnel from APSRC provided the three of the trainings with ASBA personnel providing the other two. These trainings all met the requirements of counting as official board member training. These trainings were attended by approximately 75 school board members from co-op area districts. These sessions were held in a face to face setting with a few board members choosing to join virtually.

Program Name: *Teacher Excellence Support System (TESS)*

Competitive Grant Yes No

Goals and Description: The O.U.R. Education Service Cooperative has provided support related to TESS during the 2023-2024 school year. .

Program Name: *Dyslexia Interventionist Support*

Competitive Grant Yes No

Goals and Description: Dyslexia Interventionist Support sessions were scheduled periodically throughout the year. The focus of these sessions was determined by the needs of those school personnel and included programming and assessments. During the 2023-2024 school year, the group engaged in studies on topics relevant to providing support to students with markers of dyslexia. Also, co-op personnel organized training sessions related to next steps with Level 2 screener data to best meet student needs and coordinated the scheduling of Certified Academic Language Therapist training to be provided by DESE and held at the co-op during July 2023. Year 2 will be held at the co-op during July 2024.

Program Name: *Science of Reading Trainings and Support*

Competitive Grant Yes No

Goals and Description: R.I.S.E. (Reading Initiative for Student Excellence) Arkansas is a state initiative which encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. These trainings include K-2 RISE Academy and 3-6 RISE, both of which consist of six days of training. There are also six stand-alone training days which focus on the following topics within the Science of Reading: Overview, Phonological Awareness, Phonics-Decoding, Phonics-Encoding, Morphology, Vocabulary and Content Reading. Multiple sessions of these trainings were provided during the 2023-2024 year.

Program Name: *Routine Meetings for Various Job-Alike Groups*

Competitive Grant Yes No

Goals and Description: To support personnel from co-op area districts, meetings are scheduled for various staff to meet with those who hold similar positions. Groups include gifted and talented coordinators, curriculum and testing coordinators, federal programs coordinators, English as Second Language coordinators, special education supervisors, and instructional leaders which includes principals and other administrators. These meetings provide an opportunity for co-op staff to share updates relevant to the group as well as allow time for school personnel to collaborate and network with others in similar positions.

Program Name: LEADS 2.0--Arkansas Leader Excellence and Support Development System

Competitive Grant Yes No

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Professional Standards for Educator Leadership provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents. The co-op held two sessions on LEADS in support of area administrators in the co-op area..

Program Name: Math Quest

Competitive Grant Yes No

Goals and Description: AR Math QuEST is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences involving reasoning and problem solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement.

Program Name: Illustrative Math

Competitive Grant Yes No

Goals and Description: This statewide initiative utilizes a research-based framework designed to delve deep into elementary, middle school, & high school math concepts including proportional reasoning, geometry, & algebra. The goal of this training is for teachers to learn how to utilize this curriculum to inform their mathematics instruction. Teachers learn to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason, and build students' capacity for algebraic reasoning.

Program Name: Project CAVES

Competitive Grant Yes No

Goals and Description:

Project C.A.V.E.S. (Creative Adventures and Valuable Experiences through Spelunking) is a seven-day/six-night summer residential program that provides an authentic immersion in science for gifted high school students. This program provides a unique life-changing experience involving in-depth curriculum and strategies that high ability science students need. Activities will center on investigative studies in the areas of cave ecosystems, karst geology, bat populations, and hydrogeology. Funding for Project CAVES is provided by a competitive Academic Enrichment for the Gifted and Talented in Summer (AEGIS) grant. This grant was awarded to Deer/Mt. Judea school district for the 2023-2024 year. The co-op serves as a key partner in organizing the week with the science specialist spending time assisting with the actual learning experiences.

Links to Reports/Survey Results

- ***Professional Development Information***
[PD Summary 2022-2023](#)
[OUR Co-op PD Summary Attended 2022-2023](#)
- ***Annual Needs Assessment***
[OUR Co-op 2023 Needs Assessment](#)
- ***Annual User Satisfaction Survey***
[OUR Co-op 2022-2023 Disaggregation of User Satisfaction Survey Data](#)
[OUR Co-op 2022-2023 User Satisfaction Results](#)
- ***O.U.R. Cooperative Evaluation***
[!\[\]\(cd3e54d951a9fb854f48e4697cf550f9_img.jpg\) ***OUR Evaluation Report 2022***](#)