

# TABLE OF CONTENTS

<b>Table of Contents</b> .....	1
<b>Director’s Memo</b> .....	3
<b>Mission Statement/Vision Statement</b> .....	5
<b>State Map of Cooperatives</b> .....	6
<b>Organizational Chart</b> .....	7
<b>Board of Directors</b> .....	8
<b>Teacher Center Committee</b> .....	9
<b>ESC Annual Report</b> .....	10
I.    Governance.....	10
II.   Staff/Certified Staff.....	10
III.  Teacher Center.....	14
IV.  Administrative Services.....	14
V.   Direct Services to Students.....	15
VI.  Anecdotal Reports .....	15
VII. Employment Policies & Practices .....	17
<b>Program Reports</b> .....	18
Accounting.....	18
ACT Prep.....	20
ADE/APSCN Financial Applications Field Analyst.....	21
ADE/APSCN Student Applications Field Analyst .....	22
ADE School Based Health Services.....	23
Arkansas AWARE .....	24
Computer Science.....	26
DESE Communications Team.....	30
Behavior Support Specialist.....	31
Behavior Support Consortium.....	34
Career and Technical Education.....	35
Digital Learning – Virtual Arkansas.....	37
Digital Learning - AR Digital Learning Unit.....	41
Director’s Office/Administration .....	44
Early Childhood .....	45
Early Childhood Special Education .....	47
Fingerprinting.....	49
Gifted and Talented .....	50
HIPPY.....	51
Literacy.....	52
Mathematics .....	55
Media.....	58

Novice Teacher Mentoring System .....	59
School Health Services .....	61
Science .....	62
Special Education .....	64
Transition Services .....	65
Teacher Center.....	69
Technology .....	72
<b>Special Projects &amp; Programs .....</b>	<b>74</b>
ESSA Support .....	74
Communities of Practice.....	74
PLC: Boardroom to Classroom.....	74
ESC Five Year Evaluation.....	75
Act 1082 Support.....	75
Marvell-Elaine HS Instructional Support.....	76
School Board Training.....	76
Teacher Excellence Support System (TESS).....	76
Dyslexia Interventionist Support.....	76
Science of Reading Professional Development and Support.....	77
Critical Reading Professional Development.....	77
Routine Meetings for Job-Alike Groups.....	77
LEADS 2.0.....	77
ACT Aspire.....	77
Math Quest.....	78
Illustrative Math.....	78
Project C.A.V.E.S.....	78
<b>Professional Development Activities Reports.....</b>	<b>79</b>
<b>Annual Needs Assessment.....</b>	<b>79</b>
<b>Annual User Satisfaction Survey.....</b>	<b>79</b>



Jeff Cantrell, Director

# Ozarks Unlimited Resources

## Education Service Cooperative

Billing Address: PO Box 610 – Valley Springs, AR 72682-0610

Shipping Address: 5823 Resource Drive – Harrison, AR 72601

Ph# (870) 302-3100

Fax# (870) 302-3099

www.oursc.k12.ar.us

### 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 2022-23 year, the staff of Ozarks Unlimited Resources Education Cooperative presents the following annual report. We are focused on the Mission of the OUR Coop 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 131 employees, and the administrative and conference room building is located five miles south of Harrison on Highway 65. The annual budgeted expenditures for the year totaled \$8,706,617. The O.U.R. staff are strategic partners in the communication and guidance given to O.U.R. member school districts as well as assisting in the development and implementation of strategies and procedures for educating area students. This Annual Report will outline the various ways that the O.U.R. Coop supports education in this five county area.

During this year, the O.U.R. Coop had it's five year evaluation. The evaluation committee awarded the O.U.R. Coop the highest ranking of Excellence in all categories. During this process, several programs and supports were highlighted including Pre-K, CTE, Literacy, and Professional Learning Communities. Specifically the committee commended the O.U.R. Coop for it's personalized approach to recruitment/retention and for the implementation of a Behavioral Support Consortium to directly support schools. A link to the full evaluation report can be found on page 73.

Additional areas of major focus for our co-op have been supporting districts and schools in the district wide PLC process, providing support for the continued implementation of Arkansas ESSA, analysis of ESSA data and assessment data, support for the continued administration of ACT Aspire online assessments and K-2 online assessments, continued support for teachers and administrators in the implementation of TESS and LEADS 2.0, and started the focus on math and ELA revised standards as well as the new ATLAS assessment system. Furthermore, we have been sharing information on the Arkansas Initiative for Instructional Materials (AIIM) and are assisting in the implementation of High Quality Instructional Materials for ELA, Math and Science. The co-op has continued training and support in the science of reading through RISE K-2 and 3-6 Academies and other science of reading trainings. As needed Superintendent and Principal meetings continue to be an effective tool in keeping the lines of communication open with DESE all while providing updates and addressing pertinent feedback with our schools and districts.

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 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 2022-23 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 - BX3
- Copy Program
- Career Technical Education
- Early Childhood Special Education
- Gifted/Talented Specialist
- HIPPPY
- Arkansas Online Media Initiative
- Literacy Specialists
- Mathematics Specialist
- Media
- Medicaid in the Schools
- Novice Teacher Mentoring Program, Including Special Education Mentoring
- O.U.R. Behavioral Support Consortium
- 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



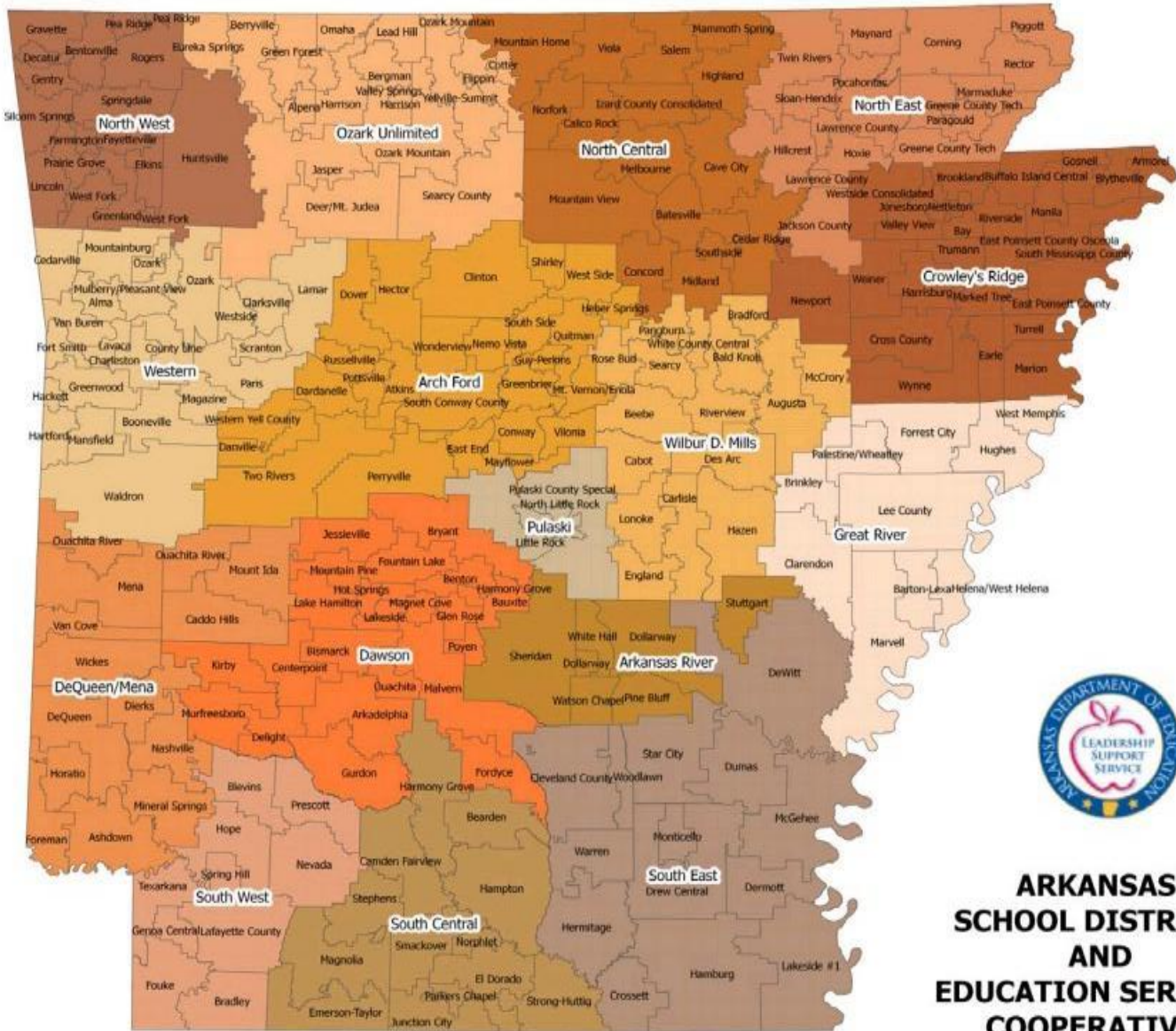
# **Ozarks Unlimited Resources Cooperative**

## **Mission Statement**

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

## **Vision Statement**

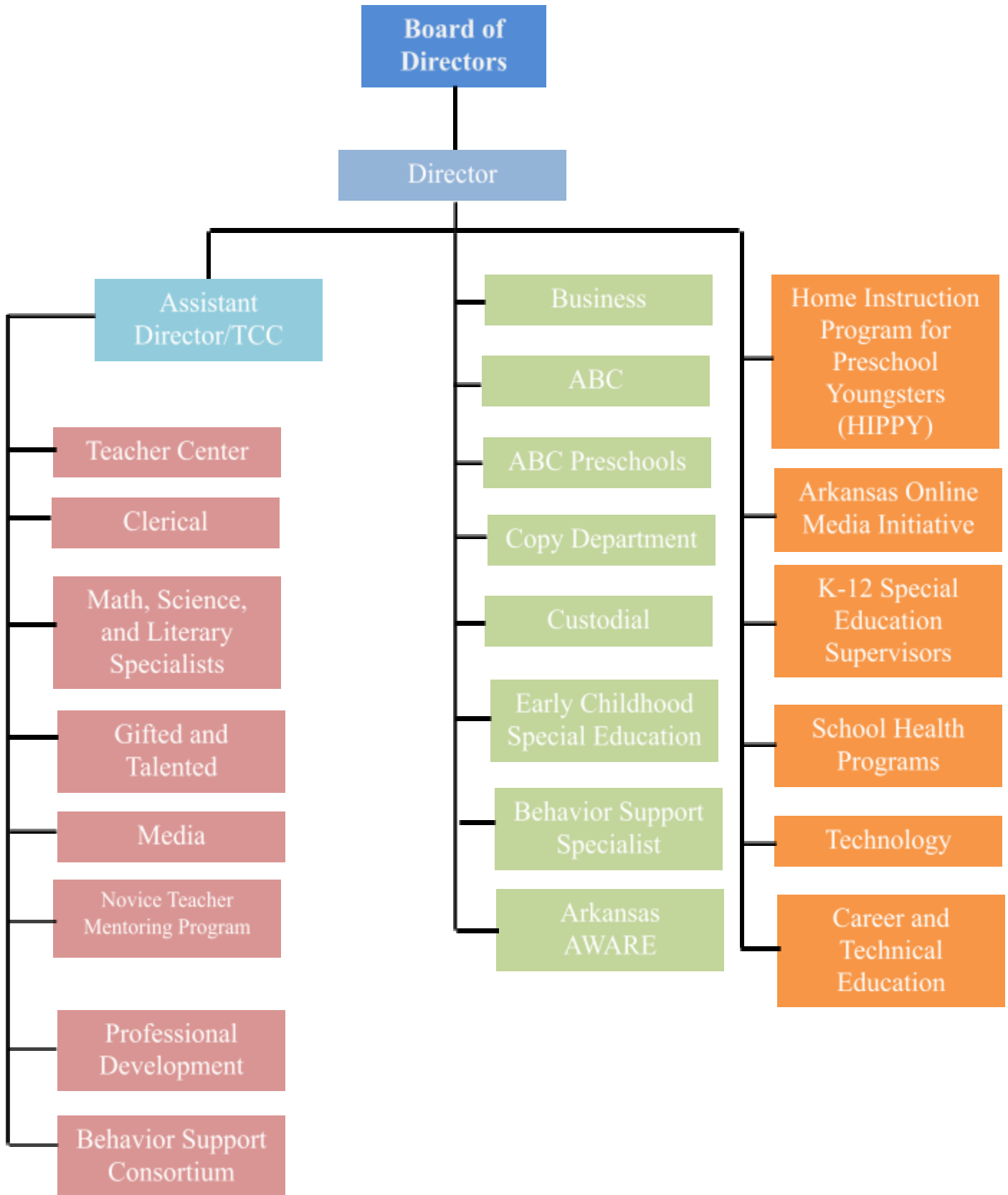
**Quality Educational Services Through Resourceful  
Partnerships**



**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
Bryan Pruitt	President	Eureka Springs
Wes Henderson	Vice President	Yellville-Summit
Candra Brasel	Secretary	Jasper

### Members of the Board

Name	Position	School District
Larry McKinney/Mendy Moss	Superintendent	Alpena
Sarah Alexander	Superintendent	Bergman
Owen Powell	Superintendent	Berryville
Jayme Jones	Superintendent	Cotter
Brenda Napier	Superintendent	Deer/Mt. Judea
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
Dr. Kyle Mallett	Superintendent	Valley Springs



## 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.

<b>Elementary Teacher Positions</b>	<b>Name</b>	<b>District</b>	<b>Term Expires</b>
	Kim Vanderpool	Deer/Mt. Judea	Aug-23
	Alesha Deweese	Lead Hill	Aug-23
	Contessa Tramell	Ozark Mountain	Aug-25
<b>Middle/Jr. High Teacher Positions</b>	<b>Name</b>	<b>District</b>	<b>Term Expires</b>
	Jan Bandy	Flippin	Aug-23
	Gideon Keas	Eureka Springs	Aug-24

<b>HS Teacher Positions</b>	<b>Name</b>	<b>District</b>	<b>Term Expires</b>
	LaDonna Mendleski	Cotter	Aug-23
	Melanie Middleton	Valley Springs	Aug-24
	Ginger Arminton	Alpena	Aug-25
<b>Admin Positions</b>	<b>Name</b>	<b>District</b>	<b>Term Expires</b>
	Shelly Collins	Omaha	Aug-23
	David Wyatt	Yellville-Summit	Aug-23
	Debbie Atkinson	Bergman	Aug-24
	Tim Booth	Green Forest	Aug-24
	Bennetta Caston	Searcy County	Aug-24
	Donnell Armstrong	Berryville	Aug-25
	Courtney Farmer	Jasper	Aug-25
	Mark Ditmanson	Harrison	Aug-25

# Education Service Cooperative (ESC) Annual Report

Date: 6/30/2023 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: 14,628

Number of Teachers: 1,765

## 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? 3<sup>rd</sup> Friday of the month  
Date of current year's annual meeting: June 12, 2023
- 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? 9  
How many times did the Teacher Center Committee meet? 3  
When is regular meeting? November 3, 2022, January 19, 2023 and March 14, 2023.
- C. When was most recent survey/needs assessment conducted? January 2023  
[OUR Co-op 2023 Needs Assessment](#)
- 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 2022-2023  
 S=State, F=Federal, B=Base Funding, D=District Allocation

M=Male, F=Female

White=W, Hispanic=H

2022-2023 Employees							
Last Name	First Name	Position	Funding Source	New Hire	Resigned	Race	Sex
BAGBY	SHEILA	Hippy Home Visitor	S			W	F
BARKSDALE	LESA	Special Ed Supervisor	D			W	F
BECKHAM	ERICA	Hippy Home Visitor	S	X		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
CAMP	JESSICA	Preschool Teacher	S			W	F
CAMPBELL	CYNTHIA	Special Needs Teacher	S			W	F
CANTRELL	JEFF	Director	B			W	M
CANTRELL	TAMMIE	Behavior Coach	S	X		W	F
CARNEY	REBECCA	Paraprofessional	S			W	F
CARTER	JANAH	Paraprofessional	S			W	F
CASTANEDA	ZAIRA	Paraprofessional	S	X		W	F
CIMINO	LISA	Special Needs Teacher	S			W	F
CLEMONS	PHAEDRA	Paraprofessional	S			W	F
COLLINS	ALANNA	Paraprofessional	S			W	F
CLINE	NATHAN	Technology Coordinator	S			W	M
CONDERY	TAMMIE	Paraprofessional	S			W	F
COTHRAN	BEVERLY	Hourly Teacher Mentor Advisor	S			W	F
CROW	HAYLIE	Paraprofessional	S			W	F
CROW	KATLYNNE	Hippy Home Visitor	S			W	F
DECATOR	SAMANTHA	Paraprofessional	S			W	F
DENHAM	HEATHER	Paraprofessional	S	X		W	F
DICKARD	DANA	Administrative Secretary	S			W	F
DODSON	BROOKLYN	Paraprofessional	S	X		W	F
DODSON	REBECCA	Paraprofessional	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	X		W	F
FIELDS	ALISHA	Paraprofessional	S			W	F
FITZPATRICK	KIMBERLY	Preschool Teacher	S			W	F
FLUD	SHANE	Math Specialist	S			W	M
FOWLER	KIMBERLY	Teacher Center/Asst. Director	S			W	F
FREEMAN	VESTINA	Paraprofessional	S	X		W	F
GAHLBECK	KAYLA	Administrative Secretary	S			W	F
GAHLBECK	STEFANEE	Paraprofessional	S	X		W	F

	GRANT	SHARON	Literacy Specialist	S			W	F
	GREEN	JUDITH	Hourly Teacher Mentor Advisor	S			W	F
	GROZIS	PAULA	Paraprofessional	S	X		W	F
	HAGOOD	BARBARA	Hippy Home Visitor	S			W	F
	HARDERSON	MAKAYLA	Paraprofessional	S			W	F
	HEAD	SARAH	Paraprofessional	S			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	X		W	F
	HOWIE	MERICA	Literacy Specialist	S			W	F
	HUDSON	AMY	Speech Pathologist	S		X	W	F
	HUEBNER	THERESA	Paraprofessional	S			W	F
	HUTCHISON	TASHA	Preschool Teacher	S	X		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
	KELLEY	LORI	Hippy Home Visitor	S			W	F
	KELLEY-HAWORTH H	KAILEY	Preschool Teacher	S			W	F
	KING	AMBER	Preschool Teacher	S			W	F
	KING	CRYSTAL	Behavior Coach	S	X		W	F
	KING	DARCIE	Hippy Home Visitor	S			W	F
	LAMBE	CINDY	ABC/Hippy Coordinator	S			W	F
	LANGLEY	BROOKLYN	Paraprofessional	S	X		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	X		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	X		W	F
	MCAFEE	JAMIE	Aware Service Coordinator	S	X		W	F
	MCCLOUD	ASHLEY	Paraprofessional	S			W	F
	MCCRACKEN	COLLEEN	Paraprofessional	S			W	F
	MOENNING	JODI	Preschool Teacher	S			W	F
	MONTGOMERY	CORA	Paraprofessional	S			W	F
	MOORE	STACY	AWARE Behavior Support Specialist	S			W	F
	MORGAN	AMANDA	Preschool Teacher	S			W	F
	MORRISON	SHEILA	Administrative Secretary	S	X		W	F
	NICHOLS	GARY	Custodian/Maintenance	B			W	M
	NORTON	CHRISTY	Business Manager	B			W	F
	OWENS-SOREY	ANDREA	Aware Regional Trainer	S	X		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	X		W	F
	RAMSEY	TRISHA	Paraprofessional	S			W	F

	RANDALL	BOBBIE	Paraprofessional	S			W	F
	REED	DEANA	Special Needs Teacher	S			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
	ROBERTS	CARLA	Paraprofessional	S			W	F
	ROGERS	JANICE	Special Needs Teacher	S			W	F
	ROCHOW	AMY	Preschool Teacher	S			W	F
	SALE	KAREN	Paraprofessional	S			W	F
	SANTELLA	ASHLEY	Paraprofessional	S	X		W	F
	SHAW	KYLEE	Paraprofessional	S			W	F
	SLAPE	GAYLE	Assistant Hippy Coordinator	S			W	F
	SMITH	BRENDA	Paraprofessional	S			W	F
	SOOTER	ALECIA	Asst. Bookkeeper	B			W	F
	SPARKS	SAMANTHA	Paraprofessional	S			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
	WHEELER	PATTIE	Literacy Specialist	S			W	F
	WHITE	REBECCA	Preschool Teacher	S			W	F
	WILLIAMS	EMILY	Preschool Teacher	S	X		W	F
	WILLIS	BARBARA	Paraprofessional	S	X		W	F
	WINKLE	PHILLIP	Technology Assistant	B			W	M
	WISE	ELIZABETH	Asst. Speech Pathology	S			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/Custodia	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
Becky Dodson	ABC Preschool Paraprofessional	Cindy Lambe	Mother
Brooklyn Dodson	ABC Preschool Floater	Cindy Lambe	Daughter

### III. Teacher Center

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

[OUR Co-op PD Summary Attended 2022-2023](#)

[OUR Co-op PD Summary 2022-2023](#)

In addition, the co-op distributed a User Satisfaction Survey during the spring 2021. Results showed a 94% rate of users being very satisfied or satisfied.

[OUR Co-op Disaggregation of 2022-2023 User Satisfaction Survey Results](#)

[OUR Co-op 2022-2023 User Satisfaction Survey Results](#)

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

Approximate the number of titles in media center 282

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? 4

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:

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.) 56

### 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 \_\_\_\_\_
- COVID 19 Support \_\_\_\_\_

## 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
- HIPPY
- 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 8<sup>th</sup> – 12<sup>th</sup> grade within the O.U.R. Co-op area with all work housed on [the WIN website](#). In this second year of the initiative, the CTE Coordinator, in collaboration with the Harrison Regional Chamber of Commerce, hosted the second five sessions of WIN Leadership Academy. The sessions included 3 CTE teachers, 4 counselors, 2 principals, 1 English teacher, and 1 Career Coach delving into the book *ReDefining the Goal* by Dr. Kevin Fleming, looking at data to assess current and future workforce needs, and forward conversations with local industries each session about what both educators and local industries can do to increase student workforce placement and overcome barriers. The WIN Leadership Academy is an ongoing program and the teachers that participated are still regularly meeting and touring local industries every 3-4 months. WLA Class of 2021 toured Wabash & Keathley Patterson in July 2022. WLA Class of 2021 & 2022 toured Claridge in February 2023. Many of the participants of WLA have collaborated with their school and WLA industries to host career fairs, mock interviews, and reverse career fairs at their schools in

Fall 2022 and Spring 2023. Some of the participants have also set up tours for their students with some of the WIN industries.

### **Parapro Testing**

O.U.R. Education Service Cooperative provides a proctor and testing machines for the online Parapro Praxis test. During the 2022-2023 year, the co-op administered the assessment to eighteen (18) 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 2022-2023 year, co-op staff completed fingerprinting for approximately 1,000 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. Five teachers from four districts checked out 50 separate items during the 2022-2023 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 updates from DESE, allow school personnel to have opportunity to collaborate with their peers, and to determine possible ways for co-op staff to support school personnel.

### **OUR Co-op Behavior Support Consortium**

Based on needs expressed by OUR Co-op districts related to behavioral support, consideration was given to how the co-op might be able to provide additional assistance for district staff when working with students who were exhibiting challenging behaviors. When presented with multiple options to provide support, the consensus of the co-op board was to hire a team consisting of a licensed school psychologist as well as two behavior coaches to work within the districts. Of the 16 co-op districts, 11 opted to be a part of this consortium which started providing services for the 2022-2023 school year. During this initial year the following supports were provided: 106 requests for behavior support for the 2022-2023 school year, assistance with 18 FBAs and 8 BIPs, provided 27 different professional development sessions (onsite and at districts) and provided numerous resources for teachers and students.



**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 2022-2023 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 2022-2023 school year:

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

  9   White

  0   African American

  0   Hispanic

  0   Asian

  0   American Indian/Alaskan Native

**Terminated**

Number of males terminated by the cooperative during the 2022-2023 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 2022-2023 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 2022-2023 school year:

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

  1   White

  0   African American

  0   Hispanic

  0   Asian

  0   American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2022-2023 school year:

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

 33  White

  0   African American

  0   Hispanic

  0   Asian

  0   American Indian/Alaskan Native

**Program**                    Accounting  
**Funding Source**      Base

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
<b>Christy Norton</b>	<b>Business Manager</b>	
<b>Alecia Sooter</b>	<b>Assistant Bookkeeper</b>	

**Goal**

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

**2022-2023 Funding Source**

For the 2022-2023 year the O.U.R. Cooperative had a total of 35 program accounts and had a budget of \$8,693,493.96. Actual Expenditures were \$8,276,107.59. The total revenue and carry over balances for the year was \$13,635,852.38.

**2022-2023 Funding Source**

**State/Local Funding**

**Cash on Hand \$4,391,262.10**

<b>State / Local Funding</b>	
ABC Grant	\$2,098,770.00
Base Funding	\$ 408,618.00
ESC Professional Development	\$ 87,422.41
Admin Receipts	\$ 718,371.15
Early Childhood - Headstart (2030)	\$ 869,274.90
Early Childhood - Tuition (2041)	\$ 49,416.00
Pathwise Mentoring	\$ 170,562.00
Hippy Grant	\$ 428,044.00
Content Specialist	\$ 360,000.00
Special Education	\$ 259,295.79
Speech	\$ 222,124.00
ABC Tuition	\$ 167,918.96
Technology Grant	\$ 80,000.00
GT Coordinator	\$ 30,000.00

Workforce Ed Coordinator	\$ 55,000.00
Math Carnival	\$ 3,500.00
Copy Program	\$ 5,589.78
GT Student Activities	\$ 6,280.00

**Total Local/State Funds \$6,020,186.99**

**Federal Funds**

AR Department of Human Services	\$1,234,921.60
AWARE	\$ 425,498.20
AWARE 2.0	\$ 418,708.30
Workforce Ed Consortium (6570)	\$ 340,894.94
ARP Technology Grant	\$ 128,894.05
ELC Health Grant	\$ 69,149.02
Perkins R&R Grant	\$ 2,670.00
CTE Virtual Reality Grant	\$ 76,212.00
Perkins Mentoring Stipend	\$ 2,000.00
Perkins Grants	\$ 26,563.64
Preschool Medicaid	\$ 28,618.26
ARMAC	\$ 39,997.69
ACA Infant Home Visiting	\$ 55,000.00
Special Ed Mentoring	\$ 20,000.00
Covid Vaccine Incentive	\$ 177.00
ARP ESSER	\$ 6,500.00

**Total Federal Funds \$2,875,804.70**

**Food Service**

Snack Reimbursement	\$ 44,837.74
---------------------	--------------

**Total Above \$8,940,829.43**

**Program** ACT Prep  
**Funding Source** State

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
------	----------	--------

**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) is providing 16 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 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**

Name	Position	Degree
Jennifer Barrett	APSCN Financial Field Analyst	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 Field Analyst 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 SunGard Pentamotion financial management systems applications provided by APSCN include the following integrated modules: Fund Accounting, Human Resources, Fixed Assets Personnel Budgeting, Budget Prep, Purchasing and Warehouse. The Financial Field Analyst 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 trainings offered throughout the year include, but are not limited to FMS Required Fields for State Reporting, New Personnel, COGNOS Report Writing, Fiscal Year End, and Calendar Year End.

**Major Highlights of the Year:**

State Reporting training.

**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**

<b>Mary Heginger</b>	<b>APSCN Student Field Analyst</b>	

**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 schools 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 state wide.
- 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	LCSW
Jamie McAfee	Service Coordinator	AA
Stephen Johnson	Behavior Specialist	BS

Arkansas AWARE 1.0 was funded in 2018. The 5th and final year of that grant began October 2022 and will end September 2023. This grant focuses on the Valley Springs, Eureka Springs and Ozark Mountain School Districts.

Arkansas AWARE 2.0 was funded in October 2022. This grant focuses on a state-wide training model and the Berryville School District.

**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 will coordinate professional development and training to OUR targeted districts that include Positive Behavior Interventions and Supports (PBIS), Mental Health First Aid (MHFA), and other culturally relevant training on mental health awareness.

--AWARE Behavior Specialists at each 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 outcomes

-- More than 100 screenings have been conducted. 284 referrals have been made for SBMH services. 88 students have received services after a referral was made.

-- In year 3 alone, close to 1,500 services were provided in AWARE schools with an average of 86 unduplicated students being served each month.

-- 72 partnerships have been made to help with the work of Arkansas AWARE.

-- 13 policies have been adopted to help facilitate and sustain the work of Arkansas AWARE.

-- Close to 250 training have occurred as a result of Arkansas AWARE. 182 have occurred with individuals who work in mental health related positions (with more than 4,000 attendees), and 60 have occurred with individuals who work outside of mental health related positions (with almost 5,000 attendees).

-- AWARE has produced more than 90 podcast episodes and will soon complete season 3.

-- 69 mini-grants have been awarded across the state.

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 (1,042 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.

**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
<b>Kelly Griffin</b>	<b>CS Director</b>	<b>Ed.S</b>
<b>Alex Moeller</b>	<b>CS Specialist</b>	
<b>Ashley Kincannon</b>	<b>CS Specialist</b>	
<b>Jim Furniss</b>	<b>CS Specialist</b>	
<b>John Hart</b>	<b>CS Specialist</b>	<b>MLIS</b>
<b>Leslie Leber</b>	<b>CS Specialist</b>	<b>MSE</b>
<b>Adam Musto</b>	<b>CS Specialist</b>	
<b>Tammy Glass</b>	<b>CS Specialist</b>	
<b>Zachary Spink</b>	<b>CS Specialist</b>	<b>MSE</b>
<b>Mark Barnes</b>	<b>CS Specialist</b>	
<b>Stacy Reynolds</b>	<b>CS Specialist</b>	<b>MSE</b>

**Goals:**

The ADE DESE Office of Computer Science 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 through the use of innovative programs and outreach initiatives.

### **Program Summary:**

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administer the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; 7th/8th Coding Block; 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 - Fall 5 Saturdays
- High School Computer Science and Certification Preparation - Spring 5 Saturdays
- 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 Turtlestitch
- 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 A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

**Events/Committees/Projects Assisted with:**

- Women in Cybersecurity – October 2022
- TechFest October 2022
- Family Code Day at Innovation Hub December 2022
- National Computer Science Education Week – Scheduled daily activities with local districts - December 2022
- CS Education Week Activities December 2022
- Read, Code, Create – January 2023
- TSA State Conference – March 2023
- CS Educator of the Year April 2023
- Support of Robotics Competitions (VEX, FIRST) March 2023
- Great Arkansas History Video Game Coding Competition March 2023
- Allstate Coding Competition April 2022
- Innovation Grant May 2023

**Conferences Presented at:**

- State TSA Conference

**MAJOR HIGHLIGHTS OF THE 2022-2023 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 1432 education professionals and 3195 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

**ONGOING SUPPORT:**

- 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 264 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** DESE 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	Technology Outreach/Online Media	AAS

**Goal**

The goal of the DESE (Division of Elementary & Secondary Education) Communications Team/Podcasting/Digital Media Production Coordinator is to foster the development of a statewide system for the promotion, creation, distribution, and overall use of digital media content through popular online platforms including, but not limited to: YouTube, Arkansas Digital Sandbox, podcast outlets and/or any other useful online media outlet approved by DESE. 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 more details.

**Program Summary**

DESE Communications Team/Podcasting/Digital Media Production Coordinator is staffed by one full time statewide coordinator from the SWAEC team that is part of the DESE Division of Research & Technology. 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**.

**Major Highlights of the Year (2022-2023)**

Podcast: Arkansas A.W.A.R.E., G.U.I.D.E. for Life, SMACtalk for Teachers, Living in Beta Mode, and A.L.E. in Arkansas created podcasts this school year. The response has been tremendous. Click this link for more details: <https://dese.ade.arkansas.gov/Offices/communications/dese-podcasts>

SMACtalk: The classroom has been extended to any location with an internet connection. As students spend more time learning and socializing online, we all need to work together to ensure our students stay healthy and safe. The Social Media Awareness Campaign (SMACtalk) was formed in response to this need. The purpose of SMACtalk is to bring awareness, provide resources, and increase communication for teachers, parents, and students. More information can be found here: <https://dese.ade.arkansas.gov/Offices/research-and-technology/smactalk>

**Program** **BX3 Behavior Support Specialist**  
**Funding Source** ADE Grant from Special Education Unit

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: BX<sup>3</sup> PROJECT**

**PARTICIPATING DISTRICTS:**

Statewide

**Goal**

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

**Program Summary**

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer 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 (2022-2023)**

- Accepted Cohort 3 with 20 building-level teams across the state
- 97% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 96% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting our SMART goal(s).
- 98% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 94% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the the steps in their action plan.

## **CIRCUIT**

### **GOAL:**

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

### **PROGRAM SUMMARY:**

The Behavior Support Specialist (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 for the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

### **MAJOR HIGHLIGHTS OF 2022-2023:**

- Provided on-site coaching and consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 154 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 25 of the 5 Essential Components of School-Wide Behavior Supports professional developments and trained 84 building-level teams. In June, Springdale will train all of their buildings (30+ teams) with approximately 300 participants.
- Added 13 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/>.
- Provided over 170 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 3233 participants.
- Scheduled 61 additional professional learning opportunities by the end of 6/30/23.

### **ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:**

- Presented at Arkansas School Psychology Association Conference
- Presented at SEAS Conference



- Presented at Arkansas Association of Alternative Educators Conference
- Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments
- Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2
- 9 BSS attended the PBIS Leadership Forum
- 2 BSS attended the LRP Institute Convention
- Served on DESE Leadership Team for Arkansas THRIVE
- Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)
- Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy (1/2023, 3/2022, 6/2022)

**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**

<b>Crystal King</b>	<b>Behavior Coach</b>	<b>M.Ed.</b>
<b>Tammie Cantrell</b>	<b>Behavior Coach</b>	<b>MSE</b>
<b>Stacy Moore</b>	<b>Behavior Specialist</b>	<b>PhD</b>

**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, Setting Up the Elementary/Secondary Classroom for Behavior Success, De-escalation, Tier II Interventions, Student Support Teams. Staff holding these positions are at the cooperative on a regular basis to assist personnel from the school districts.

**Major Highlights of the Year:**

106 requests for behavior support for the 2022-2023 school year

Assistance with 18 FBAs and 8 BIPs

Provided 27 different professional development sessions (onsite and at districts)

Provided 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**

<b>Emilee Tucker</b>	<b>Career and Technical Education</b>	<b>MS/BS</b>

**Goal**

The goal for the O.U.R. Education Cooperative CTE Department is to provide services for the 16 school districts, to assist in program improvement and student placement after graduation, provide beneficial professional development opportunities, and to facilitate a relationship with local industries and leaders that will assist our schools in preparing a job-ready, career bound workforce. The CTE Department will also play a vital role and work closely with local and state leaders on behalf of our local CTE programs in the local WIN (Workforce initiative Network) Initiative.

**Program Summary**

The Arkansas Division of Career Education, DCTE, provides a \$55,000 grant for the CTE Coordinator to support the following services for Career and Technical Education Programs within the 16 School Districts served through the OUR Educational Cooperative: Program Approval Status, Assistance to New Teachers, Relevant Professional Development/Technology Training, Assistance with Policy and Procedure Interpretation, Collaboration Opportunities for CTE Teachers, etc.

**Major Highlights of the Year:**

The CTE Coordinator, in collaboration with the Harrison Regional Chamber of Commerce, hosted the second five sessions of **WIN Leadership Academy**. The sessions included 3 CTEteachers, 4 counselors, 2 principals, 1 English teacher, and 1 Career Coach delving into the book ReDefining the Goal by Dr. Kevin Fleming, looking at data to assess current and future workforce needs, and forward conversations with local industries from each session about what both educators and local industries can do to increase student workforce placement and overcome barriers. The WIN Leadership Academy is an ongoing program and the teachers that participated are still regularly meeting and touring local industries every 3-4 months. WLA Class of 2021 toured Wabash & Keathley Patterson in July 2022. WLA Class of 2021 & 2022 toured Claridge in February 2023. Many of the participants of WLA have collaborated with their school and WLA industries to host career fairs, mock interviews, and reverse career fairs at their schools in Fall 2022 and Spring 2023. Some of the participants have also set up tours for their students with some of the WIN industries.

Th CTE Coordinator wrote, collected quotes for, ordered and processed payments for all consortium **Perkins grants (\$343,808.37)**

The CTE Coordinator helped OUR Consortium schools submit 5 **startup grants**. The Nutrition Science & Dietetics grant for Omaha was approved for **\$86,573.10**.

The CTE Coordinator submitted four **innovation grants** and got three approved for a total of **\$54,500** (43 total schools were approved for innovation grants across the state in Fall 2022 and three of those 43 were from OUR consortium schools). The CTE Coordinator collected quotes, ordered, and processed payments for 2 of the grants.

The CTE Coordinator was responsible for purchasing (**\$76,212**), getting trained on, training teachers on, scheduling, delivering, and aiding Career Development classes in using 12 virtual reality headsets. DCTE required that the headsets be in 75% of consortium schools by the end of the 2022-23 school year. The CTE Coordinator exceeded this goal.

The CTE Coordinator was responsible for allocating **\$3,000** of a DCTE Recruitment, Retention, and Training grant. The CTE Coordinator retained a trainer for a new CTE teacher inservice (as did 13 out of 15 co-ops) and paid FACS, Business, Agriculture, and Career Development/WBL mentors with this grant.

The CTE Coordinator aided in training, mentoring, gaining resources for, and providing on and off-site technical assistance to over **21 new teachers** including two in-person trainings at the co-op for new CTE teachers.

DCTE created a new requirement that CTE Coordinators would be responsible for the training and licensing process of teachers seeking **410 (College & Career Readiness), 412 (WBL) , and 418 (Career Development) endorsements**. The CTE Coordinator trained, provided resources, technical assistance, and was responsible for reviewing the work of and making teacher endorsement recommendations to DCTE for **9 teachers**.

**Collectively, the CTE Coordinator brought \$569,093.47** funds into the OUR Consortium in the 2022-23 school year.

**Program** Digital Learning – Virtual Arkansas  
**Funding Source** ADE Grant - Act

**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**

<b>Name</b>	<b>Position</b>
John Ashworth	Executive Director
Dr. Brandie Benton	Director of Curriculum and Instruction
Dr. Michael Lar	Director of Operations
Candice McPherson	Director of Design and Development
Amy Kirkpatrick	Director of Technology
Jason Bohler	Core Campus Director
Ellora Hicks	Concurrent Credit Campus Director
Christie Lewis	CTE Campus Director
Dr. Nic Mounts	Off-Campus and Fully Online Program Principal

**Mission**

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

**Vision**

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

**Core Values**

Students, Relationships, Integrity, Collaboration, Innovation, Quality

**Goals**

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	2021-2022 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> <li>- VA made courses and teachers available in all but one academic license shortage areas</li> <li>- VA provided access to 97 Full-time Arkansas certified teachers for local schools</li> </ul>
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> <li>- VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings</li> <li>- These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments</li> </ul>
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>- VA courses were made available to all high poverty districts and utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population</li> <li>- VA offered preferred automatic concurrent credit enrollments 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</li> <li>- 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population</li> </ul>
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> <li>- 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural</li> <li>- VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural</li> <li>- 81% of all Concurrent Credit enrollments were from districts designated as rural</li> </ul>
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> <li>- All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts</li> <li>- This is particularly important for smaller districts, as they have many courses only available during certain periods of the day</li> </ul>
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> <li>- 34 CTE courses were provided to 6,620 CTE enrollments</li> <li>- VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs</li> </ul>
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> <li>- In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students</li> </ul>

## 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](http://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 four 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

### **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.
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement.
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.
- 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.
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- 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.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- 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 2021-2022 School Year)**

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 285 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- Virtual Arkansas Students had a 90.3% Pass Rate

- 14,849 Unique Arkansas Students Engaged in 36,282 Content + Teacher Enrollments
- 16,185 Teacher + Content Enrollments From Districts With 70%-100% FRL Population
- 32,771 Credits Earned
- 2,895 Concurrent Credit Enrollments Earned 8,529 College Concurrent Credit Hours
- 81% of Concurrent Credit Enrollments From Rural Districts
- Career and Technical Education: 6,620 Enrollments Over Two Semesters in 30 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 1,757 Computer Science Enrollments from 190 Arkansas Schools
- 2,155 Advanced Placement Enrollments from 143 Arkansas Schools
- 106 Different Courses Accessed by Arkansas Students
- 96.7% of all Arkansas Rural Districts Served by Virtual Arkansas
- 62% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural



**Program** Digital Learning – AR Digital Learning Unit  
**Funding Source** ADE Grant - Act

**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**

<b>Name</b>	<b>Position</b>
Rainbow Bagsby	Digital Learning Specialist
Cristian Haynes	Administrative Assistant
Sherry Kennedy	Digital Learning Specialist
Dexter Miller	Digital Learning Specialist
Gerard Newsom	Digital Learning Specialist
Steven Walker	Digital Learning Specialist

**Program Summary**

The Digital Learning Unit (DLU) is tasked to lead and coordinate digital learning in Arkansas. To accomplish this task, the DLU will provide professional learning, personalized support, and assistance to districts, cooperatives, and other stakeholders as they plan, implement, and evaluate digital learning. The DLU will evaluate statewide progress in meeting the digital learning demand in our state. The Digital Learning Unit will support the learning initiatives of the Division of Elementary and Secondary Education through the framework of digital learning

Grant expectations include work plans and evidence for:

- Building capacity for digital learning in Arkansas schools through education, resources, training, and support
- Utilizing digital tools and best practices in digital education to develop enhanced learning environments in K-12 education
- Evaluating the role of high-quality digital instructional materials and training educators to identify and select HQIM appropriate for digital education
- Preparation support for aspiring teachers and enhanced career opportunities for current educators
- Clear and consistent communication and cooperation with DESE-designated leadership to ensure progress
- Maintenance of budget parameters as outlined in the grant in coordination with DESE leadership
- Regular collaboration with Tech Outreach, Research and Technology, and other entities as prescribed by ADE-DESE

## Major Highlights of the Year

- Provided professional development throughout the region
  - Coop participation in total Training
    - Q1 – 93.3%
    - Q2 – 13.3%
    - Q3 – 33.3%
    - Q4 – 20%
- Conducted an analysis of a needs assessment report on technical support and professional learning. The technology needs ranged at an average of 83.2%, the highest need on every data chart. Professional Development needs ranged at an average of 80.9%, remaining second to technology needs.
- Living in Beta Mode Podcast
  - Launched: 2/14/2022
- Provided technical support for Canvas L.M.S. integration
  - Total Course Shells – 170
  - Total Number of Users – 1411
- Launched virtual P.L.N. (Personal Learning Network) in 2022 for Virtual Educators.
  - Offered twice per month with 21 participating programs
  - Total participants: 198
  - Sessions: 16
  - Topics: 8
- Conducted and submitted a Literary Study of current national trends impacting digital learning in schools.
- Conducted and submitted a Research Study on Trends in K-12 Online Education.
- Provided support to educators for the Civics Exam course requirement.
  - Rosters Processed: 442
  - Student Enrollments: 36,163
  - Completed Exams: 39,719
  - Email Support: 1106
  - Phone Support/Calls logged: 1640
- DLU Coordinators completed the Principles of Instructional Design Course to design and develop content according to the Quality Matters Standards.
- Continued to host an assessment for educators who wish to add an online teaching endorsement to their Arkansas teaching license offered through six Higher Ed master's programs.
- Offered support to schools in implementing Act 1280: Digital Learning Requirement.
- Developed and launched SMACTalk CyberBee, created to bring awareness to a new generation in learning how to navigate the fast-changing digital world. CyberBee's mission is to fly into libraries and classrooms across the state to read and talk to K-2 students about cyber safety. As students spend more time learning and socializing online, more is needed to keep students healthy and safe.
  - 22 Districts participated
  - 4000 students
  - 106 Educators
  - Featured Books:
    - If You Give a Mouse An iPhone by Ann Droyd
    - Chicken Clicking by Jeanne Willis and Tony Ross
    - The Technology Tail by Julia Cook and Anita DuFalla
    - #Goldilocks by Jeanne Willis and Tony Ross
    - But It's Just A Game by Julia Cook

- Hosted and supported online modules for ArPEP with 13+ sites.
  - 400 support tickets
  - 6 face-to-face trainings for Canvas implementation
- Created and distributed a one-page hand-out for Digital Learning Day to all schools via email on the benefits of using Digital Sandbox. As a result, it was the highest single-day login activity on the Arkansas platform.
  - Digital Learning Day: March 15, 2023: Avg. 540 unique users to 808 = 66.8%
- D.E.A.L. Days - Drop Everything and Learn, every 2nd Wednesday @ 11:30. This was a quick lunch-and-learn-style networking opportunity for educators. Sessions were held monthly from September 2022 through May 2023.
- Total registrations for all sessions – 601

**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**

<b>Jeff Cantrell</b>	<b>Director</b>	<b>BS/MS</b>
<b>Christy Norton</b>	<b>Business Manager</b>	
<b>Alecia Sooter</b>	<b>Administrative Secretary</b>	

**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**

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

<b>Director/Teachers</b>	<b>Danielle Talley</b>	<b>Amy Hendon</b>
	<b>Amy Rochow</b>	<b>April Wyas</b>
	<b>Bobbie Jo Randall</b>	<b>Amanda Morgan</b>
	<b>Kathy Brasel</b>	<b>Jodi Moenning</b>
	<b>Gwen Younger</b>	<b>Emily Williams</b>
	<b>Callie Ramer</b>	<b>Kailey Haworth</b>
	<b>Rachelle Starnes</b>	<b>Mindy Lovelace</b>
	<b>Laura Horn</b>	<b>Amber King</b>
	<b>Kim Fitzpatrick</b>	<b>Jessie Camp</b>
	<b>Jamie Tillery</b>	<b>Rebecca White</b>
	<b>Rachel Turner</b>	<b>Trisha Ramsey</b>
	<b>Tasha Hutchison</b>	<b>Zaira Castaneda</b>

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

	<b>Stefanee Gahlbeck</b>	<b>LaChelle Honeycutt</b>
	<b>Cora Montgomery</b>	<b>Paula Grozis</b>
	<b>Jamie Lemley</b>	

**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**
- \* **Added a third classroom at two different sites, Berryville and Green Forest**
- \* **All ABC classrooms received a 3-star or better rating in Arkansas's Better Beginnings Quality Rating Scale**
- \* **ABC Classrooms passed Arkansas Better Chance Compliance Review**

Restricted     Non-restricted     Not Applicable

**Participating Districts**

- |  |  |   |  |   |
|--|--|---|--|---|
| <input checked="" type="checkbox"/> Alpena     | <input checked="" type="checkbox"/> Deer/Mt.Judea  | <input type="checkbox"/> Harrison             | <input checked="" type="checkbox"/> Ozark Mountain   | <input checked="" type="checkbox"/> Mountain Home |
| <input checked="" type="checkbox"/> Bergman    | <input checked="" type="checkbox"/> Eureka Springs | <input checked="" type="checkbox"/> Jasper    | <input type="checkbox"/> Searcy County               | <input type="checkbox"/> Statewide                |
| <input checked="" type="checkbox"/> Berryville | <input checked="" type="checkbox"/> Flippin        | <input checked="" type="checkbox"/> Lead Hill | <input checked="" type="checkbox"/> Valley Springs   |   |
| <input checked="" type="checkbox"/> Cotter     | <input checked="" type="checkbox"/> Green Forest   | <input checked="" type="checkbox"/> Omaha     | <input checked="" type="checkbox"/> Yellville-Summit |   |

**Personnel**

<b>Lanna Bullington</b>	<b>Early Childhood Special Ed. Coord.</b>	<b>MSE/BSE</b>
<b>Kayla Gahlbeck</b>	<b>Coordinator Assistant</b>	<b>AA</b>
<b>Jesse Biddle</b>	<b>Paraprofessional</b>	<b>AA Early Childhood</b>
<b>Janette Brown</b>	<b>Speech Pathologist</b>	<b>Masters P-12</b>
<b>Hilary Bullington</b>	<b>Food Manager</b>	<b>ServSafe Certified</b>
<b>Janet Ricketts</b>	<b>Paraprofessional</b>	<b>High School Diploma</b>
<b>Cyndi Campbell</b>	<b>Behavior Specialist</b>	<b>Masters P-12, Guidance Co.</b>
<b>Lisa Cimino</b>	<b>ECSE Teacher</b>	<b>Masters Sp.Ed. P-4</b>
<b>Deana Reed</b>	<b>ECSE Teacher</b>	<b>Masters Sp.Ed. P-4</b>
<b>Jan Rogers</b>	<b>ECSE Teacher</b>	<b>Masters, Sp.Ed p-4</b>
<b>Jennifer Yeager</b>	<b>ECSE Teacher</b>	<b>Masters Sp.ed</b>
<b>Colleen McCracken</b>	<b>Paraprofessional</b>	<b>CDA</b>
<b>Amy Hudson</b>	<b>SLP</b>	<b>Masters</b>
<b>LaRue Payne</b>	<b>Preschool Teacher</b>	<b>AA, CDA</b>
<b>Leslie Teague</b>	<b>Speech Pathologist</b>	<b>Masters</b>
<b>Eyvette Tardiff</b>	<b>ECSE Teacher</b>	<b>Masters Elem., Sp.Ed., P-12</b>
<b>Elizabeth Wise</b>	<b>Speech Assistant</b>	<b>BA Communication Disorders</b>
<b>Emily Lockwood</b>	<b>Paraprofessional</b>	<b>High School Diploma</b>

**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 2022-2023 school year we served 239 special needs children and screened 945 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 2022-2023 school year the revenue received from these funding sources totaled \$1,126,524.65.

<b>SCHOOL</b>	<b>DEC.1 CHILD COUNT</b>
ALPENA	3
BERGMAN	6
BERRYVILLE	25
COTTER	8
DEER/MT.JUDEA	4
EUREKA SPRINGS	11
FLIPPIN	18
GREEN FOREST	24
JASPER	12
LEAD HILL	2
MTN HOME	79
OMAHA	5
OZARK MTN	10
VALLEY SPRINGS	8
YELLVILLE	24
<b>TOTAL</b>	<b>239</b>



**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**

<b>Name</b>	<b>Position</b>	<b>Degree</b>
<b>Phillip Winkle</b>	<b>Technology Assistant</b>	<b>BA</b>

**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 2022-2023 year, co-op staff completed fingerprinting for approximately 1,000 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 Gifted Specialist served as a reader for Arkansas Governor’s School applications. The OUR Gifted Specialist serves on state and national boards to support gifted education such as AAGEA(President) and AGATE (Vice President of Membership). Several student opportunities were hosted by the OUR Gifted Specialist for the 2022-2023 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. The Gifted Specialist at OUR also hosted a leadership session for 11th-12th graders. The Gifted Specialist also traveled to several schools for student workshops. The Gifted Specialist at OUR also serves as the Recruitment and Retention Facilitator for Novice Teacher Mentoring.

**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**

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

**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 is about children who enter kindergarten ready to succeed with parents ready to support them throughout their educational careers.

**Major Highlights of the Year:**

In 2022-2023 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 247 families participated in the program. The total budget was \$428,044.00

**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**

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

**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 facilitators. 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 provided 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 provided 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 supported school and district level administrators in their work as Science of Reading assessors gathering the evidence needed to document proficiency in the Science of Reading. Specialists worked closely with administrators to increase their knowledge of the Science of Reading. The K-2 and 3-6 Smart Cards were 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 focused on gathering evidence over a period of time rather than a one-time observation.

**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 provided 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 was offered and provided focusing 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 provided ongoing training and assistance to districts with dyslexia interventionists and instructional facilitators. Quarterly professional learning and book study meetings were organized and conducted based on a needs assessment survey and goals of the participating members. Site-based training was based on the latest research in dyslexia and instructional coaching.

### **School Improvement Support K-12**

Literacy specialists assisted in the school improvement process. Support included 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 provided assistance to individual schools, including customized professional development sessions, classroom support and demonstrations, data-driven instructional planning or other services as needed.

### **Strategic Instruction Model (SIM) for grades 4-12**

The Strategic Instruction Model (SIM) Content Enhancement Routines (CER) provided support for teachers in organizing and presenting curriculum content in an understandable and easy-to-follow format for struggling learners. The sixteen teaching routines can be used in any discipline.

The Strategic Instruction Model (SIM) Learning Strategies (LS) support students with more than thirty learning difficulties in learning complex content and skills for school success. LS can be provided by teachers and/or trained interventionists.

Professional development was available for teachers in both CER and LS with classroom support during implementation. SIM has more than thirty years of research showing gains for all students, but particularly large gains for struggling adolescent and adult learners.

### **Literacy Support of Districts Qualifying for Additional Support Under Act 1082**

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

Literacy Specialists worked closely with these districts each month 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:

- Quarterly Meetings with DESE team members and district personnel
- 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

### **Literacy Specialists Support for Marvell-Elaine High School**

The two OUR Co-op literacy specialists volunteered to spend a week at Marvell-Elaine High School teaching all 7-12 English Language Arts classes. The specialists collaborated with DESE to design a comprehensive approach to assist the Marvell-Elaine School District to complete the 2nd semester of the 22-23 school year. The collaboration entailed working with support staff from DESE, literacy specialists from across the state, and the teachers at the District. The work was prioritized to work with students who were struggling readers along with receiving grade level instruction. We designed our instruction around the HQIMs (My Perspectives and Wit and Wisdom) that were being used by the District and adjusted them as necessary to best meet the needs of the students. The work began by participating in weekly meetings to become familiar with the school, the procedures, the courses we would be responsible for, the pacing guide to be followed, along with the materials to be used. We planned with a team approach through Google slides. This was to ensure that everyone knew what was being taught prior to them and allowed specialists to adjust the portion of the content they taught.

**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 3<sup>rd</sup>-8<sup>th</sup> grade math students (We are the only cooperative in the state that has this academic event.)
- Continue to increase meetings with teachers through Zoom technology, so teachers can collaborate and not have to leave their school campus
- Collaborate with other math specialists to offer the IM/OUR Curriculum training and support for K-8<sup>th</sup> 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 opportunities offered in 2022-23 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. We will continue year two of this professional development summer 2023.

## **Major Highlights of the Year:**

The OUR Math Specialist was a member of the Algebra II standards revision team this school year. This team collaborated with the Algebra I standards team to help provide clarity in the math standards. The OUR Math Specialist was also a part of the high school assessment review team. This team reviewed items with the focus on the new assessments connecting to the new math standard

We started a new cohort of Math QuEST teachers and finished a cohort of Math QuEST teachers summer 2022. The math specialist has observed several students doing math throughout this school year.

The OUR Math Specialist collaborated with the Searcy County School District's high school math PLC team this school year. This collaboration will continue next school year.

The OUR Math Specialist collected K-12 math curriculum information from all OUR Cooperative schools this school year. This information will be used to assist all area schools including the consideration of HQIM in the future.

The OUR Math Specialist supported the Marvell-Elaine School District this school year. The math specialist worked with 7th grade-high school math students. The students & the math specialist worked together to discuss the understanding behind the algorithms. The students impressed the math specialist with their inquiry & questioning.

The math specialist has been a part of the TNTP coaching cycle with Lead Hill High School.

The OUR Math department has started a new competition for high school students called Math Fans. Math Fans is a competition where students find math concepts in the real world and submit pictures to get voted on by teachers &



students. The submitted pictures are then available for teachers to use in math instruction. Math Fans started small this year. The math specialist plans to grow this competition in the future.

The OUR Cooperative Math Carnival had 14 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!

**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 12<sup>th</sup> 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 56 visits to the media center.

**Program** Novice Teacher Mentoring Program Including  
Special Education Mentoring

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**

<b>Monica Springfield</b>	<b>G.T. Specialists/R &amp; R Facilitator</b>	<b>M.Ed./BA</b>
<b>Suzanne Grant</b>	<b>R &amp; R Support Specialist</b>	<b>M.Ed./BA</b>
<b>Kim Fowler</b>	<b>TCC/Asst. Director</b>	<b>Ed.D/MSE/BS</b>

**PROGRAM SUMMARY:**

The purpose of the Novice Teacher Mentoring Program at the 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 profession. During the 2022-2023 year, the program served approximately 193 novice teachers. This personalized support is provided for three years and includes both individual and group opportunities in the format of face-to-face and/or virtual professional development sessions, on-site support, virtual coaching, professional learning communities, etc. 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.

The Special Education Mentoring focused on Inclusive Classroom and incorporating High Leverage Practices in instruction.

**GOALS:**

- To increase teacher recruitment and retention to remain in the education profession and will make annual progress toward earning their Career Educator Licensure. The mentoring program provides relevant/needed support.
- To increase participation, discussion, and collaboration in professional settings to develop and foster effective practices including classroom management techniques, instructional/teaching strategies, etc.
- To ensure needed areas of professional growth for novice teachers through quality professional development opportunities which can include face-to-face training, coaching support provided in person and/or virtually, online professional development, etc.

**PROGRAM SUMMARY FOR SPECIAL EDUCATION MENTORING SUPPORT**

The purpose of the Special Education Mentoring Program is to provide specialized support to novice special education teachers in the O.U.R. Co-op area. The program focused on providing targeted professional development, opportunities for peer observation of teachers in special education settings, curriculum and resource support and networking among peers in special education. A point of emphasis during this year has been high leverage practices. There were approximately 25 teachers in the co-op in the first three years of teaching special education with 11 of them being in year 1 of that job placement.

**GOALS:**

- To ensure improvement and continuous professional growth for novice special education teachers
- To increase teacher retention
- To promote novice teacher well-being
- To increase collaborative problem solving

**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.
- 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 their importance.
- Identify needs for health related training for school personnel.
- Coordinate and provide school health trainings to school personnel and community members.

**Supports Provided to Schools Related to COVID 19 Mitigation**

The Community Health Nurse Specialist and the Community Health Promotion Specialist have assisted schools by providing technical assistance on COVID 19 concerns and safety practices and procedures. In addition, they supported contact tracing efforts and helped with COVID 19 policies and mandates including isolation and quarantine when those requirements were in effect.

**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**

<b>Nathan Windel</b>	<b>Science Specialist</b>	<b>Masters/Bachelors</b>

**Goal**

Provide training in inquiry-based science, formative assessment, changes to science standards, teacher mentoring, model teaching, curriculum development and alignment, and techniques to prepare for transitions in science education and testing.

**Program Summary**

Provide training in inquiry-based science, formative assessment, changes to science standards, teacher mentoring, model teaching, curriculum development and alignment, and techniques to prepare for transitions in science education and testing.

**Major Highlights of the Year:**

The co-op did not have full-time science specialist during the 2022-2023 year. Nathan Windel, the person who previously held the position, returned to a school district to teach high school science. That district is on a four day week calendar and he provided support on the day his school was not in session. In addition, support was provided by the DESE State Science Specialists. The co-op has employed a science specialist for the 2023-2024 school year.

OUR K-6 Regional Science and Engineering Fair: The Science Fair was held again this year at the Coop. Fifty-four students participated, representing four school districts. For the coming year, an emphasis will be to work to include additional students representing more districts from the co-op area in the Science Fair for 2024.

PLC Support: During off contract time from his district, Nathan Wimdel worked with teachers from four Coop districts to initiate a cross-district physical science PLC. Meetings were held in September, October, December, and January. The work focused on developing a unit plan to co-teach during the 2024 school year and include collaborative components for students to engage in across schools. The unit plan is developed with OpenSciEd, which Meets Expectations of DESE HQIM.

Project CAVES: AEGIS grant proposals were accepted this year, and Project CAVES was one of those funded. The camp was held June 4-10, 2023 at the Ozark Underground Laboratory in Protem, Missouri. The 2023 program was at capacity with a total of 22 students completing applications to the camp; 18 were accepted and 15 attended. Participating students were from across the state, including students from Jonesboro, Little Rock, and Texarkana. Nine

of the participants were from schools in the OUR Service Cooperative region. Nathan Windel served as director and lead instructor for the camp.

**Collection of HQIM Information:** In the fall of 2022, DESE began a project which involved collection of information from each school/district regarding the curriculum resources being used in Science. The teacher center coordinator assumed responsibility for this data collection.

**Coaching:** Coaching support was provided to teachers in three school districts and included a combination of virtual meetings and in-class modeling of three-dimensional science instruction. Nathan Windel collaborated with state science specialists who worked directly with teachers in regional schools.

**Support for Marvell-Elaine School District:** In February 2023, co-op specialists spent a week in Marvell-Elaine High School teaching the core content subjects. As there was not a full-time science specialist at the co-op, the teacher center coordinator filled the role of science teacher with the support of Nathan Windel, the former science specialist who assisted greatly with planning the unit taught that week. Classes taught included seventh grade science, eighth grade science, physical science and biology.

**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       Yellville-Summit

**Personnel**

<b>Jeff Treadwell</b>	<b>Special Education Supervisor</b>	<b>MSE+30</b>
<b>Lesa Barksdale</b>	<b>Special Education Supervisor</b>	<b>MSE+15</b>
<b>Crystal Fancher</b>	<b>Special Education Supervisor</b>	<b>MSE+30</b>

**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.



**Program** Arkansas Transition Services  
**Funding Source** Federal 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**

<b>Paul Johnston</b>	<b>ADE Transition Consultant</b>	<b>MM, BSE, AAS</b>
----------------------	----------------------------------	---------------------

**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 (ATS) is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Division of Elementary and Secondary Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. We provide technical assistance, training, and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Our services are provided at no cost.

**MAJOR HIGHLIGHTS OF THE YEAR:**

**State Level**

Arkansas Transition Services (ATS) has been spending this year getting back to a more normal mode in providing live statewide and regional professional learning opportunities. We also provided services to our areas both virtually and on-site. ATS also has a YouTube channel as a resource to get our information out across the state.

**State Level**

- ATS is continuing 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.
- Arkansas Transition Services, Career and Technical Education, and Inclusion Films is continuing to partner to provide The Inclusion Film Camp for students with disabilities. The 2023 camp will be held on-site this year April 24-28 at University of Arkansas Pulaski Technical College in North Little Rock. 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 2022 Camp had 27 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.
- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) obtained a Federal Grant and ATS has been helping recruit more schools to participate in this program. Training will be held in June of 2023 for the participating schools who will begin implementing the program fall of 2023. The district leadership teams (Harrisburg, Rogers, and Magnolia) will attend to provide feedback and guidance in the implementation process. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes.
- College Bound Arkansas 2023 will be held June 26-28, 2023, 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 2022 had 12 students, 4 parents, and 2 professionals attend.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- ATS held its statewide Transition Summit for teams from across the state in conjunction with the Division of Career Development and Transition (DCDT) International Conference held in Little Rock November 2022. 83 attendees got to hear national speaker Dr. Zach Smith talk about Universal Design for Learning in Transition. Many of the participants stayed to participate in the conference.
- ATS held a Cadre in January and brought in nationally known speaker, Dr. Paula Kluth, to talk about Inclusion. 67 attendees from across the state came to the all-day presentation.
- 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.
- ATS continues to collaborate with the Division of Career and Technical Education and has continued, with the help of the Arkansas Co-Teach Project, to partner with a high school in southeast Arkansas to implement a co-taught Agriculture class. This intervention allowed students with disabilities to participate in a general education class with the appropriate support needed to succeed. We are in the process of discussing this model with Southside High School in Ft. Smith.
- CASYI Pilot: Arkansas Transition Services partnered with the CASYI Project on a pilot program on improving Transition Planning for students who are Deaf/Blind. We have worked nine students and their IEP team from schools in Arkansas. We also provided additional training in the Discovery process which allows a team the strategies to really get to know students and their families in an effort to develop more meaningful plans for their future.
- ATS continues to support teachers in implementing the SDLMI (Self-Determined Learning Model of Instruction) within at least one class and then collect data to look at the effects of implementing the model. The SDLMI provides instruction and support for students to set a goal, act, and adjust their goal or plan, so they can successfully reach goals. Training of teachers was conducted by the University of

Kansas staff and facilitated by Arkansas Transition Services in the summer of 2022, and implementation of the intervention continued in the Fall of 2022. Data collection and analysis is in process.

- Post School Outcomes Data Collection Pilot - In May 2022, Arkansas Transition Services recruited six school districts to participate in a three year pilot for post-school outcomes data collection. Students who left in May 2021 were surveyed last summer with an 84% response rate. The surveys will continue with an added district, Springdale School District, the remaining years, 2023, 2024. All participants have been trained and will be paid for their work. The hope is to show a better response rate when school personnel ask former students questions about what they are doing for work, training, and education one year after high school.
  - State Level Organizations Served:
    - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
    - Local Planning Team for DCDT International Conference in Little Rock, AR November of 2022.
    - 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: NWA Classical Academy, Rogers, Gravette, Pea Ridge, Bentonville, and Springdale hosted a Virtual Transition Fair. It opened with an evening of live speakers, specific live sessions, and then had an on-line center for students/parents/teachers to get information on a wide variety of transition resources.
  - NWAESC: Springdale-Transition Night
  - NWAESC: Fayetteville Transition Fair
  - Guy Fenter: Van Buren-2 Transition Parent Nights
- Coop Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops.
  - “Secondary Transition Compliance Basics and Best Practices”
    - 26 attendees
    - NWAESC-Pea Ridge, Springdale, Bentonville, Gentry, Lincoln, Gravette, Huntsville
    - Guy Fenter-Hackett, Paris, Waldron, Boonville, Van Buren, Ozark
    - OUR-Cotter, Valley Springs, OUR staff
  - “Promoting Inclusive Practices through the PISA”
    - 23 attendees
    - NWAESC-Pea Ridge, Springdale, Gentry, Bentonville, Gravette, Rogers
    - Guy Fenter-Paris, Waldron, Boonville, Mansfield, Van Buren, Ozark
    - OUR-Cotter, Valley Springs, OUR staff
  - Additional Trainings
    - ”Secondary Transition Compliance Basics and Best Practices”-8 attendees-Gravette, Future School of Fort Smith
    - “All in for Transition” modified-10 attendees-Bentonville
    - “PISA Inclusion in General Education”-7 attendees-Fayetteville
    - “Indicator 13 Walkthrough”-108 attendees-Mountainburg, Mansfield, Oark, Rogers HS, Premier HS, Rogers Heritage HS, Fayetteville, Elkins, Ozark Mountain District, Green Forest, Yellville, Huntsville, Berryville, Harrison, Siloam Springs
- Technical Assistance was provided on a variety of Transition related subjects to over 100 teachers/staff in districts across the 3 co-op areas.
  - NWAESC – Bentonville, Pea Ridge, Rogers, Gravette, Springdale, Huntsville, Prairie Grove, Farmington

- OUR – Harrison, Omaha, Green Forest, Eureka Springs, Berryville
- GFESC – Mulberry, Mansfield, Hackett, Fort Smith, Van Buren, Waldron
- Other - Arkansas Rehabilitation Services, Pathfinders

Other presentations

- SEAS State Conference-”Promoting Inclusive Practices Through the PISA”
- Statewide “Executive Functioning Skills” trainings-Guy Fenter, NWAESC, OUR, and Crowley’s Ridge
- DCDT International Conference-”How Video and ‘Pop-Up’ on Targeted Professional Development”
- CAYSI Person Centered Planning Presentation
- NWAESC Curriculum Committee-College Bound and Film Camp
- Presentations to Students
  - NWAESC –
    - UARK Undergraduate Transition Class
    - UARK Undergraduate Inclusive Technology Class
    - Rogers New Tech HS-College Bound and Film Camp
    - Pathfinders 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
- Trainings/Conferences Attended:
  - NTACT National Capacity Building Virtual Institute
  - Arkansas LEA Academy
  - Division of Career Development and Transition International Conference
  - Parental Involvement Training
  - Arkansas Collaborative Consultants Convening
  - NWA Education Expo
  - Tier 1 Financial Overview
  - LEA Academy
  - CTE Gap Analysis
  - Poverty Simulation
  - CAYSI Discovery Training
  - Temple Grandin

**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**

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

**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 2022-2023 year was the first normal year for schools since the pandemic began in March 2020. Co-op personnel have continued to provide support for school districts as they work to decrease the learning loss students experienced during the pandemic. Bi-weekly meetings with DESE continued during this year and

co-ops have worked with districts to ensure districts had the most up to date information related to the federal ESSER funds that districts received.

- 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 from each school/district in the co-op area regarding the current curriculum resources used in schools for English/Language Arts, Math and Science. As there was not a full time science specialist, the teacher center coordinator completed that data collection.
- The Teacher Center Coordinator has continued to support districts in the implementation of Arkansas State Standards. Information related to the new Social Studies Standards, as well as the revised English/Language Arts and Math standards including implementation timelines for each content area has been shared.
- Support has been provided as needed to assist the district and building test coordinators with the continued administration of both periodic and summative ACT Aspire online testing.
- Updates related to the Arkansas Teaching and Learning Assessment System (ATLAS) have been provided as details have been determined at the state level.
- In December of 2022, Stacy Smith approached the co-op directors about assisting the Marvell-Elaine School District particularly their high school. Each co-op was asked to send a team to provide instruction in the core content areas of English, Math, Science and Social Studies. Our team of content specialists volunteered to support this work. As our science specialist position had not been filled this year, the teacher center coordinator taught the science classes during that week.
- Governor Sarah Huckabee Sanders issued multiple Executive Orders following taking office in January. The director and teacher center coordinator provided information related to these orders to school personnel.
- Information related to various pieces of legislation from the 2023 General Session were provided to groups during the spring semester.
- Following passage of the LEARNS legislation, the teacher center coordinator held multiple collaboration sessions focusing on the curriculum and instructional focuses of this law. Targeted audiences included the teacher center committee, superintendents, principals, curriculum and testing coordinators, and other district level administrators.
- During the 2022-2023 year, a team from the co-op participated in the monthly Districtwide PLC work coordinated by DESE. Through this process, the co-op team has established specific goals for our work with districts revolving around identification of essential standards in English Language Arts and increased student achievement in literacy.
- In May 2023, the teacher center coordinator along with staff from the mentoring program, attended the DESE Teaching and Learning Collaborative. The focus of this professional learning was to provide updates on the newly revised ELA and Math standards as well as the ATLAS assessment system and high quality instructional materials and professional learning.
- 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 worked with co-op staff to continue implementation of a plan to provide support to co-op area schools that qualify to receive comprehensive support and additional targeted support. This plan included monthly onsite or virtual visits from content specialists. The teacher center coordinator has had

on-going contact with administration from these schools and districts. In addition, the teacher center coordinator and literacy specialists have met quarterly with personnel from the three districts that qualify for Level 3 Support under Act 1082 and DESE personnel.

- 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 of the Inclusive Practices session provided by DESE. The purpose of these sessions is to encourage consideration of options other than pull out for the delivery of special education services.
- She collaborated with the three literacy specialists in ensuring that all teachers who needed RISE training had multiple opportunities to participate in necessary training. During the past two years, an additional focus has been to support Science of Reading Assessors as they collect evidence for determining individual teacher’s proficiency in the Science of Reading.
- 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, Accessible Education Materials Cross Sector Leadership Group, and the Novice Teacher Mentoring Working Group.
- **The co-op administered the Annual Professional Development Needs Assessment in January 2023. OUR Co-op Needs Assessment Results/Information. [OUR Co-op 2023 Needs Assessment](#)**
- The summary of PD offerings as well as summary attended can be found within these links: [OUR Co-op PD Summary Attended 2022-2023](#) and [OUR Co-op PD Summary 2022-2023](#)
- 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 2022-2023 User Satisfaction Survey Results](#)  
[OUR Co-op 2022-2023 User Satisfaction Survey Results](#)

**Program** Technology  
**Funding Source** Arkansas Department of Education 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**

<b>Nathan Cline</b>	<b>Technology Coordinator</b>	<b>Associate's in Applied Science &amp; Arts (CET &amp; CS)</b>
<b>Phil Winkle</b>	<b>Technology Assistant</b>	<b>BA</b>

**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 2022-2023 school year saw more than 10 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 2022-2023 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, 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:**

The most memorable highlight was the award of a \$150,000 ARP grant provided by DESE to support updating of equipment and infrastructure for the co-op. This grant which included the co-op providing a 10% match has allowed the co-op to upgrade local switch infrastructure and add technology to make each of our meeting rooms blended learning capable. One conference room has been completed with new wall monitors and video conference capable audio for blended learning installed. The main meeting room had audio upgrades integrated into the Crestron control system. Most other rooms had additional screens and video conference capable audio installed.

## 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:** *ESSA Support*

**Competitive Grant** Yes  No

**Goals and Description:** As a result of the previous five year evaluation process, cooperatives were given the task to prepare a plan to assist school districts in meeting accountability challenges of the new ESSA. Over the past years, co-op personnel have held work sessions with groups including superintendents, curriculum and testing coordinators, building principals, etc. to begin study of the Arkansas ESSA Plan. The department worked with school districts and cooperatives to understand their A-F scores and the ESSA Index Scores. Additional sessions are scheduled to aid in use of data systems to monitor various components of the ESSA Index Scores. In addition, Arkansas ESSA, as well as Act 930 of 2017, will be an on-going agenda item for meetings with various groups that meet routinely with co-op personnel. ADE staff will be asked to assist as needed related to various components of the plan. The co-op staff provided multiple foundational trainings on ESSA and the ESSA Index to provide for most effective use of the data available in districts/schools. Emphasis has been provided this year on the value of the data reflected in the ESSA School Index in addressing student needs. Plans are to provide multiple opportunities for training on the 2023 ESSA School Index when that data becomes available in the fall semester of 2023.

**Program Name:** *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.

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

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

**Competitive Grant** Yes  No

**Goals and Description:** In support of the DESE's PLC Initiative, Co-ops have been participating in the Boardroom to Classroom trainings 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 Specialist support, and working with administrators who are implementing PLC processes.

**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:** While literacy coaching is a part of the ESC literacy specialists' work, it is just one of many workstreams for these individuals. As a result, districts receive varying intensity of support from literacy specialists, based on their ADE Progressive Levels of Support classification, and the fact that not every school that needs support receives it. Arkansas has 5 levels of support (General, Collaborative, Coordinated, Directed, and Intensive) determined, in part, by a district's student reading outcomes on the state summative assessment. Arkansas literacy specialists support only Levels 3-5:

- **Level 5 - Intensive Support:** ADE literacy specialists conduct weekly site-visits to provide coaching and feedback in schools. Arkansas currently has five districts at this level. The percent of students that met the ACT Aspire readiness benchmark in these districts is just 13.86%, compared to a statewide average of 35%. Of the Level 5 districts, 3 have adopted approved HQIM in K-3, 1 has adopted approved HQIM in K-2 but not grade three, and one district has not adopted HQIM.

- **Level 4 - Directed Support:** ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 37 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 21.95%. Of the districts, all but one have adopted approved HQIM in K-3.

- **Level 3 - Coordinated Support:** ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 67 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 27.91%. Of the Level 3 districts, 29 have adopted approved HQIM in K-2, 7 have partially adopted HQIM in K-3, and 1 has not adopted HQIM in K-3.

Act 1082 is designed to provide specific levels of support to public school districts based on reading scores.

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.

ESC Literacy specialists also provide regular support throughout the year to these schools. This support can be in the form of model teaching, professional development for teachers and/or paraprofessionals, classroom walkthroughs with principal, or anything that is identified by the school or in the coordinated meetings. The professional development opportunities are designed to provide personalized support to ensure that all teachers acquire the instructional expertise needed to educate all students and improve reading skills.

**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 two three hour school board trainings and one one hour training during the 2022-2023 year. Personnel from ASSRC provided the three hour trainings both of which had been approved by the DESE. A one hour training was approved by the DESE and was presented by the teacher center coordinator. These trainings were attended by approximately 60 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 2022-2022 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 2022-2023 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

screeener 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.

**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. In addition, at least monthly coaching support is provided to the K-2 teachers in their classrooms with 3-6 teachers given coaching support as well. 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 2022-2023 year.

**Program Name: *Critical Reading Professional Development***

**Competitive Grant** Yes  No

**Goals and Description:** Critical Reading is a credit-bearing high school course to support struggling readers in building fluency, vocabulary, and comprehension in grade level text; Strategic Reading may also be provided for middle school students to reach the same course goals. In-person and asynchronous professional development sessions with feedback and coaching were provided in the four areas of the Critical Reading and Strategic Reading course standards: Engaging the Reader, Comprehension Strategies, Response to Text, and Vocabulary/Word Study. There is one day of content for each of the four domains, and the days may be taken in any combination.

**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.

**Program Name: *ACT Aspire***

**Competitive Grant** Yes  No

**Goals and Description:** The O.U.R. Education Cooperative technology coordinator and staff continue to provide support to district testing and technology personnel as needed. Available support includes onsite visits within districts to aid in preparing technology infrastructure, providing training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provide ongoing assistance through emails and phone conversations as problems and questions arise in districts

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

continue during the summer/fall of 2022 and the upcoming school year as we have several new District Testing Coordinators 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.

## **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***  
** *OUR Evaluation Report 2022***