

TABLE OF CONTENTS

Table of Contents	1
Director’s Memo	3
Mission Statement/Vision Statement	5
State Map of Cooperatives	6
Organizational Chart	7
Board of Directors	8
Teacher Center Committee	9
ESC Annual Report	10
I. Governance.....	10
II. Staff/Certified Staff.....	10
III. Teacher Center.....	14
IV. Administrative Services.....	14
V. Direct Services to Students.....	16
VI. Anecdotal Reports	16
VII. Employment Policies & Practices	18
District Support Provided During COVID 19	19
Program Reports	21
Accounting.....	21
ADE/APSCN Financial Applications Field Analyst.....	23
ADE/APSCN Student Applications Field Analyst	24
ADE School Based Health Services.....	25
Arkansas AWARE	26
Computer Science.....	28
Technology Outreach Team.....	32
Behavior Support Specialist.....	33
Career and Technical Education.....	36
Digital Learning – Virtual Arkansas.....	38
Director’s Office/Administration	42
Early Childhood	43
Early Childhood Special Education	45
Fingerprinting.....	47
Gifted and Talented	48
HIPPY.....	49
Literacy.....	50
Mathematics	53
Media.....	55
Novice Teacher Mentoring System	56

School Health Services	58
Science	59
Special Education	61
Transition Services	62
Speech Language.....	65
Teacher Center.....	66
Technology	69
Special Projects & Programs	72
Arkansas Leadership Excellence and Support Development System (LEADS)	72
ACT Aspire	72
ESSA Support	72
School Board Training	73
Teacher Excellence Support System (TESS)	73
Dyslexia Interventionist Support	73
Science of Reading Professional Development and Support	73
Critical Reading Professional Development.....	73
Routine Meetings for Job-Alike Groups	73
Math Quest.....	74
Illustrative Math.....	74
Project C.A.V.E.S.....	74
Professional Development Activities Reports	75
Annual Needs Assessment	75
Annual User Satisfaction Survey.....	75



Jeff Cantrell, Director

Ozarks Unlimited Resources

Education Service Cooperative

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MEMBERSHIP

BAXTER COUNTY

Cotter S.D.

BOONE COUNTY

Alpena S.D.
Bergman S.D.
Harrison S.D.
Lead Hill S.D.
Omaha S.D.
Valley Springs S.D.

CARROLL COUNTY

Berryville S.D.
Eureka Springs S.D.
Green Forest S.D.

JOHNSON COUNTY

Jasper S.D.
Oark Campus

MADISON COUNTY

Jasper S.D.
Kingston Campus

MARION COUNTY

Flippin S.D.
Ozark Mountain S.D.
Bruno-Pyatt Campus
Yellville-Summit S.D.

NEWTON COUNTY

Deer/Mt. Judea S.D.
Deer Campus
Mt. Judea Campus
Jasper S.D.
Jasper Campus
Ozark Mountain S.D.
Western Grove Campus

SEARCY COUNTY

Searcy County S.D.
Leslie Campus
Marshall Campus
Ozark Mountain S.D.
St. Joe Campus

NORTH ARKANSAS COLLEGE

Director's Annual Memo

As a record for the 2021-22 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 115 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 \$7,873,196. 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 strategies and procedures for educating area students during the time of reopening of schools to onsite instruction and blending of students with digital learning due to second year of COVID 19.

During this year, our districts recognized a growing need for Behavioral Support and requested additional assistance. With much thought, discussion and planning, co-op staff have developed a unique plan to hire a Licensed School Psychologist and two Behavioral Coaches to assist our districts. This plan will use a multi-tiered approach with a required teaming component at the district level. Eleven of our sixteen districts have committed resources to support this project.

Additional areas of major focus for our co-op have been supporting districts and schools as they continue use of the Marzano's High Reliability Schools Framework, 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 trainings to support the state's computer science initiative in our area. Furthermore, we have been sharing information on the Arkansas Initiative for Instructional Materials (AIIM) and the selection of high quality instructional materials. The Arkansas specific section of EdReports is a valuable tool shared with schools. 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. Bi-weekly superintendent meetings continue to be an effective tool in keeping the lines of communication open with DESE, as well as the Department of Health. The cooperative has also met bi-weekly with area principals, providing updates and addressing pertinent feedback. The O.U.R. staff collaborated with 15 districts as we assisted with the development of digital learning plans and resubmittals.

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 2021-22 year is noted below.

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

Jeff Cantrell
Director, O.U.R. Cooperative



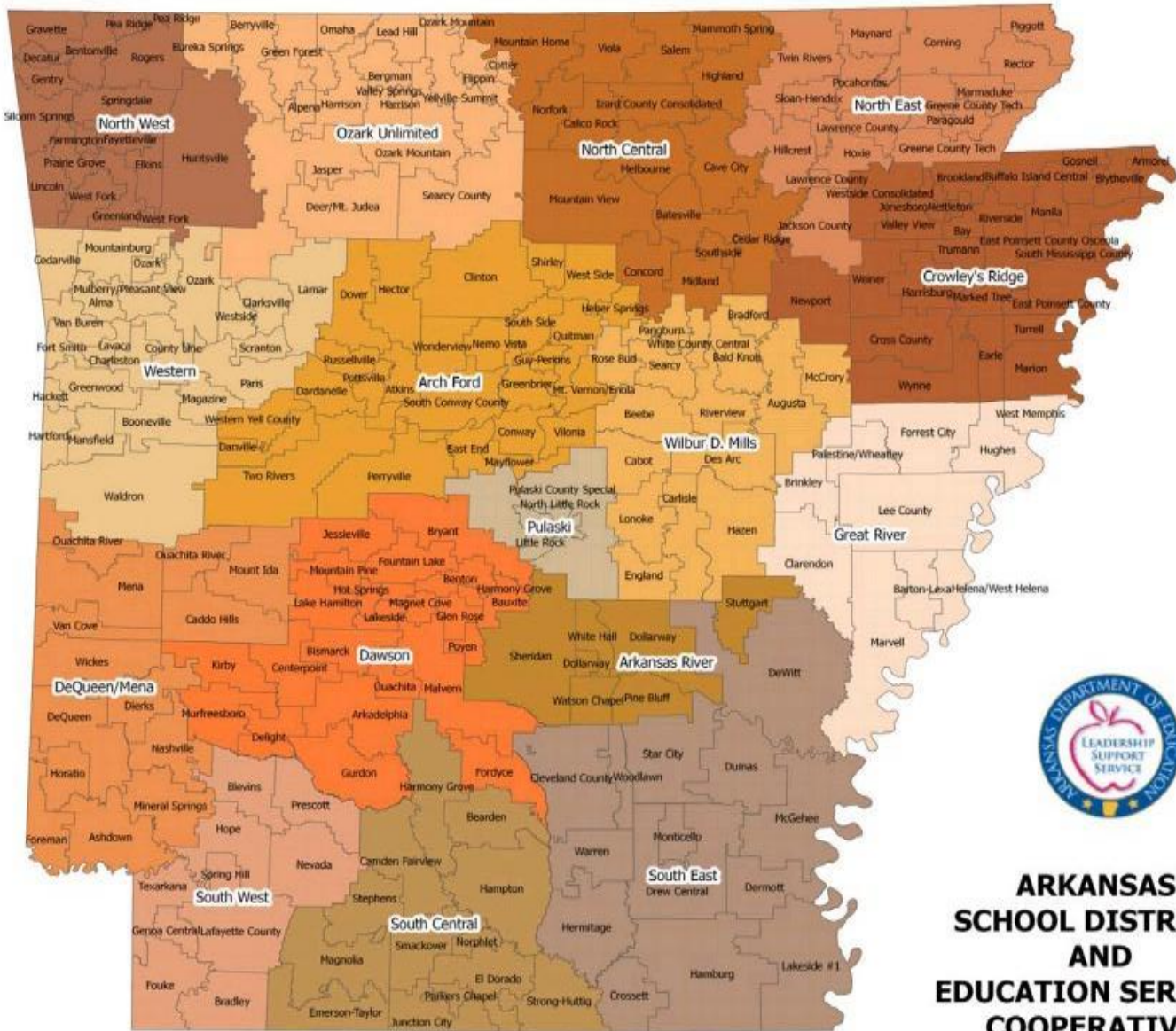
Ozarks Unlimited Resources Cooperative

Mission Statement

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

Vision Statement

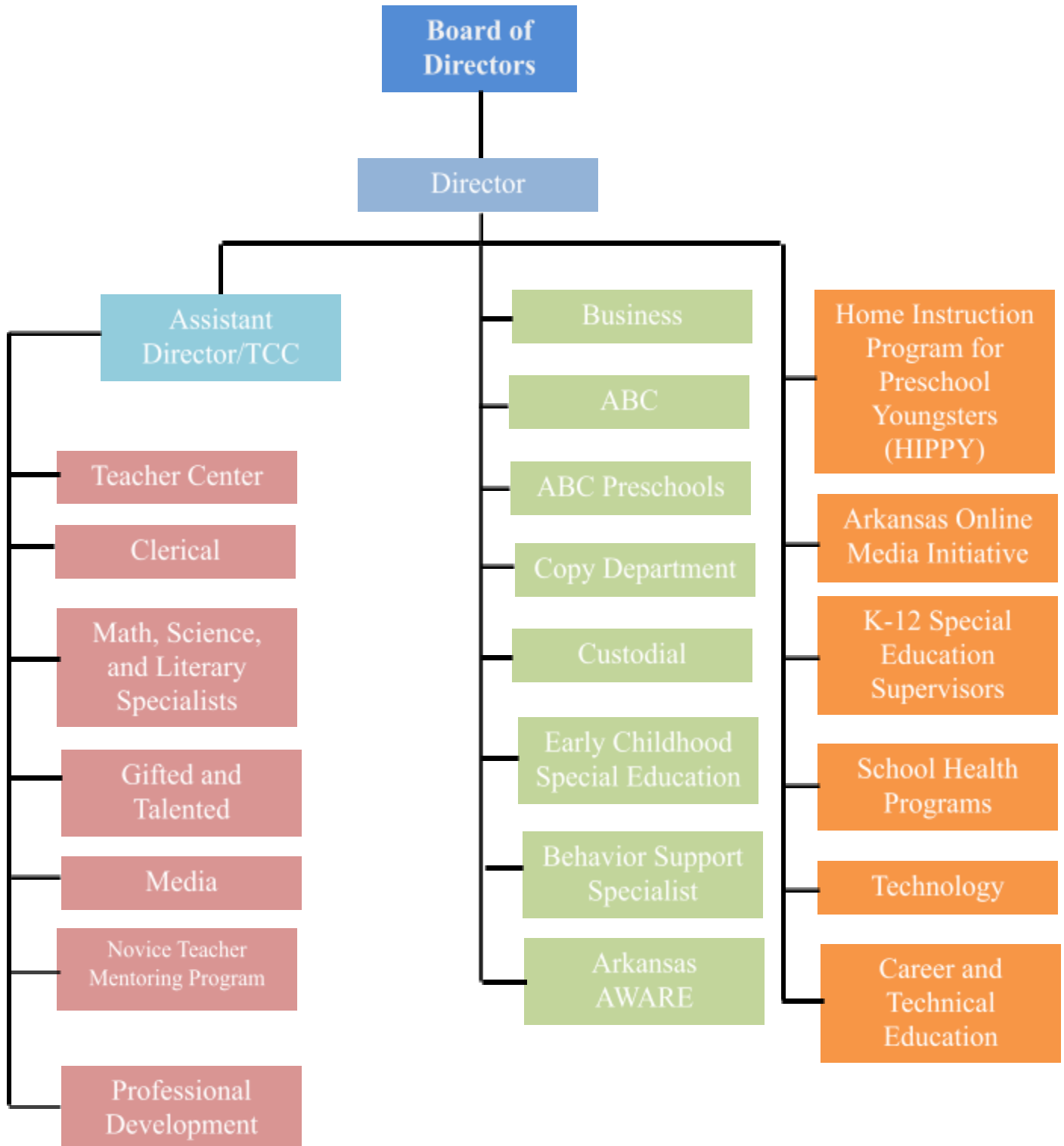
**Quality Educational Services Through Resourceful
Partnerships**



**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
Vanessa Thomas Jones	President	Cotter
Bryan Pruitt	Vice President	Eureka Springs
Wes Henderson	Secretary	Yellville-Summit

Members of the Board

Name	Position	School District
Anthony Dowdy	Superintendent	Alpena
Sarah Alexander	Superintendent	Bergman
Owen Powell	Superintendent	Berryville
Brenda Napier	Superintendent	Deer/Mt. Judea
Kelvin Hudson	Superintendent	Flippin
Dr. Matt Summers	Superintendent	Green Forest
Dr. Stewart Pratt	Superintendent	Harrison
Dr. Candra Brasel	Superintendent	Jasper
Tami Richey	Superintendent	Lead Hill
Dr. Ryan Huff	Superintendent	Omaha
Jeff Lewis	Superintendent	Ozark Mountain
Alan Yarbrough	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.

Elementary Teacher Positions	Name	District	Term Expires
	Ashley Massengale	Alpena	Aug-22
	Kim Vanderpool	Deer/Mt. Judea	Aug-23
	Alesha Deweese	Lead Hill	Aug-23
Middle/Jr. High Teacher Positions	Name	District	Term Expires
	Heather Zaloudek	Berryville	Aug-22
	Jan Bandy	Flippin	Aug-23
	Gideon Keas	Eureka Springs	Aug-24

HS Teacher Positions	Name	District	Term Expires
	Alisha Dixon	Ozark Mountain	Aug-22
	LaDonna Mendleski	Cotter	Aug-23
	Melanie Middleton	Valley Springs	Aug-24
Admin Positions	Name	District	Term Expires
	Mark Ditmanson	Harrison	Aug-22
	Todd Parker	Jasper	Aug-22
	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

Education Service Cooperative (ESC) Annual Report

Date: 6/30/2022 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: 14,378

Number of Teachers: 1,792

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? 12
Executive Committee? N/A
When is the regular meeting? 3rd Friday of the month
Date of current year's annual meeting: June 16, 2022
- 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 11, 2021, February 10, 2022, and March 9, 2022
- C. When was most recent survey/needs assessment conducted? January 2022
[OUR Co-op 2022 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 2021-2022
S=State, F=Federal, B=Base Funding, D=District Allocation

M=Male, F=Female

White=W, Hispanic=H

2021-2022 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
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
CARNEY	REBECCA	Paraprofessional	S			W	F
CARTER	JANAH	Paraprofessional	S			W	F
CIMINO	LISA	Special Needs Teacher	S			W	F
CLEMONS	PHAEDRA	Paraprofessional	S			W	F
COLLINS	ALANNA	Paraprofessional	S	X		W	F
CLINE	NATHAN	Technology Coordinator	S			W	M
CRINER	PAULA	Special Ed Supervisor	D			W	F
CONDERY	TAMMIE	Paraprofessional	S			W	F
COTHRAN	BEVERLY	Hourly Teacher Mentor Advisor	S			W	F
CROW	HAYLIE	Paraprofessional	S	X		W	F
CROW	KATLYNNE	Hippy Home Visitor	S			W	F
DAVIS	KELLY	Hippy Home Visitor	S			W	F
DEAN	TONYA	Paraprofessional	S			W	F
DECATOR	SAMANTHA	Paraprofessional	S			W	F
DICKARD	DANA	Administrative Secretary	S			W	F
DUNCAN	ELIZABETH	Paraprofessional	S			W	F
EPPERLY	SHELLY	Paraprofessional	S	X		W	F
FAIRCHILD	NICOLE	AWARE Behavior Support Specialist	S			W	F
FIELDS	ALISHA	Paraprofessional	S			W	F
FITZPATRICK	KIMBERLY	Preschool Teacher	S			W	F
FLUD	MELISSA	Special Needs Teacher	S			W	F
FLUD	SHANE	Math Specialist	S			W	M
FOWLER	KIMBERLY	Teacher Center/Asst. Director	S			W	F
GAHLBECK	KAYLA	Administrative Secretary	S			W	F
GETZ	ASHLEE	Paraprofessional	S			W	F
GRANT	SHARON	Literacy Specialist	S			W	F
GREEN	JUDITH	Hourly Teacher Mentor Advisor	S			W	F
GRICE	CHARITY	Paraprofessional	S			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
	HENTHORNE	LORI	AWARE Behavior Support Specialist	S			W	F
	HOLT	SANDRA	Speech Pathologist	D			W	F
	HONEYCUTT	LACHELLE	Paraprofessional	S			W	F
	HOWIE	MERICA	Literacy Specialist	S			W	F
	HUDSON	AMY	Speech Pathologist	S			W	F
	HUEBNER	THERESA	Paraprofessional	S			W	F
	JEFFREY	CARA	Preschool Teacher	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	KAILEY	Preschool Teacher	S			W	F
	KING	DARCIE	Hippy Home Visitor	S			W	F
	KING	AMBER	Preschool Teacher	S			W	F
	LACKEY	MALLORY	Preschool Teacher	S			W	F
	LAMBE	CINDY	ABC/Hippy Coordinator	S			W	F
	LANGSTON	RITA	Hippy Home Visitor	S			W	F
	LEDBETTER	KRISTE	Hippy Home Visitor	S			W	F
	LEE	TERINA	Administrative Secretary	S			W	F
	LEMLEY	JAMIE	Paraprofessional	S	X		W	F
	LOVE	LADONNA	Paraprofessional	S			W	F
	LOVELACE	MINDY	Preschool Teacher	S			W	F
	MAGEE	JACQUELINE	Paraprofessional	S			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	X		W	F
	MOORE	STACY	AWARE Behavior Support Specialist	S			W	F
	MORGAN	AMANDA	Preschool Teacher	S			W	F
	MORRIS	TIFFANY	Paraprofessional	S	X		W	F
	NICHOLS	GARY	Custodian/Maintenance	B			W	M
	NORTON	CHRISTY	Business Manager	B			W	F
	PARTON	DANIELLE	Preschool Teacher	S	X		W	F
	PARTON	TIFFANY	Paraprofessional	S	X		W	F
	PAYNE	LARUE	Paraprofessional	S			W	F
	PLEDGER	LINDA	Hourly Teacher Mentor Advisor	S	X		W	F
	RAMER	CALLIE	Paraprofessional	S	X		W	F
	RAMSEY	TRISHA	Paraprofessional	S			W	F
	RANDALL	BOBBIE	Paraprofessional	S			W	F
	REED	DEANA	Special Needs Teacher	S			W	F
	REMPER	TRESSA	Paraprofessional	S			W	F
	RICHARDSON	KATELYNN	Paraprofessional	S			W	F
	RICHARDSON	LINDA	Paraprofessional	S			W	F
	RICKETTS	CINDY	Hippy Home Visitor	S			W	F
	RICKETTS	JANET	Paraprofessional	S			W	F
	RINE	TRACY	Administrative Secretary	D			W	F
	ROBERTS	ANNABELLA	Hippy Home Visitor	S			W	F

	ROBERTS	CARLA	Paraprofessional	S			W	F
	ROGERS	LESA	Special Ed. Supervisor	D			W	F
	ROGERS	JANICE	Special Needs Teacher	S			W	F
	ROCHOW	AMY	Preschool Teacher	S			W	F
	RYAN	SAMANTHA	Paraprofessional	S	X		W	F
	SALE	KAREN	Paraprofessional	S	X		W	F
	SHAW	KYLEE	Paraprofessional	S	X		W	F
	SLAPE	GAYLE	Assistant Hippy Coordinator	S			W	F
	SMITH	BRENDA	Paraprofessional	S	X		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	X		W	F
	TILLERY	JAMIE	Paraprofessional	S			W	F
	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	X		W	F
	WINDEL	NATHAN	Science Specialist	S			W	M
	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	X		W	F
	YOUNG	KAYLA	Paraprofessional	S	X		W	F
	ZUMALT	ERICA	Paraprofessional	S			W	F

Employees Related by Blood / Marriage

Name	Position	Supervisor	Relationship
Shane Flud	Math Specialist	Kim Fowler	Husband
Melissa Flud	Special Needs Teacher	Lanna Bullington	Wife
Hilary Bullington	Cook/Custodian	LaRue Payne	Daughter-In-Law
Lanna Bullington	ECSE Supervisor	Jeff Cantrell	Mother-In-Law

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 2021-2022](#)

[OUR Co-op PD Summary 2021-2022](#)

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 2021-2022 User Satisfaction Survey Results](#)

[OUR Co-op 2021-2022 User Satisfaction Survey Results](#)

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

Approximate the number of titles in media center 277

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

How many districts participate in the media program? 16

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

Do districts contribute dollars to the media services? Yes No

If yes, then:

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

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

If yes, then:

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

IV. Administrative Services

Please check administrative services offered through the co-op:

- Cooperative purchasing
- Conduct Annual Needs Assessment /Planning assistance
- Special education services
- Gifted and talented assistance
- Grant writing assistance
- Personnel application
- Assist/support with Evaluation procedures (OSR, GT Program Evaluation, Special ED Evaluation etc.)
- Migrant student identification
- Bookkeeping assistance
- Technology training
- Curriculum support (Arkansas Standards)
- Business Management training
- CTE Coordinator/Perkins Consortium Administration
- E-Rate applications
- Assessment data analysis
- Instructional facilitator training
- Math/Science/Literacy specialists
- Numerous professional development opportunities for teachers
- Administrators and Local Board Members Training
- Other (please specify)
- Fingerprinting
- Printing
- 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)
- Speech Pathology Services
- HIPPY
- Low incidence handicapped (vision/hearing)
- ABC Preschool Centers
- Other (Please specify):
- Early Childhood Special Education 3-5 years of age
- 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)

VI. Anecdotal Reports

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

Workforce Initiative Network (WIN)

WIN was established by the Boone County Economic Development Corporation and Harrison Chamber of Commerce. Key partners in the work of this network include O.U.R. Education Cooperative and North Arkansas College. The purpose of WIN is to educate and promote local career opportunities to students in 8th – 12th grade within the O.U.R. Co-op area. Over the course of 9+ weeks, recorded industry tours were provided each Monday and live Q & A sessions took place each Thursday from 11:00am – 11:30am where there was discussion of career opportunities and skills needed for success. All recordings were posted to a [the WIN website](#) that educators and students have unlimited access to. These meetings were used locally and state-wide to meet Perkins advisory council requirements. WIN received state and regional notoriety for this ingenuity. The 1st WIN Leadership Academy was established in Fall 2021 and included 15 teachers and counselors conducting a book study, reviewing workforce data, and having bi-weekly one-on-one conversations with local industries to address local workforce needs and overcome barriers. The 3rd rendition of the WIN magazine is planned to be released to O.U.R. Co-op schools in Fall 2022. The Boone County Leadership Institute hosted a mock interview session with Gen 1 career and higher education students where the Institute interviewed 20+ students for the purpose of preparing them for future

interviews. Future plans of pursuing a mock interview session that all OUR Co-Op schools are invited to is being discussed with North Arkansas College and the Northwest Arkansas Economic Development District.

Parapro Testing

O.U.R. Education Service Cooperative provides a proctor and testing machines for the online Parapro Praxis test. During the 2021-2022 year, the co-op administered the assessment three (3) times to six (6) individuals in one testing session.

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 2021-2022 year, co-op staff completed fingerprinting for approximately 801 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 2021-2022 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 scheduled weekly or bi-weekly 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 will begin providing services for the 2022-2023 school year.

VII. Employment Policies and Practices

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

Employed

Number of new males employed by the cooperative for the 2021-2022 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 2021-2022 school year:

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

 8 White

 0 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

Terminated

Number of males terminated by the cooperative during the 2021-2022 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 2021-2022 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 2021-2022 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 2021-2022 school year:

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

 27 White

 0 African American

 0 Hispanic

 0 Asian

 0 American Indian/Alaskan Native

O.U.R. Education Co-op Support Efforts for Co-op Area Districts during 2021-2022 School Year Due to COVID 19

All Arkansas public schools resumed onsite learning during the week of August 16, 2021. Districts faced challenges as they worked to prepare for and remain in school for on-site learning. During this school year, there have been periods of time when classes, grades or entire buildings had to pivot to offsite remote learning due to high numbers of positive COVID 19 cases or high numbers of staff and/or students being quarantined.

Actions to provide support included:

1. Assisted in the distribution of DESE developed surveys and the collection of data from these surveys.
2. Disseminated information related to Arkansas Ready to Learn Re Entry and Re Engagement/Continuity of Learning Plans as districts prepared for the 2021-2022 school year as well the required periodic updating of these plans.
3. Co-op personnel met routinely (weekly or bi-weekly) with DESE personnel. Weekly or bi-weekly meetings were then held with superintendents and other administrator groups to share updated information.
4. Based on information shared during the on-going meetings with DESE, information related to the use of ESSER and ARP ESSER money was shared with administrator groups.
5. Served as the fiscal agent for the dissemination of the ELC Reopening Schools Reimbursement Grant from the Arkansas Department of Health.
6. Providing trainings to support schools in the use of google classroom and other LMS/CMS platforms as a method of delivering blended instruction.

OUR Education Co-op provided support to various groups including superintendents, principals, curriculum and testing coordinators, federal coordinators, dyslexia specialists, etc. through regular face to face and/or virtual meetings with the purpose of sharing updates and providing collaboration opportunities for personnel from co-op districts. Meeting format was determined by the level of COVID infection in the area at a given time as well as what format best suited the needs of the group members.

Content Specialists provided some professional learning in a face to face manner and some in a virtual setting. They continued their own professional learning through building capacity in converting professional development to a digital format and modeling the use of a variety of tools which support virtual learning. They provided on-site support to the greatest extent allowed and continued to provide support via digital means to schools and districts requesting support.

During the spring semester, co-op staff assisted four of the 16 co-op districts in the updating and resubmission of Digital Learning Plan applications. These four district plans were only approved for the 2021-2022 year and had to be resubmitted for approval in order for the district to offer a digital option for the 2022-2023 school year. This planning was comprehensive with regards to all aspects of digital learning. Co-op staff reviewed plans with districts prior to the districts submitting to DESE, and reviewed DESE feedback comments with district personnel following DESE's review.

The Arkansas Department of Health opted to utilize education co-ops for distribution of the ELC Reopening Schools Grant. This reimbursement grant provides a specific amount per district with the O.U.R. Co-op grand total \$949,765. These funds can be used by districts to fund activities that provide for detection and prevention of COVID-19 in schools, with a continuing focus on screening/testing as a mitigation strategy. Most current CDC guidance is to be used to determine appropriate strategies. Information related to the pandemic is continually updated as scientists learn more about the virus, therefore, the guidance related to this grant is continually evolving. Because of the fluid situation, guiding schools on appropriate use of these dollars can be time consuming.

During the 2021-2022 school year, DESE provided the co-ops with a technology grant funded by ARP ESSER dollars. The purpose of this grant is to better equip the co-ops for remote learning situations. We are in the process of updating

conference rooms with equipment which provides higher quality audio and visual when sessions are connecting virtually. Other updates are being made to support increased connectivity if virtual meetings/professional learning should be necessary.

OUR Education Co-op special education supervisors continued to serve a key role in providing ongoing guidance to special education teachers to ensure the delivery of support necessary to meet the needs of students with IEPs. Assistance included reviewing and assisting with paperwork, sharing resources including curriculum which could be used to deliver remote support, assisting in selection of digital programs as provided by the grant mentioned in the previous paragraph, providing guidance to schools regarding delivery of services and related services when virtual learning was necessary for students with IEPs, assisting with scheduling conferences, etc. The supervisors continued to coordinate related services including speech therapy, occupational therapy, and physical therapy services needed to meet individual needs of students.

The O.U.R. Co-op Early Childhood Special Education Department provided alternative instruction to students with disabilities if the student or the staff were quarantined due to COVID19. Because of the varying degrees of internet connectivity within the co-op area, staff members analyzed the circumstances for each student served with a differentiation of delivery means based on each family's connectivity status. A hotspot was provided to families who did not have internet access and were not able to access face to face instruction because of a quarantine or fragile medical conditions. We also provided hotspots to staff members with no internet connection so that they could provide online instruction during any time of quarantine or classroom closure. Therapy services were provided through a variety of means including use of zoom sessions, YouTube channel videos, and paper packets and face to face presentation. In addition to providing instruction, staff members contacted parents on a routine basis. Conferences were held via a variety of means based on the situation. Parents were also provided with documentation of these conferences.

The O.U.R. Co-op HIPPIE home visitors continued to provide services to families in the 2021-2022 program year. This was accomplished by dropping HIPPIE lesson packets at a pre-designated spot—often the front porch of the family home. Parents were then contacted via phone to provide guidance regarding delivery of the lesson which had been dropped off. A web version, HIPPIE 3.0, was made available for the families interested in accessing the HIPPIE curriculum via the internet. HIPPIE home visitors continued to drop off the HIPPIE books and needed supplies for the curriculum. Weekly contact with families using HIPPIE 3.0 continued by phone as well. The HIPPIE home visitors provided additional support for families through answering questions about COVID-19, offering resources for online activities, and assisting in signing up for school meal deliveries. Rental and utility assistance resources were provided to the families in the program impacted by the pandemic. Weekly staff meetings with the home visitors were conducted in person. Social distancing, and masks were practiced. Daily temperatures were taken by each HIPPIE home visitor.

The O.U.R. ABC Preschool Program provided on site services to all 14 sites during the 2021-2022 school year. Throughout the year, if a classroom or center had to close due to quarantining for a positive COVID case, remote learning was available for children to ensure that learning was still taking place. Materials had been sent home at the beginning of the year for students to use in case of a quarantine.

Onsite professional development held by the co-op at the beginning of the 2021-2022 year was held with appropriate distancing of participants to lessen the likelihood of spreading of the COVID 19 virus to personnel from the co-op districts which lessened the maximum number of attendees greatly. As we progressed into the spring semester, we saw the number of COVID cases decreasing greatly which allowed us to resume more “normal” operations. The plan for the summer of 2022 is to proceed as before COVID with co-op staff monitoring data from the Arkansas Department of Health regarding infection rates in the area.

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
Christy Norton	Business Manager	
Alecia Sooter	Assistant Bookkeeper	

Goal

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

2021-2022 Funding Source

For the 2021-2022 year the O.U.R. Cooperative had a total of 37 program accounts and had a budget of \$8,264,468.81. Actual Expenditures were \$8,021,030.97. The total revenue and carry over balances for the year was \$13,461,290.07.

2021-2022 Funding Source

State/Local Funding

Cash on Hand \$1,204,239.33

- Base Funding \$408,618.00
- Interest on Investments \$48,033.95
- Admin Receipts \$293,043.73
- GT Advance Placement \$11,400.00
- ESC Professional Development \$135,589.15
- Paper Sales \$85,736.26
- Revenue Local Sources \$6,168.13
- Copy Department \$4,456.05
- Pathwise Mentoring \$160,562.00
- Early Childhood – Headstart (2030) \$1,038,354.01
- Early Childhood Tuition (2041) \$25,168.50
- National Board Bonus \$365,799.50
- Technology Grant \$80,000.00
- Special Education \$270,759.26
- Speech \$96,900.00

Content Specialist \$450,000.00
GT Coordinator \$30,000.00
Workforce Ed Coordinator \$50,000.00
ABC Grant \$1,891,110.00
ABC Tuition \$69,495.97
Hippy Grant \$467,818.00
Math Carnival \$1,440.00
Science Fair \$920.00
GT Student Activities \$7,684.50
GT Aegis Grant \$15,350.00
ARP Technology Grant (Local) \$2,345.10

Total Local/State Funds \$6,016,752.11

Federal Funds

ELC Health Grant \$709,456.68
Workforce Ed Consortium (6570) \$222,487.00
Perkins Agri Grant \$1,053.39
Preschool Medicaid \$25,889.15
ARMAC \$37,112.99
ACA Infant Home Visiting \$57,640.76
Special Ed Mentoring \$20,000.00
AWARE \$630,780.37
AR Department of Human Services \$1,454,331.50
Covid Vaccine Incentive \$12,130.97
ARP Technology Grant \$21,105.95
K-5 Stem Integration \$1,500.00

Total Federal Funds \$3,193,488.76

Food Service

Snack Reimbursement \$33,999.98

Grand Total \$9,445,922.50

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 Pentamation 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

Mary Heginger	APSCN Student Field Analyst	

Goal

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

Program Summary

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

Major Highlights of the Year:

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

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

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

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

Goal

To work statewide in assisting 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.

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 2022, 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 Project Manager	MA, LPC
Stacy Moore	Behavior Specialist—Valley Springs Site	Ph.D.
Lori Henthorne	Behavior Specialist—Ozark Mountain Site	BA
Stephen Johnson	Behavior Specialist—Eureka Springs Site	BGS

Goal

The goals of AWARE Arkansas are as follows:

Goal 1: To increase coordinated referrals, mental health services and programs, and follow-up for children by (a) increasing access to mental health services and (b) increasing screenings and early intervention.

Goal 2: Increase outreach and engagement among youth, families, schools, and communities to increase awareness and implementation of mental health identification, services, and programs by conducting outreach to and engagement of youth and families, connecting families and communities to support youth mental health, and increasing links across community resources for youth and their families.

Goal 3: Develop the infrastructure that will sustain mental health among youth and maintain mental and behavioral health services when federal funding ends by fostering skills in youth and schools that promote resilience, pro-social behaviors, and reduce youth violence; promoting early intervention; developing ongoing and sustainable tiered processes and programs to screen for and address mental and behavioral disorders; ensuring that a critical mass of family and community members are aware of and trained in mental health issues; and increasing coordination and integration of local and state efforts to support mental health programs.

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.

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
Kelly Griffin, Lead Statewide Computer Science Specialist, MAT
Alex Moeller, Statewide Computer Science Specialist
Eli McRae, Statewide Computer Science Specialist
Jim Furniss, Statewide Computer Science Specialist
John Hart, Statewide Computer Science Specialist, MLIS
Leslie Savell, Statewide Computer Science Specialist, MSE
Lori Kagabein, Statewide Computer Science Specialist
Tammy Glass, Statewide Computer Science Specialist
Zachary Spink, Statewide Computer Science Specialist
Mark Barnes, Statewide Computer Science Specialist

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:

- K4 Introduction to CS
- K4 Deeper Dive into CS
- 5-8 Introduction to CS
- 5-8 Deeper Dive into CS
- Coding Block
- Coding Block Resources
- goIT Training
- K-8 CS Lead Teacher Stipend Program
- Arkansas Computer Science and Computing Educator Academy
- 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 Apps
Intermediate Robotics
Intermediate Cybersecurity
Intermediate Python
Intermediate Game Design
Intermediate Java
Advanced Python
Advanced Java
Advanced Networking
Advanced Cybersecurity
Advanced Placement Computer Science A
Advanced Placement Computer Science Principles
Advanced Game Development and Design
Advanced Mobile Applications
Advanced Robotics

Events/Committees/Projects Assisted with:

TechFest October 2021
Family Code Day at UALR December 2021
National Computer Science Education Week Kickoff - Governor's Mansion December 2021
CS Education Week Activities December 2021
Arkansas Data Science and Computing Summit December 2021
Monthly Computer Science NewsLetter
TSA State Conference
Regional Governor's Coding Competition February 2022
CSTA Scholarship February 2022
CTSO Day at the Capitol February 2022
Black History Month - Historical Computer Scientists February 2022
Women in Cyber at Innovation Hub March 2022
Women's History Month in Computer Science March 2022
CS Educator of the Year March 2022
STEM Expo March 2022
Educator Rising Regional Event March 2022
Innovate for Good - Women's Foundation March 2022
Support of Robotics Competitions (VEX, FIRST) March 2022
Great Arkansas History Video Game Coding Competition March 2022
Allstate Governor's Coding Competition April 2022
Innovation Grant May 2022

Conferences Presented at:

TSA Fall Leader Conference
Code.org Education Conference November 2021
CTE New Educator Conference

MAJOR HIGHLIGHTS OF THE 2021-2022 YEAR:

Growth and Development in Accessibility in Computer Science
Arkansas joins Code.org as a Regional Training Partner
Developmental Work on Alternative Computer Science Standards
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 650+ education professionals and 682+ students.
Lead Judge and Coding Challenge Creator for All-Region and All-State Governor's Coding Competition.
Computer Science Education Advancement Act of 2021 - Act 414 of the 93rd General Assembly (Act 414)
Administration statewide site visits for implementation of ACT 414
Continued growth, development, and support of TSA
National Computer Science Education Week Kickoff - Governor's Mansion December 2021
Computers ARE Fun - Summer Video Series
Computer Science Completer Cords
State Of Computer Science Education Report - Code.org

ONGOING SUPPORT:

Specialists have developed and will deliver nine new trainings this summer. This is in addition to the other 20 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. Our goal is for all districts to go into 2022-2023 with an identified plan of implementation.

For districts who currently do not have an identified CS teacher, the specialists are working to help identify personnel who may be able to fill that role and school needs.

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.

A total of 116 schools have been visited to this date. The following is the number of districts visited within your cooperative:

Program DESE Technology Outreach 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) Technology Outreach Team/Online Media Production is the development of a statewide system for the promotion, creation, distribution, and use of digital media content through popular online outlets including, but not limited to: YouTube, Arkansas Digital Sandbox, podcast outlets and/or any other useful online media outlet approved by DESE Research and Technology. 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/research-and-technology> for full details.

Program Summary

DESE Technology Outreach/Online Media Production 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 (2021-2022)

Podcast: Arkansas A.W.A.R.E., G.U.I.D.E. for Life, SMACtalk for Teachers, Arts in Arkansas: Spotlights, Living in Beta Mode, Arkansas 21st CCLC and O.U.R. Science Lens 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 Behavior Support Specialist
Funding Source ADE Grant from Special Education 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

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

STATE LEVEL INITIATIVE: BX³ PROJECT

PARTICIPATING DISTRICTS:

Cohort 2- Ashdown, Drew Central, Greenwood, Prescott, Warren

Goal

- To build sustainable programming and a legally defensible process for Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) based on evidence-based practices
- To empower the BX³ Teams to develop, train and sustain behavior related policies across the district

Program Summary

The Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Education - Special Education Unit provide training and coaching as part of the BX3 (Behavior eXtreme 3 – Training, Coaching, Empowering) project. The BX3 project is designed to build the local capacity of districts in working effectively with students with challenging behaviors and is aligned to the Arkansas State Systemic Improvement Plan.

This multi-year initiative has two goals. The first goal is to increase the knowledge base and capacity of educators regarding the development of legally defensible Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) based on evidence-based practices. This will be accomplished through providing district BX3 teams with professional development around effective supports for students exhibiting moderate and severe behaviors followed by on-site coaching opportunities. The second goal is to empower the BX3 team to develop, train, and sustain behavior-related procedures across the district to improve the outcomes of students with challenging behaviors.

Major Highlights of the Year (2021-2022)

- 100% retention rate from Year 2 to Year 3 for Cohort 2
- Cohort 2 included five districts serving underrepresented areas
- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that the BX3 Coaches helped them to understand the steps critical to performing the skill
- 97% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that they felt confident in their ability to implement the steps critical to performing the skill after receiving coaching.

- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that coaching on identified skills was beneficial
- Provided a total of 12 virtual and/or in-person regional trainings throughout the state for Cohort 2 during their third year of participation in the BX3 Project
- Assisted BX3 Teams in 2 with the development of district websites for RTI-Behavior.
- 5 Cohort 2 BX3 created a presentation of their districts BX3 team and presented to stakeholders including district school boards

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 receives 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 2021-2022:

- Provided on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for 138 students 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 2021-2022:

- Created online modules that all educators can access for professional development at any time
<https://arbss.org/courses-2/>
 - o Essential Classroom Behavior Management Strategies

- o Behavior Intervention Plans
- o Response to Intervention for Behavior
- Launched 17 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/>
- BSS provided over 105 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 1500 participants
- BSS have 29 additional professional learning opportunities scheduled by the end of 6/30/22

ADDITIONAL BSS HIGHLIGHTS OF 2021-2022:

- Presented at AAEA on Act 1084
- Presented at AAEA School Law Conference with Courtney Salas-Ford on Act 1084
- 17 BSS attended the AAEA Fall Conference on Behavior the Forgotten Curriculum
- 9 BSS attended the International Association of Positive Behavior Supports
- 3 BSS attended the CalABA 40th Annual Western Behavior Analysis Conference
- 1 BSS attended the LRP Institute Convention
- 2 BSS will attend the Association of Applied Behavior Analysis Convention
- Presented on BX3 at the DESE Mental Health and Behavior Planning Retreat
- Served on DESE Leadership Team for Arkansas THRIVE
- Will support the launch of DESE Arkansas THRIVE in 7/2022 including providing professional development during the academy

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

Competitive Grant

Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Emilee Tucker	Career and Technical Education	MS/BS

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 \$50,000 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, provided 19 weeks of **virtual industry tours and live Q & A sessions** with local businesses and industries to students & educators. These tours and recorded Q & A sessions were utilized by O.U.R. Co-op schools, and many of the educational co-ops across the state, and DCTE. The CTE Coordinator also received DCTE approval for schools to use the videos for the Perkins-required local and regional CTE advisory council meetings for the 2021-2022 school year. The CTE Coordinator created a **WIN website** where all of the current recordings are housed.

The CTE Coordinator, in collaboration with the Harrison Regional Chamber of Commerce, hosted the first five sessions of **WIN Leadership Academy**. The sessions included 15 teachers and counselors 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 2-3 months.

The CTE Coordinator participated in the 9-month **Boone County Leadership Institute**. This institute is an issues-oriented leadership development program that has been designed to inform, motivate and challenge selected participants through education and interaction with community, county, and state leaders and decision makers. Boone County Leadership Institute is a program of the Harrison Regional Chamber of Commerce.

The CTE Coordinator, in collaboration with the Boone County Leadership Institute, hosted a **mock interview session** for over 20 students at Harrison High School that targeted Gen 1 career and/or higher education students. Discussions are taking place with North Arkansas College and the Northwest Arkansas Economic Development District to try to replicate this on a larger scale. One outcome of this was partnering with North Arkansas College and J & B Auto Service to place a Gen 1 higher education student in the automotive program at North Ark and help him obtain a paid apprenticeship.

The CTE Coordinator was chosen for a randomly selected **Perkins audit** in Spring 2022 for 75% of Perkins purchases made in the 2021-2022 school year and passed with zero audit findings.

The CTE Coordinator **mentored CTE Coordinators** from Wilbur D. Mills Education Service Cooperative and Northcentral Arkansas Education Service Cooperative.

The eCTE Coordinator wrote, collected quotes for, ordered and processed payments for all consortium **Perkins grants (\$222,487.00)**

The CTE Coordinator helped OUR Consortium schools submit 11 **startup grants**. All grants were approved and 10 out of the 11 were funded for a total of \$257,803.71 (the 5th largest amount received in the state--\$5,000 less than the 4th largest amount).

The CTE Coordinator submitted eight **innovation grants** and got one approved for a total of \$30,800 (51 total schools were approved for innovation grants across the state in Spring 2022 and four of those 51 were from OUR consortium schools).

The CTE Coordinator submitted 12 **non-traditional grants** and got two approved for a total of \$16,695 (only 7 total non-traditional grants were approved for the entire state in Springs 2022).

Collectively, the CTE Coordinator brough \$527,785.71 funds into the OUR Consortium in the 2021-22 school yea

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position
John Ashworth	Executive Director
Dr. Brandie Benton	Director of Curriculum and Instruction
Dr. Michael Lar	Director of Operations
Candice McPherson	Director of Design and Development
Jeremy Woodward	Director of Technology
Jason Bohler	Core Campus Director
Ellora Hicks	Concurrent Credit Campus Director
Christie Lewis	CTE Campus Director

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

Program Summary

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses,

resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning. www.virtualarkansas.org

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

Virtual Arkansas is comprised of 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 2021-2022 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students
- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- 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
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences
- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training
- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator

- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper “Scaling High Quality Content & Courses Statewide With Canvas”
- 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 Director's Office/Administration
Funding Source Base Funds

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

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

Program Summary

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

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

Program Early Childhood
Funding Source Arkansas Better Chance

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Cindy Lambe	Coordinator	BSE-ASU, MSE-UCA
Dana Dickard	Administrative Assistant	Associates in Accounting
Terina Lee	Receptionist	Associates in Business

Director/Teachers	Danielle Talley	Amy Hendon
	Amy Rochow	April Wyas
	Bobbie Jo Randall	Amanda Morgan
	Kathy Brasel	Jodi Moenning
	Tonya Dean	Cara Jeffrey
	Callie Ramer	Kailey Haworth
	Carla Roberts	Mindy Lovelace
	Jamie Lemley	Amber King
	Kim Fitzpatrick	Jessie Camp
	Jamie Tillery	Rebecca White
	Rachel Turner	Trisha Ramsey

Position	Name	Name
Paraprofessionals/Aids	Erica Zumalt	Tiffany Parton
	Jackie McGee	Elizabeth Duncan
	Karen Sale	Kylee Shaw
	Sarah Head	LaDonna Love
	Rebecca Carney	Alisha Fields
	Darcie King	Haylie Crow
	Tressa Rempel	Kayla Young
	Samantha Ryan	Shelly Epperly
	Makayla Harderson	Alanna Collins
	Amanda Bunting	Katie Richardson
	Janah Carter	Heather Beyen
	Samantha Decator	Theresa Huebner
	Samantha Sparks	Phaedra Clemons
	Tammi Condery	Brenda Smith
	Ashley McCloud	Christina Uber
	RaChelle Starnes	LaChelle Honeycutt
	Cora Montgomery	

Goal

The OUR Cooperative ABC Preschool Program goal is to provide quality preschool services to 353 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 \$1,891,110.00

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:

- *Implemented Pre-K Rise in our classrooms and began using Launchpad for Pre-K Literacy.**
- * All ABC classrooms received a 3-star rating in Arkansas's Better Beginnings Quality Rating Scale**
- * ABC Classrooms passed Arkansas Better Chance Compliance Review**

Program Early Childhood Special Education
Funding Source Federal and State Funding

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

The O.U.R. Educational Cooperative's Early Childhood Special Education Program provides a number of free services for preschool children ranging between three and five years of age. In addition to the thirteen districts that we serve within our service cooperative area we also serve the Mountain Home School District. For the 2021-2022 school year we served 211 special needs children and screened 1,738 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, VI-B funding, Medicaid, ARMAC, and tuition income. To date for the 2021-2022 school year the revenue received from these funding sources totaled \$903,714.13

SCHOOL	DEC.1 CHILD COUNT
ALPENA	6
BERGMAN	6
BERRYVILLE	24
COTTER	7
DEER/MT.JUDEA	4
EUREKA SPRINGS	8
FLIPPIN	12
GREEN FOREST	24
JASPER	6
LEAD HILL	4
MTN HOME	72
OMAHA	7
OZARK MTN	8
VALLEY SPRINGS	9
YELLVILLE	14
TOTAL	211

Program Fingerprinting
Funding Source Base

Competitive Grant
 Yes No

Restricted Non-restricted Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Phillip Winkle	Technology Assistant	BA

Program Summary

Arkansas State, FBI, and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in a public school, charter school, or education service cooperative including classified personnel and substitutes. The Arkansas State and FBI checks require fingerprinting of the individual. The O.U.R. Co-op provides digital fingerprinting services for any education personnel in the area needing this service to meet the background check requirements. A fingerprinting fee is not charged. During the 2021-2022 year, co-op staff completed fingerprinting for approximately 800 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 has served as the Conference Chair for the state AGATE Conference. An annual site visit to the Arkansas Governor's School is also facilitated by the gifted specialists for local coordinators. 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 2021-2022 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 session for 10th-12th graders called Beyond Civility which was a workshop on civil dialogue. 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

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

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 2021-2022 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 \$467,818.00

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

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

Program Summary

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

RISE K-2 and RISE 3-6

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

Administrator Support for Science of Reading

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

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

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

Targeted Literacy Topics

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

Dyslexia Interventionist and Instructional Facilitation K-12

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

School Improvement Support K-12

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

School-Based Training

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

Strategic Instruction Model (SIM) for grades 4-12

The Strategic Instruction Model (SIM) Content Enhancement Routines (CER) provide support for teachers in organizing and presenting curriculum content in an understandable and easy-to-follow format for struggling learners. There are sixteen teaching routines that 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 is 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.

K-6 Literacy Specialists have worked closely with these districts during the 2021-2022 school year. They were at each district at least once a month as well as additional Zoom meetings. The specialists worked specifically with the administrators and teachers in each of those buildings providing academic support as well as building rapport with them. Their work was centered around the specific needs of the schools. The work included the following:

- Data Meetings (checked on progress and looked for trends)
- Data Resources (Excel sheets, progress monitors, key assessments, data teams)
- Classroom Observations with Clear Focus
- Debriefed lessons with feedback to teachers and administrators
- Modeled lessons for the teachers
- Coached teachers and administrators (SOR Smart Cards)
- Provided access to resources through a Shared Google Drive
- Wrote lessons for teachers

- Helped with new curriculum implementation to match the SOR and provided professional development to support this
- Utilized the RISE Regional Support Specialist to provide additional feedback and support
- Provided next steps

Support for level three schools in grades 7-12 included on-site classroom visits with feedback, model lessons, curriculum revision collaboration, support for administering and using data from assessments, grouping students for intervention, scheduling to allow access to support classes, content literacy support, writing and morphology PD sessions, Special Education and ELL inclusion support.

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 as they arise
- 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 and Arkansas iTunesU to District Leaders, Instructional Coaches, teachers, and other support staff throughout the OUR Cooperative area
- Make the OUR Cooperative Math Carnival a very successful event for our 3rd-8th grade math students (We are the only cooperative in the state that has this academic event.)
- 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-8th grade, Algebra I, Geometry, & Algebra II teachers.

Program Summary;

OUR Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics' Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2021-22 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.

MathQuEST (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 one & year two of this professional development summer 2022.

Major Highlights of the Year:

Our first Math QuEST cohort completed their two year journey of this professional development. We started a new cohort of teachers summer 2021. They will be in year two this next school year. We are also in the process of starting a new cohort of teachers summer 2022 as well.

We have one school, Berryville, which is using Illustrative Mathematics K-12. As implementation of this math curriculum progresses, we are hoping to be able to use this district as a model for other districts that may be considering use of the IM Curriculum.

The OUR Cooperative Math Carnival returned to normal Spring 2022. We had twelve schools compete in the event at North Arkansas College. Schools were excited to see kids compete in person again. It was a very fun & 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 12th grade.

Program Summary

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

Major Highlights of the Year:

Approximately 43 visits to the media center.

Program Novice Teacher Mentoring Program 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

Monica Springfield	G.T. Specialists/R & R Facilitator	M.Ed./BA
Kim Fowler	TCC/Asst. Director	Ed.D/MSE/BS

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 2021-2022 year, the program served approximately 165 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, TESS Law and Process and EdReflect 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

Nathan Windel	Science Specialist	Masters/Bachelors

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:

Major highlights of the year included a variety of science professional development sessions conducted during the year that pertained to Arkansas's science standards. Sessions were offered last summer and throughout the year with ongoing support at school sites and via Zoom throughout the year. Nearly all science summer workshops were offered virtually. One onsite workshop was held at Buffalo National River, and several student engagement sessions were held face-to-face at the Coop. School visits were more-or-less back to normal this year with some interruptions due to localized Covid issues.

OUR K-6 Regional Science and Engineering Fair: This year we held the Science Fair in person at the Coop. Approximately 48 students participated, representing 4 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 2023.

Project CAVES: AEGIS grant proposals were accepted this year, and Project CAVES was one of those funded. The camp is set for June 5-11. Caves along the Buffalo National River remain closed, so we will plan to hold most activities at the Ozark Underground Laboratory in Protom, MO.

STEM Model Program: A significant portion of time was dedicated to the launch and support of the pilot year of the STEM Model Program. The SMP is a state-level program to designate achieving schools as STEM Model Schools. The work this year involved developing and testing a system for applications to the SMP, evaluating applications, and

visiting applicant schools. In addition, this work connects with ongoing work with the AR DOE Smithsonian STEM Summit team—the science specialist is a member of that team.

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

Lesa Rogers	Special Education Supervisor	MSE+30
Lesa Barksdale	Special Education Supervisor	MSE+15
Paula Criner	Special Education Supervisor	MSE+36

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.

- Lesa Rogers: Ozark Mountain, Valley Springs, Alpena
 Lesa Barksdale: Bergman, Deer/Mt. Judea, Jasper, Lead Hill
 Paula Criner: Flippin, Cotter, Omaha, Ozark Mountain

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

- | | | | | |
|--|--|---|--|------------------------------------|
| <input checked="" type="checkbox"/> Alpena | <input checked="" type="checkbox"/> Deer/Mt.Judea | <input checked="" type="checkbox"/> Harrison | <input checked="" type="checkbox"/> Ozark Mountain | <input type="checkbox"/> Statewide |
| <input checked="" type="checkbox"/> Bergman | <input checked="" type="checkbox"/> Eureka Springs | <input checked="" type="checkbox"/> Jasper | <input checked="" type="checkbox"/> Searcy County | |
| <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

Paul Johnston	ADE Transition Consultant	MM, BSE, AAS
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Goals

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

Program Summary

Arkansas Transition Services (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, trainings, 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 Pop-up Professional Development Videos. These short videos focus on specific areas of Transition and are a resource that can be accessed anytime.
- Arkansas Transition Services and Inclusion Films is continuing to partner to provide The Inclusion Film Camp for students with disabilities. The 2022 camp will be held live this year April 25-29 at Pulaski Tech in North Little Rock. Students write, film, and produce a 7-10 minute short video. These experiences will

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.

- 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.
- CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) refresher training was held for districts that are set to implement the program this fall. The district leadership teams (Harrisburg, Rogers, and Magnolia) also attended 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 in order to experience successful post-school outcomes.
- College Bound Arkansas 2022 will be held June 27-29, 2022 on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed.
- Arkansas Transition Services and 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.
- Arkansas Video Modeling Train the Trainer training was provided by Dr. Ryan Kellems, BYU to participants from across the state. He provided a 2 day seminar where participants learned about video modeling, produced a video and received feedback on the video.
- ATS held its first face to face Transition Cadre in 2 years (due to COVID) for Transition Teams from across the state. This Cadre focused on the PISA and helped schools make an Action Plan to improve Transition in their district.
- ATS offered a statewide training in Executive Skills.
- 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 October 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.

- o NWAESC: Springdale-Transition Fair
 - o NWAESC: Pea Ridge-Transition Night/Fair
- Coop Trainings – 1 day of training (2 half day sessions) were offered virtually at all 3 Co-ops.
 - o “Compliance Training: Indicator 13 Checklist Walk-through”
 - o “Transition Assessment: Post Module Training”
 - o 9 attendees
 - NWAESC – Springdale, Farmington
 - OUR – Cotter
 - GFESC – Paris, Fort Smith
 - Other schools/agencies – Jonesboro
 - o Additional Trainings
 - Greenwood-Modified “Indicator 13 Walkthrough” - 12 attendees
 - Fort Smith-Modified “Indicator 13 Walkthrough” – 71 attendees
 - Bentonville-“Transition Assessment” – 12 attendees
 - Bentonville-Modified “Indicator 13 Walkthrough” – 5 attendees
- Technical Assistance was provided on a variety of Transition related subjects to over 140 teachers/staff in districts across the 3 co-op areas.
 - o NWAESC – Bentonville, Pea Ridge, Rogers, West Fork, Gravette, Springdale, Huntsville, Greenland
 - o OUR – Jasper, Harrison, Mt. Judea, Omaha
 - o GFESC – Greenwood, Mulberry/Pleasant View Bi-County, Fort Smith, Magazine, Alma, Scranton, County Line, Cedarville, Ozark
 - o Other - Arkansas Rehabilitation Services, NWA Down Syndrome Connection
- Presentations to Students
 - o NWAESC – UARK Undergraduate Transition Class-live, UARK Teaming 4 Transition Graduate Class-virtual
- Meetings regularly attended
 - o AASEA Area I and Area II (Special Education Supervisors)
 - o AR-CEC Board Meetings
 - o Project Search partners Sebastian, Crawford and surrounding Counties/Mercy Hospital/Access
- Trainings/Conferences Attended:
 - o NTACT National Capacity Building Virtual Institute
 - o Arkansas LEA Academy
 - o Division of Career Development and Transition International Conference
 - o HKNC Deaf/Blind Training
 - o SDLMI Training
 - o Video Modeling Train the Trainer Training
 - o Team Digital various
 - o DESE SPED Inclusive Classroom Training
 - o Executive Skills Training

Program Speech Language
Funding Source District Allocations

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

Sandra Holt	MS-CCC, SLP
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Goal

Provide participating districts with evaluation, consultation, and individualized intervention services for students with communication disorders which impede acquisition of basic educational skills. These disorders are in the general classifications of articulation, fluency, voice, and language.

Program Summary

Speech language services include screening, evaluation, diagnosis, and treatment of speech (articulation, fluency, voice, augmentative communications); language (receptive, expressive); and related skills (chewing, sucking, swallowing, control of oral mechanism, cognitive skills). Therapists are also responsible for report writing, completion of due process paperwork, parent conferences, teacher consultations, and Medicaid or private insurance billing.

Sandra Holt: Deer/Mt. Judea, Ozark Mountain

Major Program Highlights:

All compliance areas were met, therapy reports and due process requirements were completed in a timely manner, and Speech Language Pathologists maintained necessary programs and procedures to ensure the needs of students with Speech Language Impairments or other special needs are being met.

Program Teacher Center
Funding Source Base Funds

Competitive Grant
 Yes No

Restricted Non-restricted

Participating Districts

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

Personnel

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

Goal

- **To align** professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready.
- **To provide** adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.
- **To improve** the learning of all students by providing resources to support adult learning and collaboration.
- **To provide** curriculum development assistance as schools implement the Arkansas State Standards.
- **To 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 2021-2022 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 2021-2022 year continued to provide challenges for all schools as they have worked to deal with the effects of the pandemic and continue with onsite learning. During the fall of 2021, DESE was meeting with co-op directors and teacher center coordinators weekly to provide updated information related to the pandemic. These meetings transitioned to every other week as the fall progressed. Information included updates and

requirements from the Arkansas Department of Health, information related to the federal ESSER funds that districts were receiving, best practice to keep student populations engaged in onsite learning, etc.

- In addition, the co-op director and teacher center coordinator have participated throughout the year in a variety of zoom meetings providing information relevant to PK-12 public schools and the pandemic. These sessions were held by various organizations within the state.
- To support district and building personnel, OUR Co-op staff have met regularly with various administrator groups to relay information shared by DESE. These meetings have included weekly/bi-weekly superintendent zoom meetings, weekly/bi-weekly principal's meetings, bi-weekly curriculum and testing coordinators meetings, etc.
- The teacher center coordinator started conversations with various groups regarding the Arkansas Initiative for Instructional Material (AIIM) and the importance of having High Quality Instructional Materials (HQIM). During the spring, the Arkansas Specific EdReports site became available for use by Arkansas educators. We took every opportunity to share that information with groups so they were aware of this valuable resource which can be used when selecting curriculum.
- The teacher center coordinator scheduled various professional learning opportunities in support of developing effective digital lessons, student engagement and classroom management in a digital environment, etc. for staff in the co-op area.
- During the spring of 2021, districts that wished to offer a digital remote learning option for their students for the 2021-2022 school year were required to submit to DESE for approval by the State Board of Education a Digital Learning Plan Application. This comprehensive application guided districts in developing a student focused plan for remote learners. The co-op held a training on the specifics of the digital learning application on February 18, 2021. In addition, multiple collaboration/work sessions were scheduled at the co-op to support teams working on district plans. Thirteen of the sixteen O.U.R. Co-op districts opted to submit plans. The teacher center coordinator has worked closely with personnel from these districts on developing and/or revising plans following feedback provided by DESE. The window to submit plans was opened again at the end of the summer and two of the remaining districts submitted plans.
- During the spring of 2022, four of the 16 cooperative service area districts resubmitted their Digital Learning Plans to DESE. The plan they had submitted during the spring of 2022 had requested a one year approval. An updated plan had to be submitted and approved in order for the district to offer a digital learning option for the 2022-2023 year. The teacher center coordinator has provided support to these three districts as their personnel have worked to update their plans.
- The Teacher Center Coordinator has continued to support districts in the implementation of Arkansas State Standards.
- 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.
- 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.

- During the fall of 2020 and 2021, the education service cooperatives worked collaboratively to provide required annual Title IX training to school personnel. As a group, we scheduled Cody Kees from the Billingsley, Bequette, Kees Law Firm to provide this necessary training in a virtual format. The co-ops shared the cost of the training. Mr. Kees allowed the training to be recorded and the recording be used for the training for any school personnel who couldn't attend the live training.
- Because of the increasing behavior challenges schools across the state are facing, the education service cooperatives contracted with Dominique Smith, author of *The Restorative Practices Playbook: Tools for Transforming Discipline in Schools* to provide a virtual session on April 20, 2022 for any school personnel who wished to attend. In addition, each co-op was provided with 50 copies of the professional text to provide to participants. Mr. Smith has also been contracted to present sessions related to The Restorative Practices Playbook at the DESE Summit on July 11, 2022 in Hot Springs. The education service cooperatives are sharing the expense of the virtual session and the face to face sessions at the Summit.
- 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.
- One of the cooperative districts committed to beginning the PLC process within all buildings in the district during the 2019-2020 year. District administration developed a plan which involved support from co-op staff including content specialists as well as the teacher center coordinator. Co-op staff continued this work as pandemic guidance/mandates allowed throughout the 2020-2021. This district has been selected to begin work with the DESE/Solution Tree Cohort Five Professional Learning Communities at Work.
- She collaborated with the three literacy specialists in implementing a plan to ensure co-op area teachers received the necessary training to earn an awareness or proficiency credential by the beginning of the 2021-2022 school year. During the 2020-2021 year, the specialists have met frequently with Science of Reading Assessors either onsite or virtually. The purpose of these sessions has been to support building leaders as they collect evidence based on observation to determine the level of proficiency shown by their teachers with regards to the Science of Reading.
- The teacher center coordinator has assisted the Recruitment and Retention Facilitator with the administration of that program.
- **The co-op administered the Annual Professional Development Needs Assessment in January 2022. OUR Co-op Needs Assessment Results/Information. [OUR Co-op 2022 Needs Assessment](#)**
- The summary of PD offerings as well as summary attended can be found within these links: [OUR Co-op PD Summary Attended 2021-2022](#) and [OUR Co-op PD Summary 2021-2022](#)
- In addition, the co-op distributed a User Satisfaction Survey during the Spring of 2022. Results showed a 96% rate of users being very satisfied or satisfied. [OUR Co-op Disaggregation of 2021-2022 User Satisfaction Survey Results](#)
[OUR Co-op 2021-2022 User Satisfaction Survey Results](#)
- The teacher center coordinator has served on the Arkansas Association for Curriculum and Instruction (AACIA) Board for a number of years and is currently President of that organization. She served on the AAEA Legislative Curriculum Committee representing AACIA during the 2021 General Session of the Arkansas Legislature.

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

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

Goal

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

Program Summary

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

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

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

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

First is the role of coordinating and providing professional development for classroom teachers and administrators in the areas of integrating technology into the classroom. The 2020-2021 school year saw more than 15 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 two 24-seat computer labs. One is made up of iMac computers that are capable of running the most up to date software. The iMacs have Intel based processors, which allow them to run both Windows and Mac software effectively having two labs in one. The other is made up of HP All-in-One Touchscreens running Windows 10. The co-op TCC also maintains three mobile laptop labs made up of 40 laptops each that can be used in any room in the co-op. One of the mobile carts contains 20 HP Stream low price Windows 10 laptops similar to Chromebooks and 20 HP 13” Chromebooks. Another contains 13 Microsoft Surface Pros. The co-op TCC also maintains a cart of iPads that can be used in any room in the co-op.

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 2020-2021 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 new Arkansas Cyber Threat Response Team created to assist schools in the event of a cyber attack.

Major Highlights of the Year:

The most memorable highlights included continued assistance and guidance for the blended learning due to the COVID-19 outbreak as well as adjusting our PD offerings to be provided virtually. We also maintained the Maker Space lab along with the other computer labs and network infrastructure.

Another major 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 more blended learning capable. Due to supply chain issues, many of these projects are still in process of being completed as many of the items

are on backorder. One conference room has been completed with new wall monitors and video conference capable audio for blended learning installed. The rest will be completed as ordered items come in.

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: *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: *ESSA Support*

Competitive Grant Yes No

Goals and Description: As a result of the five year evaluation process, cooperatives were given the task to prepare a plan to assist school districts in meeting accountability challenges of the new ESSA. 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.

Due to the determination to not administer the Spring 2020 Summative Assessment nationally, districts and schools have had access to limited data related to the ESSA Index. As districts in the state administered the 2021 Spring Summative Assessment last year, districts had access to data in the summer/fall of 2021. 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 even though the state required A-F scores were not published for the 2020-2021 year. Plans are to provide multiple opportunities for training on the 2022 ESSA School Index when that data becomes available in the fall semester of 2022.

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 2021-2022 year. Personnel from ASSRC providing the three hour trainings both of which had been approved by the DESE. The one hour training which was approved by the DESE and was presented by the teacher center coordinator. These trainings were attended by approximately 70 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. In addition, ASBA presented two sessions during the fall of 2021: Administrative Directive and Hard Conversations and Personnel Policy Committee Training. School board members could attend these sessions for training hours, and we had five board members participate in these sessions.

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 2021-2022 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 2021-2022 school year, the group engaged in a book study on the following professional text: Dyslexia and Spelling by Sandman-Hurley.

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 2021-2022 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: *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***
[OUR Co-op PD Summary 2021-2022](#)
[OUR Co-op PD Summary Attended 2021-2022](#)

- ***Annual Needs Assessment***
[2022 PD Needs Survey Information](#)

- ***Annual User Satisfaction Survey***
[OUR Co-op 2021-2022 Disaggregation of User Satisfaction Survey Data](#)
[OUR Co-op 2021-2022 User Satisfaction Results](#)