



Annual Report 2024 - 2025

Ozarks Unlimited Resources Educational Cooperative

<https://www.oursc.k12.ar.us>

5823 Resource Drive

Harrison, AR 72601

(870) 302-3100

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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.

Director's Annual Memo — 2024-25

As a record for the 2024–25 year, the staff of **Ozarks Unlimited Resources (O.U.R.) Education Cooperative** presents the following annual report. The O.U.R. Cooperative brings immense value to the districts in our area. We remain passionate and purposeful in delivering services that enable all children to succeed.

Our Mission: *Building Educational Bridges through Professionalism, Collaborative Relationships, and Responsive Service*

Our Vision: *Quality Educational Services through Resourceful Partnerships*

Included in this annual memo is information related to the programs and activities administered by the Cooperative on behalf of the 16 school districts and other educational partners across the state of Arkansas. The Cooperative currently employs **121 team members**, with administrative and conference facilities located five miles south of Harrison on Highway 65.

Annual expenditures for the year totaled **\$9,849,566**. The O.U.R. Cooperative service area encompasses all or part of **seven counties** — a total of 3,731 square miles. Our 16-member school districts are predominantly rural and sparsely populated, which contributes to higher-than-average poverty rates — **67.66%** of O.U.R. Co-op students live in poverty — exceeding the state average of 59.74%. However, despite these challenges, our student achievement scores last year surpassed state averages in all tested grade levels. This is a testament to the high-caliber **Teacher Center Support** and the collective commitment to the success of all **18 programs** offered by O.U.R. Co-op.

The O.U.R. Cooperative maintains a strong reputation as **one of the largest providers of Early Childhood Educational programs in Northern Arkansas**. Furthermore, our Local LEAD Captain guides ongoing growth and development of high-caliber early childhood programs across an eight-county region. Highlights of these programs include:

- 447 ABC slots in 14 schools
- 110 HIPPY slots in 7 counties
- 40 Parents as Teachers slots in 4 counties
- Our Early Childhood Special Education program serves 272 children with special needs in 15 districts while also operating two special needs preschool classrooms

Additionally, **O.U.R. 's Career and Technical Education (CTE) Program** maintains strong partnerships with organizations such as the Boone County Economic Development Corporation and the Harrison Regional Chamber of Commerce to oversee the **Workforce Initiative Network (WIN)**. This collaborative endeavor serves as a crucial link between education and industry, preparing our students with essential skills for career readiness while strengthening the local workforce.

Other major focuses for our Cooperative this year have been **supporting district and building administrators in implementing high quality instructional materials (HQIM)**. Through the **Acceleration of Learning, Communities of**

Practice Grant, we contracted with a vendor to aid in this important project. All of our member districts chose to collaborate and grow together, demonstrating their understanding of the tremendous value this work brings. Furthermore, we have kept a strong focus on analyzing **student, building, and district-level data** to aid ongoing improvement.

Lastly, this year marks a **rebuilding year for our facilities** following extensive tornado damage a year ago. The total cost for repairs, contents, and mitigation is expected to **exceed \$1.8 million**, with repairs currently underway alongside ongoing operations.

We are pleased to share this information and look forward to future years of serving Arkansas’ students and educators in the changing and challenging landscape of early childhood and K–12 education. An overview of the shared programs provided by O.U.R. Cooperative, the Department of Education, and the school districts we serve during the 2024-25 year is listed below:

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

Jeff Cantrell

Director, O.U.R. Cooperative

OUR Cooperative Impact on Student Performance 2024-2025

OUR Cooperative Annual Program Impact Reports

Program	Impact																												
ABC PreK (Launchpad Data) - OUR Cooperative PreK Overall	<table><tr><th>Component</th><th>Beginning of Year</th><th>End of Year</th><th>Overall Growth</th></tr><tr><td>Instructional Vocabulary (12)</td><td>7.5</td><td>10.4</td><td>39.71%</td></tr><tr><td>Phonemic/Phonological Awareness (20)</td><td>6.5</td><td>13.4</td><td>107.81%</td></tr><tr><td>Concepts of Print (5)</td><td>3.3</td><td>4.5</td><td>35.43%</td></tr><tr><td>Uppercase Letter Identification (26)</td><td>10.1</td><td>17.4</td><td>71.25%</td></tr><tr><td>Lowercase Letter Identification (26)</td><td>7.6</td><td>15.8</td><td>108.85%</td></tr><tr><td>Letter Sounds (31)</td><td>3.8</td><td>14.5</td><td>279.63%</td></tr></table>	Component	Beginning of Year	End of Year	Overall Growth	Instructional Vocabulary (12)	7.5	10.4	39.71%	Phonemic/Phonological Awareness (20)	6.5	13.4	107.81%	Concepts of Print (5)	3.3	4.5	35.43%	Uppercase Letter Identification (26)	10.1	17.4	71.25%	Lowercase Letter Identification (26)	7.6	15.8	108.85%	Letter Sounds (31)	3.8	14.5	279.63%
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ABC PreK	The ABC program serves 11 school districts in 7 counties. 365 students are enrolled, serving 52 tuition students, and 174 returning students. 182 parent survey results were collected. Parent survey results show 95% growth in student academics, 94.5% growth in student social skills, 91.2% growth in student emotion skills, 97.8 growth in student needs being met, and 95.05% growth in students being better prepared for kindergarten.																												
CTE	Number of CTE Concentrators earning certifications was 9% in 2021, 44% in 2022, 66% in 2023, and 70% in 2024. 50 students were impacted by the OUR Cooperative CTE Coordinator being Chair of NWAEDD Youth Committee that led to the “See It AND Be It” Career Fair. The CTE Coordinator was involved in hosting the first North Central Be Pro Be Proud Draft Day which impacted 21 companies, 19 schools and 316 students. 1.67k students were impacted by the accessibility of VR headsets with OUR Cooperative ranking 2nd in the state for usage since 2022. 7 schools impacted by addition of Pre-Educator programs. 96 educators and 87 business partners joined a collaborative effort called WIN(Workforce Initiative Network) that led to a WIN Leadership Academy(aligning educational practices with industry demands), WIN Spring Book Study, WIN Industry Tours, and WIN Summit(annual or biennial summits to bring industry partners and educators together).																												
Early Childhood/Special Education	Started the 2024-2025 school year with 131 returning students. 145 students were placed by December 1, 2024 and 44 after December 1, 2024. 117 students with disabilities transition to kindergarten for the 2024-2025 school year. 2,444 goals/objectives were initiated and 1,540 goals/objectives which is 63% mastery. 259 children were evaluated and 1,076 were screened. For the 2022-2023 school year, 37.75% were served in the regular classroom(state target - 22.83%). For the 2022-2023 school year, by the time they turned six, 83.33% of students substantially increased their rate of growth of social/emotional development, 77.05% substantially increased their rate of growth in knowledge of skills, and 89.09% substantially increased their rate of growth in the area of appropriate behaviors.																												
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) serves 16 school districts in 7 counties. 59 children returned and 51 new children were enrolled for the 2024-2025 program year. Developmental screenings were conducted on 110 children and 22 referrals were made to early childhood special education services for further screening.Group meetings planned were based on parent results and included a focus on community services, science, and arts/crafts as the top three topics. Books were given to every child that attended a HIPPY Group Meeting. Parent surveys for Group Meetings were at 100% satisfaction. HIPPY performed 2,714 home visits during the program year. 85 children completed weeks 26-30 of our 30-week curriculum. There are 69 children returning for the 2025-2026 school year.																												
Literacy, Math and Science	Based on Spring 2024 assessment results, the following simulated ratings were obtained by schools within member districts: A--7, B--25, C--13 and D--6. There were no schools with a simulated rating of F. Additionally, the co-op average in assessed areas exceeds the state average in all assessed areas.																												
Mentoring/Novice	For the 2024-2025, school year, OUR Cooperative supported 71 year one novices, 55 year two novices, and 66 year three novices for a total of 190 novice teachers. The overall retention rate is 95.26%. Year one novice teacher retention rate is 93.44%. Year two novice teacher retention rate is 94.52%. Year three novice teacher retention rate is 98.21%. 71 teachers were reimbursed a total of \$10,549.56 upon achieving passing scores on licensure assessments (participation was dependent on utilizing co-op resources to support preparation for licensure assessments).																												

Local Behavior Consortium	Our local behavior consortium serves 11 school districts and the OUR Cooperative. For the 2024-2025 school year, there were 68 requests for behavior support. 40 students are currently being served. 28 students have exited. 28 FBAs, 4 BIPs, and 2 Crisis Plans were completed. 11 professional learning opportunities were provided. 4 behavior support kits were provided. 1 teacher received Tier 1 support.																
Professional Learning Support and User Satisfaction Survey	During the 2024-2025 school year, a cumulative total of 4,052 participants earned a total of 28,607 hours through sessions scheduled by the OUR Cooperative. Participants are provided an evaluation survey for each session attended. For sessions during the 2024-2025 school year, the overall summary evaluation score was 3.94 out of a total possible of 4.00. The OUR Cooperative distributed a User Satisfaction Survey in spring of 2025. Results showed a 96% rate of users being very satisfied or satisfied.																
Special Education Consortium	<p>Seven districts participate in the OUR Cooperative Special Education Consortium. Across all participating districts, of the total graduates, 13 are going into the workforce, 5 to assisted living/special services, 9 to college, and 12 to trade. During the 2024-2025 school year, 656 students were in the regular classroom 80% or more, 107 were in the regular classroom 40% to 79%, 41 were in the regular classroom less than 40%, 5 were hospital homebound, and 1 was in private school. Dismissals were as follows - 67 students returned to the regular classroom and 39 graduated.</p> <table><tr><th>District</th><th>SPED Rate</th></tr><tr><td>District 1</td><td>22%</td></tr><tr><td>District 2</td><td>17%</td></tr><tr><td>District 3</td><td>12%</td></tr><tr><td>District 4</td><td>19%</td></tr><tr><td>District 5</td><td>24%</td></tr><tr><td>District 6</td><td>21%</td></tr><tr><td>District 7</td><td>17%</td></tr></table>	District	SPED Rate	District 1	22%	District 2	17%	District 3	12%	District 4	19%	District 5	24%	District 6	21%	District 7	17%
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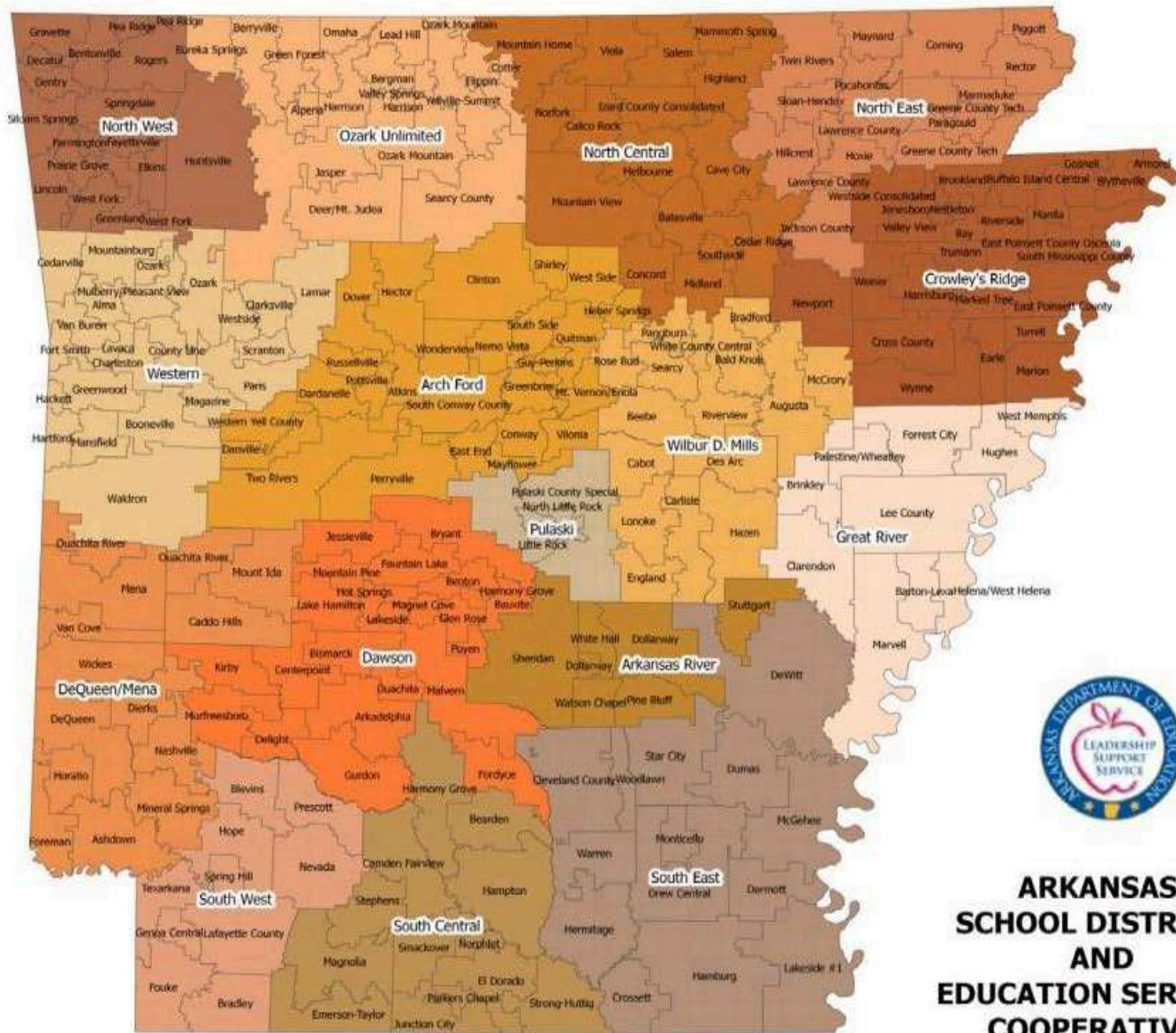
Ozarks Unlimited Resources Cooperative

Mission Statement

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

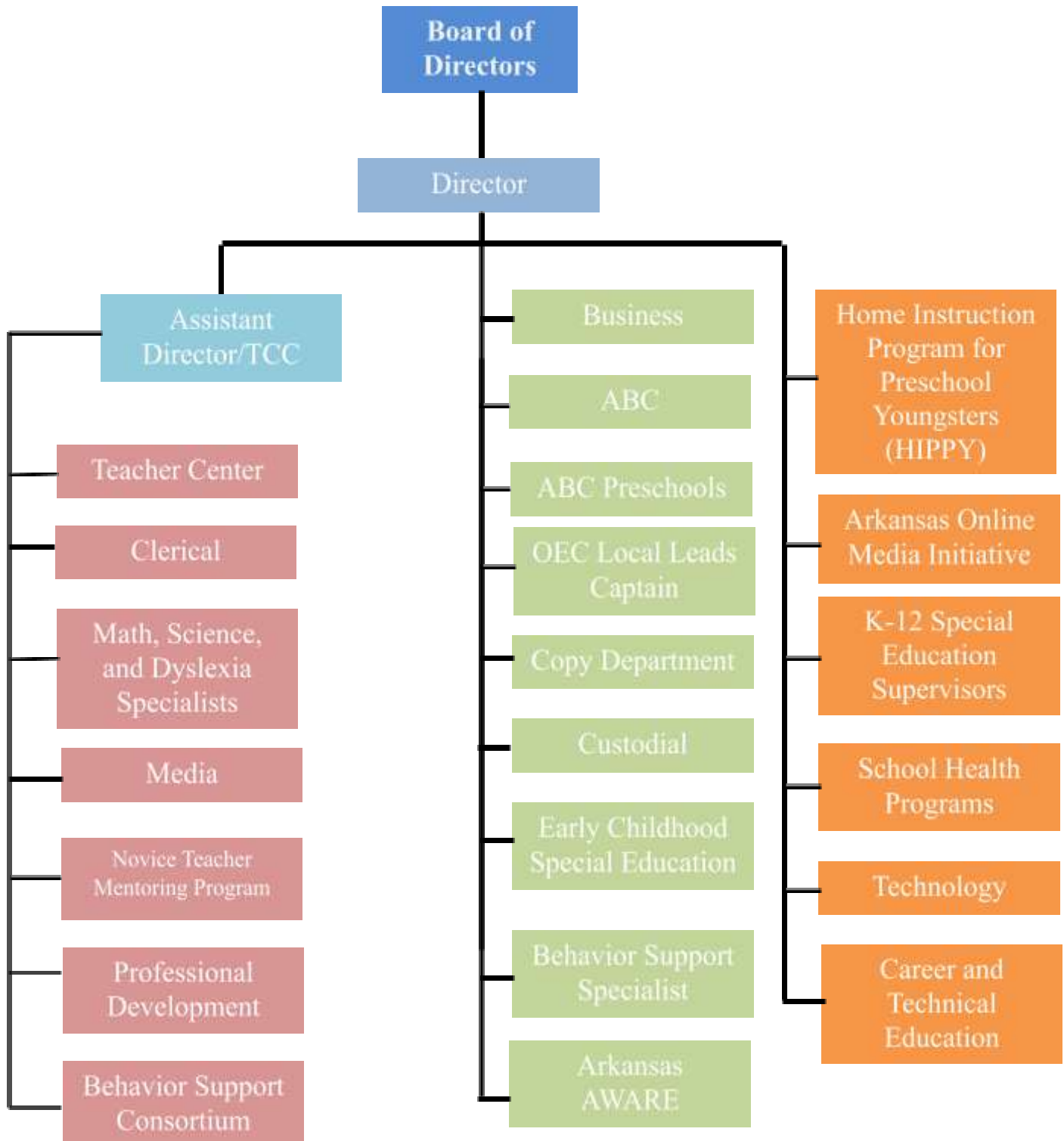
Vision Statement

**Quality Educational Services Through Resourceful
Partnerships**



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

Ozarks Unlimited Resources Education Service Cooperative Organizational Chart



School Districts Served by Ozarks Unlimited Resources Cooperative

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

Officers of the Board

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

Members of the Board

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

Teacher Center Committee

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

Elementary Teacher Positions	Name	District	Term Expires
	Contessa Tramell	Ozark Mountain	Aug-25
	Laura King	Omaha	Aug-26
	Reanell Birrer	Yellville-Summit	Aug-26
Middle/Jr. High Teacher Positions	Name	District	Term Expires
	Ginger Armington	Alpena	Aug-25
	LaDonna Mendleski	Cotter	Aug-26
	Karena DeYoung	Valley Springs	Aug-27

HS Teacher Positions	Name	District	Term Expires
	Tracie Thomas	Harrison	Aug-25
	Cassie Burrow	Bergman	Aug-27
Admin Positions	Name	District	Term Expires
	Donnell Armstrong	Berryville	Aug-25
	Courtney Farmer	Jasper	Aug-25
	Lindsey Graham	Deer/Mt. Judea	Aug-26
	Gregg Yarbrough	Flippin	Aug-26
	Andy Munday	Lead Hill	Aug-26
	Caen Dowell	Eureka Springs	Aug-27
	Heather Ogden	Green Forest	Aug-27
	Misty Tabor	Searcy County	Aug-27

Education Service Cooperative (ESC) Annual Report

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

ESC Name: Ozarks Unlimited Resources Education Service Cooperative

Physical Address: 5823 Resource Drive, Harrison, AR

Phone Number: 870-302-3100

Director: Jeff Cantrell

Teacher Center Coordinator: Kim Fowler

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

Number of Districts: 16 Number of Students: 13,603

Number of Teachers: 1,338

I. Governance

- A. How is co-op governed? Board of Directors ☒ Or Executive Committee ☐
How many members on Board? 16
Executive Committee? N/A
How many times did the Board meet? 11
Executive Committee? N/A
When is the regular meeting? 3rd Friday of the month
Date of current year's annual meeting: June 19, 2025
- B. Does the co-op have a Teacher Center Committee? Yes ☒ No ☐
If yes, then:
How many members on the Teacher Center Committee? 16
How many members are teachers? 8
How many times did the Teacher Center Committee meet? 3
When is regular meeting? November 6, 2024, December 12, 2024 and March 6, 2025
- C. When was most recent survey/needs assessment conducted? January 2025
[2025 PD Needs Survey Results](#)
[2025 Other Teaching Areas PD Needs Responses](#)
- D. Have written policies been filed with the Arkansas Department of Education? Yes ☒ No ☐

II. Staffing

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

O.U.R Cooperative Employees 2024-2025
S=State, F=Federal, B=Base Funding, D=District Allocation
M=Male, F=Female
White=W, Hispanic=H

2024-2025 Employees								
	Last Name	First Name	Position	Funding Source	New Hire	Resigned	Race	Sex
	ADKINS	TILLMAN	Business Manager	S			W	M
	AUMAN	ALICIA	Assistant Speech Pathology	S			W	F
	BAGBY	SHEILA	Hippy Home Visitor	S			W	F
	BEASON	JENNIFER	Preschool Teacher	S	X		W	F
	BIDDLE	JESSE	Paraprofessional	S			W	F
	BLACKSTON	COMALLITA	Paraprofessional	S	X	X	W	F
	BRASEL	KATHY	Preschool Teacher	S			W	F
	BRUZZICHESI	JESSICA	Paraprofessional	S	X	X	W	F
	BULLINGTON	HILARY	Cook	S			W	F
	BULLINGTON	LANNA	EC Special ED Coordinator	S			W	F
	BUNTING	AMANDA	Paraprofessional	S			W	F
	BURCH	KERRY	Hippy Home Visitor	S	X		W	F
	CAMPBELL	CYNTHIA	Special Needs Teacher	S			W	F
	CANTRELL	JEFF	Director	B			W	M
	CANTRELL	TAMMIE	Behavior Coach	S			W	F
	CARTER	JANAH	Paraprofessional	S			W	F
	CASTANEDA	ZAIRA	Paraprofessional	S			W	F
	CIMINO	LISA	Special Needs Teacher	S			W	F
	CLEMONS	KINSLEY	Preschool Teacher	S	X	X	W	F
	CLINE	NATHAN	Technology Coordinator	S			W	M
	CLOUSE	GREER	Parent as Teacher	S			W	F
	COLLINS	ALANNA	Paraprofessional	S			W	F
	COWIE	ANNE	Local Lead Captain	F	X		W	F
	CROSS	LAILA	Paraprofessional	S	X		W	F
	CROW	HAYLIE	Paraprofessional	S			W	F
	DENHAM	HEATHER	Paraprofessional	S			W	F
	DICKARD	DANA	Administrative Secretary	S			W	F
	DUNCAN	ELIZABETH	Paraprofessional	S			W	F
	EPPELY	SHELLY	Paraprofessional	S			W	F
	ESTILETTE	TABITHA	Paraprofessional	S	X		W	F
	FAIRCHILD	NICOLE	AWARE Behavior Support Specialist	S			W	F
	FIELDS	ALISHA	Paraprofessional	S			W	F
	FLEMING	SUSAN	Preschool Teacher	S	X		W	F
	FLUD	SHANE	Math Specialist	S			W	M
	FORTNER	ANDREA	Aware 2.0 Regional Trainer	F			W	F
	FOUNTAIN	CLARICE	Cook	F	X		W	F
	FOWLER	KIMBERLY	Teacher Center/Asst. Director	B			W	F
	FOWLER	KYLEE	Preschool Teacher	S	X	X	W	F
	FREEMAN	VESTINA	Paraprofessional	S			W	F
	FRENCH	TENESSA	Paraprofessional	S	X		W	F
	GAHLBECK	KAYLA	Administrative Secretary	S			W	F
	GAHLBECK	STEFANEE	Paraprofessional	S			W	F

	GRANT	SHARON	Literacy Specialist	S			W	F
	GREEN	AMANDA	Dyslexia/Literacy	S	X		W	F
	GROZIS	PAULA	Paraprofessional	S			W	F
	HAGOOD	BARBARA	Hippy Home Visitor	S			W	F
	HARDERSON	MAKAYLA	Paraprofessional	S			W	F
	HARRIS	AMBER	Aware 2.0 Behavior Coach	F			W	F
	HELMLINGER	ADRIENNE	Paraprofessional	S		X	W	F
	HENDON	AMY	Preschool Teacher	S			W	F
	HINSON	CALLIE	Paraprofessional	S			W	F
	HOLLIS	TERIN	Special Education Supervisor	S	X	X	W	F
	HONEYCUTT	LACHELLE	Paraprofessional	S		X	W	F
	HORN	LAURA	Preschool Teacher	S			W	F
	HUEBNER	THERESA	Paraprofessional	S			W	F
	HUTCHISON	TASHA	Preschool Teacher	S			W	F
	JEFFERSON	LESLIE	Speech Pathologist	S			W	F
	JUDY	BRITTNEY	Paraprofessional	S			W	F
	KELLEY	LORI	Hippy Home Visitor	S			W	F
	KELLY	AMANDA	Aware 2.0 Regional Trainer	F			W	F
	KIMLER	VICKIE	Paraprofessional	F	X		W	F
	KING	AMBER	Preschool Teacher	S			W	F
	KING	CRYSTAL	Behavior Coach	S			W	F
	LACKEY	PAMELA	Paraprofessional	S			W	F
	LAIR	RAEGAN	Preschool Teacher	S	X		W	F
	LAMBE	CINDY	ABC/Hippy Coordinator	S			W	F
	LANGLEY	BROOKLYN	Paraprofessional	S			W	F
	LANGSTON	RITA	Hippy Home Visitor	S			W	F
	LEMLEY	JAMIE	Paraprofessional	S			W	F
	LIPE	BAILEE	Paraprofessional	S			W	F
	LOCKWOOD	EMILY	Paraprofessional	S			W	F
	LOVAAS	LOREY	Preschool Teacher	S	X		W	F
	LOVE	LADONNA	Paraprofessional	S			W	F
	LOVELACE	MINDY	Preschool Teacher	S			W	F
	MAGEE	JACQUELINE	Paraprofessional	S			W	F
	MATHYS	KAREN	Aware Regional Teacher	S			W	F
	MCAFEE	JAMIE	Aware Service Coordinator	S			W	F
	MCCLOUD	ASHLEY	Paraprofessional	S			W	F
	MCCRACKEN	COLLEEN	Paraprofessional	S			W	F
	MCGOWAN	BRITTANY	Paraprofessional	S			W	F
	MOENNING	JODI	Preschool Teacher	S			W	F
	MONTELEONE	CHRISTY	Paraprofessional	S			W	F
	MONTGOMERY	CORA	Paraprofessional	S			W	F
	MORGAN	AMANDA	Preschool Teacher	S			W	F
	MORRISON	SHEILA	Administrative Secretary	S,F			W	F
	NICHOLS	GARY	Custodian/Maintenance	B			W	M
	OWENS-SOREY	ANDREA	Aware Regional Trainer	S			W	F
	PAYNE	LARUE	Paraprofessional	S			W	F
	PLEDGER	LINDA	Hourly Teacher Mentor Advisor	S			W	F
	RAINS	GWENDOLYN	Science Specialist	S			W	F
	RAMSEY	TRISHA	Paraprofessional	S			W	F
	REED	DEANA	Special Needs Teacher	S			W	F

	RICHARDSON	DEBRA	Preschool Teacher	S			W	F
	RICHARDSON	KATELYNN	Paraprofessional	S			W	F
	RICKETTS	CINDY	Hippy Home Visitor	S			W	F
	RICKETTS	JANET	Paraprofessional	S			W	F
	ROCHOW	AMY	Preschool Teacher	S			W	F
	ROMERO	AMY	Aware 2.0 Behavior Coach	F			W	F
	ROWAN	PATSY	Special Education Supervisor	S	X		W	F
	SALE	KAREN	Paraprofessional	S			W	F
	SANDERS	ALICIA	Special Needs Teacher	S			W	F
	SANTELLA	ASHLEY	Paraprofessional	S			W	F
	SHAW	KYLEE	Paraprofessional	S			W	F
	SHARP	ASHLEY	Aware 2.0 Project Site Mgr	F			W	F
	SHEA	KAITLYN	Paraprofessional	S	X		W	F
	SLAPE	GAYLE	Assistant Hippy Coordinator	S			W	F
	SLATER	IRINA	Special Needs Teacher	S	X		W	F
	SMITH	BRENDA	Paraprofessional	S			W	F
	SMITH	LYNDSEY	Paraprofessional	S	X	X	W	F
	SMITH	TERESA	Paraprofessional	S	X		W	F
	SOOTER	ALECIA	Asst. Bookkeeper	B			W	F
	SPRINGFIELD	MONICA	GT Specialist/Mentoring Coordinator	S,B			W	F
	STARNES	RACHELLE	Paraprofessional	S			W	F
	TARDIFF	EYVETTE	Special Needs Teacher	S			W	F
	TAYLOR	PATRICIA	Administrative Secretary	B			W	F
	TILLERY	JAMIE	Preschool Teacher	S			W	F
	TOUGAW	ARIELLE	Preschool Teacher	S	X		W	F
	TUCKER	EMILEE	Career & Technical Ed	S,F			W	F
	TUCKER	KRISTIN	Paraprofessional	S	X	X	W	F
	UBER	CHRISTINA	Paraprofessional	S			W	F
	VICKERS	HUNTER	Paraprofessional	S	X		W	F
	WALKER	KIM	Preschool Teacher	S,F			W	F
	WHEELER	PATTIE	Literacy Specialist	S			W	F
	WHITE	REBECCA	Preschool Teacher	S			W	F
	WILLIAMS	BRITTANY	Paraprofessional	S	X		W	F
	WILLIAMS	LATESHA	Paraprofessional	S	X		W	F
	WINKLE	PHILLIP	Administrative Secretary	B			W	M
	WISE	ELIZABETH	Asst. Speech Pathology	S			W	F
	WOODS	MELISSA	Special Needs Teacher	S			W	F
	WYAS	APRIL	Preschool Teacher	S,F			W	F
	ZUMALT	ERICA	Paraprofessional	S			W	F

Employees Related by Blood / Marriage

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

III. Teacher Center

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Most sessions involve curriculum assistance. During the 2024-2025 year, a cumulative total of 4,052 participants earned a total of 28,607 hours through sessions scheduled by the co-op. Participants are provided an evaluation survey for each session attended. For sessions during the 2024-2022 year, the overall summary evaluation was 3.94 out of a possible total of 4.00.

[OUR Co-op PD Summary Attended 2024-2025](#)

[OUR Co-op PD Summary 2024-2025](#)

[2024-2025 OUR Co-op Overall PD Evaluation Summary](#)

In addition, the co-op distributed a User Satisfaction Survey during the spring 2024. Results showed a 96% rate of users being very satisfied or satisfied.

[OUR Co-op Disaggregation of 2024-2025 User Satisfaction Survey Results](#)

[OUR Co-op 2024-2025 User Satisfaction Survey Results](#)

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

Approximate the number of titles in media center 293

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? 8

Do districts contribute dollars to the media services? Yes ☐ No ☒

If yes, then:

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

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

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 21

IV. Administrative Services

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

☒ Conduct Annual Needs Assessment /Planning assistance

☒ Special education services

☒ Gifted and talented assistance

☒ Grant writing assistance

☒ Personnel application

☒ Assist/support with Evaluation procedures (OSR, GT Program Evaluation, Special ED Evaluation etc.)

☒ Bookkeeping assistance

- ☒ Technology training
- ☒ Curriculum support (Arkansas Standards)
- ☒ Business Management training
- ☒ CTE Coordinator/Perkins Consortium Administration
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☒ Math/Science/Dyslexia specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and Local Board Members Training
- ☒ Other (please specify)
- ☒ Fingerprinting
- ☒ Behavior Support Program
- ☒ Job Alike Collaboration Sessions
- ☒ Arkansas Online Digital Media
- ☒ ESC Works Support
- ☒ Novice Teacher Mentoring
- ☒ Licensure Assessment Support
- ☒ ParaPro Testing

V. Direct Services to Students

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

- ☒ Student assessment program
- ☒ Itinerant teachers – please list areas: (ECSE, SPED)
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☒ Mentor programs (Ex. Parents as Teachers)
- ☒ Gifted/Talented programs: 16 participating districts
- ☒ Digital instruction (Ex. Arkansas Online Media Initiative, podcasts)
- ☒ ECSE Speech Pathology Services
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☒ ABC Preschool Centers
- ☒ Other (Please specify):
- ☒ Early Childhood Special Education 3-5 years of age
- ☒ BX3 Behavior Support Services
- ☒ Chess Tournament
- ☒ Math Carnival
- ☒ Science Fair
- ☒ Summer AEGIS CAVES Camp Project
- ☒ Makerspace
- ☒ Workforce Initiative Network
- ☒ AWARE (Advancing Wellness and Resilience in Education)
- ☒ OUR Behavior Support Consortium

VI. Anecdotal Reports

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

Workforce Initiative Network (WIN) Leadership Academy:

Offered in partnership with the Harrison Regional Chamber of Commerce, the 2025 WIN (Workforce Initiative Network) Leadership Academy will take place June 23–27 at the OUR Educational Service Cooperative in Harrison, Arkansas. This weeklong experience is designed to empower 20 CTE teachers, admin, counselors, and career coaches to strengthen the bridge between classroom instruction and workforce demands. An additional purpose of WIN is to educate and promote local career opportunities to students in 8th – 12th grade within the O.U.R. Co-op area with all work housed on [the WIN website](#).

Participants will engage in:

- Daily book studies focused on leadership, educator well-being, and workforce relevance
- On-site industry tours at local employers including North Arkansas Regional Medical Center, Baxter Health, Wabash, and Claridge
- The OUR CTE Summit, featuring sessions on Perkins V, LEARNS updates, endorsement training, and collaborative breakouts across CTE content areas
- Panels with professionals in banking, IT, small business, and manufacturing
- Strategic planning sessions to guide implementation of workforce-aligned practices back at the school and district level

Together, the OUR Co-op and the Harrison Regional Chamber of Commerce aim to provide educators with the tools, experiences, and partnerships needed to prepare students for high-demand, high-wage careers across the region.

Parapro Testing

O.U.R. Education Service Cooperative provides a proctor and testing machines for the online Parapro Praxis test. During the 2024-2025 year, the co-op administered the assessment to twenty-six (26) individuals.

Fingerprinting

Arkansas State, FBI, and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in a public school, charter school, or education service cooperative including classified personnel and substitutes. The Arkansas State and FBI checks require fingerprinting of the individual. The O.U.R. Co-op provides digital fingerprinting services for any education personnel in the area needing this service to meet the background check requirements. A fingerprinting fee is not charged. During the 2024-2025 year, co-op staff completed fingerprinting for approximately 1100 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, DJI Phantom quadcopter, Occipital Sensor unit and others. Teachers from four districts checked out approximately 35 separate items during the 2024-2025 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.

This year, a major focus of meetings with various groups has been the AR App. Discussion regarding

the various Priorities within the tabs of the application has been provided with ideas on how those items might be implemented in each district.

OUR Co-op Behavior Support Consortium

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

During the 2024-2025 year, the personnel working within the consortium received 68 requests for behavior support, served 40 students, exited 28 students, completed 28 FBAs and 4 BIPs with a possibility of 6 being developed the first week of August as determined in FBA meetings, assisted with the development of 1 crisis plan, provided 11 training sessions, provided 4 behavior support kits, and supported 1 teacher in Tier 1 behavior management.

Program	<u>Accounting</u>
Funding Source	<u>Base</u>

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

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

Arkansas Educational Cooperatives are funded from three primary sources: state, local, and federal.

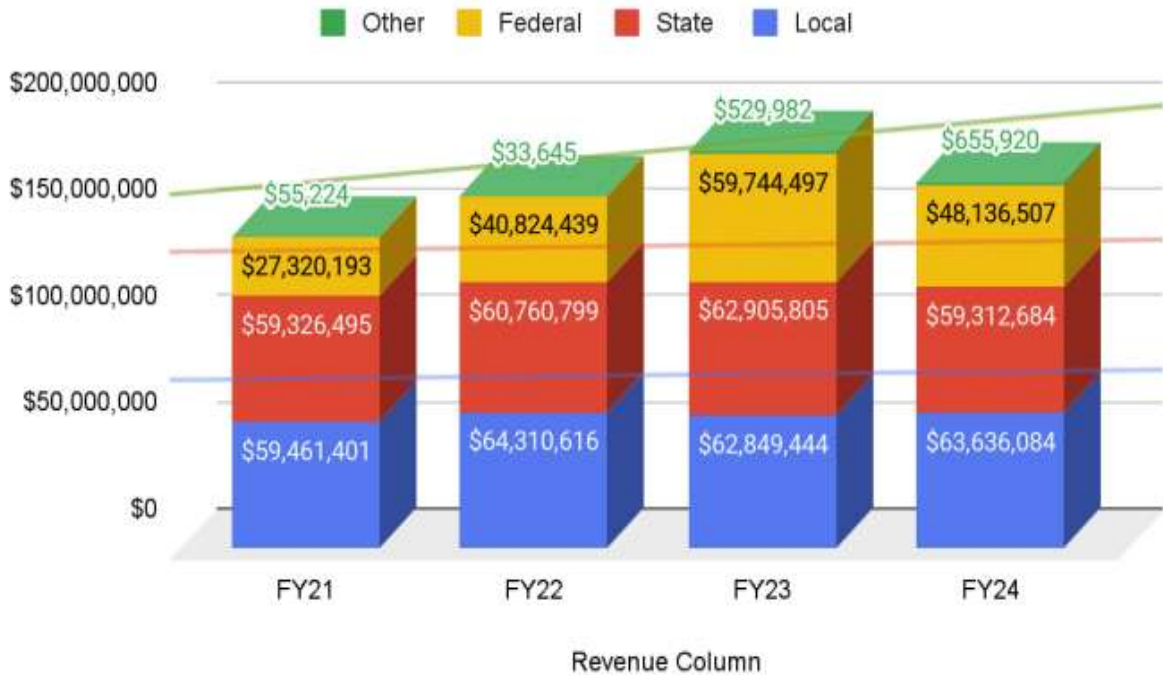
State funds are awarded to Educational Service Cooperatives through targeted grants. The grant budgets and goals originate from the Arkansas Department of Elementary and Secondary Education. Grant funds are reimbursed by DESE after program appropriate expenditures occur. The grants include targeted funds for reading specialists/coaches, math specialists, dyslexia specialists, science specialists, technology specialists, special education, curriculum training, and other grants as determined by DESE. The funds are carried over only by special permission from the Department of Education. DESE also provides \$408,000 annually to each cooperative for general operations. State funds represented 34.54% of all cooperative revenues in FY24 or \$59,312,684.

Local revenue is money that comes to a cooperative from local school districts by agreement. The services associated with these agreements include staff shared between districts, professional development services, special education testing, interest income, cooperative operations, repair services, and other special projects as determined by participating districts and the cooperative. Local funds accounted for 37.05% of cooperative revenue or \$63,636,084 in FY24.

Federal funds are governed by federal and state laws and rules for each program. They are reimbursed by DESE after program appropriate expenditures are made. Balances are regulated by federal rules. Federal Programs operated through cooperatives include the Migrant program, Arkansas Better Chance, the Perkins Program, and Special Education ages 3-5. Currently cooperatives have ARP ESSER funds that are associated with ABC, Early Childhood Special Education, and the Homeless program. For the fiscal year 2024, the cooperative Federal revenue total was \$48,136,507 or 28.03% of all FY24 revenue.

Total revenue for 23-24 was \$171,741,194. This includes the broad categories above, plus revenue of \$655,920. Additional revenue occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

Local, State , Federal, Other and Total



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

OUR Financial Statement as of 6-30-2025			BOARD REPORT JUNE 30, 2025	
FUND/SOF	JULY 1, 2024 BEGINNING BAL	YTD REVENUES	YTD EXPENDITURES	JUN 30, 2025 ENDING BALANCE
2014 SPECIAL EDUCATION	28,947.82	174,266.61	201,036.90	2,177.53
2015 TECHNOLOGY / BASE	30,720.70	0.00	2,728.07	27,992.63
2020 MATH CARNIVAL	1,527.77	4,262.50	4,391.13	1,399.14
2024 WATERSHED	2,286.49	700.01	244.97	2,741.53

2025 LITTLE LEARNERS	0.00	1,750.00	1,750.00	0.00
2030 E C SP ED 6B (6702 sch)	531,829.58	1,012,573.19	887,645.16	656,757.61
2033 COST PER COPY	25,176.91	6,865.00	6,632.90	25,409.01
2035 SCIENCE FAIR	1,544.62	1,091.56	1,740.12	896.06
2041 EC SP ED CHILD CARE	51,231.25	26,327.20	33,332.76	44,225.69
2042 CHILD CARE	0.00	112,026.49	76,598.24	35,428.25
2055 GT STUDENT ACTIVITIES	5,743.88	0.00	1,446.98	4,296.90
2099 BEHAVIOR SUPPORT	87,082.15	152,967.80	154,121.94	85,928.01
2246 PATHWISE MENTORING	0.00	126,775.00	126,775.00	0.00
2291 WORKFORCE COOR	0.00	60,000.00	60,000.00	0.00
2355 NIET LEAD TEACHER	0.00	32,000.00	32,000.00	0.00
2360 OPERATING FUND	675,000.00	1,143,457.97	1,143,457.97	675,000.00
2362 TECHNOLOGY CENTER	0.00	80,000.00	80,000.00	0.00
2364 CONTENT SPECIALISTS	0.00	270,000.00	270,000.00	0.00
2365 ABC	0.00	2,279,484.60	2,279,484.60	0.00
2366 ABC BLOCK GRANT	0.00	1,155.00	0.00	1,155.00
2373 HIPPY	0.00	208,340.00	208,340.00	0.00
2374 PARENT AS TEACHERS	0.00	37,880.00	37,880.00	0.00
TOTAL OPERATING FUND	1,441,091.17	5,751,922.93	5,629,606.74	1,563,407.36
FUND/SF	JULY 1, 2024 BEGINNING BAL	YTD REVENUES	YTD EXPENDITURES	JUN 30, 2025 ENDING BALANCE
3000 BUILDING FUND	1,538,014.45	269,914.75	154,426.60	1,653,502.60
3001 TORNADO CONSTRUCTION	0.00	1,518,245.28	1,518,245.28	0.00
6201 CHILDCARE QUALITY BLOCK GRANT	0.00	5,000.00	3,017.88	1,982.12
6203 CHILDCARE BLOCK GRANT	0.00	96,046.22	29,714.44	66,331.78
6563 AR DEPT OF HUMAN SERVICES	1,487,932.32	17,789.22	423,149.25	1,082,572.29
6570 WORKFORCE ED	0.00	272,635.53	272,635.53	0.00
6574 PERKINS R&R GRANT	0.00	10,000.00	10,000.00	0.00
6577 PERKINS PLAN GRANT	0.00	5,815.90	5,815.90	0.00

6581 CARL PERKINS PROF DEV	0.00	1,500.00	1,500.00	0.00
6749 PS MEDICAID	0.72	21,525.46	2,389.56	19,136.62
6752 ARMAC	0.72	21,525.46	2,389.56	19,136.62
6777 AWARE 2.0	4,595,642.83	9,713,388.92	9,849,566.29	4,459,465.46
6788 EC LOCAL LEAD	10,478.07	270,109.51	243,385.43	37,202.15
6799 ACA INFANT HOME VISITING	10,478.07	270,109.51	243,385.43	37,202.15
6809 APR ESSER	396.00	0.00	0.00	396.00
6811 ARKANSAS THRIVE	0.00	5,630.05	5,630.05	0.00
6812 ACCEL THRU COMM OF P	0.00	192,000.00	192,000.00	0.00
6834 PHONE FREE SCHOOLS Grant	0.00	53,382.00	53,382.00	0.00
TOTAL FEDERAL GRANTS FUND	1,577,651.42	2,126,275.54	2,488,196.87	1,215,730.09
8000 SNACK REIMBURSEMENT	0.03	0.00	0.03	(0.00)
8057 CACFP SNACK REIMBURSEMENT	38,885.76	47,030.42	59,090.77	26,825.41
TOTAL FUND BALANCES	4,595,642.83	9,713,388.92	9,849,566.29	4,459,465.46
BANK BALANCE	2,320,991.21			
LESS O/S CHECKS	350,791.38			
DEPOSIT IN TRANSIT	0.00			
CD INVESTMENTS	2,328,856.18			
ADJ BANK BALANCE	4,299,056.01			
Current Month Revenue:	1,214,820.71			
Current Month Expense	1,869,722.76			
		BK BAL + CD		
Bank Balance as of JUNE 30, 2025	2,320,991.21	4,649,847.39		
Less FDIC insurance amount	250,000.00	250,000.00		
Deposits required to be collateralized	2,070,991.21	4,399,847.39		
Collateralization Amt as of JUNE 30, 2025	5,918,980.90	5,918,980.90		

Program ACT Prep
Funding Source State

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 checked="" 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	

Program Summary

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

Cantrell and Waller Preparatory (CW Prep) has provided sessions across the state to almost 400 students. In these sessions, students spend six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT. OUR Co-op has provided two of these sessions with CW Prep to all high school students in the co-op area at no cost. The fee for the fall session was paid utilizing state provided funds. The second one was funded through the use of cooperative funds. Approximately, 100 students participated in this opportunity.

Program **ADE/APSCN Financial Applications Manager**
Funding Source Division of Elementary and Secondary Education Public School 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
Jennifer Barrett	APSCN Applications Manager	Business Administration

Goal

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

Program Summary

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

Major Highlights of the Year:

Statewide database training and documentation offered.

Program **ADE/APSCN Student Applications Field Analyst**
Funding Source Arkansas Department of Education

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Mary Heginger	APSCN Student Field Analyst	

Goal

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

Program Summary

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

Major Highlights of the Year:

State Reporting training

E-School Training

SFA Support Workdays

Assisting Districts with rolling over their data bases for the new school year

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

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

Overview:

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

Hot Topics:

- Ensure schools and providers are aware of changes relative to changes in Mental Health and Behavior through coordination with the Office of School Health Services.
- continue to stay updated on current legislative changes entailing behavior and mental 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.

Program **Arkansas AWARE**
(Advancing Wellness & Resiliency in Education)

Funding Source **SAMHSA SEA AWARE Federal Grant Funds**

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

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

Personnel

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

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

Goals

The specific goals of Arkansas AWARE 2022 are as follows:

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

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

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

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

Program Summary

Overview:

--The AWARE team coordinates professional development and training to OUR targeted districts that include Positive Behavior Interventions and Supports (PBIS), Mental Health First Aid (MHFA), and other relevant training on mental health awareness.

--AWARE Behavior Specialists at the targeted site provide classroom observations, teacher support, and additional technical assistance.

--The AWARE grant contracts for Direct Mental Health expanded services in the targeted schools.

--The AWARE Site Project Manager oversees all programming in the targeted districts to ensure quality of service delivery as well as program effectiveness.

--The AWARE State Project Director ensures all sites are effective in meeting the goals as outlined in the SEA-AWARE program description across the state of Arkansas as well as reporting requirements to both ADE and SAMHSA.

--The AWARE team also provides technical assistance, training, and monitoring as school districts work to develop and enhance school based mental health services.

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

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

Arkansas AWARE Activities:

--The Berryville Site utilizes the RAAPS mental health screening.

--Just in Year 2, the statewide training team trained well over 11,000 individuals.

--Through this grant, a ***Training Request System*** has been established where districts can request training through a link on the AWARE site along with a menu of options, which currently includes the following trainings.

Current AWARE training offerings:

➔ **Youth Mental Health First Aid** – This course from the National Council for Mental Wellbeing covers how to identify, understand, and respond to mental illness and substance use disorders. This is a required course for School Counselors and SROs. (6 hours of PD)

➔ **Trauma Invested Classrooms** – Learn what trauma-invested teachers do and how a trauma-invested classroom functions. (6 hours of PD)

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

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

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

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

Program Computer Science
Funding Source Arkansas Department of Education

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Alex Moeller	Statewide CS Specialist	
Ashley Kincannon	Statewide CS Specialist	Ed.S.
Brian Lawhon	Statewide CS Specialist	
John Hart	Statewide CS Specialist	MLIS
Stacy Reynolds	Statewide CS Specialist	MSE
Tammy Glass	Statewide CS Specialist	
Zachary Spink	Statewide CS Specialist	MSE
Joshua Rodgers	Statewide CS Specialist	

Goals:

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

1. Standards, Curriculum, and Pathways - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

2. Educator Development and Training - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

3. Licensure - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.

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

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

Program Summary:

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

Vision

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

Mission

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

PD Offered:

- Computer Science Impact Meeting
- High School Computer Science Certification and Preparation
- Autonomous Vehicle Workshop @ UCA
- Python Programming for Year 1 - High School CS Professional
- Python Programming for Year 2 & 3 - High School CS Professional Development
- Business Intelligence - High School CS/Business Professional
- Cybersecurity for Year 1 - High School CS Professional Development
- Cybersecurity for Year 2 & 3 - High School CS Professional
- Robotics for Year 1 - High School CS Professional Development
- Robotics for Year 2 & 3 - High School CS Professional Development
- Mobile Application Development for Year 1 - High School CS Professional Development
- Computer Science Planning and Pacing for Middle and High School
- Middle School Intro to Coding: Learn Text-Based Code (Formerly Coding Block)
- Computer Science: Teaching K-4
- Computer Science: Teaching 5-8
- Data Science for Year 1 - High School CS Professional Development
- Data Science for Year 2 & 3 - High School CS Professional Development
- Game Development and Design for Year 1 - High School CS
- Game Development and Design for Year 2 & 3 - High School CS Professional Development

- Computer Science: Intro to Block-Based Coding
- Computer Science: Transition to Text-based Coding
- Computer Engineering for Year 1 - High School CS Professional Development
- Networking for Year 1 - High School CS Professional Development
- Precision Agriculture
- Introduction to AI
- EAST Raspberry Pi
- EAST Circuit Playground

Conferences Presented at:

- State TSA Conference
- Arkansas Association for Career and Technical Education
- ADE Summit
- AEA PD Conference
- HSTI
- EAST Conference

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2025
 - Regional Capture the Flag Events
 - TSA State Conference – March 2025
 - Support of Robotics Competitions (VEX, FIRST) March 2025
 - All-State Coding Competition April 2025
 - SkillsUSA April 2025
-

Major Highlights of the Year:

- Revised pathways and standards across all CS courses
- Supported the work of the Data Science HIRED grant and the Cybersecurity HIRED grant
- 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 1853 education professionals and 8311 students.
- Lead Judge and Coding Challenge Creator for All-Region and All-State Coding Competition.
- Provided digital capture the flag events at schools and cooperatives around the state
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org
- Partnered in the creation of new computer science related CTE courses

ONGOING SUPPORT:

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

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

Competitive Grant

☐ Yes ☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Donnie Lee	Production Artist	AAS

Goal

DESE Podcasts provides informational podcasts and audiovisual resources regarding Arkansas Department of Education operations, events, and programs. The office uses multiple popular online outlets for media distribution including, but not limited to: YouTube, Arkansas Digital Sandbox, podcast outlets and/or any other useful online media outlet approved by ADE. Although the resources of this initiative are available to the public, its content is targeted toward statewide growth in student achievement and developmental resources for students and educators..

Program Summary

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

Program Behavior Support Specialists
Funding Source Federal-Part B

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

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

Personnel

Name	Position	Degree
Shana Bailey	Behavior Support Specialist	M.S., BCBA
Jennifer Brewer	Behavior Support Specialist	Ed.S.
Sandy Crawley	Behavior Support Specialist	M.S.E
Kelly Davis	Behavior Support Specialist	M.Ed., BCBA
Sonia Hartsfield	Behavior Support Specialist	M.Ed.
Audrey Kengla	Behavior Support Specialist	M.S., CCC-SLP
Amanda Kirby	Behavior Support Specialist	M.S.E.
Kat Lancaster	Behavior Support Specialist	M.A., CCC-SLP, BCBA
Lindsey Lovelady	Behavior Support Specialist	M.S., BCBA
Allison Mears	Behavior Support Specialist	LPC., BCBA
Nicheyta Raino	Behavior Support Specialist	M.Ed., BCBA
Jenna Stapp	Behavior Support Specialist	M.A.T.
Connie Thomason	Behavior Support Specialist	M.Ed., BCBA
Mary Walter	Behavior Support Specialist	Ed.S., SPS, BCBA
Meagan Booe	Behavior Support Specialist	M. Ed, BCBA
Carla Knight	Behavior Support Specialist	M.S.E., BCBA

PARTICIPATING DISTRICTS:

Statewide

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

BX3 PROJECT

GOAL:

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

BX3 Cohort 3- Building level teams

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Alma Intermediate2. Bryant Elementary3. Horatio Elementary4. Hurricane Creek Elementary5. McRae Elementary6. Mena Middle School | <ol style="list-style-type: none">7. Mena High School8. Oscar Hamilton Elementary9. Pottsville Junior High10. University Heights Elementary11. Asbell Elementary |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

BX3 Cohort 4 - Building level teams

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Arkansas Arts Academy High School2. Magnolia Middle School3. Sidney Deener Elementary4. Westside Elementary - Searcy5. Southwest Middle School rcy- WDM6. Janie Darr Elementary7. Arkadelphia High School8. Lake Hamilton New Horizons9. Washington Elementary10. Lincoln Middle School11. Cedarville Elementary12. Glen Rose Elementary13. Flippin Elementary14. Beebe Elementary15. Bob Folsom Elementary16. The Academies of West Memphis17. Westbrook Elementary - Harmony Grove | <ol style="list-style-type: none">18. Elmdale Elementary-Springdale19. Louise Durham Elementary20. Manila Elementary21. K-8 Connect - Springdale22. Indian Hills Elementary23. Newport Elementary24. East End Elementary25. Lakeside Primary26. Allbritton Elementary27. Peak Elementary School28. Harmony Leadership Academy29. Rector Elementary School30. Wonder Jr. High31. Bayyari Elementary32. North Heights Community School33. Beebe Middle School34. Benton Jr High |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

BX3 Cohort 5 - Building level teams

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Waldron Middle School2. Mountainburg Elementary3. Mountainburg Middle School4. Mountainburg High School5. King Elementary-Van Buren6. Fairview Elementary- Fort Smith7. East Side- Magnolia8. Central Elementary-Magnolia9. Smackover-Norphlet Elementary10. Hillcrest Elementary11. East End Middle- Sheridan12. Sheridan High School | <ol style="list-style-type: none">13. Eureka Springs Elementary14. Eureka Springs Middle School15. McCrory Elementary16. Augusta Elementary17. Augusta High School18. Jerry "Pop" Williams Elementary- Farmington19. Farmington High School20. Arkansas Arts Academy Elementary21. Clarendon Elementary |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

PROGRAM SUMMARY:

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer 4- 6 coaching sessions for each BX3 team throughout the school year. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

MAJOR HIGHLIGHTS OF 2024-25:

- Cohort 3 continued with 11 building-level teams across the state
- Cohort 4 continued with 34 building-level teams across the state
- Accepted Cohort 5 with 21 building-level teams across the state
- 99% of participants in Cohort 3, 4 and 5 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3, 4 and 5 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3, 4 and 5 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3, 4 and 5 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2024-2025:

- Provided on-site coaching and consultation, student observation, records review, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 155 CIRCUIT referrals across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2024-2025:

- Offered 19 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Offered over 140 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2655 participants

ADDITIONAL BSS HIGHLIGHTS OF 2024-2025:

- Planning for the first annual Arkansas School Behavior Conference
- Partnered with DESE to support THRIVE Leadership Academy Cohorts 5, 6, and 7 and THRIVE Leadership Academy at DeQueen-Mena ESC, Dawson ESC, Southeast ESC, and Arch Ford ESC to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the BehaviorHelp Kindergarten Transition Support Planning group
- Served on committee DESE staff and AETN to develop modules on Crisis Management and MTSS-B for AR IDEAS
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Newsletter is reaching nationally and internationally (8 countries)
- Several states are accessing our online modules including California, Colorado, Nevada and North Carolina
- Presented Multi-Tiered Behavior Support Resources at SEAS Conference
- Presented Mic Drop Sessions - Review of BSS Website at AAEA Conference
- Presented Increasing Student Behavior Supports at the Tier 2 Level: Student Intervention Matching (SIM) Form at the Transition Summit
- Presented Charting the Path to Tier 2 Behavior Interventions: Intro. to the Student Intervention Matching Form at LEA Academy
- Presented Navigating Tier 1 and Tier 2 Behavior Supports in the Inclusive Classroom at LEA Academy
- Presented The BX3 Journey Awaits! Building Capacity in School-Wide Positive Behavior Supports at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Meaningful Access ToT: Behavior with DESE-OSE
- Presented Behavior Strategies and Resources at the The Teaching & Partnerships in Juvenile Detention Centers Workshop
- Presenting Supercharging Student Success: An Overview of Multi-Tiered Behavior Support at the ArSCA & DESE School Counselor Conference
- 14 BSS attended the Association of Positive Behavior Supports International Conference in St. Louis, MO
- 1 BSS attended the 23rd Annual NWPBIS Conference in Portland, OR
- 1 BSS attended the LRP Institute Convention in Phoenix, AZ

Program Behavior Support Consortium

Funding Source Participating Districts

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

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

During the 2024-2025 year, the personnel working within the consortium received 68 requests for behavior support, served 40 students, exited 28 students, completed 28 FBAs and 4 BIPs with a possibility of 6 being developed the first week of August as determined in FBA meetings, assisted with the development of 1 crisis plan, provided 11 training sessions, provided 4 behavior support kits, and supported 1 teacher in Tier 1 behavior management.

Major Highlights of the Year:

68 requests for behavior support for the 2024-2025 school year

Assistance with 28 FBAs, 4 BIPs with a possibility of 6 being developed the first week of August as determined in FBA meetings, and 1 Crisis Plans

Provided 11 different professional development sessions (onsite and at districts)

Provided 4 Behavior Support Kits and numerous amounts of resources for teachers and students

Provided Tier 1 Behavior Management support for 1 teacher

☒Restricted ☐Non-restricted ☐Not Applicable

- Participating Districts
- ☒Alpena

☒Deer/Mt.Judea

☐Harrison

☒Ozark Mountain

☐Statewide
- ☒Bergman

☒Eureka Springs

☒Jasper

☒Searcy County
- ☒Berryville

☒Flippin

☒Lead Hill

☒Valley Springs
- ☒Cotter

☒Green Forest

☒Omaha

☒Yellville-Summit

Personnel

Emilee Tucker	Career and Technical Education	MS/BS

Executive Summary
The O.U.R. Education Cooperative CTE Department successfully fulfilled its mission to support 16 school districts in preparing a job-ready workforce. This report highlights achievements in program improvement, professional development, industry collaboration, and grant procurement, resulting in a total of **\$413,448.46** secured funds for the consortium.

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

Program Highlights

- **Local Engagement:** The CTE Coordinator played a key role in various collaborative initiatives:
 - **Chairing the NWAEDD Youth Committee:** This role led to targeted aid for disadvantaged seniors including hosting Year 2 of the career fair ("**See It AND Be It**" - 50 students, 10 businesses)
 - **Hosting the first North Central Be Pro Be Proud Draft Day:** The CTE Coordinator partnered with Mountain Home Chamber of Commerce & North Central Co-Op to host the first North Central Arkansas Be Pro Be Proud Draft Day.
 - The CTE Coordinator partnered with North Arkansas College and created a streamlined process for students to earn **concurrent credit for all 3 levels of Pre-Educator courses**.
- **WIN Leadership Academy:**
Offered in partnership with the Harrison Regional Chamber of Commerce, the 2025 WIN (Workforce Initiative Network) Leadership Academy will take place June 23–27 at the OUR Educational Service Cooperative in Harrison, Arkansas. This weeklong experience is designed to empower 20 CTE teachers, admin, counselors, and career coaches to strengthen the bridge between classroom instruction and workforce demands.
Participants will engage in:
 - Daily book studies focused on leadership, educator well-being, and workforce relevance
 - On-site industry tours at local employers including North Arkansas Regional Medical Center, Baxter Health, Wabash, and Claridge

- The OUR CTE Summit, featuring sessions on Perkins V, LEARNS updates, endorsement training, and collaborative breakouts across CTE content areas
- Panels with professionals in banking, IT, small business, and manufacturing
- Strategic planning sessions to guide implementation of workforce-aligned practices back at the school and district level

Together, the OUR Co-op and the Harrison Regional Chamber of Commerce aim to provide educators with the tools, experiences, and partnerships needed to prepare students for high-demand, high-wage careers across the region.

- **Grant Procurement:** The CTE Coordinator oversaw significant grant funding for the consortium:
 - Successfully managed and processed payments for all consortium Perkins grants (**\$272, 635.53**) and oversaw spending of a Certification grant (**\$5,815.90**) and Recruitment & Retention grant (**\$10,000**) as well as managed the Co-Op CTE Coordinator salary grant provided by DCTE (**\$60,000**)
 - Facilitated the submission of **3 startup grants**
 - Secured a startup grant for Valley Springs Retail Management with a Store and Kiosk (**\$45,432.50**)
 - Facilitated the submission of **2 modernization grants**
 - Secured a modernization grant for Flippin Agricultural Power, Structural, and Technical Systems (**\$19, 564.53**)
- **Professional Development & Support:** The CTE Coordinator played a pivotal role in:
 - Exceeding DCTE's goal for virtual reality headset usage in schools, **ranking OUR Co-Op second in the state for three consecutive years.**
 - Allocating and managing a Recruitment & Retention grant to fund relevant professional development for educators including funding **mentor teachers** for each program area and securing trainings for **relevant PD** such as FACS retention, makerspace, hands-on activities, AI, online safety.
 - Training, mentoring, and providing resources to over **5 new CTE teachers.**
 - **Mentoring 2 CTE Coordinators** from other co-ops, including the 2023-24 mentee Tameka Anderson from Great Rivers ESC which she Zooms with bi-weekly, and the 2024-25 mentee Stephanie Trolinger.
 - The CTE Coordinator **partnered with Northark to offer a Pre-Educator PD:** Onboarding for Intro to Education Northark Concurrent Credit Course
- **Technical Assistance:**
 - **Visited each consortium district** to offer program implementation support, conduct inventory checks, and provide on-site technical assistance.
 - Aided districts with **new program startups and meeting H2 requirements.**
 - Provided training, resources, and technical assistance to educators seeking **410 (College & Career Readiness), 412 (WBL) , and 418 (Career Development) endorsements**, resulting in successful recommendations for 6 teachers.

Financial Impact

The CTE Coordinator's efforts directly contributed to securing **\$413,448.46** in funding for the OUR Consortium in the 2024-25 school year. These funds allow for continued program improvement, professional development opportunities, and industry collaboration, ultimately leading to a better-prepared workforce for our region.

Major Highlights of the Year:

Number of CTE Concentrators earning certifications was 9% in 2021, 44% in 2022, 66% in 2023, and 70% in 2024. 7 schools impacted by addition of Pre-Educator programs since 2024. The CTE Coordinator partnered with North Arkansas College and created a streamlined process for students to earn **concurrent credit for all 3 levels of Pre-Educator courses.**

☒ 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 and Superintendent	Ed.S., MS, BS
Dr. Brandie Benton	Deputy Superintendent of Curriculum and Instruction	Ed.D, MSE, BSE
Mindy Looney	Director of Operations	BS, MBA
Candice McPherson	Director of Design and Development	MS, BS
Amy Kirkpatrick	Director of Technology	MS, BS
Jason Bohler	Core Campus Principal	MA, BA
Samanth Carpenter	Core Campus Principal	Ed.S, MS, BS
Tye Bibby	Concurrent Credit Campus Principal	MS, BA
Christie Lewis	CTE Campus Director	BBA, MS
Rachel Walston	Learn Anywhere Academy (LAA) Program Principal	MS, BS

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

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

CORE VALUES: Teamwork, Relationships, Integrity, Quality, Innovation

GOALS:

Virtual Arkansas exists to provide affordable and equitable educational access and opportunities for Arkansas students, teachers, and schools. According to *Act 2325 of 2005*, distance learning opportunities were employed:

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

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

Goals	2023-2024 Results
Help Address the	- VA made courses available in all critical academic licensure

Arkansas Teacher Shortage	shortage areas - VA provided access to 101 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	- VA provided access to 220 total courses; 160 courses with a VA teacher - These courses provided opportunities to 29,121 Content + Teacher enrollments and 6,482 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	- VA courses were made available to all high-poverty districts and were utilized by 88% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational Options for Rural Students	- 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 80% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	- All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	- Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

PROGRAM SUMMARY:

Virtual Arkansas is a supplemental State Virtual 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.

Virtual Arkansas is comprised of five campuses:

- Core Campus High School: Arch Ford Educational Service Cooperative
- Core Campus Middle School: Arch Ford Educational Service Cooperative

- CTE Campus: Dawson Educational Service Cooperative
- Concurrent Credit Campus: Southeast Educational Service Cooperative
- DYS Campus: Arch Ford Educational Service Cooperative

Major Highlights of the 2024-2025 School Year - Virtual Arkansas

- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- After designing, developing, and launching the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state, saw a 65% growth in student enrollments within the concurrent credit program.
- Spearheaded and implemented the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Implemented a large-scale assessment improvement initiative that aligned course curriculum and assessments with the ATLAS assessment.
- Executive Director continues to serve the role of President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.
- Multiple Virtual Arkansas directors serve as national online learning workgroup chairs, demonstrating our commitment innovation and online learning leadership at the national level.
- Partnered with Arkansas Tech University to offer summer college courses
- Designed, developed, or enhanced 44 courses
- Designed and implemented 10 new Credit Recovery courses

Virtual Arkansas Data (Based on 2023-2024 School Year)

- Have saved Arkansas school districts over \$72,500,000 in enrollment fees over the last eleven years
- Have served over 311,000 enrollments over the last 11 years
- Virtual Arkansas Students had an 92% Pass Rate
- 12,726 Unique Arkansas Students Engaged in 29,121 Content + Teacher Enrollments
- 26,730 Credits Earned
- 78% of Virtual Arkansas teachers have a Master's degree or above
- 165 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 9,284 College Concurrent Credit Hours
- 80% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 5,884 enrollments over two semesters
- 1,952 Computer Science enrollments
- 2,007 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

2024-2025 Ozark Unlimited ESC Data

1. Total Number of Enrollments: 1,569
2. Number of Enrollments Designated as Rural: 1,225
3. Percentage of Enrollments Designated as Rural: 78%
4. Average Grade: 80%
5. Pass Rate: 94%
6. Advanced Placement Enrollments: 106
7. CTE Enrollments: 304

8. Computer Science Enrollments: 97
9. Concurrent Credit Enrollments: 92
10. World Language Enrollments: 225
11. Core Enrollments (English, Math, Science, Social Studies): 648

Program Director's Office/Administration
Funding Source Base Funds

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☒ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

Program Summary

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

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

Program Early Childhood
Funding Source Arkansas Better Chance

Competitive Grant

☒ Yes

☐ No

☒ Restricted ☐ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

Director/Teachers	Raegan Lair	Amy Hendon
	Amy Rochow	April Wyas
	Kylee Fowler	Ladonna Love
	Kathy Brasel	Jodi Moenning
	Arielle Tougaw	Christy Tibbets
	Callie Ramer	Susie Fleming
	Rachelle Starnes	Mindy Lovelace
	Laura Horn	Amber King
	Lorey Lovaas	Jennifer Beason
	Jamie Tillery	Rebecca White
	Makayla Blank	Trisha Ramsey
	Tasha Hutchison	Kim Walker
	Debbie Richardson	Hunter Vickers
	Kristin Tucker	

Position	Name	Name
Paraprofessionals/Aids	Erica Zumalt	Latisha Williams
	Jackie McGee	Elizabeth Duncan
	Karen Sale	Kylee Shaw
	Brittany Williams	Teresa Smith
	Paula Grozis	Alisha Fields
	Kaitlyn Shea	Haylie Crow
	Bailee Lippe	Brooklyn Langley
	Heather Denham	Shelly Epperly
	Tenessa French	Alanna Collins
	Amanda Bunting	Katie Richardson
	Janah Carter	Jamie Lemley
	Laila Cross	Theresa Huebner
	Jessica Brussichessi	Cora Montgomery
	Vickie Kilmer	Brenda Smith
	Ashley McCloud	Christina Uber
	Brittany McGowan	Ashley Santella

	Vestina Freeman	Barbara Sue Willis
	Stefanee Gahlbeck	LaChelle Honeycutt
	Brittany Judy	Zaira Castaneda
	Pam Lackey	Comilita Blackston
	Adrienne Helmlinger	

Goal

The OUR Cooperative ABC Preschool Program goal is to provide quality preschool services to 447 children and 45 private pay children ages 3,4, and 5 years of age in 14 school districts.

Program Summary

Funding for these preschool programs is obtained through the Arkansas Better Chance and Arkansas Better Chance for School Success grant in the amount of 2,281,935.00

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

Major Highlights of the Year:

- * Continue using Pre-K Rise in our classrooms and using Launchpad for Pre-K Literacy
- *Berryville ABC Preschool moved into a newly constructed Pre K Building on the Berryville Elementary School grounds
- * All ABC classrooms received a 3-star or better rating in Arkansas's Better Beginnings Quality Rating Scale, with two classrooms receiving the highest rating, a 6-star
- * ABC Classrooms passed Arkansas Better Chance Compliance Review
- Mountain Home ABC Preschool moved into a new classroom at the Nelson Wilkes Herron Elementary
- Six ABC Classrooms participated in the C.L.A.S.S. pilot; Mtn Home ABC, Cotter ABC, Alpena ABC, Green Forest ABC, Yellville ABC and The Little Red School House
- All sites participated in the L.E.N.A. Project

Program Early Childhood Special Education

Funding Source Federal and State Funding

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

The O.U.R. Educational Cooperative's Early Childhood Special Education Program provides a number of free services for preschool children ranging between three and five years of age. In addition to the thirteen districts that we serve within our service cooperative area we also serve the Mountain Home School District. For the 2024-2025 school year we served 276 special needs children and screened 1,009 children for possible delays. The services that we provide include: speech evaluations/therapy, developmental evaluations/therapy, occupational therapy, physical therapy, behavior services, and preschool services. The Early Childhood Special Education staff is available to provide screenings to all three, four, and five year old children at no cost to the family. These screenings indicate which children may be eligible for additional evaluations.

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

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

This program receives funding from a variety of sources. Included in our funding sources are local dollars, state funding, Medicaid, ARMAC, and tuition income. To date for the 2024-2025 school year the revenue received from these funding sources totaled \$1,007,198.67

SCHOOL	DEC.1 CHILD COUNT
ALPENA	6
BERGMAN	11
BERRYVILLE	27
COTTER	15
DEER/MT.JUDEA	4
EUREKA SPRINGS	7
FLIPPIN	18
GREEN FOREST	30
JASPER	11
LEAD HILL	7
MTN HOME	83
OMAHA	12
OZARK MTN	8
VALLEY SPRINGS	17
YELLVILLE	20
TOTAL	276

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 2024-2025 year, co-op staff completed fingerprinting for approximately 1100 education personnel.

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	BS
Shelia Bagby	Home-Based Educator	CDA
Barbara Hagood	Home-Based Educator	CDA
Michelle Kelley	Home-Based Educator	CDA
Cindy Ricketts	Home-Based Educator	CDA, Associate

Program Summary

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

Major Highlights of the Year:

In 2024-2025 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 110 families participated in the program. The total budget was \$208,340.00

☒ Restricted

☐ Non-restricted

☐ Not Applicable

Participating Districts

- ☒ 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

☐ Statewide

Personnel

Amanda Green	Dyslexia/Literacy Specialist	Ed.D

Program Overview:

The mission of the dyslexia/literacy program is to build collaborative relationships with districts to strengthen systemic implementation of dyslexia support through targeted professional learning, technical assistance, data-informed planning, and capacity-building, ensuring K–12 educators understand and apply evidence-based practices aligned with the Arkansas Dyslexia Law, associated rules, and the Dyslexia Resource Guide for screening and intervention.

Goals:

The goals of the program are achieved by developing K–12 District Dyslexia Profiles, analyzing screening and intervention data, and aligning resources to address systemic gaps in dyslexia screening and intervention. Customized technical assistance plans are created for each district to prioritize needs in areas such as screening processes, progress monitoring, and professional learning. Strategic planning meetings and ongoing technical assistance help districts strengthen their systems and evaluate the effectiveness of interventions. Capacity-building efforts emphasize training on state-approved screening tools, the Response to Intervention (RTI) framework to support early identification and data-driven practices, and the Arkansas Dyslexia Resource Guide. Ongoing professional learning focuses on dyslexia-specific instructional strategies, accommodations, and the use of high-quality instructional materials (HQIM) intervention programs. Additional efforts include reviewing annually reported district dyslexia data, hosting weekly virtual office hours, participating in state-level meetings to ensure alignment with broader educational goals, and distributing monthly satisfaction surveys to measure impact and guide continuous improvement, ultimately fostering consistent support for students.

Program Summary/Highlights:

The OUR Dyslexia Specialist delivered comprehensive professional learning and technical assistance to all districts aligned with the Arkansas Dyslexia Resource Guide to ensure alignment with state guidelines while addressing district-specific needs through evidence-based practices. Key initiatives included:

Training and Program Implementation

- Attended statewide dyslexia specialist meetings.
- Developed, implemented, and reflected on a professional learning plan.

- Provided districts with professional learning on Level 2 Dyslexia Screening training (Fall 2024) by a Certified Academic Language Therapist, BUILD Program training (Fall 2024), and Take Flight Recalibration training (Winter 2025) through Scottish Rite Trainer partnerships, with additional training provided on
- Summer 2025 professional learning provided on Dyslexia Overview, Effective use of ORF and Encoding Measures, Utilizing Screening Data for School-Based Identification of Dyslexia (K-3), School-Based Identification of Dyslexia (Grades 4-12), Dyslexia Intervention Progress Monitoring and Data Tracking, Dyslexia Legislation, Rules, and Dyslexia Resource Guide Updated, and Take Flight training.

Strategic Planning and Data Analysis

- Partnered with districts to develop tailored technical assistance plans and district profiles.
- Supported strategic planning meetings in districts to prioritize K-12 screening protocols, data utilization, interventionist training, and intervention efficacy.
- Analyzed the required district dyslexia reporting data to make note of early identification, inter-campus transitions, and high school service.

Ongoing Support and Evaluation

- Conducted a risk assessment to identify districts requiring targeted support.
- Offered weekly virtual office hours for continuous professional learning and technical guidance to all districts.
- Distributed monthly satisfaction surveys, achieving a consistent satisfaction rate across all districts throughout the 24-25 year.
- Identified priorities and goals with districts for the 25-26 school year for continuous improvement.

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

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 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 HQIM plan
- Collaborate with the Arkansas Department of Education during unit meetings, regional meetings, and other opportunities
- Collaborate with Northwest Arkansas 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 HQIM support & coaching opportunities
- Provide quality professional development in mathematics to teachers, instructional coaches, and administrators as they determine the essential standards of the Arkansas curriculum standards
- Promote Arkansas IDEAS to district leaders, instructional coaches, teachers, and other support staff throughout the OUR Cooperative area
- Make the OUR Cooperative Math Carnival a very successful event for our 3rd-8th grade math students (We are the only cooperative in the state that has this academic event.)
- Collaborate with other math specialists to offer the IM/OUR Curriculum training and support for K-8th grade, Algebra I, Geometry, & Algebra II teachers.

Program Summary:

OUR Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics' Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning & coaching opportunities in 2024-25 included:

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

Math Coaching: This school year math coaching was based on HQIM needs. Math coaching was focused in two OUR Cooperative schools: Flippin School District & Berryville School District. Math coaching was primarily focused in 5th grade through Geometry. The math specialist collaborated with these school districts on implementing research based HQIM & strategies including Building Thinking Classrooms strategies and Formative Assessment strategies.

Major Highlights of the Year:

The math specialist was a part of implementing HQIM in the Flippin School District. The math specialist provided coaching support as needed in the Flippin School District & the Berryville School District this school year. The math specialist & these schools collaborated to apply research based HQIM strategies in the math classroom.

The OUR Cooperative Math Carnival had 14 of 16 school districts compete in the event at North Arkansas College. It was a very successful day of math celebration for OUR Cooperative area students!

Program

Funding Source

Media

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. Visits were limited due to the damage from the May 26, 2024 tornado to the area of the co-op that housed these resources.

Major Highlights of the Year:

Approximately 21 visits to the media center.

Program Novice Teacher Mentoring Program
Funding Source ADE Office of Teacher Quality

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

Monica Springfield	Mentoring Program Specialist	M.Ed./BA
Suzanne Grant	Support Personnel	M.Ed./BA
Linda Pledger	Support Personnel	

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 2024-2025 year, the program served approximately 193 novice teachers. This personalized support is provided for three years and includes training and support to novice teachers, district mentors, and administration to increase teacher retention, establish norms of professionalism, and lead to improved student achievement by increasing effective teacher performance.

GOALS:

- To communicate with supported districts and the state to ensure program fidelity through various means of communication
- To provide support and coaching for novice teachers, district mentors and administrators to ensure effective mentoring programs at the building level, district level, and across the cooperative region
- To ensure needed areas of professional learning and support for novice teachers, district mentors, and administration through quality professional development opportunities which can include face-to-face training, coaching support provided in person and/or virtually, online professional development, monthly Zoom check-ins, collaborative meetings, etc.

☒Restricted ☐Non-restricted ☐Not Applicable

- Participating Districts
- ☒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
- ☒Mountain Home

☐Statewide

Personnel

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

- Goal
- In this pilot year, local early childhood lead organizations must:
- Establish a comprehensive, locally supported plan for supporting early childhood programs and services within the community
 - Serve as the designated early childhood captain for the community
 - Conduct stakeholder engagement and support local partnerships
 - Coordinate an early childhood information campaign in the community
 - Coordinate and report required data including an unduplicated count of children birth-to-five served by publicly-funded partners in the community
 - Serve as the planning entity for any additional early childhood grants released by the ADE
- A complete list of assurances that details the requirements of this work can be found in Part 4 of the application.

Program Summary

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

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

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

Program School Health Services
Funding Source Arkansas Master Tobacco Settlement

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

Provide technical assistance to area schools to:

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

Provide Education and Training to:

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

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

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

☒Restricted ☐Non-restricted ☐Not Applicable

- Participating Districts
- ☒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

☐Statewide

Personnel

Gwen Rains	Science Specialist	Masters/Bachelors

Goal

The OUR Science Specialist will advance statewide priorities in science education by supporting four key initiatives: adoption of high-quality instructional materials (HQIM), implementation of sustained professional learning, development of instructional leadership systems, and engagement in STEM-focused efforts. This work includes identifying districts in need of HQIM, providing HQIM and walkthrough training for district leaders, providing technical assistance and adoption guidance, and collecting and analyzing curriculum use data to target support effectively. Technical assistance may include vendor connections, strategic planning, and hands-on support through coaching and walkthrough feedback.

Additionally, the Science Specialist will deliver job-embedded coaching to educators, with a focus on D/F-rated schools and those serving high percentages of students in need. Coaching is anchored in inquiry-based instruction, formative assessment aligned to ATLAS, and SMART goal development. Leadership support is provided through training on the Science Leadership Walkthrough Tool (SLWT), helping administrators assess and improve Tier 1 instruction. The Science Specialist also promotes STEM engagement by facilitating events, writing grants, and leading professional development, including statewide training such as FUSE and curriculum cohort workshops. ATLAS implementation is supported through participation in training and regional presentation efforts.

Program Summary

This year, the OUR Science Specialist provided strategic support aligned to Arkansas's initiative for high-quality instructional materials (HQIM), professional learning, and statewide testing transitions. Coaching and job-embedded training emphasized inquiry-based instruction, alignment of curriculum to NGSS standards, use of formative assessment strategies connected to ATLAS blueprints, and implementation of HQIM across multiple grade bands. Particular attention was given to supporting districts in D and F status and those with high student need, with coaching cycles tailored to school contexts and educator goals.

The Science Specialist also played a key role in the HQIM adoption and launch process, assisting multiple districts with curriculum review, vendor selection, strategic planning, and HQPL development. Support included curriculum modeling, technical assistance, and facilitation of adoption-focused training sessions. Professional learning was provided through regional workshops and summer offerings, including FUSE and curriculum cohorts. In collaboration with district leaders, the Science Specialist conducted Science Leadership Walkthrough Tool (SLWT) training to assess instructional needs and promote high-quality Tier 1 instruction. Additional support included aiding in grant writing,

facilitating STEM activities, and participating in DESE-aligned ATLAS training to ensure alignment across instruction, assessment, and curriculum implementation.

Major Highlights of the Year

HQIM Survey and Training Implementation

A comprehensive regional HQIM survey was conducted in fall 2024 to assess curriculum usage and identify support needs. As a result, 13 out of 16 districts received targeted training related to high-quality instructional materials (HQIM) and the Science Leadership Walkthrough Tool (SLWT). These trainings emphasized adoption pathways, instructional alignment, and effective use of Tier 1 materials. Gwen provided follow-up technical assistance, facilitated strategic planning sessions, and offered curriculum-specific guidance to multiple districts.

Walkthroughs and Instructional Leadership Support

Walkthroughs were conducted in 12 of the 16 regional districts, engaging school and district leaders in reflective dialogue about science instruction from kindergarten through high school biology. These visits helped leaders identify strengths and growth areas in Tier 1 instruction and sparked collaborative planning around HQIM and professional learning needs.

Coaching and PLC Development

A total of 25 educators received coaching support, spanning seven districts and including a K–2 team (4 teachers), a newly established PLC team (5 teachers), and several individual middle and high school teachers. Coaching cycles incorporated SMART goal development, classroom modeling, and data-based reflection. Gwen also supported one district in developing a science RTI team for grades 3–8, integrating ATLAS assessment data into their instructional planning.

Science Fair Growth and STEM Engagement

The OUR K–8 Regional Science and Engineering Fair experienced another year of growth, with student participation increasing from 74 to 78 students and representation growing from four to five districts. Continued outreach and support are helping foster greater district participation in STEM-related activities across the region. A planning meeting scheduled for June 25, 2025 was designed to collaborate with teacher leaders across the region in effort to continue to grow the science fair.

Assessment Literacy and Data-Driven Instruction

Gwen provided extensive support in improving assessment literacy and deepening understanding of the ATLAS system. This included regional ATLAS training sessions and one-on-one support with districts integrating ATLAS data into curriculum planning and instruction. Educators gained tools for using data more effectively to identify gaps and adjust instruction accordingly.

Professional Development Offerings

The Science Specialist led a rich variety of PD opportunities across the year, including:

- **FUSE Science Training**
- **Curriculum Cohorts**
- **Sensemaking in Biology**
- **From Micro to Macro (life science progression)**
- **The Power of Questions**
- **Assessment Alchemy**

- **Achievement Level Descriptors (ALD/PLD) Training Development**
- **Phenomenal Teaching**
- **Three-Dimensional Mastery**

These offerings were strategically designed to align with the Arkansas science vision and support educators in building capacity with NGSS-aligned, inquiry-driven, and data-informed science instruction.

Program	Special Education
Funding Source	District Allocations

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

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

Personnel

Terin Hollis	Special Education Supervisor	MSE+30
Patsy Rowan	Special Education Supervisor	MSE+30

Goal

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

Program Summary

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

Terin Hollis: Alpena, Ozark Mountain, Lead Hill

Patsy Rowan: Cotter, Deer/Mt Judea, Flippin, Valley Springs

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. Support continued to district personnel regarding inclusion of special education students in the general education classroom as well as technical assistance in how to increase inclusion for students with IEPs.

Program Arkansas Transition Services
Funding Source Federal Grant

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Paul Johnston	ADE Transition Consultant	MM, BSE, AAS
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Goals

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

Program Summary

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

MAJOR HIGHLIGHTS OF THE YEAR:

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

State Level

ATS continues to produce videos that are housed on both our YouTube channel and website that focus on specific areas of Transition. These are resources that can be accessed at any time. These provide educators and families the opportunity to access professional development and information on a variety of secondary transition topics. Arkansas Transition Services, Career and Technical Education, and Inclusion Films continue to partner to provide The Inclusion Films Film Camp for students with disabilities. The 2025 camp was held on-site this year April 21-25 at University of Arkansas Pulaski Technical College in North Little Rock. We had a full camp for 2025 with 47 students registered. Students write scripts, pitch proposals, cast characters, film, and produce a 7-10 minute short video. These experiences give students the opportunity to not only explore a variety of options in the film industry,

but to experience team work, responsibility, accountability, and other pre- employment skills. The skills they learn and practice at camp are all transferable work skills.

Arkansas Transition Services is continuing its work to encourage schools to implement The Predictors Implementation Self-Assessment (PISA) tool. This tool allows schools and/or districts to take a closer look at their transition programs and identify predictors of positive post-school outcomes supported by evidence-based practices. The tool then allows for action planning to include those predictors and evidence-based practices for program growth or improvement. ATS has been using the PISA to help districts focus on Inclusion in General Education as well as other areas for which the school determines a need.

Arkansas Transition Services in partnership with the University of Kansas, are participating in a study to see the effects of interagency collaboration for students with disabilities. The CIRCLES (Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students) model involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Follow up trainings were held this year. NWAESC schools participating in CIRCLES are Bentonville HS and Bentonville West HS, Fayetteville, Pea Ridge, and Siloam Springs. Guy Fenter schools are Future School of Fort Smith and Hackett as well as Eureka Springs from the OUR Co-op.

College Bound Arkansas 2025 will be held June 2-4, 2025, on the University of Central Arkansas Campus. This is an on-campus experience that offers sessions for students, parents, and professionals, that focus on the following areas: self-advocacy, transitioning, assistive technologies, mental health and college survival. This provides students with an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2024 had 11 students and 7 parents/professionals attend.

Arkansas Transition Services and DESE Office of Special Education, Monitoring & Program Effectiveness team are continuing to collaborate in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.

ATS held its statewide Transition Summit for teams from across the state in Hot Springs October 15-17. The Summit is a chance for Transition Teams from across the state to work on plans to improve transition at their respective districts and attend breakout sessions on Transition.

ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. We continue to work collaboratively among districts, agencies and ATS, and help with both on-site and virtual Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams.

- State Level Organizations Served:
 - Arkansas Council on Exceptional Children (AR-CEC) sub-division
 - Division of Career Development and Transition (DCDT) - State President
- 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: Fayetteville held a Transition Fair February 27th, 2025
 - Coop Trainings – 1 day of training (2 half day sessions) were offered at all 3 Co-ops.
 - “Transitioning to Success”
 - 71 attendees
 - NWAESC-Springdale, Siloam Springs, Farmington, Rogers, Prairie Grove, Eureka Springs, Elkins, Gentry, Fayetteville, Lincoln
 - Guy Fenter-Fort Smith, Booneville, Greenwood, Westside, County Line
 - OUR-Jasper, Berryville, Harrison, Alpena, Kingston
 - “Expect, Engage, Empower”
 - 37 attendees
 - NWAESC-Siloam Springs, Greenland, Springdale, Farmington, Prairie Grove, Eureka Springs, Elkins, Gentry, Fayetteville,

Lincoln

Guy Fenter-Booneville, Fort Smith Greenwood, Hackett, Westside,
Bentonville

OUR-Alpena, Berryville, Jasper, Park, Valley Springs

o Additional Trainings

“Indicator 13 Walkthrough”-111 attendees-16 districts

Technical Assistance was provided on a variety of Transition related subjects to teachers/staff in districts across the 3 co-op areas.

o NWAESC – Gentry, Pea Ridge, Arkansas Arts Academy, Bentonville, Decatur, Elkins, Springdale, Fayetteville, Springdale

o OUR – Cotter, Yellville/Summit, Harrison, Omaha

o GFESC – Greenwood, Ozark, Hackett, Waldron

● Meetings regularly attended

o AASEA Area I and Area II (Special Education Supervisors)

o AR-CEC Board Meetings

o Project Search Fort Smith-Mercy Hospital

o Project Search Rogers-Embassy Suites

o Project Search-Springdale Arkansas Children’s NW

● Trainings/Conferences Attended:

o Arkansas LEA Academy

o Arkansas Collaborative Consultants Convening

o Cognitive Coaching

Program

Funding Source

Teacher Center

Base Funds

Competitive Grant

☐ Yes

☒ No

☐ Restricted

☒ Non-restricted

Participating Districts

☒ 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

☐ Statewide

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 evidence-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.
- **To improve** the learning of all students by providing resources to support adult learning and collaboration.
- **To provide** curriculum development assistance as schools implement the Arkansas State Standards.
- **To provide** support to schools with selection of high quality instructional materials through the Arkansas Initiative for Instructional Materials.
- **To support** school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support.

Program Summary

PD opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of law regarding the required hours of PD, as well as meeting the needs of schools based upon needs assessment survey results and input from the 16 districts served. [2025 PD Needs Survey Results](#) and [2025 Other Teaching Areas PD Needs Responses](#)

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:

- On May 26, 2024, the OUR Co-op facility was in the path of an EF3 tornado and incurred significant damage. Because of the damage, Summer 2024 professional development sessions were moved to Valley Springs High School. By the beginning of September 2024, about half of the cooperative personnel housed in the main

building were able to return to working in their offices. This included use of three of the conference rooms for professional development sessions and meetings. The damage from the tornado was extensive enough that repair operations are being wrapped up as we enter the last half of June 2025.

- During the Fall 2024 Cooperative Meeting, DESE leadership met with directors and teacher center coordinators. During this conversation, Secretary Oliva requested that cooperatives consider how we could support the Department and school districts in work around the following four areas: School Safety, Mental Health, Accelerated Learning, and Completion of the AR App for the 2025-2026 school year.
- To support districts in completing the AR App for the 2025-2026 year, the teacher center coordinator held a series of 5 collaboration sessions. Each session focused on at least one of the tabs from the App. In May and June, the teacher center coordinator reviewed completed AR Apps shared by the districts and provided feedback.
- During the early spring, DESE requested that the education cooperatives assume administration of the New Superintendent Mentoring and the Beginning Administrator Mentoring Program. Directors and teacher center coordinators met in April and developed a framework for supporting these two groups as they begin careers as building administrators and superintendents. Planning is near completion and the plan is to kick off this work during Summer 2025.
- Our districts on average have an 67.66% percent poverty rate which exceeds the state average of 59.74%. Yet, our districts' student achievement scores last year surpassed the state average in all tested grade levels.
- During the 2024-2025 year, DESE asked cooperatives to work with districts to ensure that annual ratings with appropriate evidence had been entered into the Educator Effectiveness System. This has become especially important as teachers must have a current year annual rating in order to be considered for Merit Pay. We periodically reviewed the information which had been entered for teachers in the 53 buildings in the co-op area and provided feedback to superintendents and principals on progress toward meeting requirements by the DESE established deadline.
- Also, during the year, DESE asked cooperatives to periodically review the progress within districts on completing the Roster Verification System work and communicate to district and building administrators during the window for this process. This work is another key data point used to determine eligibility for Merit Pay.
- The teacher center coordinator along with specialists continued information sharing with various groups regarding the Arkansas Initiative for Instructional Material (AIIM) and the importance of having High Quality Instructional Materials (HQIM). The Arkansas Specific EdReports site as well as EdReports were highlighted as key resources for determining HQIM for use in Arkansas schools.
- In coordination with DESE, the content specialists and teacher center coordinator assisted in updating information previously collected from each school/district in the co-op area regarding the current curriculum resources used in schools for English/Language Arts, Math and Science. Staff worked to ensure that these listings were updated to reflect any changes districts had made with regards to curriculum.
- The Teacher Center Coordinator has continued to support districts in the implementation of Arkansas State Standards. Districts completed the second year of using the Arkansas Standards for English/Language Arts and Mathematics. New Social Studies standards were provided for pilot implementation during the 2023-2024 and with full implementation required during the 2024-2025 year. Co-op personnel provided sessions at the co-op and on-site assistance to support implementation of these standards as well as the Arkansas Science Standards.
- Districts transitioned to the new Arkansas Teaching and Learning Assessment System (ATLAS) during the 2023-2024 year. Sessions to assist in this transition as well as on-site assistance were provided with a focus on the interim assessments and Classroom Assessments in English/Language Arts, Math and Science.
- District received results of the Spring 2024 ATLAS Summative Assessment during the year. As the various measures were released, the teacher center coordinator provided informational sessions to various groups

including superintendents, principals, central office administrators, and teachers related to the information which had been released.

- DESE released Simulated Ratings based on the Spring 2024 Summative Assessment results. The director and teacher center coordinator have worked with district leadership teams as they analyze the data related to student performance on achievement, growth, and success ready criteria.
- Information related to various pieces of legislation including the ACCESS legislation from the 2025 General Session and related rules were provided to groups during 2024-2025.
- Appropriate assistance was provided to school personnel during the year to further the implementation of the various aspects of the LEARNS legislation.
- DESE allowed continuation of a grant with the focus on Acceleration of Learning--Communities of Practice. The co-op issued a Request for Quotes and selected a vendor from the RIVET approved list. The goal of this grant has been to provide a process for teams to analyze core curriculum being used in English/Language Arts and Math to determine if High Quality Instructional Materials are being used with next steps being providing training and support with regards to effective implementation of the curriculum programs.
- The teacher center coordinator has served on the Arkansas Association for Curriculum and Instruction (AACIA) Board for a number of years and is currently the liaison between the organization and the teacher center coordinators. She served on the AAEA Legislative Curriculum Committee representing AACIA during the 2025 General Session of the Arkansas Legislature.
- She is currently serving on the Attendance Work Group led by DESE and ERZs. This working group has been tasked with developing ideas that will increase student attendance at school and reduce the number of students who are considered chronically absent.
- The co-op administered the Annual Professional Development Needs Assessment in January 2025. OUR Co-op Needs Assessment Results/Information.
 - [2025 PD Needs Survey Results](#)
 - [2025 Other Teaching Areas PD Needs Responses](#)
- The summary of PD offerings as well as summary attended can be found within these links: the [OUR Co-op PD Summary Attended 2024-2025](#) and the [OUR Co-op PD Summary 2024-2025](#)
- Following attendance at professional development sessions, participants receive an evaluation survey related to the session attended. The overall summary evaluation was 3.94 out of a possible total of 4.00. [2024-2025 OUR Co-op Overall PD Evaluation Summary](#)
- In addition, the co-op distributed a User Satisfaction Survey during the Spring of 2023. Results showed a 96% rate of users being very satisfied or satisfied.
[OUR Co-op Disaggregation of 2024-2025 User Satisfaction Survey Results](#)
[OUR Co-op 2024-2025 User Satisfaction Survey Results](#)

Program

Technology

Funding Source

Arkansas Department of Education Grant

Competitive Grant

☒ Yes

☐ No

☒ Restricted

☐ Non-restricted

☐ Not Applicable

Participating Districts

☒ Alpena

☒ Deer/Mt.Judea

☒ Harrison

☒ Ozark Mountain

☐ Statewide

☒ Bergman

☒ Eureka Springs

☒ Jasper

☒ Searcy County

☒ Berryville

☒ Flippin

☒ Lead Hill

☒ Valley Springs

☒ Cotter

☒ Green Forest

☒ Omaha

☒ Yellville-Summit

Personnel

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

Goal

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

Program Summary

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

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

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

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

First is the role of coordinating and providing professional development for classroom teachers and administrators in the areas of integrating technology into the classroom. The 2024-2025 school year saw six technology integration trainings offered during the summer, with two of those being virtual. The OUR TCC provides technology support for all of the trainings and sessions that take place at the Co-op. The TCC also provides technical and software training as needed to OUR Co-op staff members.
Second and closely aligned with coordinating PD is maintaining appropriate training facilities at the OUR Co-op. The co-op TCC maintains three mobile laptop labs made up of laptops that can make any room in the co-op a computer lab.

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

Third, the co-op TCC maintains a “Maker Space Lab” that contains STEAM and Robotics kits that teachers can check out to try in their classroom before deciding on major purchases. The lab also contains larger items that can’t be checked out but are available for class field trips or other use including but not limited to; a high end dual extruding 3D printer, a laser etching/cutter machine, DJI Phantom quadcopter, Occipital Sensor unit and others. This resource was available for checkout as well as use during the computer science workshops offered during the 2024-2025 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 ACT 849 and ACT 504 rollout and other ADE initiatives such as Arkansas Ideas, Skillsets, ESCWorks, and many others as they become available. The OUR TCC is also a member of the Arkansas Cyber Incident Response Team created to assist schools in the event of a cyber attack.

Major Highlights of the Year:

The major highlights of the year include; First the TCC has spent much of the year playing an instrumental role in the process of recovering from the damage of the May 26, 2024 tornado. This storm damaged the Co-op building enough to have all on-site employees unable to use the building for several weeks, then establishing short term locations for half the staff. The repairs were completed enough to bring everyone back on-site in late February and early March. Completion should be done before the Summer rush of activity. Second, the continued participation, training and preparedness for the Arkansas CIRT (Cyber Incident Response Team) in order to be ready to assist should any of our local or regional schools find themselves in the unfortunate circumstance of a cyber event. Third, helping the school navigate the technology related laws passed by the legislature the last several years that directly affect the districts and how they perform certain tasks. For example Acts 504 & 849 relating to required technology and cybersecurity policies and Act 754 relating to vendors that house or retain student data.

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: *Support for Districts in Completion of the AR App*

Competitive Grant Yes ☐ No ☒

Goals and Description: The ESCs have developed a series of sessions to support the gradual completion of the AR App. This helped schools differentiate the process and produce a high-quality application. The timeline of this work began in January and concluded in May. Each month a different component of the AR App was the focus. The process was designed to support the comprehensive needs assessment, data collection, team formation, creation of SMART goals, and the development of goals that align with district data and LEARNS, all of which will be implemented through the district's strategic plan.

The two main purposes of this work were to support districts in high-quality completion of the AR App and the production of the district’s strategic plan and to support the Arkansas Department of Education in the approval process as a result of high-quality submissions.

Each ESC provided a series of trainings throughout the Spring semester following the below imaged timeline.



In addition to this work in support of the AR App, ESCs worked collaboratively on each of the following priorities: Safety, Mental Health, and Accelerated Learning. During May and June, the teacher center coordinator reviewed the 16 member districts’ completed AR Apps and provided feedback before submission to DESE.

Program Name: *Assistance with Annual Rating Submission in the Educator Effectiveness System*

Competitive Grant Yes ☐ No ☒

Goals and Description: This work did not involve any additional grant dollars provided by DESE. During the 2024-2025 year, DESE asked cooperatives to work with districts to ensure that annual ratings with appropriate evidence had been entered into the Educator Effectiveness System. This has become especially important as teachers must have a current year annual rating in order to be considered for Merit Pay. We periodically reviewed the information which had been entered for teachers in the 53 buildings in the co-op area and provided feedback to superintendents and principals on progress toward meeting requirements by the DESE established deadline.

Program Name: *Assistance with Roster Verification System Reviews by Districts*

Competitive Grant Yes ☐ No ☒

Goals and Description: Again, this work did not involve additional grant dollars from DESE. This work involved additional duties for the director and the teacher center coordinator. To support the DESE with accurate coding of students to teachers for ATLAS testing, Co-ops were trained in providing Roster Verification training to their regions. As part of the training, districts were trained in matching teachers to students for the purposes of tracking student growth and progress in tested areas. The matching period for RVS took place in April through May, and included three levels of verification: teacher, principal, and superintendent. Co-ops also took the lead on troubleshooting and answering questions related to RVS in their region.

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

Competitive Grant Yes ☐ No ☒

Goals and Description: Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The work during the 2024-2025 through this grant explored the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals. The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM. All 16 districts in the OUR Co-op area participated in the grant during the 2024-2025 year. A major focus during this year has been providing coaches to be onsite in the buildings and accompany building administrators as they complete classroom walks with the goal being to help administrators be able to determine if effective use of instruction to deliver the content of the HQIM is occurring. If the district is using a curriculum which is not considered HQIM, an additional focus of the on-site work is assisting in reviewing HQIM options in that content area.

Following analysis of the data, goals were set with the aim to strengthen instruction which in turn will lead to increased student learning.

Through the use of a vendor listed on Rivet Education selected based on a Request for Quotes that we issued, We held a face to face session and had planned multiple face to face sessions for the summer. The funding for this grant was pulled by the USDOE so all work ceased after spring break.

Program Name: *Act 1082 Support*

Competitive Grant Yes ☐ No ☒

Goals and Description:

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

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

This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

During the 2024-2025 school year, this support consisted of district teams meeting with DESE literacy support and the OUR Co-op teacher center coordinator to review the literacy plan as described above. Following release of Spring 2024 summative assessment information, the three districts previously identified in the O.U.R. Co-op area, were removed from the list as meeting the criteria for Level 3: Coordinated Support.

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 during the 2024-2025 year. Personnel from APSRC provided these trainings. These trainings all met the requirements of counting as official board member training. These trainings were attended by approximately 75 school board members from co-op area districts. These sessions were held in a face to face setting with a few board members choosing to join virtually.

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

Competitive Grant Yes ☐ No ☒

Goals and Description: The O.U.R. Education Service Cooperative has provided support related to TESS during the 2024-2025 school year. .

Program Name: *Dyslexia Support*

Competitive Grant Yes ☐ No ☒

Goals and Description: The dyslexia specialist met with each district and assisted in the development of a strategic plan specific to the district's needs. Support was provided to district personnel involved in delivering dyslexia services via face to face meetings and routine virtual office hours. The OUR Dyslexia Specialist delivered comprehensive professional learning and technical assistance to all districts aligned with the Arkansas Dyslexia Resource Guide to ensure alignment with state guidelines while addressing district-specific needs through evidence-based practices. The specialists has provided a variety of trainings related to dyslexia both at the co-op and within the districts. Priorities and goals for each district have been identified for the 2025-2026 with the goal being continuous improvement of dyslexia supports provided in the buildings.

Program Name: *Science of Reading Trainings and Support*

Competitive Grant Yes ☐ No ☒

Goals and Description: R.I.S.E. (Reading Initiative for Student Excellence) Arkansas is a state initiative which encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. These trainings include K-2 RISE Academy and 3-6 RISE, both of which consist of six days of training. There are also six stand-alone training days which focus on the following topics within the Science of Reading: Overview, Phonological Awareness, Phonics-Decoding, Phonics-Encoding, Morphology, Vocabulary and Content Reading. During the 2024-2025 year, opportunities were provided for teachers to attend these sessions at the co-op.

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

Competitive Grant Yes ☐ No ☒

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

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

Competitive Grant Yes ☐ No ☒

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Professional Standards for Educator Leadership provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents.

Program Name: ESC Works

Competitive Grant Yes ☐ No ☒

Goals and Description: The use of this platform is funded by education cooperatives and use is provided for member districts at no charge to the districts.

Since 2004, the escWorks platform has been used across the state to house professional development hours required by Arkansas law to renew and retain teaching licenses and certifications. escWorks is an event management software that can schedule and track professional development offerings online. It then produces reports to quickly and clearly communicate services provided or taken over time. The software is made up of multiple online modules designed to schedule events, manage data, and most importantly, keep track of educators professional development hours. Before escWorks was purchased, there was not a consistent and logistical platform to track educator professional development in Arkansas.

By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for school districts to easily verify employment history and trainings when they are interviewing and selecting high-quality educators for open positions.

Whether an educator has taught one year or twenty, they can use the platform to see their history of professional development and courses taken over their career. They can print transcripts and reports to keep in their personnel files or personal folders. Participants also have the ability to print a certificate of completion after a training.

Additionally, after each training session, a professional development evaluation survey is sent to all participants. The surveys are identical in the platform and allow participants to share feedback about trainings that our staff or guest presenters instruct. Our cooperative staff and specialists use the data from these surveys to improve instruction and grow in methodology. We measure the level of implementation of knowledge and skills participants had before and after attending the training. The comment section at the end of the survey is another tool we use to gain personal feedback from the teachers we support. It also allows us to closely inspect our practices and delivery methods. \ Each Educational Cooperative assists their local school districts with escWorks in the following ways:

- Hosting trainings for new and veteran teachers on how to use the platform.
- Input trainings, meetings, and other events that participants can select to attend for yearly professional development.
- Indicating required DESE professional development trainings for teacher license renewal in the platform.
- Check attendance records with district administration to make sure professional development requirements were met.
- Mark attendance in escWorks after a training is completed.
- Answer Help Desk questions that come from users of escWorks.
- Assist current and retired educators with obtaining records and reports.

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

Program Name: Math Quest

Competitive Grant Yes ☐ No ☒

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

Program Name: *Illustrative Math*

Competitive Grant Yes ☐ No ☒

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

Program Name: *Project CAVES*

Competitive Grant Yes ☒ No ☐

Goals and Description:

Project C.A.V.E.S. (Creative Adventures and Valuable Experiences through Spelunking) is a seven-day/six-night summer residential program that provides an authentic immersion in science for gifted high school students. This program provides a unique life-changing experience involving in-depth curriculum and strategies that high ability science students need. Activities will center on investigative studies in the areas of cave ecosystems, karst geology, bat populations, and hydrogeology. Funding for Project CAVES is provided by a competitive Academic Enrichment for the Gifted and Talented in Summer (AEGIS) grant. This grant was awarded to Deer/Mt. Judea school district for the 2024-2025 year. The co-op serves as a key partner in organizing the week with the science specialist spending time assisting with the actual learning experiences.

Links to Reports/Survey Results

- ***Professional Development Information***
[OUR Co-op PD Summary 2024-2025](#)
[OUR Co-op PD Summary Attended 2024-2025](#)

- ***Annual Needs Assessment***
[2025 PD Needs Survey Results](#)
[2025 Other Teaching Areas PD Needs Responses](#)

- ***Annual User Satisfaction Survey***
[OUR Co-op Disaggregation of 2024-2025 User Satisfaction Survey Results](#)
[OUR Co-op 2024-2025 User Satisfaction Survey Results](#)