

# TABLE OF CONTENTS

<b>Table of Contents</b> .....	1
<b>Director’s Memo</b> .....	3
<b>Mission Statement/Vision Statement</b> .....	5
<b>State Map of Cooperatives</b> .....	6
<b>Organizational Chart</b> .....	7
<b>Board of Directors</b> .....	8
<b>Teacher Center Committee</b> .....	8
<b>ESC Annual Report</b> .....	10
I.    Governance.....	10
II.   Staff/Certified Staff .....	10
III.  Teacher Center .....	14
IV.  Administrative Services .....	14
V.   Direct Services to Students.....	16
VI.  Anecdotal Reports .....	16
VII.  Employment Policies & Practices .....	18
<b>District Support Provided During COVID 19</b> .....	19
<b>Program Reports</b> .....	21
Accounting .....	21
ADE/APSCN Financial Applications Field Analyst.....	23
ADE/APSCN Student Applications Field Analyst .....	24
ADE School Based Health Services .....	25
Arkansas AWARE .....	26
Arkansas Online Media Initiative.....	28
Behavior Support Specialist.....	29
Bus Driver EBT and Drug Testing .....	31
Career and Technical Education.....	32
Digital Learning – Team Digital Arkansas Connect2Digital .....	34
Director’s Office/Administration .....	36
Early Childhood .....	37
Early Childhood Special Education.....	39
Fingerprinting .....	41
Gifted and Talented .....	42
HIPPI .....	43
Literacy.....	44
Mathematics .....	46
Media.....	48
Novice Teacher Mentoring System .....	49

School Health Services .....	51
Science.....	52
Special Education .....	54
Transition Services .....	55
Speech Language.....	59
Teacher Center .....	60
Technology.....	63
<b>Special Projects &amp; Programs .....</b>	<b>65</b>
Arkansas Leadership Excellence and Support Development System (LEADS) .....	65
ACT Aspire .....	65
ESSA Support.....	66
Etherscope Project.....	66
School Board Training .....	66
Teacher Excellence Support System (TESS) .....	66
Dyslexia Interventionist Support.....	66
Science of Reading Professional Development and Support .....	67
Routine Meetings for Job-Alike Groups.....	67
Critical Reading Professional Development.....	67
Math Quest.....	67
Illustrative Math.....	67
Project C.A.V.E.S.....	67
<b>Professional Development Activities Reports.....</b>	<b>68</b>
<b>Annual Needs Assessment .....</b>	<b>68</b>
<b>Annual User Satisfaction Survey .....</b>	<b>68</b>



# Ozarks Unlimited Resources

## 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.  
Oak Campus

## MADISON COUNTY

Jasper S.D.  
Kingston Campus

## MARION COUNTY

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

## NEWTON COUNTY

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

## SEARCY COUNTY

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

## NORTH ARKANSAS COLLEGE

## Director's Annual Memo

As a record for the 2020-21 year, the staff of Ozarks Unlimited Resources Educational Cooperative presents the following annual report.

As my first year as director, I found it important to re-establish the Mission and Vision of the OUR Coop with all stakeholders. The new Mission is ***"Building Educational Bridges through Professionalism, Collaborative Relationships, and Responsive Service"***. The new Vision for the future is ***"Quality Educational Services through Resourceful Partnerships"***.

Included is information related to the programs and activities that are administered by the cooperative on behalf of the 16 school districts and other educational partners across the state of Arkansas. The cooperative has 119 employees, and the administrative and conference room building is located five miles south of Harrison on Highway 65. The annual budgeted expenditures for the year totaled \$7,391,768.30. During the second half of the 2020-21 year, O.U.R. staff were strategic partners in the communication and guidance given to O.U.R. member school districts as well as assisting in the development and strategies and procedures for educating area students during the time of reopening of schools to onsite instruction and blending of students with digital learning due to COVID 19. Additional areas of major focus for our co-op have been supporting districts and schools as they begin use of the Marzano's High Reliability Schools Framework, providing support for the continued implementation of Arkansas ESSA, analysis of ESSA data and assessment data, support for the continued administration of ACT Aspire online assessments and K-2 online assessments, continued support for teachers and administrator in the implementation of TESS and LEADS 2.0, and trainings to support the state's computer science initiative in our area. The co-op provided continued training and support in the science of reading through RISE K-2 and 3-6 Academies and other science of reading trainings. Weekly superintendent meetings continue to be an effective tool in keeping the lines of communication open with DESE, as well as the Department of Health. The cooperative has also met weekly with area principals, providing updates and addressing pertinent feedback. The O.U.R. staff collaborated with 13 districts as we assisted with the development of digital learning plans and resubmittals.

We are pleased to share this annual report, and we look forward to future years of serving Arkansas students and educators in the changing and challenging work of K-12 education. A quick overview of the shared programs between the Ozarks Unlimited Resources Cooperative, Department of Education, and the school districts of our area during the 2020-21 year is noted 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
- Bus Driver EBT & Drug Testing
- Copy Program
- Career Technical Education
- Early Childhood Special Education
- Gifted/Talented Specialist
- HIPPY
- Arkansas Online Media Initiative
- Literacy Specialists
- Mathematics Specialist
- Media
- Medicaid in the Schools
- Novice Teacher Mentoring Program, Including Special Education Mentoring
- Science Specialist
- School Health Services
- Special Education Supervisor Administration
- Special Education Examiner Services
- Special Education Speech Pathology Services
- Teacher Center: Professional Development
- Teacher Center: Curriculum Assistance
- Technology
- Virtual Science Fair
- Virtual Math Carnival
- Virtual Chess
- Virtual Quiz Bowl

Jeff Cantrell  
Director, O.U.R. Cooperative



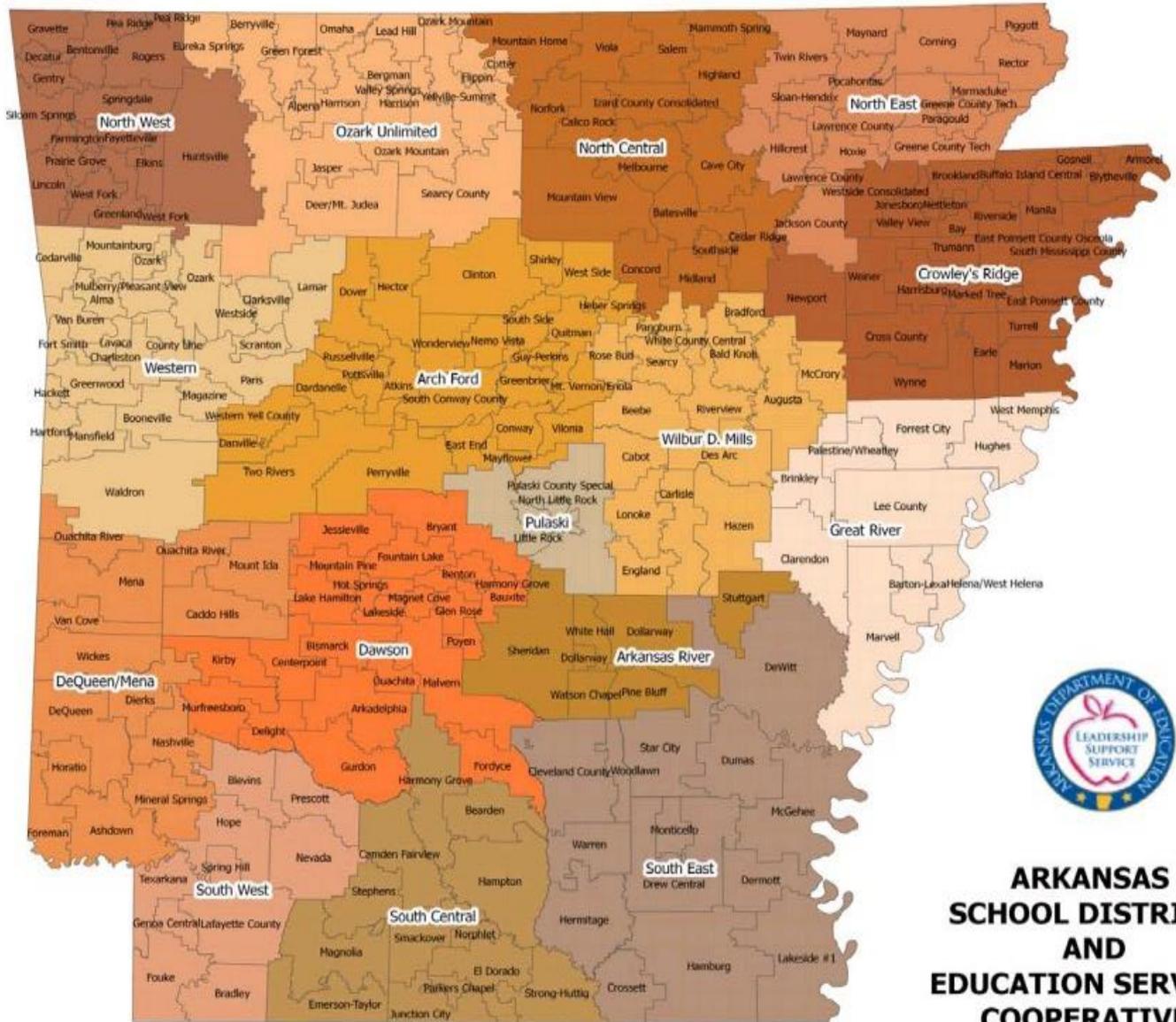
# Ozarks Unlimited Resources Cooperative

## Mission Statement

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

## Vision Statement

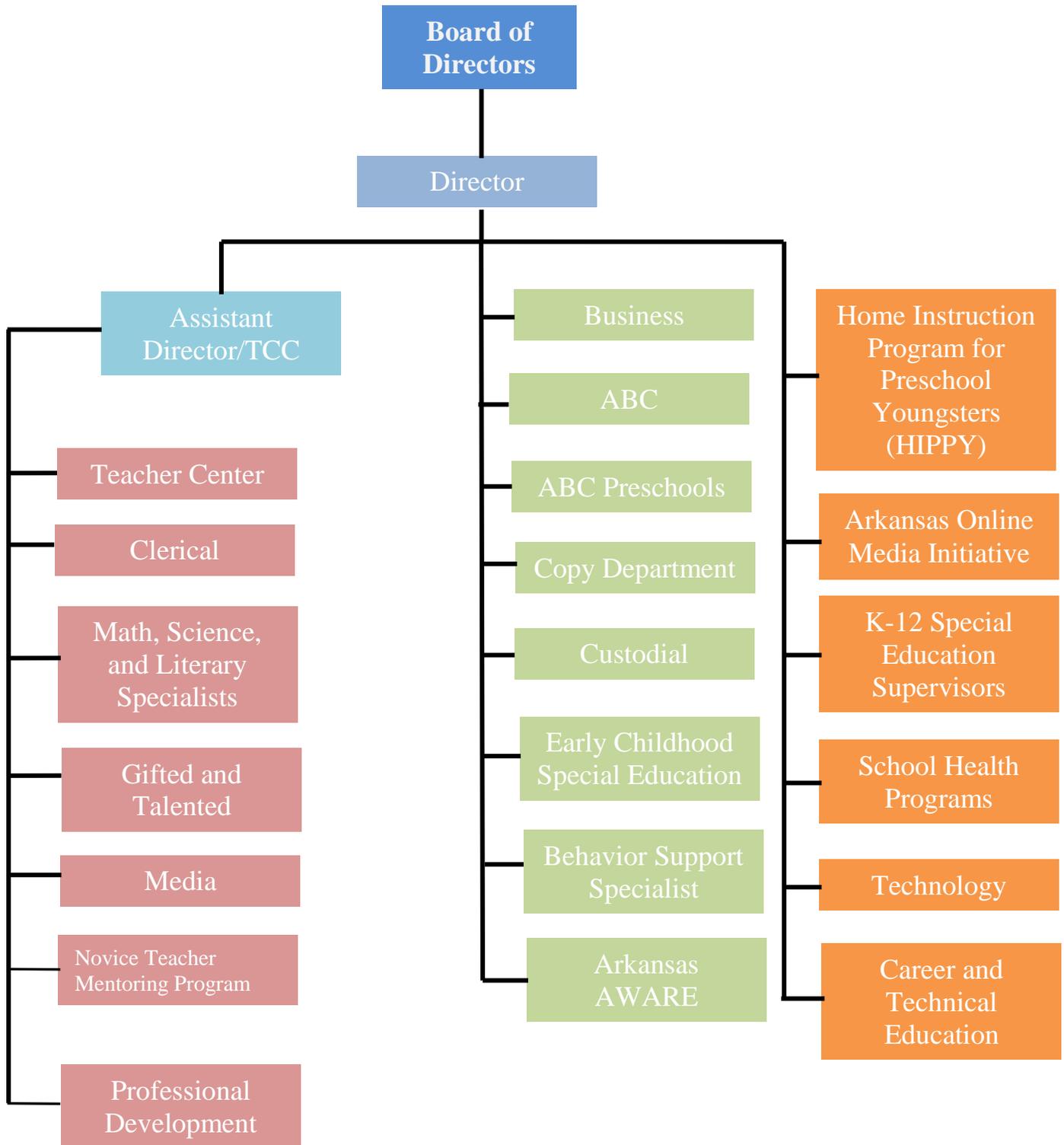
**Quality Educational Services Through Resourceful  
Partnerships**



**ARKANSAS  
SCHOOL DISTRICTS  
AND  
EDUCATION SERVICES  
COOPERATIVES**

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

# Ozarks Unlimited Resources Educational Services 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

1.

### Officers of the Board

Name	Position	School District
Kelvin Hudson	President	Flippin
Vanessa Thomas Jones	Vice President	Cotter
Bryan Pruitt	Secretary	Eureka Springs

### Members of the Board

Name	Position	School District
David Westenhov	Superintendent	Alpena
Sarah Alexander	Superintendent	Bergman
Owen Powell	Superintendent	Berryville
Brenda Napier	Superintendent	Deer/Mt. Judea
Dr. Matt Summers	Superintendent	Green Forest
Dr. Stewart Pratt	Superintendent	Harrison
Dr. Candra Brasel	Superintendent	Jasper
Tami Richey	Superintendent	Lead Hill
Dr. Ryan Huff	Superintendent	Omaha
Kerry Saylor	Superintendent	Ozark Mountain
Alan Yarbrough	Superintendent	Searcy County
Dr. Kyle Mallett	Superintendent	Valley Springs
Wes Henderson	Superintendent	Yellville-Summit

### Teacher Center Committee

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

Elementary Teacher Positions	Name	District	Term Expires
	Ashley Massengale	Alpena	Aug-22
	Kim Vanderpool	Deer/Mt. Judea	Aug-23
	Alesha Deweese	Lead Hill	Aug-23
Middle/Jr. High Teacher Positions	Name	District	Term Expires
	Brittany Keys	Bergman	Aug-21
	Heather Zaloudek	Berryville	Aug-22
	Jan Bandy	Flippin	Aug-23
HS Teacher Positions	Name	District	Term Expires

	Nadra Woods	Searcy County	Aug-21
	Jess Knapp	Ozark Mountain	Aug-22
	LaDonna Mendleski	Cotter	Aug-23
<b>Admin Positions</b>	<b>Name</b>	<b>District</b>	<b>Term Expires</b>
	Clare Lesieur	Eureka Springs	Aug-21
	Chandra Anderson	Green Forest	Aug-21
	Angie Bogle	Valley Springs	Aug-21
	Mark Ditmanson	Harrison	Aug-22
	Jeff Lewis	Jasper	Aug-22
	Shelly Collins	Omaha	Aug-23
	David Wyatt	Yellville-Summit	Aug-23

# Education Service Cooperative (ESC) Annual Report

Date: 6/30/2021 LEA#: 5-20-000 ESC#: 10

ESC Name: Ozarks Unlimited Resources Education Service Cooperative

Physical Address: 5823 Resource Drive, Harrison, AR

Phone Number: 870-302-3100

Director: Jeff Cantrell

Teacher Center Coordinator: Kim Fowler

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

Number of Districts: 16 Number of Students: 14,619

Number of Teachers: 1,605

## I. Governance

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

How many members on Board? 16

Executive Committee? N/A

How many times did the Board meet? 12

Executive Committee? N/A

When is the regular meeting? 3<sup>rd</sup> Friday of the month

Date of current year's annual meeting: June 15, 2021

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

If yes, then:

How many members on the Teacher Center Committee? 16

How many members are teachers? 9

How many times did the Teacher Center Committee meet? 3

When is regular meeting? November 3, 2020, February 10, 2021, and March 16, 2021

C. When was most recent survey/needs assessment conducted? January 2021

[OUR Co-op 2021 Needs Assessment](#)

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

## II. Staffing

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other source), 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 2020-2021  
S=State, F=Federal, B=Base Funding, D=District Allocation  
M=Male, F=Female  
White=W, Hispanic=H

2020-2021 Employees									
	Last Name	First Name	Position	Funding Source	New Hire	Resigned	Race	Sex	
	BAGBY	SHEILA	Hippy Home Visitor	S			W	F	
	BARKSDALE	LESA	Special Ed Supervisor	D			W	F	
	BEYEN	HEATHER	Paraprofessional	S			W	F	
	BIDDLE	JESSE	Paraprofessional	S			W	F	
	BRASEL	KATHY	Preschool Teacher	S			W	F	
	BREWER	JENNIFER	Behavior Support Specialist	S			W	F	
	BROWN	JANETTE	Speech Pathologist	S			W	F	
	BULLINGTON	LANNA	EC Special ED Coordinator	S			W	F	
	BUNTING	AMANDA	Paraprofessional	S			W	F	
	BURCH	KERRY	Hippy Home Visitor	S			W	F	
	CAMP	JESSICA	Preschool Teacher	S			W	F	
	CAMPBELL	CYNTHIA	Special Needs Teacher	S			W	F	
	CANTRELL	JEFF	Director	B	X		W	M	
	CARNEY	REBECCA	Paraprofessional	S			W	F	
	CARTER	JANAH	Paraprofessional	S			W	F	
	CIMINO	LISA	Special Needs Teacher	S			W	F	
	CLEMONS	PHAEDRA	Paraprofessional	S			W	F	
	CLINE	NATHAN	Technology Coordinator	S			W	M	
	CRINER	PAULA	Special Ed Supervisor	D			W	F	
	CONDERY	TAMMIE	Paraprofessional	S			W	F	
	COTHRAN	BEVERLY	Hourly Teacher Mentor Advisor	S			W	F	
	CROW	KATLYNNE	Hippy Home Visitor	S			W	F	
	DAVIS	KELLY	Hippy Home Visitor	S			W	F	
	DEAN	TONYA	Paraprofessional	S			W	F	
	DECATOR	SAMANTHA	Paraprofessional	S			W	F	
	DICKARD	DANA	Administrative Secretary	S			W	F	
	DUNCAN	ELIZABETH	Paraprofessional	S			W	F	
	FAIRCHILD	NICOLE	AWARE Behavior Support Specialist	S			W	F	
	FIELDS	ALISHA	Paraprofessional	S	X		W	F	
	FITZPATRICK	KIMBERLY	Preschool Teacher	S			W	F	
	FLUD	MELISSA	Special Needs Teacher	S			W	F	
	FLUD	SHANE	Math Specialist	S			W	M	
	FOWLER	KIMBERLY	Teacher Center/Asst. Director	S			W	F	
	GAHLBECK	KAYLA	Administrative Secretary	S			W	F	
	GETZ	ASHLEE	Paraprofessional	S	X		W	F	
	GRANT	SHARON	Literacy Specialist	S			W	F	
	GREEN	JUDITH	Hourly Teacher Mentor Advisor	S	X		W	F	
	GRICE	CHARITY	Paraprofessional	S			W	F	
	HAGOOD	BARBARA	Hippy Home Visitor	S			W	F	
	HARDERSON	MAKAYLA	Paraprofessional	S			W	F	
	HARDIN	AMBER	Paraprofessional	S			W	F	
	HEAD	SARAH	Paraprofessional	S			W	F	
	HENDON	AMY	Preschool Teacher	S			W	F	
	HENTHORNE	LORI	AWARE Behavior Support Specialist	S			W	F	

	HOLT	SANDRA	Speech Pathologist	D			W	F
	HONEYCUTT	LACHELLE	Paraprofessional	S			W	F
	HOWIE	MERICA	Literacy Specialist	S			W	F
	HUDSON	AMY	Speech Pathologist	S			W	F
	HUEBNER	THERESA	Paraprofessional	S			W	F
	JEFFREY	CARA	Preschool Teacher	S			W	F
	JOHNSON	SANDRA	Hourly Teacher Mentor Advisor	S			W	F
	JOHNSON	STEPHEN	AWARE Behavior Support Specialist	S			W	M
	KELLEY	LORI	Hippy Home Visitor	S			W	F
	KELLEY-HAWORTH	KAILEY	Preschool Teacher	S			W	F
	KEYMER	ASHLEY	Hippy Home Visitor	S			W	F
	KING	DARCIE	Hippy Home Visitor	S			W	F
	KING	AMBER	Preschool Teacher	S			W	F
	LACKEY	MALLORY	Preschool Teacher	S			W	F
	LAMBE	CINDY	ABC/Hippy Coordinator	S			W	F
	LANGSTON	RITA	Hippy Home Visitor	S			W	F
	LAWSON	TRACI	Paraprofessional	S			W	F
	LEE	TERINA	Administrative Secretary	S			W	F
	LOVE	LADONNA	Paraprofessional	S			W	F
	LOVELACE	MINDY	Preschool Teacher	S			W	F
	MAGEE	JACQUELINE	Paraprofessional	S			W	F
	MAYES	HILARY	Cook	S	X		W	F
	MCCARVILLE	CHRISTY	Paraprofessional	S			W	F
	MCCLOUD	ASHLEY	Paraprofessional	S			W	F
	MCCRACKEN	COLLEEN	Paraprofessional	S			W	F
	MERIDA	TIFFENY	Paraprofessional	S			W	F
	MOENNING	JODI	Preschool Teacher	S			W	F
	MONTGOMERY	CORA	Paraprofessional	S			W	F
	MOORE	STACY	AWARE Behavior Support Specialist	S			W	F
	MORGAN	AMANDA	Preschool Teacher	S			W	F
	MORRIS	TIFFANY	Paraprofessional	S	X		W	F
	NICHOLS	GARY	Custodian/Maintenance	B	X		W	M
	NORTON	CHRISTY	Business Manager	B			W	F
	PAYNE	LARUE	Paraprofessional	S			W	F
	PINEDA	ANDREA	Hippy Home Visitor	S	X		W	F
	PLEDGER	LINDA	Hourly Teacher Mentor Advisor	S	X		W	F
	RAMSEY	TRISHA	Paraprofessional	S			W	F
	RANDALL	BOBBIE	Paraprofessional	S			W	F
	REED	DEANA	Special Needs Teacher	S			W	F
	REMPER	TRESSA	Paraprofessional	S			W	F
	RICHARDSON	CHARITY	Paraprofessional	S			W	F
	RICHARDSON	KATELYNN	Paraprofessional	S			W	F
	RICHARDSON	LINDA	Paraprofessional	S			W	F
	RICKETTS	CINDY	Hippy Home Visitor	S			W	F
	RICKETTS	JANET	Paraprofessional	S			W	F
	RINE	TRACY	Administrative Secretary	D			W	F
	ROBERTS	CARLA	Paraprofessional	S			W	F
	ROBINSON	REBECCA	Hippy Home Visitor	S	X		W	F
	ROGERS	LESA	Special Ed. Supervisor	D			W	F
	ROGERS	JANICE	Special Needs Teacher	S	X		W	F

	ROCHOW	AMY	Preschool Teacher	S			W	F
	SALE	KAREN	Paraprofessional	S	X		W	F
	SHAW	KYLEE	Paraprofessional	S	X		W	F
	SLAPE	GAYLE	Assistant Hippy Coordinator	S			W	F
	SMITH	BRENDA	Paraprofessional	S			W	F
	SOOTER	ALECIA	Asst. Bookkeeper	B			W	F
	SPARKS	SAMANTHA	Paraprofessional	S			W	F
	SPRINGFIELD	MONICA	GT Specialist/Mentoring Coordinator	S			W	F
	STANGE	JUANITA	Paraprofessional	S			W	F
	STARNES	RACHELLE	Paraprofessional	S			W	F
	TALLEY	DANIELLE	Preschool Teacher	S	X		W	F
	TARDIFF	EYVETTE	Special Needs Teacher	S			W	F
	TAYLOR	PATRICIA	Administrative Secretary	B	X		W	F
	TEAGUE	LESLIE	Speech Pathologist	S			W	F
	TILLERY	JAMIE	Paraprofessional	S			W	F
	TUCKER	EMILEE	Career & Technical Ed	S			W	F
	TURNER	RACHEL	Preschool Teacher	S			W	F
	UBER	CHRISTINA	Paraprofessional	S			W	F
	WHEELER	PATTIE	Literacy Specialist	S			W	F
	WHITE	REBECCA	Preschool Teacher	S	X		W	F
	WINDEL	NATHAN	Science Specialist	S			W	M
	WINKLE	PHILLIP	Technology Assistant	B			W	M
	WISE	ELIZABETH	Asst. Speech Pathology	S			W	F
	WYAS	APRIL	Preschool Teacher	S			W	F
	YEAGER	JENNIFER	Special Needs Teacher	S	X		W	F
	ZUMALT	ERICA	Paraprofessional	S			W	F

### Employees Related by Blood / Marriage

<b>Name</b>	<b>Position</b>	<b>Supervisor</b>	<b>Relationship</b>
Shane Flud	Math Specialist	Kim Fowler	Husband
Melissa Flud	Special Needs Teacher	Lanna Bullington	Wife
Hilary Bullington	Cook/Custodian	LaRue Payne	Daughter-In-Law
Lanna Bullington	ECSE Supervisor	Jeff Cantrell	Mother-In-Law
Christy McCarville	Paraprofessional	Amy Jo Rochow	Step-Mother
Jamie Tillery	ABC Teacher	Cindy Lambe	Step-Daughter

### III. Teacher Center

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

[OUR Co-op PD Summary Attended 2020-2021](#)

[OUR Co-op PD Summary 2020-2021](#)

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

[OUR Co-op 2020-2021 Disaggregation of User Satisfaction Survey Data](#)

[OUR Co-op 2020-2021 User Satisfaction Results](#)

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

Approximate the number of titles in media center 275

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? 7

Do districts contribute dollars to the media services? Yes  No

If yes, then:

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

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

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 52

### IV. Administrative Services

Please check administrative services offered through the co-op:

- Cooperative purchasing
- Conduct Annual Needs Assessment /Planning assistance
- Special education services
- Gifted and talented assistance
- Grant writing assistance
- Personnel application
- Assist/support with Evaluation procedures (OSR, GT Program Evaluation, Special ED Evaluation etc.)
- Migrant student identification
- Bookkeeping assistance
- Technology training
- Curriculum support (Arkansas Standards)
- Business Management training
- CTE Coordinator/Perkins Consortium Administration
- E-Rate applications
- Assessment data analysis
- Instructional facilitator training
- Math/Science/Literacy specialists
- Numerous professional development opportunities for teachers
- Administrators and Local Board Members Training
- Other (please specify)
- Fingerprinting
- Printing
- Job Alike Collaboration Sessions
- Arkansas Online Digital Media
- ESC Works Support
- Novice Teacher Mentoring
- ParaPro Testing
- COVID 19 Support



## V. Direct Services to Students

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

- Student assessment program
- Itinerant teachers – please list areas: (ECSE, SPED)
- Occupational therapy and physical therapy
- Transition Assistance
- Mentor programs (Ex. Parents as Teachers)
- Gifted/Talented programs: 16 participating districts
- Digital instruction (Ex. Arkansas Online Media Initiative, podcasts)
- Speech Pathology Services
- HIPPY
- Low incidence handicapped (vision/hearing)
- ABC Preschool Centers
- Other (Please specify):
- Early Childhood Special Education 3-5 years of age
- Behavior Support Services
- Quiz Bowl
- Chess Tournament
- Math Carnival
- Science Fair
- Summer AEGIS CAVES Camp Project
- BOSS
- Creativity Day Grades 3-6
- Makerspace
- Seminars for G/T Students on Managing Perfectionism
- HS Mini Conference Grades 10-12
- Workforce Initiative Network
- AWARE (Advancing Wellness and Resilience in Education)

## VI. Anecdotal Reports

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

### Workforce Initiative Network (WIN)

WIN was established by the Boone County Economic Development Corporation and Harrison Chamber of Commerce. Key partners in the work of this network include O.U.R. Education Cooperative and North Arkansas College. The purpose of WIN is to educate and promote local career opportunities to students in 8<sup>th</sup> – 12<sup>th</sup> grade within the O.U.R. Co-op area. The 2<sup>nd</sup> rendition of the WIN magazine was dispersed to O.U.R. Co-op schools in Fall 2020. Over the course of 20+ weeks, recorded industry tours were provided each Monday and live Q & A sessions took place each Thursday from 8:15am - 8:45am where there was discussion of career opportunities and skills needed for success. All recordings were posted to a [Google Drive folder](#) that educators and students have unlimited access to. These meetings were used locally and state-wide to meet Perkins advisory council requirements. WIN received state and regional notoriety for this ingenuity. Current work is being done to see if the WIN Initiative could be something that is complementary to the state's [Ready for Life Initiative](#). Harrison High School hosted a "Lunch of Opportunities" where local employers set up booths, shared career information, and hired several students on the spot. Future plans of pursuing regional Lunch of Opportunities with other schools are being discussed.

### **Parapro Testing**

O.U.R. Education Service Cooperative provides a proctor and testing machines for the online Parapro Praxis test. During the 2020-2021 year, the co-op administered the assessment five (5) times to nine (9) individuals in one testing session.

### **Fingerprinting**

Arkansas State, FBI, and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in a public school, charter school, or education service cooperative including classified personnel and substitutes. The Arkansas State and FBI checks require fingerprinting of the individual. The O.U.R. Co-op provides digital fingerprinting services for any education personnel in the area needing this service to meet the background check requirements. A fingerprinting fee is not charged. During the 2020-2021 year, co-op staff completed fingerprinting for approximately 784 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 fieldtrips or other use including but not limited to; a high end dual extruding 3D printer, a 100W laser etching machine, DJI Phantom quadcopter, Occipital Sensor unit and others. Five teachers from four districts checked out 50 separate items during the 2020-2021 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, English as Second Language coordinators, special education supervisors, and instructional leaders which includes principals and other administrators. These meetings provide an opportunity for co-op staff to share updates relevant to the group as well as allow time for school personnel to collaborate and network with others in similar positions.

As an additional support to these groups, co-op personnel scheduled weekly or bi-weekly virtual meetings with these groups. The purpose of these meetings has been to share updates from DESE, allow school personnel to have opportunity to collaborate with their peers, and to determine possible ways for co-op staff to support school personnel.

**VII. Employment Policies and Practices**

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

**Employed**

Number of new males employed by the cooperative for the 2020-2021 school year:

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

- 2   White
- 0   African American
- 0   Hispanic
- 0   Asian
- 0   American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2020-2021 school year:

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

- 16  White
- 0  African American
- 0  Hispanic
- 0  Asian
- 0  American Indian/Alaskan Native

**Terminated**

Number of males terminated by the cooperative during the 2020-2021 school year:

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

- 0  White
- 0  African American
- 0  Hispanic
- 0  Asian
- 0  American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2020-2021 school year:

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

- 1  White
- 0  African American
- 0  Hispanic
- 0  Asian
- 0  American Indian/Alaskan Native

**Seeking Employment**

Number of males seeking employment by the cooperative during the 2020-2021 school year:

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

- 4  White
- 0  African American
- 0  Hispanic
- 0  Asian
- 0  American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2020-2021 school year:

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

- 50  White
- 0  African American
- 0  Hispanic
- 0  Asian
- 0  American Indian/Alaskan Native

# **O.U.R. Education Co-op Support Efforts for Co-op Area Districts during 2020-2021 School Year Due to COVID 19**

All Arkansas public schools resumed onsite learning during the week of August 24, 2020. Districts faced challenges as they worked to prepare for and remain in school for on-site learning. During this school year, there have been periods of time when classes, grades or entire buildings had to pivot to offsite remote learning due to high numbers of positive COVID 19 cases or high numbers of staff and/or student being quarantined.

Actions to provide support included:

1. Distributed DESE developed surveys to districts, collected results, and provided a summary to DESE regarding the results,
2. Collected information related to the need for Personal Protective Equipment (PPE). This information was used to solicit a state-wide bid for this equipment in order to make these purchases in a large quantity purchase (Co-op staff distributed these resources to the districts),
3. Disseminated information related to Arkansas Ready to Learn Re Entry and Re Engagement activities as DESE as well as districts made plans for the 2020-2021 school year,
4. Scheduled training through the co-op to support districts in the use of DESE provided digital resources— Lincoln Learning along with the LMS, Buzz.
5. Providing trainings to support schools in the use of google classroom and other LMS/CMS platforms as a method of delivering blended instruction

OUR Education Co-op provided support to various groups including superintendents, principals, curriculum and testing coordinators, federal coordinators, dyslexia specialists, etc. through regular virtual meetings with the purpose of sharing updates and providing collaboration between districts.

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

During the spring semester, co-op staff assisted 13 of the 16 co-op districts in the completion of Digital Learning Plan applications. These plans were required of any district planning to offer a digital option for the 2021-2022 school year. This planning was comprehensive with regards to all aspects of digital learning. Co-op staff reviewed plans with districts prior to the districts submitting to DESE, and reviewed DESE feedback comments with district personnel following DESE's review.

DESE provided a grant to the co-op to be used to assist districts in purchasing digital programs for students with the most significant cognitive disabilities. This grant was structured as a reimbursement grant. Once districts submitted appropriate documentation, the co-op reimbursed them for an amount up to the allocation DESE provided for each district.

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

The O.U.R. Co-op Early Childhood Special Education Department provided alternative instruction to students with disabilities if the student or the staff were quarantined due to COVID19. Because of the varying degrees of internet connectivity within the co-op area, staff members analyzed the circumstances for each student served with a differentiation of delivery means based on each family's connectivity status. Therapy services were provided through a variety of means including use of zoom sessions, YouTube channel videos, and paper packets and face to face presentation. In addition to providing instruction, staff members contacted parents on a routine basis. Conferences were held via a variety of means based on the situation. Parents were also provided with documentation of these conferences.

The O.U.R. Co-op HIPPY home visitors continued to provide services to families in the 2020-2021 program year. This was accomplished by dropping HIPPY lesson packets at a pre-designated spot—often the front porch of the family home. Parents were then contacted via phone to provide guidance regarding delivery of the lesson which had been dropped off. A web version, HIPPY 3.0, was made available for the families interested in accessing the HIPPY curriculum via the internet. HIPPY home visitors continued to drop off the HIPPY books and needed supplies for the curriculum. Weekly contact with families using HIPPY 3.0 continued by phone as well. The HIPPY home visitors provided additional support for families through answering questions about COVID-19, offering resources for online activities, and assisting in signing up for school meal deliveries. Rental and utility assistance resources were provided to the families in the program impacted by the pandemic. Weekly staff meeting with the home visitors were conducted in person. Social distancing, and masks were practiced. Daily temperatures were taken by each HIPPY home visitor.

The O.U.R. ABC Preschool Program provided on site services to all 14 sites during the 2020-2021 school year. Throughout the year, if a classroom or center had to close due to quarantining for a positive COVID case, remote learning was available for children to ensure that learning was still taking place. Materials had been sent home at the beginning of the year for students to use in case of a quarantine.

Much of the professional development held by the co-op during the 2020-2021 year was held virtually in order to reduce possible spreading of the COVID 19 virus to personnel from the co-op districts. During professional development held in a face to face format, the maximum number of attendees was greatly reduced in order to allow for social distancing in presentation rooms. As we move into the summer of 2021, the maximum number of attendees has increased per Arkansas Department of Health guidance, and we are moving toward “normal” operations.

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

Competitive Grant  
 Yes       No

Restricted     Non-restricted     Not Applicable

**Participating Districts**

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

**Personnel**

Name	Position	Degree
Christy Norton	Business Manager	
Alecia Sooter	Assistant Bookkeeper	

**Goal**

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

**2020-2021 Funding Source**

For the 2020-2021 year the O.U.R. Cooperative had a total of 36 program accounts and had a budget of \$7,391,768.30. Actual Expenditures were \$8,566,901.80. The total revenue and carry over balances for the year was \$11,155,364.18.

**State/Local Funding**

**2020-2021 Funding Source**

**State/Local Funding**

**Cash on Hand \$1,053,159.16**

- Base Funding \$408,618.00
- Interest on Investments \$23,107.36
- Admin Receipts \$285,012.59
- Services to LEA's \$19,616.34
- ESC Professional Development \$48,780.00
- Paper Sales \$130,239.96
- Revenue Local Sources \$13,244.39
- Copy Department \$4,638.61
- Pathwise Mentoring \$95,072.75
- Early Childhood – Headstart (2030) \$975,588.00
- Early Childhood Tuition (2041) \$35,389.25
- National Board Bonus \$5,382.50
- Technology Grant \$80,000.00
- Special Education \$292,184.55
- Speech \$62,700.00

Content Specialist \$405,000.00  
GT Coordinator \$30,000.00  
Workforce Ed Coordinator \$50,000.00  
ABC Grant \$1,794,710.00  
ABC Tuition \$149,671.83  
Hippy Grant \$467,818.00  
SBHAA \$1,480.76  
Oral Health Grant \$500.00  
GT Student Activities \$1,887.50  
GT Aegis Grant \$15,350.00  
  
**Total Local/State Funds \$5,395,992.39**

**Federal Funds**

Behavior Support Specialist \$104,500.00  
Workforce Ed Consortium (6570) \$235,605.11  
VI B \$7,027.13  
Preschool Medicaid \$33,084.97  
ARMAC \$23,638.57  
ACA Infant Home Visiting \$52,864.02  
Special Ed Mentoring \$19,000.00  
AWARE \$536,646.22  
Physical Activity Grant \$2,882.40  
ESSER Digital Learning \$37,280.52  
AR Department of Human Services \$407,928.40

**Total Federal Funds \$1,460,457.34**

**Food Service**

Snack Reimbursement \$28,011.06

**Grand Total \$6,884,460.79**

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

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**

<b>Name</b>	<b>Position</b>	<b>Degree</b>
<b>Jennifer Barrett</b>	<b>APSCN Financial Field Analyst</b>	<b>Business Administration</b>

**Goal**

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

**Program Summary**

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

**Major Highlights of the Year:**

State Reporting training.

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

Competitive Grant  
 Yes  No

Restricted  Non-restricted

**Participating Districts**

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

**Personnel**

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

**Goal**

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

**Program Summary**

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

**Major Highlights of the Year:**

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

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

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

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

**Personnel**

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

**Goal**

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

**Program Summary**

**Overview:**

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

**Hot Topics:**

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

**All school districts statewide have access to technical assistance for School Based Mental Health Services. As of 2021, there are 35+ funded School-Based Health Centers (SBHC).**

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

Competitive Grant

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

Yes  No

Restricted  Non-restricted

Participating Districts

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

**Personnel**

Name	Position	Degree
Elizabeth “Betsy” Kindall	ADE Employee (housed at OUR) State Project Director	Ed.D.
Nicole Fairchild	Site Project Manager	MA, LPC
Stacy Moore	Behavior Specialist—Valley Springs Site	Ph.D.
Lori Henthorne	Behavior Specialist—Ozark Mountain Site	BA
Stephen Johnson	Behavior Specialist—Eureka Springs Site	BGS

**Goal**

The goals of AWARE Arkansas are as follows:

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

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

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

**Program Summary**

**Overview:**

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

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

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

- The AWARE Site Project Manager oversees all programming in the targeted districts to ensure quality of service delivery as well as program effectiveness.
- The AWARE State Project Director ensures all sites are effective in meeting the goals as outlined in the SEA-AWARE program description across the state of Arkansas as well as reporting requirements to both ADE and SAMHSA.
- The AWARE team also provides technical assistance, training, and monitoring as school districts work to develop and enhance school based mental health services.

**Program** Arkansas Online Media Initiatives  
**Funding Source** ADE Grant from Division of Technology

Competitive Grant  
 Yes       No

Restricted     Non-restricted     Not Applicable

**Participating Districts**

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

**Personnel**

<b>Donnie Lee</b>	<b>Online Media and Grant Coordinator</b>	<b>AAS</b>

**Goal**

The goal of the Arkansas O.M.I. grant is the development of a statewide system for the promotion, creation, distribution, and use of digital media content through popular online outlets including, but not limited to: iTunes U, YouTube, Arkansas Digital Sandbox, podcast outlets and/or any other useful online media outlet approved by DESE Research and Technology. Although the resources of this initiative are available to the general public, its content is generally targeted toward statewide growth in student achievement and developmental resources for educators. See <https://dese.ade.arkansas.gov/Offices/research-and-technology> for full details.

**Program Summary**

Arkansas Online Media Initiatives is staffed by one full time statewide coordinator from the SWAEC team that is part of the DESE Division of Research & Technology. This program provides support for Arkansas Digital Sandbox, creation and production of audio and video for various projects within DESE, production of podcast audio (and related media), and audio/video production support and training for statewide educational initiatives.

**Major Highlights of the Year (2020-2021)**

- SysAdmin Day: Created a “Thank You” video dedicated to the technology professionals who keep Arkansas schools up and running throughout the year. This was a highly successful event that we will pursue in upcoming years.
- Digital Learning Day: Held a statewide video contest for DLD 2021. This event was doubly successful as last year’s event and was spearheaded by Shashank Avvaru with guidance from Donnie Lee.
- Podcast: Arkansas A.W.A.R.E., G.U.I.D.E. for Life, SMACtalk for Teacher, The Well-Rounded Educator and O.U.R. Science Lens created podcasts through Arkansas O.M.I. this school year. The response has been tremendous.
- SMACtalk: The classroom has been extended to any location with an internet connection. As students spend more time learning and socializing online, we all need to work together to ensure our students stay healthy and safe. The Social Media Awareness Campaign (SMACtalk) was formed in response to this need. The purpose of SMACtalk is to bring awareness, provide resources, and increase communication for teachers, parents, and students.

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

Competitive Grant  
 Yes  No

Restricted  Non-restricted

**Participating Districts**

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

**Personnel**

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

**Goal**

1. The behavior support specialists (BSS) will provide the BX3 Cohort One Year Three teams with professional development and coaching sessions focused on the implementation of the BX3 project to increase capacity and sustainability within the participating districts.
2. The behavior support specialists (BSS) will provide the BX3 Cohort Two Year Two teams with professional development and coaching related to Evidence-Based Behavior Practices and High-Leverage Practices in Special Education (#8 and #10)
3. The behavior support specialists (BSS) will complete a data dive to identify potential student outcomes related to behavior (indicator 4: Suspensions and Expulsions) possibly impacted by the BSS service delivery model.
4. The behavior support specialists (BSS) will create a multiple track model for CIRCUIT referrals to assist districts with building capacity and sustainability in all areas of Evidence-Based Behavior Practices and High-Leverage Practices in Special Education (#10).
5. The behavior support specialists (BSS) will design and pilot new online modules on Functional Behavioral Assessment (High-Leverage Practices in Special Education #10) so all districts and staff members can access remotely.

**Program Summary**

This program staffs one full-time behavior support specialist (BSS), Jennifer Brewer, and supports the provision of training, resources, and professional development to schools and staff within the state. Duties and activities of the BSS included:

- Assisting in assessment and program development for students identified as having an Autism Spectrum Disorder.
- Conducting file reviews, interviews, and student observations for CIRCUIT referrals regarding students with significant Tier 3 behaviors.
- Assisting school districts in conducting Functional Behavioral Assessments and developing Behavior Intervention Plans based on evidence-based practices.
- Providing written recommendations and training as requested by school district Special Education Supervisors regarding on-site consultations through CIRCUIT referrals.
- Providing professional development and coaching sessions to special education and other relevant school personnel related to topics that fit within the BSS role and responsibilities and initiatives of the ADE-SEU (e.g., efforts to build capacity of local school districts to effectively address problem behaviors).

- Training BX3 teams in the OUR area and around the state regarding legally defensible FBAs and BIPS
- Conducting onsite coaching sessions with BX3 teams in the OUR area and around the state to provide further assistance individualized to district need

The Arkansas Behavior Support Specialists (BSS) launched the BX3 (Behavior eXtreme 3 – Training, Coaching, Empowering) Project in an effort to align with ADE-SEU initiatives regarding building local capacity. This BX3 project is designed to build the local capacity of districts in working effectively with students with challenging behaviors and is aligned to the Arkansas State Systemic Improvement Plan.

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

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

The total amount of BSS funds for 2020-2021 was \$104,500.

### ***Major Highlights of the Year (2020-2021)***

- Provided 7 virtual BX3 training sessions to 5 Cohort One Year Three BX3 teams, including 1 team from the OUR area.
- Provided 29 virtual coaching sessions to 4 Cohort One Year Three BX3 teams to assist in better understanding and implementation of the skills taught during BX3 training sessions.
- Provided 6 virtual coaching sessions to 1 Cohort Two Year Two BX3 team to assist in better understanding and implementation of the skills taught during BX3 training sessions.
- Attended (virtually) administrator meeting with Berryville’s BX3 team to support the team and address any questions as the BX3 team presented the plan for districtwide implementation of their developed system and plan.
- Attended (virtually) administrator meeting with Gentry’s BX3 team to support the team and address any questions as the BX3 team presented the plan for districtwide implementation of their developed system and plan.
- Collaborated with another Behavior Support Specialist in response to 1 CIRCUIT case in the OUR area.
- Participated in professional development opportunities to maintain and grow knowledge and skills to be applied towards behavior support, applied behavior analysis, leadership, and coaching [e.g., *National PBIS Forum*, *ACES Resilience Summit*, *LEA Virtual Academy*, *AAEA Fall Conference*, *TxABA Conference*, BSS state monthly meetings and several online trainings to address Trauma, Anti-Bullying, Coaching, Leadership, Implementation Science, ]. Read professional texts in the areas of functional behavior assessment, educational coaching, and leadership.
- Completed Visme certification course to become certified in presentation development
- Completed Google Certification (1 and 2)
- Read *Differentiated Coaching* and participated in 11 sessions of discussion and training with author Dr. Paul Gavoni.
- Completed 10 hour online course of Dr. Hanley’s, *Practical Functional Assessment and Skills-Based Treatment*, then attended 2 hour virtual Q&A session with Dr. Hanley
- Lead a team in developing 14 self-paced Functional Behavioral Assessment Modules available on the BSS website (arbss.org)
- Developed a Behavior Break (quick informative videos) available on the BSS website
- Provided 2 virtual Behavior Break Q&A sessions for participants to attend and participate in discussion about all available Behavior Breaks
- Assisted/Trained other BSS in creating Behavior Breaks

**Program** Bus Driver EBT and Drug Testing  
**Funding Source** Personnel

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

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

**Personnel**


**Goal**  
Ensure participating districts' alcohol and drug testing are in compliance with DOT regulations.

**Program Summary**  
The O.U.R. Cooperative coordinates with districts who wish to participate in the alcohol and drug testing program.  
This program assists in meeting U.S. Department of Transportation regulations.

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

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

Participating Districts

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

**Personnel**

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

**Goal**

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

**Program Summary**

The Arkansas Division of Career Education, DCTE, provides a \$50,000 grant for the CTE Coordinator to support the following services for Career and Technical Education Programs within the 16 School Districts served through the OUR Educational Cooperative: Program Approval Status, Assistance to New Teachers, Relevant Professional Development/Technology Training, Assistance with Policy and Procedure Interpretation, Collaboration Opportunities for CTE Teachers, etc.

**Major Highlights of the Year:**

The CTE Coordinator, in collaboration with the Harrison Regional Chamber of Commerce, provided 19 weeks of virtual industry tours and live Q & A sessions with local businesses and industries to students & educators. These tours and recorded Q & A sessions were utilized by O.U.R. Co-op schools, most educational co-ops across the state, and DCTE. The CTE Coordinator also received DCTE approval for schools to use the videos for the Perkins-required local and regional CTE advisory council meetings for the 2020-21 school year.

The CTE Coordinator was asked to attend the ACTE National Policy Seminar along with a small group of five other ACTE members including the Arkansas ACTE president and president-elect. Part of the seminar included discussing state CTE policies with Congressmen Crawford and Westerman and Senators Cotton and Boozman.

The CTE Coordinator hosted weekly/monthly collaboration sessions for the 15 co-op CTE Coordinators in summer/fall 2020.

The CTE Coordinator wrote, collected quotes for, ordered, and processed payments for all consortium Perkins projects (\$236,609).

The CTE Coordinator helped OUR Consortium schools submit four startup grants and two were approved.

The CTE Coordinator worked closely with Rick Neal and the Governor's Ready for Life team. Due to this collaboration, O.U.R. Co-op will have the opportunity to pilot some of the Ready for Life events, website features, and will have a strong collaborative voice in the implementation of the initiative. The CTE Coordinator orchestrated the filming of three local businesses, the Chamber of Commerce, and herself for the Ready for Life website.

The CTE Coordinator will be speaking about connecting students and educators to local industries at the ADE Summit, Region IV ACTE Conference, and Arkansas ACTE Summer Conference.

**Program** **Digital Learning –Team Digital**  
**Arkansas Connect2Digital**

Competitive Grant

**Funding Source** ADE Grant - Act

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
Lisa Russell	Team Digital Member	BSE
Gerard Newsom	Team Digital Member	BA
Amanda Perry	Team Digital Member	BA, MED, EDS
Sherry Kennedy	Team Digital Member	BSE
Dexter Miller	Team Digital Member	BA
Steven Walker	Team Digital Member	BSE, MSE
Tammy Manning	Team Digital Member	MSE
Evan Patrick	Team Digital Member	BS

**Goal**

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

**Program Summary**

**Team Digital:**

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

[www.teamdigital.org](http://www.teamdigital.org)

**Arkansas Connect2Digital:**

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

**Major Highlights of the Year:**

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

**Program** Director's Office/Administration  
**Funding Source** Base Funds

Competitive Grant  
 Yes       No

Restricted     Non-restricted     Not Applicable

Participating Districts

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

**Personnel**

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

**Program Summary**

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

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

**Program** Early Childhood  
**Funding Source** Arkansas Better Chance

Competitive Grant  
 Yes       No

Restricted     Non-restricted     Not Applicable

Participating Districts

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

**Personnel**

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

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

Position	Name	Name
Paraprofessionals/Aids	Erica Rankin	Tiffeny Merida
	Jackie McGee	Elizabeth Duncan
	Karen Sale	Kylee Shaw
	Sarah Head	LaDonna Love
	Rebecca Carney	Alisha Fields
	Darcie King	Charity Richardson
	Tressa Rempel	Ashlee Getz
	Linda Richardson	Christy McCarville
	Makayla Harderson	Charity Grice
	Amanda Bunting	Katie Richardson
	Janah Carter	Heather Beyen
	Juanita Stange	Theresa Huebner
	Samantha Sparks	Phaedra Clemons
	Tammi Condery	Trisha Ramsey
	Ashley McCloud	Christina Uber
	RaChelle Starnes	LaChelle Honeycutt
	Cora Montgomery	
	Samantha Decator	

**Goal**

The OUR Cooperative ABC Preschool Program goal is to provide quality preschool services to 353 children ages 3,4, and 5 years of age in 11 school districts.

**Program Summary**

Funding for these preschool programs is obtained through the Arkansas Better Chance and Arkansas Better Chance for School Success grant in the amount of \$1,789,710.00

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:**

**\*Deer ABC Preschool completed a new pilot program, LearnERS, through A State University. It consisted of 35 ECERS modules.**

**\* All ABC classrooms received a 3-star rating in Arkansas's Better Beginnings Quality Rating Scale**

**\* ABC Classrooms passed Arkansas Better Chance Compliance Review**

**\* New Curriculum correlated with Arkansas Early Childhood Standards.**

**Program** Early Childhood Special Education  
**Funding Source** Federal and State Funding

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

Participating Districts

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

**Personnel**

<b>Lanna Bullington</b>	<b>Early Childhood Special Ed. Coord.</b>	<b>MSE/BSE</b>
<b>Kayla Gahlbeck</b>	<b>Program Manager</b>	
<b>Jessie Biddle</b>	<b>Paraprofessional</b>	<b>AA Early Childhood</b>
<b>Janette Brown</b>	<b>Speech Pathologist</b>	<b>Masters P-12</b>
<b>Hilary Bullington</b>	<b>Food Manager</b>	
<b>Janet Ricketts</b>	<b>Paraprofessional</b>	
<b>Cyndi Campbell</b>	<b>Behavior Specialist</b>	<b>Masters P-12, Guidance Co.</b>
<b>Lisa Cimino</b>	<b>ECSE Teacher</b>	<b>Masters Sp.Ed. P-4</b>
<b>Melissa Flud</b>	<b>ECSE Teacher</b>	<b>BA Sp. Ed. P-4</b>
<b>Jan Rogers</b>	<b>ECSE Teacher</b>	<b>Masters, Sp.Ed p-4</b>
<b>Jennifer Yeager</b>	<b>ECSE Teacher</b>	<b>Masters Sp.ed</b>
<b>Alicia Mattox</b>	<b>ECSE Teacher</b>	<b>Masters EC.ED.,SP.ED., 3-4 end.</b>
<b>Colleen McCracken</b>	<b>Paraprofessional</b>	<b>CDA</b>
<b>Amy Hudson</b>	<b>SLP</b>	<b>Masters</b>
<b>LaRue Payne</b>	<b>Preschool Teacher</b>	<b>AA, CDE</b>
<b>Leslie Teague</b>	<b>Speech Pathologist</b>	<b>Masters</b>
<b>Eyvette Tardiff</b>	<b>ECSE Teacher</b>	<b>Masters Elem., Sp.Ed., P-12</b>
<b>Elizabeth Wise</b>	<b>Speech Assistant</b>	<b>BA Communication Disorders</b>
<b>Deana Reed</b>	<b>ECSE Teacher</b>	<b>Masters Sp.Ed. P-4</b>

**Goal**

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

**Program Summary**

The O.U.R. Educational Cooperative’s Early Childhood Special Education Program provides a number of free services for preschool children ranging between three and five years of age. In addition to the fourteen districts that we serve within our service cooperative area we also serve the Mountain Home School District. For the 2020-2021 school year we served 228 special needs children and screened 783 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 are

available to provide screenings to all three, four, and five year old children at no cost to the family. These screenings indicate which children may be eligible for additional evaluations.

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

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

This program receives funding from a variety of sources. Included in our funding sources are local dollars, state funding, VI-B funding, Medicaid, ARMAC, and tuition income. To date for the 2020-2021 school year, the revenue received from these funding sources totaled \$975,347.86

<b>SCHOOL</b>	<b>DEC.1 CHILD COUNT</b>
ALPENA	5
BERGMAN	7
BERRYVILLE	26
COTTER	13
DEER/MT.JUDEA	6
EUREKA SPRINGS	3
FLIPPIN	17
GREEN FOREST	22
JASPER	9
LEAD HILL	6
MTN HOME	79
OMAHA	5
OZARK MTN	7
VALLEY SPRINGS	11
YELLVILLE	12
<b>TOTAL</b>	<b>228</b>

**Program** Fingerprinting  
**Funding Source** Base

Competitive Grant  
 Yes       No

Restricted     Non-restricted     Not Applicable

**Participating Districts**

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

**Personnel**

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 2020-2021 year, co-op staff completed fingerprinting for approximately 800 education personnel.

**Program** Gifted and Talented  
**Funding Source** ADE GT Office and Base

Competitive Grant  
 Yes       No

Restricted     Non-restricted     Not Applicable

Participating Districts

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

**Personnel**

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

**Goals**

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

**Program Summary**

**Including Major Highlights of the Year:** The O.U.R. Cooperative Gifted Specialist provided assistance to member districts through: quarterly gifted coordinator meetings, campus visits, providing onsite pre-technical assistance visits, updating curriculum, providing a library of resources, and providing appropriate staff development including a session on differentiation as needed, a program approval application work session, documentation of meeting standards, program evaluations, technology, quiz bowl coaches/judges training, etc. The Gifted Specialist, at the request of districts, offered a virtual differentiation training to help districts fulfill secondary content requirements according to the ADE Gifted Program Standards and offer differentiation techniques to be used with students in the classroom. The Gifted Specialist was a presenter for the New GT Coordinator’s Workshop at the state Fall AAGEA Conference, served as a mentor for AAGEA’s New Coordinator Mentoring Program, and co-presented a session on leadership with the OUR Science Specialist. The GT Specialist presented two webinar sessions to parents and elementary/secondary teachers on Managing Perfectionism. The Gifted Specialist was the Pre-Conference Chair for the state AGATE Conference. An annual site visit to the Arkansas Governor's School is also facilitated by the gifted specialists for local coordinators. The OUR Gifted Specialist serves on state and national boards to support gifted education such as AAGEA(President-Elect), AGATE (Public Relations Chair and Co-Conference Chair), and a member of the NAGC Legislative Committee. Several student opportunities were hosted by the OUR Gifted Specialist for the 2020-2021 year including a virtual chess tournament for elementary and a virtual chess tournament for Jr High, Middle School Virtual Quiz Bowl Tournament (Grades 5-6). The Gifted Specialist at OUR also serves as the Recruitment and Retention Facilitator for Novice Teacher Mentoring.

**Program** HIPPY  
**Funding Source** Arkansas Better Chance Grant

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

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

**Personnel**

<b>Cindy Lambe</b>	<b>HIPPY Coordinator</b>	<b>MSE/BSE</b>
<b>Gayle Slape</b>	<b>Assistant Coordinator</b>	<b>CDA, Associate</b>
<b>Shelia Bagby</b>	<b>Home-Based Educator</b>	<b>CDA</b>
<b>Kelly Davis</b>	<b>Home-Based Educator</b>	<b>CDA</b>
<b>Ashley Scott</b>	<b>Home-Based Educator</b>	<b>CDA</b>
<b>Katlynn Crow</b>	<b>Home-Based Educator</b>	<b>CDA</b>
<b>Rebecca Robinson</b>	<b>Home-Based Educator</b>	<b>CDA</b>
<b>Cindy Ricketts</b>	<b>Home-Based Educator</b>	<b>CDA, Associate</b>
<b>Michelle Kelley</b>	<b>Home-Based Educator</b>	<b>CDA</b>
<b>Andrea Pineda</b>	<b>Home-Based Educator</b>	<b>CDA in progress</b>
<b>Barbara Hagood</b>	<b>Home-Based Educator</b>	<b>CDA</b>
<b>Kerry Burch</b>	<b>Home-Based Educator</b>	<b>CDA, Associate</b>

**Program Summary**

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

**Major Highlights of the Year:**

In 2020-2021 HIPPY was available to families in Baxter (Cotter and Mtn. Home School Districts), Boone, Carroll, Marion, Newton (Deer/Mt Judea and Jasper School Districts), Madison (Jasper School District-Kingston Campus) and Searcy Counties. Approximately 247 families participated in the program. The total budget was \$467,818.00

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

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

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

**Personnel**

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

**Program Summary**

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

**RISE K-2 and RISE 3-6**

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

**Administrator Support for Science of Reading**

Throughout the 2020-2021, specialists provided support for administrators in their work as Science of Reading assessors gathering the evidence needed to document proficiency in the Science of Reading. Specialists provided support and worked closely with administrators to increase their knowledge of the Science of Reading. The K-2 and 3-6 Smart Cards were used as a tool to guide teacher observations to determine if a teacher has demonstrated knowledge and skills of the Science of Reading (SoR). This work with administrators focused on gathering this evidence over a period of time rather than a one time observation.

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

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

### **Targeted Literacy Topics**

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

### **Dyslexia Interventionist and Instructional Facilitation K-12**

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

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

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

### **School-Based Training**

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

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

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

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

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

**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, giving priority to districts in School Improvement in the form of:

- Supporting the School Improvement Process
- Analyzing data (Student Achievement, School Process, Perceptual, and Demographic)
- Planning for and providing Professional Development
- Monitoring and Planning for Core Instruction
- Providing Instructional Coaching and/or Assisting District Instructional Coaches
- Using CWT or District Observation Protocols
- Collecting and analyzing data from CWTs and SAIs with District Leadership Teams
- Identifying, Implementing, Monitoring and Reflecting on the District’s plan of action

Collaborate with the Arkansas Department of Education during unit meetings, regional meetings, and other opportunities as they arise

Collaborate with Northwest Arkansas Educational Cooperative & Guy Fenter Educational Cooperative in preparing/delivering professional development and supporting OUR Cooperative school districts

Support, empower, and build capacity with District Leaders and Instructional Coaches through Math Quest

Provide quality professional development in Mathematics to teachers, Instructional Coaches, and Administrators as they determine the essential standards of the Arkansas Curriculum Standards

Continue Leadership support for Cognitively Guided Instruction

Promote Arkansas IDEAS and Arkansas iTunesU to District Leaders, Instructional Coaches, teachers, and other support staff throughout the OUR Cooperative area

Make the OUR Cooperative Math Carnival a very successful event for our 3<sup>rd</sup>-8<sup>th</sup> grade math students (We are the only cooperative in the state that has this academic event.)

Continue to increase meetings with teachers through ZOOM technology, so teachers can collaborate and not have to leave their school campus

Collaborate with other Math Specialists to offer the IM/OUR Curriculum training and support for K-8<sup>th</sup> grade, Algebra I, Geometry, & Algebra II teachers.

## **Program Summary;**

OUR Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics' Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2020-21 included:

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

**MathQuEST (Math Quantitative Essentials for Students and Teachers)** is a state initiative focused on research-based mathematics practices for both students and teachers. Together these practices promote a student-centered pedagogy that fosters reasoning and problem solving, meaningful mathematical discourse, and building procedural fluency from conceptual understanding. With established goals for learning, ongoing formative assessment is used to elicit student thinking and inform instruction. Students use and connect mathematical representations and engage in rich tasks that increase classroom rigor and cognitive demand. STEM-related applications support the relevance of mathematics in our world and student learning of those disciplines. Due to COVID 19, support zooms were provided for this professional development this year. We will virtually continue year two of this professional development summer 2021.

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

The mathematics department has used Zoom technology to assist schools in a variety of ways this year: Mentoring novice teachers, Classroom observations/lesson planning support, MathQuEST support, IM support, & PLC meetings.

This past year was the first year that the OUR Cooperative Math Carnival was offered virtually. We had a small number of schools that piloted this process with us. We introduced a new design & build idea, build your own math game or app. It was a fun learning experience for all of us.

In the midst of the COVID 19 pandemic, the math department has made several connections with schools through technology that will be used in the future to save teachers instructional time.

**Program** Media  
**Funding Source** Base

Competitive Grant  
 Yes       No

Restricted     Non-restricted     Not Applicable

**Participating Districts**

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

**Personnel**

Phillip Winkle	Administrative Assistant	BA

**Goal**

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

**Program Summary**

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

**Major Highlights of the Year:**

Approximately 52 visits to the media center.

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

Competitive Grant

**Funding Source** ADE Office of Teacher Quality

Yes  No

Restricted  Non-restricted  Not Applicable

Participating Districts

- |  |  |   |  |                                    |
|--|--|---|--|------------------------------------|
| <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**

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

**PROGRAM SUMMARY:**

The purpose of the Novice Teacher Mentoring Program at the Ozarks Unlimited Resources Education Service Cooperative (OUR Co-op) is to assist the Arkansas Department of Education in transforming Arkansas to lead the nation in student-focused education by providing personalized support to educators in the cooperative area who are in their first three years in the profession. During the 2020-2021 year, the program served approximately 165 novice teachers. This personalized support will be provided for three years and include both individual and group opportunities in the format of face-to-face and/or virtual professional development sessions, on-site support, virtual coaching, professional learning communities, etc. OUR Co-op is available to offer additional professional development support sessions which can include Framework for Teaching, Law and Process and EdReflect/BloomBoard if needed and/or requested by a district.

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

**GOALS:**

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

**PROGRAM SUMMARY FOR SPECIAL EDUCATION MENTORING SUPPORT**

The purpose of the Special Education Mentoring Program is to provide specialized support to novice special education teacher in the O.U.R. Co-op area. The program focused on providing targeted professional development, opportunities for peer observation of teachers in like special education settings, curriculum and resource support and networking among peers in special education. A point of emphasis during this year,

**GOALS:**

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

**Program** School Health Services  
**Funding Source** Arkansas Master Tobacco Settlement

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

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

**Personnel**

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

**Goal**

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

**Program Summary**

**Provide technical assistance to area schools to:**

- Adopt tobacco-free policies and implement best practices for tobacco prevention and cessation.
- Adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School •Health and emerging public health issues.
- Establish school wellness committees and fulfill state and federal mandates.
- Inform communities of school health issues and current public health policy.
- Provide parent education on health issue.

**Provide Education and Training to:**

- Certify school nurses to conduct mandated health screenings
- Provide school nurses with professional continued education related to school health.
- Inform schools and communities of school health resources, available trainings, and grant opportunities.
- Inform schools about the flu and vaccines available and their importance.
- Identify need school health related training for school personnel.
- Coordinate and provide school health trainings to school personnel and community members.

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

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

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

**Personnel**

Nathan Windel	Science Specialist	Masters/Bachelors

**Goal**

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

**Program Summary**

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

**Major Highlights of the Year:**

Major highlights of the year included a variety of science professional development sessions conducted during the year that pertained to Arkansas's science standards. Sessions were offered last summer and throughout the year with ongoing support at school sites and via Zoom throughout the year. Nearly all summer workshops were offered virtually, except for one that was offered in person for preAP certification. More school visits occurred at the beginning of the school year, but that transitioned to virtual visits after COVID protocols became more restrictive. Despite those obstacles, I was able to collaborate with teachers and students via Zoom and other digital means.

STEM Engagement Sessions: Because virtual meetings have become more commonplace in the classroom, I was able to connect with teachers and students in a series of live sessions, using Zoom to interact with students in science-based escape rooms. More than 200 students representing 5 schools participated in this events. One more session will be offered in May.

OUR K-6 Virtual Science and Engineering Fair: Last year's Fair was canceled due to COVID. In anticipation of continued COVID restrictions, we moved forward with planning for a virtual fair. This Fair this year will occur May 10-12 and includes 28 participants from 3 different school districts. This is much smaller than our typical participation of over 200 students, but given the challenges educators and students have faced this year, we are excited to host these students for a virtual experience.

Project CAVES: AEGIS grant proposals were accepted this year, and Project CAVES was one of those funded. A lot of planning has been done to offer a camp that is fun, inspiring, memorable, and complies with best practices for the

prevention of the spread of Covid-19. While the camp will look a little different this year, the changes may make for an even more enriching experience for participants. The camp is set for June 6-12.

### **Response to COVID-19**

A major goal at the end of last year was to support teachers during the transition to virtual learning. This goal continued throughout the summer to support and prepare teachers for digital learning in the fall. During summer workshops, we worked to model the use of a variety of digital tools in our sessions that could be used with students in a virtual setting. Throughout the year, this work transitioned to more one-on-one support for teachers that had questions about Google Forms, CK-12, Peardeck, STEMScopes, and other digital tools.

**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 checked="" type="checkbox"/> Jasper    | <input 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              | <input checked="" type="checkbox"/> Omaha     | <input type="checkbox"/> Yellville-Summit          |                                    |

**Personnel**

<b>Lesa Rogers</b>	<b>Special Education Supervisor</b>	<b>MSE+30</b>
<b>Lesa Barksdale</b>	<b>Special Education Supervisor</b>	<b>MSE+15</b>
<b>Paula Criner</b>	<b>Special Education Supervisor</b>	<b>MSE+36</b>

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

**Program Summary**

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

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

**Major Program Highlights:**

All compliance areas were met, budget and reporting mandates were completed in a timely manner, and districts maintained necessary programs and procedures to ensure the needs of students are being met. Professional development in areas of disability, special education law, assessment, teaching/therapy strategies, behavior, preschool transition, secondary transition, due process, and others were offered to special education teachers, general education teachers, administrators, and paraprofessionals.

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

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

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

**Personnel**

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

**Goals**

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

**Program Summary**

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

**MAJOR HIGHLIGHTS OF THE YEAR:**

**State Level**

Due to COVID-19 Arkansas Transition Services (ATS) worked on different modes of making our services available. Since we could not hold Statewide trainings and events we brought in many different nationally known presenters to provide virtual trainings for teachers and students. We also provided services to our areas both virtually and on-site. One major step was that ATS was given permission to have a YouTube channel to be a resource to get our information out across the state.

**State Level**

- ATS produced Pop-up Professional Development Videos. The first series of 3 videos is based on Indicator 13 checklist, which is about the Transition paperwork.
- ATS and Dr. Al Davison, professor of Special Education at the University of Akron, partnered to present a series of six webinars on technology and high leverage practices in transition. Each webinar focused on the use of apps to help students improve employment, college readiness & postsecondary education, self-determination skills, and independent living skills.

- Electrify any Lesson w/ Tony Vincent: This Professional Development showed teachers how to turn a potentially boring lesson into a brilliant one by making learning irresistible by hooking students' senses, connecting to background knowledge, making predictions, and building mysteries. Teachers were shown how to utilize pixelated pictures, redacted text, locked content, customized Mad Libs, emoji messages, and other inviting ways to captivate learners.
- Note-Taking and Study Skills w/ Tony Vincent: This two part series offered teachers and students the opportunity to learn note-taking and study skills.
- ATS developed 5 Transition Assessment Video Modules which are available through a registration process on the [www.arkansastransition.com](http://www.arkansastransition.com) website. The modules address the following: Module 1: Transition Assessment overview; Module 2: Preparing for Post-School Education and Work; Module 3: Independent Living Skills; Module 4: Assessments for Students with Complex Needs; Module 5: Using Assessment Information for Planning: Use it or Lose it! The series of modules provide a foundation of knowledge in transition assessments.
- Voting PSA Project: Arkansas Transition Services and Inclusion Films partnered to allow 2020 Film Camp registrants who missed camp due to Covid-19 to create a PSA on voter rights and responsibilities. This PSA served two purposes: one, it helped raise awareness among various populations on the importance of voting, and two, working on it allowed students who registered for the Inclusion Films Film Camp 2020 (that had to be cancelled because of COVID-19) an opportunity to experience some aspects of film production. Over a period of four sessions they learned and discussed what voting meant to them and why it's important. They brainstormed the theme and various responses, learned about the best camera settings and practices, and then completed their homework: a series of exercises and videos of different head positions and lines. The final session brought them all together to observe the magic of editing with Inclusion Films. The final project was shared with multiple agencies.  
<https://youtu.be/y8ROVfwI5N0>
- Universal Design for Learning for the Virtual World training was held in January 2021 and included presenters from the Division of Career and Technical Education, the Division of Elementary and Secondary Education, Special Education Unit, and the National Technical Assistance Center on Transition: The Collaborative. The training provided districts the opportunity to learn strategies and resources that will give all students more opportunities to learn.
- Arkansas Transition Services is working 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.
- In the 2020-2021 school year ATS recruited teachers to receive training to implement the SDLMI (Self-Determined Learning Model of Instruction) within at least one class and then collect data to look at the effects of implementing the model. The SDLMI provides instruction and supports for students to set a goal, act, and adjust their goal or plan, so they can successfully reach goals. The initial training of teachers will be conducted by the University of Kansas staff and facilitated by Arkansas Transition Services in the summer of 2021, and implementation of the intervention will begin in the Fall of 2021.
- CIRCLES (Communicating *Interagency* Relationships and Collaborative Linkages for Exceptional Students) refresher training was held for three districts set to implement the program this spring. The district leadership teams (Harrisburg, Rogers, and White Hall) also attended to provide feedback and guidance in the implementation process. CIRCLES is a multilevel model that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach supports youth with disabilities who may need support from multiple adult service agencies in order to experience successful post-school outcomes.
- Virtual Film Camp: Arkansas Transition Services in partnership with Inclusion Films and University of Arkansas Pulaski Technical College will hold a virtual camp from April 26 – May 6, 2021: Students will participate in interviews, learn the ins and outs of camera, script-writing, editing and more. The virtual experiences will give students the opportunity to not only explore a variety of options in the film industry, but to experience team work, responsibility, accountability, and other pre-employment skills.

- Virtual College Bound Arkansas 2021 will be held June 7-18, 2021. There will be 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 explore the expectations of college and what supports could be available to help them succeed.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team are collaborating in an effort to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- Arkansas Video Modeling training was provided by Dr. Ryan Kellems, BYU to participants from across the state. He provided 3 virtual live sessions and feedback on the participants video projects. Dr. Kellems will be coming to Arkansas this summer to provide train the trainer training on Video Modeling.
- State Level Organizations Served:
  - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
  - Local Planning Team for DCDT International Conference in Little Rock, AR October of 2022.
  - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

## Co-op Level

- OWL Schools. Opportunities for Work Based Learning is a collaboration of Arkansas Rehabilitation Services, Arkansas Transition Services, and area districts that enables schools to provide work programs, both School Based Enterprises and students working in the community, where students can get paid work experiences and job training.
  - GFESC – Alma, Greenwood, Ozark
  - NWAESC – Gravette, Huntsville, Springdale-Harber, Rogers-Heritage
- 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. This year due to COVID-19 there were no on-site Transition Fairs. But one region did host a Virtual Transition Fair.
  - NWAESC
    - NWA Classical Academy with Rogers and Gravette hosted a Virtual Transition Fair. It opened with an evening of live speakers and then had an on-line center for students/parents/teachers to get information on a wide variety of transition resources.
- Coop Trainings – 1 day of training (2 half day sessions) were offered virtually at all 3 Co-ops.
  - “Transition 2.0”
  - “Transition Planning for Students with Significant Disabilities”
  - 53 attendees
    - NWAESC – Gentry, Gravette, West Fork, Rogers, Springdale, Huntsville, Decatur, Haas Hall Academy
    - OUR – Jasper, Bergman, Omaha, Eureka Springs
    - GFESC – ARVA, Mulberry/Pleasant View Bi-County, Cedarville, Charleston, Waldron
    - Other schools/agencies – West Memphis, Mountain View, Arkansas Rehabilitation Services

- Additional Trainings
  - Fayetteville-Modified “Transition 2.0” - 7 attendees
- Technical Assistance was provided on a variety of Transition related subjects to over 140 teachers/staff in districts across the 3 co-op areas.
  - NWAESC – Bentonville, Fayetteville, AR Connections Academy, Pea Ridge, Rogers, West Fork, AR Arts Academy, Gravette, Springdale, Huntsville, Siloam Springs
  - OUR – Jasper, Berryville, Yellville, Oark, Harrison, Deer, Mt. Judea
  - GFESC – Charleston, Greenwood, Mulberry/Pleasant View Bi-County, Johnson Co. Westside, Fort Smith, Future School of Fort Smith, Magazine, Mountainburg, Alma, Scranton Lamar, County Line
  - Other – Arkansas Rehabilitation Services, Piney Ridge Treatment Center, John Brown University
- Presentations to Students
  - NWAESC – UARK Undergraduate Transition Class-virtual, UARK Teaming 4 Transition Graduate Class-virtual
- Meetings regularly attended
  - AASEA Area I and Area II (Special Education Supervisors)
  - AR-CEC Board Meetings
  - Project Search partners
    - Sebastian, Crawford and surrounding Counties/Mercy Hospital/Access
- Trainings/Conferences Attended:
  - NTACT National Capacity Building Virtual Institute
  - Arkansas LEA Academy virtual
  - Division of Career Development and Transition International Conference - virtual
  - HKNC Deaf/Blind Training
  - SDLMI Training
  - Video Modeling Training
  - Team Digital Website Design
  - NWAESC Blended Learning
  - Completed RISE training requirements

**Program** Speech Language  
**Funding Source** District Allocations

Competitive Grant  
 Yes  No

Restricted  Non-restricted  Not Applicable

**Participating Districts**

- |                                     |  |                                    |  |                                    |
|-------------------------------------|--|------------------------------------|--|------------------------------------|
| <input 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 type="checkbox"/> Bergman    | <input type="checkbox"/> Eureka Springs            | <input type="checkbox"/> Jasper    | <input type="checkbox"/> Searcy County             |                                    |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> Flippin                   | <input type="checkbox"/> Lead Hill | <input type="checkbox"/> Valley Springs            |                                    |
| <input type="checkbox"/> Cotter     | <input type="checkbox"/> Green Forest              | <input type="checkbox"/> Omaha     | <input type="checkbox"/> Yellville-Summit          |                                    |

**Personnel**

Sandra Holt	MS-CCC, SLP
-------------	-------------

**Goal**

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

**Program Summary**

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

Sandra Holt: Deer/Mt. Judea, Ozark Mountain

**Major Program Highlights:**

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

**Program** Teacher Center  
**Funding Source** Base Funds

Competitive Grant  
 Yes       No

Restricted     Non-restricted

**Participating Districts**

- |  |  |   |  |                                    |
|--|--|---|--|------------------------------------|
| <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**

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

**Goal**

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

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

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

**To provide** curriculum development assistance as schools transition to new Arkansas Standards.

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

**Program Summary**

PD opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of law regarding the required hours of PD, as well as meeting the needs of schools based upon needs assessment survey results and input from the 16 districts served. The 2020-2021 needs assessment results can be accessed [here](#). The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. O.U.R. Co-op worked with schools in the co-op area that qualified for comprehensive support and schools that qualified for additional targeted support from ADE. Co-op staff prioritized providing services to these schools.

**Major Highlights of the Year:**

- The 2020-2021 has been a challenging year for all schools as they work to deal with the pandemic. In Arkansas, schools have been open for onsite learning the entire school year. During the fall of 2020, DESE was meeting with co-op directors and teacher center coordinators two times weekly to provide updated information related to the pandemic. These meetings transition to one time a week during the spring 2021. Information included updates and requirements from the Arkansas Department of Health, information related to the federal ESSER funds that districts were receiving, best practice to keep student populations engaged in onsite learning, etc.

- In addition, the co-op director and teacher center coordinator have participated throughout the year in a variety of zoom meetings providing information relevant to PK-12 public schools and the pandemic. These sessions were held by various organizations within the state.
- To support district and building personnel, OUR Co-op staff have met regularly with various administrator groups to relay information shared by DESE. These meetings have included weekly superintendent zoom meetings, weekly principal's meetings, bi-weekly curriculum and testing coordinators meetings, etc.
- The teacher center coordinator scheduled various professional learning opportunities in support of developing effective digital lessons, student engagement and classroom management in a digital environment, etc. for staff in the co-op area.
- During the spring of 2021, districts that wished to offer a digital remote learning option for their students for the 2021-2022 school year were required to submit to DESE for approval by the State Board of Education a Digital Learning Plan Application. This comprehensive application guided districts in developing a student focused plan for remote learners. The co-op held a training on the specifics of the digital learning application on February 18, 2021. In addition, multiple collaboration/work sessions were scheduled at the co-op to support teams working on district plans. Thirteen of the sixteen O.U.R. Co-op districts opted to submit plans. The teacher center coordinator has worked closely with personnel from these districts on developing and/or revising plans following feedback provided by DESE.
- The Teacher Center Coordinator has continued to support districts in the implementation of Arkansas Standards.
- Support has been provided as needed to assist the district and building test coordinators with the continued administration of both periodic and summative ACT Aspire online testing.
- The teacher center coordinator worked with co-op staff to continue implementation of a plan to provide support to co-op area schools that qualify to receive comprehensive support and additional targeted support. This plan included monthly onsite or virtual visits from content specialists. The teacher center coordinator has had on-going contact with administration from these schools and districts.
- Continued professional development and assistance has been provided related to Marzano's High Reliability Schools Framework (HRS)—particularly Level 1—Safe, Supportive and Collaborative Culture and Level 2—Effective Teacher in Every Classroom, Professional Learning Communities (PLC), Response to Intervention (RTI), TESS/LEADS, EdReflect/Bloomboard, etc. In supporting the focus of HRS Level 2, the co-op has utilized resources from Marzano's The New Art and Science of Teaching professional work as well as research centered on High Leverage Practices. Assistance in the implementation of the topics mentioned above was provided on an individual basis to schools and districts as requested.
- One of the cooperative districts committed to beginning the PLC process within all buildings in the district during the 2019-2020 year. District administration developed a plan which involved support from co-op staff including content specialists as well as the teacher center coordinator. Co-op staff worked continued this work as pandemic guidance/mandates allowed throughout the 2020-2021. This district has been selected to begin work with the DESE/Solution Tree Cohort Five Professional Learning Communities at Work.
- She collaborated with the three literacy specialists in implementing a plan to ensure co-op area teachers received the necessary training to earn an awareness or proficiency credential by the beginning of the 2021-2022 school year. During the 2020-2021 year, the specialists have met frequently with Science of Reading Assessors either onsite or virtually. The purpose of these sessions has been to support building leaders as they collect evidence based on observation to determine the level of proficiency shown by their teachers with regards to the Science of Reading.

- The teacher center coordinator has assisted the Recruitment and Retention Facilitator with the administration of that program.
- **The co-op administered the Annual Professional Development Needs Assessment in January 2021. OUR Co-op Needs Assessment Results/Information. [2021 PD Needs Survey Information](#)**
- The summary of PD offerings as well as summary attended can be found within these links: [OUR Co-op PD Summary 2020-2021](#) and [OUR Co-op PD Summary Attended 2020-2021](#).
- In addition, the co-op distributed a User Satisfaction Survey during the Spring of 2021. Results showed a 94% rate of users being very satisfied or satisfied.  
[OUR Co-op 2020-2021 Disaggregation of User Satisfaction Survey Data](#)  
[OUR Co-op 2020-2021 User Satisfaction Results](#)

The teacher center coordinator has served on the Arkansas Association for Curriculum and Instruction (AACIA) Board for a number of years and is currently President Elect of that organization. She served on the AAEA Legislative Curriculum Committee representing AACIA during the 2021 General Session of the Arkansas Legislature.

**Program**

**Technology**

Competitive Grant

**Funding Source** Arkansas Department of Education Grant

Yes  No

Restricted  Non-restricted  Not Applicable

Participating Districts

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

**Personnel**

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

**Goal**

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

**Program Summary**

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

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

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

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

First is the role of coordinating and providing professional development for classroom teachers and administrators in the areas of integrating technology into the classroom. The 2020-2021 school year saw more than 13 technology integration trainings offered during the summer. The OUR TCC provides technology support for all of the trainings and sessions that take place at the Co-op. The TCC also provides technical and software training as needed to OUR Co-op staff members.

Second and closely aligned with coordinating PD is maintaining appropriate training facilities at the OUR Co-op. The co-op TCC maintains two 24-seat computer labs. One is made up of iMac computers that are capable of running the most up to date software. The iMacs have Intel based processors, which allow them to run both Windows and Mac software effectively having two labs in one. The other is made up of HP All-in-One Touchscreens running Windows 10. The co-op TCC also maintains two mobile laptop labs made up of 40 laptops each that can be used in any room in the co-op. One of the mobile carts contains 20 HP Stream low price Windows 10 laptops similar to Chromebooks and 20 HP 13” Chromebooks. The co-op TCC also maintains a cart of iPads that can be used in any room in the co-op.

Third, the co-op TCC maintains a “Maker Space Lab” that contains STEAM and Robotics kits that teachers can check out to try in their classroom before deciding on major purchases. The lab also contains larger items that can’t be checked out but are available for class fieldtrips or other use including but not limited to; a high end dual extruding 3D printer, a 100W laser etching machine, DJI Phantom quadcopter, Occipital Sensor unit and others. Use of this resource continued during the 2020-2021 school year.

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

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

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

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

The most memorable highlight included assistance and guidance for the blended learning due to the COVID-19 outbreak. We also maintained the Maker Space lab along with the other computer labs and network

## SPECIAL PROJECTS AND PROGRAMS

**FUNDING SOURCE:** Arkansas Department of Education

**RESTRICTED**

**NON-RESTRICTED**

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

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

**Competitive Grant** Yes  No

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

**Program Name:** *ACT Aspire*

**Competitive Grant** Yes  No

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

The O.U.R. Education Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2018 and the upcoming school year.

**Program Name:** *ESSA Support*

**Competitive Grant** Yes  No

**Goals and Description:** As a result of the five year evaluation process, cooperatives were given the task to prepare a plan to assist school districts in meeting accountability challenges of the new ESSA. Over the past years, co-op personnel have held work sessions with groups including superintendents, curriculum and testing coordinators, building principals, etc. to begin study of the Arkansas ESSA Plan. The department worked with school districts and cooperatives to understand their A-F scores and the ESSA Index Scores. Additional sessions are scheduled to aid in use of data systems to monitor various components of the ESSA Index Scores. In addition, Arkansas ESSA, as well as Act 930 of 2017, will be an on-going agenda item for meetings with various groups that meet routinely with co-op personnel. ADE staff will be asked to assist as needed related to various components of the plan.

Due to the determination to not administer the Spring 2020 Summative Assessment nationally, districts and schools have had access to limited data related to the ESSA Index. As districts in the state have administered the 2021 Spring Summative Assessment this year, districts will have access to data at the end of summer/beginning of fall. The co-op staff anticipate the need to provide foundational training on ESSA and the ESSA Index to provide for most effective use of the data available in districts/schools. This information provided by this data will be crucial in addressing student needs even though the state required A-F scores will not be published for the 2020-2021 year.

**Program Name: *EtherScope Project***

**Competitive Grant** Yes  No

**Goals and Description:** In an effort to assist schools in preparation for online testing in 2014-15, the ADE awarded a grant for each of the cooperatives to purchase an Etherscope network analysis tool. The Etherscope evaluates local area networks (LANs) checking for errors, helping technology coordinators troubleshoot connectivity problems to maximize their current bandwidth.

The Etherscope continues to be available for checkout to member districts. Overall, our districts maintain healthy LANs, but the Etherscope tool has been beneficial in identifying several network issues.

**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 2020-2021 year. These trainings were attended by approximately 65 school board members from co-op area districts. Due to ADH restrictions, these sessions were held 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 2020-2021 school year. .

**Program Name: *Dyslexia Interventionist Support***

**Competitive Grant** Yes  No

**Goals and Description:** Dyslexia Interventionist Support sessions were scheduled periodically throughout the year. The focus of these sessions was determined by the needs of those school personnel and included programming and assessments. During the 2020-2021 school year, the group has completed books studies on the following professional texts: Multi-Sensory Teaching of Basic Language Skills by Judith Birsch and 10 Success Factors for Literacy Intervention by Susan Hall.

**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 imitative which encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. These trainings include K-2 RISE Academy and 3-6 RISE, both of which consist of six days of training. In addition, at least monthly coaching support is provided to the K-2 teachers in their classrooms with 3-6 teachers given coaching support as well. There are also six stand –alone training days which include focus on the following topics within the Science of Reading: Overview, Phonological Awareness, Phonics-Decoding, Phonics-Encoding, Morphology, Vocabulary and Content Reading. Multiple sessions of these trainings were provided during the 2020-2021 year.

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

**Competitive Grant** Yes  No

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

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

**Competitive Grant** Yes  No

**Goals and Description:** Critical Reading is a credit-bearing course to support struggling readers in building fluency, vocabulary, and comprehension in grade level text. An asynchronous course with feedback and coaching is provided to support teachers in meeting the four areas of the Critical Reading course standards: Engaging the Reader, Comprehension Strategies, Response to Text, and Vocabulary/Word Study. There is one day of content for each of the four domains, and the days may be taken in any combination.

**Program Name: *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 student 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.

## ***Summary Attended***

Report Links:

**[OUR Co-op PD Summary 2020-2021](#)**

**[OUR Co-op PD Summary Attended 2020-2021](#)**

## ***Annual Needs Assessment***

**[2021 PD Needs Survey Information](#)**

## ***Annual User Satisfaction Survey***

**[OUR Co-op 2020-2021 Disaggregation of User Satisfaction Survey Data](#)**

**[OUR Co-op 2020-2021 User Satisfaction Results](#)**