



Annual Report 2025 - 2026

Ozarks Unlimited Resources Educational Cooperative

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

5823 Resource Drive

Harrison, AR 72601

(870) 302-3100

TABLE OF CONTENTS

Table of Contents	02
Director's Memo	04
Impact on Student Performance	06
Mission Statement/Vision Statement	08
State Map of Cooperatives	09
Organizational Chart	10
Board of Directors	11
Teacher Center Committee	12
ESC Annual Report	13
I. Governance	13
II. Staff/Certified Staff	13
III. Teacher Center	17
IV. Administrative Services	17
V. Direct Services to Students	18
VI. Anecdotal Reports	18
Program Reports	21
Accounting	21
ADE/APSCN Financial Applications Manager	25
ADE/APSCN Student Applications Field Analyst	26
ADE School Based Health Services	27
Arkansas AWARE	28
Computer Science	31
DESE Communications Team	34
Behavior Support Specialist	35
Behavior Support Consortium	40
Career and Technical Education	41
Digital Learning – Virtual Arkansas	43
Director's Office/Administration	46
Early Childhood	47
Early Childhood Special Education	49
Strategic Support Plan for Educators of ELs in Arkansas	51
Fingerprinting	53
HIPPI	54
Dyslexia	55
Mathematics	57
Media	59
Novice Teacher Mentoring System.....	60
Beginning Superintendent and Principal Mentoring	61
OEC Local Leads	62
School Health Services.....	64
Science	65
Special Education	68
Transition Services	69
Teacher Center	72
Technology	75

Special Projects & Programs	77
Support for Districts in Completion of AR App	77
DESE Requested Academic Improvement Support Work	78
Assistance with Annual Rating Submission in Educator Effectiveness System	78
Assistance with Roster Verification System Reviews by Districts	78
TESS and LEADS Observer Training	78
Acceleration of Learning Communities of Practice (CoP)	78
School Board Training	79
Teacher Excellence Support System (TESS)	79
Dyslexia Interventionist Support	79
Science of Reading Professional Development and Support	79
Routine Meetings for Job-Alike Groups	79
LEADS 2.0	79
ESC Works	80
Illustrative Math	80

Professional Development Activities Reports	82
--	----

Annual Needs Assessment	82
--------------------------------	----

Annual User Satisfaction Survey	82
--	----



Jeff Cantrell, Director

Ozarks Unlimited Resources

Education Service Cooperative

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

Shipping Address: 5823 Resource Drive – Harrison, AR 72601

Ph# (870) 302-3100

Fax# (870) 302-3099

www.oursc.k12.ar.us

MEMBERSHIP

BAXTER COUNTY

Cotter S.D.

BOONE COUNTY

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

CARROLL COUNTY

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

JOHNSON COUNTY

Jasper S.D.
Oark Campus

MADISON COUNTY

Jasper S.D.
Kingston Campus

MARION COUNTY

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

NEWTON COUNTY

Deer/Mt. Judea S.D.
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 | 2025–2026

As a record of the 2025–26 school year, the staff of Ozarks Unlimited Resources (O.U.R.) Education Cooperative proudly presents this annual report. O.U.R. Cooperative remains committed to providing high-quality services that support student success and strengthen educational opportunities across our region.

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

Vision: Quality Educational Services through Resourceful Partnerships

O.U.R. Cooperative serves 16 member school districts across all or portions of seven counties, encompassing approximately 3,731 square miles. The Cooperative employs 120 staff members and operates administrative and conference facilities located south of Harrison on Highway 65. Annual expenditures totaled \$9,849,566.

Our districts continue to face significant challenges associated with poverty and geographic isolation. According to LEA Insights, 69.83% of students within the O.U.R. service area live in poverty, compared to the statewide average of 62.37%. Despite these challenges, student achievement outcomes across our districts continue to surpass state averages, reflecting the dedication of local educators and the effectiveness of Cooperative support services.

Early childhood education remains a cornerstone of our work. O.U.R. Cooperative continues to be one of the largest providers of early childhood services in Northern Arkansas and serves as a regional leader through the Local LEAD initiative. This year, the Cooperative was awarded the Early Childhood Professional Development Grant and is providing nine required trainings for 253 preschool classrooms across the Local LEAD catchment area. Additionally, O.U.R. Cooperative supported 447 ABC Preschool slots in 14 schools, 110 HIPPY slots across seven counties, and 40 Parents as Teachers slots across four counties. Early Childhood Special Education services were provided to 272 children with special needs in 15 districts, while two special-needs preschool classrooms continued to operate within the Cooperative service area. Together, these programs help ensure that young learners and their families have access to high-quality educational opportunities and support services during the critical early years of development.

Career and Technical Education remains a priority through partnerships with the Boone County Economic Development Corporation and the Harrison Regional Chamber of Commerce. Through the Workforce Initiative Network (WIN), O.U.R. Cooperative continues to strengthen connections between education and industry, preparing students for successful careers while supporting regional workforce development.

The Cooperative also focused extensively on school improvement during the 2025–26 school year. Staff worked closely with D–F districts to support improvement efforts and conducted instructional walkthroughs and collaborative visits with C-rated districts to strengthen instructional capacity and promote continuous growth.

Leadership development remained another key area of emphasis. O.U.R. Cooperative facilitated collaborative principal groups and provided mentoring and coaching for building-level administrators and superintendents. Through professional learning, networking opportunities, and individualized guidance, the Cooperative helps educational leaders strengthen instructional leadership, improve organizational effectiveness, and build sustainable capacity within their districts.

In addition, the Cooperative maintained a strong focus on data analysis and continuous improvement, helping districts use student, building, and district-level data to guide decision-making and improve outcomes for all learners.

Through its broad range of services—including Teacher Center support, Special Education, Early Childhood Programs, Career and Technical Education, Technology, School Health Services, Medicaid, Novice Teacher Mentoring, Superintendent and Building-Level Leadership Mentoring, Support for Detached and Isolated Districts, and numerous student enrichment opportunities—O.U.R. Cooperative remains committed to helping schools meet the needs of students, families, educators, and communities.

We are grateful for the continued partnership of our member districts and look forward to serving Arkansas students and educators in the years ahead.

Jeff Cantrell

Director, O.U.R. Education Cooperative

OUR Cooperative Impact on Student Performance

2025-2026

OUR Cooperative Annual Program Impact Reports

Program	Impact																												
ABC PreK (Launchpad Data) - OUR Cooperative PreK Overall	<table><tr><th>Component</th><th>Beginning of Year</th><th>End of Year</th><th>Overall Growth</th></tr><tr><td>Instructional Vocabulary (12)</td><td>6.7</td><td>9.4</td><td>40.78%</td></tr><tr><td>Phonemic/Phonological Awareness (20)</td><td>5.2</td><td>13.1</td><td>153.51%</td></tr><tr><td>Concepts of Print (5)</td><td>2.7</td><td>4.0</td><td>45.97%</td></tr><tr><td>Uppercase Letter Identification (26)</td><td>9.1</td><td>16.4</td><td>80.11%</td></tr><tr><td>Lowercase Letter Identification (26)</td><td>7.0</td><td>15.2</td><td>116.93%</td></tr><tr><td>Letter Sounds (31)</td><td>4.2</td><td>15.1</td><td>259.45%</td></tr></table>	Component	Beginning of Year	End of Year	Overall Growth	Instructional Vocabulary (12)	6.7	9.4	40.78%	Phonemic/Phonological Awareness (20)	5.2	13.1	153.51%	Concepts of Print (5)	2.7	4.0	45.97%	Uppercase Letter Identification (26)	9.1	16.4	80.11%	Lowercase Letter Identification (26)	7.0	15.2	116.93%	Letter Sounds (31)	4.2	15.1	259.45%
Component	Beginning of Year	End of Year	Overall Growth																										
Instructional Vocabulary (12)	6.7	9.4	40.78%																										
Phonemic/Phonological Awareness (20)	5.2	13.1	153.51%																										
Concepts of Print (5)	2.7	4.0	45.97%																										
Uppercase Letter Identification (26)	9.1	16.4	80.11%																										
Lowercase Letter Identification (26)	7.0	15.2	116.93%																										
Letter Sounds (31)	4.2	15.1	259.45%																										
ABC PreK	The ABC program serves 11 school districts in 7 counties. 404 students are enrolled, serving 37 tuition students, and 155 returning students. 229 parent survey results were collected. Parent survey results show 93% growth in student academics, 95.5% growth in student social skills, 93% growth in student emotion skills, 98% growth in student needs being met, and 95% growth in students being better prepared for kindergarten.																												
CTE	Number of CTE Concentrators earning certifications was 9% in 2021, 44% in 2022, 66% in 2023, 70% in 2024, and 72% in 2025. Facilitated mentoring for 14 new CTE teachers. Also facilitated the selection of an Arkansas-focused, project-based learning CTE curriculum. 24 CTE Teachers, Coaches and Administrators as well as 14 regional employers and university and curriculum partners participated in the WIN Leadership Academy(aligning educational practices with industry demands).																												
Early Childhood/Special Education	Started the 2025-2026 school year with 150 returning students. 150 students were placed by December 1, 2025 and 33 after December 1, 2024. 51 students did not qualify to receive services based on evaluation results. 178 students with disabilities transitioned to kindergarten for the 2025-2026 school year. For the 2025-2026 school year, 33.33% were served in the regular classroom(state target - 22.99%). For the 2025-2026 school year, by the time they turned six, 80.52% of students substantially increased their rate of growth of social/emotional development, 77.94% substantially increased their rate of growth in knowledge of skills, and 77.05% substantially increased their rate of growth in the area of appropriate behaviors.																												
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) serves 16 school districts in 7 counties. 51 children returned and 50 new children were enrolled for the 2025-2026 program year. Developmental screenings were conducted on 101 children and 23 referrals were made to early childhood special education services for further screening. Group meetings planned were based on parent results and included a focus on community services, science, and arts/crafts as the top three topics. Books were given to every child that attended a HIPPY Group Meeting. Parent surveys for Group Meetings were at 100% satisfaction. HIPPY performed 2,478 home visits during the program year. 72 children completed weeks 26-30 of our 30-week curriculum. There are 64 children returning for the 2026-2027 school year.																												
Literacy, Math and Science	Based on Spring 2025 assessment results, the following final ratings were obtained by schools within member districts: A--7, B--24, C--15 and D--4. There were no schools with a final rating of F. Additionally, the co-op average in assessed areas exceeds the state average in all assessed areas. We do not as of yet have school ratings based on Spring 2026 results.																												
Mentoring/Novice	For the 2025-2026 school year, OUR Cooperative supported 61 year one novices, 68 year two novices, and 41 year three novices for a total of 170 novice teachers. 98% of novices reported that the mentoring program improved their teaching. 96% of novices reported that the mentoring program helped them make progress toward their PGP goals. 245 teachers received licensure support through 240 tutoring access. 54 teachers received licensure support through providing Mometrix study guides. In addition, virtual and in-person professional development opportunities were provided to both novice and mentor teachers.																												

Local Behavior Consortium	Our local behavior consortium serves 10 school districts and the OUR Cooperative. For the 2025-2026 school year, there were 65 requests for behavior support. 32 students are currently being served. 25 students have exited. 24 FBAs, 18 BIPs, and 1 Crisis Plan were completed. 6 professional learning opportunities were provided. 4 teachers received Tier 1 support.														
Professional Learning Support and User Satisfaction Survey	During the 2025-2026 school year, a cumulative total of 3,594 participants earned a total of 24,214 hours through sessions scheduled by the OUR Cooperative. Participants are provided an evaluation survey for each session attended. For sessions during the 2025-2026 school year, the overall summary evaluation score was 3.93 out of a total possible of 4.00. The OUR Cooperative distributed a User Satisfaction Survey in spring of 2025. Results showed a 97% rate of users being very satisfied or satisfied.														
Special Education Consortium	Six districts participate in the OUR Cooperative Special Education Consortium. During the 2025-2026 school year, 443 students were in the regular classroom 80% or more, 52 were in the regular classroom 40% to 79%, and 62 were in the regular classroom less than 40%, Dismissals were as follows - 38 students returned to the regular classroom and 37 graduated. <table border="1"> <thead> <tr> <th>District</th><th>SPED Rate</th></tr> </thead> <tbody> <tr> <td>District 1</td><td>17%</td></tr> <tr> <td>District 2</td><td>20%</td></tr> <tr> <td>District 3</td><td>16%</td></tr> <tr> <td>District 4</td><td>15%</td></tr> <tr> <td>District 5</td><td>17%</td></tr> <tr> <td>District 6</td><td>18%</td></tr> </tbody> </table>	District	SPED Rate	District 1	17%	District 2	20%	District 3	16%	District 4	15%	District 5	17%	District 6	18%
District	SPED Rate														
District 1	17%														
District 2	20%														
District 3	16%														
District 4	15%														
District 5	17%														
District 6	18%														



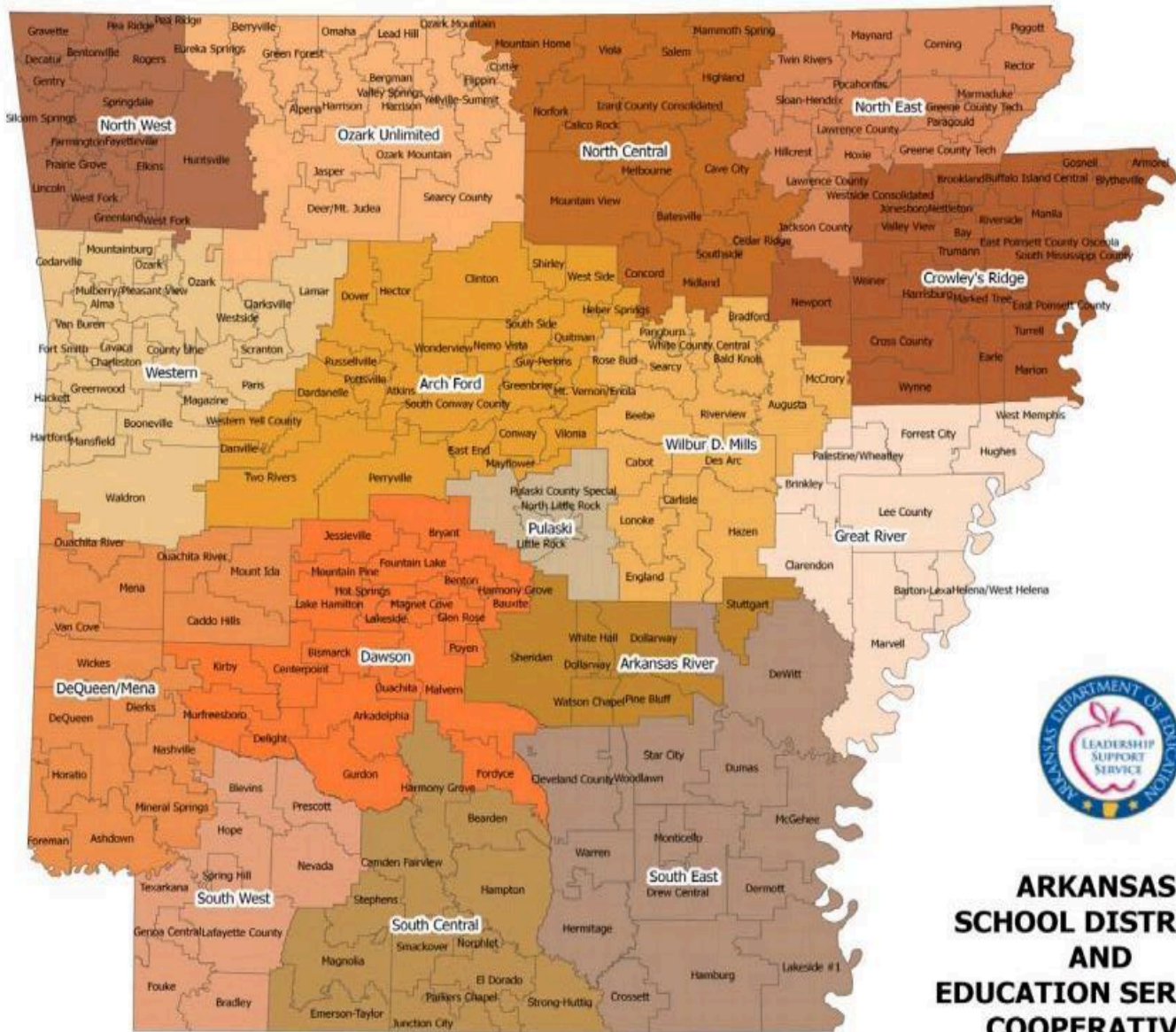
Ozarks Unlimited Resources Cooperative

Mission Statement

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

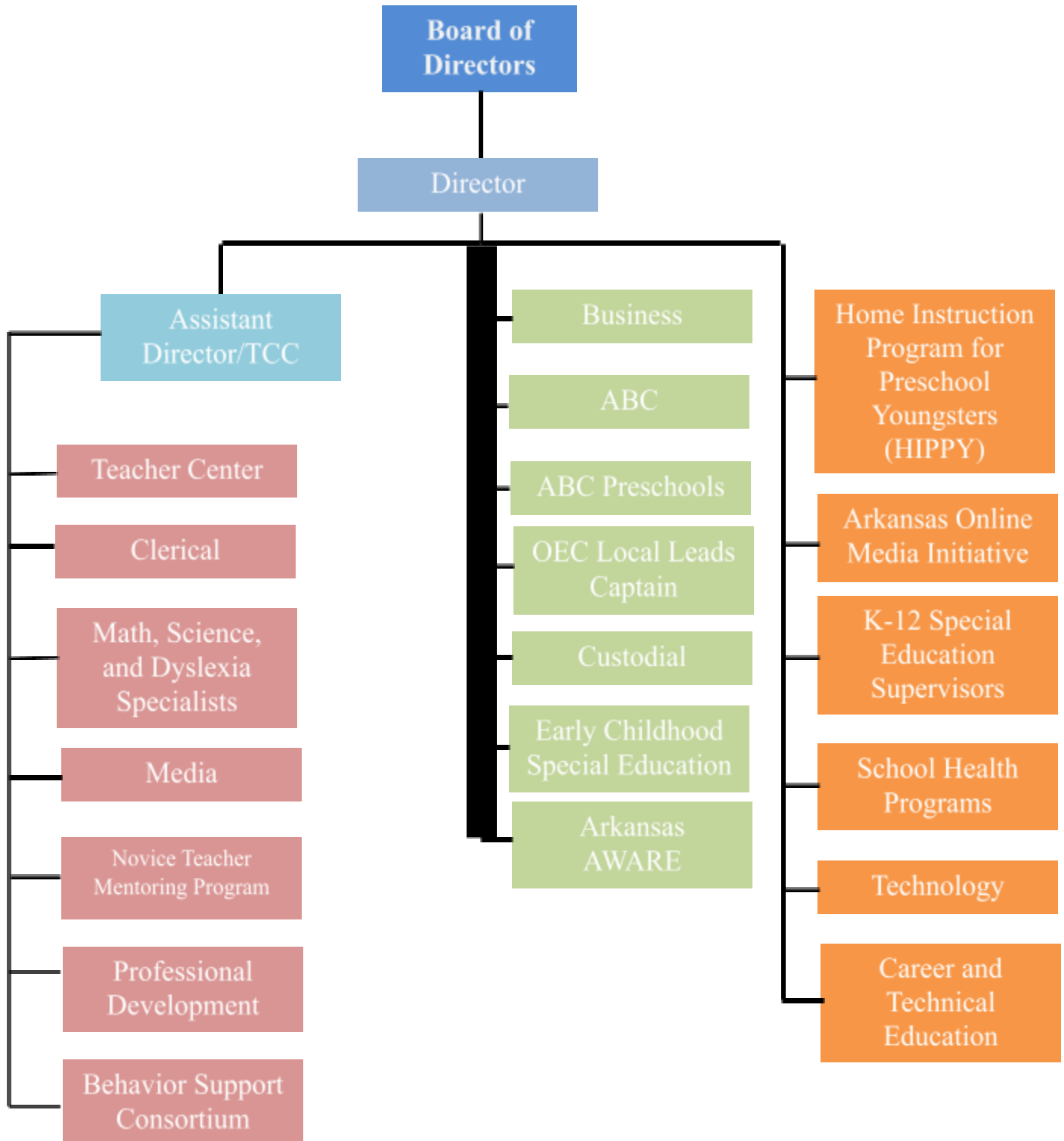
Vision Statement

**Quality Educational Services Through Resourceful
Partnerships**



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

Ozarks Unlimited Resources Education Service Cooperative Organizational Chart



School Districts Served by Ozarks Unlimited Resources Cooperative

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

Officers of the Board

Name	Position	School District
Dr. Kyle Mallett	President	Valley Springs
Sarah Alexander	Vice President	Bergman
Tami Richey	Secretary	Lead Hill

Members of the Board

Name	Position	School District
Anthony Dowdy	Superintendent	Alpena
Owen Powell	Superintendent	Berryville
Jayne Jones	Superintendent	Cotter
Dr. Elizabeth Nichols	Superintendent	Deer/Mt. Judea
Bryan Pruitt	Superintendent	Eureka Springs
Kelvin Hudson	Superintendent	Flippin
David Gilmore	Superintendent	Green Forest
Dr. Stewart Pratt	Superintendent	Harrison
Kim Liggett	Superintendent	Jasper
John McCleary	Superintendent	Omaha
Jess Knapp	Superintendent	Ozark Mountain
Valorie McCleary	Superintendent	Searcy County
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
	Laura King	Omaha	Aug-26
	Reanell Birrer	Yellville-Summit	Aug-26
	Brittany Brisco	Jasper	Aug-28
Middle/Jr. High Teacher Positions	Name	District	Term Expires
	LaDonna Mendleski	Cotter	Aug-26
	Hunter Guynn	Valley Springs	Aug-27
	TBD	Berryville	Aug-28

HS Teacher Positions	Name	District	Term Expires
	Cassie Burrow	Bergman	Aug-27
	Scarlett Smith	Ozark Mountain	Aug-28
Admin Positions	Name	District	Term Expires
	Lindsey Graham	Deer/Mt. Judea	Aug-26
	Gregg Yarbrough	Flippin	Aug-26
	Andy Munday	Lead Hill	Aug-26
	Caen Dowell	Eureka Springs	Aug-27
	Heather Ogden	Green Forest	Aug-27
	Misty Tabor	Searcy County	Aug-27
	Michael Smith	Alpena	Aug-28
	Represented by Tracie Thomas	Harrison	Aug-28

Education Service Cooperative (ESC) Annual Report

Date: 6/30/2026 LEA#: 5-20-000 ESC#: 10

ESC Name: Ozarks Unlimited Resources Education Service Cooperative

Physical Address: 5823 Resource Drive, Harrison, AR

Phone Number: 870-302-3100

Director: Jeff Cantrell

Teacher Center Coordinator: Kim Fowler

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

Number of Districts: 16 Number of Students: 13,556

Number of Teachers: 1,303

I. Governance

- A. How is co-op governed? Board of Directors ☒ Or Executive Committee ☐
How many members on Board? 16
Executive Committee? N/A
How many times did the Board meet? 11
Executive Committee? N/A
When is the regular meeting? 3rd Friday of the month
Date of current year's annual meeting: June 10, 2026
- B. Does the co-op have a Teacher Center Committee? Yes ☒ No ☐
If yes, then:
How many members on the Teacher Center Committee? 16
How many members are teachers? 8
How many times did the Teacher Center Committee meet? 3
When is regular meeting? December 10, 2025, January 13, 2026 and April 2, 2026
- C. When was most recent survey/needs assessment conducted? January 2026
[2026 PD Needs Survey Results](#)
[2026 Other Teaching Areas PD Needs Responses](#)
- D. Have written policies been filed with the Arkansas Department of Education? Yes ☒ No ☐

II. Staffing

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

O.U.R Cooperative Employees 2025-2026
S=State, F=Federal, B=Base Funding, D=District Allocation

M=Male, F=Female

White=W, Hispanic=H

2025-2026 Employees								
	Last Name	First Name	Position	Funding Source	New Hire	Resigned	Race	Sex
	ADKINS	TILLMAN	Business Manager	S			W	M
	AUMAN	ALICIA	Assistant Speech Pathology	S		X	W	F
	BAGBY	SHEILA	Hippy Home Visitor	S			W	F
	BEASON	JENNIFER	Preschool Teacher	S	X		W	F
	BIDDLE	JESSE	Paraprofessional	S			W	F
	BLANK	MAKAYLA	Paraprofessional	S			W	F
	BRASEL	CANDRA	Building Admin Support/Mentoring	S,B	X		W	F
	BRASEL	KATHY	Preschool Teacher	S			W	F
	BULLINGTON	HILARY	Cook	S			W	F
	BULLINGTON	LANNA	EC Special ED Coordinator	S			W	F
	BUNTING	AMANDA	Paraprofessional	S			W	F
	BURCH	KERRY	Hippy Home Visitor	S		X	W	F
	CAMPBELL	CYNTHIA	Special Needs Teacher	S			W	F
	CANTRELL	JEFF	Director	B			W	M
	CANTRELL	TAMMIE	Behavior Coach	S			W	F
	CARNEY	REBECCA	Paraprofessional	S	X		W	F
	CARTER	JANAH	Paraprofessional	S			W	F
	CASTANEDA	ZAIRA	Paraprofessional	S			W	F
	CIMINO	LISA	Special Needs Teacher	S			W	F
	CLINE	NATHAN	Technology Coordinator	S			W	M
	COLLINS	ALANNA	Paraprofessional	S			W	F
	COWIE	ANNE	Local Lead Captain	F			W	F
	CROSS	LAILA	Paraprofessional	S			W	F
	CROW	HAYLIE	Paraprofessional	S			W	F
	DENHAM	HEATHER	Paraprofessional	S			W	F
	DICKARD	DANA	Administrative Secretary	S			W	F
	ESTILETTE	TABITHA	Paraprofessional	S			W	F
	EVANS	LEKITA	Paraprofessional	S	X		W	F
	FAIRCHILD	NICOLE	AWARE Behavior Support Specialist	S			W	F
	FIELDS	ALISHA	Paraprofessional	S			W	F
	FLEMING	SUSAN	Preschool Teacher	S			W	F
	FORTNER	ANDREA	Aware 2.0 Regional Trainer	F			W	F
	FOUNTAIN	CLARICE	Cook	F			W	F
	FOWLER	KIMBERLY	Teacher Center/Asst. Director	B			W	F
	FREEMAN	VESTINA	Paraprofessional	S			W	F
	FRENCH	TENESSA	Paraprofessional	S			W	F
	GAHLBECK	KAYLA	Administrative Secretary	S			W	F
	GODBEHERE	SHAYNA	Paraprofessional	S	X		W	F
	GRANT	SHARON	Literacy Specialist	S			W	F
	GREEN	AMANDA	Dyslexia/Literacy	S		X	W	F
	GROZIS	PAULA	Paraprofessional	S			W	F
	HAGOOD	BARBARA	Hippy Home Visitor	S			W	F

	HARRIS	AMBER	Aware 2.0 Behavior Coach	F			W	F
	HENDON	AMY	Preschool Teacher	S			W	F
	HINSON	CALLIE	Paraprofessional	S			W	F
	HOOD	BRITTANY	Paraprofessional	S	X		W	F
	HORN	LAURA	Preschool Teacher	S			W	F
	HUDDLESTON	STEPHANIE	Math Specialist	S	X		W	F
	HUEBNER	THERESA	Paraprofessional	S			W	F
	HUTCHISON	TASHA	Preschool Teacher	S			W	F
	JEFFERSON	LESLIE	Speech Pathologist	S			W	F
	JUDY	BRITTNEY	Paraprofessional	S			W	F
	KELLEY	LORI	Hippy Home Visitor	S			W	F
	KELLY	AMANDA	Aware 2.0 Regional Trainer	F			W	F
	KILLIAN	MARISA	Assistant Speech Pathology	S	X		W	F
	KIMLER	VICKIE	Paraprofessional	F			W	F
	KING	AMBER	Preschool Teacher	S			W	F
	KING	CRYSTAL	Behavior Coach	S			W	F
	LACKEY	PAMELA	Paraprofessional	S			W	F
	LAIR	RAEGAN	Preschool Teacher	S			W	F
	LAMBE	CINDY	ABC/Hippy Coordinator	S			W	F
	LANGLEY	BROOKLYN	Paraprofessional	S		X	W	F
	LANGSTON	RITA	Hippy Home Visitor	S			W	F
	LEMLEY	JAMIE	Paraprofessional	S			W	F
	LIPE	BAILEE	Paraprofessional	S			W	F
	LOCKWOOD	EMILY	Paraprofessional	S			W	F
	LOVAAS	LOREY	Preschool Teacher	S			W	F
	LOVE	LADONNA	Paraprofessional	S			W	F
	LOVELACE	MINDY	Preschool Teacher	S			W	F
	MAGEE	JACQUELINE	Paraprofessional	S			W	F
	MATA	MACEY	Paraprofessional	S	X		W	F
	MATHYS	KAREN	Aware Regional Teacher	S			W	F
	MCAFEE	JAMIE	Aware Service Coordinator	S			W	F
	MCCLOUD	ASHLEY	Paraprofessional	S			W	F
	MCCRACKEN	COLLEEN	Paraprofessional	S			W	F
	MCGOWAN	BRITTANY	Paraprofessional	S			W	F
	MELINA	DARIA	Paraprofessional	S	X		W	F
	MERIDA	TIFFENY	Paraprofessional	S	X		W	F
	MOENNING	JODI	Preschool Teacher	S			W	F
	MONTGOMERY	CORA	Paraprofessional	S			W	F
	MORRISON	SHEILA	Administrative Secretary	S,F			W	F
	OWENS-SOREY	ANDREA	Aware Regional Trainer	S			W	F
	PAW	SHAR	Paraprofessional	S	X		W	F
	PAYNE	LARUE	Paraprofessional	S			W	F
	PEREZ	JESSICA	Paraprofessional	S	X		W	F
	RAINS	GWENDOLYN	Science Specialist	S			W	F
	RAMSEY	TRISHA	Paraprofessional	S			W	F
	REED	DEANA	Special Needs Teacher	S			W	F
	RICHARDSON	KATELYNN	Paraprofessional	S			W	F
	RICKETTS	CINDY	Hippy Home Visitor	S			W	F
	RICKETTS	JANET	Paraprofessional	S		X	W	F
	ROCHOW	AMY	Preschool Teacher	S			W	F

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

Employees Related by Blood / Marriage

Name	Position	Supervisor	Relationship
Hilary Bullington	Cook/Custodian	LaRue Payne	Daughter-In-Law
Lanna Bullington	ECSE Supervisor	Jeff Cantrell	Mother-In-Law
Tammie Cantrell	Behavior Program Coach	Kim Fowler	Wife
Jeff Cantrell	Director	Board of Directors	Husband
Alecia Sooter	Asst. Bookkeeper	Kim Fowler	Wife
Steve Sooter	Custodial/Maintenance	Jeff Cantrell	Husband

III. Teacher Center

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 is linked below. Most sessions involve curriculum assistance. During the 2025-2026 school year, a cumulative total of 3,594 participants earned a total of 24,214 hours through sessions scheduled by the O.U.R. Cooperative.

For sessions during the 2025-2026 year, the overall summary evaluation was 3.93 out of a possible total of 4.00.

[OUR Co-op PD Summary Attended 2025-2026](#)

[OUR Co-op PD Summary 2025-2026](#)

[2025-2026 OUR Co-op Overall PD Evaluation Summary](#)

In addition, the co-op distributed a User Satisfaction Survey during the spring 2024. Results showed a 97% rate of users being very satisfied or satisfied.

[OUR Co-op Disaggregation of 2025-2026 User Satisfaction Survey Results](#)

[OUR Co-op 2025-2026 User Satisfaction Survey Results](#)

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

Approximate the number of titles in media center 278

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? 9

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

If yes, then:

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

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

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 19

IV. Administrative Services

Please check administrative services offered through the co-op:

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

- ☒ Licensure Assessment Support
- ☒ ParaPro Testing

V. Direct Services to Students

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

- ☒ Student assessment program
- ☒ Itinerant teachers – please list areas: (ECSE, SPED)
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☒ Mentor programs (Ex. Parents as Teachers)
- ☒ Gifted/Talented programs: 16 participating districts
- ☒ Digital instruction (Ex. Arkansas Online Media Initiative, podcasts)
- ☒ ECSE Speech Pathology Services
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☒ ABC Preschool Centers
- ☒ Early Childhood Special Education 3-5 years of age
- ☒ BX3 Behavior Support Services
- ☒ Chess Tournament
- ☒ Math Carnival_
- ☒ STEAM Fair_
- ☒ Makerspace
- ☒ 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) Leadership Academy:

Offered in partnership with the Harrison Regional Chamber of Commerce, the 2026 WIN (Workforce Initiative Network) Leadership Academy will take place June 8-12 at the OUR Educational Service Cooperative in Harrison, Arkansas. This weeklong experience is designed to empower 24 plus CTE teachers, admin, counselors, and career coaches to strengthen the bridge between classroom instruction and workforce demands. An additional purpose of WIN is to educate and promote local career opportunities to students in 8th – 12th grade within the O.U.R. Co-op area with all work housed on [the WIN website](#).

Participants will engage in:

- Daily book studies focused on leadership, educator well-being, and workforce relevance
- Hands-on tours of local facilities, featuring NARMC, Ozark Trailer Sales, FedEx, Cox Health, and Brick Oven.
- The week will also include skilled trades & entrepreneurship panel discussions and presentations.
- Features facility tours at U of A Northark alongside interactive curriculum overview with Defined Learning and Rubin.
- Strategic planning sessions to guide implementation of workforce-aligned practices back at the school and district level

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

Parapro Testing

O.U.R. Education Service Cooperative provides a proctor and testing machines for the online Parapro Praxis test. During the 2025-2026 year, the co-op administered the assessment to fourteen (14) individuals.

Fingerprinting

Arkansas State, FBI, and Child Maltreatment Central registry background checks are required for student teaching internship, first time licensure and all licensure renewals, first employment or change of employment in a public school, charter school, or education service cooperative including classified personnel and substitutes. The Arkansas State and FBI checks require fingerprinting of the individual. The O.U.R. Co-op provides digital fingerprinting services for any education personnel in the area needing this service to meet the background check requirements. A fingerprinting fee is not charged. During the 2025-2026 year, co-op staff completed fingerprinting for approximately 1100 education personnel.

Makerspace

The O.U.R. Co-op Technology Coordinator maintains a “Maker Space Lab” that contains STEAM and Robotics kits that teachers can check out to try in their classroom before deciding on major purchases. The lab contains larger items that can’t be checked out but are available for class field trips or other use including but not limited to; a high end dual extruding 3D printer, DJI Phantom quadcopter, Occipital Sensor unit and others. Teachers from four districts checked out approximately 35 separate items during the 2025-2026 school year.

Routine Meetings for Various Job-Alike Groups

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

A major focus of these meetings has been utilizing Arkansas State Standards and the Achievement Level Descriptors as well as ATLAS assessment data to support student learning. The AR App has continued to be a major focus of these meetings as well. Discussion regarding the various priorities within the application have been provided along with ideas of how those items might be implemented in each district.

OUR Co-op Behavior Support Consortium

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

During the 2025-2026 year, the personnel working within the consortium received 65 requests for behavior support, served 32 students, exited 25 students, completed 24 FBAs and 18 BIPs, assisted with the development of 1 crisis plan, provided 6 training sessions, and supported 1 teacher in Tier 1 behavior management.

Program Accounting
Funding Source Base

Competitive Grant

☐ Yes ☒ No

☐ Restricted ☒ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

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

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

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

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

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

Goal

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

OUR Financial Statement as of 6-30-2026			BOARD REPORT JUNE 30, 2026	
FUND/SOF	JULY 1, 2025 BEGINNING BAL	YTD REVENUES	YTD EXPENDITURE S	JUN 30, 2026 ENDING BALANCE
2014 SPECIAL EDUCATION	2,177.53	203,012.40	195,513.90	9,676.03
2015 TECHNOLOGY / BASE	27,992.63	0.00	2,878.38	25,114.25
2020 MATH CARNIVAL	1,399.14	2,480.50	1,468.93	2,410.71
2024 WATERSHED	2,741.53	9,187.50	7,582.72	4,346.31
2025 LITTLE LEARNERS	0.00	7,600.00	7,600.00	0.00
2030 E C SP ED 6B (6702 sch)	656,757.61	1,003,421.48	1,033,263.43	626,915.66
2033 COST PER COPY	25,409.01	5,721.85	10,631.55	20,499.31
2035 SCIENCE FAIR	896.06	3,305.00	3,785.66	415.40
2041 EC SP ED CHILD CARE	44,225.69	34,406.10	21,402.84	57,228.95
2042 CHILD CARE	35,428.25	114,864.25	9,300.98	140,991.52
2055 GT STUDENT ACTIVITIES	4,296.90	850.00	646.50	4,500.40
2099 BEHAVIOR SUPPORT	85,928.01	151,506.00	147,952.51	89,481.50
2246 MENTORING	0.00	120,000.00	120,000.00	0.00
2291 WORKFORCE COOR	0.00	65,000.00	65,000.00	0.00
2358 ELL PURCH LEARNING	0.00	29,800.00	0.00	29,800.00
2360 OPERATING FUND	675,000.00	1,122,664.46	1,047,664.46	750,000.00
2362 TECHNOLOGY CENTER	0.00	80,000.00	80,000.00	0.00
2364 CONTENT SPECIALISTS	0.00	270,000.00	270,000.00	0.00
2365 ABC	0.00	2,242,626.50	2,242,626.50	0.00
2366 ABC BLOCK GRANT	1,155.00	0.00	0.00	1,155.00
2373 HIPPY	0.00	201,711.00	201,711.00	0.00
2374 PARENT AS TEACHERS	0.00	377,880	37,880.00	0.00
TOTAL OPERATING FUND	1,563,407.36	5,718,216.43	5,519,088.75	1,762,535.04

FUND/SF	JULY 1, 2025 BEGINNING BAL	YTD REVENUES	YTD EXPENDITURE S	JUN 30, 2026 ENDING BALANCE
3000 BUILDING FUND	1,653,502.60	181,833.62	5,960.00	1,829,376.22
3001 TORNADO CONSTRUCTION	0.00	300,801.31	300,801.31	0.00
6201 CHILDCARE QUALITY BLOCK GRANT	1,982.12	19,339.00	7,460.21	13,860.91
6203 CHILDCARE BLOCK GRANT	66,331.78	53,293.60	48,037.40	71,587.98
6531 TITLE IV-E FOSTER CARE	0.00	8,877.50	0.00	8,877.50
6563 AR DEPT OF HUMAN SERVICES	1,082,572.29	0.00	265,730.36	816,841.93
6570 WORKFORCE ED	0.00	231,119.00	231,119.00	0.00
6574 PERKINS R&R GRANT	0.00	9,998.56	9,998.56	0.00
6581 CARL PERKINS PROF DEV	0.00	1,500.00	1,500.00	0.00
6749 PS MEDICAID	19,136.62	27,360.63	0.00	46,497.25
6752 ARMAC	8505.13	33,596.776	5,498.66	36,603.24
6777 AWARE 2.0	0.00	1,097,394.11	1,097,394.11	0.00
6788 EC LOCAL LEAD	0.00	163,541.28	163,541.28	0.00
6799 ACA INFANT HOME VISITING	10.00	55,992.30	55,992.30	0.00
6812 ACCEL THRU COMM OF P	0.00	23,250.00	23,250.00	0.00
6832 STATE ARPA	0.00	2,500.00	500.00	2,000.00
6861 PRESCHOOL QUALITY INCENTIVE	59,500.00	0.00	37,660.00	21,840.00
6862 PRESCHOOL SUPPLY BUILDING	0.00	20,000.00	0.00	20,000.00
6863 PRESCHOOL DEVELOPMENT	0.00	75,000.00	0.00	75,000.00
TOTAL FEDERAL GRANTS FUND	1,238,027.94	1,821,772.75	1,946.691.88	1,113,108.81
8057 CACFP SNACK REIMBURSEMENT	26,825.41	43,308.42	64,537.48	5,596.35
TOTAL FUND BALANCES	4,481,763.31	8,065,932.53	7,837,079.42	4,710,616.42
BANK BALANCE	2,3415,932.90			
LESS O/S CHECKS	141,332.14			
DEPOSIT IN TRANSIT	0.00			
CD INVESTMENTS	2,355,164.01			

ADJ BANK BALANCE	4,629,764.77			
Current Month Revenue:	726,300.88			
Current Month Expense	1,181,545.14			
		BK BAL + CD		
Bank Balance as of JUNE 30, 2026	2,415,932.90	4,771,096.91		
Less FDIC insurance amount	250,000.00	250,000.00		
Deposits required to be collateralized	2,165,932.90	4,521,096.91		
Collateralization Amt as of JUNE 30, 2026	5,957,550.25	5,957,550.25		

Program **ADE/APSCN Financial Applications Manager**
Funding Source Division of Elementary and Secondary Education Public School Fund

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Name	Position	Degree
Jennifer Barrett	APSCN Applications Manager	Business Administration

Goal

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

Program Summary

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

Major Highlights of the Year:

Statewide database training and documentation offered.

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

Competitive Grant

☐ Yes☒ No☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Mary Heginger	APSCN Student Field Analyst	
----------------------	------------------------------------	--

Goal

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

Program Summary

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

Major Highlights of the Year:

State Reporting training

E-School Training

SFA Support Workdays

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

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

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

Overview:

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

Hot Topics:

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

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

Funding Source SAMHSA SEA AWARE Federal Grant Funds

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

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

Personnel

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

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

Goals

The specific goals of Arkansas AWARE 2022 are as follows:

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

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

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

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

Program Summary

Overview:

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

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

The **best practice public health model** component of the project will focus on, and serve, the entire Berryville School District, which includes 4 schools with a total enrollment of 1,707 students, many of whom indicate significant risk factors for mental health issues based on an annual needs assessment survey conducted. The work at the Berryville School District will inform efforts in other Arkansas schools as best practice models are developed. The **state-wide training model** component of the project will focus on 261 districts across the state (1042 schools) that employ over 34,000 certified teachers, approximately 37,000 other support staff, and close to 475,000 students. The state currently ranks 47th in the prevalence of youth mental illness (and has one of the highest rates of traumatized youth). In addition, Arkansas is 42nd in access to mental health services; thus this state-wide approach is expected to help address those deficiencies by equipping those who work with school-age youth to be able to better assist the youth. As part of this component, 6,000 individuals are expected to be trained per year (200 training sessions with at least 30 people attending each session), with 30,000 being trained across the entire project period.

Arkansas AWARE Activities:

- The Berryville Site utilizes the RAAPS mental health screening.
- From March 1, 2025 through February 28, 2026 that state-wide training team served 11,418 individuals. Trainings occurred at every educational cooperative in the state except SouthWest (who has their own mental health grant) and North Central (but we served schools within the area).
- Through this grant, a **Training Request System** has been established where districts can request training through a link on the AWARE site along with a menu of options, which currently includes the following trainings:

Current AWARE training offerings:

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

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

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

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

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

Program Computer Science
Funding Source Arkansas Department of Education

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

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

Goals:

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

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

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

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

4. Outreach and Promotion - Successful implementation of computer science education in Arkansas requires the active use of a broad range of mediums, digital tools, and human networks to properly communicate about the

Arkansas Computer Science Education Initiative and respond to the needs and concerns of Arkansas students, educators, community members, and industry leaders.

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

Program Summary:

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

PD Offered:

- Computer Science Impact Meeting
- AI for ARPEP Teachers
- Applied Cryptography
- Bit by Bit
- Build a Game Pygame
- Business Intelligence
- Circuit Playground Training
- Code to Cultivation
- Coding with Circuit Playground
- Coding with Raspberry Pi
- Cryptography
- CS Planning with the New Standards
- Cybersecurity and Networking with Raspberry Pi
- Data Analysis and Visualization
- Data Science: Collect, Clean, Analyze
- Data Science: SQL, Spreadsheets, Python
- Fundamentals of Cyber
- Hardware Interactions
- High School Computer Science Certification and Preparation
- Networking: Packet Tracing
- K6 Robot Roundup
- Mobile App Development
- Organizational Security
- Precision AG
- Project Based Sewing Lab
- Sensor Exploration
- Soldering
- Visual Applications
- Web Application Development with Python

Conferences Presented at:

- State TSA Conference
- Arkansas Association for Career and Technical Education (ArACTE)
- ADE Summit
- AEA PD Conference
- ISTE - Raspberry Pi Escape room
- HSTI - K8 Computer Science
- Cyber.org - National Conference
- NICE K-12 Preconference Session

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2025
 - Regional Capture the Flag Events - throughout the 2025-2026 school year
 - DECA Conference - February 2026
 - TSA State Conference – March 2026
 - Support of Robotics Competitions (VEX, FIRST) March 2026
 - Regional and State Girl Power - February 2026
 - All-State Coding Competition March 2026
 - Girls of Promise - March 2026
 - SkillsUSA April 2026
-

Major Highlights of the Year:

- Standards Development: Developed and launched five new courses (four middle school and one high school).
- Standards Modernization: Updated the Introduction to Computer Science standards to integrate a stronger emphasis on Artificial Intelligence (AI).
- Statewide Training Impact: Delivered targeted CS training to 2,287 education professionals and 5,118 students.
- State Coding Competition: Designed and delivered the first open invitation Arkansas State Coding Competition.
- Interactive Cybersecurity: Hosted digital Capture the Flag (CTF) events at schools and educational cooperatives statewide.
- Student Mentorship: Mentored students across the state in Unity game development.
- CTSO Support: Continued the growth, development, and support of Career and Technical Student Organizations.
- Student Recognition: Distributed Computer Science Completer Cords to schools to honor students finishing their CS Pathways.
- National Advocacy & Representation: Represented Arkansas on the national stage with the Expanding Computing Education Pathways (ECEP) alliance and collaborated on the Code.org State of Computer Science Education report.

Ongoing Support & Initiatives

- Summer Training Prep: Creating and revamping professional development sessions for the upcoming summer.
- CS Summit: Coordinating the first Computer Science Summit at the ACTE Summer Conference.
- Classroom AI Integration: Developing training and resources for guided AI implementation in K-12 classrooms.

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

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Donnie Lee	Production Artist	AAS
-------------------	--------------------------	------------

Goal

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

Program Summary

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

Program Behavior Support Specialists
Funding Source Federal-Part B

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

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

Personnel

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

PARTICIPATING DISTRICTS:

Statewide

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

BX3 PROJECT

GOAL:

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

BX3 Cohort 3- Building level teams

1. Bryant Elementary- Dawson
2. Hurricane Creek Elementary-Bryant-Dawson
3. McRae Elementary-Searcy- WDM
4. Mena Middle School- DQM
5. Mena High School- DQM
6. Oscar Hamilton Elementary-Foreman-DQM
7. Pottsville Junior High- AF
8. Asbell Elementary Fayetteville

BX3 Cohort 4 - Building level teams

- | | |
|--|---|
| <ol style="list-style-type: none">1. Magnolia Middle School2. Westside Elementary - Searcy3. Southwest Middle School - Searcy4. Janie Darr Elementary - Rogers5. Arkadelphia High School6. Lake Hamilton New Horizons -7. Washington Elementary - Fayetteville8. Lincoln Middle School9. Cedarville Elementary10. Glen Rose Elementary11. Flippin Elementary12. Beebe Elementary13. Bob Folsom Elementary - Farmington | <ol style="list-style-type: none">14. Westbrook Elementary - Harmony Grove15. Bayyari Elementary - Springdale16. North Heights Community School - Texarkana17. Beebe Middle School18. Louise Durham Elementary- Mena19. Manila Elementary20. Indian Hills Elementary - North Little Rock21. East End Elementary22. Lakeside Primary23. Peake Elementary - Arkadelphia24. Harmony Leadership Academy- Texarkana25. Rector Elementary School |
|--|---|

BX3 Cohort 5 - Building level teams

- | | |
|---|---|
| <ol style="list-style-type: none">1. Waldron Middle School2. Mountainburg Elementary3. Mountainburg Middle School4. Mountainburg High School5. King Elementary-Van Buren6. Fairview Elementary- Fort Smith7. East Side- Magnolia8. Central Elementary-Magnolia9. Hillcrest Elementary10. East End Middle- Sheridan | <ol style="list-style-type: none">11. Sheridan High School12. Eureka Springs Elementary13. Eureka Springs Middle School14. McCrory Elementary15. Jerry "Pop" Williams Elementary- Farmington16. Farmington High School17. Arkansas Arts Academy Elementary18. Clarendon Elementary |
|---|---|

BX3 Cohort 6- Building level teams

- | | |
|---|--|
| <ol style="list-style-type: none">1. Arkansas High School2. Arkansas Middle School3. Kilpatrick Academy of Public Service4. Beryl Henry Elementary5. Beebe Early Childhood (K-1)6. Cabot Eastside Elementary7. Dierks High School8. eStem Downtown Elementary9. Sheridan Middle School10. Sheridan Intermediate School | <ol style="list-style-type: none">11. Sheridan Alternative Learning Academy12. Sylvan Hills Elementary13. Davis Elementary (Bryant)14. Angie Grant Elementary15. Park Elementary (Corning)16. Trumann Elementary17. Trumann Middle School18. John L Colbert Middle School19. Lavaca Elementary |
|---|--|

STATE LEVEL INITIATIVE: BX³ PROJECT

PARTICIPATING DISTRICTS:

Statewide

Goal

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

Program Summary

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

Major Highlights of the Year (2025-2026)

- Cohort 3 continued with 8 building-level teams across the state
- Cohort 4 continued with 25 building-level teams across the state
- Cohort 5 continued with 18 building-level teams across the state
- Accepted Cohort 6 with 19 building-level teams across the state
- 98% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 98% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 97% of participants in Cohort 3, 4, 5 and 6 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.

CIRCUIT GOAL:

- To provide technical assistance and support to local school district administrators

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2025-2026:

- Provided coaching and consultation, student observation, records review, coaching with functional behavior assessment, or safety and behavior intervention planning for student teams for 150 CIRCUIT referrals across all Education Service Cooperatives

PROFESSIONAL LEARNING OPPORTUNITIES

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-2026:

- Offered 6 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 6 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Offered over 143 professional learning opportunities in person to school districts in all Education Service Cooperatives with over 2392 participants

ADDITIONAL BSS HIGHLIGHTS OF 2025-2026:

- Held the first annual Arkansas School Behavior Conference on July 23 with over 450 attendees from across the state
- Partnered with DESE to support THRIVE Leadership Academy at Northeast Arkansas, Wilbur D. Mills ESC, OUR ESC, Crowley's Ridge ESC, Guy Fenter ESC, Arkansas River, and Southwest ESC to improve the implementation of positive behavior supports in school buildings.
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'

- Served on the DDS Autism Work Group
- Served on the Autism Legislative Task Force
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Reached national and international audiences with newsletter
- Provided online modules for Special Education Apprenticeship Program for 2 Cohorts thus far
- Reached educators and University Educator Programs in Arkansas as well as nationally and internationally audiences with online modules
- Presented Level Up at East End Middle: Implementing Tier1/2 Strategies at AAEEA Conference
- Presented the Student Intervention Matching Form at the APRSC Virtual Conference
- Presented Building Capacity in School-Wide Positive Behavior Supports: The Journey from THRIVE to BX3 and Behavior Boost: Practical Tools to Empower Every Educator at the ADE Summit
- Presented Break Away from Behavior at the ASEP Conference
- Presented Quick Tips for Positive Behavior at the ArSCA Southwest Fall Meeting
- Presented ACC: Supporting Schools, Supporting Students as part of the ACC panel at Arkansas Children's Hospital
- Presented at Arkansas Association of Alternative Educators Conference
- Presented What to Do When Students Behave and Misbehave! and Approaches for Managing Student Behaviors at the Fall ARMEA Conference
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Myth-Busting Behavior: What School Teams Often Get Wrong (and How to Get It Right) and Effective Approaches for Managing Student Behavior: Tier 1 and Tier 2 at the 2026 Forum on School Behavior and Mental Health
- Attended the Midwest Symposium for Leadership in Behavior Disorders (1 BSS)
- Attend Southeastern School Behavioral Health Conference in April (2 BSS)
- Attended Verbal Behavior Conference in March (1 BSS)
- Attend Association for Behavior Analysis International Conference in May (3 BSS)

Program Behavior Support Consortium

Funding Source Participating Districts

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

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

Major Highlights of the Year:

65 requests for behavior support for the 2025-2026 school year

Assistance with 24 FBAs, 18 BIPs, and 1 Crisis Plan

Provided 6 different professional development sessions (onsite and at districts)

Provided numerous amounts of resources for teachers and students

☒Restricted ☐Non-restricted ☐Not Applicable

- Participating Districts
- ☒Alpena

☒Deer/Mt.Judea

☐Harrison

☒Ozark Mountain

☐Statewide
- ☒Bergman

☒Eureka Springs

☒Jasper

☒Searcy County
- ☒Berryville

☒Flippin

☒Lead Hill

☒Valley Springs
- ☒Cotter

☒Green Forest

☒Omaha

☒Yellville-Summit

Personnel

Emilee Tucker	Career and Technical Education	MS/BS

Executive Summary
The O.U.R. Education Cooperative CTE Department successfully fulfilled its mission to support 16 school districts in preparing a job-ready workforce. This report highlights achievements in program improvement, professional development, industry collaboration, and grant procurement, resulting in a total of **\$377,219.97** secured funds for the consortium.

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

Program Highlights

- Local Engagement: The CTE Coordinator played a key role in various collaborative initiatives:
 - WIN Leadership Academy:**
Offered in partnership with the Harrison Regional Chamber of Commerce, the 2026 WIN (Workforce Initiative Network) Leadership Academy will take place June 8 – 12 at the OUR Educational Service Cooperative in Harrison, Arkansas. This weeklong experience is designed to empower 24 plus CTE teachers, admin, counselors, and career coaches to strengthen the bridge between classroom instruction and workforce demands.
Participants will engage in:
 - Daily book studies focused on leadership, educator well-being, and workforce relevance
 - On-site industry tours at local employers
 - Panels with professionals in skilled trades, Northark Technical Center, and entrepreneurs
 - Strategic planning sessions to guide implementation of workforce-aligned practices back at the school and district level

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

- **Grant Procurement:** The CTE Coordinator oversaw significant grant funding for the consortium:
 - Successfully managed and processed payments for all consortium Perkins grants (**\$231,119.12**), Certification grant (**\$2,318.82**), Computer Science grant (**\$3,785**), Recruitment & Retention grant (**\$10,000**) as well as managed the Co-Op CTE Coordinator salary grant provided by DCTE (**\$65,000**)
 - Facilitated the submission of **4 startup/modernization grants**
 - Secured a modernization grant for Berryville Plant Systems Pathway (**\$20,285.25**)
- **Professional Development & Support:** The CTE Coordinator **partnered with Northark to offer an AI PD:** Onboarding for Intro to Education Northark Concurrent Credit Course
- **Technical Assistance:**
 - **Visited each consortium district** to offer program implementation support, conduct inventory checks, and provide on-site technical assistance.
 - Aided districts with **new program startups and meeting H2 requirements.**
 - Provided training, resources, and technical assistance to educators seeking **410 (College & Career Readiness), 412 (WBL) , and 418 (Career Development) endorsements**, resulting in successful recommendations for 6 teachers.
 - Assisted in and attended training for teachers pursuing **technical certifications.**

Financial Impact

The CTE Coordinator's efforts directly contributed to securing **\$377,219.97** in funding for the OUR Consortium in the 2025-26 school year. These funds allow for continued program improvement, professional development opportunities, and industry collaboration, ultimately leading to a better-prepared workforce for our region.

☒ Restricted

☐ Non-restricted

☐ Not Applicable

Participating Districts

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

Personnel

Name	Position	
John Ashworth	Executive Director and Superintendent	Ed.S., MS, BS
Mindy Looney	Director of Operations	BS, MBA
Candice McPherson	Director of Design and Development	MS, BS
Amy Kirkpatrick	Director of Technology	MS, BS
Jason Bohler	Core Campus Principal	MA, BA
Samanth Carpenter	Core Campus Principal	Ed.S, MS, BS
Christie Lewis	CTE Campus Director	BBA, MS
Rachel Walston	Learn Anywhere Academy (LAA) Program Principal	MS, BS

MISSION: Equip, engage, and empower Arkansas schools, students, and teachers by providing equitable access to superior online education.

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

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

GOALS:

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

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

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

Goals	2024-2025 Results
Help Address the	- VA made courses available in all critical academic licensure

Arkansas Teacher Shortage	- shortage areas - VA provided access to 97 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	- VA provided access to 214 total courses; 151 courses with a VA teacher - These courses provided opportunities to 29,170 Content + Teacher enrollments and 16,500 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	- VA courses were made available to all high-poverty districts and were utilized by 90% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational Options for Rural Students	- 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 79% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	- All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	- Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2024-2025 perception survey to administrators and counselors.

PROGRAM SUMMARY:

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

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

Virtual Arkansas is comprised of five campuses:

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

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

Major Highlights of the 2025-2026 School Year - Virtual Arkansas

- Provided 100% virtual student options for local schools through the Learn Anywhere Academy (LAA).
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation for state virtual programs.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future. Had over 170% enrollment growth between year 1 and year 2.
- Executive Director completed his role as Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning, after 6 years of service.
- Designed and developed the America 250 teaching and learning resources utilized by schools, families, and students throughout the state.
- Partnered with the Arkansas Department of Education to design and develop facilitator materials for the ArPEP program.
- Supported DESE in the launch of the Course Choice program.
- Virtual Arkansas offers 5 full H2 pathways and an additional 6 H2 pathways with at least 2 levels

Virtual Arkansas Data (Based on 2024-2025 School Year)

- Helped Arkansas school districts and programs save over \$78,000,000 since 2014
- Saved Arkansas school districts over \$5.2 million during the 2024-2025 school year in its Content + Teacher and Content Partnership services
- Have served over 360,000 Content + Teacher enrollments since 2013
- Virtual Arkansas Students had a 93% Pass Rate
- 12,485 Unique Arkansas Students served by Virtual Arkansas
- 78% of Virtual Arkansas teachers have a Master's degree or above
- 165 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students earned 8,283 College Concurrent Credit Hours
- 80% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,460 enrollments
- 2,510 Computer Science enrollments
- 2,589 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

Program Director's Office/Administration
Funding Source Base Funds

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☒ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

Program Summary

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

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

Program Early Childhood
Funding Source Arkansas Better Chance

Competitive Grant

☒ Yes

☐ No

☒ Restricted ☐ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

Director/Teachers	Raegan Lair	Amy Hendon
	Amy Rochow	April Wyas
	Arielle Tougaw	Ladonna Love
	Kathy Brasel	Jodi Moenning
	Haley Villines	Erica Zumalt
	Callie Ramer	Susie Fleming
	Rachelle Starnes	Mindy Lovelace
	Laura Horn	Amber King
	Lorey Lovaas	Jennifer Beason
	Jamie Tillery	Rebecca White
	Makayla Blank	Trisha Ramsey
	Tasha Hutchison	Kim Walker
	Katie Richardson	Hunter Vickers
	Lekita Evans	

Position	Name	Name
Paraprofessionals/Aids	Tiffany Merida	Latisha Williams
	Jackie McGee	Maci Mata
	Shar Paw	Tabitha Estilette
	Brittany Williams	Teresa Smith
	Paula Grozis	Alisha Fields
	Kaitlyn Shea	Haylie Crow
	Bailee Lippe	Brooklyn Langley
	Heather Denham	Daria Melina
	Tenessa French	Alanna Collins
	Amanda Bunting	Brittany Hood
	Janah Carter	Jamie Lemley
	Laila Cross	Theresa Huebner
	Shayna Godbehare	Cora Montgomery
	Vickie Kilmer	Brenda Smith
	Ashley McCloud	Christina Uber
	Brittany McGowan	Ashley Santella

	Vestina Freeman	Lillian Gray
	Brittany Judy	Zaira Castaneda
	Pam Lackey	

Goal

The OUR Cooperative ABC Preschool Program goal is to provide quality preschool services to 447 children and 45 private pay children ages 2.5,3,4, and 5 years of age in 14 school districts.

Program Summary

Funding for these preschool programs is obtained through the Arkansas Better Chance and Arkansas Better Chance for School Success grant in the amount of \$2,281,938.00

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

Major Highlights of the Year:

- * Continue using Pre-K Rise in our classrooms and using Launchpad for Pre-K Literacy
- *All classrooms are using Frog Street for their approved curriculum
- * All ABC classrooms received a 3-star or better rating in Arkansas's Better Beginnings Quality Rating Scale, with two classrooms receiving the highest rating, a 6-star
- *All of the OUR ABC Classrooms participated in the C.L.A.S.S. Pilot Program

Program Early Childhood Special Education

Funding Source Federal and State Funding

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

The O.U.R. Educational Cooperative's Early Childhood Special Education Program provides a number of free services for preschool children ranging between three and five years of age. In addition to the thirteen districts that we serve within our service cooperative area we also serve the Mountain Home School District. For the 2025-2026 school year we served 293 special needs children and screened 931 children for possible delays. The services that we provide include: speech evaluations/therapy, developmental evaluations/therapy, occupational therapy, physical therapy, behavior services, and preschool services. The Early Childhood Special Education staff is available to provide screenings to all three, four, and five year old children at no cost to the family. These screenings indicate which children may be eligible for additional evaluations.

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

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

This program receives funding from a variety of sources. Included in our funding sources are local dollars, state funding, Medicaid, ARMAC, and tuition income. To date for the 2025-2026 school year the revenue received from these funding sources totaled \$1,103,083.48

SCHOOL	DEC.1 CHILD COUNT
ALPENA	7
BERGMAN	12
BERRYVILLE	27
COTTER	12
DEER/MT.JUDEA	4
EUREKA SPRINGS	8
FLIPPIN	20
GREEN FOREST	31
JASPER	9
LEAD HILL	11
MTN HOME	94
OMAHA	12
OZARK MTN	9
VALLEY SPRINGS	12
YELLVILLE	25
TOTAL	293

☐ 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 | |

Vision
Transform every classroom to foster a learning community where language and content learning are harnessed to create a vibrant space where ELs' linguistic and academic assets are celebrated and leveraged to guarantee student learning. This plan envisions educators becoming reflective practitioners and leaders who empower every student by skillfully and intentionally using on-grade-level HQIM to instruct and make data-informed instructional practices.

- Action Steps**
- Engagement:** Landscape Analysis Consult with personnel at the educational cooperatives to validate regional data-based needs and define localized priorities for districts based on EL population density. Priorities include the extent of student needs for English Language Development (ELD) and meaningful access to core content instruction.
 - Vendor Selection:** Use the AR Professional Learning Partner Guide and previous relationships/knowledge of EL-centered PL vendors to select partners that demonstrate both successful past performance in working with educators of ELs in urban and rural settings.
 - Monitor and Evolve:** Analyze existing monitoring systems (i.e. ATLAS and ELPA21 performance data) to determine EL-specific indicators for monitoring EL outcomes and professional learning impacts to fuel improvement cycles for short- and long-term educational cooperative support plan development.

- Strategic Goals**
- Responsive Vendor-Led Through-Year Professional Learning:** Tailor professional learning pathways based on educational cooperative EL population density. For instance, districts with high EL enrollments (e.g., Northwest at 51%) require scalable, intensive interventions for district and school-level leaders, whereas districts with lower concentrations (e.g., Southeast at 5%) benefit from focused, integrative communities of practice and teacher-level support.
 - Selective, Impactful Partnerships:** Engage vendors and professional learning partners who demonstrate expertise in EL pedagogies for sustainable practice through direct teacher support in the classroom or, for high-density districts, building system and instructional support at the district, school, and classroom level.
 - Past partners such as E.L. Achieve and ED Northwest serve as models for these critical collaborations.
 - Review existing CBPL partnerships (AR Professional Learning Partner Guide) to determine where PL can be extended to an ELD-specific focus using existing school HQIM as the core content.
 - Data-Informed Resource Allocation:** Use language proficiency (ELPA21), academic performance data (ATLAS or other), and EL population density information to drive strategic decisions for vendor support. This includes conducting targeted landscape analyses and setting up feedback loops that allow educational cooperatives to monitor progress against measurable outcomes.

Funding
Leverage existing categorical funds to provide grants to Education Service Cooperatives (ESCs) in each region. These ESCs will collaborate with DESE-approved vendors to deliver direct support to districts and schools. Funding distribution will be based on student density, academic performance (ATLAS), and language development data (ELPA21) [see data/demographics information below]. Categorical funding for professional learning will be allocated

at a rate of \$45.00 per pupil. OUR Education Co-op has been allotted \$29,800.00 to provide this training. Based on input from the ESOL Coordinators, SIOP® Training for Teachers and SIOP® Training for Administrators from SAVVAS. These trainings are scheduled for July 7-9, 2026 for teachers and July 7, 2026 for administrators.

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 2025-2026 year, co-op staff completed fingerprinting for approximately 1100 education personnel.

Program HIPPY
Funding Source Arkansas Better Chance Grant

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

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

Program Summary

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

Major Highlights of the Year:

In 2025-2026, HIPPY was available to families in Baxter (Cotter and Mtn. Home School Districts), Boone, Carroll, Marion, Newton (Deer/Mt Judea and Jasper School Districts), Madison (Jasper School District-Kingston Campus) and Searcy Counties. Approximately 110 families participated in the program. The total budget was \$208,340.00

☒Restricted☐Non-restricted☐Not Applicable

- Participating Districts
- ☒Alpena☒Bergman☒Berryville☒Cotter

☒Deer/Mt.Judea☒Eureka Springs☒Flippin☒Green Forest

☒Harrison☒Jasper☒Lead Hill☒Omaha

☒Ozark Mountain☒Searcy County☒Valley Springs☒Yellville-Summit

☐Statewide

Personnel

Amanda Green	Dyslexia/Literacy Specialist	Ed.D
--------------	------------------------------	------

Program Overview:

The mission of the dyslexia/literacy program is to foster collaborative district partnerships that strengthen the systemic implementation of dyslexia support. Through targeted professional learning, technical assistance, data-informed planning, the program ensures K–12 educators effectively apply evidence-based practices aligned with the Arkansas Dyslexia Law, associated rules, and the Dyslexia Resource Guide.

Goals:

The program achieves its goals by establishing districts and building-level relationships through developing K–12 District Dyslexia Profiles to identify interventionists, High-Quality Instructional Materials (HQIM), and identify priorities for technical assistance plans. By analyzing screening data and annual reports, the specialist aligns resources to address systemic gaps in early identification and intervention.

Each district receives a customized technical assistance plan and risk analysis assessment to prioritize needs in screening, progress monitoring, and professional learning. These tools facilitate progress tracking through strategic planning meetings conducted throughout the academic year. Capacity-building efforts focus on the effective implementation of state-approved screening protocols, the Response to Intervention (RTI) framework, and the Dyslexia Law, Rules, and Arkansas Dyslexia Resource Guide.

Ongoing professional learning emphasizes dyslexia-specific instructional strategies, accommodations, and HQIM intervention programs. Additionally, the specialist facilitates the analysis of intervention walkthrough data and provides guidance on the Third Grade Promotion Law. To ensure continuous alignment with state goals, the specialist hosts weekly virtual office hours, participates in state-level meetings, and maintains a professional growth plan. Program success is measured by high performance standards, including a target of 80% or higher on satisfaction surveys for professional learning and technical assistance.

Program Summary/Highlights:

The OUR Dyslexia Specialist delivered comprehensive professional learning and technical assistance to all districts. These initiatives ensured alignment with state guidelines while addressing district-specific needs through evidence-based practices.

Training and Program Implementation

- Statewide Alignment: Attended 100% of monthly statewide dyslexia specialist meetings

- **Professional Growth and Reflection:** Developed, implemented, and reflected on a professional learning plan in collaboration with the DESE Dyslexia Specialist and ESC Teacher Center Coordinator
- **Coordinated Expert-Led Professional Learning:** Level 2 Dyslexia Battery of Assessments (delivered by a Certified Academic Language Therapist), University of Florida Literacy Institute (UFLI) Foundation Implementation (delivered by UFLI trainers), BUILD and Take Flight Cohort through the Springfield Dyslexia Center partnership, hosted a Sonday System program Lunch & Learn (presented by SS Representatives)
- **Provided professional learning and collaboration:** OUR Dyslexia Group (Fall, Spring, May), Third Grade Promotion Law
- **Summer 2025 Professional Learning:** Dyslexia Overview, Effective use of ORF and Encoding Measures, Utilizing Screening Data for School-Based Identification of Dyslexia (K-3), School-Based Identification of Dyslexia (Grades 4-12), Dyslexia Intervention Progress Monitoring and Data Tracking, Dyslexia Legislation, Rules, and Dyslexia Resource Guide Updated

Strategic Planning and Data Analysis

- **Tailored Support:** Partnered with 100% of districts to develop customized technical assistance plans and K–12 profiles, facilitating strategic planning meetings that prioritized evidence-based screening protocols, data utilization, and intervention efficacy.
- **Data-Driven Review:** Analyzed the required district dyslexia reporting data to improve early identification, inter-campus transitions, and high school services, and identified priorities and goals with districts for the 26-27 school year for continuous improvement.

Ongoing Support and Evaluation

- **Risk Mitigation:** Conducted risk assessments to identify and provide targeted support to high-priority districts.
- **Accessibility:** Maintained weekly virtual office hours to provide continuous technical guidance, professional learning, and support.
- **Continuous Improvement:** Distributed satisfaction surveys, achieving a consistent satisfaction rate across all districts throughout the 25-26 year.

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

Stephanie Huddleston	Math Specialist	MA in Mathematics Ed/ BSE
-----------------------------	------------------------	----------------------------------

Goal

- Support HQIM implementation through coaching and professional learning.
- Provide coaching opportunities for teachers on curriculum implementation and lesson internalization through observations using the ADE Math Walkthrough Tool.
- Collaborate with and/or provide technical assistance to district leadership teams in the form of:
 - Making curriculum decisions based on the K-12 Arkansas State Standards
 - Supporting the school improvement process
 - Analyzing data (student achievement, school process, perceptual, and demographic)
 - Planning for and providing professional development
 - Monitoring and planning for core instruction
 - Providing instructional coaching and/or assisting district instructional coaches
 - Participating in focused observations based on the needs of the teacher(s)
 - Identifying, implementing, monitoring and reflecting on the district's plan of action
- Collaborate with the Arkansas Department of Education during unit meetings, regional meetings, and other opportunities
- Provide quality professional development in mathematics to teachers, instructional coaches, and administrators as they determine the essential standards of the Arkansas curriculum standards and how to utilize the Achievement Level Descriptors.
- Support and implement DESE STEM and ATLAS initiatives.

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. Twelve of the sixteen cooperative districts received onsite support in mathematics instruction. The math specialist worked closely with approximately 64 teachers in the cooperative area. In addition, mathematics improvement and training discussions were held with admin from eleven districts.

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. The math specialist coached IM implementation for teachers and leaders in 7 school buildings throughout the year.

Math Coaching: The 25-26 school year math coaching focused on lesson internalization and HQIM implementation. Year-long math coaching was focused in seven OUR Cooperative schools. Math coaching was primarily focused in 3rd grade through Algebra I. The math specialist also assisted with a new ADE sponsored Algebra I training for teachers using IM, enVision, and Reveal curriculum. Visits were held with these Algebra teachers and support was given throughout their training.

Math Carnival: The OUR Cooperative Math Carnival had 14 of 16 school districts compete in the event at North Arkansas College. This event designed for 3rd-8th grade students included three competitions; Problem Solving, Jeopardy, and Rubik's Cube. In addition to competing, students participated in other activities such as bingo, guesstimation, experiments, and other games with prizes. It was a very successful day of math celebration for OUR Cooperative area students!

Professional Development: The OUR Cooperative math specialist offered a variety of PD opportunities throughout the year, including:

- ELEVATE Fluency
- K-5 Math Centers
- IM Implementation
- Math Collaboration within multiple grade bands
- Inclusion in the math classroom

Program

Funding Source

Media

Base

Competitive Grant

☐ Yes ☒ No

☐ Restricted ☒ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

Phillip Winkle	Administrative Assistant	BA
----------------	--------------------------	----

Goal

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

Program Summary

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

Major Highlights of the Year:

Approximately 19 visits to the media center.

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

Competitive Grant

☐ Yes ☒ No

☒ Restricted ☐ Non-restricted ☐ Not Applicable

Participating Districts

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

Personnel

Candra Brasel	Mentoring Program Specialist	Ed.D.
Suzanne Grant	Support Personnel	

PROGRAM SUMMARY:

The purpose of the Novice Teacher Mentoring Program at the Ozarks Unlimited Resources Education Service Cooperative (OUR Co-op) is to assist the Arkansas Department of Education in transforming Arkansas to lead the nation in student-focused education by providing personalized support to educators in the cooperative area who are in their first three years in the profession. During the 2025-2026 year, the program served approximately 170 novice teachers. This personalized support is provided for three years and includes training and support to novice teachers, district mentors, and administration to increase teacher retention, establish norms of professionalism, and lead to improved student achievement by increasing effective teacher performance.

GOALS:

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

☒Restricted

☐Non-restricted

☐Not Applicable

☐Yes

☒No

- 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

Candra Brasel	Mentoring Program Specialist	Ed.D.
---------------	------------------------------	-------

Goals and Description: Education Service Cooperatives began mentoring beginning superintendents and principals in the 2025-2026 school year. O.U.R. Education Co-op supported 5 beginning superintendents and 8 beginning principals in the Beginning Administrator Mentoring program.

The Beginning Superintendent/Principal Mentoring Program is a two-year initiative designed to support first-year and second-year superintendents/building principals across Arkansas. Administered regionally through the state’s Education Service Cooperatives (ESCs), this program provides structured leadership training aligned with the Arkansas LEADS framework. It emphasizes building a positive school climate and strengthening instructional leadership. This Beginning Superintendent/Principal Mentoring Program is designed to equip Arkansas’ newest educational leaders with the essential tools, habits, and mindsets they need to foster strong climates, improve instruction, and ultimately improve student outcomes. Its flexible design ensures statewide consistency while allowing for regional customization based on local needs.

Year 1: Foundational Leadership Development

- Focus:
- Climate, Communication, Coaching, Commitment
 - LEADS, especially Domain 2 (School climate)

Key Components: Summer statewide kickoff training, on-site school visits, quarterly climate-focused focus walks, regional meetings, 6 annual hybrid training modules, and a foundational coaching course.

Training Topics: TESS, Ethics, Professional Growth Plans, Relationship Building, Interpreting Test Data, School Safety, Discipline, Special Education, 504, Dyslexia, Mentoring Basics, Standards for Accreditation, Communication, Conducting Hard Conversations, Building Visibility, Using Interim Data, Student Voice, Telling Your School’s Story, Conducting Needs Assessments, Classroom Walkthrough Practices, Introduction to Coaching, EES Overview, Hiring Basics, Professional Development Planning, Roster Verification, and Preparing for Annual Teacher Ratings.

Year 2: Advanced Instructional Leadership

- Focus:
- Instructional Leadership
 - High-Quality Instructional Materials (HQIM)

Key Components: Summer statewide 2-day training, on-site school visits, regional meetings, focus walks (focused on instruction and HQIM)

Training Topics: Building an Instructional Model, Classroom Walkthroughs, Profile of a Highly Effective Principal and Teacher, Data Collection, HQIM

☒ 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

***Johnson County SD’s**

- ☒
- Lamar
- ☒
- JoCo Westside
- ☒
- Clarksville Paul

***Madison County SD’s**

- ☒ Oark
☒ Hunstville / St.

Personnel

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

Goal

As a Local Early Childhood Lead Organization, OUR Educational Services Cooperative worked to strengthen access, quality, and coordination across the early childhood system by:

- Establishing and implementing a comprehensive, locally supported plan for supporting early childhood programs and services within the community
- Serving as the designated early childhood captain across an eight-county catchment area
- Conducting stakeholder engagement and supporting local partnerships across sectors
- Coordinating regional early childhood information campaigns and community awareness efforts
- Coordinating and reporting required data, including child counts and program participation metrics
- Serving as the planning and implementation entity for additional early childhood grants and initiatives released by ADE and partner organizations

Program Summary

To address challenges related to access, quality, workforce capacity, and school readiness, OUR Educational Services Cooperative continued implementation efforts aligned with the vision of the Arkansas LEARNS Act: building a unified early childhood system that ensures children enter kindergarten ready to learn.

As one of the original pilot Local Early Childhood Lead Organizations selected by the Office of Early Childhood, OUR Co-op continued serving as the regional implementation partner for Baxter, Boone, Carroll, Johnson, Madison, Marion, Newton, and Searcy counties. Work focused on strengthening systems, increasing provider quality, expanding partnerships, supporting literacy initiatives, and building sustainable regional infrastructure to support children, families, providers, and communities.

Key accomplishments included:

- Expanded partnerships with schools, chambers of commerce, healthcare organizations, libraries, businesses, nonprofits, and early childhood providers across all eight counties
- Supported literacy and school readiness efforts through Read to Succeed events, Book Trees, vertical alignment work, and LENA implementation
- Secured a Save the Children grant that provided School Readiness Bags for every entering kindergartner in Johnson County
- Coordinated provider quality supports including coaching, leadership development, resource sharing, and CLASS implementation efforts
- Conducted 100% of required CLASS observations, resulting in the award of \$20,000 in continued support funding for OUR Local Lead quality initiatives
- Conducted CLASS Observer trainings and follow-up shadow coaching to build regional observation capacity
- Trained 5 Infant/Toddler CLASS Observers and 8 Pre-K CLASS Observers and utilized LENA classroom participation opportunities as incentives to strengthen observer recruitment and retention

Milestones for this Program Year

- Maintained and expanded provider collaboration efforts across the eight-county region
- Conducted required child count and regional data collection activities
- Continued implementation and refinement of local needs assessment priorities
- Sustained implementation of the regional local plan through coalition building, partnership expansion, and quality improvement efforts
- Completed 100% of required CLASS observations across the region
- Expanded regional observer capacity through training and coaching supports
- Leveraged additional grant funding to expand school readiness supports for children and families

Program School Health Services
Funding Source Arkansas Master Tobacco Settlement

Competitive Grant

☐ Yes ☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

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

Goal

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

Program Summary

Provide technical assistance to area schools to:

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

Provide Education and Training to:

- Certify school nurses to conduct mandated health screenings
 - Provide school nurses with professional continued education related to school health.
 - Inform schools and communities of school health resources, available trainings, and grant opportunities.
 - Inform schools about the flu and vaccines available and the importance of compliance to State Law. Ark. Code Ann. § 20-7-109, Ark. Code Ann. § 6-18-702, Ark. Code Ann. §§ 6-60-501 - 504, and Ark. Code Ann. § 20-78-206.
 - Identify needs for health related training for school personnel.
 - Coordinate and provide school health trainings to school personnel and community members.
- Provide prevention education about health topics including but not limited to tobacco prevention, suicide prevention, healthy relationships, oral health, std/teen pregnancy prevention, distress tolerance, and resilience

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

☒Restricted☐Non-restricted☐Not Applicable

- Participating Districts
- ☒Alpena☒Bergman☒Berryville☒Cotter

☒Deer/Mt.Judea☒Eureka Springs☒Flippin☒Green Forest

☒Harrison☒Jasper☒Lead Hill☒Omaha

☒Ozark Mountain☒Searcy County☒Valley Springs☒Yellville-Summit

☐Statewide

Personnel

Gwen Rains	Science Specialist	Masters/Bachelors
------------	--------------------	-------------------

Goal 1: High-Quality Instructional Materials (HQIM) Adoption & Technical Assistance

Program Summary: HQIM Trackers and Adoption Support

This year, the Science Specialist provided strategic support aligned with Arkansas's initiative for HQIM adoption. Following a comprehensive regional HQIM survey conducted in fall 2025 to assess usage and identify needs; target districts lacking materials received intensive training or site visits. Currently, 81% of regional districts (13 out of 16) are fully trained on science HQIM adoption protocols. Dynamic HQIM tracking data was managed and reviewed for regional schools to actively monitor and update the implementation status of OpenSciEd (OSE), Amplify, and BSCS Biology.

Major Highlights: Strategic Impact & Targeted Outreach

Technical assistance was strategically prioritized for schools actively implementing HQIM or moving through critical adoption phases. A primary focus remained on supporting D and F status schools, where coaching was customized to address specific school contexts.

This targeted approach was highlighted by one regional district’s successful transition to a comprehensive K–12 OpenSciEd model. The Science Specialist played a key role assisting multiple other districts with curriculum review, vendor selection, strategic planning, and High-Quality Professional Learning (HQPL) development. Support included curriculum modeling, technical assistance, and facilitation of adoption-focused training sessions.

Goal 2: Teacher Coaching, Classroom Modeling, and Instructional Support

Program Summary: Targeted Coaching Cycle Impact

To support high-fidelity implementation, the Science Specialist executed **10 targeted teacher coaching cycles** across regional classrooms:

- Fall Cohort:** Delivered intensive HQIM implementation coaching across 4 distinct areas: Jasper School District (district-wide OpenSciEd), Green Forest (Grades 5–12 OpenSciEd), Lead Hill (Grades 3–5 OpenSciEd), and Omaha (Grades 3–5 OpenSciEd).
- Spring Expansion Cohort:** Expanded to reach specialized educator growth tracks across 6 environments, including (Oark, Grades 3–4), (Oark, Grades 5–6), Deer School District (Grades 7–12), (Lead Hill, Grades 7–12), Valley Springs (High School Biology), and Omaha (High School Biology).

Goal Achievement: At least 85% of coached educators demonstrated measurable growth in lesson internalization practices or walkthrough indicators. Mid-year and final lesson internalizations alongside student work samples were evaluated and logged as effectiveness artifacts (including Kingston 7–12 and Oark 3rd Grade).

Major Highlights: Field Monitoring and Focus Walks

The Science Specialist executed a total of 47 classroom walkthroughs to monitor curriculum fidelity, instructional objectives, and student discourse:

- **Fall Semester:** 20 walkthroughs conducted.
- **Spring Semester:** 27 walkthroughs conducted.

Spring coaching participation also successfully expanded to focus walks executed as part of an administrative team effort across Omaha, Lead Hill, Oark, Kingston, Berryville, and Green Forest schools. Intensive monitoring specifically audited key instructional environments including OpenSciEd, Amplify Science, Mystery Science, and SAVVAS curricula.

Goal 3: Instructional Leadership Systems & Professional Calibration **Program Summary: Building Administrator Capacity**

To build regional capacity for long-term instructional monitoring, 28 total instructional leaders were trained on leadership monitoring systems. On September 23, 2025, an intensive regional training was conducted for the Science Leadership Walkthrough Tool (SLWT). This system certification successfully reached 80% (8 out of 10) of newly appointed principals or leaders brand-new to the tool, establishing a continuous, data-driven cycle of improvement.

Major Highlights: Strategic Consultations and State Calibration

- **Targeted Leadership Consultations:** To reinforce group training, 5 direct on-site consultation and strategy meetings were executed with superintendents, principals, and curriculum directors to align building goals at Oark (Sept. 5), Flippin (Sept. 26), Lead Hill (Jan. 12), Leslie Intermediate (Feb. 3), and Valley Springs High School (Feb. 3).
- **Statewide Calibration:** Maintained 100% attendance at all required DESE Science Unit Meetings, ensuring regional implementation and technical assistance remained fully calibrated with state-level initiatives.

Goal 4: STEM Engagement, Grant Writing, and Support for DESE Initiatives **Program Summary: Regional STEM Fair and Student Impact**

The 2025–2026 school year marked the successful transition to our First Annual Regional STEM Fair, held on December 16, 2025. The event significantly elevated regional STEM culture and increased student engagement with authentic science and engineering practices.

- **District and Student Reach:** Active participation reached 50% of regional districts (8 out of 16), engaging 213 student participants across grades 3–8 (an increase from early registration projections of 192).
- **Community Integration:** Partnered with local business leaders to bridge the gap between classroom instruction and regional STEM careers, securing community investment and long-term sustainability.
- **Future Scaling:** Launched targeted promotional campaigns, infographics, and digital resources on the OUR Science Page on April 20, 2026, to actively recruit and scale participation for the 2026–2027 cycle.

Major Highlights: Grant Writing and Sustainability

- **Excellence in STEM Education Grant:** For the second consecutive year, the Science Specialist successfully authored and secured the Excellence in STEM Education Grant for a regional district.
- **Funding Impact:** Both grant cycles resulted in competitive awards of just under \$10,000 each, providing critical capital for STEM resources, equipment, and enhanced student opportunities otherwise unavailable through standard district budgets.

Goal 5: Professional Learning, Assessment Literacy, and Data-Driven Instruction

Program Summary: Deployed Professional Development Offerings

The Science Specialist led a rich variety of 8 core professional development session tracks across the year, strategically designed to align with the Arkansas science vision and support educators in building capacity with NGSS-aligned, inquiry-driven, and data-informed science instruction:

1. **FUSE Science Training**
2. **Curriculum Cohort Tracks** (K–5, 6–8, and 9–12 Cohort frameworks)
3. **Amplify Curriculum Cohort Support**
4. **ATLAS Assessment Literacy Training**
5. **AGFC Stream Team Facilitation**
6. **Phenomenal Teaching**
7. **Three-Dimensional Mastery and Science Acceleration**
8. **STEM Fair Planning & Development Workshops**

Major Highlights: ATLAS Support and Classroom Tool Bank Contributions

Extensive support was provided to improve assessment literacy and deepen understanding of the ATLAS system through regional PD and one-on-one sessions. Educators gained tools for integrating ATLAS data into curriculum planning to identify gaps and adjust Tier 1 instruction.

Additionally, the Science Specialist successfully wrote and submitted 100% of the target science items (4 total) to the ATLAS classroom tool bank for state evaluation. These contributions covered *Cellular Function*, *Asexual & Sexual Reproduction*, *Biomagnification*, and *Photosynthesis & Light Energy*, building a meaningful item repository to support statewide Tier 1 and Tier 2 formative assessment.

Coherence

As part of the grant requirements, science specialists were initially tasked with delivering professional learning on instructional coherence to regional leaders. Early implementation revealed that many leaders needed additional foundational understanding before engaging meaningfully in this work. In response, the DESE Science Program Manager strategically paused external delivery and prioritized capacity building for science specialists. On May 6, specialists participated in targeted professional learning focused on defining instructional coherence, examining its components, and connecting it to high-quality science instruction. This intentional sequencing ensures specialists are well prepared to deliver high-impact, developmentally appropriate sessions to leaders in summer 2027, strengthening the likelihood of successful implementation and sustained instructional improvement. This fulfills the grant requirement for 2026.

Program Special Education

Funding Source District Allocations

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

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

Personnel

Tadera Wiseman	Special Education Supervisor	
Patsy Rowan	Special Education Supervisor	MSE+30

Goal

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

Program Summary

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

Tadera Wiseman: Alpena, Deer-Mt. Judea, Lead Hill

Patsy Rowan: Cotter, Flippin, Yellville

Major Program Highlights:

All compliance areas were met, budget and reporting mandates were completed in a timely manner, and districts maintained necessary programs and procedures to ensure the needs of students are being met. Professional development in areas of disability, special education law, assessment, teaching/therapy strategies, behavior, preschool transition, secondary transition, due process, and others were offered to special education teachers, general education teachers, administrators, and paraprofessionals. Support continued to district personnel regarding inclusion of special education students in the general education classroom as well as technical assistance in how to increase inclusion for students with IEPs.

Program Arkansas Transition Services
Funding Source Federal Grant

Competitive Grant

☐ Yes

☒ No

☐ Restricted ☐ Non-restricted ☒ Not Applicable

Participating Districts

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

Personnel

Maryanne Caldwell	ADE Transition Consultant	
--------------------------	----------------------------------	--

Goals

Transition Consultation

- Provide technical assistance and support to local school district administrators and staff in secondary transition assessments, development of compliant transition plans, implementation of meaningful transition plans and programs, and evaluation of transition plans and programs at public schools for the purpose of improving students' post-school outcomes.

Program Summary

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

Our efforts to build capacity in the districts through thorough reviews of plans, followed up with report findings and recommendations for additional training are on-going as well as training and technical assistance offered in the virtual capacity. We have continued our Indicator 13 Checklist Walk-through that includes teachers reviewing plans as we take them through the Indicator 13 checklist, an interactive tool to meet compliance with Indicator 13. This has been an effective and proactive practice in which many districts have participated and we strongly believe played a factor in the state's increase in compliance for Indicator 13.

MAJOR HIGHLIGHTS OF THE YEAR:

Arkansas Transition Services Statewide Events: State Level

- Arkansas Transition Services' highest priority is to help increase the compliance rate for Indicator 13, the compliance indicator related to transition plans with specific requirements that Arkansas must report on every year. Arkansas' target is 100% compliance. Our goal is to contact school districts to review their transition plans for compliance at least two years in advance. This allows time for training based on those reviews, follow-up, and additional reviews to ensure compliance. Providing ongoing technical assistance to schools is also a priority. Additionally, professional learning opportunities are provided at Arch Ford Education Service Cooperative.
- Arkansas Transition Services is participating in its final year of a study with Kansas University Center on Disabilities (KUCD), on CIRCLES (Communicating Interagency Relationships and Collaborative Linkages

for Exceptional Students). CIRCLES is a model for transition planning that involves three levels of interagency collaboration: Community Level Team, School Level Team, and IEP Team. The approach includes youth with disabilities who may need support from multiple adult service agencies to experience successful post-school outcomes. Students present their goals, strengths, and preferences to community members who then work to help support those goals and provide next steps in reaching those goals. We have 38 schools participating in a CIRCLES study, with eighteen fully implementing CIRCLES and eighteen participating in an Assessment only group where they provide transition assessments. As we approach the final year of the study all schools will be trained in the CIRCLES model, plus two – three additional schools outside the study. In addition to schools in the study we have seven schools who are currently implementing CIRCLES. Consultants provide support and technical assistance in establishing teams, organizing meetings, and attending meetings. Anecdotal data shows successes across the state from CIRCLES.

- A CIRCLES Capacity Building Institute was held to bring all current schools implementing CIRCLES together with schools participating in Career and Technical Education's Perkins Innovation and Modernization grant. These PIM schools were trained in CIRCLES implementation and benefitted from learning from current CIRCLES schools.
- Arkansas Transition Services in partnership with Kansas University Center on Disabilities (KUCD), is participating in a study to compare the results of schools who implement two different types of self-determination practices, the Goal Setting Challenge App and the Self-Determined Learning Model of Instruction (SDLMI), now referred to as Goal Time, versus schools who only implement self-determination assessments. Consultants work with schools to observe lesson implementation, provide support and technical assistance and to record data essential to the study. In the Arch Ford Coop there are four schools implementing the GSC App, one school implementing Goal Time, and two participating in providing self-determination assessments as part of the study.
- Arkansas Transition Services, Career and Technical Education, University of Arkansas Pulaski Technical College, and Inclusion Films continue to partner to provide the ATS Short Film Camp for students with disabilities. We had 48 students participate in the 10th annual Film Camp this year. Students learned transferable work skills as they created three short films, three public service announcements, and attended animation and editing classes on a college campus. In October 2025, we held a premiere event to celebrate the students' three films from the April 2025 camp. We celebrated and honored their talents as we watched the films in the CHARTS Auditorium at UAPTC.
- Arkansas Transition Services and the DESE-Special Education Unit Monitoring & Program Effectiveness team continue to collaborate to educate each group on specific requirements and procedures and to improve monitoring outcomes in transition related indicators through reviewing state and federal requirements.
- College Bound Arkansas 2025 was held June 2-4, 2025, on the University of Central Arkansas Campus. The on-campus experience offered sessions for students, parents, and professionals, that focused on the following areas: organization/study skills, self-advocacy, assistive technology, social skills, mental health and college survival. It provided students an opportunity to explore the expectations of college and what support could be available to help them succeed. College Bound Arkansas 2025 had 35 students and 11 parents/professionals registered.
- Quarterly Lunch and Learn sessions were held this year to provide educators, counselors, agency personnel, and families with information on transition planning, post-secondary education and program options, agency services, and on the ATS website. A survey was provided to assess future needs.
- Because Indicator 13 is our top priority our professional learning opportunities this summer that will be provided at all coops is No Missing Pieces: Putting Indicator 13 Together for Student Success. This will be an all-day training with hands on activities to apply knowledge.
- Two schools were awarded with the Excellence in Transition Programming Award at the LEA Academy in October 2025. Southside High School from the Arch Ford Coop area received one of the awards for their innovative ways of providing transition services and work-based learning in their transition program.
- ATS continues update resources on our website.

Education Cooperative Activities:

- Made on-site school visits to provide Technical Assistance and Support working directly with LEA's, designees, teachers and paraprofessionals.

- Answer questions via phone/text and email on a daily basis
- Attended Local Special Education Supervisor meetings to discuss issues of mutual concern for the school districts and to offer training and Technical Assistance to my districts.
- Provided technical assistance, training, and transition Curriculum through a statewide 10 million dollar OSEP and RSA Disability Innovations Fund Grant, Seamless Transition for Arkansas (STAR). There are currently four schools in the OUR Co-op region participating in the STAR grant.

Professional Development Activities:

- Attended regular Arkansas Transition Services staff meetings
- Attended the Arkansas Collaborative Consultants Convening for updates on programs and initiatives among the different consultant groups.
- Attended the LEA Academy to attend breakout sessions, network with Special Education Supervisors, and to present information on Indicator 13.
- Attended the International Division on Career Development & Transition (DCDT) Conference in Denver, CO.
- Currently participating as a Co-Principal investigator for a 10 million dollar OSEP and RSA Disability Innovations Fund Grant, Seamless Transition for Arkansas (STAR), in which 4 school in the OUR Co-op are participating

Program

Funding Source

Teacher Center

Base Funds

Competitive Grant

☐ Yes

☒ No

☐ Restricted

☒ Non-restricted

Participating Districts

☒ Alpena

☒ Bergman

☒ Berryville

☒ Cotter

☒ Deer/Mt.Judea

☒ Eureka Springs

☒ Flippin

☒ Green Forest

☒ Harrison

☒ Jasper

☒ Lead Hill

☒ Omaha

☒ Ozark Mountain

☒ Searcy County

☒ Valley Springs

☒ Yellville-Summit

☐ Statewide

Personnel

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

Goal

- **To align** professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready.
- **To provide** adult learners with content knowledge and evidence-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.
- **To improve** the learning of all students by providing resources to support adult learning and collaboration.
- **To provide** curriculum development assistance as schools implement the Arkansas State Standards.
- **To provide** support to schools with selection of high quality instructional materials through the Arkansas Initiative for Instructional Materials. A key component of this support is assisting teachers in the process of lesson internalization including review of Arkansas State Standards addressed in HQIM units and ensuring that end goal learning connected to standards is at least at Level 3 within the Achievement Level Descriptors.
- **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. [2026 PD Needs Survey Results](#) and [2026 Other Teaching Areas PD Needs Responses](#)

The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. O.U.R. Co-op worked with schools in the co-op area that qualified for comprehensive support and schools that qualified for additional targeted support from ADE. Co-op staff prioritized providing services to these schools.

Major Highlights of the Year:

- During the Fall 2024 Cooperative Meeting, DESE leadership met with directors and teacher center coordinators. During this conversation, Secretary Oliva requested that cooperatives consider how we could support the

Department and school districts in work around the following four areas: School Safety, Mental Health, Accelerated Learning, and Completion of the AR App.

- During the fall of 2025, Secretary Oliva invited directors and teacher center coordinators to meet regarding ways to most effectively support districts and buildings with a D or F rating through a DESE initiated Academic Improvement Team. The primary focus of this team was to engage in focus walks with district/school leadership. Within the co-op area, there was one district with a D rating and four buildings with D ratings. The Academic Improvement Team completed focus walks with district/school leadership monthly in D rated districts/buildings. There were 13 C rated buildings. Quarterly walks were completed within these buildings. Following each walkthrough, a debrief with district personnel was held.
- To support districts in completing the AR App for the 2026-2027 year, the teacher center coordinator held a series of 3 collaboration sessions. Each session focused on at least one of the tabs from the App. During the Spring 2026, the teacher center coordinator provided support to district personnel as they worked through the process of completing the plan. In May and June, the teacher center coordinator reviewed completed AR Apps shared by the districts and provided feedback.
- This was the initial year for the education cooperatives to assume at DESE request administrator of the New Superintendent Mentoring and the Beginning Principal Mentoring programs. At OUR Co-op, we mentored four new superintendents and six beginning principals. New superintendent support has included monthly meetings to provide timely information based on the necessary tasks for that time of year as well as the director making on-site visits in the districts. Support for principals has included three meetings during the fall and three during the spring providing information based on required work during that time and being on-site in the buildings to complete culture walks with the principals.
- Third Grade Promotion Support: Under LEARNS legislation, students completing third grade during the 2025-2026 will not be eligible for promotion if the score at Level 1 on the ATLAS ELA composite score unless they meet one of the good cause exemptions as stipulated in the law. The co-op has worked throughout the year to ensure that our districts have the most recent information and updates from DESE related to this area.
- Our districts on average have a 69.83% percent poverty rate which exceeds the state average of 62.37%. Yet, our districts' student achievement scores last year surpassed the state average in all tested grade levels.
- We continued with supporting administrators in ensuring that annual ratings were entered into the Educator Effectiveness System with appropriate evidence by the deadline. This work is especially important as teachers must have a current year annual rating in order to be considered for Merit Pay. We periodically reviewed the information which had been entered for teachers in the 53 buildings in the co-op area and provided feedback to superintendents and principals on progress toward meeting requirements by the DESE established deadline.
- We also continued supporting districts in the completion of the Roster Verification System by communicating with district and building administrators during the window for this process. This work is another key data point used to determine eligibility for Merit Pay.
- The teacher center coordinator along with specialists continued information sharing with various groups regarding the Arkansas Initiative for Instructional Material (AIIM) and the importance of having High Quality Instructional Materials (HQIM). The Arkansas Specific EdReports site as well as EdReports were highlighted as key resources for determining HQIM for use in Arkansas schools.
- In coordination with DESE, the content specialists and teacher center coordinator assisted in updating information previously collected from each school/district in the co-op area regarding the current curriculum resources used in schools for English/Language Arts, Math and Science. Staff worked to ensure that these listings were updated to reflect any changes districts had made with regards to curriculum.

- The Teacher Center Coordinator has continued to support districts in the implementation of Arkansas State Standards. Co-op personnel provided sessions at the co-op and on-site assistance to support implementation of these standards including use of the Achievement Level Descriptors for ELA, Math and Science standards..
- Throughout the year, updates related to the Arkansas Teaching and Learning Assessment System (ATLAS) were provided. Following screening, interim and summative windows, assessment data was routinely shared during the monthly superintendent board meetings and other job-alike group meetings.
- In the Fall 2025, annual school ratings and annual district ratings were released. (This was the first year for districts to be provided a district level rating.) The director and teacher center coordinator have worked with district leadership teams as they analyze the data related to student performance on achievement, growth, and success ready criteria.
- The state continued implementation of the LEARNS and ACCESS legislation during the 2025-2026 school year. The co-op provided updates related to the following key components seeing initial implementation during this year: Third Grade Promotion, Acceleration, Merit and Distinction, Course Choice Catalog, Concurrent Credit delivery,
- DESE allowed the fall for co-ops to complete the Acceleration of Learning--Communities of Practice grant. The goal of this grant has been to provide a process for teams to analyze core curriculum being used in English/Language Arts and Math to determine if High Quality Instructional Materials are being used with next steps being providing training and support with regards to effective implementation of the curriculum programs.
- The teacher center coordinator has served on the Arkansas Association for Curriculum and Instruction (AACIA) Board for a number of years and is currently the liaison between the organization and the teacher center coordinators. She had the opportunity to participate in the AAEA: The Voice podcast for the month of April. The focus was the evolving landscape of curriculum and instruction in Arkansas.
- She is currently serving on the Attendance Work Group led by DESE and ERZs. This working group has been tasked with developing ideas that will increase student attendance at school and reduce the number of students who are considered chronically absent.
- The co-op administered the Annual Professional Development Needs Assessment in January 2026. OUR Co-op Needs Assessment Results/Information.
[2026 PD Needs Survey Results](#)
[2026 Other Teaching Areas PD Needs Responses](#)
- The summary of PD offerings as well as summary attended can be found within these links:
[OUR Co-op PD Summary Attended 2025-2026](#)
[OUR Co-op PD Summary 2025-2026](#)
- Following attendance at professional development sessions, participants receive an evaluation survey related to the session attended. The overall summary evaluation was 3.93 out of a possible total of 4.00.
[2025-2026 OUR Co-op Overall PD Evaluation Summary](#)
- In addition, the co-op distributed a User Satisfaction Survey during the Spring of 2023. Results showed a 96% rate of users being very satisfied or satisfied.
[OUR Co-op Disaggregation of 2025-2026 User Satisfaction Survey Results](#)
[OUR Co-op 2025-2026 User Satisfaction Survey Results](#)

Program

Technology

Funding Source

Arkansas Department of Education Grant

Competitive Grant

☒ Yes

☐ No

☒ Restricted

☐ Non-restricted

☐ Not Applicable

Participating Districts

☒ Alpena

☒ Deer/Mt.Judea

☒ Harrison

☒ Ozark Mountain

☐ Statewide

☒ Bergman

☒ Eureka Springs

☒ Jasper

☒ Searcy County

☒ Berryville

☒ Flippin

☒ Lead Hill

☒ Valley Springs

☒ Cotter

☒ Green Forest

☒ Omaha

☒ Yellville-Summit

Personnel

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

Goal

The goal of the OUR Technology Center is to provide high-quality technical and instructional support to the OUR Educational Cooperative, its staff, and partner school districts. This support is essential to address the continually evolving infrastructure and technology needs required for effective integration of technology in teaching and learning.

Program Summary

Program Summary

The Ozarks Unlimited Resources (OUR) Educational Services Cooperative Technology Center Coordinator (TCC) position is funded through an \$80,000 competitive grant awarded by the Arkansas Department of Education.

The TCC serves in a multifaceted role that has evolved significantly over time. Initially focused on network support and computer repair for participating districts, the position has shifted as schools have developed their own on-site technical staff. Today, district-level technology coordinators primarily manage day-to-day technical support, allowing the co-op TCC to focus more directly on enhancing teaching and learning through technology.

Currently, the TCC fulfills six primary roles, along with numerous additional responsibilities, all of which are critical to the efficient operation of the OUR Educational Cooperative.

1. Professional Development and Training

The TCC coordinates and delivers professional development for teachers and administrators, with a focus on effective technology integration in the classroom. During the 2025–2026 school year, six technology integration training sessions were offered, including two virtual opportunities. The TCC also provides ongoing technical and software support for all co-op trainings and delivers targeted training for OUR staff as needed.

2. Training Facilities Management

The TCC is responsible for maintaining flexible and well-equipped training environments. This includes managing three mobile laptop labs that allow any space within the co-op to function as a computer lab. These include a 30-device Windows laptop cart, a 25-device 2-in-1 Chromebook cart, and a 13-device Microsoft Surface Pro cart.

3. Maker Space and Instructional Resources

The TCC oversees a Maker Space Lab that provides educators with access to STEAM and robotics kits for classroom

experimentation prior to large-scale purchases. The lab also houses advanced equipment available for on-site use, such as a dual-extrusion 3D printer, laser engraver/cutter, DJI Phantom drone, and Occipital sensor unit. These resources support classroom innovation, field trips, and computer science workshops.

4. Infrastructure and Technical Support

The TCC maintains the co-op's complex network infrastructure, ensuring reliable access to digital tools and resources that support professional development and instructional delivery. This includes maintaining interactive technologies, personal devices, and web-based tools. The TCC is also responsible for supporting a wide range of hardware, including computers, printers, and projection systems.

5. State and Local Liaison

The TCC serves as a key liaison between local districts and state agencies, including the Arkansas Department of Education (ADE) and the Office of State Technology (OST). The TCC participates in monthly statewide meetings to stay informed on emerging initiatives and communicates relevant updates to co-op staff and district personnel. Additionally, the TCC facilitates semi-monthly meetings and training sessions for local district technology coordinators to ensure alignment with state requirements and best practices.

6. Cybersecurity Support

As a member of the Arkansas Cyber Incident Response Team (CIRT), the TCC assists school districts in responding to cybersecurity incidents. The TCC participates in ongoing training to stay current with emerging threats and response strategies and has actively supported districts during cyber incidents, helping to mitigate damages and reduce recovery costs.

In addition to these primary responsibilities, the TCC plays a vital role in supporting the implementation of key state initiatives, including ACT 849, ACT 504, ArkansasIDEAS, Skillsets, ESCWorks, and other programs as they are introduced.

Major Highlights of the Year:

Key highlights for the year include continued engagement in cybersecurity readiness and support, as well as ongoing assistance to districts in navigating evolving legislative requirements.

First, the Technology Center Coordinator (TCC) maintained active participation in the Arkansas Cyber Incident Response Team (CIRT), strengthening training and preparedness to support schools in the event of a cyber incident. During the year, the TCC assisted at least two districts that experienced cybersecurity events, helping mitigate impact and support recovery efforts.

Second, the TCC played a critical role in helping districts understand and comply with recent technology-related legislation passed by the Arkansas legislature. This includes Acts 504 and 849, which address required technology and cybersecurity policies, and Act 754, which pertains to vendors that store or manage student data. To support implementation of Act 504, the TCC hosted twelve in-person and virtual training sessions covering the first six required control groups, ensuring districts are better prepared to meet compliance expectations.

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED ☒ NON-RESTRICTED ☐

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

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

Competitive Grant Yes ☐ No ☒

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

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

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



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

Program Name: *DESE Requested Academic Improvement Support Work*

Competitive Grant Yes ☐ No ☒

Goals and Description: During the fall of 2025, Secretary Oliva invited directors and teacher center coordinators to meet regarding ways to most effectively support districts and buildings with a D or F rating through a DESE initiated Academic Improvement Team. The primary focus of this team was to engage in focus walks with district/school leadership. Within the co-op area, there was one district with a D rating and four buildings with D ratings. The Academic Improvement Team completed focus walks with district/school leadership monthly in D rated districts/buildings. There were 13 C rated buildings. Quarterly walks were completed within these buildings. Following each walkthrough, a debrief with district personnel was held.

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

Competitive Grant Yes ☐ No ☒

Goals and Description: This work did not involve any additional grant dollars provided by DESE. During the 2025-2026 year, DESE asked cooperatives to work with districts to ensure that annual ratings with appropriate evidence had been entered into the Educator Effectiveness System. This has become especially important as teachers must have a current year annual rating in order to be considered for Merit Pay. We periodically reviewed the information which had been entered for teachers in the 53 buildings in the co-op area and provided feedback to superintendents and principals on progress toward meeting requirements by the DESE established deadline.

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

Competitive Grant Yes ☐ No ☒

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

Program Name: *TESS and LEADS Observer Training*

Competitive Grant Yes ☐ No ☒

Goals and Description: During the spring 2026, DESE provided opportunities for administrators to participate in an initial pilot certification process for TESS and LEADS observers. DESE is providing this work through NIET. In addition to the initial pilot opportunities during the spring 2026, phase 2 of the pilot will be held during the summer 2026 and throughout the 2026-2027 school year. OUR Co-op is hosting TESS Observer Training on June 9-11, 2026 with a repeat session scheduled for June 23-25, 2026. A LEADS Observer Training is scheduled for July 8 and 9, 2026. Full implementation is anticipated for the 2027-2028 school year with necessary trainings being provided during that year.

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

Competitive Grant Yes ☐ No ☒

Goals and Description: The Building Communities of Practice grant was focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). During the 2025-2026, the work in this grant which explored the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the needs of students was completed.

The CoP included a series of sessions that included research and evidence-based strategies to address and plan for the acceleration of learning using HQIM. A major focus during this year has been providing coaches to be onsite in the buildings. The activities within this grant have been spread over the past three years with Bailey Education Group staff accompanying building administrators as they complete classroom walks with the goal being to help administrators be able to determine if effective use of instruction to deliver the content of the HQIM was occurring. If the district was using a curriculum which is not considered HQIM, an additional focus of the on-site work was assisting in reviewing

HQIM options in that content area.

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

Through the use of a vendor listed on Rivet Education selected based on a Request for Quotes that we issued, we provided face to face sessions in the earlier years of the grant.

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 2025-2026 year. Personnel from APSRC provided these trainings which met the requirements to count as official board member training. These trainings were attended by approximately 75 school board members from co-op area districts. These sessions were held in a face to face setting with a few board members choosing to join virtually.

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

Competitive Grant Yes ☐ No ☒

Goals and Description: The O.U.R. Education Service Cooperative has provided support related to TESS during the 2025-2026 school year. .

Program Name: *Dyslexia Support*

Competitive Grant Yes ☐ No ☒

Goals and Description: The dyslexia specialist met with each district and assisted in the development of a strategic plan specific to the district's needs. Support was provided to district personnel involved in delivering dyslexia services via face to face meetings and routine virtual office hours. The OUR Dyslexia Specialist delivered comprehensive professional learning and technical assistance to all districts aligned with the Arkansas Dyslexia Resource Guide to ensure alignment with state guidelines while addressing district-specific needs through evidence-based practices. The specialists has provided a variety of trainings related to dyslexia both at the co-op and within the districts. Priorities and goals for each district have been identified for the 2026-2027 year with the goal being continuous improvement of dyslexia supports provided in the buildings.

Program Name: *Science of Reading Trainings and Support*

Competitive Grant Yes ☐ No ☒

Goals and Description: R.I.S.E. (Reading Initiative for Student Excellence) Arkansas is a state initiative which encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. These trainings include K-2 RISE Academy and 3-6 RISE, both of which consist of six days of training. There are also six stand-alone training days which focus on the following topics within the Science of Reading: Overview, Phonological Awareness, Phonics-Decoding, Phonics-Encoding, Morphology, Vocabulary and Content Reading. During the 2025-2026 year, opportunities were provided for teachers to attend these sessions at the co-op.

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

Competitive Grant Yes ☐ No ☒

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

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

Competitive Grant Yes ☐ No ☒

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

Program Name: ESC Works

Competitive Grant Yes ☐ No ☒

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

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

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

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

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

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

Assist current and retired educators with obtaining records and reports.

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$7,118.89 was paid by each entity for site maintenance and support FY25-26.

Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was \$113,902.24 FY 25-26.

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.

Links to Reports/Survey Results

- The co-op administered the Annual Professional Development Needs Assessment in January 2026. OUR Co-op Needs Assessment Results/Information.

[2026 PD Needs Survey Results](#)

[2026 Other Teaching Areas PD Needs Responses](#)

- The summary of PD offerings as well as summary attended can be found within these links:

[OUR Co-op PD Summary Attended 2025-2026](#)

[OUR Co-op PD Summary 2025-2026](#)

- Following attendance at professional development sessions, participants receive an evaluation survey related to the session attended. The overall summary evaluation was 3.93 out of a possible total of 4.00.

[2025-2026 OUR Co-op Overall PD Evaluation Summary](#)

- In addition, the co-op distributed a User Satisfaction Survey during the Spring of 2023. Results showed a 96% rate of users being very satisfied or satisfied.

[OUR Co-op Disaggregation of 2025-2026 User Satisfaction Survey Results](#)

[OUR Co-op 2025-2026 User Satisfaction Survey Results](#)