SOUTH CENTRAL SERVICE COOPERATIVE

2235 CALIFORNIA AVE., SW CAMDEN, AR 71701
PHONE: 870-836-1600

ANNUAL REPORT

21-22

TABLE OF CONTENTS

DIRECTOR'S REMARKS

Contemplating our motto, "Our today is their tomorrow," helps us to keep our focus on the students. Our work, here at South Central Service Cooperative, is about serving – serving teachers, administrators, classified employees like paraprofessionals, bus drivers, etc. By serving and by keeping our focus on the children, we deliver the types of services that are driven by our co-op's mission and more importantly by our stakeholders' needs.

The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity. The central focus of SCSC's mission is students. It is our intent to keep students at the forefront of every service that we provide to our stakeholders.

To inform our public, the staff at SCSC researched and composed this annual report of services delivered to our schools during 2021-22. This report will document services and products delivered by each department; it will also provide extensive financial information. The purpose of this report is to inform the Arkansas State Board of Education, participating school personnel, local district board members, area legislators, Department of Elementary and Secondary personnel, the Governor and his staff, and other interested parties about the services of the SCSC. We trust that by providing this information, we will make people aware of services that they may not use because of a lack of awareness of their availability. We also hope that those who utilize these services on a regular basis will be made aware of the depth of offerings, so they can utilize all that is available and also give us feedback on strengths and areas of concern.

The SCSC area includes 11 school districts, 37 schools in five counties; this equates to approximately 1,683 public school teachers and administrators and 14,533 students. Some services are provided to several private schools, home schools, etc. in the area in keeping with federal rules and regulations concerning federal funds also generated by those students.

The law that established the fifteen cooperatives in 1985 and that sustains them in 2022 requires that each cooperative include at least one post-secondary institution.

Arkansas Code Annotated (A.C.A.) § 6-13-1015 (a) and (b) guides use on the type of relationships that we must foster with the postsecondary institutions in our service areas.

Currently, we have an active partnership with Southern Arkansas University in Magnolia and Southern Arkansas University Tech in East Camden. We work closely with SAU's

Education Renewal Zone and its STEM Center; likewise, we also partner with SAU's Colleges of Education.

SCSC also works closely with Henderson State University's STEM Center on projects like our VEX Robotics training and competition held for Instructional Technology Integrationists and for their students in grades 3-8. Other partnerships include the Arkansas STEM Coalition, Arkansas State University, area preschool programs and state educational cooperatives.

The staff members of SCSC have carefully prepared this report in compliance with A.C.A. § 6-13-1020 which requires, "In an annual meeting of the board of directors, . . . the education service cooperatives shall report to their constituent school districts on the year's operation." This document represents a wide range of services and activities. Included below is a list of services jointly shared by our member districts and by some districts outside the SCSC boundaries; districts outside our co-op purchase their share of the services.

- Arkansas Better Chance Preschools (Total of 11)
- APSCN Student Support
- APSCN Financial Support
- CPR and AED Training and Materials Supply Service
- ECH Special Education Consortium
- ELDT Transportation Consortium
- Facilities Coordinator and Facilities Planning Services Consortium
- Gifted & Talented Coordinator
- Homeless 2 Consortium
- Library Media Services & Materials
- Literacy Specialists
- Math Specialists
- Science Specialist
- Math, Science, Technology Consortium
- Professional Development Consortium
- Medicaid in the Schools
- School Community Health Nurse
- Community Health Promotion Specialist
- School Vision Equipment Repair Assistance
- Teacher Center/Print Shop
- Technology Coordinator & Services
- Technology Training Center
- WorkForce Education Coordinator & Services

SCSC is investing people, time, and money so our schools and students will be successful in these efforts. As our mission guides us, the staff at SCSC will strive to be service-oriented, student-centered, and proactive.

MISSION STATEMENT

"Our today is their tomorrow!"

The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity.

State Map of Cooperatives

**ARKANSAS
SCHOOL DISTRICTS
AND
EDUCATION SERVICES
COOPERATIVES**
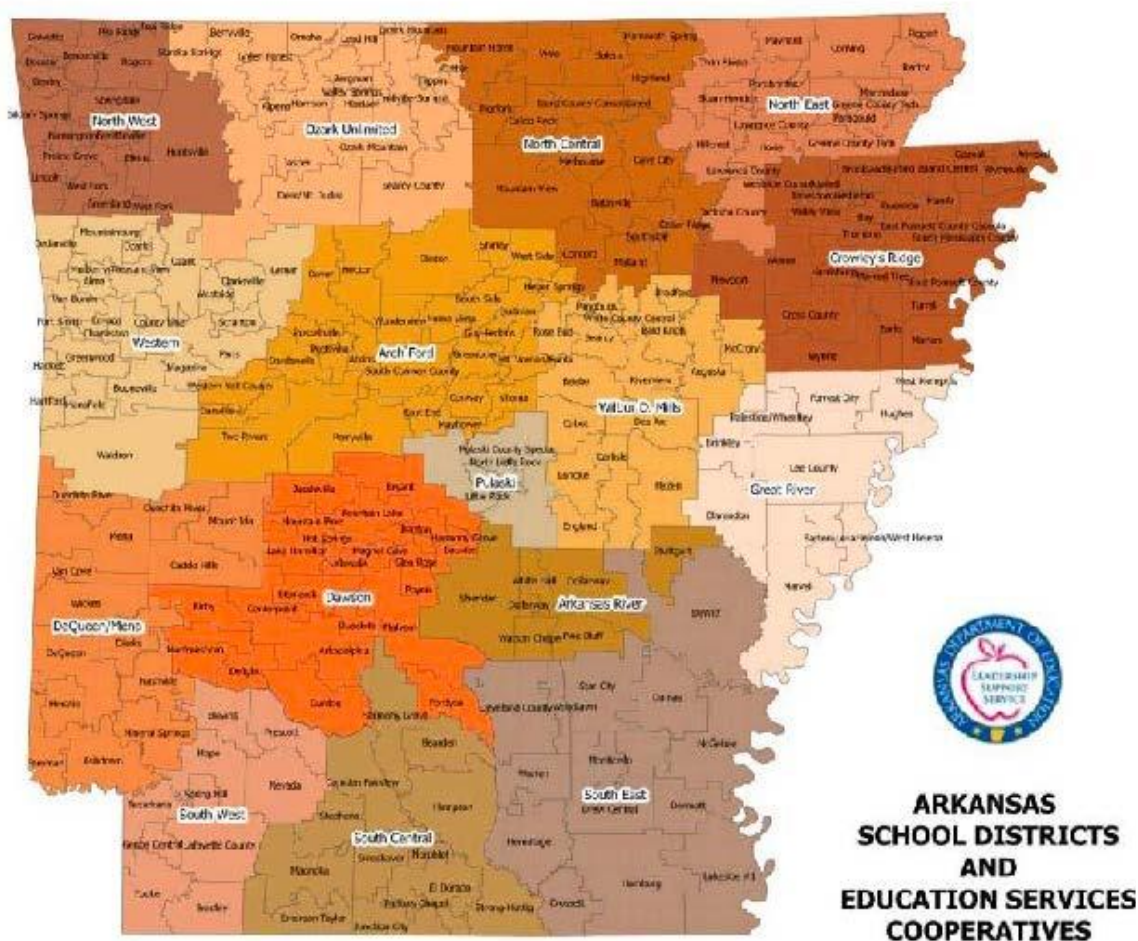
County	School District
Calhoun	Hampton
Columbia	Emerson-Taylor-Bradley, Magnolia
Ouachita	Bearden, Camden Fairview, Harmony Grove
Union	El Dorado, Junction City, Parkers Chapel, Smackover-Norphlet, Strong-Huttig

SOUTH CENTRAL SERVICE COOPERATIVE ORGANIZATIONAL CHART

FY 2021-2022

Act 349 of 1985 – Established Cooperatives
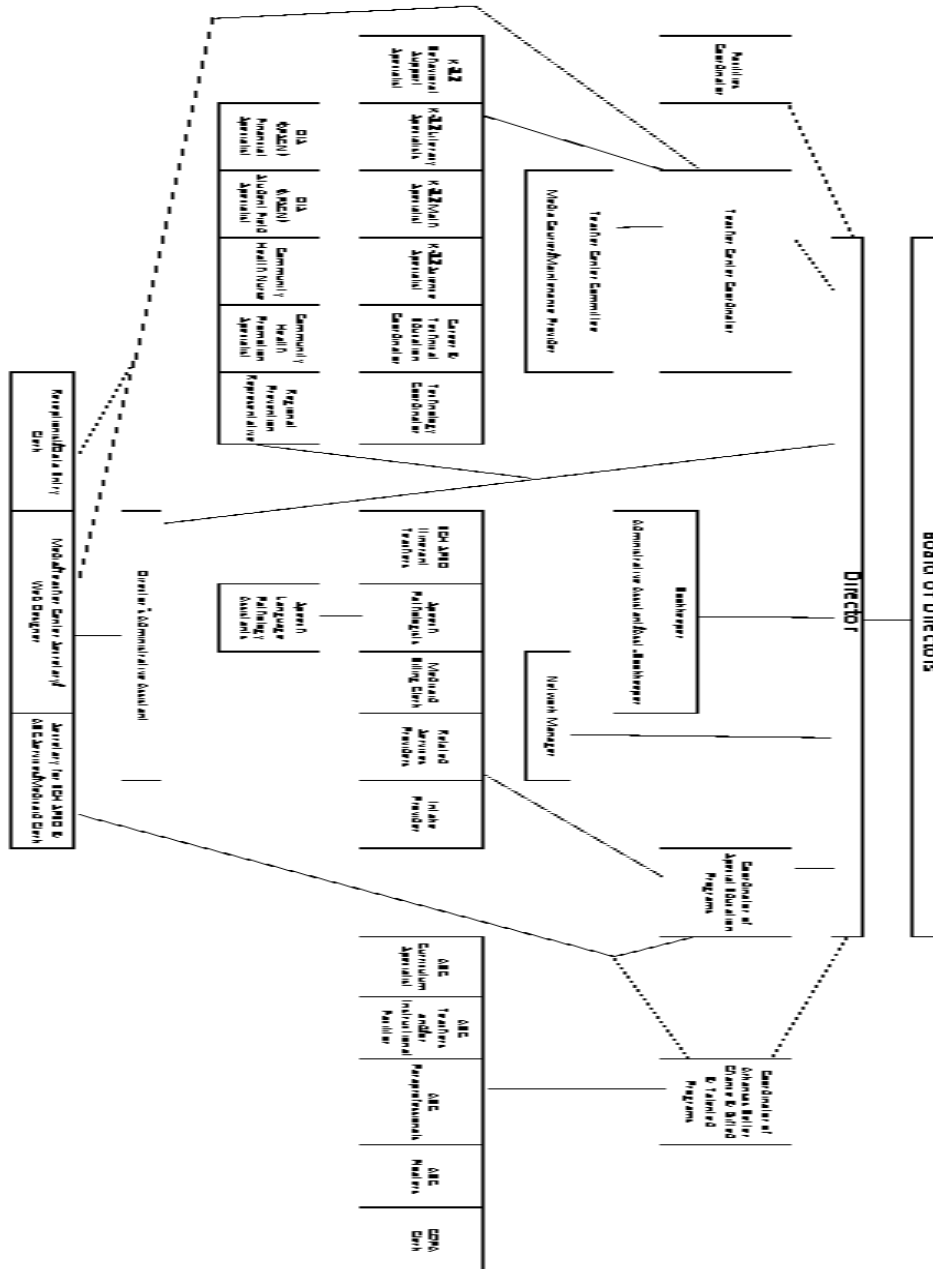
SCSC BOARD OF DIRECTORS

Officers of the Board FY 2021-2022

Name	Position	School District
Kimberly Thomas	President	Strong-Huttig
John "Skipper" Ward	Vice President	Magnolia
David Downs	Secretary	Emerson-Taylor-Bradley

Members of the Board

Name	Position	School District
Denny Rozenberg	Board Member	Bearden
Johnny Embry	Board Member	Camden
Jim Tucker	Board Member	El Dorado
Doug Worley	Board Member	Hampton
Dr. Albert Snow	Board Member	Harmony Grove
Robby Lowe	Board Member	Junction City
Jason Black	Board Member	Smackover-Norphlet
John Gross	Board Member	Parkers Chapel

SOUTH CENTRAL SERVICE COOPERATIVE ANNUAL REPORT

DATE: June 1, 2022   LEA# 5220000   ESC# 11

ESC NAME: South Central Service Cooperative

ADDRESS: 2235 California Avenue, SW

PHONE NUMBER: 870-836-1600

DIRECTOR: Karen Kay McMahen

TEACHER CENTER COORDINATOR: Anna Warriner

NAMES OF COUNTIES SERVED: 4 -- Calhoun, Columbia, Ouachita, and Union

NUMBER OF DISTRICTS: 11   NUMBER OF STUDENTS: 14,954

NUMBER OF TEACHERS: 1,449   FREE LUNCHES: 9,665
                                  REDUCED LUNCHES: 1,058
                                  PAID LUNCHES: 4,231

I.   GOVERNANCE

A.   How is the co-op governed?

Board of Directors   or   Executive Committee

How many members on the Board? 11   Executive Committee 0
How many times did the Board meet? 11 Executive Committee 0

When is the regular meeting? Second Wednesday of the month.
Date of current year's annual meeting: June 8, 2022

B.   Does the co-op have a Teacher Center Committee? YES   NO
If yes, then:

How many are on the Teacher Center Committee? 11
How many members are teachers? 1683
How many times did the Teacher Center Committee meet? The South Central Service Cooperative Teacher Center Meeting met for a total of three times during the 2021-2022 school year.

When is the regular meeting? No regular meeting. Committee met 3 times:
September 30, 2021, December 2, 2021, and March 10, 2022

C.   When was the most recent survey/needs assessment conducted? <u>May/June 2022</u>

D.   Have written policies been filed with the Arkansas Department of Education? <u>YES</u>   NO

II. <u>STAFFING</u>

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 sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget. (S=State, F=Federal, H=Head Start, M=Medicaid, P=Private, B=Base Funds, D=District)

*	<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
	Avant, Zephonia	ABC/SPED Curriculum Specialist	S		X	
	Barr, Iris	ABC Teacher	S			
	Baxter, Marva	ABC Floater	S			
	Bearden, Renee	K-12 Science Literacy Specialist	S			
	Bonsall, Amanda	ECH SPED Speech Language Pathologist	D			
	Burks, Jennifer	ECH SPED Teacher	D			
	Brian, Karla	ECH SPED Coordinator	D			
	Butler, Courtney	ABC Floater	S			
	Chambers, Wayland	Maintenance	S			
	Crain, Sandra	ABC ParaProfessional	S			
	Diemer, Kathy	ABC Floater	S			
*	Douglas, Robin	APSCN Financial Mgmt. Field				
	Dunn, Autumn	K–12 Literacy Specialist	S			
	Elmore, Jenni	ABC ParaProfessional	S			
	Everett, Shawnya	ECH SPED Teacher	F			
	Flowers, Cathy	ECH SPED Speech Therapy Asst.	S			
	Gilbert, Angie	Recruitment and Retention	S			
	Gill, Belinda	ABC ParaProfessional	S			

*	NAME	POSITION	FUNDING SOURCE	NEW HIRE	RESIGNED	TERMINATED /RIF
	Green, Selma	ABC Custodian	S			
	Gunter, Wanda	ABC Floater	S			
	Hannegan, Kodie	ECH SPED Teacher	D		X	
	Johnson, Wyletta	Medicaid Clerk	S/F		X	
*	Johnson, Martha	APSCN Student Field Analyst				
	Lindsey, Brenna	ABC Teacher	S			
	Martin, Andrea	K-12 Literacy Specialist	S			
	May, Stephanie	ECH SPED Teacher	D			
*	McDonald, Rhonda	Community Health Nurse Specialist				
	McDonald, Chance	Intern	D			
	McDougald, Holly	ECH SPED Speech Therapy Asst.	D			
	McHenry, Vickie	ABC ParaProfessional	S			
	McLelland, Taylor	Data Entry Specialist	M			
	McMahen, Karen Kay	Director	B			
	Meza, Nadia	ABC Teacher	S			
	Morgan, Tara	ABC Teacher	S			
	Murphy, Jennifer	K-12 Literacy Specialist	S			
	Neely, Alicia	ABC Teacher	S			
	Nielsen, Bill	K-12 Mathematics Specialist	S		X	
	Noack, Renee	ECH SPED Teacher	D		X	
	Nowlin, Ashley	ABC Teacher	S			
	Parker, Michelle	ABC ParaProfessional	S			
	Powell, Sondra	ECH SPED Teacher	S			
	Reaves, Kamie	Intern	D			
	Reynolds, Suzanne	ABC Teacher	S			
	Richard, Chiquita	ABC ParaProfessional	S			
	Richardson,, Robin	Coordinator of ABC & GT Programs	S			

*	NAME	POSITION	FUNDING SOURCE	NEW HIRE	RESIGNED	TERMINATED /RIF
	Robertson, Katie	CTE Coordinator	S/F			
	Sexton, Kathy	ABC Teacher	S			
	Sims, Belinda	ABC ParaProfessional	S			
	Slaughter, Melissa	ABC Teacher	S			
	Sliva, Stephanie	ABC Teacher	S			
	Steward, Marquita	ABC ParaProfessional	S			
	Stewart, Lauren	Teacher Center Secretary	S			
	Stinnett, Lanita	Receptionist	B/S			
	Stinnett, Leah	K-12 Mathematics Literacy Specialist	S			
	Toland, Rene	ABC ParaProfessional	S			
	Vaughan, Brooke	ECH SPED Speech Language Pathologist	F			
	Walker, Jocelyn	Assistant Bookkeeper/Administrative Assistant	B/S			
	Williams, Tammy	Business Manager/Bookkeeper	B/S			
	Warriner, Anna	Teacher Center Coordinator	S			
	Womack, JoAnn	Technology Integrationist	S			
	Wooldridge, JoAnne	Facilities Coordinator	D			

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those, which provided curriculum assistance. Include a cumulative total of participants. See attached form.

    A.   Does the co-op provide media services to schools? YES   <u>NO</u>

    A.   Approximate the number of titles in media center: N/A

    C.   Does the co-op provide delivery to the districts? <u>YES</u>   NO

D.   How many districts participate in the media program? <u>11</u>

E.   How many titles (including duplicate counts) were provided to schools during this current year? <u>5</u>

F.   Do districts contribute dollars to the media services? YES   <u>NO</u>

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

H.   Does the co-op operate a "make-and-take" center for teachers? <u>YES</u>   NO

I.   How many visitors have come into the center? (Count all visitors who have visited the center, using duplicate counts for any visitors who have visited the center more than once). <u>1335</u>

Number of Teacher Participants: <u>400</u>

IV. <u>ADMINISTRATIVE SERVICES</u>

Please check administrative services offered through the co-op:

√ Cooperative purchasing

√ Planning assistance

√ Special education services

√ Gifted and talented assistance

√ Grant writing assistance

√ Personnel application

√ Evaluation procedures

√ Migrant student Identification

√ SCSC Homeless Consortium

√ Bookkeeping assistance

√ Technology training

√ Curriculum alignment

√ Business Management training

√ Computer technician

√ Assessment data analysis

√ Instructional facilitator training

√ Math/Literacy coaches training

√ Math/Science/Literacy specialists

√ Numerous professional development opportunities for teachers

√ Administrators and local board members

√ Recruiting & Retention

√ Novice Teacher Training

√ Vision and Hearing Equipment Maintenance and Repair

√ Career and Technical Support

√ K-12 Behavior Support Teacher Training

√ Community Health Nurse to Support School Nurses

√ Other (please specify)

      Tobacco Cessation Programs

      Stop the Bleed Training and Materials

      CPR & AED Training and Materials Supply Support

      Youth Mental Health First Aid

      Fingerprinting

      Entry Level Driver Training

      Student Success Plans

      Cybersecurity Assistance

      Facilities Consortia

V.   DIRECT SERVICES TO STUDENTS

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

√ Itinerant teachers – please list areas: Early Childhood Special Education

√ Computer-assisted instruction

√ Mentor programs: Novice Teacher Mentoring

√ Gifted/talented programs: 11 participating districts

√ Zoom instruction

√ Speech therapist services to 3-5 year-old children

√ Occupational and physical therapy services to 3-5 year-old children

√ Other (Please specify):

>   Early Childhood Special Education 3-5 years of age,
>
>   Nursing Services
>
>   Arkansas Better Chance (11 classrooms)
>   Science Fair Judging
>
>   Vex Robotics
>
>   Coding Competitions
>
>   Quiz Bowl
>
>   Rubik's Cube Competitions
>
>   Stop the Bleed/CPR for Seniors

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities, which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or local schools served by the co-op may write the descriptions. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Name of Project/Program: ARP ESSER HOMELESS II Consortium

Program Summary:

The South Central Service Cooperative intends to work together in the implementation of a Homeless ARP ESSER II Funds Consortium [HAEP] . The consortium will serve any school

district choosing to participate. The school districts participating will work together to best meet the needs of their homeless students. This includes training with the state's Homeless Coordinator, Jessica Hickman, and completing a needs assessment. The goal is to create a supportive network for our district with resources and training. Also, each on-site district Homeless Coordinator will be tasked with informing their district staff on how to meet the needs of their homeless population.
SCSC participating districts include:

Bearden School District
Hampton School District
Parkers Chapel School District
Harmony Grove School District
Smackover Norphlet School District
Emerson Taylor Bradley School District
Strong-Huttig School District

Name of Project/Program: Facilities Consortium

Program Summary:

In 2002, the court case and the subsequent ruling in the Lake View School District versus the State of Arkansas resulted in the decision by the judge that the State of Arkansas was required to develop a system to ensure that its public school systems maintained a state of facilities equitability. As a result of this ruling, the Arkansas Division of Public Schools Academic Facilities and Transportation Division (ADPSAFT) was established.

In 2007, the South Central Service Cooperative hired its first facilities coordinator to assist schools with compliance in relation to the new laws, ADPSAFT Rules and Regulations, etc. The SCSC Facilities Coordinator, a former employee of ADPSAFT, possessed the skills, a Bachelor of Science degree from UALR in Construction Management, and the accompanying background and experience required to support our districts with these compliance issues and in serving as a liaison between our member districts and the ADPSAFT.

For fifteen years Mrs. Wooldridge has participated in a facility planners' association to influence changes in the master plan partnership process.   She works with the Arkansas Division of Public Schools Academic Facilities and Transportation Division to provide update meetings each summer in regards to their Master Plan and upcoming district needs.

In 2021-22, a total of 10 of the SCSC's 11 member schools plus 3 additional schools from the Southwest Co-Op area purchased memberships in the facilities consortium for the upcoming school year.   For FY '22, the revenue for the facilities consortium amounted to $85,751.92.

This service has provided a tremendous amount of support to district superintendents and to district facilities coordinators for a relatively small amount of money. The average cost for these services for 13 member districts in FY '22 was $6,837.21

Name of Project/Program: Entry Level Driver Training

Program Summary:

The Federal Motor Carrier Safety Administration (FMCSA) issued new minimum training requirements for bus drivers who require a Class A or Class B CDL License. The regulations were due to apply to all new trainees after February 7, 2020. However due to Covid this regulation was postponed to February 7, 2022. State educational cooperatives worked with the Arkansas Division of Public School Academic Facilities and Transportation to learn what would be required of schools. As a result of the new regulations set forth for potential CDL drivers for districts. The ELDT regulations set the minimum Federal requirements for training that entry-level drivers must complete before being permitted to take certain commercial driver's license (CDL) skills or knowledge tests on or after February 7, 2022. The educational cooperatives of the state of Arkansas formed a committee to review vendors that could provide the training curriculum for schools or cooperatives to use. The educational cooperatives formed a consortium to bulk purchase 1000 licenses from School Bus Safety Company to be divided up among the cooperatives that requested to participate. South Central Service Cooperative then worked with area school districts to provide options to provide the training for potential school bus drivers. Schools participated by entering into a memorandum of understanding with the cooperative to outline the responsibilities of both parties.   The options provided included:
  A. School supported, with the district being responsible for training provider registry.
  B. Coop purchased online content provided to the district and the district being responsible for the training provider registry.
  C. Coop purchased online content, coop trainer provided with coop being responsible for training provider registry.

45% of the schools in the South Central cooperative chose option C. 55% chose option B. To date only one driver has completed the training. As schools recruit bus drivers in the summer more participation will be logged.

South Central provided a series of Zoom meetings, videos and checklists were used to train the district personnel that chose option B. Additional support is provided as needed to support the districts.

VII. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2021-2022 school year; For this number, please provide the number in each of the following racial classifications: 2

White 4

African American <u>0</u>
Hispanic <u>0</u>
Asian <u>0</u>
American Indian/Alaskan Native <u>0</u>

Number of new females employed by the cooperative for the 2021-22 school year;
For this number, please provide the number in each of the following racial
classifications: 4

White <u>3</u>
African American <u>0</u>
Hispanic <u>1</u>
Asian <u>0</u>
American Indian/Alaskan Native <u>0</u>

TERMINATED

Number of males terminated by the cooperative during the 2021-2022 school year;
For this number, please provide the number in each of the following racial
classifications: 0

White <u>0</u>
African American <u>0</u>
Hispanic <u>0</u>
Asian <u>0</u>
American Indian/Alaskan Native <u>0</u>

Number of females terminated by the cooperative during the 2021-2022 school year;
For this number, please provide the number in each of the following racial
classifications: 0

White <u>0</u>
African American <u>0</u>
Hispanic <u>0</u>
Asian <u>0</u>
American Indian/Alaskan Native <u>0</u>

SEEKING EMPLOYMENT

17

Number of males seeking employment by the cooperative during the 2021-2022 school year; For this number, please provide the number in each of the following racial classifications:
9
3

White 2
African American 1
Hispanic 0
Asian 0
American Indian/Alaskan Native 0
Unknown 0

Number of females seeking employment by the cooperative during the 2021-2022 school year; For this number, please provide the number in each of the following racial classifications:
25

White 10
African American 10
Hispanic 0
Asian 0
American Indian/Alaskan Native 0
Unknown 5

FY 2021-2022 SALARY SCHEDULES

LICENSED SALARY

Steps *	Teacher Bachelor's Degree	Teacher Masters Degree	Specialists/Coordinators
	ff on this salary schedule are licensed with the Department of Elementary and Secondary Educat		
1	$35,000	$39,650	$50,560
2	$35,450	$40,150	$51,160
3	$35,900	$40,650	$51,760
4	$36,350	$41,150	$52,360
5	$36,800	$41,650	$52,960
6	$37,250	$42,150	$53,560
7	$37,700	$42,650	$54,160
8	$38,150	$43,150	$54,760
9	$38,600	$43,650	$55,360
10	$39,050	$44,150	$55,960
11	$39,500	$44,650	$56,560
12	$39,950	$45,150	$57,160
13	$40,400	$45,650	$57,760
14	$40,850	$46,150	$58,360
15	$41,300	$46,650	$58,960
16	$41,750	$47,150	$59,560
17	$42,200	$47,650	$60,160
18	$42,650	$48,150	$60,760
19	$43,100	$48,650	$61,360
20	$43,550	$49,150	$61,960
21	$44,000	$49,650	$62,560
	Based on 190 Days $450.00 Yearly Increment.	(3) Based on 190 Days $500.00 Yearly Increment.	(1) Based on 240 Days $600.00 Yearly Increment

(1) Teacher Center Coordinator (See Supplemental Salary S

(1) ECH Coordinator (Index Multiplier 1.21)

(1) ABC Coordinator (Index Multiplier 1.21)

(3) Behavior Support Specialist (Index Multiplier 1.395 for a 200 day contract.)

(4) PK-12 Educational Examiner (Index 1.365 for a 200-day contract -individual should hold a Masters degree.)

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

CLASSIFIED SALARY

Steps *	Bookkeeper-1	Bookkeeper-2	Speech Therapist	SLP Asst.
	Index Multiplier 1.052			
1	$43,062	$41,586.80	$59,550	$35,000
2	$43,512	$42,036.80	$60,050	$35,450
3	$43,962	$42,486.80	$60,550	$35,900
4	$44,412	$42,936.80	$61,050	$36,350
5	$44,862	$43,386.80	$61,550	$36,800
6	$45,312	$43,836.80	$62,050	$37,250
7	$45,762	$44,286.80	$62,550	$37,700
8	$46,212	$44,736.80	$63,050	$38,150
9	$46,662	$45,186.80	$63,550	$38,600
10	$47,112	$45,636.80	$64,050	$39,050
11	$47,562	$46,086.80	$64,550	$39,500
12	$48,012	$46,536.80	$65,050	$39,950
13	$48,462	$46,986.80	$65,550	$40,400
14	$48,912	$47,436.80	$66,050	$40,850
15	$49,362	$47,886.80	$66,550	$41,300
16	$49,812	$48,336.80	$67,050	$41,750
17	$50,262	$48,786.80	$67,550	$42,200
18	$50,712	$49,236.80	$68,050	$42,650
19	$51,162	$49,686.80	$68,550	$43,100
20	$51,612	$50,136.80	$69,050	$43,550
21	$52,062	$50,586.80	$69,550	$44,000
	*Based on 240 Days	*Based on 240 Days	*Based on 190 Days	*Based on 190 Days
	$450.00 Yearly Increment.	$450.00 Yearly Increment.	$500.00 Yearly Increment	$450.00 Yearly Increment

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

HOURLY SALARY

Steps *	Network Engineer	Part-Time Maintenance	Support Lead Mentor	Intern
1	26.25	17.50	50.00	11.00
2		18.00		
3		18.50		
4		19.00		
5		19.50		
6		20.00		
7		20.50		
8		21.00		
9		21.50		
10		22.00		
11		22.50		
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
	*Based on Hourly Rate	*Based on Hourly Rate	*Based on Hourly Rate	*Based on state min. wage
		$.50 yearly Increment		

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

CLASSIFIED SALARY

Steps *	Secretary 1	Secretary 2	Administrative Assistant	
1	21,120.00	28,900.00	40,111.60	
2	21,570.00	29,350.00	40,311.60	
3	22,020.00	29,800.00	40,761.60	
4	22,470.00	30,250.00	41,211.60	
5	22,920.00	30,700.00	41,661.60	
6	23,370.00	31,150.00	42,111.60	
7	23,820.00	31,600.00	42,561.60	
8	24,270.00	32,050.00	43,011.60	
9	24,720.00	32,500.00	43,461.60	
10	25,170.00	32,950.00	43,911.60	
11	25,620.00	33,400.00	44,361.60	
12	26,070.00	33,850.00	44,811.60	
13	26,520.00	34,300.00	45,261.60	
14	26,970.00	34,750.00	45,711.60	
15	27,420.00	35,200.00	46,161.60	
16	27,870.00	35,650.00	46,611.60	
17	28,320.00	36,100.00	47,061.60	
18	28,770.00	36,550.00	47,511.60	
19	29,220.00	37,000.00	47,961.60	
20	29,670.00	37,450.00	48,411.60	
21	30,120.00	37,900.00	48,861.60	
	*Based on 240 Days	*Based on 240 Days	*Based on 240 Days	
	$450.00 Yearly Increment.	$450.00 Yearly Increment.	$200.00 Yearly Increment.	
NOTE: Salary step increases are contingent upon sufficient revenue availability from the				

PARAPROFESSIONAL SALARY

Steps *	No CDA	CDA	AA/AS in ECE	BA/BE Not certified in ECE
1	$16,280	$16,280	$21,280	$22,280
2	$16,380	$16,430	$21,680	$22,680
3	$16,480	$16,580	$22,080	$23,080
4	$16,580	$16,730	$22,480	$23,480
5		$16,880	$22,880	$23,880
6		$17,030	$23,280	$24,280
7		$17,180	$23,680	$24,680
8		$17,330	$24,080	$25,080
9		$17,480	$24,480	$25,480
10		$17,630	$24,880	$25,880
11		$17,780	$25,280	$26,280
12			$25,680	$26,680
13			$26,080	$27,080
14			$26,480	$27,480
15			$26,880	$27,880
16			$27,280	$28,280
17			$27,680	$28,680
18			$28,080	$29,080
19			$28,480	$29,480
20			$28,880	$29,880
21			$29,280	$30,280
	*Based on 185 Days $100.00 Yearly Increment	*Based on 185 Days $150.00 Yearly Increment	*Based on 190 Days $400.00 Yearly Increment	*Based on 190 Days $400.00 Yearly Increment

Substitute-Classified	11.00 hr
Substitute-Certified	14.00 hr
Floater	11.00 hr
Long Term Sub (Classified) more than 30 consecutive days	12.00/hr
Long Term Sub (Certified) more than 30 consecutive days	15.00/hr
Lead Teacher Stipend for CDA serving as Lead Teacher	1,800.00
Teacher with NOCTI Credential	1800

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

SUPPLEMENTAL SALARY

South Central Service Co-Op
Proposed Supplemental Salary Schedule
FY 2021-2022

All employees who qualify for insurance and work 8 hours per day, or reach 1,140 hours per year will be provided and additional $600.00 to their salary as an insurance supplement. An employee working for SCSC with 0-3 years will receive this payment in May. An employee working for SCSC 3+ years will receive this payment in November. The $600.00 is not reflected in any of the salaries or schedules listed in this document.

The Director's salary is negotiated.

The Facilities Coordinator's salary is determined yearly by a comparison study of other facilities coordinators' salaries in co-ops around the state. Leading indicators such as the consumer price index, availability of staff, and market value are used to determine salary.

Supplemental Pay for Additional Work or Duties:

Supplemental pay for additional work or duties is based on an increment or a fraction of an increment. One increment equals $1,800.00. Supplemental pay is awarded by the Director based on duties assigned and on the availability of funds.

Teacher Center Coordinator:

The Teacher Center Coordinator's salary is based on an assigned multiplier. The director will assign a salary multiplier based on degrees, areas of license, and experience.

The Teacher Center Coordinator's salary is based on a multiplier assigned to the "Coordinator, Supervisor, Technology" column of the Licensed Employee Salary Schedule, and it is based on degrees, areas of licensing, and experience. Multipliers are as follows:

1.17	Masters level teaching license plus experience as a content specialist, i.e., math or literacy specialist
1.21	Principal's license plus 3 or more years of building-level administrative experience and/or district-level curriculum specialist licensing.
1.25	1.21 credentials plus 5 or more years experience as a district-level curriculum specialist or coordinator or related P-12 field, i.e. cooperative experience
1.29	1.21 credentials plus District Administrator licensing
1.33	P-12 District Administrator licensing plus Specialist Degree in Adminstration plus 5 or more years experience at district level or related experience
1.37	P-12 District Administrator plus Doctoral Degree in related field with up to 5 years of district level or related experience
1.40	P-12 District Administrator licensing plus Doctoral Degree in related field plus 5 or more years experience in district-level administration or related experience

SCSC TEACHER CENTER COMMITTEE

Position	Name	District	Term
Bearden, High School Principal	Renee McKelvin	2	2023
El Dorado, Barton Jr. High Assistant Principal	Callie Kittel Black	2	2023
Strong-Huttig, Assistant Principal Elementary/Teacher	Sirl Wright	1	2022
Camden-Fairview, Asst. Superintendent	Tara Armstrong	3	2024
Emerson Taylor Bradley, K-12 ELA Instructional Facilitator	Jennifer Henderson	3	2024
Harmony Grove, K-6 ELA Instructional Facilitator	Terri Davis	1	2022
Junction City, Library Media Specialist	Shana McLelland	1	2022
Magnolia, Curriculum Coordinator	Kim Wyrick	1	2022
Parkers Chapel, High School Counselor	Gina Taylor	1	2022
Smackover-Norphlet, Instructional Facilitator	Megan Preston	2	2023
Hampton, Virtual Teacher	Tara Gates	3	2024

SCSC FISCAL REPORT (REVENUE SUMMARY)

Fiscal Years 2018, 2019, 2021, and 2022
Current as of May 2022

		2018	2019	2020	2021	2022
Operating		$677,993.74	$670,000.00	$845,000.00	$845,000.00	$447,749.10
Copier Fund		$10,000.00	$20,000.00	$20,000.00	$7,891.27	$7,891.27
MST		$73,581.00	$70,956.00	$63,322.56	$70,605.36	$30,000.00
CPR		$1,960.00	$2,075.00	$700.00	$40.00	$3,680.00
Professional Dev.		$109,282.38	$149,973.00	$159,047.69	$159,047.69	$137,086.00
Mentoring		$93,352.00	$104,719.96	$133,893.30	$120,503.00	$60,251.50
GT		$28,500.00	$28,500.00	$30,000.00	$30,000.00	$22,500.00
Technology		$75,000.00	$75,000.00	$80,000.00	$80,000.00	$80,000.00
Specialists		$432,000.00	$442,500.00	432,500.00	$486,000.00	$540,000.00
Sped Mentoring		$10,000.00	$20,000.00	$20,000.00	$19,000.00	$14,148.58
Behavioral Specialist		$110,000.00	$110,000.00	$110,000.00	$104,500.00	$0.00
Workforce		$50,000.00	$50,000.00	$50,000.00	$50,000.00	$25,000.00
Carl Perkins		$75,469.00	$87,329.00	$168,390.00	$168,342.30	$129,285.01
ABC		$1,037,538.00	$1,028,116.00	$993,200.00	$1,014,026.16	$1,014,307.16
ABC Tuition		$4,374.00	$0.00	$1,360.00	$24,522.60	$18,968.00
CACFP		$10,499.99	$12,000.00	$12,000.00	$8,789.50	$12,878.20
ESSER		$0.00	$0.00	$0.00	28009.14	$0.00
COVID Meals		$0.00	$0.00	$0.00	9327.08	$0.00
Covid PreK		$0.00	$0.00	$0.00	29500	$0.00
VI-B Local		$131,150.00	$150,060.00	$155,570.00	$155,570.00	$990,254.36
Special Education		$495,833.04	$510,509.27	$342,704.85	$0.00	$0.00
Federal ECH		$277,744.53	$282,439.82	$268,907.87	$61,500.09	$0.00
ARMAC		$24,529.19	$25,000.00	$35,000.00	$61,429.45	$46,363.90
Medicaid		$889.90	$40,000.00	$75,000.00	$57,049.74	$72,282.34
Extended School Year		$0.00	$0.00	$814.00	$0.00	$0.00
ARP Technology		$0.00	$0.00	$0.00	$0.00	$111,065.77
POC Grant		$0.00	$0.00	$0.00	$0.00	$70,526.28
TOTAL		**$3,729,696.77**	**$3,879,178.05**	**$3,997,410.27**	**$3,590,653.38**	**$3,834,237.47**

ANNUAL REPORT PROGRAM DESCRIPTIONS 2021-2022

Arkansas Better Chance Preschools

Funding Source: **Arkansas Better Chance/Arkansas Better Chance for School Success**

Competitive Grants: **Yes**

Restricted   Non-Restricted

Participating Districts

Harmony Grove   SAU Tech

El Dorado   Parkers Chapel   Strong-Huttig

Personnel

Name	Position	Degree
Robin Richardson	AR Better Chance Coordinator	Masters Degree/Educational Admin
Taylor McLelland	ABC Secretary	Bachelors Degree/Psychology
Marva Baxter	Harmony Grove Floater	Bachelors Degree/Family & Consumer Ed
Stephanie Sliva	SAU Tech ABC Teacher	Associates Degree/EC
Kathy Sexton	Harmony Grove Teacher	Bachelors Degree/EC
Sandra Crain	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Melissa Slaughter	Parkers Chapel Teacher	Bachelors Degree/EC
Tara Morgan	Parkers Chapel Teacher	Bachelors Degree/EC
Chiquita Richard	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Rena Toland	Retta Brown Paraprofessional	SQP-CDA
Suzanne Reynolds	Retta Brown Teacher	Bachelors Degree/ECE
Michelle Parker	Retta Brown Paraprofessional	SQP-CDA
Iris Barr	Strong Teacher	Bachelors Degree/ECE
Alicia Neely	Retta Brown Teacher	Associates Degree/EC
Wanda Gunter	Retta Brown Floater	HS Diploma
Belinda Gill	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Kinetra Swift	RB Paraprofessional	AA-EArly Childhood
Vickie Mc Henry	Strong Paraprofessional	SQP-CDA
Marquita Steward	Parkers Chapel Floater	HS Diploma
Courtney Butler	Parkers Chapel Paraprofessional	Child Development Associate (CDA)

Goal

The goal of the South Central Service Cooperative's ABC preschool program is to identify qualifying three to five year-old students and to provide safe, healthy, nurturing, age-appropriate experiences for preschool children in a developmentally appropriate setting.

Program Summary

The South Central Service Cooperative provided ABC preschool services to 200 students in five school districts in the cooperative area. The curriculum is aligned with the Arkansas Early Childhood Framework to promote student readiness upon entry into kindergarten. Students are presented with hands-on activities using manipulatives and technology that, when coupled with teacher guidance, encourage social, adaptive, cognitive, language, and motor development. In order to be accepted into an ABC Preschool Program, the child must qualify under one or more of the following areas:

1. Income level as listed on the application form
2. Teenage parent
3. Low birth weight (under 5.5 pounds)
4. Parent without high school diploma or GED
5. History of abuse/neglect or drug/alcohol abuse
6. Disability under IDEA
7. Failed developmental screening
8. English as a second language

Major Highlights of the Year

The Arkansas Better Chance grant for the 2021-2022 year was successfully submitted and approved 200 student slots located on five sites in the Co-op service area. Two of the five sites received an ECERS review during the school year. ECERS, the Early Childhood Environmental Rating Scale, is the evaluation instrument used by the Division to monitor state ABC programs. All sites reviewed this year received passing scores.

Brand new Legos have been provided for each of our ABC classrooms for students' use. Teachers have continued to create instructional videos to encourage parent involvement and collaboration among the staff.
SCSC ABC and Sped teams worked to continue keep learning happening as a total of nine plus weeks of AMI activities were shared with families. SCSC staff rose to the challenges presented by COVID-19. A program wide Facebook page was created for yet another way to share AMI activities and information with families. Other delivery methods used were postal mail and SCSC website preschool pages. After utilizing our planned AMI activities, SCSC preschools adapted Arkansas AMI (PBS) activities for the long term. SCSC revised the AMI activities making the activities preschool specific for our families. You can find a list of the AMI activities on our preschool page. Teachers created videos and uploaded them to the SCSC Preschool Facebook page. Projects included cooking activities, science experiments, story time, and even a long term experience of observing the life cycle of butterflies. Teachers also scheduled virtual class meetings with their families. Teachers used Zoom as their choice of a virtual platform. We have also used the social media page as efforts for recruiting. Our preschool application has been updated and changed to a virtual

format using Google Forms. Families can access and complete the application online as the application is posted on Facebook and the Cooperative website. Teachers and staff kept learning happening for their students and for one another. Collaboration among staff continued and staff could be found participating in multiple virtual trainings as well as participating in local school district efforts to serve families as needed.

The application for participation in the Child and Adult Care Food Program was successfully completed. It was approved, and our ABC staff was trained in proper submission of required data.

The South Central Service Co-op's Arkansas Better Chance program has collaborated with regional and local ABC programs to provide quality professional development in the areas of social development, literacy, math and science. The Arkansas Better Chance program has also partnered with local agencies such as HIPPY and Head Start to provide activities for families in celebration of Arkansas Children's Week.

SCSC's ABC teachers will continue their use of classroom Bee Bots, Invent to Learn ideas, Codapillar, Osmos, Rigamajig, and Makey Makey instructional projects. SCSC's ABC teachers have incorporated STEAM and Tinkering activities within their classrooms.

SCSC's ABC staff has adopted to continue to improve STEM/STEAM strategies as a group goal continuing into 2021-2022 and is attending extensive training in that area to improve behavior modifications strategies of the program as a whole.

Novice Teacher Mentoring

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Harmony Grove	Smackover Norphlet
Camden Fairview	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	
Hampton	Parkers Chapel	

Personnel

Name	Position	Degree
Angie Gilbert	Recruitment & Retention Facilitator	M. Ed.

Program Summary

South Central Service Cooperative was awarded a grant from DESE to continue novice teacher support to our participating school districts for the 2021-22 school year. This was our fifth year to participate in the state's mentoring program. Through the grant, SCSC rehired the Recruitment & Retention Facilitator, Angie Gilbert, to coordinate the novice mentoring program as per the state's guidelines, provide state-mandated professional development for all novices, and recruit teachers to schools in our eleven districts. The R&R Facilitator worked collaboratively with building principals to provide a three-year comprehensive team support system to meet the needs of each novice teacher through live virtual meetings and on-site support.

Our novice numbers at the beginning of school year 2021-22 were up by at least 30 teachers from previous years. We began the year with 178 novice teachers. However, we had teachers resign from their schools during the year, so we ended with 175 novices.

Major Highlights of the Year

State-required Bootcamps: SCSC held seven rounds of Novice Teacher Bootcamp for our novice teachers.
- There were three rounds for Year 1 novices. Traditionally trained teachers received twelve hours of training and alternative certification teachers received eighteen hours. Training included classroom management, rules, procedures, expectations, lesson planning, TESS, Culturally Responsive Teaching, and the state's Survive and Thrive Guide. Alternative Certification teachers also received training on ethics, TESS, and students in poverty.
- Year 2 novices received six hours of training and were offered the option of two different session dates for their convenience. Year 2 training involved reflecting on instruction.
- Teachers in their third and final year of the mentoring program received four hours of virtual poverty training through Ruby Payne's aha!Process Inc. online webinars.
- Any novice who attended additional professional development in their content area at SCSC had registration fees waived.

Licensure: We have worked to improve passing numbers for teachers taking their required Praxis tests this year. Our plan of support for test takers was to pay for their subscription to 240 Tutoring, buy study guide books for any Praxis exam not covered by 240 Tutoring, offer individual tutoring with content specialists for teachers requesting it, and reimburse registration fees for any novices who passed their Praxis on the first attempt.
- At the start of the 2021-22 school year, we had 64 novices report that they currently have an Arkansas teaching license. In March, the number of teachers who held a teaching license went up to 73. In August 2021, we had nine teachers report that they had received their provisional license. By March 2022, the number of NTs with provisional licenses went up to 45.
  - Our target for the year was to have 100% of novices holding an Arkansas teaching license by the end of their third mentoring year. The actual percentage of third year novices having their license by the end of their third year is 87%
  - We also targeted the number of novices who passed all Praxis exams by the end of their second year at 75%. The actual percentage of second year teachers who've passed all required exams was 68%.
    - We contracted with 240 Tutoring to help provide Praxis exam help for our teachers. We had 192 teachers enroll in 240 Tutoring through our account.
    - Study guide books were purchased for content areas not covered by 240 Tutoring.
    - Advertisements and reminders were emailed to novices needing to take a Praxis exam.

- ■ We advertised the state's virtual tutoring sessions

Program Effectiveness: We surveyed novice teachers about the effectiveness of our SCSC Mentoring Program.
- When novices were surveyed in April, 79% responded.
- NTs were asked about the likelihood of them returning to teach next year. Our target was to have 95% of novices remain in the profession after completing this year..
    - 94% of novice teachers responded that they will return to teaching next year.
    - 87% responded that they were planning to return to the same teaching position and school district
- Novices were asked how effective SCSC Teacher Support is on a scale of 1-5 with 1 being not effective to 5 being highly effective. Our target was to have 75% of novices rate us with a 3 or above.
    - 100% responded with 3 or higher
    - 100% reported that they felt supported by the program and R&R
- Teachers were asked how they felt about classroom management
    - 65% said they were more comfortable with classroom management second semester than at the beginning of the school year
- All South Central Novices made a plan for getting their license.
    - 41.7% of novices reported they currently hold an Arkansas teaching license
    - 35.3% of novices reported to having a provisional license
    - 23% of novices reported they are waiting to complete course of study before applying for their license
    - 10% reported they are waiting to pass a Praxis exam before applying

We surveyed building principals in March.
- 76% of building principals responded to our survey
    - 60% of responders said that they have instructional facilitators to help support novices
    - 80% of responders said they've reached out to the SCSC R&R for support help
    - 79% of responders said they assign a buddy teacher to their novices
    - 85% of responders said that they provide novices with a curriculum map or pacing guide
    - 100% rated the SCSC program as Effective or Highly Effective

Retention: During the 2021-22 school year, the R&R Facilitator supported our districts by keeping consistent communication with novices and updating principals as needed.
- July 2021

- ○ Checked in with building principals on unfilled teaching positions and advertised openings
- ○ Supported district administrators as they learned the new state novice registry process, updated them on registry entries, and shared boot camp information
- ○ Began organizing novice data from the state registry and collaborating with principals on differentiating novice support and assigning buddy teachers to novices
- ○ Met with area college preparatory advisors, MAT and APPEL directors, and other state R&Rs to plan differentiated support for alternative certification teachers
- ○ Hosted Year One Ready Boot Camp, Round 1
- ○ Hosted Year Two Ready Boot Camp, Round 1
- ○ Hosted Year Three Ready Boot Camps, Rounds 1 and 2
- ○ Coached all novices to complete State Survey 1: Educator Registry forms C and D
- ○ Advertised our 240 Tutoring account for Praxis help and inform teachers that printed study guides were available to check out for any exam not on the 240 Tutoring website
- ● August 2021
  - ○ Began sending Monday Mentoring eMails each week
  - ○ Checked in with building principals on unfilled teaching positions and recruited teachers for openings in area schools
  - ○ Data Collection #1: Sent out survey forms to novices and principals
  - ○ Supported district administrators as they worked through the state novice registry process, updated them on registry entries, and shared boot camp information
  - ○ Organized novice registry information to see who is going through alternative certification, where they are in the licensing process, who needs to take Praxis tests, and what type of support they have in-district
  - ○ Hosted Year One Ready Boot Camp, Round 2
  - ○ Updated buddy teacher list
  - ○ Coached all novices to update PGP and self-evaluation, meet with their content specialist or support teacher, begin working with their buddy teacher, and navigate the virtual professional development platform
  - ○ Coached all novices to complete State Survey 1: Educator Registry forms C and D
  - ○ Advertised our 240 Tutoring account for Praxis help
  - ○ Shared the state's licensure assessment ready plan, and helped connect tutors with novices
- ● September 2021
  - ○ Sent Monday Mentoring eMails each week
  - ○ Data Collection #2: September Survey (Teachers) for beginning of year data, pulse check, and updates. Sent out survey forms to novices and principals
  - ○ Supported district administrators as they worked through the state novice registry process, updated them on registry entries, and shared boot camp information for late-hires
  - ○ Copied building principals on mentoring support timeline, teacher support plans, and licensure pathways spreadsheet
  - ○ Shared 'Retention Report' with novices, building principals, and the office of Educator Effectiveness
  - ○ Checked on buddy teachers assigned to novices
  - ○ Coached teachers towards licensure
  - ○ Advertised our 240 Tutoring account for Praxis help,
  - ○ Helped connect tutors with novices
- ● October 2021
  - ○ Sent Monday Mentoring eMails each week
  - ○ Data Collection #3: Sent out survey forms to novices

- - Copied building principals on updates to the mentoring support timeline and teacher support milestones
    - Coached teachers towards licensure
    - Advertised our 240 Tutoring account for Praxis help and help connect tutors with novices
    - Observed all novices in class (or virtual for those on covid restrictions)
    - Facilitated virtual PLCs across districts by licensure pathway, Singletons/Role alikes, and novice support plans
    - Coached through Praxis exams
    - Assisted novices with application for licensure for those ready
    - Conducted Year 3 milestone checks for online webinars
- November - December 2021
  - Sent Monday Mentoring eMails each week
  - Data Collection #4: Sent out survey forms to novices and principals
  - Copied building principals on updates to the mentoring support timeline and teacher support milestones
  - Coached teachers towards licensure
  - Advertised our 240 Tutoring account for Praxis help and help connect tutors with novices
  - Conducted Year 1 milestone checks
  - Hosted Year 1 individual Zoom conferences
  - Conducted Year 2 milestone checks
  - Hosted Year 2 individual Zoom meetings
  - Conducted Year 3 milestone checks for online webinars
- January 2022
  - Sent Monday Mentoring eMails each week
  - Shared 'Retention Report' with novices, building principals, and the office of Educator Effectiveness
  - Coached teachers towards licensure
  - Advertised our 240 Tutoring account for Praxis help and help connect tutors with novices
  - Copied novice teachers and administrators on licensure updates and had them check me for corrections
  - Facilitated virtual PLCs across districts by licensure pathway, Singletons/Role alikes, and novice support plans
- February 2022
  - Sent Monday Mentoring eMails each week
  - Data Collection #5: Send out survey forms to novices and principals
  - Copied building principals on updates to the mentoring support timeline and teacher support milestones
  - Coached teachers towards licensure
  - Advertised our 240 Tutoring account for Praxis help, connect tutors with novices
  - Observed Year 1 novices in class
  - Conducted Year 3 milestone checks for online webinars
  - Sent summer 2022 boot camp dates to districts
- March 2022
  - Sent Monday Mentoring eMails each week
  - Data Collection #6: Sent out survey forms to novices and principals
  - Coached teachers towards licensure
  - Advertised our 240 Tutoring account for Praxis help, connect tutors with novices
  - Held individual Zoom meeting with Year 2 and Year 3 novices
  - Reminded Year 1 and 2 novices to register for summer 2022 boot camps

- Coached teachers on completing end-of-year paperwork and how to find their professional development record
- Began recruiting for SY2022-23 and share certified school openings at SCSC schools
- April 2022
  - Sent Monday Mentoring eMails each week
  - Held individual Zoom meetings with Year 1 novices and any other novices who missed their conference
  - Studied data from the year to plan for SY2022-23
  - Assembled data from the year on novices and administrators
  - Coached novices needing help with end-of-year paperwork
  - Conducted Year 1, 2, and 3 milestone checks
  - Updated notes on novices' plans for licensure
  - Shared 'Retention Report' with novices, building principals, and the office of Educator Effectiveness
- May - June 2022
  - Sent Monday Mentoring eMails each week
  - Shared with novices the DESE end-of-year survey and check for completion
  - Copied novice teachers and administrators on licensure updates and program completion lists to check me for corrections
  - Copied building principals on registration lists for summer 2022 boot camps
  - Begin LEA Insights work for SY2022-23
  - Closed all NT online webinar accounts
  - Recruit for SY2022-23
  - Prepped for Summer 2022 boot camps

ADE/APSCN Student Applications Field Analyst

Funding Source: **Division of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Districts in South East Cooperative

Cleveland County	Hamburg	Warren
Crossett	Hermitage	Woodlawn
Fordyce		

SEACBEC (Southeast Arkansas Community-Based Education Center)

Personnel

Name	Position	Degree
Martha Johnson	APSCN Student Field Analyst	BBA

Goal

The goal of the APSCN Student Field Analyst is to provide end-user support to district users of the SMS statewide student management system, COGNOS reports, and meeting statewide guidelines.

Program Summary

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The Power School student management systems applications provided by APSCN include: demographics, attendance, scheduling, report cards, discipline, and medical. With the use of nine cycles yearly, districts electronically submit data to the DESE. The student field analyst provides districts with consulting and training workshops through meetings at the cooperative, through school visits, and communicates closely with school personnel by e-mail and telephone. Various training sessions offered throughout the year include, but are not limited to, SMS required fields for state reporting, new personnel, COGNOS report writing, next year scheduling, and year-end rollovers. Workdays are also scheduled when required or requested.

Major Highlights of the Year

The Power School Online Enrollment entered Phase 4 this year. PowerSchool Enrollment can consist of several components. One component is New Student Registration which is a method for parents to electronically submit New Student records by use of an online form. The record is received in the Administrative portal where the school staff can review, approve, update data, and deliver the student records to eSchoolPLUS. Another component is the Returning Student Registration which allows the district to invite the parent of an enrolled student to update a student's record on-line, submit to the PS Enrollment Administrative portal where the district can then review, approve, update data, and deliver the student record back to eSchoolPLUS.

ADE/APSCN Financial Field Analyst

Funding Source: **Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden		Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Robin Douglas	APSCN Financial Field Analyst	

Goal

The goal of the APSCN Financial Field Analyst is to provide end-user support to district financial users of the FMS state Financial Management System, COGNOS Reporting System, and to provide support in the area meeting state financial coding guidelines.

Program Summary

The Financial Applications Field Analyst provides services to districts within Arkansas that utilize the FMS statewide Financial Management System software. Financial Management Systems Applications computer software is used primarily to process and record financial transactions. The PowerSchool financial management system application provided by APSCN includes the following integrated modules: fund accounting, human resources, fixed assets, personnel budgeting, budget prep, purchasing and warehouse. The Financial Field Analyst provides technical, practical, and accounting assistance for all of the modules as well as for the statewide reporting cycles or Statewide Information Systems. Various trainings offered throughout the year include but are not limited to FMS required fields for state reporting, new personnel, COGNOS report writing, fiscal year-end, and calendar year-end processes.

Behavior Support Specialist

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Sonia Hartsfield	K-12 Behavioral Support Specialist	Master of Education

State Level Initiative: BX^3 Project

Participating Districts:
Cohort 2- Ashdown, Drew Central, Greenwood, Prescott, Warren

Goal:

- To build sustainable programming and a legally defensible process for Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) based on evidence-based practices

- To empower the BX^3 Teams to develop, train and sustain behavior related policies across the district

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

This multi-year initiative has two goals. The first goal is to increase the knowledge base and capacity of educators regarding the development of legally defensible Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) based on evidence-based practices. This will be accomplished through providing district BX^3 teams with professional development around effective supports for students exhibiting moderate and severe behaviors followed by on-site coaching opportunities. The second goal is to empower the BX^3 team to develop, train, and sustain behavior-related procedures across the district to improve the outcomes of students with challenging behaviors.

Major Highlights of 2021-22:
- 100% retention rate from Year 2 to Year 3 for Cohort 2
- Cohort 2 included five districts serving underrepresented areas

- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that the BX3 Coaches helped them to understand the steps critical to performing the skill
- 97% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that they felt confident in their ability to implement the steps critical to performing the skill after receiving coaching.
- 100% of participants in Cohort 1 and Cohort 2 agreed to strongly agreed that coaching on identified skills was beneficial
- Provided a total of 12 virtual and/or in-person regional trainings throughout the state for Cohort 2 during their third year of participation in the BX3 Project
- Assisted BX3 Teams in 2 with the development of district websites for RTI-Behavior.
- 5 Cohort 2 BX3 created a presentation of their districts BX3 team and presented to stakeholders including district school boards

Circuit

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

Program Summary:
The Behavior Support Specialist (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receives requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities. Services include:
- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

Major Highlights of 2021-2022:

- Provided on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for 138 students across all Education Service Cooperatives

Professional Learning Opportunities

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

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

Major Highlights of 2021-2022:
- Created online modules that all educators can access for professional development at any time https://arbss.org/courses-2/
    - o Essential Classroom Behavior Management Strategies
    - o Behavior Intervention Plans
    - o Response to Intervention for Behavior
- Launched 17 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. https://arbss.org/behavior-breaks/
- BSS provided over 105 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 1500 participants
- BSS have 29 additional professional learning opportunities scheduled by the end of 6/30/22

Additional BSS Highlights of 2021-2022:
- Presented at AAEA on Act 1084
- Presented at AAEA School Law Conference with Courtney Salas-Ford on Act 1084
- 17 BSS attended the AAEA Fall Conference on Behavior the Forgotten Curriculum
- 9 BSS attended the International Association of Positive Behavior Supports
- 3 BSS attended the CalABA 40th Annual Western Behavior Analysis Conference
- 1 BSS attended the LRP Institute Convention
- 2 BSS will attend the Association of Applied Behavior Analysis Convention
- Presented on BX3 at the DESE Mental Health and Behavior Planning Retreat
- Served on DESE Leadership Team for Arkansas THRIVE

- Will support the launch of DESE Arkansas THRIVE in 7/2022 including providing professional development during the academy

---

Career & Technical Education

Funding Source: **Carl D. Perkins Funding**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Emerson-Taylor-Bradley	El Dorado
Harmony Grove	Hampton	Junction City
Camden Fairview	Parkers Chapel	Smackover-Norphlet

Personnel

Name	Position	Degree
Katie Robertson	Career & Technical Education Coordinator	BBS

Program Summary

The South Central Service Cooperative's ("SCSC") Career & Technical Education ("CTE") Department provides Perkins Consortium supporting resources to 11 public schools and allows for non-Perkins funded support to one public school and two secondary career centers in our cooperative area. The main focus is to initiate and maintain quality CTE programs in accordance with the Arkansas Department of Career and Technical Education's Strategic Plan, Goals, and Objectives. School districts in the SCSC Carl Perkins Consortium are allotted funds through the Carl D. Perkins Career & Technical Education Act, usually referred to as Perkins V. The amounts of these funds are determined by a state distribution formula. Once funds are assigned to a consortium, the funds lose their identity. The SCSC Perkins Consortium consists of nine school districts. The CTE office encourages the development, implementation, and improvement of CTE programs for "all" districts in the cooperative service delivery area by providing data collection and reporting, evaluation of CTE programs in schools, technical assistance in the form of professional development, new teacher assistance, policies and procedure interpretation, resource distribution, support services for special populations, and start-up grant support. The CTE coordinator provides support for programs of study, curriculum frameworks, career planning systems, state-approved industry-recognized certification process, and academic attainment of CTE students. The coordinator also is responsible for preparing and administering the Carl D. Perkins Consortium application which includes the preparation and submission of the application, budget management, implementation of Perkins activities, proposal accountability, technical equipment purchasing, distribution and inventory, and preparation

and submission of completer and placement reports for member schools. The CTE coordinator also represents the education cooperative at local, state, and national events and activities.

Major Highlights of the Year

- South Central Service Cooperative's Perkins Consortium met current Perkins performance indicators.
- Obtained and reported CTE primary and secondary completer data for eleven school districts to the Arkansas Department of Career Technical Education and provided completer certificates and diploma seals to be given out at area school graduation/awards assemblies or packets of recognition to those students.
- Obtained and reported CTE placement data for area schools to DCTE.
- Obtained and reported passed student industry-recognized certifications to increase 5S1 Performance Measure.
- Assisted CTE instructors, counselors, and administrators with DESE initiatives and questions throughout the year.
- Wrote and obtained 7 start up grants valuead at $309,786.67 for new programs at Parkers Chapel- Pre Engineering ($60,124.10), Junction City- Marketing Business Enterprise ($27,115.00) and Food Production ($73,128.87), Smackover - CS Robotics ($30,430.00), Harmony GroveCS Robotics ($30,430.00), El Dorado - Animal Systems ($25,653.43), and Agricultural Power, Structural, and Technical Systems ($62,905.27).
- Supported in the reimbursement process of 4 State Start Up programs for the previous year funding at Harmony Grove, Bearden, Smackover and Junction City.
- Supported DCTE in transitional Perkins V plans and timelines.
- Successfully completed a state start up audit for El Dorado High School for the Sports Medicine Program with no findings.
- Successfully completed a Federal Perkins Audit review for 20-21 with no findings.
- Managed as the Perkins fiscal agent and received $220679.00 and maintained 99.9% reimbursement for the Perkins Consortium.
- Supported area CTE teachers in transitional learning opportunities such as Zoom, Social media- Facebook Groups, A creation of a Google Site to allow for downloadable files and the most up to date CTE information, Uploading AMI resources to the SCSC Google Classroom, holding virtual meetings, Attending virtual trainings, and the creation of a Comprehensive Local Needs Assessment.
- In November, SCSC partnered with SWAEC & DMESC to host Be A Model, Break the Mold! events across Southwest AR. The cooperatives partnered with UAHT Hope & Texarkana Campuses, UA Cossatot, UA Rich Mt., & SAU to provide non-traditional career exploration for high school girls in manufacturing-related fields. Girls experienced hand-on instruction in welding, Industrial Maintenance, Industrial Electrical, CNC Machining, Diesel Technology, Powerplant & Solar Power Management, Business, IT, Power Tools, & Vehicle Maintenance. This event was featured in AAEA's "The Administrator" in their December 2021/January 2022 addition. All 3 CTE Coordinators were asked to present at the event at AACTEA in Pine Bluff in March. The event was funded with a DCTE Non-Traditional Grant of $38,400.00 written jointly by all 3 CTE Coordinators and submitted by DMESC through the GMS system.
- In May SCSC partnered with SWAEC & DMESC to host the Next Man Up! -Boys in Education event which targeted high school boys to promote careers in education. We

partnered with DCTE, UAHT, UA, Teacher Cadet, and local universities with education programs. Keynotes were UA Athletes/Education Majors, Tyler Tarver, and breakout sessions presented by Tyler Tarver, LaDarius Bishop, and DCTE Director, Ross White. This event was funded with DCTE Innovation Grant funds of $25,500. Again this grant was written jointly by the 3 CTE Coordinators and submitted by SWAEC through the GMS system.

- Hosted a state meeting with DCTE staff for the approval program approval verification of each of the 11 schools and their programs.
- Memberships- Active member of ACTE and chair of the Chair of the Nominating Committee for the Admin Division of Arkansas ACTE.
- Roles- Elected position on the Southwest Workforce Development Youth Committee, Appointed by DCTE on the Guiding Coalition.
- Certifications- Certified Instructor for American Heart Association and TCEA Remote Learning Educator Certification.
- Licensed Notary and help support SCSC in Notary availability.
- Helped Assist Ouachita County Economic Development in establishing a Work Ready Community to help strengthen our job force by participating in a 4 day bootcamp. As of Feb 2022 the county is now listed on the site and is achieving goals.

Perkins Funded Activities for 2021-2022

ICEV – Multimedia Online Curriculum for Agri, Business & FACS - This was purchased as a supplemental resource for students and teachers in Bearden, Emerson, Junction City Smackover-Norphlet, Harmony Grove, Hampton, El Dorado, Taylor, Camden Fairview, and Parkers Chapel enabling students to gain essential workforce and technical skills while exploring multiple career paths. This curriculum contains a vast library of multimedia lessons covering actual frameworks, career paths, and workforce and life skills required by today's business and industries.

Test Out Practice Tests for Microsoft Certifications – Licenses for practice tests for students in business education classes at Bradley, Taylor, Junction City, Harmony Grove, El Dorado, Bearden, Parkers Chapel and Smackover were purchased to allow for Microsoft Office Associate certifications. These practice tests improved the skill level of students and made them more successful in their endeavors to pass the actual certification exams.

GMetrix for Microsoft Certifications- Taylor, Parkers Chapel, El Dorado, and Bradley were approved for the purchase of license agreements to provide students with software that would lead to the achievement of a Microsoft Office Systems certification.

Career Exploration Virtual Event Explore Success- SCSC partnered with SWAEC, DeQueen Mena, and in a partnership with UofA at Hope and SADA to host a youth manufacturing conference and career exploration event to expose students 8-11 grades to different industries. Ready for Life platform was used to expose students to engaged conversation and career exploration. Motivational speaker Paul Vitale was brought in to show the importance of soft skills, motivation, achievement, and planning for the future. Area stakeholders also engaged students with question and answer sessions to describe job duties they face.

Interactive Panels- Bearden received approval for the purchase. The use of the technology of interactive boards will allow multiple teaching approaches to reach different learners by allowing students to send and receive digital information in many different ways and the flexibility to students that struggle in deficient subjects.

Code HS- El Dorado High School was approved for the purchase of an one year site license to help strengthen skills for the cyber security and computer science program.

Student Business Computer Lab- Camden Fairview received funding approval for 25 student computers to replace the outdated ones in the business department.

Adobe Creative Cloud- El Dorado Photography Program received funding to help assist students in the purchase of Adobe Creative Cloud. This cloud based software allows for online digital portfolios and extensions of Adobe products.

Simulation Babies and Pregnancy Simulators- Camden Fairview and El Dorado High School each received funding to purchase simulation babies, carriers, curriculum and kits, as well as two Pregnancy Simulators each to help support the Family and Consumer Science Programs.

Plotter Laser Printer - El Dorado Business Program was approved for the purchase of a large plotter printer to help assist in marketing advertising.

El Dorado POS System- El Dorado Business Operation program was approved for the purchase to upgrade the Cafe Point of Sale Terminal System. The upgrade allows for additional register and receiving of credit, debit, or gift cards.

Harmony Grove Business Digital Camera Bundle- Harmony Grove High School was approved for the purchase of a digital camera bundle, tripod, extra lens, boom, and microphone to help assist in blog, vlogs, and digital creations.

Harmony Grove Ag Safety and Air Quality- Harmony Grove Ag department received approval for a dust collection system as well as a dove tail jig, panel saw, planer, router bits, and a sign making kit.

3D Printers and Filiment - 3 for Camden Fairview's PLTW Pre Engineering program to explore, design, develop, and produce a tangible asset to provide hand-on reinforcement skills. This technology will increase technical skill attainment, STEM interest, proper coding, and the production of objects that may not be on the market.

Hampton Power Structures- Hampton High School received a variable speed wood lathe, and a DeWalt 13 inch planer and stand. Students will learn the importance of safety in the shop environment and how it correlates in industry work environments.

Business Software Support - El Dorado and Harmony Grove High School's Entrepreneurship and Digital Marketing Programs of Study received GoVenture BUSINESS SUITE, a comprehensive and exciting collection of business and career education resources; and Social Mimic software by Stukent to allow for simulation and engage students to

simulate real-life situations and the real true cost of social media and marketing. Students will run social media ad campaigns with simulated dollars and learn about budgeting and allocating funds for their subjected platforms.

Stop the Bleed Kit- El Dorado High School was approved for a Stop the Bleed kit that will allow the instructor to certify students in an industry approved Certification.

Arduinos- 12 Arduino Starter kits were approved and purchased to help strengthen computer science programs. Each of the kits will assist in the learning and development of a 1 day professional development opportunity on July 6 hosted by two state Computer Science Specialists.

Professional Development, Travel, Certifications, Program Development, and Administrative - All 9 districts, 11 schools were approved for the spending of the sustainability approvable projects to help strengthen the performance measures of CTE Consortium.

Digital Learning Unit

Program: **Digital Learning – Digital Learning Unit**
Funding Source: ADE Grant – Act
Competitive Grant: No
Restricted: Yes

Participating Districts:

Bearden	Magnolia	Parkers Chapel
Camden Fairview	Hampton	Smackover-Norphlet
El Dorado	Harmony Grove	Strong-Huttig
Emerson-Taylor-Bradley	Junction City	

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director

Dr. Brandie Benton: Virtual Arkansas Director of Curriculum and Instruction

Dr. Michael Lar: Virtual Arkansas Director of Operations

Candice McPherson: Virtual Arkansas Director of Design and Development

Jeremy Woodward: Virtual Arkansas Director of Technology

Jason Bohler: Core Campus Director

Ellora Hicks: Concurrent Credit Campus Director

Christie Lewis: CTE Campus Director

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

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

CORE VALUES: Students, Relationships, Integrity, Collaboration, Innovation, Quality

GOALS:

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students. According to *Act 2325 of 2005*, distance learning opportunities were employed:

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

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

Goals	2020-2021 Results
Help Address the Arkansas Teacher Shortage	- VA made courses and teachers available in all but one academic license shortage areas - VA provided access to 97 Full-time Arkansas certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	- VA provided access to 66 core courses, 34 CTE courses, and 12 Concurrent Credit courses for a total of 112 course offerings - These courses provided opportunities to 36,282 Content + Teacher enrollments, 5,848 Content Only enrollments, and approximately 112,279 content partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	- VA courses were made available to all high poverty districts and utilized by 88.5% of all Arkansas districts with an 80% or higher FRL (free and reduced lunch) population - VA offered preferred automatic concurrent credit enrollments for high-poverty districts. 100% of high-poverty schools that submitted the necessary

	- paperwork for enrollment during the early registration period were granted seats in the classes for which they registered - 16,185 Content + Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	- 62% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and utilized by 96.7% of all districts designated as rural - 81% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	- All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	- 34 CTE courses were provided to 6,620 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	- In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

PROGRAM SUMMARY:

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

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

Virtual Arkansas is comprised of four campuses:
- Core Campus High School: Arch Ford Educational Service Cooperative
- Core Campus Middle School: Arch Ford Educational Service Cooperative
- CTE Campus: Dawson Educational Service Cooperative
- Concurrent Credit Campus: Southeast Educational Service Cooperative

Major Highlights of the 2021-2022 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Quality Matters *Making a Difference for Students* national award for outstanding impact by a K-12 online organization or individual for online course and program quality assurance efforts
- National Award; Virtual Arkansas was awarded the *SETDA State Achievement Award for Digital Learning*
- Provided 100% virtual student options for local schools
- Conducted heart dissection labs with Anatomy & Physiology students
- Made arrangements with the ATU testing center for students to do online Accuplacer testing to enable them to acquire required admission scores since state testing was not done
- Provided parent orientation webinars and informational webinars throughout the school year
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative
- In partnership with the University of Arkansas at Little Rock, the University of Central Arkansas, and the Computer Science unit from ADE, offered newly designed and developed Cybersecurity courses to schools and students throughout the state
- Continued online course quality certification efforts through the certification of 10 additional concurrent credit courses
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to incarcerated youth
- Three DYS campuses were recognized by the Office for Educational Policy (OEP) for student growth in English and Math
- Partnered with the Division of Career and Technical Education to complete the process of design and development of over 75 CTE blended online courses to be made available to local schools
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses
- Partnered with Team Digital and DESE to pilot certification assessment for online teacher certification by providing Virtual Arkansas teachers and administrators as experts to vet the process
- Presented the VA Instructional Model at multiple national and international conferences
- All Collaborative Team (PLC) teacher leaders and campus directors, as well as the Director of Curriculum and Instruction, and Curriculum and Instruction Specialist have been through the Solution Tree PLC team training

- Certified 80+ teachers across the state with the Virtual Arkansas design and/or development certificate to build capacity in the state for creating quality virtual learning content.
- Presented strategies for creating student-centered digital content at internationally attended conferences and webinar venues.
- Director of Curriculum and Instruction served on the ADE/DESE Panel Review Board for program of study for licensure in Building Level P-12 Administrator
- Director of Curriculum and Instruction serving on national online learning advisory board for Illinois Mathematics and Science Academy (IMSA)
- Featured in CANVAS LMS Insight Blog in published whitepaper "Scaling High Quality Content & Courses Statewide With Canvas"
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning

Virtual Arkansas Data (Based on 2020-2021 School Year)

- 224 Districts and 8 charter schools served by Virtual Arkansas

- 285 Arkansas Schools or Programs Utilized Virtual Arkansas Services

- Virtual Arkansas Students had a 90.3% Pass Rate

- 14,849 Unique Arkansas Students Engaged in 36,282 Content + Teacher Enrollments

- 16,185 Teacher + Content Enrollments From Districts With 70%-100% FRL Population

- 32,771 Credits Earned

- 2,895 Concurrent Credit Enrollments Earned 8,529 College Concurrent Credit Hours

- 81% of Concurrent Credit Enrollments From Rural Districts

- Career and Technical Education: 6,620 Enrollments Over Two Semesters in 30 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students

- 1,757 Computer Science Enrollments from 190 Arkansas Schools

- 2,155 Advanced Placement Enrollments from 143 Arkansas Schools

- 106 Different Courses Accessed by Arkansas Students

- 96.7% of all Arkansas Rural Districts Served by Virtual Arkansas

- 62% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural

Early Childhood Special Education

Funding Source: **Federal/State/Medicaid/ARMAC**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Magnolia	Parkers Chapel
Camden Fairview	Hampton	Smackover-Norphlet
El Dorado	Harmony Grove	Strong-Huttig
Emerson-Taylor-Bradley	Junction City	

Personnel

Name	Position	Degree
Karla Brian	ECH SPED Coordinator	MSE
Renee Noack	ECH SPED Teacher	BSE
Kodie Hannegan	ECH SPED Teacher	MSE
Sondra Powell	ECH SPED Teacher	BSE
Jennifer Burks	ECH SPED Teacher	MA
Stephanie May	ECH SPED Teacher	MSE
Shawnya Everett	ECH SPED Teacher	MSE
Brooke Vaughan	ECH SPED Speech Language Pathologist	MS
Amanda Bonsall	ECH SPED Speech Language Pathologist	MA
Holly McDougald	ECH SPED Speech Language Pathology Assistant	BA
Cathy Flowers	ECH SPED Speech Language Pathology Assistant	BS
Taylor McLelland	Medicaid Clerk	BS

Goal

It is the goal of the SCSC Early Childhood Special Education (EC SPED) Program to address the needs of children with disabilities through speech therapy, occupational therapy, physical therapy, and teacher-facilitated, direct instruction for the purpose of assisting students by addressing developmental delays and preparing them for kindergarten.

Program Summary

The SCSC Early Childhood SPED Program serves children with disabilities ages three through five. The program includes the following delivery options: preschool classroom,

daycare, itinerant, and homebound. The EC SPED program works to ensure that students are placed in the least restrictive environment and collaboration is ongoing with general education staff and families.   Students receive educational and related services designed to meet their unique needs. Services provided include: screening, diagnostic services, specialized instruction, speech/language therapy, physical therapy, and occupational therapy. The number of students served was 271 based on child count, December 1, 2021.

Major Highlights of the Year

The EC SPED staff has participated in many Child Find activities including developmental, speech, vision, and hearing screenings for area preschools and the distribution of program information to medical facilities and outreach programs. The staff has performed or contracted developmental, speech, occupational therapy, and physical therapy assessments to determine eligibility for special education for three to five-year-old students in the Co-op service area. The 271 students found to be eligible were provided individualized special education services in accordance with IDEA guidelines. The SCSC's ECH SPED department has collaborated with regional and state early childhood programs to provide quality professional development for early childhood professionals. Examples of trainings attended include Preschool Transition to Kindergarten, Early Childhood Outcomes and Goals, Inclusion, and Due Process Training.

In response to the continued concerns due to the Coronavirus pandemic, SCSC EC SPED provided options to the delivery model of special education services for the beginning of the 2021-2022 school year. Examples of options given to families not attending a daycare or preschool facility include one on one itinerant services at special education offices, teletherapy services provided to families who chose to participate by Zoom or FaceTime, or activity packets, tailored to each student's needs, sent home for families to complete. Frequent communication via text, email, or phone call kept SCSC in contact with families to address any outstanding questions or needs. As regulations as procedures have been lifted, staff have been slowly making the way back into early childhood centers and classrooms.

Gifted and Talented

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**
Restricted   Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Chad Morris	Gifted & Talented Specialist	Master of Education

Goal
Serve as a liaison between ADE, Office of Gifted and Talented and Advanced Placement, district gifted/talented program coordinators, and parent and professional organizations. Provide technical assistance to meet the State Standards for Gifted and Talented Education and Advanced Placement. Promote gifted education through public awareness and advocacy.

Program Summary
As the Gifted and Talented Specialist for SCSC, the job revolves around making sure that the needs of the gifted learners in the SCSC districts are being met. This is only achievable by working with the fabulous GT educators across the 11 districts and working hand-in-hand with DESE. On top of working with Gifted educators who are responsible for meeting the needs of the gifted students in each district, it is also a responsibility to work with the regular education teachers to ensure that they are equipped with the tools necessary for helping gifted students grow and blossom. Some of the services provided are: guiding GT Coordinators in the writing of the program application, pre-monitoring in preparation for monitoring of the program, and updating policies and procedures necessary for compliance. Hosting regular GT Advisory Council meetings to disseminate ADE updates, current trends and issues in gifted education, discuss practices and procedures for program compliance, share ideas and student activity events and dates, and keep abreast of the activities of the professional organizations for gifted and talented (Arkansans for Gifted and Talented Education and Arkansas Administrators of Gifted Education Association). Assisted member schools with various student activities such as Quiz Bowl,Vlog Competitions, Chess Tournaments, and even a Rubik's Cube Competition. Also providing professional development opportunities, including: Curriculum Differentiation, GT Scope and Sequence, Assessment for Identifying Gifted/Talented, whole group enrichment, how to better meet the needs of our twice exceptional students, classroom management for novice teachers, and creative ways to include Arkansas History into the curriculum with the "Eerie Arkansas" sessions. One of the big topics this year was helping our school district administrators make decisions about the new Pre AP program that was offered to all of our school districts.

Major Highlights of the Year
The main goal this year was to try to present opportunities for our gifted learners to feel like things were getting back to "normal." Although COVID had something to say about that, SCSC still provided some great opportunities for gifted learners to share their talents on numerous GT centered events. Beginning in September, we challenged our 3rd-9th grade gifted and talented students in our school districts to compete in our fourth annual Vlog Competition. Over 70 gifted and talented students across our districts participated in this competition. This gave our GT students an opportunity to debate issues, explore their talents in using video, research, and to use their creative talents utilizing technology. The Vlog Competition Award Ceremony was held on December 14th, where we invited all students who participated to join us via Zoom and discuss what they learned from the competition, and we awarded the winners. Also this year, COVID presented a major issue on how we would conduct quiz bowl competitions for the students. SCSC ended up holding our Senior High, Junior High and 7th grade quiz bowls virtually for the students of our 11 school districts. The virtual format ended up being a great success and the students and their coaches were able to compete in their grade level tournaments.

We were able to hold our 5th/6th and 3rd/4th grade quiz bowl face-to-face here at SCSC. On 10/21/2021 we were able to hold a face-to-face Chess Tournament for our Senior High GT students to show off their awesome chess skills. We were also able to hold our Junior High and Elementary Chess tournaments face-to-face on 11/8/2021 and 11/10/2021. It was great seeing these kids in action again. One of the biggest events that we provided for our GT students this year was the Rubik's Cube Competition that we held on 12/3/2021. We held a team event and an individual event for the students to show off their cube solving skills. It was amazing! Lastly, we had a great interest from GT teachers across our eleven districts, as well as from around the state, to hold an "Eerie Arkansas" session with GT students. We held four virtual Eerie Arkansas sessions with GT students from all over the state (including our districts) where they were presented with information about the Gurdon Light. Their task, after doing some research on their own, was to come up with possible theories of what this strange phenomenon could be, and then present their theories back to me. The information that they presented to me was absolutely awesome, and it turned out to be not only a great time for all that were attending, but an awesome learning experience for both the students and the educators. This session was such a hit that we feel we will be doing more.

SCSC Literacy

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Magnolia	Sparkman
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Autumn Dunn	K-12 Literacy Specialist	Masters of Education
Jennifer Murphy	K-12 Literacy Specialist	Bachelor of Education
Andrea Martin	K-12 Literacy Specialist	Bachelor of Education

Goal

The goal of the SCSC Literacy Program is to work with all participating educational institutions to support the goals and priorities established by the Department of Elementary and Secondary Education, to provide leadership in literacy instruction to districts through implementation of a statewide professional development network, and to

provide the following listed services to Arkansas schools. These services include R.I.S.E and Science of Reading support, on-site and virtual technical assistance, analysis of data, models of best practices, coaching and assistance of teachers face-to-face and virtually, instructional facilitators, administrators, and dyslexia interventionists, Arkansas State Standards curriculum development, TESS support, professional development, and leadership.

Program Summary

The SCSC Literacy Program is funded through grants from the Reading Department of the Department of Elementary and Secondary Education. Legislative Act 44 of 1983, which established the need for an increase in student achievement scores, initiated the funding. It was then continued through Act 999 of 1999, the Arkansas Comprehensive Testing and Assessment Act which established that in Arkansas, all in-service training should be geared toward teaching Arkansas State Standards and increasing student achievement in literacy.

Some of the professional development and projects we have worked on this year include:

SCSC-R.I.S.E Academy K-2: K-2 R.I.S.E. Academy was a year-long blended learning professional development opportunity, and two cohorts were offered. The training provided the K-2 educators from seven school districts in one cohort and one large district in the other cohort with in-depth knowledge related to the science of reading, evidence-based instructional strategies, and data-based decision making. Participants in both cohorts attended 6 days of face-to-face training, participated in a blended learning community throughout the year, and were supported through intense coaching and collaboration.

SCSC-R.I.S.E for Grades 3-6: Year 1 R.I.S.E. 3-6 was provided to five districts, and Year 2 R.I.S.E. 3-6 was provided to six districts by two of the literacy specialists. The training provided educators with in-depth knowledge related to the science of reading, evidence-based instructional strategies, and data-based decision making. Participants attended 3 days of face-to-face training and were supported through coaching and collaboration.

Other Professional Development Opportunities Offered:

Science of Reading: Phonological Awareness: This virtual training was presented by two of the three literacy specialists and focused on phonological awareness, examined the role of phonemic awareness in skilled reading, and applied the knowledge of phonological awareness to instruction.

Science of Reading: Decoding: This virtual training was presented by two of the three literacy specialists and focused on defining decoding, discussed the knowledge needed to teach decoding, as well as how to teach and assess decoding in a way that it promotes permanent word storage rather than visual memory. It included best practices based on the science of reading.

Science of Reading: Encoding: This virtual training was presented by two of the three literacy specialists and focused on defining encoding, discussed the knowledge needed to

teach encoding, as well as how to teach and assess encoding in a way that it promotes permanent word storage rather than visual memory. It included best practices based on the science of reading.

Science of Reading: Morphology: This virtual training was presented by two of the three literacy specialists and focused on defining morphology, and discussed the knowledge needed to teach morphology, as well as how to teach and assess morphology. The session examined how morphology helps successful readers to access information in reading across the content areas and included best practices based on the science of reading.

Science of Reading: Content Area Reading Strategies: This virtual training was provided for third to sixth grade teachers and focused on what reading in the content areas is, what successful readers to access information in reading across information to reading across the content areas, what the difficulties seem to be, and offered strategies to be taught in the classroom to insure that all students are readers in every content area.

K-2: The Science of Reading: A Deeper Dive: This training was offered by one of the literacy specialists as a follow up to the K-2 R.I.S.E. Academy and equipped K-2 participants with strategies based on the science of reading needed for APPLICATION of decoding, encoding, morphology, and fluency in the K-2 classroom. Practical ways to align current phonics and morphology lessons were modeled and practiced as well.

Shifting Small Group Instruction to Match the Science of Reading: This 2-day training was offered by one of the literacy specialists to K-2 RISE participants who had completed Days 1-6 of RISE Academy. The participants looked at assessments and how they inform groups and the progression of skills students needed to become proficient readers. Participants also walked away with practical plans to group students for tier 2 instruction and differentiate that instruction to meet individual needs of students.

The Foundations of the Science of Reading for K-6 Support Staff: One of the literacy specialists offered this training to help K-6 staff members to gain some knowledge of the foundations of the science of reading. Two of the BIG five essential components of reading (phonological awareness and phonics) were explained and demonstrated as well as opportunities for participants to practice explicit and systematic instructional strategies and assessments for progress monitoring.

From Speech to Print: Utilizing the Sound Wall: One literacy specialist provided an interactive virtual training where teachers explored how to truly utilize sound walls and support students with spelling in live as well as virtual classrooms. Examples of how to set up and use the sound wall in your classroom were modeled as well as how to build in cumulative review. Specific examples and applications were demonstrated and practiced by participants in this virtual session.

Day 1 of Critical Reading: Engaging the Reader: One literacy specialist provided this training which focuses on Critical Reading I standards and best-practices for engaging the reluctant adolescent reader and pre-assessments to find a base-line to begin interventions.

Day 2 of Critical Reading: Vocabulary and Word Study: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best

practices in adolescent vocabulary and word study. Participants learned practical, time-saving practices for direct vocabulary instruction in Greek and Latin roots. Word study is addressed through small group intervention lessons. This workshop helps teachers build a framework for how to improve vocabulary and spelling for students.

Day 3 of Critical Reading: Reading Comprehension: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescent reading comprehension. Participants learned best practices in comprehension instruction and ways to scaffold instruction with struggling readers.

Day 4 of Critical Reading: Response to Text: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescents' responses to text. Participants learned how students' choice of text response leads to deeper comprehension. A variety of methods for student response including handwriting and digital response were explored. Included in this discussion was the use of assessments for student progress monitoring as well as for guiding teacher instructional decisions.

Science of Reading: Writing in 2-8: All three literacy specialists provided this training focused on effective writing practices ranging from the most foundational skills of handwriting and spelling to the more complex reasoning skills such as planning, drafting and revising. In this session, we dove into the research by experts in the field of how to effectively teach writing. Multi-sensory strategies that matched the science of reading were demonstrated to support young students as they develop mastery of handwriting, spelling, and sentence composition.*The Writing Revolution* was used as the reference text.

Dr. Wendy Farone - BIG Words: Multisyllabic Word Attack and Syllable Study: In this training, Dr. Farone addressed the need to continue teaching students about "decoding" or "word study" into the middle and upper grades (3+). She guided participants through the process of incorporating purposeful, systematic, and explicit instruction in syllable types, big-word decoding routines, and syllabification for spelling strategies. With these tools for approaching big words, big kids will be able to access the printed word and, in turn, comprehend what they are reading. This three-hour VIRTUAL session focused on building the knowledge and skill teachers must possess in order to offer explicit instruction in how to access "big words."

Science of Reading GR 7-12 Content Teachers - Introduction to Morphology: By teaching students the meaning of each part of a word through a problem-solving approach, students are better equipped for reading fluency, comprehension, spelling, and sentence development based on learning morphology. This training is not based on ELA literacy standards, but on the content standards for each content area. Participants learned strategies for teaching morphology effectively embedded into their content.

Level II Dyslexia Screeners: Stacey Mahurin, Speech Language Pathologist, shared how to accurately administer and score formal and informal assessments and discuss underlying problems of poor reading comprehension.

The first session reviewed basic testing terminology and procedures for administering formal/informal assessments. Guidelines for administering district-specific tests were presented. Scoring instructions and several reporting formats were also addressed. Participants had opportunities to administer and score portions of the assessments. The second session reviewed the basic reading processes necessary for comprehension. Underlying reasons for poor or less than ideal reading comprehension were discussed and profiles of various students with poor reading comprehension presented. Finally, several activities for improving reading comprehension were introduced and resources for interventionists offered.
Level II screening kits reviewed:
Comprehensive Test of Phonological Processing -CTOPP-2
Phonological Awareness Test - PAT-2:NU
Test of Written Language

Certified Academic Language Therapist (CALT) Training:
- SCSC areas teachers attended Year 1 of Take Flight which is an IMSLEC and IDA accredited course utilizing structured, multi-sensory language instruction based on the alphabetic phonics approach for teaching reading, handwriting, spelling, comprehension, and written expression for students with specific language disabilities, such as dyslexia and related disorders. Upon completion of the course and the associated practicum, the teachers will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Association (ALTA).
- SCSC areas teachers attended Year 2 of Take Flight Training which is an IMSLEC and IDA accredited course utilizing structured, multi-sensory language instruction based on the alphabetic phonics approach for teaching reading, handwriting, spelling, comprehension, and written expression for students with specific language disabilities, such as dyslexia and related disorders. Upon completion of the course and the associated practicum, the teachers will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Association (ALTA).

Literacy Instructional Facilitator and Dyslexia Updates: All three of the literacy specialists facilitated sessions that were held virtually and in person. Participants responded to a google survey with needs and meetings addressed those. Implementation of concepts related to the Science of Reading and the five essential components of reading were discussed. During the quarterly meetings, topics discussed included school-based identification process, examining case studies for decision making, addressing the needs of struggling readers in Grades 6-12, discussion of the purpose of 504 and IEP accommodations, analyzing high-leverage practices and their effect sizes for improving classroom instruction, and participating in Experience Dyslexia simulation.

Major Highlights of the Year:

School Support:
Visiting schools face-to-face or virtually to assist them with professional learning communities (PLC), professional development, model lessons, and lesson planning was a top priority this year. School support opportunities this year were:

-**RISE K-2 and 3-6 school visits and support**:
- -Bearden Elementary
- -Harmony Grove Elementary
- -Hampton Elementary (offered)
- -Parkers Chapel Elementary
- -Smackover-Norphlet Elementary
- -Strong-Huttig Elementary
- -Junction City Elementary
- -Emerson Elementary
- -Taylor Elementary

K-2 R.I.S.E. Cohort 4 Support:
-Bearden, Emerson, Harmony Grove, Hampton, Junction City, Parker's Chapel, Smackover-Norphlet, and Sparkman Elementary Schools
Modeled Lessons, Co-Planning/Co-Teaching/Co-Reflecting Lessons, ZOOM Coaching Meetings, Walk Through Observations and Reflective Feedback

K-2 R.I.S.E. Cohort 5 Support:
-Camden-Fairview Elementary School
Modeled Lessons, Co-Planning/Co-Teaching/Co-Reflecting Lessons, ZOOM Coaching Meetings, Walk Through Observations and Reflective Feedback

-Camden Fairview Elementary and Ivory Primary Support Training: The Foundations of the Science of Reading for Support Staff

-Camden Fairview Elementary and Ivory Primary Support Training: From Speech to Print: How to Truly Utilize Sound Walls

-Eldorado School District Support Training : From Speech to Print: How to Truly Utilize Sound Walls

-Smackover-Norphlet Elementary Support Training: K-2 Shifting Small Group Instruction to Match the Science of Reading

-Smackover-Norphlet Elementary Support Training: How to Utilize Sound Walls in K-2 and in 3-6

- RISE 3-6 Support (Cohort 3A & 3B as requested)
Follow up support for Smackover-Norphlet teacher observations, feedback, and curriculum alignment discussions with teachers and administrators. Modeled lesson for 4th grade teacher.

-Three specialists provided training and support over three days for Bearden Elementary planning for small group intervention and instruction K-6.

-One Literacy specialist partnered with one Math specialist to present training to 26 educators addressing the challenges of teaching Math to students with characteristics of Dyscalculia and/or Dyslexia.

-Two specialists provided training for Camden-Fairview Intermediate School to embed writing aligned with the Science of Reading into classroom instruction.

-Two specialists assisted the new literacy facilitator at Hampton Elementary in designing a plan for dyslexia screening and progress monitoring.

-SonDay Deeper Dive training for districts choosing to continue with this intervention program.

-One specialist served on the RISE Awards committee and visited schools in other areas to observe best practices aligned to the Science of Reading.

- One literacy specialist attended Strong High School PLC meetings monthly to provide support to this district in Coordinated support.

-One literacy specialist assisted a fellow specialist at OUR Cooperative in presenting Content Area Morphology GR7-12.

- Two literacy specialists assisted along with a team of DESE literacy specialists in creating new Academic Reading Bridge courses.

- Critical Reading (Days 1-4) training in-person by one specialist and facilitated with follow-up support for teachers by visiting classrooms and providing feedback to Strategic Reading and Critical Reading teachers in five districts.
-One specialist attended AAIMS Advanced Placement Literature mock scoring to renew certification and stay current to better assist high school teachers in scoring students' writing at the high school level. Assisted one district in scoring papers.

-All three specialists participated to support districts in both Coordinated and Directed support through participating in consultation on literacy plans, on-site visits, zoom meetings, modeling best practices, encouraging the use of high quality instructional materials, and attending curriculum program trainings to better support instructional implementation.

Science of Reading Assessor Walk Through Visit Support:

Bearden Elementary
Bradley Elementary
Junction City Elementary
Camden Fairview Elementary
Ivory Primary
Eastside Elementary
Central Elementary
Magnolia Middle
Magnolia Junior High

New Teacher Mentor Support:
In accordance with SCSC's new teacher mentoring grant, content specialists supported new teachers in our co-op area as needed by offering support and resources. One Literacy specialist attended Year 2 Novice training as support for teachers as they unwrapped academic standards.

Bi-Monthly Unit Meetings: All SCSC literacy specialists attended bi-monthly unit meetings held virtually throughout the year. These meetings are attended by all Department of Elementary and Secondary Education Literacy Specialists from across the state. Specialists were also assigned by ADE to committees that created statewide professional development that supports the science of reading as well as participating in book studies for *The Writing Revolution* and *Reading Comprehension Blueprint*.

K-12 Mathematics

Funding Source: **Department of Elementary and Secondary Education (DESE)**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Bill Nielsen	K-12 Mathematics Specialist	Ph.D. in Curriculum and Instruction/Research
Leah K. Stinnett	K-12 Mathematics Specialist	Master of Education in Math & Science; Building Administration Certification

Goal
The goal of the South Central Service Cooperative Mathematics Instructional Specialist (MS) Program is to assist all participating education institutions in meeting the goals of state standards established by the Arkansas Department of Elementary and Secondary Education (DESE) by promoting and supporting effective, research-based mathematics practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administrators, instructional interventionists, and parents in the areas of curriculum, instruction, and assessment.

The focus of this program is to improve the quality of student education by supporting individual educators and groups of educators in their efforts to continually grow and learn. The final outcome should be improved student achievement that supports college and career readiness goals. The State Math QuEST Initiative is the main vehicle through which DESE communicates the necessary instructional changes needed to accomplish this focus.

In implementing research-based strategies in ways that are supported by evidence, the South Central Service Cooperative (SCSC) mathematics program seeks to support growth and positive change that will empower teachers; and, as a consequence, the students of our cooperative area to be successful. Through DESE's leadership, our implementation of the Eight Effective Mathematics Teaching Practices will allow students equity and access to develop as doers of mathematics.

Program Summary

The South Central Service Cooperative program offering[1] K-12 mathematics specialists in partnership with the Arkansas DESE Program for grades K-12 was established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. The content specialists from SCSC work in partnership with DESE to communicate necessary work that will address the needs of district stakeholders. Our goal is to be able to answer questions regarding the most recent mathematics information, assistance, and requirements from DESE.

Assistance is provided to schools through professional learning opportunities, coaching cycles, and technical assistance to improve the teaching and learning of mathematics through increased content understanding and improved instructional practices across the curriculum. Professional learning opportunities for 2020-2021 include:

Curriculum Alignment

The focus of this opportunity is to align the local curriculum with the state mathematics standards by creating detailed curriculum maps, pacing guides, and lesson plans that include classroom assessments that are aligned with the state framework. The intent is to align instruction with the Department of Elementary and Secondary Education's vision to transform area schools, "to lead the nation in student-focused education."

To that end, SCSC strives to instill preparedness while using formative assessment techniques. The goal is to continually assess the needs of students and alter future instruction based on formative assessment. The math specialists worked with teachers on creating and presenting lessons in K-12 classrooms that addressed the existing curriculum. Flexibility, in an effort to diagnose and address student misconceptions and gaps in learning, is an imperative part of this process.

Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis on mathematics. The curriculum was anchored in the Arkansas State Mathematics Standards and the correlating frameworks developed by the Arkansas DESE in collaboration with representative educators from

---

[1] McGatha, M.B., Bay-Williams, J., Kobett, B.M., and Wray, J.A. (2018). *Everything You Need for Mathematics Coaching Grades K-12*. Thousand Oaks, CA: Corwin.

across the state. The goal is to provide all students with a coherent and rigorous curriculum; as well as, to support teachers' implementation of the curriculum.

The MS advocates the coaching approach of [1]McGatha, Bay-Williams, Kobett, and Wray (2018) with instructional facilitators. - teachers' implementation of the Eight Effective Teaching Practices which enable students to engage in the Standards for Math Practice. This coaching approach keeps students thinking about the forefront of minute-to-minute and day-to-day instructional decisions made by a teacher.

Data-Disaggregation and Analysis
This opportunity promotes and helps with the development of a comprehensive understanding of test data. Teachers look at the school-level data as well as their classroom and observational data. We focus on modeling and supporting data-based decision making at every level. Analyzing and planning the next steps including interventions for students and continual modification of lessons are addressed.

SCSC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test scores indicate a gap in the curriculum or an issue regarding instructional strategies. Our goal has been to find the gaps in instruction or curriculum and support the districts in bridging those gaps.

We continually support schools' efforts to implement a Response to Intervention (RtI) plan based on this data gathering and analysis. In addition, SCSC MS supported those schools that chose to implement the use of ACT Aspire Interim assessments thrice a year, including assisting with the analysis of their data (ex. Strong-Huttig School district).

General School-site or Virtual Support
The goal of this program is to support classroom teachers in their efforts to meet the changing requirements of the classroom with model lessons through direct modeling, observations of lessons, or co-teaching lessons. This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson, as well as, meeting after the lesson to discuss and reflect for the purpose of growth and positive change in instruction for the benefit of students.

Of the 12 districts that SCSC serves, six of the districts have utilized this feature of our program. Lessons have been delivered in both elementary and secondary classrooms. It is not irregular for the school-site lessons to be multiple lessons during the course of the day. These lessons may be in cooperation with a single teacher or multiple teachers over the course of the day.

Part of our service is to provide on-site training for school districts. On-site support may occur at the request of building administrators, classroom teachers, or instructional facilitators. The intent is to form partnerships that benefit both the teacher and his or her students. This training could take the form of conducting/participating in meetings of various types or providing professional development. This service has been provided to six of our participating school districts.

Addressing the Challenges of Teaching Math to Students with Dyscalculia and/or Dyslexia Prepare to be engaged in session activities designed to raise your awareness of Dyscalculia (specific learning disability in math) and Dyslexia (specific learning disability in reading) while providing ideas/strategies to teach math to students with one or both of these specific learning disabilities. Research shows that Dyscalculia and Dyslexia occur together 40% to 60% of the time. Discussion of possible screeners for dyscalculia will be included. TESS components addressed: 3B, 3C, 3D.

AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 days) This session continues the AR Math QuEST (Quantitative Essentials for Students and Teachers) journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. Participants will further explore and deepen their understanding of NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice as well as engage with the 5 Practices for Orchestrating Productive Mathematical Discussions.
Tess: 1a, 1b, 1c, 1e, 1f, 2a, 2b, 3a, 3b, 3c, 3d, 3e, 4a, 4e

AR Math QuEST Year 2 Going Deeper with Ambitious Teaching Training of Trainers (3 days) This session is for district math leaders who have completed AR Math QuEST: Introduction to Ambitious Teaching and AR Math QuEST: Coaching Ambitious Teaching Days 1, 2, and 3 and desire to provide AR Math QuEST Year 2 training to teachers in their own districts. Participants will complete AR Math QuEST Year 2: Going Deeper with Ambitious Teaching training prior to reviewing facilitator materials, resources, and activities . School district superintendents and participants must sign or have signed an MOU regarding commitment to complete the full two years of AR Math QuEST, provide training and support with fidelity, and share pertinent data with ADE DESE related to AR Math QuEST.

AR Math QuEST Year 1: Introduction to Ambitious Teaching (2 days) AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Participants will receive the book Taking Action: Implementing Effective Mathematics Teaching
Practices for grade band K-5, 6-8, or 9-12.

K-2: K-2 FUNdamentals of Early Number Sense and Number Relationships (2 days)
This session is based on the learning progressions focusing on number sense and number relationships from kindergarten to second grade. Participants will engage in developing a deeper understanding of this foundational content, how to build fluency from conceptual

understanding within these standards, and how to make instructional decisions responsive to the needs of each student. TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e

3-5: 3-5 FUNdamentals of Fractions (2 days) This session is based on the learning progressions focusing on fractions from third to fifth grade. Participants will engage in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Number and Operations: Fractions , Modeling , and Justification and Explanation . TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e

6-8: 6-8 FUNdamentals of Ratios & Proportional Reasoning (2 days) This session is based on the learning progressions focusing on ratios and proportional reasoning from sixth to eighth grade. Participants will engage in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Ratios and Proportional Relationships, Modeling , and Justification and Explanation . TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e

Algebra: Expressions, Equations, and Inequalities (3 days) This session is based on the learning progressions focusing on expressions, equations, and inequalities in Algebra 1. Participants will engage in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Expressions and Equations , Algebra , Modeling , and Justification and Explanation . TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e. This training was offered virtually with collaboration of DESE and Math Specialists from across the state.

Geometry: Power of Geometric Thinking (1 day) This session focuses on developing understanding around geometric thinking and big ideas in HS Geometry. Participants will engage in developing a deeper understanding of the importance of spatial sense, identifying characteristics of van Hiele's levels, participate in constructing definitions from diagrams, and discuss how proofs are an integral part of mathematics. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Geometry, Modeling, and Justification and Explanation . THIS SESSION IS A PREREQUISITE FOR ALL OTHER GEOMETRY CONTENT SESSIONS. TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e. This training was offered virtually with collaboration of DESE and Math Specialists from across the state.

Geometry: Transformations (2 days) This session is based on the learning progressions focusing on transformations in high school geometry. Participants will engage in developing

a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Geometry , Modeling , and Justification and Explanation. Prerequisite: Completion of Geometry: Power of Geometric Thinking TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e. This training was offered virtually with collaboration of DESE and Math Specialists from across the state.

Major Highlights of the Year

<u>DESE Training for Content Specialists</u>
Specialists attended monthly unit meetings provided by DESE Learning Services entailing the connections between High Quality Instructional Materials (HMH Virtual Oct/Nov) and High Reliability Schools/New Art & Science Of Teaching (DESE DLS days). The presenters from Solution Tree were Kim Bailey and Shelley Geiss.

<u>Development of FY22 State Math Program</u>
During the 2021-2022 fiscal year SCSC Math Specialists worked in collaboration with Math Specialists across the state to adapt appropriate professional development for Arkansas teachers. Many of the existing pieces of training were revisited to make necessary changes based on survey feedback from participating educators.

Leah Stinnett was part of a committee that worked on developing Math QuEST Year 2 and Algebra Content Professional Development. Bill Nielsen was part of a committee that worked on developing K-2 Math Content Professional Development. Those committees continued their work to make independent learning, virtual learning, blended learning, and face to face options available.   The Memorandum of Understanding (MOU) between our schools and DESE was updated to include the new learning opportunities. Bill Nielsen served as co-chair on DESE's Dyscalculia State Task Force that is developing dyscalculia resources for schools to use in addressing the needs of their students with characteristics of dyscalculia (specific math learning disability). Bill Nielsen has partnered with math specialists from other educational service cooperatives across the state to offer dyscalculia awareness training for their math teachers. Also, Bill Nielsen has partnered with the dyslexia specialists at educational service cooperatives across the state to offer dyscalculia awareness training for their school-based dyslexia specialists.

As a group, state Math Specialists received training regarding high quality instructional materials (HQIM). Particular focus was given to the characteristics of HQIM. We received training from EdReports. EdReports is a non-profit organization whose goal is to increase the capacity of teachers, administrators, and leaders to seek, identify and demand the highest quality instructional materials. As a foundation for the training was that team members will deepen their understanding of:
1. The Arkansas Initiative for Instructional Materials
2. The EdReports' review process, tools, and reports
3. How to support district in engaging in smart adoption processes

EdReports draws upon expert educators to conduct their reviews of instructional materials that can provide school support for informed adoption of materials. Evaluation of materials includes the following parameters:

1. Gateways 1 & 2 focus on the **instructional shifts (focus, coherence, and rigor)**, alignment to standards, aspects of rigor, and the mathe practices.
2. Gateway 3 focuses on the overall aspects of usability.
   a. Reviewers are anonymous to the reviewers
   b. EdReports is one data point. Educators must advocate for their students based on what they know.
   c. Reviewer, Facilitator, and Writer have specific key responsibilities for the team.
   d. There are consensus rubrics.

Math Specialists' continued their work on NCTM's Eight Effective Teaching Practices. These effective teaching practices are as follows: 1)Establish mathematics goals to focus learning, 2) Implement tasks that promote reasoning and problem solving, 3) Use and connect mathematical representations, 4) Facilitate meaningful mathematical discourse, 5) Pose purposeful questions, 6) Build procedural fluency from conceptual understanding, 7) Support productive struggle in learning mathematics, and 8) Elicit and use evidence of student thinking.
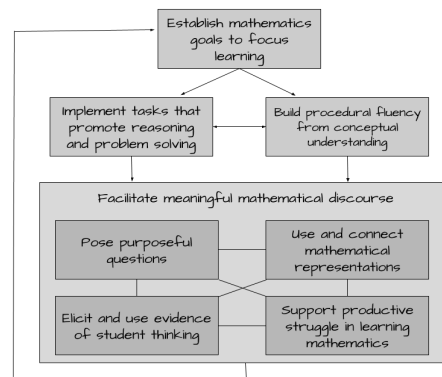
AR Math QuEST Training K-EHS for Cohort 1 teachers
CoVid postponed the SCSC AR Math QuEST YR 2 for 6-EHS Training and AR Math QuEST YR 1 for K-EHS training scheduled for Summer 2020 with follow up training days in the 2020-2021 school year for one year. These teachers successfully completed their Math QuEST training in the spring of 2022.

Technical Support to High Need School Districts in SCSC Region The SCSC math specialists continued focusing technical support to the highest need districts in the region that is a member of the SCSC region. This technical support included coaching cycles

through the Math QuEST training, implementation of their chosen curriculum, and meeting the needs of their professional learning communities.

SCSC High School Virtual Math Circle (Math Teachers of Grades 6-12) This became a recurring event to address the needs of mathematics teachers across districts with a focus on middle grades. SCSC HS created a Google Classroom and monthly virtual events to bring teachers with similar issues and interests together for sharing and collaborating. This time was used to introduce or model new technology or other time saving tools.

Raising Awareness of the Challenges of Teaching Math to Students with Dyscalculia and/or Dyslexia SCSC MS partnered with SCSC Literacy/Dyslexia Specialist in providing a dyscalculia (specific math disability) awareness session with SCSC area district-based dyslexia interventionists during Fall of 2021 and Spring of 2022. The literature indicates that the occurrence of dyscalculia is similar to dyslexia (5%-7% of the student population) and both LDs occur together 40%-60% of the time.

Media Center Program

Funding Source: **SCSC/LEA/ECHSPED**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Lauren Elmore	Media Secretary	AA

Goal

The goal of the SCSC Print Shop is to provide unique and creative services to our area educators.

Program Summary

SCSC Print Shop provides Fingerprinting services and Para Pro Exam proctoring. We also provide a long list of services to our teachers such as: posters, logo design, sublimation, vinyl, brochures, letterheads, printing, lamination and much more.

Major Highlights of the Year

SCSC Print Shop as of last year has implemented using Square for invoicing, creating appointments for Para Pro Testing and Fingerprinting, and collecting payments via credit cards. This has helped tremendously with accountability in invoicing and collecting payments. Square sends automatic reminders to customers that owe money. It is also very helpful in keeping up with appointments and sending reminders out to customers about their appointments. We have also accumulated a Portable Fingerprint Machine. This allows the schools to check out a machine and acquire fingerprints from their location saving the schools and employees time and money. During COVID-19, a system was created to have all cooperative forms placed online for quick access and return. By placing the forms online, co-op employees were able to effectively telecommute and continue their jobs at home during the time of quarantine. It allowed for our continuity of operations.

Math, Science, and Technology Consortium

Funding Source: **LEAs in the Consortium**
Competitive Grant: **No**

Restricted   Non-Restricted
Participating Districts

El Dorado   Harmony Grove
Emerson-Taylor-Bradley   Parkers Chapel
Hampton   Strong-Huttig

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M.Ed.+ 36
JoAnn Womack	Technology Coordinator	BSE

Goal

The goal of the SCSC Math/Science/Technology (MST) Consortium is to provide specific training in K-12 curriculum and instruction, to incorporate an integrated approach to STEM instruction, to provide training in differentiating instructional methods, to learn to effectively integrate technology to support instruction, to create content that supports the Arkansas Mathematics Frameworks, the NGSS, the ACT Aspire, Arkansas Computer Science Standards, and to also address the individual needs of member districts.

Program Summary

From 1985-2022, SCSC has administered this Math/Science/Technology Professional Development Consortium for its member schools. This consortium provides funding to support in-service training and retraining of teachers in grades K-12. The emphasis of that training is in the areas of technology, mathematics, and science.

Major Highlights of the Year

With this consortium, the co-op has provided various types of training for teachers and administrators. Lesson modeling and feedback to teachers in PreK-12 classrooms, summer workshops, intensive, continuous progress training, such as the Instructional Technology Integrationists training project are some of the ways that these funds have been utilized. The training is long-term and is designed toward continuous improvement.

A major goal of this MST Consortium was to develop Instructional Technology Integrationists (ITIs) for area schools. Each year the training topics are aligned to current technology trends, so either scenario is workable and productive.

During the 2021 - 2022 Instructional Technology Integrationist training, participants received training and equipment.

This year we decided to focus on STEM learning and Cyber Security awareness. We believe STEM is important for our schools because it teaches critical thinking skills and instills a passion for innovation. Beyond the benefit of learning science, technology, engineering, and math, STEM assists in the problem-solving and exploratory learning that fuel success across a variety of tasks and disciplines.

Cyber security is important because it encompasses everything that relates to protecting our data from cyber attackers who want to steal this information and use it to cause harm. Education is the key to preventing large scale attacks.

Two robots were purchased for each teacher; each teacher received an iRobot Root, the middle school and high school teachers also received a Sphero RVR, while the elementary teachers also received the VEX Go robot. Training was delivered by the Technology Coordinator as well as a State Computer Science Specialist and from the Research and Technology Division of DESE. We also purchased registration for the TCEA conference for those that expressed interest in attending.

Districts that belong to this consortium were able to send teachers for no additional registration fee to workshops throughout the summer that addressed science, mathematics, and technology, etc.

School Health Systems

Funding Source: **Arkansas Injury Prevention**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Magnolia	Parkers Chapel
Camden Fairview	Hampton	Smackover-Norphlet
El Dorado	Harmony Grove	Strong-Huttig
Emerson-Taylor-Bradley	Junction City	

Personnel

Name	Position	Degree	Certification
Rhonda McDonald	Community Health Nurse Specialist (CHNS)	RN, BSN	Certifications and Instructor: AHA BLS CPR/AED First Aid, CPR, ASIST, safeTALK, Youth Mental Health First Aid, Stop the Bleed Instructor, Vision, Hearing, BMI, Scoliosis Instructor, Poverty Coach certified through Beegle Institute

Goal

The goal of the Community Health Nurse Specialist (CHNS) is to provide schools and communities with assistance and resources that will improve the health of students as well as the community as a whole in Arkansas. The CHNS' primary focus is on the school nurse. We strive to provide technical assistance to school staff as well to the community as a whole.

Program Summary

The Community Health Nurse Specialists (CHNS) are employees of the Arkansas Department of Health (ADH) and partner with the education cooperatives.   The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS are under the supervision of the South & Central CHNS Supervisor for ADH. The Education Cooperatives, as partners with ADH, provide administrative support, office space, and other office supplies. ADH and SCSC have a contract and have been partners since 2003. There are 15 CHNS, 6 CHPS (Community Health Promotion Specialist), and 2 CHNS/CHPS supervisors in the state.

The CHNS work with schools, wellness committees, daycares, community coalitions, health care providers, and local health unit administrators in the counties the South Central Service Cooperative serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for the implementation of tobacco-free policies, best practices for tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition,

physical activity, and emerging public health issues in the school-age child. The CHNS provide education, technical assistance, and staff development for school staff and Nursing Continuing Professional Education for school nurses and wellness committees on the health issues such as the consequences of tobacco, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity, and nutrition. Currently, the CHNS is a CPR instructor, and trains school staff, nurses, and community members in the American Heart Association's CPR/AED and First Aid training programs.

The CHNS assist schools in the implementation of laws that affect the health and wellness in the school setting, and offer assistance to schools on developing and maintaining wellness committees as required by Act 1220. The CHNS offer assistance with new tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screening (Hearing, Vision, BMI, & Scoliosis).

Under the ADH, CHNS are able to offer free NCPD (Nursing Continuing Professional Development) on certain workshops to school nurses to maintain their professional licenses. CHNSs survey school nurses and school staff to offer training and workshops that meet the needs of school health.

CHNS offer programs and presentations to the students on school campuses in an assembly or classroom setting and are available as presenters and can assist in finding presenters to meet the schools' needs. The SCSC CHNS has planned and will facilitate, and /or will present at several workshops this summer for school staff, wellness committees, and nurses both at SCSC and at other co-ops in the SW Region.

Southwest CHNS (Dawson, DeQueen/Mena, South Central, and Southwest Co-op CHNS) work closely together to meet the needs of Southwest Arkansas. CHNSs and CHPSs provide regional training to provide a level of consistency throughout the SW Region and cross borders to assist in other school districts to meet the needs of the school.

Activities of the CHNS related to the community setting include health fairs to promote health and wellness to the communities. Health fairs may also be on the school campus, in the community, or at a local job site. Health presentations are offered to community clubs (Lions Club, Rotary Club, minority clubs, etc.), worksites, and anyone else who requests these presentations. Here is a list of a few examples of presentations the SCSC CHNS and CHPS can present in the community: CPR, First Aid, Stroke, Cardiovascular Health, Flu, Sun Safety, Child Maltreatment, STD, Suicide, Wellness 101, Stop the Bleed, etc. CHNS attend several statewide meetings and trainings to stay abreast of school health topics and issues and collaborate at the state, regional, and local levels to provide continuity between the Arkansas Department of Education and the Arkansas Department of Health for the health of our students. CHNSs also work closely with Arkansas Children's Hospital, local hospitals, Arkansas Center for Health Improvement (ACHI), State Injury Prevention, Arkansas Cancer Association, Arkansas Prevention Resource, and State and local police. The SCSC CHNS is a member of five county health coalitions. She attended the State Injury Prevention meetings, state CHNS/CHPS meetings, and other regional and local meetings. By partnering with local health unit administrators, she strives to meet the health needs of the community.

Major Highlights of the Year

The major highlights of the 2021-2022 school year include providing an updated mandatory screenings for Vision/Hearing/Scoliosis/ Obesity Prevention (BMI)in a blended learning format. This format was created by SCS CHNS and was used statewide. The blended learning included two parts. Part one was the online training with a pre and post test and instructional videos. Part two was an in-person or live event for the school nurse to demonstrate the skills that were learned. Videos were provided by SCSC CHNS and Dawson Co-op CHNS/CHPS. School nurses who completed the blended learning throughout the state were: Vision- 117 participants, Hearing- 117 participants, Scoliosis- 128 participants and BMI- 147 participants. All participants received a certificate of completion.

Another major highlight continues to be the Weebly website created and maintained by the SCS CHNS. This website was created to be a resource for school nurses across Arkansas. This website has been a resource for school staff and community members as well. The website can be found on the South Central Service Co-op website, DESE website, and Arkansas Children's Hospital website as well. www.chs-support.weebly.com

The last major highlight worth mentioning is being able to be back into the schools and community after more than a year of lockdown. Since March, I have been able to speak to the Leadership Camden group on Poverty, and I have trained at all three of our local colleges. I have been in the school training CPR Hands-only, sexual heath and the harmful effects of tobacco. After partnering with our CTE Coordinator, Katie Robertson, we were able to certify 71 students in El Dorado School District in American Heart CPR/ AED, a 3 hour training.

Teacher Center Professional Development, Curriculum Support, Resources

Funding Source: **Base Funding**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden		Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree

Anna Warriner	Teacher Center Coordinator	M. Ed. +36
Lanita Stinnett	Secretary	High School
Lauren Elmore	Secretary, Print Shop	AA
Chance McDonald	Student Intern	High School
Kamie Reaves	Student Intern	High School

Goal

The Teacher Center Coordinator's (TCC) office has the responsibility of looking at the "Big Picture" of K-12 professional development that supports and enhances school improvement for all 11 school districts within our cooperative region. The 2021-22 school year began with our focus on working with schools that were deemed in need of support. The instructional specialists working with the teacher center coordinator to compile ACT Aspire data and to disaggregate the data of the 11 school districts and all the schools within the districts. A spreadsheet was created to easily disaggregate the data and to focus on those schools with D's or F's. We have continued our work using My School Info and LEA Insights to collect additional data. In addition, we have continued to track our support virtual and face-to-face at our districts to ensure that we are supporting our schools with the greatest needs according to state data. From these projects, the specialists have a better picture to support our schools. Specialists compiled lists of each school and the number or support sessions provided.   In addition, the staff spent 2021-22 continuing to learn more about ESSA and working more effectively and flexibly to support our districts. A list of workshops provided by SCSC during the year is included in this annual report.

Program Summary

Professional development opportunities target the focus areas as outlined by DESE and PD sessions are offered to meet the requirements of law regarding the rotational professional development, data collected from the needs assessment, educator's Professional Growth Plan, informal surveys from SCSC Content Specialists, and on advisement from the Teacher Center Committee, and the Professional Development Committee.   A Google Site was constructed to help all participants find professional development that meets their personal needs by topic. Professional development is designed to meet the needs of schools based upon needs assessment survey results and insights and reports data from the 11 districts served. The TCC has the primary responsibility for reviewing, along with the SCSC Teacher Center Committee, SCSC Professional Development Committee, Special Education cabinet, Instructional Facilitator cabinet, superintendent groups, and principal groups, the data sets from the districts in planning PD to meet the major needs of the districts.

Major Highlights of the Year

Since COVID-19 has continued to change the way we meet and serve our schools, we decided to try to visit as many of our SCSC district schools as possible. The SCSC RoadShow occurred from March - May 2022. Schools were contacted via email using Calendly to set up an appointment. A total of twelve schools responded, and the TCC along with other co-op

specialists went on site to visit with them during a staff meeting, conference period, or other time as selected by the administration. During our visit, we had staff take our SCSC User Satisfaction Survey, showed them updates to our SCSC Website, explained how to find professional development by topic when using our Google Site, clarified and explained ESC Works FAQs, showcased trainings and workshops, and also took suggestions from the schools about future professional development we could offer. Making that extra connection with our schools proved to be beneficial for all organizations. We plan to continue this next year, and our goal will be to increase the number of schools visited.

Our main focus areas continue to be continuing state-initiated and required training such as R.I.S.E., Math Quest, and GPS. In addition, we also created and presented trainings based on the requests and suggestions of our local districts to support implementation. supporting our districts with on-site support and job-embedded training. Our specialists were tasked with logging any local support with our districts by using a Google Form. We would then use this data to target support and reflect on our practices. We also were tasked with looking at the big picture at the end of collecting this data: Were we targeting the schools that were deemed in need of support based upon the ESSA School Index and Act Aspire Results.

From August 2021-May 2022, our instructional team logged over 1000 hours in our 11 districts (see Table A and Table B below).

Each year our SCSC Administrator's Conference is held at DeGray Lodge in Bismarck. Superintendents, principals, and assistant principals are invited to submit ideas for the agenda. Topics for our conference included: Expanding Leadership with John Wink, supporting new teachers and principals, and Smart Data training.

The staff members of the professional development team at SCSC will continue to support school improvement efforts throughout the year with training in the standards for math, literacy, science, and computer science. In addition, training such as classroom management, high yield instruction strategies, STEM/STEAM, action based learning, mental health, anti-bullying, teen suicide, school safety, instructional technology, TESS/LEADS support, Monthly Leadership Meetings, Federal Programs Meetings, and ESOL Meetings are provided at South Central. We also share and extend learning opportunities by sharing what is offered by our partner organizations, such as SAU ERZ.

In partnership with El Dorado School District, SCSC hosted Ron Clark, founder of the Ron Clark Academy, and EduInfluencer Fest at El Dorado High School for all of our SCSC districts. . Unfortunately due to the increase in Covid cases, the EduInfluencer Fest had to be canceled, and we had to offer the chance for our schools to attend Ron Clark in person and virtually. In order to do this, our technology coordinator partnered with Bensberg Tech and AV (a local AV company) to livestream Ron Clark to our schools that chose not to attend in person using Arkansas Digital Sandbox. Those that attended in person and virtually said that the experience was positive. Considering we only had a few days to make this switch happen, the event was a success for all who attended.

In 21-22, the TCC completed Youth Mental Health Instructor training and plans to offer multiple trainings this summer in collaboration with our CHN. In addition, the TCC

completed the PCMA Behavior Tools Instructor Course and passed an assessment to teach the course this summer. The SCSC director is certified as a PCMA trainer as well in proper restraint techniques. . These trainings help support our districts in meeting the needs of Act 1084.

SCSC hosted two in-person ACT prep courses for high school students in partnership with DESE. Feterman and Associates taught a six hour course at the co-op on Saturday, March 19th. On May 3rd, CW Prep taught ACT prep to high school students for five hours.. SCSC provided lunch on both days. We also plan to continue to host trainings in the fall to serve our students.

COVID-19 Support

We have continued to support and serve our districts in a variety of ways due to Covid 19. Each staff member made every attempt possible to safely work with districts, teachers, and students. Our staff continued to provide the following support:

- Met weekly with SCSC Superintendents via Zoom
- Created an AMI Google Classroom with teacher, student, and parent resources
- Hosted an open access Wifi location for our community
- Hosted virtual professional developments for technology assistance
- Attended DESE bi-weekly Zoom meetings to help disseminate information to our districts
- Attended content specific Zoom meetings held by DESE program leads
- Created professional development and changed in-person professional development to virtual professional development when applicable
- Hosted Zoom meetings for instructional facilitator's and Dyslexia specialists
- Provided communication regarding resources, Arkansas Department of Health updates, Centers of Disease Control updates, and DESE updates to our districts via social media, email, Zoom, and Google Classroom.
- Provided flexible opportunities for schools to attend meetings and trainings.

TABLE A

Districts	Time (min)	Time (hrs)
Bearden Schools	6139	102.32
Camden Fairview Schools	21140	352.33
El Dorado Schools	7110	118.50
Emerson Taylor Bradley Schools	7655	127.58
Hampton Schools	3700	61.67
Harmony Grove Schools	4687	78.12
Junction City Schools	7775	129.58

Magnolia Schools	3420	57.00
Parkers Chapel Schools	2720	45.33
Smackover Norphlet Schools	5205	86.75
Strong Huttig Schools	11205	186.75
Total	80756	1,345.93

TABLE B

District Summaries (Totals) FY2022

Strong Huttig Schools 13.9% — 11205
Smackover Norphlet… 6.4% — 5205
Parkers Chapel Sch… 3.4% — 2720
Magnolia Schools 4.2% — 3420
Junction City Schools 9.6% — 7775
Harmony Grove Sch… 5.8% — 4687
Hampton Schools 4.6% — 3700
Bearden Schools 7.6% — 6139
Camden Fairview Sc… 26.2% — 21140
El Dorado Schools 8.8% — 7110
Emerson Taylor Brad… 9.5% — 7655
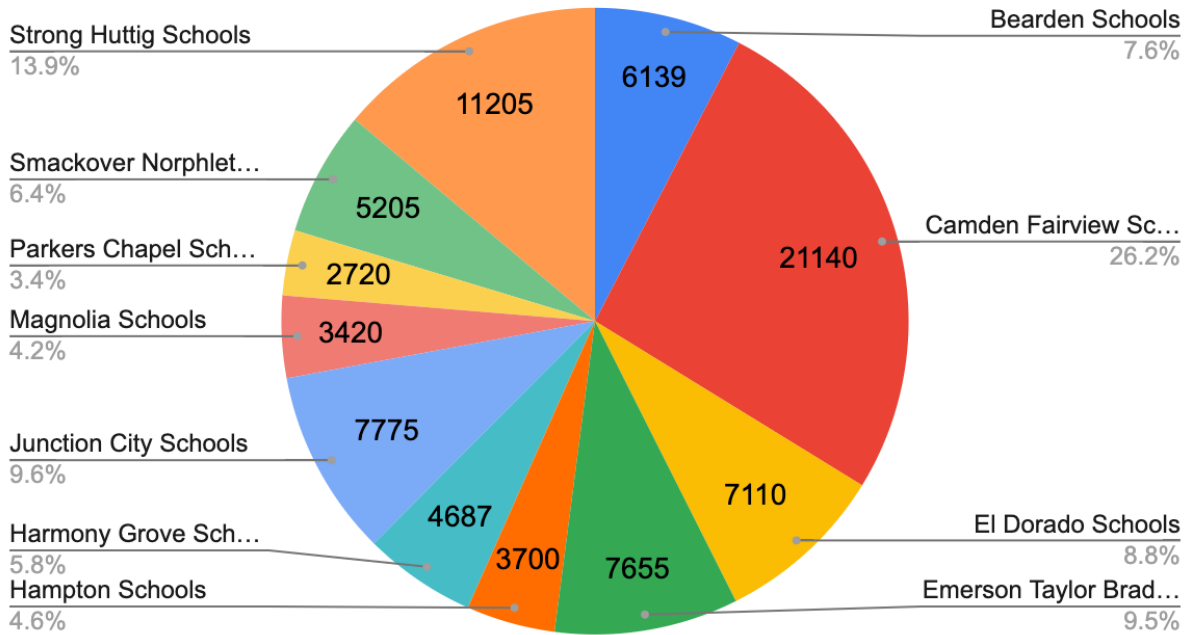
K-12 Science Specialist

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Renee' Bearden	K-12 Science Specialist	Masters

Goal

The goal of the South Central Service Cooperative (SCSC) Science Instructional Specialist Program is to assist all participating education institutions in meeting the goals and state standards established by the Department of Elementary and Secondary Education (DESE) a division of the Arkansas Department of Education (ADE) by promoting and supporting effective, research-based science and engineering practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administration, instructional interventionists, and parents in the areas of curriculum, instruction, and assessment. The goal of this program is to improve the quality of student education by supporting individual educators in their efforts to continually grow and to learn. The final outcome should be to improve student achievement that supports college and career readiness goals and their community.

As the teachers begin to implement the Arkansas K-12 Science Standards and encounter the Teacher Excellence Support System (TESS), they have been required to make monumental changes in pedagogy. The SCSC science program seeks to support growth and positive change in teachers as well as their students; also to inspire teachers to engage students in science and engineering practices (SEP) as they use their developing understanding of the science disciplinary core ideas (DCI) through the focus of the crosscutting concepts (CCC) to make sense of real-world phenomena and to become problem solvers now and of the future. The specialist, in collaboration with the SAU STEM Center, acts as a liaison between the state and the school districts in the implementation of the Arkansas K-12 Science Standards.

Program Summary

The ADE Science Program for grades K-12 was established by Act 1392 of 1999 for the improvement of science instruction throughout Arkansas. Assistance is provided to schools through professional learning opportunities, modeling of lessons, lesson study, unit development, teacher observation, novice teachers content support, and technical assistance to improve the teaching and learning of science and engineering practices through increased content understanding and improved instructional practices across the curriculum to move towards a more student-centered classroom.

Professional Development Options for 2021-2022 Included:

Curriculum Alignment: The focus of this opportunity was to align the local curriculum with the state curriculum documents by creating detailed curriculum maps, pacing guides, and lesson plans that include classroom assessments that are aligned with the state framework. The science specialist worked with teachers on creating and presenting lessons in K-12 classrooms that addressed the need to align with the Arkansas K-12

Science Standards. Flexibility in an effort to diagnose and address student misconceptions and gaps in learning was an imperative part of this process. Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis on science as well as within districts.

Data-Disaggregation & Analysis: This opportunity promoted and helped develop a comprehensive understanding of test data. Teachers looked at the school level data as well as their classroom and student data. The focus was on modeling and supporting data-based decision making at every level. Analyzed and planned the next steps, including interventions for students and continual modification of lessons were addressed. SCSC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test scores indicate a gap in the curriculum or an issue regarding instructional strategies. The program science specialist, in conjunction with the TCC, has given assistance to school districts regarding their formative, interim, and summative assessment data. Our goal was to find the gaps in instruction and/or curriculum and support districts in bridging those gaps. The ADE website, [myschool info](), was one of the tools used to analyze school data.

Grasping Phenomenal Science (GPS): Introduction (Face to Face)
The AR K-12 Science Standards were to be implemented as a progression through the grade levels with full implementation of the standards three years after initial implementation. According to DESE, grades K-4 were to initially implement August 2016 with full implementation by 2019; grades 5-8 were to initially implement August 2017 with full implementation by 2020; and grades 9-12 were to initially implement August 2018 with full implementation by 2021. This introductory, hands-on, GPS PD was designed for novice teachers, new to the science classroom teachers, and/or any teacher or instructional leader or administration who wanted to know more about 3D phenomena based science teaching and learning in a student-centered classroom aligned with the Arkansas K-12 Science Standards.
TESS components addressed: 3B, 3C, and 4D.

GPS: Science Unit Development (Face to Face and Virtual)
This professional development was for the science educators that were ready for the next steps in their science instruction. Participants that were ready to develop units of study including formative assessments and three dimensional (3D) lesson planning. During this work session and/or sessions, classroom teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be given in increments.
Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.
Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.
Part 3: Writing essential and supporting learning targets.
Part 4: Enduring understandings, essential questions, assessment mapping
Part 5: Assessment development (summative, common, formative, classroom)
Part 6: 3D lesson planning
TESS Components addressed for this workshop included: 1E, 3B, and 3E.

GPS: Science Unit Development Fall Follow-UP (Face to Face)
This follow-up professional development was an opportunity for the teachers that had already begun the science unit development process to continue their work. They were

given the day to network and collaborate with other science teachers. Calendar mapping, phenomena brainstorming, bundling PEs, finding enduring understandings and choosing essential questions were the highlights of this training.
TESS Components addressed include: 1C, 1E, 4A

GPS: Science Unit Development Spring Follow-UP (Face to Face)
This follow-up professional development was an opportunity for the teachers that had already begun the science unit development process to continue their work. They were given the day to network and collaborate with other science teachers. This was an opportunity for the teachers to share ideas within their grade level as well as vertically. This was the time to dig deeper by determining essential learning targets, map assessments and begin the development of 3D lesson plans for their units of study.
TESS Components addressed include: 1C, 1E, 4A

GPS: ACT Aspire and Science/Engineering Instructional Practices (Face to Face and Virtual)
Participants learned how to best prepare students for the ACT Aspire Science Assessment while teaching the Arkansas K-12 Science Standards. Participants delved into the ACT Aspire Science Assessment and its connections to Arkansas Academic Standards in science, mathematics, and ELA by engaging in a series of virtual lessons. The science specialist supported participants remotely as they worked through digitally-adapted lessons. The exemplar lessons demonstrated how to engage students in analyzing data, examining cause and effect, reading to gather information, and applying reasoning to develop arguments based on evidence. Strategic use of formative assessment is modeled to assist teachers in developing these essential teaching skills. Participants participated in discussions, completed assignments, and provided evidence of application of tools/skills taught in this session.
TESS: 3B, 3C and 4D

GPS: Grasping Phenomenal Science: STEM Integration in K-4 Literacy (Face to Face)
Science teachers are struggling to find time in the school day to teach science.   This professional development was strategically incorporated to combine literacy with science, technology, engineering, and math (STEM). Science naturally enhances literacy and is a natural combination that advances reading comprehension, constructing explanations, and making claims supported by evidence. Teachers engaged in STEM Lessons designed to be taught during the literacy block. They also experienced how science can provide the "need to read" for their students. TESS: 1E, 2B, and 4E

PC: Ready for Learning Elementary (Face to Face)
K-6 Teachers were supported in going digital with strategies and tools to help with blended instruction and beyond. They were given time to reflect about their instruction by examining their practices and experiences, increasing their instructional competence. Teachers addressed unfinished learning, academics and social emotional vertical alignment and made decisions on who, what, where, when, and how this would be addressed. Resources used with the staff included handbooks for High Reliability Schools (HRS) and The New Art and Science of Teaching (NASOT). The SCSC specialists along with the TCC presented this PD.

PC: Ready for Learning High School (Face to Face)
7-12 Teachers were supported in going digital with strategies and tools to help with blended instruction and beyond. They were given time to reflect about their instruction by examining their practices and experiences, increasing their instructional competence. Teachers addressed unfinished learning, academics and social emotional vertical alignment and made decisions on who, what, where, when, and how this would be addressed. Resources used with the staff included handbooks for High Reliability Schools (HRS) and The New Art and Science of Teaching (NASOT). The SCSC specialists along with the TCC presented this PD.

 VEX IQ Scrimmage (this was concealed due to COVID-19 and low participation)
The SCSC STEM Team, which included specialists in science, math, CTE, and technology, collaborated to allow educators to bring their robotic teams to SCSC for a VEX IQ Scrimmage. This supported both the educators and students in that they got to experience a robotics scrimmage as well as practice for VEX IQ competitions held across the state. This was a great opportunity for the teams to work on their coding piece as well. In the teamwork challenge, an alliance of two robots, operating under driver control, worked together to score points that created camaraderie between teams. In the programming (coding) skill matches, the teams worked individually on an autonomous (coding) piece with limited human interaction, which supported computer science skills.

General School-Site Support:

The goal of this program is to support classroom teachers in their efforts to meet the changing requirements of the classroom with model lessons through direct modeling, observations of lessons, and/or co-teaching lessons. This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson, as well as, meeting after the lesson to discuss and reflect for the purposes of growth and positive change in instruction for the benefit of students. The format of "I teach, we teach, you teach" was used to empower the educator.

Of the eleven districts that SCSC serves, ten of the districts have utilized this feature of our program. It is not irregular for the school-site lessons to be multiple lessons during the course of the day. These lessons may be in cooperation with a single teacher and/or multiple teachers. Lessons have been delivered in both elementary and secondary classrooms. During this school year, the science specialist participated in approximately 120 hours of classroom lessons/support. The science specialist collaborated with approximately 38 different science teachers, science instructional facilitators, and/or principals/ast principals during this school year.

Part of our service is to provide on-site training for school districts. This training could take the form of conducting/participating in meetings of various types or providing professional development. During this school term, the science specialist participated in approximately four districts on-site, face to face and/or blended trainings.

Schools On-Site Monthly Curriculum Support

Camden Fairview High School Science Unit Development (Face to Face)
This professional development was for the science teachers that were new to Physical Science and Biology in grades 9-12 at Camden High School. During these work sessions, teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be given in 2-3.5 hr. increments. The Science Specialist met with these teachers approximately once a month throughout the school year.
Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.
Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.
Part 3: Writing essential and supporting learning targets.
Part 4: Enduring understandings, essential questions, assessment mapping
Part 5: Assessment development (summative, common, formative, classroom)
Part 6: 3D lesson planning
TESS components addressed for this workshop included: 1E, 3B, and 3E.

Magnolia Middle School Science Unit Development (Face to Face)
This professional development was for the science teachers that taught 6-8 grade science in Magnolia Middle School. During these work sessions, teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be given in 1hr. increments. The Science Specialist met with these teachers approximately once a month throughout the school year.
Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.
Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.
Part 3: Writing essential and supporting learning targets.
Part 4: Enduring understandings, essential questions, assessment mapping
Part 5: Assessment development (summative, common, formative, classroom)
Part 6: 3D lesson planning
TESS components addressed for this workshop included: 1E, 3B, and 3E.

Major Highlights of the Year

The SCSC Science Specialist is a committee member of the Arkansas Science Performance Assessment Learning Collaborative (AR SPA-LC) in collaboration with Learning Policy Institute (LPI). The committee consists of teachers, AR Science Specialists, AR State Science Specialists, DESE Science Program Coordinator and others. The Arkansas science assessment system needs to be more equitable and balanced. The work of this team is grounded in equity with the focus on science assessment tasks. The "why" is "to empower educators to believe in themselves so that they can challenge and inspire students to learn and to grow" (AR Science specialist). The goals of this committee include:
- Better understanding of 3-Dimensional science teaching and learning
- Common vision for a balanced science assessment system across the state
- Clear picture of the learners we want to support
- Set of tools to develop that will support the implementation of this framework
- Build capacity for establishing a K-12 community of practice committed to implementing student performances that are instructionally relevant, culturally sustaining, and student centered

The SCSC Science Specialist has been in training with Brett Moulding, national presenter and author of <u>Engaging Students in Science Investigations Using GRC</u> as well as many other 3D Science teaching and learning books. During these trainings the SCSC Science Specialist collaborated with other AR Science Specialists. This professional learning was focused on the teaching and learning of the K-5 Arkansas K-12 Science Standards and how elementary teachers can use these science standards to support K-5 literacy instruction in Arkansas. The SCSC Science Specialist along with the other AR Science Specialists hosted Brett in presenting to the K-5 participants in order to supply follow-up and support throughout the upcoming school year. Selected participating science teachers will be leaders in their districts in integrating science with literacy.

Teachers have requested a great deal of support during this year to understand and implement the Arkansas K-12 Science Standards. The science program has addressed multiple issues to support changes in pedagogy required to successfully implement these standards. These changes were addressed primarily through providing professional development in the summer along with follow-up days(one in the fall and one in the spring) to meet the demands of the state science standards in classrooms in addition to school-site and/or virtual visits to support teachers in implementing the Arkansas K-12 State Science Standards.

The SCSC Science Specialist was involved in professional learning that was proved by DESE during monthly unit meetings with science specialists across the state via face to face and/or zoom meetings throughout the year. During the monthly unit meetings, some of the time was devoted to the Professional Learning Community (PLC) professional development; this training was throughout the year. Some trainings were face to face while some were via webinars.   These trainings were made possible by DESE and provided by Solution Tree. <u>The New Art and Science of Teaching</u> (NASOT) by Robert J. Marzano was the book of reference, presented by Dr. Shelly Gies.

The SCSC Science Specialist was one of the committee members to develop and implement the DESE 4th Grade Exemplar Unit of Study materials and Professional Development (PD); along with the implementation of the DESE GPS Science Summer PD. Additionally, the science specialist served on a sub-committee for 4th-grade 3D lesson development with the coaching of Brett Moulding, author of many 3D science instructional books including <u>Engaging Students in Science Investigation Using GRC</u>. Several of SCSC Science Specialist's lessons were published on Brett Moulding's website #going3Dw/GRC.
At a crucial time for shifts in science instruction and implementation of 3D teaching and learning, which the science standards require; the science specialist played a pivotal role.

The SCSC Science Specialist collaborated with other Aransas Science Specialists to develop/implement DESE summer GPS PD for K-4, 5-8, and 9-12 which included an introduction to GPS, 3D Assessment, ACT Aspire and SEPs and Unit Development. The science specialist presented these DESE Science GPS Summer PDs here at SCSC.

The SCSC Science Specialist was available to support the year 1,2 and 3 novice teachers in content and/or classroom management through the mentoring grant. Full participation from ten of our districts in the SCSC consortium were enrolled in the New Teacher Institute (NTI) through which the science novice teachers were assigned to the science specialists for mentoring and/or content support.

The SCSC specialist had the opportunity to participate in EdReflect/BloomBoard, which is an opportunity for teams to build capacity as a collaborative workgroup by developing professional learning plans, and by aligning personalized resources and supports to ensure professional growth. Schools and districts participate in EdReflect/BloomBoard as well. Having the specialists participate allows them to be a support to the schools to meet their TESS domain requirements.

The SCSC Science Specialist has developed and administered a Facebook page for the science teachers in our cooperative area. "SCSC Science Teachers" Facebook page has 119 science teachers as members with membership increasing daily. This is a venue for science teachers to get information/resources quickly that are relevant to their profession in addition to networking and sharing ideas with fellow science teachers.

A child learns to read in the early years so that he or she can read to learn throughout life. To help strengthen reading education in the state, Arkansas is focused on changing instructional practices in the classroom and incorporating the knowledge and practices of the Science of Reading. The SCSC Science Specialist has been a participant in the Science of Reading (SoR) awareness PD lead by SCSC Literacy Specialist, Autumn Dunn through the ArkansasIdeas video training. This PD has helped provide the Science Specialist with the opportunity to develop an awareness of the cursory knowledge and practices of scientific reading instruction.

COVID-19

Due to resurgences of COVID-19 the SCSC Science Specialist made it possible for the science teachers to contact her at any time through the science Facebook page, zoom phone, and/or her email address. The SCSC science specialist observed the social distancing and/or mask practices when our governor recommended these during her classroom visits and while delivering PD. The specialist was a member of the SCSC team that met weekly to plan and support our districts during this time.

The SCSC Science Specialist pivoted some of her PD trainings from face to face to virtual in order to provide PD for the science teachers if a quarantine took place again and/or for the teachers to have a choice in the venue in which to obtain their PD hours due to the COVID-19 pandemic lasting effects mentally and physically.

Technology Training Center

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**

Restricted   Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
JoAnn Womack	Technology Coordinator	BSE

Goal

The goal of the SCSC Technology team is to work with all participating school districts to provide access to tools and materials related to implementation of the Arkansas K-12 Standards and ADE initiatives, to increase the impact of teaching and learning related to the integration of technology, and to deliver relevant and timely professional development.

Program Summary

The SCSC Technology Training Center maintains the local area network (LAN), which provides reliable network connectivity to all SCSC staff, presenters, and participants. The technology coordinator assists employees with technology hardware and software purchases and provides training as needed. The technology department maintains the cooperative website, the computer lab, the mobile labs, the cart of iPads, and the presentation equipment in each conference room, as well as providing assistance to presenters and staff.

The technology coordinator provides support to our member districts, which includes: modeling technology-integrated lessons to local teachers and students, providing technical assistance and consultation on hardware and software, providing professional development opportunities, and providing support for the Arkansas K-12 Standards and the ACT Aspire assessments.

The technology coordinator works closely with the Department of Elementary and Secondary Education (DESE), the Department of Information Services (DIS), the Arkansas Public School Computer Network (APSCN), and the other Arkansas education cooperatives regarding technology initiatives to help the SCSC staff and member districts remain informed and in compliance with technology requirements. The TC is also a member of the State Cyber Threat Response Team.

Major Highlights of the Year

The SCSC Technology Coordinator provided 44 technology-integrated professional development sessions during the summer and throughout the school year. These sessions focused on STEM, Cyber Security, and classroom technology integration.

The SCSC Technology Coordinator provided summer workshops such as:
- LARK friEd Tech Fest (Virtual Event) - We partnered with DeQueen- Mena and Southwest Cooperative to bring our region a virtual technology conference (Google Summit). There were 36 sessions to choose from over a 3-day period.
- Google Week: During this week we offered 20 different sessions to teachers and staff.
- Creating Interactive Lessons for Littles - Teachers learned to create interactive lessons for their students using Google Slides and Google Drawings. This 3-hour session taught how to create the lessons as well as access to lots of resources and ideas.
- Office 365 Bootcamp - This 2-day bootcamp features sessions to help you grow your knowledge of Microsoft Office 365.
- Microbit Coding Workshop - This training taught participants how to use the Micro:bit and integrate it into their classroom.
- STEM Learning Tools - This session exposed teachers to STEM experiences that were extremely engaging and taught ways to foster the skills their students would need in a global, competitive workplace. Teachers learned to incorporate STEM learning tools in all core content areas to encourage critical thinking, collaboration and creativity while reinforcing valuable skills.
- The Technology Coordinator livestreamed the event EDU Influencers featuring Ron Clark. COVID forced us to pivot our educational conference this year to make it a livestream event. The TC played an instrumental role in making this happen.

The SCSC Technology Coordinator provided training specifically tailored to district technology coordinators and technology staff. Training topics consisted of: Cyber Security, Security Awareness, and Cognos.

An Instructional Technology Integrationist Cadre returned during the 2021-2022 school year consisting of 21 teachers. This group was developed to build Technology Integrationists and promote STEM within the schools and to give this group ideas of ways to integrate technology into lessons on a daily basis with the hope that this group would take their ideas to their schools to further the growth of this concept of technology integration. This year we decided to focus on STEM learning and Cyber Security awareness. Two robots were purchased for each teacher; each teacher received an iRobot Root, the middle school and high school teachers also received a Sphero RVR, while the elementary teachers also received the VEX Go robot. Training was delivered by the Technology Coordinator as well as a State Computer Science Specialist and from the Research and Technology Division of DESE. We also purchased registration for the TCEA conference for those that expressed interest in attending.

This year the Technology Coordinator continued to serve as a member of the Division of Elementary and Secondary Education STEM Program Core Leadership group. The goal of this group is to lay the groundwork for a future task force on the development of an Arkansas STEM model program to connect Arkansas's STEM Education System to Arkansas careers and career training opportunities appropriate to the state's economy and students' needs. We were provided with the task of developing the definition of STEM in Arkansas and developing a rubric that schools could measure themselves as an exemplar STEM school. This year we visited the pilot schools and scored them according to the rubric that

had been developed previously. This lays the groundwork for other schools in Arkansas to become an Arkansas STEM school.

Cyber Security Response Team

The Technology Coordinator, being a member of the State Cyber Threat Response Team, engaged in training and/or planning to build capacity for response to a cyber-threat. The Technology Coordinator attended 18 training sessions and met every Tuesday with State CTRT (Cyber Threat Response Team) to talk about updates, training, and possible attacks. Topics discussed also revolved around social media safety, data privacy, and/or response to wide-spread school closures. These training sessions are intended to further the knowledge of Cyber Response for our state.

COVID-19 Support

Since Covid 19 continued to affect many of our districts, the Technology Coordinator continued to work virtually with the School Technology Coordinators to discuss and develop ideas for ways to make the teaching and learning run as smoothly as possible during this crisis. The Technology Coordinator worked with teachers by assembling resources they could use for classes, provided online and face to face professional development to teachers and parents to further the knowledge of digital platforms as well as worked one on one with teachers to troubleshoot problems and develop ideas. The Technology Coordinator also worked with the SCSC staff to assist with technology needs.

SPECIAL PROJECTS & PROGRAMS 2021-22

SCSC Leadership Meetings/Zooms

Competitive Grant: Yes   <u>No</u>

Goals & Description

South Central Service Cooperative provided monthly Leadership Zooms/Meetings to support principals, assistant principals, and any district stakeholders. The purpose of these meetings

Paraprofessional Praxis

Competitive Grant: Yes   <u>No</u>

Goals & Description

South Central Service Cooperative is one of the educational cooperatives in the state that is an official Educational Testing Service testing site for the paraprofessional exam. We provide this service the first Friday of every month. The information concerning the test has been made more accessible for schools and prospective paras by placing the information on the front page of our website. In 2021-22, we processed 27 parapro exams through April. A reimbursement for paras in the role of special education was granted through the SCSC Special Ed Mentoring grant as part of "the grow your own" initiative. In addition, we promote and support the Rural Ed grants to help Paras to gain a four-year degree and teach in our schools.

Teacher Fingerprinting

Competitive Grant: Yes   <u>No</u>

Goals & Description

In an effort to help districts with changes in the fingerprinting law, DESE provided each cooperative with a portable fingerprinting machine along with training to cooperative staff. Our school districts may check out the machines in order to expedite the fingerprinting process. South Central Service Cooperative began fingerprinting in the summer of 2014 and continues to provide fingerprinting to all districts, Southern Arkansas University pre-service teachers and Sub Teach. More than 584 fingerprints were done in FY21-22 as of May 29, 2022. In addition, SCSC has helped to promote free fingerprinting funded by the state to assist in the hiring of substitute teachers.

NEXT MAN UP! Boys in Education Event

Competitive Grant: Yes   <u>No</u>

Goals & Description

In May SCSC partnered with SWAEC & DMESC to host the Next Man Up! -Boys in Education event which targeted high school boys to promote careers in education. We partnered with DCTE, UAHT, UA, Teacher Cadet, and local universities with education programs. Keynotes were UA Athletes/Education Majors, Tyler Tarver, and breakout sessions presented by Tyler Tarver, LaDarius Bishop, and DCTE Director, Ross White. This event was funded with DCTE Innovation Grant funds of $25,500. Again this grant was written jointly by the 3 CTE Coordinators and submitted by SWAEC through the GMS system.

Career Exploration Virtual Event Explore Success

Competitive Grant: Yes   <u>No</u>

Goals & Description

 SCSC partnered with SWAEC, DeQueen Mena, and in a partnership with UofA at Hope and SADA to host a youth manufacturing conference and career exploration event to expose students 8-11 grades to different industries. Ready for Life platform was used to expose students to engaged conversation and career exploration. Motivational speaker Paul Vitale was brought in to show the importance of soft skills, motivation, achievement, and planning for the future. Area stakeholders also engaged students with question and answer sessions to describe job duties they face.

Be A Model Event for Girls

Competitive Grant: Yes   <u>No</u>

Goals & Description

In August, 2021 DCTE offered an opportunity for Career & Technical Education Coordinators to submit an application for funding to explore non-traditional areas. Perkins V defines 'Non-Traditional Fields' as, " occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprised less than 25% of the individuals employed in each such occupation or field of work." [Carl D. Perkins Career and Technical Education Act of 2006 § 3 (33)]
The CTE Coordinators at DeQueen-Mena, South Central , and Southwest Arkansas Education Service Cooperatives took advantage of this opportunity with an application for 9th-12 grade females to attend events that featured hands-on activities in various non-traditional areas. "Be the Model, Break the Mold" career exploration is the result of the approval for funding for the collaboration of five non-traditional career exploration events for the three Education Cooperatives.
To implement "Be the Model, Break the Mold" the Education Cooperatives partnered with post-secondary institutions to host and deliver a full day of hands-on activities for female students to explore non-traditional areas. Each institution varied in the activities depending on resources available to them. Post Secondary partners included SAU, UA Rich Mountain, UA Cossatot, and UA Hope/Texarkana. Girls from 22 schools from across Southwest Arkansas participated in the "Break the Mold" events during the month of November. Welding, Industrial Maintenance, Web Design, IT, Diesel Maintenance, and Solar Power Management were a few of the areas girls were able to explore.

ACT Work Ready Community

Competitive Grant: Yes   <u>No</u>

Goals & Description

Ouachita County to become a work ready community. In an effort to further sharpen Ouachita County's competitive economic edge, leaders from our economic development, workforce development and education sectors recently completed ACT's Work Ready Community Initiative training ACT Work Ready Communities empowers communities and states with processes, data and tools deployed in a common workforce development framework to drive economic growth by certifying communities as "work ready" when established goals are attained. The common criteria are based upon the ACT WorkKeys National Career Readiness Certificate (ACT WorkKeys NCRC) and business engagement to create a community-based workforce development process that links, aligns and matches the community's workforce development efforts to the needs of business and industry. The goal is for all participating communities to achieve certified "work ready status. "We are proud to say that as of today, Ouachita County has completed 98% of our goals towards certifying as a Work Ready Community with over 3000 job seekers earning a certification! In addition our efforts are spreading to Columbia, Calhoun, and Union to become the next counties to become Workready communities.

SUMMARY ATTENDED REPORTS
(on the following pages)

Session	#Sessions	Credits	Districts	#Attended
186868				
SCSC - APSCN - SMS Regular Workday				
186868 - Sep 29, 2021 9:00 am - 1:00 pm	0		2	2
Non-Curricular				
243833				
SNSD - Coaches PD				
243833 - Jul 16, 2021 8:00 am - 3:30 pm	36		5	6
342928				
SNSD - PLTWK Core Training				
342928 - Jul 12, 2021 8:00 am - 3:30 pm	24		2	2
Instructional Strategies				
435325				
SCSC- Making Music Meaningful: Cultivating Meaningful Connections through Music				
435325 - Jun 17, 2021 8:30 am - 3:30 pm	24		2	4
435359				
SCSC/SWAEC- VIRTUAL: Virtual Math QuEST Year 1 Refresher				
435359 - Jun 24, 2021 8:30 am - 3:30 pm	72		7	12
Instructional Leadership,Instructional Strategies				
435369				
SCSC - AR Math QuEST: Introduction to Ambitious Teacher				
435369 - Jul 22, 2021 8:30 am - 3:30 pm	366		9	53
Cognitive Research,Instructional Leadership,Instructional Strategies				
435406				
AR Math QuEST Year 2: Going Deeper with Ambitious Teaching - 2 days				
435406 - Jul 23, 26, 2021 8:30 am - 3:30 pm	138		6	13
Cognitive Research,Instructional Leadership,Instructional Strategies				
435637				

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
SCSC-Take Flight Year 1 435637 - Jul 12, 13, 14, 15, 16, Sep 23, 24, Nov 18, 19, 2021 Jan 26, 27, Mar 30, 31, 2022 8:30 am - 3:30 pm		1044	7	25
435640				
SCSC-Take Flight Year 2 435640 - Jun 14, 15, 16, 17, 18, Sep 21, 22, Nov 16, 17, 2021 Jan 24, 25, Mar 28, 29, 2022 8:30 am - 3:30 pm		540	5	13
436060				
SCSC- RISE 3-6: Days 4-6; Cohort 3A&B 436060 - Jun 28, 30, Jul 1, 2021 8:30 am - 3:30 pm		336	9	21
Assessment,Curriculum Alignment,Instructional Strategies				
436069				
SCSC - Year 1 Ready Bootcamp - Round 1 436069 - Jul 26, 27, 28, 2021 8:30 am - 3:30 pm		492	7	28
Mentoring Coaching				
436073				
SCSC - Year 1 Ready Bootcamp - Round 2 436073 - Aug 4, 5, 6, 2021 8:30 am - 3:30 pm		630	10	35
Mentoring Coaching				
436173				
SCSC-VIRTUAL - Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia 436173 - Jul 12, 16, 2021 8:30 am - 11:30 am		135	16	25
Instructional Strategies				
436188				
SCSC- VIRTUAL: Tier 1 Annual Update and Legislative Updates 436188 - Jun 28, 2021 8:30 am - 11:30 am		105	14	35
436352				
SCSC-Virtual - Grasping Phenomenal Science: Unit Development 436352 - Jun 8, 9, 10, 2021 8:30 am - 3:30 pm		108	4	6
Curriculum Alignment,Instructional Strategies				
436367				
SCSC - Grasping Phenomenal Science: Introduction 436367 - Jun 11, 2021 8:30 am - 3:30 pm		48	5	8
Instructional Strategies				
436371				

Session	#Sessions	Credits	Districts	#Attended
SCSC-Virtual GPS: Science Assessment (ADE approved Pre-AP Certification or Renewal 21-22)				
436371 - Jul 7, 8, 2021 8:30 am - 3:30 pm		60	4	5
Assessment,Instructional Strategies				
436382				
SCSC - Grasping Phenomenal Science: Introduction				
436382 - Jul 27, 2021 8:30 am - 3:30 pm		36	6	6
Assessment,Instructional Strategies				
436394				
SCSC- GPS: ACT Aspire and Science/Engineering Instructional Practices (ADE approved Pre-AP Certification or Renewal 21-22)				
436394 - Aug 3, 4, 2021 8:30 am - 3:30 pm		60	4	5
Assessment,Instructional Strategies				
436486				
SCSC- VIRTUAL: K-4 Introduction to Computer Science				
436486 - Jun 14, 15, 2021 8:30 am - 3:30 pm		24	2	2
436489				
SCSC- VIRTUAL: K-4 Deeper Dive Into Computer Science				
436489 - Jun 16, 17, 2021 8:30 am - 3:30 pm		24	2	2
436493				
SCSC- VIRTUAL: 5-8 Introduction to Computer Science				
436493 - Jun 28, 29, 2021 8:30 am - 3:30 pm		36	2	3
436512				
SCSC- VIRTUAL: 5-8 Deeper Dive into Computer Science				
436512 - Jun 30, Jul 1, 2021 8:30 am - 3:30 pm		12	1	1
436514				
SCSC-VIRTUAL: Coding Block: Learn to Code				
436514 - Jun 14, 15, 2021 8:30 am - 3:30 pm		24	2	2
436519				
SCSC-VIRTUAL: Coding Block Resources				
436519 - Jun 16, 17, 2021 8:30 am - 3:30 pm		12	1	1
436571				

Session	#Sessions	Credits	Districts	#Attended
SCSC-VIRTUAL:Advanced Cybersecurity-High School CS Professional Development				
436571 - Jul 12, 13, 14, 2021 8:30 am - 3:30 pm		21	1	1
436573				
SCSC-VIRTUAL: Advanced Python Programming- High School CS Professional Development				
436573 - Jul 26, 27, 28, 2021 8:30 am - 3:30 pm		63	3	3
436576				
SCSC-VIRTUAL: Advanced Java Programming-High School CS Professional Development				
436576 - Jul 5, 6, 7, 2021 8:30 am - 3:30 pm		21	1	1
436579				
SCSC-VIRTUAL: Advanced Networking/Hardware - High School CS Professional Development				
436579 - Jul 19, 20, 21, 2021 8:30 am - 3:30 pm		42	2	2
436772				
SCSC- Booktalks, Book Trailers, and Book Bento Boxes				
436772 - Jul 14, 2021 8:30 am - 11:30 am		45	11	15
436774				
SCSC- Booktalks, Books Books, and More Books				
436774 - Jul 14, 2021 12:30 pm - 3:30 pm		42	8	14
437121				
SCSC- Level II Dyslexia Screeners				
437121 - Jul 29, 30, 2021 8:30 am - 3:30 pm		288	9	27
437481				
SCSC-VIRTUAL: Coding Block: Learn to Code				
437481 - Jul 26, 27, 2021 8:30 am - 3:30 pm		12	1	1
437485				
SCSC-Virtual: High School Computer Science and Certification Preparation				
437485 - Jul 19, 20, 21, 22, 23, 2021 8:30 am - 3:30 pm		120	2	4
437933				
SCSC-VIRTUAL - iCEV in the Classroom				
437933 - Jun 16, 2021 9:00 am - 12:00 pm		24	5	8

Educational Technology

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
437936				
SCSC - Critical Reading Day 1: Engaging the Reader				
437936 - Jul 21, 2021 8:30 am - 3:30 pm		48	6	8
Curriculum Alignment,Instructional Strategies				
437972				
SCSC - Critical Reading Day 2: Vocabulary and Word Study				
437972 - Jul 22, 2021 8:30 am - 3:30 pm		36	5	6
Curriculum Alignment,Instructional Strategies				
437974				
SCSC - Critical Reading Day 3: Comprehension Strategies				
437974 - Aug 4, 2021 8:30 am - 3:30 pm		42	3	7
Curriculum Alignment,Instructional Strategies				
437976				
SCSC - Critical Reading Day 4: Responding to Text				
437976 - Aug 5, 2021 8:30 am - 3:30 pm		48	4	8
Curriculum Alignment,Instructional Strategies				
437978				
SCSC - SCSC RISE 3-6 Cohort 4A Days 1-3				
437978 - Aug 2, 3, 4, 2021 8:30 am - 3:30 pm		198	4	11
Curriculum Alignment,Instructional Strategies				
438006				
SCSC-Virtual - Best Instructional Practices for Your Virtual Math Classroom				
438006 - Aug 3, 2021 12:30 pm - 3:30 pm		27	6	9
Educational Technology				
438008				
SCSC-Virtual - Student Engagement and Motivation with Tyler Tarver				
438008 - Aug 3, 2021 8:30 am - 11:30 am		51	8	17
Educational Technology				
438016				
SCSC - Shifting to Small Group Instruction to Match the Science of Reading				
438016 - Jun 30, Jul 1, 2021 8:30 am - 3:30 pm		36	4	5
Assessment,Instructional Strategies				
438077				
SCSC - Shifting Small Group Instruction to Match the Science of Reading				
438077 - Jun 1, 2, 2021 8:00 am - 3:30 pm		432	3	36
Assessment,Instructional Strategies				
438102				

93

Session	#Sessions	Credits	Districts	#Attended
SCSC-VIRTUAL- Science of Reading: Decoding				
438102 - Jul 8, 9, 2021 8:30 am - 11:30 am		66	7	11
Instructional Strategies				
438111				
SCSC-VIRTUAL - Science of Reading: Encoding				
438111 - Jul 19, 20, 2021 8:30 am - 11:30 am		51	5	9
Instructional Strategies				
438131				
SCSC - Science of Reading: Writing in 2-8				
438131 - Jul 7, 2021 8:30 am - 3:30 pm		162	9	27
Instructional Strategies				
438139				
SCSC - K-2: The Science of Reading: A Deeper Dive				
438139 - Aug 3, 2021 8:30 am - 3:30 pm		60	5	10
Assessment,Instructional Strategies				
439255				
SCSC-VIRTUAL-Dr. Wendy Farone - BIG Words: Multisyllabic Word Attack and Syllable Study				
439255 - Jun 29, 2021 1:00 pm - 4:00 pm		90	19	30
Instructional Strategies				
439284				
SCSC-Virtual - Regional FCS PLC PD				
439284 - Jun 21, 2021 8:30 am - 3:30 pm		33	4	6
Instructional Strategies				
439317				
SCSC-Virtual Regional Business CTE PD				
439317 - Jun 14, 2021 8:30 am - 3:30 pm		42	6	7
Instructional Strategies				
439372				
SCSC-Virtual Ag CTE PD				
439372 - Jul 8, 2021 8:30 am - 3:30 pm		27	5	5
Instructional Strategies				
439412				
SCSC - K-2 R.I.S.E. Academy				
439412 - Jul 21, 22, 23, Sep 28, Oct 27, Nov 9, 2021 8:30 am - 3:30 pm		792	10	26
Assessment,Instructional Strategies				
439634				
SCSC-Virtual - Speech to Print: Supporting Students with Sound Walls				
439634 - Jun 10, 11, 2021 8:30 am - 11:30 am		42	6	7
Instructional Strategies				

Session	#Sessions	Credits	Districts	#Attended

439767

SCSC-Virtual - High Leverage Practices for Inclusive Classrooms

439767 - Jun 29, 2021 8:30 am - 11:30 am		54	5	7

440533

SCSC-VIRTUAL - SoR: Content-Based Morphology

440533 - Jul 26, 27, 2021 8:30 am - 11:30 am		108	10	18

Curriculum Alignment,Instructional Leadership,Instructional Strategies

440562

SCSC-VIRTUAL-Unconscious Bias and LGBTQ+ Basics

440562 - Jun 21, 2021 8:30 am - 11:30 am		27	5	9

440631

SCSC VIRTUAL-SoR: Content Area Reading Strategies

440631 - Jun 14, 18, 2021 8:30 am - 11:30 am		92	8	16

Curriculum Alignment,Instructional Leadership,Instructional Strategies

440640

SCSC-VIRTUAL-Child Maltreatment and Reporting/Human Trafficking

440640 - Jul 19, 2021 8:30 am - 11:30 am		48	7	16

440676

SCSC-VIRTUAL-Seven Steps for Setting Up a Stellar Classroom for all Students

440676 - Jun 29, 30, 2021 8:30 am - 11:30 am		129	8	22

440678

SCSC-VIRTUAL-Behavior Change Online Course from Sasha Long

440678 - Jun 15, Sep 15, 2021 8:30 am - 12:00 pm		132	8	22

440682

SCSC-VIRTUAL-Child Maltreatment and Reporting/Human Trafficking

440682 - Jun 18, 2021 8:30 am - 11:30 am		117	9	39

440706

SCSC-Virtual Training: Microbit Coding Workshop

440706 - Jul 1, 2021 8:30 am - 11:30 am		6	2	2

440770

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
SCSC - Charlie May Simon & Arkansas Diamond Award List				
440770 - Jul 9, 2021 8:30 am - 11:30 am		21	6	7
Common Core State Standards,Instructional Strategies				
440798				
SCSC: Engineering Puppets: Using Puppets to Engage Students in Engineering.				
440798 - Jul 20, 2021 8:30 am - 3:30 pm		30	4	5
440804				
SCSC - SoR: GR 7-12 Content Teachers- Introduction to Morphology				
440804 - Jun 24, 2021 8:30 am - 3:30 pm		77	6	13
Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership,Instructional Strategies				
440805				
SCSC-Starting a School Garden Program and Integrating Farm to School into Your Classroom (PK-5)				
440805 - Jun 28, 2021 8:30 am - 3:30 pm		24	4	4
440807				
SCSC - Get your hands on some STEM Learning Tools				
440807 - Jul 27, 2021 8:30 am - 3:30 pm		60	4	10
440875				
SCSC- Administrator's Retreat 2021-DAY 1				
440875 - Jul 13, 2021 10:00 am - 6:00 pm		246	9	41
440876				
SCSC- Administrator's Retreat 2021-DAY 2				
440876 - Jul 14, 2021 8:30 am - 3:30 pm		264	10	44
440877				
SCSC- Administrator's Retreat 2021- DAY 3				
440877 - Jul 15, 2021 8:00 am - 12:00 pm		234	10	39
441023				
SCSC - LARK friEd Tech Fest (Virtual Event)				
441023 - Jun 15, 16, 17, 2021 9:00 am - 4:00 pm		381	18	51
Educational Technology				
441042				

96

Session	#Sessions	Credits	Districts	#Attended
SCSC - VIRTUAL - Creating Interactive Lessons for Littles (Google)				
441042 - Jun 21, 2021 8:30 am - 11:30 am		60	6	10
441166				
SCSC - Year 2 Mentoring Required PD - in person at SCSC				
441166 - Jul 20, 2021 8:30 am - 3:30 pm		312	11	52

Arkansas Content Standards Frameworks,Building a Collaborative Learning Community, Curriculum Alignment,Instructional Strategies,Mentoring Coaching

441637				
SCSC - Math QuEST Year 1: Introduction to Ambitious Teacher				
441637 - Jun 7, 8, 2021 8:30 am - 3:30 pm		696	3	58

Instructional Leadership,Instructional Strategies

441875				
SCSC- EDU Influencers Fest featuring Ron Clark				
441875 - Aug 10, 2021 8:30 am - 11:30 am		1587	19	529
441975				
SCSC: Unlocking the Magic of Co-Teaching				
441975 - Jul 8, 2021 8:30 am - 3:30 pm		126	2	21
442068				
SCSC - Math QuEST Year 1: Introduction to Ambitious Teacher				
442068 - Jun 9, 10, 2021 8:30 am - 3:30 pm		336	3	29

Instructional Leadership,Instructional Strategies

442222				
SCSC-Highlights in Arkansas's African American History				
442222 - Jun 28, 2021 8:30 am - 3:30 pm		48	7	8

Arkansas History

442244				
SCSC-Inclusive Practices				
442244 - Jul 9, 2021 8:30 am - 3:30 pm		90	6	15
442249				
SCSC - Beginning The FBA Process-Learning How to use a Guide				
442249 - Jul 12, 2021 8:30 am - 3:30 pm		42	4	7

Assessment,Classroom Management

442251				

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
SCSC - Interactive Math Lessons: A Toolkit Training				
442251 - Jun 16, 2021 8:30 am - 3:30 pm		102	8	17
Instructional Strategies				
442256				
SCSC - Essentials of Classroom Behavior Management				
442256 - Jul 19, 2021 8:30 am - 3:30 pm		90	9	15
Classroom Management				
442299				
SCSC-Virtual - NT Year 3 Round 2 VIRTUAL				
442299 - Jul 22, 2021 8:30 am - 9:30 am		128	8	16
Building a Collaborative Learning Community,Classroom Management,Cognitive Research				
442504				
SCSC- VIRTUAL: Take the Lead with Technology				
442504 - Jul 9, 2021 8:30 am - 11:30 am		18	5	6
442681				
SCSC Virtual K-5: Five Practices in Practice Book Study				
442681 - Jun 14, Jul 30, 2021 8:30 am - 10:30 am		306	4	17
Instructional Strategies				
443006				
SCSC-An Open Conversation about Dyslexia				
443006 - Jul 19, 2021 8:30 am - 3:30 pm		120	6	20
443042				
SCSC - The Foundations of the Science of Reading for K-6 Support Staff				
443042 - Aug 11, 2021 8:30 am - 3:30 pm		54	5	9
Instructional Strategies				
443093				
SCSC - Grasping Phenomenal Science: Unit Development				
443093 - Jun 21, 22, 23, 2021 8:30 am - 3:30 pm		90	4	5
Curriculum Alignment,Instructional Strategies				
443104				
SCSC - What is Dyscalculia and How Does it Affect Students Learning Early Math Skills?				
443104 - Aug 9, 2021 8:30 am - 11:30 am		99	2	33
Cognitive Research,Instructional Strategies				
443141				
SCSC - Virtual - Is Your Google Drive A Hot Mess?				
443141 - Jul 19, 2021 9:00 am - 10:00 am		6	4	6

Session	#Sessions	Credits	Districts	#Attended
443174				
SCSC - Virtual - Google Sheets				
443174 - Jul 19, 2021 10:00 am - 11:00 am		6	5	6
443178				
SCSC - Virtual - Google Classroom				
443178 - Jul 19, 2021 11:00 am - 12:00 pm		4	3	4
443180				
SCSC - Virtual - Google Slides More than a Presentation				
443180 - Jul 20, 2021 9:00 am - 10:00 am		3	3	3
443181				
SCSC - Virtual - Chrome Extensions				
443181 - Jul 20, 2021 11:00 am - 12:00 pm		3	3	3
443185				
SCSC - Virtual - Is Your Google Drive A Hot Mess?				
443185 - Jul 19, 2021 1:00 pm - 2:00 pm		3	3	3
443187				
SCSC - Virtual - Google Sheets				
443187 - Jul 19, 2021 2:00 pm - 3:00 pm		2	2	2
443189				
SCSC - Virtual - Google Slides More than a Presentation				
443189 - Jul 20, 2021 1:00 pm - 2:00 pm		4	3	4
443190				
SCSC - Virtual - Chrome Extensions				
443190 - Jul 20, 2021 3:00 pm - 4:00 pm		2	2	2
443192				
SCSC - Virtual - Single Tab Learning in Docs				
443192 - Jul 21, 2021 9:00 am - 10:00 am		2	2	2
443193				

Session	#Sessions	Credits	Districts	#Attended
SCSC - Virtual - Single Tab Learning in Docs 443193 - Jul 21, 2021 1:00 pm - 2:00 pm		2	2	2
443194				
SCSC - Virtual - Google Forms 443194 - Jul 21, 2021 11:00 am - 12:00 pm		2	2	2
443195				
SCSC - Virtual - Google Forms 443195 - Jul 21, 2021 3:00 pm - 4:00 pm		2	2	2
443196				
SCSC - Virtual - Accessibility Tools in Google 443196 - Jul 22, 2021 9:00 am - 10:00 am		2	2	2
443198				
SCSC - Virtual - Accessibility Tools in Google 443198 - Jul 22, 2021 1:00 pm - 2:00 pm		4	4	4
443201				
SCSC Leadership Meetings 443201 - Sep 23, 2021 9:00 am - 10:30 am		16	6	8
443202				
SCSC - Virtual - Google Sites 443202 - Jul 22, 2021 2:00 pm - 3:00 pm		3	3	3
443203				
SCSC - Virtual - Lesser-Known Google Tools 443203 - Jul 22, 2021 11:00 am - 12:00 pm		1	1	1
443204				
SCSC - Virtual - Lesser-Known Google Tools 443204 - Jul 22, 2021 3:00 pm - 4:00 pm		3	3	3
443305				
SCSC- VIRTUAL: Compliance Training: Indicator 13 Checklist Walk-through 443305 - Jul 15, 2021 8:30 am - 10:00 am		2	1	1

Session	#Sessions	Credits	Districts	#Attended
443427				
SCSC-VIRTUAL-Transition Assessment				
443427 - Jul 15, 2021 12:30 pm - 2:00 pm	4	1	1	
443753				
SCSC-VIRTUAL BOOK STUDY-Ron Clark's The Essential 55				
443753 - Jun 7, 2021 8:30 am - 10:30 am	229	8	21	
444076				
SCSC - CPR Instructors Class				
444076 - Jun 8, 9, 2021 9:00 am - 3:00 pm	96	7	9	
CPR				
444126				
SCSC - Heartsaver CPR/ First Aid				
444126 - Jun 9, 2021 9:00 am - 4:00 pm	30	1	5	
CPR,Health Physical Activity				
444724				
SCSC-Professional Crisis Management Recertification				
444724 - Jun 29, 2021 8:30 am - 3:30 pm	28	3	4	
446249				
SNSD - Creating a 4th Grade Social Studies Lesson Plan				
446249 - Jun 28, 29, 2021 8:15 am - 3:30 pm	36	2	3	
Arkansas Content Standards Frameworks,Curriculum Alignment				
446254				
SNSD - District Leadership Team Meeting				
446254 - Jun 15, Aug 3, 2021 9:00 am - 3:00 pm	192	2	16	
Data Disaggregation,Instructional Leadership,School Safety,Supervision				
446285				
SNSD - RISE Year 3 (Modules 12-14)				
446285 - Jul 20, 2021 8:15 am - 3:30 pm	90	2	15	
Instructional Strategies				
446299				
SNSD - K Phonics and the Science of Reading				
446299 - Jul 19, 20, 21, 2021 8:15 am - 3:30 pm	90	2	5	
446310				

101

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
SNSD - 1st/2nd Grade Phonics and the Science of Reading				
446310 - Jul 20, 21, 22, 2021 8:15 am - 3:30 pm		126	1	7
446313				
SNSD - Edulastics Assessment Training (SHS)				
446313 - Jul 14, 2021 8:15 am - 3:30 pm		156	2	26
Assessment				
446327				
SNSD - SHS Literacy PLC				
446327 - Jul 26, 27, 2021 8:15 am - 3:30 pm		108	1	9
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community				
446329				
SNSD - SHS Math PLC				
446329 - Jul 28, 29, 2021 8:15 am - 3:30 pm		48	1	4
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community				
446426				
SNSD - 3rd Grade Summer PLC				
446426 - Jun 25, 28, 2021 8:15 am - 3:30 pm		24	1	2
447774				
SCSC-Talents Unlimited Initial Training				
447774 - Jun 7, 8, 2021 8:30 am - 3:30 pm		132	5	11
447797				
SCSC-TESS-A-Palooza for Administrators				
447797 - Jul 28, 2021 8:30 am - 3:30 pm		36	4	6
Instructional Leadership				
447808				
SCSC - Youth Mental Health First Aid				
447808 - Jul 27, 2021 8:00 am - 4:30 pm		120	7	15
Health Physical Activity				
447835				
SCSC - APSCN eSchoolPlus Registration				
447835 - Aug 9, 2021 9:00 am - 3:30 pm		48	4	8
447837				
SCSC - APSCN eSchoolPlus Attendance				
447837 - Aug 10, 2021 8:30 am - 12:00 pm		25	5	7

Session	#Sessions	Credits	Districts	#Attended
447839				
SCSC - APSCN eSchoolPlus Attendance				
447839 - Aug 10, 2021 12:30 pm - 4:00 pm	28	4	8	
447840				
SCSC - APSCN eSchoolPlus Scheduling: Prep for School Opening				
447840 - Aug 11, 2021 8:30 am - 12:00 pm	35	6	10	
447841				
SCSC - APSCN eSchoolPlus Interventions/Discipline				
447841 - Aug 11, 2021 12:30 pm - 3:30 pm	21	5	6	
447912				
SCSC - Launchpad for SCSC Preschool Program				
447912 - Aug 2, 3, 2021 8:30 am - 3:30 pm	210	1	18	
Instructional Strategies				
448026				
SCSC - AHA Healthcare Provider (BLS) CPR				
448026 - Jun 3, 2021 9:00 am - 12:00 pm	21	2	7	
CPR				
448575				
SCSC - Get your hands on some STEM Learning Tools				
448575 - Jul 28, 2021 8:30 am - 3:30 pm	72	4	12	
449039				
SNSD - Digging into Data (RTI)				
449039 - Aug 2, 2021 8:00 am - 3:30 pm	6	1	1	
Data Disaggregation				
449163				
SCSC: VIRTUAL- Day 1 Healthy Art Institute: Trauma-Informed Education				
449163 - Jul 13, 2021 8:30 am - 3:30 pm	24	3	4	
449165				
SCSC: VIRTUAL- Healthy Arts Institute Day 2: Learning Through ALL the Arts!				
449165 - Jul 14, 2021 8:30 am - 3:30 pm	24	4	4	
449270				

Session	#Sessions	Credits	Districts	#Attended
SCSC Office 365 Bootcamp				
449270 - Jun 28, 29, 2021 8:30 am - 3:30 pm		298	2	38
Educational Technology				
449477				
SNSD - Creating 3rd Grade Social Studies Lesson Plans				
449477 - Jun 29, 2021 8:00 am - 3:30 pm		12	2	2
Curriculum Alignment				
449487				
SNSD - Special Education - Digging in Data				
449487 - Jul 28, 2021 8:00 am - 3:30 pm		12	1	2
Data Disaggregation				
449490				
SNSD - 5 - 8 Science Curriculum Alignment Day 1				
449490 - Jul 28, 2021 8:00 am - 3:30 pm		12	1	2
Curriculum Alignment				
449496				
SNSD - Social Studies Curriculum Alignment				
449496 - Jul 29, 2021 8:00 am - 3:30 pm		12	1	2
K-12 Content				
449763				
SCSC- VIRTUAL: ANALYZING PROPAGANDA AND TEACHING MEDIA LITERACY				
449763 - Jul 14, 2021 9:00 am - 12:00 pm		3	1	1
449825				
SNSD - Math Curriculum Alignment				
449825 - Jul 27, 2021 8:00 am - 3:30 pm		18	1	3
Curriculum Alignment				
450579				
SCSC- Smackover-Norphlet: Shifting Small Group Instruction to Match the Science of Reading (K-2)				
450579 - Jun 3, 2021 8:00 am - 1:00 pm		70	2	14
450855				
SCSC - ETBSD Curriculum Mapping				
450855 - Jun 21, 22, 23, 24, 2021 8:00 am - 3:30 pm		138	2	6
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership				
450860				

Session	#Sessions	Credits	Districts	#Attended
SCSC - ETB Middle School/High School Collaboration				
450860 - Aug 5, 2021 8:00 am - 3:30 pm		18	2	3
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community				
451151				
SCSC - APSCN - SMS Regular Workday				
451151 - Jul 29, 2021 9:00 am - 3:30 pm		0	2	3
Non-Curricular				
451216				
SCSC - School Board Member Training				
451216 - Nov 18, 2021 4:30 pm - 8:00 pm		21	7	7
451252				
SCSC - APSCN eSchoolPlus Counselor's Workday				
451252 - Jul 13, 14, 2021 9:00 am - 3:30 pm		0	3	3
Non-Curricular				
451387				
SCSC-ETB-ART Curriculum Mapping				
451387 - Jun 22, Jul 6, 2021 8:30 am - 3:30 pm		11	1	3
451438				
SCSC - APSCN - SMS Regular Workday				
451438 - Aug 24, 2021 9:00 am - 12:00 pm		0	2	3
Non-Curricular				
451451				
SCSC- Tennis in Physical Education Presented by United States Tennis Association (USTA)				
451451 - Jul 21, 2021 8:30 am - 3:30 pm		6	3	4
451571				
SCSC - AHA BLS CPR Instructor				
451571 - Jul 20, 2021 9:00 am - 4:00 pm		36	4	6
CPR				
451575				
SCSC - Virtual-Back to School Nurse Workshop				
451575 - Aug 12, 2021 9:00 am - 12:45 pm		156	22	39
Health Physical Activity				
451645				
SCSC- RITE Flight - Bradley Elementary Staff Only				
451645 - Jul 9, 2021 8:30 am - 3:30 pm		150	2	25

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
451662				
SCSC- VIRTUAL-Retirement 101 with Mary Alice Hughes				
451662 - Sep 14, 2021 4:30 pm - 5:30 pm		0	5	8
451787				
SCSC - ABA for the Inclusive Classroom				
451787 - Aug 11, 2021 9:00 am - 3:30 pm		186	1	31
451953				
SCSC - FCS Recording of PLC				
451953 - Jul 1, 2021 8:30 am - 3:30 pm		12	2	2
Instructional Strategies				
452057				
SCSC -SCSC Early Childhood Staff Planning & Updates 2021				
452057 - Aug 13, 2021 8:30 am - 3:30 pm		180	1	30
Instructional Strategies				
452059				
SCSC - SCSC- BUS Recording of PLC				
452059 - Jul 2, 2021 8:30 am - 3:30 pm		12	2	2
Instructional Strategies				
452132				
SCSC - APSCN eSchoolPlus Counselor's Workday				
452132 - Jul 19, 20, 2021 9:00 am - 3:30 pm		0	2	2
Non-Curricular				
452521				
Benchmark Workshop				
452521 - Jun 29, 2021 8:30 am - 3:30 pm		114	2	19
453267				
SCSC-Professional Crisis Management Recertification				
453267 - Aug 12, 2021 8:30 am - 3:30 pm		35	3	5
453397				
SCSC - Year 1 Ready Boot Camp - Round 3				
453397 - Sep 15, 22, Nov 2, 2021 8:30 am - 3:30 pm		348	9	29
Mentoring Coaching				
453469				

Session	#Sessions	Credits	Districts	#Attended
SCSC-VIRTUAL Fall Counselor's Meeting				
453469 - Sep 22, 2021 8:30 am - 3:30 pm		96	11	32

453583

SCSC - APSCN eSchoolPlus Counselor's Workday				
453583 - Jul 15, 2021 9:00 am - 4:00 pm		0	2	2

Non-Curricular

453721

SCSC- VIRTUAL: High School Computer Science Certification and Preparation				
453721 - Sep 11, 18, 25, Oct 2, 2021 8:00 am - 4:30 pm		38	2	2

453936

SCSC - APSCN eSchoolPlus Counselor's Workday				
453936 - Jul 21, 2021 9:00 am - 3:30 pm		0	2	2

Non-Curricular

454026

SCSC - Heartsaver CPR/AED and First Aid				
454026 - Aug 6, 2021 9:00 am - 4:00 pm		78	5	13

CPR,Health Physical Activity

454028

SCSC - Mandatory Skills Check off for School Nurses				
454028 - Aug 5, 2021 9:00 am - 4:00 pm		24	2	4

Health Physical Activity

454352

SCSC - eSchool 101 for New Nurses				
454352 - Aug 12, 2021 9:00 am - 4:30 pm		24	3	8

Health Physical Activity

454366

SCSC - APSCN eSchoolPlus Scheduling: Prep for School Opening				
454366 - Aug 12, 2021 8:30 am - 12:00 pm		6	2	2

454516

SCSC-VIRTUAL - Glucagon and Insulin Administration Training Guidelines for Arkansas School Nurses				
454516 - Aug 4, 2021 8:30 am - 3:30 pm		66	5	11

Health Physical Activity

454592

107

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
SCSC - ELDORADO: From Speech to Print: Supporting Students with Sound Walls				
454592 - Aug 12, 2021 8:30 am - 11:30 am		144	3	48
Instructional Strategies				
454631				
SCSC-ACT Aspire Data Workday				
454631 - Aug 3, 2021 8:30 am - 11:30 am		33	3	11
455128				
SCSC - GT Coordinator Meeting				
455128 - Aug 30, 2021 8:30 am - 11:30 am		39	12	13
Supervision				
455152				
SCSC-VIRTUAL- EDU Influencers Fest featuring Ron Clark				
455152 - Aug 10, 2021 8:30 am - 11:30 am		1887	16	629
455322				
SCSC - APSCN - SMS Required Fields For State Reporting				
455322 - Sep 1, 2021 9:00 am - 3:30 pm		48	4	8
Non-Curricular				
455331				
SCSC - APSCN - SMS Required Fields For State Reporting				
455331 - Sep 2, 2021 9:00 am - 3:30 pm		66	7	11
Non-Curricular				
455334				
SCSC - APSCN - eSchool IPR/Report Card Training				
455334 - Sep 9, 2021 9:00 am - 3:30 pm		66	7	11
Non-Curricular				
455336				
SCSC - APSCN - eSchoolPlus Transcript Training				
455336 - Dec 1, 2021 9:00 am - 3:30 pm		78	8	13
Non-Curricular				
455829				
SCSC - Camden Fairview-The Foundations of the Science of Reading for K-6 Support Staff				
455829 - Aug 6, 2021 8:00 am - 3:00 pm		150	1	25
Instructional Strategies				
455835				
SCSC - CAMDEN FAIRVIEW-Speech to Print: Supporting Students with Sound Walls				
455835 - Aug 9, 2021 8:00 am - 11:00 am		84	2	28
Instructional Strategies				

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
455845				
SCSC - Curriculum Planning with ETB 7th Grade				
455845 - Aug 3, 2021 9:00 am - 1:00 pm		16	2	4
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment,Instructional Strategies				
456383				
SCSC - SoR Review and Connections to Writing at CFIS				
456383 - Aug 11, 2021 8:30 am - 11:30 am		102	3	34
Assessment,Instructional Strategies				
456413				
SCSC-VIRTUAL- EDU Influencers Fest Breakout Sessions				
456413 - Aug 10, 2021 1:00 pm - 4:00 pm		128	7	69
456466				
SCSC-Camden Fairview Middle School Google Day				
456466 - Aug 12, 2021 8:30 am - 3:30 pm		258	3	43
456825				
SCSC-VIRTUAL - The Dish on Literacy - 1st Quarterly Meeting 21-22				
456825 - Sep 23, 2021 9:00 am - 12:00 pm		48	7	16
Assessment,Curriculum Alignment,Instructional Leadership,Instructional Strategies				
457043				
SCSC- Sonday System 1: Installation Training				
457043 - Sep 7, 2021 8:30 am - 3:30 pm		120	7	20
457046				
SCSC-Sonday System-Arkansas Specific Training Program (3 Days)				
457046 - Oct 25, 26, 27, 2021 8:30 am - 3:30 pm		516	7	29
457060				
SCSC-Virtual-New Title IX Requirements				
457060 - Sep 13, 2021 9:00 am - 12:00 pm		18	6	6
457261				
SCSC RISE 3-6 Cohort 5 Days 1-3				
457261 - Oct 6, Nov 10, Dec 1, 2021 8:30 am - 3:30 pm		264	4	23
Assessment,Instructional Strategies				
457273				

Session	#Sessions	Credits	Districts	#Attended
SCSC - K-2 R.I.S.E. Academy Cohort 5 457273 - Sep 30, Nov 3, Dec 2, 2021 Jan 21, Feb 18, Mar 4, 2022 8:30 am - 3:30 pm Assessment,Instructional Strategies		739	5	24
457449				
SCSC - CPR/First Aid 457449 - Aug 26, 2021 8:30 am - 3:30 pm CPR		24	1	4
457643				
SCSC Area Technology Coordinators Meeting & Inservice 457643 - Sep 9, 2021 9:00 am - 2:00 pm Educational Technology		24	6	6
457711				
SCSC Board of Directors' Meeting 457711 - Aug 11, Sep 8, Oct 13, Nov 10, Dec 8, 2021 Jan 19, Feb 9, Mar 9, Apr 13, May 11, Jun 8, 2022 9:00 am - 11:00 am Fiscal Management,Instructional Leadership		0	7	9
457817				
SCSC-Professional Development Planning Committee Meeting 457817 - Sep 29, 2021 Jan 24, Mar 8, 2022 9:00 am - 12:00 pm		42	11	12
457818				
SCSC-VIRTUAL - Region 7 Federal Program Coordinator's Meeting 457818 - Sep 15, Oct 27, 2021 Jan 20, Apr 27, 2022 9:00 am - 3:00 pm		50	7	8
457828				
SCSC- Teacher Center Committee Meeting 457828 - Sep 30, Dec 2, 2021 Mar 10, 2022 9:00 am - 12:00 pm		44	10	13
457968				
SCSC - APSCN eSchoolPlus Attendance 457968 - Sep 14, 2021 9:00 am - 12:30 pm		9	2	3
457970				
SCSC - APSCN eSchoolPlus Medical 457970 - Sep 16, 2021 9:00 am - 3:30 pm		12	2	2
458571				
SCSC - ESOL Coordinator's Meetings 458571 - Sep 16, 2021 9:00 am - 3:00 pm		0	5	5

Session	#Sessions	Credits	Districts	#Attended
458579				
SCSC-Professional Crisis Management Recertification				
458579 - Dec 10, 2021 8:00 am - 3:00 pm		56	1	8
458580				
SCSC-Professional Crisis Management Recertification				
458580 - Nov 4, 2021 8:30 am - 3:30 pm		28	1	4
458581				
SCSC-Professional Crisis Management Recertification				
458581 - Feb 11, 2022 8:30 am - 3:30 pm		49	3	7
458745				
SCSC Mandatory Training For Arkansas School Nurses				
458745 - Sep 23, 2021 8:30 am - 3:30 pm		24	4	4

Health Physical Activity

Session	#Sessions	Credits	Districts	#Attended
458925				
SCSC - Strong Elem - SpEd and Tiers of Interventions				
458925 - Sep 30, 2021 9:00 am - 12:00 pm		0	3	9

K-12 Content

Session	#Sessions	Credits	Districts	#Attended
458975				
SCSC-Camden Fairview Math Meeting				
458975 - Sep 17, 2021 8:30 am - 3:30 pm		90	2	15

K-12 Content

Session	#Sessions	Credits	Districts	#Attended
458979				
SCSC-SmartData Dashboard Training				
458979 - Oct 28, 2021 9:00 am - 12:00 pm		48	7	16
458983				
SCSC-Bearden HS-ACT 1084, Now What?				
458983 - Oct 13, 2021 3:30 pm - 5:15 pm		54	1	18

Arkansas Content Standards Frameworks

Session	#Sessions	Credits	Districts	#Attended
459065				
SCSC - PCM-Professional Crisis Management				
459065 - Oct 18, 19, 20, 21, 2021 8:30 am - 3:30 pm		176	1	8

Classroom Management,Parental Involvement

459181

111

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
SCSC - ESOL Coordinator's Meetings				
459181 - Nov 18, 2021 9:00 am - 3:30 pm		0	5	8

459183
SCSC - ESOL Coordinator's Meetings				
459183 - Dec 16, 2021 9:00 am - 3:30 pm		0	7	7

459361
SCSC- GPS: Science Unit Development Fall Follow-Up				
459361 - Oct 13, 2021 8:30 am - 3:30 pm		48	5	8

459493
SCSC-Sonday System-Arkansas Specific Training Program (3 Days)				
459493 - Jan 11, 12, 13, 2022 8:30 am - 3:30 pm		342	6	19

459503
SCSC- Sonday System 1: Installation Training				
459503 - Dec 7, 2021 8:30 am - 3:30 pm		66	5	11

459743
SCSC - CFSD Math QuEST Year 1 Day 2				
459743 - Oct 15, 2021 8:30 am - 3:30 pm		234	2	39

Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies

459765
Arkansas Tutoring Informational Meeting (Virtual)				
459765 - Oct 28, 2021 4:00 pm - 4:30 pm		4	5	8

459772
Arkansas Tutoring Corps Initial Training Session (face-to-face)				
459772 - Nov 11, 2021 4:30 pm - 7:30 pm		54	8	18

459866
SCSC - Math QuEST Year 1 Day 3 (Fall follow-up)				
459866 - Nov 4, 2021 8:30 am - 3:30 pm		24	3	4

Cognitive Research,Instructional Leadership,Instructional Strategies

459874
SCSC - CFSD Math QuEST Year 1 Day 3 (Fall follow-up)				
459874 - Nov 5, 2021 12:30 pm - 3:30 pm		126	4	42

Cognitive Research,Instructional Leadership,Instructional Strategies

Printed Date: 6/1/2022 Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
459878				
SCSC - Math QuEST Year 2 Day 3				
459878 - Nov 11, 2021 8:30 am - 3:30 pm		72	5	12
Cognitive Research,Instructional Leadership,Instructional Strategies				
459885				
SCSC - CFSD Math QuEST Year 1 Day 3 (Fall follow-up)				
459885 - Jan 3, 2022 12:30 pm - 3:30 pm		126	2	42
Cognitive Research,Instructional Leadership,Instructional Strategies				
460198				
SCSC Leadership Meetings				
460198 - Oct 21, Nov 16, Dec 9, 2021 Jan 27, Feb 16, Mar 31, Apr 14, May 19, 2022 9:00 am - 11:00 am		93	13	30
460288				
SCSC- VIRTUAL: High School Computer Science Certification and Preparation				
460288 - Jan 22, 29, Feb 5, 12, 2022 8:00 am - 4:00 pm		60	1	2
460553				
SCSC - Instructional Technology Integrationists Training				
460553 - Nov 17, 2021 9:00 am - 4:00 pm		114	8	19
Common Core State Standards,Educational Technology,Instructional Leadership				
460734				
SCSC-Homeless Coordinator Meeting				
460734 - Nov 8, 2021 9:00 am - 10:30 am		14	9	9
460789				
SCSC-Camden Fairview Take Flight Work Day				
460789 - Dec 10, 2021 8:00 am - 3:00 pm		18	1	3
461248				
SCSC-VIRTUAL - The Dish on Literacy - 2nd Quarterly Meeting 21-22				
461248 - Dec 9, 2021 9:00 am - 11:30 am		60	10	24
Instructional Leadership,Instructional Strategies,Mentoring Coaching				
461309				
SCSC - Instructional Technology Integrationists Training				
461309 - Mar 9, 2022 9:00 am - 4:00 pm		90	8	15
Common Core State Standards,Educational Technology,Instructional Leadership				
461509				

113

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
SCSC - Magnolia AR Math QuEST: Ambitious Teaching Implementation Phase 1 (1 Day)				
461509 - Jan 3, 2022 8:00 am - 11:00 am		165	1	55
Instructional Leadership,Instructional Strategies				
461510				
SCSC - Magnolia AR Math QuEST: Ambitious Teaching Implementation Phase 1 (1 Day)				
461510 - Jan 3, 2022 12:00 pm - 3:00 pm		90	2	30
Instructional Leadership,Instructional Strategies				
461694				
SCSC Area Technology Coordinators Meeting & Inservice				
461694 - Dec 16, 2021 10:00 am - 2:00 pm		28	6	7
Educational Technology				
461788				
SCSC-VIRTUAL - December GT Coordinators Meeting				
461788 - Dec 6, 2021 9:00 am - 12:00 pm		27	9	9
Advocacy Leadership,Data Disaggregation,Non-Curricular,Private Events,Supervision				
462122				
SCSC - PCM-Professional Crisis Management				
462122 - Jan 27, 28, Feb 3, 4, 2022 8:00 am - 3:30 pm		154	4	7
Classroom Management,Parental Involvement				
462534				
SCSC- VIRTUAL Facilitating with Ease Book Study				
462534 - Jan 20, 2022 9:00 am - 10:00 am		12	5	12
462771				
SCSC-VIRTUAL - DISH on Literacy 3rd Quarterly Mtg 21-22				
462771 - Feb 23, 2022 9:00 am - 11:30 am		55	8	22
Curriculum Alignment,Instructional Strategies				
463459				
SCSC - APSCN - Next Year Database Setup				
463459 - Feb 23, 2022 9:00 am - 3:30 pm		39	12	13
Non-Curricular				
463460				
SCSC - APSCN eSchool Next Year Scheduling for Elementary				
463460 - Mar 9, 2022 9:00 am - 3:30 pm		48	7	8
463461				
SCSC - APSCN eSchool Next Year Scheduling for Secondary				
463461 - Mar 10, 2022 9:00 am - 3:30 pm		48	5	8

114

Session	#Sessions	Credits	Districts	#Attended
463735				
SCSC VIRTUAL-High Quality Instructional Materials (HQIM) Overview from DESE				
463735 - Feb 1, 2022 9:00 am - 10:00 am		36	11	36
464020				
SCSC - GPS: Science Unit Development Spring Follow-up PD				
464020 - Mar 9, 2022 8:30 am - 3:30 pm		54	7	9
Curriculum Alignment				
464404				
SCSC - ESOL Coordinator's Meetings				
464404 - Feb 18, 2022 9:00 am - 3:00 pm		0	4	4
464595				
SCSC - ESOL Coordinator's Meetings				
464595 - Mar 16, 2022 9:00 am - 3:00 pm		16	3	4
464596				
SCSC - ESOL Coordinator's Meetings				
464596 - Apr 20, 2022 9:00 am - 3:00 pm		0	4	4
464792				
SCSC - Essential Classroom Behavior Management Strategies				
464792 - Mar 18, 2022 8:30 am - 3:30 pm		66	5	11
Advocacy Leadership,Instructional Strategies				
465444				
SCSC - APSCN - SMS Regular Workday				
465444 - Feb 9, 2022 12:30 pm - 12:45 pm		0	2	2
Non-Curricular				
465762				
SCSC - PCM-Professional Crisis Management				
465762 - Mar 28, 29, 30, Apr 1, 2022 8:00 am - 3:00 pm		132	1	6
Classroom Management,Parental Involvement				
465880				
SCSC-Arkansas Tutoring Corps Training				
465880 - Feb 23, 2022 4:30 pm - 7:30 pm		27	4	9
466124				

115

Session	#Sessions	Credits	Districts	#Attended
Cognos - Basic Report Writing				
466124 - Mar 9, 2022 9:00 am - 4:00 pm		66	8	11
466134				
Cognos - Working With Queries				
466134 - Mar 30, 2022 9:00 am - 4:00 pm		24	3	4
466140				
Cognos - Additional Report Writing Features				
466140 - Apr 13, 2022 9:00 am - 4:00 pm		18	3	3
467476				
SCSC-VIRTUAL-Facilitating with Ease Book Study-Chapter 1				
467476 - Mar 2, Apr 7, 2022 1:00 pm - 2:00 pm		14	5	14
468114				
SCSC - DISH on Literacy 4th Quarterly Mtg 21-22				
468114 - May 13, 2022 9:00 am - 12:00 pm		90	10	30

Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Instructional Strategies

Session	#Sessions	Credits	Districts	#Attended
469962				
SCSC - American Heart Association BLS CPR/AED Instructor Training				
469962 - Mar 18, 2022 8:30 am - 3:30 pm		12	2	2

CPR

Session	#Sessions	Credits	Districts	#Attended
469985				
SCSC - AHA BLS CPR/ AED				
469985 - Mar 17, 2022 8:30 am - 11:30 am		3	1	1

CPR

Session	#Sessions	Credits	Districts	#Attended
470804				
SCSC-VIRTUAL - Homeless II Liaison Training				
470804 - Apr 13, 2022 10:00 am - 11:00 am		8	7	8

Instructional Leadership

Session	#Sessions	Credits	Districts	#Attended
471579				
ACTC Google Admin Training				
471579 - Mar 16, Apr 12, 2022 1:00 pm - 12:00 pm		81	14	15
471798				
SCSC - EC SPED Due Process				
471798 - Apr 14, 2022 12:30 pm - 3:30 pm		24	1	8

Non-Curricular

Printed Date: 6/1/2022   Last modified: 6/1/2022

Session	#Sessions	Credits	Districts	#Attended
471837				
SCSC - EC SPED Due Process				
471837 - Apr 19, 2022 12:30 pm - 3:30 pm		24	1	8
Non-Curricular				
474703				
SCSC - AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 days)				
474703 - May 24, 25, 2022 9:00 am - 4:00 pm		84	2	7
Cognitive Research,Instructional Leadership,Instructional Strategies				
475969				
SCSC - APSCN eSchoolPlus Counselor's Workday				
475969 - May 6, 2022 9:00 am - 12:30 pm		0	2	2
Non-Curricular				
GRAND TOTAL:	264	41667	88	4450

NOTICE OF NON-DISCRIMINATION

South Central Service Cooperative does not discriminate on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, disability, or genetic information in admission or access to or treatment of employment in its programs and activities. Any person having inquiries concerning compliance with the regulation of 1972, Section 504 of the Rehabilitation ACT of 1973 or other State or Federal law is directed to contact:

South Central Service Cooperative
Karen Kay McMahen, Director
2235 California Avenue, SW
Camden, AR 71701
870-836-1600

South Central Service Cooperative

Established 1985

"Our today is their tomorrow."