SOUTH CENTRAL SERVICE COOPERATIVE

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

ANNUAL REPORT

24-25

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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 regional schools during 2024-25. 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 her 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, 36 schools in four counties; this equates to approximately 1,099 public school teachers and administrators and 14,000 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 2025 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; likewise, we also partner with SAU, SAU Tech and SouthArk's Colleges of Education.

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 10)
- APSCN Student Support via ADE
- APSCN Financial Support via ADE
- CPR and AED Training and Materials Supply Service

Career and Technical Education Consortium

- ECH Special Education Consortium
- ELDT Transportation Consortium
- Facilities Coordinator and Facilities Planning Services Consortium

Fingerprinting for school districts, colleges, and ESS agencies

- Gifted & Talented Coordinator via ADE

High-Quality Instructional Materials Support

- Dyslexia Coordinator

Local Lead for Coordinating Early Childhood Services for Ouachita and Calhoun counties

- Math Specialist

Mentoring Specialist

Professional Learning Communities Support

- Science Specialist
- STEM Consortium
- Professional Development Consortium
- Medicaid in the Schools
- School Community Health Nurse via DHS
- School Vision Equipment Repair Assistance
- Teacher Center/Print Shop
- Technology Coordinator & Services
- Technology Training Center

Testing Center for Homeschool and Charter Schools

- 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. #servicetotheCORE

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
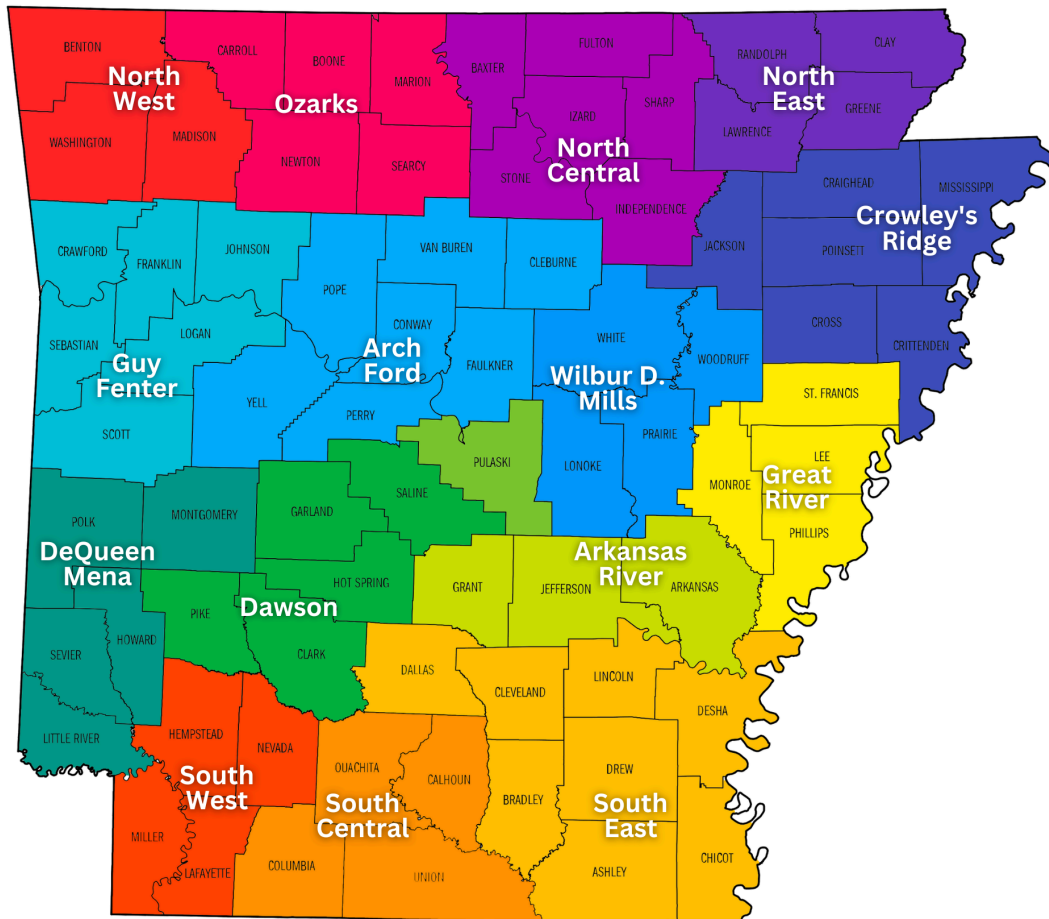
County	School District
Calhoun	Hampton
Columbia	Emerson-Taylor-Bradley, Magnolia
Ouachita	Bearden, Camden Fairview, Harmony Grove
Union	El Dorado, Junction City, Parkers Chapel, Smackover-Norphlet, Strong-Huttig

SOUTH CENTRAL SERVICE COOPERATIVE ORGANIZATIONAL CHART

FY 2024-2025

Act 349 of 1985 – Established Cooperatives

Board of Directors

Director

- **Facilities Coordinator**
- **Teacher Center Coordinator**
  - **Teacher Center Committee**
  - ESC Mentoring Specialist
  - K-12 Literacy Specialist
  - K-12 Math Specialist
  - K-12 Science Specialist
  - Career & Technical Education Coordinator
  - Technology Coordinator
  - GT Specialist
- **Bookkeeper / Administrative Assistant/ Asst. Bookkeeper**
  - DIS APSCN/ Student Field Specialist
  - Community Health Nurse
- **Maintenance**
  - ECH SPED Itinerant Teachers
  - Speech Pathologists
    - Speech Language Pathology Assistants
  - Medicaid Billing Clerk
  - Related Services Providers
- **Coordinator of Special Education Programs**
- **Coordinator of Arkansas Better Chance**
  - ABC Curriculum Specialist and/or Instructional Facilitator
  - ABC Teachers
  - ABC Paraprofessionals
  - ABC Floaters

- **Administrative Assistant**
- **Print Shop Secretary/ Web Designer**
- **Secretary for ECH SPED & ABC Services/Medicaid Clerk**

SCSC BOARD OF DIRECTORS

Officers of the Board FY 2024-2025

Name	Position	School District
Dr. Albert Snow	President	Harmony Grove
Johnny Embry	Vice President	Camden Fairview
Denny Rozenburg	Secretary	Bearden

Members of the Board

Name	Position	School District
Matt Scarbrough	Board Member	Hampton
Jim Tucker	Board Member	El Dorado
David Downs	Board Member	Emerson-Taylor-Bradley
Joy Mason	Board Member	Junction City
John Ward	Board Member	Magnolia
Jana Young	Board Member	Parkers Chapel
Doug Smith	Board Member	Smackover-Norphlet
Amy Sanchez	Board Member	Strong Huttig

SOUTH CENTRAL SERVICE COOPERATIVE
ANNUAL REPORT

DATE: June 1, 2025   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: 5 -- Calhoun, Columbia, Ouachita, Union, and Lafayette

NUMBER OF DISTRICTS: 11   NUMBER OF STUDENTS: 14,000

NUMBER OF TEACHERS: 1,099	FREE LUNCHES:	7,434
	REDUCED LUNCHES:	1,647
	PAID LUNCHES:	4,919

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 11, 2025

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? 6
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 2024-2025 school year. When is the regular meeting? No regular meeting.
Committee met 3 times: September 12, 2024; November 7, 2024; March 13, 2025

C.   When was the most recent survey/needs assessment conducted? May/June 2025

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	Local Lead Coordinator	S			
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			
Brian, Karla	ECH SPED Coordinator	D			
Burks, Jennifer	ECH SPED Teacher	D			
Burton, Kaci	Community Health Nurse Specialist	S	X		
Butler, Courtney	ABC ParaProfessional	S			
Chambers, Carson	Intern	D	X	X	
Chambers, Wayland	Maintenance	S		X	
Collins, Darius	Intern Custodian	P			
Cook, Christia	Sped ParaProfessional	D		X	
Crain, Sandra	ABC ParaProfessional	S			
Curry, Deborah	K-12 Dyslexia Specialist	S	X	X	
Davidson, Stephanie	ABC Teacher	S			
Denton, Melissa	ABC Floater	S	X		
Diemer, Kathy	ABC ParaProfessional	S			
Dismuke, Kim	ABC ParaProfessional	S	X		
	APSCN Financial Mgmt. Field				

Name	Position	Funding Source	New Hire	Resigned	Terminated/RIF
Elmore, Jenni	ABC Floater	S			
Elmore, Lauren	Teacher Center Secretary	S			
Flowers, Cathy	ECH SPED Speech Therapy Asst.	D			
Garcia, Shawnya	ECH SPED Teacher	D			
Gill, Belinda	ABC ParaProfessional	S		X	
Golden, LeAnn	ABC ParaProfessional	S	X		
Green, Michelle	ECH SPED Teacher	S			
Green, Selma	ABC Custodian	S			
Haney, Brigitte	Program Mentoring Specialists	S			
Kelley, Janet	ABC ParaProfessional	S	X		
King, Brittney	ABC Teacher	S	X		
Lamb, Shanna	ABC Teacher	S	X	X	
Loyd, Cynthia	ABC ParaProfessional	S	X	X	
Lutman, Karen	Administrative Assistant	B/S			
May, Stephanie	ECH SPED Teacher	D			
McDonald, Caitlyn	Print Shop Secretary	S	X		
McElroy, Sharon	ABC Teacher	S			
McLelland, Taylor	Data Entry Specialist/COPA/MEDICAID	D/M/S		X	
McMahen, Karen Kay	Director	B			
Melillo, Elva	Business Manager/Bookkeeper	B/S	X		
Morgan, Tara	ABC Teacher	S			
Neely, Alicia	ABC Teacher	S			
Nowlin, Ashley	ABC Teacher	S			
NAME	POSITION	FUNDING SOURCE	NEW HIRE	RESIGNED	TERMINATED /RIF
Peoples, Rakeda	ABC ParaProfessional	S	X		
Porter, Tabatha	ABC Teacher	S	X		
Powell, Sondra	ECH SPED Teacher	D			
Rain, Heather	K-12 Mathematics Specialist	S			

Reedy, Ja'Naiya	Local Lead Intern	S	X	X	
Reynolds, Alicia	ABC Floater	S	X		
Reynolds, Suzanne	ABC Teacher	S			
Richard, Chiquita	ABC ParaProfessional	S			
Richardson,, Robin	Coordinator of ABC Program	S			
Robertson, Katie	CTE Coordinator	S/F			
Robinson, Ashlyn	Sped ParaProfessional	S	X		
Scarlett, Susan	ABC Teacher	S	X		
Sexton, Kathy	ABC Teacher	S			
Shew, Donna	ECH SPED ParaProfessional	D			
Slaughter, Melissa	ABC Teacher	S			
Steward, Marquita	ABC Floater	S			
Swift, Kinetra	ABC ParaProfessional	S		X	
Toland, Rene	ABC ParaProfessional	S			
Walker, Jocelyn	Assistant Bookkeeper/Administrative Assistant	B/S			
Warriner, Anna	Teacher Center Coordinator	B/D			
Womack, JoAnn	Technology Integrationist	S			
Wooldridge, JoAnne	Facilities Coordinator	D			
Wylie, Maddie	Intern	D		X	

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   NO

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>0</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>876</u>

   Number of Teacher Participants: <u>800</u>

IV. ADMINISTRATIVE SERVICES

Please check the administrative services offered through the co-op:

√ ArPEP

√ ARApp

 √ Cooperative purchasing

 √ HQIM assistance

 √ HQPL assistance

 √ Administrative Learning Walks

√ escWORKS training and assistance

√ Planning assistance

 √ Special education services

 √ Gifted and talented assistance

 √ Grant writing assistance

 √ ESS support

 √ Evaluation procedures

√ Migrant Student Identification

√ Bookkeeping assistance

√ Technology training

√ Library Media Specialist Support

√ LEAD Teacher Designation 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

√ Praxis Support

√ Foundations of Reading Support

√ Administrators and local board members

√ Recruiting & Retention

√ Novice Teacher Training

√ Mentor 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 Training

Fingerprinting

Entry Level Driver Training

Student Success Plans

Cybersecurity Assistance

Facilities Consortia

Tier 1 Training

Board Member Training

V. DIRECT SERVICES TO STUDENTS

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

√ Arkansas Better Chance (10 classrooms)

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

Speech therapist services to 3-5 year-old children

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

√ Mentor programs: Novice Teacher Mentoring

Ed Rising events

Praxis Support

Foundations of Reading Support

√ Gifted/talented programs: 11 participating districts

Quiz Bowl

Battle of the Books (Grades 3-4)

√ Zoom instruction

√ ACT Preparation

√ STEM training and competitions

Capture the Flag Competition

Coding Competitions

√ Other (Please specify):

Nursing Services

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: Communities of Practice (CoP)

Program Description:
Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice will explore the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals.

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM.

Grantee will select vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM.

South Central Service Cooperative partnered with districts to receive support from vendors that would focus support on administrative support. Districts were able to individually choose vendors that they had worked with to assist in supporting administrators.

For example; Bailey Education Group partnered with several districts to meet with administrators throughout the year to offer support. After each visit, a Bailey Group Specialist provided a detailed report to SCSC and the district regarding support and ongoing steps for administrative staff. This was a collaborative effort between the district, Bailey Group, and SCSC.

Name of Project/Program: Foundations of Reading Test /Praxis Study Support

Program Summary:

SCSC partnered with Kid's First Education to provide additional support for educators that needed assistance in preparing for the Foundations of Reading Praxis Test. SCSC held a total of two training sessions in the Fall of 2024 and two training sessions in the Spring of 2025. Those teachers that attended both days of training, received a voucher to pay for the Foundations of Reading test. A total of 37 educators attended these sessions.

In addition to Foundations of Reading, we also offered Praxis Support for Elementary Math, Elementary Social Studies, and Middle School ELA in Spring and Summer 2025.. These participants also received a voucher for attending the session. A total of 24 educators participated in these training sessions.

At this time, we are collecting data to determine who has passed their exams after they provided this specific support from Kids's First Education.

Individualized support was also offered and provided for candidates that needed additional test preparation interventions.

Name of Project/Program: Stronger Connections Grant

Program Summary:

On September 15, 2022, the Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) was awarded $9,378,149 in federal K-12 funding from the U.S. Department of Education under the BSCA Stronger Connections grant program Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for state educational agencies (SEAs) to provide students with safe and healthy learning environments. ADE is awarding these funds through competitive grants to high-need local educational agencies (LEAs) that ensure transparency and successful implementation of activities allowable under section 4108 of the ESEA to support the ongoing needs of students, educators, families, and communities.

The Stronger Connections grant aims to provide funding for LEAs to develop, implement, and evaluate a comprehensive approach that prioritizes physical and emotional safety for their unique school community (SEC. 4108 [20 U.S.C. 7118]). Funded activities and practices should promote safe and supportive learning environments by prioritizing safety, creating a sense of belonging, and teaching positive behaviors in order to improve academic achievement and the well being of all students. All grant expenditures must supplement, not supplant. Grant funds must be spent by September 2026.

The SCSC Teacher Center Coordinator applied and received The Stronger Connections Grant from DESE for supporting school safety. There was interest from seven of our districts to join together as a consortium to receive these funds. SCSC was awarded $270, 925 to use with these districts. The focus is on providing equipment and materials to help secure buildings. There is also a specific component to provide to school safety training district-wide for school safety teams and teachers. Grant funds must be spent by September 2026.

Highlights of the SCSC Stronger Connections Consortium
- iloveyouguys Foundation Standard Response Protocol and Standard Response Method Training was offered to all school district staff from our seven participating districts. Three, six hour days of training were held at SCSC.
- At the SCSC Administrator's Retreat, a two-day Standard Reunification Exercise was held with district school safety teams, including school resource officers. The exercise focused on school organization and communication after a safety incident or natural disaster.
- A CERT (Certified Emergency Response Training) Trainer of Trainer was held at SCSC.
- Other equipment and materials purchased for districts as of May 2025
    - Character Strong Social and Emotional Learning Curriculum
    - Door access and control systems for school entrances
    - Security cameras for school buses
    - Secure radio system upgrades
    - School bus communication systems
    - Security cameras for school campuses

The members of this consortium meet quarterly to determine the needs of each district and the group collectively.

The seven school districts that are a part of this consortium are:
Bearden
Emerson-Taylor-Bradley
Harmony Grove
Hampton
Parkers Chapel
Smackover-Norphlet
Strong-Huttig

VII. <u>EMPLOYMENT POLICIES AND PRACTICES</u>

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

<u>EMPLOYED</u>

Number of new males employed by the cooperative for the 2024-2025 school year; For this number, please provide the number in each of the following racial classifications:

<div align="right">

White <u>0</u>

African American <u>0</u>

Hispanic <u>0</u>

Asian <u>0</u>

American Indian/Alaskan Native <u>0</u>

</div>

Number of new females employed by the cooperative for the 2024-2025 school year;
For this number, please provide the number in each of the following racial
classifications:

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

TERMINATED

Number of males terminated by the cooperative during the 2024-2025 school year;
For this number, please provide the number in each of the following racial
classifications:

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 2024-2025 school year;
For this number, please provide the number in each of the following racial
classifications:

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

Number of males seeking employment by the cooperative during the 2024-2025
school year; For this number, please provide the number in each of the following racial
classifications:

White <u>2</u>
African American <u>0</u>
Hispanic <u>0</u>
Asian <u>0</u>
American Indian/Alaskan Native <u>0</u>
Unknown <u>0</u>

Number of females seeking employment by the cooperative during the 2024-2025 school year; For this number, please provide the number in each of the following racial classifications:

White <u>30</u>
African American <u>13</u>
Hispanic <u>1</u>
Asian <u>0</u>
American Indian/Alaskan Native <u>0</u>
Unknown <u>0</u>

FY 2024-2025 SALARY SCHEDULES

ABC Consortium	Years Experience	2	3	4	5	6	7
	STEPS	3	4	5	6	7	8
ABC Teachers (BSE)		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ABC Teachers (MSE)		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
ABC Teacher (AA)		26,280.00	26,280.00	26,280.00	26,280.00	26,280.00	26,280.00
ABC Para w/CDA	8 hr/day	17,760.00	17,760.00	17,760.00	17,760.00	17,760.00	17,760.00
ABC Para w/AA Degree	8 hr/day	18,607.00	18,607.00	18,607.00	18,607.00	18,607.00	18,607.00
ABC Floater (6 hr day)	6 hr/day	11,748.00	11,748.00	11,748.00	11,748.00	11,748.00	11,748.00
ABC Teacher BS		27,080.00	27,080.00	27,080.00	27,080.00	27,080.00	27,080.00
ECH Consortium							
Speech Path	hired prior to 7/1/24						
Speech Path	hired after 7/1/24	55,000.00	55,000.00	55,000.00	55,000.00	55,000.00	55,000.00
SLPA (BS)		43,000.00	43,000.00	43,000.00	43,000.00	43,000.00	43,000.00
ECH Teachers (BSE)		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ECH Teachers (MSE)		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
SCSC Specialists/Coordinators							
Content Specialists		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Technology Center Coordinator		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
CTE		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Mentoring Program Specialist		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Local Lead		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
ABC Coordinator		75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
ECH Coordinator		75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
TCC		78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00
Classified Staff							
Secretary 1 Secretary 2		30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Administrative Assistant		33,000.00	33,000.00	33,000.00	33,000.00	33,000.00	33,000.00
Business Manager/Bookkeeper 1		45,000	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00
Bookkeeper 2		53,000	53,000.00	53,000.00	53,000.00	53,000.00	53,000.00
		52000	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
Hourly Staff							
Intern 1	11.00/hr						
Intern 2	11.00/hr						
Substitutes-Classified	11.00/hr						
Substitutes-Certified	14.00/hr						
Network Engineer	26.00/hr						
Support Lead Mentor	50.00/hr						
Part-time Maintenance	(Must provide tools)	18.50	19.00	19.50	20.00	20.50	21.00
Stipends for additional duties							
	$2,500.00						

ABC Consortium	Years Experience	8	9	10	11	12	13
	STEPS	9	10	11	12	13	14
ABC Teachers (BSE)		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ABC Teachers (MSE)		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
ABC Teacher (AA)		26,280.00	26,280.00	26,280.00	26,280.00	26,280.00	26,280.00
ABC Para w/CDA	8 hr/day	17,760.00	17,760.00	17,760.00	17,760.00	17,760.00	17,760.00
ABC Para w/AA Degree	8 hr/day	18,607.00	18,607.00	18,607.00	18,607.00	18,607.00	18,607.00
ABC Floater (6 hr day)	6 hr/day	11,748.00	11,748.00	11,748.00	11,748.00	11,748.00	11,748.00
ABC Teacher BS		27,080.00	27,080.00	27,080.00	27,080.00	27,080.00	27,080.00
ECH Consortium							
Speech Path	hired prior to 7/1/24						
Speech Path	hired after 7/1/24	55,000.00	55,000.00	55,000.00	55,000.00	55,000.00	55,000.00
SLPA (BS)		43,000.00	43,000.00	43,000.00	43,000.00	43,000.00	43,000.00
ECH Teachers (BSE)		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ECH Teachers (MSE)		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
SCSC Specialists/Coordinators							
Content Specialists		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Technology Center Coordinator		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
CTE		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Mentoring Program Specialist		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Local Lead		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
ABC Coordinator		75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
ECH Coordinator		75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
TCC		78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00
Classified Staff							
Secretary 1 Secretary 2		30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Administrative Assistant		33,000.00	33,000.00	33,000.00	33,000.00	33,000.00	33,000.00
Business Manager/Bookkeeper 1		45,000.00	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00
Bookkeeper 2		53,000.00	53,000.00	53,000.00	53,000.00	53,000.00	53,000.00
		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
Hourly Staff							
Intern 1	11.00/hr						
Intern 2	11.00/hr						
Substitutes-Classified	11.00/hr						
Substitutes-Certified	14.00/hr						
Network Engineer	26.00/hr						
Support Lead Mentor	50.00/hr						
Part-time Maintenance	(Must provide tools)	21.50	22.00				
Stipends for additional duties							
	$2,500.00						

ABC Consortium	Years Experience	14	15	16	17	18	19	20
	STEPS	15	16	17	18	19	20	21
ABC Teachers (BSE)		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ABC Teachers (MSE)		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
ABC Teacher (AA)		28,000.00	28,000.00	28,000.00	28,000.00	28,000.00	28,000.00	28,000.00
ABC Para w/CDA	8 hr/day	18,880.00	18,880.00	18,880.00	18,880.00	18,880.00	18,880.00	18,880.00
ABC Para w/AA Degree	8 hr/day	19,880.00	19,880.00	19,880.00	19,880.00	19,880.00	19,880.00	19,880.00
ABC Floater (6 hr day)	6 hr/day	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00
ABC Teacher BS		31,280.00	31,280.00	31,280.00	31,280.00	31,280.00	31,280.00	31,280.00
ECH Consortium								
Speech Path	hired prior to 7/1/24	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
Speech Path	hired after 7/1/24	61,000.00	61,000.00	61,000.00	61,000.00	61,000.00	61,000.00	61,000.00
SLPA (BS)		46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00
ECH Teachers (BSE)		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ECH Teachers (MSE)		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
SCSC Specialists/Coordinators								
Content Specialists		70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
Technology Center Coordinator		70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
CTE		70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
Mentoring Program Specialist		70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
Local Lead		70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
ABC Coordinator		76,907.60	76,907.60	76,907.60	76,907.60	76,907.60	76,907.60	76,907.60
ECH Coordinator		76,907.60	76,907.60	76,907.60	76,907.60	76,907.60	76,907.60	76,907.60
TCC		82,000.00	82,000.00	82,000.00	82,000.00	82,000.00	82,000.00	82,000.00
Classified Staff								
Secretary 1 Secretary 2		35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00
Administrative Assistant		38,000.00	38,000.00	38,000.00	38,000.00	38,000.00	38,000.00	38,000.00
Business Manager/Bookkeeper 1		49,000.00	49,000.00	49,000.00	49,000.00	49,000.00	49,000.00	49,000.00
Bookkeeper 2		57,000.00	57,000.00	57,000.00	57,000.00	57,000.00	57,000.00	57,000.00
		56,000.00	56,000.00	56,000.00	56,000.00	56,000.00	56,000.00	56,000.00

ABC Consortium			Years Experience	0	1
	Days Contracted		**STEPS**	**1**	**2**
ABC Teachers (BSE)	190			50,000.00	50,000.00
ABC Teachers (MSE)	190			52,000.00	52,000.00
ABC Teacher (AA)	190			26,280.00	26,280.00
ABC Para w/CDA 8 hr/day	185			17,760.00	17,760.00
ABC Para w/AA Degree 8 hr/day	185			18,607.00	18,607.00
ABC Floater (6 hr day) 6 hr/day	178			11,748.00	11,748.00
ABC Teacher BS	190			27,080.00	27,080.00
ECH Consortium					
Speech Path hired prior to 7/1/24	190				
Speech Path hired after 7/1/24	190			55,000.00	55,000.00
SLPA (BS)	185			43,000.00	43,000.00
ECH Teachers (BSE)	190			50,000.00	50,000.00
ECH Teachers (MSE)	190			52,000.00	52,000.00
SCSC Specialists/Coordinators					
Content Specialists	240			60,000.00	60,000.00
Technology Center Coordinator	240			60,000.00	60,000.00
CTE	240			60,000.00	60,000.00
Mentoring Program Specialist	240			60,000.00	60,000.00
Local Lead	240			60,000.00	60,000.00
ABC Coordinator	200			75,000.00	75,000.00
ECH Coordinator	200			75,000.00	75,000.00
TCC	240			78,000.00	78,000.00
Classified Staff					
Secretary 1 Secretary 2	240			30,000.00	30,000.00
Administrative Assistant	240			33,000.00	33,000.00
Business Manager/Bookkeeper 1	240			45,000	45,000
Bookkeeper 2	240			53,000	53,000
	240			52000	52000
Hourly Staff					
Intern 1 11.00/hr					
Intern 2 11.00/hr					
Substitutes-Classified 11.00/hr	12.00/hr (more than 30 days)				
Substitutes-Certified 14.00/hr	14.00/hr (more than 30 days)				
Network Engineer 26.00/hr					
Support Lead Mentor 50.00/hr					
Part-time Maintenance (Must provide tools)				17.50	18.00
Stipends for additional duties					
$2,500.00					
Comments:	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.				

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SCSC TEACHER CENTER COMMITTEE

Terms of Office, 2024-2025

District	Committee Members	Years Remaining	Term Expires
Bearden	Rhonda Petit	1	2024
Camden-Fairview	Kristi Cook	3	2026
El Dorado	Sharonda Brooks	2	2025
(ETB)	Jennifer Henderson	3	2026
Hampton	Kelli Inzer	3	2026
Harmony Grove	Sharon Hale	3	2026
Junction City	Shana McLelland	1	2024
Magnolia	Sonya Russell	2	2025
Parkers Chapel	Patricia Murray	3	2026
Smackover-Norphlet	Megan Preston	1	2024
Strong-Huttig	LaTonya Green	2	2025

PROFESSIONAL DEVELOPMENT COMMITTEE

Terms of Office, 2024-25

District	Committee Members	Years Remaining	Term Expires
Bearden	Richard Lachowsky	2	2025
Camden-Fairview	Tara Armstrong	1	2024
El Dorado	Jennifer Lee	1	2024
ETB	Kelli McLelland	2	2025
Harmony Grove	Sharon Hale	2	2025
Hampton	Kelli Inzer	3	2026
Junction City	Shelby Ward	1	2024
Magnolia	Penny Talley	2	2025
Parkers Chapel	Patricia Murray	3	2026
Smackover-Norphlet	Holly Strickland	1	2024
Strong-Huttig	Tina Raney	3	2025

SCSC FISCAL REPORT

Fiscal Year 2023

Cooperative Finance Overview

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

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

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

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

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

Local, State , Federal, Other and Total
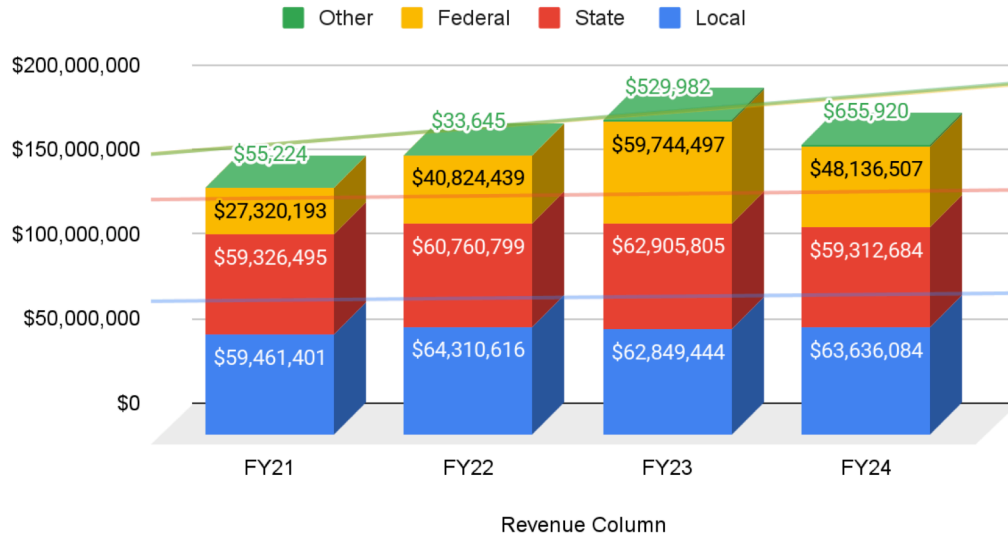
■ Other ■ Federal ■ State ■ Local

Revenue Column

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ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK                                                              PAGE NUMBER:    1
DATE: 06/06/2025                               SOUTH CENTRAL SERVICE CO-OP                            MODULE NUM: STATMN9EAR
TIME: 04:47:02                          DETAILED STATEMENT OF CHANGES IN FUND BALANCES
                                           FOR PERIODS 1 THROUGH 13 OF 24

SELECTION CRITERIA:  ALL
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FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
2002	POSTAGE METER	7,759.12	.00	.00	.00	314.99	7,444.13
2003	VAN ACCOUNT	42.51	.00	.00	.00	42.51	.00
2004	MISC/COPIER FUND	39,231.67	.00	.00	.00	13,470.59	25,761.08
2005	ARKANSAS SCHOOL GARD	.05	.00	.00	.00	.05	.00
2006	SAU TECH. BOOTCAMP	.00	.00	.00	.00	.00	.00
2007	MAKER CAMP	1,838.45	.00	.00	.00	.00	1,838.45
2009	PETTY CASH	50.00	.00	.00	.00	.00	50.00
2010	MENTAL HEALTH	61.77	.00	.00	.00	58.70	3.07
2013	AR COMMUNITY GRANT P	.00	5,000.00	.00	.00	2,306.17	2,693.83
2015	MATH/SCI WORKSHOPS	.00	.00	.00	.00	.00	.00
2016	MST	145,768.13	.00	.00	4,800.00	57,156.11	83,812.02
2018	TESS	.00	.00	.00	.00	.00	.00
2020	LITERACY-FUNDS	.00	.00	.00	.00	.00	.00
2021	TEACHER CENTER	2,793.92	36,095.84	.00	.00	15,724.75	23,165.01
2022	CPR	5,015.11	9,920.00	.00	.00	567.18	14,367.93
2030	VI-B LOCAL	49,420.81	757,532.29	.00	5,100.00	705,676.44	96,176.66
2040	PD	104,217.76	175,282.00	.00	4,500.00	135,619.03	139,380.73
2050	ABC TUITION	112,341.70	56,393.28	.00	4,552.48	.00	164,182.50
2060	ELDT - DRIVER TRAINI	4,835.72	22,473.59	.00	.00	18,010.00	9,299.31
2070	DEPRECIATION ACCOUNT	10,000.00	.00	.00	.00	.00	10,000.00
2095	ARPEP	.00	29,600.00	.00	.00	12,533.36	17,066.64
2098	LOCAL ECH OPERATING	200,320.64	.00	.00	.00	1,800.00	198,520.64
2244	EXT. SCHOOL YEAR	4,588.00	666.00	.00	.00	970.90	4,283.10
2246	TEACHER MENTORING	.00	135,729.79	.00	3,500.00	132,229.79	.00
2260	SPECIAL EDUC.-STATE	.00	.00	.00	.00	.00	.00
2271	ADVANCED PLACEMENT	.00	.00	.00	.00	.00	.00
2272	G/T	.00	30,000.00	.00	.00	30,000.00	.00
2291	WORKFORCE	.00	55,000.00	.00	3,500.00	51,500.00	.00
2353	ARP TECH GRANT MATCH	.00	.00	.00	.00	.00	.00
2355	NIET LEAD TEACHER GR	.00	25,000.00	.00	.00	25,000.00	.00
2360	CO-OP OPERATING	1,366,747.34	682,819.50	136,849.63	11,073.51	706,445.39	1,468,897.57
2362	TECHNOLOGY	.00	80,000.00	.00	3,500.00	76,500.00	.00
2364	CONTENT SPECIALISTS	.00	540,000.00	.00	.00	511,620.46	28,379.54
2365	ABC	.00	1,012,853.15	.00	10,000.00	1,002,853.15	.00
2384	INSTRUCTIONAL FAC	.00	.00	.00	.00	.00	.00
TOTAL STATE/LOCAL		2,055,032.70	3,654,365.44	136,849.63	50,525.99	3,500,399.57	2,295,322.21
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
5000	CAPITAL OUTLAY FUND	.00	.00	.00	.00	.00	.00
TOTAL CAPITAL OUTLAY FUND		.00	.00	.00	.00	.00	.00
6497	USDA SCBG GARDEN GRA	500.00	.00	.00	.00	420.70	79.30

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6552	CHILD CARE SUSTAINAB	103,156.28	.00	.00	.00	79,983.41	23,172.87
6562	CCDF/CHILD CARE DEVE	5,700.00	39,150.00	.00	.00	1,146.85	43,703.15
6563	BETTER BEGINNINGS	42,870.61	.00	.00	.00	42,870.58	.03
6564	ABC GRANT OPERATIONA	10,595.99	.00	.00	.00	10,595.99	.00
6565	ABC GRANT QUALITY	158,708.32	.00	.00	.00	11,969.40	146,738.92
6567	CHILD CARE GRANT	.00	.00	.00	.00	.00	.00
6569	STABILIZATION EXPANS	2,188.73	.00	.00	.00	2,188.73	.00
6570	CARL PERKINS	.00	248,055.72	.00	.00	248,055.72	.00
6574	PERKINS RECRUIT&RETE	.00	10,000.00	.00	.00	10,000.00	.00
6575	CTE VIRTUAL REALITY	.00	.00	.00	.00	.00	.00
6576	C PERKINS MENTOR STI	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION GR	.00	5,377.19	.00	.00	5,377.19	.00
6578	RESERVE INNOVATION G	.00	5,000.00	.00	.00	5,000.00	.00
6701	SPED MENTORING	.00	.00	.00	.00	.00	.00
6705	BEHAVIOR SPECIALIST	.00	.00	.00	.00	.00	.00
6710	FED ECH	.00	.00	.00	.00	.00	.00
6719	ESSER	.00	.00	.00	.00	.00	.00
6749	MEDICAID-PRESCHOOLS	376,951.93	22,962.99	.00	.00	157,728.35	242,186.57
6752	ARMAC	240,456.75	66,933.76	.00	.00	56,208.38	251,182.13
6767	ARP HOMELESS II GRAN	.00	18,056.44	.00	.00	18,056.44	.00
6779	STRONGER CONNECTIONS	.00	61,636.73	.00	.00	61,636.73	.00
6787	STENCIL GRANT	.00	.00	.00	.00	.00	.00
6788	LOCAL LEADS	.00	150,000.00	.00	.00	64,135.47	85,864.53
6802	ARP TECHNOLOGY GRANT	.00	.00	.00	.00	.00	.00
6804	ELC-POC GRANT	.00	.00	.00	.00	.00	.00
6809	PRE-K LETRS-EC	232.55	1,950.00	.00	.00	1,835.55	347.00
6812	COMMUNITIES OF PRACT	.00	210,000.00	.00	.00	210,000.00	.00
TOTAL FEDERAL GRANTS FUND		941,361.16	839,122.83	.00	.00	987,209.49	793,274.50
8055	CACFP SNACKS-MEALS	.00	24,271.71	4,552.48	.00	28,824.19	.00
8656	CACFP REIMBURSEMENTS	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		.00	24,271.71	4,552.48	.00	28,824.19	.00
TOTAL		2,996,393.86	4,517,759.98	141,402.11	50,525.99	4,516,433.25	3,088,596.71

ANNUAL REPORT PROGRAM DESCRIPTIONS 2024-2025

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	Hampton
El Dorado	Parkers Chapel	Strong-Huttig

Personnel

Name	Position	Degree
Robin Richardson	AR Better Chance Coordinator	Masters Degree/Educational Admin

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Taylor McLelland	ABC Secretary	Bachelor's Degree/Psychology
Marva Baxter	SAU Tech Paraprofessional	Bachelor's Degree/Family & Consumer Ed
Stephanie Sliva	SAU Tech ABC Teacher	Bachelor's Degree/MS STEM
Kathy Sexton	Harmony Grove Teacher	Bachelor's Degree/EC
Sandra Crain	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Melissa Slaughter	Parkers Chapel Teacher	Bachelor's Degree/EC
Tara Morgan	Parkers Chapel Teacher	Bachelor's Degree/EC
Chiquita Richard	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Rena Toland	Retta Brown Paraprofessional	Child Development Associate (CDA)
Suzanne Reynolds	Retta Brown Teacher	Bachelor's Degree/ECE
Sharon McElroy	Harmony Grove Teacher	Bachelor's Degree/ECE
Iris Barr	Retta Brown Teacher	Bachelor's Degree/ECE
Alicia Neely	Retta Brown Teacher	Bachelor's Degree/EC
Alycia Reynolds	Retta Brown Floater	HS Diploma
Shanna Lamb	Hampton ABC Teacher	BSE-Early Childhood
Kinetra Swift	RB Paraprofessional	AA-Early Childhood
Kathy Doss	HG Paraprofessional	Child Development Associate (CDA)
Marquita Steward	Parkers Chapel Floater	HS Diploma
Courtney Butler	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Michelle Scarlett	Harmony Grove Teacher	AA Degree/EC
Leann Golden	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Jenni Elmore	Harmony Grove Floater	High School Diploma
Ashley Nowlin	Harmony Grove Teacher	Bachelor's Degree-EC/Masters Degree/ Library Science

Kim Dismuke	Retta Brown Paraprofessional	Child Development Associate (CDA)
Brittney King	Hampton Co-Teacher	AA/Early Childhood
Tabatha Porter	Hampton Co-Teacher	AA/Early Childhood
Janet Kelley	Hampton Paraprofessional	Child Development Associate (CDA)
Melissa Denton	Hampton Floater	HS Diploma

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 220 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 2024-2025 school year was successfully submitted and approved 220 student slots located on five sites in the Co-op service area. None of our 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.

Teachers have continued to create instructional videos to encourage parent involvement and collaboration among the staff. 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 and have gone out to community firehouses and community events to promote attendance and our program. 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. 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, Head Start, and our Local Lead, Zephonia Avant, to provide activities for families in celebration of Arkansas Children's Week.

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

SCSC's certified Pre-K teachers have completed LETRS training and continue to facilitate the use of Launchpad within their classrooms. Our classified Pre-K teachers are following the certified teachers' lead and are completing LETRS training and facilitating the use of Launchpad within their classrooms as well.

SCSC will host another Pre-K Day at the co-op this year. Some of the activities students and parents may participate in are: Go Noodle, Rig-ama-jig, planting garden seeds, robot fun, bouncy house fun, pelt exhibit from the Arkansas Game and Fish, cow milking simulation animal, tattoo art, and a petting zoo. We also serve lunch to all the students, family, and co-op staff.

SCSC ABC has been collaborating with other Pre-K programs and our Local Lead to help promote the importance of preschool in the communities that we serve, and we have been working with our SCSC SpEd department on child find.

SCSC ABC Teachers have been using Launchpad to assess, monitor, and guide their early literacy skills. See below for the current data FY 24-25.

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
Brigitte Haney	Mentoring Program Specialist	M. Ed.

Program Summary

For the 2024-2025 school year, South Central Service Cooperative was awarded a one-year grant from the Division of Elementary and Secondary Education to provide a state-supported mentoring program for school districts in our region. This was our seventh

ABC PreK (Launchpad Data)				
	Component	Beginning of Year	Middle of Year	End of Year
	Instructional Vocabulary	**8.23**	**9.70**	**11.2**
	Phonemic/Phonological Awareness	**6.50**	**10.09**	**14.70**
	Concepts of Print	**3.23**	**3.83**	**4.50**
	Uppercase Letter ID	**9.30**	**14.95**	**19.25**
	Lowercase Letter ID	**8.25**	**12.16**	**17.16**
	Letter Sound Identification	**3.49**	**9.54**	**16.47**

year to be awarded the mentoring grant. The Mentoring Program Specialist, Brigitte Haney, was hired to coordinate the program per the state's guidelines and goals. She worked collaboratively with the office of Educator Effectiveness and Licensure, building principals, district points of contact, mentors, and novice teachers to provide a three-year program of support to meet the needs of teachers and their mentors across our districts.

Our program participant number in August 2024 was 192 student-facing teachers. Of those, 64 were beginning year one, 55 were beginning year two, and 73 were beginning year three. We ended the year with 71 year 1 novices, 54 year 2 novices, and 72 year 3 novices.

Licensure

Our ultimate goal for licensure is to have 100% of novices holding an Arkansas teaching license by the end of their third and final year of the mentoring program. We help educators work towards this goal in many different ways.

The following data was obtained through an end of the year survey given to SCSC Novices:

- August 2023 found approximately 47% of SCSC novice teachers (Year 1, 2, and 3) fully certified. By April 2024, that number had increased to 62%.

Which best describes your licensure situation at the beginning of the 23-24 school year?
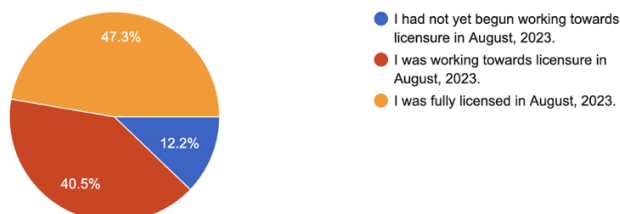
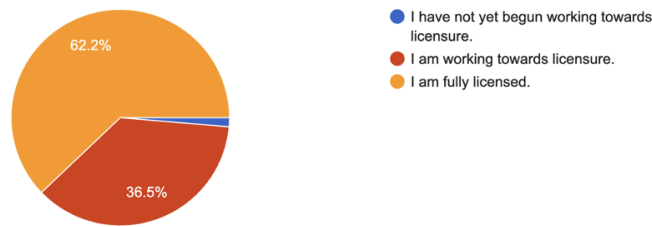Which best describes your licensure situation now, at the end of the 23-24 school year?
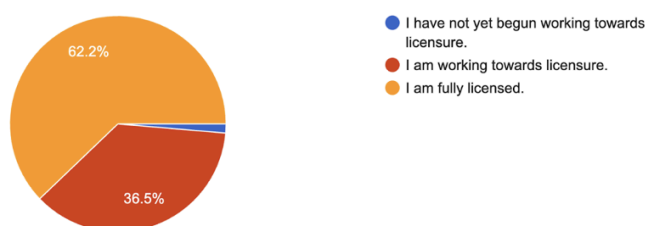
- The percentage of teachers (Year 1, 2, and 3) who, at the beginning of the 23-24 school year had yet to begin a certification pathway was 12.2%. That number had decreased to only 1.4% in April 2024.

Which best describes your licensure situation at the beginning of the 23-24 school year?
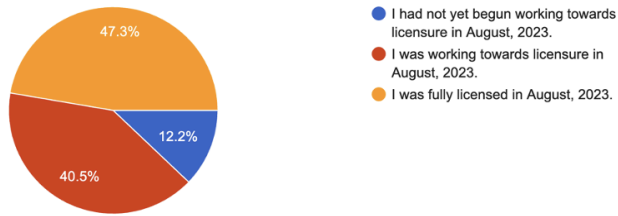
47.3%
12.2%
40.5%

● I had not yet begun working towards licensure in August, 2023.
● I was working towards licensure in August, 2023.
● I was fully licensed in August, 2023.

Which best describes your licensure situation now, at the end of the 23-24 school year?

62.2%
36.5%

● I have not yet begun working towards licensure.
● I am working towards licensure.
● I am fully licensed.

- At the end of the school year, 72% of Year 3 Novices completing the survey were fully certified. The remaining 28% had chosen a pathway and were actively working towards certification.

Study Support Materials

One manner in which we provide support to teachers needing to earn their certification is to offer assistance with PRAXIS exams. SCSC's Mentoring Program was able to cover the subscription costs to 240tutoring.com. Additionally, study guide books and flash cards were also purchased for teachers to use while preparing for the exams.

Teachers were also offered financial assistance through the form of reimbursements. As in previous years, SCSC continued to offer a reimbursement of registration/exam fees once teachers received a passing score on their PRAXIS and/or Foundations of Reading test(s). This year we have reimbursed educators over $4,900.

When novices were asked about the support services they utilized when studying for their exams:

- 62.2% of novices reported using 240 Tutoring
- 8.1% of novices chose to check out paper study books
- 4.1% utilized virtual study sessions offered by DESE

It should be noted that some novices utilized more than one form of support during their preparation process. Other novices who completed the survey marked that they didn't utilize any support services. Those selecting this category were a combination of novice teachers who studied independently and those who were already certified at the beginning of the 24-25 school year, thus requiring no additional assistance this year.

Which, if any, forms of assistance have you received to help pass your PRAXIS exam(s), including Foundations of Reading? Check all that apply.

Category	Value
240 Tutoring	46 (62.2%)
study.com	7 (9.5%)
I have checked out a paper book from South Central Cooperative	6 (8.1%)
I took advantage of virtual coaching sessions offered by D…	3 (4.1%)
I did not utilize any assistance for passing my PRAXIS test(s).	22 (29.7%)
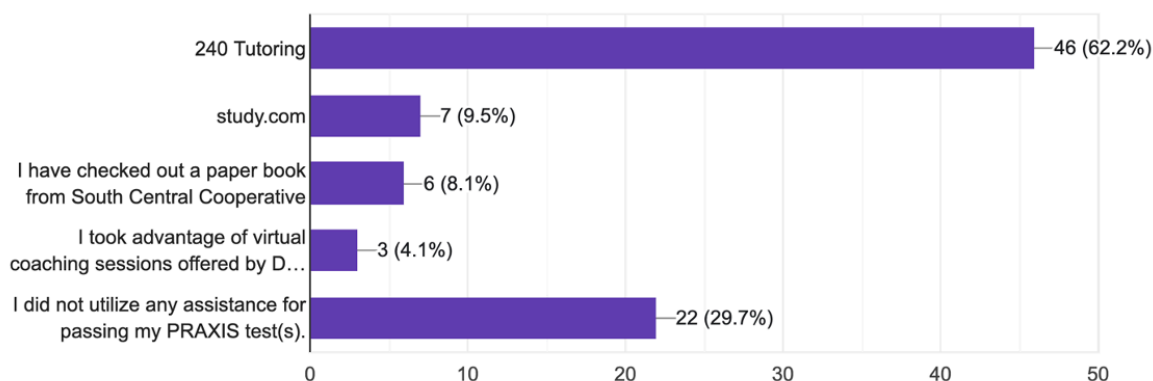
ArPEP

During 2024-2025 SCSC offered its novices the choice of ArPEP (Arkansas Professional Educator Pathway) as a certification route. This program allowed an alternative licensure pathway for those teachers who have obtained a Bachelor's degree in a field other than education to go ahead and begin their career as an educator while receiving job-embedded training over a two-year period. In addition to one-on-one PRAXIS coaching, candidates received training in both synchronous and asynchronous formats. Candidates also benefited from face-to-face coaching visits from the Mentoring Program Specialist as well as moderators from TNTP.

Our first cohort group which began in September of 2023 consisted of three year 1 candidates (two of which finished the course) and one year 2 candidate who submitted her portfolio and earned a passing score. We saw a large increase in enrollment during our second year of ArPEP - thirteen year 1 candidates (twelve of which finished the course) and two year 2 candidates, both of whom submitted portfolios and earned passing scores. This has South Central with a 100% passing rate for our edTPA candidates! Our anticipated numbers for the 2025-2026 cohort are at an all time high of 27 candidates.

Master/Lead Teacher Designation

In another effort to provide support to novice teachers, South Central is working to certify

veteran teachers with their Master or Lead Teacher designation. Teachers earning this micro-credential will then be able to serve as a mentor for new teachers, as a host teacher for student interns, or serve as a journeyman for apprentice teachers. This round of training was offered through NIET. The first cycle, which began in October, saw 21 teachers from 15 different campuses across 8 different districts take advantage of this opportunity. In August, 2024. SCSC will partner with TNTP to offer an additional round of certification training. As of April, the number of candidates for this cohort is anticipated to be 25.

Program Effectiveness

Our goal for program effectiveness as written in our grant was to have 90% of novices and district points of contact rate the SCSC Mentoring Program at three or higher on a scale of one to five. The final novice rating was 98.6% at three or above, almost ten percentage points above our goal. Of the novices who responded to our end-of-year survey,
  • 55.4% rated the program with at a 5, the highest level of satisfaction
  • 25.7% rated the program with a 4
  • 17.6% rated the program with a 3
  • 1.4% rated the program with a 2
  • 0% rated the program with a 1

How satisfied are you with the Novice Teacher Program offered through South Central?
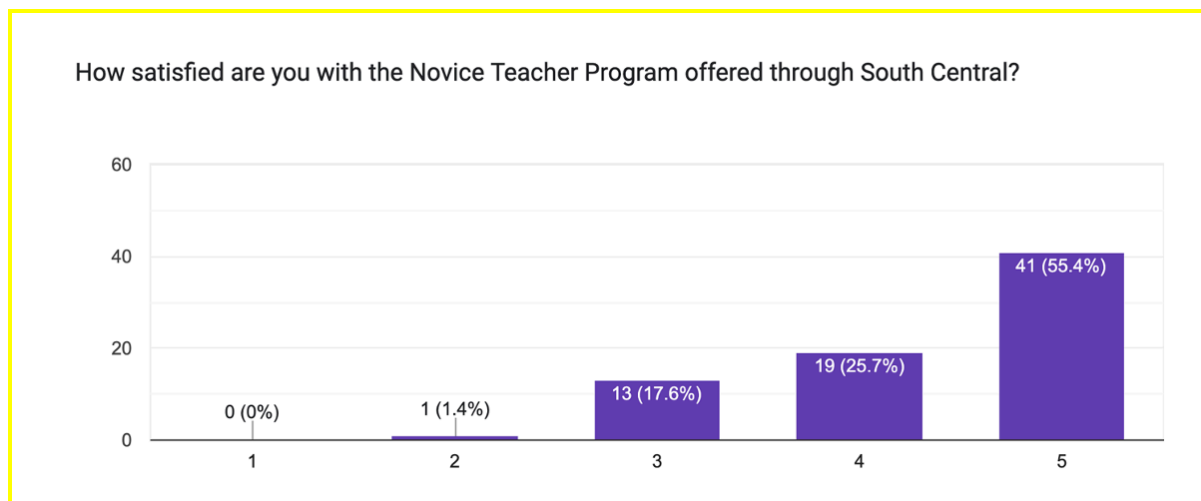
When the district points of contact were asked to rate their district's level of satisfaction with the mentoring program, 100% rated it with four or five
  • 50% rated the program with 5 out of 5
  • 50% rated the program with 4 out of 5
 • 0% rated the program 3 or below

Retention

In the fourth quarter of the school year, we asked novices to share their plans for the upcoming 2024-25 school year. Novices were asked the likelihood of their returning to teaching in Arkansas on a scale of one to five with one being "definitely not" and five being "definitely returning". Of our novices reporting, 93% reported that their intentions were to

return for the 24-25 school year. The breakdown is as follows:
- 70.3% reported a 5, that they would definitely be returning
- 23% reported a 4, very likely that they would be returning
- 5.4% reported a 3, neutral as to whether or not they would be returning • 1.4% reported a 2, unlikely that they would be returning
- 0% reported a 1, definitely not returning

How likely are you to return to the teaching profession for the 2024-2025 school year (whether in your current district or another district)?
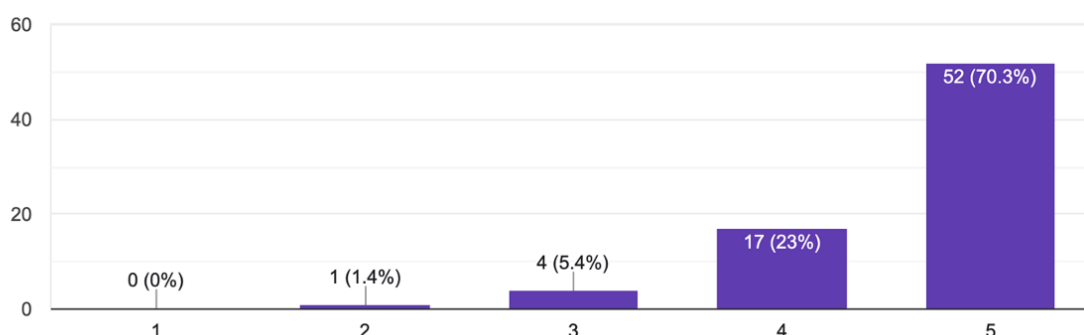
Regular communication with novice teachers has helped us support our districts in retaining novices. Of the MPS's main forms of communication:
- 64.9% of novices reported emails to be their preferred means of communication • 25.7% reported face-to-face visits was their preference
- 8.1% reported newsletters as their preferred means of communication
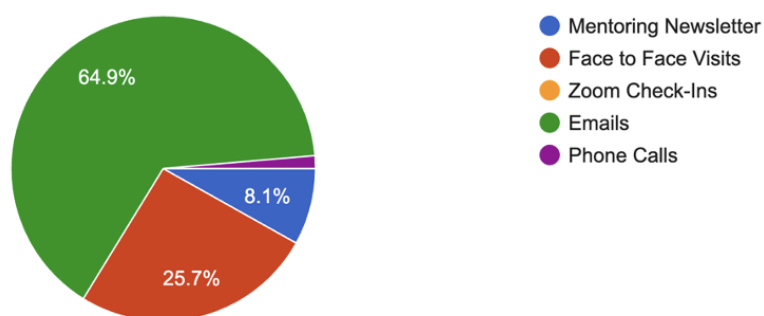
Because we understand that teacher retention is a group effort, everyone at South Central is encouraged to support our novice teachers. The support that our content specialists provide to novices during the school year has been very beneficial to the mentoring program. In addition to support provided by the MPS, the number of novices who reported communicating with our staff are as follows:

- Science Specialist, Renee' Bearden: 1st semester 17, 2nd semester 16
- Math Specialist, Tiffany Graven: 1st semester 4, 2nd semester 4

- Math Specialist, Heather Rain: 1st semester 5, 2nd semester 4
- Literacy Specialist, Autumn Dunn: 1st semester 16, 2nd semester N/A
- Literacy Specialist, Andrea Martin: 1st semester 8, 2nd semester 7
- Literacy Specialist, Jennifer Murphy: 1st semester 16, 2nd semester 17
- CTE Coordinator, Katie Robertson: 1st semester 7, 2nd semester 7
- Technology Specialist, JoAnn Womack: 1st semester 6, 2nd semester 3
- SPED/Behavior Support Specialist, Sonya Hartsfield: 1st semester 7, 2nd semester 7
- Print Shop Manager, Lauren Elmore: 1st semester 11, 2nd semester 13
- Teacher Center Coordination, Anna Warriner: 1st semester 13, 2nd semester 13
- Director, Karen McMahen: 1st semester 9, 2nd semester 7

Behavior Support Specialist

Funding Source: **Federal-Part B**

Competitive Grant: **No**

Restricted   Restricted

Participating Schools: Statewide

Personnel

Name	Position	Degree
Shelia Smith	Behavior Support Specialist Coordinator	Ph.D., L.P., BCBA-D
Shana Bailey	Behavior Support Specialist	M.S., BCBA
Jennifer Brewer	Behavior Support Specialist	Ed.S.
Sandy Crawley	Behavior Support Specialist	M.S.E.
Kelly Davis	Behavior Support Specialist	M.Ed., BCBA
Sonia Hartsfield	Behavior Support Specialist	M.Ed.
Audrey Kengla	Behavior Support Specialist	M.S., CCC-SLP
Amanda Kirby	Behavior Support Specialist	M.S.E.
Kat Lancaster	Behavior Support Specialist	M.A., CCC-SLP, BCBA
Lindsey Lovelady	Behavior Support Specialist	M.S., BCBA
Allison Mears	Behavior Support Specialist	LPC., BCBA
Meagan Booe	Behavior Support Specialist	M. Ed, BCBA
Nicheyta Raino	Behavior Support Specialist	M.Ed., BCBA
Jenna Stapp	Behavior Support Specialist	M.A.T.
Connie Thomason	Behavior Support Specialist	M.Ed., BCBA

| Mary Walter | Behavior Support Specialist | Ed.S., SPS |
| Carla Knight | Behavior Support Specialist | M.S.E., BCBA |

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

BX3 PROJECT

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

BX3 Cohort 3- Building level teams
1. Alma Intermediate 2. Bryant Elementary 3. Horatio Elementary 4. Hurricane Creek Elementary 5. McRae Elementary 6. Mena Middle School   7. Mena High School 8. Oscar Hamilton Elementary 9. Pottsville Junior High 10. University Heights Elementary 11. Asbell Elementary

BX3 Cohort 4 - Building level teams
1. Arkansas Arts Academy High School 2. Magnolia Middle School 3. Sidney Deener Elementary 4. Westside Elementary - Searcy 5. Southwest Middle School rcy- WDM 6. Janie Darr Elementary 7. Arkadelphia High School 8. Lake Hamilton New Horizons 9. Washington Elementary 10. Lincoln Middle School   18. Elmdale Elementary-Springdale 19. Louise Durham Elementary 20. Manila Elementary 21. K-8 Connect - Springdale 22. Indian Hills Elementary 23. Newport Elementary 24. East End Elementary 25. Lakeside Primary 26. Allbritton Elementary 27. Peak Elementary School 28. Harmony Leadership Academy

BX3 Cohort 4 - Building level teams	
11. Cedarville Elementary 12. Glen Rose Elementary 13. Flippin Elementary 14. Beebe Elementary 15. Bob Folsom Elementary 16. The Academies of West Memphis 17. Westbrook Elementary - Harmony Grove	29. Rector Elementary School 30. Wonder Jr. High 31. Bayyari Elementary 32. North Heights Community School 33. Beebe Middle School 34. Benton Jr High

BX3 Cohort 5 - Building level teams	
1. Waldron Middle School 2. Mountainburg Elementary 3. Mountainburg Middle School 4. Mountainburg High School 5. King Elementary-Van Buren 6. Fairview Elementary- Fort Smith 7. East Side- Magnolia 8. Central Elementary-Magnolia 9. Smackover-Norphlet Elementary 10. Hillcrest Elementary 11. East End Middle- Sheridan 12. Sheridan High School	13. Eureka Springs Elementary 14. Eureka Springs Middle School 15. McCrory Elementary 16. Augusta Elementary 17. Augusta High School 18. Jerry "Pop" Williams Elementary- Farmington 19. Farmington High School 20. Arkansas Arts Academy Elementary 21. Clarendon Elementary

Program Summary

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

MAJOR HIGHLIGHTS OF 2024-25:

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

CIRCUIT

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

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

MAJOR HIGHLIGHTS OF 2024-2025:
- Provided on-site coaching and consultation, student observation, records review, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 155 CIRCUIT referrals across all Education Service Cooperatives

Professional Learning Opportunities

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2024-2025:
- Offered 19 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. https://arbss.org/behavior-breaks/
- Offered over 140 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2655 participants

ADDITIONAL BSS HIGHLIGHTS OF 2024-2025:
- Planning for the first annual Arkansas School Behavior Conference
- Partnered with DESE to support THRIVE Leadership Academy Cohorts 5, 6, and 7 and THRIVE Leadership Academy at DeQueen-Mena ESC, Dawson ESC, Southeast ESC, and Arch Ford ESC to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the BehaviorHelp Kindergarten Transition Support Planning group
- Served on committee DESE staff and AETN to develop modules on Crisis Management and MTSS-B for AR IDEAS
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Newsletter is reaching nationally and internationally (8 countries)
- Several states are accessing our online modules including California, Colorado, Nevada and North Carolina
- Presented Multi-Tiered Behavior Support Resources at SEAS Conference
- Presented Mic Drop Sessions - Review of BSS Website at AAEA Conference
- Presented Increasing Student Behavior Supports at the Tier 2 Level: Student Intervention Matching (SIM) Form at the Transition Summit
- Presented Charting the Path to Tier 2 Behavior Interventions: Intro. to the Student Intervention Matching Form at LEA Academy
- Presented Navigating Tier 1 and Tier 2 Behavior Supports in the Inclusive Classroom at LEA Academy
- Presented The BX3 Journey Awaits! Building Capacity in School-Wide Positive Behavior Supports at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Meaningful Access ToT: Behavior with DESE-OSE
- Presented Behavior Strategies and Resources at the The Teaching & Partnerships in Juvenile Detention Centers Workshop
- Presenting Supercharging Student Success: An Overview of Multi-Tiered Behavior Support at the ArSCA & DESE School Counselor Conference
- 14 BSS attended the Association of Positive Behavior Supports International Conference in St. Louis, MO
- 1 BSS attended the 23rd Annual NWPBIS Conference in Portland, OR

- 1 BSS attended the LRP Institute Convention in Phoenix, AZ

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 two public schools and two secondary career centers in our cooperative area. The main focus is to initiate and maintain high 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.

SCSC CTE PREFORMANCE REPORT

2024-2025

This report emphasizes the data and performance evaluation of the SCSC CTE Perkins Consortium.

Total Perkins Allotment
$248,477.06

Innovation Additional Funds
$520,000

CTE Endorsement Completion (410/412,418)
👤 **9**

Certification Funding
$5377.19

Completed Multiple Recruitment and Retention Events to total Grant reimbursement of $10,000

Accountability

2 - State Start Up Filed

2- State Start Up Grants Filed , 1- Secured - Valued $37,187.50

Completed 1 State Start Up for Funding and 1 Modernization Grant through GMS

Reported 1808 Certifications for 2024

Completed 1 CLNA

Completed 1 Improvement Plan

Conducted SCSC first Welding Event 33 - High School Students were tested 32 Passed - leading to an H2 Certification and Merit

Be Pro Be Proud Draft Day: A Workforce Initiative to introduce Juniors and seniors to workforce opportunities in our Area. The Golden Triangle hosted a Be Pro Be Proud Draft Day in El Dorado. Juniors attended an expo and seniors were given the opportunity to interview with prospective employers. SCSC had 9 consortia schools to attend (Emerson, El Dorado, Bearden, Camden Fairview, Parkers Chapel, Smackover, Hampton, Harmony Grove, Junction City) and 1 non Perkins consortia school (Strong). There were over 70 interviews conducted and over a hundred in attendance for the Expo portion. The outcome of the 2025 Draft Day by the Numbers: Events Hosted in the State: 9, Students Engaged: 5805, Organization Participation: 244, Schools Represented: 176, and out of 2255 students interviewed, 82% advanced to the next step.

Girl Power: South Central, in collaboration with local industries and organizations, as well as nine other Educational Cooperatives (Arch Ford, Arkansas River, Crowley's Ridge, Dawson, DeQueen Mena, Guy Fenter, Southwest, Southeast, and Wilbur D. Mills), proudly hosted the fourth annual *Girl Power* event. This initiative was created to promote female participation in non-traditional occupational fields. Female students in grades 9–12, attending public schools within the respective Cooperative Regions, were invited to compete. Participants engaged in hands-on competitions focused on CNC Cutting and CNC Lasering technology projects, utilizing advanced equipment in the areas of Welding and Power Structural Systems. The event aimed to develop and refine student skills in high-need, high-wage, and high-demand nontraditional occupations, while also encouraging creativity and innovation.Each cooperative hosted a local qualifying event, with top performers in categories such as CNC Cutting, CNC Lasering, CNC Wood, and Multitool advancing to the state competition. The state-level competition was held at the Saline County Career and Technical Center in Benton, Arkansas. Student projects were evaluated based on creativity, design, technical proficiency, and interview performance.To support this initiative, the Arkansas Division of Career and Technical Education awarded $520,000 in Innovation Grant funding to fiscal agent DeQueen Mena. These funds enabled the 10 participating Educational Cooperatives $50,000 to budget for equipment to districts according to need and to organize regional events while enhancing their respective Career and Technical Education (CTE) programs. Additional contributions from regional industry partners further supported student prizes and essential supplies. The innovation funds were utilized to procure CNC plasma cutting systems, CNC laser engraving technology, and other materials essential for advancing public school CTE programs.A key takeaway from these events, as noted by coordinators, is the strengthened connection between educational institutions and industry. Collaborations with regional businesses and cooperation among Educational Cooperatives statewide have significantly expanded the scope and impact of the competition with more than 600 girls able to participate while fostering valuable real-world experiences for students and helping to bridge the skills gap in the workforce.

Be A Model: Collaborated with SAU Magnolia to host a Non Traditional Event for 10-12 grade students to expose them to career opportunities not in their field of study. Young men were
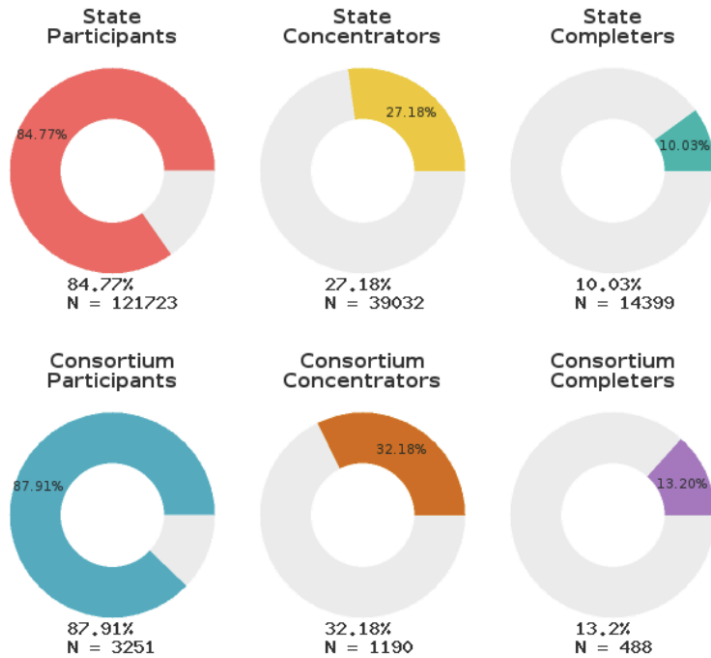
exposed to medical services and education and young ladies were exposed to construction, automotive, welding, plumbing, and electrical. This was a non traditional grant secured from the Department of Career And Technical Education and shared with my regional partnering cooperatives of Southwest Educational Cooperative and DeQueen Mena. SWAEC and DMESC each hosted their own respective events at their area educational partners of UAHT Hope, UAHT Texarkana, UA Cossatot, UA RichMountain. The outreach of participation was great with an average attendance of over 300 students.

Other Mentions:

- **ACTE :** As current ACTE President, attended the National ACTE Conference and Regional Conference, as well as helped manage and host the summer ACTE Conference. Attended ACTE National Policy to help advocate for CTE.
- **ACT 242:** Was selected and attended multiple face to face meetings on the ACT 242 to study standard alignment between current CTE offerings and determine if those courses could allow core academic credit.
- **Lithium Learns:** Attended a Lithium Learns meeting at SAU and was selected to be a member of a committee. Lithium Learns is progressing to help pilot a program eligible to high school students to receive education and earn a Certificate of Proficiency as well as TC to area career centers through SAU. Also had the opportunity to tour the Standard Lithium facility along with SADA, SAU, Superintendents and other administration.
- **SADA:** Member of the SADA (South Arkansas Development Alliance). Attend monthly meetings as well as collaborate to help host an annual event for area schools to participate in an 8th grade career exploration event, "Explore Success."
- **SWAWDB Youth Committee:** Member of the SWAWDB Youth Committee. These meeting help connect stakeholders with identified youth to benefits, grants, and education initiatives.
- **Judge CTSO-** Helped to judge FFA Subarea, hosted area schools at the Cooperative to proctor knowledge exams, judge FCCLA State, FBLA State, and State TSA.
- **Professional Development:** Hosted and facilitated professional development in Survey of Business, Boss Laser Specialized training, CPR, STEM training, and CTE Updates.
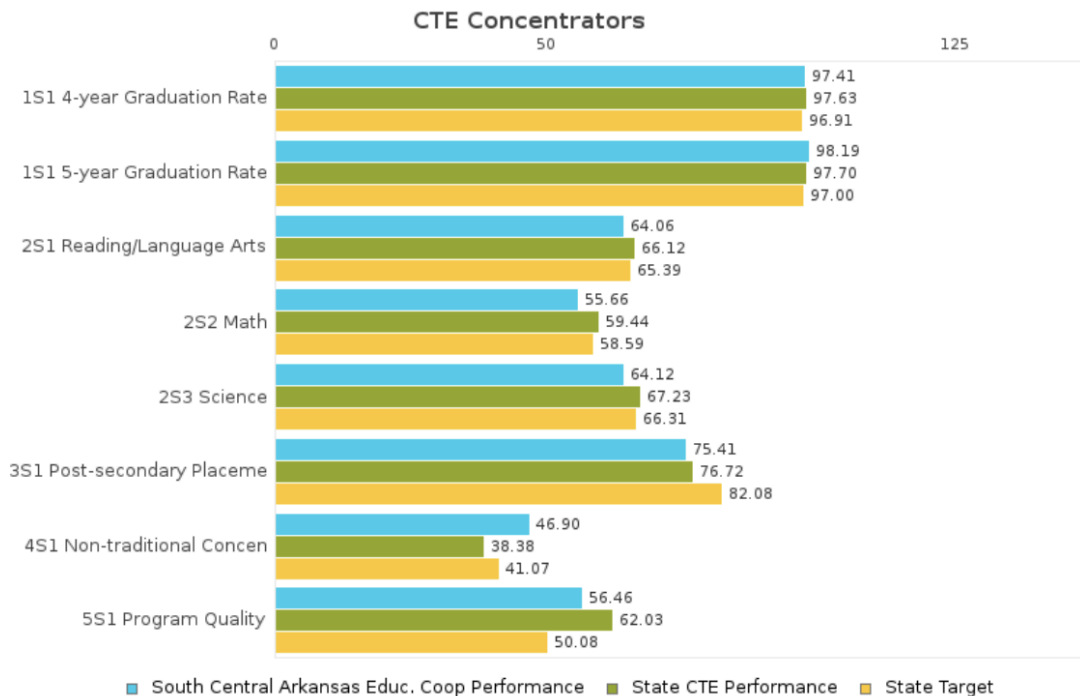
2024 CTE SUMMARY REPORT
SOUTH CENTRAL ARKANSAS EDUC. COOP

State Participants
84.77%
84.77%
N = 121723

State Concentrators
27.18%
27.18%
N = 39032

State Completers
10.03%
10.03%
N = 14399

Consortium Participants
87.91%
87.91%
N = 3251

Consortium Concentrators
32.18%
32.18%
N = 1190

Consortium Completers
13.20%
13.2%
N = 488

A comprehensive program report is available for more detailed information on all performance measures.

Enrollment includes Grades 9-12 students.

PERFORMANCE SCORES RELATIVE TO TARGETS

CTE Concentrators

Measure	South Central Arkansas Educ. Coop Performance	State CTE Performance	State Target
1S1 4-year Graduation Rate	97.41	97.63	96.91
1S1 5-year Graduation Rate	98.19	97.70	97.00
2S1 Reading/Language Arts	64.06	66.12	65.39
2S2 Math	55.66	59.44	58.59
2S3 Science	64.12	67.23	66.31
3S1 Post-secondary Placeme	75.41	76.72	82.08
4S1 Non-traditional Concen	46.90	38.38	41.07
5S1 Program Quality	56.46	62.03	50.08

■ South Central Arkansas Educ. Coop Performance   ■ State CTE Performance   ■ State Target

2024 CTE CONSORTIUM REPORT ON PERFORMANCE MEASURES FOR CONCENTRATORS

SOUTH CENTRAL ARKANSAS EDUC. COOP

CONCENTRATORS' PERKINS V PERFORMANCE MEASURE SCORES

PERFORMANCE MEASURES	CONSORTIUM SCORE					STATE SCORE				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
1S1: FOUR-YEAR GRADUATION RATE	> 97	> 97	> 97	> 97	> 97	97.53	96.22	96.59	97.23	97.63
1S2: FIVE-YEAR EXTENDED GRADUATION RATE	> 97	> 97	> 97	> 97	> 97	97.46	97.99	96.93	97.07	97.70
2S1: ACADEMIC PROFICIENCY SCORE IN READING LANGUAGE ARTS*	61.73		63.01	63.15	64.06	65.70		65.93	65.92	66.12
2S2: ACADEMIC PROFICIENCY SCORE IN MATHEMATICS*	55.55		55.21	53.41	55.66	59.94		59.53	58.53	59.44
2S3: ACADEMIC PROFICIENCY IN SCIENCE*	62.32		62.64	61.94	64.12	67.08		67.06	66.57	67.23

NON-CONCENTRATORS' PERKINS V PERFORMANCE MEASURE SCORES

PERFORMANCE MEASURES	CONSORTIUM SCORE					STATE SCORE				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
1S1: FOUR-YEAR GRADUATION RATE	83.38	80.07	79.08	82.42	80.72	78.22	79.87	78.97	81.70	82.45
1S2: FIVE-YEAR EXTENDED GRADUATION RATE	80.97	87.36	81.97	82.43	83.23	79.62	80.68	82.22	81.31	83.43
2S1: ACADEMIC PROFICIENCY SCORE IN READING LANGUAGE ARTS*	58.52		61.66	62.69	62.68	64.35		64.77	65.72	66.19
2S2: ACADEMIC PROFICIENCY SCORE IN MATHEMATICS*	53.09		55.07	51.94	55.68	58.66		58.82	57.95	61.19
2S3: ACADEMIC PROFICIENCY IN SCIENCE*	57.72		58.42	59.07	60.27	63.02		62.93	62.96	64.22

*State-required academic achievement tests were waived in 2020 due to COVID19.

Data Links: DCTE Performance Summary Report

Digital Learning - Virtual Arkansas

Funding Source: **ADE Grant – Act**

Competitive Grant: **No**

Restricted   **Restricted**

Participating Districts

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

Personnel

Name	Position	Degree
John Ashworth	Virtual Arkansas Executive Director and Superintendent	EdS, MS+30, BS
Dr Brandie Benton	Virtual Arkansas Deputy Superintendent of Curriculum and Instruction	Ed.D, MSE, BSE
Mindy Looney	Virtual Arkansas Director of Operations	BS, MBA
Candice McPherson	Virtual Arkansas Director of Design and Development	MS, BS
Amy Kirkpatrick	Virtual Arkansas Director of Technology	MS, BS
Jason Bohler	Core Campus Principal	MA, BA
Tye Bibby	Concurrent Credit Campus Director	MS, A
Christie Lewis	CTE Campus Director	BBA, MS
Samantha Carpenter	Core Campus Principal	EdS, MS, BS
Rachael Waltson	Learn Anywhere Academy (LAA) Program Principal	MS, BS

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

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

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

GOALS:

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

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

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

Goals	2024-2025 Results
Help Address the Arkansas Teacher Shortage	- VA made courses available in all critical academic licensure shortage areas - VA provided access to 101 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	- VA provided access to 220 total courses; 160 courses with a VA teacher - These courses provided opportunities to 29,121 Content + Teacher enrollments and 6,482 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	- VA courses were made available to all high-poverty districts and were utilized by 88% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered
Ensure Educational Options for Rural Students	- 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 80% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling	- All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts

Conflicts	- This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	- Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2024-2025 perception survey to administrators and counselors.

PROGRAM SUMMARY:

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

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

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

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

- Provided parent orientation webinars and informational webinars throughout the school year.

- Recognized as a national leader, including the second highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.

- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.

- After designing, developing, and launching the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state, saw a 65% growth in student enrollments within the concurrent credit program.

- Spearheaded and implemented the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Implemented a large-scale assessment improvement initiative that aligned course curriculum and assessments with the ATLAS assessment.
- Executive Director continues to serve the role of President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.
- Multiple Virtual Arkansas directors serve as national online learning workgroup chairs, demonstrating our commitment innovation and online learning leadership at the national level.
- Partnered with Arkansas Tech University to offer summer college courses
- Designed, developed, or enhanced 44 courses
- Designed and implemented 10 new Credit Recovery courses

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

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

Early Childhood Special Education

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

Restricted   Non-Restricted

Participating Districts

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

Personnel

Name	Position	Degree
Karla Brian	ECH SPED Coordinator	MSE
Sondra Powell	ECH SPED Teacher	BSE
Jennifer Burks	ECH SPED Teacher	MA
Michelle Green	ECH SPED Teacher	BSE
Stephanie May	ECH SPED Teacher	MSE
Shawnya Garcia	ECH SPED Teacher	MSE
Amanda Bonsall	ECH SPED Speech Language Pathologist	MA
Cathy Flowers	ECH SPED Speech Language Pathology Assistant	BS
Taylor McLelland	Medicaid Clerk through March 2025	BS
Lauren Elmore	Medicaid Clerk beginning March 2025	AA

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, behavior support, speech-language therapy, physical therapy, and occupational therapy. The number of students served was 243 based on child count, December 1, 2024.

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 in communities. 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 243 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. Trainings were offered in the areas IEP basics, inclusive practices and functional goals. Several staff attended STAR Autism Training and two teachers have recently completed PECS, Picture Exchange Communication System. The special education staff attended the ASEP Conference in Conway. This conference covered information presented by Cari Ebert, pediatric speech language pathologist. Mrs. Ebert specializes in working with and expanding communication of children with Autism.

Our early childhood special education teacher continued participation in cohort 1 of the Early Childhood Pyramid Model Project. This program from National Center for Pyramid Model Innovations, NCPMI, focuses on promoting social-emotional competence in infants and young children. She has partnered with Smackover-Norphlet Preschool for the 24-25 school year. This partnership allows for classroom observation and coaching of behavior methods by Pyramid participants for the preschool staff.   South Central Service Cooperative employs two ABC teachers who received their special education certification in 2024 through the Early Childhood Pre-K Special Education Teacher Academy and provided inclusive special education services for qualifying students for the 24-25 school year.
 Information released from the special education department of Data and Research showed the following data for the 2023-2024 school year. A total of 208 new referrals were processed throughout the year with 128 of the referred students qualifying and placed in early childhood special education. Of the 153 students exiting the program, 27 were reevaluated and found to be functioning at age level in all developmental areas; therefore, dismissed from special education. One hundred eleven were kindergarten eligible and transitioned to the K-12 program. The remainder of student exits were due to students moving out of district. Data compiled on the 2023-2024 Annual Performance Report for early childhood exit outcomes indicated improvement for all students in the three outcome areas of social, knowledge and skills, and appropriate behaviors. South Central students met the state target in four of the six areas. These percentages are listed below.

	STATE TARGET	LEA RATE
Social Emotional-percentage	90.60%	92.11%

showing substantial growth		
Social Emotional-Percentage functioning within age limits	67.76%	65.89%
Knowledge and Skills-percentage showing substantial growth	91.42%	95.65%
Knowledge and Skills-Percentage functioning within age limits	58.17%	48.84%
Appropriate Behaviors-percentage showing substantial growth	91.17%	92.54%
Appropriate Behaviors-Percentage functioning within age limits	75.46%	82.95%

Gifted and Talented

Funding Source: **Local District Consortium**
Competitive Grant: **No**

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Hampton
Harmony Grove
Junction City
Magnolia

Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M. Ed. +36

Goal
Serve as a liaison between ADE, Office of Gifted and Talented and Advanced Placement, district gifted/talented program coordinators. Provide training and support through the Department of Education to our local school districts. Hold events deemed appropriate by our districts to support Gifted and Talented Programs and Acceleration.

Program Summary
SCSC used local funds to provide enrichment activities available to students in our cooperative area.

Enrichment Events

Quiz Bowl
Battle of the Books
Capture the Flag (in conjunction with DESE)

K-12 Dyslexia Specialist

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
*Deborah Curry (Deborah left this position in March 2025)	K-12 Dyslexia Specialist	M.Ed. C.A.L.T.

Goal:

The goal of the dyslexia program is to provide guidance to SCSC school districts in accordance with the Arkansas Dyslexia Resource Guide (2017) and Arkansas law (Ark. Code Ann. § 6-41-602).

Program Summary:

The SCSC Regional Dyslexia group consists of district leaders, facilitators, and interventionists involved in the selection and implementation of approved dyslexia intervention programs and identification of students with characteristics of dyslexia. The purpose of group meetings is to promote networking among districts and provide an opportunity for conversation around topics of interest. Office hours for 2024-2025 were hosted via zoom. The focus of office hours included specific topics, questions, or an opportunity for individual support for schools and teachers.

Act 1082 Support:

The SCSC Dyslexia Specialist supported districts that were classified as need support under Act 1082. The specialist attended virtual meetings to assist in all conversations surrounding Dyslexia and Characteristics of Dyslexia. The SCSC Dyslexia Specialist attended meetings for those schools specifically classified as Levels 3-5.

Act 1082 is designed to provide specific levels of support to public school districts based on reading scores.

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

 Major Highlights of the Year:

- Scheduled and offered two Dyslexia Level II assessment training for 2024-2025 with Stacy Mahurin.
- Hosted informational meetings with area Dyslexia Contacts and Lead Teachers.
- Worked with schools on identifying needs based on updated law and supporting based on technical assistance plans.
- Consistent weekly office hours were held which included specific topics for discussions, collaboration opportunities, and a platform for questions.
- Assisted districts with Level II Dyslexia Screenings.

- Assisted districts with establishing effective RTI programs and schedules to best support the needs of students with Dyslexia.
- The SCSC Dyslexia Specialist Provided over 80 hours of on site support to SCSC Area Districts.
- Attended statewide Dyslexia meetings.

- **Individual District Support:**

Count of School District

Strong Huttig Schools 23.0%
Bearden Schools 13.1%
Camden Fairview Sc… 13.1%
Parkers Chapel Sch… 6.6%
El Dorado Schools 11.5%
Emerson Taylor Brad… 3.3%
Magnolia Schools 14.8%
Hampton Schools 4.9%
Junction City Schools 6.6%
Harmony Grove Sch… 3.3%
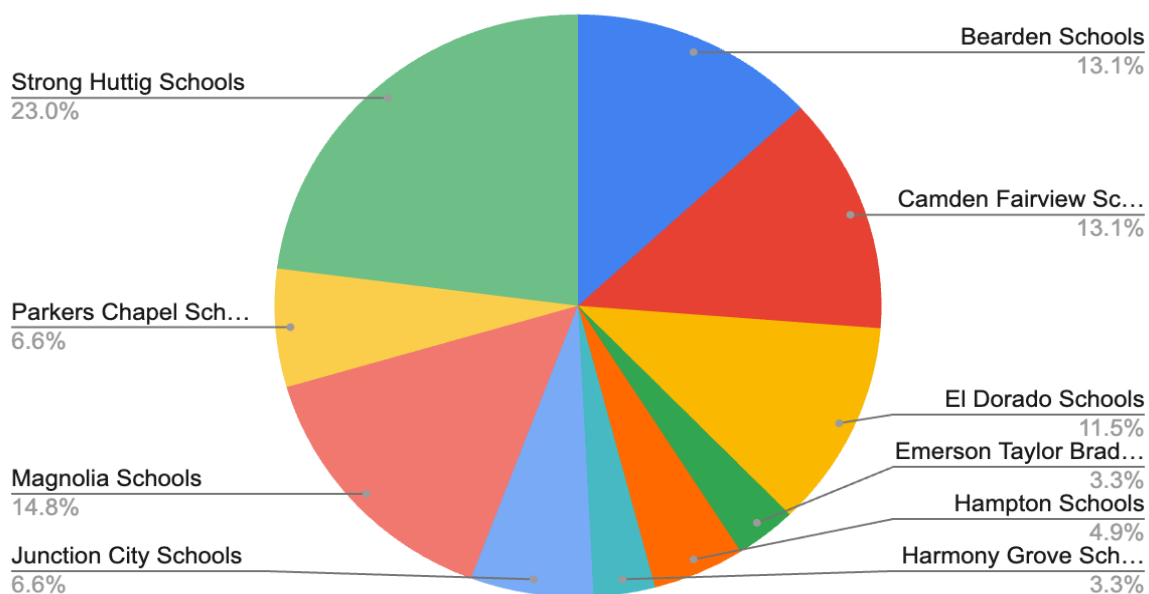
K-12 Mathematics

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
Heather Rain	K-12 Mathematics Specialist	Master of Education in Building Administration

Goal

The South Central Service Cooperative Mathematics Instructional Specialist Program is committed to advancing high-quality, coherent mathematics instruction across all participating educational institutions. The program focuses on building educator capacity through targeted coaching cycles, aligning curriculum and assessments with state standards, promoting equitable access to rigorous math learning, and fostering data-driven instructional improvement.

Through coordinated, system-wide efforts, the ESC Mathematics Specialist provides strategic leadership, professional development, and instructional support to educators and administrators. By leveraging data, research-based practices, and cross-district collaboration, the program drives measurable improvements in instructional quality and student math outcomes.

Program Summary

The South Central Service Cooperative Mathematics Instructional Specialist Program aims to support the effective implementation of High-Quality Instructional Materials (HQIM) across the region. Through a structured process of data collection, curriculum analysis, and collaboration with Curriculum-Based Professional Learning (CBPL) vendors, the program identifies districts in need of support and facilitates targeted assistance to ensure successful HQIM adoption.

The ESC Mathematics Specialist provides ongoing coaching, professional development, and leadership to educators in schools launching or implementing HQIM. This includes the use of the Math Leadership Walkthrough Tool for data collection, targeted training, and calibration in partnership with DESE. The program also contributes to the success of the statewide DESE ELEVATE Math Initiative by providing targeted professional development, including the Elevate Math Fluency Kick-Off Session for regional math educators. In addition, the ESC Mathematics Specialist ensures alignment with state priorities through consistent communication, participation in DESE Math Unit Meetings, and coordination of local efforts with statewide goals. These initiatives help ensure that educators are equipped with the tools, training, and support necessary to enhance instructional quality and improve student achievement in mathematics.

Key Accomplishments (2024-2025)

1. **Professional Learning and Support**
   ○ Over 15 days of professional development were delivered to more than 100 educators across the South Central Service Cooperative region. (See Figure 1)
   ○ Throughout the 2024-25 school year, the program provided targeted professional learning opportunities for teachers, instructional coaches, and administrators, with a strong emphasis on improving instructional practices and student achievement.
   ○ Ongoing, through-year support was offered via cognitive coaching and structured coaching cycles, ensuring sustained development and application of effective teaching strategies.
   ○ Launched Math Curriculum Bootcamp during a 3-day training during the summer with continued job embedded support throughout the school year. The focus was on standards-based math instruction and assessment with HQIM. (See Figures 2 & 3)

2. **Instructional Leadership**
   ○ Provided the professional development Targeting Foundational Math Skills: Key Levers for Instructional Leaders to building leaders in the SCSC region. (See figures 4 & 5)
   ○ Assisted administrators with implementation of the Math Learning Walk Tools and using the data to highlight insights into the progress teachers make with students and help to identify opportunities to coach and improve instruction. (See figure 6)
   ○ Delivered the Building Pathways to HQIM professional development to district and school leaders, supporting schools throughout the adoption and implementation process in districts identified as needing to adopt High-Quality Instructional Materials (HQIM). (See figure 7)

3. **Curriculum and Assessment Alignment**
   ○ Facilitated the creation of grade-level pacing guides and common assessments with level 3 or 4 questions (according to the ALDs) aligned with state standards, incorporating the use of the ATLAS Classroom Tool to support instructional planning and consistency. (See Figure 8 & Figure 9)
   ○ Facilitated with aligning curriculum with state standards. (See Figure 10)
   ○ Developed data protocols to monitor student progress and inform instruction. (See Figure 11)
   ○ Supported teachers with the HQIM implementation process.

4. **Data-Driven Improvement**
   ○ Conducted instructional walkthrough and data reviews, identifying targeted areas for support. (See figure 6)
   ○ Provided customized coaching cycles focused on improving curriculum/standards alignment, improving conceptual understanding and student engagement in math.

5. **Community Support**
   ○ Participated in the Girls Learning About Math and Science Conference (GLAMS). This program introduces female students in the region to professional women working in math, science, and technology-related fields and to provide students with real-life examples of achievement in such

careers. The conference included more than 28 session speakers ranging from Helicopter Flight Nurse to Large Animal Veterinarian to Consumer Packaged Goods.
- ○ Participated in the Be Pro Be Proud initiative for students in the SCSC region. This program is designed to introduce high school juniors and seniors to local workforce opportunities. It included an expo and provided seniors with the chance to interview for jobs and potentially enter the workforce immediately.

Artifacts

Figure 1

Professional Development Opportunities Offered Summer 2024	
Number Assessments and Interventions	Are you looking for ideas, resources, and tools to help your struggling students be more successful in math that are also free or low-cost? Are you searching for effective math intervention strategies and tools to help close the achievement gap? In this session, we will explore several free, open-resource tools as well as some low cost options available to schools to address student foundational numeracy gaps. Participants will get some hands-on experience utilizing various assessments and tools and walk away with materials ready to use in their school. This session is designed for classroom teachers, interventionists, special education teachers, math specialists, instructional coaches, and administrators serving Kindergarten-12th grade students.
Elevate Math Fluency K-12	Embark on a six-hour professional learning journey to uncover the importance of math fluency and dispel common fluency fallacies. Participants will gain insight into related truths and acquire practical strategies, tasks, games, and routines for improving math fluency skills in their classrooms while learning how to support Arkansas fluency standards. Secure your spot to unlock the keys to good beginnings for fluency!
Early Number Sense Screener & Interventions	Number sense is a key indicator of future math success. Let's explore a quick and reliable way to screen early numerical competencies in Grades K-2 and identify students at risk for later math struggles. The NSS screens children on six key competencies related to number sense: counting skills, number recognition, number comparisons, nonverbal calculations, story problems, and number combinations. The NSS can help educators gain the information they need such as: catch at-risk students early, predict later achievement, start planning effective interventions, monitor progress, and meet national and state standards.
Math Curriculum Bootcamp (3 days)	Sharpen your instructional strategies and elevate your math teaching game with our intensive Math Curriculum Bootcamp. This professional development opportunity is designed for educators seeking to deepen their understanding of standards-based math instruction, enhance curriculum alignment, and implement best practices for student engagement, achievement, and growth. Whether you're new to math instruction or looking to refresh your approach, this hands-on bootcamp will provide the tools, resources, and support you need to build a strong foundation for the upcoming school year.
Math Standards Analysis, Essentials, & Assessment	AR Math Standards: What are the changes? What essential learning do my students need to have when they come to my class? What essential learning do my students need to have when they leave my classroom? We will also explore writing proficiency scales for essentials and creating high quality assessments using the ATLAS Classroom Tool.
Building Powerful Numeracy for Middle	As secondary teachers, we are often frustrated by the lack of number sense in our students. Students seem to either reach for a calculator or

School and High School	just shrug and say, 'I don't know,' when asked simple arithmetic questions," (Pamela Weber Harris, Building Powerful Numeracy Middle and High School Students). What exactly is number sense and how do we develop it in our secondary students? During this session we will analyze progressions of number sense to help us define this seemingly difficult goal. We will also consider what experiences and routines students need in order to develop number sense. These routines will help provide teachers with ways to foster student participation while building math language, content, and fluency. Using these practices and routines creates an environment for ALL students to learn mathematics at the secondary level.

Free Response

Please use the space below to enter a comment or suggestion.

Continue workshops like this one

I appreciate the opportunity to reflect and plan work for teachers and students.

This was a great training to attend and helped me better understand the standards I will be teaching as well as help me prepare my first 15 days of lessons.

This was exactly what I needed! I feel more competent after attending this training! Anna and Heather were incredible!! Thank you for all you do!

To the extent that everyone was using differing hqc and alot of singleton this workshop greatly met me where I have been having the most difficulty. Highly highly recommend regardless of curriculum being used!

Total Number of Participants Attended: 18

Figure 3

*This data comes from an SCSC elementary school where teachers, administrators, and instructional facilitators all took part in the Curriculum Bootcamp.

Math Success
3rd grade: 85% of students grew by 1,840 total points
4th Grade 80% of students grew by 1,560 total points
5th grade 69% of students grew by 870 total points

Figure 4
*Information provided is from the Math Grant Report #2 that was due on January 31, 2025 to DESE

Math Goal 3: Arkansas Initiative for Instructional Materials: Systems Design & Leader Support
The ESC Specialist will support the implementation of High-Quality Instructional Materials (HQIM) by offering training and utilizing the Math Leadership Walkthrough and collecting data using the Walkthrough Tool. This includes providing training to districts, breaking down the walkthrough tool for teachers, and ensuring consistency through calibration efforts by DESE and ESC team members. These steps help ensure the effective use of HQIM, improving teaching practices and student learning outcomes.

Measure	Target	Notes
The ESC Math Specialist will provide training on the Math Leadership Walkthrough Tool to building and district level leaders.	20% of administrators will receive training on the Math Leadership Walkthrough Tool by January. 40% of administrators will receive training on the Math Leadership Walkthrough Tool by June.	DESE will provide the following: ● Math Leadership Walkthrough Tool Slide Deck ● Training/Support Survey

Data: Complete table
Administrators include building level & district level:
- Principals & Assistant Principals
- Superintendents, Assistant Superintendents, & Curriculum Directors
- Not Instructional Facilitators

1. Number of Schools in region:	**36**
2. Number of Schools with an Administrator receiving training on the Math Leadership Walkthrough Tool to date:	**20**
3. Percentage of Administrators receiving training to date (#2/#1):	**55.5%**

Summary: Provide training details and participant feedback summary based on Likert scale from the training/support survey.

I contacted every administrator in my region via email to introduce the Math Leadership Walkthrough Tool and its training. In my message, I outlined its purpose and requested a meeting to discuss it further. As administrators responded, we scheduled in-person training sessions.

During the training, we explored the Math Leadership Walkthrough Tool and reviewed DESE-provided videos. We also examined the key "Look Fors" across different grade bands. For instance, principals overseeing K-6 schools received training on the K-2, 3-5, and 6-8 Walkthrough Tools.

After completing the training, participants completed a DESE survey to evaluate the session's effectiveness, and the results were positive. Administrators left with a clearer understanding of what defines an effective math classroom. Many expressed interest in scheduling walkthroughs to apply their learning, analyze collected data, and identify targeted professional development opportunities
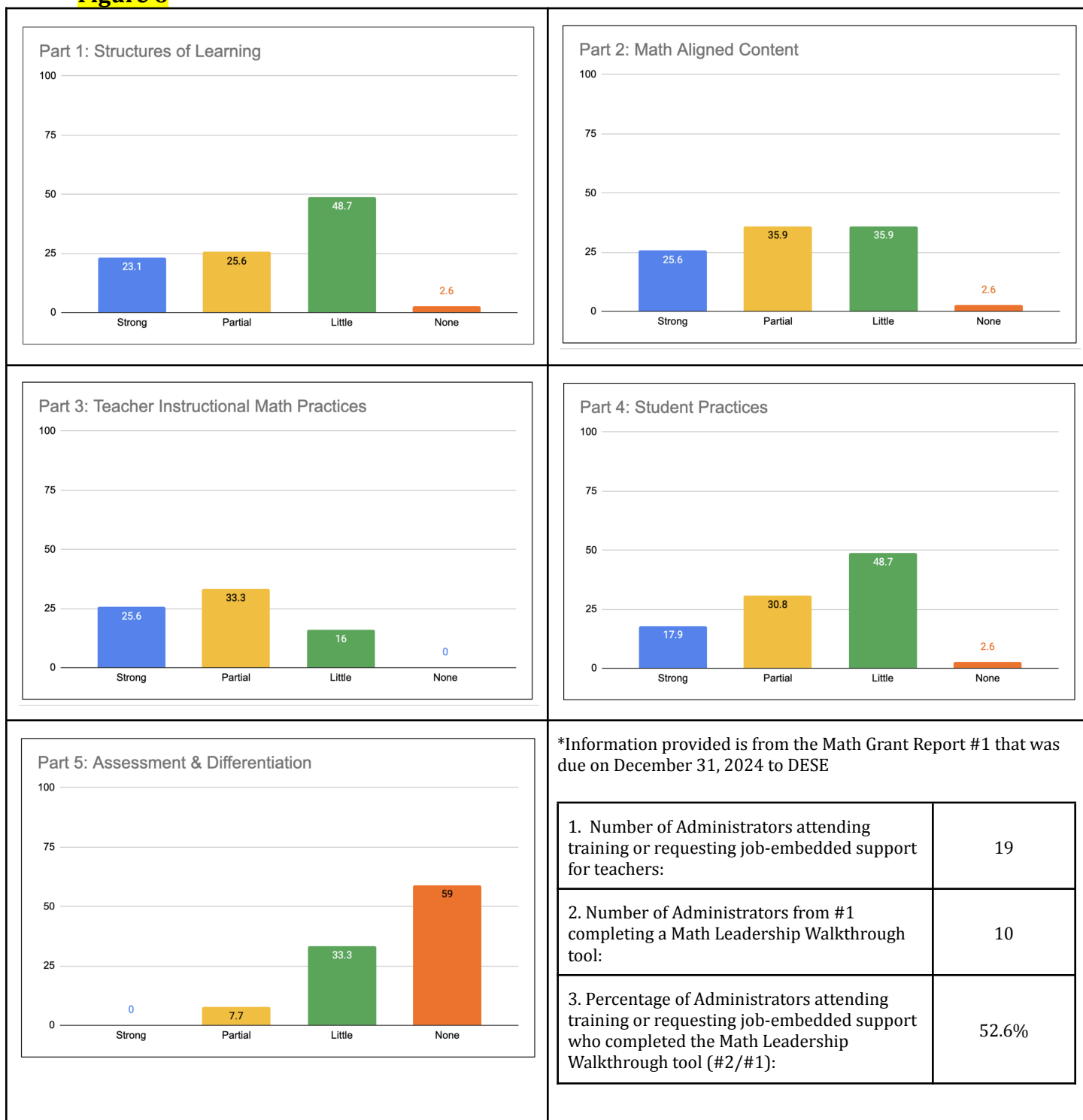
for their teachers.

Figure 5

Targeting Foundational Math Skills Instruction: Key Levers for Instructional Leaders
Administrators Training by Heather Rain

District	Building	Name	Signature	Date of Training
Bearden	Bearden Elementary School	Devonda Moore	Devonda Moore	9-25-24
	Bearden High School	Gerriand Wright	Gerriand Wright	9-25-24
Hampton	Hampton Elementary School	Kelli Inzer	Kel Inzr	10-4-24
	Hampton High School	Krista Parker	Krist	10-4-24
Harmony Grove	Harmony Grove Elementary	Matt Patterson	m.B.	9-30-24
	Harmony Grove High School	Jeff Mock		
Junction City	Junction City Elementary	Vickie Hill	Vicki Hill	9/26/2024
	Junction City High School	Kendall Hutcheson		
Parkers Chapel	Parkers Chapel Elementary	Carrie Burson	Carri Burson	9/24/24
	Parkers Chapel Middle School	Steven Bates		9/24/24
	Parkers Chapel High School	Robby Frizzell	Robby Frizzell	9/24/24
Smackover-Norphlet	Smackover Elementary	Gary Steelman	G.B.	24 Sept 24
	Smackover-Norphlet Middle School	Heath Murry	Heath Murry	9/26/24
	Smackover High School	Cody Cranford		09-26-24
Strong	Strong Elementary School	Barbara Goldsby	Barbara	10/3/24
	Strong High School	Rhonda Perry	Rhonda Perry	10/3/24
Camden Fairview	Camden Fairview Elementary	Kimberly Scarbrough		10-9-24
	Ivory Intermediate School	Cindy Bever		
	Camden Middle School	Kamisha Davis		
	Camden High School	Mack Skelton	Mack A. Skelton	9-30-24
Magnolia	East Side Elementary	Stephanie Rader		
	Central Elementary	Angela Waters		
	Magnolia Middle School	Douglas Graham		
	Magnolia High School	Jessica Aryee		
Emerson-Taylor-Bradley	Emerson Elementary	Jennifer Kyle	Jennifer Kyle	10-16-24
	Emerson High School	Thomas Watson		H 20/24
	Bradley Elementary	Dena Weems	Dena W	11/24/24
	Bradley High School	Michael Lyons		
	Taylor Elementary	Kelli Mclelland		
	Taylor High School	Ed Grant		
El Dorado	Hugh Goodwin Elementary	Jesica Collins		
	Northwest Elementary	Dr. Michael Odom		
	Yocum Elementary	Jessica Moore		
	Washington Middle School	Bethanie Hale	B. Hale	10-3-24
	Barton Jr. High	Michelle Henry		
	El Dorado High School	Sherry Hill		

Bearden HS AP — Josh Nix — [signature] — jnix@beardenschools.org

Junction City Elem. — Jordan Weldon — J Weldon — 9/26/24

Harmony Grove Elem. — Lisa Bearden — Lisa Bearden 9/30/24

Smackover Elem. — Megvan Preston — M. Preston 10/2/24

Smackover District — Holly Strickland — H. Strickland 10/2/24

Smackover High — Jonna Bates — Jonna Bates 10/2/24

Norphlet Middle — Heather Wolfe — Heather Wolfe 10/2/24

Fairview Elementary — Ikela Frazier — Ikela Frazier 10-9-24

Fairview Elementary — Melanie Castleberry — Melanie Castleberry 10-9-24

Fairview Elem — Iris Harris — Iris Harris 10-9-24

Figure 6

Part 1: Structures of Learning

Strong	Partial	Little	None
23.1	25.6	48.7	2.6

Part 2: Math Aligned Content

Strong	Partial	Little	None
25.6	35.9	35.9	2.6

Part 3: Teacher Instructional Math Practices

Strong	Partial	Little	None
25.6	33.3	16	0

Part 4: Student Practices

Strong	Partial	Little	None
17.9	30.8	48.7	2.6

Part 5: Assessment & Differentiation

Strong	Partial	Little	None
0	7.7	33.3	59

*Information provided is from the Math Grant Report #1 that was due on December 31, 2024 to DESE

1. Number of Administrators attending training or requesting job-embedded support for teachers:	19
2. Number of Administrators from #1 completing a Math Leadership Walkthrough tool:	10
3. Percentage of Administrators attending training or requesting job-embedded support who completed the Math Leadership Walkthrough tool (#2/#1):	52.6%

Figure 7
*Information provided is from the Math Grant Report #2 that was due on January 31, 2025 to DESE

Math Goal 1: Arkansas Initiative for Instructional Materials: Adoption Phase
The process outlined supports High-Quality Instructional Materials (HQIM) by collecting, analyzing, and updating curriculum selections and recognizing the curriculum-based professional learning vendors (CBPL) to update the regional data. This data helps identify districts/schools lacking HQIM selections, allowing for targeted support. Follow-up assistance is then provided to these districts to facilitate the adoption process. Overall, this approach ensures educators have access to quality materials and support, streamlining the adoption of HQIM and recognizing the CBPL vendors across the region.

Measure	Target	Notes
The ESC Math Specialist will promote the adoption of the HQIM Curriculum with through-year support for district/ school leaders.	80% of identified districts that have not identified an HQIM for K-8, Algebra I, and Geometry will receive professional learning about Building Pathways to HQIM through face-to-face or virtual settings. The participants will share feedback based on the Likert scale.	DESE will provide the following: ● Building Pathways to HQIM Slide Deck ● Training/Support Survey

Data: Complete table

1. Number of districts identified without HQIM:	**2**
2. Number of districts identified without HQIM receiving Building Pathways to HQIM training to date:	**2**
3. Percentage of identified districts receiving training to date (#2/#1):	**100**

Summary: Provide training details and participant feedback summary based on Likert scale from the training/support survey.

After gathering HQIM data for each school in my region, I reached out to the administrators of schools without HQIM via email to introduce the Building Pathways to HQIM training. In my message, I explained the purpose of the training and requested a meeting to discuss it in more detail. As administrators responded, we scheduled in-person training sessions.

Each session prompted additional meetings to explore the adoption of HQIM further. Furthermore, the survey results were all positive, with participants emphasizing the value of the resources provided, the descriptions and modeling of the material, and the clear communication of the resources.

Measure	Target	Notes
The ESC Math Specialist will follow up with ongoing technical support for district/school leaders'	100% of identified districts will receive technical assistance for the adoption of HQIM. A report outlining the ongoing technical	DESE will provide the following: ● report template. HQIM Technical Assistance

adoption of the HQIM Curriculum.	assistance offered to the district is submitted to DESE.	includes connecting schools with vendors, connecting schools with other schools, setting up a vendor fair, facilitating strategic planning, etc.

Data: Complete table

1. Number of districts identified without HQIM:	**2**
2. Number of districts identified without HQIM receiving technical assistance to date:	**2**
3. Percentage of identified districts receiving technical assistance to date (#2/#1):	**100**

Summary: Describe the technical assistance provided.

To support the districts in adoption and implementation of HQIM, I followed up with the administrators and teachers on multiple occasions.

Technical assistance provided to each school included:
- Reviewing Arkansas Ed Reports
- Connecting and facilitating communication between schools that already successfully implemented a particular HQIM with the school looking to adopt.
- Provided samples of HQIM for schools to review.
- Connected schools with sales representatives for HQIM

Math Goal 2: Arkansas Initiative for Instructional Materials: Launch and On-Going High Quality Professional Learning

The Math goals support HQIM implementation through coaching and professional development. Schools launching or implementing HQIM will receive targeted support, which includes coaching. The targeted support and reflection of coaching help identify areas for improvement for educators and students.

Measure	Target	Notes
The ESC Math Specialist will conduct coaching and job-embedded support based on the school's needs for the launch or implementation of HQIM.	The ESC Math Specialist will provide coaching for classroom educators and/or grade-level teams based on the district requests.	Fall: August - December 31, 2024 First, priority is given to D/F schools. Second, schools where 60% of their students need support on state assessments.
The ESC Math Specialist will reflect on coaching used to support the launch or implementation of HQIM.	The ESC Math Specialist will submit a reflective coaching summary report with student evidence.	DESE will provide the template for the coaching summary report and evidence.

Data: Include the name of school(s) coached in the launch or implementation of HQIM, the data used to determine priority, and the number of teachers supported in each building. Add additional lines if needed.

Name of School District & Name of School Building	Priority Data (report actual data) ● D or F school ● 60% of students need support on state assessments	Number of Teachers Supported
Smackover-Norphlet School District; Norphlet Middle School	D or F School	**4**
Parkers Chapel High School	60% of students need support on state assessments	**1**

Summary: For each classroom educator or team of educators provide a summary including:
- The coachee's identified need(s).
- Your observed need(s).
- Goal that was set with the coachee based on their identified need(s) and your observation.
- Description of the action plan developed to meet the goal. Include any evidence-based resources provided.
- Reflect on the progress made by the coachee towards the goal.
- Upload and link student evidence collected which supports growth towards meeting the goal. Use the Coop FY25 google folder shared with you by your DESE regional team leader.

Do not provide educator names, just school name. Add additional educator/team lines as needed.

Summary Report
Norphlet Middle school
Teacher 1, Teacher 2, Teacher 3, and Instructional Facilitator

Teacher Folder Links with included evidence/samples

     Teacher 1 Folder   Teacher 2 Folder   Teacher 3 Folder

     Instructional Facilitator

Identified/Observed Needs

In early September, the instructional facilitator at Norphlet Middle School reached out to me about the math teachers facing challenges with the newly adopted Illustrative Math curriculum. I began meeting with the teachers nearly every morning during their prep periods, offering a blend of group and individualized coaching tailored to each teacher's specific needs.

All of the teachers expressed a need for support with implementing the curriculum, citing that it was too challenging to teach and too difficult for students to grasp. After meeting with the teachers, reviewing their lesson plans, and observing their classrooms, I identified their immediate needs in lesson planning, preparation, and aligning the curriculum with the 2023 Arkansas Math Standards.

When I asked each teacher for their lesson plans, they literally gave me a blank look and directed me to the teacher pages for each lesson in the curriculum. None of the teachers were actually planning or preparing to teach a lesson. They initially felt this was already done for them through the curriculum.

When I asked the teachers which standards they were using, a veteran teacher mentioned they were working on an "EE" standard. I immediately pointed out that this couldn't be correct, as our standards do not include "EE." It became clear that the teachers were not following the new Arkansas standards. In fact, they weren't even referencing the standards while teaching. Instead, they assumed the curriculum would naturally cover all required standards, so they saw no need to review them.

Goal #1 for Norphlet Middle School Teachers & Instructional Facilitator

Specific: Ensure all teachers intentionally align their lesson plans with the Arkansas state standards by incorporating them into daily instruction.

Measurable: By the end of the semester, 100% of teachers will explicitly reference state standards in their lesson plans, with at least 90% alignment verified through lesson plan reviews and classroom observations.

Achievable: Provide coaching sessions and resources on effectively integrating standards into lesson planning, along with ongoing support from instructional coaches.

Relevant: Aligning lesson plans with state standards ensures students receive instruction that meets academic expectations and prepares them for assessments.

Time-Bound: Achieve full alignment within one semester, with weekly check-ins to assess progress and provide necessary support.

Action Plan

- Our initial priority was ensuring that instruction was driven by the standards. We started by reviewing Unit 2 of the Illustrative Math curriculum, broadly cross-referencing the standards for the entire unit.

This process allowed us to refine our focus, ensuring that as we moved into daily lesson planning, we targeted the most essential standards.

- For our next task, we conducted a standards analysis for the upcoming unit. To do this, we utilized the 2023 Arkansas Math Standards and resource guide, the Math AR PLDs by Standard, the Illustrative Math Curriculum, the ATLAS Math Blueprints, and the Classroom Tool. Using these resources, we identified the standards covered in Unit 2 and broke them down into specific learning targets as needed. Additionally, we incorporated key information and vocabulary from the standards resource guide and PLDs to further analyze each standard in depth. In the next step of this process, we used the ATLAS Classroom Tool, and the IM curriculum to develop example assessment questions.

- To ensure that teachers were effectively planning and preparing lessons aligned with state standards, we began focusing on daily lesson planning. As a group, we collaborated on this process, starting with Unit 2. Initially, I worked alongside the teachers to plan each lesson. Our first step was to review and solve every problem or example in the lesson. Afterward, we identified and narrowed down the Arkansas standards that aligned with the specific lesson.

  Next, we examined the learning goals and student "I can" statements, determining whether they accurately reflected the lesson's objectives. We then highlighted key information and essential questions from the teacher pages and adjusted the pacing to ensure the lesson could be completed within the allotted class time. Finally, we reviewed instructional routines, ensured a clear understanding of the teaching strategies, and selected the most effective classroom activities for student engagement.

  Since the teachers only provided me with copies of the teacher pages, I did not include a copy in their folders. After completing the planning process together, Teacher 1 and Teacher 3 shared examples of their lesson plans with me. However, Teacher 2 was hesitant to provide a copy, so her lesson plan is not included in her folder.

- Once the teachers became comfortable with their daily lesson planning, we collaborated on a lesson internalization plan for an upcoming lesson that all three teachers would be teaching.

Goal #2 for Norphlet Middle School Teachers & Instructional Facilitator

Specific: Implement a data collection system that enables teachers to track student progress and use the data to inform instructional decisions.

Measurable: By the end of the semester, 100% of teachers will regularly input student performance data into the system, and at least 90% will use the data to adjust instruction, as evidenced by lesson plans and instructional adjustments.

Achievable: Provide coaching and ongoing support to ensure teachers understand how to effectively collect, analyze, and apply student data to improve instruction.

Relevant: Using data-driven instruction ensures that teaching strategies are tailored to meet students' needs, leading to improved academic outcomes.

Time-Bound: Fully implement the data collection system within one semester, with bi-weekly progress monitoring and coaching sessions to support teachers in using the data effectively.

Action Plan

- To assess the effectiveness of lesson planning and standards alignment for Teacher 1 and Teacher 3, we decided to implement a data collection system and use the Classroom Tool for student assessments. The teachers began using spreadsheets to monitor student progress and inform their instructional decisions. In their folders, I have included examples of the spreadsheets they are using to track student progress, along with before-and-after samples of student work.

- Teacher 2 chose to focus on math interventions and small group instruction. We began by screening her students using the Georgia Numeracy Project (GNP). The results were then used to group students for small group instruction, following the lessons recommended by the GNP. A spreadsheet documenting this process is included in her folder.

- We also focused on becoming familiar with the Classroom Tools platform to effectively use the data it provides. Training was conducted for all teachers, and I worked individually with each teacher to create tests. Additionally, the instructional facilitator and I developed common formative assessments for 7th grade, aligned by standard, which each teacher will administer to their students. The data from these assessments will be analyzed to assess student performance by standard and inform instruction both in the classroom and during RTI. This process officially began in December, with the goal of full implementation in January. In the teacher folders, I have included training documents, but there is no student data available yet.

Reflection on Progress of Coachees

Teacher 1: Reflecting on this teacher's progress, I am extremely pleased. As a veteran educator nearing retirement, she initially expressed strong resistance to using the Illustrative Mathematics curriculum and was generally skeptical about much of the work we were doing. However, after reviewing her data from the 2024 ATLAS Summative Assessment, something clicked for her. She became fully committed to ensuring standards alignment and using the data collected to guide her instructional decisions. She now creates and administers classroom assessments based on learning targets derived from the standards analysis. Additionally, she uses data from student cool-downs to plan for her RTI/small group sessions. Her lesson plans are consistently aligned with the standards, and she is thoroughly prepared for each class.

Teacher 2: Coaching this teacher has been more challenging. She has frequently been absent due to medical reasons, both for herself and to care for her husband, who also has health issues. In addition to her absences, she has shown reluctance to fully engage with the coaching process and tends to take a different approach from the other two teachers. Overall, I have observed limited progress with her so far.

Teacher 3: I am truly impressed by this teacher. After the original teacher left in mid-September, she stepped in. As a retired elementary teacher, she initially felt insecure about working with middle school students. However, she has been highly engaged in learning the curriculum and standards. She has made remarkable progress in using data to guide her instruction and intervention time.

Instructional Facilitator: This educator has been crucial to the entire process. She actively participates in every meeting and is developing the skills to continue this work with the teachers even when I am not present. She has effectively utilized the Classroom Tool Assessment and diligently tracks data.

Figure 8

Year-Long Pacing
Illustrative Mathematics
7th Grade Math

Weeks	Unit & Title	Approximate Number of Days	Number of Lessons
1-3	Unit 1: Scale Drawing	15	13 Lessons
4-7	Unit 2: Introducing Proportional Relationships	20	15 Lessons
8-10	Unit 3: Measuring Circles	15	11 Lessons
11-14	Unit 4: Proportional Relationships and Percentages	20	16 Lessons
15-18	Unit 5: Rational Number Arithmetic	20	17 Lessons
19-23	Unit 6: Expressions, Equations, and Inequalities	25	22 Lessons
24-27	Unit 7: Angles, Triangles, and Prisms	20	17 Lessons
28-32	Unit 8: Probability and Sampling	25	22 Lessons
33-35	Unit 9: Putting it All Together	15	13 Lessons

Figure 9

ALD Level 3 Assessment Question
Standard: 7.PR.5: Compare two different proportional relationships represented in different forms.
The table below shows the relationship between the number of hours worked and the amount of money earned at Job A. Job B pays according to the equation: $E = 12h$, where E is the amount earned in dollars and h is the number of hours worked.

Hours Worked (h)	Earnings at Job A ($)
3	35.25
4	47
5	58.75
9	105.75

1. Which job pays more per hour?
2. Explain how you used the table and equation to make your comparison.

Answer Key:

1. Job A pays $11.75 per hour (calculated by dividing earnings by hour, example: $\frac{47}{4} = 11.75$)

Job B pays $12 per hour (as shown in the equation $E = 12h$)

Job B pays more per hour

2. Explanation should reference identifying the unit rate in the table and interpreting the coefficient of h in the equation.

Rubric (4-point scale):

Score	Criteria
4	Accurately identifies both hourly rates, correctly determines which job pays more, and provi[...] explanation using both the table and the equation.
3	Identifies both hourly rates and the higher-paying job correctly, with a mostly clear explanat[...] errors or omissions may be present.
2	Correctly identifies only one rate or misinterprets which job pays more, with a partial or und[...] explanation.
1	No response or response shows no understanding or proportional relationships.

Figure 10

Illustrative Math
Unit 2
7th Grade

*Standards in blue indicate the possible emphasis on the number of items assessed on the ATLAS assessment as according to the blueprint.

7.2.1	7.GM.6, 7.PR.4
7.2.2	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.3	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.4	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.5	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.6	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.7	7.PR.2, 7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.8	7.PR.2, 7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.9	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.10	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.11	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.12	7.PR.2, 7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.13	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.14	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7
7.2.15	7.PR.1, 7.PR.4, 7.PR.5, 7.PR.6, 7.PR.7

Figure 11

	Sp. Ed.	Gifted	Period	Absent	Assessment Class Average 1.384615385	Re-assessment Class Average 2.384615385	Growth Class Average 1
Teacher 1-Norphlet Middle School							
Teacher 1-Norphlet Middle School			Date			November 20, 2024	
			7.PR.5				
Names							
Student 1	☐	☐	▼	☐	2	3	1
Student 2	☐	☐	▼	☐	1	3	2
Student 3	☐	☐	▼	☐	1	2	1
Student 4	☐	☐	▼	☐	2	3	1
Student 5	☐	☐	▼	☐	1	1	0
Student 6	☐	☐	▼	☐	1	3	2
Student 7	☐	☐	▼	☐	2	4	2
Student 8	☐	☐	▼	☐	1	1	0
Student 9	☐	☐	▼	☐	1	1	0
Student 10	☐	☐	▼	☐	2	4	2
Student 11	☐	☐	▼	☐	1	1	0
Student 12	☐	☐	▼	☐	1	2	1
Student 13	☐	☐	▼	☐	2	3	1

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 (held position until March 2025)	AA
Caitlyn McDonald	Media Secretary (began March 2025)	HS Diploma

Goal

Our goal at the SCSC Print Shop is to provide a service to our districts and teachers. This includes providing materials to purchase, designing elements for classrooms or personal use, and other avenues as needed.

Program Summary

The SCSC Print Shop offers a wide range of printing services to meet the needs of our area teachers. We specialize in printing high-quality posters, banners, mouse pads, mugs, t-shirts, notepads, labels, logo designs, sublimation, vinyl, brochures, letterheads, and canvas prints, among other things. We use state-of-the-art equipment and techniques to ensure that every print job meets our high standards of quality and accuracy. We help bring our area teachers' vision to life to add a personal touch to their classroom. Our teachers are able to email or call in their orders and have their projects delivered to their school districts. We also provide fingerprinting services to our area teachers and substitutes using LiveScan technology. This year we fingerprinted over 490 teachers, classified employees, substitutes and SCSC employees. Over 1, 366 people visited the SCSC Print Shop this year.

Major Highlights of the Year

At the SCSC Print Shop, we work closely with our clients to understand their vision and bring it to life through our design expertise. We offer a variety of purchasing options, including square, to make the buying process easy and convenient for our customers. In addition, we offer gift certificates for those who want to give the gift of custom design. Our canvas printing services allow our clients to display their custom designs in a beautiful and professional manner.

STEM Consortium

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

Restricted   Non-Restricted

Participating Districts

El Dorado   Junction City
Emerson-Taylor-Bradley   Magnolia
Harmony Grove   Parkers Chapel

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M.Ed.+ 36

JoAnn Womack	Technology Coordinator	BSE

Goal

The goal of the SCSC STEM Consortium is to deliver targeted training in K-12 curriculum and instruction, promoting an integrated approach to STEM education while addressing the unique needs of each member district. Within the South Central Service Cooperative region, the consortium helps strengthen connections to state standards and encourages the adoption of innovative teaching practices. Additionally, the consortium provides funding to support both in-service training and the retraining of K-12 teachers, with a strong emphasis on enhancing STEM instruction.

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 SCSC STEM training project are some of the ways that these funds have been utilized. The training is long-term and is designed toward continuous improvement.

The STEM Cadre is made up of 20 dedicated teachers representing 6 of our 11 districts. This group serves as a driving force for STEM advocacy, helping to cultivate a school culture that encourages innovative thinking and a global perspective. Throughout the year, the SCSC Technology Coordinator continued to strengthen the STEM Consortium by actively promoting STEM education across member schools and supporting opportunities for hands-on, forward-thinking professional growth.

A standout moment this year was the cadre's participation in the NASA Space Exploration Educators Conference (SEEC) at the Johnson Space Center in Houston, Texas. During the conference, teachers engaged in hands-on breakout sessions focused on NASA's initiatives and STEM integration, returning to their classrooms energized and equipped with fresh ideas to enrich their students' learning experiences.

The educators have been asked with sharing their experiences and how teachers can make connections with their standards in workshops this summer with teachers and administrators.

Training Topics

This year's ITI training sessions featured a dynamic lineup of topics designed to enhance both instructional practice and technical expertise:

Three Days of In-Depth Professional Development
- Focused on Circuit Playground, Coding, and aligning instruction with the Arkansas Computer Science Standards. The participants received a Circuit Playground kit along with all necessary supplies to implement a ready-to-use STEM activity.
- STEM Night 101 - A practical guide for planning and hosting a successful STEM Night or enhancing the STEM engagement at your school.

- AI and ATLAS Tool for Formative Assessment - Hands-on training in using Artificial Intelligence and the ATLAS Tool to design more effective and insightful formative assessments.
- Space Exploration Educators Conference — NASA, Houston - An inspiring professional development experience at the NASA Space Exploration Educators Conference (SEEC), offering innovative strategies to bring space and STEM exploration into the classroom.

Technology Equipment Checkout

The SCSC STEM Consortium allows for upkeep for technology currently housed at our cooperative and also allows for purchase of additional equipment to be checked out by schools.

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
Kaci Burton (Resigned November, 2024)	Community Health Nurse Specialist (CHNS)	RN	Certifications and Instructor: AHA BLS CPR/AED First Aid, Stop the Bleed Instructor, Vision, Hearing, BMI, Scoliosis Instructor, CERT Instructor

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

Unfortunately, SCSC has not had a CHNS since November 2024. However, we have had assistance from other CHNS housed at other cooperatives and Rhonda McDonald, BSN, RN CHNS/CHPS Supervisor Central, SER, and SWR, who is housed at our Ouachita County affiliate of the Arkansas Department of Health. Rhonda has helped coordinate services to our schools and provide support in the absence of our local CHN. SCSC looks forward to working with our next CHNS in the near future.

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 CHNS/CHPS Supervisor for the Central, SW, and SE Region with 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 screenings (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

A major highlight continues to be the Weebly website created and maintained by the SCSC 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

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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
Karen Lutman	Secretary	High School
Lauren Elmore (until March 2025)	Secretary, Print Shop	AA
Caitlyn McDonald (March 2025-present)	Secretary, Print Shop	High School
Maddi Wylie	Summer Intern 2024	High School, College Student
Erin Boyd	Summer Intern 2025	College Student

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 2024-25 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 begin to compile 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. With our SCSC Dyslexia, Math, and Science Specialists new grant goals, we were able to look at specific data associated with specific districts they were to provide targeted support.

In addition, we have continued to track our virtual and face-to-face support at our districts to ensure that we are supporting our schools with the greatest needs according to state data. Our co-op tracks the support of all co-op staff members that directly impact our schools and offer support. This includes content specialists, our CTE Coordinator, Technology Coordinator, Mentoring Support Specialist, Teacher Center Coordinator, and Director. This allows us to collect quantitative and qualitative data for us to use in our Performance Reports, Grants, and other special projects. By using this data, our co-op team has a better picture to support our schools. SCSC staff compiled lists of each school and the number or support sessions provided. Specialists that supported specific buildings tracked their data for DESE. In addition, the staff spent 2024-25 continuing to learn and support DESE initiatives such as HQIM, Dyslexia, Success Ready Pathways, Course Code Updates, LEARNS, AR APP, COP (Communities of Practice), ATLAS Interim and Summative Assessments, K-2 ATLAS Screeners and Testlets, Cybersecurity Awareness, School Safety, and any new legislative acts that directly pertained to schools and education.
A list of workshops provided by SCSC Staff, Specialists, DESE, and guest presenters during the 2024-2025 year is included at the end of 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 Plans, informal surveys from SCSC Content Specialists, and on advisement from the SCSC Board of Directors, 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. Additionally, we shift and modify our PD offerings based on the requirements of the Arkansas Department of Education throughout the year.

Major Highlights of the Year

Again, we tried to focus on visiting our districts on site to share information about professional development, new standards, LEARNS, and the new ATLAS assessment. The SCSC Instructional team provided support with Classroom Walkthrough Tools for Administrators focusing on Math and Science HQIM. Information was informally shared as the TCC and instructional specialists were assisting with job embedded professional development throughout the year. During our visits, 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 had a total of 448 school employees from our 11 districts complete our SCSC User Satisfaction Survey this year. . We can take this information from our educators and use it to better serve our districts and meet their needs. Our goal is to continue to grow our survey results, so that we may better serve our districts.

Our main focus area for 2024-25 was to continue to support schools in interpreting and implementing the LEARNS act, and assist them with preparation and data disaggregation with the ATLAS assessment. Furthermore, there was a specific intention to assist our schools in using data to drive instruction, understanding their Arkansas State Standards, and how our High Quality Instructional Materials (HQIM) are used to support those standards with integrity. Also, since our content specialists had specific duties assigned to them by the Department of Education, we supported them in those practices. The SCSC Teacher Center and Director also supported our schools, teachers, and administrators by providing job-imbedded curriculum, classroom management, instructional time management audits, and High Quality Instructional Materials (HQIM) implementation, AR App support, and assisting school districts with writing Stronger Connections School Safety Grants.

Moreover, we are encouraging our educators to attend trainings in Inclusive Practices, High Quality Instructional Materials, School Safety Trainings, Mental Health Awareness, Tier 1 Instructional Practices, Classroom Management and Procedures, and supporting novice teachers. In addition, we also created and presented trainings based on the requests and suggestions of our local districts to support implementation 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 ACT 1082 schools, D and F letter grades, and ATLAS scores.

From August 2024-May 2025, our instructional team logged an average of 913 hours in our 11 districts (see Table A, Table B, and Table C below). Considering that SCSC lost our three literacy specialist grant positions, one math specialist grant position, and our GT specialist grant position, the efforts of our staff show that technical support given exceeded expectations.

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 this past year included: Two-Day Standard Response Protocol and Standard Response Method Reunification Exercise training held by the iloveyouguys Foundation.

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, trainings such as data interpretation and disaggregation, grade-level Arkansas standards and alignments, 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, Dyslexia contacts, 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, SAU Tech, and South Arkansas Community College.

The Communities of Practice Grant (CoP) allowed SCSC to focus on supporting our district administrators and supporting their efforts in understanding and implementing HQIM. SCSC partnered with The New Teacher Project and Bailey Education Group to provide professional development that was specific to the needs of each district. Superintenents met with representatives from these organizations to set up systems of support for their building leaders. Both TNTP and the Bailey Group shared information and insights with the school districts and SCSC. . From these walks, it was determined what each administrator needed to do to gain knowledge and support their staff with High Quality Professional Learning. l has established strong systems, structures, and conditions for the use of HQIM:

The SCSC Teacher Center Coordinator applied and received The Stronger Connections Grant from DESE for supporting school safety in 2023. As of today, we are continuing to use these funds until the grant expires in 2026. There was interest from seven of our districts to join together as a consortium to receive these funds (if awarded). SCSC was awarded $270, 925 to use with these districts. The focus is on providing equipment and materials to help

secure buildings. There is also a specific component to provide to school safety training district-wide for school safety teams and teachers. We are providing five trainings this summer through the iloveyouguys foundation. More specifics for this grant are listed in the Anecdotal Reports Section of the SCSC Annual Report.

In order to help support our novice and veteran teachers throughout the year, we established a plan to provide classroom management and behavior throughout the year at our cooperative. Our Behavior Support Specialist, Sonia Hartsfield, provided trainings on Extensive Classroom Behavior Concepts, Antecedent Based Interventions, School Wide Positive Behavior Supports, and Classroom Management Tools in repeated sessions. In addition Anna Warriner and Karen Kay McMahen offered 2-day training sessions on Behavior Tools (Intensive Classroom Management). The trainings had representatives from all of our districts. Veteran teachers, novice teachers, and paraprofessionals all attended. We plan to continue this type of support in the summer and during the school year as requested by our districts.

SCSC continued to host ACT Prep courses for high school students throughout the year with the assistance of funding through the Department of Education. Any student was welcome to attend. We provided a pizza lunch, so that they could receive the maximum amount of support, and a certificate was shared with their districts. Unfortunately, due to Federal Funding Cuts, the last trainings were cancelled for the Spring of 2025.

CW PREP: November 15, 2024-55 students participated

CW PREP: October 24, 2025- 70 students participated
        This training was differentiated into two sessions. One was for beginning test takers, and the other was for advanced test takers looking to raise their scores.

Chad Cargill Three Hour Training: March 4, 2024- 37 students participated

TOTAL STUDENTS SERVED: 157

In order to support the state's mental health initiative, we continue to offer Youth Mental Health First Aid (trained by our Teacher Center Coordinator and CHN) throughout the school year. This training is offered to our educators and to community organizations throughout our cooperative area. The Teacher Center Coordinator and an SCSC Preschool Teacher were trained as Regulated Classroom trainers. This specific training allows teachers and students to learn skills to help them with coping strategies. We also shared resources from the Arkansas Behavior Support Specialists, Arkansas A.W.A.R.E,and Arkansas TRIS to assist teachers and students.

TABLE A

School District	Minutes of Support	Hours of Support
Bearden	2900	48.33
Camden Fairview	2830	47.17

El Dorado	1953	32.55
Emerson Taylor Bradley	4755	79.25
Hampton	3030	50.50
Harmony Grove	3755	62.58
Junction City	1730	28.83
Magnolia	3291	54.85
Parkers Chapel	10420	173.67
Smackover Norphlet	11670	194.50
Strong	8265	137.75

TABLE B

Percentage of Support to SCSC Districts
*Support does not include State Literacy Specialist Support.

Count of School District

Community Outreach 2.2%
El Dorado Schools 8.0%
Smackover Norphlet… 16.4%
Bearden Schools 6.3%
Camden Fairview Sc… 11.3%
Magnolia Schools 8.9%
Strong Huttig Schools 9.3%
Harmony Grove Sch… 7.1%
Parkers Chapel Sch… 10.2%
Junction City Schools 3.5%
Emerson Taylor Brad… 11.3%
Hampton Schools 5.4%
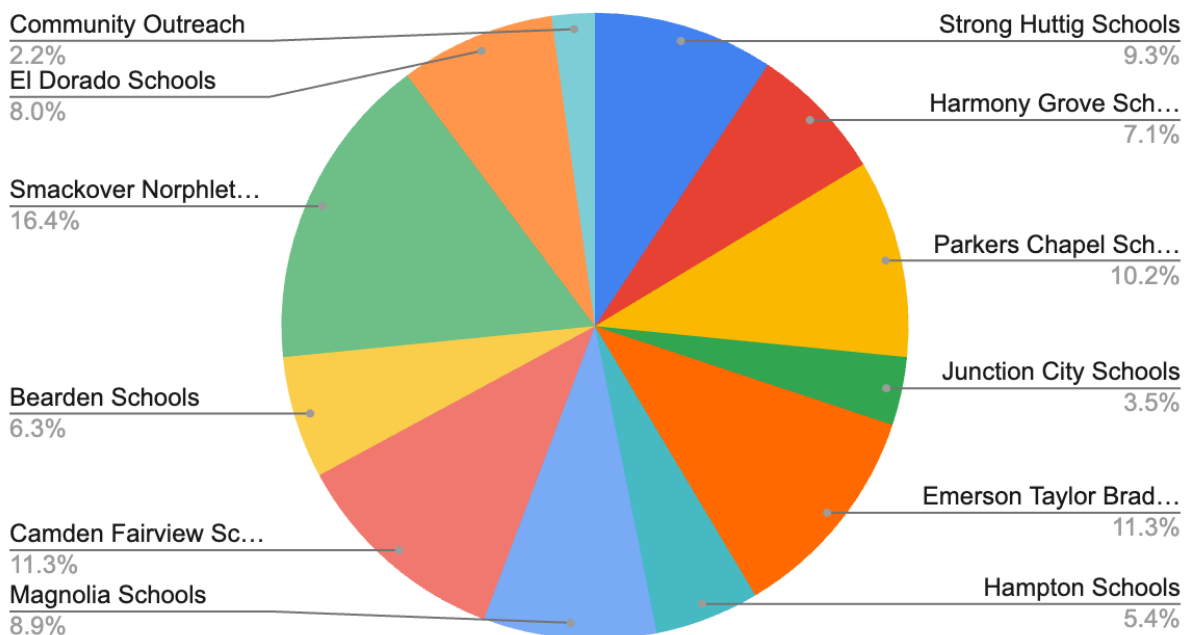
TABLE C

Individual Support of SCSC Districts

Bearden School District

Central Office
9.1%

Bearden Elementary…
45.5%

Bearden High Schoo…
45.5%
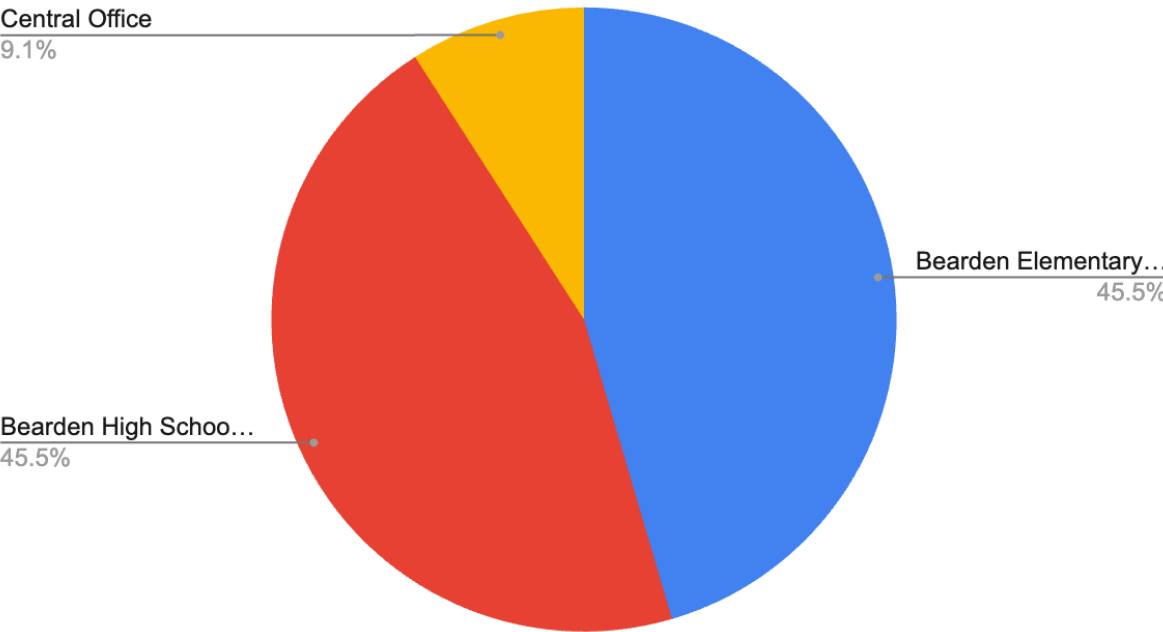
Bearden Support Rendered:

Stronger Connection…
6.1%

Administration Supp…
3.0%

CTE
18.2%

Novice Teacher Sup…
21.2%

Administration Support
12.1%

Administration Supp…
3.0%

Coaching Cycle, D a…
3.0%

Curriculum Planning/…
6.1%

Curriculum Planning/…
3.0%

Data Analysis
3.0%

Dyslexia
21.2%
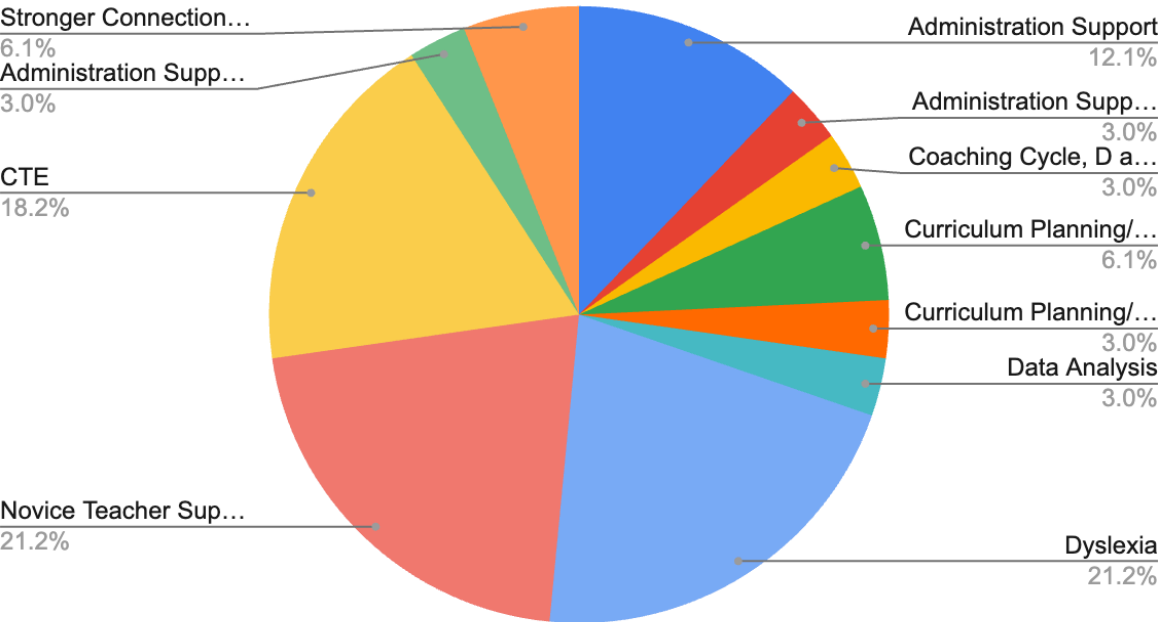
Camden Fairview School District

- Central Office — 3.3%
- CF High School 9-12 — 31.1%
- CF Ivory Intermediat… — 13.1%
- CF Middle School 6-8 — 13.1%
- Fairview Elementary… — 39.3%
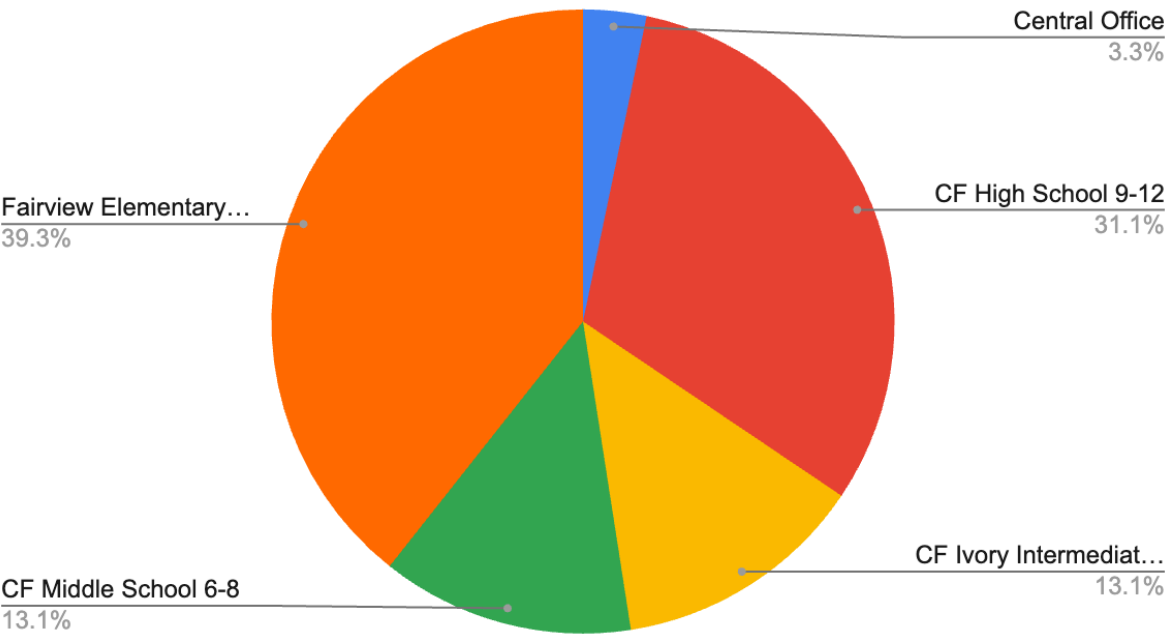
Camden Fairview Support Rendered:

- Intervention — 3.3%
- Administration Supp… — 1.6%
- Administration Supp… — 3.3%
- Administration Supp… — 3.3%
- Administration Support — 13.1%
- CTE — 9.8%
- Administration Supp… — 3.3%
- Novice Teacher Sup… — 34.4%
- Interventions — 1.6%
- Dyslexia — 13.1%

El Dorado School District:

- Yocum K-4 — 14.0%
- Washington Middle 5-6 — 16.3%
- Retta Brown K-4 — 2.3%
- Northwest K-4 — 16.3%
- Barton Jr. High 7-8 — 9.3%
- Central Office — 9.3%
- High School 9-12 — 25.6%
- Hugh Goodwin K-4 — 7.0%
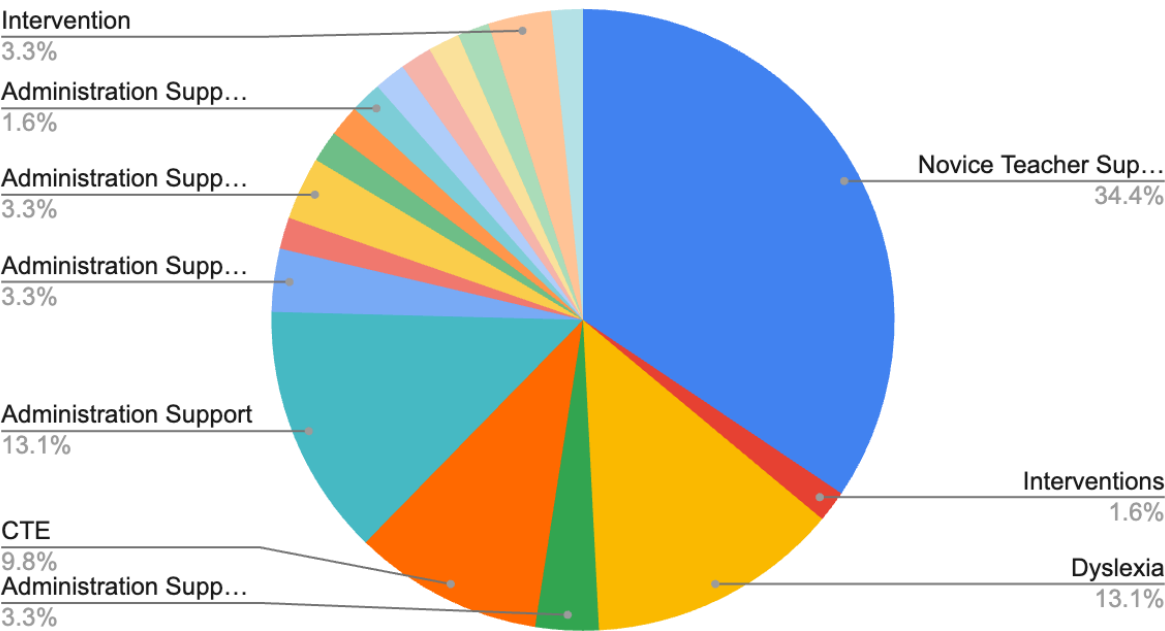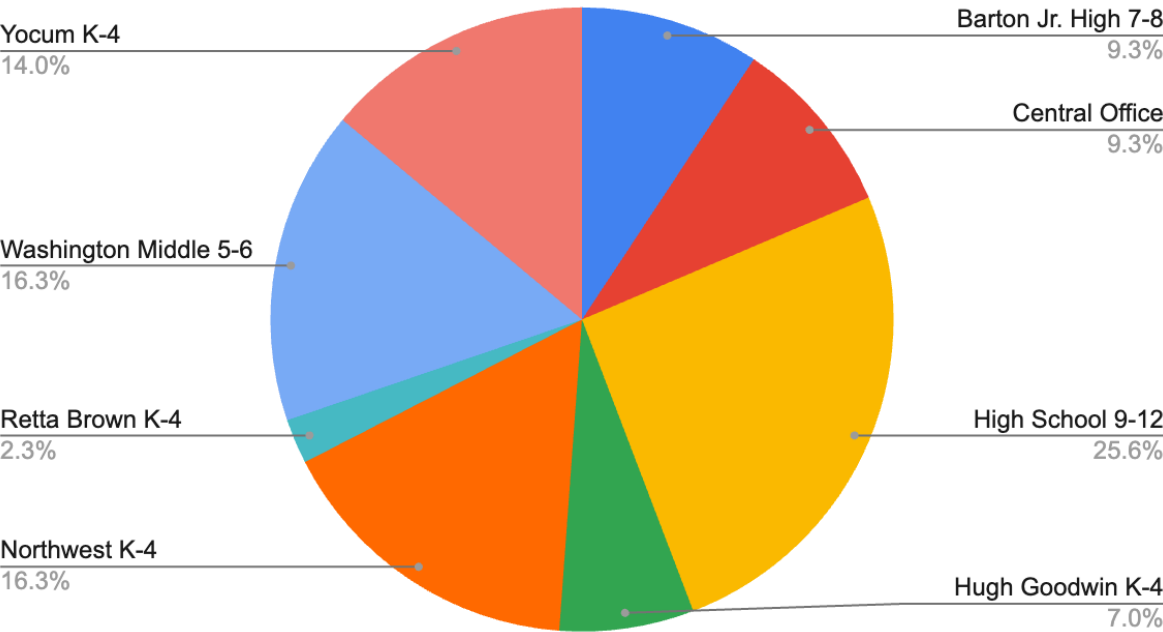
El Dorado Support Rendered:
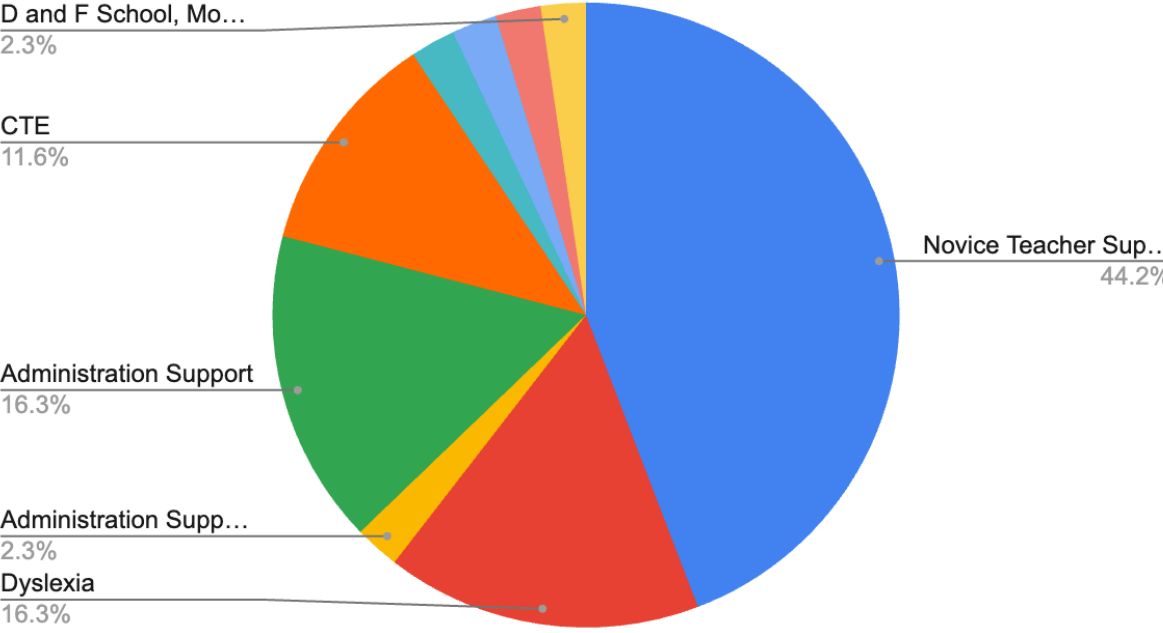
- D and F School, Mo… — 2.3%
- CTE — 11.6%
- Administration Support — 16.3%
- Administration Supp… — 2.3%
- Dyslexia — 16.3%
- Novice Teacher Sup… — 44.2%

Emerson Taylor Bradley School District

- Taylor High School 7… 8.2%
- Taylor Elementary K-6 6.6%
- Emerson High Scho… 41.0%
- Bradley Elementary… 18.0%
- Bradley High School… 4.9%
- Emerson Elementary… 21.3%

Emerson Taylor Bradley Support Rendered:

- CTE, Curriculum Pla… 1.6%
- Coaching Cycle 13.1%
- Coaching Cycle, Mo… 3.3%
- Administration Supp… 3.3%
- Coaching Cycle, Cur… 3.3%
- STEM Family Night 3.3%
- Administration Supp… 3.3%
- Administration Supp… 3.3%
- Data Analysis 3.3%
- Novice Teacher Sup… 8.2%
- Administration Supp… 1.6%
- Administration Supp… 1.6%
- Coaching Cycle, Cur… 1.6%
- Coaching Cycle, D a… 3.3%
- Administration Support 18.0%
- Coaching Cycle, D a… 1.6%
- Coaching Cycle, D a… 1.6%
- Modeling 3.3%
- CTE 11.5%

Hampton School District

Central Office
17.2%

Hampton Elementar…
34.5%

Hampton High Scho…
48.3%
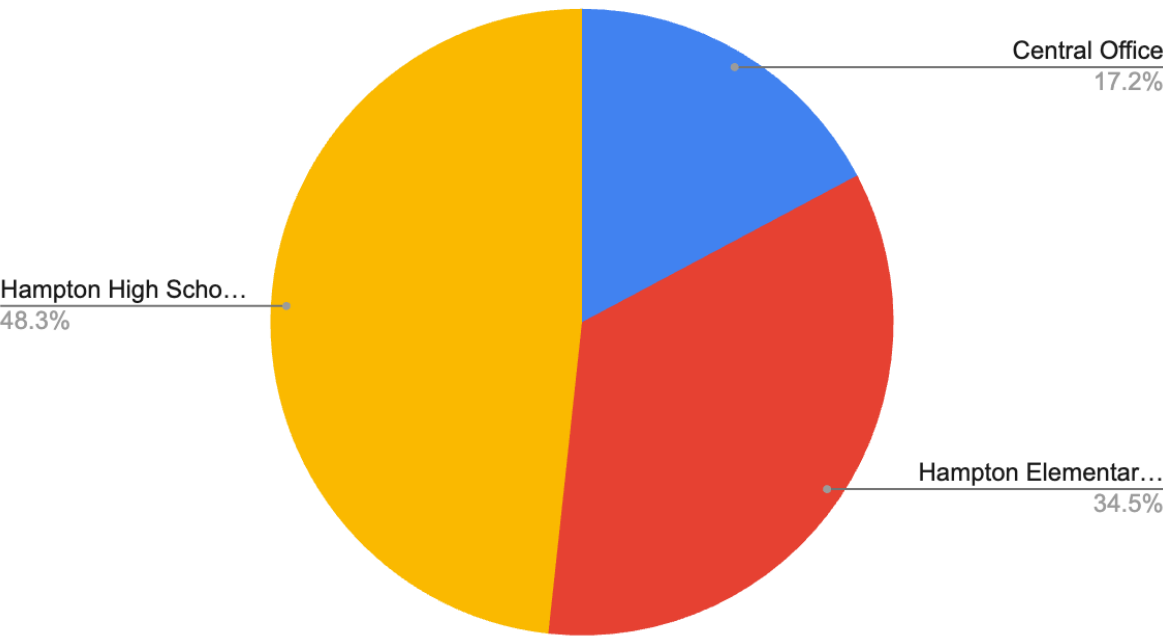
Hampton Support Rendered:

Cyber Security Awar…
3.4%

CTE
17.2%

Job Embedded Prof…
3.4%

Novice Teacher Sup…
3.4%

Administration Supp…
6.9%

Dyslexia
10.3%

Administration Supp…
3.4%

Administration Support
24.1%

Administration Supp…
3.4%

Novice Teacher Sup…
24.1%
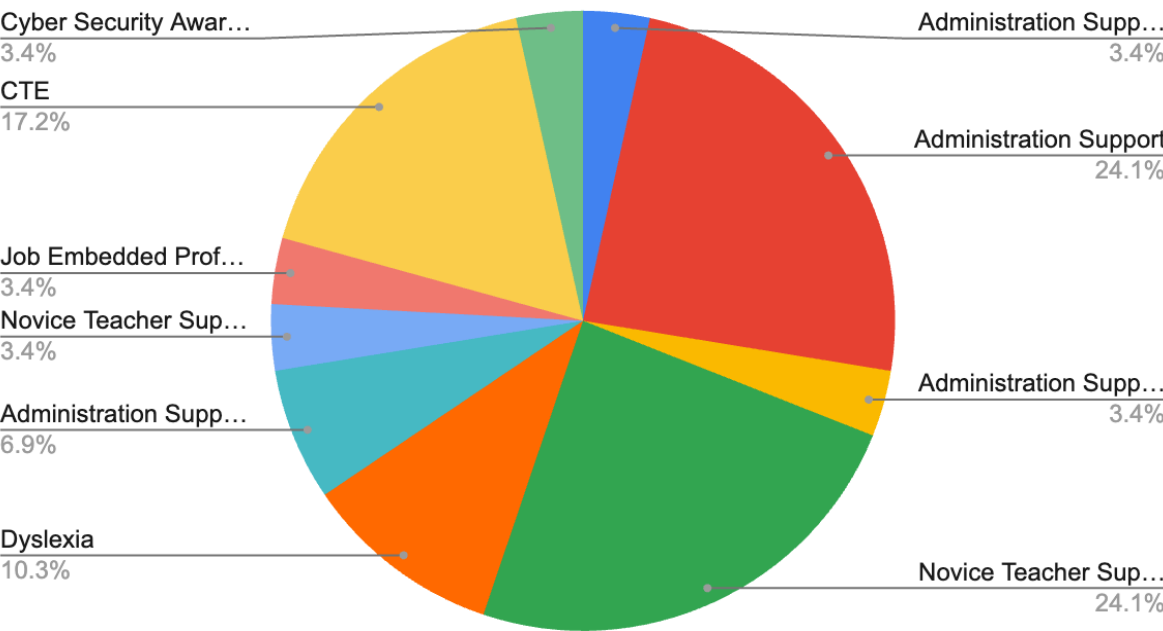
Harmony Grove School District

- Central Office — 2.6%
- Harmony Grove Ele… — 31.6%
- Harmony Grove Hig… — 65.8%
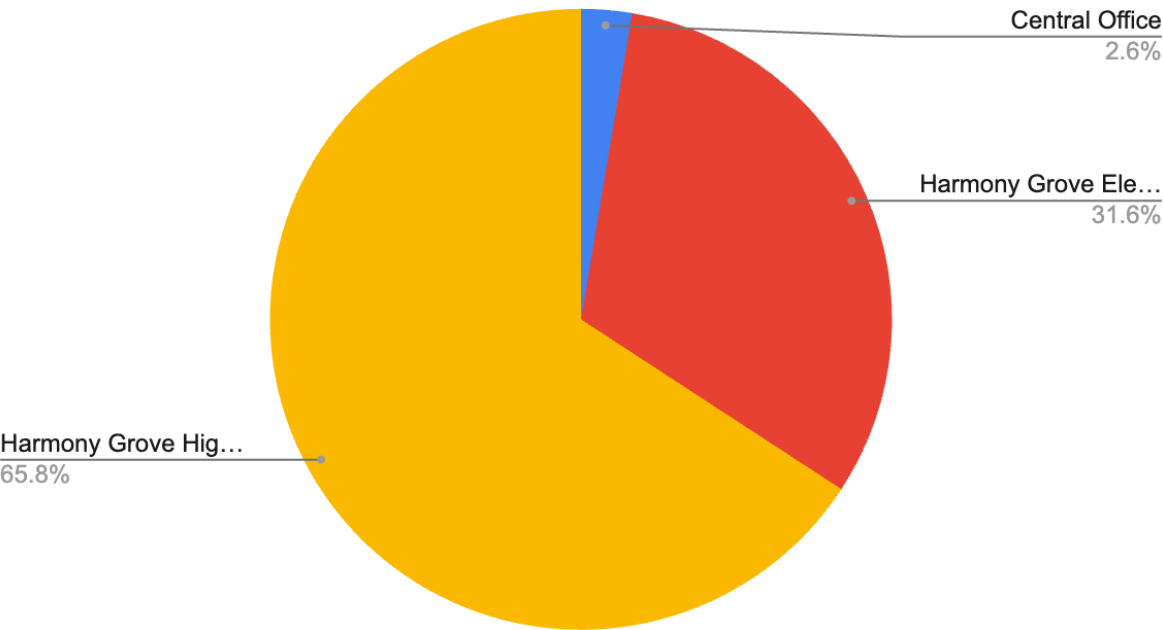
Harmony Grove Support Rendered:

- School Partnership — 2.6%
- Coaching Cycle, D a… — 2.6%
- Coaching Cycle, Cur… — 7.9%
- Coaching Cycle, Op… — 2.6%
- CTE — 15.8%
- Curriculum Planning/… — 2.6%
- Administration Support — 13.2%
- Novice Teacher Sup… — 18.4%
- Dyslexia — 5.3%
- Administration Supp… — 2.6%
- Modeling — 2.6%
- Administration Supp… — 5.3%
- Curriculum Planning/… — 5.3%
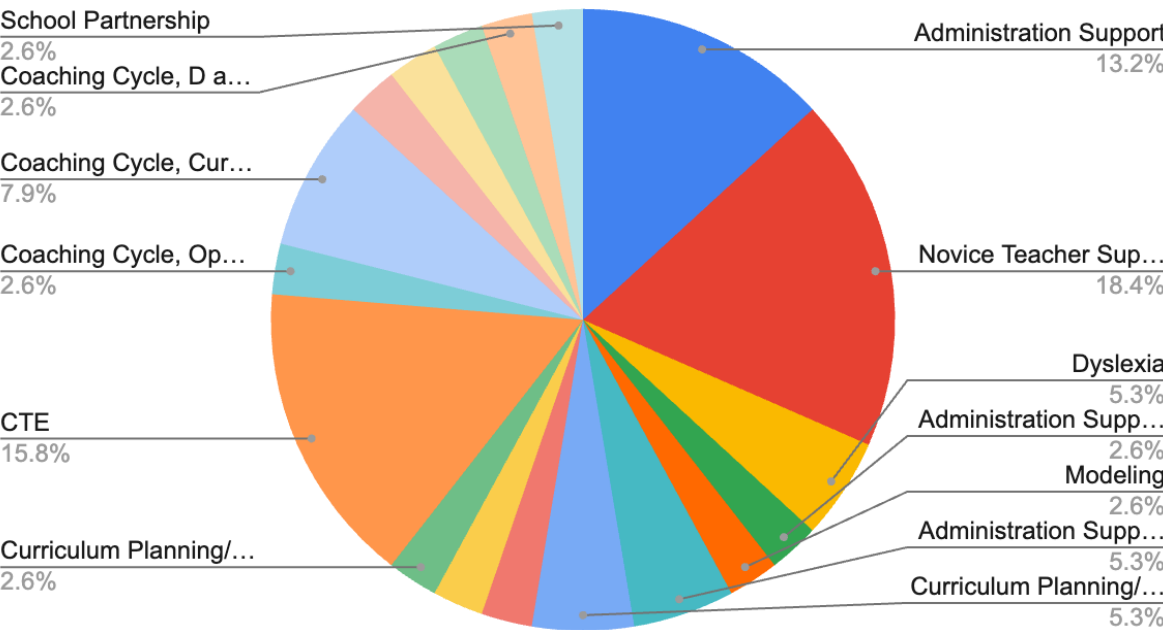
Junction City School District

JC High School 7-12
47.4%

JC Elementary K-6
52.6%

Count of Support Rendered for Junction City

Cyber Security Awar…
5.3%

Curriculum Planning/…
5.3%

CTE
10.5%

STEM Family Night
10.5%

Administration Supp…
5.3%

Administration Supp…
5.3%

Administration Support
21.1%

Novice Teacher Sup…
15.8%

Dyslexia
21.1%
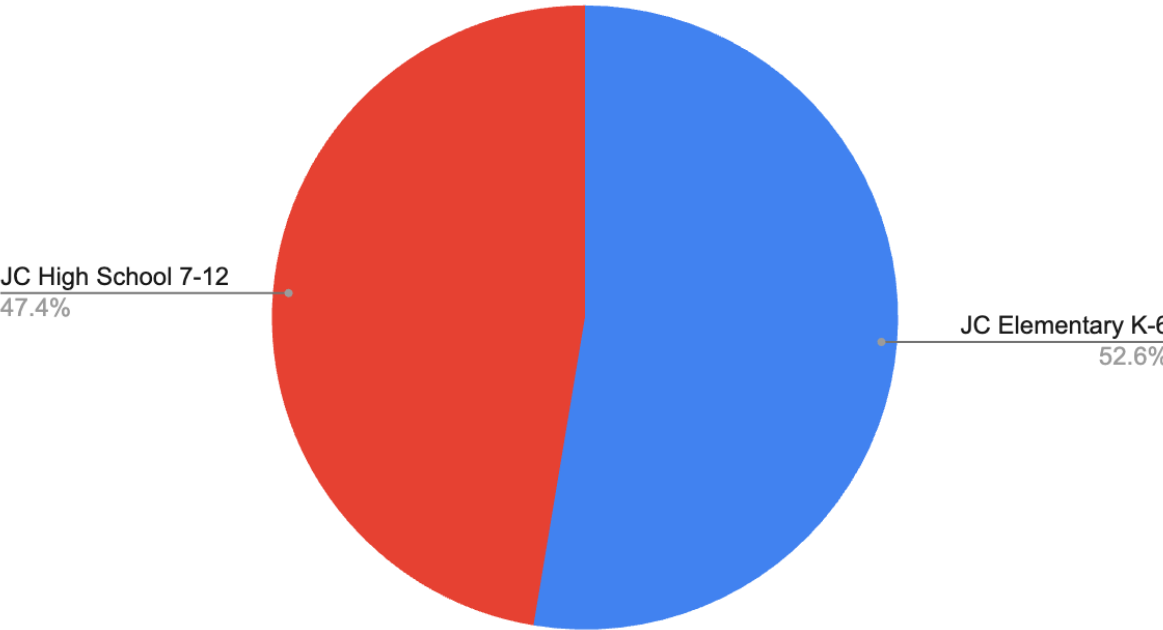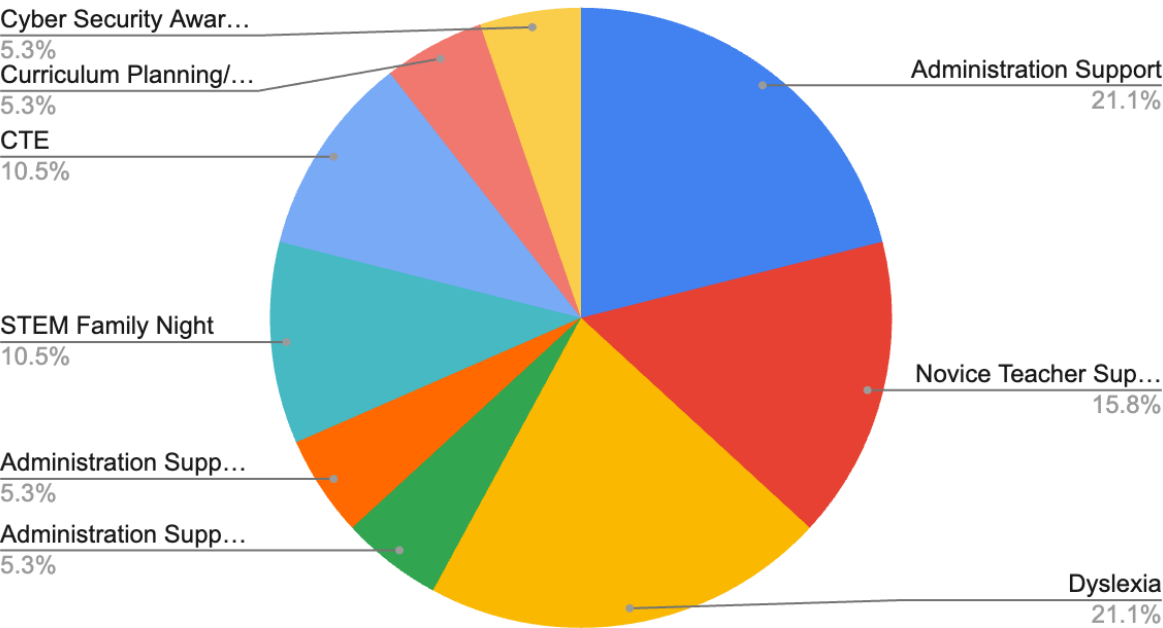
Magnolia School District

Magnolia Middle Sch…
16.7%

Central Elementary 3-5
22.9%

Central Office
10.4%

Magnolia High Scho…
22.9%

East Side Elementar…
16.7%

Kindergarten Center
10.4%
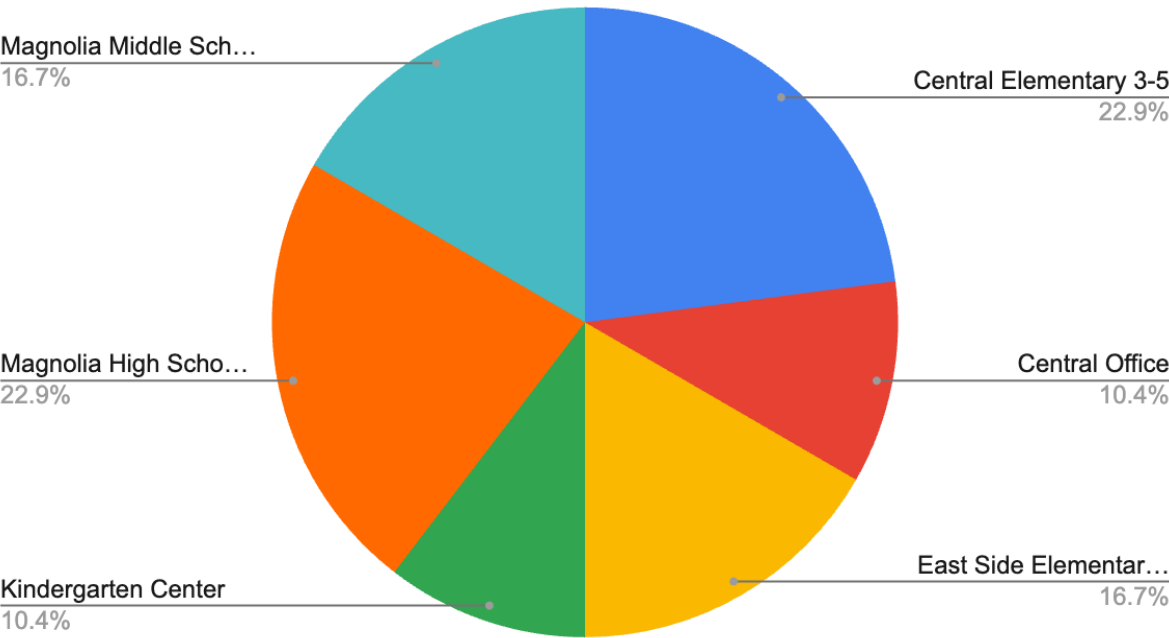
Magnolia Support Rendered:

Stem night
2.1%

PCM
4.2%

Job Embedded Prof…
2.1%

STEM Family Night
10.4%

Administration Support
18.8%

Georgia Numeracy P…
2.1%

Novice Teacher Sup…
31.3%

Dyslexia
18.8%

Parkers Chapel School District

- Central Office — 20.0%
- PC Elementary K-6 — 25.5%
- PC High School 7-12 — 54.5%

Count of Support Rendered for Junction City

- Improvement Plans — 1.8%
- PCM — 3.6%
- Coaching Cycle, Cur… — 7.3%
- Coaching Cycle, Cur… — 3.6%
- Coaching Cycle, Ob… — 1.8%
- STEM Review by Ja… — 1.8%
- CTE — 9.1%
- Coaching Cycle, Cur… — 1.8%
- Administration Supp… — 1.8%
- Dyslexia — 7.3%
- HQIM — 1.8%
- Administration Supp… — 1.8%
- Data Analysis — 3.6%
- Curriculum Planning/… — 1.8%
- Curriculum Planning/… — 1.8%
- ATLAS — 1.8%
- STEM Night — 5.5%
- Administration Support — 12.7%

Smackover Norphlet School District

Smackover High Sch…
11.4%

Central Office
4.5%

Smackover Element…
23.9%

Norphlet Middle Sch…
60.2%

Count of Support Smackover-Norphlet Support Rendered:

CTE
2.3%

Administration Supp…
2.3%

Observation, Walkthr…
2.3%

Coaching Cycle, Mo…
2.3%

Administration Supp…
2.3%

Coaching Cycle, Tea…
4.5%

Teacher Planning M…
2.3%

Administration Support
8.0%

Coaching Cycle
4.5%

Administration Supp…
1.1%

Novice Teacher Sup…
6.8%

Coaching Cycle, Job…
15.9%

Interventions
5.7%

Create Common Ass…
1.1%

Coaching Cycle, Cur…
1.1%

Coaching Cycle, Cur…
6.8%

97

Strong School District

Central Office
4.0%

Strong High School…
36.0%

Gardner-Strong Ele…
60.0%

Count of Strong Huttig Support Rendered:

Administration Supp…
2.0%

Coaching Cycle, Cur…
4.0%

Administration Supp…
4.0%

Administration Supp…
2.0%

Job Embedded Prof…
2.0%

D and F School
8.0%

Data Analysis
4.0%

Data Analysis, Dysle…
10.0%

Administration Support
14.0%

Novice Teacher Sup…
18.0%

Dyslexia
14.0%

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 success in their community.

As Arkansas educators implement the K–12 Science Standards and navigate the expectations of the Teacher Excellence and Support System (TESS), they are making significant shifts in instructional pedagogy. The SCSC science program is committed to fostering growth and positive change not only in students but in teachers as well. Its mission is to inspire educators to actively engage students in science and engineering practices (SEPs), helping them deepen their understanding of disciplinary core ideas (DCIs) through the lens of crosscutting concepts (CCCs). This integrated approach empowers students to make sense of real-world phenomena and develop critical problem-solving skills for both the present and the future.

The Science Instructional Specialist, in partnership with fellow specialists across the state, serves as a key liaison between the ADE, DESE division, and local school districts, supporting the successful 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 internalization support, unit development, teacher observation using the Science Leadership Walkthrough Tool (SLWT), support the shift to adopting and implementation of science high quality instructional materials (HQIM), 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.

General Support:

Curriculum Alignment

 This initiative focused on aligning local curricula with the Arkansas K–12 Science Standards by developing comprehensive curriculum scope and sequencing with unit/ lesson plans that incorporate classroom assessments aligned to the state framework and Arkansas Teaching and Learning Assessment System (ATLAS). The Science Instructional Specialist collaborated closely with K–12 teachers to design and deliver lessons that met the expectations of the state standards, while also supporting effective classroom instruction.

A key component of this process was maintaining instructional flexibility to identify and address student misconceptions and learning gaps in real time. Emphasis was placed on meaningful curriculum implementation, alignment, and vertical and horizontal articulation. Small groups of educators from multiple districts—along with intra-district teams—engaged in this work with a concentrated focus on science education.

Data-Disaggregation & Analysis

This initiative supported the development of a comprehensive understanding of assessment data among educators. Teachers along with school leaders engaged in a thorough review of school-level, classroom, and individual student data to inform instruction and drive improvement. The focus was on modeling and reinforcing data-driven decision-making at all levels of instruction.

Educators analyzed assessment outcomes from the ATLAS to identify trends, plan next steps, and determine appropriate student interventions. Adjustments to instructional strategies and lesson design were continuously informed by these analyses. To further support this process, the South Central Service Cooperative (SCSC) implemented an instructional analysis tool designed to help districts distinguish whether low assessment scores stemmed from curricular gaps or instructional challenges.

The SCSC Instructional Specialists, Career Technical Education (CTE) Coordinator, Teacher Center Coordinator (TCC), in collaboration with the SCSC Director, provided targeted support to districts. This support included interpreting formative (using the Classroom

Tool in ATLAS), interim, and summative assessment data. The overarching goal was to identify and address instructional and curricular gaps, ensuring all students receive high-quality instruction. Online platforms such as the Arkansas Department of Education's [My School Info](#) and [LEA Insights](#) partnered with professional learning provided by DESE were instrumental in facilitating meaningful data analysis at the district and school levels.

Professional Development (PD) Options for 2024-2025 Included:

Micro to Macro: Physical Science and Chemistry

The Arkansas K-12 Science Standards for Chemistry and Physical Science are integrated. Meaning Physical Science (PS) and Chemistry courses are integrated with Earth and Space Science (ESS), and Life Science (LS). PS and Chemistry have performance expectations that are labeled "partially addressed", which raises questions from teachers. These questions were answered by allowing the teachers to experience a Physical Science/Chemistry investigation lesson that supports the Arkansas Science Standards that incorporates relevant, engaging, student-focused learning. Teachers had time to reflect on how to apply instruction within their course and explore possible pacing guides for Chemistry and Physical Science to address this challenge.
TESS: 1C, 1E, 4A

Integrating Science into the K-5 Literacy Block

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 mathematics (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

3D (3 Dimensional) Mastery: Science Instruction for Impactful Learning

This PD enhances all K-12 teachers and instructional leaders who want to become familiar with science instruction and assessment aligned to the Arkansas K-12 Science Standards that incorporate 3D science instruction and 3D assessment. They discover the magic behind each of the three dimensionals of the standards SEPs, DCIs and CCCs, unlocking the secrets to making science an absolute blast for your students.
TESS: 2B,4A, 4E

Assessment Alchemy: Using Assessment to Drive Science Instruction

This PD engaged teachers in rethinking assessments as a system designed to support student learning and teacher instructional practices. Using data from the classroom level formative assessment to the statewide interim and summative assessment ATLAS. To

rethink how teachers should utilize data. Teachers learn to elevate current assessments with examples of strong 3D assessment items giving them time to revise their own classroom tests to mirror the ATLAS. TESS: 1E, 4A, 4E

Phenomenal Teaching: Unleashing Wonder in the Science Classroom

This electrifying workshop catapults K-12 teachers into the world of scientific wonders. Say goodbye to disengaged students and hello to the power of phenomena. They unravel the secrets of sparking student curiosity and unleashing a tornado of student-driven questions! In this PD, we did not just talk about science – we took a deep dive into the SEPs, CCCs and DCIs, connecting the dots between fundamental content and student engagement.
TESS: 1E, 4A, 4E

Science Curriculum Bootcamp

This was not your average planning session – it was a journey into the realm of phenomena-based learning that was buzzing with excitement. During this hands-on workshop, the teachers were the architect of their own science universe. They dived headfirst into the development of grade/course-specific science units of study that are so engaging, they'll have their students on the edge of their seats. They crafted a year's scope and sequence, bundled performance expectations into mind-blowing units of study, hand-picked essential learning targets, and concocted assessment plans that are as genius as your favorite science experiment.

But here's the best part – they didn't do this solo! They teamed up with other teachers in their grade level and/or course for a collaborative brainstorming extravaganza. It's a planning party where individual teachers and grade-level teams unite to create the blueprint for the most epic school year ever. TESS: 4A, 4E

Engaging Students in Science Investigations in Grades 6-8

This PD was a high-octane journey into the heart of phenomena-driven investigations. Turning 6-8 classrooms into the coolest science spectacle in town! Based on a storyline learning model that will have your students on the edge of their seats, eagerly awaiting the next twist in the scientific saga. Participants dove into the world of assessment tasks of development and adaptation, where every test is a quest for knowledge.
TESS: 4A, 4E

OpenSciEd (HQIM) K-5 Launch

OpenSciEd is an Arkansas-approved, high-quality instructional resource that offers free access to comprehensive science learning materials. This curriculum launch was designed to prepare science educators for the successful implementation of their first OpenSciEd unit by introducing them to the program's instructional materials, pedagogical approach, and overall framework.

The launch provides a strong foundation for integrating OpenSciEd into classroom instruction, equipping teachers with the tools and understanding necessary to engage students in meaningful, phenomenon-based science learning. While the session centered around a specific elementary unit, the consistent structure and pedagogical strategies of the OpenSciEd curriculum ensure that educators across all K–5 grade levels can effectively apply what they learned to any elementary unit. This consistency allows for broad implementation and supports instructional coherence throughout any of the OpenSciEd elementary science experience. TESS 1D, 1C, 1E

OpenSciEd (HQIM) MS/HS Launch

OpenSciEd is an Arkansas-approved, high-quality instructional resource that offers free access to comprehensive science learning materials. This curriculum launch was designed to prepare science educators for the successful implementation of their first OpenSciEd unit by introducing them to the program's instructional materials, pedagogical approach, and overall framework.

The launch provides a strong foundation for integrating OpenSciEd into classroom instruction, equipping teachers with the tools and understanding necessary to engage students in meaningful, phenomenon-based science learning. While the session centered around a specific middle school unit, the consistent structure and pedagogical strategies of the OpenSciEd curriculum ensure that educators across middle school and high school grade levels and/or courses can effectively apply what they learned to any middle/high school unit. This consistency allows for broad implementation and supports instructional coherence throughout any of the OpenSciEd middle school and high school science experience.
TESS 1D, 1C, 1E

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 Gradual Release of Responsibility: was used to empower the educator, that was followed up by a reflection period with feedback from teacher and specialist. According to SCSC school tracking data, the SCSC science

specialist demonstrated a high level of school-based engagement.

SCSC Staff
460 responses

🟢 Renee' Bearden
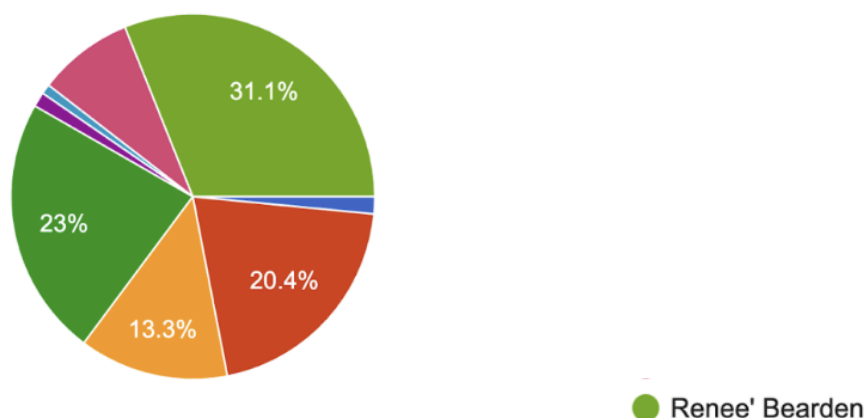
100% of SCSC districts have utilized this feature of our program. It is not irregular for the school-site lessons to be multiple lessons during the course of the day. These lessons may be in cooperation with a single teacher and/or multiple teachers. Lessons have been delivered in both elementary and secondary classrooms. During this school year, the science specialist participated in approximately 206+ hours of SLWT practice, classroom lessons, observations, and coaching (CC and TNTP) support. The science specialist collaborated with approximately 65+ different science teachers, science instructional facilitators, science coaches, assistant principals and principals during this school year.

This year, the SCSC science specialist's grant objectives included collaborating with principals and school leaders to deliver professional development aligned with the DESE SLWT initiative and to emphasize the importance of adopting high-quality instructional materials (HQIM) in science. In addition to facilitating SLWT training, the SCSC science specialist enhanced the professional development by providing opportunities for real-time practice. This included observing teachers primarily in grades 3–8 and Biology classes, which correspond to the ATLAS testing grades. Following the classroom observations, the observation team convened to calibrate and review the evidence collected, ensuring consistency and accuracy in the use of the SLWT framework.

Participation across SCSC districts was strong, with 100% of districts completing the SLWT training and 73% participating in extended SLWT practice sessions facilitated by the SCSC science specialist.
To assess the effectiveness of the professional development, DESE administered a survey to principals, asking: "After attending this session, I feel more confident in my knowledge of the expectations of science teachers in my school and/or district."
Results indicated a high level of satisfaction and impact, with 94.4% of respondents (51 out of 54) rating the SCSC science specialist a 4 or 5 on a 5-point Likert scale, demonstrating strong confidence in the training and its relevance to district instructional leadership goals

Currently, 54.5% (6 out of 11) of SCSC districts are not utilizing science HQIM in grades 3–8 or Biology. Among these districts, 83.3% (5 out of 6) participated in the DESE initiative HQIM professional development provided by the SCSC science specialist. Overall, 63.6% (7 out of 11) of SCSC districts have engaged in this HQIM training, significantly exceeding the participation targets established in the science grant objectives.

To evaluate the effectiveness of the HQIM professional development, DESE administered a survey to participating principals, asking: "After attending this session, I feel more confident supporting science HQIM adoption in my school or district."

Survey results showed that 81% of respondents (21 out of 26) rated the SCSC science specialist a 4 or 5 on a 5-point Likert scale, reflecting a strong endorsement of the specialist's impact on supporting HQIM adoption efforts.

Moreover, the SCSC science specialist's service is to provide on-site training for school districts. This training could take the form of conducting/participating in meetings of various types such as PLC, STEM/STEAM Family Nights, School Staff Conferences, Campus Staff Simulations such as dyslexia or poverty and providing PD. During this school term, the science specialist participated in approximately 9 school wide STEM/STEAM related events and a plethora of PLCs. Many of these events require the science specialist to work after hours.

Major Highlights of the Year:

OpenSciEd Curriculum Launch

With HQIM adoption for science high on the radar for our schools at this time. The SCSC science specialist has brought OpenSciEd Launch PD to our area. The SCSC science specialist collaborated with the presenter Ben Carrigan , an AR K-12 Science Specialist at Wilbur D. Mills Educational Cooperative (WDMESC) in Arkansas and an OpenSciEd presenter. This launch was divided into two sessions. One session was a K-5 launch lasting one day while the other was middle school and high school combined launch lasting two days. The OpenSciEd K-5 Launch was to capacity by April so the SCSC science specialist added an additional day to accommodate more participation for our schools. OpenSciEd is an Arkansas-approved, high-quality instructional resource that offers free access to comprehensive science learning materials. This curriculum launch was designed to prepare science educators for the successful implementation of their first OpenSciEd unit by introducing them to the program's instructional materials, pedagogical approach, and overall framework.

SCSC Participation in SEEC Conference Enhances STEM Education

Jo Ann Wommack, SCSC Technology Coordinator; Renee' Bearden, SCSC Science Specialist; and Anna Warriner, SCSC TCC, collaborated to lead a group of 15 STEM teachers and Instructional Facilitators to the Science Exploration Educators Conference (SEEC) in Houston, Texas.

This immersive professional development experience provided participants with a valuable opportunity to enhance their understanding of Earth and Space Science (ESS), specifically aligned with the Arkansas K–12 Science Standards Disciplinary Core Idea: Earth's Place in the Universe (ESS1). The program covered a broad spectrum of topics, from fundamental geological concepts to cutting-edge exploratory missions to Mars.

To maximize learning, the group strategically divided to attend a wide array of sessions, ensuring broad coverage of the conference offerings. Upon returning, participants reconvened to debrief, share insights, and distribute valuable resources acquired during their sessions.

Additionally, many of the SEEC sessions remain accessible online for continued learning. Participants will have the opportunity to present their experiences and key takeaways at the upcoming SCSC Administrators' Retreat this summer, offering administrators a glimpse into the high-quality STEM professional development their educators received.

TNTP Training

Furthermore, the science specialist has been involved in professional development, role play and practice for implementing content coaching cycles to her repertoire.
The ADE and TNTP (The New Teacher Project) has initiated content coaching support for the specialists in Arkansas. June Hawkins-Jones and Sarabecca Mgalle , from TNTP have been leaders in supporting the science specialists in developing a science instructional walkthrough tool/coaching tool to help them to implement this new initiative.
This coaching tool will accurately collect data on classroom culture, science content, instructional practices, and students ownership, use evidence to identify key strengths and opportunities for growth for teachers that could impact student experience, craft coaching conversations that support teachers in setting goals and identify concrete next steps to improve their instructional practices. This TNTP is adaptable to use with novice teachers as well as seasoned teachers as a result students across the SCSC area schools will be positively impacted.

Science Professional Development

The SCSC Science Specialist was one of the committee members to develop and implement the DESE Physical Science/Chemistry Integrated Professional Development (PD); along with the implementation of the DESE Science Summer PD offering requirement.
FUSE; Three-Dimensional Mastery: Science Instruction for Impactful Learning; Phenomenal Teaching: Unleashing Wonder in the Science Classroom; Assessment Alchemy: Using Assessment to Drive Science Instruction with ATLAS updates; and Science Curriculum Cohorts (Science Curriculum Bootcamp)

Science Website Lessons

Additionally, the science specialist has had several Three Dimensional (3D), Five "E" Engage, Explore, Explain, Elaborate, and Evaluate (5E), Gradering, Reasoning, Communicate (GRC) lessons published on Brett Moulding's (Author/National Presenter) website [#going3Dw/GRC.](#) This site is a place that science teachers can visit to find phenomenon based lessons aligned to AR Science Standards. This site is free for teachers. 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.

Novice Teacher Support

The SCSC Science Specialist was available to support the year 1,2, and 3 novice teachers in content through the mentoring grant. Full participation from ten of our eleven districts in the SCSC consortium were enrolled in the New Teacher Institute (NTI).

Teacher Excellence and Support System (TESS)

The SCSC specialist had the opportunity to participate in TESS, 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 TESS 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 final summative rating is highly effective based on her PGP(professional growth plan) Goals.

SCSC Science Teachers Facebook Page

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 125 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.

Community Support

The SCSC Science Specialist had the opportunity to participate in several community support opportunities.
- **Summer Reading Program** at Strong Library at Strong AR. SCSC science specialists provided a STEM lesson for the students and parents.
- The SCSC Science Specialist and the Tech coordinator also lead STEM/STEAM activities at family nights at Parkers Chapel, Magnolia, Bearden, Junction City, Emerson, Strong and El Dorado school districts' **STEM/STEAM Nights**.

- The SCSC Science Specialist supported Parkers Chapel High School at their **STEM meeting** with Jason Bailey, Arkansas STEM director with ADE. This event also included a student showcase of STEM integration in classrooms.
- The SCSC Science Specialist supported **GLAMS**. Area sixth-grade students participate in the GLAMS (Girls Learning About Math and Science) conference each spring at South Arkansas College. GLAMS is a hands-on workshop and breakout sessions in science, technology, engineering, and math are designed to provide participants with fun ways to learn practical information about STEM job opportunities.
- The SCSC Science Specialist supported Katie Robertson , SCSC CTE Coordinator, with Draft Day at El Dorado Convention Center. **Draft Day 2025–Support:** This statewide event, organized as part of the "Be Pro Be Proud" initiative, focused on connecting high school seniors with opportunities in employment, internships, apprenticeships, and technical training programs.
  In addition to assisting with event operations, the SCSC Science Specialist supported activities that included: **In-person interviews** for high school seniors with local employers. A **career expo** for underclassmen to explore career pathways and engage with industry representatives. Promoting awareness of **skilled trades** and helping facilitate connections between students and potential employers in these essential fields. This participation contributed to the overall success of this impactful event, which supports workforce development and career readiness for Arkansas students.
- The SCSC Science Specialist supported **Trunk or Treat** at El Dorado Neal Park. Dressing up as a 'Weird Science Teacher" providing students and parents a hands-on experience with "Mr. Guts" a human anatomy manikin. A human anatomy manikin, also known as a human anatomy model, is a three-dimensional representation of the human body, used primarily for education and medical training. These models can be used to visualize anatomical structures and understand relationships between different body parts and systems. In lieu of giving out candy, she gave out a variety of fruits to foster healthy choices.
- The SCSC Science Specialist has been a member of the **South Arkansas Arts Center (SAAC)** for many years. *"The South Arkansas Arts Center believes that the arts should be basic to lifelong education – not just for children and teachers. Our goal is to stimulate awareness and appreciation of the arts through changing exhibitions, live performances, studio classes and workshops that can strengthen interpretive ability and interactive creativity for both children and adults. SAAC is here for the community!"*

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 SCSC Technology Coordinator holds a dynamic and essential role in today's educational environment. Acting as a bridge between schools and the Department of Education, they ensure that technology is effectively integrated into teaching and learning while aligning initiatives with Arkansas K-12 Standards and DESE (Department of Education) goals.

A key part of their role is strengthening cybersecurity readiness across educational institutions. This includes not only implementing protective measures but also leading training and planning sessions to raise awareness about cyber hygiene, social media safety, data privacy, and response strategies for cyber incidents. As cyber threats continue to rise in the education sector, this responsibility is critical to protecting student information and maintaining secure digital learning spaces.

In addition, the Technology Coordinator drives professional growth by equipping educators and technical staff with the latest knowledge and best practices in cybersecurity. By fostering ongoing learning and collaboration, they help schools build the expertise needed to proactively address cyber risks.

Ultimately, the SCSC Technology Coordinator plays a vital role in promoting the safe, strategic use of technology, enhancing both educational experiences and the protection of digital assets.

Program Summary

The SCSC Technology Coordinator is responsible for maintaining the local area network (LAN), ensuring reliable and secure connectivity for all SCSC staff, presenters, and participants. In addition to managing network infrastructure, the Technology Coordinator assists employees with selecting and purchasing hardware and software, and offers training and support as needed.

The technology department also oversees the cooperative website, the STEM lab, mobile labs, and presentation equipment in each conference room, while providing hands-on assistance to presenters, participants, and staff to ensure smooth and effective use of technology resources. A key part of the role also includes educating teachers and staff on

the importance of cybersecurity and guiding them on how to respond in the event of a cyber attack.

Beyond internal support, the Technology Coordinator serves member districts by modeling technology-integrated and STEM-based lessons for teachers and students, offering technical guidance on hardware and software, facilitating professional development, and supporting the implementation of Arkansas K-12 Standards and state assessments.

The Technology Coordinator also works collaboratively with the Department of Elementary and Secondary Education (DESE), the Department of Information Services (DIS), the Arkansas Public School Computer Network (APSCN), and other Arkansas education cooperatives to stay aligned with statewide technology initiatives and strengthen cybersecurity awareness across schools. Additionally, the Technology Coordinator is an active member of the State Cyber Incident Response Team and has earned multiple cybersecurity certifications within the past year.

Major Highlights of the Year

The SCSC Technology Coordinator facilitated 25 in-depth, technology-integrated professional development sessions throughout both the summer and academic year, with a strong focus on blending STEM concepts and classroom technology. These sessions covered a wide range of topics, including Cybersecurity Awareness, Google Applications, STEM fundamentals, Artificial Intelligence, and Online Learning Tools.

In addition to leading local workshops, the Technology Coordinator shared expertise at several major conferences, including the Hot Springs Technology Institute, the DESE Summit, the South Central Administrators Conference, the White River Services Security Summit, and the SecurED National Conference.

The Technology Coordinator at South Central Service Cooperative played a pivotal role in supporting schools with the implementation of Arkansas Act 504 Phase 1 by providing workshops exploring the ADE K12 Cybersecurity Policy. Participants learned about policy requirements as well as practical next steps for districts. Each regional training focused on two of the six policy control groups that will become effective July 1, 2025. The workshop included a collaborative presentation of an optional standards and procedures document that districts can review and edit. Below are the dates we met and the standards covered:
- March 4, 2025 - System and Information Integrity (SI) and Contingency Planning (CP)
- March 6, 2025 - System and Information Integrity (SI) and Contingency Planning (CP)
- March 11, 2025 - Incident Response (IR) and Identification and Authentication (IA)
- April 1, 2025 - Incident Response (IR) and Identification and Authentication (IA)
- April 3, 2025 - Awareness and Training (AT) and Access Control (AC)
- April 10, 2025 - Awareness and Training (AT) and Access Control (AC)

The SCSC Technology Coordinator collaborated with 14 other ESC Technology Coordinators to provide "PD in your PJs", delivering asynchronous professional development opportunities to educators across the state, with 729 participants. The success of the professional development was further highlighted through the comprehensive Summer PD Survey results:

- Overall, how would you rate this workshop? 72.7% (4), 21.5%(3), .051% (2), .005% (1)
- How likely are you to use the information provided? 77.5% (4), 18.6% (3), .02% (2), .008%(1)
- Before the workshop, did you have a good understanding of the digital tools provided? 66.2% no, 33.8% yes
- After the workshop, did you have a good understanding of the digital tools provided? 97.9% Yes, .02% No
- After this workshop, how likely are you to integrate more technology into your curriculum this next school year? 68.1% (4), 29.6% (3), .02% (2), .002% (1)

The Technology Coordinator at South Central Cooperative is dedicated to expanding STEM opportunities across area schools. This commitment is demonstrated through active participation in STEM Nights, facilitating a regional STEM Consortium by organizing workshops, escorting teachers to STEM conferences, and investing in equipment that enriches STEM instruction. In the past year, seven school districts hosted STEM Nights where the Technology Coordinator engaged students and families through hands-on activities. The SCSC Technology Coordinator hosted a Capture the Flag event at South Central on January 23, 2025. Additionally, the Cooperative offered 23 days of STEM and STEAM-focused professional development, empowering educators to bring innovative, high-quality STEM experiences to their classrooms.

Arkansas Cyber Incident Response Team

As a key member of the State Cyber Incident Response Team, the SCSC Technology Coordinator played an instrumental role in strengthening Arkansas's preparedness against cyber threats through advanced training and strategic collaboration. Drawing from this expertise, the Technology Coordinator led impactful professional development sessions for both certified and classified staff, delivering cybersecurity best practices to diverse audiences across the state.

Highlights of this work included presenting on Data Responsibility at the DESE Summit, conducting comprehensive cybersecurity workshops for district staff, and contributing to leading conferences such as ACOT, SecurED, TELAR, and the WRS Security Summit. Additionally, the Technology Coordinator delivered Tech Caregiver presentations for community members at multiple locations and spearheaded efforts to expand the Tech Caregiver Program in Arkansas schools — a forward-looking initiative designed to grow the network of trainers supporting cybersecurity awareness for both schools and local communities.

STEM Community Outreach

The Technology Coordinator actively participated in a variety of STEM nights and competitions in collaboration with the Math and Science Departments. These events, hosted by local schools and colleges, offered valuable opportunities for hands-on learning and meaningful collaboration. Throughout the year, we took part in events held at Bearden School District, Emerson Schools, Magnolia School District, Northwest in El Dorado, Parkers Chapel School District, Strong School District, and SouthARK Community College.

ACT PREP

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **Yes**

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
Anna Warriner	Teacher Center Coordinator	M. Ed.

Program Summary:

The ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their students in taking the ACT. Training was provided to each district.

Through this grant, cooperatives hosted ACT Prep sessions for students to participate in prior to their ACT test. Chad Cargill provided 9 sessions for 688 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review.

Cantrell and Waller Preparatory (CW Prep) provided 24 sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.

South Central Service Cooperative Highlights:

During the 2024-2025 school year, we were able to provide three trainings for students at South Central. South Central provided lunch so that students would receive as much preparatory time as possible.
CW Prep
October 24, 2024: 70 Students Attended two differentiated sessions:

CW Prep
November 15, 2024:   55 Students Attended

Chad Cargill
March 4, 2025: 37 Students Attended

Total: 162 Students Served

*This was an increase from 115 students served last year.
*We were unable to offer another scheduled session due to federal funding cuts.

We also surveyed students and parents regarding our ACT Prep at the co-op. See below for feedback:

Did your child's/student's score increase after attending one of our ACT PREP sessions:
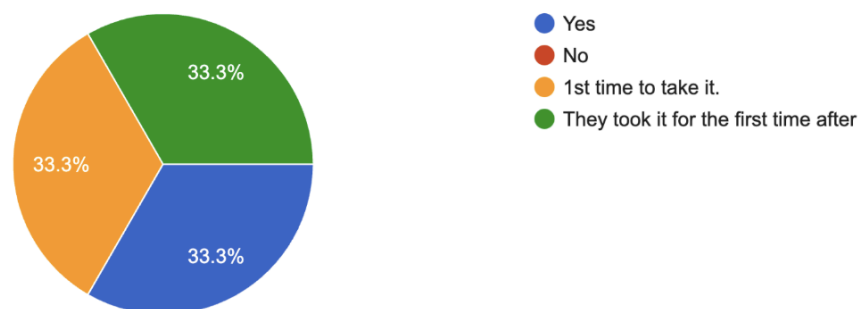
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Funding Source: **LEA Shared Services**
Competitive Grant: **No**

Restricted   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
Abbey Ebarb	Regional EL Specialist, SE AR	M. Ed.
Maria Touchstone	ESOL Program Director	M. Ed.

Goal

The Division of Elementary and Secondary Education (DESE) English Learner (EL) support program is the result of collaboration between the Curriculum and Instruction sections and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary

- Provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- Assist, upon request, with school improvement and ESOL program planning for ELs
- Coordinate ESOL professional development training
- Convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas Learning Standards and implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- Provide on-site technical assistance addressing ESOL techniques and strategies

Major Highlights of the Year

- Conducted quarterly meetings designed for ESOL Coordinators to receive information and training to:
  - Understand districts' legal obligations to ELs and their parents/guardians
  - Identify and assess all potential ELs
  - Fully meet the demands of the Arkansas Academic Standards and the Next Generation Science Standards and ensure access to an equitable education for ELs
  - Provide support to ELs so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines
  - Plan for effective ESOL program design and delivery
  - Provide professional development of teachers and administrators in the implementation of effective ESOL program design and delivery
  - Meet the needs of and understand obligations to ELs who waive services
  - Monitor and exit ELs from districts' ESOL programs and services
  - Evaluate the effectiveness of districts' ESOL programs and services

- ○ Share questions and concerns
- ○ Network with neighboring districts.
- Conducted various individual virtual trainings for ESOL Coordinators
- Conducted various site visits to assist ESOL Coordinators in proper processes and procedures for their ESOL programs
- Conducted on-site classroom walk throughs and follow up conferences with teachers
- Developed a [ESOL video training hub](#)
- Offered [ESOL Power Hour: Teacher Edition](#) every Wednesday from 3-4 via zoom for teachers of English Learners to ask questions and receive guidance

Program Performance Data

- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas were informed of all professional learning opportunities, and 90% of districts served attended at least one meeting. The average attendance rate of the 13 ESOL Coordinator meetings held was 59%. The average attendance increased 13% from the previous year.
- Participants rated the PD provided by the Regional EL Specialist for Southeast Arkansas with an overall score of 4 on a scale of 1-4, with 4 being the highest score utilizing the Participant Feedback Survey for ESOL Coordinator Session and Participant Feedback Survey for ESOL PD Session.
- Eighty-four percent of participants who completed a survey reported increased knowledge and understanding of topics addressed and positively impacted EL student learning as measured by a Participant Feedback Survey for ESOL Coordinator Session and/or a quarterly Feedback/Evaluation of ESOL Programming Support & Technical Assistance.
- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas who requested technical assistance regarding the provision of ESOL services were provided technical assistance via email/telephone/virtual visits/in-person visits.
- Ninety-six percent of participants in PD sessions reported an increase in their knowledge and understanding of the topics addressed.
- The Regional EL Specialist for Southeast Arkansas compiled a spreadsheet of curriculum materials used for ELD instruction by grade span by district for 93% of high-risk districts in the region and 89% of remaining districts.
- The DESE ESOL Unit collaboratively developed the [ELD Classroom Observation Tool Draft- Field Work](#) that was utilized by each specialist in at least one at-risk district based on the DESE Public School Accountability Unit, Office of Standards of Accreditation monitoring list.

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 was to provide communication between the Arkansas Department of Education, South Central Service Cooperative, and our local districts.

AR App District Training and Support

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

To better serve our member districts, Education Service Cooperatives, in collaboration with the Department of Elementary and Secondary Education, recognized the need for targeted support in the development and submission of the AR Application (AR App). In response, a structured support initiative was launched to assist districts and improve the overall quality of AR App submissions and create a district strategic plan.

Beginning in January and concluding each May, a series of monthly meetings has been established to guide districts through each component of the AR App. These sessions are designed to provide differentiated support tailored to the specific needs of schools, ensuring a more effective and high-quality application process.

Each month, participating schools receive training and guidance on a different element of the AR App. These components include:

- Conducting a comprehensive needs assessment

- Collecting and analyzing relevant data

- Forming an effective planning team

- Developing SMART goals

- Writing goals that align with both district-level data and the priorities outlined in LEARNS

- Aligning resource allocation with the goals identified in the district's strategic plan.

To ensure consistency and ease of implementation across all cooperatives, training modules and introductory communication materials were developed for shared use. This

collaborative approach not only strengthens district capacity but also promotes alignment and accountability across the state.

This initiative reflects the education cooperative's continued commitment to supporting schools in achieving meaningful improvement through strategic planning and data-driven goal setting.

Lastly, in regard to recent legislation, education service cooperatives provided feedback on each district prior to the district's submission.

January — AR App Team / AR App Overview / Conduct Needs Assessment

SMART Goals / Quality Educational Workforce — February

March — Improving Academic Outcomes

Safe and Healthy Schools — April

May — State Programs

Federal Budgets / School Board Approval / Superintendent Approval / Submission — June

Collaboration with State Education Service Cooperatives/Tailgate Topics: Just enough to PREP you for the game of Leadership Administrator Support Zoom Meetings
Competitive Grant: Yes   No

In an effort to provide additional support to building administrator's across the state, the Educational Cooperative Teacher Center Coordinators partnered together to offer virtual support on topics that we felt could assist in understanding new laws, DESE requirements, and other topics relevant to education and their positions. These sessions were ongoing, continuous support for aspiring and existing building leaders, assistant principals, and deans of students. Sessions were held on the last Tuesday each month (except November and December). The topics were presenter driven and were selected to help assist leadership. These sessions were intended to build the capacity of school leadership, offer support and continued learning, and establish network opportunities around district and state leaders.
Each session lasted for a maximum time one hour or less, was recorded for flexibility, and offered feedback and questions through Zoom Chat and Mentimeter. Recordings were available by request, so that we could track interest and needs of our districts and

cooperative areas.

From the data collected from participants, requests of recordings, and which co-ops had participation from their educators, we were able to determine which sessions were more beneficial for our leaders. However, we found that administrators from around the state benefitted in some capacity from these sessions.

In addition, in looking at the participant evaluations from each session, we found that we were assisting our leaders in gaining knowledge on topics. For example, after the session on Acceleration, the knowledge of level of implementation grew. See data below.

5. My level of implementation before this workshop was:

4	3	2
15	2	2
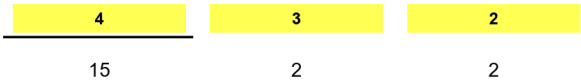
6. My planned level of implementation after this workshop will be:

4	3
17	2

Below are the sessions listed, live attendance, and requests for session recordings.

TAILGATE TOPICS ADMINISTRATOR SUPPORT FY 25-25

Tailgate Topics and Presenters	Number of Session Attendees	Number of Recordings Requested as of May 15, 2025	Cooperatives/ERZ that Attended/Requested Recordings
Tailgate Topics Meeting #1 August 27th 4:00-5:00 **Merit Pay: What to know and do (including talking to staff)** Dr. Harold Jeffcoat, Van Buren and Andy Sullivan, DESE	31	9	ARESC DAWSON ERZ-Laura Wilson GUY FENTER NE NWAESC SCSC SEARK
Tailgate Topics Meeting #2 September 24th 4:00-5:00 **Cell-Phone Free Schools: Policy, Process, and How it's going!** Skipper Ward, Superintendent at Magnolia School District and Richard McMillan, Principal at Fouke High School	13	11	ARESC DAWSON GUY FENTER NE NWAESC SCSC SEARK
Tailgate Topics Meeting #3 October 29th 4:00-5:00 **How do I spend 50% of my time focused on instruction?** April McKinley, Meadow Park Elementary, North Little Rock School District Meredith McCormack, Malvern Elementary Lisa Engebretson, Mountain Pine Elementary Kiley Simms, Hot Springs High School	24	10	ARESC DAWSON NE NWAESC SCSC SEARK

[Tailgate Topics Meeting #4 January 28th 4:00-5:00](#) **Acceleration: What it means for your Students, Leaders, and Counselors** Stacy Smith, Deputy Commissioner, ADE Dr. Kiffany Pride, Assistant Commissioner of Learning Services,ADE	83	71 *Additionally shared as part of the statewide AR APP Support throughout the state	ARCH FORD ARESC DAWSON DEQUEEN MENA CROWLEY"S RIDGE ERZ-Roger Guevara GUY FENTER GREAT RIVERS NORTH CENTRAL NE NWAESC OUR SCSC SEARK SOUTHWEST WILBUR MILLS
[Tailgate Topics Meeting #5 February 25th 4:00-5:00](#) **ANNUAL RATINGS: Don't get left behind!** Join Andy Sullivan as he shares the latest updates and what you need to do to make sure you have all your tasks completed for any staff to be eligible for merit pay. Have your questions ready to go!	45	96	ARCH FORD ARESC CROWLEY's RIDGE DAWSON DEQUEEN MENA GREAT RIVERS GUY FENTER NORTH CENTRAL NE NWAESC OUR SCSC SEARK SOUTH WEST WILBUR MILLS
[Tailgate Topics Meeting #6 March 18th 4:00-5:00](#) **What is happening with Behavior?** Arkansas Behavior Support Specialists Dr. Sheila Smith, Sonia Hartsfield	16	1	ARESC DAWSON GREAT RIVERS NE NWAESC SCSC SEARK
TOTAL SESSIONS: 6	**TOTAL PARTICIPANTS: 212**	**TOTAL RECORDINGS REQUESTED: 198**	***Approximate Number of Individuals Reached: 410** This does not account for recording shown in group settings

Goals and Description

Collaboration with State Education Service Cooperatives/escWorks

Competitive Grant:　　Yes　　　<u>No</u>

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

By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for school districts to easily verify employment history and trainings when they are interviewing and selecting high-quality educators for open positions.
Whether an educator has taught one year or twenty, they can use the platform to see their history of professional development and courses taken over their career. They can print transcripts and reports to keep in their personnel files or personal folders. Participants also have the ability to print a certificate of completion after a training.

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

Each Educational Cooperative assists their local school districts with escWorks in the following ways:

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

- Assist current and retired educators with obtaining records and reports.

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

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 490 fingerprints were done in FY 24-25 as of May 27, 2025.

Girl Power Goes State

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

Goals & Description

South Central, in collaboration with local industries and organizations, as well as nine other Educational Cooperatives (Arch Ford, Arkansas River, Crowley's Ridge, Dawson, DeQueen Mena, Guy Fenter, Southwest, Southeast, and Wilbur D. Mills), proudly hosted the fourth annual *Girl Power* event. This initiative was created to promote female participation in non-traditional occupational fields.

Female students in grades 9–12, attending public schools within the respective Cooperative Regions, were invited to compete. Participants engaged in hands-on competitions focused on CNC Cutting and CNC Lasering technology projects, utilizing advanced equipment in the areas of Welding and Power Structural Systems. The event aimed to develop and refine student skills in high-need, high-wage, and high-demand nontraditional occupations, while also encouraging creativity and innovation.

Each cooperative hosted a local qualifying event, with top performers in categories such as CNC Cutting, CNC Lasering, CNC Wood, and Multitool advancing to the state competition. The state-level competition was held at the Saline County Career and Technical Center in Benton, Arkansas. Student projects were evaluated based on creativity, design, technical proficiency, and interview performance.

To support this initiative, the Arkansas Division of Career and Technical Education awarded $520,000 in Innovation Grant funding to fiscal agent DeQueen Mena. These funds enabled

the 10 participating Educational Cooperatives $50,000 to budget for equipment to districts according to need and to organize regional events while enhancing their respective Career and Technical Education (CTE) programs. Additional contributions from regional industry partners further supported student prizes and essential supplies. The innovation funds were utilized to procure CNC plasma cutting systems, CNC laser engraving technology, and other materials essential for advancing public school CTE programs.

A key takeaway from these events, as noted by coordinators, is the strengthened connection between educational institutions and industry. Collaborations with regional businesses and cooperation among Educational Cooperatives statewide have significantly expanded the scope and impact of the competition with more than 600 girls able to participate while fostering valuable real-world experiences for students and helping to bridge the skills gap in the workforce.

PreK Day at the Co-op

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

Goals & Description

In early May, we hosted our 11 ABC Preschools for a day of fun, parental involvement, and enrichment at our cooperative. We provided activities for both the students and the parents to participate in. Cooperative staff and specialists volunteered to help organize and provide the activities. Although, inclement weather forced the activities inside, we were still able to provide the following activities:
-Parachute Play
-Hoola Hoops and basketball
-Farm Animals brought by the Camden Fairview FFA
-Cake Walk
-Robotics and Coding for PreK
-Milking Cow Simulator provided by Farm Bureau
-Other games and activities such as a tattoo station, indoor bouncy house, Riga-Ma-Jig
-Machine Station were also included.
-Spinning Wheel of Fortune
-Dance Station
-Side Walk Chalk
-Popsicle Station

Lunch was also provided to all students and parents that attended.

SUMMARY ATTENDED REPORTS

(on the following pages)

Summary Attended

Printed Date: 7/7/2025   **Last modified:** 7/7/2025

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Search Parameter: **Start Date:** 2024-06-01-00-00-00
Start Date Less Than: 2025-06-30-00-00-00
Events Entered By LEA Number: 11
ESC Co- op Events Only: on

Session	#Sessions	Credits	Districts	#Attended
517369				
SCSC-Paul Andersen: Increasing Engagement in the K-12 Science Classroom				
517369 - Jun 3, 2024 8:30 am - 3:30 pm		324	9	54
Classroom Management,Instructional Strategies				
517680				
SCSC-COP Day 4-HQIM Vendor Fair				
517680 - Jun 13, 2024 9:00 am - 3:30 pm		0	3	6
519069				
SCSC-ATLAS Classroom Tool				
519069 - Jun 7, 2024 8:30 am - 3:30 pm		108	5	18
Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies				
519070				
SCSC-ATLAS Classroom Tool				
519070 - Jun 14, 2024 8:30 am - 3:30 pm		54	4	9
Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies				
519071				
SCSC-ATLAS Classroom Tool				
519071 - Jun 28, 2024 8:30 am - 3:30 pm		108	7	18
Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies				
519072				
SCSC-ATLAS Classroom Tool				
519072 - Jul 5, 2024 8:30 am - 3:30 pm		18	1	3
Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies				
519073				
SCSC-ATLAS Classroom Tool				
519073 - Jul 12, 2024 8:30 am - 3:30 pm		90	8	15
Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies				
519085				

Session	#Sessions	Credits	Districts	#Attended
SCSC-ASBA Custodial /Maintenance Safety Training 519085 - Jun 10, 2024 8:30 am - 11:30 am		3	1	1

519086

Session	#Sessions	Credits	Districts	#Attended
SCSC - Level II Dyslexia Screeners 519086 - Jun 10, 11, 2024 8:30 am - 3:30 pm		228	10	19

Assessment,Cognitive Research,Instructional Leadership

519087

Session	#Sessions	Credits	Districts	#Attended
SCSC-Level II Screeners: NEXT STEPS -Accurate Administration & Scoring of Formal and Informal Assessments 519087 - Jun 12, 2024 8:30 am - 3:30 pm		96	8	16

Assessment,Curriculum Alignment,Data Disaggregation,Instructional Leadership

519109

Session	#Sessions	Credits	Districts	#Attended
SCSC-So Many Picture Books, So Little Time 519109 - Jun 4, 2024 8:30 am - 3:30 pm		120	4	20

519112

Session	#Sessions	Credits	Districts	#Attended
SCSC- Intensive Classroom Management 519112 - Jul 25, 26, 2024 8:30 am - 3:30 pm		168	6	14

Classroom Management,Parental Involvement,Student Health and Wellness

519113

Session	#Sessions	Credits	Districts	#Attended
SCSC- Intensive Classroom Management 519113 - Jun 20, 21, 2024 8:30 am - 3:30 pm		213	4	18

Classroom Management,Parental Involvement,Student Health and Wellness

519122

Session	#Sessions	Credits	Districts	#Attended
SCSC-AI Explorers: Empowering Educators with the Basics of Artificial Intelligence 519122 - Jun 18, 2024 8:30 am - 3:30 pm		42	5	7

519125

Session	#Sessions	Credits	Districts	#Attended
SCSC VIRTUAL: AI Explorers: Empowering Educators with the Basics of Artificial Intelligence 519125 - Jul 18, 19, 2024 8:30 am - 11:30 am		90	8	15

519128

Session	#Sessions	Credits	Districts	#Attended
SCSC -VIRTUAL-PD in your PJs (July 2024) 519128 - Jul 15, 2024 9:00 am - 4:00 pm		108	8	18

519366

Printed Date: 7/7/2025   Last modified: 7/7/2025

Session	#Sessions	Credits	Districts	#Attended
SCSC-Professional Crisis Management Recertification				
519366 - Jun 27, 2024 8:00 am - 3:30 pm		49	1	7

519451

Session	#Sessions	Credits	Districts	#Attended
SCSC-Professional Crisis Management Recertification				
519451 - Aug 1, 2024 8:00 am - 3:30 pm		63	3	9

519714

Session	#Sessions	Credits	Districts	#Attended
SCSC-Year 1 Novice Teacher Bootcamp: Round 1				
519714 - Jun 17, 18, 19, 2024 8:30 am - 3:30 pm		288	6	16

Classroom Management,Mentoring Coaching

519727

Session	#Sessions	Credits	Districts	#Attended
SCSC Year 1 Novice Teacher Bootcamp: Round 2				
519727 - Jul 31, Aug 1, 2, 2024 8:30 am - 3:30 pm		450	10	27

Classroom Management,Mentoring Coaching

519732

Session	#Sessions	Credits	Districts	#Attended
SCSC Year 1 Novice Teacher Bootcamp: Round 3				
519732 - Aug 26, 27, 28, 2024 8:30 am - 3:30 pm		228	4	14

Classroom Management,Instructional Strategies

519845

Session	#Sessions	Credits	Districts	#Attended
SCSC - VIRTUAL - PD in your PJs (June 2024)				
519845 - Jun 10, 2024 9:00 am - 4:00 pm		114	9	19

519863

Session	#Sessions	Credits	Districts	#Attended
SCSC-Small Group Behavior Instruction				
519863 - Jun 11, 2024 8:30 am - 3:30 pm		90	5	15

Instructional Strategies

519870

Session	#Sessions	Credits	Districts	#Attended
SCSC-Student Engagement to Increase Positive Behaviors in the Classroom				
519870 - Jun 24, 2024 8:30 am - 3:30 pm		132	10	22

Classroom Management,Instructional Strategies

519875

Session	#Sessions	Credits	Districts	#Attended
SCSC-BREAK-AWAY from Behavior - MAKE & TAKE!				
519875 - Jul 11, 2024 8:30 am - 3:30 pm		144	8	24

Classroom Management,Instructional Leadership,Instructional Strategies

519889

Session	#Sessions	Credits	Districts	#Attended
SCSC- Antecedent Based Interventions (ABIs) and Targeted Behavior Interventions (TBI).				
519889 - Jul 29, 2024 8:30 am - 3:30 pm		66	5	11

Classroom Management

127

Printed Date: 7/7/2025   Last modified: 7/7/2025

Session	#Sessions	Credits	Districts	#Attended
519896				
SCSC-Youth Mental Health				
519896 - Jun 11, 2024 8:30 am - 3:30 pm		59	6	9
Bullying,Health Physical Activity				
519897				
SCSC-Youth Mental Health				
519897 - Aug 1, 2024 8:30 am - 3:30 pm		52	5	8
Bullying,Health Physical Activity				
519908				
SCSC-Middle School Intro To Coding: Learn Text-based Code (formerly Coding Block)				
519908 - Jul 15, 16, 2024 8:30 am - 3:30 pm		78	6	7
519911				
SCSC-High School Computer Science Certification and Preparation				
519911 - Jul 29, 30, 31, Aug 1, 2, 2024 8:30 am - 3:30 pm		114	4	4
519937				
SCSC- Cybersecurity for Year 1 - High School CS Professional Development				
519937 - Jun 24, 25, 2024 8:30 am - 3:30 pm		30	3	3
519940				
SCSC-SUPERHERO SCIENCE with the Museum of Discovery				
519940 - Jun 24, 2024 8:00 am - 3:30 pm		12	2	2
519963				
SCSC-Integrating Visual Arts with Colorful Content Connections				
519963 - Jul 8, 2024 8:30 am - 3:30 pm		36	5	6
519968				
SCSC - K-2 R.I.S.E. Academy				
519968 - Jul 22, 23, 24, 2024 8:30 am - 3:30 pm		381	5	22
Instructional Strategies				
519975				
SCSC- Freeing the Voice: Empowering Students to Discover Their Instrument				
519975 - Jun 24, 2024 8:30 am - 3:30 pm		18	2	3
519978				

Session	#Sessions	Credits	Districts	#Attended
SCSC-Stitch it up! 519978 - Jul 9, 2024 8:30 am - 3:30 pm		108	12	18

520086

Session				
SCSC-Teaching the Gifted in the Secondary Content Classroom- 520086 - Jun 21, 2024 8:00 am - 3:30 pm		36	5	6

Instructional Strategies

520413

Session				
SCSC - PCM-Professional Crisis Management 520413 - Jun 3, 4, 5, 6, 2024 8:30 am - 3:30 pm		204	2	10

Classroom Management,Parental Involvement

520456

Session				
SCSC-5 Essential Components of School Wide Positive Behavior Support Day 2 520456 - Aug 2, 2024 8:30 am - 3:30 pm		54	2	9

Advocacy Leadership,Classroom Management,Private Events

520457

Session				
SCSC-2024 Administrator's Retreat-DAY 1 520457 - Jul 22, 2024 10:00 am - 5:00 pm		846	7	47

520459

Session				
SCSC-2024 Administrator's Retreat-Day 2 520459 - Jul 23, 2024 8:30 am - 3:00 pm		322	7	46

520463

Session				
SCSC-2024 Administrator's Retreat-Day 3 520463 - Jul 24, 2024 8:30 am - 12:00 pm		100	6	25

520551

Session				
SCSC-Where STEM meets STEAM! 520551 - Jun 27, 2024 8:30 am - 3:30 pm		30	4	5

520554

Session				
SCSC-VIRTUAL-CyberPatriot: The Tech Caregiver 520554 - Jul 12, 2024 8:30 am - 11:30 am		6	2	2

520558

Session				
SCSC-VIRTUAL-CyberPatriot: The Tech Caregiver 520558 - Jul 26, 2024 8:30 am - 11:30 am		18	5	6

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Session	#Sessions	Credits	Districts	#Attended
520730				
SCSC-VIRTUAL-Tier 1 and Legislative Updates				
520730 - Jun 10, 2024 8:30 am - 11:30 am		300	48	100
520830				
SCSC- Heartsaver CPR - 3 Hour				
520830 - Jun 12, 2024 8:30 am - 11:30 am		33	3	11
CPR				
520833				
SCSC- Heartsaver First Aid				
520833 - Jun 12, 2024 12:30 pm - 3:30 pm		33	4	11
CPR				
521165				
SCSC- Sonday System 1: Installation Training				
521165 - Aug 21, 2024 8:30 am - 3:30 pm		108	5	18
521166				
SCSC-Sonday System-Arkansas Specific Training Program (3 Days)				
521166 - Aug 27, 28, 29, 2024 8:30 am - 3:30 pm		331	5	20
521176				
SCSC -3-6 R.I.S.E. Days 4-6				
521176 - Jun 24, 25, 26, 2024 8:30 am - 3:30 pm		282	8	17
521180				
SCSC -3-6 R.I.S.E. Days 1-3				
521180 - Jul 8, 9, 10, 2024 8:30 am - 3:30 pm		300	9	18
521206				
SCSC- Heartsaver CPR - 3 Hour				
521206 - Jul 8, 2024 8:30 am - 11:30 am		36	5	12
CPR				
521207				
SCSC- Heartsaver First Aid				
521207 - Jul 8, 2024 12:30 pm - 3:30 pm		36	4	12
CPR				
521263				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-CTE Business Updates/Required Survey Course PD 521263 - Jul 9, 2024 8:30 am - 3:30 pm		90	10	15
Instructional Strategies				
521265				
SCSC-CTE Business Updates/Required Survey Course PD 521265 - Jul 30, 2024 8:30 am - 3:30 pm		30	4	5
Instructional Strategies				
521276				
SCSC- HQIM ELA Curriculum Bootcamp (myPerspectives, Benchmark, CKLA, etc.) 521276 - Jun 26, 27, 28, 2024 8:30 am - 3:30 pm		255	6	16
521283				
SCSC-HQIM ELA Curriculum Bootcamp (myPerspectives, Benchmark, CKLA, etc.) 521283 - Jul 17, 18, 19, 2024 8:30 am - 3:30 pm		438	7	25
521296				
SCSC-Making Sense of Mathematics for Teaching K-2 521296 - Jun 12, 2024 8:30 am - 3:30 pm		24	3	4
Instructional Strategies				
521316				
SCSC-Number Assessments and Interventions 521316 - Jun 10, 11, 2024 8:30 am - 3:30 pm		96	5	8
Assessment,Curriculum Alignment,Data Disaggregation,Instructional Strategies				
521323				
SCSC-Math Standards Analysis, Essentials, & Assessment 521323 - Jul 12, 2024 8:30 am - 3:30 pm		72	7	12
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment,Instructional Leadership				
521329				
SCSC-They Put an English Learner in My Classroom! Now What? 521329 - Jul 15, 2024 8:30 am - 11:30 am		30	5	10
Instructional Strategies,K-12 Content				
521330				
SCSC-They Put an English Learner in My Classroom! Now What? 521330 - Jul 15, 2024 12:30 pm - 3:30 pm		3	1	1
Instructional Strategies,K-12 Content				
521337				
SCSC-Early Number Sense Screener & Interventions 521337 - Jun 19, 2024 8:30 am - 3:30 pm		72	5	12
Assessment,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
521342				
SCSC-Yes We Can: General and Special Educators Collaborating in a PLC.				
521342 - Jul 30, 2024 8:30 am - 3:30 pm		66	5	11
Building a Collaborative Learning Community,Instructional Strategies				
521347				
SCSC-HQIM Math Curriculum Bootcamp				
521347 - Jun 26, 27, 28, 2024 8:30 am - 3:30 pm		432	9	26
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment,Instructional Leadership,Instructional Strategies				
521355				
SCSC-Building Powerful Numeracy for Middle School and High School				
521355 - Jul 31, 2024 8:30 am - 3:30 pm		24	3	4
Assessment,Curriculum Alignment,Instructional Leadership,Instructional Strategies				
521363				
SCSC-Beyond Pizza & Pies - 10 Essential Strategies for Supporting Fraction Sense				
521363 - Jun 10, 11, 2024 8:30 am - 3:30 pm		12	2	2
Instructional Strategies				
521433				
SCSC-Secondary Trauma				
521433 - Jun 13, 2024 8:30 am - 3:30 pm		84	5	14
Non-Curricular				
521435				
SCSC -Differentiation & Twice Exceptional Students				
521435 - Jun 14, 2024 8:30 am - 3:30 pm		30	4	5
Instructional Strategies				
521794				
SCSC - SoR Stand Alone: Content-Based Morphology				
521794 - Jun 17, 2024 8:30 am - 3:30 pm		72	4	12
Curriculum Alignment,Instructional Strategies				
521802				
SCSC -SoR Stand Alone: Content Area Reading Strategies				
521802 - Jun 21, 2024 8:30 am - 3:30 pm		30	4	5
Curriculum Alignment,Instructional Strategies				
521957				
SCSC- Do the IEP Basics Better - I "Love" the Basics				
521957 - Jun 14, 2024 8:30 am - 3:30 pm		240	12	40
522082				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Special Education and Related Services...Relating your Related Services: the Role of OT, PT, and SLP in the School-Setting 522082 - Jun 6, 2024 8:30 am - 3:30 pm		120	6	20

522118
SCSC -Handy Dandy Google Guidebook 522118 - Jun 20, 2024 8:30 am - 3:30 pm		78	9	13

522277
SCSC - Take Flight Year 1 Cohort 6 522277 - Jun 17, 18, 19, 20, Jul 22, 23, 24, 25, Oct 3, 4, Dec 6, 2024 Feb 5, Apr 2, 2025 8:30 am - 3:30 pm		385	5	6

522281
SCSC - Take Flight Year 2 Cohort 5 522281 - Jun 17, 18, 19, 20, Jul 15, 16, 17, 18, Oct 1, 2, Dec 5, 2024 Feb 4, Apr 1, 2025 8:30 am - 3:30 pm		1031	4	14

522409
SCSC -Tools for Teaching High School Economics + Personal Finance (9-12) 522409 - Jul 1, 2024 8:30 am - 3:30 pm		36	5	6

522412
SCSC -Taking the EEEK out of Economics (PK-5) 522412 - Jul 2, 2024 8:30 am - 3:30 pm		84	6	14

523517
SCSC -Three-Dimensional Mastery: Science Instruction for Impactful Learning 523517 - Jun 6, 2024 8:30 am - 3:30 pm		90	5	15

Instructional Strategies

523519
SCSC -Phenomenal Teaching: Unleashing Wonder in the Science Classroom 523519 - Jun 21, 2024 8:30 am - 3:30 pm		24	4	4

Instructional Strategies

523522
SCSC -Science Curriculum Bootcamp 523522 - Jul 10, 11, 12, 2024 8:30 am - 3:30 pm		266	8	17

Curriculum Alignment,Instructional Strategies

523525

	#Sessions	Credits	Districts	#Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC -Assessment Alchemy: Using Assessment to Drive Science Instruction 523525 - Jul 16, 2024 8:30 am - 3:30 pm		18	2	3
Assessment,Instructional Strategies				
523527				
SCSC -Integrating Science into the K-2 Literacy Block 523527 - Jul 26, 2024 8:30 am - 3:30 pm		42	3	7
Instructional Strategies				
523531				
SCSC -Engaging Students in Science Investigations in Grades 6-8 523531 - Aug 1, 2, 2024 8:30 am - 3:30 pm		18	2	2
Instructional Strategies				
523683				
SCSC-Aspiring Leader/Principal Boot Camp 523683 - Jun 14, 2024 8:30 am - 3:30 pm		54	7	9
523701				
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership Support Session #1 523701 - Aug 27, 2024 4:00 pm - 5:00 pm		31	25	31
Building a Collaborative Learning Community				
523712				
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership. 523712 - Sep 24, 2024 4:00 pm - 5:00 pm		13	13	13
523715				
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership 523715 - Oct 29, 2024 4:00 pm - 5:00 pm		24	21	24
523717				
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership. 523717 - Jan 28, 2025 4:00 pm - 5:00 pm		81	49	81
523719				
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership 523719 - Feb 25, 2025 4:00 pm - 5:00 pm		45	32	45
523721				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership. 523721 - Mar 18, 2025 4:00 pm - 5:00 pm		16	12	16

523732

SCSC-VIRTUAL-How to have a Bully Free Classroom 523732 - Jun 17, 2024 8:30 am - 11:30 am		111	11	37

Bullying

523735

SCSC-VIRTUAL-How to have a Bully Free Classroom 523735 - Jul 16, 2024 8:30 am - 11:30 am		75	8	25

Bullying

523743

SCSC-Finding Balance as an Educator 523743 - Jun 25, 2024 8:30 am - 3:30 pm		162	7	27

523750

SCSC-Virtual Book Study: SOUL! 523750 - Jun 6, 2024 8:30 am - 10:00 am		144	8	12

523893

SCSC-Introduction to the Standard Response Protocol and the Standard Reunification Method 523893 - Jun 20, 2024 8:30 am - 3:30 pm		300	4	50

School Safety

523908

SCSC-Introduction to the Standard Response Protocol and the Standard Reunification Method 523908 - Jul 25, 2024 8:30 am - 3:30 pm		324	4	54

School Safety

523910

SCSC-Introduction to the Standard Response Protocol and the Standard Reunification Method 523910 - Jul 26, 2024 8:30 am - 3:30 pm		102	2	17

School Safety

523920

SCSC-Research Based Learning Strategies: How John Hattie's Work Can Impact Your Classroom 523920 - Jun 21, 2024 8:30 am - 3:30 pm		90	5	15

524113

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Session	#Sessions	Credits	Districts	#Attended
SCSC -Heartsaver Firstaid				
524113 - Jun 28, 2024 12:30 pm - 3:30 pm		30	4	10
CPR				
524116				
SCSC -Heartsaver CPR AED				
524116 - Jun 28, 2024 8:30 am - 11:30 am		36	5	12
CPR				
525310				
SCSC -Transitioning to Success: How to develop compliant transition plans for positive futures				
525310 - Jul 25, 2024 8:30 am - 11:30 am		30	5	10
525318				
SCSC -Expect, Engage, Empower - Planning for Inclusion in Transition				
525318 - Jul 25, 2024 12:30 pm - 3:30 pm		27	5	9
525405				
SCSC -CNC and Boss Training				
525405 - Aug 1, 2024 8:30 am - 3:30 pm		60	5	10
Instructional Strategies				
525407				
SCSC-Build: A K-1 Early Reading Intervention				
525407 - Jun 24, 2024 8:30 am - 3:30 pm		78	8	13
525525				
SCSC -Math Manipulatives That Help Make STEM Possible				
525525 - Jun 6, 2024 8:30 am - 3:30 pm		30	4	5
Instructional Strategies				
525557				
SCSC -The 4H Yoga :Move It/ Community Health Nurse's Creative Learning Techniques				
525557 - Jun 13, 2024 8:30 am - 3:30 pm		36	4	6
Health Physical Activity				
525731				
SCSC -Year 2 and 3 Novice Teacher Boot Camp - Round 1				
525731 - Jun 11, 2024 8:30 am - 3:30 pm		282	9	47
Classroom Management				
525744				

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Session	#Sessions	Credits	Districts	#Attended
SCSC -Year 2 and Year 3 Novice Teacher Boot Camp - Round 2				
525744 - Jul 16, 2024 8:30 am - 3:30 pm		300	10	50

Classroom Management

525856

SCSC: myPerspectives-Implementation Essentials				
525856 - Jun 7, 2024 8:30 am - 3:30 pm		42	4	7

525858

SCSC-myPerspectives Teaching Challenging Texts and Bringing Students into Grade Level Content with Scaffolding				
525858 - Jul 15, 2024 8:30 am - 3:30 pm		102	7	17

525920

SCSC -STAR Autism Training				
525920 - Jul 15, 16, 2024 8:30 am - 3:30 pm		474	10	41

527038

SCSC -Back to School- School Nurse Workshop				
527038 - Aug 7, 2024 8:30 am - 3:30 pm		90	9	15

527916

SCSC Using BioInteractive Resources and the Science Practices to Support Student Understanding of Molecular and Classical Genetics				
527916 - Jun 24, 2024 8:30 am - 3:30 pm		12	2	2

Instructional Strategies

527979

SCSC-95% Group Training				
527979 - Jun 5, 2024 8:30 am - 3:30 pm		294	10	49

528057

SCSC -OpenSciEd (HQIM) Middle/High School Curriculum Launch				
528057 - Jul 1, 2, 2024 8:30 am - 3:30 pm		228	11	19

528111

SCSC -Literacy Strategies Using AI and Booktalks				
528111 - Jun 7, 2024 8:30 am - 3:30 pm		66	5	11

528119

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Virtual Book Study: The Anxious Generation 528119 - Jun 6, 2024 1:00 pm - 2:30 pm		286	9	26
528255				
SCSC -Magnolia School District-HQIM Math Curriculum Bootcamp 528255 - Jun 4, 5, 2024 8:30 am - 3:30 pm		144	2	12
Assessment,Curriculum Alignment,Instructional Leadership,Instructional Strategies				
528266				
SCSC -DESE Elevate Math Fluency K-12 528266 - Jun 14, 2024 8:30 am - 3:30 pm		24	4	4
Curriculum Alignment,Instructional Strategies				
528734				
SCSC - Cycle 8, Salaries & FTE's Workshop 528734 - Jun 11, 2024 9:00 am - 2:00 pm		0	3	3
528812				
SCSC-Mosaics and Batik for K-12 Art Teachers (Part 1) 528812 - Jun 18, 2024 8:30 am - 3:30 pm		54	7	9
528834				
SCSC-SCSC-Mosaics and Batik for K-12 Art Teachers (Part 2) 528834 - Jun 19, 2024 8:30 am - 3:30 pm		54	7	9
528899				
SCSC -Inclusive Practices-Putting the Fun in Functional Goals 528899 - Jul 19, 2024 8:30 am - 3:30 pm		204	6	34
Building a Collaborative Learning Community,Instructional Strategies				
528925				
SCSC -Caring Conversations 528925 - Jul 18, 2024 8:30 am - 3:30 pm		198	5	33
Classroom Management				
529344				
SCSC-Maria Nielsen: The 15 Day Challenge Training 529344 - Feb 27, 28, 2025 8:30 am - 3:30 pm		300	7	26
529356				
SCSC-CKLA K-2 Enhancing Practices and Writing 529356 - Jun 7, 2024 8:30 am - 3:30 pm		9	2	3

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Session	#Sessions	Credits	Districts	#Attended
529359				
SCSC-CKLA Grades 3-5 Enhancing Practice and Writing				
529359 - Jun 14, 2024 8:30 am - 3:30 pm		30	3	5
529426				
SCSC -C.H.I.T. CHAT Meetings				
529426 - Sep 18, 2024 9:00 am - 2:00 pm		135	9	27
529519				
SCSC -Work Keys and CRC Workshop				
529519 - Jun 13, 2024 8:30 am - 11:30 am		12	4	4
Assessment,Curriculum Alignment,Instructional Strategies				
529521				
SCSC -Student Success Plans, CTE Updates, and Ai				
529521 - Jun 13, 2024 12:30 pm - 3:30 pm		12	3	4
Instructional Strategies				
529533				
SCSC-Family and Consumer Science - Learning is Fun!				
529533 - Jun 14, 2024 8:30 am - 3:30 pm		12	2	2
Instructional Leadership,Instructional Strategies				
529672				
SCSC Updates				
529672 - Jul 24, 2024 8:30 am - 3:30 pm		198	6	33
529674				
SCSC -STEAM and Loose Parts				
529674 - Jul 22, 2024 8:30 am - 3:30 pm		198	8	33
Educational Technology				
529835				
SCSC -Parkers Chapel School CPR/AED/ FIRST AID				
529835 - Jun 7, 2024 8:30 am - 3:30 pm		36	3	6
CPR				
529836				
SCSC -Parkers Chapel School CPR/AED/ FIRST AID				
529836 - Jun 25, 2024 8:30 am - 3:30 pm		36	2	6
CPR				
530057				

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Session	#Sessions	Credits	Districts	#Attended
SCSC -Mentoring Orientation				
530057 - Jul 12, 2024 8:30 am - 11:30 am		36	4	12
Advocacy Leadership,Building a Collaborative Learning Community,Classroom Management,Instructional Strategies,Mentoring Coaching				
530058				
SCSC -Mentoring Orientation				
530058 - Aug 22, 2024 4:00 pm - 7:00 pm		39	3	13
Advocacy Leadership,Building a Collaborative Learning Community,Classroom Management,Instructional Strategies,Mentoring Coaching				
530110				
SCSC-Engaging Parents to Raise Student Achievement				
530110 - Jun 6, 2024 8:30 am - 3:30 pm		30	3	5
530590				
SCSC -Strategic Reading: DAY 1 - Making Data Based Decisions for Grade Level Intervention				
530590 - Jun 25, 2024 8:30 am - 3:30 pm		102	9	17
Arkansas Content Standards Frameworks,Curriculum Alignment				
530593				
SCSC -Strategic Reading: DAY 2 - Morphology for Decoding, Encoding, and Comprehending				
530593 - Jun 26, 2024 8:30 am - 3:30 pm		96	8	16
Curriculum Alignment,Instructional Strategies				
530844				
SCSC - 24-25 Teacher Center Committee				
530844 - Sep 12, Nov 7, 2024 Mar 13, 2025 9:00 am - 11:00 am		18	6	6
533863				
SCSC -Personal Care Training for the Paraprofessional and the School Nurse				
533863 - Jul 25, 2024 9:00 am - 3:00 pm		0	4	14
535173				
SCSC- Heartsaver CPR - 3 Hour				
535173 - Jul 29, 2024 8:30 am - 11:30 am		15	2	5
CPR				
535372				
SCSC -Parkers Chapel School CPR/AED/ FIRST AID				
535372 - Aug 8, 2024 12:30 pm - 3:30 pm		30	2	5
CPR				
536523				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Tools and Tricks for Business Managers 536523 - Aug 26, 2024 9:00 am - 3:00 pm		30	4	6
Fiscal Management				
536968				
SCSC-Mandatory Skills Training for Vision, Hearing, Scoliosis and Obesity Prevention (BMI) 536968 - Sep 12, 2024 8:30 am - 3:30 pm		48	8	8
537004				
SCSC - K-2 R.I.S.E. Academy Day 4 537004 - Oct 9, 2024 8:00 am - 3:00 pm		72	3	12
Instructional Strategies				
537007				
SCSC - K-2 R.I.S.E. Academy Day 5 537007 - Dec 3, 2024 8:00 am - 3:00 pm		78	3	13
Instructional Strategies				
537670				
SCSC Staff Only-Back to School Bash 537670 - Aug 12, 2024 8:00 am - 3:30 pm		102	2	17
Fiscal Management,Private Events				
537893				
SCSC-Professional Crisis Management Recertification 537893 - Feb 6, 2025 8:00 am - 3:30 pm		42	1	6
537895				
SCSC-Professional Crisis Management Recertification 537895 - Feb 7, 2025 8:00 am - 3:30 pm		42	1	6
538099				
SCSC-Emerson ELA and Math Pacing Guides 538099 - Jul 25, 2024 8:00 am - 12:00 pm		8	1	2
538101				
SCSC-Strong-Huttig Parental Involvement Training 538101 - Aug 6, 2024 1:00 pm - 3:00 pm		46	1	23
Parental Involvement				
538160				
SCSC- *MENTORING* Foundations of Reading Tutoring, Part 1 538160 - Sep 14, 2024 9:00 am - 2:00 pm		80	7	16

Session	#Sessions	Credits	Districts	#Attended
538165				
SCSC - *MENTORING* Foundations of Reading Tutoring, Part 2				
538165 - Oct 12, 2024 9:00 am - 2:00 pm		70	7	14
538217				
SCSC- Jostens New Adviser Workshop				
538217 - Aug 22, 2024 9:00 am - 3:30 pm		24	3	3
538547				
SCSC-Youth Mental Health				
538547 - Aug 22, 2024 8:00 am - 3:30 pm		46	7	7
Bullying,Health Physical Activity				
538558				
SCSC Area Technology Coordinators Meeting & Inservice				
538558 - Sep 26, 2024 9:00 am - 3:00 pm		66	9	11
Educational Technology				
538694				
SCSC-Build: A K-1 Early Reading Intervention				
538694 - Oct 14, 2024 8:30 am - 3:30 pm		180	7	30
538705				
SCSC -Heartsaver CPR AED				
538705 - Aug 13, 2024 12:30 pm - 3:30 pm		6	1	2
CPR				
538768				
SCSC- ESOL Coordinators' Meeting				
538768 - Sep 17, 2024 8:30 am - 11:30 am		21	6	7
538925				
SCSC Leadership Zoom				
538925 - Sep 10, 2024 9:00 am - 10:30 am		13	9	13
538930				
SCSC Leadership Zoom				
538930 - Oct 8, 2024 - 9:00 am - 10:30 am		36	13	18
538931				

Session	#Sessions	Credits	Districts	#Attended
SCSC Leadership Zoom 538931 - Nov 12, 2024 9:00 am - 10:30 am		18	7	9
538933				
SCSC Leadership Zoom 538933 - Jan 14, 2025 9:00 am - 10:30 am		36	9	18
538934				
SCSC Leadership Zoom 538934 - Feb 11, 2025 9:00 am - 10:30 am		48	10	24
538935				
SCSC Leadership Zoom 538935 - Mar 11, 2025 9:00 am - 10:30 am		28	10	14
538936				
SCSC Leadership Zoom 538936 - Apr 8, 2025 9:00 am - 10:30 am		30	8	15
539161				
SCSC- VIRTUAL-Stronger Connections Grant Committee Quarterly Meeting 539161 - Oct 2, 2024 1:00 pm - 2:00 pm		4	4	4
539165				
SCSC- VIRTUAL-Stronger Connections Grant Committee Quarterly Meeting 539165 - Feb 12, 2025 1:00 pm - 2:00 pm		5	4	5
539342				
SCSC CS Impact Meeting 539342 - Oct 24, 2024 8:30 am - 3:30 pm		42	5	7
539440				
SCSC-2024-2025-DESE -Gifted and Talented (GT) Statewide Meeting - Virtual 539440 - Aug 29, 2024 9:00 am - 11:30 am		10	5	5
539469				
SCSC -ETB - Mentor Orientation 539469 - Sep 4, 2024 3:30 pm - 6:30 pm		27	1	9

Mentoring Coaching

Session	#Sessions	Credits	Districts	#Attended
539471				
SCSC - Magnolia - Mentoring Orientation Round 1				
539471 - Oct 14, 2024 9:00 am - 12:00 pm		105	1	35
Mentoring Coaching				
539818				
SCSC Fall Counselors Meeting				
539818 - Oct 3, 2024 8:30 am - 12:00 pm		120	10	24
540081				
SCSC -Science of Reading Assessor Training				
540081 - Dec 5, 2024 8:30 am - 3:30 pm		102	12	17
540137				
SCSC -ATLAS 3-10 Summative Data Interpretation Workshop				
540137 - Oct 22, 2024 8:30 am - 11:30 am		177	12	59
540138				
SCSC -ATLAS 3-10 Summative Data Interpretation Workshop				
540138 - Oct 22, 2024 12:30 pm - 3:30 pm		63	9	21
540304				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540304 - Oct 16, 2024 8:30 am - 10:00 am		32	8	21
540305				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540305 - Oct 16, 2024 10:00 am - 11:30 am		5	2	3
540306				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540306 - Oct 16, 2024 1:00 pm - 2:30 pm		5	2	3
540308				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540308 - Oct 17, 2024 8:30 am - 10:00 am		12	5	8
540310				

Session	#Sessions	Credits	Districts	#Attended
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540310 - Oct 17, 2024 1:00 pm - 2:30 pm		6	4	4
540311				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540311 - Oct 23, 2024 8:30 am - 10:00 am		14	5	9
540313				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540313 - Oct 23, 2024 10:00 am - 11:30 am		5	3	3
540314				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540314 - Oct 23, 2024 1:00 pm - 2:30 pm		6	4	4
540315				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540315 - Oct 24, 2024 8:30 am - 10:00 am		6	4	4
540316				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
540316 - Oct 24, 2024 10:00 am - 11:30 am		3	2	2
540334				
SCSC -Foundations of Literacy Instruction for Students with Extensive Support Needs				
540334 - Nov 7, 2024 8:30 am - 3:30 pm		192	6	32
540612				
SCSC STEM Integrationist Training				
540612 - Oct 2, 2024 8:00 am - 3:30 pm		84	8	14
Educational Technology,Instructional Strategies				
540618				
SCSC - Cognitive Coaching Days 1 & 2				
540618 - Oct 24, 25, 2024 8:30 am - 3:30 pm		384	8	32
541726				
Functional Behavior Assessment-What's It All About!				
541726 - Nov 1, 2024 9:00 am - 4:00 pm		72	2	12
Assessment,Private Events				

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Session	#Sessions	Credits	Districts	#Attended
541731				
SCSC - Cognitive Coaching Day 3				
541731 - Mar 19, 2025 8:30 am - 3:30 pm		126	8	21
541736				
SCSC- Cognitive Coaching Day 4				
541736 - Mar 20, 2025 8:30 am - 3:30 pm		144	9	24
542062				
SCSC - School Board Member Training				
542062 - Nov 7, 2024 5:30 pm - 8:30 pm		30	4	10
542118				
SCSC -Personal Care Training for the Paraprofessional and the School Nurse				
542118 - Oct 30, 2024 9:00 am - 3:00 pm		95	7	19
542171				
SCSC Area Technology Coordinators Meeting & Inservice				
542171 - Oct 17, 2024 9:00 am - 3:00 pm		60	8	10
Educational Technology				
542174				
SCSC Area Technology Coordinators Meeting & Inservice				
542174 - Dec 18, 2024 9:00 am - 3:00 pm		30	4	5
Educational Technology				
542176				
SCSC Area Technology Coordinators Meeting & Inservice				
542176 - Feb 12, 2025 9:00 am - 3:00 pm		54	8	9
Educational Technology				
542177				
SCSC Area Technology Coordinators Meeting & Inservice				
542177 - Apr 10, 2025 9:00 am - 3:00 pm		78	10	13
Educational Technology				
542340				
SCSC -Autism Awareness: Recognizing Characteristics in the Educational Setting				
542340 - Sep 27, 2024 8:30 am - 3:30 pm		102	1	17
542548				

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Session	#Sessions	Credits	Districts	#Attended
SCSC Science HQIM Virtual PD 542548 - Dec 4, 2024 8:30 am - 9:30 am		14	7	14
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
542549				
SCSC Science HQIM Virtual PD 542549 - Dec 4, 2024 10:00 am - 11:00 am		4	2	4
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
542550				
SCSC Science HQIM Virtual PD 542550 - Dec 4, 2024 1:00 pm - 2:00 pm		4	3	4
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
542551				
SCSC Science HQIM Virtual PD 542551 - Dec 11, 2024 8:30 am - 9:30 am		7	5	7
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
542671				
SCSC -Autism Awareness: Recognizing Characteristics in the Educational Setting 542671 - Oct 29, 2024 8:30 am - 3:30 pm		84	3	14
Advocacy Leadership				
542767				
SCSC-AASBO Mentoring Meeting 542767 - Oct 16, 2024 9:00 am - 11:00 am		10	2	5
542768				
SCSC-AASBO Mentoring Meeting 542768 - Nov 20, 2024 9:00 am - 11:00 am		16	5	8
542772				
SCSC-AASBO Mentoring Meeting 542772 - Mar 19, 2025 9:00 am - 11:00 am		8	2	4
542961				
SCSC-Small Group Behavior Instruction 542961 - Dec 11, 2024 8:30 am - 3:30 pm		48	4	8
Instructional Strategies				
543009				
SCSC STEM Integrationist Training 543009 - Nov 6, 2024 8:30 am - 3:30 pm		108	7	18
Educational Technology,Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
543055				
SCSC Area Technology Coordinators Meeting & Inservice				
543055 - Dec 2, 2024 8:30 am - 3:30 pm		18	3	3
Educational Technology				
543110				
2024-2025-SCSC-DESE-GT Educator Work Session				
543110 - Oct 29, 2024 9:00 am - 3:00 pm		24	4	4
543139				
SCSC- PC PCM Recertification Day				
543139 - Dec 6, 2024 8:00 am - 3:30 pm		35	2	5
Classroom Management,School Safety,Student Health and Wellness				
543170				
SCSC-BUDGET PREP PD				
543170 - Dec 5, 2024 9:00 am - 11:00 am		20	6	10
544337				
SCSC - Cognitive Coaching Day 5				
544337 - May 19, 2025 8:30 am - 3:30 pm		126	11	21
544339				
SCSC - Cognitive Coaching Day 6				
544339 - May 20, 2025 8:30 am - 3:30 pm		132	11	22
544342				
SCSC - Cognitive Coaching Day 7				
544342 - May 29, 2025 8:30 am - 3:30 pm		120	10	20
544345				
SCSC - Cognitive Coaching Day 8				
544345 - May 30, 2025 8:30 am - 3:30 pm		114	9	19
544372				
SCSC -VIRTUAL* Science Classroom Walkthrough Tool: Key Levers for Instructional Leaders				
544372 - Nov 4, 2024 1:00 pm - 2:30 pm		8	4	5
545430				

Session	#Sessions	Credits	Districts	#Attended
SCSC - PCM-Professional Crisis Management				
545430 - Jan 6, 7, 13, 14, 2025 8:30 am - 3:00 pm		110	1	5
Classroom Management,Parental Involvement				
545585				
SCSC-AASBO Mentoring Meeting				
545585 - Dec 18, 2024 9:00 am - 11:00 am		8	3	4
545931				
SCSC Area Technology Coordinators Meeting & Inservice				
545931 - Dec 19, 2024 9:00 am - 3:00 pm		42	6	7
Educational Technology				
545984				
SCSC-Take Flight Recalibration Training Zoom				
545984 - Jan 15, 2025 8:30 am - 3:30 pm		192	11	32
546078				
SCSC- *MENTORING* Foundations of Reading Tutoring, Part 1				
546078 - Feb 8, 2025 9:00 am - 2:00 pm		95	7	19
546079				
SCSC - *MENTORING* Foundations of Reading Tutoring, Part 2				
546079 - Feb 22, 2025 9:00 am - 2:00 pm		90	6	18
546300				
SCSC -EMPOWERING PARTNERSHIPS: Teachers & Parents United				
546300 - Jun 10, 2025 8:30 am - 3:30 pm		138	10	23
Classroom Management,Parental Involvement				
546353				
SCSC-ARApp Workday				
546353 - Jan 31, 2025 9:00 am - 2:00 pm		85	10	17
546355				
SCSC-ARApp Workday				
546355 - Feb 24, 2025 9:00 am - 2:00 pm		115	7	23
546357				
SCSC-ARApp Workday				
546357 - Mar 19, 2025 9:00 am - 2:00 pm		100	7	20

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Session	#Sessions	Credits	Districts	#Attended
546359				
SCSC-ARApp Workday				
546359 - May 2, 2025 9:00 am - 2:00 pm		90	7	18
546360				
SCSC-ARApp Workday				
546360 - May 30, 2025 9:00 am - 2:00 pm		20	4	4
546441				
SCSC-Praxis Support Tutoring for Elementary Math and Social Studies				
546441 - Mar 1, 2025 9:00 am - 2:00 pm		85	6	17
Assessment				
546443				
SCSC-Praxis Support for Middle School ELA exam (5047)				
546443 - Mar 15, 2025 9:00 am - 2:00 pm		5	1	1
Assessment				
546509				
SCSC Spring Counselors Meeting				
546509 - Feb 20, 2025 8:30 am - 12:30 pm		150	11	30
546609				
SCSC - Level II Dyslexia Screeners				
546609 - Mar 3, 4, 2025 8:30 am - 3:30 pm		102	6	9
Assessment,Cognitive Research,Instructional Leadership				
546870				
NEW-SCSC- FUSE (Fundamental Understanding in Science Education)				
546870 - Jun 17, 18, 2025 8:30 am - 3:30 pm		84	5	7
546873				
SCSC -OpenSciEd (HQIM) K-5 Curriculum Launch				
546873 - Jun 10, 2025 8:30 am - 3:30 pm		198	8	33
Instructional Strategies				
546877				
SCSC -OpenSciEd (HQIM) Middle/High School Curriculum Launch				
546877 - Jun 11, 12, 2025 8:30 am - 3:30 pm		378	9	34
Instructional Strategies				
546965				

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Session	#Sessions	Credits	Districts	#Attended
SCSC K-2 RISE Day 6				
546965 - Feb 21, 2025 8:30 am - 3:30 pm		54	2	9
547030				
SCSC-So Many Picture Books, So Little Time				
547030 - Jun 24, 2025 8:30 am - 3:30 pm		84	7	14
547041				
SCSC Robot Roundup: A Farmyard Adventure				
547041 - Jun 23, 24, 25, 2025 8:30 am - 3:30 pm		252	10	14
Arkansas Content Standards Frameworks				
547063				
SCSC-Phenomenal Teaching: Unleashing Wonder in the Science Classroom				
547063 - Jun 6, 2025 8:30 am - 3:30 pm		36	6	6
Instructional Strategies				
547072				
SCSC-Science Curriculum Bootcamp				
547072 - Jun 24, 25, 26, 2025 8:30 am - 3:30 pm		144	5	9
Curriculum Alignment,Instructional Strategies				
547178				
SCSC-Library Media Specialists (SALA)				
547178 - Feb 26, 2025 2:00 pm - 3:00 pm		7	2	7
547184				
SCSC- Scheduling Preparation for Secondary and Elementary.				
547184 - Mar 6, 2025 9:00 am - 3:00 pm		50	6	10
547187				
SCSC-Scheduling Secondary Students				
547187 - Mar 13, 2025 9:00 am - 3:00 pm		40	5	8
547189				
SCSC-Scheduling Elementary Students with Blocks & House Teams				
547189 - Mar 20, 2025 9:00 am - 3:00 pm		15	2	3
547201				
SCSC - Cognitive Coaching Days 1 & 2				
547201 - Feb 11, 12, 2025 8:30 am - 3:30 pm		108	5	9

Session	#Sessions	Credits	Districts	#Attended
547611				
SCSC-Atlas Classroom Tool 2.0				
547611 - Jun 26, 2025 8:30 am - 3:30 pm		72	2	12
Assessment,Curriculum Alignment,Data Disaggregation				
548272				
SCSC-Novice Teacher Bootcamp - Year 1, Round 1				
548272 - Jun 17, 18, 19, 2025 8:30 am - 3:30 pm		288	4	16
Classroom Management,Instructional Strategies,Mentoring Coaching				
548284				
SCSC-Mentoring Orientation - Round 1				
548284 - Jun 20, 2025 8:30 am - 3:30 pm		48	5	8
Advocacy Leadership,Mentoring Coaching				
548290				
SCSC-Novice Bootcamp - Year 2 & 3 Teachers				
548290 - Jun 24, 2025 8:30 am - 3:30 pm		288	12	48
Assessment,Classroom Management,Instructional Strategies,Mentoring Coaching				
548335				
SCSC-Planning for Successful Outcomes for ALL Students				
548335 - Jun 27, 2025 8:30 am - 11:30 am		33	7	11
548337				
SCSC-Strategies for Postsecondary Success for ALL Students				
548337 - Jun 27, 2025 12:30 pm - 3:30 pm		30	7	10
548438				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series				
548438 - Mar 6, 2025 9:00 am - 12:00 pm		9	3	3
Educational Technology				
548440				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series				
548440 - Mar 11, 2025 9:00 am - 3:00 pm		66	9	11
Educational Technology				
548441				
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series				
548441 - Apr 1, 2025 9:00 am - 12:00 pm		3	1	1
Educational Technology				
548599				

Session	#Sessions	Credits	Districts	#Attended
SCSC-Math Curriculum Bootcamp 548599 - Jun 10, 11, 12, 2025 8:30 am - 3:30 pm		144	4	9
Curriculum Alignment,Instructional Strategies				
548609				
SCSC-Elevate Math Fluency: Kick-off Session 548609 - Jun 16, 2025 8:30 am - 3:30 pm		150	9	25
Curriculum Alignment,Instructional Strategies				
548618				
SCSC-Elevate Math Fluency: Multiplication/Division of Whole Numbers 548618 - Jun 23, 2025 8:30 am - 3:30 pm		36	4	6
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
548626				
SCSC-Arkansas Math Standards Analysis 548626 - Jun 26, 2025 8:30 am - 3:30 pm		66	9	11
Curriculum Alignment,Instructional Strategies				
548733				
SCSC- Level II Dyslexia Screeners REVIEW 548733 - Mar 4, 2025 8:30 am - 3:30 pm		30	3	5
549597				
SCSC -Interactive Math File Folder Activities: MAKE AND TAKE 549597 - Jun 19, 2025 8:30 am - 3:30 pm		126	8	21
549599				
SCSC -Interactive Language Arts File Folder Activities: MAKE AND TAKE 549599 - Jun 20, 2025 8:30 am - 3:30 pm		126	7	21
549644				
SCSC -Connecting Educators to Industry 549644 - Jun 23, 2025 8:30 am - 3:30 pm		102	11	17
Instructional Leadership,Instructional Strategies				
549686				
SCSC Kindergarten Writing 549686 - Jun 3, 2025 8:30 am - 3:30 pm		138	7	23
549699				
SCSC RISE 3-6 Day 1 549699 - Jun 4, 2025 8:30 am - 3:30 pm		72	6	12

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Session	#Sessions	Credits	Districts	#Attended
549704				
SCSC RISE K-2 Day 1				
549704 - Jun 4, 2025 8:30 am - 3:30 pm		144	12	24
549708				
SCSC RISE K-2 Day 2				
549708 - Jun 5, 2025 8:30 am - 3:30 pm		144	10	24
549712				
SCSC RISE 3-6 Day 2				
549712 - Jun 9, 2025 8:30 am - 3:30 pm		72	7	12
549716				
SCSC-Arkansas Teaching, Learning, and Assessment System (ATLAS): Connecting Academic Standards, HQIM, and Assessment				
549716 - Jun 9, 2025 8:30 am - 3:30 pm		237	14	40
549720				
SCSC RISE 3-6 Day 3				
549720 - Jun 18, 2025 8:30 am - 3:30 pm		110	10	19
549724				
SCSC RISE K-2 Day 3				
549724 - Jun 18, 2025 8:30 am - 3:30 pm		204	11	34
549727				
SCSC RISE 3-6 Day 4				
549727 - Jun 19, 2025 8:30 am - 3:30 pm		144	9	24
549729				
SCSC RISE K-2 Day 4				
549729 - Jun 19, 2025 8:30 am - 3:30 pm		192	9	32
549803				
SCSC-Google - Innovate, Collaborate, Elevate				
549803 - Jun 13, 2025 8:30 am - 3:30 pm		90	6	15
549999				

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Session	#Sessions	Credits	Districts	#Attended
SCSC Day 1 Five Essential Components of School Wide Positive Behavior Supports				
549999 - May 1, 2025 8:30 am - 3:30 pm		30	1	5
550409				
SCSC -We Are Accounting				
550409 - Jun 25, 2025 8:30 am - 3:30 pm		49	7	7
Instructional Strategies				
550553				
SCSC - "Planning is for the Birds""				
- Strategic Reading, Day 1"				
550553 - Jun 27, 2025 8:30 am - 3:30 pm		60	6	10
550953				
SCSC-Level II Dyslexia Screeners				
550953 - Jun 9, 10, 2025 8:30 am - 3:30 pm		72	6	6
Assessment				
550958				
SCSC-BUILD: A K-1 Reading Intervention				
550958 - Jun 23, 2025 8:30 am - 3:30 pm		42	5	7
Instructional Strategies				
551056				
SCSC VIRTUAL TIER 1 Training and Legislative Update				
551056 - Jun 9, 2025 8:30 am - 11:30 am		159	18	53
551477				
SCSC-Youth Mental Health				
551477 - Jun 16, 2025 8:00 am - 3:30 pm		78	5	12
Bullying,Health Physical Activity				
551536				
SCSC - Cognitive Coaching Day 1				
551536 - May 27, 2025 8:30 am - 3:30 pm		258	2	43
551539				
SCSC - Cognitive Coaching Day 2				
551539 - May 28, 2025 8:30 am - 3:30 pm		252	2	42
551541				

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Session	#Sessions	Credits	Districts	#Attended
SCSC - Cognitive Coaching Day 3				
551541 - Jun 19, 2025 8:30 am - 3:30 pm		42	4	7
551542				
SCSC- Cognitive Coaching Day 4				
551542 - Jun 20, 2025 8:30 am - 3:30 pm		24	2	4
551557				
SCSC STEM Integrationist Training				
551557 - Mar 19, 2025 8:30 am - 3:30 pm		90	9	15
Educational Technology,Instructional Strategies				
551571				
SCSC- Professional Development Committee				
551571 - Mar 13, 2025 8:00 am - 11:00 am		10	5	5
551846				
SCSC- Take Flight Year 2				
551846 - Jun 2, 3, 4, 5, 2025 8:30 am - 3:30 pm		96	4	4
551880				
SCSC-Elementary Social Studies Praxis Support (Study Session)				
551880 - Jun 3, 2025 8:30 am - 3:30 pm		6	1	1
551882				
SCSC-Praxis Support for Elementary Math (Study Session)				
551882 - Jun 3, 2025 8:30 am - 3:30 pm		12	1	2
551903				
SCSC K-2 Testlets and IRP's				
551903 - Jun 4, 2025 8:30 am - 3:30 pm		210	11	35
552070				
2025 SCSC PD in your PJs - June Session				
552070 - Jun 16, 2025 9:00 am - 4:00 pm		84	7	14
Educational Technology				
552370				

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Session	#Sessions	Credits	Districts	#Attended
SCSC - Art as a Bridge: Leveraging the American Art Collection to Engage Students and Build Community				
552370 - Jun 18, 2025 8:30 am - 3:30 pm		108	7	18

552548

SCSC-Classroom Management Meetup				
552548 - Jun 12, 2025 8:30 am - 3:30 pm		186	9	31

553634

SCSC-From Farm to Fork: Teaching Agribusiness Through Children's Literature				
553634 - Jun 4, 2025 8:30 am - 3:30 pm		114	8	19

553817

SCSC- Ignite the SPARK - How Engagement Drives Positive Behavior				
553817 - Jun 13, 2025 8:30 am - 3:30 pm		66	4	11

553841

SCSC-Supporting Students Mental Health: Bullying Prevention, Mental Health Awareness, Stress and Resiliency, and QPR Suicide Awareness				
553841 - Jun 20, 2025 8:30 am - 3:30 pm		156	6	26

Bullying,Student Health and Wellness

553887

SCSC -Heartsaver CPR/AED				
553887 - Jun 27, 2025 8:30 am - 11:30 am		21	4	7

CPR

553891

SCSC-First Aid				
553891 - Jun 27, 2025 12:30 pm - 3:30 pm		18	3	6

CPR

553906

SCSC VIRTUAL-Teaching about Genocide from the Echos and Reflection Organization				
553906 - Jun 17, 2025 8:30 am - 11:30 am		21	6	7

553995

SCSC -From Code to Cultivation: Building and Programming a Micro:bit Greenhouse				
553995 - Jun 26, 2025 8:30 am - 3:30 pm		24	3	4

Educational Technology

554481

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Session	#Sessions	Credits	Districts	#Attended
SCSC-GT Coordinator/Teachers Planning Day 554481 - Jun 6, 2025 8:30 am - 3:30 pm		43	7	9
555215				
SCSC Area Technology Coordinators Meeting & Inservice 555215 - May 15, 2025 9:00 am - 3:00 pm		60	9	10
Educational Technology				
555365				
SCSC-Create & Captivate: Elevate Your Lessons with Canva 555365 - Jun 10, 2025 8:30 am - 3:30 pm		126	9	21
555398				
SCSC- Mandated Reporter Training 555398 - Jun 18, 2025 1:00 pm - 3:00 pm		48	4	24
555824				
SCSC-JET ONE DAY TRAINING 555824 - Jun 24, 2025 8:30 am - 3:30 pm		42	4	7
555891				
SCSC- Attendance Workshop 555891 - Jun 25, 2025 8:30 am - 3:30 pm		36	3	6
556402				
SCSC-Dyslexia Overview 556402 - Jun 12, 2025 8:30 am - 3:30 pm		54	7	9
556647				
SCSC VIRTUAL-Bullying, Cyberbullying and Parents as Partners 556647 - Jun 9, 2025 8:30 am - 11:30 am		38	6	13
Bullying,Parental Involvement				
556753				
SCSC- Cycle 8 & Salaries and FTE's Workshop 556753 - Jun 5, 2025 9:00 am - 12:00 pm		21	6	7
557215				
SCSC-Exploring Post Secondary Pathways with South Ark 557215 - Jun 18, 2025 8:30 am - 3:30 pm		66	6	11

Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership,Instructional Strategies

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Session	#Sessions	Credits	Districts	#Attended
557857				
SCSC VIRTUAL-Mythbusters! Debunking the myths of Merit Pay, Master Teacher, and Lead Teacher				
557857 - Jun 13, 2025 8:30 am - 11:30 am		33	8	11
557961				
SCSC-Making Morphology Come to Life in the 3-6 Classroom				
557961 - Jun 23, 2025 8:30 am - 3:30 pm		114	2	19
558378				
SCSC-CTE Updates and Readiness				
558378 - Jun 16, 2025 8:30 am - 3:30 pm		37	6	7
Instructional Strategies				
562911				
SCSC -Boss Laser Training				
562911 - Jun 9, 2025 9:00 am - 4:00 pm		30	5	5
Instructional Strategies				
GRAND TOTAL:	320	48288	156	4799

SOUTH CENTRAL SERVICE ESC IMPACT ON

STUDENT PERFORMANCE

2024-2025

Program	Impact			
ABC PreK (Launchpad Data)				

Component	Beginning of Year	Middle of Year	End of Year
Instructional Vocabulary	**8.23**	**9.70**	**11.2**
Phonemic/Phonological Awareness	**6.50**	**10.09**	**14.70**
Concepts of Print	**3.23**	**3.83**	**4.50**
Uppercase Letter ID	**9.30**	**14.95**	**19.25**
Lowercase Letter ID	**8.25**	**12.16**	**17.16**
Letter Sound Identification	**3.49**	**9.54**	**16.47**

Program	Impact
CTE	Consortium participation has stayed steady at 87.56% for the last four years. The 4-year graduation rate of 98.19% exceeds the state rate of 92.23%. SCSC Consortium continues to exceed the state percentages with SCSC Concentrators at 34.49% and Consortium Completers at 13.82% compared to the state at 26.78% and 10.04%. The percentage of graduating concentrators earning a recognized postsecondary credential increased significantly from 2021 of 10.39% to 2023 of 47.49%.
Virtual Arkansas	Virtual Arkansas Students had an 89% Pass Rate. 30,334 credits were earned. 8,132 college concurrent credit hours were earned. 2,353 students were enrolled in computer science courses. 2,006 students were enrolled in advanced placement courses.
Early Childhood/Special Education	South Central Early Childhood Special Education Program has made progress in each of the three early childhood outcome areas, including social-emotional, knowledge and skills, and appropriate behaviors, as indicated on the annual performance report. Each state target for the outcome area was exceeded, with the exception of Skills & Knowledge Summary 2 and Social Emotional Summary 2. Indicator 8 Parental Involvement saw an increase to 93.10%. Indicator 6A LRE-IEP STUDENTS AGE 3-5 RECEIVE THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THE REGULAR EARLY CHILDHOOD PROGRAM (A1) saw an increase to 23.46%.
Math, & Science *SCSC did not have	In the 2023-2024 school year, there were **9** districts from the SCSC region in coordinated or directed level of support from DESE. In 2024-25, that number was reduced to **8** districts.

assigned Literacy Specialists this year	Our specialists logged a total of **1,549** support schools that were rated as a D or an F. Overall, our specialists logged a total of **1, 114** hours supporting all SCSC districts. These numbers do not include logged hours from State Literacy Coaches.
Mentoring/Novice	SCSC shows an increase in the retention of novice teachers from 2020-2021 data (**85.6%**) to 2023-2024 data **(93.4%)** This was an all time high retention rate. The current rate for 2024-2025 is **83%**. **78 %** of novices cited that the mentoring program impacted their decision to return in the Fall. SCSC had 175 novices in the 2024-2025 school year (these numbers do not include El Dorado School District).
Dyslexia	Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2022-23 school year: **802** Dyslexia Contact Support Meetings Held FY24-25: **4** SCSC FY 3-24 Take Flight Cohort Participants: **37** SCSC FY23-24 Participants outside of our cooperative area: **13**

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Karen Kay McMahen, Director
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