

SOUTH CENTRAL SERVICE COOPERATIVE



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

ANNUAL REPORT



25-26

TABLE OF CONTENTS

TABLE OF CONTENTS	2
DIRECTOR'S REMARKS	4
MISSION STATEMENT	6
SOUTH CENTRAL SERVICE COOPERATIVE ORGANIZATIONAL CHART	7
SCSC BOARD OF DIRECTORS	8
SOUTH CENTRAL SERVICE COOPERATIVE ANNUAL REPORT	9
I. GOVERNANCE	9
II. STAFFING	10
III. TEACHER CENTER	12
IV. ADMINISTRATIVE SERVICES	13
V. DIRECT SERVICES TO STUDENTS	15
VI. ANECDOTAL REPORTS	16
VII. EMPLOYMENT POLICIES AND PRACTICES	18
EMPLOYED	18
TERMINATED	19
SEEKING EMPLOYMENT	19
FY 2025-2026 SALARY SCHEDULES	21
SCSC TEACHER CENTER COMMITTEE	25
PROFESSIONAL DEVELOPMENT COMMITTEE	26
SCSC FISCAL REPORT	27
Fiscal Year 2024	27
ANNUAL REPORT PROGRAM DESCRIPTIONS 2025-2026	29
Arkansas Better Chance Preschools	29
Novice Teacher Mentoring	33
Behavior Support Specialist	39
M. Ed, BCBA	39
Career & Technical Education	44
Digital Learning - Virtual Arkansas	50
Early Childhood Special Education	54
Gifted and Talented	56
K-12 Dyslexia Specialist	57
Act 1082 Support:	58
K-12 Mathematics	59
Media Center Program	76
STEM Consortium	77
School Health Systems	79

Teacher Center Professional Development, Curriculum Support, Resources	81
K-12 Science Specialist	99
Technology Training Center	108
ACT PREP	112
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)	113
SPECIAL PROJECTS & PROGRAMS 2025-26	116
SCSC Leadership Meeting and Zooms	
AR App District Training and Support	
Tailgate Topics State Zooms with Dawson	
Collaboration with State Educational Services- escWorks	
Beginning Administrators Mentoring	
D/F District Supports	116
SUMMARY ATTENDED REPORTS	124
SOUTH CENTRAL SERVICE ESC IMPACT ON	160
STUDENT PERFORMANCE	160
NOTICE OF NON-DISCRIMINATION	162

DIRECTOR'S REMARKS

As we reflect on our motto, *“Our today is their tomorrow,”* we remain grounded in the belief that every effort we make today directly impacts the future success of our students. At South Central Service Cooperative (SCSC), our work is rooted in service—service to teachers, administrators, paraprofessionals, transportation staff, and all those who support children each day. By maintaining a student-centered focus, we are able to provide meaningful services aligned not only to our cooperative’s mission, but also to the evolving needs of the districts and communities we serve.

The mission of South Central Service Cooperative is to empower schools and communities to meet their educational goals through strong academics, innovative strategies, and the development of skills necessary for effective citizenship and economic productivity. Central to this mission is our unwavering commitment to students and to ensuring that every service we provide contributes to improved outcomes for children across our region.

During the 2025–2026 school year, SCSC continued its focused work alongside districts identified for support and improvement, particularly those facing significant academic challenges. Through intentional collaboration, targeted professional learning, coaching, systems support, and strategic planning, we have seen encouraging progress in many of our D- and F-rated districts. While challenges remain, there is renewed optimism within these schools as leaders and educators work diligently to strengthen instruction, improve student achievement, and build sustainable systems of support. SCSC remains committed to walking alongside these districts as trusted partners in continuous improvement.

To inform our stakeholders and the public, the staff at SCSC has researched and compiled this annual report detailing services delivered to regional schools during the 2025–2026 school year. This report documents services and programs provided by each department and includes extensive financial information. Its purpose is to inform the Arkansas State Board of Education, participating school personnel, local school board members, area legislators, Department of Elementary and Secondary Education personnel, the Governor and staff, and other interested parties about the work and impact of SCSC.

We trust this report will increase awareness of the many services available through the cooperative and highlight the depth and breadth of support offered to our member districts. We also hope it encourages continued collaboration and feedback as we work to strengthen educational opportunities throughout our region.

The SCSC service area includes 11 school districts and 36 schools across four counties, serving approximately 1,030 public school teachers and administrators and more than 13,600 students. Additional services are also provided to private schools, homeschool students, and other educational entities in accordance with federal regulations tied to federal funding generated by those students.

The legislation establishing Arkansas’s fifteen education service cooperatives in 1985—and sustaining them today—requires each cooperative to maintain partnerships

with postsecondary institutions. In accordance with Arkansas Code Annotated § 6-13-1015(a) and (b), SCSC continues to foster strong collaborative relationships with institutions of higher education throughout our service area.

Currently, we work closely with SAU's Education Renewal Zone and collaborate with the Colleges of Education at SAU, SAU Tech, and SouthArk. Additional partnerships include the Arkansas STEM Coalition, Arkansas State University, regional preschool programs, and education cooperatives across the state.

The staff members of SCSC have carefully prepared this report in compliance with Arkansas Code Annotated § 6-13-1020, which requires education service cooperatives to report annually to constituent school districts regarding yearly operations and services. This document represents the broad range of programs, partnerships, and services jointly shared by our member districts and, in some cases, districts outside our service boundaries that purchase cooperative services.

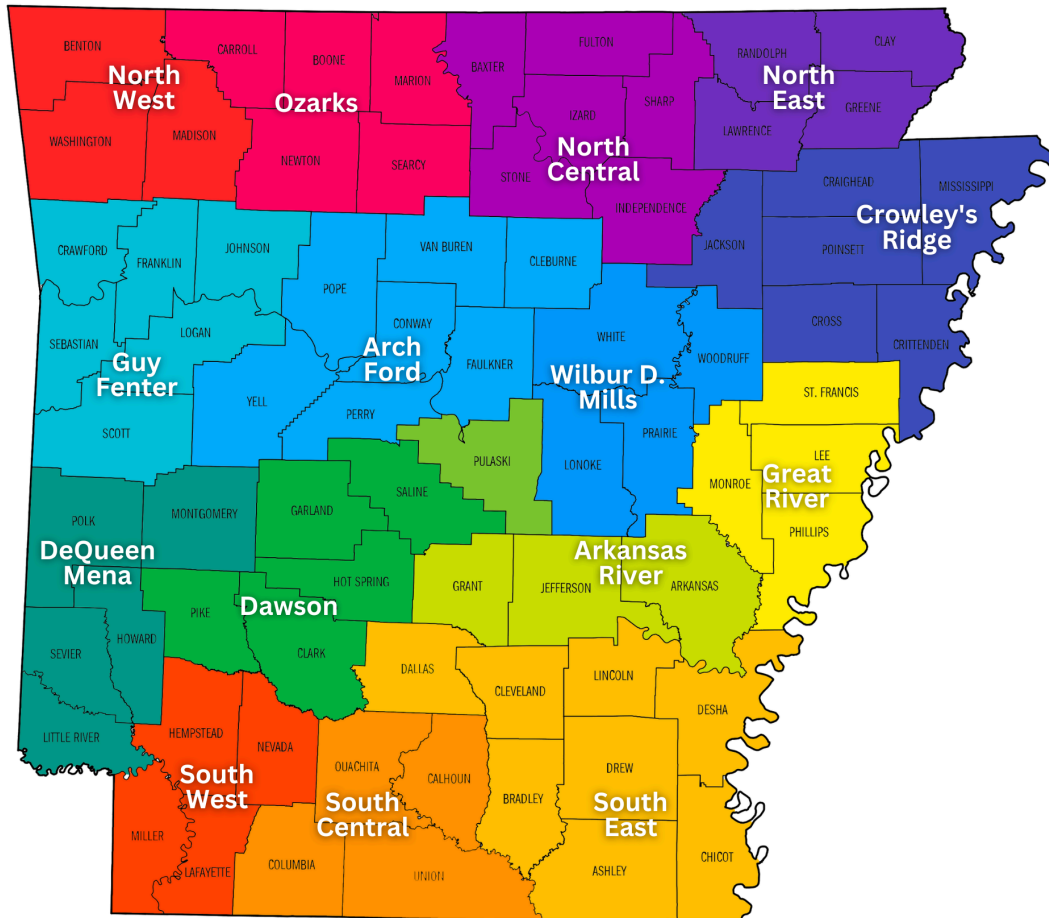
SCSC continues to invest its people, time, and resources to ensure schools and students are successful. Guided by our mission, we remain committed to being service-oriented, student-centered, and proactive as we support schools in building brighter futures for all students. #servicetotheCORE

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

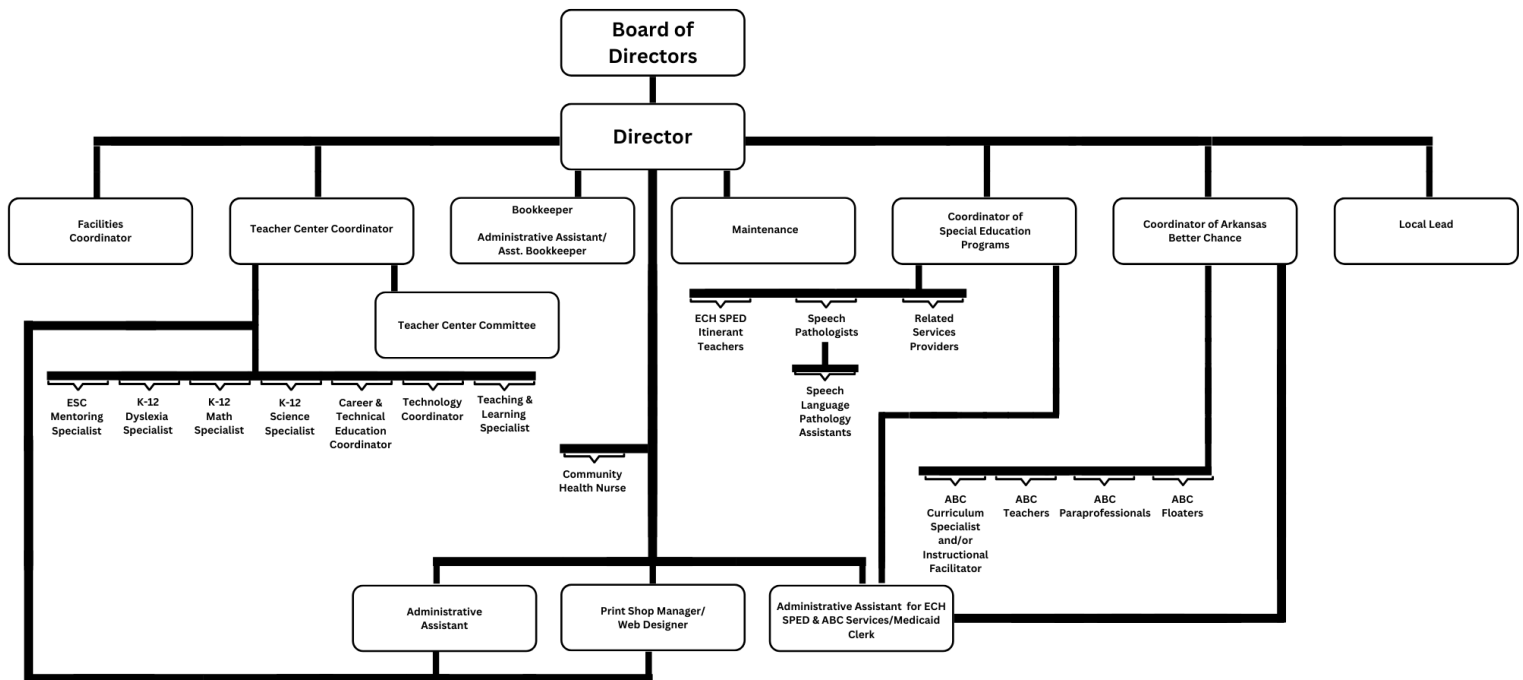


County	School District
Calhoun	Hampton
Columbia	Emerson-Taylor-Bradley, Magnolia
Ouachita	Bearden, Camden Fairview, Harmony Grove
Union	El Dorado, Junction City, Parkers Chapel, Smackover-Norphlet, Strong-Huttig

SOUTH CENTRAL SERVICE COOPERATIVE ORGANIZATIONAL CHART

FY 2025-2026

Act 349 of 1985 – Established Cooperatives



SCSC BOARD OF DIRECTORS

Officers of the Board FY 2025-2026

Name	Position	School District
David Downs	President	Emerson-Taylor-Bradley
Matt Scarbrough	Vice President	Hampton
Joy Mason	Secretary	Junction City

Members of the Board

Name	Position	School District
Jim Tucker	Board Member	El Dorado
John Ward	Board Member	Magnolia
Jana Young	Board Member	Parkers Chapel
Doug Smith	Board Member	Smackover-Norphlet
Dr. Veronica Perkins	Board Member	Strong Huttig
Dr. Albert Snow	Board Member	Harmony Grove
Denny Rozenberg	Board Member	Bearden
Tara Armstrong	Board Member	Camden Fairview

SOUTH CENTRAL SERVICE COOPERATIVE ANNUAL REPORT

DATE: June 1, 2026

LEA# 5220000

ESC# 11

ESC NAME: South Central Service Cooperative

ADDRESS: 2235 California Avenue, SW

PHONE NUMBER: 870-836-1600

DIRECTOR: Karen Kay McMahan

TEACHER CENTER COORDINATOR: Amy Sanchez

NAMES OF COUNTIES SERVED: 5 -- Calhoun, Columbia, Ouachita, Union, and Lafayette

NUMBER OF DISTRICTS: 11

NUMBER OF STUDENTS: 13,612

NUMBER OF TEACHERS: 1,030

FREE LUNCHES: 7,998

REDUCED LUNCHES: 1,214

PAID LUNCHES: 4,400

I. GOVERNANCE

- A. How is the co-op governed?

Board of Directors or Executive Committee

How many members are 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 10, 2026

- 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 2025-2026 school year. When is the regular meeting? No regular meeting.

Committee met 4 times: September 10, 2025; January 8, 2026; March 9, 2026, April 9, 2026

- C. When was the most recent survey/needs assessment conducted? April/May/June 2026
- D. Have written policies been filed with the Arkansas Department of Education?
YES NO

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding 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		X	
Baxter, Marva	Custodian	P		X	
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, Maleah	ABC Floater	S	X		
Butler, Courtney	ABC ParaProfessional	S			
Collins, Darius	Intern Custodian	B			
Crain, Sandra	ABC ParaProfessional	S			
Anders, Zach	K-12 Dyslexia Specialist	S	X		
Denton, Melissa	ABC ParaProfessional	S			
Diemer, Kathy	ABC ParaProfessional	S		X	
Dismuke, Kim	ABC ParaProfessional	S			
Elmore, Jenni	ABC Floater	S			
Elmore, Lauren	Administrative Asst. ECH & ABC	S	X		
Flowers, Cathy	ECH SPED Speech Therapy Asst.	D		X	

Garcia, Shawnya	ECH SPED Teacher	D			
Golden, LeAnn	ABC ParaProfessional	S			
Green, Michelle	ECH SPED Teacher	S		X	
Green, Selma	ABC Custodian	S			
Haney, Brigitte	Program Mentoring Specialists	S			
Higgs, Stephanie	ABC Teacher	S		X	
Johnson, Lasheia	ABC Teacher	S	X		
Kelley, Janet	ABC ParaProfessional	S			
King, Brittney	ABC Teacher	S			
Knudtson, Crystal	ABC ParaProfessional	S		X	
Lutman, Karen	Administrative Assistant	B/S			
May, Stephanie	ECH SPED Teacher	D			
McDonald, Caitlyn	Print Shop Secretary	S			
McElroy, Sharon	ABC Teacher	S			
McMahan, Karen Kay	Director	B			
Melillo, Elva	Business Manager/Bookkeeper	B/S		X	
Williams, Erica	Business Manager/Bookkeeper	B	X		
Morgan, Tara	ABC Teacher	S			
Neely, Alicia	ABC Teacher	S			
Nowlin, Ashley	ABC Teacher	S			
<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
Peoples, Rakeda	ABC ParaProfessional	S			
Porter, Tabatha	ABC Teacher	S		X	
Powell, Sondra	ECH SPED Teacher	D			
Rain, Heather	K-12 Mathematics Specialist	S			
Reynolds, Alicia	ABC Floater	S			
Reynolds, Suzanne	ABC Teacher	S			
Richard, Chiquita	ABC ParaProfessional	S			

Richardson, Robin	Coordinator of ABC Program	S		X	
Robertson, Katie	CTE Coordinator	S/F			
Robinson, Ashlyn	Sped ParaProfessional	S		X	
Sanchez, Amy	Teacher Center Coordinator	B	X		
Scarlett, Susan	ABC Teacher	S			
Sexton, Kathy	ABC Teacher	S			
Shew, Donna	ECH SPED ParaProfessional	D			
Slaughter, Melissa	ABC Teacher	S			
Steward, Marquita	ABC Floater	S			
Toland, Rene	ABC ParaProfessional	S			
Vanderveer, Aubree	ABC Teacher	P	X		
Walker, Jocelyn	Assistant Bookkeeper/Administrative Assistant	B/S			
Warriner, Anna	Teaching and Learning Specialist	B/D	X		
Womack, JoAnn	Technology Integrationist	S			
Wooldridge, JoAnne	Facilities Coordinator	D			
Boyd, Erin	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? YES NO
- D. How many districts participate in the media program? 11

- E. How many titles (including duplicate counts) were provided to schools during this current year? 0
- F. Do districts contribute dollars to the media services? YES NO
- 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?
YES 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). 1,094
- Number of Teacher Participants: 956

IV. ADMINISTRATIVE SERVICES

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

- √ ArPEP
- √ ARApp
- √ Cooperative purchasing
- √ HQIM assistance
- √ HQPL assistance
- √ Administrative Learning Walks
- √ D/F District Support
- √ 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
- √ MASTER 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
- √ 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 Prevention 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 (12 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
 - Praxis Support
 - Foundations of Reading Support
- √ Gifted/talented programs: 11 participating districts
 - Quiz Bowl (Elementary, Middle and High School)
 - Battle of the Books (Grades 3-4)
- √ Zoom instruction
- √ ACT Preparation
- √ STEM training and competitions
 - Capture the Flag Competition
 - Coding Competitions
 - STEM Night Support
- √ Other (Please specify):

Nursing Services

AHA CPR/ADE/First Aid for School Staff

Stop the Bleed

Tobacco/ Vaping Prevention Education

YMHFA

Public Health Education

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 five 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 days of training in the Fall of 2025 and two days of training in the Spring of 2026. Those teachers that attended both days of training, received a voucher to pay for the Foundations of Reading test. A total of 28 educators received these vouchers.

In addition to Foundations of Reading, we also offered Praxis Support Middle School ELA in Fall 2025. These participants also received a voucher for attending the session. A total of 4 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.
- 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
- Other equipment and materials purchased for districts as of May 2026
 - Iloveyouguys Standard Response Protocol Reunification Kit Materials for each school building for our participating districts. These REx (Reunification) Kits correspond to the training that our districts participated in during 2025 with their School Safety Teams. These kits contained all materials for schools to safely plan and reunite students and staff in case of a natural or man-made disaster. These materials were ordered, assembled, and also printed directly from the iloveyouguys website based upon their directions for proper implementation.
 - The Regulated Classroom Social and Emotional support manuals to use as a support to the Regulated Classroom Training being offered at our cooperative this summer.
 - Renewal and New Purchases of Character Strong Social and Emotional Learning Curriculum for the following districts:
 - Bearden School District
 - Junction City School District
 - Strong-Huttig School District
 - PBIS materials (such as fidgets, self-regulation tools) to use in teacher trainings to model techniques and behaviors with students to support Social and Emotional Learning as well as de-escalation strategies.

The members of this consortium meet quarterly to determine the needs of each district and the group collectively. As of May 31, 2026 all funds have been spent in accordance with the guidelines and requirements of the grant. The grant will be concluded with the guidance of the Arkansas Department of Education.

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. EMPLOYMENT POLICIES AND PRACTICES

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

EMPLOYED

Number of new males employed by the cooperative for the 2025-2026 school year;
For this number, please provide the number in each of the following racial classifications:

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

Number of new females employed by the cooperative for the 2025-2026 school year;
For this number, please provide the number in each of the following racial classifications:

White 5
African American 2
Hispanic _
Asian 0
American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2025-2026 school year;
For this number, please provide the number in each of the following racial classifications:

White 0
African American 0

Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2025-2026 school year;
For this number, please provide the number in each of the following racial
classifications:

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

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2025-2026
school year; For this number, please provide the number in each of the following racial
classifications:

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

Number of females seeking employment by the cooperative during the 2025-2026
school year; For this number, please provide the number in each of the following racial
classifications:

White 39
African American 22
Hispanic 2
Asian 0
American Indian/Alaskan Native 0
Unknown 0

FY 2025-2026 SALARY SCHEDULES

ABC Consortium			Years Experience	0.00	1.00	2.00	3.00	4.00
	Notes/Salary Schedule	Days Contracted	STEPS	1.00	2.00	3.00	4.00	5.00
ABC Teachers (BSE) Certified		190		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ABC Teachers (MSE)		190		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
ABC Teacher BS Not Certified		190		31,000.00	31,000.00	31,000.00	31,000.00	31,000.00
ABC Teacher (AA)		190		30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
ABC Para w/AA Degree	8 hr/day	185		21,000.00	21,000.00	21,000.00	21,000.00	21,000.00
ABC Para w/CDA	8 hr/day	185		20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
ABC Floater (6 hr day)	6 hr/day	178		12,015.00	12,015.00	12,015.00	12,015.00	12,015.00
ECH Consortium								
Speech Path		185		70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
SLPA (BS)		185		46,000.00	46,000.00	46,000.00	46,000.00	46,000.00
ECH Teachers (BSE)		190		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
ECH Teachers (MSE)		190		52,000.00	52,000.00	52,000.00	52,000.00	52,000.00
SCSC Specialists/Coordinators								
CTE		240		75,000.00	75,000.00	75,000.00	75,000.00	75,500.00
Content Specialists		240		70,000.00	70,000.00	70,000.00	70,000.00	70,500.00
Mentoring Program Specialist		240		70,000.00	70,000.00	70,000.00	70,000.00	70,500.00
Teaching and Learning Specialist		200		56,000.00	56,000.00	56,000.00	56,000.00	56,500.00
Local Lead		240		76,000.00	76,000.00	76,000.00	76,000.00	76,500.00
Local Lead Class Observer		240		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
ABC Coordinator		200		60,000.00	60,000.00	60,000.00	60,000.00	60,500.00
ECH Coordinator		200		60,000.00	60,000.00	60,000.00	60,000.00	60,500.00
TCC/System Support Specialist with master's only		240		72,000.00	72,000.00	72,000.00	72,000.00	72,500.00
TCC/System Support Specialist with administrator license		240		78,000.00	78,000.00	78,000.00	78,000.00	78,500.00
TCC/System Support Specialist with Building Level administrator license and experience		240		82,000.00	82,000.00	82,000.00	82,000.00	82,500.00
TCC/System Support Specialist with district level admin license and experience		240		86,000.00	86,000.00	86,000.00	86,000.00	86,500.00
Ed Examiner/Sped support with admin license (LEA)		240		72,000.00	72,000.00	72,000.00	72,000.00	72,500.00
Ed Examiner/Sped Support		240		70,000.00	70,000.00	70,000.00	70,000.00	70,500.00
Classified Staff								
Secretary 1		240		30,000.00	30,000.00	30,000.00	30,000.00	30,500.00
Secretary 2		240		33,000.00	33,000.00	33,000.00	33,000.00	33,500.00
Administrative Assistant		240		47,500.00	47,500.00	47,500.00	47,500.00	48,000.00
Business Manager/Bookkeeper 1		240		62,000.00	62,000.00	62,000.00	62,000.00	62,500.00
Bookkeeper 2		240		61,000.00	61,000.00	61,000.00	61,000.00	61,500.00
Facilities Coordinator		240		based on formula				
Hourly Staff								
Intern 1	11.00/hr							
Intern 2	11.25/hr							
Floater/ECH Aide	11.25/hr							
Substitutes-Classified	11.50/hr							
Substitutes-Certified	14.00/hr							
Network Engineer	26.00/hr							
Support Lead Mentor	50.00/hr							
Part-time Maintenance	(Must provide tools)			17.50	18.00	18.50	19.00	19.50
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.							

ABC Consortium	5.00	6.00	7.00	8.00	9.00	10.00	11.00	12.00	13.00
	6.00	7.00	8.00	9.00	10.00	11.00	12.00	13.00	14.00
ABC Teachers (BSE) Certified	50,000.00	50,000.00	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	52,000.00	52,000.00
ABC Teacher BS Not Certified	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00
ABC Teacher (AA)	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
ABC Para w/AA Degree	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00
ABC Para w/CDA	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
ABC Floater (6 hr day)	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00	12,015.00
ECH Consortium									
Speech Path	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
SLPA (BS)	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	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	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	52,000.00	52,000.00
SCSC Specialists/Coordinators									
CTE	75,500.00	75,500.00	75,500.00	75,500.00	76,000.00	76,000.00	76,000.00	76,000.00	76,000.00
Content Specialists	70,500.00	70,500.00	70,500.00	70,500.00	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00
Mentoring Program Specialist	70,500.00	70,500.00	70,500.00	70,500.00	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00
Teaching and Learning Specialist	56,500.00	56,500.00	56,500.00	56,500.00	57,000.00	57,000.00	57,000.00	57,000.00	57,000.00
Local Lead	76,500.00	76,500.00	76,500.00	76,500.00	77,000.00	77,000.00	77,000.00	77,000.00	77,000.00
Local Lead Class Observer	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
ABC Coordinator	60,500.00	60,500.00	60,500.00	60,500.00	62,000.00	62,000.00	62,000.00	62,000.00	62,000.00
ECH Coordinator	60,500.00	60,500.00	60,500.00	60,500.00	62,000.00	62,000.00	62,000.00	62,000.00	62,000.00
TCC/System Support Specialist with master's only	72,500.00	72,500.00	72,500.00	72,500.00	74,000.00	74,000.00	74,000.00	74,000.00	74,000.00
TCC/System Support Specialist with administrator license	78,500.00	78,500.00	78,500.00	78,500.00	80,000.00	80,000.00	80,000.00	80,000.00	80,000.00
TCC/System Support Specialist with Building Level administrator license and experience	82,500.00	82,500.00	82,500.00	82,500.00	84,000.00	84,000.00	84,000.00	84,000.00	84,000.00
TCC/System Support Specialist with district level admin license and experience	86,500.00	86,500.00	86,500.00	86,500.00	88,000.00	88,000.00	88,000.00	88,000.00	88,000.00
Ed Examiner/Sped support with admin license (LEA)	72,500.00	72,500.00	72,500.00	72,500.00	74,000.00	74,000.00	74,000.00	74,000.00	74,000.00
Ed Examiner/Sped Support	70,500.00	70,500.00	70,500.00	70,500.00	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00
Classified Staff									
Secretary 1	30,500.00	30,500.00	30,500.00	30,500.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00
Secretary 2	33,500.00	33,500.00	33,500.00	33,500.00	34,000.00	34,000.00	34,000.00	34,000.00	34,000.00
Administrative Assistant	48,000.00	48,000.00	48,000.00	48,000.00	48,500.00	48,500.00	48,500.00	48,500.00	48,500.00
Business Manager/Bookkeeper 1	62,500.00	62,500.00	62,500.00	62,500.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00
Bookkeeper 2	61,500.00	61,500.00	61,500.00	61,500.00	63,000.00	63,000.00	63,000.00	63,000.00	63,000.00
Facilities Coordinator									
Hourly Staff									
Intern 1									
Intern 2									
Floaters/ECH Aide									
Substitutes-Classified									
Substitutes-Certified									
Network Engineer									
Support Lead Mentor									
Part-time Maintenance	20.00	20.50	21.00	21.50	22.00				
Stipends for additional duties									
Comments:									

ABC Consortium	14.00	15.00	16.00	17.00	18.00	19.00	20.00		
	15.00	16.00	17.00	18.00	19.00	20.00	21.00	avg salary	avg hr rate
ABC Teachers (BSE) Certified	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	32.89
ABC Teachers (MSE)	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	34.21
ABC Teacher BS Not Certified	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	31,000.00	20.39
ABC Teacher (AA)	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	19.74
ABC Para w/AA Degree	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	14.19
ABC Para w/CDA	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	13.51
ABC Floater (6 hr day)	12,282.00	12,282.00	12,282.00	12,282.00	12,282.00	12,282.00	12,282.00	12,104.00	11.33
ECH Consortium									
Speech Path	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	47.30
SLPA (BS)	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	31.08
ECH Teachers (BSE)	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	32.89
ECH Teachers (MSE)	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	52,000.00	34.21
SCSC Specialists/Coordinators									
CTE	77,000.00	77,000.00	77,000.00	77,000.00	77,000.00	77,000.00	77,000.00	76,023.81	39.60
Content Specialists	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	70,857.14	36.90
Mentoring Program Specialist	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	70,857.14	36.90
Teaching and Learning Specialist	58,500.00	58,500.00	58,500.00	58,500.00	58,500.00	58,500.00	58,500.00	57,190.48	35.74
Local Lead	77,500.00	77,500.00	77,500.00	77,500.00	77,500.00	77,500.00	77,500.00	76,857.14	40.03
Local Lead Class Observer	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00		
ABC Coordinator	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	61,928.57	38.71
ECH Coordinator	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	61,928.57	38.71
TCC/System Support Specialist with master's only	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	74,595.24	38.85
TCC/System Support Specialist with administrator license	82,000.00	82,000.00	82,000.00	82,000.00	82,000.00	82,000.00	82,000.00	79,928.57	41.63
TCC/System Support Specialist with Building Level administrator license and experience	86,000.00	86,000.00	86,000.00	86,000.00	86,000.00	86,000.00	86,000.00	83,928.57	43.71
TCC/System Support Specialist with district level admin license and experience	92,000.00	92,000.00	92,000.00	92,000.00	92,000.00	92,000.00	92,000.00	88,595.24	46.14
Ed Examiner/Sped support with admin license (LEA)	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	78,000.00	74,595.24	38.85
Ed Examiner/Sped Support	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	71,500.00	70,857.14	36.90
Classified Staff									
Secretary 1	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	31,023.81	16.16
Secretary 2	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	34,023.81	17.72
Administrative Assistant	49,000.00	49,000.00	49,000.00	49,000.00	49,000.00	49,000.00	49,000.00	48,357.14	25.19
Business Manager/Bookkeeper 1	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	63,595.24	33.12
Bookkeeper 2	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	62,595.24	32.60
Facilities Coordinator									
Hourly Staff									
Intern 1									
Intern 2									
Floaters/ECH Aide									
Substitutes-Classified									
Substitutes-Certified									
Network Engineer									
Support Lead Mentor									
Part-time Maintenance									
Stipends for additional duties									
Comments:									

TEACHER CENTER & PROFESSIONAL DEVELOPMENT COMMITTEE

 Teacher Center Committee Legislation.pdf

Terms of Office: 2025-2026

Green donates teacher positions

District	Committee Members	Years Remaining	Term Expires
Bearden	Rhonda Petit	3	2027
Camden-Fairview	Kristi Cook	2	2026
El Dorado	Sharonda Brooks	1	2025
(ETB)	Adam Camp	3	2027
Hampton	Tom Sawyer	3	2027
Harmony Grove	Sonya Plyler	3	2027
Junction City	Sharon Harris	3	2027
Magnolia	Sonya Russell	2	2025
Parkers Chapel	Patricia Murray	2	2026
Smackover-Norphlet	Alicia Steelman	3	2027
Strong-Huttig	Shenondae Williams	2	2027

SCSC FISCAL REPORT

Cooperative Finance Overview

Arkansas Educational Funding 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 not carried over. DESE also provides \$408,000 annually to each cooperative for general operations. State funds represented 32.97% of all cooperative revenues in FY25 or \$60,189,375.

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 37.26% of cooperative revenue or \$68,023,523 in FY25.

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. For the fiscal year 2025, the cooperative Federal revenue total was \$51,875,729 or 28.42% of all FY25 revenue.

Total revenue for 24-25 was \$182,553,219. This includes the broad categories above, plus additional revenues of \$2,464,593. The additional revenues occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 07/02/2026
 TIME: 13:56:22

SOUTH CENTRAL SERVICE CO-OP
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 12 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

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	7,030.81	729.20	.00	.00	416.81	7,343.20
2004	MISC/COPIER FUND	12,666.51	9,300.24	.00	.00	17,248.52	4,718.23
2007	MAKER CAMP	1,660.46	.00	.00	.00	1,660.46	.00
2009	PETTY CASH	50.00	.00	.00	.00	.00	50.00
2010	MENTAL HEALTH	3.07	.00	.00	.00	3.07	.00
2011	LOCAL LEAD DONATIONS	1,800.01	.00	.00	.00	332.16	1,467.85
2013	AR COMMUNITY GRANT P	1,876.90	.00	.00	.00	.00	1,876.90
2015	MATH/SCI WORKSHOPS	.00	.00	.00	.00	.00	.00
2016	MST	96,966.54	2,500.00	.00	.00	23,158.41	76,308.13
2021	TEACHER CENTER	37,282.56	63,892.92	.00	.00	57,799.00	43,376.48
2022	CPR	17,831.21	120.00	.00	.00	2,315.81	15,635.40
2030	VI-B LOCAL	61,117.24	736,329.02	.00	.00	744,840.34	52,605.92
2040	PROFESSIONAL DEVELOP	142,437.05	174,485.49	.00	9,218.89	167,004.83	140,698.82
2050	ABC TUITION	246,412.41	67,110.00	.00	.00	40,772.94	272,749.47
2060	ELDT - DRIVER TRAINI	11,872.82	26,565.57	.00	.00	21,919.76	16,518.63
2070	DEPRECIATION ACCOUNT	10,000.00	.00	.00	.00	.00	10,000.00
2095	ARPEP	11,686.31	45,500.00	.00	.00	17,071.92	40,114.39
2098	LOCAL ECH OPERATING	181,586.99	.00	.00	.00	191.88	181,395.11
2244	EXT. SCHOOL YEAR	4,283.10	.00	.00	.00	.00	4,283.10
2246	TEACHER MENTORING	.00	131,000.00	.00	.00	130,974.49	25.51
2291	WORKFORCE	.00	65,000.00	.00	.00	65,000.00	.00
2355	NJET LEAD TEACHER GR	35,200.00	11,000.00	.00	.00	44,000.00	2,200.00
2356	LICENSURE SUPPORT	.00	.00	.00	.00	.00	.00
2358	EL PROGRAM SUPPORT	.00	11,670.00	.00	.00	7,753.00	3,917.00
2360	CO-OP OPERATING	1,555,899.81	664,449.11	88,527.35	11,207.13	681,464.25	1,616,204.89
2362	TECHNOLOGY	.00	80,000.00	.00	.00	80,000.00	.00
2364	CONTENT SPECIALISTS	4,750.00	270,000.00	.00	.00	270,000.00	4,750.00
2365	ABC	33,737.25	1,105,130.40	.00	.00	1,130,316.55	8,551.10
2384	INSTRUCTIONAL FAC	.00	.00	.00	.00	.00	.00
2388	ADMINISTRATOR MENTOR	.00	292,468.03	.00	139,152.61	153,315.42	.00
2392	ARAPP	.00	.00	.00	.00	.00	.00
TOTAL STATE/LOCAL		2,476,151.05	3,757,249.98	88,527.35	159,578.63	3,657,559.62	2,504,790.13
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
6201	BB INCENTIVE GRANT	2,500.00	.00	.00	.00	.00	2,500.00
6497	USDA SCBG GARDEN GRA	79.30	.00	.00	.00	78.32	.98
6552	CHILD CARE SUSTAINAB	11,064.95	.00	.00	.00	1,190.21	9,874.74
6562	CCDF/CHILD CARE DEVE	108.75	.00	.00	.00	108.75	.00
6563	BETTER BEGINNINGS	.03	.00	.00	.00	.03	.00

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6565	ABC GRANT QUALITY	89,194.14	.00	.00	.00	25,566.76	63,627.38
6570	CARL PERKINS	.00	223,400.92	.00	111,562.53	111,838.39	.00
6574	PERKINS RECRUIT&RETE	.00	10,000.00	.00	.00	10,000.00	.00
6576	C PERKINS MENTOR STI	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION GR	.00	2,734.09	.00	2,734.09	.00	.00
6578	RESERVE INNOVATION G	.00	145,820.95	.00	.00	145,820.95	.00
6581	PERKINS PD GRANT	.00	.00	.00	.00	.00	.00
6749	MEDICAID-PRESCHOOLS	325,082.80	94,960.01	.00	.00	92,185.38	327,857.43
6752	ARMAC	272,867.92	44,991.75	.00	.00	63,459.28	254,400.39
6779	STRONGER CONNECTIONS	.00	19,779.19	.00	.00	19,779.19	.00
6788	LOCAL LEADS	.00	165,000.00	.00	.00	138,231.22	26,768.78
6809	PRE-K LETRS-EC	347.00	.00	.00	347.00	.00	.00
6812	COMMUNITIES OF PRACT	.00	56,833.00	.00	11,250.00	45,583.00	.00
6831	PHONE-FREE SCHOOLS	.00	.00	.00	.00	.00	.00
6832	OEC PROFESSIONAL SER	.00	12,500.00	.00	.00	.00	12,500.00
6834	PHONE FREE	.00	.00	.00	.00	.00	.00
6837	OEC PROFESSIONAL SER	.00	.00	.00	12,498.43	.00	-12,498.43
6863	CLASS TRANSITION QUA	.00	32,000.00	.00	.00	.00	32,000.00
	TOTAL FEDERAL GRANTS FUND	701,244.89	808,019.91	.00	138,392.05	653,841.48	717,031.27
8055	CACFP SNACKS-MEALS	.00	35,638.46	.00	.00	23,521.71	12,116.75
8656	CACFP REIMBURSEMENTS	.00	.00	.00	.00	.00	.00
	TOTAL FOOD SERVICE FUND	.00	35,638.46	.00	.00	23,521.71	12,116.75
	TOTAL	3,177,395.94	4,600,908.35	88,527.35	297,970.68	4,334,922.81	3,233,938.15

ANNUAL REPORT PROGRAM DESCRIPTIONS 2025-2026

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 Hampton
El Dorado Parkers Chapel

Personnel

Name	Position	Degree
Robin Richardson	AR Better Chance Coordinator	Masters Degree/Educational Admin
Lauren Elmore	ABC Secretary	AA/Applied Science
Janet Kelley	Hampton Paraprofessional	Child Development Associate (CDA)
Stephanie Sliva	Hampton 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	Retta Brown 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
Brittney King	Retta Brown Teacher	AA degree/ECE
Alicia Neely	Retta Brown Teacher	Bachelor's Degree/EC
Alycia Reynolds	Retta Brown/Floater	HS Diploma
La Sheia Johnson	Hampton ABC Teacher	BSE-Professional Studies
Kimberly Dismuke	RB Paraprofessional	Child Development Associate (CDA)
Crystal Knutdson	HG Paraprofessional	Child Development Associate (CDA)-SQP
Marquita Steward	Parkers Chapel Floater	HS Diploma
Courtney Butler	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Rakeda Peoples	Harmony Grove 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

Name	Position	Degree
Ashley Nowlin	Harmony Grove Teacher	Bachelor's Degree-EC/Masters Degree/ Library Science
Maleah Burton	Hampton ABC Floater	High School Diploma
Aubree Vanderveer	Hampton Pre-K Teacher	High School Diploma
Melissa Denton	Hampton Floater	Child Development Associate (CDA)
Donna Shew	Parkers Chapel Paraprofessional	Child Development Associate (CDA)

Goal

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

Program Summary

The South Central Service Cooperative provided ABC preschool services to 220 students in four 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 2025-2026 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.

All four of our Pre-K sites participated in the pilot CLASS evaluation performed by our Local Lead, Zephonia Avant, and our Pre-K program passed with flying colors.

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 HIPPIY, 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 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.

South Central Service Cooperative						
LaunchPad Data						
Contact and Email:		Robin Richardson: robin.richardson@scscoop.org				
BOY	Instructional Vocabulary	Phonological / Phonemic Awareness	Concepts of Print	Uppercase	Lowercase	Letter Sounds
Number of Students Assessed in District	118	118	118	118	117	118
Total Points Possible	12	20	5	26	26	31
AND						
Total Points	957.00	766.00	381.00	896.00	702.00	279.00
Average Score	8.11	6.49	3.23	7.59	6.00	2.36
MOY	Instructional Vocabulary	Phonological / Phonemic Awareness	Concepts of Print	Uppercase	Lowercase	Letter Sounds
Number of Students Assessed in District	123	124	124	124	123	123
Total Points Possible	12	20	5	26	26	31
AND						
Total Points	1228.00	1213.00	497.00	1556.00	1264.00	954.00
Average Score	9.98	9.78	4.01	12.55	10.28	7.76
EOY	Instructional Vocabulary	Phonological / Phonemic Awareness	Concepts of Print	Uppercase	Lowercase	Letter Sounds
Number of Students Assessed in District	101	99	101	101	98	100
Total Points Possible	12	20	5	26	26	31
AND						
Total Points	1295.00	1690.00	541.00	2035.00	1765.00	1724.00
Average Score	12.82	17.07	5.36	20.15	18.01	17.24

Novice Teacher Mentoring

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

Restricted Non-Restricted

Participating Districts

Bearden
Camden Fairview
Emerson-Taylor-Bradley
Hampton

Harmony Grove
Junction City
Magnolia
Parkers Chapel

Smackover Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
Brigitte Haney	Mentoring Program Specialist	M. Ed.

Program Summary

For the 2025-2026 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 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.

According to Cycle 2 data, our program participant number in August 2025 was 141 student-facing teachers. Of those, 55 were beginning year one, 50 were beginning year two, and 36 were beginning year three.

Licensure

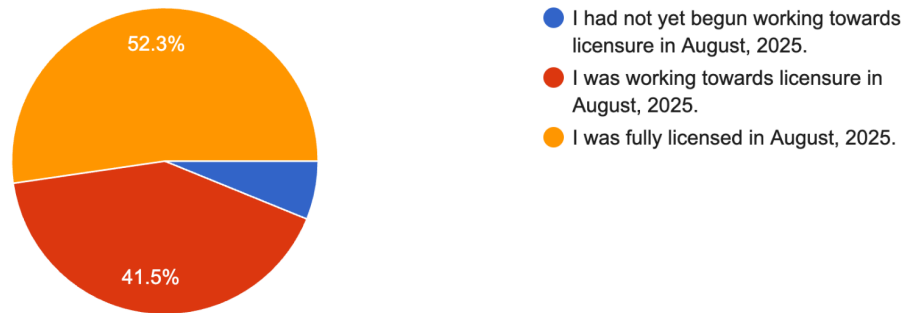
Our ultimate goal for licensure is to have 100% of novices holding an Arkansas teaching license by the end of their third and final year of the mentoring program. We help educators work towards this goal in many different ways.

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

- August 2025 found approximately 52% of SCSC novice teachers (Year 1, 2, and 3) fully certified. This is the highest percentage fully certified in August in the last three years. By April 2026, that percentage of fully certified novices stood at 69.2%

Which best describes your licensure situation at the beginning of the 25-26 school year?

65 responses



Which best describes your licensure situation now, at the end of the 25-26 school year?

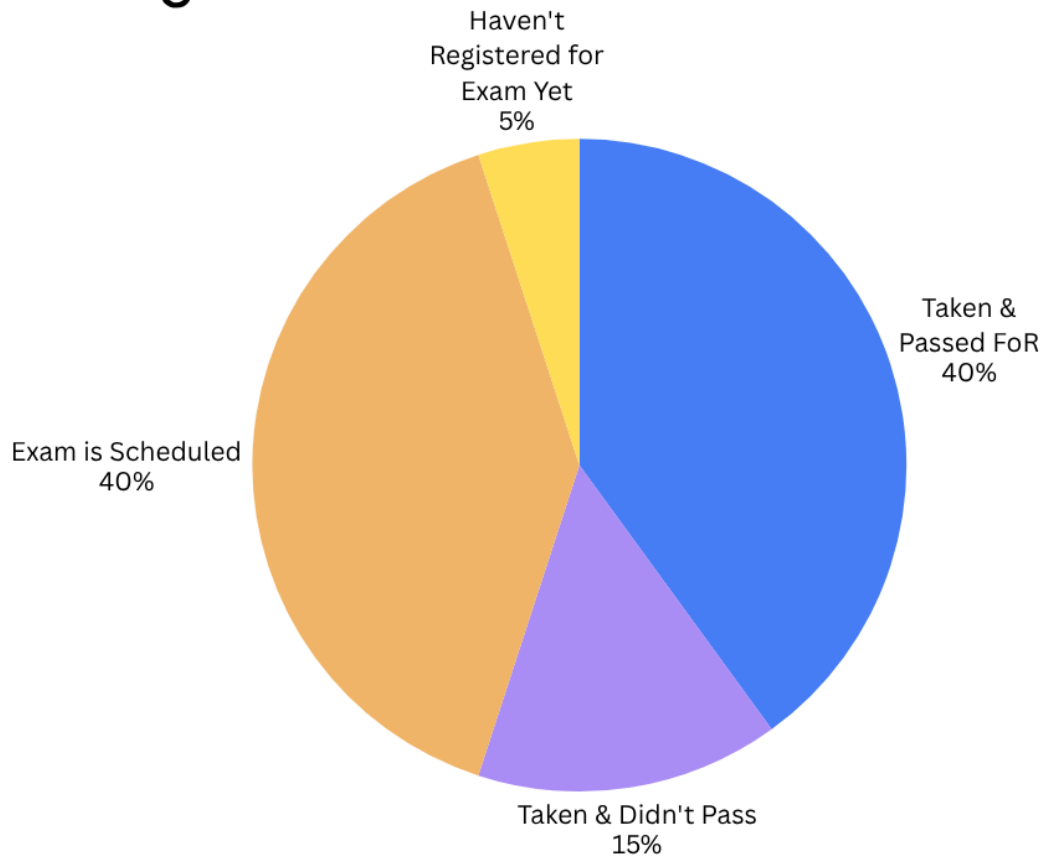
65 responses



Study Support Materials

One manner in which we provide support to teachers needing to earn their certification is to offer assistance with PRAXIS exams. This support is rendered by providing subscriptions to our area teachers (both novices and veteran teachers needing to add additional endorsements) free of charge. Additionally, SCSC's Mentoring Program has a library of study manuals that teachers can check out when preparing for their exams. Finally, SCSC offered face-to-face study sessions for Foundations of Reading and Middle School ELA Praxis exams. Those teachers who attended these face-to-face sessions also received vouchers to cover the cost of their exams, thus eliminating a common financial barrier among novice teachers.

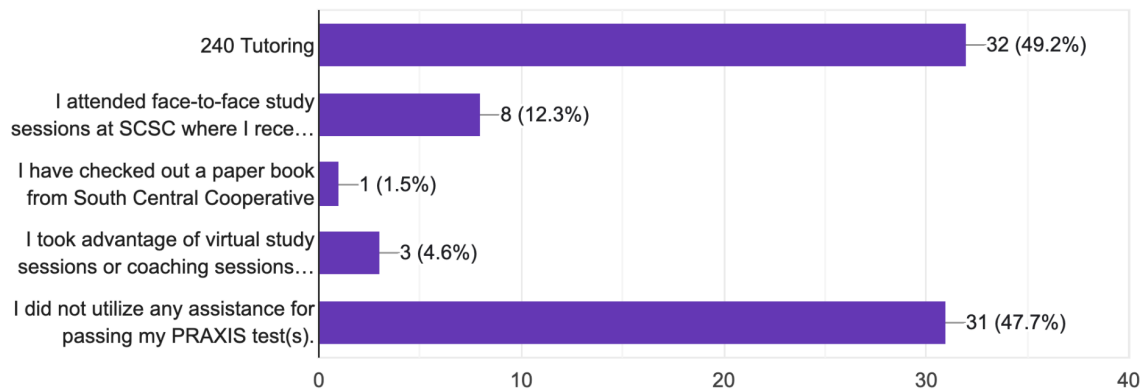
Foundations of Reading Study Session Data 2025-2026



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

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

65 responses



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 as well as those who were already certified at the beginning of the 25-26 school year, thus requiring no additional assistance this year.

ArPEP

During the 2025-2026 academic year, SCSC offered the ArPEP (Arkansas Professional Educator Pathway) as a certification route that would lead to a Standard Teaching License. The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based, alternative certification program administered by the Division of Elementary and Secondary Education. This program has been a partnership with TNTF for the last two years. This year SCSC took over all trainings and support.

Enrollment in this program allows a bachelor's degree or higher candidate to be licensed and employed as a classroom teacher while completing the necessary requirements for a Standard Arkansas Teaching License. Candidates that are accepted must also pass a Praxis Exam prior to acceptance. This assists our district in making sure educators are qualified upon entry.

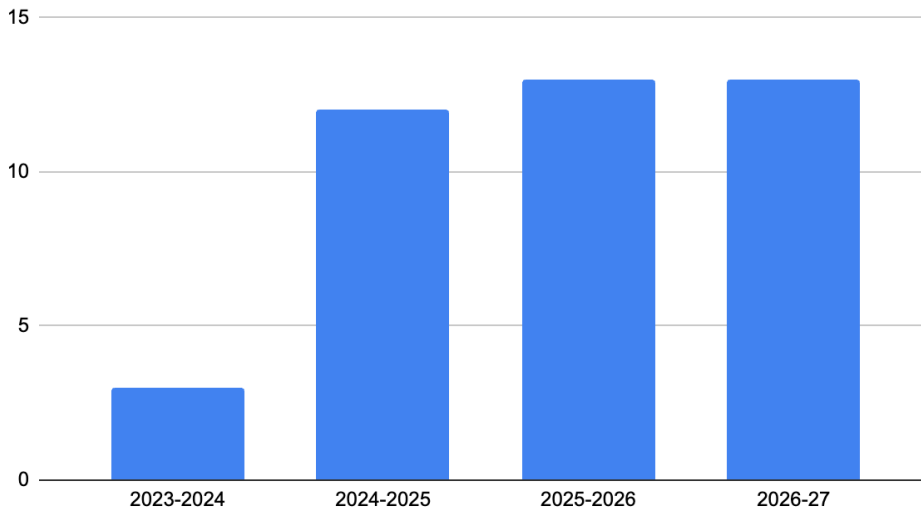
ArPEP's goal is to prepare day-one-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. At SCSC we want to build classroom communities, utilize HQIM effectively, implement evidence-based instructional strategies, and use assessments to facilitate student learning. In turn, these traits will help prepare educators to be of the highest quality, and it will assist them in preparing them for their edTPA Portfolio Assessment.

ArPEP was recently credentialed as an official Educator Preparatory Program (EPP). Under this new direction, ArPEP will provide a more consistent, state-wide curriculum, clinical-supervision support, and Science of Reading Support to educators that must understand the Science of Reading and pass the Foundations of Reading Test. Additionally, this program will provide support for teachers to prepare and pass the edTPA Portfolio Assessment. The edTPA is recognized by education institutions and departments across the United States. 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 ArPEP Site Facilitator and SCSC Mentoring Program Specialist.

Additionally, optional Saturday sessions were available for all candidates to receive individual and small group support and coaching for any assignments, including preparing for the edTPA. Candidates were given the opportunity to come to the co-op to receive one-on-one support from the Ar EP facilitator or have the facilitator assist them at their campuses as needed. Virtual Office hours were held throughout the year to assist all Year 1 and Year 2 candidates with questions and support. Overall, ArPEP Year 1 and Year 2 Candidates spent a total of 599.29 hours (documented in ESCworks) working on their craft and studies at SCSC this year. This does not include time working independently on assignments and working on their edTPA portfolio.

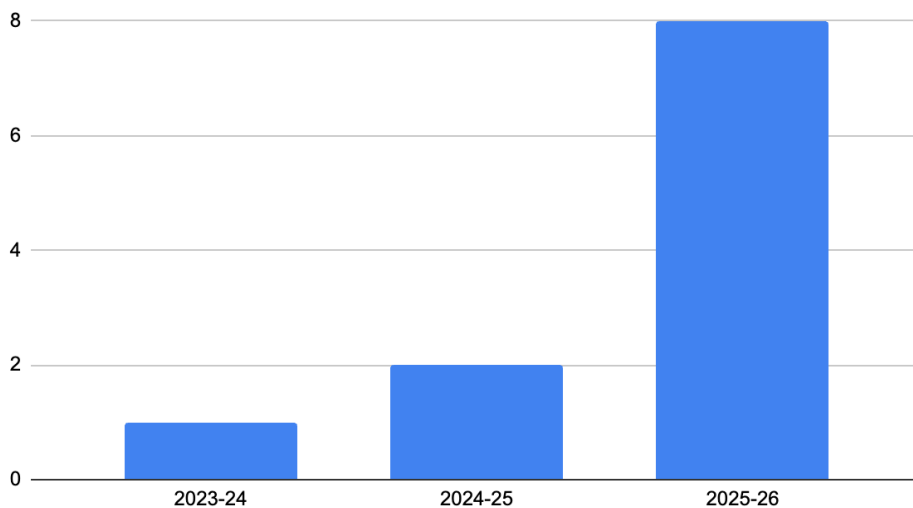
Our first cohort group which began in September of 2023 consisted of three year 1 candidates (two of which finished the course) and one year 2 candidate who submitted her portfolio and earned a passing score. We saw a large increase in enrollment during our second year of ArPEP - thirteen year 1 candidates (twelve of which finished the course) and two year 2 candidates, both of whom submitted portfolios and earned passing scores. Currently, eight of our candidates have submitted their edTPA Portfolios and received passing scores. We are waiting for results from our other three candidates. So far, South Central's ArPEP edTPA passing rate has been 100%. Based on current interest and anticipated enrollment, we expect to have at least ten Year One participants for the 2026-2027 school year.

SCSC ArPEP Enrollment and Projected Enrollment



***Final projections for 2026-2027 will be released in June 2026.**

SCSC edTPA Pass Rate



***As of 6/30/26 we are waiting on score results from two candidates.**

Master/Lead Teacher Designation

In efforts to provide support and assist districts with being in compliance with Third Grade Promotion efforts, South Central is working to certify teachers who have taught at least three years, do not already have a LEADs designation, and who have achieved effective or highly effective ratings on their evaluations, with their Master Teacher designation. Teachers earning the Master Teacher designation will be able to serve as third or fourth grade teachers for students who were retained or promoted with good cause exemptions. This round of training was offered through The Bailey Group. The first cycle, which began

in September, saw 18 teachers from 6 different campuses across 6 different districts take advantage of this opportunity.

In another effort to provide support to novice teachers, South Central is working to certify veteran teachers with their Lead Teacher designation. Teachers earning the Lead Teacher designation 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.

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% at three or above, well above our target area. Of the novices who responded to our end-of-year survey,

- 73% rated the program with at a 5, the highest level of satisfaction
- 21% rated the program with a 4
- 4% rated the program with a 3
- 2% rated the program below a 3

Other notable findings from the survey include:

- 98% of novices said that the SCSC Mentoring Program helped them to establish professional norms
- 97% reported that the Mentoring Program helped them improve their teaching abilities and the impact they had on students' performances
- 94% said that the Mentoring Program helped them reach or advance towards their PGP Goals
- 97% noted that the training and support they received as a part of the Mentoring Program helped better understand the TESS Frameworks
- 95% reported that the Mentoring program better prepared them for TESS Evaluations
- 88% of novices felt that their district-assigned support person helped improve their overall teaching

Novice comments concerning the effectiveness of SCSC's Mentoring Program were:

- Despite the fact I am moving to another state to continue my profession, I am eternally grateful for the wonderful support SCSC has given me throughout these three years. SCSC was a major factor to help keep me motivated to continue teaching. Much love to Mrs. Haney and Mrs. Warriner.
- The communication has been clear, and I feel supported when questions come up. At this point, I don't have any major suggestions for improvement—just encouragement to continue offering the same level of guidance and practical resources.
- I have thoroughly enjoyed and am so thankful for everything Brigitte Haney has done for me during my time in Novice! (Side note: I am beginning the LEAD teacher training this summer
- I would not have passed my FORTs without Brigitte and the co-op, thank you for everything!

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

- 55% rated the program with 5 out of 5
- 45% rated the program with 4 out of 5
- 0% rated the program 3 or below

Retention

In the fourth quarter of the 25-26 school year, we asked novices to share their plans for the upcoming 2026-27 school year. Novices were asked the likelihood of their returning to the teaching profession (whether in their current district or another). Of our novices reporting, 92% reported that their intentions were to return to the profession for the 26-27 school year. Of those, 85% plan on returning to the same school as the 25-26 school year.

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. Bryant Elementary- Dawson 2. Hurricane Creek Elementary-Bryant-Dawson 3. McRae Elementary-Searcy- WDM 4. Mena Middle School- DQM 5. Mena High School- DQM 6. Oscar Hamilton Elementary-Foreman-DQM 7. Pottsville Junior High- AF 8. Asbell Elementary Fayetteville	9.

BX3 Cohort 4 - Building level teams	
1. Magnolia Middle School 2. Westside Elementary - Searcy 3. Southwest Middle School - Searcy 4. Janie Darr Elementary - Rogers 5. Arkadelphia High School 6. Lake Hamilton New Horizons - 7. Washington Elementary - Fayetteville	1. Westbrook Elementary - Harmony Grove 2. Bayyari Elementary - Springdale 3. North Heights Community School - Texarkana 4. Beebe Middle School 5. Louise Durham Elementary- Mena 6. Manila Elementary

BX3 Cohort 4 - Building level teams	
8. Lincoln Middle School 9. Cedarville Elementary 10. Glen Rose Elementary 11. Flippin Elementary 12. Beebe Elementary 13. Bob Folsom Elementary - Farmington	7. Indian Hills Elementary - North Little Rock 8. East End Elementary 9. Lakeside Primary 10. Peake Elementary - Arkadelphia 11. Harmony Leadership Academy- Texarkana 12. Rector Elementary School

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. Hillcrest Elementary 10. East End Middle- Sheridan	1. Sheridan High School 2. Eureka Springs Elementary 3. Eureka Springs Middle School 4. McCrory Elementary 5. Jerry "Pop" Williams Elementary- Farmington 6. Farmington High School 7. Arkansas Arts Academy Elementary 8. Clarendon Elementary

BX3 Cohort 6 - Building level teams	
1. Arkansas High School 2. Arkansas Middle School 3. Kilpatrick Academy of Public Service 4. Beryl Henry Elementary 5. Beebe Early Childhood (K-1) 6. Cabot Eastside Elementary 7. Dierks High School 8. eStem Downtown Elementary 9. Sheridan Middle School 10. Sheridan Intermediate School	11. Sheridan Alternative Learning Academy 12. Sylvan Hills Elementary 13. Davis Elementary (Bryant) 14. Angie Grant Elementary 15. Park Elementary (Corning) 16. Trumann Elementary 17. Trumann Middle School 18. John L Colbert Middle School 19. Lavaca 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 support for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer 4- 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

MAJOR HIGHLIGHTS OF 2025-26:

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

CIRCUIT

GOAL:

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

PROGRAM SUMMARY:

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

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

MAJOR HIGHLIGHTS OF 2025-2026:

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

Professional Learning Opportunities

GOAL:

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

PROGRAM SUMMARY:

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

MAJOR HIGHLIGHTS OF 2025-2026:

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

ADDITIONAL BSS HIGHLIGHTS OF 2025-2026:

- Held the first annual Arkansas School Behavior Conference on July 23 with over 450 attendees from across the state
- Partnered with DESE to support THRIVE Leadership Academy at Northeast Arkansas, Wilbur D. Mills ESC, OUR ESC, Crowley's Ridge ESC, Guy Fenter ESC, Arkansas River, and Southwest ESC to improve the implementation of positive behavior supports in school buildings.
- Served on the DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Served on the DDS Autism Work Group
- Served on the Autism Legislative Task Force
- Facilitated BCBAs working in the school through ArPSBAN meetings (meet once a month either in person or virtual), connecting BCBAs across the state through a community of practice
- Reached national and international audiences with newsletter
- Provided online modules for Special Education Apprenticeship Program for 2 Cohorts thus far
- Reached educators and University Educator Programs in Arkansas as well as nationally and internationally audiences with online modules
- Presented Level Up at East End Middle: Implementing Tier1/2 Strategiesat AAEA Conference
- Presented the Student Intervention Matching Form at the APRSC Virtual Conference
- Presented Building Capacity in School-Wide Positive Behavior Supports: The Journey from THRIVE to BX3 and Behavior Boost: Practical Tools to Empower Every Educator at the ADE Summit
- Presented Break Away from Behavior at the ASEP Conference
- Presented Quick Tips for Positive Behavior at the ArSCA Southwest Fall Meeting

- Presented ACC: Supporting Schools, Supporting Students as part of the ACC panel at Arkansas Children’s Hospital
- Presented at Arkansas Association of Alternative Educators Conference
- Presented What to Do When Students Behave and Misbehave! and Approaches for Managing Student Behaviors at the Fall ARMEA Conference
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Myth-Busting Behavior: What School Teams Often Get Wrong (and How to Get It Right) and Effective Approaches for Managing Student Behavior: Tier 1 and Tier 2 at the 2026 Forum on School Behavior and Mental Health
- Attended the Midwest Symposium for Leadership in Behavior Disorders (1 BSS)
- Attend Southeastern School Behavioral Health Conference in April (2 BSS)
- Attended Verbal Behavior Conference in March (1 BSS)
- Attend Association for Behavior Analysis International Conference in May (3 BSS)

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

SCSC CTE PERFORMANCE REPORT

Annual Report

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



Total Perkins Allotment

\$220,166.43



Innovation

Additional Funds

\$223,815



CTE Endorsement Completion
(416/412,418)

10



Certification

Funding

\$2734.09



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

Accountability

1- State Start Up Grants Secured
- Valued **\$37,187.50**

Completed Modernization Grant
through GMS awaiting approval

Reported 900 Certifications for
2024/2025

Completed 1 CLNA

Conducted SCSC first Welding
Event

33 - High School Students were
tested 32 Passed - leading to an
H2 Certification and Merit

Professional Glows

2024/2025 President of Arkansas ACTE-
Professional Organization

Member of AAEA

Completed 2023 ACTE National Fellowship
Experienced Leadership Program

Certified CPR Instructor

Certified Instructor for Magic School AI

Drone Trust Certified

Presenter for ACTE, AAEA, and DCTE

Notary

Member of SADA and Southwest Workforce
Development Youth Committee

Tier 1 Trained

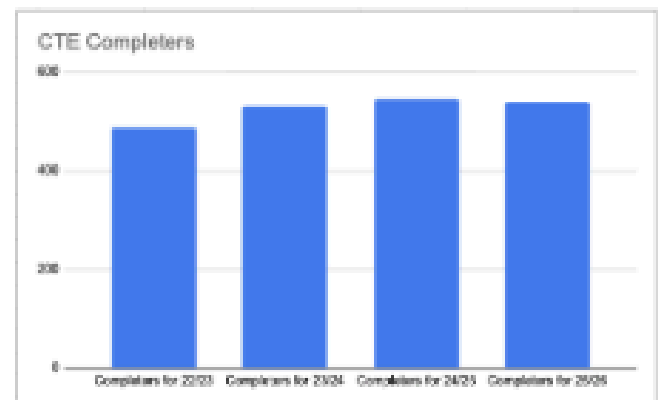
Year End Stats

Completers for 22/23 - 487

Completers for 23/24 - 531

Completers for 24/25 - 546

Completers for 25/26 - 540



Perkins Projects

Professional Development - All

Travel- All

Supplemental Software to Support Teachers - All

Certifications - All

Precision Ag- Smackover

Girl Power Extension - ETBSD

STEM - Camden Fairview

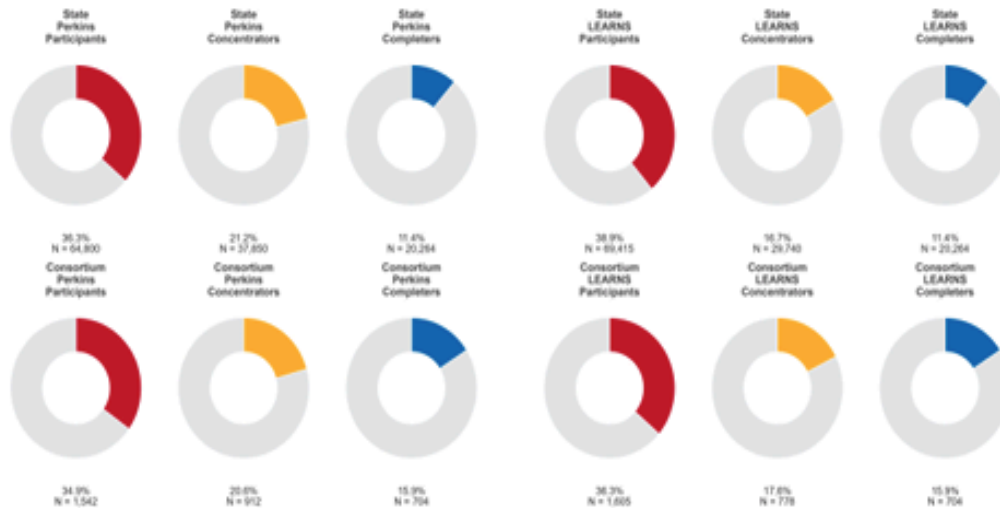
CTE Upgrades- EHS, BHS, THS

Interactive Panels- JCHS and HHS



2025 CTE SUMMARY REPORT

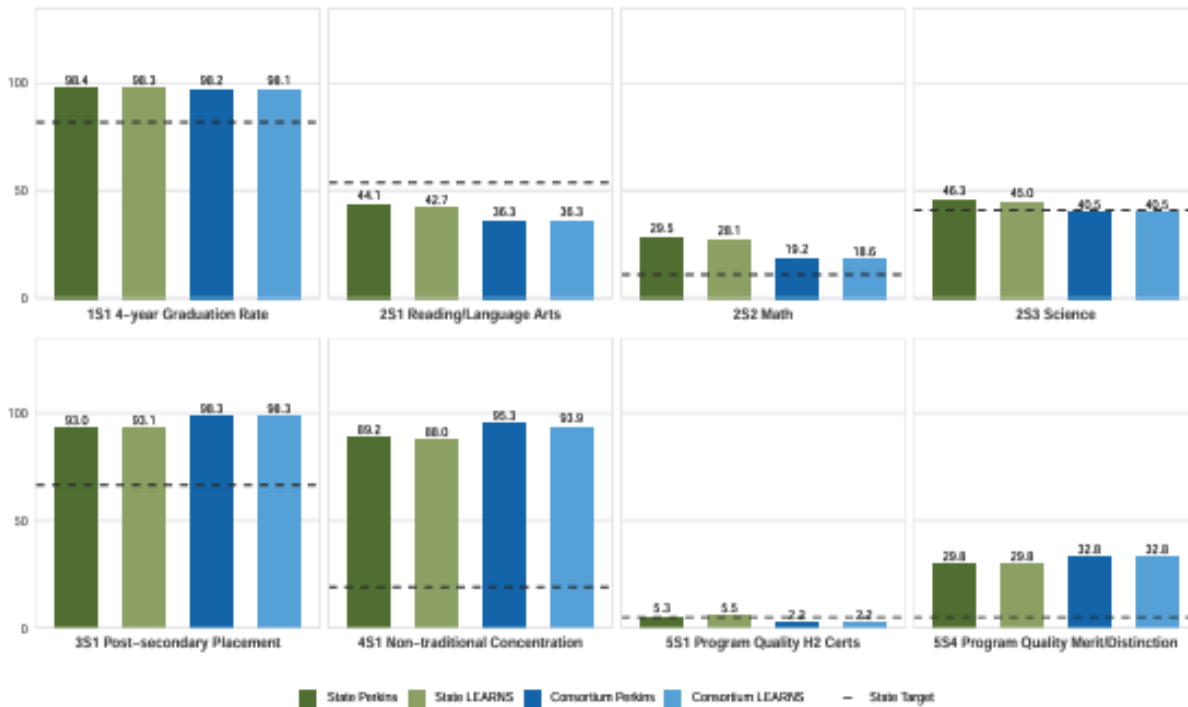
SOUTH CENTRAL ARKANSAS EDUC. COOP



Enrollment includes Grades 8–12 students.

PERFORMANCE SCORES RELATIVE TO TARGETS

CTE Concentrators



A [comprehensive program report](#) is available for more detailed information on all performance measures.

Highlights:

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 eight other Educational Cooperatives (Arch Ford, Crowley's Ridge, DeQueen Mena, Guy Fenter, Southwest, Southeast, NorthWest, 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 Innovation Grant funding to fiscal agent SCSC. These funds enabled the 9 participating Educational Cooperatives \$30,000 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 900 girls able to participate while fostering valuable real-world experiences for students and helping to bridge the skills gap in the workforce.

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 meetings help connect stakeholders with identified youth to benefits, grants, and education initiatives.
- **Judge CTSO / Proctor Testing -** Helped to judge FFA Subarea, hosted area schools at the Cooperative to proctor knowledge exams, judged FCCLA State, FBLA State, and State TSA. SCSC CTE offered District testing for area schools to participate in FBLA. Over 100 students participated in testing.
- **Professional Development:** Hosted and facilitated professional development in Survey of Business, Boss Laser Specialized training, CPR, STEM training, and CTE Updates.

Data Links: [DCTE Performance Summary Report](#)

Digital Learning - Virtual Arkansas

Funding Source: **ADE Grant – Act**

Competitive Grant: **No**

Restricted **Restricted**

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Hampton
Harmony Grove (Ouachita)
Junction City
Magnolia

Parkers Chapel
Smackover Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
John Ashworth	Virtual Arkansas Executive Director and Superintendent	EdS, MS, BS
Mindy Looney	Virtual Arkansas Interim 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
Christie Lewis	CTE Campus Director	BBA, MS
Samantha Carpenter	Concurrent Credit Campus Principal	EdS, MS, BS
Rachael Waltson	Learn Anywhere Academy (LAA) Program Principal	MS, BS

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

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

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

GOALS:

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

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

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

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

Customer Support Ratings	support/service measures on the 2023-2024 perception survey to administrators and counselors.
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PROGRAM SUMMARY:

Virtual Arkansas is a supplemental state virtual program that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 6th-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 2025-2026 School Year - Virtual Arkansas

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

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

- Helped Arkansas school districts and programs save over \$78,000,000 since 2014

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

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

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
Lauren Elmore	Medicaid Clerk	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 226 based on child count, December 1, 2025.

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 226 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 of de-escalation and behavior techniques in the preschool classroom, STEAM activities with early childhood literature, sensory processing, regulated classrooms, and mental health. The special education staff attended the ASEP Conference in Conway. This conference covered information presented by Arkansas behavior specialists, Sandy Crawley and Kelly Davis. Make and Take stations were available to create tools to promote regulated classroom behavior.

Our early childhood special education teacher continued participation in cohort 1 of the Early Childhood Pyramid Model Project, now renamed BASIC. 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 25-26 school year. This partnership allows for classroom observation and coaching of behavior methods by BASIC 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 25-26 school year.

Information released from the special education department of Data and Research showed the following data for the 2024-2025 school year. A total of 271 new referrals were processed throughout the year with 138 of the referred students qualifying and placed in early childhood special education. Of the 152 students exiting the program, 29 were reevaluated and found to be functioning at age level in all developmental areas; therefore, dismissed from special education. One hundred twenty-one were kindergarten eligible and transitioned to the K-12 special education program. The remainder of student exits were due to students moving out of district or reaching maximum age for early childhood services. Data compiled on the 2024-2025 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 two of the six areas. These percentages are listed below.

	STATE TARGET	LEA RATE
Social Emotional-percentage showing substantial growth	91.08%	90.18%
Social Emotional-Percentage functioning within age limits	68.24%	48.30%
Knowledge and Skills-percentage showing substantial growth	91.90%	94.87%
Knowledge and Skills-Percentage functioning within age limits	59.64%	55.10%
Appropriate Behaviors-percentage showing substantial growth	91.65%	94.51%
Appropriate Behaviors-Percentage functioning within age limits	76.93%	67.35%

Gifted and Talented

Funding Source: **Local District Consortium**

Competitive Grant: **No**

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
Anna Warriner	Teaching & Learning Specialist	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)
VLOG Competition

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
Zach Anders	K-12 Dyslexia Specialist	M.Ed. in Administration & Supervision

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 2025-2026 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

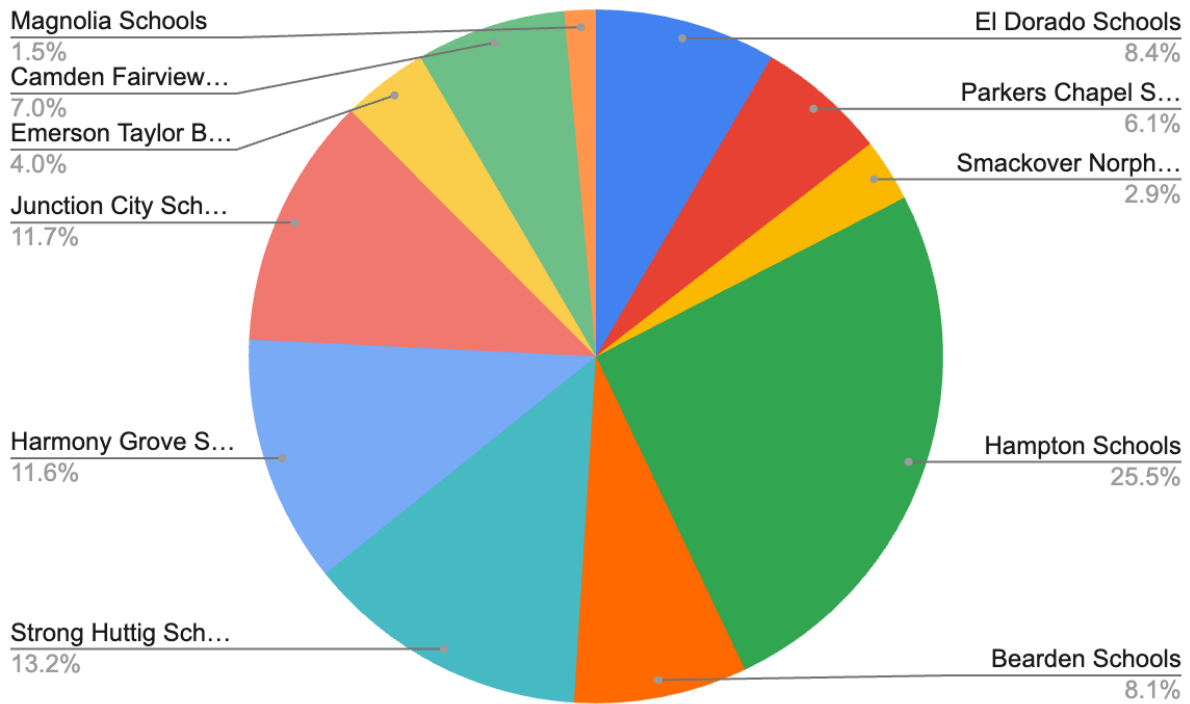
meetings for those schools specifically classified as Levels 3-5.

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 2025-2026 with Stacy Mahurin.
- Scheduled different Dyslexia program training opportunities
- 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 I Screenings.
- 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 136 hours of on site support to SCSC Area Districts.
- Attended statewide Dyslexia meetings.
- Dyslexia Specialist offered and support schools in training District and teachers in 3rd Grade Promotion Law
- Dyslexia Specialist supported all schools with 3rd Grade Promotion
- Dyslexia Specialist supported teachers with IRPs (Individualized reading Plan)
- Created a One Stop Dyslexia Resource page to go on our SCSC website
- Conducted observations of dyslexia programs being implemented
- **Individual District Support:**



K-12 Mathematics

Funding Source: **Department of Elementary and Secondary Education (DESE)**

Competitive Grant: **No**

Restricted

Non-Restricted

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	Licensure Area
Heather Rain	K-12 Mathematics Specialist	Master of Education in Building Administration	Building Level Administrator Curriculum Program Administrator

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 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, assisting schools with HQIM adoption and effective implementation, 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. The program also supports districts in strengthening instructional practices through ongoing HQIM implementation support, collaborative planning, instructional walkthroughs, and sustained coaching aligned to high-quality mathematics instruction. By leveraging data, research-based practices, and cross-district collaboration, the program drives measurable improvements in instructional quality and student math outcomes.

Key Accomplishments (2025-2026)

1. Professional Learning and Support

- Over 15 days and 90 hours of professional development were delivered to more than 140 educators across the South Central Service Cooperative region.
- Throughout the 2025-26 school year, the program provided targeted professional learning opportunities for teachers, instructional coaches, and administrators, with a strong emphasis on lesson internalization and improving instructional practices and student achievement.
- Ongoing, through-year support was offered via structured coaching cycles both individualized and group, ensuring sustained development and application of effective teaching strategies.
- Continued Math Curriculum Bootcamp offered at the cooperative over 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. Curriculum Bootcamp was also provided onsite for 3 school districts in the region.

- Launched the “Back to Basics” Initiative, a strategic effort focused on strengthening foundational instructional practices across the region. This initiative emphasized deep implementation of High-Quality Instructional Materials (HQIM) and standards-based instruction to build educator capacity, enhance instructional effectiveness, and support measurable student growth and achievement.

2. Instructional Leadership

- Provided the professional development Targeting Foundational Math Skills: Key Levers for Instructional Leaders to building leaders in the SCSC region.
- 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.

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.
- Facilitated with aligning curriculum with state standards.
- Developed data protocols to monitor student progress and inform instruction.
- Supported teachers with the HQIM implementation process.

4. Data-Driven Improvement

- Conducted instructional walkthrough and data reviews, identifying targeted areas for support.
- 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.

Artifacts

Professional Development Opportunities Offered Summer 2025

Math Curriculum Bootcamp	3 days Audience: Math Teachers, Instructional Facilitators, Instructional Leaders Blurb: Take something off of your plate! Want to have your first nine weeks planned before you begin the school year? Well, that is our goal as you embark with your curriculum and colleagues from across our co-op over three days this summer. Facilitators will guide you through the process of preparing as you work with grade level peers in your content area. During your time at the SCSC Curriculum Bootcamp, you will pace out the 1st 9 weeks of instruction, explore essential standards, crosswalk standards and curriculum, make connections with Depth of Knowledge and the ATLAS Assessment, tackle proficiency scales, and create common formative assessments. Educators will take charge and help lead the work. Educators will also help contribute to a Padlet that will be created for each curriculum. TESS Components: 1e, 1a, 1f, 1c. Participants will need to bring a device, their curriculum, and any resources they use to teach this content. Credit Hours: 18
Elevate Math Fluency: Kick-off Session	Audience: Math Teachers, Instructional Facilitators, Instructional Leaders Blurb: 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! 1a, 1e, 2b Credit Hours: 6
Elevate Math Fluency: Addition/Subtraction of Whole Numbers	Audience: Math Teachers, Instructional Facilitators, Instructional Leaders Blurb: Take your math instruction to the next level in this dynamic session designed to empower educators with innovative strategies for building fluency in addition and subtraction of whole numbers. Explore engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence.

	<i>Please Note: This advanced training has a prerequisite one day session, Elevate Math Fluency: Kick-off, which should be completed prior to attending.</i> Credit Hours: 6
Elevate Math Fluency: Multiplication/Division of Whole Numbers	Audience: Math Teachers, Instructional Facilitators, Instructional Leaders Blurb: Take your math instruction to the next level in this dynamic session designed to empower educators with innovative strategies for building fluency in multiplication and division of whole numbers. Explore engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence. <i>Please Note: This advanced training has a prerequisite one day session, Elevate Math Fluency: Kick-off, which should be completed prior to attending.</i> Credit Hours: 6
Arkansas Math Standards Analysis	Audience: Math Teachers, Instructional Facilitators, Instructional Leaders Blurb: Enhance your understanding of the Arkansas Math Standards with this professional development session designed to support educators in analyzing and applying state-aligned instructional strategies. Participants will explore key mathematical concepts, identify areas of focus, and discuss best practices for effective implementation. This session will provide practical tools and insights to strengthen student engagement, critical thinking, and problem-solving skills in alignment with state expectations. Perfect for educators seeking to refine their instructional approach and ensure student success in mathematics. Credit Hours: 6

School A: Data

5th Grade Math				
	Level 1	Level 2	Level 3	Level 4
2025	15	40	32	13
2026	13	25	33	28
6th Grade Math				
2025	36	42	19	3
2026	18	51	24	6
7th Grade Math				

2025	40	23	29	7
2026	14	33	38	15
8th Grade Math				
2025	33	27	20	20
2026	22	35	19	24
<u>Data Analysis</u> The school demonstrated notable growth in mathematics achievement from 2025 to 2026, particularly in reducing the percentage of students performing at Level 1 while increasing the number of students performing at Levels 3 and 4. These shifts indicate positive movement toward grade-level proficiency and advanced performance, reflecting the impact of targeted instructional support, HQIM implementation, standards-based instruction, and intentional intervention efforts. Key highlights include: - One grade level reduced Level 1 performance from 40% to 14%, while simultaneously increasing Level 3 and 4 performance from a combined 36% to 53%. This reflects substantial movement of students from intervention-level performance into proficient and advanced categories. - Another grade level showed exceptional growth in advanced achievement, with Level 4 increasing from 13% to 28%, more than doubling the percentage of students performing at the highest level. - Across multiple grade levels, Level 1 percentages decreased significantly: 36% → 18% 40% → 14% 33% → 22% These reductions highlight strong instructional responsiveness and successful support systems for struggling learners. - Student performance in Levels 3 and 4 increased consistently across nearly all groups: 45% → 61% 22% → 30% 36% → 53% 40% → 43% This demonstrates meaningful growth in student mastery and readiness for rigorous grade-level mathematics. - Several grade levels also experienced increased Level 2 performance while decreasing Level 1, indicating that students are progressing steadily through performance bands and building stronger foundational understanding.				

3rd Grade Math				
	Level 1	Level 2	Level 3	Level 4
2025	30	37	30	3
2026	14	48	24	14
4th Grade Math				
2025	33	30	23	13
2026	17	43	30	10
5th Grade Math				
2025	47	38	9	6
2026	30	30	27	13
6th Grade Math				
2025	16	60	20	4
2026	35	21	29	15

Data Analysis

The school demonstrated several strong areas of growth in mathematics achievement from 2025 to 2026, particularly in reducing the percentage of students performing at Level 1 and increasing the number of students performing in Levels 3 and 4. The data reflects positive movement toward grade-level proficiency and advanced achievement across multiple grade levels, highlighting the impact of focused instructional support, standards-based instruction, and HQIM implementation.

3rd Grade Math

3rd grade showed substantial overall growth, particularly in reducing the number of students performing at Level 1 and increasing advanced achievement. Level 1 performance decreased significantly from 30% to 14%, while Level 4 performance increased from 3% to 14%—more than quadrupling the percentage of students performing at the highest level. Additionally, Level 2 performance increased from 37% to 48%, indicating that many students moved out of intensive support levels and demonstrated stronger foundational understanding.

4th Grade Math

4th grade demonstrated encouraging growth trends with a notable reduction in Level 1 performance from 33% to 17%. At the same time, Level 3 performance increased from 23% to 30%, showing more students reaching proficiency. While Level 4 remained relatively stable, the overall shift away from Level 1 reflects improved instructional effectiveness and stronger student performance across the grade level.

5th Grade Math

5th grade experienced some of the strongest gains across the school. Level 1 performance dropped dramatically from 47% to 30%, while Level 3 performance tripled from 9% to 27%. In addition, Level 4 performance more than doubled from 6% to 13%. These gains indicate significant student growth and suggest that targeted intervention efforts and increased rigor in instruction positively impacted student achievement.

6th Grade Math

6th grade demonstrated impressive growth at the upper performance levels. Level 3 increased from 20% to 29%, and Level 4 rose substantially from 4% to 15%, nearly quadrupling advanced performance. While Level 1 increased, the data also reflects a major decrease in Level 2 from 60% to 21%, suggesting a large movement of students into higher achievement categories. This shift indicates that many students progressed beyond approaching proficiency and into proficient and advanced levels.

Overall Mathematics Trends

Across grades 3–6, the school showed measurable improvement in student performance, particularly through:

- Significant reductions in Level 1 performance in most grade levels
- Strong increases in Levels 3 and 4 achievement
- Increased percentages of students demonstrating proficiency and advanced understanding
- Evidence of successful instructional alignment and targeted support systems

Overall, the data reflects a positive trajectory in mathematics achievement and demonstrates the impact of intentional instructional planning, HQIM implementation, standards-aligned practices, and focused academic support for students and teachers.

Media Center Program

Funding Source: **SCSC/LEA/ECHSPED**

Competitive Grant: **No**

Restricted

Non-Restricted

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
Caitlyn McDonald	Media Secretary	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, mugs, 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 559 teachers, classified employees, substitutes and SCSC employees. Over 1,094 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.

Math & Science Consortium

Funding Source: **LEAs in the Consortium**

Competitive Grant: **No**

Restricted

Non-Restricted

Participating Districts

Bearden

Smackover Norphlet

Personnel

Name	Position	Degree
Amy Sanchez	Teacher Center Coordinator	Ed. S.
Renee Bearden	Science Specialist	Masters
Heather Rain	Math Specialist	Masters

Goal and Training Topics

The Math and Science Project: Back to the Basics represents a strategic shift in the work of the South Central Service Cooperative (SCSC) STEM Consortium, refocusing efforts on strengthening high-quality core instruction in math and science classrooms. Building on more than two decades of support through the former Math, Science, and Technology (MST) Consortium—and later an emphasis on Instructional Technology Integration (ITI)—this initiative reflects an intentional return to foundational instructional practices that drive student achievement.

This program is designed to increase teacher capacity through a comprehensive system of support that includes hands-on professional development, curriculum bootcamps, instructional coaching, and alignment tools. The focus is on ensuring strong alignment to standards, intentional lesson design, effective use of data to inform instruction, and the establishment of high academic expectations for all students.

Through this work, participating teachers deepen their understanding of standards-based instruction and strengthen their ability to design and deliver lessons that lead to measurable student growth. The project emphasizes not only what is taught, but how it is taught—ensuring that instruction is purposeful, rigorous, and responsive to student needs.

The Math and Science Project reflects SCSC's commitment to evolving with the needs of schools while maintaining a clear focus on what has the greatest impact: effective teaching and improved student outcomes.

Major Highlights of the Year

The Science Project: Back to the Basics (Pilot year)

This new initiative is about strengthening the foundation. We're digging into high-quality, standards-based instruction—work that supports teachers and leads to real student growth. With hands-on PD, curriculum bootcamps, instructional coaching, and alignment tools, we are keeping the focus on what matters most: alignment to the standards, planning with purpose, using data to guide decisions, raising academic expectations, and teaching with impact. Whether it's strengthening lesson design, aligning instruction to standards, or making sure assessments truly reflect what students are learning—this work is about increasing teacher capacity. The goal is simple: equipping teachers with the tools, support, and confidence to help every student grow and achieve. Unfortunately, only two teachers (one district) participated in this initiative this year.

Biology Data: (focus lowest 25%)

100% (10/10) students in the lowest 25% showed growth Interim 1 v. Summative 2024*

30% (3/10) students in the lowest 25% showed growth Interim 2 v. Interim 1

100% (10/10) students in the lowest 25% showed growth Interim 2 v. Sum 2024*

78% (7/9) students in the lowest 25% showed growth Interim 2 v. Sum 2026

100% (10/10) students in the lowest 25% showed growth Sum 2024* v. Sum 2026

*(gap year Physical Science-no ATLAS test-2024 8th Grade ATLAS Data)

Biology Data: (All Students)

74% (28/38) showed growth Interim 1 v. Summative 24*

44.7% (17/38) showed growth Interim 2 v. Interim 1

82% (31/38) showed growth Interim 2 v. Summative 2024*

61% (22/36) showed growth Interim 2 v. Summative 2026

92% (34/37) showed growth Summative 2026 v. Summative 2024*

*(gap year Physical Science-no ATLAS test-2024 8th Grade ATLAS Data)

4th Grade Science Data: (focus lowest 25%)

50% (4/8) in the lowest 25% showed growth Interim 1 v. Summative 2025

63% (5/8) in the lowest 25% showed growth Interim 2 v. Interim 1

63% (5/8) in the lowest 25% showed growth Interim 2 v. Summative 2025

50% (3/6) in the lowest 25% showed growth Interim 2 v. Summative 2026

86% (6/7) in the lowest 25% showed growth Summative 2026 v. Summative 2025

4th Grade Science Data: (All Students)

32% (10/31) showed growth Interim 1 v. Summative 2025

61% (19/31) showed growth Interim 2 v. Interim 1

55% (17/31) showed growth Interim 2 v. Summative 2025

68% (19/28) showed growth Interim 2 v. Summative 2026

66% (19/29) showed growth Summative 2026 v. Summative 2025

The Math Project: Back to the Basics (Pilot Year)

The goal of the *Back to Basics* Mathematics Initiative was to strengthen core instructional practices through the implementation of high-quality, standards-based instruction focused on improving student achievement and mathematical proficiency. The initiative

emphasized HQIM implementation, instructional coaching, intentional lesson design, data-driven decision making, and targeted intervention support to build teacher capacity and ensure rigorous, aligned instruction. Through focused support and collaborative professional learning, the initiative aimed to increase student growth, reduce learning gaps, and create consistent, effective mathematics instruction across participating classrooms and schools.

8th Grade Math Data: (Lowest 25%)

38% (6/16) of students in the bottom 25% demonstrated growth from Summative 2025 vs. Fall Interim 2025.

50% (8/16) of students in the bottom 25% demonstrated growth from Fall 2025 Interim vs. Winter 2026 Interim.

75% (12/16) of students in the bottom 25% demonstrated growth from Summative 2025 vs. Winter 2026 Interim.

81% (13/16) of students in the bottom 25% demonstrated growth from Winter 2026 Interim vs. Summative 2026.

94% (15/16) of students in the bottom 25% demonstrated growth from Summative 2025 vs. Summative 2026.

8th Grade Math Data: (All Students)

61% (49/80) of students demonstrated growth from Summative 2025 vs. Fall Interim 2025.

63% (50/80) of students demonstrated growth from Fall 2025 Interim vs. Winter 2026 Interim.

51% (41/80) of students demonstrated growth from Summative 2025 vs. Winter Interim 2026.

68% (54/80) of students demonstrated growth from Winter 2026 Interim vs. Summative 2026.

71% (57/80) of students demonstrated growth from Summative 2025 vs. Summative 2026.

Key Outcomes & Growth Highlights

- 15 out of 16 students demonstrated positive scale score growth from Grade 7 to Grade 8 mathematics.
- Several students showed substantial gains, including:
 - +33 points
 - +28 points
 - +27 points
 - +24 points
 - +21 points
- The average scale score growth across the group was strong, particularly considering the high percentage of students who entered 8th grade performing at Level 1.

Student Achievement Movement

- Multiple students who previously performed at Level 1 demonstrated enough growth to move into Level 2 and Level 3 performance categories by the end of 8th grade.
- One student advanced from Level 1 to Level 3, reflecting significant academic growth and demonstrating the impact that intentional instructional support and intervention structures can have on student outcomes.

- Several additional students moved from Level 1 to Level 2, indicating measurable progress toward grade-level proficiency.

Evidence of Back to Basics Impact

The results reflect encouraging evidence that the *Back to Basics* initiative is positively impacting instructional practices and student performance outcomes through:

- Stronger alignment to standards and learning targets
- Increased instructional clarity and rigor
- More intentional use of student data to guide instruction
- Focused intervention and scaffolding for struggling learners
- Consistent emphasis on foundational mathematical skills

While many students in this subgroup remained within the Level 1 performance band, the scale score growth data indicates that students are making meaningful academic progress and building stronger mathematical foundations. This is particularly important when working with historically low-performing and high-needs student groups, where growth trajectories often precede large-scale performance band shifts.

Overall, the focused support provided through the *Math and Science Project: Back to the Basics* helped create momentum toward improved mathematics achievement by strengthening instructional systems, increasing teacher support, and prioritizing high-impact practices that support student growth.

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
Camden Fairview
El Dorado

Magnolia
Hampton
Harmony Grove

Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree	Certification
	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. This year due to hiring freezes and budget cuts our cooperative region was supported by other CHNS in the state to provide the basic support needed.

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
Amy Sanchez	Teacher Center Coordinator	Education Specialist
Karen Lutman	Secretary	High School
Caitlyn McDonald	Secretary, Print Shop	High School
Erin Boyd	Summer Intern 2025	College Student

Goal

The Teacher Center Coordinator (TCC) is responsible for maintaining a comprehensive “big picture” view of K–12 professional development to support and enhance school improvement across all 11 school districts within our cooperative region. At the start of the 2025–2026 school year, our focus centered on partnering with schools identified as needing additional support.

Instructional specialists, in collaboration with the TCC and director, began compiling and disaggregating data across all districts and individual schools. A centralized spreadsheet was developed to streamline this process, allowing for a clear focus on schools identified with D and F ratings. This work has been further strengthened through the continued use of My School Info, LEA Insights, and the ATLAS Portal to gather and analyze additional data.

With the implementation of new grant goals for our SCSC Dyslexia, Math, and Science Specialists, we were able to examine more targeted data aligned to the specific districts they support. This has allowed for a more strategic and focused approach to providing differentiated support where it is needed most.

We continue to systematically track both virtual and face-to-face support provided to our districts to ensure alignment with schools demonstrating the greatest needs, as identified through state data. The cooperative monitors the efforts of all staff members who directly impact and support schools, including content specialists, the CTE Coordinator, Technology Coordinator, Mentoring Support Specialist, Teacher Center Coordinator, and Director.

This comprehensive tracking process enables the collection of both quantitative and qualitative data, which informs our Performance Reports, grant requirements, and other targeted initiatives. By analyzing this data, our team is able to maintain a clear and strategic understanding of how to best support our schools.

SCSC staff compiled detailed records of each school and the number of support sessions provided. Specialists assigned to specific buildings also maintained documentation aligned with DESE reporting requirements.

Throughout the 2025–2026 school year, staff continued to build capacity and provide support aligned to key DESE initiatives, including High-Quality Instructional Materials (HQIM), Dyslexia, Success Ready Pathways, Course Code Updates, LEARNS, the Key Lever Walkthroughs, the Arkansas Accountability Program (AR APP), Communities of Practice (COP), ATLAS Interim and Summative Assessments, K–2 ATLAS Screeners and Testlets, Cybersecurity Awareness, Beginning Administrators’ Mentoring, ESOL Strategies for Coordinators, and Strategic work with D/F instructional teams and leaders while maintaining the expectations of newly enacted legislation impacting education.

A comprehensive list of workshops delivered by SCSC staff, specialists, DESE, and guest presenters during the 2025–2026 school year is included at the conclusion 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, and Teacher Center/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/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

We continued to focus on communicating with our districts to share information about professional development, incorporating the latest standards and Arkansas Learning Descriptors (ALDs), LEARNS, and the ATLAS portal for both common and summative assessments and screeners. 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. We encourage all staff take our SCSC User Satisfaction Survey, regularly take a look at updates to our SCSC Website, shared with principals and teachers on how best to find professional development by topic applicable to their needs when using our Google Site, clarify and explain ESC Works FAQs when asked, showcased trainings and workshops, and incorporated 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 507 school employees from our 11 districts complete our SCSC User Satisfaction Survey this year. We will 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 2025-26 was to continue to support schools in interpreting and implementing the updated standards and success criteria spelled out by the state, and assist them with preparation and data disaggregation with the different ATLAS assessments. 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 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 D Districts in developing sustainable systems of effective practices.

Moreover, we are encouraging our educators to attend trainings in Inclusive Practices, High Quality Instructional Materials, Mental Health Awareness, Tier 1 Instructional Practices, Classroom Management and Procedures, ESOL strategies, 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. From this, we determined a needed offering included the Math and Science Bootcamps.

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: Where we were 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 2025-May 2026, our instructional team logged an average of 1243 hours, up from 913 hours last year 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 continually exceeds 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. The South Central Service Cooperative (SCSC) Administrator Retreat, held July 8–10, 2025, at DeGray Lake State Park and Lodge, provided 15.5 hours of professional development designed to strengthen leadership capacity, improve student outcomes, and support districts in meeting ADE accountability expectations. Featured speaker Andrew Marotta led multiple sessions focused on effective leadership practices, school culture, and decision-making, while also facilitating interactive activities to promote collaboration and problem-solving among administrators. Additional presentations included a regional teacher showcase highlighting innovative instructional practices and real-world applications to enhance student engagement and achievement.

The retreat also focused on building data literacy and strategic planning skills through collaboration with Ashley Daniel from the Office for Education Policy at the University of Arkansas, who guided participants in analyzing ATLAS assessment data. SCSC staff, including Marie A. Boone, supported administrators in identifying priority areas, developing annual ratings plans, and aligning targeted supports to improve accountability outcomes. On the final day, Jane Balgavy led a session on communication and stakeholder engagement, equipping leaders with strategies to proactively manage district image and strengthen community trust. Overall, the purpose of the retreat was to equip administrators with actionable strategies in leadership, data use, and communication to drive continuous school improvement.

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 Bailey Education Group to provide professional development that was specific to the needs of each district. Superintendents met with representatives from these organizations to set up systems of support for their building leaders. 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.

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 McMahan 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.

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	6995	116.58
Camden Fairview	9050	150.83
El Dorado	4840	80.67
Emerson Taylor Bradley	2448	40.80
Hampton	5770	96.17
Harmony Grove	3580	59.67
Junction City	13495	224.92
Magnolia	5555	92.58
Parkers Chapel	3230	53.83

Smackover Norphlet	8595	143.25
Strong Huttig	8135	135.58

TABLE B

Percentage of Support to SCSC Districts

***Support does not include State Literacy Specialist Support.**

Count of School District

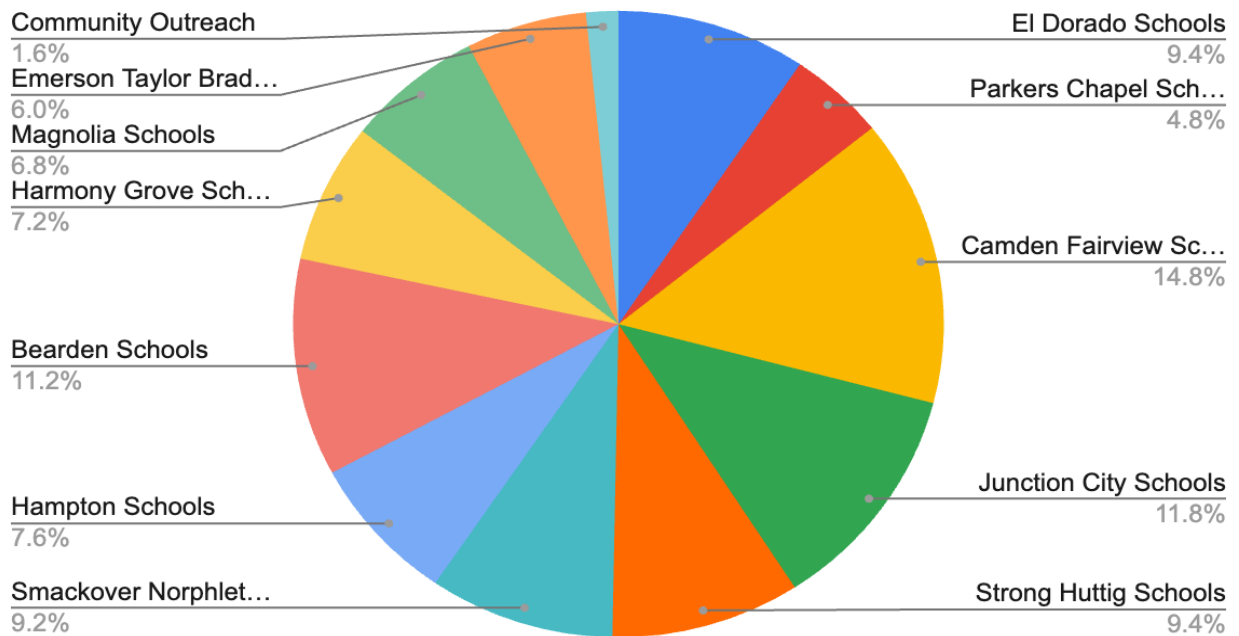
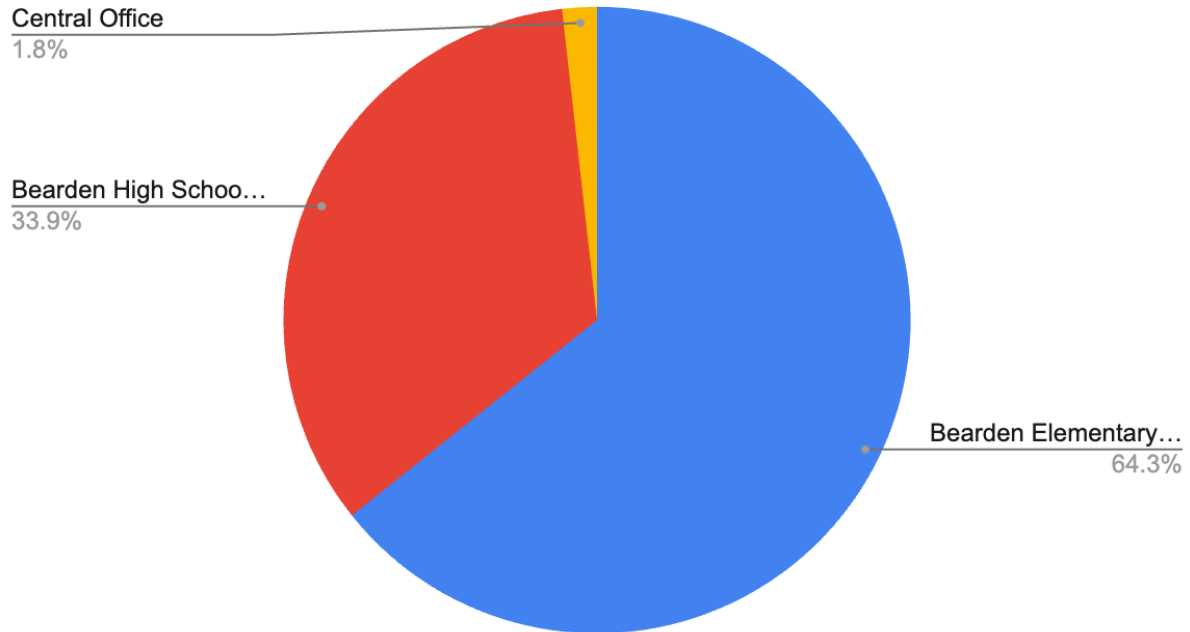


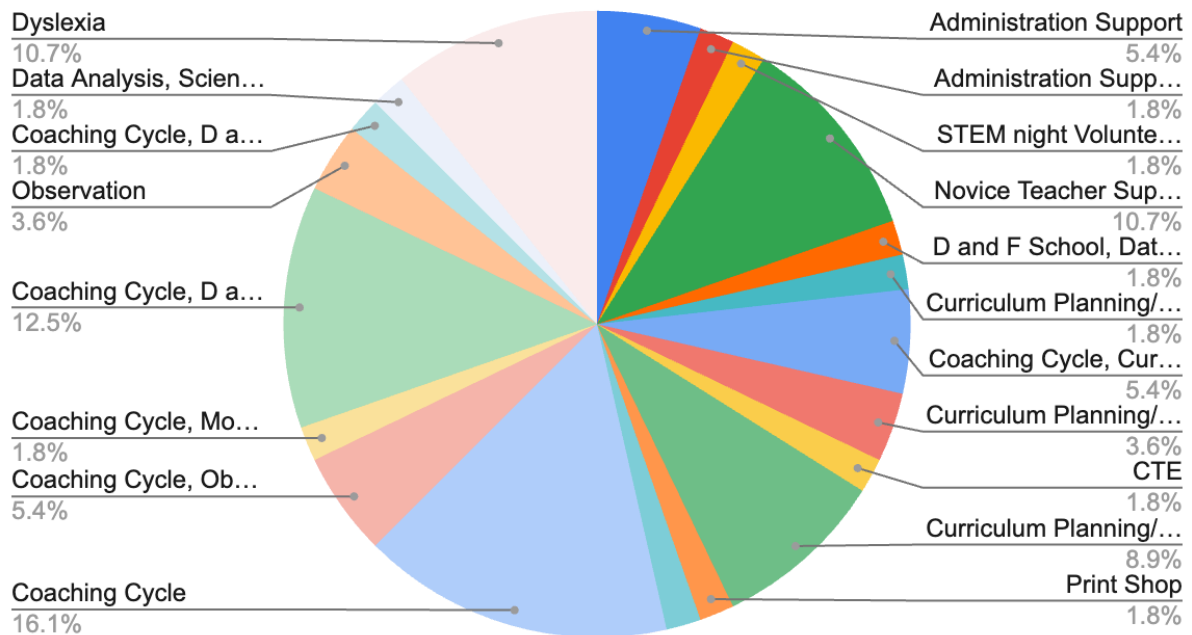
TABLE C

Individual Support of SCSC Districts

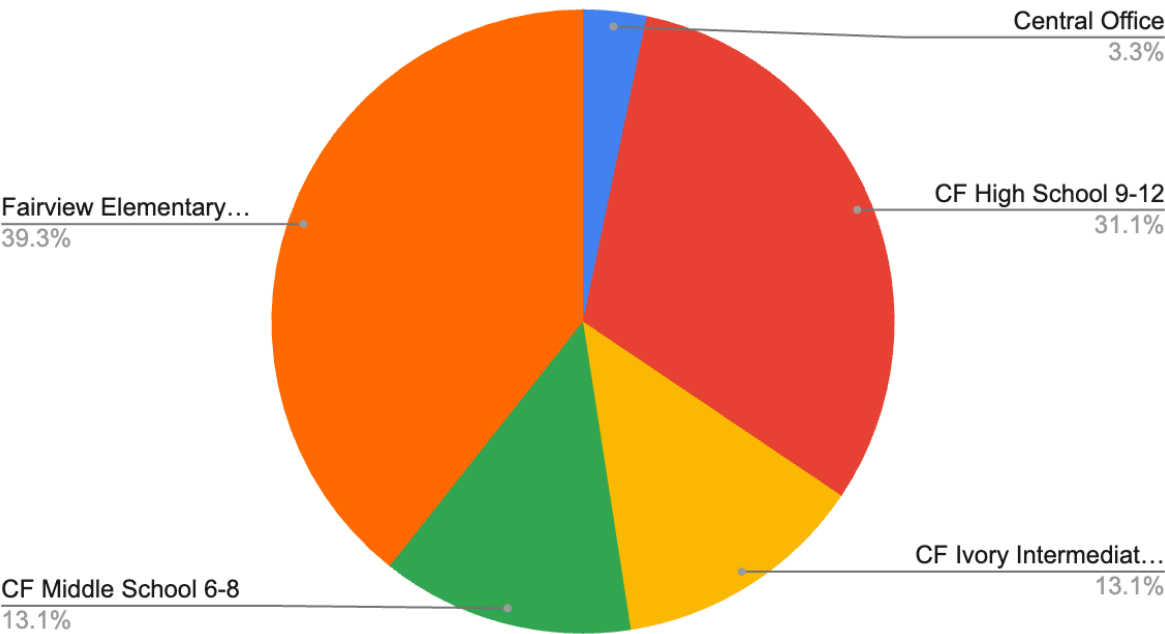
Bearden School District



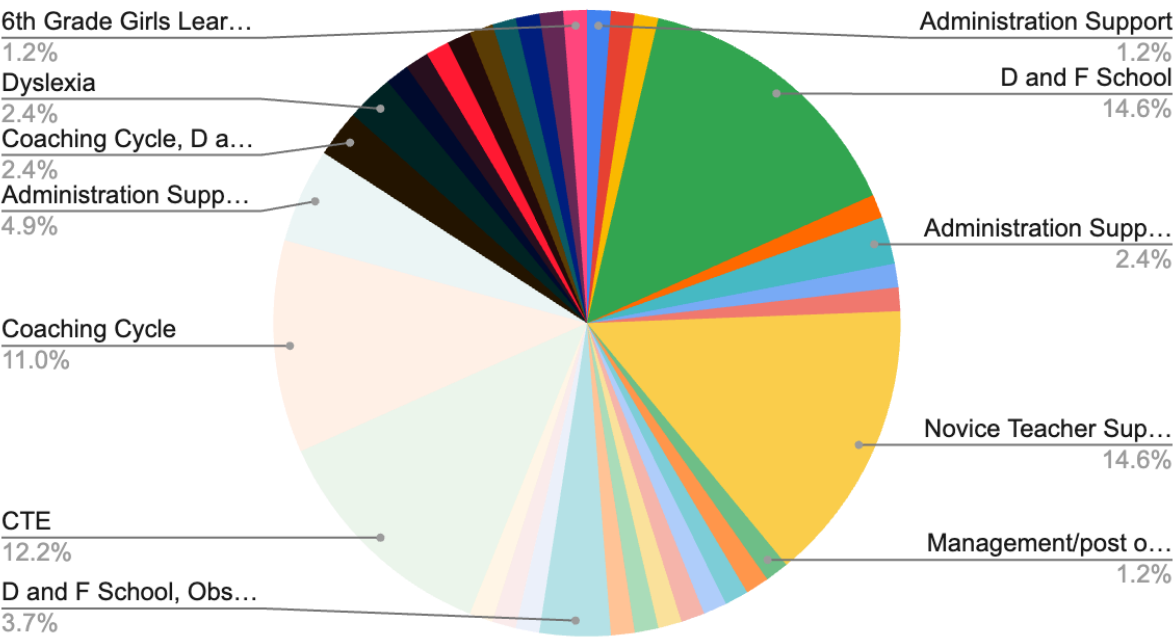
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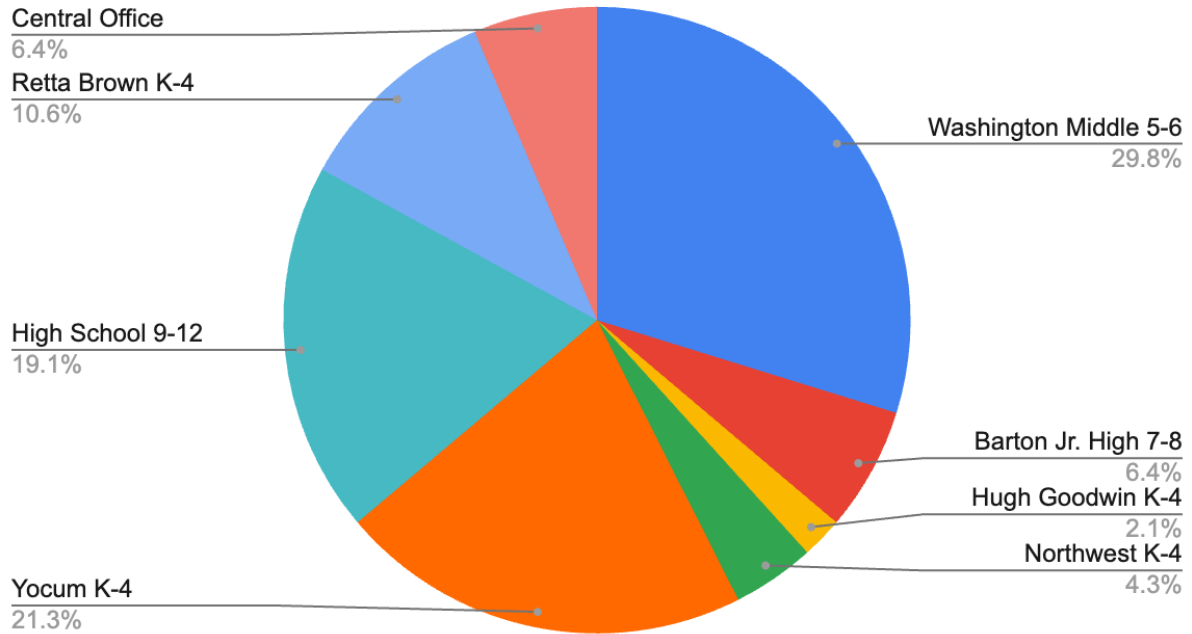
Camden Fairview School District



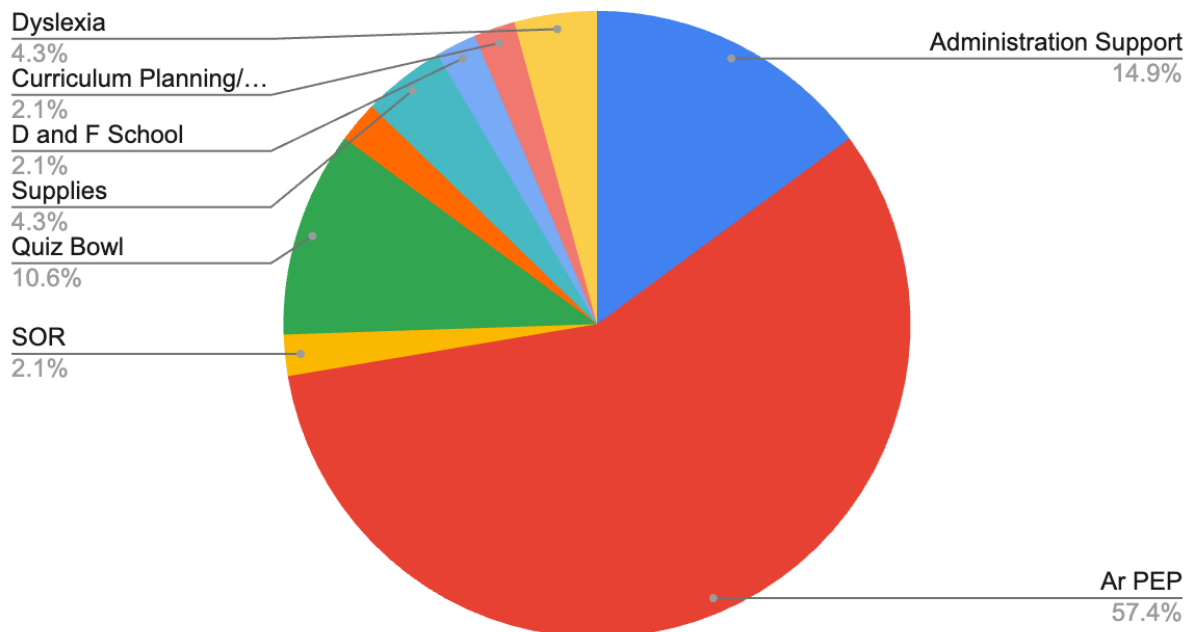
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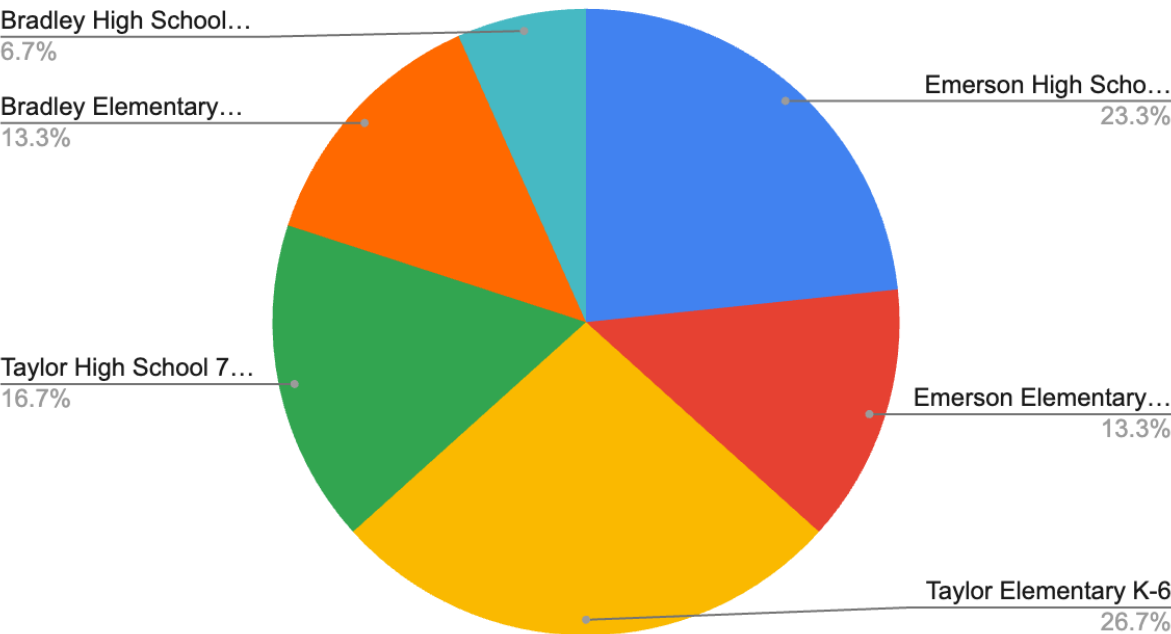
El Dorado School District



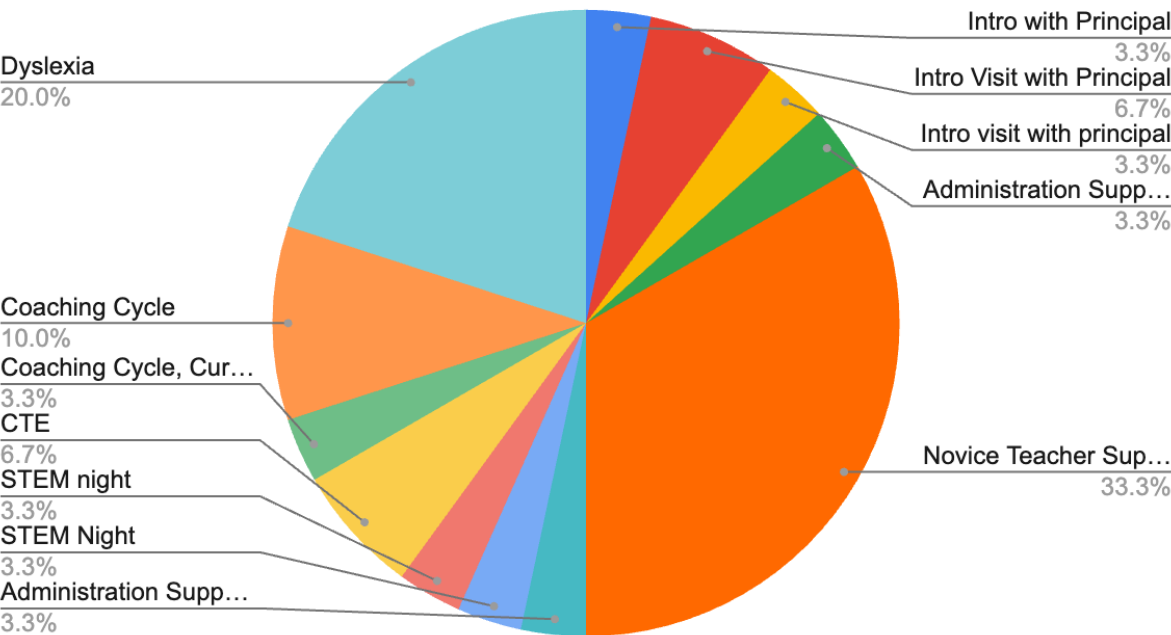
El Dorado Support Rendered



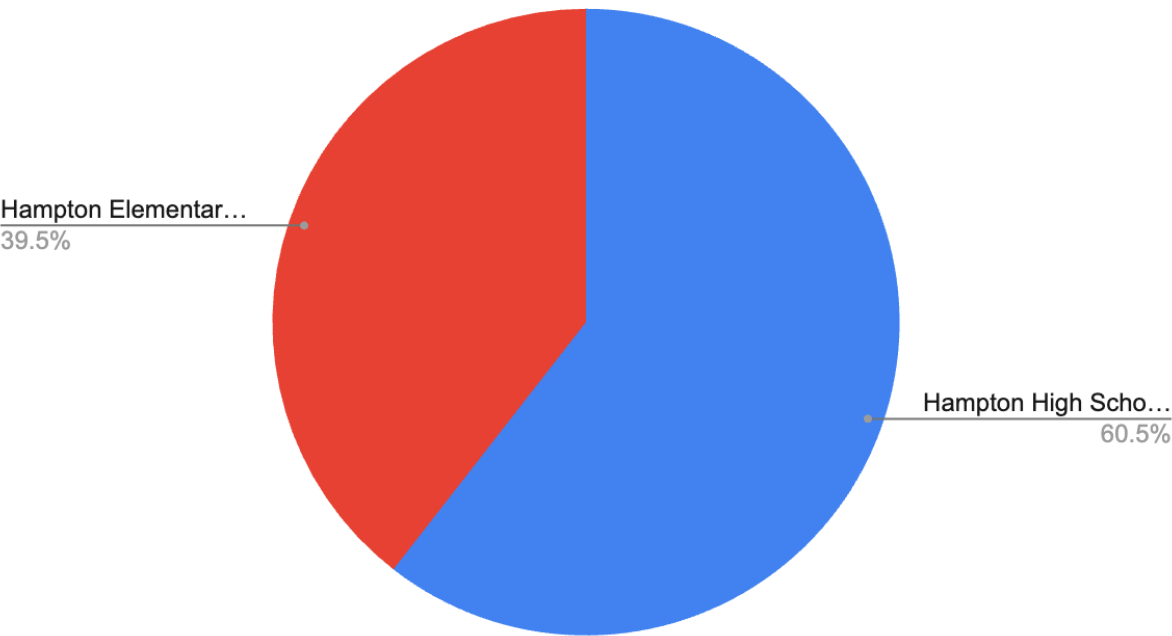
Emerson Taylor Bradley School District



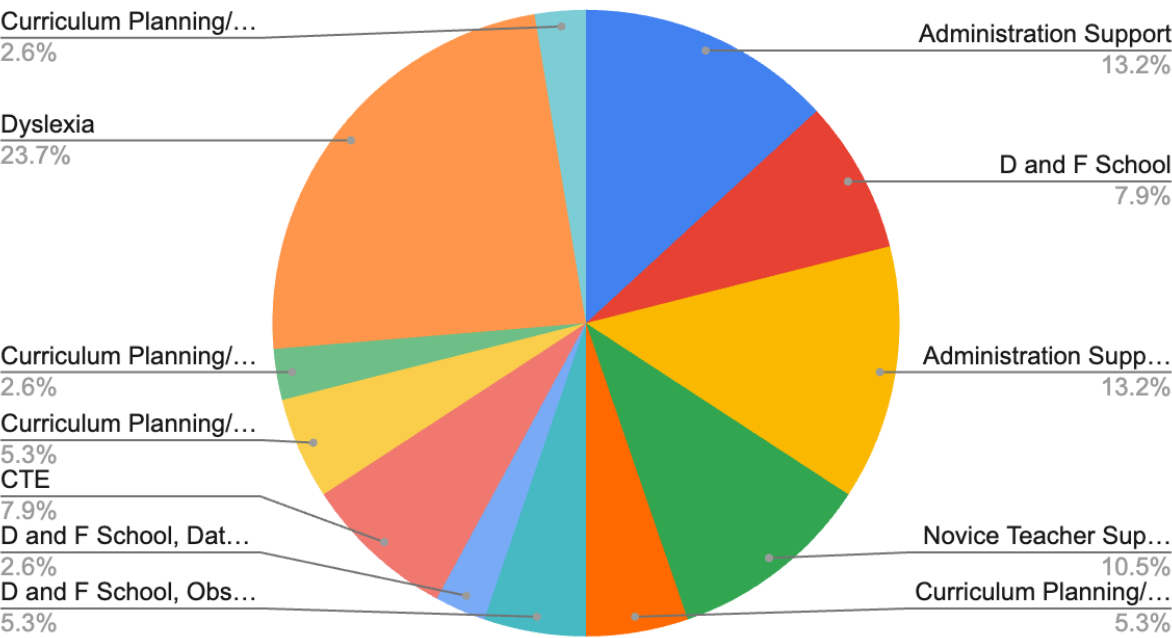
Emerson Taylor Bradley Support Rendered:



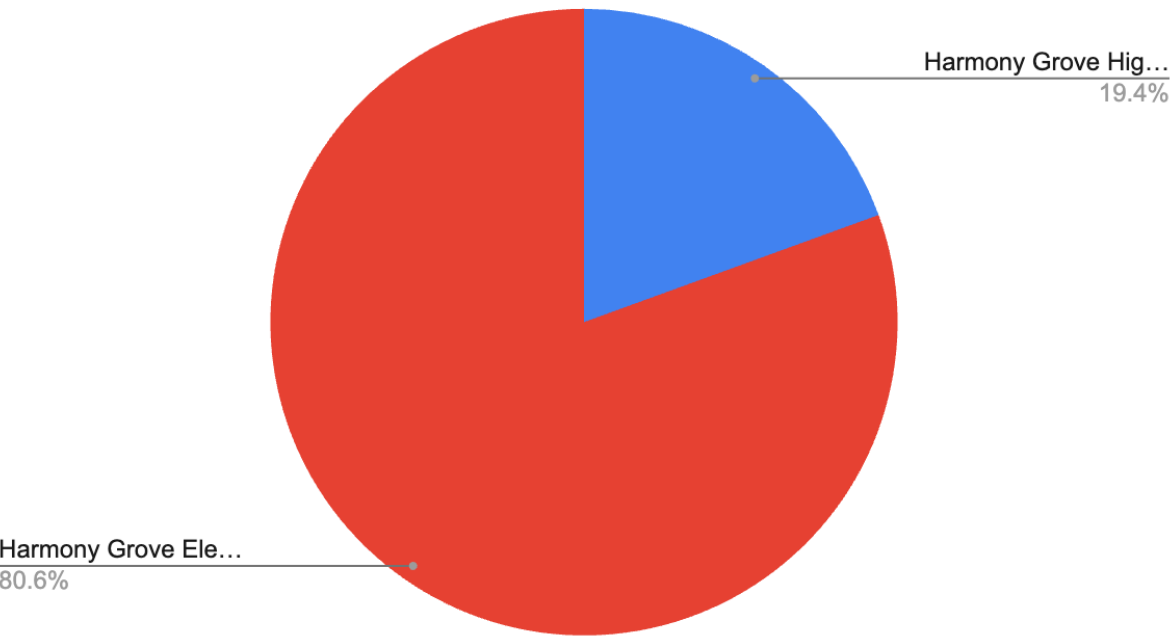
Hampton School District



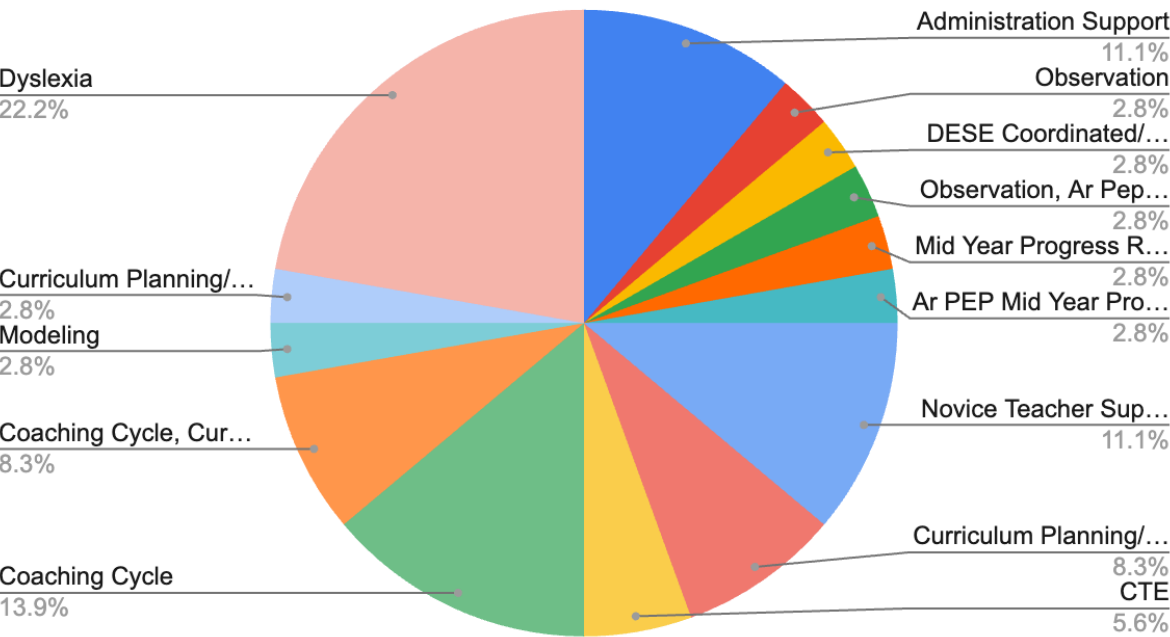
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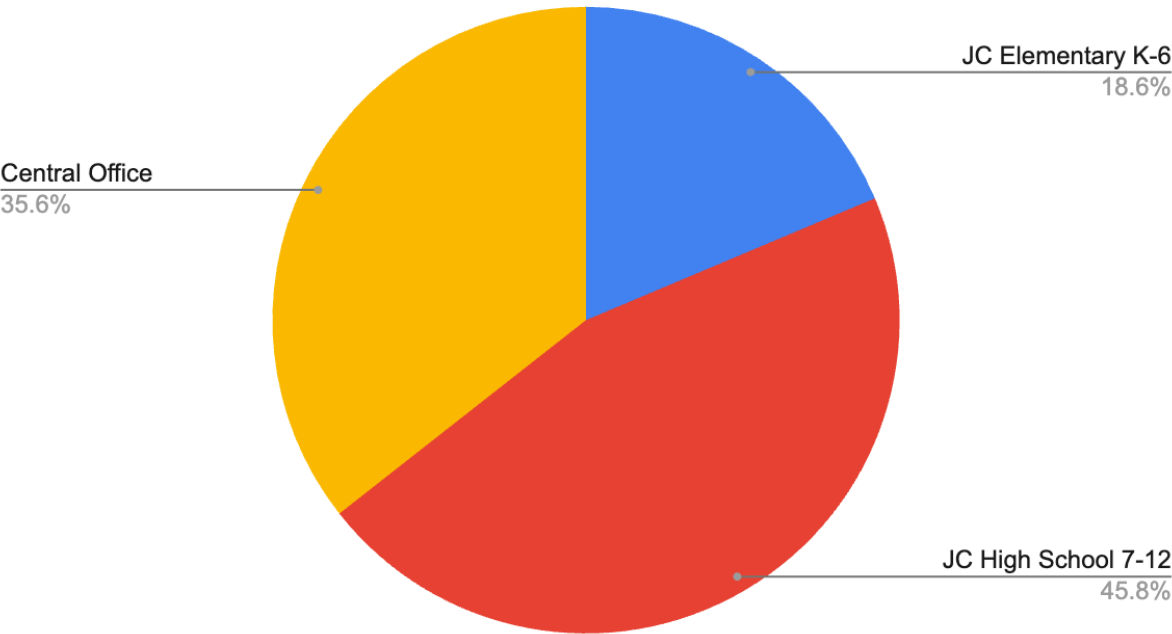
Harmony Grove School District



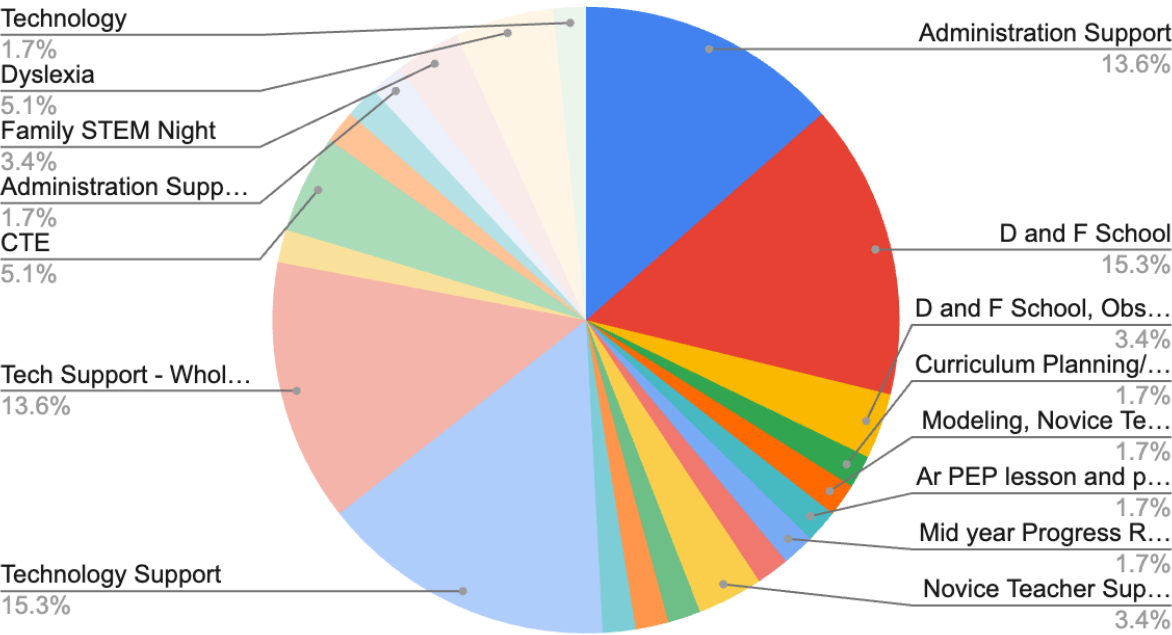
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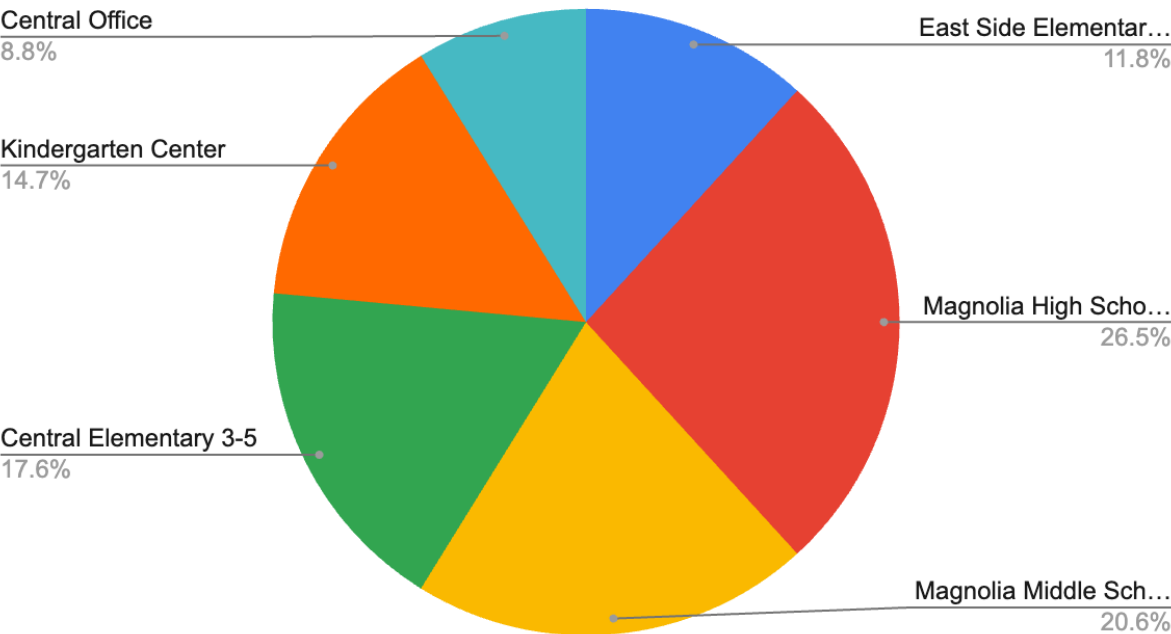
Juction City School District



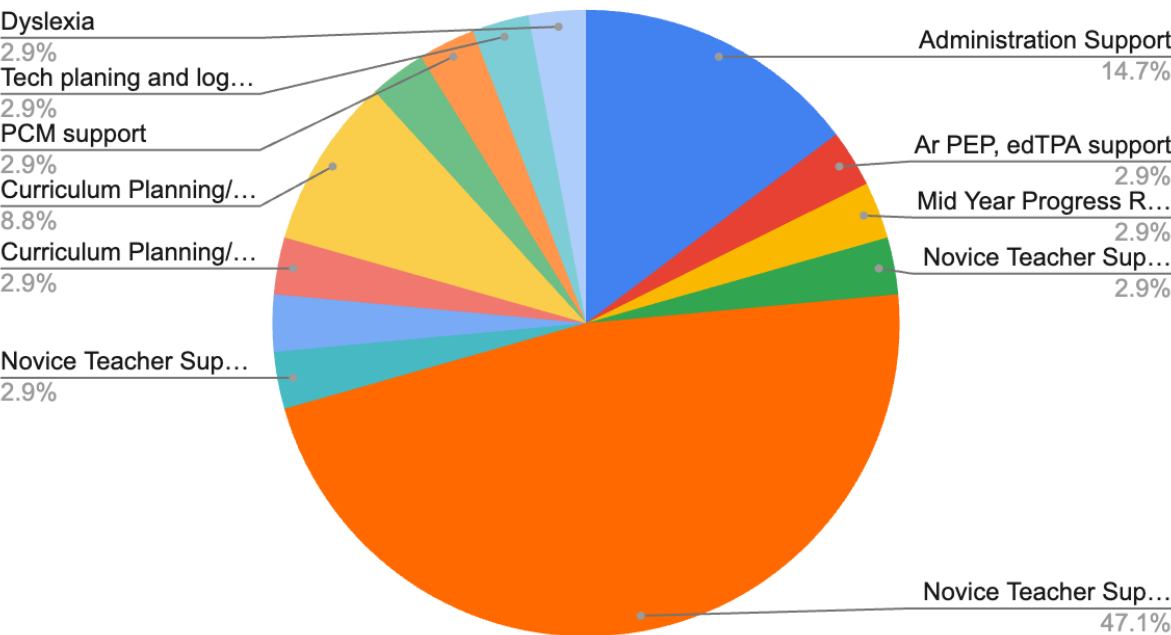
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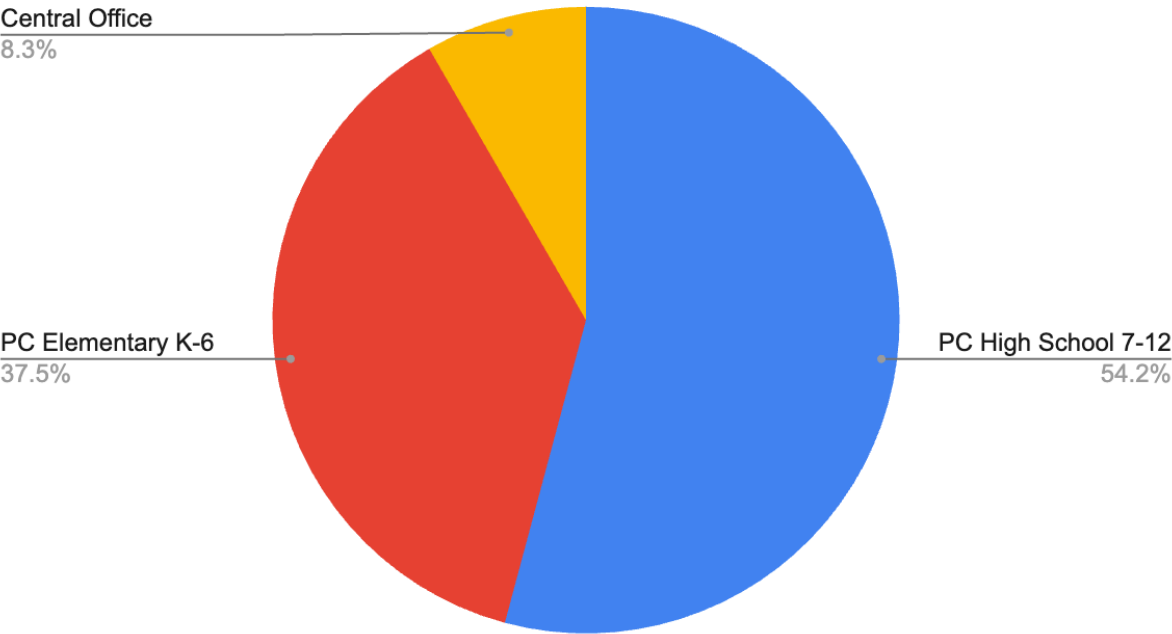
Magnolia School District



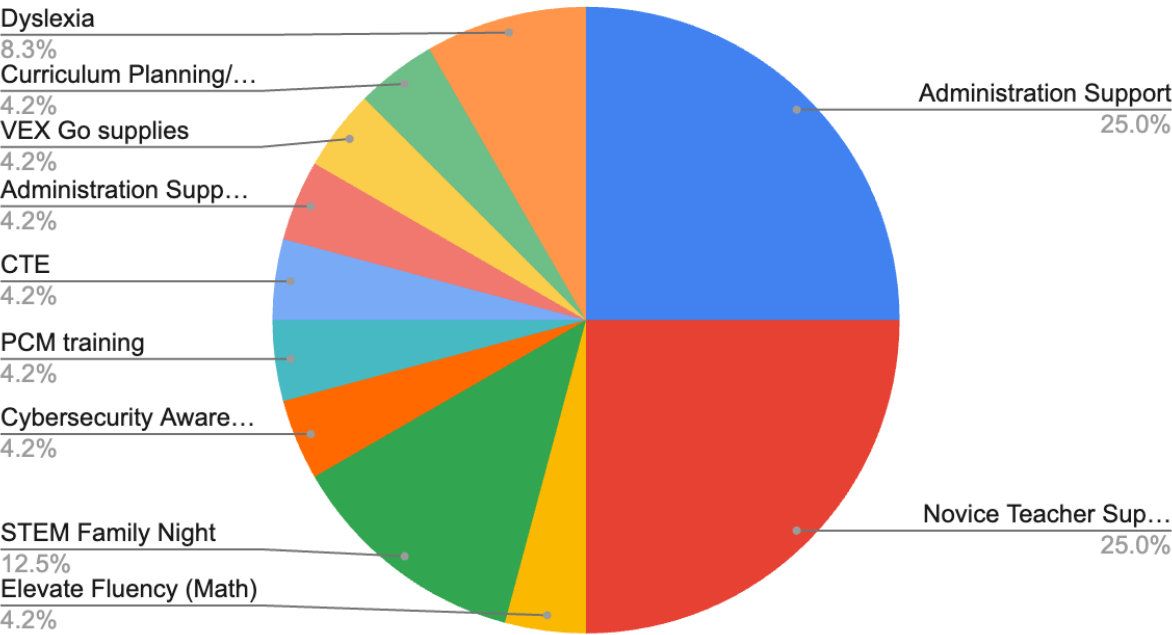
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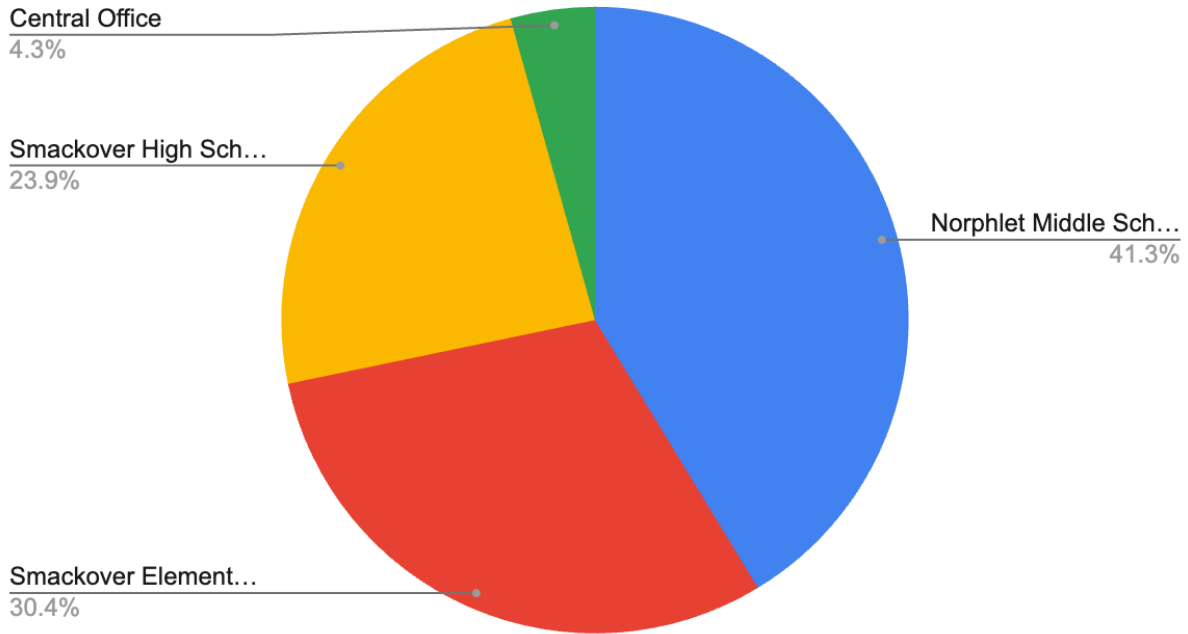
Parkers Chapel School District



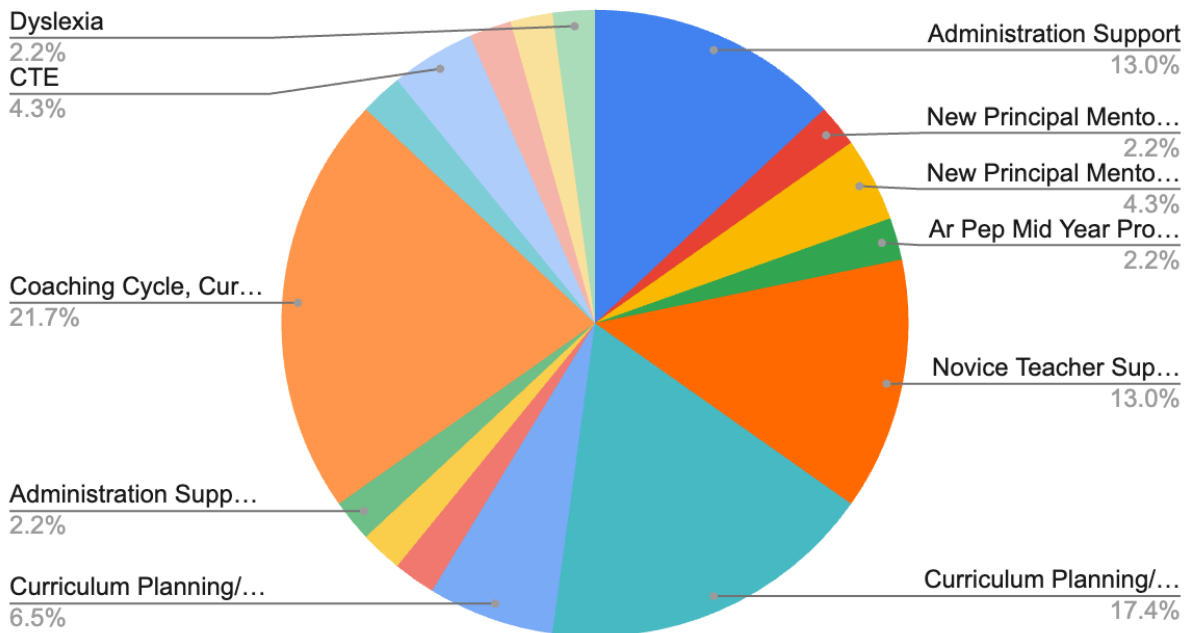
Parkers Chapel Support Rendered:



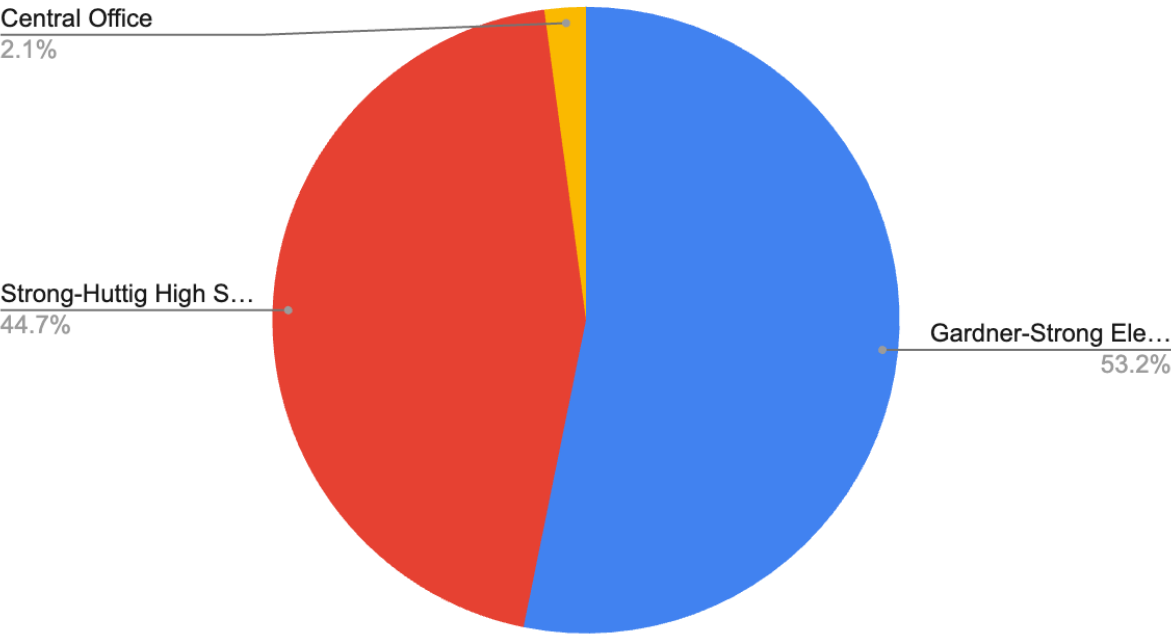
Smackover Norphlet School District



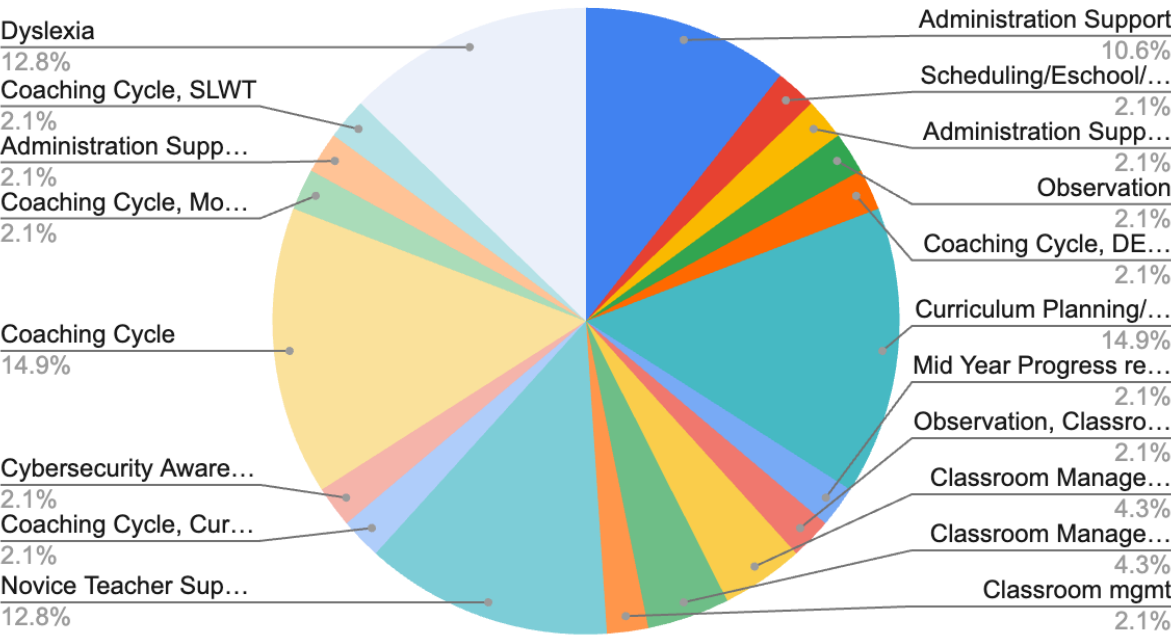
Smackover Norphlet Support Rendered:



Strong Huttig School District



Strong Huttig Support Rendered:



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, TNTP Content Coaching, Cognitive Coaching, modeling of lessons, co-planning and teaching, lesson/unit internalization support, unit development, curriculum alignment, 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 best practices across the curriculum. This employs instructional practices that allow all students the opportunity to demonstrate their learning of the content through student-centered classrooms.

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 skillfully deliver grade-level appropriate lessons that reflect the three dimensions of the Arkansas K-12 Standards. 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. Explicitly providing all students access to content that is accurate and appropriately complex. Small groups of educators from multiple districts—along with intra-district teams—engaged in this work with a concentrated focus on science aligned content.

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 and/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 2025-2026 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

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 learned to elevate current assessments with examples of strong 3D assessment items giving them time to revise their own classroom tests using the Classroom Tool component of the ATLAS system to mirror the ATLAS in their classrooms.. 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

FUSE (Fundamental Understanding in Science Education)

This two-day professional development session benefited both new and veteran science teachers. We delve into five impact areas of a successful science classroom: structures for learning, science aligned content, science teacher practices, student practices, and assessment and differentiation. Participants left the sessions with real-world analysis of student work, observed three-dimensional science instruction, strategies for increasing student discourse and leveraging modeling to increase classroom engagement based on strategies found in science high-quality instructional materials (HQIM).

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 (offered once in June and once in July)

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 provided 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.

This professional development experienced overwhelming interest, filling all available seats and generating a large waitlist. As a result, an additional session was added to capitalize on the high level of educator engagement, resulting in a total of 66 (Grades K-5) participating educators. 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, coaching cycles, 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. The coaching cycles were used to support teachers in setting science SMARTER Goals, teacher reflections and science specialist feedback

The SCSC Science Specialist’s **Grant Goal 2A:** At least 85% of coached educators will demonstrate growth in lesson internalization practices (in schools implementing HQIM) or in walkthrough indicators (in schools not implementing HQIM).

Impact: Results from a [survey](#) administered by DESE indicate that the coaching initiative had a significant positive impact on instructional practice. 100% (16/16) of coached educators rated their experience a 4 or 5 on a Likert scale in response to the following statements:

“Since starting my coaching, I have increased the effectiveness of my instructional practice.”

“I believe my students have experienced greater success as a result of my work with my coach.”

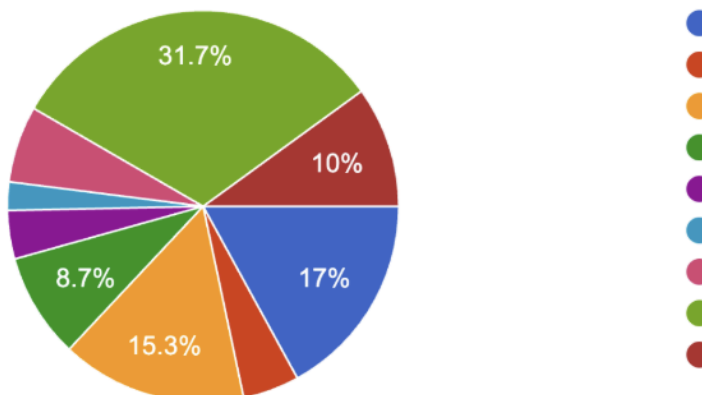
These findings demonstrate that the science coaching support not only met but exceeded the established growth target, reinforcing the effectiveness of the coaching model in strengthening instructional practices and supporting improved student outcomes.

This work was done through a TNTP Content Coaching Cycle, Cognitive Coaching and/or general school support. According to SCSC school tracking data, the SCSC science specialist demonstrated the highest level of school-based engagement 31.7% compared to other SCSC Staff. (dated collected on 1/2026)

● Renee' Bearden

SCSC Staff

300 responses



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 and Coaching Cycles have been delivered in both elementary and secondary classrooms. During this school year, the science specialist participated in approximately 200+ hours of SLWT practice, classroom lessons, observations, and coaching (CC and TNTP) support. The science specialist collaborated with approximately 70+ different science teachers, science instructional facilitators, science coaches, assistant principals and principals during this school year.

Last year, the SCSC Science Specialist's grant objectives included collaborating with principals and school leaders to provide professional development aligned with the DESE Science Leadership Walkthrough Tool (SLWT) initiative while emphasizing the importance of adopting High-Quality Instructional Materials (HQIM) in science. During this reporting year, the SCSC Science Specialist completed this initiative by ensuring that leaders from all

11 SCSC districts received training on both the SLWT framework and science HQIM implementation.

To strengthen the professional learning experience, the SCSC Science Specialist incorporated opportunities for real-time practice. This included conducting classroom observations primarily in grades 3–8 and Biology courses, which align with the ATLAS-tested grade levels. Following these observations, participating leaders engaged in calibration sessions to review and analyze collected evidence, ensuring consistent and accurate use of the SLWT framework.

Participation across SCSC districts was strong. One hundred percent (11/11) of districts completed SLWT training, and 85% participated in extended SLWT practice sessions facilitated by the SCSC Science Specialist. Additionally, 100% (11/11) of SCSC districts are currently implementing science HQIM in at least one grade level or course within grades 3–8 and/or Biology.

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, and providing PD. During this school term, the science specialist participated in approximately 4 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:

SCSC Presented at NASA Johnson Space Center Houston, Texas

Renee' Bearden, SCSC Science Specialist and Jo Ann Wommack, SCSC Technology Coordinator; were selected to present at the **NASA- Space Exploration Educators Conference (SEEC)**, a nationally recognized professional learning event that supports K–12 educators in delivering high-quality, standards-aligned Earth and Space Science instruction.

Selection to present at SEEC reflects the strength of our work and our commitment to advancing science education aligned to state priorities and evidence-based instructional practices. In addition to presenting, we participated in multiple conference sessions and tours designed to deepen educator content knowledge and instructional capacity. This immersive professional development experience strengthened our understanding of Earth and Space Science (ESS), with direct alignment to the Arkansas K–12 Science Standards Disciplinary Core Idea ESS1: Earth's Place in the Universe, including learning related to foundational geological concepts and current space exploration missions, such as those focused on the Artemis II launch.

Artemis II was NASA's first crewed flight test of the Space Launch System rocket and Orion spacecraft around the Moon to verify today's capabilities for humans to explore deep space and pave the way for long-term exploration and science on the lunar surface. Four astronauts selected for NASA's Artemis II mission: Commander Reid Wiseman, pilot Victor Glover, and mission specialist Christina Koch from NASA, and mission specialist Jeremy Hansen from the Canadian Space Agency.

Knowledge and resources gained through this experience were leveraged to support teacher professional development, instructional planning, and classroom implementation, directly contributing to improved instructional quality and expanded student access to rigorous, engaging, and standards-aligned science learning experiences. Additionally, many of the SEEC sessions remain accessible online for continued learning throughout 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.

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 Mgallo, 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.

TNTP Coaching Lab Training

Description: 3-day cycle with planning, observations, internalization, and debriefs.

Goal: Strengthen pedagogy, curriculum use, and instructional practices.

Expectations: 3 days on site with specialists (coach) paired with educators (coachee) observing instruction, setting goals with educators, internalizing lessons, and a final observation and reflection during planning time.

Coaching Intensive Lab:(in detail)

Frequency: One 3 day on site campus visit

Structure:

- Day 0: 1 hour planning meeting with all participants (coaches, specialists, teachers, facilitators, and leadership)
- Days 1-3: Classroom observation, debrief and goal setting with teacher, lesson

internalization, classroom observation, planning for next steps. All conducted during teacher planning time except the classroom observation.

Impact:

- Teachers: Strengthen standards-based instruction using HQIMs
- Coaches: Improve coaching using Arkansas Coaching Framework
- Leadership: Experience a full coaching cycle to support teacher growth
- Students: Benefit from stronger core instruction

Logistics:

. Leadership provides bell schedule and teacher schedule (by period), space for coaches to debrief; teachers share lesson plans

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)

ATLAS Classroom Tool Assessment Items and Science Website Lessons

The Science Specialist has created and submitted science assessment items to the ATLAS Classroom Tool venue. The ATLAS Classroom Tool is vital to science teachers in that they can use these items to prepare their students for the upcoming ATLAS summative state test. The goal is to provide teachers with flexible, formative assessment data to drive instructional decisions, rather than just measuring end-of-year results. The ATLAS Classroom Tool serves as a "shared library" where educators can access pre-existing items to quickly create assessments.

Additionally, the science specialist has had several Three Dimensional (3D), Five "E" Engage, Explore, Explain, Elaborate, and Evaluate (5E), Grading, 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.

Specialist Excellence and Support Evaluation System

The SCSC Science Specialist participated in a specialist excellence and support evaluation system designed to strengthen capacity through collaborative goal setting, targeted professional learning plans, and the alignment of personalized resources to support continuous professional growth. As part of this process, the specialist established measurable goals and provided evidence of progress and attainment. While schools and districts utilize the Teacher Excellence and Support System (TESS) for educator evaluation, engaging in a parallel excellence and support framework enables the specialist to better understand evaluation expectations, effectively relate to educators' experiences, and provide aligned guidance to help schools meet TESS domain requirements.

The SCSC Science Specialist earned a final summative rating of Highly Effective, based on the successful completion of Professional Growth Plan (PGP) goals.

The Science Project: Back to the Basics (Pilot year)

This new initiative is about strengthening the foundation. We're digging into high-quality, standards-based instruction—work that supports teachers and leads to real student growth. With hands-on PD, curriculum bootcamps, instructional coaching, and alignment tools, we are keeping the focus on what matters most: alignment to the standards, planning with purpose, using data to guide decisions, raising academic expectations, and teaching with impact. Whether it's strengthening lesson design, aligning instruction to standards, or making sure assessments truly reflect what students are learning—this work is about increasing teacher capacity. The goal is simple: equipping teachers with the tools, support, and confidence to help every student grow and achieve. Unfortunately, only two teachers (one district) participated in this initiative this year.

Biology Data: (focus lowest 25%)

100% (10/10) students in the lowest 25% showed growth Interim 1

30% (3/10) students in the lowest 25% showed growth Interim 2

100% (10/10) students in the lowest 25% showed growth Interim 2 v. Sum 2024*

78% (7/9) students in the lowest 25% showed growth Interim 2 v. Sum 2026

100% (10/10) students in the lowest 25% showed growth Sum 26 v. Sum 2024*

*(gap year Physical Science-no ATLAS test-2024 8th Grade ATLAS Data)

Biology Data: (All Students)

74% (28/38) showed growth Interim 1 v. Summative 24*

44.7% (17/38) showed growth Interim 2 v. Interim 1

82% (31/38) showed growth Interim 2 v. Summative 2024*

61% (22/36) showed growth Interim 2 v. Summative 2026

92% (34/37) showed growth Sum 2026 v. Summative 2024*

*(gap year Physical Science-no ATLAS test-2024 8th Grade ATLAS Data)

4th Grade Science Data: (focus lowest 25%)

50% (4/8) in the lowest 25% showed growth Interim 1 v. Summative 25

63% (5/8) in the lowest 25% showed growth Interim 2 v. Interim 1

63% (5/8) in the lowest 25% showed growth Interim 2 v. Summative 2025

50% (3/6) in the lowest 25% showed growth Interim 2 v. Summative 2026

86% (6/7) in the lowest 25% showed growth Summative 20 25 v. Summative 2026

4th Grade Science Data: (All Students)

32% (10/31) showed growth Interim 1 v. Summative 25

61% (19/31) showed growth Interim 2 v. Interim 1

55% (17/31) showed growth Interim 2 v. Summative 2025

68% (19/28) showed growth Interim 2 v. Summative 2026

66% (19/29) showed growth Summative 2026 v. Summative 2025

SCSC Science Teachers Facebook Page

The SCSC Science Specialist developed and manages the "[SCSC Science Teachers](#)" Facebook page to support science educators across the cooperative. This professional networking platform currently serves 127 science teachers, with membership continuing to grow. The page provides a timely and accessible venue for sharing relevant instructional resources, professional development opportunities, and important updates, while also fostering collaboration, idea-sharing, and professional connections and networking among science teachers throughout the region.

Community Support

The SCSC Science Specialist had the opportunity to participate in several community support opportunities.

- The SCSC Science Specialist supported **STEM/STEAM activities at family nights** at Parkers Chapel, Junction City, Emerson, and El Dorado school districts' STEM/STEAM Nights.
- 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 has been a member of the South Arkansas Arts Center (**SAAC**) for many years and was recently invited to join the SAAC Steering Committee. "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!"
- The SCSC Science Specialist supported Katie Robertson, CTE Coordinator, in **Girl Power**. Girl Power is a manufacturing contest held at SCSC. Winners will advance to the state contest at Saline County Career and Tech in Benton, Ar. Sponsors for this event included area businesses: Amfuel, Albemarle, Smackover Lithium, Tetra, Arkansas Game and Fish, and SAU Tech. Their sponsorship, and commitment to empowering young women in manufacturing is making an impact on young women in STEM related fields. Closing the gap between STEM jobs and women across southcentral and Arkansas.
- The SCSC Science Specialist supported Anna Warriner, Teaching and Learning Specialist, in **Quiz Bowl** Scrimmage and **Battle of the Books** competitions this year. Battle of the Books promotes and encourages a love of reading for students. Battle of the Books is a national competition, ours has been modified for our area schools. This fun academic competition celebrates reading, teamwork, and quick thinking. Quiz Bowl scrimmage is a practice match where teams compete in a simulated Quiz Bowl game to prepare for official competitions. Students answer questions across academic subjects such as science, history, literature, and math using the same

format as a tournament, including buzzers and timed responses. Scrimmages allow teams to build teamwork, improve recall speed, practice strategy, and gain experience in a low-stakes environment before competing against other schools.

Technology Training Center

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

Competitive Grant: **No**

Restricted

Non-Restricted

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
JoAnn Womack	Technology Coordinator	BSE

Goal

The SCSC Technology Coordinator plays a vital role in supporting schools by bridging communication with the Department of Education and ensuring technology aligns with Arkansas K–12 standards and DESE goals.

The Technology Coordinator leads efforts to strengthen cybersecurity by implementing protections and providing training on cyber hygiene, data privacy, social media safety, and incident response. With cyber threats on the rise, this work is essential to safeguarding student information and maintaining secure learning environments. The coordinator has led many training sessions while continuing to expand their own expertise.

Additionally, the coordinator supports professional growth by equipping educators and staff with current best practices, helping schools proactively manage cyber risks. Overall, the role is key in promoting safe, effective, and strategic use of technology in education.

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 Coordinator 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.

The Technology Coordinator also works collaboratively with the Department of Elementary and Secondary Education (DESE), the Office of State Technology (OST), 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 played a key role in supporting school districts with system recovery efforts following cybersecurity incidents this year.

Major Highlights of the Year

The SCSC Technology Coordinator facilitated 33 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, and the White River Services Security Summit.

The Technology Coordinator at South Central Service Cooperative played a pivotal role in supporting schools with the implementation of Arkansas Act 504 Phase 2 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 one of the six policy control groups that will become effective July 1, 2026. The workshop featured a collaborative presentation of an optional standards and procedures document that districts can customize to assess their current stage of implementation. Below are the dates met and the standards covered:

- February 12, 2026 - Audit & Accountability (AU)
- February 26, 2026 - Configuration Management (CM)
- March 5, 2026 - Planning (PL)
- March 19, 2026 - Personally Identifiable Information Processing and Transparency (PT)
- April 2, 2026 - System & Services Acquisition (SA)
- April 9, 2026 - System & Communication Protection (SC)
- May 13, 2026 - Makeup Day

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 554 participants. The success of the professional development was further highlighted through the comprehensive Summer PD Survey results:

- Overall, how would you rate this workshop? 93.6% (4), 5.1% (3), 1.3% (2), .0% (1)
- How likely are you to use the information provided? 94.9% (4), 2.6% (3), 2.6% (2), .0% (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? 100% Yes, 0% No
- After this workshop, how likely are you to integrate more technology into your curriculum this next school year? 80.8% (4), 11.5% (3), 6.4% (2), 1.3% (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 and STEM focused professional development. In the past year, nine school districts hosted STEM Nights where the Technology Coordinator developed hands-on activities that engaged students, parents, and teachers in STEM learning. The SCSC Technology Coordinator hosted a Capture the Flag event at South Central on March 19, 2026. Additionally, the Cooperative offered more than 20 days of STEM and STEAM-focused professional development, empowering educators to bring innovative, high-quality STEM experiences to their classrooms. The Technology Coordinator, in collaboration with the SCSC Science Specialist, presented a session at the Space Exploration Educators Conference held at the NASA Johnson Space Center in Houston.

The Technology Coordinator at South Central Cooperative stepped in to support a school district after they lost their Technology Coordinator mid-year, managing day-to-day technology operations, assisting teachers and staff with technical needs, maintaining network and device functionality, and helping ensure that instruction continued without interruption.

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 conducting comprehensive cybersecurity workshops for district staff, and contributing to leading conferences such as ACOT, TELAR, and the WRS Security Summit. Additionally, the SCSC Technology Coordinator facilitated more than twenty engaging sessions focused on Cyber Security, offering valuable insights for school personnel on safeguarding themselves and their networks against cyber threats. Here's a list of the sessions: July 14, 2025 - SCSC Cybersecurity Awareness Training, July 22, 2025 - Cybersecurity Awareness Training for Hampton School District (All Teachers & Staff), August 5, 2024 - Cybersecurity Awareness Training for Strong-Huttig School District (All Teachers & Staff), August 6, 2025 - Cybersecurity Awareness Training for Parkers Chapel School District (All Teachers & Staff), August 11, 2025 - Cybersecurity Awareness Training

for SCSC (All Teachers & Staff), November 4, 2025 - ACOT Conference: Meeting ACT 504 (School Technology Staff), February 18, 2026 - TELAR Conference ACT 504.

The SCSC Technology Coordinator provided cybersecurity training to the 53 co-op staff using Fortinet Security Training platform and staff meetings.

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, Camden Fairview Schools, El Dorado Schools, Emerson Schools, Junction City Schools, Magnolia School District, Parkers Chapel School District, and SouthARK Community College.

ACT PREP

Participating Districts

Camden Fairview

Strong-Huttig

Emerson-Taylor-Bradley

Personnel

Name	Position	Degree
Amy Sanchez	Teacher Center Coordinator	Ed. S.

Program Summary:

The ACT Prep is designed to provide additional support to students in grades 11-12 in preparing for the ACT. Training was provided to three districts based on need and immediate interest.

KidsFirst provided two half day sessions for 11th and 12th grade students.

South Central Service Cooperative Highlights:

During the 2025-2026 school year, we were able to provide two trainings for students at South Central.

ACT Prep Session One

November 17, 2025: 35 students (Seniors from one district)

ACT Prep Session Two

February 6, 2026: 62 students (Juniors and Seniors from three districts)

Total: 97 Students Served

*This was a decrease from 162 students served last year.

*After noting that one district was scoring extremely low and hearing concerns from several interested parents, we leveraged 2040 funds to provide two trainings for the initial district and extended the opportunity to additional districts on a first-come, first-served basis in February.

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
Maria Touchstone	ESOL Program Director	M. Ed.
Amy Sanchez	ESOL Contact	Ed. S.

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 along with Educational Cooperatives. 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 if requested

Program Performance Data

SPECIAL PROJECTS & PROGRAMS 2025-26

SCSC Leadership Meetings/Zooms

Competitive Grant: Yes No

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 No

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. Year 2 goals were to

ensure that data and funding decisions directly drive instructional improvement, helping districts identify needs, align goals, and monitor impact over time.

Beginning in January and concluding in April, 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
- School Improvement plans and their importance to the district strategic plan
- Revising 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 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, education service cooperatives supported districts with the new web-based ArApp portal and continued to provide feedback on each district plan prior to the district's submission.

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

Goals and Description

In an effort to provide additional support to building administrators 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 each quarter. 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 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.

TAILGATE TOPICS ADMINISTRATOR SUPPORT FY 25-26

Tailgate Topics and Presenters	Number of Session Attendees
E-School Updates- Carmen Jordan	42/42
Value Added Measure (VAM)/LEA Insights/School Rating System- Sharlee Crowson	12/17
Master Schedule- Amanda Sarver, Adam Stage, and Lyn McDade	17/50
Merit Pay- Andy Sullivan (ADE)	9/50

Collaboration with State Education Service Cooperatives/escWorks

Competitive Grant: Yes No

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 training 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 session.

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

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

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$7,118.89 was paid by each entity for site maintenance and support FY25-26. Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was \$113,902.24 FY 25-26.

Collaboration with State Education Service Cooperatives/Beginning Administrator Mentoring

Competitive Grant: Yes No

Goals and Description:

The Educational Cooperatives have collaborated to design the Beginning Principal Mentoring Program. The SCSC Director and Teacher Center Coordinator have completed the requirements for the first year with both of our beginning principals by rotating and meeting regularly. The Beginning Principal (BP) Mentoring Program is a two-year initiative designed to support first- and second-year building principals across Arkansas. Administered regionally through the state's Education Service Cooperatives (ESCs), the program provides structured leadership development aligned with the Arkansas LEADS framework. It focuses on strengthening instructional leadership while intentionally cultivating positive, high-performing school climates.

This program is designed to equip new principals with the essential tools, habits, and mindsets needed to lead effectively, improve instructional practice, and ultimately enhance student outcomes. Participants receive immediate support through practical training in climate-building, communication, and foundational leadership skills. They also benefit from ongoing development that deepens their capacity in instructional leadership, coaching, and continuous school improvement.

A data-driven approach guides the program, with frequent collection of feedback and performance data used to refine supports and document leadership growth over time. The mentoring structure also emphasizes a collaborative approach, allowing regional flexibility so ESCs can tailor experiences to meet local district needs while maintaining statewide consistency. In addition, the program is intentionally retention-focused, building strong support systems that increase both administrator confidence and long-term teacher and leader retention.

Overall, the BP Mentoring Program ensures new principals are not only supported in their entry into leadership but are continuously developed into effective, reflective, and impactful school leaders.

Each principal provided feedback for all modules at the conclusion of the training.

The Arkansas School Superintendent Mentoring Program is a statewide initiative jointly administered by the Arkansas Education Service Cooperatives and the Arkansas Department of Education (ADE), established under Act 586 of 2011. Its purpose is to support first-year superintendents in Arkansas through structured professional learning, mentorship, and leadership coaching to strengthen their effectiveness and long-term success.

SCSC had one new superintendent and one returning superintendent who participated and completed professional development across key leadership domains such as curriculum and instruction, school finance, human resources, ethics, facilities, technology, school board

relations, and accreditation standards. We met with superintendents following some of the monthly board meetings to discuss relevant topics. Guest speakers were invited and provided meaningful insight and feedback in regards to relevant practices and strategies.

D and F District Support

Competitive Grant: Yes No

Goals and Description:

The **D- and F-Rated School/District Support process** places ESC Regional Teams in a primary role for coordinating on-site monitoring and improvement support aligned to the State Board-approved Statement of Assurance.

ESCs lead collaboration with district and school leadership to identify the specific assurance being addressed, align expectations to Arkansas Academic Standards, ALDs, HQIM, intervention systems, and district improvement plans, and guide structured classroom evidence collection during site visits. They facilitate pre-conference calibration, on-site evidence gathering, and post-visit debriefs to ensure consistent understanding and actionable next steps.

Following each visit, ESCs partner with districts to document evidence, establish follow-up actions, monitor implementation, and report required on-site support through DESE logs. Their role is to ensure monitoring efforts are directly tied to measurable improvement in school and district performance outcomes.

In the 2025–2026 school year, SCSC provided collaborative, targeted support to three districts beginning in late December: Junction City, Camden Fairview, and Hampton. Support was delivered to all K–12 schools in two of the districts, while in the third district, one school required less intensive support due to prior improvement, having achieved growth in 2024–2025 and earning a C rating. The instructional team observed several data sets and practices to reach a consensus on where to begin the work in each district.

- Intensive ESC-led support was provided across Junction City, Camden Fairview, and Hampton beginning in late December, with full K–12 support in two districts and differentiated, reduced support in a school that had previously demonstrated growth and earned a C rating.
- Instructional focus across all schools centered on strengthening core instruction and student impact, including student practice, cognitive lift, use of ALDs, success criteria, and alignment to Arkansas Academic Standards and HQIM.
- ESC teams facilitated continuous cycles of walkthroughs, coaching, and PLC support, helping districts refine instructional structures, improve lesson design, and build stronger use of formative and summative data to guide instruction.

- Leadership capacity building was a major emphasis, with targeted coaching for principals and assistant principals on conducting effective observations, delivering actionable feedback, and transitioning from supported to independent instructional leadership.
- PLC systems strengthened over time, with increased teacher collaboration, more consistent use of standards-based language, and improved engagement in data analysis and instructional planning.
- Data use and intervention systems were refined, including standards-gap analysis, tiered teacher support structures, and stronger alignment between assessment results and instructional adjustments.
- Overall progress showed early gains in instructional consistency and collaboration, though continued emphasis is needed on sustaining leadership independence, deepening student cognitive engagement, and improving the percentage of students reaching proficiency levels 3 and 4.

Program: Computer Science
Funding Source: Arkansas Department of Education Grant – Act 220 of 2017
Competitive Grant: Yes
Restricted: Yes

Statewide

Personnel:

Name: Brian Lawhon
Position: Statewide CS Specialist
Degree: MSE

Name: Ashley Kincannon
Position: Statewide CS Specialist
Degree: Ed.S.

Name: John Hart
Position: Statewide CS Specialist
Degree: MLIS

Name: Zachary Spink
Position: Statewide CS Lead Specialist
Degree: MSE

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

Name: Joshua Rodgers
Position: Statewide CS Specialist
Degree:

Name: Tammy Glass
Position: Statewide CS Specialist
Degree:

Name:
Position:
Degree:

Goals:

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

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

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

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

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

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

Program Summary:

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

PD Offered:

- Computer Science Impact Meeting
- AI for ARPEP Teachers
- Applied Cryptography
- Bit by Bit

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

Conferences Presented at:

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

Events/Committees/Projects Assisted with:

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

Major Highlights of the Year

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

Ongoing Support & Initiatives

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

SUMMARY ATTENDED REPORTS

(on the following pages)

Summary Attended

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escWorks 

Printed Date: 6/30/2026

Last modified: 6/30/2026

Report Description:

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

Session	Credits	Districts	Attended
SCSC - "Vocabulary is Not Just for Fridays" - Strategic Reading , Day 3			
550559 - Jul 1, 2025 8:30 am - 3:30 pm	6.00	10	20
SCSC-Atlas Classroom Tool 2.0			
547624 - Jul 2, 2025 8:30 am - 3:30 pm	6.00	6	12
Assessment, Curriculum Alignment, Data Disaggregation			
SCSC-Novice Bootcamp - Year 2 & 3			
548294 - Jul 7, 2025 8:30 am - 3:30 pm	6.00	13	40
Classroom Management, Instructional Strategies, Mentoring Coaching, Parental Involvement			
SCSC-Elevate Math Fluency: Kick-off Session			
548611 - Jul 7, 2025 8:30 am - 3:30 pm	6.00	6	9
Curriculum Alignment, Instructional Strategies			
SCSC - Cognitive Coaching Day 5			
551543 - Jul 7, 2025 8:30 am - 3:30 pm	6.00	6	9
SCSC-Dyslexia Legislation, Rules, and Dyslexia Resource Guide Updates			
556406 - Jul 7, 2025 8:30 am - 3:30 pm	6.00	9	14
SCSC Administrator's Retreat Day 1			
550396 - Jul 8, 2025 10:00 am - 4:30 pm	6.00	7	45
SCSC - Cognitive Coaching Day 6			
551544 - Jul 8, 2025 8:30 am - 3:30 pm	6.00	3	5
SCSC Arkansas A+ Arts Integration Institute			
558112 - Jul 8, 9, 10, 11, 2025 8:30 am - 3:30 pm	24.00	7	20

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC -Master Your Mornings: Pre Conference			
564853 - Jul 8, 2025 9:00 am - 9:45 am	1.00	5	9
SCSC RISE 3-6 Day 5			
549740 - Jul 9, 2025 8:30 am - 3:30 pm	6.00	10	24
SCSC RISE K-2 Day 5			
549743 - Jul 9, 2025 8:30 am - 3:30 pm	6.00	10	19
SCSC Administrator's Retreat- Day 2			
550399 - Jul 9, 2025 8:30 am - 3:00 pm	7.00	6	35
SCSC RISE 3-6 Day 6			
549748 - Jul 10, 2025 8:30 am - 3:30 pm	6.00	10	21
SCSC RISE K-2 Day 6			
549751 - Jul 10, 2025 8:30 am - 3:30 pm	6.00	8	19
SCSC Administrator's Retreat- Day 3			
550401 - Jul 10, 2025 8:30 am - 12:00 pm	4.00	7	30
SCSC-De-escalation: Staying Cool When the Temperature Rises			
555235 - Jul 10, 2025 8:30 am - 3:30 pm	6.00	11	27
SCSC-Elevate Math Fluency: Addition/Subtraction of Whole Numbers			
548615 - Jul 11, 2025 8:30 am - 3:30 pm	6.00	4	10
Curriculum Alignment,Instructional Leadership,Instructional Strategies			
SCSC-Create & Captivate: Elevate Your Lessons with Canva			
549805 - Jul 11, 2025 8:30 am - 3:30 pm	6.00	10	45
SCSC ONLY Pre-K CPR Recertification			
553877 - Jul 11, 2025 8:30 am - 11:30 am	3.00	4	5

CPR

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC ONLY Pre K First Aid Recertification			
553880 - Jul 11, 2025 12:30 pm - 3:30 pm	3.00	4	5
CPR			
SCSC -High School Computer Science Certification and Preparation			
547046 - Jul 14, 15, 16, 17, 18, 2025 8:30 am - 3:30 pm	30.00	3	3
Arkansas Content Standards Frameworks			
SCSC ECH STAFF ONLY Preschool Training			
551558 - Jul 14, 2025 8:30 am - 3:30 pm	6.00	5	33
Educational Technology			
SCSC - BLS CPR Train the Trainer			
554544 - Jul 14, 15, 2025 8:30 am - 3:30 pm	16.00	3	3
CPR			
SCSC-Relief Sculpture Techniques			
554813 - Jul 14, 2025 8:30 am - 3:30 pm	6.00	4	6
SCSC-Museum of Discovery: The Very Colorful Workshop			
548136 - Jul 15, 2025 8:30 am - 3:30 pm	6.00	7	14
SCSC ECH STAFF ONLY-Welcome to CLASS			
551565 - Jul 15, 2025 8:30 am - 11:30 am	3.00	5	33
Instructional Strategies			
2025 SCSC PD in your PJs - July Session			
552072 - Jul 15, 2025 9:00 am - 4:00 pm	6.00	7	14
Educational Technology			
SCSC ECH STAFF ONLY Mental Health & Teen Suicide Awareness			
554184 - Jul 15, 2025 11:30 am - 3:30 pm	4.00	5	33
SCSC -Basic Life Support (BLS) Certification for School Nurses			
554539 - Jul 15, 2025 8:30 am - 12:00 pm	3.00	2	5
CPR			

Summary Attended

Printed Date: 6/30/2026

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Session	Credits	Districts	Attended
SCSC VIRTUAL-Suicide Prevention: My Life Is Worth Living and Safe Messaging for Prevention and Postvention			
556656 - Jul 16, 2025 8:30 am - 11:30 am	3.00	8	10
Student Health and Wellness			
SCSC ECH STAFF ONLY STEAM with a Caterpillar and other Classics			
554182 - Jul 16, 2025 8:30 am - 3:30 pm	6.00	4	30
Educational Technology			
SCSC-The Art of Kehinde Wiley			
554817 - Jul 16, 2025 8:30 am - 3:30 pm	6.00	4	5
SCSC -Curriculum Bootcamp: Magnolia Middle School and High School			
555619 - Jul 16, 17, 2025 8:30 am - 3:30 pm	12.00	2	17
Assessment,Data Disaggregation,Instructional Leadership,Instructional Strategies			
UPDATED-SCSC-Assessment Alchemy: Using Assessment to Drive Science Instruction			
547076 - Jul 17, 2025 8:30 am - 3:30 pm	6.00	5	5
Assessment,Instructional Strategies			
SCSC-Rite Flight Training: A Classroom Reading Rate and Comprehension Program			
555058 - Jul 17, 2025 8:30 am - 3:30 pm	6.00	7	25
SCSC-The Regulated Classroom Training			
556709 - Jul 17, 2025 8:30 am - 11:30 am	3.00	6	26
Classroom Management,Mental Health and Awareness			
SCSC-The Regulated Classroom Training			
556713 - Jul 17, 2025 12:30 pm - 3:30 pm	3.00	5	18
Classroom Management,Mental Health and Awareness			
SCSC ECH STAFF ONLY Planning and Prep.			
556719 - Jul 17, 2025 8:30 am - 11:30 am	3.00	3	16
SCSC ECH STAFF ONLY Planning and Prep.			
556721 - Jul 17, 2025 12:30 pm - 3:30 pm	3.00	5	18

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC ECH STAFF ONLY Behavior Techniques for the Classroom			
551569 - Jul 18, 2025 8:30 am - 3:30 pm	6.00	5	33
Classroom Management			
SCSC VIRTUAL-Internet Safety and Sex Trafficking presented by the Morgan Nick Foundation			
558148 - Jul 18, 2025 9:00 am - 11:00 am	2.00	12	34
Mandated Reporters			
SCSC-Micro to Macro: Physical Science and Chemistry			
547329 - Jul 21, 2025 8:30 am - 3:30 pm	6.00	7	8
Instructional Strategies			
SCSC-Mentoring Orientation - Round 2			
548287 - Jul 21, 2025 8:30 am - 3:30 pm	6.00	7	12
SCSC-"Come Together! Comprehending Grade Level Texts"" - Strategic Reading, Day 4"			
550561 - Jul 21, 2025 8:30 am - 3:30 pm	6.00	7	11
SCSC-504 and Sped Law Overview			
555257 - Jul 21, 2025 8:30 am - 3:30 pm	6.00	6	18
SCSC-Novice Teacher Bootcamp - Year 1, Round 2			
548276 - Jul 22, 23, 24, 2025 8:30 am - 3:30 pm	18.00	10	16
Classroom Management,Instructional Strategies,Mentoring Coaching			
SCSC- VIRTUAL-New Sys Admin & Cycle Training			
562527 - Jul 22, 2025 9:00 am - 3:00 pm	6.00	4	4
SCSC-Lithium Learns			
562607 - Jul 22, 2025 9:00 am - 3:00 pm	6.00	13	21
Instructional Strategies			
Cybersecurity Awareness			
565615 - Jul 22, 2025 1:00 pm - 2:30 pm	1.50	2	41

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC Using Artificial Intelligence Sites to Prepare Writing Lesson and Guide Students in the Use of Artificial Intelligence in Writing Assignments			
551123 - Jul 23, 2025 8:30 am - 11:30 am	3.00	5	14
SCSC Booktalks: Books, Books, and More Books!			
551125 - Jul 23, 2025 12:30 pm - 3:30 pm	3.00	5	12
SCSC- Mandated Reporter Training			
555399 - Jul 23, 2025 1:00 pm - 3:00 pm	2.00	3	14
SCSC -VIRTUAL APSCN Beginning of the Year Checklist /Room Staff Info			
562541 - Jul 23, 2025 9:00 am - 3:00 pm	0.00	4	4
SCSC-Coding with Python and the Raspberry Pi			
547048 - Jul 24, 25, 2025 8:30 am - 3:30 pm	12.00	3	4
Arkansas Content Standards Frameworks			
SCSC 3D Mastery: Science Instruction for Impactful Learning			
547069 - Jul 24, 2025 8:30 am - 3:30 pm	6.00	4	4
Instructional Strategies			
SCSC - VIRTUAL eSchool Attendance Training			
562544 - Jul 24, 2025 12:30 pm - 3:30 pm	3.00	2	3
SCSC -Take Flight Refresher			
549152 - Jul 25, 2025 8:30 am - 3:30 pm	6.00	6	6
Instructional Strategies			
SCSC- Coding with Python and the Circuit Playground			
547051 - Jul 28, 29, 2025 8:30 am - 3:30 pm	12.00	5	5
Arkansas Content Standards Frameworks			
SCSC - K-2 Small Groups			
550567 - Jul 28, 2025 8:30 am - 3:30 pm	6.00	8	23

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC- VIRTUAL AR PEP ETHICS TRAINING			
566097 - Jul 28, 2025 4:30 pm - 6:30 pm	2.00	2	5
Code of Ethics for Arkansas Educators			
SCSC- PCM Recertification Day			
548134 - Jul 29, 2025 8:00 am - 3:00 pm	7.00	1	9
SCSC -OpenSciEd (HQIM) K-5 Curriculum Launch			
555321 - Jul 29, 2025 8:30 am - 3:30 pm	6.00	11	28
Instructional Strategies			
SCSC -Work Sampling System Introduction Training			
562645 - Jul 29, 30, 2025 8:30 am - 3:30 pm	12.00	7	9
SCSC- PCM Recertification Day			
547657 - Jul 30, 2025 8:00 am - 3:00 pm	7.00	3	8
SCSC -2025 Back to School Nurse Workshop			
548966 - Jul 30, 2025 8:00 am - 4:00 pm	6.00	12	21
SCSC-School-Based Identification of Dyslexia (Grades 4-12)			
556414 - Jul 30, 2025 8:30 am - 3:30 pm	6.00	10	13
SCSC- Taylor PCM Recertification Day			
547634 - Jul 31, 2025 8:00 am - 3:00 pm	7.00	2	9
SCSC -PCM-Professional Crisis Management			
548298 - Aug 4, 5, 6, 2025 8:00 am - 3:30 pm	18.00	3	12
SCSC -STRONG SCHOOL DISTRICT - Classroom Management (Elementary)			
564046 - Aug 4, 2025 8:30 am - 11:30 am	3.00	2	11
Building a Collaborative Learning Community,Classroom Management			
SCSC -STRONG SCHOOL DISTRICT - Classroom Management (Secondary)			
564066 - Aug 4, 2025 12:30 pm - 3:30 pm	3.00	2	12
Building a Collaborative Learning Community,Classroom Management			
			Page 7 of 26

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC - VIRTUAL eSchool Master, Student, & ALE Schedule Check			
562548 - Aug 5, 2025 9:00 am - 12:30 pm	3.50	3	4
Cybersecurity Awareness			
565618 - Aug 5, 2025 8:30 am - 10:30 am	2.00	1	23
SCSC - VIRTUAL eSchool Medical Training			
562552 - Aug 6, 2025 9:00 am - 12:30 pm	3.50	3	4
Cybersecurity Awareness			
565616 - Aug 6, 2025 9:30 am - 11:30 am	2.00	4	66
SCSC- VIRTUAL AR PEP ETHICS TRAINING			
566098 - Aug 6, 2025 6:00 pm - 8:00 pm	2.00	5	10
Code of Ethics for Arkansas Educators			
SCSC -VIRTUAL eSchool TAC/HAC Admin. Training			
562555 - Aug 7, 2025 9:00 am - 3:30 pm	6.00	3	5
SCSC-Operations HERO Training			
564388 - Aug 7, 2025 9:00 am - 12:00 pm	3.00	3	3
SCSC Staff Only-Back to School Bash			
566622 - Aug 11, 2025 8:30 am - 3:30 pm	6.00	1	16
Fiscal Management,Private Events			
SCSC-Board of Directors' Meeting			
564949 - Aug 13, Sep 10, Oct 8, Nov 12, Dec 10, 2025 Jan 14, Feb 10, Mar 11, Apr 15, May 13, Jun 3, 2026 9:00 am - 12:00 pm	0.00	12	15
SCSC-Superintendent Mentoring Program			
567501 - Aug 13, Sep 10, Nov 12, 2025 Feb 10, Mar 11, Apr 15, May 13, 2026 10:30 am - 11:30 am	12.00	7	8
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Data Disaggregation,Fiscal Management,Instructional Leadership,Mentoring Coaching,Supervision,Systemic Change Process			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC-CPR Camden Fairview School District Para - Sped			
567984 - Aug 15, 2025 8:00 am - 11:00 am	0.00	4	9
CPR			
SCSC- Sondag System 1: Installation Training			
555392 - Aug 21, 2025 8:30 am - 3:30 pm	6.00	10	30
SCSC - VIRTUAL-Intervention Screening Requirements			
567867 - Aug 21, 2025 1:00 pm - 2:00 pm	1.00	13	48
Assessment, Curriculum Alignment, Data Disaggregation, Instructional Strategies			
SCSC- Sondag System 2- Multisensory Teaching Methodology			
555395 - Aug 22, 2025 8:30 am - 3:30 pm	6.00	10	33
SCSC- ArPEP Year 1			
568087 - Aug 23, Sep 15, Oct 4, Nov 17, 2025 Jan 10, Feb 21, Apr 11, 2026 9:00 am - 2:00 pm	0.00	5	13
SCSC-Novice Teacher Bootcamp - Year 1, Round 3			
548278 - Aug 25, 26, 27, 2025 8:30 am - 3:30 pm	18.00	7	19
Classroom Management, Instructional Strategies, Mentoring Coaching			
SCSC- Mandated Reporter Training			
555400 - Aug 25, 2025 1:00 pm - 3:00 pm	2.00	2	4
SCSC- ArPEP Year 2			
568089 - Aug 25, Sep 13, Oct 6, Nov 15, 2025 Feb 21, Mar 21, Apr 11, 2026 5:00 pm - 2:00 pm	0.00	7	12
SCSC-Sondag System-Arkansas Specific Training Program (3 Days)			
555396 - Aug 26, 27, 28, 2025 8:30 am - 3:30 pm	18.00	8	31
SCSC - VIRTUAL eSchool IPR/Report Card Training			
562561 - Aug 26, 2025 9:00 am - 12:00 pm	3.00	6	8
SCSC-Transportation Meeting			
567506 - Aug 27, 2025 10:00 am - 12:00 pm	2.00	6	8

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC SMS Required Fields			
562564 - Aug 28, 2025 9:00 am - 2:00 pm	5.00	11	16
SCSC- Jostens New Adviser Workshop			
567927 - Aug 28, 2025 8:30 am - 3:30 pm	6.00	11	12
SCSC -Personal Care Training for the Paraprofessional and the School Nurse			
556601 - Aug 29, 2025 9:00 am - 3:00 pm	5.00	5	18
SCSC-3rd Grade Promotion Webinars and Planning Sessions			
568593 - Aug 29, 2025 10:00 am - 12:00 pm	2.00	2	6
SCSC -PCM-Professional Crisis Management			
564376 - Sep 2, 4, Oct 16, 2025 8:00 am - 3:30 pm	18.00	2	11
SCSC-Master Educator Designation			
568338 - Sep 3, 2025 8:30 am - 3:30 pm	6.00	6	18
Instructional Strategies			
SCSC - VIRTUAL eSchool Discipline Training			
562569 - Sep 10, 2025 9:00 am - 12:30 pm	3.50	4	10
SCSC -Jostens Fall Workshop			
567931 - Sep 10, 2025 8:30 am - 3:30 pm	6.00	10	10
SCSC -Teacher Center Committee			
567078 - Sep 11, 2025 Jan 8, Apr 9, 2026 10:00 am - 12:00 pm	9.00	9	10
SCSC Area Technology Coordinators Meeting & Inservice			
568371 - Sep 11, 2025 10:00 am - 3:00 pm	4.00	9	12
Educational Technology			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC-Navigating Classroom Challenges: Management and Strategies to get you back on Track-Session 1			
567912 - Sep 12, 2025 8:30 am - 2:30 pm	5.00	8	22
CIRT Training			
569534 - Sep 15, 2025 9:00 am - 3:30 pm	12.00	17	20
SCSC - Cognitive Coaching Day 7			
551545 - Sep 16, 2025 8:30 am - 3:30 pm	6.00	2	6
SCSC - Cognitive Coaching Day 8			
551546 - Sep 17, 2025 8:30 am - 3:30 pm	6.00	2	6
SCSC Leadership Zoom			
568881 - Sep 17, 2025 9:00 am - 11:00 am	2.00	9	11
SCSC- *MENTORING* Foundations of Reading Tutoring, Part 1			
567647 - Sep 20, 2025 9:00 am - 2:00 pm	5.00	8	12
SCSC -New CTE Teacher Training			
568085 - Sep 24, 2025 8:30 am - 3:30 pm	6.00	4	7
Instructional Strategies			
SCSC- Federal Coordinators Region 7 Meeting			
564563 - Sep 25, 2025 9:00 am - 11:00 am	8.00	8	9
SCSC - *MENTORING* Foundations of Reading Tutoring, Part 2			
567648 - Sep 27, 2025 9:00 am - 2:00 pm	5.00	8	11
Assistant Principal Monthly Training Session			
568092 - Sep 30, 2025 8:30 am - 3:30 pm	6.00	1	1

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC -Science Project: Back to the Basics			
569756 - Oct 1, 2, 3, Dec 15, 2025 Feb 17, 2026 8:30 am - 3:00 pm	30.00	2	3
Curriculum Alignment,Instructional Strategies			
SCSC- PCM Train the Trainer			
570357 - Oct 7, 8, 9, 10, 2025 8:30 am - 3:30 pm	24.00	4	5
SCSC -Technical Permit: CTE Educator Course			
563777 - Oct 9, 2025 9:00 am - 3:00 pm	6.00	12	13
Instructional Strategies			
SCSC -SoR Assessor Training			
567023 - Oct 14, 2025 8:30 am - 3:30 pm	6.00	15	22
SCSC Leadership Zoom			
568882 - Oct 22, 2025 9:00 am - 11:00 am	2.00	6	7
SCSC-3rd Grade Promotion			
570153 - Oct 22, 2025 8:30 am - 11:30 am	3.00	9	17
SCSC-3rd Grade Promotion			
570154 - Oct 22, 2025 12:30 pm - 3:30 pm	3.00	6	9
SCSC Area Technology Coordinators Meeting & Inservice			
570269 - Oct 22, 2025 9:00 am - 3:00 pm	6.00	8	10
Educational Technology			
SCSC-Navigating Classroom Challenges: Management and Strategies to get you back on Track-Session 2			
567917 - Oct 24, 2025 8:30 am - 2:30 pm	5.00	5	7
SCSC-DCTE Pathway Revision Meeting			
568892 - Oct 24, 2025 9:00 am - 3:00 pm	6.00	11	28
Instructional Leadership			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC -Middle School ELA (4-8) PRAXIS Study Session			
569862 - Oct 25, 2025 9:00 am - 2:00 pm	5.00	3	3
Arkansas Content Standards Frameworks			
Assistant Principal Monthly Training Session			
568096 - Oct 28, 2025 8:30 am - 3:30 pm	6.00	3	3
SCSC-CTSO Training			
568896 - Nov 4, 2025 9:00 am - 3:00 pm	6.00	11	13
Instructional Leadership			
SCSC- ArSCA Fall Meeting for Counselors			
568826 - Nov 5, 2025 8:00 am - 3:30 pm	6.00	28	52
SCSC-Technical Permit: CTE Educator Course			
563775 - Nov 6, 2025 9:00 am - 3:00 pm	6.00	18	20
Instructional Strategies			
SCSC -Leading with Clarity: Understanding Arkansas' New School Letter Grade Calculation			
569910 - Nov 10, 2025 8:30 am - 11:30 am	3.00	9	26
SCSC- Federal Coordinators Region 7 Meeting			
568604 - Nov 21, 2025 8:00 am - 12:00 pm	3.00	6	6
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership			
568000 - Dec 3, 2025 4:00 pm - 5:00 pm	1.00	15	18
SCSC Leadership Zoom			
568883 - Dec 3, 2025 9:00 am - 11:00 am	2.00	5	8
SCSC - APSCN Transcript Training			
569879 - Dec 3, 2025 9:00 am - 2:00 pm	5.00	4	6
SCSC Area Technology Coordinators Meeting & Inservice			
571063 - Dec 3, 2025 9:00 am - 3:00 pm	6.00	8	10
Educational Technology			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
Assistant Principal Monthly Training Session			
568097 - Dec 4, 2025 8:30 am - 3:30 pm	6.00	2	2
SCSC-Master Educator Designation			
568870 - Dec 4, 2025 8:30 am - 3:30 pm	6.00	6	15
Instructional Strategies			
SCSC-Navigating Classroom Challenges: Management and Strategies to get you back on Track-Session 3			
567919 - Dec 9, 2025 8:30 am - 2:30 pm	5.00	4	7
Classroom Management			
SCSC-Concurrent Credit Panel Discussion			
571578 - Dec 10, 2025 10:00 am - 12:00 pm	2.00	11	22
Advocacy Leadership,Arkansas Scholarship Lottery,Systemic Change Process			
SCSC-ARApp Workday			
571308 - Dec 11, 2025 Jan 15, Mar 10, Apr 10, 2026 9:00 am - 12:00 pm	30.00	12	31
SCSC Area Technology Coordinators Meeting & Inservice			
571572 - Dec 17, 2025 9:00 am - 3:00 pm	5.00	5	5
Educational Technology			
SCSC -SMACKOVER- Understanding and Supporting Student Behavior: What Happens Before, What We See, and What Works.			
572228 - Jan 5, 2026 12:00 pm - 3:00 pm	3.00	3	16
Classroom Management			
SCSC- PCM Recertification Day			
568316 - Jan 12, 2026 8:00 am - 3:30 pm	7.00	1	10
SCSC-Building the Coaching Framework: Tools and Strategies for Instructional Leaders			
570500 - Jan 13, Feb 3, Mar 12, 2026 8:30 am - 3:30 pm	18.00	5	10
Building a Collaborative Learning Community,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Systemic Change Process			
SCSC-Professional Crisis Management Recertification			
570506 - Jan 13, 2026 8:00 am - 3:00 pm	7.00	2	7

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC Arkansas A+ Arts Integration Institute			
568343 - Jan 17, 2026 8:30 am - 3:30 pm	6.00	6	11
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership			
568001 - Jan 21, 2026 4:00 pm - 5:00 pm	1.00	13	22
SCSC -Why Work Keys - Start to Platinum			
571871 - Jan 21, 2026 8:30 am - 3:30 pm	6.00	7	11
Instructional Strategies			
SCSC GT Coordinators Workday/Networking			
571787 - Jan 23, 2026 9:00 am - 2:00 pm	6.00	4	5
SCSC - VIRTUAL Cycle 5 Preparation			
573150 - Jan 29, 2026 10:00 am - 11:00 am	1.00	4	4
SCSC Leadership Zoom			
568884 - Feb 4, 2026 9:00 am - 10:00 am	2.00	4	5
SCSC -Class PreK 2nd Edition Observer Training			
572773 - Feb 9, 10, 11, 2026 8:30 am - 4:30 pm	21.00	4	4
Assessment			
SCSC - Back to Basics: Data Day			
574732 - Feb 9, 2026 8:30 am - 3:30 pm	6.00	1	1
Curriculum Alignment,Data Disaggregation			
Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2			
571064 - Feb 12, 2026 9:00 am - 2:00 pm	4.00	8	11
SCSC - VIRTUAL Next Year Database Setup			
573153 - Feb 18, 2026 9:00 am - 3:00 pm	6.00	4	4
SCSC -MITS Personal Care Training			
573011 - Feb 19, 2026 9:00 am - 3:00 pm	10.00	5	19

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC- *MENTORING* Foundations of Reading Tutoring, Part 1			
567654 - Feb 21, 2026 9:00 am - 2:00 pm	5.00	6	17
SCSC- Federal Coordinators Region 7 Meeting			
568605 - Feb 26, 2026 9:00 am - 12:00 pm	3.00	9	9
SCSC Leadership Zoom			
568885 - Feb 26, 2026 9:00 am - 11:00 am	2.00	15	26
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2			
571065 - Feb 26, 2026 9:00 am - 2:00 pm	4.00	9	12
SCSC-Master Educator Designation			
568871 - Feb 27, 2026 8:30 am - 3:30 pm	6.00	6	17
Instructional Strategies			
SCSC - *MENTORING* Foundations of Reading Tutoring, Part 2			
567655 - Feb 28, 2026 9:00 am - 2:00 pm	5.00	6	16
SCSC-Tailgate Topics: Just enough to PREP you for the game of Leadership			
568004 - Mar 4, 2026 4:00 pm - 5:00 pm	1.00	16	20
SCSC-DESE Filing High Cost Claims			
576269 - Mar 4, 2026 8:30 am - 3:30 pm	6.00	5	5
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2			
571066 - Mar 5, 2026 9:00 am - 2:00 pm	4.00	6	10
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2			
571067 - Mar 19, 2026 9:00 am - 2:00 pm	4.00	7	8

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC - Elementary Next Year Scheduling Training			
573155 - Mar 19, 2026 9:00 am - 3:00 pm	6.00	4	7
SCSC - Secondary Next Year Scheduling Training			
573159 - Mar 20, 2026 9:00 am - 3:00 pm	25.00	3	10
SCSC -Cycle 6 Training			
576702 - Mar 30, 2026 1:30 pm - 2:30 pm	1.00	3	3
SCSC Leadership Zoom			
568886 - Apr 1, 2026 9:00 am - 11:00 am	2.00	8	12
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2			
571068 - Apr 2, 2026 9:00 am - 2:00 pm	4.00	7	10
SCSC - Class 2nd Edition Infant/Toddler Observer			
576795 - Apr 7, 8, 9, 2026 8:30 am - 4:30 pm	21.00	1	2
Assessment, Instructional Leadership, Mentoring Coaching			
** VIRTUAL WATCH PARTY ** Act 504 K12 Cybersecurity Policy regional workshop series - Phase 2			
571069 - Apr 9, 2026 9:00 am - 2:00 pm	4.00	7	9
SCSC- Federal Coordinators Region 7 Meeting			
568606 - Apr 14, 2026 9:00 am - 12:00 pm	3.00	9	9
SCSC Leadership Zoom			
568887 - May 7, 2026 9:00 am - 11:00 am	2.00	7	9
SCSC Area Technology Coordinators Meeting & Inservice			
579172 - May 21, 2026 9:00 am - 4:00 pm	6.00	6	7
Educational Technology			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC-Raising the Engagement Bar: Let your students do the Heavy Lifting!			
576997 - Jun 2, 2026 8:30 am - 3:30 pm	6.00	10	35
Emerson-Taylor-Bradley: Curriculum, Standards, Annotation			
584734 - Jun 2, 3, 4, 2026 8:30 am - 3:30 pm	18.00	2	7
Assessment, Curriculum Alignment, Instructional Strategies			
SCSC - TESS Pilot			
575957 - Jun 3, 4, 5, 2026 8:15 am - 3:30 pm	18.00	6	15
Advocacy Leadership			
SCSC -3-6 RISE Day 1			
573868 - Jun 4, 2026 8:30 am - 3:30 pm	6.00	9	15
Instructional Strategies			
SCSC -Next Generation Science Standards (NGSS)			
574985 - Jun 4, 2026 8:30 am - 3:30 pm	6.00	1	2
SCSC - Transformed: The Economics Behind Everyday Products			
578296 - Jun 4, 2026 8:30 am - 3:30 pm	6.00	6	14
SCSC - 4-12 Initial Screeners: Effective use of Encoding and ORF Measures			
574126 - Jun 5, 2026 8:30 am - 3:30 pm	6.00	2	3
Assessment			
SCSC - Aligning Instruction and Access: Special Education Updates			
575788 - Jun 5, 2026 8:30 am - 3:30 pm	6.00	5	10
Building a Collaborative Learning Community, Instructional Strategies			
SCSC - De-escalation - Staying Cool When the Temperature Rises -			
575952 - Jun 5, 2026 8:30 am - 3:30 pm	6.00	8	25
Classroom Management, Cognitive Research			
SCSC -Paul Andersen: The Wonder of Science-Science 3D Teaching and Learning			
572583 - Jun 8, 2026 8:30 am - 3:30 pm	6.00	5	58
Instructional Strategies			
SCSC - Elevate Math Fluency: Kick-off Session			
573692 - Jun 8, 2026 8:30 am - 3:30 pm	6.00	4	7
Arkansas Content Standards Frameworks, Instructional Leadership, Instructional Strategies			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC -K-2 Writing			
573870 - Jun 8, 2026 8:30 am - 3:30 pm	6.00	8	30
Curriculum Alignment			
SCSC-Ar PEP: YEAR 2 Summer Academy			
574197 - Jun 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 2026 8:30 am - 3:30 pm	60.00	6	11
SCSC - BOSS Laser Training			
574591 - Jun 8, 2026 8:30 am - 3:30 pm	6.00	9	11
Educational Technology,Instructional Strategies			
SCSC - Resiliency for Educators			
575933 - Jun 8, 2026 8:30 am - 11:30 am	3.00	4	4
Cognitive Research			
SCSC - Resiliency for All			
575937 - Jun 8, 2026 12:30 pm - 3:30 pm	3.00	2	4
Cognitive Research,Instructional Strategies			
SCSC - Built, Not Born: Teaching Executive Function Skills			
576238 - Jun 8, 2026 8:30 am - 3:30 pm	6.00	8	28
Classroom Management			
SCSC - Take Flight Year 2 Cohort 6			
580249 - Jun 8, 9, 10, 11, 12, 2026 8:30 am - 3:30 pm	30.00	5	5
Instructional Strategies			
SCSC VIRTUAL TIER 1 Training and Legislative Update			
580365 - Jun 8, 2026 9:00 am - 12:00 pm	3.00	13	40
SCSC - From Data to Instruction: Analyzing Student Performance and Strengthening Lesson Design			
575543 - Jun 9, 10, 11, 2026 8:30 am - 3:30 pm	18.00	2	10
Curriculum Alignment,Instructional Strategies			
SCSC - Junction City Math Curriculum & Standards Bootcamp			
575768 - Jun 9, 10, 11, 2026 8:30 am - 3:30 pm	18.00	2	14
Assessment,Curriculum Alignment,Instructional Strategies			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC - Designing Meaningful IEPs: From Design to Implementation			
576244 - Jun 9, 2026 8:30 am - 3:30 pm	6.00	5	6
Junction City Curriculum Alignment, Data Analysis, and Lesson Annotation Training for ELA and Singletons			
585804 - Jun 9, 11, 2026 8:00 am - 2:30 pm	12.00	3	16
Arkansas Content Standards Frameworks, Curriculum Alignment			
SCSC - "AI 101: Laying the Foundation for Educational Innovation"			
571360 - Jun 10, 2026 8:30 am - 3:30 pm	6.00	5	13
Advocacy Leadership, Building a Collaborative Learning Community, Cognitive Research, Educational Technology, Instructional Leadership, Principles of Learning Developmental Stages, Systemic Change Process			
SCSC - Stick the Learning			
571669 - Jun 10, 2026 8:30 am - 3:30 pm	6.00	4	6
SCSC - Dyslexia Intervention: Progress Monitoring & Data Tracking			
573570 - Jun 10, 2026 8:30 am - 3:30 pm	6.00	7	14
Assessment, Curriculum Alignment, Data Disaggregation, Instructional Strategies			
SCSC - Kids First- CTE and Academic Strategies			
574595 - Jun 10, 2026 8:30 am - 3:30 pm	6.00	6	13
Instructional Strategies			
SCSC - AI-supported cross-disciplinary training session.			
578081 - Jun 10, 2026 8:30 am - 3:30 pm	6.00	2	13
Educational Technology			
SCSC - PCM Recertification Day			
567643 - Jun 11, 2026 8:00 am - 3:00 pm	7.00	1	9
SCSC - "AI in Action: Streamlining Workflows and Boosting Engagement"			
571364 - Jun 11, 2026 8:30 am - 3:30 pm	6.00	7	13
Building a Collaborative Learning Community, Curriculum Alignment, Educational Technology, Instructional Strategies			
SCSC - Arkansas Dyslexia Essentials: What Every Educator Needs to Know			
573541 - Jun 11, 2026 8:30 am - 3:30 pm	6.00	5	7
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Curriculum Alignment, Instructional Leadership			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC - K-2 RISE Day 1			
573875 - Jun 11, 2026 8:30 am - 3:30 pm	6.00	7	11
Instructional Strategies			
SCSC - 3-6 RISE Day 2			
573924 - Jun 11, 2026 8:30 am - 3:30 pm	6.00	9	16
Instructional Strategies			
SCSC -"AI Mastery: Customizing Learning and Advancing Education"			
571366 - Jun 12, 2026 8:30 am - 3:30 pm	6.00	5	7
Advocacy Leadership,Building a Collaborative Learning Community,Classroom Management, Curriculum Alignment,Data Disaggregation,Educational Technology			
SCSC - K-2 RISE Day 2			
573910 - Jun 12, 2026 8:30 am - 3:30 pm	6.00	7	10
Instructional Strategies			
SCSC - 3-6 RISE Day 3			
573927 - Jun 12, 2026 8:30 am - 3:30 pm	6.00	9	17
Instructional Strategies			
SCSC - Durable Skills			
574602 - Jun 12, 2026 8:30 am - 3:30 pm	6.00	5	8
Instructional Strategies			
SCSC -The Learning Advantage Series			
571679 - Jun 15, 2026 8:30 am - 3:30 pm	6.00	3	3
SCSC -FUSE: Fundamental Understanding of Science Education			
573252 - Jun 15, 16, 2026 8:30 am - 3:30 pm	12.00	3	3
Instructional Strategies			
SCSC - Enhancing Dyslexia Intervention: Fidelity Tools to Inform Instruction			
573566 - Jun 15, 2026 8:30 am - 3:30 pm	6.00	2	2
Classroom Management,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Supervision			
SCSC - Title: Elevate Math Fluency: Addition/Subtraction of Whole Numbers			
573689 - Jun 15, 2026 8:30 am - 3:30 pm	6.00	6	12
Curriculum Alignment,Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC - 3 Hour Heartsaver CPR AED Certification			
574606 - Jun 15, 2026 8:30 am - 11:30 am	3.00	3	10
CPR			
SCSC - Heartsaver First Aid - 3 Hour PM			
574619 - Jun 15, 2026 12:30 pm - 3:30 pm	3.00	2	9
CPR			
SCSC - 2026 SCSC PD in your PJs June Session			
576590 - Jun 15, 2026 9:00 am - 4:00 pm	6.00	10	25
Educational Technology			
SCSC - Using ATLAS Data and Rubrics to Enhance Writing Instruction (Grades 3-10)			
577718 - Jun 15, 2026 8:30 am - 3:30 pm	6.00	10	47
Instructional Strategies			
SCSC - 3 Hour Heartsaver CPR AED Certification			
574607 - Jun 16, 2026 8:30 am - 11:30 am	3.00	5	8
CPR			
SCSC - Heartsaver First Aid - 3 Hour PM			
574621 - Jun 16, 2026 12:30 pm - 3:30 pm	3.00	5	9
CPR			
SCSC - Eureka Squared + Illustrative Math: Bringing Math to Life Through Hands-On Centers			
575970 - Jun 16, 2026 8:30 am - 3:30 pm	6.00	4	17
Arkansas Content Standards Frameworks, Classroom Management, Curriculum Alignment, Instructional Strategies			
SCSC - Spark the Connection: Arts-Integrated Strategies for Engaged Learning			
573307 - Jun 17, 2026 8:30 am - 3:30 pm	6.00	4	8
SCSC - 3-6 RISE Day 4			
573921 - Jun 17, 2026 8:30 am - 3:30 pm	6.00	10	16
Instructional Strategies			
SCSC - Elevate Math Fluency: Multiplication/Division of Whole Numbers			
573937 - Jun 17, 2026 8:30 am - 3:30 pm	6.00	4	4
Assessment, Curriculum Alignment, Instructional Leadership, Instructional Strategies			
SCSC - Counselor Compass			
574637 - Jun 17, 2026 8:30 am - 3:30 pm	6.00	9	15
Instructional Leadership, Instructional Strategies			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC- Silly Songs, Games Galore, Classroom Management and So Much More!			
575939 - Jun 17, 2026 8:30 am - 3:30 pm	6.00	6	12
Classroom Management,Instructional Strategies			
SCSC - PCM-Professional Crisis Management			
584007 - Jun 17, 18, 19, 2026 8:30 am - 3:30 pm	22.00	2	8
Classroom Management,Parental Involvement			
SCSC - 3-6 RISE Day 5			
573931 - Jun 18, 2026 8:30 am - 3:30 pm	6.00	10	17
Instructional Strategies			
SCSC - Level II Screeners: Accurate Administration & Scoring of Formal and Informal Assessments			
574108 - Jun 18, 19, 2026 8:30 am - 3:30 pm	12.00	4	5
Assessment			
SCSC - Build			
574885 - Jun 18, 2026 8:30 am - 3:30 pm	6.00	4	11
Instructional Strategies			
SCSC - "MUSIC: IT'S ALL THE BUZZ!"			
575941 - Jun 18, 2026 8:30 am - 3:30 pm	6.00	3	3
Classroom Management,Instructional Strategies			
SCSC - Teaching Physical Computing with Embedded Systems			
579363 - Jun 18, 19, 2026 8:30 am - 3:30 pm	12.00	6	8
Instructional Strategies			
SCSC -Vocabulate! Student Engagement through Creative Language Exploration			
573303 - Jun 19, 2026 8:30 am - 3:30 pm	6.00	2	4
SCSC - Lesson Annotation for High Impact Math Instruction			
573990 - Jun 19, 2026 8:30 am - 3:30 pm	6.00	4	4
Curriculum Alignment,Instructional Leadership,Instructional Strategies			
SCSC - Rite Flight			
584184 - Jun 19, 2026 8:30 am - 3:30 pm	6.00	2	5
Instructional Strategies			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC -Empowering Partnerships: Teachers & Parents United			
573872 - Jun 22, 2026 8:30 am - 3:30 pm	6.00	9	11
Parental Involvement			
SCSC - K-2 Small Group Reading			
573943 - Jun 22, 2026 8:30 am - 3:30 pm	6.00	8	24
Instructional Strategies			
SCSC - My Perspective Intro or Refresher- Understanding the Components of the Curriculum			
575948 - Jun 22, 2026 9:00 am - 12:00 pm	3.00	10	14
Curriculum Alignment			
SCSC - 6-10 Grade Math Professional Learning Session (1 day) Kids First Eureka Squared			
576947 - Jun 22, 2026 8:30 am - 3:30 pm	6.00	1	2
SCSC -6-10 Grade Math Professional Learning Session (1 day) Kids First ILLUSTRATIVE MATH-			
576951 - Jun 22, 2026 8:30 am - 3:30 pm	6.00	5	6
SCSC - Dyslexia Resource Guide - Revised 2026			
579378 - Jun 22, 2026 8:30 am - 3:30 pm	6.00	8	14
Instructional Leadership,Instructional Strategies			
SCSC -Science Acceleration: Teaching Honors Science for 5th, 6th, & 7th Grade			
573254 - Jun 23, 2026 8:30 am - 3:30 pm	6.00	6	6
Instructional Strategies			
SCSC -Unlocking Potential: Strategies for Supporting Students with Disabilities			
573420 - Jun 23, 2026 8:30 am - 3:30 pm	6.00	10	16
SCSC - AI in the Classroom: A Beginner's Guide			
573771 - Jun 23, 2026 8:30 am - 3:30 pm	6.00	8	20
Educational Technology			
SCSC - Years 2 & 3 Novice Teacher Boot Camp			
573913 - Jun 23, 2026 8:30 am - 3:30 pm	6.00	10	45
Classroom Management			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC - Stop Teaching Skills, Start Building Readers: Text Centered Comprehension (Grades K-5)			
573946 - Jun 23, 2026 8:30 am - 3:30 pm	6.00	11	31
Instructional Strategies			
SCSC - Mathematics Curriculum & Standards Bootcamp: Day 1			
575760 - Jun 23, 2026 8:30 am - 3:30 pm	6.00	5	16
Assessment, Curriculum Alignment, Instructional Strategies			
SCSC-Lithium Learns			
582078 - Jun 23, 2026 9:00 am - 4:00 pm	6.00	20	35
Instructional Strategies			
SCSC - So Many Picture Books, So Little Time			
573288 - Jun 24, 2026 8:30 am - 3:30 pm	6.00	11	22
SCSC - Year 1 Teachers - Novice Boot Camp			
574421 - Jun 24, 25, 26, 2026 8:30 am - 3:30 pm	18.00	7	15
Classroom Management			
SCSC - Teaching for Tomorrow: Practical Strategies for Delivering High-Impact Career Courses			
574648 - Jun 24, 2026 8:30 am - 3:30 pm	6.00	8	13
Instructional Strategies			
SCSC - Mathematics Curriculum & Standards Bootcamp			
575762 - Jun 24, 2026 8:30 am - 3:30 pm	6.00	5	18
Assessment, Curriculum Alignment, Instructional Leadership, Instructional Strategies			
SCSC - School Based Identification K-2			
579337 - Jun 24, 2026 8:30 am - 3:30 pm	6.00	3	3
Instructional Strategies			
SCSC Area Technology Coordinators Meeting & Inservice			
580072 - Jun 24, 2026 9:00 am - 3:00 pm	6.00	2	2
Educational Technology			
SCSC - Canva in the Classroom: Student-Centered Design Tools			
573547 - Jun 25, 2026 8:30 am - 3:30 pm	6.00	7	19
Educational Technology			

Summary Attended

Printed Date: 6/30/2026

Last modified: 6/30/2026

Session	Credits	Districts	Attended
SCSC - Mentor Training			
574427 - Jun 25, 2026 8:30 am - 3:30 pm	6.00	6	14
Classroom Management,Mentoring Coaching			
SCSC - No Missing Pieces: Putting Indicator 13 Together for Student Success			
575457 - Jun 25, 2026 8:30 am - 3:30 pm	6.00	5	6
Advocacy Leadership,Assessment,Educational Technology,Parental Involvement			
SCSC - Emerson, Taylor, Bradley: ATLAS Classroom Tool			
575507 - Jun 25, 2026 8:30 am - 3:30 pm	6.00	3	22
Assessment			
SCSC - Mathematics Curriculum & Standards Bootcamp: Day 3			
575764 - Jun 25, 2026 8:30 am - 3:30 pm	6.00	3	9
Assessment,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
SCSC - Developing Academic Language			
575943 - Jun 25, 2026 8:30 am - 3:30 pm	6.00	4	8
Instructional Strategies,Principles of Learning Developmental Stages			
SCSC - Cycle 8 Overview			
578485 - Jun 25, 2026 9:30 am - 2:30 pm	5.00	4	6
SCSC-The Regulated Classroom Training			
578467 - Jun 26, 2026 8:30 am - 3:30 pm	6.00	8	11
Classroom Management,Mental Health and Awareness			
SCSC - Igniting a Love of Reading: Booktalking and Engagement Strategies for Middle and High School Students			
575960 - Jun 29, 2026 8:30 am - 11:30 am	3.00	8	10
Advocacy Leadership,Instructional Strategies			
SCSC - Booktalks: Books, Books, and More Books!			
575968 - Jun 29, 2026 12:30 pm - 3:30 pm	3.00	8	11
Advocacy Leadership,Instructional Strategies			
SCSC - High-Quality Instructional Materials (HQIM) Professional Development – CKLA			
576941 - Jun 29, 2026 8:30 am - 3:30 pm	6.00	5	18
GRAND TOTAL:			
	23189.29	118	3723

SOUTH CENTRAL SERVICE ESC IMPACT ON

STUDENT PERFORMANCE

2025-2026

Program	Impact			
ABC PreK (Launchpad Data)	Component	Beginning of Year	Middle of Year	End of Year
	Instructional Vocabulary	8.11	9.98	12.82
	Phonemic/Phonological Awareness	6.49	9.78	17.07
	Concepts of Print	3.23	4.01	5.36
	Uppercase Letter ID	7.59	12.55	20.15
	Lowercase Letter ID	6.00	10.28	18.01
	Letter Sound Identification	2.36	7.76	17.24
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%.			
D and F Support	In the 2025-2026 school year, there were 10 buildings from the SCSC region with a D or F rating.			

	Our specialists/staff logged a total of 845.55 hours support schools that were rated as a D or an F. The low number is because the directive came after 11/10/25. Overall, our specialists logged a total of 1194.88 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 2025-2026 is 83%. 78 % of novices cited that the mentoring program impacted their decision to return in the Fall. SCSC had 175 novices in the 2025-2026 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

NOTICE OF NON-DISCRIMINATION

South Central Service Cooperative complies with all civil rights provisions of federal statutes and related authorities prohibiting discrimination in programs and activities receiving federal financial assistance. Therefore, SCSC does not discriminate based on race, sex, color, age, national origin, religion, disability, Limited English Proficiency (LEP), or low-income status in the admission, access to, and treatment in SCSC's programs and activities, as well as SCSC's hiring or employment practices. Complaints of alleged discrimination and inquiries regarding SCSC's nondiscrimination policies may be directed to:

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

