ARKANSAS DEPARTMENT OF EDUCATION

2015 Application
District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:

Cave City High School Career and Collegiate Preparatory School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Cave City High School Career and Collegiate Prep School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 1200

Name of School District: Cave City School District

Name of Contact Person: Steven Green, Superintendent

Address: 620 North Main Street City: Cave City

ZIP: 72521 Daytime Phone Number: (870) 283-3333 FAX: (870) 283-3322

Email: sgreen@cavecity.ncsc.k12.ar.us

Charter Site Address: 620 North Main Street

City: Cave City

ZIP: 72521 Date of Proposed Opening: August 2016

Name of Superintendent: Steven Green

Address: 711 North Main Street City: Cave City

ZIP: 72521 Daytime Phone Number: (870) 283-5391

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Career and Collegiate Preparatory School of Cave City (CCPS) will provide rigorous and academically diverse programs of study using research based methods to teach students strong skills of analysis, critical thinking, creative thought, digital literacy, and independent thinking skills needed for success at the collegiate level. CCPS will also equip students for future career success through extensive yet personalized industry based training opportunities. Through these training opportunities, students will acquire skills necessary to meet the needs of local and regional business and industry. CCPS is dedicated to assisting students in preparation of entry into the workforce or the pursuit of postsecondary education. CCPS will strive to create an environment of excellence and joy of learning in a nurturing community while preparing students to live principled and fulfilling lives after high school.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

1. Business and Collegiate Partnerships- Utilizing strong collaborative partnerships with local colleges and business/industry, CCPS will provide students with early access to college and/or career trainings. These partnerships will allow CCPS to provide diverse career pathways to meet the interests of students, the economic needs of the community, and the local business/industry need for highly skilled workers.
2. Data Driven Curriculum will be developed to ensure CCPS is directly aligned with needs and goals of post-secondary institutions and local business/industry. Data from ACT Aspire, and ACT will be used to develop an intervention plan for every student and drive classroom instruction. Project based learning and community partners will play a role in students' acquisition of 21st century skills including: Technology, teamwork, problem-solving, effective communication and by providing resources and real-life experiences for students.
3. Personalized Success Plan (PSP)- A joint effort between CCPS student advisors, students, parents, post-secondary education and business/industry partners will help each student set personal goals and develop a plan to achieve those goals. Data used from Kuder, ACT Aspire, industrial credential exams, and the ACT will help determine individualized academic goals. Personalized Success Plans will help to guide the student through high school and obtain a value-added diploma upon graduation. PSP can be modified and adjusted.
4. Flexibility in schedules for completion of Value added diploma- CCPS students will enjoy increased flexibility in their schedules and course offerings, due to the expanded school day, embedded, and online courses. These attributes create space in junior and senior student schedules to make time for technical or college pathway courses. Expanded curricula offerings will assist students in achieving a value added diploma. In addition, CCPS will offer extended hours on campus for students who have limited home resources.
5. Value Added Diploma- CCPS grads can achieve a value added diploma via technical/industrial certifications, increased college credit hours though concurrent, embedded, and online courses, or even an Associate's Degree. With this, CCPS grads can enter the work force above minimum wage and/or increase college success.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on August 27, 2015 in the Cave City High School Library from 6:00-7:30 to discuss the district conversion charter and proposal process with nineteen people in attendance (partially due to a volleyball game that was scheduled after the public meeting date was set and because of a parent meeting on August 6, 2015 where the charter process was discussed). The CCSD advertised the meeting date for four consecutive weeks August 5, 12, 19, and 24, 2015 in the *Batesville Daily Guard*, the local newspaper.

CCSD used other methods of media to advertise as well. The meeting was advertised August 8 & 9, 2015 at the local Cave City Watermelon Festival via informational brochure handed out by Mr. Steven Green and Mr. Marc Walling. The meeting date was displayed on August 13, 2015 during the district Open House. In addition, advertisements were published on the high school marque sign, the district website, the central office sign, and the district radio station on August 13, 2015 through August 27, 2015.
The meeting agenda was as follows:

Welcome and Introduction: Steven Green, District Superintendent
Background and need for Conversion Charter: Marc Walling, High School Principal
Programs of Study: Vickie Green, High School Counselor
Charter Overview: Cheryl Bell, High School Vocational Teacher
Question and Answer Session: Marc Walling, Vickie Green, and Cheryl Bell
Closing Statements: Marc Walling

Questions and comments were positive and the meeting received positive support for the proposed charter. A parent, Mrs. Ashley Beller, expressed how thankful she was that CCHS was pursuing the charter stating, "It will greatly impact our students and community in a economic way." In addition, Vickie Green and Cheryl Bell presented information to the faculty, staff, community partners, and school board on August 13, 2015 at the District School Board meeting. Sharing and educating parents and community members of the charter process continues on an individual basis as both the superintendent and the principal meet with parents and community partners.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

The Career and Collegiate Preparatory School of Cave City (CCPS) will provide rigorous and academically diverse programs of study using research based methods to teach students strong skills of analysis, critical thinking, creative thought, digital literacy, and independent thinking skills needed for success at the collegiate level. CCPS will also equip students for future career success through extensive yet personalized industry based training opportunities. Through these training opportunities, students will acquire skills necessary to meet the needs of local and regional business and industry. CCPS is dedicated to assisting students in preparation of entry into the workforce or the pursuit of postsecondary education. CCPS will strive to create an environment of excellence and joy of learning in a nurturing community while preparing students to live principled and fulfilling lives after high school.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Cave City School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	83.38	86.55	90
Targeted Achievement Gap Group	79.99	82.96	
African American	81.25	100	
Hispanic	62.5	70	
White/Caucasian	83.5	86.58	
Economically Disadvantaged	80.76	83.48	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	47.7	60.06	

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Cave City School District		
Campus Name	Cave City High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	65	84	90
Targeted Achievement Gap Group	62	83	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	64	84	
Economically Disadvantaged	64	83	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	25	100	

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Cave City School District		
Campus Name	Cave City High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	65	84	90
Targeted Achievement Gap Group	62	83	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	64	84	
Economically Disadvantaged	64	83	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	25	100	

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Cave City School District		
Campus Name	Cave City Middle School		
Grade Levels	5-8		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	81.7	67.6	
Targeted Achievement Gap Group	78.5	59.5	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	81.4	68.5	
Economically Disadvantaged	78.5	59.5	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	14	14	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Cave City School District (CCSD) is located in Sharp County; this district is in a rural area of Northeast Arkansas and serves a 285-mile radius. The district population is approximately 1300 students. Being in a rural area, 74% of the student population at CCSD participates in the free and reduced lunch program. This number has steadily increased from approximately 62% to over 70% within the last five years, and if this alarming number continues to grow then the effects will be devastating on our small community. In addition, according to school data, over 40% of district students directly qualify for the lunch program, which means that the families of these students participate in the Supplemental Nutritional Assistance Program. In an essence, a majority of CCSD students are at an extreme disadvantage economically. CCSD views education as a solution to this growing problem. It is for this reason CCSD would like to implement a program at the high school level in an attempt to improve the current living standard in this community. It is no longer good enough for our goal to simply be to graduate students; CCSD is committed to graduating students with a value-added diploma to lay a foundation for success in life after high school.

CCSD is classified as a Needs Improvement school based on the 2013 standardized test scores and TAGG group scores in Literacy and Math. From the data above it is evident that we have a sizeable gap between our general population scores and our TAGG group, which is overwhelmingly made up of our economically challenged group and our SPED population. CCHS has been successful in providing a pathway to college for those students that are college bound. However, after we analyzed the student data, it was apparent that additional educational opportunities and strategies are needed to better prepare non-college bound students for their post high school careers. We believe a conversion charter model will allow us to implement a number of diverse technical certification programs of study and will help our students focus on a future career pathway that best fits their needs and interests. This model along with opportunity for career-enriched experiences will assist students in the completion of a technical program of study, increase student test scores, and graduate with a value added diploma. CCPS will work to ensure that all its graduates that complete a certification program or are working to complete a certification program will be well prepared to enter the workforce above minimum wage. We feel that this charter will allow students increased autonomy in their career choice. Students will have a vested interest in their career pathway and will be able to take ownership in their education.

CCSD is an ever-evolving district; we believe that a conversion charter is the next progressive step for our high school campus. By converting to a charter and by utilizing our requested waivers, we will have the needed flexibility to provide added support for the identified portion of our student population. This flexibility will provide a valuable intervention component as well as adviser/mentoring opportunity that will maintain the student's interest in his/her future and also provide much needed support for student success.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

As noted above, the information provided above is for our middle school and high school students. No further comparisons of districts are needed at this time.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

In our area, CCPS is unique in three ways: (1) our commitment to raising the standard of living for our community members; (2) development of diverse programs for students to earn value-added diplomas by achieving a technical certificate, industrial certification, expanding online, embedded, and concurrent credit offerings; and (3) its partnership with local business, and UACCB, ASU, and Ozarka College.

To achieve these goals, CCPS will address the needed skills for success in several ways. First by creating Personal Success Plans for each incoming freshman, by expanding technical curricular offerings both on CCPS campus as well as off site, by targeting instruction time for remediation/intervention, by adding concurrent credit and online offerings for students seeking a two-year or four-year degree, by building flexibility into student schedules to pursue technical certificates or college course, and lastly by creating partnerships with local business and industry.

Personal Success Plan

Each incoming freshman will be assigned an academic adviser that will continue with the student through graduation. The academic adviser will formally meet with the student and parent/guardian to set individual goals unique to the student. The adviser will then meet with the student four times per year to assess student progress toward his/her personal success plan and make adjustments to the plan as needed. CCSD is aware that students can and will have a change in career pathways and advisers will assist students make those changes with a seamless effort. Academic advisers will act as a mentor/adviser to the assigned student. Every student may or may not have a guardian/ parent present for the PSP conferences. Therefore, support for the student will go beyond academics in that the adviser may give academic advise as well as set up tutoring sessions, arrange for transportation for access to the extended CCPS school hours, and even help locate financial support for the cost of technical and/or college courses.

Expanding Technical Certificate and Industrial Certification Opportunities

By partnering with local business, industry, and colleges, CCSD students will be able to graduate high school with a technical certificate, a nationally recognized industrial certification, up to 30 hours of college credit, and/or an Associate's Degree. This advantage will have an enormous impact on the poverty cycles in our community. Students will not only graduate with technical skills and/or college credit, they will also have acquired 21st Century skills. With the help of area businesses, each program of study will embed 21st Century skills to help fill the skills gap evident in today's local job market. Our partnership specifically with Ozarka College will allow CCPS to diversify the programs of study to meet the interests of the students while simultaneously meeting the needs of local employment needs. For example, CCPS will collaborate with NATF (National Apprenticeship Training Foundation) to offer real-world training for students via on-campus internship and apprenticeship opportunities for those students interested in a career as a Certified Electrician. Certified NATF trainers will teach the required courses one night a week, for four hours per night. It will be a four-year program to achieve the level of a Certified Electrician. CCPS students will begin the program during their senior year and continue the program after graduation until they achieve their certification. CCPS will also make the NATF program available to community members interested in this field of work.

Expanded School Hours and school year for CCPS

Although the community of Cave City is vested in tradition, CCSD leaders recognize that its goals are not obtainable through a traditional school setting, and that the traditional school setting is not conducive for all learners. CCSD is excited to bring training to its 9-12 grade students. Since CCHS students will not typically have access to Internet at home, CCPS is extending the school day one hour per day to accommodate these students. CCPS will hold hours from 7:30 am to 4:15 pm. Students will have an extra hour each day to complete their online or concurrent credit course work.

This extra hour will also be used to provide remediation or intervention for students who did not score proficient on the ACT aspire assessments or for classroom intervention/remediation within a given subject. This time can also be utilized as a standard make-up exam period so that students will not have to miss additional instruction time by having to complete a make-up exam during regular class time. We will also use this extended time to provide enrichment activities such as tutoring, study hall, ACT prep, or extra AP/Concurrent Credit/College Course instruction.

In addition, technical certification programs of study typically consist of five courses; therefore, CCPS will expand the school year to provide extra time for students to finish their last course to complete a program of study on as needed basis. This opportunity will not only set graduates up for success after high school, but also contribute a highly skilled workforce to meet the needs of high-demand jobs in the local area.

Targeted Instruction time for Remediation and/or Interventions

CCPS proposes to extend the school day to add an hour at least three days per week during the school year. During this hour, students will receive interventions to help with state test remediation, current subject remediation, Advanced Placement enrichment, ACT prep opportunities, online courses, and access to technology to assist with college research and/or course work. Occasionally, throughout the school year, this extra time will also be utilized for career seminars with speakers that are experts in different areas of technical and/or industrial skills. The speakers will inform students about knowledge and skills relevant to their career choice pathway. CCPS realizes that many of the students that will take advantage of the extended school day will also need transportation home; therefore, CCPS proposes to provide transportation home for these students.

Expanded Concurrent, Online, and College Courses

CCHS Career & Collegiate Preparatory School (CCPS) is committed to individualized education for diverse students. CCPS will educate students through use of both the classroom and real world settings, and CCSD is willing to change tradition to ensure the success of its graduates after high school. Using a curriculum developed collaboratively with area business/industry and colleges, students will be able to enroll in concurrent credit and/or online courses in non-technical and technical classes. Online courses and extended school hours will allow students to progress at their own rate and help students reach the goals set in their Personal Success Plan. Extended hours will help students that are enrolled in concurrent credit course extra time each day for research and computer access.

Seat time Alterations for CCPS students

CCPS will also change tradition by abandoning the seat time requirement for its students. Many students who are pursuing a technical certificate or industrial certificate must leave campus to receive those courses. CCPS will not be able to accommodate for some specific program courses; therefore, students will need to be bussed to and from UACCB and/or Ozarka campuses for training. In order to make this opportunity possible, one hour to travel per day must be allotted for these students. In addition, some CCPS students will be awarded mentorships or apprenticeships with local business or industry; therefore, this opportunity must also be recognized and accepted to meet graduation requirements.

Teacher Licensure/Community Expertise and Resource

Since many of the technical courses will be taught off CCPS campus, it is important to recognize the value of a field expert. CCPS is willing to accept trained professionals as competent teachers for its students in the specific field of their expertise if they are employed by either a 2 or 4 year higher education institution or technical college. Community partners as well as collegiate partners will teach CCPS students in certain areas, and CCPS will recognize these courses to meet the required seat time and course code requirements for graduation. CCPS will take full advantage of community members that can offer specific training

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

   - The tool to be used to measure the academic performance;
   - The level of performance that will demonstrate success; and
   - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
CCPS will increase the number of Seniors who meet the four ACT College Readiness Benchmarks	ACT	Increase 3% Annually	establish baseline in 2016-2017 Actual goal assessed annually each Spring beginning in 2018
CCPS will meet or exceed the state average in reading, writing, and language on the Aspire assessment	ACT Aspire	Meet or exceed state average	Annually
CCPS will meet or exceed the state average in Mathematics on the Aspire assessment	ACT Aspire	Meet or exceed state average	Annually
Increase the number of students participants in job shadowing, industry tours, and/or internships	Personalized Success Plan (PSP) Documentation	Increase 5% annually with a goal of 90% participating by 2020	Annually
Increase the number of students that will complete at least 3 hours of college credit upon graduation	Personalized Success Plan (PSP)	Increase percentage each year; Have and maintain 90% achievement by 2020	Annually
Increase number of students participating in a program of study to obtain one industrial certification before graduation	Personalized Success Plan (PSP)	Increase percentage each year; Have and maintain 90% achievement by 2020	Annually
Increase the # of graduates attending college/ technical school/ or workforce earning more than min. wage	Follow-up Survey with graduates	Have or maintain 90% achievement by 2020	Annually

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

If the above-mentioned goals are attained then this is a strong indicator that school is fulfilling its mission. CCPS is committed to improving student success during high school to help increase the standard of living after high school. Helping students become self-sufficient college and/or career ready is the goal of CCPS. While CCPS understands that not every student will attend college immediately out of high school, our mission is to lay a foundation rich with technical and college ready skills so that graduates can ensure success at a career of their choice and/or pursue a college education. CCPS will demonstrate its commitment to the betterment of all students in the following ways:

-All incoming CCPS freshmen will be assigned a certified teacher to act as the student's academic advisor through graduation. The academic advisor will assist the student in creating a **Personalized Success Plan** as well as schedule any interventions that student may need in order to help him/her be successful in a CCPS program of study. The academic adviser will also keep a digital portfolio for the student. The digital portfolio will serve to house student work, accomplishments, transcripts/grades, letters of recommendations, and PSP.

-**Scoring proficient on the Aspire exam in both math and literacy**, and eventually science, will demonstrate that students completing the CCPS curriculum are at or above the state standard in those areas. This accomplishment will demonstrate an increase in college and career readiness skills needed for success after high school. Students not scoring proficient will receive interventions need to help that student achieve a proficient score in any area of deficiency.

-All CCPS students will take the ACT during the spring of their junior year. CCPS will host a summer ACT preparatory course in May each year. In order to help students reach their PSP goals, CCPS is prepared to pay for the June ACT exam for all juniors that attend the summer prep course. In addition, **ACT preparatory and test-taking training** will be available as an **intervention strategy** throughout the school year for any student not meeting his/her ACT score goal set in the PSP or by college entry requirements.

-**An increase in online and concurrent credit offerings**. Studies show that students who earn 30 hours of college credit are 90% more likely to complete a four-year degree (NACEP). If CCPS can increase the number of students who earn college credit before graduation and increase the number of college credit opportunities for these students, then this also increases the student's chance of successfully completing a four-year degree. In addition, CCPS partnership with Ozarka has resulted in the agreement that when a student completes twelve consecutive credits through Ozarka on CCPS campus or online, then that student will qualify for **twelve additional credits to be taken on the Ozarka College campus at no charge**.

-**Job shadowing/Internships/Apprenticeships** are critical elements to the success of career readiness in the student's field of choice. These opportunities teach students the skills that cannot be taught in the regular classroom setting. Skills like building relationships with potential employees, hand-on experience, and even on-the-job training are invaluable to a student entering the workforce upon graduation. These opportunities do two things: gives the students a chance to apply the skills and knowledge acquired through the CCPS experience; and gives CCPS a chance to self-evaluate and make changes to the technical programs of study as the workforce needs evolve. CCPS is committed to being a living program, adaptable to current local business/ industry needs and trends. For example, CCPS's partnership with NATF will offer students real world training via apprenticeships as well as assist them with finding meaningful employment in their certification area after graduation. This option will be available mainly to seniors; however, the CCHS Career and Collegiate Prep School will recognize individuality with student abilities and will offer flexibility as needed.

-**Technical Certification/Nationally Recognized Industrial Certification/ College Credit** is vital to CCPS student success. CCPS students will leave high school with a value-added diploma to validate his/her industrial expertise and/or commitment to higher education. Collaboration with local colleges and/or industry and business experts ensures the high quality of academic rigor of each CCPS program of study. The job market in this community for jobs paying above minimum wage and is highly competitive. Completion of a program of study will

give validation to employers that the CCPS graduate has a level of expertise a step above the average applicant. In addition, CCPS students will feel confident that the training/education they received is of the highest quality and will be reflected in the success of job placement and/or college placement for every CCPS student.

Each CCPS graduate will have the skills needed to enter the workforce at or above the minimum wage standard and/or with at least three hours of transferable college credit. This goal sends a message to all stakeholders that CCPS graduates have significantly raised the value of their high school diploma. This value added diploma gives students the skills necessary to seamlessly and confidently transition into the next step of their lives. In addition, the diploma represents a strong foundation provided by CCPS that will improve each student's quality of life and enable their success in the workplace or in pursuit of a higher education.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

The average annual percentage of Cave City High School graduates who enroll in college is 60%. A study of the class of 2011 revealed that after four years post high school less than 30% of the students had completed a Bachelor's of Associate's Degree. Only 8% of the class of 2011 had completed a four-year degree in four years. CCHS has recorded outstanding ACT scores and the focus of the charter was not originally intended for top performing students. Last year alone, two CCHS students out of 95 were awarded the prestigious Arkansas Distinguished Governor's Scholarship. All students in CCHS need to be the focus. What can be done to help increase the degree completion rate of the traditional college going rate of 60%? According to Complete College American, "today's young people will be the first generation in American history to be less educated than their predecessors" (Time is the Enemy, 2011). Research conducted by the National Alliance Concurrent Enrollment Partnerships reveals that students who are dual enrolled are 11% more likely to persist through the second year of college and dual enrollment students who completed 20 or more credits are 28% more likely to persist through the second year of college. In addition, Complete College America, reports that poor students and students of color struggle the most to graduate. The socioeconomic status of CCHS students does not end upon graduation. What is the answer? Increase the number of college credits students will have earned upon graduation. Furthermore, by adding more certification programs students may also obtain the credentials needed to gain employment above minimum wage while enrolled in college. A student whose goal is to gain employment as a Registered Nurse will be able to obtain a C.N.A. while in high school which would provide opportunities to increase their standard of living while attending college. Another obstacle for students in college is navigating the college system and planning schedules. Students who graduate from CCHS will have a Personal Success Plan designed specifically for them that will provide a road map for their next level education.

Over Achiever Course Sequences

This program of study is for students who are very dedicated and driven and want to pursue an Associate of Arts Degree while in high school. Few students would fall in this category.
Students could earn an Associate of Arts Degree from U.A.C.C.B. or Ozarka College and appropriate course selections would be made that fulfills the requirements of the college of choice. Students will also be encouraged to select college electives in the field of their personal planned major of study. Honor Graduate requirements are as follows: 2 AP Courses, Precalculus/Trig, Spanish I, Spanish II, Chemistry or Physics and all must be completed with a GPA over 3.5.

Sample Course Schedule for Over Achiever Four Year Course Sequence

Individual Student Schedules will vary dependent upon the Personal Success Plan

Grade 9: PreAP Eng 9 - PreAP Civics - PreAP Alg. - PreAP Bio - Athletics/PE/Band/Ele- Spanish - *Strategies CS/ C.T.* = ***College Credits: 6***

Grade 10: PreAp Eng 10- PreAP GEO- PreAP Alg II- Physics - Athletics/PE/Band/Ele- Spanish II- OC/Phy Fit =

College Credit: 6

Grade 11: AP Eng11/Comp I&II- AP US HIS/US I&II- Pre Cal/Trig- PreAP Chemistry- Athletics/PE/Band/Ele- Psychlogy/Col Ele = **College Credit: 24**

Grade 12: APEng 12/World Lit I, II- Ap World Civ I&II- AP Calculus- AP Bio or AP Chem- Athletics/PE/Band/Ele- Col Alg/F.A. Theater- Col Bio/Col P.S. = **College Credit: 26**

Sample Course Schedule for High Achiever Four Year Course Sequence

Grade 9: PreAP Eng 9- PreAP Alg I- PreAP Civics/Econ- Athletics/PE/Band/Ele- Computer Tech- Elective HS = **College Credit: 0**

Grade 10: PreAP Eng 10- PreAP Geo- PreAP World His- PreAP Biology- Athletics/PE/Band/Ele- Spanish I- Strategies CS = **College Credit: 3**

Grade 11: PreAP Eng 11- Adv Alg II- PreAP Amer His- PreAP Chem or Physics- Athletics/PE/Band/Ele- Spanish II- OC online/Psy = **College Credit: 6**

Grade 12: AP L & C/ EC I, II (6 credits)- Trig/PreCal- HS Elective- College Bio/P.S. (8 credits)- Athletics/PE/Band/ Ele- Col Alg/ FA Theater (6 credits)- HS elective = **College Credit: 20**
***embed Health**
Students who complete the program above may know they are college bound; however, undecided as to a major course of study. Basic Freshman core college courses are that are commonly required for local higher education institutions are included in the course of study. Students who are interested in a particular major course of study will have this reflected in their Personal Success Plan. U.A.C.C.B., ASU and Ozarka College all have a wide range of online courses to select from which will enable us to personalize students' education.

Sample Course Schedule for Achiever Course Sequence: See Appendix
The Achiever Schedule is intended for students who wish to earn 15 college credits while enrolled in high school. Please keep in mind it is a sample only and individual student plans will vary with their Personal Success Plan.

Forty percent of CCHS graduates have not enrolled in college or technical school upon graduation. CCPS goal is to allow more students to obtain industrial certifications, certificates, or technical certificates while attending high school. Furthermore, it research showed close to 25% of the class of 2011 are struggling financially and not gainfully employed. CCHS has formed partnerships with U.A.C.C.B. and Ozarka College to best meet the needs of students. CCPS would like for the programs of study available to the students to be listed under the federal guidelines as Gainful Employment.

Ozarka College offers the following certificate programs:

- Accounting
- Banking and Finance
- Business Computer Applications
- Business Management
- Certified Nursing Assistant
- Criminal Justice and Corrections
- Early Childhood Development
- Emergency Medical Technology
- Hospitality Management
- Information Science Technology
- Medical Office Administration
- Pre-Health Sciences

Technical Certificates are available the following:

- Automotive Service Technology
- Culinary Arts
- Early Childhood Education
- Health Information Technology
- Health Professions
- Information Science Technology
- Licensed Practical Nursing

One unique component of Ozarka College is the availability of online courses. Over seventy-five courses are listed on the Fall 2015 Ozarka Course Schedule. Travel time from CCHS to U.A.C.C.B. or Ozarka College is 30 minutes. CCSD transports many students to school, which is often a long bus ride as well. Some programs will require CCHS to transport students to either U.A.C.C.B. or Ozarka College, however, when possible preference would be given to keeping students on campus at CCHS. Ozarka College currently has online courses in every area listed above which would enable CCPS to develop Personal Success Plans unique to each student. Online delivery solves several logistically problems including time travel time and difficulty with scheduling. It also would allow CCPS to more closely monitor student work. Faculty members would be paid to help mentor students in these programs.

Sample Course Schedule for Technical Certificate/Welding Concentration for Four Years

Grade 9: Eng 9 or PreAP- Alg I or Pre AP- Civics/Econ or PreAP- Athletics/PE/Band/ Ele- Computer Tech/OC- Agri Sci & Tech = **College Credit: 0**

Grade 10: Eng 10 or PreAP- Geometry or PreAP- World His or PreAP- Bio or PreAP- Athletics/PE/Band/Ele- Ag Mechanics- Ag Metals = **College Credit: 0**

Grade 11: Eng 11 or PreAP- Alg II or PreAP- Am His or PreAP- Athletics/PE/Band/Ele- Welding I- Welding II = **College Credit: 8**

Grade 12: Eng 12 or AP Eng 12- Adv Topics/Trig/CA/TM- Writing Workplace/TM- Tech Methods/Eng Draw- Athletics/PE/Band/Ele- AutoCAD/Ind Safety*- 1cr. Col elective/Fine Arts = **College Credit: 19**

***embed Health**
Potential employers would be Future Fuel as well as Bad Boy Mowers

The following sample course schedules are also available upon request:
Welding Certification
Early Childhood Education- Certificate
Early Childhood Education- Technical Certificate
Information Science Technology- Technical Certificate
Information Science Technology- Certificate
Certified Nursing Assistant
Certified Nursing Assistant/Leading to LPN/RN
National Apprenticeship Training Foundation- Electrical Apprenticeship

*The National Apprenticeship Training Foundation provides a youth career-training program for high school students interested in achieving industry recognized certificates. This intensive job preparation training is a 40-hour course that can be offered during regular school hours or after school.

The course is designed to place potential apprentices in a real world environment and teaches employment readiness skills such as punctuality, attendance, and consistent job performance. The 40-hour program includes:
- Employer Expectations of an Employee
- Real World Workplace Scenarios
- OSHA 10 Certification
- Team Building
- CPR Certification
- Problem Solving
- Introduction to Apprenticeship Career Offerings

- Writing a Resume
- Completing an Employment Application
- Dress for Success
- Interview Techniques
- Mock Interviews with Actual Employers

The sample schedules listed is not an exhaustive list but rather a sampling of four-year graduation plans that would provide gainful employment upon completion as well as provide students with more opportunity for concurrent coursework.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

Curriculum.

CCPS curriculum was created in collaboration with local colleges, technical schools, and local business and industrial leaders. Both the college credit program of study as well as the technical certificate and industrial certificate programs of study provide a flexible schedule where students can fulfill their graduation requirements while enriching their education with either a technical program of study or by earning college credit through concurrent credit courses offered through CCPS or by online courses offered through either UACCB or Ozarka college. CCPS will also offer embedded course work to allow students more flexibility in pursuing either a technical program of study or a college credit program of study. The embedded courses will create extra space in the student's junior and senior class schedule to allow to student to complete a program of study and earn a value added diploma upon graduation. Online courses will also be available for students seeking to earn college credit upon graduation. Online courses will be offered to CCPS students and will allow students to advance through the courses at their own pace. Online opportunities enhance independent learning skills, problem-solving skills, and digital literacy skills, as well as soft skills like time management and organization.

CCPS curriculum was developed with the expectation that research based instructional strategies will be utilized by staff. CCPS staff will receive additional professional development on research based instructional methods. CCPS curriculum will also use data-driven instruction, meaning each teacher will be provided an information sheet on every student through student GPS that provides student data on academic strengths and weaknesses. This data will be gathered using ACT Aspire interim assessments that will be given at least once every 9 weeks. Teachers will receive additional training on how to use this data to develop lessons that meet the individual needs of students; in addition, teachers will use the data to create/develop/amend the goals of individual student's Personal Success Plan and interventions.

CCPS Technical Curriculum.

CCPS students pursuing a technical certificate or industrial certification will enjoy a diverse curriculum that develops real-life problem solving abilities and fosters teamwork skills. CCPS technical students may travel to either the UACCB or Ozarka college campus for courses that cannot be offered on the CCPS campus. This blended learning community will provide students project based learning experiences both on and off the high school campus. CCPS technical curriculum is project based and will offer students hand-on experiences the student would otherwise not practice in a traditional school setting. Completion of one of the technical certification programs of study will earn the student a value added diploma and enhance the student's chances of entering the workforce above the minimum wage pay scale.

College Credit Curriculum.

The college credit program of study offers a more individualized pathway to a college career. CCPS has staff on hand that holds at least a Master's Degree in math, English, and history. Because of this, CCPS is able to offer a curriculum enriched with concurrent credit offerings. However, in order to expand college credit opportunities, CCPS will need to offer additional credits through online courses at both UACCB and Ozarka College. Given the individual goals of each student, CCPS students could graduate with up to 30 hour of college credit and even an

Associate's Degree in some cases.

Programs of Study.
CCPS surveyed students and local business and industry to develop the Initial technical certification programs of study that would best meet the needs to both student interests as well as business and industry employment needs. Based on survey results, the initial programs will include Welding, CNA, Information Systems Technology, and Child Development. CCPS will expand technical certification programs each year based on student interest and business/industry need. CCPS students will have choice between programs offered through UACCB and Ozarka College of Melbourne. All of the technical programs of study will include pre-requisite courses that will be completed on the CCPS campus during freshman and sophomore years. Once these courses are complete, students will begin their training on the UACCB or Ozarka College campuses. CCPS will bus students to and from the respective campuses to ensure safety for all students. Some programs of study will include internships and apprenticeships, and all will include job shadowing, observation, or practicum hours. CCPS will monitor and adjust programs to fit the individual needs of students.

Instructional Methods.
CCPS is committed to data-driven instruction in every classroom. This data will be gathered using the ACT Aspire interim assessments as well as the NWEA MAPS data. Data will be provided to individual teachers through the student GPS system. This data will be utilized in two ways, (1) to create goals for individual students through their Personalized Success Plans, and (2) to set interventions to meet academic needs of students, and (3) to guide instruction in every classroom so that every student achieve his/her goals. Records will also be attained that documents each student's response to intervention (RtI) by using the goals set in the Personalized Success Plan academic advisers can assess if the student is advancing on certain skills that were previously listed as 'needs intervention'.

Teachers will also use research-based instructional methods within the classroom. According to Robert Marzano, there are nine research based instructional strategies that every teacher should practice and staff will be provided additional professional development on such strategies and ways to implement strategies into daily instruction. CCPS college credit program of study will encompass online courses that will not only advance the number of credits students can achieve but will also develop digital literacy that is needed for future success in a technology driven world. Digital learning communities will develop independent learning skills in students, and will prepare them for future college hybrid or online courses.

Costs.
CCPS will offset the costs of the added curriculum by utilizing NSLA (National School Lunch Act) money. ACT 1131 titled AN ACT TO ESTABLISH THE WORKFORCE INITIATIVE ACT OF 2015; AND FOR OTHER PURPOSES AN ACT TO ESTABLISH THE WORKFORCE INITIATIVE ACT OF 2015; AND FOR OTHER PURPOSES, written by Senator Jane English in 2015, establishes that NSLA funds may be used for tuition and costs of equipment that enhances an institutions ability to establish programs that will better prepare for career or college. CCPS will also use funds donated by local business that will scholarship some students to help offset the costs of tuition and supplies for success program implementation.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Once the CCPS model is implemented, it will be a program where math, science, and literacy are assimilated across the curriculum. This cross-curricular approach will better prepare students for a hands-on, project based learning environment that will equip them for the challenges of the workforce in our local community. The digital and online learning portions of the education programs of study will prepare students for future college courses that are online, develop their digital literacy, as well as workforce courses that are computer based or blended/ hybrid learning opportunities. The digital courses will be self-paced and CCPS will extend school hours to accommodate those students that do not have access to Internet or computers at home. CCPS will make campus resources available for at least one hour each day at least three days a week for students to work or

receive interventions. In addition, the digital and embedded courses help to create flexibility in student schedules and eventually will help to create extra space at the junior and senior level for other important activities such as band, athletics, or other types of extra-curricular activities that CCPS feels are dire to the holistic approach to education.

Once the CCPS model is fully implemented, the programs of study will begin at the freshman level with pre-requisites. By their junior and senior year, students will have gained enough extra space in their schedules to spend half their day experiencing job shadowing, internships, apprenticeships, observations, and practicums in their field of interest to complete their programs of study and earn a value added diploma upon graduation.

Starting the in 9th grade and continuing through the tenth grade, CCPS students will have the opportunity to take embedded and online courses to meet their graduation requirements. This will later free up time in their schedules to take their desired program of study during their junior and senior years. In the first year of their program of study, usually their junior year, the technical curriculum will be laid out depending on their area of interest. Welding students will begin their program of study in the fall and spend the first half of their day off campus as UACCB, upon their return to campus they will attend their regular scheduled required courses of English, Math, History, and Science as needed. This pathway will allow them to complete their certificate by Christmas of their senior year leaving their last semester of school to do an internship or apprenticeship. CNA program of study will be similar in nature; however, the students will do observation hours and take an additional CPR certification course in order to earn their certificate.

Since the first year will be a transition year for students and staff, CCPS feels that limiting the initial program choices to three is a wise decision. We want to ensure that the implementation of the charter is a success for all parties involved. After the first year, CCPS will look to expand opportunities for both the technical programs as well as the college pathways to provide a greater number of choices for our students.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

The primary reason for the charter request is for the ability to create flexibility in student schedules. CCHS attempted to request similar waivers under the School of Innovation application but was denied. We see this as a critical element in preparing students for successful life after high school and increasing the overall standard of living in our community. We believe the flexibility we will receive with this charter will help staff better serve the needs of our students, whether that be for the college bound graduates or workforce bound graduates. We have a clear vision as to how to help our students be successful after high school. With this conversion, we will have the opportunity to start four technical programs of study that we believe will benefit our students but we plan to expand these opportunities each year.

There are many students of CCSD that will not attend college, or will not attend college immediately after high school. Traditionally, 60% of CCSD graduates attend college while leaving 40% to directly enter the workforce. We feel CCSD does a good job helping the students that want to attend college achieve their goals. The value-added diploma will help students that go directly to college after high school obtain a job making above minimum wage to assist with the expenses of college life.

CCSD has not had any significant strategies in place to assist students who know they do not want to attend college. We feel programs of study offered through CCPS will be one avenue to meet the specific needs of individual students and allow them to graduate from high school with the skills and abilities necessary to make a viable living immediately upon graduation. It is important to note that the low socio-economic status of the students in our district does not change after graduation. And it is for this reason that CCPS will be an agent of change within this community.

CCPS will also expand the college credit opportunities for those students that do chose to attend college upon graduation. CCPS will offer an increased number to concurrent credit offering and online opportunities through a joint effort with UACCB as well as Ozarka College. CCPS students will be afforded the opportunity to graduate

with up to 30 college credit hours; and, very ambitious students will have the opportunity to graduate with an Associate's Degree. CCPS college pathway is designed to be very versatile to meet individual needs of students and help students achieve their PSP goals.

CCSD recognizes that the mission of CCPS cannot be realized in a traditional school setting and thereby request waivers to ensure the flexibility needed to pursue such a mission. The waivers we are requesting are for seat time, embedded courses, teacher licensure requirements, and flexibility in scheduling courses at CCPS.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
   A) Employing personnel;
   B) Developing and controlling the charter school budget;
   C) Managing day-to-day charter school operations;
   D) Developing and controlling the school calendar; and
   E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Currently, CCSD is made up of three campuses to include one elementary, one middle school, and one high school. CCPS will be housed within the high school campus. The CCHS Career and Collegiate Preparatory School will have more autonomy than traditional schools in the district. After being granted a charter status and waivers are approved, CCPS will be able to employ personnel based upon their content knowledge without regard to whether they hold a valid teaching license as a teacher. This process will allow the school to work with business partners and local 2 and 4 year colleges to donate personnel to teach particular technical courses, skills, and conduct that is both meaningful and relevant to individual student interests.

CCPS will follow an on-site budgeting policy so that administrative members of CCHS already adept to being able to freely make budgetary decisions and not have to work within the constraints of getting an approve purchase order for every purchase. This autonomy will be valuable when working with the charter budget by allowing CCPS administrators to purchase and distribute resources where they are most needed. **Sample budget is available upon request.**

The CCPS has an established administration to handle day-to-day school operations. The principal, assistant principal, school counselor, and charter director will work collectively to oversee the financial, personnel, resources, and physical facilities. This office will also oversee operations of programs of study, certification programs, technical courses, online college courses, embedded courses, and concurrent credit college courses. All administration will be responsible for maintaining a safe culture and environment by overseeing school discipline.

CCPS will adhere to the district calendar. Because the charter relies upon district transportation services, the need to follow the same academic calendar is a critical component. However, the implementation of the extended school day for interventions/remediations means that CCPS will have a separate campus calendar to reflect the days this service is available and transportation will provided for the students. See Appendix for sample CCPS yearly calendar and daily schedule.

A significant area where CCPS will practice autonomy will be in the area of course offerings and flexible time. Based upon research from student interest survey, community business input, and local labor market projections, CCPS will be able to offer relevant course pathways that meet the needs of both the students and the local job market. The courses and programs of certification could vary from year to year depending on the interest of students and job market needs. The flexibility to create new course offerings, embed courses where applicable, and offer increased online classes will help to create space in individual student schedule to allow for a more personalized educational experience. Students will have space to take classes that are more meaningful and aligned with their career interests. This autonomy will increase the students' achievement in obtaining a value added diploma upon graduation. The autonomy will also allow CCPS to utilize career instructional volunteers or hire professional certified non-licensed field experts to instruct on a temporary yea- to-year basis.

CCHS currently enjoys a certain amount of autonomy, and has put into place a certain number of online courses as well as embedded courses. CCHS is moving in an innovative direction, the charter status will allow us to move to a higher level of flexibility and autonomy to better serve our students. The charter approval will greatly aid us in the process of moving forward in the quest to become a 21st century school.

10. Describe the school improvement plan by addressing the following:

A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Parents, licensed faculty, and our business partners will be critical members in developing, implementing, and evaluating the school improvement plans of the CCHS Career and Collegiate Preparatory School. These stakeholders will work together to be a creative force behind the school's ACSIP (Arkansas Comprehensive School Improvement Plan). This plan will comply with ADE state requirements and be submitted annually for review and approval. Each year these groups will analyze and evaluate data from ACT Aspire reading, writing, math, and science scores to help determine specific needs an develop a course of action for the next year. Data from this source will also be used for creating and evaluating overall student performance in meeting school AMOs (Annual Measurable Objectives) but also to evaluate within the schools TAGG (TArgeted Achievement Gap Group) as well. These committees will meet early in the year to determine the school's goals, set the schools AMOs, and create the schools goals and course of action for the upcoming year.

B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

One of the initial steps we have taken in preparation for being a conversion charter is to embed elective courses into other courses where there is an obvious overlap in frameworks. We believe having this autonomy will have a major impact on student achievement. The embedding of certain courses will create flexibility in student schedules, this will allow CCPS to do two things. First, it will create space in student schedules to allow the student to pursue a program of study for a technical certificate, industrial certification, or to increase the amount of college credits they achieve upon graduation. The embedding of courses will help enhance student achievement of a value-added diploma. Second, embedding courses will allow CCPS to provide a more flexible remediation/intervention program that will not only help support students that have not achieved proficiency on EOC exams but also students that struggle in specific classes. This flexibility will help teachers and students to be able to connect and work together during the day without sacrificing whole class time or before/after school times. Embedding courses does not mean watering down of curricula, instead it means teaching similar frameworks simultaneously with the same rigor and expectations as in a traditional classroom. This action will allow the opportunity for enrichment for ACT prep and/or other Advanced Placement courses and will help

CCPS meet AMOs set within the ACSIP to improve student learning.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

To ensure curriculum alignment, CCPS will use the Arkansas Curriculum Frameworks as well as Common Core State Standards (CCSS) to fulfill its curriculum requirements. CCPS staff will work to incorporate literacy across the curriculum to be included in such courses as English, Science, Social Studies, as well as elective courses. We will also include CCSS Math standards in our Math and Science courses where applicable. CCHS was a pilot school for the implementation of the Literacy Design Collaborative and Math Design Collaborative programs in 2011. CCPS will continue with this program to ensure cross-curricular alignment with the Ar Curriculum Frameworks as well as CCSS. The flexibility that comes with the charter will allow CCPS to embed CCSS and Ar frameworks into courses where there is obvious overlap in the framework content. CCPS administrators will continue to monitor teacher performance using TESS methods to ensure the standards are being taught via research-based instructional strategies. We feel that this is a this wholistic approach to literacy and math is a great method for teaching the required skills through the content that will be associated with a particular subject or career field.

One way we will ensure this process is through meaningful and relevant professional development for our faculty. Even if CCPS utilized non-licensed professionals as instructors, we will assign mentor teachers to help develop curriculum to ensure alignment with Ar Frameworks as well as CCSS. CCPS will provided trainings to assist these instructors with classroom management, parental contact, lesson planning, and other daily duties that accompany the classroom. Another way CCPS will use to ensure alignment is through PLC (Professional Learning Committees). CCPS will provide time for faculty to collaborate with each other to develop cross-curricular lessons and to create a wholistic approach to education within our campus. PLCs will research new and trends in education and communicate findings with colleagues.

Another component of emphasis in CCSS is the cross curricular use of technology and technology driven instruction. We currently have a one-to-one ratio of student to device availability, the infrastructure in our building is equiped to handle wireless ports in every classroom. Every classroom on CCHS campus has a mobile chromebook cart with 25-30 chromobooks on each cart. In addition, the campus has 4 fully stocked mobile iPad carts that are available for checkout for any teacher for classroom use. Although with the charter much of the budget will be allotted to improve/update campus technology, some CCHS departments are attempting to meet the students need for 21st century skill sets. Our technology department is equipped with innovative equipment and software for student use such as, 3D printers, CAD software (architect and design/ blue print creation), Adobe Design software (web design, photo editing), and GPS mapping software (creating maps). CCHS Science labs are equipped with microscopes; however, updated equipment to reflect real-world technological advances is needed to increase the skill sets of students entering STEM careers. We want to update other forms of technology as well so that we can better comply with the implementation of CCSS campus wide while exposing students to cutting edge technology they will encounter within their career field.

In addition, CCPS students will participate in the ACT aspire interim and formative assessments as well as the required EOC exams and will required interventions/remediations if they do not perform at a proficient level. This accountability component will help CCPS focus on curriculum alignment, data driven instruction, and intervention strategies so that we can better prepare our students for these assessments.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

CCHS Career and Collegiate Preparatory School guidance program will maintain a focus on each student's Personalized Success Plan that begins during freshman year. The PSP will advance with each student through their senior year where, depending on the student's personalized goals, students will be awarded a value-added diploma that reflects college credit obtained in high school, a technical or industrial certificate, and possibly an Associates Degree from an accredited two or four year college. CCPS guidance counselor and on campus Career Coach will work closely in collaboration to monitor each student's progress in their PSP and assist them in the achievement of graduation requirements, concurrent course work, career direction, community service, job shadowing, internships, and apprenticeship opportunities. In addition, CCPS staff will be academic advisers to all CCPS students to ensure that each student is meeting PSP goals as well as advise students on course choices to meet those goals.

B) Health services;

Applicant Response:

CCSD has a full time registered nurse that will continue to serve as a full time nurse for CCPS.

C) Media center;

Applicant Response:

CCHS currently has one FTE Media Specialist and houses a well equipped, technology enriched, media center that includes a computer lab, printers, projectors, and ipads for student use. CCPS will continue to make use of the media center's multiple resources. In addition to the school media center, each classroom will serve as a media center with the use of technology in the form of: chromebooks, laptops, interactive smartboards, as well as other resources to assist in cross-curricular lessons. In addition, CCPS students will enjoy a well-designed, multi-media equipped study area that can be utilized for collaborative assignments, brainstorming, presentations, and group projects, yet still have individualized areas where students can study independently or take exams privately.

D) Special education;

Applicant Response:

CCHS works hard to ensure that children with disabilities have the opportunity to receive a free and appropriate education in the least restrictive environment. Students with special needs will continue to thrive under the CCPS curriculum that utilizes research-based instruction methods by staff that will continue to meet the individualize education plans of each special needs student. In addition, special needs students, if interested in the programs of study within CCPS, will complete a PSP with goals for completion of a value-added diploma. IEP students will continue to receive modifications to ensure their success within CCPS programs of study. Students in need of more intensive accommodations will be provided with additional resources, support, and classes that assist them as needed and to ensure success. Teachers will act as advisers for special needs students and assist in educational advisement and educational fulfillment that will help to increase the student's standard of living after high school. CCPS and district will continue to comply with IDEA, 504, and IEP guidelines.

E) Transportation;

Applicant Response:

CCSD will provide transportation services to all eligible students in its region and will comply with all transportation guidelines. In addition, CCPS will provide transportation for students that take advantage of the extended school day and in the expanded school year as needed. CCPS students that participate in a program of study that requires an alternative learning environment at UACCB or Ozarka College will be transported using a district bus and driver.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

CCPS will house its alternative education program on the campus of CCHS. Students will be assigned to the ALE based on academic need. Placement preference will be given to students who are chronologically juniors and seniors and behind in graduation credits. Students in ALE are eligible to participate in CCPS programs of study, it is CCPS goal to see these students graduate with a traditional high school diploma with an earned value-added component. These students are part of the targeting student population of CCPS, students that need to develop a skill/training in order to enter the workforce earning above minimum wage to help them be successful after high school. ALE students are perfect candidates for CCPS offerings.

G) English Language Learner (ELL) instruction

Applicant Response:

CCSD recognizes the opportunities for differentiated instruction that can be provided through CCPS for students who are ELL. ELL services that will meet the needs of enrolled students and are in accordance with each student's ELL program will continue to be provided through CCPS. A highly qualified ELL teacher will provide the services for both CCHS and CCPS students. The district and CCPS will comply with all aspects of ELL regulations.

H) Gifted and Talented Program.

Applicant Response:

A wide variety of Advanced Placement courses will be offered and GT Students will be encouraged to engage in enrichment projects by a campus GT coordinator. Since the goal of CCPS is to expand college credit opportunities through concurrent credit, embedded, and online college courses, GT students will be encouraged to participate in CCPS and the PSP. Ambitious students can graduate with an Associates Degree and/or a technical or industrial certification to achieve a value added component to their high school diploma.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.)*

Applicant Response:

In accordance with Arkansas Code Annotated 6-23-202, CCPS plans to provide an annual report to parents, community, business partners, and state governing board. At the conclusion of each school year, a report outlining progress toward meeting the mission of the charter will be published on the district webpage and be made available in paper form to all patrons. CCPS will be transparent with the data related to the progression toward the goals of CCPS. Data collected will include: high school credit earned, achievement scores on ACT and ACT Aspire, senior surveys, graduation rates, number of students completing a program of study, graduates

attending technical training/college, and hours of professional development earned by teachers.

CCPS will also report local successes and celebrate individual student achievement and accomplishments at various awards ceremonies, banquets, as well as at the final graduation ceremony for seniors.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

CCPS will serve all high school ages students living within the school district boundaries of the CCSD who meet requirements set forth by the State of Arkansas. Any student seeking admission into CCPS grades 9-12 will be eligible for the programs of study provided by CCPS; however, students seeking college credit via concurrent credit courses or online courses will need to meet the requirements set forth by the higher education institution providing the courses. In addition, any student not meeting the higher education requirements will be eligible for interventions through CCPS so that future college credit opportunities will be ensured.
Students will be allowed to transfer to CCHS Career and Collegiate Preparatory School via school choice and legal transfer processes.

If this application is accepted then CCPS will publicize in local newspapers, television stations, radio stations, websites, and any other means of communication to current CCSD students and families. The main recruitment will begin in the 9th grade when students and academic advisers create a Personalized Success Plan that will guide the student through course/career pathways to ensure their achievement of a value-added diploma upon graduation.
Being housed in a small community, the best advertisement for CCPS will come via word of mouth from families of students and individual student success stories.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- [x] Yes
- [ ] No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

At the time of application, no members of district personnel or leaders of the proposed charter school have prior involvement in the operations of a charter school.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Superintendent

- Oversee the mission of Cave City School District.
- Work with district administrators and school board on personnel decisions.
- Prepare the annual budget that is board approved.
- Evaluate central office personnel as well as building level administrators.
- Maintain building maintenance and safety and to ensure a healthy, safe learning environment.

Administration Responsibilities (One Principal and One Assistant Principal)

- Execute and oversee the mission of CCPS.
- Conduct faculty, student, parent and community meetings regarding the charter.
- Promote a safe and secure school climate conducive to student success.
- Improve student achievements by focusing on the qualify of instruction.
- Promote high expectations and celebrate student success.
- Monitor the implementation of the Personal Success Plans
- Evaluate and assist staff.
- Monitor the progress of all aspects of CCPS.

Charter Director

- Collaborate with administration and staff to achieve the mission and goals of CCPS.
- Assist administration in informing students, staff, parents and community of all aspects regarding the charter.
- Assist in promoting a safe and secure school climate with high expectations.
- Plan professional development pertaining to the charter and the achievement of the charter goals.
- Manage the day to day activities of CCPS.
- Assign student advisors and schedule advising sessions.
- Oversee the implementation of Personal Success Plans.

• Evaluate student achievement and assist with placing students in appropriate intervention and support services.

Counselor Responsibilities
• Implement high school guidance in the charter school.
• Coordinate the administration of ACTAspire, ACT and Compass testing.
• Publish an annual Senior Guide for every senior and parent.
• Conduct meetings with students and parents regarding opportunities provided by the charter.
• Advise and register students for appropriate coursework.
• Collaborate with U.A.C.C.B. and Ozarka College to plan programs of study for students.
• Maintain and distribute a course catalog for students and parents.
• Advocate in the best interest of individual students.
• Assist administration and the charter director in achieving the goals of CCPS.
• Distribute information on the college planning process as well as concurrent enrollments to staff, students and parents.
• Assist in identifying students who need interventions.
• Refer students to mental health as needed.
• Provide individual, small group and large group guidance.
• Enable students to remove obstacles that are preventing their success.

Career Coach
• Continue to take students on numerous college tours.
• Arrange job shadowing opportunities for students.
• Target student populations to encourage postsecondary or career preparation.
• Help inform students about college and career planning.
• Oversee the implementation of ACTonline prep for every student.
• Arrange Compass testing as needed.
• Assist in enrolling students in concurrent courses.
• Develop relationships with local employers to support students' transition to postsecondary education or employment and develop opportunities for internships.

Teacher
• Foster a positive climate for student success.
• Differentiate instruction that meets the needs If all learners.
• Collaborate with administration, charter director and counselor to plan courses that prepare students for a job in the 21st century.
• Mentor student and work with parents and students in developing student success plans.
• Establish relationships with potential student employers to discover the skills students need after graduation as well as create opportunities for internships.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☒ Yes
☐ No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

Cave City High School is located along Main Street in downtown Cave City. The school has been the heart of this small community since it beginning in the early 1900s. In 2004, this district consolidated with Evening Shade School District. The added students created the need for district expansion, and the 7-12 high school split into a 5-8 middle school and a 9-12 high school. The current CCHS facility was built in 2007 and is comprised of one main building that houses 20 regular classrooms, 2 business labs, 1 Radio studio/room, 1 television studio/room, 1 Career Coach office, 2 Special Education rooms, 1 Media/Library Center, 1 Student Union, 1 teacher work center, 1 Cafeteria, 1 Computer Lab, and 1 large science lab. The high school campus also includes: 1 Agriculture Science Building with 2 classrooms, a shop/lab, and woodworking area; 1 large gymnasium that includes 2 classrooms; and 1 football stadium. CCHS campus is well maintained and serves approximately 485 students in grades 9-12. All buildings on the CCHS campus are permanent buildings that will continue to serve students after the conversion to a charter school.

The current facility that is being used by CCHS will be the same facility that will be used by CCPS and is in compliance with the ADA, IDEA, and all other state and federal regulations.

CCSD recognizes a future need for an additional building to house CCPS students and programs is a possibility in the future but is not currently in the 5-year plan.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- [x] Yes
- [ ] No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility meet the requirements. Although Sharp county is a wet county, there are no alcohol sales within 1,000 feet of the facility.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

CCPS will utilize existing school facilities, staff, National School Lunch program and other federal nutrition programs. Since CCPS serves a population where over 70% of student population qualifies for free and reduced lunches, CCPS will continue to ensure that all students have access to the nutrition program provided by the school. Second chance breakfast will be served to better meet the needs of all students, and early breakfast will be served for CCPS students that are required to be on campus before 7:30 in order to receive school provided transportation to the campuses of either UACCB or Ozarka College for their respective program of study.
CCSD currently has one FTE Food Service Coordinator employed. The Food Service Coordinator will also ensure that CCPS follows all state and federal food regulations.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

As with any public school system, the involvement and support from parents and community members is a critical element to the success of the school. One way to enhance support from these key players is through effective communication. CCPS will be transparent and have open communication in the following ways:

1. Parents, guardians, and other community members will continue to play a key role in the development and implementation of programs within CCPS. CCPS will include parents and guardians in developing each student's Personalized Success Plan and selection of a value added diploma pathway and/or course selection inside the career pathway. In addition, parents and community members will be invited to attend any career seminar that is held through CCPS; in addition, parents and community members may be called upon to assist in development of the school's ACSIP.
2. CCPS will use the school website, Alert Now, and social media to invite/inform parents, guardians, and community members of important events at CCPS. CCPS will also utilize Student GPS data and reports to communicate with parents the progress each student has made toward their PSP and Aspire achievement

goals. Student academic progress reports will be used to update parents and/or guardians, and will be available at week 3, 5, and 7 of every academic quarter. Parents/Guardians also have daily access to student progress through Home Access Center (HAC) link that is found on the CCSD website. Parents, guardians, and community members will also be invited to attend academic celebrations such as Academic Awards Banquets, EAST/Radio/ TV Awards Banquets, Academic Signing Day celebrations, and Athletic Signing Day celebrations to share in the celebration of success at CCPS.

3. Other members of the community will be asked to serve in an advisory capacity for different programs of study and career pathway course selection. CCPS will actively seek the input of community leaders who have been recognized as leaders in business, industry, entrepreneurship, education and service to serve on advisory panels. The input of these individuals will play a key role in driving the course offerings, programs of study added, course content, and skills taught within CCPS. Some community members will be utilized as resources to connect the theories taught in the classroom to real world practice. These community members will be invited to speak to students as guest speakers to offer advice and training on soft skills, application processes, interview processes, and assist in project based learning. As students build relationships with local business leaders through projects and real-life scenarios, they are also making connections and building skills needed for workforce or college careers. Strong community connection will be a vital component of the success of CCPS in our community.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Cave City School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. All potential students of CCPS, as stated in our response to #12, must be eligible to attend classes in the Cave City School District. The Cave City School district is not under any federal desegregation order or court-ordered desegregation plan, and neither are our surrounding districts. Nothing in the operation of CCPS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Cave City School District and the leaders of CCPS are committed to ensuring the success of the charter. It is evident by the projected financial commitment of CCSD to the implementation of the charter that this district is fully vested in the success of the school. CCSD had pledged close to 400K over the next five years to sustain CCPS; however, without financial help, the continued growth of CCPS may be limited. The 'easy' part is to

develop a plan to start the school; however, the real challenge becomes the assurance of longevity and success of the school. This process takes constant management, reflection, vision, adjustment, planning, and financial support. CCPS leaders will analyze Aspire test scores, graduation rates, and program completion rates, as well as evaluate annual programs via stakeholder surveys to measure continuous growth and impact of the charter.

The CCPS academic leadership team made up of administrators, charter director, counselor, parents, students, and local business representatives will examine this data. Based on their conclusions, adjustments and modifications can be made to enhance the programs and instruction within the charter. This analysis and evaluation process creates a continuous cycle of reflection and revision to ensure the longevity and success of CCPS.

The leaders will continue to pursue additional programs of study based on student interest and community needs. CCPS will seek to continually increase the number of business and industry partners as well as higher education partners within the region to help provide input and opportunities for CCPS students. This collaboration will inspire continued growth and development of relationships within the professional community and will help CCPS address 'holes' in instruction or in career areas of student interest.

Intense research regarding the CCHS graduating class of 2011 revealed that although 60% of graduates entered a two or four year college institution, only 21.6% completed a technical certification, associates degree, or a four year degree; It is import to note that of the 21.6% that attended higher education institution, only 8% finished with a bachelor's degree within a four year period. Research also showed those students who were able to complete a degree were twice as likely to have been on paid lunches. The achievement gap, between CCHS low socio-economic status students and students not eligible for free and reduced lunches, has continued to grow in our district. Therefore, CCHS recognized that it had to intervene for the betterment of the students as well as the community.

The process of researching a conversion charter on the CCHS campus has been in works for approximately a year. CCHS began the research phase in the fall of 2014 and progressed into surveys, commitments from business and industrial leaders, and eventually into collaborative efforts from local higher education institutions. The development of CCPS was gradual yet steadily evolving from a traditional scholastic program into an innovative school-within-a-school full of advancement opportunity for all students. If asked even a month ago, CCHS leaders would have hesitated to say that we are in pursuit of a charter; however, the more educated we become on the opportunities available under the charter, the more convinced we are that this is truly the best option for our students and in turn our community.

CCPS will have a ripple effect on this community. In developing the skill level of our students to ensure they leave high school better equipped to delve into the workforce or college career, CCPS will also help to raise the standard of living and ease the economic burdens many of our community members face. Students that leave high school with skills to enter the workforce at above minimum wage and/or enter a college career are better prepared to become self sufficient citizens, and in turn end the cycle of poverty in this small community.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Professional Development	Ark. Code §6-17-701 et seq; Section 15.04 of the ADE Rules Governing the Standards for Accreditation, and the ADE Emergency Rules Governing Professional Development	To the extent that a waiver is necessary, the Applicant requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors to meet the state's teacher professional development requirements. This waiver will apply to Technical areas only, no core areas. CCPS's first choice will be to utilize the technical staff through a collaborative higher education institution or technical school. However, in the event that CCPS does employ an expert in a high need technical area to lead instruction of CCPS students, that person will meet Highly Qualified Teacher requirements as set by the ADE, with the exception of licensure. In addition, CCPS will establish its own training to acclimate new, unlicensed teachers to their teaching roles. This waiver will allow CCPS to utilize higher education technical instructors without placing additional professional development requirements on those instructors. CCPS feels that higher education instructors will be more eager to collaborate with the understanding that there are no 'extra trainings' involved. This waiver will help CCPS meet its established goal of increasing the number of students participating a program of study to obtain at least one industrial certification before graduation	Personalized Success Plan (PSP)	Increase the percentage each year; have or maintain 90% achievement by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Physical Education as an embedded course	Ark. Code § 6-16-132: Section 9.03.4.9 (Physical Education) of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools	The Applicant requests a waiver of the above mentioned requirement only for those students that compete on the school's Golf, Tennis, Track, Cross-Country, and Cheerleading teams, as these sports teams have practice and competitions which extend outside the regular school day. The teachers and coaches in these extra-curricular activities will provide instruction in the named sports and will embed the Physical Education curriculum into the sport instruction. Teacher/Coaches in these areas will meet all curriculum and framework guidelines. These extra curricular activities are not required in CCPS curricula, students not participating in the mentioned sports will comply with ADE regulations regarded Physical Education in the tradition sense (meaning they have a practice period built into their regular school day). This waiver will help CCPS meet its stated goal regarding increased number of students that will complete at least three hours of college credit upon graduation. Embedding PE curriculum into extra curricular sports will allow CCPS to build flexibility into the schedules of students if the need arises. This flexibility will be needed for juniors and seniors that are completing their value added diploma. CCPS will not alter the PE standards or expectations by embedding the course; instead, CCPS will closely monitor teachers/coaches by requiring documented lesson plans that are directly tied to PE requirements. See Sample Lesson with embedded PE Appendix #9	Personalized Success Plan	Increase percentage each year; have and maintain 90% achievement by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Teacher Licensure	3. Ark Code §6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards and Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):	The Applicant is requesting this waiver to the extent that it may be necessary to utilize an individual employed by a higher education institution or technical institution who posses outstanding credentials and/or work history but do not hold a valid Arkansas Teaching License. Any individual utilized in this manner will meet all other requirements, such as Highly Qualified Teacher status, criminal background check, and Child Maltreatment Registry checks. In addition, this waiver may be utilized when no other option is available. This waiver will allow CCPS students to take technical courses or college level courses and receive graduation credit for those courses even though the instructors do not hold a valid teaching license. However, this waiver will be used mostly (if not totally) for instruction of non-core courses. In the event that CCPS employs a non-licensed expert to teach on-campus, CCPS will provide training for the non-licensed instructor to help them acclimate to the classroom setting. This waiver will allow CCPS flexibility to offer technical courses that would not otherwise be available for low-income/poverty students in a traditional public school setting.This waiver is needed to help CCPS meet two goals: 1) increase the number of students participating in job shadowing, industry tours, and/or internship/apprenticeships programs; 2) increase the number of graduating seniors that will attend college or technical school or will enter the workforce at entry-level or higher positions paying more than minimum wage.	Follow-up Survey with graduates	Have or maintain 90% achievement by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Planned Instructional Day	Section 10.01.04 (Planned Instructional Day) of the ADE Rules Governing the Standards for Accreditation	With the Personalized Success Plans that will be developed for each individual student of the charter, each student will earn a value-added diploma. CCSD is requesting a waiver for the Planned Instructional Day stipulations to better individualize offerings through the charter while still meeting all curriculum requirements. These individual needs may be met in less than thirty hours per week. It is important to note that even though these students' schedules may look different, traditional education will still be occurring throughout the instructional day and week as usual. And, these students will comply with all other educational activities and instruction that occur during any time remaining after completing their various technical courses. In addition, CCPS would like the option to shorten the school day for two hours for 4 days per week only for students of specific technical certification programs. For example, students involved in the Electrician Apprenticeship program though NATF will meet one evening per week for four hours. CCPS would like to shorten the school day Monday through Thursday, allowing those students' school day to begin at 10:00 instead of 8:00. CCPS would like to allot time to students to use for study time, internships, homework, or make-up work. This waiver will help CCPS achieve the goal regarding increased number of students participating in internships and/ or apprenticeships.	Personalized Success Plan	Increase 5% annually with a goal of 90% participating by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Required Clock Time for Units of Credit	Section 14.03 (required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation	The Applicant requests a waiver for seat time requirements to allow the integration of necessary graduation credit courses with other courses. This waiver will allow CCPS the opportunity to create flexibility in student schedules to allow for more substantial instruction in relevant and meaningful career pathways to meet the goals determined in students' Personalized Success Plan. In addition, the Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses. We will adhere to full curriculum alignment with the Arkansas frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any information necessary in this regard. This waiver will help CCPS achieve the goal regarding increased number of students participating in internships and/ or apprenticeships.	Personalized Success Plan	Increase 5% annually with a goal of 90% participating by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Health and Safety Education (only requesting to embed frameworks not waive requirement)	5. Section 9.03.4.9 (Health and Safety Education) of the ADE Rules Governing the Standards for Accreditation	The Applicant is asking for a waiver of the mentioned requirement with the stipulation that the state established course curricula be embedded within other courses to be provided and determined by the conversion charter school. CCSD pledges that charter students will receive instruction concerning the educational standards in Health and Safety Education class that meets or exceeds the current state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed Health curriculum in courses where there is an obvious overlap of curriculum frameworks (i.e. Health and Safety Education curriculum within varying Allied Health and Industrial Technology courses). CCPS would like to state that there is no intent to waive the .5 unit requirement for Health. CCPS would like to be awarded this waiver with the understanding that Health curriculum will be embedded into courses only in the event there is obvious overlap in the course frameworks and for the sole purpose of creating future flexibility in student schedules for the purpose of obtaining a value added diploma. This waiver will help CCPS meet the goal to increase the number of students completing a program of study to obtain at least one industrial certification before graduation.	Personalized Success Plan	Increase percentage each year; have and maintain 90% achievement by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensed Library Media Specialist	6. Ark. Code Ann. §§ 6-25-103 and 6-25-104 (Licensed Library Media Specialist); Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation	CCSD is required to have a Licensed Media Specialist overseeing the library during all school hours. The Applicant is seeking a waiver of this requirement in order to utilize a library aide to manage hourly duties as assigned by the Media Specialist. This aide will allow the Media Specialist to leave the library for an hour at a time to focus attention on assisting students with Personalized Success Plans and meet the individual needs of students. The waiver will also allow the Media Specialist to work with CCPS staff in locating resources for classroom instruction and instructional materials concerning career pathway or college/ concurrent credit courses. The Library Media Center will be an environment rich with resources, support, and flexibility where anytime/anywhere learning transpires complete with a certified Library Media Specialist or a trained Library Aide available during school hours. This waiver will allow CCPS the flexibility to utilize the Library Media Specialist outside his/her statutory role, and will allow CCPS to use an aide (employee of CCSD) to fulfill some of the statutory required functions. For example, CCPS Library Specialist is also certified to teach Comp I&II, this waiver will allow CCPS to have an aid in the Library to free up the current Librarian in order to offer this course on-campus. This waiver will help CCPS meet the goal of increasing the number of students that will complete at least three hours of college credit upon graduation.	Personalized Success Plan	Increase percentage each year; have and maintain 90% achievement by 2020

APPENDICES

APPENDIX A	Documentation of requirements pertaining to Public Hearing
APPENDIX B	Evidence of Parental and Community Support
APPENDIX C	Proposed School 2016-2017 Calendar
APPENDIX D	Proposed School 2016-2017 Daily Schedule
APPENDIX E	Signed Statement of Assurance
APPENDIX F	Memorandum of Understanding (MOU: Ozarka, UACCB, ASU)

Appendix A: Public Meeting Documentation

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AUGUST 31, 2015 PAGE 1

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PUBLIC NOTICE
Cave City School will have a public meeting about our new Charter School on August 27 at 6:30 p.m. at the High School Library. We will describe our Career and Collegiate Prep Charter and answer any questions.

OFFICIAL SEAL
Dottie J. Dodson
NOTARY PUBLIC - ARKANSAS
SHARP COUNTY
MY COMMISION EXPIRES 11-01-2016
ID #12350374

STATE OF ARKANSAS,
SS.
County of Independence

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Pat Jones

Sworn to and subscribed before me this 20th day of August, 2015.

Dottie J. Dodson

My commission expires: 11-01-2016

Publication fees, $ 23.40 Received payment _____, 20 ____.

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SHARP COUNTY
MY COMMISION EXPIRES 11-01-2016
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STATE OF ARKANSAS,
SS.
County of Independence

AFFIDAVIT

I, Pat Jones, hereby certify that I am the manager of the BATESVILLE DAILY GUARD, a newspaper published at regular intervals, Monday through Friday, continuously at Batesville, Independence County, Arkansas, for more than a period of twelve months, circulated and distributed from an established place of business to subscribers and readers generally of all classes in the City and County for a definite price for each copy, or a fixed price per annum, which price was fixed at what is considered the value of the publication, based upon the news value and service value it contains; that at least fifty percent of the subscribers thereto have paid cash for their subscription to the newspaper or its agents or through recognized news dealers over a period of at least six months; and that the said newspaper publishes an average of more than forty percent news matter.

I further certify that the legal notice hereto attached was published in said newspaper for 3 consecutive insertions as follows:

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Pat Jones

Sworn to and subscribed before me this 20th day of August, 2015.

Dottie J. Dodson

My commission expires: 11-01-2016

Publication fees, $ 23.40 Received payment _____, 20 ____.

Cave City seeks conversion charter; superintendent says would better prepare students for careers

By Lacy Mitchell
Guard Staff Writer

CAVE CITY — While the Batesville School District is hoping to be approved for charter-like waiver requests under a new state law, the Cave City School District has submitted a proposal to be considered for a district conversion public charter school status.

As of June 5, Cave City was one of 10 districts to file letters of intent for the conversion status, much like the Southside School District was approved for in January. A decision won't be known until later this year, or early 2016.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing public school district. An open-enrollment charter school is a newly-developed public school run by a non-sectarian organization.

Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have. Open-enrollment charters are awarded to nonprofit entities, overseen by boards usually comprised of appointed

SEE CHARTER, PAGE 3

Conversion vs. open-enrollment charter

Schools can apply for two types of charters: conversion or open-enrollment.

Conversion charter schools are traditional public schools that have been authorized to take on charter status.

An open-enrollment charter school is a newly-developed public school run by a non-sectarian organization.

Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have.

Open-enrollment charters are awarded to nonprofit entities, overseen by boards usually comprised of appointed members and are limited in number.

Cave City is hoping to be approved for a conversion charter, which officials say would allow more opportunities to better prepare students for "careers or collegiate challenges" after high school.

CHARTER (CONTINUED FROM PAGE 1)

members and are limited in number.

In a proposal to the state education department dated May 22, Cave City Superintendent Steven Green said a charter, by the name of Cave City High School Career and Collegiate Preparatory Academy, would better prepare students for careers or collegiate challenges after high school.

"CCHS envisions every student graduating with the skills necessary to survive in today's technological society and would like to provide opportunities for our students to obtain training and certifications while in high school to prepare students for prosperity and job security in our county, region, state and nation."

Green, who also serves on the UACCB Board of Visitors, said he was inspired by Southside's story when its superintendent, Roger Rich, and others spoke at a recent meeting about the school's partnership with the college thanks to its charter. For example, students at Southside can take advantage of welding courses at UACCB, earning dual credit and even degrees.

"Approximately 400 students in grades 9-12 would have the opportunity for training provided through the charter school that will allow high school students the opportunity to build skills necessary and/or obtain technical certification for entry into the post-secondary workforce at a pay scale above minimum wage," Green writes.

The proposed charter would focus on "real-life, real-work experience," not limited to internships with an emphasis specific to welding, industrial, technical and health certifications. Concurrent credit and course offerings would allow students to receive up to 27 hours of college credit and "provide a real-life college experience" while on a high school campus by collaborating with the University of Arkansas Community College at Batesville.

The charter, if approved, would also give the district freedom to create individualized, innovative curriculum to prepare students for gainful employment in the 21st century.

Green writes that more than 74 percent of the student population (which last was estimated at 1,284) participates in the school lunch program while more than 40 percent are "directly certified" because their families receive food stamps.

"Due to the rural nature of our community and the cost associated with traveling to a college or technical center, many of our students are not afforded this opportunity after graduation," Green said.

The collaboration allows students more opportunities to discover their future pathways, and Cave City Principal Marc Walling and others are currently working to see what ways Cave City students can benefit as well, if the charter is approved. They have plans to meet with Ozarks College officials to gauge similar arrangements for students, Green said.

Although a school that is granted a conversion charter will be granted waivers from education law and rules, additional reporting requirements will be mandated; however, several hundred thousand dollars is up for grabs. If a district is approved for a conversion charter, it will be eligible to apply for a Planning and Implementation Grant. In 2013 this included up to $483,000 in funding, according to the ADE's most recent figures; however, the amount that can be awarded is determined by the number of charters approved, state officials have said.

A public meeting to discuss the proposed application will be held but as of this week a date had not been set. However, staff, parents and students will be encouraged to attend to provide their input.

0820 Adopt-A-Pet

HUMANE SOCIETY OF INDEPENDENCE CO.

Pet of the Week: Five year old **BUDDY** is a loving, beautiful Basset/Lab mix. He has a beaming personality and would make a great addition to your home! He has been fixed and is up to date on all of his shots! Come by between now and the end of August to adopt him for only $40!

0900 Legal Notices

LOGIC & ACCURACY TESTING OF VOTING MACHINES

Logic & Accuracy Testing of the Sharp County Voting Machines for the Cave City Annual School Election on September 15, 2015 is set for:
WHEN: Friday, August 14, 2015 8:00 A.M.
WHERE: Sharp County Courthouse Clerk's Office

0900 Legal Notices

PUBLIC NOTICE

Cave City School will have a public meeting about our new Charter School on August 27 at 6:30 p.m. at the High School Library. We will describe our Career and Collegiate Prep Charter and answer any questions.

0900 Legal Notices

0880 Garage Sales

YARD SALE: 2860 N. Central Ave., Batesville, AR. Friday & Saturday, Aug. 7th & 8th, 7am-4pm. Items: Clothes, knickknacks, tons of tools, new shingle compressor, tires & wheels, big truck parts, race car parts, motorcycle parts, 1987 Chevy Van, 1980 Corvette, 1964 T-Bird, 2002 WideGlide, 1954 Harley Davidson PanHead & much, much more.

0890 Kidz Stuff

Have a birthday or special event to celebrate?

Place your Kidz Stuff greeting today!

For more information call Shelly at 870-793-2383

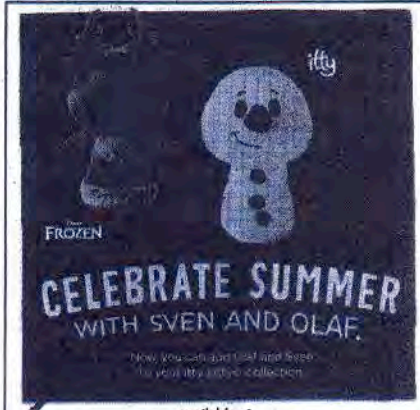
THE BATESVILLE DAILY Guard

0900 Legal Notices

PUBLIC NOTICE

Cave City School will have a public meeting about our new Charter School on August 27 at 6:30 p.m. at the High School Library. We will describe our Career and Collegiate Prep Charter and answer any questions.

0240 For Sale



available at

CARLEE'S HALLMARK

602 Harrison, Batesville 793-8086 888-477-7845

Monday-Friday 9-6 Saturday 10-5

0240 For Sale

WATCH YOUR COLLECTION

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We, June
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AREA BRIEFS

CC sets public meeting

CAVE CITY — The Cave City School District will hold a public meeting at 6:30 p.m. Thursday to receive input concerning Cave City High School's plans to apply for a conversion charter status.

"The purpose of the charter is to allow students to earn technical certificates while still in high school as well as increase our concurrent credit offerings," counselor Vickie Green said. Staff, parents and students are encouraged to attend to learn details about the charter request and provide opinions.

PUBLIC NOTICE

Independence County has received the completed audit of federal funds received during calendar year 2014 which included funds from the Arkansas Economic Development Commission (AEDC) for the following projects: Bad Boy Project and Union Hill Bridge. Also, funds from other various federal funding sources are included in the report. The audit report is available for review by any interested party at the County Judge's office between the hours of 9:00 a.m. and 4:00 p.m., Monday through Friday.

PUBLIC NOTICE

Cave City School will have a public meeting about our new Charter School on August 27 at 6:30 p.m. at the High School Library. We will describe our Career and Collegiate Prep Charter and answer any questions.

PUBLIC NOTICE

On August 14, 2015 Strawberry Poultry Supply, Inc. of 512 S. Main St., Cave City, AR 72521 sells to Dakota Financial, LLC of 11755 Wilshire Blvd #1670 Los Angeles, CA 90025 all rights, title and interest to a 2012 JCB 260T S/N: 1745582 and 2005 Terex TH644C S/N: TH0605026002. This transfer of ownership is part of Equipment Lease Agreement #6376.

ger Journal

ARK. WWW.AREAWIDENEWS.COM August 19, 2015 75¢

Cave City Schools announce exciting changes for 2015-16 school year

TAMMY CURTIS
MANAGING EDITOR
tcurtis@areawidenews.com

As the doors open for the 2015-16 school year at Cave City, the district has many new opportunities and things to be proud of that set the district apart from others this year.

While Superintendent Steven Green gets exited talking about the new things the district has on the horizon, he laughs admitting he can't take credit for them all.

This year, thanks to Act 994 passed in the last legislative session, Cave City Schools will now be allowed to use funds from the National School Lunch Act (NSLA), to pay for children who qualify for reduced price lunches, but not free, also making their lunches free. The act is a piece of legislation that designates money in the form of a reimbursement to schools based on the number of students with free and reduced price lunches. In Cave City's district, 75 percent of students' families are at or below the poverty level. This will be a great financial help to students families in the area. "I am so excited to be able to provide this to the families in this district," Green said.

Green explained high school students will also benefit in a second way from the act, which now allows districts to partner with state approved colleges and utilize the NSLA funds to pay for concurrent credit courses to help further the students education while still in high school. Green said the school currently has partnerships with UACCB and Ozarka. The funds will allow the district to provide concurrent credit or technical courses free to students who receive free or reduced lunches, and to also provide the courses for those who don't qualify for free or reduced lunches for only $25 per credit hour as opposed to $160. Green said Jonathan Beller, with the Bank of Cave City, has assisted with the funding and the district is very thankful for the community support.

Currently, Cave City Schools have a shuttle to UACCB, where students

See SCHOOL, Page 15

[redacted]

Cave City school, bank pay for college courses

CAVE CITY — College credit just became more attainable for students at Cave City High School.

Legislation passed this spring by Sen. Jane English now allows districts to use National School Lunch Act funds to pay for college courses. At Cave City this fall that means about 145 students on free/reduced lunches will receive free college credit. The cost for students who pay for meals is $25 per course, but a donation from the Bank of Cave City will help fund these courses, according to school officials.

"We are expanding our concurrent credit courses this year and are adding courses in welding and child care for concurrent credit as well," counselor Vickie Green said, noting that students will be enrolled in more than 100 courses this fall. The federal money will provide concurrent courses or technical education options to students so they are college- and career-ready upon graduation.

At the Cave City School Board's recent meeting, Green expressed her appreciation to John Beller and the bank for providing scholarship money to help supplement the costs.

The district also has partnered with the University of Arkansas Community College at Batesville to shuttle 10 students to the college campus to take advanced welding, and a partnership with Ozarka will allow students to take child development classes at the high school. The courses will be taught by Ozarka instructor Typhanie Franke.

Green expressed that future developments would bring about many more opportunities for students, including many online, and that officer David Edwards would be facilitating two criminal justice classes this year for the first time.

The additions coincide with the district's application for a charter status that, if approved, would allow students the chance to graduate not only with a high school diploma but a degree from a local community college, if they want to work toward that.

Teacher Cheryl Bell shared with the board the newest developments in the charter application, saying the district's membership in the Arkansas Public School Resource Center had been beneficial to the cause as it had helped with the application. A forum is set for 6:30 p.m. Thursday at the high school library for the public to learn more about the charter application and ask questions.

In other business, the Cave City School Board:

- raised adult lunch prices to $3.50 and breakfast prices to $2. Both are increases of 25 cents based on federal mandates.
- approved two legal transfers to the Batesville School District.
- after an executive session to discuss personnel, reconvened in open session and voted to hire Leslie Moody as a special education aide; Officer Edwards for two additional half days in addition to the full three days, at the previous rate of $100 per day to serve as resource officer and to facilitate a criminal justice class.
- welcomed new staff and set the date for annual report to the public for 7 p.m. Sept. 21 at the high school library. This is also the tentative date scheduled for the board's next regular meeting.

Gmail by Google

Cheryl Bell <cbell@cavecity.ncsc.k12.ar.us>

Cave City

1 message

Marc Walling <mwalling@cavecity.ncsc.k12.ar.us> Tue, Aug 25, 2015 at 9:31 AM
To: lacy@guardonline.com, Marc Walling <mwalling@cavecity.ncsc.k12.ar.us>, Cheryl Bell <cbell@cavecity.ncsc.k12.ar.us>, Vickie Green <vickieg@cavecity.ncsc.k12.ar.us>

Hey Lacy!
We appreciate the Guard running our legal notices for our meeting Thursday! Would you run a PSA for us Wednesday for out meeting on Thursday the 27th? It will be in the High School Library at 6:30 and we will talk about our charter application and provide information to the public.
Thank you!
Marc Walling

Scholarships for Students

One of the benefits of this program is the opportunity for scholarships to offset the cost of concurrent credit.

Our district has committed to use some Federal money for scholarships and the Bank of Cave City has donated money the past two years for scholarships. Federal Money is never a guarantee from year to year. We want to secure low costs for our students in the future. Usual cost per class is around $160. This year it will be $25 for paid lunch CCHS students!

Timeline

August 17th Start of School

August 27th Community Interest Meeting 6:30

September 9th Charter Application due to the state

November 18 State Board Presentation

December/January Final Word on Application

This expansion depends on State Approval in December

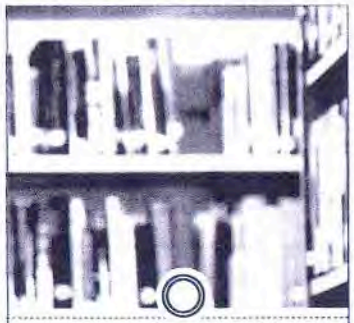
If application is denied, we will do all state will allow for our students.

Cave City High School Charter Application Information

Recent Success:

- Great ACT Scores
- Over 3 million in scholarships in 2015
- All Seniors enrolled in college at UACCB by graduation
- College Classes at no more than $25
- Very low college remediation rate
- 5 Governor's Scholars last 3 years
- Best Letter Grade in 4-3A Conference
- Nationally competitive Clubs
- 71% of Class of 2015 received Lottery Scholarship
- 5 members of 2015 class volunteered for military service

Questions on Charter Application?
Call High School office at 870-283-3333



Why Charter?

The state is promoting charter applications state wide. They want us to think 'outside the box' and promote opportunities for our students. There are several different types of charter applications. We are applying for a conversion charter. It is a traditional school that has charter status. The state wants us to ask for waivers on rules that limit our students. We really want to open up college credits to our students and technical certificates to our students. These require 'waivers' from the state so we can give high school credit for classes taught by UACCB and Ozarka instructors. This year we have 10 students who will be getting Licensed in welding through UACCB. We also believe we have enough interest in creating a child development class with Ozarka for 10 students. These 20 students will be licensed in these areas by taking 5 college classes during school day. At a cost of about $125 to the students! We want to expand these classes and keep costs down. A charter will help do that.

Concurrent Credit

Sometimes the terms are confusing. Concurrent credit means that students are taking a class and getting high school and college credit at the same time. Students have been able to do this through an on-line class and certified high school teachers who can also teach college classes. By expanding this program, our students will be able to take more classes for concurrent credit if the state will 'waive' the certification requirement and allow college instructors to teach for high school credit.

Cave City offers these college classes on campus:

Comp I and II

US History I and II

World Civ I and II

College Algebra

Oral Communications

Fine Arts

Understanding Film/Mass Communications

We want to expand these courses for our students. The expansion will include on-line offerings and On Campus

Technical Credit

This expansion is the one we are most excited about. We have not traditionally done technical concurrent credit. The goal of these offerings is to graduate high school students with workforce certificates and license to be eligible for work after graduation. Our welding program with UACCB is our first! These students will take 5 classes on UACCB campus this school year. But we hope to increase these to include: Electrical/ HVAC, Child Development, Certified Nursing, Criminal Justice, Business, EMT and Automotive Service.

Right now we are limited to what UACCB and OZARKA can offer. But together they offer about 15 of these programs and we need 10 students in these programs and we can add a program!

Students must have appropriate ACT Scores

Charter School Public Meeting

August 27, 2015

Printed Name	Signature
Ashley Beller	Ashley C Beller
Debbie Asberry	Debbie Asberry
Philip Landers	Philip Landers
Gregg Asberry	Gregg Asberry
Donald Simmons	Donald Simmons
Steven Green	[illegible]
Vickie Green	Vickie Green
Sharon Kunkel	Sharon Kunkel
Virgil Kunkel	Virgil Kunkel
Tara Ball	Tara Ball
Marc Wallin	Marc Wallin
Jamie King	[illegible]
Dan Johnson	Dan Johnson
Becky Johnson	Becky Johnson
Sheryl Bell	Sheryl Bell
Pamela St John	Pamela L St. John
Terry St John	Terry St. John
Kimberly Carter	Kimberly Carter
Brian Carter	Brian Carter

9th Grade Freshman Orientation/ Charter Discussion 8 - 6

Parent Name	Parent Signature
Keith MacHigh	
Brooke Brown	Jabatha Barns
Destiny Snow	
Darin Evans	
Mercy Hisam	
Karen Cuevas	
Elizabeth Crick	
Emilee Davis > Jenny Davis	
Jenny Davis	
Curt Jones	Misty Jones
Amelia Counts	
Lakenda Carroll	Dalton Carlisle
Alexis Lyons	M Jones
Dalton Carlisle	
Maddie Koch	Angela Hardin
Alexis Brown	
[illegible]	
Jessica Brown	Jessica Brown
Brandon Fanz	Randal Moore
Maddie Verser	
Jonathan Cooper	
Jacanita Kern	
Cheryl Lacy	
Brooke Martin	Janie Martin
Cynthia Hawkins	
Kathy Bailey	Dylan Bailey
Tyana Hawkins	
Keith Johnson	
[illegible]	Alexis Statler / Martha Statler

Cave City High School Public Hearing

2016 Conversion Charter

How did we get here?

- REFLECTION OF OUR OWN PERFORMANCE AS A PUBLIC SCHOOL
- Are we preparing our students for life after high school?
  - 60% of CCHS grads go to college or trade school or military - less than 30% will complete a two or four year degree within four years
  - 25% go to workforce
  - 15% not gainfully employed

RAISE THE STANDARD OF LIVING AFTER HIGH SCHOOL

How did we get here?

- Are we doing what is best for our kids?.... ALL KIDS?
  - Medical professions and Child Development Certificates offered
  - Businesses request an emphasis on job skills, professionalism, and ethics

How did we get here?

THINGS WE HAVE DONE:

- Project college bound with UACCB since 2008
- Career Coach
- ACT to all Juniors since 2009/ organized additional ACT exams to be held on CCHS campus
- Offered 12-15 college hours on CCHS campus

What can we do?

Expand concurrent credit offerings

- On campus
- Off campus
- On-line

Expand Technical offerings to include Industrial Certification options to be complete upon graduation

What can we do?

Encourage local Community Colleges to compete for our students by offering incentives like reduced tuition/course rates

Better prepare all students to succeed in college

-Specific goals of graduating college within 4 years with the goal of lessening the expense and hardship on families

What can we do?

Cost of a Four Year Degree from a Public Institution
$60,000+++ for Four Years
Cost @ CCHS – Free or $25 one course, books are free, ASU one course $823, UACCB $298 a course or $358 online course

Arkansas Academic Challenge Scholarship 19+ACT

Year One	$1,000
Year Two	$4,000
Year Three	$4,000
Year Four	$5,000

Students who graduate with 27+ hrs will enter college as a first time Freshman but receive $4,000.

What we can do?

Better prepare non-college bound students for success in the workforce

Specific goals to obtain certifications necessary for students to enter workforce above minimum wage

Allied Health (CNA, EMT)

Welding/ Industrial Certification

Information System Certification

New programs will be added based on student and demand for employment.

What we can do?

Top Ten Growth Occupations, 2012-2022
Ranked by Net Growth

Occupation	2012 Base Employment	2022 Projected Employment	Net Growth	% Growth
Farmers, Ranchers, and Other Agricultural Managers	8,027	9,265	**1,238**	15.42
Combined Food Preparation and Serving Workers Including Fast Food	1,664	2,351	**687**	41.29
Personal Care Aides	908	1,419	**511**	56.28
Nursing Assistants	1,797	2,087	**290**	16.14
Registered Nurses	1,246	1,504	**258**	20.71
Licensed Practical and Licensed Vocational Nurses	1,284	1,537	**253**	19.70
Cooks, Fast Food	1,050	1,297	**247**	23.52
Heavy and Tractor-Trailer Truck Drivers	2,816	3,052	**236**	8.38
Waiters and Waitresses	765	994	**229**	29.93
Childcare Workers				

Why Charter?

- ADE Standards that regulate public school
- These regulations sometimes restrict public schools
- Public schools can petition ADE for a waiver for those standards that restrict school goals
- Charter approval means waivers do not expire for 5 years.

Specific Waivers

- Seat Time (internships, apprenticeships)
- Teacher Licensure –give students extra opportunity to learn
- NSLA funds

Take a Journey through CCHS CAREER AND COLLEGIATE PREP SCHOOL

- **CCPS**
- Starts with incoming Freshmen
  - Assigned Academic Adviser
  - Personalized Success Plan
  - Academic Interventions and RTI
- Extended school day/year
- **"EDUCATION LOOKS DIFFERENT HERE"**

CAREER AND COLLEGIATE PREP SCHOOL (CCPS)

- School within a school housed on the high school campus
- Program evolution:
  - Technical Programs (Information systems, Child Development, Welding, CNA, EMT)
  - Personalized College pathways (UACCB, OZARKA, ASU)
  - Ends with Value-added Diploma upon Graduation (up to 30 college credits, AA, Certification)

Myths about Conversion Charter Schools

- We will continue to be a public school
- We will continue to be the Cave City Cavemen
- We will help students be more intentional
  - BOTH COLLEGE BOUND AND CAREER BOUND STUDENTS
- We will redefine 'success'
- EDUCATION WILL LOOK DIFFERENT HERE!

Appendix B: Community Support

Ozarka College

Office of the President

September 1, 2015

Cave City School District

711 North Main Street

Cave City, AR 72521

To Whom It May Concern:

It is with great pleasure that I express Ozarka College's full support of the Cave City School District's pursuit of charter school status. I applaud the Cave City School District administration and teachers on their desire to provide students with opportunities that go far beyond a high school diploma. Our mission at Ozarka College is to provide life-changing experiences through education, and we are certain that our partnership with the Cave City School District will enable the students of the district to do just that.

We at Ozarka College look forward to working with the district personnel as they work to offer students pathways to a variety of careers. At Ozarka College, students have choices ranging from obtaining a certificate of proficiency to obtaining hours toward a degree. In addition, we offer online courses in every program of study, including nursing, criminal justice, automotive, information systems technology, aviation, and culinary, as well as traditional course offerings at both our main campus in Melbourne and our Ash Flat campus in Sharp County. This college scheduling flexibility will enable the district to create individualized plans of study for every student to reach his or her goals.

In addition, Ozarka College offers a one-of-a-kind scholarship in which high school students taking at least 12 hours of concurrent credit and maintaining minimum college GPA requirements will receive their first fall semester of college after high school graduation completely free. With this scholarship, a student would essentially receive the first year of college credit courses for approximately $600.

In working with the Cave City School District personnel on concurrent offerings, we have been both impressed and pleased with their professionalism and desire to create opportunities for students, both those who are driven to obtain a degree upon graduation as well as those who may not have considered or been able to afford the opportunity. We envision great success with this partnership, and are excited to see the success the students in the Cave City School District will achieve.

Sincerely,

Richard Dawe, Ph.D.

President, Ozarka College

P.O. Box 10, Melbourne, AR 72556 870.368.2006 Fax: 870.368.2063

14 August 2015

Cave City School District
Attn: Steven Green, Superintendent
PO Box 600
Cave City, AR 72521

RE: Cave City School District Charter School Application

Dear Mr. Green,

I am writing in support of the Cave City School District's charter school application. This charter will provide unique resources for the district to help our students and their families and our local economy grow and develop. It is a very exciting opportunity, and I am very happy to hear that you're pursuing it.

The Bank of Cave City has partnered with the school district to provide scholarships for concurrent credit and ACT prep classes in recent years. Additionally, we have long supported school programs like EAST, Skills USA, FFA, and childcare training. We consider scholarships and sponsorships like this to be investments in our community. I think this new charter will help the school district multiply those investments and others like them, and I am very happy to support it.

Thank you for your time and consideration. If I can be of further assistance, please let me know at 870-283-5301 or jbeller@bkcc.net.

Sincerely,

John Beller
President / CEO

RICK CRAWFORD
1ST DISTRICT, ARKANSAS

COMMITTEE ON AGRICULTURE
CHAIRMAN OF SUBCOMMITTEE ON FARM COMMODITIES AND RISK MANAGEMENT
SUBCOMMITTEE ON NUTRITION

COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE
SUBCOMMITTEE ON HIGHWAYS AND TRANSIT
SUBCOMMITTEE ON WATER RESOURCES AND ENVIRONMENT
SUBCOMMITTEE ON ECONOMIC DEVELOPMENT, PUBLIC BUILDINGS, AND EMERGENCY MANAGEMENT

Congress of the United States
House of Representatives
1711 Longworth Building
Washington, DC 20515

☐ WASHINGTON, DC
1711 LONGWORTH HOB
WASHINGTON, DC 20515
PHONE: 202-225-4076
FAX: 202-225-5602

☐ JONESBORO
2400 EAST HIGHLAND
SUITE 300
JONESBORO, AR 72401
PHONE: 870-203-0540
FAX: 870-203-0542

☐ CABOT
112 SOUTH FIRST STREET
CABOT, AR 72023
PHONE: 501-843-3043
FAX: 501-843-4955

☐ MOUNTAIN HOME
1001 HIGHWAY 62 EAST
SUITE 9
MOUNTAIN HOME, AR 72653
PHONE: 870-424-2075
FAX: 870-424-3149

WWW.CRAWFORD.HOUSE.GOV

August 27, 2015

Mr. Steven Green
Superintendent
Cave City School District
PO Box 600
Cave City, AR 72521-0600

Dear Mr. Green,

It is with pleasure that I write in support of the Cave City School District's proposal to establish a career and technical conversion charter. I strongly support this curriculum expansion project. This new charter will allow the district the opportunity to improve overall student achievement by providing students the knowledge and skills that are necessary to compete in today's job market or college career.

As you know, Charter approval would help Cave City High School equip students for future career success through extensive yet personalized industry based training opportunities. The goal of the charter is to provide students with early access to college and/or career training. Students will have the opportunity to earn a value-added diploma upon graduation by completing a nationally recognized technical or industrial certification and/or college credit. In addition to expanding concurrent college courses, Cave City High School is also adding technical programs such as Welding, Early Childhood, C.N.A. and others. By partnering with local post-secondary institutions as well as local businesses and industries, Cave City High School would be able to provide diverse pathways for success to meet the interests of students as well as the workforce and economic needs of the community.

I'm excited about this opportunity for Cave City School District, and if there is anything further in which you feel I may be of assistance in this regard, please do not hesitate to let me know.

Sincerely,

Rick Crawford
MEMBER OF CONGRESS

RC/aa

UACCB

August 11, 2015

Mr. Steven Green
Superintendent, Cave City School District
Post Office Box 600
Batesville, AR 72501

Dear Mr. Green:

The University of Arkansas Community College at Batesville (UACCB) is proud to support Cave City School District's progressive, innovative request to seek charter school status. This request exemplifies the district's continuous desire to seek methods that enable all learners to obtain their educational goals.

UACCB supports the programmatic features of the Cave City School District's charter application. The district's personalized success plan will provide an opportunity for students, parents, and business and industry to focus on developing a strategic plan for career and academic success. By providing students with the flexibility to earn industry certifications or college credit hours while still in high school, they will be equipped for success in the workplace, a technical school or a college or university. In today's economy, the opportunity to leverage resources is a much needed outcome for families.

A partnership between the Cave City School District and UACCB can provide students the ability to be more financially secure as they complete high school. Entering the workforce with industry certifications, which will enable students to earn above minimum wage, or to enter college with a credit hours completed will have a substantial impact on students who graduate from the Cave City School District.

Again, it is my pleasure to offer this letter of support on behalf of Cave City School District's request to seek charter school status. I will be glad to address any questions regarding this opportunity. I can be reached at 870-612-2001 or debbie.frazier@uaccb.edu.

Sincerely,

Deborah J. Frazier
Chancellor

Letters of Support for CCPS were also received from:

Ms. Andrea Dito	Parent
Ms. Tara Ball	Parent
Ms. Patricia Hinds	Math Instructor CCHS
Ms. Bobbie Paysinger	English Instructor CCHS
Mr. Dave Jarvis	Cave City Nursing Home
Mr. Philip Landers	Career Coach CCHS
Mr. Donald Simmons	Cave City School Board

Proposed Calendar for 2016-17

July	Principal will schedule two days for advisor training
August 2	Academic Advising Seniors
August 3	Academic Advising Sophomores and Juniors
August 4	Academic Advising Freshman
August 9	1st Registration for Concurrent Courses
August 11	Open House
August 15	First Day of School
August 19	Registration closes for Concurrent Courses
September 5	Labor Day Holiday
September 6	Extended School Hours Begin
September 15	P-T Conferences
October 13/14	9 Weeks Test
December 20	Last day first semester
Dec. 21 – Jan 1	Christmas Break
January 2	Second Semester Begins
March 9,10	9 Weeks Test
March 1 – 17	Personal Success Plans Conferences, Parents & Students
March 16	Parent Teacher Conferences
March 2- 24	Spring Break
April 14	Good Friday
May 6	Extended School Hours Close
May 18	End of School
May 23 – 26,	ACT Preparatory Course
May 30 – June 2,	ACT Preparatory Course
June 5 – June 9	ACT Preparatory Course
June 10	June ACT @ CCHS
Late May/June	Summer Term I Courses Ozarka College/U.A.C.C.B. @ CCHS

Calendar does not include snow days or state mandated testing days including interim assessments. Faculty training will also include state mandated training in July or August.

Appendix D: Daily Schedule Sample

C.C.P.S. Daily Schedule 2016-2017

1st	7:58 – 8:48
2nd	8:53 – 9:50
3rd	9:54 – 10:52
4th (11th & 12th)	10:56 – 11:48
Lunch 9th & 10th	10:52-11:22
4th 9th & 10th	11:26 – 12:18
5th	12:22 – 1:14
6th	1:18 – 2:10
7th	2:14 – 3:04

3:04 – 4:30	Monday – Thursday – Extended School Hours Provided
6:00 – 10:00	One Night Per week – NATF Electrical Apprenticeship Course
3:15 – 4:15	NATF Youth Training Program

Students in online courses may not follow the traditional bell schedule. For example, a student in three online courses might work in the C.C.P.S. study room from 7:58 until 9:50. Another student might take three periods for three online courses. A primary goal of C.C.P.S. is to create Personal Success Plans specifically tailored to meet the needs of the students.

2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

    (g) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Steven Green

Signature of Superintendent of School District

May 22, 2015

Date

Steven Green

Printed Name

Appendix F: MOUs

Ozarka College Concurrent Enrollment Agreement
Academic Calendar Year 2014-15

In accordance with the standards set forth by the National Association for Concurrent Enrollment Partnerships (NACEP) as well as the Arkansas Department of Higher Education, the following requirements must be met in order for a course to be offered concurrently through Ozarka College.

Instructor Requirements:

1. In all concurrent classes, the instructor should have a master's degree with at least 18 graduate hours in the subject area being taught.
2. Concurrent instructors should, as a minimum, input mid-term and final grades into myOzarka within the timeframe set forth by the college's academic calendar.
3. Concurrent instructors will submit syllabi for all courses taught.
4. Concurrent instructors will follow Ozarka College departmental goals and other academic guidelines.
5. Concurrent instructors should participate in department assessments as directed by the Ozarka College concurrent liaisons.
6. Concurrent instructors will also be required to have the textbook for their course approved by a departmental liaison.

Course Requirements:

1. In all blended classes, 51% or more of the students must be taking the class for college credit in order for the course to be considered concurrent credit.
2. Course content will mirror the course outcomes for the college's on-campus sections.

School Requirements:

1. The high schools are encouraged to recognize any training of instructors received from Ozarka College as satisfying professional development credit for the high school.
2. Ozarka College concurrent liaisons will conduct at least one site visit to participating high schools per academic year.
3. Substitute teachers: If a Concurrent Instructor is absent for more than five consecutive school days, a substitute, who meets the minimum qualifications for a Concurrent Instructor, should be used.
4. No practice teachers or teaching interns should be assigned for the purpose of serving as the primary instructor in Concurrent classes.
5. The high school should cap class size of Concurrent classes to the maximum enrollment of the corresponding class at Ozarka College.

Student Requirements

1. Students must have appropriate placement test scores *before* registering for the class.
2. Students must fill out a dual/concurrent enrollment form and submit it with the proper signatures *before* the deadline set forth by the college.
3. Tuition must be paid in full by the deadline set forth by the college. Failure to pay by the deadline will result in the denial of college credit.

Important Dates:
Fall Semester
August 21: Enrollment must be finalized and tuition for courses must be paid in full for the Fall semester.
October 12: Mid-term grades must be entered into MyOzarka for all courses
December 11: Final grades must be entered into MyOzarka for all courses

Spring Semester:
January 15: Enrollment must be finalized and tuition for courses must be paid in full for the Spring semester.
March 7: Mid-term grades must be entered into MyOzarka for all courses
May 6: Final grades must be entered into MyOzarka for all courses

Non-Compliance Statement:
Failure to comply with the requirements of this agreement by either party could result in the inability to award college credit for previously agreed upon coursework.

Other guidelines may be established by the college, including fees and registration.
I have read and agree to the above requirements for concurrent courses.

_____ _____

Public School Administrative Representative
School Address

Ozarka College Administrative Representative
218 College Drive, Melbourne, AR 72556

Arkansas State University—Jonesboro
Concurrent Enrollment Agreement (Memorandum of Understanding)

Arkansas State University – Jonesboro (University College; P.O. Box 1330; State University, AR 72467) and the Cave City School District (620 N. Main, Cave City, AR 72521) are entering into a concurrent enrollment agreement in an effort to enhance the educational opportunities for students attending the Cave City School District while at the same time earning college credit.

1. High school students who participate in concurrent courses must meet the required prerequisites for collegiate enrollment as a concurrent student. In addition, they must be recommended by their high school principal or guidance counselor. Refer to the attached document "Academic Requirements for Concurrent Enrollment" for detailed and specific test score and grade point average requirements.
2. Concurrent students will be admitted as A-State – Jonesboro students and must meet the same standards of achievement and abide by the same policies as on campus. If a university policy conflicts with that of the high school, the policy of greater rigor will be enforced.
3. High school faculty teaching concurrent courses for the university will hold credentials consistent with that of instructors teaching the same course on campus: a Master's Degree, 18 hours at the graduate level in the subject area teaching, and must be approved by the sponsoring academic department.
4. Concurrent high school faculty members are required to participate in university and departmental sponsored professional development. Additionally, a department faculty coordinator will monitor the concurrent course and faculty through classroom site visits.
5. For the traditional delivery model using qualified high school instructors, ASU agrees to pay Cave City School District $1,000 per 15 students per section. A-State will pay 66.667 x the number of students per section if the section population is less than 15.
6. The distance education delivery model for concurrent education will involve an ASU instructor/faculty/adjunct teaching the college credit course via such technologies as Blackboard. The college instructor will set the course requirements based on the department-approved syllabus. The college instructor will provide all grades for the college credit class.
7. For any class using the distance education delivery model or any delivery in which the instructor is provided by A-State - Jonesboro, there will be no reimbursement for textbooks. However, it will be possible in some cases for students to use ibooks or ebooks.
8. Specific courses may require specific laboratory experiences as in the case with the sciences or mathematics.
9. If it is necessary that students have access to technology at some point beyond the traditional class period to conduct research, access A-State Library, access primary sources and research documents, view professor lectures, view videos, access assigned websites, etc., then the high school will provide or assure student access to the needed technology. This access can occur in study hall, during a free period, or during any out of school times. The school district will be responsible for supervision of the students during the use of technology.

10. All courses offered concurrently must be approved Arkansas State University – Jonesboro courses.
11. Grading criteria and credits awarded will be the same as those used and awarded for on-campus courses.
12. Course content, assessments, and syllabi will be consistent with those courses that are being taught on campus and must be approved by the sponsoring academic department; and therefore must meet the requirements of the sponsoring academic department and the university requirements which shall comply with the standards of the Higher Learning Commission (HLC).
13. Tuition will be $40 per credit hour. A one-time $15 admissions fee will be charged to students. For more detail see the attached sheets "Ways to Pay App Fee" and "Ways to Pay ASU Tuition."
14. The academic calendar for the 2015-16 school year for ASU-Jonesboro is attached.
15. Refusal to comply with the terms of this agreement within a reasonable timeframe after providing documentation of non-compliance will result in the nullification of this memorandum of understanding.
16. If for any reason the school district chooses to end an individual concurrent course or partnership with Arkansas State University-Jonesboro, the school will inform the university in a timely manner.

This agreement is in effect for the 2015-2016 academic year.

Marc Walling, Principal
Cave City High School

5/22/15
Date

Dr. Lynita Cooksey,
Vice Chancellor and Provost
Arkansas State University

5-27-15
Date

Memorandum of Understanding
University of Arkansas Community College at Batesville
and
Cave City High School

The University of Arkansas Community College at Batesville (UACCB) and Cave City High School agree to the following Memorandum of Understanding (MOU) concerning concurrent credit for Cave City High School students.

1. Accreditation – The UACCB Concurrent Credit Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and complies with the Arkansas Department of Higher Education Concurrent Credit Policy.

2. Admission Criteria for College-level Courses – High school students who enroll in UACCB concurrent credit classes must meet the same admission requirements and standards as UACCB students:

- Application for admission
- Placement test scores (ACT – 19 Reading, 19 English, 19 Math; COMPASS – 83 Reading, 80 Writing, 41 Algebra, 31 Numerical Skills). Non English and math courses require the following test scores in Reading: ACT – 19, COMPASS - 83
- High school GPA no lower than 3.0 on a 4.0 scale (Written permission from counselor required for GPA's lower than 3.0)
- Current high school transcript
- Immunization record
- Letter of recommendation (from counselor or principal)
- High school students are expected to meet the same standards of achievement and conduct as the traditional student body at UACCB.

3. Admission Criteria for Developmental Education Courses – High school seniors who do not meet the admission requirements for college-level English, reading, or math may enroll in Developmental Education courses for concurrent credit if the high school offers these courses. The following guidelines apply to enrollment in the Developmental Education courses:

- High school seniors who do not score at least a 19 on the ACT in English, reading, or math but do score at least an ACT sub-test score of 17 in English, reading, or math (or comparable exam score) may enroll in the requisite Developmental Education courses.
- Successful completion of Developmental Education courses does not guarantee college-level placement at another Arkansas college/university.

- Developmental Education courses cannot be used to meet the high school or college/university core subject area/unit requirements in English and math.
- A three semester credit hour Developmental Education course will be the equivalent of one-half unit of credit for a high school career focus elective.
  (Arkansas Department of Higher Education – Policy 5.16, Fall 2013)

4. Concurrent Credit Tuition/Enrollment - High school students will pay reduced tuition for concurrent credit courses:

- Tuition for one course is $160 ($44 per credit hour, $28 fees).
- Tuition is due the day of registration at the high school, or a payment plan may be established with the UACCB Business Office.
- If payment is not made for the concurrent credit course, the student will not be allowed to enroll in subsequent semesters until the balance is paid in full.
- Parents/guardians will receive monthly statements when establishing payment plans with the UACCB Business Office.
- In order to be registered in a concurrent credit course, a student's name must be on the official class roster by the end of the second week of classes at the high school. If the student's name is not on the official class roster, he/she will not receive college credit for the course.

5. Textbooks - If the high school does not furnish textbooks for the UACCB concurrent credit courses, concurrently enrolled high school students will be required to purchase textbooks.

6. Concurrent Credit Instructors - The UACCB Concurrent Credit Director and the UACCB Vice Chancellor for Academics work closely with the Concurrent Credit high school principals when selecting new Concurrent Enrollment Partnership (CEP) faculty. Once the concurrent credit classes are chosen, the high school principals recommend a high school faculty member who meets the faculty qualifications. These instructors are required to have the following qualifications:

- Master's degree with at least 18 graduate hours in the discipline in which the instructor teaches
- Advanced Placement Certification (if the concurrent credit course is blended with an AP course)

Concurrent credit students at UACCB are held to the same standards of achievement as those expected of on-campus students through assessment instruments and grading standards. All concurrent credit faculty are required to do the following:

- Submit course syllabi and assessment materials to the appropriate division chair and/or the NACEP faculty liaison for approval
- Attend orientation before teaching a concurrent credit course. Once CEP instructors are selected, they are required to attend an orientation session on the UACCB campus. The orientation session is led by the UACCB Concurrent Credit Director and the appropriate discipline-specific UACCB Faculty Liaisons. Returning CEP faculty are not required to attend multiple orientation sessions; however, they are required to attend at least one Concurrent Credit Professional Development session each year. Upon completion of orientation, new faculty receive a UACCB Concurrent Credit Orientation Certificate. A sign-in sheet is used to document attendance.
- Attend at least one UACCB professional development session during the school year and/or summer. As noted in the CEP Faculty Handbook, UACCB CEP faculty are required to attend at least one UACCB Professional Development session each year. All CEP counselors are also invited to attend. If CEP instructors cannot attend the annual UACCB Concurrent Credit Professional Development session, they may choose another session offered on the UACCB campus during the school year. The CEP instructors may also use a discipline-specific session they have attended during the year; however, they must provide documentation of the

professional development session. If CEP faculty cannot provide documentation of discipline-specific professional development, the appropriate UACCB Faculty Liaison will meet individually with the CEP faculty at the high school or at UACCB to discuss the items covered at the UACCB Professional Development session. Upon completion of professional development, faculty receive a UACCB Professional Development Certificate noting the number of hours of the session. A sign-in sheet is used to document attendance.

- Receive a Concurrent Credit Faculty Handbook detailing instructor educational requirements, assessment guidelines, syllabi guidelines, and non-compliance information

The following information details the steps in approving the assessment and grading standards for all concurrent credit courses offered through UACCB. The faculty liaisons and the concurrent credit director meet with all new concurrent credit instructors to explain the following course information to assure that each course meets UACCB standards. If there are changes in curriculum, the liaison and/or the director address these changes at professional development.

- **Curriculum requirements for the course** – Required essays, readings, speeches, theories, exams, projects, grading standards, grading rubrics, etc.
- **Syllabi requirements** – Contact information, textbook information, prerequisites, course description, course objectives, instruction/evaluation methods, course outline/assignments, grading scale, UACCB Student Services Information
- **Textbooks** – required chapters/assignments.

Note: If the high school cannot recommend a qualified high school instructor, UACCB will provide the high school with a UACCB full-time or adjunct faculty member if possible.

7. Concurrent Credit Course Offerings – UACCB will offer the following courses at Cave City High School: (Other general education courses can be offered depending on instructor availability at Cave City High School or UACCB.)

- ENG 1103 English Composition I
- ENG 1203 English Composition II
- HIS 1013 World Civilization I
- HIS 1023 World Civilization II
- HIS 2003 United States History I
- HIS 2013 United States History II
- MTH 1023 College Algebra
- SPC 1003 Oral Communication
- FAC 2003 Understanding Film
- Online options: College Algebra, General Psychology, Human Growth & Development, Medical Terminology, Oral Communication, and Sociology

8. High School Credit - Units of high school credit that will be awarded for each UACCB concurrent credit course are as follows:

- ENG 1103 English Composition I – one high school credit
- ENG 1203 English Composition II – one high school credit
- HIS 1013 World Civilization I – one high school credit
- HIS 1023 World Civilization II – one high school credit
- HIS 2003 United States History I - one high school credit

- HIS 2013 United States History II – one high school credit
- MTH 1023 College Algebra - one high school credit
- SPC 1003 Oral Communication – one high school credit
- FAC 2003 Understanding Film – one high school credit
- Online options – one high school credit for each course

9. Student/Parent Information - During the first week of school, concurrent credit students will receive a student/parent guide detailing the following information concerning the UACCB concurrent credit program and courses:

- UACCB and high school requirements for student participation (prerequisites; placement scores; tuition/billing; enrollment policy; enrollment form requiring student, parent, and counselor or principal signatures; submission deadlines; withdrawal procedure)
- To complete the UACCB Concurrent Credit process, students and parents are asked to read and verify the following statement:

"I verify that I have read the UACCB Concurrent Credit brochure and understand the High School Concurrent Enrollment Policy. I understand and agree to abide by all University of Arkansas Community College at Batesville policies and procedures outlined in the current *UACCB Catalog*. I understand that concurrently enrolled students are expected to meet the same standards of achievement as the traditional student body at UACCB and that concurrent students will receive college credit for the course work after successful completion of all course requirements as defined in the instructor's syllabus. **I understand that payment for the course(s) must be made at the time of registration, or a payment plan must be established with the UACCB Business Office. If payment is not made when due, I understand there is a $30 late fee applied to the student's bill.**
Furthermore, I authorize the Office of the Registrar at UACCB to release mid-term and final grades to authorized personnel at the high school upon receipt of these grades from the instructor, and I authorize the instructor to release grades to parent(s) and/or legal guardians if requested."

_____

Student Signature

_____

Parent/Guardian Signature

10. UACCB 2015-2016 Academic Calendar – UACCB concurrent credit high school faculty and students must abide by UACCB dates for **schedule changes, class withdrawals, tuition deadlines, and grade submissions (Note: Concurrent credit students are not required to attend mandatory New Student Orientation.)**

Full Fall Semester

August 13 ..... Fall tuition payment deadline for pre-registered students
August 14 ..... Mandatory new student orientation
August 18 ..... Registration ends; mandatory new student orientation
August 19 ..... Day and evening classes begin
August 25 ..... **Last day for schedule changes and last day for 100% refund**
September 1 ..... Last day for 50% refund with complete withdrawal
September 7 ..... Labor Day holiday (campus closed)
September 11 ..... Degree audit evaluation due to registrar (fall graduates)
September 18 ..... First financial aid disbursement
October 21 ..... **Mid-term advisory grades due (noon)**
October 22 ..... Registration opens for continuing students (spring)
October 23 ..... Career Day (Faculty are required on campus; no classes)

October 30 ..... Second financial aid disbursement (loans)
November 12 ..... **Last day to drop a class or withdraw from college with a "W"**
November 19 ..... Registration opens for new/readmitted students (spring)
November 25 ..... Thanksgiving Break (no classes; campus open)
November 26, 27 ..... Thanksgiving Holiday (campus closed)
December 8 ..... Last day of classes
December 9-15 ..... Final exams
December 16 ..... **Final grades due (noon)**
December 23 ..... Campus closed until January 4, 2016 at 8:00 a.m.
January 4 ..... Spring tuition payment deadline for pre-registered students

Fall Fast Track I Semester 2015

August 19 ..... Fast track I classes begin
August 21 ..... Last day for 100% refund
August 27 ..... Last day for 50% refund
September 7 ..... Labor Day holiday (campus closed)
October 1 ..... Last day to drop class/withdraw from college w/ "W" for Fast Track I
October 14 ..... Fast track I classes end
October 15-19 ..... Fast track 1 final exams
October 21 ..... Fast track I final grades due (noon)

Fall Fast Track II Semester 2015

October 20 ..... Fast track II classes begins
October 22 ..... Last day for 100% refund
October 28 ..... Last day for 50% refund
November 25 ..... Thanksgiving Break (no classes; campus open)
November 26, 27 ..... Thanksgiving Holiday (campus closed)
December 7 ..... Last day to drop class/withdraw from college w/ "W" for Fast Track II
December 10 ..... Fast track II classes end
December 11-15 ..... Fast track II final exams
December 16 ..... Fast track II final grades due (noon)

Full Spring Semester 2016

January 8 ..... Registration ends; mandatory new student orientation
January 11 ..... Day and evening classes begin
January 15 ..... **Last day for schedule changes and last day for 100% refund**
January 18 ..... Martin Luther King holiday (campus closed)
January 25 ..... Last day 50% refund with complete withdrawal
February 5 ..... First financial aid disbursement
February 5 ..... Degree audit evaluation due to registrar (spring/summer graduates)
March 10 ..... Registration opens for continuing students (summer and fall)
March 14 ..... **Mid-term advisory grades due (noon)**
March 21-25 ..... Spring Break (no classes)
April 1 ..... Second financial aid disbursement (loans)
April 7 ..... **Last day to drop a course or withdraw from college with a "W"**
April 21 ..... Registration opens for new/readmitted students (summer and fall)
April 29 ..... Last day of classes
May 2-6 ..... Final exams
May 9 ..... **Final grades due (noon)**
May 9 ..... Commencement (7:30 p.m.)

May 25 ..... Summer I tuition payment deadline for pre-registered students

Spring Fast Track I Semester 2016

January 11 ..... Fast track I classes begin
January 13 ..... Last day for 100% refund
January 18 ..... Martin Luther King holiday (campus closed)
January 20 ..... Last day for 50% refund
February 23 ..... Last day to drop a class/withdraw from college w/ a "W" Fast Track I
March 4 ..... Fast track I classes end
March 7-9 ..... Fast track I final exams
March 10 ..... Fast track I grades due (noon)

Spring Fast Track II Semester 2016

March 10 ..... Fast track II classes begins
March 14 ..... Last day for 100% refund
March 18 ..... Last day for 50% refund
March 21-25 ..... Spring Break (no classes)
April 28 ..... Last day to drop a class/withdraw from college w/ a "W" Fast Track II
May 4 ..... Fast track II classes end
May 5-6 ..... Fast track II final exams
May 9 ..... Fast track II grades due (noon)

Summer I (4 week) 2016

May 30 ..... Memorial Day (campus closed)
May 31 ..... Registration ends
June 1 ..... Day and evening classes begin; last day for 100% refund
June 23 ..... Last day to drop a class/withdraw from college w/ a "W" for Summer I
June 28 ..... Last day of classes
June 29 ..... Final Exams
June 30 ..... Final grades due (noon)

Summer I (8 week) 2016

May 30 ..... Memorial Day (campus closed)
May 31 ..... Registration ends
June 1 ..... Day and evening classes begin
June 3 ..... last day for 100% refund
June 9 ..... Last day for 50% refund
July 4 ..... Independence Day (campus closed)
July 14 ..... Last day to drop a class/withdraw from college w/ a "W" for Summer I
July 26 ..... Last day of classes
July 27 ..... Final Exams
July 29 ..... Final grades due (noon)

Summer II (4 week) 2016

July 4 ..... Independence Day (campus closed)
July 5 ..... Registration ends
July 6 ..... Day/evening classes begin; payment deadline; last day 100% refund
July 30 ..... Last day to drop a class/withdraw from college w/ "W" for Summer II
August 2 ..... Last day of classes
August 3 ..... Final Exams
August 5 ..... Final grades due (noon)

This agreement between UACCB and Cave City High School takes effect with the 2015-2016 academic year, will be reviewed annually, and will continue until terminated in writing by either party.

If UACCB or Cave City High School is deemed non-compliant with the MOU procedures, the MOU may be terminated at any time during the academic year.

_____ _____

Ms. Deborah J. Frazier
Chancellor
University of Arkansas Community College at Batesville
2005 White Drive
Batesville, Arkansas 72501

Date

_____ _____

Mr. Steven Green
Superintendent
Cave City School District
P.O. Box 600
Cave City, AR 72521

Date