

THE ACADEMIES OF WEST MEMPHIS

School District: West Memphis School District
Grade Levels: 10-12
Student Enrollment Cap: 1,300
Address of Proposed Charter: 501 West Broadway, West Memphis, AR 72301

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Meets the Standard

C-2 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-3 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-4 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard

Concerns and Additional Questions:

- Clearly explain the configuration of the charter school. Explain the following:
 - o Which schools will serve charter school students

West Memphis High School will be the only conversion charter school serving grades 10-12. All West Memphis High School students will be part of the charter school since we are implementing wall-to-wall academies.

- o The grade levels at each school to be included in the charter

Grades 10, 11, and 12 at West Memphis High School.

- o The number of students per grade level to be charter students

10th – 421

11th – 382

12th – 339

Total of 1,142

*numbers based on Oct. 1, 2013.

- If it is the intension of the district to have students at multiple campuses enrolled in the charter school, explain how the district plans to report the students for purposes of funding and academic accountability.

It is not the intent of the district to have multiple campuses enrolled in the charter school. The Academies of West Memphis High School will not have multiple campuses. This conversion charter will operate at the physical address of West Memphis High School 501 West Broadway, West Memphis, AR 72301.

- Confirm the understanding that if the plan is to offer only certain classes to comprise the charter, the school would not meet the federal definition of a public charter school as it would not provide “a program of elementary or secondary education or both.”

The West Memphis School District has made the decision that the entire campus of West Memphis High School will comprise the public conversion charter school titled the Academies of West Memphis. WMHS already has a fully approved secondary curriculum.

- Explain how the core subjects will be taught at the charter school.

Core subjects will be taught through the fully approved secondary curriculum at West Memphis High School keeping with the standards of accreditation and ADE rules/regulations.

- Explain how the 8th grade students will be immersed in the academy model.

8th grade students will not be a part of this conversion charter school at West Memphis High School.

- Describe a typical day for a student enrolled in the charter school.

Students will operate on a traditional 7 period schedule from 8:00 a.m. to 3:30 p.m. in year 1 with a vision for block scheduling in the future for more performance based learning opportunities.

- Explain if all 9th grade students will participate in keystone classes. If not, explain the criteria for identifying students for these classes. Explain how the classes will assist a student in deciding on a career academy.

9th grade students are not part of the campus at West Memphis High School, therefore, will not be a part of the conversion charter.

- Explain the process and timeline for a student to change from one career academy to another.

Students will have one opportunity at the end of their 10th grade year to change from one academy / pathway to another.

- State which courses the charter will want to have imbedded.

See requested waivers on p 28,29
Health and Safety
Oral Communications

We are seeking additional courses for specific pathway equivalencies or substitutions:

See *C4 appendices:

WMHS Graduation Requirement	HS Credit Requirement	MSCC Course	Credit Hours
Math Electives	2	Math 1104	
		<u>Applied Technical Math</u>	<u>4</u>
		BUSN 1303	
		<u>Business Mathematics</u>	<u>3</u>
		HMG 2023	
		<u>Food & Beverage Cost Controls</u>	<u>3</u>
		TECH 1003	
		<u>Intro to Blueprint Reading</u>	<u>3</u>
		PHAR 1023	
		<u>Pharmaceutical Mathematics</u>	<u>3</u>
Science Electives	1	TECH 1013	
		<u>Shop Essentials</u>	<u>3</u>
		PSCI 1003	
		<u>Applied Physics</u>	<u>3</u>
		ENER 2043	
		<u>Bioprocess Practices</u>	<u>3</u>
		TECH 2033	
Social Studies Electives	.5	PILT 1012	
		<u>Aviation History</u>	<u>2</u>
		ECON 2213	
		<u>Macroeconomics</u>	<u>3</u>
		ECON 2223	
		<u>Microeconomics</u>	<u>3</u>
Health	.5	HMG 1513	
		<u>Nutrition and Menu Planning</u>	<u>3</u>

- Explain the role of Responsive Education Solutions (RES) with the charter school, as the budget includes funds for consulting services for RES, and provide the contract between the RES and West Memphis School District.

For the 2014-15 school year, ResponsiveED will work in a collaborative compact with the WMSD and the Academies of West Memphis Conversion Charter School at West Memphis High School to better provide high quality instruction and academic opportunities for all WMHS students. We will be collaboratively exploring work on the learning process by emphasizing a personalized approach. This program will deliver students a prescribed course of study. Using individualized curriculum plans as well as direct teaching, paper-based curriculum, and computer-based instruction, students can recover credits, accelerate credit accrual, and receive high-dosage tutoring in math and other needed subjects. This collaboration will increase college and career readiness for all students.

See attached contract from RES. This will serve as our final contract and signatures will be submitted upon approval from the Charter Authorizing Panel.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in

accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The Academies of West Memphis Conversion Charter at West Memphis High School will only offer digital coursework from approved providers identified by the Arkansas Department of Education to assure that all requirements are met regarding access to quality digital learning content and online blended learning.

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Does Not Meet the Standard

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.
The focus of The Academies of West Memphis High School will be to:

- improve all students learning through the increased emphasis provided for student engagement,
- provide increased opportunities for project based learning, enable students to experience accelerated and rigorous learning through the use of technology, and
- to empower students and teachers to build a culture of learning through collaboration and research.

The Academies of West Memphis is a comprehensive approach to high school re-design and impacts all major stakeholder groups in the following ways.

This charter will enable The Academies of West Memphis High School to experience increased flexibility in the scheduling process for students and teachers. Struggling learners will receive additional time and attention from instructors. Students with advanced skills will be challenged to perform at higher levels than the present traditional culture allows. Students who are performing at the average level will receive the benefits of both remediation and acceleration through the use of strategies identified to address their needs. In addition, flexibility will allow teachers to collaborate within content areas, across curriculum areas, and vertically and horizontally in regard to content and grade levels. Patrons, business partners, higher education partners, and parents will be given opportunities to serve on advisory committees, provide technical assistance, and share in the development, implementation, and review of the Academies of West Memphis High School.

- Explain why the plan outlined in the application cannot be implemented as part of the current schools.

The Academies of West Memphis High School will provide college and career preparation by concentrating elective courses in the Academy of Business, Technology, Art and Communications; the Academy of Service, Law, and Education and the Academy of

Manufacturing, Transportation, and Health Science. Graduates of The Academies of West Memphis High School will enter college, postsecondary training, or careers with portfolios filled with authentic real-world application and problem-solving, internships, early college experiences and community-service learning projects.

This re-design is a necessary and thoughtful approach between West Memphis High School and Mid-South Community College. The global economy has brought about changes that are driven by economic development and initiatives that our traditional educational model has yet to address. We have to rethink how we are providing education and training access to those who we are trying to develop as a new workforce. Our economy is only as good as our ability to supply a workforce to our industries and businesses. We feel that we can not integrate these specific and skilled CTE classes in our current model without the conversion charter, waivers, and partnerships. This type of conversion charter will allow us to seek community alignment and build partnerships like never before. We also feel like this conversion charter will allow us the chance to seek some youth connect career grants in cooperative partnerships with MSCC. The truth of the matter in the Delta is this - there is a disconnect between how we finance student's education, what we are expecting them to do as part of their high school experience, and what we are expecting them to do when they leave high school. Investing in this charter will mean more relevance for a poverty stricken region of our state.

C-6: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the specific ways in which licensed employees and parents will be involved in developing and implementing the school improvement plan.

Licensed employees and parents will continue to participate in the development of the school improvement plan. Advisory committees will be established and meet regularly to assist in providing technical feedback and investment for the conversion charter. Opportunities will be provided to encourage and orientate parents to The Academies of West Memphis and specific skill set pathways for better job training. Work will continue with our local school board and district leadership team to host business, community, and parent forums on a regular basis in order to provide continual and timely updates on current programs and student performance.

We plan to implement a CEO of Champions mentoring and advisory council to help facilitate career expectations for our graduates as well as outreach/experiential training for our faculty.

As this process evolves, we envision the development and growth of The Academies of West Memphis Leadership team whose primary responsibility will include evaluating current and future programs of study and student performance. We are convinced that the level of parental involvement will increase as this conversion charter allows us to work toward removing barriers to student-parent-school partnerships.

- If students other than those at West Memphis High School will be charter school students, include goals for them.

Only students at West Memphis High School will be charter school students.

- Explain how the district plans to evaluate the success of the charter school and to attribute student academic performance to the charter if charter school students are at different campuses.

Charter students will not be at different campuses.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Partially Meets the Standard

Concerns and Additional Questions:

- Tell the length of time that the school district has used the external provider Elbow-2-Elbow and explain if these services will be continued at the charter school.

West Memphis School District has worked with Elbow-2-Elbow as our external provider for the previous 10 years. They have successfully served our school district in the areas of professional development, student engagement, and performance growth in all areas of school improvement. We intend to continue these services at The Academies of West Memphis Conversion Charter school since it is at WMHS and WMHS is a focus school.

- Explain the cooperative arrangement between West Memphis High School and Mid South Community College. Provide a copy of the agreement.

The district and MSCC are in the process of final review and approval of the Agreement. As soon as the review and approval process is completed by both the district and MSCC, a signed copy of the Agreement will be forwarded to the ADE. We assure the ADE that the executed copy will be submitted in time to allow for a full internal review before the Panel's meeting in January

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how all of the services will be provided to middle school students.

Services will only be provided to students in grades 10-12 at West Memphis High School.

- Confirm that the required student/counselor ratio will be met.

We will operate under the ADE required student/ratio compliance since this conversion charter will be only at West Memphis High School.

- Confirm the understanding that career coaches and resource officers are not counselors and cannot be considered when calculating the number of required counselors.

The West Memphis School District understands that career coaches and resource officers are not counselors and can not be considered when calculating the number of required counselors.

- Confirm that the charter school will offer a full continuum of special education services.

This conversion charter school will do nothing different for our special education students that would exclude them in services for the conversion charter since it is all at West Memphis High School.

- Explain the process for moving a student enrolled in an academy to an Alternative Learning Environment (ALE). Discuss the options to be afforded a student who moves to the ALE from an academy different from the two that the district plans to offer for ALE students.

Students will not have to be removed from an academy just because they are in ALE. We intend to offer ALE academic, career and technical courses at West Memphis High School and Mid South Community College.

- Confirm that the charter will comply with ALE.

West Memphis School District confirms that this conversion charter will comply with ALE as it has been offered to our students in the past according to ADE rules/regs.

- Confirm that the charter school will meet the requirements for English language learners.

West Memphis School District confirms that this conversion charter will meet the requirements for ELL.

- Confirm that the charter school will comply with requirements for gifted and talented programs.

West Memphis School District confirms that this conversion charter will meet the requirements for G & T programs.

C-9: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide a timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress. Include the approximate date for conducting a public meeting to discuss these results.

The applicant will be compiling data for the completion of an annual report to the public and to the CAP. We intend to share our timeline from start to current date each time we hold a new meeting. Historically, our district date for this type of dissemination of data is the third Tuesday of September.

The West Memphis School District plans to report on this conversion charter school in the Fall of 2014 (September 16, 2014). At this initial annual report we intend to share the following:
Academy structure for 2014-2015 academic year
Pathways / Programs of study
Skill certificates / value added diploma
Internship opportunities
Job Shadowing
Teacher experiential opportunities
Business partnerships
Community involvement
Faculty & staff
Enrollment numbers
Department of Labor statistics for greater Memphis area job market
Department of Career Education statistics for CTE clusters
Advisory Committee recruitment / report
Explain what the future report will look like after completion of year 1
The West Memphis School District plans to report on this conversion charter school in the Fall of 2015 (September). At this meeting we intend to discuss some of the same from above as well as report any new offerings and implementations.

- Confirm that Family Educational Rights and Privacy Act (FERPA) will be followed when preparing videos.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. Educational records subject to this protection include all academic, attendance, health, guidance and special service reports.

West Memphis High School Academies will ensure no violations of FERPA when using student information or likeness in images, videos, or documents by obtaining written consent from parent or guardians through the use of a signature release form. Sample form is attached.

C-10: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the statement that the enrollment cap is 1,300 for the West Memphis school since 1,900 is the stated cap in the general information section of the application.

There will be a cap of 1,300 students at West Memphis High School based on our historical enrollment trends.

- Explain if the plans are to use lottery process or first come, first served, as both are stated.

All students who apply and are current residents of the West Memphis District will be eligible to attend the Academies at West Memphis High School. West Memphis High School will publicize its status on the district website, the marquee, an article in the Evening Times as well as through local news and radio announcements made by Superintendent Jon Collins. The above publicity plan will allow for all community members to learn about the school and allow interested parties to apply. In each facet of the plan, two items will be clear: (1) Students will still be allowed to legally transfer into West Memphis School District via School Choice and legal transfer process; and (2) Should more students be eligible for admission into the Academies than the Academies' enrollment cap allows, the applicant will utilize a random, anonymous lottery selection process. All applicants and the general public will be given advance notice of the date and time of the lottery and the specific procedures to be utilized.

C-11: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan consistent with the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm that special education teachers will be licensed.

All special education teachers will be licensed that teach at this conversion charter school.

C-12: ARKANSAS PUBLIC SCHOOL COMPUTE NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-13: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

Meets the Standard**C14: FOOD SERVICES**

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Meets the Standard**C15: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Meets the Standard**C-16: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

- **Section 9.03.1 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should explain why this waiver is necessary when it will serve grades 9-12 only. This Standard applies to grades 5-8.

This waiver request mistakenly cited Section 9.03.1 of the ADE Standards Rules; the request should have cited Section 9.03.4.1 of the ADE Standards Rules.

The applicant wishes to amend the waiver request to reflect the citation change; the rationale for the request remains the same as contained in the original application.

- **Section 9.03.9 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should explain why this waiver is necessary when it will serve grades 9-12 only. This Standard applies to grades 5-8.

In light of the applicant's request to amend its application to only include the West Memphis High School (Grades 10-12) campus, it is requested that this waiver be withdrawn.

- **Section 10.01.4 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard.
- If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

The waiver is essential to the redesign of West Memphis High School to assure that within the specific programmatic academies there would be the necessary flexibility to allow for instructional variance based on individual student needs. With the embedding of courses (such as Oral Communications), there could be the need for a flexible time to allow for more performance-based tests that are student directed. Without this waiver, as the programmatic areas are implemented, the lack of flexibility could impact students' abilities to participate in the specific academy of their choice.

- **Section 14.03 of the ADE Rules Governing the Standards for Accreditation**

- The Panel lacks the authority to grant waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas frameworks.

In light of the Legal Comments received, the applicant wishes to amend this waiver request to ask for a waiver of the 120 clock hour requirement. The applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas frameworks, and will be glad to submit to the Panel any additional information desired to satisfy the Panel.

- **Section 9.03.4.9 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should confirm that it will still teach one unit of physical education.

The applicant hereby confirms that it will still teach one (1) unit of physical education at the Academies of West Memphis.

C-17: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Meets the Standard

OTHER COMMENTS

Budget

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.

The West Memphis School District acknowledges that professional development funding has been reduced to \$26.67 per student. We will adjust according to the legislative & ADE allowances x 1,300 students.

- Explain how \$300,000 will cover the cost of laptops for all students and provide the cost per unit.

The originally submitted \$300,000 budget for student computing devices was based on the calculations of \$300 (tax & shipping included) per device for 1000 devices. West Memphis High School (WMHS) is a Google Apps for Education school and plans to deploy and implement Google Chromebooks for a one to one computing initiative for all students attending this campus. Chromebook laptops were chosen due to their intuitive use of the already Google Apps services, 7+ hour battery life, and budget-friendly cost. WMHS serves between 1000 and 1100 students in grades ten through twelve.

This budget item was based on last year's ADM of 1053 in the third quarter and the historic fluctuations our district experiences due to declining enrollment. Our commitment is to provide a device for every student.

CONSULTATION AGREEMENT

This Consultation Agreement (“Agreement”) is dated effective as of February 1, 2014, between Responsive Education Solutions, a Texas not-for-profit corporation (“Contractor”), and The West Memphis School District (the “District”); Contractor and the District collectively, the “Parties,” and each individually, a “Party.”

RECITALS

- A. **WHEREAS**, Contractor is knowledgeable and experienced in operating high-quality charter schools; and
- B. **WHEREAS**, the District desires to engage Contractor to assist in establishing a charter school program that will provide a pathway for those students the geographic area served by the District who are performing in the 20th to 50th percentile toward graduation and career readiness;

NOW THEREFORE, in consideration of the foregoing premises, of the covenants and agreements contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

1. **Type of Services.** Contractor shall provide the District with up to 240 hours of comprehensive consulting services and staff training in all aspects of school operations, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, and any such similar services on which the parties may mutually agree in writing (collectively referred to herein as the “Services”).
2. **Term of Contract.** The Term of this Agreement shall commence on February 1, 2014, and conclude on May 31, 2015.
3. **Payment/Consideration.** The consideration for providing the Services shall be SIXTY THOUSAND AND NO/100 DOLLARS (\$60,000.00) (“Fee”). District shall pay Contractor the Fee on the later of either: (a) February 1, 2014, or (b) fourteen (14) days following the approval of this Agreement by the Arkansas Department of Education.
4. **Taxes.** Contractor acknowledges that it is not an employee of the District, but rather is an independent contractor according to rulings and regulations issued by the Internal Revenue Service, and agrees to pay all income and self employment taxes on the Consideration paid to Contractor under this Agreement. The District shall not be responsible for the payment of any federal, state, or local taxes for or on behalf of the Contractor, under any circumstances.
5. **Indemnification/Hold Harmless.** To the fullest extent permitted by law, the District shall indemnify and hold harmless Contractor and agents and employees of any of Contractor from and against claims, damages, losses, and expenses, including but not limited to attorney’s fees, arising out of or resulting from Contractor’s performance of the Services, but only to

the extent that such claims, damages, losses, and expenses are not caused by the gross negligence of the Contractor and agents and employees of the Contractor.

6. **Independent Contractor Relationship.** Contractor acknowledges and agrees that Contractor is an independent contractor.
7. **Background Checks.** Contractor agrees to provide written consent for the District to perform background checks for all individuals performing Services for the District. Contractor agrees to provide written consent for the District to have the individuals providing the Services to be finger printed if deemed necessary by the District prior to providing the Services and if the individuals will be working during school hours and/or around students. In addition, Contractor agrees that the District may choose to perform background checks on selected Contractor personnel at the sole expense of the District.
8. **No Fringe and Other Benefits.** No fringe benefits or other benefits are payable to Contractor other than the Consideration described in Paragraph 3, above. The District will not be required to furnish Contractor the tools and equipment necessary to complete the job (i.e. laptop, cell phone, or other materials and supplies which Contractor may need to perform the services set forth in Paragraph 1, above).
9. **Expenses.** Contractor is responsible for all expenses it incurs in performing the Services.
10. **Transmittal of Notices.** All notice permitted or required by this Agreement, shall be in writing and delivered or mailed to the other Party at the appropriate address given in this Agreement. Said notices may be transmitted in person, by certified mail, or by overnight courier.
11. **Modification.** No modification of this Agreement shall be valid unless approved in writing by both Parties to this Agreement.
12. **Governing Law.** This Agreement shall be governed by the laws of the state of Arkansas. Venue for any action, suit, or other proceeding relating to this Agreement shall lie exclusively in the state courts of Arkansas, and the Parties irrevocably consent to the exclusive jurisdiction of those courts. Attorney's fees in any legal action shall be awarded to the prevailing Party.
13. **Waiver.** Waiver by one Party hereto of a breach of any provision of this Agreement by the other shall not be construed as a continuing waiver.
14. **Entire Agreement.** This document constitutes the entire Agreement between the District and the Contractor. All other agreements between the Parties are herewith superseded.
15. **Confidentiality.** The Parties agree, to the extent permitted by law, to keep strictly confidential all confidential or proprietary information about or belonging to a Party (including without limitation any works, work product, or related information) to which the other Party gains or has access to by virtue of the Parties' relationship. Except as disclosure may be required to obtain the advice of professionals or consultants or as may be required by applicable law, each Party shall use its best efforts to ensure that such information is not disclosed to any other third person or entity without the prior written consent of the other Party. The Parties further acknowledge and agree that the District, in fulfilling its duties and

responsibilities under this Agreement, shall maintain all records and shall make such records publicly available as may be required by applicable law. Further, Contractor acknowledges state and federal requirements regarding the confidentiality of student information and agrees to strictly adhere to such requirements.

16. **Effective Date.** The effective date of this Agreement shall be February 1, 2014.

17. **ADE Approval.** This Agreement is contingent upon the Arkansas Department of Education's approval of this Agreement.

18. **Signatures.**

District

Jon Collins
Superintendent
West Memphis School District
301 South Avalon
West Memphis, Arkansas 71901

Contractor

Charles Cook
Chief Executive Officer
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

Approved as to Form:

Chris Baumann
General Counsel
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

**CONCURRENT CREDIT
Memorandum of Understanding
2014-15**

**Mid-South Community College
and
West Memphis School District**

Mid-South Community College (MSCC or College) and the West Memphis School District (WMSD or the District), collectively referred to as “the Parties,” enter into this Memorandum of Understanding.

Purposes

The District desires to work with MSCC by accessing coursework and academic facilities to provide pathways through concurrent credit opportunities for students served by the District toward graduation and technical career readiness.

MSCC desires to work with the District to assist in establishing pathways through concurrent credit opportunities for local students toward college and career readiness.

This agreement identifies MSCC courses that provide District students with concurrent credit opportunities and technical programs that lead to a certificate of proficiency or technical certificate (Appendix A) . The general education courses that offered for concurrent credit are listed in the online Arkansas Course Transfer System (ACTS). Other courses or programs may be developed and taught as interest and needs require. This agreement also delineates certain obligations, responsibilities, and requirements of the Parties (WMSD, Appendix B; MSCC, Appendix C).

Confidentiality

The Parties acknowledge state and federal requirements regarding the confidentiality of student information and agree to strictly adhere to all such requirements.

Concurrent Enrollment Authority

The Parties will execute the terms of this agreement in compliance with the concurrent enrollment policy of the Arkansas Higher Education Coordinating Board (Appendix D) and the concurrent enrollment rules of the Arkansas State Board of Education (Appendix E).

Assignment of Agreement

The Parties may not assign rights or obligations under this agreement without the prior consent of the other.

Agreement Period and Review

This agreement is for one academic year and will be reviewed and renewed annually, with the review to occur and be finalized no earlier than February 1 and no later than March 31. During the review period, the Parties may modify or terminate the current written, signed agreement.

Termination

If either or both of the Parties elect to terminate the agreement, a semester's notification must be provided in writing and during the annual review period. Termination of this agreement cannot occur during a semester when students are already enrolled in classes. If students are enrolled in technical programs that consist of multiple semesters, arrangements must be made for those students to complete the programs before termination occurs.

Academic Calendar

The Parties will provide their respective academic calendars for review and reconciliation during the annual review period of this agreement. The calendars will be for the upcoming academic year and will become part of this agreement (Appendix F).

Financial

MSCC Technical Center Student Funding. This agreement complies with the Arkansas Department of Career Education funding policy (Appendix G). Responsibilities of the Parties are outlined in Appendices B and C.

General Education. This agreement complies with *Item V. Concurrent Credit Enrollment – Payment of Tuition and Fees*, AHECB Policy 5.16: Concurrent Enrollment Policy (Appendix D) .

Instructor Credentials

Guidelines and requirements for approval of MSCC instructors are included in Appendix H.

Assessment of Courses

Guidelines for approval and assessment of courses are included in Appendix H.

Guidelines and Requirements for Admission and Eligibility of Students

Guidelines for MSCC course and/or technical center program admission and eligibility of concurrent students are included in Appendix H.

Requirements for Course Syllabi

Guidelines for course syllabi are included in Appendix H.

Non-Compliance Statement

The non-compliance statement for MSCC is included in Appendix H.

By signature below, the Parties indicate understanding and acceptance of the purposes, terms, and obligations of this agreement and appendices. The Parties further acknowledge that this is the only agreement of the Parties regarding this subject, and it supersedes any prior written or oral agreements between the parties regarding this subject.

Jon Collins, Superintendent
West Memphis School District

Dr. Glen Fenter, President
Mid-South Community College

Date

Date

Address:
West Memphis School District
301 South Avalon
West Memphis, AR 72301

Address:
Mid-South Community College
2000 W. Broadway
West Memphis, AR 72301

APPENDIX A

MSCC Technical Center Concurrent Credit Programs

A/V Tech and Film*
Aviation Mechanics*
Computer Engineering
Diesel Technology
Food Service Management*
Health Science Technology (Medical Professions)
Machining Technology
Welding Technology

*new programs beginning Fall 2014

A/V Tech and Film Course Equivalencies

Semester	High School Course Name	Course Code	Units	College Course Name	Credit Hours
1	Fundamentals of Audio/Video Tech & Film	493640	.5	Introduction to Film	3
	Fundamentals of A/V Tech & Film Lab	493670	.5		
2	Fundamentals of Audio/Video Tech & Film	493640	.5	Film and Video Production	3
	Fundamentals of A/V Tech & Film Lab	493670	.5		
3	Intermediate Audio/Video Tech & Film	493650	.5	Audio Production	3
	Intermediate A/V Tech & Film Lab	493670	.5		
4	Intermediate Audio/Video Tech & Film	493650	.5	Screenwriting	3
	Intermediate Audio/Video Tech & Film Lab	493670	.5		
5	Advanced Audio/Video Tech & Film	493660	.5	Digital Radio	3
	Advanced Audio/Video Tech & Film Lab	493670	.5		
6	Advanced Audio/Video Tech & Film	493660	.5	Cinematography	3
	Advanced Audio/Video Tech & Film Lab	493670	.5		

Aviation Mechanics Course Equivalencies

Semester	High School Course Name	Units	College Course Name	Credit Hours	FAA Hours
1	Aviation Mechanics I	.5	Introduction to Aviation	3	N/A
	Lab	.5			
2	Aviation Mechanics I	.5	Aviation Math	2	42
	Aviation Mechanics I	.5	Aviation Physics	2	42
3	Aviation Mechanics I	.5	Aviation Shop Practices	3	70
	Lab	.5			
4	Aviation Mechanics I	.5	Basic Aviation Electricity	3	84
	Lab	.5			
5	Aviation Mechanics II	.5	Aviation Drawings	1	28
	Lab	.5	Ground Operations	2	56
6	Aviation Mechanics II	.5	Weight & Balance	2	42
	Lab	.5	Federal Regulations	2	42

Computer Engineering Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	494420 Computer Operations	.5	ISTC 1013 IT Principles and Practices	3
	Lab	.5		
	494400 Computer Diagnostics	.5	IT1023 IT Essentials I	3
	Lab	.5		
2	49440 Computer Diagnostics	.5	ISTC 1043 A+ Certification Prep Course	3
	Lab	.5		
	494420 Computer Operations	.5	ISTC 1033 IT Essentials II	3
	Lab	.5		
3	494410 Computer Networking	.5	ISTC 1513 Cisco Network Fundamentals	3
	Lab			
	494420 Computer Operations	.5	ISTC 2613 Fundamentals of UNIX	3
	Lab			
4	494410 Computer Networking	.5	ISTC 1523 Routing Protocols & Concepts	3
	Lab			
	494420 Computer Operations	.5	ISTC 2623 Unix System Administration I	3
	Lab			

Diesel Technology Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	494650 Diesel Mechanics I	1	HTDM 1014 Preventive Maintenance	4
2	494650 Diesel Mechanics I	1	HTDM 1034 Brake Systems	4
3	494660 Diesel Mechanics II	1	HTDM 1054 Diesel Engines I	4
4	494660 Diesel Mechanics II	1	HTDM 1094 Diesel Engines II	4

Food Service Management Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	Generic course code tbd by ADCE	.5	Applications of Food Service Management in the Hospitality Industry	3
	Lab	.5		
2	Food Production, Mgmt, & Services	.5	Food Services Mgmt	3
	Lab	.5		
3	Food & Nutrition	.5	Nutrition and Menu Planning	3
	Lab	.5		
4	Food Production, Mgmt, & Services	.5	Food and Beverage Cost Controls	3
	Lab	.5		
5	Intro to Culinary Arts	.5	Principles of Food Prep	4
	Lab	.5		
6	JAG Apprenticeship/ Work-Based Learning	.5	Hospitality Capstone	3
	Lab	.5		

Health Science Technology (Medical Professions) Course Equivalencies

Semester	ADCE Course Name	Units	College Course Name	Credit Hours
	495340 Introduction to Medical Professions	.5	Intro to Medical Professions I	3
	Lab	.5		
	495360 Medical Terminology	.5	Medical Terminology	3
	Lab	.5		
	495380 Introduction to Medical Professions, Extended	.5	Intro to Medical Professions II	3
	Lab	.5		
	495330 Medical Procedures	.5	Medical Procedures	3
	Lab			
	495300 Human Anatomy and Physiology	1	Anatomy and Physiology	3
	495310 Medical Specialization	.1	Nursing I/CNA or Intro to Pharmacy or Intro to Respiratory Care	4

Machining Technology Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	495210 Machine Tool Lab	.5	TECH 1013 Shop Essentials	3
	Lab	.5		
	495200 Machine Tool I	.5	TECH 1003 Intro to Blueprint Reading	3
	Lab	.5		
2	495210 Machine Tool Lab	.5	MACH 1023 Intro to Metallurgy	3
	Lab	.5		
	495200 Machine Tool I	.5	MACH 1063 Inspection & Testing	3
	Lab	.5		
3	495220 Machine Tool II	.1	MACH 1203 Intro to Manual Machining	3
				3
4	495220 Machine Tool II	1	MACH 1223 Intro to CNC Machining	3
				3

Welding Technology Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	495580 Shielded Metal Arc Welding	.5	TECH 1013 Shop Essentials	3
	Lab	.5		
	495580 Shielded Metal Arc Welding	.5	TECH 1003 Intro to Blueprint Reading	3
	Lab	.5		
2	495580 Shielded Metal Arc Welding	.5	TECH 1303 Industrial Safety	3
	Lab	.5		
	495580 Shielded Metal Arc Welding	.5	WELD 1053 Fundamentals in Welding	3
	Lab	.5		
3	495580 Shielded Metal Arc Welding	1	WELD 1123 Shielded Metal Arc Welding (SMAW)	1
4	495550 Gas Metal Arc Welding	1	WELD 1133 Gas Metal Arc Welding (GMAW)	1

APPENDIX C

WEST MEMPHIS SCHOOL DISTRICT RESPONSIBILITIES

- Assure student and parent acknowledgement that a student participating in a concurrent enrollment program/course will do so in accordance with stated MSCC and WMSD participation requirements.
- Recommend WMSD students who desire to enroll in one or more concurrent credit courses at MSCC. This recommendation must be provided by the student's school principal or designee.
- Inform students and parents that the student is responsible for all costs associated with enrollment in a concurrent credit course, unless the costs of enrollment in a course is paid by another approved public or private entity.
- Advise students and parents about *potential limitations* concerning the transfer of college course credit.
- Remit payment to MSCC each semester for students participating in MSCC Technical Center courses/programs. MSCC will invoice WMSD each semester, with invoice calculations based on full-time equivalent (FTE) enrollment and the current billing FTE billing amount set by the Arkansas Department of Career Education.

APPENDIX C

MID-SOUTH COMMUNITY COLLEGE RESPONSIBILITIES

- Maintain approval from the Arkansas Higher Education Coordinating Board to offer concurrent credit.
- Provide freshman and/or sophomore level concurrent credit courses that are approved through established state and institutional processes and published in the *MSCC Catalog*.
- Demonstrate ownership of concurrent credit courses in which students are reported for funding purposes, based on criteria in the AHECB concurrent enrollment policy.
- Provide WMSD with concurrent enrollment requirements and program/course information for distribution to students and parents each academic year.
- Provide WMSD with a list of concurrent credit courses and technical programs that may be offered for concurrent college credit during the academic year.
- Provide WMSD with master course syllabi for concurrent credit courses, transmitting syllabi electronically to the WMSD administration prior to the fall semester of each academic year.
- Provide MSCC faculty who teach concurrent credit courses with guidelines for concurrent credit courses and technical programs each academic year.
- Advise students about *potential limitations* concerning the transfer of college course credit.
- Provide an orientation session for students who are enrolled for concurrent credit.
- Invoice West Memphis School District each semester for students enrolled in the MSCC Technical Center subsequent to MSCC technical center enrollment reporting to the Arkansas Department of Career Education (ADCE). Invoice calculations are based on full-time equivalent (FTE) enrollment and the current FTE billing amount set by ADCE.

APPENDIX D

AHECB POLICY 5.16: CONCURRENT ENROLLMENT Effective Fall 2013

I. **Concurrent Enrollment** is the enrollment of a high school student in a college course taught on a high school campus (or in selected cases on the college campus) for high school credit and college-level credit. (Arkansas Code §6-18-223)

Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. (Arkansas Code §6-60-202)

II. **Concurrent Course Credit – Institutional Requirements**

For concurrent course enrollments to be counted for FTE/higher education funding purposes, the following conditions must be met:

1. Program Accreditation/Authorization - If an institution of higher education offers a concurrent *credit* course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); **or** the college/university must be approved by the Arkansas Higher Education Coordinating Board to offer courses, including courses offered via distance technology, for concurrent credit.
2. Concurrent Credit Courses - Concurrent credit courses must be freshman-level and/or sophomore-level college/university courses that are approved through the established process of an institution and included in the institutional catalog. The general education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS). A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high school/school district and the college/university.

The course offered for concurrent credit must meet the same standards as college courses taught on the college/university campus. Students can earn college credit and/or one unit of high school credit for successful completion of each general education concurrent course and each blended AP/concurrent course that is a minimum of 3 semester credit hours. Students can earn college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours.

The college/university administration must exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, and evaluation processes.

The instructor teaching the college course for concurrent credit must:

- 1) use the approved college/university course syllabus,
- 2) use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university,
- 3) adopt the same learning outcomes and assignments as those developed for the course offered on the college/university campus with limited exceptions approved by the college/university, and 4) use the same course grading standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

Note: It is understood that one high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.

If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must

contact the ADHE Director in writing and follow AHECB Policy 5.17: Off-Campus Instruction Policy-Criteria for Conflict Resolution.

3. AP/Concurrent Blended Courses (College/University Participation Optional) - Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education. (**Note:** Student enrollments in AP courses cannot be reported through the Arkansas Higher Education Student Information System.)

The merging of AP courses and general education college courses is allowed under certain circumstances, and these merged courses will be referenced as blended AP/concurrent courses.

- Colleges and universities that offer blended AP/concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.
 - The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus.
 - The blended AP/concurrent course syllabus must be submitted by the high school teacher for approval by the College Board AP Course Audit; and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus. A copy of the blended AP/concurrent course syllabus currently approved by the College Board must be submitted for college/university approval during the concurrent instructor/course approval process.
 - **All students enrolled in blended AP/concurrent courses are required to take the AP exam;** and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request.
 - Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/concurrent course only if the student registers for concurrent course credit at the beginning of the term. (A minimum score on the AP exam is not required for the student to earn college credit for the blended AP/concurrent course.) All other students enrolled in the blended AP/concurrent course can earn only one unit of high school credit for the course.
 - Students enrolled in these blended AP/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.
 - Any high school that cannot furnish data on AP test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/concurrent courses.
4. Concurrent Course Ownership
Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported for funding purposes. Ownership of courses means that the college/university will:

- Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses.
- Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course

content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.

- Ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the college/university campus. Simply awarding college credit to students who are enrolled in concurrent courses offered by a sponsoring college/university does not meet the principle of “course ownership” as described above.

5. Teaching Credentials

Faculty teaching general education concurrent courses must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught. College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers.

The teacher of the blended AP/concurrent course(s) must have completed AP training in the subject area(s), must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught, must be approved to teach the concurrent course(s) by the college/university, and must provide the college/university with documentation of successful completion of AP training.

The instructor of record must be the individual that teaches the concurrent course(s); and for general education concurrent courses and blended AP/concurrent courses these individuals must have a master’s degree with a minimum of 18 graduate college credit hours in the subject areas being taught.

For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university.

III. **Concurrent Course Enrollment**

Concurrent College Admission

High school students enrolled in general education concurrent courses will be those who have successfully completed the eighth grade and are admitted to the college/university as non-award seeking students. Each college/university must specify the concurrent admission requirements for high school students.

Concurrent Course Registration

Because discrete classes that totally separate concurrent credit students from nonconcurrent credit students may be prohibitive to operate in some cases, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit; and **all high school students enrolled in the concurrent course must meet the same requirements for completion of the course whether or not the student is registered for college credit.** The concurrent course withdrawal process and procedures must be implemented in accordance with established college/university guidelines.

Concurrent/Dual Course Placement/Statewide Minimum Exam Scores

High school students must have scored 19 or better on the ACT Reading sub-test **or** have a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or comparable score on the SAT, ASSET or COMPASS, to enroll in **any** general education course.

Enrollment in English Composition and mathematics courses also require a 19 or better on the respective ACT sub-test **or** a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or comparable score on the SAT, COMPASS or ASSET.

The designated exam scores are statewide minimum scores. **Any college/university campus may elect to set higher minimum scores for general education concurrent courses, and may choose to require the COMPASS or ASSET score in addition to EXPLORE, PLAN or PSAT scores.**

**Table 1
EXPLORE and PLAN Scores that Project an ACT Score of 19**

ACT sub-test	ACT/COMPASS/ASSET	EXPLORE	PLAN
Reading	19/83/43	14	15
Math	19/41/39	15	17
English	19/80/45	14	16

PSAT Scores that Project the Statewide Minimum SAT Scores

SAT sub-test	SAT	PSAT	
Reading	470	47	
Math	460	46	
English/Writing	450	45	

IV. Concurrent Course Enrollment - Data Reporting (via Student Information System)

Only students who are enrolled in concurrent courses for college credit can be counted for FTE purposes by the college/university.

Students enrolled in blended AP/concurrent courses can be counted for FTE purposes.

Students enrolled in career and technical education courses for concurrent credit at a secondary center can be counted for FTE purposes.

High school students enrolled in remedial/developmental courses for concurrent credit cannot be counted for FTE and higher education funding purposes.

(Note: More details on data reporting for concurrent enrollment will be included in ADHE guidelines on institutional data submissions.)

V. Concurrent Course Enrollment - Payment of Tuition and Fees

The college/university will establish tuition and fee rates for concurrent students.

Colleges and universities cannot claim student semester credit hours or funding if tuition is not received by the institution in any form.

The high school student shall be responsible for all costs of college/university courses taken for concurrent credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. **If the costs for a college/university course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation; a signed agreement must exist between the public school district, the external entity or foundation, and the Arkansas state-supported college/university.**

If the college/university sets tuition and fees at a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate must be reported as an academic scholarship for all purposes and must be reported as such to ADHE.

For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses (except remedial/developmental education concurrent courses) in the funding recommendation.

Pursuant to Arkansas Code §6-53-501, the intent of this concurrent policy is that the college courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public school fund. Nothing in this policy shall preclude money flowing to the secondary centers under Arkansas Code §6-51-305.

High school students enrolled in college/university remedial/developmental education courses for concurrent credit cannot be counted for FTE/higher education funding purposes.
(Note: More details on funding for concurrent enrollment will be included in AHECB institutional finance policy.)

VI. Concurrent Course Enrollment - Career and Technical Education Courses

Students enrolled in Career and Technical Education (CTE) courses that are included in the MOU agreement between the school district and college/university can be awarded college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit, as delineated in the MOU agreement.

VII. Concurrent Course Enrollment – Remedial/Developmental Education Courses (College/University Participation Optional)

A high school senior who possesses at least an ACT sub-test score of 17 in English, reading or mathematics (or comparable exam score) may enroll in the requisite remedial/developmental education courses in English, reading, and mathematics at an Arkansas state-supported college/university.

A high school senior enrolled in remedial/developmental education courses in English, reading and/or mathematics must be notified verbally and in writing by the high school principal or designee that **successful completion of remedial/developmental education courses at one college/university does not guarantee college-level course placement at another Arkansas college/university, unless there is a written/signed college course placement agreement with the other Arkansas college/university.**

A remedial/developmental education course cannot be used to meet the high school or college/university core subject area/unit requirements in English and mathematics. A three-semester credit hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.

A list of the colleges/universities with a signed college course placement agreement must be:

- 1) attached to the signed Memorandum of Understanding (MOU) between the school district and college/university,
- 2) included in the Concurrent Enrollment Student Guide/Information Sheet, and
- 3) posted on the college/university website.

Note: Nothing in this concurrent policy, shall require a college/university or school district to offer remedial/developmental education courses in English, reading and mathematics for concurrent credit.

VIII. Partnership Agreement/Memorandum of Understanding (MOU)

A written and signed Memorandum of Understanding (MOU) must exist to reflect the various expectations, obligations, and responsibilities of all parties. The MOU must be reviewed annually, and the college/university must provide to the high school a list of all college courses that may be offered for concurrent credit during the school year. The unit of high school credit that will be awarded for each college course must be noted for each concurrent course along with the high school course replacement/substitution. The high school/school district or the college/university can modify or terminate the written, signed concurrent agreement during the annual review period.

[FYI: The Arkansas Department of Education indicated that in some course areas that the high schools may need to require the completion of two college courses to meet state course content requirements for high school graduation. The example given by ADE was for United States History, but the high schools must determine which ADE/state course content standards will require the completion of two college courses.]

High school students who desire to enroll in a college or university first must be recommended by their high school principal or designee.

If remedial/developmental education courses in English, reading or mathematics are offered for concurrent credit to high school seniors, a list of the colleges/universities with a signed college course placement agreement must be attached to the MOU, published in the student guide/information sheet, and posted on the college/university website.

The college/university must provide the school district with a student guide or information sheet for concurrent enrollment that the high school must distribute to students and parents that outlines the college/university and school district requirements for student participation. The high school will assure that the student and parent acknowledge that the student will participate in the concurrent program in accordance with the stated college/university and school district participation requirements.

Concurrent program requirements and guidelines required for course instruction must be provided by the college/university to the school district and concurrent instructors.

IX. State Authorization for Concurrent Enrollment Program

A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be authorized by the Arkansas Higher Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).

I. College/University offering Concurrent Courses on College/University Campus Only

A college/university only offering concurrent courses on the college/university campus (and does not offer or plan to offer concurrent courses on the high school campus) has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.

The college/university must submit to ADHE no later than June 1, 2014, a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties. A copy of the current written, signed MOU agreement must be submitted to ADHE by June 1 of each subsequent year for continued authorization.

Any college/university currently not offering concurrent courses on a high school campus must follow the concurrent program approval process outlined in Item III below; and the college/university must have AHECB authorization for its institutional (high school) concurrent enrollment program prior to the offering of concurrent courses on a high school campus.

II. College/University with NACEP Accreditation Initial Authorization for Concurrent Enrollment Program

1) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation, and must maintain NACEP accreditation for continued CEP participation; or 2) **A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than**

June 1, 2014, or June 1 of a subsequent year, requesting AHECB authorization for continued CEP participation.

III. College/University without NACEP Accreditation (and offering Concurrent Courses on High School Campus) Initial Authorization for Concurrent Enrollment Program

To receive initial authorization through the state review process, developed in cooperation with the colleges and universities, and implemented by the Arkansas Department of Higher Education (ADHE); **a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy.**

AHECB approval will be granted to the college/university to offer concurrent credit courses for a period not to exceed seven (7) years once the college/university has submitted a CEP proposal that has been reviewed and recommended for approval by a 3-member review team selected from a panel of reviewers agreed upon by the Concurrent Review Committee (CRC) and ADHE.

The initial proposal for offering concurrent credit must specify how the college/university concurrent enrollment program satisfies each component of the CEP policy by providing evidence of the following:

1. Faculty

Each college/university must have a policy for selecting faculty to teach concurrent courses that meets AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.

Each college/university must have an official transcript on file for each instructor approved for concurrent courses which clearly indicates that the concurrent faculty member has the required academic credentials.

Each college/university must have a description of the orientation process for new concurrent faculty and a sample of information that is provided to concurrent faculty during orientation.

Each college/university must have a description of the plan to assure concurrent faculty receive appropriate professional development.

2. Courses

Each college/university must present a current list of proposed concurrent courses by course name, number (i.e. ENGL 1013), the associated Arkansas Course Transfer System (ACTS) course number, and indicate any pre-requisite courses.

3. Syllabi and Textbooks

Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.

4. Students

Each college/university must verify that students have met admission n criteria for the college/university and that the process conforms to AHECB guidelines.

Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar.

5. Student Guide for Concurrent Enrollment

Each college/university must have a student guide for concurrent enrollment available to students and parents that outlines the college/university and school district participation requirements; and includes information regarding syllabi, academic standing, grading, links to ACTS, academic dishonesty, transcripts, current contact information for the concurrent enrollment liaison at the college/university,

drop/withdrawal from class, academic due process guidelines, use of the college/university library, and student evaluation of instruction procedures.

6. Faculty Guide for Concurrent Enrollment

Each college/university must have a faculty guide for concurrent enrollment detailing the syllabus requirements, FERPA requirements, academic dishonesty policy, grading system, access to input grades, grade changes, student academic due process, student evaluation of instruction, policy for students with disabilities, sexual harassment policy, contact information for the college/university concurrent liaison, and child maltreatment and reporting policy, non-compliance policy, and process of faculty evaluation by the academic unit head from the college/ university.

7. Assessment

By academic discipline, a description of the process for assuring concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common examinations, approval of concurrent tests by the college/university, common grading criteria, etc.

8. Evaluation

Each college/university will analyze its student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success.

9. Memorandum of Understanding

The college/university must have on file a current written, signed Memorandum of Understanding with each high school with whom the college/university offers or desires to offer concurrent enrollment.

The Memorandum of Understanding must include the following:

1. The names and addresses of the college/university and the participating school district/high school;
2. Academic calendar with dates the college/university and the high school must comply;
3. Guidelines and requirements for approval of instructors;
4. Guidelines for approval and assessment of courses;
5. Guidelines and requirements for admission and eligibility of students;
6. Requirements for syllabi;
7. Non-compliance statement;
8. Length of time covered by the MOU and procedures for termination of MOU;
9. Description of the concurrent course billing process.

All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1, 2014, (or by June 1 of a subsequent year if concurrent courses will be offered for the first time during the next academic year) for an evaluation by a review team selected from among those designated by the Arkansas Department of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.

The CRC evaluation report will be forwarded to the Arkansas Department of Higher Education for consideration of a recommendation for AHECB approval of the institutional concurrent enrollment program.

AHECB Continued Authorization

A college/university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years unless the AHECB requires a follow-up review within the 7-year timeframe and/or the NACEP accreditation has expired.

A college/university that wishes to continue to offer courses for concurrent enrollment must request AHECB reauthorization or must maintain NACEP accreditation.

The request for AHECB CEP reauthorization must include documentation of the following:

1. A current Memorandum of Understanding with each high school with whom the college/university desires to offer concurrent enrollment.
2. A current list of concurrent courses offered by course name, number (i.e. ENGL 1013), the ACTS course number, and any pre-requisites courses.
3. By academic discipline, a description of the process for assuring that concurrent course content satisfies the requirements of the college/university academic unit.
4. A current list of concurrent instructors offering courses for concurrent credit including a statement that each instructor meets the minimum requirements for instruction as required by AHECB and the academic department offering the concurrent credit.
5. An explanation of how grades are awarded and recorded with the college/university Registrar.
6. An analysis of student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success for the three years prior to the reauthorization request year.

The information for continued authorization must be submitted to ADHE by June 1 before the expiration date of AHECB CEP initial authorization; and reviewed by a 3-member team selected by ADHE from among those designated to serve on the Concurrent Review Committee. Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization **or** a recommendation for discontinuation of the institutional concurrent enrollment program.

A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.

AHECB Policy 5.16: Concurrent Enrollment

Adopted: Agenda Item No. 19 - October 23, 1998

Revised: Agenda Item No. 38- July 23, 1999; Agenda Item No. 12-April 27, 2007;

Agenda Item No. 2-June 28, 2011

APPENDIX E

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE December 2012

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning concurrent college and high school credit for students who have completed the eighth grade.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.
- 2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 and Ark. Code Ann. § 6-18-223.

3.0 DEFINITIONS

- 3.01 A student who “has successfully completed the eighth grade” is a student who has been promoted to the ninth grade.
- 3.02 A student in grades 9-12 is considered "enrolled" in a public secondary school so long as he/she is counted for average daily membership of the school pursuant to Ark. Code Ann. § 6-20-2303(3)(C).
- 3.03 “Private institution” is defined as an institution of higher education accredited by the Western Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, or North Central Association of Colleges and Schools.

4.0 ENROLLMENT GUIDELINES FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE

- 4.01 Any student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college, four-year college or university, or private institution in accordance with the rules and regulations adopted by the college or university.
- 4.01.1 If an Arkansas public college or university or private institution requires a college course placement score greater than a score of 19 on the ACT or an equivalent measure, the public school student must meet that institution’s concurrent admissions and course placement requirements.
- 4.01.2 A student in grade 12 who possesses at least an ACT sub-score of 17 in English, reading or mathematics (or an equivalent measure) may enroll in remedial/developmental education courses in English, reading and mathematics at a publicly supported community college, technical college, four-year college or university, or private institution.
- 4.01.3 Any institution of higher education offering a remedial/developmental education course(s) must inform the public school student, verbally and in writing, that successful completion of remedial/developmental education courses in English, reading and mathematics at one college or university does not guarantee college course placement at another Arkansas college or university, unless there is a written/signed college course placement agreement with the other Arkansas college or university. A list of the institutions of higher education

with a signed college course placement agreement must be 1) included in the signed Memorandum of Agreement between the school district and college/university, 2) published in the current college/university catalog, and 3) posted on the college/university website.

- 4.02 Any public school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by a publicly supported community college, technical college, four-year college or university, or private institution shall be entitled to receive both high school and college grades and credit (credit earned by CLEP examination may not be counted as high school credit) toward graduation, as outlined in these regulations. Participation in the concurrent high school and college credit program must be documented by a written agreement between:
- 4.02.1 The public school student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
 - 4.02.2 The public school or public school district where the student is enrolled; and
 - 4.02.3 The publicly supported community college, technical college, four-year college or university, or private institution.
- 4.03 Students must comply with applicable enrollment or graduation requirements of the public high school the student attends while the student participates in the concurrent credit program. Public school students who previously earned high school credit through the concurrent credit program shall maintain the earned credit through graduation, regardless of whether the student subsequently transfers to a public school or school district that opts not to participate in the concurrent credit program.
- 4.04 Three semester hours of college credit taken by a student in grades 9-12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit in the same subject area. A three-semester hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective. A remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.
- 4.05 College credit earned at a publicly supported community college, technical college, four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned through summer terms.
- 4.06 The student shall be responsible for all costs of higher education courses taken for concurrent college credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. If the costs for a higher education course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation, a signed agreement must exist between the public school district, the external entity or foundation, and the publicly-supported or private institution of higher education.
- 4.07 Public school students in grade 12 who are enrolled in remedial/developmental education courses will not be counted for public higher education funding purposes.
- 4.08 Nothing in these rules shall be construed to require Arkansas public schools, publicly supported community colleges, technical colleges, four-year colleges or universities, or private institutions to participate in a concurrent credit program.
- 4.09 Any public school district and publicly supported or private institution of higher education that chooses to participate in a concurrent credit program shall implement and carry out the concurrent

credit program in accordance with the rules of the Arkansas State Board of Education and the policies of the Arkansas Higher Education Coordinating Board.

APPENDIX F

ACADEMIC CALENDARS

Academic calendars will be inserted at the time of the annual review prior to each academic year.

APPENDIX G

Arkansas Department of Career Education (ADCE) Secondary Center Reporting and Funding*

Expenditure Reports

A. Semester Report

Enrollment data shall be submitted to ADCE each semester. Each center will include enrollment verification from each participating high school. Enrollment and verification forms are available on the Secondary Technical Center website.

B. Yearly Reports

1. An annual expenditure report is to be completed and sent to the Department of Career Education.
2. The center will report to ACE each school year a list of participating high schools (School Participation Report).
3. The center will report to ACE all eligible students enrolled in center programs during the school year (End-of-Year Report).
4. The center sponsored by an institution of higher education or having a Memorandum of Understanding (MOU) with an institution of higher education shall report annually the number of students earning concurrent credit and the number of hours earned. (Annual Concurrent Credit Report).

Funding

1. **Technical center aid** will be calculated and distributed by the Department of Career Education based upon each secondary technical center's eligible student FTE count. Centers receiving technical center aid with an enrollment exceeding 60 percent of the total enrollment from any one sending school will not receive funding for those FTEs over the 60 percent threshold. This funding exception will apply to the secondary technical center's main campus as well as satellite/off-campus locations.
2. The minimum training fee is set in accordance with ACA 6-20-2305(2)(A) and shall be calculated from the eligible student FTE count within the 60 percent funding threshold of the previous school year.
3. The secondary technical center will bill each participating high school based upon current enrollment.

4. A secondary technical center will only receive funding for eligible students within the 60 percent funding threshold.
5. Funds not expended in accordance with ACA 6-51-301 to 6-51-305 shall be carried forward into the succeeding year. Unexpended funds shall be carried forward for the sole purpose of conducting summer programs and community-based education centers or supporting vocational center operations in succeeding years.
6. Funding modifications shall be approved by the SBCE. Centers which have enrollment exceeding 60 percent of population from one sending school shall seek funding consideration from the sending school with more than 60 percent of sending population.

APPENDIX H

MSCC Technical Center Admission Requirements

General Education Concurrent Enrollment Admission Requirements

Goldsby Scholarship for Concurrent High School Students

Concurrent Billing Process

MSCC Curriculum Review Process

Faculty Credentials

Non-Compliance Statement

Assessment of Student Academic Achievement

MSCC Syllabi Components

**MSCC TECHNICAL CENTER
Admissions Requirements**

Prospective students apply for admission to MSCCTC programs through their local high school counselor. Admission is based on student grade point average; ACT, PLAN, ASSET, or COMPASS test scores; school attendance; citizenship; motivation; ability; and aptitude.

All students are required to submit:

1. A completed application for admission form
2. A current high school transcript for each semester of enrollment
3. ASSET, COMPASS, PLAN or ACT test scores
4. Signed student/parent agreement
5. Proof of immunization against mumps, measles, and rubella
6. Written recommendation from the high school principal and counselor

Students must meet minimum grade point average criteria and minimum ACT/PLAN, COMPASS, or ASSET scores as identified in the Ability to Benefit admissions criteria for unconditional admission into their chosen program of study. Admission for students who do not meet minimum GPA criteria will be subject to conditional approval by their local high school counselor and principal and the MSCCTC director.

Career Pathway	Unconditional Admission GPA	Conditional Admission GPS
A/V Tech and Film	2.5	2.25
Aviation Maintenance Technology	2.5	2.25
Computer Engineering	2.5	2.25
Diesel Technology	2.5	2.25
Food Service Management	2.5	2.25
Health Science Technology (Medical Professions)	2.5	N/A
Machining Technology	2.5	2.25
Welding Technology	2.5	2.25

Conditional Admission

Students who meet the Ability to Benefit criteria and have a GPA of less than a 2.5 but at least a 2.25 GPA may be admitted conditionally at the mutual discretion of the high school counselor, principal and MSCCTC director.

Students who are conditionally admitted must earn at least a 2.25 in their first semester at MSCCTC in order to remain in the program.

Health Science Technology (Medical Professions) applicants are not eligible for conditional admission.

Ability to Benefit Admission

Mid-South Community College Technical Center may conditionally admit students who have demonstrated the potential to succeed but who do not meet the GPA requirements. Students must meet or exceed the minimum required scores on the exam as shown.

All students must meet the Ability to Benefit Admissions criteria for admission to MSCCTC.

	ACT/PLAN	ASSET	COMPASS
English/Writing	14	35	32
Reading	14	35	62
Numerical	15	33	25

GENERAL EDUCATION CONCURRENT ENROLLMENT Admission Requirements

Requirements for Participation

To participate in the general education concurrent enrollment program, students must have successfully completed the 8th grade and meet the following criteria:

- Have an overall high school grade point average (GPA) of 3.0 or better. Students who have previously completed college courses must have both a high school GPA and a college GPA of 3.0 or better.
- Have ACT scores of 19 or better on the appropriate subtests. Students enrolled in English or mathematics must have a grade point average of 3.0 or better in the subject area as well.
- Students who have not taken the ACT or whose ACT scores are below 19 on a specific subtest must take the COMPASS or ASSET placement test and score appropriately prior to enrolling in college courses. Required scores are listed below.

	ACT	COMPASS	ASSET	SAT
Reading	19+	83+	43+	470+
English	19+	80+	45+	450+
Math	19+	41+	39+	460+

- Have the written approval of their parent/legal guardian, high school guidance counselor, and high school principal.

GOLDSBY SCHOLARSHIP FOR CONCURRENT HIGH SCHOOL STUDENTS

Qualified students have the opportunity to participate in an innovative educational program thanks to the generosity of West Memphis community leader, Thomas B. Goldsby, Jr. The Goldsby Scholarship provides funding for high school students to enroll in concurrent classes at Mid-South Community College.

Students participating through the Goldsby Scholarship and who succeed in Mid-South Community College classes during each semester of their junior and senior years of high school can complete more than 24 college-level hours before graduation from high school.

The scholarship may be applied to two courses each fall and spring semester for high school juniors and seniors. Students may choose from Mid-South Community College courses approved by their high school principal that will count toward high school graduation requirements.

The Goldsby Scholarship is available to students concurrently-enrolled in high school and college courses, which will count towards both high school and college graduation requirements. To be entitled to this scholarship, the student must meet the college admission requirements for concurrently-enrolled high school students and receive appropriate authorization from their high school principal and parent/legal guardian.

Scholarship Value

The Goldsby Scholarship covers the tuition and fees for two college-level courses each semester of the junior and senior year of high school. Students or their high schools are responsible for transportation to and from the College and for the cost of textbooks and other materials required for college courses.

Additional Requirements

Additional requirements for the Goldsby Scholarship include:

1. Students must be in the 11th or 12th grade, or its equivalent, and attend a public or private high school in Crittenden or surrounding Arkansas counties or home-schooled.
2. Students must maintain a cumulative 3.0 GPA at their high school and at MSCC on any previous college coursework completed.
3. Students must reapply each semester.
4. Students must sign the media release.
5. Students must write a thank you note to Mr. Goldsby for each semester the scholarship is awarded.
6. Students must attend the President's Reception

CONCURRENT BILLING AND PAYMENT PROCESS

General Education Concurrent Credit

The high school student is responsible for all costs of MSCC courses taken for concurrent credit, unless the costs for these courses are paid by an institutional or private scholarship, a grant, private foundation, or other private entity. The following items are applicable:

- The costs of tuition, fees, books, and course materials for general education concurrent courses are NOT assumed by the public school district; therefore, MSCC does not bill the public school district for general education concurrent students.
- All costs of MSCC courses taken for concurrent credit are the same as for other college students enrolled in MSCC courses.
- Concurrent students enrolled in general education concurrent courses are responsible for self-pay for costs not paid by a scholarship, grant, or foundation, as stated. This includes the Thomas B. Goldsby Scholarship, which pays for tuition and fees but no other course costs.
- Payment procedures for students enrolled in general education concurrent courses are the same as the payment procedures for other college students enrolled in MSCC courses. The college payment procedures are included in the *MSCC Catalog* and are also provided below.

MSCC Payment Procedures for Tuition and Fees

Students who register during Early Registration must pay tuition and fees before Regular Registration as listed in the Academic Calendar to hold enrollment in those courses unless they have approved Pell grants or scholarships awarded. Students may pay in full by cash, check, or credit card or utilize the FACTS-Nelnet Management payment plan. MSCC accepts MasterCard, Discover, VISA, and American Express credit cards. A 2.5% convenience fee will be assessed for each transaction paid for with a credit card. Online payment is available by logging on to MyCruiser under My Account. Students with Pell grants or scholarships must check with the Finance Office at the time they register to ensure that all tuition and fees are covered.

Students who do not pay or who do not have approved Pell grants or scholarships will lose their classes and must re-register during Regular Registration. Students who register during Regular and Late Registration must pay tuition/fees when they register by paying in full, setting up a payment plan, or ensuring they have approved financial aid in place. Students who set up a payment plan must make the initial payment in order to retain their classes. If payment is not received, students will be administratively dropped from their classes.

Students receiving institutional waivers for classes may register during Early or Regular Registration, but enrollment is dependent upon sufficient paid enrollment for classes to make.

Technical Center Concurrent Credit

The high school student is not responsible for costs of participating in MSCC Technical Center courses and programs. The cost of tuition, fees, books, and materials is supported by state vocational aid calculated and remitted by the Arkansas Department of Career Education and by pass-through funding received by the public school district as part of Average Daily Membership (ADM) funding.

Each fall and spring semester, MSCC invoices the public school district for full-time equivalent (FTE) enrollment of students from the district. Billing occurs subsequent to MSCC's enrollment report to the Arkansas Department of Career Education, which formalizes the MSCC Technical Center FTE enrollment by school district and by program. The invoice calculations are based on full-time equivalent (FTE) enrollment and the current billing FTE billing amount set by the Arkansas Department of Career Education. Invoices are based on current FTE enrollment, but the pass-through funding to the public school district is for the prior year's enrollment.

MSCC CURRICULUM REVIEW PROCESS

Although the administration identifies new programs to meet the economic needs of the College's service area, the faculty has primary responsibility for curriculum and instruction. In technical areas, faculty seeks the advice of advisory committees who are encouraged to review curricular content and learning objectives to help ensure that programs meet the real-world needs of business and industry.

To ensure the quality and integrity of the curriculum, MSCC follows a clear process for curricula additions, modifications, or deletions. New associate degree or technical certificate programs require review and approvals from the MSCC Curriculum Committee, composed primarily of full-time faculty, through the Vice President for Learning and Instruction, the Executive Vice President, the President, and the Board of Trustees before being forwarded to the state for review and approval of the Arkansas Higher Education Coordinating Board. The Curriculum Committee also reviews and approves faculty requests for additions, deletions, or modifications to existing program requirements before forwarding proposals for administrative approval. The addition of certificates of proficiency, program name changes, and program suspensions or deletion requires only notification to the Arkansas Department of Higher Education.

Curricular Integrity and Quality. All MSCC courses, regardless of delivery method, follow the same syllabi format, and faculty have created master syllabi for each course, which specify the required textbook and other course materials; approved learning objectives for the course; a calendar of class activities, assignments, and graded activities; the grading scale; and an explanation of how the final course grade is computed. Semester syllabi also specify the class meeting times as well as the instructor's name, office hours, and contact information. The Curriculum Committee and appropriate Associate Vice President must approve course syllabi.

FACULTY CREDENTIALS

MSCC complies with the Arkansas Higher Education Coordinating Board and accreditation requirements regarding faculty credentials and with the Arkansas Department of Career Education requirements for technical center faculty credentials.

- A. Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education, CHEA, or from institutions with comparable status, certification, or recognition in other countries.
- B. To teach in the following areas, faculty must have:
 - 1. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
 - 2. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
 - 3. Associate Level: At least one full-time faculty must have at least an associate degree in the teaching field.

Arkansas Department of Career Education Secondary Center Instructor Qualifications

- 1. Technical instructors teaching at a college-based secondary technical center must have a minimum of an associate degree within the area of instruction or related area.
- 2. Technical instructors must have completed Arkansas State Police and FBI background checks and meet all college accrediting standards for instructors.
- 3. Secondary Technical Centers shall submit documentation of these records to the Office of Workforce Training, ACE.
- 4. Centers will annually submit a list of instructors providing concurrent credit and upon meeting the above requirement, these instructors will be given an annual waiver from teacher licensure requirements.
- 5. Instructors not meeting these requirements or instructors teaching non-concurrent credit classes must hold an Arkansas Teacher's License/Technical Permit.

NON-COMPLIANCE WITH CONCURRENT CREDIT REQUIREMENTS

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education conduct an annual review of faculty performance and submit an annual report to ADHE regarding the review process. ADHE is required to monitor the evaluation process, and to annually report findings to the Arkansas Higher Education Coordinating Board and the Legislative Council. The annual report is posted on the MSCC Web site.

If faculty are found to be non-compliant with MSCC's policies and procedures governing instruction, curriculum, or instruction, the VP for Learning and Instruction will outline a professional development plan that addresses identified deficiencies and monitor performance to assure compliance. Continued non-compliance will result in dismissal.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

Mid-South Community College is committed to quality instruction that supports documented student learning outcomes. General education and technical/occupational learning outcomes are listed in the Academic Program sections of the *MSCC Catalog*.

To inform the continuous improvement of its academic programs and services, College personnel support a variety of evaluation activities such as the following:

- A. Placement testing of students upon initial enrollment
- B. Course-level assessment of learning outcomes
- C. Performance tracking in subsequent, related courses
- D. General education and major field tests prior to graduation
- E. Tracking student retention and graduation rates
- F. Student evaluations of instruction
- G. Student satisfaction surveys
- H. Job placement rates of graduates
- I. Employer satisfaction surveys
- J. Alumni surveys
- K. Student performance at transfer institutions

Information gathered from these instruments and activities is analyzed and used to make improvements in instructional strategies, facilities, curricula, services, and scheduling for the purpose of improving student learning.

Arkansas Comprehensive Testing, Assessment and Accountability Program

The Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) encompasses the state's Smart Start Initiative, which focuses on Grades K-4; the state's Smart Step Initiative, which focuses on Grades 5-8; and education for Grades 9-12.

The authority to implement ACTAAP is established in legislation by Act 999 of 1999. ACTAAP is a comprehensive system that focuses on high academic standards, professional development, student assessment, and accountability for schools. The focus of ACTAAP is to improve student learning and classroom instruction; provide accountability by establishing expected achievement levels and reporting on student achievement; provide program evaluation data; and assist policymakers in the decision-making process.

The U.S. Department of Education approved Arkansas's assessment system under Title I of the **Elementary and Secondary Education Act of 1965** (ESEA), as amended by the **No Child Left Behind Act of 2001** (NCLB).

ACTAAP includes End-of-Course Examinations for students completing Algebra I or the equivalent, Geometry or the equivalent and Biology for high school graduation credit. The End-of-Course examinations are administered at mid-year and spring each year.

Career and Technical Assessment

The Arkansas Department of Career Education conducts end-of-course assessment for all core courses in each of the CTE programs of study. Districts with students enrolled in any of the assessed courses are required to test students through the web-based assessment system. The assessment results are used to guide program improvement at the district, coop, and state levels. Along with industry-credentials/certifications, the end-of-course assessment data is used to measure technical skill attainment as required by the federal Perkins Act.

MSCC SYLLABI COMPONENTS

Course number, name and section, and meeting times
Faculty's name, office hours, and contact information
Semester/year
Course Description and prerequisites, if applicable
Required text and other materials
Approved learning objectives
Attendance and make-up work policy
Academic Honesty policy
Calendar of class activities, assignments, and graded activities
Grading scale and explanation of how final course grades are computed.
ADA statement

By signature below, the Parties indicate understanding and acceptance of the purposes, terms, and obligations of this agreement and appendices. The Parties further acknowledge that this is the only agreement of the Parties regarding this subject, and it supersedes any prior written or oral agreements between the parties regarding this subject.

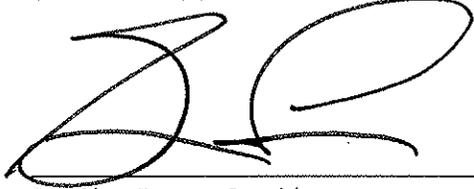


Jon Collins, Superintendent
West Memphis School District

12-9-13

Date

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Dr. Glen Fenter, President
Mid-South Community College

12/9/13

Date

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