

By: Representative McCarty

To: Education

HOUSE BILL NO. 1175

1 AN ACT TO CREATE THE "GROW YOUR OWN TEACHER EDUCATION ACT"
2 FOR THE PURPOSE OF ESTABLISHING A STATEWIDE PILOT INITIATIVE, TO
3 PREPARE HIGHLY SKILLED, COMMITTED TEACHERS WHO WILL TEACH IN
4 HARD-TO-STAFF SCHOOLS AND HARD-TO-STAFF TEACHING POSITIONS; TO
5 DEFINE TERMINOLOGY; TO PROVIDE THAT THE INITIATIVE IS CREATED TO
6 BE ADMINISTERED AS A GRANT COMPETITION TO FUND CONSORTIA THAT WILL
7 CARRY OUT GROW YOUR OWN TEACHER PREPARATION PROGRAMS; TO REQUIRE
8 THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING,
9 SUBJECT TO APPROPRIATION, TO ALLOCATE FUNDS TO GROW YOUR OWN
10 MISSISSIPPI FOR THE PURPOSE OF ADMINISTERING THE PROGRAM AND
11 AWARDING GRANTS TO QUALIFIED CONSORTIA; TO PRESCRIBE THE CRITERIA
12 NECESSARY FOR A CONSORTIA TO BE ELIGIBLE FOR RECEIPT OF A GRANT;
13 TO REQUIRE EACH CONSORTIA OFFER A TEACHER ACADEMY PATHWAY OPTION
14 AS A TOOL TO RECRUIT QUALIFIED, HIGH-QUALITY HIGH SCHOOL STUDENTS
15 FOR THE TEACHING PROFESSION, TO PRESCRIBE THE MINIMUM REQUIREMENTS
16 AND STANDARDS OF OPERATIONS FOR A TEACHER ACADEMY PROGRAM; TO
17 REQUIRE EVERY PROGRAM UNDER THE INITIATIVE TO IMPLEMENT A PROGRAM
18 OF FORGIVABLE LOANS TO COVER ANY PORTION OF TUITION, BOOKS AND
19 FEES OF CANDIDATES THAT EXCEED THE CANDIDATES' GRANTS-IN-AID; TO
20 PROVIDE THAT LOANS SHALL BE FULLY FORGIVEN IF A GRADUATE COMPLETES
21 THREE YEARS OF SERVICE IN HARD-TO-STAFF SCHOOLS OR HARD-TO-STAFF
22 TEACHING POSITIONS; TO PERMIT GROW YOUR OWN MISSISSIPPI TO AWARD
23 AND ADMINISTER PLANNING GRANTS TO POTENTIAL CONSORTIA; TO REQUIRE
24 THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING TO
25 CONTRACT FOR AN INDEPENDENT EVALUATION OF PROGRAM IMPLEMENTATION
26 BY EACH PARTICIPATING CONSORTIA AND OF THE IMPACT OF EACH PROGRAM;
27 TO AMEND SECTION 37-151-7, MISSISSIPPI CODE OF 1972, IN CONFORMITY
28 TO THE PRECEDING PROVISIONS; TO BRING FORWARD SECTION 37-15-38,
29 MISSISSIPPI CODE OF 1972, IN CONFORMITY TO THE PRECEDING
30 PROVISIONS; AND FOR RELATED PURPOSES.

31 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:



32 **SECTION 1.** This act shall be known and may be cited as the
33 "Grow Your Own Teacher Education Act."

34 **SECTION 2.** (1) The Grow Your Own Teacher preparation
35 programs established under this act shall comprise a major new
36 statewide pilot initiative, known as the Grow Your Own Teacher
37 Education Initiative, to prepare highly skilled, committed
38 teachers who will teach in hard-to-staff schools and hard-to-staff
39 teaching positions and who will remain in these schools for
40 substantial periods of time.

41 (2) The Grow Your Own Teacher Education Initiative shall
42 help to create a statewide pipeline of teachers who are likely to
43 become effective teachers statewide in hard-to-staff schools
44 serving a substantial percentage of low-income students and
45 hard-to-staff teaching positions in schools serving a substantial
46 percentage of low-income students. Further, the initiative shall
47 increase the diversity of teachers, including diversity based on
48 race and ethnicity.

49 (3) The Grow Your Own Teacher Education Initiative shall
50 ensure educational rigor by effectively preparing candidates in
51 accredited bachelor's degree programs in teaching, through which
52 graduates shall meet the requirements to secure a Mississippi
53 standard teaching license.

54 **SECTION 3.** As used in this act, the following terms shall
55 have the meanings ascribed in this section unless context of use
56 clearly requires otherwise:



57 (a) "Accredited educator preparation program" means a
58 regionally accredited, Mississippi approved educator preparation
59 program authorized to prepare individuals to fulfill all of the
60 requirements to receive a Mississippi standard teaching license.

61 (b) "Cohort" means a group of teacher education
62 candidates who are enrolled in and share experiences in the same
63 program and are linked by their desire to become Mississippi
64 teachers in hard-to-staff schools and by their need for the
65 services and supports offered by the initiative. A cohort may
66 include a high school student enrolled in a dual-credit or
67 dual-enrollment program offered by a participating institution of
68 higher learning.

69 (c) "Community organization" means a nonprofit
70 organization that has a demonstrated capacity to train, develop,
71 and organize parents and community leaders into a constituency
72 that will hold the school and the school district accountable for
73 achieving high academic standards; in addition to organizations
74 with a geographic focus, "community organization" includes general
75 parent organizations, organizations of special education or
76 bilingual education parents and school employee unions.

77 (d) "Developmental classes" means classes in basic
78 skill areas, such as mathematics and language arts that are
79 prerequisite to, but not counted towards, degree requirements of
80 an educator preparation program.



81 (e) "Dual-credit or dual-enrollment program" has the
82 meaning given to that term under Section 37-15-38.

83 (f) "Eligible school" means a childcare facility
84 licensed by the State Department of Health in which no less than
85 forty percent (40%) of the children it serves are receiving
86 subsidized care under the Department of Human Services' Child Care
87 Payment Program, a Head Start or Early Learning Collaborative, a
88 preschool childcare program, or a public elementary, middle, or
89 secondary school in this state that serves a substantial
90 percentage of low-income students and that is either hard-to-staff
91 or has hard-to-staff teaching positions.

92 (g) "Hard-to-staff school" means an early childcare
93 facility licensed by the State Department of Health in which no
94 less than forty percent (40%) of the children it serves are
95 receiving subsidized care under the Department of Human Services'
96 Child Care Payment Program, a Head Start or Early Learning
97 Collaborative, a preschool childcare program, or a public
98 elementary, middle, or secondary school in this state that, based
99 on data compiled by the State Board of Education in conjunction
100 with the Board of Trustees of State Institutions of Higher
101 Learning, serves a substantial percentage of low-income students,
102 as defined by the Board of Trustees of State Institutions of
103 Higher Learning.

104 (h) "Hard-to-staff teaching position" means a teaching
105 category (such as special education, bilingual education,



106 mathematics, or science) as defined by the State Board of
107 Education, in which statewide data compiled by the board in
108 conjunction with the Board of Trustees of State Institutions of
109 Higher Learning indicates a multi-year pattern of substantial
110 teacher shortage or that has been identified as a critical need
111 area by the State Board of Education.

112 (i) "Initiative" means the Grow Your Own Teacher
113 Education Initiative created under this act.

114 (j) "Para educator" means an individual with a history
115 of demonstrated accomplishments in school staff positions (such as
116 teacher assistants, school-community liaisons, school clerks, and
117 security aides) in schools that meet the definition of a
118 hard-to-staff school under this section.

119 (k) "Parent and community leader" means an individual
120 who has or had a child enrolled in a school or schools that meet
121 the definition of a hard-to-staff school under this section and
122 who has a history of active involvement in the school or who has a
123 history of working to improve schools serving a substantial
124 percentage of low-income students, including membership in a
125 community organization.

126 (l) "Program" means a Grow Your Own Teacher preparation
127 program established by a consortium under this act.

128 (m) "Schools serving a substantial percentage of
129 low-income students" means schools that maintain any of grades
130 pre-kindergarten through 8, in which at least thirty-five percent



131 (35%) of the students are eligible to receive free or
132 reduced-price lunches and schools that maintain any of Grades 9
133 through 12, in which at least twenty-five percent (25%) of the
134 students are eligible to receive free or reduced price lunches.

135 **SECTION 4.** The Grow Your Own Teacher Education Initiative is
136 created to administer the initiative as a grant competition to
137 fund consortia that will carry out Grow Your Own Teacher
138 preparation programs.

139 **SECTION 5.** (1) The Board of Trustees of State Institutions
140 of Higher Learning shall, subject to appropriation, allocate funds
141 to Grow Your Own Mississippi for the purpose of administering the
142 program and awarding grants as needed to qualified consortia that
143 reflect the distribution and diversity of hard-to-staff schools
144 and hard-to-staff positions across this state. In awarding
145 grants, Grow Your Own Mississippi shall select programs which
146 successfully address initiative criteria, and which reflect a
147 diversity of strategies in terms of serving urban areas, serving
148 rural areas, the nature of the participating institutions of
149 higher learning, and the nature of hard-to-staff schools and
150 hard-to-staff teaching positions on which a program is focused.

151 (2) Grow Your Own Mississippi shall select, manage and
152 oversee consortia that meet the following requirements:

153 (a) A consortium shall be composed of at least one (1)
154 public or private four-year institution of higher learning within
155 the State of Mississippi with an accredited educator preparation



156 program, at least one (1) school district or group of schools, and
157 one or more community organizations. The consortium membership
158 may also include a two-year institution of higher learning, a
159 school employee union or a regional office of education;

160 (b) The four-year institution of higher learning
161 participating in the consortium shall have demonstrated success in
162 preparing teachers for elementary or secondary schools serving a
163 substantial percentage of low-income students;

164 (c) The consortium shall focus on a clearly defined set
165 of eligible schools that will participate in the program. The
166 consortium shall articulate the steps that it will carry out in
167 preparing teachers for its participating schools and in preparing
168 teachers for one or more hard-to-staff teaching positions in those
169 schools;

170 (d) The consortium shall recruit potential candidates
171 for the program and shall take into consideration when selecting a
172 candidate whether the candidate:

173 (i) Holds a high school diploma or its equivalent
174 or is a current high school student enrolled in a dual-credit or
175 dual-enrollment program offered by a participating institution of
176 higher learning;

177 (ii) Meets either the definition of "parent and
178 community leader" or the definition of "para educator" contained
179 in Section 3 of this act;

180 (iii) Exhibits a willingness to be a teacher in a



181 hard-to-staff school with the goal of maintaining academic
182 excellence;

183 (iv) Shows an interest in postsecondary education
184 and may hold an associate's degree, a bachelor's degree, or
185 another postsecondary degree, but a postsecondary education is not
186 required;

187 (v) Is a parent, a para educator, a community
188 leader, or any other individual from a community with a
189 hard-to-staff school;

190 (vi) Commits to completing and passing all state
191 standards, including the licensure test to obtain an educator
192 license;

193 (vii) Shows a willingness to set high standards of
194 performance for himself or herself and students; and

195 (viii) Demonstrates commitment to the program by:

196 1. Maintaining a cumulative grade point
197 average of at least a 2.0 on a 4.0 scale, or the equivalent as
198 determined by the Board of Trustees of State Institutions of
199 Higher Learning;

200 2. Attending monthly cohort meetings; and

201 3. Applying for financial aid from all other
202 financial aid resources before applying for assistance from the
203 program;

204 (e) The consortium shall employ effective procedures
205 for teaching the skills and knowledge needed to prepare highly



206 competent teachers. Professional preparation shall include
207 on-going direct experience in target schools and evaluation of
208 this experience;

209 (f) The consortium shall offer the program to cohorts
210 of candidates, as defined in Section 3 of this act, on a schedule
211 that enables candidates to work full time while participating in
212 the program and allows para educators to continue in their current
213 positions. In any fiscal year in which an appropriation for the
214 initiative is made, the consortium shall guarantee that support
215 will be available to an admitted cohort for the cohort's education
216 for that fiscal year. At the beginning of the initiative,
217 programs that are already operating and existing cohorts of
218 candidates under this model shall be eligible for funding;

219 (g) The institutions of higher learning participating
220 in the consortium shall document and agree to expend the same
221 amount of funds in implementing the program that these
222 institutions spend per student on similar educational programs.
223 Grants received by the consortium shall supplement and not
224 supplant these amounts; and

225 (h) Grow Your Own Mississippi shall establish and
226 oversee additional criteria for review of proposals, including
227 criteria that address the following issues:

228 (i) Previous experience of the institutions of
229 higher education in preparing candidates for hard-to-staff schools



230 and positions and in working with students with nontraditional
231 backgrounds;

232 (ii) The quality of the implementation plan,
233 including strategies for overcoming institutional barriers to the
234 progress of nontraditional candidates;

235 (iii) If a community or junior college is a
236 participant, the nature and extent of existing articulation
237 agreements and guarantees between the community or junior college
238 and the four-year institution of higher learning;

239 (iv) The number of candidates to be educated in
240 the planned cohort or cohorts and the capacity of the consortium
241 for adding cohorts in future cycles;

242 (v) Experience of the community organization or
243 organizations in organizing parents and community leaders to
244 achieve school improvement and a strong relational school culture;

245 (vi) The qualifications of the person or persons
246 designated by the four-year institution of higher learning to be
247 responsible for cohort support and the development of a shared
248 learning and social environment among candidates;

249 (vii) The consortium's plan for collective
250 consortium decision-making, involving all consortium members,
251 including mechanisms for candidate input;

252 (viii) The consortium's plan for direct impact of
253 the program on the quality of education in the eligible schools;



254 (ix) The relevance of the curriculum to the needs
255 of the eligible schools and positions, and the use in curriculum
256 and instructional planning of principles for effective education
257 for adults;

258 (x) The availability of classes under the program
259 in places and times accessible to the candidates;

260 (xi) Provision of a level of performance to be
261 maintained by candidates as a condition of continuing in the
262 program;

263 (xii) The plan of the four-year institution of
264 higher learning to ensure that candidates take advantage of
265 existing financial aid resources before using the loan funds
266 described in Section 6 of this act;

267 (xiii) The availability of supportive services,
268 including, but not limited to, counseling, tutoring,
269 transportation, technology and technology support, and child care;

270 (xiv) A plan for continued participation of
271 graduates of the program in a program of support for at least two
272 (2) years, including mentoring and group meetings;

273 (xv) A plan for testing and qualitative evaluation
274 of candidates' teaching skills that ensures that graduates of the
275 program are as prepared for teaching as other individuals
276 completing the institution of higher learning's preparation
277 program for the certificate sought;

278 (xvi) A plan for internal evaluation that provides



279 reports at least yearly on the progress of candidates towards
280 graduation and the impact of the program on the target schools and
281 their communities;

282 (xvii) Contributions from schools, school
283 districts, and other consortia members to the program, including
284 stipends for candidates during their student teaching;

285 (xviii) Consortium commitment for sustaining the
286 program over time, as evidenced by plans for reduced requirements
287 for external funding, in subsequent cycles; and

288 (xix) The inclusion in the planned program of
289 strategies derived from community organizing that will help
290 candidates develop tools for working with parents and other
291 community members.

292 (3) Subject to the requirements under Section 37-15-38, a
293 participating institution of higher learning may offer a high
294 school student a dual-credit or dual-enrollment program under the
295 program.

296 (4) The Board of Trustees of State Institutions of Higher
297 Learning may not adopt rules regarding candidate eligibility that
298 are more restrictive than this section.

299 **SECTION 6.** (1) Each consortia shall offer a Teacher Academy
300 pathway option as a tool to recruit qualified, high-quality high
301 school students for the teaching profession while simultaneously
302 providing such students with an opportunity to begin successful
303 career paths into teaching. The Teacher Academy pathway shall



304 allow qualifying high school seniors who express a desire to
305 become a teacher to complete their senior year of high school on
306 the campus of a consortia-member four-year institution of higher
307 learning.

308 (2) The Teacher Academy pathway shall consist of the first
309 two (2) years spent on the campus of a consortia-member four-year
310 institution of higher learning and the last two (2) years spent
311 back in the student's home school district or other member school
312 or district participating as a member of the consortia with such
313 institution of higher learning, while completing their degree
314 requirements through online or virtual instruction with such
315 institution of higher learning.

316 (3) The Teacher Academy pathway, at a minimum, shall be
317 established as follows:

318 (a) During the first year of the program:

319 (i) High school seniors who have passed all
320 statewide and end-of-course exams necessary for graduation and
321 earned at least a 21 ACT composite score, may apply for admission
322 to the program;

323 (ii) Students accepted into the program shall
324 remain a student of their home district while completing their
325 high school degree through dual-credit courses at the
326 consortia-member four-year institution of higher learning;

327 (iii) Students accepted into the program shall
328 begin core classes as time permits;



329 (iv) Students, with the exception of those who
330 reside within twenty (20) miles of the campus of the
331 consortia-member four-year institution of higher learning, shall
332 reside and be provided, as a covered expense, room and board on
333 the campus of such institution of higher learning; and

334 (v) Students shall remain enrolled in their home
335 district, but will follow the academic calendar of the
336 consortia-member four-year institution of higher learning;

337 (b) During the second year of the program, which shall
338 be the first official year of college for participants:

339 (i) Students shall complete all core requirements
340 to be admitted into the institution of higher learning's educator
341 preparation program;

342 (ii) Students will be enrolled in the Summer-One,
343 Fall-One, Winter-One, Spring-One and Summer-Two terms, provided
344 that both Summer terms may be completed through online or virtual
345 instruction;

346 (iii) Students shall reside and be provided, as a
347 covered expense, room and board on the campus of such institution
348 of higher learning; and

349 (c) During the third and fourth years of the program:

350 (i) Students shall return to their home school
351 districts or other consortia-member schools or districts
352 participating in the program with the consortia-member four-year
353 institution of higher learning, and will complete their



354 junior- and senior-level educator preparation courses, including
355 student teaching and other practicum experiences, through online
356 or virtual instruction with such institution of higher learning;

357 (ii) Students in the program shall be financially
358 responsible for tuition cost for the last two (2) years of the
359 program, which such tuition shall be eligible for the fifty
360 percent (50%) tuition reduction that is a provision of the Teacher
361 Assistant scholarship program. Local districts are encouraged to
362 seek financial assistance through local foundations and businesses
363 to cover remaining tuition costs; and

364 (iii) Students are encouraged to seek employment
365 as an assistant teacher with their home school district or other
366 consortia-member schools or districts. In the event that is not
367 possible, the local school districts shall use the students as
368 full-time residents in their district while they complete their
369 degree.

370 (4) Local school districts which become members of a
371 consortia shall assign adequate education program allotments for
372 each student to the participating consortia-member four-year
373 institution of higher learning for the student's first year of
374 enrollment in the Teacher Academy program, in the manner provided
375 in Section 37-151-7(1)(a).

376 **SECTION 7.** (1) Every program under the initiative shall
377 implement a program of forgivable loans to cover any portion of
378 tuition, books and fees of candidates under the program in excess



379 of the candidates' grants-in-aid. All students admitted to a
380 cohort shall be eligible for a forgivable student loan. Loans
381 shall be fully forgiven if a graduate completes three (3) years of
382 service in hard-to-staff schools or hard-to-staff teaching
383 positions, with partial forgiveness for shorter periods of
384 service. Grow Your Own Mississippi shall establish standards for
385 the approval of requests for waivers or deferrals from individuals
386 to waive this obligation and shall also define standards for the
387 fiscal management of these loan funds.

388 (2) Grow Your Own Mississippi shall award grants under the
389 initiative in such a way as to provide the required support for a
390 cohort of candidates for any fiscal year in which an appropriation
391 for the initiative is made. Program budgets must show
392 expenditures and needed funds for the entire period that
393 candidates are expected to be enrolled.

394 (3) No funds under the initiative may be used to supplant
395 the average per-capita expenditures by the institution of higher
396 learning for candidates.

397 (4) Where necessary, program budgets shall include the costs
398 of child care and other indirect expenses, such as transportation,
399 tutoring, technology, and technology support, necessary to permit
400 candidates to maintain their class schedules. Grant funds may be
401 used by any member of a consortium to offset such costs, and the
402 services may be provided by the community organization or



403 organizations, by any other member of the consortium, or by
404 independent contractors.

405 (5) The institution of higher learning may expend grant
406 funds to cover the additional costs of offering classes in
407 community settings and for tutoring services.

408 (6) The community organization or organizations may receive
409 a portion of the grant money for the expenses of recruitment,
410 community orientation, and counseling of potential candidates, for
411 providing space in the community, and for working with school
412 personnel to facilitate individual work experiences and support of
413 candidates.

414 (7) The school district or school employee union or both may
415 receive a portion of the grant money for expenses of supporting
416 the work experiences of candidates and providing mentors for
417 graduates. School districts may also use these or other available
418 public funds to pay participants in programs under the initiative
419 for student teaching required by an accredited educator
420 preparation program.

421 (8) One or more members of the consortium may expend funds
422 to cover the salary of a site-based cohort coordinator.

423 (9) Grant funds may also be expended to pay directly for
424 required developmental classes for candidates beginning a program.

425 **SECTION 8.** Grow Your Own Mississippi may, in its discretion,
426 award and administer a small number of planning grants during any
427 fiscal year to potential consortia.



428 **SECTION 9.** The Board of Trustees of State Institutions of
429 Higher Learning shall contract for an independent evaluation of
430 program implementation by each of its participating consortia and
431 of the impact of each program, including the extent of candidate
432 persistence in program enrollment, acceptance as an education
433 major in a four-year institution of higher learning, completion of
434 a bachelor's degree in teaching, obtaining a teaching position in
435 a target school or similar school, subsequent effectiveness as a
436 teacher, and persistence in teaching in a target school or similar
437 school. The evaluation shall assess the initiative's overall
438 effectiveness and shall identify particular program strategies
439 that are especially effective.

440 **SECTION 10.** Funding of the initiative is subject to
441 appropriation.

442 **SECTION 11.** The Board of Trustees of State Institutions of
443 Higher Learning may adopt any rules necessary to carry out its
444 responsibilities under this act.

445 **SECTION 12.** Section 37-151-7, Mississippi Code of 1972, is
446 amended as follows:

447 37-151-7. The annual allocation to each school district for
448 the operation of the adequate education program shall be
449 determined as follows:

450 (1) **Computation of the basic amount to be included for**
451 **current operation in the adequate education program.** The



452 following procedure shall be followed in determining the annual
453 allocation to each school district:

454 (a) **Determination of average daily attendance.**

455 Effective with fiscal year 2011, the State Department of Education
456 shall determine the percentage change from the prior year of each
457 year of each school district's average of months two (2) and three
458 (3) average daily attendance (ADA) for the three (3) immediately
459 preceding school years of the year for which funds are being
460 appropriated. For any school district that experiences a positive
461 growth in the average of months two (2) and three (3) ADA each
462 year of the three (3) years, the average percentage growth over
463 the three-year period shall be multiplied times the school
464 district's average of months two (2) and three (3) ADA for the
465 year immediately preceding the year for which MAEP funds are being
466 appropriated. The resulting amount shall be added to the school
467 district's average of months two (2) and three (3) ADA for the
468 year immediately preceding the year for which MAEP funds are being
469 appropriated to arrive at the ADA to be used in determining a
470 school district's MAEP allocation. Otherwise, months two (2) and
471 three (3) ADA for the year immediately preceding the year for
472 which MAEP funds are being appropriated will be used in
473 determining a school district's MAEP allocation. In any fiscal
474 year prior to 2010 in which the MAEP formula is not fully funded,
475 for those districts that do not demonstrate a three-year positive
476 growth in months two (2) and three (3) ADA, months one (1) through



477 nine (9) ADA of the second preceding year for which funds are
478 being appropriated or months two (2) and three (3) ADA of the
479 preceding year for which funds are being appropriated, whichever
480 is greater, shall be used to calculate the district's MAEP
481 allocation. The district's average daily attendance shall be
482 computed and currently maintained in accordance with regulations
483 promulgated by the State Board of Education. The district's
484 average daily attendance shall include any student enrolled in a
485 Dual Enrollment-Dual Credit Program as defined and provided in
486 Section 37-15-38(19) or participating in a Teacher Academy or Grow
487 Your Own Teacher Preparation Program, as prescribed in Sections 1
488 through 11 of this act and operated through a Dual Enrollment-Dual
489 Credit Program. The State Department of Education shall make
490 payments for Dual Enrollment-Dual Credit Programs to the home
491 school in which the student is enrolled, in accordance with
492 regulations promulgated by the State Board of Education. The
493 community college providing services to students in a Dual
494 Enrollment-Dual Credit Program shall require payment from the home
495 school district for services provided to such students at a rate
496 of one hundred percent (100%) of ADA. All MAEP/state funding
497 shall cease upon completion of high school graduation
498 requirements.

499 (b) **Determination of base student cost.** Effective with
500 fiscal year 2011 and every fourth fiscal year thereafter, the
501 State Board of Education, on or before August 1, with adjusted



502 estimate no later than January 2, shall submit to the Legislative
503 Budget Office and the Governor a proposed base student cost
504 adequate to provide the following cost components of educating a
505 pupil in a successful school district: (i) instructional cost;
506 (ii) administrative cost; (iii) operation and maintenance of
507 plant; and (iv) ancillary support cost. For purposes of these
508 calculations, the Department of Education shall utilize financial
509 data from the second preceding year of the year for which funds
510 are being appropriated.

511 For the instructional cost component, the Department of
512 Education shall select districts that have been identified as
513 instructionally successful and have a ratio of a number of
514 teachers per one thousand (1,000) students that is between one (1)
515 standard deviation above the mean and two (2) standard deviations
516 below the mean of the statewide average of teachers per one
517 thousand (1,000) students. The instructional cost component shall
518 be calculated by dividing the latest available months one (1)
519 through nine (9) ADA into the instructional expenditures of these
520 selected districts. For the purpose of this calculation, the
521 Department of Education shall use the following funds, functions
522 and objects:

523 Fund 1120 Functions 1110-1199 Objects 100-999, Functions
524 1210, 1220, 2150-2159 Objects 210 and 215;
525 Fund 1130 All Functions, Object Code 210 and 215;
526 Fund 2001 Functions 1110-1199 Objects 100-999;



527 Fund 2070 Functions 1110-1199 Objects 100-999;
528 Fund 2420 Functions 1110-1199 Objects 100-999;
529 Fund 2711 All Functions, Object Code 210 and 215.

530 Prior to the calculation of the instructional cost component,
531 there shall be subtracted from the above expenditures any revenue
532 received for Chickasaw Cession payments, Master Teacher
533 Certification payments and the district's portion of state revenue
534 received from the MAEP at-risk allocation.

535 For the administrative cost component, the Department of
536 Education shall select districts that have been identified as
537 instructionally successful and have a ratio of an administrative
538 staff to nonadministrative staff between one (1) standard
539 deviation above the mean and two (2) standard deviations below the
540 mean of the statewide average administrative staff to
541 nonadministrative staff. The administrative cost component shall
542 be calculated by dividing the latest available months one (1)
543 through nine (9) ADA of the selected districts into the
544 administrative expenditures of these selected districts. For the
545 purpose of this calculation, the Department of Education shall use
546 the following funds, functions and objects:

547 Fund 1120 Functions 2300-2599, Functions 2800-2899,
548 Objects 100-999;
549 Fund 2711 Functions 2300-2599, Functions 2800-2899,
550 Objects 100-999.



551 For the plant and maintenance cost component, the Department
552 of Education shall select districts that have been identified as
553 instructionally successful and have a ratio of plant and
554 maintenance expenditures per one hundred thousand (100,000) square
555 feet of building space and a ratio of maintenance workers per one
556 hundred thousand (100,000) square feet of building space that are
557 both between one (1) standard deviation above the mean and two (2)
558 standard deviations below the mean of the statewide average. The
559 plant and maintenance cost component shall be calculated by
560 dividing the latest available months one (1) through nine (9) ADA
561 of the selected districts into the plant and maintenance
562 expenditures of these selected districts. For the purpose of this
563 calculation, the Department of Education shall use the following
564 funds, functions and objects:

565 Fund 1120 Functions 2600-2699, Objects 100-699
566 and Objects 800-999;
567 Fund 2711 Functions 2600-2699, Objects 100-699
568 and Objects 800-999;
569 Fund 2430 Functions 2600-2699, Objects 100-699
570 and Objects 800-999.

571 For the ancillary support cost component, the Department of
572 Education shall select districts that have been identified as
573 instructionally successful and have a ratio of a number of
574 librarians, media specialists, guidance counselors and
575 psychologists per one thousand (1,000) students that is between



576 one (1) standard deviation above the mean and two (2) standard
577 deviations below the mean of the statewide average of librarians,
578 media specialists, guidance counselors and psychologists per one
579 thousand (1,000) students. The ancillary cost component shall be
580 calculated by dividing the latest available months one (1) through
581 nine (9) ADA into the ancillary expenditures instructional
582 expenditures of these selected districts. For the purpose of this
583 calculation, the Department of Education shall use the following
584 funds, functions and objects:

585 Fund 1120 Functions 2110-2129, Objects 100-999;
586 Fund 1120 Functions 2140-2149, Objects 100-999;
587 Fund 1120 Functions 2220-2229, Objects 100-999;
588 Fund 2001 Functions 2100-2129, Objects 100-999;
589 Fund 2001 Functions 2140-2149, Objects 100-999;
590 Fund 2001 Functions 2220-2229, Objects 100-999.

591 The total base cost for each year shall be the sum of the
592 instructional cost component, administrative cost component, plant
593 and maintenance cost component and ancillary support cost
594 component, and any estimated adjustments for additional state
595 requirements as determined by the State Board of Education.

596 Provided, however, that the base student cost in fiscal year 1998
597 shall be Two Thousand Six Hundred Sixty-four Dollars (\$2,664.00).

598 For each of the fiscal years between the recalculation of the
599 base student cost under the provisions of this paragraph (b), the
600 base student cost shall be increased by an amount equal to forty



601 percent (40%) of the base student cost for the previous fiscal
602 year, multiplied by the latest annual rate of inflation for the
603 State of Mississippi as determined by the State Economist, plus
604 any adjustments for additional state requirements such as, but not
605 limited to, teacher pay raises and health insurance premium
606 increases.

607 (c) **Determination of the basic adequate education**
608 **program cost.** The basic amount for current operation to be
609 included in the Mississippi Adequate Education Program for each
610 school district shall be computed as follows:

611 Multiply the average daily attendance of the district by the
612 base student cost as established by the Legislature, which yields
613 the total base program cost for each school district.

614 (d) **Adjustment to the base student cost for at-risk**
615 **pupils.** The amount to be included for at-risk pupil programs for
616 each school district shall be computed as follows: Multiply the
617 base student cost for the appropriate fiscal year as determined
618 under paragraph (b) by five percent (5%), and multiply that
619 product by the number of pupils participating in the federal free
620 school lunch program in such school district, which yields the
621 total adjustment for at-risk pupil programs for such school
622 district.

623 (e) **Add-on program cost.** The amount to be allocated to
624 school districts in addition to the adequate education program



625 cost for add-on programs for each school district shall be
626 computed as follows:

627 (i) Transportation cost shall be the amount
628 allocated to such school district for the operational support of
629 the district transportation system from state funds.

630 (ii) Vocational or technical education program
631 cost shall be the amount allocated to such school district from
632 state funds for the operational support of such programs.

633 (iii) Special education program cost shall be the
634 amount allocated to such school district from state funds for the
635 operational support of such programs.

636 (iv) Gifted education program cost shall be the
637 amount allocated to such school district from state funds for the
638 operational support of such programs.

639 (v) Alternative school program cost shall be the
640 amount allocated to such school district from state funds for the
641 operational support of such programs.

642 (vi) Extended school year programs shall be the
643 amount allocated to school districts for those programs authorized
644 by law which extend beyond the normal school year.

645 (vii) University-based programs shall be the
646 amount allocated to school districts for those university-based
647 programs for handicapped children as defined and provided for in
648 Section 37-23-131 et seq., Mississippi Code of 1972.



649 (viii) Bus driver training programs shall be the
650 amount provided for those driver training programs as provided for
651 in Section 37-41-1, Mississippi Code of 1972.

652 The sum of the items listed above (i) transportation, (ii)
653 vocational or technical education, (iii) special education, (iv)
654 gifted education, (v) alternative school, (vi) extended school
655 year, (vii) university-based, and (viii) bus driver training shall
656 yield the add-on cost for each school district.

657 (f) **Total projected adequate education program cost.**

658 The total Mississippi Adequate Education Program cost shall be the
659 sum of the total basic adequate education program cost (paragraph
660 (c)), and the adjustment to the base student cost for at-risk
661 pupils (paragraph (d)) for each school district. In any year in
662 which the MAEP is not fully funded, the Legislature shall direct
663 the Department of Education in the K-12 appropriation bill as to
664 how to allocate MAEP funds to school districts for that year.

665 (g) The State Auditor shall annually verify the State
666 Board of Education's estimated calculations for the Mississippi
667 Adequate Education Program that are submitted each year to the
668 Legislative Budget Office on August 1 and the final calculation
669 that is submitted on January 2.

670 (2) **Computation of the required local revenue in support of**
671 **the adequate education program.** The amount that each district
672 shall provide toward the cost of the adequate education program
673 shall be calculated as follows:



674 (a) The State Department of Education shall certify to
675 each school district that twenty-eight (28) mills, less the
676 estimated amount of the yield of the School Ad Valorem Tax
677 Reduction Fund grants as determined by the State Department of
678 Education, is the millage rate required to provide the district
679 required local effort for that year, or twenty-seven percent (27%)
680 of the basic adequate education program cost for such school
681 district as determined under paragraph (c), whichever is a lesser
682 amount. In the case of an agricultural high school, the millage
683 requirement shall be set at a level which generates an equitable
684 amount per pupil to be determined by the State Board of Education.
685 The local contribution amount for school districts in which there
686 is located one or more charter schools will be calculated using
687 the following methodology: using the adequate education program
688 twenty-eight (28) mill value, or the twenty-seven percent (27%)
689 cap amount (whichever is less) for each school district in which a
690 charter school is located, an average per pupil amount will be
691 calculated. This average per pupil amount will be multiplied
692 times the number of students attending the charter school in that
693 school district. The sum becomes the charter school's local
694 contribution to the adequate education program.

695 (b) The State Department of Education shall determine
696 the following from the annual assessment information submitted to
697 the department by the tax assessors of the various counties: (i)
698 the total assessed valuation of nonexempt property for school



699 purposes in each school district; (ii) assessed value of exempt
700 property owned by homeowners aged sixty-five (65) or older or
701 disabled as defined in Section 27-33-67(2), Mississippi Code of
702 1972; (iii) the school district's tax loss from exemptions
703 provided to applicants under the age of sixty-five (65) and not
704 disabled as defined in Section 27-33-67(1), Mississippi Code of
705 1972; and (iv) the school district's homestead reimbursement
706 revenues.

707 (c) The amount of the total adequate education program
708 funding which shall be contributed by each school district shall
709 be the sum of the ad valorem receipts generated by the millage
710 required under this subsection plus the following local revenue
711 sources for the appropriate fiscal year which are or may be
712 available for current expenditure by the school district:

713 One hundred percent (100%) of Grand Gulf income as prescribed
714 in Section 27-35-309.

715 One hundred percent (100%) of any fees in lieu of taxes as
716 prescribed in Section 27-31-104.

717 (3) **Computation of the required state effort in support of**
718 **the adequate education program.**

719 (a) The required state effort in support of the
720 adequate education program shall be determined by subtracting the
721 sum of the required local tax effort as set forth in subsection
722 (2) (a) of this section and the other local revenue sources as set
723 forth in subsection (2) (c) of this section in an amount not to



724 exceed twenty-seven percent (27%) of the total projected adequate
725 education program cost as set forth in subsection (1)(f) of this
726 section from the total projected adequate education program cost
727 as set forth in subsection (1)(f) of this section.

728 (b) Provided, however, that in fiscal year 2015, any
729 increase in the said state contribution to any district calculated
730 under this section shall be not less than six percent (6%) in
731 excess of the amount received by said district from state funds
732 for fiscal year 2002; in fiscal year 2016, any increase in the
733 said state contribution to any district calculated under this
734 section shall be not less than four percent (4%) in excess of the
735 amount received by said district from state funds for fiscal year
736 2002; in fiscal year 2017, any increase in the said state
737 contribution to any district calculated under this section shall
738 be not less than two percent (2%) in excess of the amount received
739 by said district from state funds for fiscal year 2002; and in
740 fiscal year 2018 and thereafter, any increase in the said state
741 contribution to any district calculated under this section shall
742 be zero percent (0%). For purposes of this paragraph (b), state
743 funds shall include minimum program funds less the add-on
744 programs, State Uniform Millage Assistance Grant Funds, Education
745 Enhancement Funds appropriated for Uniform Millage Assistance
746 Grants and state textbook allocations, and State General Funds
747 allocated for textbooks.



748 (c) If the school board of any school district shall
749 determine that it is not economically feasible or practicable to
750 operate any school within the district for the full one hundred
751 eighty (180) days required for a school term of a scholastic year
752 as required in Section 37-13-63, Mississippi Code of 1972, due to
753 an enemy attack, a man-made, technological or natural disaster in
754 which the Governor has declared a disaster emergency under the
755 laws of this state or the President of the United States has
756 declared an emergency or major disaster to exist in this state,
757 said school board may notify the State Department of Education of
758 such disaster and submit a plan for altering the school term. If
759 the State Board of Education finds such disaster to be the cause
760 of the school not operating for the contemplated school term and
761 that such school was in a school district covered by the
762 Governor's or President's disaster declaration, it may permit said
763 school board to operate the schools in its district for less than
764 one hundred eighty (180) days and, in such case, the State
765 Department of Education shall not reduce the state contributions
766 to the adequate education program allotment for such district,
767 because of the failure to operate said schools for one hundred
768 eighty (180) days.

769 (4) The Interim School District Capital Expenditure Fund is
770 hereby established in the State Treasury which shall be used to
771 distribute any funds specifically appropriated by the Legislature
772 to such fund to school districts entitled to increased allocations



773 of state funds under the adequate education program funding
774 formula prescribed in Sections 37-151-3 through 37-151-7,
775 Mississippi Code of 1972, until such time as the said adequate
776 education program is fully funded by the Legislature. The
777 following percentages of the total state cost of increased
778 allocations of funds under the adequate education program funding
779 formula shall be appropriated by the Legislature into the Interim
780 School District Capital Expenditure Fund to be distributed to all
781 school districts under the formula: Nine and two-tenths percent
782 (9.2%) shall be appropriated in fiscal year 1998, twenty percent
783 (20%) shall be appropriated in fiscal year 1999, forty percent
784 (40%) shall be appropriated in fiscal year 2000, sixty percent
785 (60%) shall be appropriated in fiscal year 2001, eighty percent
786 (80%) shall be appropriated in fiscal year 2002, and one hundred
787 percent (100%) shall be appropriated in fiscal year 2003 into the
788 State Adequate Education Program Fund. Until July 1, 2002, such
789 money shall be used by school districts for the following
790 purposes:

791 (a) Purchasing, erecting, repairing, equipping,
792 remodeling and enlarging school buildings and related facilities,
793 including gymnasiums, auditoriums, lunchrooms, vocational training
794 buildings, libraries, school barns and garages for transportation
795 vehicles, school athletic fields and necessary facilities
796 connected therewith, and purchasing land therefor. Any such
797 capital improvement project by a school district shall be approved



798 by the State Board of Education, and based on an approved
799 long-range plan. The State Board of Education shall promulgate
800 minimum requirements for the approval of school district capital
801 expenditure plans.

802 (b) Providing necessary water, light, heating,
803 air-conditioning, and sewerage facilities for school buildings,
804 and purchasing land therefor.

805 (c) Paying debt service on existing capital improvement
806 debt of the district or refinancing outstanding debt of a district
807 if such refinancing will result in an interest cost savings to the
808 district.

809 (d) From and after October 1, 1997, through June 30,
810 1998, pursuant to a school district capital expenditure plan
811 approved by the State Department of Education, a school district
812 may pledge such funds until July 1, 2002, plus funds provided for
813 in paragraph (e) of this subsection (4) that are not otherwise
814 permanently pledged under such paragraph (e) to pay all or a
815 portion of the debt service on debt issued by the school district
816 under Sections 37-59-1 through 37-59-45, 37-59-101 through
817 37-59-115, 37-7-351 through 37-7-359, 37-41-89 through 37-41-99,
818 37-7-301, 37-7-302 and 37-41-81, Mississippi Code of 1972, or debt
819 issued by boards of supervisors for agricultural high schools
820 pursuant to Section 37-27-65, Mississippi Code of 1972, or
821 lease-purchase contracts entered into pursuant to Section 31-7-13,
822 Mississippi Code of 1972, or to retire or refinance outstanding



823 debt of a district, if such pledge is accomplished pursuant to a
824 written contract or resolution approved and spread upon the
825 minutes of an official meeting of the district's school board or
826 board of supervisors. It is the intent of this provision to allow
827 school districts to irrevocably pledge their Interim School
828 District Capital Expenditure Fund allotments as a constant stream
829 of revenue to secure a debt issued under the foregoing code
830 sections. To allow school districts to make such an irrevocable
831 pledge, the state shall take all action necessary to ensure that
832 the amount of a district's Interim School District Capital
833 Expenditure Fund allotments shall not be reduced below the amount
834 certified by the department or the district's total allotment
835 under the Interim Capital Expenditure Fund if fully funded, so
836 long as such debt remains outstanding.

837 (e) [Repealed]

838 (f) [Repealed]

839 (g) The State Board of Education may authorize the
840 school district to expend not more than twenty percent (20%) of
841 its annual allotment of such funds or Twenty Thousand Dollars
842 (\$20,000.00), whichever is greater, for technology needs of the
843 school district, including computers, software,
844 telecommunications, cable television, interactive video, film,
845 low-power television, satellite communications, microwave
846 communications, technology-based equipment installation and
847 maintenance, and the training of staff in the use of such



848 technology-based instruction. Any such technology expenditure
849 shall be reflected in the local district technology plan approved
850 by the State Board of Education under Section 37-151-17,
851 Mississippi Code of 1972.

852 (h) To the extent a school district has not utilized
853 twenty percent (20%) of its annual allotment for technology
854 purposes under paragraph (g), a school district may expend not
855 more than twenty percent (20%) of its annual allotment or Twenty
856 Thousand Dollars (\$20,000.00), whichever is greater, for
857 instructional purposes. The State Board of Education may
858 authorize a school district to expend more than said twenty
859 percent (20%) of its annual allotment for instructional purposes
860 if it determines that such expenditures are needed for
861 accreditation purposes.

862 (i) The State Department of Education or the State
863 Board of Education may require that any project commenced under
864 this section with an estimated project cost of not less than Five
865 Million Dollars (\$5,000,000.00) shall be done only pursuant to
866 program management of the process with respect to design and
867 construction. Any individuals, partnerships, companies or other
868 entities acting as a program manager on behalf of a local school
869 district and performing program management services for projects
870 covered under this subsection shall be approved by the State
871 Department of Education.



872 Any interest accruing on any unexpended balance in the
873 Interim School District Capital Expenditure Fund shall be invested
874 by the State Treasurer and placed to the credit of each school
875 district participating in such fund in its proportionate share.

876 The provisions of this subsection (4) shall be cumulative and
877 supplemental to any existing funding programs or other authority
878 conferred upon school districts or school boards.

879 (5) The State Department of Education shall make payments to
880 charter schools for each student in average daily attendance at
881 the charter school equal to the state share of the adequate
882 education program payments for each student in average daily
883 attendance at the school district in which the public charter
884 school is located. In calculating the local contribution for
885 purposes of determining the state share of the adequate education
886 program payments, the department shall deduct the pro rata local
887 contribution of the school district in which the student resides
888 as determined in subsection (2) (a) of this section.

889 **SECTION 13.** Section 37-15-38, Mississippi Code of 1972, is
890 brought forward as follows:

891 37-15-38. (1) The following phrases have the meanings
892 ascribed in this section unless the context clearly requires
893 otherwise:

894 (a) A dual enrolled student is a student who is
895 enrolled in a community or junior college or state institution of
896 higher learning while enrolled in high school.



897 (b) A dual credit student is a student who is enrolled
898 in a community or junior college or state institution of higher
899 learning while enrolled in high school and who is receiving high
900 school and college credit for postsecondary coursework.

901 (2) A local school board, the Board of Trustees of State
902 Institutions of Higher Learning and the Mississippi Community
903 College Board shall establish a dual enrollment system under which
904 students in the school district who meet the prescribed criteria
905 of this section may be enrolled in a postsecondary institution in
906 Mississippi while they are still in school.

907 (3) **Dual credit eligibility.** Before credits earned by a
908 qualified high school student from a community or junior college
909 or state institution of higher learning may be transferred to the
910 student's home school district, the student must be properly
911 enrolled in a dual enrollment program.

912 (4) **Admission criteria for dual enrollment in community and**
913 **junior college or university programs.** The Mississippi Community
914 College Board and the Board of Trustees of State Institutions of
915 Higher Learning may recommend to the State Board of Education
916 admission criteria for dual enrollment programs under which high
917 school students may enroll at a community or junior college or
918 university while they are still attending high school and enrolled
919 in high school courses. Students may be admitted to enroll in
920 community or junior college courses under the dual enrollment



921 programs if they meet that individual institution's stated dual
922 enrollment admission requirements.

923 (5) **Tuition and cost responsibility.** Tuition and costs for
924 university-level courses and community and junior college courses
925 offered under a dual enrollment program may be paid for by the
926 postsecondary institution, the local school district, the parents
927 or legal guardians of the student, or by grants, foundations or
928 other private or public sources. Payment for tuition and any
929 other costs must be made directly to the credit-granting
930 institution.

931 (6) **Transportation responsibility.** Any transportation
932 required by a student to participate in the dual enrollment
933 program is the responsibility of the parent, custodian or legal
934 guardian of the student. Transportation costs may be paid from
935 any available public or private sources, including the local
936 school district.

937 (7) **School district average daily attendance credit.** When
938 dually enrolled, the student may be counted, for adequate
939 education program funding purposes, in the average daily
940 attendance of the public school district in which the student
941 attends high school.

942 (8) **High school student transcript transfer requirements.**
943 Grades and college credits earned by a student admitted to a dual
944 credit program must be recorded on the high school student record
945 and on the college transcript at the university or community or



946 junior college where the student attends classes. The transcript
947 of the university or community or junior college coursework may be
948 released to another institution or applied toward college
949 graduation requirements.

950 (9) **Determining factor of prerequisites for dual enrollment**
951 **courses.** Each university and community or junior college
952 participating in a dual enrollment program shall determine course
953 prerequisites. Course prerequisites shall be the same for dual
954 enrolled students as for regularly enrolled students at that
955 university or community or junior college.

956 (10) **Process for determining articulation of curriculum**
957 **between high school, university, and community and junior college**
958 **courses.** All dual credit courses must meet the standards
959 established at the postsecondary level. Postsecondary level
960 developmental courses may not be considered as meeting the
961 requirements of the dual credit program. Dual credit memorandum
962 of understandings must be established between each postsecondary
963 institution and the school district implementing a dual credit
964 program.

965 (11) [Deleted]

966 (12) **Eligible courses for dual credit programs.** Courses
967 eligible for dual credit include, but are not necessarily limited
968 to, foreign languages, advanced math courses, advanced science
969 courses, performing arts, advanced business and technology, and
970 career and technical courses. Distance Learning Collaborative



971 Program courses approved under Section 37-67-1 shall be fully
972 eligible for dual credit. All courses being considered for dual
973 credit must receive unconditional approval from the superintendent
974 of the local school district and the chief instructional officer
975 at the participating community or junior college or university in
976 order for college credit to be awarded. A university or community
977 or junior college shall make the final decision on what courses
978 are eligible for semester hour credits.

979 (13) **High school Carnegie unit equivalency.** One (1)
980 three-hour university or community or junior college course is
981 equal to one (1) high school Carnegie unit.

982 (14) **Course alignment.** The universities, community and
983 junior colleges and the State Department of Education shall
984 periodically review their respective policies and assess the place
985 of dual credit courses within the context of their traditional
986 offerings.

987 (15) **Maximum dual credits allowed.** It is the intent of the
988 dual enrollment program to make it possible for every eligible
989 student who desires to earn a semester's worth of college credit
990 in high school to do so. A qualified dually enrolled high school
991 student must be allowed to earn an unlimited number of college or
992 university credits for dual credit.

993 (16) **Dual credit program allowances.** A student may be
994 granted credit delivered through the following means:



995 (a) Examination preparation taught at a high school by
996 a qualified teacher. A student may receive credit at the
997 secondary level after completion of an approved course and passing
998 the standard examination, such as an Advanced Placement or
999 International Baccalaureate course through which a high school
1000 student is allowed CLEP credit by making a three (3) or higher on
1001 the end-of-course examination.

1002 (b) College or university courses taught at a high
1003 school or designated postsecondary site by a qualified teacher who
1004 is an employee of the school district and approved as an
1005 instructor by the collaborating college or university.

1006 (c) College or university courses taught at a college,
1007 university or high school by an instructor employed by the college
1008 or university and approved by the collaborating school district.

1009 (d) Online courses of any public university, community
1010 or junior college in Mississippi.

1011 (17) **Qualifications of dual credit instructors.** A dual
1012 credit academic instructor must meet the requirements set forth by
1013 the regional accrediting association (Southern Association of
1014 College and Schools). University and community and junior college
1015 personnel have the sole authority in the selection of dual credit
1016 instructors.

1017 A dual credit career and technical education instructor must
1018 meet the requirements set forth by the Mississippi Community



1019 College Board in the qualifications manual for postsecondary
1020 career and technical personnel.

1021 (18) **Guidance on local agreements.** The Chief Academic
1022 Officer of the State Board of Trustees of State Institutions of
1023 Higher Learning and the Chief Instructional Officers of the
1024 Mississippi Community College Board and the State Department of
1025 Education, working collaboratively, shall develop a template to be
1026 used by the individual community and junior colleges and
1027 institutions of higher learning for consistent implementation of
1028 the dual enrollment program throughout the State of Mississippi.

1029 (19) **Mississippi Works Dual Enrollment-Dual Credit Option.**
1030 A local school board and the local community colleges board shall
1031 establish a Mississippi Works Dual Enrollment-Dual Credit Option
1032 Program under which potential or recent student dropouts may
1033 dually enroll in their home school and a local community college
1034 in a dual credit program consisting of high school completion
1035 coursework and a community college credential, certificate or
1036 degree program. Students completing the dual enrollment-credit
1037 option may obtain their high school diploma while obtaining a
1038 community college credential, certificate or degree. The
1039 Mississippi Department of Employment Security shall assist
1040 students who have successfully completed the Mississippi Works
1041 Dual Enrollment-Dual Credit Option in securing a job upon the
1042 application of the student or the participating school or
1043 community college. The Mississippi Works Dual Enrollment-Dual



1044 Credit Option Program will be implemented statewide in the
1045 2012-2013 school year and thereafter. The State Board of
1046 Education, local school board and the local community college
1047 board shall establish criteria for the Dual Enrollment-Dual Credit
1048 Program. Students enrolled in the program will not be eligible to
1049 participate in interscholastic sports or other extracurricular
1050 activities at the home school district. Tuition and costs for
1051 community college courses offered under the Dual Enrollment-Dual
1052 Credit Program shall not be charged to the student, parents or
1053 legal guardians. When dually enrolled, the student shall be
1054 counted for adequate education program funding purposes, in the
1055 average daily attendance of the public school district in which
1056 the student attends high school, as provided in Section
1057 37-151-7(1)(a). Any transportation required by the student to
1058 participate in the Dual Enrollment-Dual Credit Program is the
1059 responsibility of the parent or legal guardian of the student, and
1060 transportation costs may be paid from any available public or
1061 private sources, including the local school district. Grades and
1062 college credits earned by a student admitted to this Dual
1063 Enrollment-Dual Credit Program shall be recorded on the high
1064 school student record and on the college transcript at the
1065 community college and high school where the student attends
1066 classes. The transcript of the community college coursework may
1067 be released to another institution or applied toward college
1068 graduation requirements. Any course that is required for subject



1069 area testing as a requirement for graduation from a public school
1070 in Mississippi is eligible for dual credit, and courses eligible
1071 for dual credit shall also include career, technical and degree
1072 program courses. All courses eligible for dual credit shall be
1073 approved by the superintendent of the local school district and
1074 the chief instructional officer at the participating community
1075 college in order for college credit to be awarded. A community
1076 college shall make the final decision on what courses are eligible
1077 for semester hour credits and the local school superintendent,
1078 subject to approval by the Mississippi Department of Education,
1079 shall make the final decision on the transfer of college courses
1080 credited to the student's high school transcript.

1081 **SECTION 14.** This act shall take effect and be in force from
1082 and after July 1, 2022.

