

Advanced Career

MEMORANDUM OF UNDERSTANDING

Between

The Southern Regional
Education Board/ Ohio
Department of Education

And

_____ High School

Which is a part of School District _____

In the state of _____ **OHIO** _____

To

Implement the _____
Advanced Career Pathway Program(s) of Study

Background

The purpose of Advanced Career (AC) is to support schools in deploying rigorous career and technical education (CTE) programs of study.

Conditions Schools Agree to Meet: Schools adopting AC curricula agree to meet the following conditions:

- Work collaboratively with SREB and agree not to share AC curricula, including teacher and student versions of projects and assessment materials, with teachers from schools that have not adopted the AC curricula career pathway programs of study.
- Send teacher(s) who will teach an AC course to the Summer Teacher Training Institute (STTI), which is designed specifically to provide the essential knowledge and skills needed to teach the AC course. The school will be responsible for the registration fee and teachers' stipends, travel and lodging expenses.
- Provide evidence by June 1, 2019 of a partnership with a local or regional industry that agrees to evaluate projects, provide a mentor and explore work-based learning opportunities. The school will also provide evidence of having a postsecondary partner that agrees to counsel students on academic readiness requirements and work with high schools and districts to develop a seamless career pathway connecting the AC pathway to advanced postsecondary studies leading to a credible credential.
- Implement the AC pathway as an academy using the Career Academy National Standards of Practice. (<http://www.ncacinc.com/nsop>). The school schedule shall provide common planning time for AC teacher(s) to collaborate with the academic teachers in literacy, math and science if appropriate.
- Participate in three scheduled webinars hosted by SREB designed to help administrators, school counselors and academic teachers understand the AC curricula. The webinars will orient the AC support team to the initiative in ways that enable them to support students enrolling in the program and assist teachers in making the shift in the way they teach. These webinars will focus on creating a school academy environment with cross-curricular collaboration and organizational structures to support successful course implementation.
- Provide academic and career counseling advisement, speakers, field trips and information focused on helping students discover and access postsecondary educational and career opportunities in the career field.
- Purchase all equipment and supplies needed for full implementation of the curricula from the preferred AC sole-source vendor unless the school can obtain equipment and supplies at a lower cost from other vendors consistent with state and local district purchasing processes.
- Administer all formative assessments embedded in the fully developed units and at the end of each project.
- Administer an end-of-course student assessment and survey to all students enrolled in AC courses. The end-of-course assessments are delivered online and require payment of a per-student fee to cover costs of administration and reporting. The school also agrees to administer a faculty survey for the teachers of AC courses designed to provide information for continuous improvement of each course in the AC programs of study.
- Follow your state's recommended teacher qualifications, teacher experiences, certifications and credentials for teachers implementing AC curricula. Any state wishing to implement curricula developed by the partner state must determine highly qualified and credentialed status according to its own state policies and regulations. Once the school selects a teacher with the appropriate credentialing, that implementing teacher must attend the two-week Summer Teacher Training Institute for each of the AC courses he or she will teach in order to gain access to the curriculum.
- Provide remediation support to any AC teacher who does not meet the requirements of AC certification and agree that the teacher who does not gain AC certification will not teach the course until he or she attends a second Summer Teacher Training Institute to gain certification.
- Implement at least three of four courses in the AC four-course sequence.
- Enroll at least 80 percent of all AC students in a college-preparatory academic core recommended by HSTW ¹

Four or more college-preparatory English courses that engage students in reading a variety of materials and in writing short and long papers about a range of literacy and non-literacy topics. Four or more mathematics courses including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, Pre-calculus or an Advanced Placement (AP) mathematics course. At least three lab-based science courses, including at least two credits in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics. High Schools That Work an Enhanced Design to Get All Students to Standards. Southern Regional Education Board. 2005, p. 5

SREB in Collaboration with Partner States Agrees to:

- Provide the leadership and support for the AC curricula and professional development.
- Prepare all EOC assessments and surveys and work with a vendor to administer and score assessments and surveys, and provide summary results to the school and SREB.
- Review and refresh exam items in the end-of-course exam bank.
- Review and propose all specifications for software, equipment, tools and supplies to support the curriculum in two options:
 1. Optional sole-source vendor-prepared set of kits designed to effectively, safely and cost effectively support hands-on learning in projects where this option is appropriate.
 2. A list of tools, equipment, supplies and special software that schools may use to acquire these items on their own.
- Provide ongoing support to teachers using the technology designed specifically for the AC curricula.
- Prepare the Summer Teacher Training Institute curriculum for teachers.
- Provide AC certification to teachers participating in the Summer Teacher Training Institute and provide remediation support for those teachers not able to pass certification requirements during the training.
- Facilitate a community of practice for teachers implementing the AC curricula.
- Revise the curricula as needed and provide updated materials and continuous improvement reports to schools meeting the conditions outlined in this MOU.
- Conduct continuous evaluations aimed at improving the effectiveness of AC.

SITE INFORMATION:

(Check the appropriate selection)

- Shared-Time Technology Center
- Career and Technical Education High School
- Comprehensive High School
- Other _____

School District

Contact Name

Email Address

Job Title

Mailing Address

City

State

Zip Code

Phone Number

2018-19 MEMBERSHIP STRUCTURE

The nine AC curricula pathways identified below are available for schools in all states to adopt in 2018-19 without incurring network access participation fees. However, there are expenses associated with teacher and support team training, supplies, equipment and assessment. Please check the curriculum (or curricula) your site intends to implement in 2018-19:

- Aerospace Engineering
- Clean Energy Technology
- Energy and Power
- Global Logistics & Supply Chain Management
- Health Informatics
- Informatics
- Innovations in Science and Technology
- Integrated Production Technologies
- Automated Materials Joining Technologies

AGREEMENT

The undersigned have reviewed this Memorandum of Understanding for participation in the Advanced Career Initiative and accept it as the basis for working together.

School Superintendent

School District

Date

School Principal

School District

Date

AC Teacher

School District

Date

SREB Senior Vice President

SREB, Atlanta, Georgia

Date

If State Signature Required:

State Director, Advanced Career Programs
State Department of Education

State

Date

SEND Memorandum of Understanding to:

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