

Attachment 4

School Memorandum of Understanding

Between

The Southern Regional Education Board

And the

State of Ohio

And

_____ **School**

To

**Accept Grant Funding to Implement Advanced Career
Courses 1 and 2 in _____ Pathway
in School Year 2015-16**

Background: The Southern Regional Education Board (SREB) and its partner states are providing grants to a select number of schools support the implementation and professional development activities related to the adoption of the Advanced Career pathway courses in the 2015-16 school year.

States electing to participate in this effort will agree to match SREB's grants to schools with an additional \$10,000 to support the purchase of equipment and supplies required for Courses 1 and 2 in the AC pathway courses adopted.

SREB and the Partner State Agree to:

- Provide grant funds of \$10,000 to the school to support the purchase of equipment and supplies required for Courses 1 and 2 in the AC pathway courses adopted.
- Provide a \$6,500 grant to support professional development needed to adopt Courses 1 and 2 of an AC curriculum in 2015-16, which is to include:
 - intensive teacher training on the pedagogy and academic and technical content forming Course 1 and Course 2. (Depending on the school's organizational structure, the training could be for one teacher to teach both Course 1 and Course 2 or one teacher to teach Course 1 and another teacher to teach Course 2.) This required teacher training prior to implementation consists of:
 - an online course of approximately 12 hours of instruction facilitated over a six- to eight-week period (mid-March to mid-June) with accompanying assignments and discussion boards focused on project-based learning, the engineering design process, embedded math, literacy and science, career field information, business and industry involvement and assessments.
 - one-week summer teacher training institute for each course taught (i.e., a two week summer commitment for a teacher teaching both Course 1 and Course 2), with instruction focused on the technical content, technology and software.
 - electronic training for school's leadership and support team comprised of the principal, counselor, and one academic teacher in each of literacy, math and science;
 - electronic coaching for AC teachers in
 - the math embedded in Course 1 and Course 2 project units;
 - using the technology and software required in the math embedded in Course 1 and Course 2 project units for AC teachers; and
 - electronic coaching for literacy and math academic teachers who will be supporting AC teachers.
- Make available Courses 1 and 2 in the following AC curricula for schools to adopt in the 2015-16:
 - Aerospace Engineering
 - Clean Energy Technology
 - Energy and Power
 - Global Logistics
 - Health Informatics
 - Informatics
 - Innovations in Science and Technology
 - Integrated Production Technologies
- Follow up with the school, as needed, on progress of implementation.

The School Agrees to:

- Select an AC pathway program relevant to the local and regional economies and aligned to postsecondary studies
- Select a teacher who has a strong skill set relevant to the AC pathway program
- Offer at least three of the four courses in the AC curriculum within a three-year period.
- Have the AC teacher attend the required spring and summer training for each course taught.
- Have a school support team for the AC teachers and students comprised of the principal, counselor, and at least one academic teacher in each of literacy, math and science.
- Provide the resources, tools and technology required to complete project units.
- Administer the end-of-course assessment for each AC course taught.
- Participate in the AC student and teacher surveys used for continuous improvement.
- Assume responsibility for expenses beyond those covered by the SREB and State grants (e.g., travel, stipends, substitutes, classroom resources and support for struggling students) related to implementation of the curriculum.
- Implement the AC curriculum using the Academy Model, which at a minimum includes the following:
 - creating a cohort schedule so that the AC teacher and at least the math, science and literacy teachers have a common planning time with a cohort of students;
 - requiring students to complete a college-ready academic core with the AC pathway courses;
 - providing counseling for careers and postsecondary planning;
 - obtaining an industry sponsor that will support the program, which at a minimum includes coming to the AC classroom to observe and evaluate AC student reports and presentations; and providing work-based learning experiences progressing from work-site field-trips, job shadowing and eventually to internships;
 - aligning the AC pathway to a program offered at a local or regional postsecondary institution; and
 - providing additional support for struggling students to meet course standards.
 - offering at least three of the four courses in the AC curriculum within a three-year period;
 - having the AC teacher participate in the professional development required for teaching each course, which includes at least two weeks of online and face-to-face training in the spring and summer prior to fall implementation and electronic coaching sessions throughout the school year for each course taught;
 - having a school support team for the AC teachers and students comprised of the principal, counselor, and at least one academic teacher in each of literacy, math and science;
 - providing the resources, tools and technology required to complete project units;
 - administering the end-of-course assessment for each AC course taught; and
 - completing the AC student and teacher surveys used for continuous improvement.

