

Advanced Career Memorandum of Understanding

Between
The Southern Regional Education Board
and

which is part of _____
in the state of _____

to adopt Advanced Career course(s) in these areas (check all that apply)
within a state or district-designed program of study:

- Aerospace Engineering
- Automated Materials Joining Technology
- Clean Energy Technology
- Energy & Power
- Global Logistics & Supply Chain Management
- Informatics
- Innovations in Science and Technology
- Manufacturing & Automation
- Oil & Gas

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SREB grants access to AC materials to states, districts and schools with active Memoranda of Understanding. Only teachers who successfully complete SREB-sponsored trainings may use these materials in their classrooms. AC curricula and assessment materials may not be duplicated, shared or distributed without the express written permission of SREB.

Advanced Career Pathway Implementation

The participating school and district agree to offer Advanced Career course(s) as part of a state or district-designed comprehensive career pathway leading to college and careers and collaborate with SREB to ensure effective implementation of AC course(s) and pathways.

SREB agrees to:

1. Provide access to Advanced Career course(s) at no cost to schools or districts
2. Provide professional development to assist teachers in implementing AC course(s) effectively (See [Appendix A](#) for AC's Professional Learning Plan)
3. Develop and maintain an item bank for AC end-of-course assessments and collaborate with [NOCTI](#) to provide a secure system for administering and scoring assessments, collecting and analyzing assessment data, and reporting assessment results to participating schools
4. Provide AC certificates and digital badges, through NOCTI, to students who successfully complete AC end-of-course assessments
5. Collaborate with [Studica](#) to provide a supply procurement process and equipment to schools
6. Conduct systematic and regular evaluations of AC programs to improve the effectiveness of AC curricula, instructional materials, assessments and professional development
7. Seek funding to revise curricula in the following career areas, in this priority order: (1) Aerospace Engineering, (2) Global Logistics & Supply Chain Management, (3) Energy — comprising Clean Energy Technology, Energy & Power and Oil & Gas, and (4) Manufacturing & Automation (formerly known as Integrated Production Technologies) and Automated Materials Joining Technology. Revised curricula will meet accessibility requirements and be housed on a content management system. All other AC curricula not listed above will be housed on SREB's CMS until 2025; SREB may revise these additional curricula should funding to do so become available.

The participating school and district agree to:

1. Offer AC courses within a comprehensive career pathway that (a) consists of three or more high-quality CTE courses, which may include other AC courses and (b) leads to high-demand careers, as identified by analyses of regional or state workforce data and input from industry and workforce organizations. Complete [Appendix B](#) with this information and submit it with this agreement.
2. Ensure each student has equitable access to any career pathway containing AC courses.
3. Identify and require new AC teachers to participate in SREB's virtual teacher training.
4. Require experienced AC teachers to participate in training prior to teaching a new AC course.
5. Engage business, industry and postsecondary subject-matter experts as advisers and mentors for AC teachers, as authentic audiences for student presentations and as providers of work-based learning experiences for students.
6. Provide opportunities for AC teachers to collaborate with academic teachers and business, industry and postsecondary subject-matter experts.
7. Equip AC classrooms with the required hardware, software, tools and supplies.
8. Provide adequate time in the master schedule for students to complete AC curricula and projects.
9. Agree to offer AC end-of-course assessments and student and teacher surveys (\$10 per student).

School Information

- Shared-Time Technology Center
- Career and Technical Education High School
- Comprehensive High School
- Community and Technical College

| | | |
|-----------------|--------------|----------|
| _____ | _____ | |
| District | School | |
| _____ | _____ | |
| Contact Name | Job Title | |
| _____ | _____ | |
| Email Address | Phone Number | |
| _____ | | |
| Mailing Address | | |
| _____ | _____ | _____ |
| City | State | Zip Code |

Agreement

The undersigned have reviewed and accepted the terms, conditions and restrictions in this MOU for participation in Advanced Career as the basis for working together.

School Superintendent

Date

Signature (original handwritten or digital image acceptable)

School Principal

Date

Signature (original handwritten or digital image acceptable)

Dale Winkler, Ed.D., Vice President, SREB

Date

Appendix A: Advanced Career Professional Learning Plan

1. **New AC teachers** *will* participate in five-days of synchronous virtual training (\$3,950 per teacher). It includes:
 - An overview of Advanced Career and AC projects
 - Training in project-based learning pedagogies
 - Training in the embedded academic content in selected AC projects
 - Training in the technical content and technology in selected AC projects
2. **Experienced AC teachers** *teaching a course for the first time* must participate in four days of synchronous virtual training (\$2,950 per teacher) that includes a review of technical content, selected academic content and technology for their selected course.
3. AC teachers may only attend one four- or five-day synchronous training at a time. Teachers may choose to attend the new AC teacher training in one week, and the experienced teacher training in a subsequent week. Schools or districts may contract with SREB for additional professional learning for teachers teaching more than one AC course.
4. All AC teachers may participate in at least two after school technical assistance sessions during the year.
5. Schools, districts or states may supplement this professional learning plan with additional onsite or virtual training or coaching by contracting with SREB for support.

APPENDIX B: Career Pathway Description

The participating school agrees to implement AC courses as part of a state or district-designed comprehensive career pathway leading to college and careers. SREB defines *career pathways* as a series of planned, sequential, in-school and out-of-school learning experiences that are designed to facilitate the transition of youth and adults into high-demand careers in key economic sectors. As a component of career pathways, *CTE programs of study* are progressively intensive, nonduplicative sequences of secondary and postsecondary courses that culminate in the attainment of recognized industry and postsecondary credentials at multiple entry and exit points. Programs of study align with workforce demands and academic, technical and employability standards. SREB's conception of career pathways and programs of study encompasses but goes beyond the federal government's definition of career pathways and programs of study in the [Strengthening Career and Technical Education for the 21st Century Act](#) governing CTE in the United States.

Pathway Title: _____

CTE Program of Study Course Progression

| Course Title | Course Description |
|--------------|--------------------|
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Description of Planned or Available Work-Based Learning Experiences:

Description of Aligned Postsecondary Courses/Programs: