

MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN ARKANSAS NORTHEASTERN COLLEGE

ASSURANCES AND COMPLIANCE: this MOU shall be governed by and construed under the laws of the State of Arkansas. The parties agree to comply with Titles Vi and Vii of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246, the Americans with Disabilities Act of 1990, and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students because of race, religion, creed, color, sex, disability, veteran status, or national origin.

PERIOD COVERED: The terms of this agreement shall begin on the date signed by Arkansas Northeastern College and shall end on June 30, 2014. The terms of funding described in the agreement establish no precedent for any future MOU. The effective date of the MOU is the date signed by Arkansas Northeastern College.

PURPOSE: The purpose of this MOU is to ensure that all Arkansans have the opportunity and support needed to increase their knowledge, skills, and educational attainment. However, because of the special barriers to postsecondary education and training encountered by persons from low-income backgrounds, individuals who are receiving or who are eligible for services through National School Lunch Act (NSLA), Temporary Assistance for Needy Families (TANF), the Workforce Investment Act (WIA), and U.S. Department of Education programs will be specifically targeted for services through this project. By providing college and career guidance to the families eligible for these programs, the project directly addresses the needs of these populations.

RESPONSIBILITIES OF THE SCHOOL DISTRICT INCLUDE:

1. Providing funds each semester to offset expenditures of college in support of college and career coach services and activities as outlined in budget
2. Provide necessary guidance to Career Coaches, and coordinate with the Career Coach Supervisor to ensure that Career Coaches complete required forms and procedures to be eligible to work in the school.
3. Provide the Career Coach with an Academic Year calendar, and notify the coach when changes occur.
4. Help determine a work schedule that provides the most exposure to students and helps the coach meet students' needs.
5. Identify the Career Coach as a member of the School Counseling Team.
6. Introduce the Career Coach to the school, faculty, and staff and orient the Career Coach on working with the appropriate staff members.
7. Provide appropriate meeting space for individual and small group activities offered by the Career Coach.
8. Provide feedback to the Career Coach Supervisor regarding the Career Coach's job performance.
9. Provide the Career Coach with opportunities to market his/her services to staff, teachers, students, parents and other relevant stakeholders through various methods and media (i.e. newsletters, flyers, school Web site, school announcements, etc.).
10. Complete annual Arkansas Department of Career Education survey.
11. Be responsive to request for participation with external evaluations authorized by the Arkansas Department of Career Education (funding source for one half of coach's salary).
12. Designate a representative with whom the Career Coach and his/her Career Coach Supervisor should maintain primary contact.
13. Meet with the Career Coach on a regular basis to discuss the delivery of the Career Coach services, providing necessary approval and logistic support when needed.
14. Establish information sharing protocol between the school counseling staff and the Career Coach with respect to goal-setting and planning with the students.

15. Provide the Career Coach with the school's procedures for students who exhibit language or behaviors that indicate harm to self, harm to others, and harm being caused to the student.

RESPONSIBILITIES OF CAREER COACHES: While the day-to-day functions of a college and career coaches vary according to local needs, their specific duties shall be delivered through the assigned high schools and may include some or all of the following:

- Providing early outreach to low-income students and their parents with information about the importance of postsecondary education, as well as accurate information on how to prepare, apply, and pay for it
- Providing interest inventories and skills assessments to assist individuals in making informed career decisions
- Facilitating the development of individual career plans and portfolios
- Assisting students with enrolling in education or training programs
- Providing information on careers, career pathways, and educational requirements
- Providing opportunities for job shadowing, mentoring, internships, visits to business and industry, and other career awareness activities
- Providing or connecting low-income students to support services that will ease the transition to postsecondary education
- Providing information on how to earn the General Educational Development (GED) credential
- Providing information on how to earn a Workforce Alliance for Growth in the Economy™ (WAGE) certificate
- Connecting educationally disadvantaged youth and adults to “bridge programs” that teach basic academic skills in the context of training for advancement to better jobs and postsecondary education
- Connecting students to academic enrichment activities such as study groups, tutoring, and workshops on study skills
- Connecting high school students to early college programs, Advanced Placement classes, and academic and career and technical education (CTE) and concurrent-credit enrollment
- Providing a continuum of career guidance to ease the transition of students from middle school to high school to postsecondary education or training and ultimately to the workplace
- Assist the Summer ACT instructor with delivery of ACT remediation services and programs

Local Programs and Career Coaches will be expected to collect school district issued Student ID numbers and legal names of students served. The collected information will be made available to the Arkansas Department of Career Education, upon request, to be used for determination of TANF and TANF eligible students.

EVALUATION: The effectiveness of the local program and Career Coaches will be evaluated on their ability to meet established benchmarks. Local programs will be evaluated based on their county data and Career Coaches will be evaluated based on their assigned school districts data. Local programs and Career Coaches will be expected to achieve the following county and school district targets to demonstrate successful progress:

Student Contacts:

Career Coaches are expected to provide College and Career Planning services and programs in the assigned schools weekly. Student contacts (face-to-face, one-on-one, small group, presentations and assemblies) must be a part of these services. Career Coaches are expected to meet with students as often as necessary to provide adequate services.

Initial Contacts: Career Coaches will be expected at a minimum to have initial contacts with at least 80% of their assigned 7th graders (enrolled in Career Orientation), 8-9th graders; 85% of their assigned 10th graders; 90% of their assigned 11th graders; and 100% of their assigned 12th graders. The following Key Indicators should be used as a guide for student contacts:

- Total number of individuals served through expanded career counseling services and activities
- Total number of individuals accessing the online Arkansas Works Career Planning System

- Total number of completed career plans developed as a result of the Career Coach's intervention
- Total number of students in the targeted counties receiving assistance with college admissions, college enrollment, financial aid, concurrent enrollment, work-based learning, career exploration, or college placement testing activities

Initial Contact Targets for Each Assigned School District: This data will be based on enrollment numbers provided by the Arkansas Department of Education.

- By January 3, 2014, Career Coaches should have initial contacts for at least 40% of their 7th graders (enrolled in Career Orientation), 8-9th graders
- By January 3, 2014, Career Coaches should have initial contacts for at least 50% of their 10th graders
- By January 3, 2014, Career Coaches should have initial contacts for at least 60% of their 11th graders
- By January 3, 2014, Career Coaches should have initial contacts for at least 70% of their 12th graders
- By May 3, 2014, Career Coaches should have initial contacts for at least 40% of their 8-9th graders
- By May 3, 2014, Career Coaches should have initial contacts for at least 35% of their 10th graders
- By May 3, 2014, Career Coach should have initial contacts for at least 30% of their 11th graders
- By May 3, 2014, Career Coach should have initial contacts for at least 30% of their 12th graders

Recurring Contacts: Career Coaches should have a minimum of one recurring contact for each 10th grader; two recurring contacts for each 11th grader; and three recurring contacts for each 12th grader.

Performance Measures:

The Arkansas Departments of Education (ADE) and Higher Education (ADHE) will be responsible for reporting Performance Measures data for each school district and county. Your local program will be evaluated on the success of your Career Coaches achieving your County Target. As previously mentioned, Career Coaches will be evaluated on school district data.

Explanation of Performance Measures Data:

The Departments of Education and Higher Education have provided guidelines on how data is collected and reported. The Arkansas Department of Career Education will use these guidelines to track and report the successful progress on the following Performance Measures for local programs and Career Coaches:

High School Graduation Rates (ADE): To meet federal requirements, the Department is transitioning to a four-year, adjusted cohort graduation rate. In simplest terms, it is a longitudinal calculation made by taking on-time 9th graders, adding transfers-in, subtracting valid transfers-out and comparing that cohort of students to students who actually graduated at the end of that four-year cohort period. This process accounts for student mobility-- students remain in that graduation year's cohort regardless of where they transfer (so long as they transfer into a public Arkansas school). This is spelled out in detail in Arkansas' accountability handbook online at <http://www.arkansased.org/programs/nclb/ayp.html>.

Smart Core Enrollment (ADE): Smart Core status/eligibility is determined off the state's official transcript system, Triand. Because of this, Smart Core data is not collected in the traditional SIS cycle process. Data is collected in October (Fall enrollment) and January (Spring Enrollment). The course requirements for Smart Core completion is published on the ADE's website at http://www.arkansased.org/smart_future/whatis.html.

College Going Rate (ADHE): New Methodology: This new methodology focuses on students that (1) graduated from an Arkansas public school district in Academic Year 2012-2013, (2) are first-time entering students, and (3) are Arkansas residents. This new methodology more closely follows that used by the National Center for Education Statistics (NECS).

Increase ACT Score (ADHE): ACT Composite scores of the First-time entering students, who graduated from high school within the last year.

Reduce Remediation (ADHE): First-time entering students, who graduated from high school within the last year, seeking an associate or baccalaureate degree and tested using ACT, SAT, ASSET, or COMPASS exams. First-time, tested students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

Increase Applications for Financial Aid (ADHE): Percent of seniors from assigned high school, who submitted an application for financial aid in previous school year. Senior class enrollment will be provided by the Arkansas Department of Education.

Data will be used to determine gains and /or losses for each of the measures. This information will also be used to identify where adjustments may be needed as we move forward to fine-tune the program. Local programs that do not show progress on student contacts or performance measures could be subject to loss of future funding.

Submit required documents to:

Sherri Bennett
2501 South Division
Blytheville, AR 72315
(870) 838-2945
sbennett@smail.anc.edu

SIGNATURES:

_____ Date: _____
Superintendent

Designated Primary Contact Person: _____ Title: _____
(please print)

Email: _____ Phone: _____ Fax: _____

_____ Date _____
President, Arkansas Northeastern College