

Race to the Top

ODE/LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between The Ohio Department of Education and Promise Academy ("Participating LEA"). The purpose of this agreement is to establish a framework of Collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

Please enter IRN #: 000936

Please enter county: Cuyahoga

LEA Contact Person for Questions Concerning MOU:

Name: Kamal D. Chatman

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Email: Kamal.D.Chatman@CMSDnet.net

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the State's proposed reform plans ("State Plan") which the Participating LEA is agreeing to implement. A Final Scope of Work will be completed and implemented by the LEA pursuant to Section III, Paragraph 4 of this MOU.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the plan as identified in Exhibit I of the agreement and in the Final Scope of Work as described in Section III, Paragraph 4 of this MOU;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products developed using funds associated with the Race to the Top grant;
- 4) Participate, as required, in any evaluations of this grant conducted by State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Review and determine approval of the Final Scope of Work prior to including the LEA in the Race to the Top programs;
- 2) Work collaboratively with and support the Participating LEA in carrying out the Plan as identified in Exhibit I of this agreement and in the Final Scope of Work;
- 3) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in the Final Scope of Work;
- 4) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- 5) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modification.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. Assurances

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top plan and is supportive of and committed to working on the State Plan;

- 3) Agrees to be a Participating LEA and will implement the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be reviewed and approved by the State and attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 60 days after a grant is awarded to the State; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

The LEA and the labor organization leaders recognize that aspects of the Race to the Top program may go beyond current collective bargaining agreements and agree to address those areas collaboratively. LEAs commit to developing a district-wide Transformation Team to oversee the Race to the Top program. This team must have, at a minimum, an equal number of teachers and administrators, with teacher members appointed by the labor organization.

The LEA and the labor organization commit to work collaboratively to address areas of the Race to the Top program that differ from existing collective bargaining agreements through the collective bargaining process which may include, but is not limited to, additional Memoranda of Understanding between the LEA and the local labor organization. Nothing in this MOU shall be construed to waive or override any statutory or contractual rights or duties.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

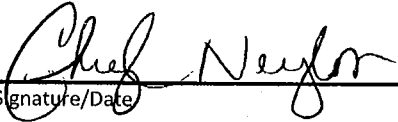
VI. SIGNATURES

LEA SUPERINTENDENT (or equivalent authorized signatory) – required:

Kamal D. Chatman April 29, 2010
Signature/Date

Kamal D. Chatman, Principal - Promise Academy
Print Name/Title

President of Local School Board (or equivalent, if applicable);



5/03/2010

Signature/Date

Cheryl Neylon, President - Promise Academy Board

Print Name/Title

Local Teachers' Union Leader (if applicable):



5/03/2010

Signature/Date

David J. Quolke, President - Cleveland Teachers Union

Print Name/Title



Check here if the teachers in the LEA *do not* belong to a union.

Authorized State Official – required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

Submission Details

MOU submissions should be sent via e-mail to: rttt@ode.state.oh.us. To submit your MOU electronically, please scan your signed MOU and attach it as a PDF in an e-mail message.

A. EXHIBIT 1 – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing Ohio's Race to the Top Plan in each of the areas identified below.

Elements of Ohio's Plan		Commitments of Participating LEAs
(B) (3) standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		LEAs commit to participating in professional development on the new academic content standards and will contribute teacher and principal time to participate. LEAs commit to revising existing local curricula in order to align with new state standards.
(C)(3) Using Data to Improve Instruction		
(i) Use of local instructional improvement systems		LEAs with a functioning instructional improvement system (as defined by Race to the Top) commit to its active use at the classroom level. LEAs without an instructional improvement system (as defined by Race to the Top) commit to adopt a qualifying system.
(ii) Professional development on use of data		LEAs commit to implementing a formative assessment program; LEAs without a current formative assessment program commit to collaboratively developing and implementing such a program with the state and other participating districts.
(iii) Availability and accessibility of data to researchers		LEAs commit to making instructional improvement system data available to researchers, consistent with the state's broader research agenda. LEAs commit to partnering with institutions of higher education to evaluate and implement innovative educational models.
(D)(2) Improving Teacher and Principal Effectiveness Based on Performance		
(i) Measure student growth		LEAs commit to implementing the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators. LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports.
(ii) Design and implement evaluation systems		LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years.
(iii) Conduct annual evaluations		LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluation formats aligned with state criteria.
(iv)(a) Use evaluations to inform professional development		LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district).
(iv)(b) Use evaluations to inform compensation, promotion, and retention		LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1.
(iv)(c) Use evaluations to inform tenure and/or full certification		LEAs commit to including evaluation results as a significant input into tenure decisions.
(iv)(d) Use evaluations to inform removal		LEAs commit to employing evaluation results as a significant input to removal decisions and will commit to not allowing persistently low performing teachers and principals to remain once they've been provided with ample opportunities and support to improve.

(D)(3) Ensuring Equitable Distribution of Effective Teachers and Principals	
(i) High-poverty and/or high-minority schools	LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. Placement of teachers in such schools will not be based solely on seniority.
(ii) Hard-to-staff subjects and specialty areas	LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.
(D)(5) Providing Effective Support to Teachers and Principals	
(i) Quality professional development	LEAs commit to implementing the teacher residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools. LEAs commit to using the state's professional development standards when designing and implementing professional development.
(ii) Measure effectiveness of professional development	LEAs commit to using the state's professional development standards when evaluating the effectiveness of professional development.
(E) (2) Turning Around the Lowest-Achieving Schools	
(E)(2) Turning around the lowest-achieving schools	LEAs commit to implementing one of four Race-to-the-Top specified intervention models in schools designated as among the lowest 5%, and will implement the models in schools each year, to ensure implementation in all such schools within four years. LEAs with a 3-year average graduation rate of less than 80% commit to applying Race-to-the-Top funding to implement the linkage coordinator component of the Governor's Closing the Achievement Gap Initiative.
General	LEAs commit to developing a strategy of transparent communication to include, at a minimum, a monthly update in public to the local Board of Education.

For the Participating LEA

Kamal D. Chatman
 Authorized LEA Signature/Date

April 29, 2010

Kamal D. Chatman, Principal - Promise Academy

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title