

MEMORANDUM OF UNDERSTANDING

Teacher Apprenticeship Program

This Memorandum of Understanding (“Agreement”) is entered into on this ____ day of _____, 2025 by and between the Mid-Ohio Educational Service Center (“MOESC”), the _____ Board of Education (“District”) and _____ (“Program Participant”) (collectively the “Parties”).

WHEREAS, the MOESC aims to strengthen its workforce by identifying future teachers, enhancing instructional effectiveness, and improving Program Participant retention through initiatives that empower paraprofessionals to advance their careers by earning advanced degrees and obtaining their teaching licenses; and

WHEREAS, the MOESC seeks to address the shortage of intervention specialists by establishing a Teacher Apprenticeship Program designed to provide paraprofessionals with a pathway to licensure, thereby expanding their qualifications and expertise; and

WHEREAS, in furtherance of these objectives, the MOESC will support Program Participants by subsidizing a portion of the tuition for enrollment in an online degree program offered by Lake Erie College (the “Program”) through its partnership with BloomBoard, Inc. (“BBI”); and

WHEREAS, the District agrees to support the objectives of the Teacher Apprenticeship Program by providing Program Participants with placement opportunities and on-the-job training experiences aligned with their instructional and professional development goals; and

WHEREAS, the parties wish to establish their respective commitments, wherein the MOESC agrees to pay a portion of the program tuition, the District agrees to reimburse MOESC for the tuition subsidy provided on behalf of the Program Participant, and the Program Participant agrees to remain employed with the District for a specified period in exchange for the financial assistance provided toward the program tuition; and

WHEREAS, the Parties desire to enter into this Agreement to define their relationship and outline their rights and duties with respect to the operation of the Teacher Apprenticeship Program.

NOW, THEREFORE, the parties hereby agree as follows:

TERMS OF AGREEMENT:

1. As of the date of this Agreement, the full cost of the Program is \$_____ per participant (the “Program Tuition”). The MOESC agrees to pay **[insert exact dollar amount]** on behalf of Program Participant (“Tuition Subsidy”). Program Participant shall be responsible for any remaining tuition costs not covered by the Tuition Subsidy.

2. Program Participant, in exchange for the Tuition Subsidy provided herein, agrees to:
 - a. Provide satisfactory evidence of enrollment in the Program to MOESC upon enrollment.
 - b. Complete the Program leading to the attainment of an intervention specialist (mild/moderate) license issued by the Ohio State Board of Education;
 - c. Continue to provide teaching and/or other approved educational services to the District for a period of two (2) school years from the date on which Program Participant obtains an intervention specialist license. This two (2) year commitment shall be evidenced by a separate written employment contract between the District and the Program Participant.
 - d. Maintain all necessary licenses required by law for his/her position.

In the event that the District does not have a suitable position upon Program completion and licensure, MOESC and the District shall make a good faith effort to identify a suitable position for the Program Participant by collaborating with neighboring educational agencies to identify potential placements that fulfill the service requirement. If no suitable position is secured after one (1) year from the date of licensure, the Program Participant's obligation to provide services may be waived or modified at the discretion of MOESC and the District.

The obligations under this provision shall commence upon the successful completion of the Program and issuance of the intervention specialist license.

3. The District and MOESC agree that any tuition subsidy provided by MOESC to support the Program Participant's enrollment in the Program shall be subject to reimbursement by the District. The specific terms, including but not limited to the timing, amount, and method of reimbursement, shall be negotiated in good faith and evidenced in separate written agreement.
4. Should the Program Participant either fail to complete the Program within four (4) years or fail to complete the two (2) year service commitment set forth in Section 2 of this Agreement, Program Participant agrees to repay the Tuition Subsidy to either the MOESC or District in full as follows:
 - a. If the Program Participant leaves the Degree Program or fails to graduate within four (4) years of beginning the Degree Program, Program Participant shall reimburse MOESC one hundred percent (100%) of its tuition investment.
 - b. If the Program Participant does not accept the offer of employment as an Intervention Specialist from the District upon graduating from the Degree Program (i.e., does not fulfill the two (2) year commitment), the Program

Participant shall reimburse MOESC one hundred percent (100%) of its tuition investment.

- c. If the Program Participant accepts the offer of employment as an Intervention Specialist for two (2) years, but does not complete his/her full term, the Program Participant shall reimburse the District its tuition investment as follows:
 - i. Leaves in Year 1: One hundred percent (100%) of tuition investment
 - ii. Leaves in Year 2: Fifty percent (50%) of tuition investment
5. The Program Participant agrees to have deductions taken from his/her paycheck for any monies owed if he/she should leave employment before the end of the full employment term. If such paycheck deduction does not fully reimburse the MOESC or District for its tuition investment, or if no such paycheck deduction is possible, the Program Participant agrees to reimburse MOESC or District its tuition investment within twelve (12) months pursuant to a written repayment plan ("Repayment Plan"). The Repayment Plan shall include a provision stating that if the MOESC or the District incurs any fees or costs in recouping its tuition investment from the Program Participant, Program Participant shall be responsible for such fees and costs, including the MOESC or District's reasonable attorneys' fees.
6. Program Participant, in exchange for the Tuition Subsidy provided herein, agrees to apply for the Free Application for Federal Student Aid (FAFSA) as well as additional available federal and state financial aid.
7. Program Participant acknowledges that the Tuition Subsidy provided under this Program may be considered a taxable fringe benefit and may be included on the Program Participant's IRS Form W-2.
8. Program Participant agrees to comply with all applicable federal and state tax reporting obligations related to the Tuition Subsidy.
9. Program Participant understands and agrees that he or she will be assigned to a classroom aligned with the license issued by the State Board of Education and will have access a group of students for 4-6 weeks at a time, with the authority necessary to complete course assignments.
10. Program Participant shall attend a minimum of two (2) hours per week of synchronous classes during the first semester of the Program, and at least one (1) hour per month for the remainder of the Program, as determined by the Program. All other coursework may be completed asynchronously in accordance with the established Program deadlines.

11. Program Participant agrees to complete student teaching requirements, as required by the Program.
12. The District and Program Participant acknowledge that, in order for the Program to be successful, both shall abide by the Programmatic Assurances attached as Appendix A (the “Programmatic Assurances”).
13. Program Participant understands and agrees that he or she will have daily, regularly scheduled time in their placement to work on coursework, complete observations, and practice teaching methods as required by the Program.
14. The Program Participant will be assigned a local “mentor” teacher who will be reasonably available to the Program Participant during working hours to provide feedback, advice, and/or guidance.
15. The Program Participant agrees to comply with the Family Educational Rights and Privacy Act (“FERPA”) and any other applicable federal and state laws governing the privacy and confidentiality of student educational records during their participation in the Program.
16. The Program Participant agrees to indemnify, defend, and hold harmless MOESC, its officers, directors, employees, and agents from and against any and all claims, liabilities, losses, damages, costs, and expenses (including reasonable attorneys’ fees) arising out of or related to the Program Participants’ failure to comply with the BBI Terms and Conditions. This indemnification obligation shall survive the termination or expiration of this Agreement.
17. Program Participant acknowledges that this Agreement may be placed in their personnel or other similar file, and that MOESC or the District may provide a copy of or inform any prospective employer who may make inquiry regarding Program Participant. Program Participant acknowledges and agrees to advise any prospective employer of the existence of this Agreement, including the two (2) year commitment and the MOESC’s and District’s rights under this Agreement.
18. The Parties agree that this Agreement shall not constitute any agreed upon term of employment, termination and/or discipline, all of which shall be governed by applicable statutes, regulations, employment contracts.
19. This Agreement shall not alter and/or amend any statutory or other rights governing Program Participant’s employment with MOESC or the District .
20. The Agreement represents the entire agreement of the parties with respect to the subject matter and may only be amended or modified in writing and signed by both parties

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding on the date first written above.

**MID-OHIO EDUCATIONAL SERVICE
CENTER BOARD OF EDUCATION:**

Doug Theaker

Kevin Kimmel, Superintendent

Brenda Miller, CFO/Treasurer

**SCHOOL DISTRICT BOARD OF
EDUCATION:**

Board President

Superintendent

Treasurer

PROGRAM PARTICIPANT:

Name _____

Appendix A: Programmatic Assurances for Teacher-Apprenticeship

Definitions

1. **Mentor:** The assigned teacher who will be reasonably available to the Program Participant during working hours to provide feedback, advice, and/or guidance as progress is made through the Program; and
 - a. Meets the Program requirements and/or state licensure requirements under which the candidate completes student teaching requirements.
 - b. The mentor's classroom will typically serve as the primary placement, which the Program Participant can observe, work one-on-one with students, lead small groups, and teach whole classes as required to successfully complete teaching. As necessary, the mentor will assist the Program Participant in identifying other placements to engage in clinical experiences and/or student teaching.
2. **Organizational Lead:** An individual within the system who is able to coordinate with mentors, coordinate schedules and navigate decision making regarding the Program Participant, monitor progress, and support interventions, as needed.
3. **Time in Residence:** Time each day/week in which the Program Participant is working on Program assignments, observing teaching, and teaching or co-teaching in one-on-one, small group, or whole group settings, usually under the supervision of the mentor.

Assurances

1. **Clinical Residency:** The District shall allow Program Participants to complete field experience and student teaching requirements, as set forth by Lake Erie College and the Ohio Department of Higher Education.

- a. **Time in Residency**

Each Program Participant shall have regularly scheduled time (e.g., one period per day or the equivalent of five periods per week) in their residency placement to work on coursework, do observations, and practice teaching methods as required by the coursework. Lake Erie College requires candidates to document 70 hours of field experience per semester, including observations, co-teaching, and teaching. These requirements also ensure Program Participants meet the minimum hours of field experience set by the Ohio Department of Higher Education.

- b. **Residency Placement:** Each Program Participant shall be assigned to a classroom by the District Superintendent that aligns to their Program requirements. For candidates assigned to a special education classroom, Program Participants shall work with students who have IEPs and work on content-based coursework (math, ELA, science, social studies) aligned to the state content standards during their time in residency when completing content-specific coursework. The District shall be responsible for ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and state law governing the education of students with disabilities.
- c. **Class Authority:** Each Program Participant must have a similar level of access and permissions as would typically be afforded to a student teacher completing a clinical placement, including the opportunity to regularly lead lessons, make instructional decisions (e.g., pacing, grouping of students, formative assessment methods, etc.), interact with parents, and review pertinent information about their students in accordance with school/school system policies, as required by the coursework. Program Participants also need to either own or co-own the classroom space and culture, including the opportunity to establish norms and routines.
- d. **Access to Curriculum:** Each Program Participant shall be provided with curriculum and instructional materials in each subject area they are assigned to teach, including but not limited to a scope and sequence, unit plans, necessary texts, detailed lesson plans, assessments, and student-facing materials. While Program Participants may make adjustments to lessons to meet the needs of students, they should not be expected to develop their own instructional materials.

2. **Local Program Participant Support**

- a. The mentor will be reasonably available to the Program Participant during working hours to provide feedback, advice, and/or guidance. If the Program Participant is a long-term sub, the ideal mentor is one with the same grade and subject assignments such that they share a curriculum or be an instructional coach for the participant.
 - b. The District shall ensure that all mentors attend program orientation and training.
3. **FAFSA and other Grants:** Program Participants will apply for FAFSA and other identified federal (e.g., the TEACH Grant), state, and/or local funding opportunities, as well as additional available federal and state financial aid.

4. **Best Practices:** The District acknowledges the following best practices:
- a. Utilize a Program Participant Agreement stipulating the terms of the benefit including costs, repayments and employment requirements.
 - b. Ensure principals at participating schools attend a BBI information session and provide their Program Participants(s) the time, resources, and access to classrooms necessary to engage in the Program coursework, complete the assignments, and meet Program field experience hours, including student teaching requirements.
 - c. Assign a senior-level instructional coach or curriculum director as Organizational Lead. This person shall: attend Program training(s); regularly and consistently communicate with BBI to track participant progress and support Program implementation; and coordinate with BBI to train mentors, principals, and other staff as needed.
 - d. Program Participants should receive the same informational communications and be invited to attend the same professional development and meetings as teachers with similar grade/subject assignments, as appropriate. Program Participants should also be provided with initial orientation on the following topics: ethics/professional conduct rules, FERPA, technology-related policies, and any policies specific to the school/system.