**Nomination form for   
High School Math Pathways Architects Committee**

Strategy 10 of the Ohio Department of Education’s strategic plan for education, *Each Child, Our Future*, promotes the **many pathways** available for students to achieve future success using multiple ways to demonstrate the knowledge, skills and dispositions needed beyond graduation.

In Ohio and across the nation, the math courses a student takes can help or prevent him or her from reaching his or her postsecondary goals regardless of the relevancy of the mathematical content to a student’s future career. Traditionally, there only has been one mathematics pathway available for most students that leads through Algebra 1, Geometry, Algebra 2 (or College Algebra), Pre-Calculus and Calculus. In college, students continue along this same pathway with placement into College Algebra or above, with College Algebra taking the place of Algebra 2 as the entry-level (gateway) math course. For many students, Algebra 2 (or College Algebra) has been a barrier to success.

In high school, Algebra 2 is a requirement for graduation, yet irrelevant to many students’ future career paths. At the collegiate level, College Algebra was required for most majors. However, the landscape is changing. Higher education faculty, working in collaboration with the Ohio Department of Higher Education, have created three different, fully transferable college entry-level mathematics courses, Quantitative Reasoning, Statistics, and College Algebra, to help each student progress in his or her chosen pathway. The change replaces the “College Algebra for all” mentality. Instead, these entry-level courses enable colleges and universities to advise students into the appropriate, relevant mathematics courses based on their majors rather than the “default” College Algebra (STEM) pathway.

Because of these changes at the collegiate level, the time is right to rethink high school mathematics pathways to better align with postsecondary and career options. This discussion includes Algebra 2. The Ohio departments of Education and Higher Education are partnering with Education Strategy Group, the Charles A. Dana Center, the Ohio Mathematics Initiative (OMI) and other education stakeholders across the state to rethink Ohio’s high school to college and career mathematics pathways.

If you or someone you know may be interested in participating on a committee to discuss these issues, please provide the following information:

1. Who are you nominating? **Myself** **Someone Else**
2. Is the nominee a member of OMI? **Yes** or **No**
3. Where does the nominee work?

**High School 2-year college  4-year college Other\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What course(s) does the nominee have expertise in?

**College Algebra  Algebra 2 Statistics  
Quantitative Reasoning Data Science Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Name of Nominee: 6. Educator Role:**

**7. Email Address of Nominee: 8. Name of Institution:**

Please send completed forms by S**ept. 23, 2019** to Anna Cannelongo at [Anna.Cannelongo@education.ohio.gov](mailto:Anna.Cannelongo@education.ohio.gov).