



Ohio's Race to the Top Innovative Programs Grant Application

Application Period- March 11-May 20, 2011

Please ensure that ALL questions are answered completely in each of the four sections as incomplete applications will not be returned for modifications or completion.

Section A

1. General School Information

<p>a) Name of Applicant (LEA): Maysville Local School District</p>	<p>b) Name of School(s): Maysville High School</p>
<p>c) Superintendent of Schools: (or equivalent) Name: Monte Bainter Address: 2805 Pinkerton Road Zanesville, OH 43701-8593 Telephone: (740) 453-0754 Fax: (740) 455-4081 Email: mbainter@laca.org</p>	<p>d) LEA RttT Contact: Name: Tom Musgrave Address: 2805 Pinkerton Road Zanesville, OH 43701-8593 Telephone: (740) 453-0754 Fax: (740) 455-4081 Email: tmusgrave@laca.org</p>
<p>e) School Vision: The Vision of Maysville Early College High School is to provide a rigorous curriculum challenging students, who would traditionally not transition on to higher education, with an emphasis on the individual student success. We will graduate all of our students to be prepared for higher education and offer the opportunity of graduating Maysville with a post-secondary degree.</p>	<p>f) School Mission: Our mission at Maysville Early College High School is to provide a structured, stable learning environment with a rigorous curriculum that enables students to earn college degrees and/or credits while in High School. Flexible tracks of learning will allow students to pursue their individual passions while acquiring a high school diploma and the necessary credits toward a post-secondary degree. We are developing a community of life-long learners, creative thinkers and responsible citizens.</p>
<p>Primary Goals of School: Our four (4) primary goals are 1) 100% of graduating class will earn at least 45 college credits, 2) 60% or more of the graduating class will earn 60 college credits, 3) 85% will continue in post-secondary education or military training, and 4) 100% of students will graduate high school career and/or college ready.</p>	<p>g) Teacher/Student Ratio: Maysville High School teacher/student ratio is currently 16:1</p>

PLEASE NOTE: In you enter into a collaboration with another LEA, please mark with an * who the FISCAL AGENT will be if selected for one of the competitive grants.

Names and titles of individuals who participated in the March 10th Innovation Symposium : Monte Bainter, Superintendent, Tom Musgrave, Curriculum Director, James Retton, HS Principal, and Jason Bunting, Associate HS Principal.

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: 9 - 12		
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	Enrollment	
6	197	
7	178	
8	168	
9	147	
10	197	
11	107	
12	108	
Ethnicity and gender data (% of enrollment):		
Black: 1.6%	White: 95.4%	Male: 49.4%
Asian/Pacific Islander: 0.2%	American Indian/ Alaska Native: 0%	
Hispanic: 0.4%	Multi-Racial: 2.4%	Female: 50.6%
Percent of students eligible for free/reduced lunch: 53%		
Percent of students identified as special education: 18.6%		
Names of current competitive grants LEA has been awarded (2010-2011): 21 st Century, MVESC STEMM grant (partner with county schools)		
Please attach 2009-2010 school Report Card: attached		

Section B

1. Please check circle(s) next to the specific Innovative Program(s) for which you are applying. Prioritize your preference order to the right of the program, with "1" being your first priority. **A separate application must be submitted for each Innovative Program.**

- Asia Society (International Studies Schools Network)* _____
- AVID ** _____
- Early College High School* 1
- New Tech Network* _____
- STEM** _____

***Priority may be given to the lowest-achieving schools**

Section C

Questions Addressing Innovation Selected- Please answer these questions in the text boxes provided. Provide as many details as possible so that the reviewers can gain a good picture of your school.

1. Identify your selected Innovative Program and the reasons for selection.

The Maysville Local School District (MLSD) has selected the Early College High School (ECHS) Innovative Program, transforming the Maysville High School location into a post-secondary location for all students. Our goal is for students to have the ability to graduate from Maysville High School with an Associate's Degree or enough semester hours to make a seamless transition to post-secondary education. The support and guidance they will receive through what is virtually their first two years of college will motivate them to continue their education and become successful residents of our community.

We are a small rural community with a strong sense of pride. Over the past three years we have been aggressively working to give our students college credit opportunities. We offer dual-enrollment with our key partner Zane State College (ZSC) at their campus, as well as two other local universities. In 2010, only 34 students took advantage of this dual enrollment opportunity. In speaking with students and parents, we learned that traveling from the Maysville campus leaves them feeling disconnected from their school and friends. This is why we have chosen a transformational model to bring the college environment and post secondary credit delivery to our campus. By providing a high school/post-secondary education at the Maysville campus, 100% of Maysville students will have the opportunity to complete their high school graduation requirements and earn college credits at the same time!

Through a rigorous curriculum, 100% of our students will earn 45 credit hours and 60 % will earn 60 credit hours over their four-year high school experience. Our college partner, Zane State College, has agreed to offer five (5) associate degree programs to our students at Maysville High School, integrated with our high school curriculum. These programs include Business Management, Information Technology-Digital Media, Business Management-Graphic Design, Associates of Science (transfer degree), and Associates of Arts (transfer degree).

Students will remain connected to the community through school programs and business partnerships keeping the strong community/school pride developed through the years. We are actively involved with the Maysville South Business Association and the Zanesville/Muskingum County Chamber of Commerce, where we will involve the business community in the development of internships, mentoring and summer job opportunities. These local business leaders have been involved in selecting the most appropriate course and degree offerings to meet their current and future hiring needs. This will further assure that more of our graduates will secure meaningful employment and will remain in our community.

Financial constraint on our families is the final, but a major reason for selecting the ECHS program. The unemployment rate in Muskingum County is 14% (9th highest of 88 counties in Ohio). Maysville Local School District is in the poorest 10% of school districts in Ohio (MLSD ranks 54th poorest of 660 Ohio School Districts as per Ohio School Facilities Commission (OFSC)). Further, in a recent survey, 69% of Maysville High School parents and 95% of staff confirmed that finances are a barrier, challenge, or concern that prevents our children from pursuing college degrees. With 90% of our students being the first in their family going to college, many families lack the culture and value to support their children in pursuing post-secondary education. Creating an ECHS will help address these issues.

2. In what other school transformation strategies has your school been engaged and its/their status.

Maysville Local School District (MLSD) uses various transformational strategies to engage students and prepare them for a college and career ready future.

MLSD has successfully completed Year 1 of our RttT Initiative. We have met 78% of our Year 1 Annual Performance Measure Targets. An additional 12% will be successfully completed by June 30, 2011. The remaining 10% of our Year 1 targets are partially completed.

Over the next four years, our goals are to reduce achievement gaps, increase high school graduation rates, and increase college enrollment. Specifically, we aspire to:

- Increase high school graduation rates by .5% per year
- Reduce graduation rate gaps by 50%
- Reduce performance gaps by 50%
- Reduce the gap between Ohio and the best-performing states in the nation by 50%
- More than double the increase in college enrollment for 18 and 19 year olds.

Although our district goals in each of the Assurance Areas of RttT are too numerous to enumerate here, each is entirely in keeping with the spirit and intent of our state application.

MLSD has a long and successful history with our 21st Century grant in the Elementary and Middle Schools. The student support from this program has increased test scores, as well as student moral, confidence, and interest in their education. We are in the fourth year of this grant and have increased overall student progress in Reading by 55.04% (Elem.) and 56.61% (Middle School) and in Math by 37.37% (Elem.) and 34.74% (Middle School).

Maysville Middle School students participate in the Ohio Career Information System (OCIS) which helps them sort out their career interests, take the EXPLORE test (a pre-cursor to the ACT), and visit the local Career Center for other career exploration opportunities. Based on each student's score on the EXPLORE test, a course of action is established to raise the student's score to the next range. This early intervention tool has been very successful.

We implemented a STEMM curriculum at the middle school where all students take the "Gateways to Technology" curriculum provided through Project Lead the Way. Gateways to Technology is a STEMM specific middle school program offered in six independent nine-week units and designed to help students explore math, science, and technology. This activity oriented program challenges and engages the natural curiosity of middle school students and is taught in conjunction with a vigorous academic curriculum. The STEMM program was very well received by students and will be expanded to the high school in fall, 2011. Already, 55 students in the 8th grade have scheduled to continue their STEMM studies by signing up for our new "Introduction to Engineering Design" course at Maysville High School. An additional 20 prospective sophomores have elected to begin the STEMM curriculum with the same course.

MLSD is part of the Ohio Appalachian Collaborative (OAC), a group of 21 rural school districts, "united by their strong sense of community and culture." The mission of the collaborative is to accelerate college/career-readiness for every student. The OAC recognizes that 70-80% of rural Ohio students have less than a 50% probability of achieving a college-ready ACT score. The goal is to increase this to 100% of students taking the ACT by leveraging our resources, capitalizing on unique support among superintendents, union presidents, and board of education presidents, and sharing information about existing academic successes. This Collaborative is a unique opportunity not only for us, but for all of the rural districts involved.

To encourage ALL students to take the ACT, Maysville Local School District pays for all juniors to take the ACT. We have done this for 3 years and plan to continue this practice.

MLSD is also partnering with SPRINT to infuse the use of mobile technology into our classrooms. This is a significant addition to our instructional design. With the addition of mobile learning tools, student learning becomes a very motivating and engaging, 24/7 practice. A large percentage of our students do not have a high-speed internet connection at home. The in-and-out-of-school provision of mobile devices (with connectivity through the SPRINT network) for our students will significantly level the playing field when it comes to competing with their more financially-able peers from other districts. This mobile technology will be available to all ECHS students as they complete dual-credit course work.

Finally, we have created many partnerships with our local Colleges and Universities. Our co-teaching model, adopted by our Special Education Program, was developed in 2007 in partnership with Muskingum University. Implementation of the co-teaching model has allowed us to successfully include 94% of students with disabilities in regular classrooms with non-disabled peers. The support of the co-teaching strategy has changed the face of special education in our district. Students with disabilities are more confident, more capable, more engaged and more prepared for post-secondary education and careers. From 2008 to 2010, the percentage of special education students district-wide scoring proficient or higher on state achievement tests has increased by 10.1 percentage points in reading and 20.7 percentage points in math.

3. Describe the capacity your LEA/school has to ensure a successful implementation.

Maysville High School is in an excellent position to implement the ECHS program. We have the full support of our School Board, Administrative Staff, and Teachers and are rated a Fiscally Responsible school district. In addition, 67% of our teaching staff has Master's Degrees and ten (10) already teach at the local universities. These include four (4) at Ohio University Zanesville, two (2) at Muskingum University, and four (4) at Zane State College. We also have a strong partnership with Zane State College (ZSC), where 34 Maysville students are currently enrolled. This partnership with ZSC will allow us to create a satellite campus at MLSD where college classes will be offered on-site to our students.

Maysville Local School District has been going in the Early College direction for the past three years by introducing dual credit and post-secondary option programs for our students. All juniors have been required to take the ACT, which is paid for by the school district. We have implemented a new Math curriculum at the middle school, designed to prepare our students for Algebra, Geometry and Calculus at the High School. We are also working on a plan to provide netbooks to all High School students. We have implemented STEMM curriculum at the middle school to encourage career exploration of science, technology, math and medical careers. The STEMM program will be expanded to the high school in fall, 2011. Each of these initiatives serves as building blocks for an ECHS program. Over the past three years we have built a very strong partnership with our local community college.

Zane State College (ZSC) has agreed to provide staff, as well as on-going support to the MLSD staff. ZSC will review all teacher credentials to assure they meet ZSC requirements. In addition, ZSC will provide professional development opportunities for all teaching staff and will annually evaluate all staff at both the Maysville and Zane State campuses. They have designed five (5) associate degree programs to be offered at the Maysville High School campus.

In essence, the Maysville Early College High School program can happen NOW and is sustainable in the future because of the support of RttT, EdWorks, and Zane State College. In Year One, Zane State has agreed to reduce tuition costs by 75% (from \$91 per credit hour to \$22.75 per credit hour), and has agreed to further reduce tuition cost beyond the grant period. The grant is critical for implementation, leadership, and staff professional development components.

With this combination of resources, Maysville Local School District can not only provide an Early College High School to benefit the rural, low-income, Appalachian area of Southeastern Ohio, it can also provide an excellent, self-sustaining model for RttT to use to implement in other rural schools across the United States!

4. How will you integrate the specific Innovative Program into your school culture and current transformation plan/Scope of Work?

Maysville Local School District has designed a fully integrated and comprehensive transformational plan to support 100% of our students by earning college credits/degrees while in high school. As explained in Question 3, we have taken a number of steps over the past three (3) years to create an early college culture at Maysville High School.

Our reach-back approach will begin in middle school to prepare students for the rigorous Math and Science curriculum they'll encounter in high school. For example, Eighth graders will now be able to take Algebra I before they reach high school. During their 6th, 7th, and 8th grade years, students also participate in the Ohio Career Information System (OCIS) which helps them sort out their career interests, take the EXPLORE test (a pre-cursor to the ACT), and visit the local Career Center for other career exploration opportunities. Career exploration is critical to help students select the most appropriate college degree program in our ECHS delivery.

Parents will be well informed of the program through letters, web site, and parent meetings regarding the program content and what is to be expected to successfully achieve an Associate's Degree by graduation. All students will take the ACT during their junior year paid for by the school (as we have for the past 3 years). Based on the individual student progress, interventions will be provided to move students to higher ACT scores and accumulating more college credits.

Maysville High School will average approximately 625 students (grades 9-12) per year. This program will directly serve 80% of this total (500 students) with the ECHS program. Some students will choose to pursue vocational training at the regional career center (12%). Others attend Foxfire Alternative High School (8%), which was created five (5) years ago by our district to give high risk students a choice for their education that fits their needs. Our IEP students will participate in ECHS. Our Co-Teaching program will give them additional assistance needed to be successful in the ECHS environment.

One of the major problems of students advancing to college from traditional high schools is the need for remediation (developmental education). Currently, 70% of students need remediation to enter college. Our goal is to eliminate all remediation needed for student post-secondary enrollment. This will be accomplished by assuring that 100% of our graduates are college ready.

Professional Development is the key to success! Teachers will work with EdWorks and staff at Zane State College to provide a curriculum and lesson plans that will be aligned with Ohio Common Core Standards, national content standards, and Ohio Board of Regents college-ready TAG standards. The enhanced curriculum and staff professional development will be focused on achieving this goal.

During the first year of implementation, approximately 25% of MLSD juniors and seniors will follow the ECHS curriculum. We feel they will be adequately prepared as they have followed the foundation already in place to prepare them for dual enrollment at the local universities. During this planning year, MLSD will use the expertise of EdWorks to provide the guidance and professional development to implement the ECHS program into their curriculum. This component, along with the financial support from RttT, is essential to the successful implementation of an ECHS program at Maysville Local School District. As we execute the ECHS program, middle school students, freshmen, sophomores, and their families will be educated on the new curriculum and expectations of the ECHS. In year two, 75% will be integrated into the ECHS system and by the end of year three, 100% of grades 9-12 (approx. 466 students) will be ECHS ready, while "reaching-back" to the middle school students with a curriculum to prepare them for what's expected in high school.

5. How will implementation of this Innovative Program increase student achievement and progress in your LEA/school for ALL students?

Maysville Local School District has a partnership with Zane State College, our high school juniors and seniors wanting to take post-secondary classes can do so at no cost to them. Currently, only 16% of our students take advantage of this program. Some were not prepared to take the classes, others don't have the transportation needed to get to Zane State, and others know they cannot financially continue after graduation, so they do not take advantage during high school.

Maysville High School will average approximately 625 students (grades 9-12) per year. This program will directly serve 80% of this total (500 students) with the ECHS program. Some students will choose to pursue vocational training at the regional career center (12%). Others attend Foxfire Alternative High School (8%), which was created five (5) years ago by our district to give high risk students a choice for their education that fits their needs.

Student achievement will be realized by accomplishing our four (4) primary goals. These are 1) 100% of graduating class will earn at least 45 college credits, 2) 60% or more of the graduating class will earn 60 college credits, 3) 85% will continue in post-secondary education or military training, and 4) 100% of students will graduate high school career and/or college ready (no developmental education required).

With the ECHS curriculum, students will follow a path set in middle school that prepares them for the rigorous college level classes. MLSD will ensure personalization for each student and accountability for improved performance on research-based performance indicators. Our IEP students will participate in ECHS. Our Co-Teaching program will give them additional assistance needed to be successful in the ECHS environment. Formative and summative assessments will be used to monitor progress and assure students are on track. Based on EdWorks fundamental strategy, MLSD will focus on a curriculum with aligned assessments to ensure their continued success.

Additionally, part of our overall program will be the introduction and use of a new Virtual Learning Lab. This lab will allow us to offer unique and innovative courses provided by other Colleges and Universities. We believe enhancing our curriculum with programs not found in our area will be a major force in the education of our students. By joining other on-line learners, we will be able to offer virtual classes to smaller, specialized groups who want to take a more aggressive approach to their education. With our Virtual Learning Lab, we can fulfill requests for classes in Mandarin Chinese language, advanced anatomy, or other specialized areas for our students. We also see our Virtual Learning Lab being an integral part of the Professional Development of our staff as we transition to full ECHS implementation and beyond.

The climate and culture will also be important as the community will be fully integrated in the decision making and education processes to ensure long-term support. Students will successfully acquire post-secondary educational transferrable credits because of the strong support network that has bridged the gap between high school and college and removed the emotional and financial barrier that has kept so many of them from pursuing higher educational opportunities. The financial assistance will continue for those that have a 21 ACT score and 3.0 GPA and they will receive a scholarship for one year free tuition at Zane State. As most programs are 100-110 credit hours, this will assure a high college graduate rate. With this opportunity, everyone at Maysville High School will earn a degree in high school or immediately following graduation!

6. How will you sustain this Innovative Program post RttT?

We will be self-sustaining beyond the grant by becoming a “District of Choice”, thereby increasing open enrollment, business support, and tuition assistance from Zane State.

Maysville Local School District has already become a District of Choice, attracting over 400 open enrollment students from surrounding districts. The ECHS program will only grow our open enrollment numbers, bringing new revenue to sustain the ECHS concept. Not only are the surrounding school districts suffering financially, but no one else is offering their students an Associate’s Degree, or the amount of transferrable semester hours that Maysville Local School District will offer with the Early College High School program. An increase of 15 open enrollment students each year will cover the cost associated with continuous sustainable operation of the Maysville ECHS.

In addition, we have worked out a plan with Zane State College to further reduce the tuition fee in Years 3 & 4 with the dramatic projected increase in student enrollment. They believe strongly in the ECHS program and want to work with us to make this program successful for years to come.

For Maysville students who graduate with a 21 ACT and 3.0 GPA, Zane State College will waive one year of tuition.

We will also be developing a Sustainability Marketing plan to ensure our success in attracting enough new students to the district that we will be able to continue Early College High School long after the grant has ended. We feel that by utilizing the existing Maysville High School, which was built in 2004, we will eliminate the extra cost of staff, administrative services, and overhead otherwise associated with creating a separate ECHS location. We will direct existing budget monies for the above costs and pay for tuition costs at Zane State with funding generated through our Marketing Plan, which includes enhanced open enrollment revenue, business support, and tuition assistance from Zane State College.

7. Describe any potential challenges or barriers with the mandatory professional development and Innovative Program requirements for the framework that you have selected. What strategies will your LEA/school implement to overcome these potential obstacles?

We do not see any potential challenges with the mandatory professional development and Innovative Program requirements set forth. Maysville Local School District (MLSD) and Zane State College (ZSC) both provide ongoing Professional Development programs for staff and will incorporate the EdWorks professional development as part of our program. Since we are converting the entire building into ECHS, all professional development will be ECHS driven and all staff, including support staff, will be educated on the ECHS model. In addition, the middle school staff will be included in this professional development as the “reach back” to prepare middle school students for the enhanced high school curriculum is vital to the success of our program.

8. How will the implementation of this Innovative Program increase college and career readiness of all students?

Maysville Local School District is committed to increase college and career readiness for all our students. The economic statistics in our community support the need to achieve this commitment.

The unemployment rate in Muskingum County is 14% (9th highest of 88 counties in Ohio). Maysville Local School District is in the poorest 10% of school districts in Ohio (MLSD ranks 54th poorest of 660 Ohio School Districts as per Ohio School Facilities Commission (OFSC)). Further, in a recent survey, 69% of Maysville High School parents and 95% of staff confirmed that finances are a barrier, challenge, or concern that prevents our children from pursuing college degrees. Creating an ECHS will help address these issues, therefore removing one of the barriers to college and career readiness for all students.

The curriculum will follow a path set in middle school that prepares students for the rigorous college level classes. MLSD will ensure personalization for each student, enabling them to explore their full potential. There will also be a level of accountability for improved performance on research-based performance indicators. Students will have more participation in their educational plan and by seeing the relevance and where the outcome will lead they will be more willing and enthusiastic about the possibilities of earning college transferrable credits or the equivalence of an Associate's Degree.

College and career readiness will be realized by accomplishing our four (4) primary goals. These are 1) 100% of graduating class will earn at least 45 college credits, 2) 60% or more of the graduating class will earn 60 college credits, 3) 85% will continue in post-secondary education or military training, and 4) 100% of students will graduate high school career and/or college ready (no developmental education required).

In addition, students will be better equipped to enter the workforce (career readiness) because they will have the enhanced management skills learned in Business classes that aren't typically offered in a traditional high school setting. Students will also have better discipline and time management from the rigorous schedule undertaken in high school. The comprehensive student support system is designed to assist each student individually and as they choose their career path, teachers and counselors will be there to assist them with their decision making process and the right coursework to pursue. By having a streamlined vision they will be ready for college and then return to our community as strong, well-educated leaders.

9. Identify a timeline to achieve a successful implementation.

YEAR 1 - Fall 2011 to Spring 2012 will be Planning/PD/Transitional year

Fall 2011

- Zane State College/Maysville Local School District Planning Meeting to establish Implementation Team to work with EdWorks Leadership Transition Team
- Teacher Credential Review by Zane State College
- Work with EdWorks, Zane State College and Maysville staff to finalize a research-based curriculum for Winter, 2012 classes
- Work with EdWorks to set the Professional Development Plan
- Community Transition Meetings to inform parents and students about the new curriculum
- Local Employer Meeting to discuss on-going employment needs
- Schedule 25% of students for winter 2012 classes
- Staff meeting to ensure all program guidelines are understood and being followed

Winter 2012

- Leadership Transition Team to work with EdWorks to ensure successful implementation of the new plans and operations of the ECHS program
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Review program to ensure material is aligned with Ohio Common Core Standards, national content standards, and Ohio Board of Regents college-ready TAG standards
- Attend any ODE sponsored training and identify any gaps in current practices
- Meet with staff to identify any concerns, questions, or needs

Spring/Summer 2012

- Zane State College/Maysville Local School District Planning Meeting to identify any needs and/or resources needed
- EdWorks, Zane State College, and Maysville Local School District to design a research based curriculum for Fall, 2012 reflecting the dominant themes and fundamental questions that guide the ECHS experience
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Community Transition Update Meeting to update parents and students on the new curriculum
- Establish Virtual Learning Lab design and equipment needs
- Schedule 40% of students for fall 2012
- Student survey to assess ECHS 1st semester program
- Purchase books and supplies for Year 2
- Evaluate program and provide ODE with documentation of outcome results for Year One

YEAR 2 - Fall 2012 to Summer 2013

Fall 2012

- Zane State College/Maysville Local School District Planning Meeting to work with EdWorks Leadership Transition Team
- EdWorks, Zane State College, and Maysville Local School District to design a research based curriculum for 2nd semester, 2013 reflecting the dominant themes and fundamental questions that guide the ECHS experience
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Schedule 75% of students for Winter 2013 semester
- Community Transition Meetings to keep parents informed on curriculum and student progress
- Local Employer Meeting to discuss on-going employment needs
- Initiate Program Sustainability Marketing Plan
- Initiate Virtual Learning opportunities to enhance the college experience and provide additional learning experiences
- Staff meeting to ensure all program guidelines are understood and being followed

Winter 2013

- Leadership Transition Team to work with EdWorks to ensure successful implementation of the new plans and operations of the ECHS program
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Review program to ensure material is aligned with Ohio Common Core Standards, national content standards, and Ohio Board of Regents college-ready TAG standards
- Attend any ODE sponsored training and identify any gaps in current practices
- Meet with staff to identify any concerns, questions, or needs

Spring/Summer 2013

- Zane State College/Maysville Local School District Planning Meeting to identify any needs and/or resources needed
- EdWorks, Zane State College, and Maysville Local School District to design a research based curriculum for Fall, 2013 reflecting the dominant themes and fundamental questions that guide the ECHS experience
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Community Transition Update Meeting to update parents and students on the curriculum
- Utilize Virtual Learning opportunities to enhance the college experience and provide additional learning experiences
- Schedule 85% of students for fall 2013
- Student survey to assess ECHS 2nd year program
- Proceed with Sustainability Marketing Plan
- Purchase books and supplies for Year 3
- Evaluate program and provide ODE with documentation of outcome results for Year Two

YEAR 3 - Fall 2013 through Winter 2014

Fall 2013

- Zane State College/Maysville Local School District Planning Meeting to work with EdWorks Leadership Transition Team
- EdWorks, Zane State College, and Maysville Local School District to design a research based curriculum for 2nd semester, 2014 reflecting the dominant themes and fundamental questions that guide the ECHS experience
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Schedule 100% of students for Winter 2014 semester
- Community Transition Meetings to keep parents informed on curriculum and student progress
- Local Employer Meeting to discuss on-going employment needs
- Sustainability Marketing Plan in place
- Initiate Virtual Learning opportunities to enhance the college experience and provide additional learning experiences
- Staff meeting to ensure all program guidelines are understood and being followed

Winter 2014

- Leadership Transition Team to work with EdWorks to ensure successful implementation of the new plans and operations of the ECHS program
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Review program to ensure material is aligned with Ohio Common Core Standards, national content standards, and Ohio Board of Regents college-ready TAG standards
- Attend any ODE sponsored training and identify any gaps in current practices
- Meet with staff to identify any concerns, questions, or needs

Spring/Summer 2014

- Zane State College/Maysville Local School District Planning Meeting to identify any needs and/or resources needed
- EdWorks, Zane State College, and Maysville Local School District to design a research based curriculum for Fall, 2014 reflecting the dominant themes and fundamental questions that guide the ECHS experience
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Community Transition Update Meeting to update parents and students on the curriculum
- Utilize Virtual Learning opportunities to enhance the college experience and provide additional learning experiences
- Schedule 100% of students for fall 2014
- Student survey to assess ECHS 3rd year program
- Review Sustainability Marketing Plan to make sure on track with goals of sustainability
- Purchase books and supplies for Year 4
- Evaluate program and provide ODE with documentation of outcome results for Year Three

YEAR 4 - Fall 2014 to Summer 2015

Fall 2014

- Zane State College/Maysville Local School District Planning meet with EdWorks Leadership Transition Team to implement phase out on our own.
- Zane State College and Maysville Local School District to design a research based curriculum for 2nd semester, 2015 reflecting the dominant themes and fundamental questions that guide the ECHS experience
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Schedule 100% of students for Winter 2015 semester
- Community Transition Meetings to keep parents informed on curriculum and student progress
- Local Employer Meeting to discuss on-going employment needs
- Utilize Virtual Learning opportunities to enhance the college experience and provide additional learning experiences
- Staff meeting to ensure all program guidelines are understood and being followed

Winter 2015

- Leadership Transition Team to meet with EdWorks to ensure all operations of the ECHS program are in place and there are no other items that need clarification
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Review Sustainability Marketing Plan to make sure on track with goals of sustainability
- Review program to ensure material is aligned with Ohio Common Core Standards, national content standards, and Ohio Board of Regents college-ready TAG standards
- Attend any ODE sponsored training and identify any gaps in current practices
- Meet with staff to identify any concerns, questions, or needs

Spring/Summer 2015

- Zane State College/Maysville Local School District Planning Meeting to identify any needs and/or resources needed
- Zane State College and Maysville Local School District to design a research based curriculum for Fall, 2016 reflecting the dominant themes and fundamental questions that guide the ECHS experience
- Embedded professional development on research-based instructional practices for all educators and staff in the ECHS
- Community Transition Update Meeting to update parents and students on the curriculum
- Utilize Virtual Learning opportunities to enhance the college experience and provide additional learning experiences
- Schedule 100% of students for fall 2016
- Student survey to assess ECHS 4th year program
- Sustainability Marketing Plan initiated and ready to assume the role of program administrator
- Purchase books and supplies for Year 5
- Evaluate program and provide ODE with documentation of outcome results for Year Four

10. Why should your LEA/school be awarded an Innovative Programs grant?

Maysville Local School District has been working over the past four (4) years to become an ECHS. We are a rural, high unemployment, low-income, Appalachian school of reform, which can serve as a model for hundreds of rural school districts in Ohio and across the country.

We have already implemented policies and programs to make us ready for the transition to ECHS. Many of our teachers (67%) have their Master's degrees and ten (10) are already teaching at Zane State College, Muskingum University or Ohio University. We have also created fantastic partnerships with our local Colleges and Universities and have already implemented dual-credit classes for our High School students. In addition, we have begun to prepare our middle school students through a reach-back program and career exploration activities that continue through graduation. Our Math program will insure our incoming 9th graders will be ready for the rigors of Algebra and Geometry. Our college partner has articulated five different associate degree programs which will be offered at Maysville High School with the RttT Support.

Maysville Local School District is part of the often overlooked minority; the poor, white, Appalachian region. Our families have been hard hit by 14% unemployment (9th highest of the 88 counties) losing much of our large industry in the last five years. Many of our students are first generation college students (over 90%) who don't receive the encouragement or financial support they need to pursue post-secondary education.

Maysville Local School District has developed a model that will be self-sustaining and can be duplicated in other rural areas across the nation. We do not want to create a separate facility for our ECHS, but believe that by transforming our present facility we will have greater success with our sustainability model once the grant is over. By eliminating the need for additional staff and overhead expenses, partnering with a college (who believes in our program and is willing to negotiate tuition fees), and soliciting business support both financially and through internships, Maysville Local School District will create a very successful ECHS and set the stage for others to follow our lead. With the support and expertise EdWorks brings in leadership development, teacher professional development, and the liaison role for the implementation of the ECHS program, and the financial assistance from the RttT Innovative Grant Program, this dream can become a reality for the Maysville Local School District.

Maysville Local School District is forward thinking and over the past 4 years has created the right conditions and culture to become an Early College High School. This is where we are – A District of Choice and Distinction and we want to help you create the Model for a Rural Transformation Early College High School.

Thank you for your time. We appreciate this opportunity.

SECTION D

Please include LEA Name, IRN#, and proposed Innovation Program information at the top of this table. Include a breakdown of the annual expenditures anticipated in each budget category during each grant-year that equals the total dollar amount of the innovation program selected.

Maysville Local School District, IRN # 023358, Early College High School

Proposed Innovation:					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)					
Retirement/ Fringe Benefits (200)					
Purchase Services (400)	155,255	182,647	183,217	166,871	\$687,990
Supplies (500)	14,610	14,000			\$28,610
Capital Outlay (600)	32,400	0	0		\$32,400
Other (800)	0	0	0		\$0.00
9. Total Costs	\$202,400	\$196,647	\$183,217	\$166,871	\$749,000

Budget Narrative:

Salaries (100) and Retirement/Fringes (200) - No Expenditures.

Purchased Services (300)

ZSC Credit cost @ \$91.00 per course (4 qtr./3 sem.) based on projected enrollment below

2011-12	25%	2nd Sem	384/2x25%=48	48x6x\$91= \$26,208
2012-13	40%	1st Sem	154x4=616	616x\$91= \$56,056
	75%	2nd Sem		
2013-14	85%	1st Sem	431x4=1724	1724x\$91= \$156,884
	100%	2nd Sem	*Grant - \$69,600, District funds \$87,284	
2014-15	100%	1st Sem	496x4=1984	1984x\$91= \$180,544
	100%	2nd Sem	*Grant - \$82,509, District funds \$98,035	

*MLSD will use District funds to supplement ZSC fees in years 2013 (\$87,284) and 2014 (\$98,035)

EdWorks Technical Assistance Fees – year 1 - \$117,315, year 2 – \$115,083, year 3 – \$103,288, year 4 – \$76,693

EdWorks Travel Expenses – year 1 - \$11,732, year 2 - \$11,508, year 3 - \$10,329, year 4 - \$7,669

Supplies (400)

Textbooks - (used) purchase of used books for a total of \$13,500

Textbooks - (new) purchase of new books for a total of \$10,000

Graphing Calculators - for advanced Math classes for a total of \$4,360

Other - for a total of \$750

Capital Outlay (600) Virtual Learning Lab/Classroom

Computers - 13 high quality systems - \$19,500

Software - required to Distance Learning applications - \$3,500

Desks/Chairs - 13 desks/chairs designed for adults - \$3,900

Other - Printers/Smart board/microphones/wide angle camera - \$5,500

Other (800) – No Expenditures

RttT Innovative Programs grant applications may be found on the Ohio Department of Education website under Race to the Top at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=694>

*Interested LEA/Schools are required to submit the requested grant information electronically to jay.keefer@ode.state.oh.us no later than **Friday, May 20, 2011**.*

Questions may be directed to

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