Innovation Zone
Competitive Grant Application

Monongalia County Schools

Technical Education Collaborative
Monongalia County Technical Education Center
**Phase 1: Planning/Application**

Please limit the total number of pages to eight using 1-inch margins on all sides - appendices and cover page are not included in the number of pages.

**Components of the Application:**

A. **Cover Page**

B. **Applicant Information:**

   *Entity Applying for Innovation Zone Designation*
   
   School
   
   Department or Subdivision of School
   
   Coalition of Schools (fill out multiple listings below) 1 Tech Teacher South Middle School.
   
   3 Tech Teachers from MTEC
   
   Higher Education Institution

   **Name of Entity Applying:** Monongalia County Technical Education Center
   
   **County:** Monongalia
   
   **Superintendent:** Dr. Frank Devono
   
   **Principal:** John A. George
   
   **Number of Professional Personnel:** 36
   
   **Number of Service Personnel:** 11

   **Institution of Higher Education:**
   
   **County Location:**

   **Number of students served/affected by the proposed Innovation Zone plan:** 30
   
   **Number of teachers involved in the proposed Innovation Zone plan:** 4
   
   **Number of service personnel involved in the proposed Innovation Zone plan:**

C. **Narratives for the Innovation Zone Application:**

   *Phase I Planning – the initial application for the planning of the innovation.*

   **Project Design**

   a. **Creative vision for the project (include all of the following):**
   
      - Develop a clear vision for the purpose and outcome of this project, and indicate how it is linked to the school or consortium’s five-year strategic plan.
      - Connect the school or consortium’s vision to best practices and current research in reference to raising student achievement.
      - Specify how the school or consortium’s current data influenced this creative vision.
      - Identify the leadership team and how it developed this vision.

   b. **Goals and objectives for the project:**
   
      - Include specific, measurable, attainable, realistic and timely goals (SMART) for your project.
      - Include measurable objectives used to determine success in achieving goals.

   c. **Activities necessary to implement and achieve the goals/objectives of the innovation initiative (include all of the following):**
   
      - What are the creative and innovative activities you are planning to use to meet your goals and objectives?
      - How will these activities solve the stated problem and create a new idea?
      - How will these activities create a new/changed mindset of beliefs and attitudes and how will this new/changed mindset be sustained?
      - How do these activities allow for greater flexibility?
      - How does it change the way the school currently operates?
      - How will these activities impact student achievement?
Project Evaluation:
• Describe how you will know if your idea worked.
• What impact do you expect to achieve and how will you evaluate it?
• How will you measure and report the impact this innovation has on increasing student achievement, enhancing teacher leadership, and other stated goals/objectives?

Scalability and Sustainability:
• Describe how this innovation can be scaled to a statewide level.
• Describe how this innovation may be sustained beyond the initial funding period.

Abstract:
Provide a project summary that briefly describes the project’s vision, goals, activities, and key features, provides methods of evaluation and accountability for student achievement that will be addressed, and any anticipated requests for waiver of West Virginia Code or West Virginia State Board Policy.

Budget Justification: (Complete the chart below including the budget narrative)
• The budget narrative description should clearly be tied to the project design.
• The budget narrative description should describe the basis for determining the amounts shown on the project budget page.
• The budget page must list the anticipated activities and the amount of money dedicated to those activities.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Narrative Description of Item</th>
<th>Proposed Amount</th>
<th>Funded by Others</th>
<th>WVDE Office Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Stipends</td>
<td>$3,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fringe Benefits</td>
<td>$900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Papers, Binders, Copying</td>
<td>$200</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>$4,700</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that the following expenditures will not be considered:
• Resources and materials unrelated to planning.
• Personnel salaries and benefits (personnel stipends directly related to Phase I planning may be included).
Budget Narrative

Description of Activity

The technology education instructor from South Middle School in collaboration with three high school level MTEC instructors will work for 3 hours on a weekly basis from January through April will develop curricula for 7th and 8th grade students.

Stipends for teachers:

4 teachers x $25 per hour x 3 hours x 12 weeks = $3,600

Fringe benefits for weekly curricula development.
@25% of $3,600 = $ 900

Total for activity: $ 4,500

Supplies for activity:
Paper, Binders, Copying of curricula $ 200

Total Requested $ 4,700
Indicate the policies or code that prohibit or constrain the design:

- __X__ Specific waiver requested of county policy. **
- _____ Specific waiver requested of WVBOE policy.
- _____ Specific waiver requested of WV code/statute.

Please record policy or code waiver requests in the following chart:

<table>
<thead>
<tr>
<th>Innovation Zone School/Consortium</th>
<th>State Code Waiver Request (specify section and article)</th>
<th>State Policy Waiver Request (specify section and article)</th>
<th>Impact of the waiver - What will the waiver enable the school to do differently?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monongalia County Technical Education Center</td>
<td></td>
<td></td>
<td>To bring 7th and 8th graders to the Technical Center</td>
</tr>
</tbody>
</table>

** County Policy permits only students in grades 10 – Adult to attend Technical Education Center.

** (This section is not required of institutions of higher education in their application or plan)

Supporting Documents Required:
- Record of staff commitment
- Local Educational Agency report of support or concerns
- Verification of support from students, parents, school business partners, Local School Improvement Council

(If desired, documentation be provided through electronic links, original videos, podcasts, DVDs, etc.)

(The supporting documents listed above are not required of institutions of higher education in their application or plan.)

Institutions of higher education must attach documents that include:
1. Approval from county board with jurisdiction over the school district in which the new school is planned to be located and approval of the establishment of the new Innovation Zone School.
2. Cooperative agreements with the county board or county boards whose students attend the new Innovation Zone School that include:
   a. Protocols for required reporting on student attendance
   b. Protocols for reporting academic progress and other matters relating to administration, operation and support of the school, and agreed to by the institution and the boards or boards
   c. Agreement on the participation of students enrolled in the Innovation Zone School in the curricular or extracurricular activities at the county school in which they are enrolled
   d. Agreement between the state institution of higher education and participating county board or boards of education to meet the accountability requirements for student assessment under all applicable assessment programs administered by the West Virginia Department of Education and provisions of law or policy required by the No Child Left Behind Act of 2001, Public Law No. 107-110 or other federal law.

Application is submitted to WVBOE Selection Committee
C. Narratives for the Innovation Zone Application:

Project Design

Assessment of Improvement Needs

Since 2004, enrollment in Career and Technology Education (CTE) classes throughout the state of West Virginia have been in decline. In Monongalia County, there are a number of barriers for students wishing to participate in classes offered at Monongalia Technical Education Center (MTEC). Students in area high schools have difficulty with transportation to and from MTEC and may lose an entire class period in order to take classes there. This makes it very challenging for students to meet the number of required courses for graduation while participating in classes at MTEC.

High school requirements are geared toward college-bound students and are often unattainable for students who do not perform well academically. If an alternative path were provided for these students that would permit them to meet high school graduation requirements, students would experience more success and higher graduation rates as a result.

In addition, students in low socio-economic (SES) families are at greater risk of dropping out of school; the high school graduation rate among low SES students in Monongalia County was 16.6% lower compared to their peers in 2009-2010.

A 9th grade academy was established at the county high schools to address the needs of at-risk students. This school-within-a-school provides additional support for at-risk students in a smaller group setting. The teachers are pleased with this model but believe that support for this population of students needs to begin in the middle school years, when poor attendance and academic failure become firmly established.

When reviewing the AYP Data from South Middle School, it appears that the needs of at-risk students are not being met under the current system. South Middle School has not met AYP since 2005. South's math achievement remains lower than reading. Technology education classes have the advantage of incorporating
math skills in real-world situations, benefiting at-risk middle and high school students.

Unfortunately, middle school students who are at-risk of academic failure but may thrive in a hands-on technology education setting only receive six weeks in this area of study. Although Monongalia County Schools offer middle school students this program, it is not required by the state under Policy 2510. There are many other requirements and very little choice, especially for students who are not interested in an academic career path. Because Technology Education is not required for middle school students, very few middle school Instructors choose this program of study. There are limited opportunities for professional development or peer learning. The content standards and objectives for the middle school technology program was approved by the Monongalia County Schools' Board of Education over ten years ago, and has not been updated since that time. South Middle has noticed an increased interest among at-risk students in Technology Education and students have requested additional time with the Technology Education teacher; this has resulted in a new pilot program being offered to these students beginning in January in conjunction with MTEC, whose campus is within walking distance of the middle school.

This program will provide additional time in the early morning before regular classes begin. These middle school students would actually spend time in the MTEC labs and shops working with CTE teachers at MTEC. This is a small step in addressing the need and interests of middle school students who would benefit from Technology Education instruction.

The needs to be addressed in this Innovation Zone proposal are as follows:

1. support for at-risk middle school students through additional hands-on instruction and mentoring during the school day
2. develop an updated technology education curriculum at the middle school level
3. align the middle school technology education program and the Career and Technology Education program to encourage greater participation in CTE at the high school level.

**Goals and Objectives**

**Goal 1:** To increase engagement in school of at-risk South Middle School students through greater involvement in Technology Education.
**Objective:**

1. To enroll a minimum of 30 students at South Middle School in the expanded Technology Education program at Monongalia County Technical Education Center.

**Goal 2:** To develop middle school Technology Education curriculum to offer hands-on 21st Century learning that connects real world job opportunities to their school experience.

**Objective**

2. To develop new Technology Education curriculum to be adopted by Monongalia County Schools and implemented at South Middle School in Fall of 2011.

**Goal 3:** To provide a greater connection between middle and high school level Technology Education programs resulting in increased student attendance and graduation rates among at-risk students.

3a. To reduce student absenteeism among selected at-risk students by 25%.

3b. To increase the high school graduation rate among participating middle school students.

3c. To increase student enrollment in MTEC programs in subsequent years by an additional 30 students each year.

**How the innovation is expected to work**

The technology education instructor from South Middle school will collaborate with three colleagues from MTEC on a weekly basis from January through April to develop curricula for 7th and 8th grade students that would extend Instruction by 12 weeks for selected at-risk students and align with programs offered through MTEC at the high school level.

A student selection process will be established, based on the procedure used at the high school level for the 9th grade academy to identify at least 30 at-risk South Middle School students to participate in the extended technology education curricula.

An evaluation component will be included in the program and student progress will be monitored through high school years to determine program impact. Adjustments in future years to graduation requirements may be requested in order to accommodate students' Interest in programs of study related to CTE.
How does the Innovation solve the stated problem or create a new idea?

There is little importance placed on technology education in the middle school years, although this may be an important avenue of success for at-risk students. Technology education is not a state requirement at the middle school level, yet this hand-on relevant, real-world approach to education has great potential to keep students engaged in school who may later be in danger of leaving before graduation.

The idea of middle school technology education instructors working in conjunction with high school level CTE teachers is also an innovation. Opportunities to work collaboratively among schools or middle and high school levels are not currently available.

This innovation addresses the problems outlined in the needs section; new curricula will be created for technology education at the middle school level, at-risk students will be given alternative programs that provide hands-on learning, and middle school students as well as instructors will have a greater connection which may create future interest in MTEC courses at the high school level.

Methods or strategies to be used to achieve the goals and objectives of the innovation

South Middle School's Technology Instructor will work in collaboration with three instructors at MTEC to create an updated curriculum for middle school students and an extended program of study for at-risk students in grades 7 and 8.

At-risk students will be selected in a manner similar to the guidelines used by Monongalia County Schools' 9th grade academy prior to fall of 2011. An evaluation of the program will include student surveys, records of attendance, grades, and follow-up at the high school level to determine program effects on class choices, graduation rates, and high school attendance.

Describe how the provision of greater flexibility and control assists the school in meeting the needs of the school's students.

Greater flexibility in scheduling and academic requirements for at-risk students in middle and high school will result in greater student engagement in school and motivation to continue their education.
The current model which is designed to support academically proficient students interested in college does not work for all students. Flexibility will improve the chances for students interested in non-academic careers to graduate and be prepared for work that they can accomplish successfully.

**Number of students affected by the project design, and an estimation of the number of professional staff and service personnel affected by the project design**

Each year of the project, thirty students from South Middle School would be affected by the project design, with four professionals also being affected.

**How will the proposed innovation change how the school is currently operating?**

The proposed innovation will assist both the South Middle School at-risk population and the MTEC program in addressing the specific needs of a challenging student population.

The change would involve scheduling of classes for a specific student population and working more collaboratively with the South Middle School technology education program as well as with the MTEC high school program.

**Research Base:** This narrative shall discuss and cite the current state of knowledge relevant to the project design. This brief literature review should indicate why the proposed activities were selected or designed. If the proposal builds on prior work, the narrative should indicate what was learned from this work (either success or failure) and how these lessons learned are incorporated in the proposed design.

The National Governor’s Association (NGA) recently released a report concerning key findings related to drop out prevention after an extensive literature review from across the nation. The report indicates that students from low-income families drop out at four times the rate of students from high-income families in grades 10 through 12. Attendance, behavioral and academic indicators play significant roles in determining who is at-risk of dropping out of school. The four major reasons that students drop out were found to be: academic failure, disinterest in school, problematic behavior, and life events.

Disinterest in school is a key reason dropouts cite for missing classes and leaving school. They did not feel a connection to classes offered during school, or afterschool activities. When students continue to miss school
they become even more disconnected and fall further behind in their coursework.

One of the challenges to improving the dropout rate is students lacking rigorous and relevant options for earning a high school credential.

As the report states, "even with the Increase of school models with integrated academic and career-oriented content, an insufficient number are available for U.S. students."

Among the recommendations in the report, the NGA suggests targeting youth at risk of dropping out and providing rigorous, relevant pathways to a high school credential. They also support identifying students likely to drop out with early warning data systems. They point to middle school as an important transition for at-risk students.

References:  www.nga.org
            www.citizenschools.org
Certification
School/Schools Staff Commitment
Department/Departments/Subdivision/Subdivisions

Staff Commitment

Use this form to report the staff commitment regarding the innovation application and plan. A copy must be forwarded to the Innovation Zone Committee with the application and the plan.

School: MONONGALIA COUNTY TECHNICAL EDUCATION CENTER
Department (if applicable): 
Notice of Meeting (Date provided to faculty or department/subdivision): November 29, 2010
Meeting Date: December 6, 2010

Faculty Senate Elected Officers:
President: (Name) George F. Law
Vice-President: (Name) Denzel McIntyre
Secretary: (Name) Cynthia Zawolski
Treasurer: (Name) Kathy Wiseman
Other: (Name)

Service Personnel Representative:
Name: Edna Maine
Position: Secretary

Parent Representatives:
Name: David L. Cottrell
Name: Patricia Stemple
Name: Mark Nuce

LSIC Representatives:
Name: Don Robinette Jr.
Name: Kelli Gerastmovich
Name: Lezlie Lough

Signature: [Signature]
Signature: [Signature]
Signature: [Signature]
Signature: [Signature]

We certify that 80 percent of the faculty affected by the application/plan has voted to support the application/plan.

(This Report Certification is not required of institutions of higher education in their application or plan).
County Board or Boards

Report on Innovation Application/Plan

Use this form to report the county board or boards and superintendent's support or concerns, or both, about the innovation to the principal and faculty senate. A copy must be forwarded to the Innovation Zone Committee with both the Phase I Application and the Phase II Implementation Plan (only for designated Innovation Zones).

School: **Monongalia County Technical Education Center**

Department (if applicable): __________

Date of School/Department/Subdivision Receipt of Application: __________

Application/Plan must be accompanied by Staff Commitment Certification (Phase I and II), support evidence from students, parents, Local School Improvement Council and school business partners for the application (Phase I).

Date of Regularly Scheduled County Board of Education Meeting: **December 7, 2010**

County Board of Education Elected Officers:

**President:** (Name) Dr. Barbara Parsons

**Vice-President:** (Name) Joseph Statler

**Members**

Name: Dr. Clarence Harvey

Name: Mike Kelly

Name: Nancy Walker

Signature: ____________________________

Signature: ____________________________

Signature: ____________________________

Support: __________ Voted unanimously to support grant.

Concerns: __________

(Report of the Local Education Agency must be forwarded to school/department/subdivision for submission to West Virginia Board of Education with the application/plan).

(This Report Certification is not required of institutions of higher education in their application or plan).