



YOUNG ENTREPRENEURS CONSORTIUM

Inspiring young minds for great futures

Marietta City Schools Strategic Plan for YEC Implementation

Dual enrollment pathway

1. Establish 15-hour, 32-hour (Certificate Programs), and 68-hour (Associates Degree) Pathways; Recruit students and track progress of students through the Entrepreneurship Pathway
 - a. Credential math, English, and business teacher to be dual enrollment certified
 - i. Teachers are chosen and have committed to getting credentialed
 - b. Various hour pathways included into the high school schedule
 - i. Pathways are determined and need to be worked into the high school schedule
 - ii. High school guidance counselors responsible for schedule implementation
 1. Will need technology to incorporate the number of courses needed through on-line opportunities
 - c. Create MOU between Stark State and WSCC to include the current dual enrollment courses in the certificate and associate degree available to students
 2. Build a district “21st Century Classroom Prototype”
 - a. Finalize tech plan purchases and determine the layout of the 21st century learning space for the high school library
 3. Identify teachers for Believe in Ohio Entrepreneurship Curriculum Training (www.believeinohio.org)
 - a. This step has been completed.
 4. Contribute planning and implementation strategies to the Consortium Playbook
 - a. Will provide upon request
- Implications for Professional Development
 - Blended learning for dual enrollment teachers and others HS/MS teachers in order to incorporate the available technology into instruction.
 - Implications for Community Involvement
 - Discussions need to occur with WSCC for the dual enrollment credits
 - Community members that are entrepreneurs of various kinds can be included in the learning process for high school students

Project-based learning (PBL)

1. Identify 4 teachers for PBL workshop at the middle school level
 - a. Completed
2. Identify “trained trainer” from those 4 teachers
 - a. Completed
3. Build a plan for training other teachers in the middle school in the use of PBL pedagogy

- a. PBL training can occur during MCS full PD days and during summer PD opportunities
 - b. Responsibility: trained trainer, curriculum director and YEC point person
 - c. School year 2015-2016
- 4. Every teacher creates 1 PBL unit to be shared on the Consortium Collaborative Platform
 - a. January 2015
 - b. Responsibility: middle school teachers that participated in the PBL training
 - c. Coordinated by the YEC point person
- Implications for communication
 - It needs to be communicated to the middle school that this process will be implemented and spread to other grade levels and content areas.
- Evidence of Success
 - Four middle school teachers were identified and trained in the PBL process. One teacher was selected from the group to become the trainer for the school. Evidence of success will include the creation of PBL lessons, the implementation of PBL lessons, and the spread of the PBL concept to other teachers in the building.

Work-based learning; Building Bridges to Careers is an official YEC partner

1. Partner with community businesses, agencies, and Believe in Ohio to develop a calendar of work-based learning opportunities for students
 - a. Building Bridges to Careers has developed opportunities for local businesses to partner and can be included in this work
 - i. Problem Scenario Templates are a source that could be utilized for more work-oriented problem solving.
 - b. Once work-based learning opportunities are fully defined, then more can be incorporated into the plan. At this point they job shadowing and internships are included in the definition.
 2. Send students to Entrepreneurship Camp in Summer 2015
 - a. Recruitment can take place in the spring at MHS through the business, engineering, and career search courses that are currently taking place.
 3. Maintain and update student work-based learning opportunity calendar
 - a. MHS's career search courses 1 and 2 have begun work on this task.
 4. Track students who complete Believe in Ohio curriculum opportunities, Entrepreneurship Camps, and other work-based learning experiences
 - a. Two high school teachers participated in the Believe in Ohio training in August
 - b. Responsibility for tracking: YEC point person, high school teachers that facilitate the work of Believe in Ohio and incorporate projects that fall into the work-based learning definition
- Implications for community involvement and communication
 - Local businesses need to become aware of the work-based learning work at MHS and be informed of the definition of WBL

- The Building Bridges to Careers will be utilized to communicate this work and to recruit community members as needed.

Advanced Assessment Systems

1. Our district has not created actions steps around this work stream. When more decisions are made from the grant organizers, the YEC point person will begin to communicate this information to the district's testing coordinator.
 - a. During the November 20, meeting YEC coordinators stated that assessment plans would be held off until state legislative decisions were final.