



YOUNG ENTREPRENEURS CONSORTIUM

THE MATERIAL OUT OF WHICH COUNTRIES ARE MADE

Funded by:

STRAIGHT  FUND

THE MATERIAL OUT OF WHICH COUNTRIES ARE MADE

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“THERE WAS NOTHING BUT LAND; NOT A COUNTRY AT ALL BUT THE MATERIAL OUT OF WHICH COUNTRIES ARE MADE.”

—Willa Cather, *My Antonia*, 1918

Willa Cather’s novels *O Pioneers!*, *The Song of the Lark*, and *My Antonia* chronicle the frontier lives of pioneer settlers all through the Midwest and the Plains regions of early America. Cather notes the resolve of these settlers, their character, and the entrepreneurial spirit they must have had to reach into the unknown and build the country that is now the United States of America.

Among those first settlers in the Midwest was Rufus Putnam, a colonial military officer, who led the expedition to Ohio’s first settlement in Marietta, Ohio. These pioneers were the first true entrepreneurs in the state and led a wave of future entrepreneurs who shaped the country and the region, not only geographically but also in their business endeavors.

The 12-county region that spans Northeast to Southeast Ohio along the Appalachian rim carries a rich history of entrepreneurs—from Putnam in Marietta, to Colonel Ebenezer Zane who built Zane’s Trace, a major early road through the Northwest Territory, to John D. Rockefeller who founded Standard Oil in Northeast Ohio.

Today, the region builds on its entrepreneurial past to engage its future generation in order to create a flow of young entrepreneurs who can continue to generate a strong Ohio workforce into the 21st century.

As Willa Cather notes, young students embody the future of the state and nation and are the “material out of which countries are made.”

The Young Entrepreneurs Consortium is a group of 31 education, community, and business partners who have joined together with a commitment to grow the regional economy from Northeast to Southeast Ohio.



PROBLEM

Ohio's economy and educational system are facing a three-pronged problem. The first is that Ohio's rate at which college graduates leave the state for jobs is higher in Northeast and Southeast Ohio than the national average (State Impact, 2014: Six Surprising Facts about Workforce Development in Ohio). This rate is exacerbated by the fact that college-educated students coming to Ohio for jobs represent an even larger gap. Ohio's degree attainment rate is 25 percent, while foreign-born people coming to Ohio carry a 40 percent attainment rate.

The gap is related to the second prong of this problem, which is that 10 of the 12 counties in the Northeast and Southeast regions have higher unemployment rates than Ohio's average.

The third challenge is rooted in the reality that Ohio's degree attainment rate has remained virtually static for 30 years. States with higher proportions of highly-skilled workers grow faster than those with fewer skilled workers (State Impact, 2014).

SOLUTION

To address these challenges, the Young Entrepreneurs Consortium (YEC) was formed as an innovative model for community engagement to increase the flow of young entrepreneurs in Ohio. The Consortium is a "village" of 31 partners from the business community, K-12 education, and higher education that can comprehensively mitigate unemployment and degree attainment.

The Consortium's approach attacks this three-pronged problem beginning in grades 6-8. In these grades, the traditional educational paradigm will be shifted on its ear by merging career and technical education with college preparation curriculum. In these grades, the Consortium will leverage problem-based learning models to expose students to several career and technical pathways in the region, beginning with unique exposure to entrepreneurship, but continuing through the region's most prominent industry employment pathways, including the energy, engineering, and health care sectors. Problem-based learning units in these grades will incorporate real-world scenarios from these pathways. Problem-based learning is a 21st century model of education that better prepares students for the workforce.



Students participating in an activity at the D.R.I.V.E. entrepreneurship camp at Marietta College.

Students also will have opportunities to help them begin to develop pathways for their futures—from dual enrollment course offerings to work-based and experiential learning opportunities through partnerships with Junior Achievement, Believe in Ohio, and more.

In grades 9–12, students will participate in dual enrollment courses, which allow students to receive high school and college credit. Through a customized entrepreneurship program through Stark State College, students can complete as many as 68 hours in this pathway and attain an associate degree (through grade 14). The Consortium will share teachers across 15 districts to offer the full entrepreneurship pathway. To do so, the Consortium will leverage a heightened technological infrastructure with more bandwidth, better servers, and smarter devices through 21st century curriculum (digital, blended, and online interactive curriculum).

Second, students will receive curriculum preparation to ensure more competitive, college-ready scores for their post-secondary educations.

Finally, all students will have work-based or experiential learning opportunities through business partnerships, Junior Achievement, and Believe in Ohio. Students will also have the opportunity to attend an Entrepreneurship Camp in the summer.

Entrepreneurship is the pathway that serves all 16 career clusters and has proven to be the key to job creation, particularly through small business. Small business generates over 30 percent of Ohio's economic activity and will be an even larger driver of the state's economy, given the need for entrepreneurs in Ohio's top employment sectors (State Impact, 2014).

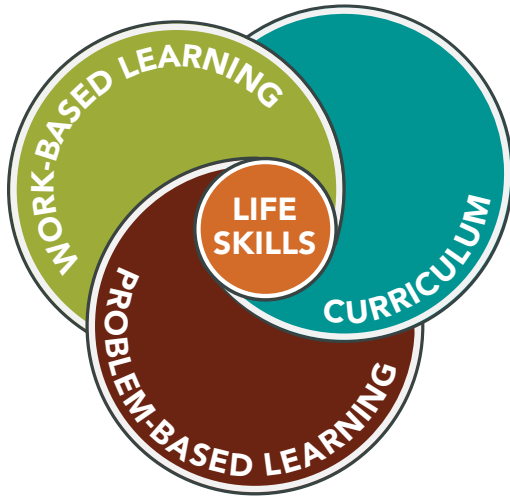
Lastly, the YEC seeks to create a more efficient advanced assessment system from grades 6–12 to ensure appropriate academic benchmarking, and to help students see a clear academic and aspirational pathway as early as grade six.

Entrepreneurs are Ohio's best hope for future job creation, and entrepreneurship provides a promising pathway to degree attainment for the students in this Consortium.



Students participating in an activity at the D.R.I.V.E. entrepreneurship camp at Marietta College.

ABOUT THE YOUNG ENTREPRENEURS CONSORTIUM (YEC)



Funded by Ohio's Straight A Innovation Grant, and awarded to R.G. Drage Career Technical Center for \$13.6 million, the Young Entrepreneurs Consortium is comprised of 12 school districts, three career and technical centers, four higher education partners, and 12 business/community partners, serving 26,549 students, equal to the fourth largest school district in Ohio. The Consortium services a 12-county service area that includes Carroll, Guernsey, Holmes, Muskingum, Noble, Perry, Portage, Stark, Summit, Tuscarawas, Washington, and Wayne counties.

The overarching goal of the YEC is to increase student achievement by building a robust education-to-employment model, impacting grades 6–14, exposing students to an array of business and technical pathways, work-based learning experiences, and leveraging problem-based learning that can prepare students to compete in a 21st century global economy.

The substantial and lasting value of this Consortium will be to:

- Increase the flow of young entrepreneurs to grow local economies from Northeast to Southeast Ohio.
- Establish and grow a sustainable Consortium with significant community engagement to better share services and resources that will continue to enhance student achievement from grades pre-K–18.
- Create a replicable template for a variety of career pathways (grades 6–14) and work-based learning opportunities.



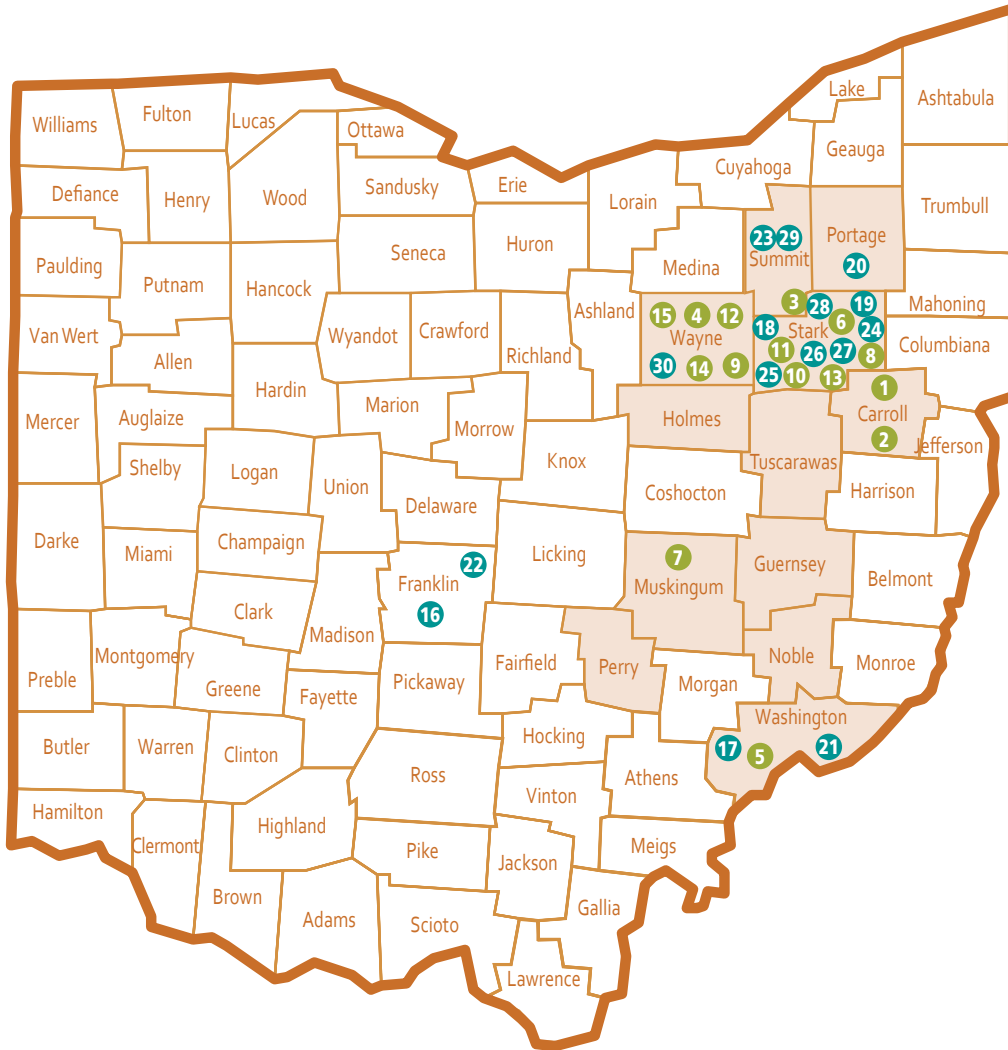
East Canton Middle School math and science teacher Kristi Foss talks with her class.
Source: Bob Rossiter for the cantonrep.com.



HAVING AN ENTREPRENEURIAL PATHWAY, THAT REALLY BEGINS AT THE MIDDLE SCHOOL LEVEL, CONNECTS OUR STUDENTS DIRECTLY TO A COMMUNITY-WIDE PUSH TO ADDRESS SMALL AND LOCAL BUSINESS DEVELOPMENT IN OUR AREA.



—Tasha Werry, Marietta City Schools



District Partners

1. Brown Local
Malvern, OH
2. Carrollton
Exempted Village
Carrollton, OH
3. Green Local
Green, OH
4. Green Local
Smithville, OH
5. Marietta City
Marietta, OH
6. Massillon City
Massillon, OH
7. Mid-East Career &
Technology Centers
Zanesville, OH
8. Minerva Local
Minerva, OH

9. Orrville City
Orrville, OH
10. Osnaburg Local
East Canton, OH
11. R.G. Drage Career
Technical Center
Massillon, OH
12. Rittman
Exempted Village
Rittman, OH
13. Sandy Valley Local
Magnolia, OH
14. Southeast Local
Apple Creek, OH
15. Wayne County
Schools Career
Center
Smithville, OH

Service Partners

16. Battelle for Kids
Columbus, OH
17. Building Bridges to Careers
*Washington County,
Family & Children First
Marietta, OH*
18. Canton Regional
Chamber of Commerce
Canton, OH
19. Junior Achievement of Ohio
Canton, OH
20. Kent State University
Kent, OH
21. Marietta College
Marietta, OH
22. Ohio Academy of Science,
Believe in Ohio
Columbus, OH
23. Ohio STEM Learning
Network-Akron Hub
Akron, OH
24. Small Business
Development Center
Canton, OH
25. Stark County Educational
Service Center
Canton, OH
26. Stark Development Board
Canton, OH
27. Stark Education Partnership
Canton, OH
28. Stark State College
North Canton, OH
29. University of Akron
Akron, OH
30. Wayne County Economic
Development Center
Wooster, OH
31. American College Testing
(ACT)
Iowa City, IA

One of the greatest strengths of the YEC rests in the structure of the collaborative teams. A strong predictor of student success rests in a school's collective efficacy. Collective efficacy is defined as a shared belief that by working together "we can make a difference." With the research completed by Goddard, Hoy, Smith, and Sweetland, collective efficacy is a much better predictor of student success in schools than socioeconomic status of the students (Goddard, 2003; Hoy, Smith, & Sweetland, 2002).



THE YOUNG ENTREPRENEURS CONSORTIUM IS AN INNOVATIVE MODEL THAT WILL PROVIDE STUDENTS IN MIDDLE SCHOOL THROUGH HIGH SCHOOL WITH VARIOUS EDUCATIONAL OPPORTUNITIES IN BUSINESS, ENTREPRENEURSHIP, INNOVATION AS WELL AS THE SOFT SKILLS SUCH AS LEADERSHIP AND COMMUNICATION. BRINGING EDUCATION, BUSINESS LEADERS, AND THE COMMUNITY TOGETHER TO HELP STUDENTS UNDERSTAND BUSINESS DEVELOPMENT AND ENTREPRENEURSHIP THROUGH A VARIETY OF EXPERIENCES SUCH AS PROBLEM-BASED LEARNING, WORK-BASED LEARNING, SUMMER CAMPS, AND DUAL ENROLLMENT WILL BUILD A STRONG COMMUNITY AND A GROUP OF STRONG FUTURE LEADERS.

—Barb Funk, *Mid-East Career & Technology Centers, Zanesville, Ohio*

For reform efforts to be successful, there is a need for technical assistance. As important as reform is to students, up to 70 percent of all new initiatives continue to fail (Beer & Nohria, 2000; Choi, 2011; Pellettiere, 2006; Smith, 2002). However, it is recognized that organizations ready for change are also successful in implementing change. Therefore, an additional strength of the YEC is providing support in change efforts and strategies, i.e., persuasive change message, active participation (Bandura, 1977; Fishbein & Azjen, 1975), and management of external sources (Armenakis, Harris, & Mossholder, 1993) to support preparation and implementation of the entrepreneurship initiatives.

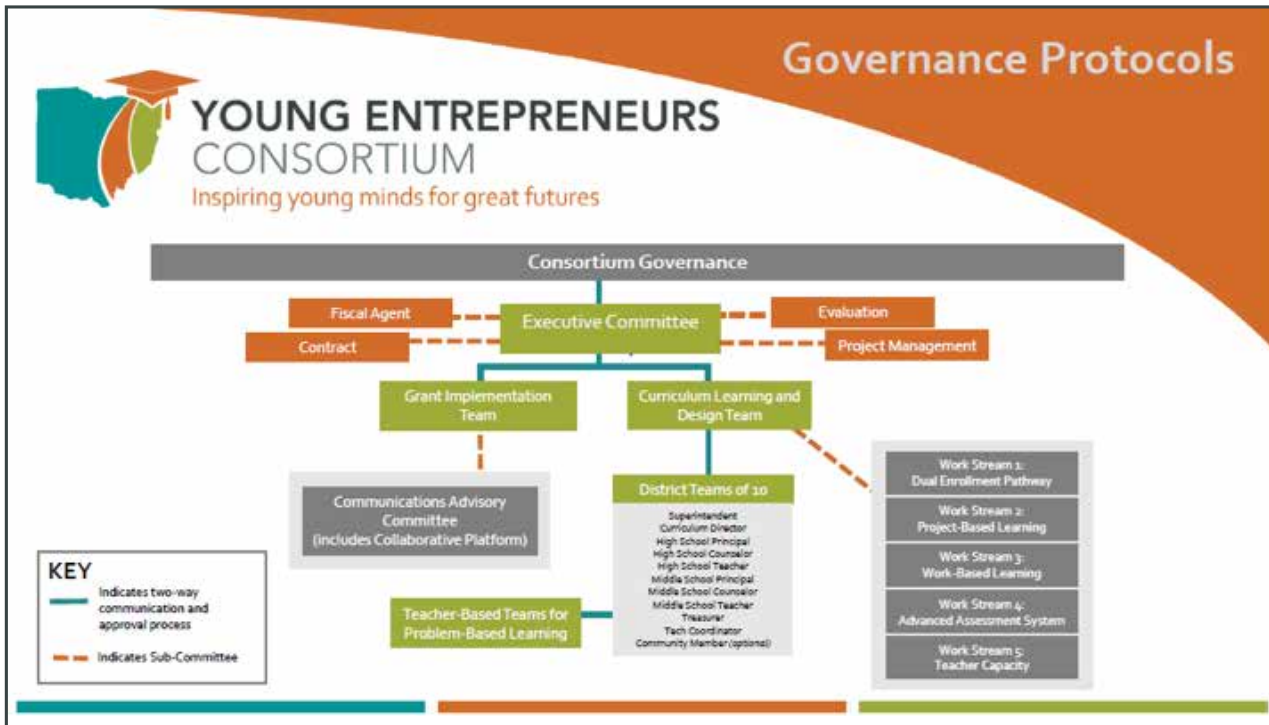


State Superintendent Dr. Richard Ross speaking at the Ohio Department of Education's Innovation Day which featured Straight A work from districts across Ohio.

The foundation for this structure began with the grant writing process. Over the course of one month, the Consortium hosted four meetings, attended by partner district, business, and community representatives. In this forum, the concept for the grant was refined, and the logistics of implementation were designed. In this design structure, all entities had a voice in the creation of the grant proposal, which led to a more seamless implementation process.

The key teams to this structure are four-fold:

- 1 **Curriculum and Learning Design Team and District Teams of 10**
 - These two teams—which include district, building, and teacher leadership—form the backbone for project implementation.
 - The Curriculum and Learning Design Team is the essential group to embed the initiatives at the district level. For this reason, monthly meetings are necessary to discuss data, progress, barriers, and strategies for implementing the work. Battelle for Kids and the Stark County Educational Service Center provide technical assistance in communication strategies, professional development, networking, and overcoming barriers to implementation.
 - While the YEC has 15 districts in the collaborative, the nature of the intra-District Teams of 10 ultimately dictates the success of implementation. These Teams of 10 are active participants in strategies and action plans needed at the district level for successful implementation of the plan. In turn, these Teams of 10 become stewards of the cause—implementers of change.



2 Team Leads for Work Stream Implementation

After forming a district team, the members identify leads to serve as points of contact for all tasks related to that area of work so that each district can most efficiently share the work load and completely implement change initiatives.

3 Executive Committee and Grant Implementation Committee

The Executive and Grant Implementation Committees are the groups that oversee the Consortium's implementation and decision-making. With 15 districts and 16 business, higher education, and community partners, decisions must be made efficiently, yet allow for the input of all 31 members. Therefore, these groups make decisions regarding the Consortium's direction, expansion, and fiscal accountability. For guidance purposes, these groups receive technical assistance from Battelle for Kids and the Stark County Educational Service Center.

4 Technical Assistance

Battelle for Kids and the Stark County Educational Service Center assist the districts in grant implementation and overcoming barriers using research-based strategies. Technical assistance includes the introduction, training, and use of a collaborative communication structure, development of policies and procedures, development of various templates for communication and publicity purposes, and planning and coordinating events for networking purposes. Technical assistance during the first year focused on removing barriers and moving the work forward.

States with higher proportions of highly-skilled workers grow faster than those with fewer skilled workers. Ohio's degree attainment rate is 39th in the nation, a statistic which has remained virtually static for 30 years (State Impact, 2014). Entrepreneurs are Ohio's best hope for job creation, its best hope to reduce college graduates leaving the state for jobs, and its best hope to provide a promising pathway to degree attainment. Knowing these facts paved the way to organize the YEC work around aligning coursework to Ohio's career fields, providing work-based learning opportunities, transforming teaching and learning through problem-based learning, establishing career advising and counseling by district, and expanding teacher capacity. An important part of the YEC is to link students' learning, aspirations, and interests to college and career preparation.



INNOVATION

COMMUNICATION

COLLABORATION

TECHNOLOGY

ENTREPRENEURSHIP PATHWAY
Education-to-Employment Model



**PROBLEM-BASED
LEARNING**

Infusing real-life experiences and collaboration into curriculum

COMPONENT 1



**WORK-BASED
LEARNING**

Working with local community organizations/businesses to recruit and assign needed industry partners

COMPONENT 2



**ENTREPRENEURSHIP
COURSEWORK**

Offering a sample sequence of coursework in grades 6-14 for five business and technical certifications

COMPONENT 3



**CAREER ADVISING
& COUNSELING**

Providing personalized counseling to students to help them plan and prepare for post-secondary opportunities or experiences

COMPONENT 4



The Grant Implementation and the Curriculum and Learning Design Teams unequivocally decided a transformation in teaching and learning needed to take place beginning in middle school and continuing through high school. However, “adopting a different approach to teaching and learning involves considerable risk ... [educators must] be aware of challenges and provide support to their colleagues who pursue new directions (White, n.d.)” Collective efficacy and the teachers’ level of readiness for change are important factors in the successful implementation of problem-based learning (PBL). Therefore, professional development and technical assistance become a steadfast foundation for the success of this work.

Problem-based learning was a large undertaking during the first year. Sixty Consortium teachers were trained by the Akron STEM Hub, part of the Ohio STEM Learning Network, in a three-day PBL workshop. This training included examination of the Common Core and Ohio’s Learning Standards, as well as development of hands-on, problem-based units to include materials, lessons, and assessments. Participants also explored PBL strategies and discussed how those strategies increased student collaboration, creativity, communication, and critical thinking.



Six juniors and seniors from East Canton High School accompany their teachers and superintendent to Columbus in order to share their problem-based learning unit with Rep. J. Kirk Schuring (R-48) at the Ohio Statehouse.

To encourage sharing of the PBL units in between face-to-face meetings, teachers were encouraged to use Basecamp, a web-based project management and collaboration tool. Educators returned to their classrooms equipped with new tools and ready-to-go PBL units—enthusiastic about instructional change.

During the seven-month implementation phase, educators applied their newly-developed PBL units, noting successes and barriers to the process, and revised their PBL units along the way. This process piqued some educators’ interests and they opted to explore and incorporate additional problem-based learning units. On May 19, 2015, the Akron STEM Hub brought educators together to reflect and share on instructional PBL practices and implemented PBL units.

During the 2014–2015 school year, teachers created problem-based learning units that impacted students.





Work-based learning is a strategy to complement academic, technical, and social skills through educational opportunities that provide students with a hands-on approach and collaborative activities with the workforce. This partnership with local industry allows students to connect what they are learning in the classroom to practical problems; develop important skills they will need in jobs and careers; explore career options; and equip themselves with skills for job growth in in-demand occupations and emerging career fields.

YEC students participate in a number of opportunities, including internships, apprenticeships, camps, and classes—all that inspire their thinking and pave the way to pursue personal and professional aspirations. The YEC offers these opportunities in conjunction with its 16 service partners. Key partnerships with Believe in Ohio and Junior Achievement lead to many of these work-based learning opportunities for students.

BELIEVE IN OHIO

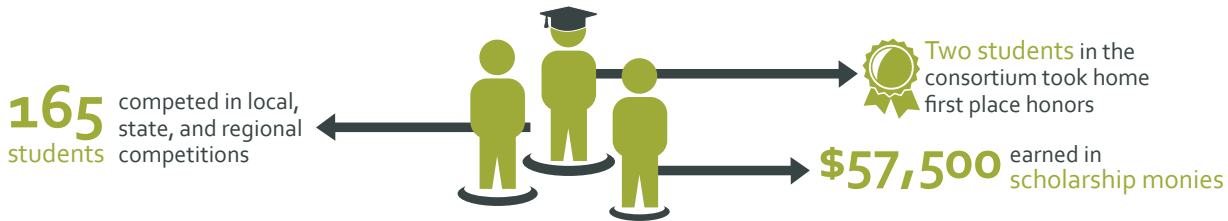
This free program from the Ohio Academy of Science helps high school students prepare for the future. The program was developed in collaboration with Entrepreneurial Engagement Ohio with support from the Ohio Board of Regents and the Ohio General Assembly.

The Believe in Ohio program has three primary objectives:

- 1 Help students understand the challenge and opportunity the future presents for them and how to prepare for it through STEM forums, virtual field trips, and online courses into the future of Ohio's Innovation Economy.
- 2 Help students understand the importance of a STEM education and an entrepreneurial mindset to become competitors in Ohio's Innovation Economy of the future—through engagement with STEM and entrepreneurial experts and mentors, and participation in STEM commercialization and business plan competitions.
- 3 Inspire students to Believe in Ohio and pursue their education and careers in Ohio by introducing them to Ohio's robust research and development (R&D) and entrepreneurial ecosystem that offer great opportunities for them to create their future.



The YEC has leveraged Believe in Ohio's partnership to provide students with the opportunity to compete in local, state, and regional competitions and produce business and commercialization plans. Hands-on experience supplements the coursework and classroom instruction providing students with well-rounded, work-based learning curriculum.



JUNIOR ACHIEVEMENT (JA)



By focusing on education, economic, and youth development, Junior Achievement (JA) programs contribute to the vitality of the community and the availability of a well-educated workforce. JA volunteers are trained to connect the relevancy of staying in school by sharing their own life experiences while teaching JA curriculum.

Volunteers help students focus their career choices, develop work readiness skills to obtain employment, consider the possibilities of starting their own company, and learn budget and saving skills necessary to manage their personal finances—empowering them to own their economic success.



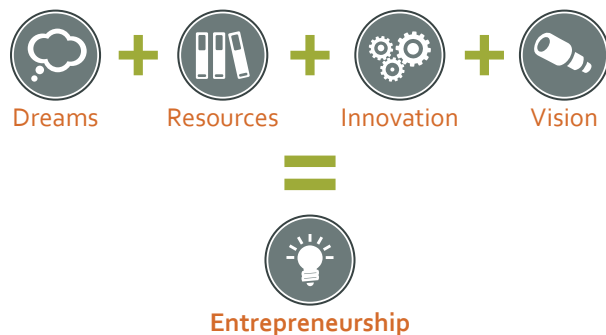
THE D.R.I.V.E. CAMP

The D.R.I.V.E. Camp, hosted by Marietta College, was designed to combine **D**reams, **R**esources, **I**nnovation, and **V**ision to help students experience the life of an **E**ntrepreneur first-hand. The camp builds creative young innovators who participate in a week of immersion into the world of entrepreneurial thinking and creative business development.



Students who applied for this day camp spent five days on Marietta College's beautiful campus and surrounding historic town meeting local business owners and innovators, learning about exciting new technology and opportunities, and creating and developing their own ideas for new ventures.

Students left camp with a network of new friends, college student mentors, and academic and professional advisers. Additionally, they increased their skills in critical thinking, problem-solving, teamwork, and communications.





ENTREPRENEURSHIP COURSEWORK

Strong college- and career-based coursework helps solidify district-level curriculum throughout grades 6–12 using problem-based learning, work-based learning, model pathways, and career advising and counseling.

The Entrepreneurship Pathway, created by Stark State College, is a tiered pathway aligned to all 16 of Ohio's career fields (agricultural and environmental services; arts and communication; business and administrative services; engineering and science technologies; health science; and manufacturing technologies). Students may opt to participate in the Entrepreneurship Pathway by choosing the compacted curriculum at the middle school level and participating in work-based learning models and problem-based learning at all levels of their education.

The pathway includes multiple certifications, including a 12-hour, 15-hour, 32-hour, and 64-hour pathway certification option. The Career Enhancement Certificate (12-hour pathway and 15-hour pathway) and the One-Year Entrepreneurship Certificate (32 hours) each focus on developing qualities and habits that characterize effective entrepreneurs as well as enhancing soft skills, such as communication, critical thinking, innovation, creativity, etc. The entrepreneurship degree-granting pathway includes the completion of the full Entrepreneurship Pathway. Upon full completion of this pathway, students earn an associate degree (64 hours) simultaneously with a high school diploma.

This dual diploma/degree credentialing provides students the opportunity to further their education or careers thus increasing graduates' opportunities for success.

The YEC will continue to expose students to a tiered certification pathway, ultimately leading to an associate degree. This opportunity gives apprehensive students, especially first-generation college students and students feeling insecure about college-level work, a chance to "dip their toes in the water." Once students become familiar with the rigor of college work, they can make a more informed decision about future college and career plans. Exposure to these options opens doors for students.



Students in the culinary class at R.G. Drage Career Technical Center use their skills to prepare a luncheon for YEC business partners.



Career advising and counseling is a critical component to student success because educators need to provide guidance and direction to students to expose them to career options. Through career advising and counseling, the student gains self-efficacy and a level of readiness toward his or her future. Students are provided with resources, tools, and support to create an individualized Student Success Plan. Each student will have a personalized experience based on his/her interests and areas of strength and will have many opportunities to participate in internships, camps, classes, and programming—all that inspire his/her thinking. The work of the YEC provides support to the student with a focus on the readiness component, self-efficacy, and college/career planning. Each district must have a Career Advising Plan.

| GRADE | EXPLORATION TOOLS & ASSESSMENTS | STUDENT ACTIVITIES | SCHOOL ACTIVITIES | RESOURCES |
|-------|---|--|--|---|
| 6 | <ul style="list-style-type: none"> Learning Style Survey Career Cluster Inventory | <ul style="list-style-type: none"> OhioMeansJobs account Learning Style survey Career Cluster survey Log activities Visit 7th grade in spring | <ul style="list-style-type: none"> Speakers visit classes Review surveys and results Field trip to local businesses | <ul style="list-style-type: none"> OhioMeansJobs K–12 courses School counselor |
| 7 | <ul style="list-style-type: none"> Career Cluster Inventory Academic/Career Pathways | <ul style="list-style-type: none"> OhioMeansJobs account Career Cluster survey (if not completed) Log activities Create pathway Course plan COMPASS test | <ul style="list-style-type: none"> AVID-related activities Field trips to local businesses Guest speakers Review course options | <ul style="list-style-type: none"> OhioMeansJobs AVID resources School counselor Prime Time |
| 8 | <ul style="list-style-type: none"> Career Cluster Inventory Strengths/Skills Inventory Academic/Career Pathways | <ul style="list-style-type: none"> OhioMeansJobs account Career Cluster survey (if not completed) Strengths/Skills completed Log activities Course registration guide COMPASS test | <ul style="list-style-type: none"> Attend 8th grade meeting Parents 8th grade meeting Field trip to colleges/businesses | <ul style="list-style-type: none"> OhioMeansJobs Course registration guide School counselor |
| 9 | <ul style="list-style-type: none"> Learning Style Inventory Career Cluster Inventory Strengths/Skills Inventory Pathways PBA/EOC tests | <ul style="list-style-type: none"> OhioMeansJobs account Freshmen required semester course OWA program COMPASS/Aspire tests | <ul style="list-style-type: none"> Administer Aspire test Field trips Guest speakers ACT online prep CCP meeting College meeting | <ul style="list-style-type: none"> OhioMeansJobs Registration guide Pathways School counselor |
| 10 | <ul style="list-style-type: none"> Aspire PBA/EOC tests Career profile Complete any needed surveys | <ul style="list-style-type: none"> OhioMeansJobs account COMPASS/Aspire tests Visit Career Center World of Work Transcripts | <ul style="list-style-type: none"> Course registration CCP meeting Get set for college meeting Community service Pathways ACT online prep Guest speakers Field trips | <ul style="list-style-type: none"> OhioMeansJobs Registration guide School counselor |
| 11 | <ul style="list-style-type: none"> ACT Resume writer Work Keys Complete any needed surveys | <ul style="list-style-type: none"> OhioMeansJobs account College Fair and visitations Resume COMPASS test Transcripts | <ul style="list-style-type: none"> Get set for college meeting Field trips Community service Pathways Course registration guide | <ul style="list-style-type: none"> OhioMeansJobs Registration guide School counselor |
| 12 | <ul style="list-style-type: none"> ACT Resume writer Work Keys FAFSA | <ul style="list-style-type: none"> OhioMeansJobs account Job shadowing College Fair and visitation ACT online prep COMPASS test Transition to college/work/military Resume Transcripts | <ul style="list-style-type: none"> College applications Job applications Mock job interviews Parent FAFSA meeting Internships Pathways | <ul style="list-style-type: none"> OhioMeansJobs Registration guide School counselor |

Example of Southeast Local's Career Advising Plan



Beth McNally, former Academic Grants Officer of Marietta College, discusses work-based learning opportunities with colleagues.

ACT® scores are vital for admissions and scholarship decisions at colleges and universities. One of the priorities of the YEC is to build a strong, aligned assessment system that leads students to a competitive ACT score. The YEC seeks to create a more efficient advanced assessment system from grades 6–12 to ensure appropriate academic benchmarking, and to help students see a clear academic and aspirational pathway as early as grade six.

Building on research conducted by ACT over the last 50 years, the YEC chose ACT as a measure because of its development of a holistic framework that provides a more complete description of education and work readiness (Camara, O'Connor, Mattern, Hanson, 2015). ACT's framework is organized into four broad domains: core academic skills, cross-cutting capabilities, behavioral skills, and education and career navigation skills. To take full advantage of emerging knowledge in this area, development of this framework is based on a comprehensive review of relevant theory, education and work standards, empirical research, input from experts in the field, and a variety of other sources for each of the four broad domains.

Core academic skills include the domain-specific knowledge and skills necessary to perform essential tasks in the core academic content areas of English language arts, mathematics, and science.

Cross-cutting capabilities include the general knowledge and skills necessary to perform essential tasks across academic content areas. This includes technology and information literacy, collaborative problem solving, thinking and metacognition, and studying and learning.

Behavioral skills include interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.

Education and career navigation skills include the personal characteristics, processes, and knowledge that influence individuals as they navigate their educational and career paths (e.g., make informed, personally-relevant decisions; develop actionable, achievable plans).

As Ohio's assessment system unfolds, so will the assessment system for the YEC.

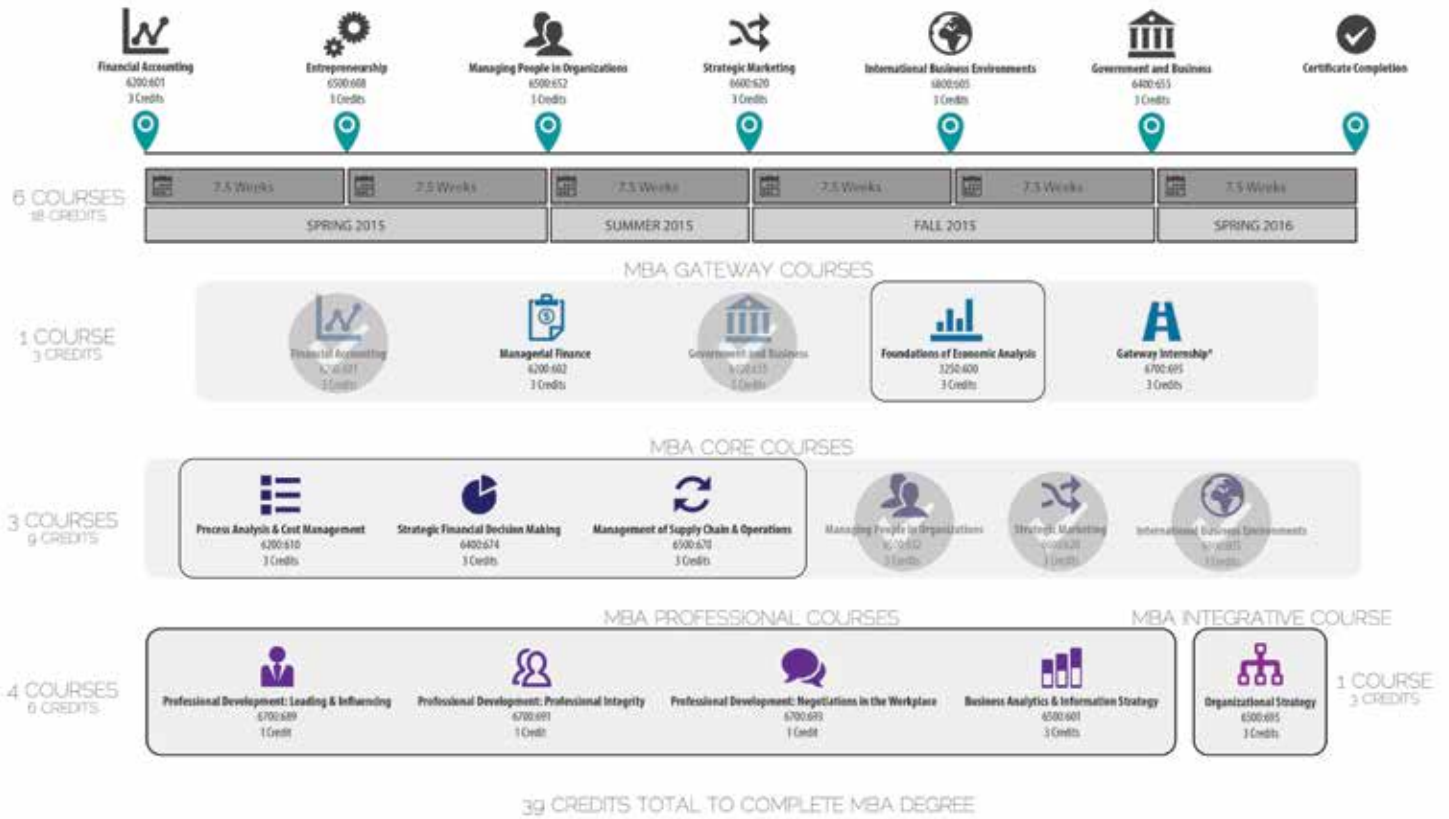


THE WORK OF THE CONSORTIUM REALLY GIVES STUDENTS THE ABILITY TO SEE THE OPPORTUNITIES AVAILABLE TO THEM IN ANY GIVEN CAREER FIELD.



—Kim Bartholomew, R.G. Drage Career Technical Center

BUSINESS DUAL ENROLLMENT CERTIFICATE PROGRAM



Ed Robinson, Carrollton Exempted Village School District discussing a YEC classroom—filled with machine workstations and 3D printers. Photo courtesy of Carrollton Exempted Village School District

In its first year of implementation, the YEC has already seen a significant impact on its 26,549 students. Five model pathways were developed:



Compacted Curriculum for grades 6–8 to earn early high school credit



32-hour Entrepreneurship Pathway



12-hour Career Enhancement Pathway



64-hour Associate Degree



15-hour College Credit Plus “Core” Pathway

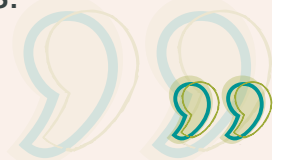
Higher education partnerships and articulation have been enhanced through the YEC, as evidenced by partnerships with the University of Akron, Kent State University, and Marietta College’s programmatic development in English, math, business, and Entrepreneurship Camp curriculum. The Consortium has established a higher education partnership catalog for teacher credentialing and more students have been exposed to and completed dual enrollment courses. Teachers participated in credentialing programs and a cohesive grade 9–18 pathway was developed between Stark State College and the University of Akron to credential teachers.



A teacher and student in a classroom at Carrollton Exempted Village School District
Photo courtesy of Carrollton Exempted Village School District



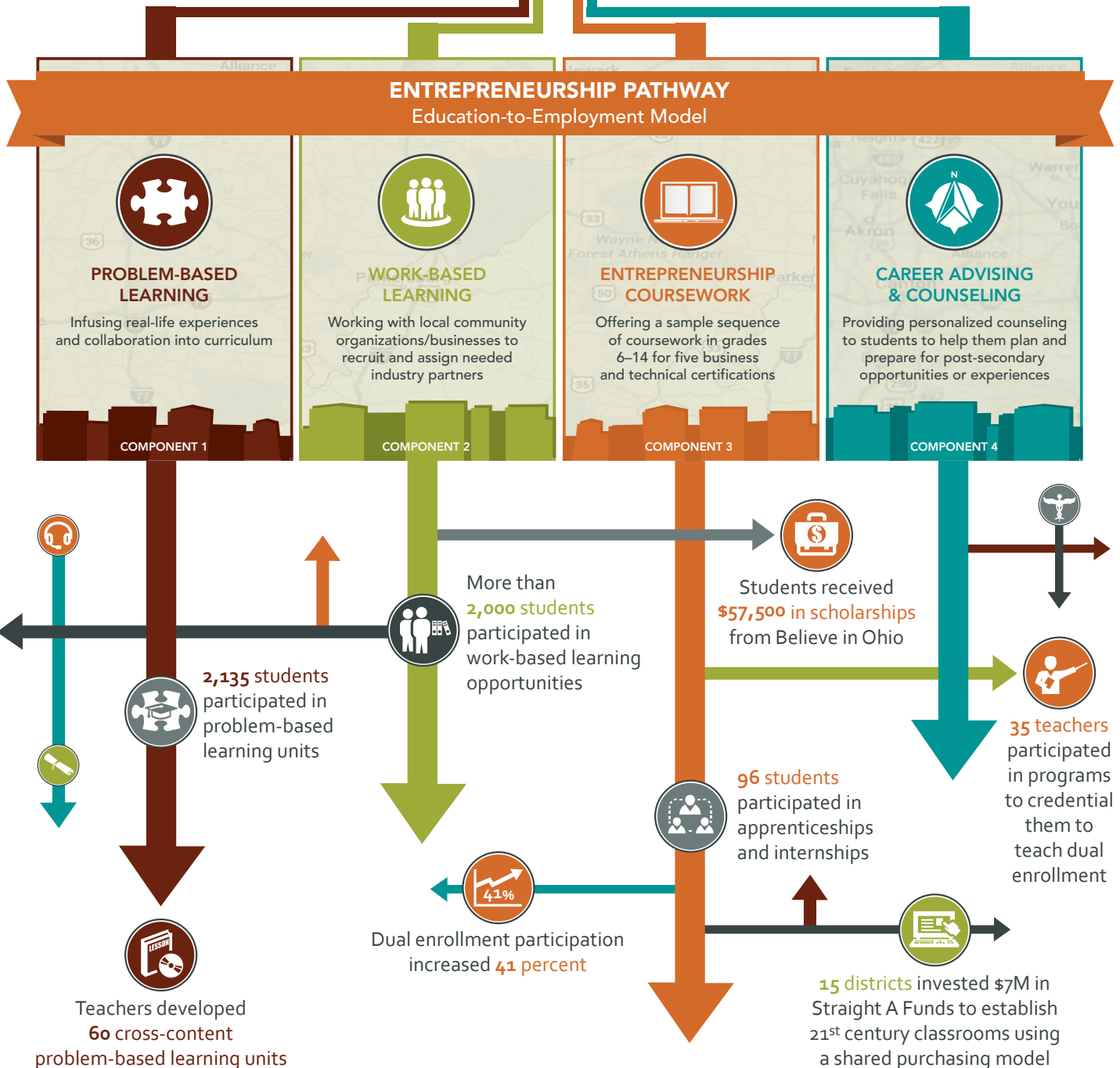
IT IS IMPRESSIVE TO WALK INTO CLASSROOMS AND SEE TOTAL INTERACTION AND ENGAGEMENT. THE TECHNOLOGY HAS ALSO SUPPORTED THE PROBLEM-BASED LEARNING UNITS AND HAS ENHANCED THE LEARNING OUTCOMES.



—Holly Mastrine, Southeast Local Schools

BY THE NUMBERS

Baseline, benchmark, and impact data for Year 1.



CONCLUSION

The Young Entrepreneurs Consortium leads Ohio's students into future entrepreneurship endeavors, expanding upon Ohio's significant entrepreneurship history. From Rufus Putnam to Ebenezer Zane to John D. Rockefeller, Ohio's proud entrepreneurial history continues into the 21st century. True to Willa Cather's *O Pioneers!*, Ohio has always had the "material out of which countries are made," and the Young Entrepreneurs Consortium seeks to continue to build that material for students through its 21st century village model.



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ABOUT THE YOUNG ENTREPRENEURS CONSORTIUM

www.youngmindsgreatfutures.org

The goal of the Young Entrepreneurs Consortium is to increase student achievement by building a robust education-to-employment model, impacting grades 6–14, exposing students to an array of business and technical pathways, work-based learning experiences, and leveraging project-based learning that can prepare them to compete in the 21st century global economy.

A PARTNERSHIP AMONG:

Brown Local
Carrollton Exempted Village
Green Local (Summit County)
Green Local (Wayne County)
Marietta City
Massillon City
Mid-East Career & Technology Centers
Minerva Local
Orrville City
Osnaburg Local
R.G. Drage Career Technical Center (fiscal agent)
Rittman Exempted Village
Sandy Valley Local
Southeast Local
Wayne County Schools Career Center

ABOUT OHIO'S STRAIGHT A FUND AND THE OHIO DEPARTMENT OF EDUCATION

www.education.ohio.gov/Topics/Straight-A-Fund

The Straight A Fund is a \$250 million program that promotes innovative local ideas and programs to help transform and modernize Ohio's education system. Straight A Fund grants provide seed money for the most creative and forward-thinking ideas coming from educators and their partners in the public and private sectors. The fund will allow local educators to pursue significant advancement in raising student achievement, significant advancement in reducing spending, and significant advancement in targeting more resources to the classroom.



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Inspiring young minds for great futures

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