

Budget

Marietta City (044321) - Washington County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (57)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		12,220.00	0.00	571,216.98	0.00	79,249.34	0.00	662,686.32
Governance/Admin		10,000.00	0.00	0.00	0.00	0.00	0.00	10,000.00
Prof Development		0.00	0.00	89,000.00	0.00	0.00	0.00	89,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		22,220.00	0.00	660,216.98	0.00	79,249.34	0.00	761,686.32
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-761,686.32

Application

Marietta City (044321) - Washington County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (57)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Epicenter; A Project of Building Bridges to Careers

2. Project Summary: Please limit your responses to no more than three sentences.  
The Epicenter is a STEAM-based Entrepreneurial Education Center designed to directly connect students to entrepreneurs and applied learning.  
*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
10 9	40 10	50 11	60 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
34 9	54 10	64 11	64 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	10 8
100 9	130 10	140 11	150 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	10 8
130 9	130 10	130 11	130 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	15 8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.*

Due to the nature of the partners and the programs that they plan to expand into the Epicenter, there are a number of ways that students will be impacted outside of the two main Epicenter programs (Epicenter Flex Credit and Junior PioPitch sessions). The Boys and Girls Club (sharing space with the Epicenter) serves all schools in the county and provides programming for all grades. Therefore, BGC students will be impacted by expansion of programs into the Epicenter. Marietta College hosts a DRIVE Entrepreneurial camp during the summer for students in grades 7-12, Washington County students that participate will be impacted by camp days held at the Epicenter. Middle school Career Exploratory courses at multiple schools will make use of the Epicenter components. Harmar Elementary teachers will utilize the Epicenter during field trips to enhance their Innovation Lab components, as they are able to walk to the Epicenter location. Estimated # of students each year grades K-8: 1940

5. Lead applicant primary contact: - Provide the following information:

First and last name of contact for lead applicant  
Tasha Werry

Organizational name of lead applicant  
Marietta City Schools

Address of lead applicant  
111 Academy Drive

Phone Number of lead applicant  
740-374-6500 x17

Email Address of lead applicant  
twerry@mariettacsdo.org

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

## **B) PROJECT DESCRIPTION - Overall description of project and alignment with goals**

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

The overarching problem can be encased in community development, including student development, skill development, workforce development, and professional development. The current state of student career development and advising in Washington County is fragmented, but beginning to take shape. Economic developers and local employers are looking to K-12 education to solve the current workforce problem. This problem includes the retirement of baby boomers, transitioning to an information-based economy, and young people lacking desirable skills. Stakeholders need a clear understanding of student interests and strengths, high school credit, interventions, and career pathways in order to help build our community's future. Building Bridges to Careers (BB2C) works to close the gap between education and employment in Washington County by developing programs that directly connect students and teachers to local businesses and organizations, yet valuable community assets are still not being utilized. Schools are preparing students for academic indicators of success: GPA, student growth, ACT scores, graduation rates, etc. However, high school students in Washington County are not getting real-world work-

based experiences unless they are enrolled in the career center. Considering this current state, it would be difficult to successfully fulfill the promise of Career Advising Policies written last fall. Ultimately, the solution must put students at the center. Washington County seniors have been surveyed every year since 2008. Every single year "personal experience" has the biggest influence on student career decisions (range: 28-47% of the total responses over 7 years); about half of students are getting first-hand career experience while in high school (54-63%); less than 80% of students have a post-secondary education or training plan in place (77-79%). Resources need to be brought together around students in order to solve this multifaceted community development challenge.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

The Epicenter Entrepreneurial Education Center will provide the mentoring and collaboration needed to change the way the county addresses career and community development. Building upon BB2C programs like the Career Mentor Program, Problem Scenario Project, Career Pathway Stories, and Job Shadowing, the Epicenter will provide a level of direct connection not yet achieved. The Epicenter is designed to house 3-6 budding businesses in an entrepreneur-in-residence program that would support their growth. Entrepreneurs located in the Epicenter would provide work-based learning experiences and Career Mentoring to students from the county's high schools. The flex credit option available to all high school students provides the policy and procedures for assigning high school credit to the Epicenter experience. This independent study course will be designed around the diverse needs of individual students. Academic and career goals would serve as the foundation of the course, and the content would be filled with applied learning components that tie curriculum to real-world learning opportunities. Participating students would naturally develop the foundational and soft skills desired by local employers which would be assessed through a skills based assessment, like WorkKeys. Working directly with adults in the Epicenter would provide additional interventions needed for students at-risk of not graduating. At the same time, the flex credit option would provide students an applied learning component or work-based experience that would enhance the current 15 and 30 hr. college credit pathways. Entrepreneurial skills serve all 16 career clusters. These skills will be addressed through student use of problem-based learning scenarios and the required independence of the flex credit option. BB2C is building a library of problem scenarios by providing teachers with professional development (PD). Teachers are partnered with a business representative during the PD in order to create and implement a problem scenario in their classroom. Junior PioPitch sessions will be held in the Epicenter for students to present solutions or business ideas to the entrepreneurs-in-residence in order to receive authentic feedback. Students could improve upon their ideas in order to participate in Marietta College's PioPitch sessions. Career Advising Policies require training teachers in the use of career advising tools. Through collaboration with all school districts in the county, PD provided by BB2C will be further developed to address this need and will include Epicenter partners. The Epicenter will provide the layers of support needed to fully address the multifaceted development problem. The design of the Epicenter includes support and multiple networking opportunities for students, schools, and local businesses through a shared services/space model. The BB2C Coordinator and the Career Mentor Coordinator will be housed within the Epicenter. The Small Business Development Center will locate in the Epicenter during designated hours. The Southeast Ohio Port Authority, focused on workforce and economic development, will support the Epicenter in its efforts to expose students to various career options and develop interest in foundational skills. The Epicenter is a pilot program of the Port Authority and will support their efforts to receive future funding for a small business incubator to be located in Marietta. The Marietta Area Chamber of Commerce will help develop youth programs that will entice and embrace our local youth's entrepreneurial spirit. Marietta College, Washington State Community College, and the Boys and Girls club will expand upon current programs in order to provide further support to students and entrepreneurs in the Epicenter. The Director of Career Resources and Outreach for Marietta City Schools will oversee the Epicenter to ensure the spanning of boundaries between education and employment meets the expectations of all stakeholders.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

While all schools in Washington county are partnering to develop the Epicenter and will participate in Epicenter programs, Marietta City Schools will provide the data to determine if the goal of student achievement is being met through student participation. Providing data from a single school will ensure more accurate data collection, reduce variables, and will help with tracking changes in student data to participation in specific programming. This decision is based on the fact that MCS is the lead applicant of the grant, the sole school participant in the Young Entrepreneur Consortium in Washington County, and the anchor school for BB2C. MCS has the added benefit of a 15 and 30 credit hour pathway that can provide students with an Entrepreneurial career enhancement certificate, or a one-year certificate. Options for including the county schools in this career pathway will be explored, but are not the core focus of the student achievement goal. Desired outcomes: Increase the graduation rate for Marietta City Schools; increase the average ACT scores; increase the percentage of students that participate in first-hand career experience during high school; increase the use of the credit flex option; increase the percentage of students that have developed a plan for post-secondary education or training.

ii. What assumptions must be true for this outcome to be realized?

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

Including community adults in the educational process supports the work of educators and can increase student engagement in school. Increasing opportunities for students to apply their knowledge through problem-based learning can increase student engagement and achievement. Boundary spanning initiatives can increase the use of community assets that can support student development. Collaborative interactions increase learning for students, educators, parents and the community. Marietta High school students currently desire opportunities to participate in applied learning experiences.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Programs that bring community adults together will help students learn and achieve, according to the model outlined and researched by Dr. Epstein (2011). There are three spheres of adults that overlap to influence student learning: family, school, and community. According to Epstein, these spheres can be pulled together or apart depending on the types of interactions that occur between them. Connecting adults in the spheres can help to integrate resources and strengthen school programs by matching community contributions to school goals (Epstein, 1995). The beauty of this model is that the child is in the center of the spheres, and the spheres can be pushed together through

the experience, philosophy, and practices of the adults in each sphere (Epstein, 2011). Multiple entities are partnering in the development of the Epicenter, and will work together to focus community involvement on the goal of student achievement. It is a well proven fact that community engagement increases student engagement in the educational process, which will increase student achievement (Bathgate & Silva, 2010; Duffin, 2004; Epstein, 2011; Laursen, Liston, Thiry & Graf, 2007; Smith & Sobel, 2010; Welch & Billig, 2004). Building Bridges to Careers has developed and implemented several projects that directly connect the community and school spheres. Specifically, the Problem Scenario Project is moving into its 4th iteration and the process has been evaluated and improved upon each year. Through the inclusion of community experts students were more engaged due to a greater level of authenticity, according to preliminary findings of a multi-participant qualitative study being conducted by the BB2C Facilitator for fulfillment of Doctoral Candidacy requirements. The problem scenarios developed for the Project were designed to be ill-structured in order to increase realism (Jonassen, 1997). This design provides students opportunities to develop multiple solutions that fit the context of the problem while addressing the required curriculum of the subject. Senge (2012) clearly states that efforts to improve educational processes have to include all three systems that interact - classroom, school, and community. The three embedded systems work together and can learn from one another how best to support student learning. One issue with the creation of partnerships that blend the three embedded systems is that they need to be part of a larger integrated system connecting in-school and out-of-school learning in order to improve outcomes for youth (Bathgate and Silva, 2010). BB2C is a county-wide boundary spanning leadership group (Goldring & Sims, 2005; Hogg, Knippenberg, & Rast, 2012) comprised of educators, businesses, community organizations, parents and students that provides the larger integrated system. The Epicenter project will push the school and community spheres even closer together to directly connect in-school and out-of-school learning for students. Marietta High School implemented an entrepreneurial pathway through involvement in the Young Entrepreneur Consortium. Twenty eight students have taken college credit bearing classes available in the new entrepreneur pathway. A focus group was conducted with 4 participating students. All four students are seniors and are earning money through business ventures that they developed. One of the students even applied for and received a sole proprietor LLC designation from the state of Ohio, and has agreed to locate the business in the Epicenter. All four students stated that they would have taken advantage of the Epicenter Flex Credit if given the opportunity. They felt that the Epicenter flex credit would have given them the chance to experience the synergy of collaboration with entrepreneurs working to grow their business. Learning business and entrepreneurial concepts can be amplified by actual experience with running a business (Main & Main, 2015).

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

The following indicators will be used to measure progress toward the desired outcomes: 1) In the fall semester of 2017, 20 students from Marietta High School will pilot the Epicenter Flex Credit with the support of a teacher, a trained Career Mentor, and the BB2C Coordinator. The independent study plan for each child will include academic indicators, core curricular connections to Epicenter components, and connections to career clusters of interest to the student. A problem scenario will provide structure to the course and the basis of specific course outcomes. 2) Data from the pilot round will be used to address unforeseen barriers to participation and provide data specific to student achievement for MHS students. It is expected that 80+ students from the county per school year will be able to complete Epicenter flex credits within the facilities of the Epicenter. 3) As students develop solutions for problem scenarios and/or entrepreneurial/business ideas they can participate in quarterly Junior PioPitch sessions at the Epicenter. Sessions will take the form of panel discussions or poster presentation/round table discussions, depending on the number of student participants. Each session will include 5-20 students, the entrepreneurs-in-residence and other adults from partnering organizations that will provide authentic feedback to students. 4) Teachers in Washington County schools that participate in the Problem Scenario Project through BB2C (between 10-20 each summer and fall) will utilize the Junior PioPitch sessions available each quarter. An estimated 300 students (15 teachers with 20 students each) will participate in solving work-related problems through the Problem Scenario Project each school year. It is expected that 20% of these students would present their solutions during the Junior PioPitch sessions in the Epicenter. 5) Participation from MHS will be tracked separately in order to make connections to collected achievement data for all 5 years.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

The current graduation rate for Marietta City Schools is 88% (2015 MCS 4-year graduation rate). During the 2014-2015 school year, 133 students completed the ACT exam and the result was a Mean Composite Score of 22.2. Only 40% of MHS seniors reported that they participated in first-hand career experience on the 2015 Senior Survey conducted each year by the Washington County Family and Children First agency. And, 81% of seniors reported that they had developed a plan for post-secondary education or training on the same survey. The survey is conducted in May each year. Twelve students took advantage of the credit flex high school credit option during the 2014-2015 school year at MCS (total student body grades 9-12 during 2014-2015: appx. 932). Use of data from the yearly Senior Survey ensures the inclusion of an unfiltered student perspective.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

If indicators show that the intermediary goal of 20 students from MHS completing the Epicenter Flex Credit in the fall semester of 2017 will not be met, then the guidance counselors and principals from MHS will participate in collaborative discussions with the project coordinators to determine the unforeseen barriers to participation and problems that have arisen. Student focus groups will also be conducted to help identify areas of concern. Identified barriers and problems will be addressed in an appropriate manner and with the support of all partnering organizations and schools. Indicators that show student reluctance to participate in the Junior PioPitch sessions will be addressed through marketing strategies that include social media and the BB2C Student Ambassador program. Lack of participation can also be addressed through collaborative discussions with teachers participating in the BB2C Problem Scenario Project. The problem scenario process includes a reflection session that teachers attend in order to receive graduate credit and can include reflection on the use of Junior PioPitch sessions. Building Bridges to Careers will explore the creation of in-house professional development sessions designed to explain the process of Epicenter Flex Credits and the Problem Scenario Project if the desired outcomes are not being met. The design of the Epicenter Flex Credit option can be revised to include more or less structure, and the level of involvement from the high school and the community adults can be adjusted or revised. Follow-up components for participating students can also be added as necessary to ensure student achievement is being addressed. Multiple avenues of support are available through the partnering organizations if the listed assumptions prove false. Career Mentor training sessions can be adjusted to address unforeseen issues that arise through the increased use of community adults and resources.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).*

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

The overarching desired outcome is for a greater efficiency in the creation of and delivery of career development programming for the districts in Washington County. The partners involved in the Epicenter will work collaboratively to build each other's capacity for addressing the multifaceted community development problem. The Epicenter is building upon partnerships that currently exist to serve the mission of Building Bridges to Careers. However, the level of partnering needed to share resources at the Epicenter will require more understanding of each other's organizations and a deeper level of commitment. All 14 organizations participated in preliminary meetings and already agreed to be partners in the creation and implementation of the Epicenter (as evidenced by letters of support provided in the upload section of this application). The expected outcomes for the goal of sharing services are centered around developing structures needed to build relationships and capacity, and to share best practices from each other throughout the sustaining years. 1) Develop a shared mission and vision of the Epicenter with all partners. 2) Develop a model for sharing resources and data among all partners in order to more efficiently

address the region's specific community development needs 3) Resources available through BB2C programming will be included in Career Advising Policies and will be available to each school district in Washington County 4)The BB2C programming will be marketed as an external resource for businesses and organizations that wish to contribute to schools and districts in Washington County, as well as a resource for schools

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

Partnering school districts have overlapping needs of career development and planning. The partnership created by the Epicenter will provide the mentoring and collaboration needed at all levels to address community development.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

Ohio schools adopted Career advising policies for the 15-16 school year, as required by ORC 3313.6020. HB 487 (2014) states that much of the details associated with implementing the items in the policy are a local decision. The policy requires that school districts do the following: provide students with grade-level examples linking school work to career fields; provide career advising to all students in grades 6-12; provide additional interventions and career advising for students identified at risk of dropping out of school; train employees on advising students; develop academic pathways to earning a diploma; identify and publicize courses which can earn students different types of credit; document career advising; and prepare students for transition from high school to their postsecondary destinations. College Credit Plus (ORC 3365) policy requires that schools provide students with a 15 and 30 hour college credit pathway if they are offering dual enrollment courses on their campus. Students from all six high schools attend classes at the career center, WSCC, and Marietta College. There are also partnerships with other IHEs, such as OU and SSCC. At the same time that schools are addressing Career Advising policies and College Credit Plus, "education institutions should be engaged with business and economic leaders to develop interventions and policies all along the P-20 pipeline that will result in higher academic achievement and better preparation for the workforce" (Vandel, 2009, p. 10). There is a clear need for schools to find and share career development resources, as it is not possible for each of the 7 high schools in the county to partner separately with economic and workforce development organizations. Through the creation of the Epicenter, the BB2C Coordinator will be available to work with all county schools. The Epicenter will also bring 3-6 small businesses, the Small Business Development Center, the Chamber of Commerce, the Port Authority, the Washington County Career Center, WSCC, and Marietta College together to share resources and data with school districts. With this many partners, there needs to be a plan in place to ensure that the partnership is effective. Effective partnerships have certain characteristics. They have the right person at the right time to move the project forward (Carline & Patterson, 2003). Leadership comes from all parties in the partnership (Rudy & Rudy, 2001). The leaders establish a shared vision (Carline & Patterson, 2003; Ritter & Gottfried, 2002), identify the political dynamics of all involved (Wills et al., 2009), and create feelings of ownership and empowerment for the individual participants (Ritter & Gottfried, 2002). Communicating roles and responsibilities for coordination purposes is also a key to success (Carline & Patterson, 2003; Ritter & Gottfried, 2002; Wills et al., 2009). Epstein (1995) states that staff development basically needs redefined in order to address the dynamics of partnering. Professional development needs to help those involved create programs that span the unique interests of the partnering institutions (Carline & Patterson, 2003) by providing time for the professionals to work together (Ritter & Gottfried, 2002). This time can be spent developing practices and policies (Ritter & Gottfried, 2002), planning and organizing the work (Wills et al., 2009), learning to be strategically responsive (Carline & Patterson, 2003), and spending the time needed to develop sustainable relationships among the partners (Pawlowski, 2010). The most mentioned characteristics of effective partnerships is trust and respect (Carline & Patterson, 2003; Pawlowski, 2009 & 2010; Ritter & Gottfried, 2002; Wills et al., 2009). Without trust and respect, participants may feel threatened or skeptical about what is being proposed (Carline & Patterson, 2003). Effective partnerships can address a central problem by providing time for collaboration and relationship building.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

The following indicators will determine if the Epicenter project is on track to address the desired outcomes. 1) During the grant year, leaders from each of the 14 partners will meet bi-weekly to establish a shared mission and vision for the Epicenter. 2) Specific plans will be created for moving 3-6 businesses into the Epicenter for student programming to begin during fall 2017-2018. 3) Leaders representing each school will create common language to include in the 2017 version of Career Advising policies; all 7 will present the revised policies to their boards of education for approval. The expectation is that more programs that utilize the Epicenter will be developed during planning meetings for years 2-5. 4) Plans will be developed by the leading team for collecting and sharing data needed by all partners. The variety of partners that are working together means that there will be a variety of data systems in place. Interns from Marietta College and WSCC will be utilized to help navigate the data issue. 5) Over the course of the grant it is expected that there will be personnel changes in each organization. For this reason, procedures and plans created for the Epicenter will be housed on the BB2C's website. This will ensure easy access for all stakeholders. Once the Epicenter project has been established, it will be included on the BB2C website in the list of Focus Projects with a logo. 6) Troy Devol Creative, LLC will work with the leading team during the grant year to create a flexible marketing and communication strategy that addresses 5 different stakeholders: students, parents, educators, businesses, and organizations. The purpose of creating this strategy is to communicate yearly program outcomes and continually recruit community adults and students to participate in the programs available. 7) Student participation will be tracked to determine the percentage of participants from each school.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

All 6 districts and the Career Center in Washington County will include BB2C resources in their Career Advising policies and will include the Epicenter Flex Credit option in the course guides for students. Currently only Marietta City Schools includes BB2C resources in their Career Advising policy. All partnering organizations will provide a designee that will attend Epicenter planning meetings. Of the 14 partnering organizations, 8 already have designees that attend BB2C meetings. Currently, about half of seniors in Washington County report that they are getting first-hand career experience while in high school (range of 54-63% over the course of survey data from 2008-2015). The efforts of sharing resources for career development are expected to increase the highest percentage to above 63% for the county. This year, 2015-2016, two districts and the Career Center are utilizing the services of the BB2C Coordinator for job shadowing placements, and one school has connected with the Small Business Development Center through the Career Mentor program. No schools have connected with the Southeast Ohio Port Authority or the Marietta Area Chamber of Commerce for direct student support. One local

business, REsolve Studios, is connected with the Harmar Community Center, and is providing work-based experiences in the Center for students at Harmar Elementary and Marietta Middle School.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

It is imperative that all partnering organizations provide a designated member to attend planning meetings. The Epicenter core team responsible for overall oversight of the work includes: the Director of Career Resources and Outreach for Marietta City Schools, the BB2C Coordinator, the Director of the Boys and Girls Club, the Career Mentor Coordinator, and the proprietor of Troy Devol Creative. This Epicenter core team will be responsible for working directly with each partnering organization to ensure that they are represented in the planning process. If necessary, follow-up meetings will occur with partners that are not able to provide representatives for planning meetings. All perspectives must be included in the decision-making process. If during the grant year it becomes clear that the partnering organizations are not successfully creating a plan for beginning Epicenter programming in the fall of 2017, then the Teen Career Awareness Group that advises the programs of BB2C will be included in the planning process. This Group was established in 2008 and became an advisory group once BB2C was established. If the collecting and sharing of data becomes problematic, other means of building organizational capacity through sharing resources/space will be explored. A re-assessment of community needs and assets may need to occur during the course of the 5 sustaining years in order to determine if the community development outcomes of the Epicenter are still relevant. Family and Children First, a founding partner of BB2C, is capable of soliciting this type of data. Over the course of the 5 years of the grant it is expected that there will be personnel changes in each organization. In these cases, the Epicenter core team will work directly with the partnering organization to provide a seamless transition for the new designated member.

10. Which of the following best describes the proposed project? - (Select one)

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

761,686.32 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

The Epicenter will be located in a space within the Harmar Community Center that needs renovated to include offices/work space for 3-6 businesses and a large versatile collaboration space for programming and student work. Three-five fab lab workstations will be located in the collaboration space, along with flexible seating and furnishings, and two projectors with screens for use with students, the entrepreneurs-in-residence and community members. A reception area and storage spaces are necessary components. Restrooms are required by code and a small closed in storage room will be included, as well. Currently, the space is empty, has no heat/AC, and is adjacent to an area that will be a gymnasium. A full length, floor to ceiling wall needs built between the two spaces. Preliminary meetings were held with an interior design company, an architectural firm, a representative of the electrician's union, and representatives from an IT company to help determine the basic plan for renovations and the estimated costs listed below. Epicenter programming will need fully developed, branded, and promoted to all schools in the county. A system for scheduling will need created that works for all stakeholders in order for the entrepreneurs-in-residence to function properly and for students and schools to participate in programming efficiently. Programming will need evaluated to determine its effectiveness. 1) The renovation of the space, building of walls and interior finishing, HVAC, electricity and bathrooms: \$571,216.98 2) Internet and wifi service installation, cabling, and switches needed for connectivity (which does not exist in the space); a laptop cart for student/small group use in the collaboration space; projectors and screens will be located in two places for presentations and teaching; a copy/fax, scanner machine: \$36,709.34 3) 3-5 fab lab workstations will be included in the collaboration space for student use in Epicenter Flex Credit, and for general exploration by the community and other student groups: \$42,540.00 4) Tables and chairs on wheels, other office and small furniture items needed for the collaboration space, office furniture for the reception area: \$20,000 5) 5-year evaluation services contract with Battelle for

Kids: \$55,000 6) 1-year marketing and communication services contract with Troy Devol Creative, LLC, which includes - Epicenter logo creation; marketing materials; promotion and communication plan, including videos; website maintenance: estimated 280 hrs x \$50/hr = \$14,000 7) 10 hours/week added to the BB2C Coordinator's contract for 1 year (currently 30 hrs per week) to support Epicenter Flex Credit course development, create Epicenter scheduling system and procedures, promote programming to all county schools, recruit students and teachers to participate, further develop existing teacher professional development to include Epicenter options: 520 hrs x \$23.5/hr = \$12,220 8) Administrative/fiscal costs for MCS: \$10,000

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

The grant funds are targeted at creating the space needed for this county-wide innovative program in a central location. Locating the Epicenter in a neutral setting, like the Harmar Community Center, is necessary for program sustainability because changes in administrative staff or funding at any one organization (schools, businesses, or government agencies alike) could jeopardize future Epicenter programs and partnerships. Actual programming will not add costs, as the two new programs of the Epicenter do not require additional funding, and the other Epicenter options for students are expansions of current programming from various partners in the project. 1) Epicenter: The renovated space will not be owned by MCS, therefore the additional cost of utilities (internet, water, electricity) will not be the responsibility of MCS. The Epicenter will be located in the Harmar Community Center, alongside of the Boys and Girls Club of Washington County. Businesses that locate in the Epicenter will pay rent directly to the Harmar Community Center to offset utility costs. 2) Equipment: Equipment and technology purchased for the collaboration space will be owned by MCS, and will be on loan to the Harmar Community Center for student use for the duration of Epicenter (as long as it remains true to the mission). Equipment purchases include two-year upkeep agreements. Any upkeep after the purchased agreements expire will be the responsibility of the Harmar Community Center. Businesses that locate in the Epicenter will provide their own equipment and technology. 3) Evaluation costs are required for grant years only. 4) Marketing and communication: logo creation, marketing services, and communication plans are needed for launching and promoting the new Epicenter programs; after the grant year Epicenter programming will be built into school course guides and Career Advising Policies; logo content and long-term communication plans will be available to BB2C for use beyond the grant year. 5) Epicenter Coordination: BB2C Coordinator duties include: job shadow, event, and project coordination, and promotion of current BB2C projects. For the grant year only the coordinator's contract will be increased by 10 hours per week to aid in developing and promoting Epicenter programs. After the grant year, the contract will be restored to 30 hours per week. This position is contracted through the Washington County Family and Children First agency and does not add sustaining costs to MCS or partnering school districts. 6) Administrative costs are for the grant year only. Facilitation of Building Bridges to Careers has been included in the job description of the Director of Career Resources and Outreach for 3 years, and is therefore not an added duty requiring an increase in salary. The Epicenter will be included in the suite of career development projects currently under this Director's responsibility. This Director regularly meets with members of the partnering districts and organizations for purposes relating to her duties. 7) The two new Epicenter programs designed for high school students do not add sustaining costs: No transportation costs will be added for any school. All districts have existing bus routes to the Washington County Career Center, and the Boys and Girls club provides transportation to and from the Career Center. The flex credit option will not accrue costs to any district in terms of personnel or other resources. The flex credit option is available to all high school students in Ohio, and only requires a teacher within the district of the student to oversee the work. This is not an added duty resulting in a salary increase. The Junior PioPitch sessions will not accrue costs, as they will be held during school hours. The entrepreneurs-in-residence and other adults will participate on a volunteer basis. All other Epicenter programming will be expansions of or reconfiguring of current programs and therefore will not add sustaining costs.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

Not applicable.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be*

replaced in order to ensure the life of the innovative project.

Not applicable.

## D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

*A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.*

21. Planning

a. Date Range February 2016-June 2017

b. Scope of activities - include all specific completion benchmarks.

During the grant year, the first priority will be the renovation of the Epicenter space. Benchmark 1: Legal agreements between Marietta City Schools and the Harmar Community Center will be executed. Benchmark 2: Final floor plans for the space will be determined, all aspects of the plan will be reviewed to ensure that it meets ORC requirements. Benchmark 3: Contracts will be secured to complete the renovation and the work will begin. Benchmark 4: Renovations will be completed by June 30, 2017. This process will be aided by the fact that preliminary meetings were held with an interior design company, an architectural firm, a union electrician, and an IT company to help determine the basic plan for renovations and estimated costs. Also during the grant year, partnership team meetings will be regularly scheduled. During the grant year meetings will occur bi-weekly to determine the following: Benchmark 1) Shared vision; Benchmark 2) Development of action steps and responsible parties, and necessary sub-committees that will be utilized to complete various portions of program planning (i.e. equipment and technology purchases, small business recruitment, Epicenter Flex Credit curriculum, construction oversight, development of communication plan, etc.). Benchmark 3) Sub-committees will then meet bi-weekly, and the full committee will meet monthly for communication of progress toward the grant year outcomes. Benchmark 4) A program plan for implementing the Epicenter Flex Credit and the Junior PioPitch sessions for fall 2017 will be completed. Planning meetings will continue on a bi-monthly basis through the 5 sustainability years to continually address formative data, necessary changes, and summative data.

22. Implementation (grant funded start-up activities)

a. Date Range March 2017-July 2018

b. Scope of activities - include all specific completion benchmarks

The two main Epicenter projects that will be implemented are the Epicenter Flex Credit, and the quarterly Junior PioPitch sessions. Also, 3-6 small businesses are to locate in the Epicenter. Partnering organizations plan to incorporate Epicenter options into current programming. Benchmark 1) A marketing and communication plan will be created and implemented during spring and summer of 2017, and will continue to be implemented through the 2017-2018 school year; Benchmark 2) signed lease agreements by business owners will include completing Career Mentor Training, and businesses will move into the Epicenter by August 2017, the Small Business Development Center will begin scheduling hours in the Epicenter; Benchmark 3) Teachers participating in the Problem Scenario Project professional development (June or July 2017) will have students present solutions at a Junior PioPitch session during the 2017-2018 school year; Benchmark 4) 20 students will be recruited to create and participate in an Epicenter Flex credit during fall semester 2017; Benchmark 5) Junior PioPitch sessions will be held quarterly at the Epicenter with partner support, with an expected 5-20 students presenting at each session; Benchmark 6) The Boys and Girls Club will expand the Career Launch and Diplomas to Degrees programs into the Epicenter (20 Washington County students); Benchmark 7) 40 more students will be recruited to create and participate in an Epicenter flex credit for the spring and summer semesters of 2018. Benchmark 8) Middle school and high school student groups will tour the Epicenter during spring semester 2018; Benchmark 9) The Marietta Area Chamber of Commerce will begin developing the student entrepreneurial/business group (15 students); Benchmark 10) Marietta College will include Epicenter options in McDonough Center for Leadership courses, and in the summer DRIVE Entrepreneurial camp for grades 7-12 (48 students).

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July 2017-July 2022

b. Scope of activities - include all specific completion benchmarks

Institutionalization: Career Advising Policies were approved in 2015, and will be up for review in 2017. Benchmark 1) Superintendents from districts in Washington County will work together to develop policy language for including Epicenter options and BB2C resources in revised

Career Advising Policies. Each school will include the Epicenter Flex Credit in their course guides for students. Benchmark 2) Grant partners will expand current programs into the Epicenter during sustainability year 1. Evaluation: Benchmark 1) Achievement data will be collected yearly for Marietta High School participating students; Benchmark 2) Epicenter program evaluation data will be collected by Battelle for Kids for 5 years; Building Bridges to Careers (BB2C) will continue to oversee programs created and implemented for fulfilling their mission beyond the grant years; Benchmark 3) Evaluation data will be reviewed by the leadership team and used to make yearly revision decisions; data will be shared amongst all partners; Benchmark 4) Data will be collected from rising and current entrepreneurs for the Small Business Development Center and the Port Authority. Benchmark 5) Districts will collect data documenting career advising for participating students yearly. Communication of Program Outcomes: Program outcomes will be communicated to stakeholders during and after the sustainability years of the grant through all partnering organizations. Benchmark 1) Epicenter presentations will occur at statewide conferences; Benchmark 2) Epicenter outcomes will be publicized through newsletters and communications distributed by partnering organizations, Benchmark 3) Epicenter outcomes will be included in the yearly progress report housed on the BB2C website.

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

The Epicenter is strategically named. In order to bring county-wide resources together to truly help students make career decisions, a disruptive innovation is needed that can interrupt the status quo. District level: The Career Advising Policy is just the beginning of this work. With all districts in the county agreeing to include common elements in their policies, the collaboration around those common elements will catalyze interactions that would not have occurred otherwise. School districts have partnered with local businesses on surface levels through Partners in Education programs. The type of collaboration that will occur with businesses in the Epicenter will take partnering to a deeper level, and will include economic and workforce development organizations. An example of this deeper level of partnership is already in existence with Marietta City Schools and REsolve Studios, which is a local business. All 5 artists of REsolve are Career Mentors and are mentoring middle school students through the creation of art that will be on display at the Parkersburg Art Center. They hold "Collaboratives Night" sessions for community members in the Harmar Community Center, in which middle school mentees have participated with their parents. REsolve Studios has agreed to locate in the Epicenter. The crossing of boundaries that will occur between all of the partners will lead to a better understanding of true community development for all because multiple levels will be involved in the dialogue on a regular basis: students, teachers, parents, community, and business. School level: The Epicenter Flex Credit will provide students with the opportunity to participate in the creation of their own course. In order to do this, they will need to become familiar with curriculum and how it connects to the multiple options available in the Epicenter. This requires dialogue between students, their teacher, and adults from the Epicenter. Imagine that conversation. Teachers, students, and community adults would be working together to determine how to connect curricular standards and student goals in order for the student to capitalize on Epicenter opportunities. The student's chosen goals would be at the center of the conversation, with the adult spheres moving together to help the student achieve those goals. Classroom level: It is expected that teacher use of problem-based learning will increase by fostering an understanding of how to use community adults as resources. Students need experience with multiple career clusters in order to make an informed decision, and teachers do not and are not expected to have that level of career expertise. Videos will be created to show teachers the process from beginning to end, and will document the student engagement that can be achieved by adding authentic experiences in the classroom with community experts. There is already a research-based process in place to address the use of this teaching concept provided by BB2C. Added to this process will be the Junior PioPitch sessions which will have students presenting solutions and receiving authentic feedback from community panelists. Teachers at Marietta City Schools have already begun to utilize problem scenarios outside of the structured process. The collaborative spirit of the Epicenter is the catalyst that will create buy-in at all levels. The vision statement of Building Bridges to Careers is simple: Successful Students, Prosperous Communities. These are reciprocal concepts and the Epicenter Entrepreneurial Education Center will help to create the culture of networking and system building that is needed to move the needle on community and career development in Washington County.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.*

Please enter your response below:

Battelle for Kids will serve as the external evaluator for the project. Erin Joyce, a Director in the Learning and Leading department of Battelle for Kids, will serve as the lead evaluator for this project. Additional Battelle for Kids staff with quantitative and qualitative analysis expertise may be called upon during the course of the project to assist with the evaluation. 614-481-3141 Erin Joyce: [ejoyce@battelleforkids.org](mailto:ejoyce@battelleforkids.org)

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

The program evaluation will provide both formative and summative feedback to the Marietta City School District. The program evaluation will

be conducted through all 5 years of the project, beginning in the 2017-2018 school year and ending in the 2021-2022 school year. A final report will be delivered in September of 2022. The formative portion of the evaluation will address the following evaluation questions: 1. Do students engage in work-based learning through the Epicenter? 2. How is participation distributed among the school districts in Washington County? 3. Do school districts and business partners value the Epicenter as a shared resource in Washington County? The summative portion of the evaluation will address the following evaluation questions: 1. Is there an increase in the graduation rate at Marietta High School? 2. Do participating students' ACT score increase and is there an increase in the overall average ACT score among Marietta High School graduates? 3. Is there an increase in the number of students earning high school credit through flexible credit options as a result of participating in the Epicenter? 4. Do more graduating seniors report having a plan for post-secondary education or training? 5. Are school districts and business partners utilizing the Epicenter as a shared resource within Washington County? Battelle for Kids will use a mixed methods evaluation design to address the formative and summative questions listed previously. The formative evaluation questions will primarily be addressed through surveys of school and district administrators, school counselors, Epicenter staff and business partners. The summative evaluation questions will be addressed by conducting analyses of Marietta High School administrative data, including graduation rates, ACT results, credit flexibility data, and Washington County Senior Survey data. The shared services question will be addressed via analyses of utilization rates and partner feedback. Specific evaluation activities include: \* Establish baseline measures in the 2016-2017 school year: graduation rate; ACT scores; credit flexibility utilization rate; Senior Survey perceptions \* Conduct surveys of business partners, school counselors, building and district administrators and supervising teachers (2017-2018 through 2021-2022) \* Conduct focus groups and structured interviews with representatives of stakeholder groups (2017-2018, 2019-2020) \* Analyze student achievement data, survey data and outcome data (2017-2018 through 2021-2022). The integration of multiple types of data will provide a robust picture of project implementation and outcomes. By gathering perspectives from multiple stakeholders and examining that data in conjunction with quantitative measures, the evaluation will address context, processes and outcomes. Battelle for Kids will provide a detailed evaluation plan at the initiation of the project. Reports will include annual evaluation briefs and a final evaluation report to be delivered in September of 2022.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

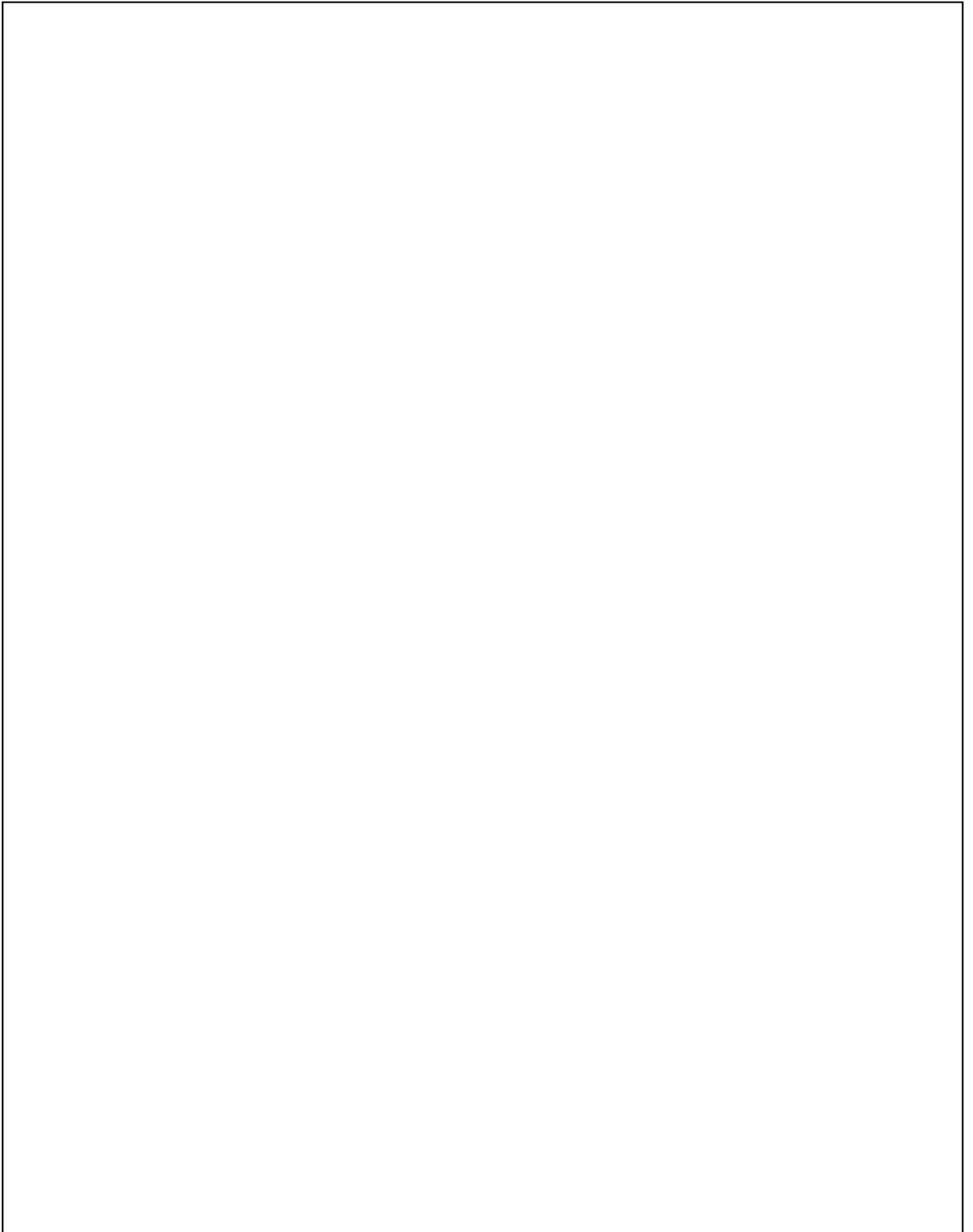
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.*

It is likely that this project will be scaled-up. The Epicenter is a pilot project of the Southeast Ohio Port Authority. A redevelopment grant is in the works for creating a small business incubator that would include enough space for permanent residence of businesses that are successful. Businesses that get started in the Epicenter would have the opportunity to move into the Incubator. Along with them, will go the culture of collaboration with education. Entrepreneurial education programming for high school students created at the Epicenter can be recreated in the Incubator on a larger scale. Feasibly, students that choose the 15 or 30 credit hour entrepreneurial pathway at MCS can create their own business, use the Epicenter Flex Credit to improve upon the idea, move into the Epicenter upon graduation, grow their business with the collaborative support of Epicenter partners, and then move into the Incubator. Verdant Ecotechnologies was developed by a current MHS senior and has agreed to move the business into the Epicenter. With a larger space and more businesses, more students from Washington County would be able to be served. Expansion of the Epicenter concept is also feasible due to the partnerships created between Washington County school districts through this project. While districts in the county have collaborated before, they have not officially partnered on any one project. The Epicenter will create a pipeline of project replication between all schools. Already, by the grant year three school districts will have a career exploration course for all students in middle school. The Career Mentor program, which is in place at Marietta Middle School, is slated for replication at Warren Middle school. Fort Frye has approached Marietta about sharing CCP courses through videoconferencing. The expectation of sharing common language in Career Advising Policies would ensure the expansion of successful projects countywide, and the Epicenter project will instigate that level of collaboration. Each school district has their own 15 and 30 credit hour pathway, i.e. STEM and liberal arts, as well as various Career Technical Education pathways. Entrepreneurial skills cut across all 16 career clusters, and therefore the Epicenter Flex Credit and Junior PioPitch program is a natural fit for all pathways and all students. Marietta City Schools is a member of the Young Entrepreneur Consortium (YEC), which includes 11 other school districts. The Epicenter concept and lessons learned will be shared with the YEC and could be replicated by other schools in the consortium. A culture of collaboration already exists with other counties and schools in the consortium. For this reason, partnering with local economic and workforce development agencies could be a logical next step. There are already business incubators in the main region of the YEC (Akron/Canton area), and approaching them would not be difficult. All schools have required Career Advising Policies and all students have access to the flex credit option. Schools that have the personnel capable of facilitating boundary spanning initiatives and managing community engagement would be well set to replicate the Epicenter concept. Pulling the partners together and creating the necessary relationships is what takes the most time with this type of work. The basic concept of the Epicenter was built upon the POWER project in Carrollton Schools, also in the YEC. Collaboration and the sharing of ideas is powerful, and the disruptive innovation that is the Epicenter will only multiply that power.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Tasha Werry



Consortium

Marietta City (044321) - Washington County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

## Partnerships

Marietta City (044321) - Washington County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Will	Hampton	740-374-6500	whampton@mariettacsdo.org	Marietta City	044321	111 Academy Dr, Marietta, OH, 45750-8053	
Tony	Dunn	740-423-9511	bc_tdunn@belpre.k12.oh.us	Belpre City	043604	2014 Rockland Ave, Belpre, OH, 45714-1118	
Stephanie	Starcher	740-98402497	ff_sstarcher@seovec.org	Fort Frye Local	050484	510 5th St, Beverly, OH, 45715-8916	
Kevin	Turner	740-865-3441	kturner@frontierlocalschools.com	Frontier Local	050492	44870 State Route 7, New Matamoras, OH, 45767-6149	
Kyle	Newton	740-678-2366	wl_knewton@warrenlocal.org	Warren Local	050500	220 Sweetapple Rd, Vincent, OH, 45784-5005	
Bob	Caldwell	740-984-2373	bobc@seovec.org	Wolf Creek Local	050518	PO Box 67, Waterford, OH, 45786-0067	
Mike	Elliott	740-373-2766	melliott@thecareercenter.net	WASHINGTON COUNTY CAREER CENTER ADULT EDUCATION	005720	RTE 2, MARIETTA, OH, 45750	
Mark	Nutter	740-374-8716	mnutter@wsc.edu	Washington State Community College		710 College Drive, , Marietta, Ohio, 45750	
Maribeth	Saleem-Tanner	740-376-4561	ms010@marietta.edu	Marietta College		215 Fifth St. , , Marietta, Ohio, 45750	
Pamela	Lankford	740-373-5150	plankford@wsc.edu	Small Business Development Center		308 Front St. , , Marietta, Ohio, 45750	
Angela	Scott	740-373-4123	ascott2@att.net	Boys and Girls Club of Washington County		307 Lancaster St. , , Marietta, Ohio, 45750	
Jim	Black	740-568-1958	jim@seohioport.com	Southeastern Ohio Port Authority		710 Colegate Drive, , Marietta, Ohio, 45750	
Gary	Murphy	740-706-1602	gmurphy@magnummagnetics.com	Harmar Community Center		307 Lancaster St. , , Marietta, Ohio, 45750	
Carrie	Ankrom	740-373-1884	ankrom@mariettachamber.com	Marietta Area Chamber of Commerce`		100 Front St. , , Marietta, Ohio, 45750	
Erin	Joyce	614-481-3141	ejoyce@battelleforkids.org	Battelle for Kids		1160 Dublin Rd. #100, , Columbus, Ohio, 43215	

Implementation Team

Marietta City (044321) - Washington County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Geoff	Schenkel	Career Mentor Coordinator; Entrepreneur of REsolve Studios	1. Training Career Mentors 2. Coordination of Career Mentor placements 3. Facilitate ongoing support to adult mentors, mentees, and their teachers 4. Conduct outreach activities to increase functional awareness of the Epicenter and connect students with the community-at-large; i.e. Creatives Night, which includes REsolve Studios artists, community members, and mentees collaborating as equals and peers 5. Facilitate group and individual career exploration activities	1. Leadership Certificate from the McDonough Center for Leadership and Business 2. Self-employed artist since 1997: focused on developing and implementing community mural projects in multiple Ohio counties; 3. Responsible for the acquisition of resources and services that connected education to the process of creating community murals 4. Proprietor of REsolve Studios created in 2011 5. Award winning artist and community developer	Career Mentor Coordinator, 2015-2016 Art Appreciation Instructor, Washington State Community College, Marietta, OH (2014, 2015) Sculpture Instructor, Marietta College, Marietta, OH (2012) Self Employed Artist, Marietta, OH (1997 - Present) a) Community Murals - developed and implemented community mural projects in multiple Ohio counties. Lead artist for seven murals. Mentor and consultant to other lead artists for five additional murals. b) Commissioned Murals - completed murals in Augusta, Georgia; Parkersburg, WV; Williamstown, WV; Pittsburgh, PA, and more than 20 in Marietta, OH. c) Portraits of animals and people. d) Sign painting and faux finishing. e) Mixed Media and Assemblage	Bachelor of Arts, Marietta College	50	
Tonya	Davis	Building Bridges to Careers Coordinator	1. Develop Epicenter programming 2. Coordinate Epicenter scheduling 3. Develop internships for students with businesses housed in the epicenter and businesses in the community. 4. Assist students in developing flex credit/independent study class 5. Facilitate job shadowing placements at epicenter 6. Increase awareness in community regarding opportunities at the Epicenter 7. Facilitating group and individual career exploration activities. 8. Assisting students with creating Ohio Means Jobs profiles.	NCDA Career Development Facilitator Credential	Two years experience as the Building Bridges to Careers Coordinator Previous small business owner Five years as an Educational Outreach Coordinator for Ohio Appalachian Center for Higher Education: career counseling, admissions counseling, financial aid assistance. Oral Health Promotion Project Coordinator for the Center for Aging and Health Care in WV. 3 years experience as a Licensed Therapist working specifically with youth.	M.A Counseling B.A. Psychology	50	

Troy	Devol	Entrepreneur, Troy Devol Creative, LLC	To develop a comprehensive Market Strategy that engages BB2C's stakeholders through multiple marketing channels including a strong social media presence, traditional media, grassroots campaigns, and the execution of digital media distribution.	A Media and Marketing professional and Remote Broadcast Professional with a 16-year career in video production, advertising, marketing and business management. I possess a Bachelor of Science in Business Administration and 8 years of military leadership experience.	Freelance Media/Marketing Specialist Remote Broadcast Professional Associate Professor of Digital Media Producer/Director Business Ownership I have been involved with BB2C for two years in two different capacities: 1) developing BB2C media content for marketing and communicating previous focus projects and website development through contractual work, and 2) participation in bi-weekly BB2C Communication Sub-committee team meetings	BS Business Administration	25	
Tasha	Werry	Director of Career Resources and Outreach; Building Bridges to Careers Facilitator	For the purposes of this grant, Tasha Werry will be the Project Director. She will be responsible for overseeing all aspects of the Epicenter implementation and will be the point person for the grant during the grant year and the 5 years of implementation.	Administrative Specialist License, focus areas of professional development and community outreach; 1-8 Elementary Teaching license Multiple experiences with program creation, oversight, implementation, and evaluation.	Building Bridges to Careers Facilitator; Race to the Top grant coordinator; Teacher Incentive Fund grant coordinator; Collaborative Learning Practitioner for the Ohio Appalachian Collaborative; Young Entrepreneur Consortium grant coordinator; District administrator responsible for the following: OTES implementation, student growth measures, student learning objective (SLO) implementation, facilitation of the SLO review process, Career Technical Education, College Credit Plus implementation; district level professional development; Programs created and implemented by Tasha Werry: Washington Elementary Mentor Program, MCsquared Science Collaborative, Problem Scenario Project, Career Mentor Project; Building Bridges to Careers; Teaching experience: 12 years - 5 years at Marietta Middle School, 7 years at Washington Elementary. Extensive experience presenting at regional and state level conferences on multiple topics over the last 4 years, most presentations include BB2C projects	MEd from OSU; Currently a Doctoral Candidate in the EDD program at Ohio University, expected to graduate Spring of 2016	50	
Angela	Scott	Executive Director, Boys	Participate in the decision making	Administrative and Director experience	Administrator of the Before and After School Program	1992 WSCC, Associate of	15	

		& Girls Club of Washington County	process as a member of the Epicenter core team; help to integrate current BGCA programs into the Epicenter; Communicate the status of the Epicenter during BGCWC Board Meetings	qualifies Angela to participate in the Epicenter core team and help make decisions regarding Epicenter programming. The Epicenter space will be shared with the Boys and Girls club and Angela needs to be fully aware of all decisions made.	at the YMCA, responsible for overseeing the program, the planning and implementation of lesson plans aligned to Ohio Standards. Former Child Care Director at the YMCA, where I was responsible for overseeing the child care department and staff. Planning and implementing programs and lessons, following Ohio State Licensing and Regulations.	Applied Science-Social Services Technology. 2012 Ashford University, Bachelor of Arts Early Childhood Education		
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