

Land Grant Youth Entrepreneurship Symposium
Call for Papers
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Introducing EntrepreneurShip Investigation: A curriculum designed with ultimate flexibility

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The University of Nebraska – Lincoln Extension and 4-H has created a holistic, competency-based curriculum designed for clubs, camps, schools and communities. It represents the combined efforts of the multiple resources of Nebraska's Land Grant Institution, community organizations and agencies and the Nebraska Department of Education.

Its mission is for youth to think like an entrepreneur at a very young age and for youth to remain within their local community. Goals are to 1) learn what an entrepreneur is, 2) learn the career and professional skills needed for success in their careers and in business and 3) learn how to start their own business. Its overarching goal is to create a youth entrepreneur-friendly community.

An independent study, Opportunities for Community Support for Youth Entrepreneurs in Rural Nebraska, determined that rural Nebraska wanted a roadmap to becoming an entrepreneur that would be available at that teachable moment for the youth regardless of any other local, unique resources. This proposed complete package culminating in developing a business plan is now EntrepreneurShip Investigation. It is written at a 10 year-old reading level, aligned to school standards and utilizes the experiential learning model throughout each activity. It has been used in middle schools and high schools and by adults.

It has been piloted by 477 youth in 28 sites. Results indicate that 1) youth learned what the manuals had set as their goals, 2) they would recommend it to a friend and 3) they would like to learn more about entrepreneurship. The flexibility of the curriculum was recognized by leaders and teachers by the variety of models created for each of our targeted audiences.

This presentation will showcase the curriculum and share the results of the year-long, comprehensive pilot. It will also showcase the flexibility of the curriculum by sharing the variety of models used in the piloting of clubs, camps, schools and communities. Workshop goals: 1) Provide an overview of the curriculum; 2) provide results of the pilots; 3) share various models utilizing the curriculum; and 4) brainstorm how they might be able to use this curriculum in their community.

LOGIC MODEL: Program Performance Framework

Situation: Youth are moving to larger communities for economic opportunities. Rural population continues to decline in many communities. Schools are beginning to explore entrepreneurial education and there is a demand for quality materials especially in the middle-school age.

S I T U A T I O N	OUTCOMES* - IMPACT			OUTPUTS			INPUTS
	Long Term	Intermediate	Short Term				
	<i>What the ultimate impact(s) is/are</i>	<i>What the intermediate results are</i>	<i>What the short term results are</i>	<i>Who we reach</i>	<i>What we do</i>	<i>Educational Product</i>	<i>What we invest</i>
	<p>Conditions* Youth are self-employed, develop their own strategic business, marketing plans, and start their own businesses.</p> <p>Youth are working in their own community in a selected career.</p> <p>Youth are involved in their community and working to meet community needs.</p>	<p>Action* Youth explore and develop a business plan to start their own businesses.</p> <p>Youth explore career opportunities and owning a business in their home community.</p> <p>Youth explore how community needs can be met.</p>	<p>Learning* Youth increase their knowledge of starting and operating their own business.</p> <p>Youth become aware of career opportunities their own community including entrepreneurship.</p> <p>Youth gain knowledge in community needs.</p>	<p>4-H Clubs and Extension Programs</p> <p>Schools and/or student organizations</p> <p>Mentors</p>	<p>Educational materials will be developed to be used in 4-H Clubs and Extension Programs.</p> <p>Educational materials used in school setting and enrichment projects.</p> <p>Educational materials will identify methods to select appropriate mentors.</p>	<p>ESI Curricula - develop a high-quality, juried-reviewed entrepreneurial education curriculum. The ESI curricula is designed for middle and secondary youth and will be offered through numerous deliveries. Curriculum focuses on individual learning with community interaction.</p>	<p>Faculty & Staff - time in planning, leading, developing, coordinating, and building relationships with stakeholders</p> <p>Materials, equipment and other non-personnel items.</p> <p>Infrastrucure in place (e.g., space in buildings).</p>



	<p>Youth are actively engaged in the community and supporting their local businesses.</p>	<p>Youth explore how they can be involved in the community.</p>	<p>Youth gain an understanding and importance of social networks and community resources (business networks, contacts)</p>	<p>Community Based-Organizations</p>	<p>Curriculum will identify processes where communities can use the materials.</p>		<p>Funding, resources</p>
	<p>Youth exhibit a healthy work self-concept.</p>	<p>Youth exhibit an increase in professionalism (i.e., customer service skills).</p>	<p>Youth have knowledge of work-related concepts (professionalism, customer service, etc.)</p>	<p>Individual Students</p>	<p>Develop self-directed materials for the individual learner.</p>	<p>Youth completing program will develop a business plan.</p>	<p>Collaborators -funding, writers, expertise</p>
	<p>Youth possess practical skills and job readiness characteristics - possess the knowledge, skills and experience necessary to increase employment.</p>	<p>Youth gain experience in the skills needed to own their own business.</p>	<p>Youth become knowledgeable in the skills needed to own their own business.</p>	<p>Stakeholders and potential funders</p>	<p>Develop evaluation strategies, establish base line indicators and communicate with stakeholders</p>	<p>Research tools - evaluation of curriculum, surveys</p>	<p>4-H Extension Educators</p>
	<p>Youth are performing academically and have improved educational outcomes.</p>	<p>Youth experience an increase in basic academic skills</p>	<p>Youth become aware of the importance of education in their career selection.</p>				

* Outcome statements include indicators

Points for consideration:

ASSUMPTIONS

1. Bronte-Tinkew (2001) Entrepreneurship can positively influence youth development such as positive economic, intellectual, social and psychological outcomes.
2. Kourlsky and Walstad (1998) Traditional education needs to be re-evaluated to stimulate entrepreneurial attitudes.
3. Working Group on Youth Entrepreneurship (1996) Community influences the individual reason to be an entrepreneur. Community can either encourage or discourage entrepreneurship.

ENVIRONMENT (External Factors)

- Limited opportunity for quality youth employment.
- Population has continued to decline in many rural communities.
- Lack of community awareness of entrepreneurial strategies.

EVALUATION

Focus - Collect Data - Analyze and Interpret - Report

The evaluation plan is being developed. The evaluation will look at knowledge and attitude changes concerning youth skills. Future funding will be sought to conduct a more extensive longitudinal funding that uses various techniques for assessment, including standardized tests and youth reports of their own behaviors or attitudes. Assessments may include youth self-administered questionnaires, interviews with teachers, instructors and mentors, and observations of youth activities. The evaluation will meet IRB standards. For example, measurement will include:

1. Measure youth knowledge of entrepreneurial principles and processes. For example: measure youth perception of small businesses; knowledge about competitive markets and government. Self report.
2. Measure of knowledge of community resources. Measures knowledge about community resources and knowledge of business networks; self report.
3. Measure knowledge of community needs for goods and services. Self-report.