



Using the Roadmap to Entrepreneurship to Engage Students in every Career Pathway

Preparation for the 21st Century

Career Clusters Institute

Washington DC

June 2012



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The Consortium For Entrepreneurship Education

Youth Entrepreneurship Alliance

www.YEALeaders.org

VISION: Entrepreneurship Opportunities for All Youth

MISSION: To provide leadership for the youth entrepreneurship movement.

GOALS:

- Leveraging the collective goals of diverse stakeholders
- Providing a unified voice and advocacy for youth entrepreneurship education
- Promoting the availability of research that advances the field of youth entrepreneurship
- Building a support system for entrepreneurship education nationwide



Consortium for Entrepreneurship Education

www.entre-ed.org

National Organization bringing Educational
Agencies and Leaders Together To Build the
Field of Entrepreneurship Education

Consortium for Entrepreneurship Education

- **All Career Clusters have entrepreneurial opportunities** in the careers. It depends on how the person wants to work!
- CEE developed listing of entrepreneurial careers in each career cluster to help educate about where entrepreneurs flourish in our economy http://www.entre-ed.org/_teach/clusters.pdf

Architecture & Construction

- Architect
- General Contractor
- Carpenter
- Carpet Installer
- Heating, Ventilation, Air Conditioning and Refrigeration Mechanic
- Modeler
- Remodeler
- Plumber
- Surveyor

Business Management & Administration

- **Entrepreneur**
- Chief Executive
- Top Collection Executive
- Top Investment Executive
- Accountant
- Human Resources Consultant
- Interpreters & Translator
- Business Consultant
- Small Business Owner & Entrepreneur
- E-Commerce Manager & Entrepreneur
- Public Relations Specialist
- Public Relations Writer
- Demonstrators and Product Promoter

Jim Clifton, CEO of Gallup stated in 2010

- “What the whole world now wants is a **good job**”
- Earlier they reported they desired love, money food, shelter, safety, and/or peace as paramount
- “**Good Job**” is evolving also because social contract between big companies and employees has changed - **Sacrificing old certainties for new risks and opportunities in their own hands**

Organization For Economic Co-operation and Development

- “The wealth of nations will come to rely more on the **skills of their people** than on other sources such as natural resources.”
- As a consequence, nations should be investing in vocational education (CTE) and, he said, “The top priority should be **bridging the gap between school and business.**”
- “The U.S. actually has a very good high school CTE structure. It just needs to be used for far more students”

Simon Field, the project manager for OECD comparing vocational education at the high school level in 34 nations.

The Changing State of the U. S. Economy

- **Unemployment** in the United States has been at a 26-year high (**8.2 %**) in May 2012), as businesses continue to seek to survive
- The majority of job losses have occurred in large companies, with the highest share among firms with 1000 or more employees
- **Individual entrepreneurs** have been the **fastest growing segment** during the current recession

The Changing State of the Economy

- Small businesses are the foundation of the American economy. The Small Business Administration (SBA) currently reports that of the 27+ million businesses in America,
- 21+ million have no employees except the owner, and
- another 4 million have 5 employees or fewer.

USA is Small Business Economy

- **75%** of businesses have no employees
- **89%** have 5 or fewer employees - (25+ Million of the 27+ Million total USA business)
- Just 5% have more than 50 employees
- **52% of small businesses are home based**
- In 2004 **Small Business Tax Returns** represented more than **93%** of all business tax returns

Small Businesses Throughout Our Economy

- 12.9 Million Small Businesses (72%) concentrated in:
 - Professional scientific, technical and management services
 - Finance
 - Insurance and Real Estate
 - Wholesale and Retail Trade
 - Construction
 - Other Services
- Services sector is generally more localized and better suited for small business model

US Chamber Foundation and Junior Achievement Study

- National Survey with 2,213 US high school juniors – Done in August 2011
- **64%** are interested in starting or owning their own businesses
- 19% have already started their own businesses (**1 out of 5**)
- 95% agree that starting their own businesses helps to create jobs

US Chamber Foundation and Junior Achievement Study

- *What did the students think about Entrepreneurship Education?*
- *91% of high school juniors say it is **important** that they are taught entrepreneurship skills*
- *41% of these students said it was **essential!***

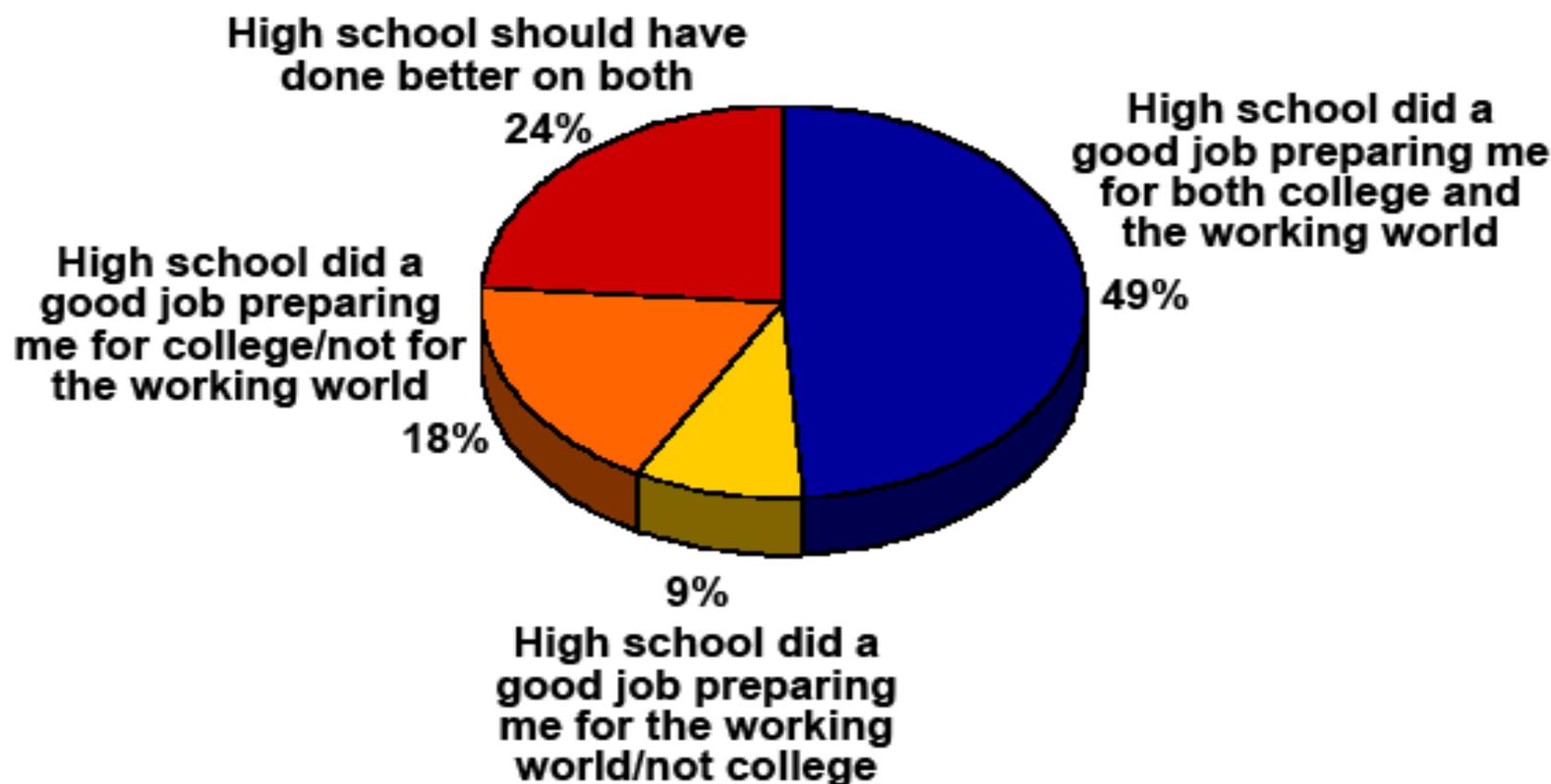
US Chamber Foundation and Junior Achievement Study

- *In the twenty-first century, entrepreneurial thinking isn't just for entrepreneurs. Adaptability, creativity and financial literacy are core skills for American employees and intrapreneurs, too. They're also critical assets to our communities.*

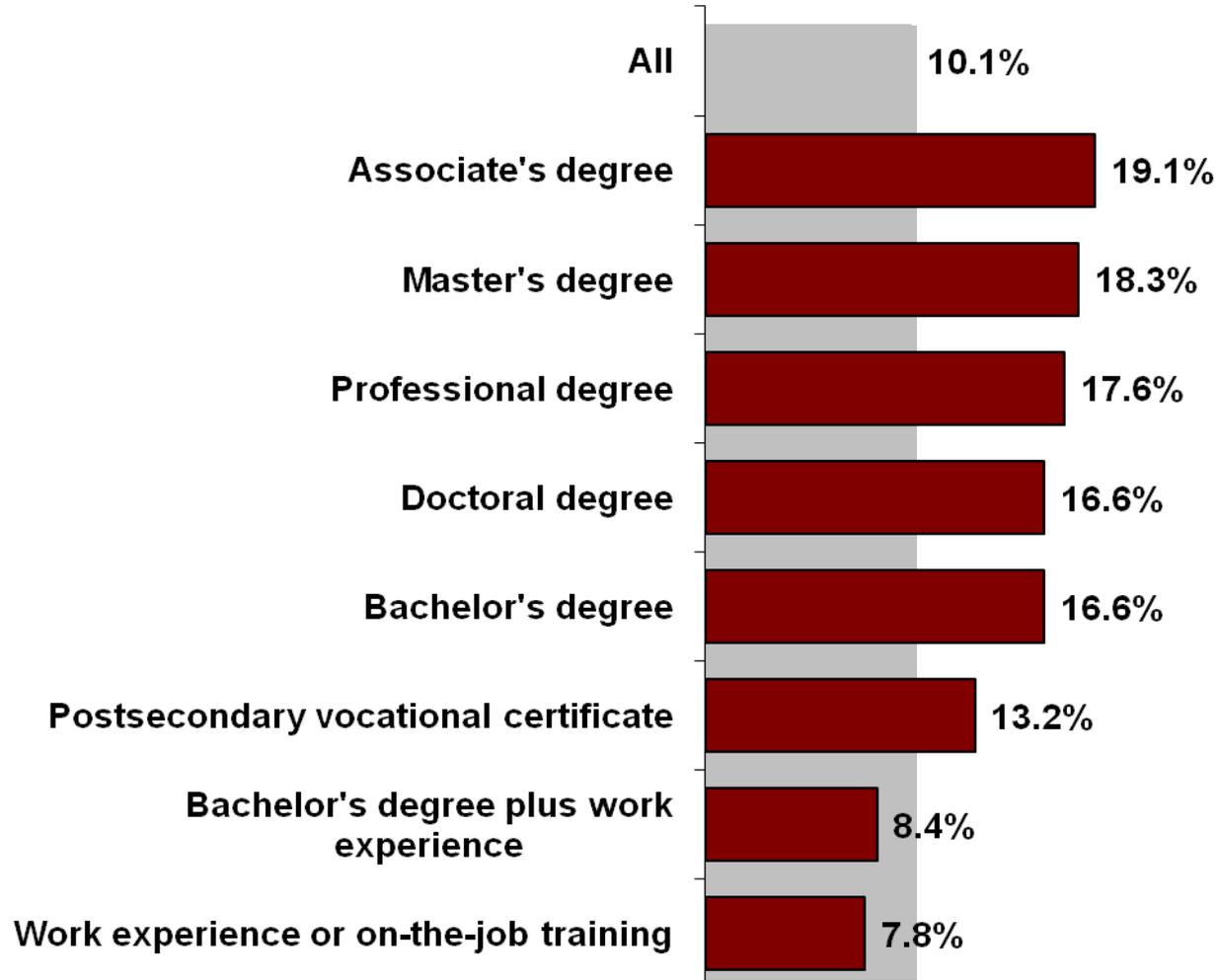
Hart Research Study for the College Board

- National - **One Year Out Survey** with 1,507 graduates of 2010 from US high schools done in August 2011
- 57% did not enroll in 4 year colleges (**43% did**)
- College education was not seen as an essential entrepreneurial preparation step
- Of those who did enroll in college
 - **43% enrolled in 4 year colleges**
 - **25% enrolled in 2 year colleges**
- 66% of those who did not go to college found a job

Only half say high school prepared them well for both college and work.



Projected Increases in Jobs United States, 2008 to 2018



Revealing Statistics From SREB

- Fewer than 40 percent of the nation's largest and fastest-growing job classifications require four-year college degrees
- Fewer than **30 percent** of **all** jobs demand college degrees —a figure that has barely budged in the last two decades
- Less than 20% of Baccalaureate Graduates in Spring 2010 found employment in the area for which they were preparing/majoring

Mark Elgart, President and CEO AdvanceED, SACS/CASI

Entrepreneurship Defined

“ Entrepreneurship is the transformation of an idea into an opportunity.”

(Deceased) Jeff Timmons, Babson College

“...any attempt to create a new business enterprise or to expand an established business.”

Jay Kayne, Miami University

“Essential **agents of change who accelerate the generation, application and spread of innovative ideas** and in doing so...not only ensure efficient use of resources, but also expand the boundaries of economic activity.”

Global Entrepreneurship Monitor

Entrepreneurs

- “Change agents that **use innovation to exploit opportunity, evaluate risks and create a valuable service, product or system**”
- “Assume risks to **transform ideas into sustainable enterprises that create value**”
- Their efforts account for the majority of job growth in the US economy.
- According to Jeffrey Timmons, small entrepreneurs are **responsible for more than half of all innovations.**
 - 67% of inventions and 95% of radical innovations since World War II

Economics is Constantly Changing!

- Innovation drives Change
- An iPod – if it had existed in 1976
- Would have cost \$3.2 billion, and would have taken up an entire computer room

David Pearce Snyder, Futurist states

- “Training and education have always been preparation for the future ...but, what will the future be like?”
- He describes the **future as a moving target** - a work in progress that is widely expected to lead us through decades of on-going innovation and adaptation.
- Graduates will need mastery of higher-order **analytical, problem solving, and work-readiness competencies.**

Education is an urgent Priority for the Obama Administration

- Goals: By 2020, The USA will raise the proportion of college graduates from where it now stands (39%) so that **60%** of our population holds a two-year or four-year degree (National Center for Public Policy and Higher Education, 2008).
- We will close the achievement gap so that all students – regardless of race, income, or neighborhood – graduate from high school **ready to succeed in college and careers.**

More trend data...

- **44% of Americans don't believe they have the education they need for the jobs they want**
- **32 states do not have enough young adults in the pipeline to replace college-educated, retiring Baby Boomers**
- **There are 32 million adults who started, but did not complete, a college education**
- **Every 23 seconds a student drops out of secondary school in the US.**

Sir Ken Robinson says...

- **We can not predict the future - but we can shape it**
- **Educators can enhance the opportunities for success/self-sufficiency for people**
- **Understanding the economic trends help educators prepare people for their personal agenda, using their passions, talents and opportunities**

(spoke at ACTE in St. Louis December 2011)

Gates Foundation Study Found...

- Decision to drop out is linked closely to the **lack of challenge and connection to real-life experience** faced by students in the public school system.
- 81% stated that if school provided opportunities for **real world learning** it would have improved the students' chances of graduating from high school

Partnership for 21st Century

Life Skills

- Leadership*
- Ethics*
- Accountability*
- Adaptability*
- Personal Productivity*
- Personal Responsibility*
- People Skills*
- Self Direction*
- Social Responsibility*

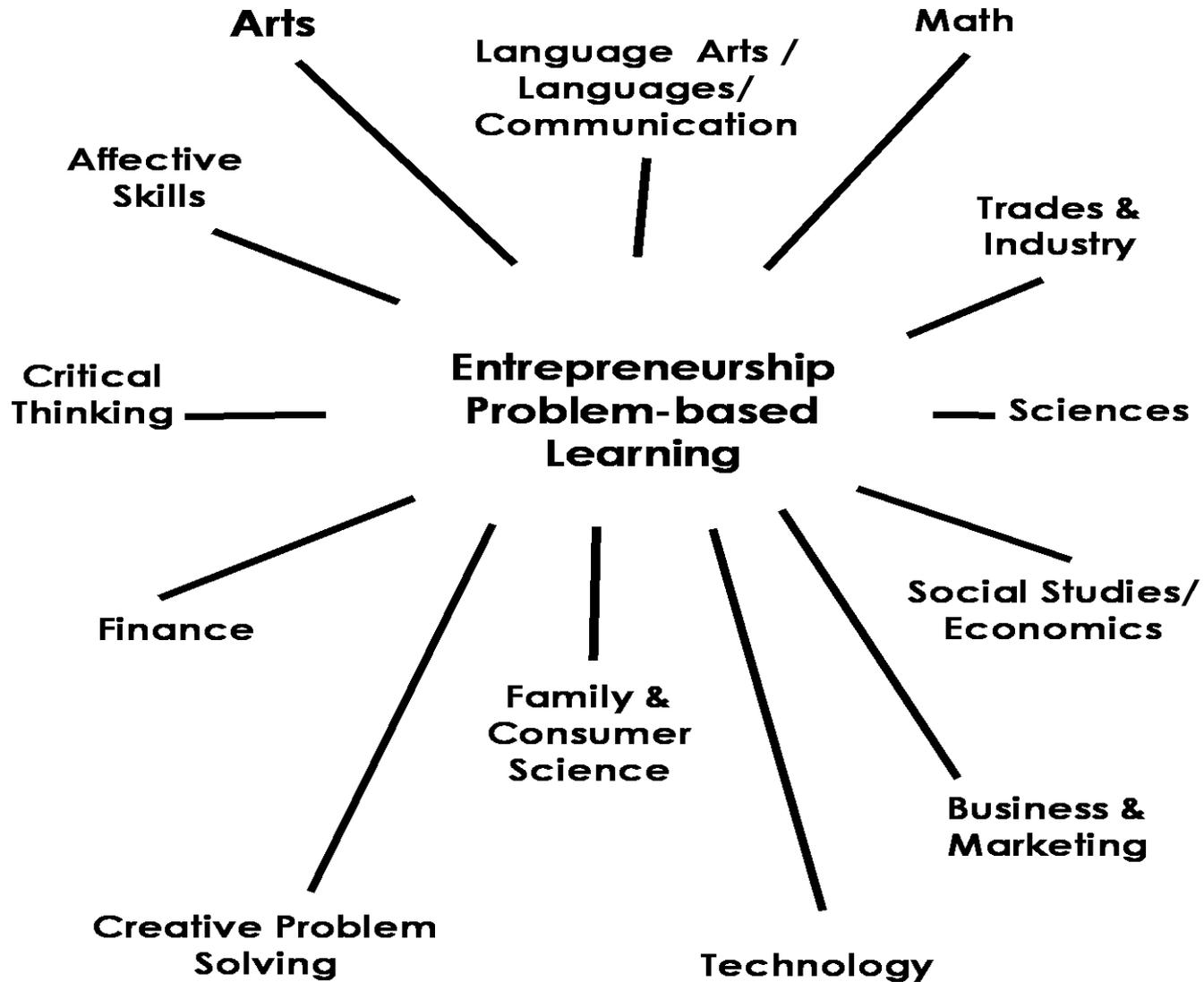
*** = Ideal for developing in entrepreneurial context**

Partnership for 21st Century Thinking and Learning Skills

- Critical Thinking and Problem-Solving Skills*
- Creativity and Innovation Skills*
- Communication and Information Skills*
- Collaboration Skills*
- Contextual Learning Skills*
- Information and Media Literacy Skills*

*** = Ideal for developing in entrepreneurial context**

Entrepreneurship: Where Does It Fit?



The Changing State of the Economy

- A major study conducted by the Kauffman Foundation of the relationship between economic growth and entrepreneurship found that **all nations** with higher levels of entrepreneurial activity had above-average rates of economic growth.

Questions That The Changing State Of The Economy Raises

- How should this information **impact** the way we teach entrepreneurial principles and concepts?
- **Are we preparing student appropriately** for their future roles when we prepare them to work for someone else in a large corporation?
- Should we focus on preparing students for being **self-sufficient even if they have to create their own job?**

“Democratic Entrepreneurship” -Central Competitive Advantage

- “For the United States to survive and continue its economic and political leadership in the world, we must see entrepreneurship as our *central competitive advantage*. Nothing else can give us the necessary leverage to remain an economic superpower. “
- Carl Schramm, Economist & Former President of the Kauffman Foundation, Kansas City

WHY

Should American Youth



"THINK LIKE AN ENTREPRENEUR" ?

In a 2012 SURVEY of
Career Technical Education State Directors, (NASDCTE)

80% of the states said that

"Entrepreneurship skills are extremely important to
the future."

However, for the most part, these state leaders have
not taken major steps to include entrepreneurship
education in the curriculum.

Entrepreneurship as Context

- **Entrepreneurs exist in every career field**
- **65%-70% of all high school students indicate they desire to be entrepreneurs according to Gallup Polls**
- **85% of high school students said they had been taught “practically nothing about” or “very little about” business and how it works**
- **Students perform better in academics when they are focused on their personal objectives**

The FOURTH "R" Real Learning Via Entrepreneurship

Entrepreneurship literacy is an essential component currently missing in delivery of 21st Century Skills.

Because of tight schedules and lack of teacher expertise CEE is creating an entrepreneurship **problem-based strategy to weave into core curriculum.**

Based on entrepreneur-created scenarios and questions for students to explore, activities **require student engagement with the Internet and the community.**



**Can
entrepreneurship
and innovation be
taught?**

**No, but it can be
learned!**

The "ROADMAP" for Entrepreneurship Education

Follow 7 Mile Markers for a REAL Experience in Running Your Own Business

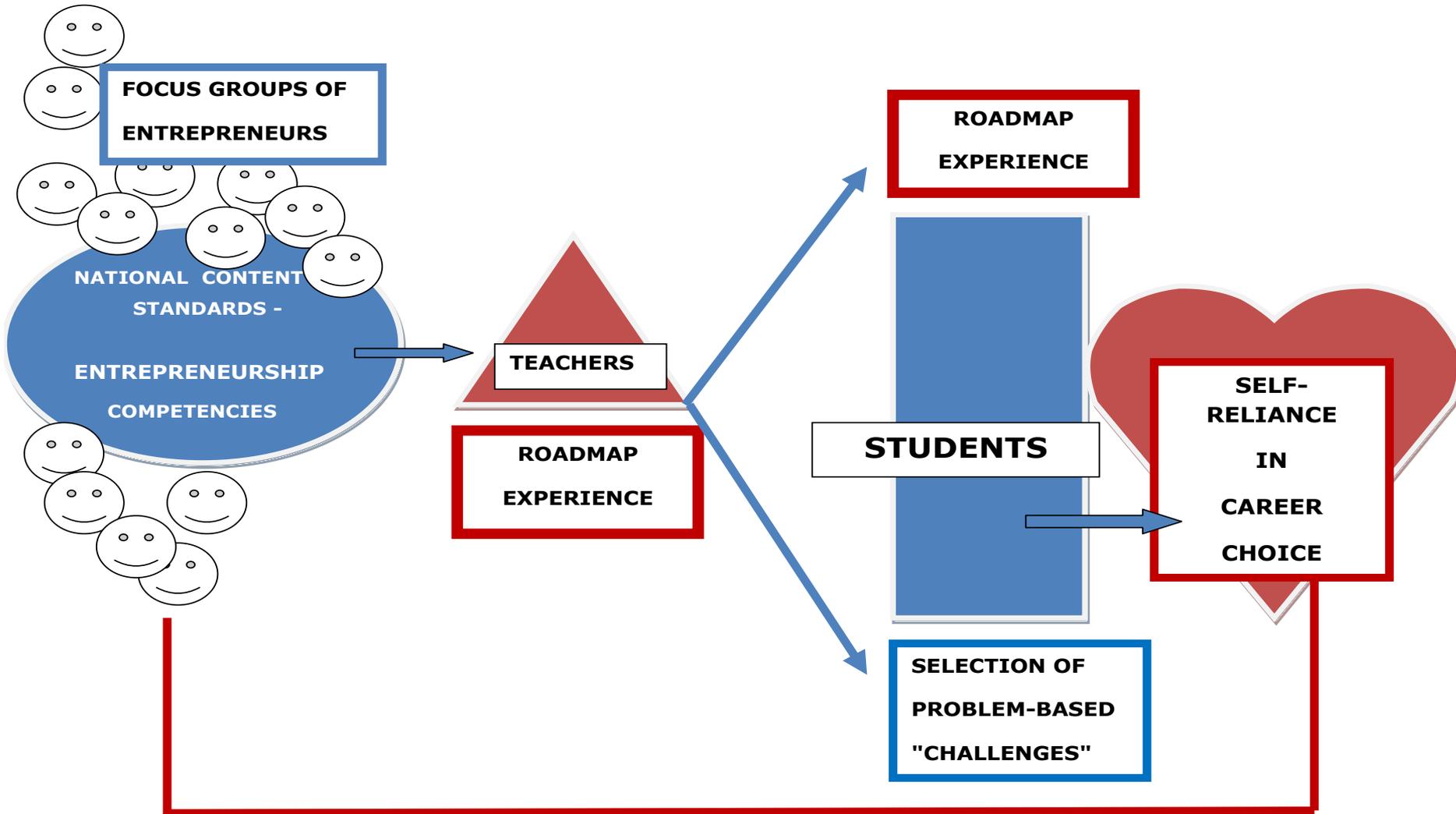
Each participant (teacher or student) follows their own passion, finds their own answers, creates their own product or service, and experiences the opportunity to create their own wealth!

The FOURTH "R" Real Learning Via Entrepreneurship

The entrepreneurship roadmap requires creativity, critical thinking, analyzing and interpreting, external contacts, community connections, questioning, and finding a solution ... all that prepare them for life.

The Consortium's 403 performance indicators serve as a basis for design and evaluation of K-16 and adult open ended entrepreneurial experiences.

Development Process Model



"THINK LIKE AN ENTREPRENEUR" (C)

Entrepreneurship Education



Business

(1) Learn *about* business

(2) Acquire financial literacy

**Personal
Business
perspective**

(3) Develop self discipline



Creative

(1) Practice business

(2) Develop leadership skills

- **Initiative**
- **Innovation**
- **Visioning**

(3) Stimulate entrepreneurship

Questions Guide Learning

- **Teachers can use** the questions in the 7 Mile Markers of the Roadmap for Entrepreneurship in any way, at any grade level, in any class **where they are guiding entrepreneurial thinking**
- Takes advantage of entrepreneurship as high interest for over 70% of high school students
- There are also “Plus” questions at each Mile Marker to allow for going deeper into the concepts



Recognize Opportunity

Objective: This mile marker addresses idea generation, creative brainstorming, and identifying what students believe might be a viable opportunity for them to create a business.

Required Questions:

1. What skill are you **passionate** about?
2. What product or service could you create?
3. What problem are you solving?
4. Is there demand for your product or service?



Evaluate Opportunity

Objective: This mile marker tasks people with addressing the **marketable value** their idea would generate.

Required Questions:

1. Take a second look at your chosen opportunity.
2. Is it viable?
3. Does it satisfy an unmet need?
4. Can you scale it, if demand meets your expectations?



Test Feasibility

Objective: This mile marker asks people to address the **logistics**, and to understand the feasibility **of executing their ideas**.

Required Questions:

1. What's included in the test of your product or service?
2. Where will you find materials and labor for your product or service?
3. Can you make a prototype for your product or service?
4. Can you get testimonials for your product or service?
5. Where would you go to test the feasibility of your product or service?
6. Is there evidence or data supporting the long-term viability of your idea?



Access Needed Information

Objective: This mile marker is designed to encourage individual and group searches of **information that would improve their entrepreneurial idea.**

Required Questions:

1. What information do you need to solve your problem?
2. What resources are available? (i.e. newspapers, library references, Internet research)
3. What industry information do you need such as state and local regulations, target market numbers, costs of components, available suppliers, etc.
4. How can you effectively analyze this information and turn it into something useful to aid in your business.



Establish Community Outreach

Objective: Students should recognize the information, knowledge, people and skills that exist in their community and **network** in order to utilize them.

Required Questions:

1. Where can you find people with needed expertise?
2. Who do you know who has business experience, or who can connect you with people who do?
3. Are there organizations or individuals in the community who could help you arrange financing for your business?
4. What community organizations or outside groups can you become a member of to help further develop your entrepreneurial venture?



Gain Marketplace Experience

Objective: Students test their businesses in order to understand how their idea holds up in a **real marketplace**.

Required Questions:

1. How are you going to test your business idea? (i.e. work with real customers?)
2. What do you have to do to prepare to get the idea out in the marketplace?
3. What problems did you encounter in testing your idea?
4. Are there things you would do differently if you had it to do again?

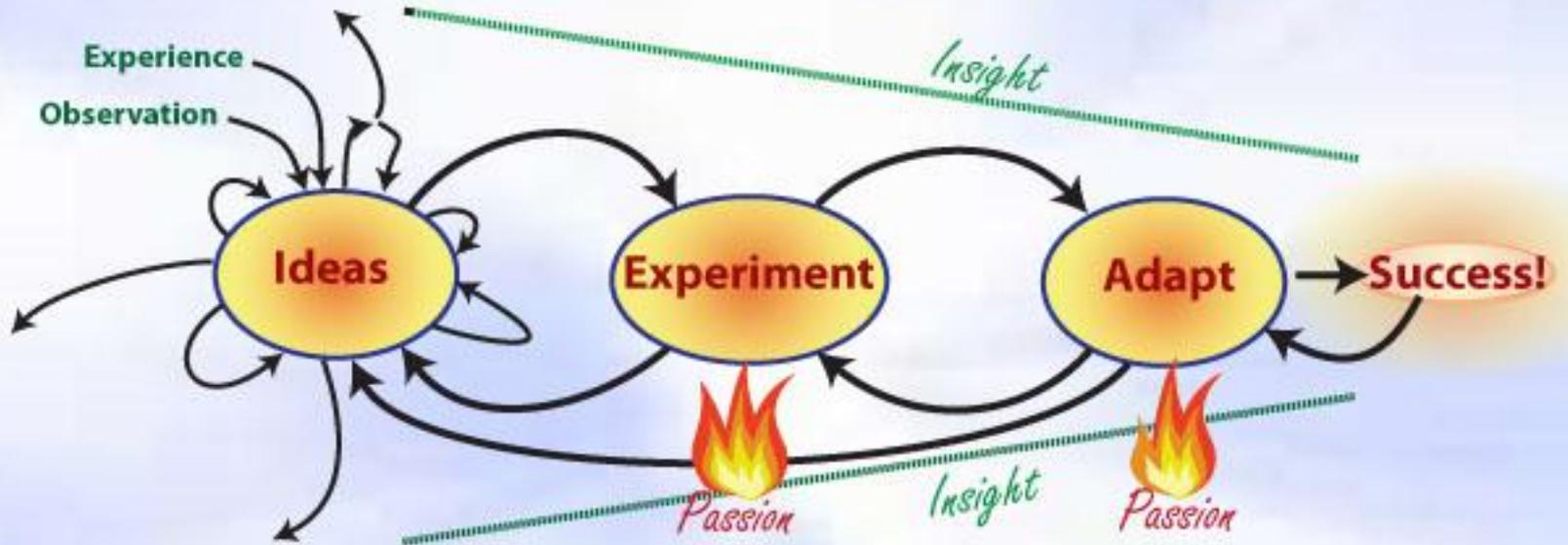


Choose Future Directions

Objective: This mile marker asks students to consider what they will do in the future. Students should **analyze the roadmap experience**, consider what they will do in the future and how your business might grow.

Required Questions:

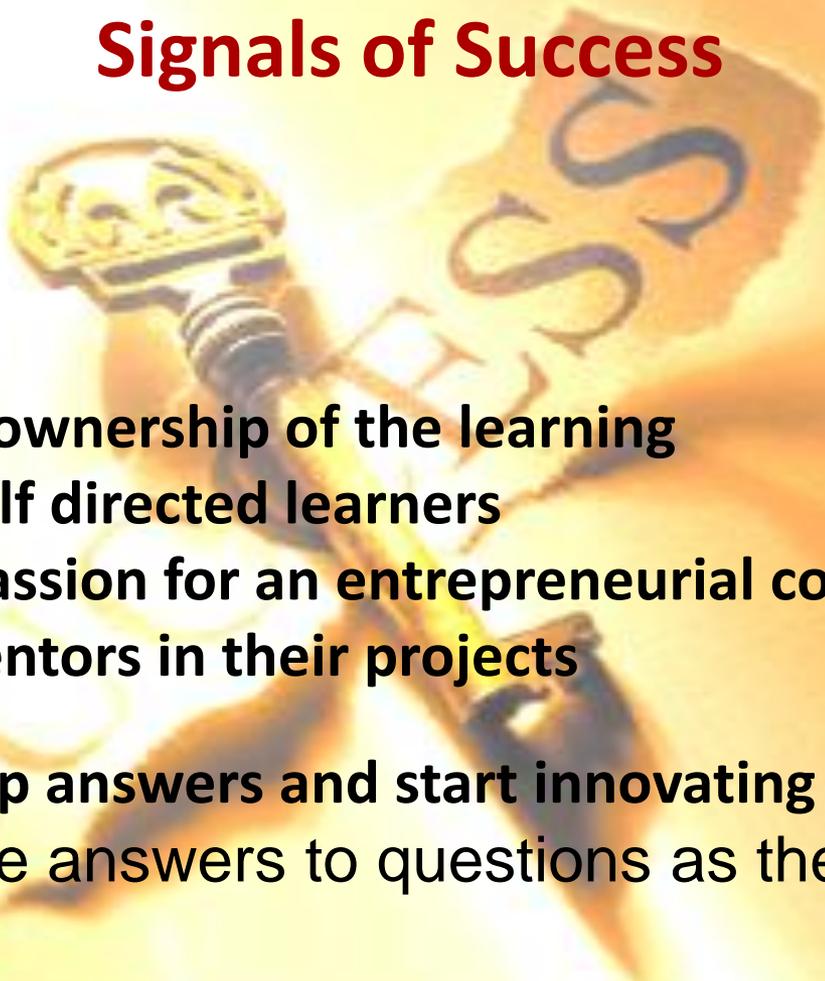
1. What went better or worse than expected when you exposed your business to market forces?
2. How do you feel about becoming an entrepreneur in the future?
3. If you have decided that you do not have an affinity to entrepreneurship how can you use what you learned from this experience?
4. What other experiences will advance your knowledge so that you can take your entrepreneurial venture to the next level?
5. How did it feel to **take a chance on creating your own wealth**?
6. What are the **top things you have learned** using the mile markers to better help you move forward?



Outcomes Grow with the Student

- Students should organize their “learnings”/discoveries/conclusions in a digital **Student Entrepreneur Journal**
- Journal organizes information that can progress with student as they advance through the Life-Long Learning Model
- Student comprehension is enhanced as they focus on what they desire to know in order to be **self-sufficient**

Signals of Success



- ❖ **Learners take ownership of the learning**
 - ✗ **Become self directed learners**
 - ✗ **Develop passion for an entrepreneurial concept**
 - ✗ **Involve mentors in their projects**
- ❖ **Stop looking up answers and start innovating**
 - ✗ **Seek more answers to questions as they evolve**
 - ✗ **Find different ways to create business opportunities**
- **Entrepreneurial competence become a motivating force**

Keys to Teaching Entrepreneurship and Innovation

- ☀ **Student directed (for student, not teacher)**
 - Idea or problem
 - Team
- ☀ **Idea or issue student is passionate about**
- ☀ **Push to innovate**
- ☀ **Guide and reinforce through innovation process**
- ☀ **Let rewards be internal because of the student's passion for their entrepreneurial venture**

Benefits of an Open Challenge Learning Approach

- ➡ **Highly engaging**
- ➡ **Students learn about themselves**
- ➡ **Students develop confidence to initiate and lead**
- ➡ **Students think differently (innovative)**
- ➡ **Students absorb the entrepreneurship and innovation process**
- ➡ **Students experience personal rewards of learning**



“ROADMAP USERS “ TELL US....

There is no right or wrong way to plug the “Roadmap” Entrepreneurial experiences into the curriculum.

The “roadmap experiences” seem to be a better fit to the new national common core standards as students have to zero in and concentrate on a concept.

Teachers and students become comfortable with learning from mistakes as they advance an entrepreneurial venture.

The “roadmap experience” requires students to use higher order thinking.

Student centered processes for the classroom allow students to think like an entrepreneur, gain problem solving skills, and to enhance their writing skills.

The “roadmap experience” can help students organize their senior project that is a graduation requirement. (in some schools)

Ultimate Outcome

- Will your students be more likely to be a **worker who can use problem-solving skills** in their workplaces as a result of involvement in your classes?
- Will your **community be a better place** in which to work because of the “can do” problem-solving spirit fostered among your students?
- Will students acquire, comprehend, and retain knowledge and skills that prepare them for **solving workplace problems**?

Future Steps for CEE

- Working to train teachers to integrate entrepreneurial open challenge and problem-based learning into their learning activities
- Developing a franchising system to allow the “Roadmap” to be available to teachers on the web at a cost recovery price
- Creating and training a **cadre of state leaders** who can train others to use PBL in PJTW, STEM and Career Academies initiatives

Create Your Own "Roadmap" Community website with a Franchise Agreement TODAY!

Contact Cathy Ashmore- 614-486-6538 - cashmore@entre-ed.org



Current Steps for CEE

- Working to develop a franchise package of this product that will assist teachers and allow them to have a website for each of their students to go through the Roadmap in whatever courses they teach.
- If you would be interested in working with this product that will be available to teachers at a cost recovery price, please provide us a card or sign up on one of the sheets and we can contact you when it is available.



Helping Create a Pipeline of Entrepreneurs Everywhere

The **Future Entrepreneurs** are in our Schools today

The **Aspiring Entrepreneurs** are everywhere in our education system and in our workplaces

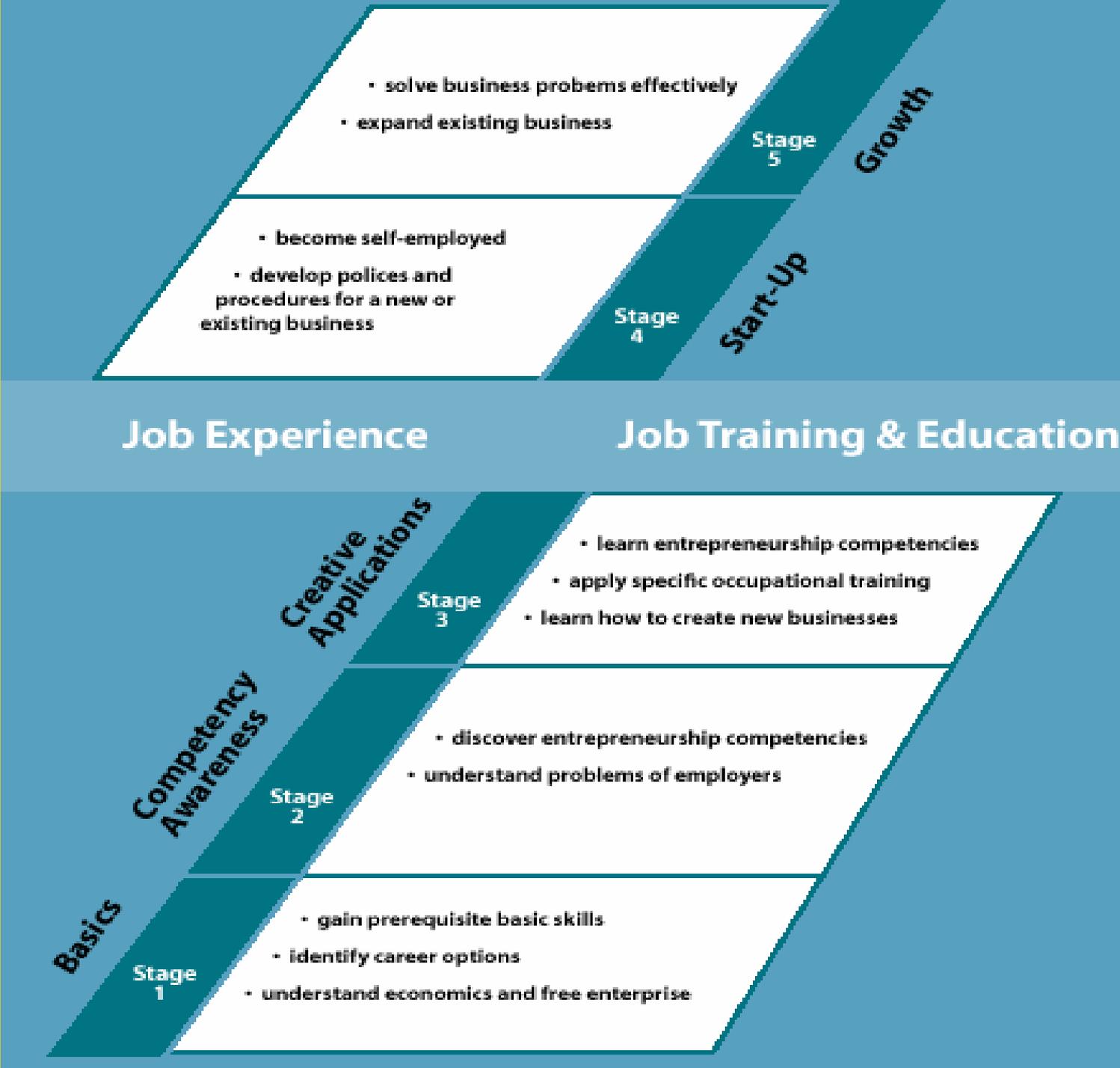
The **Start-up Entrepreneur** needs specific skills, training, mentoring and guidance toward successful practices

All Entrepreneurs need the opportunity to problem solve with other entrepreneurial minded business persons

A successful USA Entrepreneurial Pipeline requires a Life-Long Entrepreneurial Learning Approach!

Entrepreneurship

Lifelong Learning Model





www.nationalEweek.com

February 16 - 23, 2013

Always celebrated the last week of
National CTE Month

Girl Scouts Entrepreneurship Program

	Badge Category	Daisy	Brownie	Junior	Cadette	Senior	Ambassador
It's Your Story	Innovation		Inventor	Product Designer	Entrepreneur	Social Innovator	
	Cookie Business I	Count It Up	Meet My Customers	Cookie CEO	Business Plan	My Portfolio	Research & Development
Cookie Business	Cookie Business II	Talk It Up	Give Back	Customer Insights	Marketing	Customer Loyalty	P & L
	Cookie Business III				Think Big		
	Financial Literacy I	Money Counts	Money Manager	Business Owner	Budgeting	Financing My Future	On My Own
Financial Literacy	Financial Literacy II	Making Choices	Philanthropist	Savvy Shopper	Comparison Shopping	Buying Power	Good Credit
	Financial Literacy III				Financing My Dreams		

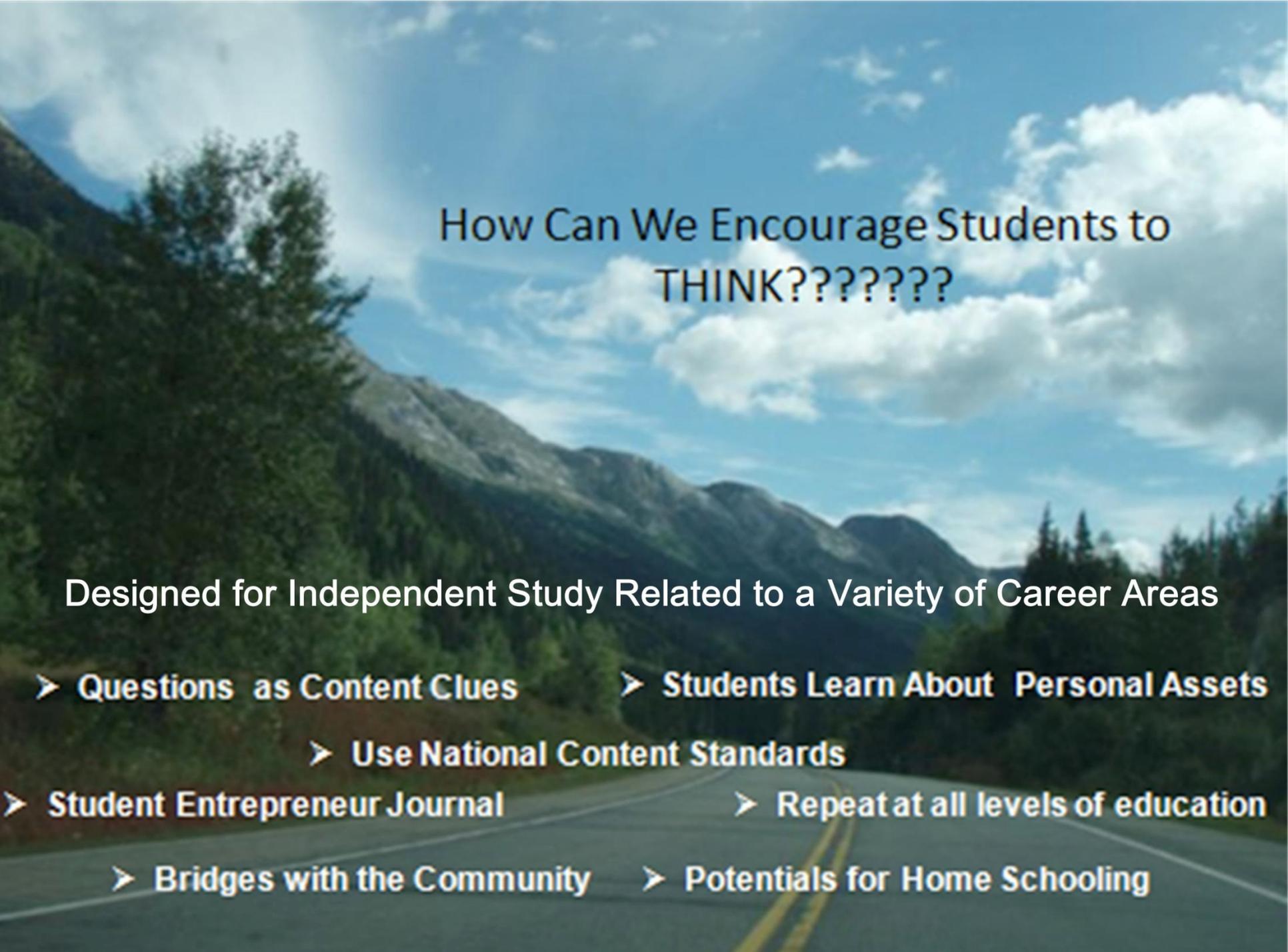
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Are there things about which we have talked that need clarification?

What questions may I respond to ?

What are your inputs/comments?





How Can We Encourage Students to THINK???????

Designed for Independent Study Related to a Variety of Career Areas

- Questions as Content Clues
- Students Learn About Personal Assets
- Use National Content Standards
- Student Entrepreneur Journal
- Repeat at all levels of education
- Bridges with the Community
- Potentials for Home Schooling



**Glad to serve as a resource
for you!**

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www.entre-ed.org



Consortium for
**Entrepreneurship
Education**

- **Are you ready** to use The Entrepreneurship Roadmap to improve opportunities for your students in whatever career cluster you prepare students?