



Career Ready with Entrepreneurshipa Key 21st Century Skill

A Call for Entrepreneurial "GENIUSES" for the Workplace

Created by the Consortium for Entrepreneurship Education
Released for National Entrepreneurship Week 2010
February 20-27, 2010

Today's economy requires everyone to have entrepreneurial literacy! In honor of **National Entrepreneurship Week 2010** the Consortium is encouraging everyone to answer the "20 Questions for All Americans" that are basic whether you wish to become an entrepreneur or just work productively in our entrepreneurial economy.

Consortium members are strong believers in the educational change approach advocated by the Partnership for 21st Century Skills. Their model includes the importance of "Using entrepreneurial skills to enhance workplace productivity and career options". Earn your "GENIUS" Certificate by demonstrating knowledge about the 20 basic foundation questions. <www.nationaleweek.org>.

Changing Focus Seeks "Career Readiness"

Current education leadership focus is currently looking at how people can be "career ready" for the jobs of the future which appear to becoming more entrepreneurial in nature. Career readiness is often defined as including not only the academic skills necessary for postsecondary entry, but also the ability to apply those skills in real-world environments, general employability skills like time management, and more job - or industry-specific technical skills and knowledge.

According to Jim Clifton, Chairman and CEO of Gallup, "What the whole world now wants is a good job."¹ In earlier polls, people reported their desires for love, money, food, shelter, safety, and/or peace as paramount. Individual experiences in the workplaces of the world in recent decades have changed people's thinking about what they want most in life.

Ideas about what constitutes a good job seem to be evolving as well. As the social contract between big companies and their employees has changed, and workers can no longer rely on company loyalty for job security, many individuals have taken charge of their destinies by starting their own

¹Clifton, Jim. "Global Migration Patterns and Job Creation; Gallup's World Poll reveals new findings on the 'great global dream' and how it will affect the rise of the next economic empire." *Gallup Management Journal*, 11 October 2007.

enterprises. They are willing to sacrifice old certainties for new risks and opportunities that they believe lie in their own hands.

Studies for a couple of decades have indicated that about seventy percent of students in the U. S. schools desire to ultimately become a business owner. Entrepreneurs are perceived as the ultimate work in the USA. Being an entrepreneur has allowed individuals born in America and who have immigrated to our nation to achieve “the American dream”. Being able to create a business that allows for selling goods and/or services that have value to others allows entrepreneurs to be in charge of their lives and destinies.

New Small Businesses Create Jobs

Entrepreneurship is very timely with the highest unemployment rate in the U. S. during the past 30 years at 9.8% in September 2009. Many Americans are facing transitions from what they had believed to be secure employment to whatever job they can find in these economic times. Currently people seeking self sufficiency perceive that it is just as great an option to “create a job” for themselves as it is to “take a job from an existing organization.”

During the current recession the quickest segment to recover is the individual entrepreneurs. Between 1996 and 2004, aspiring entrepreneurs in the United States created an average of 550,000 small businesses every month. Following dislocations of all kinds, self-employment may be one of the best options for the "good job" people desire to keep themselves self-sufficient.

Local education leaders and policy makers need to be aware that, although large companies get a lot of press coverage, the majority of companies in the United States are not large corporations. Small businesses are the foundation of the American economy, developing new industries, new technologies, and new solutions for local and global problems. The U.S. Small Business Administration (SBA) Office of Advocacy estimates that in 2008, there were 29.6 million businesses in the United States. More than 21.7 million of those businesses *had no employees*. Anyone *can*, and millions of average Americans *do*, create their own jobs. In the United States, small businesses:

- Employ about half of all private sector employees (ranging from 44 percent in Florida to 69.8 percent in Montana)
- Pay nearly 44 percent of total U.S. private payroll
- Have generated 64 percent of net new jobs over the last fifteen years²
- Hire 40 percent of high tech workers (such as scientists, engineers, and computer workers)
- Are 52 percent home-based and 2 percent franchises
- Produce 13 times more patents per employee than large patenting firms³
- Make up 97.3 percent of all identified exporters (and produced 30.2 percent of the known export value in FY 2007).⁴

² Kobe, Kathryn. Bureau of the Census and International Trade, U.S. Department of Commerce. Advocacy-funded research, 2007. Available at <http://web.sba.gov/faqs/faqindex.cfm?areaID=24>.

³ CHI Research, 2003. Available online at www.sba.gov/advo/research/rs299tot.pdf .

⁴ Federal Procurement Data System; U.S. Department of Labor, Bureau of Labor Statistics. Available online at www.sba.gov/advo/research/rs225tot.pdf.

Small businesses create new opportunities for our youth, for unique neighborhoods in our cities, and for vibrant rural communities. The neighborhood florist, taxi driver, landscaper, and restaurant owner are the men and women who embody, nurture, and rejuvenate the American Dream.

Empowering Youth and Adults with Entrepreneurial Literacy

The Consortium for Entrepreneurship Education uses a tagline that reads “**The entrepreneurs of tomorrow are in our schools today!**” The youth in our schools now will become the future workforce of our nation. Our economic success as a nation is dependent upon how successful we are at aligning our curriculum delivery in the schools with the business needs in our communities and the world.

The *Global Education Initiative of the World Economic Forum* published a report in April 2009 in which they called for **Educating the Next Wave of Entrepreneurs** by infusing entrepreneurship into the total curriculum as a lifelong learning process. Exposing the students to academic core concepts in entrepreneurial contexts allows the students to see how the concept will impact them in their lives as well as preparing them with an entrepreneurial mindset. Once students enter their careers they will have the entrepreneurial mindset that will allow them to make appropriate decisions that will advance them and the economy. In other words they will be “career ready” for the emerging entrepreneurial workplaces of the world.

People don’t become successful entrepreneurs without training, planning, support, and a measure of good fortune. Fostering an entrepreneurial mindset is essential to our future success as a nation, and teaching entrepreneurial skills to all learners (whether or not they eventually start businesses) is a no-lose proposition for the U.S. economy. The worker with an entrepreneur’s business knowledge and skills is “career ready” as a strong asset in any business setting, from a large corporation to a sole proprietorship.

Integrating entrepreneurship throughout the curriculum is not something that is consistently done in American schools. Teachers often have been students who enjoyed school, then advanced to college to prepare for returning to schools to teach. When they are back in the schools teaching they have never had the experience of being an entrepreneur. Therefore it is very difficult to prepare students for the workplaces they have never experienced.

Often individuals in policy-making roles in education think of “businesses” in their community as the largest businesses in the community because they have large plants or office buildings that are visible. Other times when business volunteers are sought the larger organizations are the ones who can release individuals to be in support roles in schools so they become very visible as community support organizations.

Educators or policymakers who came through a business school in a university in the last century remember some of the courses and texts that had those large organization charts demonstrating the layers of leadership and management in multilayered and departmentalized corporations. As noted above, the reality is that about 22 million of the nearly 30 million businesses in the U. S. have no employees. Of those businesses without employees, 52 percent are home-based which means that in many cases, the entrepreneur performs a wide array of duties. Therefore, how we teach business and technical skills must change in our public education system if we are to be successful economically.

Entrepreneurship programs typically engage students in active learning.

One of the ways communities measure success of the schools is how effective they are at keeping students in school. Active learning helps them perform at higher levels, and stay in school until

graduation. Staying engaged allows students to gain the preparation they need for advancing their education and preparing themselves for the work places of the world.

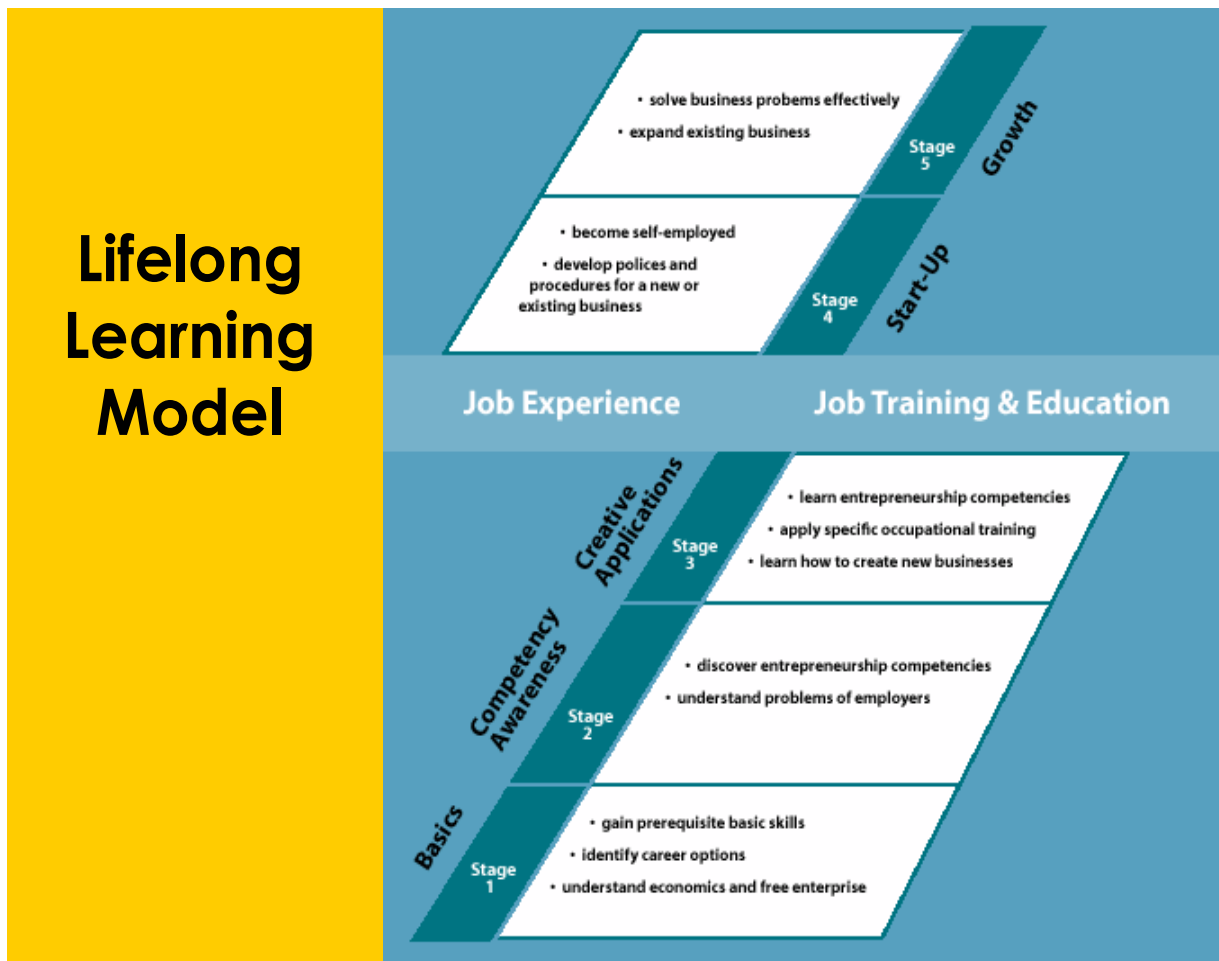
Entrepreneurship Education is Not a Single Course - Entrepreneurship education *is a lifelong learning process*, starting as early as elementary school and progressing through all levels of *education* including adult education. Thus, students will have progressively more challenging educational experiences and opportunities that will enable them to develop expertise and see opportunities around them and take advantage of creating their own business successfully when those opportunities occur.

The Consortium believes that entrepreneurship education is a growth vehicle leading students to career choices that allow them to succeed in the future. Like learning English, or computer skills, it is not enough to learn entrepreneurial skills in one course in order to be a successful entrepreneur. For over 25 years the Consortium has advocated the lifelong learning model for entrepreneurship education. Recently the National Content Standards have been published as a Matrix for the Five Stages.

The National Content Standards: http://www.entre-ed.org/Standards_Toolkit/

- are a **FRAMEWORK** for curriculum development
- lead to developing **KNOWLEDGE AND SKILLS** for entrepreneurial activities
- provide for acquisition and application of **CORE ACADEMIC SKILLS**
- are both a **CONTEXT FOR LEARNING** and **SUBJECT MATTER** for **CURRICULUM**

Consortium for Entrepreneurship Education Lifelong Entrepreneurship Education Learning Model



The National Content Standards and their supporting performance indicators are a framework for the teacher to use in building appropriate objectives and learning activities for their target audience of students. They are now available online as a matrix that defines which of the 403 performance indicators are appropriate to initiate at each of the five stages of the lifelong learning model above.

The Consortium also believes that entrepreneurship education should be infused throughout the core academic courses in order to help students have the entrepreneurial mind set that is essential for their future success in the workplace. The above Lifelong Learning Model shows how students can develop the foundations early, and later when appropriate, be helped with starting and growing businesses. This Lifelong Learning Model for entrepreneurship education accommodates K-12, college/university and adult education programming for entrepreneurship education instructional delivery. Therefore individuals can be “career ready” at any time in life that they decide to become an entrepreneur.

STEM (Science, Technology, Engineering and Mathematics) initiatives have found that when they have coupled these higher level instructional courses with the entrepreneurial context that both parents and students more clearly understand why the higher level courses are needed. They see that the work of engineering is to provide goods and services that supply customers what they desire. Seeing the complete business loop helps students and parents place the essential skills for the future of our workforce in a context that they understand.

The Entrepreneurial Engineering program at North Carolina State University continues to say that the entrepreneurial context is one of the major keys to the increasing enrollment in their program. Project Lead the Way in high schools allows students to focus on problem-based learning in engineering focused projects and when the entrepreneurial context is used the students more clearly understands why the processes matter to the ultimate user of the product or service.

Entrepreneurship Is a 21st Century Skill

The Partnership for 21st Century Skills is an educational change movement nationwide that supports integration of entrepreneurship in all academic and career courses throughout education. The Consortium for Entrepreneurship Education supports the Partnership’s message regarding the importance of a new perspective on the needs of American education K-16 and beyond.

For the past 7 years the Partnership has been building advocacy for major educational change that recognizes that entrepreneurship education is an important new theme for the 21st Century. "Entrepreneurship literacy" is one of the 4 themes they advocate being woven into all core academic courses as follows:

2. Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- **Using entrepreneurial skills to enhance workplace productivity and career options**

www.21stcenturyskills.org

This message of the partnership parallels the Entrepreneurship Consortium’s lifelong learning process described earlier. When schools focus on the skill sets recommended by the business and education partners encouraging a change in both what and how we teach, the students will be

better able to place many of the Partnership's life skills and learning skills into an entrepreneurial context/theme that helps them succeed now and in the future.

Because of the specific support for infusing entrepreneurship throughout education the Consortium has signed on this year to the attached "**National Action Agenda Principles**" as one of over 230 supporting organizations.

Take Advantage of the Resources

As recently as September 2009 President Barack Obama reminded the students in the schools of the USA that each student is good at something and has something to offer. He reminded them that they had the responsibility to find out what it is and to prepare themselves to use their personal skills, talents and passions to advance themselves and thus the nation. There is a wealth of organizations that have resources to help educators focus students' personal skills, talents, and passions.

Start with the Consortium's new website - Leaders at local, state, and national levels have joined together into the Consortium for Entrepreneurship Education in an effort to create an environment for integrating Entrepreneurship Education everywhere in the education system of the nation. The Consortium website, created for sharing these resources, is found at www.entre-ed.org and has information about the key programs that exist around the nation. More than one-half of the state education agencies have joined the Consortium along with curriculum providers, and training delivery organizations to help create tools essential for the advancement of Entrepreneurship Education.

Celebrate National Entrepreneurship Week - Everyone in the nation can join into the celebration of National Entrepreneurship Week annually the last week of February. Many ideas for celebrating the contributions of entrepreneurs are shown on the website www.nationaleweek.org. Each state has their own homepage that features events and resources supporting entrepreneurship statewide.

Not just during the week but throughout the year, people can use ideas such as the "20 Questions for All Americans" and the "GENIUS" Certificate to help people understand the foundations of our democratic free enterprise system. The concepts for celebrating the contributions of entrepreneurs can be useful as business people, parents and students call on the education policymakers to change what they are teaching in the schools and colleges throughout our nation.

Future CEO Stars - Young people want to know how they can use those things they are good at as well as the passions they have to create the economic opportunities they desire in their future. The Consortium's free on-line magazine that is written by students for students is Future CEO Stars. It can be accessed by all teachers and students in the nation free at www.fcsmag.com. This monthly tool can be used in homes and in schools to help create the entrepreneurial mindset that is essential as students prepare themselves for the future.

Some other resource examples are:

- **Career Clusters Add Entrepreneurship** - Over the past several years an initiative to identify the knowledge and skills common to all the occupations in each of the 16 career clusters was initiated by the States Career Clusters Initiative - www.careerclusters.org. Entrepreneurship is not identified as one of the clusters as it permeates all 16 clusters. Because there are entrepreneurs in every career cluster, school systems must link the specific career pathways to entrepreneurship instruction if students are to be "career ready". The listing of career pathways showing typical entrepreneurial careers is posted on the web

for use in this planning.

http://www.careeronestop.org/competencymodel/Info_Documents/CEEclusters.pdf

- **Typical Entrepreneurial Careers in Each Cluster** - The Career Clusters Model was designed to be implemented throughout education, K-16 and Adult. (Somewhat of a lifelong learning concept also) The technical nature of many occupations requiring in-depth learning along the career development pathway has limited the addition of in-depth entrepreneurial/business skill development in many high school career programs. In some clusters entrepreneurship performance indicators have been included merely as a career exploration experience, and in other clusters these performance indicators have become a major part of the curriculum. The 81 Career Cluster Plans of Study identify coursework for students in grades 9 through 16. <http://www.careerclusters.org/resources/web/pos.cfm> They focus on development of the core knowledge and skills. Within the 16 Clusters Business Management & Administration, Finance, Hospitality & Tourism, Marketing, Sales & Service, Agriculture, Food, & Natural Resources.... are the Clusters that address in-depth entrepreneurial skills. Yet all of the clusters identify job titles that are clearly the roles of an entrepreneur.
- **K-16 Entrepreneurship Pipeline** - Because of the lack of the integration of entrepreneurship into the curriculum of the schools many of the workforce projects around the nation are putting in place programs (often in "Tech Prep" partnerships) to help students be prepared for the workplace. Through the North Central Indiana Workforce Innovation in Regional Economic Development (WIRED) project fourteen counties have started working with students early in education and throughout the K-16 experience in order to encourage and support the growth and spirit of the entrepreneurship pipeline in their communities.
- **Tech Prep Partnerships** - Workforce investment Boards (WIBs) across the nation, through their strategic planning and asset mapping initiatives, have determined that students exiting the K-12 system are not "career ready" and thus have partnered with local education agencies (LEAs) through Tech Prep partnerships to have summer programs to introduce students to the emerging entrepreneurial careers. The Lancaster County Pennsylvania WIB has for several years operated middle and high school summer programs as a part of the Lancaster County "tech prep" initiative to engage students in education and career pipelines that are essential for economic success for the students and the region.
- **Career-Ready Academies** - WIRED Projects in numerous areas of the nation have worked to help the education community establish academies that engage students in areas of career interest while in high school. These new initiatives are using the Entrepreneurship Performance Indicators as national standards of performance in the academies. These entrepreneurial processes and technical competencies essential to succeeding in the future workplaces of the nation are being used to engage students. They are also demonstrating how the education system can be changed to allow students to focus on their personal passions. Academies engage students and allow students to gain and use competencies essential if students are to be "career ready" for the career pathways available in our nation.
- **Teachers Need Business Mentors** - Having an internship in a business will connect the teachers with role models and mentors who can assist them in the classroom to appropriately link academic concepts to contexts for usage. In the long run it leads to mentor for both the teacher and students. The National Federation of Independent Business (NFIB) has a program designed to link teachers with business people who can help them with applications of the academic skills. This resource can assist teachers as

they integrate academic skills into the entrepreneurship context. The Take Time to Teach **(T3) mentoring** program is a NFIB resource for instructors who are interested in integrating entrepreneurship into their classrooms, regardless of discipline. T3 pairs educators with a local NFIB member to answer questions about entrepreneurship and possibly serve as a classroom guest. These business people can find time to interact electronically to guide the teacher's application learning experiences for the students.

- **Entrepreneurship Competencies for the Employment and Training Community** - In collaboration with the Consortium for Entrepreneurship Education (CEE), the U. S. Department of Labor/Employment and Training Administration (DOL/ETA) has worked with education, business, and industry leaders to develop a comprehensive competency model for entrepreneurship as it relates to all career areas. The model is designed to be adaptable along with changing skill requirements. The Consortium has committed to working continually with entrepreneurship leaders and partners to keep the model current. <http://www.careeronestop.org/competencymodel/pyramid.aspx?ENTRE=Y> The visual and materials at the above website can also be used to help people see the skill sets that were identified by early stage entrepreneurs.

STAND UP FOR AMERICAN ENTREPRENEURSHIP NOW!

- 1. Check Your Own Entrepreneurial Literacy.** Use the "20 Questions for All Americans" to support the free enterprise economy. <http://www.nationaleweek.org/20-questions>
- 2. Share the National Content Standards (and its new Lifelong Learning Matrix)** Use entrepreneur-recommended performance indicators as the basis for selecting appropriate learning activities that engage students. <http://www.entre-ed.org/Standards Toolkit/>
- 3. Help students be "Career Ready".** Be sure that parents, teachers, administrators and the entire community understand what it means to be "Career Ready" in the new entrepreneurial economy. <http://www.achieve.org/files/CollegeandCareerReady.pdf>
- 4. Use the many resources available.** Improve entrepreneurship education programs with resources identified here and on Consortium member websites. <http://www.entre-ed.org/contact/list.htm>
- 5. Celebrate National Entrepreneurship Week, February 20 - 27, 2010.** Plan now to hold visible activities and events that will draw the media to the importance of entrepreneurship. <http://www.nationaleweek.org/>

Contact Dr. Cathy Ashmore at cashmore@entre-ed.org for additional information

