

The Action Plan for Entrepreneurship Education

Successful implementation of entrepreneurship education flows from a clear vision and a solid infrastructure, as shown in the action plan on the following pages.

The action plan organization includes a classroom and teacher level discussion as well as a school and district level reflection. Both perspectives are essential. Classroom teachers have an important role in integrating entrepreneurial concepts and skills. Schools and districts have a role in building capacity for entrepreneurship education by providing system wide programming and opportunities to foster an entrepreneurial spirit that crosses the entire educational spectrum.



Creating a mind set in children that allows them to realize that they are in charge of themselves results in higher academic performance and more focused participation in school.

Harvard Graduate School study of the National Foundation for Teaching Entrepreneurship Education Programs, 2004

Purpose Building

Purpose building is developed by evaluating capacity, by gauging readiness, and by engaging stakeholders in conversations about fostering an entrepreneurial spirit.

Envisioning a strong entrepreneurial vision for the school/district, along with providing leadership and structure that supports all efforts to become entrepreneurial, is the first step. This will ensure high-quality curriculum, innovation, and accountability and will complement other systems change initiatives.

An entrepreneurial school culture begins at the district level with openness for change, ideation, and implementation of school change. A district then begins to value and accept risk and failure as a natural part of the school day/year and provides teacher professional development and student capstone experiences to promote this behavior.

Purpose Building	
Provide leadership and structure that supports entrepreneurship	
Classroom and Teacher	School and District
Authentic and Experiential Learning	
Showcase local entrepreneurs; encourage creativity	Purposeful and authentic curriculum integration
Teach courses based on developed curriculum	Plan curriculum development where standards from multiple sources are linked
Encourage students to have input on assignments to promote their successes in and outside of the classroom while allowing them to bring prior and diverse knowledge and experience to the classroom	Utilize competency-based education for all students
Structure	
Celebrate student success; allow students to have input on assignments and encourage them to take risks	Reflect on current school structure: schedule, use of building, partnerships, educational delivery, professional development, earning of credits
Use role models and mentors in the classroom; encourage teachers to participate in mentoring programs	Use role models and mentors; develop a teacher mentor program within the school/district
Teacher and Administrator Leadership	
Teachers should model entrepreneurship through their teaching	Demonstrate strong administrative leadership to support curriculum and cultural changes
Empower students to learn and share experiences with the class	Empower teachers to learn and share work experiences
Participate in teacher externships	Consider employing teaching staff with entrepreneurial experiences and diverse backgrounds

Infrastructure

An infrastructure is built by examining existing structures and systems, discovering what is being implemented, and building the foundation for enhanced practice in the development of entrepreneurship education.

Creating opportunities for students to participate in meaningful learning will help them make informed decisions about their future. For example, a student might meet with their counselor to work on an individualized learning plan, participate in a business tour/field trip with a career and technical education class, or job shadow through a work-based learning program.

Integrating authentic and experiential learning opportunities encourages students to become engaged and interested in their future.

Infrastructure Ensure that entrepreneurial activities take place	
Classroom and Teacher	School and District
Connect with business	
Participate in teacher externships and actively seek industry experience to bring to the classroom	Develop partnerships between school administration and industry; develop or reinstate multiple school and district business & industry committees
Bring business partners into the classroom	Allow business externships
Connect with Community	
Utilize work-based learning	Participate or sponsor community awareness programs to promote business/school needs using an “open forum” concept
Participate in integrated, cross-curricular projects; utilize field trips as a method for connecting learning	Participate or sponsor school and district events to promote student successes
Invite parents into the classroom or on field trips with students	Allow relevant field trips and business tours
Integrate School, Business, and Community	
Showcase integrated projects involving school, parents, and business community	Involve media in promoting success of unique models
Engage students in regular discussions related to how knowledge and skills can be used on the job	Analyze needs and opportunities for students both in and outside of the classroom, including alternative schedules and integrated learning days
Provide career-related work-based learning for students within a career and technical education program	Support is evident for school-to-work, education for employment, career development, career and technical education, and Tech Prep programs
Become active participants in professional organizations	Provide leadership training for staff and students
Actively seek professional development opportunities and ways to incorporate what you learn into educational practice	Provide time, money, and opportunities for educator professional development

Implementation

Entrepreneurship education is implemented by sustaining, stabilizing, and systematizing practices to engage numerous stakeholders in the advancement of entrepreneurship education.

To learn about the world of work, students must visit local businesses to gain an authentic knowledge about the content they are studying. Role models and mentors in the classroom can occur through business partnerships, and field trips and business tours can provide experiences outside of the classroom.

Additionally, teachers should be empowered to participate in externships during the summer months to gain business and industry experience that will allow them to maintain purposeful and relevant curriculum.

Implementation	
Engage in entrepreneurship skills and strategies	
Classroom and Teacher	School and District
Schools and Classrooms act as incubators for innovation, research, and development	
Encourage classrooms to adopt a business or have business partners participate in the classroom	Utilize relationships with key organizations and leaders representing all sectors of the community
Allow for and reward risks in the classroom	Act as role model, risk taker, and encourager
Mentoring & Support	
Support work-based learning programs	Support all parties involved in work-based learning programs
Provide recognition and incentives	Provide recognition and incentives
Articulate the value of entrepreneurship and why it is important	Articulate the value of entrepreneurship and why it is important
Create energy through team building	Create energy through team building
Business Projects	
Open a school-based business and/or write a business plan through an applied learning context	Provide ways to improve environment through projects that engage students in problem solving
Develop and Provide Resources	
Consider sponsored activities with local businesses to showcase risk	Evaluate new ideas for entrepreneurship education and allocate appropriate resources
Encourage students to participate in Career and Technical Student Organizations (CTSOs) and take part in the competitive events programs that are aligned with the national standards and career clusters	Support Career & Technical Student Organizations as co-curricular activities throughout the year.