

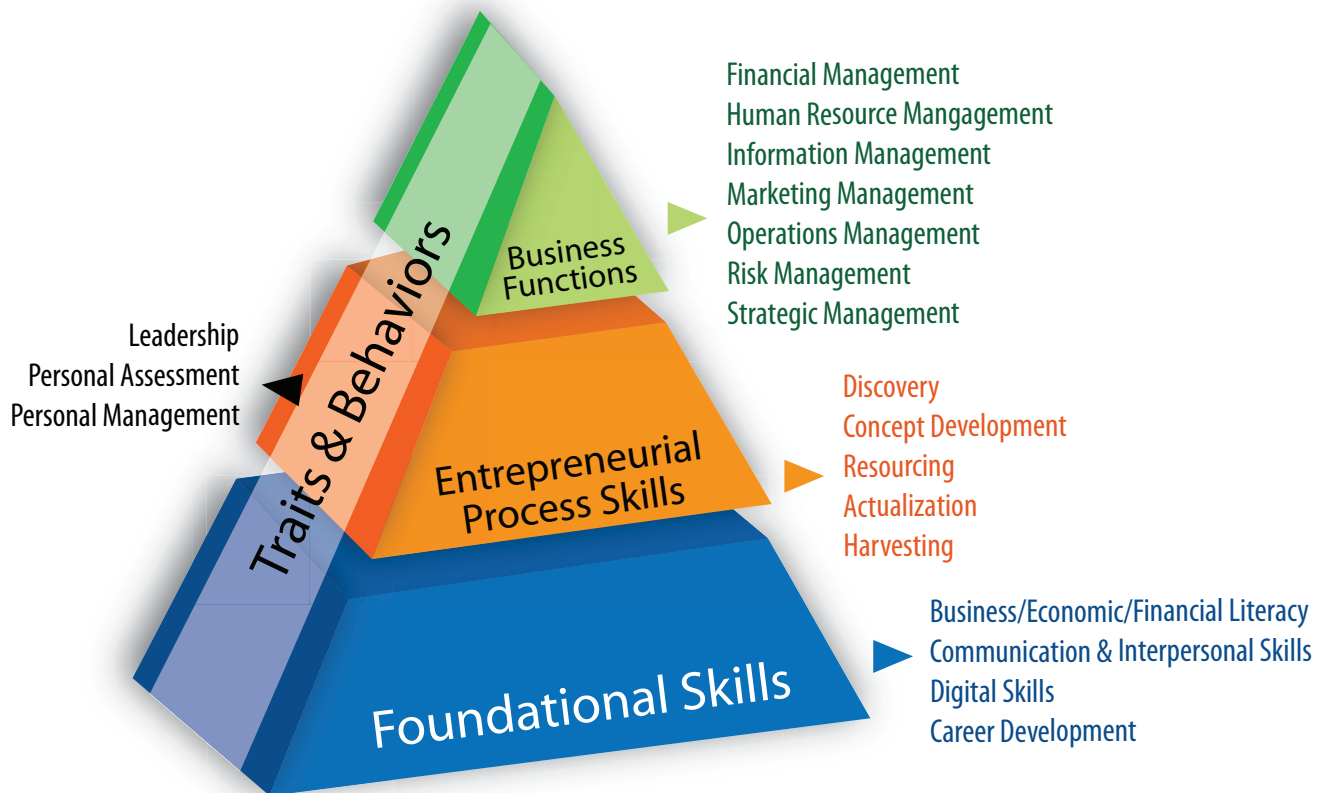
The Framework for Entrepreneurship Education

Innovations in education practices, as encouraged by multiple initiatives including the Partnership for 21st Century Skills, the High School Task Force Report (2007), the Career Clusters and Pathway Initiative and the Arts and Creativity in Education Task Force Report (2009), emphasize the importance of student-centered learning, inquiry, and creativity as important markers of quality education programs. The task force vision for entrepreneurship education amplifies those markers of innovation by asking schools to reinforce the elements listed under Traits and Behaviors and Foundational Skills in all subject areas.

Demonstrated in the following diagram, **Foundational Skills** lay the groundwork for students' futures. All students need to develop digital skills, career development, communication and interpersonal skills, and business, economic, and financial literacy. A strong foundation will encourage and sustain students in their entrepreneurial endeavors.

The elements listed under **Entrepreneurial Process Skills**, such as discovery, resourcing, and concept development, and **Business Functions**, including financial management, marketing management, and risk management, are geared toward providing students specific knowledge in a business-related context. School districts provide such elective classes as opportunities for more in-depth studies.

Entrepreneurial **Traits and Behaviors**, including leadership, personal assessment, and personal management, are key to all elements of the entrepreneurial process and, therefore, run the continuum in the following diagram. Students need to cultivate the appropriate traits and behaviors in order to succeed and excel as entrepreneurs or entrepreneurial thinkers.



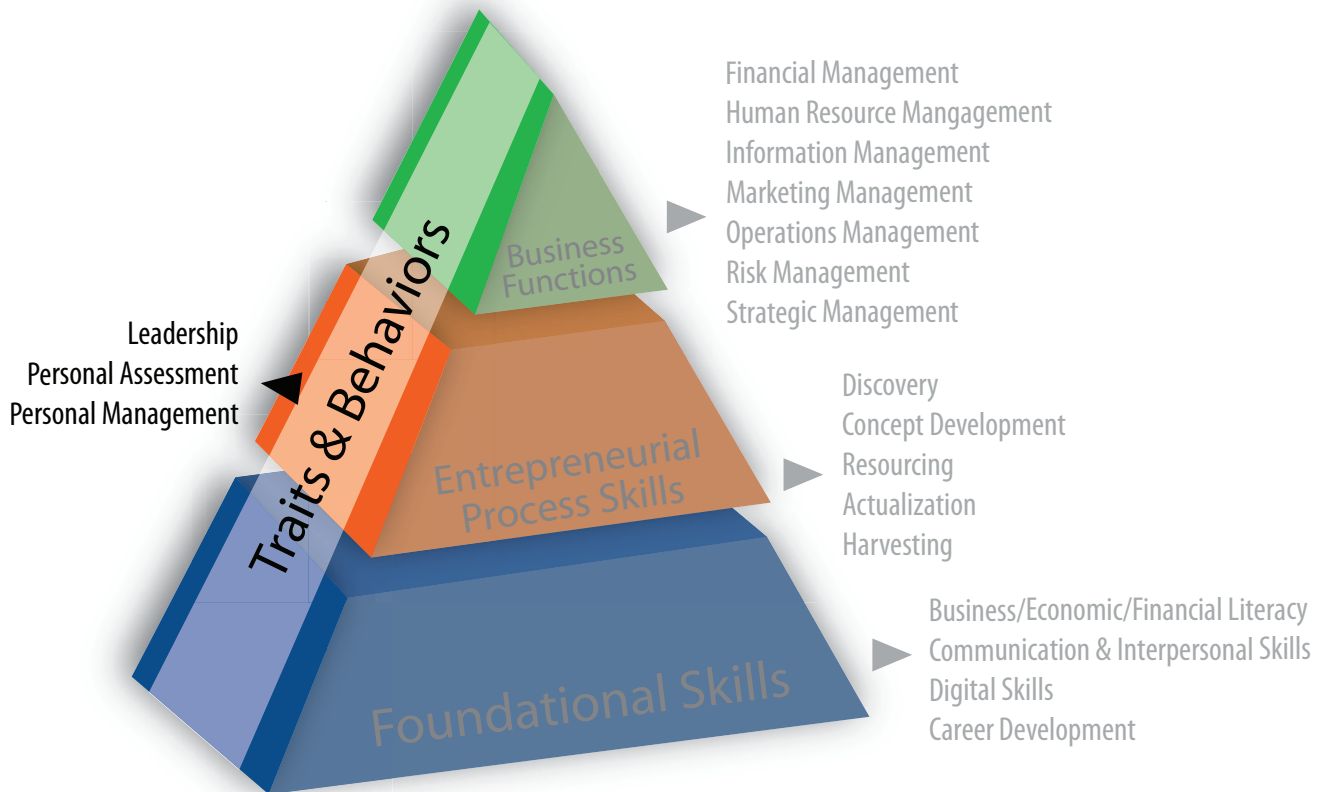
Traits and Behaviors

Theory

A desirable classroom culture fosters and rewards a spirit of innovation and creativity where students are able to take educational risks, fail, and learn from their mistakes in pursuit of achieving a goal. These classrooms lay the foundation for entrepreneurship education and exist across all content areas. While specific curricular connections to entrepreneurship education are more evident in some content areas, it is important that teachers in all subject areas are aware of their potential contributions in teaching the specific traits and behaviors of successful entrepreneurs.

Practice

Meaningful entrepreneurship education is supported by an overall school climate encouraging the underlying traits and behaviors of entrepreneurial thinking and action. School boards, district and school leaders may develop a unified and coherent vision of teaching and learning that fosters entrepreneurial traits and behaviors. Teaching practices that put students at the center of the learning process and ask them to make decisions, solve problems, take risks, deal with ambiguity, and be creative, honest, and responsible; encourage and promote such traits and behaviors.





Traits and Behaviors:

Important to the success of the entrepreneurial endeavor; include performance indicators such as responsibility, initiative, tolerance for ambiguity, and orientation to change

Traits & Behaviors		
Leadership	Personal Assessment	Personal Management
Concepts*	Concepts*	Concepts*
Honesty & integrity	Entrepreneurial personality	Decision making
Responsibility & initiative	Personal Biases and stereotypes	Problem solving
Ethical work habits	Interests and personal capabilities	Risk assessment
Goal setting	Entrepreneurial potential self-assessment	Personal responsibility
Teamwork		Time management
Diversity		Tolerance for ambiguity
		Creativity
		Personal goal setting

**Derived from the National Content Standards for Entrepreneurship Education*

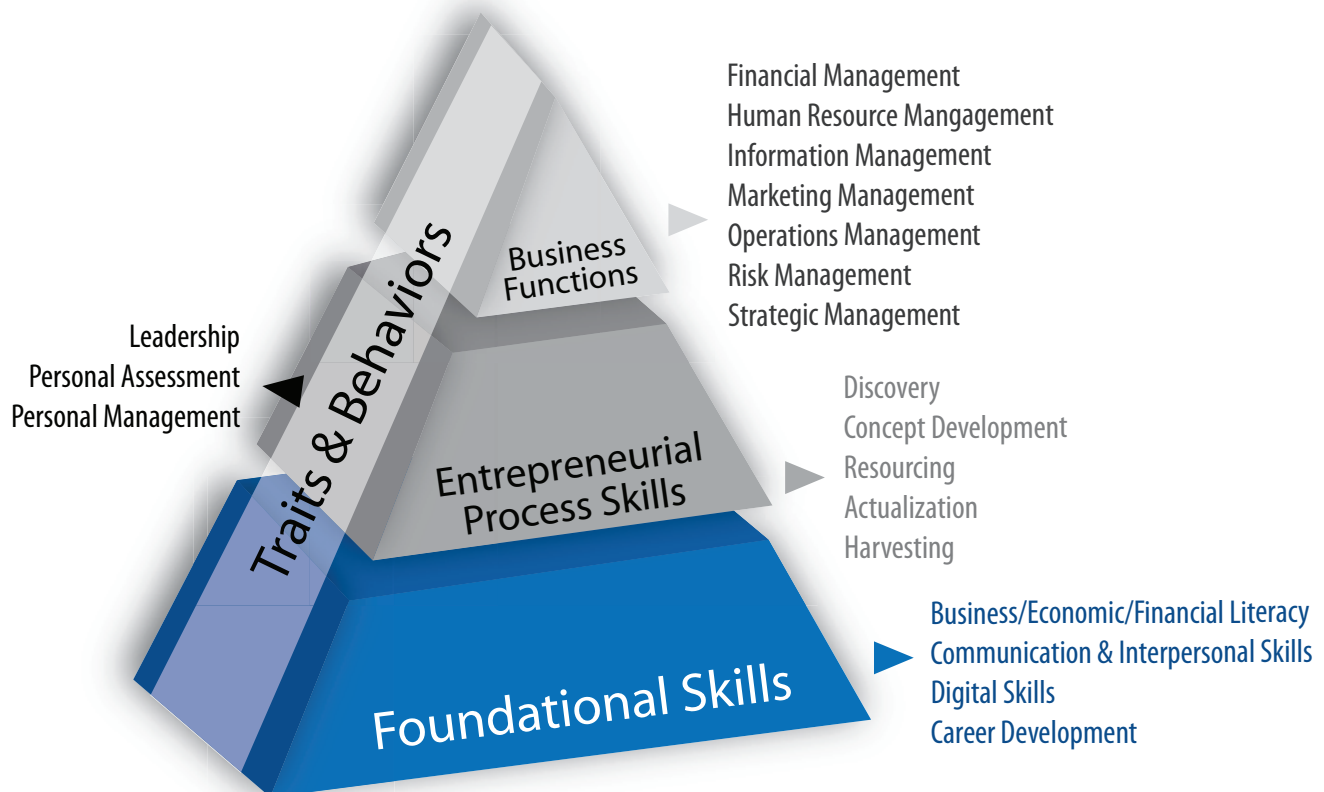
Foundational Skills

Theory

Many subject areas contribute to the foundational skills of entrepreneurship education in different ways. Foundational Skills are knowledge and skills that are requisites for the study of entrepreneurship and can include financial literacy, basic concepts of economic systems, and communication skills.

Practice

Through strong leadership, teachers may learn and share work experiences that contribute to entrepreneurial teaching and learning. Connecting entrepreneurship education to community and business partners builds the entrepreneurial foundation within the district, school, and classroom. Because the foundational skills are central to a student's success regardless of their career path, all students need opportunities to develop these skills throughout their educational experience. Furthermore, all teachers should reinforce these skills as appropriate within all subject areas.





Foundational Skills:
 Knowledge and skills for the study or practice of entrepreneurship

Foundational Skills			
Business/Economics/ Financial Literacy	Communication & Interpersonal Skills	Digital Skills	Career Development
Concepts*	Concepts*	Concepts*	Concepts*
Business concepts	Fundamentals of communication	Computer basics	Career planning
Business activities	Coworker communication	Computer applications	Job-seeking skills
Cost–profit relationships	Ethics in communication		
Economic indicators/ trends	Group-working relationships		
Economic systems	Dealing with conflict		
International concepts			
Money basics			
Financial services			
Personal money management			

**Derived from the National Content Standards for Entrepreneurship Education*

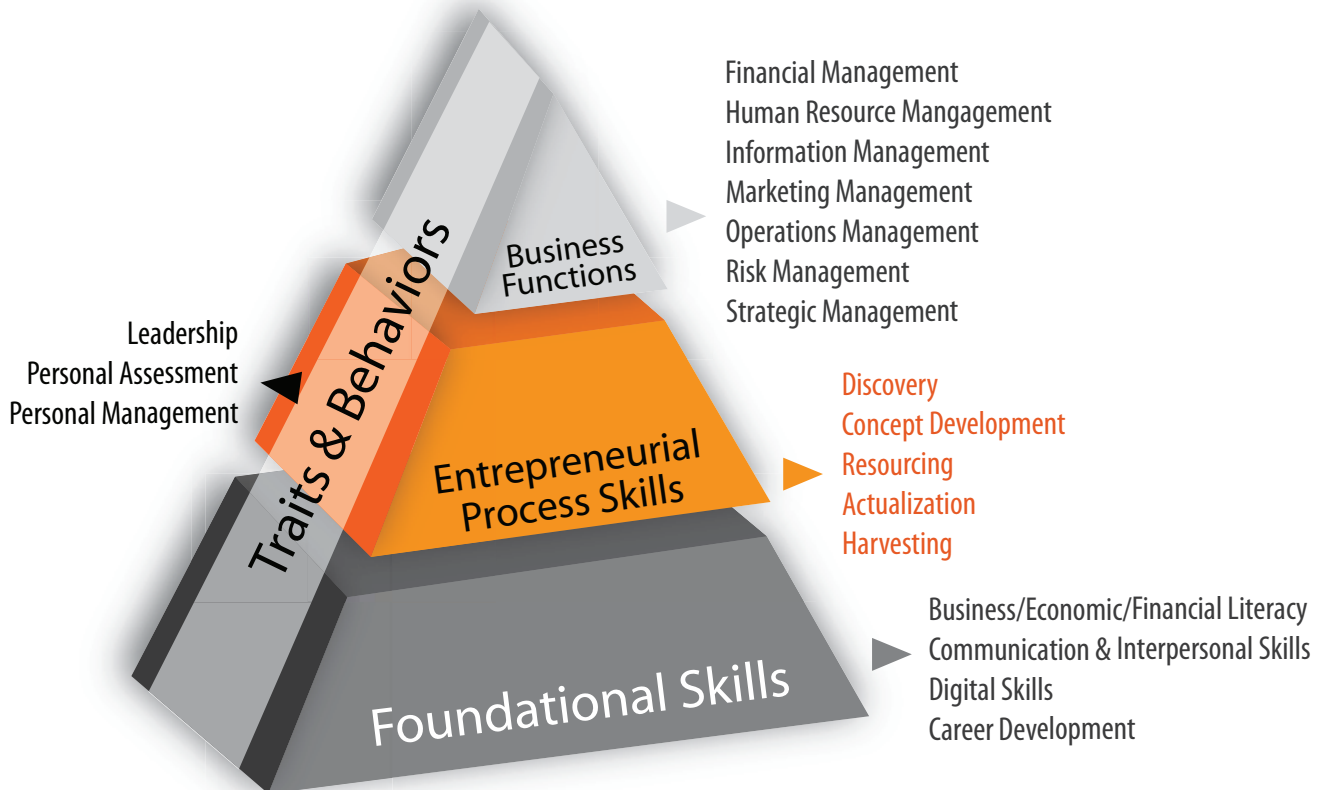
Entrepreneurial Process Skills

Theory

Specific to grade levels and courses throughout the PK-12 system, the middle layer of the Framework consists of concepts that may often be taught to students through a career-focused lens. For example, venture creation, risk management, start-up resources, and global trends are concepts that relate to owning and operating a business.

Practice

Entrepreneurship education is derived from a standards-based curriculum and identifies the knowledge, skills, and behaviors (dispositions) of a successful entrepreneur. Course work and experiences that support potential career paths for students are necessary in developing entrepreneurs. Contributions to this level may also be made through a variety of school-wide innovation projects or course work, or integrated units led by cross-curricular teams. Each approach can help build the process skills important in developing more specialized knowledge as an entrepreneur.





**Entrepreneurial
Process Skills:**

Stages in the entrepreneurial process applicable to new and ongoing ventures that drive/change economic activity

Entrepreneurial Process Skills				
Discovery	Concept Development	Resourcing	Actualization	Harvesting
Concepts*	Concepts*	Concepts*	Concepts*	Concepts*
Entrepreneurial process	Entrepreneurial planning	Venture/start-up resources • Financial • Human • Capital	Risk management	Evaluation • Growth • Development • Exit Strategies
Global trends and opportunities	Start-up tools and requirements	Debt equity financing	Business procedures	
Venture creation: methods & ideas	Business plan ventures and risks	Cost/benefit analysis	Time management	
	External resources		Creativity	
			Adaptability	

**Derived from the National Content Standards for Entrepreneurship Education*

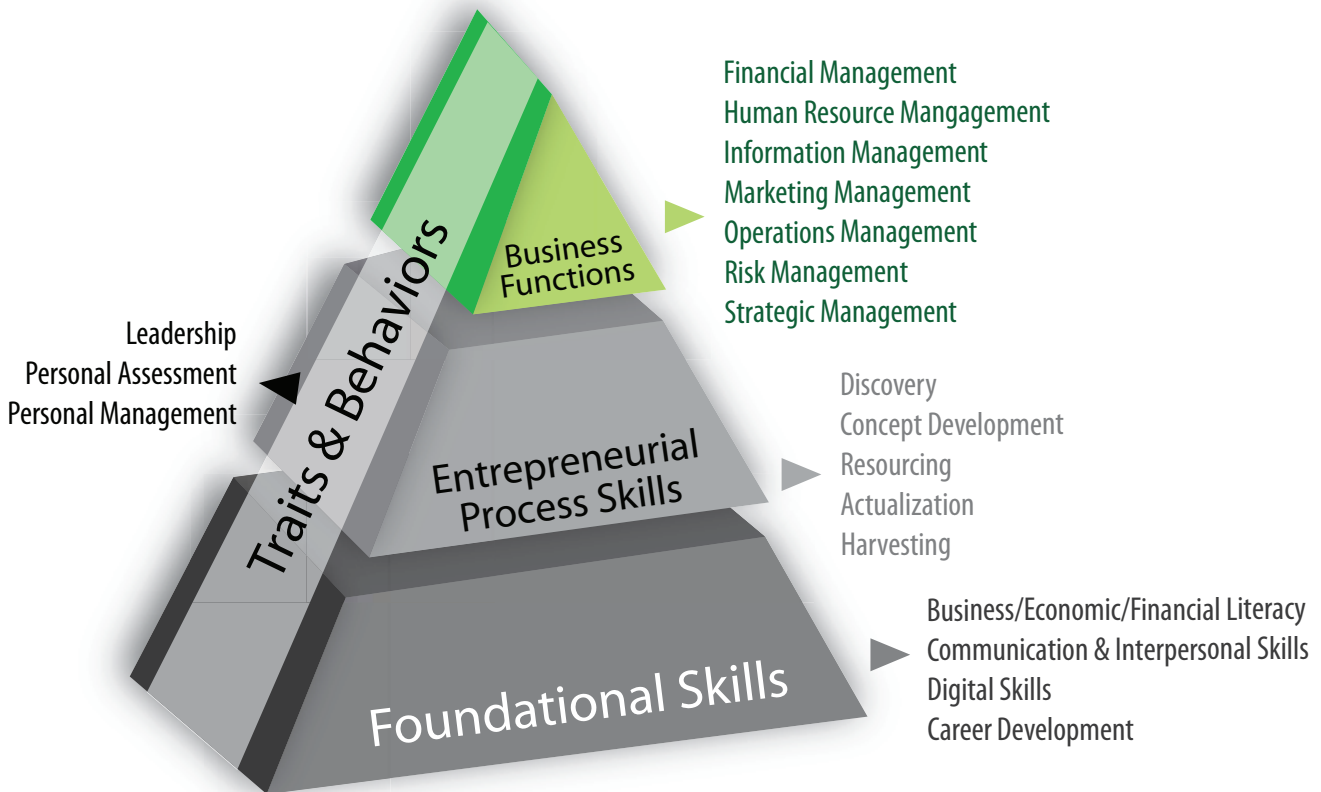
Business Functions

Theory

Career pathways and other programs of study involving career and technical education (CTE) showcase the top layer of the Framework with concepts from the national and state standards in the areas of agriculture, business and information technology, family and consumer science, health science, marketing, and technology and engineering, where students are able to apply their learning authentically.

Practice

The business function element of entrepreneurship education is specialized yet can be integrated into multiple subject areas, including CTE, where student interests are matched to career aspirations. Connecting entrepreneurship education to work-based learning experiences strengthens students understanding and the real-world connection to entrepreneurial opportunities.





Business Functions:

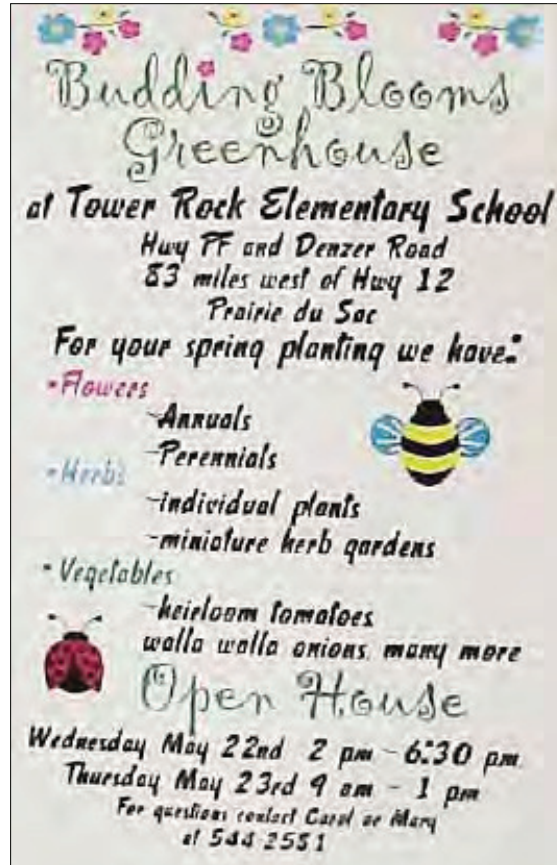
The business activities performed in starting and running an enterprise

Business Functions						
Financial Management	Human Resource Management	Information Management	Marketing Management	Operations Management	Risk Management	Strategic Management
<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>
Money management	Organizing	Record keeping	Product & service creation	Business systems channel management	Business risks	Planning
Accounting	Staffing	Technology	Marketing information management	Purchasing & procurement	Legal considerations	Controlling
Finance	Training & development	Information acquisition	Promotion	Daily operations		
	Morale		Pricing			
	Motivation		Selling			
	Assessment					

**Derived from the National Content Standards for Entrepreneurship Education*

Developing Traits & Behaviors: One Classroom's Story

In 2001, Budding Blooms Greenhouse was created and initiated for fourth-grade students by two elementary school teachers at Tower Rock Elementary School in Prairie du Sac. The purpose was to create hands-on activities that promote an understanding and respect for Wisconsin's agriculture. The vision for this project was three-fold: to naturally integrate real-world learning into every part of the curriculum, to utilize the program as a mentorship opportunity, and to obtain district-wide involvement.



Poster developed by Tower Rock Elementary School fourth graders to promote their entrepreneurial venture

In this multistep project, students create indoor worm bins to decompose organic waste from the school kitchen to produce high-quality, red worm compost. Science, social studies, language arts, and math play a key role in this endeavor as they produce and market the compost.

The students plant seeds beginning in February. The perennials, annuals, bulbs, and herbs are then transferred to an outdoor greenhouse. Part of the red worm compost is used as fertilizer for the seedlings planted in the spring. To track business expenses, the students keep ledgers in mathematics class.

In language arts, students work on individual investigations about agriculture. These projects allow students to research an agricultural topic they find intriguing. Whether it is an occupation or a specialty crop, students gain expertise in a specialized area of agriculture, which they then teach to their classmates. Students care for the greenhouse seedlings until their culminating plant sale in early May. Although only a handful of these students may become future greenhouse farmers, all have developed the traits and behaviors of burgeoning entrepreneurs.