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School-Based Enterprise Development: Planning, Implementing, and Evaluating

This training was developed by the Project 10: Transition Education Network, a special project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Objectives

At the end of this training, participants will be able to:

- Define school-based enterprise (SBE)
- Brainstorm possible concepts by type of SBE
- List skills students learn during an SBE experience and methods for evaluating these skills
- Discuss levels of student involvement in an SBE
- Resource the SBE manual to use the three phases of SBE development

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Introductions

- Name
- Current Position
- Business Experience
- Skills, interests, hobbies that could be marketable
 - Gardening
 - Restoring autos
 - Repairing computers, etc.

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What has the Gates Foundation Learned About Education?

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Employment as a Predictor

What is the strongest predictor of post-school employment for youth with disabilities?

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Predictor

A paid, community-based job while still in high school

(Carter, Austin, & Trainor, 2011, p. 1)



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What is a School-Based Enterprise?

- “A school-based enterprise is a set of entrepreneurial activities undertaken by students that provides an economic, social, and educational return to the student, school, and community. Student efforts are designed to enhance personal responsibility, an appreciation of risk versus reward, and confidence in achieving and maintaining independence” (Gamache & Knab, 2014; p. 6)
- “An entrepreneurial operation in a school that provides goods/services to meet the needs of a market” (DECA, 2014, p. 1)

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What Are the Benefits of a School-Based Enterprise?

In work-based learning experiences, such as school-based enterprises:

- Students are more involved in their education
- Students have better attendance
- Students have decreased dropout rates
- Students show an increase in academic performance

(NCSET, 2012)



What Are the Benefits of a School-Based Enterprise?

- Effective educational tool for secondary transition (DECA, 2014)
- Enhanced personal responsibility, appreciation of risk versus reward, and confidence in achieving and maintaining independence (Gamache & Knab, 2014, p. 6)
- Career and Technology Education (CTE) – work-based learning dropout prevention strategy (NDPC/N, 2014)
- Supports BEESS Strategic Plan/State Performance Plan
 - Transition indicators revolve around reductions in dropout rate, increase in graduation rate, and positive postsecondary outcomes!!

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Oh No, Now What?

- Are we in over our heads?
- Where do start?
- I feel so overwhelmed!



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Think – Pair – Share

- In small groups or with a partner:
 - Brainstorm ideas for a school-based enterprise



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School-Based Enterprises

- Auto wash and detailing
- Culinary
- Gardening, pepper sauce manufacturing
- Woodworking
 - Tool crib
 - Picnic tables, arbors, gazebos
 - Fine wood pen/pencil sets



[SBEs in Florida](#)

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Types of School-Based Enterprises

* There are three types of school-based enterprises:

1. Products
2. Services
3. Messages

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Products


Examples

Products

The selection of products is primarily dependent on per-unit margin (cost of materials and labor versus retail price). Margin determines whether it is worth creating products or sourcing from a wholesaler, for example.

An additional consideration is licensing. If an enterprise is to sell concession items, a city or county may require a limited food and beverage permit for pre-packaged foods and beverages that would involve limited regulation (e.g., health department inspections, paperwork) and costs (e.g., sanitation stations, disposable containers).

- Furniture (e.g., chairs, picnic tables, lawn ornaments)
- Sewing products (e.g., pillows, dolls/toys)
- Clothing (e.g., T-shirts)
- Themed items (e.g., sports team, holiday)
- Greeting cards
- Jewelry (e.g., beaded necklaces, bracelets)
- Bird feeders
- Food (culinary) and beverage items such as a concession stand
- Agricultural (horticultural) products (e.g., flowers)
- Accessories and miscellaneous items (e.g., picture frames, drink coasters)



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Services

Examples

Services

Services are generally labor intensive and require low inventory levels. Reputation and experience, weighed against competition, can increase per-unit margin. The main difference between products and services is tangibility. Time, for example, can be charged for producing a service. Examples include:

• Computer repair	• Carwash/detailing
• Software training	• Lawn care and landscaping
• Website design	• Animal care
• Graphics work	• Child care
• Desktop publishing	• Cleaning
• Logo creations	• Clerical staffing
• Transcription	• Tutoring
• Auto or machine repair and maintenance	• Gift wrapping



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Messages

Examples


Messages

Messages are intended to change awareness, attention, and actions.

Media materials, including paper, websites, print, etc., can be either tangible or intangible, yet the messages that are communicated represent valuable ideas to the purchaser. For example, a local health department is conducting a campaign to reduce youth nicotine addiction and is in need of materials that are developed by youth.

Messages are by far the most difficult to sell, and include the following examples:

- Awareness (e.g., drug prevention, smoking cessation, conservation)
- Promotions (e.g., store window displays, artwork)
- Independent newspaper or news source



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Think – Pair – Share

- In small groups or with a partner:
 - Using ideas generated earlier, brainstorm possible concepts for school-based enterprises
 - Identify potential barriers and discuss possible solutions to address these barriers

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Think – Pair – Share

- In small groups or with a partner:
 - Describe the various skills that students could obtain and master by being involved in a school-based enterprise
 - Begin to categorize these skills: e.g., academic, social-emotional, and life skills, etc.

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Business Management

Skills



Business Management Skills

- Money management (financing/budgeting)
- Marketing
- product/service/message development
- pricing
- promoting
- placement and logistics
- Computer software proficiency
- An appreciation of economics (e.g., supply and demand)
- An understanding of time as an economic constraint
- An understanding of formal and informal organizations
- An appreciation of risk/reward
- An appreciation of planning and decision-making within and beyond

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Social and Communication

Skills




Social and Communication Skills

- Relationship/teamwork building
- Negotiating/compromising
- Dispute resolution
- Leadership and mentoring
- Training and positive/correctional feedback
- An appreciation of differences in motivation
- An understanding of authority and delegation
- An appreciation of dependability as a two-way relationship
- Exposure to diverse perspectives
- Community awareness
- Public speaking and involvement

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
Analytical and Personal

Skills



Analytical Skills

- Organizing and prioritizing activities
- Decision making with a recognition of constraints
- Creating multiple solutions to unfamiliar situations
- Critical thinking and problem-solving
- Creativity and adaptability in finding a "better way"
- Determination in problem-solving



Personal Skills

- Self-reliance and self-advocacy
- Self-esteem, self-confidence, and self-determination
- Goal development
- Hopefulness
- Identity development
- An appreciation of time and time management
- An understanding of planning and organizing
- An understanding of accountability and responsibility
- Multi-tasking and prioritization

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Think – Pair – Share

- In small groups or with a partner:
 - Consider the list of skills generated earlier that students could develop and master within a school-based enterprise
 - How would you go about measuring and evaluating these skills?

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Measures

Goals for Evaluation

<p>Academic Achievements</p> <ul style="list-style-type: none"> • Increased attendance • Increased engagement • Increased GPA • Increased learning opportunities • Decreased drop-out rates <p>Employment Achievements</p> <ul style="list-style-type: none"> • Decreased turnover (time continuously involved) • Increased roles and responsibilities (autonomous decision-making) • Increased wages and benefits <p>Beliefs, Attitudes and Values</p> <ul style="list-style-type: none"> • Increased self-esteem • Increased self-efficacy • Increased motivation • Increased feelings of empowerment • Decreased bias (generalizing) 	<p>Relationships and Reciprocity</p> <ul style="list-style-type: none"> • Increased intergenerational understanding • Increased cross-cultural understanding • Increased understanding of interdependency (work sharing contributions) • Decreased social distance <p>Cognitive Performance</p> <ul style="list-style-type: none"> • Increased career awareness opportunities • Increased decision-making skills • Increased critical-thinking skills • Increased personal competence (strengths and areas for development)
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Measures

Goals for Evaluation

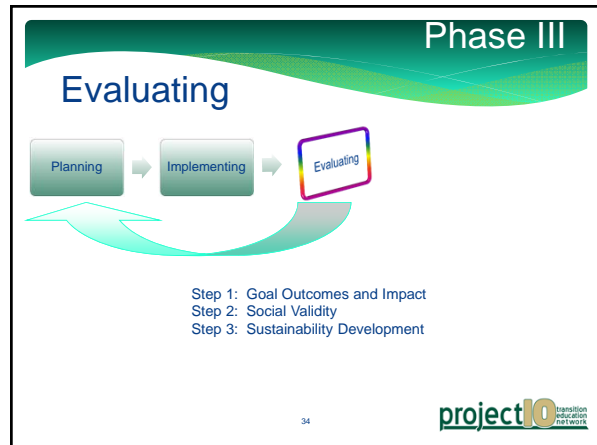
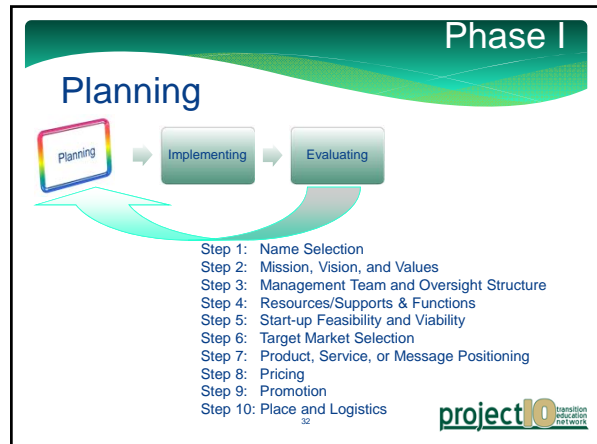
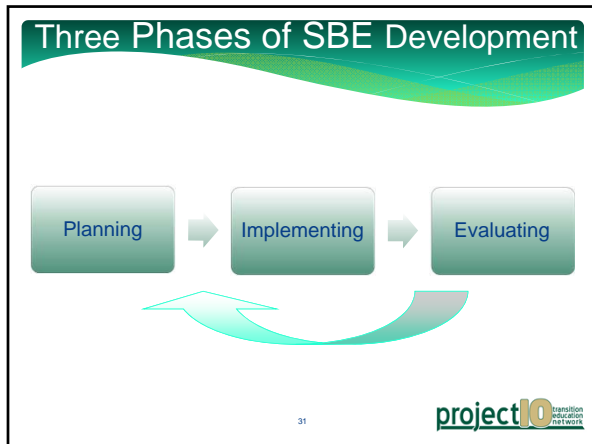
Health and Well-Being

- Resistance to negative peer pressures
- Increased stress management skills
- Decreased risk-behaviors
- Physical and mental health improvement through activities
- Safety
- Primary, secondary, and tertiary prevention (for an expanded discussion, see Walker & Shinn, 2002)

Civic Engagement

- Increased civic interest
- Increased civic participation
- Increased school and community linkages

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Other Helpful Manual Sections

- * References
- * General Resources on Enterprise Development
- * Relevant Websites and Resources


**NEW
UPDATED**

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Extension Activity

Choose one of your school-based enterprise concepts and one of the identified steps in the process and begin to construct a lesson plan around this step.

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Questions and Thank You!

Questions, concerns, or recommendations?

Thank you for your attendance and input today!

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