

School-Based Enterprise Development: Planning, Implementing and Evaluating

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School-Based Enterprise Development: Planning, Implementing and Evaluating

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Overview: School-Based Enterprise

Enterprise skills can be taught and reinforced through classroom exercises.

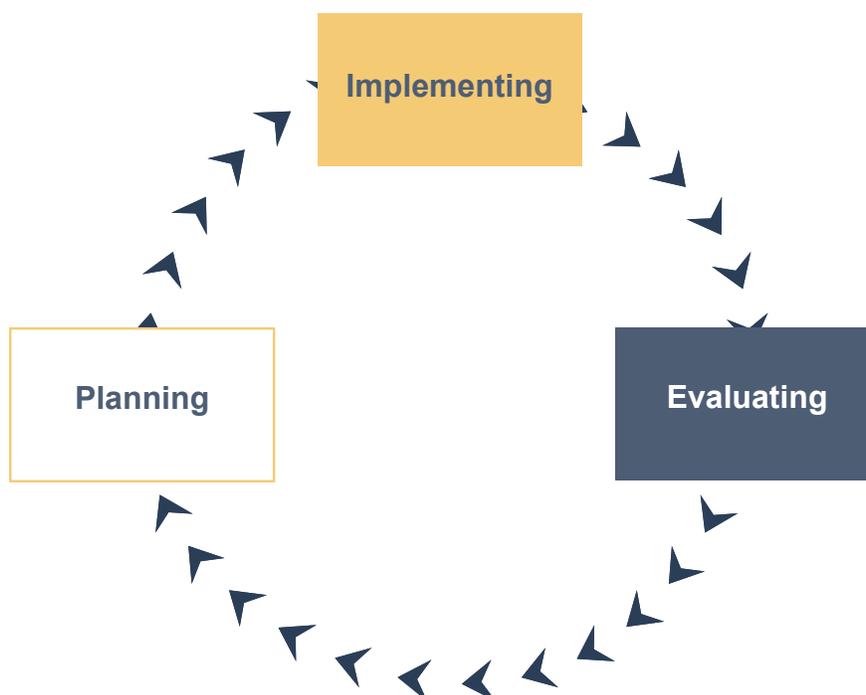
The cornerstone of many school-based programs, ranging from Vocational Rehabilitation and School-to-Work initiatives to school and community collaborations or partnerships, internship arrangements, service-learning, youth development programs and micro-enterprise, is the achievement of self-sufficiency through economic advancement. "School-based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college," according to the Distributive Education Clubs of America's (DECA) *Guide for Starting and Managing School-Based Enterprises* (n.d.).

Gamache and Knab (2008) define school-based enterprise (SBE) as, "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" (p. 6).

The SBE has long been recognized as a program that can provide essential first job experiences for students with disabilities. The opportunity to see the connection between curriculum and real-world work experiences can occur through SBE participation. SBE makes learning real (Ross, 2002; Gugerty, Foley, Frank & Olsen, 2008).

This manual will discuss current trends and policies that impact the development of SBEs as well as the benefits that are experienced by students, schools and communities.

Figure 1. The phases of development – planning, implementing and evaluating.



Chapter 1: Background

In this section, you will learn about:
Current trends and supportive policy efforts
Economic, social and educational skills development



Current Trends and Supportive Policy Efforts

"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, 2008, p. 6).

Beginning in 1985, the Office of Special Education and Rehabilitation Services (OSERS) awarded "community-based, supported employment" service grants to states to fund movement away from "facility-based, sheltered workshop and day activity programs" (Sowers, McLean & Owens, 2002, p. 96). Additionally, vocational rehabilitation agencies have been able to support self-employment options for people with disabilities since the 1997 re-authorization of the federal Rehabilitation Act.

Factors enabling this trend include a heightened emphasis on choice commensurate with philosophical shifts in disabilities theory involving person-centered planning and natural supports (Holburn & Vietze, 2002; Kincaid, 1996; Nisbet & Hagner, 2000). Research in this area has evolved from an emphasis on sheltered workshops and supported employment to an emphasis on supported self-employment strategies (Arnold & Seekins, 2002; Okahashi, 2001). Advocates are successfully challenging long-standing assumptions about people with disabilities in the workplace (McMillan, 2000).

Self-employment is a potential match for individuals with disabilities. However, sometimes opposition to self-employment is encountered due to concerns about participant isolation, inexperience, new business failure statistics and the complexities of running a business (Callahan, Shumpert, & Mast, 2002; Hagner & Davies, 2002). However, "the most compelling reason to embrace self-employment as an option for [people with disabilities] is their oft-repeated statement, 'It's my choice, it's what I want to do,' (Callahan et al., 2002, p. 76).

Long-term skills development linked to choice is an important feature of school-based programs that seek to improve outcomes for students with disabilities. According to the Bureau of Labor Statistics, youth with disabilities between the ages of 20 to 24 participated in the labor force at the rate of 35% while youth of the same age without disabilities participated at 65%. Nearly four out of 10 students with a disability were participating in the labor force in 2015 while, during the same year, nearly seven out of 10 students without a disability were participating in the labor force (Bureau of Labor Statistics, U.S. Department of Labor, 2016). SBE's can provide opportunities that enable students with disabilities to integrate classroom

"The most compelling reason to embrace self-employment as an option for [people with disabilities] is their oft-repeated statement, 'It's my choice, it's what I want to do'" (Callahan, Shumpert & Mast, 2002).

knowledge and employment experiences into one activity. Combining education with work changes the perception of both. "When [work-related] activity is designed to promote learning, it gives students the experience of work that contributes to their own development," explain Stern, Stone Hopkins, McMillon and Crain (1994, p. 205). Through the SBE, students grasp the relationship between education, employment and community involvement. This understanding could impact students' future employment, income levels and quality of life (Stern et al., 1994).

This manual will discuss the components, considerations and targeted outcomes for starting and sustaining a school-based enterprise. Additional resources that monitor the development

of micro-enterprise theory, practice and evaluation, in addition to websites containing program examples, toolkits and curriculum guides for further learning, are provided within the appendix.

Economic, Social and Educational Skills Development

Examples of skills gained from **micro-enterprise** involvement, reinforced through classroom exercises, include the following elements of human, social and cultural capital:

- Business management skills
- Analytical skills
- Personal skills
- Social and communication skills

Each can be preceded by “increased” to emphasize improvement. Similarly, “decreased” can be used to correct negative habits and developmental

barriers, although this represents a deficits-based rather than assets-based or strengths-based approach (Larsen, n.d.; Maton, Schellenbach, Leadbeater & Solarz, 2004). If a deficits-based approach is necessary, then the use of these positive skills can be related to negating risks to personal and social health and safety (e.g., drug use, delinquency) listed in the goals section that follows. Table 1 provides lists of skills related to human, social and cultural capital that can be gained through participation in an SBE.



Table 1

.....Elements of Human, Social and Cultural Capital

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 day-to-day operations
- Record keeping and accounting

Social and Communication Skills

- Relationship/teamwork building
- Negotiating/compromising
- Dispute resolution
- Leadership and mentoring
- Training and positive/corrective 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

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

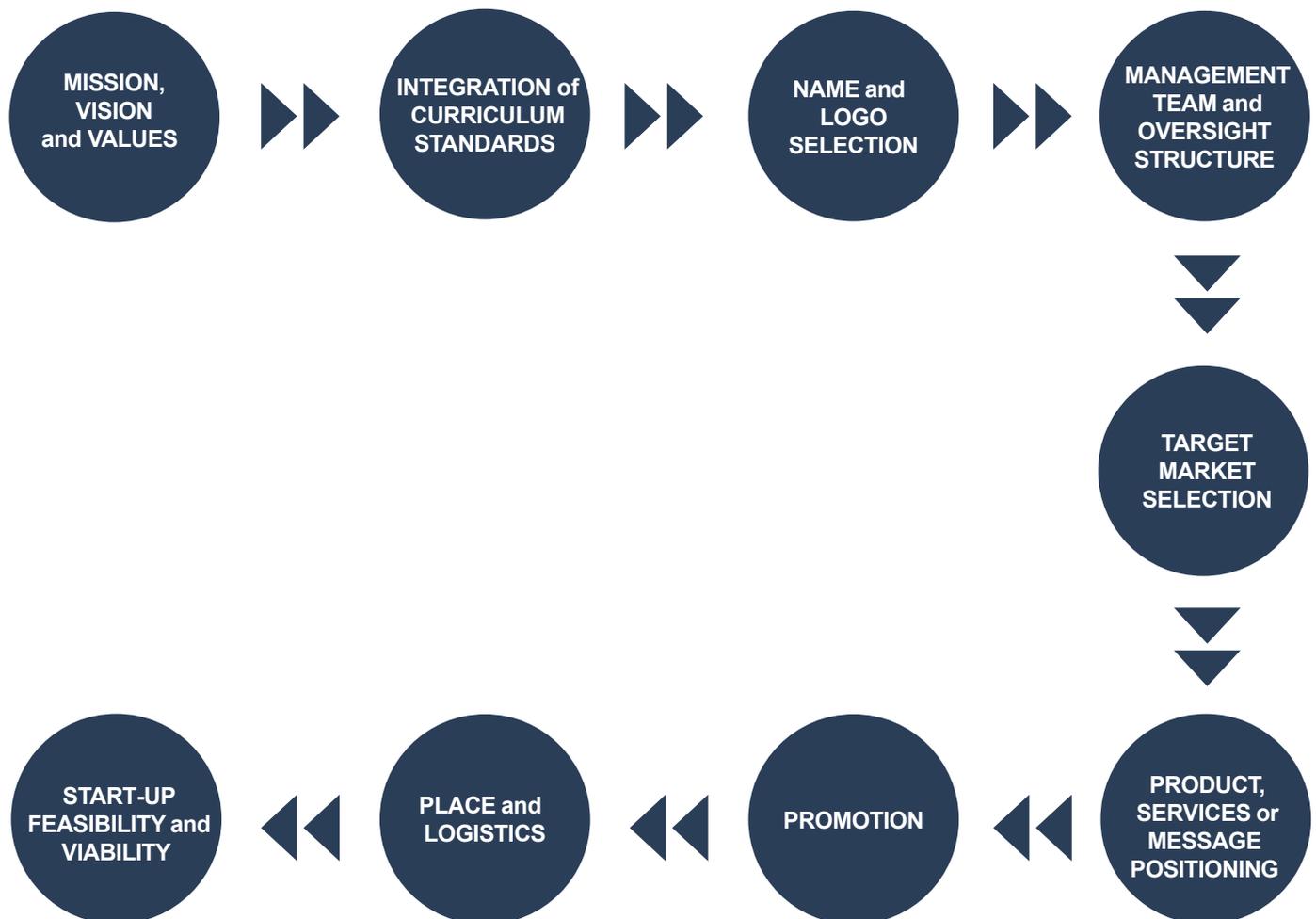
Chapter 2: Planning

In this section, you will plan an SBE by following these 9 steps:

- Step 1: Mission, Vision and Values
- Step 2: Integration of Curriculum Standards
- Step 3: Name and Logo Selection
- Step 4: Management Team and Oversight Structure
- Step 5: Target Market Selection
- Step 6: Product, Services or Message Positioning
- Step 7: Promotion
- Step 8: Place and Logistics
- Step 9: Start-Up Feasibility and Viability

Keep in mind that, depending on the type of SBE project you choose, these steps are flexible and some steps may be re-visited during the process.

Figure 3. Steps to planning an SBE.



Businesses do not plan to fail but fail to plan

Planning involves creating a written layout of how the business will operate. This planning document includes the following: **financial and operational feasibility projections** that incorporate product, service or message selection; potential marketing strategies, such as how the product, service or message will be positioned or branded; and front-end (e.g., point of purchase) and back-end (e.g., accounting) structures that will be established.

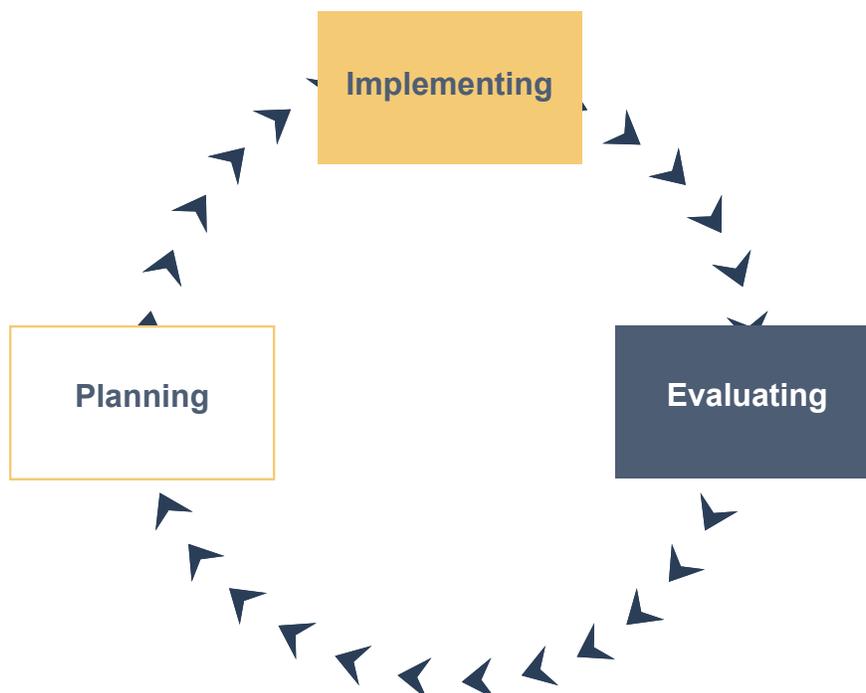
The social and educational return stated within this module's working definition of an SBE captures the major difference between purely economic business planning approaches and the skill-development needs of youth and young adults. The SBE version of a business plan is really an “**exchange plan**,” where youth participants, customers and other stakeholders come together to exchange lasting values.

Use components of this guide to construct your exchange plan, such as the following:

- Ladder of Participation Model (p. 26)
- Management Team Structure Example (p. 20)
- Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis Template (p. 67)
- SBE Start-Up Budget Template (p. 68)



Figure 2. The phases of development – planning, implementing and evaluating.



School-Based Enterprise Examples

The lists below include examples of micro-enterprise sale items categorized as products, services or messages.

The U.S. economy is characterized as increasingly “service-based” and “knowledge-based” rather than “product-based” (Boden, 2000). This trend indicates that services have become necessary to gain and maintain customers. In the list below, think about which could include “customer service” components, such as cleaning or guarantees for repairs, to enhance relationships, quality and revenues.

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).

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

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:

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



Messages

Messages are intended to change awareness, attention and actions. Media materials, including paper, websites, paint, 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 needs materials that are developed by youth.

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



It should be noted that there is significant resistance to employment opportunities limited to the “four Fs”, food (preparation and delivery), filth (cleaning), flowers (landscaping and décor) and factories (assembly), as representing limited expectations and gains.

Low-wage, part-time jobs that offer limited or no benefits are a constant concern for all youth, yet even jobs classified as belonging to the “four Fs” can provide a baseline for youth to investigate their likes and dislikes while being encouraged to take on additional responsibilities for upward mobility. School-based enterprise sponsor, Sophia Ross, indicated that SBEs provide an opportunity to “equip our students with the skills, knowledge and attitudes necessary to be successful in the future workforce” (2002, p.24).

Step 1: Mission, Visions and Values

Mission

A **mission statement** should reflect the purpose of the enterprise. For example:

“The Mission of Carwash Champions is to provide fast and courteous wash and wax services to ensure customer satisfaction and provide high school students with life skills education and entrepreneurial skills training opportunities.”

Students would evaluate and refine a statement such as this to include or change elements they would like to emphasize or negate.

Vision

A **vision statement** is a long-range view of what the enterprise can become or accomplish. One vision for the United States was to have an astronaut walk on the moon, and many companies aim to become industry leaders.

An optional goal-setting element for a vision statement is to designate a point in time for when the vision will be achieved. For example:

“The Vision of Carwash Champions is to double in size within three years.” As the enterprise evolves, the vision statement can be updated or changed to reflect a new direction.

Values

Value statements can be used to remind everyone involved in the enterprise about the core values that are applied to every aspect of its activities. For example:

“Carwash Champions will achieve its goals through positive learning experiences, teamwork and support.”

Mission, vision and values must reflect the ideas and beliefs of the students because they will be the primary contributors.

Classroom Exercise

Mission, Vision and Values

1. Ask students to find the mission, vision and values statements of their favorite companies. List these on the board and ask students to evaluate them.
 - What are their similarities and differences?
 - For whom are they written (customers, employees or both)?
 - Are they easily understood?
 - Are they short or long?
 - Can they be easily remembered?
2. Ask students to write their own mission, vision and values statements, for the SBE and then discuss them.
3. Use student ideas to create a set of statements for the SBE that reflect the ideas of the group.

Step 2: Integration of Curriculum Standards

Through **hands-on learning**, students have access to real-life opportunities that foster the development of valuable skills. The school-based enterprise is not a stand-alone activity. Curriculum standards are naturally addressed through the school-based enterprise as they correlate and overlap with project activities. To illustrate this point, let's consider the school-based enterprise, Carwash Champions.

Carwash Champions is an SBE that aims to provide fast and courteous wash and wax services to ensure customer satisfaction and provide high school students with life skills education, entrepreneurial skills and training opportunities.

Carwash Champions plans to achieve its goals through positive learning experiences, teamwork and support. The enterprise aspires to double in size within three years.

Fulfilling the mission and vision of Carwash Champions requires skill development in multiple areas. This is a rich environment for developing understandings and skills that are articulated in the Florida Standards.

Table 2 demonstrates a few of the many examples of **Florida Standards** that can be correlated to the Carwash Champion activities.

Table 2

FLORIDA STANDARDS	CARWASH CHAMPIONS ACTIVITIES
<ul style="list-style-type: none"> LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning LAFS.1112.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning 	<p>During the planning phase, students will write letters requesting support such as donations, cooperation and participation from multiple stakeholders such as students, teachers, administrators, parents, community agencies and local businesses.</p> <p>Throughout the implementing and evaluating process, students will communicate with participating stakeholders to update them on the progress of Carwash Champions and steps that are being taken to increase and improve service.</p> <p>To ensure customer satisfaction, students will develop job descriptions for all positions and will write step-by-step instructions that describe how each job should be performed.</p>
<ul style="list-style-type: none"> MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts 	<p>In order to achieve the enterprise's growth goals, students will track the number of completed carwashes across each week and month using line graphs. Dot plots will be used to review and analyze the types of "add-on" services that are most popular. For example, dot plots will visually indicate how many customers chose to get the extra hub-cap scrub as opposed to the number who chose to add vacuuming.</p>

Step 3: Name and Logo Selection

Selecting a name makes the business enterprise real by giving it an identity. Questions to ask when brainstorming a name include:

- Is it memorable and distinctive?
- Does it tell customers about the range of offerings?

A **tagline** (short statement) can accompany the name and receives the same considerations. A logo, taking the form of a word, several words or an image, represents potential and repeat customer recognition when it is seen. For example, the Target logo is a red dot surrounded by a red circle, similar to a bulls-eye, while the Home Depot logo is an orange box with white letters.

“Top of mind” branding is the objective for all businesses, gained through extensive repetition, associations and presence. Channels of communication (media) are outlined further in the marketing section of this document but should be kept in mind during the name selection process because they are impacted not only by placement but also speed and familiarity (i.e., recognition).

Alliteration

Alliteration, repeating words that begin with the same letter or repeating syllables can enhance familiarity. Examples include Dunkin’ Donuts®, Jimmy John’s® and Clare’s Cool Crafts.

Color, Visibility and Communication

The **communication** of meaning does not rely on words and sound alone. **Visibility** is related to brand awareness. High visibility implies the customer is aware of the product or service. **Colors** can convey depth, associations, energy, feelings and mood. The study of color psychology figures prominently in the field of design (Eiseman, 2006) and warrants careful consideration of how and where it can contribute to, or detract from, the SBE brand. Printing costs are another consideration, since colors are often more expensive to reproduce.

Common versus Uncommon Words and Differences in their Interpretation

Word choice largely depends on the audience. For example, Iconoclast Designs may be an appropriate name for a graphic arts services company that is innovative and can be expected to always “break the mold” from established design trends, yet iconoclast is literally defined as attacking cherished beliefs. Customer interpretation and reading level should be considered when there are words that may not be understood as intended.

Familiarity

Repetition impacts **familiarity**; therefore, a new business is at a disadvantage to build repetition and may benefit from associations that connect to previous experiences.

Generic Names

Some small businesses in Florida have generic or plain names, such as Barber Shop, Beauty Supply or Pet Store. These commodity names have the advantage of tapping into basic understandings that are less likely to be misinterpreted, yet there can be many competitors with the same generic name. As a result, commodity stores are largely dependent on location and the presence/absence of competitors nearby. There are also implications for positioning (i.e., trying to differentiate from what other stores provide) and pricing (e.g., difficulty in raising prices, sales by competitors affecting current prices).

Geography

Incorporating **geography**, the name of the location where the business is based, is a way to familiarize a new business. Examples include Tampa Coffee, Pasco Pet Sitters, Pinellas TV Repair and Tallahassee Tuxedos. There are potential limitations to consider when estimating where the majority of SBE activities will occur. A map indicating the SBE location surrounded by a circle may be helpful to visualize geographic reach. Push-pins that indicate competitors and other symbols can also be added to make this visualization more informative.

Humor, Misspelled Words and Word-Play

Additional potential pitfalls involve humor that can fall flat. Misspelled words, slang and word-play can easily be misinterpreted when the audience doesn't "get it." Negative examples of business names include:

- Quills and Scrolls (a school store name with humor that is hard to understand)
- Durty Dogz (a play on "dirty dogs" for pet grooming)
- Contagious Curls (a salon name with negative connotation)

Negative Associations

Connections customers make between business names and every day ideas and concepts, **associations**, are not always positive. Does the business name spell an acronym, for example, that is negative? An Australian-themed business, the Down Under Hut, spells DUH. This is definitely an acronym to avoid.

Associating the product, service or message that will be sold with something that has nothing to do with it is another way to create a negative association. For example, barns are common in Florida, yet a Rug Barn, Ice-Cream Barn, Plywood Barn or other non-barn items may be confusing. The same is true for depot.

Placement: The ABCs

The letter of the first word in the name will determine placement in alphabetical listings, such as website listings. The American Automobile Association (AAA), for example, benefits from first-seen placement.

Positive Associations

There are likely a small number of “top of mind” brands that are instantly associated with certain words. What do you think when you read the following?

- Pizza – Domino’s®/Pizza Hut®?
- Soda – Coke®/Pepsi®/Mountain Dew®?
- Shoes – Nike®/Adidas®/New Balance®?

Now think “carwash.” Is there a local brand that comes to mind? If not, then the competition for “top of mind” familiarity is low and there is an opportunity for it to become that brand.

Speed: Length and the Time to Process

The chance to communicate a message, whether mentioned on the radio or on a billboard, is likely only a fraction of a second. It is estimated that the average person encounters 4,000 to 10,000 messages daily, so there is enormous competition for attention. Because our brains become de-sensitized to advertising messages, it is necessary to be particularly innovative when marketing SBE products and services (Marshall, 2015).

Name length directly impacts recognition and attention. For example, Students’ Corner Store Food Market may not be read quickly and could be missed if driving by its sign. Students’ Grocery is more concise and increases the likelihood that it will be read.

Classroom Exercise

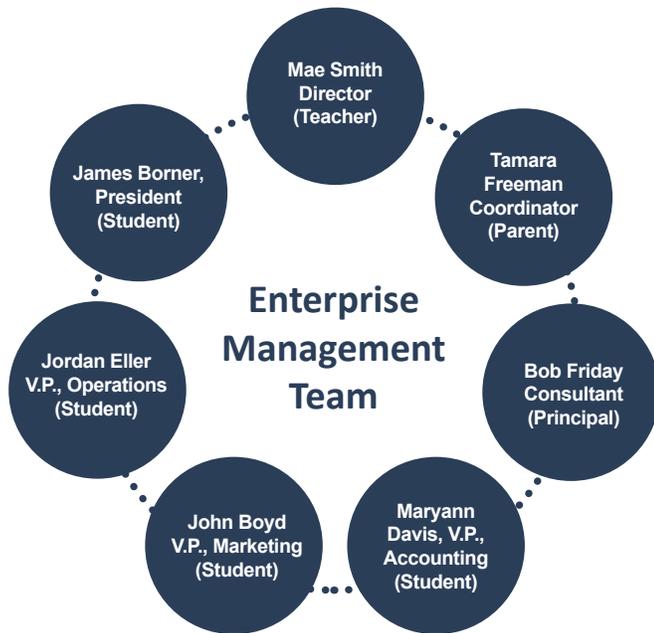
Thinking About Names

1. Have students make a list of their “top of mind” companies. Write the companies on the board and create a top 10 list to see which are most common. Then ask why they chose them and evaluate their characteristics.
 - Are they short or long?
 - Are people likely to be able to read them?
 - Could they be seen quickly and recognized?
 - Do the names describe what they sell?
 - Are their colors vibrant and eye-catching, neutral or bland?
 - Do they contribute or detract depth, association, energy and feeling?
 - What are the ways these companies communicate their brands (e.g., television, radio), and are there other techniques used to help remember them (e.g., a character/mascot, song or sound)?
2. Then ask students to describe the logos or taglines associated with the companies. Do they clarify or limit the brand’s meaning? How often are they seen alongside the names?
3. Ask students to estimate how many times a day they see or think about these companies, in addition to when they are not reminded of them. A larger discussion of media exposure and how youth are targeted and persuaded to make purchases can be incorporated into this exercise (Braverman, 2010; Wikipedia, n.d).

Step 4: Management Team and Oversight Structure

Any number of **management team structures** can be used to organize the enterprise's activities. A sample team may include:

Figure 4. Enterprise Management Team Structure.



Use the following strategies to start your SBE:

1. Find and build support for your idea by hosting a brain-storming session to explore the idea of an SBE.
2. Ask experienced people to help you get there; start with a few interested people.
3. Examine the skill sets that teachers and others bring to the discussion.
4. Explore the community and/or school needs. Is there a niche that an SBE could fill?
5. Explore the realm of the possible. What school resources are available?
6. Document everything that you do (Gugerty et al., 2008, p. 30).

Classroom Exercise

What Makes a Good Leader?

1. Ask students about the qualities they believe good leaders have and list them on the board. Sample questions for discussion include:

- Who are these leaders and where are they found (e.g., at the head of a team such as a sports team, the head of an organization or family)?
- Who supports these leaders?
- When are good leaders needed most?
- Why is it important to have leaders?
- Do students want to be more like these leaders, and, if so, in what ways can they do this?

2. Ask students to write a small biography of their favorite leader and share this with the class. Has this person always been a leader? Leadership concepts to feature in the biography include:

- Responsibility
- Improvement over time
- Experience
- Knowledge
- Skills
- Attitudes

Step 5: Target Market Selection

The **target market** includes current and potential customers. Begin by thinking about who would be the best customers in terms of repeat business and referring others to the SBE.

- Where are our best customers located or most concentrated?
- Is there a time of day when our customers are most accessible?
- What items or services most interest our customers?
- What are the best ways to make contact with our customers and build relationships?

Target Market Examples:

SBE reach and proximity by area/region (e.g., people living, working or visiting within a certain zip code)

- Teachers/administrators
- All parents or a select number (e.g., parent-teacher association [PTA] members)
- Other school staff
- Local university students and staff

Classroom Exercise

Knowing the Neighborhood

1. Ask students to visit the American FactFinder page from the U.S. Census Bureau to learn about their city, town, county or zip code.

<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

There are also state and county QuickFacts:

<https://www.census.gov/quickfacts/table/PST045216/00>

Use a local map to aid with illustrations.

(Printed maps are usually available to AAA members or local chambers of commerce at low or no cost).

2. Ask students to make charts that compare the population of their city or county to surrounding areas. Discuss how population can impact the success of a school-based enterprise.
3. Ask students to research the age demographics of their community. Discuss how age demographics might impact an SBE. Hint: If your SBE plan is to make cell phone cases on a 3D printer and the majority of the population in your area is 65 years and older, what could you do to make your product most interesting for that population?

Step 6: Product, Service or Message Positioning

Positioning can be achieved through **differentiation** of market segmentation detail. **Differentiation** occurs when there is a real or perceived difference between what the SBE has to offer and what is available from other vendors. This differentiation is the competitive advantage of the SBE over its rivals. If a gas station began to offer a free carwash with a gas fill-up, the SBE would consider the potential impact on the SBE's business (i.e., no change, a moderate change or a significant change). The SBE carwash could offer alternate incentives, such as a free air-freshener or a free newspaper for the customer to read while waiting.

Market segmentation is where the value proposition changes based on different target markets. For example, flyers placed on luxury cars may emphasize prestige, quality and attention to detail.

Positioning Examples

- High quality versus low cost
- In demand versus no wait time
- Fast versus thorough
- Sophisticated choice versus a “no-brainer”

Positioning also involves maintaining the reputation of the business, as determined by perceived quality and reliability. The overall number and scope of complaints are telling signs of significant opportunities for improvement. For example, are expectations set too high? Has too much been promised versus delivered, or are there simple or chronic errors in delivery?

Classroom Exercise

Quantity and Quality

1. Take two large pieces of paper and attach them to the board.
2. Label one "High Quantity/Low Cost" and the other "Low Quantity/High Cost".
3. Pass out three or four advertisements for a variety of products to each student (e.g., from a local newspaper) and ask the students to cut them out. Then have them attach the ads to the poster where they think the ads belong.
4. Review each of the examples and ask students to explain their selections.

Suggested discussion questions include:

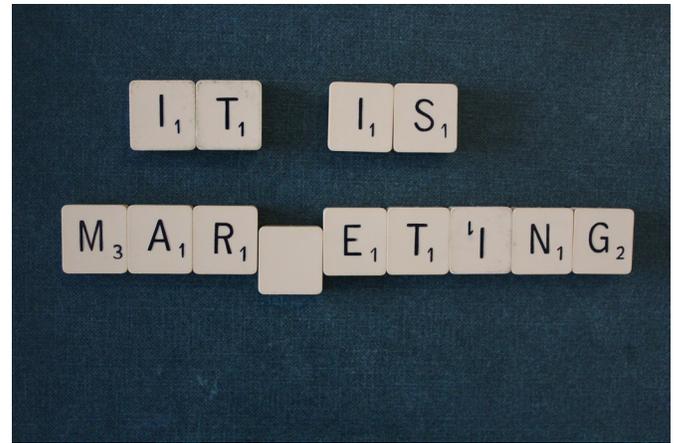
- Are there always prices to indicate value?
- What common key words are used to indicate value when prices are not given (e.g., premium, genuine)?
- If an advertisement is for a sale with a percentage off, is the percentage high or low compared to the price?
- What pictures are used to indicate quality?

Step 7: Promotion

Promotions should be fun activities undertaken during the planning phase. However, a lot of time and energy should be expected up front, especially regarding follow up with contacts. An SBE is unique in that donations are part of promotion efforts.

A **brainstorming** list of potential donations and sources for the project is one way to organize and determine the feasibility of ideas. Consider who would be contacted, how the items would be received and what would be provided in return (e.g., signs indicating donated items or sponsors) would then follow.

Donations can also take the form of promotional items or messages to potential customers, such as radio announcements; a feature story in the local newspaper; free website hosting, coding and updating; word-of-mouth; bulletin boards at community laundry facilities; counter space or bag stuffing at local businesses; printing services for flyers; and a wide range of cross-promotions involving coupons. See Table 3 for a list of potential donations to Carwash Champions.



An extensive list of promotional ideas can be found in a number of resources, such as small business magazines (e.g., Florida Trend), online via the Small Business Administration or entrepreneurial websites (Idea Cafe) or within educational resources that provide lesson plans for teaching marketing (e.g., 12 Terrific Marketing Lesson Plans for Busy Teachers at <https://www.aeseducation.com/blog/2015/03/marketing-lesson-plans>)

A sample of promotional ideas for Carwash Champions include:

- Frequent customer cards
- Upselling/suggestive selling
- Seasonal themes (e.g., Valentine’s day sales)
- Refer-a-friend incentive programs

Promotion efforts alone do not ensure success. Therefore, both the effectiveness and efficiency of promotion efforts should be constantly evaluated. Sample questions to evaluate effectiveness of Carwash Champions’ promotional efforts include:

- Are the signs clear, attractive and legible from a distance?
- How can additional attention be attracted, and would the associated costs be worth pursuing (e.g., balloons, an inflatable character, a mascot)?
- Is there a way to contact customers once

Table 3

Potential Donations	
Donated Item	Potential Sources
Ice	Parent/supporters Refrigerators Convenience stores Grocery stores Corporate sponsors
Bottled water	Corporate sponsors
Cooler	Parents/supporter donation Yard sales
Uniform (T-shirt)	Fundraisers
Markers and signs	School supplies

they have left (e.g., by e-mail, phone or text message)?

- What is the return from the promotional efforts, and are they being tracked (e.g., coupons are tracked by the accountant and the marketer through data collected from customers about how they came in and what promotions were seen)?
- Will a failed effort be revisited or permanently dismissed?
- Is the timing correct?
- Has as much feedback by as many people as possible been gained?
- What might distort or compete with the promotion?

Classroom Exercise

Selling Points

Features, **advantages** and **benefits** are used to communicate the value of what is being sold.

- **Features** are characteristics that are physical, such as color, size, weight and packaging.
 - **Advantages** are the reasons customers would buy what you are selling as opposed to competitors. Examples include price (affordability), time (convenience) and intangible qualities (e.g., style).
 - **Benefits** are the results of features and advantages. Examples include something customers can show off to friends or a service they did not have to perform themselves.
1. Write the categories "Features", "Advantages" and "Benefits" on the board and ask students to create lists that describe their SBE's product, service or messaging.

Step 8: Place and Logistics

Place and **logistics** refer not only to the location where the customer transaction takes place but also to communications about marketing and social marketing efforts, the logistics and distribution of supplies for daily operations and the potential short-term and long-term impacts of changing any of these. Another aspect of place and logistics is the placement of staff that self-determine and are assigned to specific jobs and tasks.

A map from a local AAA office or downloaded from the internet is helpful for location-based SBEs. Using the example of the Carwash Champions SBE, markings of the carwash location relative to competitors can inform promotional efforts. If nearby construction is planned, as indicated by the city/county urban development department, can a different lot be used to avoid construction?

And will repeat customers know where to find it? The location appropriateness of sign-holder staff or stationary signs (e.g., sandwich-board stands, posts) can also be planned with a map.

- Reflecting on the target market selected in Step 5, where are these customers most likely to be and at what times?
- Is there a reminder of your SBE “placed” with previous customers, such as a frequent customer card?
- Consider student worker availability. How many students are needed to run the business and will they be available to work when most needed?

Classroom Exercise

When and Where to be “With” Customers

1. Identify the target market on the board and ask students to list all the places these individuals visit frequently and infrequently.
2. Ask students to think about when customers would be most likely and least likely to buy something from the SBE.
3. Arrange the responses into the categories "Before School", "During Lunch/School" and "After School".

Examples include places customers work, relax, volunteer and shop. Do they attend “big events” where a booth may be set up?

Events Examples

- PTA meetings
- Fairs (e.g., health fairs)
- Local government activity days
- Charities



Step 9: Start-up Feasibility and Viability

Start-up feasibility and viability, an assessment of risk, involves identifying the following: the degree of commitment required for the SBE; resources/supports and functions; financing; and the strengths, weaknesses, opportunities and threats (**SWOT**) that can substantially change the direction of the SBE's activities. Knowing more about what will be involved and the resources needed to start and sustain an SBE will ensure everyone is ready and committed.

Degree of Involvement and Time Commitment

One major component of feasibility is to gauge the degree of involvement and amount of time involved in starting a new SBE. One person does not have to do everything. The identified resources and supports are critical to starting

and sustaining an SBE. Also, students stand to gain most from the SBE when they are directly involved with its activities.

The Ladder of Participation Model, developed by Roger Hart (1997), demonstrates a progression of participation levels. Starting at the highest point on this participation ladder is in keeping with the "youth as partners" Spectrum of Attitudes theory and is reflective of Transition to Independence Process guidelines (Clark, 2007; National 4-H Council, 1997). Figure 5. *Ladder of Participation Model* shows a continuum of student leadership and empowerment levels. Level 8 represents the most desired level of student leadership while levels 1 through 3 prevent students from gaining the benefits that an SBE can offer. If your SBE does not reflect student leadership and direction, consider the steps needed to move up the ladder.

Figure 5. Ladder of Participation Model (Hart, 1997).

Degree of youth involvement should reflect shared decision making and youth empowerment.

- 8 Youth-initiated and directed** refers to instances in which youth initiate and direct a project. Adults are involved only in supportive roles.
- 7 Youth-initiated** refers to instances in which projects or programs are initiated by youth and decision-making is shared among youth and adults. These projects empower youth and enable them to learn from the life experience and expertise of adults.
- 6 Adult-initiated** refers to instances in which projects are initiated by adults, but the decision-making is shared with the youth.
- 5 Consulted and informed** refers to instances when youth give advice on projects designed and run by adults. The youth are informed about how their input will be used and understand that their opinions will be respected.
- 4 Assigned but informed** refers to instances in which youth are assigned a specific role and are informed about how and why they are being involved.
- 3 Tokenism** refers to instances in which youth are included to give the appearance of representation when, in fact, their participation is primarily symbolic.
- 2 Decoration** refers to instances in which youth wear t-shirts or appear at events to promote a cause with which the youth have minimal involvement or connection.
- 1 Manipulation or Deception** refers to instances in which adults, with good intentions, deny their own involvement and exaggerate the contributions of the youth.

Resources/Supports & Functions

Resources come in many forms including human resources, item donations and financial donations. Supporters are individuals who can substantially help the enterprise and may be critically important to starting and maintaining its development. Support, in the form of donations, could be requested from foundations, corporate sponsorships, local government support or others. Giveaways can include movie, event or theme park tickets; free food, such as pizzas; and other item-based donations for internal incentives for students.

Financing

When considering the **financing** of the SBE, the monetary support needed to run the business, begin with looking at **feasibility** and **viability**. Determining **feasibility**, finding the SWOT of the proposed enterprise, and **viability**, the long-term sustainability of the enterprise, may include constructing a budget-based feasibility analysis to estimate the sales needed to successfully operate the SBE without losing money. Table 4 is an example of a budget for Carwash Champions and is followed by a feasibility analysis.

Table 4

Carwash Champions Budget		
Fixed Costs:		Purchase Frequency*
Sponges (10 at \$1.00 each)	\$10.00	Monthly
Soap (6 bottles at \$3.00 each)	\$18.00	Monthly
Wax (3 bottles at \$4.00 each)	\$12.00	Monthly
Hand towels (40 at \$3.00 each)	\$120.00	Monthly
Carwash water	\$40.00	Monthly
Uniforms (T-shirts) (10 at \$7.00 each)	\$70.00	As needed
Parking lot fee (per day)	\$150.00	Monthly
Signs (4 at \$1.50 each)	\$6.00	Monthly
Markers (1 at \$2.00 each)	\$2.00	Monthly
Bottled water (8 cases at \$4.00 each)	\$32.00	Monthly
Cooler for water	\$15.00	One time
Ice for water (6 bags at \$1.00 each)	\$6.00	Monthly
Fixed costs sub-total	\$481.00	
Estimated student involvement (6 at \$7 per hour X 8 hours)	\$336.00	Monthly
Total	\$817.00	



If the charge for a carwash is \$10.00 each, then 49 would have to be sold before the below-line (meaning highly unchangeable or “**fixed**”) expenses would break even. Creating an estimate of purchase frequency can help to create a budget forecast by day, week, month, etc.

Estimated student involvement is a **variable** cost, meaning it could be less if someone leaves early or is sent home due to slow business, lateness in showing up or being out for the day due to illness. Utilizing this example, 82 carwashes would need

to be performed during the first month for the SBE to break even. This shows the need for long-term **financing** so that start-up costs can be recovered over time.

The question about SBE **feasibility** is heavily dependent on the assumptions behind these estimates. A high estimate (i.e., best case scenario), low estimate (i.e., worst case scenario) and middle estimate can help to show a range of possibilities.



A feasibility analysis is also useful for determining whether additional services can be provided. For Carwash Champions, examples include cleaning the inside or detailing for additional fees.

Research and operations planning are the most important activities for preventing unexpected costs. For example, does the local municipality (city or county) require a permit to operate an SBE? In this example, the carwash is within a mall parking lot, but if the business had to move, will the new area be zoned for commercial activity? How will the carwash drive line be organized? Will someone be required to direct traffic? Will cones and ropes be needed? Will customers stand or be given a place to sit with shade? All of these operational considerations will impact costs, as will the ability to secure donations to reduce as many cost components as possible.

Ongoing budgeting, including an income statement, balance sheet and statement of cash flows will be necessary as the SBE grows. Cash flow requires constant monitoring. Weekly and monthly projections, accounting for spikes and troughs in business affected by internal or environmental factors, would extend the feasibility analysis.

SWOT Analysis

Analyses of the internal strengths and weaknesses versus external opportunities and threats (**SWOT**) are also included in an examination of start-up feasibility and viability. One way to approach SWOT is to first think of the resources that can turn a weakness into a strength and situations that can turn a threat into an opportunity (or vice versa). Strengths and weaknesses are internal to the SBE, while opportunities and threats are external to the SBE. Table 5 shows how a SWOT analysis could be done for Carwash Champions.

Example SWOT Analysis for Carwash Champions

Internal to the SBE

Strengths:

- Students (e.g., knowledge, skills, attitudes, experience, commitment)
- Continuous free advertising in the local daily circular
- PTA word-of-mouth support
- Carpooling to and from the carwash
- Volunteers
- Adaptability of carwash staff (helping to wash/wax/dry, if needed)

External to the SBE

Opportunities:

- An expected drought season
- A new store opening at the mall that will attract business
- Mall events, such as dealership days held near the carwash
- An ability to put flyers on cars at the mall (if allowed)
- Peak traffic times during a lunch hour where signs can be displayed
- Tie-ins with other businesses (e.g., coupons given for a free oil change and inspection at a local vehicle repair shop with every carwash in exchange for coupons given by the shop for a carwash)

Weaknesses:

- Scheduling conflicts or difficulties
- The need for an accounting software package and upgrades (e.g., Quicken® or QuickBooks®) as finances become more complex
- Running out of supplies
- Potential bottlenecks between wash and wax if a vehicle is difficult to clean
- A maximum number of people needed to work during a peak time (leading to lines, dissatisfaction and lost business)
- Worker fatigue

Threats:

- An expected rainy season
- Road construction blocking customers or the view of the carwash
- Competition starting or expanding nearby
- Presence of comparable services (e.g., gas stations with carwashes begin to offer a free or discounted wash with a gas fill-up)

* See the SWOT Analysis Template in the appendix (p. 67).

Brainstorming Start-up Needs

1. Divide students into four groups and ask each to work on a section of the SWOT analysis to share with the class.
2. Brainstorm ideas for how to turn weaknesses into strengths and threats into opportunities.
3. Using the economic, social and educational skills list in Chapter 1, what specific skills do students bring or want to bring to the strengths section of the SWOT?
4. Students can learn about the importance of planning for the unexpected through its impact on the SBE. Ask students to discuss the following:
 - How would the SBE be affected if there was a loss of electricity for an extended time or if there was a hurricane or another form of inclement weather?
 - How would the SBE handle staffing shortages due to field trips, testing or other student absences?

Chapter 3: Implementing

In this section, you will plan an SBE by following these 7 steps:

Step 1: Gaining Support through Social Marketing

Step 2: Recurrent Evaluations

Step 3: Daily Operations and Process Refinement

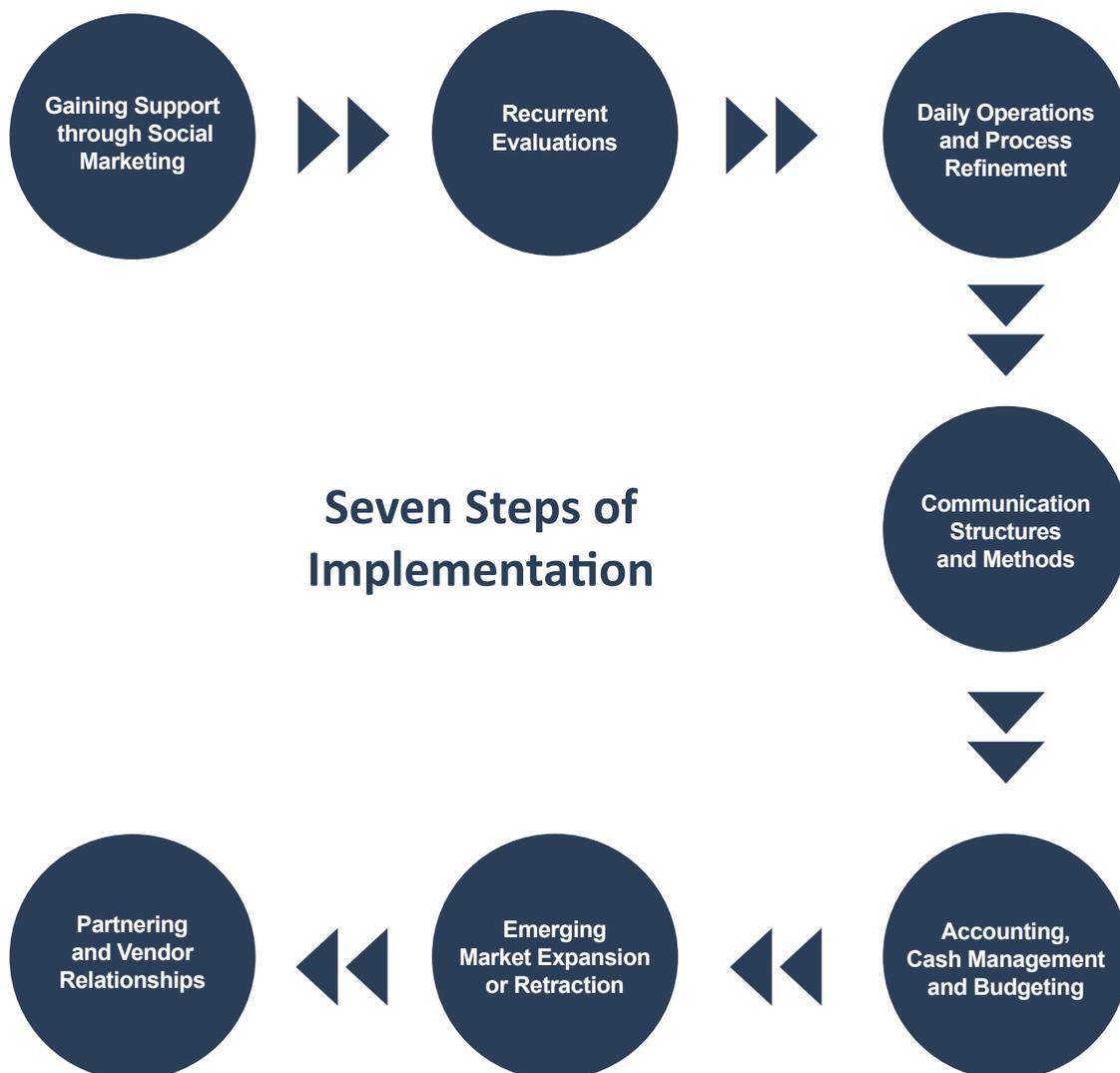
Step 4: Communication Structures and Methods

Step 5: Accounting, Cash Management and Budgeting

Step 6: Emerging Market Expansion or Retraction

Step 7: Partnering and Vendor Relationships

Figure 6. Seven Steps of Implementation.

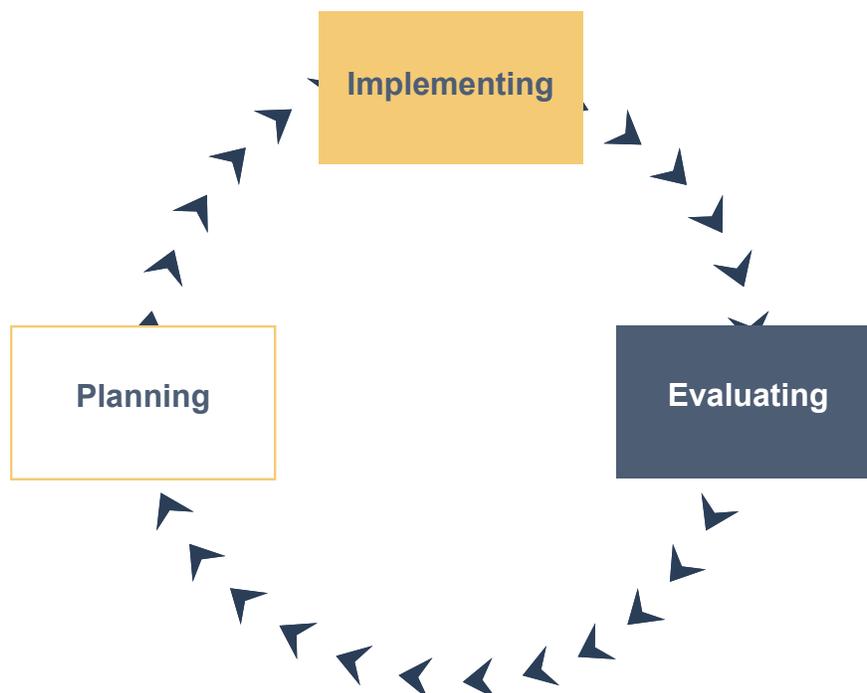




Making changes while the SBE activities are being implemented is much more challenging than planning as described in Chapter 2. Meeting these challenges and succeeding, however, makes Chapter 3 the most exciting.

Day one of the SBE and its first transaction is a major marker of progress. This milestone should receive as much attention as possible for its grand opening. Gaining support, monitoring operations and maintaining focus will then keep the SBE on an organized path.

Figure 7. The phases of development – planning, implementing and evaluating.



Step 1: Gaining Support through Social Marketing

Social marketing is defined as the “use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole” (Kotler, Roberto, & Lee, 2002, p. 5).

Social marketing provides a useful framework for generating interest, gaining and maintaining support and heightening the importance of the personal and social value of the project.

Similar to traditional marketing that seeks to change consumer behavior for the purposes of revenue and profit, social marketing uses many of the same practices or means to achieve a different, socially relevant end. The emphasis of social marketing is behavioral change that can lead to financial transactions.

The outline that follows will illustrate how changes in attention and a positive focus can translate into socially relevant resources for both the project (e.g., funding, time) and youth (e.g., job attainment, skills development, goal achievement).

Social Target Market

The **audience** or receivers of the messages include both current and potential supporters that can provide needed resources, such as funding, attention, volunteer time and other forms of support (e.g., word-of-mouth, letters of commendation or recommendation). Examples of people who may be influential supporters include the school superintendent, administrators, community groups and corporate sponsors, parents, volunteers and media contacts.

Messages to these supporters are tailored to emphasize what they would be most interested in supporting and should each conclude with a request, follow-up statement and contact information. Conduct research to become familiar with their language (e.g., common terms and words) and experiences to inform how to best

position messages. For example, a letter to the superintendent may include language that is reflective of the Mission of Florida’s K-20 Education System:

Increase the proficiency of all students within one seamless, efficient system by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
 - Seamless articulation and maximum access
 - Skilled workforce and economic development
 - Quality efficient services
- (Florida Department of Education, 2007b).

Since the emphasis for targeting these individuals is behavior change, understanding their placement on what Prochaska and colleagues describe as the *Stages of Change* is useful to create messages that will increase these behaviors (Prochaska, Norcross, & DiClemente, 1994; Prochaska, Redding, & Evers, 1997).

The Stages of Change include the following levels:

- Precontemplation - Not thinking at all about change
- Contemplation - Thinking about change, but with perceived barriers
- Preparation - Perceived barriers are seen as less than benefits
- Action - Attempting change
- Maintenance - Fully committed, though relapse is possible
- Termination - Habitual continuation without thought of relapse (Sullivan, 1998)

The SBE's targeted messages will ideally reflect an understanding of the target market's barriers to increasing support.

Social Product, Service or Message

The **dfcXi Wg, gYfj JWg** and a **YggU Yg** of social marketing are the benefits that result from behavioral changes that accrue to not only the target market but also the local community and larger society. Once the primary gains are identified (i.e., the outcome goals), messages to current and potential supporters can contain a statement of need coupled with a request for additional resources (e.g., funding, volunteer time) to achieve this gain. This communicates how and why support should be given to the project, information about the potential barriers and the benefits for investors.

Positive messages, such as increasing student engagement, that are assets-based should be emphasized over negative interventional approaches such as "preventing school dropout" for "at-risk students," although this will depend on the target. For example, is preventing school dropout the main focus, or is it a secondary gain to student engagement?

Following the "features, advantages and benefits" framework for communicating value in Chapter 2, each message includes intangible components of goodwill. An emphasis on specific and measurable direct support (behaviors) linked to these gains utilizes the social marketing framework and creates a strong request.

Social Features

Features are related to the activities undertaken to achieve the outcomes or deliverables of the project, which are primarily skills. Examples include:

- Prepares students with specific job skills that are adaptable
- Provides a service to the community by fostering student development
- Provides unique transition experiences within an educational environment
- Creates connections between the school and community

Social Advantages

5 Xj UbU Yg include convenience, affordability and other resource components of the project that make it distinctive or better than direct or indirect competitors (for limited resources).

Examples include:

- An established track record (if applicable) or other experience
- The use of practices that are supported by research or professional consensus
- Financial elements of support (e.g., cost sharing agreements, donations)
- An advisory board that is diverse and well-connected

Social Benefits

6 YbYZlg are the positive end results of the project. One way to approach benefits is to frame them as efficient (greater inputs versus outputs)



or effective (matching or exceeding targeted goals; progress toward the goals; the identification of opportunities for improvement).

Each approach can incorporate a description of what was increased or decreased, such as:

- Increased capacity to involve more students, parents and supports
- Increased experience in what did or did not work (i.e., “lessons learned”)
- Increased teamwork
- Increased resources
- Decreased costs in terms of the time and energy of planning
- Decreased search costs finding supporters (from renewed or expected pledges)
- Decreased errors (e.g., scheduling, coordinating)

The **features**, **advantages** and **benefits** described above are distinctive from those within the business aspects of the project. Each can be thought of as answers to the following questions:

- What are the most important things about the project the target market (community, parents, supporters) should know?
- What is the intangible social gain that will result from the improved experiences and engagement of the youth?
- What would the target market miss if the project did not exist?
- What social changes (e.g., crime, the state of the economy, local needs) are occurring that the project can positively affect?
- What are the connections between the experiential gain of the project and the future of these youth in society and the workplace?

Social Price

Placing a value or **gcVJU`dfJW** on the SBE’s activities can be related to the costs absorbed by the community without the SBE or gains to the

community through supporting it. Community can mean the business community, neighborhoods, non-profit community groups or other organized sets of people devoted to a larger issue.

Demonstrating the value of the SBE’s activities to these groups can be explained in terms of the costs for training or retraining unprepared youth when they exit school and enter the workforce, the prevention of crime and poverty, the comparatively high degree of resources necessary to re-engage youth and the multiple opportunities to connect youth with socially beneficial achievements. If there is a stated mission or purpose of the group, then aligning the mission of the SBE with it is an excellent starting point.

The price or cost to the target market to provide additional support may be monetary or non-monetary (time and energy). Perceived barriers relative to the “investment” or gain of providing support are critical components that hinder or facilitate stages of change. Demonstrating and highlighting supporter impact will be the primary mechanism for achieving this perceptual change in price.

Social Promotion

“We are in this together” is the underlying message for **gcVJU`dfca chcb**. Sharing pictures, special events and information with individual supporters (e.g., school superintendent, administrators, corporate sponsors, parents, volunteers, media contacts) and community-oriented centers furthers this message to achieve behavioral change (i.e., increase support). Examples of social promotion include:

- Pictures of the carwash staff
- Recognition (also affecting price)
- Supporter and customer appreciation letters
- Thank you letters from the youth
- Rewards or plaques to local supporters
- Library displays and bookmarks
- An SBE theme day
- Bulletin boards (e.g., community centers, laundromats)
- Joint press releases

Social Place

One of the SBE can take the form of holding a gathering to celebrate successes. Having as large an audience as possible for these events also furthers social promotion.

Examples of socially marketable events in which SBE youth could participate, include the following:

- Attending a radio show or cable access channel to talk about the SBE
- Appearing at libraries or local government events wearing SBE t-shirts
- Assisting with a fire truck or ambulance wash
- Attending local sporting events
- Attending local community events

The presence of the SBE's highlighted activities can also be placed on poster boards with pictures and circulated in visible areas such as library entrances, school district offices and school website. The intention behind placement is to change behaviors that increase support.

Social Media

While social marketing and social media are related, they have distinctly different meanings. Social marketing focuses on changing human behaviors while social media refers to communication that takes place through social networks such as Facebook, Instagram or Twitter. Social marketing can include social media as a vehicle to communicate messages, but all of social media is not social marketing (Hix, 2009).

Social media can be a valuable tool to share information about the SBE. Social media can also be used to shape public opinion and generate interest. When using social media, remember to identify the population you want to target with your message. Ensure there is a match between the media and the specific population you are targeting. For example, if Carwash Champions wanted to target high school students, a before and after photo of a student's car could be shared through Instagram. However, other forms of social networking might be more useful with populations that do not use Instagram.

Classroom Exercise

Crafting Your Message

1. Craft a message that could be shared through social media that accomplishes the following:
 - Describes the SBE and its goals.
 - Describes how the SBE benefits the students who are engaged in it.
 - Describes the benefits for the consumers of the service or product.
 - Requests support for a specific need the SBE has.
2. Revise the message in three different formats using the Social Target marketing principles discussed in this chapter. Tailor your message to the following:
 - Teachers, administrators and other school personnel
 - Students
 - Parents
3. Based on the targeted audiences, determine which media would be most successful at reaching your supporters.
4. Use your work to promote your SBE.

Step 2: Recurrent Evaluations

Progress or opportunities for improvement at frequent intervals (e.g., weekly, monthly) should examine a progress-to-date snapshot as well as a trend graph that students can evaluate. These can be fun by depicting them with large thermometers, offering prizes for contests, etc. Three areas of evaluation are necessary, including:

1. An evaluation of the youth's individual progress
2. An evaluation of progress in gaining and maintaining SBE support
3. An evaluation of the overall SBE

Classroom Exercise

Reporting is Boring Without Informing

Students are constantly evaluated and frequently do not feel they have input into the process or an understanding of how valuations are determined.

Using the *Journal of Career Assessment* (p.48) as a base, ask students how to evaluate the SBE and themselves. Ask students what kind of report would be useful and informative. Discuss how the school and future employers place a value on their education and work experience.

1. Is there a match or disconnect (quantitative and qualitative) in how others evaluate students and how they evaluate themselves? If they were in the position of school administration, their parents or other supporters, would they expect the same?
2. What progress or opportunities for improvement for themselves and the SBE would students want to share or emphasize with their parents, school administrators and supporters?



- Are changes needed in how students are evaluated versus changes they need to make?
- How much time and energy is involved in collecting and formatting information for evaluation? Is it worth it, and who makes this determination?
- What is the connection between evaluation and motivation?

Step 3: Daily Operations and Process Refinement

Labor-dependent SBEs require advanced scheduling that will be flexible and designates on-call and first-cut staff relative to changes in demand, contingency plans for illness or transportation problems contributing to no-shows and lateness, break planning, relief staffing, a runner for supplies as well as set-up and disassembly time.

Other important considerations include safety and security for the staff, money handling, how to handle complaints and other problems in advance and staff training.

Another consideration is another consideration. Students can be paid for work or receive points for demonstrating work-related behaviors. These may include being on time, maintaining an average, using appropriate language and being active participants. Some schools use timecards and an end-of-week reward system through which students can redeem their points.

Business processes are the ways that business tasks get completed. Ensuring that these tasks are carried out accurately and efficiently is essential for creating a well-functioning business. Basic process flows such as “fishbone” or Ishikawa cause-and-effect diagrams can help students understand sequences (see Figure 8). Making process diagrams also allows students to reflect on what they experienced and think about how continuous improvements can be made.



PROGRAM HIGHLIGHT

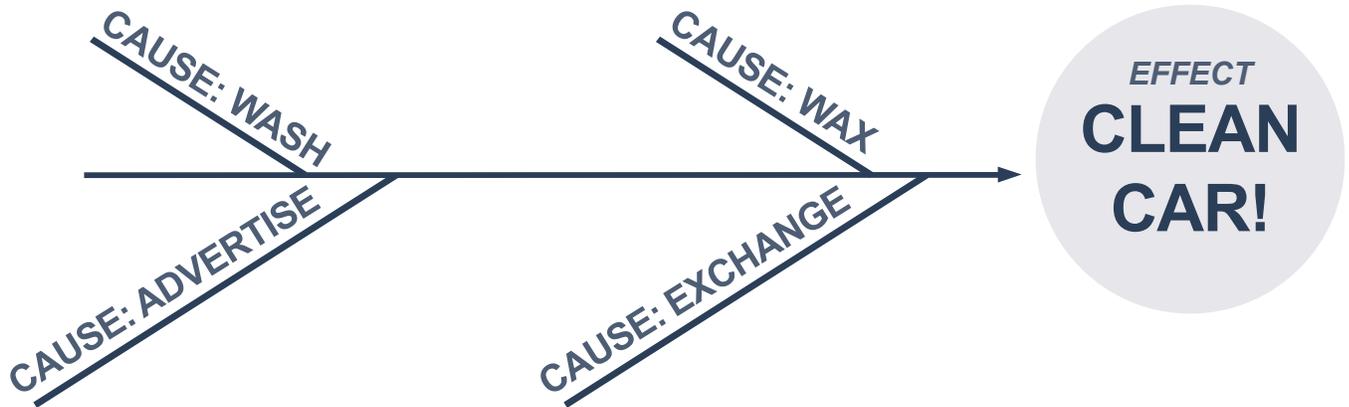
Falcon Express SBE at John A. Ferguson Senior High School set up payroll guidelines to reward students who:

- Follow class rules
- Use appropriate social skills
- Earn full points on assignments

Students receive award subtractions for:

- Tardiness to class or work
- Failing to follow directions
- Teasing or mocking of students
- Using inappropriate language
- Failing to complete assignments
- Refusing to perform job duties (Brookner, 2007)

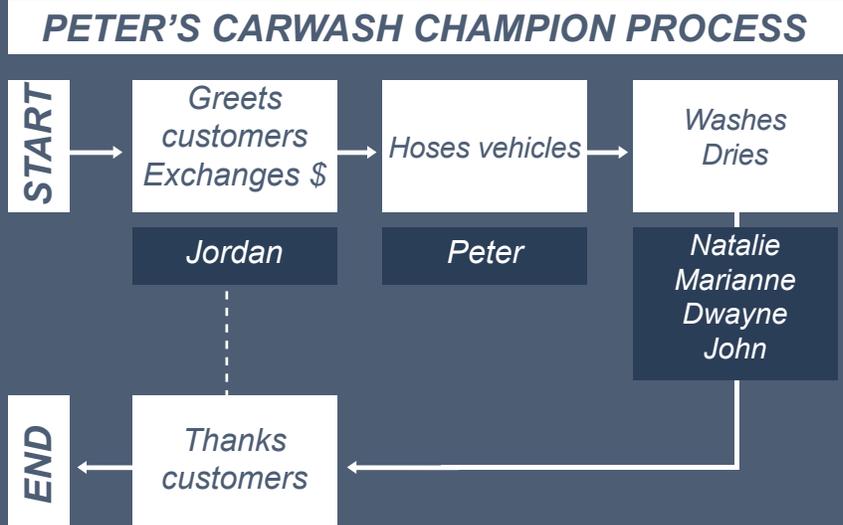
Figure 8. "Fishbone" Cause-and-Effect Diagram.



Classroom Exercise

From One-to-One to One-to-Many

1. Ask students to create a process flow chart highlighting their position in the operation of the SBE's activities. Peter, for example, is contributing to the overall process with an independent task. He can see himself within the larger picture.
2. Use symbols, such as rectangles, decision diamonds and arrows to show where activities (processes) are performed, and ask students if time or other important information (e.g., safety alerts) between steps is important. Start with simple diagrams and build to more complex considerations.



Step 4: Communication Structures and Methods

Communication is an essential component of running a business. The failure to communicate clearly, communicate with the right person or to communicate in a timely manner can cause disruptions in the functioning of an SBE. To avoid miscommunications, formal and informal meetings are used to drive internal connections between SBE planning and implementation.

If there is confusion, general questions may include:

- Are monthly SBE goals displayed and discussed regularly?
- Does everyone know the SBE's mission, vision and values?
- Is there enough information being shared?
- Are progress or shortfall measures seen as negative (failures) or positive (opportunities for improvement)?



Classroom Exercise

Positive Communication

Using the process flow diagram in the exercise in step 3, discuss the degree of dependency on one another (i.e., dependency students have on one another to succeed in accomplishing their work and the overall goals of the SBE) and the communication needs where links are found.

1. Ask students to identify where communication is positive or needs improvement. For example, are there assumptions or expectations that can potentially cause problems?



Step 5: Accounting, Cash Management and Budgeting

5 Wwēi bñb[organizes the transactions and finances of the SBE. It can be highly rigid, where the cost of producing exact figures outweighs the benefit (e.g., exact measurements of the liquid soap consumed/remaining for Carwash Champions), or relaxed, where needs are approximated. Designating a bookkeeper, treasurer or accountant who will record and track sales is very important to the SBE.

7 Ug\ 'a UbUj Ya Ybh is critical since availability of funds change rapidly. Ensuring that funds are coming in to cover subtracted costs ensures that payments can be made that will not halt the SBE's operations.

For example, five customers write checks that will not be deposited until the next day. The bank account balance is very low since expenses were all recently paid at once. Supplies are nearly empty, but there is no ability to pay for more. Without reserve funds or credit, the SBE would not

be able to function until a positive account balance is restored.

This simple phenomenon occurs very frequently unless there is a cash management strategy in place. Consider the following questions:

- Did all the expenses have to be paid at once, or could some have waited (with or without penalties)?
- What borrowing (credit) is available in financial emergencies? Is the "petty cash" amount large enough?
- How frequently is the account being monitored?
- Do policies need to be changed regarding payment (checks)?

This is an excellent example of how accounting priorities can potentially conflict with marketing priorities (e.g., cash needs versus potential lost sales).

Questions regarding the amount of money the SBE expects to earn or any debt that has been incurred can impact important budgeting decisions regarding:

- Overall growth or retrenchment
- Investment
- Risks and rewards

Classroom Exercise

Inflows and Outflows

Hold a discussion with students about money handling using the following scenarios:

Scenario 1: Mixing funds

Someone needs to run to the store to get supplies, and the petty (reserve) cash box is empty. Should the treasurer borrow money from students or teachers to pay them back later? Why or why not?

Funding is ideally never mixed. This scenario shows the importance of reserve funds or a line of credit and can lead to a discussion of interest rates and penalties.

Scenario 2: Transaction Timing

The treasurer forgot to add a receipt into the expenses from last week, and the totals have already been completed. Should she add it to this week or make an adjustment to last week's totals?

Decisions to make adjustments may depend on an accounting policy (e.g., no adjustments) and the size of the amount in question. What impact do adjustments have on budgeting and forecasting?

Scenario 3: Lost Money

The expected cash for the day was \$100.00, but the collection was short \$5.00. What policies are in place for missing cash? Is there a dollar or percentage-of-sales range for losses? Is there a warning given with or without training or re-training? Should the treasurer notify everyone working of the incident to make sure everyone will "be careful," or are there other considerations, such as embarrassment? If an extra \$5 is found, are the actions taken similar or different?

Cash-handling issues such as these need careful discussion and are the responsibility of the treasurer (or a similar designation).

Step 6: Emerging Market Expansion or Retraction

Scanning the environment for opportunities and threats can identify **Ya Yf[]b['a Uf_Yrg** and change the focus of efforts to expand or retract. The constant question is whether current opportunities are being accessed.

For example, the ability to target specific groups of current and potential customers is expanding greatly through the use of social media Interest groups centered on activities and sports (e.g., local bike riders, bowlers, minor league baseball fans) to parent groups (e.g., PTA, child welfare supporters) and others can be targeted, or the SBE can form a new group moderated by the SBE teacher.



Classroom Exercise

Market Makers and Takers

Ask students to describe products, services or messages that have changed since they were younger. Discuss how new markets have been created and other markets have been replaced through the use of technology, changing consumer preferences and expectations and global trade patterns. For example, what competitive advantages do companies have when they give customers more information, and how has two-way communication changed the way businesses retain customers?

1. Ask students to find examples to share with the class. Suggestions can include companies that do the following:
 - Allow customers to check their account balances and transaction history and update their contact information online
 - Provide the option of “opting in” or “opting out” of targeted advertising messages
 - Update customers about changed information (e.g., “We’ve moved!” or “Our hours have changed!”)

How have services such as these changed customer preferences and expectations and created new markets?

Step 7: Partnering and Vendor Relationships



Partnering provides an ability to share resources to achieve mutual benefits.

Resources can include customer information, space, time, advertising and communication channels.

Mutual benefit examples include the following:

- In exchange for an information or sign up booth at an event, volunteer time can be provided to the event organizer. Payment such as net 30/60/90 days (early payment discounts), free delivery and bulk order rebates, can benefit both the enterprise and its vendor.

- The enterprise can print bookmarks or fliers about an upcoming city or county event that also has information about the SBE in exchange for postage or distribution at public libraries.
- Reciprocal website links can be established.

Intangible exchanges, such as recognition, testimonial praise or thank you lines, can provide additional relationships.

Classroom Exercise

Potential Partners

Ask students to brainstorm potential partners for the SBE, starting with the school and moving outward. Differentiate “tie-ins” from partnerships, where tie-ins are short-term and event-driven and partnerships are long-term. Potential questions include the following:

- What are the advantages and disadvantages (risks) to partnering?
- How feasible are partnerships in terms of their ease or difficulty?
- Can partnerships be prioritized as short- or long-term?
- What supporters or contacts are needed to get a foot in the door?
- What are the barriers to gaining or maintaining a partnership?
- How can these barriers be overcome?

Chapter 4: Evaluating

In this section, you will learn about the

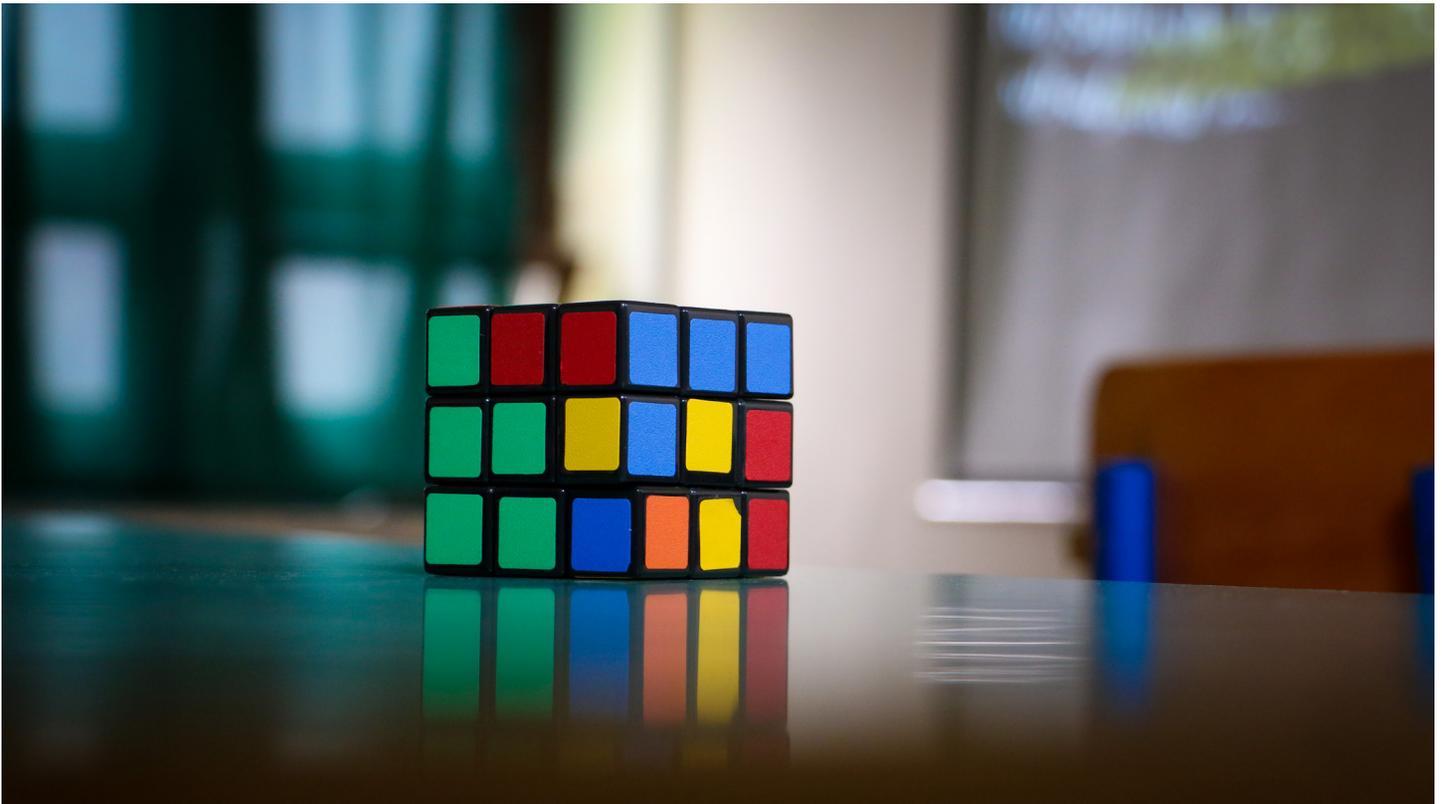
three steps for evaluating your micro-enterprise:

Step 1: Goals for Evaluation

Step 2: Goal Outcomes and Impact

Step 3: Social Validity

Step 4: Sustainability Development



The evaluation phase assesses the outcomes of the planning and implementation phases in relation to the future of the SBE. While steps 1 through 4 provide areas for concrete progress indicators, evaluation should also represent a step back from the day-to-day activities to determine the overall success of the enterprise.

Questions such as the following can guide this process:

- What things could have been done differently and why?
- Is the SBE closely aligned with its mission, vision and values?
- Are there policies and procedures that need to be changed?
- How has input from the point of product/service/message delivery been used?
- What additional information would be helpful?



Step 1: Goals for Evaluation

Measures for each of the following goals make clear how the youth and program will be held accountable. Specific goals with the added “**gYWW [cUg**” that are above and beyond these targets will establish an achievement hierarchy.

Quantitative scales such as this will need to be operationalized. Examples include:

3 Point Scale

- 1 = *Unsatisfied*
- 2 = *Satisfied*
- 3 = *Very Satisfied*

4 Point Scale

- 1 = *Goals Not Met*
- 2 = *Goals Nearly Met*
- 3 = *Goals Met*
- 4 = *Goals Exceeded*

Academic Achievement

- Increased attendance
- Increased engagement
- Increased grade point average
- Increased learning opportunities
- Decreased drop-out rates

Employment Achievement

- Increased time on task
- Increased roles and responsibilities (autonomous decision making)
- Increased wages and benefits

Beliefs, Attitudes and Values

- Increased self-esteem
- Increased self-efficacy
- Increased motivation
- Increased feelings of empowerment
- Decreased bias (generalizing)

Relationships and Reciprocity

- Increased intergenerational understanding
- Increased cross-cultural understanding
- Increased civic interest and increased school and community linkages
- Increased social inclusion

Cognitive Performance

- Increased career awareness opportunities
- Increased decision-making skills
- Increased critical-thinking skills
- Increased personal competence (strengths and areas for development)

Health and Well-Being

- Resistance to negative peer pressure
- Increased stress management skills
- Decreased risk behaviors
- Physical and mental health improvement through activities
- Safety

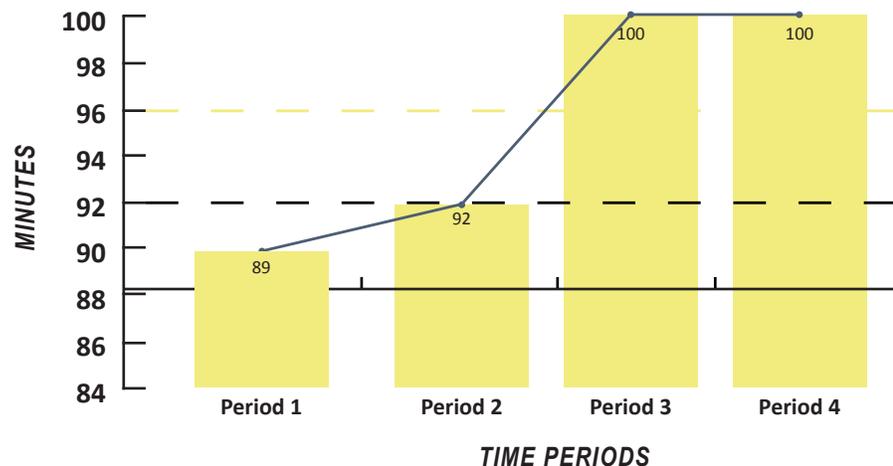
Program Status

- Program is supported by the school
- Program is supported by the community
- Program is financially self-sustaining

Step 2: Goal Outcomes and Impact

9j Ui Uhcb[cUg that were created before the enterprise began have ideally been evaluated recurrently at set intervals described in Chapter 3, so the emphasis in the evaluation phase is on overall progress or areas for improvement that follow trends. Figure 9 shows the time-on-task performance of one student during one observation occurring in each of the school grading periods.

Figure 9. Evaluation Intervals
Chart: Time on Task.



Classroom Exercise

Right on Target or Room for Growth?

1. Ask students to create their own charts that illustrate how they can measure their own goals. If they had selected targets with stretch goals, ask them to indicate these within the charts (see Figure 9. Evaluation Intervals Chart: Time on Task).
2. Ask students to create a report that explains where the chart increases, decreases or remains the same, in addition to how closely their goals were met.
3. Ask students to create or evaluate the overall trends for the enterprise and write about how they contributed.

Step 3: Social Validity

It is the critique of the enterprise by students, teachers, supporters and partners. How satisfied is everyone with the enterprise in regard to the following:

- Student development
- Perceived benefits, costs and usefulness
- Interesting activities and engaging experiences
- Fun and enjoyment
- Applicability to real-world scenarios
- Being on-target (e.g., meeting the needs of the students, school, and community)
- Quality

Classroom Exercise

Effectiveness and Efficiency

Ask students to create questions for a satisfaction survey by posing the question, "How can we know if we were effective and efficient in accomplishing our mission?"

Effectiveness is the achievement of desired effects (i.e., what the enterprise would do), and efficiency is the gain in outputs versus inputs.

1. Ask students to create questions for a satisfaction survey.
2. Instruct students to consider how questions can be structured to provide information about effectiveness and efficiency.
3. Determine how the gathered information will be used to improve the SBE.

There are many survey tools that will allow free use for surveys that include 10 questions or less, such as Survey Monkey or LimeSurvey. Google Forms is also a free tool that can be used to collect survey data.

Step 4: Sustainability Development

Success will ultimately be determined by the SBE's ability to constantly adapt to change. Monitoring internal and external developments through analyses of internal SWOTs will provide the basis for realigning the organization's strategies and activities while maintaining the overall mission.

Ongoing maintenance of a support network is vital as supporters move, change responsibilities and commitments and sometimes forget how much they are needed. The analogy of nurturing relationships like plants rings true, and networking and updating contact information through periodic

emails, holiday cards and other means are simple ways to ensure supporters of their importance and impact.

Success is used in financial planning to reduce risks, and as a financial vehicle the SBE can similarly build on its accomplishments to broaden its portfolio. For example, can newly developed areas of expertise, such as mentoring or tutoring, be used to create additional revenue-generating SBE activities?

Classroom Exercise

Onward and Upward

Sustainability is at the heart of student achievement.

1. Ask students to reflect on their short- and long-term SBE experiences to create a list of five or more leverage points or specialized areas of competency that can be used independently (Olson & Raffanti, 2006).



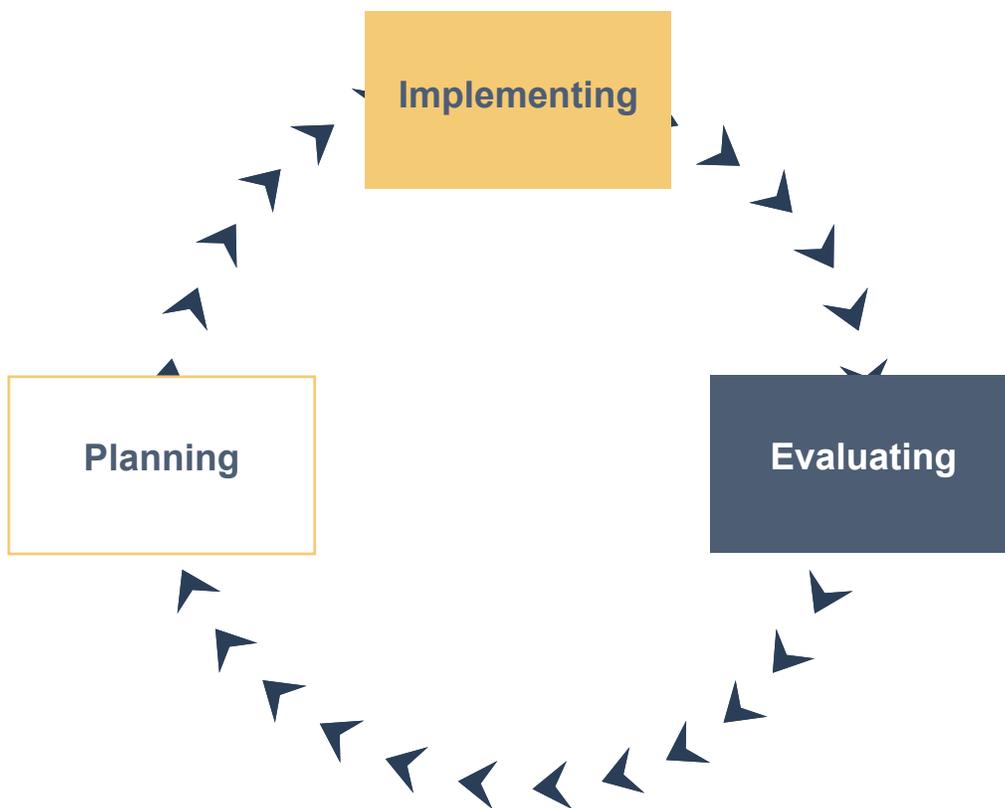
- What have they learned and how have their relationships changed with others participating in the SBE?
 - How can students support one another in the future?
 - How can they develop their skills outside of the SBE?
 - Did they overcome barriers?
 - Do they feel confident in their abilities?
2. Ask students to relate these to their short-term and long-term goals.
 - What is the importance of maintaining a social network, and what can they do to make sure this happens?
 - How sustainable are their skills, and what do they need to do to maintain them?
 3. How will the skills you developed by participating in an SBE help you to achieve your goals for life after graduation?

Any of these questions can serve as a launching point for a classroom discussion that reflects on the lessons learned and translates these into future opportunities.

Chapter 5: Discussion

In this chapter, concluding thoughts about setting up a school-based enterprise will be discussed.

Figure 10. The phases of development – planning, implementing and evaluating.



Discussion

SBEs or micro-enterprises offer many advantages to students, schools and communities. SBEs can provide opportunities for students to get work-based experiences in communities that may not be able to provide sufficient business opportunities. SBEs can also provide an economic, social and educational return to the student, school and community. The overriding goal of an SBE is to assist students with establishing and maintaining independence by complementing “real-world” hands-on activities with in-school learning exercises and reinforcement. The overall outcome is “productive adulthood” through successive achievements (Quinn, 1999). Students can directly apply their SBE experiences to self-employment and small business start-up, their work within larger organizations and their community-development activities. Involvement in a micro-enterprise, such as a school-based enterprise, helps students to develop their own human, social and cultural capital. These skills, such as money management, record keeping, dispute resolution, problem-solving, decision-making and many others will serve them well throughout their lives.

Larsen (n.d.) summed up the value of SBEs with the following statement: “The good news is that SBEs are uniquely positioned to be an effective educational tool for entrepreneurship education. They are, after all, usually small and young enterprises; even better, by definition they are connected to a learning environment. The key is to view SBEs not as a static presence in the school but to consider them laboratories for creative entrepreneurial activity,” (p. x).

The planning, implementing and evaluating diagram was used throughout this guide to illustrate a continuous progression that reflects these efforts. The arrows that exit the evaluation phase progress as a loop that continuously feeds back into Planning. Because the SBE and its students will encounter events that are challenging and unexpected, it is hoped that this continuous process will be met with confidence and a set of organizational tools that will help them to succeed.

Planning, implementing and evaluating (which involves researching, brainstorming and organizing the seemingly inexhaustible considerations) make SBE start-up and sustainability both rewarding and daunting. The greatest comfort to the devoted individuals spearheading the effort is that support can be found where there is a stake in the SBE’s success.

SBEs can be valuable educational programs that provide memorable instructional experiences, support students in their transition from school to work or college and instill a sense of capability that follows them into their future. May your SBE endeavors be successful and fulfilling for everyone involved!

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APPENDICES

Appendix A: Resources

There is certainly no shortage of “small business start-up” resources, which are helpful in understanding and breaking down the steps to new business planning. Much of the same information is available online or within older, used editions of the resources listed. The major gain from reviewing multiple sources such as these is to generate product creation and marketing ideas.

12 Terrific Marketing Lesson Plans for Busy Teachers

<http://www.aeseducation.com/blog/2015/03/marketing-lesson-plans>

This website refers teachers to multiple sites that provide free lesson plans on the topic of marketing.

6 i g]bYgg`Ck bYfgfildea Cafe

<http://www.businessownersideacafe.com/>

This site has been in operation since 1995 and provides informative discussions, online tools and forms that are relevant to small businesses.

Center for Entrepreneurial Leadership Ewing Marion Kauffman Foundation

<http://www.kauffman.org/>

The Kauffman foundation provides grants to school districts to further its interest in “education and entrepreneurship.” The site states that funding includes “idea grants to get innovation moving, seed grants to pilot and test good ideas, and scale grants to refine and bring good programs up to scale.”

Distributive Education Clubs of America (DECA)

<http://www.deca.org/sbe/>

Training, instructional units, lesson plans, a planning guide and other resources are available on the DECA website.

Florida Trend

<http://www.floridatrend.com/>

These free e-newsletters provide timely information about issues related to Florida businesses such as healthcare, education, legislation and leisure activities.

Project 10: List of School-Based Enterprises by Region

<http://project10.info/DPage.php?ID=323>

The Project 10 website hosts a page that features SBEs located throughout Florida's school districts. As new SBEs are launched, they can be added to the webpage by submitting the program information through the provided link.

Road to Self-Sufficiency: A Guide to Entrepreneurship for Youth with Disabilities

<http://www.ncwd-youth.info/road-to-self-sufficiency>

This guide presents an overview of entrepreneurship and describes why entrepreneurship education is relevant today. It also examines entrepreneurship education programs and different activities that can be incorporated in those programs, in addition to a detailed description on how National Content Standards and the Guideposts for Success framework can drive entrepreneur programming. The Guideposts for Success, developed by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) in collaboration with the Office of Disability Employment Policy (ODEP), is a comprehensive framework that identifies what all youth, including youth with disabilities, need to succeed during the critical transition years to adulthood. Additionally, this document identifies legislation that supports entrepreneurial activities for youth with disabilities. It also describes the importance of accommodations in providing inclusive entrepreneurial programs and depicts the significance of financial planning and financial options for people with disabilities.

Self-Employment & Entrepreneurship

<http://www.dol.gov/odep/topics/SelfEmploymentEntrepreneurship.htm>

Entrepreneurship is an exciting opportunity for people with disabilities to realize their full potential while becoming financially self-supporting. Some of the benefits of self-employment or small business ownership include working at home, control of your work schedule and the independence that comes from making your own decisions.

Small Business and Self-Employment for People with Disabilities & Entrepreneurship: A Flexible Route to Economic Independence for People with Disabilities (U.S. Department of Labor [USDOL])

Department of Labor [USDOL]

<http://www.dol.gov/odep/pubs/misc/entrep.htm>

The site is a brief macro overview of small business development for people with disabilities in America and discusses benefits, barriers, success stories and resources.

U.S. Small Business Administration (SBA)

<https://www.sba.gov/>

The SBA is an independent agency of the federal government created to assist small businesses to start and grow, which benefits both the small business owners and the U.S. economy.

Write Your Business Plan

<https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan>

The SBA is an independent agency of the federal government created to assist small businesses to start and grow, which benefits both the small business owners and the U.S. economy.

Appendix B: Sample of Florida Standards Applicable to School-Based Enterprise

There are many Florida Standards reflected in SBE activities. A sample of applicable standards found in Florida's 2014-2015 Language Arts and Mathematics for grades 9-12 include:

LAFS: Language Arts Florida Standards, 9-12

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS, 9-10

Cluster 1: Key Ideas and Details

- LAFS.910.RST.1.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- LAFS.910.RST.1.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- LAFS.910.RST.1.3: Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

- LAFS.910.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- LAFS.910.RST.2.5: Analyze the structure

of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- LAFS.910.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

- LAFS.910.RST.3.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- LAFS.910.RST.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- LAFS.910.RST.3.9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity

- LAFS.910.RST.4.10: By the end of grade 10, read and comprehend science/technical

texts in the grades 9-10 text complexity band independently and proficiently. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Cluster 1: Text Types and Purposes

- LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
- LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing

- LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.910.WHST.2.6: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing

products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

- LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
- LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
- LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing

- LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL

SUBJECTS 6-12

Cluster 1: Key Ideas and Details

- LAFS.1112.RST.1.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.1112.RST.1.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- LAFS.1112.RST.1.3: Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

- LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.1112.RST.2.5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.1112.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Cognitive Complexity: Level 3: Strategic Thinking &

Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

- LAFS.1112.RST.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.1112.RST.3.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.1112.RST.3.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

- LAFS.1112.RST.4.10: By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Cluster 1: Text Types and Purposes

- LAFS.1112.WHST.1.1: Write arguments focused on discipline-specific content. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
- LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration

of historical events, scientific procedures/experiments, or technical processes. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing

- LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.1112.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

- LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
- LAFS.1112.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of

the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

- LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing

- LAFS.1112.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

MAFS: Mathematics Florida Standards, Grades 9-12

Domain: NUMBERS & QUANTITY: QUANTITIES

Cluster 1: Reason Quantitatively and Use Units to Solve Problems

- MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.N-Q.1.2: Define appropriate quantities for the purpose of descriptive modeling. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Domain: ALGEBRA: REASONING WITH EQUATIONS & INEQUALITIES

Cluster 2: Solve Equations and Inequalities in One Variable

- MAFS.912.A-REI.2.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Solve Systems of Equations

- MAFS.912.A-REI.3.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Cognitive Complexity: Level 1: Recall
- MAFS.912.A-REI.3.8: Represent a system of linear equations as a single matrix equation in a vector variable. Cognitive Complexity: Level 1: Recall

Cluster 4: Represent and Solve Equations and Inequalities Graphically

- MAFS.912.A-REI.4.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Cognitive Complexity: Level 1: Recall

Domain: FUNCTIONS: INTERPRETING FUNCTIONS

Cluster 1: Understand the Concept of a Function and Use Function Notation

- MAFS.912.F-IF.1.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x .

The graph of f is the graph of the equation $y = f(x)$. Cognitive Complexity: Level 1: Recall
Domain: GEOMETRY: CONGRUENCE

Cluster 1: Experiment with Transformations in the Plane

- MAFS.912.G-CO.1.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Cognitive Complexity: Level 1: Recall

Cluster 4: Make Geometric Constructions

- MAFS.912.G-CO.4.12: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Domain: GEOMETRY: MODELING WITH GEOMETRY

Cluster 1: Apply Geometric Concepts in Modeling Situations

- MAFS.912.G-MG.1.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). Cognitive Complexity: Level 1: Recall
- MAFS.912.G-MG.1.2: Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- MAFS.912.G-MG.1.3: Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios) Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Domain: STATISTICS & PROBABILITY:
 IN TERPRETING CATEGORICAL &
 QUANTITATIVE DATA

Cluster 1: Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable

- MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spread-sheets, and tables to estimate areas under the normal curve. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Summarize, Represent, and Interpret Data on Two Categorical and Quantitative

Variables

- MAFS.912.S-ID.2.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.S-ID.2.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Domain: STATISTICS & PROBABILITY:
 MAKING INFERENCES & JUSTIFYING
 CONCLUSIONS

Cluster 1: Understand and Evaluation Random Processes Underlying Statistical Experiments

- MAFS.912.S-IC.1.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population. Cognitive Complexity: Level 1: Recall
- MAFS.912.S-IC.1.2: Decide if a specified model is consistent with results from a given data-generating process (e.g., using simulation). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.S-MD.2.6: Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- MAFS.912.S-MD.2.7: Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Appendix C: Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis Template

SWOT Analysis	
Strengths	Weaknesses
Opportunities	Threats

Appendix D: School-Based Enterprise Start-Up Budget Template

Fixed Cost Items	Amount	Purchase Frequency		
		Monthly	Weekly	As Needed
Total Costs				

Appendix E: School-Based Enterprise Evaluation Rubric

School-Based Enterprise Evaluation Rubric Applicable for Student or Program Evaluation

Using the Evaluation Tool:

When evaluating students, do not use a total score calculation. Allow each measure to stand on its own. Identify and celebrate successes. Identify areas in need of further development and focus on making progress in those areas.

When evaluating SBE programs, you may use a total score to evaluate the overall condition of the program, but, much like evaluating students, identify the measures in which the program is being successful as well as the measures in which the program is not achieving its goals.

Total Program Score = Total of the 4 Columns. The highest possible score is 84.

- 0 – 14 Beginning
- 15 – 32 Developing
- 33 – 56 Accomplishing
- 57 – 84 Thriving

Student Name:
or
Program Name:

Date:

Criteria	0 Goal Not Met	1 Goal Partially Met	2 Goal Met	3 Goal Exceeded
Program Supports Academic Achievement				
Increased attendance				
Increased engagement in all classes				
Increased grade point average				
Increased learning opportunities				
Decreased drop-out rates (Program evaluation only)				
Program Supports Employment Achievement				
Increased time on task				
Increased roles and responsibilities – autonomous decision-making				
Program Supports Development of Beliefs, Attitudes and Values				
Increased expressions of self-confidence				
Increased instances of taking on new tasks				
Increased interest in expanding and/or improving				

the SBE				
Increased interest in possible work opportunities beyond the SBE				
Decreased bias (generalizing)				
Program Supports Development of Relationships and Reciprocity				
Increased signs of intergenerational understanding				
Increased signs of cross-cultural understanding				
Increased civic interest and increased school and community linkages				
Increased social inclusion				
Program Supports Development of Cognitive Skills				
Increased awareness of career opportunities				
Increased examples of decision-making skills				
Increased examples of critical-thinking skills				
Increased examples of personal competence				
Program Supports Health and Well-Being				
Increased resilience in social interactions				
Increased examples of stress management skills				
Decreased risk behaviors				
Increase in physical and mental health through SBE activities				
Increased safety awareness				
Program Status (Program Evaluation Only)				
Program is supported by the school				
Program is supported by the community				
Program is financially self-sustaining				
Column Totals- Add all 4 columns for a total score only when evaluating an SBE program ____ - (max score of 84)				
<p>Total Program Score = Total of the 4 Columns. The highest possible score is 84.</p> <p>0 – 14 Beginning</p> <p>15 – 32 Developing</p> <p>33 – 56 Accomplishing</p> <p>57 – 84 Thriving</p>				
Notes				
Rater's Name			Position Title	



Florida Department of Education
Pam Stewart, Commissioner

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