

DRAFT

2015

School-Based Enterprise Development: Planning, Implementing and Evaluating

Peter Gamache, MBA & Jordan Knab, Ed.S.

Bureau of Exceptional Education
and Student Services
Florida Department of Education

project10 transition
education
network



This publication is produced through the Bureau of Exceptional Education and Student Services (BEES), Florida Department of Education, and is available online at <http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/index.shtml>. For information on available resources, contact the BEES Resource and Information Center (BRIC).

BRIC website: <http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/index.shtml>

Bureau website: <http://www.fldoe.org/academics/exceptional-student-edu/>

E-mail: bric@fldoe.org

Telephone: 850-245-0475

DRAFT

School-Based Enterprise Development: Planning, Implementing and Evaluating

Bureau of Exceptional Education and Student Services

Division of Public Schools

Florida Department of Education

2015

The original (2008) work was funded by the Florida Mental Health Institute (FMHI) and the University of South Florida (USF), and through grants awarded to FMHI/USF from the Florida Department of Education (2006-07, 291-2628A-8CD08).

The purpose of this document is to provide a practical application for developing (planning, implementing and evaluating) school-based enterprises (SBE). The information contained within can also be used to:

- Draft literature-supported introductions when applying for grants
- Provide rationales for starting or supporting an SBE
- Discuss or research best or promising practices related to transition-aged youth and young adults
- Create classroom exercises for real-world scenarios

The intended audience for this series includes school and program personnel, including teachers, vocational rehabilitation counselors, employment specialists, guidance counselors, mental health specialists and juvenile justice personnel who work with transition-aged youth and young adults.

Authorization for reproduction is hereby granted to the State System of Public Education as defined in Section 228.041 (1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

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

2008 Edition written by:

Peter Gamache, MBA, MLA, MPH

Jordan Knab, MA, Ed.S.

Revised 2015 by:



Table of Contents

Overview: School-Based Enterprise	4
Chapter 1: Background.....	5
Current Trends and Supportive Policy Efforts	6
Economic, Social, and Educational Skills Development.....	7
Goals for Evaluation.....	9
Florida Standards	10
School-Based Enterprise Examples.....	19
Chapter 2: Phase I—Planning.....	22
Step 1: Name and Logo Selection	24
Classroom Exercise: Step 1: Thinking About Names.....	26
Step 2: Mission, Vision, and Values	27
Classroom Exercise: Step 2: Mission, Vision, and Values	27
Step 3: Management Team and Oversight Structure	28
Classroom Exercise: Step 3: What Makes Good Leaders?	28
Step 4: Target Market Selection.....	29
Classroom Exercise: Step 4: Knowing the Neighborhood.....	29
Step 5: Product, Service, or Message Positioning.....	30
Classroom Exercise: Step 5: Quantity and Quality	30
Step 6: Price Elasticity	31
Classroom Exercise: Step 6: Too High or Too Low?	32
Step 7: Promotion.....	33
Classroom Exercise: Step 7: Selling Points.....	34
Step 8: Place and Logistics	35
Classroom Exercise: Step 8: When and Where to Be “with” Customers	35
Step 9: Start-up Feasibility & Viability.....	36
Classroom Exercise: Step 9: Brainstorming Start-up Needs.....	40
Chapter 3: Phase II—Implementing	41
Step 1: Gaining Support through Social Marketing	43
Classroom Exercise: Exercise 1: Compare and Contrast	46
Step 2: Recurrent Evaluations.....	47
Classroom Exercise: Exercise 2: Reporting is Boring Without Informing.....	47

Step 3: Daily Operations and Process Refinement.....	48
Classroom Exercise: Exercise 3: From One-to-One to One-to-Many	49
Step 4: Communication Structures and Methods.....	50
Classroom Exercise: Exercise 4: Positive Communication	50
Step 5: Sales Forecasting	51
Classroom Exercise: Exercise 5: Expectations versus Reality.....	51
Step 6: Accounting, Cash Management, and Budgeting.....	52
Classroom Exercise: Exercise 6: Inflows and Outflows.....	53
Step 7: Emerging Market Expansion or Retraction	54
Classroom Exercise: Exercise 7: Market Makers and Takers	54
Step 8: Partnering and Vendor Relationships.....	55
Classroom Exercise: Exercise 8: Potential Partners	55
Chapter 4: Phase III—Evaluating.....	56
Step 1: Goal Outcomes and Impact.....	58
Classroom Exercise: Activity 1: Right on Target or Room for Growth?	58
Step 2: Social Validity.....	59
Classroom Exercise: Activity 2: Effectiveness and Efficiency.....	59
Step 3: Sustainability Development.....	60
Classroom Exercise: Activity 3: Onward and Upward.....	60
Chapter 5: Discussion	61
Discussion.....	62
References	63
Appendix	69
General Resources on Enterprise Development.....	70
Relevant Websites and Resources.....	70

Table of Figures

Figure 1. The need for different skill sets are relative to their positional context.....	4
Figure 2. A micro-enterprise supervised by a teacher and led by students can become a successful micro-enterprise, such as the aviary project undertaken by a school in Florida.	7
Figure 3. Steps to planning a school-based enterprise	22
Figure 4. Sample enterprise management structure.....	28
Figure 5. Daily Expenses (Fixed, Variable, and Total) and Revenues	38
Figure 6. Weekly Break-Even Estimate from Cumulative Revenues and Expenses	38

Figure 7. Program Highlight. Example source: Brookner, 2007	48
Figure 8. “Fishbone” or Ishikawa Cause-and-Effect Diagram	48
Figure 9. Example of chart showing time intervals	58

Classroom Exercises

Step 1: Thinking About Names	26
Step 2: Mission, Vision, and Values	27
Step 3: What Makes Good Leaders?	28
Step 4: Knowing the Neighborhood	29
Step 5: Quantity and Quality	30
Step 6: Too High or Too Low?	32
Step 7: Selling Points	34
Step 8: When and Where to Be “with” Customers	35
Step 9: Brainstorming Start-up Needs	40
Exercise 1: Compare and Contrast	46
Exercise 2: Reporting is Boring Without Informing	47
Exercise 3: From One-to-One to One-to-Many	49
Exercise 4: Positive Communication	50
Exercise 5: Expectations versus Reality	51
Exercise 6: Inflows and Outflows	53
Exercise 7: Market Makers and Takers	54
Exercise 8: Potential Partners	55
Activity 1: Right on Target or Room for Growth?	58
Activity 2: Effectiveness and Efficiency	59
Activity 3: Onward and Upward	60

Overview: School-Based Enterprise



Enterprise skills can be taught and reinforced through classroom exercises.

The cornerstone of many school-based programs is the achievement of self-sufficiency through economic advancement.

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.

While personal work task and behavioral management skills receive emphasis as “human capital,” the general consensus among employers, policymakers and government department personnel (e.g., Greenspan, 2000; SCANS, 1991), and researchers (e.g., RAND, 2004) of what is needed of students in an increasingly globalized, culturally diverse and developing society is adaptability, cultural and linguistic competence (cultural capital) and social skills (social capital) (Bricout, 2003; Nishioka & Bullis, 2002; Bullis & Fredericks, 2002; National Career Development Association, 1999).

Within human capital alone, different levels of the importance of certain skills depend on position. Because a school-based enterprise (SBE) requires a great deal of management and students will assume multiple roles that can be thought of as top, middle or lower-level, the following skills diagram illustrates the recognition that the need for different skill sets is relative to their positional context.

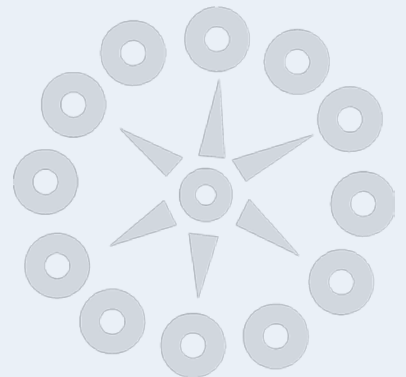
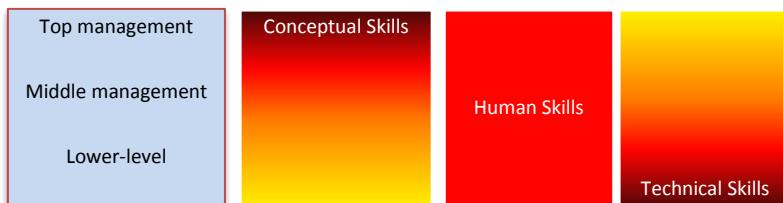


Figure 1. The need for different skill sets is relative to their positional context.

Adapted from Robins & Coulter, 1999 (■ indicates level of importance)



Chapter 1: Background

In this section, you will learn about:

- Current trends and supportive policy efforts
- Economic, social and educational skills development
- Florida Standards
- School-based enterprise examples



Current Trends and Supportive Policy Efforts



Long-term skills development linked to choice is an important feature of school-based programs that seek to improve outcomes for youth with emotional behavioral difficulties (EBD).

"...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)

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 emphasizing sheltered workshop and supported employment to *supported self-employment* strategies (Arnold & Seekins, 2002; Okahashi, 2001), and advocates are successfully challenging long-standing assumptions about people with disabilities in the workplace (McMillan, 2000).

Countering self-employment efforts at the ground level is risk

avoidance by participants with disabilities and discouragement by their supporters because of fear of participant isolation, inexperience, externally perceived motivation, new business failure statistics, limited financial resources and the complexities of running a business being seen as exceedingly difficult or insurmountable (Callahan, Shumpert, & Mast, 2002; Hagner & Davies, 2002). However, Callahan et al. (2002, p. 76) cite "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.'"

Long-term skills development linked to choice is an important feature of school-based programs that seek to improve outcomes for youth with emotional behavioral difficulties (EBD). These youth tend to experience poor postsecondary outcomes in employment, vocational/college education, incarceration and many other major life domains (National Organization on Disability and Harris Survey of Americans With Disabilities, 2004; Vander Stoep, Davis, & Collins, 2000; Wagner, Cameto, & Newman, 2003). Special education students, faced with limited employment experiences, and dysfunctional career thoughts involving low self-esteem and confidence, have a critical need to retain and transfer knowledge gained in school (Gersten & McInerney, 1997; Lustig & Strauser, 2003; Saunders, Leahy, & Frank, 2000).

Stern et al. (1994) defines school-based enterprise (SBE) as “any activity through which students produce goods or services for sale to or use by people other than themselves” (p. 3). Although limited, this definition provides a starting point. This module will utilize the following expanded working definition:

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.

This module 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 on pages 66 through 68.



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: 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- rather than assets- 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.



Figure 2. A micro-enterprise supervised by a teacher and led by students can become successful, such as the aviary project undertaken by a school in Florida.



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



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



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



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

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 “stretch goals” that are above and beyond these targets will establish an achievement hierarchy.

Quantitative scales such as 0 – 3, 1 – 5, 1 – 10, etc. will need to be operationalized. Examples include:

0 = Not at all 1 = Some 2 = A lot

3 = Completely

1 = Very unsatisfied 2 = Unsatisfied 3 = Neutral

4 = Satisfied 5 = Very satisfied

5 = Far exceeded 4 = Exceeded 3 = Met

2 = Nearly Met 1 = Not met

Academic Achievement

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

Employment Achievement

- Decreased turnover (time continuously involved)
- 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 understanding of interdependency (work, sharing contributions)
- Decreased social distance

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
- Primary, secondary and tertiary prevention (for an expanded discussion, see Walker & Shinn, 2002)

Civic Engagement

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

Prioritizing these measures can be difficult, but their selection should be undertaken by a team approach that includes the youth as the decision maker (Wehmeyer, 2002).





Florida Standards

There are many Florida Standards reflected in SBE activities. 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 multistep 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 multistep 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 overreliance 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: INTERPRETING 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, spreadsheets, 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

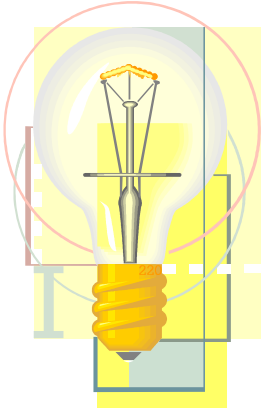
- MAFS.912.S-MD.2.7: Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Additional micro-enterprise examples can be found on the Distributive Education Clubs of America (DECA) website, “School-Based Enterprise” page, at

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

(DECA, 2014)

School-Based Enterprise Examples



The list below includes 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, 2001). This trend implicates 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).

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



Services

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

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



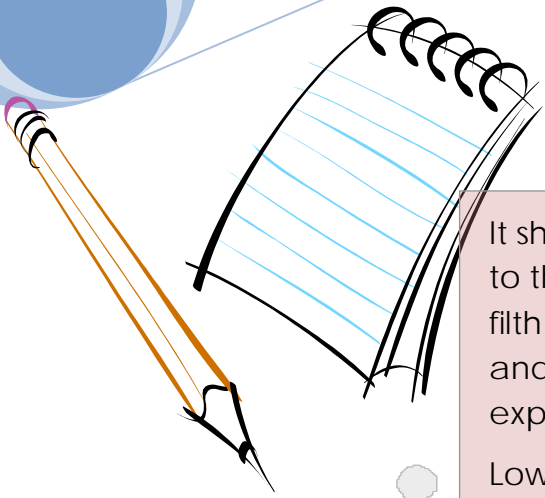
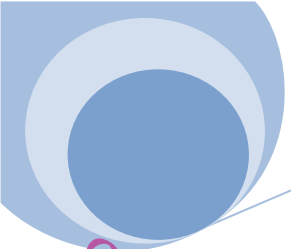
Messages

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.

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

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



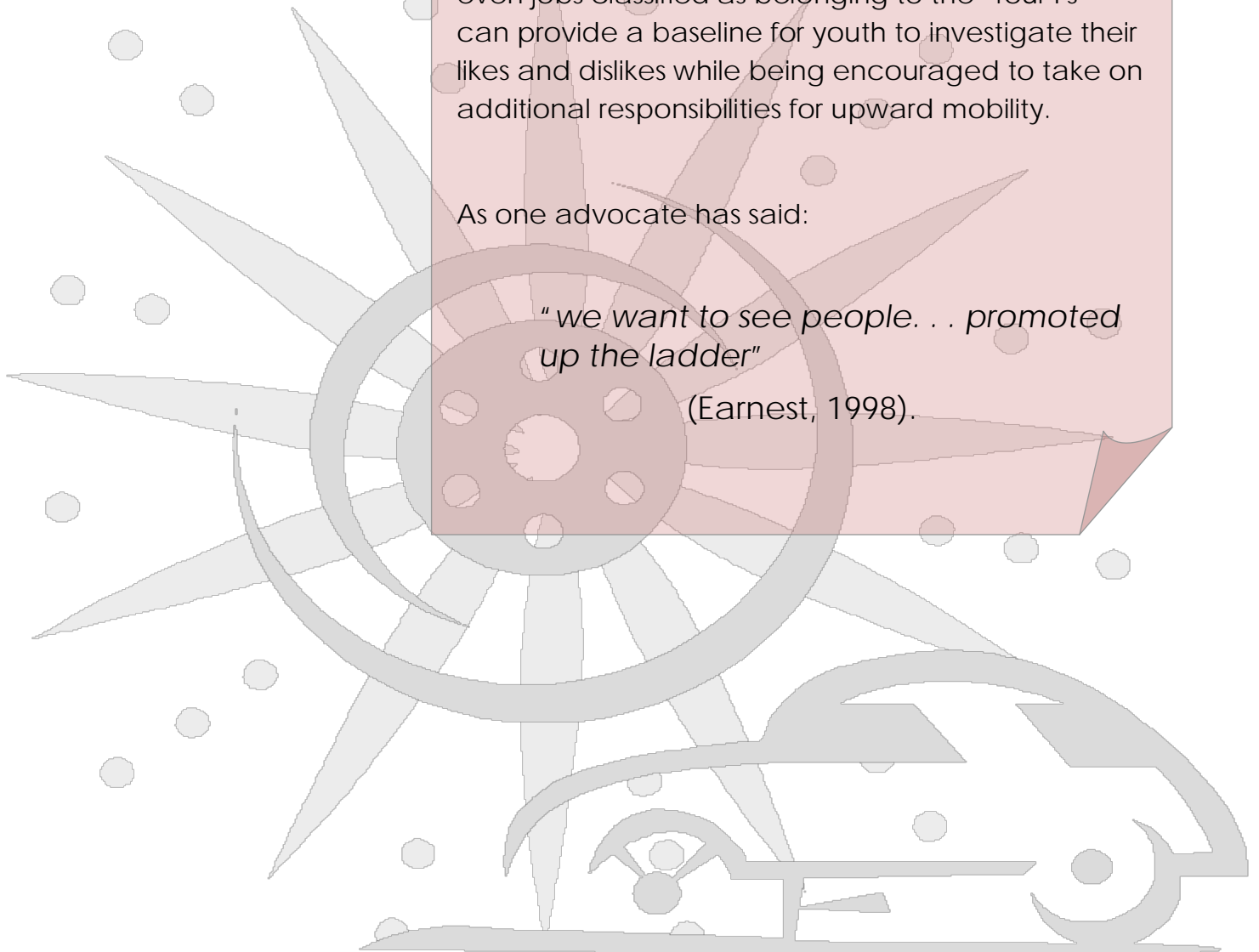
It should be noted that there is significant resistance to the “four Fs”—food (preparation and delivery), filth (cleaning), flowers (landscaping and décor) and factories (assembly)—as representing limited expectations and gains.

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.

As one advocate has said:

“we want to see people. . . promoted up the ladder”

(Earnest, 1998).



Chapter 2: Phase I—Planning

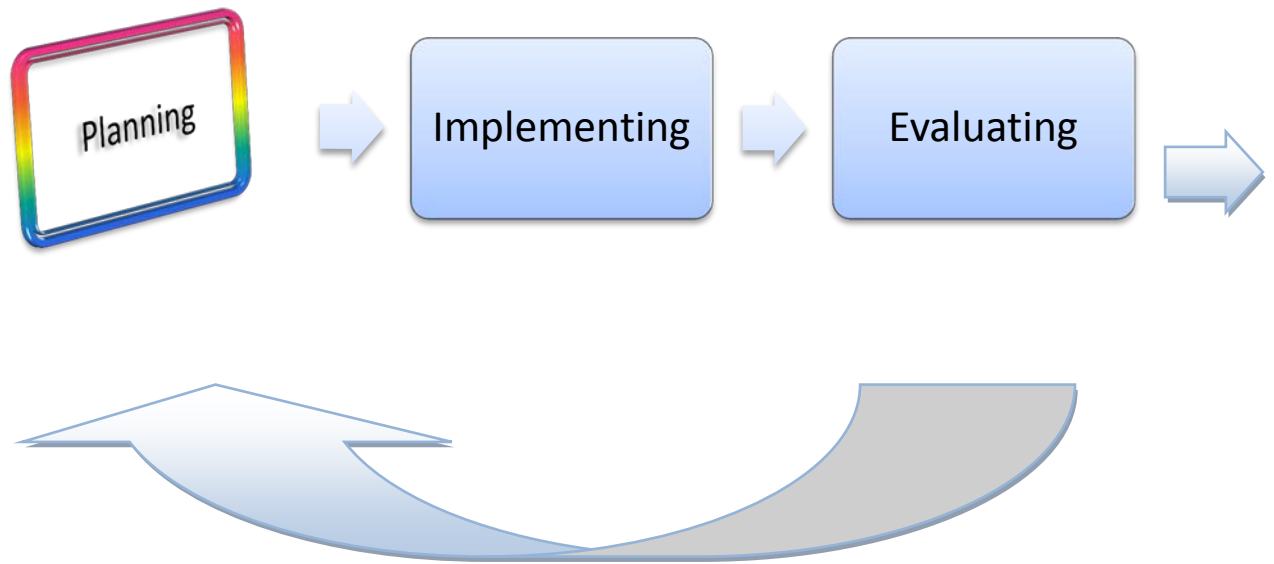
In this section, you will plan an SBE by following these 10 steps:



- Step 1: Name and Logo Selection
- Step 2: Mission, Vision and Values
- Step 3: Management Team and Oversight Structure
- Step 4: Target Market Selection
- Step 5: Product, Service or Message Positioning
- Step 6: Price Elasticity
- Step 7: Promotion
- Step 8: Place and Logistics
- Step 9: Start-up Feasibility & Viability

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 “on paper.” Start-up financial and operational feasibility, incorporating detailed product, service or message selection; marketing potential, 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., paperwork) structures will be established within a planning document.

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, supports and other stakeholders come together to exchange lasting value.

Step 1: 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, while Home Depot is a series of orange 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).



Placement: The ABCs

The letter of the first word in the name will determine placement in alphabetical listings, such as yellow page sections and websites.

The American Automobile Association (AAA), for example, benefits from first-seen placement.

Speed: Length and the Time to Process

The chance to communicate a message, whether mentioned on the radio or on a sign by the side of the road, is likely only a fraction of a second. The number of messages we see is estimated in the hundreds (Google Answers, 2002), so there is enormous competition for attention.

Name length directly impacts recognition and attention. For example, Student’s 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.

Familiarity

Repetition impacts familiarity, therefore a new business is at a disadvantage to build repetition and may benefit from associations.

Positive associations (with other products, events, common experiences)

For example, 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?

- Coffee - Starbucks/Dunkin Donuts/Folgers?
- Soda - Coke/Pepsi/Mountain Dew?
- Shoes - Nike/Adidas/New Balance?

Now think “car wash.” 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.

Alliteration

Alliterating by repeating words that begin with the same letter or repeating syllables can enhance familiarity. Annie’s Art or Ron Jon Surf Shop are examples.

Geography [city name] [product name]

Incorporating 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.

Generic Names

Strip malls in Florida commonly have generic names, such as Barber Shop, Beauty Supply, and 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).

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.

Negative Associations

Not all associations are positive. Does the business name spell an acronym, for example, that is negative? An Australian-themed business, the Down Under Hut, spells

DUH—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, Dress Barn, Plywood Barn or other non-barn items may be confusing. The same is true for depot.

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." Examples of salons include:

- Hair Apparent (a play on heir apparent)
- Kuntry Kuts (a play on country cuts)
- Contagious Curls

Color, Visibility and Communication

The communication of meaning does not rely on words and sound alone. Colors can convey depth, associations, energy, feelings and mood. The study of color psychology figures prominently in the field of design (e.g., 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.

CLASSROOM EXERCISE!



Step 1: 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? 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)? Are their colors vibrant and eye-catching, neutral or bland? Do they contribute or detract depth, association, energy and feeling?

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 (e.g., Braverman, 2010; Wikipedia, 2014).

Step 2: Mission, Vision 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 within Tampa Bay to ensure customer satisfaction and provide Hillsborough 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 (i.e., what they think are important because they will be the main contributors). Adjectives, such as “high quality” or “low cost,” for example, may be desired additions.

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 set as their vision to become industry leaders. An optional goal-setting element for a vision statement is to state 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.

CLASSROOM EXERCISE!



Step 2: Mission, Vision and Values

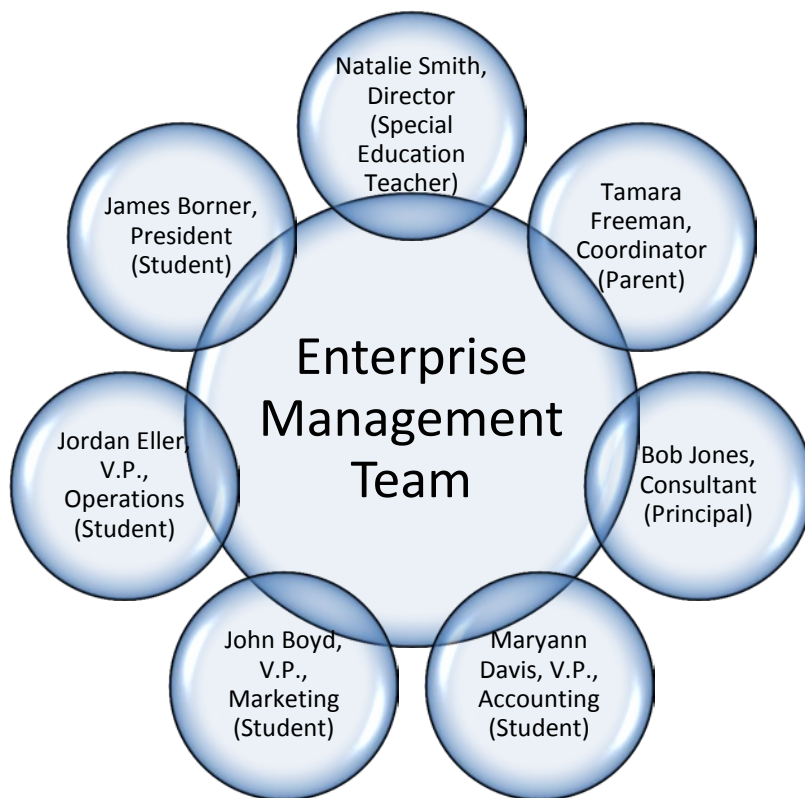
1. Ask students to find the mission, vision and values statements of their favorite companies listed in Step 1. List these on the board and ask students to evaluate them. What are their similarities and differences? For whom are they written (customers, employees or both)? Are they easily understood? Are they short or long, and can they be easily remembered?

2. Have students write their own mission, vision and values statements, and then discuss them.

Step 3: 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. Sample enterprise management structure.



CLASSROOM EXERCISE!



Step 3: What Makes Good Leaders?

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?

Leadership Topics:

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

Ask students to write a small biography of their favorite leader and share this with the class. Has this person always been a leader?

Step 4: 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. Then think of where these types of individuals are most concentrated (e.g., at a particular location at certain times) and what kind of shoppers they are. What are the best opportunities for reaching customers initially and then forming a relationship?

Target Market Examples:

- SBE reach and proximity by area/region (e.g., people living 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

A diagram can be made with circles that start from the first expected customer and continue with lines that connect to others. An alternative diagram may start with the students in the center of concentric circles that move outward.

CLASSROOM EXERCISE!



Step 4: 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:

<http://quickfacts.census.gov/qfd/index.html>

Use a local map to aid with illustrations (these are usually available to AAA members at low or no cost).

2. Students can make pie charts, understand the difference between estimates (used for the present and the past) and projections (estimates of the future), and better understand how the U.S. Census defines different groups.

3. Comparisons can be made between similar areas, and students can learn about proportions (e.g., how large their area is compared to their county and state), trends (is the population increasing or decreasing?) and which demographics are important and not as important to the SBE.

Step 5: Product, Service or Message Positioning

Positioning can be achieved through differentiation or market segmentation. Differentiation is where there is a real or perceived difference between what the SBE has to offer for sale and what is comparable. It is essentially the competitive advantage of the SBE over its rivals. If gas stations begin to offer a discounted or free carwash with a gas fill-up, the exchange plan for a carwash SBE would consider the potential impact on the SBE's business (i.e., no change, a moderate change or a significant change). The value proposition for services may be differentiated to emphasize a difference, such as a free air-freshener or a 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!



Step 5: Quantity and Quality

1. Take two large posters and attach them to the board.
2. Label one High Quantity/Low Cost and the other Low Quantity/High Cost.
3. Then 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.
5. Sample 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 6: Price Elasticity

Positioning has a direct effect on price because it changes perceived value.

Elasticity of demand is the term given to the percentage change response in quantity demanded (positive or negative) relative to the percentage change in price. The absolute value of the result then indicates how sensitive the market will be to the change.

The costs of supplies and workers will eventually rise while prices remain the same, so when can prices rise with or without a change in what is offered? These are pricing decisions that are frequently necessary and are usually in response to an operational or environmental change.

For example, Carwash Champions sells each car wash for \$10.00. During a drought, the management team decides to charge \$12.00. What is the estimated drop in demand due to this change? Alternatively, if business is slow, can a coupon for \$2.00 off keep demand constant?

Preferably using experiential sales data from the previous year, month or week (depending on how close the future would be expected to match the past), demand at the \$10.00 price (P_{original}) is estimated to be 120 washes (D_{original}). If 20 customers are expected to be lost by raising the price to \$12.00 (P_{new}), then the new demand is 100 (D_{new}).

$$P_{\text{original}} = \$10.00$$

$$P_{\text{new}} = \$12.00$$

$$D_{\text{original}} = 120$$

$$D_{\text{new}} = 100$$

The *percentage (%) change in price* is

$$\begin{aligned} & (P_{\text{new}} - P_{\text{original}}) / P_{\text{original}} \\ & (\$12.00 - \$10.00) / \$10.00 \\ & = 0.2 \end{aligned}$$

The *percentage (%) change in demand* is similarly

$$\begin{aligned} & (D_{\text{new}} - D_{\text{original}}) / D_{\text{original}} \\ & (100 - 120) / 120 \\ & = -0.17 \end{aligned}$$

The **elasticity of demand** is the absolute value of

$$\begin{aligned} & \% \text{ change in demand} / \% \text{ change in price} \\ & -0.17 / 0.2 \\ & = -0.85 \end{aligned}$$

The absolute value of -0.85
= 0.85

An elasticity of demand greater than 1 determines that demand is **price elastic** (very sensitive). Equal to 1 determines **neither elastic nor inelastic**, and less than 1 determines **inelastic** (not sensitive to price changes).

A more extreme example will help illustrate this further. If prices were to double with the same drop-off in demand, figures are

$$P_{\text{original}} = \$10.00$$

$$P_{\text{new}} = \$20.00$$

$$D_{\text{original}} = 120$$

$$D_{\text{new}} = 100$$

The equations would then yield

$$\begin{aligned} & \% \text{ change in demand} / \% \text{ change in price} \\ & [(D_{\text{new}} - D_{\text{original}}) / D_{\text{original}}] / [(P_{\text{new}} - P_{\text{original}}) / P_{\text{original}}] \\ & [100 - 120 / 120] / [20 - 10 / 10] \\ & -0.17 / 1.00 \\ & = -.017 \end{aligned}$$

$$\text{Absolute value} = 0.17$$

Comparing 0.85 in the original example to 0.17 in the more extreme example, price



inelasticity (or sensitivity) decreases significantly if the price were to double and demand remain relatively unchanged.

It is advisable to use a high, low and middle estimate to determine a range of potential pricing options. For example, if a drop-off in demand is estimated at 20 (from 120 to 100), explore the differences between 90, 100 and 110 to create a range.

The intention behind finding the right price elasticity is to make the highest profit attainable (i.e., what the market will bear) balanced against the net value (value rendered minus expected value) determined by the customer. The result of this exchange is satisfaction, dissatisfaction or indifference.

Customer delight through pricing is not the only goal to have, as pricing that is too low can certainly increase satisfaction to where the SBEs revenue is harmed. Non-price additions, such as smiling and engaging in conversation, will ideally be used to reach this ultimate goal.

Indifferent customers are not brand loyal, will not intentionally seek repeat patronage and will neither harm nor enhance the reputation of the SBE through word-of-mouth. In this way, indifferent customers are essentially transactional.

Customer dissatisfaction, while never intentional, is not always negative. Some customers' expectations are simply too high to meet, and the time and energy invested in trying to meet them (e.g., negotiating price) can potentially drain staff morale. Prices that are too high will alternately harm repeat business for a larger number of customers that are dissatisfied. Complaints of any kind should be addressed immediately, as research has shown that customers who voice complaints that are quickly resolved to their satisfaction are more loyal than those who have never had a problem (Barlow & Moller, 1996).

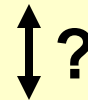
Elasticity is a method for determining price change decisions. However, when starting an SBE, experiential sales data to gauge

demand are not available. Researching other SBE's sales data (if possible), competitor's prices or publications or guidance on the Internet is an excellent way to begin. Also meeting with consultants from a local small business

CLASSROOM EXERCISE!



Step 6: Too High or Too Low?



1. Draw a long line on the board with **Satisfaction** and **Dissatisfaction** on opposite ends and **Indifferent** in the middle.
2. Use the advertisement examples from Step 5 (or different examples) and make sure each has a price (for those that do not have a price listed, ask students how much they think they are worth).
3. Then place all of the advertisements next to **Satisfaction**.
4. Move each along the line toward **Indifferent** and **Dissatisfaction** by asking students how high prices would need to increase to change customers' perceptions about each of these.

Another exercise would start with all of the advertisements next to Indifference and considering the effect of sales.

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. Table 1. Sample Brainstorming List for Donations to Carwash Champions contains an example of possible donations to Carwash Champions.

Table 1. Sample Brainstorming List for Donations to Carwash Champions.

Ice	Parent/supporters' refrigerators Convenience stores Grocery stores Corporate sponsors
Bottled water	Corporate sponsors
Cooler	Parents/supporter donation Yard sales
Uniform (T-shirt)	Fundraiser
Markers and signs	School supplies

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.

An extensive list of promotion ideas can be

found in a number of resources, such as small business magazines (e.g., Florida Trend, 2006; Inc., 2006; SmallBiz, 2006), online via the Small Business Administration or entrepreneurial Websites (IdeaCafe, 2006; SBA, 2006) or within books outlining marketing and sales strategies (e.g., Gerson, 1996; Stephenson, 2003).

A few examples for Carwash Champions include:

- Games/contests involving giveaways or raffles
- 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 for determining these evaluations include:

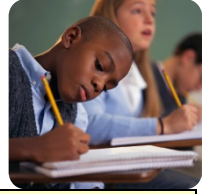
- Are the signs clear, attractive and legible from a distance?
- How can additional attention be attracted, and would the associated costs be worth pursuing (e.g., balloons, an inflatable character, a mascot)?
- Is there a way to contact customers once they have left (e.g., by e-mail, mail or fax)?
- What is the return from the promotional efforts, and are they being tracked) (e.g., coupons are counted not only by the accountant but also the marketer, customers are asked 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?




FOR SALE



CLASSROOM EXERCISE!



Step 7: Selling Points

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

1. Write these categories on the board and ask students to create a list with a partner that will be shared with the class.
2. Explain that **features** are characteristics that are physical, such as color, size, weight and packaging.
3. **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).
4. **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.

Step 8: Place and Logistics

Place and logistics refers 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- and long-term impacts of changing all 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 is helpful for location-based SBEs. Using the example of the Carwash Champions SBE, markings of the car wash 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 4, 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?

CLASSROOM EXERCISE!



Step 8: 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 & Viability

Start-up feasibility and viability is an assessment of risk and involves identifying the degree of involvement and time commitment to 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 help 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, and the 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.

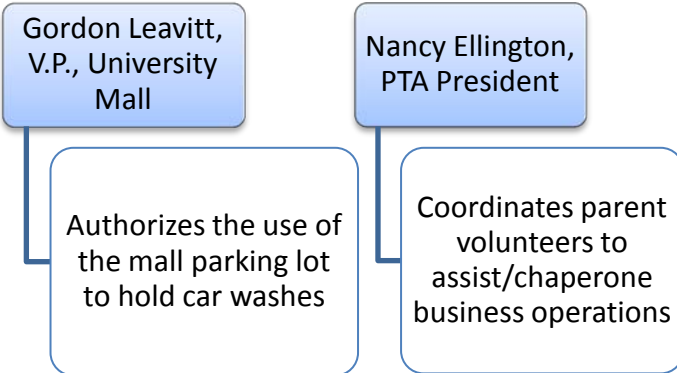
United Nations Children's Fund provides the following Ladder of Participation model developed by Roger Hart (1992). Starting at the highest point on this participation ladder is in keeping with the "youth as partners" Spectrum of Attitudes theory and is reflective of Transition to Independence Process guidelines (Clark, 2007; National 4-H Council, 1997). Youth leadership should begin at level 8 and be prevented from falling.

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

- 8) **Youth-initiated, shared decisions with adults** occurs when projects or programs are initiated by youth and decision making is shared among youth and adults. These projects empower youth while, at the same time, enabling them to access and learn from the life experience and expertise of adults.
- 7) **Youth-initiated and directed** occurs when young people initiate and direct a project or program. Adults are involved only in a supportive role.
- 6) **Adult-initiated, shared decisions with youth** occurs when projects or programs are initiated by adults, but the decision making is shared with the young people.
- 5) **Consulted and informed** occurs when youth give advice on projects or programs designed and run by adults. The youth are informed about how their input will be used and about the outcomes of the decisions made by adults.
- 4) **Assigned but informed** is where youth are assigned a specific role and informed about how and why they are being involved.
- 3) **Tokenism** is where young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.
- 2) **Decoration** is where young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by youth.
- 1) **Manipulation** is where adults use youth to support causes and pretend that the causes are inspired by youth.

Resources/Supports & Functions:

Supports are individuals who can substantially help the enterprise and may be critically important to starting and maintaining its development.



A sample support team for Carwash Champions includes:

Support in the form of donations can be requested from foundations, reciprocal or non-reciprocal corporate sponsorships, local government support, etc.

Giveaways can include movie, event or theme park tickets; free pizzas; and other supportive, item-based donations for internal incentives for students.

Financing

A major part of determining start-up feasibility and viability is to construct a budget-based feasibility analysis to estimate the sales needed to successfully operate the SBE without losing money. Following is an example of a budget for Carwash Champions.

Table 2. Sample Start-up Budget for Carwash Champions

Fixed costs:		Purchase Frequency *
Sponges (10 at \$1.50 each)	\$10.50	Monthly
Soap (6 bottles at \$3.00 each)	\$18.00	Daily
Wax (3 bottles at \$4.00 each)	\$12.00	Daily
Hand towels (40 at \$3.00 each)	\$120.00	Monthly
Car wash water	\$40.00	Daily
Uniforms (T-shirts) (10 at \$7 each)	\$70.00	As needed
Parking lot fee (per day)	\$150.00	Daily
Signs (4 at \$1.50 each)	\$6.00	Monthly
Markers (1 at \$2.50 each)	\$2.50	Monthly
Bottled water (3 cases at \$10.00 each)	\$30.00	Daily
Cooler for water	\$15.00	One time
Ice for water (3 bags at \$1.00 each)	\$3.00	Daily
Fixed costs sub-total	\$477.00	
Estimated Student involvement (5 at \$6.50 per hour X 8 hours)	\$260.00	Daily
Total	\$737.00	

* Increased as needed

If the charge for a car wash is \$10.00 each, then 48 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, 74 car washes would need to be performed *on the first day* for the SBE to break-even! This shows the need for long-term financing so that start-up costs can be recovered over time. Figures 3 and 4 illustrate a more useful way to estimate break-even on a daily and weekly basis.

The question, “Is the SBE feasible?” is heavily dependent on the assumptions behind these estimates. A high (i.e., best case scenario), low (i.e., worst case scenario) and middle (average) can help to show a range of possibilities.

Figure 5. Daily Expenses (Fixed, Variable and Total) and Revenues

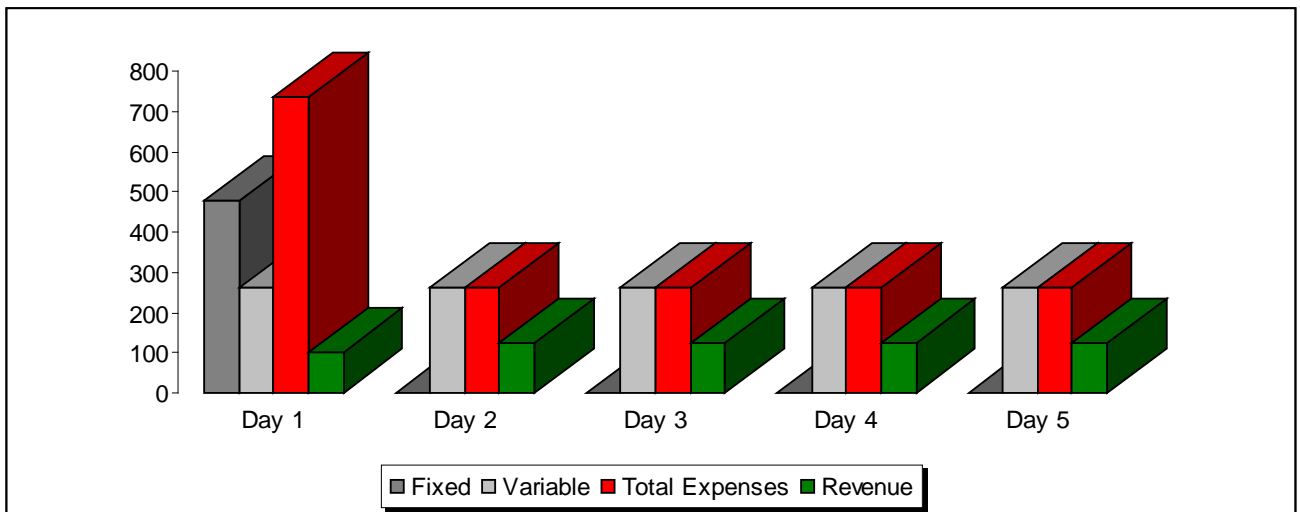
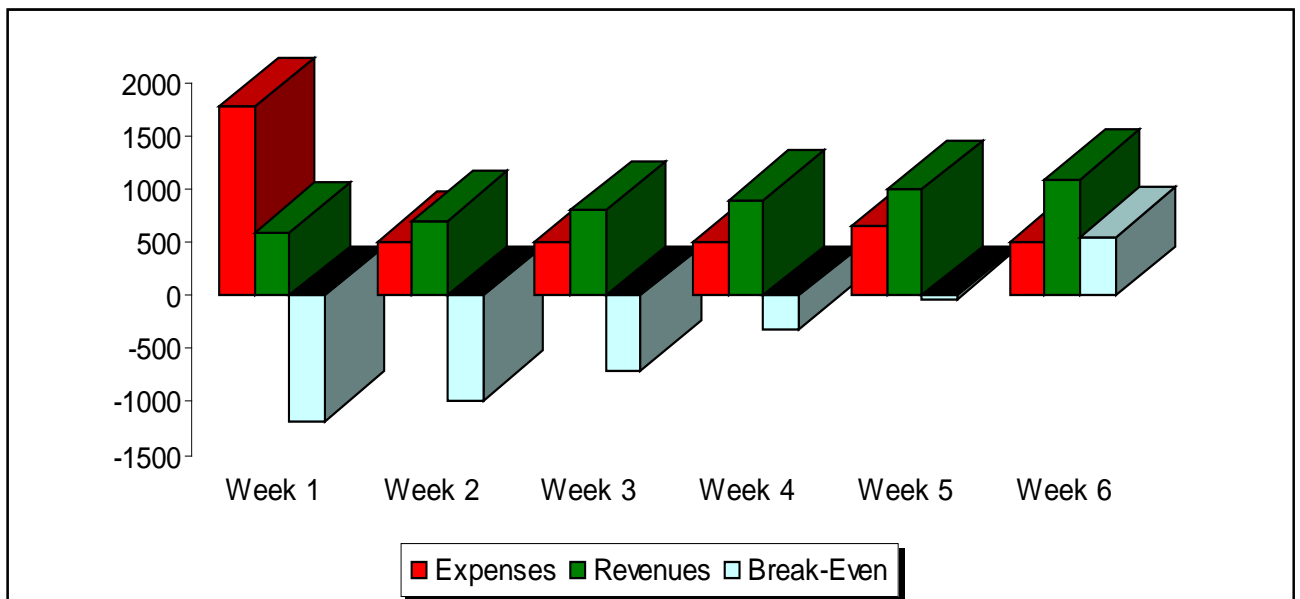


Figure 6. Weekly Break-Even Estimate from Cumulative Revenues and Expenses



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? In this example, the car wash 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 car wash 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.

Another critical activity is start-up financing, such as how a line of credit or investors will be secured. Ongoing budgeting, including an income statement, balance sheet and statement of cash flows will eventually 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). SW is internal to the SBE, while OT is external to the SBE.

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 car wash staff (helping to wash/wax/dry, if needed)

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

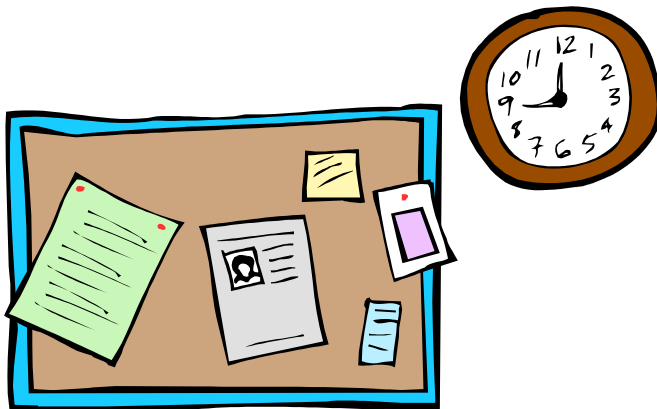
External to the SBE

Opportunities:

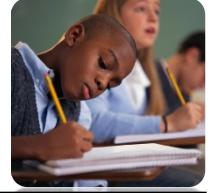
- An expected drought season
- A new store opening at the mall that will attract business
- Mall events, such as dealership days held near the carwash
- An ability to put flyers on cars at the mall (if allowed)
- Peak traffic times during a lunch hour where signs can be displayed
- Tie-ins with other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

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 car-washes begin to offer a free or discounted wash with a gas fill-up)



CLASSROOM EXERCISE!



Step 9: Brainstorming Start-up Needs

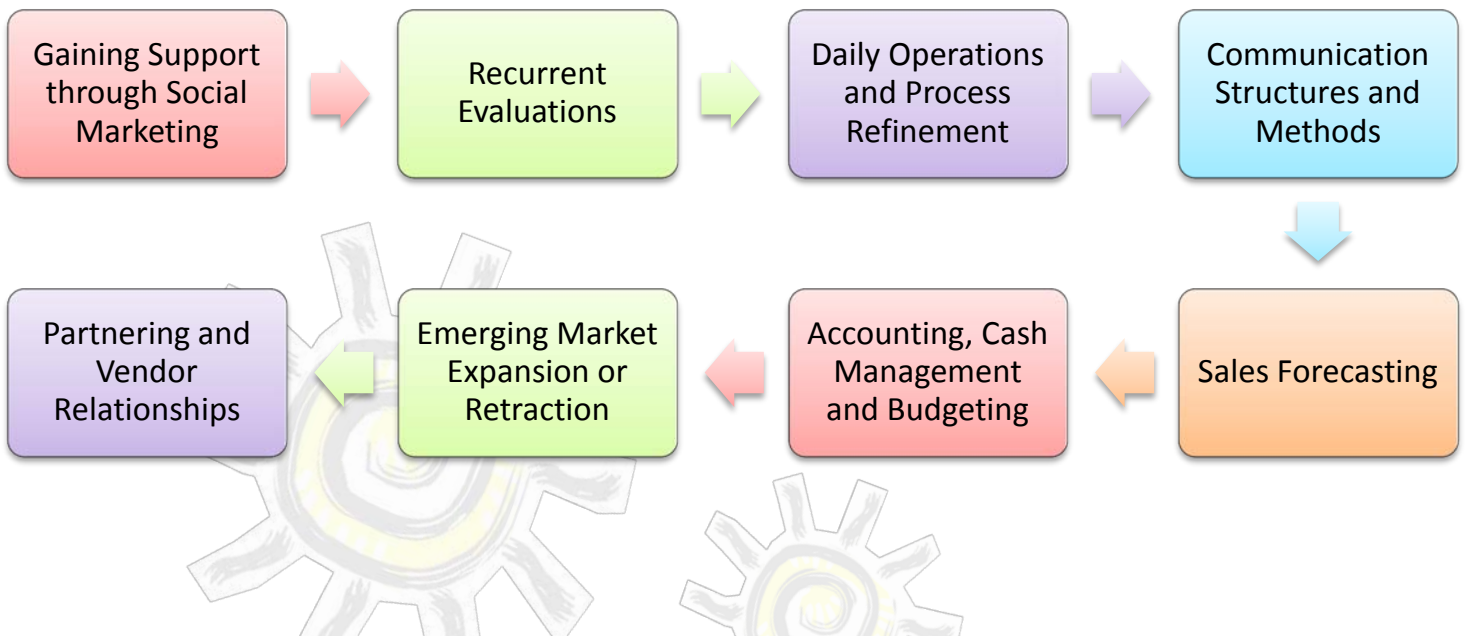
1. Divide students into four groups and ask each to work on a section of the SWOT analysis to share with the class.
2. Brainstorm ideas for how to turn weaknesses into strengths and threats into opportunities.
3. Using the economic, social and educational skills list discussed previously, **what specific skills do students bring or want to bring to strengths?** A measure of time can be added to skills that are planned, which can be part of future evaluations.
4. One item to add to threats in Florida is hurricanes.
5. Other environmental concerns include the effect of rain or very hot or cold days.
6. Students can learn about the importance of planning for the unexpected through its impact on the SBE. For example, ask about the impacts they think would happen if power were lost for an extended period of time.

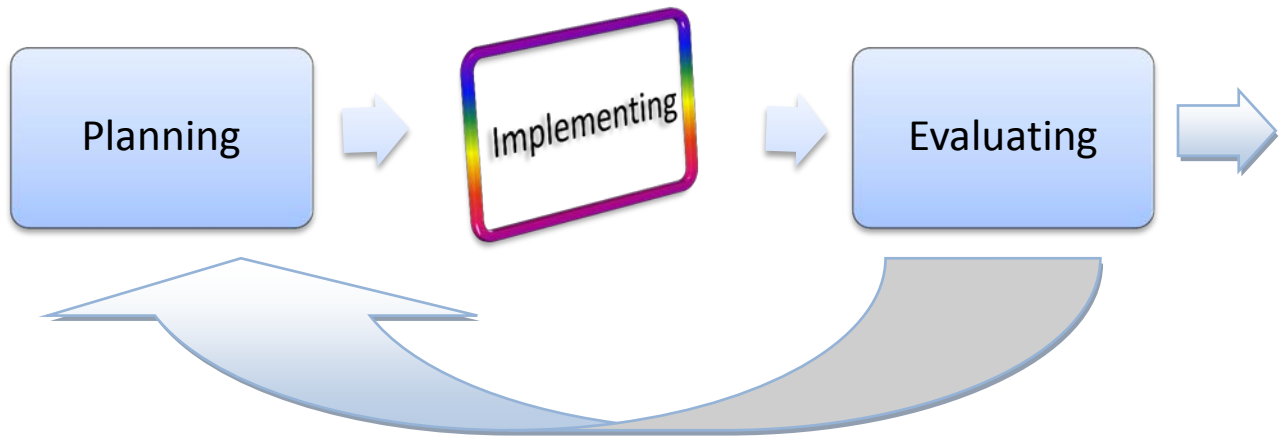


Chapter 3: Phase II— Implementing

In this section, you will plan an SBE by following these eight 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: Sales Forecasting
- Step 6: Accounting, Cash Management and Budgeting
- Step 7: Emerging Market Expansion or Retraction
- Step 8: Partnering and Vendor Relationships





Making changes while the SBE activities are being implemented is much more challenging than planning “on paper” in Phase I. Meeting these challenges and succeeding, however, makes Phase II the most exciting.

Day one of the SBE and its first transaction is a major marker of progress and 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.

Step 1: Gaining Support through Social Marketing

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** rather than buy or sell 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 “targets” 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 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:

- A. Highest student achievement
- B. Seamless articulation and maximum access
- C. Skilled workforce and economic development
- D. 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 in creating messages that will increase these behaviors (Prochaska, Norcross, & DiClemente, 1994; Prochaska, Redding, & Evers, 1997).

The stages of change range from **precontemplation** (not thinking at all about change) to **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) and **termination** (habitual and continual without thought of relapse). (Sullivan [1998] provides a

discussion of how student skills can also utilize this framework.)

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 products/services/messages 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, yet knowledge of their barriers should also reflect what is "in it for them."

Positive messages 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, 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

- + Advantages 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:

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

Social Benefits

Benefits 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 (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 (community, parents, supporters) miss if the project did not exist?
- + Are the connections between target market behaviors (e.g., support activities) clearly tied to the SBE's features, advantages and benefits?
- + 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 social price 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 social promotion.

Sharing pictures, get-together 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 include:

- Pictures of the car wash 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
- Create an "(SBE theme) Day"
- Bulletin boards (e.g., community centers, laundromats)
- Joint press releases

Social Place

Social placement of the SBE can take the form of holding a gathering to celebrate successes (e.g., anniversary of the SBE). Having as large an audience as possible for these events also furthers social promotion.

Examples of SBE youth placing themselves in a socially marketable event include:

- Attending a radio show or cable access channel to talk about the SBE
- Appearing at libraries or local government events wearing SBE T-shirts
- Fire truck or ambulance wash
- Local sports team events
- Invited community group events

The presence of the SBE's highlighted activities can also be placed on poster boards with pictures and circulated in visible areas (e.g., library entrances, school district offices, school website). The intention behind placement is to change behaviors (i.e., translate placement into increased support).

CLASSROOM EXERCISE!



Exercise 1: Compare and Contrast

Review the target market, product/service/message, price, promotion and place identified in Phase I.

Then compare the overall similarities and differences between business marketing and social marketing (e.g., social marketing contains a characteristic emphasis on behaviors though communication and networking).

Divide students into even groups and instruct each to identify specific similarities and differences, asking:

1. Is the target market larger or smaller?
2. How can intangible features, advantages and benefits be measured (i.e., given a number or value)?
3. How do messages communicating the value of the SBE compare?
4. How do promotional activities used to repeatedly remind people of the SBE change when what is being offered is intangible?
5. What are the differences in perceived barriers?

Step 2: Recurrent Evaluations

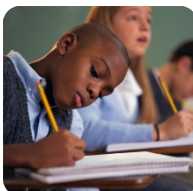
Evaluating progress or opportunities for improvement at frequent intervals (e.g., weekly, monthly) should examine a progress-to-date snapshot (percentage of goals) as well as a trend graph that students can evaluate.

These can be fun by depicting them with large thermometers, offering prizes for contests, etc.

At least three areas of evaluation are necessary and can be combined:

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!



Exercise 2: Reporting is Boring Without Informing

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

Using the Goals for Evaluation as a base, ask students how to evaluate the SBE and themselves. Then ask students what kind of report they would like to see to make it 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?
3. Are changes needed in how students are evaluated versus changes they need to make?
4. How much time and energy is involved in collecting and formatting information for evaluation? Is it worth it, and who makes this determination?
5. What is the connection between evaluation and motivation?

Figure 8. Program Highlight. Example source: Brookner, 2007

Step 3: Daily Operations and Process Refinement

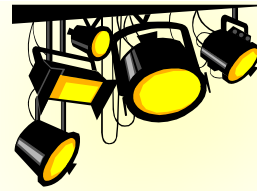
Labor-dependent SBEs require advanced scheduling that will be flexible and designates on-call and first-cut staff relative to changes in demand, contingency plans for illness or transportation problems contributing to no-shows and lateness, break planning, relief staffing, a runner if supplies (including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

Other important operational issues include safety and security for the staff, money handling, how to handle complaints and other problems in advance (e.g., speaking to the side and not in front of other customers, an attempt to give a coupon versus a full refund, responding to dissatisfied customers) and staff training.

Compensation 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 where students can redeem their points. Figure 8 highlights a payroll incentive system that outlines expectations for students' contributions.

Processes can be thought of as starting anew or a series of incremental improvements. A discussion of quality management is beyond the scope of this document (e.g., Deming, 2000; Juran, 1992), but basic process flows such as "fishbone" or Ishikawa cause-and-effect diagrams can help students understand sequences (see Figure 9). Making process diagrams also allows students to reflect on what they experienced and think about how continuous improvements can be made.



Program Highlight

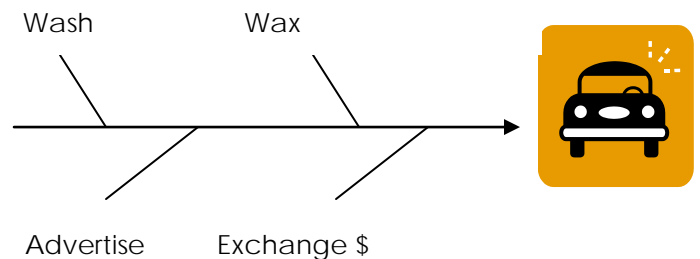
Falcon Express SBE at John A. Ferguson Senior High School set up payroll guidelines to reward students who:

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

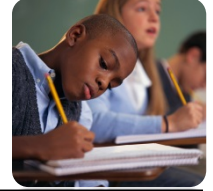
Students receive award subtractions for:

- 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

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

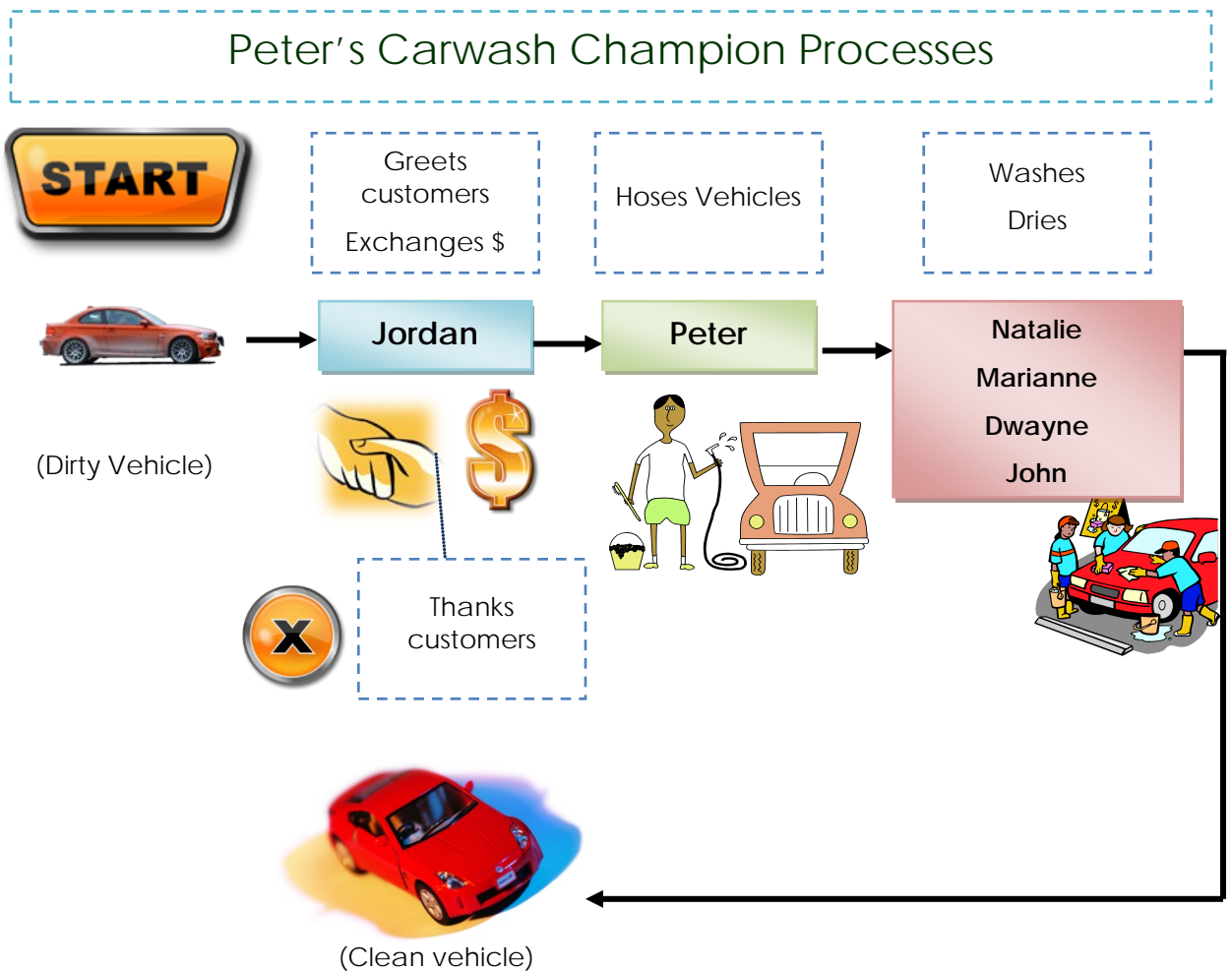


CLASSROOM EXERCISE!



Exercise 3: 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

The phrase “one hand doesn’t know what the other is doing” is a telling sign of disconnects in communication. To avoid this, 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!



Exercise 4: Positive Communication

Using the process flow diagram in Exercise 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.

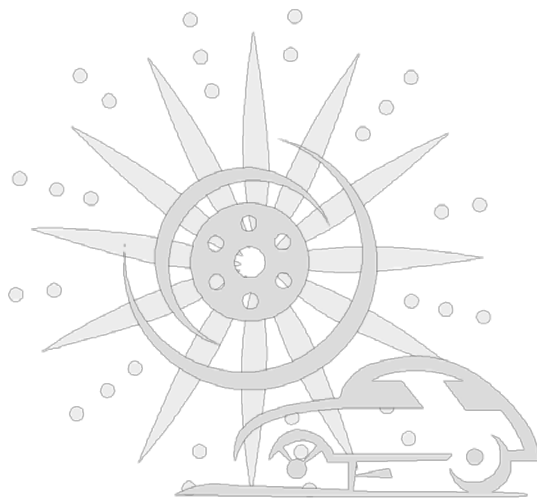
Ask students to identify where communication is positive or needs improvement.

For example, are there assumptions or expectations that can potentially cause problems?

Step 5: Sales Forecasting

Sales forecasting is dependent on the amount and accuracy of collected data and the considerations used to produce estimates. For example, an El Niño weather season changing monthly rain patterns would definitely be important to predict future sales for Carwash Champions. A growth or decrease in population, changes in competition and a host of other considerations can also dramatically change performance versus estimates.

High, low and middle ranges can be used for “stretch goals,” with the middle range representing the break-even point.



CLASSROOM EXERCISE!



Exercise 5: Expectations versus Reality

Using the considerations made during Step 9 of the Planning phase, ask students to list the changes for projecting SBE sales based on what they have learned through operating the SBE. A Who? What? When? Where? Why? and How? framework may be helpful to show expectations can differ dramatically from reality.

For example, changes can occur in:

- Population growth
- Weather
- Jobs
- Support
- Technology

An expanded discussion can include different ways to frame the primary variables that impact sales particular to the enterprise. For example, sales are a function of or are dependent on X1, X2, and X3 (\$ = customer volume + customer spending + sale items).

Step 6: Accounting, Cash Management and Budgeting

Accounting organizes the transactions and financing 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 “eyeballed” and approximated. Designating a bookkeeper, treasurer or accountant who will record and track sales will be very important to the SBE.

Cash management is also critical, since “current” 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.

1. Did all the expenses have to be paid at once, or could some have waited (with or without penalties)?
2. What borrowing (credit) is available in financial emergencies? Is the

“petty cash” amount large enough?

3. 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).

Budgeting projects accounting and current cash management functions into the future. Questions regarding how much the SBE has, expects to make and owes impact several important budgeting decisions regarding:

1. Overall growth or retrenchment
2. Investment
3. Risks and rewards





**CLASSROOM
EXERCISE!**

Exercise 6: Inflows and Outflows

Hold a discussion with students about money handling with 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, but only \$95 was found. 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 7: Emerging Market Expansion or Retraction

Scanning the environment for opportunities and threats can identify emerging markets and change the focus of efforts to expand or retract. The constant question is whether current opportunities are being taken advantage of.

For example, the ability to target specific groups of current and potential customers is expanding greatly through the use of social media (e.g., Facebook, Yahoo Groups and other social networking sites).

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!



Exercise 7: 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 how businesses retain customers?

Ask students to find examples to share with the class. Suggestions can include companies that:

- Allow customers to check their account balances and transaction history and update their contact information online
- Give 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 8: Partnering and Vendor Relationships

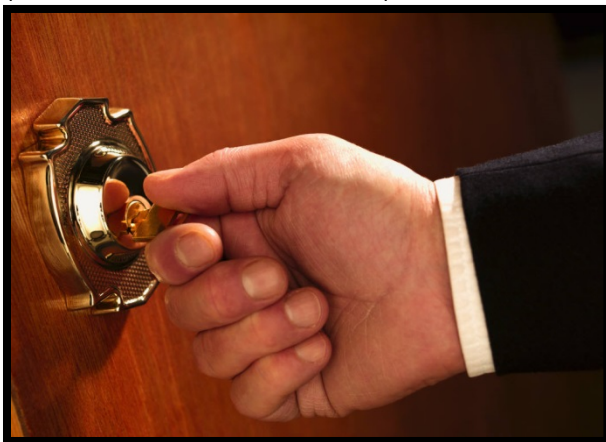
Partnering provides an ability to share resources to achieve mutual benefits.

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

Mutual benefit examples include:

- In exchange for an information or sign-up booth at an event, volunteer time can be provided to the event organizer
- Payment terms, 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

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



CLASSROOM EXERCISE!



Exercise 8: 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:

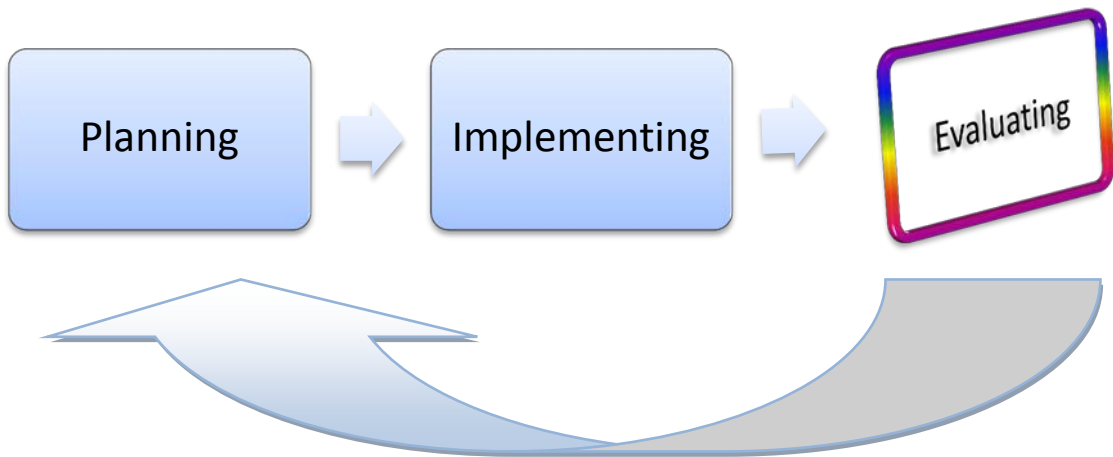
- What are the advantages and disadvantages (risks) to partnering?
- How feasible are partnerships in terms of their ease or difficulty?
- Can partnerships be prioritized as short- or long-term?
- What supporters or contacts are needed to get a foot in the door?
- What are the barriers to gaining or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

Chapter 4: Phase III— Evaluating

In this section, you will learn about the three steps for evaluating your micro-enterprise:

- Step 1: Goal Outcomes and Impact
- Step 2: Social Validity
- Step 3: Sustainability Development





Phase III is an overall evaluation of the steps in Phases I and II in relation to the future of the SBE. While the forthcoming Steps 1 through 3 provide areas for concrete progress indicators, evaluation should also represent a step back from the day-to-day activities to “see the forest through the trees.”

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: Goal Outcomes and Impact

Evaluation goals that were created before the enterprise began have ideally been evaluated recurrently at set intervals described in Implementing Step 2, so the emphasis in the evaluation phase is on overall progress or areas for improvement that follow trends.

CLASSROOM EXERCISE!



Activity 1: Right on Target or Room for Growth?

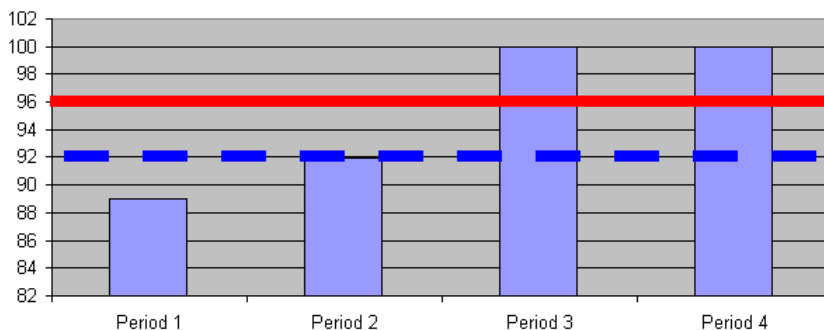
1. Ask students to create their own charts that illustrate prior time intervals. If they had selected targets with stretch goals, ask them to indicate these within the charts (see the blue and red lines in Figure 10).
2. Ask students to create a report that explains where the chart increases, decreases or remains the same, in addition to how closely their goals were met.

Students can also be asked to evaluate whether there is a difference between starting lower and ending higher or vice versa, and how a manager looking at charts like these would know about details that are not shown (e.g., problems that were beyond a student's control, such as becoming ill or experiencing a family crisis).

How do averages and scales change the interpretation of charts?

Students can also be asked to create or evaluate the overall trends for the enterprise and write about how they contributed.

Figure 9. Example of chart showing time intervals



Step 2: Social Validity

Social validity is the critique of the enterprise by students, teachers, supporters and partners. How satisfied is everyone with the enterprise in terms of the levels of:

- 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!



Activity 2: 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.

Step 3: Sustainability Development

Sustainability 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 or have an impact. The parable of having to nurture relationships like plants (lest they wither) 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.

Diversification is widely 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!



Activity 3: Onward and Upward

Sustainability is at the heart of student achievement. 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?

Then ask students to relate these to their short- 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? Do they want to be specialized or diversified, and what are the advantages and disadvantages of each? Any of these questions can serve as a launching point for a classroom activity that reflects on the lessons learned and translates these into future opportunities.



Chapter 5: Discussion

In this chapter, you will read some concluding thoughts about setting up a micro-enterprise.



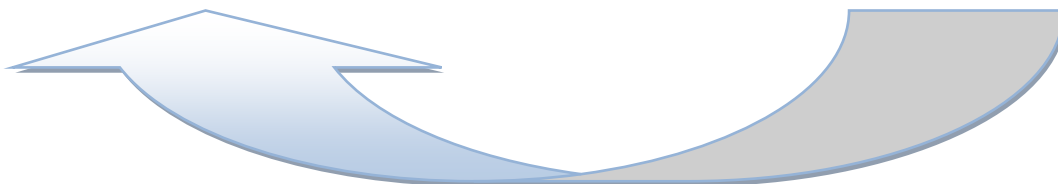
Discussion

SBEs provide an economic, social and educational return to the student, school and community. The overriding goal of SBEs 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” (Quinn, 1999, p. 113) through successive achievements. 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.

The Planning, Implementing, and Evaluating diagram below was used 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. Stakeholders include administrators, corporate sponsors, parents, volunteers, media contacts and many others who will benefit from students’ achievement of improved and sustainable outcomes, adaptability to changes in society and contributions to current and future generations.





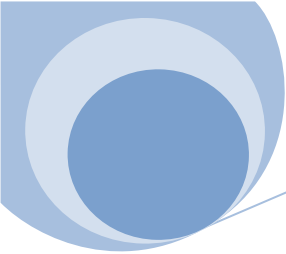
References

- Advertising. (n.d.) In *Wikipedia*. Retrieved February 2, 2014, from <http://en.wikipedia.org/wiki/Advertising>
- Arnold, N. L., & Seekins, T. (2002). Self-employment: A process for use by vocational rehabilitation agencies. *Journal of Vocational Rehabilitation, 17*, 107–113.
- Barlow, J., & Moller, C. (1996). *A complaint is a gift: Using customer feedback as a strategic tool*. San Francisco, CA: Berrett-Koehler Publishers.
- Boden, M. (2000). *Services and the knowledge-based economy*. New York, NY: Routledge.
- Braverman, S. (2010). *Young adults more trusting of advertising*. Retrieved from <http://www.harrisinteractive.com/NewsRoom/HarrisPolls/tabid/447/ctl/ReadCustom%20Default/mid/1508/ArticleId/612/Default.aspx>
- Brookner, J. (2007). *Enhancing vocational skills through in-school student run businesses*. Unpublished presentation, Division of Special Education, Miami-Dade County Public Schools.
- Callahan, M., Shumpert, N., & Mast, B. (2002). Self-employment, choice and self-determination. *Journal of Vocational Rehabilitation, 17*, 75–85.
- Cihak, D. F., Alberto, P. A., Kessler, K. B., & Taber, T. A. (2004). An investigation of instructional scheduling arrangements for community-based instruction. *Research in Developmental Disabilities, 25*, 67–88.
- Clark, H. B. (2007). *TIP system definition: System guidelines*. Retrieved from http://tip.fmhi.usf.edu/tip.cfm?page_ID=1
- Deming, W. E. (2000). *The new economics: For industry, government, education* (2nd ed.). Cambridge, MA: The MIT Press.
- Distributive Education Clubs of America (DECA). (2001). *School-based enterprises*. Retrieved from <http://www.deca.org/sbe/>
- Earnest, L. (1998, April 12). Doing what works; Changing attitudes are feeding a trend to bring more severely disabled people into mainstream jobs. Retrieved from <http://articles.latimes.com/1998/apr/12/business/fi-missdisablapr12>
- Eiseman, L. (2006). *Color: Messages and meanings: A Pantone color resource*. Gloucester, MA: Hand Books Press.

- Florida Department of Education. (2014b). Information about Florida's State Board of Education Strategic Plan 2012-2018: Mission. Retrieved from http://www.fldoe.org/strategic_plan/
- Florida Trend Magazine. (2006). Retrieved April 1, 2006, from <http://www.floridatrend.com/>
- Gamache, P., Knab, J., & Clark H. B. (2006). *Grant narrative resources: Service-learning*. Tampa, FL: University of South Florida Louis de la Parte Florida Mental Health Institute.
- Gerson, R. F. (1996). *Marketing strategies for small businesses*. Menlo Park, CA: Crisp Publications.
- Gersten, R., & McInerney, M. (1997). *What parents, teachers and researchers view as critical issues in special education research: Technical Report 97-1*. Washington, D.C.: American Institutes for Research.
- Hagner, D., & Davies, T. (2002). Doing my own thing: Supported self-employment for individuals with cognitive disabilities. *Journal of Vocational Rehabilitation, 17*, 65-74.
- Hart, R.A. (1992). *Children's participation from tokenism to citizenship*. Retrieved from <http://www.unicef-irc.org/publications/100>
- Holburn, S., & Vietze, P. M. (2002). *Person-centered planning: Research, practice, and future directions*. Baltimore, MD: Paul H. Brookes Publishing Co.
- IdeaCafe (2006). Retrieved April 1, 2006, from <http://www.businessownersideacafe.com/>
- Inc. Magazine. (2006). Retrieved April 1, 2006, from <http://www.inc.com/home/>
- Juran, J. M. (1992). *Juran on quality by design: The new steps for planning quality into goods and services*. New York: Free Press.
- Kincaid, D. (1996). Person-centered planning. In L. Koegel, R. Koegel, & G. Dunlap (Eds.), *Positive behavior support: Including people with difficult behavior in the community* (pp. 439-465). Baltimore, MD: Paul H. Brookes Publishing Co.
- Kotler, P., Roberto, N., & Lee, N. (2002). *Social marketing: Improving the quality of life* (2nd ed.). Thousand Oaks, CA: Sage Publications.

- 
- Larsen, R. (n.d.). *A strength-based approach to school readiness: The developmental asset framework*. Orlando, FL: Healthy Community Initiative of Greater Orlando.
- Levesque, K., Lauen, D., Teitelbaum, P., Alt, M., & Librera, S., & MPR Associates, Inc. (2000). *Vocational education in the United States: Toward the year 2000*. Retrieved from <http://nces.ed.gov/pubs2000/2000029.pdf>
- Lustig, D. C., & Strauser, D. R. (2003). An empirical typology of career thoughts of individuals with disabilities. *Rehabilitation Counseling Bulletin, 46*(2), 98-107.
- Maton, K. I., Schellenbach, C. J., Leadbeater, B. J., & Solarz, A. L. (2004). *Investing in children, youth, families, and communities: Strengths-based research and policy*. Washington, DC: American Psychological Association.
- McMillan, A. F. (2000). *Employment options have improved for people with developmental disabilities*. Retrieved from http://money.cnn.com/2000/03/23/career/q_disability/
- National 4-H Council. (1997). *Creating youth/adult partnerships: The training curricula for youth, adults, and youth/adult teams*. Chevy Chase, MD: The Council.
- National Organization on Disability and Harris Survey of Americans With Disabilities. (2004). *National organization on disability/Louis Harris and Associates survey of Americans with disabilities*. Retrieved from <http://www.nod.org>
- Nisbet, J., & Hagner, D. (2000). *Part of the community: Strategies for including everyone*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Okahashi, P. (2001). Self-employment for people with developmental disabilities. *Rehabilitation Review, 12*(4), 1-2.
- Olson, M. M., & Raffanti, M. A. (2006). Leverage points, paradigms, and grounded action: Intervening in educational systems. *World Futures, 62*(7), 533-541.
- Patton, J. R., Cronin, M. E., & Jairels, V. (1997). Curricular implications of transition life skills instruction an integral part of transition education. *Remedial and Special Education, 18*, 294-306.
- Picarille, L. (2006, July/August). *The lure of youth*. Revenue. Retrieved from <http://www.mthink.com/article/lure-youth/>
- Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward*. New York, NY: Avon Books.

- Prochaska, J. O., Redding, C. A., & Evers, K. E. (1997). The transtheoretical model and stages of change. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.), *Health behavior and health education: Theory, research, and practice* (2nd ed.; pp. 60–84). San Francisco, CA: Jossey-Bass Publishers.
- Quinn, J. (1999). Where need meets opportunity: Youth development programs for early teens. *Future of Children*, 9(2), 96–116.
- Saunders, J. L., Leahy, M. J., & Frank, K. A. (2000). Improving the employment self-concept of persons with disabilities: A field-based experiment. *Rehabilitation Counseling Bulletin*, 43(3), 142–149.
- SmallBiz Magazine. (2006). *BusinessWeek Online: Small Biz Contents*. Retrieved from <http://www.businessweek.com/small-business>
- Small Business Administration (SBA). (2006). *100+ marketing ideas*. Retrieved from <http://archive.sba.gov/smallbusinessplanner/manage/marketandprice/SERV100MIDEAS.html>
- Sowers, J., McLean, D., & Owens, C. (2002). Self-directed employment for people with developmental disabilities: Issues, characteristics, and illustrations. *Journal of Disability Policy Studies*, 13(2), 96–103.
- Stephenson, J. (2003). *Entrepreneur magazine's ultimate small business marketing guide: Over 1500 great marketing tricks that will drive your business through the roof*. Irvine, CA: Entrepreneur Press.
- Stern, D., Stone, J., Hopkins, C., McMillion, M., & Crain, R. (1994). *School-based enterprise: Productive learning in American high schools*. San Francisco, CA: Jossey-Bass Publishers.
- Sullivan, K. T. (1998). *Promoting health behavior change*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education, American Association of Colleges for Teacher Education. Retrieved from <http://www.ericdigests.org/1999-4/health.htm>
- Vander Stoep, A., Davis, M., & Collins, D., (2000). Transition: A time of developmental and institutional clashes. In H. B. Clark & M. Davis (Eds.), *Transition to adulthood: A resource for assisting young people with emotional or behavioral difficulties* (pp. 3-28). Baltimore, MD: Paul H. Brookes Publishing Co.
- Wagner, M., Cameto, R., & Newman, L. (2003). Changes in selected outcomes



of youth with disabilities. In M. Wagner, R. Cameto, & L. Newman (Eds.), *Youth with disabilities: A changing population. A report of findings from the National Longitudinal Transition Study (NLTS) and National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International. Retrieved March 22, 2005, from http://www.nlts2.org/reports/2003_04-1/index.html

Walker, H. M., & Shinn, M. R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Silver Spring, MD: National Association of School Psychologists.

Wehmeyer, M. L. (2002). The confluence of person-centered planning and self-determination. In S. Holburn & P. M. Vietze (Eds.), *Person-centered planning*. Baltimore, MD: Paul H. Brookes Publishing Co.



Appendix



General Resources on Enterprise Development

This appendix includes general resources related to or supportive of micro-enterprise efforts. 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.

Foley, R. (1999). *Unlikely entrepreneurs: A complete guide to business start-ups for people with disabilities and chronic health conditions*. Traverse City, MI: North Peak Publishing.

Kushell, J. (1999). *The young entrepreneur's edge: Using your ambition, independence, and youth to launch a successful business*. New York, NY: The Princeton Review.

Luther, W. M. (2011). *The marketing plan: How to prepare and implement it (4th ed.)*. New York, NY: American Management Association.

Mariotti, S. (2000). *The young entrepreneur's guide to starting and running a business*. New York, NY: Times Business.

National Collegiate Inventors and Innovators Alliance. (2002). *Getting started as an entrepreneur: A guide for students*. Hadley, MA: Author.

Pakroo, P., & Repa, B. K. (2006). *The small business start-up kit: A step-by-step legal guide. (4th ed.)*. Berkeley, CA: Nolo.

Pinson, L. (2013). *Anatomy of a business plan: A step-by-step guide to building a business and securing your company's future (small business strategies series). (8th ed.)*. Chicago, IL: Dearborn Trade Publishing.

Pinson, L., & Jinnett, J. (2014). *Steps to small business start-up: Everything you need to know to turn your idea into a successful business (small business strategies series). (8th ed.)*. Chicago, IL: Dearborn Trade Publishing.

Robins, S. P., & Coulter, M. (1999). *Management (6th ed.)*. Upper Saddle River, NJ: Prentice Hall.



Relevant Websites and Resources

Bridging Opportunities to Self-Sufficiency

<http://www.self-sufficiency.org/>

The Martin County Florida School District Department of Vocational, Adult and Community Education and Tri-County TEC (Training-Employment-Community) corporation received State Leadership funding from the Florida Department of Education to produce a manual for educators and human service professionals entitled "Bridging Opportunities to Self-Sufficiency" (BOSS). BOSS includes an overview of strategies for development and implementation of the micro-enterprise process.

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."

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])

<http://www.dol.gov/odep/pubs/ek00/small.htm>

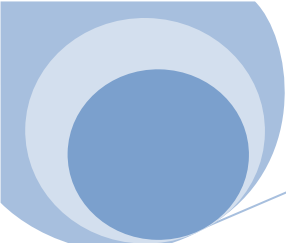
<http://www.dol.gov/odep/pubs/misc/entrepre.htm>

The first link is to a brief macro overview of small business development for people with disabilities in America. Bullet-point considerations for benefits and challenges are provided. The second link is to another brief discussion on the same topic that includes benefits, barriers, success stories and resources.

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.



The USDOL's Office of Disability Employment Policy (ODEP) provides information and resources about self-employment and small business ownership opportunities for people with disabilities at <http://www.dol.gov/odep/topics/SelfEmploymentEntrepreneurship.htm>.

Presidential Task Force on the Employment of Adults with Disabilities (PTFEAD) Workworld

http://help.workworldapp.com/wwwwebhelp/presidential_task_force_on_the_employment_of_adults_with_disabilities_ptfead_.htm

This site details the federal development originating from the 1998 PTFEAD to the current Presidential "New Freedom Initiative" that incorporates the goal of eliminating barriers from participating fully in community life for people with disabilities.

The Abilities Fund

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

This organization states that it "receives requests for assistance from prospective business owners each day from all parts of the United States. Our primary goal is to obtain all necessary information to properly guide these individuals on the right path toward realizing their self employment goals. Ideally, we seek to find a local micro-enterprise organization that is near the individual geographically and make a referral so the client can receive direct assistance."

Distributive Education Clubs of America (DECA): An Association of Marketing Students

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

Resources on this site include a guide entitled "Starting and Managing a School-based Enterprise" and case studies within the document "School-Based Enterprise Project: Best Practices."

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

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

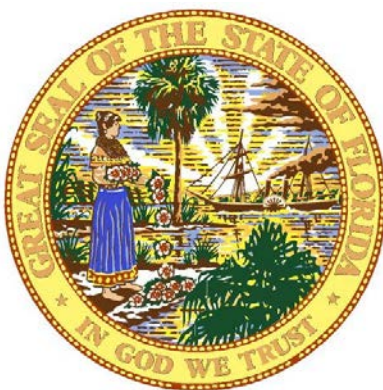
This guide presents an overview of entrepreneurship and describes why entrepreneurship

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 NCWD/Youth in collaboration with the USDOL's 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 & Small Business Ownership

https://www.disability.gov/employment/self-employment_%26_small_business_ownership

The Self-Employment and Small Business Ownership section of the Disability.gov website contains information about starting a small business, self-employment tips and tools, writing a business plan, small business loans and other financing, and home-based businesses. It is a great resource for information about programs and services that can help with creating a business plan.



Florida Department of Education
Pam Stewart, Commissioner

312947