

Entrepreneurial Education Resource Inventory and Integration Plan

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for presentation to
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Entrepreneurial Education Resource and Inventory Integration Plan

Introduction

In a report entitled “Encouraging Entrepreneurship: Examining Ways Kansas Could Improve Its Efforts” issued by the Legislative Division of Post Audit for the State of Kansas, it states that Kansas needs an inventory of all the business assistance programs available to entrepreneurs. Also, the report states that many officials think classes on entrepreneurship should be more widely taught within the Kansas school system (K-12) in order to help create a “culture of entrepreneurship.” This paper applies this concept to the education providers in four counties centered on Emporia, Kansas.

This report has two closely related facets: 1) Taking a comprehensive inventory of existing entrepreneurial education opportunities, and 2) Creating an integration plan toward an “entrepreneurial community” by both recognizing gaps in existing entrepreneurial education opportunities and recommending actions (with plans, human resources, and funding sources) to supplement and integrate those opportunities.

In the process of taking the inventory, we contacted all identified education providers, profit and non-profit organizations, and volunteer organizations that can or do provide entrepreneurial education or business assistance. Information was gathered through e-mail surveys, direct mail, telephone conversations, and structured interviews through face-to-face contact.

This report is presented in sections and provides details of the information we collected. The inventory sections are as follows: education providers (separates high schools and higher education), profit organizations, and not-for-profit organizations. The last section of the report provides an integration plan for the high schools to follow in order to help develop an “entrepreneurial community.”

Section #1: Education Providers - High Schools

First, we looked at eleven high schools in four counties, including Chase, Greenwood, Coffey, and Lyon. Table 1 is a list of the Unified School Districts surveyed and the high schools within those school districts.

Table 1. List of High Schools

USD #	USD NAME	HIGH SCHOOLS
243	Lebo-Waverly	Lebo High School
		Waverly High School
244	Burlington	Burlington High School
245	LeRoy-Gridley	Southern Coffey County High School
251	North Lyon County	Northern Heights High School
252	Southern Lyon County	Olpe High School
		Hartford High School
253	Emporia	Emporia High School
284	Chase County	Chase County High School
386	Madison-Virgil	Madison High School
390	Hamilton	Hamilton High School

Table 2 presents a list of the contact persons.

Table 2. List of Contact Persons at each High School

HIGH SCHOOLS	PERSON(S) CONTACTED	TITLE
Lebo	Darla Long	Teacher
Waverly	Karl Hamm	Principal
Burlington	Jim Kuhn	Principal
	Helen Hoch	Teacher
Southern Coffey County	Mike Kastle	Principal
Northern Heights	Doug Boline	Principal
	Kim Dhority	Teacher
Olpe	Debbie Redeker	Teacher
Hartford	Curtis Simmons	Principal
	Ella Oentrich	Teacher
Emporia	Sarah Sweet	Teacher
	Denise Wyrick	Teacher
	Beverly Toso	Teacher
	Jana Marstall	Teacher
	Dr. George Abel	Assistant Superintendent of Teaching and Learning
Chase County	Lisa Eidman	Teacher
	Bernice Albers	Curriculum Director
Madison	Darrel Finch	Principal
Hamilton	Marilyn Hoy	Teacher

The following four questions were asked of at least one representative at each high school.

1. Does the school have a course related to entrepreneurship education?
2. Does the school have any classes where entrepreneurship education is incorporated into the curriculum?
3. Does the school have any classes where students prepare a business plan?
4. Does the school have any extracurricular activities that relate to entrepreneurship education?

Table 3 presents a summary of the responses to these first four questions. Additional details of their responses follow the table.

Table 3. Responses to four questions

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High School	Entrepreneur Course	Inc. into Curriculum	Business Plan	FBLA
Lebo	NO	YES	NO	YES
Waverly	NO	YES	NO	NO
Burlington	NO	YES	NO	YES
Southern Coffey County	NO	YES	NO	NO
Northern Heights County	NO	YES	NO	YES
Hartford	NO	YES	NO	YES
Olpe	NO	YES	SIMPLE	YES
Emporia	YES	YES	YES	YES
Chase	YES	YES	YES	YES
Madison	NO	YES	NO	NO
Hamilton	YES	YES	YES	YES

Question #1:

We first asked if the high schools provide any courses related to entrepreneurship education. Only three out of the eleven schools questioned had a course related to entrepreneurship education. The three high schools identified as having a course in entrepreneurship education were Emporia, Chase, and Hamilton. Next, information from these schools about the entrepreneurship classes was gathered through survey questions. A list of questions that were asked and reports of the findings at each of the three high schools follows:

1. What curriculum is covered in the entrepreneurship class?
2. Does the class offer simulations or projects?
3. Do entrepreneurs within the community ever make presentations to the class?
4. Does the class take field trips to businesses within the community?
5. Are there any specific industries the class promotes?
6. When is the class offered?

7. How many credits is the class worth?
8. Is the course a required course or a general elective?
9. How many students on the average enroll in the class or what portion of the students at the high school enrolls in the class?
10. Is the course taught at specific grade levels?
11. Is there an outreach program associated with these courses?
12. How long has the class been taught?
13. Any plans to develop more classes in entrepreneurship in the future?
14. Are the students and instructors excited about the class?
15. Is there anyone else involved with entrepreneurship education that I could talk to?

Emporia High School

Emporia High School has a course entitled "Entrepreneurship," which is currently taught by Sarah Sweet. The course description is as follows:

"Explores the personal characteristics and resources needed to profitably start and run a small business. Includes the basics of planning, organizing, financing, starting, operating, and managing a small business venture in the free enterprise system. Students may do a business simulation, develop, and run a business."

The curriculum the class covers is divided into three parts. First, the class discusses items out of the textbook such as forms of ownership, self-assessments, franchises, business plans, marketing, human resources, etc. Next, students run a simulation from the textbook entitled "Cracker's Bakery." Finally, students get into groups and decide on a product they want to make, market, and sell during class.

The class is offered annually in the fall and is worth one-half credit. In 2005, there are two entrepreneurship courses available for the fall and fifty to fifty-five students enrolled. It is an elective and students in grades 10-12 may enroll. The class has been taught at the high school since 1994-95. The original curriculum scope for the class included the following:

1. Students will explore entrepreneurship as a career.
2. Students will examine importance of entrepreneurship as it related to the free enterprise system.
3. Students will develop a business plan.

All types of business industries are covered in this class and guest speakers are brought into the class to speak to the students. For example, a guest speaker from the Sunflower Nook was brought in last year to talk to the students. The class does not have an outreach program associated with it. Also, although the high school incorporated a marketing class into the course schedule two years ago, it does not appear that any more plans regarding entrepreneurship educational activities are imminent. A small portion of the student population enrolls in this class.

Hamilton High School

Hamilton High School has a course entitled “Entrepreneurship.” The class is taught by Marilyn Hoy. The curriculum of this class primarily covers business plan preparation, and the final project in the class involves students developing a business plan. The course is a full year course and is worth one credit hour for students. Any students in grades 9-12 can take the course, which is an elective. The class has been taught at Hamilton for 10 years, and the school has no plans to develop another class associated with entrepreneurship education in the near future. The school also has a course in International Business.

Chase County High School

Chase County High School has a course entitled “Entrepreneurship.” It is taught by Lisa Eidman. The class has two simulations where students learn entrepreneurship skills. First, the class currently operates an ongoing retail business store located in the business classroom called “Bulldog Bookstore.” It sells small gift items and balloons as well as some school supplies. Second, students in this class also assume leadership roles in a business called “Honey in the Hills.” This project includes the students purchasing bees and supplies, hiring bee keepers, extracting honey, and marketing and selling a variety of honey products. The curriculum that is covered in this class mainly involves writing business plans. A curriculum scope of the class is as follows:

CURRICULUM SCOPE

Subject Area: Technology
Course / Grade Level: Entrepreneurship

Purpose: Students will demonstrate planning, organizing, financing, starting, operating, and managing a small business venture.

TEC-ENT-1 Students will investigate entrepreneurship as a career.

- TEC-ENT-1-1 Describe common characteristics of a successful entrepreneur.
- TEC-ENT-1-2 Analyze the extent to which one possesses the characteristics of an entrepreneur.
- TEC-ENT-1-3 Evaluate the advantages and disadvantages of starting a business from scratch versus buying an existing business.
- TEC-ENT-1-4 Recognize and research a potential business venture.

TEC-ENT-2 Students will define economic concepts and business principles applying to business ventures.

- TEC-ENT-2-1 Assess the importance of entrepreneurship to the American economy as well as global economy.
- TEC-ENT-2-2 Investigate economic and business principles upon which sound business decision can be made.
- TEC-ENT-2-3 Compare and contrast the different types of business ownership.

TEC-ENT-3 Students will describe and discuss sources for technical and specialized assistance for the entrepreneur.

- TEC-ENT-3-1 Examine options for financing a new business.
- TEC-ENT-3-2 Interpret and analyze financial statements used by business owners.
- TEC-ENT-3-3 Assess professional needs of a business, such as accountant, lawyer, risk manager, finance manager.
- TEC-ENT-3-4 Demonstrate correct methods of figuring invoices, discounts, interest, turnover, payroll, product pricing, break-even point and profit.
- TEC-ENT-3-5 Describe the legal requirements for starting and operating a business.
- TEC-ENT-3-6 List and discuss the records needed by owners for tax purposes.
- TEC-ENT-3-7 Investigate internet resources to research market and feasibility.

TEC-ENT-4 Students will identify the elements and purpose of a business plan and produce a plan for the start-up of a small business venture.

- TEC-ENT-4-1 Illustrate the elements and purpose of a business plan.
- TEC-ENT-4-2 Produce an operating budget for the proposed business plan.
- TEC-ENT-4-3 Develop organizational structure of the small business.
- TEC-ENT-4-4 Design a marketing strategy for the starting of a small business.
- TEC-ENT-4-5 Create a business plan for starting a small business.

All students at the high school can enroll in the entrepreneurship class and typically around ten percent of the student population enrolls in this class. The class is offered one semester per year as an elective and is worth one-half credit. Cutbacks have been made in the business department at the high school; consequently, there are no plans to develop any more entrepreneurship classes in the future.

Question #2:

If a school did not have a course related to entrepreneurship education, we then asked if entrepreneurship education is incorporated into the curriculum of any classes available at each high school. All high schools surveyed in one way or another basically said that entrepreneurship education may “show up” or “is covered in small pieces” in certain classes. The following is a list of high schools (not including Emporia, Hamilton, and Chase) and the departments and/or classes where entrepreneurship education “shows up.”

Lebo

The business department offers Introduction to Business, Accounting I, and Computer Applications I and II. Some elements of entrepreneurship may also show up in courses offered by the family & consumer science department.

Waverly

The business department offers Introduction to Business, Accounting I and II, and Computer Applications. Some elements of entrepreneurship may also show up in courses offered by the family and consumer science department.

Burlington

The business department offers Communications Technology, Accounting I, Computerized Accounting II, and Personal Finance.

Southern Coffee County

This school offers an economics course and computer courses.

Northern Heights

A personal finance course and accounting courses are offered.

Olpe

The business department offers Introduction to Business, Accounting I & II, and Keyboarding.

Hartford

The business department offers Introduction to Business and Accounting I & II. In addition the family and consumer science department and the industrial technology department offer courses that include some entrepreneurship elements.

Madison

The business department offers Word Processing, Accounting I, and Advanced Computer Applications. The school also offers an economics course which includes some entrepreneurship elements.

Question #3:

We asked each of the high schools if there are any classes where students prepare a business plan. Only one high school, Olpe, said that it had a class where students prepare a business plan. It is incorporated into the Introduction to Business course and was described as “simple and not very detailed.”

Question #4:

We asked all of the high schools if there are any extra-curricular activities associated with entrepreneurship education available for students to participate in, such as Future Business Leaders of America (FBLA). FBLA was the only activity identified and eight out of the eleven high schools said they do offer the activity. Table 4 identifies the schools that have an FBLA chapter, the in-charge person, how long it has been available at the school, and how many students on the average that participate in it every year.

Table 4. Schools offering FBLA

School	In-Charge	# of years FBLA has been at school	# of students on average
<i>Lebo</i>	Darla Long		
<i>Burlington</i>	Helen Hoch	42	30-35
<i>Hartford</i>	Ella Oentrich	26+	20-28
<i>Olpe</i>	Debbie Redeker	30+	
<i>Emporia</i>	Beverly Toso	38+	30
<i>Chase</i>	Lisa Eidman	4	15-30
<i>Northern Heights</i>	Kim Dhority	46	40
<i>Hamilton</i>	Marilyn Hoy		

In addition, we obtained a schedule of activities from Chase County High School that lists each activity the FBLA program is involved in sorted by month. FBLA chapters are encouraged to do service projects, compete in FBLA competitions, go on field trips, have guest speakers, and participate in fund raisers.

October

Halloween Carnival for kids
Gifts to teachers on Halloween - teacher appreciation
Red Ribbon Week at school

November

National Fall Leadership Conference, 4 conferences held regionally across the US -
Attendees learn about leadership, careers, business tours, etc.
American Enterprise Day - local chapter promotes local businesses

January

District Conference - State of Kansas has 7 different districts that hold competitions

February

12-18, 2006 - National FBLA Week

March

State Leadership Conference in Topeka,
State meeting and state competition - winners qualify to go to National Leadership
Conference.

June

National Leadership conference (2005 is in Nashville)

July

Summer Leadership Conference - Kansas State Officers conduct a leadership workshop
for local chapter officers.

Question #5

In addition to the first four questions, we also asked the majority of the schools to identify the barriers they would encounter to develop more classes or activities associated with entrepreneurship education. The four barriers identified included funding, staff availability, scheduling, and demand by students.

Section 2: Education Providers - Higher Education

Emporia State University

Small Business Development Center

The Emporia State University Small Business Development Center (SBSC) is one of eight regional centers in Kansas. It assists all small businesses located or intending to locate in the following counties: Chase, Lyon, Osage, Coffey, Marion, Greenwood, Morris, and Woodson. The SBDC provides both counseling and education services. The counseling services provided include: business plan assistance, financial projection development, cash flow analysis, marketing plan development, human resources, sources of capital and financing, inventory control procedures, product costs analysis and pricing, advertising strategies, sales technique, and patent processes. The educational services include: courses, seminars, conferences, and roundtables.

Small Business Management Class

The Small Business Management class is taught by Dr. Ken Schallenkamp and it is available every spring and fall semester. Dr. Schallenkamp has taught the class every semester since the fall of 2002 and the class has been available to take since before the mid-1990s. The average enrollment for the course generally is in the mid-twenties. The course is an elective and is worth three credit hours. The prerequisites for the course include an accounting class and a marketing class. The course description is as follows:

“This course provides a direct practical study of activities and skill needed to successfully manage a small independent business. Emphasis is on entrepreneurial decision-making in the areas of: startup vs. buy out strategies, franchising opportunities, developing marketing and business plans, selecting a location, projecting financial requirements, finding sources of funding, pricing and credit strategies, promotional strategies, customer service, evaluating financial performance, and ethical issues. Special attention will be given to the development of the business plan.”

The class does not promote any specific industries; however, a student can develop a business plan for any industry he or she is interested in. Business plans developed in the class usually include ideas involving clothing, retail, restaurants, and manufacturing industries. Business plans, ranging from a clothing store, jewelry store, mail-order undergarment web company, and a taxidermy, have been developed in this class and either have entered the start-up stage or are actual businesses.

Entrepreneurial Management

Students in Free Enterprise (SIFE) Team

SIFE is the largest collegiate organization in the world with groups in over 1,500 campuses in over 40 countries. The organization was founded in 1975. Each individual college and university may have one SIFE team and any student enrolled as an undergraduate or graduate student may participate in this activity. While participating in this activity, SIFE students apply their classroom experiences to develop and implement educational outreach programs that educate individuals in their communities about the principles of market economics, successful skills, entrepreneurship, financial literacy, and business ethics. Competitions in SIFE are based on these topics. During a competition, each individual SIFE team must complete a written report and prepare a live visual presentation to a panel of entrepreneurs and executives serving as judges. Teams are graded on how effectively economic opportunity is created and their strategy to ensure long-term success. Regional competitions are held first, and then regional champions advance to the national competition. The ESU SIFE Team was founded in the spring semester of 2004.

Phi Beta Lambda (PBL)

PBL is a national organization and the post-secondary division of the Future Business Leaders of American (FBLA). The purpose of PBL is to provide opportunities for postsecondary students to develop business-related career competencies. PBL is an integral part of the instructional program and in addition promotes a sense of civic and personal responsibility. Activities of PBL include competitions and fundraising events, among others. Competitions are held in all areas of business on a regional level first, and then winners at regional competitions compete at nationals. One of the areas of competition includes business plan competition. The goals of PBL are: to develop competent, aggressive business leadership, to strengthen the confidence of students in themselves and in their work, to create more interest in and understanding of American business enterprise, to encourage members in the development of individual projects that contribute to the improvement of home, business, and community, to develop character, develop useful citizenship, and foster patriotism, to encourage and practice efficient money management, to encourage scholarship and promote school loyalty, to assist students in the establishment of occupational goals, and to facilitate the transition from school to work. Members can be any post-secondary students who are enrolled in business or business-related fields.

Pi Omega Pi

Pi Omega Pi is a national honorary business education society. The aims of Pi Omega Pi are to create a fellowship among teachers of business subjects, create and encourage interest and promote scholarship in business education, encourage civic responsibility, foster high ethical standards in business and professional life among teachers of business, and teach the ideal of service as the basis of all worthy enterprise. Membership in Pi Omega Pi is classified as active, associate, alumni, honorary, and faculty. Active membership includes those undergraduates and graduates who are enrolled as bona fide students in a college or university having a chapter of the society and who have met the following requirements:

Each candidate has expressed an intention of becoming a teacher of business subjects.

Each candidate possesses the following qualifications:

- Completion of at least three semesters or five quarters of college courses including at least fifteen semester hours or twenty-two quarter hours in business and education subjects.
- Attainment of general scholarship sufficient to place the candidate within the upper thirty-five percent of his/her college class (sophomore, junior, senior, or graduate) and the achievement of an average grade of "B" or higher, or its equivalent in other grading systems, in all courses in business and education.

Alumni membership includes those graduates of colleges and universities who were active members while they were in school or those who graduated before a chapter was established but whom, since they attained the scholarship standards while a student, have been elected by the chapter to membership. Faculty membership may be conferred on persons of national reputation the National Council believes worthy. Associate membership may be conferred on persons of national reputation the National Council believes worthy. Honorary membership may be conferred on persons of national reputation the National Council believes worthy.

Allen County Community College

Entrepreneurship Class

Flint Hills Technical College

The Flint Hills Technical College does not have a specific course related to entrepreneurship education. They do have general business courses related to business, such as business communications, computer programming, web page design, and accounting, amongst others, but none specifically related to entrepreneurship education. The only courses identified that incorporate entrepreneurship education into the curriculum is the Professional Development courses. The course number and description are as follows:

PD 101 Professional Development

Students will develop knowledge and skills necessary to understand their personalities, how to handle stressful work situations, and develop positive customer service and telephone skills. Students will learn how to get and keep a job, and will learn the importance of being a participative member of their community.

NET 111 Professional Development

Students will develop knowledge and skills necessary to understand their personalities, how to handle stressful work situations, and develop positive customer service and telephone skills. Students will learn how to get and keep a job, and will learn the importance of being a participative member of their community.

Business Professional of America (BPA)

Flint Hills Technical College is involved with the Business Professionals of America. It is lead by Larena Grieshaber, an office professional instructor who has been at the college for 8 years. The college has been involved with Business Professionals of America since Larena Grieshaber has taught at the college, and she said it has probably been there a lot longer. Anywhere from 10-40 students will participate in this activity every year.

Two competitions that BPA members participate in that relate to entrepreneurship education are entrepreneurship and small business management team. Participants develop a business plan under the entrepreneurship competition. Participants are required to identify and utilize internal and external resources, identify the customer base, including consumer and organizational markets and demographics, identify customer relations or market, and demonstrate successful price selection, including the reasoning and methods used in determining price. Participants in the small business management team competition will demonstrate teamwork needed to function in a business setting and will allocate time, money, materials, space, and staff to achieve certain tasks.

Coffee County Community College

Business Professionals of America (BPA)

The following is a description of the activity:

“Business Professionals of America is for any student currently enrolled in a business, office or business education course or program at Coffeyville Community College/Area Technical School. The purpose of Business Professionals of America is to prepare students for the business workforce through the advancement of leadership, citizenship, academic and technological skills. By integrating its programs into the business classroom, Business Professionals of America encourages leadership, professionalism, poise, dependability, patriotism and competency.”

Students in Free Enterprise (SIFE) Team

The following is a description of the activity:

“SIFE students work as teams to design educational outreach projects that help people develop a better understanding of the principles of free enterprise and how to use this information to empower themselves and

achieve their dreams. Students benefit by developing the skills needed to achieve their dreams, by making connections with leaders who can help open the door of opportunity and by knowing they have helped better the lives of others. Every SIFE team is invited to attend the Regional Competition of their choice. They will have the opportunity to make a live presentation documenting their achievements for the year to a group of business executives serving as judges.”

Small Business Management Internship I-IV (Courses Offered on Demand)

The course description for Small Business Management Internship I is as follows:

“This course consists of applying knowledge which has been gained in the classroom in a small business. Integration of classroom training with on the job experience will allow the student to relate more meaningfully to small business management careers. Students also acquire a sense of what are appropriate dress, protocol and professional attitude in small business settings. The student will be required to work in an approved business a minimum of 15 hours.”

The Small Business Management Internship courses II, III, and IV are continuation classes of the first course.

Section 3: Kansas State Department of Education

The Kansas State Department of Education provides funding for vocational programs through VEII funds, also called point five money. The money available in these funds is generated by the taxpayers of Kansas. All public schools within the State of Kansas are eligible to receive these funds; no private schools are eligible to receive these funds. In addition, these funds are only available to be received by classes that are at or above the ninth grade level. These funds are used to fund entrepreneurship courses within approved vocational programs. The vocational programs can be in the area of business, marketing, family and consumer science, and agriculture. The programs are funded based on if they are high in technology skills and other standards. To be considered, a school will need to fill out a course competency form and provide items such as an outline, profile, and the hardware and software that will be used for the class. Twenty-six entrepreneurship classes were funded by the State Department in 2004 and twenty-seven entrepreneurship classes will be funded by the State Department in 2005.

Section 4: Profit Organizations

No profit organizations were identified.

Section 5: Not-For-Profit Organizations

The Learning Connection

The Learning Connection is a not-for-profit organization that is part of the United Way Agency. It is in its 34th year of providing service to the Emporia community. The Executive Director of the institution is Cheryl Patton.

The institution sponsors The Farmer's Market, which takes place every Saturday morning and Wednesday afternoon from June through October. The Farmer's Market allows a collection of vendors the opportunity to come together and sell their products in the same location. Vendors bring their own products to sell and must bring anything needed to help facilitate sales, such as tables, banners, tents, and other items. Vendors receive some training from The Learning Connection through meetings and workshops.

The Learning Connection provides numerous classes and activities to the public ranging in a variety of topics that include, amongst others: business and finance, art, the environment, electronics, computers, family matters, money, sports, home improvements, the kitchen, legal matters, travel, and history.

The institution develops three catalogs per year, in the summer, spring, and fall, which outlines the dates and times of the classes offered. Classes are developed based on if there is a need in the community, to improve the lives of the people in the community, and to benefit all of the people in the community. All community members are welcome to attend all classes and anyone can teach a class through the Learning Connection. The institution has a motto of "Everyone can teach, everyone can learn." All teachers are volunteers. There is a \$5 fee for a community member to take the class which helps The Learning Connection cover its costs.

In regards to entrepreneurship education or assistance, The Learning Connection does not offer any specific courses related to this topic. However, if the institution identifies this as a need within the community, then it is open to developing an entrepreneurship class, workshop, or any other idea. The Learning Connection does, however, provide entrepreneurs a way to test market their products before they open their businesses. For example, The Learning Connection helped a local business, called The Three Fools Café, test market its food through The Farmer's Market before the restaurant was actually opened. This allowed the restaurant to see if there was a need or want within the community for their food. In the future, The Learning Connection may allow businesses to set up tables and participate in sidewalk sales at The Farmer's Market.

Section 6: Miscellaneous Information

Emporia Main Street Association of Emporia

Mary Hellmer is interested in starting a business incubator. An incubator is where a few businesses come together and share common resources to lower overhead costs. The businesses would be allowed remain in the incubator and then would be required to "fly the coup" after three years. She would like to start it as soon as a building could be

donated. The incubator would likely encompass retail or light industrial businesses and would be located on Commercial Street.

Emporia Chamber of Commerce

The Chamber of Commerce has talked about developing classes or workshops designed to provide entrepreneurship training activities, but nothing has been developed yet. The Chamber of Commerce realizes the importance of providing this service and has been working with the Small Business Development Center and the Main Street Association to figure out what route to take. The Chamber of Commerce hopes to have a website or webpage available at the beginning of next year that will provide assistance to entrepreneurs.

Steve Commons, City Manager of Emporia

The city of Emporia helps entrepreneurs in two ways. First, the city has a code review team. This team reviews buildings before people actually purchase the buildings to inform them about problems that will have to be dealt in order to get the building to meet existing code requirements. This team allows the purchaser to identify the problems with the building beforehand instead of dealing with these issues until after the building has been purchased and the business has started. This code team allows an entrepreneur the ability to include any problems associated with getting the building on par with code requirements in their business plan. Second, the city has a loan program for small businesses. Entrepreneurs need to contact the city of Emporia and get their business plans approved to receive the loan.

Section 7: The Integration Plan – High Schools

Three out of the eleven high schools we looked at had an entrepreneurship course and eight out of the eleven participated in Future Business Leaders of America. Each school, whether they have or do not have an existing entrepreneurship course or an extra-curricular activity, might be able to help Kansas improve its efforts to build a “culture of entrepreneurship.” The following is a list of steps in order that high schools are encouraged to take and a list of recommended actions that each high school could most likely take in order to help facilitate an “entrepreneurial community” and a “culture of entrepreneurship.”

1. *Survey students to identify interest for entrepreneurship courses and extra-curricular activities:* Ask students that are currently enrolled in general business courses to see if they would be interested in taking an entrepreneurship course or participating in an extra-curricular activity.
2. *Develop an extra-curricular activity, such as Future Business Leaders of America:* If schools currently do not have an extra-curricular activity related to entrepreneurship education, then they could start one assuming there is an interest amongst the students. Future Business Leaders of America would be the most likely choice because it is

available at eight of the schools already. A volunteer from the faculty already at the school would be needed. This volunteer could contact the schools that already have Future Business Leaders of America available to get advice on developing the activity.

3. *Learning module to add to existing course:* If there is an amongst the students for an entrepreneurship course but the school cannot overcome certain barriers to develop an entrepreneurship course, then the high schools could develop an approximate three hour learning module dealing strictly with entrepreneurship that could be added to an existing business class. This would possibly require cutting some of the current curriculum in the class and replacing it strictly with entrepreneurship curriculum. The three hour learning module could consist of having a business owner or owners come talk to the class about entrepreneurship and answer questions about how they got involved in starting the business, what preparations were made in order to start the business, what resources were available to help them start their business, what obstacles were in the way, and advice for future entrepreneurs. Entrepreneurs within in the community are usually willing to participate in this. Or it could consist of the students learning how to prepare a business plan. Or this learning module could consist of any other idea developed by the teacher.

4. *New entrepreneurship course:* High schools that currently do not have a course in entrepreneurship would develop a new course in entrepreneurship. These schools would need to overcome all four barriers and any additional ones not identified. This would require either current teachers adjusting their schedules to teach the class, dropping an existing class and replacing it with the entrepreneur class, or hiring an additional faculty member to teach the entrepreneur class. It would also require getting the proper funding and an interest amongst the students. Schools wishing to develop and entrepreneurship course could contact the teachers at Emporia, Chase, and Hamilton for advice on setting up the class. If schools cannot overcome scheduling and funding barriers, then it could be offered as an online course according to Kim Dhority at Northern Heights High School. Therefore, schools could double up on hours and still get funding for it through VEII funds. The course could also be offered as dual credit for both high school and college.

5. *Mentoring Program between College and High School Organizations:* Lisa Eidman, the entrepreneurship teacher at Chase County High School, would like to see some sort of mentoring program between college and high school organizations. This could involve the organizations working on community and service projects together. College students would be able to share their experiences college experiences with high school students in order to better prepare them for college.

6. *Day-long entrepreneurship workshops on campus:* Students from all high schools would come to Emporia State's campus and would take part in presentations, seminars, and other activities associated with entrepreneurship. Students could be taught how to prepare a business plan and then actually prepare a business plan. Each high school could compete against the other high schools and awards for the top business plan would be given. Guest speakers from local businesses within the community could be invited to

speak at this event regarding their experiences in opening their own businesses, as well as other guest speakers.

7. *Partner with the Learning Connection:* For schools that have entrepreneurship courses, these schools could partner with the Learning Connection and have students sell their products at the Farmer's Market. Students in the class will go through the process of making a product in class, and then deciding how to market and sell the product at the Farmer's Market. Cheryl Patton from the Learning Connection has expressed interest in partnering with all schools that are interested in this type of activity.